

# **ANNUAL REPORT**

**2023-2024**



**ARUNACHAL PRADESH UNIVERSITY**

**PASIGHAT**

**(A state University established on 1 July 2022, under the Arunachal Pradesh University Act 2012)**

# ARUNACHAL PRADESH UNIVERSITY

## PASIGHAT (APUP)

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## **A. Introduction to APUP**

The Arunachal Pradesh University, Pasighat is a lone State University in Arunachal Pradesh, which was established on 1 July 2022 (Notification No. HTE-17/16/2022-HTE-BR-HTE dated 27 May 2022) under the Arunachal Pradesh University Act, 2012 (Act-5 of 2012) of the State Legislature of Arunachal Pradesh (Notification No. LAW/LEGN-13/2012, dated 16 April 2012).

The University is an affiliating university dedicated to becoming a leading hub for academic excellence and research. As per section 22 of the UGC Act, 1956, the University awards higher education degrees by conducting courses through its university departments, its constituent colleges and the affiliated colleges in regular mode *with the approval of the concerned statutory bodies and statutory council*. The name of the Arunachal Pradesh University has been included in the list of universities established as per Section 2(f) of the UGC Act, 1956, maintained by the UGC on its website [www.ugc.ac.in](http://www.ugc.ac.in) (UGC F.No.9-11/2022(CPP-I/PU 21 July 2022)).

Shri Nabam Tuki, the then Chief Minister of Arunachal Pradesh, laid the foundation stone of Arunachal Pradesh University on 11 January 2013, in the presence of the Education Minister Shri. Bosiram Siram; Union Minister Shri. Ninong Ering; Lok Sabha MP Shri. Takam Sanjay; Parliamentary Secretaries Shri. JK Panggeng, and Shri. Padi Richo; MLA Shri. Ralom Borang, Shri. Bamang Felix, Shri. Alo Libang, and Dr. Tangor Tapak; Shri. Padi Hinda (VP, APCC); Prof. Tamo Mibang (VC, RGU); Deputy Commissioner (DC) of Pasighat Shri RK Mishra; Superintendent of Police (SP) Shri Pushpendra Kumar; HODs from various institutes, Universities and Colleges, and prominent educationists of the state.

Arunachal Pradesh University is surrounded by thick evergreen tropical forests and overlooks the mighty Siang River. The University is situated at the corridor of migration of present inhabitants from the north, taking the Siang River as route in their journey to the south. Adi, Galo, and other indigenous communities with rich oral literature, particularly in the history of their migration, inhabit this land.

Pasighat, where the University is located, is one of the oldest towns in the state. It is well connected to cities like Guwahati and Itanagar through National Highway NH 515 and through airways via Dibrugarh through Bogibeel Bridge. The city also has an airport, and the

nearest railway station is at Murkong Selek, Assam, about 40 kilometers from Pasighat. Pasighat is one of the best-connected cities in the state of Arunachal Pradesh.

Dr. Tomo Riba, Professor in Department of Geography, Rajiv Gandhi Central University was appointed as first Vice Chancellor of Arunachal Pradesh State University, Pasighat and Shri Narmi Darang, Associate Professor, JNC, Pasighat was appointed as first Registrar. His Excellency, the Governor of Arunachal Pradesh Lt. Gen Kaiwalya Trivikram Parnaik PVSM, UYSM, YSM (RETD.) inaugurated the first academic session of this University on 23 August 2023. So far, the Arunachal Pradesh University, Pasighat offers five post-graduate courses i.e., Commerce, Education, Economics, Social Work, and Tribal Studies. The courses are designed keeping in mind the mission of the University that emphasizes on socio-economic development and promotion of the cultural heritage of the state of Arunachal Pradesh through research, education, and training. The university is working towards designing and offering more postgraduate courses that shall promote and produce intellectuals who will empower the society through their knowledge.

### **1. Vice Chancellor's Desk**

The land and people of East Siang District are fortunate to have the long-desired State University established at Pasighat. We are late, but not too late. It took almost ten years from the date of conceiving the idea of having own state university of Arunachal Pradesh.

The university fraternity would like to acknowledge with thanks to Shri Bosiram Siram, the then Education Minister of the state of Arunachal Pradesh, who mooted the idea of having own state university and got it passed in the State Legislative Assembly in the year 2011 and finally the University Act (No. 5 of 2012) was published in the Arunachal Pradesh Gazette in the year 2012.

The state of Arunachal Pradesh was fortunate to have Brigadier (Rtd) B.D. Mishra as the Governor of the State who gave special attention to the long desired mission of the state and gave life to it. Due to his initiative, a Search Committee for Vice-Chancellor was formed and finally I got the opportunity to be the First Vice-Chancellor of the First State University. Lt. General Kaiwalya Trivikram Parnaik, the present Chancellor of Arunachal Pradesh University and His Excellency, the Governor of Arunachal Pradesh is also very much concerned about the timely growth of this university.

Among many, I would like to mention the names of Professor Saket Kushwaha, present Vice-Chancellor of Rajiv Gandhi University, Rono Hills, Doimukh, Professor Debabrata Das, Vice-chancellor of Assam Rajiv Gandhi University of Cooperative Management, Sivsagar, Assam and Prof. Otem Padung, the Finance Officer of the Rajiv Gandhi University who were very much concerned about the beginning of the university. Here, I do not claim that I qualify their vision, however, shall never fail them.

The University fraternity must acknowledge the hard work of Dr. S.N. Jha, Associate Professor, JNC Pasighat who was appointed as Officer on Special Duty (OSD) long back and who kept in touch with the state government regarding this university. Arunachal Pradesh University is lucky to have Shri Narmi Darang, Associate Professor, JNC as the First Registrar of the University. The humble beginning was possible only due to his ability and mobility towards his work. He was adjudged as one of the Outstanding College Teachers of the state in 2014.

The university, while fulfilling its objectives, shall always remember the goal enshrined in the Arunachal Pradesh Act 2012 which says *"The University shall endeavor through research, education, training and extension to play a positive role in the socio-economic development and promotion of cultural heritage of the state of Arunachal Pradesh."*

## **2. Location of the University and How to Reach**

The Arunachal Pradesh University, Pasighat is located on the right bank of Siang River (Brahmaputra) where the river enters the plains at Pasighat after arduous long journey through the hills, starting from Tibet. Here, the river looks relaxed and flows sluggishly after long journey of tumbling rapids.

The Arunachal Pradesh University overlooks the mighty Siang river and enjoys the cool wind that rise after hitting its right bank. Being located at most humid part in the North East Region of India, the university is surrounded by thick evergreen tropical forest with impenetrable undergrowth.

The University is situated at the corridor of migration of present inhabitants from north taking the Siang River as guide in their journey to south. Today, Pasighat is inhabited by Adi, Galo, and other ethnic group of people. These indigenous people are very rich in oral literature, particularly in the history of their migration.

Developed during British Period, Pasighat is the oldest town in the state of Arunachal Pradesh. It is connected to Guwahati and Itanagar through National Highway NH 515, Dibrugarh through Bogibeel Bridge, Aalo and Eastern part of the state with all-weather road. Within the town, there is an airport. Nearest Railway station is at Murkong Selek, Assam, about 40 km. away from Pasighat. Thus, Pasighat is the best connected town in the state of Arunachal Pradesh. Pasighat town has been declared as first Smart City of the State.

### **3. Establishment of the University**

The Arunachal Pradesh University, Pasighat was established on 1 July 2022 (Notification No. HTE-17/16/2022-HTE-BR-HTE dated 27 May 2022) under the Arunachal Pradesh University Act, 2012 (Act-5 of 2012) of the State Legislature of Arunachal Pradesh (Notification No. LAW/LEGN-13/2012, dated 16 April 2012).

### **4. University Act**

#### **NOTIFICATION**

**The 16<sup>th</sup> April, 2012**

No. LAW/LEGN-13/2012—The following Act of the Arunachal Pradesh Legislative Assembly which was passed in the Eighth Session of the Fifth Legislative Assembly and received the assent of the Governor of Arunachal Pradesh is hereby published for general information.

**(Received the assent of the Governor on 8th April, 2012)**

**THE ARUNACHAL PRADESH UNIVERSITY ACT, 2012**

**(ACT NO. 5 OF 2012)**

**AN**

**ACT**

to establish and incorporate a teaching and affiliating University for the State of Arunachal Pradesh.

Whereas, it is expedient to establish and incorporate a teaching and affiliating University for the benefit of the people of the State of Arunachal Pradesh and to develop the intellectual, academic and cultural advancement of the said area, it is hereby enacted by the Legislative Assembly of Arunachal Pradesh in the Sixty-third Year of the Republic of India as follows:

#### **1. Short title, extent and commencement-**

(1) This Act may be called the Arunachal University Act, 2012.

(2) Notwithstanding anything contained in any other Act, this Act shall extend to the State of Arunachal Pradesh.

(3) This Act shall come into force on such date as the Governor of Arunachal Pradesh may, by notification in the Official Gazette, appoint.

## **2. Definitions-**

In this Act, and in the Statutes, Ordinances and Regulations made under this Act, unless the context otherwise requires,

- (1) “Academic Council” means the Academic Council of the University;
- (2) “Academic Staff” means such categories of staff as are designated as academic staff of the University; “Approved Institution” means an institution providing facilities for a Certificate or Diploma Course or both;
- (3) “Autonomous College or Campus or Institution” means a College or Campus or Institution on which the status of autonomy has been conferred by the University ;
- (4) “Board of Studies” means the Board of Studies of the University;
- (5) “Campus” means a unit established or constituted by the University through the Statutes for making arrangements for instruction or research or both;
- (6) Chancellor”, “Vice-Chancellor”, “Pro-Vice Chancellor” means respectively, the Chancellor, Vice-Chancellor and Pro-Vice-Chancellor of the University;
- (7) “College” means a College maintained by or admitted to the privileges of the University;
- (8) “Court” means the Court of the University;
- (9) “Department” means a Department of Studies established by the statutes;
- (10) “Employee” means any person appointed by the University in the University or a maintained College or a maintained Institution and includes teachers and other staff of the University;
- (11) “Executive Council” means the Executive Council of the University;
- (12) “Faculty” means a Faculty of the University;
- (13) “Finance Committee” means the Finance Committee of the University;
- (14) “Government” means the Government of Arunachal Pradesh;
- (15) “Governing Body” in relation to a College or Institution means the Governing Body or any other body (by whatever name called), charged with the management of the affairs of the College or Institution or Approved Institution as the case may be and recognized as such by the University;



- (16) “Grievance Committee” means Grievance Committee constituted to look into the grievances of the employee concerned;
- (17) “Hostel” means an unit of residence of corporate life for the students of the University, College or Institution, provided, maintained or recognized by the University;
- (18) “Institution” means an academic institution as the context may require (other than a College or Approved Institution) maintained by or admitted to the privileges of the University;
- (19) “Joint Consultative Machinery” means the Joint Consultative Machinery set up for the employees;
- (20) “Misconduct” means the misconduct as defined by the statutes;
- (21) “Official Gazette” means the Government of Arunachal Pradesh Gazette;
- (22) “Planning Board” means the Planning Board of the University;
- (23) “Prescribed” means prescribed by statute made under the Act;
- (24) “Principal” means the Head of a College or an Institution, and includes where there is no Principal, the person for the time being duly appointed to act as Principal, and , in the absence of the Principal or the acting Principal, a Vice-Principal duly appointed as such;
- (25) “Statutes” “Ordinance” and “Regulation” means respectively the Statutes, Ordinances and Regulations of the University made under this Act and for the time being in force;
- (26) “Student” means a person who is admitted to a Department of the University or a College or an Institution and is borne on the attendance register thereof;
- (27) Teachers
- (i) “Teachers of the University” means a Professor, Associate Professor, Assistant Professor and such other persons as may be appointed for imparting instructions or conducting research in the University or in any College or Institution maintained by the University and are designated as teachers by the Statutes;
- (ii) “Recognized Teacher” means such persons as are recognized by the University for the purpose of imparting instruction in a College or any Institution not maintained by the University admitted to the privileges of the University, and are designated as Recognized teachers by the Statutes;

(iii)“Approved Teachers” means such persons as are approved by the University for imparting instructions in Institutions admitted to the privileges of the University, providing instruction for a Diploma or Certificate Course or both, and are designated as Approved teachers by the Statutes;

(28) “University” means the Arunachal Pradesh University.

3. (1) There shall be established a University by the name of “Arunachal Pradesh University”.
  - (2) The Headquarters of the University shall be at Pasighat.
  - (3) The first Chancellor, the first Vice-Chancellor and the first members of the Court, the Executive Council, the Academic Council and the Planning Board and all persons who may hereafter become such officers or members, so long as they continue to hold such office or membership, are like hereby constituted a body corporate by the name of “Arunachal Pradesh University”.
  - (4) The University shall have perpetual succession and a common seal and shall sue and sued by the said name.
4. The object of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, and endeavour through research, education, training and extension to play a positive role in the socio-economic and cultural development of Arunachal Pradesh and in particular the objects set up in the first Scheduled to the Act.
5. The University shall have the following powers:
    - (1) to provide for instruction in such branches of learning as the University may, from time to time, determine and to make provisions for research, training and for the advancement and dissemination of knowledge;
    - (2) to take such steps as would contribute to the economic advancement and welfare of the people of Arunachal Pradesh;
    - (3) to grant, subject to such conditions as the University may determine, diplomas or certificates and confer degrees and other academic distinctions (on the basis of examination, evaluation or any other method of testing) on persons [and to withdraw any such diplomas, certificates, degrees or other academic distinctions for good and sufficient reasons subject to such condition as the University may determine];
    - (4) to organize and to undertake extramural studies, training and extension services;

- (5) to confer honorary degrees, other distinctions in the manner prescribed by the Statutes;
- (6) to provide instruction, including correspondence and such other courses, through continuing education to such persons as are not members of the University as it may determine;
- (7) to institute principalships, professorships, readerships, lecturerships and other teaching or academic positions required by the University and to appoint person to such principalships, professorships, readerships, lecturerships or other positions;
- (8) to recognize or approve persons for imparting instructions in any College or Institution or Approved Institution admitted to the privileges of the University;
- (9) to appoint on contract or otherwise visiting Professor, Consultants, Research scholars, Fellows and such other persons who may contribute to the advancement of the objects of the University;
- (10) to create administrative, ministerial and other posts and to make appointments there to and to determine their conditions of services in accordance with the statutes ;
- (11) to cooperate or collaborate with any other University or authority or Institution in such manner and for such purposes as the University may determine;
- (12) to approve persons working in any institution cooperating, collaborating or associating with the University, for imparting instruction or supervising research, or both and to withdraw such approval;
- (13) to make provision for research, training an advisory services, and for that purpose to enter into such arrangements with other institutions or bodies as the University may deem necessary;
- (14) to establish such Campuses, Centres, Institutions specialized laboratories or other units for research, instruction and training as are, in the opinion of the University, necessary for furtherance of its objects, as prescribed;
- (15) to institute and award fellowships, (including travelling fellowships) scholarships, studentships, medals and prizes in accordance with the Statutes;
- (16) to establish and maintain Colleges, Institutions and hostels;
- (17) to admit to its privileges, Colleges, Institutions and Approved Institutions not maintained by the University; to withdraw all or any of these privileges in accordance

with such conditions as may be prescribed and to recognize Hostels not maintained by the University and to withdraw any such recognition;

- (18) to declare a Campus, College or an Institution as an autonomous Campus, College or an Institution, as the case may be and the extent of autonomy and the matters in relation to which it may exercise autonomy;
- (19) to determine standards for admission in the University, Colleges, Institutions and Approved Institutions which may include examinations, evaluations or any other method of testing;
- (20) to demand and receive payment of fees and other charges;
- (21) to supervise the residences of the students of the University and to make arrangements for promoting their health and general welfare;
- (22) to make special arrangements in respect of women students as the University may consider desirable;
- (23) to regulate the conduct of and enforce discipline among the students of the University and the Colleges and Institutions including Hostels and take such disciplinary measures in this regard as may be deemed necessary by the University;
- (24) to regulate the conduct and duties of the employees of the University and of employees of Colleges and Institutions;
- (25) to regulate and enforce discipline among the employees of the University and take such disciplinary measures in this regard as may be deemed necessary;
- (26) to make arrangements for promoting the health and general welfare of the employees;
- (27) to receive with the approval of the State Government, benefactions, donations, gifts and grants and to acquire, hold manage and dispose of property movable or immovable including trusts and endowment properties for the purpose of the University;
- (28) to accept grants from the Central or any State Government of the University Grants Commission and, with the approval of the State Government from other sources ;
- (29) to borrow, with the approval of the Government on the security of the property of the University, money for the purposes of the University;
- (30) appoint persons working in any other University, Institution or organizations as teachers of the University for a specified period, and to make special arrangements to facilitate this; and

- (31) to do all such other acts and things whether incidental to the powers aforesaid or not as may be required in order to further the objects of the University.
6. (1) The jurisdiction of the University shall extend to the State of Arunachal Pradesh. Notwithstanding anything in any other law for the time being in force no educational institution within the State of Arunachal Pradesh, shall be associated in any way with or be admitted to any privilege of any other University incorporated by law in India, and any such privilege granted by any such other University to any educational institutions within these limits prior to the commencement of this Act, shall be deemed to be withdrawn on the commencement of this Act.
- (2) No College or Institution situated within the limits of the jurisdiction of the University, but not admitted to its privileges, shall associate with, or be admitted to the privileges of any other University except with the previous approval of the State Government.
- (3) The jurisdiction of the University shall also extend to all Colleges or Institutions, as may be admitted to the privileges of the University from time to time.
7. (1) The University shall be open to persons of either sex and of whatever race, creed, caste or Class, and it shall not be lawful for the University to adopt or impose on any person any test whatsoever of religious belief or profession in order to entitle him to be admitted therein, as a teacher or student or to hold any office therein or to graduate thereat.
- (2) Nothing in sub-section (1) of this section shall be deemed to prevent the University for making special provisions for admission of women, persons physically handicapped or persons belonging to any socially and or educationally backward classes of the people in Arunachal Pradesh and, in particular, of the Scheduled Tribes and Scheduled Castes.
- (3) Nothing in this section shall be deemed to require the University to admit to any course of study a larger number of students, than that may be determined by the Ordinances.
8. (1) The Governor, Arunachal Pradesh shall be the Chancellor of the University.
- (2) The Chancellor shall, by virtue of his office, be the head of the University and shall, if present, preside over the Convocations of the University held for conferring degrees.
- (3) The Chancellor shall have the right to cause an inspection to be made by such person or persons as he may direct, of the University, its buildings laboratories and equipment and of any College or Institution maintained by the University or admitted to its privileges or an approved Institution and also of the examinations, teaching and other work conducted

or done by the University and to cause an inquiry to be made in like manner in respect of any matter connected with the Administration or finances of the University, Colleges or Institutions.

- (4) The Chancellor shall, in every case give notice of his intention to cause an inspection or inquiry to be made;
  - (a) To the University, if such inspection or inquiry is to be made in respect of the University, College or Institution maintained by it; or
  - (b) To the Governing Body of the Colleges or Institution through the Vice-Chancellor if the inspection or inquiry is to be made in respect of College or any Institution or an Approved Institution admitted to the privileges of the University not maintained by the University, and the University or Governing Body as the case may be, shall on receipt of such notice, have the right to make such representation to the Chancellor as it may consider necessary.
- (5) After considering the representations, if any, made by the University or the Governing Body as the case may be, the Chancellor may cause to be made such inspection or inquiry as is referred to in sub-section-(2) of this Section.
- (6) Where any inspection or inquiry has been caused to be made by the Chancellor, the University or the Governing Body as the case may be shall be entitled to appoint a representative who shall have the right to be present and be heard at such inspection or inquiry.
- (7) The Chancellor, may, if the inspection or inquiry is made in respect of the University of any College or Institution maintained by it, address the Vice-Chancellor with reference to the result of such inspection or inquiry and the Vice-Chancellor with reference to the result of such inspection or inquiry and the Vice-Chancellor shall communicate to the Executive Council the views of the Chancellor may be pleased to offer upon the action to be taken thereon.
- (8) The Chancellor may, if the inspection or inquiry is made in respect of any College or Institution or an Approved Institution admitted to the privileges of the University, address the Governing Body concerned through the Vice-Chancellor with reference to the result of such inspection or enquiry, his views thereon and such advice as he may be pleased to offer upon the action to be taken thereon.

- (9) The Executive Council or the Governing Body as the case may be, shall communicate through the Vice-Chancellor to the Chancellor such action, if any, as it is proposed to take or has been taken upon the result of such inspection or inquiry.
  - (10) Where the Executive Council or the Governing Body does not within any reasonable time take action to satisfaction of the Chancellor, the Chancellor may, after considering any explanation furnished or representation made by the Executive Council or Management issue such directions as he may think fit and the Executive Council or Management as the case may be, shall comply with such directions.
  - (11) Without prejudice to the foregoing provisions of this section, the Chancellor may, by order in writing, annul any proceedings of the University which is not in conformity with this Act, the Statutes or Ordinances.
  - (12) Every proposal for the conferment of a honorary degree shall be subject to the confirmation of the Chancellor.
  - (13) The Chancellor may, at such intervals as he may decide, appoint Committees to recommend the annual grants to be paid to the University for fulfillment of its objectives : Provided that before making any such order, the Chancellor shall call upon the University to show cause why such an order shall not be made, and if any cause is shown within a reasonable time he shall consider the same.
  - (14) The Chancellor shall exercise such other powers and perform such other functions as may be conferred on or vested in him by or under the provisions of the Act or be prescribed by the Statutes.
9. The following shall be the officers of the University:
- (1) The Chancellor
  - (2) The Vice-Chancellor
  - (3) The Pro-Vice Chancellor, if any;
  - (4) The Deans of the Faculties;
  - (5) The Registrar;
  - (6) The Controller of Examinations;
  - (7) The Finance Officer ; and
  - (8) Such other officers as may be declared by the Statutes to be officers of the University.

**10.** (1) The Vice-Chancellor shall be appointed by the Chancellor from among a Panel of not less than three persons who shall be recommended by a committee in alphabetical order without indicating any order of preference. The Committee shall consist of the following persons namely:

- (a) A nominee of the Chancellor, who shall act as the convenor of the Committee;
- (b) A nominee of the Executive Council;
- (c) A nominee of the State Government;
- (d) A nominee of the Chairperson of the University Grants Commission, and three members shall form a quorum of the meeting of the Committee:

Provided that none of the members of the committee shall be an employee of the University or member of any authority of the University connected with any approved Institution or College or Institution recognized by or associated with the University. Provided, further that if the Chancellor does not approve any of the persons included in the Panel, he may call for a fresh Panel from the Committee.

**(2) (a)** The Vice-Chancellor shall hold office for five years from the date on which he enters office or till he attains the age of 65 years whichever is earlier, unless sooner removed by an order passed by the Chancellor and shall subject to the provisions of this Section shall not be eligible for appointment for any further term:

Provided that a Vice-Chancellor shall not be removed from office except by an order of the Chancellor, without giving him an opportunity to cause, and accept on the ground of incapacity mismanagement, misconduct or misuse of power proved by an Enquiry to be held by a sitting or retired Judge of the Supreme Court or a High Court appointed by the Chancellor.

**(b)** Notwithstanding the provisions of clause (a) of this sub-section, the Chancellor may allow a Vice-Chancellor whose appointment comes to an end either on expiry of the term of five years or on his attaining the age of 65 years, to continue in office till his successor is appointed and enters upon his office:

Provided that the Vice Chancellor shall not continue as such for a period exceeding six months

**(3)** The Vice-Chancellor may, by writing under his hand addressed to the Chancellor, resign his office.



- (4) The Vice-Chancellor shall be the Principal Academic and Executive Officer of the University and shall rank next to the Chancellor and shall exercise general supervision and control over the affairs of the University and give effect to the decision of all the authorities of the University. He shall also exercise such other powers and perform such other duties as may be delegated to him by any authority or body of the University or as may be prescribed by Statutes, Ordinance or Regulations.
- (5) The Vice-Chancellor may if he is of the opinion that immediate action is necessary on any matter, exercise any power conferred on any authority of the University by or under this Act and shall report to such authority the action taken by him on such matter-  
Provided that if the authority concerned is of opinion that such action ought not to have been taken it may refer the matter to the Chancellor whose decision thereon shall be final:  
Provided that any person in the service of the University who is aggrieved by the action taken by the Vice- Chancellor under this sub-section shall have the right to appeal against such action to the Executive Council within three months from the date on which decision on such action is communicated to him and Executive Council may confirm, modify or reverse the action taken by the Vice- Chancellor.
- (6) The Vice-Chancellor shall be a whole time salaried officer of the University.
- (7) The emoluments and other terms and conditions of service of the Vice-Chancellor shall be prescribed by the Statutes.
- (8) The Vice-Chancellor shall be entitled to such terminal benefits and allowances as may be fixed by the Executive Council with the approval of the Chancellor from time to time.
- (9) The Vice-Chancellor shall exercise any other power and shall perform any other power as may be prescribed by the Statutes.
- (10) If the Vice-chancellor by reason of his leave, illness or any other cause is temporarily unable to exercise the powers and perform the duties of his office or if a vacancy occurs in the office of the Vice-Chancellor by reason of death, resignation or expiry of the term of his office or otherwise, then during the period of such temporary inability, or pending the appointment of Vice-Chancellor as the case may be, the Pro-Vice-Chancellor, if there be any, shall exercise the powers and perform the current duties of the Vice Chancellor:  
Provided that if for the time being there is no Pro-Vice-Chancellor, the Chancellor may appoint the senior most Dean of the Faculty and if there is no Dean in the University

for the time being senior most Professor to exercise the powers and to perform the current duties of the Vice-Chancellor.

- 11. (1)** The Executive Council may, if it is deemed expedient to do so, appoint a Pro Vice-Chancellor for such term as be decided by the Executive Council and the Pro-Vice-Chancellor shall have powers and perform such duties as may be prescribed by the Statutes.
- (2)** The Executive Council may instead of appointing a full time Pro-Vice-Chancellor appoint a Professor, on the recommendation of the Vice-Chancellor to be a part-time Pro-Vice Chancellor in addition to his own duties as Professor.
- (3)** The emoluments and other terms and conditions of the Pro-Vice-Chancellor shall be prescribed by the Statutes.
- 12.** Every Dean of the Faculty shall be appointed in such manner and shall exercise such power and perform such duties as may be prescribed by the Statutes.
- 13. (1)** The Registrar shall be appointed in such manner as may be prescribed by the Statutes. **(2)** The Registrar shall have the power to sign documents and authenticate records on behalf of the University and shall exercise such other powers and perform such other duties, as may be prescribed by the Statutes.
- 14.** The Finance Officer shall be appointed in such manner and shall exercise such powers and perform such duties as may be prescribed by the Statutes.
- 15.** The manner of appointment, and powers and duties of other officers of the University shall be prescribed by Statutes.
- 16.** The following shall be the authority of the University:
  - (1)** The Court
  - (2)** The Executive Council
  - (3)** The Academic Council
  - (4)** The Planning Board
  - (5)** The Finance Committee
  - (6)** The Faculties; and
  - (7)** Such other authorities as may be declared by the Statutes to be Authorities of the University.
- 17. (1)** The Court shall consist of the following persons, namely:
  - (i)** The Chancellor

- (ii) The Vice-Chancellor
- (iii) The Pro-Vice-Chancellor
- (iv) The Deans' of the faculties of Post Graduate classes;
- (v) Heads of Post-Graduate departments;
- (vi) Secretary (Education), Government of Arunachal Pradesh;
- (vii) Secretary (Finance), Government of Arunachal Pradesh or his nominee, not below the rank of Deputy Secretary;
- (viii) Directors of Higher and Technical Education;
- (ix) Principals of affiliated colleges by rotation to be nominated by the Vice-Chancellor in order of seniority;
- (x) Principal of constituent colleges, if any;
- (xi) Two professors (other than Heads of Departments); Two Associate Professors and Two Assistant Professors to be nominated by rotation by the Vice-Chancellor and of these six persons, at least two shall be women.
- (xii) Two post graduate students (one of them shall be women) having good academic record to be nominated by the Vice-Chancellor:
  - Provided that student to be so elected must have been a student of the University for at least one year prior to his election:
  - Provided further that no student who has taken more than one year in excess of the period prescribed for the course of which he is a student would be eligible for such election.
- (xiii) One officer to be nominated by the Vice-Chancellor;
- (xiv) One non-teaching employee of the University to be nominated by the Vice-Chancellor;
- (xv) Three Assistant Professors from affiliated colleges by rotation to be nominated by the Secretary, Department of Education of the State Government.
- (xvi) Three members of the Arunachal Pradesh Legislative Assembly to be nominated by the Speaker of the Assembly.
- (xvii) Three senior teachers of Higher Secondary Schools to be nominated by the Director of Secondary Education: Five persons including two women, distinguished in

literature, art, law, science, medicine, engineering, industry, commerce, social service and public life to be nominated by the Chancellor.

- (2)** The terms of members other than Ex-officio members shall be three years.
  - (3)** The Court shall meet at least once a year, other than for convocation on a date to be fixed by the Vice-Chancellor. The Court may also meet more than once at such time; as it may from time to time decide.
  - (4)** The Vice-Chancellor, may whenever he thinks fit, and shall upon a requisition signed by not less than one third of the total number of members convene a meeting of the Court. Such meetings on the requisition shall be held, within fifteen days of the receipt of the requisition.
  - (5)** Twelve members shall form the quorum of the meeting of the Court: Provided that no such quorum shall be required at Convocation.
  - (6)** The Court shall be an advisory body and subject to the provision of the Act, the Court shall have the following powers and functions, namely:
    - (a)** To review from time to time the board policies and programmes of the University and to suggest measures for improvement and development of the University.
    - (b)** To consider and pass resolution on annual report and the annual account of the University and the audit report on such account.
    - (c)** To advise the Chancellor in respect of any matter which may be referred to it for advice; and
    - (d)** To perform such other functions as may be prescribed by the Statutes.
- 18. (1)** The Executive Council shall be the principal executive body of the University and shall consist of the following members:
- (i)** The Vice-Chancellor;
  - (ii)** The Pro-Vice-Chancellor, if any;
  - (iii)** The Secretary, Education, Government of Arunachal Pradesh;
  - (iv)** The Secretary, Finance, Government of Arunachal Pradesh;
  - (v)** Two Deans of faculties by rotation on the basis of seniority, to be nominated by the Vice-Chancellor;
  - (vi)** One Professor (other than a Dean) by rotation to be nominated by the Vice-Chancellor on the basis of seniority;

- (vii) One Associate Professor, by rotation to be nominated by the Vice-Chancellor on the basis of seniority.
  - (viii) One Principal of the affiliated colleges by rotation to be nominated by the Secretary, Education Department of the Government of Arunachal Pradesh;
  - (ix) Two members of whom one should be a women to be nominated by the Chancellor;
  - (x) A nominee of the Chairperson of the University Grants Commission;
  - (xi) Two senior Professors of other Universities to be nominated by the Vice-Chancellor in consultation with the Vice-Chancellor of the University concerned.
- (2) Six persons of the Executive Council shall form a quorum for meeting of the Executive Council.
- (3) The Executive Council shall hold, control and administer the property and fund of the University and shall conduct all administrative affairs of the University not otherwise provided for.
- (4) The Executive Council shall exercise such other powers and perform such duties as may be prescribed by the Statutes.
- (5) The term of the members other than the ex-officio members shall be three years.
- 19. (1)** The Academic Council shall be the principal academic body of the University and shall, subject to the provisions of this Act, the Statutes and ordinances, coordinate and exercise general supervision other the academic policies of the University. The Academic Council shall keep under review the maintenance of standards of instruction, education, research, training and examination within the University.
- (2) The Academic Council shall consist of the following members:
- (i) The Vice-Chancellor;
  - (ii) The Pro-Vice-Chancellor, if any
  - (iii) The Controller of Examination;
  - (iv) The Deans of the faculties;
  - (v) All Heads of the Departments of the University;
  - (vi) Where there is no department in a subject in the University, the senior teachers from the affiliated colleges, in that subject shall be nominated by the Secretary, Education Department of the Government of Arunachal Pradesh;

- (vii) One Professor of each Department of the University other than the Heads of Departments to be nominated by the Vice-Chancellor;
  - (viii) All Principals of affiliated/constituent colleges;
  - (ix) Director of Higher & Technical Education or his nominee, not below the rank of Joint Director;
  - (x) Three persons of academic eminence to be nominated by the Chancellor from outside the University.
- (3) The terms of the members of the Academic Council other than the ex-officio members shall be three years.
- (4) One third of the members shall form the quorum for a meeting.
- (5) The Academic Council shall exercise such powers and perform such duties as may be prescribed by the Statutes.
- 20.** (1) There shall be constituted a Planning Board of the University which shall be the principal planning body of the University, and also be responsible for the monitoring of the developments of the University on the lines indicated in the objectives prescribed.
- (2) The Executive Council shall consider the recommendations of the Planning Board, where considered necessary in consultation with the Academic Council and take decision on the same.
- (3) The Planning Board shall consist of the following:
- (i) The Vice-Chancellor;
  - (ii) The Pro-Vice-Chancellor;
  - (iii) The Secretary, Department of Planning, Government of Arunachal Pradesh;
  - (iv) Two Deans of Faculties to be nominated by the Vice-Chancellor;
  - (v) One Professor other than a Dean to be nominated by the Vice-Chancellor;
  - (vi) One Head of the Department, other than Dean and Professor, to be nominated by the Vice-Chancellor;
  - (vii) One Principal out of Principals of affiliated colleges, by rotation to be nominated by the Vice-Chancellor;
  - (viii) Two outside experts, experienced in University Planning Administration and academic affairs to be nominated by the Chancellor;
- (4) The term of office of the members, other than the ex-officio members shall be three years.

(5) One third of the members shall form the quorum for a meeting.

(6) The Planning Board shall exercise such powers and perform such duties as may be prescribed by the Statutes.

**21.** (1) The Finance Committee shall consist of the following:-

(i) The Vice-Chancellor

(ii) The Pro-Vice-Chancellor, if any;

(iii) The Secretary, Finance Department of the Government of Arunachal Pradesh.

(iv) The Secretary, Education Department of the Government of Arunachal Pradesh.

(v) One Principal affiliated/constituent college to be nominated by the Vice-Chancellor;

(vi) One Dean to be nominated by the Vice-Chancellor;

(vii) Finance Officer of the University.

(2) All members of the Finance Committee other than the ex-officio members shall hold office for a term of three years.

(3) Four members shall form the quorum for a meeting of the Finance Committee.

(4) The powers and functions of the Finance Committee shall be prescribed by the Statutes.

**22.** The constitution, powers and functions of the faculties shall be prescribed by the Statutes.

**23.** The constitution, powers and functions of other authorities as may be declared by the Statutes to be authorities of the University, shall be prescribed by the Statutes.

**24.** (1) There shall be Selection Committees for making recommendations to the Executive Council for appointment to the posts of Professors, Associate Professors, Assistant Professors, Registrar, Controller of Examinations, Finance Officer, Librarian and any other officers of the University, as may be provided by the Statutes.

(2) The composition of the selection committees, the procedure to be followed by the Selection Committee in making the recommendations, the power of the Executive Council in making appoints etc. shall be prescribed by the Statutes.

**25.** Subject to the provisions of this Act the Statutes may provide for all or any of the following matters namely:

(a) The constitution, powers and functions of the authorities and other bodies of the University, as may be constituted from time to time;

- (b)** The election and continuance in office of the members of the said authorities and bodies, the filling of vacancies of members, and all other matters relative to those authorities and other bodies for which it may be necessary or desirable to provide;
- (c)** The appointment, powers and duties of the officers of the University and their emoluments;
- (d)** The appointment of teachers of the University and other academic staff and their emoluments;
- (e)** The appointment of teachers and other academic staff working in and other University or organization for a Specified period for an approved programme;
- (f)** The conditions of service of employees including provision for pension, insurance and provident fund, the manner of termination of service and disciplinary action;
- (g)** The principles governing seniority of service of employees;
- (h)** The procedure for arbitration in cases of dispute between employees or students and the University;
- (i)** The procedure for appeal to the Executive Council by any employee or student against the action of any officer or authority of the University.
- (j)** The participation of students in the affairs of the University.
- (k)** The conferment of honorary degrees;
- (l)** Code of Ethics for its teachers and the categories of misconduct for which any action may be taken;
- (m)** The manner in which the assessment of its teachers be done at prescribed intervals;
- (n)** The institution of fellowships (including travelling fellowships), scholarships, studentships, medal and prizes;
- (o)** The maintenance of discipline among the students;
- (p)** The establishment and abolition of Faculties, Departments, Hostels, Colleges, and Institutions;
- (q)** The conditions under which Colleges and Institutions may be admitted to the privileges of the Universities and the withdrawal of such privileges;
- (r)** The management, supervision and inspection of colleges and institutions established or maintained by the University;



- (s) The constitution of the Governing Bodies of colleges and institutions admitted to the privileges of University and the supervision and inspection of such colleges and institutions.
- (t) The constitution of Governing Bodies of Approved Institutions admitted to the privileges of the University and supervision and inspection of such Institutions;
- (u) The extent of the autonomy which a campus or Colleges or Institutions declared as an Autonomous Campus or Colleges or Institutions under Clause (18) of Section 5, may have and the matters in relation to which such autonomy may be exercised;
- (v) The delegation of powers vested in the authorities or officers of the University. (w) The medium of instruction and examination;
- (w) The medium of instruction and examination;
- (x) The award of degrees, diploma, certificates and other academic distinction the qualifications for the same and the means to be taken relating to the granting and obtaining of the same.
- (y) The withdrawal of degrees, diplomas, certificates and other academic distinctions for good and sufficient reasons.
- (2) The establishment of Campuses, Special Centres, specialized laboratories and other units for research, training and instruction.
  - (a) The manner of cooperation and collaboration with other Universities and authorities including learned bodies or associations;
  - (b) The creation, composition and functions of any other body which is considered necessary for improving the academic life of the University;
  - (c) Constitution and terms of reference of the Grievance Committee for its employees and students;
  - (d) Constitution and terms of reference of the Joint Consultative Machinery to be set up for its employees; and
  - (e) All other matters which by this Act are to be or may be provided by the Statutes.

**26.** (1) The first Statutes are those set out in the second schedule.

- (2) The Executive Council may, from time to time, make new or additional Statutes or may amend or repeal the Statutes referred to in sub-section (1) in consultation with Academic Council or Planning Board, as may be expedient.

- (3) As per provisions of sub-section (2) of this Section, the Executive Council shall not make, amend or repeal any Statutes affecting the status, powers or constitution of any authority of the University until such authority has been given an opportunity to express an opinion in writing on the proposed changes, and any opinion so expressed shall be considered by the Executive Council.
  - (4) Every new Statute or addition to the Statutes or any amendment or repeal of the statute shall require the approval of the Chancellor who may assent thereto or withheld assent or remit to the Executive Council for consideration.
  - (5) A new Statutes or a Statute amending or repealing an existing statute shall not be valid unless it has been assented to by the Vice-Chancellor.
  - (6) Notwithstanding anything contained in the foregoing sub-section, the Chancellor may make new or additional statutes or amend or repeal the Statutes referred to in subsection (1), during the period of three years immediately after the commencement of this Act.
  - (7) As per provisions of sub-section (6) of this section, on the expiry of the said period of three years, the Chancellor may make within one year from the date of such detailed Statutes, as he may consider necessary and such detailed statutes shall be laid before the Legislative Assembly of Arunachal Pradesh.
  - (8) The Chancellor may propose to the University to prepare a Statutes on a specified item. However, if the Executive Council is unable to accept the proposal of the Chancellor, it may give reason therefore, and the decision of the Chancellor will be final.
- 27.** (1) Subject to the provisions of this Act and the Statute, the Ordinances may provide for all or any of the following matters, namely:
- (a) The admission of students to the University and their enrolment as such.
  - (b) The course of study to be laid down for degrees, diplomas and certificates of the University.
  - (c) The award of degree, diplomas, certificates and other academic distinctions, the qualifications for the same and the means to be taken relating to the granting and obtaining of the same.
  - (d) The conduct of examinations, including the term of office and of appointment and the duties of examining bodies, examiners and moderators;
  - (e) The conditions of residence of the students of the University.

- (f) The special arrangements, if any, which may be made for the residence, discipline and teaching of women students and prescribing of special courses of studies for them; and
  - (g) All other matters which by this Act or the Statutes may be provided for by the Ordinances.
- (2) The first Ordinances shall be made by the Vice-Chancellor with the previous approval of the Chancellor and the Ordinances so made may be amended, repealed or added to at any time by the Executive Council in the manner prescribed by the Statutes.
- 28.** The authorities of the University may make Regulations consistent with this Act, the Statutes and the Ordinances for the conduct of their own business and that of the Committees appointed by them and not provided for by this Act, the Statutes or the Ordinances in the manner prescribed by the Statutes.
- 29.** (1) The annual report of the University shall be prepared under the direction of the Executive Council and shall be submitted to the Court on or after such date as may be prescribed by the Statutes and the Court shall consider report in its annual meeting.
- (2) The Court shall submit the annual report to the Chancellor alongwith its comments, if any.
- (3) A copy of the Annual Report as prepared under sub-section (1) shall also be submitted to the State Government.
- 30.** (1) The annual accounts and balance-sheet of the University shall be prepared under directions of the Executive Council and shall once, at least every year and at intervals of not more than fifteen months be audited by the Director of Accounts or by any other authorities as may be directed by the State Government.
- (2) The annual accounts when audited shall be published in the Official Gazette and a copy of the accounts together with the report of the Director of Accounts or any other authorities as may be directed by the State Government shall be submitted to the Court and the Chancellor alongwith the observations of the Executive Council.
- (3) Any observations made by the Chancellor on the annual accounts shall be brought to the notice of the Court and the observations of the Court, if any, shall after being considered by the Executive Council, be submitted to the Chancellor. (4) A copy of the Annual Report as prepared under sub-section (1) shall also be submitted to the State Government.

- 31.** (1) Every employee or a teacher shall be appointed under a written contract with shall be lodged with the University and a copy of which shall be furnished to the employee or the teacher concerned.
- (2) Any dispute arising out of a contract between the University or its employees or teachers, shall, at the request of the employee or the teacher as the case may be or at the instance of the University be referred to a Tribunal consisting of one member appointed by Executive Council, one member nominated by the employee or the teacher concerned as the case may be and one member appointed by the Chancellor who shall be the Chairman of the Tribunal.
- (3) The decision of the Tribunal shall be final and shall not be questioned in any Court of law.
- (4) No suit or proceeding shall lie in any Court of law in respect of any matter which is required by sub-section (2) to be referred to the Tribunal.
- (5) The Tribunal shall have power to regulate its own procedure.
- (6) Nothing contained in any law for the time being in force relating to arbitration shall apply to the proceedings before the Tribunal.
- 32.** (1) Any student or candidate for an examination whose name has been removed from the rolls of the University by orders or resolution of the Vice-Chancellor, Discipline Committee or Examination Committee, as the case may be, and who has been debarred from appearing at the examination of the University for more than one year may, within 10 days of the date of receipt of such orders or copy of such resolution by him appeal to the Executive Council and the Executive Council may confirm, modify or reverse the decision of the Vice-Chancellor of the Committee as the case may be.
- (2) Any dispute arising out of any disciplinary action taken by the University against a student shall, at the request of such students, where referred to a Tribunal or Arbitration under the provisions of sub-section (2) of section 30 shall as for as may apply to reference made under this sub-section.
- 33.** Every employee or student of the University or of a college or Institution maintained by the University shall notwithstanding anything contained in this Act, have a right to appeal with such time as may be prescribed by the Statutes, to the Executive Council against the decision of any officer or authority of the University or of the Principal of the management of any

such college or Institution as the case may be and thereupon the Executive Council may confirm, modify or reverse the decision appealed against.

- 34.** (1) The University shall constitute for the benefit of the employees such pension or provident funds or provide such insurance scheme as it may deem fit in such manner and subject to such conditions as may be prescribed by the Statutes.
- (2) Where such provident or pension fund has been so constituted, the State Government may declare that the provision of the Provident Fund Act, 1925 shall apply to such funds, as if it were a General Provident Fund.
- 35.** If any question arises as to whether any person has been duly elected or appointed as, or is entitled to be a member of any authority or other body of the University the matter shall be referred to the Chancellor whose decision thereon shall be final.
- 36.** Where any authority of the University is given power by this Act or the Statutes to appoint Committees, such Committees shall, save as otherwise provided consist of the members of the authority concerned and of such other persons (if any) as the authority in each case may think fit.
- 37.** All casual vacancies among the members (other than ex-officio members) of any authority or other body of the University shall be filled, as soon as conveniently may be, by the person or body who appoints, elects or coopts the member whose place has become vacant and person appointed, elected or co-opted to a casual vacancy shall be a member of such authority or body for the residue of the term for which the person whose place he fills would have been a member.
- 38.** No act or proceedings of any authority or other body of the University shall be invalidated merely by reason of existence of a vacancy or vacancies among its members.
- 39.** No suit or other legal proceedings shall lie against any officer or employee of the University for anything which is in good faith done or intended to be done in pursuance of any of the provision of this Act, the Statutes or Ordinance.
- 40.** A copy of any receipt, application, notice, order proceedings, resolution of any authority or Committee of the University, or other documents in possession of the University, or any entry in any register duly maintained by the University, if certified by the Registrar, shall be received as prima facie evidence of such receipt, application notice, order, proceedings or resolution, document or the existence of entry in the register and shall be admitted as

evidence of the matters and transaction therein were the original thereof would, if produced, have been admissible in evidence, notwithstanding anything contained in the Indian Evidence Act, 1872 or in any other law for the time being in force.

**41.** If any difficulty arises in giving effect to the provisions of this Act, the Government may, by order published in the Official Gazette, make such provisions not inconsistent with the provisions of this Act, as appear to it to be necessary or expedient for removing difficulty but, no such order shall be made under this section after the expiry of three years from the commencement of this Act.

**42.** Notwithstanding anything contained in this Act and the Statutes:-

(a) The first Vice-Chancellor shall be appointed by the Chancellor, with the prior approval of the Visitor and he shall hold office for a term of five years;

(b) The first Registrar and the first Finance Officer shall be appointed by the Chancellor and each of the said officer shall hold office for a term of three years.

(c) The first Court and the first Executive Council shall consist of not more than twenty members and twelve members respectively who shall be nominated by the Chancellor and shall hold office for a term of three years.

(d) The first Planning Board shall be constituted by the Chancellor in consultation with the University Grants Commission and its members shall hold office for a term of three years. The Planning Board, with the Co-operation of such members as it may decide will exercise the powers of Academic Council, till such time the Academic Council is constituted:

Provided that if any vacancy occurs in the above officers or, authorities, the same shall be filled by appointment or nomination as the case may be, by the Chancellor as the case may be and the persons so appointed or nominated shall hold office for a so long as the officer or member in whose place he is appointed or nominated would have held office if such vacancy had not occurred.

(e) The first Finance Committee shall consist of no more than seven members, who shall be nominated by the Chancellor and shall hold office for a term of three years.

**43.** (1) Every Statute, Ordinance or Regulation made under this Act shall be published in the Official Gazette.

(2) Every Statute, Ordinance or Regulation made under this Act shall be laid as soon as may be after it is made before the State Legislative Assembly of Arunachal Pradesh.

(3) The power to make Statutes, Ordinances or Regulations shall include the power to give retrospective effect from a date no earlier than the Arunachal Pradesh University Act, 2012 the Statutes, Ordinances and Regulations or any of them, but no retrospective effect shall be given to any Statute, Ordinance or Regulation so as to prejudicially affect the interest of any person to whom the Statutes, Ordinances or Regulations may be applicable.

**44.** Notwithstanding anything contained in this Act any decision given, order made, any action taken or any proceedings commenced under any of the provisions of the Act or Rules, Statutes, Ordinances, Regulations in force immediately before the commencement of this Act, shall in so far as they are no inconsistent with the provisions of this Act shall continue to be in force and shall be deemed to have been given, made, done, taken or commenced under the provisions of this Act.

#### THE FIRST SCHEDULE

(See Section 4)

The University shall endeavour through research education, training and extension to play a positive role in the socio-economic development of Arunachal Pradesh, and based on the rich heritage to advance the culture of its people. Towards this it shall undertake:

- (i) to strengthen and diversify certificate and diploma course related to the needs of employment, and building the economy of the region on the basis of its natural resources;
- (ii) to introduce relevant undergraduate courses for enhancing knowledge and skills;
- (iii) to provide education and training in the various arts, crafts and skill of the region raising their quality, and improving their availability to the people;
- (iv) to provide or arrange training of teachers required for such activities or institutions;
- (v) to provide training and other facilities to equip persons for different categories of jobs;
- (vi) to provide suitable postgraduate courses of study.
- (vii) To undertake and organize research to develop the creative potential of its people, optimal use of the resources of the territory particularly that which is related to regional development ; and

- (viii) To provide for counseling and guidance and facilities for helping in placement of students.

In furtherance of the fulfillment of the above objectives and activities the University shall function in close collaboration of the State Government and concerned institutions in the State and the country.

## THE SECOND SCHEDULE

(See Section 25(1))

2. (1) The Vice-Chancellor shall be ex-officio Chairman of the Court, the Executive Council, the Academic Council, the Planning Board and the Finance Committee and shall in the absence of the Chancellor preside at the Convocations of the University held for conferring degrees. The Vice-Chancellor shall be entitled to be present at, and to address, any meeting of any authority or other body of the University, but shall not be entitled to vote there at unless he is a member of such authority or body.
- (2) It shall be the duty of the Vice-Chancellor to see that this Act, these Statutes, the Ordinances and Regulations are duly observed and he shall have all powers necessary to ensure such observance.
- (3) The Vice-Chancellor shall exercise general control over the affairs of the University shall stand vested in the Vice-Chancellor.
- (4) All powers relating to the proper maintenance and discipline in the University shall stand vested in the Vice-Chancellor.
- (5) The Vice-Chancellor shall be empowered to grant leave to any officer of the University other than the Chancellor and the Vice-Chancellor in accordance with such rules as may be prescribed and to make necessary arrangements for discharge of the functions of such officers during such absence.
- (6) The Vice-Chancellor shall grant leave of absence to any employee of the University in accordance with the rules framed and he may if he so desires delegate this power in relation to non-teaching staff to another officer, of the University.
- (7) The Vice-Chancellor shall have the power to convene or cause to be convened the meeting of the Court, the Executive Council, the Academic Council, the Planning Board and the Finance Committee.



3. (1) The term of office of a Pro-Vice-Chancellor shall be such as may be decided by the Executive Council but it shall not in any case exceed five years or until the expiration of the term of office of Vice-Chancellor whichever is earlier, and he shall be eligible for reappointment: Provided that a Pro-Vice-Chancellor shall retire on attaining the age of 65 years. Provided further that the Pro-Vice Chancellor shall while discharging of duties of the Vice-Chancellor under sub-clause (10) of Clause 1 continue in office notwithstanding the expiration of his term of office as Pro-Vice-Chancellor, until a new Vice-Chancellor, as the case may be assume office:-
  - (2) A Pro-Vice-Chancellor shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor in this behalf from time to time, and shall also exercise such powers and perform such duties as may be assigned or delegated to him by the Vice-Chancellor. Action taken by the Vice-Chancellor under this clause shall be reported to the Chancellor, as soon as a decision is taken.
4. (1) There shall be a Dean for each faculty who shall be appointed by the Vice-Chancellor from among the Professors in the Faculty for a period of three years and shall be eligible for re-appointment :- Provided that a Dean on attaining the age of sixty years shall cease to hold office as such. Provided further that if at any time there is no Professor in a Faculty, the Vice-chancellor or the Pro-Vice-Chancellor, if any, if authorized by the Vice-Chancellor on this behalf, shall exercise the powers of the Dean of the Faculty.
  - (2) When the office of the Dean is vacant or when the Dean is, by reason of illness, absence or any other cause unable to perform the duties of his office, the duties of the office shall be performed by such persons as the Vice-Chancellor may appoint for the purpose.
  - (3) The Dean shall be the Head of the Faculty and shall be responsible for the co-ordination conduct and maintenance of the standards of teaching and research in the faculty. The Dean shall have such other duties as may be required from time to time, by the Planning Board or the Vice-Chancellor.
  - (4) The Dean shall have the right to be present and to speak at any meeting of the Boards of Studies or Committees of the Faculty, as the case may be but shall not have the right to vote thereat unless he is a member thereof.

5. (1) The Registrar shall be appointed by the Executive Council on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole time salaried officer of the University.
- (2) The Registrar shall be appointed for a period of five years and shall be eligible for re-appointment for one more term of five years. The emoluments and other terms and conditions of service of the Registrar shall be such as may be prescribed.
- (3) When the office of the Registrar is vacant or when the Registrar is by reason or illness, absence or any other cause unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- (4) (a) The Registrar shall have power to take disciplinary action against such of the employees excluding teachers and academic staff as may be specified in the orders of the Executive Council and to suspend them pending inquiry, to administer warnings to them or to impose on them the penalty of censure or the withholding of increment.  
(b) An appeal shall lie to the Vice-Chancellor against any order of the Registrar imposing any of the penalties specified in sub-clause (a). Provided that an appeal shall lie to the Executive Council against the order of the Vice-Chancellor imposing any penalty.
- (5) The Registrar shall be ex-officio Secretary of the Court, the Executive Council, the Academic Council, the Planning Board and the Faculties, but shall not be deemed to be a member of any of these authorities.
- (6) It shall be duty of the Registrar:-
  - I. To be the custodian of the records, the common seal and such other property of the University or the Executive Council shall commit to his charge;
  - II. To issue all notices convening meetings of the Court, the Executive Council, the Academic Council, the Planning Board, the Faculties, the Board of Studies and such other Committees which may be appointed by the Authorities other than the Finance Committee of the University;
  - III. To keep the minutes of all the meetings of the Court, the Executive Council, the Academic Council, the Faculties, and the Board of Studies and of any committee appointed by the authorities other than the Finance Committee of the University ;

- IV. To conduct the official correspondence of the Court, the Executive Council, the Academic Council and the Planning Board;
  - V. To supply to the Chancellor, copies of the agenda of the meetings of the authorities of the University as soon as they are issued and minutes of such meetings;
  - VI. To represent the University in suits or proceedings by or against the University; sign powers of attorney and verify pleadings or depute his representative of the purpose; and
  - VII. To perform such other duties as may be specified in these Statutes, or as may be required from time to time, by the Executive Council or the Vice-Chancellor.
6. (1) The Finance Officer shall be appointed by the Executive Council on deputation from an organized Accounts Service for a period not exceeding five years and shall be a whole time salaried officer of the University.
- (2) The emoluments and other terms and conditions of service of the Finance Officer shall be such as may be prescribed: Provided that a Finance Officer shall retire on attaining the age of sixty years.
- (3) When the office of the Finance Officer is vacant or when the Finance Officer is, by reason of illness, absence or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such persons as the Vice-Chancellor may appoint for the purpose.
- (4) The Finance Officer shall be ex-officio Secretary of the Finance Committee or Committees constituted by it but shall not be deemed to be its member.
- (5) The Finance Officer shall:-
- (a) Exercise general supervision over the funds of the University and shall advise it as regards its financial policy; and –
  - (b) Perform such other financial functions as may be assigned to him by the Executive Council or as may be prescribed by these Statutes. Provided that the Finance Officer shall not authorize any expenditure or make any investment exceeding ten thousand rupees without the previous approval of the Executive Council.
- (6) Subject to the control of the Executive Council through the Vice-Chancellor, the Finance Officer shall —

- (a) Hold and manage the property and investments of the University including trust and endowed property;
  - (b) Ensure that the limits fixed by the Finance Committee for recurring and nonrecurring expenditure for a year are not exceeded and that all moneys are expended on the purpose for which they are granted or allotted;
  - (c) Be responsible for the preparation of annual accounts and the budget of the University and for their presentation to the Executive Council after they have been considered by the Finance Committee;
  - (d) Keep a constant watch on the state of the cash and bank balances and on the state of investments;
  - (e) Watch the progress of the collection of revenue and advise on the methods of collection employed;
  - (f) Ensure that the registers of buildings, land furniture and equipment are maintained upto date and that stock-checking is conducted, or equipment and other consumable materials in all office, departments, special centres, specialized laboratories, colleges and Institutions maintained by the University.
  - (g) Bring to the notice of the Vice-Chancellor any unauthorized expenditure or other financial irregularities and suggest appropriate action being taken against persons at fault; and
  - (h) Call for from any office, department, laboratory, college or Institutions maintained by the University, any information or returns that may be considered necessary for the performance of his duties.
- (7) The receipt of the Finance Officer or of the persons or persons duly authorized on this behalf by the Executive Council for any money payable to the University shall be sufficient discharge for payment of such money.
7. (1) Each Department of the University shall be placed in charge of a Head, who shall be appointed by the Vice-Chancellor from amongst the Professors. If there is no Professor in a department, he shall be appointed from amongst the Associate Professors; Provided that there is no Professor or Associate Professor, in a Department, the Dean of the Faculty concerned shall act as the Head of the Department : Provided also that where in the opinion of the Vice-Chancellor, the situation so demands, the Vice-Chancellor may himself take temporary

charge of a Department or place it under the charge of the Dean of the Faculty concerned or a Professor from other Department for a period not exceeding six months.

(2) It shall be open to a Professor or Associate Professor to decline the offer of an appointment as the Head of the Department.

(3) A person appointed as the Head of the Department shall hold office as such for a period of three years and shall be eligible for re-appointment.

(4) A Head of a Department shall perform such functions as may be prescribed.

8. (1) At an annual meeting of the Court, a report on the working of the University during the previous year, together with a statement of the receipts, expenditure, the balance sheet, as audited and the financial estimates for the next year shall be presented. (2) A copy of the statement of receipts and expenditure, the balance sheet and the financial estimates referred to in sub-clause

(2) Shall be sent to every member of the Court atleast seven days before the date of the annual meeting.

9. (1) Subject to the provisions of this Act and these Statutes, the Executive Council shall, in addition to all other powers vested in it, have the following powers, namely:-

(a) To create teaching and academic posts, to determine the number and emoluments of such posts and to define the duties and conditions of service of Professors, Associate Professor, Assistant Professor and other academic staff and Principals of Colleges and Institutions maintained by the University: Provided that the qualifications to be prescribed for teachers and academic staff shall be such as laid down by the University Grants Commission or where necessary prescribed with the approval of the University Grants Commission;

(b) To appoint such professors, Associate Professor, Assistant Professors and other academic staff as may be necessary and the Principals of Colleges and Institutions maintained by the University on recommendations of the Selection Committee constituted for the purpose and to fill up temporary vacancies therein;

(c) To create administrative, ministerial and other necessary posts after taking into account the recommendations of the Finance Committee and to make appointments thereto in the manner prescribed;

(d) To regulate and enforce discipline among employers in accordance with these Statutes;

- (e) To manage, and regulate the finances accounts, investments, property, business and all other administrative offices of the University and for that purpose, to appoint such agents as it may think fit;
- (f) To invest any money belonging to the University including any unapplied income in such stocks, funds shares or securities as it shall, from time to time think fit or in the purchase of immovable property in India, with the like power of varying such investments from time to time provided that no action under this sub-section will be taken without consulting the Finance Committee;
- (g) To transfer or accept transfers of any movable or immovable property on behalf of the University;
- (h) To provide buildings, premises, furniture and apparatus and other means needed for carrying on the work of the University;
- (i) To entertain adjudicate upon, and if think fit to redress any grievances of the employees and students of the University, who may, for any reason feel aggrieved;
- (j) To fix the remuneration payable to examiners, moderators and invigilators and travelling and other allowances payable, after consulting the Academic Council and the Finance Committee;
- (k) To select a common seal for the University and provide for the custody and use of such seal;
- (l) To make such special arrangements as may be necessary for the residence and discipline of women students;
- (m) To delegate through the Statutes, any of its powers to the Vice-Chancellor, the ProVice-Chancellor, the Registrar or the Finance Officer or such other employee or authority of the University or to a committee appointed as it may deem fit; and
- (n) To institute fellowships, scholarships, studentships, medal and prizes;

**10.** Subject to this Act, these Statutes and the Ordinances, the Academic Council shall, in addition to all other powers vested with, have the following powers, namely:-

- (a) To exercise general supervision over the academic policies of the University and to give directions regarding methods of instruction, evaluation of research or improvements in academic standards.

- (b) To bring about inter-department, inter-faculty, co-ordination, to establish or appoint committees or Boards for taking up projects on an inter-department or inter-faculty basis;
- (c) To consider matters of general academic interest either on its own initiative or on a reference from Planning Board or a Faculty or the Executive Council and to take appropriate action thereon; and
- (d) To frame such regulations and rules consistent with these Statutes and the Ordinances regarding the academic functioning of the University, discipline, residences, admissions award of fellowships and studentships, fee concessions, corporate life and attendance.

**11.** (1) The Planning Board shall, in addition to all other powers vested on it by this Act, have the right to advise the Executive Council and the Academic Council on any matter which it may deem necessary for the fulfillment of the objects of the University.

(2) The Planning Board may constitute Committee or Committees for the Planning or monitoring of the programmes of the University.

(3) The Planning Board, shall meet at such intervals as it may deem expedient, but it shall meet at least thrice a year.

**12.** (1) All the members of the Finance Committee, other than ex-officio members, shall hold office for a term of three years.

(2) A member of the Finance Committee shall have the right to record a minute of dissent if he does not agree with any decision of the Finance Committee.

(3) The Finance Committee shall meet at least thrice every year to examine the accounts and to scrutinize proposal for expenditure.

(4) All proposals relating to creation of posts, revision and upgradation of scales of pay, and those items which have not been included in the budget would be examined by the Finance Committee before they are considered by the Executive Council.

(5) The annual accounts and the financial estimates of the University prepared by the Finance Officer shall be laid before the Finance Committee for consideration and comments and thereafter submitted to the Executive Council for approval, within the overall ceiling fixed by the Finance Committee.

(6) The Finance Committee shall fix limits for the total recurring expenditure for the total non-recurring expenditure for the year based on the income and resources of the University (which in the case of productive works, may include the proceeds of loans).

**13.** (1) There shall be Selection Committees for making recommendations to the Executive Council for appointment to the posts of Professors, Associate Professors, Assistant Professors, Librarian and Principals of Colleges and Institutions maintained by the University.

(2) The Registrar shall be the Ex-officio Non-Member Secretary of the Selection Committee excepting for the Selection Committee for appointment of the Registrar.

(3) The Selection Committee for appointment to the posts specified in column 2 of the table below shall consist of the Vice-Chancellor, the Pro-Vice-Chancellor if any, a nominee of the Chancellor and the persons specified in the corresponding entry in column 3 of the said table.

a.	Professor/Associate Professor		Three persons not in the service of the University, nominated by the Vice-Chancellor, out of a panel of names recommended by the Planning Board for their special knowledge of or interest in the subject with which the Professor or Associate Professor, as the case may be, will be concerned.
b.	Assistant Professor	(i)	The Head of the Department ; and
		(ii)	Two persons not in the service of the University nominated by the Vice-Chancellor out of a panel of names recommended by the Planning Board for their special knowledge of or interest in the subject with which the Assistant Professor will be concerned.
c.	Librarian	(i)	Two persons not in the service of the University, who have special knowledge of the subject of Library Science or Library Administration, to be nominated by the Executive Council ; and
		(ii)	One person, not in the service of the University, nominated by the Planning Board.
d.	Principal of College or Institution maintained by University		Three persons not in the service of the University of whom two shall be nominated by the Executive Council and one by the Planning Board for their special knowledge of or interest in a subject in which instruction is being provided by the college or Institution.

(4) The Vice-Chancellor or in his absence the Pro-Vice-Chancellor, if any shall preside at the meetings of a Selection Committee provided that the meetings of the Selection Committee shall be fixed only after prior consultation with, and subject to the



concurrence of the Chancellor's nominee and the persons nominated under sub-clause (2) above:

Provided further that the proceedings of the Selection Committee shall not be valid unless;

- (a) where the number of Chancellor's nominees and expert members is three in all, atleast two of them attend the meeting ; and
  - (b) Where the number of Chancellor's nominees and expert members is three in all, atleast two of them attend the meeting.
- (5) The procedure to be followed by a Selection Committee in making recommendation shall be prescribed.
- (6) If the Executive Council is unable to accept the recommendation made by a Selection Committee, it shall record its reasons and submit the case to the Chancellor for final orders.
- (7) No temporary appointment shall be made to the post of a Professor or an Associate Professor. The appointment to the temporary posts of Lecturers could be made in the manner indicated below:
- (a) if the temporary vacancy is for a duration longer than one academic session, it shall be filled on the advice of the Selection Committee in accordance with the procedures indicated in the foregoing clause:  

Provided that if the Vice-Chancellor is satisfied that in the interest of the work, it is necessary to fill the vacancy, the appointment may be made on a purely temporary basis by a local Selection Committee referred in sub-clause (ii) for a period not exceeding six months;
  - (b) if the temporary vacancy is for a period less than a year, an appointment to such vacancy shall be made on the recommendation of a local Selection Committee consisting of the Dean of the Faculty concerned, the Head of the Department, and nominee of the Vice-Chancellor: Provided that if the same person holds the office of the Dean and the Head of the Department, the Selection Committee may contain two nominees of the Vice-Chancellor;

(c) a teacher appointed temporarily, shall not, if he is not recommended by a regular Selection Committee, for appointment under these Statutes, be again appointed as a temporary Assistant Professor.

(8) The Selection Committee for the post of Registrar and the Finance Officer shall consist of Vice-Chancellor, (a nominee of the Visitor) and a nominee of the Chancellor.

**14.** (1) Notwithstanding anything contained in Statutes-12, the Executive Council may invite a person of high academic distinction and professional attainments to accept a post of Professor in the University on such terms and conditions as it may deem fit, and on the person agreeing to do so, appoint him to that post.

(2) The Executive Council may appoint a teacher or any other academic staff working in any other University or organization for teaching or for undertaking a Joint Project on such terms and conditions as may be determined by the Executive Council in accordance with the manner prescribed.

(3) This Statute shall be operative for ten years only from the establishment of the University.

**15.** The Executive Council may appoint a person selected in accordance with the procedure laid down in Statute 12 for a fixed tenure on such terms and conditions as it deems fit.

**16.** (1) The Qualifications of recognized teachers shall be such as may be prescribed by the University Grants Commission.

(2) The manner of recognizing teachers, the period of recognition and withdrawal of recognition shall be prescribed.

**17.** (1) The qualification of approved teachers shall be such as may be prescribed with the approval of the University Grants Commission.

(2) The manner of recognizing as approved teachers, the period of recognition and withdrawal of recognition shall be prescribed.

**18.** Any authority of the University may appoint as many standing or Special Committee as it may deem fit, and may appoint to such Committees persons who are not members of such authority. Any such Committee may deal with any subject delegated to it subject to subsequent confirmation by the authority appointing it.

**19.** (1) All the teachers of the University shall be in the absence of any agreement to the contrary, governed by the terms and conditions of such service as specified in these Statutes.

(2) Every teacher of the University shall be appointed on a written contract, the form of which shall be prescribed. A copy of the contract shall be deposited with the Registrar.

**20.** (1) Where there is an allegation of misconduct against a teacher, or a member of the academic staff, the Vice-Chancellor may, if he thinks fit, by order in writing, place the teacher under suspension and shall forthwith report to the Executive Council the circumstance in which the order was made;

Provided that the Executive Council may, if it is of the opinion, that the circumstances of the case do not warrant the suspension of the teacher or a member of academic staff, revoke such order.

(2) Notwithstanding anything contained in the terms of his contract of service or if his appointment, the Executive Council shall be entitled to remove a teacher or a member of the academic staff on the ground of mis-conduct.

(3) Save as aforesaid, the Executive Council shall not be entitled to remove a teacher or a member of the academic staff except for good cause and after giving three month notice in writing or on payment of three month's salary in lieu of notice.

(4) No teacher or a member of the academic staff shall remove under sub-clause (2) or under sub-clause (3) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.

(5) The removal of a teacher or a member of the academic staff shall require a two-thirds majority of the members of the Executive Council present and voting.

(6) The removal of a teacher or a member of the academic staff shall take effect from the date on which the order of removal is made:

Provided that where a teacher or a member of the academic staff is under suspension at the time of his removal, the removal shall take effect from the date on which he was placed under suspensions.

(7) Notwithstanding anything contained in these Statutes, a teacher or a member of the academic staff may resign by giving three month notice in writing to the Executive Council or on payment to the University of three month salary, in lieu thereof.

**21.** (1) Notwithstanding anything contained in the terms of his contract of service of his appointment, an employee, other than teacher or a member of the academic staff, may be removed by the authority who is competent to appoint the employee:-

- (a) If he is of unsound mind or is a deaf-mute or suffers from contagious leprosy;
- (b) If he is an undercharged insolvent;
- (c) If he has been convicted by a Court or law of any offence involving a moral turpitude and sentenced in respect thereof to imprisonment for not less than six months;
- (d) If he is otherwise guilty of misconduct:

Provided that no employee shall be removed from his office unless a resolution to that effect is passed by the Executive Council by a majority of two-thirds of its members present and voting.

- (2) No employee shall be removed under sub-clause (1) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.
- (3) Where the removal of such employee is for a reason other than that specified in subclause (c) or sub-clause (d) of sub-clause (1), he shall be given three month notice in writing or paid three month salary in lieu of such notice.

- (4) Notwithstanding anything contained in these Statutes an employee, not being a teacher or a member of the academic staff, shall entitled to resign:-

- (a) if he is permanent employee, only after giving three month notice in writing to the appointing authority or paying to the University three month notice in writing to the appointing authority or paying to the University one month's salary in lieu thereof:

Provided that such resignation shall take effect from the date on which the resignation is accepted by the appointment authority.

- 22.** (1) All powers relating to disciplinary action in relation to students of the University shall vest in the Vice-Chancellor.
- (2) The Vice-Chancellor may delegate all or any of his powers as he deems proper to such other offices as he may specify in this behalf.
  - (3) Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such action, as may seem to him appropriate for the maintenance of discipline, the Vice-Chancellor may, in the exercise of his powers, by order, direct that any student or students be expelled, or rusticated, for a specified period or be not admitted to a course or courses of study in a College , Institution, or an Approved Institution, Department of the University, for a stated period, or be punished with the fine for an amount to be specified in the order, or be debarred from taking an examination or examinations

conducted by the University, College, Institution, a Department or an Approved Institution for one or more years, or that the results of the student or students concerned in the examination or examinations in which he or they have appeared be cancelled.

- (4) The Principals of Colleges, Institutions, Heads of Special Centres, Approved Institutions, Deans of Faculties and Heads of teaching Department in the University shall have the authority to exercise all such disciplinary powers over the students in their respective Colleges, Institutions, Approved Institution, Special Centres, Faculties and teaching departments in the University as may be necessary for the proper conduct of such Colleges, Institution, Approved Institutions, Special Centres, Faculties and teaching in the Departments.
- (5) Without prejudice to the powers of the Vice-Chancellor, the Principals and other persons specified in sub-clause (4) detailed rules of discipline and proper conduct shall be made by the University. The Principals of Colleges, Institutions, Heads of Special Centres and Approved Institutions, Deans of Faculties and Head of teaching Departments in the University may also make the supplementary rules as they deem necessary for the aforesaid purposes. Every student shall supply with a copy of the rules made by the University and a copy of the supplementary rules shall be supplied to the students concerned.
- (6) At the time of admission, every student shall be required to sign a declaration to the effect that he submits himself to the disciplinary jurisdiction of the Vice-Chancellor and other authorities of the University.
- 23.** Where no provision is made for a President or Chairman to preside over a meeting of any Committee of such authority or when the President or Chairman so provided for his absence, the members present shall elect one from among themselves to preside at such meeting.
- 24.** Any member, other than an ex-officio member of the Court, the executive Council, the Academic Council or any other authority of the University or any Committee of such authority may resign by letter addressed to the Registrar and the resignation shall take effect as soon as such letter is received by the Registrar.
- 25.** (1) A person shall be disqualified for being chosen as and for being a member of any of the authorities of the University:-
- (a) If he is of unsound mind or is a deaf-mute or suffers from contagious leprosy;

- (b) If he is an un-discharged insolvent;
- (c) If he has been convicted by a Court of law of an offence involving moral turpitude and sentenced in respect thereof to imprisonment for not less than six months.
- (2) If any question arises as to whether a person is or had been subjected to any of the disqualifications mentioned in sub-clause (1), the question shall be referred for the decision of the Chancellor and his decision shall be final and no suit or other proceedings shall lie in any Civil Court against such decision.
- 26.** Notwithstanding anything contained in these Statutes, no person who is not ordinarily resident in India shall be eligible to be an officer of the University or a member of any authority of the University.
- 27.** Notwithstanding anything contained in these Statutes, a person who holds any post in the University or is a member of any authority or body of the University in his capacity as a member of a particular appointment shall hold such office or membership only for so long as he continues to be a member of that particular authority or body or the holder of that particular appointment, as the case may be.
- 28.** Subject to the provision of this Act and these Statutes, may delegate his or its powers to any other officer or authority or person under his or its respective control and subject to the conditions that overall responsibility for the exercise of the powers so delegated shall continue to vest in the officer or authority delegating such powers.

**C.P. Mansai**  
Secretary to the  
Government of Arunachal Pradesh,  
Itanagar.

## 5. Ordinance and Regulations

*The drafting of the Ordinance and Regulations of the university is under process. The university authorities are in constant touch with the Govt. of Arunachal Pradesh with regards to the preparation of the Ordinance and Regulations.*

## 6. Motto, Vision, Mission and Objectives

### a. The Motto

**“Knowledge is Supreme Power”**

“Knowledge empowers individuals with understanding, wisdom, and the ability to overcome challenges, making it the ultimate force that drives progress and success.”

### b. The Vision and Mission

- A leading institution for excellence in knowledge, culture and human development.
- The University shall endeavor through research, education, training and extension to play a positive role in the socio-economic development and promotion of cultural heritage of the state of Arunachal Pradesh.
- The University shall produce a group of intellectuals who are ethically and morally high.
- The University shall give Service to the society through knowledge and its proper application.

## 7. Officers of the University

<b>Chancellor</b>	Lt. Gen. Kaiwalya Trivikram Parnaik PVSM, UYSM, YSM (Retd)
<b>Vice Chancellor</b>	Prof. Tomo Riba
<b>Registrar</b>	Shri Narmi Darang

## B. Authorities of the University (APUP Act Clause No. 16)

### 1. University Court

i.	Prof. Tomo Riba, Vice Chancellor	Chairman
ii.	Padmashree Miss Mamang Dai, Litterateur	Chancellor Nominee
iii.	Prof. Nandhini Chakraborty, Deptt. of Geography, RGU, Nono Hills, Doimukh	Chancellor Nominee
iv.	Prof. B. S. Mipun, Shillong	Chancellor Nominee
v.	Prof. A.K. Borah, Deptt. of Geography, Guwahati University	Chancellor Nominee
vi.	Padmashree Y. D. Thongchi, Litterateur	Chancellor Nominee
vii.	Shri Kaling Moyong, MLA, 38 Pasighat (East), A.P	Nominee of Hon’ble Speaker
viii.	Shri Ninnong Ering, MLA, 37 Pasighat (West), A.P	Nominee of Hon’ble Speaker
ix.	Shri Lombo Tayeng, Minister, Govt. of A.P	Nominee of Hon’ble Speaker
x.	Shri Narmi Darang, In-charge of Court of the University	Member
xi.	Miss Menuka Kadu, Asst. Prof. APU, Pasighat	Vice Chancellor Nominee

- |       |  |                                      |
|-------|--|--------------------------------------|
| xii.  | Miss Ngurang Mana, Asst. Prof. APU, Pasighat | Vice Chancellor Nominee              |
| xiii. | Mr. Kato Tayeng                              | Student Nominated by Vice Chancellor |
| xiv.  | Miss Republic Jerang                         | Student Nominated by Vice Chancellor |

## 2. Executive Council

- |       |  |                   |
|-------|--|-------------------|
| i.    | The Vice Chancellor  | Chairman          |
| ii.   | Secretary, Education, Govt. of Arunachal Pradesh   | Member            |
| iii.  | Nominee of the Chancellor (one male)   | Member            |
| iv.   | Nominee of the Chancellor (one female)   | Member            |
| v.    | A nominee of the Chairperson, UGC  | Member            |
| vi.   | Prof. Otem Padung, Dept. of Commerce/F.O, RGU, Itanagar  | Member            |
| vii.  | Prof. Jumyir Basar, Director, Arunachal Institute of Tribal Studies, RGU, Itanagar                 | Member            |
| viii. | Prof. Saket Kushwaha, V.C, RGU, Itanagar   | Special Invitee   |
| ix.   | Prof. Debabrata Das, V.C, Assam Rajiv Gandhi University of Cooperative Management, Sivsagar, Assam | Special Invitee   |
| x.    | Registrar/OSD  | Ex-officio Member |

## 3. Academic Council

- |       |  |                 |
|-------|--|-----------------|
| i.    | Prof. Tomo Riba, Vice Chancellor                                   | Chairman        |
| ii.   | Director, Higher & Technical Education, Govt. of Arunachal Pradesh | Member          |
| iii.  | Dr. Kangki Megu, Principal, IGG College, Tezu                      | Member          |
| iv.   | Prof. Simon John, Arunachal Institute of Tribal Studies, RGU       | Member          |
| v.    | Ms. Dakjum Eshi, Department of Mathematics, RGU                    | Member          |
| vi.   | Controller of Examination, APU, Pasighat                           | Member          |
| vii.  | Prof. Utpal Battacharjee, Computer Science & Engineering, RGU      | Special Invitee |
| viii. | Prof. Tasi Kaye, Department of Commerce, RGU                       | Special Invitee |
| ix.   | Dr. Lijum Nochi, Department of Economics, RGU                      | Special Invitee |
| x.    | Dr. Tasi Taloh, Principal, J.N. College, Pasighat                  | Special Invitee |
| xi.   | Prof. Boa Reena, Department of Education, RGU                      | Special Invitee |
| xii.  | Dr. S.N. Jha, Former OSD, APU, Pasighat                            | Special Invitee |



xiii. Mr. Narmi Darang, Registrar, APU, Pasighat Special Invitee

#### 4. Planning Board

- i. Prof. Tomo Riba, Vice Chancellor Chairman
- ii. Prof. Debabrata Das, V.C, Assam Rajiv Gandhi University of  
Cooperative Management, Sivsagar, Assam Chancellor Nominee
- iii. Prof. S.K. Nayak, Deptt. of Economics, RGU, Rono Hills, Doimukh  
Chancellor Nominee
- iv. The Secretary, Dept. of Planning, Govt. of Arunachal Pradesh  
Chancellor Nominee
- v. Dr. Tasi Taloh, Principal, J.N. College, Pasighat Member
- vi. Shri Narmi Darang, In-charge of Court of the University Member
- vii. Dr. Chiging Yamang, Asst. Prof. APU, Pasighat Member

#### 5. Finance Committee

- i. Prof. Tomo Riba, Vice Chancellor Chairman
- ii. Mr. Amjad Tak (IAS), Commissioner, Education, Govt. of Arunachal Pradesh  
Member
- iii. The Secretary, Finance, Govt. of Arunachal Pradesh Member
- iv. The Secretary, Education, Govt. of Arunachal Pradesh Member
- v. Dr. Tasi Taloh, Principal, J.N. College, Pasighat Member
- vi. Mr. Narmi Darang, In-charge of Finance of the University Member

### C. Academics

#### 1. Academic Calendar for the Session 2023-2024

Opening of the University Departments	1 August, 2023 (Tuesday)
Last Date for Submission of Applications for Admission to PG Courses	On or Before 7 August, 2023 (Monday)
Notification of Merit List	On or Before 11 August, 2023 (Friday)
Admission of the Selected Candidates	16 August, 2023 (Wednesday) – 18 August, 2023 (Friday)
Admission of the Wait-Listed Candidates	21 August, 2023 (Monday) - 22 August, 2023 (Tuesday)
Commencement of the Classes	23 August, 2023 (Wednesday)

Internal Tests/Assignments/Class Seminars/ Field Work	I: Last Week of September, 2023 (Sem-I) II: Third Week of October, 2023 (Sem-I) III: First week of November, 2023 (Sem-I) I: Last Week of February, 2024 (Sem-II) II: Last Week of March, 2024 (Sem-II) III: Last week of April, 2024 (Sem-II)
Last Date for the Submission of the Examination Forms	21 November, 2023 (Tuesday)
Last Date for the Submission of the List of Eligible Students and Internal Assessment Marks by the University Departments to CoE Office	24 November, 2023 (Friday)
Conduct of the Examinations	5 December, 2023 (Tuesday) – 22 December, 2023 (Friday)
Winter Recess for the University Departments	22 December, 2023 (Monday) – 19 January, 2024 (Friday)
Declaration of the Results	On or Before 19 January, 2024 (Friday)
Reopening of the University's Departments after Winter Recess	22 January, 2024 (Monday)
Commencement of the Classes	1 February, 2024 (Thursday)
Last date for the Submission of the Examination Forms	7 May, 2024 (Tuesday)
Last Date for the Submission of the List of Eligible Students and Internal Marks by the University Departments to the CoE Office	10 May, 2024 (Friday)
Commencement of the Examination	17 May, 2024 (Friday) – 4 June, 2024 (Tuesday)
Summer Vacation for the University Departments	24 June, 2024 (Monday) – 23 July, 2024 (Tuesday)
Declaration of the Results	On or Before 1 July, 2024 (Monday)
Reopening of the University Departments after Summer Vacation	24 July, 2024 (Wednesday)

## **2. Courses Offered (Faculty Members and Courses)**

Arunachal Pradesh University has adopted the Choice Based Credit System (CBCS) under semester pattern of two years (four semesters). This lone state University has become

functional only in the month of March 2023 after the joining of First Vice-chancellor. Amidst constraints, the university has got approved in its first Executive Council Meeting held on 23<sup>rd</sup> May 2023 to start with the following five departments, with intake capacity of 20 (twenty) in each.

<b>Department</b>	<b>Course Offers</b>	<b>Faculty Members</b>
Commerce	M. Com	1. Dr. Chiging Yamang, Asst. Professor (HoD i/c) 2. Dr. Yab Rajiv Camder, Asst. Professor
Economics	M.A.	1. Dr. Tagam Dabi, Asst. Professor (HoD i/c) 2. Dr. Lige Sora, Asst. Professor 3. Miss Obinam Libang, Asst. Professor (Guest)
Education	M.A.	1. Dr. Kaling Moyong, Asst. Professor (HoD i/c) 2. Miss Mumseng Modi, Asst. Professor (Guest)
Social Work	M.A.	1. Miss Menuka Kadu, Asst. Professor (HoD i/c) 2. Miss Ngurang Mana, Asst. Professor
Tribal Studies	M.A.	1. Dr. Eli Doye, Associate Professor (HoD) 2. Dr. Tarh Ramya, Asst. Professor 3. Miss Terbi Loyi, Asst. Professor (Guest) 4. Mr. Likha Rinchin, Asst. Professor (Guest)

### **3. Research**

As enshrined in the Arunachal Pradesh Act 2012, which says "*The University shall endeavor through research, education, training and extension to play a positive role in the socio-economic development and promotion of cultural heritage of the state of Arunachal Pradesh.*"

As such, very soon, university shall begin research programme in all the departments where the eligible faculty members are available.

### **4. Admissions**

This institution has just started its first academic session on July 22, 2023. Since the university is in an infant stage, it is still lacking lots of modern equipment and infrastructure. As such, the methods of admission which are followed by this institution are as:

- i) Admission notices are being circulated through print and social media.

- ii) Admission forms and prospectus are made available in offline mode.
- iii) On a merit basis, eligible candidates are shortlisted at 1:2 ratios for admission into postgraduate courses at Arunachal Pradesh University, Pasighat.
- iv) The final selection list for admission is compiled based on personal interview i.e., both written and viva-voce.
- v) The reservation of seats is according to the government of Arunachal Pradesh rules.

## **5. Conduct of Examinations**

### **a) Medium of Instruction in the Examination**

English is being the medium of instruction in examination and in the study program of the University. However, teaching and examination in Language and Literature Course shall be in their respective language(s).

### **b) General Rules for admission in the Examination**

- i) Applications for admission in examinations shall be accompanied by duly signed admission form by the Competent Authority with the following documents and prescribed fees:
  1. A certificate to the effect that the candidate is eligible to appear in the examinations under the Ordinance/Regulations prescribed for the examination concerned.
  2. The application for admission to examination shall be accompanied by three copies of the candidate's latest photograph indicating his/her name and self-attested copy of mark sheets of previous examination(s). The photograph in the admission form shall be authenticated by the head of the Department.
  3. In case of online form fill up, the competent authority shall authenticate certifying the fulfillment of the criteria as specified by the ordinances.
- ii) The examination for the odd semesters shall ordinarily be held in the month of December and for the even semesters in the month of May on such dates as shall be notified by the Controller of Examinations.
- iii) The University shall, from time to time, prescribe the admission forms (offline / online, as specified) and the certificates required in support thereof for admission to the different examinations of the University and make these forms available to all concerned.

- iv)** Any student who has submitted his/her examination form, beyond the prescribed date as notified by the university for filling up of forms, shall pay late fine along with the prescribed examination fees as notified from time to time, till third day after the last date of such notification.
- v)** For purpose of calculating late fee, the date of remittance of money by the candidate from Bank/online deposit shall be taken as the date of receipt thereof by the University.
- vi)** Repeaters and candidates opting for improvement in any papers, as per rules, shall fill in the examination form along with the regular candidates on dates notified in the prospectus or fixed by the university from time to time.
- vii)** Cancellation of admission/Examination: The University shall cancel the Admission/ Examination of a candidate if it is found that he/she is not eligible for admission/appearing in the examination but has obtained admission through misrepresentation or a misstatement of facts.
- viii)** A student, who has failed to clear at least 50% of the papers during the first End Semester Examination, shall be declared failed.
- ix)** The marks obtained by a candidate in Practical Courses/ Dissertation/ internal Assessment in a semester shall be carried over as such in case he/she clears the examination partially. There shall be no provision of improvement in Practical Courses/Dissertation/internal Assessment Tests. However, candidate failing to qualify in practical examinations in fourth semester shall be allowed to appear in subsequent End Semester Examination to clear the backlog.
- x)** Unless and otherwise provided, a person who has already passed an examination of this or any other University shall not be permitted to reappear in that examination or a corresponding examination.
- xi)** A candidate who fails to appear himself/herself for examination or appears in an examination provisionally and as subsequently declared ineligible according to rules and regulations shall not be entitled to refund of fees once paid to the University.
- xii)** Similarly, a candidate shall not be entitled to refund of examination fee paid to the University:

1. If permission accorded to him to take an examination is subsequently cancelled as a result of misstatement of facts or suppression of facts or for want of relevant information in the examination admission form; and
2. If he/she tries to obtain admission to an examination by making a false statement of facts in his admission form.

**c. Disqualification from appearing examinations:**

- i) The Academic Council shall exclude any candidate from an examination permanently or for a specific period for reasons to be recorded, if it is satisfied that such candidate is not fit and proper person to be admitted to the examination.
- ii) If a candidate after admission in an examination commits an immoral act or is discovered to have committed an immoral act, the academic council shall:
  1. cancel his/her candidature for that examination and order that his result will not be declared;
  2. disqualify him/her permanently or for a specified period.
- iii) If a candidate, subsequent to the issue of Roll No. or subsequent to appearance in an examination, is found to be ineligible to take the examination, his/her candidature shall be cancelled by the Controller of Examinations.
- iv) If a candidate, before issue of Roll No. or before appearance in an examination, is found to be ineligible to the examination, his/her candidature shall be cancelled by the Controller of Examinations.
- v) A candidate seeking admission to a course/examination who:
  1. has been disqualified by this University or any other University/Board, shall not be eligible to appear in any university examination during the period of disqualification; and
  2. willfully suppresses/neglects to disclose information pertaining to a previous disqualification incurred by him/her, shall be disqualified for another period of two years.

**d. Special arrangement for Sick Examinees:**

If a candidate falls ill or is suffering from a contagious disease, special arrangement shall be made by the Coordinator / Superintendent at the request of the candidate subject to the production of evidence / duly certified by the Medical Superintendent/Head of a

Government Hospital/ University Hospital, provided that for such special arrangement(s), the candidate shall pay an additional fee per paper fixed by the university from time to time.

**e. Special arrangement for Amanuensis (writer /scribe):**

1. A candidate shall be allowed the help of an amanuensis (writer/scribe) if he/she is:
  - a. Permanently blind or disabled from writing with his own hands, or
  - b. Blinded by an accident before the examination, or
  - c. Temporarily disabled from writing, on account of fracture of the right or left arm, forearm or dislocation of a shoulder or wrist, etc.

The candidate shall produce a certificate from the Chief Medical Officer of the District concerned to the effect that the candidate is unable to write his answer book because of the temporary disablement, or production of disability card issued by the Govt. of India.

2. The Controller of Examination shall arrange for an amanuensis and inform the Coordinator / Superintendent of the centre concerned.
3. The amanuensis shall be a person having a lower level of education (at least 1 year) than the candidate.
4. The Superintendent shall arrange for a suitable room for the disabled candidate and appoint an invigilator for him/her. The invigilator shall be changed on a daily basis.
5. The candidate without a permanent disability shall pay the applicable fees for hiring the amanuensis (writer/scribe).
6. A candidate for whom an amanuensis has been engaged shall be given half an hour extra time.

**Declaration of Result**

- a) All the students shall be subjected to the process of continuous evaluation and assessment. Accordingly, a student shall have to attend and duly pass in at least two Internal Assessment tests out of three tests, and End Semester Examination for each paper. The structure of these Internal Assessment Tests and End Semester Examinations shall be 20:80.

- b) For the purpose of calculating the Semester Grade Point Average (SGPA), best two of the three Internal Assessment tests shall be taken. Attending two Internal Assessment tests out of three shall be compulsory. If one has attended only one internal assignment test, the mark obtained shall be divided by two.
- c) The following shall be applicable:
1. At least two of the three Internal Assessment tests shall be a written one.
  2. At least one Internal Assessment test shall be assignments like term paper, book review, group discussion, power-point presentation or even another written test and the format to apply shall be at the discretion of the course teacher.
  3. Internal Assessment tests for all practical papers shall always be a practical test.
  4. In case of exigencies and emergencies such as pandemic, natural disasters, etc., the above criteria of conducting Internal Assessment tests shall be modified by the Head of the Department/Director with due approval from the concerned /competent authority.

**c. The minimum pass mark/back paper and improvement:**

The minimum pass mark in internal assessment, practical and at the End Semester Examination shall be 45% in each paper and 50% in aggregate. Inability to secure the minimum prescribed pass mark in a practical paper/component shall make the candidate fail in that paper.

1. Marks of Internal Assessment Test once submitted shall be treated as final. No supplementary/modification of marks shall be entertained after declaration of result.
2. A candidate who has failed the First Semester Examination shall be out of the programme.
3. A student shall not be promoted to the next semester unless he/she clears at least 50% of the total papers in an end-semester examination. He /she shall be allowed to appear the back-paper examination in the failed papers in the subsequent relevant semester examination(s).
4. The question papers of End Semester Examination shall be of 80 marks with duration of three hours.



5. The maximum number of allotted semesters to complete the PG program and clear the course for award of the degree shall be 8 semesters (4 years).
6. The University shall issue a consolidated marks sheet after a student has passed the course showing the Semester Grade Point Average (SGPA) and latest Cumulative Grade Point Average (CGPA) status of the students.
7. A student seeking to improve his/her result shall do so by duly applying for the same on payment of the prescribed fee in the next relevant semester examination and this improvement chance shall be availed only once in a course paper to the condition that the result of such an improvement examination and back paper shall not be counted towards award of rank and medal.
  - a. A student shall be allowed to seek “improvement” in not more than two papers per semester provided he/she has secured pass grade in all the papers appeared, in the corresponding end semester examination, but is not satisfied with his/her score.
  - b. The student shall not however be required to join the relevant semester for attending classes and to appear in all the internal assessments/ practical tests in the concerned paper(s).
8. In order to repeat a paper(s), in case of back paper(s), a student shall apply to the office of the CoE through HoD/ Director; and if permitted to appear, shall be required to pay the prescribed fee within stipulated period before commencement of the examination.
9. Towards ensuring confidentiality, answer scripts of the End Semester Examinations shall be coded prior to handing them over to the evaluators.
10. The End-Semester Practical Examination(s) shall be conducted by an examination board comprising of an External and two Internal Examiners appointed by the Vice Chancellor from a panel of examiners (6 internal and 3 external) recommended by the Head of the Department.
11. All other matters related to assessment, attendance, and examination etc. shall be governed by the ordinances of the University.

## **Re-Checking**

After the declaration of the result, students are given a chance to re-check, if they are not satisfied with it. The university gives a window period of one week to fill up their re-checking form with the application fee of Rs 250 per paper.

## **D. Various Cells and Committees**

### **1. In-Charge Academic Activities**

- i) Dr. Kaling Moyong

### **2. IQAC**

- i) Dr. Lige Sora (Coordinator)
- ii) Miss Ngurang Mana (Deputy Coordinator)

### **3. UGC & NEP 2020**

- i) Dr. Lige Sora (Chairman)
- ii) Miss Ngurang Mana (Member)

### **4. Anti-Ragging and Sexual Harassment Cell**

- i) Miss Ngurang Mana (Chairman)
- ii) Miss Anisha kri (Member)

### **5. Internal complaints Committee**

- i) Dr. Eli Doye, Associate Professor, Presiding Officer
- ii) Ms. Ngurang Mana, Assistant Professor, Member
- iii) Ms. Minam Yirang, Non-teaching Staff, Member
- iv) Ms. Yater Jamoh, Non-teaching Staff, Member
- v) Ms. Anisha Kri, Student, Member
- vi) Mr. Kaling Galing, Student, Member
- vii) Dr. Joya Tasung Moyong, General Secretary, NGO (Women Against Social Evils), Member
- viii) Ms. Nyame Dabi, Deputy Chief Defence Council, East Siang, Gauhati High Court, Itanagar Branch, Member

### **6. Public Grievances Cell**

- i) Miss Ngurang Mana (Chairman)
- ii) Miss Anisha kri (Member)

### **7. Placement and Information Cell**

- i) Dr. Tarh Ramya (Chairman)

### **8. Outreach Programme**

- i) Miss Menuka Kadu (Chairman)

### **9. Library Committee**

- i) Dr. Chiging Yamang (Chairman)
- ii) Miss Menuka Kadu (Member)

### **10. Purchase Committee**

- i) Dr. Lige Sora (Chairman)
- ii) Dr. Tarh Ramya (Member)

### **11. Stock Verification Committee**

- i) Dr. Yab Rajiv Camder (Chairman)
- ii) Dr. Lige Sora (Member)
- iii) Miss Ngurang Mana (Member)

### **12. Disciplinary Committee**

- i) Dr. Yab Rajiv Camder (Chairman)
- ii) Dr. Kaling Moyong (Member)
- iii) Miss Ngurang Mana (Member)
- iv) Miss Republic Jerang, V/P, APUSU (Member)

### **13. Estate and Transport Committee**

- i) Dr. Tagam Dabi (Chairman)
- ii) Mr. Kato Tayeng, President, APUSU (Member)

### **14. Meeting and Conference**

- i) Dr. Kaling Moyong (Coordinator)
- ii) Dr. Chiging Yamang (Dy. Coordinator)

### **15. Ecology and Campus Beautification Committee**

- i) Miss Menuka Kadu (Chairman)
- ii) Dr. Tagam Dabi (Member)
- iii) Mr. Gemar Angu (APUSU) (Member)

### **16. Students Affairs (Meeting, Conference and Festivals)**

- i) Dr. Kaling Moyong (Coordinator)
- ii) Dr. Chiging Yamang (Dy. Coordinator)

### **17. Students' Mentor**

- i) Dr. Kaling Moyong (Coordinator)
- ii) Dr. Chiging Yamang (Dy. Coordinator)

### **18. Public Information**

- i) Dr. Yab Rajiv Camder (PIO)
- ii) Dr. Tagam Dabi (APIO)

### **19. Students' Grievances Redressal Committee**

- i) Dr. Eli Doye, Associate Professor, Dept. of Tribal Studies (Chairperson)
- ii) Dr. Yab rajiv Camder, Assistant Professor, Dept. of Commerce (Member)
- iii) Dr. Chiging Yamang, Assistant Professor, Dept. of Commerce (Member)
- iv) Dr. Kaling Moyong, Assistant Professor, Dept. of Education (Member)
- v) Miss Ngurang Mana, Assistant Professor, Dept. of Social Work (Member)
- vi) Miss Anisha Kri, Students' Representative, Dept. of Commerce (Member)

### **20. Ombudsperson**

- i) Dr. Khem Chand Kapoor, Assam Don Bosco University, Guwahati, Assam

### **21. Coordinator, Spoken Language Development**

- i) **English** : Mr. Likha Rinchin
- ii) **Hindi** : Miss Mumseng Modi

## 22. Coordinator Talent Search

i) Miss Terbi Loyi

### E. Post Graduate Syllabus

#### i) Department of Commerce

#### Programme Structure

Semester	Type of Course	Paper Code	Paper Title	Credit of the Course	Lecture Hrs.
<b>I</b>	Core Courses (CC)	COM-C-401	Indian Financial System	04	40
		COM-C-402	Organisational Theory & Behaviour	04	40
		COM-C-403	Managerial Economics	04	40
		COM-C-404	Advanced Functional Management	04	40
	Ability Enhancement Course (AEC)	COM-A-405	Business Statistics & Research Methods	04	40
<b>II</b>	Core Courses (CC)	COM-C-406	Business Ethics & Corporate Governance	04	40
		COM-C-407	International Business	04	40
		COM-C-408	Strategic Management	04	40
	Ability Enhancement Courses (AEC)	COM-A-409	Tax Planning & Management	04	40
		COM-A-410	Entrepreneurship & Skill Development	04	40
<b>III</b>	Discipline Specific Courses (DSCs)	COM-E-501	Group – A Accounting and Finance	04	40
			Group – B Marketing Management		
			Group – C Human Resource Management		
		COM-E-502	Group – A Accounting and Finance		
			Group – B Marketing Management		
			Group – C Human Resource Management		
	COM-E-503	Group – A Accounting and Finance	04	40	
		Group – B Marketing Management			
	COM-E-504	Group – A Accounting and Finance	04	40	
		Group – B Marketing Management			
Open / Generic (OC)	COM-O-505	Start Up & Skill Development	04	40	
<b>IV</b>	Discipline Specific Courses (DSCs)	COM-E-506	Group – A Accounting and Finance	04	40
			Group – B Marketing Management		
			Group – C Human Resource Management		
		COM-E-507	Group – A Accounting and Finance		
	Group – B Marketing Management				
	Group – C Human Resource Management				
	COM-E-508	Group – A Accounting and Finance	04	40	
		Group – B Marketing Management			
Group – C Human Resource Management					
COM-E-509	Group – A Accounting and Finance	04	40		
	Group – B Marketing Management				

		Group – C Human Resource Management		
Ability Enhancement Course (AEC)	COM-A-510	Corporate Legal Framework	04	40
		<b>Total</b>	<b>80</b>	<b>800</b>

### **COM-C-401: INDIAN FINANCIAL SYSTEM**

**Objective:** *The purpose of this course is to equip the students with an understanding of the financial system, its constituents, the principles on which it operates, inter linkages and regulatory concerns.*

**Outcome:** *After completing the course the students will be expected to have an overview of the Indian financial system, its constituents, the principles on which it operates, and regulatory frameworks.*

**MODULE I: Financial System:** Evolution and growth; Indian Financial System- growth; nature; composition; Reforms in Indian Financial System; Recent trends and Emerging issues in IFS.

**MODULE II: Financial Market and Instruments:** Nature of Indian financial market; Classification of Indian Financial Market; Money Market and Instruments; RBI and Money Market; Reform in Money Market; Capital Market Operation- Primary and Secondary Market, Stock market operations-Stock Exchange; Capital Market Instruments; Derivatives; Reform in Capital Market; Emerging issues.

**MODULE III: Financial Institutions:** Importance, Structure and Classification of Financial Institutions in India- Banking Institutions- Structure of Indian Banking institutions; Regulation of Indian Banks; Non-Banking Institutions- Structure of NBFIs in India; Regulation of NBFIs; Micro Finance Institutions; Financial Inclusion; Emerging issues in Banking and Non- Banking.

**MODULE IV: Financial Services:** Importance and Classification; Asset Based Services in India; Venture Capital; Mutual Funds, Factoring, Forfaiting, Leasing, Securitization; Fee based Services in India– Merchant Banking, Credit Rating, Stock Broking; Regulatory framework for financial services.

### **COM-C-402: ORGANISATIONAL THEORY & BEHAVIOUR**

**Objective:** *To help students to understand the value of being able to study organizations from different theoretical angles and improve their ability to understand how a person acts in an organizational set up.*

**Outcome:** *After completing the course the students will be expected to:*

- have an overview of key themes, concepts and discussions in organisation theory
- understand, explain and in a critical way use core concepts and theories within organisation theory.
- Analyse and identify personal dimensions of personality, perception, attitude, job satisfaction, motivation and learning as well as group and group dynamics.
- Evaluate the developments of basic concepts & theories of leadership, power & politics.

**MODULE I: Organization Theories:** Organisational Theories - Classical, Neo-classical and Contemporary; Authority, Power, Status, Formal and Informal Structure; Bureaucratic structure; Boundary Less organisation; Flat and Tall structures; Individual Behaviour- Values, Attitudes, Personality, Emotions, and Learning.

**MODULE II: Group Decision Making and Communication:** Concept and nature of decision-making process; Individual versus group decision making; Nominal group technique and Delphi technique; Communication effectiveness in organisations; Feedback, Improving Inter- personal Communication- Transactional Analysis & Johari Window.

**MODULE III: Motivation:** Concepts, Theories- McGregor's Theory X and Y, Maslow's Need Hierarchy, Herzberg's Two factor theory; Contemporary theories of motivation (ERG, Cognitive evaluation, goal setting, equity, Intrinsic Motivation Theory by Ken Thomas), Expectancy model; Motivation and organisational effectiveness.

**MODULE IV: Dynamics of Leadership and Power:** Leadership, Power and Conflict: Concept and theories of Leadership- Behavioural Approach, Situational Approach, Leadership Effectiveness; Power- Bases of Power, Power Tactics; Conflicts- Sources, Patterns, Levels and Strategies.

### **COM-C-403: MANAGERIAL ECONOMICS**

**Objective:** To acquaint the students with the practical applications of economics theories to business decisions.

**Outcomes:** Students who successfully complete the course will have a good understanding of economic concepts and tools that have direct managerial applications. The course will sharpen their analytical skills through integrating their knowledge of the economic theory with decision making techniques. Students will learn to use economic models to isolate the relevant elements of a managerial problem, identify their relationships, and formulate them into a managerial model to which decision-making tools can be applied.

**MODULE I: Demand and Its Determination:** Firm Demand, Industry Demand; Market-Demand Function and Demand Curve; Demand Elasticity; Supply-Determinants of Supply; Supply-Function and Supply Curve; Shortage and Surplus; Market Equilibrium.

**MODULE II: Production Function:** Returns to Scale and Factor; Isoquants, Ridge Lines, Iso-Costs, Least Cost Combination; Cost-Types of Cost- Long Run and Short Run Cost; Relational Analysis; Economics of Scale and Economics of Scope; Multi-Plant Economics; Learning Curve; Relations Between Cost and Production.

**MODULE III: Market Structures:** Determination of price and output under different market structures; Pure and Perfect competition; Monopoly, Monopolistic, Oligopoly, Discriminating Monopoly; Barriers to entry and exit.

**MODULE IV: National Income and Employment Determination:** Consumption Function and Investment Function; Investment Multiplier; Trade Cycles and Business; Behaviour Planned Approach to Economic Development in India.

#### **COM-C-404: ADVANCED FUNCTIONAL MANAGEMENT**

*Objective:* To make the students have a preliminary idea about various functions of management.

*Outcome:* Students who successfully complete the course will have a good understanding of management of various functional areas of management. Students with various specialised areas will learn the basics of other respective areas of functions.

**MODULE I: Conceptual Framework of Accounting:** Generally Accepted Accounting Principles (GAAP); IFRS and its roadmap to Convergence, Harmonization of International Accounting, Corporate Financial Practices, Financial Reporting.

**MODULE II: Financial Management:** Finance Function; Concept of risk and return; Cost of Capital, Operating and Financial Leverages; Investment Decision: Project with Different Lives, Investment Timing & Duration, Replacement of Existing Asset, and Investment Decision under Capital Rationing.

**MODULE III: Human Resource Management:** Concepts and functions; Human Resource Planning, Recruitment, Selection, Induction, Placement, Training and development; Performance Evaluation, Transfer, Promotion, Demotion and Employees' separation; Fixation of Wage and Salary.

**MODULE IV: Marketing Management:** Marketing: Concepts, Functions; Segmentation, Targeting and Positioning; Product, Pricing, Promotion, and Distribution; Market Research; Market Information System and Control.

**COM-A-405: BUSINESS STATISTICS & RESEARCH METHODS**

*Objective:* To give an insight to students on certain statistical techniques which are helpful in business data analysis and interpretation.

*Outcome:* The outcome of the course is to acquaint the students with the process and techniques of conducting research. The course is expected to train the students to plan and execute the research studies in business.

**MODULE I: Research Design:** Formulating research problem, developing research proposal – Research Objectives; Hypotheses; Determining Research Design; Techniques of Explorative Research; Descriptive Researches – Case Study, Survey & Observation Method; Causal Research; Quantitative vs Qualitative Research; Determining Data Sources: Secondary Data Sources, Primary Data Collection Methods; Questionnaire Preparation; Scaling Techniques and Attitude Measurement; Reliability and Validity Assessment.

**MODULE II: Survey Design & Data Collection:** Census and Survey Methods; Designing Sample Survey – Defining universe, Determining Sampling Frame, Sampling Unit, Sampling Method and Sample Size, Survey Errors – Sampling vs. Non-Sampling Errors; Types of non-sampling errors and ways to deal with them.

**MODULE III: Theoretical Distribution and Data Analysis:** Theoretical Distribution- Binomial, Normal; Univariate, Bivariate & Multivariate Data Analysis; Concepts & Applications of Multiple Regressions.

**MODULE IV: Hypothesis Development and Testing:** Procedure for Hypothesis Testing; Errors in Hypothesis Testing; Confidence Interval; Hypothesis Testing for population parameters of large and small samples, Chi-square Test.

**COM-C-406: BUSINESS ETHICS & CORPORATE GOVERNANCE**

*Objective:* To familiarize the students with the knowledge of ethics, emerging trends in good governance practices and corporate social responsibility in the global and Indian context.

*Outcome:* Students who successfully complete the course will have a good understanding the value and practices of business ethics. They will acquire a sound knowledge about different aspects of corporate governance in the present-day business organisations.



**MODULE I: Business Ethics: Business Values and Ethics:** Concept and Various Approaches to Business Ethics; Ethical Theories; Ethical Governance; Social Responsibility and Business Ethics; Benefits of adopting Ethics in Business; Ethics Programme; Code of Ethics; Ethics Committee.

**MODULE II: Conceptual Framework of Corporate Governance:** Evolution of Corporate Governance; Developments in India; Regulatory Framework of Corporate Governance in India; SEBI Guidelines and Clause 49; Reforms in the Companies Act; National Company Law Tribunal (NCLT); Green Governance/ E-Governance.

**MODULE III: Corporate Management:** Management Vs. Governance; Internal Constituents of Corporate Governance; Key Managerial Personnel - Chairman, Chief Executive Officer, CFO, Manager, Company Secretary, Auditor - Role and Responsibilities; Role and Functions of Board Committees - Standing Committees, Ad-Hoc Committees, Task Force Committees, Advisory Committees, Statutory Committees of Board -Audit Committee, Remuneration Committee, Nomination Committee, Compliance Committee, Shareholders Grievance Committee, Investors Relation Committee, Investment Committee, Risk Management Committee.

**MODULE IV: Corporate Failures, Whistleblowing and Corporate Governance:** Corporate Failure – Causes, Common governance problems; Policy actions including major codes and standards; Concept of Whistleblowing; Types of Whistleblowers; Whistleblower Policy in India.

### **COM-C-407: INTERNATIONAL BUSINESS**

**Objective:** *This course deals with basics of international trade and updates students about recent developments in international business in the context of Globalisation.*

**Outcome:** *Students who successfully complete the course will have a good understanding about the contemporary international trading activities. They will acquire a sound knowledge about different aspects of trading pattern, institutions, regulations and expansions.*

**MODULE I: International Trade:** International Trade- Concepts and scope; Causes for International Business Expansion; International Business Environment: Political, Legal, Economic, and Cultural environment and associated risks; Framework for analysing international business environment; Liberalisation, Privatisation and Globalisation (LPG); Tariff and Non-tariff Barriers; Global e-business; Global Crises; FDI.

**MODULE II: International Trade Patterns:** Balance of Payment (BOP); Organizations for International Trade Promotions; International Business Research; India's foreign trade; International framework for International Trade in India, India's export promotion measures.

**MODULE III: Regulation of International Business:** WTO-objectives and functions; Dispute settlement mechanism; Major regional trade agreement- EC, SAPTA, NAFTA, ASEAN, BRICS; Limitations of Regional Economic Integrations.

**MODULE IV: International Business Expansion:** Modes; Strategies for selection of International Business Expansion Mode; Impact of MNEs in host countries, Emerging MNEs from rapidly developing economies; Environmental issues & labour issues in international business.

### **COM-C-408: STRATEGIC MANAGEMENT**

***Objective:** To help students understand strategy making process that is informed integrative and responsive to rapid changes in an organization's environment and also to help them understand tasks of implementing strategy.*

***Outcome:** Upon Completion of the course the students will be able to understand the process of strategic management, demonstrate the knowledge and abilities in formulating strategies & strategic plans in terms of rapidly changing market trends & technological advancement, & evaluate challenges faced by managers in implementing & evaluating strategies.*

**MODULE I: Overview of Strategic Management: Strategy:** Concept, Mintzberg Models of strategy, Levels of Strategy; Strategic Management: Process, Benefits, Guidelines for effective Strategic Management; Ethics & Social Responsibility; Need for good corporate Governance; Corporate Citizenship.

**MODULE II: Environmental Analysis: Internal Analysis:** Competitive Advantage, Competencies, SWOT Analysis- Resources, Capabilities & Core Competence, Key Success Factors; Value Chain Analysis, Bench Marking; External Analysis: Components and Segments, Porter's Five Forces Model, PEST Analysis; Industry Driving forces – Strategic group mapping.

**MODULE III: Crafting Strategy: Vision & Mission:** Significance, Characteristics, Objectives, Types, Setting of Objectives; Factors affecting Strategy; Generic Strategy; Other Strategy Choices– Strategic Alliances, Mergers & Acquisition, Vertical Integration, Outsourcing, Offensive Strategies, Diversification, Modernization, Turnaround.

**MODULE IV: Evaluation of Strategy:** Evaluation of Strategy: Significance, Criteria, Barriers, Evaluation techniques; Organizational Issues with respect to Objectives, Policies, Resource Allocation, Structure, Restructuring, Reengineering, Change, Conflict, Culture, HR, Marketing, Finance and Accounting; Performance Evaluating (ROI, EVA, and MVA).

#### **COM-A-409: TAX PLANNING & MANAGEMENT**

*Objectives:* This course aims at to make students conversant with the corporate and income tax computation, tax planning and also tax laws for day-to-day learning and applications.

*Outcome:* Students who successfully complete the course will have acquainted with the advanced and updated concepts in Tax and Tax Management.

**MODULE I: Introduction:** Meaning of Tax Planning and Management, Tax Evasion and Tax Avoidance; Nature and scope of Tax Planning and Management in the Corporate Sector; Justification of Corporate Tax Planning and Management.

**MODULE II: Tax Planning:** Tax Planning & Provisions with regard to - Setting up a new business; Financial management decisions; Specific Managerial Decision; Setting up a business in North East India, Tax Planning for individual assessee.

**MODULE III: Assessment of Companies:** Residential Status and incidence of Tax, Computation of Corporate Tax: Carry forward and set off of losses in the case of certain companies under Sec. 79 of Income-tax Act, 1961; Deductions available to corporate assessee, Computation taxable income and corporate tax liability of companies; Minimum Alternate Tax; Tax on distributed profits of domestic companies.

**MODULE IV: Tax Authorities & Prosecutions:** CBDT; Income tax provisions related to Penalties and Prosecutions, Rebates and Relief, E Filing of Tax, Tax Return, Refund of excess payment, appeals, revision, search, seizure.

#### **COM-A-410: ENTREPRENEURSHIP DEVELOPMENT**

*Objectives:* To help students become aware of various aspects of start-ups, develop skill and enterprises, and support available to the entrepreneurs.

*Outcome:* This Course will institute entrepreneurial skills in the students by giving an overview of who the entrepreneurs are and what competences are needed to become an entrepreneur.

**MODULE I: Entrepreneurs:** Concept, Role of entrepreneurship in economic development; Entrepreneurship process and theories; Factors impacting emergence of entrepreneurship; Types of entrepreneurs; Entrepreneurial Traits; Benefits and risks in entrepreneurship.

**MODULE II: Start-up India:** Concepts; Background and Objectives; Policy; Action Plans; Rankings; Registration, Recognition, Tax Exemption, Self-Certification; Start-up Schemes and Programmes; Innovation, Incubators and Accelerators; Investors; Challenges.

**MODULE III: Skill India and Make in India:** Skill India- Mission; Background and Objectives; Registration; Organization; Policy framework; NSDC Certificate; NSDM Schemes; Make in India- Concept; Vision; Policy; Benefits; Ease of Doing Business, Rankings; Schemes; Mudra Loan; MSME- Definition, Schemes of development of MSMEs.

**MODULE IV: Creation New Venture:** Stages of starting a New Venture; Innovation- Concept, Types and Sources; Sources of Finance- Commercial Banks & Financial Institutions, Venture Capital; Angel Investors; Private Equity; Lease Financing; Intellectual Property Rights.

### **COM-O-505: START UP & SKILL DEVELOPMENT**

*Objectives:* To help students become aware of various aspects of start-ups, develop skill and enterprises, and support available to the entrepreneurs.

*Outcome:* This Course will institute entrepreneurial skills in the students by giving an overview of who the entrepreneurs are and what competences are needed to become an entrepreneur.

**MODULE I: Start-up India:** Concept, Background and Objectives; Policy; Action Plan; Rankings; Registration, Recognition, Tax Exemption, and Self-Certification; Schemes and Programmes for start-up; Investors; Challenges and Problems; Case studies and success stories.

**MODULE II: Skill India:** Mission; Background and Objectives; Registration; Organization; Policy framework; NSDC Certificate; NSDM Schemes; PMKVY; SANKALP; UDAAN; STAR; Case studies and success stories.

**MODULE III: Make in India:** Concept; Vision; Policy; Benefits; Ease of Doing Business- Rankings; Schemes; Case studies and success stories.

**MODULE IV: Creation New Venture:** Stages of starting a New Venture; Innovation- Concept, Types and Sources; Sources of Finance- Commercial Banks & Financial Institutions, Venture Capital; Angel Investors; Private Equity; Lease Financing; Intellectual Property Rights. Mudra Loan and SMEs.

### **COM-A-510: CORPORATE LEGAL FRAMEWORK**

*Objective:* To acquire knowledge and develop understanding of the regulatory framework of companies with reference to various provisions of the Companies Act, 2013.

*Outcome:* Upon Completion of the course the students will be able to understand the uses of Corporate Legal framework and the provisions regulating various activities of a Joint Stock Company.

**MODULE I: Historical Background of Company Law:** Origin and Growth of Company Law in India; Major amendments; Companies Act 1956, Companies Act 2013.

**MODULE II: Company and Its Formation:** Characteristics of JSC; Lifting Of Corporate Veil; Types of Companies; One Person Company, Producer Company; Association Not For Profit; Illegal Association; Formation of Company – Promoters, Their Legal Position, PreIncorporation Contract and Provisional Contracts; Memorandum of Association; Articles of Association; Doctrine of Constructive Notice and Indoor Management; Prospectus; Issue, Allotment And Forfeiture of Shares, Transmission of Shares, Buyback, Issue of Bonus Shares.

**MODULE III: Management and Control of Companies:** Directors; Classification of Directors, Women Directors, Independent Directors; Disqualifications, Director Identity Number (Din); Appointment, Legal Positions, Powers and Duties, Removal of Directors; Key Managerial Personnel- Managing Director and Manager; Managerial Remuneration; Meetings of Shareholders and Board- Kinds, Convening and Conduct of Meetings.

**MODULE IV: Winding Up:** Prevention of Oppression and Mismanagement; Concept and Modes of Winding Up.

### **COM-E-501(A): ACCOUNTING THEORY & FINANCIAL REPORTING**

*Objective:* To provide idea on the fundamental accounting theory and practices.

*Outcome:* Upon Completion of the course the students will be able to understand the concept and theories of accounting and its usages in an organization.

**MODULE I: Accounting Theory:** Nature; Classifications of Accounting Theory; Different Approaches to Theory Construction; Factors Influencing Accounting Environment; Measurement in Accounting; Doctrine of Accounting Practices.

**MODULE II: Measurement Theory:** Concepts & Measurement of Income, Expenses, Assets and Liabilities, Revenue Recognition and Matching Concepts; Indian Accounting Standards and Compliance there of IFRs.

**MODULE III: Accounting Standards:** Accounting Standard-Concepts, need & importance; Indian Accounting Standards; International Financial Reporting Standards; Arguments for

Global Convergence; Required Disclosure as per IFRSs, Achievements of IASB and Obstacles in Convergence.

**MODULE IV: Financial Reporting:** Financial Reporting-Nature and Objectives; Benefits; General purpose and Specific Purpose Report; Qualitative Characteristics of Accounting Information; Segment Reporting, Issues in Corporate Financial Reporting.

**COM-E-502(A): STRATEGIC FINANCIAL MANAGEMENT**

***Objective:** To help students understand financial strategy making process that is informed integrative and responsive to rapid changes in an organization's environment and also to help them understand tasks of implementing financial strategy.*

***Outcome:** Upon Completion of the course the students will be able to understand the process of financial strategic management, demonstrate the knowledge and abilities in formulating financial strategies & evaluate challenges faced by financial managers in implementing & evaluating strategies.*

**MODULE I: Introduction:** Strategic Management-Vision, Mission, Scope, Objectives, Strategies and Operating Plans; Process of Strategic Management; Strategic Financial Management; Changing Environment of Business Finance – Recent Trends and Financial Strategies; Financial Fundamental Analysis – Economy Analysis, Industry and Competition Analysis and Company Analysis.

**MODULE II: Corporate Valuation:** Concept of Value; Value Creation through Required Rate of Return – NPV and IRR Approach; Book Value of the Corporate Entity – Intrinsic Value; Adjusted Book Value of the Corporate Unit; Current Market Valuation Model; Cost Theory of Valuation; Earnings Theory of Valuation; The Gordon Model of Valuation; Discounted Cash Flow Model.

**MODULE III: Business Growth and Corporate Reorganization:** Re-organisation for Growth – A Brief Overview of Expansion, Diversification, Alliances and Cooperation, and Mergers and Acquisitions; Corporate Growth and Financial Structure Redesigning – Leveraged Re-capitalisation, Leveraged Buy Outs and Share Buyback; Growth Companies- Dividend Policy and Cash Dividends Vs Share Buyback.

**MODULE IV: Corporate Merger and Takeover:** Mergers-Concept and Types; Reasons for Merger; Legal Aspects of Merger; Merger Exchange Ratio; Evaluating a Merger-Capital

Budgeting Framework; Corporate Takeover-Concept of Friendly and Hostile Takeover; Takeover Regulations in India; Takeover Defence Mechanism.

### **COM-E-503 (A): ACCOUNTING FOR PLANNING & CONTROL**

*Objective:* To impart various accounting tools to students for making judicious planning and controlling of cost at firm level.

*Outcome:* Upon Completion of the course the students will be able to understand the process of cost control techniques.

**MODULE I: Cost Control & Reduction:** Meaning-Elements-Techniques-Cost Reduction Program- Tools & Techniques of Cost Reduction, Advantages, Distinction between Cost Control and Cost Reduction; CVPA-concepts & Application.

**MODULE II: Break-even Analysis:** Assumptions and Limitations; Break-even chart; P/V ratio; Practical Application of Break-even Analysis; Marginal Costing-concepts & application.

**MODULE III: Budgetary Control & Responsibility Accounting:** Budgetary Control- Budget and Budgetary Control; Essentials for Effective Budgeting; Advantages; Types of Budgets; Flexible Budgeting and Zero –base Budgeting.

**MODULE IV: Standard Costing and Variance Analysis:** Concept and Objects of Standard Costing; Setting of Standards; Variance Analysis- Material, Labour and Overhead Variances.

### **COM-E-504 (A): WORKING CAPITAL MANAGEMENT**

*Objective:* To help students in understanding the use of current assets and current liabilities and its management process.

*Outcome:* Upon Completion of the course the students will be able to understand the management practices related working capital at firm level.

**MODULE I: Financing and Management of Working Capital:** Meaning, Concepts, Classification and Importance of Working Capital; Objective of Working Capital; Determinants and Estimation of Working Capital Requirements; Financing and Management of Working Capital.

**MODULE II: Management of Cash:** Nature of Cash; Motives of holding Cash; Cash Management; Managing cash Flows; Determining Optimum Cash Balance; Cash Management Models; Liquidity and Cash Management.

**MODULE III: Receivables Management:** Concept, Nature and Purpose of Receivables; Costs and Benefits of Receivables; Factors Affecting Size of Receivables; Managing Receivables –

Profit Decision and Optimum Size Determination; Sound Credit Policy – Credit Standard, Credit Limit, Credit Period, Cash Discounts and Collections.

**MODULE IV: Inventory Management:** Concept, Nature, and Components of Inventory; Benefits of Holding Inventory; Risks and Costs of Inventory; Managing Inventory – Minimising Costs and Optimum Size Determination; Inventory Management System- Economic Order Quantity Subsystem, Reorder-Point Subsystem, Stock-Level Subsystem, and Tying Together the Subsystems into a Total Inventory Management System; ABC Analysis of Stock; Just in Time Concept of Inventory Management.

### **COM-E-506 (A): ADVANCED COST & MANAGEMENT ACCOUNTING**

*Objective:* To impart various accounting & management concepts of costing.

*Outcome:* Upon Completion of the course the students will be able to understand the advanced costing techniques.

**MODULE I: Life Cycle Costing:** Meaning and Benefits; Product Life Cycle and Pricing Decisions; Life Cycle Budgeting. Target Costing Concept; Target Costing and Target Pricing; Key Principles of Target Costing; ABC and Target Costing; Target Costing Process; Market Driven Costing, Product Level Costing, Component Level Costing, Chained Target Costing; Target Costing and Cost Management; Role of Value Engineering in Target Costing.

**MODULE II: Activity Based Costing (ABC):** Meaning and Definition of ABC; Comparison of ABC with Conventional Costing System; Merits and Demerits of ABC; Stages in ABC; ABC System Installation and Operation; ABC- a Decision Making Tool. Value-Chain Analysis: concepts, procedure and Role in Decision Analysis.

**MODULE III: Uniform Costing and Inter-firm Comparisons:** Uniform Costing -Meaning, Objectives and Requisites of Uniform Costing; Uniform Cost Manual; Benefits and Limitations of Uniform Costing; Inter-firm Comparisons-Meaning, Objectives and Procedure of Interfirm Comparisons; Advantages and Limitations.

**MODULE IV: Responsibility Accounting:** Concept, Responsibility Centers-Cost, Profit, and Investment Centers; Advantages; Transfer Pricing - Market-based Price and Cost-based Price.

### **COM-E-507(A): SECURITY ANALYSIS & PORTFOLIO MANAGEMENT**

*Objective:* To acquaint the students with the knowledge, understanding about investment in securities.



***Outcome:** Upon Completion of the course the students will be able to understand the application of investment analysis tools for better decision making in investment process.*

**MODULE I: Introduction:** Meaning, Nature and Scope of Security Investment; Various Approaches for Investment Decisions; Investment Process; Attributes of Investment; Investment Environment -Instruments, Markets, Regulations etc.

**MODULE II: Security Analysis (Fundamental and Technical Analysis):** Meaning and Scope of Fundamental Analysis; Features and Impact of Economic Indicators and Industry Level Factors; Company Analysis – Financial Performance and Forecasting; Intrinsic Value of Shares. Meaning and Significance of Technical Analysis; Technical Analysis Vs. Fundamental Analysis; Traditional and Modern Tools of Technical Analysis; Various Forms of Efficient Market Hypothesis.

**MODULE III: Portfolio Analysis:** Security Risk and Return Vs. Portfolio Risk and Return; Various Components of Risks-Market Risk, Inflation Risk, Management Risk, Liquidity Risk, Business Risk, Financing Risk etc; Systematic Vs. Unsystematic Risks.

**MODULE IV: Portfolio Management:** Selection and Management of Optimum Portfolio Under Markowitz Model; Sharpe Model, Capital Asset Pricing Model (CAPM) and Arbitrage Pricing Model; Portfolio Selection Under Risk-free Lending and Borrowing Assumptions; Portfolio Appraisal and Revision.

### **COM-E-508 (A): CORPORATE & ENVIRONMENTAL ACCOUNTING**

***Objective:** To acquaint the students with the knowledge, understanding about corporate accounting, importance and procedure of environmental accounting.*

***Outcome:** Upon Completion of the course the students will be able to understand the process of corporate accounting practices and acquaint themselves with environmental accounting.*

**MODULE I: Accounting for Financial Instruments:** Meaning, Definition of Financial Instruments, Important Terminologies, Methods of Trading, Financial Instruments-Recognition and Measurement, Presentations, Disclosures.

**MODULE II: Holding Company:** Concepts and definition, Determining the types of Control, Important Terminologies, Consolidated Financial Statement- Forms & Techniques.

**MODULE III: Accounts of Banking & Insurance Companies:** Banking Companies: meaning, Definition, Legal Requirements and Financial Statement Schedules. Classification of Insurance Business: IRDA-Legal Framework- Financial Statement of Insurance Business.

**MODULE IV: Environmental Accounting:** Concepts, objectives, Relevance, Approaches, Models; Green Accounting, Carbon Credit Accounting; Sustainability Accounting: concepts, framework, Sustainability Reporting; Recent Development in Environment Accounting.

**COM-E-509 (A): CORPORATE REPORTING PRACTICES**

*Objective:* The course aims to provide knowledge to the students about developments in financial reporting, and understanding of accounting and reporting issues at the national and international level.

*Outcome:* Upon Completion of the course the students will be able to understand the process of financial reporting, demonstrate the knowledge and abilities in financial reporting & evaluate challenges faced by financial managers in reporting financial results.

**MODULE I: Financial Reporting:** Concept of Financial Reporting; Objectives and Requirement of Financial Reports; Users in Financial Reporting; Qualitative Characteristics of Financial Reporting Information Significance of Company Annual Report; Benefits of Financial Reporting; Disclosure Requirements; Financial Reporting Practices in India.

**MODULE II: Corporate Social Reporting:** Concept and Objectives of Social Responsibility; Area of Corporate Social Performance; Approaches to Corporate Social Accounting and Reporting; Relationship between Human Resource Accounting and Corporate Social Reporting; Corporate Social Audit; Corporate Social Reporting in India.

**MODULE III: Segment Reporting:** Meaning and Need of Segment Reporting; Benefits of Segment Reporting; Requirements of Companies Act, 1956; Accounting Standard-17 on Segment Accounting Policies; Bases of Segmentation; Identifying Reportable Segments; Types of Disclosure in each Segment; Criticisms of Segment Reporting; Segment Disclosure in India.

**MODULE IV: Corporate Governance and Reporting:** Concept, Objectives and Elements of Good Corporate Governance; Compliance Requirements under Listing Agreements; Companies Act, 1956; Accounting Standards and Committee Reports; Corporate Governance Reporting Practices in India.

**COM-E-501(B): PRODUCT AND BRAND MANAGEMENT**

*Objective:* To acquaint the students with the conceptual and theoretical bases of product and brand management.

*Outcome:* By the end of this course the students will be able to understand the importance of building brands and create a platform to systematically do branding for a product or service.

**MODULE I: Product Planning and Management:** Product Concept and Classification; Product planning; Product Mix; Product Mix Decisions; Product line decision; Product Life Cycle & its Implications.

**MODULE II: New Product Development:** Concepts and Stages of New Product Development; Concept development and testing; Business analysis; Pricing of new product; Market testing; product launching; Packaging & Labelling.

**MODULE III: Brands and Brand Management:** Concept and significance of Branding; Brand Categorisation; Brand Life Cycle; Brands versus Products; Branding Challenges and Opportunities; Brand Management Process. Brand Positioning and Values; Building a Strong Brand; Creating Customer Value; Brand Positioning; Brand Mantras.

**MODULE IV: Brand Marketing- Brand Elements:** Criteria; Options and Tactics; Designing Marketing Programs for brands; Measuring Brand Performance- Conducting Brand Audits; Brand Equity Management System; Brand Strategies- Brand Architecture; Brand Hierarchy; Brand Designing.

### **COM-E-502(B): INTERNATIONAL MARKETING**

*Objective:* To acquaint the students with the changing dimensions of International Marketing Management and interpret its theory and practice.

*Outcome:* By the end of this course the students will be able to craft a marketing mix suitable to a variety of international markets and will be able to prepare an international marketing plan.

**MODULE I: International Marketing:** International Vs. Global marketing; Dynamics of International Marketing Decision; Environmental variables-its influence on International Marketing; Impact of geo-politics; International power structure.

**MODULE II: International Marketing planning:** Issues in International Marketing; Planning for Product, Pricing, Communication, Distribution; International Marketing Information System; Organizing and Controlling of International Marketing Operations.

**MODULE III: International Marketing Strategies:** Identifying the International Market Opportunities and challenges; Strategic choice for Foreign Market Entry; Emerging Markets- concept and significant.

**MODULE IV: Emerging issues and developments in international marketing:** Ethical and Environmental issues- Carbon footprint, carbon credit; International Trade Combination and

Conflicts; Research and research ethics in International Markets; Graft & Guanxi management in international marketing.

### **COM-E-503 (B): CONSUMER BEHAVIOUR & MARKET RESEARCH**

*Objective:* To help the students in developing basic understanding of the concepts of consumers and their behaviour in making marketing decision.

*Outcome:* At the end of the course, the students will be able to develop marketing strategies that are consumer based and create and enhance customer value.

**MODULE I: Consumer Behaviour:** Meaning; Features of Consumer Behaviour; Factors affecting consumer behaviour; Psychological factors; Sociological factors; Cross-Cultural behaviour; Interdisciplinary Nature of Consumer behaviour; Digital Revolution and consumer; Buying Decision Process; Post Purchase Behaviour and Action.

**MODULE II: Models of Consumers:** Concept of Economic Man; Passive Man; Cognitive and Emotional Man; Models of Consumer Decision Making; Kotler's Model of Buyer Behaviour; Consumerism: concept and application; Impact of IT on Consumer Behaviour.

**MODULE III: Market Research:** Meaning and Importance; Process; Problem Identification; Sampling; Data Collection- Primary and Secondary; Scaling Techniques; Data Analysis; Marketing Research Ethics-Commercial Intelligence and Espionage.

**MODULE IV: Market Research Applications:** Product Research; Advertising Research; Sales Research; Promotional Research; E-Commerce Research; Market Research in India- Utilities and emerging issues.

### **COM-E-504 (B): CUSTOMER RELATIONSHIP MANAGEMENT**

*Objective:* To focus on the trends in customer relationship and key developments in the practice its management.

*Outcome:* By the end of the course students will have understanding of the benefits of CRM and the competitive advantage it provides to organizations, appreciation for how technology can be leveraged to enhance a CRM initiative and can have exposure to best CRM practices in different sectors.

**MODULE I: Fundamentals of CRM: Relationship:** Theoretical Perspective – Types and Issues; Evolution of Relationships as a marketing tool; Emergence of CRM Practice; CRM Cycle; Stakeholders in CRM; Strategic issues in Relationship Marketing.

**MODULE II: Types of CRM:** Operational CRM– Sales Force Automation; Customer Service; Campaign Management; Analytical CRM– Managing and sharing customer data; Customer information databases; Technological Solutions; Collaborative CRM – Customer Interactions Centre; Contact Centre; Portals in Building Relationship.

**MODULE III: IT dynamics in CRM:** E-CRM – Features; Advantages; Functional components of CRM solution; CRM Software Programs; Applications of e-CRM; IT Implementation in CRM – Database Management & Construction; Data Warehousing; Data Mining. Customer Care Management –EPOS; Multimedia contact centre; Leveraging Internet.

**MODULE IV: Applications of CRM in different sectors:** Service Sector – Banking; Insurance; Health Care; Hotel; Retail Industry; Telecom Industry; Education.

### **COM-E-506 (B): MARKETING OF SERVICES**

*Objective:* To acquaint the students with the advances of Marketing of Services and expose the students to current trends in marketing of services.

*Outcome:* At the end of this course students will be able to develop blueprint for the services sector and develop a better appreciation of the necessary strategies to create a service excellence.

**MODULE I: Services Marketing:** Service Marketing Mix; Trends in Service Marketing; Challenges of Service Marketing; Service Quality Dimensions- Strategies and management; Service Marketing Triangle-Internal Marketing, External Marketing, Interactive Marketing; Relationship Marketing;

**MODULE II: Marketing of Financial Services:** Marketing of Financial Services; Marketing of Banking Services; Bancassurance: Technology in Banking Services; Marketing of Mutual Funds; Marketing of Insurance Services.

**MODULE III: Marketing of Specialised Services:** Marketing of Aviation services; Food delivery services-Zomato, Ubereats, Food Panda, Swiggy; Car rental services- Uber, Ola, Rapido, Zoom.

**MODULE IV: Marketing of Tourism and Hospitality Services:** Components; Stakeholders; Managing the tourist products; Forms and Types of tourism-Destination tourism; Event management; Tourism in Arunachal Pradesh-prospects and challenges

### **COM-E-507(B): CONTEMPORARY MARKETING PRACTICES**

*Objective:* To acquaint the students with theory and practices of contemporary marketing management.

*Outcome:* By the end of this course the students will be able to understand the emerging issues of marketing in the contemporary situation.

**MODULE I: Integrated Marketing Communication:** Concept; Growing Importance of IMC; Role of IMC in Marketing Process; The IMC Tools-Advertising, Sales Promotion, Personal Selling, Publicity & Public Relations and Direct Marketing; Traditional Communications-Emerging issues and challenges.

**MODULE II: Interactive Marketing:** Meaning and Concept; Nature and Significance; Types of Interactive Marketing; Interactive Marketing Campaigns; Social Media Marketing- Facebook, Twitter, WhatsApp, Instagram and LinkedIn; Challenges of Interactive Marketing; SEO and Management of social media web pages; Government regulations for control of social media.

**MODULE III: Trends in Marketing Distribution:** Modern Distribution Channels and its Management; Direct Marketing; E-Retailing; Supply Chain Management; Logistics Management-Omni Channel Logistics; Inventory Management; Business Agility- concept and importance.

**MODULE IV: Marketing Legislation:** Marketing Legislation with respect to Consumer Rights, Patent, Copyrights, Intellectual Property Rights and Competition.

### **COM-E-508 (B): AGRICULTURAL AND RURAL MARKETING**

*Objective:* To acquaint the students with the basic tenets of agricultural and rural marketing.

*Outcome:* By the end of this course the students will be able to comprehend the marketing decisions involved in agricultural products and rural marketing and to apply the concepts of rural marketing into practice and design strategies suitable for rural and agricultural marketing.

**MODULE I: Agricultural Marketing in India:** Characteristics of Agricultural Products – Types, Characteristics and importance of Agricultural Markets; Defects in Agricultural Marketing System; Challenges in Marketing of Agriculture Produce; Measures to improve Agricultural marketing system in India.

**MODULE II: Rural Marketing in India:** Components of Rural Markets; Bases of Urban and Rural Markets – Population, Infrastructure, Demand & Consumption Pattern, Incomes; Rural Marketing Mix; Changing Scenario of Rural Marketing in India; Rural Marketing Problems & Challenges; Opportunities in Rural Markets.

**MODULE III: Rural Retail Trade:** Structure of Retail Outlets—Organized and Unorganized Retail; Segmentation of Rural Market; Rural Marketing Strategies – Competitive Strategy; Product Strategy; Pricing Strategy; Communication Strategy; Distribution Strategy; Region Specific Strategies.

**MODULE IV: Rural Consumer Behaviour:** Rural Consumers - Types & Characteristics; Shopping habits of Rural Consumers; Factors affecting Rural Consumer Behaviour; Opinion Leaders; Overview of Marketing of Rural Industrial Products.

### **COM-E-509 (B): RETAIL MARKETING**

*Objective:* To focus on the trends in retailing trade and key developments in the practice of retailing. This course also intends to understand the basic principles of retail strategy and decisions made in managing a retail business.

*Outcome:* By the end of this course the students will be able to formulate strategies for creating customer experience on retail business.

**MODULE I: Retailing:** Nature; Growing Importance of Retailing; Factors Influencing Retailing; Functions of Retailing; Retail Strategy- Target Market, Retail format, Building Sustainable Advantage; Retail Pricing.

**MODULE II: Retail Organization:** Changing Structure of Retail Organisation in India; Classification of Retail Units- Food Retailers, General Merchandise Retailers, Service Retailers; Corporate chains; Retailer Corporate and Voluntary system; Emerging forms of Non-Store Retailing- Trends and Challenges.

**MODULE III: Merchandise Management:** Meaning and Nature; Merchandise Planning- Process and Control; Merchandise Mix; Assortment Planning; Decisions in Buying Merchandise- Developing Private Label Merchandise; Visual Display and Store Layout.

**MODULE IV: Emerging Issues:** Emergence of Organized Retailing, Traditional and Modern retail Formats in India; Multi-channel retailing; Retailing in Rural India; Legislations for Retailing; Retailing Vs. Retelling; FDI in Retailing-Emerging Issues in India.

### **COM-E-501(C) HUMAN RESOURCE PLANNING & DEVELOPMENT**

*Objective:* To enrich students' ability to analyse the essential elements of human resources planning (HRP) processes, assess and program for human resources requirements; develop an organization plan; and evaluate the effectiveness of HRP processes in an organization.

***Outcome:** Upon Completion of the course the students will be able to understand the human resources planning (HRP) processes, to analyse human resources requirements; to develop an organization plan; and to evaluate the effectiveness of HRP processes in an organization.*

**MODULE I: Human Resource Planning:** Organizational Strategy - Corporate Vs. Business Strategy, HRM Strategy; Environmental influences on HRM, HRP – Concept, Objective, Importance, Process; Human Resource Demand and Supply Forecasting.

**MODULE II: Work Analysis & Design:** Job and Work, Job Identification; Job description; Job Specification; Job Design, Job Analysis, Job Enrichment, Job Rotation, Job Assignments, Job Redesign, Feedback and Corrective Measures; Organisational Objectives and Policies and Job Designing - Ethical Issues, Outsourcing; Socialisation, Mobility and Separation.

**MODULE III: Human Resource Development and Climate:** Human Resource Development System- Training; Mentoring of Performance and Performance Coaching; Building Roles and Teams; Strategic Human Resource Development Practices; Restructuring Strategies.

**MODULE IV: Succession Management:** Competency Mapping; Performance Planning and Review; Potential Appraisal, Assessment Centres and Career and Succession Planning; Dislocation and Relocation of Employees; Orientation; HR Measurement and Audit.

### **COM-E-502(C) LABOUR LEGISLATIONS IN INDIA**

***Objective:** To give exposure to students on various provisions and essence of various Labour Laws in India.*

***Outcome:** Upon Completion of the course the students will be able to understand various provisions of Labour laws and legislations regulating the employment of the manpower in an organisation.*

**MODULE I: Labour Laws:** Concept, Origin, Objectives and Classification; Indian Constitution and Labour Legislations; Emerging Issues and Future Trends.

**MODULE II: Laws on Working Conditions:** The Factories Act, 1948 and Plantation Labour Act, 1951

**MODULE III: Laws on Wages and Social Security:** Minimum Wages Act, 1948 and Payment of Wages Act, 1936, Payment of Gratuity Act, 1972, The Workmen's Compensation Act, 1923, Maternity Benefit Act, 1961.

**MODULE IV: Acts against Sexual Oppression:** Vaisakha Guidelines, Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act 2013



## **COM-E-503(C) INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

***Objective:** To enable student to understand various issues and challenges in managing Human Resources of MNCs etc.*

***Outcome:** Upon Completion of the course the students will be able to analyse, understand and acquaint himself in various aspects of the human resources management in MNCs and large organisations with oversea activities.*

**MODULE I: International Human Resource Management:** Concept and features; Differences between IHRM and Domestic HRM; Reasons for the growth of IHRM; Challenges of IHRM.

**MODULE II: Procurement and Development:** Approaches of Recruitment in MNCs; Recruitment in MNCs- Sources and procedures; Selection procedures in MNCs; Training in MNCs- Procedures and Methods.

**MODULE III: Micro Issues in IHRM:** Employee Turnover in MNC- Concept, reasons and types; Brain- Drain and Brain-Gain; Employee Stress- Sources, effects and its management, Cadre conflict, Bossism at Work Place.

**MODULE IV: Macro Issues in IHRM:** Management of Cross-Cultural Dynamics, Growing Numbers of Women and Minority Ethnic Workers, Impact of Low Birth Rate on Human Resource, Low Level Works- Few Workers Situation, Workers and Moral Education, Replacement of Workers by Robots and Machines, Balancing Work and Life.

## **COM-E-504 (C): MANAGEMENT OF COMPENSATION**

***Objective:** To equip students with various theoretical and practical knowledge involved in understanding various components of compensation administration, employee's benefits and incentive plans.*

***Outcome:** Upon Completion of the course the students will be able to understand the Wage fixation process, administration of compensation plans and programmes, and the legislations regulating the wage payment processes in an organization.*

**MODULE I: Compensation Administration:** Concept and Objective; Types of Compensation; Importance of Compensation Administration; Theories of Compensation- Equity Theory, Expectancy Theory; Steps in Compensation Administration, Challenges in Compensation Administration.

**MODULE II: Job Analysis and Evaluation:** Job Analysis, Job Description, Job Specification; Job Evaluation Process; Methods of Job Evaluation; Benefits of Job Evaluation; Limitation of Job Evaluation; Steps to improve effectiveness of Job Evaluation, Job Enrichment, Job Rotation and Job Enlargement.

**MODULE III: Methods of Wage & Salary Fixation:** Different Concepts of Wages; Wage Policies, Determinants of Wage and Salary, Prerequisites of Sound Wage and Salary Plan; Methods of Wage Fixation; National Wage Policy.

**MODULE IV: Incentives and Benefits:** Objectives of Wage Incentives; Wage Incentives, Planning Process; Prerequisites for a Good Incentives Scheme; Types of Incentive Schemes- Straight Piece Rate, Taylor's Differential Piece Rate Plan, Merrick Multiple Piece Rate Plan, Emerson Efficiency Plan; Concept and forms of Fringe Benefits.

### **COM-E-506 (C): DYNAMICS OF INDUSTRIAL RELATIONS**

***Objective:** To make student to understand essentials of Industrial Relations and to increase their competency to sustain the stress in managing IR issues.*

***Outcome:** Upon Completion of the course the students will be able to understand the employee-employer relationship, trade unionism, negotiation, and workers' participation in decision making process, and grievance redressal processes in an organization.*

**MODULE I: Introduction: Industrial Relations:** Concepts, Major players, Features and Determinants; Essentials of Industrial Relation; Importance, Trends in Industrial Relation.

**MODULE II: Trade Union:** Trade Union- Features, Objectives, Types, Functions, Benefits and Limitations; Theories of Trade Union; Trade Union Act, 1926, History of Trade Union Movement in India; Trade Unions and Challenges of Privatization and Globalization; Decline of Trade Unions; Trends in Trade Unionism- Indian and Global perspectives.

**MODULE III: Employee Grievances and Industrial Disputes:** Employee Grievances- Characteristics and sources; Techniques of Grievance Identification; Grievance Procedures; Essentials of a Good Grievance Procedure; Industrial Disputes- Sources, Effects, Types and Machineries as per Industrial Dispute Act, 1947.

**MODULE IV: Collective Bargaining and Worker's Participation in Management:** Collective Bargaining- Concept, Process, Content, Classifications; Essentials of Effective Collective Bargaining; Workers Participation in Management- Objectives, Significance, Levels and Methods; Essentials of Successful WPM.

## **COM-E-507 (C): EMPLOYEE WELFARE & SOCIAL SECURITY**

**Objective:** *To enrich students on various sociological aspects of employee Safety, employee stress, employee welfare and social security.*

**Outcome:** *Upon Completion of the course the students will be able to understand the welfare activities undertaken by the employer as per various provisions, the processes of adopting and developing a stress-free environment in an organization along with necessary social security measures.*

**MODULE I: Employee and Industry:** Industry as a Social System; Evolution of Working Class; Growth of Unorganized Informal Sector; Corporate Social Responsibility; Women in the Corporate Sector; Dynamics of Industrial Relations; Indian Workers; Attitude of Workers.

**MODULE II: Employee Stress:** Job Stress - Concept and Sources; Symptoms of Stress, Frustration vs. Stress, Measurement of Stress; Effects of Stress on employees; Effect of Stress on Organisational Productivity, Positive and Negative Stress, Johari Window, Stress Management Coping Techniques.

**MODULE III: Employee Safety:** Concept and Objectives; Steps involved in Employee Safety Programme; Need for Employee Safety; Essentials of Employee Safety Program; Statutory Provisions concerning Employee Safety and Health.

**MODULE IV: Employee Welfare and Social Securities:** Employee Welfare; Employee's Welfare Programs in India; Social Security-Concept and Features, Objectives; Essentials of Sound Social Security Schemes; Classification of Social Security; Social Security Schemes in India; Issues faced in formulation of Social Security and Welfare in India.

## **COM-E-508 (C): HUMAN RESOURCE INFORMATION SYSTEM & CONTROL**

**Objective:** *To equip students with various theoretical and practical aspects of Human Resource Audit, Human Resource Information System, Human Resource Accounting and Human Resource Metrics*

**Outcome:** *Upon Completion of the course the students will be able to understand the importance of HRIS, HR Audit, HRA and HR Metrics in an organization and the procedure and benefits involved in it.*

**MODULE I: Human Resource Information System:** Concept and Components; Objectives of HRIS; Types of HRIS; Benefits of HRIS; Conditions Essential for an Effective HRIS; Recent Trends.

**MODULE II: Human Resource Audit:** Concept and Features; Objectives of HR Audit; Scope of HR Audit; Levels of HR Audit; Steps in an HR Auditing; Approaches to HR Auditing; Essential Conditions for an effective HR Audit.

**MODULE III: Human Resource Accounting:** Concept and Objectives; Approaches to Human Resource Accounting, Uses of Human Resource Accounting; essential prerequisites for successful Human Resource Accounting; Limitations of Human Resource Accounting.

**MODULE IV: Human Resource Metrics:** Definitions and Objectives; Steps to set up HR Metrics; Levels of Metrics; Types of HR Metrics; Benefits of HR Metrics; Prerequisites for success of HR Metrics.

### **COM-E-509 (C): PERFORMANCE AND CAREER MANAGEMENT**

***Objective:** To equip students with various theoretical and practical knowledge involved in understanding various components of employee turnover, employee engagement, job satisfaction and career management.*

***Outcome:** Upon Completion of the course the students will be able to understand the concept and management of the performance and career of the workforce in an organization.*

**MODULE I: Performance and Performance Evaluation:** Performance effectiveness, Managing 3Es (Efficiency, Effectiveness and Equity), Evaluation of Performance – Concept, Process, and Methods and their benefits; Performance Management, Principles of Effective Performance Appraisal Discussions.

**MODULE II: Employee Retention and Employee Engagement:** Managing Employee Turnover; Impact of turnover on performance; Employee Retention, Retention Strategies in India; Employee Engagement; Determinants of Employee Engagement; Employee engagement and Performance.

**MODULE III: Job Satisfaction:** Concept, Determinants of Job Satisfaction; Measurement of Job Satisfaction, Effects of Job Satisfaction, Managing Job Satisfaction; Theories of Job Satisfaction-Two Factor Theory and Adam's Equity Theory.

**MODULE IV: Career Management:** Concept of Career; Career Anchors; Elements of a Career Planning Program; Individual Assessment and Need Analysis; Organizational Assessment and Opportunity Analysis; Need Opportunity Alignment; Career Counselling; Benefits of Career Planning; Issues in Career Planning; Career Development Cycle; Career Path.

**ii) Department of Economics**

## Programme Structure

### FIRST SEMESTER

Course Code	Title of the paper	Credit	Contact Hours
ECOC-401	Micro Economic Theory -I	04	40
ECOC-402	Macro Economic Theory	04	40
ECOC-403	Public Economics	04	40
ECOC-404	Mathematics for Economics	04	40
ECOC-405	Growth and Development Economics	04	40

### SECOND SEMESTER

ECOC-406	Micro Economics II	04	40
ECOC-407	Monetary Economics	04	40
ECOC-408	International Economics	04	40
ECOC-409	Statistics	04	40
ECOC-410	Indian Economy	04	40

### THIRD SEMESTER

ECOC-501	Environmental Economics	04	40
ECOC-502	Econometrics - I	04	40
ECOC-503	Financial Economics	04	40
ECOC-504	Population Economics	04	40
ECOC-505	Basic Issues of Indian Economy	04	40

### FOURTH SEMESTER

ECOC-506	Economy of North East India	04	40
ECOC-507	Agricultural Economics	04	40

### Elective Paper (any three)

ECOE-508	Development Economics	04	40
ECOE-509	Econometrics-II	04	40
ECOE-510	Economics of Infrastructure	04	40
ECOE-511	Gender and Development Economics	04	40
ECOE-512	Computer Applications in Economics	04	40
ECOE-513	Regional Economics	04	40
ECOE-514	Dissertation Writing	04	40

### **ECO-C-401: MICRO ECONOMIC THEORY – I**

**Objectives:** *The course begins with the individual level economic behaviour focusing on the consumer and the producer. Using inductive logic, from the micro level behaviour, the macro level behaviour is deduced. The consumer's as well as the firm's behaviour in different market forms is included. Welfare aspects of the economic outcomes are also incorporated*

**Outcome:** *Microeconomic theory has provided a solid foundational knowledge of Economics. Their strong base in Micro economics strengthens their understanding of macroeconomic theory, monetary economics, international economics and others.*

**Module I: Consumer's Choice:** Preference ordering and utility function – Utility maximization and Marshallian demand function – Indirect utility function and cost function – Hicksian demand function – Properties of demand function: Engel aggregation, Cournot aggregation, homogeneity - Linear expenditure system.

**Module II: Theory of Production:** Production function – Returns to scale and returns to a factor - Elasticity of factor substitution

Production function: Homogeneous, Cobb-Douglas, CES and their properties – Derivation of Cobb-Douglas and Leontief production functions from CES production function.

**Module III: Theory of Firms and Market:** Perfect competition and its critique; Duopoly (Cournot model) – Collusive oligopoly: Cartel and Price Leadership model; Chamberlain's monopolistic competition

The traditional theory of firm and its evaluation – Baumol's sales revenue maximization model – Limit pricing theory.

**Module IV: Welfare Economics:** Pareto Optimality: Its conditions - Consumption, production and exchange, critical evaluation of Pareto Optimality – Compensation tests: Kaldor, Hicks and Scitovsky and Little's criterion – Bergson's Social welfare function.

## **ECO-C-402: MACRO ECONOMIC THEORY**

**Objectives:** *The purpose of this paper is to equip the learners with the knowledge of the working of the entire economy. Since the aggregative behaviour is not the simple sum of the individual level behaviour, so the aggregate economy appears as an independent entity having characteristics and operational principles of its own. The learners are expected to receive a strong grounding on the major aggregative behaviour of the economy.*

**Outcome:** *Macro Economic theory takes the learners to the actual operational domain of the economy. They learn this paper with a deep interest.*

**Module I: Classical and Keynesian Economics:** Classical theory of income, employment, wage rate interest and price level, Classical dichotomy, Say's Law, Causes of unemployment – Evaluation of classical model.

Keynesian critique of classical model; Keynesian Theory of income, employment, consumption,

interest and multiplier

**Module II: Neo-Classical and Keynesian Synthesis:** IS-LM model – Relative effectiveness of monetary and fiscal policies – Extension of IS-LM model to an open economy (Mundell-Fleming model).

**Module III: Theories of Consumption:** Extension of Keynesian consumption function to long run – Relative Income Hypothesis–Life Cycle Hypothesis– Permanent Income Hypothesis.

**Module IV: Theories of Investment and Business Cycle:** Investment demand: Payback period, Present Value criterion for investment, Internal Rate of Return, Marginal Efficiency of Capital and Investment.

Schumpeterian and Keynesian theories – Multiplier-accelerator interaction (Samuelson)

### **ECO-C-403: PUBLIC ECONOMICS**

***Objectives:** This paper begins with the limitations of the market which render the Government's policy action essential. The syllabus incorporates the problems of the determination of the optimum size of Government and identifies the spheres where the policy action is essential. The challenge of maintaining the efficiency level of governance is also included.*

***Outcome:** Public economics provides the challenge of determining the size of public expenditure, taxation and borrowing. In view of this it has proved to be highly instructive to the students.*

**Module I: Rationale for Government Intervention and public Expenditure:** Role of government in economic activity: Allocation, distribution and stabilization functions (Musgrave's) – Provision of public goods and merit goods – Externalities, market failure and government intervention. Wagner's law of increasing state activities – Lindhal's model - Samuelson's model – Paradox of voting.

**Module II: Taxation:** Principles of taxation: Benefit and ability to pay approaches and neutrality in taxation – Taxable capacity, absolute and relative and its determinants – Deadweight loss of tax and its estimation, elasticity and buoyancy of taxation.

**Module III: Public Budget and Public Debt:** Incremental budget & zero-base budgeting – deficits in budget: Revenue, Fiscal and Primary - Public debt: Sources, effects and burden – Ricardian equivalence - Domar's approach to burden of Public debt, management of public debt.

**Module IV: Fiscal Policy and Fiscal Federalism:** Compensatory fiscal policy, balanced budget multiplier - Principles of division of financial resources in a federation – Horizontal and vertical imbalance – Finance Commission and Planning Commission in resources transfer from centre to the states in India – Fiscal reforms in India.

### **ECO-C-404: MATHEMATICS FOR ECONOMICS**

**Objectives:** *The empirical orientation of Economics has been increasing over the years. It is pushing the economic studies towards practical problems. This warrants that the students should be equipped with sufficient knowledge of quantitative techniques - both Mathematics and statistics. Keeping this in view the syllabus of Mathematics is prepared.*

**Outcome:** *Over the years the empirical content of Economics has increased exponentially. With the standardisation of the national income measures and other aggregative variables of the economy, Mathematical model building and their statistical technique have increasingly been used. The syllabus has facilitated the understanding of quantitative technique so as to enable the students to use it effectively in data analysis.*

**Module I: Co-ordinate Geometry, Algebra and Matrices:** Equation of a straight line and circle, concepts of parabola, hyperbola and ellipse. Binomial expansion for a positive, negative or fractional exponent – Exponential and logarithmic series. Scalar and vector - Length of a vector – Addition, subtraction and scalar products of vectors – Angle between two vectors – Concepts of Vector space, Linear combination and linear dependence. Types of Matrices - Matrix operations – Determinants - Matrix inversion and solution of simultaneous equations - Cramer's rule – Rank of a matrix –Characteristic roots and vector.

**Module II: Differentiation:** Limit and continuity of functions - Basic rules of differentiation – Partial and total differentiation - Indeterminate form - L' Hospital Rules - Maxima and minima – Points of inflexion – Constrained maximization and minimization – Lagrangean multiplier – Applications relating to elasticity of demand and supply, equilibrium of consumer and firm, Difference Equation: first and second order

**Module III: Integration:** Integral as anti-derivative – Basic rules of integration – Indefinite and definite integral – Beta and Gamma functions – Improper integral of the form  $\int_0^{\infty} e^{-x^2}$  - Applications relating to derivation of total revenue and total cost from marginal revenue and marginal cost, estimation of consumer surplus and producer surplus – First order differential equation.



**Module IV: Optimization and Linear Programming:** Principles of optimization: functions of several variables - Elements of set theory: convexity and concavity - Concept, objectives and uses of linear programming in economics - Graphical method – Slack and surplus variables - Feasible region and basic solution, problem of degeneration - Simplex method – Solution of primal and dual models.

### **ECO-C-405: GROWTH AND DEVELOPMENT ECONOMICS**

*Objectives:* The students are oriented towards the problems of the developing countries – especially those issues which act as powerful obstacles in the path of development. Major growth and development models are also included in this paper.

*Outcome:* This paper gives a dynamic picture of the economy. The learners find it very interesting and also instructive in view of many issues related to development being relevant to all learners and even teachers.

**Module I: Models of Economic Growth:** Recape of Classical growth theories, Harrod & Domar models and unstable growth, New Classical model of Solow, Cambridge models: Joan Robinson & Kaldor – Cambridge capita controversy.

**Module II: Technical Change and Endogenous Growth:** Hicksian and Harrodian versions of neutral technical progress – Labour and capital augmenting technical progress (Harrod and Solow versions only) – Disembodied and embodied technical progress – Exogenous and Endogenous growth models: Roemer’s Endogenous growth model.

**Module III: Theories of Underdevelopment:** Economic growth and economic development – measurement of economic development- Problems in measures of development – Human Development Index (HDI) – Obstacles to economic development. Vicious circles of poverty and its critique, Nelson’s low level equilibrium trap, Myrdal’s theory of cumulative causation.

**Module IV: Approaches to Economic Development:** Traditional approach to development: Balanced vs. Unbalanced growth – Rosenstein-Rodan’s theory of big push – Nurkse’s model – Hirschman’s theory – Lewis model – Ranis-Fei model.

### **ECO-C-406: MICRO ECONOMIC THEORY – II**

*Objectives:* This is the advanced study of behaviour of individual consumers, producers and other micro units. Most often the economic agents operate in a condition of imperfect information which gives rise to risk and uncertainty. All these problems are covered and the determination of factor shares and general equilibrium are also included in this paper.

***Outcome:** This paper brings the economic theory to the domain of reality that the real market suffers from various types of inspection, which the students learn with deep interest.*

**Module I: Choice under Uncertainty and Risk:** Choice under uncertainty and risk - Neumann-Morgenstern utility index, classes of measures

– Axioms, expected pay off and expected utility - Prediction from Neumann-Morgenstern utility index – Relationship between the shape of the utility function and behaviour towards risk - Elasticity of marginal utility and risk aversion, absolute and relative risk aversion.

**Module II: Game Theory and Imperfect Information:** Concept – Two-person zero-sum and constraint-sum game – Pure strategy, maximin and minimax – Concept of equilibrium: Saddle point, mixed strategy and minimax theorem – Two-person co-operative game, non-co-operative game – Dominated strategy – Nash equilibrium – Prisoner’s dilemma and its repetition – Nash equilibrium in oligopoly. Asymmetric information, adverse selection, moral hazard and Signalling – Applications to insurance and lemons markets.

**Module III: Theory of Cost and Factor Pricing:** Derivation of cost function from production function - Technical progress (Hicksian and Harrodian version) and factor shares – Theories of distribution: Marginal productivity theory and Euler’s theorem, Ricardo, Kalecki and Kaldor.

**Module IV: Theory of General Equilibrium:** Brouwar’s fixed point theorem - Principles of general equilibrium, existence, uniqueness and stability (Walrasian and Marshallian conditions of stability) – Walrasian general equilibrium system – Non-Walrasian equilibrium.

### **ECO-C-407: MONETARY ECONOMICS**

***Objectives:** The behaviour of the monetary sector differs significantly from the real sector. Different fields of monetary sector are adequately covered in the syllabus so as to provide the learners with the knowledge of the formation of different nominal values.*

***Outcome:** The working of the monetary sector is indeed complex. The syllabus contains the subject matter in such a manner, that the students find it interesting and absorbing.*

**Module I: Concept of Money:** Theoretical and empirical definition of money-simple sum vs. weighted monetary aggregates- Barnett’s approach to monetary aggregation-Divisia monetary aggregates. RBI’s approach to monetary aggregates.

**Module II: Demand and Supply of Money:** The demand for money – Tobin’s portfolio selection and Baumol’s transaction demand for money - Friedman’s restatement of quantity theory of money – Laidler’s buffer stock approach-Supply of money – Inside and outside money,

Gurley-Shaw's approach – Behavioural approach of money supply - Concept of exogenous money supply, Friedman's theory – Endogenous money supply, Kaldor's theory.

**Module III: Monetarism and New-Classical Macroeconomics:** Phillips Curve – Monetarism: Basic elements of monetarism – Monetarists proposition. Rational expectations: New-classical tenets-instant adjustment of market-real business cycle theory-Rational expectation and Macroeconomic model-Lucas critique.

**Module IV: Inflation and Monetary Policy:** Various theories of inflation-Monetarist view on inflation-Concept of core inflation-measures of inflation (CPI, WPI, Core, Headline, GDP deflator). Monetary targeting-Inflation, targeting-Interest rate targeting-p-star model.

Rule vs. discretion in the conduct of monetary policy-monetary policy measures and central bank-measures of monetary control.

### **ECO-C-408: INTERNATIONAL ECONOMICS**

**Objective:** *This paper exposes the students to the pure trade theories and balance of trade and payments. In view of the Indian economy being gradually open to foreign investment this paper provides a deeper understanding of the working of the Indian economy.*

**Outcome:** *This paper has enhanced the knowledge and awareness of the students in the working of not only the Indian Economy but also the world economy bridged by trade and capital movement.*

**Module I: Theory of International Trade:** Review of theory of comparative advantage – Modified Ricardian model: Haberler's opportunity cost theory – Trade under increasing, decreasing and constant cost conditions - Heckscher-Ohlin theory – Factor price equalization theorem – Leontief Paradox and its critical evaluation (Mead's view) – Trade under imperfect competition: Trade based on product differentiation, Intra-industry trade, Technological Gap and Product Cycle, Transportation cost, Environment cost standard and international trade, Location Theory

**Module II: Terms of Trade and Tariff:** Offer curves, elasticity and terms of trade - Impact of tariff: Partial and general equilibrium analysis – Game theoretic approach to tariff - Tariff and income distribution: Stolper- Samuelson theorem – Hypothesis of secular deterioration in terms of trade and its empirical testing – Terms of trade and economic growth.

**Module III: Trade and Technological Change:** Increase in factor endowments and international trade, the Rybczynski theorem –Bhagwati's views on immiserizing growth -

Technical change and international trade: Neutral, capital saving and labour saving technical progress and their impact on terms of trade.

**Module IV: Balance of Payments and Foreign Exchange Market:** Components of balance of payments – Relative importance of current account and capital account – Balance of payments adjustment: Absorption and monetary approaches (Harry Johnson) – Foreign trade multiplier.

Foreign exchange market - Exchange rate determination: Purchasing power parity theory – Interest rate parity theorem, Dornbusch's theory of Overshooting, Rodriguez-Calvo currency substitution model, Mundel-Flemming model - International debt repayment problem.

### **ECO-C-409: STATISTICS**

*Objectives: Economics is gradually becoming more empirical in its approach. The study of economic problems warrants adequate knowledge of quantitative techniques - Statistics and Econometrics are the areas dealing with these techniques.*

*Outcome: This paper is taken very seriously by the learners and the contents of the syllabus carry a high practical value to them.*

**Module I: Probability and Random Variable:** The concept of a sample space and elementary events – Mutually exclusive events, dependent and independent events, compound events – a priori and empirical definition – Addition and multiplication theorems – Compound and conditional probability – Bayes theorem. Random variable, probability function and probability density function – Expectation, variance, covariance, variance of a linear combination of variables, moments and moment generating functions.

**Module II: Probability Distribution:** Binomial, Poisson, Normal, Beta, Gamma and Normal distribution: Derivation of moments around origin and moments around mean – Standard normal distribution.

**Module III: Correlation and Regression, Index Number and Time Series:** Relationship between two variables – Karl Pearson's and Spearman's correlation coefficient, Regression – Estimation of two regression lines – Angle between two regression lines – Properties of regression coefficients – standard error of regression coefficients – Partial and multiple correlation and regression (concept). Index Number – Laspeyeres, Paasche's and Fisher's index numbers – Tests for ideal index number – Base shifting, base splicing and deflating – Concept of constant utility index number. Time series – Components of time series – Methods of estimation of linear and non-linear trend.

**Module IV: Statistical Inference:** Properties of an ideal estimator - Concept of sampling distribution –  $\chi^2$  (Chi-Square), t and F distributions and their properties - Type I and type II errors, One tailed and two tailed tests – Testing of hypothesis based on Z, t and F distributions – Properties of an ideal estimator: unbiasedness, efficiency and consistency.

### **ECO-C-410: INDIAN ECONOMY**

**Objectives:** *Empirical in nature, this paper applies economic theories to study the problems of the Indian economy and tries to identify the feasible solutions.*

**Outcome:** *This paper enhances students' knowledge of the working of the national economy. The rigorous treatment in this paper appears highly instructive to the students.*

**Module I: National Income, Employment and Price Behaviour:** National income – Trends in growth and structure, performance of different sectors. Employment and unemployment: Recent trends and estimates – Changing structure and emerging issues – Labour market reforms - Inflation: Recent trends in prices in India and its causes, price stability.

**Module II: Agriculture and Industry:** Agricultural performance: Growth and productivity - Economic reforms and their impact on agriculture – Agricultural policy — Institutional reforms. Evolution of Indian industries: An overview – Evaluation of industrial policies of 1948 and 1956 – PSUs: Performance and shortcomings – PSUs and disinvestment debate - Economic reforms and industry.

**Module III: Infrastructure:** Physical infrastructure: Power, transport and communication – Financial infrastructure: Bank– Social infrastructure: Education and healthcare – Institutional infrastructure: Market -Financing infrastructure: Problems and policies.

**Module IV: Public Finance and Economic Reforms:** Trends in revenue and expenditure of central & state governments – Public debt – Characteristics of tax reforms in India – Deficit financing and price behaviour in India: Consequences and policy suggestions, Rationale for economic reforms – Main components of structural reforms – Evaluation of structural reforms – Impact of WTO on Indian economy – Foreign capital and MNCs in India.

### **ECO-C-501: ENVIRONMENTAL ECONOMICS**

**Objectives:** *Environmental issues remained at the periphery of Economics for a long time – only in cost benefit analysis of the new projects environmental issues were considered explicitly. But what happened in practice is that the socio-economic benefits of a project often outweighed the environmental costs. Frequently it was argued that a poor country should address the*

*developmental issues first and then it should take up the environmental issues. Guided by objectivity, the syllabus prepared for environmental economics addresses the major environmental issues emanating from different kinds of activities.*

**Outcomes:** *This paper has succeeded in changing the outlook of the students in so far as their knowledge of environment is concerned – they can now think of the environmental issues rigorously.*

**Module I: The Economy and the Environment:** Interlinkages between the economy and the environment – Sources and Causes of environmental degradation - Externality and market efficiency–Common Property Resources- Open Access and Tragedy of commons, Relationship between resource stock and growth.

**Module II: Environmental Valuation:** Basic concepts of valuation method, Measurements of environmental values - use value, option value and non - use value, Valuation methods- Contingent valuation method, Travel cost method and Hedonic pricing method.

**Module III: Environmental Regulations and Policies:** Institutional alternatives – Command and control, Economic Instruments - Pigouvian taxes and subsidies - Market based instruments- Mixed instruments - Coase’s bargaining solution and collective action- Macroeconomic policies and the environment.

**Module IV: Environment and Development:** Environment - development trade-off - Population, poverty and environment - Kuznets curve - Trade and environment - Concept and indicators of sustainable development – Rules to sustainability, Measurements of sustainable development – Pearce-Atkinson measure – Concept of Green Accounting.

### **ECO-C-502: ECONOMETRICS-I**

**Objectives:** *Traditional coursework on Economics tended to provide more weightage to theoretical than to applied aspects. Over the years the Department has brought a balance between pure theory and empirical aspects. In this respect, Econometrics has provided the bridge between economic theory and applied economics. The proposed Econometrics syllabus goes into sufficient coverage and depth so as to be useful to the learners.*

**Outcome:** *This paper appears to many students as the bridge taking them from the realm of theory to the actual field of the economy. They all appear to find it very instructive.*

**Module I: Linear Regression Model:** Properties of good estimators in small and large samples - Ordinary Least Square (OLS), assumptions and properties of OLS estimators (BLUE) –

Unbiased estimator of the variance of the error term – Confidence interval and significance -  
Extension of two variable model, logarithmic and reciprocal transformation.

**Module II: General Linear Model:** Assumption of OLS and estimation – Correlation matrix, properties of estimators: Their variance and testing their significance and confidence intervals.

**Module III: Autocorrelation and Heteroscedasticity:** Autocorrelation: Meaning and types (positive and negative) – Effects of autocorrelation on the properties of OLS estimators – Detection of autocorrelation: Durbin-Watson test and von-Neumann ratio. Heteroscedasticity: Meaning and effects on the properties of the OLS estimators – Detection: Glaser method.

**Module IV: Multicollinearity and Errors in Variables:** Multicollinearity: Meaning, its effects on the estimation of parameters and their variances. Errors in variables: Meaning (errors in equation and in variables) – Effects of errors in variables when errors occur in a) dependent variable, b) independent variable and c) both dependent and independent variables.

### **ECO-C-503: FINANCIAL ECONOMICS**

**Objectives:** *Financialisation has, since long, been a continuous process in the Indian Economy, as almost everywhere in the world. Many financial instruments, previously unknown, have appeared and they are increasingly being used. In view of financialisation being an expansive process, its study is a sine qua non for an understanding of the overall functioning of an economy.*

**Outcome:** *A domain of economics using newer and newer instruments which are often highly sophisticated takes the learners to this field. Students learn with deep interest about the use of different financial instruments and their operational principles.*

**Module 1: Capital and Finance:** Corporate entity – sole proprietorship, partnership, joint stock company, limited liability, separation of ownership from control, conflicts of interests between shareholders and managers; sources of finance: equity and loan, different types of shares: ordinary, preference; loan, stocks and debentures.

**Module II: Cost of Capital:** Business Risk and Financial Risk, Cost of loan and equity traditional view on loan finance, advantages and disadvantages of loan finance, Modigliani and Miller view of gearing (leverage), critical appraisal of Modigliani and Miller view.

**Module III: Risk and Return:** Measurement of Risks, Portfolio risk, probability distribution of returns, systematic and unsystematic risk, diversification; risk and return in a portfolio: utility

theory, attitudes towards risk and expected value of return; Arrow-Pratt's measures of Absolute and Relative Risk Aversions.

**Module IV: Portfolio Theory and Pricing of Capital Assets:** Optimal portfolio select, efficient frontier, lending and borrowing, capital asset pricing model (CAPM) assumptions, and derivation of CAPM, empirical tests; Arbitrage pricing model.

### **ECO-C-504: POPULATION ECONOMICS**

***Objectives:** The demographic behaviour is highly complex in view of its being enmeshed in the socio-cultural matrix of the society. However, the process of industrialization and urbanization tend to reduce the strength of traditional mores and values of the society. This results in the steady growth of market relations and use of cost-benefit analysis in decision making process. The application of economic theory to the study of population is not only relevant but also useful, so population economics is included.*

***Outcome:** The issues related to population are highly complex and they have a bearing upon the operational aspects of economy. This paper makes them aware about these concerns and provokes them to think on those issues.*

**Module I: Population Growth and Fertility:** Trends of population growth since the beginning of 20<sup>th</sup> century; basic measures of demography: rates and ratios; data sources: census, surveys and vital statistics. Measures of fertility: CBR, GFR, TFR, cumulative fertility rate, child women ratio, gross and net reproduction rates; determinants of fertility: Malthusian view and its shortcomings; social mobility and fertility: Dumont's social capillarity theory; economic models: Easterlin's and Becker's theories of fertility and their critical evaluation.

**Module II: Mortality:** Basic measures: CDR, age specific death rate; early neonatal, neonatal, infant mortality rates, perinatal mortality and maternal mortality rates; Life table, complete and abridged life table and their construction; trends of mortality in developed and developing countries; determinants of mortality; causes of high mortality in LDCs with special reference to India; measures taken in India to improve health status.

**Module III: Migration and Urbanization:** Measures of migration, internal and international migration: theories of migration: push and pull factors, Lee's and Harris Tadaro models. Urbanization: its measures and determinants; factors propelling urbanization in developed countries; urbanization in developing countries: its patterns and factors promoting urbanization



in the developing countries with special reference to India; problems of urbanization in developing countries.

**Module IV: Population Policy:** Arithmetic, geometric and exponential growth rates of population; relation between growth rate and doubling time of population, age distribution (age pyramid), young and old age dependency ratios and their determinants; dependency ratio and savings, physical and human capital formation; population estimates and projections: mathematical and demographic methods; measures of labour force; factors determining labour force participation rate. Major demographic features of India's population (birth rate, death rate and their trends); evaluation of family welfare programme in India, National Population Policy 2000; Manpower planning in India.

### **ECO-O-505: BASIC ISSUES OF INDIAN ECONOMY**

***Objectives:** The test of learning Economics is the extent of the ability of the students to understand the problems of the Indian economy, and gradually of the world economy. Once the nature of issues, their causation process, and their solutions are properly understood, one can offer the feasible solution.*

***Outcome:** A paper which has succeeded in bringing the attention of the students to the actual problems affecting the Indian economy.*

**Module I: Concept of National Income and Issues of Indian Economy:** GDP, GNP, NNP, Per Capita Income, measurement of National Income, Sustainable development and Green GNP, HDI. Planning – Objectives and achievements, growth of national Income, population, poverty, unemployment and inflation, rural development programmes – MGNREGA, PMGSY and Indira Awas Yojna - evaluation.

**Module II: Indian Agriculture:** Importance of agriculture, trends in agricultural production and productivity, Green revolution and its impact, land reforms, PDS and food security, National Agricultural policy, APCI, Remunerative prices, Farm subsidies, Water resources.

**Module III: Public Finance:** Sources of public revenue and types of expenditure; Concepts of Revenue deficit and Fiscal deficit; Trends in revenue and expenditure of Government of India, Finance Commission of India, NITI Ayog, Centre-State financial relations.

**Module IV: Economic Reforms in India and Balance of Payment:** Concept of globalisation, Rationale for economic reforms, Banking and Financial sector reforms (Narasimham Committee

Recommendations), Impact of reforms on economic growth, trend and growth of FDI in India, India's balance of payment position, WTO and India.

### **ECO-C-506: THE ECONOMY OF NORTH EAST INDIA**

**Objectives:** *The Northeastern economy has a number of issues which carry elements of regional specificity. So, these problems demand a special attention. This paper treats the specificity of the region rigorously and tries to identify the solution of the problems infesting the region.*

**Outcome:** *This paper brings the students to the midst of the problems of the Northeastern economy. They avidly study this paper and try to find solution of regional problems.*

**Module I: Structure of North East Economy:** North East economy: An overview – Basic Features of North East economy - Relative performance of the North East economy in the country - Economic performance of the region

– Level and growth of NSDP and Per Capita NSDP – Changing sectoral composition of state income and sectoral contribution to the growth of income with respect to Arunachal economy

- Natural Resource Base – Land, mineral, water and forests – Status of human development in N.E. India.

**Module II: Population:** Population: Trends and features, causes for its rapid growth, population growth and economic development - Urbanization: Trends and features, causes for rapid growth and consequences - Work force structure and its changes, participation of female labour force, unemployment situation in North East India.

**Module III: Agriculture and Industries:** Agricultural practices in the region – Permanent cultivation, shifting cultivation and its effects – Jhum cultivation and the problem of induction of new technology - Land tenure and problems of agricultural credit - Land use pattern and cropping pattern in North East India and Arunachal Pradesh - Agricultural productivity – Causes of low productivity - Status of industry in North East - Factors inhibiting the growth of industries.

**Module IV: Infrastructure, Fiscal and Developmental Issues:** Infrastructure development: Power, transport, communication, market and banking: NEDFi, SIDBI, IDBI – State of public finance and fiscal issues in North Eastern economy with special reference to Arunachal Pradesh – Opportunities and Challenges of North East economy in the background of economic liberalization of India – Opening of NE economy and 'Look East' policy of the government of India.

## **ECO-C-507: AGRICULTURAL ECONOMICS**

**Objectives:** *An important sector of the economy, agriculture provides employment to almost 50 percent of the labour force in the country. In view of agriculture being inseparably related with the subsistence of about 50 percent people of this country, it demands serious study. The syllabus addresses all relevant issues of Indian agricultural economy and includes the feasible solution.*

**Outcome:** *Highly instructive, this paper has succeeded in provoking the students to learn about actual constraints facing many workers and others who in the absence of any better alternative continue to lead a life of low productivity and drudgery.*

**Module I: Introduction to Agricultural Economics and Farm Management:** Nature of Agricultural economics - Interdependence and complementarities between agriculture and industry - Farm efficiency measures - Farm mechanization. Nature of agricultural production function: Spillmans, Cobb-Douglas type – Cob-web theorem - Nerlove's model - Marketed and marketable surplus - Mathur-Eizkel hypothesis.

**Module II: Theories of Agricultural Development:** Problems of labour surplus economy: Lewis' model and Jorgenson's models – Theories of agricultural development: Schultz and Mellor - Farm household models: Chayanov, Barnum- Squire and Low's models – Share tenancy: Marshall and Cheung models.

**Module III: Agricultural Finance and Marketing:** Rural credit market: Lenders' risk hypothesis, monopolistic credit market –Sources of agricultural finance: Cooperative credit society, Commercial banks, Regional rural banks and NABARD –Microfinance - Rural credit policy. Agricultural marketing in India – Cooperative marketing – Government measures to improve the system of agricultural marketing.

**Module IV: Issues in Agricultural Development in India:** New technology and its impact on output, employment and income distribution, Problems of diffusion of new technology - Food security and PDS – Agricultural subsidies and price policy – Public investment in agriculture – National agriculture policy - WTO and Indian agriculture: Agreement of Agriculture (AoA), Sanitary and Phyto-sanitary measures and their implications.

## **ECO-E- 508: DEVELOPMENT ECONOMICS**

**Objectives:** *This is the advanced level study of the issues of economic development in the poor countries. Allocational aspects are highlighted in the investment in different sectors. So inter-*

*sectoral allocations, social capital, input-output models of India are studied and issues relating to political economy, among others, are covered.*

**Outcome:** *It is not only in India but also in many developing countries, the fundamental causative factors of underdevelopment are not identified correctly in view of their being hidden in the very structure of the poor society. The students are being made aware of the actual issues of development. This paper has succeeded in making the students aware of real issues regarding the development in a poor society*

**Module I: Sectoral aspects of Development:** Role of Agriculture in Economic Development; Barriers to Agriculture; Agricultural Transformation: Designing an Agricultural Strategy; Rationale and Pattern of Industrialization in developing countries; Choice of Techniques, appropriate technology and employment; Terms of Trade between Agriculture and Industry.

**Module II: Economic Development and Institutions:** Market efficiency and Market Failure; Role of State in Economic Development: State Capacity and State Failure; The Washington Consensus Issues of Good Governance; Community approach to development: State, market and community – Market and prisoner’s dilemma – Community, social capital and development – Critical evaluation of the social capital approach to development.

**Module III: Development Planning:** Rationale for planning in a developing economy – Input-output model in closed and open economy - Samuelson’s substitution theorem, Hawkins-Simons condition and sectoral projections – Plan models in India: Mahalanobis model – Plan in a market-oriented economy.

**Module IV: Trade and Political Economy of Development:** Import substitution and export led growth – Krueger’s model of rent seeking society – Institutions and development: Contribution of Stephen Knack and Philip Keefer – Foreign direct investment, foreign institutional investment and economic development – Foreign aid and economic development

## **ECO-E-509: ECONOMETRICS-II**

**Objectives:** *Econometrics has since the 1960s, been an ever-growing subject creating many specialised methods of model building and their empirical estimation. This syllabus brings some new methods of estimation for the students who have a strong quantitative background.*

**Outcome:** *This paper is immensely useful for all students but specially those who are interested in undertaking research in Economics.*

**Module I: Alternative Methods of Estimation** Aitken's Generalised least square method of estimation, properties of GLS estimation. Feasible estimator, GLS with general linear restrictions, *A Priori* information

**Module II: Limited Dependent Variables Cases** Qualitative Choice variables, Linear probability model: LOGIT, PROBIT and TOBIT.

**Module- III: Simultaneous Equation Models:** Simultaneous equation system, two-way linkage – OLS estimation and simultaneous equation bias - Structural form and reduced form – Identification, rules of identification, rank and order conditions; Seemingly uncorrelated Regression equation (SUR model), Recursive system

**Module IV: Estimation of Simultaneous Equation Model:** Just identified model: Indirect least square method, consistency of ILS estimators. Overidentified model: Failure of ILS estimation (ILS estimators not unique) - 2SLS estimation, consistency of 2SLS estimators – Matrix presentation of 2SLS estimators. Application of GLS on structural equation, K-Class estimator.

## **ECO-E-510: ECONOMICS OF INFRASTRUCTURE**

**Objectives:** *Infrastructural facilities act as the spring board for enhancing the functional capacities of the economy. This paper contains the topics which treat the different infrastructural facilities as a kind of supportive lattice of the economy. Costing methods of infrastructural services and facilities are also included.*

**Outcome:** *This paper dealing with a large number of practical issues faced in everyday life has proved to be very instructive to the learners.*

**Module I: Introduction:** Infrastructure and economic development – Infrastructure as a public good – Social and physical infrastructure – Special characteristics of public utilities – Economies of scale of joint supply – Marginal cost pricing vs. other methods of pricing of public utilities – Cross subsidization: Free prices, equity and efficiency.

**Module II: Transport Economics and Communication:** The structure of transport costs and location of economic activities – Demand for transport – Model of freight and passenger demand - Cost functions in the transport sector – Principle of pricing – Special problem of individual models of transport. Rate making in telephone utilities – Principles of decreasing costs in telephone industry- Characteristics of postal services – Criteria for fixation of postal rates – Measurement of standards of service in telephone and postal utilities.

**Module III: Energy Economics:** Primacy of energy in the process of economic development – Factors determining demand for energy – Energy conservation – Renewable and non-conventional sources of energy – Energy modeling.

**Module IV: Social Infrastructure, Health and Education:** Organization and financing of supply of social services – Private vs. public sector financing – Debate about fixation of prices of social services. Education and economic growth – Approaches to educational planning: Rate of return and manpower balance approaches – The issues in education policy. Health dimensions of development – Determinants of health: Poverty, malnutrition, illiteracy and lack of information – Economic dimension of health care: Demand and supply of health care – Financing of health care and resource constraint.

### **ECO-E-511: GENDER AND DEVELOPMENT ECONOMICS**

***Objectives:** Gender has occupied a very important area of serious study and research. This is highly relevant in view of the age-old gender discrimination being totally unacceptable. This paper tries to identify some of the basic gender related issues and show the feasible steps for bringing gender equality.*

***Outcome:** This paper has created a very good response among the learners and it has improved their understanding of the gender related issues.*

**Module I: Gender and Economics: Introduction:** Gender and feminisms - Economic methodology and feminist critiques - Development: Meaning and concept - Human development and gender - Construction of Human Development Index and Gender-related Development Index and criticisms.

**Module II: Work and Employment:** Types of work, work participation rates, labour force participation rate - Female labour supply: Neo-classical theory - Models of allocation of time: Becker and Mincer - Segregation in labour market: Discrimination in work place, measures of discrimination, Differential employment - Household work and non-market work: Time Use Survey

**Module III: Agriculture, Environment, Health and Well-Being:** Gender and property rights: Theories, experiences in South Asia, India and Arunachal Pradesh - Boserup's thesis on gender and agricultural change and its criticisms - Technological change and female labour - The impact of Green Revolution - Gender, environment and development: Linkages - Gender issues in natural resource management. Sex ratio, child sex ratio, son preference, differential mortality

between sexes - Differential access to health care - Intrafamily distribution of food and nutrition  
- Women's autonomy, fertility and health status - Health and poverty.

**Module IV: Gender and Globalisation:** Women under capitalism: Review of political economy approaches - Structural adjustment and women - Gender, informalisation and flexible production  
- Review of gender and development policies: Role of international bodies, governments and civil society institutions -Mainstreaming gender concerns: Methods and approaches.

### **ECO-E-512: COMPUTER APPLICATIONS IN ECONOMICS**

*Objectives:* Computerization is a growing process concerning different segments of the economy. In view of its growing importance, it is kept as an optional paper.

*Outcome:* The Department is gradually preparing computer facilities to offer this paper.

**Module I: Introduction to Computer System and Data Processing:** Operating system – Input-output - Computer networking and resource sharing, hardware, software and firmware, examples and techniques in programming languages like C, C++, visual basic and java. Concept of data, record and file – Types of data and data structures, data analysis - Data storage and retrieval – Database: concepts and operation on database.

**Module II: Statistical Processing Techniques and Methods:** Series, groups, tables, graphs and objects – Time and frequency series – Regression methods and techniques – Regression analysis.

**Module III: Its Application to Finance:** On line banking – Electronic trading – Data sharing and decimation – Electronic transaction - Document delivery – Authentication and validation transaction processing.

**Module IV: Its Application to Commerce:** Electronic trading and marketing – On line shopping and malls - Document and transaction security and digital signature.

### **ECO-E-513: REGIONAL ECONOMICS**

*Objectives:* Regional inequality is frequently created in the initial stage of development. Unless strong steps are taken by the Government, the regional inequality, like distributional inequality, becomes a self-expanding factor. So, the Regional Economics provides a picture of how the different sectors of the economy are functionally and specially connected. This connection frequently gives rise to regional and other types of inequalities: for example, rural-urban inequalities.

*Outcome:* This paper carries so much useful information that it is seriously taken by the learners who find it improving their understanding of the process of the working of economy in space.

**Module I: Introduction to Regional Economics and Economic Analysis:** Regional economics: Definition and scope - Defining a region - Delimiting functional regions  
Relations of activities within a region- Forward and backward linkages - Regional specialization.  
Price determination in regional setting - Market area analysis - Spatial variation in costs -  
Regional income and employment determination - Regional income multiplier.

**Module II: Theories of Firm Location: Agglomeration Economies:** Objectives of location choice - Location factors - Location and the theory of production - Determinants of agglomeration - Location measures: Location quotient, coefficient of localization, localization curve.

**Module III: Regional Input-Output Analysis:** Input-output analysis: Introduction - Input-output analysis in a single region - Input-output analysis In two or more regions: The inter-regional input-output (IRIO) model - Input-output analysis in a two or more regions: The multi-regional input-output (MRIO) system.

**Module IV: Regional Growth and Development:** Causes of regional growth - Interregional trade and factor movements - Interregional convergence and divergence - Measurement of spatial disparity: Principal component analysis - Central place theory; Growth pole theory; theory of cumulative causation; Dependency theory: Centre-periphery and world system theories.

### **ECO-E-514: DISSERTATION WRITING**

**Objectives:** *The paper is being introduced in order to inculcate Research Aptitude among the Masters students.*

**Outcome:** *As a first step in showing the output of research, the dissertation writing acts as the medium to use the information to test the null hypothesis. Though the use of primary information is not compulsory, yet the students are encouraged to conduct a survey, albeit a small one, to collect the primary data. However, when conducting a survey is difficult, the student can use the secondary information. The entire exercise of survey is guided by null hypotheses which are tested by these data. This acts as a stepping stone for a bigger study necessary in the M.Phil and Ph.D. work.*

**MODULE:** Dissertation writing will be based on Primary and / or Secondary Data.



### iii) Department of Education Programme Structure

Paper Code and Title	External Marks	Internal Marks	Total Marks	Credit	Teaching Hours
<b>First Semester:</b>					
EDN-C 401: Philosophical Foundations of Education	80	20	100	4	40 hrs
EDN-C 402: Psychological Foundations of Education	80	20	100	4	40 hrs
EDN-C 403: Educational Technology	80	20	100	4	40 hrs
EDN-C 404: Methodology of Research in Education	80	20	100	4	40 hrs
EDN-C 405: Test Construction	80	20	20	4	40hrs
<b>Second Semester:</b>					
EDN-C 406: Education in India	80	20	100	4	40 hrs
EDN-C 407: Comparative Education (with reference to UK, USA, Russia and India)	80	20	100	4	40 hrs
EDN-C 408: Guidance and Counseling in Education	80	20	100	4	40 hrs
EDN-C 409: Teacher Education	80	20	100	4	40 hrs
EDN-C 410: Preparation of Research Proposal	50	50	100	4	40 hrs
<b>Third Semester :</b>					
EDN-C 501: Sociological Foundations of Education	80	20	100	4	40 hrs
EDN-C 502: Educational Measurement and Evaluation	80	20	100	4	40 hrs
EDN-C 503: Educational Planning, Administration and Leadership	80	20	100	4	40 hrs
EDN-C 504: Engaging with Community	20	80	100	4	40hrs
EDN-OE:(Any one from the Optional)	80	20	100	4	40 hrs
<b>Optional Paper:</b>					
EDN-OE 505: Inclusive Education (Open Elective under CBCS)					
EDN-OE 506: Economics of Education					
EDN-OE 507: Adult and Continuing Education					
EDN-OE 510: Gender Studies					
EDN-OE 509: Population Education.					
EDN-OE 510: Experimental Design and Advanced Statistics					
<b>Fourth Semester:</b>					
EDN-C 511: Curriculum Studies	80	20	100	4	40 hrs
EDN-C 512: Environmental Education	80	20	100	4	40 hrs
EDN-C 513: Human Rights, Value & Peace Education	80	20	100	4	40 hrs
EDN-C 514: Practicum (Psychological Tests, Experiments and ICT)	80	20	100	4	40 hrs
EDN-C 515: Dissertation	80	20	100	4	40hrs

### **EDN – 401: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

#### **Objectives:**

1. To acquaint the students with the importance and Methods of philosophy of education.

- 2. To familiarize the students with the different areas of philosophy and its educational implications.*
- 3. To familiarize the students with various Indian philosophical perspectives and their relations with education.*
- 4. To acquaint the students with different western philosophical perspectives and their relationship with education.*

**Outcomes:**

- 1. Explain the importance and methods of philosophy of education.*
- 2. Elaborate the fundamental philosophical areas.*
- 3. Describe Indian schools of philosophy and their educational implications.*
- 4. Describe various western philosophical perspectives and their educational implications.*

**UNIT-I: Educational Philosophy:** Meaning, Concept and Nature of Educational Philosophy, Aims of Educational Philosophy and relationship between Philosophy and Education, Philosophical Attitude and Value of Philosophy, Logical Positivism and Applications in Education, Humanism and Education

**UNIT-II: Fundamental Philosophical Areas:** Metaphysics- Concept, Nature of reality and related domains as Religion, Ethics, Aesthetics and Morality with their Pedagogical Significance- Curriculum and Aims of Education, Epistemology- Concept, Types, and Theories of knowledge with reference to Methods of Teaching, Axiology- Concept, Types of values, Value Theories and their implications in relation to Aims of Education and Curriculum

**UNIT-III: Indian Philosophical Tradition and Thoughts in Education:** (a) Purusartha- Artha, Kama, Dharma, Mokhsa: Concept and Educational Importance; Vedanta or Upanishad Philosophy and Education; Sankhya Philosophy and its Educational Implications; Buddhism- The concept of reality, Knowledge and values with special reference to their educational importance for aims, contents and methods; (b) Educational Contribution of- M.K.Gandhi, Vivekananda, R.N. Tagore, Aurobindo and integral Education

**UNIT-IV: Western Schools and Philosophical Approaches:** Idealism, Naturalism and Pragmatism with respect to Theory and Practice of Education; Progressivism, Existentialism with respect to theory and practices of Education; New Tendencies in Education- Psychological Tendencies, Scientific Tendency, Sociological Tendency, Eclectic Tendency in Education

**EDN-402: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

### **Objectives:**

1. *To acquaint the students with the basic concept of educational psychology, methods and schools of psychology.*
2. *To introduce the students to the concept of growth and development.*
3. *To explain the concept of learning and motivation in education.*
4. *To make the students understand the concept of Intelligence and Personality.*

### **Outcomes:**

1. *To explain the concept of educational psychology and schools of psychology.*
2. *To analyze the contributions of the different schools of psychology.*
3. *To apply the knowledge of learning theories in their learning process and understand the importance of motivation in learning.*
4. *To differentiate the different types of intelligence and carry out assessment of intelligence.*
5. *To identify the factors affecting the development of personality.*

**UNIT-I: Psychology and Education:** Concept, nature and scope of Educational Psychology; Methods of Educational Psychology; Experimental, Case Study and Observation; Schools of Psychology and their contributions to Education; Structuralism, Functionalism, Gestalt psychology and Constructivism

**UNIT- II: Growth and Development:** Concept of Growth and development; Dimensions of growth and development; Physical, Social, Emotional, Language Development with special reference to Adolescence period; Factors of Growth and Development: Heredity and Environment and their educational implications; Developmental tasks during Adolescence period

**UNIT-III: Learning and Motivation:** a) **Learning:** Concept and principles of Learning; Theories of learning, Kurt Lewin's Field Theory, Tolman's Sign Theory, Hulls Reinforcement Theory and Gagne's Hierarchy of learning; Transfer of learning, its types and theories of Mental Discipline; b) **Motivation:** Meaning, kinds and importance of motivation in Learning; Theories of motivation (Maslow's self actualization)

**UNIT- IV: Intelligence and Personality:** Concept, Nature and Types of intelligence; Theories of intelligence (Thurstone, Guilford and Piaget); Meaning, Nature and determinants of Personality; Theories of personality (Psychoanalytical, Type and Trait Approaches); Mental Health: Concept and its importance.

## **EDN-403: EDUCATIONAL TECHNOLOGY**

### **Objectives:**

1. To enable the students to know about the nature of Educational Technology.
2. To familiarize the students with the effective teaching learning process.
3. To enable the students to make use of instructional media.
4. To familiarize the students with some innovations.

### **Outcomes:**

1. To explain the nature of Educational Technology.
2. To describe the effective teaching learning process.
3. To make use of instructional media.
4. To list out some innovations in educational technology.

**UNIT – I: Education and Technology:** Meaning, Nature and Scope of Educational Technology; Technology in Education and Technology of Education; Instructional Technology: Meaning, nature and objectives; Behavioral Technology: Meaning and Assumptions; Application of Educational Technology in formal and non-formal education

**UNIT - II: Teaching-learning Process:** Teaching variables-Phases of Teaching-Pre-active, Inter-active and Post-active; Levels of teaching learning process, Maxims of Teachings; Models of teaching: Nature and elements of teaching models, Information; processing models: Concept attainment and Advance Organizer, 5-E Model; Theories of Teachings (Gagne’s Hierarchical, Bruner’s Concept Development)

**UNIT-III: Communication and Instruction:** Communication process; concept, principles and Modes & Barriers of communication; Edger Dale’s Cone of Experience; Programmed learning steps, principles of programmed instruction; Types of Programming: Linear, Branching and Mathetics; Individualized Instruction/Learning: Computer Assisted Instruction (CAI), Personalized System of Instruction (PSI), FLIP Approach

**UNIT- IV: Behavioral Technology:** Modification of Teaching Behaviour: Micro Teaching; Flander’s Interaction Analysis (FIACS); Simulated Teaching; Concept and process of preparing ODLM; Ethical Issues for E-learner and E-teacher – Teaching learning and research

## **EDN-404: METHODOLOGY OF RESEARCH IN EDUCATION**

### **Objectives:**

1. To familiarize the students about the basic concepts of educational research.

2. *To develop the skill of conducting research in education.*
3. *To make the students understand the different methods of educational research.*
4. *To develop the skill of using the statistical techniques appropriately.*

**Outcomes:**

1. *To explain the basic concepts of educational research.*
2. *To conduct research in education by applying different methods.*
3. *To construct tools of educational research.*
4. *To apply and analyze statistical techniques appropriately.*

**UNIT-I: Educational Research:** Scientific Enquiry and Source of Knowledge; Research: Meaning and Characteristics: Educational Research: Meaning, Nature, Scope; Need of Educational Research; Types of Educational Research: Fundamental, Applied and Action research

**UNIT-II: Research Process in Education:** Selection of Research Problem, review of related literature and variables in research problems; Hypothesis: Meaning, Sources, Types and Testing; Sampling Techniques: probability and Non Probability; Methods of Educational Research: Historical Research, Descriptive Research and Experimental Research

**UNIT-III: Tools and Techniques in Educational Research:** Inquiry forms, Observation, Interview, Sociometry, Rating scale, Questionnaire, Attitude Scale and Personality tests; Analysis of data and Interpretation of data; Writing a research proposal; Preparation of Research Report

**UNIT-IV: Descriptive and Inferential Statistics:** Measures of central tendency and variability; Correlation and its applications; Normal Probability Curve: properties and applications; Testing the significance of Mean, Proportion and Correlation; Parametric Tests: t-test and F-test (One way); Non-Parametric Tests: Chi-square ( $\chi^2$ ), U- test and H- Test).

**EDN-405: TEST CONSTRUCTION**

**Objectives:**

1. *To enable the learners acquaint themselves with development of research tools and standardization process.*
2. *To foster theoretical and practical understandings on reviewing the literature, preparing references, bibliography and webliography in different forms.*
3. *To make the students capable of developing scales, tests etc for research purpose.*

4. *Familiarize with the students for writing research paper in different journals, knowing the procedure of indexing, citation and detecting plagiarism for research ethics and publication.*

**Outcomes:**

*At the end of the practical experiences the student will be able to:*

1. *Construct and standardize different tools and scales for educational research.*
2. *Prepare research synopsis and proposal to carry out a research study project.*
3. *Apply the knowledge on referencing, indexing and citation in the research academic writing.*
4. *Practice and exhibit the skills on article writing, maintaining publication ethics and knowing the procedure of plagiarism detection.*

**Instructions:** The students are directed to perform the following hands on activities on any four of the followings (two from each section A and B).

**Section A: Construction and Standardization of Tools of Research**

(15 marks each + internal 5 marks each)

- I. Preparation and Standardization of Achievement Test/Aptitude Test on any subject with 50 items.
- II. Preparation and Standardization of Attitude Scale with 30 statements by using Likert five point scale.
- III. Development of a questionnaire on any research problems with at least 40 items (open and closed ended, both) and establishing validity of the questionnaire).
- IV. Construction of any two rating scales (numerical, graphic, and descriptive) on any research related topic with 20 items.
- V. Development of a Checklist or Information Schedule or Observation Schedule for any area of research.
- VI. Preparation of an Interview Schedule or schedule for FGD on qualitative research study.

**Section B: Academic Writing, Research Process and Publication Ethics**

(15 marks each + internal 5 marks each)

- I. Every student shall prepare and write 30 reviews on any topic of his/her interest and reporting in a seminar.

- II. Every student shall write 40 references, bibliography and webliography on any study area according to APA, MLA, Chicago and other latest referencing style and reporting in a seminar.
- III. Prepare a write-up on any article to be published (conceptual or empirical based) with proper citation indexing and find out the plagiarism certificate by uploading the article in URKUND or TURNITIN sites.
- IV. Selection of at least 5 standardized scales/ tools/ tests on the following areas and prepare a list:
  - a) Teacher Effectiveness Scale, b) Intelligence Test (General, Spiritual, Emotional and Vocational), c) Interest Inventory, d) Personality Test or Inventory, e) Creativity Test, f) Research Aptitude Test or Scale, g) Job Satisfaction Scale, h) Anxiety Test/Scale, i) Motivation Scale, j) Teaching Aptitude, k) Scientific Aptitude, l) Vocational Inventory, m) Attitude Scale, n) Socio Economic Status scale, o) Study Habit Scale, p) ICT Related Test/Scale, q) Emotional Quotient Scale, r) Any Awareness Scale

#### **EDN-406: EDUCATION IN INDIA**

##### **Objectives:**

1. *To acquaint students the historical development of education in India during ancient, medieval and British period.*
2. *To make the students learn history of education in India after independence.*
3. *To create awareness about educational backwardness in India and government initiatives regarding improvement of educational backwardness.*
4. *To develop understanding of current trends in Education in India.*

##### **Outcomes:**

1. *To describe the historical development of education in India during ancient, medieval and British period.*
2. *To discuss history of education in India after independence.*
3. *To analyze educational backwardness in India and explain government initiatives regarding improvement of educational backwardness.*
4. *To discuss the current trends in Education in India.*

**UNIT-I: Education System in India:** Education in Ancient and Medieval period, Education in British India: a) Education in East India Company Period: Charter Act, 1813, Oriental-

Accidental Controversy, Macaulay Minute, Wood Despatch, 1854; b) Education in British India: Indian Education Commission (Hunter Commission), 1882, University Education Commission, 1902, Calcutta University Education Commission (Saddler Commission), 1917, Hartog Committee Report, 1929, Sargent Plan, 1944.

**UNIT-II: Education in Post-Independence period:** University Education Commission, 1948-49, Secondary Education Commission, 1952-53, and Indian Education Commission (Kothari Commission), 1940-66; NPE- 1986, and Revised National Policy – 1992; Universalisation of primary education; Gokhale's Bill, Operation Black Board, DPEP, SSA (NPEGEL, MDM and KGVB) and RTE Act 2009; Historical development of vocationalisation of secondary education

**UNIT-III: Educational Backwardness in India and Govt. initiatives in Education:** Constitutional provisions in Education and its implications; Recent development of education in India; Samagra Shiksha Aabhiyan (SSA, RMSA, TE), Beti Bachao Beti Padhao, RUSA

**UNIT-IV: Current Trends in Education:** Vocational Education: Meaning, nature and scope; Open and Distance Learning and Continuing Education: Concept and Objectives; Inclusive Education: Meaning and problems; Continuous and Comprehensive evaluation: Concept and objectives

## **EDN-407: COMPARATIVE EDUCATION**

### **Objectives:**

- 1. To know the major concepts and methods of comparative education.*
- 2. To understand the various factors influencing the national system of education of some developed and developing countries with reference to India.*
- 3. To familiarize the structure and educational administration of UK, USA, Russia and India.*
- 4. To understand the different level of education prevailed in UK, USA and India in comparative manner.*

### **Outcomes:**

- 1. To explain the need and methods of studying comparative education.*
- 2. To elaborate the factors accountable for developing national system of education over the globe*
- 3. To elucidate the various structures and educational administrative setup of UK, USA, Russia and India.*



- To analyze the education system in context of UK, USA and India in a juxtaposition manner.*

**UNIT- I: Comparative Education:** Development of the concept of Comparative Education; Meaning, Need and Importance of Comparative Education; Scope of Comparative Education; Methods of Comparative Education

**UNIT- II: Factors of Comparative Education:** Geographical, Sociological and Philosophical Factors; Nationalism and Comparative Education; UNESCO – Its contribution towards Educational Development; Factors of National System of Education

**UNIT-III: Structure and Educational Administration of:** United Kingdom (U.K); United States of America (U.S.A); India; Russia

**UNIT-IV: A comparative Study of the Education System of U.K, U.S.A, India:** Primary education- UK, USA, India; Secondary Education- UK, USA, India; Higher Education- UK, USA, India; Teacher Education- UK, USA, India

### **EDN-408: GUIDANCE AND COUNSELLING IN EDUCATION**

#### **Objectives:**

- To familiarize the students with the significance of guidance and counseling.*
- To make them aware about the various concepts of guidance and counseling.*
- To acquaint the students with the techniques of guidance and the guidance programmes.*

#### **Outcomes:**

- To explain the significance of guidance and counseling.*
- To understand the various concepts of guidance and counseling.*
- To use techniques of guidance and the guidance programmes.*
- To put into practice whatever and whenever the chance come into life situations.*

**UNIT-I: Introduction to Guidance:** Meaning, Need and Scope of guidance; Principles of guidance; Bases of guidance: Philosophical, Sociological, Psychological and Educational; Types of Guidance: Educational, Vocational, Personal and Group Guidance; Role of Educational institutions in Guidance; Role of career master, counselor, Headmaster/principal, Teacher and parents

**UNIT- II: Counseling:** Meaning, Nature & Principles of counseling; Types of counseling: Directive, Non-directive & Eclectic; Steps of Counseling process; Qualification and Attributes of Counselors

**UNIT- III: Tools and Techniques of Guidance:** Need and importance of Tools and Techniques in Guidance and Counseling; Testing Techniques: Measuring intelligence, interest, aptitude and personality; Non-testing techniques: observation, interview. Questionnaire, rating scale, cumulative records; Clinical method in Guidance and Counseling

**UNIT – IV : Guidance and Counseling services:** Organisation of Different services – Individual, Student information service, Occupational and Vocational Information service, Placement and follow-up service, counseling services at different levels; Research trends in Guidance and Counseling; Need of Evaluation in Guidance and Counseling

### **EDN-409: TEACHER EDUCATION**

#### **Objectives:**

- 1. To enable students to understand the development of teacher education in India.*
- 2. To acquaint the students with the teacher education programmes in India.*
- 3. To familiarize the students with the professional development of teachers.*
- 4. To make students understand trends and research in Teacher Education.*

#### **Outcomes:**

- 1. To discuss the development of teacher education in India.*
- 2. To describe the teacher education programmes in India.*
- 3. To discuss professional development of teacher, trends and research in Teacher Education.*

**UNIT – I: Development of Teacher Education in India:** Historical Development of Teacher Education in India; Recommendations of Various Commissions and Committees on Teacher Education in India; Meaning, Importance and Aims of Teacher Education Programme; Structure of Teacher Education at different Levels.

**UNIT – II: Pre-service Teacher Education Programmes:** Concepts and Importance of Pre-Service Teacher Education; Curriculum and Evaluation of Pre-Service Teacher Education at different Levels; New Trends of Teacher Education suggested by NCTE, and NPE-1986; Problems of Pre-Service Teacher Education and their Remedies

**UNIT – III: In-service Teacher Education Programmes:** In- Service Teacher Education- Concept, Importance and Objectives ; Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes; Short comings and Suggestions for In-Service Teacher Education Programmes

**UNIT – IV: Teaching Profession and Trends of Teacher Education:** Professional Ethics and Professional Development of Teachers; Innovations in Teacher Education; Role of NCTE in Teacher Education; Privatization of Teacher Education and Quality Concerns; Areas of Research in Teacher Education; ICT and Teacher Education

#### **EDN-410: PREPARATION OF RESEARCH PROPOSAL**

##### **Objectives:**

- 1. To know the importance of synopsis/ research proposal in research work.*
- 2. To learn the skill of research proposal writing.*
- 3. To learn the skill of in-text citation for academic writings.*
- 4. To learn the skill of out-text citation for academic writings.*

##### **Outcomes:**

*At the end of the practical experiences, the student will be able to prepare a research synopsis*

#### **EDN-501: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

##### **Objectives:**

- 1. To acquaint the students with conceptual framework of sociology, educational sociology and sociology of education.*
- 2. To familiarize the students with the relationship between education and society.*
- 3. To make the students understand role of education in social processes.*
- 4. To acquaint the students with the role of education in improvement of social structure.*

##### **Outcomes:**

- 1. To describe the conceptual framework of sociology, educational sociology and sociology of education.*
- 2. To justify the relationship between education and society.*
- 3. To explain the role of education in social processes.*
- 4. To explain the role of education in improving social structure.*

**UNIT-I: Sociological Concepts and Sociology of Education:** Meaning, Nature, Scope and importance of Sociology; Characteristics of Society; Meaning of Social Institution and Social Organization; Meaning, Nature and Scope of Educational Sociology; Difference between sociology of education and educational sociology

**UNIT – II: Social System, Socialization and Education:** Meaning, characteristics and Elements of Social system; Meaning and agencies of Socialization; the family, School, Peer

Group, Community and Mass-Media; Education and Society: Education as a process in Social System, Education as a Process of Socialization and Education as a Process of Social Progress; Meaning and agencies of Social Control; Folkways, mores, values and education

**UNIT – III: Social Change, Cultural Change and Education:** Meaning, dimensions and characteristics of culture, cultural integration, acculturation, and cultural diffusion; Education and cultural change; Meaning and constraints of social change; Role of Education in social change; Meaning and aspects of social mobility; urbanization, modernization, and Sanskritization and its educational implications

**UNIT – IV: Education and Social Structure:** Meaning of social differentiation and social stratification; Theories of social stratification; functionalist and conflict theory; Equality of Educational Opportunity and impact of inequality of educational; Opportunity on Growth and development of society; Meaning and types of social groups; Equality of Educational opportunity

### **EDN-502: EDUCATIONAL MEASUREMENT & EVALUATION**

#### **Objectives:**

- 1. To develop the conceptual framework of Educational Measurement and Evaluation.*
- 2. To describe the new trends of educational measurement and evaluation.*
- 3. To familiarize with the concept of instructional objectives and their implications.*
- 4. To acquire the skills of preparing the various tools for educational measurement and evaluation.*

#### **Outcomes:**

- 1. To state the concept of measurement and evaluation.*
- 2. To list out the new trends of evaluation and examination reforms.*
- 3. To apply instructional objectives into expected behavioral outcomes (EBO).*
- 4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.*

**Unit – I: Concept of Educational Measurement and Evaluation:** Nature and Scope of Educational Measurement and Evaluation; Relationship between Educational Measurement & Evaluation; Scales of Measurement (nominal, ordinal, interval and ratio); Types of Evaluation: - Placement, Formative, Diagnostic, Norm-Reference and Criterion – Reference Testing

**Unit – II: Modern Trends of Evaluation:** Continuous and Comprehensive Evaluation (CCE): concept, features and indicators; Choice Based Credit System (CBCS) and Grading System; Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor (stating educational objectives into expected behavioral outcomes)

**Unit – III: Features of an Effective Tool of Evaluation:** Reliability: Concept, Methods of Computation and Factors; Validity: Concept, Types and Factors; Objectivity; Usability; Norms: Nature, Need and types of Norms for Educational and Psychological tests

**Unit – IV: Construction and Standardization of Tests:** Construction and Standardization of Achievement Test; Construction and Standardization of Attitude Scales by adopting Likert Method; Construction and Standardization of Questionnaire

### **EDN-503: EDUCATIONAL PLANNING, ADMINISTRATION AND LEADERSHIP**

#### **Objectives:**

1. To make students *understand the concepts of management thoughts in Education.*
2. To *create interest among learners, about the conceptual framework of educational planning and system of Educational Financing.*
3. To *familiarize the students on the concepts of Leaderships and styles of leaderships in educational management and administration.*
4. To make students *understand the role of supervision and inspection in an educational organization.*

#### **Outcomes:**

1. To investigate, analyse and maintain *quality* parameters.
2. To provide Leadership and resolve conflict in Organisation.
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

**Unit –I Educational Management and Organisation:** Meaning, Nature and Scope of Educational Management; Relationship between Administration and Management in Education; Development of Educational administration: Taylor and Human Relations Approach; Educational Organisation: Meaning, Nature and Characteristics; Modern Trends in Management: PERT, TQM and MBO; Modern trends in Quality Assurance: SWOT Analysis, NAAC, NIRF, QCI,PI, INQAAHE

**Unit-II Leadership in Educational Administration:** Meaning, nature, and significance of leadership in Educational Administration; Traits and Styles of leadership; Theories of leadership (Behavioral theory and Reddin's 3-D contingency theory); Organisational Climate; Conflict Management in Educational Administration

**Unit-III Educational Planning and Financing: (a): Educational Planning;** Meaning and Importance of Educational Planning; Approaches of Educational Planning: Manpower, Social Demand, and Rate of Return; Institutional Planning: Concept, nature and Strategies; **(b) Educational Financing;** Sources and Bases of Financing; Educational Expenditure: Nature and Types; Educational Budget and process of preparing Budget

**Unit-IV Educational Supervision:** Meaning, nature and functions of Educational Supervision and Inspection; Planning and Organizing supervising programme; Decision making in Educational Administration; Role of SMC and SMDC in Institutional Management

#### **EDN-504: ENGAGING WITH COMMUNITY/COMMUNITY ENGAGEMENT**

During Semester IV of the course, the department of education would organize field visit for 2 days duration in rural and tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of field trip would acquaint the students with status of school in rural scenario, living conditions, problems and issues of rural society. This will provide opportunities for harmonious blend of learning and work. Students will acquire skills in planning, organizing, implementing field trip. This will provide exposure to realities of life in rural and tribal areas.

#### **EDN-505: INCLUSIVE EDUCATION (OPEN ELECTIVE UNDER CBCS)**

##### **Objectives:**

- 1. To study the Concepts of Special Education, Integrated Education and Inclusive Education.*
- 2. To study the National Institutes for Different Disabilities in India.*
- 3. To study the Legal Provisions for Children with Special Needs.*
- 4. To familiarize the students with the different types of Disabilities.*
- 5. To familiarize the students with the Gifted, Creative, Deviant and Backward Children.*
- 6. To Study the Curriculum and Teaching Strategies for Inclusive Education.*
- 7. To develop skills required to meet the needs of the children with special needs.*
- 8. To Study the different assistive devices, to overcome different disabilities.*

**Outcomes:**

1. *To explain the Special Education, Integrated Education and Inclusive Education.*
2. *To identify the various National Institute which provide the education of different disabled children in India.*
3. *To explain the Legal Provisions for Children with Special Needs.*
4. *To explain the various types of Disabilities and their educational programmes.*
5. *To explain the Characteristics of the Gifted, Creative, Deviant and Backward Children.*
6. *To illustrate the Process of Curriculum Construction and Teaching Strategies for Education of Disabled Children.*
7. *To explain the conceptual Framework of Construction of IEP, Curriculum Adaptation, Goal Setting and Task Analysis.*
8. *To identify the various different assistive devices meant for different disabilities.*

**UNIT-I Introduction to Special Education:** Special Education: Meaning, Nature, Aims & Objectives; Historical Progression of Special Education (Shifting Models of Disability); Integrated and Inclusive Education; Incidence and Prevalence of various disabilities in India; National Institutes for different Disabilities in India; Legal Provisions and Advocacy for PWDs in India: RCI Act, PWD Act 1995, NT Act 1999, and RPD Act 2016

**UNIT-II Education of the Disabled Children:** International Classification of Impairments, Disabilities and Handicaps (ICIDH); Visual Impairment, Hearing Impairment, Leprosy Cured, Orthopaedic Disabilities; Mental Retardation, Autism, ADD, ADHD; Learning Disability, Multiple Disabilities

**UNIT-III Education of the Gifted and Backward Children:** Gifted Children & Creative Children; Socially and Economically Deprived; Delinquent Children; Deviant and Backward Children; Slow learners.

**UNIT-IV Curriculum and Teaching Strategies for Inclusive Education:** Identification and Assessment of Functional Abilities & Skills with Various Tools; Teaching Principles - Concept of IEP, Curriculum Adaptation, Goal Setting, Task Analysis, CAI; Co-Curricular Activities (Yoga, Play, Sports & Games), Special Olympics; Assistive Devices, ICT Support Software, Teaching and Functional Aids; Physical Education, Vocational Training, Role of Special Teacher

**EDN-506: ECONOMICS OF EDUCATION (OPTIONAL PAPER)**

### **Objectives:**

1. *To make students know the concept and contribution of education for economic growth.*
2. *To enable students to understand financing of education.*
3. *To develop skills of educational planning among students.*
4. *To enable students to analyze the cost and benefits of education.*

### **Outcomes:**

*After completion of this paper students will be able to:*

1. *Know the contribution of education for economic growth of nation.*
2. *Understand the financing of economics of education.*
3. *Develop skills in preparation of educational planning.*
4. *Analyze the cost and benefits of education.*

**UNIT- I. Introduction to Economics of Education:** Nature of economics of education; Concept of GMR and economic growth; Scope and principles of economics; Education as capital and investment

**UNIT- II. Human Resource Development:** Concept of human capital; Need for man power planning; Manpower recession, under-employment; The role of MHRD.

**UNIT- III. Educational Planning:** Approaches to educational planning; Social demand approach; Manpower approach; Rate of return approach; National and state bodies of educational planning; Factors influencing the determination of priorities in educational planning.

**UNIT- IV. Financing of Education and Economic Indicator of Education:** Cost of Education and educational expenditure; Sources of finance; Cost benefits analysis of education.

### **EDN-507: ADULT AND CONTINUING EDUCATION (OPTIONAL PAPER)**

#### **Objectives:**

1. *To enable the students to know the meaning & scope of adult education.*
2. *To understand the importance of adult and continuing education for personal empowerment and national development.*
3. *To acquaint with the various adult education programmes.*
4. *To sensitize about the local problems and resources available for the programme of Adult Education.*

#### **Outcomes:**

*After completion of this paper students will be:*



1. *Describe the meaning and scope of adult education.*
2. *Explain the importance of adult education for personal empowerment & national development.*
3. *Discuss various programmes of adult education.*
4. *Use mass-media for adult education programme.*

**UNIT- I: Introduction to Adult Education:** Meaning and scope of adult education; Education for adults; Role of education in economic development of an individual and of a nation in social mobility and social change

**UNIT- II: Adult education and its forms:** Formal, non-formal, informal, further education, continuing education, extension education, distance education, open learning and their purpose and distinguishing features; Non-formal education; concept, objectives, and strategies for development of non-formal education in India.

**UNIT- III : Historical Development of Adult Education in India:** Efforts made by the Government-National Literacy Mission(NLM),Jana Shiksha Nilayam(JSN), New Education Policy on Adult education, and Other Programmes declared by the Government Youth Club and Mahila Mandals.

**UNIT- IV: Adult learning and Use of Mass-Media in Adult Learning:** Adult learners' psychology in teaching; Functional literacy; Use of mass - media (TV, Radio, Newspaper, Magazine) and locally available resources

### **EDN-508: GENDER STUDIES (OPTIONAL PAPER)**

#### **Objectives:**

1. *To familiarize the learners about the historical perspective of women education in India.*
2. *To acquaint the learners about women empowerment and role of various agencies about the development of women education.*
3. *To make the learners aware about human right education and rights of women.*

#### **Expected Learning Outcomes:**

1. *To recall the historical perspective of women education in India.*
2. *To elucidate educational, political and economic empowerment of women in the light of various laws related to women.*
3. *To analyze family aesthetic, educational domain, work environment, media and health perspective with regard to gender.*
4. *To carry out feminist research in different areas of research.*

**UNIT-I: Introduction to Women Education:** Importance of Women Education; Constitutional provisions related to women/girls education; Recommendation of various committees and commissions relating to girls education; Role of UGC, NWC, NCERT and SSA for the development of women education; Women education in Arunachal Pradesh: Role of APSCW and NGOs

**UNIT – II: Women Empowerment and Women specific legislation:** Concept of Women Empowerment; Educational, Political and Economic Empowerment of Women; Gender Mainstreaming: Concept and Approaches; Laws related to women in India; Arunachal Pradesh Marriage Act, 2008

**UNIT- III: Gender Studies:** Concept of Gender and Social Construction of Gender; Gender and Family; Gender and Education; Gender and Work; Gender and Media; Gender and Health

**UNIT: IV: Women and Research:** Feminist Research and its Importance; Historical Background of Research in Women's studies; Areas of Research: Nature of Women's work, access to education, retention, child labour, working women, Traditional Practices, attitude towards girls' education.

***EDN-509: POPULATION EDUCATION (OPTIONAL PAPER)***

***Objectives:***

- 1. To acquaint with concept of population growth and its impact on common life in India.*
- 2. To know the population education policies and various programme in India.*
- 3. To understand the basic principles of population growth, development, public health and family life education.*
- 4. To familiarize the various approaches of teaching population education.*

***Expected Learning outcomes:***

- 1. To elucidate the concept and nature of population growth and its impact on common life.*
- 2. To explain the population education policies and various programmes in India.*
- 3. To elaborate the basic principles of population growth, development, public health and family life education.*
- 4. To justify the various approaches of teaching population education.*
- 5. To evaluate the current research tendencies in population education.*

**UNIT – I: Introduction to Indian Population Growth:** Nature of population growth in India; State wise population density in India; Concept of population explosion since 1901 to 2021; Present population scenario and its impact on common life in India.

**UNIT – II: Population Education Policies and programmes:** Various population control policies and programmes and schemes in India; Development of population studies & institutions in India; Evaluation of prevalent practices of population planning and control; Various implementing agencies of population education programmes in India

**UNIT - III: Population Growth, Development, Public Health and Family Life Education:** Impact of population growth on Social and Economic developments; Population migration and its impact on society; Population affect the quality of life; Concept of good health, goals of health education, health services and various; National health programmes; Nature and need of family life education and various family planning schemes for population control.

**UNIT- IV: Approaches of Teaching Population Education:** Concept and development of curriculum of population education for the school stage & preparation of teachers for imparting population education; Value clarification, inquiry approach, modular approach and other ways of teaching population education; Various co-curricular activities; Drama, Nukkar Natak, Slogan, Painting, Lectures, Essay Writing, Songs etc.); Identify the various areas of research for planning & implementation of population control schemes.

### **EDN-510: EXPERIMENTAL DESIGNS AND ADVANCED STATISTICS (OPTIONAL PAPER)**

#### **Objectives:**

- 1. To acquaint the learners with the experimental designs in research.*
- 2. To develop critical thinking about educational situations where experimental research is feasible.*
- 3. To develop skill in using appropriate experimental designs in educational research.*
- 4. To develop skill in using statistical techniques in educational research*

#### **Outcomes:**

- 1. To explain the various Experimental Designs of Educational Research.*
- 2. To conduct research in education by applying Experimental Designs appropriately.*
- 3. To construct tools of educational research relating Experimental Designs.*
- 4. To analyze data applying appropriate statistical techniques.*

**UNIT – I: Principles of Experimental Design:** Research experiments and variables in Experiment, Designs of Experimental Research, Characteristics, Internal and External Validity of Experimental Research. Sample space and Probability, Simulation of the Experiment and random samples, importance of randomization; A sample space for the experiment testing of null hypothesis, type I & Type II Errors, concept of experimental controls.

**UNIT – II: Binomial and normal Distribution:** Binomial population and binomial variables, properties and constants of binomial distribution, importance of binomial distribution; Normal distribution its properties and applications; Tests of normality

**UNIT – III: Correlation and linear regression:** Methods of computing correlation (Pearson's, Biserial, Point Biserial, Phi-Coefficient, Contingency Coefficient, Partial and Multiple Correlation), Tetrachoric correlation; Concept of regression and prediction regression lines, the score and normal forms, regression coefficient, prediction, accuracy of prediction from regression lines

**UNIT – IV: Heterogeneity of variance, concept, F-distribution, Tests of Homogeneity:** Analysis of variance (ANOVA); Concept and assumptions; One and two way analysis; Analysis of co-variance (ANCOVA) concept, assumptions, application of analysis of covariance in experimental research; Factorial Analysis; Concept of factorial analysis, correlation matrix; Diagonal and cetroid methods of factoring, concept of rotation and factor loading; Extraction of first factor and its interpretation.

## **EDN-511: CURRICULUM STUDIES**

### **Objectives:**

- 1. To familiarize the students with the concept of curriculum development.*
- 2. To enable the students to develop a conceptual framework of the process of curriculum development.*
- 3. To develop an understanding for designing curriculum.*
- 4. To develop the awareness among the students about the issues of curriculum.*

### **Outcomes:**

- 1. To explain the conceptual framework of curriculum development and its principles.*
- 2. To apply practical orientation knowledge on the different bases of curriculum during curriculum design.*
- 3. To illustrate the steps and different design of curriculum development.*

- To apply critical understanding on analytical thinking with respect to the evaluation of different components of curriculum.*

**UNIT- I: Introduction to Curriculum Development:** Concept, Nature and Scope of Curriculum; Principles of Curriculum Construction; Approaches to Curriculum Development: Behavioral Approach, System Approach, Academic Approach and Humanitarian Approach; Core Curriculum

**UNIT – II: Foundations of Curriculum Development:** Philosophical Foundations; Psychological Foundations; Sociological Foundations; Historical Foundations

**UNIT- III: Curriculum Development and Design:** Steps of Curriculum Development; Models of Curriculum Development: The Tayler Model, Hilda Taba’s Model; Curriculum Design: Its types (Subject -Centered Design, Learner –Centered; Design, Activity -Centered Design; Curriculum at National, State and Local Level

**UNIT- IV: Curriculum Evaluation:** Meaning, Nature and Need of Curriculum Evaluation; Types of Curriculum Evaluation; Tools and Techniques of Curriculum Evaluation; Models of Curriculum Evaluation: Scientific Models of Curriculum Evaluation - (Provu’s Discrepancy Evaluation Model,) Humanistic Models of Curriculum Evaluation- (Stake’s Responsive Evaluation Model); Preparation and Evaluation of a Text – Book

### **EDN-512: ENVIRONMENTAL EDUCATION**

#### **Objectives:**

- To make the students aware of the environment and its related problems.*
- To familiarize the students with the concept and importance of Environmental Education.*
- To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.*
- To develop in students a sense of appreciation, protection and proper utilization of environmental resources.*
- To develop among students an ‘Eco-friendly Attitude’ and environmental values.*

#### **Outcomes:**

- To define the environment and its related problems.*
- To describe the concept and importance of Environmental Education.*
- To apply the skills of organizing learning experiences and evaluation devices for environmental education.*

4. *To use the sense of appreciation, protection and proper utilization of environmental resources.*
5. *To develop an 'Eco-friendly Attitude' and environmental values.*

**Unit-I: Environmental Education & Quality of life:** Environmental Education - Meaning, Nature and Scope; Environment: Concept, Components and Types; Man-Environment relationship: Determinism, Possibilism and Neo-Determinism; Modern life style and its impact on environment; Population growth, Poverty, Nutrition, Health and Sanitation

**Unit-II: Environmental Resources and Management:** Natural resources - Land, Air, Water, Flora and Fauna; Resource depletion, natural disasters/hazards and their management; Cultural Resources and its protection and promotion- Monuments, buildings, Specimen of art/architecture; Earth summit 1992, Chipko Movement & Wild life Conservation strategy (WCS)

**Unit-III: Curriculum of Environmental Education:** Environmental Education Curriculum: Stage Specific; Primary, Upper Primary, Secondary; Approaches of curriculum Development: Interdisciplinary and Multidisciplinary; Transaction: Approaches to teach Environmental Education: Mass Media Inquiry Approaches, Value Clarification Approaches; Evaluation in Environmental Education: Meaning, types, Tools and Techniques

**Unit-IV: Environmental issues and Research:** Pollution: Cause, effect, and control measures of Air, Water and Soil Pollution; Eco-politics, Sustainable Development, Bio-Diversity; UNESCO-UNEP Environmental Education Programmes; Emerging Areas of Research in Environmental Education and Role of UGC, NCERT/SCERT and NGO in promoting Environmental Education

### **EDN-513: HUMAN RIGHTS, VALUE & PEACE EDUCATION**

#### **Objectives:**

1. *To enable the student to understand the concept of human rights and human rights education.*
2. *To familiarize the students with rights of children and their education.*
3. *To enable the student to understand the issues of gender equity and human right education of girl child.*
4. *To acquaint with meaning and approach for inculcating HRE and value education*

#### **Outcomes:**

1. *To define the concept of human rights and human rights education.*
2. *To discuss rights of children and their education.*
3. *To describe the issues of gender equity and human right education of girl child.*
4. *To explain the meaning and approach for inculcating Human Rights Education and value education.*

**UNIT- I: Introduction to Human Rights Education& Duties education:** *Origin and Historical Development of Concept of Human Rights; UN Charter &UDHR; Bases and sources of Human Rights-Values, Ancient Scriptures & Indian Culture; Meaning and significance of Human Rights & Duties education- Fundamental Rights & Fundamental Duties*

**UNIT-II: International Covenant, Convention, Gender Equity, and Approaches of Human Rights Education:** *International Covenant on Economic, Social and Cultural rights; Convention of Rights of child and role of ILO; Gender Equity & Human Rights in Indian context; Approaches & Methods of Human Rights Education-Inquiry Approaches, Value Clarification Approaches*

**UNIT-III: Value Education:** *Meaning, Hierarchy, Types & Nature of value. Sources of value - Biological, psychological, sociological and spiritual; Concept, Importance & Objectives of Value Education; Approaches & Methods of Value Education; Intervention Strategies for Values Education-‘Rationale Building model, Value clarification model, Social Action model, Jurisprudential Inquiry model; Living Values- An Educational Programme (LVEP)*

**UNIT-IV: Peace Education:** *Concept of Peace and Violence, Seville Statement on Violence; Nature, Importance, Scope and Objectives of Peace education; Education for Culture of Peace: Concept and Objectives; Approaches of Conflict Resolution and Approaches, Methods & Strategies of Education for Culture of Peace and Non-Violence*

**EDN-514: PRACTICUM (PSYCHOLOGICAL TESTS, EXPERIMENTS AND ICT)**

**Objective:**

*To enable the students to conduct, analyze and interpret the results of psychological test/experiment and use of ICT for educational purpose.*

**Outcome:**

*To conduct, analyze and interpret the results of psychological test/experiment and use of ICT for educational purpose.*

**Group (A): Conduction of Practical and Experiments**

**Instructions:** Students are required to complete 06 tests/experiments from the following lists, taking at least three from each part.

**Group-(A)**

**Part – 1: Test Administration and interpretation : 03 Tests.**

1. Verbal Test of intelligence
2. Non-Verbal Test of intelligence
3. Performance Test of intelligence
4. Aptitude Test
5. Personality Test/Questionnaire
6. Test of Adjustment - inventories
7. Interest Bank/ Inventories
8. Creativity Test
9. Achievement motivation tests
10. Reading comprehension test
11. Study of values
12. Reven's Progressive Matrices
13. Self Concept Inventory

**Part – 2: Experiment: 03 Experiments**

1. Fatigue (Effect of responses, attention distraction)
2. Mirror Drawing
3. Span of attention
4. Memory
5. Maze Learning
6. Concept formation
7. Sociometry
8. Classroom Interaction (FIACS)
9. Or as updated from time to time

**Group B: Critical Understanding of ICT**

**Maximum Marks: 30**

**Instruction:** Students shall be given four questions of practical nature and they need to attempt any two. Students will have to attempt these two questions using computer. Each question will carry 15 Marks.



- Computer Fundamentals: Basic Anatomy, Types and application of input and output devices, Storage devices.
- MS Word: Basic concepts and use of MS Word in education (Writing any paragraph of 100 words provided by examiner)
- MS Excel: Basic concepts, Manipulation of cells, Columns, Rows and simple statistical functions ( Any activity on can be given using above mentioned function)
- MS Power point: Preparation of Power point and its presentation before the Examiner
- ICT Tools: Handling and application of OHP, LCD, Projector, T.V., Camera, Interactive Boards, CD and DVD

### **EDN-515: DISSERTATION**

#### **Objectives**

1. *To develop capacity of identifying of an educational problem and inculcate the power of observation.*
2. *To develop enquiry mindedness and logical thinking among the students.*
3. *To make them understand use of various quantitative and qualitative tools and techniques for conducting research.*
4. *To make them familiar with the use of sampling techniques and research design.*
5. *To equip them with knowledge of collecting, organizing and analysis of the data.*
6. *To make them understand about the discussion of the result and drawing out conclusion based upon it.*
7. *To familiarize them with the art of writing a research report.*

#### **Outcomes:**

*After completion of the dissertation students shall be able*

1. *To understand various types of research projects.*
2. *To describe the important sources for problem identification and its selection.*
3. *To understand the criteria which are to be kept in view in formulating a research problem.*
4. *To execute a research project.*
5. *To write a research report.*

#### **iv) Department of Social Work**

#### **Programme Structure**

Sl. No.	Paper Code and Title	Marks	Credits	Contact Hours <sup>1</sup>
<b>Semester I</b>		<b>600</b>	<b>22</b>	<b>220hps</b>
1	MSW-C-401: Social Work – Nature and Development	100	4	40
2	MSW-C-402: Society and Development	100	4	40
3	MSW-C-403: Health, Psychology and Social Work	100	4	40
4	MSW-C-404: Working with Communities	100	4	40
5	MSW-C-405: Concurrent Fieldwork – 1 with Viva-Voce	200	6	60
<b>Semester II</b>		<b>600</b>	<b>22</b>	<b>220hps</b>
1	MSW-C-406: Working with Individuals	100	4	40
2	MSW-C-407: Working with Groups	100	4	40
3	MSW-C-408: Social Work Research	100	4	40
4	MSW-C-409: Social Welfare Administration & Social Action	100	4	40
5	MSW-C-410: Concurrent Fieldwork – 2 with Viva-Voce	200	6	60
<b>Semester III</b>		<b>600</b>	<b>22</b>	<b>220hps</b>
1	MSW-C-501: Integrated Social Work, Social Policy and Social Legislation	100	4	40
2	MSW-DE-502: Rural Community Development	100	4	40
3	MSW-DE-503: Community Health and Social Work	100	4	40
4	MSW-DE-504: Family Centered Social Work	100	4	40
5	MSW-DE-505: Child Rights and Child Protection	100	4	40
6	MSW-DE-506: Human Resource and Project Management	100	4	40
7	MSW-DE-507: Research Project Part-A	100	4	40
8	MSW-OE-508: Substance Abuse and HIV AIDS	100	4	40
9	MSW-OE-509: Gender and Development	100	4	40
10	MSW-OE-510: National Service Scheme (NSS) and Youth Development	100	4	40
11	MSW-C-511: Concurrent Fieldwork – 3 with Viva-voce	200	6	60
<b>Semester IV</b>		<b>600</b>	<b>22</b>	<b>220hps</b>
1	MSW-C-512: Social Work and Tribal Development	100	4	40

<sup>1</sup>hps: hours per semester (including 2-hour tutorial per week).

2	MSW-DE-513: Urban Community Development	100	4	40
3	MSW-DE-514: Community Health and Counselling	100	4	40
4	MSW-DE-515: Social Work with Youth	100	4	40
5	MSW-DE-516: Social Work with Older Persons	100	4	40
6	MSW-DE-517: Industrial Relations and Labour Welfare	100	4	40
7	MSW-DE-518: Research Project-B	100	4	40
8	MSW-OE-519: Ecology and Disaster Management	100	4	40
9	MSW-OE-520: Disability Studies	100	4	40
10	MSW-C-521: Block Fieldwork with Viva-Voce	200	6	60
11	MSW-C-522: Internship for Four weeks	100	4	40
	<b>Semester I+II+III+IV</b>	<b>2400</b>	<b>88</b>	880

### **MSW-C: 401 Social Work - Nature and Development**

#### **Objectives:**

1. *To acquire an understanding of the conceptual and the theoretical foundations of Social Work*
2. *To understand the nature of Social Work as a Profession and about Social Work education in India*
3. *To develop an understanding on the scope of Social Work intervention in North East India*

**Unit 1: Concepts and Introduction:** Social Work – Meaning, Evolving Global Definitions and Values, Historical Evolution of Social Work Practice and Education: World; India; North-East India - Concepts Related to Social Work – Philanthropy; Charity; Voluntary Action; Social Service; Social Welfare; Social Reform; Social Security; Social Policy; Social Justice and Human Rights - Social Work as a Profession in India and North-East India: Scope and Challenges - Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary

**Unit 2: Social Work Practicum and Practice Domains:** Field Work: Importance; Components, Purpose and Types of Field Recording - Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised; Occupational Social Work; Social Defense; Disability, Health Social Work.

**Unit 3: Approaches and Methods of Social Work Intervention:** Clinical and Critical Approaches, Primary and Secondary Methods of Social Work: Nomenclature and Need - Social

Case Work - Working with Groups - Working with Communities - Social Action, Social Work Research, Social Welfare Administration

**Unit 4: Theoretical Perspectives for Social Work Practice:** General System and Ecosystem Perspectives, Strengths and Role Theory, Evidence Based Practice - Radical Social Work- Feminist and Green Social Work - Gandhian Social Work: Philosophy and Practice

### **MSW-C: 402 SOCIETY AND DEVELOPMENT**

#### **Objectives:**

- 1. To understand the concept of society, social institutions and social dynamics*
- 2. To gain insight into the Indian society, the changes therein and its problems*
- 3. To understand the concepts and perspectives related to development*

**Unit 1: Basic Concepts of Society and Culture:** Society; Elements of Society - Features of Indian Society - Culture, Socialization, Social Groups, Social Process - Social Differentiation and Social Stratification: Caste; Class; Social Mobility

**Unit 2: Social Institutions and Social Control:** Marriage, Family, Religion - Education, Economics and Politics- Social Control- Social Change - Social Disorganization

**Unit 3: Development:** Development and Development Theories: Modernisation, Dependency, Neo-Liberal - Liberalisation, Privatisation and Globalisation - Sustainable Development: SDG, Gender and Development - Development Concerns and Issues in North East India

**Unit 4: Socially Vulnerable Groups and Social Problems:** Indigenous Peoples (Tribal/Adivasi) - Minority; Dalits & OBCs - Differently Abled- Women; Children; LGBTQ - Homeless; Migrants; Refugees - Social Problems in India and North-East India Social Problem and Vulnerable Groups: Best Practice & Case Study

### **MSW-C: 403 HEALTH, PSYCHOLOGY AND SOCIAL WORK**

#### **Objectives:**

- 1. To understand the concept of Health and the measures to promote healthy Living*
- 2. To understand human growth and development*
- 3. To develop an understanding of human behaviour and personality*
- 4. To appreciate the basic psychological processes*

**Unit 1: Health:** Definition, Concepts of Health, Hygiene, Public Health and Community Health – Disability - Communicable, Non-Communicable Diseases and Life style illnesses - Health and Socio-cultural contexts in Northeast India - Health Advocacy & Human Right

**Unit 2: Human Growth and Development:** Concept of Human Growth and Development - Patterns and Principles, Determinants of Development - Conception to Birth –Pre and Post Natal Care Developmental Tasks across the Life Span - Heredity and Environment - Health Care: Preventive, Curative, Rehabilitative and Re-integrative

**Unit 3: Theories of Human Development:** Freud’s Psychosexual Theory - Erikson’s psychosocial Theory - Piaget’s Theory of Cognitive Development

**Unit 4: Psychological Processes:** Intelligence, Emotion, Perception, Motivation, Learning and Attitude - Personality Development - Abnormal Behaviour - Disorders among Children and Adults

### **MSW-C-404: WORKING WITH COMMUNITIES**

#### **Objectives:**

- 1. To understand community organization as a method of social work and as an effective tool for Development*
- 2. To enhance critical understanding of the models and strategies for community organization practice*

**Unit 1: Understanding Community:** Community - Urban, Rural, and Tribal Communities - Community Dynamics - Power and Empowerment in the Community - Leadership

**Unit 2: Community Organization and Community Development:** Principles of Community Organization - Scope & Philosophy - Relevance of Community Organization in Indian context - Community Organization and Community Development - Approaches of Community Organization and Community Development - Indigenous Approaches to Community Work - Process of Community Organization

**Unit 3: Models of Community Organization and Models of Community Development:** Models of Community Organization - Models of Community Development - Globalization and its impact on Community Practice - Skills for Community Organization - Participatory Approaches in Community Work

**Unit 4: Skill Laboratory:** Skill Laboratory includes application of Community Organization Method in the Community by practice which includes activities such as Trainings on PRA and PVA Tools and Workshops etc.

### **MSW-C: 405 CONCURRENT FIELDWORK-1 WITH VIVA-VOCE**

The field work practice in the first semester will consist of orientation programme, lab sessions for skills training and concurrent field work for 15 weeks (two days per week). In the first semester, the focus of the field work would be the community. The students would be placed in communities, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get an actual experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible.

Normally a student spends sixteen hours spread over two days per week in field work. The supervisor conducts individual and group field work conferences regularly.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme and IC/GC in the term end evaluation.

### **Orientation Programme - I**

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of Two days duration for the MASW first year and of One day duration for the MASW final year.

### **Objectives of Orientation Programme**

1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments.

2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention.
3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement.
4. To acquaint students with administrative framework and programme of field work.

**Concurrent Field Work-I:** Concurrent fieldwork provides students an opportunity to develop intervention skills. It involves the placement of students in two different settings viz., (a) Community and (b) Agency/Organization. Each student is given a field experience in both the settings within the two years duration of the academic program. A student will be placed in one fieldwork setting for the first two semesters and subsequently in a different setting for the third and fourth semesters.

**Objectives of Placement in Community:** To develop an understanding of the community, its structure, resources and characteristics.

- (1) To understand and appreciate the multiple identities people have as also to acknowledge and comprehend the multiple layers of the supposedly singular identity.
- (2) To develop skills to analyze perceptions of community regarding their problems, needs and issues affecting their lives with critical consciousness.
- (3) To develop skills in problem solving at individual, group and community levels, mobilize people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
- (4) To develop skills in problem solving and intervention in the person – environment context with a rights-based approach.
- (5) To develop skills in research and evaluation.

**Objectives of Placement in Agency/Organization**

- (1) To understand the agency's objectives, structure and functions.
- (2) To develop an insight into the social, economic and cultural lives of client groups.
- (3) To develop an understanding of the planning and implementation process of programs and learning to evaluate them in the context of the larger socio-political milieu.
- (4) To develop skills in helping and problem-solving procedures at individual, group and community level.

- (5) To develop skills in networking with various other organizations viz.(i) to facilitate the process of implementation of programs and (ii) to link up the larger advocacy efforts on relevant issues.
- (6) To develop knowledge and skills in documentation.

### **Duration and other requirements**

Students are required to devote 16 hours per week for fieldwork. This includes time spent working in the community or agency 2 days a week, writing of the reports for the two days, meeting the Department Supervisor once a week for individual conference and attending group conference at the Department once a fortnight.

At the end of the semester the student submits a summary report along with a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

### **MSW-C: 406 WORKING WITH INDIVIDUALS**

#### **Objectives:**

- 1. To inculcate the knowledge and the skills needed to work with individuals in the social system,*
- 2. To develop the ability to analyze factors affecting the needs, behavior and coping capacities of individuals,*
- 3. To understand the values and principles of social case work and to develop the capacity to practice them,*
- 4. To promote skills in working with individuals in different settings.*

**Unit 1: Basic Concepts of Social Case Work:** Casework, Counselling and Psychotherapy - Historical Development of Social Casework as a method of Social Work Practice - Nature of problem to be addressed through Social Casework - Components of Social Case work - Process in Casework - Principles of Casework - Client-Worker Relationship - Transference and Counter-transference in casework

**Unit 2: Theories and Approaches:** Psychoanalytical - Psycho-social - Problem Solving - Behavior Modification - Crisis Intervention - Eclectic Approach

**Unit 3: Skills, Tools and Techniques:** Skills in Interviewing - Recording: Principles, Types, Structure and Content - Use of Genogram and Ecomap - Supportive Techniques - Enhancing Resources techniques - Counselling Techniques - Role of Social Case worker in various settings



**Unit 4: Skill Laboratory:** Self-Awareness and Self Development Exercises - Simulation Exercises: Role-play, Problem Solving Box, Discussions, Skit etc. - Programme Media: Counselling Role Play, Video on Therapy Intervention etc. - Life Coping Skills: Time, Stress, Anger Management, Problem Solving and Decision Making etc. - Case Study Presentation based on Concurrent Practice Learning

### **MSW-C: 407 WORKING WITH GROUPS**

#### **Objectives:**

- 1. To understand the concept of groups and its importance and influence on individuals*
- 2. To understand social group work as a method of social work and its application in various settings*
- 3. To understand group work as an instrument of change/development of individuals in group*
- 4. To identify and acquire the skills needed to work with groups effectively across settings*

**Unit 1: Basic Concept of Group:** Group, Group Identity, Cohesion, Characteristics, Significance and Types - Historical Evolution of Social Group Work; Social Group Work as a Method of Social Work - Assumptions & Principles, Characteristics and Purpose of Social Group Work, Values and Ethics - Group Counseling, Group Therapy

**Unit 2: Approaches, Models and Process:** Approaches to Group work - Models of Group Work - Phases of Group Formation - Role of the Group Worker

**Unit 3: Group Dynamics and Skills:** Group Work related Knowledge and Skills - Sociometry and Sociogram in Assessing Groups - Social Group Work in Different Settings: Community, Institutions Like Hospitals, Rehabilitation Centers, Children's Home, Old Age Homes, Welfare, Educational and Youth Development

**Unit 4: Group Work Practice and Skills Laboratory:** Simulation Games and Exercises - Group Discussion - Documentary - Programme Media

### **MSW-C: 408 SOCIAL WORK RESEARCH**

#### **Objectives:**

- 1. To understand the nature and process of research and its significance in social work*
- 2. To develop attitudes and skills appropriate for social work research*
- 3. To learn the skills and technique of doing qualitative and quantitative research*

4. *To develop an ability to see the linkages between practice, research, theory and their role in enriching one another*

**Unit 1: Basic Concept:** Social Research and Social Work Research- Characteristics of Scientific Research - Ontological, Axiological, Epistemological bases to research - Positivism, Constructivism, and Interpretivism - Concept, Objectives, Variables, and Hypothesis - Ethics in Research - Participatory Methods, Action Research, and Mixed Methods

**Unit 2: Research Design and Sampling:** Conceptualizing and Designing Quantitative and Qualitative Research - Sources of Data- Research Design - Sampling - Methods & Tools of Data collection - Observation

**Unit 3: Data Processing and Analysis:** Levels of measurement - Analysis for Quantitative Research and Qualitative Research - Statistics - Measurement of Central Tendency - Chi square Test - T- test - Analysis of Qualitative Data - Report writing for quantitative and qualitative research

**Unit 4: Computer Applications in Social Work research:** 15 hours: Two Day Workshop on SPSS, Atlas TI, and Excel Data Sheet etc.

### **MSW-C: 409 SOCIAL WELFARE, ADMINISTRATION & SOCIAL ACTION**

#### **Objectives:**

1. *To Acquire Knowledge of the Basic Principles and Process of Administration within the Framework of Social Work Philosophy and Practice,*
2. *To Develop Skills to Participate in Management of Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes,*
3. *To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work,*
4. *To Understand the Scope of Social Action in Northeast India.*

#### **Part A: Welfare Administration**

**Unit 1: Basic Concepts of Social Welfare Administration:** Social Welfare Administration as a Secondary Method of Professional Social Work - Management by Objectives as applied to Social Welfare Administration - Welfare State - Functions and Programs of Central Social Welfare Board And State Social Welfare Board- Registration of Societies and Trusts – Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976.

**Unit 2: Social Welfare Administration as a Profession:** Social Welfare Administration in India: Concept and Practice - Organizational Structure- POSDCoRB - Project Proposal: Meaning and Components

### **Part B: Social Action**

**Unit 3: Social Action:** Social Action: Meaning and Concept - Theories of Social Action- Strategies and Tactics in - Social Action - Social Action as a Secondary Method of Professional Social Work- Social Action and Social Movement- Tools of Social Action - RTI, PIL, Advocacy, Networking, etc - Pedagogy of Oppressed -Rules for Radicals

**Unit 4: Social Action and Social Movements in Northeast India:** Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.

## **MSW-C: 409 SOCIAL WELFARE, ADMINISTRATION & SOCIAL ACTION**

### **Objectives:**

- 1. To Acquire Knowledge of the Basic Principles and Process of Administration within the Framework of Social Work Philosophy and Practice,*
- 2. To Develop Skills to Participate in Management of Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes,*
- 3. To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work,*
- 4. To Understand the Scope of Social Action in Northeast India.*

### **Part A: Welfare Administration**

**Unit 1: Basic Concepts of Social Welfare Administration:** Social Welfare Administration as a Secondary Method of Professional Social Work - Management by Objectives as applied to Social Welfare Administration - Welfare State - Functions and Programs of Central Social Welfare Board And State Social Welfare Board - Registration of Societies and Trusts – Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976.

**Unit 2: Social Welfare Administration as a Profession:** Social Welfare Administration in India: Concept and Practice - Organizational Structure – POSDCoRB - Project Proposal: Meaning and Components

### **Part B: Social Action**

**Unit 3: Social Action:** Social Action: Meaning and Concept - Theories of Social Action - Strategies and Tactics in Social Action - Social Action as a Secondary Method of Professional Social Work- Social Action and Social Movement - Tools of Social Action - RTI, PIL, Advocacy, Networking, etc - Pedagogy of Oppressed - Rules for Radicals

**Unit 4: Social Action and Social Movements in Northeast India:** Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.

**MSW-C: 410 CONCURRENT FIELDWORK-2 WITH VIVA-VOCE**

The field work practice in the second semester will consist of Rural Immersion Camp for one week and Concurrent Field Work-II for 15 weeks (two days per week).

**Concurrent Field Work - II**

In the second semester the student is placed in civil society organization and /or community as well as institutions where they can practice professional methods of social work intervention. Every week the students write a report of their activities and submit it to the concerned field work supervisor. The supervisor conducts individual and group conferences regularly.

During Concurrent Field Work (CFW) – II, It is mandated for every social work trainee to undertake at least three Social Case Work interventions, two Social Group Work intervention and one Social Work Research in his/her agency or community of placement. while all other mandates continue to be similar as CFW-I.

**Rural Immersion Camp**

There will be a mandatory week-long Rural Immersion Camp during this semester during which the social work trainees will be expected to inculcate the exposure to community living, indigenous knowledge, and day to day challenges of a distant locality.

It is an integral part of practice learning. It provides students an exposure to rural life, problems and issues related to rural life and enables them to plan, organise and implement relevant programmes. It also helps students evolve a pattern of participative, reflective and analytical learning. The students are guided through the process by faculty members who accompany them.

**Objectives of Rural Immersion Camps:**

- (1) To acquaint the students with the aims and objectives of the Coordinating Agency.*
- (2) To understand the socio-cultural aspects of rural life.*

*(3) To conduct a rapid survey of the village with a view to identify the problems, the felt needs of the villagers through Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) techniques.*

*(4) To plan social work intervention strategies in the area.*

The rural camp experience is divided into three phases:

- a. Pre-camp orientation and planning
- b. Camp activities
- c. Post-camp activities (sharing, presentation and documentation)

Students are adequately oriented with the objectives and guidelines of the camp before they reach campsites. During the camp, all students stay in premises of the Coordinating Agency and familiarize themselves with its objectives, functioning and programs. The students are then divided into sub groups and each sub group is send to a separate village where they are expected to learn about the various socio-cultural aspects of that village. With the help of villagers and local leaders, they conduct a survey of the village to identify the problems, their felt needs and available resources through PRA and RRA techniques. Keeping in view their needs and available resources, they learn to plan social work interventions. This includes planning a meeting with the Sarpanch and Panchayat, members of self- help groups and other important groups existing in the village. On the last day of the Camp, the students are involved in social action in the village using a program media suitable to the needs of the village.

The last day of the rural camp is also for sharing of learning and experiences by all the groups with their classmates using various innovative tools like exhibit, photographs, charts, sketches and skits. The emphasis is on sharpening their analytical and presentation skills.

There will be weightage for Rural Immersion Camp, Professional Methods of Intervention and IC/GC in the term end evaluation. At the end of the semester the student submits a summary report along with a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

## **MSW-C: 501 INTEGRATED SOCIAL WORK, SOCIAL POLICY AND SOCIAL LEGISLATION**

### **Objectives:**

1. *To Inculcate the need and understanding of Integrated Social Work Practice (ISWP) and related Theoretical Framework,*

2. *To Develop Skills in Theory and Evidence Driven Models of Intervention in ISWP,*
3. *To understand the Policy and Legal Frameworks as well as provisions related to the Vulnerable Sections of the Society*
4. *To learn the Policy and Legal Structures which can be used in Social Work*

## **PART A: INTEGRATED SOCIAL WORK**

**Unit 1: Integrated Social Work as a Method of Intervention:** Integrated Social Work Practice (ISWP): Meaning, Goals & Strategies - ISWP: *Descriptive and Prescriptive Implications* - Process of ISWP: *Dialogue, Discovery, Development, Empowerment*

**Unit 2: Theoretical Perspectives for Integrated Social Work:** Client In and As a System - *Pincus - Minahan Model: Four Basic Systems in Social Work Practice- Client, Target, Action and Change Agent System* - Structural Social Work; Critical Social Theory; Radical; Feminism - Unitary Approach

## **PART B: SOCIAL POLICY & SOCIAL LEGISLATION**

**Unit 3: Social Policy and Social Change:** Social Policy: Sources, Principles and Models - Social Policy and Social Justice - Planning and Policy Formulation in India, Decentralized Planning and Local Self Governance – Rural and Urban - Policies & Legislations pertaining to Socially Vulnerable Sections

**Unit 4: Law & Social Work Practice:** Indian Judicial System - Indian Penal Code (IPC) - Code of Criminal Procedure (CrPC) - Legal Aid - Role of Social Worker in Consumer Protection - Medical Negligence - Role of the Social Worker in Promoting Social Legislation

## **MSW-DE: 502 RURAL COMMUNITY DEVELOPMENT**

### **Objectives:**

1. *To understand the issues, strategies and approaches for rural and urban development*
2. *To understand rural and urban community development principles, processes and theories*
3. *To gain knowledge and experience about the governance, structure, process and programmes with specific reference to the North-East India*
4. *To learn the significance of various stakeholders in Rural and Urban Community Development.*
5. *To develop roles, skills and competence in working with rural & urban communities and development agencies.*

**Unit 1: Understanding Rural Development Approaches:** Understanding Rural India, Rural Development - Concept and Approaches of India; Five Year Plans - Rural Local Self-Governance: Panchayati Raj System and Autonomous District Council - Administrative Setup of Rural Development - Globalisation and Rural Development

**Unit 2: Rural Economy, Rural Problems, and Social Change:** Indian Rural Economy; Rural Industries: Cottage and Village Industries; Agriculture; Agrarian Crisis & Movements - Pre and Post-Independence: Land System in India; Land Reforms - Rural Livelihood; NRLM/ SRLM; Microfinance and Microcredit; Rural Innovators & Entrepreneurs, Cooperative Societies - Rural Social Problems: Migration, Farmer Suicides, Human Trafficking, Child Labour, Bonded Labour, Unemployment and Indebtedness - Rural Infrastructure, Health and Education, Sanitation - Scope, Role and Skills of Community Development Workers in Rural Settings - Rural Urban Continuum

**Unit 3: Urban Society, Urban Planning and Development:** Industrialisation and Urban Social Fabric - Urbanisation in India and North-East India- Theories of Urbanisation - Urban Development Policy - Urban Livelihood

**Unit 4: Urban Governance, Concerns and Scope of Social Work Practice:** Urban Local Self-Government: Municipality and Municipal Corporation, Civic and Waste Management - Urban Infrastructure: Physical and Social - Urban Services and Concerns: Transport, Health, Housing, Unemployment, Migrant, & Basic Amenities, Urban Poverty, Pollution, Social Work Practice: Scope and Skills in Urban Settings

## **MSW-DE: 503 COMMUNITY HEALTH AND SOCIAL WORK**

### **Objectives:**

- 1. To gain insights into multiple dimensions and approaches to Health and Scope of Social Work in Relation to it*
- 2. To evolve an understanding towards Health Social Work and its various models of Intervention*
- 3. To understand the various diseases and psychiatric illnesses prevalent in the community level*
- 4. To inculcate knowledge and skills in Preventive Health Care and Community Medicine*

**Unit 1: Basic Concepts:** Evolving concepts of Health and Health Care - Historical Development and Scope of Medical and Psychiatric Social Work in West and in India - Understanding Health

Social Work - Health Care Models: Prevention and Promotion, Integrative, Holistic and Alternative Systems of Health - Social Model of Health

**Unit 2: Understanding Diseases and Illnesses:** Communicable Diseases, Non-Communicable Diseases, Lifestyle Illnesses

**Unit 3: Psychiatric Illnesses:** Understanding Classifications: Diagnostic and Statistical Manual (DSM) & International Classification of Disease (ICD) - Childhood Disorders and Mental Retardation - Alcoholism, Drug Dependence and Suicide - Major and Minor Disorders - Personality Disorders

**Unit 4: Health Social Work:** Medical Settings: Hospitals, Emergency, Hospice, Clinics, Community Health Use of Volunteers - Psychiatric Settings: Hospitals, Non-Psychiatric, Non-Institutional Models (Community Based) - Psychiatric Social Work in Special Settings - Social Work Practice in De-Addiction and Crisis Intervention Centers - Skill Lab: Case Study, Role Plays, Discussions, Programme Media

## **MSW- DE: 504 FAMILY CENTRED SOCIAL WORK**

### **Objectives**

- 1. To understand the changing trends in families and the scope for Family- centered Practice*
- 2. To develop an understanding of structures, the problems, dynamics and issues for effective intervention*
- 3. To build skills and insights in Family Welfare and Social Work Intervention.*

**Unit 1: Basic Concepts:** Theoretical and conceptual frame works to study family - Origin and evolution of family and marriage - Ideology of family rights and responsibilities - Normative family and marriage functions and structure

Family- Centered Social Work - Ethnicity and socio-economic background, Social changes and family – implications for the family and its members

**Unit 2: Alternative Family and Marriage Patterns and Structures:** Dual earner/ Career Driven Families, Single-Parent, Women-Headed, Childless Families- Reconstituted / Step Families; Consensual Unions; Families with Same-sex Partners

**Unit 3: Child & Family:** Socialization of the Child in the Family - Family interactions - Family development - Family life- cycle - Contemporary problems in the Family - Family Assessment and family problem assessment



**Unit 4: Family Welfare & Social Work Intervention:** Programmes and Policies - Family Therapy - Awareness building and advocacy - Life enrichment programme - Developmental approach - Problems related to Northeast India

**MSW-DE: 505 CHILD RIGHTS AND CHILD PROTECTIONS**

**Objectives:**

- 1. To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children in our country*
- 2. To help the students to critically review the various policies, programs and services available for children in India*
- 3. To understand rights and protection of the children in special circumstances*

**Unit 1: Child Welfare:** Demographic profile of the child in India - Constitutional safeguards for children in India

National policy for children - UN Charter on the Rights of the Child - Advocacy for child rights - Laws relating to the child - SAARC Policy on the female child

**Unit 2: Health & Educational Needs of the child in India:** Health and nutritional services for the child in India – ICDS, RCH Programme, School Health Programmes, Child Health and Health Education of the Mother - Role of UNICEF & WHO - Educational needs of the Child in India – Governmental and non-governmental programmes/ strategies for education of the rural and urban child in India

**Unit 3: Children in Special Circumstances:** The destitute child - The delinquent child - Street children - Socially Exploited and Oppressed children such as child labour etc.

**Unit 4: Child Abuse:** Nature and Causes of Child Abuse and Neglect; Types of Abuse (Verbal Abuse, Physical, Emotional/Psychological, Sexual abuse) - The battered child, child Trafficking, child-prostitution, and child-beggars - Social work intervention in the problems of child abuse

**MSW-DE: 506 HUMAN RESOURCE AND PROJECT MANAGEMENT**

**Objectives:**

- 1. To develop an understanding of management theories and approaches, and gain insight into perspectives of Human Resource (HR) Management*
- 2. To understand the responsibilities and functions of HR managers*
- 3. To build insights on current trends in Organizational Behaviour*

4. *To learn the methodology for planning and formulating projects using the Logical Framework*

## **PART A: HUMAN RESOURCE MANAGEMENT**

**Unit 1: Introduction to HRM:** Human Resource Management: Concept, Scope, Philosophy and Objectives, Evolution, Approaches, Structure and Function Line and staff relations of HRM - Managerial & Operative Functions - Human Resource Planning and Induction Process - Employee Retention & Maintenance, Career Development - Motivation & Performance Management - Strategic Human Resource Management (SHRM)

**Unit 2: Organizational Behaviour (OB):** Approaches, Scope and Models - Job Satisfaction, Stress and Monotony - Role of Reinforcement and Punishment (Motivation and Organizational Reward System) - Organization Development (OD): Concept, Emerging Approaches And Techniques, Foundations of OD, Organizational Diagnosis - Current Trends in OB Practices: Traditional Management Thought (Indian Models) Just-In-Time (JIT), 5S Model, TPM, TQM, Kaizen, ISO, SEI

## **PART B: PROJECT MANAGEMENT**

**Unit 3: Overview of Project Cycle Management:** Needs Assessment & Project Identification - Model Project Proposal Formulation - Action Planning & Budget - Community Mapping - Capacity Assessment: Human, Social, Natural, Physical, Economic, Cultural

**Unit 4: Project Design and Evaluation:** Stakeholder Analysis, Problem Analysis – Problem Tree; Objectives Tree - Logical Framework Analysis (LFA): Terms, Purpose, Structure: Objectives, Assumptions And Their Assessment; Indicators And Means of Verification; Activities And Activity Schedule, Monitoring and Evaluation: Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM)

## **MSW-DE: 507 RESEARCH PROJECT PART-A**

Adhering to the spirit of National Education Policy (NEP) 2020 Research Project for all the students of MASW program has been mandated to inculcate the spirit of Scientific Enquiry as well as enhance their Original Thinking.

The students are placed under a supervisor for the research project work. Each student identifies a research problem in the area of his/her interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, and constructs tool(s) for data collection. Afterwards, the students undertake the data processing and

presents his/her findings in a pre-submission seminar. After incorporating inputs received during the pre-submission seminar in consultation with Research Supervisor, a student submits the final copy of dissertation for evaluation. At the end of the semester the student will appear for the viva-voce examination as part of the evaluation.

### **MSW-OE: 508 SUBSTANCE ABUSE AND HIV/AIDS**

#### **Objectives:**

- 1. To gain existing on Substance Abuse and HIV/AIDS and its impact on individuals and their social systems*
- 2. To understand the existing strategies for the prevention and control of Substance abuse and HIV/AIDS*
- 3. To develop an understanding of social work interventions in providing care and support*

**Unit 1: Understanding Substance Abuse:** Substance abuse Magnitude and prevalence, causes, use, misuse, abuse, and dependence - Substances of Abuse: types; challenges and effects of abuse with specific reference to North East India.

**Unit 2: Prevention and Intervention:** Global and national initiatives in prevention and control - Prevention at home, schools, workplace and community - Treatment: pharmacotherapy, behavioral therapy, models etc - Skills laboratory: case studies, group discussions, role plays, team work assignments etc.

**Unit 3: Understanding HIV/AIDS:** HIV/AIDS: Magnitude and Prevalence with special reference to North East India - Transmission of HIV/AIDS - HIV/AIDS Counselling, testing and ethical issues- Stigma and Discrimination - Impact on social sectors - HIV/AIDS and human rights

**Unit 4: HIV/AIDS: A Developmental Issues, Prevention and Control:** HIV/AIDS and socio-economic implications: impact on developmental sectors - Global response to prevention and control: UNODC, UNAIDS and UN declarations-Government initiatives in India: NACO, SACS and voluntary initiatives - Social work Intervention - Skill laboratory: case studies, role plays, group discussions, assignments etc.

### **MSW-OE: 509 GENDER AND DEVELOPMENT**

#### **Objectives:**

- 1. To develop a critical understanding of issues related to gender and development*

- To develop an understanding of various laws, policies and program for gender and development.*

**Unit 1: Basic Concepts:** Sex and Gender: Going beyond the Binary – LGBTQIA - Patriarchy and Matriarchy

Welfare - Development and Empowerment of Women - Gender Justice

**Unit 2: Feminist Discourse and Perspectives:** Liberal Feminism - Radical Feminism, Eco-Feminism, Post- Modern Feminism

**Unit 3: Issues and Concerns:** Gender; A global Perspective and North-East India Perspective - Violence Against Gender - Governance and Movement - Women leaders and Unsung idols

**Unit 4: Legislations, Policy and Programmes:** Legislation related to Gender -Article 377A, Gender – Sensitive Policies, Women’s Empowerment, Gender- sensitive Programmes and Services

### **MSW-OE: 510 NATIONAL SERVICE SCHEME (NSS) AND YOUTH DEVELOPMENT**

#### **Objectives:**

- To develop the competency in Life Skills and Accelerate Personality Development;*
- To inculcate the values of NSS, Social Service and Community Living for preparing youth as agents of social change; and*
- To understand and nourish the core values of fraternity, national integrity and community engagement among youth.*

**Unit 1: Introduction to NSS:** Basic Concepts of NSS, History, Philosophy, Aim & Objectives, Emblem, Flag, Motto, Song, Badge, Organizational Structure, Roles and Responsibility of Various NSS Functionaries, NSS Programme and Activities, Volunteerism and Shramdan

**Unit 2: Understanding Youth and Society:** Family and Society, Issues, Challenges and Opportunities, Youth Leadership and Agent of Change, Life Competencies and Citizenship

**Unit 3: NSS, Youth, and Development:** National Youth Policy, Youth Development Programmes, Youth in Community Mobilization, Youth Focused and Youth-led Organizations

**Unit 4: Field Practicum:** Community Mapping: PLA/PRA, Resource Mapping, Problem Ranking, Interventions, Youth and Yoga

### **MSW-C: 511 CONCURRENT FIELD WORK- 3 AND VIVA-VOCE**

The field work practice in this semester will consist of Orientation Programme, Field Study Tour, Inter-Agency Meet and Concurrent Field Work (CFW-III) for 15 weeks (two days per week).

### **Concurrent Field Work (CFW) - III**

The Concurrent Field Work (CFW)- III during the third semester is in line with the soft courses that the student has opted for. The students are placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in hospitals, rehabilitation centers, counseling centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization.

Normally a student spends sixteen hours over two days per week in field work. The supervisor conducts individual and group field conferences (ICs/GCs) regularly.

### **Orientation Programme- II**

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of ten days duration for the MASW first year and of five days duration for MASW final year students.

### **Objectives of Orientation Programme**

#### **MASW (Final – 3<sup>rd</sup> and 4<sup>th</sup> Semester)**

#### **Objectives:**

- 1. To orient students about the importance and use of an integrated approach to social work practice.*
- 2. To orient them to the diverse needs and requirements of different settings.*

3. *To equip them to apply different intervention strategies for varied sittings.*

### **Field Study Tour (FST)**

During third semester MASW students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups. Specific intended outcomes of Field Study Tour as a mandatory field work component include the following:

- a. To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions;
- b. To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives; and
- c. To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance.

### **Inter-Agency Meet (IAM)**

Scheduled during third semester of MASW Program Inter Agency Meet is designed to establish an organic link between the department of Social Work and agencies/community of Field Work Placements. Stakeholders including service providers, intended beneficiaries, administrators and academia meet during IAM once every academic session to ensure that there is regular connection and all the stakeholders feel included in the larger process of learning and intervention. The specific outcomes of IAM include:

- a. A Meaningful Engagement and Interaction Platform between different stakeholders in Social Work Training;
- b. Enhanced Rapport with Agency, Community and other important stakeholders; and
- c. Skills in mobilization and Program Planning among trainees/students.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme, Field Study Tour, Inter-Agency Meet, and IC/GC in the term end evaluation.

Every week, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences

regularly. At the end of the semester the student submits a summary report along with a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

### **MOOCs Paper**

Relevant PG Level MOOCs Available in SWAYAM Platform will be offered as a mandatory paper.

### **MSW-C: 512 SOCIAL WORK AND TRIBAL DEVELOPMENT**

#### **Objectives:**

1. *To gain insights into the tribal communities and their social-economic, and political systems*
2. *To obtain information of the overall understanding about the socio-economic and political fabric of the tribal communities of India and Northeast India*
3. *To develop critical understanding of laws, policies, development programmes, globalization, and its impact on tribal communities*
4. *To understand the concerns and issues of tribal communities*
5. *To enhance social work skills and competence for Tribal Social Work practice.*

**Unit 1: Tribe, Ethnicity, Identity and Tribal Social Institutions:** State, Society & Tribes - Ethnicity, Identity & Ethnic Reconstruction among Tribes in India with special reference to Northeast India - Tribal Worldview & Transformation: Language, Religion, Culture & Identity - Tribal Social Systems and Social Structures, Traditional Social Institutions - Customary Laws: Contestations, Change and Continuity

**Unit 2: Socio-Political Domain of Tribal Societies:** Tribal Situation in India and with special reference to North East India - Changing Dimension of Tribal World: *Tribal Culture and Ecology* - Tribal Self-Governance: *Fifth Schedule and Sixth Schedule, Autonomous District Councils, Autonomous Tribal Councils* - Rethinking Tribal Movements

**Unit 3: Tribal Development:** Tribal Development: *Pre and Post-Independence Period; Five-Year Plans, TSP, CSP* - Tribal Policy: *Protective Measures & Development Policies* - Globalisation, Sustainable Development, Anti-Colonial/ Decolonization Approaches - Gender and Development in Tribal Society

**Unit 4: Tribal: Law, Issues and Initiatives:** SC/ST (Prevention of Atrocities) Act, 1989 - The Scheduled Tribes and Other Traditional Forest Dweller (Recognition of Forest Rights) Act, 2006 (FRA) - Land, Environment & Livelihood from Tribal Perspectives - Socio-Economic and

Political Concerns: *Education, Health, Food Security, Land Rights, Land Alienation, Displacement, Migration* - Social Work Practice Among Tribal Communities: *Best Practice; Role and Competence of the Social Worker*

### **MSW-DE: 513 URBAN COMMUNITY DEVELOPMENT**

#### **Objectives:**

- 1. To understand urban community development, principles, process and theories of urbanization of India.*
- 2. To learn the significance of Non- Governmental Organizations in Urban Community Development.*
- 3. To gain knowledge and experience about the structure, process and programmes of governmental mechanisms with specific reference to the North-East.*
- 4. To develop skills in working with urban communities and development agencies.*

**Unit 1: Concept of Urban Society:** Urban, Urbane and Urbanism - Theories of Urbanization - Industrialization and Urbanization - Ecological pattern of town and cities - Urbanization in North-East India

**Unit 2: Urban Planning and Development:** Urban Development - Urban Community Development - Urban Development Policy and Laws - Urban Land Ceilings Act and Land Acquisition Act - Urban Community Development projects

**Unit 3: Urbanisation Challenges, Opportunities and Way Forward:** Urban Infrastructure and Services: Transport, Health, Housing, Unemployment, Migration, others basic amenities etc - Lifestyles: Depression, Deviance, health hazards etc - Slums in Indian cities - Community Development Projects in slums - Urban Poverty Alleviation Programmes

**Unit 4: Urban Self Governance and Social Work Practice:** Urban Local self- government in Indian cities and towns - Municipality and Municipal Corporation - Social work practice in Urban Community Development programmes and services

### **MSW-DE: 514 COMMUNITY HEALTH AND COUNSELLING**

#### **Objectives:**

- 1. To help the student gain understanding into the concept of community health and health systems*
- 2. To critically understand the policies, legislations and schemes for community health*



- 3. To understand counseling process with application of various skills, techniques and approaches*
- 4. To gain knowledge and skills in practice of counseling in different settings*

**Unit 1: Public Health and Community Health Care:** Concept: Public Health and Community Health - Organisation and Administration of Health Care from Centre to the Village Level - Health Care Systems in India: Primary, Private and Indigenous Systems - Health Status and Health Problems in India - Health Planning, Health Committees - Planned Social Change in Relation to Health Care

**Unit 2: Legislations, Policies and Programmes:** Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, PWD and Equal Opportunities Act 1995 - Health Policies: National Health Policy 1983, 2002; National Mental Health Policy 2014 - National Health Programmes: National Leprosy Eradication Programme (NLEP), National Tuberculosis Elimination Programme (NTEP), National Health Mission (NHM), Rural Health Mission (RHM)

**Unit 3: Introduction to Counselling:** Guidance, Psychotherapy and Counselling - Qualities of an effective counselor - Characteristics of clients: voluntary and involuntary - Counseling Relationships and skills, Process

**Unit 4: Practicing Counseling: Theoretical Perspectives and Skill Lab:** Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories - Scope of Counselling Across Settings - Skills Lab: Role Plays, Simulation Exercises, Therapy Intervention Video, Case Study Discussions

## **MSW-DE: 515 SOCIAL WORK WITH YOUTH**

### **Objectives:**

- 1. To understand youth, their needs, issues and challenges*
- 2. To critically examine the schemes and programmes for youth in the country*
- 3. To learn the basic skills and methods of working with youth*

**Unit 1: Understanding Youth and their Welfare:** Basic Concepts of youth and youth welfare - Demographic profile of the youth in rural and urban India - Needs of youth – physical, intellectual, emotional, social and religious needs - Socialization of Youth – Influence of The Parents, Family Members, Peers, Neighborhood, Reference Groups, Religion - Impact of Westernization, Modernization and Urbanization on Youth

**Unit 2: Youth Issues:** Education and Employment - Family, Marriage and Relationship - Drugs, Alcoholism and Suicide - Functional Disorders and Emotional Problems

**Unit 3: Youth and Social Change:** Youth in Politics - Youth Welfare Programmes - NCC, NSS, Scouts, Guide, Youth Hostels, Youth Festivals, Career Counseling, AICUF, TRYSEM, NYK, Vishva Kendra, Bharat SevaSamaj and Servant of India Society - Role of Youth in Social Change

**Unit 4: Social Work and Youth:** Application of Social Work Methods in Working with Youth and Youth Groups

### **MSW-DE: 516 SOCIAL WORK WITH OLDER PERSONS**

#### **Objectives:**

- 1. To Understand the needs of the Older Person from a holistic perspective*
- 2. To develop an understanding of challenges faced by older persons*
- 3. To examine the scope of Social Work Intervention with older persons*

**Unit 1: Understanding Older Persons:** Demographic profile of Older Persons - Gerontological Social Work, Geriatrics - Changes in Roles and Power; current status of elderly

**Unit 2: Issues of Older Persons:** Support System, Social Security - Elder Abuse, Neglect, Dependency, Violence, and Isolation etc - Family, Social, Economic and Livelihood Issues - Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast - Health Issues of Older Persons

**Unit 3: Role of Governmental and Non-Governmental Agencies to Elder Care:** Establishing the need for Elderly Care - Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care - Non- Governmental Organizations for Elderly Care: Objectives, Functions, Roles, Programmes

**Unit 4: Social Work Intervention:** Need for Social Work Intervention - Conceptualizing areas for Social Work Intervention - Settings of Work - Strategies, Skills and Techniques

### **MSW-DE: 517 INDUSTRIAL RELATIONS AND LABOUR WELFARE**

#### **Objectives:**

- 1. To promote theory-driven practice on approaches to Industrial relations and Labour Welfare*
- 2. To develop the knowledge of Grievance Redressal and Collective Bargaining*
- 3. To build understanding on social security legislations in Industrial settings*

4. *To appreciate scope and application of social work methods in industry and Labour Welfare.*

**Unit 1: Industrial Relations & Labour Problem:** Industrial Relations: Meaning, Scope and Approaches to IR- Marxian, Giri, Webs, Dunlop - Tripartite Machineries: ILC, SLC - Causes for Indiscipline and Misconducts – Hot Stove Rule and Principles of Natural Justice - Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry - Penalties and Punishment: Fine, Demotion, Suspension, Discharge and Dismissal - Industrialization and Labour Problems in India - International Labour Organization - Industrial Disputes Act, 1947 - Industrial Employment (Standing Orders) Act 1946

**Unit 2: Grievance Redressal & Collective Bargaining:** Conflicts and Disputes: Meaning, Causes, Forms (Strikes and Lockouts) - Grievance Redressal Procedure - Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent - Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India

**Unit 3: Labour Welfare & Labour Legislations:** Labour welfare officer: Role and Qualifications - Theories of Labour Welfare - Historical Development of Labour Legislations in India - The Factories Act, 1948 - Contract Labour (Regulations and Abolition) Act 1970 - Plantation Labour Act 1951

**Unit 4: Social Security Legislations:** Workman's compensation Act 1923 - Employee's State Insurance Act 1948 - Employee's Provident Fund Act 1952 - Payment of Gratuity Act 1972 - Maternity Benefit Act 1961 - Payment of wages Act 1936 - Minimum wages Act 1948 - Payment of Bonus Act 1972 - Employment Exchange (Notification of Vacancies) Act 1956 - Scope and application of social work method in Industry - Corporate Social Responsibility

### **MSW-DE: 518 RESEARCH PROJECT - B**

Those students opting for a Research project as one of their two soft courses are required to do a research for the completion of the course. The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem in the area of special interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester the student collects the data.

In the fourth semester the students complete the data processing and complete the research study and submit the final copy for evaluation. At the end of the semester the student will make a dissertation of the research study and appear for the viva-voce examination as part of the evaluation.

## **MSW-OE: 519 ECOLOGY AND DISASTER MANAGEMENT**

### **Objectives:**

- 1. To develop an understanding of the Environment and the changes affecting it*
- 2. To understand the nature of disasters, its magnitude and impact*
- 3. To gain knowledge of the methods and processes of disaster management, relief and rehabilitation*

**Unit 1: Basic Concepts:** Ecology and Environment: Meaning and Implications - Disaster: Meaning, Definition and Related Concepts - Vulnerability, Risk, Hazard, Disaster - Models of Disaster – Crunch Model and Release Model - Natural Resource Management - Human- Animal Conflict - Bio-Diversity Hotspot - Eco-Sensitive Zones

**Unit 2: Issues and Challenges:** Environmental Pollution: Meaning, Types, Emerging Issues and Challenges - Environmental Impact Assessment - National Green Tribunal - Carbon Trading - Global Warming - Natural and Anthropogenic Disasters: Types and Case Studies - Effect of Disasters: Physical, Social, Economic, Psychological, Spatial - Social Advocacy for Environmental Protection and Disaster Risk Reduction

**Unit 3: Environmental Consciousness and Disaster Risk Assessment:** Green Social Work: Descriptive and Prescriptive Implications - Eco-feminism - Global Climate Agreements - Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning

**Unit 4: Disaster Management: Phases & Intervention:** Disaster Management Cycle: Meaning, Components and Implications - Early Warning System - Institutional and Non-Institutional Framework for Disaster Management in India - Policies and Legislations pertaining to Disaster Management in India - Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working with Other Professionals, Working With Government And Voluntary Organizations

## **MSW-OE: 520 DISABILITY STUDIES**

### **Objectives:**

1. *To equip students with basic concepts and theories related to disability, disabling and enabling environments*
2. *To help the students become sensitive on disability*
3. *To help the students develop insight into psychosocial challenges faced by people with disability (PWDs)*
4. *To develop an understanding of policies and programmes for PWDs*

**Unit 1: Concept and Theories:** Historical Overviews of Disability - Ecological perspective - Human Rights Perspective - Types and Causes of Disability - Disabling and Enabling Environment - The Gender Dimensions of Disability

**Unit 2: Working with Disability:** Disability Counselling: Individual, Groups and Families - Family- Centered Interventions with Families of Children and Adults with Disabilities - Person with Disability and their Rehabilitation Contexts - Management of Rehabilitation Programme for PWDs - Building Disability Awareness for Action

**Unit 3: Policies, Legislations and Programmes:** UN Convention on Rights of PWDs -National Policy on PWDs, 2006 - PWD (EO, PR, & FP) 1995 - National Trust for the Welfare of Persons with MR and CP, 1999 - RCI Act

**Unit 4: Approaches and Interventions:** Certification processes: Disability Certificate - Government schemes for economic, educational, vocational training, mobility training, special aids and assistance and procedures for accessing entitlements- International, Governmental, Non-Governmental, and Voluntary Initiatives/ Innovations - Role of NGO and social workers in service delivery, policy formulation, advocacy, implementation and evaluation of programme

### **MSW-C: 521 BLOCK FIELD WORK WITH VIVA - VOCE**

The Block Field Work scheduled for IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest of the learners adhering to the spirit of Choice Based Credit System (CBCS) and in accordance with their Field of Specialization/Soft Courses. The specific outcomes expected of this component include the following:

- a. To offer an opportunity of doing Field Work without Territorial Restrictions of the Institute's Location;
- b. To gain insight in fields of specialization working with/at best of the institutions; and
- c. To inculcate aptitude for professional intervention and documentation.

Students are required to undergo block placement for a minimum period of 30 days. The report of Block Placement will be evaluated by external examiner. Keeping in mind the Choice Based Credit System (CBCS) and availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students’ perspectives and also enables them to assume professional responsibilities after completing the MASW Program. The Block Placement agencies are selected with the consent/choice of students No student is allowed to be on paid employment during the period of block placement. However, the students can accept an honorarium in case the agency so decides.

The student is expected to start the Block Placement on the date specified by the Department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves Block Placement agency without prior approval of the department or if the Block Placement performance is found to be unsatisfactory. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for completing the Block Placement. During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor.

### **MSW-C: 522 INTERNSHIP FOR FOUR WEEKS**

Immediately after the final semester written examination, the students are placed for 4 weeks internship which is compulsory but non-credit course. The larger purpose is to facilitate on job training and enhance employability through networking and skill development. The specific outcomes expected after internship include the following:

- a. To Enhance Employability and Entrepreneurial Skills;
- b. To Facilitate on Job training and hands-on experience;
- c. To encourage students, contribute with their knowledge and skills in society; and
- d. To provide a finishing touch to the professional Training.

The students are placed based on their choice/interest in settings related to their field of special interest like community-based organizations, organizations, hospitals, schools, NGOs, government agencies, counseling centers, rehabilitation centers, welfare organizations, or service

organization, for a month (four weeks). The student has to be part of the organization and take part in all the activities of the organization and undertake the assignments given to her/him. After completion, the student is required to submit a professionally sound and well documented report signed both by the agency supervisor and the student himself/herself to the Department. Though, there will be no marks for the Internship, however the final degree will be awarded only after a department appointed committee scrutinizes the report carefully and finds it worthy of being accepted as a professional report, failing which the student will have to repeat the Internship before the award of degree.

At the conclusion of the Internship, the agency supervisor sends a confidential report about the performance of the student to the department. A student will be eligible for the university degree only after the satisfactory completion of Internship.

### MOOCs Paper

Relevant PG Level MOOCs Available in SWAYAM Platform will be offered as a mandatory paper.

### v) Department of Tribal Studies

#### Programme Structure

Semester	Paper	Marks	Credits L+P*	Contact Hours
I	MTS-C 401: Introduction to Tribal Studies	100	4 + 0= 4	40
	MTS-C 402: Research methodology	100	4 + 0= 4	40
	MTS-C 403: Tribal Society & Culture	100	4 + 0= 4	40
	MTS-C 404: Tribal Languages of India	100	4 + 0= 4	40
	MTS-C 405: Tribal Folklore Studies	100	4 + 0= 4	40
II	MTS-C 406- Discourses on Tribal Studies	100	4 + 0= 4	40
	MTS-C 407- History & Society of Arunachal Pradesh	100	4 + 0= 4	40
	MTS-C 408- Tribal Economy	100	4 + 0= 4	40
	MTS-C 409- Cultural Resource Management	100	4 + 0= 4	40
	MTS-C 410-Fieldwork and Community Engagement	100	1 + 3=4	40
III	MTS-C 501-Tribal Customary Law and Justice	100	4 + 0= 4	40
	MTS-C 502-Language, Culture & Identity	100	4 + 0= 4	40
	MTS-OE- 503- Tribal Life and Culture in Arunachal Pradesh (open elective)	100	4 + 0= 4	40
	MTS-C 504- Tribal Religion	100	4 + 0= 4	40
	MTS-C 505- Contemporary Tribal Issues	100	4 + 0= 4	40
IV	MTS-C 506- Tribal Health and Demography	100	4 + 0= 4	40
	MTS-C 507- Tribal Literature of NE India	100	4 + 0= 4	40

	MTS-C 508- Ecology and Tribes	100	4 + 0= 4	40
	MTS-C 509- Tribes and Development	100	4 + 0= 4	40
	MTS-C 510-Dissertation	100	1 + 3 = 4	40

### **MTS-C 401: Introduction to Tribal Studies (4 Credits)**

**Objectives:** *The paper will introduce tribal studies, and discuss its growth, nature and scope. It will acquaint the students with the debates on the term tribe and other related terms of discourse and the process of tribe-non-tribe interaction as well. The paper will also appreciate the tribal worldviews and know about the participation of tribes in India in the process of state formation right from the pre-colonial period.*

**Unit-I: Introduction:** Introduction to Tribal Studies; growth of studies on tribes in India; nature and relevance of tribal studies; Scope: subject matter and relationship with other disciplines.

**Unit-II: Approaches and Terms of Discourse:** Approaches to tribal studies; Terms of discourse: Tribe, Scheduled and Non-scheduled Tribe, De-notified tribes, Particularly Vulnerable Tribal Group, Indigenous people, Native, Janjati, Adimjati, Adivasi.

Discourses on Tribes: Colonial Perspective of ‘others’, racial superiority, civilizing the savage; domination of powers. B) Isolation, Assimilation and Integration: Tribe-Caste-peasant continuum; G.S. Ghureye’s Perspective, Verrier Elwin’s Perspective. C) Emic-Etic debate.

**Unit-III: Tribal Worldview and Tribal-Non-tribal Interface:** Tribal worldview: Human-Nature-Super-nature relationship, Tribal-Non-tribal Interface: Hindu mode of tribal absorption; Sanskritisation, Assimilation, Acculturation, Tribalisation, Detribalisation and Retribalisation; tribe-caste and peasant continuum.

**Unit-IV: Tribes and State:** Introducing state and stateless society, Tribes in the process of state formation: Gond and Jaintia Kingdoms; Encountering Colonial Power: Santhal Rebellion and Adi-British Relations; Post-Colonial Dynamics: Constitutional Safeguards- objectives and strategies; Identity Issue.

### **MTS-C 402: Research Methodology (4 Credits)**

**Objectives:** *The paper will introduce basic research and research methods in Social sciences and explain the methodological foundations of both qualitative and quantitative approaches to research. It will also introduce learners to apply different methods keeping in view their respective research objectives and learn the ethical dimension of research and academic writing.*



**Unit-I: Research and Research Methods:** Research: Meaning, Nature and Types; Ethics of Research, Research Design, Research Methods: Importance of Methods in research; Related Concepts- methods, methodology, Objectivity, Validity, Reliability and triangulation, techniques and tools including field notes and field diaries.

**Unit-II: Qualitative Research:** Qualitative Research: Meaning, Nature and Relevance Methods and Sources of data collection: Observation, Interview, focus group discussion, participatory and rapid assessment procedure- PRA, Memory study, Oral narratives, Methods of Analysis: Ethnography, Case Study and Text analysis- hermeneutics (interpretive) analysis, narrative and performance analysis, grounded theory and content analysis.

**Unit-III: Quantitative Research:** Quantitative research: Meaning, nature, relevance and steps- problem formulation; Elements- variables and hypotheses.

Studying whole or part: Universe and Sample- Census and Sample survey; Sampling- probability and non-probability techniques, sample size and sampling errors.

Methods and Sources of data collection: Interview method; Getting information: Primary and Secondary sources; Presentation of data- Graphs, Histogram, Pie Chart and Tables.

**Unit-IV: Academic Writing:** Types of academic writing, planning your writing, structuring written work, evidence, plagiarism and referencing.

### **MTS-C 403: Tribal Society and Culture (4 Credits)**

*Objectives: This paper will enable students to critically understand the concept of culture and engage with the notion of 'Tribal Culture'. It will give a general introduction to the nature and characteristics of Tribal Culture in India.*

**Unit-I: Introduction to the Concept of a Tribal Culture:** Concept of Culture (Values, Norms, etc.), Notion of a Tribal Culture, Nature, Characteristics and Dimensions, Various approaches to the concept of Tribal Culture; evolutionist, relativist and ethnographic.

**Unit-II: Tribal Worldview:** Tribal worldview, Culture and Religion, Religious beliefs and practises, Shamanistic tradition, Animism, Totemism, Witchcraft and Healing practises.

**Unit-III: Tribal Culture in India:** Art, Dance, Festival, Textile, Handloom-Handicraft, Architecture.

**Unit-IV: Social Organisation and Social Structure:** Kinship Organisation (Decent and Alliance theory), Clan system, Marriage, Family, Dormitory system, Matriliney, and Patriliney.

### **MTS-C 404: Tribal Languages of India (4 Credits)**

**Objectives:** *The objective of the paper is to introduce students to the diverse and rich linguistic heritage of tribes of India. The paper also aims to develop and deepen the understanding of unique and complex issues pertaining to survival and development of the tribal languages of India.*

**Unit-I: Classification and Distribution of Tribal Languages of India:** Tribal languages and speech areas, Ethno-linguistic composition, Language family- Indo Aryan, Tibeto-Burman, Austro-Asiatic, Dravidian, Andamanese and Nicobarese, Salient Linguistic features, Inter group relationship.

**Unit-II: Status and Language Policies:** Oral and written languages, constitutional provisions/safeguards for tribal languages, major-minor tribal languages, language and dialects, Mother tongue and Language education policy, Commission for scripts.

**Unit-III: Language Maintenance and Language Shift:** Multilingualism, Language hegemony, Urban-rural divide, retention and attrition, language attitude, language endangerment.

**Unit-IV: Language and Literary Movements of the Tribes:** Assertion of the tribal languages, language and identity: Efforts of Community-based Language development committees and Literary societies of Northeast India, Santhal movement (*OlChiki*), Bodo language movement, TUJS movement in Tripura.

### **MTS-C 405: Tribal Folklore Studies (4 Credits)**

**Objectives:** *The primary objective of this paper is to give a basic understanding on various concepts and genres of folklore studies and its socio-cultural significance. It also deals with the significance of multidisciplinary approaches in folklore studies.*

**Unit-I: Introduction to Folklore Studies:** Definitions, classification, Scope and objectives of folklore studies. Text, texture and context. Multidisciplinary Approach: Significance of Multidisciplinary approach - Folklore and Literature, Anthropology, Psychology, Linguistics and history.

**Unit-II: Oral Literature:** Classifications, Characteristics and functions of Tales, Myths, Legends, Folk Songs and Folk Epics, Proverbs Riddles, Lamentations and lullabies.

**Unit-III: Material culture:** Significance of Textile traditions, bamboo cultures, anthropology of food, tools and implements, sacred objects, and traditional architecture with special reference to Arunachal Pradesh.

**Unit-IV: Children's folklore and Performing art forms:** Scope, meaning, characteristics and functions of Children's folklore.

Significant dance and musical traditions - martial art forms- theatre traditions of North East India.

**MTS-C 406: Discourses on Tribal Studies (4 Credits)**

*Objectives:* The objective of the paper is to provide basic theoretical understanding of tribes in both cultural and changing perspective. It will also explain tribe as a stage of social evolution and make a critical view of tribe situating them in universal and historical particularism perspectives. Explain the purpose behind tribal social organisation and cognitive meaning in relations between elements of tribal cultural and explain tribe and tribal situation in a changing perspective in the process of interpretation.

**Unit-I: Theories on process of social development:** Evolutionary theory: a) Types: Unilineal, Universal, Multilineal, socio-biology b) Darwinism and Neo-Darwinism: Contribution of Comte, Tylor, Spencer, Durkheim

**Unit-II: Critiques of Evolutionary theory:** Historical Particularism: Diffusionist and Culture Area Theories (Boas, Kroeber); Culture Personality: Ruth Benedict, Margaret Mead and Lowie

**Unit-III: Purpose and Meaning in tribal social organisation and relations:** a. Finding purpose in social organisation: Functionalism (Malinowski, Radcliffe-Brown, Durkheim,); Critique to functionalism- conflict theory; b. Meaning in relation: Structuralism (Levistrauss, Rodney Needham, Edmund Leach, Maurice Godlier, Marshall Sahlins); c. Meaning in organisation and relations: Structural Functionalism; d. Critique to structuralism; e. Ethno-Semantics

**Unit-IV: Interpretive Understanding:** Interpretation: Evans-Pritchard (Nuer Religion), Clifford Geertz (The Interpretation of Culture), Interpretation in Indian Context: Tribe and Caste (bipolarity and Continuum); Tribe in Transition; Tribe as backward Hindu; Tribe at various levels of interaction. Orientalism as a critique to Western thoughts.

**MTS-C 407: History and Society of Arunachal Pradesh (4 Credits)**

*Objectives:* The objective of this paper is to provide basic knowledge on society, history and culture, and British policy towards the tribal and constitutional development from the British period to the statehood of Arunachal Pradesh

**Unit-I: Introduction:** Land, people and culture, Sources of history; Oral, Literary and archaeological

**Unit-II: Society and Polity:** Family, marriage, status of women, Religion, Economy and village councils and Chieftainship

**Unit-III: British Policy in North-East Frontier Tract:** Inner Line, Outer Line and Mac-Mohan Line and Border controversy, Govt. of India Act 1919 and 1935.

**Unit-IV: State and Modern Democracy:** From Frontier Tract to making of the state, Daying Ering Committee 1965, Panchayati Raj Act 1967, Introduction of Participatory democracy at grass root level, Electoral politics.

**MTS-C 408: Tribal Economy (4 Credits)**

*Objectives:* The objective of this paper is to introduce students to the various economic activities that tribal people in India are engaged in. It compares traditional economic activities with contemporary economic practices. This will enable students to understand the processes of economic transformation, particularly the nature of transformation and the impact it creates in the lives of the tribal people.

**Unit-I: Characteristics of Tribal Economy:** Production, Consumption, Distribution and Exchange.

**Unit-II: Types of Traditional Tribal Economy:** Hunting, foraging, horticulture, pastoralism, swidden cultivation, Agriculture, Artisans (Handloom and handicraft, basketry, pottery, wood-carving metallurgy).

**Unit-III: Land Tenure System:** Inheritance, land distribution pattern, Community and Lineage Ownership, Ryotwari and Zamindari System, share cropping, Bonded labour, Land alienation.

**Unit-IV: Economic Transformation and its impact on Tribal Society:** Problems of Livelihood, Economic transition (Shifting cultivation to Settled Cultivation); Industrial Labours, wage labour, white collar jobs, from community land ownership to individual ownership. Impact of land and land ownership

**MTS-C 409: Cultural Resource Management (4 Credits)**

*Objectives:* The primary objective of this paper is to understand different forms of heritages, its socio-cultural significances and different measures of safeguarding, preservation and dissemination of heritages. This paper also deals with different International, national and

*regional organisations involved in cultural resource management. Some of the important State policies and actions of Arunachal Pradesh in this regard are also highlighted in this paper.*

**Unit-I: Introduction:** Meaning, definition, and scope; Types of cultural resources – tangible and non-tangible; UNESCO definition of cultural resources – UNESCO’s criterion for selection of heritage sites, monuments and zones; world famous heritage sites and monuments in India

**Unit-II: Types of Cultural Resources:** ‘Built’ environment – space and structures; Archaeological sites and artifacts; culturally significant resources – cultural property and sacred spaces; Intangible resources – history, community values, religious beliefs, language, dance and music, and cultural items

**Unit-III: Managing Cultural Resources:** Cultural resource management, objectives and strategies; protection, conservation and preservation; ownership and stakeholders; public archaeology; management strategies – research, documentation, archiving and dissemination.

**Unit-IV: National and International Organisations engaged in cultural heritage management:** UNESCO, ICOMOS, ASI, and NGOs; museums – concept and classification; ethical issues and ways to tackle them; Repatriation of cultural objects; some important National and International legislation towards management, Indira Gandhi Manav Sangrahalaya, National Museum and Ethno-museum logy

### **MTS-C 410: - Field Work and Community Engagement (4 Credits)**

***Objectives:** Tribal Studies is a nascent discipline. The prescribed course work and class room learning may not be able to give a holistic understanding of tribal life and culture. Therefore, after finishing all the coursework the students in consultation with the faculties identify a field site and carry out field work for 14 days. This will enable the students to practically observe, experience and learn tribal life and culture in Arunachal, in a unique way. It will also encourage the students to engage with community, so that learning becomes a two-way process.*

**Unit-I: Fieldwork as a Research Method in Social Sciences:** Introduction to Fieldwork Method, Participant Observation, Ethics in fieldwork, Safety protocols. Conceptualising the field and Fieldworker, Ethnographic authority, Rapport establishment

**Unit-II: Training on Audio and Visual Recording:** Choosing your recorder and camera, Positioning your recording devices, Data Organisation, Transcription, Translation and Achieving.

**Unit-III: Field Visit and on-site Training:** Writing field notes/diaries.

**Unit-IV: Report Writing:** Students would submit a written report at the end of their fieldwork along with files of voice/video recordings, photo plates and transcription and translation.

**MTS-C 501: Tribal Customary Law and Justice (4 Credits)**

*Objectives:* The objective of the course is to provide intricacies and insight about the culture of tribal people and the prevailing customary practices. The course is designed to provide an interdisciplinary perspective by introducing the basic concepts, nature and characteristics, sources and current debates such as codification and preservation, etc relating to tribal customary laws. It is to instruct students about laws and regulation concerning tribal peoples either directly or indirectly and acquaint them with the nature and functioning of tribal political system(s), and the political processes and finally to make students aware of CLs in the era of modernisation and changing tribal scenario.

**Unit-I: Introduction:** Customary Law - Conceptual Understanding, Meaning, Nature and Characteristics. Difference between laws and customs, Sources of Customary Law: Cultural Customs, Social Sanctions, Accepted behaviour pattern, Secular sources, Taboos, Public Opinion, Religion.

**Unit-II: Overview of Customary Law in tribal communities of India:** One each from North, East, West, South, North-East Zones of India. Codification and Preservation of Customary Law: Perspectives, Implications and Issues Customary Laws and Uniform Civil Code.

**Unit-III: Tribal customary practices and Adjudication of Justice:** Concept and types of Crime and Tort among the tribes of India and Arunachal Pradesh; Methodologies for establishing guilt/crime (witness, magic, invocation, oath, ordeal etc.), Crime and Tort Adjudicating authorities and award of justice; Mode and types of punishment in tribal societies - Social Punishment, Divine Punishment, Taboo;

**Unit-IV: Tribal customary practices and emerging Issues:** Issues and Repercussions in abiding or rejecting Customary Laws; Gender perspective in Tribal Customary Law (political participation, property rights, marriage); Customary Law in Colonial and post colonial period

**MTS-C 502: Language, Culture and Identity (4 Credits)**

*Objectives:* The objective of this paper is to make the student understand the inter-relationship between language, culture and identity. Through this paper, the students also would be introduced to the various approaches to study language and culture. The paper also aims to study the language use in social-context and role of language in identity formation.

**Unit-I: Introduction to Language and Culture:** Meaning and definition, Language as socio-cultural resource, Linguistic relativity (Sapir-Whorf hypothesis), Linguistic and cultural diversity of India, Language typology and universals,

**Unit-II: Approaches to study Language and Culture:** Linguistic ethnography, Anthropological linguistics, socio-linguistics

**Unit-III: Language in Socio-cultural Context:** Language in contact, Language and gender, Language borrowings – strata and stratum, Language variations

**Unit-IV: Language and Identity:** Language hegemony and imperialism, Social identity, Ethnic and linguistic identity, Regional and national identity, Linguistic human rights, Linguistic minority, Social inequality

**MTS-OE 503: Tribal Life and Culture in Arunachal Pradesh (Open Elective) (4 Credits)**

*Objectives:* Arunachal Pradesh is one among the eight north-eastern states of India. Majority of its inhabitants are Tribal people. This paper attempts to give a general introduction to Tribal life and culture of Arunachal Pradesh. It broadly covers the social organisation, intangible culture, material culture and traditional ecology of the people in the state.

**Unit-I: Social Organisation and Structure:** Culture Zones, Kinship system, Clan organisation, Youth Dormitory system and other forms of social stratification/social division.

**Unit-II: Intangible Culture of Arunachal Pradesh:** Folk Art and Performance, Festivals, world-view, ritual practise.

**Unit-III: Material Culture of Arunachal Pradesh:** Food Habit, Craft (weaving and Basketry, Wood carving) Tools and Technique, Architecture (House, Bridge, Altar).

**Unit-IV: Traditional Ecology:** Traditional Ecology: Conservation, Livelihood and Sustainability; Environmental ethics. Traditional land classification and land holding system, Traditional Resource Management, Case study of Apatani Valley

**MTS-C 504: Tribal Religion (4 Credits)**

*Objectives:* This course provides an introduction to the study of religion by looking at various concepts and theories from anthropological and sociological view points. The course is to acquaint students the nature and characteristics of tribal religion, religious specialists, rituals and taboo, etc. Students are expected to develop familiarity with the tribal religious traditions and systems, and be able to discuss their similarities and differences in a comparative fashion

*and inculcate the issues of tribal religious movements with current debate of identity politics and secularism.*

**Unit-I: Approaches to Tribal Religion:** Concepts, definition, characteristics, functions and components of religion; Approaches to study Religion: Anthropological, Sociological and Census Approach; Hindu method of tribal absorption

**Unit-II: Tribal Religion in India:** Typology: Naturalism, Animism, Animatism, Totemism and Bongaism; Types of religious specialists (Shaman, Priest, Sorcerers and Witches)

**Unit-III: Religious Practices and Manifestations:** Concepts of Rituals, Taboo, Rites of Passage, Totemism, Magic and Religion, Sacred Grove

**Unit-IV: Tribal Religious Movements:** Types of religious movements (revivalism, Assimilation, etc) & Conversion; Religious movements: Tana Bhagat Movement, Donyi-Polo Movement, Seng-Khasi Movement, Sanamahi Movement, Bathou Movement

**MTS-C 505: Contemporary Tribal Issues (4 Credits)**

*Objectives: The objective of this paper is to introduce students to vital issues concerning tribes in contemporary India. This will enable students to have a wide understanding of problems faced by the tribes.*

**Unit-I: Tribal Movement:** Self-assertion/Ethnic Movement, Separatist movement, Indeginity Movement, Identity Movement.

**Unit-II: Tribes and Gender Issues:** Gender disparity in tribal societies, women's rights movement.

**Unit-III: Issues Education in Tribal Areas:** Formal and Informal Education, Mother Tongue Education, Gender disparity in Education.

**Unit-IV: Emerging issues in Northeast India:** Refugee Issue, Human Trafficking, Unemployment, Urbanisation, Social inequality and Migration.

**MTS-C 506: Tribal Health and Demography (4 Credits)**

*Objectives: This course is essentially to expose the students to the tribal health situation and linking it to socio-cultural dimensions of health, disease and health care system in India. The students are expected to learn the contributions of Anthropology and Sociology to the understanding of health and disease patterns, medical systems in tribal societies; Health seeking and illness behavior, cultural practice of diagnosis, treatment of illness and management, linkages of tribal health and examination of modern health innovations and interventions. The*



*course is designed to gain some insights into the concepts and theoretical aspects from interdisciplinary perspective, specifically on Socio-cultural perspectives, comparative health systems and modern medical care interventions.*

**Unit-I: Introduction:** Concepts of Health; Disease and Illness; Socio-Cultural Dimension of Health; Sociological and Anthropological Perspectives on Health and Illness

**Unit-II: Tribal health Profile in India:** Dimensions and indicators of health; Morbidity, Mortality profile (Life expectancy, Infant mortality rate, Maternal mortality rate)

**Unit-III: Tribal Health Care System in Arunachal Pradesh:** Status and Health Care System in AP, The concept of Community health and its problems, the primary health centres, their organization and functioning, Health policy of the government of India (NMHP, NACP, NRHM)

**Unit-IV: Cultural understanding of Health and Illness:** Tribal's perception of health and illness, Cultural practice of diagnosis, Treatment of illness: Herbal, Supernatural (Shamaism), Chiropractic; Health seeking and illness behaviour; Cultural factors bearing on tribal health,

**MTS-C 507: Tribal Literature of North East India (4 Credits)**

***Objectives:** The objective of this paper is to study the diverse forms of oral and written tribal literature of North East India. The paper also aims at developing critical thinking amongst students by introducing relevant contemporary theories applied to study (i) the traditional forms of oral literature, and (ii) emerging developments in creative writings in Tribal literature. The paper aims to promote growth and development of tribal language and literature in North East India.*

**UNIT-I: Introduction to Tribal Literature:** Conceptualizing tribal literature, History of Tribal literature, Oral and written literature, Scope of tribal language and literature

**Unit-II: Methods and Approaches:** Approaches to study Tribal literature: Folkloristic, Grammar and poetics, Comparative Studies, Orality and literature, classification and functions

**Unit-III: Forms of Tribal Literature:** Study on sub-genres of oral Literature and Study on Selected writings of Prominent Tribal writers from North East India: indigeneity, social writings on society and culture, ethno-narratives, voice and memory, women centric narratives and autobiographies. Content and theme in tribal literature: Self-Assertion, Resistance, preservation and protection of culture and resources from other outsiders

**Unit-IV: Growth and Development of Tribal Language and Literature:** Factors leading to emergence of tribal literary movements and creative writings, Stages of creative writing amongst indigenous writers

**MTS-C 508: Ecology and Tribes (4 Credits)**

*Objectives:* The objective of the paper is to introduce the concept of ecology and relationship between tribes and nature, introduce different laws enacted and policies in relation to environment in India and their impact on tribes. It also aims at understanding the tribal ecological knowledge and its importance in conservation and discuss relevant IPR policies and to evaluate different forms of ecological movement across India.

**Unit-I: Natural Resources and Tribes:** Meaning and Concept of Ecology (Cultural Ecology, Social Ecology); Tribal Perception of Nature and Natural Resources.

**Unit-II: Environment Laws, Policies and Tribes in India:** Relevant Environment Laws and Policies from colonial to postcolonial period

**Unit-III: Tribal Ecological Knowledge and Conservation:** Tribal worldview and ecology (Faith, Beliefs and Practices): sacred grove, Jhum and ecological Knowledge; Forest Knowledge and knowledge about medicines; Conservation Challenges: IPR and tribal ecological knowledge.

**Unit-IV: Ecological Movements:** Concept and meaning, Ecological movements in India: Narmada Bachao Andolan, Silent Valley, Niyamgiri and Siang Bachao Andolan

**MTS-C 509: Tribes and Development (4 Credits)**

*Objectives:* The main objective of the paper is to underscore the idea of development in context of the tribes. The paper will also give the learners an understanding of development administration, different policies and programmes initiated for tribal development and will develop a critical perspective of their normative agendas and gleanings from the practice.

**Unit-I: Tribes and Development:** Meaning, Concepts, Nature and Characteristics of Development and Tribal Development (Nehruvian Plan for tribal development).

**Unit-II: Tribal Development Approaches and administration in India Approaches:** isolation, assimilation, integration, anthropological approach, missionary approach, historical review of tribal welfare and development administration: administration organisation (Centre and State: Ministry of Tribal Affairs, Department of North East Region (DoNER), National Commission for Scheduled Tribes ( NCST), National Commission of Denotified, Nomadic and Semi-Nomadic Tribe, National Council for Tribal Welfare, etc ).

**Unit-III: Policies and Programmes in Scheduled Areas:** Fifth and Sixth Schedule, Five-Year Plan, Particularly Vulnerable Tribal Group (PVTG) (Community conservation), Tribal Sub-Plan, Autonomous District Councils, National Scheduled Tribes Financial Development Corporation (NSTFDC)

**Unit-IV: Emerging issues:** Development induced displacement; exclusion; and poverty and inequality

**MTS-C 510: Dissertation (4 Credits)**

**Objectives:** *The objective of Dissertation is to enable students to carry out individual research on area of their interest.*

In this paper each student will select a research topic in consultation with their supervisors. Accordingly, students will carry out their fieldwork individually and will prepare their dissertation under the supervision of the concerned teacher. Report will be presented in the departmental seminar. Finally, the dissertation will be examined by the external expert and accordingly marks will be credited.

**F. Activities Performed**

**1. Seminars, Workshop, Outreach Programme Performed, Festival/Celebration, and Participation in other Institution**

Seminar and Workshop Conducted as on 29 May 2024	
Event	Number of Event Conducted
Seminars	1
Workshops	2
Festivals/Celebration/Events	15
Participation in other Institutions	2

**2. Department wise Activities Performed**

Department wise Activities Performed					
Event	Department				
	Commerce	Economics	Education	Social Work	Tribal Studies
Seminars	1	1	1	0	1
Workshops	1	0	0	0	1
Festivals/Celebration	0	0	0	0	1
Participation in Other Institutions	0	0	1	0	1
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>4</b>

## G. Facilities of the University

1. Administrative Building
2. Academic Building
3. Residential Building for Vice Chancellor
4. Residential Building for Registrar
5. Through PM-USHA got approved for construction of 200 bedded boys' and 200 bedded girls' Hostel and University Library

## H. Future Plan

1. Introduction of New Academic Department
2. Construction of Multipurpose Hall
3. Construction of Students' Activities Centre
4. Development of Playground
5. Construction of Internal Road
6. Construction of University Guest House
7. Transportation
8. MoU with different organizations

## I. Students Enrolment 2023 – 2024

Students enrolment on the basis of caste								
Programme	Year/ Semester	Year/Month	Category					Total
			General	EWS	SC	ST	OBC	
Master in Commerce	I Sem	August to December, 2023	1	0	0	19	0	20
Master in Commerce	II Sem	February to May, 2024	1	0	0	19	0	20
Master of Arts in Education	I Sem	August to December, 2023	0	0	0	18	0	18
Master of Arts in Education	II Sem	February to May, 2024	0	0	0	18	0	18
Master of Arts in Economics	I Sem	August to December, 2023	0	0	0	19	1	20
Master of Arts in Economics	II Sem	February to May, 2024	0	0	0	16	1	17
Master of Arts in Social Work	I Sem	August to December, 2023	1	0	0	19	0	20
Master of Arts in Social Work	II Sem	February to May, 2024	1	0	0	16	0	17
Master of Arts in Tribal Studies	I Sem	August to December, 2023	0	0	0	17	0	17
Master of Arts in Tribal Studies	II Sem	February to May, 2024	0	0	0	12	0	12

### Students enrolment on the basis of sex

Programme	Year/ Semester	Year/Month	Sex			Total
			Male	Female	Trans Gender	
Master in Commerce	I Sem	August to December, 2023	7	13	0	20
Master in Commerce	II Sem	February to May, 2024	7	13	0	20
Master of Arts in Education	I Sem	August to December, 2023	5	13	0	18
Master of Arts in Education	II Sem	February to May, 2024	5	13	0	18
Master of Arts in Economics	I Sem	August to December, 2023	7	13	0	20
Master of Arts in Economics	II Sem	February to May, 2024	6	11	0	17
Master of Arts in Social Work	I Sem	August to December, 2023	7	13	0	20
Master of Arts in Social Work	II Sem	February to May, 2024	5	12	0	17
Master of Arts in Tribal Studies	I Sem	August to December, 2023	11	9	0	20
Master of Arts in Tribal Studies	II Sem	February to May, 2024	7	5	0	12

### Students enrolment on the basis of religion

Programme	Year/ Semester	Year/Month	Religion				Total
			Hindu	Muslim	Christianity	Other	
Master in Commerce	I Sem	August to December, 2023	2	0	9	9	20
Master in Commerce	II Sem	February to May, 2024	2	0	9	9	20
Master of Arts in Education	I Sem	August to December, 2023	0	0	0	18	18
Master of Arts in Education	II Sem	February to May, 2024	0	0	0	18	18
Master of Arts in Economics	I Sem	August to December, 2023	1	0	10	9	20
Master of Arts in Economics	II Sem	February to May, 2024	1	0	6	9	17
Master of Arts in Social Work	I Sem	August to December, 2023	1	0	10	0	20
Master of Arts in Social Work	II Sem	February to May, 2024	1	0	10	0	17
Master of Arts in Tribal Studies	I Sem	August to December, 2023	0	0	10	10	20
Master of Arts in Tribal Studies	II Sem	February to May, 2024	0	0	6	6	12

## J. First Semester Examination Result, 2023-24

1st Semester Examination Result, 2023							
Programme	Semester	Total Candidates	Total Appeared	Duly Passed	Passed With Back Paper	Total Failed	Passed %
Master in Commerce	I Sem	20	20	18	2	0	100
Master of Arts in Education	I Sem	18	18	14	4	0	100
Master of Arts in Economics	I Sem	18	18	6	12	0	100
Master of Arts in Social Work	I Sem	18	18	16	1	1	94.4
Master of Arts in Tribal Studies	I Sem	16	16	12	0	4	75
<b>Total</b>		<b>90</b>	<b>90</b>	<b>66</b>	<b>19</b>	<b>5</b>	<b>95</b>

## K. Total Number of Teaching Faculties

Total Number of Teaching Faculties as on 21 June 2024					
Department	Position			Nature of Appointment	
	Professor	Associate Professor	Assistant Professor	Permanent	Guest
Commerce	0	0	2	2	0
Economics	0	0	3	2	1
Education	0	0	1	1	1
Social Work	0	0	2	2	0
Tribal Studies	0	1	3	2	2

## L. Total Number of Non-Teaching Staff

Non-Teaching Staff Details															
Number of Non-Teaching Staff As on 17th May 2024															
Sl. No.	Staff Type	Group	Sanctioned Strength	Number Of Position											
				Gen.		EWS		SC		ST		OBC		Total	
				M	F	M	F	M	F	M	F	M	F	M	F
1	Regular	A	11							8	3			8	3
2	Regular	B	1							1				1	
3	Regular	C	NIL												
4	Regular	D	NIL												
5	Contractual	A	4						1	3				1	3
6	Contractual	B	NIL												
7	Contractual	C	1							1					1
8	MTS Contingency	C	14					1	1	6	6			7	7
<b>Total</b>								<b>1</b>	<b>1</b>	<b>16</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>14</b>

**M. Faculty Participation in Seminars/Conferences and Symposia during the year:**

No.of Faculty	International level	National level	State level	Regional level
Attended Seminars/Workshops	1	1		1
Presented Paper	1	2		
Resource Persons			2	1
FOP/FIP		7		
FDP		6		

**N. Revenue and Expenditure for the Financial Year 2023-24**

Data for the financial year 2023-24, i.e. From 1st April 2023 to 31st March 2024		
Income		
Sl.No	Items	Amount In Absolute Rupees
<b>1</b>	Grants Recieved From	
(i)	University Grants Commission	
(ii)	Distance education Council	
(iii)	Other Central Government Departmnts	
<b>2</b>	Grants recieved From State government	100000000.00
<b>3</b>	Grants Recieved From University	
<b>4</b>	Grants Recieved From Local Bodies	
<b>5</b>	Donations	
<b>6</b>	Tuition Fee	200000.00
(i)	Indian students in regular education mode	
(ii)	Foreign students in regular education mode	
(iii)	Indian students in distance education mode	
(iv)	Foreign students in distance education mode	
<b>7</b>	Other Fees (Admission fees)	853600.00
<b>8</b>	Interests	1436110.00
<b>9</b>	Sale Of Application Form (Non-Teaching)	2076200.00
<b>10</b>	Other Income	124500.00
(i)	Payment on lodging and boarding from Indian Student	
(ii)	Payment on lodging and boarding from foreign Student	
(iii)	Income from faculties visiting abroad	
(iv)	Other sources	
<b>11</b>	<b>Total</b>	<b>104690410.00</b>
Expenditure		

Sl.No	Items	Amount in Absolute Rupees
1	Salary, Allowances & Retirement Benefits	12211013.00
2	Buldings (Construction And Maintainence)	889789.00
3	Library And Laboratory	1654572.00
4	Research Activities	
5	Scholarships	
6	Grants To Colleges	
7	Other Expenses (Office expenses)	2990000.00
8	<b>Total</b>	<b>17745374.00</b>

## O. Academic Calendar for the Session 2024-25

### Part-A: Academic Calendar for the Odd Semester (July to December)

Opening of the University Departments	15 July 2024 (Monday)
Commencement of the Classes for Intermediate Semester (Third Semester)	17 July 2024 (Wednesday)

Issue of Prospectus for Admission to <b>First Semester</b> PG Courses	First Week of July 2024
Last Date for Submission of Applications for Admission to <b>First Semester</b> PG Courses	On or Before 19 July 2024 (Friday)
Notification of Shortlisted Candidates for Admission to <b>First Semester</b> PG Courses	On or Before 20 July 2024 (Saturday)
Entrance Test for Shortlisted Candidates for <b>First Semester</b>	24 July 2024 (Wednesday)
Notification of Merit List for <b>First Semester</b>	26 July 2024 (Friday)
Admission of the Selected Candidates for <b>First Semester</b>	29 July 2024 (Monday) & 30 July 2024 (Tuesday)
Admission of the Wait-Listed Candidates for <b>First Semester</b>	31 July 2024 (Wednesday)
Commencement of the Classes for <b>First Semester</b>	1 August 2024 (Thursday)

Internal Tests/Assignments/Departmental Seminars/ Fieldwork for Odd Semester (1 <sup>st</sup> & 3 <sup>rd</sup> )	I: First Week of September 2024 II: Last Week of September 2024 III: Second Week of October 2024
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Last Date for the Submission of the List of Eligible Students and Internal Assessment Marks by the University Departments to CoE Office	8 November 2024 (Friday)
Notification of Eligible Students for terminal Examinations	12 November 2024 (Tuesday)
Submission of the examination Forms for Odd Semesters	14 November 2024 (Thursday) – 20 November 2024 (Wednesday)
Conduct of the Examinations for Odd Semesters	26 November 2024 (Tuesday) – 12 December 2024 (Thursday)
Winter Recess for the University Departments	17 December 2024 (Tuesday) – 16 January 2025 (Thursday)
Declaration of the Results	On or Before 3 January 2025 (Friday)

**PART-B: Academic Calendar for Even Semester (January to July)**

Reopening of the University Departments after Winter Recess	17 January 2025 (Friday)
Commencement of the Classes for All Semesters	21 January 2025 (Tuesday)
Internal Tests/Assignments/Departmental Seminars/Fieldwork for Even Semesters	I: Last Week of February 2025 II: Last Week of March 2025 III: Third Week of April 2025
Last date for the Submission of the List of Eligible Students and Internal Assessment Marks by the University Departments to the CoE Office	30 April 2025 (Wednesday)
Notification of Eligible Students for Terminal Examinations	2 May 2025 (Friday)
Submission of the Examination Forms for Even Semesters	5 May 2025 (Monday) – 8 May 2025 (Thursday)
Conduct of the Examinations for Even Semesters	On or Before 13 May 2025 (Tuesday) – 30 May 2025 (Friday)
Summer Vacation for the University Departments	6 June 2025 (Friday) – 14 July 2025 (Monday)
Declaration of the Results of Even Semesters	On or Before 18 June 2025 (Wednesday)
Reopening of the University Departments after Summer Vacation	15 July 2025 (Tuesday)

## P. Photo Gallery



Shri Nabam Tuki, the then Chief Minister of Arunachal Pradesh, laid the foundation stone of Arunachal Pradesh University on 11 January 2013



Administrative Block, Arunachal Pradesh University, Pasighat



Interactive Meeting of University Grievances Redressal Committee with Ombudsperson



Inauguration of First Academic Session of the Arunachal Pradesh University, Pasighat in the Presence of Lt Gen Kaiwalya Trivikram Parnaik, PVSM, UYSM, YSM (Retd), Hon'ble Governor of Arunachal Pradesh on 12th Feb' 2023



International Women Day Observed at University



One Day Workshop on Viksit Bharat @2024



**International Yoga Day Observed**



**One Day RTI Awareness Cum Sensitisation Programme**



**Career Councelling Programme**



**First Foundation Day**



**Students Performed During First APU Fest, 2023-24**



**Annual Picnic of Arunachal Pradesh University, Pasighat**



Faculties and Students, Dept. of Commerce, APU, 2023-24



Faculties and Students, Dept. of Economics, APU, 2023-24



Faculties and Students, Dept. of Education, APU, 2023-24



Faculties and Students, Dept. of Social Work, APU, 2023-24



Faculties and Students, Dept. of Tribal Studies, APU, 2023-24



Dr. Tomo Riba, Hon'ble Vice Chancellor and Shri Narmi Darang, Registrar, APU with Faculties and Students of APU, 2023-24

Prepared by IQAC, Arunachal Pradesh University, Pasighat

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