



GURU GOBIND SINGH COLLEGE FOR WOMEN

SECTOR 26, CHANDIGARH - 160019

(Affiliated to Panjab University Chandigarh)

(Re-accredited by National Assessment & Accreditation Council, Bangalore)



SYLLABUS(2022-23)

Promoting Gender Equity and Sensitization- Curricular Activities

As a part of the curriculum, different subjects in the course curriculum impart the topic of Gender Sensitization

CLASS	SEMESTER/COURSECODE	COURSENAME
1.BASOCIOLOGY	SEMESTERII	SOCIOLOGYSTRATIFICATIO N
	SEMESTERIV	SOCIALINSTITUTIONS
	SEMESTERV	SOCIETYININDIA
	SEMESTERVI	DISORGANISATIONAND EMERGINGPROBLEMS
2.BA Environment, RoadSafetyEducation, Viol enceagainst Women/ChildrenandDrug Abuse	SEMESTERII	PART- III(VIOLENCEAGAINSTW OMEN/CHILDREN)
3.BAHISTORYANDCULTU REOF PUNJAB	SEMESTERI	HISTORY AND CULTURE OFPUNJABFROMTHEEA RLIESTTIMESTOPREMA URYAN PERIOD
	SEMESTERII	HISTORYANDCULTUR EOF PUNJABFROMMAU RYAN TIMESTO1200A.D.
	SEMESTERIV	HISTORYANDCULTUR EOF PUNJAB18THANDE ARLY 19THCENTURIES
4.BAHOMESCIENCE	SEMESTERI	FAMILY RESOURCEMANAGEME NT, HYGIENE& HEALTH
	SEMESTERV	FOOD, NUTRITIONANDCHIL D DEVELOPMENT
5.BAECONOMICSHONS.	SEMESTERVI	PAPER-V:ECONOMICSO F LABOUR
6.BCOM	BCM206	BUSINESSLAWS
	BCM505	ENTREPRENEURSHIPAND SMALLBUSINESS
	BCM604	SOCIALANDBUSINESSETHI CS
7.MAECONOMICS	MAECO303/304	ECONOMICSOFPOPULATIO N

8.MAENGLISH	SEMESTERII	PAPERVI APPROACHESTOLITER ARYCRITICISM-II
	SEMESTERII	BRITISHLITERATURE-III
	SEMESTERII	BRITISHLITERATURE-IV
	SEMESTERIII	AMERICANLITERATURE-I
	SEMESTERIV	PAPERXIV:CRITICALTHEO RY-
		II
	SEMESTERIV	PAPERXVI:POSTCOLONIA L LITERATURES-II
	SEMESTERIV	WRITINGSFROMPUNJAB- II
	SEMESTERIV	AMERICANLITERATURE- II

SOCIOLOGY SEMESTER - II

SOCIOLOGY STRATIFICATION

Max. Marks	:	100
Theory	:	90 marks
Internal Assessment	:	10 marks
Time	:	3 Hours

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES :

- (i) For written paper, the students will be required to attempt **five** questions in all. Question No. I will be **compulsory** comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt **nine** short answer type questions out of 12, i.e. $9 \times 2 = 18$ marks.
In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two questions from each Unit with internal choice carrying 18 marks each i.e. $4 \times 18 = 72$ marks. .
- (ii) On an average, 15 hours are to be devoted for each Unit.
- (iii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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

Objective :

All over the world, social groups are differentiated from one another and often ranked in terms of certain criteria. In this paper, students are exposed to the theoretical understanding of social stratification. In the Indian context, it is pertinent to apprise the students of the concept of social mobility and various factors that contribute to it. The major purpose of this course is to prepare the students to understand the hierarchical structure of groups in various societies and help them understand the social mobility.

Course Content

Unit-I

Social Stratification – Meaning, feature and functions; Inequalities – Social and Natural.
Elements : Differentiation, Hierarchy, Ranking, Reward, Evaluation.

Unit-II

Theories of Social Stratification :
Functionalist – Davis and Moore.
Conflict – Marx.
Class, Status, Party – Weber.

Unit-III

Forms of Social stratification: Caste, Class, Race and Gender. Interface between caste and class.

SOCIOLOGY

B.A. (GENERAL) SECOND YEAR EXAMINATION, 2022-2023

SEMESTER IV

SOCIAL INSTITUTIONS

Max. Marks	:	100
Theory	:	90 Marks
Internal Assessment	:	10 Marks
Time	:	3 Hours

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES :

- (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be **compulsory** comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt 9 short answer type questions out of 12 i.e. $9 \times 2 = 18$ marks.
In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two questions from each unit with internal choice carrying 18 marks each i.e. $4 \times 18 = 72$ marks.
- (ii) On an average, 15 hours are to be devoted for each unit.
- (iii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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

Objective:

In this paper, social institution as a concept is introduced to the students. Study of various institutions which are foundations of human society, will help students to look at society in an objective and analytical way.

Course Work

Unit-I

Institutions – Meaning, Features; Normative and Relational aspects of Institutions.
Types – Social, Political, Economic and Cultural.
Difference of Institutions with Society Community and Association

Unit-II

Social Institutions :
Marriage – Types : Monogamy and Polygamy; Rules of Mate Selection, Contemporary Trends.
Family – Meaning, Types, Structure, Function; Development Cycle and Changing Trends.
Kinship – Meaning, Significance and a Brief Understanding of Incest, Consanguinity, Affinity, Clan, Lineage, Contemporary Trends.

Unit-III

Political Institutions – State, Government and Political Parties – Features and Functions.
Economic Institutions – Features and Functions, Property, Division of Labour (Emile Durkheim).

SOCIOLOGY
SEMESTER - V

SOCIETY IN INDIA

Max. Marks	:	100
Theory	:	90 marks
Internal Assessment	:	10 marks
Time	:	3 Hours

INSTRUCTIONS FOR THE PAPER SETTER AND THE CANDIDATES:

- (i) For written paper, the students will be required to attempt **five** questions in all. Question No. I will be **compulsory** comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt **nine** short answer type questions out of 12 i.e. $9 \times 2 = 18$ marks.

In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two questions from each unit with internal choice carrying 18 marks each i.e. $4 \times 18 = 72$ marks.

- (ii) On an average, 15 hours are to be devoted to each unit.
(iii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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

Objective

The objective of this paper is to present a comprehensive view of Indian Society. The students are exposed to the tribal, rural and urban societies and are presented with the social structure and social institutions to understand these segments of Indian Society. Through this paper, the students are also introduced to the problems of the underprivileged in Indian Society.

Course Content**Unit-I**

Tribal Society: Meaning, Characteristics; Classification of tribes.

Institutional Features: Family, Marriage, Economy and Changing trends.

Unit-II

Rural Society: Meaning; Characteristics.

Institutional Features : Family, Marriage; Economy and Polity (Village Panchayat); Changing Trends.

Unit-III

Urban Society : Meaning and characteristics, Concepts of urbanization and urbanism;

Institutional features; Urban family - features and changes; Economy; Voluntary associations; Slums.

Unit-IV

Under-privileged Sections—Women, Physically Disabled, Scheduled Castes and Scheduled Tribes:
Measures to improve their status.

Essential Readings:

1. Bose, N.K. (1980) : *Tribal Life in India*, National Book Trust.
2. Desai, A.R. (1969) : *Rural Sociology in India*, Bombay: Popular Prakashan.
3. Desai, A.R. (2006) : *Social Background of Indian Nationalism*, Mumbai Popular Prakashan
4. Lal, S.N. & Nahar, U.R. (1992) : *Rural Social Transformations*, Jaipur : Rawat.
5. Madan & Majumdar (1989) : *An Introduction to Social Anthropology*, New Delhi: National Publications (Hindi & English).
6. Madhurima (2009) : *Readings in Sociology-Part-3*, Jalandhar: New Academic Publishing House [All Mediums].
7. Mandelbaum, G. (1970) : *Society in India*, Bombay: Popular Prakashan (Hindi & English).
8. Sen, Pujan Kumar,(2012) : *Indian Society:Continuity and Change* Pearson, New

**SOCIOLOGY
SEMESTER -VI**

DISORGANISATION AND EMERGING PROBLEMS

Max. Marks	: 100
Theory	: 90 marks
Internal Assessment	: 10 marks
Time	: 3 Hours

INSTRUCTIONS FOR THE PAPER SETTER AND THE CANDIDATES:

- (i) For written paper, the students will be required to attempt **five** questions in all. Question No. 1 will be **compulsory** comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt **nine** short answer type questions out of 12. i.e. $9 \times 2 = 18$ marks.

In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two questions from each unit with internal choice carrying 18 marks each i.e. $4 \times 18 = 72$ marks.

- (ii) On an average, 15 hours are to be devoted to each unit.
- (iii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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

Objective

This paper exposes the students to social disorganization, its levels and current problems. It helps students to understand social realities and also equips them to utilize their knowledge in various theoretical and practical exercises.

Course Content

Unit-I

Social Disorganization : Concepts and Levels –Personal, Familial and Societal.

Unit-II

Personal Problems: Problems of Adolescence; Alcoholism; Drug Addiction, Suicide.

Unit-III

Familial Problems: Domestic Violence, Violence against Children; Female Headed Households; Problems of Working Women.

Unit-IV

Societal Problems : Poverty; Corruption; Problems of the Aged, Cyber Crime

Part - III (Violence against Women / Children)

1. **Concept and Types of Violence:** Meaning and Definition of violence; Types of Violence against women – domestic violence, sexual violence (including rape), sexual harassment, emotional/psychological violence; Types of Violence against children – physical violence, sexual violence, verbal and emotional abuse, neglect & abandonment.
2. **Protective Provisions of IPC on Domestic Violence & Sexual Violence against Women:**

Dowry Death – Section 304B;
Rape – Sections 375, 376(1), 376(A), 376B, 376C, 376D and 376E;
Cruelty - Section 498A;
Insult to Modesty – The Indian Penal Code does not define the word eve-teasing; there are three sections which deal with crime of eve-teasing. These are Sections 294, 354 and 509 of Indian Penal Code. Section 509 of the Indian Penal Code defines (Word, gesture or act intended to insult the modesty of a woman), Section 294 – (Obscene acts and songs) and Section 354 (Assault or criminal force to woman with intent to outrage her modesty).
Hurt & Grievous Hurt Provisions – Sections 319 to 326;
Acid Attacks – Sections 326A and 326B;
Female Infanticide – Section 312, Section 313 of Indian Penal Code (Causing miscarriage without women's consent) and section 314;
Sexual Harassment – For providing protection to working women against sexual harassment, a new section 354 A is added; 354 B (Assault or use of criminal force to women with intent to disrobe); 354 C Voyeurism; 354 D (Stalking). All these provisions are added in IPC to protect women against acts of violence through Criminal Law (Amendment) Act, 2013; Human Trafficking and Forced Prostitution- Sections 370 and 370A.
3. **Protective Laws for Women:**
 - 3.1 **Provisions of Protection of Women Against Domestic Violence Act 2005** – Definition, Powers of the Magistrate and Protection Officers, Protection order, Residence order, Monetary relief, Custody order and Compensatory order.
 - 3.2 **The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013** – Definition, Internal Complaint Committee, Local Complaint Committee, Procedure adopted by Committee for punishing accused.
4. **Protective Provisions of IPC regarding Sexual Violence against Children:**

Section 293(sale etc. of obscene objects to young persons); 294 (obscene acts & songs); 305(abetment of suicide of child); 315 to 317 (act causing death after birth of a child etc.); 361(kidnapping from lawful guardianship); 362 (abduction); 363 (punishment for kidnapping); 363A (kidnapping or maiming a minor for purposing of begging); 364A (kidnapping for ransom etc.); 366 (Kidnapping etc. to compel woman for marriage etc.); 366A (procuration of minor girl for illicit forced intercourse); 366B (importation of girl from foreign country); 367 (kidnapping/abduction in order to subject person to grievous hurt, slavery etc.); 369 (kidnapping adductive child under 10 year with intent to steal from its person); 372 & 373 (selling & buying minor for purposes of prostitution etc.).

HISTORY AND CULTURE OF PUNJAB
(For B.A. Only)

B.A. (General) SEMESTER –I EXAMINATION, 2022-23

PAPER: HISTORY AND CULTURE OF PUNJAB FROM THE EARLIEST TIMES TO PRE-MAURYAN PERIOD

Objectives: To introduce the students to the history of the early history of the region.

Pedagogy: Lectures, library work and discussions.

INSTRUCTIONS FOR THE PAPER –SETTER AND CANDIDATES: (FOR PAPER in semester 1 AND 2)

- The syllabus has been divided into four Units.
There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each. The candidates are required to attempt any 9 short answer type questions carrying 18 marks i.e. 2 marks of each. Rest of the paper shall contain 4 units. Each Unit shall have two essay type questions and the candidate shall be given internal choice of attempting one question from each Unit and 4 questions in all. Each question will carry 18 marks.
- For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.
The paper-setter must put note (2) in the question paper.
- One question from Unit-IV shall be set on the map.**

Explanation:

- Each essay type question would cover about one-third or one-half of a topic detailed in the syllabus.

- The distribution of marks for the map question would be as under:

Map	:	6 Marks
Explanatory Note	:	4 Marks

In case a paper setter chooses to set a question of map on important historical places, the paper setter will be required to ask the students to mark 06 places on map of 01 marks each and write explanatory note on any 02 of 02 marks each.

- The paper-setter would avoid repetition between different types of question within one question paper.

Paper:	Max. Marks	:	50
	Theory	:	45
	Internal Assessment	:	05
	Time	:	3 Hours

UNIT I

Ancient Punjab: Physical features; impact on History

Historical Sources: Literary; archaeological

Harappan Culture: Extent and town planning.

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UNIT II

Harappan Culture: Social, Economic and Religious life; causes of disappearance

Rig Vedic Age: The rise of Indo Aryans; main features of the life in early Vedic Age.

Later Vedic Age: Political, Social, Economic and Religious life of later Vedic Aryans.

UNIT III

Caste System: Origin and evolution.

The Epics: Historical importance of Ramayan and Mahabharat.

Political Condition on eve Alexander's invasion

UNIT IV

Impact of Alexander's invasion on social and cultural life.

Position of women: Harappan, early Vedic and later Vedic Age

Map:

Important Historical places of Punjab: Mohenjodaro, Harappa, KotlaNihang Khan, Sanghol, Banawali, Taxila, Indraprastha, Hastinapur, Kurukshetra, Srinagar, Purusapura, Sakala.

Specimen Map for Examination:

HISTORY AND CULTURE OF PUNJAB
(For B.A. Only)

B.A. (General) SEMESTER-II EXAMINATION, 2022-23

PAPER: HISTORY AND CULTURE OF PUNJAB FROM MAURYAN TIMES TO 1200 A.D.

Objectives: To introduce the students to the history of the early history of the region.

Pedagogy: Lectures, library work and discussions.

INSTRUCTIONS FOR THE PAPER –SETTER AND CANDIDATES: (FOR PAPER in semester 1 AND 2)

- The syllabus has been divided into four Units.
There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 25 to 30 words each. The candidates are required to attempt any 5 short answer type questions carrying 5 marks i.e. 1 marks for each. Rest of the paper shall contain 4 units. Each Unit shall have two essay type questions and the candidate shall be given internal choice of attempting one question from each Unit-IV in all. Each question will carry 10 marks.
- For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.
The paper-setter must put note (2) in the question paper.
- One question from Unit-IV shall be set on the map.**

Explanation:

- Each essay type question would cover about one-third or one-half of a topic detailed in the syllabus.
- The distribution of marks for the map question would be as under:
Map : 6 Marks
Explanatory Note : 4 Marks
- In case a paper setter chooses to set a question of map on important historical places, the paper setter will be required to ask the students to mark 06 places on map of 01 marks each and write explanatory note on any 02 of 02 marks each.
- The paper-setter would avoid repetition between different types of question within one question paper.

Paper:	Max. Marks	:	50
	Theory	:	45
	Internal Assessment	:	05
	Time	:	3 Hours

UNIT I

The Mauryan Empire: Social, economic and religious life
Buddhism and Jainism: Impact on Punjab with special reference to 4th Buddhist Council.
The Kushanas: Impact of Kanishka's rule on Punjab

UNIT II

Gandhara School of Art: Salient features.
The Guptas: Cultural and scientific developments.
Position of Women: Under the Mauryas, the Guptas and the Vardhanas.

UNIT III

Depiction of Punjab in the accounts of Chinese travelers. Fahien and Hwen Tsang:
Main developments in literature.
Education: Significant developments; Taxila

Paper: **HISTORY AND CULTURE OF PUNJAB 18TH AND EARLY 19TH CENTURIES**
 Max. Marks : 50
 Theory : 45
 Internal Assessment : 05
 Time : 3 Hours

UNIT I

Banda Bahadur and his achievements
 Sikh Struggle for Sovereignty from 1716-1765
 Role of Dal Khalsa, Rakhi, Gurmata and Misl

UNIT- II

Ranjit Singh's rise to Power
 Civil and Military administration
 Relations with the British

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UNIT-III

Political Developments 1839-1845
 Anglo-Sikh Wars
 Annexation of the Punjab

UNIT-IV

New Developments in literature, art and architecture in the Punjab region
 Social life with special reference to the position of women, fairs, festivals, folk music, dance and games in the Punjab.

MAP: Important Historical Places Lohgarh; Sarhind; Gujranwala; Lahore; Amritsar; Multan; Peshawar; Sialkot; Ferozepore; Ambala; Gujrat; Mudki; Ludhiana

Specimen Map for Examination:

B.A./B.Sc. (GENERAL) FIRST YEAR (SEMESTER SYSTEM) 2022-23 SYLLABUS

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**HOME SCIENCE
 SEMESTER- I**

Scheme of Examination

Sr. No.	Theory					Practical				
	Name of Paper	No. of Papers	Time in hrs.	Marks allotted	Int. Ass.	No. of Papers	Time in hrs.	Marks Allotted	Int. Ass.	Total Marks
1.	Family Resource Management, Hygiene & Health	1	3	45	05	1	3	45	05	100
Total :										100

Note : 1. Each Practical group will have 12-15 students.

PAPER : FAMILY RESOURCE MANAGEMENT, HYGIENE & HEALTH

Max. Marks : 50
Theory : 45
Int. Ass. : 05
Periods : 6 Hours per Week

INSTRUCTIONS FOR THE PAPER SETTER :

The question paper will consist of five Sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 9 marks each. Section E will consist of objective type questions covering the entire syllabus uniformly and will carry 9 marks.

INSTRUCTIONS FOR THE CANDIDATES :

Candidates are required to attempt one question each from the Sections A, B, C and D of the question paper and the entire section E.

Section A

- I (a) Meaning & Importance of Home Science.
 (b) Functions of Home.
- II (a) Home Scientist as an Entrepreneur.
 (b) Agencies promoting Entrepreneurship- Commercial Banks, District Industries, Co-operative Societies.

HOME SCIENCE**B.A./B.Sc. (GENERAL) THIRD YEAR EXAMINATION, 2022-23
SEMESTER- V**

Theory						Scheme of Examination					Practical				
Sr. No.	Name of Paper	No. of Papers	Time in hrs.	Marks allotted	Int. Ass.	No. of Papers	Time in hrs.	Marks Allotted	Int. Ass.	Total Marks					
1.	Food, Nutrition and Child Development	1	3	45	05	1	3	45	05	100					
Total : 100															

Note : 1. Each Practical group will have 12-15 students.

FOOD, NUTRITION AND CHILD DEVELOPMENT (Theory)

Max. Marks	: 50
Theory	: 45
Int. Ass.	: 05
Hours	: 06 Hours per week

INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five Sections: A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 9 marks each. Section E will consist of objective type questions covering the entire syllabus uniformly and will carry 9 marks.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the Sections A, B, C and D of the question paper and the entire section E.

SECTION-A

- I. Importance and Functions of Food :
(a) Physiological; (b) Psychological; (c) Social
- II. Food Constituents : Carbohydrates, Proteins and Fats—Functions, sources, requirements and deficiency.
- III. Methods of Cooking : Boiling, Steaming, Frying, Baking, Roasting and Microwave cooking.

SECTION B

- IV. Functions, recommended allowances, deficiency, excess and food sources of the following nutrients:
(a) Vitamins—A, B₁, B₂, B₃, Vit. C, Vit. D.
(b) Minerals— Calcium, Phosphorous, Iron, Sodium, Iodine.

- V. Balanced Diet
(a) Concept
(b) Classification of food based on the five/seven food groups.

SECTION-C

- VI. Pregnancy
 1. Signs and symptoms of pregnancy.
 2. Discomforts and Complications.
 3. Care during pregnancy
 4. Preparation for delivery
 5. Post natal care- Importance of breast feeding, bottle feeding, weaning and different types of weaning foods
- VII. Methods of family planning

SECTION D

PAPER- V: ECONOMICS OF LABOUR

Max. Marks	: 100 marks
Theory	: 90 marks
Internal Assessment	: 10 marks
Time	: 3 Hours

COURSE OBJECTIVE: Issues pertaining to the labour market, wage theories, employment policies, trade unions and collective bargaining in the globalized economy have become vitally important for developing countries. In a country like India where the bulk of the labour force is in the unorganized sector and the organized sector is witnessing "joblessness", the importance of issues such as employment and social security for the growing millions continues to assume significance. This paper exposes students to theoretical as well as empirical issues relating to the labour market with special reference to India. The time-tested method of imparting verbal instructions through lectures would be used

The objective of the course is to provide students with the basic economic tools needed to understand and analyze how earnings are determined, how labour markets work and how various government policies may affect labour market.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES:

The syllabus has been divided into four units.

- (i) There shall be **9** questions in all. The first question is **compulsory** and shall be short answer type containing 12 short questions spread over the whole syllabus to be of answered in about 25 to 30 words each. The candidates are required to attempt any 9 short answer type questions. It shall carry 18 marks i.e. 2 marks of each. Rest of the paper shall contain **4** units. Each unit shall have **two** questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 18 marks.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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

Unit I

Nature and Scope of Labour Economics, Nature and Characteristics of Labour Markets in Developing Countries like India.

Theories of Wages, Concept of Minimum Wage, Living Wage and Fair Wage in Theories and Practice.

Unit II

Wage Determination in various Sectors- Rural, Urban, Organized, Unorganized and Informal Sectors.

Poverty and Unemployment in Developing Countries, Unemployment: Concept, Types and Employment Policy particularly in India.

Unit III

Impact of Rationalization, Technological Change and Modernization on Employment in Organized Private Industry and Public Sector; Employment in Agriculture Sector; Women and Child labour.

BCM 206: BUSINESS LAWS

Objective: The main objective of the paper is to acquaint the students about Business Laws.

UNIT- I

Sale of Goods Act, 1930: Contract of Sale of Goods, Conditions & Warranties; Transfer of Ownership; Performance of the Contract: Remedial Measures; Auctionable Claims.

Negotiable Instruments Act, 1881: Definition, Acceptance and Negotiation, Rights and Liabilities of Parties, Dishonor of Negotiable Instrument, Hundis, Bankers and Customers.

UNIT-II

Factories Act, 1948: Objectives; Definitions; Approval; Licensing & Registration of Factories; The Inspecting Staff Health; Safety Welfare; Working Hours of Adults; Employment of Women; Child Labour – Issues and Challenges; Leave with Wages.

The Industrial Disputes Act, 1947: Scope & Object; Definitions; Authorities; Reference of Disputes; Procedure; Powers & Duties of Authorities; Award & Settlement; Strikes & Lockouts; Lay-off & Retrenchment etc.

BCM 505: ENTREPRENEURSHIP AND SMALL BUSINESS

Objectives:-The basic objective of this course is to help the learners understand various issues involved in setting up a private enterprise and develop required entrepreneurial skills in economic development. It also aims to motivate students to opt for entrepreneurship and self-employment as alternate career options.

UNIT- I

Entrepreneurship- Concept and Theories; Entrepreneur- Meaning and Characteristics, Entrepreneurial mindset.. Distinction between manager and entrepreneur. Distinction between entrepreneur and intrapreneur. Innovation- meaning , features, and need. Latest innovations in manufacturing and service sectors. Social and commercial entrepreneurship.

Women Entrepreneurship- Problems Faced, Suggestions, Role of Government to promote Women Entrepreneurship; Socio- economic Environment.

Business Planning. Entrepreneurial Development Programmes-- their Relevance and Achievement, Role of Government in Organizing EDPs.

UNIT- II

MSMEs –Definition, Registration process and its procedure, Benefits of registration. MSMEs-- Seed Bed of Entrepreneurship; Start up- Its Concept, steps and need.

Product Planning and Management; Marketing Management; Growth and Diversification Strategies.

Logistics management—meaning, features, and its role in business enterprises

Role of MSMEs in the National Economy; Role of ecommerce and mcommerce in

promoting small business. Small Business and Modern Technology. Tax

Considerations/tax benefits to MSMEs; MSME'S Exemptions.

BCM604: SOCIAL AND BUSINESS ETHICS

Objectives: The course aims to educate that how the adoption of Business Ethics by organizations not only discourages corporate wrong-doing, but also contributes substantially in the achievement of corporate excellence.

Unit-I

Business Ethics, Definition, Nature, Purpose, Ethical Issues in Management, Causes of Unethical Behaviour, Ethical Abuse-Values, Morals and Business Ethics-Levels of Business Ethics, Myths of Business Ethics, Relationship between Value, Morals and Ethics., Conflict of Interest.

Ethics at Workplace: Individual in Organisation, Gender Issues, Harassment, Discrimination.

Ethics in Accounting & Finance.

Unit -II

Whistle Blower Policies-Meaning, Importance and Issues.

Corporate Social Responsibility under Company Act 2013.

Ethical issues in Environment -Protection of Natural Environment, Prevention of Pollution, Depletion and Conservation of Natural resources.

Marketing and Consumer Protection- Importance, Problems and Issues.

PAPER-MAECO-303 & 304: Option (vii) - ECONOMICS OF POPULATION

Max. Marks	: 100
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time	: 3 Hours
Teaching Hours	: 50

Objective :

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.

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The study of Quantitative and Qualitative composition of population is also required to understand the dynamics of population growth. Migration and urbanization are the characteristics of structural changes taking place in the economy.

The students would be evaluated at the end of each semester through subjective type questions/answers (both short and essay type). The scripts would be evaluated by the examiners having adequate postgraduate teaching experience in the paper/option concerned.

Pedagogy of the Course Work :

The course relies on a combination of lectures, solving problems, and discussing of academic articles or real-life situations. Teacher will assign topic for assignments on contemporary themes and issues from the syllabi. Special tutorials/contact hour for one-to-one student-teacher interactions.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES:

1. The syllabus of this paper has been divided into four units.
2. There shall be 9 questions in all.
3. The first question, which would be **compulsory**, shall be short answer type (word limit 25-30 each). It would carry 15 short questions, spread over the entire syllabus. The candidate will be required to attempt any 10 short answer type questions. Each short answer type question would carry 2 marks ($10 \times 2 = 20$).
4. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit— 4 in all. Each question shall carry 15 marks ($15 \times 4 = 60$).

UNIT-I

Theories of Population: Malthus, Marxian, Liebenstein, Becker.
Demographic Transition Theory and Optimum Population Theory.
Population and Economic Development. Population as "Limits to Growth and as Ultimate Source".

UNIT-II

Population Structure and Characteristics : Impact of Population Growth on Age and Gender Structure. Aging of Population.
Concept of Fertility Transition. Measurement of Fertility and Fertility Differentials in India.
Mortality : Components and Measurement. Mortality Differentials in India: Rural-Urban, Age and Gender.

UNIT-III

Migration : Concepts, Measurement, Migration Selectivity. Causes and Consequences of Migration.
Migration in India : Causes and Trends. Migration Differentials in India : Rural-Urban, Male-Female.

UNIT-IV

Estimation of Population in India : Census, Sampling Vital Registration Methods.
Growth and Structure on Indian Population since Independence.
Population Policy in India since Independence.

Paper VI

Approaches to Literary Criticism – II

The objective of the course is to familiarize students with various approaches to literature, and the particular worldviews these are based on. The students should be able to relate literary texts to their lives in terms of their own times and location. The number of approaches suggest that there is no one privileged way to understand a text, and that a text can yield multiple meanings if it is accessed through different worldviews. Each approach has a claim to total meaning till it is countered by another equally compelling approach. Each approach has its own well-argued theoretical base, a set of tested tools and a sustained methodology to help the student to navigate through the text with a degree of precision. These approaches put together give rise to what is often called as critical pluralism. The paper shall consist of five questions of 16 marks each, one from each unit. The questions shall be designed in such a way that they focus more on the candidate's understanding of the issues involved in literary studies, and not just his/her capability for memorizing information. Also, there should be questions of a practical nature in which the candidate has to apply his/her analytical skills to literary texts. Each question shall have internal choice, and is to be answered in 500-600 words. The paper shall carry a total of 80 marks.

Unit I

1. Andrew Bennett and Nicholas Royle, "The beginning," "Readers and reading," "The author," and "The text and the world", *An Introduction to Literature, Criticism and Theory* (Pearson Longman, 2004, 3rd Edition) Chapters 1-4 (1- 33).

Unit II

1. Terry Eagleton, "Literature and History", *Marxism and Literary Criticism* (London & New York: Routledge: 1976), 1-9.

Unit III

1. Wilfred L. Guerin et al, eds., "Feminism and Gender Studies (I, II, III, IVA, IVB, V)" *A Handbook of Critical Approaches to Literature* (Oxford: OUP, 2005) 5th Ed.
2. Charlotte Krollokke and Ann Scott Sorensen, "Three Waves of Feminism: From Suffragettes to Grrls", *Gender Communication Theory and Analyses: From Silence to Performance* (Thousand Oaks, London & New Delhi: SAGE,

Q. 5 What are the different methods of translating a text? How do these methods correspond to different text types?

Or

Give a critical account of Newmark's theory of translation.

(3) British Literature – III

The Victorian Period (1832-1901) covers the long and successful reign of Queen Victoria. It was a period of colonial expansion, strengthening of the British Empire, industrial revolution, and scientific and technological progress. The objective of the paper is to explore the major writers and texts of the time and focus on the ideological, political, social and cultural impact on Victorian culture as a consequence of industrialization, urbanization, class conflict, Darwin and religious crisis, issue of gender, empire and imperial expansion and much more. The paper will also analyze the Victorian Gothic novel and its impact and continued popularity. Students will explore the creation of 'other' in Gothic writing and the monstrosity associated with it. The paper will furthermore familiarize the students with the genre of science fiction. At the end of the course the students will be conversant with the major writers, representative works and will be able to engage critically on the issues regarding empire, race, class, gender, impact of science, 'the woman question' and other significant events of the period.

Unit I

1. Robert Browning, "Grammarians' Funeral" & "The Last Ride Together", *The Poems of Robert Browning* (Wordsworth, 1994).
2. Alfred Lord Tennyson, "Defense of Lucknow", "The Higher Pantheism" [available online <www.bartleby.com/297/629.html> and <<https://www.poetryfoundation.org/poems/45323/the-higher-pantheism>>]
3. Christina Rossetti, "Better Resurrection" & "Amor Mundi", *Complete Poems* (Penguin, 2001).

Unit II

1. Charles Dickens, *Hard Times* (Penguin Classics, 2003).

(2) British Literature – IV

An era of conflict and uncertainty, the twentieth century marked a break from the preceding Victorian period. The old was rejected, 'Make it New' announced Ezra Pound and 'new it indeed was'. It was an age of literary experimentation, which broke away from established rules, traditions and conventions. The focus was to search for new ways of looking at man, universe, and man's role in it. A period of shifting perspectives, class struggle, gender equality, devastating wars, and collapse of traditional notions of culture and aesthetics. Modernist avant-gardes challenged and often shocked the people with their ideas, styles and techniques. The objective of the paper is to study and understand the ways in which political, historical, economic, scientific, intellectual, environmental, social and cultural events have shaped the art and literature of the time. The students will be introduced to the innovative literary techniques, intellectual trends and change in themes of this turbulent period. At the end of the course they will be familiar with the representative texts, literary terminology, and the socio-political and cultural events that shaped twentieth century literature.

Unit I

1. T.S. Eliot, "The Burial of the Dead" Canto I, *The Waste Land*; "Love Song of Alfred J Prufrock", *The Complete Poems and Plays of T.S. Eliot* (Faber, Main Edition, 2004).
2. W.B. Yeats, "Easter 1916", "A Prayer for My Daughter" & "Sailing to Byzantium" *Yeats: Poetry and Prose* (Norton Critical Editions, 2001).
3. W.H. Auden, "The Shield of Achilles", "September 1, 1939" & "Musée des Beaux Arts", *W.H. Auden: Collected Poems*. Ed. Edward Mendelson (Vintage International, 1991).
4. D. H. Lawrence, "Mosquitoes" & "Snakes", *Complete Poems of D.H. Lawrence* (London: Wordsworth, 1994).

Unit II

1. Samuel Beckett, *Waiting for Godot* (Dorson, 2012)

(4) American Literature I (Poetry and Drama: 1900 to the Present)

The course explores the immense vitality of American Literature over the course of the 20th century through transformative works of acclaimed writers who have shaped the contours and developments of the American literary tradition. It offers critical insights into the historical and cultural influences, literary movements and major literary figures of a highly fecund century. The texts that have been selected for detailed study are representative of a dynamic literary tradition that emerges from multiple perspectives such as those of race, gender, ethnicity, socio-economic class and historical period.

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Testing Pattern: The question paper will contain five questions with internal choice, corresponding to the five units of the course. All the questions would carry equal marks. The candidates would be required to answer all five questions. In addition to specific text-based questions, the paper will also focus on various literary and cultural movements/concepts/trends/terms related to American literary history.

Unit I

Langston Hughes: "The Weary Blues", "A Dream Deferred", "Let America be America Again", "The Negro Speaks of Rivers", "I, Too, Sing America", [*The Collected Poems of Langston Hughes* (Vintage Classics)]

Unit II

MA. II

Semester IV

Compulsory Paper

Paper XIV

Critical Theory – II

Post-1980, the gap between literary theory and cultural theory has narrowed down. Literary theory is no longer contained to our thinking about the production or reception of literary works alone; rather it has brought about changes in the ways in which we conceptualize larger discourses of history, colonialism, gender and ideology. The ambit of theory has further widened due to a strident inner questioning. This paper, to be seen in conjunction with Literary Theory – I, maps the subsequent development and new interrogations in the field. The collation of texts is with the intent of exposing students to later developments in the field of literary theory. The paper focuses on essays that deal with theoretical understanding of history, ideology, gender and colonialism.

Unit I

Hayden White: "Historical Text as Literary Artifact", *Tropics of Discourse: Essays in Cultural Criticism* (The John Hopkins University Press, 1986), 81-100.

Unit II

Raymond Williams, "From Reflection to Mediation" (95 -100), "Dominant, Residual and Emergent" (121-127), *Marxism and Literature* (Oxford and New York: OUP, 1977)

Unit III

Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory", *Theatre Journal*, Vol. 40, No. 4 (Dec., 1988), 519-531.

Paper XVI (Choose any one)

(I) Postcolonial Literatures – II

Scope: In this semester, students will move on to examining more contemporary texts, ranging from issues of history-writing to hybridity, from decolonization to rapidly globalizing third-world economies, and finally to blackness, terror and migration. It will consider how postcolonialism has changed its agendas, having migrated to the United States by transcending national boundaries.

Aims: This course attempts to move beyond an introductory study of colonialism/postcolonialism to focus on the enormous minefield Postcolonial Studies has become. It will probe whether the discipline maintains links with the literature of dissent and resistance examined in Semester 3. This course will endeavour to both analyse the meanings and implications of postcolonialism today as well as critique the discipline and interrogate its wide-ranging scope. Each unit has a list of reference books students are advised to study.

Method of Testing: The course has five units. The paper will have five compulsory questions – one from each unit, and each question shall have internal choice. It is recommended (though not necessary) that questions will negotiate an integration between theory and text in order to encourage theory-based preparation of the text. The paper carries 80 marks.

Unit I Hybridity and Diaspora

Jean Rhys: *Wide Sargasso Sea*. London: Penguin, 1968.

Unit II Gender, Subalternity and Marginality

Bama, *Karukku*. Trans. Lakshmi Holmstrom. New Delhi: Oxford India Paperbacks, 1992.

Unit III Race and Counterculture

(2) Writings from Punjab – II

Twentieth century Punjab contributed its fair share of struggle in the Indian Independence movement, which for its people, culminated in the cataclysmic event of Partition. With 14 million displaced and a million dead, scarcely any household

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remained untouched by the human tragedy. Apart from this, civil strife in the 1980s ripped apart the social fabric of a society that had syncretic roots. With these events, the idea of community was decidedly disrupted. The period has additionally been marked with struggles for a more strident Dalit identity and women's liberation. Importantly, the experience of the community has also found echoes in the burgeoning diasporic space. Thus as a region, having undergone multiple divisions, there are many Punjabs -- one inside the nation, and the other beyond the border, and yet another it in its ever-expanding diaspora. All this has found way into the literary writings of this era. A representational list of texts is drawn up to acquaint students with these trends as well as genres. There is an attempt to showcase the continuing syncretic ethos of Punjab by including languages such as Urdu and Hindustani in addition to Punjabi and the multiple identities that have gone on to shape *Punjabiya*. Additionally, the course seeks to explore the shifting contours of literary trends of Punjab in the modern period. The chosen texts contend with the intersection of class, caste, gender and the multiple pasts and geographies of Punjab. There will be five essay-type questions of 16 marks each (to be answered in about 500 words each). One question with internal choice will be set from each of the following five prescribed texts/units:

Unit I

- Sa'dat Hassan Manto, "Toba Tek Singh" from *Black Margins: Sa'dat Hasan Manto, Stories*, Translated & Selected by M. Asadudin. Katha, 2001.
- Bhishm Sahni, "We have Reached Amritsar", *The Stories about the Partition of India*, Vol. I, ed. Alok Bhalla. New Delhi: Manohar, 2012.
- Amrita Pritam's "Ajj Akhan Waris Noo", translated by Amrita Pritam, *Selected Poems of Amrita Pritam*, ed. Pritish Nandy, Kolkata: Dialog Calcutta Publication (Available at ApnaOrg)
- Urvashi Butalia, "Ranamama", *Blood, Part I, The Other Side of Silence*, New Delhi: Penguin) 27-52.

Discuss how *charita* as a form is executed in *Daskumaracharita*.

(4) American Literature – II (Multicultural American Fiction: 1980 to the Present)

This course explores the breadth and diversity of recent and contemporary American Fiction. The genre in this period, reveals a rich heterogeneity through the emergence of a wide spectrum of writers from divergent ethnic groups possessing unique and distinctive traditions and strands of thought. The critically acclaimed novels of these writers serve as literary-cultural landmarks in American history and offer interesting insights into the dynamics of race, ethnicity, socio-economic class, sexuality and gender. The texts that have been selected for detailed study are drawn from diverse traditions ranging from African American, Jewish American, Mexican American and Native American backgrounds. The question paper will contain five questions with internal choice, corresponding to the five components of the course. All the questions will carry equal marks. The questions would test the candidate's comprehension of the formal and aesthetic aspects of specific texts as well as a grasp of literary movements/ trends/concepts and terms related to the historical and cultural aspects that distinguish the text within American literary history. The candidates will be required to attempt one question each from all the five units.

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Unit I. Toni Morrison, *God Help the Child* (Vintage, 2015).

Unit II. Saul Bellow, *Ravelstein* (Penguin, 2001).

Unit III Sandra Cisneros, *The House on Mango Street* (Vintage, 1991).

Unit IV Louise Erdrich, *The Round House* (Harper Perennial, 2012).

Unit V Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Chapters 1, 2, 5, 12, 14, 15, 16 & 17) (Revised edition, Little Brown and Co., 2008).

Suggested Readings