

## **ENTREPRENEURSHIP AND SMALL BUSINESS MANAGAEMENT [ MC - 204 ]**

### **OPEN COURSE**

M.Com Semester-1I

Course No. MC-203

Credit Hour-50

Total Credit -6

Full Marks- 100

Sessional-30\*

Semester End-70

\*15 marks for Sessional test,, 5 marks for case studies, and 10 marks for field visit report in lieu of Group Discussion and home assignment

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**Objective:** The objective of the course is to give a basic concept of Entrepreneurship and. to make student aware of the various issues in Small Business Management.

#### **Unit I:**

Concept of Entrepreneurship: Definition, Nature and Characteristics of Entrepreneurship; Types of Entrepreneurship: Corporate Entrepreneurship, Social Entrepreneurship, Destructive Entrepreneurship; Entrepreneurship and Management; Entrepreneurship and Innovation; Role of Entrepreneurship in Economic Development. Case studies on type of entrepreneurship.

#### **Unit II.**

Theories of Entrepreneurship: Innovation theory, Economic Forces theory, Resource Based theory, Systematic Entrepreneurship theory; Emergence of Entrepreneurship In India, Features of Indian Entrepreneurship. Entrepreneurship Environment in India.

#### **Unit III**

Entrepreneur: Definitions, functions and role of Entrepreneur in Economic growth, types of entrepreneur; entrepreneurs vs intrapreneur, entrepreneurs vs administrators, Entrepreneurial Decision Making; Entrepreneurial leadership; Entrepreneurial attributes and characteristics; Case studies on Traits of successful Entrepreneurs; Social Responsibility of Entrepreneurs; EDP.

#### **Unit IV:**

Small Business Management: concept of MSME, Start up India, Registration of Small Business in India; Project Planning and Conducting Feasibility Studies; Project Report Preparation: Specimen of Project Report; Product protection of Small Business Enterprises: Patents, Trademarks and Copyrights,; Potential crisis areas for Small Business; Success and failure factors of small business enterprises in India; Challenges & Opportunities of Small Business Development in North-East India

Case Studies on Small Business Enterprises in North East India

#### **Unit V:**

Role of Promotional Agencies in Small Business Development in India: Role of Government, Financial institutions, MUDRA, DIC, and other specialized institutions; policies of small business development in North-East India; Industrial Visit.

#### **Suggested Reading :**

1. Kumar, Arya, Entrepreneurship : Creating and Leading an Entrepreneurial Organisation, Pearson , India.

2. Drucker Peter F, Innovation and Entrepreneurship, Harper New York
3. Holt, David H, Entrepreneurship New Venture Creation PHI, India
4. Vasant, Desai, Small- Scale Industries and Entrepreneurship , Himalaya Publication, India.
5. Khanka, SS, Entrepreneurial Development
6. Kuratko, D.F., and T.V.Rao, Entrepreneurship: A South – Asian Perspective, Cengage Learning

## **SOTEF 02: Values and Ethics [3:0:0:: 3]**

### **Unit I:**

Facts and Values, Moral and non-moral values, Ethics and Morality. Moral frameworks: Utilitarianism, Rights/Duty Ethics, Virtue Ethics, Normative Ethics and Applied Ethics.

### **Unit II:**

Science, Technology and Human values. Crisis of values in contemporary context, Need for values in global change, Trans-cultural human values, Technology and Personal and social values, Human centred technology. Problems of Technology transfer. Ethics on IPR.

### **Unit III:**

Possibility of an ethics for the animate and inanimate. Animal ethics, Bio-ethics, Medical Ethics, Human Gene Therapy: Scientific and Ethical considerations. Cloning.

### **Unit IV:**

Professional and Business Ethics. Ethical issues in Engineering practice. Codes of professional ethics. Conflicts between business demands and professional ideals: Case studies. Ethics in Corporate Sectors, Managerial Ethics

### **Unit V:**

Environmental Ethics. Technological growth and its impact on Environment. Environmental degradation and pollution. Environmental Regulations. Concept of Sustainable Development. Eco-friendly technologies. Energy crisis and renewable energy resources. Ethics of the Eco-System.

### **Textbooks:**

1. T. L. Beauchamp. Philosophical Ethics. An Introduction to Moral Philosophy. Georgetown University. McGraw Hill.
2. Peter Singer. Practical Ethics. Cambridge University Press.
3. Mike W. Martin. Ethics in Engineering. McGraw Hill.
4. Michael Bayles. Professional Ethics. Wadsworth.
5. Bruce O. Watkins and Meador Roy. Technology and Human Values: Collision and Solution. Ann Arbor Science.
6. Dr. Subir Chowdhury. Blending the best of the East & West. EXCEL
7. Ghosh. Ethics & Mgmt. & Indian Ethos. VIKAS.
8. Pherwani. Business Ethics. EPH
9. Balachandran, Raja & Nair. Ethics, Indian Ethos & Mgmt., Shroff Publishers

**GEOG 202: HUMAN ECOLOGY AND GLOBAL CHANGE ADAPTATION**  
**(Core Course)**  
**Full Marks: 100**  
**Pass Marks: 40**  
**No. of Lectures: 50**  
**Credits: 6**

**Unit I:** Concept of human ecology: Evolution & Development; Key Concepts: Anthropocentrism and cultural lag; Environmental ethics.

**Unit II:** Concept of ecology and ecosystems: meaning and concept of ecology; Ecosystems: Meaning, Structural and Functional Components; Bio-geochemical Cycles: Hydrological Cycle, Gaseous Nutrient Cycles and Sedimentary Cycle

**Unit III:** Humans and the Biosphere: co-evolution and co-adaptation of human system and ecosystems; Resources, technologies, environment and consumerism: Problems and consequences.

**Unit IV:** Humans and biophysical system: Humans as agents of a larger social system; Human population size, growth and biophysical carrying capacity of Earth; Denaturalization of country and city.

**Unit V:** Global change adaptation: Environmental crises and human reintegration; the end of duality: Adaptation and behavioural change; restoration of eco-regions and conservation of biodiversity.

**Suggested Reading:**

- Dieter Steiner and Marcus Nauser (eds.): *Human Ecology*, New York: Routledge, 1993  
Ehrlich, P.R., A.H. Ehrlich and J.P. Holdren: *Human Ecology*, San Francisco: W.H. Freeman & Co., 1973  
George A. Theodorson (ed.): *Studies in Human Ecology*, New York: Harper & Row, 1961  
Quinn, J.A.: *Human Ecology* (2 editions), New York: Hamden Conn., 1971.  
Huntington, E., 1951: *Principles of Human Geography*, John Wiley & Sons, Inc, New York  
Hussain, M., 1994: *Human Geography*, Rawat Publication, New Delhi.  
Johnston, R.J. et al (eds.): *The Dictionary of Human Geography*, Basil Blackwell, Oxford.  
Leong, G.C. and Morgan, G.C., 1992: *Human and Economic Geography*, Oxford University Press, Oxford  
Chandna, R.C., 1986: *Geography of Population*, Kalyani Publisher, New Delhi  
Hagget, P., 1972: *Geography: A Modern Synthesis*, Harper & Row, New York  
Strahler, A.N. & A.H. Strahler, 1976: *Geography and Man's Environment*, John Wiley, New York  
Park, C., 1997: *The Environment*, Routledge, London  
Singh, S., 1991: *Environmental Geography*, Pustak Bhawan, Allahabad  
Chhokas, K.B., *Understanding Environment*, Sage Publication.

**COURSE 304**  
**SET 2**  
**GENDER ETHICS**

Unit I

*Women Question* in Philosophy, Feminist Philosophy and its Justification, What is Feminism, Theorizing Feminism

Unit II

Ethics and Feminism, Feminist Ethics, Sex-Gender System and Sex-Gender Difference

Unit III

Conceptual Analysis: Justice and Care, Partiality versus Impartiality, Objectification and Discrimination

Unit IV

Care Ethics, Self-Other Relationship

Unit V

New Trends in Feminist Ethics: Gender Egalitarianism, Gender Politics and Eco-feminism

**Prescribed Readings:**

*A Companion to Feminist Philosophy*. Edited by Alison M. Jaggar and Iris Marion Young. Oxford: Blackwell Publishing (2005).

*Blackwell Guide to Feminist Philosophy*. Edited by Linda Martin Alcoff and Eva Feder Kittay, Oxford: Blackwell Publishing (2006).

*In a Different Voice* by Carol Gilligan. Cambridge, MA: Harvard University Press (1994)

*Second Sex* by Simone De Beauvoir, Translated and edited by H.M. Parshley, Vintage Book, London, 1997

**COURSE 303**  
**APPLIED ETHICS**

Unit- I Applied Ethics and its Branches: Environmental Ethics, Animal Ethics, Business Ethics, Bio-Medical Ethics, Feminist Ethics, Media Ethics, Teacher Ethics, Ethics of Public life and Morality and Legal Ethics

Unit- II Corporate Ethics: Ethics of Business, Corporate Social Responsibility, Individual Vs Corporate Responsibility, Corporate Ethics and the Critique of Consumerism

Unit- III Sanctity of Life: Suicide, Euthanasia, Abortion

Unit- IV Genetic Engineering and Cloning, Organ Donation, Informed Consent

Unit- V Poverty and Equality, War and Just War Theory, War and Human Rights, Terrorism and Human Rights

**Suggested Readings:**

Singer, P., *Practical Ethics Cambridge*, Cambridge Univ. Press, 1988.

Blackwell Companions to Philosophy, *A Companion to Ethics*, Edited by Peter Singer

Evans, J.D.G., *Moral Philosophy and Contemporary Problems*, CUP

Rachels, James (ed.). *Moral Problems* (Third Ed) 1979, Harper & Row

Beauchamp, T.L., *Principle of Biomedical Ethics*, Recent Edition

Fox, R. & Marco, J.De, *New Directions in Ethics*, Routledge & Kegan Paul

Beauchamp, T.L., LeRoy Walters, *Contemporary Issue in Bioethics*, Wadsworth Publishing Company, 1989.

Cohen, M and Nagel, T., *War and Moral Responsibility*, Princeton, 1994.

Dennett, J.C., *Nuclear Weapons and the Conflict of Conscience*, New York, OUP, 1999.

Nathanson, Stephen, *Terrorism and the Ethics of War*, Cambridge, CUP, 2010.

Russell, B., *Common sense and Nuclear Warfare*, Penguin, 1980.

Hayward. T., *Ecological Thought*, Polity Press, UK, 2001.

## **COURSE 204**

### **PHILOSOPHY OF HUMAN RIGHTS**

The course aims at the philosophical appraisal of the fundamental notions of the discourse of Human Rights. It expects the students to look into the conceptual understanding of the formative and functional forces, and the categories of Human Rights, both from the historical and contemporary perspectives. The course also makes the students to realize the need to contextualize the various theoretic positions and philosophical claims which validate the legitimacy of Human Rights discourses. As a University-level Open Course, the course has been structured in an interdisciplinary and intercultural mould and manner to discuss and deliver its concerns.

#### **Unit – I      Philosophical Foundations of Human Rights**

Human Dignity and the basis of Human Rights, Nature of Human Rights, Sources of Human Rights, Categories of Human Rights, International Human Rights Law, Humanitarian Law & International Humanitarian Law

#### **Unit–II          Human Rights in India**

Historical, Social, Political Perspectives of Human Rights in India, Fundamental Rights and Indian Constitution, Education and Human Rights, Human Rights Institutions in India.

#### **Unit-III          Modern Human Rights Discourses**

Minority Rights, Women's Rights, Children's Rights, Prisoner's Rights, Refugees' Rights, Intellectual Property Rights, Media and Human Rights, Environmental Rights, Globalization, Life and Human Rights

#### **Unit -IV          New Paradigms of Human Rights Philosophy**

Contemporary Democratic Theories and Human Rights, Philosophical Critique of Human Rights Discourse, Philosophy of Cultural Dialogue: Multicultural and Intercultural Perspectives and the Future of Human Rights.

#### **Unit- V          Human Rights: Visual Culture, Literature and Social Freedom**

Cinema, Internet/Social Media, Print Media, Television-Radio, Art and Literature.

**Suggested Readings:**

1. Finnis, John (1980) *Natural Law and Natural Rights*, Oxford, Clarendon Press
2. Gaetec, Rolando (1993), *Human Rights and the limits of Critical Reason*, Aldershot, Dartmonth Publishing Company
3. Sumnev, L.W. (1987) *The Moral Foundation of Rights*, Oxford, Oxford University Press
4. Davison, James Dale and Rees- Mogg (1997) *The Sovereign Individual*, Touchstone Books
5. Muzaffar, Chandra (1993) *Human Rights and the New World Order*, Pernang: Just World Trust
6. Pfeffer, R. J. (1990) *Marxism, Morality and Social Justice*, Princeton, Princeton University Press
7. Stone Julius (1965) *Human Law and Human Justice*, Sydney, Maitland
8. Taylor Charles, (1999), “Conditions of Unforced Consensus on Human Rights”, *The East Asian Challenges for Human Rights*, Joanne R, Baner and Daniel A Bell (eds) Cambridge, Cambridge University Press
9. Tenson, Fernando, (1985) “International Human Rights and Cultural Relativism”, 25, *Virginia Journal of International law*
10. Young, Avis Marion (1990) *Justice and the Politics of Difference*, Princeton, Princeton University Press.
11. Agnes, Flavia (1999) *Law and Gender Inequality: The Politics of Women’s Rights in India*, Delhi, Oxford University Press.
12. Nirmal J. Chiramjivi, (2000) *Human Rights in India*, Delhi, Oxford University Press.
13. Baxi, Upendra, (2002) *The Future of Human Rights*, Delhi Oxford University Press.
14. The Constitution of India
15. Foucault, Michel (2002), ‘Confronting Governments: Human Rights’, in: James D. Faubion (ed.), *Power: Essential Works of Foucault, Vol. 3*, London: Penguin.
16. . Agamben, Giorgio,(1998), *Homo Sacer: Sovereign Power and Bare Life*, Stanford: Stanford University Press,



17. Žižek, Slavoj. (2004), *Against Human Rights*,  
[libcom.org, tp://libcom.org/library/against- humanrights- zizek](http://libcom.org/library/against-humanrights-zizek)
18. Derrida, Jacques, (2005), *Rogues: Two Essays on Reason*, trans. Pascal-Anne Brault & Michael Naas, Stanford, Stanford University Press, Badiou, Alain, (2001), *Ethics: An Essay on the Understanding of Evil*, Trans. Peter Hallward, London, Verso.
19. Habermas, Juergen, (1998), *The Inclusion of the Other: Studies in Political Theory*, London, Polity.
20. Habermas, Juergen, (1996) *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*, Trans. William Rehg, London, Polity, 1996.

**COURSE 203**  
**PHILOSOPHY AND LITERATURE**

- Unit – I
- a) What is 'Philosophy and Literature'?
  - b) Universality and Pluralism of works of Literature
  - c) Literature and Truth.

- Unit – II
- a) Discourse, Culture and Ideology
  - b) Linguistic Categories, minds and world views.

- Unit – III Hermeneutics and Literary Creation
- Meaning and Definition of Hermeneutics: Romantic Hermeneutics, Historical Hermeneutics, Hermeneutic Philosophy, Critical Hermeneutics
  - Reader Response Theory
  - Meaning, Translatability and Language: Literary Texts and Cinematic Texts.

- Unit – IV Philosophy in Literature
- Aag ka Daria* (River of Fire) by Qurratulain Hyder
  - Gora* by Rabindranath Tagore

- Unit – V Philosophy/ Literature
- Feminist Literary Theory, Criticism
  - a) *Steer Patra* ( *A Wife's letter*) –Rabindranath Tagore (Short Story)
  - b) *A Tempest* – Aime Cesaire

**Suggested Readings:**

- Barbara Johnstone, (2007), *Discourse analysis*, Wiley-blackwell.
- Mills, Sara, (1997), *Discourse*, Routledge.
- Aristotle, *Poetics*.
- Plato, *Republic*.
- Waterfield, Robin (1994). *Plato: Republic*. Translated, with notes and an introduction. Oxford: Oxford World's Classics.

- .K. C. Bhattacharya, (1958), *Swaraj in Ideas*, Studies in Philosophy, Kolkata : Motilal Banarasidass.
- Peter Jones, (1975), *Philosophy and the Novel*, Oxford.
- Alka Saraogi, (2005), *Kali Katha Via Bypass*, Rupa & Co.
- David Martin, *Architecture of Experience*, University of Edinboro, USA
- Sartre, Jean-Paul, (1988), “*What is Literature?*” and *Other Essays*. Introduction by Steven Unger, Harvard University Press
- Szondi Peter, (1995), *Introduction to Literary Hermeneutics*, Tr. Woodmansee Martha, Cambridge, CUP.
- Josef Bleicher, (1980), *Contemporary Hermeneutics*, London, Routledge.
- Paul Ricoeur (1994), *The Conflict of Interpretations: Essays in Hermeneutics*, Paris, Aarhus.
- Wolfgang Iser, (1980), *The Act of Reading: A Theory of Aesthetic Response*, The Johns Hopkins University Press.
- *Aag ka Daria* (River of Fire) by Kurtulan Haider.
- *Gora*, Rabindranath Tagore.
- Duran, Jane, (2007), *Women, Literature and Philosophy*, Ashgate Publishing.
- Humm, Maggies, (1994), *A Reader’s Guide to Contemporary Feminist Literary Criticism*, Harvester Wheatsheaf.
- Belsey, Catherine and Jane Moore, ed.( 1989) *The Feminist Readers : Essays in Gender and the Politics of Literary Criticism*, Blackwell.
- *Steer Patra ( A Wife’s letter) –Rabindranath Tagore*
- Aime Cesaire, *A Tempest*.
- Beauvoir, Simone de. (1949/2011). *The Second Sex*, Constance Borde and Sheila Malovany-Chevallier (trans.), New York: Vintage Books.

**COURSE 401**  
**PHILOSOPHICAL CLASSICS (INDIAN)**

1. *Nyāya Manjari* of Jayanta Bhatta, S.N. Sukla (ed), Varanasi, Chowkhamba.
2. *Madhyamika Kārikā* (Eng. tr. by Stcherbatsky, *The Conception of Buddhist Nirvana*) M B D, Delhi.
3. *Mahaprajna Paramita Sastra* Eng. Tr. K. V. Ramana (*Nagarjuna's Philosophy as presented in the MPPS*), MLBD, Delhi.
4. *Jaina Tarka Bhasa of Yasovijaya*, MBD, Delhi.
5. *Syadvadamanjari of Mallisena*, Ed. Prof. A B Dhruva, Bombay Sanskrit Series, Bombay
6. *Tattvacintamani: Pramanyavada*, Eng Tr. J.N. Mohanty, Visva Bharati Advanced Centre of Philosophy Pub. Also available with MBD, Delhi
7. *Samkhya Karika of Isvarakrisna*  
Eng. Trans. Swami Vireshwarananda, Advaita Ashrama, Calcutta
8. *Vedantaparibhasa of Dharmaraja Adhvarendra*  
Eng. Tr. Swami: Madhavananda, Advaita Ashram, Cal. 14.
9. *Tarkasamgraha-Dipika*, Eng. Tr. G. Bhattacharyya, Progressive Pub. Cal.
10. *Padarthadharma-sangraha of Prasastapada*, Eng. Tr. By G. Jha, Chowkhamba Oriental Studies Series 4, Varanasi 1982.
11. Naishkarmya Siddhi by Sureshwaracharya

**Note:** Selection of the text is kept open subject to the availability of requisite human resource and infrastructural facilities.

**Course No. Psc. 204: Human Rights: Theory and Practice\***

<b>Unit No</b>	<b>Course Content</b>	<b>No. of Credit</b>
<b>I</b>	Human Rights: The Concept and Safeguards: Meaning, Nature-Evolution, Theoretical Foundations-International Bill of Human Rights: UDHR, ICCPR, ICESCR - Emerging Scenario: Solidarity Rights - Cultural Relativism - Human Rights and Globalisation	6
<b>II</b>	Human Rights and Vulnerable Groups: International Instruments –Women – Child - Refugee and Internally Displaced persons - Persons belonging to National or Ethnic, religious and Linguistics Minorities -Indigenous peoples	
<b>III</b>	Human Rights In India: Indian Constitution and the Human Rights: Fundamental Rights, Directive Principles of State Policy - Human Rights and Judicial Activism - Rights of Prisoners and Judiciary - Protection of Human Rights: National Human Rights, State Human Rights Commission	
<b>IV</b>	Promotion and Protection of Human Rights of Vulnerable Groups in India: Women – Children - SC/ST - National Commission for Women, Children, SC, ST, Minorities	
<b>V</b>	Human Rights in the Context of North East India: Sources of Violation of Human Rights: Autonomy Movements, Ethnic Conflicts, Displacement - Role of Enforcement Agencies: Police, Security Forces - Assessment of Armed Forces Special Power Act - Role of State Human Rights Commissions - Role of Human rights Organizations	

**\*Open Course**

**Readings:**

1. Basu Durga Das: *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1994.
2. Browline, Lane, (Ed): *Basic Documents of Human Rights* (2nd Edition), UK, Claredon Press, 1981.
3. Evans Tony: *Politics of Human Rights ; A Global Perspective*, Pluto Press ,London,2005
4. Dhamala R.R. and Sukalpa Bhattacharjee(ed), *Human Rights and Insurgency in North East India*, New Delhi Shipra,002
5. Donnelly, Jack: ,*Universal Human Rights: Theory and Practice*, Ithaca Cornell University Press,1989
6. Ellis Anthony, (Ed): *Ethnic and International Relations*, UK, Manchester University Press 1986.
7. Falk Richard, *Human Rights and State Sovereignty*, New York, Holmes and Meur, 1981.
8. Foesythe,David : *Human Rights and World Politics*, Lincoln, University of Nebraska Press 1983.
9. Hatchard John: *National Human Rights Institution: Common Wealth secretariat*, London, 1993.
10. Henkin Louis : *The Rights of Man Today*, Boulder Wintview ,1978
11. Lyer V.R Krishna: *The Human Rights and Law*, Indore Vedpal Law House,1986
12. Jaswal Paramjit S & Nishtha Jaswal (Ed): *Human Rights and the Law* New Delhi,APH,1996

**COURSE : 304 (OPTIONAL /SPECIAL PAPER)**

**Group- C : DARSANAŚĀSTRA**

**Name of the Paper: ĀSTIKA & NĀSTIKA DARSANA**

**100 Marks**

<b>UNIT – I</b>	<b>: Sāṃkhyakārikā with Sāṃkhyatattvakaumudī Kārikā – 1-20</b>	<b>20 Marks</b>
<b>UNIT – II</b>	<b>: Yogasūtra with Vyāsabhāṣya (Samādhipāda)</b>	<b>20 Marks</b>
<b>UNIT – III</b>	<b>: Applied Yoga</b>	<b>20 Marks</b>
<b>UNIT – IV</b>	<b>: Saugata Darśana</b>	<b>20 Marks</b>
<b>UNIT – V</b>	<b>: Arhata / Cārvāka Darśana</b>	<b>20 Marks</b>

**REFERENCE BOOKS:**

1. A History of Indian Philosophy : J.N. Sinha, Calcutta.
2. An Introduction to Indian Philosophy : Dutta and Chattarjee.
3. Cultural Heritage of India, Vol – III
4. History of Indian Philosophy : Hiriyana. M.
5. History of Sāṃkhya Philosophy, by S.C. Vidyabhushan, Calcutta.
6. History of Sāṃkhya Philosophy : S. C. Vidyabhusan, Calcutta.
7. Indian Philosophy (2 Vols.) : Dr. S. Radhakrisnan.
8. Origin and Development of the Sāṃkhya System of Thought, Pulinbihari Chakraborti, Munshiram Manoharlal.
9. Patanjali's Yogasūtra with Vyāsabhāṣya & Tattvavaisaradi : ed. & Tr. By Ram Prasad, New Delhi
10. Sarvadarsanasamgraha Eng. Tr. by Cowell, Delhi.
11. Sarvadarsanasamgraha Hindi Tr. by Umashankar Sharma Caukhamba, Sanskrit Pratisthan, New Delhi.
12. Tattvakaumudī of Vacaspati, ed. and Eng. Tr. by G.N. Jha, Pune. (3<sup>rd</sup> Edition)
13. Yoga for Wellness : Dr. S. Bhattacharya, ed. by Prof. S. Devi.
14. Yogatattvakhadyotah : Dr. S. Bhattacharya, ed. by Prof. S. Devi.

<b>Course Title</b>	Life Skills for Social Work Practice
<b>Course Code</b>	604(A)
<b>Semester</b>	6 <sup>th</sup>
<b>Credits</b>	6

### **Rationale**

This course aims to orient the students to understand the importance of self and the relevance of self-awareness for personal and professional development. The course offers a theoretical understanding of life skills as well as an overview of core life skills such as social skills; thinking and coping skills; and effective communication skills. It will also provide

opportunities for developing practice based skills aimed at enhancing competence in all walks of life.

## Objectives

- Understand the concept of life-skills, its various approaches and need for it.
- Develop an appreciation for the significance of social skills in order to develop oneself and have meaningful relationships.
- Understand and also inculcate effective thinking skills.
- Learn how to deal with emotions and stress.
- Develop an overall improved personality.

Unit	Contents
1.	<b>Basics of Life Skills:</b> Definition and Importance of Life Skills – Livelihood Skills, Survival Skills and Life Skills – Life Skills Education, Life Skills Approach and Life Skills Based Education.
2.	<b>Social Skills:</b> Self-Awareness (Johari Window, SWOT Analysis) – Positive Attitude towards self and others (Sympathy, Empathy & Altruism) – Effective Communication (Models & Barriers) – Interpersonal Relationship (Factors affecting Relationship).
3.	<b>Thinking Skills:</b> Thinking: Elements of Thought, Types – Reasoning - Creative and Critical Thinking (Nature & Stage) - Problem Solving (Steps & Influencing Factors) - Decision Making (Process, Models and Goal Setting).
4.	<b>Coping Skills:</b> Coping with Emotions – Coping Strategies – Stress Management - Time Management - Team Work –Motivation - Interpersonal relationship and Leadership.
5.	<b>Effective Communication Skills:</b> Communication: basic elements, types and barriers - Writing Skill - Presentation skill.

## Readings

Atkinson, J. (1993). *Better Time Management*. New Delhi: Indus.

Bishop, S. (1996). *Develop Your Assertiveness*. New Delhi: Kogan Page India Pvt. Ltd.

Clements, P. (1998). *Be Positive*. New Delhi: Kogan Page India Pvt. Ltd.

D'Souza, A. (1995). *Leadership*. Mumbai: Better Yourself Books.



- Davar, S. R.. (1996). *Creative Leadership*. New Delhi: UBS Publishers Ltd.
- Gupta, S. (2001). *Etiquette and Manners*. Delhi: Pustak Mahal.
- Hasks, H. (1995). *Motivating People*. Delhi: Pustak Mahal.
- Iyengar, B .K. S. (2005). *The Art of Yoga*. New Delhi: Harper Collins.
- Johnson, D. and Johnson F. P. (1982). *Joining Together: Group Theory and Group Skills*. New Jersey: Prentice – Hall Inc.
- Lindenfield, G. (1997). *Assert Yourself*. New Delhi: Harper Collins Publishers India Pvt. Ltd.
- Lundlow, R. and Panton, F. (1995). *Effective communication*. New Delhi: Prentice- Hall of India Private Ltd.
- Maheswari, G. D. (2000). *Complete Guide to Career Planning*. New Delhi: S. Chand & Company Ltd.
- McGrath, E.H. (1997). *Training for Life and Leadership in Industry*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Nelson, R and Jones. (1990). *Human Relationship Skills*. Mumbai: Better yourself Books.
- Pestonjee, D.M. (1999). *Stress and Coping* (2nd Ed.). New Delhi: Sage Publications Ltd.
- Rangnekar, S. (1996). *In the World of Corporate Managers*. Delhi: Vikas Publishing House Pvt. Ltd.
- Sing, D. (2006). *Emotional Intelligence at work* (3rd Ed.). New Delhi: Response Books.
- Stogdon, C. and Kiteley, R. (2010). *Study Skills for Social Workers*. New Delhi: Sage Publications Ltd.
- Datar, S. (2010). *Skill Training for Social Workers*. New Delhi: Sage Publications Ltd.
- Vas S.R. L. (2001). *Discover the power of your Inner Self*. Mumbai: Better Yourself Books.

<b>Course Title</b>	Introduction to National Service Scheme
<b>Course Code</b>	504 (B)
<b>Semester</b>	5 <sup>th</sup>
<b>Credits</b>	6

### **Rationale**

This course is an orientation for the social work about the National Service Scheme and it's significance in personality development through community work. Students are introduced to the scope of the NSS in rural areas and slums. levels and contexts of intervention, the range of theory and knowledge that informs social work practice, and the code of ethics that guides professional intervention.

### **Objectives**

- To acquire awareness of the tradition of volunteerism in Indian context and emergence of NSS
- To acquire awareness on community problems.

- To develop an understanding of the volunteerism and goals of National Service Scheme.
- To develop an understanding of the tools of community mobilisation.

Unit	Contents
1.	<b>Introduction and Basic concepts of NSS:</b> History, Philosophy, aims & objectives of NSS, Emblem, flag, motto, song, badge etc. Organizational structure, roles and responsibilities of various NSS functionaries
2.	<b>NSS programmes and Activities :</b> Concept of regular activities, special camping, Day camps; Basic of adoption of Village/ slums, methodology of conducting survey; Financial pattern of the scheme ; Other youth programme/schemes of GOI; Coordination with different agencies Maintenance of the Diary
3.	<b>Understanding Youth :</b> Definition, profile of youth, categories of youth; Issues, challenges and opportunities for youth ; Youth as an agent of social change
4.	<b>Community Mobilisation :</b> Mapping of community stakeholders; Designing the message in the context of the problem and the culture of the community; Identifying methods of mobilisation; Youth-adult partnership
5.	<b>Volunteerism and Shramdan:</b> Indian Tradition of volunteerism; Needs & importance of volunteerism; Motivation and Constraints of Volunteerism; <i>Shramdan</i> as a part of volunteerism

- Davar, S. R.. (1996). *Creative Leadership*. New Delhi: UBS Publishers Ltd.
- Gupta, S. (2001). *Etiquette and Manners*. Delhi: Pustak Mahal.
- Hasks, H. (1995). *Motivating People*. Delhi: Pustak Mahal.
- Iyengar, B .K. S. (2005). *The Art of Yoga*. New Delhi: Harper Collins.
- Johnson, D. and Johnson F. P. (1982). *Joining Together: Group Theory and Group Skills*. New Jersey: Prentice – Hall Inc.
- Lindenfield, G. (1997). *Assert Yourself*. New Delhi: Harper Collins Publishers India Pvt. Ltd.
- Lundlow, R. and Panton, F. (1995). *Effective communication*. New Delhi: Prentice- Hall of India Private Ltd.
- Maheswari, G. D. (2000). *Complete Guide to Career Planning*. New Delhi: S. Chand & Company Ltd.
- McGrath, E.H. (1997). *Training for Life and Leadership in Industry*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Nelson, R and Jones. (1990). *Human Relationship Skills*. Mumbai: Better yourself Books.
- Pestonjee, D.M. (1999). *Stress and Coping* (2nd Ed.). New Delhi: Sage Publications Ltd.
- Rangnekar, S. (1996). *In the World of Corporate Managers*. Delhi: Vikas Publishing House Pvt. Ltd.
- Sing, D. (2006). *Emotional Intelligence at work* (3rd Ed.). New Delhi: Response Books.
- Stogdon, C. and Kiteley, R. (2010). *Study Skills for Social Workers*. New Delhi: Sage Publications Ltd.
- Datar, S. (2010). *Skill Training for Social Workers*. New Delhi: Sage Publications Ltd.
- Vas S.R. L. (2001). *Discover the power of your Inner Self*. Mumbai: Better Yourself Books.

<b>Course Title</b>	Youth and National Integration
<b>Course Code</b>	604 (B)
<b>Semester</b>	6 <sup>th</sup>
<b>Credits</b>	6

### **Rationale**

This course is an orientation for the social work students about the role of youth in building national integration. Students are introduced to the various rights, responsibilities towards

nation building. The students are introduced with the life competencies needed for the youth, National policy on youth and various programmes of youth development.

## Objectives

- To acquire awareness of the fundamental rights and duties
- To acquire awareness on various programmes relating youth development.
- To develop an understanding of the role youth in national integration and nation building.
- To develop an understanding of the tools of environmental conservation.

Unit	Contents
1.	<b>Citizenship:</b> Basic Features of Constitution of India; Fundamental Rights and Duties; Human Rights; Consumer awareness and the legal rights of the consumer; Right to Information (RTI)
2.	<b>Importance and Role of Youth Leadership</b> Meaning and types of leadership; Qualities of good leaders: traits of leadership; Importance and role of youth leadership; Development of life competencies among Youth; Communication; Problem Solving and decision-making
3.	<b>Social Harmony and National Integration:</b> Indian history and culture Role of youth in peace-building and conflict resolution; Interpersonal relationships; Role of youth in Nation building
4.	<b>Youth Development programmes in India:</b> Youth related problems; National Youth Policy; Youth development programmes at the National Level, State Level and voluntary sector; Youth-focused and Youth-led organizations; Yoga as a tool for healthy lifestyle
5.	<b>Environment Issues:</b> Environment conservation, enrichment and sustainability; Climate change; Natural resources (Rain water harvesting, energy conservation, waste land development, soil Conservations and aforestation; Disaster Management; Role of youth in Disaster Management

<b>Course Title</b>	Social Work with Differently abled Persons
<b>Course Code</b>	403
<b>Semester</b>	4 <sup>th</sup>
<b>Credits</b>	6

#### **Rationale**

This course helps students to understand the concept of disability, problems of persons with disability, various programmes for PWDs and legislations pertaining to disability rights. It focuses the role of professional social workers in disability rehabilitation and education.

## Objectives

- To understand the concept of disability and its varied dimensions.
- To make students aware of disability issues and concerns.
- To sensitize the students about the rights of PWDs.
- To understand the vulnerability of PWDs and encourage students to work towards their rehabilitation.

Unit	Contents
1.	<b>Understanding disability:</b> Concept: Disease, impairment, disability and handicap; Causes for disability: Prenatal, natal, and postnatal causes; Types of disabilities. PWD population in India.
2.	<b>Problems of PWDs:</b> Individual level and societal level, general and specific; Vulnerable PWDs: Persons with multiple disabilities, Persons with severe and profound disability, Children with disability and Women with disability.
3.	<b>Government and NGO Programmes:</b> Schemes and benefits; Preventive measures: Early identification, intervention and rehabilitation; Institution Based Rehabilitation Programmes and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department/Department of Differently Abled; NGOs: CBR Forum, CBM, Blind People Association, grass-root level NGOs, PWD Associations.
4.	<b>Prevailing Legislations:</b> UN Conventions and declarations of Persons With Disabilities, Mental Health Act 1987, Rehabilitation Council of India 1992, Persons with Disability Act 1995, National Trust Act 1999, National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Bill 2012.
5.	<b>Role of Social Worker in Disability Rehabilitation:</b> Awareness creation and sensitization on disability, rehabilitation counseling, guidance to PWDs and family members, Barrier free environment, Coordination with multi-disciplinary rehabilitation professionals, formation of PWD Associations, Advocacy, Networking, Registration as Rehabilitation Professional under RCI.

## Readings

- Balcher, J (Ed.). (1984). *Severely Handicapped young children and their families*. New York: Academic press.
- Bhambhani, M. (1999). The burden of woman with Disabilities. *Action Aid Disability News*, 1 and 2, 22–24.
- Carrol, T.J. Rev. (1961). *Blindness: What it is, what it does, and how to live with it*. Boston: Little Brown and Co.
- Chapman, E. (1978). *Visually Handicapped Children and Young People*. London: Routledge and Kegan Paul.
- Gregory, S. (1976). *The Deaf Child and his family*. Plymouth; Double and Brendon Limited.
- Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD*, 1.
- Mc Conkey, R. And Mc Cormack, B. (1983). *Breaking Barriers: Educating people about disability*. London: Souvenir Press (E) and (A) Ltd.
- Oliver, M. (1983). *Social Work with Disabled People*. Basingstoke: Macmillan.
- Punani, B. Rawal, N. and Sajit, J. (2002). *Manual Community Based Rehabilitation (Visually Impaired )* (2<sup>nd</sup> ed.). Ahmedabad: Blind People's Association.
- Rao, N. S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Robertson, S. E. and Brown, R. L. (1992). *Rehabilitation Counselling: Approaches in the 39 field of disability*. London: Chapman & Hall.
- Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.
- Werner, D. (1994). *Disabled Village Children – A Guide for community Health Workers, Rehabilitation Workers, and Families*. New Delhi; Voluntary Health Association of India.
- Young, P. (1985). *Mastering Social Welfare*. London: Macmillan Education Ltd.



<b>Course Title</b>	Social Work Practice with Elderly/ Geriatrics and Social Work
<b>Course Code</b>	304
<b>Semester</b>	3 <sup>rd</sup>
<b>Credits</b>	6

### Rationale

Certain groups in the society often encounter discriminatory treatment and need special attention to avoid potential exploitation. The advent of increasing pace of elderly population has lead to a serious area of concern for the government and the policy planners. The vulnerability among the elderly is due to various factors like the structural inequalities, their economic dependency. The course will pave away towards understanding the problems and issues of vulnerability of elderly and equip the students with comprehensive understanding, skill development to work for and with the elderly.

### Objectives

- Understand the concepts and context of Elderly Population in India.
- To sensitize the students to the emerging issues and problems of elderly in contemporary India,
- To enable them to acquires sociological understanding of these issues and problems over and above their commonsense understanding
- To empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations

Units	Contents
1.	<b>Introduction:</b> Definition of Elderly, Concept of aging, Changing roles in Family life and Social relationships Demography of the aging population in India. Productive ageing.
2.	<b>Needs and Issues of Elderly:</b> Needs of elderly people: Psychological needs, recreational needs, attitudes towards aging. Issues relating inheritance, destitute women, Elder abuse, Symptoms and signs of elder abuse, Risk factors for elder abuse, Preventing elder abuse.
3.	<b>National Policies &amp; Programmes for Welfare of the Elderly:</b> Constitutional Provisions, National Policy on Older Persons, National Social Assistance Programme, Annapurna Yojana, Integrated Programme for Older Persons (IPOP) Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
4.	<b>Institutional and Non-institutional Services and the Elderly:</b> Care giving roles between Older Persons and the family, Understanding caregiver stress and burnout, Older Persons and livelihood, family

	based services, community based services.
5.	<b>Social Work Practice for and with Elderly:</b> Role of Social Worker in promoting the services and programs for the Aged; International and Nations organizations working for the welfare, development and empowerment of Elderly. Counselling and legal aid to the Older Persons.

### Readings:

- Aiken, L. R. (1978). *The psychology of later life*. Philadelphia: WB Saunders Company.
- Beerman, S. and Rappaport-Musson, J. (2008). *Eldercare 911: The caregiver's complete handbook for making decisions*. Amherst, NY: Prometheus Books.
- Bergmann, K. (1972). *Aged: Their understanding and care*. London: Wolfe Publications.
- Binstock, R. H. and Shanes, E. (Eds.). (1986). *Hand Book of Aging and Social Sciences*. New York: V.N. Reinhold Co.
- Blau, Z. S. (1983). *Old age in a changing society*. New York: New View Prints.
- Bose, A. B. and Gangrade, K. D. (1988). *Aging in India: Problems and Potentialities*. New Delhi: Abhinav.
- Chowdhry, P. D. (1992). *Aging and the aged*. New Delhi: Inter India Publications.
- Cook, A. S. (1983). *Contemporary Perspectives on Adult Development & Aging*. New York: Macmillan.
- Desai, K. G. (1985). *Problems of the retired people in greater Bombay*. Bombay: TISS.
- Ghosh, B. (1988). *Contemporary Social Problem in India*. Bombay: Himalaya.
- Homban, D. (1978). *Social Challenge of Aging*. London: Groom Helm.
- Johnson, E. (1982). *Growing old: Social problems of Aging*. New York: Holt Rinehart and Winston.
- Kennedy C. (1988). *Human Development*. New York: Macmillan.
- Kimmel, D. (1974). *Adulthood and Aging*. New York: Wiley.
- Mishra, S. (1987). *Social Adjustment of Old Age*. Delhi: B.R. Pub. Corp.
- Pinkston, P. H. and Linsk, N. K. (1984). *Care of the Elderly: A family Approach*. New York: Pergamon Press.
- Schiamberg, L. B. (1985). *Human Development*. New York: Macmillan.
- Sharma, M. L. and Dak, T. M. (1987). *Aging in India: Challenge for the Society*. Delhi: Janta Pub.

SOC 204 (III)  
SOCIOLOGY OF AGING

Full marks: 70+30=100

Pass mark: 28+12=40

No. of Credits: 6

No. of Lectures: 60

Worldwide trend indicates that proportion of aged people in population of different societies is increasing. This has far reaching socio-economic and political implications for societies across the world. Social scientists look at this issue as a matter of serious concern. It has therefore become essential to study problems created by increasing aging population as well as problems of aged people in society. The course aims (i) to study profile of changes in age composition of different societies and to study implications of increasing aging population (ii) to study and to know traditional ways of accommodating aged population in main stream of family and community life and to see how far they would be useful in modern society, (iii) to study strategy, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people and (iv) to make members of in-coming generation aware of stress and strain created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

COURSE OUTLINE

**Unit I      Scope and significance of sociology of aging (Credit-1)**

Trends of increasing aging population in different societies, factors responsible for social, economic and political implications of aging population for developed and developing societies

**Unit II      Theories and sociological perspectives on aging (Credit-1)**

Major theories, Perspectives of aging

**Unit III      Concept of age grade and aged in different societies (Credit-1.5)**

Tribal, traditional and modern aged people, their status and treatment which they get in traditional Hindu society, problem of elderly people- economic, psychological and

physical, problem of coping with aging for retired salaried people and aged people in un-organised daily wage earning sector and farming sector

India's National Policy for Older Persons 1999, Policy of government with regard to aged salaried people from government and non-government sector, farming sectors and unorganised daily wage earners' sectors

**Unit IV Family and support system (Credit-1)**

Contributions of older persons inside and outside the household

Support systems needed for elderly at level of community, family and state  
Family and the aged in urban and rural setting

**Unit V Strategy of accommodating aged people in society (Credit-1.5)**

Superannuation benefit, pension, medical reimbursement etc., other financial assistance and concession, provisions for leisure time activities, opportunities for participation in working of voluntary organizations, provisions for suitable public utility and other service, medical facilities- hospitalisation and other social security measures.

**READING LIST**

Vinod Kumar (1996) (ed.) Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences

Proceedings of the United Nations Round Table on the "Ageing of Asian Populations", Bangkok - 1994

Alfred de Soza; Walter Fernandes (1982) (eds.), Ageing in South Asia: Theoretical Issues and Policy Implications, New Delhi: Indian Social Institute

Indira Jai Prakash (ed.) (1991) Quality Aging: Collected papers Varanasi: Association of Gerontology

P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company

Added Years of Life in Asia (1996): Current Situation and future Challenges, New York: United Nations

P. C. Bhatia (2000) (ed.) Lecture Series in Geriatrics, New Delhi: National Institute of Primary Health

R. Singh and G. S. Singhal (eds.) (1996) Perspectives in Ageing Research, New Delhi: Today and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi

S. K. Biswas (ed.) (1987) Ageing in Contemporary India Calcutta: Indian Anthropological Society (Occasional Papers)

E. Palmore (ed.) (1993) Developments and Research on Aging, Westport: Greenwood Press

S. K. Choudhary (ed.) (1992) Problems of the Aged and of Old Age Homes, Bombay: Akshar Prathi Roop Limited

Kumar S. Vijaya (1991) Family Life and Socio-Economic Problems of the Aged, New Delhi: Ashish Publishing House

Muthayya, B. C. and Annesuddin M. (1992); Rural Aged: Existing Conditions, Problems and Possible Interventions – A Study in Andhra Pradesh, Hyderabad – National Institute of Rural Development

Rao K. S. (1994) Ageing, New Delhi: National Book Trust of India

Sati, P. N. (1987) Needs and the Problems of the Aged; Udaipur: Himanshu Publisher

Sen, K. Ageing (1994): Debates on Demographic Transition and Social Policy; London: Zed Books

Soodan, K. S. (1975) Ageing in India, Calcutta: T. K. Mukherjee Minerva Association (Pvt.) Ltd

### **Pedagogy**

The course be taught through lecture method. However, group discussion and seminar presentation also be organised to supplement classroom teaching. Visit to rehabilitation centre, old person homes etc. would also be useful.

SOC 304 (III)  
CRIME AND SOCIETY

Full Marks: 70+30 = 100  
Pass Marks: 28+12 = 40  
No. of Credits: 6  
No. of Lectures: 60

**Objectives**

- Acquainting the learners with the history and development of knowledge of criminology
- To grasp the subject matter of modern criminology against pre-classical and classical notions
- To comprehend the relationship of criminology with other social sciences
- To know about related branches like penology and victimology
- To understand the importance of studying criminology as profession

**COURSE OUTLINE**

- Unit-I Criminology: Definition and Subject matter, Relationship between Sociology and Criminology, Criminology as Profession, Sociology of Deviant Behaviour (Credit- 1)
- Unit-II Crime: Concept, Types, Causes of Crime; Sociological Theories: Durkheim, Merton, Sutherland (Credit- 1.5)
- Unit-III Incidence of Crime: Organised Crime, White Collar Crime, Juvenile Delinquency and Justice, Gambling, Alcoholism, Prostitution and Cyber Crime (Credit- 1.5)
- Unit-IV Penology: Concept, History of Prison Reforms in India, Prison Conditions in India, Probation, Parole and Furlough (1 Credit)
- Unit-V Victimology: Concept and Types of Victim, Victim Compensation, Victim's Basic Rights, Victims of Terrorism (1 Credit)

**READING LIST**

1. Ahuja, Ram (2000) Criminology, Rawat Publications, Jaipur.
2. Merton, Robert (1957). Social Theory and Social Structure. Free Press.
3. Mike Maguire, et al. (2007), The Oxford Handbook of Criminology, Oxford University Press, 14<sup>th</sup> ed.
4. Mohanty, RK and S Mohanty (2012) Criminology, Penology and Victimology, Mumbai, Himalaya Publishing.
5. Paranjape, N.V. (2008) Criminology and Penology, 13<sup>th</sup> Edn, Central Law Publication, Allahabad.
6. Siddiqui, Ahmad (2003) Criminology – Problems and Perspectives, Eastern Book Co., Fourth Edition.
7. Srivastava, S.S. (2002) Criminology and Criminal Administration, Central Law Agency, Second Edition.

Pedagogy: The Course requires to project issues. The students may be encouraged to reflect and cite examples from Indian context.

SOC 304 (V)  
SOCIOLOGY OF MARGINALISED COMMUNITIES

Full Marks: 70+30=100  
Pass Marks: 28+12=40  
No. of Credits: 6  
No. of Lectures: 60

Contextualisation of Indian sociology is growing among cross section of scholars. Task is to focus on segment of population living on margin without adequate attention. This course aims at sensitising students to significance of sociological study of Dalit, tribal and nomadic caste and tribe. Focus is on group and community who languish with poverty, deprivation and discrimination over a long period of time.

COURSE OUTLINE

- Unit I Marginalisation: Socio-economic indices (Credit-1)**
- Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness, inequality, critical view of caste system, untouchability- historical and social roots, dysfunction
- Unit II Marginalised Communities in India (Credit-1)**
- Status of SCs, STs, nomadic castes and tribes and de-notified tribes-- problems, social mobility, development, identity formation
- Unit III Ideology and Marginalisation (Credit-1.5)**
- Role of ideology in marginalisation- views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya
- Unit IV Social movements among marginalised communities (Credit-1.5)**
- Nature, structure and dynamics of the movements
- Perspective on social movements- protest, reform, sub-nationalism, nativism, millenarianism
- Role of Christian missionary in reform movements, role of NGOs
- Unit V Marginalisation and affirmative action (Credit-1)**
- Constitutional provisions and their implementation, impact on marginalised communities and its limitation, critical review

READING LIST

- Beteille, Andre 1981: Backward classes and the new social order, Delhi: Oxford University Press
- Beteille, Andre 1992: The Backward Classes in Contemporary India, Delhi: Oxford University Press
- Charsley, S.R. and G.K. Karanth (eds.) 1998: Challenging Untouchability, Delhi: Sage
- Chaudhuri, S.N. 1988: Changing Status of depressed castes in contemporary India, Delhi: Daya Publishing House
- Gore, M.S. 1993: The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, New Delhi: Sage

- Gupta, Dipankar 1991: Social Stratification, New Delhi: Oxford University Press
- Jogdand, P.G. 2000: New Economic Policy and Dalits, Jaipur: Rawat
- Jogdand P.C. 1991: Dalit Movement in Maharashtra (New Delhi: Kanak Publications)
- Mahajan, Gurpreet 1998: Democracy, Difference and Social Justice, New Delhi: Oxford University Press
- Omvedt, Gail 1995: Dalit Visions: Anti-caste movement and construction of an Indian Identity, New Delhi: Orient Longman
- Omvedt, Gail 1999: Dalits and the Democratic Revolution, New Delhi: Sage
- Oommen, T.K. 1990: Protest and Change: Studies in Social Movements, Delhi: Sage
- Robb, Peter (eds.) 1993: Dalit Movements and the meeting of labour in India, Delhi: Sage
- Shah, Ghanshyam 1990: Social Movements in India: A Review of Literature, Delhi: Sage
- Singh, K.S. 1998: The Scheduled Castes, Delhi: Anthropological Survey of India
- Singh, K.S. 1995: The Scheduled Tribes, Delhi: Oxford University Press
- Zelliot, Eleanor 1995: From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi: Manohar

### **Pedagogy**

Audio-visual methods should be used Newspaper report and feature as well as television feature should be for illustration. Illustration may be drawn from North Eastern region and other states of Indian union





Full marks: 70+30=100  
Pass mark: 28+12=40  
No. of Credits: 6  
No. of Lectures: 60

Religion is a ubiquitous phenomenon in society. Culture and polity often raise sociological questions about it and its validity. This course introduces to sub-field of sociology of religion. After analysing basic concept of religion, the course intends to interface between religion and society in India in contemporary time. It concludes with an analysis of social change in relation to religion

### **COURSE OUTLINE**

- Unit I      Meaning & scope (Credit-1)**  
Sociology of religion: Meaning, scope & significance  
Beliefs, magic and religion, element of religious experience, typology of religion
- Unit II      Approaches and Theories of Sociology of Religion (Credit-1.5)**  
Durkheim- sociological functionalism, Weber- phenomenology, Marx-  
dialectical materialism, Levi-Strauss- structuralism
- Unit III      Religions of India (Credit-1.5)**  
Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism-social- historical  
perspective, demographic profile, contemporary trends
- Unit IV      Religion in India (Credit-1)**  
Sacred knowledge, sacred space, sacred time, sacred persona  
Contestation over religion in India—fundamentalism, communalism, secularism,  
proselytism
- Unit V      Social Change and Religion (Credit-1)**  
Socio-religious movements, popular religion and emerging cults

### **READING LIST**

- Baird, Robert D. (ed.) 1995 (III edition) Religion in modern India, Delhi: Manohar
- Jones, Kenneth W. 1989 Socio-religious reform movements in British India, The new Cambridge history of India III-1, Hyderabad: Orient Longman
- Madan, T.N. (ed.) 1992 (enlarged edition). Religion in India, New Delhi: Oxford University Press
- Muzumdar, H.T 1986 India's religious heritage, New Delhi: Allied
- Roberts, Keith A. 1984 Religion in sociological perspective, New York: Dorsey Press
- Shakir, Moin (ed.). 1989. Religion, state and politics in India, Delhi: Ajanta Publications
- Turner, Bryan S. 1991 (2nd edition) Religion and social theory, London: Sage

### **Pedagogy**

While discussing substantive theme and issue in relation to religion, focus should be on distinctive analytical perspective of sociology/anthropology rather than on normative perspective of theology/ethics.

The course should be briefed by an appreciation of diversity of religious experiences. Since religion is a socially sensitive phenomenon, tendency to condemn or exaggerate religion in general or any particular religion should be guarded against

For effective teaching and meaningful learning, illustrations may be drawn from local/regional contexts and related to daily life and relevant situation

**Bachelor of Arts in Visual Arts**

**Fifth Semester(Specialization- Applied Art)**

<b>A. Theory</b>						
<b>Sl no</b>	<b>Code No</b>	<b>Name of the Paper</b>	<b>Contact hours/week</b>			<b>Credit</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
1	BVAC 501	Aesthetics	4	2	0	6
3						
4						
5						
<b>Total of Theory</b>			4	2	0	6
<b>B. Practical</b>						
1.	BVAC 502	Visual Communication-II(theory)	0	5	2	6
2.	BVAC 503	Graphic Design-III	0	4	4	6
3.	BVAC 504	Computer Graphics-I	0	5	2	6
4.	BVAC 505	Drawing and Illustration-I	0	4	4	6
<b>Total of Practical</b>				18	12	24
<b>Total of Semester(A+B)</b>			4	20	12	30