



# ST. JOSEPH'S COLLEGE

## JAKHAMA

(Autonomous status granted by UGC notification No.F.22-1(AC) Dtd.11<sup>th</sup> Oct.2018)

P.B. No. 39, Kohima, Nagaland – 797 001

0370-2231009 (O), 2233022 (Principal), 9436437544 (M), Fax: 2231022

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NAAC Grade A (CGPA: 3.12)

Ref. No:.....

Date: 15<sup>th</sup> February, 2019

Dear Friends,

Greetings!

This is to inform you that the 1<sup>st</sup> Academic Council meeting will be held on 18<sup>th</sup> February 2019 (Monday). The meeting will start at 10.00 am.

The major agendas are:

1. Presentation of syllabus by each department with the changes incorporated.
2. The department that are not affiliated will be presented for affiliation. All the concerned departments are requested to get ready with the presentation as discussed in the HODs meeting.
3. Presentation of Political Science Department for PG.

All are requested to be present in the Academic Council meeting without fail.

Yours Sincerely,

Rev. Dr. Sebastian Ousepparampil

Principal

St. Joseph's College (Autonomous), Jakhama





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Report of the First Academic Council Meeting  
St. Joseph's College (Autonomous) Jakhama, Nagaland  
18 February 2019

After becoming autonomous, the first Academic Council Meeting of St. Joseph's College at Jakhama in Nagaland took place at 10.00 am on Monday, 18<sup>th</sup> February 2019. The Members present were:

1. Rev. Dr. Sebastian Ousepparampil- Principal
2. Prof. S. K. Sharma - NU Nominee
3. Prof. Buno Zestuvi - NU Nominee (Absent with regrets)
4. Prof. B.V. Rao - NU Nominee
5. Mr. Kezhokhoto Savi - Outstanding Alumni
6. Mr. Richard Belho - Engineer
7. Rev, Fr. Benny Varghese - Finance
8. Dr. Sedevi - Health
9. Lt. Regina Razousinuo - Senior Faculty
10. Mrs. Loreni Yanthan - Senior Faculty
11. Ms. Rosa Visiehuno - Senior Faculty
12. Mr. K. Zubemo Humtsoe - Senior Faculty
13. Rev. Dr. George Keduolhou Angami - Vice-principal
14. Rev. Dr. Thresiamma V. G. - Vice-principal
15. Rev. Dr. Joy Thomas SVD - Member Secretary
16. Sr. Susaiammal A. - Science Dean
17. Mr. Saju Mathew - HOD Economics
18. Ms. Vilavonuo Maria Kulnu - HOD Education
19. Mr. H. K. James - HOD English
20. Mr. Zeneikho Pfukha - HOD History
21. Mr. Dihe Mao - HOD Political Science
22. Dr. Medonuo Pienyu - HOD Sociology
23. Mr. Md. Tabrej - Director BBA
24. Mrs. Thejanuo Fidelia - HOD Commerce
25. Ms. Payal Bose - HOD Botany
26. Dr. Ramita - HOD Zoology
27. Mr. Sanjib Katuwal - HOD Chemistry
28. Dr. Sumi Daa-dhora - HOD MA English
29. Ms. Imlienla - HOD Mathematics
30. Ms. Thejano - HOD Physics
31. Ms. Josephine Jasietsono Kuotsu - HOD General

After the invocation song by the students, the Principal welcomed all the Academic Council members, especially the University representatives and introduced the various items on the agenda as follows:

### Agenda

1. Invocation
2. Welcome and Introduction
3. Words from the University Team
4. Presentation of Syllabus by the Departments
5. Presentation of PG Courses
6. Presentation of Departments for Affiliation
7. Certificate, Diploma and Vocational Courses
8. Future Thrust
9. Varia
10. Next Meeting
11. Concluding Words
12. Lunch
13. Departure

The Principal observed that for St. Joseph's College, it is a historic moment as it is the first Academic Council Meeting after becoming autonomous. He then spoke about significance of becoming an autonomous college, the responsibilities and duties we have and the opportunity for the students with the choice based credit system that we are going to follow. Speaking on the challenges we have in the sector of higher education, he mentioned the findings of the Times group and pointing out the need to have skill based training to equip the students for the future. Quoting the late president John F. Kennedy, he said, "in these times of turbulence and change it is true more than ever, knowledge is power." He then introduced all the members welcoming each of them to the meeting.

He then invited the Nagaland University Team for their remarks. The head of the NU Nominees, Prof. S. K. Sharma appreciated the good results and the autonomous status achieved by the college. He commended the good work done by the principal and the young HODs, which he had noted when he had visited to recommend M. A. English in this college. Prof. B.V. Rao, the second NU nominee too expressed his appreciation for the achievements of the college and said that he had already observed it while seeing all the department during the NAAC visit. He also added that the college is lucky to have such a dynamic principal.

Next on the agenda was the presentation of syllabus by various departments. The principal observed that for the last two months, the faculty members have been busy going through the UGC Syllabus, interacting with the members of the Board of Studies, especially from the university, integrating various aspects and finalising the syllabus, which the HODs were requested to present.

## **I. PRESENTATION OF SYLLABUS BY THE DEPARTMENTS**

### **1. Department of English**

Presenting the Department profile, the HOD Mr. H. K. James said that there are thirteen faculty members, three with Ph. D. and four with NET, and 455 students of three years, with a teacher-student ration of 1:35. The Board of studies consists of:

1. HOD, Chairman
2. Nominee from NU: Dr. Jano S Liegise
3. Meribeni Ngullie: Member
4. Zulusenla Jamir: Member
5. Jasietsono Kuotsu: Member
6. Tekalemla Longchar: Member
7. Tainla Longchar: Member
8. Rosalind Ngullie: Member
9. Khriebuno Nagi: Member
10. Neizosie-o Rhutsu: Member

11. Wede-u Mero: Member
12. Khrietho Sale: Member
13. Fr. Dr. Joy Thomas: Member

Presenting the Syllabus under CBSCS for three-year Integrated Degree Course in English Honours, with the paper titles of 14 Core Courses, 4 chosen Discipline Centric and Generic Electives, Ability Enhancement Course and Elective Courses, Paper 13 is added.3 poetries and one fiction. He asked for comments. Prof. B.V. Rao observed to present the syllabus unit-wise and also mention the hours and credits for each. Incorporating these observations, the HOD requested for the approval of the Academic Council. And it was seconded by Mr. Md. Tabraj.

## **2. Department of Economics**

Presenting the Department profile, the HOD Mr. Saju Mathew said that there are five faculty members, two with Ph. D. two with NET and one with TET. The number of students are 342. Board of Studies consists of:

1. Chairman: Head of the Dept. (Saju Mathew)
2. University Nomine: Dr. T. Zarenthung, NU, Lumami
3. Dr. Philomin Raj
4. Dr. Khriemenuo Pusa
5. Mrs. Loreni Yanthan
6. Mr. Kelengol Neikha

Presenting the Syllabus of Choice Based Credit System (CBCS) for Economics Honours with fourteen Core Courses, four Discipline Specific Elective and two Skill Enhancement Courses, The changes were mentioned and reasons for the change was given. He then asked for comments and suggestions. NU team observation was that each unit should have two questions and make sure student has to answer at least one question from each unit. So equal unitisation is better and also mention the hours paper wise. The university nominees said that the work done is satisfactory. Incorporating these observation, the HOD requested for the approval of the Academic Council. And it was seconded by Mrs. Loreni.

## **3. Department of Education**

Ms. Vilavonuo Maria Kulnu, the HOD, presented the department profile and said that there are four faculty members, two with NET and the total number of the students are 216. The Board of Studies consists of:

1. Chairperson: Miss Vilavonuo Maria Kulnu (HOD)
2. University Nomine: Dr. Limala, NU Meriema Campus
3. Fr.Vemedo Keso
4. Miss Tiamongla
4. Miss Keziengunuo

The Syllabus as per CBCS Consist of:

- 14 Core Papers (14x6=84 credits)
- 2 Ability Enhancement Course Papers (2x2 credits)
- 2 Skill Enhancement Course Papers (2x2 credits)
- 4 Disciplined Specific Elective Papers (4x6 credits)
- 4 Generic Elective Papers (4x6 credits)
- TOTAL CREDITS = 140

**Some of the changes made in the syllabus are:**

### 1. Core 3 in 3<sup>rd</sup> Semester

Course Name: 'Education and Society'

Topic exchanged: (unit 4) 'Cultural Factors of Northeast India with Special Reference to Nagaland – Festivals, Rituals and Informal Institutions'.

She explained that this unit was exchanged as it is important for the students to learn about our own North Eastern cultures.

### 2. Core 7 in 3<sup>rd</sup> Semester

Course Name: Educational Assessment and Evaluation

Topics exchanged: (unit 2)

1. Measurement of attitude (Likert's)
2. Measurement of Personality (Rorschach Ink Blot)
3. Measurement of Creativity (Baquer Mehdi)

These topics are exchanged to make the students learn practically the different types of psychological tests.

She then asked for comments. The comment from the floor was to keep unity in the syllabus of all departments. University nominee also asked to mention the number of hours and to make credits clear. Incorporating the observations of the members present, the HOD requested for the approval of the Academic Council. And it was seconded by Mrs. Thejanuo Fidelia.

### 4. Department of History

Department of History was presented by Mr. Zeneikho Pfukha, the HOD. He said that the teaching faculty are 11 (7 female and 4 male). Number of students are 509, with students-teacher ratio 47:1. All faculty belong to the Board of Studies with the University Nominee: Dr. Aokumla Walling, Asst. Professor, N.U. who is specialized in Oral tradition, Historical Archaeology & Ethno-Archaeology.

Besides the structure of B. A. (Hons) History Course under CBCS, the papers added are:

1. History of North East India (1822-1972), with the objective to familiarize the students with the major trends of the Political, Social and Economic Developments in North East India from 1822 to the reorganization of States 1972.
2. Political History of the Nagas with the objective to familiarize the students on Political History of the Naga from Pre-Colonial to State Formation in 1963.

The HOD then asked for comments from the members of the academic council. No suggestions were given and so he requested for approval which was seconded by Lt. Regina Razousinuo.

### 5. Department of Political Science

Mr. Dihe Mao, the HOD of Political Science, introduced the department established in 1994 with 11 faculty members, of which 7 are with NET, one with M. Phil. and one with Ph. D. The present strength of the students is 685, the biggest department, with a students-teacher ratio of 64:1. Last academic result is 95.13% pass, with ranks 1, 2, 5 and 10 (1 & 2). Future plan is to start the Post Graduate Course.

**Board of Studies** consists of:

1. Mr. Heshuo Dihe Mao, the Chairperson,
2. N. U. Lumami nominee Dr. Moamenla Amer,
3. Faculty Members: Mr. Mhonthung Yanthan,
4. Mr. Vekutu Vese,
5. Ms. Lilly Humtsoe,
6. Mr. Vikato Swu,
7. Mr. Avizo Richa,
8. Mr. Renthungo C.,
9. Mr. R. Hingba Paul,

10. Dr. Daniel Kaba,
11. Mr. Kevizase Kehei and
12. Ms. Tokani. L.

Changes made from the Basic Structure of the Syllabus under Choice Based Credit System: In the Sixth Semester, we have proposed to include the study of the North East India. The paper is titled "Understanding North East India" (6 Credits). Rationale behind offering this Paper:

1. Taking this paper since the inception of the Department,
2. Its Geopolitical and Strategic importance,
3. NE Region is comprised of Eight Political Units, all having International Borders,
4. India's adoption of "Look East Policy", now 'Act East'. It is an effort to cultivate extensive Economic and Strategic Relations with the South Asian Nations in order to bolster its standing as a Regional Power and a Counterweight to the strategic influence of the People's Republic of China and
5. The great potential in the field of research.

The HOD then asked for comments. The NU nominee observed that the non-relevant part of the syllabus can be cut from the UGC and the HOD was asked to some exercise in the board of studies, as 20% can be modified as per the need for employment. He was also asked to take up the Syllabus of UPSC and the Centre for N-E studies, for policy changes. If it is done, St. Joseph's College can also help to develop it for other colleges and universities. In this way there is lot of scope, observed Mr. Kezhokhoto Savi. He also requested the department to take up research in NE context. Incorporating the observations of the members present, the HOD requested for the approval of the Academic Council. And it was seconded by Mr. K. Zubemo Humtsoe. And the academic council accepted it.

## **6. Department of Sociology**

Dr. Medonuo Pienyu, the HOD, speaking for B. A. (Honours) Sociology Scheme of Courses and Syllabus under Choice Based Credit System (CBCS), presented the details of the courses and said that the goal of the department is to train students to be 'Responsible Citizen of the Society and Strive for Academic Excellence.' This year the student enrolment is 214 with a student-teacher ratio 57:1. Academic results of students are outstanding securing 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup>, & 9<sup>th</sup> ranks in Nagaland University last year. Of the six faculty members, two have Ph. D. and four have NET. Hence the future thrust is to start the Post Graduate Course in Sociology, as seats are not available for it in our State.

### **Composition of the Board of Studies:**

1. Dr. Medonuo Pienyu, HOD as the Chairperson
2. University Nominee, Dr. Athungo Ovung and
3. Six Faculty Members of the Department:
  - Dr. Medonuo Pienyu
  - Mrs. Alibo Achumi
  - Mr. Seyiekhoto Chücha
  - Mr. Lumchio Patton
  - Miss. Dievileno Chasie
  - Dr. Hormila. G. Zingkhai

In conclusion the HOD requested for comments and suggestions. UGC has given 20% flexibility, so incorporate Geology and History of Nagaland History, socio-cultural environment and include the sociological tradition of surrounding states and India in general, said Mr. Richard Belho. He also requested to give NE more impotence, creating one more subject if necessary. It would make the subject relevant for our students. NU nominees said that the credits need to be corrected. Incorporating the observations of the members present, the HOD requested for the approval of the

Academic Council, which was seconded by Mr. Dihe Mao. And the academic council accepted the syllabus.

## **7. Department of Business Administration (BBA)**

Mr. Md. Tabrej, the director of BBA, said that the goal of the department is to mould and prepare future entrepreneurs, management executives and professionals. Of the five teaching faculty, three have MBA, two with NET and two have M. Com., one with NET. In 2017 and 2018 the percentage of passing is 100% and both the years the University topper is from our college.

### **Board of Studies consists of:**

- a. Md. Tabrej, Director, Dept. of Business Administration, Chairman
- b. Dr. Manoj E Prabhakar, N.U. Nominee, Merima Campus.
- c. Mr. K. Zubemo Humtsoe, Asst. Professor
- d. Mr. Imtipong Longkumer, Asst. Professor
- e. Ms. Wecho-u-Mero, Asst. Professor
- f. Ms. Nansiya Kath, Asst. Professor

After presenting the basic structure of the syllabus, the director proposed the following changes for the good of the students:

- Business Environment
- Strategic Management
- Business Research: Unit V (Types of Research Reports)
- Principles of Marketing: Unit V (Recent Trends in E-Marketing)

He then asked for comments from the Academic Council. The suggestion was to replace classes by hours for uniformity. Mr. Richard Belho also suggested to incorporate cross border trade and international logistics. Incorporating the observations of the members present, the director requested for the approval. And it was seconded by Mr. Saju Mathew. And the academic council accepted the syllabus.

## **8. Department of Commerce**

Mrs. Thejanuo Fidelia, the HOD, presented Department of Commerce Syllabus of B. Com. (Hons.) Three-Year (6-Semester) CBCS Programme and explained in detail the Course Structure. With the strength of 5 faculty members, all with M. Com. and 3 with NET students-teacher ratio this year is 57:1.

### **The Board of Studies:**

1. Mrs. Thejanuo Fidelia, HOD and Chairperson
2. Dr. N. Martina Solo, Associate Professor, Nagaland University Nominee
3. Mr. Moatemsu
4. Mr. Moatangit Longkumer
5. Mr. Veto V Zhimo
6. Mr. Temsukumzuk Pongen

She then presented the changes made in the Syllabus-BCH: 6-2, 'Indirect Tax Law' (Core Course C-14). Her reasons for doing it:

- Outdated syllabus
- Goods and Service Tax (GST) implemented by the Indian Government since 2017

Concluding her presentation, she requested for comments. Mr. Richard Belho, taking up the changes proposed, suggested that teaching the structure before is important for the students to know it. “GST is good or bad?” he asked. As the percentage of success and failure is not yet worked out, the department was requested to take up a study. Incorporating the observations of the members present, the HOD requested for the approval of the Academic Council, which was seconded by Dr. Medonuo Pienyu. And the academic council accepted the syllabus.

### **9. Department of Botony**

Ms. Payal Bose, the HOD, presented the department saying that there are 5 Faculty members and 120 students this year. Board of Studies consists of:

- Mrs Payal Bose, HOD as the Chairperson,
- Dr Talijungla, N.U. nominee from Lumami
- Mrs Visiehuno Rosa, Faulty member,
- Ms Neithogunuo Belho, Faulty member,
- Ms Kumari Asha Singh, Faulty member and
- Mrs Imkongyala Sekhose, Faulty member.

In all there are 26 papers with 140 credits

- Core course = 14 papers (4+2) =84
- DSE = 4 papers (4+2) =24
- GE = 4 papers (4+2) =24
- SEC = 2 papers (2) =04
- AEC = 2 papers (2) =04

The board of studies took up the UGC syllabus, clubbed together small units for uniformity and for ease to prepare questions. **Ability Enhancement Courses Elective** are:

1. Herbal Technology,
2. Mushroom Culture Technology.

**Generic Electives** for the participation of students from other departments:

1. Plant Ecology and Taxonomy
2. Plant Anatomy and Embryology
3. Plant Physiology and Metabolism
4. Economic Botany and Biotechnolog

The board of Studies also have introduced field trip for 2 credits.

In conclusion the HOD requested for comments and suggestions. The first question asked was whether she has faculty for the changes introduced? Her reply was that the present faculty can handle all that. The expert from health, Dr. Sedevi, said that there are number of new species in Nagaland, which could be studied. He also wanted to incorporate, Bamboo studies, and give students knowledge about planting and the use of compost. The HOD said that she will incorporate them and then requested for the approval of the Academic Council, which was seconded by Ms. Rosa Visiehuno. And the academic council accepted the syllabus.

### **10. Department of Mathematics**

The HOD, Ms. Imlienla, presented the Department of Mathematics stating that the faculty members of the department teach Mathematics general papers under Department of Chemistry. Academic session 2019-20 will herald the introduction Mathematics honours paper. Right now there are two faculty members, (M. Phil. - 01 & PG – 02) with students-teacher ratio 9:1. And one more is already nominated and will be inducted with all formalities observed. Presenting the basic structure of the UGC syllabus, Ms. Imlienla went on to explain changes made in the subject and the reasons for it is to provide logical skills in the formation of D.E. and to expose the students to different techniques of finding solution to these equations. Importance is given on the application of these equations in



geometrical and physical problems. The HOD then asked for comments from the members of the academic council. No suggestions were given and so she requested for approval which was seconded by Sr. Susaiammal A. And the academic council accepted the syllabus.

### **11. Department of Physics**

The Department of Physics was presented by its HOD, Ms. Thejano, saying that as of now the faculty members of the department teach physics general papers in other Science Departments. Physics as an honours paper will be introduced in the academic session 2019-20. With two faculty members, both with M. Sc., the students-teacher ratio is 26:1.

After presenting the basic structure of the UGC Syllabus, she explained the changes as follows: III Semester – Skill enhancement course, PHY 305 (a), UNIT – II (Added): Fundamentals of computer, Anatomy of computers, Generation of computers, Overview of input devices of computers, Printers, Memory, Types of software, Translators, and Fundamental Linux commands. Programming is removed and the topics added are:

1. Exercises on syntax on usage of FORTRAN
2. Usage of GUI Windows, Linux Commands, familiarity with DOS commands and working in an editor to write sources codes in FORTRAN.
3. To print out all natural even/ odd numbers between given limits.
4. To find maximum, minimum and range of a given set of numbers.
5. Calculating Euler number using exp (x) series evaluated at x=1.

There is complete change in Semester-V, and more relevant topics are added consulting Kohima Science College. The HOD then asked for comments from the members of the academic council. No suggestions were given and so she requested for approval which was seconded by Sr. Susaiammal A. And the academic council accepted the syllabus.

### **12. Department of Zoology**

Scheme and Syllabus or Choice Based Credit System of B. Sc. Zoology Honours was presented by Dr. Ramita, the HOD. Students' strength in Zoology honours is 123 (Male-41 & Female-82). The faculty members are four, one with Ph. D. and the others with M. Sc.

Academic performance 2018: The pass percentage is: 83.78% (Appeared: 37 & Cleared: 31) with 5 University Toppers (3<sup>rd</sup> rank: 6.64 CGPA, 5<sup>th</sup> rank: 6.61 CGPA, 7<sup>th</sup> rank: 6.44 CGPA, 9<sup>th</sup> rank: 6.33 CGPA & 10<sup>th</sup> rank: 6.25 CGPA).

Board of Studies:

1. Dr. Ramita Sougrakpam, HOD and Chairperson
2. Dr. Bendan Ao, University Nominee from Department of Zoology, Lumami
3. Ms. Rukutalu
4. Mrs. Bendangsangla
5. Lipokrenba

She presented the Three-Year (6-Semester) CBCS Programme for 140 credits and explained in detail the Course Structure. Some adjustments have been made to make the teaching and examination easier by combining certain units and removing irrelevant topics. The HOD then asked for comments from the members of the academic council. No suggestions were given and so she requested for approval which was seconded by Mrs. Thejanuo Fidelia. And the academic council accepted the syllabus.

### **13. Department of Chemistry**

In the absence of HOD, who was on sick leave, Mr. Madovi David, presented the syllabus for Department of Chemistry, to the academic council. It was establishment in 2012 as UG (Semester system). They have 64 students this year, 4 teaching faculty and one laboratory assistant. Academic Performance this year is 60% students passed with 7 ranks in the university (1<sup>st</sup> rank: Grade: 6.78, 2<sup>nd</sup> rank: Grade: 6.65, 3<sup>rd</sup> rank: Grade: 6.59, 4<sup>th</sup> rank: Ms. Grade: 6.48, 8<sup>th</sup> rank: Grade: 6.21, 9<sup>th</sup> rank: Grade: 5.9 & 10<sup>th</sup> rank: Grade: 5.71).

Board of Studies:

1. Mr. Sanjib Katuwal (H.O.D) – Chairman
2. Dr. Tavishe Phucho – University Nominee
3. Mr. Madovi David
4. Mr. Sanio David
5. Mr. Duangailung

After explaining the UGC Course structure, he explained the following changes:

- One Chapter (Oxidation-Reduction) is Included in First Semester Core Course-I (Inorganic Chemistry Theory).
- Changes made in Second Semester Core Course-III (Organic Chemistry practical). Inclusion of Detection of elements and functional groups.
- One new paper (Project Paper) is introduced in Discipline Specific Elective-4

These changes were made in consultation with Kohima Science College and Patkai College.

He then asked for comments from the members of the academic council. No suggestions were given and so he requested for approval which was seconded by Ms. Imlienla. And the academic council accepted the syllabus.

## II. PRESENTATION OF PG COURSES

After the presentation of Syllabus by the departments of Under Graduate courses, presentation of Post Graduate courses were taken up.

### 1. M. A. English

HOD of M. A. English, Dr. Sumi Daa-dhora, presented the new PG English programme just started in 2018, with 43 students and 7 faculty members (4 residents and 3 visiting).

Board of Studies:

1. Dr. Sumi Daa-dhora, Chairperson, Associate Professor and Head,
2. Dr. Jano S. Liegise, Nagaland University Nominee, Merima Campus, Kohima.
3. Fr. Dr. Joy Thomas
4. Dr. Khelsoril Wanbe
5. Special Invitee (Dean), Prof. Nigamananda Das, Dean of School of Humanities and Education Nagaland University, Kohima, Nagaland.
6. Three External Members:
  1. Prof. Sivasish Biswas, Pro-Vice Chancellor, Assam University Diphu Campus
  2. Prof. Chidananda Bhattacharyya, Professor and Head, Department of English, RabindraBharati University
  3. Dr. Sravani Biswas, Associate Professor, Department of EFL, Tezpur University

Basic Structure of the CBCS UGC Syllabus for M.A in English

- Total No. of Core courses: 20
- Total Credits: 76
- Core Courses: 14 (4 credits X 14 = 56)
- Elective courses: 2 (4 credits X 2 = 8)
- CBCT courses: 4 (3 credits X 4 = 12)

Marks Distribution

- Total marks allotted: 100
- Maximum marks (End semester theory examination): 80
- Internal Assessment: 20
- Minimum passing marks: 50

Distribution of Internal Assessment marks

- Total marks 20 (5x4)
- Seminar: 05
- Assignment: 05
- Viva Voce: 05
- Departmental Activities: 05

Semester I

- Course I (Core): 4 Credits

EG101: English Literature from Chaucer to Marlowe

- Course II (Core): 4 Credits

EG102: Shakespearean Drama

- Course III (Core): 4 Credits

EG103: Fiction I (Early to Jane Austen)

- Course IV (Core): 4 Credits

EG104: Literary Theory and Criticism I

Course V (CBCT): 3 Credits

Semester II

- Course I (Core): 4 Credits

EG201: Puritan to Eighteenth Century Literature (Poetry and Drama)

- Course II (Core): 4 Credits

EG202: Romantic Poetry and Prose

- Course III (Core): 4 Credits

EG203: Fiction II (Nineteenth Century)

- Course IV (Core): 4 Credits

EG204: Literary Theory and Criticism II

- Course V (CBCT): 3 Credits

Semester III

- Course I (Core): 4 Credits

EG301: Modern Drama

- Course II (Core): 4 Credits

EG302 : Modern Fiction

- Course III (Core): 4 Credits

EG303: Postcolonial Literatures in English-I

Course IV (Elective): 4 Credits

EG304(A): Translation I

EG304(B): Gender and Literature I

EG304(C): American Literature I  
 EG304(D): Indian Writing in English I  
 EG304 (E): ELT I  
 Course V (CBCT): 3 Credits

#### Semester IV

Course I (Core): 4 Credits  
 EG401: Modern Poetry  
 Course II (Core): 4 Credits  
 EG402: Modern Prose  
 Course III (Core): 4 Credits  
 EG403: Postcolonial Literatures in English-II  
 Course IV (Elective): 4 Credits  
 EG404 (A): Translation II  
 EG404 (B): Gender and Literature II  
 EG404(C): American Literature II  
 EG404 (D): Indian Literature in English II  
 EG404 (E): ELT II  
 Course V (CBCT): 3 Credits

Concluding her presentation, she requested for comments and suggestions from the academic council. The spontaneous reaction of Prof. S. K. Sharma, NU nominee was that it was a perfect presentation and it is a model presentation. She was asked to prepare the question pattern and also to take the CBCT allied department literature from NE India. With these suggestions the HOD requested for approval which was seconded by Dr. Medonuo Pienyu. And the academic council accepted syllabus.

#### **5<sup>th</sup> item in the Agenda PG courses**

After the presentation of syllabus, the academic council took up the 5<sup>th</sup> item in the agenda, the presentation of PG courses. There were two departments that came forward with the request to be allowed to start PG courses in the next semester.

#### **1. M. A. Sociology**

Dr. Medonuo Pienyu, the HOD of UG Sociology department began her presentation placing on record the need for PG studies in Sociology:

- Presently the total strength of students in the department is 355 out of which 97 students will be graduating in the month of June this year. Many of these soon-to-be graduates have expressed their interest in pursuing further studies after their graduation.
- The Nagaland University, the only central university in the state has a capacity of 50 seats for MA (sociology).
- Introducing this course will help students not only from our college but students from all over Nagaland and neighbouring states to continue their studies.
- The college in this way will be helping the younger generation to attain their dreams and achieve their goals.
- There are many brilliant, intelligent and academically bright students in Nagaland who wishes to pursue higher studies however unable to, because of the financial problems.
- The limited institution with limited seats in the state and the inability of the parents to send their children beyond Nagaland is further posing a threat and problem of increased number of deprived and distressed youths who are unable to identify their full potentials.
- The college will be thus, creating opportunities for those students who are less privileged.

- Sociology as a subject has become one of the most important subject in the academic and research world. Consequently, many colleges have started introducing this subject in their academic curriculum. There are more than 50 colleges offering sociology in Nagaland.
- Even in the country's top competitive exam like UPSC Civil Services Exam, Sociology is one of the most preferred optional papers for the aspiring candidates.
- St. Joseph's (Autonomous) College have been a proud institution to be one of the pioneers in introducing Sociology in Nagaland. As such the course need to be upgraded so as to continue in contributing and leading in the academic world of sociological studies, research and applicability especially in the context of Nagaland with its immense potentialities.
- In the professional fields, starting from State-National- International level the demands for sociologists is increasing day by day. For instance, the State Welfare Department, the Ministry of Culture and International Organisations like United Nations, UNICEF, ILO, Amnesty International, Philanthropic Foundations like Bill and Melinda Gates Foundation, Ford Foundation, Azim Premji Foundation etc. are recruiting more sociologists in their organisations.
- In the fields of academics, administration, hospitality sector, business, planning, technology sectors, state affairs etc., the call for sociologists is up surging.
- This course will equip our students not only with degrees but with a higher qualification with employable skills paving way for building up their careers
- The need for quality research in different areas is of urgent need in Nagaland. This course will help the students to learn the skills to do a better research through practical research works which will further enable them to pursue as a PhD Scholar or as an independent researcher.
- Many students after their graduation sits idle at home. They can be persuaded to join the course which is available in their home town. In this way, the students can get additional qualification and can utilize what they have learnt to take further steps in research, business, hospitality sector, health sector, planning, writing skills etc solving to some extent the unemployment in the state.
- Sociology is the foundation of social sciences, a knowledge in this field is necessary for smooth governance, better human relations and above all it will make a better Social/ Human being contributing immensely to the society.

Then she presented the available faculty members for the PG programme in Sociology:

#### I. Available in the Department/College

1. Dr. S. Ousepparampil, Principal, M. A, M.P.H, (New York Medical college)  
Ph. D.
2. Dr. Medonuo Pienyu, HOD, Ph.D., B.Ed.
3. Dr. Hormila G. Zingkhai, Ph.D, NET/JRF
4. Dr. Tiatula Ozukum, Ph. D, NET
5. Dr. Velhou Koza, Ph.D.
6. Mrs. Alibo Achumi, MA (Sociology), NET
7. Mr. Seyiehotuo Chucha, MA (Sociology), NET/ JRF
8. Ms. Devilenuo Chase, MA (Sociology), NET

#### II. Guest/Visiting Faculty

1. Dr. Visakhonu Hibo, Principal, Japfu Christian College, Kigwema
2. Prof. Kedilezo Kikhi, HOD, Tezpur University
3. Prof. Kshetri Rajendra Singh, HOD, Manipur University
4. Prof. Alphonsus D'Souza, Senior Fellow, NE Social Research Centre (NESRC)

5. Prof. I. L. Aier, North Eastern Hill University, Shillong
6. Dr. Toshimenla Jamir, HOD, Nagaland University, Lumami
7. Prof. Nandini Sundar, University of Delhi
8. Prof. Sudeshna Basu Mukherjee University of Kolkota
9. Dr. Kekhrieseno Christina, HOD, Kohima College
10. Dr. Kewepfuze Lohe, Vice- Principal, Baptist College, Kohima

She then presented the UGC Choice Based Credit System (CBCS) Courses under MA (Honours):

1. Core Course: 14 Courses (Compulsory)
2. Elective Course: 6 Courses
3. Choice Bases Credit Transfer: 5 Courses

After explaining them in detail, she presented the Objective as follows:

1. To guide the students to effectively communicate the sociological concept and apply the sociological perspective in social problems and scenario.
2. To train the students in Research works
3. To instil in them the skills that will help them employable in today's competitive world
4. To help them understand the social problems and recreate a better society

The academic council was impressed by the presentation, and all members were of opinion that it is a felt need. HOD then requested for approval of PG course along with the syllabus presented which was then seconded by Dr. Sumi Daa-dhora. And the academic council accepted the syllabus and the request to start the PG courses.

## **2. M. A. Political Science**

The HOD, Mr. Dihe Mao, began by telling the need for a PG Course in Political Science':

- Political Science is an important discipline. It studies about the ruler and the ruled. It not only deals with the structures and administration of the government, but also the developmental process. It is also important that new tools for analysis be explored so as to enable a better understanding of political phenomena in this fast changing world.
- The Department of Political Science is a strong and the biggest department in our college. Political Science as a discipline is also the most sought after subject by the students.
- The department produces maximum graduates every year, eg. 137 graduates from this college alone. However, the available seats for post graduate studies in the universities both within and without the State are very limited, thus, denying several graduates the opportunity to pursue their higher studies.
- Therefore, by introducing the post graduate studies in our college, we can throw open huge opportunities to several desiring students to pursue their higher studies and also with economic viability.
- We also have a strong team of experienced and qualified faculty who possess the required minimum qualifications:

### The Objective of the Course:

- To equip the students with knowledge of basic principles, ideas, themes and concepts of the subject.
- To impart specialized knowledge in certain specific areas.
- To develop the analytical abilities of the students that will help to make sense of the changes taking place.
- To develop interdisciplinary outlook and comprehensive understanding among the learners about political realities.
- To enable the students prepared for various competitive examinations.
- To enable students seek a career in teaching.

- To inculcate research and analytical habit among the learners.
- To enable students undergo additional courses, acquire more credits than what is required

#### Pattern of New Course

1. The new syllabus is designed as per the Semester Pattern with Continuous Internal Evaluation (CIE) schema.
2. The entire course is full time of Two Academic years duration consisting of four semesters.
3. Each semester will have 05(five) papers and the entire course requirement is of 20 papers, divided evenly to all the semesters, for the successful completion of the M.A. programme.
4. The papers are divided into Core, Elective, and Choice Based Credit Transfer (CBCT).
5. The M.A. programme is designed as Choice Based Credit System (CBCS).
6. Semester I consists of Core and CBCT of total 20 credits (each paper will consist of 4 credits) and Semesters II, III and IV consists of Core, Elective and CBCT papers.
7. The system is based upon continuous internal evaluation having a written and descriptive examination of 70 marks and internal evaluation of 30 marks for each paper.

#### The PG Programme in Political Science consists of the following courses:

1. Core: Consists of the Compulsory papers offered in all the four semesters which are core to the discipline of political science. The students admitted in the department have to compulsorily appear in these papers. (These papers are not for offer to the other discipline students)
2. Elective: The elective papers are for the students admitted in the department only. It consists of papers to provide an opportunity to the students to select from the pool of papers so as to enable her/him to carry out specializations. (Students from other disciplines cannot offer these papers)
3. Choice based Credit Transfer (CBCT): The papers offered in the CBCT courses are for the students of other disciplines only.

After giving the detailed curriculum scheme, he requested for approval of the PG course along with the syllabus and the proposals were seconded by Mrs. Thejanuo Fidelia. And the academic council accepted the syllabus and the proposal for PG course.

The Nagaland University nominees spoke up and told the principal that these proposals should be presented to the Governing body of the college and with their approval the same should be forwarded to university and UGC. And the principal agreed to do the same.

Agenda No. 6. Presentation of departments for affiliation.

The principal presented the following departments for affiliations with a brief introduction about each department. The following were the departments that needed to be affiliated.

1. B.A Economics
2. B.A Education
3. BBA
4. B.sc Mathematics
5. B.sc Botany
6. B.sc Chemistry
7. B.sc Physics
8. B.sc Zoology
9. PG English.
- 10.PG Sociology
- 11.PG Political science

**After a brief discussion and clarifications Prof. S.K.Sharma took the stand and declared that all the departments are now permanently affiliated, except the three PG Departments which needs**

**the official sanction from the Governing Body! Hence, as an Autonomous College, Presentation of Departments for Affiliation is not necessary**

Item no.7

### **Presentation of Certificate, Diploma and Vocational Courses**

Dr Kelihol Tase Staff specially appointed to follow up the certificate and diploma courses made the presentation for the certificate and diploma courses stressing the need for introducing Certificate & Diploma Course:

- ❖ About 90 per cent of employment opportunities require vocational skills.
- ❖ Only 20 per cent of our graduates get employed.
- ❖ The rest are unable to get suitable employment due to the lack of employable skills.
- ❖ Our education system puts maximum emphasis on bookish knowledge.
- ❖ It is observed that the curricula do not cover components of employable skills.
- ❖ Skill development is not yet popular in the practice of Higher Education Institution in Nagaland.
- ❖ Vocational education is viewed as a reluctant option / for those who are less privileged.

Duration of the Programme: I. Diploma - I year (June - May)

1. Diploma Course On Machine Learning
2. Diploma Course on Event Management
3. Diploma Course on Entrepreneurship and Small Business Enterprises
4. Diploma Course on Counseling
5. Diploma Course on Pharmacy
6. Post-Graduate Diploma Course on Banking and Finance
7. Diploma Course On Food Chemist
8. Diploma Course On Mountaineering
9. Western Music.

Duration of the Programme: II. Certificate - 6 months (June - Dec)

1. Certificate Course on Organic Farming
2. Certificate Course on HIV and Family Education
3. Certificate Course on Web Design
4. Certificate Course on Consumer Protection
5. Certificate Course on Communication Skill
6. Certificate Course on Carpentry, Cabinet Making, Welding and electricity wiring.
7. Development of Creative Writing

III. Vocational Studies:

1. Office Management & Secretarial Practice
2. Human Resource Management
3. Marketing Management and Retail Business
4. Materials Management
5. Management and Marketing of Insurance

Another proposal was made by Lt. Regina Razousinuo for **NCC Course as Elective**. The need was felt as our students are selected for Independence Day and Republic Day parades in Delhi. It would also give our students job opportunities and they can easily be selected to the armed forces. NCC in colleges only give practical training, and with this elective theory also will be added. Some members suggested that it can also be developed to a disaster management course with government



funding. They were requested for approval and was seconded by Mr. James H. K. The university nominees were happy with the certificate courses and the diploma courses and they said it will go a long way to help the students to find their way in life. And the academic council accepted the proposals.

After presenting the details of the courses and possible resource persons, Dr. Tase sought the response of the academic council. It was warmly received and suggestions for more areas like Biodiversity, Tourism and Skill based courses like carpentry, bamboo basket, pottery etc. were also suggested. It would encourage rapid transmission of skills – personally and for education institutions. If we have modular teaching, as the students finish a module they can push off. It was accepted unanimously.

And the entire proposal was accepted by the academic council unanimously with a thunderous claps.

Item no.8 was taken up subsequently and the principal spoke about the changing and challenging paradigm of higher education and how we need to move ahead with delight in the past and hope for the future.

### **Expert Opinion and Conclusion to the Presentations**

At the end of the presentations, the Nagaland University Nominees took the stage to give their expert opinion to conclude the discussions on the agenda.

#### **1. Suggestions from Prof. B.V. Rao:**

- 1 All departments maintain same number of units to make examination easy and not to repeat questions.
- 2 Prepare papers semester wise
- 3 In the presentations, present UGC plus new syllabus. Changes can go up to 20-30%
- 4 Keep in mind that syllabus must be changed every 3 years.
- 5 Board of Studies must have more experts. Use their service for betterment of syllabus.
- 6 Put the syllabus on the Website
- 7 School-wise unitisation would be helpful.

#### **2. Suggestions from Prof. S. K. Sharma:**

1. Autonomous college must upload on website courses, admission procedure, fees, etc.
2. It is necessary to create various committee.
3. The meeting minutes can also be put on the website
4. Autonomous Colleges are free to start Certificate, Diploma and Vocational Courses with the approval of the Council
5. UGC notification is need for all new courses
6. More members must be added to the Board of Studies and their physical presence is required.
7. Subject expert from outside to be nominated by Academic Council and one nominated by VC.
8. One expert from outside the college for specific courses, from industry or other related fields.
9. Meeting should be held during each semester, at least twice a year.
10. Present the minutes and supportive documents to Academic Council.

The principal thanked the members for putting their trust in St. Joseph's college and said that the college is making every effort to safe guard the interest and the future of the Youth of Nagaland and

that he would go to any extent to become a deemed to be university to facilitate and enhance this dream.

Taking up **Varia** on the agenda, the principal promised the members that the management will take this institution to greater heights up to Doctorate level.

As **Concluding words**, the Principal thanked all and put on record that this first meeting of the Academic Council was a tremendous experience and the hard work put in, especially by the HODs were all worth the while. In the name of the management he thanked all the members who took the trouble to come and he thanked the NU nominees in particular and said that they have now become integral part of St. Joseph's Autonomous College. Like how the hearts of the brothers met caring for each other, a story he narrated and said that here our hearts have now met and this institution to likewise has become the temple of God. The principal then thanked everyone who through their hard work made it a memorable event, and so he called everyone for a celebration with a well prepared lunch, before the departure.

Reported by:



Rev. Dr. Joy Thomas SVD.  
(Member Secretary)



Rev. Dr. Sebastian Ousepparampil  
(Principal)





# ST. JOSEPH'S COLLEGE

JAKHAMA

(Autonomous status granted by UGC notification No.F.22-1(AC) Dtd.11<sup>th</sup> Oct.2018)

P.B. No. 39, Kohima, Nagaland – 797 001

0370-2231009 (O), 2233022 (Principal), 9436437544 (M), Fax: 2231022

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NAAC Grade A (CGPA: 3.12) 9402993642

## First Academic Council Meeting

18 February 2019

S. No.	Name	Designation	Signature
1.	Rev. Dr. Sebastian Ousepparampil	Principal	
2.	Prof. S. K. Sharma	NU Nominee	
3.	Prof. Buno Zestuvi	NU Nominee	
4.	Prof. B.V. Rao	NU Nominee	
5.	Mr. Kezhokhoto Savi	Outstanding Alumni	
6.	Mr. Richard Belho	Engineer	
7.	Rev. Fr. Benny Varghese	Finance	
8.	Dr. Easterine Kire	Literature	
9.	Dr. Sedevi	Health	
10.	Dr. Nobert Noraho	Education	
11.	<sup>Capt</sup> Lt. Regina Razousinuo	Senior Faculty	
12.	Mrs. Loreni Yanthan	Senior Faculty	
13.	Ms. Rosa Visiehuno	Senior Faculty	
14.	Mr. K. Zubemo Humtsoe	Senior Faculty	
15.	Rev. Dr. George Keduolhou Angami	Vice-principal	

6.	Rev. Dr. Thresiamma V. G.	Vice-principal	<u>Thresiamma</u> 18/2/19
7.	Rev. Dr. Joy Thomas SVD	Member Secretary	<u>Joy Thomas</u>
18.	Sr. Susai Mary	Science Dean	<u>Susai Mary</u> 18/2/19
19.	Mr. Saju Mathew	HOD Economics	<u>Saju Mathew</u> 18/2/19
20.	Ms. Vilavonuo Maria	HOD Education	<u>Vilavonuo Maria</u> 18/02/19
21.	Mr. James H. K.	HOD English	<u>James H. K.</u> 18/2/19
22.	Mr. Zeneikho Pfukha	HOD History	<u>Zeneikho Pfukha</u> 18/2/19
23.	Mr. Dihe Mao	HOD Pol. Science	<u>Dihe Mao</u> 18/2/19
24.	Dr. Medonuo Pienyu	HOD Sociology	<u>Medonuo Pienyu</u> 18/2/19
25.	Mr. Md. Tabrej	Director BBA	<u>Md. Tabrej</u> 18/02/19
26.	Ms. Thejanuo Fidelia	HOD Commerce	<u>Thejanuo Fidelia</u> 18/02/19
27.	Mrs. Payal Bose	HOD Botany	<u>Payal Bose</u> 18/2/19
28.	Dr. Ramita	HOD Zoology	<u>Ramita</u> 18/2/19
29.	Mr. Sanjib Katuwal	HOD Chemistry	
30.	Dr. Sumi Daa-dhora	HOD MA English	<u>Sumi Daa-dhora</u> 18/02/19
31.	Ms. Imlienla	HOD Mathematics	<u>Imlienla</u> 18/2/19
32.	Ms. Thejano	HOD Physics	<u>Thejano</u> 18/2/19
33.	Ms. Josephine Jasietsono Kuotsu	HOD General	<u>Josephine Jasietsono Kuotsu</u> 18/2/19

# **ST. JOSEPH'S COLLEGE, JAKHAMA**

(Autonomous status granted by UGC notification No.F.22-1(AC) Dtd.11<sup>th</sup>Oct.2018)

P.B. No. 39, Kohima, Nagaland – 797 001

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[www.stjosephjakhama.ac.in](http://www.stjosephjakhama.ac.in) Email: [stjosephc@gmail.com](mailto:stjosephc@gmail.com)

NAAC Grade A (CGPA: 3.12) 9402993642



## **MINUTES OF THE 2<sup>ND</sup> ACADEMIC COUNCIL**

**DATE: 1<sup>ST</sup> JULY, 2020**

**VENUE: ST. JOSEPH'S COLLEGE (AUTONOMOUS),  
JAKHAMA, NAGALAND**

## **MINUTES OF THE 2<sup>ND</sup> ACADEMIC COUNCIL**

### **St. Joseph's College (Autonomous), Jakhama**

VENUE : St. Joseph's College (Autonomous), Jakhama

DATE : 01 July 2020

TIME : 10.00am

PARTICIPANTS:

1. Dr. Fr. Sebastian Ousepparampil	: Chairman/Principal
2. Dr. Fr. George Keduolhou Angami	: Vice Principal (Students Affairs)
3. Dr. Sr. Ranit SABS	: Vice Principal (Academic Affairs)
4. Rev. Fr. Benny Varghese	: Administrator
5. Rev. Fr. Binoy Edasseril	: Asst. Administrator
6. Prof. B.V. Rao	: NU
7. Prof. Buno Zetsuvi	: NU
8. Dr. Sedevi	: CIHSR
9. Dr. Nobert Noraho	: Expert/Academician
10. Dr. Fr. Anto Paul	: Principal (NEISSR)
11. Capt. Regina Razousinuo	: Staff
12. Mrs. Loreni Yanthan	: Staff/HoD (Economics)
13. Mr. K. Zubemo Humtsoe	: Staff/Director (BBA)
14. Mr. Moatemsü	: Controller of Examination
15. Dr. Medonuo Pienyü	: HoD (Sociology)
16. Mrs. Alibo Achumi	: Co-ordinator (Sociology UG)
17. Dr. Sumi Daa-dhora	: HoD (English)
18. Ms. Meribeni Nnullie	: Co-ordinator (Eng.-UG)
19. Mr. Heshuo Dihe Mao	: HoD (Pol. Science)
20. Ms. Lily Humtsoe	: Co-ordinator (Pol. Sc.-UG)
21. Ms. Nzano Kikon	: HoD (History)
22. Ms. Tiamongla	: HoD (Education)
23. Mr. Moatangit Longkumer	: HoD (Commerce)
24. Ms. Neithongunuo Angela Belho	: HoD (Botany)
25. Ms. Rukutalu	: HoD (Zoology)
26. Ms. Thejano	: HoD (Physics)
27. Ms. Imlienla	: HoD (Mathematics)
28. Mr. Madovi David	: HoD (Chemistry)
29. Mr. Lejo Pullokaran Paily	: Co-ordinator (Diploma/Certificate)
30. Mr. Mezathel Kiso	: PS to Vice Principal/Office Asst.
31. Mr. Moatemshi Alex	: Office Asst.
32. Mrs. Aratrika Mondal	: Office Asst.

### **Agenda of the Meeting**

1. Invocation
2. Welcome and introduction
3. Report of the last meeting
4. Matters arising from the report
5. Presentation of PG courses – Economics and History
6. Presentation of Certificate and Diploma Courses for Skill Development

7. Presentation of criteria for promotion of 2nd semester students (under graduate and post graduate studies)
8. Varia
9. Next meeting
10. Vote of Thanks and Signing out

#### **MINUTES OF THE MEETING:**

The second Academic Council Meeting of St. Joseph's College (Autonomous), Jakhama was held on 1st July 2020. Due to Covid-19 Pandemic lockdown, the meeting was virtual with Zoom app.

#### **SJC:AC: 2:1 Invocation**

The meeting started with invocation prayer pronounced by Dr. Fr. Anto Paul, Principal of North East Institute of Social Sciences and Research (NEISSR), Dimapur.

#### **SJC:AC: 2:2 Welcome and Introduction**

The Principal, Dr. Fr. Sebastian Ousepparampil, in his welcome address introduced the rationale and purpose of the meeting and extended words of welcome to all the participants.

#### **SJC:AC: 2:3 Report of the last meeting**

Dr. Fr. George Keduolhou Angami, Vice Principal (Students Affairs) presented in brief the minutes of the 1st Academic Council Meeting to the members which was held on 18th March 2019 at St. Joseph's College, Jakhama. It had been recorded that the report of the 1st Academic Council Meeting was dispatched to all the members and a copy of the same was sent to Nagaland University on **3rd July 2019**.

#### **SJC:AC: 2:4 Matters arising from the report**

The principal asked the members if anyone has any matter to discuss, clarify or make corrections with regard to the report of the last Academic Council Meeting. Since there were no matters and issues to be discussed, clarified or corrected, the report was passed by the Academic Council.

#### **SJC:AC: 2:5 PG Courses – M.A. in Economics and History**

*Agenda:* The proposal and request to begin Post Graduate Courses in Economics and History was placed before the Academic Council by the Principal for discussion and recommendation.

*Discussion:* Mrs. Loreni Yanthan, the HoD of the Department of Economics presented the rationale for Post Graduate Course in Economics and the Syllabus of Economics (CBCS) for Post Graduate Course. The details of the presentation are given in **Annexure No.1**.

Ms. Nzano Kikon, the HoD of the Department of History presented the rationale for Post Graduate Course in History and the Syllabus of History (CBCS) for Post Graduate Course. The details of the presentation are given in **Annexure No.2**.

*Resolution:* The request and proposal to begin Post Graduate courses in Economics and History Departments, the Principal asked for clarifications, observations and comments. As there was no objection and the Academic Council was satisfied with the presentations, Dr. Sedevi proposed the presentations to be passed. It was seconded by Dr. Medonuo Pienyü and Capt. Regina Razousinuo. The Academic Council accepted the request and proposal to begin the Post Graduate Courses for Economics and History Departments from the next Academic year 2020-2021 and recommended the proposal to the Governing Body of the College for approval.

### **SJC:AC: 2:6 Certificate and Diploma Courses for Skill Development**

*Agenda:* The Principal briefed the Council the importance and necessity of promoting skill development programmes in the state. He then asked the staff in-charge of Certificate and Diploma Courses to present before the council the proposal and request to begin Certificate and Diploma Courses for Skill Development at the college.

*Discussion:* Mr. Lejo Pullokaran Paily, Mr. Methazel Kiso, Mr. Moatemschi Alex and Mrs. Aratrika presented the rationale and Syllabus for Certificate and Diploma Courses for Skill Development. The details of the presentation are given in **Annexure No.3**.

After the presentation of the Diploma and Certificate Courses on Skill Development, Dr. Sedevi stated that CIHSR, Dimapur is happy to support the College, in particular in the area of Clinical Psychology and Cosmetology. He said that from CIHSR, personnel are ready to help and he wished that one day the Skill Courses will become Degree Courses.

*Resolution:* At the end of the presentation and discussion on the agenda, Mr. Zubemo Humtsoe proposed the Diploma and Certificate Courses to be passed and Capt. Regina Razousinuo seconded the proposal. The Academic Council accepted the request and proposal to begin the Certificate and Diploma Courses from the next Academic year 2020-2021 and recommended the proposal to the Governing Body of the College for approval.

### **SJC:AC: 2:7 Presentation of criteria for promotion of 2nd semester students (under graduate and post graduate studies)**

*Agenda:* The principal gave a brief summary of the criteria for promotion of 2nd semester students (under graduate and post graduate programmes) and informed the Council that the College has done its best to bring the most feasible method and criteria to prepare for the promotion of students.

*Discussion:* Mr. Moatemsü, Controller of Examination, presented the Criteria for Promotion of 2nd Semester Students (Under Graduate and Post Graduate Studies). The details of the presentation are given in **Annexure No. 4**.

During the discussion Mrs. Buno Zetsuvi (NU Team), observed and remarked that the Department of Education need to take into consideration the allotment of marks in the Internal Assessments. It is disturbing to note that many students are given 30



marks out of 30 in the Internal Assessments. However, it was an issue which was observed and had been resolved in 2016. The College authority would take care of the said observation and look into the matter. Dr. Nobert Noraho proposed the presentation of the Controller of Examination to be passed and it was seconded by Dr. Fr. George Keduolhou Angami.

*Resolution:* The Academic Council approved to recommend it to the Governing Body.

### **SJC:AC: 2:8 Varia**

*Agenda:* Varia

*Resolution:* The Principal/College authority will look into the Syllabus, Courses, and Result of the above discussed matters and after the approval of the Governing body, the same shall be submitted to Nagaland University.

### **SJC:AC: 2:9 Next meeting**

*Agenda:* Next Meeting

*Resolution:* The Principal informed the council that the schedule for the next meeting will be made known to the members as and when the pandemic lock down situation improves.

### **SJC:AC: 2:10 Vote of Thanks and Signing out**

As there were no major topics or issues to be deliberated, the Principal proposed vote of thanks. He expressed his deepest appreciation towards the UGC and NU Team for their willingness to be part of the College. He thanked the HoDs of Economics, History and Skill Development Team for their well-prepared presentations. He also thanked all the participants for the efforts they made to be available for the meeting. The meeting ended at 11.50am.

## **ANNEXURE NO. 1:**

### **POST GRADUATE COURSE: DEPARTMENT OF ECONOMICS**

# **M.A. Economics Syllabus**

**Under  
Choice Based Credit System**

Department of Economics  
**ST. JOSEPH'S COLLEGE (AUTONOMOUS)**  
**JAKHAMA**

**DETAILS OF COURSES UNDER MASTER OF ARTS IN ECONOMICS**

- |                                  |  |                  |
|----------------------------------|--|------------------|
| 1. CORE COURSE:                  | 14 Courses (Compulsory) 4 credits each                     | 14x4= 56 credits |
| 2. ELECTIVE COURSE:              | 6 Courses (Choose any one in each semester) 4 credits each | 2x4= 8 credits   |
| 3. CHOICE BASED CREDIT TRANSFER: | 4 Courses, 3credits each                                   | 4x3= 12 credits  |

**CORE COURSE**

**COURSE CODE**

- |  |          |
|--|----------|
| 1. Micro Economics-1                   | MECC 1.1 |
| 2. Macro Economics-1                   | MECC 1.2 |
| 3. Mathematical Methods for Economics  | MECC 1.3 |
| 4. Monetary Economics                  | MECC 1.4 |
| 5. Micro Economics-2                   | MECC 2.1 |
| 6. Macro Economics-2                   | MECC 2.2 |
| 7. Techniques of Statistical Analysis  | MECC 2.3 |
| 8. Economics of Growth and Development | MECC 2.4 |
| 9. Economics of Agriculture            | MECC 3.1 |
| 10. International Economics            | MECC 3.2 |
| 11. Research Methodology               | MECC 3.3 |
| 12. Dissertation                       | MECC 4.1 |
| 13. Indian Economy                     | MECC 4.2 |
| 14. Welfare Economics                  | MECC 4.3 |

## ELECTIVE COURSES

1.	Introductory Econometrics	MECC 3.4A
2.	Human Resource Development and Management	MECC 3.4B
3.	Environmental Economics	MECC 3.4C
4.	Public Economics	MECC 4.4A
5.	Economics of Gender	MECC 4.4B
6.	Financial Institutions and Markets	MECC 4.4C

## CHOICE BASED CREDIT TRANSFER (CBCT)

1.	Micro Economics -1	MECT 1.5
2.	Micro Economics-2	MECT 2.5
3.	Monetary Economics	MECT 3.5
4.	Indian Economy	MECT 4.5

## Master of Arts in Economics

1. Credits to be completed for award of the degree: 76
2. Minimum duration: 4 Semesters (two years)
3. Maximum duration: 6 Semesters (three years)

## COURSE STRUCTURE

### Semester I

Total Credits 16+3=19

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MECC 1.1	Micro Economics-1	3-1-0	4	4	Core	No
MECC 1.2	Macro Economics-1	3-1-0	4	4	Core	No
MECC 1.3	Mathematical Methods for Economics	3-1-0	4	4	Core	No
MECC 1.4	Monetary Economics	3-1-0	4	4	Core	No
CBCT	To opt from another department			3		

### Semester II

Total Credits 16+3=19

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MECC 2.1	Micro Economics-2	3-1-0	4	4	Core	No
MECC 2.2	Macro Economics-2	3-1-0	4	4	Core	No
MECC 2.3	Techniques of Statistical Analysis	3-1-0	4	4	Core	No
MECC 2.4	Economics of Growth and Development	3-1-0	4	4	Core	No

<b>CBCT</b>	To opt from another department	3	
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**Semester III**

**Total Credits 16+3=19**

<b>Course Code</b>	<b>Course Name</b>	<b>L+T+P</b>	<b>CH</b>	<b>CR</b>	<b>Course Type</b>	<b>Skill Based Course (Yes/No)</b>
<b>MECC 3.1</b>	Economics of Agriculture	3-1-0	4	4	Core	NO
<b>MECC 3.2</b>	International Economics	3-1-0	4	4	Core	No
<b>MECC 3.3</b>	Research Methodology	3-1-0	4	4	Core	No
<b>MECC 3.4A</b>	Introductory Econometrics	3-1-0	4	4	Elective	No
<b>MECC 3.4B</b>	Human Resource Development and Management					
<b>MECC 3.4C</b>	Environmental Economics					
<b>CBCT</b>	To opt from another department			3		

**Semester IV**

**Total Credits 16+3=19**

<b>Course Code</b>	<b>Course Name</b>	<b>L+T+P</b>	<b>CH</b>	<b>CR</b>	<b>Course Type</b>	<b>Skill Based Course (Yes/No)</b>
<b>MECC 4.1</b>	Dissertation	3-1-0	4	4	Core	Yes
<b>MECC 4.2</b>	Indian Economy	3-1-0	4	4	Core	No
<b>MECC 4.3</b>	Welfare Economics	3-1-0	4	4	Core	No
<b>MECC 4.4A</b>	Public Economics	3-1-0	4	4	Elective	No
<b>MECC 4.4B</b>	Economics of Gender					
<b>MECC 4.4C</b>	Financial Institutions and Markets					
<b>CBCT</b>	To opt from another department			3		

**Choice Based Credit Transfer (CBCT)**

(To be opted by students of disciplines other than Economics)

<b>Semester I</b>	<b>MECT 1.5</b>	<b>Micro Economics -1</b>
<b>Semester II</b>	<b>MECT 2.5</b>	<b>Micro Economics -2</b>
<b>Semester III</b>	<b>MECT 3.5</b>	<b>Monetary Economics</b>
<b>Semester IV</b>	<b>MECT 4.5</b>	<b>Indian Economy</b>

# CORE COURSE

## SEMESTER I

### MECC 1.1: MICRO ECONOMICS – I

#### Unit-I: Consumer Behavior

Preference Ordering: Violation of the premises of the indifference curve analysis. Revealed Preference Theory; derivation of demand and indifference curve. Revision of the Demand Theory by Hicks; weak and strong ordering, consistency test, derivation of demand and indifference curve. Lancaster Demand Theory (Characteristics of goods approach)

#### Unit-II: Production and Costs

Production Function: Concept, Elasticity of substitution; Homogeneity and homotheticity; Two-inputs production functions with constant elasticity of substitution; Production functions with multiple inputs; problems in defining elasticity; Economies of scale; Modern theories of costs – Empirical evidences: Derivation of cost functions from production functions; Duality in production; Unbiased and biased technical progress: Hicks and Harrod.

#### Unit-III: Markets

Non-collusive oligopolistic models of Cournot; Bertrand, Stackelberg, Chamberlin and Sweezy (Kinked demand curve); Collusive Models of Oligopoly; Elements of Game Theory: Definitions, Concept of a game; Strategies – simple and mixed; Nash Equilibrium; value of a game; saddle point solution; simple applications.

#### Unit-IV: Risk and Uncertainty

Individual behavior towards risk, expected utility and uncertainty equivalence approaches; Risk and risk aversion – gambling and insurance, the economics of insurance, cost of risk, risk pooling and risk spreading, mean-variance analysis and portfolio selection; efficient market hypothesis; Economics of information.

### BOOKS

1. Baumol, W.J. (1985): *Economic Theory and Operations Analysis*, Prentice Hall.
2. Henderson, J. and R.A. Quandt (1984): *Microeconomic Theory*, McGraw Hill, Tokyo.
3. Koutsoyiannis, A. (1980): *Microeconomic Theory*, MacMillan.
4. Lancaster, K. (1972): *Consumer Demand: A New Approach*, CUP, NY.
5. Layard, P.R.G. and A.A. Walters (1978): *Microeconomic Theory*, McGraw Hill, NY.
6. Mas Colell, A. M. D. Winston and J. R. Green (1995), *Microeconomic Theory*, Oxford Univ. Press, NY.
7. Sen, A. (1999): *Microeconomics: Theory and Applications*, OUP, ND.
8. Shepherd, R.W. (1970): *Theory of Cost and Production Functions*, Princeton Univ. Press, N.J.
9. Salvatore, D. (2003): *Microeconomics: Theory and Applications*, OUP, New Delhi.

## **MECC 1.2: MACRO ECONOMICS -I**

### **Unit-1: National Income**

Basic Concepts, Measurement of National Income and Difficulties; Circular Flow of income in two, three and four sector economy: Different forms of national income accounting: - social accounting, input-output accounting, flow of funds accounting and balance of payments accounting.

### **Unit II: Consumption Function**

Keynes' psychological law of consumption -implications of the law: short-run and long-run consumption function. Consumption Puzzle; Relative Income Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis.

### **Unit III: Investment Function**

Derivation of IS - LM curve. IS-LM model with Govt. Sector; IS-LM Model with Foreign Sector; Keynesian Theory of Investment Decisions, The Accelerator Theory of Investment; Lags in Investment, Jorgenson's Neo-Classical Theory of Investment; Theory of Rational Expectations;

### **Unit IV: Post-Keynesian Demand For Money**

Post-Keynesian Approaches to Demand for Money. Patinkin Real balance Effect, Approaches of Baumol and Tobin; Friedman and the modern quantity theory: Crises in Keynesian economics and the revival of monetarism.

## **BOOKS**

1. Ackley, G. (1978), *Macroeconomics: Theory and Policy*, Macmillan, New York.
2. Blackhouse, R. and A. Salansi (Eds.) (2000), *Macroeconomics and the Real World* (2Vols.), Oxford University Press, London.
3. Branson, W.A. (1989), *Macroeconomic Theory and Policy*, (3rd Edition), Harper and Row, New York.
4. Dornbusch, R. and F. Stanley (1999), *Macroeconomics*, Irwin McGraw Hill, Inc. New York, 7<sup>th</sup> Edition.
5. Fuller, Neil (2008): *Principles of macroeconomics*, Delhi, Overseas Press
6. Heijdra, B.J. and V.P. Fredericck (2001), *Foundations of Modern Macroeconomics*, Oxford University Press, New Delhi.
7. Jha, R. (1991), *Contemporary Macroeconomic Theory and Policy*, Wiley Eastern Ltd., New Delhi.
8. Mankiw, N. G. (2011): *Macroeconomics, 6th edition*, New York, Worth publishers
9. Romer, D.L. (1996), *Advanced Macroeconomics*, McGraw Hill Company Ltd., New York.
10. Shapiro, E. (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi.

## **MECC 1.3: MATHEMATICAL METHODS FOR ECONOMICS**

### **Unit - I: Matrix and Determinants**

Types of matrices, operation of matrices; Determinants- meaning and its properties; Solution of Simultaneous Linear equations. Cramer's rule and Martin's rule; Characteristic roots and vectors; Partitioned Matrices; Game Theory: Two Persons Zero Sum Game.

## **Unit II: Linear Programming**

Concepts and formulation, solution of linear programming through graphs; Input-output analysis, Solution of input-output analysis through matrix.

## **Unit - III: Differential and Integral Calculus**

Functions of more than One Variable: Partial Differentiation-Total Differential- Convexity and Concavity of functions: Optimization Technique-Relative Extrema –Maxima and Minima.Rules of integration; integration by substitution, integration by parts and integration by partial fractions; producer and consumer surplus.

## **Unit-IV: Differential Equation**

Differential Equations and Difference Equations of First Order – Solution of First order Differential Equations and their application: Domar Macro Model.– Applications of Difference Equations in Economic Model: Harrod model, Cob-web Model.

### **Books**

1. Monga, G. S. (2009), *Mathematics and Statistics for Economics*, Vikas Publishing House Pvt. Ltd..
2. Chiang, A.C., Wainwright Kevin. (2005). *Fundamentals of Mathematical Economics*, 4th edn, McGraw – Hill Companies, New York, NK10020.
3. Sydsaeter Knut, Hammond Peter J. (1995). *Mathematics for Economic Analysis*, 7th Edn, Pearson Education, Inc.
4. Allen R G D (1986). *Mathematical Analysis for Economists*, Macmillan India Ltd.
5. Intrilligator M (1971). *Mathematical Optimization and Economic Theory*, Prentice Hall.
6. Yamane Taro. (2011). *Mathematics for Economists: An Elementary Survey*, Prentice Hall of India Pvt. Ltd., New Delhi.

## **MECC 1. 4: MONETARY ECONOMICS**

### **UNIT-I: Evolution and Theories of Money**

Evolution, Role and Functions of Money – Gold Standard – Types – Working of the Gold standard – causes for the down fall of the Gold standard – paper currency standard. Quantity Theory of Money, Fisher and Cambridge Keynes Theory of Money and Prices, Milton Friedman – Restatement of Quantity Theory.

### **UNIT-II: Demand and Supply of Money**

Paper currency – system of Note issue – Indian currency system Development and problems. Concepts of supply and demand for money – money supply and price level – Keynes – classical Dichotomy – Real Balance Effect.

### **UNIT-III: Commercial Banks**

Functions and types of commercial banking – balance sheet – credit creation – Investment policy in Commercial Banking. Reserve Bank of India – Functions – Credit Control – Rural and Industrial Credit – Exchange control. Monetary policy – Indian money market organized unorganized functions of Capital Market, credit control quantitative and qualitative methods – limitations.

## **UNIT-1V: Development Banks**

Progress of Indian Banking during post nationalization period – development banks, DBI, IFCI, ICICI – other term financing Institutions in India.

### **BOOKS**

1. Bhole, L M, (1999), *Financial Institutions and Markets*, Tata McGraw Hill Company Ltd, New Delhi.
2. Bishop. P and D, Dixon, (1992), *Foreign Exchange Handbook*, McGraw Hill, New York.
3. Brahrnananda. P R, (1982), *IMF Loan and India's Economic Future*, Himalaya Publishing House, Bombay.
4. Crocker, A, (1982), *International Money: Issues and Analysis*, The English Language Book Society, London.
5. Edminster, R O, (1986), *Financial Institutions, Markets and Management*, McGraw Hill, New Delhi.
6. Fisher, G E and R J, Jordon, (1992), *Security Analysis' and Portfolio Management*, Eastern Economy Edition, New
7. Sundharam K.P.M - *Monetary Theory and practices*
8. M.L.Seth - *Money Banking and International*

## **SEMESTER II**

### **MECC 2.1: MICRO ECONOMICS – 2**

#### **Unit-I: Alternative Theories of the Firm**

Baumol's Theory of Sales Revenue Maximization, Marris' Model of Managerial Enterprise; Williamson's Model of Managerial Discretion; Behavioral Theory of the Firm (Model of Cyert and March); Full cost pricing principle; Limit pricing principle (Bains, Sylos-Labini, Modigliani and Bhagawati); Issues regarding existence, purpose and objectives of a firm.

#### **Unit-II: Welfare Economics**

Growth of GNP and welfare; Criteria of welfare maximization: Cardinalists criterion, Bentham's Criterion; Pareto optimality criteria; Compensation principle; Social welfare function – Properties and limitations: Theory of second best. Arrow's impossibility theorem; Sen's proof of this theorem; Equity and efficiency; Rawls' contributions to welfare

#### **Unit-III: The Theory of General Equilibrium**

Walrus Model- Properties; Problem of existence, uniqueness and stability of equilibrium; Excess demand function approach to general equilibrium analysis; Fixed point theorem and the existence of the solution; Modern approach: Input-output and Linear programming model of general equilibrium; Determination of output and price (only Static open models)

#### **Unit-IV: Input Markets**

Demand and supply of inputs: Firm's and Industry's input demand curves; Monopsony and



Monopoly in input markets; Unions as monopolists; Bilateral monopoly; Choice of optimal combination of inputs; Adding-Up Problem; Product Exhaustion theorems – Euler's and Clark-Wicksteed-Walras theorems.

## **BOOKS**

1. Baumol, W.J. (2000): *Economic Theory and Operations Analysis* (18e), Prentice Hall, ND.
2. Dobbs, I. (2000): *Managerial Economics*, OUP, ND.
3. Henderson and Quandt (1980): *Microeconomic Theory: A Mathematical Approach*, McGraw Hill, ND.
4. Intriligator, M.D. (1971): *Mathematical Optimization and Economic Theory*, Prentice Hall, Englewood Cliffs.
5. Koutsoyannis, A. (1979): *Modern Microeconomics* (2e), Macmillan Press, London.
6. Layard, P.R.G. and A.A. Walters (1978): *Microeconomic Theory*, McGraw Hill, NY.
7. Maddala, G.S. and E. Miller (1989): *Micro Economics- Theory and Applications*, McGraw, New Delhi.
8. Salvatore, D. (2004): *Managerial Economics in a Global Economy with Economic Applications* (5e), CENGAGE Learning/South Western.

## **MECC 2.2: MACRO ECONOMICS-2**

### **Unit-1: Supply of Money**

Definitions of Supply of Money. Determinants of Money Supply. Measures of Money Supply in India. Money Supply and Liquidity. High powered money and money multiplier; Control of money supply.

### **Unit -11: Neo-Classical and Keynesian Synthesis**

Classical and Keynesian views on interest; extension of IS-LM model with government (Tax and Its Multiplier and Government Expenditure and its Multiplier); Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with labour market and flexible prices.

### **Unit-III: Theories of Business Cycle**

Pure Monetary Theory; Schumpeter's Innovation Theory; Keynes' Theory, Samuelson's Multiplier-Accelerator Interaction Theory; Hicks' Trade Cycle Theory.

### **Unit-1V. Theory of Inflation**

Classical, Keynesian and Monetarist approaches to inflation; Structuralist Theory of Inflation: Phillips curve analysis - Short run and long run Phillips curve; Friedman and Phelps - the natural rate of unemployment hypothesis; Tobin's modified Phillips curve; Adaptive expectations and rational expectations; Policies to control inflation.

## **BOOKS**

1. Ackely, G. (1978), *Macro Economic: Theory and Policy*, Macmillan, New York.
2. Branson, W.A. (1989), *Macroeconomic Theory and Policy*, (3rd edition) Harper and Row, New York.
3. Jha. R. (1991), *Contemporary Macroeconomic Theory and Policy*, Wiley Eastern Ltd. New Delhi.

4. Shapiro, E (1996), *Macroeconomic Analysis*, Galgodia Publications, New Delhi.
5. Gupta, S.B., *Monetary Planning in India*, Oxford university Press, New Delhi.
6. Gurley, J. and E.S. Shaw (1960), *Money in a theory of Finance*. Brookings Institution, Washington.
7. Reddy, Y.V. (2000), *A review of monetary and financial Sector Reforms in India-A central Banker's Perspective*. UBSPD. New Delhi.
8. Levacic, R. and A. Rebman (1986), *Macro Economics: An Introduction to Keynesian and Neo-Classical Controversies*, Macmillan. London .
9. Rakshit, M. (1998), *Studies in the Macroeconomics of Developing Countries*, Oxford University Press.

## MECC 2.3 TECHNIQUES OF STATISTICAL ANALYSIS

### UNIT I: Central Tendency and Dispersion

Measures of Central Tendency- Mean, Median, Range, Mean deviation, Standard deviation, coefficient of variation, Skewness and Kurtosis.

### UNIT II: Correlation and Regression

Meaning; simple, multiple and partial correlations; Coefficient of correlation- Karl Pearson and Rank correlation; Least squares estimation; Regression Analysis: Meaning, Nature of regression lines, Methods of obtaining Regression Lines; Regression Equations, Regression Coefficients, Properties of Regression Coefficients; Partial and Multiple Regression.

### UNIT III: Elementary Probability Theory and Sampling

Concept, Calculation of Probability, Theorems of Probability (Addition and Multiplication), Conditional probability and Bayes' Theorem, Mathematical expectation. Principal sets in a sample survey, methods of sampling: non-probability and probability sampling methods, properties of random sampling. Probability Distributions – Binomial, Poisson and Normal Distributions and their properties

### Unit IV: Theory of Estimation and Hypothesis Testing

Concept of an estimator and its sampling distributions, Properties of good estimator; Goodness of fit; Confidence interval and level of significance; Errors of types II and I; Testing of Hypothesis - Tests of Significance: Student's t-test, Z test, F test, Chi-square test - Analysis of Variance: One-way classification.

### Books:

1. Gupta, S. P. (2005), *Statistical Methods*, Sultan Chand and Sons.
2. Monga, G. S. (2009), *Mathematics and Statistics for Economics*, Vikas Publishing House Pvt. Ltd..
3. Devore, J. L. (2010), *Probability and Statistics for Engineers*, Cengage Learning.
4. Goon, Gupta and Dasgupta (2005), *Fundamentals of Statistics*, Vol. I & II, World Press.
5. Gujarati, D.N., D.C. Porter and S. Gunasekar (2012), *Basic Econometrics*, Tata McGraw Hill.
6. Hooda, R. (2013), *Statistics for Business and Economics*, Vikas Publishing House.
7. Sullivan, M. (2012), *Fundamentals of Statistics*, Pearson. Additional

## **MECC 2.4 ECONOMICS OF GROWTH AND DEVELOPMENT**

### **UNIT I: Theories of Development**

Contributions of Classical economists to the theory of development; Karl Marx and development of capitalistic economy; Schumpeter and capitalistic development; Structural view of development. Partial theories of growth and development- Circular causation; Big Push Theory; Balance and unbalance growth; Technical Dualism; Dependency Theory of Development.

### **Unit II: Economic Growth Models**

Harrod and Domar Growth Model; Neo-classical Growth Models: Solow, Meade, and Mrs. Joan Robinson; Cambridge criticism of Neo classical analysis of growth.

### **Unit 111: Technological Change and Growth Models**

Production Function Approach to Economic Growth and Growth Accounting; Golden rule of accumulation; Endogenous growth models (Romer, Lucas, AK model)

### **Unit11V: Social Aspects of Development**

Development and Underdevelopment; Measures of Poverty and inequality; Measuring development. Population as limits to growth and as ultimate source, Population, poverty and environment linkages.

## **BOOKS**

1. Alderman, I. (1961), *Theories of Economic Growth and Development*, Stanford University Press, Stanford.
2. Behrman, S. and T.N. Srinivasan (1995), *Handbook of Development Economics*, Vol. 3, Elsevier, Amsterdam.
3. Brown, M. (1966), *On the Theory and Measurement of Technical Change*, Cambridge University Press, Cambridge, Mass.
4. Dasgupta, P. (1993), *An Enquiry into Well-being and Destitution*, Clarendon Press, London.
- Gillis, M., D.H. Perkins, M. Romer and D.R. Snodgrass (1992), *Economics of Development*, (3rd Edition), W.W. Norton, New York.
5. Gimmell, N. (1987), *Surveys in Development Economics*, Blackwell, Oxford.
6. Higgs, B. (1959), *Economic Development*, Addison Wesley, New York.
7. Kahkonen, S. and M. Olso. (2000), *A new Institutional Approach to Economic Development*, Vistaar.
8. Kindleberger, c.P. (1977). *Economic Development*, (3<sup>rd</sup> Edition), McGraw Hill, New York.

## **SEMESTER III**

### **MECC 3.1: ECONOMICS OF AGRICULTURE**

#### **Unit I: Agriculture and Economic Development**

Nature of agricultural and rural economics; Traditional agriculture and its modernization; Role of agriculture in economic development; Interdependence between agriculture and industry-some empirical evidence; Models of interaction between agriculture and the rest of the economy: Agricultural development, poverty and environment.

## **Unit II: Diversification of Rural Economic activities**

Livestock economics-Livestock resources and their productivity; Problems of marketing: white revolution: Fishery and poultry development; Forestry, horticulture and floriculture; Issues and problems in rural industrialization and development of agro-based industries.

## **Unit III: Economics of Rural Infrastructure**

Use of land, water and energy; Rural transport, communication, banking, extension services, role. Modes and problems of rural electrification; Rural social infrastructure-education and health and information dissemination.

## **Unit IV: Agricultural production and productivity**

Agricultural Production-Resource use and efficiency; Production function and analyses in Agriculture; Factor combination and resource substitution; cost and supply curve; Size of farm and laws of returns-theoretical and empirical findings; Farm budgeting and cost concepts: Supply response of individual crops and aggregate supply; Resource use efficiency in traditional agriculture: technical change, labour absorption and gender issues in agricultural services.

## **BOOKS**

1. Appu, P.S. (1996), *Land Reforms in India*, Vikas. New Delhi.
2. Bardhan, P. (1984). *Land, Labour and Rural poverty*, Oxford University Press, New Delhi.
3. Bhaduri, A. (1984), *The Economic Structure of Backward Agriculture*, Macmillan, New Delhi.
4. Bhardwaj, K. (1974), *Production Conditions in Indian Agriculture*, Cambridge University press, Cambridge.
5. Bilgri, S.AK (1996), *Agricultural Economic*, Himalaya Publishing House, Delhi. Brahmananda,
6. P.R. and Y.R. Panchumukhi, (Eds.) (1987), *The Development Process of the Indian economy*, Himalaya Publishing house, Bombay.
7. Brahmananda, P.R., B.K. Narayan and A. Kalappa (Ed), (1987), *Dilemmas of Rural Development in India*, Himalaya Publishing House, Bombay.

## **MECC 3.2: INTERNATIONAL ECONOMICS**

### **Unit-I: Pure Theory of International Trade**

Supply and Demand in International Trade - Gains from trade under constant and increasing opportunity costs; Individual and community indifference curves, equilibrium demand and supply; Mill's Theory of Reciprocal Demand; Marshall's Theory of Offer Curves – elasticity of offer curve; Neo-Classical Model of International Trade – Heckscher - Ohlin Theorem and Theory of Comparative Advantage; Modern Theories of International Trade - Vent-for-Surplus Approach, Availability Approach (I.B. Kravis). Monopolistic Competition and Trade, Increasing Returns to Scale and Trade, other technological explanations

### **Unit-II: Trade Effects, Foreign Exchange Market and Globalization**

Trade and factor prices - Factor-price equalization; Factor price and complete specialization; Trade and Income Distribution; Trade and factor intensity reversals; Leontief Paradox; Trade and National Income; Import function, equilibrium level of national income, trade multiplier; Aim-means method of achieving equilibrium; Foreign Exchange Market - Demand for, and Supply of, foreign exchange; Foreign Exchange Markets - spot and forward markets, premiums and discounts, hedging, interest arbitrage, speculation; Globalization of World Economy and Indian business.

### **Unit-III: The Balance of Payments and the Exchange Rate**

The Balance of Payment Account - Balance of Payment equilibrium and disequilibrium in the Balance of payments; Surplus and deficit in the Balance of Payments; Adjustment Mechanism in the Balance of Payments – Direct and Indirect mechanisms; The Gold Standard - definition, mechanism, advantages and disadvantages, operation and collapse; Pegged Exchange rates; Flexible Exchange Rates - case for and against; Fixed Exchange Rates - case for and against; Other effects.

### **Unit-IV: Growth, Trade and Instruments of Protection**

Trade and Increase in Factor Endowments - The Rybzynski Theorem; Trade and Technical Progress - Neutral, Capital-saving, and Labour-saving Technical Progress; Theory of Tariffs - Stolper-Samuelson Theorem, measurement of optimum tariff; Quotas & Quantitative Restrictions; State Trading Monopolies- Forms and objectives, merits and demerits; Theory of Customs Unions - Trade creation and diversion, production and consumption effects, other dynamic effects of Customs Unions, Intra-Industry Trade.

### **BOOKS**

1. Bhagwati, J. (Ed.) (1981). *International Trade: Selected Readings*, Cambridge University Press, Massachusetts.
2. Chacholiades, Miltiades (1990). *The Pure Theory of International Trade*, McGraw Hill, Kogakusha, Japan.
3. Cherunilam, Francis (2006), *International Economics*, Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
4. Heller, H. Robert (1988). *International Trade: Theory and Empirical Evidence*, Prentice-Hall of India Pvt. Ltd., New Delhi
5. Kenen, Peter B. (1989). *The International Economy*, Prentice-Hall of India Pvt. Ltd., New Delhi.
6. Kindleberger, C.P. (1977). *International Economics*, D.B. Taraporevala Sons & Co. Pvt. Ltd., Bombay.
7. Meade, James Edward (1952). *A Geometry of International Trade*, George Allen and Unwin Ltd., London.
8. Roy, P.N. (1986). *International Trade: Theory and Practice*, Wiley Eastern Ltd., New Delhi.
9. Sodersten, Bo (1991). *International Economics*, The Macmillan Press Ltd., London.

## **MECC 3.3: RESEARCH METHODOLOGY**

### **Unit I: Research in Economics**

Meaning, Objectives, need and scope of social science research; Research methods versus Methodology; Basic elements of scientific method, fact, conceptual and operational definitions, assumptions, hypotheses; Literature review; Dangers to be avoided.

### **Unit II: Data Collection**

Sources of primary and secondary data; Collection of Primary data: Observation method - participant and non-participant observation; Questionnaires; Schedules; Difference between Questionnaires and Schedules; Interview Method; Other methods of primary data collection, Collection of Secondary data – Pilot study and pre-testing

### **Unit III: Research Design**

Meaning and Significance, Features of a good research design; Different research designs; Sampling Design - Surveys and sampling – Different types of Sample Designs, Steps in Sampling Design, Criteria of Selecting a Sampling Procedure, Sample size, Characteristics of a Good Sample Design. Logical – Mathematical and Statistical methods – Case study methods.

### **Unit IV: Report Writing**

Types of reports, Steps in Writing Report; Methods of Data Analysis and Interpretation of Results; Citation Styles; Bibliography; Appendix.

## **BOOKS**

1. Kothari, C.R. (2004). *Research Methodology*, New International Publishers, New Delhi
2. Bhattarya S.K., (1990). *Methodology in Research*, Das Gupta, 1995.
3. Kurien C.T. (Ed), (1992). *A Guide to Research in Economics*, Sangam Publishers, Chennai.
4. Ajai S. Gaur, and Sanjaya S. Gaur, (2006). *Statistical Methods or Practice and Research - A Guide to Data Analysis with SPSS*, Response Books, New Delhi.
5. Ahuja, Ram (2009), *Research Methods*, Rawat Publications, Jaipur.
6. Bailey, Kenneth D (1978), *Methods of Social Research*, the Free Press, New York.
7. Bateile, A&T.N.Madan(1975), *Encounter and Experience; Personal Accounts of Fieldwork*; Vikas Publishing House, New Delhi.
8. Huang D.S, *Regression and Econometrics Method*.

## **SEMESTER IV**

### **MECC 4.1 DISSERTATION**

### **MECC 4.2: INDIA ECONOMY**

#### **Unit I: Agriculture**

Nature and importance; Trends in agricultural production and productivity, factors determining productivity; Land reforms; Green revolution; Rural credit.

## **Unit II: Industry**

Industrial development during the planning period; Industrial policies. Industrial licensing policies- MRTP Act, FERA and FEMA; Industrial sickness- causes and measures to prevent industrial sickness; Role of public sector enterprises.

## **Unit III: External Sector**

Role of foreign trade, trends in exports and imports, composition and direction of India's foreign trade, BOP crises and the new economic reforms- export promotion measures and the new trade policies; Foreign capital- FDI and MNC.

## **Unit IV: Economy of Nagaland**

Natural resources; Population; Infrastructure and structural change in Nagaland Economy. Industrial development, prospects and problems; Agricultural systems, production, productivity and problems; Floriculture in Nagaland.

## **BOOKS**

1. Agarwal, A.N, *Indian Economy*, Vikas Publishers, New Delhi.
2. Datt, R. and K.P.M. Sundaram, *Indian Economy*, S. Chand and company Ltd, New Delhi.
3. Misra, S.K. and V.K. Puri, *Indian Economy- Its Development and experience*, Himalaya publishing house, Mumbai.
4. Dhingra, I.C. (2001), *Indian Economy: Environment and Policy*, Sultan Chand & Sons, New Delhi.
5. Joshua Thomas Gurudas Das (eds 2002), *Dimensions of Development in Nagaland*, Regency Publications, New Delhi.
6. Joshua Thomas Gurudas Das (eds), *Structural Change in North East India: Resource Industry Linkages*, Akansha Publishing House, New Delhi.
7. Borthagur, Dharendra Nath (1992), *Agricultural Development of North East Region with special reference to hill agriculture*, Bee CeePrakashen, Guwahati.
8. NUTA, *Economic Development in Nagaland: Prospects and Constraints*.
9. Statistical Handbooks, GON; *Economic Surveys (Various Issues)*, Government of India.
10. Pusa, Khriemenuo (2020), *Floriculture in Northeast India: Special Reference to Nagaland*, Mittal Publication, New Delhi.
11. Vero, Yelhi (2018), *Nagaland Economy: Its Elementary Features*.

## **MECC 4.3: WELFARE ECONOMICS**

### **Unit-I: Conceptual and Measurement Issues**

Benthamite approach to aggregate welfare; Optimum resource allocation and welfare maximization, Assumption of uniform income – Utility function of individuals; Question of income distribution; Issue of interpersonal comparisons of utility; Marshallian welfare economics: Consumer's surplus; Measurement of consumer's surplus – Difficulties involved and criticism.

### **Unit –II: Paretian Welfare Economics**

Pigovian welfare economics; Divergence between private and social costs; Problems of

non-market interdependence; Externalities of production and consumption; External economies and diseconomies; Problem of public goods; Pareto optimality – Optimum exchange conditions, The production optimum, The consumption optimum; Concept of contract curve; Top level optimum; Infinite number of non-comparable optima vs. unique social optimum; Compensation criteria– Contributions of Barone, Kaldor and Hicks; The Scitovsky double criterion

### **Unit -III: Modern Welfare Economics**

Hicks's four compensation principle, Concepts of consumer's surplus and commodity indifference map; Samuelson's utility possibility curve; Value judgments and welfare in economics; Bergson's social welfare function; Arrow's impossibility theorem.

### **Unit-IV: Some Recent Developments in Welfare Economics**

Review of the two fundamental theorems of the traditional welfare economics, its axioms and their critique, endogeneity of preference, conflict between individual and social rationality, impracticability of redistribution of resources, the principle of normative individualism, evolutionary approach to social welfare, replacement of traditional paradigm of welfare by human development, institutional restructuring of individual choices.

### **BOOKS**

1. Arrow, K.J. (1951): *Social choice and Individual Values*, Yale Univ. Press, New Haven.
2. Baumol, W.J. (1965): *Welfare Economics and the Theory of the State*, 2e, Longmans, London.
3. Baumol, W.J. (ed.) (2001): *Welfare Economics*, Edward Elgar, U.K
4. Broadway, R.W. and N. Bruce (1984): *Welfare Economics*, Basil Blackwell, Oxford.
5. Feldman, A.M. (1980): *Welfare Economics and Social Choice Theory*, MartinusNijhoff, Boston.
6. Little, I.M.D. (1939): *A Critique of Welfare Economics*, 2e, OUP, Oxford.
7. Myint, H. (1948): *Welfare Economics*, Macmillan, London.
8. Pigou, A.C. (1962): *The Economics of Welfare*, 4e, Macmillan, London.

## **ELECTIVE COURSES**

(Choose any one in each semester)

### **SEMESTER III**

#### **MECC 3.4A: INTRODUCTORY ECONOMETRICS**

##### **UNIT I: Basic Econometrics**

Nature, objectives, scope and limitations of econometrics; Methodology of econometrics; Forecasting and prediction; Stochastic and non-stochastic variables, dummy and proxy variables; Nature and sources of data: time series, cross-section, pooled and panel data; Accuracy of data.



## **UNIT II: Statistical Concepts**

Normal distribution; Chi-square test and F-distributions: estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distribution of test statistics; testing hypotheses related to population parameters; Type I and Type II errors.

## **UNIT III: Simple Linear Regression Model: Two Variable Cases**

Meaning, Simple and general linear regression model- assumption; Estimation of model by method of ordinary least squares (OLS); Goodness of fit; Test of hypotheses; Scaling and units of measurement; Gauss-Markov theorem; Forecasting.

## **UNIT IV: Multiple Regression Model and Problems in Regression Analysis**

Estimation (through OLS approach) and properties of estimators: Concepts and derivation of  $R^2$  and Adjusted  $R^2$ ; Partial regression coefficients; Testing hypothesis-individual and joint; functional forms of regression models; qualitative (dummy) independent variables. Nature, test, consequences and remedial steps of problems of heteroscedasticity, Multicollinearity and autocorrelation.

### **BOOKS:**

1. Gujarati, D. N. (2007), *Basic Econometrics*, Tata McGraw-Hill, New Delhi.
2. Christopher Dougherty (2007), *Introduction to Econometrics*, Oxford University Press, 3<sup>rd</sup> Edition, Indian Edition.
3. Dongherty, C. (1992), *Introduction to Econometrics*, Oxford University Press, New York.
4. Kennedy, P. (1998), *A Guide to Econometrics* (41h Edition), MIT Press, New York.
5. Kmenta, J. (2008), *Elements of Econometrics*, Indian Reprint, Khosla Publishing House, 2<sup>nd</sup> Edition.

## **MECC 3.4B: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT**

### **Unit- I: Introduction**

Introduction to human resource management: Nature, objectives and functions of human resource management; role and structure in the changing business scenario, organizations and changing technologies & their implications for human resource management, an overview of concept and philosophy of HRD, Role of HRD in mergers and acquisitions.

### **Unit- II: Human Resource Planning**

Meaning and Objectives of human resource planning; job design; motivation; empowerment; recruitment, screening, selection, placement, induction; performance appraisal; training and development; outsourcing.

### **Unit- III: Compensation Management**

Components of compensation: monetary benefits (wage and salary, bonus, claims, incentives and fringe benefits, pre dearness allowance) and non-monetary benefits; Theories of compensation: Reinforcement and Expectancy Theories, Equity Theory, Agency Theory; Factors affecting employee compensation; Challenges of compensation; Wage policy in India.

### **Unit- IV: Industrial Relations, Disputes and Trade Unions**

Importance of industrial relations; Approaches to industrial relation: Unity approach, Pluralist approach, Marxist approach, The Human Relation approach; Parties to industrial relation. Industrial Disputes: Causes for Industrial disputes and settlement of disputes. Trade Unions:

Nature; Managing trade unions; Historical perspective and problems of trade union movement in India.

**BOOKS:**

1. Aswathappa. K. (2018). *Human Resource Management, Text and Cases*, McGraw Hill Education (India) Pvt. Ltd.
2. Ghosh, B. (2011). *Human Resource Development and Management*, Vikas Publishing House Pvt. Ltd.
3. Jyothi. P. D. N. Venkatesh (2012). *Human Resource Management*, Oxford University Press, India.
4. Snell, S. and G. Bohlander (2007), *Human Resource Management*, Baba BarkhaNath Printers, Delhi.

**MECC 3.4C: ENVIRONMENTAL ECONOMICS**

**Unit-I: Basic Environmental Issues**

Environment and Ecology; Linkages between Ecology, Environment and Ecosystems; Material Balance Approach; Principles of Uncertainty, Irreversibility, Inter-Temporal Efficiency, Inter-Generational Equity; Environment-Development Trade-Offs; Environmental Costs of Economic Growth, Limits to Growth; Sustainable Concepts and Indicators; Environmental Kuznets Curve. □Development

**Unit-II: Welfare Economics, Social Sectors and Environment**

Pareto optimality and competitive equilibrium: Market failures; Theories of Externality and Public Goods, Solutions to Externality, Coase's Theorem, Property Rights and Transaction Costs; Free Rider's Problem, Optimal Provision of Public Goods: Lindahl's Equilibrium; Common Property Resources – Tragedy of Commons. Land use: Deforestation, Urbanization and their Impact on Environment; Air and Water Pollution; Pigovian Tax and Subsidy on Pollution Control.

**Unit-III: Environmental Valuation**

Environmental valuation; Environmental Damages/Benefits, Social Cost Benefit Analysis; Definitions: Use Value, Option Value and Non-Use Values- Total Economic Value. Valuation Techniques – Market and Non-Market: - Scientific, Behavioural and Technological - Production Based, Contingent Valuation, Hedonic-Pricing, Travel Cost Method, Risk Assessment, Environmental Impact Assessment; Valuation of Land, Forest and Mineral Resources.

**Unit-IV: Economics of Resource Management**

Theories of Optional Use of Exhaustible and Renewable Resources; Integrated Environmental and Economic Accounting and the Measurement Environmentally Corrected GDP; Ecological Footprint Analysis; Comprehensive Wealth and Genuine savings; Global Environmental Governance.

**BOOKS:**

1. Baumol, W.J. and W.E. Oates (1988): *The Theory of Environmental Policy* (2e), CUP, Cambridge.
2. Fisher, A.C. (1981): *Resource and Environmental Economics*, CUP, Cambridge.

3. Hanley, Shogren and White (1997): *Environmental Economics in Theory and Practice*, Macmillan.
4. Kolstad, C.D. (1999): *Environmental Economics*, OUP, ND.
5. Pearce, D.W. and R. Turner (1991): *Economics of Natural Resource Use and Environment*, John Hopkins Press, Baltimore.
6. Tietenberg, T. (1994): *Environmental Economics and Policy*, Harper Collins, NY.
7. Arrow, K.J., P. Dasgupta, I.H. Goulder, K.J. Mumford and K. Oleson (2012): "Sustainability and Measurement of Wealth", *Environment and Development Economics*, 17(3):317-53.
8. Dorfman and Dorfman (1977): *Economics of the Environment* (2e), W.W. Norton, NY.
9. Freeman A. Myrick III (1979). *The Benefits of Environmental Improvement*, Johns Hopkins Univ. Press, Baltimore.
10. Gibbons, R. (1992): *Game Theory for Applied Economists*, Princeton Univ. Press.

## SEMESTER IV

### MECC 4.4A: PUBLIC ECONOMICS

#### **Unit-I: The Economic Basis of Government Activity and Evaluation of Public Economic Policies**

Efficiency, markets and governments: Markets, Prices and Efficiency conditions; Market failure: A preview of the basis for Government Activity and the functions of the government, Equity versus efficiency – Positive and normative analysis; Externalities and Government policy: Market failures, Externalities and Efficiency, Public Policies to Internalize the Externalities, Global Pollution: Externalities that cross Borders. Public Economic Policies: Allocation, Distribution and Stabilization, Conflicts among the Public Economic Policies.

#### **Unit-II: Theories of Public Goods, Public Expenditures and Taxation**

The Theory of Public Goods: Provision of Private Goods and Public Goods: Markets and Government, The Demand for a pure Public good, Efficient output of a pure public good- Partial and General Equilibrium Analysis, Individual Action, Voluntary Cooperation and Efficiency, Local Public Goods, Voting Models of Public Goods. The Theory of Public Expenditure: Pure Theories of Public Expenditures: Tiebout, Samuelson and Buchanan's Contributions. Theories of Taxation: Tax Neutrality, Direct versus Indirect Taxes and Equity, Buoyancy and Elasticity Estimates of Taxation, Tax Efforts, The impact of taxes on Market prices and Efficiency.

#### **Unit-III: Budgeting Fiscal Policies and Income Redistribution**

Program Budgeting: It's Application, Zero-Based Budgeting, and Budgeting Policies; Theory of Fiscal Policy: Fiscal Policy with Special Reference to Under-developed Countries, Federal-Fiscal Relation in India. Income Redistribution: Taxes, Government Expenditures and the distribution of Income, welfare, social security and the social safety Net. Demographic Changes and the future of Social Security, The Impact of Social Security on Savings and work incentives, Government subsidies and Income support: The basis and Trade-off.

#### **Unit-IV: Evaluation of Public Investment Projects and Decision Making in the Public sector**

Public Utilities and Project Evaluation: Cost-Benefit Analysis, Measuring Costs, Measuring Benefits, Market Price, Shadow Prices, Choosing a Discount Rate, Distributional and Political Considerations; Problem of Government Failure: Privatization, Devolution, Rules versus discretion, Citizen Decision making; Public and Private Sectors: Lack of Residual Claimant, Citizens and Rational Ignorance, Collective versus Individual Consumption, Lack of Revealed Preference, Measuring and Valuing Output.

#### **BOOKS**

1. Bowers, P.F. (1974): *Private Choice and Public Welfare*, Dryden Press, NY.
2. Buitter, W.H. (1990): *Principles of Budget and Fiscal Policy*, MIT Press.
3. David, N. and Nicholas, S. (eds.) (1987): *The Theory of Taxation for Developing Countries*, OUP.
4. Hyman, D.N. (2007): *Public Finance: A Contemporary Application of Theory to Policy*, Thomson Asia Pvt. Ltd., Singapore.
5. Jha, Raghendra (1987): *Modern Theory of Public Finance*, Wiley Eastern, Delhi.
6. Maxdowell, A., Anderson and J. Richard (1973): *Financing State and Local Governments*.
7. Musgrave, Richard A. (1959): *The Theory of Public Finance*, Tata McGraw Hill, N.Y.
7. Mishra, B. (2006): *Economics of Taxation: Theory and Application*, Akansha Publishing House, ND.
9. Prest, A.R. (1975): *Public Finance in Theory and Practice*, Weidenfeld and Nicholson, London.
10. Ursula, H. (1968): *Public Finance*, James Nisbet and Co., London

#### **MECC 4.4B: ECONOMICS OF GENDER**

##### **Unit-I: Concept, Importance of Gender Studies: Demography of Gender**

Importance of gender studies – Women in patriarchal and matriarchal societies and structures – Gender bias in the theories of values, distribution and population; Demography of female population – causes of declining sex ratios and fertility rates in LDCs and particularly India – Women and their access to nutrition, health, education and community resources and their impact in female mortality and fertility; Feminist criticism of development indices, theories of gender inequality.

##### **Unit-II: Decision Making, Economic Activity and Women**

Factors affecting decision making by women; property rights, access to and control over economic resources, assets, power of decision making at household, class, community level; economic status of women and its effect in WPR, income level, health and education in developing countries; Concept and analysis of women's work; visible and invisible work, economically and socially productive work; Women in pre-industrial and industrial; societies, female contribution to national income.

##### **Unit-III: Labour Market, Technology, Environment and Women**

Factors affecting female entry in labor market, supply and demand for female labor in developed and developing countries; studies of female work participation in agricultural

and non-agricultural rural activities, internal sector, cottage and small industries, organized industry and services sector, women & SHGS; Wage differentials in female activities; Determinants of wage differentials, gender, education, skill, productivity, efficiency, opportunity; structure of wage across regions and economic sectors; Impact of technological development and modernization on women's work participation; Female activities and ecological and environmental; concerns – Role of new technologies for helping women.

#### **Unit-IV: Social Security, Gender Planning, Development Policies and Governance**

Social security for women: entitlements, economic independence and risk coverage, access to Unit and insurance markets, SHGs & social security; Review of legislations for women's empowerment, social security & property rights – Need for affirmative action on the part of the government; Mainstreaming gender into development policies, gender planning techniques, gender budgeting, gender sensitive governance; Democratic decentralization and women's empowerment.

#### **BOOKS**

1. Amsden, A.H. (Ed.) (1980): *The Economics of Women and Work*, Penguin, Harmondsworth.
2. Borerup, E. (1970): *Women's Role in Economic Development*, George Allen and Unwin, London.
3. Engles, F. (1985): *The Origin of the Family, Private Property and the State*, Progress Publications, Moscow.
4. Kabeer, N. (1994): *Reversed Realities: Gender Hierarchies in Development Thought, Kali for Women*, ND.
5. Krishnaraj, M., R.M. Sudarshan and A. Shariff (1999): *Gender, Population and Development*, OUP, ND.
6. Kuhn, A. and A.N. Wolpe (Eds.) (1978): *Feminism and Materialism*, Routledge and Kegan Paul, London.
7. Mies, M. (1998): *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*, Zed Books, London
8. Mitra, A. (1979): *Implications of Declining Sex Ratio in India's Population*, Allied, ND.
9. Murthy, K.R. (ed.) (2001): *Building Women's Capacities*.
10. Sen, G. and K. Brown (1987): *Development, Crises and Alternative Visions*, Monthly Review Press, NY.
11. Seth, M. (2000): *Women and Development: The Indian Experience*, Sage, ND

#### **Additional Reading**

1. Agnihotri, S.B. (2000): *Sex Ratio in Indian Population: A Fresh Exploration*, Sage, ND
2. Desai, N. and M.K. Raj (Eds.) (1979): *Women and Society in India*, Research Centre for Women Studies, SNDT University, Mumbai.
3. Dwyer, D. and J. Bruce (Eds.) (1988): *A Home Divided: Women and Income in the Third World*, Standard University Press, Stanford
4. Government of India (1974): *Towards Equality □ Report of the Committee on the Status of Women in India*, Department of Social Welfare, Ministry of Education and Social Welfare, ND.
5. ILO (1978): *Women's Participation in the Economic Activity of Asian Countries*, ILO, Geneva.
6. Kalpagam, -- (1994): *Labour and Gender, Survival in Urban India*, Sage, ND

7. Narasimhan, S. (1999): *An Alternative Strategy of Empowering Women from Rural India*, Sage, Delhi
8. Papola, T.S. and A.N. Sharma (Eds.) (1999): *Gender and Employment in India*, Vikas, ND.
9. Schultz, T.P. (1988): "Education Investments and Returns", in Chenery, H.B. and T.N. Srinivasan(eds.)
10. *The Handbook of Development Economics*, North Holland, NY.
11. Seth, M. (2000): *Women and Development: The Indian Experiences*, Sage, ND.
12. Yong, K. et al (Eds.) (1987): *Serving Two Masters*, Routledge and Kegan Paul, London

## **MECC 4.4C: FINANCIAL INSTITUTIONS AND MARKETS**

### **Unit I: Financial System.**

Structure and Functions of the Financial System, Indicators of the Financial Development: Equilibrium and Financial Markets; Financial system and economic development; Financial intermediation and financial intermediaries. Structure and growth of the Indian Financial Systems since 1950's.

### **UNIT II: International Financial Institution.**

Multilateral financial institutions and their operations. The theory of optimum currency area; Asian Development Bank and India; Euro-dollar and Euro currency markets-Their developmental role and regulation at the international level.

### **UNIT III: Structure of Interest Rates.**

Theories of Interest Rates; Level of Interest Rates: Long and short period rates; Term structure of interest rates, spread between lending and deposit rates; administered interest rates, appropriate interest rate policy.

### **UNIT IV: International Financial Markets.**

Foreign exchange markets: Nature, organization and participants; Exchange rates: Determinants, types and systems; Working of the floating exchange rate since 1973: Devaluation and depreciation; currency convertibility; Foreign capital flows: Uses and determinants.

### **BOOKS:**

1. Bhole,L M,(1999), *Financial Institutions and Markets*, Tata McGraw Hill Company Ltd, New Delhi.
2. Bishop. P and D, Dixon, (1992), *Foreign Exchange Handbook*, McGraw Hill, New York.
3. Brahrnananda. P R, (9182), *IMF Loan and India's Economic Future*, Himalaya Publishing House, Bombay.
4. Crocker, A,(1982), *International Money: Issues and Analysis*, The English Language Book Society, London.
5. Edminster, R O, (1986), *Financial Institutions, Markets and Management*, McGraw Hill, New Delhi.
6. Fisher, G E and R J, Jordon, (1992), *Security Analysis' and Portfolio Management*, Eastern Economy Edition, New Delhi.
7. Goldsmith, R W, (1969), *Financial structure and Development*, Yale, London.
8. Johnson,H J,(1993), *Financial Institutions and Markets*, McGraw, New York.

9. Kindleberger, C P, (1996), *A History of Financial Crisis, Manias, Panics and Crashes*, John Wiley and Sons, New York.

## **Choice Based Credit Transfer (CBCT)**

(To be opted by students of disciplines other than Economics)

### **SEMESTER I**

#### **MECT 1.5: MICRO ECONOMICS- 1**

##### **Unit-I: Consumer Behavior**

Preference Ordering: Violation of the premises of the indifference curve analysis. Revealed Preference Theory; derivation of demand and indifference curve.

Revision of the Demand Theory by Hicks; weak and strong ordering, consistency test, derivation of demand and indifference curve. Lancaster Demand Theory (Characteristics of goods approach)

##### **Unit-II: Production and Costs**

Production function: Concept, Elasticity of substitution; Homogeneity and homotheticity; Two-inputs production functions with constant elasticity of substitution; Production functions with multiple inputs; problems in defining elasticity; Economies of scale; Modern theories of costs – Empirical evidences: Derivation of cost functions from production functions; Duality in production; Unbiased and biased technical progress: Hicks and Harrod.

##### **Unit-III: Market**

Non-collusive oligopolistic models of Cournot; Bertrand, Stackelberg, Chamberlin and Sweezy (Kinked demand curve); Collusive Models of Oligopoly; Elements of Game Theory: Definitions, Concept of a game; Strategies – simple and mixed; Nash Equilibrium; Value of a game; Saddle point solution; Simple applications.

##### **Unit-IV: Risk and Uncertainty**

Individual behavior towards risk, expected utility and uncertainty equivalence approaches; Risk and risk aversion – gambling and insurance, the economics of insurance, cost of risk, risk pooling and risk spreading, mean-variance analysis and portfolio selection; efficient market hypothesis; Economics of information.

#### **BOOKS**

1. Baumol, W.J. (1985): *Economic Theory and Operations Analysis*, Prentice Hall.
2. Henderson, J. and R.A. Quandt (1984): *Microeconomic Theory*, McGraw Hill, Tokyo.
3. Koutsoyiannis, A. (1980): *Microeconomic Theory*, MacMillan.
4. Lancaster, K. (1972): *Consumer Demand: A New Approach*, CUP, NY.
5. Layard, P.R.G. and A.A. Walters (1978): *Microeconomic Theory*, McGraw Hill, NY.
6. Mas Colell, A. M. D. Winston and J. R. Green (1995), *Microeconomic Theory*, Oxford Univ. Press, NY.

7. Sen, A. (1999): *Microeconomics: Theory and Applications*, OUP, ND.
8. Shepherd, R.W. (1970): *Theory of Cost and Production Functions*, Princeton Univ. Press, N.J.
9. Salvatore, D. (2003): *Microeconomics: Theory and Applications*, OUP, New Delhi.

## **SEMESTER II**

### **MECT 2.5: MICRO ECONOMICS-2**

#### **Unit-I: Alternative Theories of the Firm**

Baumol's Theory of Sales Revenue Maximization, Marris' Model of Managerial Enterprise; Williamson's Model of Managerial Discretion; Behavioral Theory of the Firm (Model of Cyert and March); Full cost pricing principle; Limit pricing principle (Bains, Sylos-Labini, Modigliani and Bhagawati); Issues regarding existence, purpose and objectives of a firm.

#### **Unit-II: Welfare Economics**

Growth of GNP and welfare; Criteria of welfare maximization: Cardinalists criterion, Bentham's Criterion; Pareto optimality criteria; Compensation principle; Social welfare function – Properties and limitations: Theory of second best. Arrow's impossibility theorem; Sen's proof of this theorem; Equity and efficiency; Rawls' contributions to welfare

#### **Unit-III: The Theory of General Equilibrium**

Walras Model- Properties; Problem of existence, uniqueness and stability of equilibrium; Excess demand function approach to general equilibrium analysis; Fixed point theorem and the existence of the solution; Modern approach: Input-output and Linear programming model of general equilibrium; Determination of output and price (only Static open models)

#### **Unit-IV: Input Markets**

Demand and supply of inputs: Firm's and Industry's input demand curves; Monopsony and Monopoly in input markets; Unions as monopolists; Bilateral monopoly; Choice of optimal combination of inputs; Adding-Up Problem; Product Exhaustion theorems – Euler's and Clark-Wicksteed-Walras theorems.

### **BOOKS**

1. Baumol, W.J. (2000): *Economic Theory and Operations Analysis* (18e), Prentice Hall, ND.
2. Dobbs, I. (2000): *Managerial Economics*, OUP, ND.
3. Henderson and Quandt (1980): *Microeconomic Theory: A Mathematical Approach*, McGraw Hill, ND.
4. Intriligator, M.D. (1971): *Mathematical Optimization and Economic Theory*, Prentice Hall, Englewood Cliffs.
5. Koutsoyannis, A. (1979): *Modern Microeconomics* (2e), Macmillan Press, London.
6. Layard, P.R.G. and A.A. Walters (1978): *Microeconomic Theory*, McGraw Hill, NY.



7. Maddala, G.S. and E. Miller (1989): *Micro Economics- Theory and Applications*, McGraw, New Delhi.
8. Salvatore, D. (2004): *Managerial Economics in a Global Economy with Economic Applications* (5e), CENGAGE Learning/SouthWestern.
9. Sen, A. (1999): *Microeconomics: Theory and Applications*, OUP, ND.

## **SEMESTER III**

### **MECT 3.5: MONETARY ECONOMICS**

#### **UNIT-I: Evolution and Theories of Money**

Evolution, Role and Functions of Money – Gold Standard – Types – Working of the Gold standard – causes for the down fall of the Gold standard – paper currency standard. Quantity Theory of Money, Fisher and Cambridge Keynes Theory of Money and Prices, Milton Friedman – Restatement of Quantity Theory.

#### **UNIT-II: Demand and Supply of Money**

Paper currency – system of Note issue – Indian currency system Development and problems. Concepts of supply and demand for money – money supply and price level – Keynes – classical Dichotomy – Real Balance Effect.

#### **UNIT-III: Commercial Banks**

Functions and types of commercial banking – balance sheet – credit creation – Investment policy in commercial Banking. Reserve Bank of India – Functions – credit control – Rural and Industrial credit – Exchange control. Monetary policy – Indian money market organized unorganized functions of Capital market, credit control quantitative and qualitative methods – limitations.

#### **UNIT-IV: Development Banks**

Progress of Indian Banking during post nationalization period – development banks, IDBI, IFCI, ICICI – other term financing Institutions in India.

### **BOOKS**

1. Bhole, L M, (1999), *Financial Institutions and Markets*, Tata McGraw Hill Company Ltd, New Delhi.
2. Bishop. P and D, Dixon, (1992), *Foreign Exchange Handbook*, McGraw Hill, New York.
3. Brahrnananda. P R, (1982), *IMF Loan and India's Economic Future*, Himalaya Publishing House, Bombay.
3. Crocker, A, (1982), *International Money: Issues and Analysis*, The English Language Book Society, London.
4. Edminster, R O, (1986), *Financial Institutions, Markets and Management*, McGraw Hill, New Delhi.
5. Fisher, G E and R J, Jordon, (1992), *Security Analysis' and Portfolio Management*, Eastern Economy Edition, New
6. Sundharam K.P.M - *Monetary Theory and practices*
7. M.L.Seth - *Money Banking and International*

## SEMESTER IV

### MECT 4.5: INDIAN ECONOMY

#### Unit I: Agriculture

Nature and importance; Trends in agricultural production and productivity, factors determining productivity; Land reforms; Green revolution; Rural credit.

#### Unit II: Industry

Industrial Development during the planning period; Industrial policies. Industrial licensing policies- MRTP Act, FERA and FEMA; Industrial sickness- causes and measures to prevent industrial sickness; Role of public sector enterprises.

#### Unit III: External Sector

Role of foreign trade, trends in exports and imports, composition and direction of India's foreign trade, BOP crises and the new economic reforms- export promotion measures and the new trade policies; Foreign capital- FDI and MNC.

#### Unit IV: Economy of Nagaland

Natural resources; Population; Infrastructure and structural change in Nagaland Economy. Industrial development, prospects and problems; Agricultural systems, production, productivity and problems; Floriculture in Nagaland.

### BOOKS

1. Agarwal, A.N, *Indian Economy*, Vikas Publishers, New Delhi.
2. Datt, R. and K.P.M. Sundaram, *Indian Economy*, S. Chand and company Ltd, New Delhi.
3. Misra, S.K. and V.K. Puri, *Indian Economy- Its Development and experience*, Himalaya publishing house, Mumbai.
4. Dhingra, I.C. (2001), *Indian Economy: Environment and Policy*, Sultan Chand & Sons, New Delhi.
5. Joshua Thomas Gurudas Das (eds 2002), *Dimensions of Development in Nagaland*, Regency Publications, New Delhi.
6. Joshua Thomas Gurudas Das (eds), *Structural Change in North East India: Resource Industry Linkages*, Akansha Publishing House, New Delhi.
7. Borthagur, DharendraNath (1992), *Agricultural Development of North East Region with special reference to hill agriculture*, Bee CeePrakashen, Guwahati.
8. NUTA, *Economic Development in Nagaland: Prospects and Constraints*.
9. Statistical Handbooks, GON; *Economic Surveys (Various Issues)*, Government of India.
10. Pusa, Khriemenuo (2020), *Floriculture in Northeast India: Special Reference to Nagaland*, Mittal Publication, New Delhi.
11. Vero, Yelhi (2018), *Nagaland Economy: Its Elementary Features*.

**ANNEXURE NO. 2:**

**POST GRADUATE COURSE: DEPARTMENT OF HISTORY**

# **M. A. History Syllabus**

**Under  
Choice Based Credit System**

Department of History  
**ST. JOSEPH'S COLLEGE (AUTONOMOUS)**  
**JAKHAMA**

## **DETAILS OF COURSES UNDER MASTER OF ARTS IN HISTORY**

1. CORE COURSE: 14 Courses (Compulsory) 4 credits each 14x4= 56 credits
2. ELECTIVE COURSE: 6 Courses (Choose any one in 3<sup>rd</sup> and 4<sup>th</sup> Semester) 4 credits each 2x4= 8 credits
3. CHOICE BASED CREDIT TRANSFER: 4 Courses, 3credits each 4x3= 12 credits

### **CORE COURSES**

1. Historiography and Research Methodology
2. History of Nagaland

### **COURSE CODE**

- MHSC 1.1  
MHSC 1.2

3.	Political History of Ancient India, c. 1500 BCE to AD 600	MHSC 1.3
4.	Economy and Society in Ancient India, c. 1500 BCE to AD 600	MHSC 1.4
5.	History of North East India up to 1972	MHSC 2.1
6.	World Civilizations	MHSC 2.2
7.	Political History of Medieval India (1206-1707)	MHSC 2.3
8.	Economy, Society and Religion in Medieval India (1206-1707)	MHSC 2.4
9.	British Expansion and Imperial Policy in India	MHSC 3.1
10.	Gender and Society in Modern India (1800-2000)	MHSC 3.2
11.	History of Europe (1453-1789)	MHSC 3.3
12.	Indian Nationalism	MHSC 4.1
13.	Introduction to Archaeology and Museology	MHSC 4.2
14.	History of Europe (1789-1945)	MHSC 4.3

### CORE COURSES (ELECTIVE)

1.	History of USA	MHSC 3.4A
2.	Contemporary History of West Asia	MHSC 3.4B
3.	History of East Asia: Japan (1853-2000)	MHSC 3.4C
4.	Introduction to Numismatics and Epigraphy	MHSC 4.4A
5.	History of Ancient and Medieval Indian Art and Architecture	MHSC 4.4B
6.	History of East Asia: China (1839-2000)	MHSC 4.4C

### CHOICE BASED CREDIT TRANSFER (CBCT)

1.	History of Ancient India	MHST 1.5
2.	History of Medieval India	MHST 2.5
3.	Indian National Movement (1885-1947)	MHST 3.5
4.	Contemporary World (1945-2000)	MHST 4.5

### MASTER OF ARTS IN HISTORY

1.	Credits to be completed for award of the degree:	76
2.	Minimum duration:	4 Semesters (two years)
3.	Maximum duration:	6 Semesters (three years)

### COURSE STRUCTURE

#### Semester I

Total Credits 16+3=19

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MHSC 1.1	Historiography and Research Methodology	3-1-0	4	4	Core	No
MHSC 1.2	History of Nagaland	3-1-0	4	4	Core	No
MHSC 1.3	Political History of Ancient India, c. 1500 BCE to AD 600	3-1-0	4	4	Core	No
MHSC 1.4	Economy and Society in Ancient India, c. 1500 BCE to AD 600	3-1-0	4	4	Core	No
CBCT	To opt from another department			3		

**Semester II****Total Credits 16+3=19**

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MHSC 2.1	History of North East India up to 1972	3-1-0	4	4	Core	No
MHSC 2.2	World Civilizations	3-1-0	4	4	Core	No
MHSC 2.3	Political History of Medieval India (1206-1707)	3-1-0	4	4	Core	No
MHSC 2.4	Economy, Society and Religion in Medieval India (1206-1707)	3-1-0	4	4	Core	No
CBCT	To opt from another department			3		

**Semester III****Total Credits 16+3=19**

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MHSC 3.1	British Expansion and Imperial Policy in India	3-1-0	4	4	Core	No
MHSC 3.2	Gender and Society in Modern India (1800-2000)	3-1-0	4	4	Core	No
MHSC 3.3	History of Europe (1453-1789)	3-1-0	4	4	Core	No
MHSC 3.4A	History of USA	3-1-0	4	4	Elective	No
MHSC 3.4B	Contemporary History of West Asia					
MHSC 3.4C	History of East Asia: Japan (1853-2000)					
CBCT	To opt from another department			3		

**Semester IV****Total Credits 16+3=19**

Course Code	Course Name	L+T+P	CH	CR	Course Type	Skill Based Course (Yes/No)
MHSC 4.1	Indian Nationalism	3-1-0	4	4	Core	Yes
MHSC 4.2	Introduction to Archaeology and Museology	3-1-0	4	4	Core	No
MHSC 4.3	History of Europe (1789-1945)	3-1-0	4	4	Core	No
MHSC 4.4A	Introduction to Numismatics and Epigraphy					
	History of Ancient and					

<b>MHSC 4.4B</b>	Medieval Indian Art and Architecture	3-1-0	4	4	Elective	No
<b>MHSC 4.4C</b>	History of East Asia: China (1839-2000)					
<b>CBCT</b>	To opt from another department			3		

### **Choice Based Credit Transfer (CBCT)**

(To be opted by students of disciplines other than Economics)

<b>Semester I</b>	<b>MHST 1.5</b>	<b>History of Ancient India</b>
<b>Semester II</b>	<b>MHST 2.5</b>	<b>History of Medieval India</b>
<b>Semester III</b>	<b>MHST 3.5</b>	<b>Indian National Movement (1885-1947)</b>
<b>Semester IV</b>	<b>MHST 4.5</b>	<b>Contemporary World (1945-2000)</b>

## **CORE COURSES**

### **SEMESTER I**

#### **MHSC 1.1: Historiography and Research Methodology**

##### **Objective**

This course is offered as a tool course, the aim of which is to train the students of history both in the theoretical and conceptual developments in historiography as well as in the technical aspects of writing history. The course also intends to acquaint students with research methodology and other basic ideas.

**Unit I:** Meaning, nature and scope of history; kinds of history and its allied subjects -sociology, political science, economics

**Unit II:** Sources of history (role of archives in historical research; criticisms of sources), Philosophy of history; Objectivity and subjectivity in history, role of individuals and institutions

**Unit III:** Ancient historiography (developments in the West and in Asia); Medieval historiography (Christian, Persian and Arabic); Modern historiography (colonial, nationalist, communalist and Marxist) and Subaltern historiography and Gender history; theories and concepts of feminism

**Unit IV:** Historical research (pre-requisites of a researcher, choice of topic); data collection; synthesis; chapterization; footnotes; endnotes and bibliography

**Unit V:** Case studies-K.A. Nilakanta Sastri, Herodotus, Arnold Toynbee, book reviews

**Essential Readings:**

1. E.H.Carr *What is History*, London, 1963
2. Bhattacharya, *An Introduction to Historiography*, 2016
3. R.G. Collingwood *The idea of history*, Madras, 1989
4. Marc Bloch, *A Historian's craft*, Knopf, 1953
5. Dray W.H *Philosophy Analysis and History*, Harper and Row, 1966
6. E.Sreedharan, *A Textbook on Historiography, 500 BC to AD 2000*, Orient Blackswan, Delhi, 2004
7. Hock H. Homer *The critical method in historical writing*
8. Hobsbaum E.J. *Karl Marx pre-capitalist economic formations*
9. Joan W Scott (ed) *Feminism and history, gender and the politics of history*
10. Gerda Lerner *The creation of Patriarchy*
11. V. Geetha *Theorizing feminism; gender*

**MHSC 1.2: History of Nagaland**

**Objective:**

The objective of the course is to familiarize the students on the history of the Nagas from pre-Colonial to the political development leading to State formation.

**Unit-1: Land and People**

Origin and Migration; Flora and Fauna; River system

**Unit-2: Pre-colonial:**

Pre- Colonial Naga Polity; village chief- Power and functions; village council-power and functions; Economy; Social life; law of inheritance; Relations with the Ahoms

**Unit-3: Nagas and the British:**

Annexation of Naga Hills, Consolidation of British rule and Transformation of Naga polity, Colonial Administrative Policy, Animism to Christianity.

**Unit-4: Awakening of the Nagas:**

WWI; Naga Club and the Memorandum to the Simon Commission; WWII; NNC; Hydari Agreement; Naga people's Convention and the emergence of Nagaland State.

**Unit-5: Political developments post-Statehood:**

Formation of Federal Government of Nagaland; Bilateral agreement on cease-fire; the peace mission proposals 1964; Shillong Accord; external linkages- Naga relations with Pakistan, China, United Nations.

**Essential Readings:**

1. Hokishe Sema, *Emergence of Nagaland; Socio-Economic and Political Transformation and the Future*, Vikas Publishing House.Pvt Ltd., New Delhi, 1986
2. Verrier Elwin, *Nagaland*, Spectrum Publications, Guwahati: Delhi

3. Aosenba, *The Naga Resistance Movement: Prospects of Peace and Armed Conflict*, Regency publications, New Delhi, 2001
4. Neivetso Venuh, *British Colonization and Restructuring of Naga Polity*, A Mittal Publications, New Delhi, 2005.
5. Bendangangshi, *Glimpses of Naga History*, 1993.
6. M. Alemchiba, *A Brief Historical Account of Nagaland*
7. YunoYusoso, *The Rising Nagas: A Historical and Political Study*, Vivek Publishing House, 1974
8. Alexander Mackenzie, *The North-East Frontier of India*, Mittal Publications, New Delhi, 2001.

### **MHSC 1.3: Political History of Ancient India, c. 1500 BCE to AD 600**

#### **Objective**

The aim of this course is to introduce students to the evolution of political ideas and institutions. The emphasis is on the theories of their origins and developments from the perspective of Brahmanical and Buddhist ideologies.

**UNIT I: HISTORIOGRAPHY, SOURCES AND CONCEPTS OF INDIAN POLITY:** Theories of Kingship; Republics; Sovereignty; and state in relation to different stages of its development.

#### **UNIT II: VEDIC POLITICAL INSTITUTIONS:**

The concepts of Jana, Vish, Sabha, Samiti, Vidatha and Parishad; Wars and Conflicts; Pre-Monarchical State; Transition towards territorial statehood; From ‘Chieftdom’ to ‘Kingdom’; Changing forms of rituals and Legitimation in Kingship.

#### **UNIT III: POST-VEDIC POLITICAL IDEAS AND INSTITUTIONS:**

State polities in the 6<sup>th</sup> century BCE- Rise of territorial states (Mahajanapadas) in Gangetic North India; Rajyas and Ganas-Sanghas; Political Conflicts and complexities leading to the growth of Magadhan Empire; Ideas of the Origin of the State in Brahmanical and Buddhist Sources.

#### **UNIT IV: MAURYAN AND POST-MAURYAN POLITIES:**

The structure of the Nanda Monarchy; The Ideal State in accordance with the Arthashastra- the Saptanga Theory of Kingship; Kingship and State under Ashoka; State structure of the Kushanas and Shakas- Divine Notion of Kingship; ‘Kshatrapas’ and ‘Kshatrapies’; the Satavahana State system

#### **UNIT V: POLITICAL SYSTEM OF THE GUPTAS AND AFTER:**

Kingship: Paramountcy and Subordination; Royal land Grants and Feudal tendencies; The ‘Samanta’ System; Taxation System; Kingship and political structure of regional states in early Medieval India.

#### **Essential Readings:**

1. Thapar, Romila, *Ashoka and the Decline of the Mauryas*, Oxford University Press
2. Thapar, Romila, *From Lineage to State*, Oxford University Press, 1984



3. Thapar, Romila, *Early India: From the Origins to AD 1300*, University of California Press, 2004
4. Singh, Upinder, 2009, *A History of Ancient and Early Medieval India, From the Stone Age to the 12<sup>th</sup> Century*, Delhi: Pearson Longman
5. Raychaudhuri, Hemchandra, *Political History of Ancient India*, Oxford University Press
6. Claessen, HJM and P. Skalnik, *The Early State*. The Hague, 1978
7. Gonda, Jan, *Ancient Indian Kingship from the Religious Point of View*, Brill, Leiden, 1966
8. Kosambi, D.D., *An Introduction to the Study of Indian History (Bombay)*, 1956
9. Roy, Kumkum, *Emergence of monarchy in North India*, Oxford University Press, New Delhi, 1994
10. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi, 1983
11. Sharma, R.S., *Material Culture and Social Formations in Ancient India*, Mac Millan, New Delhi, rpt, 1990
12. Chattopadhyaya, Brajadulal, *The making of Early Medieval India*, OUP, Delhi, 1994
13. Gurukkal, Rajan, *Social Formations of Early South India*, Oxford University Press, 2010
14. Veluthat.Kesavan, *The Political Structure of Early Medieval South India*, Delhi, 1993
15. A. S. Altekar, *State and Government in ancient India*, Delhi, 1992

### **MHSC 1.4: Economy and Society in Ancient India, c. 1500 BCE to AD 600**

#### **Objective**

The purpose of this course is to familiarize students with the main trends of socio-economic developments in India from Vedic times till the Gupta Era.

**Unit I:** Historiography of ancient Indian society and economy; introduction to sources, methods and approaches; problems of interpretation and analysis

**Unit II:** Early Vedic Economy and society: forms of property and forces of production-cattle and its importance; booty capture and redistribution; religious practices and ideologies-forces of change.

**Unit III:** Iron and Later Vedic Period: PGW; expansion of agriculture and economic growth; social differentiation; Later Vedic sacrificial ritual/ Brahma and Ksatra elements

**Unit IV:** NBP economy and society; socio-economic base of the Maurya Empire-the agrarian base, commodity production, trade, sources and methods of taxation; social relevance of Dharma

**Unit V:** Changes in the agrarian structure AD 300-600; changing concepts of land ownership; practice of land grants; nature of trade and commerce; Varna, proliferation of Jatis; changing norms of marriage and property.

#### **Essential Readings:**

1. D. D. Kosambi, *An Introduction to the Study of Indian History* (2nd Revised edition, Bombay, 1975)
2. D. D. Kosambi, *The Culture and Civilization of Ancient India in Historical Perspective*, 2nd Reprint, Delhi, 1975
3. D. N. Jha, *Studies in Early Indian Economic History*, Delhi, 1980
4. RomilaThapar, *Ancient Indian Social History*, New Delhi, 1978

5. Upinder Singh, A History of Ancient and Early Medieval India; From the Stone Age to the 12th Century, Pearson, 2009
6. Romila Thapar, The Penguin History of Early India, Penguin Books, New Delhi, 2002
7. R.S Sharma, India's Ancient Past, Oxford University Press, reprint 2016

## **SEMESTER II**

### **MHSC 2.1: History of North East India up to 1972**

#### **Objective**

This course is designed to acquaint the students with the history of North East India from the earliest times to the major trends of the political, social and economic developments in North East India till 1972.

#### **Unit I: Early Northeast India:**

Neolithic and Megalithic Cultures; Socio-Economic History; religion and society.

#### **Unit II: Monarchies in Medieval Northeast India:**

Origin of the Monarchies- Ahom state, Cachar, Jaintia, Manipur and Tripura, Decline- causes and circumstances.

#### **Unit III: British Policy in North East India:**

Early British contact and their policy towards NE India; First Anglo-Burmese war and the treaty of Yandaboo; Annexation of NE- Assam, Anglo-Khasi war, Lushai Hills; Patterns of British Administration; Impact- Land revenue, growth of Industries, transport and communication, Western Education.

#### **Unit IV: Nationalists Movement in Northeast India:**

Partition of Bengal; Non-Cooperation Movement; Civil Disobedience Movement; Quit India Movement; Indian National Army (INA) and the North East; Women and the Nationalist Movement in North East India.

#### **Unit V: Government and Politics since 1947:**

The sixth Schedule; the structure, powers and functions of the District Councils; formation of states-Meghalaya, Mizoram, Manipur, Tripura, Arunachal; Northeast States Reorganization Act.

#### **Essential Readings:**

1. T.C. Sharma, The Neolithic Pattern of North eastern India in Recent Research in Indian Archaeology and Art History edited by Nagaraja Rao, Delhi 1981.
2. A.H. Dani, Prehistory and Protohistory of Eastern India, Calcutta, 1960.
3. J.P. Singh and G. Sengupta (eds), Archaeology of Northeastern India, New Delhi, 1991.
4. B. K. Barua, Cultural History of Assam, Guwahati, 1941
5. B.N. Mukherjee, External Trade of Northeastern India in the Early Period, Delhi, 1991.
6. J.P. Bhattacharjee, Social and Polity Formation in Pre-Colonial Northeast India, New Delhi, 1991.

7. N.N. Bhattacharjee, Religious Culture of Northeastern India, Delhi 1995.
8. E.A. Gait, History of Assam, Guwahati, 1963.
9. N.N. Acharya, History of Medieval Assam, Guwahati, 1966.
10. U.N. Gohain, Assam in the Ahom Age, Jorhat, 1959.
11. J. Roy, History of Manipur, Calcutta, 1963.
12. N.R. Roy Chaudhury, Tripura through the Ages, Delhi, 1982.
13. A. Mackenzie, The Northeast Frontier of India, Mittal Publications, New Delhi, 1994.
14. S.K. Bhuyan, Early British Relations with Assam, Shillong, 1949.
15. H.K. Barpujari, Assam in the days of the Company, NEHU, Shillong, 1996.
16. V. VenkataRao, Government and Politics in Northeast India, Vol.I& II, S.Chand and co., Allahabad, 1983.
17. P.S. Dutta (ed), Autonomy Movements in Northeast India, Har- Anand, Delhi, 1992.
18. Anuradha Dutta, Assam in the Freedom Movement, Calcutta, 1991.
19. A. Guha, Planter-Raj to Swaraj; Freedom Struggle and Electoral Politics in Assam, 1826-1947, New Delhi, 1977.
20. P. Goswami, The History of Assam: From Yandaboo to Partition, 2012

## **MHSC 2.2: World Civilizations**

### **Objective**

The course seeks to familiarize the students with the earliest and the most spectacular civilizations of antiquity. The different aspects belonging to the ancient world will be thoroughly examined in the light of the new researches in the mentioned field.

### **Unit I: Mesopotamian Civilization:**

Ancient Sumer, Babylonian civilization; Trade with special reference to external trade with the Gulf and India; Religion and society in ancient Mesopotamia.

### **Unit II: Egyptian Civilization:**

Geographical background and emergence of the state in the Nile Valley; Religion and the socio-economic organization of temples in Ancient Egypt; the Egyptian burial system and the Pyramids; achievement of the Egyptian civilization with particular reference to art and architecture.

### **Unit III: Chinese Civilization:**

Huang-ho valley civilization; peasants and slave in the production process; the rise of Chous of western China at Huang-ho valley; expansion of civilization up to the Yangtze valley; The Great Wall of China-an engineering feat, effective military /labour organization.

### **Unit IV: Greece-Roman Civilization:**

Evolution of city states, Sparta and Athens; kingship as the basis of social organization; transition of more complex social institutions culminating in 'oligarchic' and democratic' forms of government. The rise of Rome; transition from monarchy to republic to empire; the socio-economic base; role of the army in the process of civilization

## **Unit V: Harappan Civilization:**

Nomenclature; Discovery: Changing perspectives over the years; Historiography in relation to origin; diversity of Harappan economic base; material culture; decline of urban life.

### **Suggested Readings:**

1. Edward MacNall Burns, Philip Lee Ralph, Robert E. Lerner, Standish Meacham, World Civilizations, Vol A, W. R. Goyal Publishers and Distributors, Delhi, 1991
2. Wallbank and Taylor "History of World Civilization"
3. Amar Farooqui "Early Social Formations", Manak Publication, 2012
4. H.G wells "A Short History of the World"
5. B.V. Rao "History of World Civilization"
6. Rakesh Kumar, Ancient and Medieval World, Sage Publications, 2018
7. John A Wilson, The Culture of the Ancient Egypt, Chicago, 1957
8. D. Brendan Nagle, The Ancient World: A Social and Cultural History, New Jersey, 1989
9. A. R. David, The Ancient Egyptians: Religious Beliefs and Practices, London, 1982
10. H. W. Sags, The Greatness that was Babylon, New York, 1962
11. AHM Jones, History of Rome Through the Ages, London, 1968
12. C L Redman, The Rise of Civilization, New York, Freeman, 1978
13. V Gordon Childe, What Happened in History, Penquin Books, 1977, reprint
14. Will Durant, Our Oriental Heritage, Simon and Schuster, New York, 1963
15. H. G. Wells, The Outline of History: Being a Plain History of Life and Mankind, Surjeet Publications, New Delhi, 2<sup>nd</sup> Reprint, 2007
16. Bridget and F B Alchin, The Rise of Civilization in India and Pakistan, 1983
17. IrfanHabib, A People's History, vol.II, Indus Civilizatio, 2002
18. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, Paperback, 1997
19. Upinder Singh, A History of Ancient and Early Medieval India; From the Stone Age to the 12th Century, Pearson, 2009

## **MHSC 2.3: Political History of Medieval India (1206-1707)**

### **Objective**

This course is intended to acquaint the students with the process of evolution and culmination of Sultanate and Mughal Empire and also to familiarize the students with the political ideas and institutions of Medieval India so that they may discover the conceptual frame work of the Sultanate and Mughal administration.

**UNIT I:** Turkish invasion of India under Shihabuddin Ghuri and Qutub- ud-din Aibak, Establishment and territorial consolidation of the Delhi Sultanate(1206-1236), Khalji revolution and its significance; JalaluddinKhalji and AlauddinKhalji – policies, Indianization of the higher echelons of political and administrative authority, conquest and annexation of South India.

**UNIT II:** Expansion of the Sultanate under Ghiyassuddin and Muhammad Bin Tughlaq – early problems, exodus to Deogiri, Khurasan and Karachi expeditions, nobility, transfer of capital and its consequences, bureaucracy of Tughluq, Firoz Shah Tughluq- reforms in

administration, campaigns, construction and welfare measures, Decline of the Sultanate, Struggles for dominance; the Saiyyids and Lodis.

**UNIT III:** Central Asian experience of Babur and the battle of Panipat (1526); role of artillery, relations with Afghan nobles and Rajput chiefs; Humayun's problems, Gujarat policy and relations with nobility, Afghan despotism and rise of Sher Shah Sur to power; contribution and fall of the Sur dynasty.

**UNIT IV:** Expansion and consolidation of the empire; Emperor Akbar- New Imperial System and administration; Mansab and Jagir, Mughal Empire in 1605- succession, crisis, role of Akbar Shahi nobility, Nur Jahan- her Junta, Mansabdari system under Shah Jahan and Aurangzeb in 17th century.

**UNIT V:** Crisis of the Mughal Empire; Aurangzeb- the imperial elite and the Deccan wars, Rise of Marathas under Shivaji; Popular revolts within the Mughal empire- Jats, Satnamis, Afghans and the Sikhs- decline of the Mughal empire and the diverse interpretations.

#### **SUGGESTED READINGS:**

1. Mukhia, Harbans, "The Mughals of India", Blackwell Publishing Ltd., UK, 2004
2. S. Subramanyam, "The Mughal States, 1526-1750", OUP, Delhi, 1998.
3. Chandra, Satish, "Medieval India from Sultanat to the Mughals, part 2", Har-Anand Publications, 2005.
4. Mehta, J.L., "Advanced Study in the History of Medieval India, Vol.2", 1981.
5. Siddiqui, I.H. "Some aspects of Afghan Despotism", Aligarh, 1968.
6. Tripathi, R.P. "Rise and Fall of Mughal Empire", Central Book Depot, Allahabad, 1963
7. Ali, Athar.M. "Mughal India, Studies in Polity, Ideas, Society and Culture", OUP, 2006.
8. Habib, Irfan, "The Agrarian System of Mughal India, 1556-1707", OUP, 1963
9. Sarkar, Jadunath, "Shivaji and His Times" Orient Longman, New Delhi, 1992
10. Chandra, Satish, "Essays on Medieval Indian History", OUP, 2003

#### **MHSC 2.4: Economy, Society and Religion in Medieval India (1206-1707)**

##### **Objective**

To introduce students to the study of Medieval Indian Economy, Society and religious trends and tendencies along with interaction of each other.

**UNIT I:** Medieval economy and society; prominent features, Agricultural production and land revenue system under the Sultanate, organisation of production, rural commerce, urban market and prices, currency system, merchants, brokers, Sarrafs, artisans and the slaves, the ruling class and social composition of the nobility in the Sultanate.

**UNIT II:** Mansabdari and Jagirdari system; origin and development, contribution to the Mughal economy, modifications, the Jagirdari crisis and its impacts, Zamindars, Faujdars, Zamindari rights; nature and political role of the Zamindars.

**UNIT III:** Agrarian system; nature and extent of control, land revenue experiments, re-organisation of the Mughal Subahs, Land revenue demand and its impacts on the peasant economy; peasant resistance; significance and impacts, Industrial activities in the Mughal period.

**UNIT IV:** Debates on the nature of Medieval Indian economy; free peasant economy, potential capitalistic development.

**UNIT V:** Religious developments in the Medieval period: Bhakti movement in North India- Vaishnava Bhakti , Ramanuja, Vallabhacharya, Vaishnava Bhakti in Bengal and role of Chaitanya, Sankaradeva and emergence of Neo-Vaishnavism in Assam. Sufism: Growth in Islamic world, Chishti Silsilah, Suhrawardi Silsilah, Departure from earlier traditions; Sufis of Brahmaputra and Barak valleys. Sikhism: Guru Nanak as a non- conformist, emergence of the Nanak Panth, Sikh Gurus, militarism, emergence of Khalsa, significance and impacts.

### **SUGGESTED READINGS:**

1. Siddiqui, N.A. “*Land Revenue System under the Mughals*” Bombay, 1970
2. Mukhia, Harbans, “*Perspectives on Medieval History*” Delhi, 1993.
3. Moreland, W.H., “*Agrarian System of Moslem India*”, Delhi, 1968
4. Habib, Irfan, “*Agrarian System of Mughal India*”, Delhi, 1966
5. Habib, Irfan, “*Economic History of India, Vol, I*” Delhi, 1971
6. Rashid, A. “*Society and Culture in Medieval India*” Calcutta, 1969
7. Qureshi, I.H. “*Administration of the Sultanat of Delhi*”, Delhi, 1971
8. Jaiswal, Suvira, “*The Origin and Development of Vaishnavism*” Delhi, 1967
9. Nizami, K.A. “*Some Aspects of Religion and Politics in India during the 13<sup>th</sup> Century*” Delhi, 1968
10. Macleod, W.H. “*Guru Nanak and the Sikh Religion*”, Oxford, 1968
11. Nigam, S.B.P, “*Nobility under the Sultans of Delhi, A.D. 1206-1398*” Munshiram Manoharal Pub., 1967
12. Habibullah, A.B.M. “*The Foundation of Muslim Rule in India*” Central Book Depot, 1961
13. Habib, M., Nizami, K.A., “*Comprehensive History of India: Delhi Sultanate, A.D. 1206-1526 Vol V*”, Peoples Publishing House, 1970.

## **SEMESTER III**

### **MHSC 3.1: British Expansion and Imperial Policy in India**

#### **Objective**

The course is designed to provide students an overview of the foundation of British rule and British imperialism in India.

**Unit I:** Historiography of British rule in India; decay and disintegration of the central Indian authority; European settlements, trade and commerce

**Unit II:** British expansionist policies (Warren Hastings to Dalhousie); Relations with Mysore, Marathas and Sikhs

**Unit III:** The consolidation of British power in India: Land Revenue; the armature of the colonial state: army, law and police, ICS

**Unit IV:** Colonial ideology and colonial rule: Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism; The Modern Education, Press and the idea of reform of Indian Society.

**Unit V:** Popular resistance: Moplah Uprisings; The Great Revolt of 1857; Pabna; Kol; Santhal; Indigo Uprisings.

**Essential Readings:**

1. R. K. Mukherjee, Rise and Fall of the East India Company, Bombay, 1973
2. H. Dodwell, Cambridge History of India, Vol. V, CUP, London, 1986
3. Lawrence James, Raj: The Making and Unmaking of British India, London, 1998
4. P. E. Roberts, History of British India, London, 1970
5. P. Lawson, The East India Company: A History, London, Longmans, 1993
6. R. Barnett, Rethinking Early Modern India, Manohar, New Delhi, 2002
7. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India, Orient Longman, New Delhi, 2004
8. AR Desai, Social Background of Indian Nationalism, Popular Prakashan, Reprint, Mumbai, 2008
9. Bipan Chandra, History of Modern India, Orient Blackswan Private Ltd, Hyderabad, 2009

**MHSC 3.2: Gender and Society in Modern India (1800-2000)**

**Objective**

This course is aimed at introducing the students of History to the basic concepts of gender, feminism and gender history. It also intends to explore the issue of women history during the colonial era and also to sensitize students about their struggle as well as progress and their multidimensional activities.

**Unit I:** Conceptual issues: Patriarchy and Patriliney; Matriarchy and Matriliney; Feminism and Women's liberation; Gender, rights, social values, Man and history.

**Unit II:** Women in the nationalist movements; women in North East India, Khasi and Garo Matriliney; women in the patriarchal tribes; women and environment-Chipko movement

**Unit III:** Women and Social Reform movements in colonial India; Gandhi and Nehru on women; Women and Religion- Hindu, Christian, Muslim, Parsi

**Unit IV:** Women in private/public sphere: Domesticity and Middle Class, education and print Media; popular culture and women.

**Unit V:** Caste and Gender; Dalit feminism; Law and Women's Rights: Dowry, Female Infanticide, Rape, Land Rights; Agency and Activism: Women's Movements and voices.

### **Essential Readings**

1. A.M. Jaggar, *Feminist Politics and Human Nature*, New Jersey, 1983
2. J. Krishnamurthy (ed.), *Women in colonial India: Essays on Survival, work and the state*, OUP, New Delhi, 1999
3. John Charvet, *Feminism* ( J. M. Dent and sons Ltd.), London, 1982
4. S. Sen, *Women in Meghalaya*, Daya Publishing House, Delhi, 1992
5. Rosalind Miles, *The Women's History of the world*, Harper Collins, 1993 edition
6. Yuval-Davis, Nira, *Gender and Nation*, Sage, London, 1997
7. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, Cambridge, 1996
8. Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*, Delhi, 1993
9. Anupama Rao (ed), *Gender and Caste (Kali for Women, Delhi, 2003)*
10. Joan W Scott (ed), "Feminism and history", "gender and the politics of history"
11. Gerda Lerner, *The creation of Patriarchy*
12. V. Geetha, *Theorizing feminism; gender*
13. K. Manuja Devi, *Gender Issues: Empowerment of Women*, 2014
14. U. Mahanta, *An Introduction to Women's Studies*, 2015
15. Deepti Misri, *Beyond Partition-Gender, Violence and Representation in Post colonial India*, 2015

### **MHSC 3.3: History of Europe (1453-1789)**

#### **Objective**

This course is designed to provide an understanding on the forces and trends that shaped the history of Europe from the fall of Constantinople to the beginning of French Revolution.

**Unit I:** Feudalism: Transition from Ancient Society to Feudal Society; social hierarchy; Feudal Mode of production; Decline; the Feudal debate

**Unit II:** Renaissance: Historiography; Renaissance of Thought and Literature; Artistic and Scientific accomplishments

**Unit III:** Overseas Discoveries and Protestant Reformation: Monopoly of trade, colonization and political dominion: Portugal and Spain; the Spread of Protestantism; the Catholic Reformation

**Unit IV:** The economy and society of Early Modern Europe: Capitalism, Mercantilism and Commercial Revolution; colonization and overseas trade: English, Dutch, French

**Unit V:** Absolutism in Europe: The Social Base; Absolutism in England- the Tudors and the early Stuarts; The Making of French Absolutism

#### **Essential Readings:**

1. Edward MacNall Burns, Philip Lee Ralph, Robert E. Lerner, Standish Meacham, *World Civilizations*, Vol. B, W. R. Goyal Publishers and Distributors, Delhi, 1991
2. Peter Burke, *The Historical Anthropology of Early Modern Europe: Essays on Perception and Communication*, CUP, 1986



3. Paula Findlen (ed), *The Italian Renaissance: The Essential Readings*, Blackwell, 2002
4. Steven E. Ozment, *When Fathers Ruled: Family Life in Reformation Europe*, Harvard University Press, 1983
5. MeenaxiPhukan, *Rise of Modern West, Social and Economic History of Early Modern Europe*, Macmillan India Limited, 1998, Reprint 2006
6. CJH Hayes, *Modern Europe to 1870*, Surjeet Publications, Delhi, Reprint 2002

## **SEMESTER IV**

### **MHSC 4.1: Indian Nationalism**

#### **Objective**

The course is intended to discuss the origin and growth of Indian nationalism during British colonial rule in India, with emphasis on the concepts and issues involved in the study of modern nationalism.

**Unit I:** Nationalism and Indian Nationalism-approaches; Economic critique of Colonialism, ideological dimension

**Unit II:** Origin of Indian Nationalism; press and public opinion; Tagore's nationalism and Gandhi's Nationalism; Early organizations; INC

**Unit III:** Partition of Bengal and Swadeshi Movement; Home Rule Movement; Militant Nationalism; Rise of Communalism

**Unit IV:** The beginning of Gandhian politics- Champaran, Kheda, Ahmedabad, Rowlatt Satyagraha; Non-Cooperation, Civil Disobedience

**Unit V:** National movement during World War II- Quit India, RIN Mutiny; INA; Constitutional developments; Partition of India.

#### **Essential Readings:**

1. Bipan Chandra, *India's Struggle for Independence*, Vikas Publisher, New Delhi, 1998
2. B. R. Nanda, *Essays in Indian Nationalism*, New Delhi, 1978
3. Anil Seal, *The Emergence of Indian Nationalism*, London, Cambridge University Press, 1971
4. R.P. Dutt, *India Today*, Calcutta, 1999
5. Judith Brown, *Gandhi's Rise to Power*, OUP, London, 1997
6. N. S. Bose, *Quest for Status and Freedom*, Calcutta, 1986
7. M. K. Gandhi, *The Hind Swaraj*, Various editions: Pareled., and T. Surhud, S. Sharma ed. Etc
8. R N Tagore, *Nationalism*, With an Introduction by E. P. Thompson, Calcutta, Rupa, 1992
9. J R McLane, *Indian Nationalism and the Early Congress*, Princeton, N.J: Princeton University Press, 1977
10. SekharBandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2004
11. AR Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Reprint, Mumbai, 2008
12. Bipan Chandra, *History of Modern India*, Orient Blackswan Private Ltd, Hyderabad, 2009

## **MHSC 4.2: Introduction to Archaeology and Museology**

### **Objective**

The course is aimed at introducing to the students about the nature of archaeological data, its methods and the multi-disciplinary approaches. The course also intends to introduce the students about museum studies; its aspects and functions and to familiarize them on the development of museums in India.

**Unit I:** Definition, nature and scope of Archaeology; its relationship with anthropology and History; Kinds of Archaeology in India; Principle and Methods of Exploration

**Unit II:** Classical archaeology and Antiquarianism; Paleolithic archaeology and Cultural Evolutionism; Functionalism and processual archaeology; excavation and dating process

**Unit III:** Establishment of Asiatic Society; Alexander Cunningham and the establishment of the first survey; Curzon and the new era in Archaeology; Mortimer Wheeler and the introduction of new scientific techniques in Indian archaeology

**Unit IV:** History of Museum movement in the world; aspects and functions of Museum; major types of museum around the world

**Unit V:** Museum development in India; museum and tourism in India; important museums in India- National Museum, New Delhi, Prince of Wales Mumbai, Safdar Jung Museum Hyderabad, Indian Museum Kolkata, Industrial Museum Bangalore.

### **Essential Readings:**

1. G.Clark "Archaeology and Society", London, 1966,
2. F Hole and R.Heizer "An Introduction to Pre-Historic Archaeology" New York, 1969
3. K.M. Srivastava "New Horizons of Indian Archaeology" New Delhi, 1976
4. K. Greene, Archaeology: An Introduction, London, 1983
5. D. K. Chakravorti, A History of Indian Archaeology-from the beginning to 1947, New Delhi, 1988
6. D. P. Agarwal et al: Essays in Indian Archaeology, Delhi, 1976
7. Nigam M.L. "Fundamentals of Museology"
8. Dwivedi V.P. "Museums and Museology-New Horizons"
9. Rajan K. Archaeology: Principles and Methods
10. Fleming S. "Dating in Archaeology"
11. Usha Agarwal, Museums of India: a Directory, 2013

## **MHSC 4.3: History of Europe (1789-1945)**

### **Objective**

This course is designed to provide an understanding of modern European history and its significant political developments from the French Revolution to the end of World War II

**Unit I:** French Revolution: The coming of the Revolution; the crises of the monarchy and beginning of National War; Triumphant Jacobinism; the Reign of the Directory

**Unit II:** Napoleonic era and its impact: The Vienna Settlement; Metternich era-forces of conservatism and restoration of old hierarchies

**Unit III:** Origins of the Industrial Revolution: Divergence debate; predominance of agriculture and industry

**Unit IV:** Nationalism and Liberalism: The Unification Era (Italy and Germany); The Eastern Question- Crimean War (1854-56); Congress of Berlin (1878) and Balkan Wars of 1912-13, the World at War (1914-1918)

**Unit V:** Post World War I: Armistice and Peace- The Paris Conference; Rise of Totalitarianism; ideology and appeal- Nazism and Fascism; outbreak of 2nd World War and the Peace Settlement.

**Essential Readings:**

1. Edward MacNall Burns, Philip Lee Ralph, Robert E. Lerner, Standish Meacham, World Civilizations, Vol C, W. R. Goyal Publishers and Distributors, Delhi, 1991
2. AJP Taylor, The Struggle for Mastery in Europe (1848-1918), Oxford University Press, New Delhi, 2000
3. Asa Briggs and Patricia Clavin, Modern Europe, 1789-Present, Pearson Education Ltd, New Delhi, 2009
4. C J H. Hayes, Contemporary Europe Since 1870
5. Norman Lowe, Mastering Modern World History, Palgrave Macmillan, reprint 2016

**ELECTIVE COURSES**

(Choose any one in each semester)

**SEMESTER III**

**MHSC 3.4A: History of USA**

**Objective**

The paper is designed to make the students aware of the background, scope and various trends that shaped the history of USA and analyzing its effects on world politics.

**Unit I:** The Discovery of America with special reference to John Cabot's Journey; the Exploration of the new Land (Daniel Boone); the founding of the 13 colonies; The American war of independence; Philadelphia Convention and its result

**Unit II:** USA's stand in world politics with regard to Monroe Doctrine, repercussions of the Jacksonian Democracy. The American Society pre-Civil War Period; The Civil War; Domestic and Foreign Affairs; The Reconstruction Era and Black's Emancipation

**Unit III:** Industrial Revolution in America; Labour Movement and Populism in America; Agricultural Boom and its Effect; Progressive Movement under Roosevelt; William Howard Taft & Wilson

**Unit IV:** American Expansion and Imperialism; USA and her Neighbours; Big stick-Dollar Policy; USA's Entry in WWI; the Economic Depression of 1929; New-Deal Era

**Unit V:** Foreign Policy of America prior to Pearl Harbour Incident; USA and WWII; Cold War Era; USA as world super-power.

**Essential Readings:**

1. Charles Seller, A Synopsis of American History, Vol. 1 and 2, Macmillan India, Delhi, 1990
2. Subramanian N. "A History of the USA", Asian Printers Coimbatore, 2006
3. John Spencer Bassett, "A Short History of The United States Of America" 1492-1938
4. Standley L. Gallman, The Cambridge Economic History of the USA, OUP, Cambridge, 1996
5. Michael Kraus, The United States upto 1865, Surjeet Publications, Delhi, 1989
6. Foster Rhea Dulles, The U.S. since 1865
7. Julius Prath, History of US Foreign Policy. Prentice Hall, USA, 1972
8. H. U.Falkner, American Economic History, Harper and Radiant, New York, 1960
9. H.U.Falkner, Social and Cultural History of USA, New Delhi, 1996
10. Oscar Hanolin, A New History of the People of US, Sterling Publishers, Delhi, 1967

**MHSC 3.4B: Contemporary History of West Asia**

**Objective**

The objective of this course is to familiarize the students with the political developments and foreign policies relating to oil politics in West Asia

**Unit I:** Strategic importance of the region; Disintegration of the Ottoman Empire; The First World War and its impacts; Mandate System; Discovery of oil in the region

**Unit II:** World War II and its impacts on the Arab world; Rise of Arab Nationalism; Zionism; Birth of Israel; PLO

**Unit III:** Suez Canal crisis; 6 days war; Non- Aligned Movement; Yom Kippur War; Camp David Accord; Entry of superpowers in the Middle East's politics 1950-1970

**Unit IV:** Important personalities of the region: Mustafa Kemal Pasha (Turkey); Nasser (Egypt); Anwar Al- Sadat(Egypt); Khomeini(Iran);Ibn Saud(Saudi Arabia)

**Unit V:** Oil boom, Oil crisis, OPEC: Iran-Iraq war; Occupation of Kuwait by Iraq; Rise and fall of Saddam Hussein; US policy towards the Middle East till 9/11.

**Suggested Readings:**

1. Bannerjee JK “The Middle East”
2. Calvocoresi, Peter “World Politics since 1945”
3. Stephen Hemsly “Oil in the Middle East”
4. Wint, Guy, and Peter Calvocoresi “The Middle East in Crisis”
5. Peter Mansfield “A History of the Middle East”
6. YahaAramjani, Middle East, Past and Present, Prentic Hall, INC, New Jersey, 1970
7. William Yale, The Near East: A Modern History, The University of Michigan Press, 1958, USA
8. George Lenezowski, The Middle East in World Affairs
9. Norman Lowe, Mastering Modern World History, Palgrave Macmillan, reprint 2016

**MHSC 3.4C: History of East Asia: Japan (1853-2000)**

**Objective**

The paper aims to provide the students to know Japanese history after the opening up of Japan; Japan’s modernization and its emergence as first world power; post WWII developments and Japan’s role in World politics.

**Unit I:** Historical background: Feudal Japan; Tokugava Shogunate; Opening of Japan; End of Tokugava Shogunate

**Unit II:** Meiji Era: Meiji Restoration; Meiji Constitution; Emperor’s Ideology and nationalism

**Unit III:** Modernization of Japan: Political, Economic and Social

**Unit IV:** Expansion of Japan: Sino-Japanese war; Anglo-Japanese Treaty; Russo-Japanese war; Japan and WWI; Washington Conference

**Unit V:** Constitutionalism and its decline: Militarism; WWII and US occupation; Economic Resurgence of Japan; Foreign Policy after 1952

**Essential Readings:**

1. William G. Beasley (Ed), *Modern Japan*, George Aleen and Unwin Ltd., London, 1975
2. Bordon, Hugh (Ed), *Japan*, Cornell University Press, New York, 1951
3. Buss, Claude, A, *Asia in the Modern World*, Macmilan, 1964
4. David, H., James, *The Rise and Fall of the Japanese Empire*, London, 1951
5. DubeyPrakash Kumar, *History of China and Japan*, Dominant Publishers & Distributers Pvt Ltd., 2017
6. Dunas, Peter, *The Rise of Japan*, Boston, 1967
7. Liaingstone I., Moore J. etc. (ed), *Imperial Japan (1800-1945)*, Penguin Books.
8. A.K. Singh, *History of Far East in Modern Times*, Surjeet Publications, Delhi, 1993
9. P K Dubey, *History of China and Japan*, 2014.

## SEMESTER IV

### MHSC 4.4A: Introduction to Numismatics and Epigraphy

#### Objective

The broad aim is to acquaint students with the basic understanding of numismatics and epigraphy in Indian context and also its growth, features and variations in different ages.

**UNIT I:** Definition of epigraphy and numismatics; its importance in history writing; the evolution of epigraphic research in India

**UNIT II:** Origin of writing; History of writing in India; classifying inscriptions on the basis of language, script and purport; Indus script and its decipherment

**UNIT III:** The origins and development of early historic Indic scripts with special reference to Ashokan Brahmi script; Kharoshti script; Types of Inscriptions; Format of Inscriptions; Writing material- authenticity

**UNIT IV:** Origin of coinage; early Indian coins; Punchmarked coins; Cast coins; Tribal coins and coins of foreigners

**UNIT V:** South Indian coins: Satavahanas; Chalukyas; Pandhyas; Cholas; Hoysala, Vijayanagar coins; Metals and standard- Technology

#### SUGGESTED READINGS:

1. Buhler, Georg "Indian Paleography", New Delhi, 2004, Munshiram Manoharlal
2. Dani, A.H "Indian Paleography", New Delhi, 1997, Munshiram Manoharlal
3. G.H Ojha, The Palaeography of India, New Delhi, 1993
4. Krishna Muthy . Y.S. "Sangam Age-Tamil Coins"
5. Sivaramamurty C. "Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum"
6. K. V. Ramesh, Indian Epigraphy, Vol.1, 1984, Delhi, Sandeep Prakashan
7. D.C. Sircar, Indian Epigraphy, Delhi, 1965, Motilal Banarsidass
8. Parmeshwari Lal Gupta, Coins: The Source of Indian History, 1981
9. Birbal Sahni, Technique of casting Coins in Ancient India, 1945
10. J. N. Tiwari and P.L. Gupta, A Survey of Indian Numismatography, JNSI, VOL. XXIII, 1961

### MHSC 4.4B: History of Ancient and Medieval Indian Art and Architecture

#### Objective

To understand the process of the evolution of Indian art and architecture; development of various art forms and to acquaint students with the growth, features, styles and regional variations in the field of Indian art and architecture.

**Unit I:** The earliest architecture styles-rock art and structural; the evolution of Buddhist architecture from Maurya to Post-Gupta times; early Indian schools of sculpture- Gandhara, Mathura, Sarnath, Sanchi, Amravati and Nagarjunakonda.

**Unit II:** Jaina and Brahmanical temple styles-rock cut, structural, free standing; Nagara, Vesara, Dravida and regional schools of architecture

**Unit III:** Early Indian painting: major phases of development in Ajanta mural; classical style, regional styles, interpreting the portraits in the historical context

**Unit IV:** Medieval Architecture: Historiography; architecture under Akbar, Jahangir, Shah Jahan, Aurangzeb and Later Mughals; Features

**Unit V:** Medieval Indian Painting: Historiography; Development of Painting-Miniature Portrait, Book Illustration, European, Asiatic and Indian influences. Pahari Paintings-Kangra, Basoli and Garhwal; Regional Paintings- Rajput Paintings and Deccani Tradition

**Essential Readings:**

1. Stela Kramrisch, Art of India: Traditions of Indian Sculpture, Painting and Architecture, London, 1965
2. P Brown and G Watts, Arts and Crafts of India: A Descriptive Study, New Delhi, 1980
3. K V Soundara Rajan, Glimpses of Indian Culture, History and Architecture, Delhi, 1980
4. James Burgess and Fergusson, Cave Temples of India, New Delhi, 1969
5. V. Dehajia, Early Buddhist Rock Temples: A Chronological Study, London, 1972
6. P Chandra(ed), Studies in Indian Temple Architecture (American Institute of Indian Studies), 1975
7. S K Saraswati, A Survey of Indian Sculpture, New Delhi, 1975
8. Steven Kossak, Indian Court Painting: 16<sup>th</sup> -19<sup>th</sup> Century
9. Catherine B. Asher, Architecture of Mughal India
10. Amir Ansari, A Handbook of Islamic Architecture, 2011
11. M. Juneja, Architecture in Medieval India: Forms, Contexts, Histories, 2008

**MHSC 4.4C: History of East Asia: China (1839-2000)**

**Objective**

The paper aims to provide the student with a detailed knowledge of modern Chinese history; China's relation with other powers; China's economic and military resurgence and the impact of all these on world politics.

**Unit I:** China in the 19<sup>th</sup> century: Background-European Trading companies and China; Opium Trade and Impact of Opium wars; Taiping Rebellion; Hundred Day's Reforms

**Unit II:** Chinese Revolutions: Boxer Rebellion; Sun-Yat Sen and the Nationalist Revolution 1911; Chiang Kai-Shek and Koumintang

**Unit III:** Rise and Growth of Communism: Impact of Russian Revolution on China; 4<sup>th</sup> May Movement; Formation of Chinese Communist party; C.C.P.- K.M.T Conflict-Long march

**Unit IV:** Chinese Foreign Policy: USA, USSR, India, Taiwan

## Unit V: Modernization of China: Agriculture, Science and Technology, Industry, Military

### Essential Readings:

1. B. R. Chatterji, *Modern China: A Short History*, MeenakshiPrakashan, Meerut, 1969.
2. Beckmann, G. M., *The Modernisation of China and Japan*, Harper and Row, New York, 1962.
3. Benewick & others; *China in the 1990's*, Macmillan, Houndmills, 1995.
4. C. P. Fitzgerald, *The Birth of Communist China*, Penguin Books 1960. Dietrich & others, *People's China: A Brief History*, Oxford University Press, New York, 1998.
5. Harrison, S., *The Story of Long March-The Untold Story*, London, 1985.
6. Hsu & others; *China-History: Rise of Modern China*, Oxford University Press New York 1995.
7. Jean –Pieere Brule, *China Comes of Age*, Penguin Books 1971.
8. Gupte R.S., *History of Modern China*, Sterling Publishers Pvt. Ltd, Bangalore 1981.
9. P K Dubey, *History of China and Japan*, 2014

## CHOICE BASED CREDIT TRANSFER

(To be opted by students of other discipline)

### SEMESTER I

#### MHST 1.5: History of Ancient India

##### Objective

The paper aims to familiarize the students with ancient Indian political, social and economic history.

**Unit I:** The Harappan Civilization: Nomenclature; settlement patterns and town planning; socio-economic and political organizations; religious beliefs and practices; decline

**Unit II:** Vedic Age: the Aryan question; settlement patterns; political organization; Social stratification; economic developments; Religious beliefs and practices

**Unit III:** Changing Political Formations: rise of Mahajanapadas; Maurya Empire- political structure, Ashoka's Dhamma; Post-Maurya polities with reference to the Kushanas and Satavahanas

**Unit IV:** Towards Early Medieval: the Gupta Empire- political structure, literary and scientific developments; post-Gupta polities- Pallavas, Western Chalukyas and Vardhanas

**Unit V:** Religious and Cultural Developments: Buddhism and Jainism; Brahmanical tradition with special reference to Dharma and Varnashrama; Tamil literature; development of art and architecture

### Essential Readings:

1. Thapar, Romila, *Early India: From the Origins to AD 1300*, University of California Press, 2004
2. Singh, Upinder, 2009, *A History of Ancient and Early Medieval India, From the Stone Age to the 12th Century*, Delhi: Pearson Longman



3. Raychaudhuri, Hemchandra, Political History of Ancient India, Oxford University Press
4. Kosambi, D.D., An Introduction to the Study of Indian History (Bombay), 1956
5. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India, Mac Millan, New Delhi, 1983
6. Sharma, R.S., Material Culture and Social Formations in Ancient India, Mac Millan, New Delhi, rpt, 1990
7. D. D. Kosambi, The Culture and Civilization of Ancient India in Historical Perspective, 2nd Reprint, Delhi, 1975
8. D. N. Jha, Studies in Early Indian Economic History, Delhi, 1980
9. Romila Thapar, The Penguin History of Early India, Penguin Books, New Delhi, 2002
10. R.S Sharma, India's Ancient Past, Oxford University Press, reprint 2016

## **SEMESTER II**

### **MHST 2.5: History of Medieval India**

#### **Objective**

This course is intended to familiarize the students with the main trends and developments of medieval India from the Sultanate till the reign of the Mughals.

**Unit I:** Turkish invasion of India under Shihabuddin Ghuri and Qutub- ud-din Aibak, political consolidation under the Slave dynasty, Khiljis, Tughlaqs and the Lodis; Administration

**Unit II:** Society and economy under the Sultanate: Iqta and the revenue free grants; agricultural production, market regulations; internal and external trade

**Unit III:** The beginning and consolidation-Babur and Akbar; continuation of political heydays-Jahangir, Shah Jahan and Aurangzeb; decline; rise of the Marathas

**Unit IV:** Mughal Administration; Mansabdari; Jagirdari; zabti system; trade and commerce; industrial activities in the Mughal period

**Unit V:** Bhakti and Sufi Movements; Sikhism: Guru Nanak as a non- conformist, emergence of the Nanak Panth, Sikh Gurus, militarism, emergence of Khalsa, significance and impacts; Indo-Islamic art and architecture.

#### **Essential Readings:**

1. Mukhia, Harbans, "The Mughals of India", Blackwell Publishing Ltd., UK, 2004
2. Mehta, J.L., "Advanced Study in the History of Medieval India, Vol.2" , 1981.
3. Tripathi, R.P. "Rise and Fall of Mughal Empire", Central Book Depot, Allahabad, 1963
4. Chandra, Satish, "Essays on Medieval Indian History", OUP, 2003
5. Habib, Irfan, "The Agrarian System of Mughal India, 1556-1707", OUP, 1963
6. Ali, Athar.M. "Mughal India, Studies in Polity, Ideas, Society and Culture", OUP, 2006.
7. Satish Chandra. History of Medieval India, Vol. 1 and 2,
8. Habib, M.,Nizami, K.A., "Comprehensive History of India: Delhi Sultanate, A.D. 1206-1526 Vol V", Peoples Publishing House, 1970.
9. Rashid, A. "Society and Culture in Medieval India" Calcutta, 1969
10. Macleod, W.H. "Guru Nanak and the Sikh Religion", Oxford, 1968

11. Habib, Irfan, "Economic History of India, Vol, I" Delhi, 1971

## SEMESTER III

### MHST 3.5: Indian National Movement (1885-1947)

#### Objective

The paper aims to make the students understand the events relating to India's Freedom struggle

**Unit I:** Foundation of the Indian National Congress: Formation, objectives and methods; Early phase; achievements and failures; British reaction to the Congress movement; Partition of Bengal and Swadeshi movement

**Unit 2:** Rise of Extremism: Bal Gangadhar Tilak, Bipin Chandra Pal, Lala Rajpat Rai and Aurobindo Ghosh; Difference between Moderates and Extremists; Surat Split; Militant Revolutionary Activities in India and Abroad.

**Unit 3:** Mahatma Gandhi and his Movements: Rise of Gandhi; The Non-Co-operation Movement; The Civil Disobedience Movement; Quit India Movement

**Unit 4:** Birth of Muslim League: Activities and growth of Muslim League; Demand for Pakistan. Rise and growth of Leftist Movement; Growth and activities of the Communist and Socialist; Subhash Chandra Bose and INA.

**Unit 5:** Freedom and Partition: Wavell Plan; Cabinet Mission Plan; Mountbatten Plan; Partition and Independence.

#### Essential Readings

1. Bipan Chandra, *India's Struggle for Independence*, Vikas Publisher, New Delhi, 1998
2. B. R. Nanda, *Essays in Indian Nationalism*, New Delhi, 1978
3. Anil Seal, *The Emergence of Indian Nationalism*, London, Cambridge University Press, 1971
4. R.P. Dutt, *India Today*, Calcutta, 1999
5. Judith Brown, *Gandhi's Rise to Power*, OUP, London, 1997
6. N. S. Bose, *Quest for Status and Freedom*, Calcutta, 1986
7. M. K. Gandhi, *The Hind Swaraj*, Various editions: Pareled., and T. Surhud, S. Sharma ed. Etc
8. R N Tagore, *Nationalism*, With an Introduction by E. P. Thompson, Calcutta, Rupa, 1992
9. J R McLane, *Indian Nationalism and the Early Congress*, Princeton, N.J: Princeton University Press, 1977
10. SekharBandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2004
11. AR Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Reprint, Mumbai, 2008

## SEMESTER IV

### MHST 4.5: Contemporary World (1945-2000)

#### Objective

The paper aims to acquaint the students with the Post-war scenario and to enable them to understand contemporary world from historical perspective.

**Unit I:** Cold war and its effects: Cold war and bilateralism in world politics; Berlin Crisis; Korean war; Cuban crisis. Pacts and treaties; NATO, CENTO, SEATO, ANZUS, Warsaw Pact

**Unit II:** Emergence of Third World: Non-aligned Movement-Concept, Features, Results. UN-Origin, Structure, Allied bodies, works.

**Unit III:** West Asia in World Politics: Oil politics; Arab-Israel conflicts; Palestinian issue; Seuz Crisis; Kuwait-Iraq war and its impact.

**Unit IV:** Age of Progress: Industry, Agriculture, Science, Technology, Communication, Information, Civil rights movements, Apartheid, Feminism.

**Unit V:** Disintegration of Socialist bloc: End of Cold war; disintegration of USSR and its consequences; Globalization and its impact; Concept of Liberalization, Privatization, Globalization (LPG); European Union; BRIC

#### Essential Readings

1. Buzan Barry and Richard Little, *International Systems in World History*, OUP, 2000.
2. Cornwall R.D., *World History in 20<sup>th</sup> Century*, Longman, London, 1976.
3. Eric Hobsbawn, *The History of the World (1914-1991)*, 1996
4. Keit Robbins, *The World since 1945*, 1998
5. Knapp Wilfrid, *A History of War and Peace*, Oxford, 1976.
6. Langsam W.C., *The World Since 1919*.
7. Calvocoresi, Peter, *World Politics since 1945*
8. Stephen Hemsly , *Oil in the Middle East*
9. Wint, Guy, and Peter Calvocoresi , *The Middle East in Crisis*
10. Norman Lowe, *Mastering Modern World History*, Palgrave Macmillan, reprint 2016

#### ANNEXURE NO. 3:

### SUMMARY REPORT OF CERTIFICATE AND DIPLOMA - SKILL BUILDING PROGRAM 2020-21

#### A. INTRODUCTION

Certificate and diploma program aims at improving employability of the new graduates from St. Josephs College (Autonomous) Jakhama, Kohima, Nagaland. Input -output method is used while planning the course to improve the efficiency in delivery and content.

## 1. DIPLOMA PROGRAMS 2020-21 IN NUTSHELL

No	Name of the Course	Capacity
1	Diploma in Music	50
2	Diploma In Counselling Psychology	50
3	Diploma In Tourism Management	50
4	Diploma In Computer Concepts	50
5	Diploma in Stenography and typing	50
6	Diploma in Cosmetology	30

## 2. CERTIFICATE PROGRAMS 2020-21 IN NUTSHELL

No	Name of the Course	Capacity
1	Certificate in Graphic Design	27
2	Certificate in Cognitive Behavior Therapy	15
3	Certificate In Home Nursing	30
4	Certificate in Computer Hardware and Networking	15

## 3. CREDITS ARRANGEMENTS FOR DIPLOMA COURSES

Credit system is scheduled for diploma program based on UGC guideline for career oriented courses XI plan. Exerts taken from the document: Diploma Course: The course will be 40 credits (20 credits earned during Certificate Course0. Each credit will have 15 hours of workload lout of this 8 credits should necessarily be assigned to field work/project work/training. The proof of this should be submitted during the examination.

## 4. CREDITS ARRANGEMENTS FOR CERTIFICATE COURSES

Credit system is scheduled for Certificate program based on UGC guideline for career oriented courses XI plan. Exerts taken from the document: Certificate Course: The course will be of 20 credits. Each credit will have 15 hours of workload out of which 8 credits should necessarily be assigned to field work/project work/training. The proof of this should be submitted during examination e.g. work experience certificate/dissertation/report etc. duly issued and signed by the concerned institutional authority/coordinator/faculty.

## 5. CERTIFICATION

Certification of all the courses is done under college's autonomous capacity following UGC guidelines for autonomous colleges 2017. Exerts taken from page number 15 of the same document "An autonomous college is free to start diploma (undergraduate and postgraduate) or certificate courses without the prior approval of the university. However, approval of the concerned Statutory Council(s), may be obtained, wherever required. Diplomas and certificates shall be issued under the seal of the college".

## B. DIPLOMA PROGRAMS IN DETAIL

### 1. DIPLOMA IN COSMETOLOGY

Course is designed as per UGC guidelines for carrier oriented courses. Mrs. Aratrika Mondal will be the course instructor and she has completed Post Graduate Course in Cosmetology from VLCC Institute (2014-2015).

**a. Course input**

1. Skin Anatomy and Physiology
2. Skin Analysis and Client Consultation
3. Facial Treatments
4. Spa Therapies (Oriental and Western)
5. Temporary Hair Removal techniques
6. Nail Theory
7. Manicure and Pedicure
8. Make Up
9. Hair Analysis and Treatment
10. Hair Cuts
11. Personal Grooming
12. Business Ethics

**b. Course Output**

- Perform hair care services for all types of hair including hair analysis, hair cutting, hairstyling, hair coloring and lightening, permanent waving and chemical relaxing.
- Perform natural nail services including manicuring and pedicuring.
- Perform basic skin care services including skin analysis, facials, makeup application and superfluous hair removal.

**2. DIPLOMA IN TOURISM MANAGEMENT**

Course is designed as per UGC guidelines for carrier oriented courses. Ms. Rukuzhanu Kulnu will be the course instructor and she has completed Master of Tourism Administration (MTA) from Christ University, Bangalore.

**a. Course input**

- Introduction to tourism
- Tourism Business
- Indian society and culture
- Tourism resources and products
- Soft skills
- Tourism Business
- Business communication
- Guiding skills
- Sources of tourist information
- Nagaland culture and heritage
- Educational field trip

**b. Course output**

- Gain supervisory skills and competencies necessary to meet the needs of ever demanding travel and tourism industry
- Deliver a quality service in a workplace environment
- Operate a computerized operation system
- Choose a career path from a range of alternative option within the tourism enterprises and/ or progress to higher level programs

**3. DIPLOMA IN STENOGRAPHY AND TYPING**

Course is designed as per UGC guidelines for carrier oriented courses. Mr. Mezathel Kiso Justin will be the course instructor. He has completed Diploma in Stenography (Shorthand 100wpm, Typing 40wpm).

**a. Course input**

- The Consonants

- The Vowels
- Intervening Vowels and Position; Grammalogues and Punctuation
- Alternative signs for 'R' and 'H'.
- Diphthongs
- Phraseography
- Circle 'S' and 'Z'-Left and right motion
- Stroke 'S' and 'Z'.
- Large circles 'SW' and 'SS' or 'SZ'
- Loops 'ST' and 'STR'
- Initial hooks to straight strokes and curves
- Alternative forms for 'FR', 'VR' etc.
- Circles and loops to final hooks
- 'N' and 'F' hooks
- Circles and loops to final hooks
- The shun hook
- The Aspirate
- Upward and downward 'R'
- Upward and downward 'L' and 'SH'
- The halving principle (Section 1 & 2)
- The doubling principle
- Diphonic or two-vowel signs
- Medial Semicircle
- Prefixes
- Suffixes and terminations
- Contractions
- Figures and Proper names
- Special contractions
- Advanced phraseography
- Intersections
- Business Phrases
- Political Phrases
- Banking and stockbroking phrases
- Insurance and shipping phrases
- Technical and railway phrases
- Legal phrases
- Theological phrases
- Special list of words
- Shorthand in practice

**b. Course output**

- Learn how to do shorthand at industry-standard rates
- Learn how to typewrite effectively and without error
- Learn about advanced steno-typing topics and practice them
- Learn how to use computer applications to get work done quickly
- Take advantage of personality development sessions and impress interviewers
- Develop the ability to work with others to achieve better results
- Enhance your working potential through practical training
- Gain industry-specific knowledge to better work in specific domains
- Get attractive employment opportunities
- Maximize your professional potential by learning from experts

#### **4. DIPLOMA IN MUSIC**

Course is designed as per UGC guidelines for carrier oriented courses. Ms. Lozinu Noswe will be the course instructor. She has completed Masters of Church Music from Philippine Baptist Theological Seminary, Baguio Philippines.

##### **a. Course input**

- Western Music History: Understanding of the principal form of western music, development and usage through the ages, background of each period, principal composers and styles.
- Fundamentals of Music Theory: Identify and notate note names, common ledger lines, identify notes and rests, identify and understand the common time signatures, identify musical scores voice parts and voice ranges, explain and use accidentals, notate a chromatic scale and major scales.
- Voice Principles and Pedagogy: Four physical process of singing, caring for Voice, stage fright, confident stage presence, song interpretation and voice classification.
- Choral Conducting: Principles of conducting, common conducting patterns, song leading, conducting technique
- Musicianship: Sight reading hymns, meanings of dynamics and tempo markings, count and clap rhythms of music, notate easy rhythmic and melodic patterns, sing major scales
- Choir class

##### **b. Course output**

- The students will gain an understanding of the basics of musical rhythm and melody
- They will be acquainted with the most commonly used musical symbol.
- The students expertise in music instruments will be enabled
- The students skills in musical performance will be improved
- The students will be more literate and knowledgeable music leaders.

#### **5. DIPLOMA IN COMPUTER CONCEPTS**

Course is designed as per UGC guidelines. Mr. Moirangthem Gopiramon Singh will be the course instructor and his Qualifications are MCA, PGDCA, DOEACC (B-Level)

##### **a. Course input**

- Introduction to computer
- GUI based operating system
- Elements of word processing system
- Spread sheet
- Making small presentations
- Computer communication and internet
- WWW and web browsers
- Communication and collaboration
- Introduction to HTML
- Advanced HTML
- Introduction to JavaScript
- VB Script
- Dreamweaver
- Basics of accounting
- Accounting on computers
- Tally.ERP 9 Fundamentals

##### **b. Course output**

- Typing skills

- Documentation skill
- Data analysis skill
- Presentation skill
- Data communication
- Web Page Designing Skills
- Accounting using Tally.ERP 9
- Mobile apps
- Theoretically Strong

## **6. DIPLOMA IN COUNSELLING PSYCHOLOGY**

Course is designed as per UGC guidelines for carrier oriented courses. Rev Fr. C Joseph M.A, M. Phil will be the course instructor.

### **a. Course input**

#### **Unit I: The concept of counselling psychology**

1. The meaning, definition and nature of counselling psychology
2. The objectives of counselling psychology
3. The functions and scope of counselling psychology
4. Origin and development of Counselling psychology
5. Ethics of counselling

#### **Unit I: The concept of counselling psychology**

1. The meaning, definition and nature of counselling psychology
2. The objectives of counselling psychology
3. The functions and scope of counselling psychology
4. Origin and development of Counselling psychology
5. Ethics of counselling

#### **Unit II: Concept of growth and development and related**

1. Physical growth and development and problems
2. Cognitive development and problems
3. Moral development and problems
4. Social and emotional development and problems
5. Development of Gender identity and problems

#### **Unit III: Concept of Personality**

1. Theories of personality
2. Personality disorders
3. Assessment of personality
4. Intelligence and memory
5. Wellness and cognition

#### **Unit IV: Concept of Counselling**

1. Social thought and social behaviour
2. Sensation and perception
3. Fundamentals of counselling skills
4. Counselling skills
5. Counselling special groups

#### **Unit V: Practice of Counselling**

1. Personal counselling
2. Group counselling
3. Identifying support network
4. Referral process
5. Behavioural and psychological co relates of illness

#### **Unit VI: Counselling Practice**



1. Micro- practice
2. Personal counselling practice and reporting
3. Internship

**Unit VII: Dissertation**

1. A research report in related field in 50 pages as per the APA specification.

**b. Course output**

- Assess and diagnose the nature and intensity of day to day problems of the people.
- Integrate psychological principles and therapeutic techniques.
- Develop skills to establish congenial “on the relationship” with the clients/ sufferers.
- Relate the circumstantial, environmental, social/organizational factors with ongoing problems

**C. CERTIFICATE PROGRAMS IN DETAIL**

**1. CERTIFICATE IN HOME NURSING**

Home Nursing Course is designed as per UGC guidelines for carrier oriented courses. This course is designed in collaboration with Christian Institute of Health Sciences, Dimapur and PHC Jakhama. Mrs. Azetonu Richa will be the course instructor and she has following qualification for her merit, General Nursing and Midwifery and Post Basic B Sc in Nursing.

**a. Course input**

**Theory**

1. Functions of The Home Health Aid (Home Nurse)
2. Structure and Function of Human Body
3. Medical Terminology
4. Personal Hygiene and Hygiene Standards
5. Patient Safety
6. Primary Medical Care
7. Biomedical Waste Management
8. Emergency Medical Response
9. Professional Behaviour in Home-Care Setting
10. Patient’s Rights
11. First Aid, Dressing and Measurements
12. Infection control and prevention
13. Nutrition, feeding
14. Personnel hygiene and care, Excreta Elimination
15. Positioning and transferring
16. soft skills

**Practice (PHC- Jakhama)**

1. Primary Medical Care
2. First Aid, Dressing and Measurements
3. Emergency Medical Response
4. Infection control and prevention
5. Biomedical Waste Management
6. Positioning and transferring
7. Personnel hygiene and care, Excreta Elimination
8. Nutrition, feeding

**b. Course output**

- Describe the role of a Home Nurse and verbalize the roles of various healthcare providers.

- Demonstrate the ability to perform clinical skills essential in providing basic healthcare services.
- Demonstrate professional behaviour, personal qualities and characteristics of a Home Nurse.
- Apply principles of patient rights in a various simulated situation.
- Demonstrate communication process of a home Nursing, which also reflects professional appearance and a positive attitude.
- Practice infection control measures.
- Demonstration of various positions used for the patient for reducing complications.
- Demonstrate safe and efficient interventions for patient safety.
- Demonstrate techniques to maintain the personal hygiene needs of a patient.
- Demonstrate techniques to meet the elimination pattern of patients.
- Obtain accurate measurements of parameters required of patients.
- State principles of nutritional support of the patient.
- Demonstrate actions in the event of medical and facility emergencies
- Apply the skills for geriatric/paralytic/ immobile patient to cope with changes to their health and well-being.
- Discuss the role of a basic healthcare provider and verbalize the roles of various healthcare providers.
- Demonstrate techniques to maintain the personal hygiene needs of a patient.
- Practice infection control measures.
- Demonstrate the ability to perform clinical skills essential in providing basic healthcare services.
- Demonstrate right methods of bio medical waste management.
- Demonstrate Basic Life Support, Cardio Pulmonary Resuscitation and other actions in the event of medical and facility emergencies.
- Demonstrate good communication, communicate accurately and appropriately in the role of Home Nurse and demonstrate professional appearance and demeanor.

## **2. CERTIFICATE IN GRAPHIC DESIGN**

Course is designed as per UGC guidelines for carrier oriented courses. Mr. Moatemshi Alex will be the course instructor and he is qualified with Certificate in Computer Application from NETEC Computer Center, Kohima.

### **a. Course Input**

#### **A. Photoshop**

1. Fundamentals (Photoshop)
2. Photoshop Interface Tools
3. Colour & Tonal Adjustment
4. Working with layer
5. Creating Shapes and Painting
6. Action (Recording our works)
7. Filters & Special Fx
8. Project Work:

#### **B. CoralDraw**

1. Introduction to (Coreldraw)
2. Drawing with basic tools in CorelDraw
3. Applying and filling Colours and Outline
4. Editing and Transforming Object
5. Working with Text, alignment and formatting

6. Special Effects & Palettes
7. Project Works

**b. Course output**

- Freedom to express your imagination
- Enhanced practical and theoretical knowledge in Adobe Photoshop and CorelDraw Graphics
- Learning new techniques and skills
- Opportunity to work with reputed companies
- Social Media Post and Cover Design
- Logo Design
- Entertainment Poster Design
- Advertisement Poster Design
- Stable income
- Freelance

**3. CERTIFICATE IN COMPUTER HARDWARE AND NETWORKING**

Course is designed as per UGC guidelines for carrier oriented courses. Mr. Moatemshi Alex will be the course instructor and he is qualified with Certificate in Computer Application from NETEC Computer Center, Kohima.

**a. Course input**

1. Fundamentals of Information & Operating Systems
2. Introduction to various networking devices
3. Basic Networking concept
4. Pc Assembling and Disassembling (Desktop and Laptop)
5. Formatting and Installation of Windows and Drivers
6. Computer Networking
7. N- Computing
8. Introduction to Server and Networking Security
9. Project works

**b. Course output**

Candidates who have pursued computer hardware and networking courses can take up jobs in different companies ranging from start-ups to MNCs as all companies require skilled individuals who can solve technical and network issues within the organisations. Jobs are also available in government departments and educational institutions.

**4. CERTIFICATE IN COGNITIVE BEHAVIOUR THERAPY**

Course is designed as per UGC guidelines for carrier oriented courses. Mr. Lejo Pullokaran will be the course instructor. Mr. Lejo is a mental health therapist by profession and holds diploma in Cognitive Behaviour Therapy from the university of Calgary, Canada.

**a. Course input**

1. Unit 1: Introduction to Cognitive Behavior therapy
2. Unit 2. Overview of treatment
3. Unit 3. Cognitive Conceptualization
4. Unit 4: Structure of the First therapy session
5. Unit 5: Behaviour Activation
6. Unit 6: Problems with structuring the therapy session
7. Unit 7: Identifying Automatic Thoughts
8. Unit 8: Identifying Emotions
9. Unit 9: Additional Cognitive and Behavioral techniques

10. Unit 10: Termination and relapse prevention

**b. Course output**

1. Understand the interaction between cognitions, behaviors, emotions, and biology in the development and maintenance of psychological problems
2. Conceptualize client issues in cognitive-behavioral terms
3. Preliminary experience with clinical interview
4. Knowledge of primary CBT intervention techniques
5. Basic experience with cognitive behavioral intervention methods

**ANNEXURE NO. 4:**

**Criteria for Promotion of 2<sup>nd</sup> Semester Students  
(Under Graduate and Post Graduate Studies)  
St. Joseph's College (Autonomous),  
Jakhama, Nagaland.**

In line with the UGC guidelines issued on 29<sup>th</sup> April, 2020 regarding conduct of examinations and notification from NU dated 09<sup>th</sup> June, 2020, the following criteria are proposed:

**1. For 2<sup>nd</sup> Semester Under Graduate studies:**

- i. 30 marks: Internal Assessment
- ii. 70 marks End Semester Exam:
  - a) 50% weightage on the basis of internal continuous evaluation of 2<sup>nd</sup> semester.
  - b) 50% weightage on the basis of 1<sup>st</sup> Semester average marks, **irrespective of whether a student has a backlog or not:** the rationale behind this proposal is, if a student who has a backlog in one or two subjects but has obtained high marks in the remaining papers **will have an advantage** over the student who cleared all the paper with comparatively moderate marks.

Illustration:

	Paper 1	Paper 2	Paper 3	Paper4	Total %	Marks allotted to 2 <sup>nd</sup> semester
Student 1	70	80	0	0	75%	26 Marks
Student 2	70	80	50	50	62.5%	22 Marks

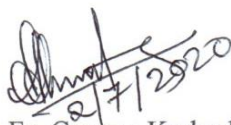
From the above illustration, it can be seen that though student 1 has a backlog in two papers, he will be allotted more marks than the student 2 even though he cleared all the papers.

**2. For B.Sc. 2<sup>nd</sup> Semester (Practical Exams):** Out of the Total 50 marks - 30 marks allotted from Internal Marks scored during 2<sup>nd</sup> Semester and 20 marks based on their 2<sup>nd</sup> Semester attendance/Practical Record Book/viva.

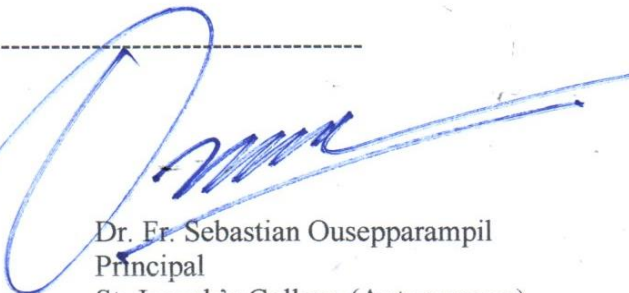
**3. For 2<sup>nd</sup> Semester Post Graduate Studies:** 30 Marks will be allotted on the basis of Assignments and 70 marks through Open Book Examination-online.

**i. Internal Continuous Assessment:** The concerned subject teacher will prepare questions for assignments and inform the students through their email/whatsApp.

**ii. Open Book Examination (OBE-Online):** For conducting OBE-online, the concerned subject teacher will prepare questions and inform the students through their email. The Students are supposed to answer the questions (hand written and Scanned) and send it through email to their respective subject teacher within the specified time.

  
27/12/2020  
Dr. Fr. George Keduolhou Angami  
Member Secretary  
St. Joseph's College (Autonomous)  
Jakhama – Nagaland



  
Dr. Fr. Sebastian Ousepparampil  
Principal  
St. Joseph's College (Autonomous)  
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**Principal**  
St. Joseph's College (Autonomous)  
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