



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

**Bachelor of Arts**  
**(BA : English Literature, History & Political Science)**  
**Mode: Distance**

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**PROGRAM PROJECT REPORT**

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# Bachelor of Arts

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## 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 Student's Signature Aadhar Card (Back &amp; Front)</p> <p><u>Academic Documents</u></p> <p><i>UG Student -</i> 10th Marksheet 12th Marksheet (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 (c) Net-banking 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 (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 - English Literature**
2. **Discipline2 - History**
3. **Discipline3 - Political Science**

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	DBAENC101T24	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	DBAPOC103T24	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	DBAENC201T24	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	DBAPOC203T24	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	DBAENC301T24	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	DBAPOC303T24	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	DBAENC401T24	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	DBAPOC403T24	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. **Discipline 1 - English Literature**
2. **Discipline 2 - History**
3. **Discipline 3 - Political Science**

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

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**Table 1a: For Discipline Core Courses**

Discipline	Paper 1	Paper 2	Paper 3	Paper 4
<b>English Literature</b>	English Literature-1- (Poetry and Drama)	English Literature -2- (Prose and Fiction)	English Literature-3- (Poetry and Drama)	English Literature -4- (Prose and Fiction)
<b>Course Code</b>	<b>DBAENC101T24</b>	<b>DBAENC201T24</b>	<b>DBAENC301T24</b>	<b>DBAENC401T24</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>Political Science</b>	Political Science- 1 (Introduction to Political Science)	Political Science- 2 (Political Process in India)	Political Science-3 (Indian Political Thought)	Political Science- 4 (Indian Constitution)
<b>Course Code</b>	<b>DBAPOC103T24</b>	<b>DBAPOC203T24</b>	<b>DBAPOC303T24</b>	<b>DBAPOC403T24</b>

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

Discipline	For Semester V		For Semester VI	
	Paper 1	Paper 2	Paper 3	Paper 4
<b>English Literature</b>	English Literature- I- (Poetry and Drama) <b>(DBAEND501T24)</b>	English Literature- I- (Poetry and Drama) <b>(DBAEND502T24)</b>	English Literature- I- (Poetry and Drama) <b>(DBAEND601T24)</b>	English Literature- I- (Poetry and Drama) <b>(DBAEND602T24)</b>
	English Literature -II- (Prose and Fiction) <b>(DBAEND503T24)</b>	English Literature -II- (Prose and Fiction) <b>(DBAEND504T24)</b>	English Literature - II- (Prose and Fiction) <b>(DBAEND603T24)</b>	English Literature - II- (Prose and Fiction) <b>(DBAEND604T24)</b>
<b>History</b>	History (World History – 1453 to 1815) <b>(DBAHID505T24)</b>	History (World History - 1815- 1991) <b>(DBAHID506T24)</b>	History (Modern History of India - 1757 to 1857) <b>(DBAHID605T24)</b>	History (History of Modern India - 1857 AD-1947 AD) <b>(DBAHID606T24)</b>
	History (History of Rajasthan- Early Times to 1750 AD) <b>(DBAHID507T24)</b>	History (History of Rajasthan- 1750 AD to 1956 AD) <b>(DBAHID508T24)</b>	History (Indian Society and Culture upto 1200) <b>(DBAHID607T24)</b>	History (Indian Society and Culture in Medieval Period) <b>(DBAHID608T24)</b>
<b>Political Science</b>	Political Science (Indian Polity) <b>(DBAPOD509T24)</b>	Political Science (Representative Western Political Thinkers) <b>(DBAPOD510T24)</b>	Political Science (State Politics of Rajasthan) <b>(DBAPOD609T24)</b>	Political Science (Challenges to Democracy) <b>(DBAPOD610T24)</b>
	Political Science (Gandhi and Contemporary World) <b>(DBAPOD511T24)</b>	Political Science (Nationalism in India) <b>(DBAPOD512T24)</b>	Political Science (International Relations) <b>(DBAPOD611T24)</b>	Political Science (Modern Political Theory) <b>(DBAPOD612T24)</b>

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

3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Introduction to Bioinformatics (DBAPGE301T24)	Winning Corporate Presentations (DBAPGE401T24)
Workplace Ergonomics (DBAPGE302T24)	Finance For Non Finance Professionals (DBAPGE402T24)
General Hospital Practice (DBAPGE303T24)	Winning Corporate Presentations (DBAPGE403T24)
Fashion Modeling Portfolio (DBAPGE304T24)	Agribusiness Management (DBAPGE404T24)

Social Responsibility & Ethics (DBAPGE305T24)	Digital Design (DBAPGE405T24)
Farm Machinery and Power (DBAPGE306T24)	Exercise for Women's Health (DBAPGE406T24)

### 3.2.2 Detailed Syllabus of BA

Detailed syllabus of BA is attached in Annexure-I.

### 3.3 Duration of the Program

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

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

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

### 3.5 Instructional delivery mechanisms

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

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

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

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

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

Access to these course materials is facilitated through:

- Login credentials provided in the welcome email sent by the university
- Students can also log in on the University website at <https://lms.jnujaipur.ac.in/users/login>

#### **Courseware**

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

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

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

### **3.7 Student Support Services**

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

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



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

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

## 4. Assessment and Evaluation

### 4.1 Overview

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

The evaluation process will include two types of assessments:

Examination Name	Marks Division
Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow <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:

<b>Particular</b>	<b>A1 (MCQ Type)</b>	<b>A2 (MCQ Type)</b>
<b>Marks</b>	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**

<b>Letter Grade</b>	<b>Grade point</b>	<b>Range of Marks(%)</b>
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.

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

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

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

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) :

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

## 7. Quality Assurance Mechanism

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

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

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

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

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

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

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## Annexure I \_Detailed syllabus of BA Program

### Program Outcomes

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

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

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

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

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

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

The detailed syllabus for the Program is as follows

## Semester I

### ENGLISH LITERATURE-1 POETRY AND DRAMA

**Credit: 04**

#### Course Outcomes:

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

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

#### UNIT 1 -

**10 Hours**

##### *Kabir*

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

##### *Toru Dutt*

- The Lotus
- Our Casuarina Tree

#### UNIT – 2

**15 Hours**



***Rabindranath Tagore***

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

**UNIT – 3**

**15 Hours**

***Sarojini Naidu***

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

**Unit-4**

**20 Hours**

**G.B. Shaw**

- **Arms and the Man**

**SUGGESTED READINGS:**

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

# **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

# **Political Science-1**

## **Introduction to Political Science**

**Credit:4**

### **Course Outcomes:**

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

### **Unit I**

**12 Hours**

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

### **Unit II**

**11 Hours**

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

### **Unit III**

**13 Hours**

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

### **Unit IV**

**12 Hours**

- Concept: Democracy and Dictatorship,
- Welfare State,
- Justice

- Human Rights,
- Gender Role.

### Unit V

**12 Hours**

- Concept: Power,
- Authority
- Legitimacy

### **Suggested Readings:**

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

<b>Essential Language Skills</b>
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**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

### ENGLISH LITERATURE-2 PROSE AND FICTION

Credit: 04

#### Course Outcomes:

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

#### Unit-I

15 Hours

##### *B. Russell*

- Machine and Emotions

##### *M. K. Gandhi*

- Fearlessness

#### Unit-II

15 Hours

##### *Leo Tolstoy*

- Three Questions

##### *Pearl S. Buck*

- The Refugees

#### Unit-III

10 Hours

##### *E. Hemmingway*

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

#### **Unit-IV**

**20 Hours**

#### ***R. K. Narayan***

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

#### **SUGGESTED READINGS:**

- Deo S.S. (1970). English Prose Selection. New Delhi: Oxford University Press.
- Abrams, M. H. (1999). A glossary of Literary Terms, Earl McPeck. Boston: Massachusetts.
- Cuddon, J. A. (1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- William Henry Hudson (1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford (1979). The Pelican Guide to English Literature. US: Cambridge University Press.
- Walsh William (1982). R.K.Narayan: A Critical Appreciation. Great Britain: Chicago 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.
- Determine the main contribution of Post Mauryan Period.
- Analyze the main reasons of Muslim Invasion in India.
- Evaluate the administration system of Mauryan 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 Kushanas, 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.

## **Political Science -2** **Political Process in India**

**Credit: 4**

### **Course Outcomes:**

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

## **Unit I Political Parties and the Party System**

**12 Hours**

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

## **Unit II Pressure Groups**

**12 Hours**

- Nature, Scope , features and criticism

### **Unit III Voting Behaviour**

**12 Hours**

Determinants of Voting Behaviour, Trends in Electoral Behaviour

### **Unit IV Religion and Politics**

**12 Hours**

- Debates on Secularism; Minority and Majority Communalism

### **Unit V Caste and Politics**

**12 Hours**

- Caste in Politics and the Politicization of Caste

### **Suggested Reading:**

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

Companion to Politics in India. New Delhi: Oxford University Press.

- G. Omvedt, (2002). 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State. New Delhi: Sage Publications.

## ENVIRONMENTAL SCIENCE

**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.

**Course Outcomes**

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

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

**Unit I**

Theory of Communication, Types and modes of Communication

**Unit II**

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

**Unit III**

Monologue; Dialogue; Group Discussion; Effective Communication/Miscommunication; 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

**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 विधाओं 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 संजा, 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 साहित्य की प्रमुख विधाएँ. मुंबई: साहित्य अकादमी.
- यादव, रीशंकर (2001). हिंदी गद्य की विधाएँ. इलाहाबाद: लक्ष्मी प्रकाशन.
- गस्वामी, सुधा (2010). हिंदी लेखन कौशल. दिल्ली: प्रकाशन संस्थान.
- पांडेय, सुनीता (2015). हिंदी में प्रभाषी लेखन. लखनऊ: हिंदी प्रकाशन.
- शर्मा, नील (2008). हिंदी बोलचाल और श्रवण कौशल. दिल्ली: हिंदी प्रकाशन.
- शर्मा, अजय (2011). हिंदी सिद्धांत कौशल. जयपुर: हिंदी विश्वविद्यालय प्रकाशन.

## Semester III

### English Literature-3 Poetry and Drama

**Credit: 04**

**Course outcomes:**

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

**Unit – 1**

**12 Hours**

**William Shakespeare**

- The Marriage of True Minds
- Shall I Compare Thee

**John Dryden**

- A Song for St. Cecilia’s Day

**Unit – 2**

**15 Hours**

**John Milton**

- On His Blindness
- On His Twenty Third Birthday

**John Donne**

- Goe and Catch a Falling Starre
- The Sunne Rising

### **Unit – 3**

**15 Hours**

#### **R. Herrick**

- To Daffodils

#### **J. Herbert**

- Vertue

### **Unit –4**

**18 Hours**

#### **William Shakespeare**

- A Midsummer Night’s Dream

#### **Suggested Readings:**

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

**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 literate 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,

<p><b>Political Science-3</b> <b>Indian Political Thought</b></p>
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**Credit 4**

**Course outcomes:**

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

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

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

**Unit II Social Reconstructionist Movement.**

**12 Hours**

- Raja Ram Mohan Roy: His writings, views on individual, state, and social reforms, education, and his contribution in social resurgence.

- Swami Dayanand Saraswati: His writings, views on Indian Nationalism, Individual, State, contribution in social and cultural reconstruction.

### **Unit III Spiritual Resurgence**

**8 Hours**

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

### **Unit IV National Movement and Contribution of Liberals and Extremists**

**12 Hours**

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

### **Unit-V Political Thought of Madan Mohan Malviya and Deendayal Upadhyay**

**14 Hours**

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

### **Suggested Readings:**

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

## Semester IV

### English Literature-4 Prose and Fiction

**Credit: 04**

#### **Course Outcomes:**

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

#### **Unit –I**

**10 Hours**

##### *S. Radhakrishnan*

- The Gandhian Outlook

##### *J. H. Newman*

- A Gentleman

#### **Unit-II**

**15 Hours**

##### *J. L. Nehru*

- Animals in Prison

##### *R. L. Stevenson*

- El Dorado

#### **Unit-III**

**15 Hours**

##### *K. Mansfeild*

- A Cup of Tea

*H. H. Munro*

- The (Saki): The Open Window

**Unit-IV**

**20 Hours**

*Jonathan Swift*

- Gulliver Travels

**Suggested Readings:**

- Dr. S.S. Deo (1970). English Prose Selection. New Delhi : Oxford University Press.
- Popular Short Stories (1970). New Delhi Edited by Board of Editors Oxford University Press.
- M. H. Abrams(1999). A glossary of Literary Terms, Earl Mcpeek, USA: Boston, Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi:Clarion Books.
- William Henry Hudson(1999). An Outline History of English Literature. New Delhi: Atlantic Publishers.
- Boris Ford(1979). The Pelican Guide to English Literature.Cambridge University Press, India Pvt. Ltd.

**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.

**Political Science-4**  
**Indian Constitution**

**Credit 4**

**M. Marks : 100**

**L:03**

**Internal Marks: 40**

**T:01**

**External Marks: 60**

**P:00**

**Course Outcomes:**

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

**Unit-1 The Making of the Constitution**

**10 Hours**

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

**Unit II Philosophical Premises of the Indian Constitution**

**11 Hours**

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

**Unit III Fundamental Rights and Directive principles of State Policy**

**13 Hours**

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

- Judicial Interpretation of Fundamental Rights
- The doctrine of ‘Basic Structure’ of the Constitution: Kesavananda Bharathi Case

#### **Unit IV Working of the Indian Constitution**

**14 Hours**

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

#### **Unit-5 Policy making in India**

**12 Hours**

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

#### **Suggested Readings:**

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



## Soft Skill for Personal Development

**Credit 04**

### **Course Outcomes**

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

### **Unit -I Introduction to Soft Skills**

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

### **Unit-II Self Development Skills**

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

### **Unit -III Inter-personal Skills**

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

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

### **Unit-IV Presentation Skills**

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

Storytelling: Using narratives to convey messages and ideas effectively.

### **Unit V Emotional Intelligence& Stress Management**

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

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

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

### **Suggested Reading**

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

## Semester V

### English Literature-I Poetry and Drama (DSE)

**Credit: 04**

#### Course Outcome:

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

#### UNIT – 1

**10 Hours**

#### Arun Kolatkar

- An Old Woman
- The Bus
- Chaitanya

## **UNIT – 2**

**15 Hours**

### **A. K. Ramanujan**

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

## **UNIT – 3**

**15 Hours**

### **Nissim Ezekiel**

- Professor
- Night of the Scorpion

### **Kamla Das**

- My Grandmother House
- A Hot Noon in Malabar

## **Unit – 4**

**20 Hours**

### **Tagore**

- Chitra

### **Suggested Readings:**

- R. Parthasarathy (1997) .Ten Twentieth Century Poets. New Delhi: Oxford University Press.
- M. H. Abrams (1999) A glossary of Literary Terms, Earl Mcpeek, Massachusetts, USA,
- Cuddon J. A. (1980). A Glossary of Literary Terms, Clarion Books, New Delhi,

- Boris Ford, (1979).The Pelican Guide to English Literature, Delhi: Cambridge University Press, India Pvt. Ltd.
- Praveen K. Thaker (1999) .Appreciating English Poetry: A Practical Course and Anthropology, Jaipur :Orient Longman,.

## ENGLISH LITERATURE-I POETRY AND DRAMA (DSE)

**Credit: 04**

### Course Outcomes:

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

Judge different characters of “Fire on the Mountain”

### UNIT – 1

**15 Hours**

#### William Wordsworth

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

#### Thomas Gray

- Elegy Written in a Country Churchyard

## **UNIT - 2**

**10 Hours**

### **P. B. Shelley**

- Ode to the West Wind

### **John Keats**

- Ode to Autumn

## **UNIT – 3**

**15 Hours**

### **William Blake**

- London

### **S. T. Coleridge**

- Kubla Khan

### **George Gordon Byron**

- There is a Pleasure in the Pathless Woods

## **Unit -4**

**20 Hours**

### **Anita Desai**

- Fire on the Mountain

### **SUGGESTED READINGS:**

- Jasbir Jain.(1994). Strings of Gold. Part II New Delhi :Macmillan Publisher India Ltd, ,
- M. H. Abrams.(1999).A glossary of Literary Terms, Massachusetts, USA :Earl Mcpeek, Boston,.
- Cuddon J. A.(1980). A Glossary of Literary Terms. New Delhi:Clarion Books, 1980.
- William Henry Hudson.(1999). An Outline History of English Literature. New Delhi, : Atlantic Publishers.
- Praveen K. Thaker.(1999)..Appreciating English Poetry: A Practical Course and Anthropology, Orient Longman.

**English Literature-II**  
**Prose and Fiction (DSE)**

**Credit: 04**

**Course Outcome**

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

● **Unit-I**

**15 Hours**

**A. P. J. Abdul Kalam**

- Vision 2020

**R. K. Narayan**

- The Bookish Topic

**Unit-II**

**10 Hours**

**R. Tagore**

- Living or Dead
- The Fruit Seller from Kabul

**Unit-III**

**15 Hours**

**O’ Henry**

- The Gift of the Magi
- After Twenty Years

#### **Unit – IV**

**20 Hours**

#### **Jane Austen**

- Sense and sensibility

#### **SUGGESTED READINGS:**

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

<b>English Literature-II</b> <b>Prose and Fiction (DSE)</b>
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**Credit: 04**

#### **Course Outcome**

- Recall the central idea of the essays: “Making Writing Simple”, “How Should One Read a Book”.
- Understand the story “The Gateman Gift”, “Am I Blue”, “Under the Banyan Tree”, and “That Pagli”.
- Use the plot, characterization and narrative techniques of stories.

- Compare the short stories of Indian and Western writers.
- Assess the social and cultural boundaries and the issues of immigrants.
- Assemble the identity, nationality, nostalgia, and loneliness in the novel “The Immigrant”.

**Unit-I** **20 Hours**

**J. B. Priestley**

- Making Writing Simple

**Virginia Woolf**

- How should One Read a Book?

**Unit-II** **10 Hours**

**R. K. Narayan**

- Under the Banyan Tree
- The Gateman’s Gift

**Unit-III** **10 Hours**

**D. R. Sharma**

- That Pagli

**Alice Walker**

- Am I Blue?

**Unit-IV** **20 Hours**

**Manju Kapur**

- The Immigrant



## **SUGGESTED READINGS:**

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

## **History** **World History (1453-1815)**

**Credit: 04**

### **Course Outcomes**

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

### **Unit I Feudalism**

**10 Hours**

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

**Unit II Economic developments of the sixteenth century: 10 Hours**

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

**Unit – III American War of Independence 10 Hours**

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

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

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

**Unit V Napoleon Bonaparte 10 Hours**

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

**Suggested Reading**

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

## **History**

### **World History (1815-1991)**

**Credit: 04**

#### **Course Outcomes**

- Describe the condition of Europe 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.



## **Political Science**

### **Indian Polity**

**Credit 4**

#### **Course Outcomes:**

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

#### **Unit-I Indian Federalism**

**11 Hours**

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

#### **Unit II Parliamentary Form of Government**

**13 Hours**

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

#### **Unit III Political Parties in India**

**14 Hours**

- National Political Parties
- Regional Political Parties

#### **Unit IV Pressure Groups in India**

**11 Hours**

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

## Unit V Determinants of voting behaviour

11 Hours

- Caste and Class
- Gender and Religion

### Suggested Reading:

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

## Political Science

### Representative Western Political Thinkers

Credit 4

### Course Outcomes:

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

Confucius, Machiavelli and Thomas Aquinas.

**Unit I Ancient Political thought****13 Hours**

- Plato: His writings, his views on ideal state, individual, justice, education and his contribution. Aristotle: Writings, his views on state, individual, classification of government, revolution and his contribution.

**Unit II Medieval Political thought****12 Hours**

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

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

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

**Unit IV Sociological approach of Montesquieu****10 Hours**

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

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

- Pluralistic Theory of Sovereignty
- Views on Liberty
- Contribution

**Suggested Readings:**

- Muschamp, D.(1986). Political Theory, London:Macmillan,
- Verma, S.P. (late).(1954). Modern Political Theory. New Delhi: Vikas



### **Unit-III Gandhi's Legacy and Relevance**

**13 Hours**

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

### **Unit-IV Gandhi and the Idea of Political**

**13 Hours**

- Swaraj
- Swadeshi

### **Unit V My Experiments with Truth**

**13 Hours**

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

### **Suggested Reading:**

- Parekh, B. (1997). The Critique of Modernity. in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.
- Hardiman, D. (2003). Narmada Bachao Andolan in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.
- A Baviskar, (1995). The Politics of the Andolan in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley. Delhi: Oxford University Press, pp.202-228.
- Iyer, R. (ed) (1993). Chapter 4 in The Essential Writings of Mahatma Gandhi. New Delhi: Oxford University Press.
- Ramashray, R. (1984). 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought. New Delhi: Sage Publication.
- Parekh, B. (1997). 'Satyagrah', in Gandhi: A Brief Insight. Delhi: Sterling Publishing Company, pp. 51-63.

**Political Science**  
**Nationalism in India**

**Credit 4**

**Course Outcomes:**

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

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

- Nationalist, Imperialist, Marxist, and Subaltern Interpretations

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

- Major Social and Religious Movements in 19th century

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

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

**Unit IV Social Movements** **13 Hours**

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

**Unit V Partition and Independence** **12 Hours**

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

**Suggested Reading:**

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

## 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, division rules LCM and HCF.

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

### Unit-II Sequence and Series

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

### Unit -III Quantitative Aptitude

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

### Unit-IV Data Analysis

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

### Unit V Business competitions

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

### Suggested Reading



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

## Semester VI

### English Literature-I Poetry and Drama (DSE)

**Credit: 04**

#### Course Outcome

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

#### UNIT – 1

**10 Hours**

##### *A. L. Tennyson*

- Ulysses

##### *R. Browning*

- My Last Duchess

#### UNIT - 2

**10 Hours**

##### *M. Arnold*

- Dover Beach

##### *G. M. Hopkins*

- The Sea and the Skylark

#### UNIT – 3

**20 Hours**

##### *Kalidas, Bhavabhuti, Bhartrahari*

- Is Poetry Always Worthy When its old?

##### *Syed Amanuddin*

- Don't Call Me Indo-Anglican

***R. Parthasarathy***

- From Homecoming

***Agyeya***

- Hiroshima

**Unit – 4**

**10 Hours**

***Girish Karnad***

- Yayati

**SUGGESTED READINGS:**

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

**ENGLISH LITERATURE-I  
POETRY AND DRAMA (DSE)**

**Credit: 04**

**Course Outcome**

- State the different characters of The Palace of Illusions.
- Explain the narrative of democracy, political identity, and senseless destruction of nature.
- Determine poetic devices in the poems of Jayaprabha, Eliot, Adiga, Eunice D. Souza, Daya Power.

- Analyze the poetry of Yeats, Eliot, G.S Adiga, Eunice D. Souza, Kurup and Sitakant Mahapatra.
- Assess Yeats, Eunice D, Souza, Jayaprabha through the prism of gender.

Construct different perspectives of The Palace of Illusions.

### **UNIT – 1**

**10 Hours**

#### ***W. B. Yeats***

- A Prayer for My Daughter

#### ***T. S. Eliot***

- Preludes

### **UNIT – 2**

**15 Hours**

#### ***M. Gopal Krishna Adiga***

- Do Something, Brother

#### ***Eunice D Souza***

- Women in Dutch Painting

#### ***O. N. V. Kurup***

- Earthen Pots

### **UNIT – 3**

**15 Hours**

#### ***Jayaprabha***

- Stares

#### ***Daya Pawar***

- Oh Great Poet

#### ***Sitakant Mahapatra***

- The Election

*Chitra B .Devakaruni*

- Palace of Illusion

**SUGGESTED READINGS:**

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

**English Literature-II**  
**Prose and Fiction (DSE)**

**Credit: 04**

**Course Outcome**

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

**Unit-II** **20 Hour**

**Susie Tharu and K. Lalitha**

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

**Unit- II** **10 Hour**

***MunsiPremchand***

- The Shroud
- Idgah

**Unit-III** **10 Hour**

***IsmatChughtai***

- Roots

***V. M. Basheer***

- Birthday

**Unit-IV** **20 Hour**

***Chaman Nahal***

- Azadi

**SUGGESTED READINGS:**

- Vandana R. Singh. (2010). The Written word. New Delhi:Oxford University Press.
- Anna Kurian.(2005) Texts and Their World. Delhi: Foundation Books.
- Malti Agarwal.(2007). New Perspectives on Indian English, Delhi:Writing,Atlantic Publishers and Distributors.
- M. H. Abrams(1999). A glossary of Literary Terms. Massachusetts USA: Earl Mcpeek.
- Cuddon J. A.(1980). A Glossary of Literary Terms. New Delhi: Clarion Books.
- Boris Ford.(1979). The Pelican Guide to English Literature. Cambridge: University Press,

- A. K. Mehrotra ed(2003). An Illustrated History of Indian Literature in English. New Delhi: Permanent Black.
- Meenakshi Mukherjee.(2000).The Perishable Empire Essays on Indian Writing in English. New Delhi: Oxford University Press.
- M. K. Naik. (1979). Aspects of Indian Writing in English, Delhi: Macmillan,
- S. Tharu and K. Lalitha(1995). Women Writing in India: 600BC to the Present. 2 vols. New Delhi: Oxford University Press.

<b>ENGLISH LITERATURE-II</b> <b>PROSE AND FICTION (DSE)</b>
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**Credit: 04**

**Course Outcome**

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

**Unit-I**

**10 Hours**

***Kanchan Illaiah***

- Why I am Not a Hindu?

***S. V. Srinivas***

- The Politics of Failure

**Unit-II**

**15 Hours**

***Shashi Deshpande***

- The Beloved Charioteer

- The Last Enemy

### **Unit-III**

**15 Hours**

#### *Ambai*

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

### **Unit-IV**

**20 Hours**

#### *Arundhati Roy*

- God Of Small Things

### **SUGGESTED READINGS:**

- Vandana R. Singh(2010). The Written word NewDelhi:Oxford University Press.
- Shashi Despande (2004). Collected Stories, Vol. – I & II, Penguin Books India,
- Malti Agarwal (2007). New Perspectives on Indian English Writing,Atlantic Publishers and Distributors, New Delhi.
- M. H. Abrams.(1999). A glossary of Literary Terms. USA: Earl Mcpeek, Boston, Massachusetts.
- Cuddon J. A. (1980). A Glossary of Literary Terms. New Delhi:Clarion Books.
- Boris Ford (1979). The Pelican Guide to English Literature. Cambridge: University Press, India Pvt. Ltd.
- A. K. Mehrotra ed.(2003). An Illustrated History of Indian Literature in English. New Delhi: Permanent Black,
- Meenakshi Mukherjee (2000).The Perishable Empire: Essays on Indian Writing in English. New Delhi: Oxford University Press.
- M. K. Naik (1979).Aspects of Indian Writing in English, Delhi: Macmillan.



**History**  
**Modern History of India - (1757 to 1857)**

**Credit: 04**

**Course Outcomes**

- Recall the political condition of India in the 18th century.
- Explain the overall impacts of british rule on indian society.
- Determinate the importance and legacy of different freedom movements in India.
- Analyse the renaissance as the social & religious reformer in India.
- Critically evaluate the british impacts on indian society.
- Assemble the common features of brahma samaj, prathna samaj, arya samaj, wahabi, deoband.

**Unit I Political Condition of India in the 18th Century**

**12 Hours**

- Decline of Mughal emperor and its impact.
- Advent of Europeans in India – Establishment of bases and trading centers of East India company and other European companies.
- Rise of Maratha power, 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 Paramourty.

- 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,

<p><b>History</b>  <b>History of Modern India - 1857 AD-1947 AD</b></p>
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**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: Orient Blackswan Private Limited –
- Bipan Chandra, (1979). Rise and Growth of Economic Nationalism in India. - New Delhi: Orient Blackswan 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></p> <p><b>Indian Society and Culture (up to 1200 AD)</b></p>
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**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:

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

**Course outcomes:**

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

**Unit I**

**12 Hours**

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

**Unit II**

**10 Hours**

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

**Unit III**

**14 Hours**



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

#### **Unit IV**

**13 Hours**

- Various welfare schemes for social justice in Rajasthan

#### **Unit V**

**11 Hours**

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

#### **Suggested Reading:**

- Sharma, Dashrath (1966), Rajasthan through the ages, Vol I, Bikaner: Publisher : Rajasthan State Archives
- शर्मा, गोपीनाथ. (2013) राजस्थान का इतिहास. आगरा: शिवलाल अग्रवाल एण्ड कंपनी,
- jkeizlkn] (2012)vk/kqfudjktLFkku dk o`gr~ bfrgkl] [k.MizFke ,oa [k.M f}rh;]t;iqj:jktLFkkufgUnhxzUFkvdkneh]
- Awasthi A, (1980). Central Administration, New Delhi. Tata Mcgraw hill,
- Basu D.D., (2004). Introduction to the constitutional of India, , New Delhi. Prentice hall
- Jain R.B. (1980). District Administration, New Delhi: Indian Institution of Public Administration.

<p><b>Political Science</b> <b>Challenges to Democracy</b></p>
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**Credit 4**

#### **Course outcomes:**

- Describe the role Gender Equality in Democracy.
- Differentiate between Organized and unorganized crime
- Apply contribution of Educational opportunity in Democratic System.

- Analyze different issues related to National Integrity and Security
- Evaluate the democratic system in India.
- Develop specific ways in which contemporary challenges can be addressed peacefully.

**Unit-I** **13 Hours**

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

**Unit II** **12 Hours**

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

**Unit III** **11 Hours**

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

**Unit IV** **12 Hours**

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

**Unit V** **12 Hours**

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

**Suggested Readings:**

- Chandra Bhushan, (2004). Terrorism and Separation in north east India. New Delhi :Kalpaz Publication,.
- Col Ved Prakash (2008). Terrorism and India's North East: A gathering storm, New Delhi :Kalpaz Publication,.
- Kohli, A. (ed.), (2008) the success of India's Democracy. Cambridge: University Press.

- Frnkel, F. Hasan, Z, Bhargava, R. and Arora, B. (eds), (2000). TransformingnIndia: social and political dynamics of Democracy. New Delhi: Oxford University Press.
- Brass, P.R.(1974). Language, religion and politics in North India. Cambridge, Cambridge: University Press.
- Muschamp, D. (ed.). (1986). Political Theory. London: Macmillan,
- Verma, S.P. (late). (1954). Modern Political Theory. New Delhi: Vikas Publishing

<p><b>Political Science</b> <b>International Relations</b></p>
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**Credit 4**

**Course Outcomes**

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

**Unit I Key Concepts in International**

**13 Hours**

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

**Unit II Cold War and Post Cold War**

**12Hours**

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

**Unit III India’s foreign policy**

**11 Hours**

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

**Unit IV International and Regional Organization in World Politics      13 Hours**

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

**Unit Emerging Theories in International Relation      11 Hours**

- Critical Theories
- Constructivism
- Post-Structural Theories

**Suggested Readings:**

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



**Political science**  
**Modern Political Theory**

**Credit 4**

**Course Outcomes:**

- Describe modernization and post modernization concept in Political Theory.
- Understand Communications theory in Modern Political Theory.
- Use the concepts of Decision making Approach in Political Theory.
- Analyse contribution of Game theory in context to International
- Evaluate the role of Political Development approach in Modern Political Theory.
- Synthesize Alienation Theory in modern Political Theory.

**Unit-I Failure to evolve the political theory**

**12 Hours**

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

**Unit II Simulations and Models**

**11 Hours**

- Communications theory,
- Game theory
- Decision making Approach

**Unit III Theories of Alienation**

**12 Hours**

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

**Unit IV Theories of political development**

**14 Hours**

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

- Political Culture and Political Socialization

### **Unit-5 Approaches to Political Theory**

**11 Hours**

- Normative,
- Historical
- Empirical

### **Suggested Reading:**

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

## **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  For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same.  In case of deferred Father name or mother name in such cases without a Gazette notification document.	PDF	500 KB
Fees submission transaction details or receipt as per University policy for respective programs	PDF/JPEG	500 KB
Digitally Signed undertaking as per the process; where applicable	PDF	500 KB

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

### Annexure III- Academic Bank of Credit Id Creation Process

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

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

Process	<ul style="list-style-type: none"><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.	