



**JAIPUR NATIONAL**  
**UNIVERSITY**  
A venture of The Seedling Group of Educational Institutions

**Bachelor of Arts**  
**(BA: Economics, History & Geography)**  
**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 .....  | 8  |
| 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 .....  | 9  |
| 3. Instructional Design .....   | 10 |
| 3.1 Curriculum Design .....   | 10 |
| 3.2 Program Structure and detailed Syllabus .....   | 10 |
| 3.2.1 Program Structure .....   | 10 |
| 3.2.2 Detailed Syllabus of BA .....   | 15 |
| 3.3 Duration of the Program.....  | 15 |
| 3.4 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details).....               | 15 |
| 3.5 Instructional delivery mechanisms .....   | 15 |
| 3.6 Identification of media-print, audio, or video, online, computer aided .....                                | 15 |
| 3.7 Student Support Services .....  | 16 |
| 4. Assessment and Evaluation.....   | 17 |
| 4.1 Overview .....  | 17 |
| 4.2 Question Paper Pattern.....   | 17 |
| 4.3 Distribution of Marks in Continuous Internal Assessments .....  | 18 |
| 4.4 Statistical Method for the Award of Relative Grades.....  | 18 |

|       |  |     |
|-------|--|-----|
| 4.4.1 | Cumulative Grade Point Average (CGPA) and Semester Grade Point Average | 19  |
| 4.4.2 | Cumulative Grade Point Average (CGPA).....                             | 19  |
| 4.4.3 | Conversion Factor.....   | 20  |
| 4.5   | Grade card.....  | 20  |
| 4.5.1 | Grade cards and Certification – Student Communication .....            | 20  |
| 4.5.2 | Results, grade card and Degree Logistics–Internal Process .....        | 20  |
| 5.    | Requirement of the Laboratory Support and Library Resources .....      | 21  |
| 5.1   | <i>Laboratory Support</i> .....  | 21  |
| 5.2   | <i>Library Resources</i> .....   | 21  |
| 6.    | Cost Estimate of the Program and the Provisions.....                   | 21  |
| 7.    | Quality Assurance Mechanism .....                                      | 22  |
|       | Annexure I _Detailed syllabus of BA Program .....                      | 23  |
|       | Annexure II- Mandatory Documents for Admission .....                   | 24  |
|       | Annexure III- Academic Bank of Credit Id Creation Process .....        | 109 |
|       | Annexure IV – Continuous Internal Assessment Pattern .....             | 110 |
|       | Annexure V – End-term Examination Pattern .....                        | 111 |

---

# 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 aBA 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 (12<sup>th</sup> 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 fulfil 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:

| <b>Step</b>   | <b>Process</b>   | <b>Particulars</b>   |
|---------------|--|--|
| <b>Step 1</b> | <b>Counselling</b>   | Prospective students will receive guidance and counseling for their chosen program from designated and authorized counselors.  |
| <b>Step 2</b> | <b>Registration on admission portal to get access to My Account.</b> | To initiate the registration process, they must complete the application form by providing all necessary details and uploading mandatory documents.  |
| <b>Step 3</b> | <b>Details of Document upload</b>                                    | <p>Student Uploads document as follows-</p> <p><u>Personal Documents</u></p> <p>Passport-size Photograph<br/>Student's Signature<br/>Aadhar Card (Back &amp; Front)</p> <p><u>Academic Documents</u></p> <p><i>UG Student -</i><br/>10th Marksheet<br/>12th Marksheet<br/>(detailed list of documents is provided in <b>Annexure II</b>)</p> |
| <b>Step 4</b> | <b>Verification of documents by the Deputy Registrar</b>             | 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.   |
| <b>Step 5</b> | <b>Undertaking</b>   | Student will sign Undertaking after Approval in Application.   |
| <b>Step 6</b> | <b>Payment of fees</b>   | <p>All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment.</p> <p>The Fee is payable through any of the following means:</p> <p>(a) UPI</p>  |

|               |   |  |
|---------------|---|--|
|               |   | (b) Credit/Debit Card<br>(c) Net-banking<br>Note: Cash, bank demand draft and Cheques are not accepted                     |
| <b>Step 7</b> | <b>Enrolment</b>                                  | After the payment of program fee, the eligible student will get the Enrolment number and access to the LMS within 21 days. |
| <b>Step 8</b> | <b>Access to Learning Management System (LMS)</b> |  |

**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/](http://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/](http://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:

| <b>Program</b> | <b>Academic Total Fees (INR)</b> | <b>Exam Fees</b>         |
|----------------|----------------------------------|--------------------------|
| <b>BA</b>      | <b>36,000</b>                    | <b>1500 per semester</b> |



## 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 | January | Within 21 working days from fee deposit and |

|    |  |         |                          |
|----|--|---------|--------------------------|
|    | Management system  | July    | Eligibility confirmation |
| 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<br>(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

The Learner will study the following disciplines in the I, II, III and IV Semester (for details of Paper 1, 2, 3 and 4 of each discipline, kindly refer to Table 1a):

1. **Discipline1 - Economics**
2. **Discipline2 - History**
3. **Discipline3 - Geography**

| 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                      | DBAECC101T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 2 – Paper 1                      | DBAHIC102T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 3 – Paper 1                      | DBAGYC101T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Essential Language Skill (English)          | DBAPAE101T24                | <b>Ability Enhancement Course</b> | 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                      | DBAECC201T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 2 – Paper 2                      | DBAHIC202T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 3 – Paper 2                      | DBAGYC201T24                | DSC                               | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Environmental Science                       | DBAPAE201T24                | <b>Ability Enhancement Course</b> | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| 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 | DBAECC301T24 | DSC             | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 2 – Paper 3 | DBAHIC302T24 | DSC             | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 3 – Paper 3 | DBAGYC301T24 | DSC             | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Fundamental of         | DBAPSE301T24 | SEC             | 100         | 70        | 30        | 4                | 2                | 0 | 4 | 4      |

|                  |          |                                     |     |     |     |   |   |   |  |    |
|------------------|----------|-------------------------------------|-----|-----|-----|---|---|---|--|----|
| Computer         |          |                                     |     |     |     |   |   |   |  |    |
| *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               | DBAECC401T24 | DSC             | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 2 – Paper 4               | DBAHIC402T24 | DSC             | 100         | 70        | 30        | 4                | 3                | 1 |   | 4      |
| Discipline 3 – Paper 4               | DBAGYC401T24 | 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

Any two disciplines from the following will be opted by the students in the V and VI Semester. Accordingly discipline specific electives will be chosen from the concerned discipline (refer to table 1b) :

1. **Discipline1 - Economics**
2. **Discipline2 - History**
3. **Discipline3 - Geography**

| 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**

| Discipline         | Paper 1   | Paper 2   | Paper 3   | Paper 4   |
|--------------------|---|---|---|---|
| <b>Economics</b>   | Economics 1- (Micro Economics Basics)                       | Economics-2 (Micro Economics Advanced)                          | Economics-3 (Macro Economics-I)                         | Economics-4 (Macro Economics-II)                      |
| <b>Course Code</b> | <b>DBAECC101T24</b>   | <b>DBAECC201T24</b>   | <b>DBAECC301T24</b>                                     | <b>DBAECC401T24</b>                                   |
| <b>History</b>     | 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) |
| <b>Course Code</b> | <b>DBAHIC102T24</b>   | <b>DBAHIC202T24</b>   | <b>DBAHIC302T24</b>                                     | <b>DBAHIC402T24</b>                                   |

|                    |                                 |                                      |                               |                                     |
|--------------------|---------------------------------|--------------------------------------|-------------------------------|-------------------------------------|
| <b>Geography</b>   | Geography- (Physical Geography) | Geography- (Geography of Rajasthan ) | Geography- (Human Geography ) | Geography- (Geography of Resources) |
| <b>Course Code</b> | <b>DBAGYC101T24</b>             | <b>DBAGYC201T24</b>                  | <b>DBAGYC301T24</b>           | <b>DBAGYC401T24</b>                 |

**Table 1b: For Discipline Electives Courses  
Select any two Discipline Specific electives**

| <b>Discipline</b> | <b>For Semester V</b>   |   | <b>For Semester VI</b>  |  |
|-------------------|---|---|---|--|
|                   | <b>Paper 1</b>  | <b>Paper 2</b>  | <b>Paper 3</b>  | <b>Paper 4</b>   |
| <b>Economics</b>  | Economics (Money and Banking)<br><b>(DBAECD501T24)</b>                          | Economics (Public Finance)<br><b>(DBAECD502T24)</b>                         | Economics (Development Economics-I)<br><b>(DBAECD601T24)</b>              | Economics (Development Economics-II)<br><b>(DBAECD602T24)</b>                    |
|                   | Economics (Economic Demography)<br><b>(DBAECD503T24)</b>                        | Economics (Statistics for Economic Analysis)<br><b>(DBAECD504T24)</b>       | Economics (Indian Economy)<br><b>(DBAECD603T24)</b>                       | Economics (International Economics)<br><b>(DBAECD604T24)</b>                     |
| <b>History</b>    | History (World History – 1453 to 1815)<br><b>(DBAHID505T24)</b>                 | History (World History - 1815- 1991)<br><b>(DBAHID506T24)</b>               | History (Modern History of India - 1757 to 1857)<br><b>(DBAHID605T24)</b> | History (History of Modern India - 1857 AD-1947 AD)<br><b>(DBAHID606T24)</b>     |
|                   | History (History of Rajasthan- Early Times to 1750 AD)<br><b>(DBAHID507T24)</b> | History (History of Rajasthan- 1750 AD to 1956 AD)<br><b>(DBAHID508T24)</b> | History (Indian Society and Culture upto 1200)<br><b>(DBAHID607T24)</b>   | History (Indian Society and Culture in Medieval Period)<br><b>(DBAHID608T24)</b> |
| <b>Geography</b>  | Geography of India<br><b>(DBAGYD501T24)</b>                                     | Geography of Environment<br><b>(DBAGYD502T24)</b>                           | World Geography<br><b>(DBAGYD601T24)</b>                                  | Economic Geography<br><b>(DBAGYD602T24)</b>                                      |
|                   | Geography of Health and Wellbeing<br><b>(DBAGYD503T24)</b>                      | Population Geography<br><b>(DBAGYD504T24)</b>                               | Social Geography<br><b>(DBAGYD603T24)</b>                                 | Disaster Management<br><b>(DBAGYD604T24)</b>                                     |

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

| <b>3<sup>rd</sup> Semester</b>                | <b>4<sup>th</sup> Semester</b>                       |
|---|--|
| 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 <b>Annexure VI</b> 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 (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.

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

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

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

Where, S<sub>i</sub> is the SGPA of the semester and C<sub>i</sub> 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) :

| <b>Sl. No.</b> | <b>Expenditure Heads</b> | <b>Approx. Amount</b> |
|----------------|--------------------------|-----------------------|
|----------------|--------------------------|-----------------------|

|   |  |               |
|---|--|---------------|
| 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

## 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  
Hrs.**

**10**

- 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). UchcharArthik 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.

# 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**

**Hours: 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** Hours: 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**

**Hours: 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**

**Hours: 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**

**Hours: 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 Banarassidass.
- 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

# Geography Physical Geography

Credit: 04

## Course Learning Outcomes

- Describe the significance of Physical Geography.
- Summarizes the volcanoes, earthquake and rocks.
- Determine the Earth's interior.
- Compare and contrast different types of Volcanoes, Earthquake and Rocks.
- Assess the Atmosphere and Climatology.
- Synthesize the Oceanography.

## Geography- ( Physical Geography)

### Unit I Evolution of Geography and Earth

- Definition, Scope and Development of Physical Geography
- Origin of Earth: Monistic and Dualistic concept, Age of Earth, Geological history of the Earth
- Structure of the Earth's interior

### Unit II Geomorphology

- Continental Drift Theory
- Volcanoes and Earthquakes
- Rocks: Introduction, Classification, Characteristics

### Unit III Atmosphere

- Composition and structure of the Atmosphere
- Insolation and Heat Budget
- Air Pressure and Atmospheric Circulation

### Unit IV Climatology

- Humidity and Precipitation
- Air Masses and Frontogenesis
- Classification of Climates

### Unit-V Oceanography

- Relief of the Ocean Basins
- Temperature and Salinity of the Oceans
- Ocean Currents and Tides

## Geography Practical

### Scale

- Meaning and definition of scale

- Necessity and importance of scale
- Methods of Expressing scale on a map

Kinds of Graphical Scale

### Reference

- Saroha, Jitendra., Singh, Surendra. (2024). Physical Geography. Pearson Education, Chennai, Tamil Nadu.
- Khullar R.D., (2022). BhautikBhugol. Kalyani Publisher, Chennai, Tamil Nadu.
- Agarwal, K.M.L.(1988). BhutikBhugol. Agra: SahityaBhawan.
- Dubey, R.N. (1980). BhautikBhugolkeAdhar. Allahabad: Kitabmahal.
- Monkhouse, F.J. (1984). Principles of Physical Geography, London: Hoddersloughtpn.
- Bloom A. L. (2003) Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
- Bridges E. M. (1990) World Geomorphology, Cambridge University Press, Cambridge.

|                                  |
|----------------------------------|
| <b>Essential Language Skills</b> |
|----------------------------------|

**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 Hours**

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 Hours**

- Articles
- Preposition
- Adjectives and adverb
- Modals.

### **Unit III Transformation of Sentences**

**06 Hours**

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

### **Unit IV Composition**

**06 Hours**

- Letter Writing: Formal and Informal
- Paragraph Writing

### **UNIT-V Comprehension**

**06 Hours**

- 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**

#### **अधिगम अनुवर्तन**

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 एवंविकास
- 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 पीढि का भारोपीय भाषा-परिवार एवं अर्थभाषाएँ ; संस्कृत, पालि, प्राकृत, अपभ्रंश आदि
- 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, समाचार लेखन,कहानी लेखन
- पत्र लेखन- शासकीय पत्र, अर्द्धशासकीय पत्र, आवेदन पत्र, शिकायती पत्र
- निबन्ध लेखन

#### संदर्भ पुस्तकें-

- अवस्थी, देवी शंकर (1998), साहित्य विधाओं की प्रकृति, दिल्ली, राधाकृष्ण प्रकाशन
- हरिमोहन(2007), प्रशासनिक हिन्दी टिप्पणी, प्रारूपणा एवं पत्र लेखन, दिल्ली, तक्षशिला प्रकाशन
- बाहरी, हरदेव (1998), हिन्दी का सामान्य ज्ञान, भाग-2, इलाहाबाद, लोकभारती
- श्रीवास्तव, रवीन्द्रनाथ (1994), हिन्दी भाषा का सामाजिक संदर्भ आगरा, केन्द्रीय हिन्दी संस्थान
- श्रीवास्तव, रवीन्द्रनाथ (1996), हिन्दी भाषा संरचना और प्रयोग, आगरा नेशनल पब्लिशिंग हाऊस

## Semester II

### 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). UchcharArthik 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.

**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**

**10 Hours**

- 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**

**08Hours**

- Post-Gupta period upto 750AD-achievements of Vardhanas,

- Chalukyas and Pallavas.
- Tripartite Struggle.
- The Pallavas 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.

## **Geography**

### **(Geography of Rajasthan )**

**Credit: 04**

#### **Course Outcomes**

- Describe physical division and drainage system of Rajasthan.
- Explain Natural Vegetation and Soil.
- Determine Mineral and Power resources.
- Analyze major irrigation projects of Rajasthan.
- Assess the agriculture and industries of Rajasthan.
- Synthesize the Human Resources of Rajasthan.

#### **Unit –I Introduction to Geography of Rajasthan**

- Rajasthan: An Introduction
- Physiography and broad physical divisions of Rajasthan

- Drainage System

### **Unit –II Natural Resources**

- Natural Vegetation
- Soil: Introduction and Classification
- Soil Erosion and Conservation

### **Unit-III Resources**

- Metallic and Non Metallic Minerals
- Power and Energy Resources( Hydroelectricity, Coal Petroleum, Solar Energy, Wind Energy and Bio Energy)
- Irrigation

### **Unit-IV Agriculture and Industries**

- Agriculture Regions of Rajasthan
- Distribution patterns of major crops - Bajra, Wheat, Guar, Cotton, Oilseeds, Tobacco, Fruits and Vegetables
- Major Industries: Textile, Cement, Marble and Salt Industry

### **Unit –V Human Resources**

- Population : Distribution, Growth, Density and Population Composition

Tribes : Bhil, Meena, Garasia, Sahariya

### **References**

- Saroha, Jitendra., Singh, Surendra. (2024). Physical Geography. Pearson Education, Chennai, Tamil Nadu.
- Khullar R.D., (2022). BhautikBhugol. Kalyani Publisher, Chennai, Tamil Nadu.
- Agarwal, K.M.L.(1988). BhutikBhugol. Agra: SahityaBhawan.
- Dubey, R.N. (1980). BhautikBhugolkeAdhar. Allahabad: Kitabmahal.
- Monkhouse, F.J. (1984). Principles of Physical Geography, London: Hoddersloughtpn.
- Bloom A. L. (2003) Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
- Bridges E. M. (1990) World Geomorphology, Cambridge University Press, Cambridge.

### **Reference Books:**

- Singh, Savindra. (2020) Physical Geography, Allahabad: Pravalika Publication (Hindi also).
- Singh, M.B. (1998) JalvayuAvamSamudraVigyan. Tara Book Agency, Varanasi
- Tikha, R.N. (1980) BhautikBhugol. Meerut: KedarnathRamnath.
- Gautam, A (2010) BhautikBhugol, RastogiPunlications, Meerut.
- Thornbury W. D. (1968) Principles of Geomorphology, Wiley.

## **Geography Practical**

### **Representation Of Relief: Contours And Profiles**

- Methods of Representing the Relief
- Interpolation of Contours
- Profile
- Kinds of Profile

### **Reference**

- Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.
- Monkhouse, F.J.: Maps and Diagrams, Methuen Co., London.
- Kellaway, George: Map Projections, Methuen & Co. London.
- Steers, J.K. : Map Projections, University of London Press, London.
- Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
- Mishra, R.P.: Fundamentals of Cartography, McMillan, New Delhi.

|                              |
|------------------------------|
| <b>ENVIRONMENTAL SCIENCE</b> |
|------------------------------|

**Credit: 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.

|                |
|----------------|
| <b>ENGLISH</b> |
|----------------|

**Credit: 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 handson 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

**Credit: 4**

### पाठ्यक्रम के उद्देश्य:

1. हिंदी भाषा के मौलिक तत्वों को समझना
2. हिंदी व्याकरण के मूलभूत हनयमिका ज्ञान प्राप्त करना।
3. हिंदी साहित्य की प्रमुख हिधाओं से पर हितना।
4. हिंदी लेखन कौशल कहि कहसत करना।
5. हिंदी बलिल और श्रिण कौशल सुधारना।

### इकाइयाँ और पाठ्यक्रम पररणाम

#### इकाई 1: हिंदी भाषा का परिचय

- हिंदी भाषा के इतिहास और विकास की समझ।
- हिंदी के प्रमुख पहलुओं और उनके महत्व का ज्ञान।

- हलहप, ध्वनिनयाँ और उच्चारण की जानकारी।
- साहित्य के प्रारम्भिक काल का आंकालन।
- आधुनिक हिंदी भाषा की विशेषताओ को समझना।

#### **इकाई 2: हिंदी व्याकरण:**

- हिंदी संज्ञा, सर्वनाम, विशेषण और क्रिया का ज्ञान।
- संस्कारिणा और उसके प्रकार की समझ ।
- क्रियाओ के काल और उनके प्रयोग का ज्ञान।
- समास और संधि के प्रकार और उनके प्रयोग।
- व्याकरण की मूलभूत त्रुटियों को सुधारना

#### **इकाई 3: हिंदी साहित्य की प्रमुख कविताए**

- कविता और उसके विभिन्न रूपों का परिचय।
- गद्य साहित्य की विधाओं का ज्ञान।
- नायक और उसके विकास की समझ।
- उपन्यास और कहानी लेखन की परंपरा।
- हिंदी गद्य और अन्य गद्य विधाओं की जानकारी।

#### **इकाई 4 : हिंदी लेखन कौशल**

- प्रभावी हिंदी लेखन के लिए आवश्यक तकनीकों का ज्ञान।
- औपचारिक और अनौपचारिक पत्र लेखन की समझ।
- रचनात्मक लेखन और उसकी विशेषताएँ।
- रचनात्मक लेखन के प्रकार और तकनीक।
- लेखन में व्याकरण और साहित्यिक त्रुटियों को सुधारना।

#### **इकाई 5: हिंदी बोलचाल और श्रवण कौशल**

- प्रभाषी संप्रेषण के लिए आवश्यक कौशल
- श्रवण कौशल सुधारने की तकनीक।
- भाषण और प्रस्तुति देने की क्षमता।
- साक्षात्कार और समूह वार्ता की समझ।
- सुनने और बोलने में आम त्रुटियों को पहचानना और सुधारना।

### संदर्भ (References)

- मिश्र, रामहिलास (2000). हिंदी भाषा का उद्भव और विकास. नई दिल्ली: राजकमल प्रकाशन.
- त्रिपाठी, लक्ष्मी (1998). हिंदी भाषा और साहित्य का इतिहास. वाराणसी: भारती भिन.
- शुक्ल, रामनारायण (2005). हिंदी व्याकरण और रिना. आगरा: लक्ष्मी नारायण अग्रवाल.
- हंस, महेंद्र कुमार (2012). हिंदी भाषा और व्याकरण. पिना: छात्र सयगी प्रकाशन.
- हतिारी, सत्येंद्र (1999). हिंदी साहित्यकी प्रमुख हिधाएँ. मुंबई: साहित्य अकादमी.
- यादि, रीशंकर (2001). हिंदी गद्यकी हिधिहिधाएँ. इलाहाबाद: लक्ष्मी प्रकाशन.
- गस्वामी, सुधा (2010). हिंदी लेखन कौशल. हदल्ली: प्रकाशन संस्थान.
- पांडेय, सुनीता (2015). हिंदी में प्रभाषी लेखन. लखनऊ: हिदया प्रकाशन.
- शमाव, नीन (2008). हिंदी बालिाल और श्रिण कौशल. िंडीगढ़: हशक्षा प्रकाशन.
- िमाव, अजय (2011). हिंदी सिंिाद कौशल. जयपुर: हिश्व हिदयालय प्रकाशन.

## Semester III

### Economics-3 Macro Economics-I

**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). Advanced Macro Economic 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). Samashti Arthashastra, 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).

**Histry-3**

**History of Medieval India (1200-1526 AD)**

**Credit: 04**

**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**

**08Hours**

- 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**

**08Hours**

- 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**

**08Hours**

- 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**

**08Hours**

- 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 India1: 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,



## **Geography**

### **(Geography of Rajasthan )**

**Credit: 04**

#### **Course Outcomes**

- Describe physical division and drainage system of Rajasthan.
- Explain Natural Vegetation and Soil.
- Determine Mineral and Power resources.
- Analyze major irrigation projects of Rajasthan.
- Assess the agriculture and industries of Rajasthan.
- Synthesize the Human Resources of Rajasthan.

#### **Unit –I Introduction to Geography of Rajasthan**

- Rajasthan: An Introduction
- Physiography and broad physical divisions of Rajasthan
- Drainage System

#### **Unit –II Natural Resources**

- Natural Vegetation
- Soil: Introduction and Classification
- Soil Erosion and Conservation

#### **Unit-III Resources**

- Metallic and Non Metallic Minerals
- Power and Energy Resources( Hydroelectricity, Coal Petroleum, Solar Energy, Wind Energy and Bio Energy)
- Irrigation

#### **Unit-IV Agriculture and Industries**

- Agriculture Regions of Rajasthan
- Distribution patterns of major crops - Bajra, Wheat, Guar, Cotton, Oilseeds, Tobacco, Fruits and Vegetables
- Major Industries: Textile, Cement, Marble and Salt Industry

#### **Unit –V Human Resources**

- Population : Distribution, Growth, Density and Population Composition

Tribes : Bhil, Meena, Garasia, Sahariya

## References

- Saroha, Jitendra., Singh, Surendra. (2024). Physical Geography. Pearson Education, Chennai, Tamil Nadu.
- Khullar R.D., (2022). BhautikBhugol. Kalyani Publisher, Chennai, Tamil Nadu.
- Agarwal, K.M.L.(1988). BhutikBhugol. Agra: SahityaBhawan.
- Dubey, R.N. (1980). BhautikBhugolkeAdhar. Allahabad: Kitabmahal.
- Monkhouse, F.J. (1984). Principles of Physical Geography, London: Hoddersloughtpn.
- Bloom A. L. (2003) Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
- Bridges E. M. (1990) World Geomorphology, Cambridge University Press, Cambridge.

## Reference Books:

- Singh, Savindra. (2020) Physical Geography, Allahabad: Pravalika Publication (Hindi also).
- Singh, M.B. (1998) JalvayuAvamSamudraVigyan. Tara Book Agency, Varanasi
- Tikha, R.N. (1980) BhautikBhugol. Meerut: KedarnathRamnath.
- Gautam, A (2010) BhautikBhugol, RastogiPunlications, Meerut.
- Thornbury W. D. (1968) Principles of Geomorphology, Wiley.

## Geography Practical

### Representation Of Relief: Contours And Profiles

- Methods of Representing the Relief
- Interpolation of Contours
- Profile
- Kinds of Profile

### Reference

- Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.

- Monkhouse, F.J.: Maps and Diagrams, Methuen Co., London.
- Kellaway, George: Map Projections, Methuen & Co. London.
- Steers, J.K. : Map Projections, University of London Press, London.
- Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
- Mishra, R.P.: Fundamentals of Cartography, McMillan, New Delhi.

## Semester IV

### 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).

## **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**

**08 Hours**

- 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**

**08 Hours**

- 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**

**08 Hours**

- 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.

**Geography**  
**(Geography of Resources)**

**Credit: 04**

**Course Outcomes:**

- Understand and apply methods for data collection in statistical studies
- Explain the basics of plane table surveying
- Identify and describe instruments used in plane table surveying
- Conduct survey operations using plane table methods

**Unit I: Introduction to Geography of Resources**

- Definition, Nature, Scope and Significance of Geography of Resources
- Classification of Resources: Renewable and Non Renewable Resources

**Unit II: Beverages and Industrial crops**

- Beverages: Tea, Coffee, Cocoa, Tobacco
- Industrial Crops: Cotton, Jute, Silk, Rubber

**Unit-III Manufacturing Industries and Power Resources**

- Meaning, Types, Factors of the Location of Industries
- Iron and Steel Industry
- Textile Industry
- Coal: Types, Distribution
- Petroleum: Distribution
- Natural Gas: Distribution

**Unit-IV Water and Mineral Resources**

- Inland Water Resources, Oceanic Water Resources



- Metallic Minerals
- Non Metallic Minerals

### **Unit-V Conservation of Resources and Resource Region**

- Concept of Conservation, Planning for Conservation of Resources

Classification of Resource Regions of the World, Resource Regions of India

### **References**

- Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.
- Monkhouse, F.J.: Maps and Diagrams, Methuen Co., London.
- Kellaway, George: Map Projections, Methuen & Co. London.
- Steers, J.K. : Map Projections, University of London Press, London.
- Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
- Mishra, R.P.: Fundamentals of Cartography, McMillan, New Delhi.

### **Geography Practical**

#### **STATISTICAL METHODS**

Collection of data

- Sample study
- Statistical series

#### **PLANE TABLE SURVEYING**

Introduction

- Instruments required for plane table surveying
- Survey Operation
- Methods of plane tabling

## 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

# ECONOMICS 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.

|   |
|---|
| <b>ECONOMICS</b><br><b>Public Finance</b> |
|---|

**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**  
**Hrs.**

**12**

- 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**  
**Hrs.**

**12**

- 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.

|  |
|--|
| <b>ECONOMICS</b><br><b>Economic Demography</b> |
|--|

**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

|   |
|---|
| <b>Economics</b><br><b>Statistics for Economic Analysis</b> |
|---|

**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

|   |
|---|
| <p><b>History</b><br/> <b>World History (1453-1815)</b></p> |
|---|

**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

|   |
|---|
| <p><b>History</b><br/> <b>World History (1815-1991)</b></p> |
|---|

**Credit: 04**

**Course Outcomes**

- Describe the condition of Europe between 1815-1900.
- Explain the factors influencing the political rivalry between European nations.
- Determine 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**

**08 Hours**

- 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**

**12 Hours**

- 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**

**12 Hours**

- 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**

**12 Hours**

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

**Unit IV Emergence of Mewar, Marwar and Jaipur**

**14 Hours**

- 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**

**10 Hours**

- 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: 04**

#### **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** **06Hours**

- 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** **06Hours**

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

**Unit V Unification of Rajasthan** **06Hours**

- 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.

## **Geography- (Geography of India) (DSE)**

### **Course Learning Outcomes**

- Define and Understand Physiography and Broad Physical Division of India
- Read, Interpret, and Generate Maps and other Geographic Representations of India
- Understand the Climatic Condition and Vegetation of India
- Locate and Define Soils and Drainage System of India
- Make Optimal use of Natural Resources of India

**Credit: 04**

### **Unit I - Introduction to India**

- India in the Context of South and South East Asia
- Geological Structure
- Physiographic Division

## **Unit II Climate ,Vegetation and Natural Resources**

- Climate, Climatic Region
- Floristic Regions, Distribution of Forests
- Classification of Forests, Importance of Forests
- Energy Resources: Coal, Petroleum, Natural Gas
- Mineral Resources: Distribution, Metallic Minerals and Non-Metallic Minerals

## **Unit III Soils and Drainage System**

- Soils: Classification of Indian Soils, Problems of Indian Soils, Soil Conservation
- Drainage System of India: Drainage System of Bay of Bengal, Arabian Sea and Inland Drainage System

## **Unit IV Agriculture and Industries**

- Food Crops: Wheat, Rice, Maize
- Plantation Crops: Coffee, Tea, Sugarcane, Cotton
- Industrial Development
- Iron-Steel Industry, Aluminium Industry, Copper Smelting, Lead Smelting
- Textile Industries: Cotton Textile Industry, Jute Textile Industry, Silk Textile Industry

## **Unit V Population**

- Population Growth, Population Distribution
- Population Density, Age Composition, Sex Ratio, Literacy, Linguistic Composition, Religious Composition
- Racial Composition, Population Migration
- Human Development Index

## **References**

- Chauhan, V.S. Bharat VistritBhugol. Meerut : Rastogi& Co, 1985

- Mamoria, C.B. : Bharat kaBhugol, SahityaBhawan, Agra, 1988
- Govt. of India: India- Reference Annual,2001, Pub. Div., New Delhi.
- Govt. of India: National Atlas of India, NATMO Publication, Calcutta.
- Shafi, M.: Geography of South Asia. Calcutta: McMillan & co, 2000.
- Deshpande C.D.: Indian- A Regional Interpretation, Northern Book Center, New Delhi-1992.
- Singh. R.L. (ed.) : India A Regional Geography, National Geographical Society of India, Varanasi, 1981

## **Geography Practical**

### **MAP READING**

Methods of drawing distribution maps

### **PRISMATIC COMPASS SURVEYING**

- Instruments required for prismatic compass surveying
- Methods of using the prismatic compass
- Survey operation
- Methods of prismatic Compass Surveying

### **References**

- Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.
- Monkhouse, F.J.: Maps and Diagrams, Methuen Co., London.
- Kellaway, George: Map Projections, Methuen & Co. London.
- Steers, J.K. : Map Projections, University of London Press, London.
- Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.

- Mishra, R.P.: Fundamentals of Cartography, McMillan, New Delhi.

## Geography of Environment (DSE)

**Credit: 04**

### **Course Learning Outcomes**

- Define and explain the fundamental concepts in Environmental Geography
- Describe and analyze the structure and functions of ecosystems
- Identify and assess major ecological issues
- Evaluate the environmental impact of agricultural practices
- Discuss principles of environmental conservation and sustainable development
- Examine the components of effective environmental management
- Analyze environmental problems specific to India and propose strategies for environmental planning and sustainable solutions

### **Unit - I Introduction to Environment Geography**

Definition, nature and scope of Environment Geography. Concept of environment, types of environment. Biosphere and its components. Man-environment relationship - Determinism, Possibilism, Neo - determinism.

### **Unit - II Ecosystem**

Meaning, definition, types, structure. Functions of ecosystem - food chain, energy flow in ecosystem. Study of various ecosystems - grassland, desert, marine, mountains and plateau with specific reference to Hadoti plateau.

### **Unit - III Ecological Issues**

Ecological crisis, energy crisis, natural hazards - floods, droughts, earthquake and volcano. Soil erosion, desertification, deforestation. Impact of green revolution on Indian environment.

### **Unit - IV Environmental Conservation and Development**

Environmental degradation, sustainable development. Environmental pollution - water, air, soil, noise, radioactive. Greenhouse effect and ozone depletion, Biodiversity and its conservation.

## **Unit - V Environment management**

Environment management - soil, forest, water, wildlife, energy. Disaster Management, Environmental awareness and education. Environmental problems in India and their planning

### **Reference**

- Smith, J. A., & Brown, L. K. (2023). Geography of the environment: An introduction. Green Earth Publishing.
- Sharma, P. K. (2023). Introduction to Environmental Geography. Academic Press.
- Agarwal, A. et al. (1999). The Citizen's Fifth Report, Centre for Science & Environment, New Delhi,
- Allen, J. L. (1997). Student Atlas of Environmental Issues, Dushkin Pub., 1997.

## **Geography of Health and Wellbeing (DSE)**

**Credit: 04**

### **Course Learning Outcomes**

- Explain the interconnections between health, environment, and development
- Analyze the impact of human activities on environmental quality and health
- Identify and evaluate health risks associated with environmental exposures
- Describe the health and disease patterns in an environmental context, particularly within India
- Assess the effects of climate change on human health

Unit 1 Perspectives on Health: Definition; linkages with environment, development and health; driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality.

Unit 2. Pressure on Environmental Quality and Health: Human activities and environmental pressure land use and agricultural development; industrialization; transport and energy.

Unit 3. Exposure and Health Risks: Air pollution; household wastes; water; housing; workplace.

Unit 4. Health and Disease Pattern in Environmental Context with special reference to India, Types of Diseases and their regional pattern (Communicable and Lifestyle related diseases).

Unit 5. Climate Change and Human Health: Changes in climate system – heat and cold; Biological disease agents; food production and nutrition.

## Reference

- AkhtarRais (Ed.), 1990 : Environment and Health Themes in Medical Geography, AshishPublishing House, New Delhi.
- Avon Joan L. and Jonathan A Patzed.2001 : Ecosystem Changes and Public Health,Baltimin, John Hopling Unit Press(ed).
- Bradley,D.,1977: Water, Wastes and Health in Hot Climates, John Wiley Chichesten.
- Christaler George and HristopolesDionissios, 1998: Spatio Temporal Environment Health Modelling , Boston Kluwer Academic Press.
- Cliff, A.D. and Peter,H., 1988 : Atlas of Disease Distributions, Blackwell Publishers, Oxford.
- Gatrell, A.,andLoytonen, 1998 : GIS and Health, Taylor and Francis Ltd, London.
- Hardham T. and Tannav M.,(eds): Urban Health in Developing Countries; Progress, Projects, Earthgoan, London.
- Murray C. and A. Lopez, 1996 : The Global Burden of Disease, Harvard University Press.
- Moeller Dade wed., 1993: Environmental Health, Cambridge, Harward Univ. Press.
- Phillips, D.andVerhasselt, Y., 1994: Health and Development, Routledge, London.

- Tromp, S., 1980: Biometeorology: The Impact of Weather and Climate on Humans and their Environment, Heydon and Son.

## Population Geography (DSE)

**Credit: 04**

### Course Outcome

### Course Outcomes

- Understand the field of population studies and its data sources
- Analyze population size, distribution, and growth patterns
- Evaluate population dynamics
- Examine population composition and characteristics
- Address contemporary population issues

#### Unit 1.

Defining the Field – Nature and Scope; Sources of Data with special reference to India (Census, Vital Statistics and NSS).

#### Unit 2.

Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

#### Unit 3.



Population Dynamics: Fertility, Mortality and Migration – Measures, Determinants and Implications.

Unit 4.

Population Composition and Characteristics – Age-Sex Composition; Rural and Urban Composition; Literacy.

Unit 5.

Contemporary Issues – Ageing of Population; Declining Sex Ratio; HIV/AIDS.

### **References**

1. Barrett H. R., 1995: Population Geography, Oliver and Boyd.
2. Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965: Population Geography, Pergamon Press, Oxford.
5. Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004: The End of the World Population Growth in the 21st Century, Earthscan
7. Newbold K. B., 2009: Population Geography: Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986: Population Geography: Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968: Population Geography, Nelson.
10. Panda B P (1988): JanasankyaBhugol, M P Hindi GranthAcademy,Bhopal
11. Maurya S D (2009) JansankyaBhugol, ShardaPutakBhawan, Allahabad
12. Chandna, R C (2006), JansankhyaBhugol, Kalyani Publishers, Delhi

## 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

### Economics Development Economics-I

**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

**20**

##### Hours

- 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.

|   |
|---|
| <b>Economics</b><br><b>Development Economics-II</b> |
|---|

**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.

|   |
|---|
| <b>ECONOMICS</b><br><b>INDIAN ECONOMY</b> |
|---|

**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.

|  |
|--|
| <b>ECONOMICS</b><br><b>INTERNATIONAL ECONOMICS</b> |
|--|

**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** **12**  
**Hours**

- 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** **10**  
**Hours**

- 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><b>History</b><br/> <b>Modern History of India - (1757 to 1857)</b></p> |
|--|

**Credit: 04**

**Course Outcomes**

- Recall the political condition of India in the 18th century.
- Explain the overall impacts of british rule on indian society.
- Determinate the importance and legacy of different freedom movements in India.
- Analyse the renaissance as the social & religious reformer inIndia.
- 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, IIIrd 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

|  |
|--|
| <p><b>History</b><br/> <b>Indian Society and Culture (up to 1200 AD)</b></p> |
|--|

**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**

**08Hours**

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



**Unit II: Reformation Era** **08Hours**

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

**Unit III :Art and Architecture** **08Hours**

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

**Unit IV: Sangam Era** **08Hours**

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** **08Hours**

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**

**8 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:

## World Geography (DSE)

Credit: 04

### Course Outcomes

- Understand the physical geography of the world
- Examine the geographic characteristics of Asia
- Explore the geographic features of Europe
- Analyze the physical and economic geography of North America
- Study the geography of the southern continents (South America, Africa, and Australia)

#### Unit – I World as a Whole :

Major Physical Features; Rivers; Climatic Regions; Natural Vegetation; Soils; Agricultural Types.Industrial Regions.Transportation-Land, Water and Air.

#### Unit – II Asia :

Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population. Economic Base : Agriculture, Minerals, Power Resources and Industries.

#### Unit – III Europe :

Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population.Economic Base – Agriculture, Minerals, Power Resources and Industries.

### **Unit – IV North America :**

Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population. Economic Base : Agriculture, Minerals, Power Resources and Industries.

### **Unit – V Three Southern Continents (South-America, Africa & Australia) :**

Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial Distribution of Population. Economic Base : Agriculture, Minerals, Power Resources and Industries.

### **References**

- Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
- Cole, J.P.: Latin America – Economic and Social Geography, Butterworth U.S.A., 1975.
- Deblij, H.J.: Geography : Regions and Concepts, John Wiley, New York, 1994.
- Dickinson, J. Petal : The Geography of the Third World, Routledge, London, 1996.
- Gourou. P. : The Tropical World, Longman, London, 1980.
- Jackson, R.H. & Hudman. L.E. : World Regional Geography : Issues for Today, John Wiley, New York, 1991.
- Kolb. A.: East Asia – Geography of the Cultural Region, Methuen, London, 1977.
- Minshull. G.N. : Western Europe, Hoddard & Stoughton, New York, 1984.
- Patterson, J.H. : Geography of Canada and the United States, Oxford University Press, 1985.
- Songquiao. Z. : Geography of China, John Wiley, New York, 1994.
- Ward P.W. & Miler, A.: World Regional Geography: A Question of Place, John Wiley, New York.

### **Geography Practical**

**Hours per week: 4**

**Credit: 2**

### **Course Outcomes:**

- Understand the necessity of map projections

- Learn the concept of the Earth grid
- Analyze the scale of projections
- Classify different types of map projections
- Explore Zenithal projections
- Understand conventional projections
- Select the appropriate map projection

### **MAP PROJECTION**

- Necessity of Map Projections
- The Earth Grid
- Scale of Projection
- Classification of Map Projections
- Zenithal Projections
- Conventional Projections
- Choice of Projection

### **Reference**

- Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.
- Monkhouse, F.J.: Maps and Diagrams, Methuen Co., London.
- Kellaway, George: Map Projections, Methuen & Co. London.
- Steers, J.K. : Map Projections, University of London Press, London.

## Economic Geography (DSE)

**Credit: 04**

### **Course Outcomes:**

- Understand the Nature, Scope and Significance of Economic Geography
- Reflect on the Exploitation of Various Agriculture Resources
- Discuss, Mineral and Power Resources
- Locate Different Minerals Resources in the World Map.
- Understand the Concept of Resources Utilization.
- Classify Agriculture Crops.
- Differentiate Beverages and Industrial crops.
- Participate in the Conservation of Resources.
- Draw maps of different International Transportation and Trade

### **Unit I: Introduction to Economic Geography**

- Nature, Scope and Methods of Economic Geography;
- Economic Resources; Their Classification and Conservation; Fundamental Occupations of Man: Fishing and Live Stocks Raising.

### **Unit II: Agricultural Sector**

- Agriculture: Subsistence, intensive commercial grain farming, Plantation agriculture and mixed farming, dairying; Principal Agricultural produces; wheat, rice, maize, tea, coffee, rubber, cotton, Sugarcane and sugar beet.

### **Unit III: Minerals**

- Minerals: Iron ore, manganese and copper ore; sources of power- coal, petroleum, hydroelectricity and nuclear

### **Unit IV: Industries**

- Industries: Iron and steel, cotton textile, pulp and paper, major Industrial regions-The Lake region of the U.S.A. Ruhr basin of Germany and manufacturing belts of Japan.

### **Unit V: International Transportation and Trade**

- Transportation: Rail, water-major ocean routes and inland waterways of Europe, former USSR; air-factors affecting air transportation, Principal, air-routes of the world; international trade-bases of International trade; barriers to trade and pattern of world trade.

### **Suggested Readings:**

- Leong, G.C. and Morgan, G.C.: Human and Economic Geography, London : Oxford University Press, Oxford, 1986.
- Negi, B.S.: Geography of Resources, Meerut : KedarnathRamnath, 1980
- Das, Gupta and Kapur: AdhunikArthikvaVanijiyaBhugol. Delhi : Premier Publishing Company, 1996
- Dubey, R.N.: Economic and Commercial Geography. Allahabad: KitabMahal, 2001
- Joners, O. Wheeler, Petero. Muller: Economic Geography. New York : John wiley and Sons
- Mamoria, C.B.: ArthicaurVanijiyaBhugol, Gaye Prasad and sons, Agra,2001
- Hartshron, T.A. and Alexander, J.W.: Economic Geography, Prentice-Hall of India Pvt. Ltd., New Delhi, 1988.

|                               |
|-------------------------------|
| <b>Social Geography (DSE)</b> |
|-------------------------------|

**Credit: 04**

### **Course Outcomes:**

- Understand foundational concepts in Social Geography
- Analyze the peopling processes of India

- Examine the spatial distribution of social categories
- Evaluate the components of welfare and wellbeing.
- Analyze social geographies of inclusion and exclusion.

Unit 1. Social Geography: Concept, Origin, Nature and Scope.

Unit 2. Peopling Process of India: Technology and Occupational Change; Migration.

Unit 3. Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution

Unit 4. Geographies of Welfare and Wellbeing: Concept and Components – Healthcare, Housing and Education.

Unit 5. Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.

### **Reference**

1. Ahmed A., 1999: Social Geography, Rawat Publications.
2. Casino V. J. D., Jr., 2009) Social Geography: A Critical Introduction, Wiley Blackwell.
3. Cater J. and Jones T., 2000: Social Geography: An Introduction to Contemporary Issues, Hodder Arnold.
4. Holt L., 2011: Geographies of Children, Youth and Families: An International Perspective, Taylor & Francis.
5. Panelli R., 2004: Social Geographies: From Difference to Action, Sage.
6. Rachel P., Burke M., Fuller D., Gough J., Macfarlane R. and Mowl G., 2001: Introducing Social Geographies, Oxford University Press.
7. Smith D. M., 1977: Human geography: A Welfare Approach, Edward Arnold, London.
8. Smith D. M., 1994: Geography and Social Justice, Blackwell, Oxford India,



## Disaster Management (DSE)

**Credit: 04**

### **Course Outcomes**

- Understand the concepts and classifications of disasters
- Analyze natural disasters in India, including floods, landslides, and droughts
- Examine the causes and impacts of earthquakes, tsunamis, and cyclones in India
- Identify and evaluate manmade disasters
- Apply response and mitigation strategies for disaster management

1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification

2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping

3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping. 4. Manmade disasters: Causes, Impact, Distribution and Mapping

5. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

### **Reference**

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.

3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India ([www.ikbooks.com](http://www.ikbooks.com)).

## **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 21<sup>st</sup> 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<br><br>For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same.<br><br>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"><li>• Students can register by logging in at <a href="http://www.abc.digilocker.gov.in">www.abc.digilocker.gov.in</a></li><li>• Click on My Account → Login as Student</li><li>• 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</li><li>• You will be prompted with ABC student account creation window</li></ul> |
| Documents and proofs required | <ul style="list-style-type: none"><li>• Aadhaar Card is mandatory for ABC Id creation</li><li>• Learners Name</li><li>• Date of Birth</li><li>• Gender</li><li>• Enrolment Number</li><li>• Requirements by Academic Institution:</li><li>• Mobile Number</li></ul>   |

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.                          |                |