

Government Degree College Kaffota
District Sirmaur, Himachal Pradesh
Ranking of Government Colleges in HP

Criterion 7 Miscellaneous

Key Indicator 7.7 Skill Development Training

Metric 7.7 Skill Development Training



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RANKING FRAMEWORK

7. MISCELLANEOUS

7.7. Skill Development Training (at least 20% students benefited)

Response: Yes, more than 20% students benefited.

Government Degree College Kaffota provides **Skill Development Training** as an integral part of its undergraduate curriculum, positively impacting more than 20% of its student. These skill training initiatives are rooted in the **Skill Enhancement Courses (SECs)**, which are mandated by the affiliating Himachal Pradesh University, Shimla for 2nd and 3rd-year students within the Choice Based Curriculum Framework (CBCS). This outcome-based framework requires each student to complete at least four Skill Enhancement Courses (SECs) over two years, emphasizing skills essential for both academic and career success.

Sr. No.	Subject	Students undergoing Skill Development Training
1	Hindi	26
2	History	73
3	Political Science	23
4	Economics	03
5	English	2
6	Commerce	2
	Total Students undergoing Skill Development Training	129
	Total Student Enrolment	182
	Percentage of Students Benefitting from Skill Development Training	70.88 %

The **key aspects** of the Skill Development Training program are:

i. Course Variety:

Skill Development Training through numerous Skill Enhancement Courses (SECs) cover a comprehensive range of industry-aligned skills tailored to address evolving job market demands. Courses include Historical Tourism, Understanding Heritage, Legislative Support, Public Opinion and Survey Research, Conflict and Peace Building, Statistical Methods etc. each aimed at enhancing students' adaptability and skilfulness in professional environments.

ii. Hands-on Learning:

Designed with a practical focus, the Skill Enhancement Courses (SECs) incorporate real-world applications, assignments, and projects. This hands-on approach ensures that students gain the confidence to apply their skills effectively, enabling them to be job-ready upon graduation.

iii. Career Readiness:

Skill Development Training through Skill Enhancement Courses (SECs) equip students with competencies crucial to professional success, such as practical expertise, analytical thinking, and effective communication. These courses aim to build a strong foundation for workplace integration, encouraging students to rise confidently to professional challenges.

iv. Impact:

By embedding Skill Development Training in its curriculum, Government Degree College Kaffota not only aligns with university requirements but also bolsters employability for students, many of whom come from Hatti scheduled tribe and socio-economically disadvantaged backgrounds. The college's emphasis on these courses enables students to explore diverse career pathways, fostering both competitiveness and confidence in their professional pursuits.

With the Skill Development Training through these Skill Enhancement Courses (SECs), Government Degree College Kaffota effectively cultivates skills essential for meaningful participation in the workforce, empowering students to make impactful contributions in their fields.

v. Hindi Syllabus Skill Enhancement Courses

(ऑनर्स)

विज्ञापन : अवधारणा, निर्माण एवं प्रयोग

प्रश्न पत्र : Skill Enhancement Course

20

(SEC-1)
HIND210H

Credits : 04

पूर्णांक : 100

सत्र के अन्त में परीक्षा : 70

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई-1

- 1.1 विज्ञापन : अवधारणा, उद्देश्य एवं महत्त्व।
- 1.2 विज्ञापन और उपभोक्ता व्यवहार, विचारधाराएँ, नैतिक प्रश्न और सामाजिक संदर्भ।
- 1.3 विज्ञापनों का वर्गीकरण, प्रमुख अंग और सिद्धान्त।

इकाई-2

- 2.1 विज्ञापन और विपणन का संदर्भ, सामाजिक विपणन और विज्ञापन।
- 2.2 विज्ञापन अभियान-योजना और कार्यान्वयन : स्थिति सम्बन्धी विश्लेषण, रणनीति, ब्रैंड इमेज।
- 2.3 उपभोक्ता वर्गीकरण और विज्ञापन अभियान में माध्यम योजना (मीडिया प्लानिंग) की भूमिका।

इकाई-3

- 3.1 विज्ञापन और माध्यम भेद : मुद्रित, दृश्य, श्रव्य एवं दृश्य-श्रव्य माध्यम।
- 3.2 विज्ञापन एजेंसी का प्रबन्ध।
- 3.3 हिन्दी विज्ञापनों से जुड़ी प्रमुख एजेंसियों का परिचय। विज्ञापन : कानून और आधार संहिता।

इकाई-4

- 4.1 विज्ञापन सृजन : संप्रत्यय, सृजनात्मक लेखन, प्रारूप निष्पादन।
- 4.2 अभिकल्पना (डिजाइन) के सिद्धान्त और अभिविन्यास (से आउट)।
- 4.3 विज्ञापन भाषा की विशिष्टताएँ। हिन्दी विज्ञापनों की भाषा का संरचनात्मक अध्ययन और शैली वैज्ञानिक विश्लेषण।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं। $7 + 7 = 14$ अंक

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

हिंदी भाषा शिक्षण

प्रश्न पत्र :Skill Enhancement Course

21

(SEC-1)
HIND211H

Credits : 04

पूर्णांक : 100

सत्र के अन्त में परीक्षा : 70

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई-1

- 1.1 भाषा शिक्षण के संदर्भ : राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक।
- 1.2 भाषा शिक्षण की आधारभूत संकल्पनाएँ
-प्रथम भाषा/मातृभाषा तथा अन्य भाषा की संकल्पना
-अन्य भाषा के अंतर्गत द्वितीय तथा विदेशी भाषा की संकल्पना
-मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर
-सामान्य और विशिष्ट प्रयोजन के लिए भाषा-शिक्षण

इकाई-2

- 2.1 भाषा शिक्षण की विधियाँ
-भाषा कौशल - श्रवण, भाषण, वाचन, लेखन।
- भाषा का कौशल के रूप में शिक्षण; भाषा कौशलों के विकास की तकनीक और अभ्यास
- अन्य भाषा-शिक्षण की प्रमुख विधियाँ : व्याकरण-अनुवाद-विधि, प्रत्यक्ष विधि, मौखिक वार्तालाप विधि, संरचनात्मक विधि, द्विभाषिक शिक्षण विधि।

इकाई-3

- 3.1 हिंदी शिक्षण
- हिंदी का मातृभाषा के रूप में शिक्षण : स्कूली शिक्षा, उच्च शिक्षा, दूरस्थ शिक्षा, तकनीकी तथा विशिष्ट प्रयोजन संदर्भित शिक्षा।
- द्वितीय भाषा के रूप में सजातीय और विजातीय भाषा वर्गों के संदर्भ में हिंदी शिक्षण
-विदेशी भाषा के रूप में विदेशों में हिंदी शिक्षण

इकाई-4

- 4.1 भाषा परीक्षण और मूल्यांकन
-भाषा परीक्षण और मूल्यांकन की संकल्पना
-भाषा-परीक्षण के प्रकार
-मूल्यांकन के प्रकार

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं। $7 + 7 = 14$ अंक
अंक विभाजन: $14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70$ अंक

प्रश्न पत्र :Skill Enhancement Course
(SEC-2)
HIND212H

Credits : 04
पूर्णांक : 100
सत्र के अन्त में परीक्षा : 70
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई-1

- 1.1 रचनात्मक लेखन : स्वरूप एवं सिद्धांत
भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया विविध अभिव्यक्ति-क्षेत्र : साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ जनभाषा और लोकप्रिय संस्कृति लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य

इकाई-2

- 2.1 रचनात्मक लेखन : भाषा-संदर्भ अर्थ निर्मिति के आधार : शब्दार्थ मीमांसा, शब्द के प्राक्-प्रयोग, नव्य-प्रयोग भाषिक संदर्भ : क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष
2.2 रचनात्मक लेखन : रचना-कौशल-विश्लेषण रचना-सौष्ठव : शब्द-शक्ति, प्रतीक, विंब, अलंकरण और वक्रताएं

इकाई-3

- 3.1 विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन
क. कविता : संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक
ख. कथासाहित्य : वस्तु, पात्र, परिवेश एवं विमर्श
ग. नाट्यसाहित्य : वस्तु, पात्र, परिवेश एवं रंगकर्म
घ. विविध गद्य-विधाएँ : निबंध, संस्मरण, व्यंग्य
ड. बाल साहित्य की आधारभूत संरचना

इकाई-4

- 4.1 सूचना-तंत्र के लिए लेखन
प्रिंट माध्यम : फीचर-लेखन, यात्रा-वृत्तंत, साक्षात्कार, पुस्तक-समीक्षा इलेक्ट्रॉनिक माध्यम : रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं । $7 + 7 = 14$ अंक

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

अनुवाद : सिद्धान्त और प्रविधि

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प्रश्न पत्र :Skill Enhancement Course
(SEC-2)
HIND213H

Credits : 04
पूर्णांक : 100
सत्र के अन्त में परीक्षा : 70
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई-1

- 1.1 अनुवाद का अर्थ, स्वरूप एवं प्रकृति। अनुवाद कार्य की आवश्यकता एवं महत्व। बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका।
- 1.2 अनुवाद के प्रकार : शाब्दिक अनुवाद, भावानुवाद, छायानुवाद एवं सारानुवाद। अनुवाद-प्रक्रिया के तीन चरण - विश्लेषण, अंतरण एवं पुनर्गठन। अनुवाद की भूमिका के तीन पक्ष - पाठक की भूमिका (अर्थग्रहण की) द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थसम्प्रेषण की प्रक्रिया)

इकाई-2

- 2.1 सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएं। सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर। गद्यानुवाद एवं काव्यानुवाद में संरचनात्मक भेद। किन्हीं दो अनुदित कृतियों का समीक्षात्मक अध्ययन।
क. 'गीतांगलि' का हिन्दी अनुवाद - हंस कुमार तिवारी
ख. आचार्य रामचन्द्र शुक्ल द्वारा हिन्दी में किया गया भाषानुवाद 'विश्वप्रपंच की भूमिका'।

इकाई-3

- 3.1 कार्यालयी अनुवाद : राजभाषा नीति की अनुपालना में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेज का अनुवाद। शासकीय पत्र/अर्थशासकीय पत्र/परिपत्र (सर्कुलर)/ज्ञापन(प्रजेंटेशन)/कार्यालयआदेश/अधिसूचना/संस्करण-प्रस्ताव(रेज्योल्यूशन)/निविदा-संधिदा/विज्ञापन।

इकाई-4

- 4.1 पारिभाषिक शब्दावली के निर्माण के सिद्धान्त, कार्यालय, प्रशासन विधि, मानयिकी बैंक एवं रेलवे में प्रयुक्त होने वाले प्रमुख पारिभाषिक शब्दावली तथा प्रमुख वाक्यांश के अंग्रेजी तथा हिन्दी रूप।

vi. History Syllabus Skill Enhancement Courses

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**B. A. SECOND YEAR (SEC I)
SEC-1: HIST (A) 213
Historical Tourism**

- I.** Defining tourism & heritage
Art and architecture in India: an overview
- II.** Understanding built heritage
Temple architecture: Kandariya Mahadeva temple Khajuraho
Stupa architecture: Sanchi
Indo-Persian architecture: Taj Mahal, Agra; Red Fort, Delhi
- III.** Temple architectures in Himachal Pradesh as tourist attractions: A study of Chamba Kangra and Mandi
Colonial architecture: Shimla
- IV.** Tourism in Himachal Pradesh
Popular tourist destinations: Shimla, Kullu-Manali & beyond

A visit/field work/survey of/to a heritage/ historical/ popular tourist destination/socio-cultural importance site (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

Recommended Books

1. Agarwal, V.S., *Indian Art*, Varanasi, 1972. (Also available in Hindi)
2. Barr, Pat and Ray Desmond, *Simla: A Hill Station in British India*, London, 1978.
3. Bernier, Ronald M., *Himalayan Architecture*, London, 1997.
4. Bhowmik, S. K., *Heritage Management: Care, Understanding & Appreciation of Cultural Heritage*, Jaipur, 2004.
5. Brown, Percy, *Indian Architecture*, Bombay, 1940.
6. Desai, Devangana, *The Religious Imagery of Khajuraho*, Mumbai, 1997.
7. Ghosh, B., *Tourism and Travel Management*, New Delhi, 1998.
8. Goetz, Hermann, *The Early Wooden Temples of Chamba*, Leiden, 1955.
9. Handa, O. C., *Temple Architecture of the Western Himalaya: Wooden Temples*, Delhi, 2001.
10. Harle, J., *The Art and Architecture of the Indian Subcontinent*, London, 1994.
11. Howard, Peter, *Heritage: Management, Interpretation, Identity*, London, 2003.
12. Kanawar, Pamela, *Imperial Shimla: The Political Culture of the Raj*, Delhi, 1990.
13. Kennedy, Dane Keith, *The Magic Mountains Hills Stations and the British Raj*, London, 1996.
14. Mian, Goverdhan Singh, *Wooden Temples of Himachal Pradesh*, New Delhi, 2003.
15. Pradhan, Queeny, *Empire in the Hills: Simla, Darjeeling, Ootacamund, and Mount Abu, 1820-1920*, Delhi, 2017.
16. Thakur, Laxman S., *The Architectural Heritage of Himachal Pradesh: Origin and Development of Temple Styles*, Delhi, 1996.

**B. A. SECOND YEAR (SEC II)
SEC-1: HIST (A) 214
Understanding Heritage**

- I. Defining heritage: meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure
- II. Evolution of heritage legislation and the institutional framework
 - a. Conventions and Acts: national and international
 - b. Heritage-related government departments, museums, regulatory bodies
 - c. Conservation initiatives
- III. Challenges for tangible and intangible heritage
Antiquity smuggling, conflict (to be examined through specific case studies)
- IV. Heritage and travel
 - a. Visiting heritage sites: A study of Vaidyanath temple (Bajjnath); Laxmi Narayan temple (Chamba); Hadimba temple (Kulu) and Tabo monastery (Lahaul and Spiti)
 - b. The relationship between cultural heritage, landscape and travel; recent trends

A visit/field work/survey of/to a Himachal Pradesh's art and culture heritage (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be as per with tutorial/home assignments.

Recommended Books

1. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)
2. Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006.
3. Biswas, S.S., *Protecting the Cultural Heritage (National Legislation and International Conventions)*, New Delhi, INTACH, 1999.
4. Chainani, S., *Heritage and Environment*, Mumbai, 2007.
5. Handa, O. C., *Tabo Monastery and Buddhism in the Trans Himalayas*, Delhi, 1994.
6. Handa, O. C., *Temple Architecture of the Western Himalaya: Wooden Temples*, Delhi, 2001.
7. Lahiri, N., *Marshalling the Past- Ancient India and its Modern Histories*, Ranikhet, 2012.
8. Layton, R., P. Stone and J. Thomas (eds.), *Destruction and Conservation of Cultural Property*, London, 2001.
9. Lowenthal, D., *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010.
10. Singh, U., *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*, New Delhi, 2016.
11. Thakur, Laxman S., *The Architectural Heritage of Himachal Pradesh: Origin and Development of Temple Styles*, Delhi, 1996.
12. Thakur, Laxman S., *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*, Delhi, 2001.

**B. A. SECOND YEAR (SEC III)
SEC-2: HIST (A) 215
An Introduction to Archaeology**

- I. Archaeology in India: origins and development
Managing archaeological evidences: documentation, codification, classification and analysis; findings and publications
- II. Discovering human experience through archaeology: environment, technology, subsistence, society, trade and ways of thinking
- III. Numismatic & Epigraphic sources: significance and limitation
A case study of the coins of Audumbaras and Kunindas (from the region of Himachal Pradesh)
- IV. Method of surveying and techniques of excavation
A study of the Harappan site of Kalibangan and Rakhigarhi
A study/survey of the archaeology sites of Himachal Pradesh: a case study of Kot Kangra/or Nagarkot (Kangra)

A visit/field work/survey of/to a site/museum (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

Recommended Books

1. ASI report on Kalibangan: <http://asijaipurcircle.nic.in/publication/publication/pdf>
2. ASI Report on Rakhigarhi excavation:
<https://www.scribd.com/document/262303592/xcavations-at-Rakhigarhi-1997-98-to-1999-2000-Full-text-of-ASI-Report-Dr-Amarendra-Nath-Former-Director-Archaeology-ASI> Also available on:
https://www.rarebooksocietyofindia.org/book_archive/196174216674_10153813006761675.
3. Chakravarti, Dilip K., *History of Indian Archaeology: The Beginning to 1947*, Delhi, 1995.
4. Chakrabarti, Dilip K., 'The Development of Archaeology in the Indian Subcontinent', *World Archaeology*, Vol. 13, No. 3, Feb., 1982, pp. 326-344. (For online: [http://adcacs.in/pdf/pdf/ArticlePastoral%20Nomadism%20in%20the%20Archaeology%20of%20India%20and%20Pakistan1%20\(2\).pdf](http://adcacs.in/pdf/pdf/ArticlePastoral%20Nomadism%20in%20the%20Archaeology%20of%20India%20and%20Pakistan1%20(2).pdf)
5. Cunningham, Alexander, *Archaeological Survey Reports of Years 1872-73*, Calcutta, 1875, vol.5, pp.155-169. For online : <https://archive.org/details/report01cunngoog/page/n6>
6. Dubey, Satya Narayan, *Bhartiya Puratatva ke Mool Tatva*, New Delhi, 2018.
7. Fergusson, James, *Archaeology in India*, London, 1884. (For online : <https://archive.org/details/archaeologyinin01ferggoog/page/n6>

**B. A. SECOND YEAR (SEC IV)
SEC-2: HIST (A) 216
Crafts and Artisans: Living Traditions**

- I. Stone carvings: traditional stone carvers, architects and sculptors—a study of Mahabalipuram temple (Tamil Nadu), Dilwara temple (Rajasthan) and Masrur temple (Kangra)
Painting: Madhubani and Kangra
- II. Metal crafts: Bidari, Dokra, Chola bronzes; ivory, gems and jewellery
- III. Woodwork, weaving and basketry: Northeastern India
- IV. Textile and carpet weaving: Banarasi, Patola, Bandhni, Kanjeevaram and Bhadohi

A visit/field work/survey of/to a craft exhibition/ museum/art gallery/ cottage industry (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

Recommended Books

1. Chattopadhyay, K., *India's Craft Tradition*, Delhi, 1980.
2. Dhamija, J. and J. Jain, *Hand Woven Fabrics of India*, Middle Town NJ, 1989.
3. Dwivedi, V.P., *Indian Ivories*, Delhi, 1976.
4. Hargreaves, H., 'The Monolithic Temples of Masrur', *ASI AR*, 1915-1916, pp. 39-48.
5. Jain, Jyotindra (ed.), *Other Masters: Five Contemporary Folk and Tribal Artists of India*, New Delhi, 1998.
6. Jaitley, J., *The Crafts Traditions of India*, New Delhi, 1990.
7. Jayakar, Pupul, *The Earthen Drum*, New Delhi, 1980.
8. Nanavati, J.M., M.P. Vora and M.A. Dhaky, *The Embroidery and Beadwork of Kutch and Saurashtra*, Baroda, 1966.
9. Stronge, S. (ed.), *A Golden Treasury, Jewellery from the Indian Sub-continent*, London, 1989.

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

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

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

Recommended Books

1. Banga, Indu (ed.), *The City in Indian History: Urban Demography, Society & Polity*, Delhi, 1991.
2. Bhattacharya, Bimalendu, *Urban Development in India: Since Pre-Historic Time*, Darjeeling, 2006.
3. Chaudhary, R. R., *Traditional Medicine in Asia*, New Delhi, 2002.
4. Koch, E. *Mughal, Art & Imperial Ideology*, New Delhi, 2001.
5. Kumar, Radha, *History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India, 1880-1990*, Delhi, 2007.
6. Maity S. K., *Cultural Heritage of Ancient India*, New Delhi, 1983.
7. N.Mehta (ed.), *Television in India*, New York, 2008.

vii. Political Science Syllabus Skill Enhancement Courses

**Political Science Syllabus (Regular)
BA-II Year (Annual System)
Skill Enhancement Course-I-SEC-1
Code:SEC-1-POLS203
Legislative Support**

Course Code	SEC-1-POLS203	
Credits-4	L=Lecture	T= Tutorial
	L= 3	T =1
Course Type	SEC	

Term End Examination System

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

Continuous Comprehensive Assessment CCA/IA Pattern

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

Course Content:

Unit	Topic
I	Power and Functions of People's Representatives: Local Government (Rural and Urban); State Legislature and the Parliament.
II	Supporting the Legislative Process: How a Bill becomes an Act; Role of the Standing Committee in the Making of Law.
III	Legislative Committees: Nature, Role and Type of Committees.
IV	Reading the Budget Document: Role of Parliament in Passing the Union Budget; Raising of the Demands for Grants.

Suggested Readings:

1. M.R. Madhavan & N.Wahi (2008) **Financing of Election Campaigns PRS**, Centre for Policy Research, New Delhi.
2. http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
3. S.Vanka Primer on MPLADS Centre for Policy Research, New Delhi, 2008 can be accessed on: http://www.prsindia.org/parliamenttrack/primers/mplads_487/
4. Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on: <http://164.100.47.132/LssNew/abstract/index.aspx>
5. Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter09.htm

**Political Science Syllabus (Regular)
BA-II Year (Annual System))
Skill Enhancement Course-2-SEC-2
Code:SEC-2-POLS 204
Public Opinion and Survey Research**

Course Code	SEC-2-POLS 204	
Credits-4	L =Lecture	T= Tutorial
	L= 3	T =1
Course Type	SEC	

Term End Examination System

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

Continuous Comprehensive Assessment CCA/IA Pattern

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

Course Content:

Unit	Topic
I	Public Opinion: Meaning and Features. Public Opinion and Democracy.
II	Representation and Sampling (a) Sample- Meaning and Utility; (b) Types: Random, Non Random and Stratified Sampling.
III	Understanding Survey Research (a) Interview techniques. (b) Questionnaire method.
IV	Quantitative Data: Meaning, Analysis and Interpretation. Understanding the Opinion Polls and Exit Polls.

Suggested Readings

1. R. Karandikar, C. Pyne and Y. Yadav (2002) **Predicting the 1998 Indian Parliamentary Elections, Electoral Studies, Vol. 21.**
2. M. McDermott and K. A. Frankovic (2003) **Horseshoe Polling and Survey Methods Effects: An Analysis of the 2000 Campaign**, Public Opinion Quarterly.

Additional Readings:

1. K. Warren (2001), **In Defense of Public Opinion Polling**, Boulder: Westview Press.
2. W. Cochran (2007), **Sampling Techniques**, John Wiley & Sons.
3. G. Gallup (1948) **A Guide to Public Opinion Polls**. Princeton: Princeton University Press.

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

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

Term End Examination System

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

Continuous Comprehensive Assessment CCA/IA Pattern

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

Course Content

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

Suggested Reading

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

**B.A. Political Science Syllabus (Regular)
BA-III Year (Annual System)
Skill Enhancement Course-SEC-4
Code: SEC- 4-POLS 304
Conflict and Peace Building**

Course Code	SEC- 4-POLS 304	
Credits-4	L =Lecture	T= Tutorial
	L= 3	T =1
Course Type	SEC	

Term End Examination System

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

Continuous Comprehensive Assessment CCA/IA Pattern

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

Course Content

Unit	Topic
I	Understanding Conflict: Management, Resolution and Peace Building.
II	Types of Conflict: Ideological, Socio-Cultural Conflicts (Ethnic, Religious).
III	Level of Conflicts: Local, Sub-National and International.
IV	Methods to Resolve Conflict: Negotiations, Trust Building and Mediation. Track I and Track II Diplomacy.

Suggested Readings:

1. O. Ramsbotham, T. Woodhouse and H. Miall (2011) **Understanding Contemporary Conflict in Contemporary Conflict Resolution** (Third Edition), Polity Press, Cambridge.
2. W. Zartman (1995) **Dynamics and Constraints in Negotiations in Internal Conflicts** in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute.
3. P. Wallensteen (2012) **Armed Conflicts in Understanding Conflict Resolution**, (Third Edition), Sage Publishers, London.
4. C. Mitchell (2002) **Beyond Resolution: What Does Conflict Transformation Actually Transform? in Peace and Conflict Studies**.
5. S. Ryan (1990) **Conflict Management and Conflict Resolution, in Terrorism and Political Violence**.
6. J. Lederach (2003) **The Little Book Of a Conflict Transformation**, London: Good Books.

viii. Economics Syllabus Skill Enhancement Courses

YEAR – II

Course No. ECONA203
 Course title: Statistical Methods – I
 Nature of Course: SEC – 1
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

Course Outline

Unit	Title	Credits	
		L	T
I.	INTRODUCTION TO STATISTICS Statistics: Meaning, Scope, Nature, Function, Importance and Limitations of statistics. Types of Data: Primary and Secondary data, Univariate and Bivariate data, qualitative and quantitative data; nominal and ordinal data, Cross-section and Time Series. Sources of data: Primary and Secondary data. Diagrammatic and Graphic Presentation of Data	12	4
II.	CENSUS AND SAMPLE Collection of Statistical Data: Census and sample Method, Merits and demerits of census and sampling. Some basic sampling methods: Probability and Non Probability Sampling Methods with merits and demerits. Essentials of sampling, Methods of Selecting Sample, Sampling and Non- Sampling Errors.	11	4
III.	MEASURES OF CENTRAL TENDENCY Objectives of Averaging, Requisites of a Good Average. Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean. Quartiles, Deciles, Percentiles and Limitations of Averages.	10	4
IV.	DISPERSION Meaning and significance of dispersion. Measures of dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Variance, Absolute and Relative measures of variation - Lorenz Curve.	11	4
Suggested Readings			
1. Gupta S.P., Statistical Methods, Sultan Chand & Sons, New Delhi. 2. Elhance & Elhance, Fundamentals of Statistics, Kitab Mahal, New Delhi. 3. Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata Mc Graw Hill, New Delhi. 4. Goon A.M., Gupta M.K., Das Gupta.B. (1999): Fundamentals of Statistics, Vol.II, World Press, Calcutta. 5. Spiegel, M. R. (1967): Theory & Problems of Statistics, Schaum's Publishing Series. 6. Croxton F.E, Cowden D.J and Kelin S (1973): Applied General Statistics, Prentice Hall of India.			

Course No. ECONA204
 Course title: Economics of Rural Development
 Nature of Course: SEC – 2
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course is designed to instill in the student a deeper understanding of rural development and issues therein. The student is expected to also achieve an appreciation of institutional efforts aimed at achieving rural development.

Course Outline

Unit	Title	Credits
		L
I.	Introduction of Rural Economy Characteristics of rural economy, Social Aspects of India's Rural Areas, Barter System, Non-monetized Sector, Economic Characteristics Land and Asset Distribution. Agricultural Income, Vagaries of Monsoon, Agricultural Marketing, Agricultural Price Policy, Farm and Non-farm Income, Marketed and Marketable Surplus.	10
II.	Unemployment and Poverty Rural Unemployment: Types and Magnitude, Agricultural Labour, Marginal Productivity. Agricultural Wages, Wage Fixation: Minimum Wages Act. Rural Employment programmes, Employment Guarantee Act: MGNREGA. Rural Poverty: Nature, Trends, Causes and Consequences. Evaluation of Poverty Alleviation Programmes of Government.	10
III.	Rural Indebtedness Meaning of rural indebtedness, Rural Finance, Causes and magnitude of rural indebtedness, Sources of rural credit, Organized and unorganized, Money lenders, Indigenous Bankers, Co-operatives, Commercial Banks, Regional Rural Banks – NABARD.	10
IV.	Decentralisation, Infrastructure and Rural Marketing Critical evaluation of Panchayati Raj Institutions in rural development. Rural Infrastructure, Rural Industrialization. Agro-based Industries. Cooperative societies, Rural Marketing. Cooperative Marketing. Role of Self Help Groups.	10
Suggested Readings: 1. Gerald, Meir: Leading Issues in Rural Development, Oxford University Press, New Delhi 2. Agarwal A.N., Kundan Lal, Rural Economy of India, Vikas, Delhi, 1990. 3. L.C. Jain, Grass Without Roots, Oxford Publishing House. 4. Patel, K.V, Shan A.C, and Mello L.D, Rural Economics, Himalya, Mumbai, 1984. 5. Singh, Katar.: Rural Development – Principles, Policies and Management, Sage Publications. New Delhi 6. Reddy, Venkata, K.: Agriculture and Rural Development (A Gandhian Perspective), Himalaya Publishing House. 7. Sundaram, Satya, I.: Rural Development, Himalaya Publishing 8. Todaro, Michael P.: Economic Development, Pearson Education.		

Course No. ECONA205
 Course title: Statistical Methods – II
 Nature of Course: SEC – 3
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

Course Outline

Unit	Title	Credits	
		L	T
I.	CORRELATION ANALYSIS Meaning, Significance of the Study of Correlation. Correlation and Causation. Types of Correlation: Positive, Negative, Partial, Multiple, Linear and Non-Linear. Methods of Studying Correlation: Scatter Diagram Method, Graphic Method, Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation. Properties and Interpretation of Correlation Coefficient.	12	4
II.	REGRESSION ANALYSIS Meaning - Difference between Correlation and Regression - Regression Lines - Regression Equations of X on Y and Y on X Only - Regression Coefficients. Elementary application of regression in demand, supply, consumption and investment functions.	11	4
III.	ANALYSIS OF TIME SERIES Meaning and Importance of Time Series. Components of Time series, Measurement of Trend: Graphic Method, Semi, Average method, Moving Average Method, Least Square Method. Applications in Economics.	10	4
IV.	INDEX NUMBERS Meaning, Characteristics, Importance and Uses, Classification. Types of Index Numbers: Price, Quantity and Value Index Numbers. Special Purpose Indices: Cost of Living Index, Wholesale Price Index, Consumer Price Index. Problems in construction of Index Numbers.	11	4
1. Gupta S.P., Statistical Methods, Sultan Chand & Sons, New Delhi. 2. Elhance & Elhance, Fundamentals of Statistics, Kitab Mahal, New Delhi. 3. Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata Mc Graw Hill, New Delhi. 4. Goon A.M., Gupta M.K., Das Gupta.B. (1999): Fundamentals of Statistics, Vol.II, World Press, Calcutta. 5. Meyer P.L (1970): Introductory Probability and Statistical applications. Addison Wesley. 6. Spiegel, M. R. (1967): Theory & Problems of Statistics, Schaum's Publishing Series. 7. Croxton F.E, Cowden D.J and Kelin S (1973): Applied General Statistics, Prentice Hall of India.			

Course No. ECONA206
 Course title: Demography
 Nature of Course: SEC - 4
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

The main objective of this paper is to make the students aware of the importance of population in economic development and the various theories that explain the growth of population in a country. The study of Quantitative and Qualitative composition of population is also required to understand the dynamics of population growth.

Course Outline

Unit	Title	Credits
		L
I.	Theories of Population Theories of Population: Malthus, Optimum, Marxian, Leibenstein, Becker, Demographic Transition Theory and Optimum Population Theory. Population and Economic Development: Utilization of Resources (Boserup Thesis) Technology and Production of Food, Population and Environment.	10
II.	Components of Population Growth Population Structure and Characteristics: Impact of Population Growth on the Age and Gender Structure. Aging of Population. Fertility: Concepts of Fertility Transition. Measurement of Fertility; Factors affecting fertility and Fertility Differentials in India. Mortality: Components and Measurement. causes of high infant mortality rate in developing countries. Mortality Differentials in India.	10
III.	Migration and Urbanization Migration: Concepts, Types, Measurement, Migration Selectivity, Causes and Consequences (Economic and Demographic) of Migration. Migration in India: Causes and Trends, Migration Differentials in India: Rural-Urban, Male-Female. Urbanization: Concepts, Determinants and Consequences. Trends of Urbanization in India.	10
IV.	Growth and Structure of Indian Population Literacy: Literacy Transition in India, Pattern of Literacy and Literacy Differentials in India. Economic Composition of Indian Population: Work Force Participation and Occupational Structure. Population in Estimation of India: Census, Sampling and Vital Registration Methods. Population Policy in India since Independence. National Family Health Survey of India - merits and demerits. National Rural Health Mission.	10

Suggested Readings:

1. Asha Bhende and Tara Kanitkar. 2001. Principles of Population Studies. Revised Edition. Himalya Publishing House.
2. K.B.Pathak and F.Ram. 1995. Techniques of Demographic Analysis. Himalaya Publishing House. Mumbai
3. Bogue, D. J. 1971. Principles of Demography. John Wiley, New York.
4. Keyfitz, 1978. Applied Mathematical Demography. John Willy, New York
5. Mishra, B. D. An Introduction to the Study of Population. South Asian Publishing, N. Delhi.
6. National Family Health Survey Report (Various editions). International Institute for Population Studies, Mumbai.
7. Bose, A. (1996), India's Basic Demographic Statistics, B.R. Publishing Corporation, New Delhi.
8. Bogue, D.J. (1971), Principles of Demography, John Wiley, New York.
9. Chenery H. and T.N. Srinivasan (Eds.)(1989), Hand Book of Development Economics, Vol. 1 & 2 Elsevier.
10. Coale, A.J. and E.M. Hoover (1958), Population Growth and Economic Development in Low Income Countries: A Case Study of India's Prospectus, Princeton University Press, Princeton.
11. Census of India: Various Issues.

Course No. ECONA309
 Course title: Research Methodology
 Nature of Course: SEC – 5
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course is designed to rigorously train the students in the concepts, methodology and reasoning involved in analyzing economic behavior of firms and markets, in general, in both static and partial equilibrium frameworks.

Course Outline

Unit	Title	Credits
		L
I.	Introduction to Research Methodology Research: concept, meaning, significance, types, approaches; Criteria of good research; Research problem: selection, need, techniques involved; Reviewing and reporting Literature, Research Design: Meaning, need and Types. Data Collection Techniques: Questionnaire Method: Types, Format and Pre-Testing of Questionnaires. Techniques for Increasing Response of Respondents. Interview Method: Types, Process and Rules of Interviews. Factors affecting interview. Interviewer's Bias. Selection and Training of Interviewers. Observation Method: Types of Observations.	10
II.	Measurement and Scaling Techniques Measurement Scales: Different types of scales - nominal, ordinal, ratio and interval. Accuracy of Measurement and Testing of Reliability. Increasing Reliability. Sampling Techniques: Probability Vs Non-probability sampling methods (Merits, Demerits and Applications).	10
III.	Testing of Hypotheses: Hypothesis: Meaning, and formulation. Types of hypothesis – Procedure for testing hypothesis -Type-I and Type-II errors. One tail, 2-tail test. Parametric Tests: Applications of t, z, and F-test Statistics. Non-Parametric Tests: Application of Chi-Square.	10
IV.	Data Preparation, Analysis and Report Writing Process of data analysis - Editing, coding, tabulation, diagrams. Use of computers: coding, data tabulation and graphic presentation of the data. Report writing: Significance of report writing. Different steps in writing the report - Mechanics of writing a research report. Ethics in research. Presentation of Research Report.	10
Suggested Readings: 1. Goode and Hatt, Research Methodology, Prentice Hall Publications, 1959. 2. Kothari, C.R. Research Methodology, Methods and Techniques, New Age International Publisher. 3. Donald R. Cooper and Pamela S. Schindler, Business Research methods, 9th Edition, Tata McGrawHill, 2006. 4. Ghosh, B.N. Research Methodology, Himalayan Publishing House, New Delhi. 5. Alan Bryman and Emma Bell, Business Research methods, Oxford University Press, New Delhi, 2008. 6. Uma Sekaran, Research methods for Business, Wiley India, New Delhi, 2006. 7. K. N. Krishnaswamy, Appa Iyer Sivakumar and M. Mathirajan, Management Research Methodology, Pearson Education, New Delhi, 2006. 8. Sadhu A.N. and A. Singh, Research Methodology in Social Sciences, Himalaya Publishing House. 9. Gopal, M.H., Research Methodology in Social Sciences, Asia Publishing House, New Delhi.		

Course No. ECONA310
 Course title: Public Finance
 Nature of Course: SEC – 6
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India. The course will be useful for students aiming towards careers in the government sector, policy analysis and business.

Course Outline

Unit	Title	Credits	
		L	T
I.	Public Finance: An Introduction Meaning and definition of public finance – Public finance and private finance – the principle of Maximum Social advantage. Market Failure; Private Goods, Public Goods and Merit Goods. Overview of Different Role of Government: Allocation, Stabilization and Distribution.	10	4
II.	Taxation Revenue-Meaning, source, tax and non-tax revenue and importance – Canons of Taxation. Types of tax: Direct and indirect taxes, Progressive, proportional and regressive taxation, single and multiple taxation. Current Issues of India's Tax System. Effects of taxation. Taxable Capacity: Determinants of taxable capacity. Shifting and incidence of taxes. Distinction between impact and incidence of taxation. Factors affecting incidence of tax. Tax evasion.	12	4
III.	Public Expenditure and Public Debt Public Expenditure: classification of public expenditure. Causes and growth of public expenditure. Effects of public expenditure on production, employment and distribution. Growth of public expenditure. Public Debt: Meaning and classification. Need for public borrowing – Effects of public debt on production, consumption and distribution. Burden of public debt. Redemption of public debt. Growth of public debt.	11	4
IV.	Public Finance in India Indian Fiscal Policy, Budget: Concepts, instruments and objectives Types of Government Budgets: Revenue Account, Capital Account and Different Concepts of Budgetary Deficits in the Indian Context. Economic and Functional Classification of Central Govt. Budgets. Fiscal Federalism in India; Center State Financial Relations and Evaluation of Previous and Features of Latest Finance Commission. State and Local Finances.	11	4
Suggested Readings: 1. Harvey Rosen, (2008) Public Finance, McGraw Hill, New York. 2. Bernard P. Harbar, Modern Public Finance (Richard Irvin Inc) 3. Musgrave and Musgrave (1984), Public Finance in Theory and Practice, McGraw Hill, New Delhi (reprint edition) 4. Joseph Stiglitz, Economics of Public sector, Norton, New York (recent edition).			

Course No. ECONA311
Course title: Money and Banking
Nature of Course: SEC – 7
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T):): 44:0:16

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered. The course does not require any prior knowledge of economics.

Course Outline

Unit	Title	Credits	
		L	T
I.	Money: Theory and Approaches Money: Meaning, functions and classification, Role of money in capitalist, socialist and mixed economies, Monetary standards – Metallic and paper standards, Principles and System of Note Issue. Qualities of Good Monetary Standard. Grasham's law. Measures of Money Supply.	10	4
II.	Financial Markets: Money Market and Capital Market Financial markets and institutions; Money and capital markets: organization, structure, importance and role in economic development of India; financial crises.	10	4
III.	Commercial Banking Banking: Meaning and types of Banks. Indian banking system: Changing role and structure; banking sector reforms. Functions of Commercial banks. Process of credit creation. Purpose and limitations. Commercial banking in India. Nationalization of commercial banks in India. Recent reforms in banking sector in India.	12	4
IV.	Central Banking and Monetary Policy Central Bank: Functions of Central Bank. Quantitative and qualitative methods of credit control. Role and functions of the Reserve Bank of India. Monetary Policy: goals, targets, indicators and instruments of monetary control; success and limitation of monetary policy in India.	12	4
Suggested Readings:			
<ol style="list-style-type: none"> 1. F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson Education, 6th edition, 2009. 2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009. 3. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011. 4. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011. 5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers. 			

Course No. ECONA312
 Course title: Project Work
 Nature of Course: SEC – 8
 Number of credits: 4
 Number of Lectures (L): Practical (P): Tutorial (T): 16:28:16

Course Description

Project Work is one of the culmination point of the learning process, which will put to test the acquired ability of the candidate to independently take the charge of the project and use the understanding of economics developed in previous years to evaluate/analyze economic issues.

Course Outline

The project *must* relate to economic issues/problems. The Project report shall consist of following components:
 The Project will involve an extended, independent investigation of a topic and preparation of a dissertation. The chosen research area must be of a nature that incorporates an in depth exploration of economic concepts, theories and issues so as to produce a rigorous dissertation. Primary data based projects are encouraged.

Dissertations that comprise purely descriptive material will not be acceptable.

The project report must contain between 50-60 A4 size pages printed on both sides. Font must be "Times New Roman", font size 16 (heading), 14 (Sub-Headings) and 12 (text). Line spacing 1.5 inches, page indent Left 1.5 inches, Right, Top and Bottom 1 inch.

Note: Font size of tables may vary as per requirement

Structure of the Project Report

Structure is important because it dictates the topics discussed and the order in which they are organized. An ideal Project Report should comprise the following sequence:

1. Cover Page	10. Review of literature
2. Title Page	11. Research Design/ Methodology
3. Acknowledgements	12. Results and Analysis
4. Table of Contents	13. Discussion of implications
5. List of Tables &	14. Conclusions and/or Recommendations for further study
6. LIST OF Figures/Illustrations	15. References
7. Abbreviations (if any)	16. Appendices (if any)
8. Abstract	
9. Introduction	

Evaluation of the project (for 70% marks) will be done by external examiner based on project report and presentation along with continuous evaluation by internal examiner for (30% marks).

NOTE: The 70:30 marking ratio shall be as follows: 30 marks for Internal assessment and remaining 70 marks (EYE) to be distributed as 50 marks for Dissertation + 20 marks for Viva Voce. Therefore 30 + (50 + 20) = 100 marks.

For ICDEOL students there shall be no internal assessment and the marks secured out of 70 will be rationalized using the multiplier as will be done for other theory papers (refer to course evaluation mentioned in the section titled COURSE EVALUATION above).

ix. Music (Generic Course) also provides skill development

**COURSE CODE MUSA307TH
GE- I**

**B.A.3rd Year, GENERIC ELECTIVE
VOCAL /INSTRUMENTAL**

**Marks-(70+30)= 100
Credit-6**

**Title-Theory of Indian Music and Folk Music of
Himachal Pradesh**

1. Folk songs of Himachal Pradesh
2. Knowledge of Folk instruments of Himachal Pradesh
Rannsingha, Nagara, Shehnai, Karnal

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2. Biographies of the following Musicians of Himachal Pradesh
Pt. Som Dutt Battu, Hetram Tanwar, Kashmiri Lal
3. Introduction of the following Ragas with illustrations:-
Bhairav, Yaman
4. Introduction of the following Talas with their divisions:-
Teentaal, Dadra
5. Essay on the following Topics:-
 1. Music and Culture
 2. Impact of Music in Human life.

3) GE - I (Generic Elective) Theory

- 1) Sangeet Sahar- Dr. Gian Chand
- 2) BhatkandeSangeetShastra - Pt. V. N. Bhatkande
- 3) HamareSangeetRatna - Dr. Lakshmi Narayan Garg
- 4) Sangeet Bodh - Sharat Chandra Paranjpay
- 5) SangeetVisharad - Vasant
- 6) Great Composers - P. Sambamurthi

COURSE CODE MUSA308PR
GE- 2
B.A.3rd Year, GENERIC ELECTIVE
VOCAL /INSTRUMENTAL
Marks-(70+30)= 100
Credit-6

Title-PRACTICAL

- | | |
|---|-----------------|
| 1. Raag | Bhairav, Yaman |
| 2. Taals | Teentaal, Dadra |
| 3. Guided listening sessions of classical vocal/instrumental music. | |

Instrumental Music:-

1. Aaroh, Avroh and Pakad in both the ragas.
2. Basic strokes of sitar
3. Five Alankars based on stroke patterns
4. One Razakhani Gat/Drut Gat in any of the Prescribed ragas
5. Elementary knowledge of Jhala playing

Vocal Music:-

1. Aaroh, Avroh and Pakad in both the ragas.
2. Knowledge of voice culture
3. Five Alankars
4. One SwarMalika/Drutkhayal in any of the prescribed ragas
5. Variety of Taan patterns