



विवेकानन्द कॉलेज
VIVEKANANDA COLLEGE
(दिल्ली विश्वविद्यालय)
(UNIVERSITY OF DELHI)
विवेक विहार, दिल्ली-110095
VIVEK VIHAR, DELHI-110095
GRADE 'A' ACCREDITED By NAAC

VIVEKANANDA COLLEGE UNIVERSITY OF DELHI

SUPPORTING DOCUMENTS FOR

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

(Code 1.3.1)

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PROOFS 1.3.1
Syllabus of the Courses
ISSUED ADDRESS : PROFESSIONAL ETHICS

Commerce Department

1. Paper - Auditing and Corporate Governance

B.Com CBCS

Department of Commerce, University of Delhi

B. Com. : Semester V

Paper BC 5.1 (c): AUDITING AND CORPORATE GOVERNANCE

Duration: 3 Hrs.

Marks: 100

Credits:

6

Course Objective

To provide knowledge of auditing principles and techniques and to familiarize the students with the understanding of issues and practices of corporate governance in the global and Indian context including case studies.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: differentiate between different aspects of auditing especially for internal check, internal control and for overall corporate governance.

CO2: understand the concept of corporate governance in organisations and its essence for management.

CO3: provide and assimilate information leading to failure of organisation and corporate scams.

CO4: comprehend the governance framework for an organisation provided by different regulatory bodies in India and Abroad.

CO5: recognise the essence of ethics in business.

Course Contents

Unit I: Auditing

Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit; Audit Procedure – Vouching and verification of Assets & Liabilities; Company Auditor- Qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration, Rights and Duties; Auditor's Report- Contents and Types, Liabilities of Statutory Auditors under the Companies Act 2013.

Unit II: Special Areas of Audit

Cost audit, Tax audit and Management audit; Recent Trends in Auditing: Basic considerations of audit in EDP Environment; Relevant Auditing and Assurance Standards (AASs).

Unit III: Corporate Governance Framework in India

Initiatives- Confederation of Indian Industry (CII) (1997), Kumar Mangalam Birla (1999), NR Narayana Murthy Committee (2005) and Uday Kotak Committee (2017). Regulatory framework- Securities and Exchange Board of India (SEBI) (1999), relevant provisions of Companies Act, 2013 and Listing Obligations and Disclosure Requirements Regulations (LODR), 2015.

Unit IV: Major Corporate Governance Failure and International Codes

BCCI (UK), Maxwell Communication (UK), Enron (USA), World.Com (USA), Andersen Worldwide (USA), Vivendi (France), Harshad Mehta Scam, Satyam Computer Services

Ltd, Kingfisher Airlines and PNB Heist; Common Governance Problems Noticed in various Corporate Failures; Codes and Standards on Corporate Governance; Initiatives in India.

Unit V: Business Ethics and CSR

Morality and Ethics; Business Values and Ethics; Various Approaches to Business Ethics; Ethical Theories; Ethical Governance; Corporate Ethics; Benefits of Adopting Ethics in Business; Ethics Programme; Code of Ethics; Ethics Committee; Concept of Corporate Philanthropy, CSR, CR, Corporate Sustainability; Environmental Aspect of CSR; CSR provision under the Companies Act 2013, CSR Committees; CSR Reporting; CSR Models, Drivers of CSR, Codes and Standards on CSR, Global Reporting Initiatives, ISO 26000.

References

- Tricker, Bob.(2015) Corporate Governance-Principles, Policies, and Practice (Indian Edition). Oxford University Press, New Delhi.
- Sharma, J.P.(2016), Corporate Governance, Business Ethics, and CSR, Ane Books Pvt Ltd, New Delhi
- Kumar A., Gupta L. and R.J. Arora, Auditing and Corporate Governance, (2016), Taxmann Pvt Ltd.

Additional Resources

- Mallin, Christine A.(2018), Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
- Rani, Geeta D., and R.K. Mishra, (2017) Corporate Governance- Theory and Practice, Excel Books, New Delhi.
- Gupta, Kamal and Ashok Arora, (2015) Fundamentals of Auditing, Tata Mc-Graw Hill Publishing Co. Ltd., New Delhi.
- Institute of Chartered Accountants of India, Auditing and Assurance Standards, ICAI, New Delhi.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject corporate governance and auditing. It includes lectures through presentations of corporate scams, expert lectures, case study approach is widely followed, role plays, seminars, tutorials, project-based learning. Higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

B.Com CBCS

Department of Commerce, University of Delhi

Auditing, Corporate Governance Framework in India, Business Ethics and CSR.

English Department

1. Paper – Literature in Social Spaces

PAPER S2: LITERATURE IN SOCIAL SPACES

Course Objectives

According to Emile Durkheim, the categories of time, space, class, personality (and so on) are social in nature. Social spaces therefore have to be understood as products of the distribution of individuals/communities, kinship ties, and professional relationships. Since such spaces are crucial for the orientation and growth of individuals, ideally they should be constructed by ensuring inclusivity empathy and self-awareness.

Humanities as a field encourages us to ask pertinent questions, share different world-views, and produce alternate truths in the process. It is in this regard that we are offering a course that will use texts (literary or otherwise) to equip students with skills crucial to understand and deal with the practicalities of the everyday, be it with regard to workplace intimate networks or social media. Recent research has inferred that the study of Humanities and Social Sciences are effective in developing soft skills considered of vital importance in the dynamic workplace of the 21st Century.

This course draws attention to the link between critical thinking skills developed by studying the Humanities, especially Literature, and other skills that are often termed, 'soft skills'. The course focuses on the empathy building capacity of Literature and the application of critical thinking and problem solving skills employed in literary analysis to develop an understanding

of the value of literature in social and professional spaces. Literary readings will provide the foundation for developing skills such as better communication and empathy, understanding the value of teamwork, the need for adaptability, and the role of leadership and mentoring.

Learning Outcomes

- Students will be familiarised with the link between the Humanities and, ‘soft skills’
- They will be encouraged to focus on the value of literature as an empathy-building experience.
- They will learn to apply critical thinking and problem solving skills developed by the study of literature to personal social and professional situations.
- Students will be encouraged to enhance their teamwork skills by working in groups and to understand the processes of leadership and mentoring.
- Students will work on their presentation skills and build on the idea of, ‘narratives’, to better communicate with target audiences.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Humanities and Soft skills

- ‘Creative and Arts Graduates have the Soft Skills needed to make them Work-Ready’, by Mark Harman in *The Independent* 22 June 2016
(<https://www.independent.co.uk/student/career-planning/creative-arts-graduates-soft-skills-graduate-employment-university-subjects-work-ready-a7095311.html>)
- ‘Leadership in Literature’, by Diane Coudu in *The Harvard Business Review* March

2006 (<https://hbr.org/2006/03/leadership-in-literature>)

- c) 'How Literature informs Notions of Leadership', by Gregory L. Eastwood in *Journal of Leadership, education* Vol 9 Issue 1 2010 (http://journalofleadershiped.org/attachments/article/161/JOLE_9_1_Eastwood.pdf)

Unit 2

Emotional Intelligence Adaptability and Mental Health

- a) Daniel Goleman., 'Don't let a bully boss affect your mental health', <http://www.danielgoleman.info/dont-let-a-bully-boss-affect-your-mental-health/>
- b) William Blake, 'The Chimney Sweeper', from *Songs of Innocence and Songs of Experience* (both versions - 2 poems)
- c) W. Somerset Maugham, 'The Verger', (short story)

Unit 3

Critical Thinking and Problem Solving

- a) 'On the Writers Philosophy of Life', by Jack London in *The, editor* October 1899 (essay)
- b) Nicholas Bentley, 'The Lookout Man', (short story) in S. P. Dhanvel's *English and Soft Skills* (Delhi: Orient Blackswan 2010).
- c) J. K. Rowling., 'The Fringe Benefits of Failure and the Importance of Imagination', (extract from her speech at Harvard 2008) <https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Unit 4

Teamwork and Team Management

- a) Extract from Mark Twain *Huckleberry Finn* in S.P. Dhanvel's *English and Soft Skills* (Delhi: Orient Blackswan 2010).
- b) 'The Builders', by Henry Wadsworth Longfellow (poem)

Unit 5

Leadership and Mentoring

- a) 'If', by Rudyard Kipling (poem)
- b) 'Are you my Mentor?', by Sheryl Sandberg in *Lean in: Women Work and the Will to Lead* (London: Penguin Random House 2015).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Suggested Films

1. 2002 Documentary -- *The Tales of the Night Fairies* (teamwork leadership and adaptability)
2. 1993 Film -- *What's Eating Gilbert Grape?* (self-awareness family and care)
3. 2000 Film -- *Erin Brockovich* (soft skills and empathy)
4. 2003 Film -- *Monalisa Smile* (leadership and mentorship)
5. 2016 Film-- *Hidden Figures* (affective leadership and teamwork)
6. 2016 TV Serial -- *Black Mirror: Season 3 Nosedive* (mental health and social media)
7. 2007 Film -- *Chak De India* (teamwork leadership mentoring)

Teaching Plan

Paper S2 – Literature in Social Spaces

Week 1 – Introduction

Week 2 – Unit 1 - Humanities and Soft skills

Week 3 – Unit 1 - contd

Week 4 – Emotional Intelligence, Adaptability, and Mental Health

Week 5 – Unit 2 - contd

Week 6 – Unit 2 - contd

Week 7 –Unit 3 - Critical Thinking and Problem Solving

Week 8 – Unit 3 - contd

Week 9 – Unit 3 - contd

Week 10 – Unit 4 - Teamwork and Team Management

Week 11 – Unit 4 - contd

Week 12 – Unit 5 - Leadership and Mentoring

Week 13 – Unit 5 - contd

Week 14 – Conclusion

Keywords

Soft skills

Humanities and soft skills

Literature and EQ

Leadership and Literature

Critical thought in Humanities

Mentoring and Literature

Food Technology Department

1. Paper –Research Methodology

Course: BA Prog. Semester-IV LOCF
Subject: SEC Research Methodology PS41

The following teachers attended the online meeting held on 03/01/2022 at 5.00 pm.

1. Bir Singh, DCAC
3. Nivedita Mullick, Gargi College
4. Nishtha Dhawan, KNC
5. Hema Nagpal, Sri Aurobindo College
6. Trisha Jolly, JDMC
7. Rakesh Kumar, Dyal Singh
8. Swati Malik, Rajdhani College
9. Renu Kumari Verma, Moti Lal Nehru College(Evening)
10. Padma Suresh, Sri Venkateswara College
11. Madhuri Singh, Kalindi College
12. Akshay Garg, PGDAV
13. Divya Singh, St. Stephen's College
14. Shweta Nanda, ARSD College

The matters relating to internal assessment and reference material for the course were discussed. It was decided and resolved to stick to the existing reading list for study material. It was also resolved that the scheme of internal assessment will comprise of assignments/class tests and a research project. The research project will be a compulsory group activity. The meeting concluded with thanks to the participants and organisational support of Bir Singh was acknowledged.

Professor Paramjit
(Course Co-ordinator)

Reading List

Unit 1

Data types and sources-Formulating a research problem, reviewing the literature, Qualitative and quantitative data, measurement and scales, overview of some secondary data sources, writing a research proposal

Kumar(2014) Chapters- 1, 2, 4, 5, 6, 13

Flick(2012) Chapter 3

Note: It was suggested that teachers go through Groves et al(2009) and give suggestions for inclusion of the same to be considered next year.

References

1. Cochran, W. (1977). *Sampling techniques*, 3rd ed. Wiley
2. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
3. Kumar, R. (2014). *Research Methodology: A step-by-step guide for beginners*, 4th ed. Sage Publications.
4. Uwe Flick. (2012). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage Publications.

Teaching Learning Process

Combination of labs and lectures. Lab sessions can be utilized to teach students how to access data sources and for data analysis and presentation using Tables, Charts, etc. using EXCEL or any other software.

Assessment

Internal Assessment: Project(15 Marks) and Assignments/Tests (10 Marks)
Final Exam-75 marks

2. Paper –Maternal and Child Health and Nutrition

SEC HH 02: MATERNAL & CHILD HEALTH NUTRITION

(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- To understand the relationship between maternal health and birth outcome
- To understand the concept of infant and young child feeding practices
- To gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

COURSE LEARNING OUTCOMES

- Understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- Understand the relationship between maternal health and birth outcome
- Understand the concept of infant and young child feeding practices
- Gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I:

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

Activities:

1. Gathering and analysing data on maternal nutrition/health indicators
2. Preparation of educational aid on adequate care and nutrition during pregnancy.
3. Preparation of an educational aid for dietary management of anemia during pregnancy
4. Conducting interview and planning nutrition education games for college going adolescent girls on importance of adequate nutrition and health during adolescence.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 15, pg 234-250.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasisdas Bhanot Publishers, Jabalpur, India., Chapter 10, pg 555-645.

UNIT II:

Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breastfeeding biology, Breastfeeding support and counselling

Activities:

1. Preparation of educational aid on adequate care and nutrition for nursing mothers.
2. Planning counselling sessions for nursing mothers for different breastfeeding related problems.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 15, pg 234-250.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India., Chapter 10, pg 555-645.

UNIT III:

· Infant and young child feeding and care - Current feeding practices and nutritional concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding.

· Growth monitoring, Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children

· Child health and morbidity, neonatal, infant and child mortality, IMR and U5MR; link between mortality and malnutrition

Activities:

1. Gathering and analysing data on child nutrition/health indicators
2. Preparation of educational aid on importance of exclusive breast feeding.
3. Preparation of educational aid on importance of timely initiation of complementary feeding.
4. Preparation of educational aid on prevention and management of diarrhoea.
5. Preparation of educational aid on Importance and schedule of immunization.
6. Preparation of educational aid on importance of hygiene and sanitation.
7. Conduct activity to demonstrate age specific complementary food preparation for infants and young children (7 months, 10 months and 1.5 years).
8. Plotting and interpretation of growth charts for children below 5 years.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 17, pg 268-283.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India, Chapter 10, pg 555-645.

UNIT IV:

Overview of nutrition concerns and existing maternal and child nutrition policies and programmes

Activities:

1. Preparation of case study from field observations related to any one nutrition problem among mothers and/ or infants
2. Preparation of case study from field observations related to any ongoing programmes on maternal and child nutrition and health in India.
3. Preparation and presentation of information card about various schemes related to maternal and child nutrition
4. Preparation and presentation of information card about various the national/international

organizations working in the field of maternal and child health and nutrition.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 32, pg 537-549.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India, Chapter 7, pg 432-503, Chapter 10, pg 555-645, Chapter 23, pg 958-965.

COMPULSORY READING

- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
- Wadhwa A and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi.

ADDITIONAL RESOURCES

- Relevant IEC material from Government of India (including Ministry of Health and Family Welfare, Ministry of Women and Child Development, and other ministries working in nutrition) and Non-Governmental Organizations working in the area of health and nutrition.
- National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.
- Vir, S.C (2011) *Public Health Nutrition in developing Countries Part1*. Woodhead Publishing India Limited
- Vir, S.C (2011) *Public Health Nutrition in developing Countries Part2*. Woodhead Publishing India Limited
- Ministry of Women and Child Development (MWCD), Government of India. (2019). POSHAN Abhiyaan [online]. Available at: <https://icds-wcd.nic.in/nnm/home.htm> (Accessed: July 12, 2019).
- Ministry of Health and Family Welfare (MoHFW), Government of India. (2019). National Health Mission, Ministry of Health and Family Welfare, Government of India [online]. Available at: <https://nhm.gov.in/> (Accessed July 12, 2019).
- Ministry of Health and Family Welfare (MoHFW), Government of India. (2019). Departments of Health and Family Welfare, Ministry of Health and Family Welfare, Government of India [online]. Available at: <https://mohfw.gov.in/about-us/departments/departments-health-and-family-welfare> (Accessed: July 12, 2019)

TEACHING LEARNING PROCESS

- Power point presentations
- Class Discussions / Demonstrations
- Class activities / assignments
- Field Visits

Hindi Department
1. Paper- Anuvad Kaushal

अनुवाद-कौशल
(BAHHSEC04)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी देना

विभिन्न क्षेत्रों में अनुवाद की प्रकृति की जानकारी

Course Learning Outcomes

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी

विभिन्न क्षेत्रों के अनुवाद का विश्लेषणात्मक अध्ययन
प्रयोगात्मक कार्य

Unit 1

अनुवाद का स्वरूप, महत्व और प्रकार

भारत का भाषायी परिदृश्य

अनुवाद की व्यावसायिक संभावनाएं, अनुवाद- संबंधी संस्थाएं और उनके कार्य, अनुवाद कार्य में प्राकाशनाधिकार

Unit 2

अनुवाद की सामग्री; विभिन्न प्रयुक्तियाँ

अनुवाद प्रक्रिया

अनुवाद के उपकरण

Unit 3

अभ्यास 01 (अंग्रेजी से हिंदी और हिंदी से अंग्रेजी)

सर्जनात्मक साहित्य

ज्ञान-विज्ञान और तकनीकी साहित्य

सामाजिक विज्ञान

Unit 4

अभ्यास- 02 (अंग्रेजी से हिंदी और हिंदी से अंग्रेजी)

जनसंचार

प्रशासनिक अनुवाद

बैंकिंग अनुवाद

विधि अनुवाद

References

अनुवाद के भाषिक सिद्धान्त- कैटफोर्ड, जे. सी. सिद्धान्त (अनुवादक : डॉ. रविशंकर दीक्षित)

प्रकाशक : मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल

अनुवाद के सिद्धांत - रेड्डी आर. आर ; (अनुवाद: डॉ. जे. एल. रेड्डी)

साहित्य अकादमी, मंडी हाउस, नई दिल्ली

Additional Resources:

अनुवाद सिद्धांत और प्रयोग : गोपीनाथन जी. , लोकभारती प्रकाशन, इलाहाबाद

अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग - सं. नगेंद्र

हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली

अनुवाद सिद्धांत की रूपरेखा- सुरेश कुमार ; वाणी प्रकाशन, दिल्ली

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, परियोजना कार्य

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

पारिभाषिक शब्दावली

2. Paper –Media Lekhan

सेमेस्टर – 3

मीडिया लेखन

Generic Elective (GE) Credits: 4

Course	Nature of Course	Total Credit	Component			Pre-requisite of the course (If any)	Content of Course and reference is in
			Lecture	Tutorial	Practical		
मीडिया लेखन	जीई (GE)	4	3	1	—	—	—

पाठ्यक्रम का उद्देश (Course Objective):

- विभिन्न जनमाध्यमों के लिए मीडिया लेखन की जानकारी देना
- मीडिया लेखन के विविध प्रारूपों एवं उनमें प्रयुक्त शब्दावली से परिचित कराना
- मीडिया के विविध रूपों में लेखन प्रक्रिया की जानकारी देना

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- विद्यार्थियों को जनमाध्यमों के विविध स्वरूपों के लेखन की जानकारी प्राप्त होगी
- विद्यार्थी मीडिया शब्दावली से परिचित होकर मीडिया संस्थाओं में कार्य करने में सक्षम होंगे
- व्यावसायिक क्षेत्रों में काम करने के लिए प्रशिक्षित हो सकेंगे

इकाई 1 : मीडिया लेखन : सैद्धांतिक परिचय

(12 घंटे)

- मीडिया लेखन के आधारभूत सिद्धांत
- मीडिया लेखन कौशल
- मीडिया लेखन के विविध क्षेत्र (प्रिन्ट, रेडियो, टेलिविज़न, फिल्म, सोशल मीडिया)

इकाई 2 : प्रिन्ट माध्यमों के लिए लेखन

(12 घंटे)

- समाचार लेखन
- फीचर लेखन
- संपादकीय लेखन

इकाई 3 : रेडियो के लिए लेखन

(12 घंटे)

- रेडियो-समाचार लेखन
- रेडियो फीचर लेखन
- रेडियो वार्ता लेखन

इकाई 4 : टेलीविज़नके लिए लेखन

(09 घंटे)

- टेलीविज़न कार्यक्रमों के लिए पटकथा लेखन
- टेलीविज़न के लिए समाचार लेखन
- टेलीविज़न के लिए वृत्तचित्र (डाक्यूमेंट्री) लेखन

सहायक ग्रंथों की सूची:

- मीडिया लेखन : सिद्धांत एवं व्यवहार, चंद्र प्रकाश मिश्रा, संजय प्रकाशन, नई दिल्ली
- प्रिन्ट मीडिया लेखन, हरीश अरोड़ा, के के पब्लिकेशन्स, नई दिल्ली
- इलेक्ट्रॉनिक मीडिया लेखन, हरीश अरोड़ा, के के पब्लिकेशन्स, नई दिल्ली
- पत्रकारिता : सर्जनात्मक लेखन और रचना प्रक्रिया, अरुण कुमार भगत, नेशनल बुक ट्रस्ट, नई दिल्ली
- जनसंचार और मीडिया लेखन, रेवती शरण शर्मा, नेशनल पब्लिशिंग हाउस, नई दिल्ली
- मीडिया लेखन सृजन, ओम गुप्ता, कल्पाज प्रकाशन
- मीडिया लेखन कला, निशांत सिंह, ओमेगा प्रकाशन, नई दिल्ली

3. Paper- Rachanatmak Lekhan

सेमेस्टर – 3

रचनात्मक लेखन

Discipline Specific Elective (DSE) Credits: 4

Course	Nature of Course	Total Credit	Component			Pre-requisite of the course (If any)	Content of Course and reference is in
			Lecture	Tutorial	Practical		
रचनात्मक लेखन	डीएसई (DSE3)	4	3	1	—	—	—

पाठ्यक्रम का उद्देश्य (Course Objective):

- विद्यार्थियों में रचना-कौशल का विकास करना
- विद्यार्थियों को रोजगार की दृष्टि से सक्षम बनाना

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- रचनात्मकता का विकास हो सकेगा
- विद्यार्थी विभिन्न माध्यमों – जैसे पत्रकारिता, मीडिया, विज्ञापन, सिनेमा आदि क्षेत्रों में रोजगार प्राप्त कर सकेंगे

इकाई 1 : रचनात्मक लेखन : अवधारणा, स्वरूप एवं सिद्धांत (12 घंटे)

- भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया
- विविध अभिव्यक्ति क्षेत्र : पत्रकारिता, विज्ञापन, विविध गद्य एवं काव्य-रूप
- लेखन के विविध रूप : गद्य-पद्य, कथात्मक-कथेतर, नाट्य

इकाई 2 : रचनात्मक लेखन और भाषा (09 घंटे)

- भाषा की भंगिमाएं : औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक भाषा
- भाषिक संदर्भ : स्थानीय, वर्ग, व्यवसाय, तकनीक

इकाई 3 : सृजनात्मक लेखन (12 घंटे)

- कविता लेखन
- कहानी लेखन
- नाटक लेखन

इकाई 4: जनसंचार माध्यमों के लिए लेखन (12 घंटे)

- प्रिन्ट मीडिया के लिए लेखन (फीचर, पुस्तक समीक्षा)

- रेडियो के लिए लेखन (रेडियो नाटक, रेडियो वार्ता)
- टेलिविज़न के लिए लेखन (वृत्तचित्र (डॉक्यूमेंट्री), विज्ञापन)

सहायक ग्रंथों की सूची:

- रचनात्मक लेखन – (सं) रमेश गौतम, भारतीय ज्ञानपीठ, नई दिल्ली
- सृजनात्मक लेखन – हरीश अरोड़ा, यश प्रकाशन, नई दिल्ली
- कथा-पटकथा – मन्नू भण्डारी, वाणी प्रकाशन
- रेडियो लेखन – मधुकर गंगाधर, बिहार हिंदी ग्रंथ अकादमी
- दृश्य-श्रव्य माध्यम लेखन – राजेन्द्र मिश्र व ईशिता मिश्र, तक्षशिला प्रकाशन, नई दिल्ली
- फिल्मों में कथा-पटकथा लेखन – रतन प्रकाश, प्रभात प्रकाशन
- सृजनशीलता और सौन्दर्य बोध – रवीन्द्रनाथ श्रीवास्तव
- कविता रचना-प्रक्रिया – कुमार विमल, बिहार हिंदी ग्रंथ अकादमी, पटना
- पटकथा लेखन : एक परिचय – मनोहर श्याम जोशी, राजकमल प्रकाशन, दिल्ली

4. Paper- Prayojan Moolak Hindi

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प्रश्नपत्र-I प्रयोजनमूलक हिंदी

- I. –प्रयोजनमूलक हिंदी का स्वरूप, अभिप्राय, उद्देश्य तथा क्षेत्रा
–सामान्य हिंदी, साहित्यिक हिंदी तथा प्रयोजनमूलक हिंदी : संबंध तथा अंतर। 10
- II. –प्रयोजनमूलक हिंदी के लक्षण तथा प्रकार
प्रशासनिक, कार्यालयी, वित्त-वाणिज्य, बैंकिंग, बीमा, व्यापार, प्रौद्योगिकी, विधि, विज्ञान एवं संचार माध्यम आदि।
–हिंदी भाषा की व्यापक संकल्पना, हिंदी की सामाजिक शैलियाँ, भाषा-प्रयुक्ति की संकल्पना, प्रयुक्ति के संदर्भ में प्रयोजनमूलक हिंदी, विशिष्ट प्रयुक्ति क्षेत्रों में प्रयुक्त हिंदी के पारिभाषिक शब्द-निर्माण-प्रक्रिया का अध्ययन, प्रयोजनमूलक हिंदी के प्रमुख शब्दों का सह-संबंध, विभिन्न क्षेत्रों में प्रयुक्त होने वाली हिंदी की प्रयोजनपरक विशेषताएँ।

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- III. –आधुनिक प्रशासनिक व्यवस्था में हिंदी की भूमिका
–आधुनिक प्रशासनिक व्यवस्था में पत्राचार का स्वरूप और महत्व, पत्राचार के विविध प्रकार और उनका सामान्य परिचय, कार्यालय से निर्गम पत्रा, ज्ञापन, परिपत्रा, आदेश, पृष्ठांकन, टिप्पणी, अंतर्विभागीय टिप्पण, प्रारूपण, प्रतिवेदन, सूचनाएँ, निविदा, रिक्त पदों की पूर्ति के निमित्त विज्ञप्ति।

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- IV. टिप्पणी की अपेक्षाएँ और विशेषताएँ। टिप्पण की भाषा और शैली। पत्राचार के लिए संब(मामले का विवरण तैयार करना। निष्कर्ष-प्राप्ति तथा उपयुक्त कार्रवाई की प्रस्तावना।

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- V. प्रारूपण के प्रकार और उनमें प्रयुक्त भाषा और शैली। अपने से उच्च/अवर पदाधिकारी, मुख्य कार्यालय, क्षेत्रीय कार्यालय और अन्य प्रशासनिक अधिकारियों के प्रति प्रयुक्त होने वाले संबोधन, निर्देश आदि औपचारिक पदावलियाँ/अभिव्यक्तियाँ।

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- VI. कार्यालयी और व्यापारिक/व्यावसायिक पत्राचारों में अंतर।
प्रस्तावपत्रा ;स्मजजमते वीपीबमद्ध
निवेदित मूल्य-विवरण ;फनवजंजपवदद्ध
बीजक ;दअवपबमद्ध ;बिल, रसीद, माल मंगवाने के लिए लिखे जाने वाले पत्रा,
निर्देश और भुगतानद्ध ;कअपबम दक च्लउमदजद्ध
शिकायत-निवारण, दावे का निपटारा, बैंकों से लेन-देन के लिए किया जाने वाला पत्राचार। बीमा-संबंधी पत्रा, व्यापारिक पत्राचार। 10

प्रश्नपत्र-II
प्रयोजनमूलक हिंदी

I. -हिंदी भाषा के विविध-संदर्भ और राजभाषा

-हिंदी भाषायी समुदाय, हिंदी का जनपदीय, राष्ट्रीय तथा अंतरराष्ट्रीय संदर्भ, संप्रेषण के माध्यम के रूप में भाषा, भाषा संप्रेषण के घटक

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II. -राष्ट्रभाषा, राजभाषा और संपर्क भाषा

राष्ट्रभाषा तथा राजभाषा का अंतर, संपर्क भाषा के रूप में हिंदी, संपर्क भाषा का अखिल भारतीय स्वरूप।

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III. -भारतीय संविधान और हिंदी

-राजभाषा संकल्प : संविधान में भारतीय भाषाओं की स्थिति, राजभाषा के संवैधानिक प्रावधान, राजभाषा संबंधी राष्ट्रपति के आदेश, राजभाषा आयोग तथा उसकी रपट, संप्रति भाषा-नीति, संविधान में उल्लिखित प्रशासनिक दृष्टि से हिंदी के क्षेत्र :

क. ख. ग.

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IV. प्रशासनिक भाषा : विशेषताएँ तथा व्यवहार के विविध रूप

विशिष्ट प्रयुक्तियाँ, क्रिया शब्द, मुहावरे, पदबंध, अभिव्यक्तियाँ, सामान्य भाषा से राजभाषा के विशिष्ट शब्दों का अंतर, आवेदन, पंजीयन, सामान्य सरकारी पत्रा, परिपत्रा, कार्यालय ज्ञापन, कार्यालय आदेश, टिप्पण, आलेख, अर्धसरकारी मसौदा लेखन, कार्यालयी हिंदी-प्रयुक्ति की शब्दावली।

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V. हिंदी भाषा का मानकीकरण

भाषा का मानक रूप, भाषा-प्रयोग में विविधता, मानक का अर्थ, मानकीकरण के आधार : लिपि, शब्द, वाक्य और भाषा।

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5. Paper- Vyavasayik Hindi

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Unit 3

- किसी एक विश्व हिन्दी सम्मलेन की रिपोर्ट प्रस्तुति
- संयुक्त राष्ट्र संघ में हिन्दी के प्रयोग पर अनुच्छेद लेखन
- विश्व हिन्दी दिवस के मौके पर विज्ञापन के प्रारूप का निर्माण

Unit 4

- विदेशों में हिन्दी भाषा की प्रमुख लोकप्रिय पुस्तकों की सूची बनाना
- विदेशों में हिन्दी की प्रमुख लोकप्रिय फिल्मों, गीत, संकलन
- वैश्विक स्तर पर हिन्दी की संभावनाएँ, समूह चर्चा पर रिपोर्ट प्रस्तुति

References

- हिन्दी भाषा की पहचान से प्रतिष्ठा तक (डॉ. हनुमानप्रसाद शुक्ल) लोकभारती प्रकाशन संस्करण 1994
- हिन्दी भाषा (हरदेव बाहरी) अभिव्यक्ति प्रकाशन, दिल्ली
- प्रयोजनमूलक हिन्दी (सिद्धांत और प्रयोग) दंगल झालटे, वाणी प्रकाशन, दिल्ली संस्करण 2010
- मानक हिन्दी का स्वरूप (भोलानाथ तिवारी) प्रभात प्रकाशन, दिल्ली संस्करण 2008
- रचनात्मक लेखन (सं रमेश गौतम) भारतीय ज्ञानपीठ, दिल्ली संस्करण 2016
- भारतीय भाषा चिंतन की पीठिका (विद्यानिवास मिश्र) विहार राष्ट्रभाषा परिषद् संस्करण 1978

Teaching learning process

कक्षा व्याख्यान

- 1 से 3 सप्ताह – इकाई – 1
- 4 से 6 सप्ताह – इकाई – 2
- 7 से 9 सप्ताह – इकाई – 3
- 10 से 12 सप्ताह – इकाई – 4
- 13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

पारिभाषित शब्दावली



6. Paper – Hindi Mein Vyavharik Anuvad

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हिंदी में व्यावहारिक अनुवाद

Generic Elective – (GE) /Language

Core Course - (GE) Credits : 4

सेमेस्टर 1

Course Objective (2-3)

अनुवाद की समझ विकसित करना
व्यावहारिक और क्षेत्र विशेष में अनुवाद गतिविधियों का परिचय देना

Course learning outcomes

अनुवाद की रोजगारपरक क्षमता विकसित होगी
क्षेत्र विशेष की माँग से परिचित होंगे

Unit 1

भारत का भाषायी परिदृश्य और अनुवाद का महत्व
अनुवाद का स्वरूप
अनुवाद प्रक्रिया

Unit 2

प्रयुक्ति की आवश्यकता
अनुवाद और विविध प्रयुक्ति क्षेत्र
अनुवाद की व्यावसायिक संभावनाएँ

Unit 3

अनुवाद व्यवहार –1 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)
सर्जनात्मक साहित्य
ज्ञान–विज्ञान और तकनीकी साहित्य

Unit 4

अनुवाद व्यवहार 2 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)
जनसंचार
प्रशासनिक अनुवाद और बैंकिंग अनुवाद

References

अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग – डॉ. नगेंद्र
अनुवाद के सिद्धांत – रामालु रेड्डी
अनुवाद (व्यवहार से सिद्धांत की ओर) – हेमचन्द्र पाण्डेय
कार्यालय प्रदीपिका – हरि बाबू कंसल



Additional Resources:

कम्प्यूटर के भाषिक अनुप्रयोग – विजय कुमार मल्होत्रा
सृजनात्मक साहित्य का अनुवाद – सुरेश सिंहल
काव्यानुवाद : सिद्धांत और समस्याएँ – नवीन चंद्र सहगल
कोश विशेषांक, भारतीय अनुवाद परिषद, नई दिल्ली – सं विमलेश कांति वर्मा
अनुवाद और तत्काल भाषांतरण – विमलेश कांति वर्मा
The theory and practice of Translation – Nida E.
Language, Structure & Translation – Nida E.
Routledge Encyclopedia of Translation – Baker, Mona
Translation Evaluation – House, Juliance
Machine Translation: Its Scope and Limits – Wilks, Vorick
Translation and Interpreting – Baker H.
Revising and Editing for Translators – Mossop B.
Introducing Translation Studies: Theories and applications – Munday J.
The Routledge Companion to Translation Studies – Munday J.
Comprehensive English – Hindi Dictionary – Raghubir
Oxford Hindi – English Dictionary – R.S. Mc Gregor
English- Hindi Dictionary – Hardeo Bahari

Teaching learning process

1 से 3 सप्ताह – इकाई – 1
4 से 6 सप्ताह – इकाई – 2
7 से 9 सप्ताह – इकाई – 3
10 से 12 सप्ताह – इकाई – 4
13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

पारिभाषिक शब्दावली



7. Paper – Media Aur Blog Lekhan

AEC 3 :सोशल मीडिया और ब्लॉग लेखन (हिन्दी ग)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
सोशल मीडिया और ब्लॉग लेखन	02	2	--	---	हिंदी - ग (उन विद्यार्थियों के लिए जिन्होंने 8 वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी - ग (उन विद्यार्थियों के लिए जिन्होंने 8 वीं कक्षा तक हिंदी पढ़ी है।)	हिन्दी

पाठ्यक्रम का उद्देश्य (Course Objectives)

- हिंदी सोशल मीडिया के विभिन्न माध्यमों की जानकारी
- सोशल मीडिया की कार्यशैली की समझ
- सोशल मीडिया के महत्व और प्रभाव से मूल्यांकन
- ब्लॉग बनाना और लेखन
- सोशल मीडिया का व्यावहारिक ज्ञान

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes):

- सोशल मीडिया प्लेटफॉर्म की जानकारी मिलेगी।
- सोशल मीडिया की कार्य-शैली की समझ विकसित होगी।
- ब्लॉग लेखन करने के साथ हिंदी के प्रमुख ब्लॉगों का अध्ययन और विश्लेषण कर सकेंगे।
- सोशल मीडिया के महत्व और उसकी भूमिका को रेखांकित कर सकेंगे।

- विद्यार्थी सोशल मीडिया पर कार्य करना सीख सकेंगे

SYLLABUS OF AEC-3

इकाई 1. सोशल मीडिया और ब्लॉग

- सोशल मीडिया : अर्थ और परिभाषा
- सोशल मीडिया का प्रभाव और महत्व
- सोशल मीडिया के प्रकार (विकीपीडिया, ब्लॉग, सोशल नेटवर्किंग साइट्स, ट्विटर, यूट्यूब, इन्स्टाग्राम आदि)
- ब्लॉग लेखन: सामान्य परिचय

इकाई 2: सोशल मीडिया का व्यावहारिक पक्ष

- किसी सामाजिक अभियान के प्रचार के लिए सोशल मीडिया हेतु एक विज्ञापन तैयार करना
- अपना निजी ब्लॉग तैयार करने की प्रक्रिया
- सोशल मीडिया से बनने वाली किसी खबर पर रिपोर्ट तैयार करना
- सोशल मीडिया से सम्बन्धित विविध विषयों पर आलेख तैयार करना

सहायक पुस्तकें :

- 1.सामाजिक मीडिया और हम: रवीन्द्र प्रभात, नोशन प्रेस
- 2.सोशल मीडिया: स्वर्ण सुमन, हार्पर कॉलिन्स पब्लिशर इण्डिया
- 3.भ्रमंडलीकरण और मीडिया: कुमुद शर्मा
- 4.मीडिया और हिन्दी: बदलती प्रवृत्तियाँ: रविन्द्र जाधव, वाणी प्रकाशन
- 5.रेडियो लेखन, मधुकर गंगाधर, बिहार हिंदी ग्रंथ अकादमी, पटना, प्रथम संस्करण- 1974
- 6.रेडियो वार्ता शिल्प, सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नई दिल्ली, प्रथम प्रकाशन- 1992

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक : 50
- लिखित परीक्षा : 38 अंक
- आंतरिक मूल्यांकन: 12 अंक

ISSUED ADDRESSED : GENDER

Applied Psychology Department

1. Paper- Applied social psychology

APPLIED SOCIAL PSYCHOLOGY- I Core Course - (CC) Credit: 6

SEM 3

UNIT 1 Social Psychology & Applied Social Psychology:

- Definitions
- Historical development of the field and current status
- Levels of analysis
- Theoretical approaches (symbolic interactionism, postmodern approach)

Methodological approaches in social psychology

- Experimental and non- experimental
- Participatory Rural Appraisal (action research) Social psychology in India

UNIT 2 Social Cognition

- Nature of social cognition
- Social schema
- Heuristic

New directions of social cognition

- Attribution theory (Heider, Kelley, Jones and Davis, Weiner)
- Attribution biases

Person perception

- Impression formation and management (definition, process and factors)

UNIT 3 Interpersonal attraction and relationships:

- Defining interpersonal attraction and its biases
- Nature of interpersonal relationships
- Type of relationships and theories

UNIT 4 Attitude & Attitude Change:

- Structure, functions, formation of attitudes, attitude-behaviour relationship
- Attitude Change: Process of persuasion, related factors, Theories of attitude change.
- Strategies of promoting attitude and behaviour change in India-illustrative case studies in Indian context

SEM 4

UNIT 1: Social diversity and challenges

- Social psychology of diversity: stereotype, prejudice and discrimination
- Social Diversity and Challenges: Types of social diversity - Gender, Social Inequality, Religious Diversities; social conflicts
- Resolving intergroup conflict (Collaborating, competing, accommodating, avoiding & compromising) and Promoting intergroup peace in society.
- Cases in Indian context.

UNIT 2: Self and social influence

- Defining the self
 - Sources of self-knowledge
 - Social and cultural influences on self
 - Social identity theory
-

- Social influence
- Conformity, compliance and obedience.

UNIT 3: Group Dynamics

- Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, groupthink and group polarisation
- Social loafing
- Social facilitation

UNIT 4: Social Problems

- Poverty and Environmental problems in India: Nature, causes, consequences, and the management of these problems in India, psychological interventions

Commerce Department

1. Paper- Human Resource Management

B.Com.(Hons) CBCS

Department of Commerce, University of Delhi

B.Com. (Hons.): Semester-III
Paper BCH 3.1: HUMAN RESOURCE MANAGEMENT

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

The objective of this course is to enable learners to understand the importance of human resources and their effective management in organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand basic nature and importance of human resource management.
- CO2: analyze the current theory and practice of recruitment and selection.
- CO3: realize the importance of performance management system in enhancing employee performance.
- CO4: recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework.
- CO5: understand role of modern HRM in meeting challenges of changing business environment.

Course Contents

Unit I: Introduction

Meaning, importance and scope of HRM; Evolution of HRM; functions, status and competencies of HR manager; Human Resource Planning - quantitative and qualitative dimensions; Job analysis—job description and job specification; HR Policies.

Unit II: Recruitment, Selection & Development

Recruitment, selection, placement, induction, and socialization – an overview; Developing Human Resources; Training – need, types, and evaluation; Role specific and competency based training.

Unit III: Performance Appraisal

Performance appraisal- nature and objectives, methods of performance appraisal, potential appraisal & employee counseling; Job changes—transfers and promotions; HR audit.

Unit IV: Compensation

Job evaluation; Compensation—concept and policies, base and supplementary compensation, performance linked compensation—individual, group, and organisation level.

Unit V: Employee Maintenance and Emerging Issues in HRM

Employee health and safety, employee welfare, social security (excluding legal provisions); Grievance handling and redressal; Industrial disputes and settlement machinery; Emerging issues

and challenges of HRM— employee empowerment, downsizing, work- life balance, use of technology in HRM functions; e-HRM, green-HRM, outsourcing HRM, ethics in HRM (surveillance vs. privacy).

References

- Decenzo, D. A., & Robbins, S. P. (2011). *Fundamentals of Human Resource Management* . India: Wiley.
- Dessler, G. (2017). *Human Resource Management*. Pearson.
- Muller-Camen, M., Croucher, R., & Leigh, S. (2016). *Human Resource Management: A Case Study Approach* . CIPD. Viva Books.
- Pattanayak, B. (2018). *Human Resource Management*. Delhi. Prentice Hall of India.
- Rao, V. *Human Resource Management: Text and Cases*. Excel.
- Rastogi, S. *Management of Human Resources*. Sun India.

Latest editions of the books may be used.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Human Resource Planning, Job Analysis, Performance Appraisal, Job Evaluation, Performance Linked Compensation, Ethics

Economic Department

1. Paper- Indian Economy -1

GE 33 Indian Economy 1. Course meetings held on July 30 and August 8, 2020

The readings for Units 1, 3 and 5 were finalized as follows. Readings for Unit 2 and 4 will be finalized subsequently

Unit 1

Issues in Growth, Development and Sustainability

1. Todaro & Smith 2015 edition; Chapter 1: Section 1.3- 1.5, Pg 16-29; Chapter 2: Section 2.2, 2.3, 2.4, 2.7. <https://mediasrv.uaa.gr/eclass/modules/document/file.php/AOA215/Economic%20Development%20-%20Todaro%20and%20Smith.pdf>
<https://www.gbv.de/dms/zbw/782106943.pdf> replace section 2.1 (country classification) with World Bank's New country classifications by income level: 2019-2020, available at <https://blogs.worldbank.org/opendata/new-country-classifications-income-level-2019-2020>
2. Case, Fair and Oster, (<https://gargicollege.in/wp-content/uploads/2020/03/Karl-E.-Case-Ray-C.-Fair-Sharon-M.-Oster-Principles-of-Economics-10th-Edition-The-Pearson-Series-in-Economics.pdf>) Chapter 36 till page 737
3. Niti Aayog, SDG India Index Baseline report pages 1-12. <https://niti.gov.in/content/sdg-india-index-baseline-report-2018>. Update using 2019 report
4. Radhicka Kapoor (2020), The Unequal Effects of the Covid-19 Crisis on the Labour Market. *The India Forum*. <https://www.theindiaforum.in/sites/default/files/pdf/2020/08/07/the-unequal-effects-of-the-covid-19-crisis-on-the-labour-market.pdf>
5. Indrani Gupta (2020) Relying on Serendipity is Not Enough: Building a Resilient Health Sector in India. *Indian Economic Review*. Link to be provided
6. S. Mahendra Dev and Rajeswari Sengupta (2020) on Covid-19: Impact on the Indian Economy. <http://www.igidr.ac.in/pdf/publication/WP-2020-013.pdf>

Unit 3

Population and economic development: Demographic trends; urbanization

1. OECD (2014) Regional, rural and urban development- The Challenge of Urbanisation <https://www.oecd.org/policy-briefs/India-Challenges-of-Urbanisation.pdf>
2. David E. Bloom (2011). Population Dynamics in India and Implications for Economic Growth. PGDA working paper 65. <https://core.ac.uk/download/pdf/6494801.pdf>

Unit 5

Indian development experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre- and post- reform eras

1. P. Balakrishnan (2007), The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, 42(45-46), 52-66
2. S. Mahendra Dev and Rajeswari Sengupta (2020) on Covid-19: Impact on the Indian Economy. <http://www.igidr.ac.in/pdf/publication/WP-2020-013.pdf>
3. Ahluwalia, M. S. (2019). India's economic reforms: Achievements and next steps. *Asian Economic Policy Review*, 14(1), 46-62.
4. Rangarajan Committee Report on Poverty. Pages 1-5 and associated annexures.
5. Arvind Subramanian (2012), Growth Experience in K Basu and A Maertens, *The New Oxford Companion to Economics*, Oxford University Press.

A separate meeting will be held to finalize readings for units 2 and 4.

2. Paper- Economic Development and Policy in India-1

DEPARTMENT OF ECONOMICS
DELHI SCHOOL OF ECONOMICS
UNIVERSITY OF DELHI

Minutes of Meeting

Subject : B.A. Programme Fifth Semester
Course : 05 - Economic Development and Policy in India I
Date of Meeting : 9 May 2017
Venue : Department of Economics, Delhi School of Economics
University of Delhi, Delhi – 110 007
Chair : Prof. J.V. Meenakshi

Attended by:

Sr. No.	Name of the Teacher	College
1	Kamlesh Aggarwal	Shyama Prasad Mukherjee College
2	Himanni Choudhary	Lady Shri Ram College
3	Padma Suresh	Sri Venkateswara College
4	Deepti Sethi	Janki Devi Memorial College
5	Gurpreet Kaur	Mata Sundri College
6	Abdul Rasheed CK	Hindu College
7	Saumya Shukla	Maharaja Agrasen College
8	Amit Kumar	Indraprastha College

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period.

Course Outline

- 1. Issues in Growth, Development and Sustainability**
Todaro and Smith, Ch 1, 2; Dreze and Sen Chs. 2 & 3.
- 2. Factors in Development**
Capital formation (physical and human); technology; institutions. Todaro and Smith, Ch 1, 2, Kapila (2015), Ch 6.
- 3. Population and Economic Development**
Demographic trends; urbanization. Kapila (2015), Ch 6, 7*.
- 4. Employment**
Occupational structure in the organized and unorganized sectors; open, under and disguised unemployment (rural and urban); employment schemes and their impact. Kapila (2015), Ch 19.

5. Indian Development Experience

Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reform era; Kapila (2015), Ch 3, 15.

Savings and investment; Kapila (2015), Ch 11, 12.

Mobilisation of internal and external finance; Kapila (2009), Ch 8.

Monetary and fiscal policies; Kapila (2015), Ch 5.

Centre-state financial relations; 14th Finance Commission Report*

M. Govinda Rao (2005),

Y.V. Reddy (2015), Sections I to 9.

Starred chapters (*) are optional and advanced reading material.

For the 100 marks paper, there would be

- 75 marks : University Exam (Any 5 out of 8 questions)
- 25 marks : Internal Assessment (5 marks are for attendance and 20 marks for two class tests of 10 marks each)

Readings

1. Michael P. Todaro and Stephen Smith: *Economic Development*, Pearson, 11th edition (2011).
2. Dreze & Sen (2013): *An Uncertain Glory*.
3. Uma Kapila: *India Economy Since Independence*, Academic Foundation, 26th edition (2015).
4. Uma Kapila: *Economic Development and Policy in India, 2009*.
5. United Nations Development Programme: *Human Development Report 2010*, Palgrave Macmillan (2010).
6. M. Govinda Rao (2005), "Changing Contours of Federal Fiscal Arrangements in India" in Amaresh Bagchi, editor, *Readings in Public Finance*, Oxford University Press.
7. Y.V. Reddy (2015), Fourteenth Finance Commission: Continuity, Change and Way Forward" *Economic and Political Weekly*, 50(21), pp. 27-36.
8. Government of India: *Economic Survey* (latest).
9. Government of India: *Finance Commission Report* (latest).

NOTE: Examination questions will be based on the above readings only.

English Department

1. Paper- Literature in Cross-cultural Encounters

PAPER S3: LITERATURE IN CROSS-CULTURAL ENCOUNTERS

Course Objectives

Acknowledging literature's status as an important medium in making sense of the world we live in, this paper will enable students to critically view their location within a larger globalized context. By reading texts cross-culturally, students will engage with people's

experience of caste/class, gender, race, violence and war, and nationalities and develop the skills of cross-cultural sensitivity. The paper will give them the vocabulary to engage with experiences of people from varying cultures and backgrounds, particularly relevant in contemporary times as these issues continue to be negotiated in the workplace as well as larger society.

Learning Outcomes

This course aims to help students

- develop skills of textual and cultural analysis;
- develop insights into and interpretations of complex cultural positions and identities; and
- pay specific attention to the use of language and choice of form/genre that affects the production and reception of meaning between writers and readers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

The readings of all units are taken from *The Individual and Society: Essays Stories and Poems*, edited by Vinay Sood et al., for The Department of English, University of Delhi, New Delhi: Pearson, 2006.

Unit 1

Caste/Class

1. Jotirao Phule, 'Caste Laws'
2. Munshi Premchand, 'Deliverance'
3. Ismat Chughtai, 'Kallu'
4. Hira Bansode, 'Bosom Friend'

Unit 2

Gender

1. Virginia Woolf, 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. W. B. Yeats, 'A Prayer for My Daughter'
4. Eunice de Souza, 'Marriages Are Made'
5. Margaret Atwood, 'The Reincarnation of Captain Cook'

Unit 3

Race

1. Roger Mais, 'Blackout'
2. Wole Soyinka, 'Telephone Conversation'
3. Langston Hughes, 'Harlem'
4. Maya Angelou, 'Still I Rise'

Unit 4

Violence and War

1. Wilfred Owen, 'Dulce et Decorum Est'
2. Edna St Vincent Millay, 'Conscientious Objector'
3. Henry Reed, 'Naming of Parts'
4. Bertolt Brecht, 'General Your Tank Is a Powerful Vehicle'
5. Intizar Husain, 'A Chronicle of the Peacocks'
6. Amitav Ghosh, 'Ghosts of Mrs Gandhi'

Unit 5

Living in a Globalized World

1. Roland Barthes, 'Toys'
2. Chitra Banerjee Divakaruni, 'Indian Movie New Jersey'
3. Imtiaz Dharker, 'At Lahore Karhai'
4. Naomi Klein, 'The Brand Expands'

(5 sections – 12 poems 11 essays/stories – to be completed in 14 weeks 42 lectures + 14 practicals)

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Paper S3 -- Literature in Cross-Cultural Encounters

Week 1 -- Introduction

Week 2 -- Unit 1 -- Caste/Class

Week 3 -- Unit 1 contd

Week 4 -- Unit 2 -- Gender

Week 5 -- Unit 2 contd

Week 6 -- Unit 2 contd

Week 7 -- Unit 3 -- Race

Week 8 -- Unit 3 contd

Week 9 -- Unit 3 contd

Week 10 -- Unit 4 -- Violence and War

Week 11 -- Unit 4 contd

Week 12 -- Unit 5 -- Living in a Globalized World

Week 13 -- Unit 5 -- contd

Week 14 -- Concluding lectures; discussion on exam pattern etc.

Keywords

Race

Caste

War

Class

Globalisation

Gender

Violence

Literature

Culture

Cross Cultural Encounters

Critical thinking

2. Paper- women's writing

CORE COURSE

PAPER 11: WOMEN'S WRITING SEMESTER 5

Course Statement

This paper focuses on writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. The texts in this paper focus on gender and sexuality as related to women, their bodies, their desires, and their aspirations. However, women do not form a homogenous group and their oppressions and acts of resistance need to be understood in all their complexities. Therefore, the intersectionality of the position of womanhood with caste, class, race, disability, education, slavery, etc., need to be studied with attention to the socio-economic historical location.

Course Objectives

This course aims to

- help students understand the social construction of woman by patriarchy;
- examine feminism's concerns of equality with men;
- highlight the structural oppression of women;
- foreground resistance by women;
- discuss women's writing as an act of resistance and of grasping agency;
- facilitate an understanding of the body of woman and its lived experience; and
- help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions

2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Novel

Alice Walker *The Color Purple*

Unit 2

Short Stories

- a) Charlotte Perkins Gilman 'The Yellow Wallpaper'
- b) Begum Rokeya 'Sultana's Dream', Tara Publishing Ltd, India, 2005.

Drama

Maria Irene Fornes, *Fefu and Her Friends*.

Unit 3

Poetry

- a) Emily Dickinson, (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
- b) Simin Behbahani, (i) 'It's Time to Mow the Flowers'.
- c) Sylvia Plath, (i) 'Lady Lazarus' (ii) Daddy
- d) Eunice De Souza, (i) 'Advice to Women', (ii) 'Bequest'

Unit 4

Autobiography

- a) Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap.1, pp. 11–19; chap. 2, pp. 19–38.
 - b) Pandita Ramabai 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
-

- c) Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 192–202

Unit 5

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Elaine Showalter, 'Introduction', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977).
- Simone de Beauvoir, 'Introduction', in *The Second Sex*.
- Rosemarie Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory', in *The Disability Studies Reader*, ed. Lennard J. Davis, 2nd edition (London and New York: Routledge, 2006) pp. 257-73.
- Kumkum Sangari and Sudesh Vaid, 'Introduction', in *Recasting Women: Essays in Colonial History*

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 11: Women's Writing

Week 1 – Introduction to Paper 11: Women's Writing

Week 2 – Unit 1 – Novel: Walker, *The Color Purple*

Week 3 – Walker (contd..)

Week 4 – Unit 2 -- Short Stories:

(a) Gilman, 'The Yellow Wallpaper'

(b) Begum Rokeya 'Sultana's Dream'

Week 5 – Unit 2 – Drama: Fornes, *Fefu and Her Friends*

Week 6 – Fornes (contd..)

Week 7 – Unit 3 – Poetry:

(a) Behbahani, 'It's Time to Mow the Flowers'

(b) Plath, (i) 'Lady Lazarus'

(c) De Souza, (i) 'Bequest'; (ii) 'Advice to Women'

(d) Dickinson, 'I cannot live without you'; (ii) 'I'm wife; I've finished with that'

Week 8 – Poetry (contd..)

Week 9 – Poetry (contd..)

Week 10 – Unit 4 – Autobiography:

- (a) Rassundari Debi, Excerpts from *Amar Jiban*
- (b) Pandita Ramabai, 'A Testimony of our Inexhaustible Treasures'
- (c) Wollstonecraft, *A Vindication of the Rights of Woman*

Week 11 – Autobiography (contd..)

Week 12 – Unit 5 -- Prose Readings:

- (a) Showalter, 'Introduction', in *A Literature of Their Own*
- (b) de Beauvoir, 'Introduction', in *The Second Sex*
- (c) Irigaray, 'When the Goods Get Together'
- (d) Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory'
- (e) Sangari and Vaid, 'Introduction', in *Recasting Women*

Week 13 – Prose Readings (contd..)

Week 14 – Concluding lectures; exam issues, etc.

Keywords

Women writers

Women poets

Women's confessional poetry Women novelists

Women playwrights Women's autobiography Women theorists

Feminist writers

Gender

Patriarchy

Food Technology Department

1. Paper- Human Development

DEPARTMENT OF HOME SCIENCE
BSc. (Hons.) Home Science
Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-HH101) Human Development I: The Early Years

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Human Development I: The Early Years	4	3	0	1	Class XII with Science	-

Learning Objectives

1. To develop an understanding about the discipline of Human Development
2. To gain an insight of development in different domains from conception to early childhood

Learning outcomes

After completing this course, students will be able to:

1. Develop an understanding about the discipline of Human Development
2. Acquire knowledge of development in different domains from conception through infancy and early childhood.
3. Understand the salient features of human development by getting acquainted with various methods of studying children.

SYLLABUS

Unit I: Introduction to Human Development (9 hours)

Unit Description: The unit presents the student with an overview of the discipline of Human Development. The student will develop an understanding of basic ideas and terms that are central to the study of Human Development.

Subtopics: • Human Development: Definitions, nature and scope • Domains and stages of development • Principles of development • Contexts of development

Unit II: Prenatal development and childbirth (9 hours)

Unit Description: The unit describes the process of development from conception to birth and elaborates on the hereditary and environmental influences that play a role in prenatal development

Subtopics: • Conception and stages of prenatal development • Influences on prenatal development • Prenatal care • Childbirth: Methods and birth complications

Unit III: Neonate and infant development (12 hours)

Unit Description: The unit draws focus to the first two years of life and provides an understanding of the physical-motor, socio-emotional, cognitive and language development of infants.

Subtopics: ● Capacities of the neonate ● Infant care practices ● Physical motor development
● Socio-emotional development ● Language development ● Cognitive development

Unit IV: Development during early childhood (12 hours)

Unit Description: The unit traces the progression in development that occurs from 2-6 years of life.

Subtopics: ● Physical Motor Development ● Socio-Emotional Development ● Language Development ● Cognitive Development

PRACTICAL (30 hours)

Unit 1 ● Narrative method: recalling and recording an event ● Exploring cultural practices and traditions during - Pregnancy - birth - Infant care

Unit 2 ● Observation method: - observing infants and preschool children in everyday settings - recording the observations ● Neonatal assessment (APGAR scale and Neonatal reflexes) ● Multi-media resources to study prenatal development, infancy, early childhood

Essential readings

1. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
2. DECE-1 Organising Child Care Services (IGNOU Study Material)
<https://www.egyankosh.ac.in/handle/123456789/32288>
3. Dixit, A. (2019). Baal Vikas (1st ed.). Doaba House.
4. Journey of the first 1000 days: Rashtriya Bal Swasthya Karyakram (2018) Ministry of Health and Family Welfare.
5. https://nhm.gov.in/images/pdf/programmes/RBSK/Resource_Documents/Journey_of_The_First_1000_Days.pdf
6. Patni, M. (2020). Baal Vikas (3rd ed.). Star Publications.
7. Santrock, J.W. (2011). Life-span development. New York: McGraw-Hill.
8. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw
9. Hill. Chapter 2,
10. Snow, C.W. (1997). Infant Development. New Jersey, Prentice-Hall Inc.

Suggested Readings

1. Joshi, P. & Shukla, S. (2019). Child development and education in the twenty-first century. Singapore: Springer International
2. Khalakdina, M. (2008). Human development in the Indian context: A socio - cultural focus:
1. India: Sage.

Hindi Department

1. Paper- Asmitamoolak Vimarsh

अस्मितामूलक विमर्श और हिंदी साहित्य
(BAHHDSEC02)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

अस्मितामूलक का सैद्धांतिक और व्यावहारिक ज्ञान
प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनात्मक विश्लेषण

Course Learning Outcomes

अस्मितामूलक विमर्श का ज्ञान
विभिन्न अस्मितामूलक की समस्याओं और इसके परिप्रेष को समझना
प्रमुख कृतियों का परिचय

Unit 1

इकाई - 1 : विमर्शों की वैधान्तिकी
क) दलित विमर्श : अवधारणा और आंदोलन, फुले और अम्बेडकर
ख) स्त्री विमर्श : अवधारणाएं और आंदोलन (पश्चात्त्य और भारतीय)
दलित स्वीचद, निगमैद, चिन्तना
ग) आदिवासी विमर्श : अवधारणा और आंदोलन
जस, जंगल, जमीन और पहचान का सवाल

Unit 2

विमर्शमूलक कथा साहित्य : (1) ओमप्रकाश वाल्मीकि - सलाह (2)हरिराम मीणा - धृणी तपे तीर, पृष्ठ संख्या : 158-167 (3) ब्रजमोहन - स्वतंत्रता के मद्देन
घसी, पृष्ठ संख्या : 44-57 (4) ललित शर्मा - बुद्ध की वापसी

Unit 3

विमर्शमूलक कविता :
क) दलित कविता : (1) हीरा डोम (अष्टक की शिकार), (2) मलखान सिंह (कुली बहण), (3) माता प्रसाद (सेनका का पिजरा),(4) अलंगपोष (मैं दूंगा
सामूल जगद)
ख)स्त्री कविता : (1)अनामिका (सियां), (2) निर्मला पुतुल (क्या तुम जानते हो),(3) कल्याणती (संत भद्रणी के बीच घम्या), (4) सविता सिंह (मैं किसकी
औरत हूँ)

Unit 4

इकाई - 4 विमर्शमूलक अन्य गद्य विधायें :
1 प्रभा खेतान, पृष्ठ 28-42 : अन्या से अनन्या तक
2 तुलसीराम मुर्दहिया (पौधरी पापा से प्ररुम पृष्ठ संख्या 125 से 135)
3 महारोपी वमती : 'स्त्री के अर्थ-स्वातंत्र्य का प्रश्न'
4. शशीराम सिंह 'चेचन' - मेरा बचपन मेरे कंधों पर (दिल्ली) : बड़ी दुनिया में छोटे कदम, जहाँ एक मीची रहता था)

References

सहायक ग्रन्थ

अम्बेडकर रचनाशाली - भाग-1

मूक नायक, बहिष्कृत भारत - अम्बेडकर (अनुवादक श्यामराज सिंह 'धैर्य')

-गुलामगोरी- ज्योतिबा फुले

ज्योतिबा फुले : सामाजिक क्रांति के अग्रदूत - डॉ नरमदेव

दलित साहित्य का सौंदर्यलक्ष - ओमप्रकाश वास्नीफे

दलित साहित्य का सौंदर्यलक्ष - शरण कुमार निम्बाले

-दलित आंदोलन का इतिहास - मोहनदास मैमिशराय

-हिंदी दलित कथा साहित्य : अवधारणा एवं विधार्थ - राजत रानी 'मीनू'

अस्मितामूलक विमर्श - राजत रानी मीनू

स्त्री उपेक्षिता - सिमोन द बोडुवा

उपनिवेश में स्त्री - प्रमा खेतान

औरत होने की सजा -अरविंद जैन

नारीवादी राजनीति -जिनी निवेदिता

स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह

स्त्री स्वर : अतीत और वर्तमान - डॉ नीलम, डॉ नामदेव

आदिवासी अस्मिता का संकट - रमणिक गुप्ता

सामाजिक न्याय और दलित साहित्य- श्यामराज सिंह 'धैर्य' (स.)

Additional Resources:

दलित दस्तक

सम्यक भारत

अंबेडकर इन इंडिया

बहुरी नहीं आघना

नेशनल दस्तक (वेब लिंक)

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, फिल्म और डॉक्यूमेंट्री

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

अस्मितामूलक विमर्श से जुड़े तथ्य

History Department

1. Paper – Women in Indian History

GE- I Women in Indian History

Course Objectives:

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning Outcomes: After successful completion of the course, students will be able to:

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts

- a) Understanding gender and patriarchy

Unit II. Women in Ancient India

- a) Historiographic Overview
- b) Evolution of Patriarchy with focus on Brahmanical patriarchy
- c) Women and property
- d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India

- a) Historiography and the politics of the harem and the household
- b) Case studies: Razia Sultan, Nur Jahan, Jahanara
- c) Women Bhaktas

Unit IV. Women in Modern India

- a) Gender debate in Colonial India: a case study of sati / women's education
- b) Gandhi, Women's participation and Indian Nationalism
- c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 2 weeks approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 5 weeks approx.)**

- Chakravarti, Uma. (1993). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State". *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India". Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- Shah, Shalini. (2012). "Patriarchy and Property", in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20.

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*. Oxon: Routledge.
- Habib, Irfan. (2000). "Exploring Medieval Gender History". *IHC 61st Session, Symposia Paper No.23*, Calicut. pp. 263-75.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). "Gender and the Writing of South Indian History". in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography*, Delhi: ICHR and Primus. pp.199-224.
- Sharma, Sunil. (2009). "From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.

- Sangari, Kumkum. (1990). "Mirabai and the Spiritual Economy of Bhakti". *Economic and Political Weekly*. vol. 25/27, pp. 1461-75.

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues*. 5th Annual Conference, Nalanda.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

Political Science Department

1. Paper -Feminism: Theory and Practice

DSE7 - Feminism: Theory and Practice

(C.7)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism

Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer

Liberal, Socialist, Marxist, Radical feminism

New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America

Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates

Women and Society: Family, Property Rights, Personal Laws

Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development

Women and Politics: Women's Representation and Participation in Democratic Institutions

References

I. Feminist Theories, Approaches and Concepts

Richardson, D. (2008) 'Conceptualizing Gender' in D. Richardson and V. Robinson, (ed) (2008). *Introducing Gender and Women's Studies (3rd Edition)*. New York: Palgrave Macmillan

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Hines, S. (2008) 'Feminist Theories' in Richardson, D. and Robinson, V. (ed.) (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

III. Women's Movement in India

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust

John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin

Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition*, New Delhi: OUP

Additional Resources:

Beauvoir, Simone de (1949), *The Second Sex*, London: Vintage Books.

Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman*, Dublin: J. Stockdales.

Mill, J.S. (1870), *The Subjection of Women*, New York: D. Appleton and Company.

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Mohanty, C.T. (2003). *Under Western Eyes: Feminist Scholarship and Colonial Discourses in Feminism without Borders: Decolonizing Theory, Practicing Solidarity*

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New London: Routledge, Introduction and Chapter 28.

- Chaudhuri, Maiyatri. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
- Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
- Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
- Chaudhuri, Maiyatri. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
- Ray, Suranjita. *Understanding Patriarchy*. Available at: <http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf>
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.
- Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

Readings in Hindi

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Gender, Sex, Feminism, Women's Movement.

2. Paper- Human Rights, Gender and Environment

Generic Elective Course

G2 - Human Rights Gender and Environment (62325602)

Generic Elective - (GE) Credit:6

Course Objective

This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1

Understanding Social Inequality

- a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- b) Globalisation and its impact on workers, peasants, Dalits, Adivasis and women

Unit 2

Human Rights

- a) Human Rights: Meaning and Evolution
- b) UN Declarations and Covenants
- c) Human Rights and Citizenship Rights
- d) Human Rights and the Indian Constitution
- e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- h) Human Rights Movement in India.

Unit 3

Gender

- a) Analysing Structures of Patriarchy
- b) Gender, Culture and History
- c) Economic Development and Women
- d) The issue of Women's Political Participation and Representation in India
- e) Laws, Institutions and Women's Rights in India
- f) Women's Movements in India

Unit 4

Environment

- a) Environmental and Sustainable Development
- b) UN Environment Programme: Rio, Johannesburg and after.
- c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- d) Environment Policy in India
- e) Environmental Movement in India

References

Tripathy, Radhanath (ed.) (2019) *Human Rights, Gender and the Environment*, New Delhi: Scholartech Press.

Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) *Human Rights, Gender and the Environment*, New Delhi: Pearson.

Motilal, Shashi and Nanda, Bijayalaxmi (2006) *Human Rights, Gender and the Environment*, New Delhi: Allied Publishers.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.

Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.

Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- 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.
- D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.
- R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574
- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- O. Kosambi, (2007) *Crossing the Threshold*, New Delhi: Permanent Black, pp. 3-10.
- Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson.
- Palriwala, R. (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423.
- Chakravarti, U. (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree.
- K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
- MacKinnon, C. 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233
- T. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones* – translated by Roushan Jahan, New York: The Feminist Press
- Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114
- Rowbotham, Shiela (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.

- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi.
- Guha, Ramachandra and Madhav Gadgil, (1993) *Environmental History of India*, University of California Press, Berkeley.
- J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.
- Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvi, no. 30. *Economic & Political Weekly*
- Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood *Global Politics*, New York: Palgrave, pp 383 - 411

Additional Resources:

- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.
- Gadgil, Madhav and Guha, Ramachandra, "Ecological Conflicts and the Environmental Movement in India, *Development and Change*, Vol. 25 (1994), pp. 101-136.
- Ray, U. (2013) 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Human Rights, Gender, Environment

ISSUED ADDRESSED: HUMAN VALUES

Commerce Department

1. Paper – Human Resource Management

B.Com.(Hons) CBCS

Department of Commerce, University of Delhi

B.Com. (Hons.): Semester-III
Paper BCH 3.1: HUMAN RESOURCE MANAGEMENT

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

The objective of this course is to enable learners to understand the importance of human resources and their effective management in organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand basic nature and importance of human resource management.
- CO2: analyze the current theory and practice of recruitment and selection.
- CO3: realize the importance of performance management system in enhancing employee performance.
- CO4: recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework.
- CO5: understand role of modern HRM in meeting challenges of changing business environment.

Course Contents

Unit I: Introduction

Meaning, importance and scope of HRM; Evolution of HRM; functions, status and competencies of HR manager; Human Resource Planning - quantitative and qualitative dimensions; Job analysis—job description and job specification; HR Policies.

Unit II: Recruitment, Selection & Development

Recruitment, selection, placement, induction, and socialization – an overview; Developing Human Resources; Training – need, types, and evaluation; Role specific and competency based training.

Unit III: Performance Appraisal

Performance appraisal- nature and objectives, methods of performance appraisal, potential appraisal & employee counseling; Job changes—transfers and promotions; HR audit.

Unit IV: Compensation

Job evaluation; Compensation—concept and policies, base and supplementary compensation, performance linked compensation—individual, group, and organisation level.

Unit V: Employee Maintenance and Emerging Issues in HRM

Employee health and safety, employee welfare, social security (excluding legal provisions); Grievance handling and redressal; Industrial disputes and settlement machinery; Emerging issues

and challenges of HRM— employee empowerment, downsizing, work- life balance, use of technology in HRM functions; e-HRM, green-HRM, outsourcing HRM, ethics in HRM (surveillance vs. privacy).

References

- Decenzo, D. A., & Robbins, S. P. (2011). *Fundamentals of Human Resource Management* . India: Wiley.
- Dessler, G. (2017). *Human Resource Management*. Pearson.
- Muller-Camen, M., Croucher, R., & Leigh, S. (2016). *Human Resource Management: A Case Study Approach* . CIPD. Viva Books.
- Pattanayak, B. (2018). *Human Resource Management*. Delhi. Prentice Hall of India.
- Rao, V. *Human Resource Management: Text and Cases*. Excel.
- Rastogi, S. *Management of Human Resources*. Sun India.

Latest editions of the books may be used.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Human Resource Planning, Job Analysis, Performance Appraisal, Job Evaluation, Performance Linked Compensation, Ethics

English Department

1. Paper- Culture and Communication (VAC)

Value Addition Course

CULTURE AND COMMUNICATION

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Culture and Communication	02	1	0	1	Pass in Class 12th	NIL

Learning Objectives:

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

Course Outcomes:

- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.
- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

Unit I: Ethical Values from Indian Cultural Heritage <ul style="list-style-type: none"> ● <i>Vasudhaiva Kutumbakam</i> ● United We Stand, Divided We Fall ● <i>Ek Bharat, Shresht Bharat</i> 	3 classes
Unit II: Developing Life Skills <ul style="list-style-type: none"> ● Empathy ● Adaptability ● Conserving our natural resources ● Sharing knowledge resources 	4 classes
Unit III: Effective Communication in Everyday Life <ul style="list-style-type: none"> ● empathetic listening ● considerate speaking ● analytical reading ● informed writing 	8 classes

Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate the continuities of core principles studied in Unit 1 and 2.

- Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions.
- Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc.
- They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record

tourists' interviews and/or write a journal entry of the visit using the communication skills learnt.

- Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course.

ESSENTIAL READINGS:

- Ramanujan, A.K. 'A Flowering Tree', *Cultural Diversity, Linguistic Plurality & Literary Traditions in India*. Department of English, OUP, 2015. pp 125-138
- Haksar, A. N. D. 'Chanakya Niti Shastra', *Chanakya Niti*. India, Penguin Random House India Private Limited, 2020.
- Dhanavel. S.P. *English and Soft Skills*. Orient Black Swan, 2010.
- Murthy, Sudha. 'The Nobel Prize', *Wise & Otherwise*. India, Penguin Random House India Private Limited, 2006.
- Murthy, Sudha. 'How to Beat the Boys', *Three Thousand Stitches: Ordinary People, Extraordinary Lives*. Penguin Books, 2017.
- Soyinka, Wole. 'Telephone Conversations', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 122-23
- Bansode, Hira. 'Bosom Friend', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 49-50

Assessment Methods*

Internal Assessment: 25%

End Semester Theory Exam: 25%

Practical: 50%

*Subject to directions from the Examination Branch/University of Delhi from time to time

2. Paper- Indian English Literatures(GE)

PAPER GE 10: INDIAN ENGLISH LITERATURES

Course Objectives

Over the past two centuries, especially after the 1980s, Indian writing in English has emerged as a major contribution to Indian as well as global literary production. A close analysis of some of the major works of Indian writing in English is crucial in any exploration of modern Indian subjectivities, histories and politics.

This course aims to

- introduce students to Indian English literature and its oeuvre through the selected literary texts across genres;
- enable the students to place these texts within the discourse of postcoloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and
- allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

R. K. Narayan, *Swami and Friends*

Unit 2

Firdaus Kanga, *Trying to Grow*

Unit 3

Mahesh Dattani, *Tara*

Unit 4

Shashi Deshpande, 'The Intrusion'

Salman Rushdie, 'The Courter'

Rohinton Mistry, 'Swimming Lessons'

Vikram Chandra, 'Dharma'

Unit 5

Kamala Das, 'An Introduction', 'My Grandmother's House'

Nissim Ezekiel, 'Night of the Scorpion', 'Goodbye Party for Miss Pushpa TS'

Arun Kolatkar, 'The Bus', 'A Low Temple'

Vikram Seth, 'The Crocodile and the Monkey'

Mamang Dai, 'The Sorrow of Women'

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1: Introduction to the Paper: Indian Writing in English

Week 2: Unit 1 – Narayan, *Swami and Friends*

Week 3: Unit 1 contd

Week 4: Unit 1 contd

Week 5: Unit 2 – Kanga, *Trying to Grow*

Week 6: Unit 2 contd

Week 7: Unit 2 contd

Week 8: Unit 3 – Dattani, *Tara*

Week 9: Unit 3 contd

Week 10: Unit 4 – Deshpande, 'The Intrusion'; Rushdie, 'The Courter'

Week 11: Unit 4 – Mistry, 'Swimming Lessons'; Chandra, 'Dharma'

Week 12: Unit 5 – Das, 'An Introduction', 'My Grandmother's House'; Ezekiel 'Night of the Scorpion', 'Goodbye Party for Miss Pushpa TS'

Week 13: Unit 5 – Kolatkar, 'The Bus', 'A Low Temple'; Seth, 'The Crocodile and the Monkey'; Dai, 'The Sorrow of Women'

Week 14: Concluding lectures and course queries

Keywords

Indian novel

Imagery in Indian poetry

Diaspora

Self and society

Food Technology Department

1. Paper – Ayurveda and Nutrition

VAC 1: AYURVEDA AND NUTRITION

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ayurveda and Nutrition	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of the course are:

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

Learning outcomes

The Learning outcomes of the Course are:

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

SYLLABUS OF AYURVEDA AND NUTRITION

UNIT – I Introduction to Ayurvedic Nutrition

(4 Weeks)

- Ayurveda and Indian food cultures
- Nutrition and lifestyle transition over the years
- Regional Food Traditions of India

UNIT – II Basic principles of Food and Nutrition and Ayurveda (6 Weeks)

- Understanding rich sources of nutrients
- Concept of Doshas & assessment
- Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi vishshaayatana)
- FSSAI regulations on Ayurvedic Aahar

UNIT – III Ayurvedic Diets (5 Weeks)

- Principles of Diet: Ahara vidhi vidhan, Sattvic, Rajasi, Tamasic foods
- Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar
- Lifestyle Management with Dincharya and Ritucharya
- Application of Ayurvedic diets to stress linked food behaviour

Practical component (if any) – (15 Weeks)

- Visit your local market and classify the available food items according to Sattvic, Rajasi, Tamasic foods
- Conduct a survey of 10-15 households in your locality:
 - i. to study food behaviour and analyse them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic
 - ii. to study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar
 - iii To know about their adopted lifestyle Dincharya and Ritucharya
- Students are required to visit available e-resources of University of Delhi, Ministry of Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

Essential Readings

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

Suggested Readings

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashitiya Adhyay. Chaukhamba Orientelia, Varanasi.
- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume – 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi.
<https://www.lkouniv.ac.in>.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



2. Paper- Human Development

DEPARTMENT OF HOME SCIENCE
BSc. (Hons.) Home Science
Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-HH101) Human Development I: The Early Years

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Human Development I: The Early Years	4	3	0	1	Class XII with Science	-

Learning Objectives

1. To develop an understanding about the discipline of Human Development
2. To gain an insight of development in different domains from conception to early childhood

Learning outcomes

After completing this course, students will be able to:

1. Develop an understanding about the discipline of Human Development
2. Acquire knowledge of development in different domains from conception through infancy and early childhood.
3. Understand the salient features of human development by getting acquainted with various methods of studying children.

SYLLABUS

Unit I: Introduction to Human Development (9 hours)

Unit Description: The unit presents the student with an overview of the discipline of Human Development. The student will develop an understanding of basic ideas and terms that are central to the study of Human Development.

Subtopics: • Human Development: Definitions, nature and scope • Domains and stages of development • Principles of development • Contexts of development

Unit II: Prenatal development and childbirth (9 hours)

Unit Description: The unit describes the process of development from conception to birth and elaborates on the hereditary and environmental influences that play a role in prenatal development

Subtopics: • Conception and stages of prenatal development • Influences on prenatal development • Prenatal care • Childbirth: Methods and birth complications

Unit III: Neonate and infant development (12 hours)

Unit Description: The unit draws focus to the first two years of life and provides an understanding of the physical-motor, socio-emotional, cognitive and language development of infants.

Subtopics: ● Capacities of the neonate ● Infant care practices ● Physical motor development
● Socio-emotional development ● Language development ● Cognitive development

Unit IV: Development during early childhood (12 hours)

Unit Description: The unit traces the progression in development that occurs from 2-6 years of life.

Subtopics: ● Physical Motor Development ● Socio-Emotional Development ● Language Development ● Cognitive Development

PRACTICAL (30 hours)

Unit 1 ● Narrative method: recalling and recording an event ● Exploring cultural practices and traditions during - Pregnancy - birth - Infant care

Unit 2 ● Observation method: - observing infants and preschool children in everyday settings - recording the observations ● Neonatal assessment (APGAR scale and Neonatal reflexes) ● Multi-media resources to study prenatal development, infancy, early childhood

Essential readings

1. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
2. DECE-1 Organising Child Care Services (IGNOU Study Material)
<https://www.egyankosh.ac.in/handle/123456789/32288>
3. Dixit, A. (2019). Baal Vikas (1st ed.). Doaba House.
4. Journey of the first 1000 days: Rashtriya Bal Swasthya Karyakram (2018) Ministry of Health and Family Welfare.
5. https://nhm.gov.in/images/pdf/programmes/RBSK/Resource_Documents/Journey_of_The_First_1000_Days.pdf
6. Patni, M. (2020). Baal Vikas (3rd ed.). Star Publications.
7. Santrock, J.W. (2011). Life-span development. New York: McGraw-Hill.
8. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw
9. Hill. Chapter 2,
10. Snow, C.W. (1997). Infant Development. New Jersey, Prentice-Hall Inc.

Suggested Readings

1. Joshi, P. & Shukla, S. (2019). Child development and education in the twenty-first century. Singapore: Springer International
2. Khalakdina, M. (2008). Human development in the Indian context: A socio - cultural focus:
1. India: Sage.

Hindi Department

1. Paper –Aadikaleen aur Bhakti Kaleen kavya

EC (1262)-18.08.2022

Annexure-II

हिंदी साहित्य का इतिहास (आदिकाल एवं मध्यकाल) Core Course - (DSC) Credits : 3+1

कोर कोर्स 2

Course Objective (2-3)

- हिंदी साहित्य के इतिहास की जानकारी
- प्रमुख इतिहास ग्रन्थों की जानकारी
- आदिकाल, मध्यकाल के इतिहास की जानकारी

Course learning outcomes

- हिंदी साहित्य के इतिहास का ज्ञान
- इतिहास ग्रन्थों का विश्लेषण
- इतिहास निर्माण की पद्धति

Unit 1

हिंदी साहित्य : इतिहास—लेखन

- हिंदी साहित्य के इतिहास—लेखन की परंपरा का परिचय
- हिंदी साहित्य : काल—विभाजन एवं नामकरण

Unit 2

आदिकाल

- आदिकाल का राजनीतिक, सामाजिक, सांस्कृतिक परिवेश और साहित्यिक पृष्ठभूमि
- सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य
- रासो काव्य
- लौकिक साहित्य

Unit 3

भक्तिकाल (पूर्वमध्यकाल)

- भक्ति – आंदोलन और उसका अखिल भारतीय स्वरूप
- भक्ति साहित्य की दार्शनिक पृष्ठभूमि
- भक्तिकाल की धाराएँ :
 1. निर्गुण धारा (ज्ञानाश्रयी शाखा, प्रेममार्गी सूफी शाखा)
 2. सगुण धारा (रामभक्ति शाखा, कृष्णभक्ति शाखा)

Unit 4

रीतिकाल (उत्तरमध्यकाल)

- युगीन पृष्ठभूमि (राजनीतिक, सामाजिक—सांस्कृतिक—आर्थिक परिवेश, साहित्य एवं संगीत आदि कलाओं की स्थिति)
- काव्य – प्रवृत्तियाँ



2. Paper- Hindi kahani

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EC (1262)-18.08.2022

Annexure-III

हिंदी कहानी

Core Course - (DSC) Credits : 3+1

कोर कोर्स 3

Course Objective (2-3)

हिंदी कहानी के उद्भव और विकास की जानकारी
कहानी विश्लेषण की समझ
कथा साहित्य में कहानी की स्थिति का विश्लेषण
प्रमुख कहानियाँ और कहानीकार

Course learning outcomes

हिंदी कथा साहित्य का परिचय
कहानी लेखन और प्रभाव का विश्लेषण
प्रमुख कहानीकार और उनकी कहानी के माध्यम से कहानी की उपयोगिता और विश्लेषण
की समझ

Unit 1

उसने कहा था – गुलेरी
पंच परमेश्वर – प्रेमचंद

Unit 2

तीसरी कसम – रेणु
चीफ की दावत – भीष्म साहनी

Unit 3

वारिस – मोहन राकेश
वापसी – उषा प्रियंवदा

Unit 4

दोपहर का भोजन – अमरकान्त
घुसपैठिए – ओमप्रकाश वाल्मीकि

References

कहानी : नयी कहानी – नामवर सिंह
नयी कहानी की भूमिका – कमलेश्वर
एक दुनिया समानान्तर – राजेंद्र यादव
हिंदी कहानी : अंतरंग पहचान – रामदरश मिश्र



3. Paper –Bhartiy Bhakti Parampara aur Manivy Moolye

EC (

VAC 1: भारतीय भक्ति परंपरा और मानव मूल्य

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
भारतीय भक्ति परंपरा और मानव मूल्य	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- भारतीय भक्ति की महान परंपरा, प्राचीनता और इसके अखिल भारतीय स्वरूप से छात्रों का परिचय कराना
- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को जगाकर उनका चारित्रिक विकास करना और एक अच्छे मनुष्य का निर्माण करना ।
- छात्रों को भारतीय नैतिक, सांस्कृतिक और सामाजिक मूल्यों के प्रति जागरूक करना ।
- भारतीय भक्ति परंपरा के माध्यम से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत करना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को विकास होगा और वे एक अच्छे और चरित्रवान मनुष्य बन सकेंगे ।
- भारतीय भक्ति परंपरा के सांस्कृतिक और सामाजिक पक्षों की जानकारी हो सकेगी।
- भक्ति की प्राचीनता और अखिल भारतीय स्वरूप की जानकारी से राष्ट्रीयता और अखिल

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भारतीयता की भावना जागृत और मजबूत होगी।

- प्रमुख भक्त कवियों का परिचय और उनके विचारों की जानकारी हो सकेगी।

SYLLABUS OF परंपरा और मानव मूल्य

UNIT – I भारतीय भक्ति परंपरा

(5 Weeks)

- भक्ति : अर्थ और अवधारणा
- भक्ति के विभिन्न संप्रदाय और सिद्धांत
- भारत की सांस्कृतिक एकता और भक्ति
- भक्ति का अखिल भारतीय स्वरूप

UNIT – II भारत के कुछ प्रमुख भक्त और उनके विचार

(5 Weeks)

संतति रुवल्लुवर, आपडाल, अक्कमहादेवी, ललदयद, मीराबाई, तुलसीदास, कबीरदास, रैदास, गुरु नानक, सूरदास, जायसी, तकुाराम, नामदेव, नरसिंह मेहता, वेमना, कंचन, नम्बियार, चतैन्य महाप्रभु, चंडीदास, सारला दास, शंकरदेव

UNIT – III मानव मूल्य और भक्ति

(5 Weeks)

मानव मूल्य का अर्थ

चयनित भक्त कवियों की जीवन मूल्यपरक कविताएँ

Practical component (if any) –

(15 Weeks)

- पाठ्यक्रम में उल्लिखित कवियों में से किसी एक कवि की रचनाओं में विभिन्न मानव मूल्यों के आधार पर प्रोजेक्ट
- वर्तमान समय में भक्ति की प्रासंगिकता को समझना; सर्वे और साक्षात्कार पद्धति के आधार पर.
- जीवन में मानव मूल्यों के प्रति पालन पर सर्वे और साक्षात्कार के आधार पर एक रिपोर्ट बनाना.

- उल्लिखित कवियों में से किसी एक कवि से संबंधित किसी मठ, आश्रम या मंदिर आदि, अथवा कोई फिल्म/ डॉक्यूमेंट्री के आधार पर रिपोर्ट बनाना.
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- 'भक्ति का उद्भव और विकास तथा वैष्णव भक्ति के विविधरूप, भारतीय साहित्य का समेकित इतिहास; संपादक- डॉ नगेंद्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, पृष्ठ संख्या 215-250
- कुछ प्रमुख कवियों के चयनित पद
- 'भक्ति आंदोलन और भक्ति काव्य', शिव कुमार मिश्र, अभिव्यक्ति प्रकाशन, इलाहाबाद, 1994
- 'मानव मूल्य और साहित्य, डॉ धर्मवीर भारती, भारतीय ज्ञानपीठ, नई दिल्ली, 1999

Suggested readings

- 'भक्ति के आयाम', डॉ. पी. जयरामन, वाणी प्रकाशन, नई दिल्ली
- 'हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद
- 'मध्यकालीन हिंदी काव्य का स्त्री पक्ष', डॉ. पूनम कुमारी, अनामि का पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
- 'मध्यकालीन हिंदी भक्ति काव्य: पुनर्मूल्यांकन के आयाम', डॉ. पूनम कुमारी, अनामि का पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

4. Paper – Sahity Sanskriti aur Cinema

VAC 1: साहित्य संस्कृति और सिनेमा

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
साहित्य संस्कृति और सिनेमा	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- साहित्य , संस्कृति और सिनेमा के माध्यम से छात्रों का सर्वांगीण विकास करना
- छात्रों को नैतिक,सांस्कृति क और संवैधानिक मूल्यों के प्रति जागरूक करना
- भारतीय ज्ञान परंपरा,वैज्ञानिक दृष्टि कोण और तार्किक क्षमता को प्रोत्साहित करना
- साहित्य,संस्कृति और सिनेमा के माध्यम से राष्ट्र प्रेम की भावना जागृत करना
- सामूहिक कार्यों के माध्यम से सम्प्रेषण,प्रस्तुतीकरण एवं कौशल दक्षता विकसित करना

Learning outcomes

The Learning Outcomes of this course are as follows:

- साहित्य ,संस्कृति और सिनेमा के माध्यम से नैतिक,सांस्कृतिक और संवैधानिक मूल्यों की समझ विकसित होगी
- भारतीय ज्ञान परंपरा और नैतिक मूल्यों के प्रति सकारात्मक दृष्टिकोण बनेगा
- वैचारिक समझ एवं तार्किक क्षमता का विकास होगा
- परियोजना के माध्यम से सम्प्रेषण एवं प्रस्तुति करण दक्षता का विकास होगा
- छात्रों के व्यक्तित्व का सर्वांगीण विकास होगा

SYLLABUS OF साहित्य संस्कृति और सिनेमा

UNIT – I साहित्य, संस्कृति और सिनेमा का सामान्य परिचय (2 Weeks)

- साहित्य, संस्कृति और सिनेमा : परिभाषा और स्वरूप
- साहित्य, संस्कृति और सिनेमा का अंतःसंबंध

UNIT – II साहित्यिक कृतियों पर आधारित सिनेमा (6 Weeks)

- साहित्यिक कृतियों पर आधारित सिनेमा में परिकल्पना
- साहित्यिक कृतियों पर आधारित सिनेमा की प्रासंगिकता
- साहित्यिक कृतियों पर आधारित सिनेमा- आनंदमठ 1952, तीसरी कसम 1966, रजनीगंधा 1974, पद्मावत 2016

UNIT – III हिन्दी सिनेमा में सामाजिक-सांस्कृतिक मूल्यों की अभिव्यक्ति (7 Weeks)

- सामाजिक-सांस्कृतिक मूल्य
- सामाजिक-सांस्कृतिक मूल्य के शक्तिशाली उपकरण के रूप में सिनेमा
- हिन्दी सिनेमा में अंतर्निहित सामाजिक-सांस्कृतिक मूल्य – मदर इंडिया 1957, बंदिनी 1963, पूरब और पश्चिम 1970, हम आपके हैं कौन 1994, टॉयलेट: एक प्रेमकथा 2017

Practical component (if any) – (15 Weeks)

- भारतीय सांस्कृतिक मूल्यों पर आधारित लघु फिल्म हेतु पटकथा लेखन (8-10 मि नट)
- साहित्यिक रचनाओं का फिल्मांतरण (8-10 मि नट); यह सामूहिक क्रियाकलाप होगा
- राष्ट्रप्रेम, कुटुंब, शांति, पर्यावरण, जल-संरक्षण, स्वच्छता, मित्रता, सत्यनिष्ठा, कर्मनिष्ठा, समरसता में से किसी एक विषय पर मूक फिल्म निर्माण (8-10 मि नट)
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time

✓

Essential/Recommended readings

- 'संस्कृति क्या है (निबंध) संस्कृति ,भाषा और राष्ट्र, रामधारी सिंह दिनकर, लोक भारती प्रकाशन,2008,पृष्ठ संख्या 60-64.
- साहित्य का उद्देश्य(निबंध) ,प्रेमचंद ,एस. के.पब्लिशर्स,नई दि ल्ली,1988,पृष्ठसंख्या 7-18.
- भारतीय संस्कृति के स्वर,महादेवी वर्मा , राजपाल एंड संस प्रकाशन 2017 .
- हि ंदी सिनेमा ; भाषा ,समाज और संस्कृति (लेख), पृष्ठ संख्या 11-18 भाषा ,साहित्य ,समाज और संस्कृति खंड 6,प्रो. लालचंद राम, अक्षर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स,2020
- सिनेमा और साहित्य का अंतःसंबंध (लेख) पृष्ठ संख्या 30-34,साहित्य और सिनेमा, परुषोत्तम कंु दे (संपा.) साहित्य सस्थान,2014
- साहित्यिक रचनाओं का फिल्मांतरण (लेख) पृष्ठ संख्या 206-212,लोकप्रिय सिनेमा और सामाजिक यथार्थ ,जवरीमल पारख, अनामि का पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्रा.लि., 2019

Suggested readings

- सिनेमा और संस्कृति ,राही मासूम रजा, वाणी प्रकाशन, प्रकाशन वर्ष, 2018.
- जीवन को गढ़ती फिल्में, प्रयाग शुक्ल
- सिनेमा और संसार, उदयन वाजपेयी
- साहित्य,संस्कृति और समाज परिवर्तन की प्रक्रि या(नि बंध)अजेय, संपा०कृष्णदत्तपालीवाल, सस्ता साहित्य मंडल,नई दि ल्ली, 2010, पृष्ठसंख्या 25-41
- सिनेमा समकालीन सिनेमा ,अजय ब्रह्मात्मज,वाणी प्रकाशन,2006
- कल्चर इन्डस्ट्री रिकन्सि डर्डः पृष्ठसंख्या- 98-106 कल्चरइन्डस्ट्रीःथ्योडोरएडोर्नो , राउटलेज (भारतीयसंस्करण)
- दि सिग्निफिकेन्स ऑफ कल्चर इन अन्डस्टैंडिंग ऑफ सोशल चेंज इन कन्टेम्पररि इंडियाः पृष्ठसंख्या- 25-39.
- कल्चर चेंज इन इंडियाःआइडन्टिटी एंड ग्लोबलाइजेशनः योगेन्द्र सिंह .रावत पब्लिकेशन, जयपुर,भारत.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Political Science Department

1. Paper – Gandhi and Contemporary world

GE4 - Gandhi and the Contemporary World

(B.4)

Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

References

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at:

<https://www.duo.uio.no/bitstream/handle/10852/23275/IngridKnudegaardxmasteroppgavexixhistorie.pdf?sequence=1&isAllowed=y>, Accessed: 14.05.2019, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu*, Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.05.2019.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings* Cambridge: Cambridge University Press.

Additional Resources:

Classics

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910,
https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of My Dreams (Compiled R.K. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at:
https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

- J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 239-58
- M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.
- R. Terchek, (1998) Gandhi: Struggling for Autonomy, USA: Rowman and Littlefield Publishers.
- N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in Castes of Mind: Colonialism and the making of Modern India, Princeton: Princeton University Press.
- R. Mukharjee, (ed) (1995), The Penguin Gandhi Reader, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in Gandhi, Gandhism and the Gandhians, New Delhi: Roli.
- A. Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi: Haranand Publishers.
- J. Brown, (2008) Gandhi and Civil Disobedience: The Mahatma in Indian Politics, Cambridge: Cambridge University Press.
- R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

Readings in Hindi

- म.क गाँधी 'हिन्द स्वराज' नवजीवन ट्रस्ट 1916.
- म.क गाँधी मेरे सपनों का भारत 1947
- नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.
- नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.
- नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "स्वराज्य की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 86-97.
- जैन, मानक 'गाँधी के विचारों की 21वीं सदी में प्रासंगिकता' (भाग-2) "अस्पृश्यता निवारण में गाँधी का योगदान" आदि पब्लिकेशन्स, जयपुर 2010, पृष्ठ 275-317.
- अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.
- झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन "सांप्रदायिक सौहार्द और गाँधी" सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 119-146.
- कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.

मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' 'गाँधी और पर्यावरण' पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 239-249.

Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amul and/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

ISSUED ADDRESSED : ENVIRONMENT AND SUSTAINABILITY

Commerce Department

1).Paper – Company Law

B.Com Programme CBCS

Department of Commerce, University of Delhi, Delhi

B.Com.: Semester III

Paper 3.1: Company Law

Duration: 3 hrs.

Marks: 100

Lectures: 65

Objective: The objective of the course is to impart basic knowledge of the provisions of the Companies Act 2013. Case studies involving issues in company laws are required to be discussed.

UNIT I: Introduction

15 Lectures

Characteristics of a company; lifting of corporate veil; types of companies including one person company, small company, associate company, dormant company, producer company; association not for profit; illegal association; formation of company, promoters and their legal position, pre incorporation contract and provisional contracts; on-line registration of a company.

UNIT II: Documents

13 Lectures

Memorandum of association and its alteration, articles of association and its alteration, doctrines of constructive notice and indoor management, prospectus, shelf prospectus and red herring prospectus, misstatement in prospectus; issue, allotment and forfeiture of share, calls on shares; issue of sweat capital; employee stock option; issue of bonus shares; transfer and transmission of shares, buyback; share certificate; D-Mat system.

UNIT III: Management

12 Lectures

Classification of directors, director identity number (DIN); appointment, removal of directors; legal positions, powers and duties; key managerial personnel, managing director, manager; committees of board of directors – audit committee, nomination and remuneration committee, stakeholders relationship committee, corporate social responsibility committee; prohibition of insider trading.

UNIT IV: Company Meetings

10 Lectures

Meetings of shareholders and board; types of meeting, convening and conduct of meetings, requisites of a valid meeting- notice, agenda, chairman, quorum, proxy, resolutions, minutes; postal ballot, meeting through video conferencing, e-voting.

UNIT V: Dividends and Audit

10 Lectures

Provisions relating to payment of dividend, provisions relating to books of account, provisions relating to audit, auditors' appointment, rotation of auditors, auditors' report, secretarial standards and secretarial audit; on-line filing of documents.

UNIT IV: Winding Up

5 Lectures

Concept and modes of winding up, Liquidator, National Company Law Tribunal (NCLT), Appellate Tribunal (NCLAT), Special Courts.

Suggested Readings:

1. Gowar, LCB, *Principles of Modern company Law*, Stevens & Sons, London.
2. Hannigan, Brenda, *Company Law*, Oxford University Press, U.K.
3. Kuchhal M C, *Corporate Laws*, Shri Mahaveer Book Depot, New Delhi.
4. Sharma, J.P., *An Easy Approach to Corporate Laws*, Ane Books Pvt. Ltd., New Delhi
5. Ramaiya, *A Guide to Companies Act*, LexisNexis, Wadhwa and Buttersworth.
6. Kannal, S., & V.S. Sowrirajan, *Company Law Procedure*, Taxman's Allied Services (P) Ltd., New Delhi.
7. Singh, Harpal, *Indian Company Law*, Galgotia Publishing, Delhi.
8. *Companies Act and Corporate Laws*, Bharat Law House Pvt Ltd, New Delhi.

Note: Latest edition of text books may be used.

1. Paper – Auditing and Corporate Governance

B.Com Programme CBCS

Department of Commerce, University of Delhi, Delhi

B. Com.: Semester V Paper 5.1: Auditing and Corporate Governance

Duration: 3 hrs.

Marks: 100

Lectures: 65

Objective: To provide knowledge of auditing principles and techniques and to familiarize the students with the understanding of issues and practices of corporate governance in the global and Indian context including case studies.

Contents

Unit I: Auditing:

10 Lectures

Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit; Audit Procedure – Vouching and verification of Assets & Liabilities; Company Auditor- Qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration, Rights and Duties; Auditor's Report- Contents and Types, Liabilities of Statutory Auditors under the Companies Act 2013.

Unit II: Special Areas of Audit

5 Lectures

Cost audit, Tax audit and Management audit; Recent Trends in Auditing: Basic considerations of audit in EDP Environment; Relevant Auditing and Assurance Standards (AASs).

Unit III: Conceptual Framework of Corporate Governance

15 Lectures

Meaning, Theories, Models and Benefits of Corporate Governance; Board Committees and their Functions; Insider Trading; Rating Agencies; Green Governance/E-governance; Clause 49 of Listing Agreement; Class Action; Whistle Blowing; Shareholders Activism.

Unit IV: Major Corporate Governance Failures

15 Lectures

BCCI (UK), Maxwell Communication (UK), Enron (USA), World.Com (USA), Andersen Worldwide (USA), Vivendi (France), Harshad Mehta Scam, Satyam Computer Services Ltd, and Kingfisher Airlines; Common Governance Problems Noticed in various Corporate Failures; Codes and Standards on Corporate Governance; Initiatives in India.

Unit V: Business Ethics and CSR

20 Lectures

Morality and Ethics; Business Values and Ethics; Various Approaches to Business Ethics; Ethical Theories; Ethical Governance; Corporate Ethics; Benefits of Adopting Ethics in Business; Ethics Programme; Code of Ethics; Ethics Committee; Concept of Corporate Philanthropy, CSR, CR, Corporate Sustainability; Environmental Aspect of CSR; CSR provision under the Companies Act 2013, CSR Committees; CSR Reporting; CSR Models, Drivers of CSR, Codes and Standards on CSR, Global Reporting Initiatives, ISO 26000.

Suggested Readings:

1. Institute of Chartered Accountants of India, *Auditing and Assurance Standards*, ICAI, New Delhi.

2. Relevant Publications of ICAI on *Auditing (CARO)*.
3. Gupta, Kamal and Ashok Arora, *Fundamentals of Auditing*, Tata Mc-Graw Hill Publishing Co. Ltd., New Delhi.
4. Ghatalia, S.V., *Practical Auditing*, Allied Publishers Private Ltd., New Delhi.
5. Singh, A. K. and Gupta Lovleen, *Auditing Theory and Practice*, Galgotia Publishing Company.
6. Mallin, Christine A., *Corporate Governance (Indian Edition)*, Oxford University Press, New Delhi.
7. Rani, Geeta D., and R.K. Mishra, *Corporate Governance- Theory and Practice*, Excel Books, New Delhi.
8. Bob Tricker, *Corporate Governance-Principles, Policies, and Practice (Indian Edition)*, Oxford University Press, New Delhi.
9. Sharma, J.P., *Corporate Governance, Business Ethics, and CSR*, Ane Books Pvt Ltd, New Delhi.

Note: Latest edition of text books may be used.

Economic Development

1. Paper- Indian Economy -1

GE 33 Indian Economy 1. Course meetings held on July 30 and August 8, 2020

The readings for Units 1, 3 and 5 were finalized as follows. Readings for Unit 2 and 4 will be finalized subsequently

Unit 1

Issues in Growth, Development and Sustainability

1. Todaro & Smith 2015 edition; Chapter 1: Section 1.3- 1.5, Pg 16-29; Chapter 2: Section 2.2, 2.3, 2.4, 2.7. <https://mediasrv.uaa.gr/eclass/modules/document/file.php/AOA215/Economic%20Development%20-%20Todaro%20and%20Smith.pdf>
<https://www.gbv.de/dms/zbw/782106943.pdf> replace section 2.1 (country classification) with World Bank's New country classifications by income level: 2019-2020, available at <https://blogs.worldbank.org/opendata/new-country-classifications-income-level-2019-2020>
2. Case, Fair and Oster, (<https://gargicollege.in/wp-content/uploads/2020/03/Karl-E.-Case-Ray-C.-Fair-Sharon-M.-Oster-Principles-of-Economics-10th-Edition-The-Pearson-Series-in-Economics-.pdf>) Chapter 36 till page 737
3. Niti Aayog, SDG India Index Baseline report pages 1-12. <https://niti.gov.in/content/sdg-india-index-baseline-report-2018>. Update using 2019 report
4. Radhicka Kapoor (2020), The Unequal Effects of the Covid-19 Crisis on the Labour Market. *The India Forum*. <https://www.theindiaforum.in/sites/default/files/pdf/2020/08/07/the-unequal-effects-of-the-covid-19-crisis-on-the-labour-market.pdf>
5. Indrani Gupta (2020) Relying on Serendipity is Not Enough: Building a Resilient Health Sector in India. *Indian Economic Review*. Link to be provided
6. S. Mahendra Dev and Rajeswari Sengupta (2020) on Covid-19: Impact on the Indian Economy. <http://www.igidr.ac.in/pdf/publication/WP-2020-013.pdf>

Unit 3

Population and economic development: Demographic trends; urbanization

1. OECD (2014) Regional, rural and urban development- The Challenge of Urbanisation <https://www.oecd.org/policy-briefs/India-Challenges-of-Urbanisation.pdf>
2. David E. Bloom (2011). Population Dynamics in India and Implications for Economic Growth. PGDA working paper 65. <https://core.ac.uk/download/pdf/6494801.pdf>

Unit 5

Indian development experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre- and post- reform eras

1. P. Balakrishnan (2007), The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, 42(45-46), 52-66
2. S. Mahendra Dev and Rajeswari Sengupta (2020) on Covid-19: Impact on the Indian Economy. <http://www.igidr.ac.in/pdf/publication/WP-2020-013.pdf>
3. Ahluwalia, M. S. (2019). India's economic reforms: Achievements and next steps. *Asian Economic Policy Review*, 14(1), 46-62.
4. Rangarajan Committee Report on Poverty. Pages 1-5 and associated annexures.
5. Arvind Subramanian (2012), Growth Experience in K Basu and A Maertens, *The New Oxford Companion to Economics*, Oxford University Press.

A separate meeting will be held to finalize readings for units 2 and 4.

2. Paper- Economic Development and Policy in India-1

DEPARTMENT OF ECONOMICS
DELHI SCHOOL OF ECONOMICS
UNIVERSITY OF DELHI

Minutes of Meeting

Subject : B.A. Programme Fifth Semester
Course : 05 - Economic Development and Policy in India I
Date of Meeting : 9 May 2017
Venue : Department of Economics, Delhi School of Economics
University of Delhi, Delhi – 110 007
Chair : Prof. J.V. Meenakshi

Attended by:

Sr. No.	Name of the Teacher	College
1	Kamlesh Aggarwal	Shyama Prasad Mukherjee College
2	Himanni Choudhary	Lady Shri Ram College
3	Padma Suresh	Sri Venkateswara College
4	Deepti Sethi	Janki Devi Memorial College
5	Gurpreet Kaur	Mata Sundri College
6	Abdul Rasheed CK	Hindu College
7	Saumya Shukla	Maharaja Agrasen College
8	Amit Kumar	Indraprastha College

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period.

Course Outline

1. Issues in Growth, Development and Sustainability

Todaro and Smith, Ch 1, 2; Dreze and Sen Chs. 2 & 3.

2. Factors in Development

Capital formation (physical and human); technology; institutions. Todaro and Smith, Ch 1, 2, Kapila (2015), Ch 6.

3. Population and Economic Development

Demographic trends; urbanization. Kapila (2015), Ch 6, 7*.

4. Employment

Occupational structure in the organized and unorganized sectors; open, under and disguised unemployment (rural and urban); employment schemes and their impact. Kapila (2015), Ch 19.

5. Indian Development Experience

Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reform era; Kapila (2015), Ch 3, 15.

Savings and investment; Kapila (2015), Ch 11, 12.

Mobilisation of internal and external finance; Kapila (2009), Ch 8.

Monetary and fiscal policies; Kapila (2015), Ch 5.

Centre-state financial relations; 14th Finance Commission Report*

M. Govinda Rao (2005),

Y.V. Reddy (2015), Sections I to 9.

Starred chapters (*) are optional and advanced reading material.

For the 100 marks paper, there would be

- 75 marks : University Exam (Any 5 out of 8 questions)
- 25 marks : Internal Assessment (*5 marks are for attendance and 20 marks for two class tests of 10 marks each*)

Readings

1. Michael P. Todaro and Stephen Smith: *Economic Development*, Pearson, 11th edition (2011).
2. Dreze & Sen (2013): *An Uncertain Glory*.
3. Uma Kapila: *India Economy Since Independence*, Academic Foundation, 26th edition (2015).
4. Uma Kapila: *Economic Development and Policy in India*, 2009.
5. United Nations Development Programme: *Human Development Report 2010*, Palgrave Macmillan (2010).
6. M. Govinda Rao (2005), "Changing Contours of Federal Fiscal Arrangements in India" in Amaresh Bagchi, editor, *Readings in Public Finance*, Oxford University Press.
7. Y.V. Reddy (2015), "Fourteenth Finance Commission: Continuity, Change and Way Forward" *Economic and Political Weekly*, 50(21), pp. 27-36.
8. Government of India: *Economic Survey* (latest).
9. Government of India: *Finance Commission Report* (latest).

NOTE: Examination questions will be based on the above readings only.

English Department

1. Paper- Ecology and Literature (VAC)

VAC 1: ECOLOGY AND LITERATURE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ecology and Literature	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To raise awareness among students towards the urgent predicament of Environmental and Ecological crisis and the need for reducing our carbon footprint upon fast depleting, ravaged ecological reserves.
- To develop a heightened ecological consciousness among students, leading to more responsible ecological behavior.
- To view environmental concerns as raised through plays, stories and poems.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The course will highlight the urgency of environmental crisis, making Students conscious and aware of the role each one of us plays.
- Students will be trained into environmental sensitivity and responsible Ecological behavior.
- Students will be encouraged to respond to incidents of habitat destruction deforestation, etc. and realize the need for our urgent intervention

SYLLABUS OF ECOLOGY AND LITERATURE

UNIT – I Negotiating environmental issues creatively (5 Weeks)

- William Wordsworth: 'In April beneath the scented thorn'
- Rabindranath Tagore: 'The Waterfall'
- Gieve Patel: 'On Killing a Tree'

UNIT – II Ecocritical literary representations (5 Weeks)

- Mary Oliver: 'Sleeping in the Forest'
- 2.AK Ramanujan: 'A Flowering Tree'
- 3.Mamang Dai: 'Small Towns and the River'

UNIT – III Empathetic exploration and imaginative re-enactments (5 Weeks)

- Amitav Ghosh's 'Part I: Stories' from *The Great Derangement: Climate Change and the Unthinkable*.
- Thangjam Bopishak: 'Volcano, You cannot erupt' from *Dancing Earth: An Anthology of Poetry from North-East India*
- Thangjam Bopishak: 'Dali, Hussain, or Odour of Dream, Colour of Wind' from *Dancing Earth: An Anthology of Poetry from North-East India*

Practical component (if any) –

(15 Weeks)

- Students would undertake field visits to a school or a slum in the neighborhood or the play area of residential complexes to share, narrate stories, poems and articulate the ideas engaged with in the classroom lectures.
- They shall apply imaginative and creative ways of presenting socially responsible ecological behavior through re-tellings of the texts they have studied in the class.
- Creative re-enactment of key ideas studied by students in the form of a play, to be done individually and/or in a group to create awareness regarding environmental consciousness.
- They can also collectively organize a tree plantation drive in and around the college campus and adopt a sapling each in the college premises and in their neighborhood to take care of.
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- Akhter, Tawhida, and Ahmad Bhat, Tariq. *Literature and Nature*. United Kingdom, Cambridge Scholars Publishing, 2022.
- Shiva, Vandana. 'Development, Ecology and Women', *Staying Alive: Women Ecology and Development*. India: Zed Books, 1988. pp 1-14
- Carl, Safina. Prologue & Chapter 1, *Beyond Words: What animals think and feel*. Souvenir Press, 2015.
- Garrard, Greg. *Ecocriticism*. United Kingdom: Taylor & Francis, 2011.
- Wohlleben, Peter. *The Hidden Life of Trees: What They Feel, How They Communicate—Discoveries from a Secret World*. India: Penguin Books Limited, 2016.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Food Technology Department

1. Paper- Food safety Hygiene and Quality Testing

3. Food safety hygiene and quality testing

After studying the paper, the students will be able to:

- Gain basic understanding of food safety and its related issues
- Illustrate risk factors and newer challenges associated with food safety
- Understand and apply general principles of food hygiene
- Relate the relevance of various quality management systems/ approaches and training for weaving the culture of food safety at various levels
- Have knowledge regarding the role of various global and national regulatory agencies in maintaining food quality and harmonizing international trade
- Describe salient physical, sensory and chemical methods of food quality testing.
- Scientifically assess the quality of food using sensory, physical and microbiological methods.

THEORY:

PERIODS: 60 (CREDITS 4)

UNIT I: FOOD LAWS AND REGULATIONS

12

- Introduction to food acts laws and standards
- National food safety and standard act
- International standards, regulatory agencies
- Consumer protection act

Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 27, pg 361-375

UNIT II FOOD QUALITY MANAGEMENT

12

- Characteristics of quality
- Quality Control,
- Quality Assurance
- Total Quality Management
- Quality Management System
- Good Manufacturing Practices
- Hazard Analysis Critical Control Point System (HACCP)

Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 28, pg 376- 390

UNIT III INTRODUCTION TO FOOD SAFETY AND HYGIENE

10

- Food hygiene
- Factors affecting food safety
- Food spoilage
- Food handling
- Special requirements for high-risk foods,
- Safe food cooking temperature and storage techniques.

Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 20, pg 263-270; Chapter 29, pg 392-400

UNIT IV HYGIENE AND SANITATION IN FOOD SERVICE INSTITUTIONS

8

- Cleaning and disinfection
- Personal hygiene
- Pest control
- Waste disposal

Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 29, pg 401-406

UNIT V SENSORY METHODS OF FOOD QUALITY TESTING 8

- Sensation of taste, smell, appearance and flavor, sensory evaluation techniques

Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 6, pg 75-80

UNIT VI OBJECTIVE METHODS OF FOOD QUALITY TESTING 10

- Physical test methods (moisture, acidity, water activity, texture, viscosity, colour)
- Simple methods of chemical analysis (protein, fat, water, ash)
- Microbiological sampling and testing.

Food Safety and Standards Authority of India: <http://www.fssai.gov.in>

Srilakshmi, B. (2012). *Food Science*. Delhi: New Age International Pvt. Ltd, Chapter 13, pg 289-312

PRACTICAL:

PERIODS: 60 (CREDITS 2)

- Presentation on food hygiene and sanitation practices in any local food outlet.
- Sensory evaluation tests for processed foods
- Determination of the quality of an egg (whole and open egg).
- Determination of the moisture content of various flours
- Determination of viscosity of various food gruels (porridge, custards, batters etc.) using viscometer.
- Assessing the texture of raw and cooked food using penetrometer.
- Measurement of the water activity (a_w) of raw and cooked food using AW – meter.
- Detection of pathogens in food using microbiological detection kits

COMPULSORY READING:

- Mathur, P. (2018). *Food Safety and Quality Control*. Delhi: Orient Blackswan.
- Srilakshmi, B. (2016). *Food Science*. 2016. Delhi: New Age International Pvt. Ltd.
- Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.

ADDITIONAL RESOURCES:

- Frazier, W.C. & Wethoff, D.C. (2014). *Food Microbiology*. Chennai: McGraw Hill.

- IFST. (2012). *Food and Drink – GMP: a guide to its responsible Management*. UK: UK Institute of Food Science and Technology.
- Marriott, N.G. & Gravani, R.B. (2006). *Principles of Food Sanitation*. USA: Springer.
- Sethi, M. & Malhan, S. (2018). *Catering management – an integrated approach*. Delhi: New Age International Publishers.
- Prabhakar, K. A. (2016). *Practical Guide to Food Laws and Regulations*. Delhi: Bloomsburg India.

WEBSITES:

- Codex Alimentarius: <http://www.codexalimentarius.org>
- Hand Hygiene Resource Center: <http://www.handhygiene.org>
- Food Safety and Standards Authority of India: <http://www.fssai.gov.in>
- International Center of Excellence in Food Risk Communication: <http://www.foodriskcommunications.com>
- International Food Information Council: <http://www.ific.org>

TEACHING LEARNING PROCESS:

- Use of ICT especially e graphics such as power point presentations
- Lectures
- Group discussions
- Assignment work
- MOOCs, Videos
- Conduct of practicals by students
- Field visits (optional)

ASSESSMENT METHODS:

As per University of Delhi norms for each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practical: 25 marks

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:

- Food Safety
- Food Hygiene

- FSSAI
- HACCP
- Food Quality Management
- Food Hygiene

Facilitating the Achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	Students will have gained knowledge about the latest Acts, Laws and Standards related to food safety.	Lecture, website of national and international regulatory bodies, survey, e-resources.	Assignment/project work, quiz, multiple choice questions, oral/written exam.
2	Students will have gained understanding on planning and executing total quality management system for food processing/food service units	Lecture, e-resources, case study approach, planning of quality management system for a food product available in college canteen.	Assignment/project work, oral/written exam, identification of critical control points for a food product.
3	Students will have gained understanding on role and scope of safety and hygiene during handling of food	Lecture, e-resources, group discussions, survey of food service unit.	Assignment work/oral/written exam, group presentation using e-graphics.
4	Students will have gained knowledge on implementation of various hygiene and sanitation practices	Lecture, group discussions, case study approach, videos.	Problem solving exercises, posters, charts, skit/role play.
5	To apply the knowledge related to sensory methods of food quality testing to conduct/evaluate food.	Lecture, practical on implementing and evaluating the sensory characteristics of food using various test of sensory evaluation.	Oral/written work, Assignment work, evaluation of practical exercise.
6	Students will have gained knowledge on using various physical, chemical and microbiological methods for evaluating food quality.	Lecture, e-resources, Manuals related to methods of food analysis such as FSSAI, Codex etc., perform food quality assessment tests using instruments such as viscometer, penetrometer, water activity meter etc.	Oral/written work, presentation using e-graphics, evaluation of practical work.

*Assessment tasks listed here are indicative and may vary.

Hindi Department

1. Paper – Aadikaleenaur Nirgum Bhakti Kaleen kavya

EC (1262)-18.08.2022

Annexure-I

सेमेस्टर 1

हिंदी कविता (आदिकाल एवं निर्गुणभक्ति काव्य)
Core Course - (DSC) Credits : 3+1

कोर कोर्स (DSC) 1

Course Objective (2-3)

1. हिंदी साहित्य के आदिकालीन और भक्तिकालीन साहित्य से अवगत कराना।
2. आदिकाल के दो प्रमुख कवियों – चंदबरदाई और विद्यापति की विशिष्ट भूमिका रही है। इससे विद्यार्थियों को अवगत कराना।
3. निर्गुणभक्ति काव्य के अंतर्गत – संतकाव्य एवं प्रेमाख्यानक काव्य के प्रमुख कवियों – कबीर, जायसी आदि का अध्ययन करना और हिंदी साहित्य में उनके योगदान की चर्चा करना।

Course learning outcomes

1. आदिकाल के परिवेश – राजनीतिक, सामाजिक सांस्कृतिक, धार्मिक परिस्थितियों से भली-भांति परिचित हो सकेंगे।
2. आदिकाल में चंदबरदाई के साहित्यिक और संगीत के क्षेत्र में योगदान से परिचित हो सकेंगे।
3. भक्तिकाल हिंदी साहित्य का स्वर्ण युग है। इसके अध्ययन से मानवीय और नैतिक मूल्यों का विकास होगा।
4. भक्तिकाल के साहित्य में सामंती व्यवस्था का विरोध हुआ, यह इस काव्य की विशिष्ट उपलब्धि है।

Unit 1

चंदबरदाई – पृथ्वीराज रासो, सं. हजारी प्रसाद द्विवेदी, नामवर सिंह
(साहित्य भवन प्रा. लि. इलाहाबाद)

बानबेध समय

कवित्त (10-11)

- प्रथम मुक्क दरबार। लज्ज संर सुरतानी।।
.....
किहि थान लोइ संभरि घनी। कहौ सुबत्त लज्जौ न लजि।।

बानबेध समय

दूहा (20-33, 49)

- हम अबुद्धि सुरतान इह। भट्ट भाष सुष काज।।
.....
प्रथम राज पासहु गयो। जब रुक्कयो दह हथ्थ।।
- चवै चंद बरदाइ इम। सुति मीरन सुनतान।।



दे कमान चौहान कौं। साहि दियै कछु दान।।

बानबेध समय

पद्धरी (50-53)

- संगहें पान कम्मान राज। उम्भरे अंग अंतर विराज।।

.....
निसुरति आनि दिय साहि हथ्य। तरकस्स तीर गोरी गुरथ्य।।

बानबेध समय

कवित्त (54,55,56)

- ग्रहिय तीर गोरिस्स। कीन बिन इच्छ अप्प कर।।

.....
शृगांर वीर करुना विभछ। भय अदभुत इसंत सम।।

Unit 2

विद्यापति – सं. डॉ. शिवप्रसाद सिंह, (लोकभारती प्रकाशन, इलाहाबाद)

वंशी माधुरी

- नन्दक नन्दन कदम्बेरि तरुतरे

.....
वन्दह नन्दकिसोरा।।

रूप वर्णन

- देख-देख राधा-रूप अपार

.....
करु अभिलाख मनहि पद-पंकज अहोनिस्सि कोर अगोरि।

पद-14

- चाँद-सार लए मुख घटना करु लोचन चकित चकोरे।

.....
रूप नरायन ई रस जानथि सिबसिंघ मिथिला भूपे।

पद-24

- बदन चाँद तोर नयन चकोर मोर

.....
रूपनरायन जाने।।

Unit 3

कबीर – कबीर – ग्रंथावली, संपादक – डॉ. श्यामसुंदर दास
(नागरी प्रचारिणी सभा वाराणसी)

साखी : गुरुदेव कौ अंग – 1 से 16 तक

विरह कौ अंग – 1 से 8, 21,22,23,44,45



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पद संख्या – 378,400

Unit 4

जायसी – जायसी ग्रंथावली – (सं.) रामचंद्र शुक्ल
मानसरोदक खण्ड

References

- त्रिवेणी – रामचंद्र शुक्ल
- कबीर – हजारीप्रसाद द्विवेदी
- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
- हिंदी सूफीकाव्य की भूमिका – रामपूजन तिवारी
- सूफी कविता की पहचान – यश गुलाटी
- निर्गुण काव्य में नारी – अनिल राय



Political Science Department

1. Paper- Understanding Globalisation

4. Understanding Globalization (62327601)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

Course Learning Outcomes

- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty & inequality and international terrorism.

Unit 1

Globalization (9 Lectures)

- a) Meaning and Debate
- b) Dimensions: Economic, Political, Technological and Cultural

Unit 2

Contemporary World Actors

- a) United Nations
- b) World Trade Organisation (WTO)
- c) BRICS
- d) MNCs, TNCs

Unit 3

Contemporary World Issues (26 Lectures)

- a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
- b) Global Justice
- c) International Terrorism

References

J. Goldstein, (2006) International Relations, New Delhi: Pearson.

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

- Andrew Heywood (2011), *Global Politics*, New York: Palgrave-McMillan.
- Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.
- J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
- Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.
- Jagdish Bhagwati (2007), *In Defense of Globalization*, Oxford, Oxford University Press.
- Manfred B. Steger (2017) *Globalization: A Very Short Introduction*, New York: Oxford University Press.
- Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.
- John Clark (ed.), (2003) *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.
- Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.
- Bernard Hoelkman and Michel Kostecki, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP
- Arjun Appadurai, (1996), *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.
- Deepak Nayyar (ed.) (2002), *Governing Globalization: Issues and Institutions*, Oxford University Press.
- Held, David and Anthony Mc Grew (ed.), (2003), *The Global Transformation Reader: An introduction to the Globalization Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.
- Joseph E Stiglitz, (2002), *Globalisation and its Discontents*, US, W.W. Norton and Company.
- Noreena Hertz, (2000) *The silent take over: Global Capitalism and the death of Democracy*, Praeger.
- P.S., Chasek, Downie, D.L., and Brown, J.W., Fourth Edition (2006), *Global Environmental Politics*, Boulder: West view Press.
- Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.
- Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.
- Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.
- Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.

2 Paper- Dilemmas in Politics

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation. 4th Edition*. Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium*. London: Continuum. pp. 1-20.

Additional Resources:

Classic Readings

Michael Hardt and Antonio Negri (2001), *Empire*, USA, Harvard University Press.

Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance*, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुरुषेश पन्त (2016), *भ्रम मंडलीकरण एवं भारत*, दिल्ली: एक्सेस पब्लिशिंग.

Teaching Learning Process

The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

- Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press, pp. 39-55, 73-87.
- Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press, pp. 87-110.
- Sen, A. (2000) *Social Exclusion: Concept, Application, and Scrutiny*. Social Development Papers No. 1 (June), Asian Development Bank.

III. Global Justice and Cosmopolitanism

- Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.
- Held, D. (2005) 'Principles of Cosmopolitan Order', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 10-38.
- Sypnowich, C. (2005) 'Cosmopolitans, Cosmopolitanism and Human Flourishing', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 55-74.

IV: Feminism and the Politics of Interpretation

- Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield, pp. 1-13; 353-394.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.
- Shanley, M. and Pateman, C. (1991) 'Introduction' in M. Shanley and C. Pateman (eds), *Feminist Interpretations and Political Theory*. Cambridge: Polity Press, pp. 1-10.

V. Debating human rights: the politics of Humanitarian Intervention

- Orend, B. (2002) *Human Rights: Concept and Context*. Peterborough: Broadview Press, pp.15-101, 129-190.
- Coady, C. A. J. (2008) 'War and Intervention', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 56-79.
- Keohane, R. O. (2003). 'Introduction', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 1-14.
- Holzgrefe, J. L. (2003). 'The Humanitarian Debate', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 15-53.
- Teson, F. R. (2003). 'The Liberal case for Humanitarian Intervention', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 56-79.
- Smits, K. (2009). Can Military Intervention in Other Countries be Justified on Humanitarian Grounds?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, pp. 209-229.
- Parekh, B. (1997). 'Rethinking Humanitarian Intervention', *International Political Science Review*, 18: 49-69.

VI. Ecology and Political Responsibility

- Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.

Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 243-264.

Bryant, R. L. & Bailey, S. (1997) *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.

Jamieson, D. (2008) 'Environment', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 313-335.

Smits, K. (2009). 'Should the Natural Environment be Protected for Future Generations?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan. pp. 230-250.

Additional Resources:

Arendt, Hannah. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.

Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett.

Weber, M. (1965) *Politics as Vocation*. Fortress Press.

Mandle, J. (2006) *Global Justice*. Cambridge: Polity Press.

De Beauvoir, S. (1949) *The Second Sex*. Paris: Gallimard.

Walzer, M. (1977) *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.

Dobson, A. (2000) *Green Political Thought*. London: Routledge.

Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press.

Gunn, R. (1993). "Politics and Violence", Bellamy, R. (ed.), *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 265-292.

Byrre, D. J. (2003) *Human Rights*. New Delhi: Pearson, pp. 1-71.

Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press.

Moellendorf, D. (2002) *Cosmopolitan Justice*. Boulder, CO: Westview Press.

Okin, S. M. (1989) *Justice, Gender and the Family*. New York: Basic Books.

Readings In Hindi

भार्गव, राजीव और आचार्य, अशोक (संपादक), राजनीतिक सिद्धांत: एक परिचय, दिल्ली: पिएर्सन, 2011

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.