



SIKKIM UNIVERSITY

**(A Central University established by an Act of Parliament in 2007
and accredited by NAAC in 2015)**



SYLLABUS FOR DEPARTMENTS IN SCHOOL OF PROFESSIONAL STUDIES

DEPARTMENT OF COMMERCE

DEPARTMENT OF EDUCATION

DEPARTMENT OF MANAGEMENT

DEPARTMENT OF MASS COMMUNICATION

DEPARTMENT OF MUSIC

DEPARTMENT OF TOURISM



FOREWORD

Sikkim University, a central university established by an Act of Parliament, has completed twelve years of its establishment in July, 2019. The duration of course, is not a long period in the institution building process but certainly Sikkim University has become a new destination for higher learning in this short span.

One of the focused areas of the University since inception has been curriculum development. There has been a tradition of bringing in the best minds in academia from all over the country including people with lot of experiences for developing curriculum for the courses offered in Sikkim University.

Sikkim University has a standard policy of reviewing/ revising curriculum of all programmes after every three years. Such revision is to bring in fresh ideas and recent trends in learning process and, we believe, it opens up a new vista in learning and research. The last revision/review of curriculum of all the programmes took place in 2017 under the supervision of the Deans of School of Studies.

The idea to print syllabi of all departments under each School of Study is to document the syllabus of each course for future reference and to have an authentic version in circulation. This initiative received instant encouragement from Prof. Jyoti Prakash Tamang, Dean School of Life Sciences when he was officiating as the Vice-Chancellor and also from the present Vice-Chancellor Prof. Avinash Khare.

A lot of efforts have been put by Sh. Gagan Sen Chettri, UDC in Academic Section in compiling, editing and formatting under supervision of Dr. Suresh Kr. Gurung, Joint Registrar. All Deans of Schools and the Head(s)/In-charge(s) of all departments have taken pains in going through each and every word and making corrections in the draft versions and also going through the final version. Sometimes even their help was sought in making corrections. It was therefore, possible to bring out the print version of the syllabi.

(T.K Kaul)
Registrar



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**DEPARTMENT OF COMMERCE****M.Com Course****Table-1 :- Revised Structure Proposed for the M.Com Course****All the courses offered are of four credits each. Total credits are 24× 4 Credits = 96 Credits.****Total Marks 24 × 100m =2,400 marks**

Code	I Semester	Code	II Semester
COM-PG- C101	Business Environment	COM-PG- C201	Corporate Accounting and Reporting
COM-PG-C 102	Corporate Legal Framework	COM-PG- C202	Financial Management
COM-PG- C103	Organizational Behaviour	COM-PG- C203	Human Resources Management
COM-PG- C104	Advanced Business Statistics	COM-PG- C204	Financial Institutions and Markets
COM-PG- C105	Marketing Management	COM-PG- O205	Entrepreneurship Development
COM-PG- C106	Managerial Economics	COM-PG- C206	Computer Applications in Business
Total 24 Credits		Total 24 Credits	
Code	III Semester	Code	IV Semester
COM-PG-O 301	Strategic Management	COM-PG-C401	Business Ethics and Corporate Governance
COM-PG-C 302	International Trade	COM-PG- C402	E-Commerce
COM-PG-C 303	Project Management	COM-PG- C403	Internship report*
COM-PG-C 304	Group(A/B/C/D)-I	COM-PG- C404	Group(A/B/C/D)-IV
COM-PG-C 305	Group(A/B/C/D)-II	COM-PG- C405	Group(A/B/C/D)-V
COM-PG- C306	Group(A/B/C/D)-III	COM-PG- C406	Group(A/B/C/D)-VI
Total 24 Credits		Total 24 Credits	

*Internship report will be evaluated as per University guidelines.

Table 2:- Groups of Specialisation

	GROUP-A	GROUP-B	GROUP-C	GROUP-D
	Accounting and Finance	Marketing and Human Resources Management	Accounting and Taxation	Marketing and E-Business
I	Advanced Cost and Management Accounting	Services Marketing	Advanced Cost and Management Accounting	Services Marketing
II	Accounting Theory	Consumer Behaviour	Accounting Theory	Consumer Behaviour
III	Accounting for Services	Marketing Research	Accounting for Services	Marketing Research
IV	Management of Financial Services	Strategic Human Resource Management	Corporate Tax Planning and Management	E-Business Information Systems Management
V	Investment Management	Industrial Relations and Labour Laws	Central Excise and Customs Law	Enterprises Resource Planning
VI	Derivatives and Risk Management	Compensation Management	Service Tax ,VAT and CST	Data Mining for Business Intelligence

**Table 3:- Codification of Specialisation Modules (Courses)**

Group A	Group B	Group C	Group D
Accounting and Finance	Marketing and Human Resource Management	Accounting and Taxation	Marketing and E-Business
COM-PG-304(A)	COM-PG- 304(M)	COM-PG-304(A)	COM-PG-304(M)
COM-PG-305(A)	COM-PG-305(M)	COM-PG-305(A)	COM-PG-305(M)
COM-PG-306(A)	COM-PG-306(M)	COM-PG-306(A)	COM-PG-306(M)
COM-PG-404(F)	COM-PG-404(H)	COM-PG-404(T)	COM-PG-404(E)
COM-PG-405(F)	COM-PG-405(H)	COM-PG-405(T)	COM-PG-405(E)
COM-PG-406(F)	COM-PG-406(H)	COM-PG-406(T)	COM-PG-406(E)

**Credit Break-up and Evaluation:**

Computer Based Courses: Courses on Advanced Business Statistics, Computer Applications in Business, Investment Management, E-Commerce, and Specialisation courses on E-Business will be evaluated as follows: Theoretical(Th) + Practical(Pr)= 70+30=100 .

***Internship:** Internship will be conducted **during the winter break for a period of 30 days**. This will enable students to have a feel of the real-time application of knowledge gained, throughout the three semesters. Students will be able to introspect and synchronise their potential for career after the completion of M.Com Programme. Internship will be evaluated for four credits (**4 credits**) on the basis of the report prepared stating; the skills and knowledge they gained from the firm/institution, they were attached with. **Internship report will be evaluated as per University guidelines.**

Courses of Masters of Commerce programme **other than** *Computer Based* and *Internship Report* will be evaluated as 70 marks for Written External Examination (End Semester), and 30 marks for Internal (Sessionals).

Course Codification:-

The revised syllabus when implemented will witness parallel offering of the current (pre-revised syllabus) to senior batches of students. Thus codification of the courses is done to avoid overlapping of new codes with old ones. In order to pass the 24 module revised M.Com Programme, students have to appear for all the 24 modules with choices in dual specialisation groups A B C or D (Ref-Table: 2). In order to differentiate the revised syllabus, course codes with the pre-revised syllabus course codes, excluding the letter “C” in every code makes the differentiation convenient to implement.

Courses with codes containing suffix in braces indicates the specialisation courses (Ref Table-2 and Table-3).

Course codes with **suffix as “A” in brackets** stands for Accounting Specialisation courses.

Courses coded with **suffix as “F” in brackets** stands for Finance Specialisation courses.

Courses coded with **suffix as “M” in brackets** stands for Marketing Specialisation courses.

Courses coded with **suffix as “H” in brackets** stands for Human Resources Management Specialisation courses.

Courses coded with **suffix as “T” in brackets** stands for Taxation Specialisation courses.

Courses coded with **suffix as “E” in brackets** stands for E-Business Specialisation courses.

Courses coded **prefixed with letter “O”** before the course number, are offered during second and third semesters as open courses that may be opted by students from other departments. Similarly, students of M.Com Programme may opt open courses of other departments in lieu of open courses in M.Com Programme as per the choice based credit system (CBCS). In the present proposal for M.Com programme, Entrepreneurship Development in the Second Semester and Strategic Management in the Third semester are offered as Open Courses.



BUSINESS ENVIRONMENT

Course Code: COM-PG- C101

Objective: This course is framed to enhance students knowledge and analytical skills in scanning environmental coordinates essential for business survival and growth.

Unit I: Introduction

Business environment – concept, nature and significance.

Micro environment, macro environment- concepts and significance, components.

New Economic Policy 1991, recent developments, SEZs.

Unit II: Global Dynamics for Business

Privatization: Disinvestment- concept-forms; Public sector reforms, changing role of public sector, performance, challenges and prospects.

Globalization: Meaning, factors facilitating and impeding globalization in India; Impact of globalization on Indian industry, globalization of Indian business.

Unit III: Socio- Political and Legal Environment

Socio-Cultural environment: Critical elements of socio- cultural environment; Social institutions and systems; Social values and attitudes; Social groups, rising middle class in India; Emerging rural sector.

Corporate Governance and Social Responsibility of Business: Concepts, importance and Indian experience.

Political & Legal Environment: Critical elements of political environment; Salient features of the Consumer Protection Act 1986, the Foreign Exchange Management Act 1999, and the Competition Act 2002.

Unit IV: Business Environment in North East

Industrial Policy for North East India-NEIIPP 2007. Role and achievement of NEC, DONER, NEDFI in economic development of NER.

New Development Initiatives in NER, Vision Document 2020;

Look East Policy and the N.E.Region.

Suggested Readings:

1. Adhikary M, (2002)Economic Environment Business Theory & The Indian Case, Sultan Chand & Sons.
2. Anant K Sundaram and J Stewart Black,(2011) the International Business Environment – Text and Cases, Prentice Hall.
3. Aswathappa K, Essentials of Business Environment, Himalaya.
4. Cherunilam, Francis (2009), Global Economy and Business Environment, Himalaya Publishing House.
5. Ganesh G, (2010), Privatization in India, Mittal.
6. Government of India, Economic Survey (latest issues).
7. Misra S K and Puri V K,(2010) Economic Environment of Business, Himalaya.
8. Narasimham M, Economic Reforms - Development & Finance, UBSPD.
9. North East Vision 2020, DoNER.
10. Raj Agarwal,(2013), Business Environment, Excel.



CORPORATE LEGAL FRAMEWORK

Course Code: COM-PG-C102

Objective: The course aims at developing a comprehension about legal aspects for corporate functioning.

Unit I: Introduction and Formation of the company:

Nature and functions of companies, Lifting of the Corporate Veil, Formation of a company and types of companies, Memorandum of Association, Articles of Association, Alteration of Memorandum and Articles and limitations on power of alteration.

Promoters - meaning and importance; position, duties and liabilities, Corporate transactions – pre-incorporation contracts; doctrine of ultra-vires and common seal, Protection of persons dealing with a company - the doctrine of constructive notice; doctrine of indoor management.

Unit II: Company Management:

Sources of capital; classes and types of shares; Prospectus – definition; abridged prospectus; statement in lieu of prospectus, Transfer and transmission of securities in physical and depository modes. Directors – appointment/re-appointment of directors, qualifications, remuneration, vacation of office, retirement, resignation and removal; loans to Directors; their powers and duties; office or place of profit; role of Directors. Managing and whole-time Directors, manager, company secretary – appointment, reappointment, powers and duties, Meetings of directors and committees - frequency, convening and proceedings of Board /Committee meetings, minutes and evidence, General meetings - kinds of meetings and resolutions.

Unit III: Securities exchange Board of India (SEBI) Act 1992:

SEBI; Objective, Power and Functions, Power to Issue Directions, Investigations, Cease and Desist Proceedings.

Registration of Intermediaries; Prohibition of Manipulative and Deceptive Devices, Insider Trading, Finance, Accounts and Audit of SEBI, Penalties for Failures, Adjudications.

Securities Appellate Tribunal (SAT); Procedure, Powers, Legal Representation, Appeal to Supreme Court, Securities Appellate Tribunal(SAT), Appeals, Appearance before SAT

Powers of Central Government, Delegation of Powers, Appeal to the Central Government, Public Servants, Offences and Punishments, Power to Grant Immunity, Cognizance of Offences by Courts, Establishment of Special Courts, Offences Triable by Special Courts, Application of Code to Proceedings Before Special Court, Power of SEBI to Make Regulations, Listing agreements.

Unit IV: Competition Act 2002:

Competition Act, Objectives of the Act, Salient features-Anti Competitive Agreements, Prevention of abuse of dominant position, Combination, Competition Advocacy, Competition Commission of India.



Suggested Readings:

1. Sulphey M. M. , and Basheer, Az-har (2015), Laws for Business, PHI, New Delhi.
2. Maheshwari S K, and Maheshwari S N (2016), Elements of Corporate Law, Himalaya Publishing House, New Delhi.
3. Ghosh T P (2016), Companies Act 2013, Taxmann's, New Delhi.
4. Bhuwaneshwar Mishra (2015), Law Related to Insider Trading, Taxmann, New Delhi India.
5. Maheshwari S K, and Maheshwari S N (2016), Corporate Law, Himalaya Publishing House, New Delhi.
6. Agarwal S, Baby R J, and Agarwal A, (2015), SEBI Act A legal Commentary on SEBI Act 1992, Taxmann's, New Delhi.
7. Bhuwaneshwar Mishra (2016), Guide to Listing Obligations and Disclosure Requirements, Taxmann's, New Delhi.



ORGANISATIONAL BEHAVIOUR

Course Code: COM-PG- C103

Objective: This course is designed to equip students with insights of overall behavioural dynamics of an organisation.

Unit I: Introduction:

Concept, Nature, Characteristics, Conceptual Foundations and Importance, Models of Organizational Behaviour, Organisational Behaviour: Cognitive Framework, Behaviouristic Framework and Social Cognitive Framework.

Unit II: Perception and Attribution:

Concept, Nature, Process, Importance. Management and Behavioral Applications of Perception, Attitude: Concept, Process and Importance, Attitude Measurement, Attitudes and Workforce Diversity, Personality: Concept, Nature, Types and Theories of Personality Shaping, Personality Attitude and Job Satisfaction. Learning: Concept and Theories of Learning.

Unit III: Motivation, Leadership and Group Dynamics:

Theories of Motivation: Early and Contemporary views, Motivating a Diverse Workforce. Leadership: Style and Theories of Leadership-Trait, Behavioral and Situational Theories, Leadership styles in Indian Organisations. Analysis of Interpersonal Relationship, Group Dynamics: Definition, Stages of Group Development, Group Cohesiveness, Formal and Informal Groups, Group Processes and Decision Making, Dysfunctional Groups.

Unit IV: Organisational Power and Politics:

Concept, Sources of Power, Approaches to Power, Political Implications of Power: Dysfunctional Uses of Power, Knowledge Management & Emotional Intelligence in Contemporary Business Organisation, Organisational Change: Concept, Nature, Resistance to change, Managing resistance to change, Implementing Change, Kurt Lewin Theory of Change. Conflict: Concept, Sources, Types, Functionality and Dysfunctionality of Conflict, Classification of Conflict (Intra, Individual, Interpersonal, Intergroup and Organisational) Resolution of Conflict, Meaning and Types of Grievance and Process of Grievance Handling, Stress: Understanding Stress and Its Consequences, Causes of Stress, Managing Stress, Organisational Culture: Concept, Characteristics, Elements of Culture, Implications of Organisation culture, Process of Organisational Culture.

Note: Case study shall be an integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.

Suggested Readings:

1. Hellriegel. (2013), Organizational Behavior, Thompson Press (Indian Edition).
2. Hersey & Blanchard(1986), Management of Organisational Behaviour, Prentice Hall of India.
3. Luthans, Fred,(2013), Organisational Behaviour McGraw Hill.
4. Nelson, Quick & Khandelwal,(2011), Organizational Behavior Cengage Learning, India
5. Robbins, Stephen P.(2009), Timothy A Judge & Neharika Vohra 2012, Organisational Behaviour, Pearson, N. Delhi
6. Slocum, Fundamentals of Organizational Behavior, Thompson Press (Indian Edition)
7. Atkinson & Raynor (eds) (1978), Personality, Motivation & Achievement, John Wiley & Sons.
8. Dwivedi, (2006), Human Relations & Organizational Behavior. MacMillan India.
9. Greenburg & Baron (2003), Behaviour in Organizations, Prentice Hall of India. New Delhi.



ADVANCED BUSINESS STATISTICS

Course Code: COM-PG- C104

Objective: This course is carved to acquaint students with inferential statistical techniques and inculcate soft skills to their analytical capabilities.

Unit - I: Introduction:

Need of statistics for Business decision making, Graphical Presentation of data using softwares.

Probability theory: Concept and Approaches, Independent and Dependent Events, Mutually Exclusive Events. *Theoretical Distributions* – Binomial, Poisson and Normal.

Sampling ; Population and Samples, Types of Sampling, Sampling of Variables –Sampling of Attributes

Sampling Distribution, Point and Interval Estimation.

Unit - II: Analysis of Multivariate Data

Correlation Analysis; Properties of Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation(ρ), Simple and Partial Correlation, P-Value. Business implications.

Regression analysis; Constants, Properties, Methods; Simple Regression, Multiple Regression; Constants, properties, Application in business and finance.

Use of MS Excel and SPSS for: Correlation and Regression analysis

Unit - III: Testing of Hypotheses

Types of hypotheses – Steps involved – Level of Significance –Type I and Type II errors — Test for single mean for small and large samples – Test for difference between two means for small and large samples – Paired t test, Analysis of variance (ANOVA) one way and two way classifications – F test – Chi-square test – Mann Whitney U test – Wilcoxon signed rank test – Kruskal Wallis Test for equality of several means.

Use of SPSS and other free wares for testing Hypotheses.

Unit -IV: Analysis of Time Series Data

Components of Time series – Additive and multiplicative models –Measurement of trend by moving averages and by least square methods – Construction of seasonal indices by sample averages and ratio to moving averages – create the seasonality graph by using E-views – conduct the time series analysis and forecasting by using the iNZight package– conducting Trend Analysis, Moving Average, Exponential Smoothing, Decomposition Analysis, Correlogram and Linear Regression by using Zaitun Time Series package.

Activities: Students will be trained to use statistical software and will gain analysis and interpretation of results so obtained.



Suggested Readings

1. Gupta, S.P. & Gupta, M.P.(2015), Business Statistics, Sultan Chand & Sons, New Delhi
2. Levin, R.I. & Rubin D.S.,(2010) Statistics for Management, Prentice Hall of India (PHI), New Delhi.
3. Amir Aczel & Jayavel Sounderpandian(2010), Complete Business Statistics (6th Edition), Tata Mcgraw Hill Education Private Limited, New Delhi.
4. Davis & Pecar(2009) Business Statistics using Excel, Oxford University Press.
5. Winston, Microsoft Excel (2013), Data Analysis and Business Modeling, Prentice Hall of India (PHI), New Delhi.
6. Berenson Mark,(2015), Basic Business Statistics 5/E with SPSS, Pearson Education.
7. Andy Field,(2013) Discovering Statistics using SPSS, SAGE publication, London.
8. George A. Morgan, Nancy L. Leech, Gene. W. Gloeckner & Karen C. Barrett(2014), SPSS for Introductory Statistics Use and interpretation (Second Edition), Lawrence Erlbaum Associates, Publisher, London.
9. Zaitun Software Developer Team, Zaitun(2010) Time Series User Manual, http://www.zaitunsoftware.com/system/files/zaitunTS_ENmanual.pdf.
10. George E. P. Box, Gwilym M. Jenkins, Gregory C. Reinsel,(2013) Time Series Analysis: Forecasting and Control, 4th Edition, Wiley India.



MARKETING MANAGEMENT

Course Code: COM-PG-C105

Objective: This course is designed to inculcate the students with knowledge and skills essential for marketing and applied marketing research.

Unit-I Introduction

Nature and Scope of Marketing: Meaning, Importance, Process, Marketing Mix (Basic Concept) Evolution of Marketing Concepts, Selling vs Marketing,

Marketing Environment: Meaning, Internal and External Environment – (Micro and Macro Environment), Importance of Scanning Marketing Environment.

Unit-II Understanding Consumer Behaviour & Selecting Target Market:

Buyer Behaviour- meaning, factor influencing buyer behaviour, buying decision process, types of buyer behaviour situation, Consumer vs. business buying behaviour

Market Segmentation, Targeting and Positioning: Meaning and importance of market segmentation, bases of market segmentation, Criteria for effective market segmentation,

Market Targeting meaning, strategies of Market Targeting, Positioning- meaning & criteria of effective positioning, Product differentiation, Repositioning.

Unit- III. Product Decision and Pricing

Product Decision: Product concept meaning and Product classification, Product mix , Product line strategies, Services- Nature and meaning of services, service marketing mix.

Product innovation, Product life cycle, implication of PLC on marketing Strategies.

Branding; criteria for selecting brand name, packaging and labelling.

Brand Equity; Aker model and Keller model of Brand equity.

Pricing: Objectives, factor influencing pricing, basic method of pricing,

Price adjustments- meaning and techniques, Price change- Initiating Price Change i.e. Price cuts, price increase, responding to price changes by competitors, Pricing of new products.

Unit-IV Distribution and Promotion Decisions

Distribution Decision: Distribution Channels and Logistics; Concept and Functions, Various Channels and levels, Factors influencing the choice of channel, Channel Management,

Marketing Intermediaries; middlemen – meaning, types and role.

Promotion Decision: Marketing Communication, Meaning and function, Communication Process, Promotion Mix- Components of Promotion Mix – Advertising, Sales Promotion, Public relation and publicity, Advertising Vs Publicity, Personal Selling.



Emerging Trends / Issues in Marketing- CRM, Marketing of Services, Rural Marketing, Online Marketing, Green Marketing.

Suggested Readings

1. Arun Kumar and N Meenakshi,(2006) Marketing Management, Vikas.
2. McCarthy and Perreault, (2004) Basic Marketing Managerial Approach, Irwin.
3. Philip Kotler and Armstrong, (1999) Principles of Marketing Prentice Hall.
4. Philip Kotler, (2004) Marketing Management – Analysis, Planning, Implementation and Control, Prentice Hall.
5. Philip Kotler, Keller Koshy and Jha, (2000) Marketing Management – A South Asian Perspective, Pearson.
6. Ramaswamy and Namakumari, (2010) Marketing Management, Macmillan,
7. Srinivasan R. (2008) Case Studies in Marketing: The Indian Context, Prentice Hall.
8. Stanton, Etzel and Walker, (2007) Fundamentals of Marketing, McGraw Hill.
9. Still, Cundiff and Govoni, (1997) Sales Management: Decisions, Strategies and Cases, Prentice Hall



MANAGERIAL ECONOMICS

Course Code: COM-PG- C106

Objectives: To familiarise students with the importance of economic approaches in managerial decision making.

Unit – I Introduction

General Foundations of Managerial Economics - Economic Approach - Circular Flow of Activity - Nature of the Firm - Objectives of Firms -Demand Analysis and Estimation - Individual, Market and Firm demand -

Determinants of demand - Elasticity measures and Business Decision Making

- Demand Forecasting.

Unit-II Firm Theories

Law of Variable Proportions - Theory of the Firm – Production Functions in the Short and Long Run - Cost Functions – Determinants of Costs – Cost Forecasting - Short Run and Long Run Costs –Type of Costs -

Analysis of Risk and Uncertainty.

Unit-III Market Structures and Competitions

Product Markets -Determination Under Different Markets - Market

Structure – Perfect Competition – Monopoly – Monopolistic Competition –

Duopoly - Oligopoly - Pricing and Employment of Inputs Under Different

Market Structures – Price Discrimination - Degrees of Price Discrimination.

Unit-IV Introduction to Macro- Economics, and Economic Environment

Introduction to National Income – National Income Concepts - Models

of National Income Determination - Economic Indicators - Technology and

Employment - Issues and Challenges – Business Cycles – Phases – Management

of Cyclical Fluctuations - Fiscal and Monetary Policies.

Macro Economic Environment - Economic Transition in India - A

quick Review - Liberalization, Privatization and Globalization - Business

and Government - Public-Private Participation (PPP) - Industrial Finance -

Foreign Direct Investment(FDIs)

Suggested Readings

1. Maheswari Y(2009), Managerial Economics, PHI Learning, New Delhi.
2. Gupta G.S(2005) Managerial Economics, Tata McGraw-Hill, New Delhi.
3. Moyer & Harris,(2005), Managerial Economics, Cengage Learning, New Delhi.
4. Geetika, Ghosh & Choudhury, (2011), Managerial Economics, Tata McGraw-Hill, New Delhi.



CORPORATE ACCOUNTING AND REPORTING

Course Code: COM-PG-C 201

Objective is to enhance students' understanding about corporate accounting practices with emphasis on the implications of Ind AS.

Unit I: Preparation of Financial Statements:

Presentation of Financial Statements (Ind AS 1), Balance Sheet, Statement of Profit and Loss, Statement of Cash Flows (Ind AS 7) , **Accounting policies, changes in accounting estimates and errors (Ind AS 8)** , Fair Value Measurement (Ind AS 113).

Unit II: Accounting for Business Combinations:

Accounting for Business Combinations (Ind AS 103) , acquisition method- Recognition and measurement of the identifiable assets acquired, liabilities assumed and any non-controlling interest in the acquiree, consideration for combination including cash and cash equivalents and the fair value of any non-cash consideration.

Foreign Exchange Transactions: **Effects of changes in foreign exchange rates and financial reporting in hyperinflationary economies: Ind AS 21 and Ind AS 29.**

Unit III: Accounting for Group Companies:

Accounting for investments in subsidiaries, joint ventures and associates- Separate financial statements: (Ind AS 27), **Investment in associates and joint ventures: (Ind AS 28)**, Consolidated Financial Statements (Ind AS-110)

Unit IV: Corporate Reporting and Disclosures:

Corporate Disclosure: Purpose, Type of Disclosure, Fair Disclosure and its objectives, Determinants of the extent of Disclosure. Segment Reporting: **Operating segments: (Ind AS 108)**, **Related-party disclosures: (Ind AS 24)**, **Interim financial reporting: (Ind AS 34)**, Disclosure requirements for financial instruments as addressed in three standards :(Ind AS 107, 'Financial Instruments: Disclosure', Ind AS 32, 'Financial Instruments: Presentation', Ind AS 109, 'Financial Instruments', - requirements for recognition and measurement: Sustainability Reporting.

Note: Indian Accounting Standards (Ind AS) as revised from time to time will be applicable.

Activity: Students are required to deal with Corporate Annual Reports.

Suggested Readings:

1. Arulanandam & Raman, (2011) Advanced Accounting, Himalaya Publications, New Delhi.
2. Basu & Das, (2010) Practice in Accountancy, Rabindra Library, Kolkata.
3. Hanif & Mukherjee, (2016) Corporate Accounting, TMG, New Delhi.
4. Maheshwari & Maheshwari, (2015) Advanced Accountancy, Vikash Publications, New Delhi.
5. Shukla & Grewal, (2011) Advanced Accounting, S. Chand, New Delhi.
6. Srinivasan, (2016) Law & Practice relating to Company Accounting Standards, Taxmann, New Delhi.
7. Mohapatra, A K Das (2011), International Accounting, PHI, New Delhi.
8. Rajsekharan, V.; Lalitha, R. (2011) Corporate Accounting, Pearson, New Delhi.
9. Zack, Gerad M. (2009) Fair Value Accounting Fraud: New Global Risks and detection Techniques, Wiley Canada.
10. Greuning, Hennie Van. (2009) International Financial Reporting Standards: A Practical Guide, World Bank Publications, Washington.



FINANCIAL MANAGEMENT

Course Code: COM-PG-C202

Objective: This course is developed to equip students with knowledge and skills essential for management of funds.

Unit- I: Introduction

Financial Management: Meaning, nature and scope, goal – profit, wealth, value maximization.

Finance functions – Investment, financing and dividend decisions.

Relationship of Finance with other disciplines, time value of money

Sources of Finance: Long-term, medium-term, and short-term; domestic and international sources

Unit II: Capital Budgeting and Cost of Capital

Globalised sources of finance and cost of capital an overview.

Capital Budgeting: Nature of investment decisions, investment evaluation criteria –Non-Discounted and Discounted Cash flow Techniques, capital rationing, risk analysis in capital budgeting.

Cost of Capital: Meaning and significance; calculation of cost of debt, preference capital, equity capital and retained earnings, Weighted Average Cost of Capital.

Unit III: Capital Structure

Leverages: Operating and Financial Leverage: Measurement of leverages; Effects of operating and financial leverage on profit; analysing alternate financial plans; Combined Leverage.

Capital Structure Theories: NI NOI, Traditional Theory and M-M approach ; determining capital structure in practice.

Unit IV: Dividend Policies and Working Capital Management

Issues in Dividend decisions: Concepts and issues, forms of dividends, types of dividend policy ,Walter’s model, Gordon’s model;

M-M hypothesis: dividend and uncertainty, relevance of dividend. Forms of dividend; Stability in dividend policy; corporate dividend behaviour, Dividend policy in practice.

Management of Working Capital: Meaning, significance and types of working capital;

Estimation of working capital requirements; factoring services.

Management of Cash, Receivables and Inventory: Dimensions of working capital management financing of working capital and norms of bank finance; Baumol’s Model

Suggested Readings:

1. Archer, Stephen, H., Choate G Marc, Racette, George (2010); Financial Management; John Wiley, New York.
2. Bhattacharya, Hrishikesh (2005) Working Capital Management: Strategies and Techniques, Prentice Hall.



3. Block, Stanley B, Geoffrey A Hilt (2003) Foundations of Financial Management; Richard D. Irwin, Homewood, Illinois.
4. Brealey, Richard A and Steward C. Myers (2011) Corporate Finance, McGraw Hill; New York.
5. Chandra, Prasanna (2010) Financial Management, Tata McGraw Hill.
6. Hampton, John (1998) Financial Decision Making, Prentice Hall.
7. Khan MY, Jain PK (2008) Financial Management; Tata McGraw Hill.
8. Pinches, George E (1998) Essentials of Financial Management; Harper and Row, New York.
9. Van Horne, J.C. & J.M Wachowicz Jr (2010) Fundamentals of Financial Management, Prentice Hall.



HUMAN RESOURCES MANAGEMENT

Course Code: COM-PG- C203

Objective: To familiarize the students with concepts and intricacies in handling the human resource effectively.

Unit I: Introduction:

Human Resources Management (HRM); Nature, Scope and Functions, Personnel Management vs HRM

Knowledge economy and Human Resources (HR), Modern HR challenges, Strategic Framework of HR – people as competitive advantage, Emergence of the New People Management (NPM) concept.

Unit II: HR Acquisition:

Human Resource Planning – Meaning, importance, benefits, process, requisites and impediments. Job analysis, job description, job specification, job design – basic concept and applications, Expanding the talent pool - Recruitment, selection, placement and induction – concepts, methods.

Unit III: HR Maintenance & Human Resource Retention:

Training and Development – challenges, methods, Training for leadership, creativity and quality, Executive Development, MDPs. Promotions, Transfers. Managing careers, career stages, Succession planning, Work-life balance, Performance Management Systems (PMS) – need and importance, Performance vs Potential Appraisal, Corporate Appraisal methods, 360-degree PMS, HR Compensation Framework (*Base, Variable, Supplementary*), Job evaluation systems, Separation, Organisational Exit, Exit Interviews.

Unit IV: International HRM:

Global economy and HRM, Concept of International HRM, Cultural differences, International Recruitment, selection policies, International Training & Development, Leadership and motivational issues in Global HRM context.

Activity: Case study and Role Play are integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.

Suggested Readings:

1. Rao, V. S. P., (2010), Human Resource Management-Text and Cases, 3/e Excel Books.
2. Edwin Flippo, (1984), Personnel & Human Resource Management, Tata McGraw Hill.
3. Snell, Bohlander, Vohra, (2012), HRM -A South Asian perspective, Cengage Learning.
4. Gupta, C. B., (2008), Human Resource Management, Sultan Chand & Sons.
5. Sarma, A.M,(2002), Personnel & Human Resource Management, Himalaya Publishing House.
6. Gomez Mejia, Balkin, Cardy, (2015), Managing Human Resources, Pearson Education.
7. Lepak, Gowan, (2008), Human Resource Management, Pearson Education.



FINANCIAL INSTITUTIONS AND MARKETS

Course Code: COM-PG- C204

Objective: The course is designed to develop among students an understanding about the financial markets

Unit I: Introduction

Saving and Intermediation, Transfer process proposed by Goldsmith, Financial Intermediation and Transmutation effect, Organization of the Financial System, Phases of Development of Indian Financial System; Challenges of Indian Financial system

Unit II: Financial Markets

Stock and Debt Market

- a. Primary Issue market of Equity, IPO management, role of Merchant bankers in IPO management, Book Building Process, Green Shoe Option, Anchoring. Challenges of the Primary Market in India.
- b. Primary Issue market of Debt, Registration of trustees, Construction and management of special purpose entity or special purpose vehicle (SPV), Schemes of SPV, Public offer of SDI, Rights of investors, Listing of SDIs, Inspection and disciplinary procedure, Action in case of default
- c. Secondary Market, Trading and settlement, Dematerialization process, Depository and its role, Some concepts of Chart reading, Cash/Spot Market and Derivative Market. SEBI and its Role in the Stock Market

Unit III: Money Market and Foreign Exchange Market

Money market, Components of Money Market, Role of RBI in money market, Instruments of Money market, Foreign exchange market, role of RBI in foreign exchange and regulation in India, International Money market, LIBOR, settlement processes.

Unit IV: Banks and other allied institutions

Schools of Banking Process (American, British and German), Fund based and fee based banks, Factors affecting banking, Challenges of Banking, Retail Vs Wholesale banking

Commercial Banks in India, Definition, characters, Functions, services, Risk Management in Commercial Banks, RBI and its guidelines on Asset and Liability Management, Capital Adequacy requirement, Risk Adjusted Capital adequacy.

NBFC and its role in Indian Financial System. Mutual Funds and AMCs, NFO, Role of AMFI, NAV calculation, Various types of MFs, Settlement and trading.

Development Banks and its Role in Indian Financial System

Suggested Readings

1. Khan,(2012) Indian Financial System, Tata McGraw-Hill, Delhi
2. Dutta Abhijit(2015), Indian Financial System, Excel Books, Delhi



3. Machiraju,(2010) Indian Financial System, Prentice-Hall of India, Delhis
4. Fabozzi, Modigliani Jones and Ferri, (2010) Foundations of Financial Markets and Institution, PHI, New Delhi.
5. Avdhant(2009) Investment and Securities Markets in India, Himalaya Publication, Delhi.
6. Bhole, L.M. (2010): Financial Markets and institutions, Tata McGraw Hill, Delhi.
7. Varshney, P.N(2006) India Financial System, Sultan Chand & Sons, New Delhi.
8. Averbach, Rebert D(2011) Money, Banking and Financial Markets; MacMillan, London.
9. Srivastava R.M(2012):Management of Indian Financial institution, Himalaya Publishing House, Mumbai.
10. Verma JC(2010) Guide to Mutual Funds and Investment Portfolio, Bharat Publishing House, New Delhi.
11. Gorden and Natarajan(2005),”Financial Markets and Services”. Himalayan Publishing House, N.Delhi.
12. Srivastava, R.M. and Nigam, D.(2009) , Management of Indian Financial Institutions, Himalaya Publishing House, New Delhi.



ENTREPRENEURSHIP DEVELOPMENT

Course Code: COM-PG- O205

Objective: This course is incorporated to equip students with knowledge on entrepreneurial development, creativity and skills essential for business plan development.

Unit -I Introduction

Concept of Entrepreneur and Entrepreneurship; Role of Entrepreneurship in Economic Development; Factors impacting emergence of entrepreneurship; Managerial vs. entrepreneurial approach; Types of Entrepreneurs. Characteristic of successful entrepreneurs; Entrepreneurship process; Women Entrepreneurs; Social entrepreneurship; Entrepreneurial challenges.

Unit –II Entrepreneurial Traits, Motivation and Development

Types of startups; Entrepreneurial class Theories; EDP Programmes; Characteristics of entrepreneurial leadership; International Entrepreneurship-

Opportunities and challenges; Source of innovative ideas; Entrepreneurship and creativity; Techniques for generating ideas, Impediments to creativity, SWOT.

Entrepreneurial Ethics. Success stories of some Indian entrepreneurs.

Unit –III Entrepreneurship Development Institutions

Government Initiatives; MSME, KVIC, NEISBUD, DIC, SSI, (Special reference to Sikkim)

Policies for North Eastern Region; Role of government in entrepreneurship development; Recent trends, Vision 2020.

Institutional Support: SIDBI, NABARD, State Cooperative Banks.

Unit-IV Enterprise Launching Feed back and follow-up

Project Development; Identification of business idea, Preparation of Project Report, Project Organisation, Project Implementation.

Launching the Enterprise: Registration; Approvals and Clearance.

Project Control; Feed Back and Follow-up.

Activities: Course will involve development of feasible Business Plan by students in Groups. Case studies may be developed and discussed for students' exposure to practical scenario.

Suggested Readings:

1. Kumar, Arya, (2010) Entrepreneurship: Creating and Leading an Entrepreneurial Organization, Pearson, India.
2. Hishrich., Peters,(2008) Entrepreneurship: Starting, Developing and Managing a New Enterprise, Irwin.
3. Allen, K.R.,(2001) Launching New Ventures: An Entrepreneurial Approach, Cengage Learning.



4. Ramachandran, K.,(2010) Entrepreneurship Development, Tata McGraw Hill, India.
5. Roy, Rajeev, (2009)Entrepreneurship, Oxford University Press.
6. Hisrich, Robert D.(2012) Michael Peters and Dean Shepherd, Entrepreneurship, Tata McGraw Hill, New Delhi.
7. Holt, David H.,(2004) Entrepreneurship: New Venture Creation, PHI Learning.
8. Kuratko, D.F., and T. V. Rao,(2010) Entrepreneurship: A South-Asian Perspective, Cengage Learning.
9. Robert, H. M., Manimala, M. Peters, and D. Shepherd(2008), Entrepreneurship, Tata McGraw Hill, India.
10. Barringer, B. R., and R. D. (2005) Ireland, Entrepreneurship: Successfully Launching New Ventures, Pearson Education, India.
11. Natarajan., K and E. Gordon,(2006), Entrepreneurship Development, Himalya Publication, India.
12. Vasant., Desai, (2006)Small- Scale Industries and Entrepreneurship, Himalya Publication, India



COMPUTER APPLICATIONS IN BUSINESS

Course Code: COM-PG- C206

Objective: This course is designed with a view to enrich students' skill in business oriented application of electronic technology.

Unit - I: Basic features of word processor – Text manipulations – Usage of Numbering, Bullets, Headers and footers – features of page setup: page orientation – multi columns designs – Usage of Spell Check and Find and Replace – Text Formatting – Picture Insertion and Alignment – Creation of Table of Content – Creation of Citations – Insert bibliography – Inserting Symbols, equations in Documents – Mail Merge Concept – Creation of Tables, Formatting Tables – Splitting the Screen.

Unit - II: Basic features of excel spreadsheet – data transposes, auto fill, formatting the cell, copying and moving the worksheet, absolute references and relative references, writing the formula, inserting the functions: Financial functions – Logical functions – Look up and reference function. Conditional formatting – Create the chart – sorting the data – remove duplicate data – text to column – Financial statement forecasting – using what if analysis : data table – goal seek – scenario. Modeling examples: Present Value and Net Present Value – The difference between Excel's PV and NPV Functions – Internal Rate of Return and Loan amortization Tables.

Unit - III: Basic features of PowerPoint presentation – create and working on PowerPoint presentation – Inserting, Deleting, copying and duplicate the PowerPoint slides – adding Tables, Graphs, Music and Movies in the PowerPoint presentations – Creating the visual effects to the PowerPoint presentations – Introduction to Internet – Features of Internet browsers – search engines and its strategies – basic features and working principles of Email, concepts of Carbon Copy (CC), Back Carbon Copy (BCC) and forwarding the emails – creating the group mail Id. Creation of online data base by using the Google Docs – create the online survey form – Visualizing the online survey results – using the online cloud storage such as Dropbox, One Drive, My briefcase.

Unit - IV: Enterprise Resource Planning (ERP) system – ERP basic features – benefits – selection – implementation. Tally basic and advance features – Company Creation – Configure and Features settings – Ledger Creation with predefined Primary Groups, Predefined Sub Groups and New Sub Groups – Creating Stock Items and Groups – Preparation of Ledger accounts on Tally – Preparation of Invoices – Vouchers Entry – Generating Reports: Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Funds Flow Statement, Cash Flow Statement and Display of final accounts – Ratios – Selecting and shutting a Company – Backup and Restore data of a Company.

Practical /Lab Activities

Suggested Readings

1. Wallace Wang,(2010) Microsoft Office 2007 for Dummies, Willey Publishing Inc.
2. Joan Preppernau & Joyce Cox,(2009) Microsoft Office Word 2007 Step by Step, Microsoft Press, US
3. Curtis Frye,(2008) Microsoft Office Excel 2007 Step by Step, Microsoft Press, US
4. Egbert Jeschke, Helmut Reinke, Sara Unverhau, Eckehard Pfeifer, Bodo Fienitz & Jens Bock,(2014) Microsoft Excel 2010 Formulas and Functions Inside Out, Microsoft Press, US
5. Barbara Obermeier & Ted Padova,(2010) PowerPoint 2007 Just the Steps for Dummies, Willey Publishing Inc.



6. Brad Hill,(2009) Google for Dummies, Wiley Publishing Inc.
7. John R. Levine & Margaret Levine Young,(2009) The Internet For Dummies, Willey Publishing Inc.
8. Asok K. Nadhani,(2010) Tally 9 Training Guide, BPB Publication,
9. A.K.Nadhani & K.K.Nadhani,(2012) Implementing Tally 9 (Comprehensive Guide for Tally 8.1 & 9), BPB Publication,
10. Ellen Monk & Bret Wagner,(2013) Enterprise Resource Planning, (3rd edition), CENGAGE Learning Custom Publishing.



STRATEGIC MANAGEMENT

Course Code: COM-PG-O 301

Objective: To familiarise the students with the concepts, tools and techniques of Strategic Management so as to make them a competent problem-solver in dynamic business affairs.

Unit I Conceptual framework:

Introduction Concept of strategy, Vision, Mission, Goal, Objective, Strategic Management Process, Corporate planning –an overview, SBU, Modes of strategic decision making, Strategic intent, Hierarchy of strategy, Basic model of Strategic Management. Strategic fit and stretch, Strategic Drift, Characteristics of strategic decisions, Levels of strategy.

Unit II Strategy formulation:

Environmental Scanning, SWOT analysis, Internal and External environmental analysis, Competition Analysis: Porter's Five Forces Theory, Generic strategies, Competitive Advantage, Value chain analysis, Mckinesey's 7s frame work, Balance Score card.

Unit III Strategic Choice:

Bases of strategic choice: Concept of SBUs, Basis of competitive advantage (*Bowman's strategic clock*); Enhancing SBU strategy (*corporate parenting*), sustaining competitive advantage (*Porter's generic strategy*); Corporate level / grand strategies (*stability, expansion, retrenchment, combination* – family tree representation), managing corporate portfolio (*BCG, GE Nine cell, Hofer's Product-Market evolution & directional policy matrices*); directions for strategy development.

Unit IV Strategic Implementation and Control:

Who implements strategy and what must be done? Organising for action, Corporate Development Stages, Re-engineering, MNCs and Strategy implementation, Staffing and Directing, Executive Succession, Downsizing, Leading/Directing, Management by Objective (MBO), Management by Exception, Total Quality Management(TQM), Importance & Nature of Strategic Evaluation; Strategic and Operational Control; Evaluation Techniques for Strategic and Operational Control.

Note: Case study shall be an integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.

Suggested Readings

1. Johnson, Scholes, Whittington (2005). Exploring Corporate Strategy, Pearson/PHI.
2. Azhar Kazmi, (2008). Strategic Management & Business Policy, Tata McGraw Hill.
3. Porter, (1980). Competitive Strategy, Free Press.
4. P Subba Rao, (2010). Business Policy and Strategic Management, Himalaya Publishing House.
5. Hitt, Hoskisson, Ireland, (2009). Management of Strategy, Cengage Learning.
6. Hill, Jones, (2013). An Integrated approach to Strategic Management, Cengage Learning.
7. Pitts, Lei, (2006). Strategic Management, Cengage Learning.
8. Porter, (1985). Competitive Advantage, Free Press.
9. Porter, (1990). Competitive Advantage of Nations, Free Press.
10. Fleisher, Bensoussan, (2015). Business & Competitive Analysis, Pearson Education.



INTERNATIONAL TRADE

Course Code: COM-PG-C302

Objective: This course is designed to acquaint students with the international organisations essential for conduct of trade

Unit I: Theories of Trade and Investment:

Absolute and comparative advantage theories, Modern theory of trade- Heckscher-Ohlin theory; Terms of trade; Theory of international trade in services.

Foreign investment: Types, theories and barriers.

Unit II: Export Import Documentation & Institutional Support:

Export Import Documents: An Overview, Processing of an Order, Terms of Payment, Export Financing, Import Finance, Institutions for Export promotion in India and Export assistance in India.

Unit III: Regional and International Economic Environment:

EU, NAFTA, SAFTA, ASEAN, SAARC, BIMSTEC and other grouping.

India and WTO, UNCTAD, IMF, World Bank: An overview.

Unit IV: Recent Developments in International Trade:

Global competitiveness, Technological Advantage and Trade, Ecological and social debates.

Suggested Readings:

1. Institute of Company Secretaries of India (2015), WTO International Trade and Collaborations, Taxmann's, New Delhi
2. Bhattacharya B (1996), Going International response Strategies for Indian Sector, Wheeler Publishing Co. New Delhi.
3. Bastable, C F (2010), The Theory of International Trade, Nabu Press, NJ, USA.
4. Black and Sundaram(1996), International Business Environment, Prentice Hall India.
5. Aserkar R, and Paul J (2014) Export Import Management, OUP, New Delhi.
6. Sudhir Kochhar (2014) IBO4 Export Import Documentation and Procedures, Gully baba Publishing House, New Delhi.
7. Gangadeep Khillan(2015) IBO3 India's Foreign Trade, Gully baba Publishing House, New Delhi.



PROJECT MANAGEMENT

Course Code: COM-PG-C303

Objective: This course is designed for students' orientation towards development and management of business projects, and inculcate skills essential for handling projects.

Unit I: Introduction

Definition, Objective, Scope and Nature, Concepts, Philosophy, Principles.

Project Features; Project types, and Regulatory framework.

The Project Life Cycle: Phases of Project Management Life Cycle, Project Management Processes, Impact of Delays in Project Completions.

Taxation; Incentives, Planning and Investment decisions, Zero based project formulation.

Project Identification Process; Project Initiation, Pre-Feasibility Study, Feasibility Studies, Project Break-even point.

Unit II: Planning and Organization

Project Planning: Introduction, Project Planning, Need of Project Planning, Project Life Cycle, Roles, Responsibility and Team Work, Project Planning Process, Work Breakdown Structure (WBS).

Responsibilities of Project Leader; Relationship between Project Manager and Line Manager, Leadership Styles for Project Managers, Conflict Resolution, Management of Team, Diversity and Change.

Unit-III : Resource Allocation and Information flow

Resources Considerations in Projects: Resource Allocation, Scheduling, Project Cost Estimate and Budgets, Cost Forecasts, Quality, Quality Concepts, Value Engineering, Purchase Cycle, Contract Management, Procurement Process. Social Cost Benefit Analysis.

PERT and CPM; Introduction, Development of Project Network, Time Estimation, PERT Model, Measures of variability, CPM Model, Network Cost System.

Project Management Information System(PMIS);Need, Plan and Design.

Unit-IV: Project Appraisal and Control

Project Close-out; Termination and Follow-up: Introduction, Project Close-out, Steps for Closing the Project, Project Termination, Project Follow-up

Project Risk Management; Role, Steps, Risk Identification, Risk Analysis, Remedial Measures for Risk aversion.

Performance Measurement; Productivity, Performance Evaluation, Benefits and Challenges, Controlling the Projects.

Activities: Case studies of popular successful and failed projects will be discussed.



Suggested Readings:

1. Project Management Institute (2013) A Guide to the Project Management Body of Knowledge (PMBOK Guide) Fifth Edition, PMI, PEN, USA.
2. James P. Lewis(2010), Project Planning, Scheduling, and Control: The Ultimate Hands-On Guide to Bringing Projects in On Time and On Budget , Fifth Edition. Mc Graw Hills Professional. NY. USA.
3. Harold R. Kerzner,and International Institute for Learning (2010), Project Management - Best Practices: Achieving Global Excellence (The Iil/Wiley Series in Project Management), John Wiley & Sons; 2nd Edition, NY, USA.
4. Nancy Lyons (2012), Interactive Project Management: : Pixels, People, and Process, 1/e, Pearson Education, New Delhi.
5. Richard Newton (2012), The Project Management Book: How to Manage Your Projects To Deliver Outstanding Results, 1/e, Pearson Education, New Delhi.
6. Shri Narendra Singh(2015), Project Management and Control, Himalaya Publishing House, New Delhi.
7. Nagarajan K (2015), Project Management, New Age International, New Delhi.
8. Das S C (2015), Project Management, PHI, New Delhi.



BUSINESS ETHICS AND CORPORATE GOVERNANCE

Course Code: COM-PG-C401

Objective: The course is designed to foster candidates' understanding of the ethical influences on economic, financial, managerial and environmental aspects of business.

Unit I: Conceptual framework:

Business Ethics- An overview- Concept, nature, evolving ethical values, Arguments against business Ethics. Work life in Indian Philosophy: Indian ethos for work life, Indian values for the work place, Work-life balance, Application of Ethical theories in Business

(i) Utilitarianism (J. Bentham and J.S. Mill),

(ii) Deontology (I. Kant) Virtue Ethics (Aristotle), Economic Justice: Distributive Justice, John Rawls Libertarian Justice (Robert Nozick)

Unit II: Ethics and Corporate Excellence:

Relationship between Ethics & Corporate Excellence-Corporate Mission Statement, Code of Ethics, Organizational Culture, TQM, Gandhian Philosophy of Wealth Management-Philosophy of Trusteeship, Ethical Issues in Functional Areas of Business:

(i) Marketing: Characteristics of Free & Perfect competitive market, Monopoly oligopoly, Ethics in Advertising

(ii) Finance: Fairness and Efficiency in Financial Market, Insider Trading, Green Mail,

(iii) HR: Workers Right and Duties: Work place safety, sexual harassment, whistles blowing.

(iv) Ethics in Information Technology.

Unit III: Corporate Governance:

Origin and Development of Corporate Governance, Theories underlying Corporate Governance (Stake holder's theory and Stewardship theory, Agency theory, Separation of ownership and control, corporate Governance Mechanism: Anglo American Model, German Model, Japanese Model, Indian Model, OECD, emphasis on Corporate Governance, Ethics and Governance, Process and Corporate Governance (Transparency Accountability and Empowerment).

Unit IV: Role Players:

Role of Board of Directors & Board Structure, Role of Board of Directors, Role of the Non executive Director, Role of Auditors, SEBI Growth of Corporate Governance, Role of Government, Corporate governance in India, Kumaramangalam Birla Committee, CII, Report, Cadbury Committee.

Note: Case study may be an integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.



Suggested Readings:

- 1) C.S.V.Murthy, (2011), Business Ethics and Corporate Governance, Himalaya Publishing House.
- 2) 2. Francis & Mishra, (2009), Business Ethics, Tata McGraw Hill.
- 3) 3. Fernando, (2009), Corporate Governance, Pearson Education.
- 4) S. Prabakaran, (2009), Business Ethics & Corporate Governance, Excel Books.
- 5) Mallin, (2013), Corporate Governance, Oxford University Press.
- 6) U.C.Mathur, (2005), Corporate Governance & Business Ethics, MacMillan Publishers



E-COMMERCE

Course Code: COM-PG-C402

Objective: The course is designed with an objective to inculcate in students with skills related to application and analysis via electronic media in the field of commerce and trade.

Unit: I Introduction:

Evolution, Perspectives, Need, Qualities of an effective E-Commerce Model

Managerial Implications of E-Commerce

Models of E-Commerce; B2C, B2B, G2B, C2C, Revenue Model

Current Trends in E-Commerce; Cases

Concepts; Hypertext publishing and hypertext information network, URLs, HTTP, HTTPD servers, HTML, HTML forms and CGI gateway service

Unit: II Operational Process

Internet Protocols: Layers and networking, OSI layering and TCP layering: TCP, UDP, IP, DNS, SLIP, and PPP; Emerging scenario in ISP.

Workflow Management; Digitization of Products, Services and Processes, Media convergence.

EDI; Features, Architecture, Standards, Cost, VANs.

Unit: III Web Designing and Simulation of Transactions

Role of web site in B2C e-c commerce; web-site strategies and website design principles, push and pull technologies, methods of communication.

Electronic Payment System: Features, Components of an effective E-payment system and Types. Cases

Unit: IV Security and Legal Concerns

Regulatory Interface for start-up, Risk management; Layers of Security; Fire Walls

Threats; Source and Types, Security; exposure of resources, Policy

Corporate Digital Library. I.T. Act, 2000 and amendments of 2008.

Practical/ Lab Activities

a) Web Designing, b) Analysis of recent developments, c) Case Studies

Suggested Readings

1. Agarwal, K.N and Deeksha Ararwalar (2009), Business on the Net; What s and How s of E-Commerce; Macmillan, New Delhi.



2. Agarwal, K.N and Deeksha Ararwala (2012), Business on the Net; Bridge to the Online Storefront; Macmillan, New Delhi.
3. Cady, Glcc Harrab and McGregor Pat, (2015) Mastering the Internet, BPB Publication, and New Delhi.
4. Diwan, Prag and Sunil Sharma (2009) Electronic Commerce A Manager s Guide to E Business , Vanity Books International, Delhi.
5. Anal, D.S, (2011), On-line Marketing Hand Book, Van Nostrand Reinhold, New York.
6. Kosivr, David, (2012) Understanding Electronic Commerce, Microsoft Press, Washington.
7. Minoli and Minol, (2011), Web Commerce Technology Hand Book, Tata McGraw Hill, New Delhi.
8. Schneider, Gray P (2008), Electronic Commerce, Course Technology, Delhi.
9. Young, Margaret Levine (2010), The Complete Reference to Internet, Tata McGraw Hill, New Delhi.
10. O Brien J (2009), Management Information Systems, Tata McGraw Hill, New Delhi.



ADVANCED COST & MANAGEMENT ACCOUNTING

Course Code: COM-PG-304(A)

Objective: This module is aimed at broadening students' knowledge in the field of accounting for managerial decisions.

Unit I: Introduction

Management Accounting in Social Context

Designing Cost & Management Accounting System in an Organisation

Target costing

Behavioural Aspects of Management Accounting

Changing world of Management Accounting - Strategic Cost Management Framework

Unit II: Cost Analysis for Managerial Decision

Cost Concepts, Terminology and Classifications Cost centres and activities

Absorption Costing,

Variable Costing and Differential Costing

Cost-Volume- Profit Analysis,

Make or Buy Decision Pricing Decision for Domestic and Export Order including

Transfer Pricing

Key Factor Utilisation

Decision Shut Down Decision Input Mix Decision

Unit III: Performance measurement

Activity Based Costing

Throughput Accounting

Economic Value Added

Balanced Scorecards

Comparison of ABC, EVA and BSCs

Unit IV: Cost Analysis for Control

Standard Costing and Variance Analysis

Budgetary Control and Profit Planning

Zero Base Budgeting



Activity Based Budgeting

Responsibility Accounting and Control Reports

Suggested Readings

1. Horngreen, C.T, (2008), Introduction to Management Accounting, Prentice Hall of India, N. Delhi.
2. Lal Jawahar, (1996), Managerial Accounting, Tata McGraw Hill, New Delhi.
3. Saxena & Vashist. (2002), Advanced Cost and Management Accounting, Sultan Chand & Sons, New Delhi.
4. Atkinson et.al, (2008), Management Accounting, Prentice Hall of India, N. Delhi.
5. Sharma & Gupta, (2004), Management Accounting, Kalyani Publisher, New Delhi.
6. Anthony, R.N, Dearden, J and Vancil, R.F. (1995), Management Control System: Cases and Readings, Richard D. Irwin.
7. Reeve, James. M. (2000) Readings and Issues in Cost Management, South western College Publishing, NY USA.
8. Shank, J. & Govindarajan, V. (1993), Strategic Cost Management, The Free Press.



ACCOUNTING THEORY

Course Code: COM-PG-305 (A)

Objective: Course on Accounting Theory is aimed at fostering in students' cognitive domain the theoretical and application foundations of Accounting.

Unit Introduction:

Accounting Theory; Genesis, Approaches, Classification, Role and Methods.

Accounting Concepts and Conventions; GAAP and Classification of Indian GAAP.

Unit :II Assets Liabilities and Equities

Definition, Classification, Measurement, Theories of Equity.

Income Statement and Balance Sheet; Concepts and Conventions.

Unit: II Accounting Standards

Definition, Benefits, Management and Standard Settings, Problems of Standard Setting, Accounting Standards (with Special Reference to India), Harmonization and Global Convergence of Accounting Standards-) International Financial Reporting Standards (IFRS), Relative view of Indian -AS and IFRSs.

Unit: III Depreciation Accounting and Analysis of Financial Statements:

Depreciation ;Definition, Concepts, Relationship with Repairs and Replacements, Methods, Evaluation of Various Methods.

Analysis of Financial Statements; An overview, Techniques, Analysis of: Fund Flow, Cash Flow, Economic Value Added and Financial Ratios, Recent Developments.

Activity: Students will be exposed to cases involving reporting of financial statements as per Indian Accounting Standards and IFRS.

Suggested Readings

1. Backer, M(2013), Modern Accounting Theory; PHI Pvt. Ltd.
2. Jawaharlal(2012) Accounting Theory: Vikas Publishing House Pvt. Ltd., NewDelhi.
3. Hlautier, M.W.W., and B. Underown,(2014) Accounting – Theory and Practice; Arnold-Heinemann Publishers.
4. Hendriksen, E.S. (2008) Accounting Theory; Khosla Publishing House, New Delhi-2.
5. Ghosh, P.K., Maheshwari, and R.N. Hoyale m(2014), Studies in Accounting Theory; Wiley Eastern Ltd. India.
6. Colditz, B.T. and R. W. Hibbins: Accounting Perspectives; McGraw Hill Book Co. Sydney, Australia.
7. Bhattacharyya, S.K. and Dearden (2015) Accounting for Management; Text and Case; Vikas Publishing House Pvt. Ltd., New Delhi.
8. Baxter, W.T. and S. Davidson (1977), Studies in Accounting, The Institutions of Chartered Accounts England and Wales, London, UK.



ACCOUNTING FOR SERVICES

Course Code: COM-PG-306 (A)

Objective: This course is designed to equip students with accounting knowledge essential for services sector.

Unit I: Accounting for Hotels, Hospitals and Educational Institutions

Accounting for Hotels: Accounting for cash, accounting for sales, allowances to guest, preparation of Final Accounts, Special Adjustment features and ratios .

Accounting for Hospitals: Types of hospitals, Items of income and expenditure, Preparation of financial statement, Profit & Loss A/c and Balance Sheet.

Accounting for Educational Institutions: Introduction, Books of accounts, Annual statement of accounts, Receipts and Payments Account, Income & Expenditure Accounts and Balance Sheet.

Unit II: Accounting for Transportation and Electricity Companies

Accounting for Transport Companies

Accounting for Electricity companies

Unit III: Accounting for Banking and Insurance Companies

Preparation of Financial Statements of Banking Sector Companies

Preparation of Financial Statements of Insurance Sector Companies

Unit IV: Accounting for Government and Cooperative Organisations

Government Accounting: Fundamentals; Switch over from cash to accrual basis accounting.

Local Government: Municipal Department, Panchayat;

Cooperative Organisations: Basic books of account.

Activity: Students will be shared with annual reports for analysing the financial status of organisations.

Suggested Readings:

1. Coltman, M.M. & Jagels, M.G. (2007) Hospitality Management Accounting - John Wiley & Sons Inc. USA.
2. Comptroller and Auditor General of India, 'Report of the Task Force on Accounting and Budget Formats for Urban Local Bodies', Government of India, New Delhi
3. Herkimer, Allen G (2006) Understanding Health Care Accounting, An Aspen Publication
4. Kulkarni, G. R. (2004) Managerial Accounting for Hotels, Vikas Publishing House.
5. Maheshwari, S.N. & Maheshwari, S.K. (2009) Advanced Accounting (Vol. II), S Chand New Delhi.
6. Mukherjee, A & Hanif, M (2009) Modern Accounting, Vol-I and II Tata Mc Graw Hills.



7. Piland, Neill F. & Glass, Kathryn P.(2010): Chart of Accounts for Health Care Organisations, Medical Group management Association (AMACOM)
8. The Institute of Chartered Accountants of India, 'Technical Guide on Accounting and Financial Reporting by Urban Local Bodies', Accounting Standards Board, New Delhi.
9. Tulsian, P.C. (2008) Advanced Accounting (Vol. I), Pearson Education.
10. William J Ward (2009) Hand Book of Health Care Accounting and Finance, an Aspen.



FINANCIAL SERVICES

Course Code: COM-PG-404 (F)

Unit I: Introduction

Meaning, Needs, Significance, Types – Fee Based and Fund based services, Financial Innovation- importance, Banking and non-banking services, Financial Sector Reforms.

Merchant banking; meaning, activities - Loan syndication; Venture capital; Custodian services; Advisory services; Mutual Funds; Credit cards instruments; Micro Finance & Role of SHGs ; Factoring and Forfaiting.

Unit II: Financing methods of Hire Purchase and Lease

Hire-Purchase: Conceptual framework, Legal Frame Work, features, advantages, terms of agreement in hire - purchase; Hire-purchase, Credit sales and Instalment sales.

Leasing: Meaning, types of Leasing; Advantages and disadvantages of Leasing;

Leasing Vs Hire-purchase; Legal aspects of Leasing; Challenges of lease companies;

Unit III: Housing Finance and Venture Capital

Housing finance: Role of National Housing Bank (NHB); Housing and Urban Development Corporation (HUDCO); Role of housing finance corporations and the housing schemes; Recent developments.

Venture capital: Meaning, features, scope and significance; Methods of venture financing; Venture capital scenario in India.

Unit IV: Credit rating and Securitization

Credit Rating: Meaning, functions and significance of credit rating; Credit rating in India;

Rating process and methodology; Credit rating agencies in India; Debt rating systems of CRISIL, ICRA and CARE; Limitations of rating;

Securitisaton – Meaning, Benefits, Securitisation in India;

Suggested Readings:

1. Bhatia, B.S. and Batra, G.S (2009). Management of Capital Markets, Financial Services and Institutions, Deep and Deep Publications, New Delhi.
2. Gordon and Natarajan (2011): Financial Markets and Services, Himalaya Publishing House.
3. Gurusamy (2010), Financial Systems and Services, Thomson.
4. Khan, M.Y. (2010) Indian Financial System – Theory and Practice, Vikas
5. L.M. Bhole (2012) Financial Institutions and Market, Tata McGraw Hill.
6. Pathak: (2011) Financial Markets and Services, Pearson.
7. Singh, H.K. and Singh, Meera (2011): Mutual Funds and Indian Capital Market, Kanishka Publishers' Distributors, New Delhi.
8. Vasant Desai: (2009) Indian Financial System, Himalaya Publishers, Mumbai.



INVESTMENT MANAGEMENT

Course Code: COM-PG-405(F)

Objective: This course is designed to acquaint students with concepts and approaches to investment management.

Unit - I : Basics of Investment – Investment, Speculation and Gambling, Investment Categories, Computation of stock index, Security Returns, Measurement of Returns; Calculation of security mean return, Standard deviation to returns and estimation of security returns using excel. Risk; Systematic and Unsystematic Risk Basics of Economic, Industry Analysis, Company analysis, Financial and Non - Financial Parameters, Analysis of Financial Statements. Technical Analysis; The Dow Theory, WTechnical indicators: Moving averages, Resistance and Support levels, Price, Volume and Open Interest graphs, RSI Index, Charting Techniques using excel.

Unit - II: Fixed Income Securities and their Valuation: Features of Bonds, Risks and Returns of Bonds Bond Pricing analytics; Current Yield, Time-adjusted Yield to Maturity, Yield to Call, Duration Fixed Income Security: Preference Shares – Current Yield – Planning or Holding Period Return. Valuation of Variable Income Security; Equity Valuation, Book Value vs Market Value, Liquidation Cost, Replacement Cost – Intrinsic Value vs Market Price, Dividend Discount Model, Constant Growth Model(CGM), Multistage Growth Models, Price–Earnings Ratio, Earnings Multiplier Approach.

Unit - III: Portfolio Returns and Risk: Mean Variance Criterion; calculation of Portfolio mean and variance using excel, Risk return representation of portfolios, Markowitz Diversification, Efficient Frontier, Using solver to find efficient points, combining risky and risk free securities, Capital Market Line – Optimal Portfolio – Sharpe’s Single Index Model – Characteristic Line. Estimation of Beta coefficient for select stocks in select industries – variance covariance matrix – Working out leads and lags in the stock market – Capital Asset Pricing Model (CAPM) – Testing CAPM using excel – Solving an Unconstrained Portfolio Problem – Solving a Constrained Portfolio Problem – Security Market Line – Assumptions – Testing the Security Market Line: The First-Pass Regression – The Second – Pass Regression – Arbitrage Pricing Model (APT) – Portfolio Performance Models.

Unit –IV : Portfolio Management – Passive vs. Active Management – Passive Equity Portfolio Management Strategy – Index Portfolio Construction Techniques – Tracking Error – Methods of Index Portfolio Investment – Fundamental Active Strategies – Technical Strategies – Market Anomalies – Value vs. Growth Investments – Investor Behaviour and Stock Returns – Portfolio Performance Measures: Treynor, Sharpe, Jensen and Information Ratio. Event Studies: Outline of an Event Study – Measuring the Stock’s Behavior in the Estimation Window and the Event Window – Market Adjusted and Two-Factor Models – The Event Window – Impact of Earnings Announcements on Stock Prices – Cumulative Abnormal Returns.

Recommended Books

1. Sharpe, Alexander & Wiley, (2008), Investment, Prentice Hall of India, New Delhi.
2. S. Kevin, (2009) Security Analysis and Portfolio Management, PHI learning.
3. Pandian,(2010), Security Analysis and Portfolio Management, Vikas Publishing House, New Delhi
4. Reiley & Brown, (2011) Investment Analysis & Portfolio Management, Thomson Learning, Bombay
5. V. A. Avadhani, (2007) Securities Analysis Portfolio Management, Himalaya Publishing House.



6. Prasanna Chandra, (2010) Investment Analysis and Portfolio Management, McGraw-Hill Professional.
7. Simon Benninga Financial Modeling (2008), The MIT Press Cambridge, Massachusetts.
8. Chandan Senguptha, (2010) Financial Modeling: Using excel and VBA, John Wiley and sons limited.
9. Mary Jackson & Mike Staunton (2007), Advanced Modelling using Excel and VBA John Wiley and sons limited.
10. Gottlieb Isaac, (2009) Next Generation Excel: Modeling in Excel for Analysts and MBAs, John Wiley and sons limited.



DERIVATIVES AND RISK MANAGEMENT

Course Code: COM-PG-406(F)

Objective: To familiarise students with the concepts and practices of financial derivative trading and valuation.

Unit I: Introduction

Introduction to derivatives, F&O Market and its growth in India, Forward and Futures, Cost of carry for futures and forwards, risk management using futures and forwards, Hedging, options and futures, types of payoffs

Unit II: Options

Options, Options Valuation, Risk Neutral Valuation, Binomial option pricing model, the Black-Scholes option pricing model, use of options, Delta, Gamma, Theta, Vega, Rho, complex option strategies.

Unit III: Volatility

Volatility and implied volatilities, implied risk neutral distributions, exotic options, warrants and convertibles, interest rate and currency swaps, caps, floors, swoptions

Unit IV: Risk Management

Derivative accounting: methods and process, Regulatory Process of Derivative trading In India, Risk management through use of derivatives.

Suggested readings

1. Verma, (2012) Derivatives and risk management, TMH, New Delhi.
2. Srivastava, (2010) Derivatives and risk management, OU P, New Delhi.
3. Dubofsky & Miller,(2012) Derivatives, Oxford
4. Hull, (2012) Options Futures and Derivatives, Pearsons Education, New Delhi.
5. Fabozzi Frank J (2010) Investment Management, Pearson Education, Delhi
6. Gupta L.C: (2000) Stock Exchange Trading in India; Society for Capital Market Research and Development, Delhi
7. J C Hill (2010) Options, Futures & other derivatives, Pearsons, New Delhi.
8. T.V. Somanathan (2014), Derivatives, Tata McGraw Hill.
9. Redhead (2011), Financial Derivatives, Prentice Hall.
10. Lasys Walter, Lexinton,(2012) Speculation, Hedge and Commodity Price Forecasting, Wiley, New Delhi.



SERVICES MARKETING

Course Code: COM-PG-304(M)

Objective: This course is designed to familiarize students with the concept of services and inculcate skills essential for marketing the same.

Unit: I Concept of Services Marketing.

Definition and development of Special characteristics of services, Classification of services, Service as a process; Reasons for growth of service sector, Marketing Challenges in service business; Service Marketing Environment, 7 P's of Marketing, Modern Trends in Service Marketing.

Unit: II Service Quality and Customer Focus

Determinants of Service Quality with Core Features; Customer expectation and perception of services quality, Quality Models- The Integrated Gaps Model of Service quality (SERVQUAL, SEVPERF); The service consumer behaviour; Factors Influencing Customer Satisfaction.

Unit: III Service Planning and Management

Service Planning- Key components in the design of service offering; Service Encounter; Service Vision and Service Strategy; Service Delivery; Service Blueprint; Servicescape. Advertising, Branding and Packaging of Services; Pricing of Services.

Unit IV: Service Marketing Application

Concepts of Marketing of Financial Services, Tourism Services, Health Services. Service Failure; Service Recovery; Customer Retention With special reference to India

Suggested Readings:

1. Love Luck, (2014), Marketing of Services, Pearson Education, New Delhi.
2. K Ram Mohan Rao (2010), Service Marketing; Pearson Education, New Delhi.
3. Zeithaml, V.A and Bitner, M J (2010), Service Marketing; TMH, New Delhi.
4. Nimit & Monika Chowdhary (2014), Text Book of Marketing of Services: The Indian Experience; McMillan, New Delhi.
5. Rajendra Nargundkar (2013), Service Marketing; TMH
6. Bhattarcharjee, (2011), Service Marketing; Excel Books.



CONSUMER BEHAVIOUR

Course Code: COM-PG-305(M)

Objective: This course is designed to offer students with knowledge and skills essential for developing interpersonal qualities to deal with prospective consumers.

Unit: I Introduction

Concept, Definition, Nature, Scope and Applications of consumer behaviour. Consumer behaviour and life-style marketing. Concept of Man- Economic, passive, cognitive and emotional.

Unit: II Determinants of Consumer Behaviour

International Determinants; Consumer motivation and involvement; Information processing and consumer ; perception Learning; Consumer attitude; Personality; Values and life-style

External Determinants; Family and household influences; Reference groups and social class ; Cultural and sub-cultural differences; Family life-style.

Unit: III Consumer Decision Making

Introduction to buying process; Problem recognition; Information processing; Evaluation of alternatives; Purchase and post-purchase behaviour; Models of consumer decision making.

Unit: IV Cross Cultural Consumer and Industrial Buying Behaviour

Industrial buying behaviour; Urbanisation of consumer markets and marketing implications ; Impact of information technology on consumer behaviour Recent trends.

Suggested Readings:

1. Asseal, H (1994); Consumer Behaviour and Marketing (South Western Publ. Co., Ohio, 1994)
2. Bennet, P.D. & H.H. Kassarijion (2002); Consumer Behaviour, Prentice Hall, New Delhi, 2002
3. Block and Roering (1997); Essentials of Consumer Behaviour, Dryden Press, Chicago.
4. Nair, Suja (2001); Consumer Behaviour: Text and Cases, Himalaya Publishing House, Mumbai.
5. Laudon, D.L (1997); Consumer Behaviour, Tata McGraw Hill, New Delhi.
6. Schiffan, L G. & Kanuk, L (2002), Consumer Behaviour, Pearson, New Delhi.
7. Wilkey, William L (1998), Consumer Behaviour, John Willey & sons, New York.



MARKETING RESEARCH

Course Code: COM-PG-306(M)

Objective: This course is designed to orient students towards the methods and processes involved in marketing research.

Unit: I Introduction to Marketing Research and Research Design

Definition, Process, Decision Making, Defining the Problem, Management-Decision Problem and Marketing Research Problem, Research Questions and Hypothesis, Basic Research Design and the Types of Research.

Unit: II Exploratory and Descriptive Research

Exploratory Research; Secondary vs. Primary Data, How to Use Secondary Data,

Sources of Secondary Data, Introduction to Qualitative Research, Focus Groups

Descriptive Research; Survey Methods, Observational Methods,

Choice between Surveys and Observation methods.

Unit: III Scaling and Sampling

Scaling: Primary Scales of Measurement, Comparative Scales, Non-comparative Scales. Non-comparative Scale Decisions, Scale Evaluation, Questionnaire Design.

Sampling; The Concept of Sampling, The Sampling Design Process, Non-probability Sampling, Probability Sampling, Internet Sampling.

Unit: IV Data Analysis and Reporting

Data Collection, Data Preparation, Data Analysis, Communicating the Research Results.

Suggested Readings:

1. Malhotra N K (2016) Essentials of Marketing Research, 1/e Pearson Education, New Delhi.
2. Malhotra N K (2016) Marketing Research, 7/e Pearson Education, New Delhi
3. Bajpai N (2015) Marketing Research, Pearson Education, 3/e New Delhi.
4. Wilson A (2014), Marketing Research: An Integrated Approach, 5/e, Pearson Education, New Delhi.
5. Arora, Richa, Mahankale, and Nitin R (2015), Marketing Research, PHI, New Delhi.
6. Green, et.al (2016), Research for Marketing Decisions, PHI, New Delhi.



STRATEGIC HUMAN RESOURCE MANAGEMENT

Course Code:COM-PG-404(H)

Objective: To familiarise the students with the pragmatic applications of Strategic Management to the Human Resource so as to make them a competent achiever in the era of competitive advantage.

Unit I: Introduction:

Evolution of the concept of Strategic Human Resource Management (HRM) Role of HR in Strategic Management of Organisations. Perspectives on Strategic HRM, the HR environment and the Knowledge economy.

Unit II: Strategic Acquisition and maintenance of HR:

HR Evaluation-need and rationale, approaches involved, Measurement of Firms' Performance, Strategic HR planning; Outsourcing as an option, Strategic approaches to Recruitment and Selection, Hiring in the era of Workforce diversity, Significance of strategy in Training and Development, Linkage between Business strategy and Training, Emerging dimensions in Training and Development.

Unit III: Strategic Retention of HR:

Strategic importance of implementing Performance Management System in Organisations, Bottlenecks encountered. Compensation and Reward – Determinants, approaches and modern developments, Business Strategy and Compensation.

Unit IV: Contemporary HR Strategies:

Mentoring and its strategic role in Career Planning, Development and Management, Barriers to effective Mentoring, Mentoring Relationship, Changing concept of Work-family relationships, Strategic approach to Work-life Integration.

Note: Case study may be an integral part of the pedagogy and semester examination carrying at least 20% weightage

Suggested Readings:

- 1) Agarwala Tanuja, (2007). Strategic Human Resource Management, Oxford University Press.
- 2) Dreher, Dougherty (2001). Human Resource Strategy, Tata McGraw Hill.
- 3) Mello, (2011). Strategic Human Resource Management, Cengage Learning.
- 4) Belcourt, (2010). Strategic Human Resource Planning, Cengage Learning.
- 5) Rajib Lochan Dhar, (2008). Strategic Human Resource Management, Excel Books.
- 6) Regis, (2008). Strategic Human Resource Management and Development, Excel Books.
- 7) K Prasad, (2005). Strategic Human Resource Management -Text and Cases, Macmillan Publication.
- 8) Kandula, (2010). Strategic Human Resource Development, Prentice Hall of India.
- 9) Armstrong, (2011). Strategic Human Resource Management, Kogan Page.
- 10) Viswanathan, (2010). Strategic Human Resource Management, Himalaya Publishing House.
- 11) S.C. Gupta, (2011). Advanced Human Resource Management -Strategic Perspective, Ane Publication.



INDUSTRIAL RELATIONS & LABOUR LAWS

Course Code: COM-PG-405(H)

Objective: This course is framed to acquaint students with the legal and regulatory framework guiding the Human Resources Management practices in the organisation.

Unit: I Industrial Relations and Dynamics:

Concept, Scope, Significance and Objectives of Industrial Relations (IR). Industrial Conflicts and Unrest, Preventive Machinery, Industrial Discipline, Grievance handling procedures, Disciplinary procedure. Suspension and Dismissal, Misconduct, Labour Turnover and Absenteeism, Collective Bargaining – concept, significance, functions and procedure.

Unit II Trade Unionism & Industrial Democracy:

Concept and Nature of Trade Union (TU), its objectives, functions and problems, Regulation and Recognition of TUs, Important provisions of the Trade Unions Act, 1926, Concept of Industrial Democracy, Workers' Participation in Management (WPM), Works Committees, Joint Management Councils (JMC), Shop Council, Basics of Industrial Health and safety, social security.

Unit III Industrial and Wage Policy Legislations:

The Industrial Disputes Act, 1947: Object. Features, Definitions, Authorities, Procedure, Powers of Authorities, Strikes and Lockouts, Penalties, Lay-off and Retrenchment.

The Factories Act, 1948: Objects, Definitions, Inspection of Factories. Provisions related to Health, Safety and Welfare, Employment of Women, Young Persons, Annual Leaves and Hazards.

The Minimum Wages Act, 1948: Features. Definitions, Fixation, Revision and Payment, Enforcement.

The Payment of Wages Act, 1936: Objects. Definitions, Rules, Deductions and Enforcement.

The Payment of Bonus Act, 1965: Objects. Features, Definitions, Eligibility and disqualification for Bonus. Determination, payment and recovery of bonus, Enforcement.

Unit IV Employee Social Security & Welfare Legislations:

The Workmen's Compensation Act, 1923: Objects, Definitions, Rules, Notice, Claims, Appeals.

The Payment of Gratuity Act, 1972: Definitions, Obligations of employers.

The Employees' PF & Miscellaneous Provisions Act, 1952: Definitions, Schemes, Recovery, Inspectors.

Note: Case study may be an integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.

Suggested Readings:

1. Padhi, (2012). Labour and Industrial Laws, Prentice Hall of India.
2. BD Singh, (2008). Industrial Relations and Labour Laws, Excel Books.
3. Arora, (2008). Labour Law, Himalaya Publishing House.



4. Chhabra, Suri, (2009). Industrial Relations-Concepts and Issues, Dhanpat Rai Publication.
5. Tripathi, (2013). Personnel Management and Industrial Relations, Sultan Chand & Sons.
6. Mamoria, (2013). Dynamics of Industrial Relations, Himalaya Publishing House.
7. Bhogoliwal, (1995). Industrial Relations in India, Himalaya Publishing House.
8. Venkatratnam, (2011). Industrial Relations, Himalaya Publishing House.
9. R. Sivarethinamohan, (2010). Industrial Relations and Labour Welfare, Prentice Hall of India.
10. Subba Rao, (2011).Essentials of HRM & Industrial Relations, Himalaya Publishing House.



COMPENSATION MANAGEMENT

Course Code: COM-PG-406 (H)

Objective: To acquaint the students with the emerging scenario concerning compensation and rewards across the world to retain talent of highest order so as to make the organization most competitive globally.

Unit: I Introduction:

Compensation, Types of compensation, Conceptual framework of compensation management, Theories of wages: Subsistence theory, Wage fund theory, Marginal productivity theory, Bargaining theory; Criteria of wage fixation.

Unit: II Strategic Compensation Planning & Variable Pay:

Strategic perspectives towards compensation – Developing a total compensation strategy, Source of competitive advantage -Three tests, Designing pay levels, Mix and pay structures, Variable Pay: Strategic reasons for incentive plans, Administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit pay, Group incentive plans, Team compensation, Gain sharing incentive plans, Enterprise incentive plans- Profit sharing plans, Stock options, ESOPs.

Unit: III Managing Employee Benefits:

Nature and types of benefits, Employee benefits programs: security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration, employee benefits required by law, discretionary major employee benefits, employee services, Designing a benefits package.

Unit: IV Wage Determination:

Principles of wage and salary administration, Methods of wage determination in India, Internal and external equity in compensation systems, Wage administration in India: Wage policy in India, Wage boards: Structure, scope and functions, Compensation practices in different industries, Compensation practices of multinational and global organizations.

Note: Case study may be an integral part of the pedagogy and semester examination question paper setting, carrying at least 20% weightage.

Suggested Readings:

1. Henderson, (2006). Compensation Management in a knowledge-based world, Pearson Education.
2. Milkovich, (2004). Compensation Management, Tata McGraw Hill.
3. Bhatia, (2009). New Compensation Management in a changing environment, Himalaya Publishing House.
4. Sarma, (2014). Understanding the Wage System, Himalaya Publishing House.
5. Deepak Bhattacharya, (2009). Compensation Management, Oxford University Press.
6. Tapomoy Deb, (2009) . Compensation Management, Excel Books.
7. B.D. Singh, (2012). Compensation and Reward Management, Excel Books.
8. Anderson (2009). Compensation Management in Knowledge based world, Pearson Education.
9. Milkovich & Newman (2008). Compensation, Tata McGraw Hill.
10. Joseph J. Martocchio (2011). Strategic Compensation, Pearson Education.



CORPORATE TAX PLANNING AND MANAGEMENT

Course Code: COM-PG-404(T)

Objective: To familiarize the students with the concepts and skills essential for tax Planning and management of companies.

Unit-I: Tax planning, management and Taxation of Companies:

Tax planning, evasion and tax avoidance; Nature and scope of tax planning and management in the corporate sector; Justification of corporate tax planning and management.

Residential status of companies and tax incidence, Classification of companies for taxation, Corporate tax rates, Minimum Alternate Tax and Dividend Tax.

Unit-II: Tax planning with reference to management decisions:

Implications of tax concessions and incentives for corporate decisions in respect of setting up a new business, location of business, nature of business, Special Economic Zones.

Capital structure decisions; Dividend Policy; Bonus Share; Investments and Capital Gains, Owning or leasing of an asset; purchasing of assets by installment system or Hire System; Purchasing of an asset out of own funds or out of borrowed capital; manufacturing or buying; Repairing, replacing, renewing or renovating an asset; Sale of assets used for scientific research; Shutting down or continuing operations.

Unit-III: Tax Planning in respect of Business Restructuring:

Amalgamations, Demergers and Slump sale, transfer of assets between Holding and Subsidiary Companies, conversion of private company/ unlisted public company into limited liability partnership.

Unit-IV: Tax Management:

Return of Income and Assessment:- Types of Return, Types of assessment, Advance payment of taxes, Tax Deducted at Source (TDS) and TDS return, Interest and penalties.

Activity: Students will be introduced to cases and filing of returns.

Suggested Readings (Duly revised on Annual basis from 2016 and onwards)

1. Singhanian, Vinod K.: Singhanian, Monika; Corporate Tax Planning & Business Tax Procedures with case studies; Taxmann, New Delhi.
2. Ahuja, Girish; Gupta, Ravi; Simplified approach to Corporate Tax Planning; Bharat Law House; New Delhi.
3. Ghosh, G and Dhar S.N. , Corporate Taxes : Fiscal Incentives and Effective Tax Rates in India, Northern Book Centre, New Delhi.
4. Mehrotra HC and Goyal S P Income Tax Law and Accounts Sahitya Bhawan Publications, New Delhi.
5. Agarwal RK Tax Planning for Companies, Hindu Law Publisher, New Delhi.
6. Agrawal K K Direct Tax Planning and Management Atlantic Publication, New Delhi.
7. CBDT Handbook



CENTRAL EXCISE AND CUSTOMS LAW

Course Code: COM-PG-405(T)

Objective: This course is designed to familiarise students with knowledge regarding central excise and customs law.

Unit : I Introduction:

Need and business Significance of Central Excise and Customs law, Evolution of the basic concepts in Central Excise Administration, Provisions of the Central Excises Act, 1944 and the Central Excise Rules, 1944. Stamp Act 1899, Court Fee Act 1870.

Basis of Chargeability of Duties of Central Excise - Goods, Manufactured, Classification and Valuation Rules, 1975 and 2000, Rule No.2 of 2002, Tariff Act, 1985, The Industrial (Development & Regulation) Act, 1951. The Additional Duties of Excise (Goods of Special Importance) Act, 1957.

Unit:II Procedures

Excisable Goods, Registration, Assessment, Provisional Assessment.

Manner of Payment of Duty, Exemption, Recovery and Refunds of Duties Clearance of Excisable Goods; Invoice System.

Central Excise Bonds; Maintenance of Accounts and Records and Filing of Returns, Large Tax Payer Units, Excise Audit 2000, Audit u/s 14 and 14AA of Central Excise Act 1944.

Exemption to First Clearance of Specified Goods, Export Incentives under Central Excise such as SEZs, STPI, EHTP, EPZ. Investigation, Adjudication, Appeal and Revision.

Settlement of Cases, Advance Ruling, Search, Seizure, Arrest, Prosecution and Compounding; Offences and Penalty, Miscellaneous Provisions under Central Excise.

Unit: III Customs Law

Levy of Customs Duties, Types of Customs Duty Leviable, Tariff Classification & Exemptions,

Valuation of Imported and Exported goods. Provision of Assessment, Payment of Duties, Recovery and Refund of Customs Duties, Duty Drawback. Procedure for Clearance of Imported and Exported Goods.

Transportation and Warehousing. Confiscation of Goods and Conveyances and Imposition of Penalties; Search, Seizure and Arrest, Offences and Prosecution Provisions. Adjudication, Appeal and Revision; Settlement of Cases, Advance Ruling, Other Relevant Areas and Case Studies under Custom Laws and Rules.

Unit : III Product Specific Provisions

Promissory Estoppel in Fiscal Laws – Principles and Applicability with reference to Indirect Taxes.

Planning and Management – Scope and Management in Customs, with Specific Reference to important Issues in the Respective Areas , Negative List Approach, Statutory Provisions,

CENVAT Credit for Service Tax, Returns, Refunds, Demands, Appeals, Revisions, Advance Rulings, Settlement, Commission, Audit under Section 72A of Finance Act, 1994.



Suggested Readings

1. Report of the Taxation Enquiry Commission 1953-54 (Vol. I & II).
2. Report of the Central Excise Reorganisation Committee.
3. R. K. Jain's (2015) Central Excise and Custom Law Manual; Centax Publications Pvt. Ltd, New Delhi
4. Report of the Indirect Taxation Enquiry Committee 1977 (Part I & II).
5. Statistical Year Book – Central Excise (latest edition (Vol. I & II).
6. The Central Excise Manual (Directorate of Publicity and Public Relations, Customs & Central Excise).
7. The CBEC Excise Manual of Supplementary Instructions for New Excise Procedures as on 01.09.2001.
8. Service Tax Act and Rules. Commentaries on Central Excises Act, 1944;



SERVICE TAX ,VAT AND CST

Course Code: COM-PG-406 (T)

Objective: This course is designed to inculcate knowledge and skills essential for indirect tax filing.

Unit: I Introduction

Need and Significance of Services Tax for business entities, Practices and Current trends in India.

Goods and Service Tax (GST) – Concept and Developments , overview,

Concept and Mechanism of VAT; Need significance and recent trends.

Central Sales Tax ; Need and Significance, overview, trends and developments.

Unit: II Services tax Computation and Filing

Services Tax : Statutory Provisions, Taxable Services, Valuation, Point of Taxation, Place of Provision of Service, Administrative Mechanism and Procedural Aspects.

Assessment, Computation, Levy, Collection and Payment of Service Tax, Exemptions,

Unit: III VAT computation and Filing

VAT: Classification, Invoicing, Exemption, Returns, Refunds, Demands, Appeals, Revisions.

Liability under VAT, Set off and Composition Scheme, Computation of VAT, Assessment

VAT on Works Contract, Right to use Property, Rate of Tax, Procedural Aspects including Registration, Preparation and Filing of E>Returns, Audit and Appearances.

Unit: IV Central Sales Tax Computation and filing

Central Sales Tax; Salient Features of CST Act , Stock Transfer, Branch transfer, Inter State Sale.

Various forms for filing of returns under CST , Procedures under Central Sales Tax (CST)

Suggested Readings *(Revised on annual basis)*

1. V. S. Datey : Indirect Taxes – Law & Practices, Taxmann Publications, New Delhi.
2. V.S. Datey : Service Tax Ready Reckoner; Taxmann, Publications, New Delhi.
3. J.K. Mittal : Law, Practice & Procedure of Service Tax; CCH , Walters Kluwer (India) Pvt. Ltd. New Delhi.
4. Balram Sangal & Jagdish Rai Goel, All India VAT manual (4 Vols.); Commercial Law Publisheres (India) Pvt. Ltd. Delhi.



E- BUSINESS INFORMATION SYSTEMS MANAGEMENT

Course Code: COM-PG-404(E)

Objective: This course is designed to acquaint students with intricacies of management of e business information system.

Unit – I : Information Systems : Concepts and Definitions, Classifications and Types of Information Systems, Components of an information system; How IT supports People and Organizational Activities, How It supports Supply Chains and Enterprise Systems, Information Systems Infrastructure and Architecture, Different types of information systems; Management Information System, Enterprise Resource Planning: Business modelling; Integrated data model. Emerging Computing Environments: SaaS, SOA and more, Managerial issues.

Unit – II : Essentials of Enterprise systems and supply chains, supply chain challenges, supply chain opportunities, Business value of Enterprise systems, Enterprise resource planning systems, Business Process Management, Product life cycle Management, Customer Relationship Management, Managerial Issues. Inter-organizational Activities and order fulfillment, Inter-organizational information Systems and Virtual Corporations, Global Information Systems, Facilitating Internetwork Operating System (IOS) and Global Systems from Demand driven Networks to RFID, Inter-organizational Information Integration, Partner relationship Management and collaborative commerce, Managerial issues.

Unit – III: Decision Support Systems – Definition – Characteristics & capabilities of DSS – Components of DSS- database, Model base, Communication subsystem & User – Classes of DSS. Managers and Decision making, Decision support systems: for Individuals groups and Enterprise, Intelligent Support Systems : The basics, Expert Systems(ES) – fundamentals – Types of expert systems – Developing ES – Problems & Limitations of ES. Other intelligent systems. Automated Decision Support (ADS), Managerial Issues.

Unit – IV: Role of IT in Modern E – Business: IT Strategic Alignment, Competitive Forces Model, Value Chain Model, Strategic Resources and Capabilities, IT Planning, Inter-organizational and international IT planning, Managing the IS department, How IT supports to Managing the Production / Operations and Logistics, to managing Marketing and Sales Systems, to managing the accounting and Finance Systems, and to managing Human Resource Systems and its related Managerial issues.

Suggested Reading

1. Efralm Turbon (1995), Decision Support and Expert Systems: Management Support Systems 2nd Ed. Prentice Hall, USA.
2. Ralph H. Sprange, Jr. and Eric. D. Carlson (1982), Building Effective ESS, Prentice Hall.
3. R. Jayshankar (1989), Decision Support Systems, Tata McGraw Hill
4. Janakiraman and Sarukesi (2008), Decision Support Systems, Prentice Hall of India New Delhi.
5. Efrain Turban, Dorothy Leidner, Ephrain McLean, James Wetherbe (1995), Information Technology for Management: Transforming Organizations in the Digital Economy.
6. Kenneth C. Laudon & Jane P. Laudon (2014), Management Information Systems : Managing the Digital Firm(7th Edition), Prentice Hall Publication.



7. V.K. Narayanan (2001), *Managing Technology and Innovation for Competitive Advantage* (1st Edition), Pearson Education.
8. Rainer, Turban (2006), *Introduction to Information Systems: Supporting and Transforming Business* .
9. David M. Kroenke(2006), *Using MIS*, Prentice Hall.
10. William Stallings and Tom Case (2013), *Business Data Communications - Infrastructure, Networking and Security* (7th Edition), Pearson.

**ENTERPRISE RESOURCE PLANNING (ERP)****Course Code: COM-PG-405(E)****Objective:** This course is designed to provide an exposure to students regarding ERP.**Unit : I Enterprise Resource Planning** – Introduction, Need , Advantages, Growth , Tools and Software. ERP Selection Methods and Criteria; Process, Vendor Selection, Products and technology R/3 overview. SAP; advantage, Baan Company, Oracle Corporation; Products and technology; Oracle Application; Vertical solutions, Microsoft Corporation, Ramco Systems, Systems Software Associates Inc. (SSA), QAD. ERP Implementation Lifecycle, Pros and cons of ERP implementation, Factors for the Success of an ERP Implementation. ERP Security: Concepts, strategies, and various tools to promote security of an ERP System.**Unit: II ERP Manufacturing, Production Planning, Inventory Cum Quality Management Modules:**

Material and Capacity Planning; Shop Floor Control. Management of Quality; JIT Manufacturing, Cost, Engineering Data, Engineering Change Control and Configuration. Serialisation / Lot Control; Tooling, Human Resource. Plant Maintenance, Preventive Maintenance Control; Tracking; Equipment, Component, Plant Maintenance Calibration, Plant Maintenance Warranty Claims. Materials Management - Pre-purchasing, Purchasing, Vendor Evaluation, Inventory Management and Invoice Verification and Material Inspection. Quality Management - Functions of Quality Management; CAQ and CIQ;

Unit : III ERP Sales & Distribution, and CRM Modules :

Role of ERP in Sales and Distribution, Order management, Warehouse management, Shipping and transportation, Billing and sales support, Foreign trade, Integration of Sales and Distribution Module with Other Modules Role of ERP in CRM, Concept of CRM: Objectives of CRM; Benefits of CRM; Components of CRM, Types of CRM : Operational CRM, Analytical CRM, Sales intelligence CRM, Collaborative CRM, Sub-Modules of CRM: Marketing module; Service module; Sales module.

Unit : IV ERP Finance and Human Resources(HR):

Financial Module ; Features, Benefits, Accounting and Finance Processes; Cash management; Capital budgeting. ERP in HRM: Role, Workflow, Advantages. HRM; Functions of HRM module; Features, Benefits, Common Sub-Modules of HRM Module: Management of Personnel, Organization, Payroll, Time and Personnel development.

Suggested Reading

1. Mary Sumner (2005), Enterprise Resource Planning, PHI Learning India Pvt. Ltd. Pearson Education, Inc. New Delhi.
2. T. F. Wallace and M. H. Kremzar (2001), ERP: Making It Happen: The Implementers' Guide to Success with Enterprise Resource Planning, Wiley, India.
3. Ellen F. Monk and Bret J. Wagner (2013), Concepts in Enterprise Resource Planning, 4th Ed., Cengage Learning, USA.
4. Alexis Leon(2000), ERP Demystified, TMH
5. S. Parthasarathy (2007), "ERP – A managerial and Technical Perspective", New Age International Publications.
6. V.K. Garg & N.K. Venkitakrishnan (2004), ERP Ware: ERP Implementation Framework, Prentice-Hall Of India Pvt. Limited.
7. V.K. Garg & N.K. Venkitakrishnan (2005), Enterprise Resource Planning: Concepts and Practice, Second Edition, Prentice-Hall of India Pvt. Limited.



DATA MINING & BUSINESS INTELLIGENCE

Course Code: COM-PG-406(E)

Objective: This course acquaints students with data mining problems concepts with particular emphasis on business intelligence applications.

Unit – I: Introduction to Data Mining: Motivation for Data Mining, Data Mining-Definition & Functionalities, Classification of DM systems, DM task primitives, Integration of a Data Mining system with a Database or a Data Warehouse, Major issues in Data Mining. **Concept of Data warehousing** like star schema, fact and dimension tables, OLAP operations, From OLAP to Data Mining. **Data Preprocessing:** Descriptive Data Summarization, Data Cleaning: Missing Values, Noisy Data, Data Integration and Transformation. **Data Reduction:** Data Cub Aggregation, Dimensionality reduction, Data Compression, Numerosity Reduction, Data Discretization and Concept hierarchy generation for numerical and categorical data.

Unit – II: Data mining of frequency, association and correlation: Market Basket Analysis, Frequent Item sets, Closed Item sets, and Association Rules, Frequent Pattern Mining, Efficient and Scalable Frequent Item set Mining Methods, The Apriori Algorithm for finding Frequent Item sets Using Candidate Generation, Generating Association Rules from Frequent Itemsets, Improving the Efficiency of Apriori, Frequent Itemsets without Candidate Generation using Frequent-Pattern(FP)Tree, Mining Multilevel Association Rules, Mining Multidimensional Association Rules, From Association Mining to Correlation Analysis, Constraint-Based Association Mining.

Unit – III: Data Classification & Prediction: Issues regarding to data classification and prediction: Classification methods: Decision tree, Bayesian Classification, Rule based method of Prediction: Linear and nonlinear regression. Accuracy and Error measures, evaluating the accuracy of a Classifier or Predictor. Cluster Analysis: Types of Data in cluster analysis, Categories of clustering methods, Partitioning methods K-Means, K-Medoids. Hierarchical Clustering- Agglomerative and Divisive Clustering, BIRCH and ROCK methods, DBSCAN, Outlier Analysis.

Unit – IV: Data Mining for Business Intelligence Applications: Data mining for business Applications like Balanced Scorecard, Fraud Detection, Clickstream Mining, and Market Segmentation. Business Intelligence (BI): BI – Definition – Concepts – Need – basic principles of Business Intelligence, Approaches, Methods and BI User Interfaces: Business Analytics and Data Visualization such as Building ad-hoc queries, BI dashboards, BI Applications relating to in the field of banking & finance, human resource management, Marketing & Customer Relationship.

Suggested Readings

1. Han, Kamber (2000), “Data Mining Concepts and Techniques”, Morgan Kaufmann 2nd nd Edition.
2. P. N. Tan, M. Steinbach, Vipin Kumar (2006), Introduction to Data Mining, Pearson Education.
3. Michael Berry and Gordon Linoff (2000), Mastering Data Mining, John Wiley & Sons.
4. Efraim Turban, Ramesh Sharda and Dursun Delen(2010), Decision Support and Business Intelligence Systems, Pearson.
5. G. Shmueli, N.R. Patel, P.C. Bruce (2010), Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner, Wiley India.



6. Cindi Howson (2007), *Successful Business Intelligence: Secrets to Making Business Intelligence: A Killer Approach*, Mc Graw Hill.
7. Swan Scheps (2008), *Business Intelligence For Dummies*, Wiley Publishing, Inc., NJ
8. Rajiv Sabherwal, Irma Becerra-Fernandez (2010), *Business Intelligence*, Wiley, NJ, 2010
9. Efraim Turban, Ramesh Sharda, Jay E.Aronson and David King (2007), *Business Intelligence: A Managerial Approach*, Prentice Hall, US.
10. Arijay Chaudhry & P. S. Deshpande (2009), *Multidimensional Data Analysis and Data Mining* Dreamtech Press.



DEPARTMENT OF COMMERCE

M. Phil and Ph.D Course Work Syllabus

Code	Course Title	Credit	Marks
COM-RS-C101	Research Methodology	4	100
COM-RS-C102	Review of Literature	4	100
COM-RS-O103	Accounting and Finance Theory	4	100
COM-RS-O104	Management Theory and Entrepreneurship	4	100

Course Structure of Ph.D Course Work

Code	Course Name	Credits
COM-RS-C 101	Research Methodology	4
Any one from Contemporary Issues in Business Research		
COM-RS-C 102(A)	Accounting and Finance Theory or Management Theory and Entrepreneurship	4
COM-RS-C 102(B)		
COM-RS-C 103	Review of Literature	4
Total		12

Evaluation:

- Courses COM-RS-C101 and COM-RS-C102 (A) or (B)** will be evaluated at the end of the semester by way of written examination.
- Course COM-RS-C103** on writing and research pedagogy will be evaluated based on the skills exhibited by the scholars in their write-up and presentation of publishable review of literature. The review of literature will essentially be in the area of students' interest as per course COM-RS-C102 (A) or COM-RS-C102 (B) under the close supervision of the assigned supervisor.

Process:

- Scholars will be choosing the area of interest based on availability of members of faculty in department.
- Supervisors will be allotted based on scholars' interest area and recommendation of the Departmental Research Committee (DRC), formed for the purpose.
- Supervisors will closely supervise the scholars' research and pedagogic skills for articulation of the literature reviewed.



- Write –up shall refer to atleast twenty research articles and five core reference books. In case the field of research is new in absence of core readings atleast 30 relevant research articles shall be referred to prepare a publishable review of literature.
 - At the end of the semester concerned Supervisor shall convene a meeting of all students and members of faculty of the department for presentation of the concluded work.
 - The research scholar is expected to rationalize the work and will be accordingly rewarded by all the departmental members of faculty on a 5 point scale for skills exhibited.
 - In case the department is running short of members of faculties resource persons (not less than the cadre of Associate Professor) from allied departments may be invited to reward for the same
3. Pass marks being 60% of the total credits in aggregate (i.e. 7.2 credits). However, the scholar is expected to score not less than 55% in each course.



Research Methodology

COM-RS-C101

Objective: The objective of the course is to enable students to understand the methods of research.

Contents:

Unit-I Introduction:

Meaning and Definitions Concept, Construct definitions, Operational Definition, Objectives of Research; Sources of knowledge, Research Process, Positivism, Interpretation, Ontological Consideration. Concept of process, types, approaches.

Research Problem: Identification and formulation, criteria for good research problem. Preparation of research proposal. Components of Research Design,

Hypotheses; Types, qualities of workable hypotheses, usefulness of hypotheses in business research.

Unit – II Sampling and Data Collection

Sampling: Principles, Methods (Probability and Non- Probability), Characteristics, Sampling Distribution and Errors. Data Collection Sources (Primary, Secondary), techniques: Observation, Interview, Schedules, and Questionnaire.

Unit-III Data Analysis

Data preparation: Editing, Coding, and preliminary arrangement, Univariate and Bi-Variate. Statistical Estimation and Testing: Statistical testing -hypotheses and errors; test of attributes and variables, z - test, t - test, and f – test.

Non Parametric Tests: Chi-square test; Sign test; Wilcoxon Signed -Rank test; Wald- Wolfowitz test; Kruskal-Wallis Test, Mann Whitney U Test.

Interpretation of Statistical Results

Unit-IV

Research Report Writing: Meaning, Definitions and types, preparation, Context, and format, presentation. Referencing, Citation.

Suggested Readings:

1. Bryman Alan & Bell Emma, (2012), Business Research Methods, Oxford University Press.
2. Cooper Donald R. & Schindler Pamela S, (2010), Business Research Methods, Tata McGraw Hill.
3. Hooda R.P, (2010), Statistics for Business and Economics, Macmillan.
4. Kothari C.R, (2007), Research Methodology, New Age International.
5. Michael V.P, (2003), Research Methodology in Management.
6. Broota K. D., (1992), Experimental Design in Behavioural Research, Wiley Eastern.
7. Burns Robert B , (2000), Introduction to Research Methods, Sage Publication, New Delhi.
8. Kerlinger Fred N. , (1999), Foundations of Behavioural Research. Wadsworth Publishing, 4th Edition.
9. Kothari C R. , (2004), Research Methodology – Methods and Techniques, New Age Publications, India.
10. Popper Karl R , (1968), The logic of Scientific Discovery, Hutchinson, London
11. Young Pauline V, (2001), Scientific Social Surveys and Research, Prentice Hall of India, New Delhi.



ACCOUNTING AND FINANCE: THEORY AND ISSUES

COM-RS-C102 (A)

Unit-I: Accounting Theory

Accounting theory formulation - Deductive, inductive, events, value, predictive, behavioural, pragmatic, authoritarian, sociological, economic, eclectic and ethical approaches;

Accounting Theories - Structural, interpretational and decision usefulness theories, critical theory of accounting, normative and positive theory.

Unit-II: Basic Economic Concepts and Contemporary Research in Accounting:

An information economics view of accounting, current developments in mark-to-market accounting and hedge accounting, development of the conceptual framework of accounting in various countries; The present value model of accounting, fair value accounting;

Empirical research in accounting.

Unit-III Corporate Finance Theories:

Goal of finance function and agency theory, leverage and theories of debt, theories of capital structure;

Financial contracting and control theories, dividend theories and financial market signaling.

Unit-IV: Capital Market Theories

Market efficiency and random walk theory, portfolio diversification and theories of portfolio selection, capital asset pricing theories: CAPM and APT Model.

Core Readings: Accounting

1. American Accounting Association, (1966), A Statement of Basic Accounting Theory, Sarsota: AAA.
2. Belkaoui Ahmed, (1981), Accounting Theory, Harcourt Brace Jovanovica, New York.
3. Chambers R. J., (1966), Accounting Evaluation and Economic Behaviour, Englewood Cliffs: Prentice Hall.
4. Craig Deegan, (2006), Financial Accounting Theory, 2nd Edn, McGraw-Hill, Irwin,.
5. Financial Accounting Standards Board, (1978), Statement of Financial Accounting Concepts No. 1 Objectives of Financial Reporting by Business Enterprises.
6. Hendriksen Eldon S. ,(1982), Accountning Theory 4th Edn Homewood: Richard D. Irwin,
7. Jayne Godfrey. Allan Hodgson & Scott Holmes, (2003), Accounting Theory 5th Edn, John Wiley & Sons Inc.
8. Lal, Jawahar, (2009), Accounting Theory and Practice 3rd edn. ,Himalaya Publishing House, New Delhi.
9. Littleton A. C, (1958), Structure of Accounting Theory American Accounting Association,
10. Mohammed Abdolmohammadi & Ralph J. McQuade ,(2002), Applied Research in Financial Accounting, McGraw-Hill, New York.



11. Most Kenneth S,(1982), Accounting Theory, Ohio: Grid Inc.
12. Porwal L. S., (2001),. Accounting Theory, Tata McGraw-Hill, New Delhi.
13. Schroeder Richard G. Myrtle W. Clark. & Jack M. Cathey,(2010), Financial Accounting Theory and Analysis: Text and Cases 10th Edn, John Wiley & Sons Inc.
14. Scott William R,(2009), Financial Accounting Theory 5th Edn, Toronto: Prentice Hall Canada Inc.,
15. Scott Henderson Graham Peirson & Kate Harris,(2004), Financial Accounting Theory, Prentice Hall.
16. Shyam Sunder,(1997), Theory of Accounting and Control, South-Western Publishing, Cincinnati, Ohio.
17. Staubus C.J,(1961), A Theory of Accounting to Investors, Berkeley: University of California Press.
18. Watts Ross L. & Jerold L. Zimmerman,(1986), Positive Accounting Theory, Englewood Cliffs: Prentice Hall Inc.
19. Wolk, Harry I. James L. Dodd. & John, J. Rozycki,(2008),. Accounting Theory: Conceptual Issues in a Political and Economic Environment, Sage Publications, Inc.
20. Yuji Ijiri. ,(1975), Theory of Accounting Measurement Studies in Accounting Research 10, American Accounting Association.
21. Zack Gerard M. ,(2009), Fair Value Accounting Fraud: New Global Risks And Detection Techniques, John Wiley & Sons,
22. Brigham Eugene F. & Ehrhardt C. ,(2007), Financial Management: Theory and Practice, Thompson-South Western
23. Markowitz H M,(1959), Portfolio Selection: Efficient Diversification of Investments John Wiley, New York.
24. Sharpe William. (1970). Portfolio Theory and Capital Market, Mc Graw-Hill, New York
25. Solomon E., (1963),. Theory of Financial Management, Columbia University Press, New York.
26. Bowen H. R., (1953), Social Responsibilities of the Businessman. Harper & Row, New York.
27. Dale Earnest. ,(1999),. Management : Theory and Practice, McGraw Hill Book Company
28. Drucker, Peter. ,(1999),. Management Challenges in the 21st century, Butterworth- Heinemann, USA.
29. Drucker Peter. ,(1955), The Practice of Management, Elsevier, USA
30. Edersheim Elizabeth Haas. ,(2007), The Definitive Drucker, McGraw Hill. USA.
31. Fayol H. ,(1937), The administrative theory in the state (translated by S. Greer), in Gulick L. and Urwick L. (Eds). Papers on the Science of Administration Institute of Public Administration, New York, NY
32. Katz Daniel and Robert L. Kahn. ,(1966), The Social Psychology of Organizations, Wiley, New York.
33. Likert Rensis. ,(1967), The Human Organization – Its management and value. McGraw Hill, New York.



34. Ouchi William G., (1981),. Theory Z: How American business can meet the Japanese challenge, Addison-Wesley. Reading, MA.
35. Taylor F.W. ,(1911), Principles of Scientific Management, Harper & brothers, New York and London
36. Weber Max., (1947),. The Theory of Social and Economic Organization Translated by A.M. Henderson and Talcott Parsons, Collier Macmillan Publishers, London.
37. Johnson Richard A. Fremont E. Kast. & James E. Rosenzweig, (1964), Systems Theory and Management. Management Science, Vol. 10, 2, 367-384
38. Katz Daniel. Robert L Kahn & Adams J Stacy. ,(1980), The Study of Organizations, Jossey Bass, San Francisco, CA.
39. Likert Rensis, (1961), New patterns of management, McGraw Hill, New York.
40. Lucas Harold, (1978), Companion to Management Studies, William Heinemann Ltd, London.
41. Acs Zoltan J. and David B. Audretsch. ,(2003),. Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction.,Springer, NY.
42. Agarwal, Rajshree, Sharon A. Alvarez and Olav Sorenson, eds. ,(2005),. Handbook of Entrepreneurship Research: Disciplinary Perspectives, Springer, New York:.
43. Hébert Robert F and Albert N. Link , (1988), The Entrepreneur: Mainstream Views and Radical Critique. Second edition, Praeger,New York:
44. Parker Simon C., (2004), The Economics of Self-Employment and Entrepreneurship, Cambridge University Press, Cambridge.
45. Shane, Scott ,(2003), A General Theory of Entrepreneurship: The Individual-Opportunity Nexus, Edward Elgar, Cheltenham, U.K.

Finance

1. Brigham Eugene F. & Ehrhardt C., (2007), Financial Management: Theory and Practice, Thompson-South Western
2. Fama Eugene F. & French Kenneth R., (2004),. Capital asset Pricing Model: Theory and Evidence, The Journal of Economic Perspectives, Vol. 18, 3, 25-46
3. Fama Eugene F,(1965), The Behaviour of Stock Market Prices, Journal of Business, Vol. 38, 34-105
4. Fama Eugene F, (1970), Efficient Capital Markets: A Review and Empirical Work, Journal of Finance, 25, 2383-417
5. Fama, Eugene F.(1980),. Agency problem and theory of Firm, The Journal of Political Economy, Vol. 88, 2, 288-307
6. Fischer, Donald E. & Jordan, Ronald J. (2007). Security Analysis and Portfolio Management, PHI, New Delhi



7. Jensen, Michel C. & Meckling, William H. (1976). Theory of the Firm: Managerial Behaviour, Agency Costs and Ownership Structure, *Journal of Financial Economics*, Vol.3, 4, 305-60
8. Malkiel, Burton G. (1990). *A Random Walk Down Wall Street*. W W Norton New York
9. Markowitz H.M. (1959). *Portfolio Selection: Efficient Diversification of Investments* John Wiley, New York.
10. Miller, Merton H. (1977). Debt and Taxes, *The Journal of Finance*, Vol. 32, 261-275.
11. Modigliani, F. & Miller, Merton H. (1958). The cost of capital, corporation finance and the theory of investment, *American Economic Review*, Vol.48, 261-297
12. Modigliani, F. & Miller, Merton H. (1961). Dividend Policy, Growth and Valuation of Shares, *Journal of Business*, Vol 34, 4, 411-433
13. Ross Stephen. (1976). The Arbitrage Theory of Capital Asset Pricing, *Journal of Economic Theory*, 13, 341-60
14. Sharpe William. (1964). Capital asset Prices: A Theory of Market Equilibrium under Conditions of Risk, *Journal of Finance*, Vol. 19, 3, 425-42
15. Sharpe William. (1970). *Portfolio Theory and Capital Market*, Mc Graw-Hill, New York.
16. Solomon, E. (1963). *Theory of Financial Management*, Columbia University Press, New York.

Suggested Readings: Accounting

1. Ball, R. J. & P. Brown. (1968). An Empirical Evaluation of Accounting Income Numbers, *Journal of Accounting Research*, Autumn.
2. Beaver, W. (1972). The Behaviour of Security Prices and Its Implications for Accounting Research (Methods), *The Accounting Review Supplement*.
3. Belkaoui A & A. Cousineau. (1977). Accounting Information, Non-Accounting Information and Common Stock Perception, *Journal of Business*, July.
4. Benbasat, Izak., & Albert, S Dexter. (1979). Value and Events Approaches to Accounting: An Experimental Evaluation, *The Accounting Review*, October.
5. Chambers, R. J. (1955). Blue Print for a Theory of Accounting, *Accounting Research* No. 6, January.
6. Devine, C.T. (1960). Research Methodology and Accounting Theory Formation, *The Accounting Review*, July
7. Grossman, S. J., & J. E. Stiglitz. (1970). Information and Competitive Price Systems, *The American Economic Review*, May.
8. Healy, Paul M., & Krishna, G. Palepu. (1993). The Effect of Firms' Financial Disclosure Strategies on Stock Price, *Accounting Horizons*, Vol.7,1
9. Johnson, O. (1970). Towards An Event Theory of Accounting, *The Accounting Review*, October.
10. Lauren, Kelly. (1985). Corporate Management Lobbying on FAS No. 8: Some Further Evidence. *Journal of Accounting Research*, Vol. 23,2
11. Sorter, G. H. (1969). An Events Approach to Basic Accounting Theory, *The Accounting Review*, January.



MANAGEMENT THEORY AND ENTREPRENEURSHIP

COM-RS-C102 (B)

Unit I: Classical Management Theory

Taylor's theory of scientific management, Fayol's administrative theory, Weber's theory of bureaucracy.

Unit II: Contemporary Management Theory

Likert's management styles, systems theory, Ouchi - Theory Z, Corporate social responsibility theory, Peter Drucker's contribution to the development of management.

Unit – III: Entrepreneurship Theory- I

Introduction: occupational, structural, and functional approaches to entrepreneurship, classic contributions to entrepreneurship theory, Schumpeter and the economics of innovation, Knight - entrepreneurial judgment and the firm, Kirzner - entrepreneurial alertness, Schultz - adaptation, occupational entrepreneurship: recent contributions, the structural approach: causes and consequences of new-venture creation

Unit- IV: Entrepreneurship Theory- II

Entrepreneurship and finance, the opportunity-discovery perspective, entrepreneurship, heterogeneous capital, and the firm, the institutional environment, political entrepreneurship, entrepreneurial teams, recent controversies

Core Readings: Management Theory

1. Archie, B. Carroll. (1999). Corporate Social Responsibility - Evolution of a Definitional Construct. *Business & Society*, Vol. 38, No. 3, 268-295
2. Bowen, H. R. (1953). *Social Responsibilities of the Businessman*. Harper & Row, New York.
3. Dale, Earnest. (1999). *Management : Theory and Practice*, McGraw Hill Book Company
4. Drucker, Peter. (1999). *Management Challenges in the 21st century*. Butterworth- Heinemann, USA.
5. Drucker, Peter. (1955). *The Practice of Management*, Elsevier, USA
6. Edersheim, Elizabeth Haas. (2007). *The Definitive Drucker*, McGraw Hill. USA.
7. Fayol, H. (1937). The administrative theory in the state (translated by S. Greer), in Gulick, L. and Urwick, L. (Eds). *Papers on the Science of Administration*, Institute of Public Administration, New York, NY, 99-114.
8. Katz, Daniel and Robert L . Kahn. (1966). *The Social Psychology of Organizations*. Wiley, New York.
9. Likert, Rensis. (1967). *The Human Organization – Its management and value*. McGraw Hill, New York.
10. Ouchi, William G. (1981). *Theory Z: How American business can meet the Japanese challenge*. Addison-Wesley. Reading, MA.
11. Taylor, F.W. (1911). *Principles of Scientific Management*, Harper & brothers. New York and London



12. Weber, Max. (1947). *The Theory of Social and Economic Organization*. Translated by A.M. Henderson and Talcott Parsons. Collier Macmillan Publishers, London.

Entrepreneurship

12. Acs Zoltan J. and David B. Audretsch. ,(2003),. *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*. Springer, NY.
13. Agarwal, Rajshree, Sharon A. Alvarez and Olav Sorenson, eds., (2005),. *Handbook of Entrepreneurship Research: Disciplinary Perspectives*, Springer, New York:.
14. Hébert Robert F and Albert N. Link, (1988), *The Entrepreneur: Mainstream Views and Radical Critique*. Second edition, Praeger, New York:
15. Parker Simon C., (2004), *The Economics of Self-Employment and Entrepreneurship*, Cambridge University Press, Cambridge.
16. Shane, Scott ,(2003), *A General Theory of Entrepreneurship: The Individual-Opportunity Nexus*, Edward Elgar, Cheltenham, U.K.:

Suggested Readings

Management Theory

- Garriga, Elisabet., & Domènec, Melé. (2004). Corporate Social Responsibility Theories: Mapping the Territory, *Journal of Business Ethics*, Vol. 53, 1-2, 51-71
- Johnson, Richard A., Fremont, E. Kast., & James, E. Rosenzweig. (1964). Systems Theory and Management. *Management Science*, Vol. 10, 2, 367-384
- Katz Daniel. Robert L Kahn & Adams J Stacy. ,(1980), *The Study of Organizations*, Jossey Bass, San Francisco, CA.
- Likert Rensis, (1961), *New patterns of management*, McGraw Hill, New York.
- Lucas Harold, (1978), *Companion to Management Studies*, William Heinemann Ltd, London.
- Wren Daniel A Arthur G. Bedeian & John D. Breeze, (2002), The foundations of Henri Fayol's administrative theory, *Management Decision*, Vol. 40, 9, 906-918.

Entrepreneurship

- Acs, Zoltan., & David, B. Audretsch. (1990). *Innovation and Small Firms*, Cambridge, Mass, MIT Press.
- Alvarez, Sharon A., & Jay B. Barney. (2007). Discovery and Creation: Alternative Theories of Entrepreneurial Action, *Strategic Entrepreneurship Journal*, Vol.1, 1–2, 11–26.
- Audretsch David B. Max Keilbach. & Erik Lehmann. ,(2005),. *Entrepreneurship and Economic Growth*. Oxford, Oxford University Press.
- Baumol, William J. (1968). Entrepreneurship in Economic Theory, *American Economic Review*, Vol. 58, 64–71.



21. Baumol, William J. (1990). Entrepreneurship: Productive, Unproductive, and Destructive, *Journal of Political Economy*, Vol.98, 893–919.
22. Casson, Mark C. & Nigel Wadeson. ,(2007),. The Discovery of Opportunities: Extending the Economic Theory of the Entrepreneur, *Small Business Economics*, Vol.28, 4, 285–300.
23. Chiles, Todd H., Allen, C. Bluedorn., & Vishal, K. Gupta. (2007). Beyond Creative Destruction and Entrepreneurial Discovery: A Radical Austrian Approach to Entrepreneurship, *Organization Studies*, Vol.28, 467–93.
24. Companys, Yosem., & Jeffery, McMullen. (2007). Strategic Entrepreneurs at Work: The Nature, Discovery, and Exploitation of Entrepreneurial Opportunities, *Small Business Economics*, Vol.28, 4, 301–22.
25. Cook, Michael L., & Bradley, Plunkett. (2006). Collective Entrepreneurship: An Emerging Phenomenon in Producer-Owned Organizations, *Journal of Agricultural and Applied Economics*, Vol.38, 2, 421–28.
26. Cook, Michael L. Molly, J. Burress., & Costas, Iliopoulos. (2008). New Producer Strategies: The Emergence of Patron-Driven Entrepreneurship, Working paper, Department of Agricultural Economics, University of Missouri.
27. Elkjaer, Joergen R. (1991). The Entrepreneur in Economic Theory: An Example of the Development and Influence of a Concept, *History of European Ideas*, Vol. 13, 805–15.
28. Foss, Kirsten., Nicolai, J. Foss., & Peter, G. Klein. (2007). Original and Derived Judgment: An Entrepreneurial Theory of Economic Organization, *Organization Studies*, Vol.28, 12, 1893–912.
29. Foss, Kirsten., Nicolai, J. Foss., Peter, G. Klein., & Sandra, K. Klein. (2007). The Entrepreneurial Organization of Heterogeneous Capital, *Journal of Management Studies*, Vol.44, 7, 1165–86.
30. Foss, Nicolai J., & Peter, G. Klein. (2009). Entrepreneurial Alertness, In Hans Landström and Franz Lohrke, eds., *The Historical Foundations of Entrepreneurship Research*, Cheltenham, Edward Elgar
31. Gaglio, M., & Katz. J. A. (2001). The Psychological Basis of Opportunity Identification: Entrepreneurial Alertness, *Small Business Economics*, Vol.16, 95–111.
32. Gompers, Paul., & Josh, Lerner. (2001). The Venture Capital Revolution, *Journal of Economic Perspectives*, Vol. 15, 2, 45–168.
33. Greve, Arent ., & Janet, W. Salaff. (2003). Social Networks and Entrepreneurship, *Entrepreneurship Theory and Practice*, Vol. 28, 1, 1–22.
34. Hills, G.E., Lumpkin, G.T., & R.P. Singh. (1997). Opportunity Recognition: Perceptions and Behaviors of Entrepreneurs, *Frontiers of Entrepreneurship Research*, Vol. 17, 168–82.
35. Holcombe, Randall. (1992). Political Entrepreneurship and the Democratic Allocation of Economic Resources, *Review of Austrian Economics*, Vol.15, 143–59.
36. Kaplan, Steven N., & Per, Strömberg. (2003). Financial Contracting Theory Meets the Real World: An Empirical Analysis of Venture Capital Contracts, *Review of Economic Studies*, Vol. 70, 2, 281–315.



37. Kihlstrom, Richard E., and Jean-Jacques, Laffont. (1979). A General Equilibrium Entrepreneurial Theory of Firm Formation Based on Risk Aversion. *Journal of Political Economy*, Vol. 87, 4, 719–48.
38. Kirzner, Israel M. (1973). *Competition and Entrepreneurship*, Chicago, University of Chicago Press.
39. Kirzner, Israel M. (1997). Entrepreneurial Discovery and the Competitive Market Process: An Austrian Approach, *Journal of Economic Literature*, Vol. 35, 1, 60–85.
40. Klein, Peter G. (1999). Entrepreneurship and Corporate Governance, *Quarterly Journal of Austrian Economics*, Vol.2, 2, 19–42.
41. Klein, Peter G. (2008). Opportunity Discovery, Entrepreneurial Action, and Economic Organization, *Strategic Entrepreneurship Journal*,
42. Klein, Peter G., & Michael, L. Cook. (2006). T. W. Schultz and the Human-Capital Approach to Entrepreneurship, *Review of Agricultural Economics*, Vol. 28, 3, 344–50.
43. Knudsen, Thorbjørn., & Markus, C. Becker. (2003). The Entrepreneur at a Crucial Juncture in Schumpeter's Work: Schumpeter's 1928 Handbook Entry Entrepreneur, *Advances in Austrian Economics*, Vol. 6, 199–234.
44. Kor, Yasemin Y. (2003). Experience-Based Top Management Team Competence and Sustained Growth, *Organization Science*, Vol.14, 707–19.
45. Langlois, Richard N., & Metin, Cosgel. (1993). Frank Knight on Risk, Uncertainty, and the Firm: A New Interpretation, *Economic Inquiry*, Vol. 31, 456–65.
46. McMullen, Jeffery S. & Shepherd, Dean A. (2006). Entrepreneurial Action and Role of Uncertainty in the Theory of the Entrepreneur, *Academy of Management Review*, Vol. 31, 1, 132–52.
47. Parker, Simon C. (2008). The Economics of Formal Business Networks, *Journal of Business Venturing*
48. Salerno, Joseph T. (2007). *The Entrepreneur: Real and Imagined*, Working paper, Mises Institute.
49. Schneider, Marc. & Paul, Teske. (1992). Toward a Theory of the Political Entrepreneur: Evidence from Local Government, *American Political Science Review*, Vol.86, 737–47.
50. Shane, Scott, & Sankaran, Venkataraman. (2000). The Promise of Entrepreneurship as a Field of Research, *Academy of Management Review*, Vol.25, 217–26.
51. Sobel, Russell S. (2008). Testing Baumol: Institutional Quality and the Productivity of Entrepreneurship, *Journal of Business Venturing*, Vol.23, 6, 641–55.
52. Witt, Ulrich. (1998a). Imagination and Leadership: the Neglected Dimension of an Evolutionary Theory of the Firm, *Journal of Economic Behavior and Organization*, Vol.35, 161–77.



Literature of Review

COM-RS-C103

Objective: The objective of this course is to inculcate in students the ability to write a publishable review of literature in the area of student's interest.



DEPARTMENT OF EDUCATION
COURSE STRUCTURE OF TWO YEARS M.Ed. SYLLABUS

SEMESTER-I					
Course Code	Title of the Course	Credit	Total Marks	Internal Marks	External Marks
M.Ed.-C-101	Introduction to Educational Studies	4	100	30	70
M.Ed.-C-102	History and Political Economy of Education	4	100	30	70
M.Ed.-C-103	Psychology of Learning and Development	4	100	30	70
M.Ed.-C-104	Research Methods I	4	100	30	70
M.Ed.-P-105	Communication, Expository & Academic Writing ¹	3	75*	75*	--
M.Ed.-P-106	Self-Development ¹	1	25*	25*	--
		20	400	120	280
SEMESTER-II					
M.Ed.-C-201	Philosophy of Education	4	100	30	70
M.Ed.-C-202	Sociology of Education	4	100	30	70
M.Ed.-C-203	Teacher Education-I	4	100	30	70
Specialization (Select either 204.1 or 204.2 for specialization)					
M.Ed.-C-204.1	Development of Elementary Education	4	100	30	70
M.Ed.-C-204.2	Development of Secondary and Senior Secondary Education				
M.Ed.-C-205	Dissertation—Review of Researches, Styles, Strategies and Selection of the Problem ²			30	
M.Ed.-P-206	Internship in a TEI--1 st Phase ¹	4	100*	100*	--
		20	400	120	280
SEMESTER-III					
M.Ed.-C-301	Research Methods -II	4	100	30	70
M.Ed.-C-302	Teacher Education-II	4	100	30	70
Specialization (select as per specialization in semester II)					
M.Ed.-C-303.1	Pedagogy and assessment in Elementary Education	4	100	30	70
M.Ed.-C-303.2	Pedagogy and assessment in Secondary and Senior secondary Education				
M.Ed.-C-304.1	Educational Management, Administration and leadership in Elementary Education	4	100	30	70
M.Ed.-C-304.2	Educational Management, Administration and leadership in Secondary and Senior secondary Education				
Optional (Select any one from 305.1- 305.4)					
M.Ed.-O-305.1	Adolescence Education	4	100	30	70
M.Ed.-O-305.2	Value Education	4	100	30	70
M.Ed.-O-305.3	Higher Education	4	100	30	70
M.Ed.-O-305.4	Mental Health Education	4	100	30	70
M.Ed.-C -306	Dissertation—Preparation and Presentation of Proposal ²			30	
		20	400	120	280



SEMESTER-IV					
M.Ed.-C-401	Curricular Studies	4	100	30	70
Specialization (select as per specialization in semester II)					
M.Ed.-C-402.1	Inclusive Education with reference to Elementary Education	4	100	30	70
M.Ed.-C-402.2	Inclusive Education with reference to Secondary and Senior Secondary Education				
Optional (Select any one from 405.1- 405.4)					
M.Ed.-O-403.1	Information & Communication Technology	4	100	30	70
M.Ed.-O-403.2	Women's Education	4	100	30	70
M.Ed.-O-403.3	Guidance and Counseling	4	100	30	70
M.Ed.-C-404	Dissertation—Field work and Submission ³	8	200	60	140
M.Ed.-P-405	Internship in specialization—2 nd Phase ¹	4	100*	100*	--
		20	500	150	350
	TOTAL AGGREGATE	80	1700	510	1190

C- Compulsory, O- Optional, P- Practicum

1 * — To be evaluated internally in grade.

2— Internal Assessment Marks to be carried over to the Fourth Semester under M.Ed.-C-406 along with final External Evaluation.

3— To be evaluated by external expert with viva-voce.

Examination and Evaluation

I. Paper Wise Evaluation Scheme

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total
Theory & Dissertation	Compulsory	280	120	400	280	120	400	140	60	200	140	60	200	840	360	1200
	Optional	-	-	-	-	-	-	140	60	200	210	90	300	350	150	500
Practicum	Practicum Activities	-	50*	50*	-	100*	100*	-	50*	50*	-	100*	100*	-	300*	300*
Total		280	120	400	280	120	400	280	120	400	350	150	500	1190	510	1700



EA = External Assessment; IA = Internal Assessment

* = Result of Practicum (out of 300) shall be awarded in terms of Grades Separately.

I. Awarding Result for Practicum

Result of Practicum (out of 300) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade
90 and	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of 'B' Grade to clear Practicum separately so as to qualify for the M.Ed. degree

Note: The mark sheet issued to M.Ed. candidates shall show the result in Grade along with 'Grade Point' for Practicum separately.



Introduction to Educational Studies

M.Ed. –C-101

M.M. - 70

Course Objectives:

On completion of the course, the students will be able to

- Explain the nature of education as a discipline.
- Examine critically the relationship of education with various disciplines.
- Analyze the socio-cultural perspective of education.
- Examine various policies of education.
- Critically analyze role of various institutions of education.

Unit –I: Theoretical Perspective of Education

- Education as a discipline with interdisciplinary perspectives.
- Relationship with disciplines as Philosophy, Psychology, Sociology, Economics and Anthropology.
- Aims of Indian Education in the context of Democratic, Secular, Egalitarian and Socialistic society.
- Equality in Educational Opportunities: Provisions and critical analysis on schooling, teaching, learning and preparing curriculum.

Unit –II: Socio-Cultural Perspective of Education

- School as Social System, Education for Socialization and Social Change.
- Social Organizations, Social Groups, Social Stratifications and Social Mobility – Role of Education.
- Culture and Education- Common Cultural Heritage of India, Role of Education in Culture.
- Education for Unity in Diversity, Education for International Understanding.

Unit –III: Education Policy Perspectives

- Constitutional provisions, Right of Children to Free and Compulsory Education Act, 2009 (RTE2009), NPE (1986) & POA
- Governance and Management of Education
- Analysis of National Curriculum Framework (NCF) 2005 and National Curricular Framework for Teacher Education (NCFTE) 2009.
- SSA, RMSA, RUSA.



Unit –IV: Institutions, Systems and Structure of Education

- Regulatory bodies in education: University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE)
- Advisory bodies: National Council for Educational Research & Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Centre for Advanced Studies in Education (CASE), Indian Council of Social Science Research (ICSSR)
- Institutions of higher education (universities, deemed, private universities and autonomous colleges).
- Institutions of teacher education- National Council for Educational Research & Training (NCERT), State Council for Educational Research & Training (SCERT), District Institute of Educational Training (DIETs) and Colleges of Teacher Education (CTEs) and Institute of Advanced studies in Education (IASE)

Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Gutek, G.L. (2009). *New Perspectives on Philosophy and Education*. USA: Pearson Education Inc.
- Brubacher, J.S. (2007). *Modern Philosophies of Education (3rd Edition)*. Delhi: Surjeet Publication.
- Habib, S.I. (2010). *Moulana Abdul Kalam Azad and the national education system*. New Delhi: NUEPA.
- Jandhyala, B.T.G. (2003). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation
- MHRD (1992). *Programme of Action. Govt.of India*. New Delhi.
- MHRD (2012). *RUSA*. New Delhi.
- Nayak, B.K. (2013). *Text Book on Foundation of Education*. Cuttack: KitabMahal.
- NCERT (2005). *National Curriculum Framework-2005*. New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi.
- Ozmon, H. A. & Craver, S. M. (2008). *Philosophical Foundation of Education*. USA: Pearson Education Inc.
- Rao, K.S. (2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA

**History and Political Economy of Education****M.Ed. –C-102****M.M.70****Course Objectives:**

On completion of the course the students will be able to:

- Provide an overview of evolution of education system in India in the pre and post-independence period of India.
- Analyze various policies adopted to universalize education in order to raise the literacy rates among all in general and children in particular.
- Look into the implications on social and economic aspects of the stakeholders.
- Assess the contributions of education to the economic growth in pre and post globalization era.

Unit-1: Development of Education in Pre-Independent India-I

- Ancient and medieval education system in India.
- Indian education system during the British rule in India-I: Macaulay's Minute upon Indian Education (1833), Woods Dispatch (1854), Hunter Commission Report (1882), Sadler Committee report (1917).
- Indian Education System During British Rule –II: Hartog Committee Report (1929), Zakir Hussain Committee (1938), Sargent Committee (1944).
- 1909, 1919, 1935 Acts and Education.

Unit-II: Development of Education in the Post-Independent India

- University Education Commission (1948-49), Secondary Education Commission (1952-54), Education Commission (1964-66).
- Policies on Education- NPE-1968, 1986, 1992, PoA-(1986 and 1992).
- Ramamurthy Review Committee (1990), National Knowledge Committee (2005), Ganguly Committee (2007).
- International Education Commission report (Delors Commission Report), Sustainable Development Goals- IV and its targets.

Unit-III: Educational Financing and Political Economy

- Grant in aids, teacher appointments, training programmes, service benefits, salaries and pay commissions.
- Decentralization planning and financing of education.
- Political economy of approach- Classical, Neo-classical and Marxist schools of thought.
- Technical Education and Skill Development.



Unit-IV: Education and Economic Development

- Concept and importance of Human Capital, Education and Human Capital formation.
- Contribution of Education in Economic growth: Critical and empirical analysis.
- Education as economic good, Education as consumption and investment.
- Education as industry: A critical analysis

Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Ansari, M.M(1987). *Education and Economic Development*, New Delhi, AIU Publication.
- Daniele, C. (2008). *The Economics of Education - Human Capital, Family Background and Inequality*. New York: Cambridge University Press.
- Dubey, A. (2007). *Commercialization of Education in India: Policy, Law and Justice*. New Delhi: APH Publishing Corporation.
- Frei, M. (2013). *How Important Are Education, Human Capital and Knowledge for Economic Growth and Development?* Grin Verlag.
- Geeta, G. K. & Mohd M. (2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. London: OUP Press.
- Ghosh, S. C. (2013). *The History of Education in Modern India: 1757-2012*. Orient Blackswan.
- Hasan, Z. (ed). (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*. New Delhi: Oxford University Press.
- Mooij, J & Majumdar, M. (2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)* Routledge: Chapman & Hall.
- Pinar. W. F.(ed). (2015), *Curriculum Studies in India: Intellectual Histories, Present Circumstances (International and Development Education)*. Palgrave Macmillan.
- Prakash Sri. & Choudhury, S (1994). *Expenditure on Education: Theory, Models and Growth*, New Delhi, NIEPA.
- Rao, D. P. (2010). *Economics of Education and Human Development in India*. New Delhi: Akansha Publishing House.
- Rashmi, S. & Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.
- Sharma, R.C. (2004). *National Policy on Education and Programme of Implementation* Jaipur: Mangaldeep Publications.
- Angela, S. (2013). *Public Spending in Education and Human Capital Development*. Lambert Academic Publishing.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. Jaipur: A B D Publisher



Psychology of Learning and Development

M.Ed. –C-103

M.M. 70 marks

Course objectives:

On completion of the course the students will be able to:

- Explain the developmental characteristics of the learners.
- Critically analyze the process of learning on the basis of various learning theories and implications of constructivist learning.
- Analyze the concept, theories of intelligence and the creative process
- Conceptualize personality structure and various adjustment mechanisms.

Unit-I: Understanding the Developmental Characteristics of the learner

- Growth and Development: Concept, Principles, Characteristics, Different phases, Social, Emotional and Intellectual.
- Language Development in Learners: basic concepts and critical analysis of the views of Chomsky and Whorf on language development.
- Cognitive Development in Learners: Views of Piaget, Bruner and Vygotsky.
- Moral Development in Learners: Kohlberg

Unit-II: Understanding the Process of Learning and Learning Theories

- Learning as Construction of Knowledge: Meta- Cognition, Socio-cultural Mediation and Experiential Learning.
- Cognition in learning: Cognitive Processes, Development of concepts. Strategies for Teaching Concepts and Problem Solving.
- Pavlov and Skinner Theory of Conditioning.
- Lewin's Field theory, Bandura's Theory of Social Learning.

Unit-III: Intelligence and Creativity

- Intelligence: Concept and types.
- Theories of Intelligence: Guilford's structure of intellect, Howard Gardner's theory, Goleman's Emotional Intelligence.
- Creativity: Concept and process of Creativity.
- Role of School in fostering Creativity.



Unit-IV: Personality and Adjustment

- Concept of personality
- Psycho Analytical theories of Personality: Freud, Adler, and Jung
- Trait theories: Allport and Cattell.
- Adjustment: Concept, process of Adjustment and Defense Mechanism.

Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings:

- Aggarwal, J.C. (2000). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House.
- Bruner, R.F. (1978). *Psychology Applied to Teaching*. Boston: Houghton Mifflin.
- Chadha, D.S. (2004). *Classroom Teaching and Learning*. New Delhi: Mittal Publications.
- Chauhan, S.S. (2000). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Dash, M. (2002). *A Text Book of Educational Psychology*. Cuttack: Unique.
- Dececco, J.P. (1977). *The Psychology of Learning and Instruction*. Delhi: Prentice Hall.
- Fetsco, Thomas and Mclure, John (2005). *Educational Psychology- An Integrated Approach to classroom decisions*. New York: Pearson.
- Bower, G.H. (1966). *Theories of Learning*. USA: Englewood Cliffs: Prentice Hall.
- Hilgard, E.R. (2007). *Theories of learning*. Surjeet Publications.
- Hurlock, E.B. (1974). *Developmental Psychology*. New Delhi; Tata McGraw-Hill.
- Mangal, S.K. (2003). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Piaget, J. (1999). *Judgment and Reasoning in the Child*. London Rutledge.
- Sahakia, W.S. (1969). *Psychology of Learning*. Chicago: Rand McNally.
- Walia, J.S. (2000). *Foundations of Educational Psychology*. Jalandhar: Paul Publishers.
- Woolfolk, Anita (2004). *Educational Psychology*. New Delhi: Pearson Education in South Asia.

**Research Method-I****M.Ed. –C-104****M.M. 70****Course Objectives:**

On completion of the course the students will be able to:

- Explain the meaning of Scientific Method and the basic concepts scope and limitations of Educational Research.
- Acquire the modalities necessary for formulating research problem
- Acquire basic information on sampling, hypothesis, tools and techniques for conducting research.
- Prepare a Research Proposal

Unit-I: Introduction to Educational Research

- Sources of Knowledge, Basic assumptions of Science, Scientific method.
- Scientific theory: Meaning, components, Purpose and Characteristics of theory.
- Application of Scientific Method to Education.
- Inter - disciplinary approach to Educational research.

Unit-II: Research in Education: Conceptual Perspective

- Educational Research: Meaning, Purpose, Kinds, Areas and Limitations.
- Classification of Research by purpose: Basic, Applied, Evaluation and Action
- Classification of Research by approach- Quantitative and Qualitative.
- Ethics of Educational Research: ethical practices throughout the research process.

Unit-III: Planning the Research Study

- Problem selection: Sources, Characteristics, Statement of the Problem
- Review of Literature: Purpose and Sources, steps in conducting Literature review
- Hypothesis: Meaning, Characteristics and Types and Formulation
- Testing of Hypotheses.

Unit-IV: Sampling Techniques, Tools and Proposal Development

- Concept of Population and Sample: Meaning, Purpose and Characteristics of a good sample.
- Probability and Non-Probability sampling: Concept and types
- Tools of Research: Interviews, Observation, Focused Group Discussion, Questionnaire, Scales and Inventory
- Development of Proposal

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Best, J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Broota, K.D. (1989). *Experimental Design in Behavioural Research*. New Delhi: New Age International Publishers.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994). *Research Methods in Education*. New York: Holt Rinchart and Winston Inc.
- Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feiffer & Simon.
- Gay, L.R. (1976). *Educational Research: Competencies for Analysis and Application*. Merrill: Macmillan Publishing Company.
- Good, Barr & Scates (1962). *Methodology of Educational Research*. New York: Appleton Crofts.
- Guilford, J.P. & Fruchter, B. (1974). *Fundamental Statistics in Psychology & Education*. New York: McGraw Hill.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Koul, L. (1990). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*. Concise paperback edition. Thousand Oaks, CA: Sage.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.



Communication, Expository and Academic Writing

M.Ed. –P-105

(75 marks)

Objectives:

- To develop communication skills, expository and academic writing skills.

Select any **TWO** activities from the following:

1. Writing academic paper- sources paraphrase and acknowledge the sources.
2. Article for journal
3. Review of thesis / book.
4. Presentation of an academic paper in any topic

Self-Development

M.Ed. –P-106

(25 marks)

- **Write a Reflective Report on any ONE from the following:**

1. Gender
2. Society and education
3. Disability
4. Psycho-social dimension of exclusion
5. Mental and Physical wellbeing (Yoga)



Philosophy of Education

M.Ed. – C-201

M.M. 70

Course Objectives:

On completion of the course, the students will be able to:

- Develop a critical understanding of major modern educational philosophies and understand their educational implications.
- Understand the basic Indian and western concepts of education.
- Learn the concept of values and develop the ability to extract common values from various religious philosophies to cater to the need of contemporary universalism.
- Analyze the contributions of philosophical thinkers to educational practice.

Unit-I: Philosophy and Education

- Concept and nature of Education and Philosophy.
- Scope and need of Philosophy of Education in modern times.
- Functions of Philosophy of Education (Speculative, Normative and Analytical)
- Relation between philosophy and education- philosophy influencing aims of education, curriculum, and method of teaching, discipline, textbook and role of teacher.

Unit-II: Philosophical Approaches to Education - I

- Impact of Indian schools of Philosophy on Education - I: Sankhya, Vedanta, and Nyaya.
- Impact of Indian schools of Philosophy on Education-II: Buddhism, Jainism and Islamic traditions.
- Western schools of philosophy on Education-I: Idealism, Naturalism, and Realism.
- Western schools of philosophy on Education-II: Pragmatism, Existentialism and Marxism.

Unit-III: Knowledge and Values

- Epistemology and Education: Knowledge; Methods of acquiring valid knowledge with specific reference to Analytical philosophy, Dialectical Approach, Scientific Inquiry.
- Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavad Gita and Islam to education in terms of value formulation.
- Logical, Ethical, Aesthetical bases of knowledge.
- Theories of Values (Subjective and objective): Extrinsic and Intrinsic values.

**Unit-IV: Philosophical Thoughts on Educational Practices**

- Indian Philosophers-I: Rabindranath Tagore, Vivekananda, Aurobindo
- Indian Philosophers-II: Mahatma Gandhi and Jiddu Krishnamurthy.
- Western Philosophers-I: Froebel, John Dewey, Pestolozzi
- Western Philosophers-II: Evan Illich, Paulo Freire.

Assignment and Tests:**(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings:

- Aggrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Banks, J. (2004). *Multicultural education: Characteristics and goals*. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. San Francisco, CA: Jossey-Bass.
- Barrow, R. (2010). Schools of Thought in Philosophy of Education. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
- Connor, J. (1995). *An Introduction to the Philosophy of Education*, Agra: Vinod Pustak Mandir
- Curren, R. (2008). The Analytical Movement. In *A Companion to the Philosophy of Education*. Emily Robertson and Paul Hager (ed.). USA: Wiley Publishing.
- Goswami, M. (2014). *Principles and Foundations of Education*. New Delhi Lakshmi Publishers& Distributors.
- Heyting, Frieda (Edt). (2001). *Methods in Philosophy of Education*. London Routledge.
- Moon Bob(Ed) (2000); *International Companion to Education*: London, Routledge.
- Phillips, D.C. (2010). What is Philosophy of Education? In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Pring, R. (2010). The Philosophy of Education and Educational Practice. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Saxena, S. & Chaturvedi, S. (2002). *Encyclopedia of Philosophical and Sociological*.
- Siegel, H. (2010). Knowledge and Truth. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Singh, M.S. (2007). *Value Education*. Delhi: Adhyayan, Publication.
- Winch, C. (1996). *Key Concepts in Philosophy of Education (1st Edition)*. London: Rutledge.



Sociology of Education

M.Ed. –C-202

M.M. – 70

Course Objectives

On completion of the course the students will be able to:

- Explain the basic concepts of Sociology of Education.
- Realize the rich cultural heritage of India.
- Understand the relationship between education and society.
- Describe the functions of education of modern India.

Unit – I: Introduction to Sociology of Education

- Concept and Scope of Sociology of Education.
- Relationship between Sociology and Education.
- Sociology of Education and Educational Sociology
- Social functions of Education: Social Integration, Social Placement, Socio-cultural Innovation.

Unit-II: Sociological Bases of Education.

- Caste-System in ancient India & recent changes.
- Education as factor of Social Stratification and Social Mobility.
- Education and cultural process: Enculturation and Acculturation.
- Education for conservation, creation and transmission of culture.

Unit-III: Education and Society

- Social groups – Primary & Secondary: its characteristics & functions.
- Process of socialization, school as an agent of socialization of child.
- Modernization, Westernization and Sanskritisation in Indian Society
- Education and Social Change in India

Unit- IV: Education in new social order

- Social Equity and Equality.
- Education for Unity in Diversity and National Integration.
- Education for Democracy and good Citizenship.
- Education for Sustainable Development.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings:

- Adishesiah, W.T.V. & Pavansam, R. (1974). *Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
- Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi: Rawat Publications.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group Behaviour: Group Dynamics in Education*, New York: John Wiley.
- Ballantine, J.H., & Spade, Joan Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
- Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
- Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
- Bhushan, V. & Sachdeva, D.R., (2008). *An Introduction to Sociology*, New Delhi: Kitab Mahal.
- Blackledge, D & Hunt, B. (1985). *Sociological Interpretations of Education*, London: Groom Helm.
- Chanda, S.S. & Sharma, R.K (2002). *Sociology of Education*, New Delhi: Atlantic Publishers.
- Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York: Mc.Graw Hill.
- Durkheim, E (1966). *Education & Sociology*, New York: Free Press.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- Joyee, L.E. & Sanders, M.G. (2002). *School, Family & Community Partnership*, Guwahati: Nibedita Book Distributors.
- Mohanty, J. (1982). *Indian Education in Emergency Society*, New Delhi: Sterling Publishers.
- Naidu, A.K.M., (1989). *Indian Society, Cuttack*: Kitab Mahal.
- Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.
- Prasad, J., (2004). *Education and Society*, New Delhi: Kanishka Publishers and Distributors.
- Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.
- Shukla, S & K.Kumar (1985). *Sociological Perspective in Education*, New Delhi: Chanayak Publications.
- UNESCO (1982). *Inequalities and Educational Development*, Paris: ANHEP Seminar.



Teacher Education-I

M.Ed. –C-203

M.M. 70

Course Objectives

On completion of the course the students will be able to: -

- Understand the concept, aims and scope of teacher education in India in the context of current changes in the society.
- Understand the importance of teaching as a profession
- Develop the essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics
- Understand the organization of different components of pre and in-service training of teachers

Unit-I: Concept of Teacher Education

- Meaning, scope, need and significance of teacher education.
- Objectives of teacher education at different levels.
- The context of teacher education - The dynamics of social, psychological, political and economic changes in society.
- Quality Assurance and Quality Control in teacher education: concept of Total QCI (Quality Control of India).

Unit-II: Teaching as a Profession

- Teaching as a profession: Concept and characteristics.
- Professional ethics and code of conduct for teachers and teacher educators.
- Qualities of a professional teacher.
- Roles, Responsibilities and Accountability of teachers.

Unit-III: Pre-service Teacher Education

- Concept, nature, objectives and scope of pre-service teacher education.
- Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship.
- Modes of pre-service teacher education-face to face, and distance: merits and limitations.
- Eclectic mode of teacher education.

Unit-IV: In-service Teacher Education

- Meaning, objectives and significance of in-service teacher education- Need for continuing professional development of a teacher.



- Purpose of in-service teacher education program- Orientation, refresher, workshop, seminar and conference.
- Qualities and characteristics of an effective in-service teacher educator.
- Issues of In-service Teacher Education Programme

Assignment and Tests:**(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Anand, C.L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
- Mukerjee, S.N. (1988). *Education of the Teacher in India*, Vol. I & Vol. II, Delhi: S. Chand and Co.
- NCTE (1978). *Teacher Education Curriculum-A Framework*, New Delhi: NCERT.
- Panda, B.N & Tewari, A.D (1997). *Teacher Education*, New Delhi: A.P.H. Publishing Corporation.
- Pareek, R. (1996). *Role of Teaching Profession*, Guwahati: Eastern Book House.
- Passi, B. K. (1976). *Becoming a Better Teacher, microteaching Approach*, Amedabad: Sahitya Mudranalaya
- Raina, V.T. (1998). *Teacher Education: A Perspective*, Guwahati: Eastern Book House.
- Singh, L.C. (ed) (1990). *Teacher Education in India- A Resource Book*, New Delhi: NCERT.
- Tibble, J.W. (ed) (1995). *The future of Teacher Education*, London: Routledge and Kegan Paul.
- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Lokman, A. (2012). *Teacher Education*. APH publishing, Guhwati.
- Martin, D. J. & Kimberly S. Loomis (2006). *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Martin, R.J. (1994). Multicultural Social Reconstructionist education: Design for diversity in teacher education. *Teacher Education Quarterly* 21(3)77-89, EJ 492(4).
- Mohanty, J. (2003). *Teacher Education*. Deep and Deep, New Delhi Publications Pvt. Ltd.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- NCERT (2006). *Teacher Education for Curriculum renewal*. New Delhi.



- NCTE (1998). *Perspectives in Teacher Education*. New Delhi.
- NCTE (2014). *NCTE New Norms and Regulation*, 2014. New Delhi.
- Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup & Sons Publications,
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Sharma. R.A. (2005). *Teacher Education*. New Delhi: Kanishka Publisher.
- Singh, L.C. (1990). *Teacher Education in India: A Resource Book*, Delhi, NCERT.
- Govt. of India (1966). *Reports of the education Commission, 1963-1966*, New Delhi: Ministry of Education, Govt. of India.

**DEVELOPMENT OF ELEMENTARY EDUCATION****M.Ed. –C-204.01****M.M. 70****Course Objectives:**

On completion of the course the students will be able to: -

- Discuss the objectives and structure of Elementary Education.
- Analyze the policies on Elementary Education.
- Explain the UEE and reform in examination in Elementary Education.
- Understand the objectives and principles of curriculum planning

Unit-I: Introduction to Elementary Education

- Meaning and Nature of Elementary Education.
- Objectives and focus of Elementary Education; Vision and Mission.
- Elementary School Structure and functioning of Elementary Education System across the states.
- Problems in Elementary Education.

Unit-II: Policies on Elementary Education in India

- Constitutional Provisions for Elementary Education and their Implications.
- Right to Education as Fundamental Right: Provisions in RTE Act.
- Elementary Education as Highlighted in NPE-1986, PoA-1992.
- Ganguly Committee-(2007).

Unit-III: Universalization of Elementary Education

- Concept, objectives and Justification of Universalization of Elementary Education.
- Current Statuses of UEE (Access, Enrolment and Retention) with reference to equity principles.
- Issues related to enrolment and dropout.
- Differently labeled children at Elementary Level – types, access, issues and challenges.

Unit-IV: Curriculum and Assessment in Elementary Education

- Principles of Elementary School Curriculum-Its Objectives and Planning.
- Teaching Learning Material-Preparation and Uses.
- CCE at Elementary level.
- Examination Reforms at Elementary Level-Need and importance.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Bhatnagar, S; Saxena, A & Kumar, S (2005). *Development of Educational System in India*, R. Lall Book Depot, Meerut.
- Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
- *Development in Practice – Primary Education in India*. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi.
- Govt. of India (2005). *National Plan of Action for Children, 2005*: Department of Women and Child Development, New Delhi.
- Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
- Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.
- Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd Ed.) New York: Longman.
- Kumar, Alok and Singh, A.P. (2009). *Elementary Education in India: Issues and Challenges*. New Delhi: Uppal Publishing House.
- Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
- Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
- McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249- 69.
- Mehta Arun C. (2004). *Evolvement of District Information System for Education*, Kurukshetra, September, New Delhi.
- Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
- MHRD (2001). *Sarva Shiksha Abhiyan—A Programme for UEE*. New Delhi.
- MHRD (2009). *The Right of the Children to Free and Compulsory Education*. New Delhi.
- NCERT (1996): *Education and National Development*: Report of the Education Commission.
- Mohanty, J N (2002): *Primary and Elementary Education*. Deep & Deep Publications, New Delhi.
- Rao, V.K. (2007): *Universalisation of Elementary Education*. Indian Publishers, New Delhi.
- Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
- Prakash, V (1997) (ed) *Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi.

**DEVELOPMENT OF SECONDARY AND SENIOR SECONDARY EDUCATION****M.Ed. –C-204.02****M.M. 70****Course Objectives:**

On completion of the course the students will be able to; -

- Discuss the objectives and structure of Secondary and Senior Secondary Education.
- Analyze the policies on Secondary and Senior Secondary Education.
- Understand the status and concerns in Secondary and Senior Secondary Education.

Unit-I: Introduction to Secondary and Senior Secondary Education

- Meaning and objectives of Secondary and Senior Secondary Education.
- Nature and Scope of Secondary and Senior Secondary Education.
- Structure of Secondary and Senior Secondary Education.
- Vocationalization of Secondary and Senior Secondary Education

Unit-II: Secondary and Senior Secondary Education in Historical Perspective

- Development of Secondary and Higher Secondary Education during the British Period.
- Development of Secondary and Higher Secondary Education in Free India (Tara Chand Committee (1948); University Education Committee (1948); Secondary Education Commission (1952-53) and Kothari Commission 1964-1966).
- National Policy on Education 1986 and 1992 with reference to Secondary and Higher Secondary Education.
- Rashtriya Madhyamik Shiksha Abhiyyan (RMSA-2009).

Unit-III: Status and Concern of Secondary and Senior Secondary Education

- Present status, structure and enrollment at Secondary and Senior Secondary Schools.
- Major concern: enrollment, retention and Dropouts, Equity and Equality.
- Problems of Secondary and Senior Secondary Education.
- Use of Information Communication Technology (ICT) in Secondary and Senior Secondary Education.

Unit-IV: Curriculum and Assessment in Secondary and Senior Secondary Education

- Principles of curriculum Development Secondary and Senior Secondary Education.
- NCF-2005; with special reference Secondary and Senior Secondary Education.
- TLM at Secondary and Senior Secondary Education.
- Examinations reform at Secondary and Senior Secondary Education.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- De, Anuradha & Dreze, Jean (1999). *Public Report on Basic Education in India*. Oxford University Press. USA.
- Fullan, M (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
- Khora, Sthabir (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.
- Kumar, Ravi (2006). *The Crisis of Elementary Education in India*. Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). *Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy* (1st edition) Oxford University Press.
- NCERT (1995). *Teacher Policy, Training Needs and Perceived Status of Teachers* 114,116 IER: SPECIAL NUMBER, New Delhi.
- NCERT (2005). *Position Paper of National Focus Group on Teacher Education for Curriculum Renewal*. New Delhi: National Council of Educational Research and Training.
- NCTE (2010). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: National Council for Teacher Education.
- NCERT, *National Curriculum Framework (NCF) 2005*. NCERT: New Delhi
- NEUPA (2014) India: *Education for All – Towards Quality with Equity*. NEUPA, MHRD, New Delhi
- Sood, N (2003). *Management of school education in India*, APH Publishing corporation, New Delhi
- Slattery (1995): *Curriculum Development in Postmodern Era*. (Critical Education & Practice).
- Sujatha, K & Ravi G (2011) *Management of secondary education in India: quality, programme and administration*. Shipra Publication, New Delhi
- Sujatha, K & Ravi G (2011) *Development of Secondary Education in India*. Shipra Publication, New Delhi
- Wiles, Jon (2004). *Curriculum Essentials- A Resource for Educators*. Allyn & Bacon.



Dissertation— Review of Researches, Styles, Strategies and Selection of the Problem

M.Ed. –C-205

(30 marks)

· The process of dissertation should begin in the Semester II and is to be submitted at the end of semester IV.

Activity

Semester- II

.Submit a review of related literature on the problem selected according to American Psychological Association (APA) Style.

Evaluation Scheme: Evaluation is to be done internally by the department/college and the internal assessment marks awarded would be carried over to final semester under dissertation and will be accounted there.



Internship in a TEI-1st phase

M.Ed. –P-206

(M.M. 100)

- There will be two parts of internship for 4 credits each.
- *Internship will be conducted in a Teacher Education Institution.*

Activities

1. Observation of five Micro Lessons (10 Marks)
2. Observations of Ten Practice Lessons and provide feedback (10 Marks)
3. Preparation of two Lesson Plans on Method Papers as per students' specialization. (20 Marks)
4. Teach Two Lessons as per above lesson plan at Teacher Education Institution. (30 Marks)

The students should submit report on the above-mentioned activities. .

Internal Assessment

(30 marks)

1. Preparation of Demo Lesson Plan in any Method Paper and its execution (15 marks)
2. Observation of Demonstration Lessons (15 Marks)

**Research Methods (Advanced-II)****M.Ed. –C-301****M.M. 70****Course Objectives**

On completion of the course the students will be able to:

- Learn about the methodology of Educational Research.
- Gain knowledge of research designs and approaches.
- Apply statistics in qualitative and quantitative research.
- Write a research report.

Unit-I: Quantitative and Qualitative Research

- Concept and Methods of Quantitative Research- Descriptive: purpose process and types (Survey, Correlational, and Causal Comparative)
- Concept and Methods of Qualitative Research with their designs: Historical, Phenomenology, Ethnography, Grounded theory, Case study.
- Experimental Research: concept, steps and variables in experimental research, validity of experimental research.
- Experimental designs: Pre-experimental Design, true experimental Design and quasi Experimental Design.

Unit-II: Mixed Method Research

- Concept of Mixed Method Research.
- Characteristics of Mixed Method Designs; planning a mixed method procedure.
- Types of Mixed Method Designs-I: Convergent Design, Sequential Design; merits and limitations.
- Types of Mixed Method Designs-II: Multiphase Design and transformative Design; merits and limitations.

Unit-III: Analysis of Parametric Data

- Descriptive Statistics: Uses and application of NPC
- Inferential Statistics: Tests of significance, ANOVA
- Types of errors, One Tailed and Two tailed tests.
- Correlation: Biserial, Tetra choric, Partial and Multiple Correlation, and Simple Regression analysis.

Unit-IV: Analysis of Non- Parametric Data and Qualitative Researches

- Non parametric Data Analysis-I: Chi Square, Sign test
- Non parametric Data Analysis-II: Wilcoxon Test, Mann Whitney U test and Median test



- Qualitative data analysis; Content analysis, Inductive analysis, Deductive analysis.
- Writing of Research Report

Assignment

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Best, J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Broota, K.D. (1989). *Experimental Design in Behavioural Research*. New Delhi: New Age International Publishers.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- a Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994). *Research Methods in Education*. New York: Holt Rinchart and Winston Inc.
- Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feiffer & Simon.
- Gay, L.R. (1976). *Educational Research: Competencies for Analysis and Application*. Merrill: Macmillan Publishing Company.
- Good, Barr & Scates (1962). *Methodology of Educational Research*. New York: Appleton Crofts.
- Guilford, J.P. & Fruchter, B. (1974). *Fundamental Statistics in Psychology & Education*. New York: McGraw Hill.
- Koul, L. (1990). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*. Concise paperback edition. Thousand Oaks, CA: Sage.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

**Teacher Education-II****M.Ed. –C-302****M.M. 70****Course Objectives**

On completion of the course the students will be able to:

- Understand the knowledge base of teacher education and learn to make use of it in teaching-learning process.
- Understand several issues and concerns in teacher education related to improving competence of teachers and quality of teacher education.
- Analyze the trends and innovations in teacher education.

Unit-I: Knowledge Base of Teacher Education

- Levels of Teaching–Memory, Understanding and Reflective.
- Reflective teaching: meaning, concept and strategies for promoting reflective teaching.
- Teaching process: Pre-stage, Process and Product Criteria.
- Learning Cycles: Engagement, Exploration, Explanation and Elaboration.

Unit-II: Theories and models of teaching and their implications

- Gagne’s hierarchical theory of instruction.
- Donald Oliver’s Jurisprudential theory.
- David Ausubel’s Advance organizer model.
- Suchman’s Inquiry Training Model.

Unit-III: Modification of Teacher Behaviour

- Competencies of Teaching
- Instructional Strategies in Teaching-Lecture, Discussion, Brainstorming, Seminar, Workshop, Tutorials, Group Discussion and project.
- Patterns of Practice Teaching: nature, assumptions merits and Demerits.
- Evaluation of Teaching- Flander’s Interactional Analysis Category System (FIACS).

Unit-IV: Issues and Research in Teacher Education

- Application of ICT in Teacher Education.
- Integrating content and pedagogy in Teacher Education Programme.
- Challenges of Professional Development in Teacher Education.
- Trends of Research in teacher Education.

**Assignment:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- MHRD (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. New Delhi: Govt. of India. Volume 1 & 3.
- NCERT (2005). *National Curriculum Framework*. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). *Position Paper on Teacher Education*. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi: National Council for Teacher Education.
- NCTE (1978). *Teacher Education Curriculum-A Framework*, New Delhi: NCERT.
- Newman, S. (1999). *Philosophy and Teacher Education: A reinterpretation of Donald A. Schon's Epistemology of Reflective Practice*. London: Avebury.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). *Teacher Education Curriculum: What, How and Why. Curriculum and Teaching Dialogue*. pp.39-49.
- Pollard, A. (2002). *Reflective Teaching: Effective and Evidence informed Professional Practice*. London: Continuum.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. *American Journal of Education*, Vol. 100, No.3, pp.354-395.
- Saha, L.J. & Dworkin, A.G. (Ed.) (2009). *International Handbook of Research on Teachers and Teaching*, Vol. I & II. Springer.
- Schon, D. A. (1983). *The Reflective Practitioner: how professional think in action*. London: Temple Smith.
- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching (7th Ed.)*. Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006). *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Martin, R.J. (1994). Multicultural Social reconstructionist education: Design for diversity in teacher education. *Teacher Education Quarterly* 21(3)77-89, EJ 492(4).
- Mohanty, J. (2003). *Teacher Education. Deep and Deep*, New Delhi Publications Pvt. Ltd.
- NCTE (2014). *NCTE New Norms and Regulation*, 2014. New Delhi.
- NCERT (2006). *Teacher Education for Curriculum renewal*. New Delhi.

**PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION****M.Ed. – C-303.1****M. M. 70****Course Objectives:**

On completion of the course the students will be able to:

- Discuss various methods of teaching different subjects at elementary level.
- Analyze approaches of teaching and their educational implications.
- Understand various test and measures in elementary education.

Unit-I: Method of Teaching Different Subjects at Elementary Level

- Method of teaching Language at Elementary Level.
- Method of teaching Mathematics and Science at Elementary Level
- Method of teaching Social Science at Elementary Level
- Pedagogical issues in multi- cultural, bilingual and multilingual Classroom- in addressing different levels of Learning abilities

Unit-II: Approaches of Teaching at Elementary Level

- Need and Importance of Approaches of Teaching at Elementary Level.
- Collaborative Teaching, Team Teaching
- Participatory Approach, Constructivist Approach
- Multi- grade Teaching, One Teacher One classroom at Primary Level

Unit-III: Assessment and Evaluation

- Concept of Test, Examination, Measurement, Evaluation and Assessment
- Assessment of Instructional Objectives as Learning outcomes – Cognitive, Affective and Psycho- motor Level
- CCE Mode of Assessment at Elementary Level
- Performance based assessment; Types, Construction, Advantages and Limitations

Unit-IV: Test and Measures in Education

- Characteristics of Test; Reliability, Validity – (Concept, Factors affecting it, and methods of establishing)
- Achievement Test; Planning, Preparing, administering and Evaluation
- Aptitude Test (DAT), Passi's Test of Creativity, Curiosity Test
- Norms: Grade norms, Z- Score, T- Score, Percentile, Stanine(Concept and Uses)

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Cronbach L.J. (1970). *Essentials of Psychological Testing*. New York: Harper and Row Publisher.
- Ebel, R. L. and Frisbee (1979). *Educational Achievement*. Singapore: Pearson Education.
- Edwards, A.L. (1975). *Techniques of Attitude Scale Construction*. Bombay: Ferfter & SemensPvt Ltd.
- Fetsco, T and McClure, J (2005). *Educational Psychology: An Integrated Approach to Classroom Decisions*. U.S.A.: Pearson Education. •
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
- Harper (Jr.), A.F & Harper, E.S (1990). *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall.
- Linn, R.L. and Miller, M.D. (2005). *Measurement and Assessment in Teaching*. U.S.: Pearson Education.
- Prakash, V (1997) (ed) *Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi.
- Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). *Measurement and Assessment in Education*. New York: Pearson.
- *Report of the Education Commission (1964-66)*.
- *Report of the National Commission on Teachers (1983-85)*.
- *Report of the Delors Commission, UNESCO, (1996)*
- Singh (1990). *Criterion Referenced Measurement (Selected Readings)*. New Delhi: NCERT.
- Stanley, J.C. and Hopkins, K.D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Tenbrink, T.D. (1974). *Evaluation: A Practical Guide for Teachers*; New York: Mc.Graw Hill.
- Thorndike, R. M. and Christ, T. T. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT Limited.
- Worthen, B.R. and Sanders, James, R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing co
- Govt. of India (2005). *National Plan of Action for Children, 2005*: Department of Women and Child Development, New Delhi.
- *National Policy of Education 1986/1992*.
- *National Curriculum Framework on school education, (2005)*.
- Pathak, Avijit (2002), *Social Implications of Schooling*, Rainbow Publishers, Delhi.
- NEUPA (2014) India: *Education for All – Towards Quality with Equity*. NEUPA, MHRD, New Delhi.

**PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION**

M.Ed. – C-303.2

M. M. 70

Course Objectives:

On completion of the course, the students will be able to:

- Discuss various methods of teaching different subjects at Secondary and Senior Secondary level.
- Analyze approaches of teaching and their educational implications.
- Understand various test and measures in Secondary and Senior Secondary level.

Unit-I: Method of Teaching Different Subjects at secondary Level

- Method of Teaching Language at Secondary and Senior Secondary Level
- Method of Teaching Mathematics and Science at Secondary and Senior Secondary Level
- Method of Teaching Social Science at Secondary and Senior Secondary Level
- Pedagogical issues in Multi- cultural, bilingual and Multilingual Classroom: in addressing different levels of Learning abilities

Unit-II: Approaches of Teaching at Secondary and Senior Secondary Level

- Need and important Approaches of Teaching at Secondary and Senior Secondary Level.
- Collaborative Teaching, Team Teaching.
- Participatory Approach, Constructivist Approach.
- Direct approach, learner centered approach, teacher centered approach.

Unit-III: Assessment and Evaluation

- Concept of Test, Examination, Measurement, Evaluation and Assessment
- Assessment of Instructional Objectives as Learning outcomes – Cognitive, Affective and Psycho- motor Level
- CCE Mode of Assessment at Secondary and Senior Secondary Level
- Performance based assessment; Types, Construction, Advantages and Limitations

Unit-IV: Test and Measures in Education

- Characteristics of Test; Reliability, Validity – (Concept, Factors affecting it, and Methods of establishing)
- Achievement Test; Planning, Preparing, administering and Evaluation
- Aptitude Test (DAT): Passi's Test of Creativity, Intelligence Test
- Norms: Grade norms, Z- Score, T- Score, Percentile, Stanine (Concept and Uses)



Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Chopra, R.K. (1993) *Status of Teachers in India*, NCERT, New Delhi. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Cronbach L.J. (1970). *Essentials of Psychological Testing*. New York: Harper and Row Publisher.
- Ebel, R. L. and Frisbee (1979). *Educational Achievement*. Singapore: Pearson Education.
- Edwards, A.L. (1975). *Techniques of Attitude Scale Construction*. Bombay: Ferfter & Semens Pvt Ltd.
- Fetsco, T and McClure, J (2005). *Educational Psychology: An Integrated Approach to Classroom Decisions*. U.S.A.: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
- Harper (Jr.), A.F & Harper, E.S (1990). *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall.
- Govt. of India (1986/1992) *National Policy of Education, 1992, Modification and their PoA[s]* MHRD, Deptt. of Education.
- Halliday, J. (2010). Educational Assessment. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.). London: Sage Publications.
- Linn, R.L. and Miller, M.D. (2005). *Measurement and Assessment in Teaching*. U.S.: Pearson Education



EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN ELEMENTARY EDUCATION**M.Ed. –C-304.1****M.M. 70****Course Objectives**

On completion of the course the students will be able to

- Understand the programmes and policies on elementary education.
- Analyze the management and administration of elementary education.
- Discuss the role of leadership in educational management and administration.

Unit – I: Programmes and Policies on Elementary Education

- Conceptual Differences: a) Educational Organization, b) Educational management, c) Educational Administration.
- Panchayat Raj and community involvement- VECs, SMCs, CRCs, BRCs, DIET: role and functions in Educational Planning and Management related issues.
- Sarva Sikha Abhyan (SSA): goals and specific programmes and interventions at National and State level.
- RTE Act-2009.

Unit – II: Management of Elementary Education

- Management of resources: Human Resource Planning, Recruitment Budget constraints.
- Theory and Practice of Educational Management in Elementary Education.
- TQM in Elementary Education.
- Critical issues and challenges in Management of Elementary Education.

Unit – III: Educational Administration

- Administrative Machinery: National, State, District, Block and Institutional Level.
- Process of Educational Administration: Purpose, Planning, Organizing operating direction, Co- ordination and Control, Evaluation.
- Centralization and De-Centralization in Educational Administration.
- Issues and challenges in Educational Administration.

Unit – IV: Educational Leadership

- Nature, characteristics and role of leaders in Elementary Education.
- Values, vision and moral purpose in Educational Leadership.
- Styles of leadership and its implication on Administration of Elementary Schools.
- Leadership for managing diversity and inclusion in Elementary Education.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Aggarwal, J.C. (2002). *Principles, Methods and Techniques of Teaching*, Vikas Publishing House, New Delhi Allan, Dwight and Kevin.
- Bhagia, N.M. (1990). *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi.
- Bush, Tony & Les, Bell (2002). *The principles & Practice of educational management*. London: Paul Chapman Publishing.
- Bush, Tony (1986). *Theories of educational management*. London: Harper & Row Publishers.
- Goel, S.D. (1987). *Modern Management for Results*, New Delhi: Deep.
- Mahajan, Baldev and Khullar, K.K. (2002). *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication House Pvt. Ltd. New Delhi.
- Mathur. S.S. (1990). *Educational Administration and Management*, Ambala: Indian publication.
- Milton, Charles R. (1989). *Human Behavior in Organizations*, Prentice Hall, Inc, USA.
- Mukhopadhyay, M. (2005). *Total quality management in education*. New Delhi: Sage Publications.
- Musaazi, J.C.S. (1982). *The Theory & Practice of educational administration*. London: The Macmillan Press.
- NUEPA (1971). *Modern Management Techniques in Educational Administration, New Delhi*: Asian Inst. Of Educational Planning and Administration.
- NUEPA (1986). *Educational Management in India*, New Delhi: NUEPA.
- Roger, Smith (1995). *Successful School Management*. McGraw Hill, Tokyo
- Ronald, Cambell F., et al; (1987). *A History of thought and Practice in educational administration*. New York: Teachers College Press.
- Tanner, D. & Lawrel, T. (1987). *Supervision in Education Problems and Practices*; New York: Mc.Millan.
- Thomas,J. Sergiovann, et.al (1987). *Educational Governance and Administration*; New Delhi: Prentice Hall.



EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN SECONDARY AND SENIOR SECONDARY EDUCATION**M.Ed. –C-304.2****M.M. 70****Course Objectives**

On completion of the course the students will be able to

- Understand the programmes and policies on Secondary and Senior Secondary education.
- Analyze the management and administration of Secondary and Senior Secondary education.
- Discuss the role of leadership in educational management and administration.

Unit – I: Programmes and Policies on Secondary and senior secondary Education

- Conceptual difference: a) Educational Organization b) Educational management, c) Educational Administration.
- RMSA: Goals and Specific Programme interventions at National and State Level.
- Secondary Education Commission (1952-53), NPE (1986), PoA(1992) for Secondary and Senior Secondary Education.
- SMDCs: Role and functions.

Unit – II: Management of Secondary and Senior Secondary Education

- Human Resource Management: Recruitment, Budget.
- Theory and Practice of Educational Management in Secondary and senior secondary Education.
- TQM, PERT (Programme Evaluation and Review Technique) in Secondary and senior secondary Education.
- Critical issues and challenges in Management of Secondary and senior secondary Education.

Unit – III: Educational Administration

- Administrative Machinery: National, State, District, Block and Institutional Level.
- Process of Educational Administration: Purpose, Planning, Organizing operating direction, Co- ordination and Control, Evaluation.
- Centralization and De-Centralization in Educational Administration.
- Issues and challenges in Educational Administration Secondary and Senior Secondary Education.

Unit – IV: Educational Leadership

- Nature, characteristics and role of leaders in Secondary and senior secondary Education.
- Values, vision and moral purpose in Educational Leadership.
- Style of leadership and its implication on Administration of Secondary and senior secondary Education.
- Leadership for managing diversity in Secondary and senior secondary Education.



Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Aggarwal, J.C. (2002). *Principles, Methods and Techniques of Teaching*, Vikas Publishing House, New Delhi Allan, Dwight and Kevin.
- Bush, Tony & Les, Bell (2002). *The principles & Practice of educational management*. London: Paul Chapman Publishing.
- Bush, Tony (1986). *Theories of educational management*. London: Harper & Row Publishers.
- Dutt, B. & Garg, Jyoti. (2012). *Educational planning and administration*. New Delhi: Global Publications.
- K Aswathappa (2011) *Human Resource Management: Text and cases*. New Delhi: Tata McGraw Hill Education private limited.
- Kohli, AS and Deb, T. 2008. *Performance Management*. New Delhi: Oxford University Press.
- Mathur. S.S. (1990). *Educational Administration and Management*, Ambala: Indian publication.
- Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
- Mukhopadhyay, M. (2005). *Total quality management in education*. New Delhi: Sage Publications..
- Pattnayak, B. (2005) *Human Resource Management*. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Roger, Smith (1995): *Successful School Management*. McGraw Hill, Tokyo.
- Saiyadain, M. (2003) *Human Resource Management*. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- Sood, N (2003). *Management of school education in India*, APH Publishing corporation, New Delhi

**Adolescence Education****M.Ed. –O-305.1****M.M. 70****Course Objectives:**

On completion of the course, the students will be able to:

- Undertake a systematic study of the adolescents
- Explain the role of the family and the school in the adolescence period
- Explain the delinquent behavior and health of adolescents.
- Describe the needs and difficulties of adolescence age.

Unit-I: Introduction to Adolescence Education

- Meaning, need and relevance of Adolescent Education.
- Adolescence; Understanding of Physiological, Socio, Emotional, Cognitive and Cultural aspects.
- Issues and Challenges during Adolescence.
- Role of Social Agencies in Adolescence Education-School, Family, Media, Community.

Unit-II: Theories and model of Adolescence Development

- G.Stanley Hall and Erickson's theory
- Jean Piaget and Lev Vygotsky's theory.
- Berry's Enculturation Model theory
- Bornferbruner's Ecological System Theory.

Unit-III: Adolescence Delinquency Behaviour and Health

- Substance Use, and Crime Against Adolescents
- Sexuality and Reproductive Health and Nutritional Status of Adolescents
- HIV/AIDS; Causes and Prevention, Cure and Skills of Coping.
- Physical and mental Health.

Unit-IV: Understanding of Self in Adolescence

- Enhancing self-esteem and Confidence.
- Managing Emotion- Emotional Intelligence.
- Communication and Relationship with parents and peers.
- Stereotypes and discrimination during adolescence; clarifying myths and misconceptions.



Assignment:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Borman, K. (1998). *The Adolescent Years: Social Influences and Educational Challenges*. Chicago: University of Chicago Press.
- Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity (5th Edition)*. New York: McGraw Hill.
- Lightfoot, C. (1997). *The Culture of Adolescents Risk Raking*. New York: Guilford Press.
- Chowdhary, G.B. (2014). *Adolescence Education*. New Delhi: PHI.
- Conger, J.J. & Petersen, A.C. (1984). *Adolescents and Youth: Psychological Development in a Changing world*. New York: Harper & Row. Publishers.
- Lightfoot, C. (1997); *The Culture of Adolescents Risk Raking*. New York: Guilford Press.
- Mortimer, J.T. (1996). *Adolescents, Work and family: An Intergenerational Development Analysis*. New York: sage Publications.
- Mortimer, J.T. (1996). *Adolescents, Work and Family; an Intergenerational Development Analysis*. New York: Sage Publications.
- Murray, R.T. (2001). *Recent Theories of Human Development*. New York; Sage Publications.
- Santrock, J.W. (2004). *Adolescence*. 9th Edition. Boston: McGraw Hill.
- Steinberg, L.D. (1994). *Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis*. New York: Simon & Schuster.
- Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007). *Theories of Development of Human Development*. Delhi: McGraw Hill.
-

**Value Education****M.Ed. –O-305.2****M.M. 70****Course Objectives:**

On completion of the course the students will be able to:

- Know the need and importance of value education.
- Understand the process of moral development viz-a viz. Their cognitive and social development.
- Know the various interaction strategies for moral development.

Unit-I: Concept of Values

- Education and values- need and importance of values in education.
- Valuation of culture
- Recommendations in NPE-1986 regarding inculcation of values at school level.
- Stages of moral judgment- Factors affecting moral judgment

Unit-II: Socio-Moral and Cultural Context of Values

- Nature and sources of values (Biological, Social, Psychological and Ecological)
- Difference between values, religious education and moral judgment
- Indian culture and Human values
- Classification of values- material, social, moral and spiritual

Unit-III: Moral Development of the Child

- Concept of moral development, moral judgment, and moral action
- Justice and care- the two perspectives of morality
- Dichotomy between reason and passion
- Approaches to moral development-
 - Psycho-analytic approach
 - Social-learning theory approach
 - Cognitive development approach of Piaget and Kohlberg

Unit-IV: Instructional Strategies for Moral Development

- Instructional Strategies-I: Direct and Indirect.
- Models of moral development-II: Rationale building model, Value classification model



- Model of moral development-III: Social action model, Just community intervention model
- Assessment of moral maturity via moral dilemma resolutions.

Assignment and Tests:**(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Bagchi, J.P. & Teckchadani, Vinod (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003). *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
- Chakrabarti, Mohit (2003). *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education,* New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003). *Fundamentals of Educational Psychology.* Delhi: Atlantic Publishers and Distributors.
- Josta, Hari Ram (1991). *Spiritual Values and Education.* Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study.* Ambala Cantt: Associated.
- Mangal, S.K. (2011). *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., Roop, P.G. (2003). *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* USA: Allyn and Bacon Company.
- Nanda, R.T. (1997). *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
- Pandey, V.C (2005). *Value Education and Education for Human Rights.* Delhi: Isha Books Publications.
- Sharma, S.R. (1999). *Teaching of Moral Education,* New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.
- Verma, Yoginder (2007). *Education in Human Values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.

**Higher Education**

M.Ed. –O-307

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- Highlight higher education and socio-economic development attempted through NPE1986)
- Know the structure of higher education in India, its meaning and goals, policy perspectives.
- Assess the management and relevance of different higher education organizations for quality and quantity in higher education.
- Highlighting the issues and problems of higher education in India.

Unit- I. Introduction to Higher Education

- Meaning and Structure of Higher Education in India.
- Goals and objectives of Higher Education.
- Constitutional provisions in Higher Education
- Emerging trends in Higher Education.

Unit -II. Policy Perspectives in Higher Education

- Commission and Committees on Higher Education- University Education Commission (1948), National Knowledge Commission (2005)
- The Committee to Advise on Renovation and Rejuvenation of Higher Education of Higher Education (2008-2009)
- National Policy on Education (Higher Education)-1986, PoA-1992.
- Higher Education and Socio-Economic Development – Privatization, Liberalization and Globalization.

Unit -III. Management of Higher Education

- MHRD - Ministry of Human Resources Development.
- UGC- University Grants Commission.
- RUSA- Rastriya Ucchatar Shiksha Abhyan.
- IGNOU- Indira Gandhi National Open University.

Unit- IV. Contemporary issues and problems of Higher Education

- Autonomy, Accountability.
- Political interference, Discipline
- Employability, Placement
- Research trends and gaps.



Assignment and Tests:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Agarwal, P. (2012). *A Half-Century of Indian Higher Education*; Essays by Phillip G. Altbach. India: Sage Publications.
- Agarwal, P. (2009). *Indian Higher Education: Envisioning the Future*. India: Sage Publication.
- Akther, N. (2000). *Higher Education for the Future*, Jaipur: Rawat Publications.
- Amrit Lal Vohra & Sharma S.R. (1990). *Management of Higher Education in India*, New Delhi: Anmol Publications.
- Arya, P.P. (2006). *Higher Education and Global Challenges Systems and Opportunities*. New Delhi: Deep & Deep Publication Pvts. Ltd.
- Chalam, K.S. (2005). *Challenges of Higher Education*, New Delhi: Anmol Publication.
- Moonis Raza (ed) (1991). *Higher Education in India, Retrospect and Reforms*, New Delhi: Association of Indian Universities.
- Dhir, R.N. (2002). *Higher Education in the New Millennium*. Chandigarh: Abhishek Publication.
- Panikkar, K.N. & Nair, M B. (2012). *Globalization and Higher Education in India*. Pearson Education.
- Powar, K.B. (2002). *Indian Higher Education*. New Delhi: Concept Publishing Company.
- Ram, A (1990). *Higher Education in India, Issues & Perspectives*, New Delhi: Mittal Publications.
- Ram, M. (2004). *Universalization of Higher Education - Some Policy Implication*. New Delhi: Sarup & Sons.
- Rao, P.H.S. & Palsane, M.N. (1994). *Training for Higher Education*. New Delhi: Nice Printing Press.

**Mental Health Education****M.Ed. –O-305.4****M.M. 70****Course Objectives**

- Analyze the role of various agencies in maintain mental health.
- Understand the concept of mental health and mental hygiene.
- Explain the normality and abnormality characteristics.
- Analyze various psychotherapy techniques and their role in maintaining mental health

Unit-I: Introduction to Mental Health and Hygiene

- Concept of Mental health and illness in historical perspective.
- Criteria for mentally healthy person; Factors effecting mental Health.
- Principles of good metal health
- Concept, objectives and principals of Mental Hygiene.

Unit-II: Normality and Abnormality

- Concept of normality and abnormality.
- Forms of abnormal behavior-I: Psychosomatic, neurosis.
- Forms of abnormal behavior-II: Psychosis and Psycho Pathic Behavior
- Maladjustment

Unit-III: Psycho Therapies

- Concept, goals and approaches of psychotherapies.
- Silent features and techniques of Behaviour therapies; counter conditioning, Aversive Conditioning, Selective reinforcement and modeling.
- Salient features and techniques of cognitive humanist therapies- Kelly's Cognitive Psychotherapy and Carl Rogers Humanistic therapy.
- Salient features and techniques of psychoanalysis.

Unit-IV: Education and Mental health

- Concept and Functions of Mental Health Education.
- Role of Home, School and Society in maintaining good Mental Health.
- Mental Relaxation- Concept and Need.
- Role of Yoga and Meditation in mental relaxation.



Assignment:

(30 marks)

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Agoochiya, D. (2010). *Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents*. New Delhi: Sage.
- Baron, Robert. (2000). *Psychology*. (3rd ed.). New Delhi: Prentice Hall.
- Capuzzi, D. and Gross, D. R. (1991). *Introduction to Counselling: Perspectives for the 1990s*. Massachusetts: Allyn and Bacon.
- Caroll, H. A. (1952). *Mental Hygiene: The Dynamics of Adjustment*. New York: Prentice Hall.
- Carson, R. C., Butcher, J. N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed.). New Delhi: Pearson Education.
- Davar, B. (2001). *Mental Health from a Gender Perspective*. New Delhi: Sage.
- Dusek, J. B. (1991). *Adolescent Development and Behaviour*. New Jersey: Prentice Hall.
- Hariharan, M. and Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage.
- Martin, G. L. and Osborne, G. J. (1989). *Psychology, Adjustment and Everyday Living*. New Jersey: Prentice Hall.
- Nayar, U.S. (Ed.) (2012). *Child and Adolescent Mental Health*. New Delhi: Sage.
- Patel, V. and Thara, R. (Ed.) (2003). *Meeting the Mental Health Needs of Developing Countries*. New Delhi: Sage Publications.
- Ranganathan, N. (Ed.) (2012). *Education for Mental Health*. New Delhi: Shipra.



Dissertation— Preparation and Presentation of proposal

M.Ed. –C-306

Preparation and Presentation of research proposal

(30 marks)

Evaluation Scheme: Evaluation is to be done internally by the department/college and the internal assessment marks awarded would be carried over to final semester under dissertation and will be accounted there.



Curriculum Studies

M.Ed. –C-401

M. M. 70

Course Objectives:

On completion of the course, the students will be able to:

- Understand essential components of Curriculum.
- Identify different components of Curriculum Planning.
- Specify the principles for development of Curriculum.
- Explain different stages of Curriculum Evaluation.

Unit-I: Introduction to Curriculum

- Concept and Types of Curriculum
- Components of Curriculum – Objectives, Content, Learning experiences and Evaluation
- Foundation of Curriculum- Philosophical, Social and Psychological
- Principles of Curriculum Construction

Unit-II: Curriculum Planning

- Process of Curriculum Planning
- Approaches to Curriculum Planning
- Basic Considerations of Curriculum development: Nature of Discipline, Social Consideration, Teaching related factors, institutional considerations, Environmental & Economic consideration, Developmental considerations
- Determinants of Curriculum

Unit-III: Curriculum Development

- Concept, Principles, objectives and Steps
- Models of Curriculum Development: Tyler’s Model, Hilda Taba (1967) Model
- New Models of Curriculum Development: Nichollas & Nichollas 1972 model, Willes & Bondi 1989 model
- System Approach to Curriculum Development

Unit-IV: Curriculum, Transaction and Evaluation

- Methodology of Curriculum Transaction.
- ICT in Curriculum Transaction.
- Methods of Curriculum Evaluation, Interpretation of Evaluation Data
- Need and Significance of Curriculum Evaluation

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Doll Ronald C. (1986). *Curriculum Improvement: Decision Making Process*, London, Allyon and Bacon Inc.
- Erickson, H.L. (2002). *Concept-based Curriculum and Instruction*. Crown Press, Inc. California.
- Joseph, P.B. et. al (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.
- McKernan, James (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.
- *National Curriculum for Elementary and Secondary Education (1998) - A Framework*, NCERT, New Delhi.
- NCERT (2005): *National Curriculum Framework*, NCERT, New Delhi.
- NCERT (2005): *Position paper on Teacher Education for Curricular Renewal*, New Delhi.
- NCTE (2009): *National Curriculum Framework for Teacher Education*, New Delhi.
- Oliva, Peter F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Reddy, B. (2007): *Principles of curriculum planning and development*. Arise Publishers & Distributors, New Delhi.
- UNESCO (2006): *Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication*. Montreal.
- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication.



INCLUSIVE EDUCATION WITH REFERENCE TO ELEMENTARY EDUCATION

MED-O-402.1

MM-70

Course Objectives

- Understand the policies and programmes for inclusive Education.
- Analyze the various approaches and activates for inclusive Education.
- Identify the various support services and explain its uses.
- Understand resources and support services for Inclusive education.

Unit-I: Introduction to Inclusive Education

- Inclusive Education-Its importance and Scope in Elementary Education.
- Advantages of Inclusive Education for all children.
- Inclusive Strategies for children with diverse needs and elementary level.
- Perspectives of Inclusive Education: Historical, Philosophical and Sociological.

Unit-II: Policies and Programmes for Inclusive Education

- Universal Declaration of Human Rights (1948).
- Salamanca Statement and Frame work for action on Special Needs Education (UNESCO-1994).
- Integrated Education for Disabled Children (IEDC-1974), Rehabilitation Council of India (RCI) Act-1992.
- Right to Person with Disability Bill (2012/2014).

Unit- III: Preparation for Inclusive Education

- Educational approaches for meeting for diverse needs: Remedial, Special, Integrated and Inclusive Education.
- Curricular activates for meeting diverse needs of children at elementary level.
- Co-Curricular activates for meeting diverse needs of children at elementary level.
- Role of teachers, parents, community for supporting inclusion of children with diverse needs.

Unit – IV: Resources and Support Services for Inclusive Education

- Concept, Importance and types of supportive services (medical, rehabilitative and educational).
- Identification of resources and support services in community for Inclusive Education.
- Role of technology for meeting diverse needs of children at Elementary Level.
- Challenges in bringing all children in Elementary School.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Das, A.K. and Pillay, A.N. (1999). *Inclusive education for disability students: Challenges for education*. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
- Dash, M. (2000). *Education of Exception Children*. New Delhi: Atlantic Publishers and Distributor.
- Govinda Rao, L. (2007). *Perspectives on special education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Janardhan Prasad and Ravi Prakash (1996). *Education of handicapped Children*. New Delhi: Kanishka Publications and Distributors.
- Kundu, C.L. (2000) *Status of disability in India*. New Delhi: RCI Madhumita Puri and George Abraham (2005). *Handbook of Inclusive education for educators, administrators, and planners*. New Delhi: SAGE publishers.
- Male, M. (1994). *Technology for Inclusion: Meeting the needs of all children* (2nd Edition). USA Massachusetts: Allyn and Bacon.
- Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. Coimbatore: Ramakrishna Mission Vidyalaya.
- Nagaraju, M.T.V. (2014). *Curriculum and Instruction of Inclusive education*. New Delhi: Commonwealth Publishers.
- Panda, K.C. (2003). *Education of Exception Children*. New Delhi: Vikas publications.
- Reddy, G.L, Ramar, R and Kusuma, A. (2005). *Learning disabilities: A Practical guide to the practitioners*. New Delhi: Discovery publications.
- Reddy, G.L, Ramar, R. Kusuma, A. and Santhakumari (2006). *Behaviour disorders in children: Identification and Assessment*. New Delhi: Discovery publications.
- Reddy, G.L. and Sujathmalini (2005). *Mental Retardation: identification and assessment*. New Delhi: Discovery publications.
- Reddy, G.L, Ramar, R and Kusuma, A (2000) *Education of children with special needs*. Discovery publishers, New Delhi.
- Reddy, G. L. Ramar, R and Kusuma, A (2005) *Hearing impairment and Educational considerations*. Discovery publishers, New Delhi.
- Taylor, Ronald, L (1993). *Assessment of Exceptional Children*. Milton Keynes: Open University press.
- Umdevi, M.R. (2010). *Special Education: A Practical approach to education children with special needs*. Hyderabad: Neel Kamal Publications Pvt. Ltd.



**INCLUSIVE EDUCATION WITH REFERENCE TO
SECONDARY AND SENIOR SECONDARY EDUCATION**

MED-O-402.2

MM-70

Course Objectives

- Understand the policies and programmes for inclusive Education.
- Analyze the various approaches and activates for inclusive Education.
- Identify the various support services and explain its uses.
- Understand resources and support services for Inclusive education.

Unit-I: Introduction to Inclusive Education

- Inclusive Education-Its importance and Scope in Secondary and Senior Secondary Education.
- Advantages of Inclusive Education for all children.
- Inclusive Strategies for children with diverse needs at Secondary and Senior Secondary level.
- Perspectives of Inclusive Education: Historical, Philosophical and Sociological.

Unit-II: Policies and Programmes for Inclusive Education

- Universal Declaration of Human Rights (1948).
- Salamanca Statement and Frame work for action on Special Needs Education (UNESCO-1994).
- Integrated Education for Disabled Children (IEDC-1974), Rehabilitation Council of India (RCI) Act-1992.
- Right to Person with Disability Bill (2012/2014).

Unit- III: Preparation for Inclusive Education

- Educational approaches for meeting for diverse needs: Remedial, Special, Integrated and Inclusive Education.
- Curricular activities for meeting diverse needs of children at Secondary and Senior Secondary level.
- Co-Curricular activates for meeting diverse needs of children at Secondary and Senior Secondary level.
- Role of teachers, parents, community for supporting inclusion of children with diverse needs.

Unit – IV: Resources and Support Services for Inclusive Education

- Concept, Importance and types of supportive services (medical, rehabilitative and educational).
- Identification of resources and support services in community for Inclusive Education.
- Role of technology for meeting diverse needs of children at Secondary and Senior Secondary Level.
- Challenges in bringing all children in Secondary and Senior Secondary School.

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Das, A.K. and Pillay, A.N. (1999). *Inclusive education for disability students: Challenges for education*. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
- Dash, M. (2000). *Education of Exception Children*. New Delhi: Atlantic Publishers and Distributor.
- Govinda Rao, L. (2007). *Perspectives on special education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Janardhan Prasad and Ravi Prakash (1996). *Education of handicapped Children*. New Delhi: Kanishka Publications and Distributors.
- Kundu, C.L. (2000) *Status of disability in India*. New Delhi: RCI
- Madhumita Puri and George Abraham (2005). *Handbook of Inclusive education for educators, administrators, and planners*. New Delhi: SAGE publishers.
- Male, M. (1994). *Technology for Inclusion: Meeting the needs of all children* (2nd Edition). USA Massachusetts: Allyn and Bacon.
- Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. Coimbatore: Ramakrishna Mission Vidyalaya.
- Nagaraju., M.T.V. (2014). *Curriculum and Instruction of Inclusive education*. New Delhi: Commonwealth Publishers.
- Panda, K.C. (2003). *Education of Exception Children*. New Delhi: Vikas publications.
- Ranganathan, R. (2006). *International Rehabilitation conference on channeling the challenges of disability*. Macmillan India Ltd.
- Reddy, G.L, Ramar, R and Kusuma, A. (2005). *Learning disabilities: A Practical guide to the practitioners*. New Delhi: Discovery publications.
- Reddy, G.L, Ramar, R. Kusuma, A. and Santhakumari (2006). *Behaviour disorders in children: Identification and Assessment*. New Delhi: Discovery publications.
- Reddy, G.L. and Sujathmalini (2005). *Mental Retardation: identification and assessment*. New Delhi: Discovery publications.
- Reddy, G.L, Ramar, R and Kusuma, A (2000) *Education of children with special needs*. Discovery publishers, New Delhi.
- Reddy, G.L, Ramar, R and Kusuma, A (2005) *Hearing impairment and Educational considerations*, Discovery publishers, New Delhi.
- T aylar. Ronald, L. (1993). *Assessment of Exceptional Children*. Milton Keynes: Open University press.
- Umdevi, M.R. (2010). *Special Education: A Practical approach to education children with special needs*. Hyderabad: Neel Kamal Publications Pvt. Ltd.



Information and Communication Technology

M.Ed. –O-403.1

M.M: 70

Course Objectives:

On completion of the course the student will be able to:

- Develop the ability to use ICT for effective classroom instruction.
- Realize the rationale of ICT in teacher education programme.
- Acquire the basic skills of Teaching.
- Understand the importance of different resources of educational technology in education.

Unit- I. Fundamental concepts of Educational Technology(ET) and Information Communication Technology (ICT)

- Concept and importance of E.T & ICT, Difference between E.T & ICT.
- The information processing cycle- mode.
- Effective classroom communication.
- Approaches of ET: Hardware, Software and System approach.

Unit- II. ICT in Teacher Education

- Rationale & Framework of ICT in teacher education.
- Instructional Design, concept, components & steps.
- System approach to instruction.
- Quality education through ICT – National Policy on ICT (2012).

Unit- III. Teaching Technology

- Teaching: meaning, nature & scope, computer based and internet based teaching.
- Simulated Teaching- concepts, steps merits & demerits.
- Micro Teaching- concept, steps, cycle, merits & demerits.
- Acquisition of Teaching Skills – Set Induction, Probing Questioning, Stimulus Variation.

Unit- IV. Resources in Information and Communication Technology

- Audio/Radio Broadcast – concepts, uses and limitations.
- Video/Educational Television, CCTV, EDUSAT – concepts, uses and limitations.
- Teleconferencing, Video conferencing, Internet and WWW, e learning, m Learning – concepts, uses and limitations.
- MOOCS

**Assignment and Tests:****(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Bhatt, B. D. & Sharma, S. R. (1992). *Educational technology: concept and technique*. New Delhi: Kanishka Publications.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference*. Delhi: Shipra Publication.
- Das, R.C. (1992). *Educational technology: A basic text*. New Delhi: Sterling Publishing House.
- Dececco, J.P. (1964). *Educational technology*. New York: HRW.
- Graeme, K. (1969). *Blackboard to computers: A guide to educational aids*, London: Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Jain, Purabi. (2004). *Educational technology*. New Delhi: Dominant.
- Joyce, Bruce (2009). *Models of teaching*. New Delhi: Phi Learning.
- Kumar, K.L. (2008). *Educational Technology (2nd ed.)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Mangal, S.K. (2002). *Essentials of teaching learning and information technology*. Ludhiana: Tandon Publications.
- Mukhopadhyay, M. (1990). *Educational technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Pachauri, Suresh Chandra (2011). *Educational technology*. New Delhi: APH Publishing House.
- Rao, V. (1991). *Educational Technology*. Delhi: Himalayan Publishing House.
- Sampath et. al (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Semenov, Alexey (2005). *Information and communication technologies in schools: A handbook for teachers*. UNESCO: Division of Higher Education.
- Sethi, Deepa (2010). *Essentials of educational technology and management*. New Delhi: Jagdamba Publishing Company.
- Singh, C.P. (2011). *Advanced educational technology*. New Delhi: Lotus Press.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
- Verma, M. (2006). *Online Teaching-Tools and Methods*. New Delhi: Murari Lal & Sons.



WOMEN EDUCATION

MED-O-403.2

Objectives:

- Understand the gender perspectives and its implications as woman education.
- Analyse feminist theory and relation of feminism and education.
- Discuss various commission and committees on women's education.
- Understand committees and Acts on women education.

Unit-I - Basic Concepts of Women Education

- Concept and Need for Women's Studies
- Scope of Women's Studies-Women's Studies as an Academic Discipline
- History of Women's Education in India
- Gender and Educational Discourse in Post-Independent India

Unit-II- Gender Perspectives and its Implications

- Gender Concepts: patriarchy, matrilineal, sex and gender, gender roles,
- gender stereotyping, gender discrimination, gender sensitivity; gender perspective, gender analysis, gender auditing, gender budgeting, gender equity and equality.
- Gender as an Axis of Stratification (including Transgender) and its relation to other Axes of Stratification (Caste, Class, Community and Ethnicity)
- Implications of Gender perspectives on Women Development and women Education

Unit-III- Feminism and Education

- Feminism- Concept, Challenges.
- Feminism Theories and Perspectives on Education
 - o Liberal Feminism.
 - o Radical Feminism,
 - o Socialist Feminism.
 - o Post-modern Feminism
- Brief overview of Indian Feminism in relation to Family, Caste, Class, Culture, religion Social System.
- Feminist Pedagogy and Research Methods

**Unit-IV- Commissions, Committees on Women's Education and Acts on Sexual Harassment**

- Recommendations by Commissions and Committees on women's education in Post Independent India
- Initiatives of Adult and non-formal education for women- National Literacy Mission, National Adult and continuing Education, Functional Literacy programmes for women.
- Education for Disadvantaged Women: Socio Economic Deprived, Physical- Mental Challenged Women and Right to Education (RTE) Act 2011.
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act) 2013, Protection of Women from Domestic Violence Act, 2005

Assignment and Tests:**(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings

- Bagchi, Josadhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved the Girl Child in West Bengal*. Kolkatta: Stree Publishers.
- Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. Colombo: Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Chanana, Karuna(ed). (1988), *Socialisation, Education and Women: Explorations in Gender Identity*, New Delhi: Oreint Longman.
- Govinda, R. (ed). (2002). *India Education Report: A Profile of Basic Education*, New Delhi, Oxford University Press.
- Gould, S. J (1981). *The Mismeasure of Man*. London: Penguin Books.
- Katherleen, weiler. (1988). *Women Teaching for Change: Gender, Class and Power*. New York Bergin Garvey.
- Kushwaha, Madhu (2014). *Gender and Shiksha*. Gangasharan & Grandsons: Varanasi.
- Ramachandran, Vimala. (2004). *Gender and social Equity in Education: Hierachies of Access*. New Delhi: Sage.
- Bhatt, B.D, & Sharma, S.R (1992). *Women's Education and Social Development*. Kanishaka Pub: New Delhi.



Guidance and Counseling

M.Ed. –O-403.3

M.M.70

Course Objectives:

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

- Understand the concept, need, scope and necessity of guidance.
- Analyse problems of different types of guidance.
- Acquainted with concept and needs of guidance for the children with special needs.
- Understand with the concept and process of counseling.

Unit – I. Concept of Guidance

- Concept, need, scope, assumptions, issues and problems of guidance. Difference between Guidance and Counseling.
- Bases of Guidance - Philosophical, Psychological and Sociological.
- Types of Guidance - Educational, Vocational, Group and Individual guidance.
- Aims and Objectives of Guidance

Unit –II. The Guidance Service

- Organizing Guidance service in School: Principles and Importance.
- Organizing Guidance service in School: Role of Headmaster, Teachers, Parents and Counselors.
- Pupil Personnel Work: Its nature, scope and relation to vocational guidance.
- The Student Information Services, the Counseling Services, Placement Service, Occupation Information Service, Individual Inventory Service.

Unit – III. Techniques and Theories of Guidance

- Techniques: Testing and Non Testing
- Essentials in launching Guidance programme: Science of information needed; use of interview and questionnaire in collecting information.
- Appraisal of personal quality and interest; Inventory, Rating Scales; Anecdotal Record, Socio-metric methods, Cumulative Record Cards.
- Theories of Vocational Guidance –Ginsberg’s theory and Super’s Vocational Choice Theory.

**Unit – IV. Counseling**

- Counseling: concept, steps, Individual and Group
- Counseling as a learning function; Approaches of Counseling- Directive Counseling, Non Directive Counseling, Eclectic Counseling and their utility, Role of the Career Master,
- Vocational Counseling Service: Nature, Qualification of the vocational counselor.
- Place of counseling in a vocational guidance programme, counseling for all, setting, preparing and conducting the interview, Teacher Counselor, vocational counselor: characteristics of a coordinator

Assignment and Tests:**(30 marks)**

Assignment: 15 Marks

Test: 15 Marks

Suggested Readings:

- Agarwal, J.C. (2004). *Educational, Vocational Guidance and Counseling*. New Delhi: Doaba House.
- Bhatia, K.K. (1993). *Educational and Vocational and Guidance*. Ludhiana: Vinod Publications.
- Crow & Crow. (1962). *An Introduction to Guidance*. New Delhi: S. Chand and Company.
- Dev, I. (1962). *The Basic Essentials of Counselling*. New Delhi: Sterling Publishers.
- Fuster, J.M. (1964). *Psychological Counselling in India*. Calcutta: McMillan& Company.
- Gupta, M. (2003). *Effective Guidance and Counselling –Modern Methods and Techniques*. Jaipur: Mangal Deep Publishers.
- Kochhar, S.K. (1993) *Educational and vocational Guidance in secondary schools*. New Delhi: Sterling Publishers.
- Myers, George, E. (1941). *Principles and Techniques of Vocational Guidance*. Newyork: McGraw-Hill Book Company
- Naik, D. (2004). *Fundamentals of Guidance and Counseling*. Delhi: Adhyayan Publishers & Distributors.
- Sharma, R.A (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book Depot.
- Traxler, A, E. and North, R.D. (1996). *Techniques of Guidance*. New York: Harper and Row Publishers.



Dissertation

M.Ed. –C -404

M.M. 100

The Dissertation shall be a compulsory paper for all the M.Ed. students and each student is required to select one problem for this from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners and shall be based on the following Guidelines.

- The dissertation shall either be a record of Original work or an ordered and critical exposition of existing data base with regard to educational problem.
- The topic of the dissertation shall be approved by the Departmental Committee where the student has to present the Synopsis describing Problem of the study, Review of Literatures, Methodology to be Adopted including Hypothesis (if any), Significance of the Study and Probable outcome of the study.
- Each candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of faculty of education department of the University/Institute/ College. Three copies of the dissertation and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.
- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her or anyone else by the university or any other university/institution.
- The dissertation he/ she shall be examined by external examiner and also receive a copy of the dissertation. He/she will evaluate the Dissertation and conduct the Viva-Voce.



Internship in Specialization

M.Ed. –P-405

MM: 100

Credits: 4

Internal :100

Total Duration: 3 Weeks

Internship activities at elementary/secondary level (any two)

1. Field visit to SSA/RMSA office at block/district/state level to collect and review the records.
2. Preparation of a questionnaire for the school heads and in-service elementary and secondary school teachers with regards to management of their school.
3. A Case study of an elementary / Secondary School
4. Prepare an organograph for management of an elementary /secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ system approach.
5. Study on use of ICT in teacher Education.
6. Prepare a report on the role and function of DIET/ TEI of your District or locality.
7. Study and functioning of School Management and Development Committee (SMDC) of any one school.
8. Case study of functioning of Government /Private Schools for Administration and Management of Elementary and Secondary Education.
9. Survey on resources viable in any Elementary /Secondary Level.
10. Prepare a report on facilities for differently abled students as elementary/secondary school.
11. Field visit and prepare a report on facilities for games and sports in an elementary/secondary schools.



DEPARTMENT OF EDUCATION
M.Phil. /Ph.D.Course Work Syllabus

Code	Course	Credit	Marks
EDU-RS-C101	Advanced Educational Research Methodology and Statistics	4	100
EDU-RS-E102	Educational Assessment and Evaluation	4	100
EDU-RS-E103	Teacher Education	4	100
EDU-RS-E104	Higher Education	4	100
EDU-RS-E105	Educational Technology	4	100
EDU-RS-E106	Special Education	4	100
EDU-RS-E107	Educational Administration and Management	4	100
EDU-RS-E108	Curriculum Development and Instruction	4	100
EDU-RS-C109	Writing Research Proposal	4	100



PAPER—I

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS

(EDU- RS – C-101)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the nature, scope and different Methods of Educational Research.
- Gain knowledge about different types of tools and techniques of data collection.
- Know the basics and advanced methods of educational statistics.

Unit I. Introduction to Educational Research

- Areas of Educational Research — Problems related to Teaching and Learning Process
- Research Problem: Selection of Problem, Defining the Problem, Statement of the Problem , Evaluation of the Problem
- Review of related literature: Purpose of the Review, Identification of the Related Literature—Organizing the Related Literature
- Validity and Reliability and Norms
- Hypothesis: characteristics, types, formulation and testing

Unit II. Sampling Techniques and Research Tools

- Sampling: Concept of population and sample, Characteristics of a good sample, Techniques (Probability and Non-probability sampling techniques), Sampling errors and how to reduce them
- Tools and Techniques of Data Collection: Observation, Interview, Questionnaire, Schedules, Rating Scales, Attitude Scale
- Writing of Research Proposal

Unit III. Methods of Educational Research

- Types of Research in Education: Qualitative Research and Quantitative Research
- Methods of Quantitative Research: Descriptive survey, Correlational, Causal- comparative, Developmental and Experimental Research (Experimental Designs: Pre- Experimental Design, True Experimental Design, Factorial Design, Quasi- Experimental Design)
- Methods of Qualitative Research with their designs: Historical, Phenomenology, Ethnography, Grounded theory, and Case study.



Unit IV. Analysis and Interpretation of Data

- Concept of Parameter and Statistics, Levels of Confidence, Degrees of freedom, Standard Error of Mean, one-tailed and two tailed tests
- t-test (independent and correlated samples), ANOVA: Assumptions, One way and Two way, Correlations: Biserial, Point Biserial, Partial and Multiple, Regression Equation: Regression and Prediction
- Chi Square (Test of Equality, Normality, Independence), Sign Test, Mann Whitney U Test, Median Test
- Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint; Application of these softwares' for documentation and making reports, Use of SPSS and other statistical softwares
- Writing of Research Report: Steps involved in writing a research report and characteristics of a good research report

Suggested Readings:

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York : Holt Rinehart and Winston Inc.
7. Flick, Uwe (1996). An Introduction to Qualitative Research. London Sage Publication
8. Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinehart & Winston Inc.
9. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
10. Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer & Simon.
11. Gay, L.R. (1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
12. Good, Barr & Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
13. Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill.
14. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.



15. Keeves, John. P (ed) (1990). Educational Research Methodology and Measurement: An International Handbook. New York :Pergamo Press.
16. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
17. Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
18. Koul, L. (1990). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
19. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
20. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
21. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research. Concise paperback edition. Thousand Oaks, CA: Sage.
22. Sax, G (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliffs.
23. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
24. Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, Prentice Hall.



PAPER—II

EDUCATIONAL ASSESSMENT AND EVALUATION

(EDU-RS –E-102)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the basic concepts and practices adopted in educational measurement and educational evaluation.
- Construct and standardize a test and scales.
- Know the new trends in educational assessment and evaluation.

Unit- I. Overview of Assessment and Evaluation

- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Concept of Test, Assessment, Measurement and Evaluation, Functions of Evaluation and the basic principles of Evaluation
- Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), scope (Teacher-made, standardized), Nature of Interpretation (Norm-referenced Vs criterion-referenced), context (Internal, External)
- Continuous and Comprehensive Assessment: concept, nature, process, implementation strategies.

Unit- II. Criteria of a Good Test and Procedure for Test Construction

- Reliability: Concept, Nature, Methods of Determining Reliability, Factors influencing the Reliability and Relationship between Reliability and Validity
- Validity: Concept, Nature, Methods of ascertaining Validity and Factors affecting Validity
- Norms: Meaning, Significance, Types- Age norms, Grade Norms, Percentiles, Z scores, T scores and Stanine Score
- Construction and standardization of an achievement test including item analysis, Construction of Attitude Scales by Likert Method

Unit - III. Tools of Measurement and Evaluation

- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)
- Subjective and Objective tools; Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories and Performance tests – Uses, advantages and limitations of each type
- Writing of essay, objective (multiple, alternate, matching, completion) and interpretive exercise items for achievement test



- Stanford Binet Intelligence Scale and Raven's Standard Progressive Matrices Test

Unit -IV. New Trends in Evaluation

- Grading
- Semester system
- Openbook examination
- Question Bank
- Online examination
- Uses of computers in evaluation

Suggested Readings:

1. Anastasi A. (1976). Psychological Testing (4th edition). New York: McMillan Pub Co.
2. Ansatasi, A. and Urbina, S. (2005). Psychological testing. Singapore: Pearson Education.
3. Atkin, L.R. (2000). Psychological Testing and Measurement. London: Allyn and Bacon.
4. Bloom B.S & Other (1976). Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Co.
5. Cronbach L.J. (1970). Essentials of Psychological Testing. New York: Harper and Row Publisher.
6. Ebel, R. L. and Frisbee (1979). Educational Achievement. Singapore: Pearson Education.
7. Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Ferfter & Semens Pvt. Ltd.
8. Fetsco, T and McClure, J (2005). Educational Psychology: An Integrated Approach to Classroom Decisions. U.S.A.: Pearson Education.
9. Gronlund, N.E. and Linn, R.L. (2003). Measurement and Assessment in Teaching. Singapore: Pearson Education.
10. Harper (Jr.), A.F & Harper, E.S (1990). Preparing Objective Examination: A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall.
11. Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. U.S.: Pearson Education.
12. Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). Measurement and Assessment in Education. New York: Pearson.
13. Singh (1990). Criterion Referenced Measurement (Selected Readings). New Delhi: NCERT.
14. Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
15. Tenbrink, T.D. (1974). Evaluation: A Practical Guide for Teachers; New York: Mc.Graw Hill.
16. Thorndike, R. M. and Christ, T. T. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT Limited.
17. Worthen, B.R. and Sanders, James, R. (1973). Educational Evaluation: Theory and Practice. McMillan Publishing co.



PAPER—II
TEACHER EDUCATION
(EDU- RS – E-103)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the meaning, scope, and objectives of teachers education at different levels.
- Know the different issues, concerns and innovative Practices in Teacher Education
- Understand the nature, purpose, scope, areas, problems, and trends of research in teacher education.

Unit -I. Introduction to Teacher Education

- Meaning and Scope of Teacher Education
- Aims and Objectives of Teachers education at Elementary, Secondary and Higher Secondary levels
- Development of Teacher Education in India before and after Independence
- Changing Context of Teacher Education in the Indian and Global Scenario
- Role of UGC, NUEPA, NAAC, NCTE, NCERT, SCERT, DIET for the development and innovative approach in Teacher Education

Unit- II. Process, Practice and Stages

- Microteaching, Simulation and Interactional Analysis
- Role of student teaching in Teacher Education programme
- Organisation of Students Teaching: various patterns- internship, integrating theory and practice, Supervision and Evaluation of student Teaching, & Programmed learning
- Pre-service and In-service Teacher Education-Objectives, Content, Methods and Evaluation at various levels
- Integrated Teacher Education Programme

Unit- III. Issues and Innovative Practices in Teacher Education

- Maintaining Standards in Teacher Education- Admission Policies and Procedures for Student Teachers, Recruitment of Teacher Educators
- Issues, Concerns and Problems of Teacher Education in India.
- National Curriculum Framework-Concerns on Teacher Education, NCFTE-2009
- Privatization, Globalization and Autonomy in Teacher Education
- Innovative Practices in Teacher Education: Co-Operative and Collaborative Teacher Education, Constructivist and Reflective Teacher Education, E-Teacher Education, Value-Based Teacher Education, Competency-Based Teacher Education

Unit -IV. Professionalism and Research in Teacher Education

- Teaching as a Profession



- Professional Ethics of a Teacher
- Performance Appraisal of Teachers
- Accountability of Teachers
- Research in Teacher Education: Nature, Purpose, Scope, Areas, Problems, and Trends.

Suggested Readings:

1. Anand , C.L. (1988). Aspects of Teacher Education . Delhi: S. Chand and Co.
2. Mukerjee, S.N. (1988). Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
3. NCTE (1978). Teacher Education Curriculum-A Framework, New Delhi: NCERT.
4. Panda, B.N & Tewari, A.D (1997). Teacher Education, New Delhi: A.P.H. Publishing Corporation.
5. Pareek, R. (1996). Role of Teaching Profession, Guwahati: Eastern Book House.
6. Passi, B. K. (1976). Becoming a Better Teacher, microteaching Approach, Ahmedabad: Sahitya Mudranalaya
7. Raina, V.T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
8. Singh, L.C. (ed) (1990). Teacher Education In India- A Resource Book, New Delhi: NCERT.
9. Tibble, J.W. (ed) (1995). The future of Teacher Education, London: Routledge and Kegan Paul.
10. Caggart, G.L. (2005).Promoting Reflective Thinking in Teachers. Crowin Press.
11. Joyce, B., and Weal, M. (2003). Models of Teaching (7 Ed.). Boston: Allyn & Bacon.
12. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
13. Linda Darling Hammond & John Bransford (ed) (2005).Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
14. Martin, D. J. & Kimberly S. Loomis (2006).Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
15. Martin, R.J. (1994). Multicultural Social reconstructionist education: Design for diversity in teacher education. Teacher Education Quarterlyly 21(3)77-89, EJ 492(4).
16. Mohanty, J. (2003). Teacher Education. Deep and Deep, New Delhi Publications Pvt. Ltd.
17. NCERT (2005). National Curriculum Framework. New Delhi.
18. NCERT (2006). Teacher Education for Curriculum renewal. New Delhi.
19. NCTE (1998). Perspectives in Teacher Education. New Delhi.
20. NCTE (2014). NCTE New Norms and Regulation,2014. New Delhi.
21. Ram, S. (1999).Current Issues in Teacher Education. New Delhi:Sarup& Sons Publications,
22. Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikas Publications.
23. Singh, L.C. (1990). Teacher Education in India: A Resource Book, Delhi, NCERT.
24. Govt.of India (1966). Reports of the education Commission, 1963-1966, New Delhi: Ministry of Education, Govt. of India.



PAPER—II

HIGHER EDUCATION

(EDU- RS – E-104)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Know the structure of higher education in India, its meaning and goals, policy perspectives, sources and management of finance.
- Know the curriculum planning, development, transaction and evolution at higher education level.
- Assess the management and relevance of different higher education organisations for quality and quantity in higher education.

Unit- I. Introduction to Higher Education

- The Idea and Structure of Higher Education in India-Past to Present
- Meaning and Goals of Higher Education
- Constitutional provisions and Policy Perspectives in Higher Education
- Emerging Trends in Higher Education
- Higher Education and socio- Economic Development

Unit -II. Higher Education in Historical Perspective

- Modern Higher Education in India – The Despatch of 1854 and subsequent development during the British period
- Development of Higher Education in Post Independence- Various Commission Reports
- National Policy on Education (Higher Education)- 1986, 1992(Revised)
- Privatisation of Higher Education including self-finances
- Financing of Higher Education – Sources and Management

Unit -III . Management of Higher Education

- Management of an Institution of Higher learning
- Ministry of Human Resources Development
- University Grants Commission
- Association of Indian Universities
- Open and Distance Education and its role in Higher Education



Unit- IV. Contemporary issues

- Contemporary issues and problems: Quality and Excellence, Autonomy, Accountability, Political interference, Discipline, Employability, Placement and Research outcome.
- Evaluation in Higher Education: status, mechanics and procedures
- Innovative programmes in Higher Education
- Trends of Research in Higher Education

Suggested Readings:

1. Agarwal, P. (2012). A Half Century of Indian Higher Education; Essays by Phillip G. Altbach. India: Sage Publications.
2. Agarwal, P. (2009). Indian Higher Education: Envisioning the Future. India: Sage Publication
3. Akther, N. (2000); Higher Education for the Future, Jaipur: Rawat Publications.
4. Amrit Lal Vohra & Sharma S.R. (1990); Management of Higher Education in India, New Delhi: Anmol Publications.
5. Amrit Singh & Philip G.A. (1974); The Higher Learning in India, Delhi: Vikash Publishing House.
6. Arya, P.P. (2006). Higher Education and Global Challenges Systems and Opportunities. New Delhi: Deep & Deep Publication Pvts. Ltd.
7. Chalam, K.S. (2005); Challenges of Higher Education, New Delhi: Anmol Publication. 5. Moonis Raza (ed) (1991); Higher Education in India, Retrospect and Reforms, New Delhi: Association of Indian Universities.
8. Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh: Abhishek Publication.
9. Naik, J.P. (1965); Education Planning in India, Bombay: Allied Publishers.
10. Narullah Syeed & Naik, J.P. (1972); A Student History of Education in India, Bombay: MacMillan.
11. Panikkar, K.N. & Nair, M B. (2012). Globalization and Higher Education in India. Pearson Education
12. Powar, K.B. (2002). Indian Higher Education. New Delhi: Concept Publishing Company.
13. Ram, A (1990); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
14. Ram, M. (2004). Universalization of Higher Education-Some Policy Implication. New Delhi: Sarup& Sons.
15. Rao, P.H.S. & Palsane, M.N. (1994). Training for Higher Education. New Delhi: Nice Printing Press.
16. Sharma, R.S. (1995); Higher Education, Scope & Development, New Delhi: Commonwealth Publishers.
17. Shukla , C. (2004); Financing of Higher Education, New Delhi: APH Publishing Corporation



PAPER—II

EDUCATIONAL TECHNOLOGY

(EDU- RS – E-105)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the concept of ET and ICT.
- Understand the use of ET and ICT for effective classroom instruction.
- Understand the importance of different resources of Educational Technology in education.

Unit- I. Fundamental Concepts of ET

- Educational Technology: Concept, nature, scope and significance of E.T and their role in modern educational practices
- Approaches of ET: Hardware, Software and System approach.
- Historical development of Educational Technology –Programmed learning, Media Application and Computer application
- Emerging trends in E.T.

Unit- II. Multi Media and ICT

- Concept and importance of ICT, Difference between E.T.& ICT.
- Multimedia: Concept, nature and uses.
- Educational Multimedia-concept and technology, Application of Multimedia.
- Media selection: Integration and evaluation; Factors affecting media selection
- Effective classroom communication-Modes, Process & Barriers.

Unit- III. Behavioural and Instructional Technology

- Modalities and strategies of teaching
- Modification of Teaching Behaviour: Micro-teaching, Flander’s Interaction Analyses, Simulation
- Models of Teaching- Concept, Different Families, Information Processing Family
- Programmed Instruction-origin, types; Linear and Branching, Development of programmed instruction material- Linear and Branching; Computer Assisted Instruction (CAI)

Unit- IV. Resources in ET and ICT

- Audio/Radio Broadcast /Video/Educational Television and CCTV – concepts, uses and limitations.
- Teleconferencing, Video conferencing, Learning Resource Centres-Internet and Intranet (Tools, services and Educational sites).
- EDUSAT and Animation Films – its uses for the development of children imagination
- Virtual reality, Mobile Learning and other Interactive technologies.



Research trends in Educational Technology

Suggested Readings:

1. Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*. The Haworth Pren, Inc.,
2. Coburn, P. and et. al. (1985). *Practical Guide to Computers in Education*. Addison – Wesley Publishing Company, Inc.
3. Das, R.C. (1993). *Educational Technology – A Basic Text*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*. London: Ward Lock.
5. Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
6. Harasim, L. (1990). *Online Education: Perspectives on a New Environment*. New York.
7. Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
8. Kumar, N. and Chandiram, J. (1967). *Educational Television in India*. New Delhi: Arya Book Depot.
9. Mangal, S.K. and Mangal, Uma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning.
10. Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
11. Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
12. N.Y. Behera, S.C. (1991). *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
13. Parmaji, S. (1994). *Distance Education*, New Delhi: Sterling Publishers.
14. Prasser. Harasim, L. (1993). *Global Networks Computers and International Communication*. Cambridge; NIT Press.
15. Rana, S. (1994). *Open Learning in India*, Commonwealth Publishers, New Delhi.
16. Rejeseakaran S. (2007). *Computer Education and Educational Computing*, New Delhi: Neel Kamal Publishing Pvt. Ltd.
17. Sampath et. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
18. Sharma, B.M. (1994). *Distance Education*, New Delhi: Commonwealth Publishers.
19. Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers.
20. Sharma, K.D. and Sharma, D.V. (1993). *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
21. Stephen, M.A. and Stanely, R. (1985). *Computer Based Instruction: Methods and Development*, NS: Prentice Hall.
22. Venkataiah, N. (1996). *Educational Technology*. New Delhi: APH Publishing Corporation.



PAPER—II

SPECIAL EDUCATION

(EDU- RS – E-106)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the concept, scope and objectives of Special Education.
- Know the needs and problems of children with special needs.
- Know the current trends and future perspectives of special education.

Unit-I Meaning, scope and historical perspective of Special Education

- Concept and justification of special education.
- A brief history of special education.
- Scope and objectives of special education.
- Distinction between Special Education and Inclusive Education
- Research in special education (Trends, Areas and Gaps).

Unit-II Overview of different disability and exceptionalities

- Definition of disability.
- Characteristics, identification and educational provisions for children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired, Socially Disabled, Learning Disabled and Educationally Backward.
- Characteristics, identification and educational provisions for Gifted and Creative Children.

Unit- III Policy and legislation for special education and rehabilitation

- Function of RCI (Rehabilitation council of India) act 1992.
- Major recommendation of PWD (Person with disabilities) act 1995.
- National policy of education 1986.
- Programme of action 1992.
- Government concessions and provisions for children with special needs.

Unit- IV Current trends and future perspectives of special education

- Community based rehabilitation & future scenario.
- Human rights, equal opportunities and constitutional provisions.



- Open school learning system.
- Non- formal education.
- Parent and community involvement.
- Technological aids for learners with special needs.

Suggested Readings:

1. Advani, L. (2002). "Education: A Fundamental Right of Every Child Regardless of His/Her Special Needs". Journal of Indian Education; Special Issue on Education of Learners with Special Needs. New Delhi: NCERT.
2. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
3. Alur, M. (2002). "Special Needs Policy in India", in S. Hegarty and M. Alue (eds), Education and Children with Special Needs: From Segregation to nclusion. New Delhi: Sage.
4. Bos, C. S. & Vaughn, S. (2005). Strategies for teaching students with learning and behavior problems. (6th ed.). Upper Saddle River, NJ: Pearson
5. Chadha, A. (2002). "Inclusive Education in DPEP". Journal of Indian Education. Special issue on Education of Learners with Special Needs.
6. Farrell, P. and M. Ainscow (2002). "Making Special Education Inclusive: Mapping the Issues", in P. Farrell and M. Aincow (eds), Making Special Education Inclusive. London: Fulton.
7. Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London.
8. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
9. Julka, A. (2004). Strengthening Teacher Education Curriculum from the Perspective of Children with Special Educational Needs. Unpublished Report. New Delhi: NCERT.
10. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
11. Overton, Terry (2000). Assessment in Special Education: An Applied Approach, 3rd Ed. Merrill: Prentice Hall Inc.
12. Panda, K.C (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi.
13. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
14. Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon.
15. Turnbull, Ron (2002). "Exceptional Lives: Special Education in Today's Schools (3rd ed.)Merrill Prentice Hall. New Jersey.
16. UNESCO (2000). Inclusion in Education: The Participation of Disabled Learners. World Education Forum: Education For All 2000 Assessment. Paris: UNESCO.
17. Wallace, P.M. and Goldstein, J.M. (1944). An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing.



PAPER—II

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(EDU- RS – E-107)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the concept and concern of educational administration & management.
- Know the challenges and opportunities emerging in the management & administration in education.
- Study the significance of modern techniques in educational management.

Unit- I. Principles and Practices of Educational Administration and Management

- Concept, Scope and Importance of educational administration.
- Objectives and principles of educational management.
- Authoritarian and democratic educational administration.
- Educational management: planning, organizing, directing, controlling, staffing, evaluating.
- School Management Committee, RMSA, RUSA

Unit- II. Educational Administration in India

- Educational administration in India-: Characteristics and guiding principles.
- Educational administration at different levels : Central government, state government, local bodies and private agencies.
- Structure and functioning of some of the pioneering organizations at national and state level: CABE, NCERT, UGC, NCTE, SCERT.
- Problems and solutions of educational administration in India.

Unit- III. Management of Resources in Educational Organization

- Human resource management in educational organizations.
- Dynamics of human behaviour: interpersonal behaviour, code and ethics of teachers.
- Educational Planning: meaning and types
- Educational Leadership: concept and scope
- Professional growth of educational personnel: concept of professional growth, factors facilitating professional growth, evaluation of professional growth.
- Physical and Financial resources

Unit -IV. Modern Techniques in Educational Management

- Total Quality Management (TQM)
- Programme Evaluation and Review Technique (PERT)



- Planning, Programming, Budgeting System (PPBS)
- Management by Objectives (MBO)
- Research trends in Educational Administration and Management

Suggested Readings:

1. Aggarwal, J.C. (2002). Principles, Methods and Techniques of Teaching, Vikas Publishing House, New Delhi.
2. Ananda W.P. Gurung (1984); General Principles of Management for Educational Planner and Administrators ; Paris: UNESCO.
3. Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
4. Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
5. Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
6. Goel, S.D.(1987); Modern Management for Results, New Delhi: Deep.
7. Luthens, Fred. (1981), Organizational Behavior, Mc Graw Hill, Tokyo.
8. Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
9. Mathur. S.S. (1990) Educational Administration and Management, Ambala: Indian publication
10. Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
11. Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
12. Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
13. Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
14. Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
15. NUEPA (1971) ; Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
16. NUEPA (1986); Educational Management in India , New Delhi: NUEPA.
17. Roger, Smith (1995): Successful School Management. Mcgraw Hill, Tokyo
18. Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. New York: Teachers College Press.
19. Tanner ,D. &Lawrel,T.(1987); Supervision in Education Problems and Practices; New York: Mc.Millan.
20. Thomas,J.Sergiovann, et.al (1987); Educational Governance and Administration; New Delhi: Prentice Hall.



PAPER—II
CURRICULUM DEVELOPMENT
(EDU- RS – E-108)

Course Objectives:

(4-Credits)

On completion of the course, the students will be able to:

- Understand the concept, scope, principle and foundations of curriculum development.
- Know the different types of curriculum designs and models of curriculum evaluation.
- Utilize appropriate instructional materials for curriculum transaction.

Unit-I: Introduction and Curriculum Planning

- Meaning and Scope of Curriculum.
- Basic Principles of Curriculum Planning.
- Foundations of Curriculum Development: Philosophical, Socio-cultural and Psychological.
- Concept and Criteria of Curriculum Development: Scope, Sequence and Continuity etc.

Unit-II: Curriculum Design and Development

- Models of Curriculum Planning and Development: (1) Technical-Scientific Models- Tyler Model; Taba Model (2) Non -Technical –Non Scientific Models- Inter personal relation (Carl Roger's) Model; Deliberation Model.
- Components and Types of Curriculum Design: Subject- Centred, Learner Centred, Activity- cum-Experience Centred.
- Core Curriculum & Elements of Core Curriculum as per NPE'86

Unit-III: Curricular Contents and Curriculum Transaction

- Analysis of Curricular Content-Designing Units, Suitable presentation Modes
- Factors Influencing Changes in Curriculum.
- Curriculum Implementation: The Nature of Implementation, Implementation as a change process.
- Models of Curriculum Implementation: Overcoming-Resistance to change (ORC) Model, Organizational development (OD) Model, Concerns-Based Adoption model (CBA) Model

Unit-IV: Curriculum Evaluation

- Need & Aspects of Curriculum Evaluation
- Approaches of Curriculum Evaluation
- Norm Referenced Testing & Criterion Referenced Testing
- Formative & Summative Evaluation
- Models of Curriculum Evaluation: Objectives-based Evaluation Model; Congruence- Contingency Model; Context-Input-Process-Product (CIPP) Model.



Suggested Readings:

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
5. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
6. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
7. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
8. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
9. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
10. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
11. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
12. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
13. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
14. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
15. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
16. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
17. Reddy, B. (2007): Principles of curriculum planning and development.
18. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
19. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
20. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
21. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
22. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.



Paper—III

WRITING RESEARCH PROPOSAL

(EDU-RS-C-109)

(4-Credits)

For this paper, the candidates will write a detailed proposal of their research including a thorough review of literature on a topic of their choice in consultation with their respective supervisors and present the same in a seminar during the End-Term examination. The research proposal shall be evaluated by DRC- Departmental Research Committee which will evaluate the proposal through a seminar presentation by the candidate.

M.Phil. II Semester

M.Phil. Dissertation (12 Credits): Maximum 12 Credits in two semesters (8 credits for evaluation of dissertation and 4 for Viva-voce.) The student will have to submit a dissertation in partial fulfillment of the degree. The topics for dissertation shall be approved by the Departmental Research Committee for which the candidates will have to submit a research proposal in the 2ndSemester.

The candidate is expected to prepare a fresh research proposal for M.Phill./Ph.D. which will be presented in Departmental Research Committee and the research proposal approved by DRC will be recommended to the Board of Studies.

The dissertation will be submitted at the end of third semester as per Sikkim University Norms. Thereafter, viva-voce will be conducted as per university guidelines.



DEPARTMENT OF MANAGEMENT
MBA SYLLABUS

Code	Paper Title	Credits	Marks
Semester I			
MGT-PG-C101	Principles & Practices of Management	4	100
MGT-PG-C102	Organizational Behaviour	4	100
MGT-PG-C103	Financial Accounting & Analysis	4	100
MGT-PG-C104	Managerial Economics	4	100
MGT-PG-C105	Business Statistics	4	100
MGT-PG-C106	Marketing Management	4	100
MGT-PG-C107	Fundamentals of Computer and Information System	4	100
MGT-PG-C108	Business Communication	4	100
Semester II			
MGT-PG-O201	Indian Business Environment	4	100
MGT-PG-C202	Business Research Methods	4	100
MGT-PG-C203	Business Law	4	100
MGT-PG-C204	Operations Research	4	100
MGT-PG-C205	Operations Management	4	100
MGT-PG-C206	Cost and Management Accounting	4	100
MGT-PG-C207	Financial Management	4	100
MGT-PG-C208	Human Resource Management	4	100
Semester III			
MGT-PG-C301	Business Policy and Strategic Management	4	100
MGT-PG-O302	Entrepreneurship & Project Management	4	100
	Specialization Group -1 Elective 1	4	100
	Specialization Group -1 Elective 2	4	100
	Specialization Group -2 Elective 1	4	100
	Specialization Group -2 Elective 2	4	100
MGT-PG-C307	Internship Report	4	100
MGT-PG-C308	Internship Presentation & Viva Voce	4	100
Semester IV			
MGT-PG-C401	International Business Environment	4	100
MGT-PG-C402	Business Ethics and Corporate Governance	4	100
	Specialization Group -1 Elective 3	4	100
	Specialization Group -1 Elective 4	4	100
	Specialization Group -2 Elective 3	4	100
	Specialization Group -2 Elective 4	4	100
MGT-PG-C407	Project Work	4	100
MGT-PG-C408	Comprehensive Viva Voce	4	100

**Elective Papers****Specialization Group: Human Resource Management****SEMESTER III**

1.	MGT- PG-H303	Performance Management	4
2.	MGT-PG- H304	Training and Development	4
3.	MGT-PG- H305	Management of Change & Development	4

SEMESTER IV

4.	MGT-PG-H403	Compensation Management	4
5.	MGT-PG-H404	Industrial Relations & Labour Enactments	4
6.	MGT-PG-H405	Cross Cultural & Global Management	4

Specialization Group: Marketing Management**SEMESTER III**

1.	MGT-PG-M303	Consumer Behaviour	4
2.	MGT-PG-M304	Integrated Marketing Communication	4
3.	MGT-PG-M305	Supply Chain Management	4

SEMESTER IV

4.	MGT-PG-M403	Customer Relationship Management	4
5.	MGT-PG-M404	Rural and Agricultural Marketing	4
6.	MGT-PG-M405	Sales and Distribution Management	4

Specialization Group: Finance**SEMESTER III**

1.	MGT- PG-F303	Financial Markets, Institutions and Services	4
2.	MGT- PG-F304	Management of Working Capital	4
3.	MGT- PG-F305	Insurance and Risk Management	4

SEMESTER IV

4.	MGT- PG-F403	Investment Analysis and Portfolio Management	4
5.	MGT- PG-F404	Corporate Tax Planning and Management	4
6.	MGT- PG-F405	International Financial Management	4



Internship:

1. At the end of second semester examination, every student of MBA will undergo on-the- job practical training in any manufacturing, service or financial organization. The training will be minimum of 6 weeks duration. The University will facilitate this compulsory training for students.
2. During the training, the student is expected to learn about the organization and analyse and suggest solutions of a live problem. The objective is to equip the student with the knowledge of actual functioning of the organization and problems faced by them for exploring feasible solutions and suggestions.
3. During the course of training, the organization (where the student is undergoing training) will assign a problem/project to the student.
4. The student, after the completion of training will submit a report to the Department, which will form part of third semester examination. However, the report must be submitted by the end of August during third semester so that it is evaluated well in time and third semester results are not delayed.
5. The report (based on training and the problem/project studied) prepared by the student will be known as Summer Training Project Report. The report should ordinarily be based on primary data. It should reflect in depth study of micro problem, ordinarily assigned by the organization where student undergoes training. Relevant tables and bibliography should support it.

One comprehensive chapter must be included about the organization where the student has undergone training. This should deal with brief history of the organization, its structure, performance products/services and problems faced. This chapter will form part I of the Report. Part II of the Report will contain the study of micro research problem. The average size of Report ordinarily will be 60 to 80 typed pages in standard font size

(12) and double spacing. Three neatly typed and soft bound copies of the report will be submitted to the University. The report will be typed on A-4 size paper.

6. The Report will have two certificates. One by the Head of the Department and the other by the Reporting Officer of the organization where the student has undergone training. These two certificates should be attached in the beginning of the report.
7. It is mandatory for the student to make presentation of his report in the presence of teachers & students. The student is expected to answer to the queries and questions raised during such presentation.

Project Work:

The Project Work will comprise Report of 50 marks and Presentation of 50 marks. Candidates will have to submit a Project Report on a problem/topic (from the Specialization areas) under the supervision of a core faculty member of the Department of Management. The report will contain the objectives and scope of the study, Research Methodology, use, importance of the study, analysis of data collected, conclusions and recommendations. It will contain relevant charts, diagrams and bibliography. A certificate of the Supervisor and the Head of the MBA program certifying the authenticity of the report shall be attached therewith. The student will submit three copies of the report to the Head of the MBA program. The number of pages in the report will be 60 or more. The report should be typed in A-4 size paper.



The comprehensive viva voce is scheduled at the end of IV Semester in order to judge the understanding as well as application of the knowledge gained by the students by the end of 4th Semester. This is also to see the articulation of what is being learnt by them. The idea is to see that students are able to digest what is being taught in two full year and see their relevance not only in the practical field but also their inter relationship.

Industrial Visit: The Department shall also arrange time to time industrial visit of MBA students. However no credit shall be assigned for such visits and it will not be reflected in the transcripts.

**Principles & Practices of Management****Credits- 4****MGT-PG-C101**

Objective: The course is designed with the objective of familiarizing the students with the basic concepts of Management.

Unit I: Introduction

Concept of Management, Management: Art and Science, Management Vs Administration, Levels of Management, Functions of management, Management as a Profession, Management skills, Qualities and characteristics of managers. Evolution of Management thought: Early contributions: Taylor and Scientific Management, Fayol's Administrative Management, Bureaucracy, Human Relations, and Modern Approach, Social responsibility of managers, Managerial Ethics.

Unit II: Planning and Organizing

Concept of planning, Significance of planning, Classification of planning: Strategic plan, Tactical plan and Operational plan, Process of planning, Barriers to effective planning. MBO, Management by Exception.

Decision Making: Strategies of decision making, Steps in rational decision making process, Factors influencing decision making process, Psychological bias and decision support system.

Organizing: Defining organising, Principles of organising, Process of organising, Types of organizational structure, Span of control, Centralization vs. Decentralization of authority. Informal organization.

Unit III: Staffing, Directing and Motivation

Staffing: Concept, Objective of staffing, System approach to staffing, Manpower planning. Directing: Concept, Techniques of directing and supervision, Types of supervision, Essential characteristics of supervisor.

Motivation: Concept, Forms of employee motivation, Need for motivation. Theories of motivation.

Unit IV: Leadership and Control

Leadership vs Management, Process of Leadership, Importance of leadership, Characteristics of an effective leader.

Controlling: Concept, Importance of controlling, Types of control, Steps in control process.

Suggested Readings:

1. Durai, P. (2015). Principles of Management, Text and Cases. New Delhi: Pearson Education.
2. Koontz, H. (2010). Essentials of Management. New Delhi: Tata McGraw-Hill Education.
3. Stoner, Freeman & Gilbert Jr. (2009). Management. New Delhi: Prentice Hall.
4. Wehrich, H. & Koontz, H. (2010). Management- A Global Perspective: New Delhi: Tata McGraw-Hill Education.
5. Robbins & Coulter (2013). Management. New Delhi: Prentice Hall.
6. Robbins, S.P. & Decenzo, D. A. (2014). Fundamentals of Management: Essential Concepts and Applications. New Delhi: Pearson Education.
7. Luthans, F. (2010). Organizational Behaviour. New York: McGraw-Hill.



Organizational Behaviour

Credits -4

MGT-PG-C102

Objective: The basic objective of the course is to familiarize the students with the behavioural dynamics in the organization

Unit I: Introduction

Definition, Characteristics of organizational behaviour, Contributing disciplines to the OB field; Significance of OB; Nature and scope of OB; Challenges and opportunities for OB. Organizational behaviour models: Cognitive framework, Behaviouristic framework and Social cognitive framework.

Unit II: Individual Behaviour

Perception: Concept, nature, process, importance, perceptual process; Factors influencing perception; Perceptual distortion, Management and behavioural applications of perception.

Attitudes – Source of attitudes; Types of attitudes, Attitudes and consistency – Cognitive dissonance theory, Attitude measurement.

Personality - Personality determinants; Personality traits: The Big Five model, Major personality attributes influencing OB; Theories of personality.

Learning: Concept, theories of learning, principles of learning.

Stress: Understanding Stress, causes and consequences of stress, Managing stress.

Unit III: Group Behaviour

Motivation: Theories of motivation: Early and contemporary views, Applications of motivation

Leadership: Styles and theories of leadership-Trait, behavioural and situational theories Group Dynamics, Types of groups, Stages of group development, Group cohesiveness, Group decision making.

Conflicts- Transitions in conflict thought; Functional versus Dysfunctional conflict; Classification of conflict: Intra-individual, Inter-personal, Intergroup, Conflict process; Conflict management

Unit IV: Organizational Dynamics

Organizational culture: Concept, characteristics, elements of culture, creating and sustaining organizational culture

Organizational change: Concept, nature, forces for change, resistance to change, managing resistance to change, Kurt Lewin theory of change.

Organizational power and politics: Concept, sources of power, distinction between power, authority and influence, Approaches to power.

Suggested Readings:

1. Robbins, S.P., Sanghi, S. & Judge, T. A. (2015). Organizational Behavior. New Delhi: Pearson Education.
2. Luthans, F. (2010). Organizational Behaviour. New Delhi: Tata McGraw-Hill.
3. Aswathappa, K. (2016). Organizational Behaviour. New Delhi: Himalaya Publishing House.
4. Newstrom J. (2015). Organizational Behaviour: Human Behaviour at Work. New Delhi: Tata McGraw-Hill.
5. Steven, Von & Sharma., (2014). Organizational Behaviour. New Delhi: Tata McGraw- Hill.
6. Pareek, U. (2011). Understanding Organizational Behaviour. New Delhi: Oxford Publishers.



Financial Accounting & Analysis

Credits -4

MGT-PG-C103

Objective: The objective of the course is to enable students to understand the basic accounting principles and techniques and help them in analyzing the financial statements.

Unit I: Introduction

Accounting Principles, Concepts and Conventions; Accounting Equation, International Accounting Principles and standards; IAS, IFRS and US GAAP, Double entry system of accounting, Journals, Cash book and Subsidiary books, Ledger posting, Trial balance.

Unit II: Mechanics of Accounting

Preparation of Final accounts: Trading A/c, Profit & loss account, Profit & Loss appropriation account and Balance sheet. Depreciation: Concept, Methods of depreciation.

Unit III: Financial Statement Analysis I

Ratio Analysis: Rationale and utility of ratio analysis, Classification of ratios: Liquidity ratios, Turnover ratios, Leverage ratios, Profitability ratios, Valuation ratios.

Common size statements, Comparative P & L account and balance sheet, Trend analysis.

Unit IV: Financial Statement Analysis II

Concept of funds –Preparation of schedule of changes in working capital – Ascertaining funds from operations – Meaning, Uses and preparation of funds flow statement – Meaning, Uses and preparation of cash flow statement.

Suggested Readings:

1. Narayanswamy, R. (2011). Financial Accounting: A Managerial Perspective. New Delhi: Prentice Hall Learning.
2. Mukherjee, H. (2006). Financial Accounting for Management. New Delhi: Tata McGraw-Hill.
3. Ramchandran, K. (2007). Financial Accounting for Management. New Delhi: Tata McGraw-Hill.
4. Ghosh, T. P. (2013). Accounting and Finance for Managers. New Delhi: Taxman publications.
5. Maheshwari, S.N & Maheshwari, S. K. (2013). An Introduction to Accountancy. New Delhi: Vikas publications.
6. Bhattacharya, A. K. (2011). Essentials of Financial Accounting. New Delhi: Prentice Hall Inc, New Delhi.
7. Gupta, A. (2009). Financial Accounting for Management. New Delhi: Prentice Hall College Div.
8. Chowdhary, A. (2011). Fundamentals of Accounting and Financial Analysis. New Delhi: Pearson Education.

**Managerial Economics****Credits-4****MGT-PG-C104**

Objective: The objective of the course is to acquaint the students with the economic concepts and its use in business decision making.

Unit I: Introduction

Introduction to Economics: micro vs. macroeconomics; Nature, Scope and significance of Managerial Economics, Role of managerial economics in decision making, Decision making under risk and uncertainty.

Unit II: Demand Supply and Production Analysis

Demand Analysis; Determinants of demand, Law of demand, Exceptions to the law of demand, Elasticity of demand-Price, Income, Cross elasticity; Uses of elasticity of demand, Measurement of elasticity of demand. Demand estimation, Demand forecasting, Supply Analysis; Law of Supply, Supply Elasticity; Analysis and its uses for managerial decision making.

Production concepts & analysis; Production function, Law of variable proportion, Law of returns to scale. Economies of scale.

Cost concepts and analysis, Short-run and long-run cost curves and their managerial use, Estimation of cost function, Relationship between cost and production function.

Unit III: Market Structure and Pricing

Revenue concepts, Market equilibrium., Market Structure: Perfect competition, Features, Price determination under perfect competition. Monopoly: Features, Pricing under monopoly, Price discrimination. Monopolistic: Features, Pricing under monopolistic competition, Product differentiation. Oligopoly: Features, Kinked demand curve, Cartels, Price leadership.

Pricing strategies; Full cost pricing, Product line pricing, Price skimming, Penetration pricing.

Unit IV: Macroeconomics: An Overview

National Income: Different Concepts and various methods of its measurement, Inflation

- Types, Causes and Measures to control Inflation, Business cycle, Profit concept and major theories of profits; Dynamic surplus theory, Risk & uncertainty bearing theory and innovation theory. Employment determination classical theory, Keynesian theory, Neo- classical theory.

Suggested Readings:

1. Damodaran, S. (2010). Managerial Economics. New Delhi: Oxford University Press.
2. Hirschey, M. (2008). Economics for Managers. New Delhi: Thomson publications.
3. Petersen, H, C., Lewis, W.C. & Jain, S.K. (2008). Managerial Economics. New Delhi: Pearson Education.
4. Salvatore, D., (2012). Managerial Economics: Principles and Worldwide application. New York: Oxford University Press.
5. Mithani D.M. (2015). Principles of Economics. New Delhi: Himalaya Publishing House.
6. Dwivedi D.N. (2011). Managerial Economics. New Delhi: Vikas Publications.
7. Maheswari, Y. (2012), Managerial Economics. New Delhi: PHI Learning Pvt. Ltd.
8. Gupta, G.S. (2011). Managerial Economics. New Delhi: Tata McGraw-Hill.

**Business Statistics****Credits-4****MGT-PG-C105**

Objective: The objective of the course is to acquaint the students with important statistical techniques for managerial decision-making. The emphasis will be on its application to business and economic situations.

Unit I: Introduction and Uni-variate analysis

Role of statistics: Use and applications of statistics in managerial decision-making; Measures of central tendency: Mean, Median and Mode and their implications; Measures of dispersion: Range, Mean deviation, Standard deviation, Coefficient of variation (C.V.), Skewness, Kurtosis.

Unit II: Bi-variate analysis

Correlation: Meaning and types of correlation, Karl Pearson and Spearman rank correlation, Partial and multiple correlations, Probable error, Standard error.

Regression: Meaning, Regression equations and their application, regression: An overview. Time series analysis: Concept, Additive and multiplicative models, Components of time series, Trend analysis: Least Square method - Linear and non-linear equations, Applications in business decision-making.

Index Numbers: Meaning, Types of index numbers, Uses of index numbers, Construction of price, Quantity and volume indices: Fixed base and chain base methods.

Unit III: Probability Distribution

Probability: Concept of permutations & Combinations, Concept of probability and its uses in business decision-making; Addition and multiplication theorems; Bayes theorem and its applications.

Theoretical Frequency Distributions: Concept and application of Binomial, Poisson and Normal distributions.

Unit IV: Sampling and Hypothesis Testing

Sampling Fundamentals: Concept and application; Procedure, Tests of hypotheses-Parametric tests: z-test, t-test, f-test, & ANOVA; Non Parametric Tests: Run test, Sign test, Wilcoxon signed rank Test, Mann Whitney U test, Kruskal Wallis H test, Chi-square test,

Suggested Readings:

1. Beri, J.C. (2010). Business Statistics. New Delhi: Tata McGraw Hill.
2. Chandan, J. S. (2009). Statistics for Business and Economics. New Delhi: Vikas Publishing House Pvt Limited.
3. Render, B. and Stair, R.M. (2014). Quantitative Analysis for Management. New Delhi: Prentice-Hall.
4. Sharma, J. K. (2012). Business Statistics. New Delhi: Pearson Education.
5. Gupta, C. B. (2009). An Introduction to Statistical Methods. New Delhi: Vikas Publishers
6. Levin, R. (2009). Statistics for Management. New Delhi: Pearson education.
7. Vora, N. D. (2013). Business Statistics. New Delhi: Tata McGraw Hill.
8. Shenoy, G . V . Srivastava, U.K. & Sharma, S.C. (2005). Business Statistics: New Delhi: New Age International Publishers.
9. Bhardwaj, R.S. (2008). Business Statistics. New Delhi: Excel Books India Publications.
10. Gupta, S.P. (2014). Statistical Methods. New Delhi: Sultan Chand & Sons.



Marketing Management

Credits-4

MGT-PG-C106

Objective: The course aims to acquaint the students with the concepts, philosophies, processes and techniques of managing the marketing operations of a firm.

Unit I: Introduction

Definition, Importance and scope of Marketing, Philosophies of marketing management, Elements of marketing - Needs, Wants, Demands, Customer, Consumer, Markets and marketers; Marketing vs. Selling, Consumer markets and Industrial markets, Concept of marketing management, Marketing - Mix, Functions of marketing management, Marketing environment, Factors affecting marketing environment, Marketing information system and Marketing research, Strategic marketing planning, Marketing Myopia.

Unit II: Segmentation and Targeting

Procedure, Level, Benefits, Purpose and limitations of market Segmentations, Market targeting - Introduction, Procedure, Product positioning - Introduction, Objectives, Usefulness, Differentiating the product, Product positioning strategy, Consumer behaviour - Introduction, Importance & process.

Unit III: Product and Price decision

Mix decisions, Product decisions, New product development-Concept and necessity for development, Failure of new products, New product planning and Development process, Product-mix, Branding and Packaging decisions, Product life cycle - Stages and strategies for different stages of PLC; Pricing decisions, Pricing objectives, Policies methods of setting price, Pricing strategies.

Unit IV: Place and Promotion

Channels of distribution for consumer/ industrial products, Factors affecting channel distribution, Management of channels: Current trends in wholesaling and retailing, Retail distribution system in India.

Promotion: Promotion-mix, Advertising, Sales promotion, Personal selling, Publicity and Public relations. A Brief account of marketing of services, CRM, Emerging trends in marketing: Rural marketing, Electronic marketing; B2C, B2B and C2C, Direct marketing through internet, International marketing, Green marketing.

Suggested Readings:

1. Kotler, P. (2015). Marketing Management, Analysis, Planning, Implementations and Control. New Delhi: Pearson Education.
2. Stanton William, J. (2015). Fundamentals of Marketing. New Delhi: Mc Graw- Hill.
3. Kotler, P. and Armstrong, G. (2015). Principles of Marketing. New Delhi: Pearson Education.
4. Ramaswamy, V.S. & Namakumari, S. (2007). Marketing Management: Planning, Implementation and Control. New Delhi: Macmillan India Ltd.
5. Etzel, M.J., Walker, B.J. and Stanton, W. J. (2007). Marketing concept & Cases special Indian Edition. New Delhi: Tata McGraw- Hill.
6. Me. Carthy and Perreault (2009). Basic Marketing: A Global Marketing Approach, New Delhi: Tata McGraw-Hill.
7. Kurtz, D.L. and Boone, L.E. (2007). Principles of Marketing. New Delhi: Thomson publishers.



Fundamentals of Computer and Information System

Credits-4

MGT-PG-C107

Objective: The primary objective of this course is to familiarize the student with basic concepts of Computer and Information System and their applications in Business processes.

Unit I: Introduction

Essential components of computer-

Hardware: (a) Input devices (b) Output devices (c) Storage devices.

Software: Introduction; Types of software with examples; Introduction to languages, Compiler, Interpreter and Assembler.

Operating System: Definition, Functions, Types and classification, Elements of GUI based operating system-Windows-use of menus, Tools and commands of windows operating system.

Unit II: MS-Office and Computer Networks

Basics of MS-Word, MS-Excel and MS-Power point; Application of these software's for documentation and making reports; Preparation of questionnaires, Presentations, Tables and reports (Practical)

Computer networks: Overview of computer network, Types of computer networks, Network topologies, Components of computer networks. Internet, Intranet and extranet.

Unit III: Information Systems

Meaning and Role of Information Systems, Concept of Data and Information, Classification of Information Systems: Operations Support System (OSS), Management Support System(MSS), Transaction Processing System(TPS), Process Control System(PCS), Enterprise Collaboration System(ECS), Management Information System(MIS), Decision Support System(DSS). Artificial Intelligence (AI), Applications of Artificial Intelligence: Neural Networks, Fuzzy Logical Control System, Virtual Reality, Expert System (ES), Executive Information System (EIS), Cross Functional Information Systems.

Unit IV: Applications of Information System

Emerging Concepts and Issues in Information Systems: Supply Chain Management, Customer Relationship Management, ERP, Introduction to Data Warehousing, Data Mining and its Applications, Emerging Concepts in Information System Design and Application, Security and ethical Challenges of IT, Ethical Responsibility- Business Ethics, Technology Ethics; Cyber Crime and Privacy Issues.

Suggested Readings

1. Ramesh, B. (2008). Computer Fundamentals and Information Technology. New Delhi: Laxmi Publication Pvt. Ltd
2. Cyganski, D. (2011). Information Technology: Inside and outside. New Delhi: Prentice Hall.
3. Basandra, S.K. (1998). Computers Today. New Delhi: Galgotia publishing company.



4. Leon A., & Leon, M. (2000). Introduction to Computers. New Delhi: Sangam Books Ltd.
5. Leon, A. (2009). Fundamentals of Information Technology. New Delhi: Vikas Publishing.
6. Kakkar, D.N., Goyal, R. (2003), Computer Applications in Management. New Delhi: New Age International.
7. Laudon, K. & Laudon J. (2014). MIS: Managing the Digital Firm. New Delhi: Pearson Education.
8. James, O. B. (2015). Introduction to Information Systems. New Delhi: Tata McGraw Hill.
9. Turban, L. & Wetherbe (2001). Information Technology for Management: Making Connections for Strategic Advantage. New Jersey: John Wiley and Sons.

**Business Communication****Credits -4****MGT-PG-C108**

Objective: The primary objective of the course is to enhance the communication skills of the students.

Unit I: Introduction

Nature, Importance and Role of Communication; The Communication Process; Barriers and Gateways to Communication, the Cross Cultural Dimensions of Business Communication.

Unit II: Forms of Communication and Communication for Job

Verbal Communication: Types of Verbal Communication Art of Public Speaking, Effective Listening etc.

Written Communication.: Principles of Effective Written Communication; Commercial Letters, Enquiries, Quotations and Tender Notices, Placing Orders, Export Import Correspondence, Correspondence with Public Authorities, Speech Writing, Preparing Minutes of Meetings; Executive Summary of Documents. Internal Communication: Memo, Office Order, Office Circular, Office Note, Correspondence with Branch Offices. Précis and Summarizing. Report and Proposal Writing, Writing a Summer Project Report.

Communication for Job: Writing CVs & Application Letters, Group Discussions & Interviews, The Employment Interview, Impact of Technological Advancement on Business Communication; Communication networks, Intranet, Internet, e mails, SMS, teleconferencing, videoconferencing.

Unit III: Case Study Method of Learning

Understanding the case method of learning, Different types of cases, Overcoming the difficulties of the case method, Reading a case properly (previewing, skimming, reading, scanning), Case analysis approaches (systems, behavioural, decision, strategy), Analyzing the case, dos' and don'ts for case preparation

Unit IV: Soft Skills Development

Soft skill attributes for business executives like communication, business etiquette, adaptability, integrity, interpersonal skills, positive attitude, professionalism, discipline and responsibility, teamwork and motivation.

Presentation Skills: Presentation definition, Elements of presentation, Designing a presentation, Advanced visual support for business presentation, Types of visual aids, Appearance & Posture, Practicing delivery of presentation.

Suggested Readings:

1. Scot, O. (2016). Contemporary Business Communication. New Delhi: Biztantra.
2. Lesikar, R.V. & Flatley, M.E. (2016). Basic Business Communication Skills for Empowering the Internet Generation. New Delhi: Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F. (1998). The Essence of Effective Communications. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Taylor, S. (2015). Communication for Business. New Delhi: Pearson Education.
5. Guffey, M.E. & Loewy, D. (2016), Business Communication. US: Cengage Learning.
6. Bisen, V. (2009). Business Communication. New Delhi: New Age International (P) Ltd., Publishers.
7. Sehgal, M.K. and Khetrapal, V. (2006). Business Communication. New Delhi: Excel Books.

**Indian Business Environment****Credits-4****MGT-PG-O201**

Objective: The purpose of this course is to enable the students to understand the influence of various environmental factors affecting business.

Unit I: Introduction

Concept and Nature of business environment, Need to study business environment, Elements of Business Environment, Significance of business environment, Environmental analysis and forecasting, Techniques of environmental analysis, Government-Business Interface, Changing Dimensions of Indian Business

Unit II: Economic Environment of Business

Business - Economic System Interface, Industrial Development under different Plan Periods, New Industrial Policy of India, Public Sector Policy- Disinvestment Policy and EXIM Policy of India, Industrial Policy for North-East India. SEBI Act, Monetary and Fiscal Policy.

Unit III: Legal Environment and Technological Environment of Business

Industrial licensing policy, FEMA and Competition Act. Intellectual Property Rights and Patent Law. Consumer Protection Act 1986 (central council and state council). Government Policy on Environment: Water Pollution Act, Air Pollution Act, Environment (Protection) Act, Environmental Audit, GST.

Technological Environment: Recent Technological Advancement in Indian Business, E- Commerce, M-Commerce.

Unit IV: Political and Socio-cultural Environment

Political systems, concepts, practices in India. Political institutions in India. Salient features of Indian societies.

Concept of capitalism and socialism, Sun-rise sectors of India Economy. Challenges of Indian economy. Social responsibility of business, Characteristics, Components, Scope, relationship between society and business, Socio-cultural business Environment, Social Groups, Foreign Investment in India.

Suggested Readings:

1. Awasthappa, K. (2014). Essentials of Business environment. New Delhi: Himalaya Publishing House.
2. Cherunilam, F. (2014). Business Environment: Text and Cases. New Delhi: Himalaya Publishing House.
3. Ghosh, P.K. & Kapoor, G.K. (2000). Business Policy and Environment. New Delhi: S. Chand and Sons.
4. Singh, S. (2013). Environmental Policy in India. New Delhi: IIPA.
5. Rudar Dutt and Sundaram (2005). Indian Economy. New Delhi: S. Chand and Sons.
6. Dasgupta, A. & Sengupta. (1998). Government & Business. New Delhi: Allied Book Agency.
7. Misra, S.K. and Puri, V.K. (2004). Economic Environment of Business. New Delhi: Himalaya Publishing House.

**Business Research Methods****Credits-4****MGT-PG-C202**

Objective: The purpose of this course is to develop skills among the students to undertake business Research.

Unit I: Introduction

Definition; Nature, Scope and Significance of Business Research; Overview of the Research Process- Identification and Definition of Research problem; Review of Literature, Objectives

& Hypothesis Formulation; Developing the Research Proposal; Ethical issues in Research; Problems encountered by the Researcher, Precautions to be taken by the Researchers.

Unit II: Research Design and Data Collection

Types of Research Design-Descriptive, Exploratory & Experimental; Sources of data collection-Primary & Secondary sources; Methods of collecting Primary Data, Questionnaire- Designing and Testing; Schedule; Interview; Observation Method; Other methods, Qualitative Research-Methods; Scaling Techniques and Attitude Measurement; Online Data Sources and Research.

Unit III: Sample Design

Defining the Universe and Sampling Unit; Sampling Frame; Probability and Non-probability Sampling Methods; Sample Size Determination for estimating means & Proportions, Survey Errors.

Unit IV: Data Analysis, Interpretation and Report Preparation

Data Editing, Coding & Tabulation; Advanced Data Analysis Techniques; Types of Data set, Processing and interpretation of data through Softwares like SPSS, Eviews, Stata, etc., Report Preparation and Presentation.

Suggested Readings:

1. Donald, R. C. and Schindler, P.S. (2013). Business Research Methods. New Delhi: Tata McGraw- Hill.
2. Kothari, C.R. (2014). Research Methodology Methods and Techniques. New Delhi: New Age Publishers.
3. Saunders, M.N.K. (2012). Research Methods for Business students. New Delhi: Pearson Education.
4. Panneerselvam, R. (2014). Research Methodology. New Delhi: Prentice Hall of India.
5. Gravetter, F.J. (2016). Research Methods for the Behaviourial Sciences. Australia: Cengage Learning.
6. Alan, B. & Bell. E. (2011). Business Research Methods. Toronto: Oxford University Press.
7. Bajpai, N. (2011). Business Research Methods. New Delhi: Pearson Education.
8. Murthy, S. N. & Bhojnana, U. (2010). Business Research Methods. New Delhi: Excel Books.
9. Sekaran, U. & Bougie, R.J. (2013). Research Methods for Business. New Jersey: Willey Publications.

**MGT-PG-C203**

Objective: The objective of the course is to familiarize the students with the Business Laws of India

Unit I: Indian Contract Act, 1872

Contract: Definition and its essentials, Valid Contract - Offer and Acceptance, Consideration, Capacity to Contract, Free consent, Legality of object, Discharge of a Contract by performance, Void agreement, Breach, Damages for breach of a contract, Quasi contracts, Contract of Indemnity and Guarantee, Bailment and Pledge, Agency.

Unit II: Partnership Act, 1932 and Sale of Goods Act, 1930

Partnership and its essentials, Partners: Rights and Duties and Type, Position of Minor as a partner, Doctrine of Implied Authority, Registration of Firms, Dissolution of firms.

Meaning of Contract of Sale, Types of Goods, Conditions and Warranties, Delivery-three types of delivery, rules as to delivery. Right of Unpaid Seller against the Goods, Auction sale, Rules regarding sale by Auction [section 64].

Unit III: Negotiable Instruments Act, 1881 and Companies Act, 1956 and 2013

Meaning of Negotiable Instrument, Types of negotiable instruments: Promissory Note, Essentials of promissory note, Meaning of Bill of Exchange and Cheques, Essentials of bills of exchange, Defining Cheque, Characteristics of cheque, Holder and Holder in due course, Negotiation, Presentment, Crossing of Cheques, Bouncing of Cheques.

Nature and Definition of a Company, Classification of Companies On the Basis of Membership, Steps in formation of company, Memorandum of Association, Articles of Association, Prospectus, Kinds of Companies, Directors: Their powers and duties, Meetings, Winding up. Major amendments in 2013

Unit IV: Consumer Protection Act, 1986 and the Information Technology Act, 2000 Complaint, Consumer, Defect and deficiency, Consumer dispute redressal agency, Redressal Machinery under the act, Procedure for complaints under the act, Remedies, Appeals, Enforcement of orders and Penalties.

Objectives of IT Act, Salient features of the Act, Electronic Governance.

Suggested Readings:

1. Kapoor, N.D. (2016). Business Law. New Delhi: Sultan Chand & Sons.
2. Tulsian, P.C. & Tulsian, B. (2014). Business Law. New Delhi: McGraw- Hill education.
3. Gulshan J.J. (2012). Business Law Including Company Law. New Delhi: New Age International Publishers.
4. Kuchhal, M.C. (2013). Business Law. New Delhi: Vikas Publications.
5. Singh, A. (2012). Principles of Mercantile Law. New Delhi: Eastern Book Company.

**Operations Research**
MGT-PG-C204**Credits-4**

Objective: The objective of the course is to acquaint the students with operations research techniques and their role in managerial decision-making.

Unit I: Introduction

Operations Research: Significance, Scope and Applications of Operation Research in managerial decision-making.

Decision-making environments:- Decision-making under certainty, Uncertainty and risk situations; Decision tree approach and its applications.

Unit II: Linear Programming, Transportation and Assignment

Linear programming: Mathematical formulations of LP Models for product-mix problems; Graphical and simplex method of solving LP problems; Sensitivity analysis; Duality.

Transportation problem: Finding initial feasible solution using Northwest corner rule; Vogel's approximation method and least cost method; Testing optimality using stepping stone method and MODI method; Special cases of unbalanced problem, Degeneracy, Maximisation objective, Multiple solutions and prohibited route.

Assignment model: Hungarian assignment technique; Special cases of unbalanced problem, Multiple optimum solutions, Maximisation objective and unacceptable assignment

Unit III: Game Theory, Sequencing and Programming

Game Theory: Concept of game; Two-person zero-sum game; Pure and Mixed Strategy Games; Saddle Point; Odds Method; Dominance Method and Graphical Method for solving Mixed Strategy Game.

Sequencing Problem: Johnsons Algorithm for n Jobs and Two machines, n Jobs and Three Machines, Two jobs and m - Machines Problems.

Dynamic Programming: Modeling, Optimization, Replacement.

Unit IV: Queuing Theory

Characteristics of M/M/I Queue model; Application of Poisson and Exponential distribution in estimating arrival rate and service rate; Applications of Queue model for better service to the customers.

Replacement Problem: Replacement of assets that deteriorate with time, Replacement of assets which fail suddenly.

Project Management. Rules for drawing the network diagram, Applications of CPM and PERT techniques in Project planning and control; Crashing of operations.

Suggested Readings:

1. Vohra, N.D. (2009). Quantitative Techniques in Management. New Delhi: Tata McGraw-Hill.
2. Taha, H. A. (2010). Operations Research - An Introduction. New Delhi: Prentice-Hall.
3. Sharma, J. K., (2006). Operations Research. New Delhi: Macmillan Publishers India.
4. Kapoor, V.K. (2014). Operations Research. New Delhi: S. Chand.
5. Hadley, G., (1987). Linear Programming. New Delhi: Narosa Publishers.
6. Hillier, F.S. & Lieberman, G.J. (2001). Introduction to Operations Research. New Delhi: Tata McGraw-Hill.

**Operations Management****Credits-4****MGT-PG-C205**

Objective: The Course is mainly designed to make acquaint the students with Operations Management and its use in dealing with the real life business problems.

Unit I: Introduction

Definition, Nature, Scope and Significance of Production and Operations Management, Relationship with other functional areas, Recent trends in Production and Operations Management, Production Cycle, Production Planning & Control: Basic functions, Concept of ergonomics.

Unit II: Production Planning

Plant location, selection; Plant and Facilities layout, types of layout and their characteristics; Production Systems, types of production system, JIT & Lean system; Product design, New product development, Value analysis, Work measurement and Job design.

Unit III: Production Scheduling and Control

Forecasting and Capacity planning, Types and methods of Forecasting, Overview of Aggregate production planning, Production Strategies, Capacity requirement planning, MRP, Scheduling, Purchase management, Inventory management and techniques of Inventory management.

Unit IV: Quality Management

Basic Concept and dimensions of Quality, Cost of Quality, Juran's quality trilogy, Deming's 14 principles, PDCA cycle, Quality Improvement and Cost Reduction- 7QC tools and 7 new QC tools, Kaizen, Statistical Quality Control: Variable & Attribute, Process Control, Control Chart (X, R, p, np and C chart), Six Sigma, Total Quality Management (TQM), ISO (9000&14000 Series).

Suggested Readings:

1. Everette, E. A. & Ronald, J. E. (2000). Production and Operations Management. New Delhi: Prentice-Hall.
2. Chary, S.N. (2012). Production and Operations Management. New Delhi: Tata McGraw-Hill.
3. Hill, T.& Hill, Alex (2012). Operations Management. Basingstoke, UK: Palgrave.
4. Johnston. R. (2014). Cases in Operations Management. New Delhi: Pearson.
5. McGregor, D. (1960). Operations Management. New Delhi: McGraw-Hill.
6. Morton, T.E. (1999). Production and Operations Management. New Delhi: Vikas publishers.
7. Haleem, A. (2008). Production and Operations Management. New Delhi: Galgotia Books.
8. Bedi, K. (2007). Production & Operations Management. New Delhi: Oxford University Press.

**Cost & Management Accounting****Credits-4****MGT-PG-C206**

Objective: The basic objective of the course is to familiarize the students with the basic concepts of cost and management accounting and their applications in managerial decision making.

Unit I: Introduction

Definition and Scope of Cost and Management accounting, Difference between Management Accounting and Cost Accounting, Cost Concepts, Classification of Cost, Elements of cost - Materials, Labour and overheads and their Allocation and Apportionment, Cost Sheet and its Preparation, Methods of Costing, Reconciliation of Cost and Financial Accounting.

Unit II Accounting for Short-term Decision

Marginal Costing: Concept, Features and Limitations and Use of Marginal Costing, Cost- Volume-Profit Analysis(CVP), PV Ratio and its importance, Contribution & Breakeven Point and their analysis for various types of decision-making like single product pricing, multi product pricing, replacement, sales etc.

Absorption Costing: Concept, Marginal Costing vs Absorption Costing, Activity Based Costing and its Applications

Differential Costing and Incremental Costing: Concept, uses and applications, Difference between Differential and Incremental costing, Methods of calculation of these costs and their role in management decision making like sales, replacement, buying etc.

Unit III: Accounting for Control

Budgeting: Meaning, features of Budget, Essentials of effective budgeting, Budgeting and Budgetary Control, Types of Budget, Static and Flexible Budgeting, Preparation of Cash Budget, Sales Budget, Production Budget, Materials Budget, Capital Expenditure Budget and Master Budget, Zero based Budget, Advantages and Limitations of Budgetary Control.

Standard Costing: Concept of standard costs, establishing various cost standards, calculation of Material, Labour, Overhead Variance, and their applications and implications.

Unit IV: Responsibility Accounting & Transfer Pricing

Concepts and approaches to Responsibility Accounting, concept of investment center, cost center, profit center and responsibility center and its managerial implications.

Transfer Pricing : concept, types & importance ; **Neo Concepts for Decision Making:** Value Chain Analysis, Target Costing & Life Cycle Costing : concept, strategies and applications of each.

Suggested Readings:

1. Horngren,T., Charles, et al., (2010). Introduction to Management Accounting. New Delhi: Prentice-Hall.
2. Khan, N.Y. & Jain, P.K., (2007). Management Accounting. New Delhi: Tata McGraw- Hill.
3. Pandey, I. M. (2009). Management Accounting. New Delhi: Vikas Publishing House.
4. Bhattacharyya, S. K. & Dearden, J. (1997). Accounting for Management. New Delhi: Vikas Publishing House.
5. Sahaf, M.A. (2013). Management Accounting: Principles and Practice. New Delhi: Vikas Publishing House.
6. Ravi, M. Kishore (2016). Cost & Management Accounting. Kolkata: Taxmann.
7. Ravi, M. Kishore (2013). Advanced Management Accounting. Kolkata: Taxmann.
8. Arora, M. N. (2012). Cost and Management Accounting. New Delhi: Vikas Publishing House.



Financial Management

Credits-4

MGT-PG-C207

Objective: The course provides an understanding of concepts, tools and techniques applicable for financial decision making.

Unit I: Introduction

Concept, scope, objective and significance of financial Management, Profit maximization vs. Wealth maximization, Functions of Finance Manager in Modern Age, Key Financial decision areas, Time Value of Money, Risk and Return Analysis.

Unit II: Investment and Financing Decision

Investment Decision: Concept, Process & Techniques of Capital Budgeting and its applications; Risk and Uncertainty in Capital Budgeting.

Financing Decision: Long-term, Medium Term and Short term sources of finance, Potentiality of equity shares, Preference shares, Debentures and bonds as sources of long- term finance;

Unit III: Capital Structure and Cost of Capital

Capital Structure: Concept and Planning, Capital Structure Theories: NI, NOI, Traditional and Modigliani Miller Approach; EBIT-EPS Analysis & Indifference Points.

Cost of Capital: Cost of equity, Preference shares, Debentures and retained earnings, Weighted average cost of capital and implications. Leverage Analysis: Financial, Operating and combined leverage along with implications

Unit IV: Dividend Decision and Working Capital Management

Dividend Decision: Concept of retained earnings and plough back of profits, Relevance and Irrelevance Theories of dividend decision: Walter's Model, Gordon's Model and Modigliani Miller Model; Factors affecting dividend decision.

Working capital: Overview of Working Capital Decision: Concept, Components, Factors affecting working capital requirement, Working Capital Management: Management of cash, Inventory and receivables; Introduction to Working Capital Financing.

Suggested Readings:

1. Van Horne, J.C. (2016). Financial Management and Policy. New Delhi: Pearson Education.
2. Knott, G. (2004). Financial Management. Basingstoke, UK: Palgrave.
3. Khan, M.Y. and Jain, P.K. (2016). Financial Management. New Delhi: Tata McGraw Hill.
4. Chandra, P. (2016). Fundamentals of Financial Management, Tata McGraw Hill.
5. Rustagi, R.P. (2000). Financial Management. New Delhi, Galgotia.
6. Lawrence, J. G. (2004). Principles of Managerial Finance. New Delhi: Pearson Education.
7. Ravi, M. K. (2015). Financial Management. Kolkata: Taxmann.
8. Damodaran, A. (2016). Corporate Finance -Theory & Practice. New Delhi: Wiley.

**Human Resource Management****Credits-4****MGT-PG-C208**

Objective: This course aims to provide students a clear understanding about the concepts, methods, techniques and issues involved in managing human resources so as to facilitate employing, maintaining and promoting a motivated force in an organization.

Unit I: Introduction

Concept, Nature, Scope, Objectives and Functions of Human Resource Management, HRM: The challenges – Environmental, Organizational and Individual, Emerging trends of HRM in globalized economy and cross cultural environment.

Unit II: Human Resource Planning

Human resource planning, Job analysis, Job evaluation, Job design, Recruitment – Sources, objectives, Selection: Concept, Procedure and Cost benefit analysis of selection, Induction, Career planning, Bases of Promotion, Transfer, Separations, Outplacement and Outsourcing HR.

Unit III: Training & Development and Performance Appraisal

Training & Development – Concept, Training needs assessment, Types of training programmes: On-the-job and off-the-job, RoI of training, metrics for evaluation of training programme, Performance Appraisal- Objectives, Uses and Methods – Traditional and Modern methods, Problems of performance appraisal, Legal issues in Performance Appraisal, Compensation – Concepts, Types, Factors determining compensation.

Unit IV: Industrial Relations

Industrial Relations: Concept and Approaches to Industrial Relations, Unitary, Plurastic and Radical Approach, Industrial Relations System.

Suggested Readings:

1. Dessler, G. (2015). Human Resource Management. New Delhi: Pearson Education.
2. Rao, V.S.P. (2014). Human Resource Management. New Delhi: Excel Books.
3. Durai, P. (2016). Human Resource Management. New Delhi: Pearson Education.
4. Rao, S. P. (2011). Personnel & Human Resource Management. New Delhi: Himalaya Publishing House.
5. Aswathappa, K. (2010). Human Resource Management- Text & Cases. New Delhi: Tata McGraw-Hill.
6. Snell, S. & Bohlander, G. (2013). Human Resource Management. Nashville, TN: South Western Publishing Group.
7. Gomez, M. Balkin, L.R. & Cardy, D.B. (2011). Managing Human Resources. New Delhi: Prentice-Hall.
8. Jyoti, V. (2013). Human Resource Management. New Delhi: Oxford.
9. Muller, C. (2008). HRM A Case Study Approach. Mumbai: Jaico Publishing House.

**Business Policy and Strategic Management****Credits-4****MGT-PG-C301**

Objective: The course aims to develop an understanding of Business Policy and Strategic Management in dynamic and competitive global environment.

Unit I: Introduction

Business Policy, Corporate Strategy, Basic Concept of Strategic Management, Mission, Vision, Objectives, Impact of globalization, Basic Model of Strategic Management, Strategic Decision Making, Mintzberg's 5Ps of Strategy, McKinsey 7-S Framework

Environmental Analysis; Environmental Scanning, Industry Analysis, Competitive Analysis, ETOP Study, OCP, SAP Scanning, Internal Corporate Analysis, Resource based approach, Value-Chain Approach, Scanning Functional Resources, Strategic Budget and Audit.

Unit II: Strategy Formulation

Concept of Stretch, Leverage and Fit; Need for Balanced Scorecard; Strategic Factors Analysis Summary (SFAS) Matrix, Analysing Companies Resource in Competitive Position; SWOT Analysis; TOWS Matrix, Grand Strategies; Porters Diamond Model, Porter's Generic Strategies; Strategic Analysis and Choice: BCG, GE 9 CELL, Shells, Directional Policy Matrix, The PIMS Model, Arthur, D'Little Company's Matrix and Hofer's Matrices; Portfolio Matrix, Parenting Fit Matrix, Value Chain analysis.

Unit III: Strategy Implementation

Implementation of strategy: Organising for Action, Corporate Development Stages, Diversification, Mergers and Acquisition, Re-engineering, Job Design and Strategy Implementation.

Unit IV: Strategy Evaluation

Importance And Nature of Strategic Evaluation; Strategic and Operational Control; Evaluation Process for Operational Control; Evaluation Techniques for Strategic and Operational Control, Strategic Enablers: R&D Strategy, IT and strategy, Strategic Risk.

Suggested Readings:

1. Kazmi, A. (2014). Business Policy and Strategic Management. New Delhi: Tata McGraw- Hill
2. David, F.R. (2012). Strategic Management: Concepts and Cases. New Delhi: Pearson Education.
3. Pearce, J.A. & Robinson, R.B. (2012). Strategic Management. New Delhi: AITBS.
4. Carpenter, M. (2012). Strategic Management. New Delhi: Pearson Education.
5. Bowman, C. (2003). Business Policy and Strategy. New Delhi: Prentice Hall of India, New Delhi.
6. Trehan, M. (2012). Strategic Management. New Delhi: Wiley & Sons.
7. Carthy, M. Robert & Curran (2007). Business Policy and Strategy. New Delhi: AITBS.
8. Glueck, W.F. & Jauch, L.R. (2011) Business Policy and Strategic Management. New Delhi: McGraw-Hill.
9. Srinivasan, R. (2012). Strategic Management. New Delhi: Prentice Hall of India.

**Entrepreneurship & Project Management****Credits-4****MGT-PG-O302**

Objective: The objective of the course is to develop an understanding of the concept, process and development of entrepreneurship and promote the students towards Entrepreneurship.

Unit I: Entrepreneur and Entrepreneurship

Entrepreneur - Concept, Functions, Types, Characteristics, Qualities and Role – Ideal Entrepreneur; Entrepreneur vis-à-vis Professional Manager, Intrapreneur, Copreneur; Distinction between wage employment, self employment & Entrepreneurship; Entrepreneurial Competencies; Entrepreneur and Entrepreneurship – Factors, Barriers & Problems and Process of Entrepreneurship, Growth of Entrepreneurship in India

Unit II: Entrepreneurship Development

Entrepreneurship Development: Concepts, Factors affecting, Development Cycle and Strategy; Entrepreneurship Development Program (EDP): Concepts, Objective, Contents, issues, Phases, Evaluation. Institutions conducting EDP's in India; Entrepreneurship Development Training: Importance, Objective, Methods; Role of Institutions in Entrepreneurship Development; Role of Central and State Government in Entrepreneurship Development

Unit III: Emerging areas in Entrepreneurship

Women Entrepreneurship: Types, Challenges, Opportunities, Achievements, Problems, Remedial Measures & supporting Institutions and Role Models of Woman Entrepreneurs in India, Self Help Groups.; Rural Entrepreneurship: meaning, need, Problems, Development, Role of NGO's, Entrepreneurship in agriculture, TRYSEM.; Social Entrepreneurship: Genesis & Characteristic; International Entrepreneurship; E- Entrepreneurship: Concept, Purpose and Essence. Entrepreneurial opportunities and problems in North East Regions

Unit IV: Project & Project Management

Project : Concept, Classification, Identification, Project Design, Project Appraisal, Project Planning,; Formulation of Project Report - Cost Benefit Analysis, Technical Feasibility, Financial Feasibility, Managerial Feasibility, and Market Survey.; Financing of the Project – Sources of Finance.

Project Management:

Project Management Life Cycle: Project Initiation, Planning, Execution, Closure; Project Monitoring and Control – Parameters, Process; Monitoring and Control of group of Projects;

Techniques of Project Monitoring and Control; Computer based Project Management; Integrated Project Management – Management of Project Finances, Materials – Production – Marketing –Personnel Management.; Project Audit.

Suggested Readings:

1. Desai, V. (2011). Dynamics of Entrepreneurship Development and Management, New Delhi: Himalaya publishers.
2. Poornima, C. (2011). Entrepreneurship Development - Small Business Enterprises. New Delhi: Pearson.
3. Robert D. H.& Peters, M.P. (2013). Entrepreneurship. New Delhi: Tata McGraw Hill.



4. Lall, M. and , S.Shikha (2008). Entrepreneurship. New Delhi: Excel Books.
5. Baporikar, N. (2011). Entrepreneurship Development and Project Management. New Delhi: Himalaya publishers.
6. Larson, D. (2006). Project Management. New Delhi: Tata McGraw- Hill.
7. Desai, V. (2013). Project Management. New Delhi: Himalaya Publishing House.
8. Gopalakrishnan, P. (2014). Textbook of Project Management. New Delhi: Macmillan.
9. Maylor, H. (2010). Project Management. New Delhi: Pearson.



Performance Management

Credits-4

MGT-PG-H303

Objective: The objective of the course is to make the students understand critical dimensions of performance that constitute the basis for continuously planning, reviewing and developing employee performance.

Unit I: Introduction to Performance Management

Performance: Dimensions of Performance, Performance Appraisal & Potential Appraisal. Performance Management: Planning Performance for Role Clarity, Accountability and Effectiveness, Process of Performance Management, Developing and Implementing a Performance Management System

Unit II: Performance Management Analysis & Application

Reward System: Types of Rewards, Designing Reward System, Total Reward Strategies, Characteristics of an Effective Performance Reward Plan.

Performance Analysis, Performance Review Discussion, Using Performance Management Systems Data for HR Decisions and Performance Improvements, Performance Management Skills, Performance Management Systems and Appraisal Practices

Unit III: Performance Management Techniques

Competency Mapping as a Performance Management Tool, Balanced Scorecard and its Applications, Mentoring System, 360 Feedback, Assessment Centres,

Performance Management Practices of Different Companies.

Unit IV: Performance Consulting

Concept, The Need for Performance Consulting, Role of the Performance Consulting, Designing and Using Performance Relationship Maps, Contracting for Performance Consulting Services, Operationalizing Performance Management

Suggested Readings:

1. Rao, T.V. (2017). Performance Management: Toward Organizational Excellence. New Delhi: Sage Publishers.
2. Rao, T.V. (2005). Performance Management and Appraisal Systems. New Delhi: Sage Publishers.
3. Chadha, P. (2008). Performance Management. New Delhi: Macmillan India Ltd.
4. Michael, A. (2006). A Handbook of Human Resources Management Practice, London: Kogan Page.
5. Suri, G.K. (2008). Performance Measurement and Management. New Delhi: Excel Publications.
6. Robert, L. C. (2011). Performance Management Concepts Skills and Exercises, New York: M.E. Sharpe Publications.
7. Rao, N.S., (2017). Compensation System and Performance Management. New Delhi: Himalaya Publishing House.



Training and Development

Credits-4

MGT-PG-H304

Objective: The objective of the course is to make the students understand the importance of training and development of individuals in modern organizations and familiarize with the process involved in training and development.

Unit I: Training and Learning

Training: Concept, Need and Importance of Training in Modern Organizations, Training Vs Development

Learning: Principles of Learning, Conditions for Effective Learning, Learning Cycle, Learning Process, Learning Curve

Training Process: Training Needs Assessment- Components of Training Needs Analysis, Sources of Data for Training Needs Analysis.

Unit II: Design of Training Programme

Principles of Training Design, Training Design Process, Outlining Programme Sequences and Themes, Approaches to Programme Design

Unit III: Implementation of Training Programme

Training Delivery Competencies, Trainers and Training Styles, Trainers Role, Trainers Skills, Post Training Support for Improved Performance at Work; Training Methods, Training Aids

Unit IV: Training Evaluation

Stages of Evaluation, Different Evaluation Models, Donald Kirkpatrick's Evaluation Model; Recent Trends in Training and Development

Suggested Readings:

1. Lynton, R.P. & Udai Pareek (2011). Training for Development. New Delhi: Vistaar Publications.
2. Raymond, A. N. (2010). Employee Training and Development. New Delhi: Tata McGraw- Hill Publications.
3. Rao, P.L. (2008). Enriching Human Capital through Training and Development. New Delhi: Excel publications.
4. Naik, G.P. (2008). Training and Development: Text, Research and Cases. New Delhi: Excel Books.
5. Sahu, R.K. (2010). Training for Development. New Delhi: Excel books

**Management of Change and Development****Credits-4****MGT-PG-H305**

Objective: The course help to understand the theory and practice relating to the processes of change & organization development and to develop insight and competence in diagnostic and intervention processes and skills for initiating and facilitating change in organizations.

Unit I: Change

Introduction, Meaning, nature, forces, Planned change, need for change, types of Change, Organizational change, Models of organizational change – Force Field, Kurt Lewis, Systems, 7 Stage and Contemporary Activities Research.

Unit II: Management of Change

Managerial Approaches for Implementing Change, Perspectives on Change, Understanding the Change Process, Change Management: Leading the Change Process, Facilitating Change, Dealing with Individual and Group Resistances, Intervention Strategies, Significance of Structure for Change, Structural Choice and Change, Leadership and Change, Develop Learning Organization.

Unit III: Introduction to Organization Development (OD)

The Field of Organization Development, Values, Assumptions and Features of OD, The OD Process, Action Research and Organization Development, Action Research: A Process and an Approach.

Unit IV: OD Interventions

An Overview of OD Interventions, Human Process Interventions, Techno Structural Interventions, Human Resource Management Interventions, Strategic Change Interventions, Applicability of OD, Organizational Transformation, Culture Change, Learning Organization, Latest Trends and Future of Organization Development.

Suggested Readings:

1. Cummings, T.G. & Worley, C.G. (2015). Organization Development & Change. US: Cengage Learning.
2. French, W., Bell, C.H. & Zawacki, R.A. (2005). Organization Development and Transformation: Managing Effective Change. New Delhi: McGraw-Hill
3. Harigopal, K. (2010). Management of Organizational Change Leveraging Transformation. New Delhi: Response Books
4. Thornhill, L. S. (2011). Managing Change: A Human Resource Strategy Approach. New Delhi: Pearson Education.
5. McMillan, E. (2008). Complexity Management and the Dynamics of Change. Howick place, UK: Routledge.
6. Senior, B. & Fleming, J. (2010). Organizational Change. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
7. Palmer & Dunford (2009). Managing organizational change. New Delhi: Tata Mc-Graw Hill.
8. Bhaha, S.K. (2010). Organization Development and Transformation, Deep and Deep Publication Pvt. Ltd.

**Consumer Behaviour****Credits-4****MGT-PG-M303**

Objective: The course provides insight into significance of consumer behaviour, consumer decision-making process and analysis of various internal and external factors affecting consumer- behaviour and their implications.

Unit I: Introduction

Concept, Definition, Types of Consumers, Nature, Scope of Consumer Behaviour, Four Drivers of Successful Relationships between Marketers and Customers, Consumer Behaviour and Life-Style Marketing.

Unit II: Determinants of Consumer Behaviour

Consumer motivation and involvement, consumer perception, Information processing, perception Learning, Consumer attitude; Family and household influences, family decision making and consumption-related roles, social class, Reference groups, Cultural and sub- cultural differences, Personality, Values and life-style.

Unit III: Consumer Decision Making

Levels of Consumer Decision Making, Consumer Buying Process; Problem Recognition; Information Processing; Evaluation of Alternatives; Purchase and Post-Purchase Behaviour; Customer loyalty, Models of Consumer Decision Making.

Unit IV: Consumer Buying Behaviour

Cross Cultural Consumer Analysis, Combining Global with Local Marketing Strategies, A Framework for Alternative Global Marketing Strategies, Impact of Social Media on Consumer Behaviour, Industrial Buying Process, Types of Buying in B2B, B2C,C2C; Impact of Information Technology on Consumer Behaviour, Recent Trends, Product Endorsements.

Suggested Readings:

1. Majumdar, R. (2009). Consumer Behaviour: Insight form Indian Market. New Delhi: Prentice Hall India Learning Private Limited.
2. Schiffman, L. & Kanuk, L. (2011). Consumer Behaviour. New Delhi: Pearson Education.
3. Nair, S. R. (2016). Consumer Behaviour: Text and Cases. Mumbai: Himalaya Publishing House
4. Loudon, D.L. & Della, B. (1992). Consumer Behaviour: Concepts and Applications. New Delhi: Tata Mc-Graw Hill.
5. Wilkie, W. L. (1998). Consumer Behaviour. New York: John Willey & Sons



Integrated Marketing Communication

Credits-4

MGT-PG-M304

Objective: This course aims to develop and sharpen the Marketing Communication Skills of the Management students

Unit I: Introduction

Nature, Concept and Process of Integrated Marketing Communication (IMC); Elements of IMC; Role of IMC in the Marketing Process, Organizing for Advertising and Promotion, Perspectives on Consumer Behaviour

Unit II: Communication Process and Budgeting for IMC

The Communication Process; Source, Message and Channel Factors, Establishing Objectives and Budgeting for the Promotional Program

Unit III: Developing the Integrated Marketing Communication Program

Planning, Development, Implementation and Evaluation, Media Planning and Strategy, Evaluation of Media: TV and Radio, Print Media and Support Media, Direct Marketing, Internet and Interactive Media, Sales Promotion, Public Relations, Publicity and Corporate Advertising.

Unit IV: Monitoring, Evaluation and Control

Measuring the Effectiveness of the Promotional Program, Testing Process and Control Process, International Advertising and Promotion

Exercise:

- a) 3 Good and 3 bad ads to be presented by each student
- b) Students will be asked to formulate an advertising strategy in group for any one product/service of their choice
- c) Students will be asked to formulate any social responsibility campaigns like save water/say no to the drugs/AIDS/Polio/Save energy/No smoking and so on

Note: Faculty member is supposed to form the groups with (5 student each) and ask these groups to formulate above campaigns as a practical application.

Suggestion Readings:

1. Kenneth, C. & Donald (2013). Integrated Advertising, Promotion & Marketing Communications. New Delhi: Pearson Education.
2. Belch, M. & Belch, G. (2013). Advertising and Promotions. New Delhi: Tata McGraw- Hill.
3. Batra, M. & David, J (2001). Advertising Management. New Delhi: Prentice Hall.
4. Duncon,T. (2007). Integrated Marketing Communications. New Delhi: Tata McGraw Hill
5. Chunawalla, S.A. & K.C. (2011). Foundations of Advertising Theory & Practice, New Delhi: Himalaya Publishing House.

**Supply Chain Management****Credits-4****MGT- PG-M305**

Objective: This course aims to cover the critical facets of SCM and focus on their interrelationships.

Unit I: Introduction

Introduction to Supply Chain Management, Evolution of Supply Chain Management, Importance of Supply Chain Management, Process view of Supply Chain Management, Essential features and Key Issues in SCM, Components of Supply Chain Management, Factors influencing Supply Chain Management

Unit II: Designing Supply Chain Network

Factors Influencing Distribution Network Design, Design Options for a Distribution Network, Selecting a Distribution Network Design, Demand Forecasting in a Supply Chain, Aggregate Planning in Supply Chain, Inventory Management in Supply Chains: Concept, Various Costs Associated with Inventory, Various EOQ Models, Buffer Stock, Lead Time Reduction, Re-Order Point, ABC Analysis, VED Analysis

Unit III: Logistics Management

Logistics Costs, Different Models, Logistics Sub-System, Inbound and Outbound Logistics, Bullwhip Effect in Logistics, Distribution and Warehousing Management, Storage Equipment. Purchasing and Vendor management: Centralized and Decentralized Purchasing, Functions of Purchase Department, Procurement Strategies, Techniques of Vendor Rating. Management of Stores, Types of Stores, Custom Clearance.

Unit IV: Recent Issues in Supply Chain Management

Role of IT in Supply Chain, CRM, Goals of Supply Chain in IT, Benchmarking: Concept, Features and Implementation, Outsourcing: Basic Concept, Value Addition in SCM- Concept of Demand Chain Management, Local issues in Supply Chain Management.

Suggested Readings:

1. Shah, J. (2016). Supply Chain Management-Text and Cases. New Delhi: Pearson Education.
2. Chopra, S. Meindl, D.V. & Kalra, K.D. (2016). Supply Chain Management: Strategy, Planning and Operation. New Delhi: Pearson Education.
3. Raghuram, G. and Rangaraj, N. (2015). Logistics and Supply Chain Management: Cases and Concepts. New Delhi: Laxmi Publications.
4. Simchi, L, Shankar, K. (2007). Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies. New Delhi: McGraw-Hill Education.
5. Shapiro, J. (2006). Modelling the Supply Chain. US: Brooks publishing co.

**Financial Markets, Institutions and Services****Credits-4****MGT-PG-F303**

Objective: This course provide students in depth knowledge related to Financial Markets, Institutions and Services

Unit I: Introduction

Overview of Financial System, Constituents and Functioning; Financial Markets: Money Market and Capital Market; Overview of Foreign Exchange Market, Financial Sector Reforms in India, Overview of Financial Services: Nature, Scope and Importance.

Unit II: RBI & Commercial Banks

RBI – Role and functions, Regulation of money and credit, Monetary policy; Commercial Banks: Structure and Scope, Determination of Commercial Interest Rates: Fixed and Floating, Management of Capital Funds, Capital Adequacy Norms, Liquidity Management, Asset Liability Management: Gap Analysis, Management of Non- Performing Assets, Strategies for Making Commercial Banks Viable.

Unit III: Non-Banking Financial Institutions

Securitisation: Concept, Nature, Scope and their Implications, Securitization of Auto Loans and Housing Loans, Securitisation in India. DFIs in India - IDBI, ICICI, IFCI, NABARD, RRBs, State Level Institutions ; NBFCs - Their Status, Types, Working and Strategies for Commercial viability ; Insurance & Mutual Fund & Organisations - Their Status, Types, Working and Strategies for Commercial Viability.

Unit IV: Financial Services

Leasing and Hire Purchase: Concepts and Scope, Parties Involved, Evaluation of Lease Transaction, Types of Lease and their Implications, Hire Purchase and Lease - Differences and Implications for the business. Other financial services: Factoring, Forfeiting, Discounting and Re Discounting of Bills, Credit rating, Securitization of debts, Housing finance, Merchant Banking services and functions, Consumer Credit and Plastic Money; concept, working and uses.

Suggested Readings:

1. Fabozzi, F.J. (2014). Foundations of Financial Markets and Institutions. New Delhi: Pearson Education.
2. Khan, M. Y. (2015). Financial Services. New Delhi: McGraw- Hill Education.
3. Machiraju, H.R. (2016). Indian Financial System. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Bhole, L.M. and Mahakud, J. (2009). Financial Institutions and Markets. New Delhi: McGraw-Hill Education.
5. Srivastava, R.M. & Nigam, D. (2014). Management of Indian Financial Institutions. New Delhi: Himalaya Publishing House Pvt. Ltd.



Management of Working Capital

Credits-4

MGT-PF-F304

Objective: This course acquaint the students with the techniques of Working Capital Management

Unit I: Introduction to Working Capital

Nature, Scope, Definition and Objectives of Working Capital, Classification and Importance of Working Capital, Working Capital Cycle, Assessment and Computation of Working Capital requirement, Factors determining Working Capital requirements, Forecast of Working Capital requirements, Profitability–Liquidity trade-off, Working Capital Policy - Aggressive & Defensive, Overview of Working Capital Management

Unit II: Working Capital Financing

Need and objectives of Financing of Working Capital, Short term credit, Mechanism and Cost-benefit analysis of alternative strategies for Financing Working Capital : Accrued wages and Taxes, Accounts payable, Trade credit, Bank Loans, Overdrafts, Bill Discounting, Commercial Papers, Certificates of Deposit, Factoring, Secured Term Loans, etc; Pattern and sources of Working Capital Financing in India, with reference to Government policies. Tandon, Chore and Kannan and other Committee Reports

Unit III: Management of Cash

Meaning of Cash, Motives for Holding Cash, Objectives of Cash Management, Factors Determining Cash Needs, Determining Optimum Cash Balance, Cash Management Models, Cash Budget

Cash Management: Basic Strategies, Techniques and Processes; Marketable Securities: Concept, Types, Reasons for Holding Marketable Securities, Its Importance in Working Capital, Choice of Securities; Investment of Surplus Funds, Cash Management Practices in India.

Unit IV: Management of Receivables & Inventory

Receivables: Nature & Cost of Maintaining Receivables, Objectives of Receivables Management, Factors Affecting Size of Receivables, Policies for Managing Accounts Receivables, Determination of Potential Credit Policy Including Credit Analysis, Credit Standards, Credit Period, Credit Terms, etc; Collection Policies.

Inventory: Need for Monitoring & Control of Inventories, Objectives of Inventory Management, Benefits of Holding Inventory, Risks and Costs Associated with Inventories; Inventory Management: Minimizing Cost in Inventory, Techniques of Inventory Management.

Suggested Readings:

1. Rangrajan, K. & Mishra, A. (2012). Working Capital Management. New Delhi: Excel Books.
2. Periasamy, P. (2016). Working Capital Management –Theory & Practice. New Delhi: Himalaya Publishing House Pvt. Ltd.
3. Pandey, I..M. (2015). Financial Management. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Bhalla, V K. (2011). Working Capital Management: Text and Cases. New Delhi: Anmol Publications.
5. Sharma, D. (2015). Working Capital Management. New Delhi: Himalaya Publishing House Pvt. Ltd.
6. Kishore, R. M. (2016). Financial Management-Theory/Problems/Cases. Kolkata: Taxmann.
7. Tandon Committee Report, Chore Committee Report & Kannan Committee Report

**Insurance and Risk Management****Credits-4****MGT-PG-F305**

Objective: The basic objective of this course is to provide awareness about the need of insurance and emerging scenario of insurance sector in India. It further explores the approaches to Risk Management in corporate sector.

Unit I: Introduction to Insurance

Insurance: Meaning, Types of Risks Covered, Type of Insurance, Principles of Insurance, Growth & Development of Indian Insurance Industry, Regulations of Insurance Business – IRDA; Introduction to Life & General Insurance, Life Insurance: Features of Life Insurance, Essentials of Life Insurance Contract, Kinds of Insurance Policies, Premium determination, Life Policy Conditions

Unit II: Non-Life Insurance

Fire & Marine Insurance: Fire Insurance Contracts, Fire Insurance Coverage, Policies for stock, Rate Fixation in Fire Insurance, Settlement of Claims. Marine Insurance: Marine Insurance Contract, Types of Marine Insurance, Marine Cargo Losses and Fraud, Settlement of claims.

Unit III: Miscellaneous Insurance

Motor Insurance, Employer's Liability Insurance, Personal Accident and Sickness Insurance, Aviation Insurance, Burglary Insurance, Fidelity Guarantee Insurance, Engineering Insurance, Cattle Insurance, Crop Insurance, Reinsurance

Unit IV: Risk Management

Introduction to Risk Management: The Concept of Risk, Risk vs. Uncertainty, Types of Risks: Market Risk, Credit Risk, Operational Risk, Interest Risk, Business Risk, Systematic Risk, Classifying Pure Risks, Methods of Handling Pure Risks, Risk Management Process, Risk Financing Techniques, Risk Management Objectives, Risk Management Information Systems (RMIS), Corporate Risk Management Process, Types of Risk Managing Firms.

Suggested Readings:

1. Gupta, P.K. (2017). Insurance and Risk Management. New Delhi: Himalaya Publishing House.
2. Mittal, A. (2013). Principles of Insurance & Risk Management. New Delhi: Sultan Chand and Sons.
3. Panda & Mahajan (2011). Principles and Practices of Insurance. New Delhi: Kalyani Publishers.
4. Mishra, M. N. & Mishra, S. B. (2016). Insurance: Principles and Practices. New Delhi: Sultan Chand and Sons

**International Business Environment****Credits-4****MGT-PG-C401**

Objective: The objective of this course is to enable the students to understand the key issues in the international business environment and also to acquaint them with concepts and procedures pertaining to international business.

Unit I: Introduction

International Business- Nature, Importance and Scope; Modes of Entry in to International Business; Framework for Analyzing International Business Environment: Economic, Technological, Socio-Cultural, Political and Legal Environment.

Unit II: Institutional Institutions and Regional Blocks

Institutional Support to International Business: UNO, IMF, World Bank; UNCTAD; WTO, Regional Economic Co-operation and Integration between Countries; Different Levels of Integration between Countries; European Union, NAFTA, ASEAN, EFTA, SAARC, SAPTA, MERCOSUR, G8, G20.

Unit III: MNCs and Foreign Investments

Multinational Corporations: Conceptual Frame Work of MNCs; MNCs and Host and Home Country Relations; International Technology Transfers: Importance and Types, Foreign Investment: Capital Flows, Types, Theories of Foreign Investment and Barriers. Recent Developments in International Business: Ecological Issues; Social Aspects.

Unit IV: Foreign Exchange Markets

Foreign Exchange rates - Factors affecting exchange rate, Fixed and flexible exchange rate system; Participants in the Foreign exchange markets; Exchange rate quotes; Foreign exchange derivatives– forward contracts, futures, options and swaps. Cash and Spot exchange market; LERMS, Foreign Exchange Risk: Transaction exposure, translation exposure and economic exposure, Management of exposures – Internal and external techniques.

Suggested Readings:

1. Hill, C.W. (2014). International Business- Competing in the Global Market Place. New Delhi: McGraw Hill.
2. Bhalla, V.K. & Shiva R. (2010). International Business, Environment and Management: New Delhi: Anmol Publications Pvt. Ltd.
3. Charles, T. & Hult (2016). International Business, Competing in the Global Market Place. New Delhi: McGraw Hill.
4. Donald, M. & Michael, G. (2007). International Business. New Delhi: McGraw Hill Education.
5. Sitkin A. & Bowen N. (2013). International Business: Challenges and Choices. UK: Oxford.



Business Ethics and Corporate Governance

Credits-4

MGT-PG-C402

Objective: The objective of the course is to make the students understand the importance of ethics in business and to give basic knowledge of corporate governance.

Unit I: Business Ethics

Ethical issues in capitalism, Theories of Ethics, Ethics in Marketing, Finance, HR, and IT, Ethics and Social Responsibility, Ethical Theories and Approaches, IP: Designs, Patents, Trade Marks and Copy Rights.

Unit II: Indian Value System

Understanding the basic tenets of Hinduism, Jainism, Buddhism, Christianity and Islam. Teachings from the scriptures of Vedas, Upanishads, Geeta, Ramayan, Mahabharat, Tripitaks, Bible, Koran and Panchatantra. Ethical Values in Indian Paremiology.

Unit III: Corporate Governance

Meaning, Definition, Concept and Characteristics, Importance of Corporate governance, Issues in Corporate Governance, Code of Corporate Governance, Social responsibility of Corporate, Corporate Social Reporting, Corporate Governance and Role of Board of Directors, Role of SEBI in Corporate Governance, E Governance.

Unit IV: Models of Corporate Governance

German, Japanese, Anglo-American and Indian Models, Ethics and Values in Corporate Governance, Concept and Meaning of Investor Protection, Investor Protection and Corporate Governance in India.

Suggested Readings

1. Iyer. S.S. (2002). Managing for Values. New Delhi: New Age international Publications.
2. Bhatia, S.K. (2007). Business Ethics and Managerial Values. New Delhi: Tata Mc-Graw Hill.
3. Mathur U.C. (2007). Corporate Governance and Business Ethics. New Delhi: McMillan.
4. Mandal., S.K.,(2010). Ethics in Business & Corporate Governance. New Delhi: Tata McGraw Hill Education.

Other Readings Vedas, Upanishads, Geeta, Ramayan, Mahabharat, Bible Koran, Panchatantra, Vinaya Pitak, Sutta Pitak and Abhidhamma Pitak .

**Compensation Management****Credits-4****MGT-PG-H403**

Objective: The objective of this course is to promote understanding of issues relating to the compensation for human resources in organizations and to impart skills in designing, analyzing and restructuring compensation management systems, policies and strategies.

Unit I: Introduction

Compensation, Types of compensation, Conceptual framework of compensation management, Theories of wages: Economic Theories and Behavioural Theories; Criteria of wage fixation.

Unit II: Strategic Compensation Planning & Variable Pay

Strategic perspectives towards compensation – Developing a total compensation strategy, Source of competitive advantage -Three tests, Job Analysis and Job Evaluation, Designing pay levels, Mix and pay structures. Variable Pay: Strategic reasons for incentive plans, Administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit pay, Group incentive plans-Team compensation, Gain sharing incentive plans, Enterprise incentive plans- Profit sharing plans, Stock options, ESOPs.

Unit III: Managing Employee Benefits

Nature and types of benefits, Employee benefits programs: Security benefits, Retirement security benefits, Health care benefits, Time-off benefits, Benefits administration, Employee benefits required by law, Discretionary employee benefits, Employee services-Designing a benefits package.

Unit IV: Wage Determination and Compensation Practices

Principles of wage and salary administration, Methods of wage determination in India, Internal and external equity in compensation systems, Wage administration in India: Wage policy in India, Wage boards: Structure, Scope and functions, Executive compensation, Compensation practices in different industries, International compensation, Compensation practices of multinational and global organizations.

Suggested Readings:

1. Anderson, R.I. (2011). Compensation Management in Knowledge based world. New Delhi: Pearson Education.
2. Milkovich & Newman. (2011). Compensation. New Delhi: Tata McGraw-Hill..
3. Singh, B. D. (2008). Compensation & Reward Management. New Delhi: Excel Books.
4. Martocchio, J. J. (2011). Strategic Compensation. New Delhi: Pearson Education.
5. Rao, N.S. (2017). Compensation System and Performance Management. New Delhi: Himalaya Publishing House



Industrial Relations & Labour Enactments

Credits-4

MGT-PG-H404

Objective: To provide critical understanding of Industrial Relations (IR) and important Labour Laws in operation in India.

Unit I: Overview of Industrial Relations

Concept of Industrial Relations , Nature of Industrial Relations, Objectives of IR, Evolution of IR in India; Role of state, Trade Union, Employers' organization ; ILO in IR.

Managing IR changes, IR and productivity, Technology and IR, Workers participation, Discipline and Grievance redressal, Collective bargaining, Labour administration at the state, district and local levels.

Unit II: Laws on Working Conditions

Factories Act, 1948: Health, Welfare, Safety, Working Hours, Annual Leave with wages, Registers and Records.

Contract Labour (Regulation and Abolition) Act, 1986 – Child Labour (Prohibition and Regulation Act, 1986)

Unit III: Laws on Industrial Relations

The Trade Union Act 1926: Role & function of Trade union, Registration, Rights and privileges, Duties, Dissolution of Trade Unions

Industrial Disputes Act 1947: Strike, Lockout, Layoff, Retrenchment, Grievance and disciplinary procedures, Penalties

Industrial Employment Act, 1946: Information in standing orders, Procedure for submission

Unit IV: Laws on Wages, Welfare and Social Security

Minimum Wages Act, 1948, Payment of Wages Act, 1936, Payment of Bonus Act, 1965 Laws on Labour Welfare: The Workmen's Compensation Act, 1923, The Employees' State Insurance Act, 1948, The Maternity Benefit Act, 1961.

Laws on Social Security: The Employee's Provident Fund Act, 1952, The Payment of Gratuity Act, 1972.

Suggested Readings:

1. Arun Monappa (2012). Industrial Relations. New Delhi: Tata McGraw- Hill Publishing company Ltd.
2. Mamoria C.B, Mamoria, G. (2010). Dynamics of Industrial Relations. New Delhi: Himalayan Publications,
3. Verma, P. (1991). Management of Industrial Relations Reading and cases. Oxford and IBH publications.
4. Padhi, P.K. (2012). Labour & Industrial Laws. New Delhi: PHI Learning P. Ltd.
5. Kapoor, N.D. (2014). Elements of Mercantile Law. New Delhi: S.Chand & Co.
6. Pylee, P V. & A Simon George. (1995). Industrial relations and personnel Management. New Delhi: Vikas Publishing House Pvt. Ltd., New Delhi.
7. Subramani, P N. & Rajendran, G. (2001). Human Resources Management and Industrial Relations. New Delhi: Himalaya Publishing House.



Cross Cultural and Global Management
Credits-4**MGT-PG-H405**

Objective: The objective of this course is to understand the implications of the globalization of business for effective management. The course focuses on the impact of cultural background on individuals, organizations and management; on the dimensions which discriminate national cultures, and on cross cultural interactions.

Unit I: Introduction

Determinants of Culture, Facets of culture, Levels of Culture, National Cultural dimensions in the business context, The influence of National Culture on business culture, Business Cultures: East and West, Emerging Business Culture in India.

Unit II: Cultural Dimensions and Dilemmas

Value orientations and Dimensions, Cultural Shock, Reconciling cultural dilemmas, Culture and Styles of Management: Management tasks and cultural values.

Unit III: Culture and Organizations

Culture and corporate structures, Culture and Leadership, Culture and Strategy, Cultural change in Organizations, Culture and marketing, Cultural Diversity.

Unit IV: Culture and Communication

Business communication across cultures, Barriers to intercultural communication, Negotiating Internationally. Working with International teams, Groups processes during international encounters, Conflicts and cultural differences, Understanding and dealing with conflicts, Developing Intercultural relationships.

Suggested Readings:

1. Browaays, M. J. & Roger, P. (2015). Understanding Cross-Cultural Management. New Delhi: Pearson Education.
2. Thomas, D. C. (2014). Cross Cultural Management. New Delhi: Sage Publications.
3. Holdon, Nigel. (2012). Cross Cultural Management: Knowledge Management Perspective. New Delhi: Prentice Hall.
4. Haghirian, P. (2012) .Multinational and Cross Cultural Management. Howick place, UK: Routledge.
5. Mead, R. (2015). International Management-Cross cultural Dimension. UK: Blackwell.
6. Dumetz, J. (2012). Cross-cultural management: Lessons from the world leading experts in cross-cultural management. Oakland, USA: Create Space Independent Publishing Platform,
7. Browaays, M. & Price, R. (2008). Understanding cross-cultural management. Harlow, UK: Prentice Hall.
8. Henry, L. Maznevski, J. and Dietz. (2009). International Management Behavior: Leading with a Global Mindset. Chichester, UK: Wiley.

**Customer Relationship Management****Credits-4****MGT-PG-M403**

Objective: To provide comprehensive knowledge related to facets of Customer Relationship Management.

Unit I: Introduction

Customer Relationship Management Fundamentals- Theoretical perspectives of relationship, Evolution of relationship marketing, Stages of relationship, Issues of relationship, Purpose of relationship marketing, Approach towards marketing: A paradigm shift, Historical Perspectives, CRM Definitions, Emergence of CRM practice:, CRM cycle, Stakeholders in CRM, Significance of CRM, Types of CRM, Success Factors in CRM, CRM Comprehension, CRM Implementation, Service Failure, Service Recovery Management, Service Recovery Paradox, Customer Life time value.

Unit II: Customer Satisfaction

Meaning, Definition, Significance of Customer Satisfaction, Components of Customer Satisfaction, Customer Satisfaction Models, Rationale of Customer Satisfaction, Measuring Customer Satisfaction, Customer satisfaction and marketing program evaluation, Customer Satisfaction Practices, Cases of Customer Satisfaction.

Unit III: Service Quality

Service Quality: Concept of Quality, Meaning and Definition of Service Quality, Factors influencing customer expectation and perception, Types of Service Quality, Service Quality Dimensions, Service Quality Gaps, Measuring Service Quality, Service Quality measurement Scales.

Unit: IV CRM Technology

Customer Relationship Management: Technology Dimensions - E- CRM in Business, CRM: A changing Perspective, Features of e-CRM, Advantages of e-CRM, Technologies of e- CRM, Voice Portals, Web Phones, Virtual Customer Representative, Customer Relationship Portals, Functional Components of CRM, Database Management, Important CRM softwares.

Suggested Readings:

1. Simon, K, Payne, A. & Maklan, S. (2002). Customer Relationship Management, Howick place, UK: Routledge Inc.
2. Rai, A.K. (2012). Customer Relationship Management: Concepts and Cases. New Delhi: PHI Learning.
3. Kristin, A., Kerr, C. (2001). Customer relationship management. New Delhi: McGraw- Hill.
4. Peeru, M. H. & Sagadevan, A. (2002). Customer Relationship Management: A Step by Step Approach,. New Delhi: Vikas Publishing.
5. Gerhard, R. (2008). Customer relationship management: a Global Perspective. Gower Publishing, Ltd.



Rural and Agricultural Marketing

Credits-4

MGT-PG-M404

Objective: The course aims to familiarize the students with the rural market and acquaint them with the skills of Rural and Agricultural Marketing

Unit I: Introduction

Rural marketing –Definition, Objectives, functions, Importance and Problems of Rural Marketing, Segmentation in Rural Marketing – Classification of products and services in Rural marketing – Marketing Mix for rural products

Unit II: Rural Market Segmentation and Targeting

Rural Market Segmentation: Procedure, Level, Benefits, Purpose and Limitations, Market Targeting - Product Positioning Strategy, Consumer Behaviour - Introduction, Importance & Process. Innovative Distribution Channels like ITC E-choupal, Godrej Adhar, HUL Shakti Financial Institutions for Rural Development.

Unit III: Agriculture Marketing

Definition, Scope, Concept and Objectives, Differences in Agricultural and Consumer Marketing, Constraints in Agricultural marketing, Role of Agriculture in Economic Development of India –Role of Government in Agricultural Development.

Unit IV: Agri-business

Emerging Branches- Non Conventional forms of Agribusiness – Export potential for farm products -Supporting Services

Cooperative Marketing –Concept, History, Functions – Reasons for slow progress of cooperative sector, Advantages & Limitations of Organized retailing in Agri Inputs and Outputs Recruitment of Human Resources in Agri marketing and new trends in Agri Marketing, Supply chain management in Agri-business i.e. Cold Chains, Organized procurement & warehousing.

Suggested Readings:

1. Acharya, S. S. & Agarwal, N L. (2012). Agricultural Marketing in India, Oxford Publishing Co. Pvt. Ltd.
2. Verma, S. B. (2014). Agricultural Marketing, Scientific Publishers.
3. Chhina, S. S. (2009). Agricultural Marketing in India,. New Delhi: Kalyani Publishers.
4. Senapati, P.S. (2015). Rural and Agricultural Marketing: New Delhi: Educreation Publishing.
5. Ramkishan Y. (2002). New Perspectives on Rural Marketing: Includes Agricultural Marketing. Bangalore: Jaico Publishing House.
6. Pandey, M. & Tewari, M. (2004). Rural & Agriculture Marketing: Opportunities, Challenges & Business Strategies. Lucknow: Deepali, International Book Distributing Company.

**MGT-PG-M405**

Objective: This course aims to provide an in-depth knowledge related to sales and distribution.

Unit I: Introduction

Selling- Concept and objective; Fundamentals of selling; Functions of Sales management; Selling process; Selling skills , Sales Planning & Organisation: Types of planning, Planning process, Sales forecasting Determining sales territory, Sales quota & sales budget, Setting of a sales organisation, Principles of determining sales organisation

Unit II: Sales Force Management & Sales Control

Nature of Sales Management; Basic function of Sales Organisation, Management of Sales Force- Recruitment, Selection, Training, Development, Placement & Induction, Supervision and Motivation of Salesman, Compensation and Promotion policies, Control and Evaluation of Sales force Performance. Advertising: Promotion, Advertising, 5 M's of Advertising, Difference between Advertising, Publicity and Salesmanship, Impact of advertisement— social and economic, Classification of Advertising, Essentials of Good Advertisement, Advertisement media – types, planning & selection Advertising Budgets; Technique of testing effectiveness; Managing Advertisement agency, Relationship; Advertising scene in India

Unit III: Distribution Channels

Objective and Types of Quotas, Quota setting procedure, administering the quota system; Designing Sales Territories and Allocating Sales efforts to sales territories; An Overview of Marketing Channels; Structure, Functions and Relationships of channels of Distribution; Channel Dynamics- Channel Planning and organizational Patterns in Marketing Channels; Channel Design Process and Channel Management Decisions

Unit IV: Channel Intermediaries

Role and Types; Wholesaling- Types of Wholesalers, Wholesaler marketing decisions; Retailing- Types of retailers, retailer marketing decisions; Market Logistics- Logistics objectives, Market logistics decisions for Distribution Channels; Role of Information System in Distribution Channel Management; Assessing Performance of Marketing Channels.

Suggested Readings:

1. Tanner, H. & Erffmeyer, R.(2013). Sales Management. New Delhi: Pearson Education.
2. Anderson, R. (1992). Professional Sales Management. New Delhi: Prentice Hall Inc.
3. Buskirk, R. H. & Irwin, R. D. and Stanton, W. J. (1983). Management of Sales Force, Irwin Professional Publishing.
4. Johnson, E. M. (1994). Sales Management: Concepts Practices and Cases. New York: McGraw Hill.
5. Stanton, W. J. (2003). Management of Sales Force. New Delhi: McGraw Hill.
6. Still, R R. (2006). Sales Management. New Delhi: Prentice Hall Inc.
7. Havaldar (2017). Sales and Distribution Management, New Delhi: Tata McGraw Hill.



Investment Analysis and Portfolio Management

Credits-4

MGT-PG-F403

Objective: The course is aimed at making students aware about the techniques of investment analysis and Portfolio Management.

Unit I Overview of Investment

Investment: Meaning, Speculation, Gambling, Investment process and alternatives-Financial

& Non-Financial; Capital Market: New Issue Market (NIM)-structure, Parties involved and Functions, Secondary Market-Listing of securities, Trading Mechanism, Functions, Stock Exchanges (BSE, NSE, OTCEI) Stock Market indices-BSE Sensitivity Index, NSE Nifty, CNX Nifty Junior, Commodity exchange, Role of SEBI & its guidelines.

Unit II: Risk & Return Analysis

Risk: Concept of Risk, Measures of risk, Systematic and unsystematic risk; Returns: Measurement, Traditional Technique, Holding Period, Yield, Probability Distributions; Nature of equity instruments, Equity Valuation Models, Fundamental Analysis – economy, industry and company analysis, Technical Analysis – tools, chart patterns and indicators, Valuation of Debentures/Bonds, Bond value theorem, Term structure of interest rates, Duration. Derivatives: concepts, types and Valuation of Derivatives (Options and futures), Trading.

Unit III: Portfolio Construction and Analysis

Portfolio Construction: Portfolio concept, Portfolio risk and return, Beta as a measure of risk, Approaches to Portfolio Construction- Traditional & Modern, Effects of combining securities, Diversification, Markowitz model, Efficient Market hypothesis: Forms of EMH- Market inefficiencies, Single Index Model, Capital Asset Pricing Model (CAPM)- Assumptions, Capital market line, Security market line and Arbitrage Pricing Theory.

Unit IV: Portfolio Management and Performance Evaluation

Performance evaluation of existing portfolio, Risk adjustment and Performance measures- Sharpe, Treynor and Jensen models, Portfolio revision-Active & passive strategies, Portfolio Management and Mutual Fund Industry, Mutual fund valuation

Suggested Readings:

1. Chandra, P. (2017). Investment analysis and Portfolio Management,. New Delhi: McGraw- Hill Education.
2. Kevin, S. (2015). Securities Analysis and Portfolio Management. New Delhi: Prentice- Hall of India Pvt.Ltd.
3. Khatri, D K. (2012). Security Analysis and Portfolio Management,. New Delhi: Macmillan.
4. Pandian, P. (2012). Security Analysis and Portfolio Management,. New Delhi: Vikas Publishing.
5. Hirt, G. Block, S. (2009). Fundamentals of Investment Management. New Delhi: McGraw Hill Education.
6. Bhalla, V.K. (2008). Investment Management. New Delhi: S. Chand & Company.
7. Avadhani, VA. (2015). Investment Management,. New Delhi: Himalaya Publishing House Pvt. Ltd.
8. Fischer, D E. & Jordan, R J. (2002). Security Analysis & Portfolio Management. New Delhi: Pearson Education India.



Corporate Tax Planning and Management

MGT-PG-F404

Objective: This course aims at making the management students aware about the legal approach towards saving tax and making them understand about corporate tax planning decisions in Indian context.

Unit I: Introduction

Meaning and concept of Tax Planning, Tax Management, Tax Avoidance and Tax Evasion, Scope of Tax Management, Provisions relating to Double Taxation, Tax Saving Schemes for companies, numerical problems.

Unit II: Corporate tax Planning

Tax Planning and Financial Management Decision: Tax Planning relating to Capital Structure Decision, Dividend Policy, Inter-corporate Dividends and Bonus Shares, Tax Planning Issues Related to Amalgamation: Tax Planning with reference to Amalgamation of Companies (numerical problems)

Unit III: Tax Planning For New Business

Tax Planning for New Business: Tax Planning with reference to location, nature and form of organisation of new business. Tax Planning and Managerial Decisions: Tax Planning in respect of Own or Lease, Sale of Assets used for Scientific Research, Make or Buy Decisions, Repair, Replacement, Renewal or Renovation and Shut-down or Continue Decision (numerical problems)

Unit IV: Special Tax Provisions & Tax Payments

Tax provisions relating to free trade zones, Infrastructure sector and backward areas, Tax incentives for exports, Tax Payment: Tax deductions and collection at source, Advance payment of tax.

Suggested Readings:

1. Ahuja, G. K. and Gupta, R. (2015). Corporate Tax Planning and Management. New Delhi: Bharat Law House.
2. Singhania, M. & Singhania, V K. (2016). Corporate Tax Planning & Business Tax Procedures with case studies. Kolkata: Taxmann .
3. Circulars issued by C. B. D. T. Income Tax Act, 1961
4. Income Tax Rules, 1962
5. Chaudhary, P T. (2005). Tax Planning,. New Delhi: Shree Niwas publications.
6. Lal, B. B. & Vashisht, N. (2012). Direct Taxes: Income Tax, Wealth Tax and Tax Planning. New Delhi: I K International Publishing House Pvt. Ltd.



International Financial Management

Crdeits-4

MGT-PG-F405

Objective: To enable students to understand International finance and the impact of foreign currency on the financial management of the organization.

Unit I: Overview of International Finance

The International Financial Environment –Meaning, Scope, Importance, and Components, The Growth of Multinational Enterprise. Globalization and its impact, WTO and its impact, Role of World Bank, IMF. International Financial System. Nature of International Financial System –International Financial Transactions- Gold and Dollar Standards. Case of Fixed versus flexible regimes. Fundamental Parity Conditions – The Purchasing Power Parity –The Interest rate Parity.

Unit II: Foreign Exchange Markets

Concept of Foreign Exchange Market –Components – Exchange Rate Determination and Forecasting – Modern Theories of Exchange Rate-Exchanges on Indian Foreign Currency Market – Exchange Rate determination-Mathematical models, Forex Markets- Spot forward, Futures, Options & Swaps ,Use of options and futures for hedging and arbitrage - Foreign Exchange Management Act (problems) .

Unit III: Financing of International Operations

International Equity Investments – Long-term Borrowing in the Global Capital Markets – Features and Growth of Major International Markets-The European Monetary System – Economic and Monetary Union – Asian Currency Market – Trade settlement methods. Export Finance ECB, FCCB, ADR, GDR, SDR, FDI - Designing a Global Financing Strategy.

Unit IV: International Trade and Banking System:

The Letter of Credit –Alternative Payment and guaranteeing Procedures – Short term Financing of International Trade –Forfeiting –Financing by Government Export Agencies. Impact of Euro currency, Chinese Yuan, Japanese Yen and US Dollar.

Suggested Readings:

1. Apte, P.G. (2014). *International Financial Management*. New Delhi: McGraw Hill Education.
2. Shapiro, A. C. (2012). *Multinational Financial Management*. UK: Wiley.
3. Rajwade, A.V. (2014). *Foreign Exchange, International Finance and Risk Management*. New Delhi: Shroff Publishers & Distributers Private Limited.
4. Jeevanandam, C. (2012). *Foreign Exchange Practices, Concepts and Control*. New Delhi: Sultan Chand & Sons.
5. Levi, M.D. (2009). *International Finance*. Howick place, UK: Routledge.
6. Shailaja, G. (2011). *International Finance*. Universities Press.
7. Van den Berg, H., (2016). *International Finance and Open Economy Macro Economics: Theory, History and Policy*. World Scientific Publishing.
8. Sharan,V. (2010). *International Financial Management*. New Delhi: Prentice Hall India Learning Private Limited.
9. Madura, J. (2017). *International Financial Management*. New Delhi: Cengage Learning.
10. Madhu, V. (2014). *International Financial Management*. New Delhi: Excel Books.



PARTMENT OF MANAGEMENT

Ph.D Course Work Syllabus

Sl.No.	Coursecode	Course title	Credits
1	MGT-RS-C101	Research Methodology and IT	4
2	MGT-RS-C102	Preparation of Research Proposal and Seminar	4
3	MGT-RS-E103	Emerging Areas in Human Resource Management and Organizational Behaviour	4
4	MGT-RS-E104	Emerging Areas in Marketing	4
5	MGT-RS-E105	Emerging Areas in Accounting & Finance	4
6	MGT-RS-E106	Emerging Areas in Management	4



Research Methodology and IT

Credits-4

MGT-RS-C101

Objective: The objective of the course is to enable students to understand the methods of research & IT applications in research and apply the knowledge and skills in pursuing research

Unit I: Introduction

Meaning & Definitions; Concepts-Constructs & Variables; Objectives of Research; Types of Research; Research Approaches-Quantitative & Qualitative; Sources of knowledge, Research Process, Research Problem-Identification and Defining (procedure), Review of Literature, objectives & Hypothesis formulation, Research Design-components; Preparation of research proposal; Criteria of good research; Problems Encountered by Researchers.

Unit II: Research Design & Sampling Design

Research Design: Meaning, Features, Concepts, Types-Descriptive, Exploratory & Experimental.

Sampling Design: Concept of Universe & sample, steps in sampling design, Types of sampling designs- Probability and Non- Probability, Characteristics of good sampling design, sampling errors, Data Collection Sources-Primary & Secondary, Methods of collecting data- Observation, Interview, Schedules, and Questionnaire – Design, development and validation & other methods; Measurement & scaling techniques; Sample size determination.

Unit III: Data Analysis

Data Processing preparation: Editing, Coding, classification & tabulation; Statistical tools for Data analysis-Univariate, Bi-Variate & Multivariate analysis; inferential statistics-Point & interval estimation, Tests of hypothesis: Parametric- z test, t test, f test & ANOVA, Non- parametric tests-Sign test, Wilcoxon Signed Rank test, Wald-Wolfowitz test, Kruskal-Wallis H Test, Mann Whitney U Test & Chi-square test; Interpretation of Statistical Results.

Advanced Data Analysis Techniques: Factor Analysis, Cluster Analysis, Discriminant Analysis; Conjoint Analysis; Multi-Dimensional Scaling.

Unit IV: Report writing & Computer Applications in Research

Research Report Writing: Steps in writing report, layout of research report, types, precautions, Presentation of research report

Application of MS-Office: MS-Word-Formatting, Referencing, Citation; MS-Excel-Data entry, Analysis, graphical presentation; and MS-Power Point for presentation-preparation of slides, Designs & animation.

Use of SPSS and other statistical software for data Analysis.

Suggested Readings:

1. Alan, B. & Bell. E. (2011). *Business Research Methods*. Toronto: Oxford University Press.
2. Donald, R. C. and Schindler, P.S. (2013). *Business Research Methods*. New Delhi: Tata McGraw- Hill.
3. Kothari, C.R. (2014). *Research Methodology: Methods and Techniques*. New Delhi: New Age Publishers.
4. Bajpai, N. (2011). *Business Research Methods*. New Delhi: Pearson Education.
5. Murthy, S. N. & Bhojnana, U. (2010). *Business Research Methods*. New Delhi: Excel Books.
6. Sekaran, U. & Bougie, R.J. (2013). *Research Methods for Business*. New Jersey: Wiley Publications.
7. Panneerselvam, R. (2014). *Research Methodology*. New Delhi: Prentice Hall of India.
8. Gravetter, F.J. (2016). *Research Methods for the Behavioural Sciences*. Australia: Cengage Learning.

**Preparation of Research Proposal and Seminar****Credits: 4****MGT-RS-C102**

For this paper students will have to review literature in an area of research, prepare a research proposal and present the same before the faculty members at the end of the semester. The selection of problem and preparation of the proposal will be in consultation with faculty members in the department.

Emerging Areas in Human Resource Management and Organizational Behaviour**Credits: 4****MGT-RS-E103**

Objective: The objective of the course is to enable the scholar to explore emerging areas in HRM and OB that will facilitate in choosing an appropriate topic for research and understand the theoretical backdrop of his/her area of research.

Unit I: Paradigm Shift in HR

Human Resource Management, Changes in Emphasis from Personnel to Human Resources Management and Human Capital Management, Strategic HRM, Changes in HR functions, Social media in HR functions, Talent Management – The Changing dynamics of talent acquisition, talent development and talent retention

Unit II: Performance Management and Development

Performance management, Balanced scorecard, Competency mapping, Succession planning, Compensation and Reward management, Training and Development and Organizational Outcomes, Career planning and development, Leadership development, Human Resources Development

Unit III: Organizational Behaviour

Personality, Emerging HR practices and Employee perception, Motivation, Employee job satisfaction, commitment and intention to stay, Work-life balance, Employee Engagement, Employee empowerment, Employee welfare, Employee value proposition, Emotional intelligence, Work stress, Employee flexibility

Unit IV: Organizational Dynamics and Challenges of HRM & IR

Organizational Culture, HRIS, Change management, Global HRM, Current Challenges of HRM, Cross Cultural Management, Work-force diversity, Employer branding, Team and organizational effectiveness,

Trade union, Worker's participation in Management, Collective Bargaining, Discipline, Grievance Redressal

Suggested Readings:

1. Robbins, S.P., Sanghi, S. & Judge, T. A. (2015). *Organizational Behavior*. New Delhi: Pearson Education.
2. Luthans, F. (2010). *Organizational Behaviour*. New Delhi: Tata McGraw-Hill.
3. Dessler, G. (2015). *Human Resource Management*. New Delhi: Pearson Education.
4. Rao, N.S. (2017). *Compensation System and Performance Management*: New Delhi: Himalaya Publishing House.
5. Mead, R. (2015). *International Management-Cross cultural Dimension*. UK: Blackwell.
6. Henry, L. Maznevski, J. and Dietz. (2009). *International Management Behavior: Leading with a Global Mindset*, Chichester, UK: Wiley.
7. Snell &Bohlander (2013). *Human Resource Management*. Nashville, TN: South Western.
8. Rao, T.V. (2017). *Performance Management: Toward Organizational Excellence*. New Delhi: Sage Publishers.

**Emerging Areas in Marketing****Credits: 4**

Objective: The objective of the course is to enable the scholar to explore emerging areas in Marketing that will facilitate in choosing an appropriate topic for research and understand the theoretical backdrop of his/her area of research.

Unit I: Marketing Management

Emerging issues related to New Product Development, Pricing, and Channels of Distribution

Unit II: Integrated Marketing Communication

Online Advertising, Publicity, Sales Promotion, Personal Selling, Internet Marketing, Public relation. Marketing through Social Media, Marketing Technology, Marketing Data and Analytics

Unit III: Social Marketing

Emerging areas in social marketing like financial products, health, etc.

Unit IV: Other Emerging issues in Marketing

Consumerism and consumer movement, consumer protection legislations. Rural and agricultural Marketing, Guerilla marketing, Viral and Buzz Marketing. Marketing of Services, Customer Relationship Marketing, International Marketing

Suggested Readings:

1. Kotler, P. (2015). *Marketing Management, Analysis, Planning, Implementations and Control*. New Delhi: Pearson Education.
2. Stanton William, J. (2015). *Fundamentals of Marketing*. New Delhi: Mc Graw- Hill.
3. Kotler, P. and Armstrong, G. (2015). *Principles of Marketing*. New Delhi: Pearson Education.
4. Ramaswamy, V.S. & Namakumari, S. (2007). *Marketing Management: Planning, Implementation and Control*. New Delhi: Macmillan India Ltd.
5. Etzel, M.J., Walker, B.J. and Stanton, W. J. (2007). *Marketing concept & Cases special Indian Edition*. New Delhi: Tata McGraw- Hill.
6. Carthy, M. and Perreault (2009). *Basic Marketing: A Global Marketing Approach*, New Delhi: Tata McGraw-Hill.
7. Kurtz, D.L. and Boone, L.E. (2007). *Principles of Marketing*. New Delhi: Thomson publishers.



Emerging Areas in Accounting & Finance

Credits: 4

MGT-RS-E105

Objective: The objective of the course is to enable the scholar to explore emerging areas in Accounting & Finance that will facilitate in choosing an appropriate topic for research and understand the theoretical backdrop of his/her area of research.

Unit I: Emerging issues in Accounting

Environment- National Accounts-Importance of National Resource and Environment, Sustainable Development, Origin and Development of Environmental Accounting, Natural Resource and Environmental Accounting in other countries; Forensic Accounting; Carbon accounting; Green finance; Crowd funding

Unit II: Corporate Valuation

Reasons for valuation of business enterprise, Different approaches to enterprise valuation, Market related valuation- at replacement cost and realizable value, future cash flows, market capitalization, economic value added approach

Unit III: Financial Engineering

Meaning, Benchmarking practices, Innovative sources of finance: Off balance sheet financing, Versatile bonds, Junk bonds, Vendor finance, Co-operative federation. Funding strategies, monitoring and assessment. Programs and policies to reward various stakeholders.

Unit IV: Commercial Banking and Emerging Issues in Finance

Management of assets and liabilities- Effect of RBI policies on the operations of commercial banks, Recent reforms in Banking sector, Recovery of debts, Calculation of EMIs, Emerging trends in banking like e banking, mobile banking, credit banking.

Behavioural Finance, Infrastructure Finance, Micro Finance, Econometrics, Indexing & Rating

Suggested Readings:

1. Horngren. T. Charles, Sundem. L. G.,Schatzberg. O. J.& Burgstahler, D. (2013). *Introduction to Management Accounting*. New Delhi: Pearson Education.
2. Goyal.S.N & Manmohan (1998).*Principles of Management Accounting*. Agra: Sahitya Bhavan.
3. Bhole.M.L & Mahakud, J. (2009). *Financial Institutions & Markets*. New Delhi: McGraw- Hill Education.
4. Khan.Y.M (2013). *Indian Financial System*. New Delhi: McGraw- Hill Education.
5. Hull.C.John (2014). *Futures and Options and Other Derivatives*. New Delhi: Pearson Education.



Emerging Areas in Management

Credits-4

MGT-RS-E106

Objective: The objective of the course is to enable the scholar to explore emerging areas in Management that will facilitate in choosing an appropriate topic for research and understand the theoretical backdrop of his/her area of research.

Unit I: Ethics

Work Ethics – Work Culture – Ethical Theories – Ethical Values- Environmental Ethics Ethical dilemma faced by managers, Need for Corporate social responsibility, Corporate governance: Recommendations of Kumar Mangalam Birla committee, Recommendations of Narayan Murthy committee.

Unit II: Supply Chain Management & Quality Issues

Vendor management, Purchasing and other related issues, Distribution Management, Relationship with dealers, ISO 9000, Reengineering, Baldrige Award. Six Sigma-Definition, Approaches for Six Sigma, Steps of Six Sigma DMAIC, Steps of Six Sigma DMADV, Types of Six Sigma Belts, Benefits of Six Sigma.

Unit III: Public Systems Management

Emerging Areas in Indian Economy, Public Administration: Constitutional provisions; Administrative Systems – Civil Service – Policy formation, Implementation and Stake holder participation; Managerial Orientation to the evaluation of State-Centre Relations. Public Enterprises: Kinds, Classification, Strengths and Corrective actions; Trade Unions and Structural Adjustment; Indian Planning Process – An Appraisal.

Unit IV: Entrepreneurship & E Governance

Social Entrepreneurship, Women Entrepreneurship, Agricultural Entrepreneurship, E- Governance – MIS & Information Technology

Suggested Readings:

1. Everett, E. A. & Ronald, J. E. (2000). *Production and Operations Management*. New Delhi: Prentice-Hall.
2. Chary, S.N. (2012). *Production and Operations Management*. New Delhi: Tata McGraw-Hill.
3. Hill, T. & Hill, Alex (2012). *Operations Management*. UK: Palgrave.
4. Iyer. S.S. (2002). *Managing for Values*. New Delhi: New Age International Publications
5. Bhatia, S.K.(2007). *Business Ethics and Managerial Values*. New Delhi: Tata McGraw-Hill.
6. Mathur U.C. (2007). *Corporate Governance and Business Ethics*. New Delhi: Mc Millan.
7. Desai, V. (2013). *Project Management*. New Delhi: Himalaya Publishing House.
8. Poornima, C. (2011). *Entrepreneurship Development - Small Business Enterprises*. New Delhi: Pearson.



DEPARTMENT OF MASS COMMUNICATION

MA SYLABBUS

COURSE OBJECTIVE

The course has been designed with an aim to achieve the following objectives.

1. To equip the students to be professionally engaged with a demassified mediated environment.
2. To familiarize the students with the theoretical implications of a highly de-territorialised communication network.
3. To engage the students in a meaningful dialogue with the impoverished section of the society through a bottom-up communication approach.
4. To help the students to explore the alternative media platforms for channelizing the talents of the deprived.
5. To train the students to understand the corporate mechanism of media market and how to infuse it with an idea of social responsibility.
6. To provide the students to learn the technicalities of Audio-Video production.
7. To train the students the art of brand promotion and image building in a mediated society.
8. To engage the students in critical discussion on the ramification of information explosion and a convergence culture.
9. To train the students to become technically sound and independent content producers in a digital social universe.

COURSE FEATURES

The course has been designed with a view to provide the students an equal opportunity to develop both on-field knowledge theoretical and understanding of the subject. The course takes within its scope the latest trends in the field of media and communication. It follows both a linear trajectory and circularity of the field combining the conventional issues along with the recent developments. Further, the course tries to address the difficulties of the second generation theories of Mass Communication by aligning them with the third generation theories of communication. The course has tried to trace the journey from cultural to mass, personalized, and segmented communication processes. Taking a view of the limited potential of the mass media organisation to flourish as a business in terms of the immediate environment, the students will be trained to become media producers in deterritorialised media markets through a mastery over multimedia techniques. The course offers ample opportunities for the students to become independent documentary and digital short film makers capable enough to actively participate in a prosumer culture. The course has attempted to accord nearly equal weightage to theory as well as practical.

**PAPERS OFFERED**

Paper Code	Name of the Paper
SEMESTER I	
MAS-PG-C 101	Introduction to Communication
MAS-PG-C 102	Theoretical Perspectives on Communication
MAS-PG-C 103-A-B	Writing for Media
MAS-PG-C 104-A-B	Print Media Journalism
MAS-PG-C 105	Communication for Development
SEMESTER II	
MAS-PG-O -201	Media Management (Open)
MAS-PG-C 202	Media Laws and Ethics
MAS-PG-C 203	International Communication
MAS-PG-C 204-A-B	Radio Production
MAS-PG-C 205-A-B	Advertising
SEMESTER III	
MAS-PG-C 301-A-B	Public Relation and Corporate Communication
MAS-PG-C 302	Media and Communication Research
MAS-PG-C 303-A-B	Television Production
MAS-PG-O -304	Communication and Culture (Open)
MAS-PG-C 305-A-B	Rural Communication
SEMESTER IV	
MAS-PG-C 401	New Media
MAS-PG-C 402	Media, People and Rights
MAS-PG-C 403	Film Studies
MAS-PG-C 404-A-B	Convergent Journalism
MAS-PG-C 405	Dissertation

**DISTRIBUTION OF MARKS, CREDIT AND CONTACT HOURS**

Paper Code	Course Name	Internal	End Semester	Practical - (External Evaluation)	Total	Credit	Contact Hours per week (L.T.P)
MAS-PG-C 101	Introduction to Communication	50	50	00	100	4	4+1 L+T
MAS-PG-C 102	Theoretical Perspectives on Communication	50	50	00	100	4	4+1 L+T
MAS-PG-C 103 A& B	Writing for Media	25	50	25	100	4	3 +2 L+P
MAS-PG-C 104 A& B	Print Media Journalism	25	50	25	100	4	3+2 L+P
MAS-PG-C 105	Communication for Development	50	50	00	100	4	4+1 L+T
MAS-PG-C 201	Media Management (Open Paper)	50	50	00	100	4	4+1 L+T
MAS-PG-C 202	Media Laws and Ethics	50	50	00	100	4	4+1 L+T
MAS-PG-C 203	International Communication	50	50	00	100	4	4+1 L+T
MAS-PG-C 204 A& B	Radio Production	25	50	25	100	4	3 +2 L+P
MAS-PG-C 205 A& B	Advertising	25	50	25	100	4	3+2 L+P
MAS-PG-C 301A& B	Public Relation and Corporate Communication	25	50	25	100	4	4+1 L+T
MAS-PG-C 302	Media and Communication Research	50	50	00	100	4	4+1 L+T



MAS-PG-C 303 A& B	Television Production	25	50	25	100	4	3+2 L+P
MAS-PG-C 304	Communication and Culture (Open)	50	50	00	100	4	4+1 L+T
MAS-PG-C 305A & B	Rural Communication	25	50	25	100	4	3+2 L+P
MAS-PG-C- 401	New Media	50	50	00	100	4	4+1 L+T
MAS-PG-C- 402	Media, People and Righ	50	50	00	100	4	4+1 L+T
MAS-PG-C 403	Film Studies	50	50	00	100	4	4+1 L+T
MAS-PG-C 404A & B	Convergent Journalism	25	50	25	100	4	3+2 L+P
MAS-PG-C 405	Dissertation (External Evaluation)	50 Presentati on	50 Discussio n/Viva		100	4	5

EVALUATION:

The course has got 20 papers of 4 credits each. 10 out of 20 papers, including MAS-PG-C-405 meant for Dissertation will have to be partially or fully evaluated by the external practical examiner. The theoretical papers, i.e. papers without any practical component will follow the 50 marks Internal and 50 marks End Semester Examination pattern. The End Semester Examination question paper will consist of 3 essay type questions (3x10=30) and four short (4x5=20) questions for all papers including papers with practical components with exception to MAS-PG-C-405 which will have no written examination. The paper setter will be required to provide equal number of optional questions for both essay type and short questions.

The papers with practical component will have 25 marks for sessional tests (preferably one test and one assignment), 50 marks for end Semester Examination and 25 marks for End Semester Practical Examination conducted by the External Examiner from the duly approved list provided by the Department and appointed by the Controller of Examinations. The External Examiner will evaluate the assignments produced by the students and as stipulated by the course requirements during the semester under the guidance of the course instructor. The evaluation score sheet of practical examination will reflect the consensus of both External Examiner and Course Instructor or any other teacher assigned to the job by the department on the day of examination. The dissertation paper will be marked jointly by the internal faculty and the external examiner. The average of marks given by internal faculty members shall be counted out of 50% and the external examiner shall mark out of the remaining 50 %.

**INTRODUCTION TO COMMUNICATION****Credit: 4****MAS-PG-C-101****Contact Hours: 60****Objective:**

The paper seeks to provide an overview of the field of communication as it is understood from both academic and professional point of view. It tries to introduce the dynamics of mediated sphere, and how communication, as an organised activity, became a tool for reaching out to the mass both in India and abroad in conjunction with the growth of industrial society.

Unit I: Introduction to Communication

- 1.1. Elements, Process, Forms and Functions
- 1.2. Hermeneutics
- 1.3. Barriers, Johari Window, Sapir-Whorf Hypothesis
- 1.4. Redundancy, Entropy
- 1.5. Channel, Medium, Code

Unit II: Mass Communication

- 2.1. Mass in Mass Communication, Mediation and Re-mediation
- 2.2. Media and Society, Emancipation and Domination Theories
- 2.3. Media audience, Functionalism, Aberrant Decoding, Audience Segmentation
- 2.4. New Technologies and New Media
- 2.5. Information Anarchy

Unit III: Models

- 3.1. Gerbner's Model
- 3.2. Helical Model
- 3.3. Jacobson's Model
- 3.4. Discourse Model
- 3.5. HUB Model

Unit IV: Mass Media in India

- 4.1. Print media- Pre and Post-Independence
- 4.2. Evolution of Radio



- 4.3. Evolution of Television in India
- 4.4. Media and Nationalism
- 4.5. Globalisation and Mass Media in India

Recommended Reading:

1. Baran, Stanley J. (1999) *Introduction to Mass Communication*, Texas: Mayfield Publishing Company.
2. Emery E. et al. (1994). *Introduction to Mass Communication*, New York: Harper Collins College.
3. Hartley, P. (1997) *Group Communication*, London: Routledge.
4. Hartley, P. (1999) *Interpersonal Communication*: London: Routledge.
5. Kamath, M.V. (2009) *The Journalist's Handbook*, New Delhi: Vikas Publishing House.
6. Krishnamurthy, Nadig, (1966) *Indian Journalism* Indian Journalism, Prasaranga, Mysore University, Mysore.
7. Kumar, Keval J. (2000) *Mass Communication in India*. New Delhi: Jaico.
8. McQuail, Denis, (2006) *Mass Communication (Four volume set)*, New Delhi: Sage.
9. Pavlik, John, (2011) *Converging Media: A New Introduction to Mass Communication*, New York: Oxford.
10. Rangaswamy, P. (1989) *Journalism in India*. New Delhi: Sterling Publishers.

**THEORETICAL PERSPECTIVES ON COMMUNICATION****Credit: 4****MAS-PG-C-102****Contact Hours: 60****Objective:**

The course attempts to construct mass communication as an object of intellectual concern and enquiry. It seeks to offer a selected survey of critical humanistic and social scientific theories on human communication. The course is designed to provide students with basic theoretical and conceptual aspects that are necessary to understand mass media's relation to individual, society, economy and culture. An attempt will be made to place these discussions in the Indian context.

Unit I: Effect Theories

- 1.1. Magic Bullet
- 1.2. Limited Effects Theory
- 1.3. Cognitive Dissonance
- 1.4. Agenda Setting,
- 1.5. Knowledge-Gap Hypothesis

Unit II: Audience Theories

- 2.1 Uses and Gratification, Social Learning
- 2.2 Dependency, Cultivation, Narcotisation
- 2.3 Social Learning
- 2.4 Play and Entertainment Theory
- 2.5 McLuhanism, Pleasure of Viewing

Unit III: Recent Advances

- 3.1 Media Literacy Movements (Two models)
- 3.2 Centripetal and Centrifugal Theory
- 3.3 Ideology, Mythification
- 3.4 Semiotics, Codes (Analog, Digital, Arbitrary, Aesthetics), Encoding, Decoding, Sign, Symbols,
- 3.5 Information and Network Society

Unit IV: Philosophical Orientations

- 4.1 Philosophy and Communication
- 4.2 Communication and Religious Perspectives



4.3 Western and Eastern Concepts of communication

4.4 Epistemology, Axiology, Ontology

4.5 Media Aesthetics

Recommended Reading:

1. Baran, Stanley J. & Davis, Dennis K. (2006) *Mass Communication Theory: Foundations, Ferment, and Future*, US: Thomson Wadsworth.
2. Copley, Paul, (1996) *The Communication Theory Reader*, London: Routledge.
3. DeFleur, Melvin L. & Ball-Rokeach, Sandra J. (1982) *Theories of Mass Communication*. New York: Longman.
4. Fiske, J. (1997) *Introduction to Mass Communication*, New York: Routledge.
5. McLuhan, M. (1980) *Understanding Media*. London: Mentor.
6. Melkote, Srinivas R. and Rao, Sandhya (Eds.) (2001) *Critical Issues in Communication- Looking Inward for Answer*, New Delhi: Sage Publications.
7. Mosco, V. (1996) *The Political Economy of Communication: Rethinking and Renewal*. London: Sage.
8. Philipsen, Gerry & Albrecht, Terrance L. (1997) *Developing Communication Theories*. New York: Suny Press.
9. Scannel, P. (2007) *Media and Communication*. New Delhi: Sage.
10. Severin, Werner Joseph & Tankard, James W. (1997) *Communication Theories: Origins, Methods, and Uses in the Mass Media*. London: Longman.

**WRITING FOR MEDIA****Credit: 4****MAS-PG-C-103 (A)****Contact Hours: 75 (45+30)****Objective:**

Over the years, writing for media has become a remarkably different activity compared to what was earlier known as creative writing. The paper attempts to arm the students with the technique of writing *Journalese* applicable in different formats of Mass Communication.

Unit I: Writing for Print Media

- 1.1. Basic Principles of Good Writing
- 1.2. Writing for Newspapers, News-lead
- 1.3. Writing Features, Types, Techniques
- 1.4. Opinion writing-Editorial, reviews, articles, column writing
- 1.5. Magazine Writing

Unit II: Writing for Audio - Video

- 2.1. Elements of spoken word; Conceptual process; Production Techniques for Radio; Principles of Script Writing; Types of Scripts; Script Formats
- 2.2. Radio News, Features, documentaries, news magazine, special audience programme, radio interview
- 2.3. Elements of spoken word; Conceptual process; Production Techniques for TV; Principles of Script Writing; Types of Scripts; Script Formats; Creativity in Scripting and Editing for TV
- 2.4. Television news, Features, documentaries, News magazine, TV Interview script
- 2.5. Film scripts, formats

Unit III: Writing for Internet

- 2.6. General principles and demands of writing for the web; writing style, structure and technique
- 2.7. Content Writing
- 2.8. Technical Writing
- 2.9. Writing for News Portals
- 2.10. Non-News Websites



WRITING FOR MEDIA

MAS-PG-C-103 (B)

Unit IV: Practical – 25 marks

Individual Assignments for External Evaluation, on any two of the following

- 4.1 On a selected topic, research and write a feature article of around 600 words. On the same topic, write an editorial piece
- 4.2 One News Script each for T.V. and Radio
- 4.3 Plan a website for an organisation, including the site map and content for the home page.

Recommended Reading:

1. Edgar. G. Willis and D' Arienzo (1992) *Camille, Writing Scripts for Television, Radio, and Film*. New York: Harcourt.
2. Gunning, R. (1962) *New Guide to More Effective Writing in Business and Industry*. Boston: Industrial Education Institute.
3. Hohenberg, J. (1978) *The Professional Journalist: A Guide to the Practice and Principles of the News Media*, New York: Holt, Rinehart, Winston.
4. Kamath, M. V. (2009) *Professional Journalism*. New Delhi: Vikash.
5. MacDougal, Curtis D & Reid, Robert D. (1978) *Interpretative Reporting*. UK: Macmillan.
6. Mani, Annakavoor Doraiswamy and Wolseley Roland Edgar (Eds.,) (1964). *Journalism in Modern India*. New Delhi: Asia Publishing House.
7. Mencher, M. (1992) *Basic Media Writing*, New York: William C Brown Publisher.
8. Raman, U. (2015) *Writing for the Media*, New Delhi: Oxford University Press.
9. Ward, M. (2002) *Journalism Online*. London: Focal Press.
10. Wavell, S. (1969) *The Art of Radio*. Srilanka: Sri Lanka Broadcasting Corporation.



PRINT MEDIA JOURNALISM

Credit: 4

MAS-PG-C-104 (A)

Contact Hours: 75 (45+30)

Objective:

The paper is a foundation for students in journalism and focuses on both theory and practice of the print media. Emphasising on reporting and editing, the course relies heavily on practical and hands-on-training. As a part of the course, the students will produce lab journal at regular intervals.

Unit I: News Determinants and Procedures

- 1.1. Concept of News, Types of News
- 1.2. News Values, Ethicality
- 1.3. Concept of Reporting, Types of Reporting
- 1.4. Qualities of a Reporter, Sub-Editor
- 1.5. Sources of news, cultivation of sources

Unit II: Reporting Practice and News Organisation

- 2.1. News Production Hierarchy
- 2.2. Reporter in Action, Skills and Techniques for different Beats
- 2.3. Specialised Reporting, Beat News
- 2.4. Political, Court
- 2.5. Sports Reporting, Business Reporting

Unit III: Editing Techniques

- 3.1. Editing, Symbols, Style Sheets
- 3.2. Writing Headlines, Types of Headlines
- 3.3. Page layout-Modular, Horizontal, Vertical
- 3.4. Photo placements, Photo-caption, Use of Art Work, Breaking the Layout, Agency Copy Editing
- 3.5. Page Design-Innovations in the Edit Page



PRINT MEDIA JOURNALISM

MAS-PG-C-104 (B)

Unit IV: Production of Lab Journal

The students will have to bring out preferably 2 Broadsheets in a Semester (Financed by the University)

Recommended Reading:

1. Branston, G. and Stafford, R. (1997) *The Media Student's Handbook*. London: Routledge.
2. E.C. Thomas, (1998) *Economic and Business Journalism*. New Delhi: Sterling Publishers.
3. Fedler F, et.al., *Reporting for the Media*, London: Oxford University Press. (2005).
4. Hough, G.A. (1988) *News Writing*, New Delhi: Kanishka Publications.
5. Kamath, M.V. (1995) *The Journalists Handbook*. New Delhi: Vikas Publishing House.
6. Meikbe, G. (1994) *Interpreting News*. New York: Palgrave Macmillan.
7. *NDTV Style Book*, New Delhi.
8. Parthsarathi, R. (2009) *Here is the News: Reporting for Media*, New Delhi: Sterling Publishers.
9. Srivastava, K.M. (1995) *News Reporting and Editing*. New Delhi: Sterling Publishers.
10. Strentz, H. (1992) *News Reporters and News Sources*. New Delhi: Prentice Hall of India.

**COMMUNICATION FOR DEVELOPMENT****Credit: 4****MAS-PG-C- 105****Contact Hours: 60****Objective:**

It has been a well-accepted understanding that proper implementation of any developmental programme is largely dependent on the effectiveness of an appropriate communication strategy. The paper sheds light on different communication strategies adopted so far worldwide, and the theoretical and ideological factors responsible for the application of such strategies as an indispensable component in different developmental programmes.

Unit I: Concepts and Debates on Development

- 1.1 Communication as a Development Component, Concepts, Indicators
- 1.2 Models of Development, Lerner's, Roger's, Narula's
- 1.3 Development Dichotomies and Bipolar Theories, Developing Societies
- 1.4 State as an Actor, Market as a Determinant, Civil Society
- 1.5 Role of civil society

Unit III: Development Discourse and Critical Issues

- 2.1 Development Support Communication (DSC)
- 2.2 Strategies in Development Communication, Social Marketing, Health and Pro-Social Innovation
- 2.3 Indian Experiment-Kheda and SITE
- 2.4 ICT for Development
- 2.5 The Failures

Unit III: Development Discourse and Critical Issues

- 3.1 Diffusion of Innovations Research
- 3.2 Liberation Theology and Conscientization, Community Mobilization
- 3.3 Critique of the Dominant Paradigm, Centre Periphery Debate, Empowerment Paradigm
- 3.4 Continuity Variant, Religious, Gender and Environmental Biases, Radical Variant
- 3.5 Corporatization of Development, Social Development and Human Rights

Unit IV: Alternative Perspectives of Development

- 4.1 Participation as an Approach, Participatory Action Research (PAR)-Message, Global vs Local
- 4.2 Instrumental, Institutional, Participatory, and Strategic Intervention



- 4.3 Role of Folk Media in Development
- 4.4 Development Scenario in the Northeast, Indigenous Approaches
- 4.5 Towards a New Paradigm

Recommended Reading:

1. Dua M. R. et.al, (1994) Media & Development, New Delhi: Har Anand Publications.
2. Lerner, D. (1958) Passing of the Traditional Society, London: Macmillan.
3. Mefalopulos, P. (2008) Development Communication Sourcebook: Broadening the boundaries of communication. New York: World Bank Publication.
4. Melkote, Srinivas R. & Steeves, H. Leslie, (2001) Communication for Development in the Third World , New Delhi: Sage.
5. Mody, B. (Ed.,) (2003) International and Development Communication: A 21st – Century Perspective. New Delhi: Sage.
6. Nair, S & S. White (Eds.,) (1993) Perspectives on Development Communication, New Delhi: Sage.
7. Narula, Uma (2002) Development Communication, New Delhi: Har Anand Publications.
8. Rogers, E. M. & A Singhal (2001) India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: Sage.
9. Servaes, J & T Jacobson & S. White (Eds.,) (1996) Participatory Communication for Social Change. London: Sage.
10. White, S. A. (1994) Participatory Communication Working for Change and Development, London: Sage Publications.

FIELD TRIP / INDUSTRIAL VISIT

The students are required to participate in a national service work for a duration of 30 days during winter vacation in between their first and second semester. The students will be accompanied by the faculty / staff members of the Department.

**MEDIA MANAGEMENT (Open Paper)****Credit: 4****MAS-PG-O-201****Contact Hours: 60****Objective:**

Mass communication is essentially an organized business activity which operates in conformity with the rules of the market. The students are to be trained to understand the complex variables responsible for reaping profit by selling an intellectual product. This is an open paper and designed with a view to provide a glimpse of media house operation and media economics to the students also from other allied subjects such as Management and Commerce.

Unit I: Concept of Management

- 1.1 Media as an Industry and Profession, Concept of Management
- 1.2 Theories and Principles of Management
- 1.3 Management Functions, Levels of Management
- 1.4 Media Economics, Budgeting, Break-Even Analysis
- 1.5 Media Market – Market Structure, Types of Market Structure

Unit II: Ownership of Media and Business Models

- 2.1 Ownership patterns, Recent Trends,
- 2.2 Indian Media Market, Problems and Prospects
- 2.3 Organizational structure of a newspaper-various departments, role and functions of each department
- 2.4 Marketing in Newspaper Production, Price war, Total Newspaper
- 2.5 News Agency-Organizational Structure, role

Unit III: Media Organization and Audience

- 3.1 Electronic Media Organization, Different Departments, Their Functions
- 3.2 Different Types of Programmes, Programming strategy
- 3.3 Influence of Advertising and Marketing on Programme Production
- 3.4 Importance of Audience, Audience Measuring Techniques
- 3.5 Media Industry- Present status, Problems & Prospects

Unit IV: Media and Globalization

- 4.1 Concept of Globalization and its Impact on Indian Media
- 4.2 Foreign Direct Investment



- 4.3 Global Media Giants
- 4.4 Media Pluralism, Uniform Voice
- 4.5 Mergers and Acquisition

Recommended Reading:

1. Albarran, Alan B. (2007) *Management of Electronic Media*, New York: Thomson Wadsworth.
2. Choudhury, Biplab L. (2008) *Media Organization Management*, Kolkata: Unique Books International.
3. Doyle, Gillian, (2002) *Media Ownership: The Economics & politics of Convergence & Concentration in the UK and European Media*, New Delhi: Sage.
4. Herman, Edward S and Robert W. McChesney, (1998) *The Global Media: The new missionaries of Corporate Capitalism*, New Delhi: Madhyam Books.
5. Herrick, Dennis H., (2012). *Media Management in the age of Giants: Business Dynamics of Journalism*, Mexico: University of Mexico Press.
6. Kohli, V. (2013) *The Indian Media Business*, New Delhi: Sage.
7. Kothari, G. (1995) *Media Management in India*, New Delhi: Rawat Publication.
8. Rantanen, T. (2005) *The Media and Globalization* New Delhi: Sage.
9. Suresh, K. (2002) *Media Management: Emerging Trends*, ICAI University Press.
10. Thomas, Amos O., (2006) “*Transnational Media and Contoured Markets: Redefining Asian Television and Advertising*”, New Delhi: Sage.

**MEDIA LAWS AND ETHICS****Credit: 4****MAS PG-C-202****Contact Hours: 60****Objective:**

The basic objective of this course is to give an overview of the press and media laws in India as well as the Constitution of the country. It also aims to provide the students with a critical dimension of ethical issues related to mass media in India.

Unit I: Constitutional Scope of Freedom

- 1.1 Fundamental Rights, Duties of Citizens
- 1.2 Freedom of Expression: Overview of the Constitution of India
- 1.3 Freedom of the Press- Substance of Article 19, Interpretation of Article 19 and Reasonable Restrictions
- 1.4 Limits of Transparency: Privileges of the legislature - Article 105 and Article 19 (A); Judiciary and contempt of Court
- 1.5 Information and the bureaucracy: Official Secrets Act; Lokpal; RTI

Unit II: Jurisprudence and Media

- 2.1 Boundaries of Freedom of Expression: Media Content- Morality, Public Interest, Women & Minorities; Advertisement, Indecent Representation of Women (Prohibition) Act
- 2.2 Defending Individual Rights: Trial by Media, Defamation- IPC Article 499-500, Libel, Slander, Provisions for Defences; Interpreting Right to Privacy
- 2.3 Protecting the State: Colonial Legacies; Restrictions through IPC and CrPC; Censorship and Proscription
- 2.4 Accumulation of Interests: Anti-Trust ideas; Consumer Protection and Consumer Courts; Liability and Foreign Media
- 2.5 Working Journalist Act, 1955, Wage boards

Unit III: Media Laws in India

- 3.1 Registration of Books and Newspaper Act, 1867; Copyright Act, 1957
- 3.2 Prasar Bharti Act.
- 3.3 Cyber Laws in India
- 3.4 Institutional agencies: RNI and its Duties, Broadcast regulations and I&B Ministry, Press Commissions and their recommendations, Press Council of India- formation, composition, role, power, guidelines; Censor board, Censorship Act and Procedures
- 3.5 Cable T.V. Network Regulations Act.



Unit IV: Media Ethics

- 4.1 Ethics: what and why of ethics; Truth, Fairness and Objectivity, Case Studies in Indian context; Tangible Property- Knowledge and Copyright; Ownership and Usage Right, Fair Use and Piracy
- 4.2 Basics of Media Ethics: Press Council Code of Ethics, PCI Guidelines on Privacy and Public Interest; Advertising Standards Council of India Guidelines; News Broadcasters' Association Code
- 4.3 Ideas of Commons: Ethical Issues of Copyright and the Idea of Commons/ Creative Commons
- 4.4 Ethics in Sting journalism; Media Trial; Internet- Plagiarism, obscenity and indecency; Issues in Governance- Self-Regulation and Ombudsman
- 4.5 Media and Pressure Groups, Social audit, Debate about Ombudsman

Recommended Reading:

1. Basu, D.D. (1996) *Laws of the Pres*, New Delhi: Prentice Hall.
2. Basu, D.D. (2004) *Introduction to the Constitution of India*, Prentice-Hall of India.
3. Bhatiya, S. (2000) *Freedom of the Press: Political, Legal Aspects of Press Legislation in India*. Economic and political Weekly. Vol.35, No.8 & 9, 19-26th Feb, p. 667 -675.
4. Fackler, M. et. al., (1995) *Media Ethics- Cases and Moral Reasoning*, New York: Longman Frankena, William K. (2002), *Ethics*, New Delhi: Prentice Hall India.
5. Kasyap, S. (2010) *Indian Constitution: Conflicts and Controvercies*, New Delhi: Vitasta Publishing.
6. Lillie, W. (2003) *Introduction to Ethics*, New Delhi: Allied Publishers.
7. Prabhakar, M. et. al., (1999) *A Compendium of Codes of Conduct for Media Professional*, University Book House.
8. Singh, P.P. et. al., (1998) *Media, Ethics and Laws*, New Delhi: Anmol.
9. Thakurta, P. Guha, (2009) *Media Ethics-Truth, Fairness and Objectivity*. New Delhi: Oxford University Press.
10. Umrigar, K. D. (1970) *Laws of the Press in India*, New Delhi: Law Book.

**INTERNATIONAL COMMUNICATION****Credit: 4****MAS-PG-C-203****Contact Hours: 60****Objective:**

The debate around an unbalanced flow of communication from West to East, or the Developed North to impoverished South has been one of the most important debates in the field of Media Studies. The paper has been designed to provide the students an understanding of the core issues and how the debate is shaping up in an era of borderless global communication.

Unit I: Historical Context and Early Issues

- 1.1 Evolution of International Communication – Telegraph, Radio, News Agencies
- 1.2 Information flow and Inequity
- 1.3 Centre to periphery – Resistance
- 1.4 International Relations – Interdependence, Realist, Critical Social Theory
- 1.5 Demand for the free flow of Information, Role of UNESCO, Mac Bride Commission, Imbalance, NWICO

Unit II: Theorizing the Problem

- 2.1 Modernization Theory, Dependency Theory, Structural Imperialism, Hegemony
- 2.2 Criticism – Public Sphere, Cultural Dimension of Lopsided Information Traffic
- 2.3 Information Society – Borderless Communication
- 2.4 Cultural Homogenization
- 2.5 Convergence, Global Traffic in Media content

Unit III: Satellite Umbrella

- 3.1 Privatizing/ Space, Spectrum
- 3.2 Global News and Information Networks
- 3.3 Global News Agenda, Globalization of Western Culture, Neo-imperialism
- 3.4 Issues of Cultural diversity, Sovereignty, Security, Neo-imperialism.
- 3.5 Search for Niche Audience – Regionalization and Localization of Media market/content

Unit IV: Counter Narrative

- 4.1 Internet as a Political Tool, Local Discontent - Global Participation
- 4.2 Rise of global Civil Society, Cosmopolitan Democracy



- 4.3 Television Content Counter-Flow – Periphery to Centre, Cosmocracy
- 4.4 Global Communication at the Cross-road, Digital Divide, Challenges of Nation-State
- 4.5 Glocal Texts as Counter text to Great Narrative

Recommended Reading:

1. Bagdikian, Ben H., (2014). *The New Media Monopoly*. New York: Beacon Press.
2. Chomsky, Noam, (2011). *Media Control: The Spectacular Achievements of Propaganda*. New York: Seven Stories.
3. Herman, E., and Mc Chesney, R. (1997). *Global Media: The New Missionaries of Global Capitalism*, New York: Continuum.
4. MacBride, S. (1980). *Many Voices One World*, Paris: UNESCO.
5. Mody, Bella (Ed), (2003). *International and Development Communication: A 21st century Perspective*. London: Sage.
6. Mohammadi, Ali, (1997). *International Communication & Globalization*. London: Sage.
7. Samovar, L.A and Porter, R.E, (2000). *Inter-cultural Communication- A Reader*. New York: Wadsworth.
8. Seator, Jean, (1998). *Politica and the Media*. London: Blackwell.
9. Thussu, D. Kissan (Ed), (2009). *International Communication: A Reader*. London: Routledge.
10. Thussu, D. Kissan, (2006). *International Communication: Continuity and Change*. London: Bloomsbury.

**RADIO PRODUCTION****Credit: 4****MAS-C-PG-204 (A)****Contact Hours: 75(45+30)****Objective:**

The paper introduces the medium of radio to the students and its basic working principles. It treats the medium across different settings like All India Radio, FM Broadcasting, Community Broadcasting and Educational Broadcasting. Emphasising on both theory and practical aspects of radio production, students will be trained in producing various types of radio programmes.

Unit I: Evolution of Radio

- 1.1 Development of Radio as a Mass Medium in India. Ham Radio, Pre – Post Independence
- 1.2 Radio Today-Control Mechanism - AIR, PRASAR BHARTI
- 1.3 Days of Private FM Channels, Broadcasting and Narrowcasting
- 1.4 Community Radio, Campus Radio, Web Radio
- 1.5 Debates around Autonomy of Electronic Media

Unit 2: Mystery of Sound

- 2.1 Technical and Operating Principles
- 2.2 Principles of Sound – Frequency, Low/Mid/High Amplitudes, Wave Length, Pitch, Spectrum, Infrasonic, Ultrasonic, Acoustics, Reverberation, Echo
- 2.3 Microphones – Positioning, Fish Pole, Floor Stand, Tables and Hidden Mikes, Camera Mikes, Wireless Mikes
- 2.4 Line Mikes, Shotgun, Recording Techniques
- 2.5 Studio Acoustic, Sound Level Controls – Manual, Automatic, Digital Recording, Digital Filters, Multi-Track Production Techniques

Unit 3: Radio Programme Formats

- 3.1 Production basics – Acoustics, Perspective, Sound Effects, Distort and Filter, Artificial Echo, Silence, Music and Human Voice
- 3.2 Radio documentary, Feature, Phone-in programme, PSAs
- 3.3 Commercial Broadcasting – Music Promo, Sparkles, Teaser, Radio Jockeying, Radio Streaming, Announcer, Compere, Narration and Voiceover
- 3.4 News Writing, Compilation of News
- 3.5 Audience Understanding, Fixed Point Charts, Audience Research



RADIO PRODUCTION

MAS-C-PG-204 (B)

UNIT 4: Practical – Any Two

- 4.1 Individual PSA of 30 Seconds
- 4.2 Documentary / Feature (Group Production) of 10 – 15 Minutes
- 4.3 Production of 15 minute Radio News/Programme on Current Affairs
- 4.4 Radio Jingle

Recommended Reading:

1. Kaempfer, R. and John S. (2004) *The Radio Producer's Handbook*. New York, Allworth Press.
2. Keith, M.C.M. (2007) *The Radio Station: Broadcast, Satellite and Internet*, Burlington: Focal Press.
3. McLeish, R, *Radio Production*. Burlington, Focal Press. (2005).
4. Priestman, C. (2002) *Web Radio: Radio Production for Internet Streaming*, Burlington: Focal Press.
5. Reese, D.E. Lynnes S. Gross and Brian Gross (2005) *Radio Production Work text: Studio and Equipment*, Burlington: Focal Press.
6. Sauls. S.J. and Craig A. Stark (2013) *Audio Production Work Text Concepts, Techniques and Equipments*. Burlington: Focal Press.
7. Stephenson, A. R., David E Reese and Mary E. Beadle (2004) *Broadcast Announcing Work text: Performing for Radio, Television, and Cable*, Burlington: Focal Press.
8. Truesdell, C. (2007) *Mastering Digital Audio Production: The Professional Music Workflow with Mac OS X*. Canada: Wiley Publishing Inc.
9. Whitakaer, J.C. (2003) *Master Handbook of Audio Production: A Guide to Standards, Equipments and System Design*. New Delhi: Mc Graw Hill Professional.
10. Woodhall, W. (2010) *Audio Production and Postproduction*. London: Jones and Bartlett Publishers.

**ADVERTISING****Credit: 4****MAS-PG-C-205 (A)****Contact Hours: 75(45+30)****Objective:**

This course offers a rigorous and exhaustive introduction to advertising as a communication tools for business, non-profits, government and political organizations. It is designed to build critical thinking and channelize skills toward possible careers in the industry. For the academically inclined, it offers an interesting entry point into communication and cultural studies.

Unit I: Understanding Advertising

- 1.1 Ad as a Mediated Communication, marketing mix, Ad's relationship with elements in marketing mix, social and economic role of advertising, PR ad advertising, propaganda and advertising, Integrated Marketing Communication
- 1.2 Advertising Agency: functions, structure, formats; the creative process; Special service groups
- 1.3 Classification of Ads, media types, brand and brand equity, market segmentation.
- 1.4 Ad communication process: Communication response hierarchy-traditional and alternate models; Maslow's hierarchy of needs theory, Consumers Involvement-FCB model, KIM-Lord model
- 1.5 Branding and Communication, Brand Equity

Unit II: Ad Planning and Creative Process

- 2.1 Setting objectives: Sales versus communication oriented objectives, DAGMAR.
- 2.2 Planning a Campaign – Fundamentals, Ad strategy, Big Idea-creative techniques to generate big idea; Preparing Strategy Statement & Creative Brief, Creative execution elements: Message appeals, message formats, message tone, message structure, Production and design decisions
- 2.3 Creative execution in print media: Elements of print advertising, Headlines-functions & types, Caption/sub-heads, tagline/slogan, Body copy, various copywriting approaches, visuals, types of visuals, design elements, Layout design principles
- 2.4 Creative execution in broadcast media: popular structure of radio commercials, making TV commercials-the process, case studies
- 2.5 Segmentation – Segmentation Methods – Psychographic, Demographic, Geographic, Cultural, Market Tiers, SEC, User Segmentation in Specific Categories – Cell-Phone Hardware, Chris Rose – Three Worlds

Unit III: Media Planning and Ad Research

- 3.1 Media Planning: The concept and scope of Media Planning; Media planning and media buying, Preparing a media plan; Cost consideration – CPT/CPM calculation
- 3.2 Advertising Research: Concept, rationale, advantages and disadvantages



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- 3.3 Types of advertising research; Techniques of copy testing—Projective techniques, and its various types; Ranking techniques and its various types; Attitude techniques and its various types, Laboratory techniques and its various types
 - 3.4 Evaluative Advertising Research –Recognition Techniques, Recall techniques, Post- inquiry techniques, Post-test –sale techniques and their various types
 - 3.5 Audiences – Internal and External, Interactivity, Crowd-Sourcing and Co-creation, Shoppers, Consumers, Customers, Advocates and Prosumers, Shareholders, Employees, State, Media, Community



ADVERTISING

MAS-PG-C-205 (B)

Unit IV: Project

Students will have to produce an Advertisement or combination of Advertisements (across different media platforms) as per the instructions of the course Instructor. Such production/s will constitute materials for external evaluation and students will have to appear for viva.

Recommended Reading:

1. Abraham, M. and A. (2011) Taylor, 'Brand Housing: Best Practice for Brand. Architecture'. Admap, February (2011).
2. Barthes, R. (1972) 'What is myth, today?' In Mythologies. New York: Hill and Wang.
3. Batra, Rajeev, John G. Myers & David A. Aaker (2000). Advertising Management, New Delhi: Prentice Hall.
4. Holt, D. (2003) 'How to Build an Iconic Brand'. Market Leader, Summer, P-35-42.
5. Jefkins, F. (1994) Advertising, Macmillan India Limited.
6. Ogilvy, David, (1985) Ogilvy on Advertising. New York: Vintage.
7. Ries, A. and J. T. (1993). Positioning: The Battle for Your Mind. New York: Warner.
8. Russel, J. Thomas, (2004) Advertising Procedure, New Delhi: Prentice Hall.
9. Williams, A. et. al. (2013) 'Big Data: P&G says thank you to moms'. Admap, September 2013 Marketplace. New York: Ad Week.

Periodicals/Subscriptions

Campaign India AdWeek WARC Agencyfaqs.com



PUBLIC RELATION AND CORPORATE COMMUNICATION
Credit: 4**MAS-PG-C-301 (A)****Contact Hours: 75(45+30)****Objective:**

The objective of this course is to offer a wide and thorough introduction to public relations and corporate communications for students who are interested to pursue a career in the industry. Drawing upon the legacy of PR as much as the expansion and reinvention of its toolkit in the digital age, it demonstrates the role of the corporate brand as a brand house as well as an employer and member of the community. It shows the necessary synergies of Corporate Communications with marketing and HR and explores the changing role of PR as a tool through case studies in India and from across the world.

Unit I: PR and Audiences

- 1.1 Concept of PR: Internal and External publics, PR tools, PR and Publicity, PR and other management disciplines, changing trend of PR
- 1.2 Media relations: Concept of Earned Media; Proactive and Reactive Media Relations
- 1.3 PR department: Organizational structure, its functions
- 1.4 PR agencies: Structure and functions, client servicing
- 1.5 IMC: Concept, marketing mix, role of PR in IMC

Unit II: Public Relations in practice

- 2.1 PR Campaign: Concept, Process and Methods of campaign, Benefits
- 2.2 Event management: Concept & Classification of events, Size and Types, Target Audience, Budgeting
- 2.3 Event Marketing: Event Marketing and Promotion, Use of Media, SWOT Analysis
- 2.4 PR Writing: Writing press release, techniques, online press release
- 2.5 Crisis management: symmetrical and asymmetrical models, case studies

UNIT III: Corporate Communications

- 3.1 Corporate Communication: Concept, elements, trinity of corporate communication, PR vis-a-vis Corporate Communication
- 3.2 Corporate identity: Concept and goals, elements and articulation of corporate identity,
- 3.3 Reputation management: Image building and reputation management, employer branding, online reputation management,
- 3.4 Stakeholder relationships: employee relations, community relations, consumer relations, investor/donor relations,
- 3.5 CSR: CSR and concept of good governance by corporate bodies, Regulatory Bodies in India, CSR Case Study in India



PUBLIC RELATION AND CORPORATE COMMUNICATION

MAS-PG-C-301 (B)

Unit IV: Project

A detailed project of an organization's public relations activities is to be prepared by the students. The organization could be a non-profit or a business organisation in the public or private sector. The project can be on any of the aspects from the following:

- Developing a detailed PR strategy for an organization
- Developing a PR campaign for an organization
- Studying the CSR activities of organizations
- Preparing a promotional video for an organization
- Studying corporate image of organizations

Recommended Reading:

1. Barry, A. (2005) *PR Power: Inside Secrets from the World of Spin*. London: Virgin Books.
2. Bhimani, R. (1995) *Corporate Peacock: New Plumes of Public Relations*. New Delhi: Rupa.
3. Campbell, A., (2013) 'Unsexy Social: How Social Media is Adding Value to Regulated Industries in Unexpected Ways'. Sapient Nitro Whitepaper.
4. Christensen, L, et. al., (2008) *Corporate Communications: Convention, Complexity and Critique*. London: Sage.
5. Cutlip, S. M. and A. H. Center, (1971) *Effective Public Relations*. New York: Prentice Hall.
6. Kitchen, P. J. and D. Moss, (1995) 'Marketing and Public Relations: An Exploratory Study'. Amsterdam: ESOMAR whitepaper.
7. Kotler, P. (2000) *Marketing Management*. Upper Saddle River, NJ: Prentice Hall.
8. McKee, K B et. al., (2005) *Applied Public Relations: Cases in Stakeholder Management*. New York: Routledge.

Periodicals and websites

Campaign India WARC Agencyfaqs.com Websites of all organizations mentioned in the case studies
Corporate films and TVCs Annual Reports.

**MEDIA AND COMMUNICATION RESEARCH****Credit: 4****MAS-PG-C-302****Contact Hours: 60****Objective:**

The course is designed to train the students in the evolving field of media and communication research. It aims to develop a thorough understanding of media research applying both quantitative and qualitative research techniques. The course outline also explores the probable dimensions of research in the field of journalism and mass communication.

Unit I: Introducing Media Research

- 1.1 Meaning and Concept, Methods of Acquiring knowledge
- 1.2 Types of Research: Basic-Applied-Descriptive-Analytical-Clinical-CaseStudy-Historical
- 1.3 Elements of Research: Reliability, Validity, Variable, Hypothesis, Scaling, Sampling
- 1.4 Inductive, Deductive, Empiricism, Qualitative, Quantitative
- 1.5 Ethical Dimensions

Unit II: Research Design & Approaches

- 2.1 Research Design-Types and Needs-Structure-Component
- 2.2 Experimental and Classic Research Design, Solomon Four Group- Post Test only Control Group
- 2.3 Quasi Experimental Design-One Shot Case Study-Longitudinal Research-Panel-Trend Study
- 2.4 Audience Ethnography-Talk, Text, Action, Participant Observation, Focus Group
- 2.5 Survey Research-Questionnaire Construction

Unit III: Reception Research

- 3.1 Media Meaning through Talk-Conversational Analysis
- 3.2 Discourse Analysis, CDA
- 3.3 Viewing and Interpreting Image, Advertising, Message, Content Analysis
- 3.4 Methodological Pluralism, Triangulation
- 3.5 Internet Research-Reliability of Data, Processing Internet Data, Data Mining

Unit IV: Data Processing and Application

- 4.1 Coding and Tabulation, Analysis and Interpretation, Levels of Measurement
- 4.2 Hypothesis Testing, Frequency Distribution, Standard Deviation, Normal Curve
- 4.3 Quantitative Data Analysis-Univariate and Bivariate



4.4 What to Research and How to Research

4.5 Writing a Research Proposal

Recommended Reading:

1. Berger, A (2000) *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*, London: Sage.
2. Brooker, W and D. Jermyn. (eds.) (2003) *The Audience Studies Reader*, London and New York: Routledge.
3. Bryman, A. (1994) *Analyzing Qualitative Data*, London and New York: Routledge.
4. Creswell, J. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, California: Sage.
5. David Nachmias and Chava Nachmias, (1999) *Research Methods in Social Sciences*. St. Martin Press: New York.
6. Hanson, J., & Maxcy, D. J., (Eds.), (1999) *Sources: Notable selections in mass media*, 2nd edition. Guilford, CT: McGraw-Hill/Dushkin.
7. Jensen Klaus B and Jankowski, N., (1991) *A Handbook of Qualitative Methodologies for Mass Communication Research*, London and New York: Routledge.
8. Machin, D., (2002) *Ethnographic research for media studies*, London: Arnold.
9. Marie M. Davies and Nick Mosdel, (2006) *Practical Research Methods for Media and Cultural Studies*. Edinburgh: Edinburgh University Press.
10. Roger D. Wimmer and Joseph R. Dominick, (2011) *Mass Media Research: An Introduction*. Boston: Wadsworth.



TELEVISION PRODUCTION
Credit: 4**MAS-PG-C-303 (A)****Contact Hours: 75(45+30)****Objective:**

The course will introduce the students to basic theory and operation of TV production equipment. With both a theoretical and a practical orientation, the course aims to train the students in the emerging field of television production.

Unit I Basic Concepts TV Production

- 1.1 Television as Visual Medium, Visual Language, Visual Grammar-Rules of Composition and Framing
- 1.2 Shots and Classification of Shots, Important Terminologies-ENG, EFP, MCR, PCR, Input Desk, Out Desk
- 1.3 The Process of Television Production-Preproduction, Production, and Postproduction-Activities.
- 1.4 TV Production Personnels and their Responsibilities
- 1.5 Television Genre-News, Documentary, Soap, and TV Reality Shows, PSM

Unit II Camera, Light & Sound

- 2.1 Camera Structure and Functions, Camera Accessories, Evolution of Camera and Videography-Celluloid Camera, Betacam, Digital Camera
- 2.2 Lens-Types and Functions, Aperture-Aperture Settings, Sensor, ISO Settings, Shutter Speed, Single Camera Production, Multi Camera Production, Camera Planning and Techniques
- 2.3 Importance of Light in Video Production, Sources of Light, Different Types of Lights, Basic Lighting Techniques-Indoor-Outdoor
- 2.4 Concept and Definition of Sound, Importance of Sound in TV Production, Sources of Sound, Types of Sound, Sound Effects
- 2.5 Science of Sound, Sound Recording Devices, Sound Mixing

Unit III Script and Editing

- 3.1 Understanding Script-Script for News, Documentary & PSMs, Process of Script Writing-Ideation-Research-Brainstorming-Drafting News & Documentary Scripts
- 3.2 Concept of News-Different Formats, TV Anchoring
- 3.3 Documentary Film-Styles & Modes, Voiceover Narration, Treatment
- 3.4 Concept of Montage-Different Montage Techniques
- 3.5 Logging, Rough Cut, Final Cut, Audio Video Mixing



TELEVISION PRODUCTION

MAS-PG-C-303 (B)

UNIT IV: Practical

Students are required to research, script and produce a full - length documentary. Documentaries will be evaluated by an external examiner in consultation with the course instructor.

Unit IV Practical

- TV Reporting
- 15 minutes News Bulletin
- Small Documentary Film
- PSM

Recommended Reading:

1. Belavadi, V. (2013). Video Production. India: Oxford.
2. Burrows, T., et.al. (2000). Video Production: Disciplines and Techniques. US: Holcomb Hathaway.
3. Compesi, R. and Gomez, J. (2015). Introduction to Video Production: Studio, Field and Beyond. New York: Routledge.
4. Johnson, K. and Radosh, J. (2016). Shoot Edit Share: Video Production for Mass Media, Marketing, Advertising, and Public Relation. London: Focal Press.
5. Kellison, C. (2009). Producing for TV and New Media. London: Focal Press.
6. Kenworthy, C. (2006). Digital Video Production Cook Book. US: O'Reilly.
7. Millersen, G. & Owens, J. (2009). Television Production. London: Focal Press.
8. Musberger, Robert B. and Ogden, Michael R. (2014). Single Camera Video Production. London: Focal Press.
9. Owens, J. (2017). Video Production Handbook. London: Focal Press.
10. Zettl, H (2012). Handbook of Television Production. UK: Wadsworth.

**COMMUNICATION AND CULTURE (Open Paper)****Credit: 4****MAS-P-O-304****Contact Hours: 60****Objective:**

The paper offers an overview of cultural complexities of mediated society. While culture happens to be an integral part of any society, the course content essentially reflects on the ability of media to pervade and influence the cultural practices of every society.

Unit I: Culture, Communication & Media

- 1.1 Intercultural Communication- Perception, Meaning, Relevance and Contexts
- 1.2 Macro Cultures and Micro Cultures, Elements of Cultural System
- 1.3 Media and Culture, Media and Value System
- 1.4 Media as Social Institution
- 1.5 Hofstede's Cultural Dimensions

Unit II: Societal Issues

- 2.1 Society- Types, Meaning, Perceptions, Patterns, Stereotyping
- 2.2 Media Manufacturing of Culture, Pluralism, Multiculturalism and Counter Culture
- 2.3 Cultural Hybrids-High and Low Contexts, Ideology, Hegemony, Identity, Subjectivity
- 2.4 Cultural Capital, Elitism, Resistance
- 2.5 Edward Said's Orientalism

Unit III: Mediated Culture and Criticism

- 3.1 Frankfurt School, BCCS, Chicago School, Critique of Culture Industry
- 3.2 Modernity, Structuralism, Post-Structuralism, Post-Modernity
- 3.3 Psychoanalysis-Freud, Jung, Lacan, Impact on Text
- 3.4 Feminism, Under-Representation, Gendered Representation, Visual Pleasure
- 3.5 Mass Culture and Popular Culture

Unit IV: Culture and Late Modernity

- 4.1 Post-Industrial Society
- 4.2 Homogenization, Flattening of the World, Dissolution of Space, Compression of Time
- 4.3 Network Culture-Homophily, Assorted Principles, Flow of Capital, Deterritorialization



4.4 Net as a Cultural Platform

4.5 Social Network and Global Norms

Recommended Reading:

1. Campbell, Richard, Martin, Christopher R, and Fabos Bettina (2011). *Media and Culture: An Introduction*. London: Bedford.
2. Carey, James, W. (2008). *Communication as Culture*. London: Routledge.
3. Dube, S. C, (1990). *Tradition and Development*. New Delhi: Vikas.
4. Gurevitch, Michael, and Curran, J. (2005). *Mass Media and Society*, London: Bloomsbury.
5. Hartely, J. (2011). *Communication, Cultural and Media Studies*. London: Routledge.
6. Kraidy, M. M. (2005). *Hybridity or the cultural logic of globalization*. Philadelphia: Temple University Press.
7. Mathews, G. (2000). *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. New York: Routledge.
8. Nisbett, R. (2003). *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York: Free Press.
9. Shaules, J., (2007). *Deep Culture: The Hidden Challenges of Global Living*. Toronto: Multilingual Matters.
10. Terhi, R. (2005). *The Media and Globalisation*. London: Sage.

**RURAL COMMUNICATION****Credit: 4****MAS-PG-C-305 (A)****Contact Hours: 75 (45+30)****Objective:**

Communicating development using mass media in the rural settings has always been a challenge for the media specialists and development professionals of modern India. With such a view in mind the paper on rural communication aims to train the students as successful communicators in rural settings.

Unit I : Rural Communication and Participation

- 1.1 Community and Rurality-Concept and Definition, Rural Development, Role of Communication in Rural Development
- 1.2 Communication Structure in Rural Settings-Folk and Conventional Media, Radio in Rural Communication, Intercommunity Communication, Intracommunity Communication
- 1.3 Media and Communication Habits among Rural Communities, Media Penetration and Changing Ruaralities
- 1.4 Rural Communication Channels- Village Meetings, Village Market, Community Clubs, Religious gatherings
- 1.5 Role of Communication Channels in Local Participation and Governance

Unit II : Evaluating & Documenting Development in Rural Settings

- 2.1 Media and Communication Awareness among the Rural Masses-RTI and Communication, Documenting and Analysing the Communication and Development Agenda-Cases from India
- 2.2 Assessing the Urban Rural Divide, Communication Divide-Disparity in terms of Knowledge and Infrastructure, Health Communication, Natural Disaster Communication, Agricultural Communication, Educational Communication
- 2.3 Communication Research in Rural Context- Ethnographic Research-PAR-Survey—EAR-FGD
- 2.4 Communication and Extension Activities in Rural Settings, ICT and Rural Governance, ICT and Public Access Movement
- 2.5 Documentation of Existing Communication Practices in Rural Context, Rural Development Scenario in North-East

Unit III : Channelizing Development in Rural Context

- 3.1 Contextualising Paulo Freire in the Process of Rural Development and Rural Communication
- 3.2 Context Specific Communication-Respect for Local Culture, Tradition, Language and Folk Art Forms
- 3.3 Utilising Intracommunity Communication Channels, Exploring Community Media for Participatory Communication
- 3.4 Disseminating Community Specific Communication, Disbursing Local Knowledge, Mobilising participatory Action and Rural Development
- 3.5 Monitoring and Evaluation



RURAL COMMUNICATION

MAS-PG-C-305 (B)

Unit IV : Practical

- Communication Problems in rural settings
- Designing communication strategy in a rural context
- Designing communication models based on the existing communication channels in rural settings
- Report writing on the communication practices in rural settings

Recommended Readings:

1. Acunzo, M. (2014). *Communication for Rural Development: Sourcebook*. Rome: FAO.
2. Berrigan, F. J. (1979). *Community Communications: The Role of Community Media in Development*. Paris: UNESCO.
3. Castello, R. D. (2006). *Framework on Effective Rural Communication for Development*. Rome: FAO.
4. Dagon, Alfonso G. & Thomas Tufte (Ed)., (2006) *Communication for Social Change Anthology: Historical and Contemporary Readings*. New Jersey, US: CFSC.
5. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
6. Leeuwis, C, & Ban, A W van den (2004). *Communication for Rural Innovation: Rethinking Agricultural Extension*. London: Willey-Blackwell.
7. Manyozo, L. (2011). **People's Radio: communicating change across Africa**. Southbound Penang. Malaysia: Penany.
8. Patin, Dhanraj A. (2010). *Communication for Rural Development in India: From green Revolution to "E" Revolution*. New Delhi; Serials Publisher.
9. Santucci, F. M. (2005). *Strategic Communication for Rural Development*. Washington DC: World Bank.
10. World Bank Report (2005). *Information and Communication Technologies for Rural Development: Issues and Options*. Washington DC: World Bank.

INTERNSHIP

The students will have to undergo an internship programme after the completion of 3rd Semester. The students have to seek prior approval of the Department for the selection of the organization providing Internship facilities. The students will have to adhere to the internship norms of the University. The Internship programme will be financed by the University as per the existing rules.

**NEW MEDIA****Credit: 4****MAS-PG-C-401****Contact Hours: 60****Objective:**

The objective of the course is to give the students an idea about the role of new media in society. It will orient the students towards various theoretical perspectives of new media and its relationship with other categorical elements connected with individual identity, collective identity, nationalism and De-territorialisation. The course also focuses on providing a critical overview of new media and its relationship with the rapidly changing contours of journalism, culture and politics of the world.

Unit I: Introduction to New Media

- 1.1. Meaning and Concept
- 1.2. New media Technology
- 1.3. New Media Features
- 1.4. Information and Communication Technology (ICT)
- 1.5. New Media and Communication Process

Unit II: New Media Theory

- 2.1. Theory of Information Society
- 2.2. New Media and Representation
- 2.3. New Media and Identity
- 2.4. New Media Literacy
- 2.5. New Media and Political Economy

Unit III: New media and society

- 3.1. Social Construction of Technology
- 3.2. .New Media and Politics
- 3.3. .New Media and Nationalism
- 3.4. .New Media and Public Sphere
- 3.5. .New Media and Social Resistance

Unit IV: New Media and Social Movements

- 4.1. Post-Humanism, Post Feminism
- 4.2. Ethics, Tactical Media, Ubiquity of Code, Ethical Hacking



- 4.3. New Media Culture, Multiple, Split, Postmodern Identities
- 4.4. Digital Universe and Digital Divide
- 4.5. IPR, Copyrights law, Tele-democracy, Cyber Crime, Slacking

Recommended Reading:

1. Aitchison, J. (2003). *New Media Language*. London: Routledge.
2. Andrew Dewdney and Peter Ride, *The New Media Hand Book*. Routledge: London.
3. Christian Fuchs and Marisol Sandoval (Eds.) (2006). *Critique, Social Media and the Information Society*. London: Routledge.
4. Dovey, J. (2009). *New Media: A Critical Introduction*. London: Routledge.
5. Glen Creeber and Royston Martin (Eds.) (2009). *Digital Cultures: Understanding New Media*. UK: Open University Press.
6. Hansen, Mark B. N. (2004). *New Philosophy for New Media, Massachusetts*: MIT Press.
7. Harries, Dan (Ed.) (2002). *The New Media Book*. UK: Palgrave MacMillan.
8. Lievrouw, Leah A. & Livingstone, S. (2006). *Handbook of New Media*. London: Sage.
9. Martin Lister, Jon D., Seth Giddings, Iain Grant, Kieran K. (2009). *New Media: A Critical Introduction*. London: Routledge.
10. Papachirisi, Z. (Ed.) (2011). *A Networked Self: Identity, Community and Culture in social Networking Sites*. London: Routledge.

**MEDIA, PEOPLE AND RIGHTS****Credit: 4****MAS PG-C-402****Contact Hours: 60****Objectives**

This course will focus on movements and rights through the lens of the media in order to critically understand the changing nature of movements and rights. The course seeks to highlight important landmarks in movements and rights and the role of media in these. The course endeavours to understand the interrelationship of these different categories.

UNIT I: Parallel process and Citizenship

- 1.1 Non-party Political Process: Non-party as an alternative, Civil society in India, Interrelationship between civil society and movements
- 1.2 Overview of Social Movement: Concepts, typologies of movement, issue based movement
- 1.3 New Social Movement: Concept, characteristics, ideological orientations
- 1.4 Movement as Politics: Meaning of politics, social movements as sites of struggle for power
- 1.5 Arts of Resistance: Interrogating public sphere, Active citizenship

UNIT 2: Movement – Media Relationship

- 2.1 Movement and Media as Interacting Systems: Power and dependency, framing, effects of movement on media coverage; effects of media on socio-political movements
- 2.2 Media strategies and Political Projects: Case studies
- 2.3 News, Movement Organisation and Public Agenda: News making – Theory and evidence, Protests and collective action in the news, Movement organisation and media attention
- 2.4 Indian Media and movement: Case Studies from the field, Music and protest movement
- 2.5 Social Movement and Media Reform: Democratisation of Mass media, Media activism, Media literacy

UNIT 3: Alternative Media & Assertion of Rights

- 3.1 Foundational Concepts: Concepts of alternative media, terminologies, typologies and definitions; Alternative media as a space for alternative media production, distribution and consumption
- 3.2 Community Media: Background and importance, Public access movement, Empowerment and community media
- 3.3 Community Radio: Community radio in the Knowledge era, Localisation to community building, Refining the concept of community
- 3.4 New Technology and Rights: Use of new technology in asserting rights; Case studies



- 3.5 Alternative Media and Margin: Alternative media and marginal identity, political rights to cultural rights, Folk media narratives

UNIT 4: Digital Advocacy and Media Reform Movement

- 4.1 Conceptual Foundation: Understanding advocacy, Media Advocacy, Digital empowerment
- 4.2 Online Activism: Internet and right to know, Social and technological mediation, Asserting rights through digital activism
- 4.3 Online Movement: Theories on online movements. Case Studies
- 4.4 Multilateral Initiatives: Internet governance, Information society, Cultural exclusion to diversity
- 4.5 Media Reforms: Freedom of expression and digital media, Media justice, Media pluralism, Media reform movement

Recommended Reading:

1. Atton, C. (2002). *Alternative media*. London: Sage.
2. Castells, M. (2012). *Networks of outrage and hope: Social movements in the internet age*. Cambridge: Polity Press.
3. Gamson, W. A., & Wolfsfeld, G. (1993) Movements and media as interacting systems. *Annals of the American Academy of Political and Social Science*, 528, 114-125.
4. Kothari, R. (2005). Democracy, participation, theory & growth of non-party political process. In R. Kothari (2005). *Rethinking Democracy*. New Delhi: Orient Longman.
5. Murdock, G. (1999). Rights and representation: Public discourse and cultural citizenship. In J. Gripsrud (Ed.), *Television and common knowledge*; London: Routledge.
6. Napoli, P. M. (2007) *Public interest, media activism and advocacy as a social movement: A review of the literature*. New York: Donald McGannon Communication Research Center, Fordham University.
7. Oommen, T.K. (2004). *Nation, civil society and social movement*. New Delhi: Sage.
8. Pichardo, N.A. (1997). New social movement: A critical review. *Annual Review of Sociology*, 23, 411-30.
9. Scott, J. C. 1990. *Domination and the arts of resistance*. New Haven: Yale University Press.
10. Shah, G. (1990). *Social movements in India: A review of literature*. New Delhi: Sage.

**FILM STUDIES****Credit: 4****MAS-PG-C-403****Contact Hours: 60****Objective:**

Film making is considered as one of the latest improvisations in the field of Mass Communication. Essentially an intertextual form of communication, it has been able to provide scholars of mass communication a platform in the last hundred odd years to get involved in theoretical arguments. The paper deals with understanding of how the subject has evolved as a theoretical construct over the years.

Unit I: Film: A Historical Perspective

- 1.1 History of World Cinema, History of Indian Cinema
- 1.2 Film as a Medium of Communication
- 1.3 Film Schools, Russian Formalism, Realism, Italian Neo Realism, German Expressionism, French New Wave, Indian New Wave, Indian Neo Realism
- 1.4 Silent Era, Talkies, Parallel Cinema
- 1.5 Alternative Cinema, The Rise of the Subaltern Cinema

Unit II : Film Narratology

- 2.1 Narrative-Concept and Definition, Film as a Narrative Art
- 2.2 Narrative Fiction/Nonfiction, Narrative Structure, Narrative Elements
- 2.3 Plot-Subplot-Deviant Plot Structure-3 Act Structure
- 2.4 Linear & Non-Linear Narrative
- 2.5 Structural Analysis of Narrative

Unit III : Film Semiotics

- 3.1 Semiotics and the Philosophy of Language, Semiotics of Narrative-Signs-Symbols- Connotation- Denotation
- 3.2 Russian Formalism, Advent of Structuralism, Cinematic Sign, Post-Structuralism as the Critique of Sign
- 3.4 Cinematic Codes and Sub Codes
- 3.5 Cinema as Text, Textual System, Textual Analysis

Unit IV : Film Genre, Theory & Analysis

- 4.1 Film Genre, Genre Analysis, Genre Types-Romance, Horror, Film Noir, Social Melodrama, Comedy, Fiction, Documentary
- 4.2 Realist Film Theory, Auteurist Film Theory, Feminist Film Criticism, Psychoanalytic Film Theory



- 4.3 From Realism to Intertextuality, The Contradictory Text, Intertextuality and Transtextuality in Cinema
- 4.4 Representation in Cinema-Issues of Race, Class, Caste and Gender
- 4.5 Screening and Film Review

Recommended Reading:

1. Bordwell, D. Staiger, J. & Thompson, K. (1960). *Classical Hollywood Cinema, Film Style and Mode of Production*. London: Routledge.
2. Bordwell, D. (2003). *Narration in Fiction Film*. London: Routledge.
3. Eisenstein, S. (1977). *Film Form*. New York: A Harvest.
4. Eisenstein, S. (1957). *Film Sense*. New York: Meridian Books.
5. Hill, John and Gibson, Pamela C., (2000). *Film Studies*. New York: Oxford University Press.
6. Hood, John W. (2000) *The Essential Mystery- The Major Film Makers of Indian Art Cinema*, London: Orient Longman.
7. Monaco, J. (1981) *How to Read a Film*, New York: Oxford University Press.
8. Ray, Satyajit, (2001) *Our Films Their Films*. London: Orient Black Swan.
9. Roberts, Graham & Wallis, H. (2001). *Introducing Film*, London: Bloomsbury.
10. Smith, Geoffrey Nowell (Ed.) (1997). *The Oxford History of World Cinema*, New York: Oxford University Press.



Convergent Journalism

Credit: 4

MAS-PG-C-404 (A)

Contact Hours: 75 (45+30)

Objective:

The aim of this paper is to orient the students with the idea and terminologies associated with the evolving concept of culture of convergence in Journalism and Mass Communication. With a blend of both theoretical and practical aspects, the paper aspires to train the students who would become successful journalists in the emerging field of Multimedia Journalism.

Unit I : Perspectives on Convergence

- 1.1 Convergence-Concept and Definition, Convergence Culture-Time Space Convergence, The Need for Convergence, Blurring Boundaries between News and Entertainment
- 1.2 Media Convergence-Technology, Ownership, and Content; Perspectives on Media Convergence, Convergence Continuum Model, Internet as the Space of Convergence-Its Evolution
- 1.3 Convergence in Journalism- Writing across different Platforms, Networked Journalism,
- 1.4 Characteristics of Convergent Journalism-Interactivity, Choice with Respect to Content and its Source, Inter-textuality, Non-linearity, Multi-Mediability, Cross Media Content Sharing
- 1.5 Professional Convergence-Polyvalence in Journalistic Profession-Functional Polyvalence- Thematic Polyvalence-Polyvalence of Media

Unit II : Journalism Basics

- 2.1 Qualities of a Good Journalist, Objectivity in Journalism, Ethical Journalism, Journalism and Social responsibility
- 2.2 Writing, Reporting, and Interviewing Skills, Concept of News and News Writing Guidelines, News Values in the Age of Convergence
- 2.3 News Writing Structure-Inverted Pyramid and Narrative Structure, Three Act Structure, The Changing paradigms in Journalism
- 2.4 Characteristics of print, broadcast and convergent Journalism, differences between the three
- 2.5 Citizen Journalism, Concept, its Practices, changed concept of Gate keeping

Unit III : Practicing Journalism in the Age of Convergence

- 3.1 Writing for the Web-Story Idea, Dealing with the Sources, Verifying the Sources, Documenting the Event using Accessible Multimedia Technologies
- 3.2 Writing-News, Features, Opinion Pieces, Blogs, writing guidelines
- 3.3 Video for the Web, Podcasting, Web Content Management
- 3.4 Converged News Room Practices, Gate Keeping, Role of the Editor, Changing role of Journalist
- 3.5 Understanding the Audience in the Convergent Medium, Importance of Audience Feedback, Audience as Prosumers



Convergent Journalism

MAS-PG-C-404 (B)

Unit IV : Practical

Students are required to design a News Website/Personal Blogs.

Recommended Reading:

1. Bull, A. (2015). *Multimedia Journalism: A Practical Guide*. London: Routledge.
2. Felder, L. (2011). *Writing for the Web: Creating Compelling Web Content using words, Pictures and Sound*. New Delhi: Pearson Education India.
3. Filak, Vincent F. (2014). *Convergent Journalism: An introduction: Writing and Producing Across Media*. London: CRC Press.
4. Heinrich, A. (2014). *Network Journalism: Journalism Practice in Interactive Spheres*. London: Routledge.
5. Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press.
6. Kolodzy, J. (2012). *Practicing Convergence Journalism: An Introduction to Cross Media Story Telling*. New Delhi: Routledge.
7. Lugmayr, A., et.al. (2016). *Media Convergence handbook, Vol.1. Journalism, Broadcasting and Social Media Aspects of Convergence*. Berlin: Springer.
8. Quinn, S. (2005) *Convergent Journalism: The Fundamentals of Multimedia Reporting*. London: Peter Lang.
9. Siapera, E. & Veglis, A. (2012). *The Handbook of Global Online Journalism*. Oxford: Willey-Blackwell.
10. Wilkinson, Jeffrey S et.al. (2012). *Principles of Convergent Journalism*. London: OUP.

DISSERTATION

MAS-PG-C-405

Full Marks-100

Credit: 4

Individual students will have to complete a dissertation on any of the subjects in the areas of Communication, Media, and Journalism. Students have to submit the dissertation as per the deadline set by the department. The students are required to choose the topic of their dissertation in consultation with their dissertation guide as allocated by the department. The choice of the students with respect to their dissertation topic has to be given in writing to the department. The Department will allocate guides to the students in a formal meeting of the faculty members.



DEPARTMENT OF MASS COMMUNICATION

M.Phil./PhD Coursework Syllabus

Code	Course	Credit	Marks
MAS-RS-C101	Communication Research & Applications	4	100
MAS-RS-C102	Recent Advances in Media & Communication Research	4	100
MAS-RS-C103	Review of Related Research and Proposal Writing	4	100



COMMUNICATION RESEARCH & APPLICATIONS

MAS-RS-C101

Full mark: 100

Credit-4

Course Objective:

The course seeks to introduce communication and media research to the prospective students of doctoral program in Mass Communication. It also aspires to familiarize the scholars with the recent analytical turn in the field of media and mass communication research.

Unit I: Introduction to Communication and Media Research

- 1.1 Methods of Acquiring Knowledge- Perception, Inductive and Deductive Logics; Positivism and Post-Positivism
- 1.2 Research-Meaning and Concept, Types of Research-Basic-Analytical-Applied-Descriptive- Exploratory-Historical; Quantitative and Qualitative Research Elements of Research- Reliability, Validity, Variable, Hypotheses, Scaling, Sampling
- 1.3 Evolution of Communication Research: Global Perspective; Communication Research in India
- 1.4 Research Design Types- Structure-Component; Longitudinal Research, Panel Study, Trend Study, Ethnography, Survey Research: Questionnaire Construction

Unit II: Core & Applied Areas of Research in Media and Communication

- 2.1 Research in Print Media- Content, Readership & Coverage; Media Framing & Priming
- 2.2 Audience Research-Radio-Television-New Media; Context of Content Consumption and Production
- 2.3 Research on Television Ratings, Advertising Research, Public Relations Research
- 2.4 New Media Research, New Media Education Research; Research in Folk and Alternative Media Practices

Unit III: Theoretical and Analytical Discourses

- 3.1 Semiotic Interpretation, Bricolage Research
- 3.2 Discourse Analysis-Critical Discourse-Feminist Discourse, Ideological Discourse
- 3.3 Textual Analysis and Inter-Textual Analysis, Trans-Textuality, Heteroglossia
- 3.4 Conversational Analysis

Unit IV: Media Research Applications & Data Processing

- 4.1 Early Experiment on Media Effects, Researching Media Effects in the Field
- 4.2 Audience Uses of Media, Studying Media Use Among Different Social Groups, Media Socialization and Group Identity



- 4.3 Effects Research: News and Politics, Researching the Nature of News, Media Agenda Setting, Ideological Effects of the Media; Media and Violence, Media and Sexual Behaviour, New Media and their Impact: Socio-Political Impact of the Internet
- 4.4 Factor Analysis, Path Analysis- Canonical Analysis, Statistical Applications- Univariate, Bi- Variate and Multivariate Analysis-Parametric and Non-Parametric Tests, SPSS and other Statistical Packages

Suggested Readings:

1. Fairclough, Norman (2001). Language and Power, New York: Longman
2. Have, Paul Ten. (2007). Doing Conversation Analysis, London: Sage
3. Jensen, Klaus Bruhn. (2002). A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies, London: Routledge
4. Krippendorf, Klaus. (2004). Content Analysis: An Introduction to its Methodology, London: Sage
5. Levin, Jack, Fox James Alan & Forde, David R. (2009). Elementary Statistics in Social Research, London: Allyn & Bacon Pearson
6. McQuarrie, Edward F. (2006). The Market Research Toolbox: A concise guide for beginners, London: Sage Publication
7. Moran, Dermot. (2002). Introduction to Phenomenology, London: Routledge
8. Nafziger, Ralph O, & White, David Manning (1958). Introduction to Mass Communication Research, Louisiana: Louisiana State University Press:
9. Wimmer, Roger D, & Dominick, Joseph R. (2011). Mass Media Research: An Introduction, US: Thomson Wordsworth:
10. Wodak, Ruth & Meyer Michael. (2009). Methods of Critical Discourse Analysis, London: Sage



RECENT ADVANCES IN MEDIA & COMMUNICATION RESEARCH

MAS-RS-C102

Full Marks: 100

Credit-4

Unit I: New Media Studies

- 1.1 Theoretical Approaches in New Media
- 1.2 New Media and Cultural Practice: Participatory Culture, Culture of Convergence, Emerging Narratives of Self and Identity; Representation of Self on Web and Social Media; Cyborgs, The Mediated Body
- 1.3 New Media and the Public Sphere, Technological Mediation, Embedded Networks, New Media Activism, New Media and Social Movements Virtual Nationalism
- 1.4 New Media- Impact on Knowledge Construction and Education; Open Source, Public Access Movement; New Media Monopoly

Unit II: Media Anthropology

- 2.1 Key Concepts in Media Anthropology: Ritual, Myth and Religion; Methods in Media Anthropology, Visual Anthropology
- 2.2 Ritual Approach in Media Studies: Studies of Media Events, Media-Myths, Mythification
- 2.3 Media and Religion: Strands in Media and Religion Studies; Television and Religion, Religion in Reality Shows; Online Platforms and Religion
- 2.4 Studying Myth in Media: Myth in News Making, Study of News as Cultural Narrative

Unit III: Approaches to Mass Communication and Journalism Theory

- 3.1 Cultural Approach, Behavioural Approach, Critical Approach, Media Centric Approach
- 3.2 Pestic Press, Political Press, Popular Press, Data Journalism, Community and Alternative Journalism
- 3.3 Challenges in Journalism – Debate on Objectivity; Gender Issues in Journalism – Issues of Women Journalists
- 3.4 Journalism and Society; Journalism and Democracy; Journalism and Politics; Journalism, Social Change & Development

Unit IV: Culture, Representation and the Impact of Globalization

- 4.1 Mass Culture and Popular Culture, High Culture and Low Culture, The Frankfurt School and the Culture Industry, BCCS, Politics of Representation-Structure & Agency
- 4.2 Gender Discourse in Media; Media and Representation-Class-Caste-Race, and Religion; Stereotypes
- 4.3 Understanding Globalization. The ‘Dominant’ Economic and Political Paradigm, Alternative Ways of Conceptualizing Globalization
- 4.4 Media and Globalization–Theoretical Approaches; Globalization and Culture–Cultural Imperialism; Disjunctures, Differences in the Global Order; New media and Polycentrism



Suggested Readings:

1. Appadurai, A. (1990). 'Disjuncture and Difference in the Global Cultural Economy'. *Theory, Culture, Society* 7(295)
2. Castells, M. (2009). *The Rise of the Network Society*, London: Willey-Blackwell
3. Coman, M. & Rothenbuhler, E. (Eds.) (2005). *Media Anthropology*. London/New Delhi: Thousand Oaks
4. Dayan, D., & Katz, E. (1985). Electronic ceremonies: Television performs a royal wedding. In M. Blonksy (Ed.), *On Signs* (pp. 16-32). Baltimore: John Hopkins University Press
5. Erjavec, k. & Zajc. (2011). A historical overview of approaches to journalism studies. *Medi. Istraj*, 17 (1-2), 9-29.
6. Fuchs, C. (2008). *Internet and the Society*, London: Routledge
7. Fuchs, C. (2017). *Social Media: A Critical Introduction*, London: Sage
8. Fuchs, C., and Mosco, V. (eds) (2016). *Marx and the Political Economy of Media*, Boston: Brill
9. Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*, London: Thousand Oaks
10. Rejinders, Stijin (2007). 'Media Rituals and Festive Culture: Imagining the nation in Dutch Television Entertainment' in *International Journal of Cultural Studies*. pp 225 -242. New Delhi: Sage

REVIEW OF RELATED RESEARCH AND PROPOSAL WRITING

MAS-RS-C103

Full Marks: 100

Credit- 4

This will be a no-lecture paper. For this paper, the students are required to write a full research proposal with synopsis of their research ideas, including a thorough review of literature on a topic of their choice, and present the same in a seminar at least 10 days before the End-Term examination.

**DEPARTMENT OF MUSIC****UG-BPA Hons. Syllabus**

Code	Course	Credit	Marks
Semester –I (Credit 12)			
MUS-UG-P101	Raga Studies-I	4	100
OR			
MUS-UG-P102	Tala Studies-I	4	100
MUS-UG-T103	Fundamental study of Hindustani Music	4	100
OR			
MUS-UG-T104	Fundamental Study of Tala	4	100
MUS-UG-P105	Western Music-I	4	100
Semester –II (Credit 12)			
MUS-UG-P201	Raga Studies-II	4	100
OR			
MUS-UG-P202	Tala Studies-II	4	100
MUS-UG-T203	Elementary Study of Hindustani Music	4	100
OR			
MUS-UG-T204	Elementary Study of Tala	4	100
MUS-UG-P203	Western Music II	4	100
Semester –III (Credit 12)			
MUS-UG-P301	Raga Studies-III	4	100
OR	OR		
MUS-UG-P302	Tala Studies-III	4	100
MUS-UG-T303	Analytical Study of Indian Classical Music	4	100
OR			
MUS-UG-T304	Analytical study of Tala and Shastra	4	100
MUS-UG-P305	Western Music III	4	100
Semester –IV (Credit 12)			
MUS-UG-P402	Intensive study of Raga-I	4	100
OR	OR		
MUS-UG-P402	Intensive study of Tala -I	4	100
MUS-UG-T405	Folk Music	4	100
HUR-UG-F107	Communicative English	4	100
Semester –V (Credit 12)			
MUS-UG-P502	Intensive study of Raga-II	4	100
OR	OR		
MUS-UG-P502	Intensive study of Tala -II	4	
MUS-UG-T505	Rabindra Sangeet	4	100
HUR-UG-F105	Environmental Studies	4	100
Semester –VI (Credit 12)			
MUS-UG-P602	Intensive study of Raga-III	4	100
OR	OR		
MUS-UG-P602	Intensive study of Tala- III	4	100
MUS-UG-T605	World music	4	100
HUR-UG-F106	Eastern Himalayan Studies	4	100



Course Details

A-Vocal Music/Instrumental Music

Semester I

MUS-UG-P101: Raga Studies-I

Unit I: Comprehensive Study of Raga

Raga - Yaman and Bhairav

Unit II: General Study of Raga

Raga- Bhupali and Durga

Unit III: Knowledge of Tala with Tali-Khali

Knowledge of Tala and Laya with oral rendering of Teental, and Ektal with Tali- Khali

Unit IV: Study of Tanpura

Knowledge of Structure, parts and basic manufacturing techniques of Tanpura and the instruments learnt

Suggested Reading

- 1) Bhatkhande V.N (2013) *Kramik Pushtak Malika (Vol I-IV)*, Sangeet Karyalaya, Hatras
- 2) Srivastava Harishchandra (2008) *Raga Parichay (Vol I-IV)*, Sangeet Sadan Prakashan, Allahabad
- 3) Jauhari Shruti (2011) *Elements of Hindustani Classical Music*, D.K. Printworld, New Delhi
- 4) Hirlekar Hema (2010) *Nuances of Hindustani Classical Music*, Unicorn Books, Mumbai
- 5) Roy Choudhuri Bimalakanta (2013) *The dictionary of Hindustani Classical Music*, Motilal Banarsi Dass, New Delhi



B-Percussion

MUS-UG-P102: Tala Studies-I

Unit I: Comprehensive Study of Tala

Simple knowledge of Teental and Ektal with its variation Practice of tuning the Tabla

Unit II: General Study of Tala

Simple Theka in Dadra and KaharwaTala

Unit III: Basic components of Tabla

Laya, Tala, Matra, Vibhag, Tali, Khali, Sam

Unit IV: Analysis of Bols

Study of Various Kayada and Tukada

Suggested Readings

- 1) Chisti S.R(2016) *Compositions of Great Table Maestros*, Kanishka Publishers, New Delhi
- 2) Naimapalli Sadananda (2011) *Theory and Practice of Tabla:The Secular Nationalist Reformer*, Popular Prakashan, New Delhi
- 3) Naimapalli Sadananda (2009) *Tabla For Advanced Students*, Popular Prakashan, New Delhi
- 4) Fox Dan (2006) *Alfred's Teach Yourself to Read Music for Guitar*, Alfred Music, USA
- 5) Ferrante Damon (2012) *Ultimate Guitar Chords, Scales and Arpeggios Hand book: 240 Lessons*, Steepelchase Arts, USA.



Fundamental study of Hindustani Music

MUS-UG-T103

Unit I: Sound and sound Physics

Difference between Musical and non musical Sound, Vibration, Intensity, Pitch, Timbre

Unit II: Fundamental component of Raga

Jati, Vadi, Samvadi, Aanuvadi, Vivadi, Varjitswar, Gayan Samey and Prahar, Aaroh, Avaroh, Chalan, Pakad, Grah, Nyas, Aansa, Tirobhav, Aavirbhab, Sthai and Antara

Unit III: Concept of Raga and Tala

Raga- Ragini concepts in Hindustani Music

Tala Concept in Hindustani Music

Unit IV: History of Indian Music

Origin and Development of Indian Music during Vedic and Ancient India

Suggested Reading

- 1) Fox Dan (2006) *Alfred's Teach Yourself to Read Music for Guitar*, Alfred Music, USA
- 2) Ferrante Damon (2012) *Ultimate Guitar Chords, Scales and Arpeggios Hand book: 240 Lessons*, Steepelchase Arts, USA
- 3) Singh Jaydev Thakur (Ed.SharmaPremalata) 1995, *Indian Music*, Sandeep Prakashan, Kolkata
- 4) Deva B.C (1974) *Indian Music*, Indian Council for Cultural Relations, New Delhi
- 5) Regiland and Massey Jamila (1996), *The Music of India*, Abhinav Publications, Delhi



Fundamental Study of Tala

MUS-UG-T104

Unit I: Sound and Sound Physics

Difference between Musical and Non-Musical Sound, Vibration, Intensity, Pitch, Timbre

Unit II: Fundamental concepts of Raga

Jati, Vadi, Samvadi, Aanuvadi, Vivadi, Varjitswar, Gayan Samey and Prahar, Aaroh, Avaroh, Chalan, Pakad, Grah, Nyas, Aansa, Tirobhav, Aavirbhab, Sthai and Antara

Unit III: History of Indian Music

Origin and Development of Indian Music during Vedic and Ancient

Unit IV: Life history and contribution in the field of Tabla

Ram Shaye, Habibuddin Khan, Mahapurush Mishra and Kanthe Maharaj

Suggested Reading

- 1) Jauhari Shruti (2011) *Elements of Hindustani Classical Music*, D.K. Printworld, New Delhi
- 2) Roy Choudhuri Bimalakanta (2013) *The dictionary of Hindustani Classical Music*, Motilal Banarsi Dass, New Delhi
- 3) Courtney, David R. (2013) *Fundamentals of Tabla*, Sursangeet Services, Texas, USA.
- 4) Saxena Sudhir Kumar (2006) *the Art of Tabla*, D.K. Print World, New Delhi.
- 5) Mishra Vijay Shanker (2015) *Art & Science of Playing Tabla*, Ministry of Informations and Broadcasting, Gov of India, New Delhi.



Western Music-I

MUS-UG-P105

Unit I: Rhythmic studies

Rhythmic studies (Whole, Half, Quarter and Eighth Notes). Continuation of Rhythmic Studies (introduce tied notes), Simple Syncopation.

Unit II: Sight-reading –Performance Exercises

Simple sight-reading - Exercises with Whole, Half, Quarter, Eighth Notes and Rests and Sixteenth Notes Scales: C, D, A Major scales and Minor (Natural and Harmonic (A, E, D – One Octave

3 pieces – Initial Level

Unit III: Staff Notation and keys

Staff Notation – Treble Clef/Note Identification, Keys and Key Signatures [C, F, G], Time Signatures [4/4, 3/4, 2/4], Rhythms (Whole notes, Half notes, Quarter notes, Eighth notes).

Unit IV: Intervals and Harmonic Theory

Consonant and dissonant intervals, Accidentals, Basic Harmonic Theory, Diatonic triads.

Suggested Reading

1. Bohlman Philip V (2002), *World Music : A Very Short Introduction*, Oxford University Press, UK
2. Miller Ron (2000) *Modal Jazz Compositions and Harmony Vol-2*, Advanced Music, USA
3. Moore Allan F (2012) *Song Means: Analysing and Interpreting Recorded Popular Songs*, Routledge, UK
4. Linden Bob Van Der (2013) *Music and Empire in Britain and India, Identify*,
5. Arnold Alison (1999) *The Garland Encyclopedia of World Music: South Asia;The Indian Sub Continent*, Routledge, UK



Semester II

Raga Studies-II

MUS-UG-P201

Unit I: Comprehensive Study of Raga

Raga –Khamaj and Kafi,

Unit II: General Study of Raga

Raga-Asawariand Bilawal/ AlahiyaBilawal

Unit III: Knowledge of Tala with Tali-Khali

Knowledge ofTala and Laya with oral rendering of Jhaptal, andRupak with Tali- Khali

Unit IV: Study of Bhatkhande Notation System

Technique, Identity and key signature of Bhatkhande Notation System Writing Notation of Raga and Tala

Suggested Reading

- 1) Mehra R.C (2011) *Indian Classical Music and Gharana Tradition*, Read Worthy, New Delhi
- 2) Raja. S. Deepak (2012) *Hindustani Music Today*, D.K Print World, New Delhi
- 3) Bandopadhyaya S (2011) *Wisdom of Raga* (Elucidation of the Indian Arts), B.R, New Delhi.
- 4) Evans John (2009) *The School Music Teacher- A guide to teaching singing in school by Tonic Sol-Fa and Staff Notation*, Forgotten Books, London
- 5) Wyatt Keith and Schroeder Carl (1998) *Harmony and theory, A Comprehensive Source for All Musicians*, Musicians Institute Press, CA



Tala Studies-II

MUS-UG-P202

Unit I: Analysis of Bols

Knowledge of Uthan and Peskar in Teental and Jhaptal

Unit II: Technique of Tabla Maintenance Manufacturing and repairing of percussion Instruments

Unit III: Oral Demonstration

Oral Rendering of Tala and Bolsclapping demonstration

Unit IV: Performance technique

Basic performance of Uthan, Peskar, Parantihai and Moharain Ektal

Suggested Reading

- 1) Blom Eric (2007) *Dictionary of Music*, Bharatiya Kala Prakashan, Delhi.
- 2) Deshpande, Vamanrao, H (1987) *Indian Music Tradition*, Popular Prakashan, Bombay.
- 3) PremLatha, V. (1985) *Music through ages*, Sundeep Prakashan, Delhi.
- 4) Popley, H. A. (1950) *The Music of India*, Y.M.C.A., Publishing House, Calcutta.
- 5) Prajnananda, Swami (1965) *Historical Study of Indian Music*, Anandadhara Prakashan, Calcutta.



Elementary Study of Hindustani Music

MUS-UG-T203

Unit I: Indian concept of Swar and Shruti

Detail Study of Naad and Shruti with position of Shruti both in Ancient and Modern concept

Unit II: History of Indian Music

History of Indian Music during Medieval Period

Unit III: Gharana and musical trend

Comparative study of Carnatic and Hindustani Music Gharana Tradition in Hindustani Music

Unit IV: Biography of Music Maestros

Swami Haridas, Tansen, BadeGulam Ali Khan, Inayat Khan (Sitar), Pannalal Ghosh and Bhimsen Joshi

Suggested Reading

- 1) Carter Nicolas (2016) *Music Theory: From Beginner to Expert- The Ultimate Step By Step Guide in Understanding and Learning Music Theory Effortlessly*, Musicians Institute Press, CA
- 2) Mahajan Anupam (1994) *Raga in the Indian Classical Music*, Gyan Publishing House, New Delhi
- 3) Bagchee Sandeep (1998) *Nad-Understanding Raga Music*, eeshwar, Mumbai
- 4) Jha Ramashraya (2014), *Abhinava Geetanjali*, Sangeet Kryalaya, Hatras
- 5) Roy Ashok (2004) *Music Makers: Living :Legends of Indian Classical Music*, Rupa, New Delhi



Elementary Study of Tala

MUS-UG-T204

Unit I: Fundamental components of Tala

Knowledge of Laya, Tala, Matra, Vibhag, Tali, Khali, Sama

Unit II: Comparative components of Tala Comparative study of Laya and Tala Comparative Study of Chand and Tala

Unit III: Study of Naad and Swar

Naad, Shurti, Swar, Saptak, Thaata and Mela

Unit IV: History of Indian Music and Gharana Tradition

History of Indian Music during Medieval Period

Gharana- Origin, Characteristics, Merit and Demerits of Gharana tradition / Vocal, Dhrupad, Sitar and Tabla

Suggested Readings

- 1) Mishra Vijay Shankar (2014) *Tabla Rare Compositions of Great Masters*, Neha Publishers and Distributors, New Delhi
- 2) Saxena Sudhir Kumar (2006) *The Art of Tabla Rhythm*, D.K. Print World, New Delhi
- 3) Evans John (2009) *The School Music Teacher- A guide to teaching singing in school by Tonic Sol-Fa and Staff Notation*, Forgotten Books, London
- 4) Wyatt Keith and Schroeder Carl (1998) *Harmony and theory, A Comprehensive Source for All Musicians*, Musicians Institute Press, CA
- 5) Carter Nicolas (2016) *Music Theory: From Beginner to Expert- The Ultimate Step By Step Guide in Understanding and Learning Music Theory Effortlessly*, Musicians Institute Press, CA



Western Music II

MUS-UG-P203

Unit I: Solfege and Keys

Major and Minor keys up to 4 sharps and flats. Further work with accidentals Solfege in all keys and all accidentals

Unit II: Rhythmic Studies

– Sixteenth Notes, 32nd notes. Time Signatures 5/4,7/4,5/8,7/8 Introduce more complex Rhythmic Studies, Odd Meters, Poly-Rhythms and Triplets

Unit III: Chord construction and Sight Reading

Sight reading Major Scales- C, D- two Octave, A, E- One Octave and Minor Scales- A, D, E one and Two Octave

Broken Chords: C major, G major, D Major One Octave

3 Pieces of Initial Level

Diatonic chord construction (triads) and secondary dominants, Chord Construction (Seventh Chords)

Unit IV: Melody and Harmony

Melody – Melody-Harmony relationships, Upper/Lower neighbour tones, passing tones, appoggiaturas.

Suggested Reading

1. Grout, Donald J. *A History of Western Music*, W.W. Norton and Company, New York
2. Adler, Guido (1981) *The Scope, Method, and Aim of Musicology*, trans by Erica Muggle stone. Yearbook for Traditional Music.
3. Bohlman Philip V (2002), *World Music : A Very Short Introduction*, Oxford University Press, UK
4. Linden Bob Van Der (2013) *Music and Empire in Britain and India, Identity*,
5. Arnold Alison (1999) *The Garland Encyclopedia of World Music:South Asia;The Indian Sub Continent*, Routledge, UK



Semester III

Raga Studies-III

MUS-UG-P301

Unit I: Comprehensive Study of Raga

Knowledge of Bandish/Drut Gat, Aalap and Taan in Raga Kedar and Bihag

Unit II: General Study of Raga

Knowledge of Bandish/Drut Gat, Aalap and Taan in Malkouns and Vrindavani Sarang

Unit III: Oral Rendering and Knowledge of Tali- Khali

Knowledge of Kaharwa, Tevra and Chautal with Dugun and Chaugun Layakar

Unit IV: Performance technique of Raga

Knowledge of Simple Tihai and Badhat in prescribed Raga- Kedar, Bihag, Malkouns and Vrindavani Sarang

Suggested Readings

- 1) Orsini Francesca and Schofield Butler (Ed.) (2015) *Telling and Texts: Music, Literature and Performance in North Indian*, Open Book Publishers, UK
- 2) Datta Ashok Kumar, Solanki Sandeep Singh, Sengupta Ranjan, Chakrabarty Soubhik, Mahto Kartik, Patranabis Anirban (2017), *Signal Analysis of Hindustani Classical Music*, Springer, Germany
- 3) Linden Bob Van Der (2013) *Music and Empire in Britain and India, Identity, Internationalism and Cross-Cultural Communication*, Palgrave Macmillan, UK
- 4) Jairazbhoy Nazir Ali, (1971) *The Rags of North Indian Music: Their Structure and Evolution*, Popular Prakashan, Mumbai
- 5) Manuel Peter (1990) *Thumri in Historical and Stylistic Perspectives*, Motilal Banarasi Das Publishers, New De



Tala Studies-III

MUS-UG-P302

Unit I: Comprehensive study of Gat

Basic knowledge of Madhyalaya Gat in Jhoomratal, Jhaptal and Teental

Unit II: Performance technique

Detail study of Kayada and Tihai in Jhaptal

Unit III: comparative Study of Tala

Comparative study of SamaMatra and BisamaMatraTalas

Unit IV: Knowledge of Layakari

Layakari in Tha, Dugun, Tigun, Chaugan in Trital, Jhaptal, and Jhoomratal

Suggested Readings

- 1) Mrdangacharya, B.D (1976) *Mrdang-Tabla-Prabhakar* (Vol.I) ,Sangeetkaryalaya, India.
- 2) Jha Narayan (1983) *Tal Prabhand*, PrabhulalGrag, India.
- 3) Yadav B.L (2016) *Tabla Prakash*,Sangeet Sadan Prakashan, Allahbad
- 4) Agrwal Krishna Kumar (2010) *How to Play Tabla*, Manoj Publications, Delhi.
- 5) Mishra Vijay Shanker (2014)*Tabla*, Kanishka Publishers, New Delhi



Analytical Study of Indian Classical Music

MUS-UG-T303

Unit I: Study of Sangeet Shastra

Texts of Bharata, Matanga, Sarangdeva, Abhinavagupta, Dattilam, Nanyadeva

Unit II: History of Indian Music

History of Indian Music during Modern Period

Unit III: Time Theory and Semi classical Form

Time theory of Raga, Study of Thumri and Tappa Tradition in Hindustani Music

Unit IV: Biography of music Maestros

Biographies of-Omkarnath Thakur, Vilayat Khan, Amir Khan, Hariprasad Chaurasia, Ravi Shankar

Suggested Reading

- 1) JairazbhoyNazir Ali, (1971) *The Rags of North Indian Music: Their Structure and Evolution*, Popular Prakashan, Mumbai
- 2) Gautam M.R.(2008) *Evolution of Raga and Tala in Indian Music*, MunshiramManoharlal Publishers Ltd.,New Delhi.
- 3) Kulshrestha.K (2010) *History and Evolution of Indian Music*, Sri Natarajan Prakashan, New Delhi.
- 4) Ranade Ashok Da. (2014) *Keywords and Concepts Hindustani Classical Music*, Promilla& CO. Publishers, New Delhi.
- 5) Sambamoorthy P. (2013) *South Indian Music*,(Vol I – VI) , Indian Music Publishing House, Chennai



Analytical study of Tala and Shastra

MUS-UG-T304

Unit I: Study of Sangeet Shastra

Texts of Bharata, Matanga, Sarangdeva, Abhinavagupta, Dattilam, Nanyadeva

Unit II: Analysis of various types of Bols

Definition of the following terms Kayada, Gat, Navhakka, Tripalli, Chaupalli, Bant, and Paran

Unit III: Characteristics of Tabla and History of Indian Music

Origin, Evolution and History of Tabla History of Indian Music during Modern Period

Unit IV: Life history and contribution in the field of Tabla

Samata Prasad Mishra, Alla Rakha, Wajid Hussain and Kishan Maharaj

Suggested Reading

- 1) Kippen James, (2005) *The Tabla Lucknow: A Cultural Analysis of a Musical Tradition*, Manoharlal Publishers and distributors, New Delhi
- 2) Bhandari Achyutram (2014) *A Glance Play on Tabla: For beginners to Advanced Playes*, ARB Publications
- 3) Mishra Vijay Shankar (2014) *Tabla Rare Compositions of Great Masters*, Neha Publishers and Distributers, New Delhi
- 4) Deshpande, Vamanrao, H (1987) *Indian Music Tradition*, Popular Prakashan, Bombay.
- 5) Mishra Chhotelal (2006) *Tabla Grantha*, Kanishka Publishers, New Delhi



Western Music III

MUS-UG-P305

Unit I: Review of Stepwise Motion and tones

Review of Stepwise motion vs. Leaps, Upper and Lower neighbour tones, Passing tones,, Diatonic/Chromatic approach notes, Appoggiatura, Cambiata, Consonant and Dissonant Intervals.

Unit II: Counter Point

Cantus Firmus, 1st and 2nd Species Counterpoint

Unit III: Figure Bass and Chorales

Introduction to Figured Bass, Further analysis of Chorales, applying figured bass

Unit IV: Relevant Pieces and Sight Reading

Sight reading major scales- D, E, A, F- One Octave and C, D, E- Two Octave

Sight Reading minor scales- B, C D, F, G, A# - Natural, Harmonic and Melodic- One, Two, Three Octaves Arpeggios- C, D, E, F-Major and A, B, F, E- Minor, - One and Two Octave

3 pieces and one Elude – Intermediate Level

Suggested Readings

- 1) Moore Allan F (2012) *Song Means: Analysing and Interpreting Recorded Popular Songs*, Routledge, UK
- 2) Miller Ron (2000) *Modal Jazz Compositions and Harmony Vol-2*, Advanced Music, USA
- 3) Bohlman Philip V (2002), *World Music : A Very Short Introduction*, Oxford University Press, UK
- 4) Courtney, Davia R .(2013) *Fundamentals of Tabla*, SursangeetServices,Texas, USA.
- 5) Linden Bob Van Der (2013) *Music and Empire in Britain and India, Identiy*



Semester IV

Intensive study of Raga-I

MUS-UG-P402

Unit I: Comprehensive study of Raga Bhairav, Bhimpalasiand Yaman- VilambitKhyal

Unit II: General Study of Raga

Jaunpuri, Marwa and Miyan Ki Todi- Madhyalaya Khyal

Unit III: Knowledge of Light Music & Oral Rendering of Tali-Khali in VaraiiousLayakari

Two composition of Bhajan

Ability to demonstrate (Orally with Tali-Khali) in Teen Tala, EktalandJhaptal in Dugun and ChaugunLayakari

Unit IV: Stage performance and Viva- Voce

Viva- Voce and oral rendering of all the aspect of Raga and Tala

Stage performance of choice Ragabada Khyal and Chota Khyal and one Bhajan in detail

Suggested Readings

- 1) Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga* Sri satguru Publications, New Delhi
- 2) Sharma Amal Das (1993) *Musicians of Past and Present*, Pilgrims Publishing , Varanasi
- 3) Sorrell Neil and Narayan Ram (1980) *Indian Music in performance*, Manchester University Press, Manchester
- 4) Srivastava Indurama (2008) *Practical Guide to North Indian Classical Vocal Music*, MunsiramManoharlal, New Delhi
- 5) Sharma Manohar (2003) *Folk India(11 Vols)*, Sandeep Prakashan, New Delhi



Intensive study of Tala -I

MUS-UG-P402

Unit I: Comprehensive study of distinct Bols of Tabla Recital

Study in Detail about Kayada, Prastar, Mukhada, Tukadas and RelaNasrukh and Trital Knowledge of Damdar and BedamTihai in Jhoomra, Chautal and Trital

Unit II: Advance Study of Uthan, paran and Rela

Analytical study of Uthan and Paran of various Baaj

Simple knowledge of Rela with variation in above mentioned Talas

Unit III: Variation of Theka, Mukhada and Tihai

Five Mukhada's Five Parans with Tihai in Ektal, Adachartal and Trital Variations of the Thekas of Dadra & Kaharwa

Unit IV: Stage performance and Viva- Voce

Viva-voce along with oral rendering of prescribed syllabus with Tali-Khali in various Layakari Solo Performance with Uthan, Peskar, Kayada, Prastar and Tihai for 30 Minutes

Suggested Readings

- 1) Sharma Manohar (2003) *Folk India(11 Vols)*, Sandeep Prakashan, New Delhi
- 2) Slobin Mark (2011) *Folk Music: A Very Short Introduction*, Oxford University Press, New York
- 3) Barthakur Dillip Ranjan (2003) *The Music and Musical Instruments of North Eastern India*, Mittal Publications, New Delhi
- 4) Gottlieb,R.S (1977) *The Major Tradition of North India TablaDrumming*,Musikverlag Emil Katzabichler, Germany.
- 5) Kartoki Margaret J.(1990) *On Concept and Classifications of Musical Instruments*, The University of Chicago Press, Chicago and London.



Folk Music

MUS-UG-T405

Unit I: Introduction and features of Folk Music

Introduction to the Folk Music, definition and Features

Unit II: Music of North-East Indian and Short Biography

Folk Music of Assam, Meghalaya, Manipur Folk Music of Mizoram, Tripura

Folk Music of Arunachal and Nagaland

Short Biography of Bupen Haziarika, Lalan Faqir, Sonam Tshering Lepcha, Abbas Uddin Ahamed, Purandas Baul, Pratima Barua and Ramkailash Yadav

Unit III: Folk Music of Sikkim

Folk Music of Lepcha, Bhutia, Tamang, Rai, Limbu, Newar, Gurung, and Brahman- Kshitrya

Knowledge of Folk Songs -Chyabrun, Zo-malok, Denzong-Ne-Ha, Malashree, Asare Geet, Ghase Geet, Sangani, Sorathi, Balan

Unit IV: Folk music and social Life:

Ethnography of Sikkim and North Bengal, Ritual and Religious Value of Folk Music, Folk Music and social Changes

Suggested Reading

- 1) Subba J.R (2008) *History, Culture and Customs of Sikkim*, Gyan Publishing House, New Delhi
- 2) Sharma Prabal (2008), *Music Culture of North East India*, Raj Publications, New Delhi
- 3) Thomas Watre (2007) *Music and Musical Instruments of the Garo Tribe of North East India*, Akansha Publishing House
- 4) Barthakur Dillip Ranjan (2003) *The Music and Musical Instruments of North Eastern India*, Mittal Publications, New Delhi
- 5) Slobin Mark (2011) *Folk Music: A Very Short Introduction*, Oxford University Press, New York



Communicative English

HUR-UG-F107

Unit I: Tense and Concord

Basic Transformations: Positive and Negative Sentences

Simple, Complex and Compound Sentences

Change of Voice

Unit II: Change of Narration

Question Tag and Short Responses

Preposition and Determiners

Some Common Errors in English

Unit III: Reading Comprehension and Writing Skill

Reading Comprehension (Practise of Unseen Passages)

Essay on Literal, Cultural and Legal Topics

Formal and Informal Correspondence

Unit IV: Precis Writing

Report Writing: Status and Policy Reports

Writing Proposals

Suggested Reading:

0. Bilton, David and Noel Goodey (2005) *English Grammar in Steps*. Orient Blackswan; New Delhi.
1. Eastwood, John. (1999) *Oxford Practice Grammar*. Oxford University Press; New Delhi.
2. Hewings, Martin. (2007) *Advanced Grammar in Use*. Cambridge University Press; New Delhi.
3. Murphy, Raymond. (2000) *Essential Grammar in Use*: Cambridge University Press; New Delhi.
4. Quirk, Randolph and Greenbaum, (1985) *A University Grammar of English*, Essex; ELBS, Longman
5. Swam, Michael and Walter, Catherine. (2006) *The Good English Grammar Book*. Oxford University Press; New Delhi
6. Swam, Michael. (1997) *Basic English Usage*. Oxford University Press; Kolkata



Semester V

Intensive study of Raga-II

MUS-UG-P502

Unit I: Comprehensive Study of Raga

Puriya, Miya kiTodi and Bihag- VilambitKhyal

Unit II: General Study of Raga

Hamsadhwani, Shankaraand Bageshree- MadhyalayaKhyal

Unit III: Semi-classical Forms and Oral Rendering of Various Layakari with Tali-khali

Ability to demonstrate (Orally with Tali Khali) in Aada, Jhoomra, Panchamswari in Dugun, Tigun and Chaugun Layakari

Simple Knowledge of Semi Classical form in Raga Bhairavi and Khamaj

Unit IV: Stage performance and Viva- Voce

Viva- Voce and oral rendering of all the aspect of Raga and Tala

Stage performance of choice Ragabada Khyal and Chota Khyal, Semi Classical form and Bhajan in detail

Suggested Readings

- 1) Clayton Martin (2000) *Time In Indian Music*, Oxford University Press, New York
- 2) Wade Bonnie C (1984) *Khyal: Creativity within North Indian's Classical Musical Traditional*, Cambridge University Press, New York
- 3) Menon Jisha (2013) *The Performance of Nationalism*, Cambridge University Press, UK
- 4) Bharati Sangeet (2010), *The Oxford Encyclopedia of Indian Music*, OUP , India
- 5) Saxena S.K. (2012) *The Winged Form*, Sangeet Natak Akademi, New Delhi.
- 6) Lele, V (1983) *Sathsangat*, V. Joshi and Co, Puna.



Intensive study of Tala -II

MUS-UG-P502

Unit I: Advance knowledge of Tabla Recital

Advance study of DhamarTala and RudraTala-Thekas, Paran, Tukdas, in various layakari

Unit II: Comprehensive Study of Various Bols and Layakari Four Parans, Tukras (Chakkardar) Tihais in Dhamar&Sooltal Advance knowledge of Making Layakari in Kuaad and Viaadlaya

Unit III: Playing Technique and Advance knowledge of various Bols Advance knowledge of Uthan, Peskar and Rela in above prescribed Talas Analysis of playing technique of AjranaGharana

Unit IV: Stage performance and Viva- Voce

Viva-Voce with oral presentation of above syllabus in various layakari

Solo Performance of Uthan, Peskar, Kayada, Prastar in any tala for 30 Minutes

Suggested Readings

- 1) Clayton Martin (2000) *Time In Indian Music*, Oxford University Press, New York
- 2) Wade Bonnie C (1984) *Khyal: Creativity within North Indian's Classical Musical Traditional*, Cambridge University Press, New York
- 3) Menon Jisha (2013) *The Performance of Nationalism*, Cambridge University Press, UK
- 4) Courtney, Davia R.(2013) *Fandamentals of Tabla*, Sursangeet Services, Texas, USA
- 5) Roy Bimal (2004) *Sangiti Sabda Kosa*, Sharada Publishing House, Delhi.
- 6) Dutta Alope (1984) *Tabla, Lesson and Practice*, Janhabi Printers & Publishers, Calcutta



Rabindra Sangeet

MUS-UG-T505

Unit I: Introduction to the Rabindra Sangeet

Unit II: Parjayas and upaparjayas of Rabindra Sangeet

Unit III: Nationalism in Rabindra Sangeet

Unit IV: Some eminent musicians of Rabindra Sangeet

Suggested Reading

- 1) Ghosh Shantidev, *Rabindra Sangeet Vichitra* (2006) Concert Publishing Company, Kolkata
- 2) Chaterjee Debashish (2014) *Rabindranath Tagore in 21st Century*, Spingers, Germany
- 3) Ghosh Shantidev, *Rabindra Sangeet Vichitra*(2006) Concert Publishing Company, Kolkata
- 4) *Internationalism and Cross- Cultural Communication*, Palgrave Macmillan, UK
- 5) *Bhattacharya, Susmita.,(2014) Timeless Rabindra Sangeet*, Sarat Book House, Kolkata



Environmental Studies Unit I: Environment and Ecosystem

ENV-UG-F10

Introduction, Importance and Scope of Environmental Studies

Components of Environment; Atmosphere, Hydrosphere, Lithosphere and Biosphere

Ecosystems: Concept, Structure and Function of an Ecosystem; Energy Flow, Food Chains, Food Webs, Ecological Pyramids, Ecological Niche and Keystone Species.

Unit II: Resources and Conservation

Introduction and Classification of Resources

Problems Associated with Resources and Conservation; Forest resources, Water Resources, Energy Resources, Land Resources

Biodiversity: Introduction, Issues and Conservation

Unit III: Environmental Pollution and Issues

Introduction to Environmental Pollution

Causes, Effects and Control Measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Nuclear Pollution

Environmental Issues; Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion etc. Firecracker and Associated Issues

Unit IV: Human and Environment

Human-Environment Relationship, Sustainable Development: Concept and Issues Role of Information Technology in Environmental Management

Solid Waste Management Environmental Refugees

Environmental Ethics: Issues and possible solutions



Semester VI

Intensive study of Raga-III

MUS-UG-P602

Unit I: Comprehensive Study of Raga

Bageshree, Miya-Malhar and Malkouns-VilambitKhyal

Unit II: General Study of Raga

Poorvi, Darbari Kanara and Rageshree- MadhyalayaKhyal

Unit III: Semi-classical Forms and Oral Rendering of Various Layakari with Tali-khali

Ability to demonstrate (Orally with Tali-Khali) in Aada Chowtal, Deepchandi in Dugun, Tigun, Chaugan and AadLayakari

Knowledge Thumri and Dadra in RagaKhamaj, Mishra Bhairavi, Desh and Mishra Kafi

Unit IV: Stage Performance and Viva-Voce

Stage performance of choice RagaBadaKhyal and ChotaKhyal/Drut and Vilambit

Suggested Readings

- 1) Manuel Peter (1990) *Thumri in Historical and Stylistic Perspectives*, Motilal Banarasidass Publishers, New Delhi
- 2) Mehra R.C (2011) *Indian Classical Music and Gharana Tradition*, Read Worthy, New Delhi
- 3) Bagchee Sandeep (1998) *Nad-Understanding Raga Music*, eeshwar, Mumbai
- 4) AtrePrava (2016) *Swarangee: Compositions in North Indian Semi- Classical and light Music, Thumri, Daadra, Ghazal, Bhakti Geet and Marathi Ghazal*, B.R. Rhythm, New Delhi
- 5) Kippen, James (1988) *The Tabla of Lucknow*, Cambridge, Great Britain:Cambridge University Press



Intensive study of Tala- III

MUS-UG-P602

Unit I: Advance knowledge of Tabla Recital

Advance study of Peshkar, Kayada, Gat, Tukda, Mukhada, Rela and Palta in Panchamsawari, RudraTala and Trital

Unit II: Comprehensive Study of Various Bols

Four Tukdas and two Parans(Simple &Chakkardar) with advanced of Tihai in Chutal and Dhamar Tala

Unit III: Analysis of Baaj of Different Gharana Critical Studies of Various Gat of Farukhhabad Gharana Critical Studies of Various Paran of Banaras Gharana

Unit IV: Stage Performance and Viva-Voce

Viva- Voce along with oral rendering of advance components of Tabla and Pakhawaj Solo performance followed by all the advance component of Tabla for 30 Minutes

Suggested Readings

- 1) Leak, Jerry (1993) *Indian Influence (Tabla Perspective)*, series A.I.M. Percussion Text (Second Edition).Boston: Rhombus Publishing.
- 2) Shepherd, F.A.(1976) *Tabla and the Benares Gharana*, Ann Arbor: University Microfilms International.(Ph.D. Dissertation)
- 3) Stewart, R. M. (1974) *TheTabla in Perspective*. Ann Arbor: University Microfilms International. (Ph.D. Dissertation)
- 4) Banerjee Sudhir Chandra (2012) *Tabla&the Word of Indian Rhythms*, Shubhi Publication, Gurgaon, Hariyana.
- 5) Mistry Aban E (1999) *Pakhawaj & Tabla History, Schools and Traditions*, Pt.KekiS.Jijina Swar Sadhana Samiti, Mumbai.
- 6) Malik Anil, Ratan Seema (2014) *Dictionary of Music*, Khurana Publishing House, Delhi.
- 7) Durga S.A.K. (1996) *Ethnomusicology*, Center for Ethnomusicology, Madras.



World Music
MUS-UG-T605

Unit I: Musical Genre of America and Europe

North America, Central and South America (Cuba and Brazil) Western Europe-Spain, Eastern Europe-Bulgaria

Unit II: Musical Genre of Asia

Music of East Asia China, Japan and Korea Middle East- South Asia, Turkey, Iran, Egypt

Unit III: Globalization and musical perspective

Study of Indian Music in Western Diaspora

Study of Western Music in India Diaspora

Unit IV: Film and Musical Scenario

Analytical study of Indian Classical Music in Film Music Film Industry and Music

Suggested Readings

- 1) Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga* Sri satguru Publications, New Delhi
- 2) Sharma Amal Das (1993) *Musicians of Past and Present*, Pilgrims Publishing , Varanasi
- 3) Linden Bob Van Der (2013) *Music and Empire in Britain and India, Identity*,
- 4) Bohlman Philip V (2002), *World Music : A Very Short Introduction*, Oxford University Press, UK
- 5) Miller Ron (2000) *Modal Jazz Compositions and Harmony Vol-2*, Advanced Music, USA
- 6) Moore Allan F (2012) *Song Means: Analysing and Interpreting Recorded Popular Songs*, Routledge, UK
- 7) Arnold Alison (1999) *The Garland Encyclopedia of World Music:South Asia;The Indian Sub Continent*, Routledge, UK



Eastern Himalayan Studies

HUR-UG-106

Unit I: Geography and Environment of the Eastern Himalayas [Sikkim, Darjeeling, Bhutan, Arunachal Pradesh]

Delineation of the Eastern Himalaya as a region

Physiography; Climate; Drainage; Biodiversity and overview of Natural Resources

Unit II: Historical background

Brief History of Sikkim and Darjeeling

Spatial relations (Trade and Religious linkages) of Sikkim with its Neighbours- Tibet, Bhutan and Nepal.

Unit III: Society, Economy and Polity

Society and Culture in Sikkim;

Economy and Livelihood in Sikkim with emphasis on Agriculture, Industry and Tourism; Social and Political dimensions of Sikkim and Darjeeling Himalaya

Unit IV: Critical Environmental Issues

Development Bottlenecks: Potentials, Prospects and Implications with special reference to Hydro- resources, Communication and Industrial Development.

Climate Change, Natural Hazards and Disaster Management, Degradation of Bio-Resources

Essential Readings:

1. Bose, S.C (1968). *Land and people of the Himalaya*. Indian Publications, Calcutta.
2. Karan, P.P and Jenkins, W.M (1963). *The Himalayan Kingdoms*. Princeton
3. Risley, H.H., *The Gazetteer of Sikkim*(1989), B.R. Publishing Corporation
4. Rustumji, N (1971). *Enchanted Frontiers: Sikkim, Bhutan and India's North-Eastern Borderland*. Bombay: Oxford University Press.
5. Sarkar, RL and Mahendra P Lama (ed.1986). *The Eastern Himalayas: Environment and Economy*, Atma Ram, New Delhi.
6. Waddell, L.A (1979). *Among the Himalayas*. New Delhi: Mittal Publication

Suggested Readings and Documentaries

1. *Bulletin of Tibetology*, Namgyal Institute of Tibetology
2. Denjongpa, Anna Balikci and McKay, Alex (2011), *Buddhist Himalaya: studies in Religion, History and Culture, Volume II: The Sikkim Papers*
4. *Grazing on the Border: the Yak Herders of North Sikkim*, (2017) ,Namgyal Institute of Tibetology
5. Mullard, S.(2009) *Opening of the Hidden, Land: State Formation and Construction of Sikkimese History*, University of Oxford
6. *Pang Lhabsol: Sikkim's national Ritual of the Land and its Guardian Deities*, (2015), Namgyal Institute of Tibetology
7. Satyajit(1971), *Sikkim*
8. *Tingvong: A Lepcha Village*, (2005), Namgyal Institute of Tibetology



DEPARTMENT OF MUSIC

MPA Syllabus

Paper Code	Course	Category	Credit	Marks
Semester I			12	300
MUS-PG-T101	Aesthetics	Theory	4	100
MUS-PG-P102	Analytical Study of Raga-I	Practical	4	100
MUS-PG-P103	Analytical Study of Tala-I	Practical	4	100
MUS-PG-P104	Raga Studies I	Practical	4	100
MUS-PG-P105	Tala Studies I	Practical	4	100
Semester II			16	400
MUS-PG-T201	Folk Music	Theory	4	100
MUS-PG-P202	Analytical Study of Raga-II	Practical	4	100
MUS-PG-P203	Analytical Study of Tala-II	Practical	4	100
MUS-PG-P204	Raga Studies II	Practical	4	100
MUS-PG-P205	Tala Studies II	Practical	4	100
MUS-PG-T206	Music and Media	Theory	4	100
Semester III			20	500
MUS-PG-T301	Modern Traditions of Indian	Theory	4	100
MUS-PG-P302	Analytical Study of Tala-III	Practical	4	100
MUS-PG-P303	Raga Studies III	Practical	4	100
MUS-PG-P303	Tala Studies III	Practical	4	100
MUS-PG-P304	Stage Performance I	Practical	4	100
MUS-PG-T305	Music and Management	Theory	4	100
Semester IV			16	400
MUS-PG-T401	Ethnomusicology	Theory	4	100
MUS-PG-T402	Dissertation	Theory	4	100
MUS-PG-P403	Raga Studies IV	Practical	4	100
MUS-PG-P404	Tala Studies IV	Practical	4	100
MUS-PG-P405	Stage Performance II	Practical	4	100



Semester I

Aesthetic

MUS-PG-CT101

Course Detail-The course will primarily provide an overview of music and allied issues like Aesthetics. The discussions will range from Rasa and its varieties [According to Bharat, Abhinavagupta, and others], thoughts of Rabindranath Tagore and Abanindranath Tagore on music to aesthetics and general comparative. Moreover the course will also discuss about the about Western philosophy of arts and aesthetics. The course will discuss Mimesis/ Imitation theory, Intuition Theory, Romanticism, Classicism, Idealism, Realism and it will take up the general debate between Art for Art Sake and Art for Purpose.

Unit I: Introduction: Introduction to Aesthetics (Indian and Western)

Unit II: Ancient Aesthetics: Bharata Rasa theory and its application to Indian Music

Unit III: Modern Aesthetics: Aesthetical Views of Tagores

Unit IV: Application of Aesthetic theory:

Interrelationship of fine arts with special reference to Raga-Ragini painting

Suggested Readings

1. Martinez Jose Luiz (2001) *Semiosis in Hindustani Music*, New Delhi, Motilal Banarsidass Publishers.
2. Herwitz Daniel (2008) *Aesthetics: Key Concepts in Philosophy*, London, Continuum International, Publishing group.
3. Barlingay S.S (2007) *A Modern introduction to the Indian Aesthetic Theory*, New Delhi, D.K. Print world.
4. Scruton Roger (1993) *The Aesthetics of Music*, UK, Clarendon Press
5. Mittal Anjali (2000) *Hindustani Music and the aesthetic concept of form*, New Delhi, D.K. Print world



Analytical Study of Raga-I

MUS-PG-CP102 (A)

Course Details: This course deals with the analytical aspects of raga like essence, comparison of ragas along with the performance techniques.

Unit I: Ragas: Non-Detailed Studies of the following ragas- Gurjari Todi Shyam Kalyan

Unit II: Raga Comparison: Comparison of following ragas- Miyan KI Todi- Gurjari Todi Sudha Sarang- Shyam Kalyan

Unit III: Raga Analysis: Analysis of south Indian ragas in hindustani classical music.

Unit IV: Raga Rendition: Difference in rendition of ragas in vocal and instrumental Music.

Suggested Readings

1. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas Beyond the Grammar*, New Delhi ,D.R. Publications.
2. Bandopadhyaya S (2011) *Wisdom of Raga* (Elucidation of the Indian Arts), New Delhi, B.R.
3. Jha Ramshray (1999) *Abhinav Geetanjali*, Allahabad, Sangeet Sadan Prakashan.
4. Saxena Sunil Kumar (2010), *Hindustani Sangeet: Some perspectives, some performers*, 1st edn., New Delhi: Sangeet Natak Akademi and D.K.Printworld.
5. Subbaeao, B .(1996) *Raga Nidh i*(Vols. I to IV) ,4th Impression, Madras: The Music Academy.



Analytical Study of Tala-I

MUS-PG-CP102 (B)

Course Details: The Course deals with the analytical Concepts of Tabla playing beyond the performance and technical aspects. It includes concepts like variety of gats kayda and other Tala forms like Rabindrik and Carnatik tala systems.

Unit I: Paran: Tal Paran, Farmaisy Paran, Kamali Paran, Tar Paran , Jugalbandi Paran Various Tala

Unit II: Gat: Gat kaida, Chakradar Gat, Dupalli Gat, Dudhari Gat, Tripalli Gati in Jhoomra and Panchamswari

Unit III: Kayda: Ekholi, Lom-Bilom, Peshkaranga kaida, Pench, Gansha

Unit IV: Tabla Traditions of Bengal: Bishnupur, Dhaka, Agartala, Babukhans

Suggested Readings

1. Saxena Sudhir Kumar (2006), *The Art of Tabla Rhythm: Essentials, traditions and creativity*, New Delhi, D.K. Print World.
2. Srivastava Sunita (2012), *Tabla Vadan Kala ki takniki abam Saundraya Paksh*, New Delhi, Anubhav Publishing House.
3. Bhandari Achyuta Ram (2014), *A Glance Play on Tabla*, New Delhi, ARB Publications.
4. Courtney R. David (2001) *Fundamentals of Tabla-1*, New Delhi, Sur Sangit Services.
5. Pradhan Aneesh (2011) *Tabla: A Performers Perspectives*, Underscore Records

**Raga Studies I****MUS-PG-CP103 (A)**

Course Detail: The Course explains practical performance of various ragas prescribed in syllabus with Alap, Bada-Khyal/ Vilambit Gat, Chota-Khyal/Drut Gat, Tarana, Trivat and Chaturang followed by some composition in Semi-Classical Forms like- Thumri, Dadra, Tappa, Kajri and Hori. Stage performance and viva-voce will be subjected to explore the musical confidence to the candidate during examination.

Unit I: Raga Studies: Detailed Studies of following Ragas-

Maru Bihag

Chandrakouns

Sur Malhar,

Unit II: Notation: Ability to write notation of Ragas, Aalap, and Bandish/compositions in all the Ragas mentioned in Bhatkhande Notation system.

Unit III: Tala Studies: Talas with theka, tali-khali in teegun and aad layakari of Talas- Tilwada, Jhaptal, EkTala, Jhoomra Tala

Unit IV: Semi-classical forms – Learning Thumri, Dadra or Tappa, Kajri, Hori, Bhajan and its applications.

Suggested Readings

1. Bandopadhyaya S (2011) *Wisdom of Raga* (Elucidation of the Indian Arts), New Delhi , B.R.
2. Gautam M.R (1990) *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal .
3. Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga*, New Delhi ,Sri Satguru Publications
4. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas Beyond the Grammar*, New Delhi ,D.R. Publications, Bhatkhande V.N (2013) *Kramik Pushtak Malika (Vol I-IV)*, Hatras, Sangeet Karyalaya.



Tala Studies I

MUS-PG-CP103 (B)

Course Detail: The Course explains practical performance of various Tala prescribed in syllabus with Uthan, Peskar, Kayada and various aspects of Tabla recital. Stage performance and viva-voce will be undertaken to explore the musical confidence of the candidate during examination.

Unit I: Tala Studies: At least five Gats in Adi Laya in Trital, Rupak, Ektal, Sooltal, Performance of Uthan, Kayada, Mukhras

Unit II: Technical Rendition: Rendition of Kayada, Peskar, Tihai and Chakradar, Practical knowledge of advance Rela, Paranas, Peskar, Kayada and Chakradar

Unit III: Advanced knowledge: Advanced Knowledge of Uthan, Peskar, Kayada and Rela in Trital and Jhaptal, Advance component of tabla Solo performance in Drut laya

Unit IV: Oral presentation: Oral presentation of all aspects of syllabus.

Suggested Readings

1. Courtney David R (2014) *Focus on Kaidas of Tabla*, New Delhi, Sur Sangeet Services
2. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
3. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
4. Mishra Chhotelal , 2006, *Tabla Grantha*,, New Delhi , Kanishka Publishers.
5. Mishra Vijayshankar, 2014, *Tabla Rare Compositions of Great Masters* , New Delhi , Neha Publishers.

**Semester II****Folk Music**
MUS-PG-CT201

Course Detail: The course discusses about the Various Folk Music of East, North-East and Sikkim with musical elaboration and various rudiments of Folks. The course also focuses on the influences of Folk Music in Classical music.

Unit I: Basics: Concept, definitions and salient features of folk Music.

Unit II: Influence of folk music: Influence of folk music on Indian classical music, stylization of folk melodies into ragas.

Unit III: Folk music in modern set up: Working in urban set-up and rural set-up. [With and without microphone, in natural light and in artificial light in open field and in an auditorium and so on

Unit IV: Performance techniques: Performance before an assembly of people, Selection of Song, Use of Microphone, Voice module and delivery, Pronunciation, Melodic structure, Song recording

Suggested Readings

1. Sharma Manohar (2003) *Folk India(11 Vols)*, Sandeep Prakashan, New Delhi
2. Slobin Mark (2011) *Folk Music: A Very Short Introduction*, Oxford University Press, New York
3. Bohlman P V (1988) *The Study of Folk Music in the Modern World*, USA, John Wiley and Sons
4. White Kim Kennedy, McCormic. Charlie T (2010) *Folk lore: An Encyclopaedia of Believes, Tale, Music and Art*, California, ABC-CLIO Publications.
5. Priyambada Amrita (2009) *Encyclopaedia of Indian Folk Music*. New Delhi, Anmol Publisher.



Analytical Study of Raga-II

MUS-PG-CP202 (A)

Course Details: This course deals with the analytical aspects of raga like essence, comparison of ragas along with the performance techniques.

Unit I: Ragas: Non-Detailed Studies of the following ragas: Saraswati, Vibhas

Unit II: Raga Comparison: Comparison of following ragas: Chandrakouns-Malkouns

Rageshree-Bageshree

Unit III: Raga Analysis: Analysis of the ragas in the context of folk music of India.

Unit IV: Raga Rendition: Raga rendition in different gharanas, gayaki and tantrakari rendition of raga

Suggested Readings

1. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas beyond the Grammar*, New Delhi, and D.R. Publications.
2. Bandopadhyaya S (2011) *Wisdom of Raga* (Elucidation of the Indian Arts), New Delhi, B.R.
3. Jha Ramshray (1999) *Abhinav Geetanjali*, Allahabad, Sangeet Sadan Prakashan.
4. Saxena Sunil Kumar (2010), *Hindustani Sangeet: Some perspectives, some performers*, 1st edn, New Delhi: Sangeet Natak Akademi and D.K. Printworld.
5. Subbaeo,B. (1996) *Raga Nidhi*(Vols. I to IV) ,4th Impression, Madras: The Music Academy



Analytical Study of Tala-II

MUS-PG-CP202 (B)

Course Details: The Course deals with the analytical Concepts of Tabla playing beyond the performance and technical aspects. It includes concepts like variety of gats kayda and other Tala forms like Rabindrik and Carnatik tala systems.

Unit I: Paran: Trivat Paran, Bol Paran, Gat Paran, Nritya Paran in Chautal

Unit II: Gat: Tripad gat, Choupalli gat, Angusthana gat, Manjhadar gat, Akal gat in Aadachautal

Unit III: Other terminologies: Lamchhard, Ostud, Phuljhari, Farad, Rou,Parar

Unit IV: Rabindrik Tala: Basic idea of Talas of Rabindranath Tagore.

Suggested Readings

1. Courtney David R (2014) *Focus on Kaidas of Tabla*, New Delhi, Sur Sangeet Services
2. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
3. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
4. Mishra Chhotelal ,2006, *Tabla Grantha*,, New Delhi , Kanishka Publishers.
5. Mishra Vijayshankar,2014, *Tabla Rare Compositions of Great Masters* , New Delhi ,Neha Publishers.



Raga Studies-II

MUS-PG-CP203 (A)

Course Detail: The Course explains practical performance of various ragas prescribed in syllabus with Alap, Jod, Jhala, Vilambit and Drut gat in instrumental Music and Bada-Khyal, Chota-Khyal in vocal music along with Tarana, Trivat and Chaturang followed by some composition in Semi-Classical Forms like- Thumri, Dadra, Tappa, Kajri and Hori. Stage performance and viva-voce will be evaluated the musical confidence of the candidates during examination.

Unit I: Raga Studies: Detailed Studies of following Ragas- Madhuwanti,

Chayanat Bhatiyar

Unit II: Notation: Ability to write notation of Ragas, Aalap, and Bandish/compositions in all the Ragas mentioned in Bhatkhande Notation system.

Unit III: Tala Studies: Detail study of Tala with of Theka , Tali-Khali in Teegun and Aad Layakari- Panchanswari, AadachauTala, Gajazhampa and Matta Tala

Unit IV: Semi-classical forms – Learning Thumri, Dadra or Tappa, Kajri, Hori, Bhajan and its applications.

Suggested Readings

1. Mihiripenna Anil (2007) *New Instrumental Compositions for North India Music*, Varanasi Indica Books.
2. Bakshi Haresh (2005) *101 Ragas for the 21st Century and beyond: A Music lovers Guide to Hindustani Music*, Canada Trafford Publishing.
3. Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga*, New Delhi ,Sri Satguru Publications
4. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas Beyond the Grammar*, New Delhi ,D.R. Publications,
5. Bhatkhande V.N (2013) *Kramik Pushtak Malika (Vol I-IV)*, Hatras, Sangeet Karyalaya.

**Tala Studies-II****MUS-PG-CP203 (B)**

Course Detail: The Course explains practical performance of various Tala prescribed in syllabus with Uthan, Peskar, Kayada, Chakradar and various aspects Tabla recital. Stage performance and viva-voce will be evaluated the musical confidence of the candidates during examination.

Unit I: Tala Studies: Jhaptal, Tevra, Panchamswari and Dhamar with Uthan, Kayadas, Relas, Paranas, Different kinds of Gats, Tukras and Chakradars in above mention Talas

Unit II: Technical Rendition: Advance Chakradars, Paranas and peskar in various laykari, Varieties of advance Kayada, Prastar, Tihai and Chakradar Tihai in above prescribed Talas

Unit III: Advanced knowledge: Mukharas of advanced pattern in different layakaries in Jhaptal, Tevra, Panchamswari and Dhamar, Different kinds of advance Damdar and Bedam Tihais in each of the above mentioned Tala

Unit IV: Variations: Analytical study of Indian rhythm system, detailed study of variation in Theka of Deepchand and Aada Talas

Suggested Readings

1. Courtney David R (2014) *Focus on Kaidas of Tabla*, New Delhi, Sur Sangeet Services
2. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
3. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
4. Mishra Chhotelal ,2006, *Tabla Grantha*,, New Delhi , Kanishka Publishers.
5. Mishra Vijayshankar, 2014, *Tabla Rare Compositions of Great Masters* , New Delhi ,Neha Publishers.



Music and Media

MUS-PG-CT205

Course Detail: This course will focus on the social role in of music in mediated cultural landscape. The course looks at attempts to theorize music as social process and check its consumption patterns.

Unit I: Theorizing Culture and Media: Culture-Meaning and Concept, Folk Culture- Popular Culture-Mass Culture-Subculture; Mediated Culture, Media Practice and Cultural Practice, Media and Cultural Theory-The Frankfurt School-BCCS, Cultural Field

Unit II: Media, Music and Cultural Representation: Music as a Medium of Communication and Expression, Music as Cultural Code, Music as Art, Music as Resistance, Music as Cultural Capital, Media and Cultural Reproduction, Media Convergence and the Culture of Sharing, Music and Imagined Communities, Interface between Music and Media

Unit III: Media and Cultural Consumption: Music as Cultural Commodity, Music and Mediation, Semantics of Music, the Musical Field, Consumption of Music in Web 3.0, Mediated Consumption of Music, Analog Recording, Digital Recording, Digitization of Music and its Creative Consumption

Unit IV: Music across Different Media Platforms: Music in Folk Media, Music in Cinema, Music in Television, Music over Internet- Napster-Sound Cloud-Youtube, Music in Video Games, Music in Mobile Phones, Musical Documentaries

Suggested Readings

1. Baudrillard, J. (1998). *“Towards a Theory of Consumption.”* In *The Consumer Society: Myths and Structures*. Thousand Oaks, CA: Sage, Pp. 69-86
2. Benjamin, Walter. (1968). *“The Work of Art in the Age of Mechanical Reproduction.”* In *Media and Cultural Studies: Keywords*. Pp. 18-40.
3. Booth, G. (2008). *“That Bollywood Sound.”* In *Global Soundtracks: Worlds of Film Music*. Edited by Mark Slobin. Middletown, CT: Wesleyan University Press, 2008. Pp. 85-113.
4. Demers, J. (2006). *“Dancing Machines: ‘Dance Dance Revolution,’ Cybernetic Dance, and Musical Taste.”* *Popular Music* 25, 401-414
5. Hall, S. (2006). *“Encoding/Decoding.”* In *Media and Cultural Studies: Keywords*. Pp. 163-173

**Semester-III****Modern Traditions of Indian Music****MUS-PG-CT301**

Course Detail: The course explains the various musical traditions in order to explore the broad knowledge of Indian Music. The course also discusses about the various trends of Rabindra Sangeet, Nazrul Geeti and South Indian forms of Music.

Unit I: Compositional Forms: Origin and evolution of Thumri, Ghazal, Nazrul Geeti

Unit II: Rabindra Sangeet: Thematic variations of Tagore's music, Tagore's musical creativity in Gitabitan and Swarabitan, Rabindric Talas

Unit III: Biographies: Sidhheswari Devi, Girija Devi, Ghulam Ali, Konika Bandopadhaya

Unit IV: South Indian forms: Kriti, Javeli, Tanam, Pallavi, Varnam

Suggested Readings

1. Tagore Rabindranath, *Sangeet Chinta* (1966), Kolkata, Vishva Bharati Publications.
2. Ghosh Shantidev, *Rabindra Sangeet Vichitra* (2006), Kolkata, Concert Publishing Company.
3. Roy Choudhuri Bimalakanta (2013) *The dictionary of Hindustani Classical Music*, New Delhi, Motilal Banarsi Dass.
4. Meera S, Bajali D, 2006, Ravikiran Chitraveena, *Appreciating Karnatik Music*, Chennai, Ganesh and Co.,
5. Bhagyalaxmi S, 1990, *Ragas in Carnatic Music*, Columbia, South Asian Books.



Analytical Study of Raga-III

MUS-PG-CP302 (A)

Course Details: This course deals with the analytical aspects of raga like essence, comparison of ragas along with the performance techniques.

Unit I: Ragas: Non-Detailed Studies of the following ragas:

Jhinjhoti

Abhogi

Unit II: Raga Comparison: Comparison of following ragas: Multani-Madhuwanti

Puriya- Sohani

Unit III: Raga Analysis: Analysis of Indian ragas in the context of time of performance.

Unit IV: Raga Rendition: Rendition of Mishra Ragas.

Suggested Readings

1. Moorthy Vijaya (2001) *Romance of Raga*, Maharashtra, Abhinav Publications
2. Razdan Bazaz Vijay (2011) *Hindustani Ragas the concept of time and season*, New Delhi, B.R.Rhythm.
3. Jha Ramshray (1999) *Abhinav Geetanjali*, Allahabad, Sangeet Sadan Prakashan.
4. Saxena Sunil Kumar (2010), *Hindustani Sangeet: Some perspectives, some performers*, 1st edn., New Delhi: Sangeet Natak Akademi and D.K.Printworld.
5. Subbaeao,B.(1996) *Raga Nidhi(Vols. I to IV)* ,4th Impression, Madras: The Music Academy



Analytical Study of Tala-III

MUS-PG-CP302 (B)

Course Details: The Course deals with the analytical Concepts of tabla playing beyond the performance and technical aspects. It includes concepts like variety of gats kayda and other Tala forms like Rabindrik and Carnatik tala systems

Unit I: Paran: Charbak Paran, Lalkella Paran, Topkhani Paran in Gazajhampa Tal

Unit II: Gat: Kamali gat, Birahiwali gat, Barari gat, Angadar gat in Teental

Unit III: Other Terminologies: chhalan, Nikas, Nabahakka, Selami, Tatkar, Amad

Unit IV: Carnatic Tala: Introduction to the Carnatic Tala system and its comparison with Hindustani Tala system.

Suggested Readings

1. Betrabet Prabhakar, Hattngady Sandeep (2014) *Tihaai: The Quintessence the Indian Percussive Arts*, New Delhi, Popular prakashan.
2. Beronja Srdjan (2008) *The Art of The Indian Tabla*, New Delhi, Rupa.
3. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
4. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
5. Mishra Chhotelal, 2006, *Tabla Grantha*, New Delhi , Kanishka Publishers.



Raga Studies III

MUS-PG-CP303 (A)

Course Detail: The Course explains practical performance of various ragas prescribed in syllabus with Alap Jod , Jhala, Bada- Khyal/Vilambit Gat, Chota Khyal/Drut Gat, Tarana, Trivat and Chaturang followed by some composition in Semi-Classical Forms like- Thumri, Dadra, Tappa, Kajri and Hori. The course deals with all the practical aspects of Hindustani classical Music in Detail.

Unit I: Raga Studies:

a. Detailed Studies of following Ragas-

Jog

Multani

Ahirbhairav

b. Non Detail Studies:

Kalawati

Charukeshi

Gaud Sarang

Unit II: Notation: Ability to write notation of Ragas, Aalap, and Bandish/compositions in all the Ragas mentioned in Bhatkhande Notation system.

Unit III: Tala Studies: Detail study of Tala with of Theka , Tali-Khali in Teegun and Aad- Kuaadi, Viaadi Layakari -Sooltal,Lakshmi Tala,Brahma Tala,Rudra Tala

Unit IV: Semi-classical forms – Learning Thumri, Dadra or Tappa, Kajri, Hori, Bhajan and its applications.

Suggested Readings

1. Mihiripenna Anil (2007) *New Instrumental Compositions for North India Music*, Varanasi India Books.
2. Bakshi Haresh (2005) *101 Ragas for the 21st Century and beyond: A Music lovers Guide to Hindustani Music*, Canada Trafford Publishing.
3. Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga*, New Delhi ,Sri Satguru Publications
4. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas Beyond the Grammar*, New Delhi ,D.R. Publications,
5. Bhatkhande V.N (2013) *Kramik Pushtak Malika (Vol I-IV)*, Hatras, Sangeet Karyalaya.

**Tala Studies-III****MUS-PG-CP303 (B)**

Course Detail: The Course explains practical performance of various Tala prescribed in syllabus with Uthan, Peskar, Kayada, Chakradar and various aspects of Tabla recital. The course deals with all the practical aspects of Tabla recital in Detail. It also deals with the Gharana tradition of Tabla in North India.

Unit I: Tala Studies: Advance studies of Teora, Sooltal, Panchamswari, Chowtal and Dhamar, Analysis of Peskars, Kayadas, Relas, Gats, Tukras, Chakradars, of Ajrada, Farukhabad and Delhi Gharana.

Unit II: Technical Rendition: Detail study of Kayada and technique of elaboration, advanced study of Rela and in Trital, Jhoomratal and Rudra Tala

Unit III: Advanced knowledge: Study of Mukhdas of advance pattern in different Layakaris, Study of advanced Damdar and Bedam Tihais in Rudra and Brahman and Matta Tala

Unit IV: Variations: Analytical study of various aspects of tabla playing in Lucknow Gharana, advance study of Peskar, Kayada and Prastar in Panchmsawari and Gajazhampa

Suggested Readings

1. Betrabet Prabhakar, Hattngady Sandeep (2014) *Tihaai: The Quintessence the Indian Percussive Arts*, New Delhi, Popular prakashan.
2. Beronja Srdjan (2008) *The Art of The Indian Tabla*, New Delhi, Rupa.
3. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
4. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
5. Mishra Chhotelal, 2006, *Tabla Grantha*, New Delhi, Kanishka Publishers.



Stage Performance I (A)

MUS-PG-CP304 (A)

Course Detail: The course deals with the practical performance of prescribed raga and basic knowledge of Dhupad-Dhamar and other musical forms of Hindustani Classical Music. Students are more directed to substantial performance and composing the Bandish to give them the feeling of real essence of classical Music. Stage performance is also the part of course where students are advised to perform the learned raga on stage during examination like professional singers.

Unit I: Performance: test of about 30 minutes in any one Raga chosen by the candidates from the ragas learnt.

Unit II: Composition: Knowledge of composing bandish/Gats in any of the Ragas from Syllabus

Unit III: Semi Classical: Compositions in Thumri, Dadra or Tappa with knowledge of improvisation

Unit IV: Other Forms: Knowledge of Dhurpad and Dhamar

Listening References

1. Ali khan Bade Ghulam (2010), *The Great Heritage:exclusive Archival Collection*, Kolkata, saregama Ind.Ltd.
2. Pervez Shahid (2010), *The Dover Lane Music Conference (57th Annual Session,2009)*,Kolkata.
3. Joshi Bhimsen (2011), *The Maestros Series*, Mumbai, Times Music.
4. Various Artists (2009), *Timeless Thumris*, New Delhi,Sony Music.
5. Khan Bismilla, Chourasia Hariprasad, Rajam N, Ali Khan Amjad (2006), *Jewels of Indian Classical Music-Musical Ecstasy*, Mumbai, Times Music



Stage Performance I (B)**MUS-PG-CP304 (B)**

Course Detail: The course deals with the performance and practical demonstration of the Tala. Students are more directed to enhance the habit of performance on stage to build the musical career as a performing artist.

Unit I: Gat and Peshkar: Three advance Gat of Kuaad and Viaad Laya, Advance study of Peskar and Rela in Trital and Jhoomra Tala

Unit II: Baaj: Demonstration of advance Uthan, Peskar, Kayada, Prastar, Rela in prescribed Talas, Advance study of various style of composition of Lucknow Baaj

Unit III: Accompaniment: Style of accompanying with Dhurpad, Dhamar, Khyal, Thumri and Dadra

Unit IV: Performance: Viva- voce along with rendering of all the advance components of Tabla with Tali-Khali in advance Layakari.

Listening References

1. Hussain Zakir (2012), *Essence of Rhythm*, California, Universal Music.
2. Thirkawa Ahmad Jaan (1999), *Drums of India*, Kolkata, SAREGAMA.
3. Maharaj Kishan(2009), *Pt. Kishan Maharaj-Tabla Solo*, New Delhi, Sony Music.
4. Khan Alla Rakha, Hussain Zakir (2009), *The Best of Tabla*, Kolkata, SAREGAMA.
5. Choudhury Swapan (2000), *The Majestic Tabla of Swapan Choudhury*, Kolkata, Chhanda Dhara.



Music and Management

MUS-PG-CT305

Course Detail: The course is introduced to know about the music management and its marketing in present world. The course discusses about the entrepreneurship, ecommerce, digital music marketing and various terms related to music trade.

Unit I: Entrepreneurship: Meaning, Definition, Characteristics, Role and classification, Functions of entrepreneurship at different stages of enterprise life cycle, Entrepreneur ethics

Unit II: E-Commerce and Event Management: Introduction, Comparison between traditional commerce and E-commerce. Strategic Even Management, Venue and event Management, Club and Concert Promotion

Unit III: Intellectual Property Right: Intellectual Property and Music Industry, Types of IPR, designs, patents, trademarks and Copy Right. Music industry contracts

Unit IV: Digital Music Marketing: Elements of Marketing, needs, wants, Marketing Vs Selling, Concept of Market Management.

Suggested Readings

1. Kotler, Philip (2009) *Marketing Management, Analysis, Planning, Implementations and Control* (Person Education 12th Edition).
2. Stanton William J (2000), *Fundamentals of Marketing*, Mc Graw Hill.
3. Pandey Neeraj (2014) *Intellectual Property Rights*, New Delhi, Prentice Hall of India.
4. Levi Sean (2016) *Music Marketing*, JPL Publishing.
5. Goyal K Swarup (2013) *Event Management*, New Delhi, Adhyayan Publications.

**Semester IV****Ethnomusicology****MUS-PG-CT401**

Course Detail: This course addresses different aspect of ethnomusicology and tribal music traditions of India as well as rest of the world. This will have major focus on the music- musicology and ethnomusicology in contemporary scenario. This course discusses the application of different musical forms and the association of music with life and society.

Unit I: History and definition: Ethnomusicology from its early inception and its development till present. The discussion include music as/ in culture, the comparative musicology, the anthropological fusion, its impact on development of ethnomusicology, scientific method and cross-cultural analysis.

Unit II: Evolutionary Models: cross-cultural comparative studies, cultural and historical relativism, Music in culture, symbolic anthropology.

Unit III: Writing Culture: Politics of representation, modernity, post-modernity, Feminism

Unit IV: Globalization: Cultural Industry, regional hegemony, local mediator of pop culture

Suggested Readings

1. S.A.K Durga (2006) *Ethnomusicology: A Study of Intercultural Musicology*, Madras, Centre for Ethnomusicology.
2. Nettle Bruno (2005) *The Study of Ethnomusicology*, USA ,University of Illinouis Press.
3. Bohlman V Philip, Levin Victoria Lindsay (2015) *This is called Music-Essays in honor of Bruno Nettle*, USA ,Row Man and Little Field Publishers.
4. Nettl Bruno, Bohlman V Philip (1991) *Comparative Musicology and Anthropology of Music*, Chicago, University of Chicago Press.
5. Turino T (2008) *Music as Social ife-The Politics of Partcipation*, Chocago, University of Chicago Press.



Dissertation

MUS-PG-CT402

Course Detail: This course is introduced to enhance the habit of qualitative research in music. Students are advised to present Research dissertation relating to music. The students require putting in serious thought to propose a small Research or Documentation Project in consultation with the teachers of the department. The students are advised to know general work method or research methodology before they start doing the dissertation.

Unit I: Basics: Interview basics, planning, field notes

Unit II: Methods: Fieldwork Methods, Methodology, Voice Representations

Unit III: Ethics: copyright, recording and writing ethnography.

Unit IV: Dissertation: Candidate should present a Power Point Presentation and Music demonstration before submitting the paper.

Suggested Readings

1. Wiles Rose (2012) *What Are Qualitative Research Ethics?* , New Delhi, Bloomsbury Publishing Ind. Ltd.
2. Schuelor Nico, Stefaniya Leon (2011) *Approaches to Music Research :Between Practice and epistemology*, Switzerland, Peter Lang AG
3. Hartwig Kay Ann (2014) *Research Methodology in Music Education*, UK, Cambridge Scholars Publishing.
4. Marshal Lee (2005) *Bootlegging: Romanticism and Copyright in Music Industry*, USA, SAGE Publications.
5. Cliffered James, Marcos George (2010) *Writing Culture- The Poetics and Politics of Ethnography*, USA, University of California Press.

**Raga Studies IV****MUS-PG-CP403 (A)**

Course Detail: The Course explains practical performance of various ragas prescribed in syllabus with Bada- Khyal, Chota Khyal, Tarana, Trivat and Chaturang followed by some composition in Semi-Classical Forms like- Thumri, Dadra, Tappa, Kajri and Hori. The course deals with all the aspects of Hindustani classical Music in Detail.

Unit I: Raga Studies:

a. Detailed Studies of following Ragas-

Puriya Kalyan

Bilaskhani Todi

Sudhakalyan

b. **Non Detail studies:-**

Natbhairav

Jait kalyan

Dev Giri bilawal

Gunakri

Unit II: Notation: Ability to write notation of Ragas, Aalap, and Bandish/compositions in all the Ragas mentioned in Bhatkhande Notation system.

Unit III: Tala Studies: Rendition of all advanced components of Raga with Tali-Khali in prescribed Tala with advance Layakari.

Unit IV: Semi-classical forms: Knowledge of Composing Semi-classical compositions in mentioned Raga.

Suggested Readings

1. Mihiripenna Anil (2007) *New Instrumental Compositions for North India Music*, Varanasi Indica Books.
2. Bakshi Haresh(2005) *101 Ragas for the 21st Century and beyond: A Music lovers Guide to Hindustani Music*, Canada Trafford Publishing.
3. Clements. E (1990) *Encyclopaedia of Indian Music with Special Reference to Raga*, New Delhi ,Sri Satguru Publications
4. Raja. Deepak (2016) *The Raga-ness of Raga: Ragas Beyond the Grammar*, New Delhi ,D.R. Publications,
5. Bhatkhande V.N (2013) *Kramik Pushtak Malika (Vol I-IV)*, Hatras, Sangeet Karyalaya.



Tala Studies-IV

MUS-PG-CP403 (B)

Course Details: The Course explains practical performance of various Tala prescribed in syllabus with Uthan, Peskar, Kayada, Chakradar and various aspect of tabla recital. The course deals with all the practical aspects of Tabla recital in detail. The course is also designed to share basic knowledge of Raga, which could be useful to the percussion students to understand the basic essence of Raga of Hindustani Music.

Unit I: Tala Studies: Advance study of Trital, Shikhar, Lakshmi, Gajazhampa and Panchamswari Tals, Advance composition of Peskar, Kayada, Paltas, Gat, Tukdas and Relas in above mention Talas

Unit II: Technical Rendition: Detail study of Kayada and technique of elaboration, advanced study of Rela and in Trital, Jhoomratal and Rudra Tala

Unit III: Raga knowledge: Knowledge of the following ragas- Basic Bilashkani Todi, Ahir- Bhairav, Yeman, Bhopali, Marwa, Puriya, Jog, Rageshree, Bageshree, Shree, Sohini, Adana, Gunkali, Kalavati, Jayjayanti, Lalit, Malkosh, Shivranjani and Darbarikanara.

Unit IV: Advanced Study: Advance study of Trital, Shikhar, Lakshmi, Gajazhampa and Panchamswari Tals, Advance composition of Peskar, Kayada, Paltas, Gat, Tukdas and Relas in above mention Talas.

Suggested Readings

1. Betrabet Prabhakar, Hattngady Sandeep (2014) *Tihaai: The Quintessence the Indian Percussive Arts*, New Delhi, Popular prakashan.
2. Beronja Srdjan (2008) *The Art of The Indian Tabla*, New Delhi, Rupa.
3. Sadananda Naimpalli, 2009, *Tabla for Advanced Students*, New Delhi, Popular Prakashan.
4. Gautam M.R.1990, *Evolution of Raga and Tala in Indian Music*, New Delhi, Munshiram Manoharlal.
5. Mishra Chhotelal , 2006, *Tabla Grantha*, New Delhi , Kanishka Publishers.

**Stage Performance II (A)****MUS-PG-CP404 (A)**

Course Detail: The course deals with the practical performance of prescribed Tala and basic knowledge of accompanying other classical Music forms of Hindustani Classical Music. Students are more confined to substantial performance and composing of various forms of Tabla recital that makes them feel the real essence of classical Music. Stage performance is also the part of course where students are advised to perform during examination.

Unit I: Performance: test of about 30 minutes in any one Raga chosen by the candidates from the ragas learnt.

Unit II: Composition: Knowledge of composing bandish/Gats in any of the Ragas from Syllabus

Unit III: Semi Classical: Compositions in Thumri, Dadra or Tappa with knowledge of improvisation

Unit IV: Other Forms: Knowledge of Dhurpad and Dhamar

Listening References

1. Khan Rashid, Khan Bismilla (2011) ,*Voice of Indian*, New Delhi, Sony Music.
2. Banerjee Nikhil (2015), *The Subline Legacy*, New Delhi, Sony DADC.
3. Prasad Samta, Chourasia Hariprasad, Sharma Shiv Kumar, Ali Khan Amjad (2014), *Hindustani Classical- Vol-2*, Mumbai, Fountain Music Co.
4. Atre Prava (2004), *Night Melodies*, Kolkata, SAREGAMA.
5. Chakraborty Kaushiki (2015), *Complete Koushiki*, Mumbai, Times Music.



Stage Performance II (B)

MUS-PG-CP404 (B)

Course Detail: The course deals with the performance and practical demonstration of the Tala. Students are more directed to enhance the habit of performance on stage to build the musical career as a performing artist.

Unit I: Advanced Gat: Three advance Gat of Kuaad and Viaad Laya, Advance study of Peskar and Rela in different Talas studies throughout the course,

Unit II: Demonstration: Demonstration of advance Uthan, Peskar, Kayada, Prastar, Rela in prescribed Talas in different gharans of table

Unit III: Accompaniment: Style of accompanying with Dhurpad, Dhamar, Khyal, Thumri and Dadra

Unit IV: Performance: Viva- voce along with rendering of all the advance components of Tabla with Tali-Khali in advance Layakari.

Listening References

1. Khan Allarakha, Qureshi Fazal (2015) *Talaeem from Father to Son: Tabla of Panjab Gharana* , Mumbai, Ninaad.
2. Bose Kumar (2009) , *Dynamic-Kumar Bose*, Mumbai, Times Music.
3. Ghosh Shankar (2014), *The Legend of The Tabla*, Kolkata, Orient Entertainment.
4. Khan Latif Ahmad (2003), *India: Tabla From Jaipur*, Airmail Music
5. Bellare Ravi, Bellare Sashi (1968), *Tabla Jugalbandi For Shamsuddin Khan's Punyatithi*, USA, Country and Eastern.

**DEPARTMENT OF MUSIC****M.Phil. / Ph.D. course work****Vocal/Instrumental/Percussion/Musicology**

Code	Title of the Paper	Credit	Marks
MUS-RS-C101	Research Methodology	4	100
MUS-RS-C102	Recent Advances in Music: Theory and Practice	4	100
MUS-RS-C103	Presentation of Research Proposal and Seminar Presentation	4	100

The course has been designed keeping the following objectives in view: -

- To introduce the research scholars to the different research approaches for music researches.
- To introduce the research scholars to different music related areas.



Research Methodology

MUS-RS-C101

[4 credits]

Unit I: Introduction to Research

- 1.1. Meaning of Research, its aims and objective.
- 1.2. Different types of Research: Qualitative, Quantitative and Mixed Mode Research, Exploratory Research, Ethnomusicological Research.
- 1.3. Areas of Research: Indian Classical Music, Folk Music, Indigenous Music, interdisciplinary.
- 1.4. Methods of Research - Historical Method, Survey Method, Case Study, Participant Observation, other relevant methods of research.

Unit II: Research Designing and Structure

- 2.1. Research gap, Selection of Research Topic, Framing Research Questions, Hypothesis, Research Design.
- 2.2. Field work and data collection – Schedule/Questionnaire, Interview, Observation, Case Study, Focused Group Discussion.
- 2.3. Creating Data base of sources and references.
- 2.4. Analysis and organizing data.

Unit III: Outlines of Statistical Applications

- 3.1. Measures of Central Tendency (Mean, Median, Mode), Standard Deviation and degree of Freedom.
- 3.2. Using statistical Test for data analysis: Correlation, Regression, chi square test, t test, and ANOVA.
- 3.3. Coding and Categorization of Data, Applications of Statistical Software.
- 3.4. Report writing.

Unit IV: Research Writing and Referencing

- 4.1. Citation and Referencing styles.
- 4.2. Plagiarism issues and precautions.
- 4.3. Preparing research proposals.
- 4.4. Dissertation or Thesis writing method.

References:

1. Barz , G., & Cooley, T. J. (Eds.). *Shadows in the Field - New Perspectives for Fieldwork in Ethnomusicology*. Oxford University Press, New York, 2008.
2. Russell, Joshua A., *Statistics in Music Education Research*, Oxford University Press, New York, 2018.
3. Floyd, J.F; *Survey Research Methods*, Sage publication. New Delhi, 1993.



4. Neuman, W. Lawrence, *Social Research Methods: Qualitative and Quantitative Approaches*, Pearson Education Limited, Essex, 2014.
5. Kothari, C.R; *Research Methodology Methods and techniques*, New Age international 5.1. (P) Ltd, 2007
6. Oppenheim, A.N., *Questionnaire design and Attitude Measurement, Basic Books*, New York, 1966.
7. E. William, Wagner; *Using SPSS for Social Statistics and research Methods*, SAGE Publications, New Delhi, 2007.
8. Tandon, B.C., *Research Methodology in Social Science*, Chaitanya Publishing House, Allahabad, 1987.
9. Walkinson, T.S. and P.L. Bhandarkar, *Methodology and Techniques of Social Research*, Himalaya Publishing House , Bombay, 1954
10. Young, Pauline V, *Scientific Social Survey and Research*, prentice hall, New York, 1949.



Recent Advances in Music: Theory and Practice

MUS-RS-C102

4 credits

Unit I: Understanding of Music theory

- 1.1. Comparative study of commentaries by different scholars on a selected Sanskrit Musical Treatise.
- 1.2. Discussions on Psychology of Music.
- 1.3. Interrelationship between Indian Classical Music and Indigenous Music of India.
- 1.4. General Pedagogy of Music.

Unit II: Dimensions of Music

- 2.1. Sociology of Music: Dimensions of Music and Gender, Music in Social Culture
- 2.2. Philosophy and Music
- 2.3. Discussions on Cultural transmission, Culture Change, Diversity in Music
- 2.4. Music in the Digital Age and internationalization of Indian Music.

Unit III: Additional Applications of Music

- 3.1. Music in Psychotherapeutic Process.
- 3.2. Music in Film Industry.
- 3.3. Music in Advertising.
- 3.4. Music for National Integrity, Public Awareness Building, Community Mobilization, etc.

Unit IV: Aids and Tools for music research

- 4.1. Music Analysis: Musical content analysis and musical effect analysis.
- 4.2. Devanagari to Roman transliteration systems, Harvard-Kyoto, ITRANS, IAST, etc.
- 4.3. General understanding of word processing, database, CAQDAS, citation and reference related computer applications.
- 4.4. Searching and using scholarly resources on the Internet.

References:

1. Hrac. Brian J, Seman Michael, Virani Tarek E.(Ed); *The Production and Consumption of music in the Digital Age*, Routledge, New York,2016.
2. Jahan, Dr. Ishrat, *Sociology of Culture and Music*, Kanishka Publishers, New Delhi, 2011.
3. Martin, Peter J., *Music and the Sociological Gaze - Art Worlds and Cultural Production*, Manchester University Press, Manchester, 2016.



4. Farrell Gerry; *South Asian Music Teaching in Change*, David Fulton Publisher, 1994.
5. Lieb. Kristin J; *Gender, Branding and the Modern Music Industry*, Routledge, New York, 2013.
6. Margulis, Elizabeth Hellmuth, *The Psychology of Music: A Very Short Introduction*, Oxford University Press, London, 2018
7. Singh, Dr. Thakur Jaidev, *Indian music*, Sangeet Research Academy, Calcutta, 1995.
8. Bunt, Leslie; Brynjulf Stige, *Music Therapy - An art beyond words*, Routledge, New York, 2014.
9. Silverman, Michael J., *Music therapy in mental health for illness management and recovery*, Oxford University Press, New York, 2015.
10. Davis, William B.; Gfeller, Kate E.; Thaut, Michael H., *An Introduction to Music Therapy: Theory and Practice*, American Music Therapy Association, Maryland, 2008.

Preparation of Research Proposal and Seminar presentation

MUS-RS-C103

This will be a no lecture under this course. For this course, the students will write a detailed proposal of their research including a thorough review of literature on a topic of choice and present the same in a seminar at least 15 days before the End-term Examination.



DEPARTMENT OF TOURISM
REVISED SYLLABUS FOR MTTM

Code	Title of the Paper	Credit	Marks
First Semester			
TOU-PG-O101	Tourism Concepts& Impacts	4	100
TOU-PG-C102	Tourism Geography	4	100
TOU-PG-C103	Natural Tourism Resources of India	4	100
TOU-PG-C104	Management Concepts	4	100
TOU-PG-C105	Indian Culture and Heritage	4	100
TOU-PG-C106	Communication Skills Development	4	100
Second Semester			
TOU-PG-C201	Tourism Economics	4	100
TOU-PG-C202	Tourism Marketing; Concepts and Principles	4	100
TOU-PG-C203	Hospitality Management	4	100
TOU-PG-C204	Tourism in North East India	4	100
TOU-PG-C205	Travel and Transport Management	4	100
TOU-PG-C206	Local Field Study	2+2	100
Third Semester			
TOU-PG-O301	Adventure Tourism	4	100
TOU-PG-C302	Tourism Policy Planning & Development	4	100
TOU-PG-C303	Information and Communication Technology in Tourism	4	100
TOU-PG-E304	Hospitality Operations	4	100
TOU-PG-E305	Travel Agency & Tour Operations	4	100
TOU-PG-C306	Consumer Behaviour	4	100
TOU-PG-C307	Tourism Entrepreneurship	4	100
Fourth Semester			
TOU-PG-C401	Sustainable Tourism Development	4	100
TOU-PG-C402	Research Methodology	4	100
TOU-PG-C403	International Tourism	4	100
TOU-PG-E404	Air Fare Ticketing and Air Cargo Operations	4	100
TOU-PG-E405	Event Management	4	100
TOU-PG-C406	Tourism Business Environment	4	100
TOU-PG-C407	Field Study Tour	2+2	100

***E= Elective papers where students have to choose one Elective paper in the third and fourth semesters**

O = Open papers in the first and third semesters

**SEMESTER I****TOURISM CONCEPTS AND IMPACTS****TOU-PG-C101****Credits: 04****Full Marks: 100****Course Objectives:**

1. The Course aims at familiarizing the students with tourism concepts and processes.
2. It will acquaint the students with the various aspects in the tourism sector.
3. It will give an understanding of the different organizations in the Tourism Industry.

Unit I: Tourism: An overview:

Tourism- Elements, Nature and Characteristics, Principles of Tourism, Typology of Tourism, Classification of Tourists, Tourism network, Interdisciplinary Approaches to Tourism, Historical Development of Tourism, Major Motivations and Deterrents to Travel.

Unit II: Tourism Industry:

Structure and Components; Attractions, Accommodation, Activities ,Transportation, F&B–,Shopping , Entertainment , Infrastructure and Hospitality ,Emerging areas of Tourism; Rural, Eco, Medical, MICE, Indigenous, Wellness, etc. ,Ideas of Responsible Tourism ,Alternate Tourism , Case Studies on International Tourism , Tourism Area Life Cycle (TALC) , Doxy’s Index – Demonstration Effect.

Unit III: Tourism Impacts:

Introduction: Socio-cultural, Economic and Environmental Impacts,Cultural Impacts of Tourism, Acculturation and Tourism , Ethical Theory in Tourism, Economic Impacts of Tourism in India, Multiplier Effects, Environment Impact Assessment, Carrying capacity, Global Environment Issues, Tourism and Environmental Challenges,

Unit IV: Tourism Organizations& Policies:

Role and Function of World Tourism Organization (WTO), Pacific Asia Travel Association

(PATA),World Tourism& Travel Council(WTTC)–Ministry of Tourism, Govt. of India, ITDC, Department of Tourism, Govt. of Sikkim, FHRAI, IHA, IATA, TAAI, IATO:

Tourism Regulations, Present trends in Domestic and Global – Tourism: push and, pull theory, Eleventh and Twelfth Five Year Plans for Tourism Development and Promotion; National Action Plan, National Tourism Policy – Code of Conduct for safe and sustainable Tourism for India

Suggested readings:

1. Burkart A.J. Medlik S. (1974). *Tourism – Past, Present and Future*. London: Heinemann.
2. Charles R. Goeldner & Brent Ritchie. J.R. (2006). *Tourism Principles, Practices, Philosophies*. New Jersey: John Wiley and Sons.



3. Chawla, R. (2004). *Tourism Management*. New Delhi: Sonali Publishers.
4. Page, S. J., & Connell, J. (2009). *Tourism: A modern synthesis (3rd ed.)*. London: Cengage Learning.
5. Sethi, P. (1999). *Tourism for the Next Millenium*. New Delhi: Rajat Publications.
6. Seth, P.N. (1998). *An Introduction to Travel and Tourism*. New Delhi: Sterling Publishers Pvt. Ltd.
7. Sharma, S.P. (2004). *Tourism Education*. New Delhi: Kanishka Publishers.
8. Sinha, P. (1998). *Tourism Planning*. New Delhi: Anmol Publication Pvt. Ltd.
9. Sinha, R.K. (1999). *Travel and Tourism Management*. New Delhi: Dominant Publishers and Distributors.
10. Souza, M.D. (2003). *Tourism Development and Management*. Jaipur: Mangal Deep Publication.

**TOURISM GEOGRAPHY****TOU-PG-C102****Credits 4****Full Marks 100****Course Objectives:**

1. To impart knowledge about the characteristics of tourist markets, the main natural & cultural attractions of destinations.
2. This paper focuses on some geographical concept used with tourism knowledge of India and different countries of the world so that the students may be able to understand the tourism business on national and international Level.

Unit I: World Geography

Physiography, Climate & Vegetation of North, South and Central America Europe-Africa-Asia & Australasia. Physical Geography of India, Physiography, Distribution of Rivers, Mountains, Plateaus & Plains-Climate and Vegetation.

Unit II: Map Reading

Latitude, International Date Line-Altitude-Direction-Scale Representation-GIS & Remote Sensing-Time Zones-Calculation of Time: GMT Variation Concept of Elapsed Time & Flying Time.

Unit III: Tourism Transport Systems in the World

Air Transport: IATA Areas & Sub Areas-Global Indicators-Major Airports and Routes-Major Railway Systems and Networks-Water Transport: International Inland and Ocean Transport Networks-Road Transportation: Major Transcontinental, International and National Highways-Transport Systems in India.

Unit IV: Planning and development of Tourism in different climatic regions

Case Studies of any one country from Asia, Europe, Africa, North America, South America, Australia.

Suggested Readings:

1. Boniface, B. & Cooper, C. (2009). *Worldwide Destinations: The geography of Travel & Tourism*. Oxford: Butterworth Heinemann.
2. Hall, Michael, C., Stephen, Boyd, (1999). *Nature Based Tourism in Peripheral Areas*. New Delhi: Viva Books Private Ltd.
3. Khullar, D.R. (2006). *India: A Comprehensive Geography*. New Delhi: Kalyani Publication.
4. Michael, C. hall (1999). *Geography of Travel and Tourism*. London: Routledge.
5. Newsome, D., Moore, S.A. and Dowling, R.K. (2002) *Natural Area Tourism: Ecology Impacts and Management*. Clevedon: Channel View.
6. Robinson, H.A. (1996). *Geography of Tourism*. London: Mac Donald & Evans, Ltd.
7. Rosemary, Burton (1995). *Travel Geography*. Marlow, Essex: Pitman Publishing.
8. Stephen, Ball (2007). *Encyclopedea of Tourism Resources in India*. B/H.
9. Stephen, Williams (1998). *Tourism Geography*. London: Routledge.

Additional Readings:

1. Benanav, Michael, Blasi, Abigail, Brown, Lindsay, Harding, Paul, Mayhew, Bradley, Raub, Kevin, Singh, Sarina, Stewart, Iain, (2017). *Discover India travel guide*. Lonely Planet India.
2. *Travel Information Manual* (2009). Netherlands: IATA.



NATURAL TOURISM RESOURCES OF INDIA

TOU-PG-C103

Credits: 04

Full Marks: 100

Course Objectives:

1. The module gives information of country's natural tourist resources of national and international importance
2. It helps students to know the various elements of natural resources and heritage of our country having significance as tourism products.

Unit I: Introduction

Concepts, Meaning and Characteristics of Nature Based Tourism, Typologies of Nature Based Tourism, Present Status and Future scope of Nature Based Tourist places in India.

Unit II: Natural Heritage and Biodiversity of India

National Parks, Wildlife Sanctuaries, Tiger reserves and Biosphere Reserves in India with case studies of Manas Tiger Reserve, Kaziranga Tiger Reserve, Kanha Tiger Reserve, Bandipur Tiger Reserve, Park, Corbett Tiger Reserve, Simlipal Tiger Reserve, Periyar Tiger Reserve, Sariska Tiger Reserve, Gir National Park, Kanchendzonga National Park, The Great Himalayan National Park, Dachigam National Park, Fambong Lho Wildlife Sanctuary, Bharatpur Bird Sanctuary, Nilgiri Biosphere Reserve, Norkek Biosphere Reserve, Great Nicobar Biosphere Reserve, Major Caves and Deserts of India.

Unit III: Hill Stations and Tourism Development

Study of Hill station attractions and their environs with case studies of Mussoorie, Nainital, Shimla, Gangtok, Darjeeling, Srinagar, Manali, Ooty, Sustainable Tourism Development and Carrying capacity in Hill stations.

Unit IV: Coastal Destinations and Islands

Resources and their Use Patterns. Case studies of Puri Beach, Goa Beaches, Kovalam Beach, Gopalpur Beach, Kanyakumari Beach, Major Beaches of Tamilnadu, Pondicherry Beach, Major Beaches of Karnataka, Major Beach Destination in Andhra Pradesh, Andaman and Nicobar Islands.

Suggested Readings:

1. Blamey, R. (2001). Principles of ecotourism. In: Weaver, D. (ed.) *The Encyclopedia of Ecotourism*. Wallingford. UK: CAB International.
3. C. Michael Hall & Stephen J. Page (2006). *The Geography of Tourism and Recreation- Environment, Place and Space*, (3rd Ed.). London: Routledge.
4. Dixit, Manoj (2002). *Tourism products*. Lucknow: New Royal Book Co.
5. Hall, Michael, C., Alan, A., & Lew, Longman (1997). *Sustainable Tourism-A Geographical Perspective*. U.K: Cassell.
6. Newsome, D., Moore, S.A. and Dowling, R.K. (2002). *Natural Area Tourism: Ecology Impacts and Management*. Clevedon: Channel View.
7. Norman, Douglas (2001). *Special Interest Tourism*(Ed.). Australia: John Wiley & Sons.
8. Robinet, Jacob (2007). *Indian Tourism Products*. Delhi: Abhijeet Publications.
9. Romila, Chawla (2003). *Tourism in India, Perspectives and Challenges*. New Delhi: Sonali Publication.
10. Stephen, Ball (2007). *Encyclopedia of Tourism Resources in India*. B/H.



MANAGEMENT CONCEPTS**TOU-PG-C104****Credits: 04****Full Marks: 100****Course Objectives:**

1. The objective is to provide an understanding of basic concepts, principles and practices of management.
2. The aim is to include the ability to apply multifunctional approach to Organizational objectives.

Unit I: Management Theory and Functions

The Basic Management Theory and Practice: Nature and Importance Management, Concept of Management, Management as Science or Art, Management as profession. Development of Management Thought: Classical Management Theory: Contribution of Taylor & Fayol: Human behavior approach, Hawthorne studies, Chester Bernard and social system theory, recent contribution and Overview of shifts in focus in Management thought. Management function and skills: Management Role, Functions, Various levels of Management; Overview of functional areas of Management. Management and society: The external Environment, Social Responsibility and Ethics

Unit II: Planning Process

Planning: The Nature of Planning, Steps in planning and planning process. Fundamentals of planning; mission and objectives, Major kinds of strategies and policies and Technique of decision making, Organizing: Concept of Organization and organization Theories, Formal and Informal organization. Authority and responsibility, Delegation, Centralization and Decentralization; Span of Management, Line and Staff relationship, Designing of organizations structure, Staffing and Directing: Fundamental of Staffing; Issues in Managing Human Resources, Human factors. Motivations Theories of Motivations: McGregor's Theory, Hierarchy of needs theory and Herzberg Theory, Leadership: Definition, Ingredients of leadership, leadership Pattern styles.

Unit III: Human Resource Management

Meaning and Scope; Organization and functions of human resource department; Human resource objectives and functions in tourism organization; Role of human resource managers in tourism, Selection and recruitment planning process in tourism; Human resource management practices and issues in tourism industry; design and evaluation of training and development programmes; Performance appraisal, Career development, incentives, promotions and transfers in tourism

Unit IV: Organizational Behaviour

Meaning and Forms of an Organization. Theories of Organization, An Overview of Organizational Behavior (OB), Contributing Disciplines to the OB field. Challenges and opportunities and trends for OB.

Perception: Concept, The Perceptual process, Person perception: Making judgment abothers and perceptual errors.

Learning: Concept and process; Learning in organization, Theories of

Learning, Learning through reinforcement. **Personality:** Concept, Personality determinants, Personality traits, Personality and OB, Different personality dimensions. **Motivation:** Concept, Motivation in the workplace, Theories of Motivation. Organizational effectiveness. Design of an organization structure and forms of Organization Structure



Suggested Readings:

1. Aswathappa, K. (2005). *Nature and Scope of Human Resource Management in Human Resource and Personnel Management*. New Delhi: Tata McGrawHill.4th Edition.
2. Hayes, David K. and Ninemeier, Jack D.(2015).*Human Resources Management in the Hospitality Industry*.(2nd Ed.). Wiley.
3. Hoque, Kim (2014).*Human Resource Management in the Hotel Industry: Strategy, Innovation and Performance*. Routledge.
4. Malhotra, P.K. (1998). *Human resource issues in hotel industry*. New Delhi: Anmol publications Pvt. Limited.
1. Drucker, P. F. (1987). *The Practice of Management*. Pan Books, London, Reprint.
2. Gupta, Meenakshi (2009). *Principles of Management*, PHI Learning, New Delhi.
3. Hampton (1992) *Management*. McGraw-Hill, International Edition, Tokyo.
4. Koontz, H., & Weihrich, H. (2010). *Essentials of management: An international perspective*. New Delhi, India: McGraw-Hill.
5. Mullins, L. J. (2007). *Management and Organisational Behaviour*. New Delhi: Pearson.
6. Prasad L.M. (1993). *Principals and Practice of Management*. New Delhi: Sultan Chand & Sons, Educational Publishers.
7. Ricky, Griffin (2008). *Management: Principles & Applications*. New Delhi: Cengage.
8. Richard .M Hodgets (1993). *Management*. New Jersey: Academic Press.
9. Stoner & Wankel (1999). *Management*. New Delhi: Prentice Hall of India.
10. Tripathi & Reddy (2008). *Principles of Management*. New Delhi: Tata McGraw – Hill.

**INDIAN CULTURE AND HERITAGE****TOU-PG-C105****Credits: 04****Full Marks: 100****Course Objectives:**

1. This paper presents the core competency of Indian Tourism to the students to be familiar with the places of cultural tourism interest.
2. The objective is to help students understand the significance of cultural tourism resources of India.

Unit I: Indian Cultural History

Early and Post Vedic period - Ancient Indian Literatures - Sacred Literature - Secular Literature - Ancient Society & Culture – Vedas, Samhitas, Upanishad, Aranyaka , Ashramas -Varna System – Purushartha – Cultural Erosion and Inheritance of Loss of Indian Culture .

Unit II: Major Religions of India

Religious & Pilgrimage places –Temples, Monasteries, Shrines etc., Hinduism, Buddhism, Jainism, Sikhism, Christianity, Islam, Different Indian and Western religious and spiritual Philosophy.

Unit III: Socio-Cultural Heritage

Holistic and Wellness Living- Ayurveda, Naturopathy Yoga and Meditation - Performing Arts, Dance Forms , Music – Vocal & Instrumental - Folk Arts -Indian Paintings and Sculpture- Fairs and Festivals , Indian Cuisine , Traditional Arts and Crafts.

Unit IV: Architectural Heritage

Significance & Places of Importance, Rock-cut Architecture -Buddhist Architecture – Stupas, Viharas, Chaityas ,Gandhara & Mathura Schools of Art - Hindu Temple Architecture-, Important Forts, Palaces and Havelies, Indo-Islamic Architecture, Major Historical Monuments of India, etc. World Heritage Sites in India, Modern Architecture – Museums and Art Galleries- Indian Museum- Kolkata, National Museum- New Delhi, Salarjunga Museum-Hyderabad, City Mahal Museum- Jaipur, Udaipur & Jodhpur - Problems and Prospects of Cultural Tourism in India.

Selected Readings:

1. Basham, A.L. (2008). *The Wonder That Was India*. New Delhi: Rupa and Co.
2. Brown, P. (2010). *Indian Architecture (Buddhist and Hindu Period)*. New York: Tobey Press
3. Brown, P. (2010). *Indian Architecture (the Islamic Period)*. New York: Palmer Press.
4. Gupta, S.P. (2002). *Cultural Tourism in India*. New Delhi: Indraprastha Museum of Art and Archaeology.
5. Jacob, R. (2012). *Indian Tourism Products*. New Delhi: Abhijeet publications.
6. Mukarjee, R.K. (1959). *The Culture and Art of India*. London: George Alleene Unwin Ltd.
7. Sahai, S. (2006). *Indian Architecture: Hindu Buddhist and Jain*. New Delhi: Prakash Books.



8. Sen, Sailendra Nath (2007). *Textbook of Indian History and Culture*. New Delhi: Macmillan.
9. Singh, U. (2009) *A History of Ancient and Early Medieval India: From the Stone Age To the 12Th Century*. New Delhi: Pearson Education India.

Additional Reading:

1. *The Gazette of India: History and Culture (1988)*. New Delhi: Ministry of Information and Broadcasting, Government of India (Vol.2 Publication Division).

**COMMUNICATION SKILLS DEVELOPMENT****TOU-PG-C106****Credits 4****Full Marks 100****Course Objectives:**

1. This course aims at imparting the focused and specific skills related to the Tourism Industry.
2. It focuses on various aspects such as communication skills required in the industry.
3. It will address the challenges faced by a manager while working in the industry.

Unit I: Fundamentals of communication

Nature and scope of communication; functions of communication; roles of manager; communication process; communication network; Information Communication, Protocol Communication, Public Relations

Unit II: Verbal Communication

Types - Methods of Achieving Effective Communication –Barriers to efficient communication –Feedback analysis- Measurement of Impact of Mass Electronic and Print Media Communication – Folk Media – Media Relations.

Unit III: Non-Verbal Communication

Body Language, Importance of Gestures in Communication; Reading Body Language, Kinesis - Multi-Cultural Communication- Concept of Culture, Functions of Culture and Impacts of Culture on Communication.

Unit IV: Listening Skills

Effective Listening, Poor listening habits, types of listening; barriers to effective listening, Persuasive communication and Role of Mentoring.

Suggested Readings:

1. Atton, Chris (2002). *Alternative Media*. London: Sage.
2. Baran, J.S. and Dennis K. Davis (2007) *Mass Communication Theory: Foundations, Ferment, and Future*. Noida: Thomson Wadsworth
3. Berger, A. A.(1995)*Essentials of Mass Communication*. New Delhi: Sage.
4. Bovee, T. & Schatzman (2009) *Business Communication Today*. New Delhi: Pearson.
5. Chantler, Paul & Stewart, Peter (2007). *Community Radio- Basic Radio Journalism*; Oxford: Focal Press.
6. Fiske, J. (2009) *An introduction to Communication*. Routledge.
7. Mandal S.K (2006). *Effective Communication and Public Speaking*. Mumbai: Jaico.
8. McQuail, D., McQuail's (2009) *Mass Communication Theory*. New Delhi: Vistar Publications
9. Munter M. (2002). *Guide to Managerial Communication: Effective Writing & Speaking*. New Delhi: PHI.
10. Sitaram, K.S. (1995). *Culture and Communication- A World View*. McGraw-Hill Incorporated.



SEMESTER II

TOURISM ECONOMICS

TOU- PG- C201

Credits 4

Full Marks 100

Course Objectives:

1. The Course endeavors to help the students in understanding the nature of Managerial Economics in general and economics of tourism in terms of demand and supply.
2. It will throw light on the strategies and practices used in Pricing
3. It will help in understanding of multiplier effect in context to Tourism

Unit I: Nature, scope and application of economics in tourism industry

Concept of Economics and their relevance to tourism, Tourism organizations and the market for tourism products, Tourism organizations and the external environment.

Unit II: Law of demand and Supply

Demand for tourism: concepts and definitions of demand for tourism, determinants of tourism demand, measurement of tourism demand and elasticity of tourism demand.

Supply of tourism product: Patterns and characteristics cost of tourism products, pricing of tourism products and marketing strategy in tourism industry.

Unit III: Tourism multiplier effect

The economic impacts of tourism: Direct, indirect, induced and negative. The measurement of economic impact, multiplier effect – meaning and types economic impact, multiplier–meaning and types, linkage and leakages. Tourism impact on balance of payments and exchange rates.

Unit IV: Tourism demand

Tourism demand and forecasting, Concept of break-even point, cost benefit analysis in tourism and project feasibility study. Principal sectors of Indian economy with special reference to Tourism, TFCI, NABARD, NEDFI,

Suggested Readings:

1. Bull, Ahdian (2000). *The Economics of Travel of Tourism*. Cheshire. Melbourne: Longman.
2. Cooper, Chris, Fletcher, John, Gilbert, David and Wanhil Stephen (2001). *Tourism Principles and practice*. London: Pitman Publishing,
3. Gupta, G.S., (2002). *Managerial Economics*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Koutsoyiannis, A (1990). *Modern micro Economics*. London: Macmillan



5. Mathieson, Alister, and Wall, Geoffery (2002). *Tourism Economic, Physical Social Impacts*. England: Longman Scientific and Technical.
6. Mankiw, N.G (2007). *Economics: Principles and Applications*. 4th edition. India: Cengage.
7. Pyndick, R.S, and D.S. Rubinfeld (2007). *Microeconomics*. New Delhi: Prentice Hall of India Pvt Ltd.
8. Salvatore, Dominick (2006). *Micro Economics: Theory and Applications*. 4th edition. Oxford University Press.
9. Sinclair, M.T., and Stabler, M., (1997). *The Economics of Tourism*. London: Routledge.
10. Singh, Tejvir, Mary Fish. Valene Smith & Linda R. Righter (1999). *Tourism Environment-Nature Culture, Economy*. New Delhi: Inter Indian Publications.



TOURISM MARKETING; CONCEPTS AND PRINCIPLES

TOU-PG-C202

Credits: 04

Full Marks: 100

Course Objectives:

1. To provide student basic understanding of tourism marketing.
2. Students will learn about importance of tourist orientation and ways to reach tourist through proper marketing strategies.
3. The course will provide both theoretical and applied understanding.

Unit I: Introduction to Marketing:

Core concepts in marketing, Needs, Wants, Demands, Product markets, Marketing management philosophies, Product, Selling, Marketing and Societal Perspectives, Economic importance of marketing, Marketing mix

Unit II: Marketing Strategies:

Marketing research, developing marketing environment, Consumer buying behavior & market Segmentation, Competitive differentiation and competitive marketing strategies, New product Development, Product life cycle, Customer satisfaction and related strategies Customer Relations Management.

Unit III: Planning Marketing Programs:

Product and product strategies, Product line, Product mix, Branding and packaging, Pricing considerations, Approaches and strategies, Distribution channels and strategies, Market and Sales Promotion, Advertising.

Unit IV: Tourism Marketing:

Service characteristics of Tourism, Unique features of tourist demand and tourist product, Tourism marketing mix, Marketing of tourism services, Marketing of Airlines, Hotels, Travel agencies and other tourism related services, Challenges and strategies, Measuring and forecasting tourism demand, Forecasting methods, Managing capacity and demand, Green Marketing, Consumer Protection Act.

Suggested Readings:

1. Assael, H (1985). *Consumer Behavior and Marketing Action* (2nd Edn.)
2. Chawla, R (2004). *Tourism Marketing and Development*. New Delhi: Sonali Publications,
3. Kotler, P (1993). *Marketing Management*. New Delhi: Prentice Hall of India Pvt. Ltd
4. Kotler, P (1993). *Marketing Principles*. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Kotler, P (2005). *Marketing Management & Hospitality and Tourism Marketing*, Prentice Hall.
6. Kumar, P (2010). *Marketing of Hospitality and Tourism Services*. U.S: McGraw Hill Education.
7. Offman, K.D. Bateson, J.E.G (2012). *Services Marketing*. Boston: Cengage,.
8. Philip Kotler and Armstrong Philip (1999). *Principles of Marketing*. New Delhi: Prentice - Hall India.
9. Rajan Nair (1983). *Marketing*. New Delhi: Sultan Chand & Sons,
10. Singh, M (2008). *Tourism Management and Marketing*. Maharashtra: Himalaya Books Pvt. Ltd

**HOSPITALITY MANAGEMENT****TOU-PG-C203****Credit 4****Full Marks 100****Course Objectives:**

1. The Course aims at familiarizing the students with the hospitality management concepts.
2. It will give an understanding of the functioning of a Hotel in the Tourism industry.
3. It will throw light on the different departments involved in the working of a Hotel.

Unit I: The Hotel Industry Nature and Concepts

Meaning & Nature of Hospitality, Features of Hospitality Services, Evolution of hospitality services; Structure of Accommodation Industry, Operation of Accommodation Units, Significance of accommodation in the Tourism Industry, Hospitality Industry Network, Determinants of Hospitality Network Demand & Supply for Accommodation in India

Unit II: Management Function in Hotel Industry

Front Office Desk – Front Office Staff – Qualities of Front Office Staff – Hotel Reservation, Housekeeping, Organization Structure, Layout of Housekeeping Department, Functions of Housekeeping Department, Managing Guest Amenities

Unit III: Food and Beverage Services Outlets

Various Types of Food Services – Restaurant Organization - Equipment's - Room Service.

Unit IV: Supplementary accommodations

Home-stays – Youth Hostels – Guest Houses – Emerging Concepts of accommodation – Major Hotel Chains world-wide.

Suggested Readings:

1. Amrik Singh Sudan (2002). *House Keeping Management*. Anmol Publication Ltd.
2. D.R. Lillicrap (1983). *Food Beverage Service*. London: Edward Arnold Publishers Ltd.
3. Praveen Sethi (2004). *Hand Book of Hospitality and Tourism*. Delhi: Anmol Publication
4. Rajendran Singh (2001). *Hotel and Hospitality Management*. Delhi: Kalpaz Publication
5. R.K. Malhotra (2002). *Food Service and Catering Management*. New Delhi: Anmol Publication Pvt. Ltd.
6. S. Kannan (2003). *Hotel Industry in India*. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Sudhir Andrew (1994). *Food Beverage Service Training Manual*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
8. Vijay Dhawan (2004). *Food Beverage Service*. Frank Bros and Co.
9. Yogendra K. Sharma (2003). *Hotel Management*. New Delhi: Kanishka Publishers.
10. Y.P. Singh (2001). *Effective Hotel Management*. New Delhi: Anmol Publication Pvt. Ltd



TOURISM IN NORTH EAST INDIA

TOU-PG-C204

Credits 4

Full Marks 100

Course Objectives:

1. The course aims at providing a comprehensive overview on Tourism in the North East India.
2. It will critically examines existing scope of challenges in the North East Region
3. It will project the tourism potential and resources in North East India with special emphasis to Sikkim.

Unit I: Tourism in North East India – an overview:

Growth and development of Tourism in North East India, natural and cultural tourism resources in North East India, major tourism destinations in North East India, Travel formalities in North East India.

Unit II: Scope and challenges of Tourism in North East India:

Carrying capacity; Sustainable development; Destination development; Emerging forms of tourism; Challenges & Opportunities of Tourism in North East India.

Unit III: Tourism in Sikkim-An Overview

History, growth and development of tourism in Sikkim; Tourism policy and planning in Sikkim; Eco-tourism policy of Sikkim; Eco-tourism Zones in Sikkim; Tourism organizations in Sikkim; Home-stay- rules & regulations

Unit IV: Tourism resources and destinations in Sikkim

Tourism resources in Sikkim - Natural and man-made Resources - important tourist circuits - Socio-cultural Heritage - Ethnic groups - fairs and festivals – religion – music - handlooms and handicrafts - customs and traditions. Emerging tourism destinations

Suggested Readings:

1. Duff, A (2015). *Sikkim: Requiem for a Himalayan Kingdom*. Vintage Books.
2. *ENVIS Newsletter on Eco-tourism*: Dept. of Science and Technology, Govt. of Sikkim.
3. Gawler, J.C. (1873). *Sikkim*.
4. Macaulay, Colman. (1885) *Sikkim: A Traveller's Guide*, Permanent Black, Delhi.
5. Mahapatra, A (2014) *Best escapes East and North East India*, Lonely Planet.
6. Planning Commission, Government of India. (2008). *Sikkim Development Report*. New Delhi: Planning commission and Academic Foundation
7. Riskey, H.H (1995). *Gazetteer of Sikkim*. Calcutta: The Bengal Secretariat Press.
8. Sharma, P (2008). *Music Culture of North East India*. Raj Publications.
9. *Sikkim Eco-tourism Policy*: Department of Forest. Govt. of Sikkim.
10. Salisbury, C.Y. (1972). *Sikkim the Mountain Kingdom*.

**TRAVEL AND TRANSPORT MANAGEMENT****TOU-PG-C205****Credits: 04****Full Marks: 100**

Course Objectives: The paper will help the students find the clear differences of functions of air, surface and water transportation system in the world vis-à-vis India.

Unit I: Fundamentals of Transport

Evolution of Transportation, Importance of Tourist Transport Services, Essentials of Transport, Growth & Development of Means of Transport, Types of Transport, Distribution of Sales of Tourist Transport Services, Road Transport Network in India

Unit II: Surface Transport

Road Transport Network in North America, South America, Europe, South Africa, Asia and the Middle East, Austria and New Zealand, Major Railway Transport Network in the World, Coach & Car Rental Services, Types of Coaches, Types of Car Rental Services.

Unit III: Air Transport

Types of Airlines, Aircraft, Types of Airport & Its Facilities and Services, In-flight Services, Prohibition of Dangerous Goods, Safety Measures for Aircraft and Airport, ICAO and Its Freedom of Air, Director General of Civil Aviation (DGCA) & its Roles and Functions and Airports Authority of India(AAI) &Its Roles and Functions.

Unit IV: Water Transport

Water Transport Network, Cruise Line Business, Distribution of Sales in Cruise Line Business, Inland Water Transport System in India Case Study of AMTRAK, KPN Transport Services, Indigo Airlines, Star Cruise Line.

Suggested Readings:

1. Duval, D Timothy (2007). *Tourism and Transport: Modes, Networks and Flows*. New York: Channel View Publications
2. Gross, Sven and Klemmer, Louisa (2014). *Introduction to Tourism Transport*. CABI Tourism Texts.
3. Jagmohan Negi (2005). *Air travel Ticketing and Fare construction*. New Delhi: Kanishka.
4. Merkert, Rico and Walters, Jackie (2018). *Air Cargo and Logistics: Classics and Contemporary Practice*. Academic Press.
5. Ratandeep Singh (2008). *Handbook of Global Aviation Industry and Hospitality services*. New Delhi: Kanishka Publishers.
6. Page Stephen (2005). *Transport and Tourism: Global Perspectives*. New Delhi: Pearson Prentice Hall.
7. IATA Training Manual.
8. Air Cargo Tariff Manual.
9. IATA Live Animals Regulation Manual.



Useful Links:

1. Overview of the demand in the Indian transport and logistics industry:http://ebtc.eu/pdf/130108_MAS_Overview-of-the-demand-in-the-Indian-transport-and-logistics-industry.pdf.
2. Transportation & Logistics 2030: Volume 2: Transport infrastructure — Engine or hand brake for global supply chains?: https://www.pwc.in/assets/pdfs/publications/2010/transport_infrastructure_report.pdf.
3. India Transport Report: Moving India To 2032: Vol.1 Executive Summary:http://planningcommission.nic.in/reports/genrep/NTDPC_Vol_01.pdf.
4. ADB: Sector Assistance Program Evaluation: Transport Sector in India-Focusing on Results : <http://www.oecd.org/derec/adb/39066399.pdf>.

LOCAL FIELD STUDY

TOU-PG-C206

Credit 2+2=4

Full Marks 100

- A. The students are to undergo a 8-10 days Field Study Tour to gain practical knowledge of tourist resources of Sikkim in order to analyze the existing infrastructure and amenities of tourism development, and to further examine future prospects for tourism promotion.
- B. After the completion of the Field Study, the students are required to submit the Field Study Report for evaluation.
- C. The viva-voce will be conducted by a panel of external and internal examiners. Evaluation will consist of 50 for project report and 50 marks for viva-voce.

**SEMESTER III****ADVENTURE TOURISM****TOU-PG-O301****Credits 4****Full Marks 100****Course Objectives:**

1. The course will help in understanding the resource potential for adventure tourism in India and the existing popular destinations and activities.
2. It will elucidate the major constraints on way to adventure tourism development and the possible strategies to offset the same.

Unit I: Adventure Tourism - an overview

Adventure Tourism: Definition, Scope; Marketing and promotional strategies; Challenges of adventure tourism – pollution, overbuilding, destruction of flora and fauna; Emerging trends and job opportunities in adventure tourism; Risk Management.

Unit II: Air Based Adventure Tourism

Definition, Scope and Nature of Air based adventure tourism; popular tourist destinations for Airbased adventure tourism (paragliding, hot air ballooning, hand gliding and micro light flying, bungee jumping, etc.). Basic minimum standards for air based adventure tourism related activities. Tools and equipment used in air based adventure tourism; Airbased adventure tourism in India-Facilities offered. Air based adventure tourism organisations and training institutes in India.

Unit III: Water Based Adventure Tourism

Definition, Scope and Nature of Water based adventure tourism; popular tourist destinations for Water based adventure tourism (snorkelling, white-water rafting, kayaking, canoeing, surfing, water skiing, scuba diving, angling, etc.). Basic minimum standards for water based adventure tourism related activities. Tools and equipment used in water based adventure tourism, Water-based adventure tourism in India-Facilities offered; Water based adventure tourism organisations and training institutes in India.

Unit IV: Land Based Adventure Tourism

Definition, Scope and Nature of Land based adventure tourism; popular tourist destinations for land based (trekking, hiking, mountain biking, camping, bird watching, wildlife photography, skiing, mountaineering, desert safaris, car rallies, rock climbing, etc.). Basic minimum standards for land based adventure tourism related activities. Tools and equipment used in land based adventure tourism, Land based adventure tourism in India-Facilities offered; Land based adventure tourism organizations and training institutes in India.

Field Activity

Students are required to undertake a field study on any one of the adventure tourism activities to acquire hands-on training and skill development.



Suggested Readings:

1. Ball, S (2007). *Encyclopedia of Tourism Resources in India*. B/H.
2. Crowther, G (1990). *India -A Travel Survival Kit*. Lonely Planet Publication.
3. Dixit, M (2002). *Tourism products*. Lucknow: New Royal Book Co.
4. Dixit, M (2002). *Tourism products*. Lucknow: New Royal Book Co.
5. Douglas, N Ed. (2001). *Special Interest Tourism*. Australia: John Wiley & Sons,
6. Hall, M, Timothy, D et al (2006). *Safety and Security in Tourism*. Jaico Publishing House.
7. Jacob, R (2007). *Indian Tourism Products*. Delhi: Abhijeet Publications.
8. Negi, J (2001). *Adventure Tourism and Sports*. Delhi: Kanishka Publishers Distributors.
9. Singh, S (2008). Lonely Planet India.
10. Wright, G (1991). *Hill Stations of India*. New Delhi: Penguin Books

**TOURISM POLICY PLANNING & DEVELOPMENT****TOU-PG-C302****Credits 4****Full Marks 100****Course Objectives:**

1. The students will be acquainted with tourism planning process, strategy, and policies.
2. The students will learn the importance of tourism planning and marketing at national level.
3. The students will be appraised about the problems relating tourism and its development in India

Unit I: Concept of Tourism Policy Planning

Institutional framework and the principal lines of public tourism policy; The role of govt. public and private sector in formulation of tourism policy; Roles of international, national, state and local tourism organizations in carrying out tourism policies.

Unit II: National Administration and Tourism Policy

Policy making bodies and its process at national levels; Outline of L.K.Jha Committee (Ad-hoc Committee) - 1963, National Tourism Policy -1982, National Committee Report-1998, National Action Plan on Tourism – 1992, 2002

Unit III: Background, Approach and Process of Tourism Planning

Techniques of Plan Formulation; Planning for Tourism Destinations-Objectives, methods, steps and factors influencing planning; Destination life cycle concept.

Unit IV: Tourism planning at international, national, regional, state and local

Methods of tourism planning; Important features of five year tourism plans in India; Elements, Agents, Processes and typologies of tourism development. Case study of selected state tourism policies (Sikkim, Goa, Kerala, Rajasthan)

Suggested Readings:

1. Badan, B.S. Bhatt, H (2007). *Tourism Planning and Development*. New Delhi: Commonwealth Publishers.
2. Bezbarua, M.P(1999). *Indian Tourism Beyond The Millenium*. Gyan Publishing House
3. Burkart,&,Medlik (1981). *Tourism; Past, Present and Future*. London: Heinemann
4. Donald E. Hawkins, Elwood L. Dhafer and James mRovelstad (1995). *Tourism Planning and Development Issues*, George Washington University, Washington DC.
5. Gee, Chuck Y, James C. Makens , Dexter J. L. & Choy (1997). *The Travel Industry*. Wiley.
6. Hawkins, D.E (1980). *Tourism Planning and Development*. London: George University Press.
7. Murphy, Peter H, (1985). *Tourism:A Community Approach*. London: Routledge.
8. Mason, P (2003). *Tourism Impacts, Planning and Management*, Taylor & Francis
9. P.C. Sinha (1998). *Tourism Planning*. New Delhi: Anmol Publication Pvt. Ltd.
10. Sharma, K.K (2004). *Tourism and Economic Development*. Delhi: Sarup Book Publishers Pvt. Ltd.



INFORMATION AND COMMUNICATION TECHNOLOGY

TOU-PG-C303

Credits: 04

Full Marks: 100

Course Objective:

1. The course will introduce learner to the role and importance of computers and information and communication technology at work.
2. Students will be prepared to use the computer as a tool effectively as per the need of industry.
3. The course will equip the students in computers related tasks that the managers are required to perform to be effective on job.

Unit I: Introduction to Information Technology

Basics of Computer; Computer networks; internet and internet technologies; tourism websites and design principles; E-commerce, E-tourism; OTA; Global Tourism Business

Unit II: E-marketing in Tourism

Concept of Database Management Systems: online reservation system for air, rail, road, hotels. Need and importance of Management Information Systems in Tourism; Travel and Tourism Information System

Unit III: Computer Applications in tourism: problems and prospects

Information Technology for achieving competitive edge in tourism industry; IT outsourcing; cyber-crime, cyber laws; online tourism services and its benefits; Case studies of IRCTC, Galileo, Amadeus, Sabre Information Network

Unit IV: Emerging Technological Aspects in Tourism:

An Information-intensive Industry, A System of Information Technology, Adoption is system-wide, Rapid Diffusion of Technology, Technology Impacts in tourism, Increased Efficiency, Improved Quality, New Services, Flexible Holidays, The tourism Production system (TPS), Technology in Production, Airline CRSs, Technology in Travel Agencies, Technology in tour Operations, Technology in Hotels; ERP in the tourism industry.

Suggested Readings:

1. Copper, C. and kaplinsky, R. (1989). *Technology and Development in the Third Industrial Revolution*. London: Frank Cass and Co. Ltd.
2. Elmarsi, R, Navathe, S.B (2016). *Fundamentals of Database Systems*. Pearson.
3. Jaggi V P and Jain, S (1993). *Computers for Everyone*. New Delhi: Academic India Publishers.
4. Olsen, M.D. (1991). *Strategic Management in the Hospitality Industry: A Literature Review*. London: Belhaven Press,
5. Poon, Auliana (1993). *Tourism, Technology and Competitive Strategies*. New York: CAB International.



6. Ritender, G and Kakkar, D.N (2003). *Computer Application in Management*. N.Delhi: New Age International Publishers.
7. Saxena S: and Chopra, P (2006). *Computer Applications in Management*. New Delhi: Vikas Publishing house Pvt. Ltd.
8. Saxena, S (2003). *First Course in Computers (3rd Edition)*. New Delhi: Vikas Publishing house Pvt. Ltd.
9. Shelp, R.K. et al. (1984). *Services Industries and Economic Development. Cast Studies in Technology Transfer*. New York: Praeger Special Studies.
10. William S. Davis, (1989). *Fundamental Computer Concepts*. Addison Wesley.



HOSPITALITY OPERATIONS

TOU-PG-E304

Credits: 04

Full Marks: 100

Unit I: Introduction to Hospitality Operations

Meaning and nature of hospitality; Structure and functions of accommodation industry; Hospitality Operation Management; Hospitality Industry network and dimensions; Types of accommodation; Departments and roles in a Hotel; Growth and development of the hospitality sector in India; Emerging trends in the hospitality industry

Unit II: Front Office Management

Structure of Front Office Department; Role and functions of Front Office Department; Attributes and skills of Front Office personnel's; Reservation, registration and cancellation procedures; Handling individuals and groups; Front Office Auditing; Guest Folio Management; Automation/ CRS in Front Office; Travel Desk Operations.

Unit III: House-keeping Operations& Food beverage Operations

Organization, structure and functions; Role of house-keeping staff; Types of rooms; House-keeping Control Desk; Different sections of a House-keeping Department; House-keeping coordination with other Departments; Organization of f&b , structure and functions of F&B; Role of f&b staff; Types of restaurant menu; room services; types of meal plans; catering services.

Unit IV: Hotel Administration & Accounting

Finance& accounts; sales & marketing; revenue management; yield management; personnel management; Training and Development; Safety & Security Management; Management of Distribution Channel

Suggested Readings:

1. Amrik Singh Sudan (2002). *House Keeping Management*. Anmol Publication Ltd.
2. D.R. Lillicrap (1983). *Food Beverage Service*. London: Edward Arnold Publishers Ltd
3. Praveen Sethi (2004). *Hand Book of Hospitality and Tourism*. Delhi: Anmol Publication
4. Rajendran Singh (2001). *Hotel and Hospitality Management*. Delhi: Kalpaz Publication.
5. R.K. Malhotra (2002). *Food Service and Catering Management*. New Delhi: Anmol Publication Pvt. Ltd.
6. Sudhir Andrew (1994). *Food Beverage Service Training Manual*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
7. S. Kannan (2003). *Hotel Industry in India*. New Delhi: Deep and Deep Publications Pvt. Ltd.
8. Vijay Dhawan (2004). *Food Beverage Service*. Frank Bros and Co.
9. Yogendra K. Sharma (2003). *Hotel Management*. New Delhi: Kanishka Publishers
10. Y.P. Singh (2001). *Effective Hotel Management*. New Delhi: Anmol Publication Pvt. Ltd

**TRAVEL AGENCY & TOUR OPERATIONS****TOU-PG-E305****Credits 4****Full Marks 100****Course Objectives:**

1. The course will give the desired exposure to the prevalent procedures and processing style in aspects of tourism, travel and tour management.
2. It will give details regarding basic procedures adopted by agencies in the specific fields and focuses on the prescribed requirements by the administrative and bureaucratic machinery looking after specific aspects of tourism and allied activities.
3. It will give knowledge about the various documents required in the tourism industry

Unit I: Travel Agency and Tour Operation Business

History, growth and present status of Travel agency; Definition & Functions of Travel agency and Tour operator, Organizational Structure, Procedure to become a travel agent or Tour operator, Approval by Ministry of Tourism, Approval by Department of Tourism, IATA rules and regulations for approval of a travel agency. Case Study of major travel agencies and tour operators.

Unit II: Travel formalities

Passport, Visa, Health requirements, Taxes, Customs, Currency, Travel Insurance, Baggage and Airport information, Passenger Documentation, Baggage Rules.

Unit III: Itinerary Preparation

Concept and typology; GIT, FIT; limitations and constraints; custom made itinerary; readymade itinerary; factors to be considered while preparing an itinerary.

Unit IV: Tour Packaging & Costing

Definition, types, forms, and components of package tour; advantages and disadvantage of package tours; promotion of tour packages; media selection criteria. Costing - Components, considerations; FIT costing and group costing; pricing strategies and distribution mechanism.

Suggested Readings:

1. Chand, M. (2009). *Travel Agency Management: An Introductory Text*. New Delhi: Anmol Publications Pvt.Ltd.
2. Chand, M (2002). *Travel Agency Management*. Anmol Publication.
3. Foster, Douglas (1983). *Travel and Tourism Management*. London: McMillan
4. Gwenda, S (1995). *Manual of Travel Agency Practice*. London: Butterworth Heinmann.
5. Holloway, J.C.(1983). *The Business of Tourism*. Plymouth: McDonald and Evans.



6. Mancini, M (2000). *Conducting Tours: A Practical Guide*. Cenage Learning.
7. Negi J.N (2006). *Tour Operations and Tour Guiding*. Kanishka Publishers.
8. Seth, P.N., (1992). *Successful Tourism Management Vol.1 &2*. Delhi: Sterling Publications.
9. Stevens Lawrence (1990). *Guide to Starting and Operating Successful Travel Agency*. New York: Delmar Publishers Inc.
10. Swain, S.K. & Mishra, J.M.(2012). *Tourism: Principles & Practices*. New Delhi: Oxford University Press.

Additional Readings:

1. ABC Worldwide Airways Guide (Red and Blue)
2. IATA Ticketing Handbook

**CONSUMER BEHAVIOUR****TOU-PG-C306****Credits: 04****Full Marks: 100****Course Objectives:**

1. The present paper is intended to develop student's understanding consumer behavior.

Unit I: Introduction to Consumer Behaviour

Introduction, Definitions, Concepts, Characteristics of consumer behaviour, Cultural Factors, Social Factors, Personal Factors, Psychological Factors, Models of Consumer Behaviour- Black Box Model, High Commitment and Low Commitment Consumer Behaviour.

Unit II: Types of Tourists and their Consumer Behaviour

Activities, Interest and Opinions of Tourism Market Segments and their Buying Decision Behaviour, Study of specific models.

Unit III: Buyer Decision Process

Need Recognition, Information Search, Evaluation of Alternatives, Purchase Decision, Post Purchase Behaviour, Buyer Decision Process for New Products, Stages in the Adoption Process, Individual Difference in Innovativeness, Influence of Product Characteristics on Rate of Adoption.

Unit IV: Host-Guest Interactions

Definition, characteristics, importance of Guest-host interaction, Their Impact on Physical, Social and Cultural Environments, Cross-cultural Impacts.

Selected Readings:

1. Assael Henry (2006). *Consumer Behaviour and Marketing Action*. New York: Thomson Learning.
2. Baroota K.D. (2008). *Experimental Design in Behavioural Research*. New Delhi: New Age International Pvt Limited.
3. Hawkins De., Best Roger J. and Caney Kenneth A. (1996). *Consumer Behaviour*. New Delhi : Tata Mc Graw Hill Publishing Co. Pvt Ltd.
4. Holloway, J.C. (2012). *The Business of Tourism*. London: Prentice Hall.
5. Kotler Philip (2000). *Marketing Management*. New Delhi: Prentice Hall of India Pvt Ltd.
6. Mills, M. and Rob Law (Eds). (2005). *Handbook of Consumer Behaviour, Tourism and the Internet*. U.S: Haworth Press Inc.
7. Mowen, John C.(1993). *Consumer Behaviour*. New York: MacMillan.
8. Schiffman Leon G. and Leslie Lazar Kanuk (1997). *Consumer Behaviour*. New Delhi : Prentice Hall of India (P) Ltd.
9. Wilkie, William L. (1994). *Consumer Behaviour*. New York : John Wiley and Sons.



TOURISM ENTREPRENEURSHIP

TOU-PG-C307

Credits 4

Full Marks 100

Course Objectives:

1. The general objective of this course is to introduce students to entrepreneurship and its role in tourism sector.
2. To ensure that students acquire basic understanding about the concept, growth and scope for tourism sector
3. To help students understand the importance of entrepreneurship for any economy.

Unit I: Entrepreneur: an overview

Meaning, Functions, Types of Entrepreneurs, Entrepreneur, Factors influencing the development of entrepreneurs. Entrepreneurship: concept, meaning, definition, importance, characteristics.

Unit II: Entrepreneurship Development

Development of Entrepreneurship, Stages in Entrepreneurship Process, Functions, Classification. Stages of Evolution; Theories of Entrepreneurship: Schumpeter's Theory, Peter Duckers Theory and Mc. Clelland's Theories.

Unit III: Community Entrepreneurship

Communities promoted entrepreneurship in India, Role of entrepreneurs in economics development of a country, Entrepreneurship & its barriers in India, Financial institutions.

Unit IV: Role of Small Scale Industry

Definitions, Characteristics, Need and Rationale: Objectives, Scope, Role of SSI, Advantages of SSI, Different Policy of SSI, Government Supports for SSI during Five-Year Plans, Impact of Liberalization, Privatization, and Globalization, Effect of WTO/GATT.

Suggested Readings:

1. Aldrich, H.E & Martinez, M.A. (2001) *Many are called but few are chosen: An evolutionary perspective for the study of entrepreneurship. Entrepreneurship Theory and Practice*, 25:41-56.
2. Wiley, J & Sons Bird B.J. (1989). New York: Entrepreneurial Behavior.
3. Caree, M. Van Stel, A. Thurik R., & Wennekers, S. (2002). *Economic development and business ownership; An analysis using data of 23 OECD countries in the period 1976-1996*. *Small Business Economics*. 19:271-90.
4. Cramer, J.S., Hartog, J, Jonker, N., & Van Praag, C.M. (2002). *Low risk aversion encourages the choice of entrepreneurship an empirical test of a truism. Journal of Economic Behavior and Organizing*, 48:29-36
5. Earle, J.S., & Sakova, Z. (1999). *Entrepreneurship from scratch: Lessons on the entry decision into self-employment from transition economics*. IZA Discussion Paper 79.



6. Evans D.S., & Leighton, L.S. (1989). *Some empirical aspects of entrepreneurship* American Economic Review, 79:519-35.
7. Gartner, W.B (1989). 'Who is an entrepreneurial?' *is the wrong question. Entrepreneurship Theory and Practice*, 13:47-68.
8. McGrath, R.G., MacMillan, I.C. & Scheinberg, S (1992). *Elitist, risk-takers and rugged individualists? An exploratory analysis of Culture differences between entrepreneurs and non-entrepreneurs*. Journal of Business Venturing, 7:115-35.
9. Khanka, S.S (2012). *Entrepreneurship and Small Business Management*, Fifth Revised Edition. New Delhi: Jain Book Publishers.
10. Samiuddin (1989). *Entrepreneurship Development in India*. New Delhi: Mittal Publications.



SEMESTER IV

SUSTAINABLE TOURISM DEVELOPMENT

TOU-PG-C401

Credits: 04

Full Marks: 100

Course Objectives:

1. To acquire an in-depth knowledge about the sustainable tourism development principles
2. To make students familiar with techniques and approaches of sustainable tourism management.

Unit I: Sustainable Tourism Concepts and Principles

Sustainable Tourism- Meaning, Definition, Benefits and Issues in Sustainable Tourism Development, Sustainable tourism Planning and Principles, Basic Concepts in sustainable Tourism Design Need and Importance of Tourism sustainability.

Unit II: Sustainability and Environment

Sustainable Development-Background, Concept and Definition, Dimensions of sustainability-Social, Economic, Environmental, Global Warming and Sustainable Development, Sustainability and Climate Change Issues in Tourism, Global Initiative for Sustainable Tourism Development, Eco-friendly Practices and Clean Energy, Waste Management, Ecotourism, Responsible Tourism, Green Tourism, Significance of Sustainable Tourism Development.

Unit III: Sustainable Tourism and UNWTO

World Conference on sustainable Tourism, Standardization and Certification for Tourism sustainability, Role of Tourism Organizations in Sustainable Tourism Development and Management, UNWTO Tourism and The Sustainable Development Goals , Tourism and The Millennium Development Goals.

Unit IV: Contemporary issues in tourism

New trends and emerging patterns; current initiatives of Ministry of Tourism, Department of Tourism; Climate change and environmental issues: Community Based Tourism; Concept of Home-stays, Responsible tourism; Tourism and poverty alleviation; Social media for tourism promotion; Social responsibility and ethical concerns; Special Tourism Zones.

Suggested Readings:

1. Andrew Holden (2000). *Environment and Tourism*. Psychology Press.
2. Atkinson, G., Dietz, S. & Neumayer, E. (2007). *Handbook of Sustainable Development*. Cheltenham: Edward Elgar Publishing.
3. Brandon, K., (1996). *Ecotourism and conservation: A review of key issues*. Environment Department P. 33. Washington, D. C: The World Bank.
4. Buckley, R. & Sommer, M. (2001). *Tourism and Protected Areas: Partnerships in Principle and Practice*. CRC for Sustainable Tourism Pvt. Ltd. and Tourism Council Australia, Sydney, Australia.



5. Chand, M (2016). *Opportunities and Challenges for Tourism and Hospitality in the Bric Nations*. India: Information Science Reference.
6. Dixit, M (2001). *Tourism Products*. New Delhi: Royal Publishers,
7. Hall, C.M. and Duval T (2003). *Safety and Security in Tourism Relationship Management and Marketing*. Australia: Victoria University.
8. Fennell, D. (2003). *Ecotourism: An introduction*. London: Routledge
9. Pearce D.G. and Butler R.W(1999). *Contemporary issues in Tourism Development*. New York: Routledge.
10. Rao, P.K. (2000). *Sustainable Development – Economics and Policy*. New Jersey: Wiley-Blackwell.
11. Salah Wahab and John J. Pigram (1997). *Tourism, Development and Growth: The Challenge of Sustainability*. U.K: Routledge.
12. T.C. Victor M, and H. Rebecca (1998). *Sustainable Tourism- A Marketing Perspective*. U.K: Routledge.



RESEARCH METHODOLOGY

TOU-PG-C402

Credits: 04

Full Marks: 100

Course Objectives:

1. In this module students will understand the conceptual meaning of research methodology.
2. They can get Knowledge on research design, processing & analysis of data, report writing.

Unit I: Research Methodology, Research Design and Sampling Design

An Introduction- Meaning and Objectives of Research; Types of Research; Significance of Research; Defining a Problem. Meaning of Research Design; Need for Research Design; Features of a Good Design; Different Research Designs. Steps in Sampling Design; Criteria for Selecting a Sampling Procedure; Characteristics of a Good Sample Design; Different Types of Sample Designs.

Unit II: Methods of Processing and Analysis of Data

Collection of Primary Data, Collection of Data through Questionnaires, Collection of Data through Schedules, Some Other Methods of Data Collection, Processing Operations, Elements/Types of Analysis; Statistics in Research; Measures of Central Tendency; Measures of Dispersion.

Unit III: Testing of Hypotheses

What is Hypothesis? Procedure for Hypothesis Testing, Tests of Hypotheses, Hypothesis Testing, Chi- square test as a Test for Comparing Variance, Applying Chi-square Test.

Unit IV: Analysis of Variance and Multivariate Analysis Techniques

Analysis of Variance (ANOVA): What is ANOVA? The Basic Principle of ANOVA, ANOVA Technique, Important Methods of Factor Analysis, Process and Techniques of Interpretation and Report Writing.

Suggested Readings:

1. Babbie, E. R. (2007). *The basics of social research* (4th ed.). Australia: Thomson/Wadsworth.
2. Berg, Bruce L. (2008). *Qualitative research methods for the social sciences*. 7th ed. Boston, MA: Allyn & Bacon.
3. Denscombe, Martyn. (2007). *The good research guide for small-scale social research projects*. 3rd ed. Maidenhead, UK: Open University Press.
4. Gorard, Stephen. (2003). *Quantitative methods in social science*. New York: Continuum.
5. Guppy, L. N., & Gray, G. A. (2008). *Successful surveys: Research methods and practice* (4th ed.). Toronto: Thomson Nelson.
6. Miller, Delbert C., and Neil J. Salkind. (2002). *Handbook of research design and social measurement*. 6th ed. Thousand Oaks, CA: Sage Publications.



7. Nardi, P. M. (2006). *Doing survey research: A guide to quantitative methods* (2nd ed.). Boston: Pearson/Allyn & Bacon.
8. Neuman, W. Lawrence. (2006). *Social research methods: Qualitative and quantitative approaches*. 6th ed. Boston, MA: Allyn & Bacon.
9. Osborne, J. W. (2008). *Best practices in quantitative methods*. Thousand Oaks, Calif: Sage Publications.
10. Patten, Mildred L. (2004). *Understanding research methods: An overview of the essentials*. 4th ed. Glendale, CA: Pyrczak Publishing.



INTERNATIONAL TOURISM

TOU-PG-C403

Credits: 04

Full Marks: 100

Course Objectives:

1. This paper aims to provide an overview of global tourism trends along with role of various factors affecting international tourism.
2. It will give the students an insight into different tourism practices in regions all around the World

Unit I: Global Tourism; Salient Features

Global Tourism Trends, Foreign Tourist Arrivals(FTAs), International Tourism Receipts, FTAs and ITR of Top Ten Countries, India's Position in Global Tourism, Factors Contributing to Growth of International Tourism, Global Tourism by 2020.

Unit II: International Tourism: A Critical Assessment

New Dimensions in Contemporary International Tourism, Global Tourists' Traffic and Tourism Receipts Patterns, Upcoming Global Tourism Destinations, Diversification of Emerging Tourism Products, Regional Gap in Tourism , Changing Global Tourism Market Trends.

Unit III: International Tourism Regions

UNWTO Regions - Africa, Americas, Asia and the Pacific, Europe, Middle East, Key Tourism Facts and Figures , Present Tourism Scenario and Forecasting, UNWTO Regions Travel and Tourism SWOT analysis, India's International Tourism- An Analytical Perspective.

Unit IV: Key Aspects of International Tourism

Tourism Measurement- Procedure, Need, Scope and Constraints, Dynamics of Tourism Demand and Supply, International Tourist Traffic Trends in Future Perspective, Tourism and Globalization-Inter- relationship, Scope and Implications, Factors Affecting International Tourism, Crisis Management in International Tourism.

Selected Readings:

1. Bhatia A.K. (2011). *International Tourism Management*. New Delhi: Sterling Publishers.
2. Cochrane, J. (2008). *Asian Tourism Growth and Change*. London: Elsevier.
3. Edgell, Sr., D.L. & Hill, B.J. (2002). *Best Practices Guidebook for International Tourism Development for Rural Communities*. Utah: Brigham Young University Publications.
4. Meethamn, K. (2001). *Tourism in Global Society*. Palgrave, Basingstoke.
5. Pearce, P. (1997). *Tourism Market Segments and Travel Psychology*. In: C. Gee and E. Fayos-Solá, Editors, *International Tourism: A Global Perspective*. World Tourism Organization, Madrid.
6. Reisinger Y. (2009). *International Tourism – Cultures and Behaviour*. Oxford,UK: Butterworth-Heinemann.



7. Swain, S.K. & Mishra, J.M. (2012). *Tourism: Principles & Practices*. New Delhi: Oxford University Press.
8. UN World Tourism Organization (2002). *Performance Indicators for Tourism Destinations in Asia and the Pacific Region*. Business & Economics.
9. William F. Theobald, W.F. (2013). *Global Tourism*. London: Elsevier Science.
10. WTO (1999). *Marketing tourism destinations online: strategies for the information age*. Madrid: World Tourism Organization.
11. WTO (2001). *eBusiness for Tourism: Practical; guidelines for destinations and businesses*. Madrid: World Tourism Organisation.



AIR FARE TICKETING AND AIR CARGO OPERATIONS

TOU-PG-E404

Credits: 04

Full Marks: 100

Course Objectives:

1. It aims to give students an understanding of the evolution of air transport and its importance in tourism.
2. It will impart knowledge on construction of air-fares.
3. It will acquaint the student on the geographical aspect of air transport and cargo management.

Unit I: Air transport and its Evolution

Policies, practices and laws pertaining to airlines; Licensing of air carriers; Limitations of weights and capacities; Multinational regulations - freedoms of air; Functions- ICAO, DGCA, AAI.

Unit II: Aviation Geography

IATA areas, sub-areas, sub-regions, Time calculations: GMT variation, Concept of Structural Time & Daylight saving time, calculation elapse time, Flying time & ground time. Air-codes Familiarization with OAG letter city - code & Airport code, Airline designated code, Minimum connecting time, Global indicator, Computer Reservation System (Practical with Amadeus).

Unit III: Air Fare Construction

Familiarization with Air-Tariff: Currency regulation; Introduction to fare construction, Mileages Principles, Fare construction with extra-mileage allowance & extra-mileage surcharge. Higher intermediates point (HIP), Circle trip minimum (CTM), Backhaul Minimum Check (BMC), Add-ons, around the world Fares, Class of Journeys, Mixed-class Journeys, Fare Calculation for One Way Journey-Round Trip-Circle Trip, Special fares.

Unit IV: Air Cargo Management

Importance of Cargo Industry, Types of Cargo, Use of OAG Cargo Guides, Air cargo rates and charges, Handling of Cargo, Cargo Booking Procedure, Dangerous Goods rules and Handling

Suggested Readings:

1. Bowersox, D.J., Closs, D.J. and Bixby Cooper, M (2006). *Supply Chain Logistics Management*. 2nd ed. New York: McGraw-Hill/ Irwin.
2. Brueckner, J.K. *et al.* (1992). Fare Determination in Airline Hub-and-Spoke Networks. *The Rand Journal of Economics*. Vol. 23, No. 3.
3. Butler, Gail F., and Martin R. Keller (1999). *Executive Editors. Handbook of Airline Finance*. New York: The McGraw-Hill Companies.
4. Chuck Y. Gee, (1997). *The Travel Industry*. Wiley.
5. Craig Voortman (2004). *Global Logistics Management*. South Africa: Juta and Co. Ltd.



6. Dempsey, Paul Stephen and Laurence E. Gesell.(1997). *Airline Management: Strategies for the 21st Century*. Chandler (Ariz.): Coast Aire Publications.
7. Doganis, R (1992). *The Airport Business*. Routledge.

Other materials:

1. ACI (2013). Airport Council International Priorities: Safety, Montreal.
2. Airbus (2012). Airbus Global Market Forecast 2012-2031, Toulouse.
3. Boeing (2010). World Air Cargo Forecast 2010/2011, Seattle.
4. <http://www.civilaviation.gov.in/sites/default/files/Committee%20reports%207.pdf>.
5. IATA(2017) Ticketing Handbook.
6. IATA(2018) Cargo Handling Manual.
7. IATA -Travel Information Manual.
8. IATA -Air-Tariff Book
9. Mill, R.C. and Morrison (2002) *The Tourism System*, Kendall/Hunt Pub.
10. OAG Cargo Guide.
11. OAG/ABC – IATA
12. Pierre David. Richard Stewart (2010). *International Logistics-The Management of International Trade Operations*. Language Learning USA.
13. Stephen Page (2005) *Transport and Tourism*, Prentice Hall College.



EVENT MANAGEMENT

TOU-PG-E405

Credits 4

Full Marks 100

Course Objectives:

1. The students will learn importance of events as a business, important types of events and managing events.
2. The course will focus is on specialized events and to help learners be able to organize events
3. It will also focus on the marketing events.

Unit I: Planning Events: Introduction

Event Planning, Event Planning, Principles, Key Competencies. Pre-event responsibilities, Legal issues. Negotiations, the Uniform Commercial Code, the International Contractual Consideration, Ethics.

Unit II: Budgeting & Operations in Events

Budget Preparation, Estimating fixed & variable costs. Cash flow, Measures of financial performance, financial controls, risk management. Registration, Seating Arrangements, Documentation, Press Relations, Audio-Visual Arrangements, Use of Films, Videos, CDs, etc., Video-conferencing. Service quality management.

Unit III: Human Resource Dimension of Events

Interactions in event service management, event service and programmes quality gaps and human resource planning process for events.

Unit IV: Marketing Dimension of Events

The marketing mix for events, segment variables, customer's decision making process for events. Event packaging.

Suggested Readings:

1. Bagchi, S and Sharma, A (2004). *A Food and Beverage Service*. New Delhi: Aman Publication
2. Gwenda, S (1995). *Manual of Travel Agency Practice*. London: Butterworth Heinmann.
3. Holt (2008). *Entrepreneurship: New Venture Creation*. N. Delhi: Prentice Hall of India
4. Hoyle, L (2002). *Event Marketing: How to successfully promote events, festivals, conventions and expositions*. John Wiley & Sons
5. Kilkenny, S (2001). *Successful Event Planning*. Indra Publishing House
6. Lawson, F.R Congress (1980). *Conventions and Conference: facility Supply and demand International Journal of tourism management*. September.
7. Lynn V. and Brenda R. (2004). *Event Management*. New Delhi: Pearson Publication.
8. Strick, S and Montgomery, R (1994). *Meetings, Conventions & Expositions - An Introduction to the Industry* Rhonda Publishers - Van Nostard Reinhold, An International Thomson Publishing Co.
9. Van der Wagen, L., & Carlos, B. R. (2005). *Event management: For tourism cultural, Business and Sporting Events*. Upper Saddle River. NJ: Pearson. Prentice Hall.

**TOURISM BUSINESS ENVIRONMENT****TOU-PG-C406****Credits: 04****Full Marks: 100****Course Objectives:**

1. The objective is to elucidate students about various aspects of tourism business and entrepreneurship.
2. To emphasize on the significant relationship that exists between business and the social, legal, political and economic environment.

Unit I: Introduction

Characteristics of modern Business , Concept , Nature and Types of Business Environment, Micro and Macro Environment, Socio-Economic Environment of Business, Political and Legal Environment, Components of Political and Legal Environment, Economic ,Regulatory, Promotional ,Entrepreneurial and Planning Role of Government, Impact of Business Environment on Business Decision, Environment analysis for Business Decisions , Technology and Business .

Unit II: Strategic Management Process

Environmental Scanning and Analysis, Strategy Formulation, BCG Matrix, Integration Strategies, Outsourcing Strategies, Strategic Alliances, Merger and Acquisitions, Diversification Strategies, SWOT Analysis , Travel Motivators and Determinants , Pull and Push Factors in Tourism.

Unit III: Indian Economy and Economic Legislation

The Indian Corporate Sector, The Public Sector, Small Scale Industry, Non Government Organization, Privatization and Globalization The Capital Market and Role of Government, Monopolies and Restrictive Trade Proactive (MRTP), Act, Introduction to Company Laws, SEBI Regulations on Corporate Restrictions, FEMA.

Unit IV: Entrepreneurship in Tourism

Entrepreneurship- Theories and Approaches, Types of Entrepreneurship, Role of Entrepreneurship in Economic Development, Opportunity identification, Business Plan Feasibility, Promotion and Development of Tourism and Travel Business, Venture Creation Management.

Suggested Readings:

1. Datt & Sundharam (2013). *Indian Economy (70th Edition)*. New Delhi:S.Chand.
2. Dennis L Foster (1993). *The Business of Hospitality – Back Office Operations and Administrations*. McGraw Hill International Edition.
3. Francis, Cherunilam (2015). *Business Environment* (30th revised edition). New Delhi: Himalayan Publishing House.
4. Holloway, J.C. (2012). *The Business of Tourism*. London: Prentice Hall.
5. Holloway, Christopher K. (1990). *The Business of Tourism*. London: Pitman.



6. John A. Pearce II & Richard B. Robinson Jr. (1991). *Strategic Management*. (3rd Ed). New Delhi: AITBS.
7. Kazmi, Azhar(2008).*Strategic Management and Business Policy*.(3rd edition). McGraw Hill Education.
8. Michael E. Porter (1985). *Competitive Advantage*. New York: Free Press.
9. Miller. A & Dess. G.G (1996). *Strategic Management* (2nd Ed). New York: McGraw Hill.
10. Thomson. A. A., Stick land. A.J. & Cambel. J. E.,(2005). *Crafting and Executing Strategy- the Quest for Competitive Advantage*. New Delhi: Tata McGraw Hill.

FIELD STUDY

TOU-PG-C407

Credit:2+2=4

Full Marks 100

- A. The students are to undergo a two weeks Field Study Tour to gain practical knowledge of tourist resources of India in order to analyze the existing infrastructure and amenities of tourism development, and to further examine future prospects for tourism promotion.
- B. After the completion of the Field Study, the students are required to submit the Field Study Report/ dissertation for evaluation.
- C. The viva-voce will be conducted by a panel of external and internal examiner. Evaluation will consist of 50 for dissertation and 50 marks for viva-voce.



DEPARTMENT OF TOURISM

M. Phil Course Work Syllabus

Code	Course	Credit	Marks
TOU-RS-C101	Research Methodology	4	100
TOU-RS-C102	Sustainable Tourism	4	100
TOU-RS-C103	Review of Literature & Writing Research Proposal	4	100

**I SEMESTER****Research Methodology****TOU-RS-C101****(04 Credits)****(100 marks)**

The main objective of this paper is to help the scholars to familiarize with various research methods and methodology to be used for undertaking qualitative and quantitative research in the field of Tourism and Hospitality.

Unit – I: Introduction to Research Methodology

Concepts of Research: Introduction to research methodology, Types of research: Exploratory, conclusive. Research process: Problem, Definition, objective, Forms of Research: Inductive, deductive, empirical. Generalizability-Continuous and Dichotomous Items– Content, Criterion and Construct- Validity-Guidelines in Scale Development: Scale Scores, Basic Levels of Scales: Nominal, Ordinal, Interval and Ratio- Types of Scale: Special Types of Attitude and Behaviour Scales- Likert Scale, Semantic Differential Scale, Behavioural Intention Scale Measurements, Comparative and Non-Comparative Scale Formats

Unit- II: Quantitative Research

Sampling and Method of Data Collection: Types of Sampling – Probability and Non-Probability, Sampling Methods-Errors: Sample Error, Standard Errors, Response Errors- Sources of Data-Primary and Secondary- Data Coding-Data Collection

Testing for Hypotheses: Theoretical distribution, Independent Vs Related Samples, Developing Hypotheses: Null and Alternative- Sample Statistics and Population, Type-I and Type-II Errors-Degrees of Freedom, Statistical Significance-Parameters-Univariate Test of Significance-Bivariate Hypotheses Tests Parametric- t- test, Z- test, ANOVA(One way and Two way) - Non Parametric: Chi-square.

Unit –III: Qualitative Research

Analysis and Interpretation in Qualitative Research, Content analysis: direct content, indirect content and summary content analysis, Semiotic content, Narrative content, Case development: Sourcing case, types of case, writing and testing a case.

Unit –IV: Report Writing

Communicating Research Projects - Report Preparation and Presentation Process-Report Format-Report Writing Tips -Scientific Writing Styles –Guidelines for Tables and Graphs, Structure and Steps of Preparing Research Proposal –Written & Oral Presentation- Research Follow-Up-the Art of Writing Research Paper - Art of Citing References, Citation techniques.

Suggested Reference:

1. Babbie. E. (2001). The Practice of Social Research, 9th Edition, Wardworth, and Thomson Learns, USA.
2. Blaikie N. (2000). Designing Social Research, Polity Press, Canterbury, UK.
3. Cooper, D. R & Schindler, P. S.(2006). Business Research Methods, McGraw Hill, New Delhi.



4. Creswell, J.W. (1998). *Qualitative Inquiry and Research Design- Choosing Among Five Traditions*. Sage Publications, New Delhi.
5. David de Vaus. (2002). *Analyzing social sciences, Data*, Sage Publication, New Delhi.
6. David, M. and Sutton, C.D. (2004). *Social Research- The Basics*. Sage Publications, New Delhi.
7. Joseph F,Haur, Robert & David. J.(2004). *Market Research*, McGraw Hill, New Delhi.
8. Kothari, C.R (2002). *Research Methodology*, Vishwa Prakashana India.
9. Marshall. L, Rossman B. (1999). *Designing Qualitative Research*, 3rd Edition, Sage Publications, New Delhi.
10. Ranjit, K.(2005). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications, New Delhi.



Sustainable Tourism

TOU-RS-C102

(04 credits)

(100 marks)

Course Objective: This paper will make the scholar aware of the need for practices of sustainable tourism development. It also aims to give students a wide knowledge of the existing and emerging trends in Sustainable Tourism Development.

Unit I: Concept of Sustainable Development:

Evolution, Meaning, Principles, Key Dimensions of Sustainability; Research in sustainable tourism: Nature, Purpose, Scope, Areas, Problems, and Trends. Stockholm Conference 1972 (Human & Environment), World Conservation Union 1980 – World Commission on Environment & Development (WCED) 1987 and Brundt and Commission - Rio Declaration 1992 – Kyoto Protocol 1997 – World Summit on Sustainable Development (WSSD) 2002 - Global Warming & Climate Change

Unit II: Sustainable Tourism Development- Principles and Practices:

Meaning- Principles - 10 Rs-Agenda 21 for Travel and Tourism Industry - World Conference on Sustainable Tourism 1995 - Globe 90 Conference - Berlin Declarations - Bali Declarations 2005 - Cape Town Declarations 2002 and Kerala Declarations, Ecotourism- Quebec Declaration 2002 - Kyoto Protocol 1997 - Oslo Declaration 2007

Unit III: Planning for Sustainable Tourism:

Topographical Analysis - Analysis of Local Resources - Land Use Pattern – Environmental Impact Assessment (EIA), Environmental Information System (EIS), Environmental Management System (EMS) & Community Participation and Types of Community Participation and Socio- Economic and Cultural Conditions - Evaluation of Impact of Tourism Site - Zoning System - Carrying Capacity

Unit IV: Approaches to Sustainable Tourism:

Standardization and Certification – Alternative Tourism -Responsible Tourism - Collaboration and Partnership - Waste Management – Eco-friendly Practices - Basic Laws & ideas in Ecology- Function and Management of Ecosystem- Biodiversity and its Conservation-Pollution-Ecological Foot Prints - Relationship between Tourism & Ecology, Sustainable Tourism and Poverty Alleviation - Pro-poor Tourism and Community Participation. Ecotourism- Evolution, Principles, Trends and Functions of Ecotourism - Mass Tourism Vs Ecotourism - Ecotourism Activities & Impacts; Quality Standards: ISO 14000 – Role of WTTC, UN-WTO, PATA, UNEP, IUCN - Code of Conduct for Accommodation and Transport Operators - Tourism Code & Tourism Bill of Rights - Case Studies on Island Tourism in Andaman & Nicobar- Hill Tourism in Sikkim and Shillong -Beach Tourism in Goa and Kerala.

Suggested Reference:

1. Mowforth, M. and Munt, I. (2003), *Tourism and Sustainability. Development and New Tourism in the Third World*. Routledge, London.
2. Middleton, V.T.C and Hawkins, R. (1998), *Sustainable Tourism: A Marketing Perspective*, Butterworth – Heinemann, Oxford.
3. Weaver, D. (2001), *The Encyclopedia of Ecotourism*, CABI Publication, UK.



4. Wahab, S and John J. Pigram, J.J. (1997), *Tourism, Development and Growth: The Challenge of Sustainability*, Routledge, London.
5. T.C. Victor M, and H. Rebecca; Sustainable Tourism- A Marketing Perspective ? Salah Wahab and John J. Pigram; Sustainable Tourism
6. Rao, P.K., Sustainable Development – Economics and Policy
7. Pearce D.G. and Butler R.W., 1999, Contemporary issues in Tourism Development, Routledge, New York.
8. Dixit, M., Tourism Products, Royal Publishers.
9. Norman Douglas. Ed. (2001), Special Interest Tourism, John Wiley & Sons, Australia.
10. Hall, C.M. and Duval T., 2003, Safety and Security in Tourism Relationship Management and Marketing, Victoria University, Australia.



Review of Literature and Writing Research Proposal

TOU-RS-C103

(04 Credits)

(100 marks)

For this paper, the scholar will write a detailed proposal of their research including a thorough review of literature on a topic of their choice in consultation with their respective supervisors and present the same in a seminar during the End-Term examination. The research proposal shall be evaluated by DRC- Departmental Research Committee which will evaluate the proposal through a seminar presentation by the scholar.

M. Phil (Tourism) II Semester

Dissertation/ Viva-Voce

(12 Credits)

(Dissertation and Viva-Voce: 300 marks)

(12 Credits: 8 credits/200 marks for evaluation of dissertation and 4 credits/100 marks for Viva-voce.)

The objective of the dissertation is to examine the research aptitude and skills of the students. The student will have to submit a dissertation in partial fulfillment of the degree. Students shall have to submit a synopsis to the faculty guide before undertaking the study in the area of tourism.

The candidate will have to defend the proposal in an open forum before proceeding with the research. The topics for dissertation shall be approved by the Departmental Research Committee. The research proposal approved by DRC will be recommended to the Board of Studies.

The dissertation and viva-voce will be conducted at the end of second semester as per Sikkim University guidelines.



DEPARTMENT OF TOURISM

SYLLABUS FOR DOCTOR OF PHILOSOPHY PROGRAMME (Ph. D) IN TOURISM

Credit based course structure of 6 months Pre Ph.D. Course is structured in the following manner:

Nature of the Course	Course Code	Name of the Course	Credits
Core	TOU-PHD-RS-C101	Research Methodology	04
Core	TOU-PHD-RS-C102	Review of Literature, Research Proposal and Presentation	04
Core	TOU-PHD-RS-C103	Contemporary Issues in Tourism	04



RESEARCH METHODOLOGY

COURSE WORK: TOU-PHD-RS-C101:

Credits: 04

Total Marks: 100

Course Objectives: The main objective of this module is to inculcate basic concept of research methodology to enhance their research skills by imparting them details of various research methods including process of research design, data collection & analysis tools & techniques, interpretation and report writing.

Unit I: Introduction and Research Design:

An Introduction- Meaning and Objectives of Research; Types of Research; Research Approaches; significance of Research; Research Methods versus Methodology; Technique Involved in Defining a Problem; An Illustration; conclusion. Meaning of Research Design; Need for Research Design; Features of a Good Design; Different Research Designs. Sampling Design: Steps in sampling Design, Sampling Procedures, Types of Sampling Designs- Probability and Non- Probability Sampling, Sample Size Determination, Sampling Errors.

Unit II: Measurement, Scaling Techniques, Data Collection and Processing:

Measurement in Research; Measurement Scales; Sources of Error in Measurement; Tests of Sound Measurement; Technique of Developing Measurement Tools, Primary and Secondary Data Sources, Collection of Primary and Secondary Data, Methods of collecting data- Observation, Interviews, Schedules, and Questionnaires, Data Processing Operations, Reliability and Validity of Data.

Unit III: Data Analysis- Tools & Techniques:

Elements/Types of Analysis, Measurement of Central Tendency, Measurement of dispersion, Measures of Asymmetry (Skewness), Measurement of Relationship, **Testing of Hypotheses- I** (Parametric or Standard Tests of Hypotheses), Procedure for Hypothesis Testing; Tests of Hypotheses, **Chi-square Test:** Chi-square test as a Test for Comparing Variance, Steps Involved in Applying chi-square Test, **Analysis of Variance and Covariance**, Analysis of Variance (ANOVA), The Basis Principles of ANOVA, ANOVA Technique, Setting up Analysis of Variance Table, Short-cut Method for One-way ANOVA, Coding Method, **Multivariate Analysis Techniques:** Important Multivariate Techniques, Important Methods of Factor Analysis, Rotation in Factor Analysis, R-Type and Q-Type Factor Analysis.

Unit IV: – Interpretation and Report Writing:

Technique of Interpretation, Communicating the Research Findings, Written & Oral Presentation - Report Writing Tips, Different Steps in Writing Report, Significance of Report Writing, Scientific Writing Styles - Structure and Steps of Preparing Research Proposal - the Art of Writing Research Paper - Art of citing references.

Selected Readings:

1. Berg, Bruce L. (2008). *Qualitative Research Methods for the Social Sciences*. 7th ed. Boston, MA: Allyn & Bacon.
2. Buckingham, Alan and Peter Saunders. (2004). *The survey methods workbook: From design to analysis*. Cambridge, UK: Polity Press.
3. Denscombe, Martyn. (2007). *The Good Research Guide for Small-scale Social Research Projects*. 3rd ed. Maidenhead, UK: Open University Press.



4. Donald R Cooper & Pamela S Schindler (2006). *Business Research Methods*. McGraw Hill, New Delhi.
5. Gorard, Stephen. (2003). *Quantitative methods in social science*. New York: Continuum.
6. Guppy, L. N., & Gray, G. A. (2008). *Successful surveys: Research methods and practice* (4th ed.). Toronto: Thomson Nelson.
7. Maleske, Robert Thomas. (1995). *Foundations for gathering and interpreting behavioral data: An introduction to statistics*. Pacific Grove, CA: Brooks/Cole Publishing Corporation.
8. Malhotra, N.K. (2007). *Marketing Research, An applied Orientation*,.(5th Ed.), Pearson Education.
9. Miller, Delbert C., and Neil J. Salkind. (2002). *Handbook of research design and social measurement*. 6th ed. Thousand Oaks, CA: Sage Publications.
10. Mishler, Elliot G. (1991). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.
11. Nardi, P. M. (2006). *Doing survey research: A guide to quantitative methods* (2nd ed.). Boston: Pearson/ Allyn & Bacon.
12. Neuman, W. Lawrence. (2006). *Social research methods: Qualitative and quantitative approaches*. 6th ed. Boston, MA: Allyn & Bacon.
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14. Patten, Mildred L. (2004). *Understanding research methods: An overview of the essentials*. 4th ed. Glendale, CA: Pyrczak Publishing.
15. Ronal A, Nykiel (2007). *Handbook of Marketing Research Methodologies for Hospitality and Tourism*. Routledge, Newyork.



REVIEW OF LITERATURE, RESEARCH PROPOSAL AND PRESENTATION

COURSE WORK: TOU-PHD-RS-C102

Credits: 04

Total Marks: 100

Course Objectives: This paper is developed to provide the knowledge of reviewing, citing of existing literary & theoretical reservoir in the particular area. This module also comprises layout of research proposal with all the essential steps. Further, exposure to presentation skills will induce practical knowledge of the scholars.

The scholar will write a proposal of the research on the assigned topic. The proposal shall be evaluated by the DRC through seminar presentation on timely basis.

**CONTEMPORARY ISSUES IN TOURISM****COURSE WORK: TOU-PHD-RS-C103****Credits: 04****Total Marks: 100**

Course Objectives: The course will provide an insight on emerging trends and issues of travel and tourism industry. Further, this module will encompass various impacts of tourism, sustainable tourism development and eco-tourism management. The last section deals with the upcoming trends and technological updates in travel & tourism industry. This will also focus on applications and significance of modern technology and its impacts on global tourist.

Unit I: Tourism Impacts:

Introduction: Socio-cultural, Economic and Environmental Impacts, Cultural Impacts of Tourism, Acculturation and Tourism, Ethical Theory in Tourism, Ethical Perspectives applied to Tourism, Economic Impacts of Tourism in India, Micro- Macro Economics and Tourism, Multiplier Effects, Environment Impact Assessment, Carrying capacity, Global Environment Issues, Tourism and Environmental Challenges, Approach to evaluating Impacts and Control Measures.

Unit II: Sustainable Tourism Development:

Sustainable Development-Background, Concept and Definition, Dimensions of Sustainability-Social, Economic, Environmental Aspects, Sustainable Tourism- Meaning, Definition, Benefits and Issues in Sustainable Tourism Development, Sustainable tourism Planning and Principles, Basic Concepts in sustainable Tourism Design, Need and Importance of Tourism sustainability, Environmental Sustainability and Climate Change Issues in Tourism, Framework for Monitoring Sustainability in Tourism, UNWTO Tourism and The Sustainable Development Goals.

Unit III: Ecotourism Management:

Ecotourism principles and Guidelines, Ecotourism -An Alternative to Mass Tourism, Types of Ecotourism, Trends affecting Ecotourism, community-based ecotourism, Eco-friendly Practices in Tourism, Responsible Tourism, Green Tourism, IUCN categories and ecotourism compatibility, Ecotourism Environs-National Parks, Wildlife Sanctuaries, Biosphere Reserves and Biodiversity, Wetlands, Marine Parks, Ecotourism Code of Conduct.

Unit IV: Global Transformation and Tourism:

Mass Tourism VS Alternative Tourism, Emergence of New Tourism, The New Tourist, Implications of New Tourism, Role of Technology in Modern Tourism, Social Media and Tourism, Trends in Tourism Technology, Radical Innovations and Tourism Industry, Global Tourist and cross cultural Perspectives, Applications of Global Distribution System (GDS) in Tourism, Emerging Tourism Trends and Global Tourism.

Selected Readings:

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3. Australian Government (2004) *Planning a Sustainable Future for Tourism, Heritage and the Environment. A Tool to Use When Managing and Developing Regions, Places and Tourism products*. <http://www.deh.gov.au/heritage/publications/sustainable-tourism/index.html>. Canberra: Department of the Environment and Heritage.
4. Benckendorff, Pierre J., Sheldon, Pauline J., Fesenmaier, Daniel R. (2014). *Tourism Information Technology (2nd Ed.)*. CABI.
5. Beeton, S (2006), *Community Development through Tourism*, CSIRO Publishing.
6. Brundtland, G. (ed) (1987) *Our Common future*, The World Commission on Environment and Development Oxford: Oxford University Press.
7. Buckley, R. (2009). *Ecotourism: Principles and Practices*. Wallingford, Oxfordshire, United Kingdom: CABI.
8. Cook, Roy A. Hsu, Cathy H. C., Marqua, Joseph J. (2013). *Tourism: The Business of Hospitality and Travel (5th Edition)*. Pearson.
9. Freeman III, A. Myrick, Herriges, Joseph A. and Kling, Catherine L. (2014). *The Measurement of Environmental and Resource Values: Theory and Methods (3rd Ed.)*. Routledge.
10. Holden, Andrew (2000). *Environment and Tourism*, Psychology Press.
11. Holden, Andrew (2013). *Tourism, Poverty and Development*. (1st Ed.). Routledge.
12. Lytras, Miltiadis, Ordóñez de Pablos, Patricia, Damiani, Ernesto and Diaz, Lily (2010). *Digital Culture and E-Tourism: Technologies, Applications and Management Approaches (1st Edition)*. IGI Global.
13. Mason, Peter (2015). *Tourism Impacts, Planning and Management (2nd Ed.)*. Routledge.
14. McIntyre, G.; Hetherington, A.; Inskip, E. (1993) *Sustainable Tourism Development: Guide for Local Planner*, United Nations World Tourism Organization.
15. Patterson, C (2001). *The Business of Ecotourism: The Complete Guide for Nature and Culture-Based Tourism Operations*, (2nd end.) .Explorer's guide Publishing, Rhinelander, WI.
16. Poon, Auliana (1993). *Tourism, Technology and Competitive Strategies*, CAB International, New York.
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20. UNWTO (2004) *Indicators of Sustainable Development for Tourism Destinations: a Guidebook*. Madrid: United Nations World Tourism Organization.
21. Wearing, S. & Neil, J. (2009a). *Ecotourism and Protected Areas: Visitor Management for Sustainability*. In: *Ecotourism*. [Online]. Elsevier, pp. 63–93. Available from: <http://linkinghub.elsevier.com/retrieve/pii/B978075066249900004X>.
22. Zhou, Zongqing (2003). *E-Commerce and Information Technology in Hospitality and Tourism (1st Edition)*. Cengage Learning.