



JAI PUR NATIONAL
UNIVERSITY
A venture of The Seedling Group of Educational Institutions

Bachelor of Arts
(BA)
Mode: Distance

PROGRAM PROJECT REPORT

Contents

1. Program Overview	4
1.1 Program's Mission and Objectives	4
1.2 Relevance of the Program with JNU's Vision and Mission	4
1.3 Nature of Prospective Target Group of Students	5
1.4 Appropriateness of programs to be conducted in Distance mode to acquire specific skills and competence.....	6
2. Procedure for Admission and Curriculum Transaction	6
2.1 Procedure for Admission	6
2.1.1 Minimum Eligibility Criteria for Admission	6
2.1.2 Admission Process and Instructions: Learner Communication	7
2.1.3 Program Fee for the Academic Session beginning July 2024	9
2.2 Curriculum Transactions.....	9
2.2.1 Program Delivery.....	9
2.2.2 Learning Management System to support Distance mode of Course delivery.....	9
2.2.3 Course Design.....	9
2.2.4 Academic Calendar for Academic Session beginning July 2024	10
3. Instructional Design	11
3.1 Curriculum Design	11
3.2 Program Structure and detailed Syllabus	11
3.2.1 Program Structure	11
3.2.2 Detailed Syllabus of BA	16
3.3 Duration of the Program.....	16
3.4 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details).....	16
3.5 Instructional delivery mechanisms	16
3.6 Identification of media-print, audio, or video, online, computer aided	17
3.7 Student Support Services	17
4. Assessment and Evaluation.....	18
4.1 Overview.....	18
4.2 Question Paper Pattern.....	19
4.3 Distribution of Marks in Continuous Internal Assessments	19

4.4	Statistical Method for the Award of Relative Grades.....	19
4.4.1	Cumulative Grade Point Average (CGPA) and Semester Grade Point Average 20	
4.4.2	Cumulative Grade Point Average (CGPA).....	20
4.4.3	Conversion Factor.....	21
4.5	Grade card.....	21
4.5.1	Grade cards and Certification – Student Communication	21
4.5.2	Results, grade card and Degree Logistics–Internal Process	22
5.	Requirement of the Laboratory Support and Library Resources	22
5.1	<i>Laboratory Support</i>	22
5.2	<i>Library Resources</i>	22
6.	Cost Estimate of the Program and the Provisions.....	23
7.	Quality Assurance Mechanism	23
	Annexure I _Detailed syllabus of BA Program	25
	Annexure II- Mandatory Documents for Admission	25
	Annexure III- Academic Bank of Credit Id Creation Process	153
	Annexure IV – Continuous Internal Assessment Pattern	154
	Annexure V – End-term Examination Pattern	155

Bachelor of Arts

1. Program Overview

1.1 Program's Mission and Objectives

The program's mission is to fully prepare students with high-level competence by imparting the latest concepts and technology, aligning them with industry demands. The objectives of the program are as follows:

- i. Offer an opportunity to earn a BA degree to individuals facing challenges pursuing a traditional BA course due to job commitments or other circumstances.
- ii. Enable learners to study at their own pace and from their preferred location.
- iii. Provide students with a solid foundational understanding of business and commerce.
- iv. Cultivate skills in commerce and management.
- v. Create a pathway for self-employment and contribute to the workforce needs of financial, commercial, and business institutions by producing qualified individuals.
- vi. Develop Information Technology skills among students, crucial in today's business and commerce landscape.

1.2 Relevance of the Program with JNU's Vision and Mission

Jaipur National University (JNU) was established in 2007. JNU provides a world-class learning experience, with a highly accomplished faculty, numerous extracurricular activities, and a wide range of academic pursuits. The university fosters holistic development of students.

JNU with its vision to transform the Education Landscape of India and contribute to the maximum to improve the GER of India has plans to launch affordable and flexible education programs. Distance programs are an excellent way to launch affordable and flexible education programs in sync with the vision and mission of the university stated below:

University Vision:

To be a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable society and environment.

University Mission:

- Provide global opportunities of learning through broad and balanced academic programmes.
- Explore and hone the potential of stakeholders, develop their human and intellectual capacities to the fullest.
- Create and maintain excellence with high standard driven activities, universal significance and acknowledgement.
- Inculcate and keep track of the current trends and finest practices in education for constant growth and evolution.
- Leverage diversity of thoughts, ideas, and perspectives to enrich the stake holders

1.3 Nature of Prospective Target Group of Students

The curriculum of BA is designed in such a way that it helps the students to become not only more employable but also encourage them to become entrepreneurs. Primarily the target group of learners will be:

- Population living in remote areas where higher education institutes are not easily accessible.
- Learners who could not get admission in the regular mode due to limited intake capacity.
- Learners who are working and who desire to pursue higher education as a means for movement up the ladder.
- Learners who are unable to pursue Higher education due to social, financial and economic compulsions as well as demographic reasons.

1.4 Appropriateness of programs to be conducted in Distance mode to acquire specific skills and competence

The appropriateness of a Bachelor of Arts program depends on various factors such as individual career goals, interests, and the specific focus of the BA program. BA programs offers a broad and interdisciplinary approach to education, allowing students to explore different subjects within a particular field or across multiple disciplines.

BA program is suitable for students who have a strong interest in subjects like humanities, social sciences, languages, or arts. These programs can provide a well-rounded education, critical thinking skills, and the ability to communicate effectively, which are valuable in many professions.

2. Procedure for Admission and Curriculum Transaction

The academic programs catered to candidates enrolled in the Distance mode of learning are facilitated by CDOE-JNU, with the backing of various faculties within the University. Eligibility criteria, course structure, detailed curriculum, program duration, and evaluation criteria are subject to approval by the Board of Studies and Academic Council, adhering to UGC guidelines for programs falling under the purview of Distance mode for degree conferment.

Below are the details of the admission procedure, eligibility criteria, fee structure, curriculum, program delivery, information about the Learning Management System (LMS), and assessments and evaluations.

2.1 Procedure for Admission

Students who are seeking admission in programs offered by CDOE-JNU need to apply through <https://online.jnujaipur.ac.in/> in the courses offered.

2.1.1 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission to the BA program require candidates to 10+2 (12th Standard) from a recognized Board, in accordance with UGC and AICTE norms. Additionally, candidates must have secured at least 40% marks in the qualifying examination.

Candidates must also fulfill all documentation requirements as specified on the program's website for admission purposes. Failure to submit proof of eligibility within the stipulated timeframe specified by CDOE-JNU will result in the cancellation of admission. Prospective candidates are encouraged to carefully review all instructions provided on the website before proceeding with the application process.

2.1.2 Admission Process and Instructions: Learner Communication

The admission process for the students is provided below:

Step	Process	Particulars
Step 1	Counselling	Prospective students will receive guidance and counseling for their chosen program from designated and authorized counselors.
Step 2	Registration on admission portal to get access to My Account.	To initiate the registration process, they must complete the application form by providing all necessary details and uploading mandatory documents.
Step 3	Details of Document upload	Student Uploads document as follows- <u>Personal Documents</u> Passport-size Photograph Student's Signature Aadhar Card (Back & Front) <u>Academic Documents</u> <i>UG Student -</i> 10th Marksheet 12th Marksheet (detailed list of documents is provided in Annexure II)
Step 4	Verification of documents by the Deputy Registrar	The Deputy Registrar is responsible for verifying all documents uploaded by prospective students on the admission portal. Within a timeframe of 48 hours, the Deputy Registrar will review and either approve or disapprove the eligibility of the prospective student for the chosen program.
Step 5	Undertaking	Student will sign Undertaking after Approval in Application.

Step 6	Payment of fees	All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment. The Fee is payable through any of the following means: (a) UPI (b) Credit/Debit Card (c) Net-banking Note: Cash, bank demand draft and Cheques are not accepted
Step 7	Enrolment	After the payment of program fee, the eligible student will get the Enrolment number and access to the LMS within 21 days.
Step 8	Access to Learning Management System (LMS)	

General Instructions:

1. Prior to applying for programs, all students are advised to thoroughly read and comprehend the eligibility conditions provided in the student handbook document and outlined on the university website.
2. It is the responsibility of prospective learners to ensure that their educational or qualifying degree has been issued by a recognized university or board only. For learners from Indian higher education institutions, recognition by the regulatory authority of the Government of India is necessary. To verify degrees from recognized boards of education, refer to www.cobse.org.in/. For Polytechnic Diploma, check the respective State Board of Technical Education. Verification of degrees from recognized universities can be done at www.ugc.ac.in/.
3. Prospective learners must verify their eligibility on the date of admission and ensure that they have passed the qualifying exams before the commencement of the admission batch.

Upon enrollment, students must register with the Academic Bank of Credits (ABC), a central scheme for depositing credit formulated by the Ministry of Education, Government of India. Creation of an Academic Bank of Credits (ABC) ID is mandatory for all students. (Refer to Annexure V for details).

2.1.3 Program Fee for the Academic Session beginning July 2024

Program fees for students pursuing BA offered by CDOE-JNU is mentioned below:

Program	Academic Total Fees (INR)	Exam Fees
BA	36,000	1500 per semester

2.2 Curriculum Transactions

2.2.1 Program Delivery

The curriculum is delivered through Self Learning Materials (SLMs) in the form of e-Contents, supplemented by a variety of learning resources including audio-video aids via the Learning Management System (LMS).

2.2.2 Learning Management System to support Distance mode of Course delivery

The Learning Management System (LMS) is available on URL <https://lms.jnujaipur.ac.in/users/login> is meticulously developed to offer students a truly global learning experience. With a user-friendly interface, the LMS simplifies the learning process and ensures it meets the highest global standards. Utilizing audio-visual teaching methods, self-learning materials and evaluation patterns, the platform stands out as unique and aligns seamlessly with both industry requirements and the UGC Guidelines.

Students can engage in uninterrupted learning 24x7 via web and mobile devices, allowing them to progress at their preferred pace. The LMS boasts a simple and intuitive user interface, facilitating easy navigation through the e-learning modules. Designed in accordance with standard norms, all learning tools are easily accessible, ensuring a perfect learning experience for all users.

2.2.3 Course Design

The curriculum is designed by a committee comprising experts from the parent department of the University and Industry experts, keeping in view the needs of the diverse groups of learners.

2.2.4 Academic Calendar for Academic Session beginning July 2024

Sr. No.	Event	Session	Month (Tentative)
1.	Commencement of semester	January	January
		July	July
2.	Enrol learner to Learning Management system	January	Within 21 working days from fee deposit and Eligibility confirmation
	July	July	
3.	Interactive Live Lectures for query resolution	January	February to May
		July	August to November
4.	Assignment Submission	January	By April
		July	By October
5	Project Report Submission (Wherever applicable during Final semester)	January	Last week of April
	July	Last week of November	
6	Term End Examination	January	May onwards
		July	December onwards
7	Result Declaration of End Term Examination	January	By June
		July	By January

3. Instructional Design

3.1 Curriculum Design

The curriculum is meticulously designed by experts in the field, incorporating contemporary topics and fostering environmental awareness. It has received approval from the regulatory bodies and the University Academic Council.

3.2 Program Structure and detailed Syllabus

3.2.1 Program Structure

Learner may choose any set for the Discipline 1, 2 and 3 from the following:

1. English Literature
2. Economics
3. Political Science
4. Sociology
5. History

Refer Table 1a and 1b

I Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact per hour			Credit
							L	T	P	
Discipline 1 – Paper 1	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 1	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 1	Table 1a	DSC	100	70	30	4	3	1		4
Essential Language Skill (English)	DBAPAE101T24	Ability Enhancement Course	100	70	30	4	3	1		4
Compulsory Language English/Hindi – Paper 1	DBAPCO106E24 / DBAPCO106H24	Core Course	100	70	30	4	3	1		4
Total			500	350	150					20

II Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 2	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 2	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 2	Table 1a	DSC	100	70	30	4	3	1		4
Environmental Science	DBAPAE201T24	Ability Enhancement	100	70	30	4	3	1		4

		Course								
Compulsory Language English/Hindi – Paper 2	DBAPCO206E24 / DBAPCO206H24	Core Course	100	70	30	4	3	1		4
Total			500	350	150					20

III Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 3	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 3	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 3	Table 1a	DSC	100	70	30	4	3	1		4
Fundamental of Computer	DBAPSE301T24	SEC	100	70	30	4	2	0	4	4
*Open Elective-1	Table 1c	To be chosen from other Depts/ Mooc	100	70	30	4	3	1		4
Total			500	350	150					20

IV Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 4	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 4	Table 1a	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 4	Table 1a	DSC	100	70	30	4	3	1		4
Soft Skills for personal development	DBAPSE401T24	SEC	100	70	30	4	2	0	4	4
*Open Elective-2	Table 1c	OEC	100	70	30	4	3	1		4
Total			500	350	150					20

*Students can obtain credits from MOOC

V Semester

Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline-Specific Elective 1 – Paper -1	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 1 – Paper -2	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -1	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -2	Table 1b	DSE	100	70	30	4	3	1		4
Basic Analytical Skills	DBAPSE501T24	SEC	100	70	30	4	3	1		4
Total			500	350	150					20

VI Semester

Name of the Course	Course Code	Course Category	Total Marks	Ext marks	Int Marks	Credit hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline-Specific Elective 1 – Paper -3	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 1 – Paper -4	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -3	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -4	Table 1b	DSE	100	70	30	4	3	1		4
Indian Ethos and Business Values	DBAPSE601T24	SEC	100	70	30	2	0	4		4
Total			500	350	150					20

Table 1a: For Discipline Core Courses
Select a set of any 3 from the following Disciplines

Discipline	Paper 1	Paper 2	Paper 3	Paper 4
English Literature	English Literature-1- (Poetry and Drama)	English Literature -2- (Prose and Fiction)	English Literature-3- (Poetry and Drama)	English Literature -4- (Prose and Fiction)
Course Code	DBAPCO101T24	DBAPCO201T24	DBAPCO301T24	DBAPCO401T24

Economics	Economics 1- (Micro Economics- Basics)	Economics-2 (Micro Economics- Advanced)	Economics-3 (Macro Economics-I)	Economics-4 (Macro Economics-II)
Course Code	DBAPCO102T24	DBAPCO202T24	DBAPCO302T24	DBAPCO402T24
Political Science	Political Science- 1 (Introduction to Political Science)	Political Science- 2 (Political Process in India)	Political Science-3 (Indian Political Thought)	Political Science- 4 (Indian Constitution)
Course Code	DBAPCO103T24	DBAPCO203T24	DBAPCO303T24	DBAPCO403T24
Sociology	Sociology - 1 (Introduction to Sociology)	Sociology - 2 (Indian Society)	Sociology-3 (Society, Culture and Globalization)	Sociology - 4 (Survey Methods in Social Investigations)
Course Code	DBAPCO104T24	DBAPCO204T24	DBAPCO304T24	DBAPCO404T24
History	History-1 (Ancient History of India- Early times to 185 BC)	History-2 (Ancient History of India- Post Mauryan to 1200 A.D.)	History-3 (History of Medieval India : 1200 AD-1526 AD)	History-4 (History of Medieval India: 1526 AD-1707AD)
Course Code	DBAPCO105T24	DBAPCO205T24	DBAPCO305T24	DBAPCO405T24

Table 1b: For Discipline Electives Courses

Select any one Discipline Specific elective from each of the already selected set of 3 disciplines

Discipline	For Semester V		For Semester VI	
	Paper 1	Paper 2	Paper 3	Paper 4
English Literature	English Literature- I- (Poetry and Drama) (DBAPDS501T24)	English Literature- I- (Poetry and Drama) (DBAPDS502T24)	English Literature- I- (Poetry and Drama) (DBAPDS601T24)	English Literature- I- (Poetry and Drama) (DBAPDS602T24)
	English Literature -II- (Prose and Fiction) (DBAPDS503T24)	English Literature -II- (Prose and Fiction) (DBAPDS504T24)	English Literature - II- (Prose and Fiction) (DBAPDS603T24)	English Literature - II- (Prose and Fiction) (DBAPDS604T24)
Economics	Economics (Money and Banking) (DBAPDS505T24)	Economics (Public Finance) (DBAPDS506T24)	Economics (Development Economics-I) (DBAPDS605T24)	Economics (Development Economics-II) (DBAPDS606T24)

	Economics (Economic Demography) (DBAPDS507T24)	Economics (Statistics for Economic Analysis) (DBAPDS508T24)	Economics (Indian Economy) (DBAPDS607T24)	Economics (International Economics) (DBAPDS608T24)
Political Science	Political Science (Indian Polity) (DBAPDS509T24)	Political Science (Representative Western Political Thinkers) (DBAPDS510T24)	Political Science (State Politics of Rajasthan) (DBAPDS609T24)	Political Science (Challenges to Democracy) (DBAPDS610T24)
	Political Science (Gandhi and Contemporary World) (DBAPDS511T24)	Political Science (Nationalism in India) (DBAPDS512T24)	Political Science (International Relations) (DBAPDS611T24)	Political Science (Modern Political Theory) (DBAPDS612T24)
Sociology	Sociology (Indian Society: Issues And Problems) (DBAPDS513T24)	Sociology (Classical Socio Thinkers) (DBAPDS514T24)	Sociology (Rural Sociology) (DBAPDS613T24)	Sociology (Population Studies) (DBAPDS614T24)
	Sociology (Environment and Society) (DBAPDS515T24)	Sociology (Social Change in India) (DBAPDS516T24)	Sociology Industrial Sociology (DBAPDS615T24)	Sociology (Introducing Sub-Sociologies) (DBAPDS616T24)
History	History (World History – 1453 to 1815) (DBAPDS517T24)	History (World History - 1815- 1991) (DBAPDS518T24)	History (Modern History of India - 1757 to 1857) (DBAPDS617T24)	History (History of Modern India - 1857 AD-1947 AD) (DBAPDS618T24)
	History (History of Rajasthan- Early Times to 1750 AD) (DBAPDS519T24)	History (History of Rajasthan- 1750 AD to 1956 AD) (DBAPDS520T24)	History (Indian Society and Culture upto 1200) (DBAPDS619T24)	History (Indian Society and Culture in Medieval Period) (DBAPDS620T24)

Table 1c: Please Select Open Electives from the following pool:

3 rd Semester	4 th Semester
Introduction to Bioinformatics (DBAPGE301T24)	Winning Corporate Presentations (DBAPGE401T24)
Workplace Ergonomics (DBAPGE302T24)	Finance For Non Finance Professionals (DBAPGE402T24)
General Hospital Practice (DBAPGE303T24)	Winning Corporate Presentations (DBAPGE403T24)
Fashion Modeling Portfolio (DBAPGE304T24)	Agribusiness Management (DBAPGE404T24)
Social Responsibility & Ethics (DBAPGE305T24)	Digital Design (DBAPGE405T24)
Farm Machinery and Power (DBAPGE306T24)	Exercise for Women's Health (DBAPGE406T24)

3.2.2 Detailed Syllabus of BA

Detailed syllabus of BA is attached in Annexure-I.

3.3 Duration of the Program

Program	Level	Duration	Maximum duration for completion	Credits
BA	Bachelor's Degree	3 years (6 Semesters)	6 Years	120

3.4 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details)

Academic Staff	Number available to meet the norms
Program Coordinator	1 Member
Course Coordinator	30
Course Mentor	1 Member per batch of 250 students

3.5 Instructional delivery mechanisms

JNU boasts a fully dedicated team of faculty members and staff proficient in delivering lectures through CDOE – JNU. At the commencement of each session, students will receive the academic calendar via the Learning Management System (LMS). The distribution of self-learning material, audio, and video content to students will be facilitated through the LMS via the following delivery channels:

- Self-Learning Material
- EBooks
- Study Guide
- Question Bank in Learning Management system - For Practice Test through LMS
- Audio / Video Component in Learning Management System
- Assignments (Submitted through Assignment Response Sheet)
- Personal Contact Program would be conducted at University Campus.

3.6 Identification of media-print, audio, or video, online, computer aided

The Learning Management System (LMS) serves as a comprehensive digital platform, offering a multitude of features including recorded faculty video lectures, live sessions, e-content comprising study material, open source materials, and graded assessments.

For each module within a course, there will be one live session conducted by the respective faculty member, focusing on a specific topic. CDOE-JNU has curated study material that is clear and easily comprehensible, complete with concise summaries, self-assessment questions, and case studies.

Access to these course materials is facilitated through:

- Login credentials provided in the welcome email sent by the university
- Students can also log in on the University website at

<https://lms.jnujaipur.ac.in/users/login>

Courseware

Through the Learning Management System (LMS), students will have access to a comprehensive array of course materials mentioned in above clause.

The Dashboard feature of the LMS serves to track and monitor students' learning progress. It includes functionalities such as:

- Monitoring progress in learning
- Comparing progress with peers
- Receiving regular notifications about upcoming Live Sessions, assignments, and examinations

3.7 Student Support Services

Students will have access to support services provided by CDOE-JNU through the Student Relationship Management (SRM) system for queries related to administration and general technical issues. A ticketing system integrated into the LMS will enable learners to connect with the CDOE-JNU technical team for support services, with resolutions handled by the appropriate authority. Notifications will also be sent to the Deputy Registrar to ensure queries are addressed within 24 hours or sooner.

For academic course-related queries, students can raise queries directly with the Course Coordinator, Program Coordinator, and Deputy Director. Queries should be resolved within 48 hours

of being raised, with the Program Coordinator responsible for managing and resolving any unresolved matters. The Deputy Director will ensure the timely resolution of academic queries.

In addition to academic excellence, CDOE-JNU prioritizes the holistic development of its students. The department supports various initiatives to broaden students' opportunities and shape them into future leaders.

4. Assessment and Evaluation

4.1 Overview

The evaluation of students' learning will encompass internal assignments, quizzes, learner response sheets, and end-of-term examinations. CDOE-JNU follows a rigorous process in the development of question papers, creation of question and quiz banks, preparation and moderation of assignments, administration of examinations, analysis of answer scripts by qualified academics, and declaration of results. Question papers are meticulously framed to ensure comprehensive coverage of the syllabus.

The evaluation process will include two types of assessments:

Examination Name	Marks Division
Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow Annexure VI for guidelines and pre-requisites for Proctored Examination)	70%

The examinations are designed to evaluate the knowledge acquired during the study period.

For theory courses, internal evaluation will be conducted through Continuous Internal Assessment (CIA), which includes assignments and quizzes in form of MCQ type of questions. The internal assessment will contribute a maximum of 30 marks for each course.

At the end of each semester, an end-of-semester online examination will be held for each course, lasting two hours.

Guidelines issued by the Regulatory Bodies from time-to-time about conduct of examinations shall be considered and new guidelines if any will be implemented.

4.2 Question Paper Pattern

Exam Time: 2 Hours

Max. Marks: 70

Exam will be comprising of 70 Multiple-Choice Questions (1 Mark Each) – 70 Marks

4.3 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for internal marks for theory courses. Weightage for Assignment is provided below:

Particular	A1 (MCQ Type)	A2 (MCQ Type)
Marks	15	15

Note: Refer to **Annexure VI** and **VII** for reference to the question paper pattern and formats of documents accepted.

Students may re-appear for CIA up to next two semesters and has to follow the same procedure. For the last semester the academic rules shall apply.

4.4 Statistical Method for the Award of Relative Grades

Letter Grade	Grade point	Range of Marks(%)
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Above average)	6	50-59
C (Average)	5	40-49
P (Pass)	4	35-39

F (Fail)	0	0-34
Ab (Absent)	0	Absent

Abbreviations:

CO	Core Course	MM	Maximum Marks
DSC	Discipline Specific Course	MO	Marks Obtained
GE	Generic Elective Course	SE	Skill Enhancement
AE	Ability Enhancement	DSE	Discipline Specific Elective

4.4.1 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

Semester Grade Point Average (SGPA):

It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses taught in a semester.

$$SGPA = \frac{\sum C.G.}{\sum C}$$

Where, G is grade and C. is credit for a Course.

Cumulative Grade Point Average (CGPA): $CGPA = \frac{\sum(C_i \times S_i)}{\sum C}$

Where, S_i is the SGPA of the semester and C_i is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Note:

- In case of any mistake being detected in the preparation of the Grade Statement at any stage or when it is brought to the notice of the concerned authority the University shall have the right to make necessary corrections.

4.4.2 Cumulative Grade Point Average (CGPA)

CGPA will be used to describe the overall performance of a student in all courses in which letter grades are awarded since his entry into the University or transferred from other University upto the

latest semester as per the procedure provided in JNU Academic Regulations. It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University or transferred from other University. Since multiple performance in a course in which the student has already received a grade is possible, whenever through such a process a new grade is obtained, it will replace the earlier one in the calculation of CGPA. On the other hand, if through this process merely a report emerges, this event by itself will not alter the CGPA.

A student's grades, reports, CGPA, etc. at the end of every semester/term will be recorded on a grade card, a copy of which will be issued to him. The grade card will be withheld if a student has not paid his dues or when there is a pending case of breach of discipline or a case of unfair means against him.

The faculty members also responsible for maintaining the complete records of each student's attendance, performance in different components of evaluation. If a scrutiny or statistical analysis becomes necessary, the above records and any other pertinent information should be made available by the faculty member of the course.

4.4.3 Conversion Factor

Formula for Conversion of CGPA to Percentage:

$$\text{Percentage of marks} = \text{CGPA} \times 10$$

4.5 Grade card

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration.

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is transcript which is issued at the time the student leaves the University or at an intermediate point on request.

4.5.1 Grade cards and Certification – Student Communication

- The student can get soft copy of grade cards through the University website, the hard copy grade card would be provided only after successfully completion of full program along with degree certificate.

- Once the student completes all the mandated assignments, examinations and projects (if applicable) the final mark sheet/grade card and certificate would be dispatched by the University to the student registered address.
- All pending payments/dues need to be cleared by the student, before the final certification.
- If required, the University may request the mandatory documents from student as submitted during admission time, the students may have to re-submit the same if required during final degree certification.
- Students need to apply for degree by filling the degree application form and submit all the required documents and the applicable degree processing application fees as mentioned in this document.

4.5.2 Results, grade card and Degree Logistics–Internal Process

- After verification of all data by the Controller of Examination, the results would be published on the CDOE-JNU website.
- Students need to download and save the copy of semester / year wise results.

CDOE-JNU would provide hard copy grade cards and degree certificate at the end of the program to students who have successfully completed the program. Students who successfully completed the program will receive hard copy mark sheet/grade cards and a degree certificate from the University at the end of the program. A provision for On Demand Mark Sheets can be provided wherein student would have to fill the requisition and pay postal charges enabling university to dispatch the hard copy marksheets as requested by the student; prior to completion of the overall program.

5. Requirement of the Laboratory Support and Library Resources

5.1 Laboratory Support

Jaipur National University offers access to state-of-the-art laboratories equipped with the latest tools and resources necessary for research and analytical work. The laboratory support at JNU aims to foster a robust research environment, encouraging students to develop essential skills required for their academic and professional growth.

5.2 Library Resources

The Central Library at CDOE-JNU offers a comprehensive range of sections, including reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. With a collection exceeding 1,00,000 books, the library also provides access to e-journals, online databases such as Scopus and Web of Science, and institutional repositories featuring rare book collections. University has 449 subscriptions of online and offline Journals. Equipped with modern facilities like reading rooms, computer labs, and quiet study areas, the library fosters a conducive environment for learning and intellectual growth. Additionally, the library frequently organizes workshops, seminars, and exhibitions to enhance academic engagement and promote a culture of continuous learning.

All electronic resources can be accessed seamlessly through the Local Area Network (LAN) on campus, as well as remotely via login credentials. This ensures convenient access to resources for students, faculty, and researchers both on-site and off-site.

6. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis) :

Sl. No.	Expenditure Heads	Approx. Amount
1	Program Development (Single Time Investment)	27,00,000 INR
2	Program Delivery (Per Year)	6,00,000 INR
3	Program Maintenance (Per Year)	18,00,000 INR

7. Quality Assurance Mechanism

The quality of a program hinges upon the course curriculum, syllabus, and academic delivery, all of which are meticulously designed to bridge the gap between industry standards and academia. To uphold this standard, the Centre for Internal Quality Assurance (CIQA) and the Academic Council play crucial roles.

The Academic Council is entrusted with ratifying the curriculum and any proposed changes recommended by CIQA to ensure the continual enhancement and maintenance of quality in education at CDOE-JNU.

The Centre for Internal Quality Assurance (CIQA) is tasked with several responsibilities:

- (i) Conducting periodic assessments of learning course materials and audio-video tutorials to maintain the quality of learning.
- (ii) Soliciting stakeholder feedback and implementing recommended changes to meet the evolving needs of course delivery and industry requirements.
- (iii) Evaluating the quality of assignments, quizzes, and end-term assessments and providing suggestions for enhancements to sustain the learning program's standards.
- (iv) Ensuring that the learning experience is truly global, aligning with program outcomes and reflecting the vision and mission of JNU.

The Chief Operating Officer (CoE) of the University oversees examinations and the evaluation system to ensure fairness and integrity in the assessment process.

CDOE-JNU is committed to continual improvement, striving to enhance processes, assessments, teaching methodologies, and e-learning materials in line with the regulatory norms. The University is dedicated to delivering exceptional education across all learning modes while adhering to NEP, UGC, and other regulatory guidelines, fostering a truly global educational environment.

Annexure I _Detailed syllabus of BA Program

Program Outcomes

PO1. The program emphasizes critical thinking, analysis, and interpretation of various texts, ideas, and arguments. Graduates should be able to evaluate information, form reasoned opinions, and effectively communicate their ideas.

PO2. The program develops strong written and verbal communication skills. Graduates should be adept at expressing themselves clearly and persuasively, whether through essays, presentations, or discussions.

PO3. The program involve research-intensive coursework, teaching students how to gather, evaluate, and synthesize information from various sources. Graduates should be capable of conducting independent research and producing original work.

PO4. BA program explores diverse cultures, societies, and perspectives, fostering an appreciation for global diversity and intercultural understanding. Graduates should possess cultural competence and sensitivity to different worldviews.

PO5. The program encourage students to think creatively, adapt to new challenges, and approach problems from multiple angles. Graduates should be adaptable and able to thrive in diverse professional environments.

Overall, a BA program aims to cultivate well-rounded individuals who are intellectually curious, analytically skilled, culturally aware, and prepared to make meaningful contributions to their communities and professions.

The detailed syllabus for the Program is as follows

Semester I

ENGLISH LITERATURE-1 POETRY AND DRAMA

Credit: 04

Course Outcomes:

- Describe the philosophy of Sant Kabir and Rabindranath Tagore with reference to their poems prescribed in the syllabus.

- Explain the themes of the poems of Kabir, Toru Dutt, Rabindranath Tagore and Sarojini Naidu as prescribed in the syllabus.
- Determine the Indian sensibilities being expressed in the poems of Sarojini Naidu and Toru Dutt as prescribed in the syllabus.
- Sketch the different characters being portrayed in *The Arms and the Man*.
- Assess the poetic devices as used by Kabir, Toru Dutt, Rabindranath Tagore and Sarojini Naidu in the poems as prescribed in the Syllabus.

Formulate the idea that *The Arms and the Man* as a problem or anti-war play

UNIT – 1 **10**
Hours

Kabir

- It is Needless to Ask a Saint the Caste to Which He Belongs

Toru Dutt

- The Lotus
- Our Casuarina Tree

UNIT – 2 **15**
Hours

Rabindranath Tagore

- Where the Mind is Without Fear
- Clouds and Waves
- Closed Paths

UNIT – 3 **15**
Hours

Sarojini Naidu

- Indian Weavers
- Song of Radha, The Milkmaid
- Palanquin Bearers

Unit-4

20

Hours

G.B. Shaw

- **Arms and the Man**

SUGGESTED READINGS:

- Abrams, M. H. (1999). A glossary of Literary Terms, Earl Mcpeek. Boston: Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- William Henry Hudson (1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford (1979). The Pelican Guide to English Literature. Cambridge University Press, India Pvt. Ltd.
- Thaker, Praveen K. (1999). Appreciating English Poetry: A Practical Course and Anthropology. Orient Longman.

Economics-1
Micro Economics – Basic

Credit: 04

Course Outcomes:

- Define the concept of production function. Remember
- Understand the concept of different types of COst Understand
- Apply important principles and theories of micro economics.
- Analyze the utility of economics in day to day life.
- Asses the elasticity of demand, stages of production and returns of scale.
- Build the foundation for other branches of economics.

Unit-I Introduction **10**

Hrs

- Evolution and definition of Economics
- Nature, Scope of Economics.
- Methods of Economics Analysis
- Basic Economic Problems

Unit-II Theory of Consumer Behavior **12**

Hrs.

- Utility Analysis- Meaning, Types of Utility and Utility Approaches
- Indifference Curve: Concept and Properties.
- Consumer Equilibrium: Price, Income and Substitution effect.

Unit-III Theory of Demand **14**

Hrs.

- Demand and supply: Demand Supply Schedule and Demand Supply Curve.
- Elasticity of Demand: Concept, Price Elasticity, Income Elasticity and Cross Elasticity.

Unit-IV Theory of Production **14**

Hrs.

- Production Function: Law of variable Proportion.
- Stages of Production, Firm's Equilibrium and Optimum factor combination.
- Law of return and return to scale.

Unit-V Theory of Cost **10**

Hrs.

- Concept of Cost: Total cost, Fixed Cost and Variable Cost.
- Theory of Cost-Short run and Long run.
- Cost Curve.

Suggested Readings:

- Ahuja, H.L. (2010). Advanced Economic Theory. New Delhi: S. Chand & Company.
- Ahuja, H.L. (2010). UchchatarArthik Siddhant. New Delhi : S. Chand & Company.
- Samuelson, Paul A. and Nordhaus, William D. (2006). Economics New Delhi: Tata McGraw Hill Publishing Company Limited.
- Jhingan, M.L. (2002). Micro Economics. New Delhi : Vrinda Publication. (English/Hindi).
- Jhingan, M.L. (2008). Advanced Economic Theory (Micro and Macro Economics). New Delhi: Vrinda Publication.
- Nathuramka, L. N. (2005). VyashtiArthashastra. Jaipur College book house.
- Salvatore, Dominick .(2003). Micro Economics: Theory and Applications, 4th Edition, New York : Oxford University Press.
- Koutsoyiannis, A. (1979). Modern Micro-Economics. London : McMillan Press.

<p style="text-align: center;">Political Science-1 Introduction to Political Science</p>
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Credit:4

Course Outcomes:

- Describe the concept of Power, Authority and legitimate in State.
 - Differentiate between traditional and contemporary perspective of Political Science
- Apply the concepts of Justice, welfare State and Human Rights.
- Characterize Interdisciplinary approach in political science.
- Evaluate the functions of State.
- Synthesize the views of Behaviouralism and Post Behaviouralism.

Unit I **12**
Hours

- Political Science- Meaning, Nature, Scope, Traditional and Contemporary Perspectives of Political Science.

Unit II **11**
Hours

- Behaviouralism and Post- Behaviouralism.
- Interdisciplinary approach in Political Science.
- Relation of Political Science with other Social Science (Economics, Sociology, Psychology, History, Geography)

Unit III **13**
Hours

- The state- Its nature,
- The Organic Theory of the State,
- Functions of the State.

Unit IV **12**
Hours

- Concept: Democracy and Dictatorship,
- Welfare State,
- Justice
- Human Rights,
- Gender Role.

Unit V **12**
Hours

- Concept: Power,
- Authority
- Legitimacy

Suggested Readings:

- Aggarwal, N. N. (1989).Principles of Political Science. New Delhi : Chand & Co. (in Hindi also) Latest Edition.
- Barker, E. (1976).Principles of Social and Political Theory. Calcutta: OUP.
- Field, D. (1994) Political Theory and the Modern State. London: Polity.
- Dunleavy, P. &Leary, B.O. (1987) Theories of the State The Politics of Liberal Democracy. NewAmsterdam Books.
- Eddy Asirvatham&Misra, K.K. (2010). Political Theory.(in Hindi also) Latest Edition Delhi:S.Chand Publications.
- McLennan, George. (1984) the Idea of the Modern State. Miltonkiynes: OUP.
- Duncam, Graeme. (1983).Democratic Theory and Practice. Cambridge: OUP.
- Sandhu, Gyan Singh. (1988). Political Theory Delhi University, (in Hindi only). Theories Rights, New Delhi: OUP.

Sociology-1 Introduction to Sociology
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Credit: 04
P: 00

Course Outcomes:

- Describe Meaning, Nature, Subject Matter and Scope of Sociology
- Explain the concept of social group ,Social stratification
- Use basic concepts of sociology in day to day life
- Characterize the associative and dissociative processes
- Justify social processes, socialization, social stratification in the society.
- Synthesize theories of socialization.

Course Outline:

Unit I- Understanding Sociology

15

Hours

- Meaning, Nature, Subject Matter and Scope of Sociology
- Relationship between sociology and other social sciences.

Unit II -Basic Concepts in Sociology **12**
Hours

- Society, Community, Institution, Association, Culture
- Social Structure: Concept and Characteristics

Unit III- Social Group, Status & Role **10**
Hours

- Social Group: Concept and Types
- Status and Role; Concept and Types
- Norms and Values: Concept, Classification of Social Norms

Unit IV- The Individual and Society **12**
Hours

- Social Control: Concept, Forms and Agencies
- Socialization: Concept, Stages, Agencies and Theories
- Social Stratification: Concept , Characteristics and basis

Unit V -Social Processes **11**
Hours

- Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict.

Suggested Readings:

- Devis, Kingsley. (1987). Human Society. Delhi: Surjeet Publications.
- Jayaram, N. (1988). Introductory Sociology. Madras: Macmillan India.
- Rawat, H.K. (2007) .Sociology Basic Concepts. Jaipur:Rawat Publications.
- Rawat, H.K.(2013). Contemporary Sociology.Jaipur: Rawat Publications.
- शर्मा, वीरेंद्रप्रकाश. (2003).समाजशास्त्र का परिचय.दिल्ली : हिंदीबुकसेन्टर.
- सिंह, जे. पी. (2002).समाजशास्त्र केमूल्य तत्व.दिल्ली: पीएचआई,

History-1

Ancient History Of India (Early Times To 185B.C.)

Credit 4

Course Outcomes:

- Identify The Different Emperors of Ancient India.
- Explain the Cultural-Social Life Of Maurya Empire.
- Determine The Places Of Harrappan Civilization.
- Analyze The Art, Literature & Culture Of Ancient India. Analyze
- Conclude Socio-Economic and Religious Life Of Early India.
- Synthesize The Contribution Of Mauryan Period.

Unit I Early History of India

Ho

urs: 8

Early Indian notions of History Sources and tools of historical reconstruction. Historical interpretations (with special reference to gender, environment, technology, and regions).

Unit II Pre-historic hunter-gatherers & the advent of food production

Ho

urs: 8

Paleolithic cultures- sequence and distribution; stone industries and other technological developments Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art. Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

Unit III Origin of civilizations

Ho

urs: 8

The Indus Saraswati Civilization. Origin, Extent, Salient Features, Decline and continuity. The Vedic Age-Vedic literature, polity, society, economy and religion. A brief survey of Iron Age cultures in India

Unit IV Rise of States

Ho

urs: 8

Rise of Janapadas and Mahajanapadas- monarchies and republics. Rise of Magadhan imperialism up to the Nandas. Jainism and Buddhism-origin, teachings, contribution.

Unit V Mauryan Empire

Ho

urs: 8

The Mauryan empire- main sources. Chandragupta Maurya and Ashoka. Ashoka's Dhamma- Its nature and propagation. Mauryan state and administration, society and economy, art and architecture. Decline of the Mauryas.

Practicum:

- Briefly discuss the main theories of the decline of “Harappan” Civilization. Do you agree that many elements of the “Harappan” Civilization survived in subsequent periods of history?
- Explain the developments in the sphere of religion in the post-Mauryan period.

Suggested Readings:

- Sankalia, H.D. (1977). Prehistory of India. New Delhi: MusnsiramMonaharlal.
- Chakrabarti, K. Dilip. (1999). India: An Archaeological History (Paleolithic Beginnings to Early Historic Foundations). New Delhi: Oxford University Press.
- Lal, B.B. (1998). Delhi: New Light on the Indus Civilization.
- Mookerji, R.K. (1952). Chandragupta Maurya and his times. Delhi: Motilal Banarasidass.
- Puri, B.N. (1965) India under the Kushans. Bombay: Bhartiya Vidya Bhawan.
- Thapar, Romila. (1966). A history India. Penguin: Vol I (also in Hindi).
- Romila Thapar Ashoka. (1999) the Decline of the Mauryas. Delhi: Oxford University Press.
- Sharma, Ram Shankar. (2014). History of Ancient India. New Delhi: Motilal Banaridass Publishers.
- Majumdar, R.C. and Altekar, A.S. (1970). The Vakataka Gupta Age, (also in Hindi) Varanasi : Harsha and his times.

- शर्मा.एल.पी. (२०१४).प्राचीन भारत. आगरा: लक्ष्मीनारायण अग्रवाल
- शर्मा.रामशर.(२०१४).प्राचीन भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय

Essential Language Skills

Credit: 04

Course Outcomes:

- Reproduce the pronunciation of words correctly
- Understand the difference between spoken and written English
- Explain the poem, leisure, and stopping by words,.
- Differentiate between Active and Passive voice.
- Construct sentences direct to indirect narration and vice a versa.
- Compose different types of letters

Unit I Phonetic and Spoken English

06

hr

- Pronunciation of commonly mispronounced words(list of words)
- How to consult dictionary for pronunciation and word stress
- Word Stress

Unit II Semantic Aspect of English

06

hr

- Articles
- Preposition
- Adjectives and adverb
- Modals.

Unit III Transformation of Sentences

06

hr

- Active and Passive Voice
- Direct and Indirect Narration
- Affirmative into Negative, Negative into Interrogative, Interrogative into Affirmative.

Unit IV Composition

06

hr

- Letter Writing: Formal and Informal
- Paragraph Writing

UNIT-V Comprehension

06

hr

- J.L.Nehru: A Tryst with Destiny
- Ant Community
- Robert frost: Stopping by Woods.

Practicum-

- Prepare a dictionary of 50 words depicting word, meaning and phonetic transcription.
- Write the summary of 'A Tryst with Destiny'.
- Write the summary of poem 'Stopping by Woods'.

Suggested Readings

- Sasikumar, V., Dutta and Rajeevan (2005). A course in Listening and Speaking. I Foundation Books.
- Sawhney, Panja and Verma eds. (2003). English at the Workplace, Macmillan.
- Leigh Judith.(2004). CVs and Job Application.NewDelhi : Oxford University Press.
- Wren P. C and Martin H., (1995). High School English Grammar and Composition. New Delhi : S. Chand Publication.

- Quirk R. and Greenbaum S. (1973). A University Grammar of English, Longman Publication, Abridged Edition.
- Singh R. P. (2004). Professional Communication. New Delhi : Oxford University Press.
- Sawhney S., Panja S. and Verma P. (2003). English at the Workplace. New Delhi: Macmillan Publisher India Ltd.

English

Course Outcomes

- Recall the abilities to express their feelings with proper vocabulary and pronunciation as well as write clearly, grammatically and syntactically correct sentences.
- Illustrate the texts closely and explicate texts written in a wide variety of forms, styles, structures, and modes.
- Determine students in achieving their career and lifelong goals by exhibiting balanced professional attitude in every walk of life.
- Compare and contrast primary and secondary documents, and advance their reading comprehension.
- Conclude the Persuade and convince.
- Develop the English language with propriety and effectiveness to develop an argument in a positive manner as well as develop acquaintance to various aspects to the fullest.

Unit I Grammatical Focus

Grammatical Focus : Grammatical & Structural aspects covering Parts of Speech, Tense, Voice, Clause, Preposition, Degrees of Comparison, Synonyms & Antonyms, etc; Identifying & Analyzing Grammatical Errors including errors in Spelling & Punctuation..

Unit II Reading

Reading : Vocabulary Building; Comprehension; Interpretation; Summarizing

Unit III Writing

Writing: Letter Writing – Formal, Informal; Accepting & Declining Invitations; Paragraph Writing, Precise Writing, Essay Writing

Unit IV Speaking

Speaking: Interactive Communication like Introducing Self, Greetings, Conversations, etc; Pronunciation : appropriate stress, intonation, clarity.

Unit V Listening

Listening : Understanding – Spoken English, Formal English; Exercises

Suggested Readings

- Jones Sally & Jones Amanda (2022) Improve Your English As A Foreign Language (Part 1): The Ultimate Guide To Complete Fluency In English Writing, Guinea Pig Education; 1st edition
- Manoj Kumar Garg (2022), English Fluency (Part I), Scholar Tech Press.
- Business English, Pearson, 2020
- Language, Literature and Creativity, Orient Blackswan, 2020

अनिवार्य हिन्दी

Credit: 02

अधिगमअनुवर्तन

इस पाठ्यक्रम की समाप्ति पर विद्यार्थी :

- Identify human qualities through Hindi diagrams.
- Understand the message given through the poem 'Identifying the path'
- Use different genres of Hindi language in the study.
- Analyze the characters of the Hindi language.
- Evaluate the practical utility of Hindi language grammar.
- Synthesize Maithili Sharan Gupta's poem 'The Superiority of India'.

इकाई—प्रथम व्याकरण

7

Hours

- हिन्दी ध्वनियों का स्वरूप एवं विकास
- स्वर, व्यंजन, संज्ञा, सर्वनाम, विशेषण
- क्रिया, क्रिया-विशेषण, कारक,
- शब्द शुद्धि वाक्य शुद्धि वाक्य रचना

इकाई—द्वितीय साहित्यिक खण्ड (गद्य भाग)

10

Hours

- सूर्यकान्त त्रिपाठी“निराला”—वहतोड़तीपत्थर
- मैथिलीशरणगुप्त—भारत की श्रेष्ठता
- हरिवंशराय बच्चन—पथ की पहचान
- सुभद्राकुमारीचौहान—झाँसी की रानी
- नागार्जुन—प्रेत का बयान
- एकदुराशा—बालमुकुन्दगुप्त (निबन्ध)
- शिरीष के फूल—हजारीप्रसादद्विवेदी (ललित निबंध)
- उजाले के मुजाहिब—विजयदानदेथा (कहानी)

इकाई—तृतीय

7

Hours

- हिंदीभाषा के विकास की पूर्व पीठिका भारोपीय भाषा—परिवार एवं अर्थ भाषाएँ ; संस्कृत, पालि, प्राकृत, अपभ्रंशआदि
- भाषाएवं लिपि का विकास, देवनागरी लिपि का अर्थ व विशेषतायें
- हिंदी का विकास ,आदिकाल, मध्यकाल, आधुनिककाल

इकाई—चतुर्थ

6

Hours

- लेखन के विविध पक्ष —उद्घोषणा, समाचारलेखन, कहानीलेखन
- पत्र लेखन— शासकीय पत्र, अर्द्धशासकीय पत्र, आवेदनपत्र, शिकायतीपत्र
- निबन्ध लेखन

संदर्भपुस्तकें—

- अवस्थी, देवी शंकर (1998). साहित्य विधाओं की प्रकृति. दिल्ली: राधाकृष्णप्रकाशन.
- हरिमोहन(2007). प्रशासनिक हिन्दी टिप्पण, प्रारूपणा एवं पत्र लेखन दिल्ली: तक्षशिला प्रकाशन.
- बाहरी, हरदेव (1998). हिन्दी का सामान्य ज्ञान, भाग—2, इलाहाबाद: लोकभारती.
- श्रीवास्तव, रवीन्द्रनाथ (1994). हिन्दीभाषा का सामाजिकसंदर्भ आगरा: केन्द्रीय हिन्दीसंस्थान.
- श्रीवास्तव, रवीन्द्रनाथ (1996) हिन्दी भाषा संरचना और प्रयोग आगरा नेशनल पब्लिशिंग हाऊस

Semester II

ENGLISH LITERATURE-2 PROSE AND FICTION

Credit: 04

Course Outcomes:

- Identify salient features of essays and short stories of Russel, Gandhi, Tolstoy, Buck and Hemingway.
- Understand the ideas and themes of the novel Waiting for the Mahatma.
- Use elements of character, setting, plot conflict as depicted in the short stories.
- Analyze Gandhian philosophy and transformation of freedom struggle into a mass movement.
- Apprise the central idea of the essays Machines and Emotions, Fearlessness, Three Questions, The Refugees, Old Man at the Bridge and the Capital of the World.
- Develop new ideas related to Fearlessness, Refugees and Machines and Emotions.

Unit-I **15**

Hours

B. Russell

- Machine and Emotions

M. K. Gandhi

- Fearlessness

Unit-II **15**

Hours

Leo Tolstoy

- Three Questions

Pearl S. Buck

- The Refugees

Unit-III**10****Hours*****E. Hemmingway***

- Old Man at the Bridge
- The Capital of the World

Unit-IV**20****Hours*****R. K. Narayan***

- Waiting For The Mahatama
- Write a note on life, career and writing style of B. Russell.
- Discuss ‘Waiting For The Mahatama’ with reference to gandhian philosophy and transformation of freedom struggle in to a mass movement.
- Discuss important elements of writing short stories: character, setting, plot, conflict and theme etc.

SUGGESTED READINGS:

- Deo S.S. (1970). English Prose Selection. New Delhi: Oxford University Press.
- Abrams, M. H. (1999). A glossary of Literary Terms, Earl Mcpeek. Boston: Massachusetts.
- Cuddon, J. A. (1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- William Henry Hudson (1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford (1979). The Pelican Guide to English Literature. US: Cambridge University Press.
- Walsh William (1982). R.K.Naryan: A Critical Appreciation. Great Britain: Chicago Press

Economics- 2
Micro Economics – Advanced

Credit: 04

Course Outcomes:

- Recall the concepts of rent, profit and interest
- Explain the functions of the market and prices as an allocating mechanism
- Determine the price and output in different types of market
- Differentiate and output determination in Monopoly and monopolistic competition
- Evaluate the theory of welfare economics
- Draw diagrams related to price and output determination in different markets

Unit-I Market 10

Hrs.

- Concept and characteristics of market
- Classification of market
- Market Equilibrium

Unit-II Price and Output determination-I 15

Hrs.

Determination of Price and Output in short run and long run under:

- Perfect competition
- Monopoly
- Discriminating Monopoly

Unit-III Price and Output determination-II 08

Hrs.

Determination of Price and Output in short run and long run under:

- Monopolistic competition
- Oligopoly

Unit-IV Theory of Distribution

15

Hrs.

- Distribution: Definition, Aspects, Components.
- Marginal Productivity Theory of Distribution.
- Modern Theory of Distribution.
- Rent: Definition and Determinants.
- Interest.
- Profit.

Unit-V Welfare Economics

12

Hrs.

- Welfare Economics: meaning.
- Problems in measuring welfare.
- Classical welfare Economics.
- Pareto's criteria, Value judgment.

Suggested Readings:

- Ahuja, H.L. (2010). Advanced Economic Theory. New Delhi: S. Chand & Company.
- Ahuja, H.L. (2010). UchchatarArthik Siddhant. New Delhi: S. Chand & Company.
- Samuelson, Paul A. and Nordhaus, William D. (2006). Economics. New Delhi : Tata McGraw Hill Publishing Company Limited.
- Jhingan, M.L. (2002). Micro Economics. New Delhi: Vrinda Publication. (English/Hindi).
- Jhingan, M.L. (2008). Advanced Economic Theory (Micro and Macro Economics) New Delhi: Vrinda Publication.
- Nathuramka, L. N. (2005). VyashtiArthashastra Jaipur : College book house.
- Salvatore, Dominick (2003). Micro Economics: Theory and Applications. New York : 4th Edition, Oxford University Press.

Political Science -2
Political Process in India

Credit: 4

Course Outcomes:

- List the functions of Political Parties in India.
- Understand the political process in India.
- Determine the Nature of Pressure Groups.
- Characterize the different Pressure Groups in India.
- Critically evaluate the role of Political Parties and Pressure groups
- Create the Determinants of Voting Behavior in Indian democratic System.

Unit I Political Parties and the Party System **12**
Hours

- Trends in the Party System; From the Congress System to Multi-Party Coalitions

Unit II Pressure Groups **12**
Hours

- Nature, Scope , features and criticism

Unit III Voting Behaviour **12**
Hours

Determinants of Voting Behaviour, Trends in Electoral Behaviour

Unit IV Religion and Politics **12**
Hours

- Debates on Secularism; Minority and Majority Communalism

Unit V Caste and Politics **12**
Hours

- Caste in Politics and the Politicization of Caste

Suggested Reading:

- R. Kothari, (2002). 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India. New Delhi: Oxford University Press.
- E. Sridharan, (2012) . 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.
- Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications.
- Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy. New Delhi: Oxford University Press.
- C. Jaffrelot, (2008). 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in Religion, Caste and Politics in India. Delhi: Primus.
- P. Brass, (1999). 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in The Politics of India Since Independence. New Delhi: Cambridge University Press and Foundation Books.
- N. Menon and A. Nigam, (2007). 'Politics of Hindutva and the Minorities', in Power and Contestation: India since 1989. London: Fernwood Publishing, Halifax and Zed Books.
- N. Chandhoke, (2010). 'Secularism', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India. New Delhi: Oxford University Press.
- G. Omvedt, (2002). 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State. New Delhi: Sage Publications.

Sociology-2

Indian Society

Credit: 04

Course Outcomes:

- Describe meaning, forms and functions of basic institutions of Indian society.
- Discuss attributes of Indian Society.
- Use constitution provision to solve problems of backward class
- Compare the forms & issues of Caste and Class
- Justify the reasons for unity and diversity in India.
- Develop safe guard to solve the problem of Backward Class.

Unit I-The Evolution of Indian Society **14**

Hours

- Traditional basis of Indian society, Unity and Diversity in India, India as a Pluralistic Society.

Unit II-Basic Institutions of Indian society **13**

Hours

- Family, Marriage and Kinship, Meaning and forms, continuity and change,
- Caste and Class – Meaning and forms, issues, continuity and change.

Unit III- Caste and Class **13**

Hours

- Backward Classes: Scheduled Caste and Scheduled Tribes: Characteristics, Problems and Constitutional Safeguards

Unit IV -Attributes of Indian Society **10**

Hours

- Varna, Ashram and Dharma, Purushartha, Sanskaras and Doctrine of Karma

Unit V Composition of Indian Society **10**

Hours

- Religious composition
- Ethnic composition
- Caste composition

Suggested Readings:

- Ahuja, Ram.(1993).Indian Social System. Jaipur: Rawat Publications.
- Ahuja Ram.(2002).Society in India: Concepts, Theories and Recent Trends.Jaipur: Rawat Publications.
- Auja, Ram.(2014). Social Problems in India. Jaipur: Rawat Publications.
- Bose, N.K.(1967).Culture and Society in India. Bombay: Asia Publishing House.
- Dube, S.C.(1990). Society in India. New Delhi: National Book Trust.
- Sharma K.L.(2007).Indian Social Structure and Change. Jaipur: Rawat Publications.
- Singh, Yogendra.(1994). Modernization of Indian Tradition. Jaipur: Rawat Publications.
- Srinivas, M.N.(1963). Social Change in Modern India.California: University of California Press.
- सिंह, अरुण. कुमार.(2003).समाजशास्त्रकीमुलभुतअवधारणायें. लखनऊ: न्यूरोयलबुककम्पनी.
- शर्मा, वीरेंदरप्रकाश. (2003). भारतीयसामाजिकव्यवस्था. दिल्ली: हिंदीबुकसेंटर.

History – 2

Ancient History of India (Post Mauryan TO 1200A.D.)

Credit 04

Course Outcomes:

- Describe the political, social, Economic life of Post Mauryan Period.
- Compare the contributions of different Emperors of Mauryan Period.
- Determinate the main contribution of Post Mauryan Period.
- Analyze the main reasons of Muslim Invasion in India.
- Evaluate the administration system of M auryan Era.
- Prepare the list of reasons of Decline -Post Mauryan Period.

Unit –I Post Mauryan Era
Hours

10

- The post – Mauryan period (c200 B.C. to 300AD)- achievements of the Sungas, Satavahanas, Sakas and Kuhanas, Social Religious and Economic life and development of literature and arts during the post Mauryan period.

Unit –II Sangam Era **08**
Hours

- The Sangam Age- Literature, society, economy and culture.

Unit III Gupta Period **08**
Hours

- The Gupta empire- achievements of Samudragupta,
- Chandragupta II Vikramaditya, Skandagupta, State and administrative institutions. Social and Economic life. Religious thought and institutions. Developments in literature, arts and sciences.
- Kushana Period

Unit IV Post Gupta Period **08**
Hours

- Post-Gupta period upto 750AD-achievements of Vardhanas,
- Chalukyas and Pallavas.
- TripartileStruggle.
- ThePallavas and the Cholas.

Unit V Rajput’s and Muslim invasions **08**
Hours

- Rise of Rajputs, Muslim Invasion, A study of social and economic changes and a brief survey of cultural life during the period c750 to 1200A.D.

Suggested Readings:

- Irfan Habib (2013). Post-Mauryan India 200 BC to AD 300: A Political and Economic History. New Delhi: Tulika Books.

- Majumdar, R.C. (2020). An Advanced History India. New Delhi: Laxmi Publications Pvt. Ltd.
- Tripathi, R.S.(2014). A History of Ancient India. New Delhi: Exotic India.
- Singh, Upinder (2009). A History of Ancient and Early Medieval India.Noida: Pearson.

ENVIRONMENTAL SCIENCE

C-4

Course Outcomes:

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

- Define Environmental Science.
- Explain the Environmental Concepts.
- Use mass media and technology in developing awareness about environmental problems and its prevention
- Differentiate between different basic environmental concepts.
- Evaluate educational issues and challenges related to Environmental Science.
- Develop the Curriculum for Environmental Science.

Course Content

Unit –I Meaning and Concept of Environmental Science 5Hours

- Meaning
- Definition
- Objectives
- Importance of Environmental Education

Unit –II Basic Environmental Concepts 15 Hours

- Ecosystem
- Biotic
- Abiotic
- Inter-relationship
- Factors affecting Environment

- Population: Air, Water, Soil, Noise
- -Acid Rain
- -Green house effect
- -Extinction of species
- -Soil Erosion
- -Energy Crisis
- Role of mass media and technology in developing awareness about environmental problems and its prevention
- Role of NGOs and governmental organizations in developing EE

Unit III Curriculum for Environmental Education

2Hours

- Designing and developing strategies for Environmental Education
- Valuation of Environmental Education resource materials

UNIT IV Value Development through Environmental Education

8Hours

- Practical Work
- Text book evaluation
- Field trip
- Visit to nature Park, industry polluted areas, etc.

Mode of Transaction

- Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.

Suggested Reading

- Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
- Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.

ENGLISH

C:4

Course Outcomes

After studying this course, a student will be able to:

- Describe the importance of the English language.
- Express the various types of letters, notices etc.
- Model and hands on English language.
- Analyse the report and letter writing.

Unit I

Theory of Communication, Types and modes of Communication

Unit II

Verbal & Non-Verbal (Spoken & Written); Personal, Social and Business; Barriers and Strategies; Intrapersonal, Interpersonal and Group Communication

Unit III

Monologue; Dialogue; Group Discussion; Effective Communication/Miss-Communication; Interview; Public Speech

Unit IV

Close reading; Comprehension; Summary Paraphrasing; Analysis and Interpretation; Translation (from Indian Language to English and vice-versa); Literary/Knowledge texts

Unit V

Documenting; Report Writing; Making notes; email, Letter writing

Suggested reading:

- Jones Sally & Jones Amanda (2022) Improve Your English As A Foreign Language (Part 1): The Ultimate Guide To Complete Fluency In English Writing, Guinea Pig Education; 1st edition
- Manoj Kumar Garg (2022), English Fluency (Part I), Scholar Tech Press.
- Business English, Pearson, 2020
- Language, Literature and Creativity, Orient Blackswan, 2020

HINDI

C:4

पाठ्यक्रम के उद्देश्य:

1. हिंदी भाषा के मौलिक हस्तक्षेपों को समझना।
2. हिंदी व्याकरण के मूलभूत नियमों का ज्ञान प्राप्त करना।

3. ह िंदी साह त्य की प्रमुख हिधाओं से पररहित ना।
4. ह िंदी लेखन कौशल क हिकहसत करना।
5. ह िंदी ब लाल और श्रिण कौशल क सुधारना।

इकाइयाँ और पाठ्यक्रम पररणाम

इकाई 1: ह िंदी भाषा का पररचय

- ह िंदी भाषा के इहत ास और हिकास की समझ।
- ह िंदी के प्रमुख ब हलय िं और उनके म त्व का ज्ञान।
- हलहप, ध्वहनयाँ और उच्चारण की जानकारी।
- साह त्य के प्रारिहभक काल का अिल कन।
- आधुहनक ह िंदी भाषा की हिशेषताओं क समझना।

इकाई 2: ह िंदी व्याकरण:

- ह िंदी सिंजा, सिवनाम, हिशेषण और हिया का ज्ञान।
- िाक्य सिंरिना और उसके प्रकार िं की समझ।
- हियाओं के काल और उनके प्रय ग का ज्ञान।
- समास और सिंहध के प्रकार और उनके प्रय ग।
- व्याकरण की मूलभूत त्रुहिय िं क प िानना और सुधारना।

इकाई 3: ह िंदी साह त्य की प्रमुख हविाँ

- कहिता और उसके हिहभन्न रूप िं का पररिय।
- गद्य साह त्य की हिधाओं का ज्ञान।
- नािक और उसके हिकास की समझ।
- उपन्यास और क ानी लेखन की परिंपरा।
- हनबिंध और अन्य गद्य हिधाओं की जानकारी।

इकाई 4: ह िंदी लेखन कौिल

- प्रभािी ह िंदी लेखन के हलए आशयक तकनीक िंका ज्ञान।
- औपाररक और अनौपाररक पत्र लेखन की समझ।
- ररप िव लेखन और उसकी सिरिना।
- रिनात्मक लेखन के प्रकार और तकनीक।
- लेखन में व्याकरण और ितवनी की त्रुहिय िंक सुधारना।

इकाई 5: ह िंदी बोलचाल और श्रवण कौिल

- प्रभािी सिंिाद के हलए आशयक कौशल।
- श्रिण कौशल क सुधारने की तकनीक।
- भाषण और प्रस्तुहत देने की य ग्यता।
- साक्षात्कार और समू ििव की समझ।
- सुनने और ब लने में आम त्रुहिय िंक प िानना और सुधारना।

सिंदभभ (References)

- हमश्र, रामहिलास (2000). ह िंदी भाषा का उद्भि और हिकास. नई हदल्ली: राजकमल प्रकाशन.
- हत्रपाठी, लक्ष्मी (1998). ह िंदी भाषा और साह त्य का इहत ास. िाराणसी: भारती भिन.
- शुक्ल, रामनारायण (2005). ह िंदी व्याकरण और रिना. आगरा: लक्ष्मी नारायण अगिल.
- हसिं , म ेंद्र कु मार (2012). ह िंदी भाषा और व्याकरण. पिना: छात्र स य गी प्रकाशन.
- हतिारी, सत्येंद्र (1999). ह िंदी साह त्य की प्रमुख हिधाएँ . मुिंबई: साह त्य अकादमी.
- यादि, रीशिंकर (2001). ह िंदी गद्य की हिहिध हिधाएँ . इला ाबाद: ल कभारती प्रकाशन.
- ग स्वामी, सुधा (2010). ह िंदी लेखन कौशल. हदल्ली: प्रकाशन सिंस्थान.
- पािंडेय, सुनीता (2015). ह िंदी में प्रभािी लेखन. लखनऊ: हिद्या प्रकाशन.
- शमाव, नीन (2008). ह िंदी ब लिल और श्रिण कौशल. ििंडीगढ़: हशक्षा प्रकाशन.
- िमाव, अजय (2011). ह िंदी सिंिाद कौशल. जयपुर: हिश्वहिद्यालय प्रकाशन.

Semester III

English Literature-3 Poetry and Drama

Credit: 04

Course outcomes:

- Describe the characters and plot of “Midsummer Night’s Dream”.
- Express the central idea of “On His Blindness”, “The Marriage of True Minds”, “Shall I Compare Thee”, and “The Sunne Rising”
- Determine poetic devices in the poems of Shakespeare, Dryden, John Donne and John Milton.
- Apprise different forms of poetry like Elegy, Sonnet and Ode
- Analyze the poems of Shakespeare, Dryden, Milton, Donne an Herrick
- Prepare a tones, imagery and sound effect in the poems of Dryden, Milton, Shakespeare and J. Herbert.

Unit – 1

12hr

William Shakespeare

- The Marriage of True Minds
- Shall I Compare Thee

John Dryden

- A Song for St. Cecilia’s Day

Unit – 2

15hr

John Milton

- On His Blindness
- On His Twenty Third Birthday

John Donne

- Goe and Catch a Falling Starre
- The Sunne Rising

Unit – 3**15hr****R. Herrick**

- To Daffodils

J. Herbert

- Vertue

Unit –4**18hr****William Shakespeare**

- A Midsummer Night's Dream

Suggested Readings:

- Jasbir Jain (1994).Strings of Gold, Part I. New Delhi: Macmillan Publisher India Ltd.
- M. H. Abrams (1999).A glossary of Literary Terms.EarlMcpeek, Boston, Massachusetts, USA,
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- William Henry Hudson (1999).An Outline History of English Literature. Atlantic Publishers, New Delhi, Boris Ford, The Pelican Guide to English Literature, Cambridge University Press, India Pvt. Ltd.
- Praveen K. Thaker (1999). Appreciating English Poetry: A Practical Course and Anthropology, Orient Longman.

Economics-3 Macro Economics-I
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Credit: 04**Course Outcomes:**

- Recall the principles of macro economics
- Understand the factors affecting Consumption
- Compute national income in relation to GDP,NDP, NNP, PCI and PI
- Analyze the flow of income and expenditure in different sectors economy
- Assess the methods of measuring national income
- Synthesize the difficulties in estimating national income

Unit - I Introduction**12****Hrs.**

- Macro Economics: Definition, Nature and Scope.
- Macro Economic analysis; Static, Comparative Static and Dynamic analysis
- General and Partial equilibrium analysis.

Unit – II Flow of Income **12**
Hrs.

- Circular flow of Income and expenditure in two, three and four sector Economies.
- Major leakages and injections.
- Constant and Variable; Types of Variables: stock and Flow; Independent and dependent.

Unit–III Consumption Determination **14**
Hrs.

- Consumption determination.
- Consumption function.
- Short run & long run consumption function.
- Factors affecting Consumption.

Unit IV National Income **10**
Hrs.

- Concept and component of National Income.
- National Income related aggregate: GDP, GNP, NDP, NNP, PCI, Personal Income, Personal Disposable Income; Interrelationship among above aggregates.

Unit – V Estimation of National Income **12**
Hrs.

- Methods of measuring National Income.
- Difficulties in estimating National Income.

Suggested Readings:

- Ahuja, H. L. (2008).AdvancedMacroEconomic Theory. Delhi: S. Chand & Company, (English/Hindi).
- Jhingan, M.L.(2003). Macro Economic Theory, New Delhi: Vrinda Publication. (English/Hindi).
- Shapiro, E. (1966). Macroeconomic Analysis, New Delhi: Galgotia Publications.
- Nathuramka, L. N. (2007).SamashtiArthashastra, Jaipur: College book house.
- Deepashree, Vaneeta Agrawal, (2006). Macroeconomics, New Delhi:TotMc. Graw Hill.
- Rana, K.C. & Verma, K.N.(2013). Macro Economic Analysis, Jalandhar :Vishal Publishing Co. (Hindi).

Political Science-3

Indian Political Thought

Credit 4

Course outcomes:

- Describe the spiritual resurgence of Swami Vivekananda
- Understand the contribution of liberals and extremists
- Determine the contribution of Mandal theory in Inter-state relations.
- Characterize the Medieval Political Philosopher in India
- Critically evaluate the role of the Pressure Groups
- Synthesize the views of Madan Mohan Malviya and Deendayal Upadhyay.

Unit-1: Ancient Indian Thinkers and their Relevance in Modern India. 14 Hours

- Manu: His writings, views on State :Dharm, Danda, Saptang theory, origin of state and his contribution.
- Kautilya: His writings, Origin of State, Organs of State, King, his qualifications and functions, Mandala Theory and Contribution.
- Shukra : His writings, DandaNeeti, state, state's functions, king and his functions, views on administration and justice

Unit II Social Reconstructionist Movement. 12

Hours

- Raja Ram Mohan Roy: His writings, views on individual, state, and social reforms, education, and his contribution in social resurgence.
- Swami Dayanand Saraswati: His writings, views on Indian Nationalism, Individual, State, contribution in social and cultural reconstruction.

Unit III Spiritual Resurgence 8

Hours

- Vivekanand: His writings, philosophical and religious thoughts, Political and social philosophy His contribution in social and cultural reconstruction.

Unit IV National Movement and Contribution of Liberals and Extremists 12

Hours

- Gopal Krishna Gokhale : His writings, His views on individual, State, Spiritualization of Politics, his Political Methods, Economic Views and Contribution
- Bal Gangadhar Tilak: His writings, views on Nationalism, individual, state, methods, Swaraj and his contribution

Unit-V Political Thought of Madan Mohan Malviya and Deendayal Upadhyay14

Hours

- Madan Mohan Malviya: views on education, scientific and technological development and contribution
- Deendayal Upadhyay: Ekatama manav vaddarshanand contribution

Suggested Readings:

- Mangal, Bihari. (2003). Prashasnik Chintan (Administrative thought). Jaipur: Rawat Publisher.
- Chandra Bharilland Ambedkar, B.R. (1977), Social and Political Ideas of B.R. Ambedkar: A study of his life. Agra: Aalesh Publishers.
- Sharma, Raj .(2012). Indian Political thinkers. New Delhi: Srishthi Book Distributers.

SOCIOLOGY-3
SOCIETY, CULTURE AND GLOBALIZATION

Credit: 04

Course Outcomes:

- Identify key debates and approaches to globalization and development
- Understand the concept of globalization, cultural lag and ethnic diversity
- Solve the problem of communalism
- Analyze the structure and composition of Indian society
- Evaluate the diversity of Indian society
- Develop a model on the issues of minority population.

Unit I -The Structure and Composition of Indian Society **14**
Hours

- Villages ,Towns, Cities, Rural Urban linkages,
- Tribes, Weaker Section, Dalits and O.B.C.'S , Women
- Minorities' population profile and related issues.

Unit II- Culture and Ethnic diversity **12**
Hours

- Diversity in respect of language, caste, regional and religious beliefs and cultural pattern

Unit III- Culture and Changes in Indian Society **12**
Hours

- Material and Non material culture, Cultural lag,
- Changes and transformation in Indian Society,
- factor affecting National integration: Regionalism Communalism and Naxalism

Unit IV- Social Globalization **11**
Hours

- Concept and Nature of Globalization
- Concept and Nature and Subject matter of Sociology of Globalization Globalism ,

Unit V- Impact of globalization on Indian Society

11

Hours

- Religion, Culture, Education, Social Institutions, Women, Tribes.

Suggested Readings

- Bose, N.K. (1967). Culture and Society in India. Bombay: Asia Publishing House.
- Singh, Yogendra (1973). Modernization of Indian Tradition. Delhi: Thomas Press.
- Chandra, Bipin (1984). Communalism in Modern India. New Delhi: Vikas Publication.
- Sharma, K. L. (2007). Indian Social Structure and Change. Jaipur: Rawat Publication.
- Dube, S.C. (1990). Society in India. New Delhi: National Book Trust.

Histry-3

History of Medieval India (1200-1526 AD)

Credit 4

Course Outcomes

- Identify the sources of Medieval India
- Understand the foundation, expansion and consolidation of the Sultanate of Delhi
- Determine the different policies of Tughlaq Dynasty
- Analyze the achievements of Lodhi Dynasty
- Assess the causes of downfall of Slave Dynasty

- Assemble the main characteristics, administration, literature and architecture of Slave Dynasty

UNIT-I Sources of History of Medieval India

08

Hours

- Significant source material of medieval India:
- Archaeological literary and historical, Historiography - Different Approaches. Rise of Turks, causes of Success of Arab invasion and its impact.

UNIT –II Slave Dynasty

08Hours

- Aibak - Early career, achievements as a commander, difficulties, an assessment.
- Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty.
- Razia - Her state policy, causes of her downfall, an assessment.
- Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate.
- Causes of downfall of slave dynasty.
- Khaliji Dynasty: Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy, estimate. AlauddinKhaliji - Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.

UNIT -III Tughlaq Dynasty

08

Hours

- Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin.
- Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.

- Firoz Shah Tughlaq - Early life, accession, was Firoz an usurper? Domestic policy, foreign policy, Administrative reforms, an estimate. Invasion of Timur, causes and its effects. Causes of the downfall of Tughlaq dynasty.

UNIT IV - Sayyid and Lodhi Dynasty

08

Hours

- Sayyid Dynasty: Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements. [3] Alam Shah - Administrative achievements.
- Lodhi Dynasty: Bahlol Lodhi - Accession, main events of reign, character, assessment. Sikander Lodhi - Main events of his life, foreign policy. Ibrahim Lodhi - Domestic policy, foreign policy, causes of failure, an estimate.

UNIT –V Development and Downfall

08

Hours

- Nature of state, different theories of kingship.
- Causes of downfall of Delhi Sultanate.
- Central and provincial administration, army organization.
- Development of literature and architecture

Suggested Reading:

- Eaton, R.M. & P.B. Wagoner. (2014). Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press,
- Habib, I. ed. (1992). Medieval India 1: Researches in the History of India 1200-1750. New Delhi: Oxford University Press.
- Habib, I. ed.(2016).Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib.NewDelhi: Oxford University Press.

- Jackson, P. (1999).The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press,
- Karashima, N. (2002) .A Concordance of Nayakas: The Vijayanagar Inscriptions in South India. Delhi: Oxford University Press,
- Kumar, M. (2013). Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period. New Delhi: Manohar Publication,

Fundamental of Computer

Course Outcomes

After studying this course, a student will able to –

- Describe the basics of computers & windows and Microsoft Office
- Summarize categories of programs, system software and applications. Organize and work with files and folders
- Compute the Internet Web resources and evaluate on-line e-business system
- Analyse common business problems using appropriate Information Technology applications and systems
- Assess technical knowledge and perform specific technical skills
- Invent new information technology for industry centric.

Unit I

Introduction to Windows – Basics, Windows Accessories, Using File and Program Manager.

Unit II

Introduction to Ms -Word – Editing a Document – Move and Copy text – Formatting Text and paragraph – Finding and Replacing Text and Spelling Checking – Using tabs, Tables, and other features, enhancing document – using mail merge and other features.

Unit III

Introduction to Worksheet – Getting started with excel – Editing Cells and using commands and functions – Moving and Coping, Inserting and Deleting Rows and Columns – Getting help and formatting a worksheet – Printing the worksheet – Creating Charts –using formulae and functions in excel.

Unit IV

Introduction to Power Point Presentation.

Unit V

Introduction to internet, web searching, search engines, email, concept of email using outlook.

Suggested Reading:

- Craig Stinson “Running Microsoft Windows-98” – Microsoft press.
- Joshua C. Nossiter “Using Excel – 5 for Windows”
- Vishnu Priya Singh & Meenakshi Singh “Computerized Financial Accounting”,2020
- “Working with Word” – Aptech Computer Education,2020
- Malhotra: Computer Applications in Business.2021

Semester IV

<h3 style="margin: 0;">English Literature-4</h3> <h3 style="margin: 0;">Prose and Fiction</h3>
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Credit: 04

Course Outcomes:

- Identify the critical ideas that appear in literary and cultural texts: The Gandhian Outlook, A Gentleman, Animals in Prison, El Dorado
- Summarize the main ideas of the essay: The Gandhian Outlook, A Gentleman, Animals in Prison, El Dorado.
- Apply the themes that appear in literary texts- A Cup of Tea, The (Saki): The Open Window.
- Analyze the story line of Gulliver’s Travels
- Assess different culture and society in different texts.
- Develop as adumbrated in their texts thinking in A Gentleman, El Dorado, The Gandhian Outlook.

Unit –I

10

hr

S. Radhakrishnan

- The Gandhian Outlook

J. H. Newman

- A Gentleman

Unit-II

15

hr

J. L. Nehru

- Animals in Prison

R. L. Stevenson

- El Dorado

Unit-III

15

hr

K. Mansfeild

- A Cup of Tea

H. H. Munro

- The (Saki): The Open Window

Unit-IV

20

hr

Jonathan Swift

- Gulliver Travels

Suggested Readings:

- Dr. S.S. Deo (1970). English Prose Selection. New Delhi : Oxford University Press.
- Popular Short Stories (1970). New Delhi Edited by Board of Editors Oxford University Press.
- M. H. Abrams(1999). A glossary of Literary Terms, Earl Mcpeek, USA: Boston, Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi:Clarion Books.

- William Henry Hudson(1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford(1979). The Pelican Guide to English Literature. Cambridge University Press, India Pvt. Ltd.

Economics-4 Macro Economics-II

Credit: 04

Course Outcomes:

- Recall the macro- economic thoughts
- Understand the determinants of macro-economic conditions such as national output and employment
- Apply the concept of equilibrium to both macro and micro economics
- Analyze the factors of economic growth and development
- Asses economic concepts of macro economics
- Develop different business cycles and take measures of environmental issues and sustainable development

Unit I Macro Economic Thoughts	08
Hrs.	

- Classical; Keynesians.
- New-Classical.
- New-Keynesians.

Unit II Consumption and Saving Function	14
Hrs.	

- Consumption Function: Meaning, Types, Laws and factors influencing consumption function.
- Saving Function: Derivation of Saving Function from Consumption Function, Average Propensity to save and Marginal Propensity to save.

Unit III Investment Function	10
Hrs.	

- Meaning, Types and Factors affecting Investment Decision.

- Concept of Marginal Efficiency of Capital (MEC), Net Present Value (NPV).

Unit IV Business Cycle

16

Hrs.

- Business Cycle: Phases and Theories of Business Cycle (Hicks and Samulson).
- Inflation: meaning, types, causes, effects, control.
- Deflation: meaning, causes, gap and control.

Unit V Economic Growth and Development

12

Hrs.

- Concept of economic growth and development.
- Factors of economic growth, measurement of growth.
- Environmental issues and sustainable development.
- Balanced and unbalanced growth.

Suggested Readings:

- Ahuja, H. L. (2008). Advanced Macroeconomic Theory, S. Chand & Company, Delhi: (English/Hindi).
- Jhingan, M.L. (2003). Macro Economic Theory, Vrinda Publication. New Delhi: (English/Hindi).
- Shapiro, E. (1966). Macroeconomic Analysis. New Delhi: Galgotia Publications,
- Nathuramka, L. N. (2007). Samashti Arthashastra, Jaipur: college book house,
- Deepashree, Vaneeta Agrawal, (2006). Macroeconomics, New Delhi: Tot Mc. Graw Hill.
- Rana, K.C. & Verma, K.N.(2013). Macro Economic Analysis, Jalandhar: Vishal Publishing Co. Jalandhar (Hindi).

<p>Polittical Science-4 Indian Constitution</p>

Credit 4

M. Marks : 100

L:03

Internal Marks: 40

T:01

External Marks: 60

P:00

Course Outcomes:

- Describe the concepts of fundamental rights, fundamental duties and directive principles of State policy.
- Understand the all major dimensions of Indian constitution system.
- Determine the concepts of basic Structure in reference to Indian constitution
- Analyze the contribution of Constituent Assembly in making the constitution of India
- Evaluate the nature and role of higher judiciary in India.
- Synthesize public policy making in India and influence of new globalized world order.

Unit-1The Making of the Constitution

10

Hours

- The ideological legacy of the Indian National Movement and the Constituent Assembly
- The Nature and Composition of the Constituent Assembly

Unit II Philosophical Premises of the Indian Constitution

11

Hours

- Preamble: The underlying values of the Indian Constitution
- Salient features of the Constitution of India

Unit III Fundamental Rights and Directive principles of State Policy

13

Hours

- Individual and Collective Rights: Limitations on the fundamental Rights and Fundamental duties.
- Judicial Interpretation of Fundamental Rights

- The doctrine of ‘Basic Structure’ of the Constitution: Kesavananda Bharathi Case

Unit IV Working of the Indian Constitution

14

Hours

- The Values of the Indian Constitution and Ushering of Social Revolution in India
- The causes for the Ascendency of the Executive over legislature and Judiciary;
- Nature and Role of Higher Judiciary in India.
- Important constitutional amendments

Unit-5 Policy making in India

12

Hours

- Public policy making in India and influence of new globalized world order.
- Socialist policy of India and its relevance.

Suggested Readings:

- Granville, Austin.(1972). The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
- Khosla, Madhav.(2012). The Indian Constitution, New Delhi: Oxford university press.
- Granville Austin. (1999). Working a Democratic Constitution; A History of the Indian Experience, New Delhi: Oxford University Press.
- Zoya, Hasan, Sridharan, E and Sudharshan, R (Eds)(2002) India’s living Constitution.New Delhi: Anthem Press
- Baxi, Upendra. (1980).The Indian Supreme Court and Politics .Lucknow: Eastern book Co.
- Noorani,A.G.(2000). Constitutional Questions in India: The President, Parliament and the States.New Delhi: Oxford University Press.

SOCIOLOGY-4

SURVEY METHODS IN SOCIAL INVESTIGATIONS

Credit: 04

Course Outcomes

- Describe the meaning, nature and purpose of social research Remember
- Demonstrate the ability to choose methods appropriate to research objectives
- Calculate Mean, Median and Mode
- Categorize sampling methods and sample design to conduct social research.
- Evaluate social survey and conduct research.
- Develop skills in qualitative and quantitative data analysis and presentation.

Unit-I Social Research 14 **Hours**

- Definition, Nature and purpose
- Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research

Unit- II Scientific Study of Social Phenomena 14 **Hours**

- Natural Sciences and Social Sciences: Relationship and Debate
- Social Survey and Social Research: Meaning and Nature
- Methods of Research in Sociology : Meaning and Types

Unit- III Logic of Social Research 10 **Hours**

- Hypothesis: Meaning, Types and Formulation
- Primary and Secondary Data: Forms and Sources

Unit- IV Sampling and Data Collection 12 **Hours**

- Sampling: Meaning and Types
- Methods for Sample Selection and its Limitations
- Observation and Interview
- Questionnaire and Schedule

**Unit- V Quantitative Issues in Social Research
Hours**

10

- Tabular Presentation of Data
- Statistical Averages: Meaning and Types- Mean, Median and Mode

Suggested Readings:

- Garrett, Henry(1981). Statistics in Psychology and Education. Bombay:DevidMcKey Indian publication.
- Jayaram, N. (1989).Sociology Methods and Theory. Madras: MacMillan Publication.
- Kothari, C.R. (1989). Research Methodology: Methods and Techniques. Banglore: Wiley Eastern Publicaiton.
- Punch, Keith (1996), Introduction to Social Research .London: Sage Publication.
- Bajaj and Gupta (1972). Elements of statistics, New Delhi. R.Chand and Co.
- शर्मा वी.पी. (2007)सांख्यिकीय विधियां.जयपुर: पंचशीलप्रकाशन।
- Gupta, S. P. (2007). Elementary Statistical Methods. New Delhi: Sultan Chand & Sons.

History-4

History of Medieval India (1526-1707 AD)

Credit 04

Course Outcomes

- Identify the sources of Mughal History.

- Discuss the contribution of Sher Shah Suri.
- Determine the religious policy of Akbar.
- Analyze the economic & administration development of Mughal Period.
- Evaluate the territorial expansion of Akbar and Jahangir.
- Prepare a list .of the causes of the decline of Mughal Empire

Unit -I Reconstructing and interpreting the Mughal Empire
Hours

08

- Brief Survey of the sources of Mughal History
- India on the eve of Babur’s invasion

Struggle for Empire

- Babur’s conquests of Hindustan
- Humayun and his relations with Sher Shah Suri and Bahadurshah
- Sher Shah Suri’s contribution to Administration and Revenue System

Unit-II Akbar and Jahangir
Hours

08

- A brief Survey of Territorial expansion
- Rajput Policy, Sulh-kul, North-West-Frontier policy and Deccan policy

Shah Jahan and Aurangzeb

- A brief Survey of territorial expansion
- State and the fundamentalist
- Beginning of crisis –Revolts of Jats and Satnamis

Unit -III Administrative Institutions
Hours

08

- Jagirdari
- Zamindari
- Mansabdari

Political authority under Mughals

- Abul Fazl's theory of Kingship
- Central Administration
- c. Provincial Administration

Unit-IV Economic Aspect

08

Hours

- Land Revenue System
- Sources and Industries

Social Aspect

- Composition of Nobility
- Village community

Unit V Rise of Marathas

08

Hours

Shivaji and his administration, Conflict with Mughals and Disintegration of the Mughal empire: causes, theories and debates

Suggested Reading

- Ashraf, K.M.(1970).Life and Condition of the People of Hindustan (also in Hindi). Calcutta:Asiatic Society,
- Chattopadhyaya, B.D. (1998). Representing the Other?: Sanskrit sources and the Muslim: 8 th to 14th century, Delhi :Manohar Publication, , Eaton.
- Richard (2002.) The Rise of Islam and the Bengal Frontier, Delhi :Oxford University Press.
- Habib,Irfan,(2008)Medieval India: The Study of a Civilization, Delhi: National Book Trust.
- Habib,M. (1976). Comprehensive History of India.Delhi: Vol.V,(also in Nizami K.A. Hindi), Macmillan.
- Hermann, Kulke (1995).The State in India (1000-1700). Delhi: Oxford University Press.

- Jackson, Peter (1999): The Delhi Sultanate. A Political and Military History, Cambridge University Press.
- Kumar, Sunil, (2007). The Emergence of the Delhi Sultanate, Delhi: Permanent Black Publication.

Soft Skill for Personal Development

Credit 04

Course Outcomes

- The learner will develop skills for self development.
- Student will get Effective Communication Skills.
- Develop good Interpersonal Skills and Teamwork in students.
- Personal and Professional Development.

Unit -I Introduction to Soft Skills

Definition and need for soft skills, Types of Soft Skills. Importance of Soft skills

Unit-II Self Development Skills

Introduction to personality. Developing a good personality. Creative thinking and problem solving skills. time management, SWOT analysis and goal setting,

Unit -III Inter-personal Skills

Interpersonal Skills: Building rapport, empathy, conflict resolution, and networking.

Teamwork and Collaboration: Effective participation in teams, conflict resolution, and cooperation.

Unit-IV Presentation Skills

Presentation Skills: Designing visually appealing slides, delivering impactful presentations.

Storytelling: Using narratives to convey messages and ideas effectively.

Unit V Emotional Intelligence & Stress Management

Understanding Emotional Intelligence: Managing emotions, empathy, and self-regulation.

Developing Self-Confidence: Overcoming self-doubt, positive self-talk, and body language.

Stress Management: Techniques to handle stress and maintain emotional well-being.

Suggested Reading

- Meena K and V. Ayothi (2013) A Book on Development of Soft Skills
- Alex K. (2012) Soft Skills-Know Yourself & Know the World

Semester V

English Literature-I Poetry and Drama

Credit: 04

Course Outcome:

- Write reference to the context of the poems ‘An Old Man’, ‘The Bus’, ‘Chaitanya’, ‘Obituary’, ‘A River’, ‘The Refugees’, ‘Professor’, and ‘Night of the Scorpion’
- Explain different elements in the poems of Arun Kolatkar, Ramanujan, Kamala Das, and Nissim Ezekiel.
- Choose the post-colonial ideas in the poetry of Arun Kolatkar, A.K. Ramanujan, Nissim Ezekiel, Kamala Das.
- Sketch different characters of “Chitra” described in the drama.
- Evaluate the themes of feminine individuality, genuine love and other themes in the play “Chitra”.
- Assemble beauty of emotions, beauty of words, and beauty of music.

UNIT – 1

10

Hours

Arun Kolatkar

- An Old Woman

- The Bus
- Chaitanya

UNIT – 2 **15**
Hours

A. K. Ramanujan

- Of Mothers, Among Other Things
- Obituary
- A River
- The Refugees

UNIT – 3 **15**
Hours

Nissim Ezekiel

- Professor
- Night of the Scorpion

Kamla Das

- My Grandmother House
- A Hot Noon in Malabar

Unit – 4 **20**
Hours

Tagore

- Chitra

Suggested Readings:

- R. Parthasarathy (1997) .Ten Twentieth Century Poets. New Delhi:Oxford University Press.
- M. H. Abrams (1999) A glossary of Literary Terms, Earl Mcpeek, Massachusetts, USA,
- Cuddon J. A. (1980). A Glossary of Literary Terms, Clarion Books, New Delhi,
- Boris Ford, (1979).The Pelican Guide to English Literature, Delhi: Cambridge University Press, India Pvt. Ltd.
- Praveen K. Thaker (1999) .Appreciating English Poetry: A Practical Course and Anthropology, Jaipur :Orient Longman,

ENGLISH LITERATURE-I POETRY AND DRAMA

Credit: 04

Course Outcomes:

- Describe different forms of poetry.
- Discuss the theme of loneliness, isolation, anguished life of an old widow expressed in “Fire on the Mountain”.
- Determine the beauties of emotion, music and form of the poems.
- Infer the characteristics of Romantic poetry from the poems “Ode to Autumn”, “Ode to the West Wind”, “The Solitary Reaper”, “Kubla Khan”, “London”, “There is a Pleasure in the Pathless Woods”.
- Appraise the poems of Shelley, Byron, Coleridge, William Wordsworth and Blake.

Judge different characters of “Fire on the Mountain”

UNIT – 1
Hours

15

William Wordsworth

- The World is Too Much with Us
- The Solitary Reaper

Thomas Gray

- Elegy Written in a Country Churchyard

UNIT - 2

10

Hours

P. B. Shelley

- Ode to the West Wind

John Keats

- Ode to Autumn

UNIT – 3

15

Hours

William Blake

- London

S. T. Coleridge

- Kubla Khan

George Gordon Byron

- There is a Pleasure in the Pathless Woods

Unit -4

20

Hours

Anita Desai

- Fire on the Mountain

SUGGESTED READINGS:

- Jasbir Jain.(1994). Strings of Gold. Part II New Delhi :Macmillan Publisher India Ltd, ,
- M. H. Abrams.(1999).A glossary of Literary Terms, Massachusetts, USA :Earl Mcpeek, Boston,.
- Cuddon J. A.(1980). A Glossary of Literary Terms. New Delhi:Clarion Books, 1980.

- William Henry Hudson.(1999). An Outline History of English Literature. New Delhi, : Atlantic Publishers.
- Praveen K. Thaker.(1999)..Appreciating English Poetry: A Practical Course and Anthropology, Orient Longman.

<p>English Literature-II Prose and Fiction</p>
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Credit: 04

Course Outcome

- Write the summary of the novel “Sense and Sensibility”.
- Explain the central idea of the essays: “Vision 2020”, “Bookish Topic”, “Living or Dead”.
- Determine the stories of Tagore, R.K. Narayan and O’ Henry.
- Sketch different characteristics of the stories The Fruit Seller from Kabul, Living or Dead, After Twenty Years, and The Gift of the Magi.
- Appraise the themes and characters of the novel “Sense and Sensibility”.
- Compose plot and characters of “Sense and Sensibility”..
- **Unit-I 15 Hours**

A. P. J. Abdul Kalam

- Vision 2020

R. K. Narayan

- The Bookish Topic

Unit-II
Hours

10

R. Tagore

- Living or Dead
- The Fruit Seller from Kabul

Unit-III Hours

15

O' Henry

- The Gift of the Magi
- After Twenty Years

Unit – IV Hours

20

Jane Austen

- Sense and sensibility

SUGGESTED READINGS:

- R. P. Singh(2010). An Anthology of English Essays.New Delhi: Oxford University Press.
- Usha Bande and Krishnan Gopal (2010). The Pointed Vision. New Delhi: Oxford University Press,
- M. H. Abrams (1999). A glossary of Literary Terms, Earl Mcpeek, Boston, Massachusetts, USA,
- Cuddon J. A.(1980). A Glossary of Literary Terms, New Delhi: Clarion Books.
- Boris Ford, (1979).The Pelican Guide to English Literature, Cambridge University Press, India Pvt. Ltd.,

English Literature-II

Prose and Fiction

Credit: 04

Course Outcome

- Recall the central idea of the essays: “Making Writing Simple”, “How Should One Read a Book”.
- Understand the story “The Gateman Gift”, “Am I Blue”, “Under the Banyan Tree”, and “That Pagli”.
- Use the plot, characterization and narrative techniques of stories.
- Compare the short stories of Indian and Western writers.
- Assess the social and cultural boundaries and the issues of immigrants.
- Assemble the identity, nationality, nostalgia, and loneliness in the novel “The Immigrant”.

Unit-I **20**
Hours

J. B. Priestley

- Making Writing Simple

Virginia Woolf

- How should One Read a Book?

Unit-II **10**
Hours

R. K. Narayan

- Under the Banyan Tree
- The Gateman’s Gift

Unit-III **10**
Hours

D. R. Sharma

- That Pagli

Alice Walker

- Am I Blue?

**Unit-IV
Hours**

20

Manju Kapur

- The Immigrant

SUGGESTED READINGS:

- Usha Bande and Krishnan Gopal. (2010).The Pointed Vision, New Delhi,:Oxford University Press,
- R. P. Singh.(2010). An Anthology of English Essays, New Delhi:Oxford University Press.
- M. H. Abrams. (1999).A glossary of Literary Terms, Earl Mcpeek, USA:Boston, Massachusetts,
- Cuddon J. A(1980). A Glossary of Literary Terms, New Delhi:Clarion Books,
- Boris Ford. (1979).The Pelican Guide to English Literature, Cambridge :University Press, India Pvt. Ltd.,

MONEY AND BANKING

Credit: 04

Course Outcomes:

- Describe the basic concepts of Money and Banking.
- Discuss the effects of nationalization on economy.
- Use the new concepts in banking.
- Analyse different theories of demand for money.
- Assess the functions of commercial bank and Reserve Bank of India.

Set-up the role of stock market and Securities Exchange Board of India. **UNIT I Basic**

Concepts **10**

Hours

- Money - Meaning, functions and classification.
- Gresham's law.
- Role of money in capitalist, socialist and mixed economies.

UNIT II Money and Evolution **14**

Hours

- Theories of Demand for Money - Various approaches- Fisher, Cambridge, Keynes, Friedman.
- Measures of Money, Money Multiplier analysis.

UNIT III Banking Structure in India **14**

Hours

- Meaning and definition of bank, banking structure in India.
- Commercial Banking: Meaning, types and functions. Major Developments in Commercial Banking in India since nationalization.
- New Concepts in Banking: Core banking, ATM, Credit Card, E-banking and Internet banking.

UNIT IV Central Banking

12

Hours

- Reserve Bank of India: Objectives, Roles, Functions.
- Methods of Credit Control-Qualitative and Quantitative measures.

UNIT V Money Market and Capital Market

10

Hours

- Nature and Functions of Indian Money Market.
- Nature and Functions of Indian Capital Market.
- Stock Market-Meaning and functions of stock market, Functions of Securities Exchange Board of India (SEBI).

Suggesting Readings:

- Baye, Jansen (1999). Money, Banking and Financial Markets: An Economic Approach. New Delhi:AITBS Publishers and Distributors .
- Croushore, Dean (2007). Money and Banking (A Policy Oriented Approach) New York:Houghton Muffin Company,
- Howells, Peter and Bain Keith (2002). The Economics of Money, Banking and Finance: A European Text. New Delhi: Pearson Education Ltd.
- Khanna, Perminder (2005). Advanced Study in Money and Banking: Theory and Policy, Relevance in the Indian Economy. New Delhi :Atlantic Publishers.
- Kulkarni, G. (1999). Modern Monetary Theory, New Delhi : Macmillan.

ECONOMICS
Public Finance

Credit: 04

Course Outcomes:

- Describe the concepts of public finance, public debt and fiscal policy
- Discuss the working of the public economics
- Apply the role of government under liberalized environment
- Analyze relationship between public revenue and public expenditure.
- Argue the deficit financing and fiscal policy.
- Create flow chart of trends in the public finance.

Unit I Introduction to Public Finance 12 **Hrs.**

- Public Finance: Meaning, nature, scope and importance.
- Private and Public finance: Meaning, nature, scope and importance.
- Public, private and Merit goods: Meaning and nature.
- Principles of maximum social advantages: Dr. Dalton.

Unit II Public Revenue 14 **Hrs.**

- Public revenue: Meaning.
- Sources of public revenue: Taxes, loan, Grant, Aids – meaning and types.
- Objectives and Canon of Taxation.
- Types of Taxes- Direct and Indirect Taxes
- Goods and Service Tax (GST)
- Current Issues of Indian Tax System: Classification of Taxes, Features and Weaknesses of Indian Tax System.

Unit III Public Expenditure 10 **Hrs.**

- Public Expenditure: meaning and principles.
- Classification of public expenditure.

- Factors influencing public expenditure.

Unit IV Public Debt and Deficit Financing

12

Hrs.

- Public Debt: meaning and types of public debt, sources of internal and external public debt, effects of public debt, methods of debt redemption.
- Deficit: meaning, objectives and causes of deficit finance, effects of deficit finance.

Unit V Finance Commission and Budget

12

Hrs.

- Constitution and Function of Finance Commission
- Recommendation of the Latest Finance Commission
- Objectives of Fiscal Policy for Developing Economy.
- Budget: concept and types of budget
- Latest Budget of Central Government.

Suggested Readings

- Bhatia H.L. (2002) .Public Finance, Vikash publishing house Pvt. Ltd. New Delhi: (Hindi and English).
- Srivastava D.K.-(Ed.) (2000). Fiscal federalism in India, New Delhi: Har- Anand Publication Ltd.
- Datt, R. (Ed.) (2001). Second generation economic reforms in India,New Delhi: Deep and Deep publication
- Musgrave, R.A. and Musgrave, P.B. (1989). Public finance in theory and practices, New Delhi: Mc Graw Hill,
- Gupta, B.P., Vashisth, V.K. and Swami H.P. (2014). Banking and Finance. New Delhi: RBD publishing house, (Hindi).
- Jain T.R., Khanna, O.P. and Tiwari, Sharda (2008). Banking and Public Finance, New Delhi:V.K. Enterprises.

ECONOMICS Economic Demography
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Credit 4

Course Outcomes:

- Describe the basic demographic concepts.
- Differentiate between population as constraint and resource as development.
- Determine the different population theories.
- Categorize the population programs and policies of India.
- Evaluate population policies of India and its Impact.
- Compose the objectives of National Rural Health Mission

Unit-I Demography

12

Hours

- Demography: Evolution, Nature and Scope
- Development of Population Studies - relationship with other disciplines
- History of Population Growth – Primitive, Pre-Industrial, Developed and Developing
- Population Growth- Components, Interdependence, World Population Growth and Distribution, Growth in Developed and Developing Countries
- Measures of Population Growth- Sources of Demographic Data

Unit- II Population Theories

12

Hours

- The Malthusian theory
- Post-Malthusian Theories
- The Optimum Population Theory
- The Theory of Demographic Transition
- Population and Development (Meadows, Enke and Simon) Alternative insurance mechanisms;

Unit III Population structure and characteristics

12

Hours

- Structure of Population, Growth Rate and Mortality- Meaning, Measurement of Mortality, Measures - causes of death.
- Fertility- Meaning, Measurement of Fertility, Extent and Trends of Fertility, Factors affecting Fertility, Fertility Differentials in India
- Pattern of Age and Sex Structure- Determinants, Impact and Implications; Age and Population

Unit-IV Population and Development

12

Hours

- Relation between Population and Development; Effects of Development on Population Growth and vice versa
- Population and Natural Resources- Demographic and Socio-economic factors influencing Saving, Investment, Capital Formation and Technology
- Population and Labour force- Population and Employment, Economically Active Population, Work Participation
- Women and Development- Indicators of Status of Women, Inter-relation between Status of Women and Demographic Change

Unit-V Population Policy

12

Hours

- Population Policy in India- Shift from Population Control from Welfare and Empowerment;
- Strategies for Population Control and Human Development, Challenges to National Population Commission

Suggested Readings:

- Bhende, Asha A., Tara Kanitkar (2013). Principles of Population Studies, Mumbai: Himalaya Publishing House.
- Mujumdar P. K. (2013). India's Demography: Changing Demographic Scenario in India, New Delhi: Rawat Publications

- Srinivasan Krishnamurthy (2017). Population Concerns in India: Shifting Trends, Policies and Program, New Delhi: Sage Publications
- Srinivasan, K. and A. Shariff (1998). India: Towards Population and Demographic Goals, New Delhi: Oxford University

Economics Statistics for Economic Analysis

Credit: 04

Course Outcomes:

- Recall uses and importance of statistics in economics
- Understand the various measures of central tendency such as Mean, Median and Mode.
- Compute variable and data
- Analyze equations and graphs for economic analysis
- Asses the economy in quantitative terms
- Build data in graphical and descriptive form.

Unit I Introduction 12

Hrs.

- Basic concepts: Population, Sample, Parameter, Statistic, Frequency distribution, Cumulative frequency distribution.
- Graphic and diagrammatic representation of data.
- Techniques of data collection, Population vs. Sample. Primary and Secondary data.

Unit II Measures of Central Tendency and Dispersion 14

Hrs.

- Measurement of Central Tendency: Mean, Median, Mode, Harmonic Mean, and Geometric Mean.
- Range- InterQuartile Range, Quartile deviation Mean deviation, Standard deviation.

Unit III Correlation 12

Hrs.

- Correlation: Karl Pearson and Rank Difference correlation Coefficient

- Partial and Multiple Correlation analysis.

Unit IV Price Index

12

Hrs.

- Meaning, Definitions, Uses and Importance of Price Index.
- Types of Price Index.
- Measurement of Price Index.
- Simple Differentiation and its uses in Economics.

Unit V Probability

10

Hrs.

- Basic concepts of probability
- Rules of probability
- NPC - Properties and uses

Suggested Readings:

- Gupta, S.C. and V.K. Kapoor (1993). Fundamentals of Applied Statistics, New Delhi:
S. Chand and Sons.
- Agarwal, D.R. (2005). Quantitative Methods, New Delhi: Vrinda Publication,
- Jain, T. R., S.C Agrawal & R. K. Rana (2011). Basic Statistics for Economics, New Delhi: V. K. Enterprises,
- Nagar, K. N. (2006). Sankhyaiki Ke Mool Tatva, Meerut: Meenakshi Prakashan,

Political Science Indian Polity
--

Credit 4

Course Outcomes:

- List the powers and functions of Governor in state

- Understand the political and Constitutional system In India
- Determine the Nature of Indian Federalism
- Characterize the state legislature in India
- Evaluate the role of the Gopal Krishan Gokhale in Indian National Movement
- Create the Role of National and State Political Parties in India.

Unit-I Indian Federalism **11**
Hours

- Nature of Indian Federalism
- Centre-State Relations
- Role of the Governor

Unit II Parliamentary Form of Government **13**
Hours

- Union Government: President, Prime Minister, Parliament.
- State Government: Governor, Chief Minister, State Legislature.

Unit III Political Parties in India **14**
Hours

- National Political Parties
- Regional Political Parties

Unit IV Pressure Groups in India **11**
Hours

- Concept and forms of Pressure Groups
- Role of the Pressure Groups

Unit V Determinants of voting behaviour **11**
Hours

- Caste and Class

- Gender and Religion

Suggested Reading:

- Brass, Paul. (1999). The Politics in India since Independence, Cambridge : University Press,
- Basu, D. D. (1999). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Jones, Morris (1998). Government and Politics in India. New Delhi: Oxford University Press.
- Manor, James (Ed). (1994). Nehru to the Nineties: the Challenging Office of Prime-Minister of India. Delhi: Viking.
- Pylee, M.V. (1998). An Introduction to Constitution of India. New Delhi: Publisher S. Chand.
- Singh, M.P. and Ray, H. (ed.) (1995). Indian Political System: Structure, Policies, Development. New Delhi: Jnanada Prakashan.

<p>Political Science</p> <p>Representative Western Political Thinkers</p>

Credit 4

Course Outcomes:

- Describe western political ideology of Ancient Era.
- Explain the views of Montesquieu on classification of Government
- Determine the views of Thomas Aquinas on Law.
- Characterize the education concept of Plato.
- Critique the concept of social contract theory of state origin.
- Synthesize the views of medieval political philosophy of

Confucius, Machiavelli and Thomas Aquinas.

Unit I Ancient Political thought Hours

13

- Plato: His writings, his views on ideal state, individual, justice, education and his

contribution. Aristotle: Writings, his views on state, individual, classification of government, revolution and his contribution.

Unit II Medieval Political thought **12**

Hours

- Confucius: Writings, views on state, individual, society, social organization and contribution.
- Thomas Aquinas: Writings, views on state, religion, laws, individual, society and his contribution.
- Machiavelli: Writings, views on individual, state, as child of his own age, religion and his contribution as modern political thinker

Unit III Theories of Modern political thought **13**

Hours

- Hobbes: Writings, views on state, individual, society, social contract, sovereignty and his contribution.
- Locke: Writings, views on state, individual, property, society, social contract, constitutional democracy and his contribution.
- Rousseau: Writings, views on state, individual, society, general will, social contract and his contribution

Unit IV Sociological approach of Montesquieu **10**

Hours

- Montesquieu : His writing, views on state, classification of government, law and his contribution

Unit- V Modern approaches of Laski **12**

Hours

- Pluralistic Theory of Sovereignty
- Views on Liberty
- Contribution

Suggested Readings:

- Muschamp, D.(1986). Political Theory, London:Macmillan,

- Verma, S.P. (late).(1954). Modern Political Theory. New Delhi: Vikas Publishing,.
- Sharma, S.K. and Sharma, Urmila. (2006). Western Political Thoughts. (From Plato to Burke), New Delhi:Atlantic Publishers.
- Barker, E. (1959).The Political Thought of Plato and Aristotle. New Delhi: Dover Publications.
- Lovely and Rawls, J. (ed.) .(1989). Modern Political Theory from Hobbes to Marx, London: Routledge Publication,

Political Science Gandhi and the Contemporary World
--

Credit 4

Course Outcomes:

- Describe the concept of Individualism, Ends and Means, non- violence, truth, trusteeship.
- Understand the concept of modern civilization and alternative modernity.
- Apply the theories of satyagraha
- Analyze the political views of Gandhi
- Evaluate the relevance of Gandhian thoughts in contemporary world
- Synthesize the Gandhi's legacy and relevance

Unit-1 Gandhi on Modern Civilization and Ethics of Development	10
Hours	

- Conception of Modern Civilisation and Alternative Modernity
- Critique of Development: Narmada BachaoAndolan

Unit-II Gandhian Thought: Theory and Action	11
Hours	

- Theory of Satyagraha
- Satyagraha in Action
- Peasant Satyagraha: Kheda and the Idea of Trusteeship
- Temple Entry and Critique of Caste

- Social Harmony: 1947 and Communal Unity

Unit-III Gandhi's Legacy and Relevance

13

Hours

- Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- The Pacifist Movement
- Women's Movements
- Views on modern Perspective

Unit-IV Gandhi and the Idea of Political

13

Hours

- Swaraj
- Swadeshi

Unit V My Experiments with Truth

13

Hours

- Individualism, Ends and Means, non-violence, truth, trusteeship and his contribution

Suggested Reading:

- Parekh, B. (1997). The Critique of Modernity. in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.
- Hardiman, D. (2003). Narmada Bachao Andolan in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.
- A Baviskar, (1995). The Politics of the Andolan in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley. Delhi: Oxford University Press, pp.202-228.
- Iyer, R. (ed) (1993). Chapter 4 in The Essential Writings of Mahatma Gandhi. New Delhi: Oxford University Press.
- Ramashray, R. (1984). 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought. New Delhi: Sage Publication.

- Parekh, B. (1997). 'Satyagrah', in Gandhi: A Brief Insight. Delhi: Sterling Publishing Company, pp. 51-63.

Political Science Nationalism in India

Credit 4

Course Outcomes:

- Identify the approaches to the study of Nationalism in India
- Understand the concept of nationalism.
- Determine the major Social and Religious movements in 19th century
- Categorize the Phases of Nationalist Movement.
- Evaluate the Phases of Nationalist Movement
- Integrate the approaches to the Study of Nationalism in India

Unit I Approaches to the Study of Nationalism in India	10
Hours	

- Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit II Reformism and Anti-Reformism in the Nineteenth Century	12
Hours	

- Major Social and Religious Movements in 19th century

Unit III Nationalist Politics and Expansion of its Social Base	13
Hours	

- Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- Socialist Alternatives: Congress Socialists, Communists

Unit IV Social Movements	13
Hours	

- The Women's Question: Participation in the National Movement and its Impact
- The Caste Question: Anti-Brahminical Politics
- Peasant, Tribals and Workers Movements

Unit V Partition and Independence

12

Hours

- Communalism in Indian Politics
- The Two-Nation Theory, Negotiations over Partition

Suggested Reading:

- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp. 184-191.
- R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in
- P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, pp. 25-36.
- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.
- A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press.
- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 279-311.
- S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan,
- P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

SOCIOLOGY

INDIAN SOCIETY: ISSUES AND PROBLEMS

Credit: 04

Course Outcomes:

- Identify dowry, domestic violation, divorce social problems and their core reasons.
- Explain the basic theoretical approaches applied to social problems.
- Apply solutions to social and familial problems.
- Analyze the social problems poverty, human right violation, religious problem in the context of structure of society.
- Argue on inter and intra generational conflict.
- Prepare a awareness programs on familial problems.

Unit I- Social Problems	13
Hours	

- Concept, Characteristics and Causes, Theoretical Approaches of social problem

Unit II- Problem related to Structure of Society	11
Hours	

- Poverty, Inequality of Caste and gender
- Human Rights Violation

Unit III- Familial Problems	13
Hours	

- Dowry, Domestic, violence, Divorce, Intra and Inter generational conflict,
- Problems of elderly.

Unit IV- Social Misconducts	14
Hours	

- Crime and Delinquency, White collar crime and criminals, Drug addiction, Suicide, Terrorism, Cyber crime, Corruption in public sphere

Unit V- Social Issues

09

Hours

- Discrimination, Secularism
- Religious Minorities

Suggested Readings :

- Andre, Beteille (1974). Social Inequality. New Delhi: Oxford University Press.
- Atterchand (1987). Poverty and under employment: New challenges. New Delhi: Gyan Publishing.
- Bipin Chandra (1984). Communalism in Modern India. New Delhi: Vikas Publication.
- Ram Ahuja (1998). Social Problems. Jaipur: Rawat Publications.
- Singh Anoop Kumar (2011). Ramification of Human Rights in India. New Delhi: Serials Publications.

<p>SOCIOLOGY CLASSICAL SOCIO THINKERS</p>

Credit: 04

Course Outcomes:

- Describe the classical theories of Comte, Durkheim, and Weber.
- Discuss on the philosophy and protestant ethics.
- Use the theory of historical materialism and sprit of capitalism.
- Analyse the contribution of Comte, Durkheim and Weber.
- Evaluate Karlmarx and Durkheim thoughts in reference to class and religion
- Prepare a flowchart of principle of hierarchy of Science.

Unit- I- Auguste Comte

12

Hours

- Hierarchy of Science Positivism

Unit- II- Emile Durkheim **12**
Hours

- Social fact, Suicide, Social Solidarity

Unit- III -Karl Marx **11**
Hours

- Class conflict, Dialectical Materialism, Historical Materialism

Unit-IV- Max Weber **12**
Hours

- Social Action, Authority, Protestant Ethic and the Spirit of Capitalism

Unit V Herbert Spencer **13**
Hours

- Organismic Analogy, Theory of Social Evolution,
- Social Darwinism, Neo-evolutionary Critiques.

Suggested Readings

- Harcourt Brace Jovanovich Fletcher, Ronald (1994) The Making of Sociology, Jaipur: Rawat Publication
- Morrison, Ken (1995). Marx, Weber, Durkheim: Formation of Modern Social Thought, London: Sage Publication.
- Singh, Yogendra .(1986). Indian Sociology. Social Conditioning and Emerging Trends, New Delhi: Vistaar Publication.
- Mukherjee, R.K.(2010). Sociology and Indian Society, ICSSR Vol. I to IV
- Barnes, H.E. (1959). Introduction to the history of sociology, Chicago: Uni. Press
- Coser, Lewis A. (1979). Master of Sociological Thought Harcourt Brake, Jovanovich
- Fletcher, Ronald (1994) The Making of Sociology (Two volumes) Jaipur: Rawat Publications

SOCIOLOGY
ENVIRONMENT AND SOCIETY

Credit: 04

Course Outcomes:

- Define Sustainable development, resource conservation and climate change.
- Discuss different environmental movements.
- Apply information for achieving sustainable development goals
- Analyze the global efforts for resource conservation
- Assess the management of waste and related agreements

Create a model of any contemporary environment problem

Unit- I Environment and Society **13**
Hours

- Definition, Meaning, Scope Environment and Society – their inter relations

Unit- II Environmental issues **14**
Hours

- Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

Unit- III Environment and Development **11**
Hours

- Global Efforts for Resource Conservation, Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan, Forest Rights

Unit- IV Contemporary Environmental Problems **12**
Hours

Problems of water, Deforestation, Slums, Global Issues- Global – Warming and Climate Change

Unit-V Environmental Pollution Management **10**
Hours

- Control measures of urban and industrial waste.
- Environment Protection Act and International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Suggested Readings:

- Albrow Martin & Elizabeth King (Ed.) ,(1990) .Globalisation, Knowledge and Society, London: Sage Publication.
- Bhatt, Anil(1989). Development and Social Justice Micro action by Weaker Section.New Delhi: Sage Publication.
- Mehta, S.R. (ed.) (1997). Poverty, Population and Sustainable Development, New Dehli: Rawat Publications.
- Huha, Ramechandra(1995) The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Dehli: Oxford University Press.
- Dubey, S.M. and Murdia, Ratno(ed.) (1998),Land Alienation and Restoration in Tribal Communities in India, Bombay : Himalaya Publishing House.

<p>SOCIOLOGY SOCIAL CHANGE IN INDIA</p>

Credit: 04

Course Outcomes:

- Identify the social changes in contemporary India
- Understand the process of social change.
- Determine the process of social change
- Categorize the sanskritization, westernization, modernization and

secularization

- Assess the community development program.
- Prepare a program for women Empowerment

Unit- I Social Mobility **12**

Hours

- Concept, Forms and Factors of social mobility.
- Social mobility in India.

Unit- II Social Change **13**

Hours

- Processes of Social Change
- Evolution, Revolution, Progress and Development.
- Factors of social change

Unit- III Social Change in Contemporary India **10**

Hours

- Trends and Processes of Change- Sanskritisation,,Westernisation, Modernisation and Secularisation

Unit IV Theories of Social Change **14**

Hours

- Linear (Spencer)
- Cyclical (Pareto)
- Fluctuation (Sorokin)

Unit-V Development Programmes in India **11**

Hours

- The Five Year Plans, Community development programme, women Empowerment

Suggested Readings:

- Dube, S.C. (1988). Modernization and development: the search for Alternative

Paradigm. New Delhi: Vistaar publication.

- Dube, S.C. (2000). Vikash Ka Samajshastra. New Delhi: Vani Parkashan.
- Dube, S.C. (2000). Vikash Ka Samajshastra. New Delhi :VaniParkashan.
- N.Long (1977).An Introduction to the Sociology of Rural Development. London: Tavistock Publications.
- Moor, Wilbert and Robert Cook. (1967). Social Change. New Delhi: prentice – hall

History World History (1453-1815)
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Credit 04

Course Outcomes

- Describe the major developments of renaissance.
- Explain the economic development of the 16th century.
- Determine the causes & consequences of American War of Independence.
- Analyse the major revolutions of Europe.
- Evaluate the different aspects of feudalism.
- Prepare a check list to evaluate Napoleon Bonaparte.

Unit I Feudalism

10

Hours

Different Aspects and causes of decline: Advent of modern Age-Renaissance and Reformation. Growth of the absolute State: France, Spain and Britain. Mercantilism and commercialism. Age of Revolutions- Scientific Agrarian and Industrial, Industrial revolution

Unit II Economic developments of the sixteenth century:

10

Hours

Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

Unit – III American War of Independence

10

Hours

Causes and Consequences Declaration of the Rights of Men Revolution (1776)

**Unit IV French Revolution (1789) 10
Hours**

Causes: Political, Social, Economic, Role of philosophers, short- and long-term ramifications.

**Unit V Napoleon Bonaparte 10
Hours**

initial years, conquests, achievements as first consul, continental system, causes for downfall.

Suggested Reading

- Chauhan, (1998)D. S. Europe Ka Itihas (Hindi) Modern India, Delhi, Sangam Books,
- Davis, H. A. (ed.)(1994). Outline History of the World Delhi: Oxford University Press,
- Davis, (1997).Ralph The Rise of the Atlantic Economics Delhi: Oxford University Press,
- Gupta, Parthasarthi (2011) Adhunik Paschim Ka Uday (Hindi) Cambridge: University Press
- Gupta, Parthasarthi (ed.)(1998) Europe Ka Itihas (Hindi) Cambridge:University Press

History
World History (1815-1991)

Credit 04

Course Outcomes

- Describe the condition of europe between1815-1900.
- Explainthe factors influencing the political rivalry between

europennations.

- Determinate the steps of unification of Italy and Germany.
- Differentiate the causes of First World War & Second World War.
- Evaluate the emergence of USA, China and Japan.
- Generate a check list to compare Fascism and Nazism.

Unit I Restoration and Revolution: c. 1815 - 1848:

08

Hours

- Forces of conservatism & restoration of old hierarchies.
- Social, Political and intellectual currents.
- Revolutionary and Radical movements, 1830 - 1848.

Unit II Age of Revolutions and Nationalism

08

Hours

- Revolutions between 1815 and 1848 in Europe
- Nationalism in Europe - Emergence of Italy and Germany as unified nations.
- Russian Revolution 1905 and 1917
- Emergence of US and Japan as Powers

Unit III: World between Two Wars

08

Hours

- Scramble for Africa, Wars in Europe (19th century)
- Alliance system, Growth of Imperialism
- World War One, Treaty of Versailles, League of Nations
- The Great Depression (1929-33)
- Rise of Totalitarianism – Hitler and Mussolini
- The Second World War

Unit IV: World after the Second World War

10

Hours

- Rise of Bipolar Politics

- The United Nations
- Rise of Nationalism and Decolonisation
- Rise of Human Rights
- Challenge of Nuclear Weapons

Unit V: The Cold War: Origin, Challenges and Responses
Hours

08

- Military Alliances – NATO and Warsaw Pact
- Crisis and Escalation: Berlin Ultimatum, Space Race, Cuban Revolution and Bay of Pigs Invasion, Berlin Crisis of 1961, Cuban Missile Crisis, Détente
- Non-Aligned Movement – demand for democratisation of international relations and international distributive justice
- Challenges of Disarmament
- Gorbachev – Glasnost and Perestroika, End of the Cold War and the world after the end of Cold War (The New World Order of a single super power)

Suggested Reading

- Chauhan, D. S. Europe Ka Itihas (Hindi) Delhi:OrientBlackswan Private Limited - New Delhi
- Chauhan, D. S.(2006) Samkalin Europe (Hindi) Delhi:OrientBlackswan Private Limited - New Delhi
- Cipolla, Carlo M(1988) Before the Industrial Revolution: European Society and Economy1000-1700 Delhi: Orient Blackswan Private Limited

History

History of Rajasthan (Early Times to 1750 A.D.)

Credit 4

Course Outcomes:

- Recall The Characteristics Of Chalcolithic and Copper Age
- Discuss The Causes Of Muslim Invasion in Rajasthan
- Determine The Contribution of Maharana Pratap ,Chandra Sen, Sawai Jai Singh in Freedom Struggle For Independence
- Compare The Mesolithic Age & Neolithic Age Analysis
- Conclude,That Maharana Kumbha ,Maharana Sanga Were The Great Freedom Fighters
- Prepare A Document For Showing The Art & Architectural Specifications Of Rajasthan

Unit-I Early History of Rajasthan

Ho

Hours: 12

- A survey of the sources of the history of Rajasthan.
- Paleolithic , Mesolithic and Neolithic age in Rajasthan – extent, characteristics and culture

Unit –II Origin of Civilization

Hours 12

- Extent and Characteristics of Chalcolithic and copper age culture (Ahar, Balathal, and Ganeshwar).
- Characteristics of Kalibangan Culture.
- MatsyaJanapada and Republican Tribes in Rajasthan.

Unit III Muslim Invasion in Rajasthan

Ho

Hours 12

- Early invasions under Qutbuddin aibak and Iltutmish.
- Ranthambore, Jalore and Chittoor and Delhi sultanate.

Unit IV Emergence of Mewar, Marwar and Jaipur

Ho

Hours 14

- Mewar under Maharana Kumbha and Sanga.
- Maharana Pratap's struggle for independence.

- Chandrasen's efforts for freedom.
- Contribution of Sawai Jai Singh.

Unit V Architecture, Culture and Religion

Hours

10

- A brief survey of the main features of the society and culture in Rajasthan (1200-1750AD) Meera & Dadu
- Art & Culture of Rajasthan at early times

Practicum

- Briefly discuss the various thoughts about the origin of Rajputs?
- How far religious movement was actively supported the national movement in Rajasthan. Discuss

Suggested Readings:

- Dashrath Sharma (2014). Rajasthan through the ages. Bikaner Rajasthan State Archives Bikaner : Vol I.
- Dashrath Sharma (1975). Early Chauhan dynasties: A study of Chauhan political history, Chauhan political institutions, and life in the Chauhan dominions, from 800 to 1316 A.D Hardcover Delhi: Motilal Banarsidass.
- G.N. Sharma (1990). Rajasthan through the Ages Vol. II Mewar and the Mughal Emperors Social life in Medieval Rajasthan. Delhi: Rajasthan State archives,
- शर्मा, गोपीनाथ (2013). राजस्थान का इतिहास आगरा: शिवलाल अग्रवाल एण्ड कम्पनी.

History

History of Rajasthan (1750-1956)

Credit 4

Course Outcomes

- Describe the causes of Maratha Invasion in Rajasthan Remember
- Explain the administrative and judiciary changes after 1818 in Rajasthan
- Determine the list of positive & negative effects of British Period
- Analyze the Impact of Peasant Movement Rajasthan Analyze
- Evaluate the contribution of Rajasthan state in national movement of India
- Integrate the seven steps of unification of Rajasthan

Unit I Maratha Invasion in Rajasthan

06

Hours

- Maratha invasion in Rajasthan- causes, and their impact.

Unit II British suzerainty and its consequences

06

Hours

- Administrative and Judicial changes after 1818 A.D. social changes- Prohibition of female infanticide and Sati. Economic changes – Land Revenue Settlements. British Monopoly of Salt and Opium Trade.

Unit III Struggle and National Movement in Rajasthan

06

Hours

- Outbreak of 1857 in Rajasthan.
- Influence of Arya Semaj in Rajasthan.
- Formation of Praja Mandals and Freedom Struggle in Rajasthan.

Unit IV Peasant Movement in Rajasthan

06

Hours

- Historical Background, Causes and impact- Bheel (Bhil) ,Bijoliya, Meena and others

Unit V Unification of Rajasthan

06

Hours

- Historical background
- stages of Unification and problems
- Emergence of Rajasthan State

Practicum

- How far religious movement were actively supported the national movement in Rajasthan. Discuss
- Prepare a Scrap Book on Unification of Rajasthan

Suggested Reading

- Sharma, Dashrath (1966). Rajasthan through the ages. Vol I, Bikaner.
- Sharma, G.N.(1990). Rajasthan through the Ages Vol. II Mewar and the Mughal Emperors Social life in Medieval Rajasthan. Rajasthan State archives.
- शर्मा, गोपीनाथ(२०१३).राजस्थान का इतिहास.आगरा: शिवलाल अग्रवाल एण्ड कम्पनी.

Basic Analytical Skills

Credit 04

Course Outcomes

- Understand the basic concepts of arithmetic ability, quantitative ability, logical reasoning, business computations and data interpretation and obtain the associated skills.
- Acquire competency in the use of verbal reasoning.
- Apply the skills and competencies acquired in the related areas

- Solve problems pertaining to quantitative ability, logical reasoning and verbal ability inside and outside the campus

Unit -I Arithmetic Ability

Algebraic operation, fraction, divisibility rules LCM and HCF.

Verbal Reasoning: Date, time and arrangement problems: Calendar problems, clock problems and blood relationships

Unit-II Sequence and Series

Analogues of numbers and alphabets. Completion of blank spaces. Following the pattern in A:B:C:D relationship. Missing number in a sequence or series

Unit -III Quantitative Aptitude

Averages, ratio and proportion. Problems on age, time, distance and speed.

Unit-IV Data Analysis

Tabulation, bar graphs, pie chart, line graphs, venn diagrams

Unit V Business competitions

Percentages, profit and loss. Partnerships. Simple and compound interest

Suggested Reading

- Analytical skills by Showick Thorpe, published by S Chand And Company Limited, Ramnagar, New Delhi-110055
- Quantitative Aptitude and Reasoning by R V Praveen, PHI publishers.
- Quantitative Aptitude for Competitive Examination by Abhijit Guha, Tata Mc Graw Hill Publications.

Semester VI

English Literature-I Poetry and Drama

Credit: 04

Course Outcome

- State the gist of the poems in your own words.
- Discuss the themes and characters of “Yayati”.
- Show the themes and beauties of the poems “My Last Duchess”, “Dover Beach”, “Ulysses”, “Hiroshima”, “From Home Coming”.
- Analyze the myth and reality in Girish Karnad’s play “Yayati”.
- Justify the elements expressed in “Hiroshima”, “Don’t Call me Anglo-Indian”, “Ulysses”.
- Develop new ways of views at “Don’t Call me Indo-Anglican”, “Is Poetry always Worthy When it’s Old”, “Hiroshima”.

UNIT – 1

10

Hours

A. L. Tennyson

- Ulysses

R. Browning

- My Last Duchess

UNIT - 2

10

Hours

M. Arnold

- Dover Beach

G. M. Hopkins

- The Sea and the Skylark

UNIT – 3

20

Hours

Kalidas, Bhavabhuti, Bhartrahari

- Is Poetry Always Worthy When its old?

Syed Amanuddin

- Don’t Call Me Indo-Anglican

R. Parthasarathy

- From Homecoming

Agyeya

- Hiroshima

Unit – 4

10

Hours

Girish Karnad

- Yayati

SUGGESTED READINGS:

- Jasbir Jain: Strings of Gold (1994) Part - III New Delhi: Macmillan Publisher India Ltd.
- M. H. Abrams. (1999). A glossary of Literary Terms. Massachusetts USA: Earl Mcpeek.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi: Clarion Books,
- Boris Ford. (1979). The Pelican Guide to English Literature. Cambridge: University Press, Ltd.,
- Bruce King. (1987). Modern Indian Poetry in English

**ENGLISH LITERATURE-I
POETRY AND DRAMA**

Credit: 04

Course Outcome

- State the different characters of The Palace of Illusions.
- Explain the narrative of democracy, political identity, and senseless destruction of nature.
- Determine poetic devices in the poems of Jayaprabha, Eliot, Adiga, Eunice D. Souza, Daya Power.
- Analyze the poetry of Yeats, Eliot, G.S Adiga, Eunice D. Souza, Kurup and Sitakant Mahapatra.
- Assess Yeats, Eunice D, Souza, Jayaprabha through the prism of gender.

Construct different perspectives of The Palace of Illusions.

UNIT – 1 **10**
Hours

W. B. Yeats

- A Prayer for My Daughter

T. S. Eliot

- Preludes

UNIT – 2 **15**
Hours

M. Gopal Krishna Adiga

- Do Something, Brother

Eunice D Souza

- Women in Dutch Painting

O. N. V. Kurup

- Earthen Pots

UNIT – 3 **15**
Hours

Jayaprabha

- Stares

Daya Pawar

- Oh Great Poet

Sitakant Mahapatra

- The Election

Hours

Chitra B .Devakaruni

- Palace of Illusion

SUGGESTED READINGS:

- Jasbir Jain: Strings of Gold (1994) Part - III New Delhi:Macmillan Publisher India Ltd,
- Anna Kurian (2005).Texts and Their World.New Delhi: Foundation Books .
- M. H. Abrams (1999).A glossary of Literary Terms. USA: Earl Mcpeek, Boston, Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi:Clarion Books, William
- Henry Hudson (1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford (1979).The Pelican Guide to English Literature. New Delhi: Cambridge University Press, India Pvt. Ltd.

English Literature-II
Prose and Fiction

Credit: 04

Course Outcome

- Define dehumanization of life and values as depicted in the novel “Azadi”.
- Understand the writing style of Susie Tharu, K. Lalitha, M. Premchand, Ismat Chughtai, V. M. Basheer.
- Show the themes of stories of Ismat Chughtai, V. M. Basheer
- Analyse society, cultural and social boundaries through the stories of Chughtai, Premchand, Basheer, Chaman Nahal.
- Assess the novel “Azadi” through the lens of traumatic partition and Gandhian philosophy.

- Formulate new ways of explaining the ideas in the writings of Susie Tharu, K. Lalitha, M. Premchand and Ismat Chugtai.

Unit-II **20**
Hour

Susie Tharu and K. Lalitha

- Introduction from Women Writing in India: 600 B.C till present

Unit- II **10**
Hour

MunsiPremchand

- The Shroud
- Idgah

Unit-III **10**
Hour

IsmatChugtai

- Roots

V. M. Basheer

- Birthday

Unit-IV **20**
Hour

Chaman Nahal

- Azadi

SUGGESTED READINGS:

- Vandana R. Singh. (2010). The Written word. New Delhi:Oxford University Press.
- Anna Kurian.(2005) Texts and Their World. Delhi: Foundation Books.
- Malti Agarwal.(2007). New Perspectives on Indian English, Delhi:Writing,Atlantic Publishers and Distributors.

- M. H. Abrams(1999). A glossary of Literary Terms. Massachusetts USA: Earl Mcpeek.
- Cuddon J. A.(1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- Boris Ford.(1979). The Pelican Guide to English Literature. Cambridge: University Press,
- A. K. Mehrotra ed(2003). An Illustrated History of Indian Literature in English. New Delhi: Permanent Black.
- Meenakshi Mukherjee.(2000).The Perishable Empire Essays on Indian Writing in English. New Delhi: Oxford University Press.
- M. K. Naik. (1979). Aspects of Indian Writing in English, Delhi: Macmillan,
- S. Tharu and K. Lalitha(1995). Women Writing in India: 600BC to the Present. 2 vols. New Delhi: Oxford University Press.

ENGLISH LITERATURE-II PROSE AND FICTION

Credit: 04

Course Outcome

- Write character sketches of the stories if Ambai, Shashi Deshpande.
- Summarize the essays and stories in your own words.
- Use the writing style of Kanchan Illaiah, S.V. Srinivas, Shashi Deshpande and Ambai.
- Analyse the small things that affect people’s lives and behavior in “God of Small Things”.
- Critic the main themes depicted in “Why I am not a Hindu”, “The Last Enemy”, and “The Beloved Charioteer”.
- Set-up the themes of caste relations, cultural tensions, forbidden love, social discrimination and misogyny in “God of Small Things”.

**Unit-I
Hours**

10

Kanchan Illaiah

- Why I am Not a Hindu?

S. V. Srinivas

- The Politics of Failure

Unit-II **15**
Hours

Shashi Despande

- The Beloved Charioteer
- The Last Enemy

Unit-III **15**
Hours

Ambai

- A Kitchen in the Corner of House
- The Yellow Fish

Unit-IV **20**
Hours

Arundhati Roy

- God Of Small Things

SUGGESTED READINGS:

- Vandana R. Singh(2010). The Written word NewDelhi:Oxford University Press.
- Shashi Despande (2004). Collected Stories, Vol. – I & II, Penguin Books India,
- Malti Agarwal (2007). New Perspectives on Indian English Writing,Atlantic Publishers and Distributors, New Delhi.
- M. H. Abrams.(1999). A glossary of Literary Terms. USA: Earl Mcpeek, Boston, Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi:Clarion Books.

- Boris Ford (1979). The Pelican Guide to English Literature. Cambridge: University Press, India Pvt. Ltd.
- A. K. Mehrotra ed.(2003). An Illustrated History of Indian Literature in English. New Delhi: Permanent Black,
- Meenakshi Mukherjee (2000).The Perishable Empire: Essays on Indian Writing in English. New Delhi: Oxford University Press.
- M. K. Naik (1979).Aspects of Indian Writing in English, Delhi: Macmillan.

Economics Development Economics-I
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Credit: 04

Course Outcomes:

- Identify the strengths of classical and modern theories of development.
- Differentiate between various theories of classical theories of development. Describe the concept, facts and measurement of economic development.
- Draw a comparison between classical and modern theories of development.
- Analyse the functions of political institutions in economics Development.
- Evaluate traditional and modern approach of development.
- Design measurement of economic development

Unit I Economic Development	10
Hours	

- Economic Development: meaning, definition and measurement.
- Factors and possible obstacles to economic development.
- Economic growth versus development; challenges in development economics.

Unit II Approaches of Development	08
Hours	

- Traditional view.
- Modern views - from per capita income to human welfare.

- Sen's capability approach.

Unit III Classical Theories of Development
Hours

20

- Smith
- Ricardo
- Malthus
- Karl Marx
- Schumpeter

Unit IV Modern Theories of Development
Hours

12

- Theory of Big Push –Rosenstein Rodan.
- Theory of Balanced Growth–Ragner Nurkse; Schumpeter.
- Rostow's Theory of Stages of Economic Growth.

Unit V Political Institutions and Economic Development
Hours

10

Political Institutions and the Functioning of the State The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption

Suggesting Readings:

- Debraj Ray (2009). Development Economics. New York:Oxford University Press,.
- Ghatak, Subrata (2003). Introduction to Development Economics, New York:Routledge, (Indian Reprint 2007)
- Ghosh, Arun (1996). Paradigms of Economic Development, Shimla:IIAS,.
- M.P Todaro (1981). Economic Development in the third world. London: Longman.
- Meier, Gerald M. and James, E. Rauch (2000). Leading Issues in Economic Development. New York:Oxford University Press.

- Rist, Gilbert (2002). The History of Development. New Delhi:Academic Foundation,.
- Taneja, M.L. and Myer, R.M. (2010). Economic Development and Planning and Methods. Jalandhar Vishal Publishing Co.

Economics Development Economics-II

Credit: 04

Course Outcomes:

- Write linkage in development and planning.
- Discuss socio-political and cultural indicators of sustainable development.
- Present argument in relation to investment and planning.
- Analyse the human development from different perspectives
- Evaluate financial instability in a globalised world.
- Design national and international report of human development.

Unit I Diverse Structures and Common Characteristics of Developing Nations 10 Hours

- Historical Background (Colonialism and Dependence).
- Meaning of dualism, its characteristics and forms.
- Resources and Technology

Unit II Human Development Hours

10

- Concept of human development.
- Education and Health as Joint Investments for Human Development.
- Incorporating gender issues in Human Development: Gender related Development Index (GDI), Gender Empowerment Measure (GEM), Gender, Institutions and Development (GID)
- Social Institutions and Gender Index (SIGI).

Unit III Sustainable Development Hours

14

- Concept of sustainable development.
- Development characteristics and indicators: economic, socio-cultural, political and interdependence among the indicators.
- MDGS and SDGS

Unit IV Globalization **14**
Hours

- Globalization in historical perspective
- The economics and politics of multilateral agreements
- Trade, production patterns and world inequality
- Financial instability in a globalised world

Unit V Investment and Planning **12**
Hours

- Planning: Meaning and need.
- Types of planning.
- Investment Criterion, Cost-Benefit analysis.
- Choice of technique in LDCs.

Suggesting Readings:

- Debraj Ray (2009). Development Economics, New York: Oxford University Press.
- Fukuda-Parr Sakiko and Kumar Shiva, A K (2003). Readings in Human Development New York: Oxford University Press.
- Ghatak, Subrata (2003). Introduction to Development Economics. New York: Routledge, London & (Indian Reprint 2007)
- Ghosh, Arun (1996). Paradigms of Economic Development. Shimla:IIAS.
- M.P Todaro (1981). Economic Development in the third world. London: Longman.
- Meier, Gerald M. and James, E. Rauch (2000). Leading Issues in Economic Development. New York: Oxford University Press,.

- Rist, Gilbert (2002). The History of Development New Delhi:Academic Foundation.
- Taneja, M.L. and Myer, R.M. (2010), Economic Development and Planning and Methods. Jalandhar: Vishal Publishing Co. (Hindi).
- Lekhi, R.K. (1990). The Economics of Development and Planning. Ludhiana:Kalyani Publishers,.
- M.P Todaro (1981). Economic Development in the third world, London: Longman.

ECONOMICS INDIAN ECONOMY

Credit: 04

Course Outcomes:

- Describe the working of the Indian economy
- Understand the issues in India's economic development
- Solve the problems of the Indian economy.
- Analyze the new economic trends of Indian economy
- Evaluate agricultural and Industrial development in Indian economy
- Create a flow chart on population dynamics and composition

Unit-I Introduction

10

Hrs.

- General characteristics of Indian Economy
- New Economic Policy of India 1991 to onwards
 - Natural Resources: Water, land, Forests, Minerals and Power Resources.

Unit-II Problems of Indian Economy

10

Hrs.

- Unemployment: Concept, causes, measurement and remedies of unemployment.

- Poverty: Concept, measurement, Causes and remedies of poverty.
- Health and Education

Unit-III Economic Trends in Indian Economy **14**
Hrs.

- Planning in India: Objectives, Strategies, Achievement and Failures.
- Development under various plans.
- New Economic Trends: Liberalization, Privatization, and Globalization.

Unit-IV Agricultural and Industrial Development in India **16**
Hrs.

- Agriculture: Role and importance of Agriculture in Indian economy, Factors determining productivity.
- New agricultural strategy: Green revolution, White revolution, Rural Credit and Agricultural Marketing.
- Role and Importance of Industries in Indian Economy.
- Classification of Industries: Cottage and Small Industries, Public and private sector Industries- problems and future perspective.
- Industrial Policies since Economic Reforms

Unit-V Population **10**
Hrs.

- Population: Size and growth rates
- Sex composition
- Rural-Urban migration
- Occupational distribution
- Problem of Overpopulation
- Population Policy
- Concept of Demographic dividends.

Suggested Readings:

- Agrawal, A.N. (1999). Indian Economy, Problem of Development and Planning. New Delhi: WishwaPrakashan.
- Dutt, R. K. and Sundharam, K.P.M. (2005). Indian Economy. New Delhi: S. Chand & Company Ltd., (Hindi/English).
- Kapila, U. (2008-09). Indian Economy since Independence. New Delhi: Academic Foundation.
- Nathuramka, L. N. (2007). Bhartiya Arthasatra. Jaipur: College Book House.

ECONOMICS INTERNATIONAL ECONOMICS
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Credit: 04

Course Outcomes:

- Describe the concepts of tariff quota and exchange rate.
- Discuss the theories of international trade.
- Use the composition, gains and consequences of international trade.
- Analyze the effect of trade policy in different time periods.
- Assess the role of International Financial Institutions in foreign trade.
- Design the trends of foreign capital in India.

Unit I Introduction of International Economics and Trade Hours

12

- International Economics: Features and importance.
- Inter-regional and International trade: Similarities and dissimilarities.
- Theories of International Trade: Comparative Advantage and Opportunity cost.
- International Equilibrium: Stability of International Equilibrium: Marshall-Lerner Condition

Unit II Gains from International Trade Hours

10

- Meaning, concepts – Net Barter, Gross Barter and Income Terms of Trade.
- Trade as an engine of economic growth.
- Factors influencing Trade.
- Gains from International Trade and their measurement.

Unit III Exchange Rate, Tariffs and Quotas **14**
Hours

- Fixed Exchange Rate, Flexible Exchange Rate and Floating Exchange Rate: meaning, merits and demerits.
- Tariffs: Meaning, types and effects.
- Quotas: Meaning, types and effects.

Unit IV Foreign Capital and Foreign Trade in India **12**
Hours

- Types, Need and Trends of Foreign Capital in India.
- Exim Policy: meaning and measures.
- Convertibility of Rupee: meaning and types.

Unit V International Financial Institutions **12**
Hours

- IMF
- IBRD
- ADB
- WTO

Suggested Readings

- Kenan, P.B. (1994). The International Economy. London: Cambridge University Press,.
- Salvatore, D. L. (1997). International Economics. New Jersey: Prentice-Hall, Upper Saddle River,.

- Sodersten, Bo (1991). International Economics. London:Macmillan Press Ltd..
- Aggarwal, M. R. (1979). Regional Economic Cooperation in South Asia. New Delhi:S. Chand and Co.,.
- Bhagwati, J. (Ed.)(1981). International Trade Selected Readings, New Delhi: Cambridge University Press.
- Crockett, A. (1982). International Money: Issue and Analysis. London: ELBS and Nelson.
- Rana K.C. & Verma K.N. (2014). International Economics, Jalandhar :Vishal Publishing Co. (English/Hindi).

<p>Political Science State Politics of Rajasthan</p>
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Credit 4

Course outcomes:

- Describe the structure and function of local level of Government in Rajasthan.
- Explain the structure and functions of various commissions in Rajasthan.
- Determine the concepts of Political Demography in Rajasthan
- Analyze contribution of Prajamandal movement in Rajasthan Politics
- Evaluate development schemes of Rajasthan
- Prepare a model for execution for welfare schemes for social justice

Unit I

12

Hours

- Reorganization of Rajasthan,
- Role of Prajamandal movement,
- Political parties in Rajasthan,
- Peasants Movements
- .Caste, Region and language politics in Rajasthan.

- Gender politics in Rajasthan.

Unit II **10**

Hours

- Local self-government in Rajasthan: Panchayati Raj and urban local self government

Unit III **14**

Hours

- Institutional framework in Rajasthan : Public Service Commission, State Human Rights Commission, State Election Commission, State Women Commission, State Information Commission.

Unit IV **13**

Hours

- Various welfare schemes for social justice in Rajasthan

Unit V **11**

Hours

- Party system, Political Demography and Different phases of Political competition in Rajasthan

Suggested Reading:

- Sharma, Dashrath (1966), Rajasthan through the ages, Vol I, Bikaner: Publisher : Rajasthan State Archives
- शर्मा, गोपीनाथ. (2013) राजस्थान का इतिहास. आगरा: शिवलाल अग्रवाल एण्ड कम्पनी,
- रामप्रसाद, (2012) आधुनिक राजस्थान का वृहत् इतिहास, खण्ड प्रथम एवं खण्ड द्वितीय, जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी,
- Awasthi A, (1980). Central Administration, New Delhi. Tata Mcgraw hill,
- Basu D.D., (2004). Introduction to the constitutional of India, , New Delhi. Prentice hall

- Jain R.B. (1980). District Administration, New Delhi: Indian Institution of Public Administration.

Political science Challenges to Democracy
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Credit 4

Course outcomes:

- Describe the role Gender Equality in Democracy.
- Differentiate between Organized and unorganized crime
- Apply contribution of Educational opportunity in Democratic System.
- Analyze different issues related to National Integrity and Security
- Evaluate the democratic system in India.
- Develop specific ways in which contemporary challenges can be addressed peacefully.

Unit-I	13
Hours	

- Issues related to National integrity and security :
- Naxal Problem, Terrorism, Trans border infiltration and insurgency issues

Unit II	12
Hours	

- Communalism, Organized crime,
- Cyber Issues, Drug trafficking

Unit III	11
Hours	

- Governance issues : Gender Equality, Educational opportunity and inclusion, Challenges pertaining to organization and issues related to reservation

Unit IV	12
Hours	

- Global issues : economic crises, climate change, issues related to refugees, problems of senior citizens

Unit V
Hours

12

- Issues related to Good Governance: Accountability, Effectiveness, corruption and red-tapism.

Suggested Readings:

- Chandra Bhushan, (2004). Terrorism and Separation in north east India. New Delhi :Kalpaz Publication,.
- Col Ved Prakash (2008). Terrorism and India's North East: A gathering storm, New Delhi :Kalpaz Publication,.
- Kohli, A. (ed.), (2008) the success of India's Democracy. Cambridge: University Press.
- Frnkel, F. Hasan, Z, Bhargava, R. and Arora, B. (eds), (2000). TransformingnIndia: social and political dynamics of Democracy. New Delhi: Oxford University Press.
- Brass, P.R.(1974). Language, religion and politics in North India. Cambridge, Cambridge: University Press.
- Muschamp, D. (ed.). (1986). Political Theory. London: Macmillan,
- Verma, S.P. (late). (1954). Modern Political Theory. New Delhi: Vikas Publishing

Political Science

International Relations

Credit 4

Course Outcomes

- DESCRIBE THE KEY CONCEPTS IN INTERNATIONAL RELATION.
- UNDERSTAND THE EMERGING THEORIES OF INTERNATIONAL RELATION.
- DETERMINE CONTRIBUTION OF ASEAN IN INTERNATIONAL RELATION
- ANALYSE THE CONCEPTS OF NATIONAL INTEREST IN INTERNATIONAL RELATIONS.
- EVALUATE FOREIGN POLICY OF INDIA.
- INTEGRATE THE ROLE OF UNO IN WORLD PEACE.

Unit I Key Concepts in International

13

Hours

- Power, National interest, National Security, Balance of Power. Theories of International Relations: Idealism, Realism, Functionalism.

Unit II Cold War and Post Cold War

12Hours

- Cold war: evolution and its impact on international relations.
- New world order, north – south dialogue, south- south dialogue.
- Geopolitical conflicts : South Asia, Middle Asia, China and East Asia

Unit III India's foreign policy

11

Hours

- Foreign policy of India, major determinants and its relations with neighbouring countries.
- Non alignment policy of India in present international scenario

Unit IV International and Regional Organization in World Politics.

13

Hours

- Role of UNO
- Britton woods institution. World Bank and IMF, WTO
- International grouping: G-8, G-77, BRICS, IBSA, SCO

- Regional organizations: EU, ASEAN, SAARC

**Unit Emerging Theories in International Relation
Hours**

11

- Critical Theories
- Constructivism
- Post-Structural Theories

Suggested Readings:

- Baylis, J. and Smith, S. (2011). The Globalization of world politics and introduction to international relation. Fifth Edition. New Delhi: Oxford University press.
- Gha, K.k.. (2015). International Relations Theory & Practice of International Politics. U.P. : Kalyani Publishers / Lyall Bk Depot,
- Goldstein, J. and Pennehouse, J.C. (2009). International relations. New Delhi: Person Publication,.
- Smith, M. Little, R. and Shackleton, M. (eds) (1981). Perspectives on world Politics. Landon:Croom Helm publication,
- Vinayak, A.(1995) India in a changing world: Problemns, Limits and successes of its foreign policy. New Delhi: Orient Longman Publication,
- Karen A. Minget. (2004). Essential of International relations. New York:W.W. Norton Co.

**Political science
Modern Political Theory**

Credit 4

Course Outcomes:

- Describe modernization and post modernization concept in Political Theory.
- Understand Communications theory in Modern Political Theory.
- Use the concepts of Decision making Approach in Political Theory.

- Analyse contribution of Game theory in context to International
- Evaluate the role of Political Development approach in Modern Political Theory.
- Synthesize Alienation Theory in modern Political Theory.

Unit-I Failure to evolve the political theory 12

Hours

- Elite, group and power as the organizing principles of organizing political theory.
- Reasons of failure to evolve a political theory.
- Failure to evolve a theory.

Unit II Simulations and Models 11

Hours

- Communications theory,
- Game theory
- Decision making Approach

Unit III Theories of Alienation 12

Hours

- Jean-Paul Sartre to Marcuse,
- Tillich.
- Impact of Alienation Thoughts.

Unit IV Theories of political development 14

Hours

- Modernization, post modernization and political development.
- Search for Alternative Approaches
- Gandhi and Political Development
- Political Culture and Political Socialization

Unit-5 Approaches to Political Theory 11

Hours

- Normative,
- Historical
- Empirical

Suggested Reading:

- Heywood, Andrew . (2005). Politics, New York: Palgrave Foundation.
- Thakurdas, F. (1982). Essays on Political Theory. New Delhi: Gitanjali.
- Catlin, G. (1930) .A Study of the Principles of Politics. London and New York: Oxford University Press.
- Johari, J.C. (2009). Principle of Modern Political Science. Delhi: Sterling.

<p>SOCIOLOGY Rural Sociology</p>
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Credit: 04

Course Outcomes:

- Describe the concept of Parochialization, Universalization and Little Great traditions.
- Explain the implications of social and environmental change for rural people
- Choose the policies, programs and strategies for uplifting the rural life comprehensively
- Analyze the impact of Globalization.
- Evaluate land reforms and major changes in rural society,
- Design the outlines community programs.

Unit- I Introduction to Rural Sociology

14

Hours

- Nature, scope, and subject matter of Rural sociology, importance of the study rural society,

Unit- II Basic Concept of Rural Society **12**
Hours

- Agrarian society
- Parochialization
- Universalization
- Little Great tradition.

Unit- III Rural Transformation in India **12**
Hours

- Traditional Caste and Village Panchayat,
- Panchayati raj 73rd amendments Community Programme ‘Globalization and its Impact

Unit-IV Rural Economy **11**
Hours

- Land Tenure System,
- Land Reforms, Green Revolution and its Impact
- Bonded and Migrant Labours,
- Major Changes in Rural Society.

Unit V Rural Social problems **11**
Hours

- Poverty
- Unemployment
- Food Insecurity
- Landlessness, Indebtedness
- Health care and Sanitation

Suggested Readings:

- Desai, A.R. (2005). Rural Sociology in India. Bomba: Popular Prakashan.

- Desai, A.R. (1979). Rural India in Transition, Bombay: Popular Prakashan.
- Dube, S.C. (1988). India's changing Village: Human Factor in Community Development. Bombay: Himalayan Publishing House.
- Maheshwari, S.R. (1985). Rural Development In India, New Delhi: Sage Publication.
- Pradhan, P.K. (1988): Land, Labour and Rural Poverty, Bombay. Himalayan Publishing House Ltd.

SOCIOLOGY POPULATION STUDIES

Credit: 04

Course Outcomes:

- Describe the basic demographic concepts.
- Differentiate between population as constraint and resource as development.
- Determine the different population theories.
- Categorize the population programs and policies of India.
- Evaluate population policies of India and its Impact.
- Compose the objectives of National Rural Health Mission.

Unit- I Population Studies	14
Hours	

- Meaning, Scope and Significance, Demographic Processes, Fertility, Mortality and migration

Unit- II Population Theories	10
Hours	

- Malthusian, Demographic Transition and Optimum Population Theory

Unit- III Population Composition in India	12
Hours	

- Age Structure, Sex-Ratio, Rural – Urban Composition, Literacy in India

Unit-IV Population Planning and Control	12
Hours	

- Needs and Objectives, National Rural Health Mission

Unit –V Population Dynamics and development

12

Hours

- Population as constraint and resources of development.
- Population programmes and policies in India.

Suggested Readings:

- Agarwal S.N. (1989). Population Studies with Special Reference to India. New Delhi: Lok Surjeet Publication.
- Bose Ahish (1991): Demographic Diversity India New Delhi: B.R.Publication
- Dubey Surendra Nath. (2001). Population of India. New Delhi: Authors Press
- Malthus T.R. (1986).AnEessay on the principle of Population, London: William Pickering.
- Sharma Rajendra. (1997). Demography and Population Problem. New Delhi: Atlantic Publishers
- Premi, M.K.(2004).Social Demography, New Delhi: Jawahar Publication and Distributors

<p>SOCIOLOGY</p> <p>INDUSTRIAL SOCIOLOGY</p>
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Credit 4

Course Outcomes:

- Describe basic concepts of **Industrial Sociology**
- Explain the industrialization process and work.
- Determine the types of productive systems
- Analyse the Problems faced by Labour in Organized and Unorganized Sector
- Justify the relationship between Industry and Society with reference to

India.

- Create the different ways of communication in industry

Unit I- Industrial Society and Industrial Sociology: 10

Hours

- Basic Concepts: Industrialization; Industrialism; Industrial society; Post-Industrial society; Information Society; Formal Organizations; Informal organizations
- Nature and Scope of Industrial Sociology;
- Industrial Revolution and the birth of Industries in the West
- The evolution of industries and changing concept of industry and organizations

Unit II- Approaches 13

Hours

- Scientific Management Theory; Taylorism; Human Relations Theory; Fordism, Post-Fordism; Japanization.

Unit III- Relationship between Industry and Society with reference to India 13

Hours

- Impact of family on industry in India; Impact of industries on Families in India;
- Impact of industrialization on Caste
- Class and class conflict in industrial society; Obstacles to and limitations of industrialization with respect to class, family in India: Monopoly in industry; Licence-Raj

Unit IV - Industrial policies in India 12

Hours

- Liberalization, Privatization; Globalization
- Industrial Policy in India after 1991

Unit V - Changes in Productive systems

12

Hours

- Types of productive systems: Guild system, Putting-out system, Factory system; Automation and work; Industrial bureaucracy: Theoretical perspective, structure and characteristics; Line-staff Organization.
- Communication in industry; Workers participation in management; Labour welfare; Function and role of Trade-Union.
- Assembly-line production; Flexible specialization; Numerical flexibility; Informal relationships in formal organizations.

Suggested Readings

- Schneider Eugene(1979). Industrial Sociology.NewDelhi,Tata Mac Graw Hills
- Seth,N.R.(ed)(1982).Industrial Sociology in India.Kolkata:Allied Publishers
- Ramaswamy,E.A,(1988).Industry and Labou.,NewDelhi:OUP
- Miller and form (1964). Industrial Sociology. New York: Harper and Row
- Gilbert,S.J. (1985).FundaMENTALS OF Industrial Sociolog.,Tata New Delhi:Mac Graw Hill Publishing Co. Ltd.

SOCIOLOGY INTRODUCING SUB SOCIOLOGIES

Credit: 04

Course Outcomes:

- Describe Nature Subject matter, Relevance of Urban Sociology
- Explain Socio-developmental issues.
- Determine the programs and policies of social welfare.
- Analyse Socio-Developmental Issues: Displacement-Rehabilitation, Development and Human Rights.
- Evaluate different policies and programs of urban social development.
- Prepare measures to solve social exclusion ,environmental risk and displacement

Unit- I Urban Sociology **13**
Hours

- Introduction of urban sociology: Nature Subject matter, Relevance.
- Concept: City and its Types, Urbanization Migration.
- Urban Social Issues: Slums, Environmental Problems, Deviance in Urban space

Unit- II Social Development **13**
Hours

- Introduction to Sociology of Development: Nature, Subject Matter, Relevance
- Concept: Development & its forms, Modernization, Sustainable Development
- Socio-Developmental Issues: Displacement-Rehabilitation, Development and Human Rights

Unit- III Sociology of Globalization **11**
Hours

- Introduction to Sociology of Globalization: Nature, Subject Matter, Relevance
- Types of Globalization: Economic globalization, Cultural globalization, Political globalization
- Social Issues: Social Exclusion, Private –Public Clash, Environmental Risk

Unit IV -Process of Urbanization in India **11**
Hours

- Growth of Urban Population in India
- Emergence of Cities, Causes and Consequences of Urbanization

Unit- V-Programmes and Policies of Social Welfare **12**
Hours

- Swachh Bharat Abhiyan, National Defection Campaign, Mid-Day Meal, Bhamashah Yojna, Balika Samridi Yojna.

Suggested Readings:

- Gore, M.S. (2009). Social Development. Jaipur: Rawat Publication
- Flanagan, WG (2011). Urban Sociology. Maryland: Rowman and Littlefield.
- Kofman, E and Youngs, G. (Ed.) (1996). Globalization : Theory and Practice. London: Printer.
- Albow, Martin and Elizabeth King, (Ed), (1990). Knowledge and Society. London: Sage publication.
- Ahuja, Ram (2000). Social Problems in India. Jaipur: Rawat Publication.

History

Modern History of India - (1757 to 1857)

Credit 04

Course Outcomes

- Recall the political condition of India in the 18th century.
- Explain the overall impacts of British rule on Indian society.
- Determine the importance and legacy of different freedom movements in India.
- Analyse the renaissance as the social & religious reformer in India.
- Critically evaluate the British impacts on Indian society.
- Assemble the common features of Brahma Samaj, Prathna Samaj, Arya Samaj, Wahabi, Deoband.

Unit I Political Condition of India in the 18th Century

12

Hours

- Decline of Mughal emperor and its impact.
- Advent of Europeans in India – Establishment of bases and trading centers of East India Company and other European companies.
- Rise of Maratha power, Third battle of Panipat, Cause of defeat of Maratha's and impact of Maratha defeat.

- Early Anglo – French conflict.

UNIT II Establishment of British rule in India **12**
Hours

- Causes of Anglo-French rivalry.
- Conflict in Bengal – Battles of Plessey and Buxar and its impact.
- Clive as Governor of Bengal – The Dual Government.
- Warren Hastings rule strengthening the English power –Regulating act of 1773, Administrative and Judicial Reforms.

UNIT III Consolidation of English Rule in India **12**
Hours

- The Permanent Settlement, Judicial and Commercial reforms.
- The Subsidiary Alliance, Emergence of British Paramountcy.
- Social, Administrative and Judicial Reform, Economic Policy, Foreign Policy.
- Policy towards Indian States, The Doctrine of Lapse, Administrative Law Military reforms, Social Policy.
- Relation of leading states with English powers

UNIT IV Cultural changes, social and religious reform movements: **12**
Hours

- Reform and revival: Brahmo Samaj, PrathnaSamaj, Ramakrishna and Vivekananda, JyotibaPhule, Arya Samaj, Wahabi, Deoband, Aligarh
- Debates around gender, caste and community

UNIT V Resistance and Expansion of British Empire **12**
Hours

- Revolt of 1857- Causes, Nature and Impact.
- British Policy towards Burma.
- The British Afghan Policy –Afghan Wars.
- Policy Towards Sindh and Nepal.

- The British Social and Economic Policies –Education, Social reforms,
- Attitude towards Indian religions Social and Economic impact of the rule of East India Company.

Suggested Reading

- Bisheshwar Prasad, (1977).Bondage and Freedom, 1707 to 1947, R. Publication. C.A. Bayly Indian Society and the Making of the British Empire, Cambridge: University Press,.
- Bipan, Chandra(1986) Nationalism and Colonialism in Modern India, Delhi, Sangam Books,
- A.R. Desai.(1979)Peasant Struggles in India, Delhi,
- Kenneth Jones (1989). Social and Religious Reform Movement in Modern India, New Cambridge History.
- Ravindra Kumar (1983). Social History of Modern India. Delhi: Oxford University Press,
- Anil. Seal. (1971). Emergence of Indian Nationalism. Cambridge: University Press,
- Ranjit Guha and Gayatri C. Spivak (1988).Selected Subaltern Studies. Delhi:Oxford University Press,

History

History of Modern India - 1857 AD-1947 AD

Credit 04

Course Outcomes

- Describe the impact of east India company in India.
- Explain the contribution of different movements in emergence of nationalism in India.
- Determine the home rule movement & jallianwala incident and its impacts in India.
- Analyse the different movements and their revolutionary activities of India.

- Evaluate the contribution of freedom fighters\ leaders national movements of India.

Assemble the social and religious movements during british period.

Unit -I Impact of the rule of East India Company. 10

Hours

- Destruction of village economy and handicrafts.
- Impact on agriculture and Industries.
- Social Impact- Social and Religious reform movements.
- British Paramountcy and Indian States.

Unit-II Early Stages of Emergence of Nationalism 10

Hours

- Peasant and tribal revolts, rise of middle class, Formation of Associations and Pressure groups.
- Birth of The Indian national Congress – Early Programmes and objectives.
- Rise of the Extremism in the Indian National Congress, Programmers and objectives of moderate and extremist functions, partition of Bengal and Surat Split, Swadeshi Movement. Leaders of Extremist and Moderate factors.

Unit-III Rise of Revolutionary Nationalism 10

Hours

- Impact of Bengal partition, Growth of revolutionary ideas and organization in India and abroad, HSRA and other revolutionary activities.
- Home Rule movement, Jallianwala incident and its impact, Rowlett movement.
- Advent of Gandhiji – Early Activists Kheda, Champaran, Bardoli.
- Khilafat movement, Lucknow Pact, Rise of Communal organizations.

Unit-IV- Other Currents in Nationalism 10

Hours

- Ambedkar and the Dalit Movement
- Singh Sabha and the Akali Movement

- Left movements: peasants and workers

Unit -V Gandhian movements

10

Hours

- Noncooperation movement, civil Disobedience movement, Quit India Movement.
- Round table conference, Poona Pact.
- British Response to Indian Demand – Simon Commission.
- Rise of communal Politics – Policies and Act of Muslim League and other communal Bodies, the Jinnah Factor
- Partition of India and attainment of freedom, August offer, Cripps mission, cabinet mission, Wavell Plan, Mount Batten Plan
- Leaders of Indian National Movement

Suggested Readings:

- Bipan Chandra. (1989). Nationalism and Colonialism in Modern India, - New Delhi:OrientBlackswan Private Limited –
- Bipan Chandra, (1979). Rise and Growth of Economic Nationalism in India. - New Delhi:OrientBlackswan Private Limited
- Mohandas K. Gandhi, (1999). An Autobiography or The Story of My Experiments with Truth. Delhi: Goyal Publisher & Distributor Pvt Ltd
- Moorti, U.S. Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House, 1994.
- Neumayer, E. (1993).Lines on Stone: The Prehistoric Rock Art of India. New Delhi: Manohar,.
- Ratnagar, S. (2015). Harappan Archaeology: Early State Perspectives. Delhi: Primus,
- Roy, K., ed.(1999) Women in Early Indian Societies. New Delhi: Manohar

History
Indian Society and Culture (up to 1200 AD)

Credit 04

Course Outcomes:

- Identify the key components of Ashok's dhamma
- Understand the religious context of Harappa and Vedic society
- Determine the characteristics of art and architecture of ancient era
- Compare the principles of Jainism and Buddhism
- Appraise the religious and cultural development of reformation era
- Prepare the list for the integrate Islamic intellectual traditions

Unit I: Cultural Revolution

08

Hours

Harappan Culture, Vedic Society, economy and culture as reflected in the Vedas, Vanashram, Caste system, Sanskaras&Purusharths,

Unit II: Reformation Era

08

Hours

Rise of religious reformation in India- Buddhism & Jainism, Asoka's dhamma, Mauryan, art and Architecture

Unit III :Art and Architecture

08

Hours

Art and Architecture under Shungas, Kushanas and Satavhanas, Gandhar Art

Unit IV: Sangam Era

08

Hours

Sangam Age- Literature, Society and Culture, Gupta and Post Gupta Period Society and culture, Art and Architecture of Southern India- Cholas, chakulayas and Pallavas

Unit V Religious and Cultural Development

08

Hours

Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c) Regional languages and literature (d) Art and architecture: Evolution of regional styles

Suggested Reading :

- G.C. Pande: Foundations of Indian, Culture, Vol I and II, Meaning and Process of Culture.
- R.G. Bhandarkar: Vaishnavism, Saivism and other minor Religious Systems.
- Rajbali Pandey, Hindu Sanskara (The Social and Religious Study of the Hindu Sacraments), (Also in Hindi), Varanasi
- A.L. Srivastav, Medieval Indian Culture (Also in Hindi).

History

Indian Society and Culture in Medieval Period (1200-1757)

Credit: 04

Course Outcomes

- Recall the main features of social structure of Medieval India
- Explain the impact of Bhakti movement in India
- Determine the status of women in Medieval Period
- Compare the ideology of radical thinkers with traditional thinkers
Analysis
- Appraise the art , culture and architecture of Medieval Period
- Assemble the literature of Muslim Period

Unit -I Society on the Eve of Turkish Invasion

08

Hours

- .Main features of Social Structure.
Religion – Cultural Traditions.
- Establishment of Delhi Sultanate and Challenges to Indian Society.
- Social Structure:

- Ruling class : Religious Classes – Ulema, Sayvada and Sufis (c) Middle Class (d) Artisans (e) Peasantry
- Women and Gender Relations.

Unit-II Development of Indian Islam

08

Hours

Bhakti Movement:

- Rise and Growth
- Radicals – Kabir and Nanak
- Traditionalist – Surdas and Tulsidas
- Women Bhakta – Meerabai.
- Impact of Bhakti Movement.
- Impact of Suffism.

Sufism:

- Rise, growth and impact
- Silsila's: Chishti, Suhrawardi, Qadri, Naqshbandi

UNIT III Evolution of Akbar's Religious Ideas

08

Hours

- From Orthodoxy to Liberalism; Sulh – I – kul; Tawhid – I Ilahi
- Muslim Orthodoxy and the Mughal state in the 16th and 17th Century

UNIT IV Cultural aspect of Medieval Society

08

Hours

- Medieval Society, art, architecture and literature.
- Status of women: marriage, property rights, Sati, purdah and devadasi system

Suggested Reading

- Kumar, Sunil, (2007). The Emergence of the Delhi Sultanate, Delhi: Permanent Black Publication.

- Nizami, K.A,(1978) State and Culture in Medieval India. Delhi: Adam Publication,
- Tripathi, R.P.(1985). Some Aspects of Muslim Administration, Allahabad:Central Book Depot.
- Verma, H.C(ed.).(1990).Madhyakaleen Bharat, Vol.I, Hindi University of Delhi:

Indian Ethos and Business Values

Course Outcomes:

- Describe the concept of Ethics and values in Management.
- Explain role of Indian ethos in Management and knowledge of management lessons from the ancient scriptures.
- Determine the Indian ethos in development of unique work culture
- Select an Indian perspective, trans-cultural human values in management education
- Support an effective and holistic management pattern this will assure all-round growth in productivity, marketing, and profitability.
- Develop the Ethical Issues pertaining to all functional areas of management.

Unit I

Indian Ethos –Features, Need, History, Principles Practiced by Indian companies, elements, Role of Indian ethos in Managerial practices. Indian Heritage in Business Management, Production and consumption, Ethics v/s Ethos, Indian management v/s Western Management.

Unit II

Management lessons from scriptures - Management lessons from Vedas, Mahabharat, Bible, Quran, Kautilya's Arthshastra. Indian systems of learning: Gurukul system of learning, advantages –disadvantages of Karma: Meaning, importance of karma to managers, Nishkama karma, laws of Karma; creation, Humility, Growth and Responsibility. The Great Law, Law of Creation, Law of Humility, Law of Growth, Law of Responsibility and Law of Connection - Corporate Karma

Unit III

Introduction to Business Ethics, Values, Morals & Norms, Levels of Business Ethics, Myths of Business Ethics, Relationship between Values, Morals Business Ethics & Norms, Ethical

Dilemma, Ethical Decision Making, Changing workforce; Employee's Employer rights and responsibilities, Equal Employment opportunity and Affirmative action, Unethical decisions leading to conflict, Corporate Governance and ethics.

Unit IV

Ethical issues in different functional areas of management: HRM, Marketing, Production and Operations management, IT and Finance, Ethics in 21st century.

Suggested Reading:

- Joseph, D. An Introduction to Business Ethics, McGraw Hill Education, 2020
- Murthy, C.S.V. Business Ethics, Himalaya Publishing House, 2019
- Senthil, D.K. & Senthil, D.R. Business Ethics, Himalaya Publishing House, 2019
- Khandelwal, N.M. Indian Ethos and Values for Managers, (Text & cases from the Mahabharata), Himalaya Publishing House, 2016
- Seema S, S., Mukherjee, S., Indian Ethos, Ethics & Management, Eureka Publications, 2020

Annexure II- Mandatory Documents for Admission

To be uploaded on the Admission Portal by the Prospective students

Admission Documents	Format (Jpeg/PNG/PDF)	Documents Size
Duly filled application form with student signature	Digital signature/Student signature JPEG/PNG	20 KB
Colour scan copy of all year/semester mark sheet/grade cards (for PG programs only) or consolidated mark sheet/grade cards also accepted.	PDF/JPEG	500 KB
Colour scan copy of 10th std. Mark sheet/grade card	PDF/JPEG	
Colour scan copy of 12th std./ Three-Year Polytechnic Diploma Mark sheet/grade card	PDF/JPEG	
Colour scan copy of passport size photograph	JPEG or PNG Format	50 KB
Colour scan copy of Govt. Photo id proof, Aadhar card is mandatory. (Other options: Voter's id, Driving License, Passport etc.)	PDF/JPEG	100 KB
In case of name change, Gazette notification documents for name changes For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same. In case of deferred Father name or mother name in such cases without a Gazette notification document.	PDF	500 KB
Fees submission transaction details or receipt as per University policy for respective programs	PDF/JPEG	500 KB
Digitally Signed undertaking as per the process; where applicable	PDF	500 KB

Students can also visit the University website for the said information.

Annexure III- Academic Bank of Credit Id Creation Process

All enrolled students, particularly those of Indian nationality, are required to register with ABC (Academic Bank of Credits), a central scheme established by the Ministry of Education, Government of India, for depositing credit. ABC ID creation is mandatory for all students, ensuring their participation in this scheme.

The ABC Id can be created by students themselves using Digi-locker, UMANG application, ABC portal or Academic Institution Portal. The process for which is provided below.

Process	<ul style="list-style-type: none">• Students can register by logging in at www.abc.digilocker.gov.in• Click on My Account → Login as Student• Click on “Sign up with DigiLocker” → Enter valid mobile number → An OTP is sent at the phone number via SMS → Enter the OTP and click on “Continue” button → Enter Security PIN set created during Sign Up and click “Submit” Button• You will be prompted with ABC student account creation window
Documents and proofs required	<ul style="list-style-type: none">• Aadhaar Card is mandatory for ABC Id creation• Learners Name• Date of Birth• Gender• Enrolment Number• Requirements by Academic Institution:• Mobile Number

The University will extend support to the students to create ABC ID. The documents required will remain the same as stated above.

Annexure IV–Continuous Internal Assessment Pattern

Particular	A1 (Objective Type)	A2 (Objective Type)
Marks	15	15

Question Pattern for the CIA Components

A-1

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

A-2

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

Annexure V– End-term Examination Pattern

JNU

Centre for Distance and Online Education

End Term Examination

[PROGRAM NAME]

[COURSE NAME][COURSE CODE]

Time :2 Hours	Max. Marks :70
Note for students: The paper will comprises of 70 compulsory objective questions of 1 mark each.	
Answer all the questions. Each question carries one mark.	
Q. No. 1 to Q. No. 70 - Objective questions with four multiple choices.	