

PROGRAMME PROJECT REPORT FOR
UNDER GRADUATE PROGRAMME IN ECONOMICS
(ODL MODE)
AS PER NATIONAL EDUCATION POLICY (NEP)-2020



RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112

WITH EFFECT FROM ACADEMIC YEAR: 2023-24

Relevance of the program with HEI's Mission and Goals:

The aims of Rajiv Gandhi University are to nurture the talent of learners by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, contributing and morally sound global citizens. Also it has a mission to provide opportunities and support students from diverse backgrounds and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities.

Alike, the mission and goals of the institution are to disseminate and advance quality education through instructions and research, to achieve excellence in higher education. The programme is aimed at providing quality higher education through distance education mode to those people who are interested to pursue higher education but do not get or are not able to take admission in regular mode of higher education by giving counseling, instruction and study materials. Hence, the programme is relevant to the HEI's mission and goal.

Nature of prospective target group of learners:

The target group of learners will be dropout students, who have completed class XII and are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems. The targeted groups also include in-service, unemployed youth, defense and police personnel, working in NGOs and the students who are preparing for competitive examination. The course also attracts the persons who are interested to know about the statistics as the subject becomes an important tool to be used in official works.

Procedure for admissions, curriculum transaction and evaluation:

Generally, applications for admission to the programme are invited through advertisement in the newspapers, notice board and university website. The applications are scrutinized and applicants are admitted on the basis of merit. The merit list is prepared on the basis of percentage of marks in the higher secondary examination results.

All the learners are provided with study materials and instructions by conducting counseling. The learners are also given home assignments which are evaluated by the subject experts. For the final examination question papers are set by subject experts and accordingly evaluated.

1. Requirement of the laboratory support and Library Resources:

The proposed discipline being Social Sciences, the laboratory facilities are not required.

Library Resources:

- a. The Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

2. Cost estimate of the programme and the provisions:

a) Cost estimate of the programme:

A common Annual Budget is sanctioned every year for the current financial year for expenses against all courses which is allocated under the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ & Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

vii) FEE STRUCTURE OF BACHELOR OF ARTS

Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Exmination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 4,300.00	₹ 4,050.00	₹ 4,050.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00

3. Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI to let the interested learners know about the programme in detail before enrollment.
- ii) Further, counseling is provided during the admission.
- iii) As the learners enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners by uploading in the university website and through E-mail and Postal services. In recent times, social media like Facebook and WhatsApp have also become integral parts of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners besides contact through telephonic conversation and sharing through WhatsApp group about their problems and issues, etc.
- vi) Above these, the academic staff of the Institute of Distance Education takes thereby addresses all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. It would also help the learners to sit for competitive examinations and also for job.

1.1 THE PREAMBLE

The Under Graduate Programme in Economics, (ODL Mode) Rajiv Gandhi University, Rono Hills, is designed as per the NEP-2020 norms. It is aimed at providing an enabling curriculum for the students to grow as competent, self-reflective learners with relevant academic and professional skills in the discipline of Economics. The academic significance of Economics as a subject in social sciences has grown many folds in recent years. Over the years, the study of economics has also diversified and newer areas have been incorporated within its fold.

The objective of the Under Graduate program is to train and enhance the skills of the students in a qualitative direction where they will learn to explore and employ their growing expertise in real-life fields. The One Year Certificate/Two Year Diploma/Three Year Under Graduate Degree/Four Year Under Graduate Degree (Honours without Research)/Four Year Under Graduate Degree (Honours with Research) in Economics is a four-year (eight semesters) programme of credits. It will include major courses, minor courses, multidisciplinary courses, skills enhancement courses, value-added courses and ability enhancement courses with multiple exits. Each semester will offer theory and practical courses, besides several major courses in the four year duration of the programme.. The programme will adopt a flexible curricular structure to ensure creative combinations of the disciplinary areas. The undergraduate degree programme of 4- year duration has multiple exit points with appropriate certifications such as: a UG certificate after completing 1 year (2 semesters) and additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study and UG degree with Honours and UG degree with Research and Honours degree after 4 years (8 semesters) of study. The evaluation and examination procedures will be as per the regulations and guidelines imbibed in the Rajiv Gandhi University examination ordinance.

1. PROGRAMMES EDUCATIONAL OBJECTIVES (PEOs)

The Under Graduate programme in Economics aims to fulfill the following objectives:

PEO1: To develop an in-depth knowledge in different areas of economic theory and methods, both at the micro and at the macro level of enquiry.

PEO2: To impart the necessary theoretical and quantitative skills for scientific data collection and analysis.

PEO3: To create an enabling eco-system for students to pursue their studies in their areas of interest by offering specialised optional courses.

PEO4: To provide opportunities to students to apply the acquired theoretical knowledge of the subject so as to write a dissertation on the basis of field-study and/or by using the secondary data.

PEO5: To prepare students to develop critical thinking and to carry out the investigation about the various socio-economic issues objectively while bridging the gap between theory and practice.

PEO6: To equip students with the necessary analytical skills to identify problems, formulate hypothesis, evaluate and validate results and draw reasonable conclusions thereof.

PEO7: To train the students for career options in research and other areas that provide employment through entrepreneurship and innovative methods.

PEO8: To encourage learners to develop the micro and small entrepreneur skills.

PEO9: To impart the required training to students to pursue research in Economics for an in-depth analysis of the economic issues based on their deeper understanding of economics as a discipline theory, aimed at encouraging doctoral research.

PEO10: Finally, to prepare the students to develop their own original thinking regarding regional, national and international issues and policies in an objective and dispassionate manner.

1.2 PROGRAMME OUTCOMES (POs)

PO1: Foundational Knowledge: The graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving: The graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Community Engagement & Service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO4: Indian Context and Good Citizenship: The graduates would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Coping with Real Life Situations: The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity: The graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Communication Skills: The graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and

communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO8: Analytical Reasoning and Thinking: The graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Research Related Skills: The graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

PO10: Leadership Qualities: The graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.3 PROGRAMME SPECIFIC OUTCOMES (PSOs):

The learners who complete four years would earn an Under Graduate Honours/Honours with Research Degree in ECONOMICS. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

PSO1: The learners will have adequate competency in the frontier areas of economic theory and methods.

PSO2: They will be able to execute in-depth analysis of economic issues based on their understanding of economic theory.

PSO3: Some of the courses will enable them to enhance their entrepreneurial capacity and skills.

PSO4: The learners will also acquire additional specialization through optional courses.

1.5 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: ECO-1001)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in ECONOMICS provided they secure 4 credits in work based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: ECO-2001)-Students exiting the programme after securing 80 credits will be awarded UG Diploma in ECONOMICS. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

Three-Year UG Degree (Programme Code: ECO-3001)-Students who wish to undergo a three year UG programme will be awarded UG Degree in ECONOMICS after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: ECO-4001)- A four-year UG Honours Degree in ECONOMICS will be awarded to those who complete a four-year degree programme with 160 credits.

1.6 Other Key Criteria for UG Programme

- **Selection of Minor Course:** Students of Economics (major) would opt for minor courses from the minor courses offered by other departments. Minor courses of Economics will be offered to Non-Economics (Honours) Students.
- **Selection of Multidisciplinary Course:** Students in Economics major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure (student will select that subject which he/ she have not studied earlier or have not taken as major or minor course). However, students of Economics major (or minor) would not be allowed to select multidisciplinary courses offered by the Department of Economics.
- **Selection of Compulsory Value-Added Course:** Students in Economics major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- **Exit and Re-entry:** Exit and re-entry option in the degree programme in Economics will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.7. Structure of the Four Year Undergraduate Programme in Economics (ODL mode)

*30 hours of learning = 1 credit [therefore, 90 hours of learning in a semester = 3 credits]

**Assignment = 1 credit

CREDIT SYSTEM FOR UG PROGRAMME IN ECONOMICS (as per NEP-2020)

NCRF Credit Level	Semester	Major		Minor (Only for students other than Economics Major)		Multidisciplinary Course (MDC-Only for students' other than Economics Major and Minor)		Ability Enhancement Compulsory Course (AECC)		Skill Enhancement Course (SEC)		Value- added Courses (VAC)		Total Credit per sem
		Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	
4.5	I	IDE-ECO-001-CC-1110 - Microeconomics-I	4	IDE-ECO-001-MC- 1110- Elementary Microeconomics	4	IDE-ECO-001-MD-1110- Economic Theory 1	3	*AECC-1	4	IDE-ECO-001-SE-0010- Entrepreneurship Development	3	IDE-XXX-VA-0010	2	20
	II	IDE-ECO-001-CC-1210 - Macroeconomics-I	4	IDE-ECO-001-MC-1210- Macroeconomics-I	4	IDE-ECO-001-MD-1210- Economic Theory 2	3	*AECC-2	4	IDE-ECO-001-SE-0020- Introduction to Data Analysis	3	IDE-XXX-VA-0020	2	20
Total Credit (First Year)			8		8		6		8		6		4	40
Exit option with Undergraduate Certificate in Economics on completion of courses equal to a minimum of 40 credits+ #Summer Internship (ECO-1001)														
5.0	III	IDE-ECO-001-CC-2110 – Microeconomics-II	4	IDE-ECO-001-MC-2110- Money and Banking	4	IDE-ECO-001-MD-2110- Basic Features of Indian Economy				IDE-ECO-001-SE-0030- Tourism Economics	3	IDE-XXX-VA-0030	2	20
		IDE-ECO-001-CC-2120 - Mathematical Economics-I	4											
	IV	IDE-ECO-001-CC-2210 – Money and Banking	4	IDE-ECO-001-MC-2210- Elementary Economic Development	4									20
	IDE-ECO-001-CC-2220 – International Economics- I	4												
	IDE-ECO-001-CC-2230 – Growth and Development Economics	4												
	IDE-ECO-001-CC-2240 – Statistical Method-I	4												

Total Credit (Second Year)		24		8		3				3		2	40
Exit option with Undergraduate Diploma in ECONOMICS on completion of courses equal to a minimum of 80 credits +4 Credit Skill Based Course during 1/2 Year Summer Terms (ECO-2001)													
5.5	V	IDE-ECO-001-CC-3110 – Mathematical Economics-II IDE-ECO-001-CC-3120 – Public Economics-I IDE-ECO-001-CC-3130 – Introduction to Environmental Economics IDE-ECO-001-CC-3140 - History of Economic Thought	4 4 4 4	IDE-ECO-001-MC-3110- Public Finance	4								20
	VI	IDE-ECO-001-CC-3210 – International Economics-II IDE-ECO-001-CC-3220 – Development Economics IDE-ECO-001-CC-3230 – Environmental Economics IDE-ECO-001-CC-3240 - Indian Economy	4 4 4 4	IDE-ECO-001-MC-3210- Issues in Indian Economy	4								20
Total Credit (Third Year)		32		8									40
Exit option with Three Years Bachelor's Degree in ECONOMICS on completion of courses equal to a minimum of 120 credits (ECO-3001)													
	VII	IDE-ECO-001-CC-4110 – Microeconomics-III IDE-ECO-001-CC-4120 – Macroeconomics-II IDE-ECO-001-CC-4130 – Public Economics -II IDE-ECO-001-CC-4140 – Statistical Method - II	4 4 4 4	IDE-ECO-001-MC-4110- Research Methodology	4								20

First Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-1110	Microeconomics-I	3	1	4	90	30	70	100
IDE-XXX-001-AE-XXXX	AEC-1	3	1	4	90	30	70	100
IDE-ECO-001-SE-0010	Entrepreneurship Development	2	1	3	60	30	70	100
IDE-XXX-001-MC-1110	Minor- 1	3	1	4	90	30	70	100
IDE-XXX-001-VA-0010	VAC- 1	1	1	2	30	30	70	100
IDE-XXX-001-MD-1110	MDC-1	2	1	3	60	30	70	100

L=Learning, A=Assignment

Second Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-1210	Macroeconomics-1	3	1	4	90	30	70	100
IDE-XXX-001-AE-XXXX	AEC-2	3	1	4	90	30	70	100
IDE-ECO-001-SE-0020	Introduction to Data Analysis	2	1	3	60	30	70	100
IDE-XXX-001-MC-1210	Minor-2	3	1	4	90	30	70	100
IDE-XXX-001-VA-0020	VAC- 2	1	1	2	30	30	70	100
IDE-XXX-001-MD-1210	MDC-2	2	1	3	60	30	70	100

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Third Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-2110	Microeconomics-Ii	3	1	4	90	30	70	100
IDE-ECO-001-CC-2120	Mathematical Economics-I	3	1	4	90	30	70	100
IDE-ECO-001-SE-0030	Tourism Economics	2	1	3	60	30	70	100
IDE-XXX-001-MC-0010	Minor- 3	3	1	4	90	30	70	100
IDE-XXX-001-VA-0020	VAC-3	1	1	2	30	30	70	100
IDE-XXX-001-MD-2110	MDC-3	2	1	3	60	30	70	100

L=Learning, A=Assignment

Fourth Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-2210	Money and Banking	3	1	4	90	30	70	100
IDE-ECO-001-CC-2220	International Economics- I	3	1	4	90	30	70	100
IDE-ECO-001-CC-2230	Growth and Development Economics	3	1	4	90	30	70	100
IDE-ECO-001-CC-2240	Statistical Method-I	3	1	4	90	30	70	100
IDE-XXX-001-MC-2210	Minor-4	3	1	4	90	30	70	100

L=Learning, A=Assignment

Fifth Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-3110	Mathematical Economics-II	3	1	4	90	30	70	100
IDE-ECO-001-CC-3120	Public Economics-I	3	1	4	90	30	70	100
IDE-ECO-001-CC-3130	Introduction to Environmental Economics	3	1	4	90	30	70	100
IDE-ECO-001-CC-3140	History of Economic Thought	3	1	4	90	30	70	100
IDE-XXX-001-MC-3110	Minor- 5	3	1	4	90	30	70	100

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Sixth Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-001-CC-3210	International Trade-II	3	1	4	90	30	70	100
IDE-ECO-001-CC-3220	Development Economics	3	1	4	90	30	70	100
IDE-ECO-001-CC-3230	Environmental Economics	3	1	4	90	30	70	100
IDE-ECO-001-CC-3240	Indian Economy	3	1	4	90	30	70	100
IDE-XXX-001-MC-3110	Minor- 6	3	1	4	90	30	70	100

L=Learning, A=Assignment

Seventh Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
ECO-001-CC-4110	Microeconomics-III	3	1	4	90	30	70	100
ECO-001-CC-4120	Macroeconomics-II	3	1	4	90	30	70	100
ECO-001-CC-4130	Public Economics - II	3	1	4	90	30	70	100
ECO-001-CC-4140	Statistical Method - II	3	1	4	90	30	70	100
ECO-001-MC-4110	Research Methodology	3	1	4	90	30	70	100

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Eighth Semester								
Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
		L	A	Total		Internal	End Semester	Total
IDE-ECO-CC-4210	Econometric- I	3	1	4	90	30	70	100
IDE-ECO-DE-42010	Growth Economics	3	1	4	90	30	70	100
IDE-ECO-DE-42020	Infrastructure Economics	3	1	4	90	30	70	100
IDE-ECO-DE-42040	Financial Economics	3	1	4	90	30	70	100
IDE-ECO-001-MC-4210-	Research and Publication Ethics	3	1	4	90	30	70	100

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Minor Courses (MC) offered by Department of Economics:

Semester	Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
			L	A	Total		Internal	End Sem Exam	Total
I	IDE-ECO-001-MC-1110	Elementary Microeconomics	3	1	4	90	30	70	100
II	IDE-ECO-001-MC-1210	Macroeconomics-I	3	1	4	90	30	70	100
III	IDE-ECO-001-MC-2110	Money and Banking	3	1	4	90	30	70	100
IV	IDE-ECO-001-MC-2210	Elementary Economic Development	3	1	4	90	30	70	100
V	IDE-ECO-001-MC-3110	Public Finance	3	1	4	90	30	70	100
VI	IDE-ECO-001-MC-3210	Issues in Indian Economy	3	1	4	90	30	70	100
VII	IDE-ECO-001-MC-4110	Research Methodology	3	1	4	90	30	70	100
VIII	IDE-ECO-001-MC-4210	Research and Publication Ethics	3	1	4	90	30	70	100

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Skill Enhancement Course (SE):

Sem	Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
			L	A	Total		Internal	End Sem Exam	Total
I	IDE-ECO-001-SE-0010	Entrepreneurship Development	2	1	3	60	30	70	100
II	IDE-ECO-001-SE-0020	Introduction to Data Analysis	2	1	3	60	30	70	100
III	IDE-ECO-001-SE-0030	Tourism Economics	2	1	3	60	30	70	100

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Value Added Course (VAC):

Sem	Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
			L	A	Total		Internal	End Sem Exam	Total
I	IDE-ECO-001-VA-0010	Computer Application	1	1	2	30	30	70	100
II	IDE-ECO-001-VA-0020	Ecotourism	1	1	2	30	30	70	100
III	IDE-ECO-001-VA-0030	Indian Economic History	1	1	2	30	30	70	100

L=Learning, A=Assignment

Multi-Disciplinary Course (MDC):

Sem	Course Code	Course Name	Credit			Learning Hours	Maximum Marks		
			L	A	Total		Internal	End Sem Exam	Total
I	IDE-ECO-001- MD-0010	Economic Theory 1	2	1	3	60	30	70	100
II	IDE-ECO-001-MD-0020	Economic Theory 2	2	1	3	60	30	70	100
III	IDE-ECO-001-MD-0030	Basic Features of Indian Economy	2	1	3	60	30	70	100

L=Learning, A=Assignment

SEMESTER - I

IDE-ECO-001-CC-1110: Microeconomics-I

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge of the basic concepts and theories of microeconomics to the learners.

Course Outcomes:

- CO 1.** The learners will learn about the problems of choice, concept of opportunity cost and the economic problems of the developing countries.
- CO 2.** The learners will also know about the concept of utility, demand and supply analysis.
- CO 3.** They will acquire knowledge about the various theories of production, concepts of cost and revenue.
- CO 4.** The learners will have a better understanding of the various forms of market in an economy.

Module	Content	Course Outcome
Module I	Introduction Definition, Nature and Scope of Economics; what is Microeconomics? scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; Types of Microeconomic Analysis: Positive and Normative, Static, Comparative Statics and Dynamics, Goal of Microeconomic Policy: Efficiency and Equity; Microeconomic Model.	CO1
Module II	Demand and Supply Analysis Concept of Demand and Supply: individual and market Demand & Supply, changes in supply and demand, market equilibrium and the impact of changes in demand and supply; Elasticity of Demand and Supply- Types, Measurement and Factors affecting elasticity of demand and Supply.	CO2
	Theory of Production and Cost Production Function; Laws of Production – Law of Variable Proportions: Three Stages of the Law of Variable Proportions, Return to a Factor; Law of Returns to Scale; Isoquants; production functions with one and more	

Module III	variable inputs; returns to scale; Law of variable proportion, marginal rate of technical substitution, iso-cost line and firm 's equilibrium, elasticity of substitution; cost minimization; expansion path, short run and long run costs; various cost curves in the short run and long run and its relation; economies of scale; increasing and decreasing cost industries; envelope curve; economies of scale.	CO3
Module IV	Theory of Distribution and factor Pricing Marginal Productivity theory of distribution, Marxian theory of Distribution, Ricardian and modern theory of Rent, wage determination under collective bargaining, Loanable fund theory of Interest, Risk bearing theory of profit, Innovation theory of Profit, Dynamic theory of Profit.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
- Koutsoyiannis, A., *Modern Micro Economics*, Macmillan Press, London, 1979
- Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
- Maddala G. S. and Ellen Miller., *Microeconomics Theory and Application*, TATA Mc Graw Hills.
- Snyder Christopher and Walter Nicholson., *Fundamental of Microeconomics*, CENGAGE publication, New Delhi
- Varian, H., *Microeconomic Analysis*, W.W. Norton, New York, 2000.
- Baumol, W. J., *Economic Theory and Operations Analysis*, Prentice Halls of India, New Delhi, 1982.
- Henderson, J.M. and R.E. Quant, *Microeconomic Theory: A Mathematical Approach*, McGraw Hill, New Delhi, 1980.
- Kreps, M.D., *A Course in Microeconomic Theory*, Prentice Hall of India, New Delhi, 1992.
- Ray, N.C., *An Introduction to Microeconomic Theory*.
- Mishan, E.J., *Welfare Economics: An Assessment*, North Holland, Amsterdam, 1969.
- Sen, Anindya, *Microeconomics, Theory and Applications*, Oxford University Press, 1999.
- Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education

IDE-ECO-MC-1110: Elementary Microeconomics

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge with regard to the concepts of microeconomics. It will deal with the economic problems, production possibility curve, opportunity cost, demand and supply analysis, production, cost and revenue as well as market structure.

Course Outcome:

CO 1. The learners will gain knowledge about the different concepts of microeconomics.

CO2. The learners will also learn about the concept of utility, elasticity of demand and supply.

CO 3. They will also understand about the production function analysis and about firm's equilibrium.

CO 4. The learners will learn about the cost and revenue of a firm and the various forms of market.

Module	Content	CO
Module I	Introduction Definitions of economics, nature and scope of economics, micro and macroeconomics, fundamentals economic problems, production possibility curve and opportunity cost, economic problems of a developing country: low savings, low level of technology, scarcity of human and physical capital, poverty and inequality.	CO1
Module II	Consumer Behaviour Concept of utility, marginal and total utility, law of diminishing marginal utility, equi-marginal utility and derivation of demand curve; Marginal rate of substitution; indifference curve and derivation of demand curve; price decomposition of price effect; elasticity of demand: price, income and cross.	CO2
Module III	Production Behaviour and Cost Supply and elasticity of supply; production function, equilibrium of a firm, total, average and marginal product of inputs, returns to a factor, Marginal rate of technical substitution isoquants and its characteristics, returns to scale. Cost Function: Short and Long-run, relationship between short-run average and marginal cost; Total, average and marginal revenue; relationship between AR and MR.	CO3
Module IV	Market Structure	CO4

	Perfect competition: its features and limitations, equilibrium of a firm; imperfect competition: Features of monopoly and monopolistic competitions; discriminating monopoly; features of duopoly and oligopoly.	
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Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	-	1	-	-	1	2	1	2
CO2	2	2	1	-	2	2	-	1	-	-	2	2	1	1
CO3	2	1	1	-	1	1	-	-	-	-	2	1	1	1
CO4	3	1	1	1	2	1	-	1	-	-	2	2	2	1
Average	2.5	1.5	1	0.5	1.75	1.5	-	0.75	-	-	1.75	1.75	1.25	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Readings:

Case, K. E., Fair, R. C., & Oster, S. E. (2020). Principles of Microeconomics (13th ed.). Pearson Education.

Dorman, P. (2014). Microeconomics: A Global Text. Springer.

Koutsoyiannis, A. (1979). Modern Microeconomics. Macmillan International Higher Education.

Kreps, D. M. (2019). Microeconomics for Managers (2nd ed.). Princeton University Press.

Krugman, P., & Wells, R. (2020). Microeconomics (5th ed.). Worth Publishers.

Mankiw, N. G. (2020). Principles of Microeconomics (8th ed.). Cengage Learning.

Nicholson, W., & Snyder, C. (2016). Microeconomic Theory: Basic Principles and Extensions (12th ed.). Cengage Learning.

Perloff, J. M. (2017). Microeconomics: Theory and Applications with Calculus (4th ed.). Pearson Education.

Pindyck, R. S., & Rubinfeld, D. L. (2018). Microeconomics (9th ed.). Pearson Education.

Varian, H. R. (2014). Intermediate Microeconomics: A Modern Approach (9th ed.). W.W. Norton & Company.

IDE-ECO-MD- 1110: Economic Theory-I

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts of economics such as supply and demand; cost of production and revenue and different market structure.

Course Outcome:

- CO1. The learners will acquire the knowledge about the different concepts of demand and supply.
- CO2. The learners will acquire the knowledge about the cost of production and revenue.
- CO3. The learners will have a clear idea different market structure. .

Module	Content	CO
Module I	Introduction Definitions of economics, nature and scope of economics, micro and macroeconomics, fundamentals economic problems, production possibility curve and opportunity cost, Factors of Production: Land, labour, capital and organization; Concepts of wage, rent, interest and profit.	CO1
Module II	Demand and Supply Concept of Utility, marginal and total utility, law of diminishing marginal utility, utility maximization; demand and its determinants, law of demand, elasticity of demand: price, income and cross; law of supply and elasticity of supply.	CO1
Module III	Production Analysis Cost of Production: Short and Long-run, relationship between short-run average and marginal cost; Total, average and marginal revenue; relationship between AR and MR. Law of variable proportion and returns to scale.	CO2
Module IV	Market Structure Perfect competition: its features, equilibrium of a firm and market in perfect competition; Features of monopoly and determination of price in a monopoly market, price discrimination (concept only); characteristics of a firm under monopolistic competitions, price determination and advertising cost.	CO3

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	-	2	2	2	2	2	1	3	3	2	1
CO2	3	2	2	1	2	2	2	2	2	1	3	2	2	1
CO3	2	3	2	1	2	2	2	2	2	1	2	3	2	-
Average	2.67	2.67	2	0.67	2.0	2.0	2.0	2.0	2.0	1.0	2.67	2.67	2.0	0.67

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Koutsoyiannis, A., Modern Micro Economics, ELBS with Macmillan, Hong Kong.

Domnick Salvatore., Principles of Micro Economics, Oxford, New Delhi.

Salvatore, D. Microeconomics Theory and Applications, Oxford University press,

Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. Microeconomics, Pearson Education

Sen, Anidhya, Micro-economic Theory, Oxford University Press, Delhi.

Ahuja H.L. Principles of Micro economics, S. Chand Limited, Delhi

IDE-ECO-SE-0010: Entrepreneurship Development

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart to the learners the knowledge related to the importance of entrepreneurship. Further, it aims to enhance their understanding with regard to entrepreneurial skills and competencies which are necessary for the creation of new ventures.

Course Outcome:

- CO1. The learners will learn about the concepts of entrepreneur and entrepreneurship.
- CO2. They will also gain knowledge about the procedure for establishing of a new enterprise.
- CO3. The learners will acquire a better understanding about the different institutional support and services available in India for the entrepreneurs.

Module	Content	CO
Module I	Entrepreneur and Entrepreneurship Entrepreneur: Definition, characteristics of entrepreneur, entrepreneur and manager, functions of entrepreneurs and types of entrepreneurs; Entrepreneurship: concept, role of entrepreneurship in economic development, factors affecting entrepreneurial growth, entrepreneurial motivation, entrepreneurial competencies and entrepreneurial mobility.	CO1
Module II	Establishment and Licensing Project identification and selection; project formulation; project appraisal: concept and method of project appraisal; financing enterprise; ownership structure: types of ownership and selection of an appropriate form of ownership; licensing – meaning and objective; Income tax, and goods and service tax (GST).	CO2
Module III	Institutional Support Institutional Finance to entrepreneurs- Industrial Finance Corporation of India, Unit trust of India, industrial development banks of India, Small Industries Development Bank of India and MUDRA bank; Institutional support to industries- National Small Industries Corporation Limited, Small Industries Development Corporation, Small Scale Industries Board, State Small Industries Development Corporations, Small Industries Service Institutes, District industrial centres and industrial estate; Made in India and Start-up India.	CO3

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	3	3	3	3	1	-	2	1	2	3	2
CO2	2	2	2	3	2	2	2	2	-	2	1	2	3	-
CO3	-	3	2	3	3	2	2	3	1	3	2	-	3	1
Average	1.67	2.33	2.0	3.0	2.67	2.67	2.33	2.0	0.33	2.33	1.33	1.33	3	1.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

RECOMMENDED READINGS:

Janakiram, B. and M. Rizwana (2011): Entrepreneurship Development: Text & cases, Excel Books publication.

Janakiram, B., P.V. Raveendra and V.K. Srirama (2010): Role and Challenges of Entrepreneurship Development, Excel Books publication.

Khanka, S. S. (2008): Entrepreneurial Development, S. Chand.

Kumar, S. A., S. C. Poornima, Mini K. Abraham, K. Jayashree (2003): Entrepreneurship Development, New Age International Publishers.

Lakhanpal, Ajay (1990): Entrepreneurial Development: An Institutional Approach, Commonwealth Publishers.

Ramachandran, K. (2010): Entrepreneurship Development: Indian Cases on Change Agents, Tata McGraw Hill.

Tiwari, Sanjay and Anshuja Tiwari (2007): Entrepreneurship Development in India, Sarup and Sons, New Delhi.

IDE-ECO-VA-0010: Computer Application

Minimum Learning hours: 30 hours
Total Credit: 02 (1L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart to the learners the basic knowledge of computer application and use of internet.

Course Outcome:

1. The learner will acquire knowledge about the features of MS Office and creation of documents.
2. The learners will also learn about the internet, google account, google drive, google, form, google classroom and google meet.

Module	Content	CO
Module I	MS Office MS Word-creating a new document, size and style of front, inserting table and diagram, page margin and layout, saving a file in different formats; Excel-data entry, graphs, diagrams, calculating mean, median, mode and standard deviation; PPT-creating a new ppt, inserting table, graph, diagram, date, time, header, footer and page number, designing, inserting hyperlink, audio and video clips.	CO1
Module II	Internet and Google Account Internet; E-mail; Opening a Google account; Google drive; Google form; Google document; Google classroom; Google meet.	CO2

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	-	2	2	2	2	3	2	1	2	1	2
CO2	2	1	1	-	2	3	2	2	2	2	1	2	1	2
Average	2.5	1.5	1.0	-	2.0	2.5	2.0	2.0	2.5	2.0	1.0	2.0	1.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Goel, Anita. Computer Fundamentals Publisher. Pearson. 2010

Rajaraman, V. and Niharika Adabala. Fundamentals of Computers. PHI. 2014

Johnson, Steve, Microsoft Office 2010 on Demand. Pearson. 2011

SEMESTER- II

IDE-ECO-CC-1210: Macroeconomics-I

Minimum Learning Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts of national income and the theories of macroeconomics to the learners.

Course Outcomes:

- CO 1.** The learners will acquire the knowledge about the different concepts of national income and its estimation.
- CO 2.** They will have a clear idea about the working of the Keynesian economics and its difference with the classical economics.
- CO 3.** The learners will be apprised as to how the monetary and the real sectors of the economy reach the equilibrium level simultaneously.
- CO 4.** They will also be able to analyse the theories of investment.

Module	Content	Course Outcome
Module I	Determination of National Income Different concepts of National Income: GDP, GNP, NDP, NNP, per capita income; Personal income; disposable personal Income; Measurement of National Income, and its problems; national income and welfare.	CO1
Module II	Classical Economic Theory Classical macro concept and its implications, Say's law of market; classical production function, determination of wage rate: nominal and real; price level, Keynesian critique of classical concept of aggregate macroeconomic variable.	CO2
Module III	Keynesian Theory of Income, Employment and demand for money Theory of Effective Demand; Determination of Income and output; Underemployment Equilibrium; consumption and saving functions, Psychological Law of consumption; Investment Multiplier; Accelerator effect, Liquidity preference theory of demand for money.	CO3

Module IV	<p>Keynesian and Classical Synthesis</p> <p>Equilibrium in the Real and Monetary sectors and the simultaneous equilibrium-IS-LM; Equilibrium Level of Income and Interest rate, shifts in IS and LM curves; Relative effectiveness of monetary and fiscal policies.</p>	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	2	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1.5	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

Ackley, G. *Macro Economics: Theory and Policy*, Macmillan, 1978.

Dornbush, R and S.Fischer- *Macro Economics*, Mc Graw Hill, New York

Gupta, S. B. *Monetary Economics*, S.Chand & Co. Ltd. Delhi, 1990.

Rana and Verma, *Macro-Economic Analysis*, Vishal Publications, 2000.

Dwivedi, D. N. *Macroeconomics*, Tata McGraw Hill Pvt. Ltd., (Latest edition).

Mankiw, N. Gregory, *Macro Economics* (Fourth Edition), Worth Publishers.

Ellor D'Souza, *Macroeconomics*, Pearson Education,

Allen, R. G. D. *Macro Economics Theory*, St.Martin Press, 1967.

Shapiro, Edward *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987

Branson, William H. *Macro-Economic Theory and Policy*, New Delhi Universal BoomStall

Sarkel, Jaydev, *Macro Economic Theory*, Book Syndicate, Kolkata.

Mankiw, N. Gregory *Macroeconomics*, Worth Publications, Macmillan, New York, 2020 (10th edition).

IDE-ECO-MC-1210: Elementary Macroeconomics

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge with regard to the concepts of macroeconomics. It will deal with the national income accounting, classical and Keynesian economics, and concepts of consumption and investment.

Course Outcome:

CO 1. The learners will gain knowledge about the different concepts of national income accounting

CO 2. The learners will also learn about the determination of income, employment and output.

CO 3. They will also understand about the concepts of consumption and investment.

Module	Content	CO
Module I	National Income Accounting Nature, scope and limitations of macroeconomics; Concepts of national income: GDP, GNP, NNP, personal income, disposable income and per capita income; Estimation of national income: Final product method, value added method, Income method and expenditure method; problems of estimating national income in developing countries; national income and welfare.	CO1
Module II	Classical and Keynesian Economics Classical economics: basic assumptions, says law of market, determination of income employment and output in classical economics, classical quantity theory. Keynesian economics: assumptions, effective demand, aggregate demand and aggregate supply; determination of income and output under Keynesian economics.	CO2
Module III	Consumption Function Meaning of consumption; Average propensity to consume, marginal propensity to consume, Keynes' psychological law of consumption; factors affecting level of consumption.	CO3
Module IV	Investment Function Meaning of investment, Keynesian theory of investment; concept of multiplier; accelerator principle.	CO4

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	-	1	1	-	1	-	-	2	2	1	1
CO2	2	1	1	1	1	1	-	1	1	-	2	2	1	1
CO3	2	2	2	1	2	1	-	-	-	-	2	2	1	1
CO4	2	2	2	1	2	2	-	1	-	-	2	2	2	1
Average	2.25	1.75	1.5	0.75	1.5	1.25	-	0.75	0.25	-	2	2	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Ackley, G. (1978). Macro Economics: Theory and Policy. Macmillan.

Allen, R. G. D. (1967). Macro Economic Theory. St. Martin's Press.

Branson, W. H. (Year). Macro-Economic Theory and Policy. Universal Book Stall.

Dornbusch, R., & Fischer, S. (Year). Macro Economics. McGraw-Hill.

Gupta, S. B. (1990). Monetary Economics. S. Chand & Co. Ltd.

Rana, K. C., & Verma, K. N. (2022). Macro Economics. Vishal Publication.

Sarkel, J. (2018). Macro Economic Theory. Book Syndicate.

Shapiro, E. (1987). Macro Economics Analysis. Galgotia Publications.

Vaish, M. C. (Year). Monetary Theory. Vikas Publishing House.

IDE-ECO-MD- 1210: Economic Theory-II

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts of macroeconomics, public finance and international trade

Course Outcome:

- CO1. The learners will acquire the knowledge about the different concepts of national income and its estimation.
- CO2. The learners will acquire the knowledge about the money and banking.
- CO3. The learners will have a clear idea about public economics.
- CO4. They will have a clear idea about basic concepts of international trade.

Module	Content	CO
Module I	National Income Nature, scope and limitations of macroeconomics; Concepts of national income: GDP, GNP, NNP, personal income, disposable income and per capita income; Estimation of national income: Final product method, value added method, Income method and expenditure method; problems of estimating national income in developing countries; national income and welfare.	CO1
Module II	Money and Banking Barter economy and money economy, functions of money. Meaning and functions of Commercial banking, Central bank and its functions. Meaning and types of inflation, causes of inflation: demand pull and cost push; effects of inflation on different sections of the society; techniques of control of inflation.	CO2
Module III	Public Finance Meaning of fiscal and monetary policy; Government expenditure: revenue expenditure and capital expenditure, Importance of government expenditure; Meaning of tax and non- tax revenue; Direct Tax: Meaning, advantages and disadvantages; Indirect Taxes: Meaning, advantages and disadvantages; Concept of goods and service taxes; Government Budget: Meaning, deficit and surplus budget; fiscal and revenue deficit; government Borrowing (Concept only)	CO3
Module IV	Concepts of International Trade	CO4

	Concept of absolute cost advantage and comparative cost advantage; terms of trade; concept of balance of trade and balance of payment; meaning of surplus and deficit in balance of payment; Foreign exchange rate: fixed and flexible exchange rate; Functions of WTO and International Monetary funds.	
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Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	2	3	2	3	2	2	3	3	3	2
CO2	2	3	1	1	1	3	2	3	2	1	2	1	2	1
CO3	2	3	2	3	3	2	2	3	2	2	2	3	2	1
CO4	3	2	2	2	2	1	2	3	2	1	3	2	3	2
Average	2.5	2.5	1.75	1.75	2.0	2.25	2.0	3.0	2.0	1.5	2.5	2.25	2.50	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Choudhry, R.K., Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi.

Jha, R., Modern Public Economics, Routledge, London, 2009.

Mishra, B., Economics of Public Finance, Macmillan India Limited, New Delhi.

Gupta, J.R., Public Economics in India, Atlantic Publications, 2007.

Rana and Verma, Macroeconomic Analysis, Vishal Publication, 2014

Dwivedi, D. N., Macroeconomics, TataMcGraw Hill Pvt. Ltd., (Latest edition).

Mishra and Puri, International Economics,

Salvatore, Dominick, International Economics, Wiley India New Delhi.

IDE-ECO-SE-0020: Introduction to Data Analysis

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: The course introduces the learners to collection, presentation and analysis of data. It also discusses how data can be summarized and analysed for drawing statistical inferences.

Course Outcome:

- CO1. The learners will be introduced to important data sources that are available and will be trained in the use of the statistical software.
- CO2. The learners would also learn about the types of sampling design and also be able to identify the different sources of data for their research.
- CO3. The learners will be able to analyse data using excel and statistical software.

Module	Content	CO
Module 1	Sources and Collection of Data Data source – Primary and Secondary, Methods of collection of Primary data, Various types of Secondary data for empirical verification, Sources of Secondary data, Precautions in the use of Secondary data	CO1
Module 2	Sample Design Sample Design – Population Census versus sample survey, Principal steps in sample survey, Types of sampling – Simple random, Systematic and Stratified sampling, Implication of Sample Design, Steps and Characteristics of Good Sample Design, Criteria of selecting a sampling procedure; sampling problems: heterogeneity of the universe, Stratification of the universe	CO2
Module 3	Processing and Analysis of Data using Statistical software Analysis of Data using Excel and SPSS; Creation of Graphs, Tables, Bar and Pie Diagram, Arithmetic, Mean, Median and Mode, Standard Deviation, Measures of Dispersion, Simple Regression and Correlation analysis	CO1 CO3

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	-	2	2	1	-	3	2	2	2	2	1
CO2	3	1	2	1	-	1	1	2	3	2	2	2	1	1
CO3	2	1	-	-	1	2	2	2	3	1	2	2	2	2
Average	2.67	1.0	1.0	0.33	1.0	1.67	1.33	1.33	3	1.67	2.0	2.0	1.67	1.33

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Outhwaite, William & Stephen P Turner (ed.). The Sage Handbook of Social Science Methodology, London: Sage, 2007.

Guthrie, Gerard, Basic Research Methods: An Entry to Social Science Research, London: Sage, 2010

Ghosh, B N. Scientific Methods and Social Science Research, New Delhi, 1987.

Johnston, J. Econometric Methods, New Delhi: McGraw – Hill (latest edition).

Kumar Ranjit, Research Methodology: A Step-by-Step Guide for Beginners, Delhi: Pearson, 2007 (2nd edition).

Krishnaswamy, O.R. Methodology of Research in Social Sciences, Himalaya Publishing House, 1993.

Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House.

Kothari R.C., Research Methodology, Methods and Techniques, New Age International Publishers, IInd revised edition, reprint 2008.

IDE-ECO-VA-0020: Ecotourism

Minimum Learning hours: 30 hours
Total Credit: 02 (1L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: The present course has been introduced to impart some basic knowledge of ecotourism and its significance for the economy and the environment to the learners, as ecotourism is fast emerging as a major segment of tourism industry.

Course Outcomes:

CO1. The learners will gain knowledge about the concept of ecotourism and its importance for sustainable development and for enhancing the livelihoods of local communities.

CO2. They will know about the ecotourism potentials of India and North East India, challenges of ecotourism in North East India and tourism policy of India.

Module	Content	CO
Module 1	Introduction Definitions of ecotourism, Scope of ecotourism, ecotourism and nature-based tourism, ecotourism products, benefits of ecotourism, challenges in developing ecotourism. Ecotourism and sustainable development, ecotourism and local participation, employment generation, poverty alleviation, reduction in inequality, foreign exchange earnings, revenue generation, infrastructure development, ecotourism and education.	CO1
Module 2	Ecotourism in India and North East India Ecotourism potentials of India and North East India, Need for ecotourism development in North East India, Challenges of ecotourism in North East India, Measures to promote ecotourism in North East India; Tourism policy of India.	CO2

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	2	2	2	1	2	2	2	1	3	2
CO2	2	1	-	3	1	2	-	2	3	2	1	2	3	2
Average	2.5	1.5	0.5	2.5	1.5	1.5	1.0	1.5	2.5	2.0	1.5	1.5	3.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Buckley, R., *Ecotourism: Principles and Practices*, Cambridge University Press, Cambridge, UK, 2009.

Bhatt, Harish and B.S. Badan, *Ecotourism*, Crescent Publishing Corporation, New Delhi, 2006.

Rai, Suresh C., *Ecotourism and Biodiversity Conservation*, Nova Science Publishers Inc., New York., 2012.

Mitra, A. et al. (2003): *Environment and Nature-Based Tourism – An Endeavour at Sustainability*, Kanishka Publishers, New Delhi.

Lama, M., *Ecotourism in North East India*, Anshah Publishing House, New Delhi, 2014.

Ryan, Chris, *Recreational Tourism-Demand and Impacts*, Viva Books Pvt. Ltd., New Delhi, 2006.

Sharma, Shaloo, *Indian Tourism Today-Policies and Programmes*, ABD Publishers, Jaipur, 2019.

Girish, Revathy, *Ecotourism of India*, Dominant Publishers and Distributors, New Delhi, 2016.

Singh, Sarvjeet, *Ecotourism Development Management*, A. K. Publications, New Delhi, 2009.

SEMESTER- III

IDE-ECO-CC-2110: Microeconomics-II

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge of the basic concepts and theories of microeconomics to the learners.

Course Outcomes:

- CO 1.** The learners will learn about the problems of choice, concept of opportunity cost and the economic problems of developing countries.
- CO 2.** The learners will also know about the concept of utility, demand and supply analysis.
- CO 3.** They will acquire knowledge about the theories of production, concepts of cost and revenue.
- CO 4.** The learners will have a better understanding of the various forms of market in an economy.

Module	Content	Course Outcome
Module I	Theory of Consumer Behaviour Preference; utility; budget constraint; Cardinal theory & Ordinal theory; Budget sets and Preferences under different situations; Indifference curves: Marginal Rate of Substitution and convexity of Indifference curve, Consumer's equilibrium; utility maximization; Engels curve, Derivation of demand curve, Income and substitution effects: Hicks and Slutsky equation; inferior, normal and Giffen goods; Revealed preference theory; strong and weak axiom; consumer surplus.	CO1
Module II	Theory of Producer Behaviour Technological Relationship between input and outputs, Production with single variable input: total, average and marginal product, Two variable inputs: Production Isoquants and the economic region of production; Marginal Rate of Technical Substitution and Elasticity of Substitution; The expansion path and return to scale; Effects of changes in input prices on output; Concept of production possibility curve.	CO2

Module III	Market Structure-I Market: Meaning, Classification; Perfect Competition- short run and long run equilibrium, Monopoly- equilibrium and absence of supply curve; price discrimination: first, second and third degree.	CO3
Module IV	Market Structure-II Monopolistic Competition: Assumptions, Product Differentiation, Advertising (Selling Costs), Concepts of the 'Industry' and the 'Group', Price-Output determination, Concept of Excess Capacity, Monopolistic Competition compared with Perfect Competition and Monopoly, Duopoly model; Cournot's Duopoly Model; Bertrand, Chamberlin and Stackelberg with an introduction to Game Theoretic model, The Kinked-Demand Model, Price Leadership Model, Collusive oligopoly; price and output determination under cartel.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

Koutsoyiannis, A., *Modern Micro Economics*, Macmillan Press, London, 1979

Varian, Hal R.: *Microeconomic Analysis*

Schaum's *Outline of Microeconomics*, (Schaum's Outline Series)

Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.

Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.

Salvatore, D. *Microeconomics Theory and Applications*, Oxford University press,

Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education

Sen, Anindya, *Microeconomics, Theory and Applications*, Oxford University Press, 1999.

Sarkhel Jaydev, *Microeconomic Theory*, Syndicate Publishers Kolkata

Maddala G S, Miller Ellen M, *Theory and Applications of Microeconomics*, McGraw Hill Education India (Pvt) Limited

IDE-ECO-CC-2120: Mathematical Economics-I

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: To impart the knowledge of basic mathematical tools and its application in economics.

Course Outcomes:

CO1: The learners will gain knowledge of coordinate geometry and binomial theorem.

CO2: The learners will learn about functions and its forms, limit and continuity.

CO3: They will also learn about differential calculus and some economic application.

CO4: They will also acquire knowledge of integral calculus and its economic application.

Module	Content	CO
Module I	Coordinate Geometry and Algebra Two dimensional space - coordinates of a point ; distance between two points; coordinates of the mid-point of a line joining two points; equation of a straight line; equation of a circle in standard form; binomial theorem; exponential expansion	CO1
Module II	Set Theory and Forms, Limit and Continuity of Function Elementary set theory; relation and functions; different forms of function- constant, identity, linear, non-linear, homogenous and non-homogenous functions; limit of a function- right hand side and left hand side limits; continuity of a function	CO2
Module III	Differential Calculus Basic rules of differentiation; partial and total differentiation; economic application - elasticity of demand and supply function, derivation of marginal function (marginal revenue, marginal cost, marginal propensity to consume); concept of L-Hopital rule	CO3
Module IV	Integral Calculus Definition and types; indefinite integral- basic rules of integration, integration by substitution and by parts; application of indefinite integration - derivation of the total function from marginal function (total revenue, total cost, saving function, consumption function); definite integral and its properties; area under a curve; derivation of consumer's surplus and producer's surplus; concept of improper integral	CO4

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	-	1	1	2	1	2	3	-	2	3	3	3
CO2	3	2	-	1	2	2	1	2	3	-	2	3	3	3
CO3	3	2	-	1	2	2	1	2	3	-	2	3	3	3
CO4	3	2	-	1	2	2	1	2	3	-	2	3	3	3
Average	3.0	2.0	-	1.0	1.75	2.0	1.0	2	3	-	2	3	3	3.0

Recommended Readings:

Allen, R.G.D., *Mathematical Analysis for Economics*, Macmillan, 1976.

Baruah, Srinath, *Basic Mathematics and its Application in Economics*, Macmillan India Limited, Calcutta and Chennai, 2001

Bose, D, *An Introduction to Mathematical Economics*, Himalaya Publishing House, Mumbai, 2007

Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, Kogakusha, New Delhi, 1974

Chiang, A. C and Kevin Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill Education (India) Private Limited, Chennai, 2018

Dowling, Edward T, *Introduction to Mathematical Economics*, McGraw-Hill Companies, New York, Chicago, San Francisco, Lisbon, London, Madrid, Mexico City, Milan, New Delhi, San Juan, Seoul, Singapore, Sydney, Toronto, 2012

Mehta, B. C. and G. M. K. Madnani, *Mathematics for Economists*, Sultan Chand & Sons, New Delhi, 2009

Yamane, Taro, *Mathematics for Economists: An Elementary Survey*, PHI Private Limited, Delhi, 2013

IDE-ECO-MC-2110: Money and Banking

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge with regard to the concepts of Money and Banking. It will deal with the definition and function of money, demand and supply of money, banking and inflation.

Course Outcome:

CO1. The learners will gain knowledge about the different concepts of Money

CO2. The learners will also learn about demand and supply of money.

CO3. They will also understand about commercial and central

banks. CO4. The learners will also learn about different aspects of

inflation.

Module	Content	CO
Module 1	Money Barter and money economy; functions of money; Definition: M1, M2, M3 and M4; quantity theory: Cambridge and Fisherian versions	CO1
Module II	Money demand and supply Classical and Keynesian models of demand for money; Money supply and its components: currency and bank deposits, High powered money and money multiplier.	CO2
Module III	Banking Principles of Commercial banking- Bank's credit creation process; and credit multiplier. Central bank, functions of RBI; Functions of NABARD.	CO3
Module IV	Inflation Types of inflation, demand pull and cost push; inflationary gap; effects of inflation on production, distribution, and growth; measures of control of inflation.	CO4

Mapping of POs/ PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	1	2	1	-	-	-	-	2	2	1	1
CO2	2	2	1	1	2	1	-	-	-	-	2	2	1	1
CO3	3	2	1	1	2	1	-	1	-	-	2	2	1	1
CO4	2	2	1	1	2	-	-	1	-	-	2	2	1	1
Average	2.25	1.75	1	1	2	0.75	-	0.5	-	-	2	2	1	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Gupta, S. B. Monetary Planning in India, Oxford University Press (latest)

Decock, M. H. Central banking, 1943

Chandler, L.V. The Economics of Money and Banking, 1966

Allen, R.G.D. Macro Economic Theory, St. Martins Press, 1967.

S. Shikdar, S. (2018), *Principles of Macroeconomics*, Pearson Education India

IDE-ECO-MD - 2110: Basic Features of Indian Economy

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts of economic development, poverty and the Indian economy to the learners.

Course Outcome:

- CO1. The learners will acquire the knowledge about basic features of Indian Population
- CO2. The learners will acquire the knowledge about agricultural and industrial development in India
- CO3. The learners will also learn about globalization and its impact on Indian Economy.

Module	Content	CO
Module I	Features of Indian Population Demographi features- age and sex composition; poverty and unemployment; Concept of multi-dimensional poverty index and human development	CO1
Module II	Issues in Indian Agriculture Issues in Indian Agriculture: Green Revolution and agriculture policies of India, Meaning of multiple cropping and agricultural diversification, Concept of contract Farming; concept of land reforms.	CO2
Module III	Industrial Development Industrial Development in India: Large Scale, medium and small scale (MSME), and cottage industries, Role of Public sector enterprises in India, Role and performance of service sector in India.	CO2
Module IV	Economic Reform and Indian Economy Economic Reforms in India (1991) – structural adjustment and stabilization, fiscal reforms, reforms in industry, agriculture and trade; WTO and Indian agriculture.	CO3

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	2	1	2	3	2	2	3	3	3	2
CO2	2	1	1	3	1	1	2	2	1	3	2	2	2	3
CO3	2	3	2	3	3	2	2	3	2	2	2	3	3	3
Average	2.33	2.0	1.67	3.0	2.0	1.33	2.0	2.67	1.67	2.33	2.33	2.67	2.67	2.67

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Misra, S. K. & Puri, V. K. Indian Economy, Himalaya Publishing House, Delhi (latest edition).

Dutt, R. & Sundaram, K. P. M. Indian Economy, S. Chand & Co. Delhi (latest edition).

Kapila, U. India Economy since Independence, Academic Foundation, New Delhi (latest edition).

Banik Nilanjan, The Indian economy-A Macro-Economic Perspective, Sage India (latest edition)..

Government of India, Economic Survey of India (various years), Ministry of Finance, New Delhi (latest edition).

IDE-ECO-SE-0030: Tourism Economics

Minimum Learning hours: 60 hours
Total Credit: 03 (2L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: The present course has been designed to impart basic skills and knowledge of tourism economics to the students, as tourism is fast emerging as one of the major economic sector in the country.

Course Outcome:

- CO1. The learners will gain knowledge about the concept and types of tourism.
- CO2. The learners will understand the demand and supply of tourism, tourist products and their features as well as tourism capacity analysis.
- CO3. The learners will acquire the skills related to tourism marketing, promotion strategies and also about SWOT analysis.

Module	Content	CO
Module 1	Introduction Definitions of tourism, Types of tourism: adventure, medical, cultural, Ethnic, religious, rural tourism; moral v/s mass tourism, concept of sustainable tourism and ecotourism.	CO1
Module 2	Tourism Demand and Supply Tourism demand and its types, factors affecting demand for tourism, indicators of effective demand for tourism: travel propensity, gross travel propensity, net travel propensity, travel frequency, country potential generation index (CPGI). Tourism supply, tourist products: attraction, accessibility, destination amenities, ancillary services; features of tourist products, Butler's model of tourism and tourism carrying capacity	CO2
Module 3	Tourism Marketing and Promotion Concept of marketing, tourism marketing strategy, vertical and horizontal integration and tourism promotion, promotional events advertising, publicity and selling, Role of media in tourism promotion, Strength Weakness Opportunities and Threats (SWOT) analysis; tourism policy in India	CO3

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	2	2	2	2	1	2	3	2	3	2
CO2	3	1	2	3	2	2	2	2	-	2	2	2	3	-
CO3	2	3	2	3	2	2	1	1	-	2	3	2	3	1
Average	2.67	2.0	2.0	3.0	2.0	2.0	1.67	1.67	0.33	2.0	2.67	2.0	3.0	1.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Kamra, Krishna K., Economics of Tourism- Pricing, Impacts and Forecasting, Kanishka Publishers, Distributors, New Delhi, 2004.

Ryan, Chris, Recreational Tourism-Demand and Impacts, Viva Books Pvt. Ltd., New Delhi, 2006.

Tisdell, C. A. (ed.), Handbook of Tourism Economics, World Scientific Publications, Singapore, 2013.

Mitra, Amitava and Kunal Chattopadhyay., Environment and Nature-Based Tourism – An Endeavour at Sustainability, Kanishka Publishers, New Delhi, 2003.

Lama, M., Ecotourism in North East India, Anshah Publishing House, New Delhi, 2014.

Sharma, Shaloo, Indian Tourism Today-Policies and Programmes, ABD Publishers, Jaipur, 2019.

Kumar, Surinder, Economic Impact of Travel and Tourism, Sonali Publications, New Delhi, 2017.

Chawla, Romila, Tourism Marketing and Communications, Arise Publishers and Distributors, New Delhi, 2006.

Girish, Revathy, Ecotourism of India, Dominant Publishers and Distributors, New Delhi, 2016.

IDE-ECO-VA-0030: Indian Economic History

Minimum Learning hours: 30 hours
Total Credit: 02 (1L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge about the colonial history of Indian economy and the status of Indian agriculture and industry during the colonial period.

Course Outcome:

CO1. The learners will gain knowledge about nature and status of the colonial economy of India.

CO2. The learners will also learn about the land tenure system and the performance of Indian agriculture and industry during the colonial period.

CO3. The learners will have a better understanding about the evolution of railways and other transport and communication infrastructure as well as education and health during the colonial period.

CO4. The learners will also learn about the imperial priorities, drain of wealth and the government policies during the colonial period.

Module	Content	CO
Module 1	Introduction Overview of colonial economy, National Income and resource drain during colonial period; population growth and occupational structure during colonial period. Colonial agrarian relation; agrarian structure and land relations; land tenure system; agricultural markets and institutions; Credit markets; Commerce and technology; famines in India-1876 and 1942.	CO1, CO2
Module 2	Industry and Infrastructure De-industrialisation debate, evolution of entrepreneurial and industrial structure; nature of industrialization in the interwar period; constraints to industrial breakthrough. Transport: Railways-evolution, significance and imperial objectives; road transport; inland water transport; air transport; Post and Telegraph; education and health during colonial period.	CO3, CO4

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	3	1	2	2	2	2	1	3	2	-	1
CO2	3	3	1	3	1	1	1	1	2	2	3	2	-	1
CO3	1	3	1	3	1	2	2	2	2	1	3	2	-	1
CO4	2	3	1	3	1	1	1	1	2	1	3	2	-	1
Average	2.0	3.0	1.25	3.0	1.0	1.5	1.5	1.5	2.0	1.25	3.0	2.0	-	1.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan, 2010.

SumitGuha, 1991, Mortality decline in early 20th Century India, Economic and Social History Review, pp. 371-74 and 385-87.

Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd Edition, 2011.

J. Krishnamurty, Occupational Structure, in Dharma Kumar (Editor), Economic History of India, Vol. II, 2005.

Basudev Chatterjee, Trade, tariffs and Empire, Oxford University Press 1992.

K.N. Chaudhuri, CEHI, Chapter 10. Foreign Trade and balance of Payments, pp. 826-865, 869-877.

Jean Dreze, Famine Prevention in India, in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990.

Report of First Finance Commission of India, 1951, Government of India.

Majumder, R. C., History and Culture of Indian People, Bhartiya Vidya Bhawan, 1951.

SEMESTER- IV

IDE-ECO-CC-2210: Money and Banking

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart to the learners the knowledge about the concept of demand and supply of money and the working of the commercial and central banking system as well as about inflation and the different methods to control it.

Course Outcomes:

- CO 1.** The learners will understand about the concept and functions of money and monetary aggregates.
- CO 2.** The learner will also know about the financial institutions and their role in the economy.
- CO 3.** They will acquire knowledge about the theories of demand for and supply of money.
- CO 4.** They will learn about inflation, theories of inflation, methods of measuring inflation and measures to control inflation in an economy.

Module	Content	Course Outcome
Module I	Concept of Money Money and its functions; narrow and broad definitions of money; Monetary aggregates-simple sum vs. weighted monetary aggregates, Divisia monetary aggregates; RBI's approach to monetary aggregates.	CO1
Module II	Central Bank and Commercial Banks Role and functions of Central bank; Instruments of monetary control; Bank rate, repo rate and reverse repo rates; functions of commercial banks; Process of credit creation by bank.	CO2
Module III	Demand and Supply of Money Classical money demand function; Tobin's portfolio selection; Baumol's transaction demand for money; Friedman's restatement of quantity theory of money.	CO3

	Inside money and outside money; Gurley-Shaw approach; Exogenous vs Endogenous concepts of money supply;	
Module IV	<p>Inflation</p> <p>Concept and types of inflation; Theories of inflation: Classical and Keynesian; Cost-push and Demand-pull inflation; Effects of inflation on consumers and producers; Methods of measuring inflation (CPI, WPI, Core and GDP deflator); stagflation; Measures to control inflation; Phillip's Curve.</p>	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	1	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	1	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Blaug, Mark, *Economic Theory in Retrospect*, New Delhi, Vikas Publishing House, 1982.
- Gupta, S B., *Monetary Planning in India*, Oxford University Press (latest edition)
- Gupta, S.B., *Monetary Economics, Institutions and Policy*, S.Chand & Co. New Delhi, 1995.
- Ackley, G. *Macro Economics, Theory and Policy*, MacMillian 1978.
- Mueller, M G (ed.) *Readings in Macroeconomics*, Surjeet Publications, Delhi 1978.
- S. Shikdar, S., *Principles of Macroeconomics*, Pearson Education India, 2018
- Handa, J. *Macroeconomics*, Vrinda Publication, 2011

IDE-ECO-CC-2220: International Economics-I

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge of basic concepts and theories of international economics to the learners.

Course Outcomes:

- CO1.** The learners will gain knowledge about the causes of international trade and the concepts of terms of trade.
- CO2.** The learners will also learn about the methods of trade restrictions and the role of economic integration in trade promotion.
- CO3.** They will gain knowledge about the working of foreign exchange market and foreign exchange rate determination.
- CO4.** The learners will also acquire knowledge about the balance of payments and methods to correct BoP disequilibrium.

Module	Content	Course Outcome
Module I	Theories of International trade Trade under mercantilism, Absolute and comparative cost Advantage theories, Harberler's Opportunity cost theory, Heckscher-Ohlin theorem and Leontief Paradox, Reciprocal and Offer Curve, Term of trade and Gain from trade.	CO1
Module II	Alternative Trade theories Availability Doctrine, Vent for Surplus, Product cycle hypothesis, Intra-industry Trade, Rybczynski Theorem, Immiserizing growth	CO2
Module III	Trade Policy Multilateralism versus Protectionism, Tariff and non-Tariff barriers, Vinerian Trade creation and Trade diversion, Theory of Regional trade Blocks, evolutions of European union.	CO3

Module IV	<p>Balance of Payment and Foreign Exchange Market</p> <p>Balance of Trade and Balance of Payment, Corrective measures of Balance of Payment: Absorption Approach, Monetary Approach, Portfolio Balance Approach.</p> <p>Exchange rate determination: Gold Standard, Fixed and Flexible exchange rate, Purchasing Power Parity,</p>	CO4
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Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	1	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	1	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

Cherunilam, Francis, *International Economics*, Tata Mc Graw Hill

Kindleberger, C.P. *International Economics*, Homewood, 1963

Mannur, H.G. *International Economics*, Vikas Publishing House Pvt. Ltd, Delhi

Ray, P.K. and K.B. Kundu, *International Economics*, Kolkata: Naba Bharat Publishers

Salvatore, Dominick, *International Economics*, Wiley India New Delhi.

Sodersten, Bo and Geoffrey Reed, *International Economics*, Macmillan, 1999

Kurgman, P.R *International Economics: Theory and Policy* 11th Edition, Pearson Education, 2017

Acharya, R., & Bhattacharya, S. *International Economics: An Introduction to Theory and Policy*. Oxford University Press, 2017.

IDE-ECO-CC-2230: Growth and Development Economics

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge about the concepts of economic growth and development, the various measures of development, the classical growth models, the theories of underdevelopment and the human capital approach to development.

Course Outcomes:

- CO 1.** The learners will be able to understand the basics of growth and development including its accounting, measurement and related concept.
- CO 2.** The learners will also have a working idea of the fundamentals of pre-classical, classical and classic theories of growth.
- CO 3.** The learners will gain knowledge about the reasons for underdevelopment and the various strategies of promoting development.
- CO 4.** The learners will also learn about the concept of sustainable development, human capital, dimensions of human development and inclusive growth strategy.

Module	Content	Course Outcome
Module I	Introduction Concept of economic growth and development, its essence, accounting and measurement, Problems in measurement of Development, Obstacles to economic development, Concept of exogenous and endogenous Growth, Technical Progress: Embodied and Disembodied	CO1
Module II	Pre-Classical, Classical and Classic Growth Theories Pre-Classical perception of growth: Mercantile and Physiocratic, Classical views: Malthus, Smith and Ricardo, Classic growth theories: Schumpeter and Marxian	CO2
Module III	Theories of Underdevelopment and Development Vicious circle of poverty, Nelson's low-level equilibrium trap, Myrdal's theory: Balanced versus Unbalanced growth – Big Push Theory, Nurkse's model, Hirschman theory, Lewis model	CO3

Module IV	Human Capital Approach to Development Concept of sustainable development, sustainable development goals, human capital formation, measuring human development – HDI, Growth and inequality, inclusive growth strategy and equity.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

Higgins, B., *Economic Development*, W.W. Norton, New York.

Meier, G., *Leading Issues in Economic Development*, Oxford University Press, New Delhi (Second edition).

Thirlwall, A.P., *Growth and Development*, Macmillan, London.

Ray, D., *Development Economics*, Oxford University Press, New Delhi.

Todaro, M.P., *Economic Development*, Longman, London.

Mishra, S.K. and V.K. Puri, *Economic Development and Planning*, Himalayan Publishing House, Mumbai, 2023.

Sarkel, J., *Growth Economics*, Book Syndicate Private Limited, Kolkata.

Ghatak, S., *Development Economics*, Macmillan, New York.

Cypher, J. M., & Dietz, J. L. *The process of economic development*, Routledge, London, 2008

Aghion, Phillippe and Peter Howitt, *The Economics of Growth*, The MIT Press, Cambridge Massachusetts, London England

IDE-ECO-CC-2240: Statistical Methods-I

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the sources of data, sampling technique and basic statistical tools and methods of data analysis for the students.

Course Outcomes:

CO1: The learners will understand about the various sources and types of data and the methods of data collection.

CO2: The learners will be able to carry out data analysis using frequency table and graphs.

CO3: The learners will also learn about the different types of mean and other measures of central tendency and dispersion.

CO4: The learners will understand about the index number and its calculation.

Module	Content	CO
Module I	Sources of Data and Sampling Sources of data - primary and secondary; methods of data collection; population and sample; sampling methods – simple random sampling, stratified sampling and systematic sampling	CO1
Module II	Frequency Distribution Tabulation of data and frequency distribution; graphical representation of data- bar diagram, pie diagram, histogram, frequency curve, cumulative frequencies, ogive	CO2
Module III	Measures of Central Tendency and Dispersion Measures of central tendency- arithmetic, geometric and harmonic means, median and mode; dispersion - range, mean deviation, quartile deviation and standard deviation; coefficient of variation.	CO3
Module IV	Index Number Index numbers- purposes, steps and problems in its construction; Laspeyres', Paasche's and Fisher's index; Time reversal test and factor reversal test; Fisher's index number as ideal index number; deflating, base shifting and base splicing	CO4

Mapping of POs/ PSOs with COs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	-	1	1	2	1	2	3	3	1	3	1	2
CO2	3	2	-	1	2	2	1	2	3	3	2	3	3	2
CO3	3	2	-	1	2	2	1	2	3	3	2	3	3	3
CO4	3	2	-	1	2	2	1	2	3	3	2	3	3	3
Average	3.0	2.0	-	1.0	1.75	2.0	1.0	2	3	3.0	1.5	3	3	2.5

Recommended Readings:

Giri, Prasanta Kumar and Jiban Banerjee, *Introduction to Statistics including statistics practical*, Academic Publishers, 2009

Gupta, S. C., *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi, 1993.

Goon, A M., M.K. Gupta and B.S. Dasgupta, *Basic Statistics*, The World Press Limited, Calcutta, 1996.

Goon, A M., M.K. Gupta and B.S. Dasgupta, *Fundamentals of Statistics*, Vol. I and Vol. II, The World Press Limited, Calcutta, 1996.

Gupta, S.P., *Statistics*, S. Chand, New Delhi, 1997.

IDE-ECO-MC-2210: Elementary Economic Development

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge to the learners about the various issues related to economic development, human development, poverty and inequality. It also deals with the issues related to environment, climate change and sustainable development. Further, it aims to impart some basic knowledge about international trade.

Course Outcome:

CO 1. The learners will have knowledge about the concepts of economic and human development.

CO 2. The learners will learn about the issues related to poverty and the linkages between inequality and economic growth.

CO 3. They will acquire a better understanding about linkages between environment, climate change and sustainable development.

CO 4. The learner will also have a clear idea about the basic concepts of international trade.

Module	Content	CO
Module I	Concept and Measurement of Economic Development Economic Growth and Economic Development: Concept and Measurement; Human Development Approach: HDI; Capability approach to development; Structural Features of a Developing Economy: Demographic Characteristics, Occupational Structure, Institutional Features.	CO1
Module II	Poverty Absolute vs relative poverty; Definition and Measurement of poverty: Head count ratio and income gap ratio; Trends in poverty in India; Multi-dimensional Poverty; Poverty alleviation Policies in India.	CO2
Module III	Inequality and Development Inequality and Economic Growth: Inverted-U Hypothesis; Inequality, Income Distribution and Growth: Empirical Evidence- Picketty; Inequality and Redistributive Policies.	CO3
Module IV	Environment, Climate Change and Sustainable Development Economic Role of the Environment; Market Failure; Concept of sustainable development; Climate Change: Key Processes and Implications for Development, Mitigation and Adaptation Strategies; Millenniums development goals, Sustainable Development Goals (SDGs).	CO4

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	2	2	1	1	-	-	2	2	-	1
CO2	3	2	2	2	2	1	1	1	2	-	2	2	-	1
CO3	2	1	1	1	1	1	-	1	-	-	1	1	-	1
CO4	2	2	2	2	2	1	-	1	-	-	1	1	-	1
Average	2.25	1.75	1.75	1.75	1.75	1.25	0.5	1	0.5	-	1.5	1.5	-	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Ray, Debraj. Development Economics. Oxford University Press, Delhi. 2011. Peet, Richard, and Elaine Hartwick. Theories of development: Contentions, arguments, alternatives. Rawat Publications, Jaipur, 2015.

Hanley N, J.F. Shogern and Ben White, Environmental Economics in Theory and Practice, Macmillan, 1997.

Cypher, J. M., & Dietz, J. L. (2008). The process of economic development. Routledge.

Meier, Gerald M., Leading Issues in Economic Development. Oxford University Press New York, 2000.

Piketty, Thomas (2014), Capitalism in 21st Century, Harvard Business School Press.

SEMESTER- V

IDE-ECO-CC-3110: Mathematical Economics-II

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the students about the knowledge of matrix algebra and optimization techniques.

Course Outcome:

CO1: The learners will learn about the concepts of vector, matrix and its properties.

CO2: They will also learn about the unconstraint optimization and its economic application.

CO3: The learners will gain knowledge with regard to equality constraint optimization.

CO4: They will also acquire knowledge about the linear programming technique.

Module	Content	CO
Module I	Vector and Matrix Definition of a vector, length of a vector, multiplication of a vector by a scalar, scalar product of two vectors; definition and types; matrix operation - addition, subtraction and multiplication; transpose of a matrix; determinants and its properties; minor and cofactor; rank of a matrix; adjoin of a matrix; matrix inverse and Cramer's rule	CO1
Module II	Unconstraint Optimization Maxima and minima-single explanatory variable; economic application-cost minimization, revenue maximization and profit maximization; maxima and minima-more than one explanatory variable; economic application - discriminatory monopoly and multi-product firm	CO2
Module III	Constraint Optimization Linear - Lagrange's multiplier method; economic application-consumer's equilibrium and producer's equilibrium; Non-linear programming- Kuhn Tucker condition	CO3
Module IV	Meaning, assumptions and uses of linear programming in economics; structure and formulation of a linear programming problem; transportation problem, diet problem and production problem; solution- graphical method and simplex method; problem of degeneracy; primal and dual (concept only)	CO4

Mapping of POs/ PSOs with COs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	-	1	1	2	1	2	3	-	2	3	3	2
CO2	3	2	-	1	2	2	1	2	3	-	2	3	3	2
CO3	3	2	-	1	2	2	1	2	3	-	2	3	3	2
CO4	3	2	-	1	2	2	1	2	3	-	2	3	3	2
Average	3.0	2.0	-	1.0	1.75	2.0	1.0	2	3	-	2.0	3	3	2.0

Recommended Readings:

Allen, R.G.D., *Mathematical Analysis for Economics*, Macmillan, 1976.

Baruah, Srinath, *Basic Mathematics and its Application in Economics*, Macmillan India Limited, Calcutta and Chennai, 2001

Bose, D, *An Introduction to Mathematical Economics*, Himalaya Publishing House, Mumbai, 2007

Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, Kogakusha, New Delhi, 1974

Chiang, A. C and Kevin Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill Education (India) Private Limited, Chennai, 2018

Dowling, Edward T, *Introduction to Mathematical Economics*, McGraw-Hill Companies, New York, Chicago, San Francisco, Lisbon, London, Madrid, Mexico City, Milan, New Delhi, San Juan, Seoul, Singapore, Sydney, Toronto, 2012

Mehta, B. C. and G. M. K. Madnani, *Mathematics for Economists*, Sultan Chand & Sons, New Delhi, 2009

Yamane, Taro, *Mathematics for Economists: An Elementary Survey*, PHI Private Limited, Delhi, 2013

IDE-ECO-CC-3120: Public Economics-I

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts and theories of public finance to the learners.

Course Outcomes:

- CO 1. The learners will gain knowledge about public goods, merit goods and market failures
- CO 2. The learners will learn about the importance of public expenditure and its effects.
- CO 3. The learners will also understand about the meaning of public revenue and public expenditure
- CO 4. The learners will acquire knowledge about the role of fiscal policy.

Module	Content	Course Outcome
Module I	Introduction Meaning and Scope of Public Finance; public and private finance; principles of maximum social advantage; public goods, private goods and merit goods, public good and market failure	CO1
Module II	Public Expenditure Meaning and Importance; classification of public expenditure, Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.	CO2
Module III	Public Revenue Sources of Public revenue: tax and non-tax; Direct and Indirect tax, Value added tax (VAT), Goods and Services Tax (GST); Canons of Taxation; advalorem and specific tax; proportional, progressive and regressive tax; tax avoidance vs. tax evasion; impact and incidence of Tax.	CO3

Module IV	<p>Budget and Public Debt</p> <p>Meaning of public budget; Classification of budget-incremental and zero-based budget; Deficit in public budget-revenue deficit, fiscal deficit and primary deficit; Public debt: meaning, Sources and effects of public debt, Methods of redemption of debt.</p>	CO4
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Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	1	1	2	1	0	1	2	2	2	3	3	2
CO3	3	2	1	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Atkinson, A.B. and J.E. Stiglitz, *Lectures on Public Economics*, Tata McGraw Hill, New York.
- Buchanan, J.M., *The Public Finances*, Richard D Irwin, Homewood, 1970.
- Choudhry, R.K., *Public Finance and Fiscal Policy*, Kalyani Publishers, New Delhi.
- Dalton, H., *Principles of Public Finance*, Allied Publishers, New Delhi, 1997.
- Gupta, J.R., *Public Economics in India*, Atlantic Publications, 2007.
- Jha, R., *Modern Public Economics*, Routledge, London, 2009.
- Lekhi, R.K. (2018). *Public Finance*. Kalyani Publishers.
- Mishra, B., *Economics of Public Finance*, Macmillan India Limited, New Delhi.
- Musgrave, R.A and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw- Hill Book Company.
- Singh, S.K. (2018). *Public Finance in Developed and Developing Countries*. S. Chand Publishing.

IDE-ECO-CC-3130: Introduction to Environmental Economics

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: The syllabus has been developed to provide understanding about the importance of environment, values of environmental goods, environmental issues and policies, legislations and environmental conservation.

Course Outcomes:

CO 1. The learners will know about the components, characteristics and values of the environment as well as natural resources and their management.

CO 2. The learner will also learn about the various environmental issues at global and national level and the interlinkages between human health and environment.

CO 3. The learners will also learn about the policy and legislations for environmental protection.

CO 4. The learners will acquire knowledge about the need for environmental conservation and various methods for conservation of environment and environmental protection movements.

Module	Content	Course Outcome
Module I	Environment and Natural Resources Components of environment; environment as public goods; values of environmental goods; classification of natural resources: Renewable and non-renewable resources; managing exhaustible resources; managing renewable resources.	CO1
Module II	Environmental Issues Global warming, green house effects, acid rain, deforestation and loss of biodiversity, Air pollution, pollution of water resources, waste (e-waste) management; Economics of climate change; human health and environment; WTO and environmental issues.	CO2
	Environmental Policy and Legislations Policy instruments for environmental protection; Cost-benefit analysis of environmental regulations, International environmental Agreements:	

Module III	Kyoto Protocol, The Montreal Protocol and Paris Agreement, Environmental laws in India: Wildlife Protection Act, 1972, The Water (Prevention and Control of Pollution) Act, 1974, The Air (Prevention and Control of Pollution) Act, 1981 and Environmental (Protection) Act 1986.	CO3
Module IV	Environmental Conservation Need for conservation of environment, Methods of Environmental Conservation: Recycling and waste management, green marketing and clean technology, afforestation, environmental management system and environmental auditing; Environmental conservation programmes in India: National Afforestation Programme, National River Conservation Plan, National Water Mission, National Action Plan on Climate Change (NAPCC); Environmental protection movements in India: Chipko movement and Narmada Bachao Andolan.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	2	3	1	0	1	2	2	2	3	3	2
CO3	3	2	2	3	2	2	2	2	2	2	3	3	3	3
CO4	3	2	2	3	3	2	2	3	2	2	2	3	3	3
Average	2.75	2	2	2.25	2.5	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

Hanley N, J.F. Shogern and Ben White, Environmental Economics in Theory and Practice, Macmillan, 1997.

Kolstad, C.D., Environmental Economics, Oxford University Press, New Delhi, 1999.

Dasgupta, Partha, The Control of Resources, Oxford University Press, New Delhi, 1982.

Pearce D.W., Environmental Economics, Longman, London, 1972.

Dasgupta, P.S. and G.M. Heal, Economic Theory and Exhaustible Resources, Cambridge University Press, Cambridge, 1985.

Kerr, J.M. et al (Eds.), Natural Resource Economics: Theory and Applications in India, Oxford and IBH Publication Co. Pvt. Ltd., New Delhi, 1997.

Bhattacharya, R.N. (Ed), Environmental Economics – An Indian Perspective, Oxford University Press, New Delhi, 2001.

Pearce, D.W., and R.K. Turner (1990): Economics of Natural Resources and the Environment, The Johns Hopkins University Press.

Asthana D. K., Meera Asthana (2019): A Textbook of Environmental Studies. S. Chand & Co Ltd.

IDE-ECO-CC-3140: History of Economic Thought

Minimum Contact Hours: 90
Total Credit: 4 (3L:1A)
Internal Assessment: 30 Marks
End Semester Exam: 70 Marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge to the students about the evolution of different schools of Economic thought.

Course Outcomes:

- CO 1.** The learners will gain knowledge with regard to the ideas of mercantilism, physiocracy and Adam Smith.
- CO2.** They will also learn about the ideas and economic thoughts related to the theory of value, rent, theory of population and Say's law of market.
- CO3.** The learners will know about the concepts and principles of socialism and Marxian.
- CO4.** They will also acquire knowledge about the Arthashastra, the drain theory and the Gandhian model of thought.

Module	Content	Course Outcome
Module I	Mercantilism, Physiocracy and Adam Smith Basic Principles of Mercantilism, balance of trade under mercantilism, evaluation of Mercantilism; Physiocracy: Quesnay's tableau economique, concept of natural order, product net, Taxation and Trade; Smith's Invisible hand, market and competition, labour theory of value, division of labour and accumulation and distribution of income.	CO1
Module II	Ricardo, Malthus and J.B. Say Malthusian Theory of Population, growth and its evaluation, Ricardian theory of value and rent, implication of Ricardian theory of rent, wages and profit, Debate of Ricardo & Malthus on Glut; Say's Law of Market and its limitation.	CO2

Module III	Socialism and Karl Marx Robert Owen and Proudon, their evaluation; Karl Marx: labour theory of value, surplus value, its origin, rate of surplus value, falling rate of profit, concentration of capital and crisis in capitalism and its collapse; Neo-Marxist Theories: Dependency Theory, World Systems Theory.	CO3
Module IV	Indian Economic Thought Kautilay's Economics - Arthashastra; Modern Indian economic thought: Naoroji's Drain Theory; Ranade, Gokhle, Gandhi; relevance of Gandhian economic model in the present-day world; evaluation of Gandhian Model.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	2	2	3	3	3
CO2	3	2	2	1	2	2	0	2	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	3	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Guide, C. & C. Rist, A History of Economic Doctrine, Cosmo Publications, 2020
- Blaug, M. Economic Theory in Retrospect, Vikas Publishing House, Delhi.
- Roll, Eric: A History of Economic Thought, Faber and Faber, London and Rupa, Delhi
- Paul, R.R. History of Economic Thought, Kalyani Publications.
- Honey, Lewis H. (1979) History of Economic Thought, Surjeet Publications, Delhi
- Hajela, T.N. History of Economic Thought, Shiva Lal Agarwala, 1972
- Bhatia, H. L. History of Economic Thought, Vikas Publishing House, Delhi, 2009.
- Vohra, Munish, History of Economic Thought, Anmol Publications, Delhi, 2000.
- Screpanti, Ernesto, and Stefano Zamagni. An outline of the history of economic thought. OUP Oxford, 2005.
- Howard Michael Charles, and John Edward King A history of Marxian economics, volume II, Princeton University Press, 2014
- Samuels, Warren J. "The present state of institutional economics." Cambridge Journal of Economics 19, no. 4 (1995): 569-590.
- Peet, Richard and Hartwick, Elaine (2005) Theories of Development, Rawat Publications, Jaipur

IDE-ECO-MC-3110: Public Finance

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge with regard to the various concepts and theories of public finance to the learners.

Course Outcome:

CO1. The learners will gain knowledge about public goods and merit goods and government intervention.

CO2. The learners will learn about the importance of public expenditure, its effects and about the various theories of public expenditure.

CO3. The learners will also understand about the sources of public revenue and public budget.

CO4. The learners will acquire knowledge about the role of fiscal policy in maintaining economic stability.

Module	Content	CO
Module 1	Introduction Meaning and Scope of Public Finance; public and private finance; principles of maximum social advantage; public goods and its characteristics, private goods, merit goods; market failure and government intervention.	CO1
Module II	Public Expenditure Meaning and Importance; classification of public expenditure, Wagner's law of increasing State activities; Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.	CO2
Module III	Public Revenue Sources of Public revenue: tax and non-tax; goods and services tax (GST); Canons of Taxation; Principles of Taxation: ability to pay and benefit approaches of taxation; proportional, progressive and regressive tax; impact and incidence of Tax; effects of Taxation on production.	CO3
Module IV	Budget and Public Debt	CO4

	Budget: Revenue and capital budget; incremental and zero-based budget; revenue deficit; fiscal deficit and primary deficit; Public debt: meaning, Sources and effects of public debt, methods of redemption of debt.	
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Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	1	2	1	-	1	-	-	1	1	1	1
CO2	2	2	1	1	2	2	-	1	-	-	2	2	1	1
CO3	3	2	2	1	2	2	-	2	-	-	1	2	2	1
CO4	2	1	-	-	2	1	-	2	-	-	2	2	1	1
Average	2.25	1.75	1	0.75	2	1.5	-	1.5	-	-	1.5	1.75	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Musgrave, R.A and P.B. Musgrave, Public Finance in Theory and Practice, McGraw- Hill Book Company.

Buchanan, J.M., The Public Finances, Richard D Irwin, Homewood, 1970.

Dalton, H., Principles of Public Finance, Allied Publishers, New Delhi, 1997.

Atkinson, A.B. and J.E. Stiglitz, Lectures on Public Economics, Tata McGraw Hill, New York.

Choudhry, R.K., Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi.

Jha, R., Modern Public Economics, Routledge, London, 2009.

Mishra, B., Economics of Public Finance, Macmillan India Limited, New Delhi.

Gupta, J.R., Public Economics in India, Atlantic Publications, 2007.

SEMESTER- VI

IDE-ECO-CC-3210: International Economics-II

Minimum Learning Hours: 90 hours Total Credit: 4 (3L:1A) Internal Assessment: 30 marks End Semester Exam: 70 marks Full Marks: 100

Learning Objectives: This course has been designed to impart advanced knowledge on the theories of international trade and policies.

Course Outcomes:

- CO1.** The learners will be able to understand how growth and technical progress influences international trade
- CO2.** The learners will also acquire knowledge about international trade and resource movement.
- CO3.** They will also learn how price and output behaves in an open economy.
- CO4.** The learners will also have a working knowledge on international liquidity and institutions.

Module	Content	Course Outcome
Module I	Economic Growth and International Trade Factor growth and International Trade, Impact of Technical progress on trade, terms of trade and economic development.	CO1
Module II	International Resource Movement Welfare implications of International Capital Flows and labour migration, Mundel-Flemming Model under fixed and flexible exchange rate, fiscal and monetary policies for internal and external balance.	CO2
	Prices and output in open economy	

Module III	Aggregate demand and supply under fixed and flexible exchange rate, economic shocks and aggregate demand in open economies, effects of fiscal and monetary policies in open economy with flexible prices.	CO3
Module IV	International Liquidity and the World Monetary System Problems of International Liquidity, the rise of IMF, Structure and Operations of IMF, SDRs and the developing economies, International Monetary System, Off-shore banking.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	2	2	3	3	3
CO2	2	2	2	1	2	2	0	2	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	3	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	2.75	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Bhagwati, J. (Ed.), *International Trade: Selected Readings*, Cambridge University Press, Massachusetts, 1981
- Cherunilam, Francis, *International Economics*, Tata McGraw-Hill Publishing Company Limited, New Delhi, 1999.
- Grable, J.O., *International Financial Markets*, Prentice Hall, New York, 1996.
- Kindleberger, C.P. *International Economics*, R.D. Irwin, Homewood, 1991.
- Mannur, H.G, *International Economics*, Vikash Publishing House, 1983.
- Meade, J.E, *Theory of International Economic Policy*, Oxford University Press, London, 1968.
- Meier, G.M., *The International Economics of Development*, Harper and Row, New York, 1968.
- Salvator, D, *International Economics*, Prentice Hall, Upper Saddle River, N.J. NewYork, 1997.
- Soderston, Bo, *International Economics*, The Macmillan Press Ltd., London, 1991
- Viner, Jacob, *Studies in the Theory of International Trade*, Harper and Row, New York

IDE-ECO-CC-3220: Development Economics

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: The objective of this paper is to make the students aware of the sectoral and institutional aspects of development along with basic idea of planning in an economy. Finally, the students will learn about the economic development of nations.

Course Outcomes:

- CO1.** The learners will understand about the sectoral aspects of development like issues related to agricultural and industrial development
- CO2.** They will also know about the role of institutions in economic development.
- CO3.** The learners will also learn about the techniques of planning as well as plan models in India.
- CO4.** The learners will acquire knowledge about the strategy of development, political economy and role of foreign capital in economic development.

Module	Content	Course Outcome
Module I	Sectoral aspects of Development Role of agriculture in economic development, barriers to agricultural development, problems of modernisation of agricultural in developing countries, designing an agricultural strategy, relationship between agricultural growth and industrialization, choice of techniques, appropriate technology and employment, terms of trade between agriculture and industry; Industrialization as driving force of growth; barriers to industrial development in developing countries.	CO1
Module II	Institutions and Economic Development Role of market, Market efficiency and Market Failure; Role of State in Economic Development; Predatory vs developmental States; The Washington Consensus: its critique, Issues of Good Governance. Community approach to development: Role of community and social capital in development, Market and Prisoner's dilemma; Critical evaluation of the social capital approach to development.	CO2

Module III	Development Planning Concept of economic planning, Rationale for planning in a developing economy, Input-output model (closed and open); Samuelson's substitution theorem, Hawkins-Simons condition; Plan models in India: Mahalanobis two-sector and four-sector models.	CO3
Module IV	Trade and Political Economy of Development Trade strategy of development: Import substitution and export promotion; Krueger's model of rent seeking society; Institutions and economic performance: Contribution of Stephen Knack and Philip Keefer; Foreign capital and development: Foreign direct investment (FDI), foreign institutional investment (FII), Foreign aid and economic development.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	2	2	3	3	3
CO2	2	2	2	1	2	2	0	2	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	3	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	2.75	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Baran, Paul, *Political Economy of Growth*, Monthly Review Press, New York, 1967.
- Behrman, S and T.N. Srinivasan, *Hand Book of Development Economics*, Vol- III, Elsevier, Amsterdam. 1995
- Chakravarty, S. *Development Planning: The Indian Experience*, Clarendon Press, Oxford, 1987
- Chenery, H and T.N. Srinivasan, *Hand Book of Development Economics*, Vol-I, II Elsevier, Amsterdam, 1995
- Higgins, B., *Economic Development*, W.W. Norton, New York, 1959.
- Meier, G, *Leading Issues in Economic Development*, Oxford University Press, New Delhi, 1990.
- Myrdal, G., *Economic Theory and Underdeveloped Regions*, Duckworth, London, 1957.
- Naqvi, Sayed Nawab Haaider , *Economics of Development-Towards Inclusive Growth*, Sage, New Delhi, 2015
- Roy, D., *Development Economics*, Oxford University Press, 1999.
- Thirwal, A.P., *Growth and Development*, Macmillan, London, 1999.
- Todaro, M.P., *Economic Development*, Longman, London, 1996.
- UNDP, *Human Development Reports*, Oxford University Press.(Various years)

IDE-ECO-CC-3230: Environmental Economics

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: The syllabus deals with the problems of valuation of environmental goods and designing of instruments and institutions for the management of environment.

Course Outcomes:

- CO1.** The learners will know about the linkages between the economy and the environment, causes of environmental degradation and different types of resources.
- CO2.** They learner will also learn about the values of environmental goods and methods of measuring the values of non-market environmental goods.
- CO3.** The learners will learn about the institutional and economic instruments to control environmental degradation.
- CO4.** The learners will also acquire knowledge about the impact of economic development on environment, concept of sustainable development and its indicators and measurement.

Module	Content	Course Outcome
Module I	The Economy and the Environment Nature and scope of Environmental Economics, components of environment, Interlinkages between the economy and the environment, Causes of environmental degradation, Market failure and its causes, Common Property Resources, Open Access and Tragedy of commons, Relationship between stock and growth of renewable resources.	CO1
Module II	Environmental Valuation Characteristics of environmental goods, values of environmental goods- use value and non-use value; Concepts of willingness to Pay and willingness to accept for compensation, Valuation methods- Contingent valuation method, Travel cost method and Hedonic pricing method.	CO2
	Environmental Regulations and Policies	

Module III	Environmental regulations – Command and control and economic instruments; types of economic instruments; Mixed instruments; Coase’s bargaining solution and collective action; Macroeconomic policies and the environment.	CO3
Module IV	Environment and Development Environment-development trade-off (Environmental Kuznets Curve) - Population, poverty and environment - Trade and its impact environment - Concept and indicators of sustainable development – Rules to sustainability, Measurements of sustainable development- Pearce-Atkinson measure, Concept of Green Accounting.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	2	2	3	3	3
CO2	2	2	2	1	2	2	0	2	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	3	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	2.75	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75
Average	2.75	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Hanley N, J.F. Shogern and Ben White, Environmental Economics in Theory and Practice, Macmillan, 1997.
- Kolstad,C.D., Environmental Economics, Oxford University Press, New Delhi, 1999.
- Sankar,U. (Ed), Environmental Economics, Oxford University Press, New Delhi, 2001.
- Dasgupta, Partha, The Control of Resources, Oxford University Press, New Delhi, 1982.
- Fisher Antony, Resource and Environmental Economics, Cambridge University Press, 1981.
- Pearce D.W., Environmental Economics, Longman, London, 1972.
- Chopra, K. (1998), Valuation of Bio-diversity within Protected Areas: Alternative Approaches and a Case Study, Institute of Economic Growth, Delhi, 1998.
- Chopra, K., G.K. Kadekodi and K.N. Murty, Participatory Development: An Approach to the Management of Common Property Resources, SAGE, New Delhi, 1990.
- Dasgupta, P.S. and G.M. Heal, Economic Theory and Exhaustible Resources, Cambridge University Press, Cambridge, 1985.
- Kerr, J.M. et al (Eds), Natural Resource Economics: Theory and Applications in India, Oxford and IBH Publication Co. Pvt. Ltd., New Delhi, 1997.
- Bhattacharya, R.N. (Ed), Environmental Economics – An Indian Perspective, Oxford University Press, New Delhi, 2001.
- Pearce, D.W., and R.K. Turner (1990): Economics of Natural Resources and the Environment, The Johns Hopkins University Press
- Stavins, R.N (2000): Economics of the Environment, fourth edition, W.V. Noston and company, New York

Field, B.C (2012): Natural Resource Economics: An Introduction, second edition, Levant Books, Kolkata

Callan, S.J and J.M. Thomas (2000): Environmental Economics and Management: Theory, Policy and Application, second edition, The Dnyden Press, Orlando, Florida.

Conrad, J.M (1999): Resource Economics, Cambridge university Press

IDE-ECO-CC-3240: Indian Economy

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective:

This paper intends to impart knowledge to the students on the contemporary issues in Indian economy.

Course Outcomes:

- CO1.** The learner will acquire knowledge on the trends in national income, employment and price behaviour in the post-independent period.
- CO2.** The learner will be trained on the nature and pattern in Indian agriculture and the structure of Indian Industry
- CO3.** The students will acquire knowledge on the physical and social infrastructure of Indian economy
- CO4.** The learner will know about the nature of the public finance and the importance of economic reforms on Indian economy

Module	Content	Course Outcome
Module I	National Income, Employment and Price Behaviour National income – Trends in growth and structure, performance of different sectors. Employment and unemployment: Recent trends and estimates – Changing structure and emerging issues – Labour market reforms - Inflation: Recent trends in prices in India and its causes	CO1
Module II	Agriculture and Industry Agricultural performance: Growth and productivity - Economic reforms and their impact on agriculture – Agricultural policy — Institutional reforms.	CO2

	Evolution of Indian industries: An overview – Evaluation of industrial policies of 1948 and 1956 – PSUs: Performance and shortcomings – PSUs and disinvestment debate - Economic reforms and industry.	
Module III	Infrastructure Physical infrastructure: Power, transport and communication – Financial infrastructure: Banks, Social infrastructure: Education and healthcare – Institutional infrastructure: Market - Financing infrastructure: Problems and policies.	CO3
Module IV	Public Finance and Economic Reforms Revenue and expenditure of central & state governments, public debt in India, Deficit financing in India: Consequences and policy suggestions, Rationale for economic reforms – Main components of structural reforms – Evaluation of structural reforms – WTO and Indian Economy – impact – FDI and FII in India.	CO4

Mapping of Programme Outcomes (POs)/ Programme Specific Outcomes (PSOs) with Course Outcomes (COs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	2	2	3	3	3
CO2	3	2	2	1	2	2	0	2	2	2	2	3	3	2
CO3	3	2	0	1	2	2	2	3	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	3	2	1	1	2	2	1.25	2.50	2	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; 0: No Correlation

Recommended Readings:

- Bardhan, P., *The Political Economy of Development in India*, Oxford University Press, New Delhi, 1999.
- Jalan, B., *The Indian Economy—Problems and Prospects*, Viking, New Delhi, 1992.
- Ahluwalia, I. J. and I. M. D. Little (eds.), *India's Economic Reforms and Development* (Essays in Honour of Manmohan Singh), Oxford University Press, New Delhi, 1999.
- Kapila, Uma (Ed.), *India's Economic Reforms*, Academic Foundation, New Delhi.
- Government of India, *Economic Survey* (Annual), Ministry of Finance, New Delhi.
- Parikh, K.S., *India Development Report – 1999-2000 and 2001-02*, Oxford University Press, New Delhi.
- Byres, T. J. (Ed.), *The Indian Economy: Major Debates Since Independence*, Oxford University Press, New Delhi, 1998.
- Dreze, J. and A. Sen, *India: Economic Development and Social Opportunities*, Oxford University Press.
- Dutt and Sundaram, (Latest edition) *Indian Economy*, S.Chand and Company, New Delhi.
- Mundle, S., *Public Finance: Policy Issues for India*, Oxford University Press, New Delhi, 1999.
- Mishra, S.K. & V.K. Puri *Indian Economy*, Himalayan Publishing House, Mumbai (latest edition)
- Kapila, Uma (ed) *Indian Economy Since Independence*, Academic Foundations, Delhi (latest edition)
- Parikh, K. (ed) *India Development Report* (Various years) Oxford University Press, New Delhi
- Government of India *Economic Surveys* Various years, New Delhi

IDE-ECO-MC-3210: Indian Economy

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

LearningObjective: This course has been designed to impart knowledge about the basic features and issues related to the various sectors of the Indian Economy and also acquaint the learners about the policies and programs for economic and social development.

Course Outcome:

CO1. The learners will understand about the basic featuresand problems of Indian economy.

CO2. The learners will also learn about the status of Indian Agriculture and the problems associated with this sector.

CO3. They will acquire knowledge about the status of Indian Industry and its role in the economic development.

CO4. The learners will have a better understanding, ofthe rationale for introducing economic reforms in India.

Module	Content	CO
Module 1	Basic features of Indian Economy Demographic features and age and sex composition of population, Problems of Poverty, Unemployment and Inflation.	CO1
Module II	Indian Agriculture Land reforms, Green Revolution and agriculture policies of India, Food Security-Public Distribution System, and Diversification of Agriculture-Contract Farming.	CO2
Module III	Industry and Service Sector Industrial Development in India, Industrial Policies of India- 1948, 1956, 1977, 1991; Large Scale, small scale and cottage industries, Performance of Public sector enterprises in India; service sector in India- road, Communication and Banking.	CO3
Module IV	Economic Reforms Rationale for Economic Reforms, Macroeconomic Reforms, Fiscal Adjustment and Stabilization, External Sector Reform.	CO4

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	2	2	-	2	-	-	1	2	1	1
CO2	2	2	1	1	2	1	-	-	-	-	2	2	1	1
CO3	2	2	-	1	2	1	-	2	-	-	2	2	2	1
CO4	2	1	1	1	1	1	-	-	-	-	2	2	1	1
Average	2	1.75	1	1.25	1.75	1.25	-	1	-	-	1.75	2	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Banik, N. (2015). The Indian Economy - A Macro-Economic Perspective. Sage India.

Dutt, R., & Sundaram, K. P. M. (Latest Edition). Indian Economy. S. Chand & Co., Delhi.

Government of India. (Various years). Economic Survey of India. Ministry of Finance, New Delhi.

Government of India. (Latest Edition). Handbook of Statistics of Indian Economy. Reserve Bank of India.

Kapila, U. (2022). India Economy since Independence. Academic Foundation, New Delhi.

Kapila, U. (2015). Indian Economy: Performance and Policy. Academic Foundation, New Delhi.

Misra, S. K., & Puri, V. K. (Latest editions). Indian Economy. Himalaya Publishing House, Delhi.

Sachs, J. D., Varshney, A., & Bajpai, N. (1999). India in the Era of Economic Reforms. Oxford University Press, New Delhi.

SEMESTER- VII

IDE-ECO-001-CC-4110: Microeconomics-III

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

Learning Objective: The present syllabus has been modified to cater the Micro Economic Theory to an advanced level.

Course Outcome:

CO.1: the learner will learn about advance theory of utility maximisation

CO.2: they will have an understanding of certainty and asymmetric information situation in decision making

CO.3: they will learn about advance theory of firms.

CO.4: they will have further advance knowledge of welfare economics and general equilibrium.

Module	Content	CO
Module I	Consumer Choice Utility and its relation to the value of goods, Utility maximisation, Indirect utility maximisation, Duality of utility and expenditure, Marshallian demand function – Indirect utility function and cost function –Hicksian demand function – Properties of demand function: Engel aggregation, Cournot aggregation, homogeneity -Linear expenditure system.	CO1
Module II	Uncertainty, Risk and Imperfect Information Decision making under different conditions: Decision making under Risk, Expected Monetary value criterion, expected profit and value with perfect information, Expected Loss criterion; Decision making under uncertainty, probabilities and Expected values, Attitudes towards risk and expected utility theory; Asymmetric Information: The market for lemons, Adverse Selection, the problem of moral hazards	CO2
Module III	Theory of Firms The traditional theory of firm and its evaluation – Baumol’s sales revenue maximization model: Static and dynamic model –Bian’s Limit pricing theory, Marris’s Model of Managerial Enterprise, Williamson’s model of Managerial Discretion	CO3
Module IV	Welfare Economics and General Equilibrium Pareto Optimality: Its conditions - Consumption, production and exchange, critical evaluation of Pareto Optimality – Compensation tests: Kaldor, Hicks and	CO4

	Scitovsky– Bergson’s Social welfare function. Brouwar’s fixed point theorem - Principles of general equilibrium, existence, uniqueness and stability (Walrasian and Marshallian conditions of stability) – Walrasian general equilibrium system – Non-Walrasian equilibrium.	
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Mapping of POs/ PSOs with COs														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	-	-	2	2	2	2	2	1	3	3	1	2
CO2	3	2	1	1	2	1	2	1	2	1	3	2	1	1
CO3	2	2	1	1	2	1	1	1	1	1	3	3	1	1
CO4	1	2	1	2	2	1	2	1	2	1	3	3	-	2
Average	2.25	2.0	0.75	1.0	2.0	1.25	1.50	1.25	1.75	1.0	3.0	2.67	0.75	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Koutsoyiannis, A., Modern Microeconomics, Macmillan Press, London, 1979.

Varian, H., Microeconomic Analysis, W.W. Norton, New York, 2000.

Baumol, W. J., Economic Theory and Operations Analysis, Prentice Halls of India, New Delhi, 1982.

Henderson, J.M. and R.E. Quant, Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi, 1980.

Kreps, M.D., A Course in Microeconomic Theory, Prentice Hall of India, New Delhi, 1992.

Ray, N.C., An Introduction to Microeconomic Theory.

Mishan, E.J., Welfare Economics: An Assessment, North Holland, Amsterdam, 1969.

Sen, Anindya, Microeconomics, Theory and Applications, Oxford University Press, 1999.

Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. Microeconomics, Pearson Education

IDE-ECO-CC-4120: Macroeconomics -II

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

Learning Objective: the learners will acquire knowledge of advance theories of Macroeconomics especially on neo-classical and Keynesian synthesis in addition to the theories of consumption, investment and trade cycle.

Course Outcome

CO1. The learners will understand the basics difference between the classical and Keynesian theories of income and employment.

CO2. The learners will acquire knowledge on the Keynesian synthesis under open economic framework

CO3 the learner will be able to understand the alternate theories of consumption function

CO4 the students gain knowledge on the advance theories of investment and trade cycles

Module	Content	CO
Module I	Classical and Keynesian Economics Classical theory of income, employment, wage rate, interest and price level, Classical dichotomy and its critic, Say's Law, Causes of unemployment: Evaluation of classical model. Keynesian critique of classical model, Keynesian Theory of income, consumption, interest, multiplier and employment.	CO1
Module II	Neo-Classical and Keynesian Synthesis IS-LM model, Relative effectiveness of monetary and fiscal policies, Extension of IS-LM model to an open economy: Mundell-Fleming model; Jan Timbergen's target instruments rule.	CO2
Module III	Extension of Keynesian consumption function to long run, Relative and past income Hypothesis; Life Cycle Hypothesis; Permanent Income Hypothesis.	CO3
Module IV	Theories of Investment and Trade Cycle Investment demand: Payback period, Present Value criterion for investment, Internal Rate of Return, Marginal Efficiency of Capital and Investment. Theories of trade cycle: Keynesian theory, Samuelson's Multiplier-accelerator interaction and Schumpeterian theory.	CO4

Mapping of POs/ PSOs with COs														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	2	1	2	2	1	2	2	-	3	2	-	3
CO2	3	2	2	2	1	1	1	2	1	1	3	2	-	2
CO3	3	1	2	2	2	2	-	2	2	2	3	2	-	2
CO4	3	1	2	2	1	1	-	2	1	1	3	3	-	2
Average	3.0	1.5	2.0	1.75	1.5	1.5	0.5	2.0	1.5	1.0	3.0	2.25	-	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Shapiro, Edward, *Macroeconomic Analysis*, Galgatia Publication, New Delhi, 1996.

Branson, W. H., *Macroeconomic Theory and Policy*, Universal Book Stall, New Delhi, 1979.

Kaldor, N., *Essays on Economic Stability and Growth*, Duckworth, London.

Jha, R., *Contemporary Macroeconomic Theory and Policy*, New Age International (P) Ltd., New Delhi, 1999.

Mueller, M.G. (ed.), *Readings in Macroeconomics*, Surjeet Publications, Delhi, 1978.

Gampinski, J. H., *Macroeconomic Theory*, McGraw Hill, New York, 1982.

Keynes, J. M., *General Theory of Employment, Interest and Money*, Macmillan, London, 1936.

Frayen R.T., *Macroeconomics: Theories and Policies*, 8th Edition, Pearson Education, 2009

Blanchard, O (2008): *Macroeconomics*, fourth edition, Pearson Education

Mankiw, N. G (1992): *Macroeconomics*, fourth edition, Worth Publishers

Gordon, R.J: *Macroeconomics*, twelfth edition, PHI/Eastern Economy edition

Parkin, M (1989): *Macroeconomics*, tenth edition, Addison-Wesley Publishing Company, New York.

IDE-ECO-CC-4130: Public Economics-II

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

Learning Objective: This course has been designed to impart knowledge to the learners about the concept of public goods and theories of public expenditure, taxation, public budget as well as the role of fiscal policy and fiscal federalism

Course Outcome:

C.O.1: The learners will gain knowledge about rationale behind government intervention,

C.O.2 The learners will also learn about the theories and importance of public expenditure and its effects.

C.O.3. The learners will know about the sources of public revenue and gain skills to analyse the different components of public budget.

C.O.4: The learners will also understand about the fiscal policy and its role in maintaining economic stability.

C.O.5: the learners will gain fair knowledge about centre-state fiscal relation in a federal country

Module	Content	CO
Module 1	Rationale for Government Intervention Role of government in economic activity: Allocation, distribution and stabilization functions, Musgrave's optimum budget model – demand and supply of Public goods, Externalities, market failure, causes of market failure in public goods, rationale for government intervention in provision of public and merit goods.	CO1
Module 2	Theories of Public Expenditure Reasons for growth of public expenditure, Wagner's law of increasing state activities – Wiseman-Peacock hypothesis, Lindhal's model – Samuelson's model – Paradox of voting in public expenditure.	CO2 CO3
Module 3	Theories of Taxation and Public Debt Ability to pay and benefit approaches of taxation; neutrality in taxation, Taxable capacity-absolute and relative and its determinants, shifting and incidence of tax under different market conditions.	CO3

	Public debt, burden of debt-money burden and real burden, Domar's approach to burden of public debt, management of public debt.	
Module 4	Fiscal Policy and Fiscal Federalism Fiscal policy and its instruments, compensatory fiscal policy, balanced budget multiplier, Effectiveness of fiscal policy, Deficit financing: advantages and disadvantages. Fiscal federalism-Principles of division of financial resources in a federation – Horizontal and vertical imbalances – Role of Finance Commission, criteria of funds transfer from Centre to the States in India – Fiscal reforms in India.	CO4 CO5

Mapping of POs/ PSOs with COs														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	1	2	2	1	1	1	-	3	2	-	1
CO2	3	2	1	2	2	2	1	1	1	-	3	3	-	2
CO3	3	2	-	2	2	2	-	2	1	-	3	3	1	2
CO4	3	2	1	2	2	1	1	2	1	-	3	3	1	1
CO5	3	2	1	3	2	2	-	1	1	-	3	3	-	2
Average	3.0	2.0	0.80	2.0	2.0	1.8	0.6	1.4	1.0	-	3.0	2.80	0.40	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Musgrave, R.A., The Theory of Public Finance, McGraw Hill, Kogakhusa, Tokyo, 1959.
Musgrave, R.A and P.B. Musgrave, Public Finance in Theory and Practice, McGraw- Hill Book Company.

Buchanan, J.M., The Public Finances, Richard D Irwin, Homewood, 1970.

Dalton, H., Principles of Public Finance, Allied Publishers, New Delhi.

Atkinson, A.B. and J.E. Stiglitz, Lectures on Public Economics, Tata McGraw Hill, New York.

Choudhry, R.K., Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi.

Jha, R., Modern Public Economics, Routledge, London.

Mishra, B., Economics of Public Finance, Macmillan India Limited, New Delhi.

Gupta, J.R., Public Economics in India, Atlantic Publications, 2007.

IDE-ECO-CC-4140: Statistical Methods-II

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart knowledge statistical tools and techniques which will be useful in econometric study.

Course Outcomes:

CO1: The learners will understand about the probability and mathematical expectation.

CO2: The learners will be able to learn about moment and some important probability distributions.

CO3: The learners will also learn about the correlation and regression analysis.

CO4: The learners will understand about the statistical inference.

Module	Content	CO
Module I	Probability and Mathematical Expectation The concept of a sample space & elementary events; a-priori & empirical definition of probability; addition & multiplication theorems; compound and conditional probability –Bayes theorem; random variable, probability function and probability density function; mathematical expectation, variance, covariance, variance of a linear combination of variables	CO1
Module II	Moment and Probability Distribution Moments & moment generating functions; poisson distribution; binomial distribution; normal distribution	CO2
Module III	Correlation and Regression Correlation-meaning and types; Karl Pearson's coefficient of correlation and its properties; Spearman's rank correlation; regression-estimation of regression in case of single explanatory variable using method of least squares; properties of regression coefficients; angle between two regression lines; standard error of estimate	CO3
Module IV	Statistical Inference Properties of an ideal estimator – small sample and large sample; concept of sampling distribution; testing of hypothesis- type I and type II errors, one tailed and two tailed tests; tests based on Z, t and F distributions; χ^2 (Chi-Square) test	CO4

Mapping of POs/ PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	1	1	2	1	2	3	-	1	3	3	2
CO2	3	2	-	1	2	2	1	2	3	-	2	3	3	2
CO3	3	2	-	1	2	2	1	2	3	-	2	3	3	2
CO4	3	2	-	1	2	2	1	2	3	-	2	3	3	2
Average	3.0	2.0	-	1.0	1.75	2.0	1.0	2	3	-	1.75	3	3	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Giri, Prasanta Kumar and Jiban Banerjee, *Introduction to Statistics including statistics practical*, Academic Publishers, 2009

Gupta, S. C., *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi, 1993.

Goon, A M., M.K. Gupta and B.S. Dasgupta, *Basic Statistics*, The World Press Limited, Calcutta, 1996.

Goon, A M., M.K. Gupta and B.S. Dasgupta, *Fundamentals of Statistics*, Vol. I and Vol. II, The World Press Limited, Calcutta, 1996.

Gupta, S.P., *Statistics*, S. Chand, New Delhi, 1997.

Gupta, S.C. and V.K. Kapoor, *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi, 1993.

Hogg, R.V. and A.T.Craig, *Introduction to Mathematical Statistics*, Macmillan Publishing Co., New York, 1970.

Kapoor, J.N. and H.C. Saxena, *Mathematical Statistics*, S.Chand & Company, New Delhi, 1992.

Millar, J., *Statistics for Advanced Level*, Cambridge University Press, Cambridge, 1996.

Nagar, A.L. and R. K. Das, *Basic Statistics*, Oxford University Press, New Delhi, 1993.

IDE-ECO-001-MC-4110: RESEARCH METHODOLOGY

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning objective: The Research methods paper and the various techniques in the paper are required to understand specific economic situation of empirical world. Hence, this course is design for the students such that they can take up the work of Dissertation writing smoothly in their graduation level with empirical data and information.

Course Outcome:

CO 1: The learners can able to understand the meaning, types and objectives of doing Research in Economics.

CO 2: The learners can able to understand the meaning and types sampling design. The learners also able to identify the different sources of data for their research.

CO 3: The learners can able to do some simple analysis after collection of data and also interpret the results also.

CO 4: Learners can able to set the hypothesis for their research and also the testing of Hypothesis can be using suitable statistical techniques.

Module	Content	CO
Module 1	Meaning of Social Science Research Meaning of Research – Social Science research and its Objectives – Types of Research in Social Sciences: Participant Observations, Action research, Community based research; quantitative and qualitative research, Research Design, research in Economics and its problems, Identification of the economic problem to be researched – literature review.	CO1
Module II	Sample Design and Data Source: Sample Design – Meaning and Types, Implication of Sample Design, Steps and Characteristics of Good Sample Design, Criteria of selecting a sampling procedure; sampling problems: heterogeneity of the universe, Stratification of the universe, Data Source – Secondary and primary – preparation of questionnaire.	CO2
Module III	Hypothesis Testing Meaning of Hypothesis, Basic Concept concerning the testing of hypothesis, Procedure of Hypothesis Testing, Types of Errors in Hypothesis Testing; two tailed and one-tailed; Z test, t test, chi square test and F test.	CO3
Module IV	Processing and Analysis of Data using Statistical software	CO4

	Analysis of Data using Excel and SPSS; Creation of Graphs, Tables, Bar Diagram, Mean, Median and Mode, Standard Deviation, Measures of Dispersion, Simple Regression analysis	
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Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	3	2	2	2	2	-	1	1	-	1
CO2	2	1	1	1	1	2	-	2	2	-	-	-	-	1
CO3	2	2	1	-	2	2	-	2	2	-	-	-	-	1
CO4	3	3	-	-	2	2	-	2	3	-	2	-	-	1
Average	2.5	2	0.75	0.75	2	2	0.5	2	2.25	-	0.75	0.25	-	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Reading List

Freund, J. E. (2003). *Mathematical Statistics with Applications* (7th ed.). Irwin Miller & Marylees Miller. Prentice Hall.

Gupta, S. C. (2012). *Fundamentals of Statistics*. Himalaya Publishing House.

Hogg, R. G., & Craig, A. T. *Introduction to Mathematical Statistics*. Pearson Education (Indian Edition).

Kenny, J. F., & Keeping, E. S. *Mathematical Statistics, Part I & Part II*.

Kothari, R. C. (2008). *Research Methodology, Methods and Techniques* (2nd rev. ed.). New Age International Publishers.

Krishnaswamy, O. R. (1993). *Methodology of Research In Social Sciences*. Himalaya Publishing House.

Rohatgi, V. K., & Saleh, A. K. M. E. (2000). *An Introduction to Probability and Statistics* (2nd ed.). Wiley.

Wilkinson, T. S., & Bhandarkar, P. L. *Methodology and Techniques of Social Research*. Himalaya Publishing House.

SEMESTER- VIII

IDE-ECO-CC-4210: Econometrics-I

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objective: This course has been designed to impart the knowledge of basic econometric models, its estimation and related problems.

Course Outcomes:

CO1: The student will learn about the classical linear regression model.

CO2: They will learn the general linear regression model.

CO3: They will understand the problem of auto-correlation and heteroscedasticity and its implication.

CO4: the student will also learn about the problem of multicollinearity and errors in variables.

Module	Content	CO
Module I	Classical Linear Regression Model Two-variable linear regression model- assumptions and estimation; Gauss Markov theorem; Testing of hypothesis; Confidence interval, Coefficient of determination, F-test; Extension of two variable model, logarithmic and reciprocal transformation.	CO1
Module II	General Linear Regression Model Assumptions and estimation, Properties of estimator; Coefficient of determination	CO2
Module III	Autocorrelation and Heteroscedasticity Autocorrelation: Meaning and types (positive and negative) – Effects of autocorrelation on the properties of OLS estimators – Detection of autocorrelation: Durbin-Watson test and von-Neumann ratio. Heteroscedasticity: Meaning and effects on the properties of the OLS estimators – Detection: Glaser method.	CO3
Module IV	Multicollinearity and Errors in Variables Multicollinearity: Meaning, its effects on the estimation of parameters and their variances. Errors in variables: Meaning of errors in variables, Effects of errors in variables when errors occur in (a) dependent variable, (b) independent variable, and(c) both dependent and independent variables.	CO4

Mapping of POs/ PSOs with COs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	-	1	1	2	1	2	3	-	3	1	3	3
CO2	3	2	-	1	2	2	1	2	3	-	3	1	3	3
CO3	3	2	-	1	2	2	1	2	3	-	3	1	3	3
CO4	3	2	-	1	2	2	1	2	3	-	3	1	3	3
Average	3.0	2.0	-	1.0	1.75	2.0	1.0	2	3	-	3.0	1	3	3

Recommended Readings:

Gujarati, D.N. *Basic Econometrics*, McGraw Hill, New Delhi, 1995.

Koutsoyiannis, A., *Theory of Econometrics*, The MacMillan Press Ltd., London, 1977.

Johnston, J, *Econometric Methods*, McGraw Hill, Book Co., London, 1991

J. F. Wooldridge (2008): *Introductory Econometrics: A Modern Approach*, Third edition: South-Western Cengage Learning India

Maddala, G.S., *Econometrics*, McGraw Hill, New York, 1999.

Salvatore, Dominick and Derrick Reagle, *Statistics and Econometrics*, Schaum's Outline Series, Tata McGraw-Hill Publishing Company Limited, New Delhi, 2005.

IDE-ECO-001-DE-42010: Growth Economics

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

Course Objective: The course is designed to impart knowledge about the advance and emerging areas in growth literature.

Course Outcomes: At the end of the course, students should be able to:

CO1. The learners will have the basic idea of the Keleckian and Keynesian frame and the basic neoclassical growth models.

CO2. The learners will be able to understand the neoclassical critiques and the emergence of the Cambridge growth accounting.

CO3. The learners will also have the idea and working knowledge about the most recent development in the endogenous growth models.

CO4. The learners will understand the influence and consequences of technology transfer and growth convergence.

Module	Content	CO
Module 1	Kaleckian-Keynesian Frame and The Basic Neoclassical growth Kalecki growth model, Keynesian frame and its offshoot: Secular stagnation, Domar model, Harrod model, Basic neoclassical growth: Solow model- Steady state of equation, Golden rule of accumulation; Solow residue, convergence theory.	CO1
Module 2	Neoclassical Critique and Cambridge Models Neoclassical two sector model and stability of balanced growth, Feldman growth model, AK model, the Cambridge critics, Cambridge growth models: Kaldor and Robinson	CO2
Module 3	Endogenous Growth Physical and human Capital; basics of Ramsey model; Lucas and Romer's models; Schumpeter quality ladder	CO3
Module 4	Technology Transfer and Convergence Model of club convergence, convergence and divergence, Credit constraints – theory and evidence	CO4

Mapping of POs/ PSOs with COs														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	-	2	2	1	1	2	2	1	3	2	1	3
CO2	3	2	-	2	2	2	2	3	3	2	3	3	-	3
CO3	3	2	-	2	1	2	1	3	2	-	3	3	2	2
CO4	3	3	-	2	2	1	1	3	2	1	3	2	1	2
Average	3.0	2.5	-	2.0	1.75	1.5	1.25	2.75	2.25	1.0	3.0	2.5	1.0	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Higgins, B., Economic Development, W.W. Norton, New York.

Meier, G., Leading Issues in Economic Development, Oxford University Press, New Delhi (Second edition).

Thirlwall, A.P., Growth and Development, Macmillan, London.

Ray, D., Development Economics, Oxford University Press, New Delhi.

Todaro, M.P., Economic Development, Longman, London.

Mishra, S.K. and V.K. Puri, Economic Development and Planning, Himalayan Publishing House, Mumbai.

Sarkel, J., Growth Economics, Book Syndicate Private Limited, Kolkata.

Ghatak, S., Development Economics, Macmillan, New York.

Cypher, J. M., & Dietz, J. L. (2008). The process of economic development, Routledge, London

Aghion, Phillippe and Peter Howitt, The Economics of Growth, The MIT Press, Cambridge Massachusetts, London England

ECO-DE-42020: Infrastructure Economics

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

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

Course Outcome:

CO 1. This paper dealing with a large number of practical issues faced in everyday life has proved to be very instructive to the learners.

CO2. Having studied this paper student will be able to learn about the importance of different infrastructure such as transport and communication, and energy.

CO 3. Students will learn about the importance of social infrastructure, health and education.

Module	Content	CO
Module1	Introduction Infrastructure and economic development – Infrastructure as a public good – Social and physical infrastructure – Special characteristics of public utilities – Economies of scale of joint supply – Marginal cost pricing vs. other methods of pricing of public utilities – Cross subsidization: Free prices, equity and efficiency.	CO1
Module2	Transport Economics and Communication The structure of transport costs and location of economic activities – Demand for transport – Model of freight and passenger demand – Cost functions in the transport sector – Principle of pricing – Special problem of individual models of transport. Rate making in telephone utilities – Principles of decreasing costs in telephone industry- Characteristics of postal services – Criteria for fixation of postal rates – Measurement of standards of service in telephone and postal utilities.	CO2

Module3	Energy Economics Primacy of energy in the process of economic development – Factors determining demand for energy – Energy conservation – Renewable and non-conventional sources of energy – Energy modeling.	CO2
Module4	Social Infrastructure, Health and Education Organization and financing of supply of social services – Private vs. public sector financing – Debate about fixation of prices of social services. Education and economic growth – Approaches to educational planning: Rate of return and manpower balance approaches – The issues in education policy. Health dimensions of development – Determinants of health: Poverty, malnutrition, illiteracy and lack of information – Economic dimension of health care: Demand and supply of health care – Financing of health care and resource constraint.	CO3

Mapping of POs/ PSOs with COs														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 3	PSO 3	PSO 4
CO1	3	2	2	2	2	1	1	2	3	1	3	3	1	3
CO2	3	3	3	3	2	2	1	2	3	1	3	3	1	3
CO3	3	3	3	3	2	2	2	3	3	2	3	3	2	2
Average	3.0	2.67	2.67	2.67	2.0	1.67	1.33	2.33	3.0	1.33	3.0	3.0	1.33	2.67

Recommended Readings:

Indian Council of Social Sciences Research (ICSSR), Economics of Infrastructure, Vol.VI, New Delhi, 1976.

National Council of Applied Economic Research (NCAER), India Infrastructure Report: Policy Implications for Growth and Welfare, NCAER, New Delhi, 1996.

Norton, H. S., Modern Transport Economics, C E Merrill, London, 1971.

Garfield, P. J. and W. Lovjoy, Public Utility Economics, Prentice Hall, Englewood Cliffs, 1964.

Centre for Monitoring Indian Economy, India: Energy Sector, CMIE, Mumbai, 1996.

Vaizey, J., Economics of Education, Faber and Faber, London, 1962.

Baru, R V, Private Healthcare in India: Social Characteristics and Trends, Sage Publications, New Delhi, 1998.

IDE-ECO-001-DE-42030: Financial Economics

Minimum Learning hours: 90 hours

Total Credit: 4 (3L:1A)

Internal Assessment: 30 marks

End Semester Exam: 70 marks

Learning Objective: In view of growing importance of financial market and financial institutions in the process of development, financial economics is included as a full paper.

Course Outcome:

CO 1. Having studied this course student will be able to learn about different types of business entity.

CO 2. Students will understand different pattern of financing a business; and the cost and return from such type of financing.

CO 3. Students will know about the risk and return of different types of investment; and about the methods of diversifying risks.

C.O 4. Students will learn about the optimal portfolio selection, portfolio revision and portfolio evaluation

Module	Content	CO
Module 1	Capital and Finance Corporate entity, sole proprietorship, partnership, joint stock company, limited liability, separation of ownership from control, conflicts of interests between shareholders and managers. Sources of finance: equity and loan, different types of shares: ordinary shares and preferential share; debentures and loans.	CO1
Module II	Cost of Capital Business Risk and Financial Risk, Cost of loan and equity: traditional view on loan finance, advantages and disadvantages of loan finance, Modigliani and Miller view of gearing (leverage), critical appraisal of Modigliani and Miller view.	CO2
Module III	Risk and Return Measurement of Risk, Portfolio risk, probability distribution of returns, systematic and unsystematic risk; diversification: risk and return in a portfolio.	CO3

	Utility theory, attitudes towards risk and expected value of return. Arrow- Pratt's measures of Absolute and Relative Risk Aversions.	
Module IV	Portfolio Theory and Pricing of Capital Assets Selection of optimal portfolio, efficient frontier, lending and borrowing; Sharpe's capital asset prices model; Capital asset pricing model (CAPM): assumptions, derivation and empirical tests. Arbitrage asset pricing model; Portfolio revision and Portfolio evaluation.	CO4

Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	1	2	2	1	2	1	2	2	3	3	3
CO2	3	2	2	1	2	1	-	1	2	2	2	3	3	2
CO3	3	2	-	1	2	2	2	2	2	2	3	3	3	3
CO4	3	2	1	1	2	2	2	3	2	2	2	3	3	3
Average	2.75	2	1	1	2	1.75	1.25	2	1.75	2	2.25	3	3	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings:

Copeland T E, J F Weston and K Shastri (2205) Financial Theory and Corporate Policy, Fourth Edition, Pearson Addition –Wesley, USA.

Cuthbertson, K (1996) Quantity Financial Economics : Stocks, Bonds and Foreign Exchange, John Wiley and Sons, USA

Eichberger J and I R Harper (1997) Financial Economics, Oxford University Press, New York.

Tuckman, B (1995) Fixed Income Securities – Tools for Today's Markets, Wiley Frontiers in Finance.

ZviBodie, Alex Kane and Alan J, Marcus, investments, 8th edition, ISBN : 0-07 338237 – X McGraw-Hill.

Chandler, L. V. and S. M. Goldfeld, The Economics of Money and Banking, Harper & Row, New York, 1977.

Bhole, L. M., Financial Institutions and Markets, Tata McGraw Hill Company Ltd., New Delhi, 1999.

Branson, W H, Macroeconomic Theory and Policy, Universal Book Stall, New Delhi, 1979.

Patinkin, Money, Interest and Prices, Harper and Row, New York

Khan M. Y., Indian Financial System, Tata McGraw Hill, New Delhi, 1996.

Coghlan, R., The Theory of Money and Finance, Macmillan, London, 1980

IDE-ECO-001-MC-4210: RESEARCH PUBLICATION AND ETHICS

Minimum Learning Hours: 90 hours
Total Credit: 4 (3L:1A)
Internal Assessment: 30 marks
End Semester Exam: 70 marks
Full Marks: 100

Learning Objectives:

To make the research scholars aware about the research and publication ethics, and publication misconducts.

Course Outcome:

CO1. Students will know about basic concepts of philosophy and different branches of philosophy.

CO2. The outcome of the course is to acquaint the research Scholars about the research and publication ethics

CO.3. They will be informed about publication misconduct and violation of publication ethics.

CO.3. They will be informed about predatory publishers and journals.

Module	Content	CO
Module 1	Philosophy and Ethics Introduction to western philosophy: definition, nature and scope, concept and branches; Branches of Indian philosophy- their main ideas. Ethics: definition, moral philosophy, nature of moral judgements and reactions.	CO1
Module II	Ethics in Economics Adam Smith and the study of ethics; Sen's view on ethics in economics; Ethics and sustainable economy;	CO2
Module III	Scientific Conduct Ethics with respect to science and research; Intellectual honesty and research integrity; Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data	CO3
Module IV	Publication Ethics and Misconduct	CO4

	Publication ethics: definition, introduction and importance; Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.; Conflicts of interest Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types; Violation of publication ethics, authorship and contributor ship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals	
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Mapping of POs/ PSOs with COs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	1	2	2	2	1	-	-	-	1	1
CO2	2	1	1	1	1	1	1	1	2	-	2	2	-	1
CO3	2	2	-	-	2	2	-	1	2	-	-	-	-	1
CO4	3	2	1	1	2	2	2	2	2	-	-	-	-	1
Average	2.25	1.75	1	1	1.5	1.75	1.25	1.5	1.75	-	0.5	0.5	0.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Recommended Readings

Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>

Bird, A. (2006). *Philosophy of Science*. Routledge.

Carlos, C. M. (2000). *Intellectual property rights, the WTO and developing countries: the TRIPS agreement and policy options*. Zed Books.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*. ISBN: 978-9387480865.

Indian National Science Academy (INSA). (2019). *Ethics in Science Education, Research and Governance*. ISBN: 978-81-939482-1-7. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>

Macintyre, A. (1967). *A Short History of Ethics*. London.

National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.

Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Satarkar, S. V. (2000). *Intellectual property rights and Copy right*. EssEss Publications.

Wadehra, B. L. (2000). Law relating to patents, trademarks, copyright designs and geographical indications. Universal Law Publishing.

White, M. D. (Ed.). (2019). The Oxford Handbook of Ethics and Economics. Oxford University Press.

PROGRAMME PROJECT REPORT FOR UNDER GRADUATE PROGRAMME IN EDUCATION

(ODL MODE)

AS PER NATIONAL EDUCATION POLICY (NEP) 2020



RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF EDUCATION

RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH – 791112
ARUNACHAL PRADESH

1.0. Introduction

The National Education Policy (NEP) 2020 stated that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. This policy, hence, recommended that higher education should allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the students. So that every graduate would possess the graduate attributes that include capabilities that help in broadening the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. To actualize this, therefore, this policy further recommended that curricular components of the undergraduate programme should consist of major stream courses, minor stream courses, multidisciplinary courses (courses from other disciplines), ability enhancement courses, skills enhancement courses (SEC), value-added courses (VAC), and a set of environmental education, understanding India, Digital and Technological solutions, Health & Wellness, Yoga education, and sports and fitness.

2. General Objectives:

Relevance of Programme to the Institution Mission and Goals-

The course primarily aims to build in enrolled students' proficiency in pedagogy and leadership. It aims to improve the understanding of schooling and appreciation of the political economic and social forces that influence the decisions of academic leaders. This programme focusses on students' skills needed in analysis and decisions of education related theories for application to real world experiences along with providing competency in educational leadership.

The Bachelor of Arts in Education helps licensed educators to improve learning environment in their decisions and may boost their opportunities for career advancement. The degree typically offers several areas of specialization including elementary or early childhood education, inclusive education, literacy education, technology and learning, mathematics and pedagogy. Students must also complete an internship prior to graduation.

A democracy or any form of governance is reformed only when it is filled with informed citizens. Therefore, keeping in view the relevance of history to the institution's mission and goals IDE has been providing an opportunity to the interested learners who don't have access to education.

Objectives of the programme

1. To enable students to understand the paradigms of education, provide learning experiences to students for effective participation in educational actions in different areas of education; and create a community of scholars adequately equipped for participation in educational discourse.
2. To inculcate in the students' values of enquiry and research on contemporary issues in education; and thereby develop problem solving and decision making abilities;
3. To prepare professionals to practice in diverse educational settings and also address contemporary issues and concerns of education and human development.
4. To make learners sensitive to the technological advancement taking place in the society and enable them to adapt to the changing demands of the society;
5. To develop in the learners a perspective on understanding curriculum planning and development at the local, state, national and international levels; and also thrust on national policies directed towards achieving quality education.
6. To imbibe in the learners the values of equality, justice and human rights for an egalitarian society.
7. To inculcate the skills among students required to protect the environment from all sides.
8. To familiarize students with the various threats that could damage biodiversity.

Nature of prospective target group learners

- Learners who are already teaching at school and colleges and wanted to improve their knowledge in the respective subject.
- Learners who want to contribute in the research works
- Learners who want to develop their reading and writing skills and other learner characteristics that may affect the design and delivery of instruction.

- Learners who could not pursue their further studies due to early marriage or domestic problems.

Appropriateness of open and distance learning mode for acquiring specific competence or skills

Open and Distance Learning(ODL) are not only imparting as an alternative to the formal system i.e., education in conventional courses/programmes, but also in areas skill development programmes such as continuing education, teacher education and even in high technology base education

Instructional Designs

- Duration:** The course is of two-year duration with four semesters in any case the course is to be completed within five years.
- Faculty and support staff requirements:** In order to run the contact and counselling programme effectively, there are full time working counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.
- Instructional delivery mechanism:** For developing the study material, the IDE appoints Subject Coordinators from within and outside the University. Counselling coordinators are engaged from the departments of the University.
- Identification of media and students support service system:** The course curriculum of the Programme involves counselling in the form of personal contact and counselling programme of duration of approximately 15-20 days. The coordinators of each subject form groups in social media like WhatsApp, Facebook, Instagram, Telegram, Twitter where important topics are shared followed by discussions. The learners also provided with audio-visual classes, self-instructional study materials, lectures, presentations, group or individual discussions.
- Procedure for admission:** Prospectus with admission form is available at IDE, RGU and its respective study centers. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specific period.
- Curriculum transaction and evaluation:** The course curriculum involves contact and counselling programme at the institution. The learners are given assignment which is compulsory. The learner will have to submit the assignment in order to be eligible for appearing the final examination. The examination will be conducted semester wise. The assignment will carry 30% and the written examination will carry 70%. Evaluation of the assignment will be done at respective study center (if resource persons are available) of IDE, RGU. The evaluators of the assignment will give their feedback on the quality and further scope for improvement of performance of the examinee.

- g. **Laboratory support required for the programme:** Laboratory support is required for papers like educational psychology. In educational psychology paper, the practical papers are conducted by the regular education department with the coordination of IDE, RGU.
- h. **Library resources:** There is provision for the institutional library of IDE which functions within IDE building. Besides the institutional library, learners can also visit the central library of the University next to the IDE building.

Financial involvement

- a. Cost of estimate of the programme and the provisions therefore: common annual budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is allocated in following heads
1. Development of course material
 2. Student support services
 3. Self-training and development
 4. Technology support
 5. Library
 6. Research and Development

Amount assigned for programme development, delivery and maintenance as shown below

Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200
Registration Fee	₹ 450							
Central Examination Fee	₹ 800	₹ 800	₹ 800	₹ 800	₹ 800	₹ 800	₹ 800	₹ 800
Continuation Fee		₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200
Marksheet Fee	₹ 250	₹ 250	₹ 250	₹ 250	₹ 250	₹ 250	₹ 250	₹ 250
Self-Learning Material	₹ 1,800	₹ 1,800	₹ 1,800	₹ 1,500	₹ 1,500	₹ 1,500	₹ 1,500	₹ 1,500
Assignment Evaluation Fee	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200
Identity Card Fee	₹ 100	₹ 100	₹ 100	₹ 100	₹ 100	₹ 100	₹ 100	₹ 100
Centre Fee	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200	₹ 200
Counseling Fee	₹ 300	₹ 300	₹ 300	₹ 300	₹ 300	₹ 300	₹ 300	₹ 300
Total	₹ 4,300	₹ 4,050	₹ 4,050	₹ 3,750	₹ 3,750	₹ 3,750	₹ 3,750	₹ 3,750

Quality assurance mechanism

- a. **Expected programme outcomes:** The course ensures the learners with knowledge of multi-cultural understanding which will prepare students for successful historical career in areas such education, law and Government, Business Management, Writing and research.
- b. **Curriculum and detailed syllabi of the programme:** The syllabus for the course has been approved both by the academic council of Rajiv Gandhi University and Distance Education Bureau and is at par within the course offered under regular mode. The semester wise curriculum is given below.

1.1 Programme Learning Outcomes (PLOs)

The Graduates will be able to:-

PLO1: Foundational Knowledge

Understand and capable of demonstrating core ideas of Education in interdisciplinary and multidisciplinary contexts.

PLO2: Critical Thinking and Problem Solving

Employ the tools of critical thinking and methods of enquiry in identifying, formulating, analysing, and evaluating complex problems and issues for arriving at effective solution from first principles.

PLO3: Community Engagement & Service

Demonstrate the capability to participate in community-engaged services/activities for promoting the well being of society.

PLO4: Indian Context and Good Citizenship

Take a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, and cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PLO5: Coping with Real Life Situation

Demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PLO6: Creativity

Demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; thin 'out of the box' and generate solutions to complex problems in unfamiliar context; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PLO7: Communication Skills

Demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with other using appropriate, media, confidently, share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and argumetns using language that is respectful and sensitive to gender an other minority groups.

PLO8: Analytical Reasoning and Thinking

Demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of to others, analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PLO9: Research Related Skills

Demonstrate a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practising/doing ethics in the fields/in personal research work, regardless of the funding authority or field of study.

PLO10: Leadership Qualities

Demonstrate the capability for mapping out the tasks of a team, or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.2 Programme Specific Outcomes (PSOs)

After completion of the undergraduate programme in Education, the Students will be able will be able to:

PSO-1 : Understand basic theoretical framework of education, educational psychology, educational philosophy and educational sociology.

PSO-2: Foster the skill of design and developing curriculum, administrative abilities , teaching learning process and evaluation.

PSO-3:Apply the use of technology, statistical techniques , sustainability and values in solving the problems.

PSO-4: Understand the emerging trends and their impact on education, society, environment, national integrity and human rights

1.3. Certification Criteria

- **UG Certificate:** Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.
- **UG Diploma:** Students exiting the programme after securing 84 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 84 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

1.4 Other Key Criteria for UG Programme

- **Summer Internship/Apprenticeship:** Summer internship/apprenticeship is mandatory for all the Education students; UG certificate, UG Diploma, 3-year UG Degree, 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research). However, for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits. The students will select a vocational course for internship from the basket of vocational courses provided in the common structure.
- **Selection of Minor course:** Students of Education major will opt for minor courses from other majors. Minor courses of Education will be offered to Non-Education Major Students.
- **Selection of Multidisciplinary course:** Students in Education have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the

common structure. However, students of education cannot select multidisciplinary course of education.

- **Selection of Compulsory Value-based Course:** Students in Education have to select a compulsory Value-based course from the basket of value-based courses provided in the common structure.
- **For Honours students not undertaking Dissertation in VIII semester:** Students in Education not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- **Exit and re-entry:** Exit and re-entry option in the degree programme in Education will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.5 Structure of the Four Year Undergraduate Programme in Education

***1 credit = 30 Learning Hours.**

Semester – I BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-1110	Foundation of Education	4	120	30	70	100
IDE-EDU-001-MC-1110	Introduction to Education	4	120	30	70	100
IDE-EDU-001-MD-1110	Principles of Education	3	90	30	70	100
AEC 1	IDE-ENG-AE-1110/HIN-AE-1110	4	120	30	70	100
IDE-EDU-001-SE-0010	Teaching Skills	3	90	30	70	100
VAC 1	IDE-EVS-001-VA-1110	2	60	30	70	100
Total Credits		20				

Semester-II BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-1210	Educational Psychology	4	120	30	70	100
IDE-EDU-001-MC-1210	Understanding Adolescent	4	120	30	70	100
IDE-EDU-001-MD-1210	Measurement and Evaluation	3	90	30	70	100
AEC 2	IDE-ENG-AE-1210/HIN-AE-1210	4	120	30	70	100
IDE-EDU-001-SE-0020	Vocational Education	3	90	30	70	100
VAC 2	IDE-EVS-001-VA-1120	2	60	30	70	100
Total Credit		20				
IDE-EDU-INT-CO-0010	Internship*	4	120	20	80	100
<p>* for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits</p>						
Semester-III BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-2310	Guidance and Counseling	4	120	30	70	100
IDE-EDU-001-CC-2320	Introduction to Curriculum	4	120	30	70	100
IDE-EDU-001-MC-2310	Indian Education and Its Challenges	4	120	30	70	100
IDE-EDU-001-MD-2310	Education in Contemporary India	3	90	30	70	100
IDE-EDU-001-SE-0030	Environmental Education	3	90	30	70	100
VAC 3	XYZ-VA-2310/MOOC/	2	60	30	70	100
Total Credit		20				

Semester – IV BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-2410	Educational Technology	4	120	30	70	100
IDE-EDU-001-CC-2420	Environmental Education	4	120	30	70	100
IDE-EDU-001-CC-2430	Gender and Education	4	120	30	70	100
IDE-EDU-001-CC-2440	School Education	4	120	30	70	100
IDE-EDU-001-MC-2410	Inclusive Education	4	120	30	70	100
Total Credits		20				
IDE-EDU-INT-CO-0010	Internship*	4	120	20	80	100
<p>*for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits</p>						
Semester – V BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-3510	Educational Assessment	4	120	30	70	100
IDE-EDU-001-CC-3520	Early Childhood Care and Education	4	120	30	70	100
IDE-EDU-001-CC-3530	Teacher Education	4	120	30	70	100
IDE-EDU-001-CC-3540	Educational Administration and Planning	2	60	30	70	100
IDE-EDU-001-MC-3510	Population Education	4	120	30	70	100
XYZ-IN-5112	Internship (Compulsory)	2				
Total Credit		20				
<p>* for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits and students can do it from anywhere, however, their internship should be of 2 credits anyhow.</p>						

Semester – VI BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-3610	Adult and Continuing Education	4	120	30	70	100
IDE-EDU-001-CC-3620	Philosophical & Sociological Foundation of Education	4	120	30	70	100
IDE-EDU-001-CC-3630	Teaching Learning Process	4	120	30	70	100
IDE-EDU-001-CC-3640	Elementary Statistics in Education	4	120	30	70	100
IDE-EDU-001-MC-3610	Human Right Education	4	120	30	70	100
Total Credits		20	300			

Semester – VII BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-4710	Vocational Education	4	120	30	70	100
IDE-EDU-001-CC-4720	Quantitative and Qualitative Research in Education	4	120	30	70	100
IDE-001-CC-4730	Value Education	4	120	30	70	100
IDE-EDU-001-CC-4740	Preparation of Research Proposal/ Synopsis	4	120	30	70	100
IDE-EDU-001-MC-4710	Abnormal Psychology	4	120	30	70	100
Total Credits		20				

Semester – VIII Four Year UG Degree in Education with Honors BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-4810	Tool Construction and Standardization	4	120	30	70	100
IDE-EDU-001-CC-4820	Higher Education in India	4	120	30	70	100
IDE-EDU-001-CC-4830	Economics of Education	4	120	30	70	100
IDE-EDU-001-CC-4840	Education in North East India	4	120	30	70	100

IDE-EDU-001-MC-4810	Comparative Education	4	120	30	70	100
Total Credits		20				

1.4 Structure of Semester Wise Minor Courses of Education

Note: Minor courses of Education will be offered to Non-Education Major Students. Students of Education major will opt for minor courses from other department as per the Rajiv Gandhi University guidelines .

Semester and Course Code		Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem. -I	IDE-EDU-001-MC-1110	Introduction to Education	4	120	30	70	100
Sem.-II	IDE-EDU-001-MC-1210	Understanding Adolescent	4	120	30	70	100
Sem.-III	IDE-EDU-001-MC-2310	Indian Education and Its Problems	4	120	30	70	100
Sem.-IV	IDE-EDU-001-MC-2410	Inclusive Education	4	120	30	70	100
Sem.-V	IDE-EDU-001-MC-3510	Population Education	4	120	30	70	100
Sem.-VI	IDE-EDU-001-MC-3610	Human Right Education	4	120	30	70	100
Sem.-VII	IDE-EDU-001-MC-4710	Abnormal Psychology	4	120	30	70	100
Sem.-VIII	IDE-EDU-001-MC-4810	Comparative Education	4	120	30	70	100

1.5 Structure of Semester wise Multidisciplinary Courses of Education

Note: Education students will have to select a multidisciplinary course from the basket of multi-disciplinary courses as per the Rajiv Gandhi University guidelines.

Semester and Course Code		Course Title	Total Credits	Contact Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem.-I	IDE-EDU-001--MD-1110	Principles of Education	3	90	30	70	100
Sem.-II	IDE-EDU-001-MD-1210	Measurement and Evaluation	3	90	30	70	100
Sem.-III	IDE-EDU-001-MD-2310	Education in Contemporary India	3	90	30	70	100

1.6 Structure of Semester wise Skill Enhancement Courses in Education

Semester and Course Code		Course Title	Total Credits	Contact Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem.-I	IDE-EDU-001-SE-0010	Teaching Skills	3	90	30	70	100
Sem.-II	IDE-EDU-001-SE-0020	Vocational Education	3	90	30	70	100

Sem.-III	IDE-EDU-001-SE-0030	Environmental Education	3	90	30	70	100
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PART – II

BA (EDUCATION) I SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-1110
PAPER TITLE: FOUNDATION OF EDUCATION

Course objectives:

- CO-1: To enable students familiar with the concept and aims of education.
 CO-2: To make students understand the concept and scope of educational philosophy and western schools philosophy.
 CO-3: To make the students familiar with the educational psychology and stages of human development.
 CO-4: To acquaint the students analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

Course contents**Unit-I: Concept and Aims of education.**

- Concept, Nature and Scope of Education
- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit –II: Introduction to Educational Philosophy

- Concept and nature of Educational Philosophy
- Scope of Educational Philosophy
- Relationship between Education and Philosophy

Western Schools of Philosophy:

- Idealism and its impact on educational thoughts and practice.
- Naturalism and its impact on educational thoughts and practice.
- Pragmatism and its impact on educational thoughts and practice

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.

Stages of Human Development:

- Infancy
- Childhood
- Adolescence

Unit –IV: Educational Sociology and Modernization

- Concept and nature of Educational Sociology
- Socialization: Concept and Process
- Agents of Socialization.
- Social change and factors responsible for Social change
- Education as an instrument of Social change

- School as a sub social system
- Modernization : Concept and characteristics

Course outcomes:

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

CLO-1: Explain the concept and aims of education.

CLO-2: Scrutinize the concept and scope of educational philosophy and western schools philosophy.

CLO-3: Explore the educational psychology and stages of human development.

CLO-4: Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	-	-	1	1	-	-	3	-	2	-
CLO2	3	2	-	1	-	-	1	1	-	-	3	-	-	3
CLO3	3	1	-	-	-	-	1	1	-	-	2	1	2	1
CLO4	3	1	-	-	-	-	-	1	-	-	3	-	-	-
Average	3	1.25	0	0.33	0	0	1	1	-	-	2.75	0.25	1	1

References:

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9. Pachuri, G (2010). Education in Contemporary Indian Society, R.Lall Books, Meerut
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11. Taneja. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi
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**BA (EDUCATION) I SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC- 1110
PAPER TITLE: INTRODUCTION TO EDUCATION**

Credit = 4 Learning Hours= 120

Course Objectives:

- CO-1: To acquaint the students with the concept, types and aims of education.
 CO-2: To familiarize the students with the educational management and curriculum.
 CO-3: To make the students understand the elements of educational psychology and learning.
 CO-4: To enable the students apply approaches of Educational Technology.

Course Contents

Unit-I: Concept and Aims of education.

- Concept, Nature and Scope of Education

Aims of Education:

- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit-II: Educational Management and Curriculum

- Educational Management: Meaning, Objectives and Principles.
- Salient features of educational Institution.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Philosophical Bases of Curriculum
- Sociological Bases of Curriculum
- Psychological Bases of Curriculum.

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Learning: Concept and characteristics.
- Factors affecting Learning
- Concept and types of Transfer of learning.

Unit-IV: Educational Technology.

- Meaning and natures of Educational Technology
- Scope of Educational Technology
- Functions of Educational Technology
- Hardware Approaches of Educational Technology

- Software Approaches of Educational Technology
- System Approaches of Educational Technology
- Advantages of Educational Technology

Course Outcomes:

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

CLO-1: Explain the concept, types and aims of education.

CLO-2: Distinguish between the educational management and curriculum.

CLO-3: Analyse the elements of educational psychology and learning.

CLO-4: Use the approaches of Educational Technology.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	2	-	1	1	-	-	-	3	2	-	-
CLO2	3	1	-	-	-	1	1	0	3	-	3	3	-	2
CLO3	3	1	-	1	1	1	-	1	-	-	3	-	1	1
CLO4	3	1	-	-	-	-	1	-	-	-	3	-	3	2
Average	3	1.25	0	.75	.25	.75	.75	.25	.75	-	3	1.25	1	1.25

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**BA (EDUCATION) I SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD- 1110
PAPER TITLE: PRINCIPLES OF EDUCATION**

Course objectives:

- CO-1: To make students understand the concept of education and philosophical foundations of education.
- CO-2: To acquaint the students with psychological foundations of education.
- CO-3: To familiarize the students about the learning and its types.
- CO-4: To acquaint the students with the concept of educational sociology, social change, social mobility and modernization.

Course Contents:

Unit –I: Education and Philosophical Foundations of Education

- Meaning, Nature and Scope of Education

Types of Education:

- Formal Education: Meaning and Agencies
- Non-Formal Education: Meaning and Agencies
- Informal Education: Meaning and Agencies
- Concept, nature and scope of Educational Philosophy.
- Relationship between Education and Philosophy.

Indian Thinkers:

- M. K. Gandhi Philosophical thoughts on Education
- Vivekananda Philosophical thoughts on Education

Unit- II: Psychological Foundations of Education

- Conceptual framework of Educational Psychology: Meaning, Nature, and Scope
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Meaning and characteristics of Learning.
- Factors affecting Learning.
- Principles of Learning
- Concept and types of Transfer of learning.
- Meaning and role of Motivation in Learning.

Unit –III: Sociological Foundations of Education

- Meaning, nature and scope of Educational Sociology.
- Society and its characteristics
- Concept and factors responsible for of Social change.
- Modernization: concept, characteristics and role of Education.
- Meaning and types of Social mobility
- Social Mobility and Education.
- Socialization: Concept and Process.
- Agents of Socialization.

Course outcomes:

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

CLO-1: Define the concept of education and philosophical foundations of education.

CLO-2: Understand the concept of psychological foundations of education.

CLO-3: Summarize the concept of learning and its types.

CLO-4: Explore the concept of educational sociology, social change, social mobility and modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PL O9	PLO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	3	-	3	2	1	1	1	-	-	3	-	-	1
CLO2	3	2	0	3	1	1	1	1	-	-	3	2	1	-
CLO3	3	2	-	1	1	1	1	1	-	-	3	-	1	1
CLO4	1	-	-	-	-	-	-	1	-	-	1	-	-	-
Average	2.5	1.75	0	1.75	1	.75	.75	1	-	-	2.5	.5	.5	.5

References:

1. Aggarwal, J.C. (1973). *Progress of Education in Free India*, Arya Book Depot, New Delhi.
2. Aggarwal, J.C (2000), *Land Marks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi
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10. Kundu, C.L. & D.N. Tutto (1971). *Educational Psychology*. Sterling Publishers(P) Ltd.
11. Mangal S.K. (2012), *Advanced Educational Psychology*, Prentice Hall of India, New Delhi.
12. Nayak, B.K. (2014), *Education in the Emerging Indian Society*, Axis Publications, New Delhi.
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14. R.S. Pandey (2020). *Principles of Education*. Shri Vinod Pustak Mandir.
15. Ross, J.S (1981), *Ground work of Educational Theory*. Oxford University Press.
16. Taneja, V.R (2000). *Educational Thought and Practice*. Sterling Publishers.
17. Wingo, G.Max (1990). *Major Philosophies of Education*. Mac Millan.

**BA (EDUCATION) I SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: IDE-EDU-001-SE- 0010
PAPER TITLE: TEACHING SKILLS**

Credit = 3 Learning Hours = 90

Course objectives:

- CO-1: To acquaint the students with the concepts of Teaching Skills, Micro –Teaching, Core Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.
- CO-2: To enable students to participate in preparation of micro-lesson plan, presentation of micro-teaching, and preparation of a report on it.
- CO3-: To allow students to participate in preparation of teaching aids and write a report on its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of preparing a Micro Lesson Plan.
2. The skill of presenting Micro-Teaching.
3. The skill of preparing the audio-visual record of course concerned practicum.
4. Exhibition of Teaching Skills.
5. The skill of preparing audio-visual teaching aids.
6. The Skill of writing report on course concerned practicum.

Course contents:

Part – I: Theory (1 Credit)

Unit –I: Teaching Skills and Teaching Aids

- Meaning of Teaching Skills
- Meaning of Micro – Teaching
- Micro Teaching Skills: Skills of Explanation, Skill of Illustration with examples, skill of questioning, skill of using blackboard, skill of reinforcement, skill of stimulus variation, and skill of probing questions
- Meaning of Micro Lesson Plan and Macro Lesson Plan
- Meaning of Teaching Aids
- Types of Teaching Aids
- Importance of Teaching Aids

Part – II: Practicum (2 Credits)

Unit – II: Practicum – 1

- Prepare 1 Micro- lesson plan on anyone topic from the major course undertaken.
- Using the prepared Micro – Lesson plan, deliver the micro lesson to a small group of 10 peers and prepare an audio-visual record of the same. The duration of the video should be 6 - 10 minutes.

Unit – III: Practicum – 2

- Prepare 2 teaching aids: 1 chart and 1 flashcard
- Write a report on teaching aids prepared

Course outcomes:

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

- CLO-1: Explain the meaning of Teaching Skills, Micro –Teaching, Micro Teaching Skills, lesson

plan and its types, teaching aids, its types and importance.

CLO-2: Prepare the micro-lesson plan, present micro-teaching skills, analyze and identify the teaching skills presented by the peer groups in the micro-teaching class and writing report on it.

CLO-3: Prepare teaching aids and write a report on its preparation.

CLOs	PLOs										PSO			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	-	-	1	3	1	1	-	-	-	3	-	-	-
CLO2	3	-	-	1	3	2	2	1	-	1	3	-	-	-
CLO3	1	1	-	1	1	1	1	1	-	-	1	-	3	1
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	1.75	.25	-	.75	1.75	1	1	.5	-	.25	1.75	-	.75	.25

Evaluation Scheme:

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> • Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. • Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References:

1. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI Pvt. Ltd.
2. Pandey, K.P.: Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.

**BA (EDUCATION) II SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-1210
PAPER TITLE: EDUCATIONAL PSYCHOLOGY**

Credit = 4 Learning Hours = 120

Course objectives

- CO-1: To acquaint the students with the meaning, evolution and branches of Psychology
 CO-2: To familiarize the students about growth and development
 CO-3: To familiarize about theories of learning.
 CO-4: To make the students understand personality and intelligence.

Course Contents

Unit-I: Introduction to Educational Psychology

- Meaning of Psychology
- Evolution of the term Psychology
- Definitions of Psychology
- Branches of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Relationship between Education and Psychology
- Importance of Educational Psychology for a teacher

Unit-II: Human Growth and development

- Meaning of growth and development
- Principles of Development
- Stages of Human Growth and Development:- Infancy, Childhood and adolescence
- Developmental Characteristics and educational Implications of Infancy, childhood and adolescence stage

Unit-III: Theories of learning

- Stimulus Response Theories: Trial and Error Learning Theory
Meaning, Experiments, laws and Educational Implications
- Conditioned Response Theory – Meaning, Experiments and Educational Implications.
- Gestalt Field Theory:
Meaning, Experiments and Educational Implications.

Unit-IV: Personality and Intelligence

- Origin of the term Personality
- Definitions of personality
- Characteristics of Personality
- Determinants of personality
- Meaning of Intelligence
- Characteristics of Intelligence
- Measurement of intelligence
- Uses of intelligence Test

Course outcomes

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

- CLO-1: Describe the meaning, evolution and branches of Psychology

CLO-2: Differentiate between growth and development

CLO-3: Explore theories of learning.

CLO-4: Assess personality and intelligence.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	1	1	1	1	1	-	-	3	-	-	-
CLO2	3	1	-	-	1	1	1	1	-	1	3	3	-	1
CLO3	3	1	-	-	1	-	-	2	-	-	3	-	1	1
CLO4	3	1	-	-	1	1	1	1	-	1	1	3	1	1
Average	3	1.25	-	.25	1	.75	.75	1.25	-	.5	2.5	1.5	.5	.75

References:

1. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd,
2. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.
3. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
4. Mangal, S. K., *Advanced Educational Psychology*, Prentice hall of India, Pvt. Ltd.
5. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
6. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
7. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
8. Martha Lally, M and Valentine,S (2019). *Lifespan Development: A Psychological Perspective* Second Edition This textbook can be found at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>
9. Hurlock, E.B. (2007). *Developmental Psychology: A life-span approach*.
10. Tata Mc Graw-Hill.

**BA (EDUCATION) II SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC- 1210
PAPER TITLE: UNDERSTANDING ADOLESCENT**

Course objective:

- CO-1: To familiarize students about concept of adolescence psychology.
- CO-2: To enable students know emotional and social development of adolescents.
- CO-3: To acquaint students with cognitive and moral development in adolescence.
- CO-4: To promote well being and resilience among students.

Course contents

Unit- I: Introduction to Adolescent Psychology

- Meaning of Adolescence
- Physical Development: Puberty and hormonal changes and its impact
- Meaning of Self-Concept and Self-Esteem
- Role of self-esteem in adolescent well-being.
- Peer relationships and Adolescents
- Cultural values and norms
- Impact of cultural values and norms on adolescents' behaviours.

Unit -II: Emotional and Social Development in Adolescence

- Meaning of Emotion
- Types of Emotions
- Identity formation and challenges
- Peer Pressure and Risk-Taking Behaviour:
- Meaning of Substance abuse
- Prevalence of Substance Abuse
- Factors contributing to substance addiction.

Unit - III: Cognitive and Moral Development in Adolescence

- Meaning of Cognitive and Moral Development
- Role of family and society in moral development.
- Kohlberg's stages of moral development
- Piaget's stages of cognitive development
- Meaning of Learning Styles
- Types of learning styles
- Factors influencing learning style

Unit- IV: Well-being and Resilience in Adolescence

- Meaning of Resilience and Well-being
- Factors that contribute to resilience in adolescence.
- Factors that contribute to wellbeing in adolescence.
- Body Image issues and societal pressures
- Concept of Media
- Types of Media
- Role of media in promoting wellbeing.

Course outcomes:

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

CLO-1: Understand the concept of adolescence psychology.

CLO-2: Explain the emotional and social development of adolescents.

CLO-3: Analyze cognitive and moral development in adolescence.

CLO-4: Apply the skills of well being and resilience among students.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	1	1	1	-	-	1	-	-	3	-	2	1
CLO2	3	1	-	1	1	-	-	1	-	-	3	-	1	1
CLO3	3	1	-	-	1	1	-	1	-	-	1	3	-	2
CLO4	3	1	-	1	1	1	1	-	-	-	2	1	-	1
Average	3	1	.25	.75	1	.50	.25	.75	-	-	2.25	1	.75	1.25

References:

1. Arnett, J. J. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.
2. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 65, 187-207.
3. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*, 3, 74-103.
4. Elkind, D. (2016). *All grown up and no place to go: Teenagers in crisis* (Rev. ed.). Da Capo Press.
5. Frederick, T(2018), *Psychology of Adolescence*, Maven Books, India
6. Harlock,E. B.(2001) *Developmental Psychology*, 5th edition, Mc-Graw hill education, India.
7. Santrock, J. W. (2020). *Adolescence* (17th ed.). McGraw-Hill Education.
8. Steinberg, L. (2014). *Adolescence* (11th ed.). McGraw-Hill Education.

BA (EDUCATION) II SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD- 1210
PAPER TITLE: MEASUREMENT AND EVALUATION

Credit = 3 Learning Hours = 90

Course objectives

- CO-1: To enable the learners to understand the concept of measurement and evaluation in education.
- CO-2: To acquaint the learners about the various types and tools of evaluation in education.
- CO-3: To familiarize the learners understand the characteristics of good test and new trends of evaluation.

Course contents

Unit-I: Concept of Measurement, Evaluation

- Concept and nature of Measurement and Evaluation in Education
- Scope of Educational Measurement and Evaluation.
- Relationship between Measurement and Evaluation
- Functions of Measurement and Evaluation in Teaching Learning Process

Scales of Measurement and their Uses:

- Nominal
- Ordinal
- Interval
- Ratio

Unit-II: Types and Tools of Evaluation in

Education Types of Evaluation:

- Placement Evaluation
- Formative Evaluation
- Diagnostic Evaluation
- Summative Evaluation

Tools of Evaluation in Education:

- Essay type test
- Objective type test
- Written test
- Oral test

Unit-III: Characteristics of a Good Test and New Trends of Evaluation

- Validity: Concept and types
- Reliability: Concept, nature and methods of establishing co-efficient reliability
- Objectivity: Meaning and determinants for Objectivity
- Usability:/Practicability: Objectives and Conditions

New Trends of Evaluation

- Grading System
- Credit System
- Semester System
- Continuous External and Internal Evaluation

Course outcomes

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

CLO-1: Differentiate the concept of measurement and evaluation in education.

CLO-2: Explain various types and tools of evaluation.

CLO-3: List out the characteristics of good test and new trends of evaluation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PSO1	PSO 2	PSO 3	PSO4
CLO1	3	1	-	-	-	-	-	1	-	-	3	3	1	1
CLO2	1	-	-	-	-	-	-	-	-	-	2	3	1	1
CLO3	3	1	-	1	1	1	-	1	-	-	2	1	1	1
-														
Average	2.33	.66	-	.33	.33	.33	-	.66	-		2.33	2.33	1	1

References:

1. Aggarwal, Y.P. (2004). *Statistical Methods; Concept, Application and Computation*. Sterling Publication Pvt.Ltd.
2. ArchLewy (1977). *Handbook of Curriculum Evaluation*. Paris, UNESCO.
3. Avibash Chandra (1999). *Curriculum Development and Evaluation in Education*. Sterling Publishers.
Blook, B.S.J. (1956). *Taxonomy of Educational objectives*. Longmans.
4. Bhatnagar, A.B. & Bhatnagar, A. (2011). *Measurement & Evaluation (Tyranny of Testing)*. RLal IBookDepot.
5. Ebel, R.L. & Frisble, D. A. (1991). *Essentials of Educational Measurement*. Prentice Hall of India Pvt.Ltd.
6. Eggleston, J. (1977). *The sociology of school curriculum*. Routledge and Regan Paul.
7. Flaming, C.M. (1952). *Research and the Basic Curriculum*. University of London.
8. Garret, H.E. (1779). *Statistics in Psychology and Education*. Vakels, Feffer & Simon.
9. Gronlund, N.E. (1956). *Measurement and Evaluation in Teaching*. McMillan Publishing Co.
10. Groundland, N.E. (1981). *Measurement & Evaluation in Teaching*. MacMillan publishing Co. Inc.
11. Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. NcGrandHill.
12. Lindemar, R.H. (1971). *Educational Measurement*. D.B.T.sons & Co.Pvt.Ltd.
13. Patel, R.N. (1978). *Educational Evaluation Theory and Practices*. Himalaya Publishing House.
14. Swain, S.K. et al. (2005). *Educational Measurement, Statistics & Guidance*. Kalyani Publisher.
15. Singh, A. K. (2018). *Tests, Measurement and Research Methods in Behavioural Sciences*. Bharti Bhawan Publisher.
16. Hench, G.E. (1965). *Strategies of Curriculum Development*. Ohio Charles G Merrill Columbus.
17. Kapla, R.M. & Saccuzzo, D.P. (2013). *Psychological Assessment and Theory*. Wardworth CENAGGE Learning.

18. Linn, R.L. & Miller, M.D. (2013). *Measurement and Assessment in Teaching*. Pearson Prentice Hall, New Delhi

BA (EDUCATION) II SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: IDE-EDU-001-SE-0020
PAPER TITLE: VOCATIONAL EDUCATION

Credit = 4 Learning Hours = 120

Course objectives:

- CO-1: To acquaint students with the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.
- CO-2: To enable the students to know about the local, national, and international successful entrepreneurs.
- CO-3: To familiarize the students with various local handicrafts and cuisine and gain the knowledge of its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of conducting face-to-face interview.
2. The skill of preparing local handicrafts.
3. The skill of preparing/cooking a local cuisine.
4. The skill of preparing the audio-visual record of course concerned practicum.
5. The skill of writing case study report.

Course Contents

Part – I: Theory (1 Credit)

Unit - I: Vocationalisation of Education, Vocational Education and Training in India

- Concept of Vocationalisation of Education
- Need of Vocationalisation of Education.
- Introduction to Vocational Education and Training
- National Skills Qualification Framework of India
- National Policy on Skill Development and Entrepreneurship 2015
- NEP 2020 and Vocational Education in School
- Lok Vidya
- Problems of Vocational Education

Part – II: Practicum (2 Credits)

Unit – II: Practicum – 1:

- Carry out a case study on any one local entrepreneur through face-to-face interview and prepare a case study report.
- Carry out an online review of any one successful local/national/international entrepreneur and prepare a case study report.

Unit – III: Practicum – 2:

- Prepare anyone local handicraft, record it audio-visually and submit it.

- Prepare/cook anyone local cuisine, record it audio-visually and prepare a report on its preparation.

Course outcomes:

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

CLO-1: Explore the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.

CLO-2: Conduct case study on local, national, and international successful entrepreneurs and write a report on it.

CLO-3: Prepare local handicrafts and cuisine and write a report on preparation of cuisine.

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	3	3	3	1	1	1	2	-	2	1	1	1
CLO2	1	-	1	-	-	-	-	1	1	-	1	-	-	-
CLO3	-	1	2	1	1	1	-	-	-	-	1	-	-	1
-														
Average	1	.66	2	1.33	1.33	.66	.33	.66	1	-	1.33	.33	.33	.66

Evaluation Scheme

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> • Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. • Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References

1. Agrawal J.C & Agrawal S.P.(1999). *Vocational Education in India, Why, What and How*. Doaba House.
2. Alan Brown, Simone Kirpal, Felix Rauner (2007). *Technical and Vocational Education and Training: Issues, Concerns and Prospects, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]*. Springer Netherlands.
3. Sherlock, D. & Perry, N. (2008). *Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy*. Springer Netherlands.
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5. Stevenson, J. (2007). *Developing Vocational Expertise: Principles and Issues in Vocational Education*. Springer Netherlands.
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7. Mays, A.B. (1992). *Principals and Practices of Vocational Education*. McGraw Hill Book co, inc.
8. Roberts, R.W.(2009). *Vocational and Practical Arts Education- History, Development and Principles*. Harper & Persther Publishers.
9. Sharma, S.R. (2002). *Vocational Education and Training*. Mittal Publishers.
10. Thimmaiah, S. et.al.(1998). *Vocational Education- Problems and Prospects*. Himalaya Publishing House, Bombay.
11. Thakur,D. &Thakur D.N. (eds). *Vocational and Technical Education*. Deep and Deep Publication.

BA (EDUCATION) II SEMESTER
INTERNSHIP
PAPER CODE: IDE-EDU-INT-CO- 0010
PAPER TITLE: INTERNSHIP

Credit = 4 Practicum Hours= 120

NEP 2020 envisions integrating actual work situation as key aspect of the Under Graduate Programme. All the students pursuing UG Degree in Education will have to do internship/ Apprenticeship in an organization(Government, Semi Government or Private) / institution / NGO / Firm/ Artist / Craft person/Self Help Group/any other similar entity/educational organization or teacher training institution/ Firm dealing in educational practices/ industry to gain knowledge about practical aspects of education/ working during summer season.

Credits and Time Duration

Credits = 4 Marks: 100 Duration= 4 weeks / 1 Month Preferably Summer Season

Course Objectives:

CO-1: To provide real situation exposure to learner.

CO-2: To provide opportunity to work or learn from same/ allied or completely new field of study.

CO-3: To provide training to learner outside campus in real environment.

Procedure:

Role of Internship in getting Certificate/ Diploma Course in Education

1. Learner who opt to exit after completion of first year (Two Semesters) and have secured minimum grades, as specified by RGU ordinance to qualify for Certificate in Education (UG certificate), will be awarded a UG certificate in Education, provided S/he successfully completes his/her internship. Those students, who exit the course after one year, are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
2. Learner, who opt to exit after completion of two years (four Semesters) and have secured minimum grades, as specified by RGU to qualify for Diploma in Education (UG Diploma), will be awarded a UG diploma in education, provided s/he successfully completes her internship either at the end of the fourth semester or at the end of the second semester. Those students, who exit after fourth semester, are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
3. The learner must pass the apprenticeship/ internship. Re-appearance for the failed/uncompleted apprenticeship / internship is must. Without successful

completion of Internship neither certificate nor diploma certificate shall be issued to the learner.

Pre-Internship Activities

1. Head of the Department/ Principal of the affiliated college of RGU shall take an initiative to conduct an orientation session to familiarize learners with the objectives, expectations, and guidelines of the internship/work-based vocational course/ apprenticeship.
2. Learner shall identify the area in which s/he is interested to do internship.
3. Learner shall prepare a list of the organisations/ institutions/ NGOs/ Firms/ Artists / Craft persons or Industry in which s/he wants to do internship.
4. Head of the Department of Education/ Principal of the affiliated college of RGU shall permit and give his/her consent after discussing the outcome of the training with the learner in that particular organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry any other similar entity/educational organisation or teacher training institution/ Self Help Group / Firm dealing in educational practice/ industry etc. (*Organisation mean any Government, Semi Government or Private, Educational, Non-profit organisation or commercial etc. , Institution mean any institute of national Importance like IITs etc., Firm mean any firm like banking firm, etc., Industry/ factory mean any industry working with a capacity of more than 100 persons etc., Artist or Craft Person any renowned person in a particular area at least at district level etc.*)

or

Department/ college may sign internship/ apprenticeship contract with organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry any other similar entity/educational organisation or teacher training institution/ Self Help Group / Firm dealing in educational practice/ industry etc. and direct learners to opt any one of them as per their interest.

5. Learner shall sign an internship agreement outlining the roles, responsibilities, and expectations of both the student intern and the host organization.
6. Head of the department/ Principal of the affiliated college shall request the host organisation to appoint one person to guide the learner.

Activities during Internship

1. Head of the Department/ Principal of the affiliated college shall develop a mechanism to monitor the progress of the learner, provide feedback, and address any concerns or challenges.
2. Learner shall join the organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry another similar entity/educational organisation or teacher training institution / Firm dealing in educational practice/Self Help Group and industry etc. and work there as per their programme and what the organisations/ institutions/ NGOs/ Firm or Industry thinks is basic to learn about organisations/ institutions/ NGOs/ Firm or Industry in a duration of one month.
3. To evaluate the progress of the learning experiences gained by the learner at the host organisation, Head of the Department/ Principal of the affiliated college shall develop

an on-site visit mechanism.

- Learner shall maintain reflective journals to document his/her experiences, insights, and challenges encountered during the summer internship/work-based vocational course/apprenticeship.

Post Internship Activity

- Learner shall prepare a report supported by relevant/ verified/ certified documents of his/her work done during internship and submit it to the Head of the Department of Education/ Principal of the affiliated College of the RGU.
- Head of the Department/ Principal of the affiliated college shall make an arrangement to evaluate the work of the learner as per given procedure of evaluation.
- The Marks/ Credits secured by the learner in the apprenticeship/ internship shall be reflected in the semester and final grade sheet issued by the controller of examination of RGU.

Course Outcomes:

After internship learners are expected:

CLO-1: To acquire basic skills of a specific profession and develop work culture attitude in him and ready to work with people in an organisation.

CLO-2: To be able to get a primary level job in an organisation or may start their own small scale work.

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	-	-	-	-	3	1	1	-	-	-	-	-	2	-
CLO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	-	-	-	-	1	.33	.33	-	-	-	-	-	.66	-

Evaluation Scheme:

Total Marks	100
Evaluation by Host Organization	50 Marks
Evaluation of work at Department/ College level	50 Marks

- 50% Weightage (Out of 50 Marks) by organisation/ institution/ NGO/ Firm or Industry wherein learner was doing Internship. Organisation/ institution/ NGO/ Firm / Self Help Group or Industry Head or the person appointed by him shall award Marks to the learner out of maximum 50 Marks.
- 50 % weightage (Out of 50 Marks) by the board of Examiners constituted by the head of the Educational Organisation. Board of Examiners shall evaluate the internship work of the learner at educational organisation level. Board of Examiners shall award marks to the learner.

3. Board of Examiners shall compile the result (Marks given by Organisation/ Institution/ NGO/ Firm or Industry Head or the person appointed by him and Board of Examiners) and convert it to grades as per rule of RGU.
4. The final Grade shall be submitted to the controller of examination, RGU by the Board of Examiners through the head of the organisation.

Board of Examiners: Controller of the examination of the Rajiv Gandhi University shall constitute a board of examiners on the recommendation of the head of the institution to evaluate the report of internship work of the learner through presentation supported by relevant document. The board shall consist of one external examiner and one internal examiner.

BA (EDUCATION) III SEMESTER

Credit = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-2310****PAPER TITLE: GUIDANCE AND COUNSELLING**

Course objectives

- CO-1: To familiarize the students about the concepts, nature and principles of Guidance and Counselling.
- CO-2: To enable the students to understand the guidance services, tools and techniques of Guidance and Counselling.
- CO-3: To acquaint the students with the occupational information and agencies of guidance services.

Course Content

Unit – I: Introduction to Guidance

- Guidance: Meaning, Principles and Scope of Guidance
- Guidance Movement in India.
- Different Types of Guidance: Educational, Vocational, Personal, and Group Guidance

Unit –II: Counseling

- Meaning, Nature and its importance
- Principles of Counselling
- Elements of Counselling
- Different types of counseling: Directive, Non-Directive, and Eclectic.
- Importance of Counselling at school level

Unit-III: Tools, Techniques, and Organization of Guidance Services

- Meaning and types of Psychological Test.
- **Testing Techniques:** Intelligence, Interest and Aptitudes.
- **Non Testing Techniques:** Cumulative Record Card, Interview, observation, Orientation Service, Individual–Inventory Service, Pupil-information Service, Counselling service, Placement and follow–up Service.
- Guidance Service in Schools Planning Resources, Role of School Head, Teachers, Counsellor, and Parents.

Unit-IV: Occupational Information and Agencies of Guidance Services

- Meaning and importance of Occupational Information
- Sources of Occupational Information
- Factors affecting occupational choice and career Choice
- Selection of a Job, Job Analysis, Job Satisfaction.
- Agencies of Guidance Services at centre level, state level and district level and NGO's
- Evaluation of guidance programme in a school and its importance
- Recent trend in Guidance and Counselling in India.

Course outcomes:

The students will be able to:

CLO-1: Explain the concepts, nature and principles of Guidance and Counseling.

CLO-2: Describe the guidance services, tools and techniques of Guidance and Counseling

CLO-3: Analyze the occupational information and agencies of guidance services.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	-	-	-	-	-	-	-	2	1	-	1
CLO2	2	-	1	1	1	-	-	2	-	-	1	3	1	1
CLO3	2	-	1	1	-	-	-	-	-	-	-	1	-	1
-														
Average	1.33	-	.66	.66	.33	-	-	.66	-	-	1	1.66	.33	1

References:

1. Aggarwal, J.C(1989). Educational and Vocational guidance, Doaba House, Delhi
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3. Dosajh N.L. (1969). Guidance Services in India, New Delhi Agra Book Deptt.
4. Gupta S.K.(1985). Guidance and counselling in India Education, Delhi, Mittal Pub. Co..
5. Indu Dave, (1987). Basic essentials of counselling New Delhi, Sterling Publishers,
6. Kochar S.K. (1986). Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers.
7. Pradipta , K.M. (2001). Rudiments of Guidance and Management in Education, Kalyani Publishers, New Delhi
8. Shrivastava K.K,(2006). Principles of Guidance and Counselling, kanishka publishers, New Delhi
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BA (EDUCATION) III SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2320
PAPER TITLE: INTRODUCTION TO CURRICULUM

Credits = 4 Learning Hours = 120

Course objectives:

CO-1: To acquaint the students with the basic concepts, principles and foundations of Curriculum.

CO-2: To familiarize the students understand the process of curriculum planning and development.

CO-3: To enable the students know the process of curriculum transaction

CO-4: To acquaint the students understand Curriculum Evaluation.

Course content

Unit-I: Introduction to Curriculum

- Concept of Curriculum, Textbook, and Syllabuse
- Nature of Curriculum
- Scope of Curriculum
- Elements of curriculum
- Bases of Curriculum: Philosophical, Psychological, Sociological, and Historical Bases

Unit-II: Curriculum Planning and Development

- Meaning of curriculum planning
- Curriculum planning at National level
- Curriculum planning at State level
- Principles of Curriculum Construction.
- Steps of Curriculum Development
- Types of Curriculum: Subject Centred & Learner Centred curriculum

Unit-III: Curriculum Transaction

- Concept of curriculum transaction
- Factors affecting the transaction of a curriculum
- Resources for the effective transaction of curriculum
- Meaning of Lesson planning and preparation
- National Curriculum Framework for School Education (2023): Foundational Stage

Unit - IV: Curriculum Evaluation

- Concept of Curriculum Evaluation.
- Nature of curriculum evaluation
- Purpose of curriculum evaluation
- Sources of curriculum evaluation
- Tools and Techniques of Curriculum Evaluation.
- Methods of Curriculum Evaluation : Evaluation during curriculum development & Evaluation during curriculum implementation

Course outcomes:

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

CLO-1: Explain the basic concepts, principles and foundations of Curriculum.

CLO-2: Describe curriculum planning and the process of curriculum development.

CLO-3: Describe the process of curriculum transaction

CLO-4: Explain Curriculum Evaluation and different models of curriculum evaluation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	-	1	1	-	2	-	-	-	3	1	1
CLO2	2	-	-	1	1	1	1	1	-	-	-	3	1	1
CLO3	2	1	-	1	1	1	1	1	-	-	-	1	1	1
CLO4	2	-	-	-	1	1	1	1	-	-	-	3	2	1
Average	2.5	.25	-	.50	1	1	.75	1.25	-	-	-	2.5	1.25	1

References:

1. Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston
2. Krug. E.A (1956), Curriculum Planning, Harper and Collins, New York
3. Mrunalini.T. (2009), Curriculum Development, Neelkamal Publishers, Hyderabad.
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5. NCFSE(2005), National Curriculum Framework for School Education, NCERT, New Delhi
6. NCFTE (2009), National Council for Teacher Education, New Delhi,
7. Oliva. Peter.F (2001), Developing the Curriculum- Basic Principles, NY Longman, New York
8. Taba, Hilda (1962), Curriculum Development – Theory and Practice, Brace and world, New York.

MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-2310
PAPER TITLE: INDIAN EDUCATION AND ITS
CHALLENGES

Credits = 3 Learning Hours = 90

Course objectives:

- CO-1: To acquaint the students know about Vedic education system.
CO-2: To enable the students understand Buddhist education system.
CO-3: To familiarize the students understand about Medieval Education in India.
CO-4: To acquaint the students with education in modern period.

Course Content:

Unit-I: Education in Ancient India with special reference to Vedic Education System

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit-II: Education in Ancient India with special reference to Buddhist System

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit-III: Education in Medieval India

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit – IV: Education in Modern India

A. Education during pre-independence period

- Charter Act 1813
- Oriental and Occidental controversy
- Macaulay's Minutes, 1835
- Wood Dispatch, 1854

B. Education during post independence period

- University Education Commission, 1948-49

- Secondary Education Commission, 1952-53
- Kothari Commission – 1964-66
- National Policy on Education, 1986: Major Recommendations
- National Education Policy – 2020; School Education, Higher Education, Teacher Education

Course outcomes:

The students will be able to:

- CLO-1: Explain about Vedic education system
 CLO-2: Explore Buddhist education system
 CLO-3: Explore Medieval Education in India
 CLO-4: Discuss education in modern period

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO2	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO3	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO4	2	-	-	1	-	-	-	-	-	-	-	2	1	0
Average	2	-	-	1	-	-	-	-	-	-	-	2	1	-

References:

1. Altekar : Ancient Indian Education, Varanasi, Nanda Kishore Brothers, 1957.
2. Aggrawal, J.C.: Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd, 2010.
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**BA (EDUCATION) III SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD-2310
PAPER TITLE: EDUCATION IN CONTEMPORARY
INDIA**

Credit = 3 Learning Hour= 90

Course objectives

CO-1: To acquaint the students with the basic concepts, principles, bases of Curriculum, and steps of curriculum development.

CO-2: To enable the students know about National Educational Policy (NEP), 2020.

CO-3: To make the students aware about major National Educational Schemes;

Course contents

Unit-I: Introduction to Curriculum

- Meaning of Curriculum
- Nature of Curriculum
- Elements of Curriculum
- Scope of Curriculum
- Principles of Curriculum Construction.

Unit –II: National Education Policy (NEP), 2020

- Principles of NEP, 2020
- School Education: Structure, Early Childhood Care and Education: The Foundation of Learning, Equitable and Inclusive School Education
- Higher Education: Restructuring and Consolidation of Higher Education, Transforming the Regulatory System of Higher Education
- Teacher Education
- Vocational Education

Unit-III: National Education Schemes

- Sarva Shiksha Abhiyan (SSA): Objectives and Interventions
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives and Interventions
- Samagra Shiksha Abhiyan (Integrated Scheme for School Education); **Objective and Features**
- Kasturba Gandhi Balika Vidyalaya (KGBV): Objectives and features
- Rashtriya Uchchar Shiksha Abhiyan (RUSA): Salient features
- Performance Assessment, Review, and Analysis of Knowledge and Holistic Development (PARAKH): Main features
- Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM): Main features
- Digital Infrastructure for Knowledge Sharing (DIKSHA): Main features

Course outcomes

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

- Explain the basic concepts, principles, elements of Curriculum, and Contemporary issues of

Curriculum in Education

CLO-2: Discuss National Educational Policy (NEP), 2020 with reference to school and higher education.

CLO-3: List out the major National Educational Schemes

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	-	-	-	1	-	-	-	3	-	1
CLO2	2	-	-	3	-	-	-	-	-	-	-	1	1	1
CLO3	3	-	-	3	-	-	-	-	-	-	1	1	-	2
-														
Average	2	-	-	2.33	-	-	-	.33	-	-	.33	1.75	.3	1.3

References:

1. AICTE. (2021). *PARAKH*. <https://aslapapi.aicte-india.org/api/downloadsHomepage?id=3>
2. DIKSHA. <https://www.india.gov.in/spotlight/diksha-national-digital-infrastructure-teachers>
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12. SWAYAM. <https://swayam.gov.in/about>
13. Rashtriya Madhyamik Shiksha Abhiyan. <https://www.educationforallindia.com/rastriya-madhymic-shiksha-mission-RMSM.pdf>
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BA (EDUCATION) III SEMESTER**SKILL ENHANCEMENT****COURSE (SE) Paper: IDE-EDU-
001-SE-0030 ENVIRONMENTAL
EDUCATION**

Credit = 3 Contact Hours = 90

Course objectives

CO-1: To enable the students understand concept and importance of environmental education.

CO-2: To create awareness among students about life of human beings as an integral part of environment.

CO-3: To inculcate the skills among students required to protect environment from all sides.

CO-4: To familiarize students with the various threats that could damage the biodiversity.

Skills to learn:

The students will be able to learn:

1. The skill of performing skit.
2. The skill of creating awareness about environment and its issues.
3. The skill of environmental protection and preservation.
4. The skill of waste management.
5. The skill of writing report on concerned course practicum.

Part – I: Theory (1 Credit)**Unit1: Environmental Education, Biodiversity and Environmental Crisis**

- Meaning, importance and Scope Environmental Education.
- Multidisciplinary nature of Environmental Education.
- Relationship between Man and Environment.
- Brief account of land, forest and rivers in North East India with special reference to Arunachal Pradesh.
- Concept Types, Importance of Biodiversity
- Threats to biodiversity: Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution
- Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.
- Environmental Crisis: Pollution, Soil erosion, Greenhouse effect (Global warming), Acid rain, Extinction of Species. Energy crises.

Part – II: Practicum (2 Credits)**Unit - II: Practicum: Any one of the following**

- Performing a street play to aware people about Global warming and write a report.
- Conducting plantation programme in the premises of any educational institution and write a report.

Unit-III: Practicum: Any one of the following

- Collect information from the local community about the indigenous knowledge system in preservation of environment and write a report.
- Conduct awareness programme on waste management and write a report

Course outcomes

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

CLO-1: Explain the concept and importance of environmental education

CLO-2: Discuss human life as an integral part of environment

CLO-3: Apply skills to protect environment

CLO-4: Examine the threats that could damage the biodiversity

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	1	-	-	-	-	-	-	-	3	3
CLO2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO3	1	-	1	1	-	-	-	-	-	-	1	-	1	4
CLO4	1	-	-	-	-	-	-	-	-	-	-	-	1	1
Average	1.25	-	.25	.5	.25	-	-	-	-	-	.25	-	1.25	2

Evaluation Scheme:

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> • Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. • Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References

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2. Dash, M. & Dash, S. (2009). Fundamentals of Ecology (3rd ed.). McGraw Hill Education.

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2410
PAPER TITLE: EDUCATIONAL TECHNOLOGY

Credits = 4 Learning Hours = 120

Course objectives

- CO-1:** To enable the students understand the concept of educational technology.
CO-2: To acquaint the students with teaching-learning process
CO-3: To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
CO-4: To familiarize the students with various teaching models.

Course contents

Unit-I: Introduction to Educational Technology.

- Classroom Communication: Concept, Process
- Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.
- Simulated teaching

Unit-II: Teaching-Learning Process and Modification of Teaching Behaviour

- Concept and Objectives of Teaching Learning Process
- Levels and Variables of Teaching
- Phases and Operations of Teaching
- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST): Meaning and Procedure.

Unit-III: Teaching Models. Innovations in Educational Technology

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching
- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education

Unit-IV: Research in Educational Technology and E- Learning

- Concept and uses of ICT in Education
- National Mission in Education through ICT, National Knowledge Network (NKN), Smart class

- Artificial Intelligence and Educational Software
- ICT in Education: DIKSHA, ePathsala, SWYAMPURABHA, OER, INFLIBNET, Shodhganga
- Learning Management Systems: Concept and Assessment Tools (MOODLE)

- Online Learning: MOOC, Blended Learning, Flipped Classroom, SWAYAM
- Priorities of research in educational technology

Course outcomes

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

CLO-1: Describe the concept of educational technology.

CLO-2: Explain teaching-learning process

CLO-3: Analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).

CLO-4: Analyse various teaching models.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO 4	PLO 5	PLO 6	PLO7	PLO 8	PLO 9	PLO1 0	PSO1	PSO 2	PSO 3	PSO4
CLO1	2	-	-	-	-	-	3	1	-	-	1	2	2	1
CLO2	2	-	-	1	3	1	1	1	-	-	-	2	-	1
CLO3	2	2	1	-	-	-	-	-	-	-	-	1	1	-
CLO4	1	-	-	-	1	1	-	-	-	-	-	2	3	1
Average	1.75	.5	.25	.25	1	.50	1	.50		-	.25	1.75	1.5	.75

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2420
PAPER TITLE: ENVIRONMENTAL EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To familiarize students about environment and its allied problems.
CO-2: To enable students understand environmental processes and human interference.
CO-3: To enable students understand sustainable development.
Co-4: To acquaint students with curricular methods in environmental education.

Course contents

Unit– I: Environment and Education

- Concept of Environment: Meaning and Nature
- Components and Importance of Environment
- Types of Environment: Physical, Biological and Cultural
- Environmental Education: Meaning, Nature and Objectives
- Scope of Environmental Education
- Indigenous Knowledge and Conservation Practices in Local Context

Unit – II: Environmental Pollution, Hazards and Disasters

- Environmental Pollution: Causes, Effects and Control Measures
- Types of Pollution: Air, Water, Soil, and Noise Pollution
- Role of Community in Prevention of Pollution
- Concept of Hazard and Disaster
- Natural Disasters: types, causes and impact on environment
- Man Made Disasters: types, causes and impact on environment

Unit – III: Curriculum and Methods in Environment Education

- Environmental Curriculum: Meaning and Importance
- Methods in Environment Education: Echo Clubs, Exhibition, Observation/Survey, Field Trips
- Multidisciplinary Approach to Environmental Education
- Environmental Legislations in India: Wild Life Protection Act 1972, Forest Act 1980
- Schedule Tribes and their Traditional Forest dwellers act 2006
- Environmental Movements: Chipko Movement, Silent Valley Movement, Namami Gange Programme, Swachh Bharat Abhiyan

Unit – IV: Environment and Sustainable Development, Research in Environmental Education

- Need of Research in Environmental Education
- Concept of Sustainable Development
- Environmental Conservation: Public Awareness and Environmental Ethics
- Relationship between Sustainable Development and Environment

- Green Practices
- Sustainable Practices: Bio-Diesel, Solar energy, E-Vehicle.
- Climate change and Global Initiatives

- NEP 2020 Recommendations for sustainability

Course outcomes

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

CLO-1: Discuss environment and its allied problems.

CLO-2: Explain environmental processes and human interference.

CLO-3: Understand sustainable development.

CLO-4: Apply curricular methods in environmental education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	-	-	2	2
CLO2	1	-	-	-	-	-	-	-	-	-	-	-	2	2
CLO3	2	-	1	1	1	-	-	-	-	-	-	-	2	2
CLO4	1	-	1	1	1	-	-	-	-	-	-	2	1	2
Average	1.5	-	.50	.50	.50	-	-	-	-	-	-	.5	1.75	2

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2430
PAPER TITLE: GENDER AND EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To enable the students understand the concept of Gender, Sex, Masculinity, Femininity, Patriarchy and Matriarchy.
- CO-2: To familiar the students about the characteristics, kinds, factors, consequences, and measures to address Gender Stereotyping.
- CO-3: To enable the students understand concepts of gender disparity, gender equality, gender equity, gender gap and gender bias.
- CO-4: To acquaint the students with the concept of women empowerment in relation to political, educational, economical and cultural perspectives.

Course contents

Unit-I: Introduction to Gender

- Sex and Gender: Meaning and Concept
- Masculinity & Femininity
- Patriarchy & Matriarchy
- Sex typing, Sex Role, Gender Role

Unit-II: Gender Stereotyping

- Characteristics & Kinds of Gender Stereotyping
- Family and Division of Labour
- Factors of Gender Stereotypes: Family, Peer Group, School & Society
- Consequences of Gender Stereotyping
- Measures to Combat Gender Stereotyping

Unit -III: Gender Disparity in Education

- Concept of Gender Equity, Gender Equality, Gender Bias, Gender Gap, Gender Disparity
- Gender Bias in Curriculum Materials
- Gender Bias in Teaching
- Gender and Hidden Curriculum
- Role of Teacher in developing Gender Sensitivity in Education

Unit – IV: Gender Sensitization and Women Empowerment

- Gender Sensitization: Concept and Need
- Role of Family in Gender Sensitization
- Role of School in Gender Sensitization
- Role of Government & NGOs in Gender Sensitization
- Obstacles of Gender Sensitization

- Concept and Dimensions of Women Empowerment

Course Outcomes

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

CLO-1: Differentiate between Gender and Sex, Masculinity and Femininity, Patriarchy and Matriarchy.

CLO-2: Analyze gendered experiences in their daily lives.

CLO-3: Identify gender inequality in education..

CLO-4: Analyse the concept of women empowerment.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	-	1	-	-	-	-	-	-	-	2	1
CLO2	1	-	-	-	1	-	-	1	-	-	1	-	1	1
CLO3	2	-	-	1	1	-	-	-	-	-	1	-	1	1
CLO4	2	-	-	1	1	-	-	-	-	-	-	-	1	1
Average	1.5	-	-	.5	1	-	-	.25	-	-	.50	-	1	1

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2440
PAPER TITLE: SCHOOL EDUCATION

Credits = 4 Learning Hours = 120

Course Objectives

- CO-1: To familiarize the learners about the NEP 2020 Structure of school education and its curricular areas at different stages of school education.
- CO-2: To acquaint students about the relationship between school and society.
- CO-3: To make the students understand the various curricular areas of school and goals of school education.
- CO-4: familiarize the students about the Quality Concern for school Education and functions of various agencies in quality assessment of schools.

Unit-I: Structure and Stages of School Education in India

A. New Structure of School Education (NEP 2020) in India:

- Foundation Stage: Significance, Objectives and Curricular Areas
- Preparatory Stage: Significance, Objectives and Curricular Areas
- Middle Stage: Significance, Objectives and Curricular Areas
- Secondary Stage: Significance, Objectives and Curricular Areas
- Opportunities and Challenges of School Education in India

B. Curriculum and school education boards:

- NCERT : functions and objectives
- CBSE: functions and objectives
- CISCE : functions and objectives

Unit-II: School and Society

- Relationship between school and society
- Functions of School Disposition of Social Values: Ethical Values, Democratic Values, Positive Work Ethics, Epistemic Values.
- Role of School in Capacity development of Learners: Inquiry approach, Communication skills, Problem Solving abilities, Social Engagement skills.

Unit- III: Curricular Areas of School

- Languages: Concept and advantages
- Science: concept and its relevance to the present context
- Social Science: Concept and its relevance to the present context
- Arts: concept and its importance in School Education.
- Physical Education: Meaning and its role in maintaining physical and mental health.
- Vocational Education: Concept and its role in economic reliance.

Unit-IV: Quality Concern for school Education

- Quality monitoring of School education: SARTHAQ, Quality Indicators and Challenges
- Role of National Achievement Survey (NAS) and Pratham's Annual Status of Education

Report (ASER)
-Challenges in School Supervision.

- Privatization of School Education: Issues and Challenges
- Role of Stakeholders in School supervision: Head of the School, Teachers, SMC, Parents and Community Members

Course outcomes

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

- CLO-1: Explore the NEP 2020 Structure of school education and its curricular areas at different stages of school education.
- CLO-2: List out various boards of school education and its functions.
- CLO-3: Differentiate between school and society.
- CLO-4: Identify Quality Concern for school Education and functions of various agencies in quality assessment of schools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	3	-	-	-	-	-	-	2	1	-	-
CLO2	2	-	-	3	-	-	-	-	-	-	-	3	-	1
CLO3	1	-	2	1	-	-	2	-	-	-	1	1	-	1
CLO4	1	-	1	3	-	-	-	-	-	-	-	3	-	2
Average	1.5	-	.75	2.5	-	-	.50	-	-	-	.75	2	-	1

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**BA (EDUCATION) IV SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-2410
PAPER TITLE: INCLUSIVE EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To enable the students understand the concept of Disability.
 CO-2: To familiarize the students with the concept of Special and Inclusive education.
 CO-3: To enable the students understand the Spectrum of Human abilities.
 CO-4: To acquaint the students with Social Context for Special Education & Legal Provisions.

Course contents

Unit-I: Special and Inclusive Education

- Education: Meaning, Concept, Nature and Scope
- Integrated: Meaning, Concept, Nature and Scope
- Inclusive Education: Meaning, Concept, Nature and Scope
- World view on disability & Disability rights
- Educational policies and programmes for PWDs in India

Unit-II: Introduction to Disabilities

- Concept of Disabilities: Impairment, Disability and Handicap
- Models of Disability & ICDH classification
- Prevalence of various disabilities in India
- Disability and Exclusion issues
- Social context of Disabilities
- Habilitation and Rehabilitation: Concept & issues
- Role of Teachers and Rehabilitation Professionals in Inclusive Education

Unit-III: Spectrum of Human Disabilities

- Visual disability: Causes, Characteristics and Education
- Hearing & Speech disability: Causes, Characteristics and Education
- Orthopaedic/Locomotor Disability: Causes, Characteristics and Education
- Intellectual disability & Multiple disabilities: Causes, Characteristics and Education
- Learning disability: Causes, Characteristics and Education
- Gifted & Creative children: Characteristics and Education

Unit- IV: Legal Provisions and Role of Agencies for the Disables

- National Disability Policy - 2006
- RCI Act, 1992 : Introduction and salient features
- PWD Act, 1995: Introduction and salient features
- RPD Act 2016: Introduction and salient features
- National Institutions for various disability in India
- Role of Various Agencies in the Education of Special Children
- Working with Parents, Family and Community in rehabilitation

Course outcomes

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

CLO-1: Explain the concept of Disability.

CLO-2: Understand the concept of Special and Inclusive education.

CLO-3: Understand the Spectrum of Human abilities.

CLO-4: Explore the Social Context for Special Education & Legal Provisions.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	1	1	1	-	-	-	-	-	-	-	2	1
CLO2	1	-	-	3	-	-	-	-	-	-	-	1	-	2
CLO3	1	-	-	-	1	-	-	1	-	-	-	-	1	1
CLO4	1	1	2	3	1	1	-	1	-	-	-	-	1	2
Average	1.25	.25	.75	1.75	.75	.25	-	.50	-	-	-	.25	1	1.50

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BA (EDUCATION) V SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-3510
PAPER TITLE: EDUCATIONAL ASSESSMENT

Credits = 4 Learning Hours = 120

Course objectives

- CO-1:** To acquaint the students with the basics of assessment.
CO-2: To enable the students understand assessment for learning in classroom situation.
CO-3: To enable the students understand assessment as learning in classroom situation.
CO-4: To acquaint the students with examination reforms related to assessment.

Course Contents

Unit-I: Basics of Assessment

- Concept and Nature of Assessment
- Interrelation among Measurement, Assessment, and Evaluation
- Purposes of Assessment
- Principles of Assessment
- Scope of Educational Assessment
- Types of Assessment: Formative and Summative
- 360 Degree Assessment

Unit-II: Assessment for Learning

- Meaning and Nature of Assessment for learning
- Approaches of Assessment in Constructivist Paradigm
- Concept mapping and Portfolios
- Rubrics and Reflective Journals
- Self-Assessment process
- Peer Assessment Process
- Collaborative Assessment Process
- Role of the teacher in Assessment for Learning

Unit-III: Assessment of Learning

- Meaning and Nature of Assessment of Learning
- Role of the teacher in Assessment of Learning
- Observation as a tool of Assessment of Learning
- Interview as a tool of Assessment of Learning
- Focused Group Discussion for Assessment of Learning
- Checklist as an inquiry form of Assessment of Learning
- Rating Scale in Assessment in Learning
- Performance Based Assessment

Unit-IV: Assessment as Learning in Classroom

- Meaning and Nature of Assessment as Learning
- Role of the teacher in Assessment as Learning
- Collaborative Learning
- Cooperative learning

- Transformative learning
- Socio-metric technique

Course outcomes:

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

CLO-1: Define the concept of measurement, evaluation, and assessment. students with the basics of assessment.

CLO-2: Understand assessment for learning in classroom situation.

CLO-3: Explain assessment as learning in classroom situation.

CLO-4: Analyse examination reforms related to assessment.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO2	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO3	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO4	2	-	-	1	1	1	-	1	-	-	1	1	1	1
Average	2	-	-	1	1	1	-	1	-	-	1	1	1	1

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BA (EDUCATION) V SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-3520
PAPER TITLE: EARLY CHILDHOOD CARE AND
EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To familiarize students about the concept of ECCE
CO-2: To enable students know various policies of ECCE and roles of stakeholders.
CO-3: To acquaint the students about the various approaches and methods of ECCE

Course Contents

Unit-I: Early childhood Care and Education:

- Meaning and significance of ECCE
- Objectives of ECCE
- Components of ECCE
- Common characteristics of children (3-8 years)
- Goals of Pre-school Education
- Principles of Early learning and Development

Unit-II: Policies and Programmes of ECCE:

- The Kothari commission (1964-66)
- The National Policy on Education (NPE, 1986)
- The National Curriculum Framework (NCF, 2005)
- The National ECCE Curriculum Framework (2013)
- The National Curriculum Framework for Foundational Stage (2022)
- Policy of ECCE and NEP-2020

Unit-III: Approaches and Method curriculum transaction

- Play based approach
- Activity based approach
- Inquiry based approach
- Interactive method

Unit-IV: ECCE and Role of stakeholders

- Role of ECCE teachers with children
- Role of ECCE teachers with parent
- Role of ECCE teachers with community
- Involvement of parents in ECCE activity
- Involvement of community in ECCE activity

Course outcomes

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

CLO-1: **Explain** the concept of ECCE

CLO-2: Understand various policies of ECCE and roles of stakeholders.

CLO-3: Apply various approaches and methods of ECCE

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	1	2	1	-	-	1	-	-	1	1	1	-
CLO2	2	-	-	3	-	-	-	1	-	-	-	1	1	3
CLO3	1	-	-	1	1	1	1	1	-	-	1	2	1	2
-														
Average	1.66	-	.33	2	.75	.33	.33	1	-	-	.66	1.33	1	1.66

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BA (EDUCATION) V SEMESTER**MAJOR COURSE****PAPER CODE: IDE-EDU-001-CC-3530****PAPER TITLE: TEACHER EDUCATION**

Credits = 4

Learning Hours = 120

Course objectives

CO-1: To enable students understand the history of teacher education in India

CO-2: To acquaint the students with Pre-service & in-service teacher education

CO-3: To familiarize students with Professional growth of Teachers

CO-4: To make the student understand Teacher effectiveness and research in Teacher Education

Unit-I: Teacher Education

- History of Indian teacher education
- Meaning , Nature, Aims and importance of Teacher Education
- Objectives of Teacher Education at Middle and Secondary Stage
- Levels of Teacher Education: Foundational, Preparatory, Middle, and Secondary

Unit-II: Pre-service Teacher Education Programme

- Pre-service Teacher Education: Meaning and importance
- Aims and objectives of Pre-service Teacher Education
- Curriculum structure of the Pre-service Teacher Education Programme.
- Strategies for Modification of teacher behaviour: Micro Teaching, Practice Teaching, Internship

Unit-III: In-service Teacher Education Programme

- In-Service Teacher Education: Meaning, objectives and importance
- Agencies for organizing in-service teacher education programmes, DIETS, CTEs, IASEs, SCERT and NCERT
- Programmes of In-Service Teacher Education
- Challenges for in-service Teacher Education Programmes.

Unit-IV: Teacher Effectiveness and Professional Growth.

- Teacher Effectiveness: Concept and Components
- Characteristics associated with effective teachers
- Professional Development and Research in Teacher Education: Meaning, Purposes, and Strategies of Professional Growth
- NEP 2020: ITEP
- NCFTE 2009

Course outcomes

After completion of the course, the students will be:

CLO-1: Explain the history of teacher education in India in detail.

CLO-2: Differentiate between both Pre-service & In-service Teacher Education Programme

CLO-3: Describe in detail about Professional Growth of Teachers

CLO-4: Analyse Teacher effectiveness and research in Teacher Education

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	-	-	-	-	-	-	1	1	-	-
CLO2	3	-	2	2	1	1	-	1	-	-	1	2	2	2
CLO3	1	-	1	-	-	-	-	-	-	-	-	1	-	3
CLO4	1	-	1	-	-	-	-	-	-	-	-	1	-	3
Average	1.5	-	1	.75	.25	.25	-	.25	-	-	.50	1.25	.5	2

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BA (EDUCATION) V SEMESTER

Credit = 2 Learning Hours = 60

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3540****PAPER TITLE: EDUCATIONAL ADMINISTRATION AND PLANNING**

Course objectives

CO-1: To enable students understand the concept of Administration and educational administration, principles, factors affecting educational administration and role of teachers in educational administration.

CO-2: To familiarize the students theoretical framework of educational planning and its approaches.

Course Contents

Unit-I: Introduction to Educational Administration

- Administration : Meaning, Nature and Scope
- Educational Administration : Meaning, Nature and Scope
- Principles of Educational Administration
- Factors affecting Educational Administration
- Role of teachers in Educational Administration

Unit -II: Educational Planning

- Educational Planning: Meaning, Nature and Scope
- Assumptions of Educational Planning
- Principles of Educational Planning
- Approaches of Educational Planning: Manpower, Rate of return & Social-demand Approach
- Institutional Planning: Meaning, Nature and Procedure

Course outcomes:

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

CLO-1: Explore the concept of Educational Planning, Administration and supervision in India.

CLO-2: Analyse the administrative structure in India and contemporary issues.

CLO-3: Summarize the concept of Education planning and Institutional Planning.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	2	1	-	-	-	-	1	-	3	1	1
CLO2	1	0	-	3	1	-	-	1	-	-	-	2	1	2
CLO3	1	-	-	-	-	-	-	-	-	-	-	2	-	2
-														
Average	1.33	-	-	1.66	.66	-	-	.33	-	.33	-	2.33	.66	1.75

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**BA (EDUCATION) V SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-CC-3510
PAPER TITLE: POPULATION EDUCATION**

Course objectives

- CO-1: To acquaint students about the concept of population education, population dynamics, policies and programmes.
- CO-2: To enable students know about the population education policies and programmes in India.
- CO-3: To enable the students know family life education and recreation skills.
- CO-4: To familiarize the students with approaches of teaching population education.

Course Contents

Unit-I: Introduction to Population Education, Dynamics, Policies and Programmes.

- Meaning, Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Control Policies and Programmes in India.
- Role of NGOs for conducting population control activities.

Unit-II: Population and Quality of Life

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on family and society.
- Population and quality of life, effects on life span.
- Concepts & Definition of Health (WHO), Concept of Good Health.
- Major & Minor Goals of Health Education.
- National Health Mission: Objectives and Programmes in India.
- Mission Indradhanush for Health.

Unit-III: Family Life Education

- Concept and Types of Families
- Family Life Education: Meaning, Nature, and Needs
- Various Methods of Family Planning
- Concepts and importance of Balance Diet and Exercise.
- Importance of Carbohydrates, Proteins, Minerals & Vegetables in food components.
- Sex Education: Meaning and Importance.
- Sexually Transmitted Diseases (STD).

Unit-IV: Approaches and Techniques of Teaching Population Education.

- Value clarification of teaching population education.
- Inquiry approach of teaching population education.
- Modular approach of teaching population education.
- Informal methods of Teaching Population Education: Drama, Street Play, Painting, Slogan, exhibition and Literary Activities

Course outcomes:

After completion of the course, the students are expected to:

CLO-1: Understand the concept of population education and population dynamics,

CLO-2: Explore population education policies and programmes in India.

CLO-3: Understand the family life education and recreation skills.

CLO-4: Apply approaches of teaching population education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	3	1	1	1	1	-	-	-	1	1	2
CLO2	2	1	1	3	1	1	1	1	-	-	-	1	1	2
CLO3	3	1	2	3	1	-	1	1	-	-	-	1	2	2
CLO4	2	-	2	2	-	-	2	-	-	-	-	1	2	3
Average	2.25	.75	1.5	2.75	.75	.50	1.25	.75	-	-	-	1	1	2.25

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BA (EDUCATION) VI SEMESTER

Credit = 4 Learning Hours= 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3610****PAPER TITLE: ADULT AND CONTINUING EDUCATION****Course objectives**

CLO-1: To enable the students to know the meaning & scope of adult education.

CLO-2: To understand the importance of adult and continuing education for personal empowerment and national development.

CLO-3: To acquaint the students with recent trends of adult education programmes.

CLO-4: To sensitize about the local problems and resources available for the programme of Adult Education.

Course Contents**Unit- I: Introduction to Adult Education and Continuing Education**

- Concept, nature and scope of adult education.
- Role of Adult Education in economic development of an individual and of a nation in social mobility and social change
- Meaning, Scope and types of continuing Education
- Role of Local Bodies, Community and Individuals in implementing Adult and Continuing Education

Unit- II: Forms of Adult and Continuing Education

- Non-formal and informal: Purposes and distinguishing features.
- Extension education and distance education: concept and scope
- Open and Distance learning: Characteristics
- Non-formal education: concept, objectives, and strategies

Unit- III: Recent Trends in Adult and Continuing Education

- New India Literacy Programme: Objectives, Implementation and Importance
- Role of Youth Club and Mahila Mandals for Adult Education
- Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes
- Scheme of Jana Sikshana Sansthans: Concept, objectives, and functions

Unit- IV: Adult learning, Use of Mass-Media in Adult Learning and Methods

- Andragogy
- Functional Literacy.
- Use of Mass - Media in Adult Learning and Locally Available Resources
- Methods of Teaching Adults: Individual, Group and Mass Methods.

Course outcomes

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

CLO-1: Write the meaning & scope of adult education.

CLO-2: Explain the importance of adult and continuing education for personal empowerment and national development.

CLO-3: Discuss the recent trends in adult education programmes.

CLO-4: Discuss the local problems and resources available for the programme of Adult Education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO2	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO3	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO4	2	-	2	2	-	-	1	-	-	-	-	-	-	1
Average	2	-	2	2	-	-	.25	-	-	-	-	-	-	1

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BA (EDUCATION) VI SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3620****PAPER TITLE: PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION****Course objectives:**

- CO-1: To make students to understand Philosophy and Educational Philosophy.
CO-2: To familiarize the students about the Philosophy of Western Schools and Indian Thinkers.
CO-3: To acquaint the students with the concept of Sociology & Educational Sociology.
CO-4: To acquaint the students with the concept of social stratification and culture.

Course contents:**Unit-I: Philosophical Foundations of Education**

- Philosophy: Meaning, Concept and Nature.
- Educational Philosophy: Concept, Nature and Scope of Educational Philosophy,
- Relationship between Education and Philosophy.
- Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.

Unit -II: Indian Thinkers in India**B. Indian Thinkers on Education:**

- **Swami Vivekananda** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline
- **M.K. Gandhi** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline
- **Tagore** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline.
- **Sri Aurobindo Ghosh** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit-III Sociological Foundations of Education

- Sociology: Meaning, Nature and Importance
- Educational Sociology: Meaning, Nature and Scope of Educational Sociology
- Society: Characteristics and its importance
- Difference between Sociology of Education and Educational Sociology

Unit-IV: Social Mobility; Social Stratification, Culture & Modernization

- Social mobility: Meaning, types and constraints of
- Social Stratification: Meaning, Nature and Types
- Culture: Meaning, nature, determinants and dimensions

- Cultural Lag: Concept and its factors

- Modernization: Meaning, and Role of Education in modernization

Course outcomes:

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

CLO-1: Explain the meaning of Philosophy and Educational Philosophy.

CLO-2: Discuss about western schools of philosophy and Indian Thinkers.

CLO-3: Explain the concept of Sociology and Educational Sociology.

CLO-4 Reason out the concept of social stratification and culture.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	-	-	2	-	2	-	-	3	2	1	1
CLO2	2	2	-	3	1	2	-	2	-	-	3	2	2	1
CLO3	2	1	-	-	1	-	-	-	-	-	3	1	1	1
CLO4	2	1	-	1	1	-	1	1	-	-	1	1	1	-
Average	2.25	1.5	-	1	.75	1	.25	1.25	-	-	2.5	1.50	1.25	.75

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BA (EDUCATION) VI SEMESTER

MAJOR COURSE

PAPER CODE: IDE-EDU-001-CC-3630

PAPER TITLE: TEACHING-LEARNING PROCESS

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To acquaint students about concept of teaching learning process.
 CO-2: To acquaint students about various methods in teaching learning process.
 CO-3: To enable students plan for teaching and learning.
 CO-4: To enable students to understand about teaching -learning resources.

Course contents

Unit– I: Introduction to Teaching-Learning Process

- Concept and nature of Teaching
- Importance of Teaching
- Factors affecting Teaching
- Variables of Teaching
- Phases of Teaching
- Levels of Teaching – Learning

Unit –II: Methods of Teaching

- Criteria for selecting Method of Teaching
- Teacher Centred Method: Meaning and Types (Lecture Method, Demonstration Method), and advantages and disadvantages
- Learner Centred Method: Meaning and Types (Inquiry Approach, Problem Solving Method), and advantages and disadvantage
- Group Centred Method: Meaning, Types (Brain Storming, Cooperative Learning Method), and advantages and disadvantages

Unit -III: New Approaches to Lesson Planning

- Meaning of lesson plan
- Characteristics of a Good lesson plan
- Behaviorist Lesson Planning: Advantages and Disadvantages
- Development of a Behaviorist Lesson Plan
- Constructivist Lesson Planning (5-E Approach): Advantages and Disadvantages
- Development of a Constructivist Lesson Planning (5-E Approach)
- Meaning and Significance of Teaching Aids
- Types of Teaching Aids

Unit-IV: Teaching-Learning Resources

- Concept and Meaning of Teaching Learning Resources
- Importance of Teaching-Learning Resources
- Types of Teaching-Learning Resources: Audio, Visual, and Audio-Visual Teaching-

Learning Resources

- Classroom as a learning resource

- ICT and Multimedia as Learning Resources
- Factors affecting the use of ICT and Multimedia

Course outcomes:

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

- CLO-1: Understand the concept of teaching learning process.
 CLO-2: Apply various methods in teaching learning process.
 CLO-3: Plan for teaching and learning.
 CLO-4: Prepare and use teaching-learning resources.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	3	-	1	1	-	-	-	2	1	-
CLO2	2	-	-	2	3	2	3	2	-	-	-	3	1	1
CLO3	3	2	-	-	3	2	2	2	-	-	-	2	2	1
CLO4	2	1	-	1	2	1	2	2	-	-	-	-	2	1
Average	2	.75	-	1	2.75	1.25	2	1.75	-	-	-	1.75	1.5	.75

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BA (EDUCATION) VI SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3640****PAPER TITLE: ELEMENTARY STATISTICS IN EDUCATION****Course objectives**

CO-1: To enable students know about organization and presentation of data

CO-2: To enable the students understand functions of measures of Central Tendency, variability, and Dispersion.

CO-3: To acquaint students with norms and relative position.

CO-3: To familiarize students about NPC and correlation.

Course contents**Unit –I: Statistics in Education**

- Statistics: Meaning, Importance and use in Education
- Data: Concept and Scales of Data
- Types of data
- Tabulation of Data (Different form of Class Intervals)
- Graphical Representation of Data: Histogram, Polygon, Pie charts, Ogive curve

Unit –II: Measures of Central Tendency and Variability

- Measures of Central Tendencies: Mean, Median, Mode and their Applications
- Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation, Variance and their applications

Unit –III: Norms and Relative Standing

- Percentiles
- Percentile ranks
- Deciles
- Quartiles
- Raw Score and Derived Score: Meaning and Types
- Standard Score
- T-Score
- Stanine

Unit –IV: Normal Probability Curve (NPC) and Correlation

- Concept of Normal Probability Curve (NPC): Concept, Features, and Applications
- Divergence of Normality: Skewness and Kurtosis
- Concept of Correlation: Concept, Types, and Ranges
- Coefficient of Correlation by Rank Difference Method and Pearson's Product Moment Method

Course outcomes

After completion of the course, the students are expected to:

CLO-1: Understand organization and presentation of data

CLO-2: Apply measures of Central Tendency, variability, and Dispersion.

CLO-3: Calculate norms and relative position.

CLO-3: Measure NPC and correlation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	-	1	1	2	-	-	-	-	1	1
CLO2	3	2	-	-	-	3	2	2	-	-	-	-	3	-
CLO3	3	2	-	-	-	2	-	3	-	-	-	-	3	-
CLO4	3	1	-	-	-	2	-	2	-	-	-	-	3	-
Average	3	1.5	-	-	-	2	.75	2.25	-	-	-	-	2.5	.25

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BA (EDUCATION) VI SEMESTER**MINOR COURSE****PAPER CODE: IDE-EDU-001-MC-3610****PAPER TITLE: HUMAN RIGHTS EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

CO-1: To make students understand the basics of Human Rights.

CO-2: To familiarize student with human rights in Indian context.

CO-3: To enable students understand the basics of Human Rights Education and its history in India.

CO-4: To enable students understand the various models of Human Rights Education and Right to Education.

Course contents**Unit– I: Introduction to Human Rights & Duties**

- Concept and Significance of Human Rights
- Evolution of Human Rights
- UN Charter & UDHR
- Rights and Duties

Unit – II: Human Rights in Indian Context

- The Indian Constitution and Human Rights
- Discharge of Human Rights in India
- Agencies of Human Rights in India
- Human Rights Violation by State Agencies

Unit-III: Human Rights Education

- Concept and Needs of Human Rights Education
- Objectives of Human Rights Education
- Principles of Human Rights Education
- History of Human Rights Education in India

Unit – IV: Models of Human Rights Education and Right to Education

- Values and Awareness Model
- Accountability Model
- Activism-Transformation Model
- Right to Education(RTE) Act, 2009 and Education for all (SDG 4)

Course outcomes

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

CLO-1: Explain the basics of Human Rights.

CLO-2: Discuss human rights in Indian context.

CLO-3: Summarize the basics of Human Rights Education and its history in India.

CLO-4: Identify various models of Human Rights Education and discuss Right to Education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	-	-	-	-	-	-	-	1	2
CLO2	2	1	-	3	-	-	-	-	-	-	-	-	-	3
CLO3	2	1	-	1	1	-	-	-	-	-	-	-	1	3
CLO4	2	1	1	1	-	-	1	-	-	-	-	-	1	3
Average	2	1	.25	1.25	.25	-	.25	-	-	-	-	-	.75	2.75

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BA (EDUCATION) VII SEMESTER**MAJOR COURSE****PAPER CODE: IDE-EDU-001-CC-4710****PAPER TITLE: VOCATIONAL EDUCATION**

Credits = 4

Learning Hours = 120

Course objectives

CO-1: To acquaint students about Vocational Education and Vocationalisation of Education in India.

CO2: To enable the students, know about various Programs and Policies on Vocational Education.

CO-3: familiarize the students about Innovations in Teaching-Learning in VET in India.

CO-4: To enable the students understands Craft Centred Education and Wood Work

Course contents

Unit- I: Vocationalisation of Education

- Vocationalisation of Education: Concept, Needs and Importance
- Vocational Education: Concept and types
- Problems of Vocationalisation of Education
- Factors for a successful Vocational Programme

Unit-II: Vocational Education: Program and Policies

- National Policies on Vocational Education
- NEP 2020 and Vocational Education in School and Colleges
- Skill India (Kaushal Vikash Yojana): Objectives, need & Scope
- Atmanirbhar Bharat Rojgar Yojana (ABRY), 2020
- National Vocational Education Qualification framework (NVEQF)

Unit – III: Issues and Challenges in Vocational Education in India

- Challenges in Vocational Education and Training (VET).
- Social Stigma: Traditional & Modern System of VET
- Issues Relating to Training of Teachers

Unit - IV: Craft Centered Education: Wood Work

- **Craft Centered Education:** Meaning, Nature, Types and Scope
- M.K. Gandhi and his recommendations on Craft Centered Education
- **Woodwork:** Need, importance and scope of woodwork
- **Workshop Activities:** Workshop discipline, safety, precaution, safe handling of tools, first aid, definition of push and pull saw, fret saw and saw sharpening.

Course outcomes:

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

CLO-1: Describe Vocational Education and Vocationalisation of Education.

CLO-2: Analyze the Programs and Policies on Vocational Education.

CLO-3: Explain different schemes and programs of VET in India.

CLO-4: Describe Craft Centered Education and Wood Work

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO2	3	1	-	2	-	1	-	-	-	-	-	-	1	-
CLO3	1	1	1	1	1	-	-	-	-	-	-	-	1	2
CLO4	2	2	1	3	2	3	1	2	-	-	-	-	1	2
Average	2	1	.50	1.5	.75	1	.25	.50	-	-	-	-	.75	1

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BA (EDUCATION) VII SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-4720****PAPER TITLE: QUANTITATIVE AND QUALITATIVE RESEARCH IN EDUCATION**

Course objectives

CO-1: To enable students know about methods of quantitative research..

CO-2: To enable the students apply and analyze parametric and non-paramatic statistics in quantitative research

CO-3: To familiarize students about the methods of qualitative research.

CO-4: familiarize students about qualitative data analysis techniques and reporting.

Course Contents

Unit-I: Methods of Quantitative Research

- Concept of Quantitative Research
- Characteristics of Quantitative Research
- Importance of Quantitative research
- Types of Quantitative Research: Descriptive survey, Correlational study, Causal Comparative/Ex Post Facto Research, Developmental Research
- Experimental Research: Meaning, characteristics, and Types (Pre-Experimental Design, True Experimental Design and Quasi-Experimental Design, Factorial Design

Unit- II: Introduction to Qualitative Research

- Meaning and characteristics of Qualitative Research
- Advantages and Disadvantages of Qualitative Research
- Qualitative Research Designs; Phenomenological, Ethnographic, Historical Research, and Case Study Design
- Ethical Issues in Qualitative Research

Unit- III: Parametric Analysis of Quantitative Data Analysis

a) Parametric Analysis:

- Meaning and Assumptions of Parametric Test
- t-test and ANOVA

b) Non-Parametric Analysis:

- Meaning and Assumptions of Non-Parametric test
- Chi-Square Test

Unit-IV: Data Analysis Techniques and Reporting in Qualitative Research

- Content analysis
- Thematic analysis
- Narrative analysis.
- Standards for Reporting Qualitative Research

Course outcomes

After completion of the course, the students are expected to:

CLO-1: Enumerate various methods of quantitative and qualitative research.

CLO-2 Interpret quantitative data using parametric and non-parametric test.

CLO-3: Enumerate various methods qualitative research.

CLO-4: Write research report systematically.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO2	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO3	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO4	2	2	-	-	-	2	-	2	3	-	-	-	3	1
Average	2	2	-	-	-	2	-	2	3	-	-	-	3	1

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**BA (EDUCATION) VII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4730
PAPER TITLE: VALUE EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: Familiarize the students with the concept and scope of value education
 CO-2: Make students understand types and sources of value .
 CO-3: Aware the students with the process, methods and approaches of value education
 CO-4: Make the students analyze the concept of values for life long process through education

Course contents

Unit- I: Introduction to Value and Value Education

- Concept of Value
- Value Education: Meaning, Nature, and Scope
- Components and Characteristics of Value Education
- Objectives and Importance of Value Education in present world
- Contents and Hierarchy of Education

Unit-II: Nature Types, and sources of Value

- Nature and Types of Value
- Sources of Value: Biological, Psychological, Sociological, Spiritual

Unit-III: Process, Methods and Approaches of Value Education

- Process of Value Education
- Methods of Value Education
- Approaches of Value Education- Integrated and Value Clarification approach
- Role of Culture and Traditions in Value Education

Unit- IV: Values for Life Long Process through Education

- Role of Teacher in Value Education
- Synthesis between traditional and modern values
- Activities in inculcating values among students
- Resolving conflict among values and Evaluation of values

Course outcomes:

The students will be able to

- CLO-1: Explore concept and importance of value education
 CO-2: Understand types and sources of value .
 CO-3: Understand process, methods and approaches of value education
 CO-4: Analyze the concept of values for life long process through education

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO2	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO3	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO4	2	-	-	1	-	-	-	-	-	-	-	-	1	2
Average	2	-	-	1	-	-	-	-	-	-	-	-	1	2

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**BA (EDUCATION) VII SEMESTER
MAJOR COURSE**

PAPER CODE: IDE-EDU-001-CC-4740

PAPER TITLE: PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION

Course Objectives

CO-1: To enable students to learn the skill of writing a research synopsis.

CO-2: To enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopsis.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted faculty members, in a common class, the format should be delivered to the students.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a **cognate department having research experience**.
6. The students will have to submit two copies of their synopsis to the department. They have to submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course outcomes

The students will be able to:

CLO-1: Design research proposal.

CLO-2: Present the prepared synopsis through power point presentation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	1	1	1	1	3	3	-	-	3	-
CLO2	3	1	-	-	1	1	1	1	3	3	-	-	3	-
-														
-														
Average	3	1	-	-	1	1	1	1	3	3	-	-	3	-

Evaluation Scheme:

Internal (30 marks)	External (70 marks)
<p>Preparation of synopsis : 20 Marks.</p> <p>N.B. To be given by the concerned supervisor</p>	<ul style="list-style-type: none"> • Writing of Synopsis = 30 Marks • Presentation of Synopsis = 20 Marks • Viva-Voce =20 Marks
<p>Total Marks = 30 + 70 = 100 Marks</p>	

**BA (EDUCATION) VII SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-4710
PAPER TITLE: ABNORMAL PSYCHOLOGY**

Credits = 4 Learning Hours = 120

Course Objectives:

CO-1: To make the students understand the concept of Abnormal Psychology.

CO-2: To familiarize students with human behaviour.

CO-3: To familiarize students with substance related disorder.

Co-4: To acquaint students about the concept of mental health.

Unit- I: Abnormal Psychology

- Meaning, Scope and Importance of Abnormal Psychology
- Historical Background of Abnormal Psychology
- Perspectives of Abnormal Psychology: Psychoalytic, Behavioural, Medical, and Cognitive
- Four D's of Abnormal Psychology

Unit - II: Normal And Abnormal Behaviour

- Concept of Normality and Abnormality
- Criterion of Abnormality
- Causes of Abnormal Behaviour
- Classification of Abnormal Behaviour

Unit- III: Substance Related Disorders

- Psychoactive Substance: Meaning and Types
- Addiction: Meaning, Symptoms, Causes, forms of Addiction (Substance Addictions and Non-Substance Addictions/Behavioural Addictions), and Treatment

Unit- IV: Mental Health

- Concept of Mental Health and Hygiene
- Principles of Mental Health and Mental Hygiene
- Characteristics of a Mentally Healthy Person
- Factors Affecting Mental health: Home, Society, and School.
- Addiction Withdrawal: Meaning and Symptoms of Addiction Withdrawal

Course Outcomes

At the end of the course, the students will be able to :

CLO-1: Understand the concept of Abnormal Psychology.

CLO-2: Explore human behaviour.

CLO-3: Identify substance related disorder.

CLO-4: Understand the concept of mental health.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	2	-	1	1
CLO2	1	1	-	-	-	-	-	-	-	-	2	-	1	-
CLO3	2	1	-	-	1	-	1	-	-	-	2	-	-	-
CLO4	2	1	-	-	1	-	1	-	-	-	2	-	-	-
Average	1.75	.75	-	-	.50	-	.50	-	-	-	2	-	.50	.25

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**BA (EDUCATION) VIII SEMESTER
MAJOR COURSE**

Credits = 4 Learning Hours = 120

PAPER CODE: IDE-EDU-001-CC-4810

PAPER TITLE: TOOL CONSTRUCTION AND STANDARDIZATION

Course objectives:

- CO-1: To enable students know about research tools in educational research.
- CO-2: To enable the students understand construction and development of questionnaire and rating scale in educational research.
- CO-3: To enable the students understand construction and standardization of achievement test and attitude scale in educational research.
- CO-4: To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept of research tool
- Importance of research tool in educational research
- Qualities of good research tool
- Types of research tools in educational research
- Testing tools in educational research
- Non-testing techniques in educational research

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance
- Types of Rating Scale: Descriptive Rating Numerical Scale, Graphical Scale, Standard Scale, Cumulative Rating Scale and Forced Choice Rating
- Construction of Rating Scale: Procedure
- Achievement Test: Concept and Importance
- Types of Achievement Test: Standardized and Teacher Made Test
- Construction and Standardization of Achievement test: Procedure
- Advantages and Limitations of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

- Questionnaire: Concept, Classification, Construction, and importance of Questionnaire
- Attitude Scale: Concept, Assumptions, and Importance of Attitude Scale
- Construction of attitude scale as per Likert Method and Thurstone

Unit-IV: Observation and Interview

- Observation: Concept, Process and types of observation
- Reliability and validity of observational measurement
- Advantages and limitations of observation
- Interview: Concept, Process, and types of interview
- Reliability and Validity of interview

- Advantages and limitations of interview

Course outcomes:

After completion of the course, the students are expected to:

CLO-1: Explain various tools and techniques in educational research.

CLO-2: Identify suitable research tool in research.

CLO-3: Analyze construction and development of research tools

CLO-4: Reason out advantages and limitations of various research tools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO2	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO3	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO4	2	1	-	-	-	1	-	1	3	-	-	-	3	0
Average	2	1	-	-	-	1	-	1	3	-	-	-	3	-

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BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4820
PAPER TITLE: HIGHER EDUCATION IN INDIA

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To enable students to know the development status of higher education in India.
- CO-2: To acquaint students with functions and management of different Higher education institutions.
- CO-3: To enable the students understand problems and reforms in higher education in India.

Course Contents

Unit-I: Development of Indian Higher Education

- Aims of Higher Education
- Higher Education and Society
- Development of Higher Education in India during the Pre- Independence period
- Development of Higher Education in India during the Post-Independence period with special reference to recommendation of UEC (1948), IEC (1964-66), NPE-1986 and NEP-2020.

Unit-II: Higher Education Institutions

- Central Universities- Establishment, management and functions.
- State Universities- Establishment, management and functions.
- Deemed to be universities- Establishment, management and functions.
- Private Universities- Establishment, management and functions.
- Institute of National Importance- IIT, IIM, IISc, ICAR, AIIMS

Unit-III: Management of Indian Higher Education

- Autonomy, Accountability, Financing and Management of Indian Higher Education Institutions.
- Ministry of Education- Role and its functions
- State Department of Higher Education- Role and its functions
- New Regulatory Bodies of Higher Education in India: National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), The Higher Education Grants Council (HEGC), and Professional Standard Setting Bodies (PSSBs)

Unit-IV: Problems and Reforms in Indian Higher Education

- Vocationalization of Higher Education in India - Problems and reforms.
- Role and functions - Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMMNMTT)
- Role and functions- Student Government

- Opportunities and Anomalies in Liberalization, Privatization, Internationalization of Higher Education.

Course outcomes:

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

CLO-1: Explore the development status of higher education in India.

CLO-2: Understand the functions and management of different Higher education institutions.

CLO-3: Understand problems and reforms in higher education in India.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	3	-	-	-	-	-	-	-	-	-	2
CLO2	2	1	-	3	-	-	-	-	-	-	-	-	-	3
CLO3	2	-	-	3	-	-	-	-	-	-	-	-	-	2
-														
Average	2	.33	-	3	-	-	-	-	-	-	-	-	-	2.33

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**BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4830
PAPER TITLE: ECONOMICS OF EDUCATION**

Course objectives

- CO-1: To make students know the conceptual framework of economics of education, its importance and historical context.
- CO-2: To enable students to understand the meaning of cost of education, its types, and determinants. .
- CO-3: To enable students to know meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.
- CO-4: To enable students to understand the relationship between education and economic development.

Course contents

Unit-I: Introduction to Economics of Education

- History of Economics of Education
- Meaning and Nature of Economics of Education
- Scope of Economics of Education
- Importance of Economics of Education

Unit-II: Cost of Education

- Meaning of Cost of Education
- Types of Educational Cost; Direct Cost, Indirect Cost, Private Cost, Private Cost, Social Cost, Opportunity Cost
- Determinants of Educational Cost; Students, Teachers, Buildings and Equipments.
- Difference between Cost of Education and Expenditure on Education

Unit-III: Budgeting and Financing of Education in India

- Meaning of Budget and Need of Education Budget
- Preparation of Education Budget
- Mechanisms of Financing of Education in India
- Sources of Financing of Education in India

Unit-IV: Education and Economic Development

- Concept of Economic Development and Economic Growth
- Role of Education in Economic Development
- Education as an Investment
- Education as Consumption

Course outcomes

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

- CLO-1: Explain the meaning of economics of education, its importance and historical context.

CLO-2: Describe the meaning of cost of education, its types, and determinants. .

CLO-3: Discuss the meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.

CLO-4: Examine the relationship between education and economic development.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-		-	-	-	-	-	-	-	-	2
CLO2	2	-	-	-		-	-	-	-	-	-	-	-	2
CLO3	2	-	-	3		-	-	-	-	-	-	-	1	2
CLO4	2	-	-	-		-	-	-	-	-	-	-	-	2
Average	2	-	-	.75	-	-	-	-	-	-	-	-	.25	2

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BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4840
PAPER TITLE: EDUCATION IN NORTH EAST INDIA

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To familiarize the students about diversity of North-East India and implementation of constitutional provisions for education in North East India.
- CO-2: To make the learners analyze the contemporary issues of education in North East India.
- CO-3: To know the status of school education in North-East India and Arunachal Pradesh.
- CO-4: To familiarize students about the organizational structure of higher education in Arunachal Pradesh

Course Contents

Unit – I: Diversity of North-East India and School Education

- Nature of diversity in North East India (regional, language, religion, caste and tribes).
- Demand of Education and diverse nature of society.
- Problems of Elementary Education in North East India.
- Problems of Secondary Education in North East India.
- Examination Reforms at School Level.
- Role of School Management and Development Committee.

Unit -II: Education in North-East India: Contemporary Issues

- Universalization of Elementary Education (UEE) and its related issues.
- Vocationalization of Education: concept, Needs and Problems.
- Problems of ensuring quality elementary and secondary education in North-East India.
- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.
- Impact of diversity in school curriculum in North East India.
- Implementation of Educational Programme in North East India: Problems and Suggestions.
- Review of development of School Education in North East India.

Unit-III: Educational Development in North East India

- Development of Education in North East India before Independence.
- Development of Education in North East India after Independence.
- Indigenous System of Education in North East India.
- Missionary Contribution in the development of Education in North East India.
- Present Status of Education in North East India.
- Constitutional provisions for education and its implementation in the North East India
- Regional Issues and its impact on education in North East India
- Problems of Educational Administration and Management in School education with special reference to Arunachal Pradesh

Unit-IV: Education in Arunachal Pradesh

- Historical Development of Higher Education in North East India.
- Challenges of Higher Education in North East India: Access, Equity, Excellence and Privatization.
- Prospect and Status of Higher Education in North East India.
- Higher Education through Open and Distance Learning: Meaning, Opportunities, and Challenges
- Teacher Education: Types, Agencies and functions.
- Organizational Structure of Higher Education with special reference to Arunachal Pradesh.

Course outcomes:

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

CLO-1: Understand the diversity of North-East India and implementation of constitutional provisions for education in North East India.

CLO-2: Analyze the contemporary issues of education in North East India.

CLO-3: Explore the status of school education in North-East India and Arunachal Pradesh.

CLO-4: Understand the organizational structure of higher education in Arunachal Pradesh

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	2	2	2	2	1	1	1	-	-	-	1	1	2
CLO2	2	1	2	2	1	-	1	1	-	-	-	1	1	2
CLO3	2	-	1	2	1	-	-	-	-	-	-	1	1	2
CLO4	2	1	-	2	1	-	1	1	-	-	-	2	1	2
Average	2	1	1.25	2	1.25	.25	.75	.75	-		-	1.25	1	2

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**BA (EDUCATION) VIII SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-RC-4810
PAPER TITLE: COMPARATIVE EDUCATION**

Credits = 4 Learning Hours = 120

Course Objectives:

CO-1: To acquaint the students the conceptual framework of comparative education.

CO-2: To enable students to understand factors of comparative education.

CO-3: To acquaint students with structure and administration of education in India and western countries.

CO-4: To enable students to understand education system in in India and various western countries.

Course Content:

UNIT- I: Comparative Education

- Development of the concept of Comparative Education.
- Meaning, Need and Importance of Comparative Education.
- Scope of Comparative Education.
- Methods of Comparative Education

UNIT- II: Factors of Comparative Education

- Geographical, Sociological and Philosophical Factors.
- Nationalism and Comparative Education.
- UNESCO – Its contribution towards Educational Development.
- Factors of National System of Education

UNIT-III: Structure and Educational Administration of

- United Kingdom (U.K).
- United States of America (U.S.A).
- India.
- Russia

UNIT- IV: A comparative Study of the Education System of U.K, U.S.A, India

- Primary education- UK, USA, India.
- Secondary Education- UK, USA, India.
- Higher Education- UK, USA, India.
- Teacher Education- UK, USA, India

Course Outcomes:

CLO-1: Understand conceptual framework of comparative education.

CLO-2: explore the factors of comparative education.

CLO-3: Understand structure and administration of education in India and western countries.

CLO-4: Understand education system in in India and various western countries.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	-	-	-	-	-	-	-	-	2
CLO2	2	1	-	-	-	-	-	-	-	-	-	-	-	2
CLO3	2	1	-	1	-	-	-	-	-	-	-	-	-	2
CLO4	2	1	-	1	-	-	-	-	-	-	-	-	-	2
Average	2	1	-	.5	--	-	-	-	-	-	-	-	-	2

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**PROGRAM PROJECT REPORT [PPR]
FOUR YEAR UNDER-GRADUATE DEGREE WITH HONOURS IN
ENGLISH (FYUP)
ODL MODE
[COURSE STRUCTURE AND SYLLABUS AS PER NEP 2020]**

With effect from 2024-25



**RAJIV GANDHI UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH
2024**



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1. Program Mission and Objectives

This PPR will discuss the mission and objectives of the Bachelor of Arts in English and Bachelor of Arts in English offered by the Institute of Distance Education, Rajiv Gandhi University.

Mission of Teaching English Literature

The FYUP English syllabus offers a plethora of courses under Major, Minor, Generic Elective, Skill Enhancement, and Research components. Since the National Education Policy 2020 mandates the move towards inter-disciplinarity, various courses have been designed that would enable learners from other disciplines to engage with English Studies in many interesting ways. The facility for multiple exit and entry options in the FYUP programme will provide the learners the requisite space to exit and resume their program in protracted steps, or exit with a diploma, a certificate, or a degree.

In terms of the content, the core elements of English Literary Studies have been prescribed across six semesters so that the learners will gather a comprehensive knowledge on the historical, political, social, and literary dimensions of British Literature, American Literature, European Literature, Indian Writing in English and Translation and New Literatures across genres. Besides the courses on literary studies, a number of courses have been pragmatically oriented to enable the learners to acquire necessary skill-sets so that the objective of 21st century pedagogy as a means to generate optimum employability is ensured. Therefore, the FYUP syllabus in English is framed to promote critical thinking and enhance skill. The final year of the four-year undergraduate programme will be research-centric. As per the NEP design, the meritorious learners will be able to pursue doctoral research after completing their undergraduate course in English. Some important missions of the program are listed below.

- i) **Build Communication Skills through language learning:** The four objectives of learning any language is develop Reading, Writing, Speaking and Listening skills. Research has shown that seventy five per cent of communication in the life of a person is miscommunicated. Language learning and reading of literature can help a lot in polishing the language acquisition of the students and making the language learning possible. Reading literature provides another avenue for this simple practice. Exposing the students to a reservoir of literature helps them gather knowledge and improve on their language speaking skills as well. Language learning is the ultimate aim is to make the student is acquainted with the language (its use, its speaker, its structure), with the hope that the student will learn enough to actually be able to speak and write the target language. Assignments that are given which include literary as well as linguistic exercises to promote communication skills in the students.



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- ii) **Create Connections:** Reading literature isn't just about learning about the works themselves, but also about learning how the world works. Through the exploration of literature, students have the opportunity to put themselves in others' shoes, giving them the chance to see how people are connected and better understand the complex dynamic of the human relationship.
- iii) **Promote Empathy:** By seeing how actions of others can affect characters within literature, readers can develop their abilities to be empathetic. Teachers promote the development of empathy by engaging students in discussion of literary works, highlighting the emotional aspects of the pieces in question.
- iv) **Foster Appreciation:** Through regular reading and learning to understand literature, readers can develop an appreciation for the art form. Teachers often seek to foster this appreciation by providing students with works of literature that will appeal to them as well as ones that are relevant to their lives, showing them that literary works have merit and meaning.
- v) **Allow for Enjoyment:** By carefully selecting literary works, the syllabus aims to show the students how enjoyable reading literature can be. Literature acts as a brilliant recreational activity for the students along with improving other skills.
- vi) **Historical and Cultural Identities:** Literature is the latent apparatus to learn about the history and culture of any civilization. The theoretical movement that have been selected specially in the BA courses are aimed at creating awareness amongst students to critically deconstruct literary texts to etch out the socio-cultural, religious and ethnic history of various cultures. Sometimes literature can be the source of history which may otherwise be latent or untold. This syllabus is designed in such a way that the student are able to appreciate and find out the connecting link which binds literature and language with the society.

PROGRAMME SPECIFIC OBJECTIVES (PSO):

The following are the aims of the Four Year Under-Graduate Programme (FYUP) in English

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1. To equip the learners with the historical, political, social, and cultural context of English literature (written both in England and other countries).
2. To develop the critical ability of the learners to appreciate the features of translated texts.



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3. To enable the learners to understand and interpret literary texts from various aesthetic and critical perspectives.
4. To develop soft skill among learners so that they can solve problems effectively and adopt practical measures.

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University B.A. English Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.



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It also aligns with the goals of NEP 2020 which call for skill development and inter-disciplinarity. The course has also been tailor-made to keep in mind the needs of the distance learners who also get an opportunity to align with the regular mode of studies as this course is at par with the guideline laid down by NEP 2020.

Graduate Attributes:

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary / Interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of:
	Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
	Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/ tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
	capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
Generic learning outcomes	Complex problem-solving: The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none"> Solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
Type of learning outcomes	The Learning outcomes descriptors
	Critical thinking: The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none"> apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,



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	<ul style="list-style-type: none"> • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
Type of learning outcomes	The Learning outcomes descriptors
	<ul style="list-style-type: none"> • Research-related skills: The graduates should be able to demonstrate: • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and



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	<p>qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,</p> <ul style="list-style-type: none"> • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, <p>the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</p>
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<p>‘Learning how to learn skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self- directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/re-skilling, • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner,
Type of learning outcomes	The Learning outcomes descriptors
	<p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant



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	information sources, and use appropriate software for analysis of data.
	<p>Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work, and follow ethical practices.
Type of learning outcomes	The Learning outcomes descriptors
	<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying



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	knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change, and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
	Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of society.
	Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

Nature of Prospective Target Group of Learners

This B.A. English Programme through Distance Learning mode is developed keeping in mind the youths who are unable to continue their study after the higher secondary, due to various constraints. The main focus of the program is to train the students who have qualified their higher secondary examinations and for some reason or the other are unable to continue further studies. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of these two programs lies. This program enables such people from different strata of society to polish themselves on the skill of communication and become critically appreciative of English Literature.

This course is also a boon for defense personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course. The new UGC guideline to allow students to opt for dual degrees has also been adopted by this institution. Thus, students who are doing one course from the regular mode of studies can also choose to do a course from this institute.

It will also help them to enhance their employability



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- a) **Duration:** 4 Years minimum, Maximum 7 years.
- b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.
- c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.
- d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the BA program is given below:

Outline of the Course

NCrF Credit Level	SEMESTER	Semester – I				EXAM PATTERN (Assignment 30 + End-Semester 70= Total 100 Marks	Learning Hours 1 Credit = 30 Hrs
		Major 1:	Course Code	Course Title	Credits		
4.5	I						
		Major 1:	IDE- ENG- CC-	History of English	04		120 hrs



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			1110	Literature			
		Minor 1:	IDE-ENG-MC-1110	Introduction to the Study of Literature	04		120 hrs
		MDC 1:	IDE-ENG-MD-1110	Introduction to English Poetry	03		90 hrs
		AEC 1:	IDE-ENG-AE-1110	English Language & Communication Skills	04		120 hrs
		SEC 1:	IDE-ENG-SE-0010	English Language Teaching	03		90 hrs
		VAC 1:	IDE-VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

***i) Minor Courses of English will be offered to Non-English Major Students**

ii) English Major students will opt for minor courses from other Majors

NCrF	SEMESTE	Semester – II		
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Credit Level	R						
4.5	II		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 30 + End-Semester 70= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
		Major 2:	IDE-ENG-CC-1120	British Poetry and Drama: 14 th to 17 th Century	04		120 hrs
		Minor 2:	IDE-ENG-MC-1120	English Poetry and Drama	04		120 hrs
		MDC 2:	IDE-ENG-MD-1120	Introduction to English Drama	03		90 hrs
		AEC 2:	IDE-ENG-AE-1120	Academic Writing and Professional Communication	04		120 hrs
		SEC 2:	IDE-ENG-SE-0020	Translation Studies	03		90 hrs
		VAC	IDE-VA	Understanding India/ Environmental science/education/	02		60 hrs



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				Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness			
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-III				EXAM PATTERN (Assignment 30 + End-Semester 70= Total 100 Marks)	Learning Hours
		Major	Course Code	Course Title	Credits		
5.0	III	Major 3	ENG-CC-2310	British Poetry and Drama: 17 th and 18 th Century	04		120 hrs
		Major 4	ENG-CC-2320	British Literature 18 th Century	04		120 hrs
		Minor 3/ VOC 1	ENG-MC-2310	Literature and Cinema	04		120 hrs
		MDC 3	ENG-MD-	Literature on Ecology	03		90 hrs



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			2310				
		SEC 3	ENG- SEC- 2310	Soft Skills	03		90 hrs
		VAC 3	IDE- VA	Understanding India/ Environmental science/educatio n/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-IV					
5.0	IV		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 30 + End- Semester 70= Total 100 Marks	Learning Hours 1 Credit= 30 Hrs
		Major 5	ENG- CC-	British Romantic	04		120 hrs



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			2410	Literature			
		Major 6	ENG-CC-2420	British Literature: 19th Century	04		120 hrs
		Major 7	ENG-CC-2430	British Literature: The Early 20th Century	04		120 hrs
		Major 8	ENG-CC-2440	European Classical Literature	04		120 hrs
		Minor 4/ VOC 2	ENG-MC-2410	Travel writing	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-V					
5.5	V		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 30 + End-Semester 70= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
		Major 9	ENG-CC-	Modern European	04		120 hrs



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			3510	Drama			
		Major 10	ENG- CC- 3520	American Literature	04		120 hrs
		Major 11	ENG- CC- 3530	Postcolonial Literatures	04		120 hrs
		Major 12	ENG- CC- 3540	Women's Writing	02		60 hrs
		Minor 5/ VOC 3	ENG- MC- 3510	Autobiograp hy and Life Writing	04		120 hrs
		Internshi p	ENG- IN- 3510	Internship	02		60 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VI				EXAM PATTERN (Assignment 30 + End- Semester 70= Total 100 Marks	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
5.5	VI						
		Major 13	ENG- CC- 3610	Indian Classical Literature	04		120 hrs
		Major	ENG-	Indian	04		120 hrs



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		14	CC-3620	Writing in English			
		Major 15	ENG-CC-3630	Popular Literature	04		120 hrs
		Major 16	ENG-CC-3640	British Literature: Post World War II	04		120 hrs
		Minor 6/ VOC 4	ENG-MC-3610	Indian Poetics	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VII						
6.0	VII		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 30 + End-Semester 70= Total 100 Marks)	Learning Hours	
		Major 17	ENG-CC-4710	Partition Literature	04		120 hrs	



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		Major 18	ENG-CC-4720	Modern Indian Writing in English Translation	04		120 hrs
		Major 19	ENG-CC-4730	Literature of the Indian Diaspora	04		120 hrs
		Major 20	ENG-CC-4740	Literary Theory	04		120 hrs
		Minor 7(Research Methodology	ENG-MC-4710	Short Stories and One-Act Plays	04		120 hrs
				Total Credits	20		

NCr F Credi t Level	SEMESTER	Semester-VIII						
	VIII		Cours e Code	Course Title	Credit s	EXAM PATTERN (Assignme nt 30 + End- Semester 70= Total	Learnin g Hours 1 Credit= 30 Hrs	



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						100 Marks	
		Major 21	ENG- CC- 4810	Literary Criticism	04		120 hrs
		Major 22 (Department al Elective 1)	ENG- DE- 4810	World Literatur es	04		120 hrs
		Major 23 (Department al Elective 1)	ENG- DE- 4820	Nineteent h Century European Realism	04		120 hrs
		Major 24 (Department al Elective 1)	ENG- DE- 4830	Science Fiction and Detective Literatur e	04		120 hrs
		Minor 8(Research Publication Ethics 3)	ENG- MC- 4810	Sonnets, Odes & Elegies Course	04		120 hrs
				Total Credits	20		

Note:

A.

i) Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors



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B.

i) MD Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for MD courses from other Majors

Note: Students exiting the programme after securing 40 credits will be awarded **UG Certificate** in English provided they secure 4 credits in work-based vocational courses offered during the Summer Term or Internship/ Apprenticeship in addition to 6 Credits from skill-based courses earned during the First and Second Semester.

Note: Students exiting the programme after securing 80 credits will be awarded **UG Diploma** in English provided they secure additional 4 credits in skill based vocational courses offered during the First Year or Second Year Summer Term.

Note: Students are required to do a compulsory **INTERNSHIP** of 2 credits in the **FIFTH** Semester.

Note: Students who want to undertake a **3-Year UG Programme** will be awarded **UG Degree in English** upon securing **120 Credits**

Scheme of Examination

The students are awarded 1 credit for 30 hours of self-learning. The total marks for examination is 100. Assignments carry 30 marks and the end semester examination will carry 70 marks for each paper.



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Credits: 4

Total Learning Hours: $30 \times 4 = 120$

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Section	Total No. of Questions	No. of Questions to be attempted	Marks for each question	Total Marks
Pattern of Question Paper for 80 marks				
A	4	2	5	20
B	4	3	10	30
C	4	2	15	30



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STRUCTURE OF UNDERGRADUATE COURSE OF STUDY IN ENGLISH

(As per NEP Guidelines)

(SEMESTER-WISE DISTRIBUTION)

(w.e.f. 2023-24)

NCrF Credit Level	SEMESTER	Semester – I				EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit = 30 Hrs
			Course Code	Course Title	Credits		
4.5	I						
		Major 1:	IDE- ENG- CC- 1110	History of English Literature	04		120 hrs
		Minor 1:	IDE- ENG- MC- 1110	Introduction to the Study of Literature	04		120 hrs
		MDC 1:	IDE- ENG- MD- 1110	Introduction to English Poetry	03		90 hrs
		AEC 1:	IDE- ENG-	English Language & Communication	04		120 hrs



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			AE-1110	Skills			
		SEC 1:	IDE-ENG-SE-0010	English Language Teaching	03		90 hrs
		VAC 1:	IDE-VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

***i) Minor Courses of English will be offered to Non-English Major Students**

ii) English Major students will opt for minor courses from other Majors

NCrF	SEMESTER	Semester – II					
Credit Level			Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours
4.5	II						1 Credit= 30 Hrs
		Major 2:	IDE-ENG-CC-	British Poetry and Drama: 14 th	04		120 hrs



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			1120	to 17 th Century			
		Minor 2:	IDE- ENG- MC- 1120	English Poetry and Drama	04		120 hrs
		MDC 2:	IDE- ENG- MD- 1120	Introduction to English Drama	03		90 hrs
		AEC 2:	IDE- ENG- AE- 1120	Academic Writing and Professional Communication	04		120 hrs
		SEC 2:	IDE- ENG- SE- 0020	Translation Studies	03		90 hrs
		VAC	IDE- VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTE R	Semester-III					
5.0	III		Cours e Code	Course Title	Credit s	EXAM PATTERN (Assignmen	Learnin g Hours 1



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						t 20 + End-Semester 80= Total 100 Marks	Credit= 30 Hrs
		Major 3	ENG-CC-2310	British Poetry and Drama: 17th and 18th Century	04		120 hrs
		Major 4	ENG-CC-2320	British Literature 18th Century	04		120 hrs
		Minor 3/ VOC 1	ENG-MC-2310	Literature and Cinema	04		120 hrs
		MDC 3	ENG-MD-2310	Literature on Ecology	03		90 hrs
		SEC 3	ENG-SEC-2310	Soft Skills	03		90 hrs
		VAC 3	IDE-VA	Understanding India/ Environmental science/education / Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		



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NCrF Credit Level	SEMESTER	Semester-IV				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
5.0	IV						
		Major 5	ENG- CC-2410	British Romantic Literature	04		120 hrs
		Major 6	ENG- CC-2420	British Literature: 19 th Century	04		120 hrs
		Major 7	ENG- CC-2430	British Literature: The Early 20 th Century	04		120 hrs
		Major 8	ENG- CC-2440	European Classical Literature	04		120 hrs
		Minor 4/ VOC 2	ENG- MC-2410	Travel writing	04		120 hrs
				Total Credits	20		

NCrF Credi t Level	SEMESTE R	Semester-V				EXAM PATTERN (Assignmen	Learnin g Hours
			Cours e Code	Course Title	Credit s		
5.5	V						



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						t 20 + End-Semester 80= Total 100 Marks	1 Credit= 30 Hrs
		Major 9	ENG-CC-3510	Modern European Drama	04		120 hrs
		Major 10	ENG-CC-3520	American Literature	04		120 hrs
		Major 11	ENG-CC-3530	Postcolonial Literatures	04		120 hrs
		Major 12	ENG-CC-3540	Women's Writing	02		60 hrs
		Minor 5/ VOC 3	ENG-MC-3510	Autobiography and Life Writing	04		120 hrs
		Internship	ENG-IN-3510	Internship	02		60 hrs
				Total Credits	20		

NCrF	SEMESTER	Semester-VI					
Credit Level							
5.5	VI		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs



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		Major 13	ENG-CC-3610	Indian Classical Literature	04		120 hrs
		Major 14	ENG-CC-3620	Indian Writing in English	04		120 hrs
		Major 15	ENG-CC-3630	Popular Literature	04		120 hrs
		Major 16	ENG-CC-3640	British Literature: Post World War II	04		120 hrs
		Minor 6/ VOC 4	ENG-MC-3610	Indian Poetics	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VII				EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
6.0	VII						
		Major 17	ENG-CC-4710	Partition Literature	04		120 hrs
		Major 18	ENG-CC-	Modern Indian Writing in	04		120 hrs



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			4720	English Translation			
		Major 19	ENG-CC-4730	Literature of the Indian Diaspora	04		120 hrs
		Major 20	ENG-CC-4740	Literary Theory	04		120 hrs
		Minor 7(Research Methodology)	ENG-MC-4710	Short Stories and One-Act Plays	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VIII				EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
6.0	VIII						
		Major 21	ENG-CC-4810	Literary Criticism	04		120 hrs
		Major 22 (Departmenta	ENG-DE-	World Literature	04		120 hrs



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		I Elective 1)	4810	s			
		Major 23 (Departmenta I Elective 1)	ENG- DE- 4820	Nineteenth Century European Realism	04		120 hrs
		Major 24 (Departmenta I Elective 1)	ENG- DE- 4830	Science Fiction and Detective Literature	04		120 hrs
		Minor 8(Research Publication Ethics 3)	ENG- MC- 4810	Sonnets, Odes & Elegies Course	04		120 hrs
				Total Credits	20		

Note:

A.

i) Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors

B.

i) MD Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for MD courses from other Majors

Note: Students exiting the programme after securing 40 credits will be awarded **UG Certificate** in English provided they secure 4 credits in work-based vocational courses offered during the Summer Term or Internship/ Apprenticeship in addition to 6 Credits from skill-based courses earned during the First and Second Semester.



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1 credit= 30 Learning Hours

Note: Students exiting the programme after securing 80 credits will be awarded **UG Diploma** in English provided they secure additional 4 credits in skill based vocational courses offered during the First Year or Second Year Summer Term.

Note: Students are required to do a compulsory INTERNSHIP of 2 credits in the FIFTH Semester.

Note: Students who want to undertake a 3-Year UG Programme will be awarded UG Degree in English upon securing 120 Credits



**Department of English
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BA in English (FYUP) Detailed Syllabus of First Semester

Major 1

Title of the Paper: HISTORY OF ENGLISH LITERATURE

Course Code: IDE-ENG-CC-1110

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

: To acquaint students with the historical progression of English Literature from the 14th to the 20th century, enabling them to comprehend its significant milestones and changes over time.

: To provide learners with an exploration of key aspects of English Literature during this period through the examination of historical records, fostering a deeper understanding of its foundations and contextual background.

: To facilitate learners' comprehension of the diverse forms and distinctive features inherent in English Literature, allowing them to recognize and analyze various literary techniques and structures employed in the works studied.

CO: Course Outcomes:

After the completion of this course, the learner will be able to:

CO-1: Gain a comprehensive understanding of the evolution of English Literature from the 14th to the 17th century, encompassing various stages and significant developments.



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CO-2: Explore and analyze the prominent forms and distinctive features of English Literature during this period, allowing them to recognize and differentiate between different literary genres and styles.

CO-3: Develop an appreciation for the diverse techniques employed in the presentation of various forms of English Literature, enabling them to critically assess and evaluate the artistic and literary aspects of the works studied.

Course Content

Module No.	Contents	Learning Hours	CO
I	Pre-Elizabethan and Elizabethan Age: Up to 17 th Century	30	CO-1,CO-2,CO-3
II	18 th Century to Romantic Age	30	CO-1,CO-2,CO-3
III	Victorian to 20th-Century Literature	30	CO-1,CO-2,CO-3
IV	Forms: Poetry, Fiction, Drama, Non-fiction	30	CO-1,CO-



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			2,CO-3
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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	3	2.6	2.3	2.3	2.6	3	2.6	3	2.3

Suggested Reading:

1. Albert, Edward. *History of English Literature*. Oxford University Press (5th Ed.)
2. Greenblatt, Stephen. *Norton Anthology of English Literature*. W. W. Norton & Company Ltd.
3. Abraham. M. H. *A Glossary of Literary Terms*. Wordsworth Publishing. Co.inc
4. Ivans, Ifor. *A Short History of English Literature* (4th Ed.) Penguin.
5. Sampson, George. *The Concise Cambridge History of English Literature*, CUP.



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BA in English (FYUP) Detailed Syllabus of SECOND Semester

Major 2

Title of the paper: British Poetry and Drama: 14th to 17th Centuries

Course Code: IDE-ENG-CC-1210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

:to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries

: to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts

: to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

CO :Course Outcomes

At the end of the course students will be able to:

CO-1: understand the tradition of English literature from 14th to 17th centuries.

CO-2: develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested

CO-3: engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

CO-4: appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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Course Content

Module No.	Contents	Learning Hours	CO
I	Geoffrey Chaucer: <i>The Wife of Bath's Prologue</i> Edmund Spenser: 'Sonnet LVII 'Sweet warrior...' (from <i>Amoretti</i>) William Shakespeare: Sonnet 116: 'Let Me Not to the Marriage of Two Minds' Sonnet 118: 'Like as to our appetite more keen'	30	CO-1,CO-2,CO-3,CO-4
II	John Donne: 'The Sunne Rising' George Herbert 'Pulley' Andrew Marvel 'To His Coy Mistress'	30	CO-1,CO-2,CO-3,CO-4
III	Christopher Marlowe: <i>Doctor Faustus</i>	30	CO-1,CO-2,CO-3,CO-4
IV	William Shakespeare: <i>Twelfth Night</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:



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Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

Suggested Readings

1. Della, Pico. Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. Calvin, John. ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Sidney, Philip *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18
5. Marlowe, Christopher. *Doctor Faustus*.
6. Shakespeare, William. *Twelfth Night*.
7. www.poetryfoundation.com
8. www.poemhunter.com



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BA in English (FYUP) Detailed Syllabus of THIRD Semester

Major-3

Title of the paper: British Poetry and Drama: 17th and 18th Century

Course Code: IDE-ENG-CC-2310

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

: To provide a broad view of the ages to which the poets and the playwrights belong and to focus on the history of socio-cultural background of the ages to understand the texts.

: To understand and assimilate the different temperaments of the ages concerned in terms of human relations.

CO : Course Outcomes:

At the completion of this course,

CO-1: The students will be able to identify the different forms of 17th and 18th century British poetry and drama.

CO-2: The students will have in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries.

CO-3: The students will be able to examine critically the key themes in representative texts of the period, including *sin, transgression, love, pride, revenge, sexuality, human follies*, among others.



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CO-4: The students will be able to show their appreciations of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama

CO-5: The students will be able to analyse literary devices, forms and techniques in order to appreciate and interpret the texts

Course Content

Module No.	Contents	Learning Hours	CO
I	Forms of 17th and 18th century British poetry and drama Ode, Metaphysical poems, Epic poems, Mock-epic, satire, Restoration drama, Comedy of Humour, Comedy of Manners, Heroic tragedy	30	CO-1,CO-2, CO-4,CO-5
II	John Donne: 'The Good-Morrow' John Milton: 'On the Morning of Christ's Nativity'	30	CO-1,CO-2,CO-3,CO-4
III	Alexander Pope: 'The Rape of the Lock'	30	CO-1,CO-2,CO-3,CO-4,CO-5
IV	John Webster: <i>The Duchess of Malfi</i> William Congreve: <i>The Way of the World</i>	30	CO-1,CO-2,CO-3,CO-4,CO-5



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Suggested Topics for Background Reading and Classroom Presentation:

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period (17th and 18th centuries)
- The Stage, the State and the Market
- Ode, Metaphysical poems, Epic poems, Mock-epic, satire, Restoration drama,

Comedy of Humour, Comedy of Manners, Heroic tragedy

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
CO 5	3	2	3	2	2	2	3	3	2
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

Suggested Readings:

- Abrams, M.H. *A Glossary of Literary Terms*. 11th edition (Noida: CIPL, 2015)
- Daiches, David. *A Critical History of English Literature*, Vol I & Vol II
- Dryden, John. ‘A Discourse Concerning the Origin and Progress of Satire’ in *The Norton Anthology of English Literature*, Vol.1, 9th edn. Stephen Greenblatt (New York: Norton 2012) pp.1767-8
- Long, William J. *English Literature: Its History and Its Significance for the Life of the English Speaking World*. (Good Press, 2019)
-



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BA in English (FYUP) Detailed Syllabus of THIRD Semester

Major-4

Title of the paper: British Literature 18th Century

Course Code: IDE-ENG-CC-2320

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

:To introduce the students to the history of the development of British literature during 18th century

:To introduce the learners to some of the basic texts of 18th century British literature

:To make the learners understand the various critical terms and features of genres such as drama, prose, and graveyard poetry

CO :Course Outcomes:

At the completion of this course,

CO-1:The students will be able to explain and analyse various forms of literature popular during the 18th century

CO-2:The students will be able to trace the development of Restoration Comedy and anti-sentimental drama

CO-3:The students will be able to appreciate and analyze the formal variations of Classicism/Neo-classicism



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CO-4:The students will be able to map the relationship between the formal and the political in the literature of the neo-classical period

Course Content

Module No.	Contents	Learning Hours	CO
I	Oliver Goldsmith: <i>She Stoops to Conquer</i> Joseph Addison: <i>The Spectator</i> , March 1, 1711	30	CO-1,CO-2,CO-3,CO-4
II	Daniel Defoe: <i>Moll Flanders</i>	30	CO-1,CO-2,CO-3,CO-4
III	Jonathan Swift: <i>Gulliver's Travels</i> (Book III and IV)	30	CO-1,CO-2,CO-3,CO-4
IV	Thomas Gray: 'Elegy Written in a Country Churchyard'	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1



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CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Readings:

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Rutledge, 1996)
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth Century English*, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass: Harvard University Press, 2009) pp. 194-7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol.1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693-3, 2774-7.



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BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major 5

Title of the paper: British Romantic Literature

Course Code: IDE-ENG-CC-2410

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

- : To introduce the students to the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.
- : To introduce the learners to Romanticism as a concept in relation to ancillary concepts like Classicism
- : To make the learners appreciate the canonical and representative poems and prose of the writes of the Romantic period.

CO: Course Outcomes:

At the completion of this course,

- CO-1:**The students will be able to analyse and understand the main characteristics of Romanticism
- CO-2:**The students will develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody
- CO-3:**The students will be able to relate Romantic literary texts to other forms of expressions such as painting, for instance.

Course Content

Module	Contents	Learning Hours	CO



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No.			
I	William Wordsworth: 'Lines Written a Few Miles above Tintern Abbey', 'The Solitary Reaper' Samuel Taylor Coleridge: 'Kubla Khan', 'Frost at Midnight'	30	CO-1,CO-2,CO-3
II	P. B. Shelley: 'To a Skylark', John Keats: 'Ode to a Nightingale', 'Ode to Autumn'	30	CO-1,CO-2,CO-3
III	William Hazlitt: 'My First Acquaintance with Poets' Charles Lamb: 'The Bachelor's Complaint', 'Dream Children: A Reverie'	30	CO-1,CO-2,CO-3
IV	Mary Shelley: Frankenstein	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

Suggested Readings:



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- Bloom, Harold. *English Romantic poetry*. (New York: Infobase Publishing, 2004)
- Keats, John. ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’ in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766-68, 777-8
- Wordsworth, William, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594-611

BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major 6

Title of the Paper: BRITISH LITERATURE: 19TH CENTURY

Course Code: IDE-ENG-CC-2420

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

: To acquaint students with the historical progression of English Literature in the 19th century, enabling them to comprehend its significant milestones and changes over time.

: To provide learners with an exploration of key aspects of English Literature during this period through the examination of historical records, fostering a deeper understanding of its foundations and contextual background.

: To facilitate learners’ comprehension of the diverse forms and distinctive features inherent in English Literature, allowing them to recognize and analyze various literary techniques and structures employed in the works studied.

CO: Course Outcomes:

After the completion of this course, the learner will be able to:



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CO-1: identify and analyze the socio-economic-political contexts that inform the literature of the period linking the changes in the English countryside to changes brought about in similar settings in India

CO-2: comment on the historical and political awareness of literary texts as reflected in the

the transition from nature to culture across various genres and understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies

CO-3: understand the conflict between self and society in different literary genres of the period

CO-4: link the rise of the novel to the expansion of Colonialism and Capitalism

Course Content

Module No.	Contents	Learning Hours	CO
I	<p>Background to</p> <p>A. The Victorian Age(1837-1901)</p> <ul style="list-style-type: none"> a. Effects of Industrial Revolution b. The Rise of the Working Class c. The Victorian Dilemma: Age of Science, Faith and Doubt d. Victorian Literature: Types, Features and Development(Novel, Poetry and Prose) <p>B. Key Concepts</p> <ul style="list-style-type: none"> a. Utilitarianism b. Darwinism c. Marriage and Sexuality d. Pre-Raphaelitism e. The Oxford Movement 	30	CO-1,CO-2,CO-3,CO-4



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	f. The Dramatic Monologue		
II	<p>Fiction</p> <p>Charlotte Bronte: <i>Jane Eyre</i></p> <p>Charles Dickens: <i>Great Expectations</i></p>	30	CO-1,CO-2,CO-3,CO-4
III	<p>Poetry</p> <p>Alfred Tennyson: 'Ulysses'</p> <p>Robert Browning: 'Porphyria's Lover'</p> <p>Christina Rossetti: 'The Goblin Market'</p> <p>Elizabeth Barret Browning: 'How Do I love Thee'(Sonnet 43)</p>	30	CO-1,CO-2,CO-3,CO-4
IV	<p>Prose</p> <p>John Newman: The Idea of a University (Part I 'University Teaching')</p> <p>John Ruskin: 'Of Kings' Treasuries' and 'Of Queens Gardens' (from Sesame and Lillies)</p> <p>R.L Stevenson: 'An Apology for Idlers' (from Forms of English Prose)</p>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1



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CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Reading:

Abrams, M. H., et al. *The Norton Anthology of English Literature, Volume 2: The Romantic Period through the Twentieth Century*. W. W. Norton & Company, 2006.

Altick, Richard D. *The English Common Reader: A Social History of the Mass Reading Public, 1800-1900*. University of Chicago Press, 1957.

Albert, Edward. *History of English Literature*. Oxford University Press (5th Ed.

Abraham. M. H. *A Glossary of Literary Terms*. Wordsworth Publishing. Co.inc

Butler, Marilyn. *Jane Austen and the War of Ideas*. Oxford University Press, 1987.

Greenblatt, Stephen. *Norton Anthology of English Literature*. W. W. Norton & Company Ltd.

Hughes, Linda K. *The Cambridge Introduction to Victorian Poetry*. Cambridge University Press, 2010.

Evans, Ifor. *A Short History of English Literature* (4th Ed.) Penguin.

Sampson, George. *The Concise Cambridge History of English Literature*, CUP.

Miller, J. Hillis. *Victorian Subjects*. Duke University Press, 1991.



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BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major-7

Title of the Paper: British Literature: The Early 20th Century

Course Code: IDE- ENG-CC-2430

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

:to make students understand the difference between modernity and modernism

: to make students understand modernism in the socio-cultural and intellectual contexts of the late nineteenth-century and early twentieth-century Europe

: to make students understand the use of modernist techniques in different genres in early twentieth-century British literature

: to make students grasp the idea of form in modernist literary texts from across major genres

Course Level Learning Outcomes:

At the end of the course, students will be able to:

CO-1: trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth-century and early twentieth-century Europe

CO-2: link and distinguish between modernity and modernism with explaining the links between developments in science and experiments in literature

CO-3: explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism

CO-4: identify and analyze the use and modernist techniques in different genres in early twentieth-century British literature and trace the history of the self and subjectivity in literature in the light of colonial consciousness



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Course Content

Module No.	Contents	Learning Hours	CO
I	Joseph Conrad: <i>Heart of Darkness</i>	30	CO-1, CO-3, CO-4
II	D. H. Lawrence: <i>Sons and Lovers</i>	30	CO-1, CO-2, CO-3, CO-4
III	Henrik Ibsen: <i>A Doll's House</i>	30	CO-1, CO-2, CO-3, CO-4
IV	W.B. Yeats: 'Leda and the Swan', 'The Second Coming' T.S. Eliot: 'The Love Song of J. Alfred Prufrock' Wilfred Owen: 'The Strange Meeting'	30	CO-1, CO-2, CO-3, CO-4

Suggested Topics for Background Reading and Class Presentation

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

Course Mapping:



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Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Readings

Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

Eliot, T.S. 'Tradition and the Individual Talent', in *Norton Anthology of English Literature, 8th edn, vol. 2*, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond, Williams. 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.



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BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major 8

Title of the paper: European Classical Literature

Course Code: IDE-ENG-CC-2440

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : to understand the classical literary traditions of Europe upto 5th Century AD
- : to engage with classical literature of Europe and pursue their interest in the same
- : To learn about the human and literary values of the period in which classical literature flourished

CO:Course Outcome:

Students at the end of the Course will be able to :

- CO-1:**Engage with classical literary traditions of Europe upto 5th Century AD
- CO-2:**Appreciate classical literature of Europe and pursue their interest in the same
- CO-3:**Learn about the human and literary values of the period in which classical literature flourished

Course Content

Module No.	Contents	Learning Hours	CO



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I	Homer: Selections from the <i>Illiad</i> (Book I : Lines 1-100)	30	CO-1,CO-2,CO-3
II	Sophocles: <i>Oedipus Rex</i>	30	CO-1,CO-2,CO-3
III	Dante: Selections from <i>The Divine Comedy</i> (Paradise: Canto - I)	30	CO-1,CO-2,CO-3
IV	Virgil: <i>Aeneid</i> (Book I: 'Invocation to the Muse')	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.6	2.6	3	2.6	3	2.3

Suggested Readings:

- 1.Homer . The Illiad.Trans.Ian Johnston. www.johnstoniatexts.XIO host.com
- 2.Aristophanes, The Birds ,<https://www.gutenberg.org>
3. Dante, Aligheri. The Divine Comedy. Trans. H.F.Cary, www.gutenberg.org
4. Rutherford, Richard. Classical Literature: A Concise History.Oxford:Blackwell Publishing,2005



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BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 9

Title of the paper: Modern European Drama

Course Code: IDE-ENG-CC-3510

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : to understand the role of theatre and drama in the introduction and shaping of modernity
- : to engage with concepts such as realism, naturalism, symbolism, expressionism, the Avante Garde, the epic theatre, the theatre of the absurd, etc.
- : to perceive how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and twentieth centuries.
- : To foreground the contributions of the school of existentialism to the theatre of the absurd.

CO : Course Outcomes

At the end of the course, students will be able to:

- CO-1:** understand the role of symbolism in the theatre of the absurd
- CO-2:** recognize the historical background in the development of the ‘nonsense’ and absurd elements in drama
- CO-3:** develop interpretative abilities in understanding the politics of dramaturgy in the theatrical scope of the absurd.



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Course Content

Module No.	Contents	Learning Hours	CO
I	August Strindberg: <i>The Father</i>	30	CO-1, CO-2, CO-3
II	Bertolt Brecht: <i>Life of Galileo</i>	30	CO-1, CO-2, CO-3
III	Samuel Beckett: <i>Waiting for Godot</i>	30	CO-1, CO-2, CO-3
IV	Harold Pinter: <i>The Birthday Party</i>	30	CO-1, CO-2, CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

Suggested Readings

1. Martin Esslin. *The Theatre of the Absurd*, Vintage.
2. Albert Camus. *Myth of Sisyphus and Other Essays*, Grapevine India.
3. George Steiner. *The Death of Tragedy*, Faber.



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4. [Christopher Innes](#) & [Frederick Marker](#). *Modernism in European Drama: Ibsen, Strindberg, Pirandello, Beckett: Essays from Modern Drama*, University of Toronto Press.
5. Steve Giles. *The Problem of Action in Modern European Drama*, [Akademischer Verlag Hans-Dieter Heinz](#)
6. L Kane. (1984). *The language of silence: On the unspoken and the unspeakable in modern drama*. Fairleigh Dickinson University Press.
7. C. Warden. (2015). Modernism and European Drama/Theatre. In *The Modernist World* (pp. 356-364). Routledge.
8. B. Bennett. (2019). *Theater as Problem: Modern Drama and Its Place in Literature*. Cornell University Press.
9. D. Krasner. (2016). *A History of Modern Drama, Volume II: 1960-2000* (Vol. 2). John Wiley & Sons.
10. D. Bradby. (2002). Theories of Modern Drama. In *Encyclopedia of Literature and Criticism* (pp. 471-483). Routledge.
11. Kenneth Pickering. *Studying Modern Drama*. Palgrave.



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BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 10

Title of the Paper: AMERICAN LITERATURE

Course Code: IDE- ENG-CC-3520

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives

: To develop the ability to critically analyze a variety of American literary texts, including novels, short stories, poems, and essays, by examining themes, characters, literary techniques, and historical contexts.

: To gain an understanding of the cultural, social, and historical contexts that shape American literature, including the diversity of voices and perspectives within the American literary tradition, as well as the ways in which literature reflects and responds to historical events and cultural movements.

: To enhance their critical thinking and writing skills through close reading, discussion, and written analysis of literary texts. They will learn to articulate their interpretations effectively, support their arguments with textual evidence, and engage in scholarly dialogue about American literature.

CO: Course Outcomes

At the end of the course, students will be able to:

CO-1: understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)

CO-2: understand the historical, religious and philosophical contexts of the American spirit in literature; and social-cultural-ecological-political contexts of democracy, the Myth of



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Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

CO-3: appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions and analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

CO-4:critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities and relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience

Course Content

Module No.	Contents	Learning Hours	CO
I	Fiction Hemingway: <i>The Old Man and the Sea</i>	30	CO-1,CO-2,CO-3,CO-4
II	Drama Arthur Miller: <i>All My Sons</i>	30	CO-1,CO-2,CO-3,CO-4
III	Short Fiction and Personal Narrative Edgar Allan Poe: 'The Purloined Letter' Booker T Washington: Selection from <i>Up from Slavery</i> (Chap. 1) Maya Angelou : Selections from	30	CO-1,CO-2,CO-3,CO-4



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	<i>I Know Why the Caged Bird Sings</i> (Chaps 15) William Faulkner: 'Dry September'		
IV	Poetry Walt Whitman 'O Captain, My Captain' Emily Dickinson: 'This was a Poet', 'I heard a fly buzz' Robert Frost: Mending Wall Langston Hughes: 'The Negro Speaks of Rivers'	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation

The American Myths of Genesis/ The American Dream/ The American Adam American Romance and the American Novel

Multicultural Literature of the United States; Folklore and the American Novel Race and Gender in American Literature

War and American Fiction

Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions

Social Realism and the American Novel

The Questions of Form in American Poetry

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3



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CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.75	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Readings

Crevecoeur, Hector St John. "What is an American." Letter III. *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66–105.

Douglass, Frederick. *A Narrative of the Life of Frederick Douglass*. Harmondsworth: Penguin, 1982. chaps. 1–7, pp. 47–87.

Emerson, Ralph Waldo. "Self-Reliance." *The Selected Writings of Ralph Waldo Emerson*. Edited with a biographical introduction by Brooks Atkinson. New York: The Modern Library, 1964.

Morrison, Toni. "Romancing the Shadow." *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29–39.

Thoreau, Henry David. "Battle of the Ants." Excerpt from "*Brute Neighbours*." *Walden*. Oxford: OUP, 1997. chap. 12.



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BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 11

Title of the paper: Postcolonial Literatures

Course Code: IDE-ENG-CC-3530

LO: Learning Objectives

:To understand the social, historical, political and economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule

: To have a knowledge of the main contentions in postcolonial writings and understand the various tools and strategies adopted for countering colonial discourse

: To develop a critical way of looking at colonial and postcolonial writings by placing them in the proper socio-historical contexts

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcomes:

The following are the expected learning outcomes of this paper:

CO-1: The student will be able to understand the social, historical, political and economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule

CO-2: The student will be able to have a knowledge of the main contentions in postcolonial writings and understand the various tools and strategies adopted for countering colonial discourse

CO-3: The student will develop a critical way of looking at colonial and postcolonial writings by placing them in the proper socio-historical contexts

Course Content



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Module No.	Contents	Learning Hours	CO
I	<p>Essays</p> <p>Ngugi waThiong'o: Sections 1.i& 1.ii ('The Language of African Literature') from <i>Decolonizing the Mind</i>.</p> <p>Frantz Fanon: 'The Fact of Blackness'.</p> <p>Harish Trivedi: 'Colonial Influence, Postcolonial Intertextuality: Western Literature and Indian Literature.'</p>	30	CO-1,CO-2,CO-3
II	<p>Fiction</p> <p>V. S. Naipaul: <i>A House for Mr. Biswas</i></p> <p>Chinua Achebe: <i>Things Fall Apart</i></p>	30	CO-1,CO-2,CO-3
III	<p>Short stories</p> <p>Bessie Head: 'The Collector of Treasures'</p> <p>Gayatri Spivak: 'The Breast Giver'</p>	30	CO-1,CO-2,CO-3
IV	<p>Poetry</p> <p>1. Margaret Atwood: 'This is a Photograph of Me'</p> <p>2. Derek Walcott: 'A Far Cry from Africa'</p> <p>3. Langston Hughes: 'The White Fiends'</p> <p>4. Mamang Dai: 'Small Towns and the River'</p>	30	CO-1,CO-2,CO-3

Suggested topics for background reading and class presentation:

Nationalism and Nationality



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De-colonization, Globalization and Literature

Race, Region, Religion

Gender and identity

Literature and the Question of Ethics

Postcolonialism and Resistance

Literature and the Politics of Identity

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2	2	2.3	3	3	2.3	3	1.6

Suggested Readings:

Franz Fanon, 'The Fact of Blackness'.

[Helen Tiffin](#), [Bill Ashcroft](#), [Gareth Griffiths](#) (Eds.). *The Postcolonial Studies Reader*. 2nd Edn. Routledge, 2005.

Ngugi waThiong'o. 'The Language of African Literature', *Decolonising the Mind* (London: James Curry), 1986.



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Major 12

Title of the Paper: WOMEN'S WRITING

Course Code: IDE- ENG-CC-3540

LO: Learning Objectives

:Introduce students to the basic concepts, themes, and approaches to women's writing.

: Develop foundational skills in critical analysis, close reading, and literary interpretation.

: Explore a range of texts and authors to provide a broad understanding of women's writing within literary traditions.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes

At the end of the course, students will be able to:

CO-1: recognise the importance of gender specificity in literature and explain the difference between the feminine and the feminist as opposed to the female

CO-2: understand and appreciate the representation of female experience in literature and understand the complexity of social and biological constructions of manhood and

womanhood

CO-3 :examine and appreciate the role played by socio-cultural-economic contexts in defining woman and draw a location-specific trajectory of female bonding or empowerment

CO-4: link the status of women to social discrimination and social change and examine the relationship of women to work and production

Course Content



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Module No.	Contents	Learning Hours	CO
I	<p>Poetry</p> <p>Judith Wright: ‘Woman to Man’</p> <p>Sylvia Plath: ‘Lady Lazarus’</p> <p>Eunice De Souza : ‘Advice to Women’</p> <p>Kamala Das: ‘Eunuch’</p>	30	CO-1,CO-2,CO-3,CO-4
II	<p>Fiction</p> <p>Mamang Dai <i>The Black Hill</i></p>	30	CO-1,CO-2,CO-3
III	<p>Short Story</p> <p>Katherine Mansfield: ‘Bliss’</p> <p>Leslie Marmon Silko: ‘Yellow Woman’</p> <p>Bama: ‘Chilli Powder’</p>	30	CO-1,CO-2,CO-3,CO-4
IV	<p>Prose</p> <ol style="list-style-type: none"> 1. Mary Wollstonecraft “A Vindication of the Rights of Woman” (New York: Norton, 1988) Virginia Woolf “Professions for Women” 2. Elaine Showalter, ‘Introduction’, in <i>A Literature of Their Own</i> 3. Ramabai Ranade ‘A Testimony of our Inexhaustible Treasures’, in <i>Pandita Ramabai Through Her Own Words: Selected Works</i>, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324. 	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation



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The Confessional Mode in Women's Writing Sexual/Textual Politics

Body, Beauty and Discrimination Race, Caste and Gender

Social Reform and Women's Rights Women under Colonialism

Women in and out of Slavery Is There a Woman's Language?

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3

Suggested Readings

De Beauvoir, Simone. "Introduction." *The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier, London: Vintage, 2010, pp. 3-18.

Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.

Mohanty, Chandra Talapade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Contemporary Postcolonial Theory: A Reader*, edited by Padmini Mongia, New York: Arnold, 1996, pp. 172-197.

Sangari, Kumkum, and Sudesh Vaid, editors. "Introduction." *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989, pp. 1-25.

Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press, 1977.

Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Methuen, 1987.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 1985.

Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.



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BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Major 13

Title of the paper: INDIAN CLASSICAL LITERATURE

Course Code: IDE-ENG-CC-3610

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: to understand the classical literary traditions of India upto 1100 AD

: to engage with classical literature of India and appreciate the pluralistic and inclusive nature of Indian classical literature and pursue their interest in the same and the evolution of the literary culture(s) in India with issues of genres, themes and critical cultures

: to learn about the human and literary values of the period in which classical literature flourished and understand , analyse and appreciate various texts with comparative perspectives

CO: Course Outcome:

Students at the end of the Course will be able to :

CO-1: Engage with classical literary traditions of India upto 1100 AD

CO-2: Appreciate the pluralistic and inclusive nature of Indian classical literature and the evolution of the literary culture(s) in India with issues of genres, themes and critical cultures

CO-3: Learn about the human and literary values of the period in which classical literature flourished and understand , analyse and appreciate various texts with comparative perspectives

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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Course Content

Module No.	Contents	Learning Hours	CO
I	Selections from <i>Valmiki's Ramayana</i> (Aranya Kanda -The Book of Forest Trek – Chapters- 18,19, and 20)	30	CO-1,CO-2,CO-3
II	Selections from the <i>Mahabharata</i> (Sub-Chapters- SwayamvaraParva and VaivahikaParva from “Adi Parva”)	30	CO-1,CO-2,CO-3
III	Bharatamuni's <i>Natyashastra</i> (Chapter 1 on the Origin of Drama)	30	CO-1,CO-2,CO-3
IV	Kalidas, <i>Shakuntala</i> , Trans. by M.R. Kale	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2	2.3	2	2.6	3	2.3	3	2.3

Suggested Readings:



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Maharishi Valmiki's The *Ramayana*(**Book-III**-Aranya Kanda -The Book of Forest Trek – Chapters-18,19, and 20), Trans. by Gita Press.

Veda Vyasa. The *Mahabharata* (Book-I,onlySub-Chapters-SwayamvaraParva and VaivahikaParva from “Adi Parva”), Trans. by Kisorimohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta

Bharata,*Natyashastra*, Trans. by Manmohan Ghosh, Vol.I,2ndEdn. Calcutta: Granthalaya,1967

JAB Van Buitenen, Dharma and Moksa, in Roy W.Perrett,ed.,*Indian Philosophy*, Vol.V, Theory of Value: A Collection of Readings (New York: Garland,2000)pp.33-40.

A.V.Keith, *History of Sanskrit Literature*.Oxford:OUP,1920.

A.K.Warder, *Indian Kavya Literature*, 8V olumes. Delhi: Mtilal Banarsidas,2011.

Kalidas, *Shakuntala* , Trans. M.R. Kale



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BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Major 14

Title of the paper: Indian Writing in English

Course Code: IDE-ENG-CC-3620

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: To give students first-hand knowledge of major Indian Writers in English.

: To provide the students with the knowledge of the political, economic, social, and intellectual background to enable them to study poetry as the representative text of the age.

: To enable the students to understand the growth of Indian Writing in English and encourage further reading so as to obtain greater understanding.

CO :Course Outcomes:

At the end of the course, students will be able to:

- **CO-1** appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present.
- **CO-2** critically engage with Indian literary texts written in English in terms of colonialism/post-colonialism, regionalism, and nationalism.
- **CO-3** critically appreciate the creative use of the English Language in Indian Writing in English.

CO-4 approach Indian Writing in English from multiple positions based on historical and social location.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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Course Content

Module No.	Contents	Learning Hours	CO
I	Henry L. V. Derozio: 'India My Native Land' Sri Aurobindo: 'Nirvana' Kamala Das: 'A Hot Noon in Malabar' Jayant Mahapatra: 'Hunger'	30	CO-1,CO-2,CO-3,CO-4
II	Raja Rao: <i>Kanthapura</i>	30	CO-1,CO-2,CO-3,CO-4
III	R. K. Narayan: 'An Astrologer's Day' Sashi Deshpande: 'The Awakening' TemsulaAo: 'The Curfew' (from <i>These Hills Called Home</i>) Prajwal Parajuli: 'The Gurkha's Daughter' (from <i>The Gurkha's Daughter</i>)	30	CO-1,CO-2,CO-3,CO-4
IV	Girish Karnad: <i>Tale Danda</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

Suggested Readings



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1. *Modern Indian Poetry in English*. “Introduction” by Bruce King. OUP, New Delhi, 2005.
2. Raja, Rao. *Kanthapura*. Penguin, New Delhi, 2014.
3. B. K. Das. *A Readers Guide to R. Parthasarathy’s Ten Twentieth Century India Poets*. Prakash Publication, Bareilly.
4. *Twenty-five Indian Poets in English*. Ed by K. S. Ramamurthy. Macmillan Education, 2001.
5. Tamsula, A. *These Hills Called Home: Stories from Warzone*. Penguin India, 2005
6. Girish, Karnad. *Collected Plays: Volume Two*. Oxford University Press, New Delhi, 2021



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BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Major 15

Title of the paper: Popular Literature

Course Code: IDE- ENG-CC-3630

LO: Learning Objectives:

: To understand the social, historical, political and economic components of Popular Literature in the Indian as well as the global contexts

: To have a knowledge of the main trends in Popular Literature

: To develop a critical way of looking at the different trends in Popular Literature and learn to evaluate them as an evolutionary genre

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO :Course Outcomes:

The following are the expected learning outcomes of this paper:

CO-1:The student will be able to understand the social, historical, political and economic components of Popular Literature in the Indian as well as the global contexts

CO-2:The student will be able to have a knowledge of the main trends in Popular Literature

CO-3:The student will develop a critical way of looking at the different trends in Popular Literature and learn to evaluate them as an evolutionary genre

Course Content



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Module No.	Contents	Learning Hours	CO
I	Children's Literature Lewis Carroll: <i>Through the Looking Glass</i> Sukumar Ray: 'The Sons of Ramgaroo'	30	CO-1,CO-2,CO-3
II	Detective Fiction Agatha Christie: <i>The Murder of Roger Ackroyd</i>	30	CO-1,CO-2,CO-3
III	Romance Anuja Chauhan: <i>The Zoya Factor</i>	30	CO-1,CO-2,CO-3
IV	Science Fiction& Graphic Fiction Issac Asimov: <i>Nightfall</i>	30	CO-1,CO-2,CO-3

Background Readings:

Children's Literature;Detective Fiction;Romance;Science Fiction& Graphic Fiction

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2



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Suggested Readings:

Lewis Carroll: *Through the Looking Glass*

Sukumar Ray: 'The Sons of Ramgaroo'

Agatha Christie: *The Murder of Roger Ackroyd*

Anuja Chauhan: *The Zoya Factor*

Issac Asimov: *Nightfall*



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BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Major 16

Title of the paper: British Literature: Post World War II

Course Code: IDE- ENG-CC-3640

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- : to understand the socio-historical-political-economic context of Post-World War II
- : to make sense of the relationship between World War II and the end of colonization
- : to identify the socio-political changes in England after World War II
- : to notice in a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories.

CO: Course Outcomes

At the end of the course, students will be able to:

CO-1: grasp the changing role of English in the new world order

CO-2: critically analyze the texts and link changes in social norms to new literary forms.

CO-3: engage with the idea of the new narrative formations and politics ingrained therein

CO-4: appreciate the importance of location in understanding the self and the other.

Course Content



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Module No.	Contents	Learning Hours	CO
I	Kazuo Ishiguro: <i>The Remains of the Day</i>	30	CO-1,CO-2,CO-3,CO-4
II	George Orwell: 'Politics and the English Language' and 'Why I Write'	30	CO-1,CO-2,CO-3,CO-4
III	Samuel Beckett: <i>Happy Days</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Philip Larkin: 'Absences' Ted Hughes: 'Hawk Roosting' Seamus Heaney: 'Digging' C. D. Lewis: 'After Prayers Lie Cold'	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3

Suggested Readings



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1. Alan Sinfield, *Literature, Politics and Culture in Postwar Britain*, University of California Press
2. Seamus Heaney, *The Redress of Poetry*, Faber.
3. Patricia Waugh, *The Harvest of the Sixties: English Literature and its Background*, OUP.
4. David Lane, *Contemporary British Drama*, Edinburgh University Press.
5. Christopher Innes, *Modern British Drama: The Twentieth Century*, CUP.
6. John Elsom, *Postwar British Theatre*, Routledge.



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Major 17

Title of the paper: Partition Literature

Course Code: IDE-ENG-CC-4710

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : To explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- : To demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- : To understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- : To interpret texts and relate them to their contexts and experiences.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes

At the end of the course, students will be able to:

CO-1: Explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.

CO-2: Demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.

CO-3: Understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.

CO-4: Interpret texts and relate them to their contexts and experiences.

Course Content

Module No.	Contents	Learning Hours	CO



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I	Amrita Pritam: 'To Waris Shah' Faiz Ahmad Faiz: 'For your Lanes, My Country' Nida Fazli: 'Here as well as There' Jibannanda Das: 'I Shall Return to this Bengal'	30	CO-1,CO-2,CO-3,CO-4
II	DivyenduPalit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti	30	CO-1,CO-2,CO-3,CO-4
III	Gulzar: <i>Two</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Howard Brenton – <i>Drawing the Line</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3

Suggested Readings

1. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.



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3. *In English, FaizAhemadFaiz: A Renowned Urdu Poet.* Tr.& Ed. by Riz Rahim. Xlibris, California, 2008.
4. *Stories about the Partition of India.* Ed. by Alok Bhalla. Manohar Publication
5. *Manohar Malgaonkar. Bend in the Ganges.* HarperCollins, New Delhi, 2022.
6. Pandey, Gyanendra. "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," in *A Subaltern Studies Reader, 1986-1995.* Ranajit Guha, ed., (Reprinted from *Representations* 37, winter 1992), Minneapolis: Univ. of Minnesota Pr., 1997, 1-33



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Major 18

Title of the paper: Modern Indian Writing in English Translation

Course Code: IDE- ENG-CC-4720

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

: To give the students a first-hand knowledge of major texts of Modern Indian literature in English translation.

: To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.

: To enable him to understand the growth of Indian writing in translation and encourage further reading.

CO :Course Outcomes

At the end of the course, students will be able to:

CO-1: Appreciate the diversity of modern Indian literatures and the similarities between them.

CO-2: Understand and creatively engage with the notion of nation and nationalism.

CO-3: Know the impact of various literary movements on Indian literatures.

CO-4: Understand the historical trajectory of Indian literatures in regional literatures.



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Course Content

Module No.	Contents	Learning Hours	CO
I	Poetry Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'	30	CO-1,CO-2,CO-3,CO-4
II	Short Story Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhote: 'I, DurgaKhote'	30	CO-1,CO-2,CO-3,CO-4
III	Drama Dharamveer Bharati: <i>AndhaYug</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Novel G. Kalyan Rao: <i>Untouchable Spring</i>	30	CO-1,CO-2,CO-3,CO-4



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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Readings

1. Tagore, Rabindranath. *Gitanjali: A New Translation*. Penguin India, New Delhi, 2011.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
3. *The Oxford Anthology of Modern Indian Poetry*. Ed. By Vijay Dharwadkar & A. K. Ramanujan, OUP, New Delhi, 2000.
4. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Ed. By Arjun Dangle. Orient Black Swan, New Delhi, 2009.
5. *Oriya Stories: Great Writers*. Ed. By Vidya Das, Shrishti Publishers, Delhi, 2000.
6. *Earthy Tones: A Selection of Best Punjabi Short Stories by Gurdial Singh*. Tr. Rana Nayar, Fiction House, Delhi, 2002.
7. Bharati, Dharamveer. *Andha Yug*. Tr. Alok Bhalla. OUP, New Delhi, 2009.
8. Rao, Kalyan. *Untouchable Spring*. Tr. Alladi Uma & S. Sridhar. Orient BlackSwan, New Delhi, 2010.
9. Khote, Durga. *I, Durga Khote*. OUP.
10. Das, B. K. *Handbook of Translation Studies*.



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Major 19

Title of the Paper: LITERATURE OF THE INDIAN DIASPORA

Course Code: IDE- ENG-CC-4730

LO: Learning Objectives:

CO-1: To analyze and interpret literary works of the Indian diaspora within the context of historical, cultural, and social factors, including migration, displacement, and identity formation.

CO-2: To evaluate the diverse range of themes, motifs, and narrative techniques employed by authors of the Indian diaspora to explore issues such as hybridity, transnationalism, globalization, and postcoloniality.

: To engage critically with primary texts and secondary sources to develop a nuanced understanding of the complexities and intersections of identity, belonging, and representation within the Indian diasporic experience, fostering empathy and cross-cultural understanding.

CO :Course Outcomes

At the end of the course, students will be able to:

CO-1: understand the concept of 'diaspora' in its historical and cultural contexts and

identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts

CO-2: develop a clear understanding of the formation of Indian diasporic movements within India and outside and develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO-3: develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation

CO-4: understand the main currents of Indian diasporic narratives

examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Content

Module No.	Contents	Learning Hours	CO
I	<p><u>Key Terms</u></p> <p>Diaspora , Globalization ,Transnationalism ,Multiculturalism,The Diaspora Nostalgia,</p> <p>Alienation,Globalization,Hybridization,In-Betweenness,Rhizome,Push and Pull Factors,</p> <p>Homeland and Hostland</p>	30	CO-1,CO-2,CO-3
II	<p>M. G. Vassanji: <i>The Book of Secrets</i></p> <p>Sujata Bhat: ‘A Different History’</p> <p>Aga Sahid Ali: ‘Postcard from Kashmir’</p>	30	CO-1,CO-2,CO-3,CO-4
III	<p>V.S Naipaul: <i>A House for Mr Biswas</i></p> <p>Meena Alexander: ‘House of a Thousand Doors’</p> <p>Uma Parameshwaran: ‘What was Always Hers’</p>	30	CO-1,CO-2,CO-3,CO-4



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IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: 'Silver Pavements' (from <i>Arranged Marriage</i>)	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	1.75

Suggested Readings

Cohen, Robin and Carolin Fischer. (Editors) *Routledge Handbook of Diaspora Studies*.

Ganesh , Kamala. *Sociology of the Indian Diaspora*.

<http://socp11.epgpbooks.inflibnet.ac.in/>

Hegde , Radha S. and Ajaya Kumar Sahoo.(Editors) *Routledge Handbook of the Indian Diaspora*.

Kalra , V., R. Kaur& J. Hutynuk. 'Cultural Configurations of Diaspora.' *Diaspora & Hybridity*. Sage Publications, 2005.



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Kim Knott, and McLoughlin. *Diasporas: Concepts, Intersections, Identities*.

Lal ,Brij V. . *The Encyclopaedia of Indian Diaspora*.

Mishra , V. . "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*.
Routledge, 2008.

Rushdie ,Salman. "The New Empire within Britain." *Imaginary Homelands*. Granta
Books, 1991.

Sahoo , Ajaya Kumar, and Brij Maharaj. Editors. *Sociology of Diaspora: A Reader*. 2
vols.

Stierstorfer, Klaus and Jasnet Wilson.Editors. *The Routledge Diaspora Studies Reader*.

Story , Joanna and Iain Walker. *Impact of Diasporas*.



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BA in English (FYUP) Detailed Syllabus of SEVENTH Semester

Major-20

Title of the Paper: LITERARY CRITICISM

Course Code: IDE- ENG-CC-4740

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics

: To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time

: To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of Rasa, Alankar, Riti, Dhvani, Vakroti, Auhitya) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.

: To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.

: To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

CO: Course Outcomes

At the end of the courses students will be able to:

CO-1: understand the historical and philosophical contexts that led to the development of literary criticism and theory and their practice in different traditions and periods

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO-2: understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory)

CO-3: know about major critical movements and critics in various critical traditions—Indian (schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)

CO-4: identify theoretical and critical concepts with critics/philosophers/texts/movements with which they are associated and understand them in their contexts and apply various theoretical frameworks and concepts to literary and cultural texts

Course Content

Module No.	Contents	Learning Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa</i> , <i>Alankar</i> , <i>Riti</i> , <i>Dhwani</i> , <i>Vakroti</i> , <i>Auchitya</i>	30	CO-1,CO-2,CO-3
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	30	CO-1,CO-2,CO-3
III	William Wordsworth: 'Preface' to <i>Lyrical Ballads</i> (2 nd Edition) S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 & 15)	30	CO-1,CO-2,CO-3,CO-4
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> ('The Four Kinds of Meaning')	30	CO-1,CO-2,CO-3,CO-4



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	T.S. Eliot: 'Tradition and Individual Talent' Northrop Frye: From The Anatomy of Criticism (Third Essay: Archetypal Criticism)		
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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

Suggested Readings

A.H. Gilbert. *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood. *Modern Criticism and Theory: A Reader*. London and New York: Routledge, 2000.

Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1984

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993

S.K. Dey. *History of Poetics*. New Delhi: MLBS, 1960.

Terry Eagleton. *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

M. S. Kushwaha & Sanjay Mishra. *Introduction to the Study of Indian Poetics*. D. K. Printworld, Delhi. 2021.



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BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 21

Title of the paper: Literary Theory

Course Code: IDE- ENG-CC-4810

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : to have a historical overview of major literary theorists, particularly of the 20th century.
- : to develop an understanding of the historical context that helped in the emergence of literary theory and its practices.
- : to develop an awareness of various literary theories and the way they impact the thinking about language, literature and society.
- : to identify theoretical concepts with theorists and movements with which they are associated and in the process understand their context.

CO: Course Outcomes

At the end of the course, students will be able to:

CO-1: historically situate literary theorists whose works informed and shaped various literary and theoretical discourses.

CO-2: apply various theoretical frameworks and concepts to interpret literary and cultural texts

CO-3: evaluate and analyse the strengths and limitations of the theoretical frameworks and arguments

CO-4: understand the social logic of these theoretical developments in the Western socio-political context and their efficacy and effectiveness in addressing the social issues in India.



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Course Content

Module No.	Contents	Learning Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: ‘What does Poetry Communicate?’ from <i>The Well Wrought Urn</i> . Roman Jakobson: ‘The Dominant’	30	CO-1,CO-2,CO-3
II	Jonathan Culler: ‘Saussure’s Theory of Language’, from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: ‘Death of the Author’	30	CO-1,CO-2,CO-3
III	Sigmund Freud: ‘The Dream is the Fulfilment of a Wish’, from <i>The Interpretation of Dreams</i> . Sudhir Kakar: ‘Psychoanalysis and Eastern Spiritual Healing Traditions’	30	CO-1,CO-2,CO-3
IV	Michel Foucault: ‘What is an Author?’ Walter D. Mignolo: ‘Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality’	30	CO-1,CO-2,CO-3,CO-4



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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	1.75

Suggested Readings

1. Kakar, S. (1985). Psychoanalysis and non-Western cultures. *International Review of Psycho-Analysis*. <https://doi.org/10.1111/1465-5922.00426>
2. Barry, P. (2020). Beginning theory: An introduction to literary and cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.
3. Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory*. Routledge.
4. Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.
5. Cleanth Brooks, *The Well Wrought Urn: Studies in the Structure of Poetry*, Dennis Dobson.
6. R. L. Jackson and S. Rudy, *Russian Formalism: A Retrospective Glance*, Savica.
7. Wimsatt, W. K. (1954). *The verbal icon: Studies in the meaning of poetry*. University Press of Kentucky.
8. Culler, J. (1975). *Structuralist poetics: Structuralism, linguistics and the study of literature*. Routledge.
9. Mignolo, W. D. (2007). Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. *Cultural studies*, 21(2-3), 449-514.



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BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 22

Title of the paper: WORLD LITERATURES

Course Code: IDE- ENG-DE-4810

LO: Learning Objectives:

:To understand the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya

:To appreciate the human and literary values and the connectedness and diversity of human experiences in different parts of the world

:To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of their own literary traditions

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcome:

Students at the end of the Course will be able to:

CO-1: Explain the concepts: World Literature, National Literature, Comparative Literature and Vishwa Sahitya

CO-2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in literature coming from different parts of the world

CO-3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of their own literary traditions

Course Content

Module	Contents	Learning Hours	CO
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No.			
I	Concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya	30	CO-1
II	Albert Camus: <i>The Stranger</i>	30	CO-1,CO-2,CO-3
III	Pablo Neruda: Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’ Rainer M Rilke: ‘Duino Elegies’ (first two elegies)	30	CO-1,CO-2,CO-3
IV	Jose Saramago: <i>Cain</i>	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2.3	1.6	2.3	3	3	2.3	3	1.6

Suggested Readings:



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Rabindranath Tagore. *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch. *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian HerlindsHornhtin. *The Reader's Companion to World Literature*, Penguin, 2002.

Frank Magil. *Masterpieces of World Literature*, Collins Reference, 1991.

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – 'I Do not Love You Except Because "I Love You" and "Ode to Sadness'

Rainer M Rilke. 'Duino Elegies'

Jose Saramago. *Cain*



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BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major-23

Title of the Paper: NINETEENTH CENTURY EUROPEAN REALISM

Course Code: IDE- ENG-DE-4820

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : To make learners understand the historical context of the emergence of Realism and related literary movements in Nineteenth-century Europe and engage in discussions and debates about the legacy of European Realism, exploring its lasting influence on literature, culture, and society.
- : To analyze key texts of European Realism to identify themes, techniques, and characteristics associated with the movement and explore the social, economic, and political conditions that influenced the development of European Realism and its impact on society.
- : To evaluate the diversity within European Realism, recognizing different regional, cultural, and stylistic variations and compare and contrast European Realism with other literary movements of the Nineteenth century, highlighting similarities and differences.
- : To critically examine modern interpretations and reassessments of European Realism, considering contemporary perspectives and critiques identify the challenges faced by Nineteenth-century European Realism and analyze the reasons for its decline in the Twentieth century.

CO: Course Outcome:

At the end of the courses students will be able to:

CO-1:Demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.

CO-2:Gain a deeper understanding of the social economic and political conditions which gave rise to this movement

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO-3:Recognise the diversity within this broad literary movement while discerning the underlying affinities and patterns.

CO-4:Understand the texts exposing the rich and complex legacy of Nineteenth-century European Realism,

Course Content

Module No.	Contents	Learning Hours	CO
I	George Eliot: <i>Middlemarch</i>	30	CO-1,CO-2,CO-3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	30	CO-1,CO-2,CO-3,
III	Honore de Balzac: <i>Old Goriot</i>	30	CO-1,CO-2,CO-3, CO-4
IV	Guy de Maupassant: 'The Umbrella' Anton Chekov: 'The Lament' R. L. Stevenson: 'Will O' the Mill' Oscar Wilde: 'The Nightingale and the Rose'	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation

- History, Realism and the Novel Form
- Ethics and Fiction
- Prose, Fiction and its readership in the Nineteenth Century



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- Politics and the Russian Novel: Slavophiles and Westernizers
- Portrayal of the Emerging European City
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	2.3

Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

R. L. Stevenson: 'Will O' the Mill'



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BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 24

Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Code: IDE-ENG-DE-4830

LO: Learning Objectives:

: To understand the concepts: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

: To appreciate the human and literary values and the connectedness and diversity of human experiences in the context of progress, the role of technology in our life, and the interaction between technology and human behaviour

: To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of social and historical construction of crime

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcome:

Students at the end of the Course will be able to :

CO-1: Explain the concepts and philosophical, social and psychological issues intrinsic to the two genres: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

CO-2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in different texts dealing with the concepts of progress, the role of technology in our life, and the interaction between technology and human behaviour

CO-3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of social and historical construction of crime



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Course Content

Module No.	Contents	Contact Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context	30	CO-1,CO-2,CO-3
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	30	CO-1,CO-2,CO-3
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	30	CO-1,CO-2,CO-3
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	30	CO-1,CO-2,CO-3

Course Mapping:



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Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	2	1	1	2	3	3	2	3	1
CO 3	3	2	3	2	2	2	3	3	2
Average	2.3	2	2	2	2.3	2.6	2.6	3	2

Suggested Readings:

Suvin, Darko. “ On the Poetics of the Science Fiction Genre”. *College English* 34, no.3(December 1972): 372-82.

Charles J.Rzepka. ‘ Introduction: What is Crime Fiction?’ , in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds. Charles J Rzepka and Lee Horsley (Oxford : Wiley and Blackwell, 2010)

Robert A. Heinlein, ‘On the Writing of Speculative Fiction’.https://mab333.weebly.com/uploads/3/2/3/1//32314601/writing_sf_-_01_on_the_writing_of_speculative_fiction.pdf

Joy Palmer. ‘Tracing Bodies: Gender, Genre, and Forensic Detective Fiction’.

Margaret Atwood. *The Handmaid’s Tale*

Manjula Padmanabhan. ‘Escape’

Arthur Conan Doyle. *The Hound of the Baskervilles*

Arup Kumar Dutta. *The Blind Witness*.



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BA in English (FYUP) Detailed Syllabus of FIRST Semester

Minor 1

- [i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors]**

Title of the Paper: INTRODUCTION TO THE STUDY OF LITERATURE

Course Code: IDE- ENG-MC-1110

LO: Learning Objectives:

: To familiarize students with a diverse range of literary forms, enabling them to recognize and appreciate the richness and variety of literature.

: To introduce learners to fundamental concepts, terms, and terminologies associated with different literary genres, equipping them with the necessary vocabulary and understanding to analyze and discuss literature effectively.

: To foster awareness among learners of the intricate interconnections between literature and society, highlighting the ways in which literature reflects, influences, and interacts with the social, cultural, and historical contexts in which it is produced.

CO: Course Outcome:

After the completion of this course, the learner will be able to:

CO-1:Acquire a comprehensive understanding of the diverse forms of literature, enabling them to recognize and analyze different genres, styles, and formats.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO-2: Gain an understanding of the fundamental concepts in literature, which will provide them with a solid foundation for engaging with and interpreting literary works.

CO-3: Develop an appreciation for the various techniques employed in literature, allowing them to recognize and evaluate the artistic and literary elements used to convey meaning, emotions, and themes within texts.

Course Content

Module No.	Contents	Contact Hours	CO
I	Literature as Imaginative & Creative Writing Aesthetic Appeal and Universality Fact, Fiction and Reality in Literature Literature as Mirror of Society (Reflection of Social Reality and Material Facts)	30	CO-1,CO-2,CO-3
II	Introduction to Poetry Different forms of poetry Sonnet, Ode, Epic, Ballad, Satire, Lyric, Blank Verse, Metaphysical poetry Literary Devices (Sound, Symbols, Imagery, Rhythm, Syntax, Metre and Rhyme etc.)	30	CO-1,CO-2,CO-3
III	Introduction to Drama Different forms of drama Historical Drama, Tragedy, Comedy,	30	CO-1,CO-2,CO-3



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	Tragi-comedy, One-Act play, Absurd Drama Literary Devices (Plot, Act, Symbolism, Irony, Chorus, Soliloquy and Aside etc.)		
IV	Introduction to Fiction and Non-Fiction Different forms of fiction and non-fiction writings Short story, Novel, Biography, Autobiography, Letters, Satire, Essays, Science fiction, Epistolary Novels, Bildungsroman, Psychological Novels Literary Devices (Symbolism, Imagery, Irony, Flashbacks, Narrative persona, etc.)	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

Suggested Reading: 1. Upham, Alfred H. *The Typical Forms of English Literature*, A.I.T.B.S. Publishers

2. Abrams, M. H. *A Glossary of Literary Terms*, Cengage.

3. Prasad, B. *A Background to the Study of English Literature*, Trinity Press.

4. Taylor, Richard. *Understanding the Elements of Literature: Its Forms, Techniques and Cultural Conventions*, Macmillan.

5. Baldick, Chris. *The Oxford Dictionary of Literary Terms*, OUP.



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BA in English (FYUP) Detailed Syllabus of SECOND Semester

Minor 2

- [i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors]**

Title of the paper: English Poetry and Drama

Course Code: IDE- ENG-MC-1210

LO: Learning Objectives:

- : To provide a broad view of the ages to which the poets and the playwrights belong.
- : To focus on the history of socio-cultural background of the ages to understand the texts.
- : To understand and assimilate the different temperaments of the ages concerned in terms of human relations.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcome:

At the completion of this course,

CO-1:The students will be able to understand the poetry and drama from 16th to 20th century and appreciate the aspects of human love, human condition, shortness of time in life, love as the union of soul, individual's shock and personal loss, inevitability of death, life after death, and conditions of modern man.

CO-2:The students will be able to enjoy and comprehend the themes of morality and commitment in love as well as the rights and liberty of women in the modern age.



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Course Content

Module No.	Contents	Learning Hours	CO
I	Philip Sidney: <i>Astrophel and Stella</i> From William Shakespeare: 'Seven Ages of Man' John Milton: 'On His Blindness' John Donne: 'The Flea'	30	CO-1,CO-2
II	William Wordsworth: 'Three Years She Grew' Alfred Tennyson: 'Break, Break, Break' Christina Rossetti: 'After Death' W.H.Auden: 'The Unknown Citizen'	30	CO-1,CO-2
III	William Shakespeare: <i>As You Like It</i>	30	CO-1,CO-2
IV	Henrik Ibsen: <i>A Doll's House</i>	30	CO-1,CO-2



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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
Average	2.5	3	2	2.5	2.5	3	3	3	2

Suggested Reading:

www.poetryfoundation.com

www.poemhunter.com

Shakespeare, William. *As You Like It*

Ibsen, Henrik. *A Doll's House*



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BA in English (FYUP) Detailed Syllabus of THIRD Semester

Minor 3

- (i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors]**

Title of the paper: Literature and the Cinema

Course Code: IDE-ENG-MC-2310

LO: Learning Objectives:

: To develop a systematic and historically-grounded knowledge of literature and cinema as expressive arts

:To be able to draw out the connections between literature, cinema and society

:To be able to apply theoretical approach in analysing cinema as an art form

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcome:

The following are the expected learning outcomes of this paper:

CO-1:The student will develop a systematic and historically-grounded knowledge of literature and cinema as expressive arts

CO-2:The student will be able to draw out the connections between literature, cinema and society

CO-3:The student will be able to apply theoretical approach in analysing cinema as an art form

Course Content



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Module No.	Contents	Learning Hours	CO
I	<p>Theory</p> <p>James Monaco: 'The Language of film: Signs and Syntax' (<i>How to Read a Film: The World of Movies, Media and Multimedia</i>) Chap 3.</p> <p>Linda Hutcheon: <i>A Theory of Adaptation</i>.</p>	30	CO-1
II	<p>Classic</p> <p>William Shakespeare: <i>Hamlet</i> (text) & Vishal Bharadwaj's <i>Hyder</i> (film)</p>	30	CO-1,CO-2,CO-3
III	<p>Partition film/narrative</p> <p>Bapsi Sidhwa: <i>Ice Candy Man</i> (text) & Deepa Mehta's <i>Cracking Earth</i> (film)</p> <p>Amrita Pritam: <i>Pinjar</i> (Text) & C. P. Dwivedi's <i>Pinjar</i> (film)</p>	30	CO-1,CO-2,CO-3
IV	<p>Popular Films:</p> <p>Chetan Bhagat: <i>Five Point Someone</i> (text) & <i>Three Idiots</i> (film)</p> <p>Girish Karnad: <i>Fire and the Rain</i> (text) & <i>Agnivarsha</i> (film)</p>	30	CO-1,CO-2,CO-3

Suggested Topics and background reading and presentations:

Theories of adaptation

Transformation and Transposition



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Hollywood to Bollywood

Adaptation as Interpretation

Classics in Film and Fiction

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2

Suggested Readings:

Linda Hutcheon. 'On the Art of Adaptation', *Daedalu*, vol. 133 (2004).

Thomas Leitch. 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol.1, no. 1.

Poonam Trivedi. 'Filmi Shakespeare', *Litfilm Quarterly*, Vol. 35, issue 2, 2007.



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BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Minor 4

[i) Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

Title of the paper: Modern Travel Writing

Course Code: IDE-ENG-MC-2410

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: to examine the nature and features of this genre as demonstrated in the prescribed text

: to make sense of the Western narrative and critical lens on India and its civilisational journey

: to assess the Western evaluative methods in understanding India from its great antiquity through difficult historicity to its contemporary developments

: to understand the impacts of the impressions acquired through travel writing leading to idea formations

CO : Course Outcomes

At the end of the course, students will be able to:

CO-1: appreciate and analyse the relationship of travel writing to colonisation

CO-2: see the link between travel writing and translation

CO-3: appreciate the role of travel in shaping selfhood and otherness and relate the growth of travel writing to regional, national and global identities.

CO-4: understand the question of reception at the ground on which the travelogue has been written.

Course Content

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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Module No.	Contents	Learning Hours	CO
I	V. S. Naipaul – <i>India: A Million Mutinies Now</i>	30	CO-1,CO-2,CO-3, CO-4
II	Diana L. Eck: <i>India: A Sacred Geography</i>	30	CO-1,CO-2,CO-3, CO-4
III	Mark Tully: <i>India's Unending Journey</i>	30	CO-1,CO-2,CO-3, CO-4
IV	David Frawley: <i>In Search of the Cradle of Civilisation</i>	30	CO-1,CO-2,CO-3, CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	2.3

Suggested Readings

1. Hulme, P., & Youngs, T. (Eds.). (2002). *The Cambridge companion to travel writing* (Vol. 10). Cambridge University Press.



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2. Henrikson, P., & Kullberg, C. (Eds.). (2021). *Time and temporalities in European travel writing*. Routledge.
3. Micallef, R. (2018). *Illusion and disillusionment: travel writing in the modern age*. Harvard University Press.
4. Huggan, G. (2010). *Extreme pursuits: Travel/writing in an age of globalization*. University of Michigan Press.
5. Blanton, C., *Travel Writing: the Self and the World*, Routledge.



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BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Minor 5

- [i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors]**

Title of the paper: Autobiography and Life Writing

Course Code: IDE- ENG-MC-3510

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : To give the students a first-hand knowledge of major autobiographical texts.
- : To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- : To enable students to understand the growth of autobiography as a literary genre and encourage further reading.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Outcomes

At the end of the course, students will be able to:

CO-1: Gets a basic idea about the literary genre: Biography and autobiography.



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CO-2:Examine the status of life writing as a literary form and the history of its reception.

CO-3:Understand the relationship between self and history, truth, claims, and fiction in private and public spheres.

CO-4:Able to explain and analyze how life writing provides an alternative to existing ways of writing history.

Course Content

Module No.	Contents	Learning Hours	CO
I	Anne Frank: <i>The Diary of a Young Girl</i>	30	CO-1,CO-2,CO-3, CO-4
II	M. K. Gandhi: <i>Autobiography: The Story of My Experiments with Truth</i>	30	CO-1,CO-2,CO-3, CO-4
III	T. J. S. George: <i>MS– A Life in Music</i>	30	CO-1,CO-2,CO-3, CO-4
IV	A. P. J. Abdul Kalam: <i>Wings of Fire</i> . (Chapters: 1 - 4 Chapters).	30	CO-1,CO-2,CO-3, CO-4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2



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Average	2.5	2.25	2	2	2.5	3	2.5	3	2.25
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Suggested Readings:

Anne Frank: *The Diary of a Young Girl*

M. K. Gandhi. *Autobiography: The Story of My Experiments with Truth*. Navajeevan Press, Ahemadabad, 2001.

T. J.S. George. *MS- A Life in Music*. Harper Collins, New Delhi, 2004

A. P. J. Abdul Kalam: *Wings of Fire*.



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BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Minor 6

[i) Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

Title of the paper: INDIAN POETICS

Course Code: IDE-ENG-MC-3610

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: To provide the students with the knowledge of major schools of Indian Literary Theory.

: To provide the students with the knowledge of the texts of Indian poetics.

: To enable students to strengthen and deepen their interpretive skills on the basis of principles derived from Indian critical tradition

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcomes

At the end of the course, students will be able to:

CO-1: Have the knowledge of major schools of Indian Literary Theory.

CO-2: Be familiar with the texts of Indian poetics.

CO-3:To apply their interpretive skills on the basis of principles derived from Indian critical tradition

Course Content

Module	Contents	Learning Hours	CO



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No.			
I	Indian Poetics: Rasa, Alamkar, Riti, Dhvani, Vakrokti, Auchitya	30	CO-1
II	Constituent Elements of Indian Poetics	30	CO-1, CO-2
III	Indian Poetics in Historical Perspective	30	CO-1, CO-2, CO-3
IV	Relevance of Indian Poetics	30	CO-1, CO-2, CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2.3	1.6	2.3	2.6	3	2.6	3	1.6

Suggested Readings:

1. S.K.Dey . History of Poetics, NEWDelhi:MLBS,1960
2. Kapil Kapoor . Literary Theory : Indian Conceptual Framework,EastWest Press,Delhi,1998.
3. V.Sethuraman:Indian Aesthetics: an Introduction,Macmillan,1979.



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4. K.Krishnamurthy:Studies in Indian Aesthetics and Criticism.DVKMurthy:Mysore,1979
5. V.N.Raghavan,An Introduction to Indian Poetics,Macmillan,1970.
6. T.N. Sreekantayyya. Indian Poetics.NewDelhi:Sahitya Akademi,2001.



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BA in English (FYUP) Detailed Syllabus of SEVENTH Semester

Minor 7

- (i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors]**

Title of the paper: Short Stories and One-Act Plays

Course Code: IDE-ENG-MC-4710

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

: To make the learner equipped with the features of short stories and one-act plays as distinct genres.

: To enable the learner to critically appreciate the aesthetic appeal and literary features of short stories and one-act plays.

: To enable the learner to understand the eco-social, historical, and cultural context of the prescribed texts.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

CO 1: Understand the distinct features of short stories and one-act plays as distinct forms of literary writing

CO 2: Demonstrate a critical understanding of the aesthetic appeal of these two forms of writing

CO 3: Understand the eco-social, Historical, and cultural context contained in the prescribed texts.



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Course Content

Module no.	Content	Learning Hours	CO
I	H. H. Munro: 'The Open Window'; Pearl S. Buck: 'The Refugee'; James Joyce: 'The Dead';	30	1,3
II	D. H. Lawrence: 'Odour of the Chrysanthemums' Katherine Mansfield: 'The Garden Party' Raja Rao: 'The Cow of the Barricades'	30	2,3
III	Anton Chekov: <i>A Marriage Proposal</i> ; Norman McKinnel: <i>The Bishop's Candlesticks</i> ;	30	1,2
IV	Vijay Tendulkar: <i>Silence! The Court is in Session</i> Girish Karnad: <i>Yayati</i>	30	2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	2	3	3	2	3	1
CO 2	1	3	2	2		2	3	3	1
CO 3	2	2		2	3	2	2	3	1
Average	2			2	2				1



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Suggested Readings

Abrams & Harpham. *A Glossary of Literary Terms*. Cengage.

Das, S.K. *A Critical Handbook of English Drama*. Ane Books.

Texts (Any edition, Preferably OUP)



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BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Minor 8

Title of the paper: Sonnets, Odes & Elegies

Course Code: IDE-ENG-MC-4810

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : To introduce the learner to some of the representative sonnets, odes and elegies in English literature
- : To enable the learner to know about the features and aesthetic understanding of sonnets, odes and elegies in English literature
- : To enable the learner to understand the eco-social, historical, and cultural context of the prescribed texts.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

CO 1: Understand the distinct features of sonnets, odes and elegies as distinct poetic forms

CO 2: Demonstrate a critical understanding of the development of sonnets, odes and elegies as poetic forms

CO 3: Understand the eco-social, Historical, and cultural context contained in the prescribed texts.

Course Content

Module no.	Content	Learning Hours	CO
I	Sir Thomas Wyatt: 'I Find No Peace', 'Forget Not Yet'; Surrey: Sonnet No. 7 ('The Soote Season...') Sonnet No. 11 ('Whoso list to	30	1,3



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	hunt...')		
II	William Shakespeare: Sonnet No. 29, 73 & 116; John Milton: 'On His Blindness'	30	2,3
III	William Collins: 'Ode to Evening'; S. T. Coleridge: 'Dejection: An Ode'; John Keats: 'Ode on a Grecian Urn'	30	1,2
IV	John Milton: 'Lycidas'; Alfred Tennyson: 'Break, Break, Break'; Matthew Arnold: 'A Summer Night'	30	2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	2	3	3	2	3	1
CO 2	1	3	2	2		2	3	3	1
CO 3	2	2		2	3	2	2	3	1
Average	2			2	2				1

Suggested Readings

Green, David. *The Winged Word*. Macmillan.

Grierson & Smith. *A Critical History of English Poetry*. Bloomsbury.

O' Neill, Michael. *The Cambridge History of English Poetry*. Cambridge University Press.



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BA in English (FYUP) Detailed Syllabus of FIRST Semester

MD 1:

- (i) MD Courses of English will be offered to Non-English Major Students**
ii) English Major students will opt for MD courses from other Majors]

Title of the Paper: Introduction to English Poetry

Course Code: IDE- ENG-MD-1110

LO: Learning Objectives:

: To familiarize students with the historical evolution of English poetry, providing an overview of its development and highlighting the different types and forms that have emerged over time.

: To introduce learners to foundational texts in English poetry, exposing them to selected works that represent key themes, styles, and movements within the genre.

: To cultivate learners' awareness of critical terms and features commonly associated with English poetry, equipping them with the necessary vocabulary and understanding to analyze and interpret poems effectively.

CO:Course Outcomes:

After the completion of this course, the learner will:

CO-1:Gain a comprehensive understanding of the various stages in the development of English poetry, allowing them to recognize and appreciate the historical progression and significant shifts in style, themes, and movements.

Credits: 3
Total Learning Hours: 30x3=90
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks



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CO-2: Students will be introduced to diverse forms of poetry, providing them with knowledge and recognition of different poetic structures, such as sonnets, ballads, and free verse, and their unique characteristics.

CO-3: Develop an appreciation for the various techniques employed in poetry, enabling them to recognize and analyze elements such as imagery, figurative language, rhythm, and sound devices, enhancing their ability to interpret and engage with poetic works effectively.

Course Content

Module No.	Contents	Learning Hours	CO
I	Thomas Wyatt: 'They Flee from Me', 'Blame Not My Lute' William Shakespeare: Sonnets no. 18 & 27 John Milton: 'On His Blindness'	30	CO-1,CO-2, CO-3
II	William Wordsworth: 'Composed Upon Westminster's Bridge' John Keats: 'Ode to Autumn' Alfred Tennyson: 'Ulysses' Robert Browning: 'The Last Ride Together'	30	CO-1,CO-2, CO-3
III	William Blake: 'The Lamb', 'The Tyger' Thomas Hardy: 'The Darkling Thrush' W. B. Yeats: 'The Second Coming'	30	CO-1,CO-2, CO-3



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	Siegfried Sassoon: 'The Last Meeting'		
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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	1.6

Suggested Reading:

1. Albert, Edward: *A Short History of English Literature*, OUP.
2. Evans, Ifor: *A Short History of English Literature*, Penguin.
3. Warton, Thomas: *The History of English Poetry*.
4. Abrams, M. H.: *The Mirror and the Lamp*, OUP.
5. www.poetryfoundation.com
5. www.poemhunter.com



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BA in English (FYUP) Detailed Syllabus of SECOND Semester

MD 2:

- (i) MD Courses of English will be offered to Non-English Major Students**
- ii) English Major students will opt for MD courses from other Majors]**

Title of the Paper: Introduction to English Drama

Course Code: IDE- ENG-MD-1210

LO: Learning Objectives:

- : The introduce the students to the history of the development of English drama and its different types
- : To introduce the learners to some of the basic texts in English drama
- : To make the learners understand the various critical terms and features of drama

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes:

CO-1:The students will develop a fair idea of the different stages in the development of English drama

CO-2:The students will be introduced to the different categories of drama

CO-3:The learners will be able to appreciate the various techniques that are used in drama



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Course Content

Module No.	Contents	Learning Hours	CO
I	History and Elements of English Drama	30	CO-1,CO-2
II	William Shakespeare: <i>Julius Caesar</i> Ben Jonson: <i>Everyman in His Humour</i>	30	CO-1,CO-2,CO-3
III	Oliver Goldsmith: <i>She Stoops to Conquer</i>	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2	2	2.3	3	3	2.3	3	1.6

Suggested Reading:

1. Albert, Edward: *A Short History of English Literature*, OUP.



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2. Evans, Ifor. *A Short History of English Literature*, Penguin.
3. Nicoll, Allardyce: *A History of English Drama*, CUP.
4. Bradley, A. C.: *Shakespearean Tragedy*, Atlantic Publishers.
5. Shakespeare, William: *Julius Caesar*
6. Jonson, Ben: *Everyman in His Humour*
8. Goldsmith, Oliver: *She Stoops to Conquer*



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BA in English (FYUP) Detailed Syllabus of THIRD Semester

MD 3:

[i) MD Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for MD courses from other Majors]

Literature on Ecology

Course Code: IDE- ENG-MD-2310

LO: Learning Objectives:

: To make the students aware of the ecological concerns which have been the subject of literature since time immemorial.

: To make them aware of the natural resources and the civilization's intrusion upon nature as expressed in the writings of different cultures.

: To make them positively help address environmental issues and advocate for the protection and preservation of natural resources and ecosystems

CO:Course Outcome:

At the end of this course, the students will be

CO-1:Aware of the ecological concerns which have been the subject of literature from time immemorial.

CO-2:Aware of the natural resources and the civilization's intrusion upon nature as expressed in the writings of different cultures.

CO-3:Able to address environmental issues in positive ways and advocate for the protection and preservation of natural resources and ecosystems

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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Course Content

Module No.	Contents	Learning Hours	CO
I	Eco-criticism and Green Studies: Fundamental Principles Ecological Movements: Silent Valley, Chipko, Narmada and other movements with regard to indigenous cultures.	30	CO-1,CO-2,CO-3
II	Rachel Carson: Silent Spring (Chapters: A Fable for Tomorrow; And No Birds Sing , The Human Price)	30	CO-1,CO-2,CO-3
III	Profile of a River (From <i>The Brahmaputra</i> by Arup K. Dutta) Ganga: The Goddess Ganges in Hindu Sacred Geography (Discuss L. ECK from Goddesses of India) 'On the Banks of Amaravati' (The three essays are from Waterlines ed. By AmitaBaviskar). Amitav Ghosh: <i>The Nutmeg's Curse</i>	30	CO-1,CO-2,CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3



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CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2	2	2	2.6	3	2.6	3	2.3

Background Reading:

Guha, Ramachandra(1994) *Social Ecology*, OUP

Barry, John (1998) *Rethinking Green Politics*, Sage Publications: New Delhi

Chapple ,Christopher Key and Mary Svelyn Tucker (ed.)(2000) *Hinduism and Ecology: The Intersection of Earth, Sky and Water*

Gilpin, Alan (1998). *Dictionary of Environment Terms*. Routledge & Kegan Paul Arnold
David and Ramchandra Guha. (ed.) in *Nature, Culture, Imperialism Essays on the Environmental History of South Asia*. Delhi: OUP

Dutta , Arup K. (2001) *The Brahmaputra*. National Book Trust India

Baviskar, Amita (2003)*Waterlines* (ed.). Penguin

Rachel Carson. (1962)*Silent Spring*, Penguin Modern Classics,UK, (e-book 2020)

Devy , G.N. (2003)*The Painted Words: An Anthology of Tribal Literature* (ed.). Penguin India

Bond , Ruskin(2019) *From the Cradle of Nature*. Pegasus Books

Hawley , John Straton & Donna Maria Wulff.(2017) *Devi: Goddesses of India* (ed.), Aleph Book company

Ghosh, Amitav : *The Nutmeg's Curse*



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BA in English (FYUP) Detailed Syllabus of FIRST Semester

AEC-1

English Language and Communication Skills

Course Code: IDE- ENG-AE-0010

LO: Learning Objectives:

: To provide a comprehensive understanding of the essential tools and theories of communication

: To cultivate and enhance communication skills necessary for successful personal, social, and professional interactions.

: To prioritize the development of LSRW (Listening, Speaking, Reading, and Writing) skills tailored explicitly for professional settings, such as interviews, group discussions, and public speaking, ensuring proficiency in social interactions.

: To equip students with diverse communication strategies, both verbal and non-verbal, enabling them to express thoughts, emotions, and ideas effectively.

: To foster an engaging and interactive learning environment, employing innovative teaching methodologies to encourage active participation and maximize learning outcomes.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO: Course Outcomes:

After the completion of this course, the learner will be able to:

CO-1: Develop a comprehensive understanding of essential communication tools and theories to effectively navigate complexities in communication.

CO-2: Enhance and cultivate communication skills necessary for successful personal, social, and professional interactions and demonstrate writing competencies like framing CVs, memos, and applications properly

CO-3: Demonstrate proficiency in Listening, Speaking, Reading, and Writing (LSRW) skills in professional settings, such as interviews, group discussions, and public speaking.

CO-4: Apply diverse verbal and non-verbal communication strategies to effectively express thoughts, emotions, and ideas in interpersonal and professional settings.

Course Content

Module No.	Contents	Learning Hours	CO
I	Introduction to Communication Skills The Nature and Process of Communication Types and Modes of Communication Verbal and Non-verbal Communication Essentials of Effective Communication Overcoming Miscommunication: Communication Barriers and Strategies	30	CO-1, CO-2, CO-3
II	Listening Skills	30	CO-1, CO-2,



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	<p>The Importance and Purposes of Effective Listening</p> <p>Developing Active Listening Skills</p> <p>Identifying and Overcoming Barriers to Listening</p> <p>Guidelines for Improving Listening Skills</p> <p>Strategies for Effective Note-taking during Lectures and Presentations</p>		CO-3
III	<p>Speaking Skills</p> <p>Pronunciation Practice and Phonetic Awareness</p> <p>Developing Fluency through Conversation Practice</p> <p>Participating in Debates and Group Discussions</p> <p>Interview Skills: Effective Communication for Job Interviews</p> <p>Effective Presentation Skills and Public Speaking Techniques</p>	30	CO-1, CO-2, CO-1, CO-2, CO-3, CO-4
IV	<p>Reading and Writing Skills</p> <p>Effective Reading Strategies for Comprehension</p> <p>Developing Reading Fluency and Speed</p> <p>Close Reading Techniques for In-depth Analysis</p> <p>Summarizing and Paraphrasing Techniques</p> <p>Interpreting Graphs and Charts for Effective Communication</p> <p>Writing Formal Letters and Emails</p> <p>Resume and Job Application</p>	30	CO-1, CO-2, CO-3



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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2.6

Suggested Readings:

1. *Business English*, Pearson, Pearson Education, 2008.
2. *Fluency in English - Part II*, Oxford University Press, 2006.
3. *Language, Literature and Creativity*, Orient Black Swan, 2013.
4. Turton, N.D. and J.B. Heaton *Longman Dictionary of Common Errors*, Longman, 1998.
5. Francis Peter, S.J. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill, 2012.
6. Verma, S. *Enhancing Employability @ Soft Skills*. New Delhi, Pearson Education 2012.
7. Bandyopadhyay, D. & Krishnan, Malathy. (2012). *Connect: A Course in Communicative English*. Cambridge University Press.
8. Raman, Meenakshi. & Singh, Prakash. (2012). *Business Communication*. Oxford University Press.
9. Suresh Kumar, E. & P. Sreehari. (2014). *A Handbook for English Language Laboratories*. Foundation Books.
10. Mukhyopadhyay. *English for Jobseekers: Language and Soft Skills for the Aspiring*. Foundation Books, CUP.



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BA in English (FYUP) Detailed Syllabus of SECOND Semester

AEC 2

Title of the Paper: Academic Writing and Professional Communication

Course Code: IDE- ENG-AE-1210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

:To enhance students' skills in written and oral communication for academic and professional contexts.

: To make students use simple and acceptable English to convey their ideas in English in writing

: To make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.

: To develop students' abilities to express their ideas effectively, critically analyze texts, and engage in professional communication practices.

: To make students learn essential academic writing techniques, research skills, citation and referencing conventions, and strategies for effective professional communication.

CO: Course Outcomes

At the end of the course students will be able to:

CO-1: Demonstrate proficiency in academic writing conventions, including grammar, sentence structure, and punctuation.

CO-2: Analyze and critically evaluate academic texts, including articles, research papers, and scholarly publications.

CO-3: Understand and apply appropriate citation and referencing styles in academic writing.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks



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CO-4: Compose well-structured essays, research papers, and reports using clear and concise language and display effective communication strategies for professional environments, including email etiquette, formal letters, and workplace communication.

Course Content

Module No.	Contents	Learning Hours	CO
I	<p>Introduction to Academic Writing</p> <p style="text-align: center;">The purpose of Academic Writing</p> <p>The features of Academic Writing</p> <p>Types of Academic Writing</p> <p style="text-align: center;">The Writing Process</p>	30	CO-1, CO-2, CO-3
II	<p>Writing Style and Structure</p> <p>Structure and organization of essays, research papers, and reports</p> <p>Organizing a Paragraph structure</p> <p>Structuring an Argument</p> <p>Developing a thesis statement and supporting arguments</p> <p>Writing effective introduction, body, and conclusion</p> <p>Review and Critical analysis of Academic texts</p> <p>Summarizing and paraphrasing skill</p>	30	CO-2, CO-3



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	Citation and Referencing		
III	<p>Writing Mechanics and Remedial Grammar</p> <p>Clarity, coherence, and conciseness in academic writing</p> <p>Effective use of transitions and linking words</p> <p>Punctuation</p> <p>Grammar and Sentence Structure</p> <p>Independent and dependent clauses</p> <p>Avoiding Choppy Sentences, Incomplete and fragmented sentences, run on sentences</p> <p>Subject-verb agreement and verb tenses</p> <p>Common grammatical errors to avoid</p>	30	CO-3
IV	<p>Professional Communication in Writing</p> <p>Writing formal emails, reports, and business correspondence</p> <p>Report Writing</p> <p>Note-Making</p> <p>Letter Writing</p> <p>Writing for professional contexts (CV and Cover Letters)</p> <p>Documenting: Agenda and Minutes</p>	30	CO-4



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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2.5	2.5	2.25	2.5	2.75	2.75	3	2.25

Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley. *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta. *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
3. Ilona Leki. *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
5. Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP
6. Hogue, A. & Oshima, A. (2007). *Introduction to Academic Writing*. Pearson Education.
7. Bailey, S. (3rd Ed.). (2011). *Academic Writing: A Handbook for International Students*. Routledge; Taylor & Francis.
8. Satu Manninen, S., Turner, E., & Lecaros, W. (2020). *Writing in English at University: A Guide for Second Language Writers*. Lund University.
9. Swales, J. & C. Feak. (1993). *Academic Writing for Graduate Students*. University of Michigan Press.



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10. Sumague,A. Julieta. (2019). *Academic English for Second Language Learners*.Society Publishing.
11. Jain, Seema. (2017). *Critical Thinking, Academic Writing & Presentation*. IndianBooks.



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BA in English (FYUP) Detailed Syllabus of FIRST Semester

SEC 1

Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Code: IDE- ENG-SE-1110

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: to make students grasp the strategies used by a teacher to teach language

: to make students understand the syllabus, its structure and development

: to make students understand different types of tests used in a language class

: to make students understand use of technology for learning language

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes

At the end of the course students will be able to:

CO-1:identify and classify strategies used by a teacher to teach language

CO-2:demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use

CO-3:articulate the reasons for different types of tests the teacher administers

CO-4:demonstrate the ways in which technology can be used for learning language.

Course Content



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Module No.	Contents	Learning Hours	CO
I	Knowing the Learner, Structures of English language, Syllabus Structure and Design, Grammatical syllabuses and other Types of ELT Syllabus	30	CO-1
II	Methods of teaching English language and literature; Assessing language skills, Types of tests and their purposes	30	CO-2, CO-3
III	Materials for language teaching (Structure of a textbook and its relation to the syllabus); Using Technology in language learning (ICT and language learning including Web 2.0 Tools)	30	CO-3, CO-4

Suggested Discussion, Presentation:

Thinking and activities/Practical associated with all the Modules

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3



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CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2

Suggested Reading

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow,

Teaching English as a Second or Foreign Language (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course for Teachers (Teacher's Workbook)*(Cambridge: CUP, 1988).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009)



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BA in English (FYUP) Detailed Syllabus of SECOND Semester

SEC- 2

Title of the Paper: Translation Studies

Course Code: IDE- ENG-SEC-2210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : to make students grasp the process of translation
- : to make students grasp the skills of effective translation
- : to make students undertake and complete practical translation assignments

- : to make students work on translated works to compare and evaluate finished translation

CO: Course Outcomes

At the end of the course students will be able to:

CO-1: critically appreciate the process of translation

CO-2: engage with various theoretical positions on Translation think about the politics of translation

CO-3: assess, compare, and review translations and translate literary and non-literary texts

Credits: 3
Total Learning Hours: 30x3=90
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	Different Types / modes of translation (Technical /Official translation as opposed to literary translation Audio-visual translation)	30	CO-1



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	Different approaches to translation from fidelity to transcreation Functional / communicative translation; Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.		
II	<p>Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.</p> <p>Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.</p>	30	CO-2
III	Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual	30	CO-3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3



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CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2

Suggested Readings

Venuti, Lawrence. *Essays in The Translation Studies Reader*, London: Routledge, 2000.

Lefevere, Andre. *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Trivedi, Harish and Susan Bassnett. Introduction to *Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)

Singh, Avadhesh Kumar. "Translation Studies in the 21st Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45. Susan Bassnett, *Translation Studies*, London: Routledge, 1998.

Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers



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BA in English (FYUP) Detailed Syllabus of THIRD Semester

SEC-3

Title of the Paper: SOFT SKILLS

Course Code: IDE- ENG-SE-2310

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: to make students grasp the skills of effective communication

: to make students take responsibility to undertake and complete a work with leadership in groups either as members or leaders

: to make students develop critical thinking and problem-solving skills

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO :Course Outcomes:

At the end of the courses students will be able to:

CO-1: Communicate with others effectively and exhibit qualities of leadership

to take responsibility to undertake a work and complete it.

CO-2: Be aware of their own weaknesses and work in groups either as members or leaders and be flexible to the needs of others

CO-3: Think critically or laterally and solve problems and negotiate with others to solve problems (conflict resolution) coping with pressure and yet produce results



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Course Content

Module No.	Contents	Learning Hours	CO
I	Effective Communication strategies, Self-esteem and Confidence Building strategies, Self-Learning, Lateral thinking, SWOT Analysis, Goal Setting	30	CO-1
II	Emotional Intelligence, Adaptability, Time Management, Teamwork and Leadership	30	CO-2
III	Lateral Thinking, Problem-solving, Critical Thinking, Conflict Management	30	CO-3
IV	Body Language, Manners and Etiquettes, Interviews	30	CO-2, CO-3

Suggested Discussion, Presentation: Activities/Practical associated with all the Modules

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	2
CO 2	2	1	1	2	3	3	2	3	2
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2	2	2.23	2.6	2.6	2.6	3	2



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Suggested Readings :

Mohanraj, Jayashree, (2015). Skill Sutras: Modern Communication and Ancient Wisdom. Bangalore, Prism Books

Raamesh, Gopaldaswamy & Ramesh, Mahadevan (2010). The ACE of Soft Skills. New Delhi, Pearson.

Mitra, KBarun. (2012). Personality Development and Soft Skills. New Delhi, OUP.

Dhanavel, S.P. (2013). English and Soft Skills. Orient Blackswan.



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6. Procedure of Admission, Curriculum Transaction and Evaluation

Procedure for Admission

For the B.A. in English course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centres for verification. After the due verification the candidate is admitted to the course.

Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the BA course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

Evaluation

For BA course there are eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 7 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions



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Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Exmination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 4,300.00	₹ 4,050.00	₹ 4,050.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00



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9. Quality assurance mechanism and expected programme outcomes

The syllabus of the B.A. English has been developed keeping in mind the quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of B.A. English programme of study may reflect the gaining of knowledge and skill in language and literature. Gaining of knowledge in language and literature may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in the fields associated with the discipline- English Language, achieving in competitive examinations on the subject- English Language, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analysed for the further improvement of the quality of the B.A. English Programme.

Four Year Undergraduate Programme (FYUP)

HINDI

चार वर्षीय हिंदी स्नातक प्रतिष्ठा पाठ्यक्रम

PROGRAMME PROJECT REPORT (PPR)

1. Programme's mission and objectives:

The Institute of Distance Education, RGU was established in 2005. Like other open distance learning institutions, the Institute of Distance Education, RGU is providing higher education to the targeted learners. The mission and objectives of the programme are:

- To impart and disseminate quality higher education through distance mode by providing instructional and study materials.
- To provide access to higher education to those people who are not able to pursue higher education through regular mode.
- To improve gross enrollment ratio in higher education.
- To promote research and innovative ideas among the students.

2. Relevance of the program with HEI's Mission and Goals:

The aims of Rajiv Gandhi University are to nurture the talent of learners by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, contributing and morally sound global citizens. Also it has a mission to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities.

Alike, the mission and goals of the institution are to disseminate and advance quality education through instructions and research, to achieve excellence in higher education. The programme is aimed at providing quality higher education through distance education mode to those people who are interested to pursue higher education but do not get or are not able to take admission in

regular mode of higher education by giving counseling, instruction and study materials. Hence, the programme is relevant to the HEI's mission and goal.

3. Nature of prospective target group of learners:

The target group of learners will be dropout students, who have completed class XII and are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems. The targeted groups also include in-service, unemployed youth, defense and police personal, working in NGOs and the students who are preparing for competitive examination. This course has been designed keeping in mind the growing influence of English and Hindi as Languages for official use. This will ensure that apart from academic experience the students also get competent for applying in administrative jobs.

4. Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

Four Year Undergraduate Programme (FYUP) Hindi Programme through Distance Learning mode is developed in order to give subject-specific skills including-

- i) knowledge about communication skills
- ii) knowledge about Hindi language teaching
- iii) knowledge about Hindi Grammar
- iv) knowledge about Hindi translations and media skills
- v) knowledge about the development in the field of literature so that they can pursue Higher Education

The course would enlighten to the learners about these queries. To do so, the Open and Distance Learning mode would provide quality higher education to the interested learners who are left out by the regular mode. It helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills.

5. Instructional Design:

a. Curriculum activities

- i) Duration of programme: 04 (Foure) years for Four Year Undergraduate Programme (FYUP)
- ii) The four years course is comprises of Eight semesters.
- iii) Semester examination is conducted after every five months.
- iv) Result is declared after one month.
- v) After the declaration of result, admission process starts

b. Detail syllabus

दूरस्थ शिक्षा विभाग
राजीव गाँधी विश्वविद्यालय
रोनो हिल्स, दोइमुख



चार वर्षीय स्नातक पाठ्यक्रम (FYUP)

हिन्दी

चार वर्षीय स्नातक पाठ्यक्रम (FYUP) विवरण :

Four Year Undergraduate Programme (FYUP)

चार वर्षीय हिंदी स्नातक प्रतिष्ठा पाठ्यक्रम का संक्षिप्त परिचय

हिन्दी स्नातक प्रतिष्ठा) 4, चार (वर्षों की स्नातक उपाधि है, जिसमें) 8 आठ (सत्र शामिल हैं। पाठ्यक्रम में विविध और अंतर्दृष्टि-उन्मुख पत्रों को सम्मिलित किया गया है जिसमें प्रतिष्ठा के 21) इक्कीस (पत्र, प्रतिष्ठा के अंतर्गत विभागीय ऐक्विजक के) 3तीन (पत्र, कौशल संवर्धन पाठ्यक्रम) Skill Enhancement Course (के) 3तीन (पत्र तथा माइनर के) 2दो (पत्रों] सप्तम एवं अष्टम सत्र के माइनर के पत्रों को हिंदी मेजर के विद्यार्थी पढ़ेंगे।[का अध्यापन हिंदी विभाग में होगा। प्रथम सत्र से षष्ठ सत्र तक हिंदी माइनर के) 6छह (पत्रों को अन्य विषयों के विद्यार्थी पढ़ेंगे। बहुअनुशासनात्मक पाठ्यक्रम (Multidisciplinary Course) के) 3तीन (पत्र, योग्यता संवर्धन पाठ्यक्रम) Ability Enhancement Course (के) 2दो (पत्र, मूल्यवर्धित पाठ्यक्रम (Added Course-Value) के) 3तीन (पत्र तथा माइनर के) 6छह (पत्रों को विद्यार्थी अन्य विषयों के विभागों में पढ़ेंगे।

1. प्रत्येक पत्र को चार इकाइयों में विभाजित किया गया है। प्रत्येक पत्र के लिए) 100सौ (अंक निर्धारित हैं जिसमें आंतरिक मूल्यांकन के लिए) 30तीस (अंक और सत्रांत परीक्षा के लिए) 70सत्तर (अंक निर्धारित हैं। हिंदी स्नातक प्रतिष्ठा के विद्यार्थी, हिंदी माइनर] (प्रथम सत्र से षष्ठ सत्र तक] के पत्रों को अन्य विषयों के विभागों में पढ़ेंगे। योग्यता संवर्धन पाठ्यक्रम) Ability Enhancement Course (के) 2दो (पत्र, कौशल संवर्धन पाठ्यक्रम) Skill Enhancement Course (के) 3तीन (पत्र, बहुअनुशासनात्मक पाठ्यक्रम Multidisciplinary) (Course तथा मूल्यवर्धित पाठ्यक्रम (Added Course-Value) आदि पत्रों को अपने विभाग में अथवा अन्य विषयों के विभागों में पढ़ सकते हैं।

इस पाठ्यक्रम में बहु प्रवेश एवं बहु निकास का प्रावधान रहेगा, जो इस प्रकार है-

1.1. उपाधि प्रदान करने का मानदंड

- एक वर्षीय स्नातक सर्टिफिकेट : प्रथम एवं द्वितीय सत्र में 40 क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में एक वर्षीय

स्नातक का सर्टिफिकेट दिया जायेगा ,बशर्ते उसे इन दोनों सत्रों में 2क्रेडिट की इंटरनशिप पूरी करनी होगी।

- **दो वर्षीय स्नातक का डिप्लोमा** :चतुर्थ सत्र के समाप्त होने के पश्चात 80क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में दो वर्षीय स्नातक का डिप्लोमा प्रदान किया जाएगा ,बशर्ते उसे इन दो वर्षों के दौरान 2 क्रेडिट की इंटरनशिप पूरी करनी होगी।
- **तीन वर्षीय स्नातक उपाधि** :षष्ठ सत्र अथवा तीन वर्ष की पढाई पूर्ण करने के पश्चात 120 क्रेडिट अंक अर्जित करने वाला कोई छात्र यदि पाठ्यक्रम को छोड़ना चाहे तो उसे तीन वर्षीय स्नातककी उपाधि प्रदान की जायेगी ,बशर्ते उसे इन तीन वर्षों के दौरान 2क्रेडिट की इंटरनशिप पूरी करनी होगी।
- **चार वर्षीय स्नातक उपाधि** :चार वर्षीय स्नातक उपाधि पाठ्यक्रम को पूरा करने वाले छात्रों को ही हिंदी में प्रतिष्ठा)आनर्स (की उपाधि प्रदान की जाएगी। अष्टम सत्र में हिंदी प्रतिष्ठा के पाठ्यक्रम में 160 क्रेडिट अर्जित करने वाले छात्रों को ही हिंदी स्नातक प्रतिष्ठा की उपाधि प्रदान की जाएगी। ऐसे छात्र यदि परास्नातक कार्यक्रम में प्रवेश लेना चाहे तो वे सीधे परास्नातक के तृतीय सत्र में प्रवेश पा सकते हैं ,बशर्ते वे इस पाठ्यक्रम के लिए विश्वविद्यालय द्वारा निर्धारित अपेक्षित क्रेडिट अर्जित कर पाये हों और विश्वविद्यालय द्वारा आयोजित प्रवेश परीक्षा में उत्तीर्ण हुए हों।

पाठ्यक्रमों के नाम और उनके कूट नाम:

1. हिंदी प्रतिष्ठा (Hindi Major) :HIN-CC
2. हिंदी सामान्य (Hindi Minor) :HIN-MC
3. अंतर अनुशासनात्मक पाठ्यक्रम (Multidisciplinary Course) :HIN-MD
4. योग्यता संवर्धन पाठ्यक्रम (Ability Enhancement Course) :HIN-AE
5. कौशल संवर्धन पाठ्यक्रम (Skill Enhancement Course) : HIN-SE
6. मूल्यवर्धित पाठ्यक्रम (Added Course-Value) : VAC
7. विभागीय ऐक्विडक (Departmental Elective) DE – HIN :

तीन वर्षीय स्नातक/चार वर्षीय हिंदी स्नातक)प्रतिष्ठा (के लिए पाठ्यक्रम संरचना

प्रथम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-1110	हिन्दी साहित्य : आदिकाल से भक्तिकाल)इतिहास एवं रचनाएँ (	4	3	1	0	120	30	70	100
IDE-HIN-MC-1110	हिंदी सामान्य	4	3	1	0	120	30	70	100
IDE-XXX-MD-1110	राष्ट्रीय चेतना की कविता	3	2	1	0	90	30	70	100
IDE-XXX-AE-1110	लेखन कौशल	4	3	1	0	120	30	70	100
IDE-XXX-SEC-0010	हिंदी शिक्षण	3	2	1	0	90	30	70	100
IDE-EVS-VA-1110	अन्य विभागों द्वारा तैयार किया जाएगा। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।	2	1	1	0	60	30	70	100
द्वितीय सत्र									
पाठ्यक्रम	पाठ्यक्रम का शीर्षक	कुल	क्रेडिट			अध्ययन	आंतरिक	सत्रांत	कुल
			L	T	P				

कोड		क्रेडिट				न अवधि	क परी क्षाअं क	परीक्षा (सैद्धां तिकी/ प्रयोगा त्मक)	अंक
IDE-HIN-CC-1210	रीतिकाल :इतिहास एवं रचनाएँ	4	3	1	0	120	30	70	100
IDE-HIN-MC-1111	गद्य साहित्य :कहानी एवं उपन्यास	4	3	1	0	120	30	70	100
IDE-XXX-MD-1210	साहित्य और सिनेमा	3	2	1	0	90	30	70	100
IDE-XXX-1210-AE	पटकथा तथा संवाद लेखन	4	3	1	0	120	30	70	100
IDE-SE-XXX-0020	सृजनात्मक लेखन	3	2	1	0	90	30	70	100
IDE-EVS-VA-1120	अन्य विभागों द्वारा तैयार की जायेगी। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।	2	1	1	0	60	30	70	100

प्रथम एवं द्वितीय सत्र में 40क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में स्नातक प्रमाण पत्र की उपाधि दी जाएगी ,बशर्ते उसे इन दो सत्रों में संचालित कौशल आधारित पाठ्यक्रम के 6क्रेडिट के अतिरिक्त व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4क्रेडिट वाला प्रशिक्षण /समर इंटरनशिप पूरा करना होगा।

तृतीय सत्र

पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्यय न अवधि	आतं रिक परी क्षाअं क	सत्रांत परीक्षा (सैद्धांति की/प्रयो	कुल अंक
			L	T	P				

								गात्मक)	
IDE-HIN-CC-2110	आधुनिक काल :इतिहास एवं रचनाएँ1 -	4	3	1	0	120	30	70	100
IDE-HIN-CC-2120	हिंदी कहानी 1-	4	3	1	0	120	30	70	100
IDE-HIN-MC-2110	हिंदी आत्मकथा और जीवनी	4	3	1	0	120	30	70	100
IDE-XXX-MD-1310	कम्प्यूटर-अनुप्रयोग : तकनीकी संसाधन एवं उपकरण	3	2	1	0	90	30	70	100
IDE-XXX-SE-0030	राजभाषा हिंदी : अवधारणा एवं अनुप्रयोग	3	2	1	0	90	30	70	100
IDE-EVS-VA-1130	अन्य विभागों द्वारा तैयार की जायेगी। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।	2	1	1	0	60	30	70	100

चतुर्थ सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-2210	हिंदी भाषा एवं भाषा	4	3	1	0	120	30	70	100

	विज्ञान								
IDE-HIN-CC-2220	हिंदी नाटक	4	3	1	0	120	30	70	100
IDE-HIN-CC-2230	कथेतर गद्य साहित्य	4	3	1	0	120	30	70	100
IDEHIN-CC-2240	हिंदी भक्ति काव्य	4	3	1	0	120	30	70	100
IDE-HIN-MC-3210	आधुनिक हिंदी कविता	4	3	1	0	120	30	70	100

चतुर्थ सत्र के समाप्त होने के पश्चात 80 क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में स्नातक डिप्लोमा की उपाधि दी जाएगी, बशर्ते उसे इन दो वर्षों में व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4 क्रेडिट वाला प्रशिक्षण/ समर इंटरशिप को पूरा करना होगा।

वे विद्यार्थी जो तीन वर्षीय स्नातक या चार वर्षीय स्नातक उपाधि प्राप्त करना चाहते हैं उन्हें भी पंचम सत्र तक व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4 क्रेडिट वाला प्रशिक्षण/ समर इंटरशिप को पूरा करना होगा।

पंचम सत्र

पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/ प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-3110	भारतीय काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE-HIN-CC-3120	आधुनिक काल : इतिहास एवं रचनाएँ 2 -	4	3	1	0	120	30	70	100

IDE-HIN-CC-3130	प्रयोजनमूलक हिन्दी	4	3	1	0	120	30	70	100
IDE-HIN-CC-3140	लोक साहित्य	2	1	1	0	60	30	70	100
IDE-HIN-MC-4110	प्रवासी साहित्य	4	3	1	0	120	30	70	100
IDE-HIN-IN-5110	प्रशिक्षण /इंटरशिप	2	1	1	0	60	30	70	100

षष्ठ सत्र

पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-3210	पाश्चात्य काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE-HIN-CC-3220	छायावाद	4	3	1	0	120	30	70	100
IDE-HIN-CC-3230	प्रेमचन्द	4	3	1	0	120	30	70	100
IDE-HIN-CC-3240	मीडिया के विविध आयाम	4	3	1	0	120	30	70	100
IDE-HIN-MC-4210	राष्ट्रीय चेतना का साहित्य	4	3	1	0	120	30	70	100

षष्ठ सत्र अथवा तीन वर्ष की पढाई पूर्ण होने के पश्चात 120क्रेडिट अर्जित करने वाला कोई छात्र यदि पाठ्यक्रम से निकास लेना चाहे तो उसे स्नातक की उपाधि प्रदान की जायेगी।

सप्तम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-4110	हिन्दी साहित्य का इतिहास)आदिकाल से रीतिकाल तक(	4	3	1	0	120	30	70	100
IDE-HIN-CC-4120	आदिकालीन साहित्य एवं निर्गुण भक्ति काव्य	4	3	1	0	120	30	70	100
IDE-HIN-CC-4130	भारतीय काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE-HIN-CC-4140	कहानी एवं अन्य गद्य विधाएँ	4	3	1	0	120	30	70	100
IDE-HIN-MC-4150	भारतीय साहित्य	4	3	1	0	120	30	70	100

अष्टम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				

IDE-HIN-CC-4210	हिंदी साहित्य का इतिहास: आधुनिक काल	4	3	1	0	120	30	70	100
IDE-HIN-DE-4220	सगुण भक्ति काव्य एवं रीति काव्य	4	3	1	0	120	30	70	100
IDE-HIN-DE-4230	आधुनिक काव्य	4	3	1	0	120	30	70	100
IDE-HIN-DE-4240	हिन्दी नाटक एवं निबंध	4	3	1	0	120	30	70	100
IDE-HIN-MC-4250	अनुवाद विज्ञान :सिद्धांत एवं प्रविधि	4	3	1	0	120	30	70	100

योग्यता संवर्धन पाठ्यक्रम Ability Enhancement Course (AEC)

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-XXX-AE-1110	लेखन कौशल	4	3	1	0	120	30	70	100
द्वितीय	IDE-XXX-1210-AE	पटकथा तथा संवाद लेखन	4	3	1	0	120	30	70	100

हिंदी सामान्य Hindi Minor (MC)

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-HIN-MC-1110	हिंदी सामान्य	4	3	1	0	120	30	70	100
द्वितीय	IDE-HIN-MC-1111	गद्य साहित्य : कहानी एवं उपन्यास	4	3	1	0	120	30	70	100
तृतीय	IDE-HIN-MC-2110	हिंदी आत्मकथा और जीवनी	4	3	1	0	120	30	70	100
चतुर्थ	IDE-HIN-MC-3210	आधुनिक हिंदी कविता	4	3	1	0	120	30	70	100
पंचम	IDE-HIN-MC-4110	प्रवासी साहित्य	4	3	1	0	120	30	70	100
षष्ठ	IDE-HIN-MC-4210	राष्ट्रीय चेतना का साहित्य	4	3	1	0	120	30	70	100
सप्तम	IDE-HIN-RC-5110	शोध प्रविधि	4	3	1	0	120	30	70	100
अष्टम	IDE-HIN-RC-5210	शोध एवं प्रकाशन नैतिकता	4	3	1	0	120	30	70	100

कौशल संवर्धन पाठ्यक्रम Skill Enhancement Course (SEC)

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-XXX-SE-0010	हिंदी शिक्षण	3	2	1	0	90	30	70	100
द्वितीय	IDE-XXX 0020-SE	सृजनात्मक लेखन	3	2	1	0	90	30	70	100
तृतीय	IDE-XXX 0030-SE	राजभाषा हिंदी : अवधारणा एवं अनुप्रयोग	3	2	1	0	90	30	70	100

अंतर अनुशासनात्मक पाठ्यक्रम (Multidisciplinary Cours (MD)

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोग)	कुल अंक
				L	T	P				

									गात्म क)	
प्रथम	IDE-XXX- MD-1110	राष्ट्रीय चेतना की कविता	3	2	1	0	90	30	70	100
द्वितीय	IDE--XXX 1210-MD	साहित्य और सिनेमा	3	2	1	0	90	30	70	100
तृतीय	IDE--XXX 1310-MD	कंप्यूटर अनुप्रयोग : तकनीकी संसाधन एवं उपकरण	3	2	1	0	90	30	70	100

प्रथम सत्र

IDE-HIN-CC-1110

हिंदी साहित्य :आदिकाल से भक्तिकाल
)इतिहास एवं रचनाएँ(

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के अध्ययन से विद्यार्थी हिंदी साहित्य के आदिकाल की युगीन परिस्थितियों , प्रवृत्तियों एवं प्रमुख कवियों के बारे में ज्ञान प्राप्त कर सकेंगे।

L .20इस पत्र के अध्ययन से विद्यार्थी चंदबरदाई और अमीर खुसरो की चयनित रचनाओं की व्याख्या ,समीक्षा तथा दोनों रचनाकारों की काव्यगत विशेषताओं का ज्ञान प्राप्त कर सकेंगे।

L .30विद्यार्थी कबीर और जायसी की काव्य-दृष्टि एवं काव्य-वैभव से परिचित हो सकेंगे। साथ ही कबीर की भक्ति भावना और पद्मावत के सन्दर्भ में सूफी काव्य-परम्परा का परिचय प्राप्त कर सकेंगे।

L .40विद्यार्थी सूरदास और तुलसीदास की भक्ति-भावना ,वात्सल्य ,समन्वय-भावना तथा अन्य काव्यगत विशेषताओं से परिचित हो सकेंगे।

उपलब्धियाँ –Course) OutcomeC(Os

C .10इस पत्र के अध्ययन से विद्यार्थियों ने हिंदी साहित्य के आदिकाल की युगीन परिस्थितियों , प्रवृत्तियों एवं प्रमुख कवियों के बारे में ज्ञान प्राप्त किया।

C .20इस पत्र के अध्ययन से विद्यार्थियों ने चंदबरदाई और अमीर खुसरो की चयनित रचनाओं की व्याख्या ,समीक्षा तथा दोनों रचनाकारों की काव्यगत विशेषताओं का ज्ञान प्राप्त किया।

C .30विद्यार्थी कबीर और जायसी की काव्य-दृष्टि एवं काव्य-वैभव से परिचित हुए। साथ ही कबीर की भक्ति-भावना और पद्मावत के सन्दर्भ में सूफी काव्य-परम्परा का परिचय प्राप्त किया।

C .40विद्यार्थी सूरदास और तुलसीदास की भक्ति-भावना ,वात्सल्य ,समन्वय-भावना तथा अन्य काव्यगत विशेषताओं से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	<p>आदिकाल: साहित्य का इतिहास :काल विभाजन, सीमा-निर्धारण और नामकरण, आदिकालीन साहित्य की परिस्थितियाँ एवं प्रवृत्तियाँ।</p> <p>भक्तिकाल: भक्तिकाल की पृष्ठभूमि; परिस्थितियाँ; वर्गीकरण तथा सामान्य प्रवृत्तियाँ, निर्गुण एवं सगुण काव्यधाराओं की ज्ञानाश्रयी, प्रेमाश्रयी, कृष्णाश्रयी तथा रामाश्रयी काव्यधाराओं का परिचय तथा विशेषताएँ ।</p>	30	1C

2	<p>क.चन्द्रबरदाई : पुस्तक :आदिकालीन काव्य -सं .डॉ .वासुदेव सिंह , विश्वविद्यालय प्रकाशन(अथ पद्मावती समय :प्रारंभ से) 10दस (पद । आलोचना :पृथ्वीराज रासो का काव्य-सौन्दर्य ,रासो की प्रामाणिकता ,अथ पद्मावती समय का काव्य- सौन्दर्य।</p> <p>ख .अमीर खुसरो) :पाठ्य पुस्तक :अमीर खुसरो : व्यक्तित्व और कृतित्व -परमानन्द पांचाल(<ul style="list-style-type: none"> • कव्वाली -घ (1) • दोहे (1) -:गोरी सोवे सेज पर (2)खुसरो रैन सुहाग की (3)देख मैं (4)चकवा-चकवी (5)सेज सुनी </p>	30	2C
3	<p>घ पाठ्य-पुस्तक: प्राचीन काव्य संग्रह; सम्पा -.राजदेव सिंह; वाणी प्रकाशन ,दिल्ली</p> <p>क.कबीर : पाठांश :प्रारम्भ के पाँच सबद आलोचना :कबीर की भक्ति ; सामाजिक चेतना ; काव्य रूप</p> <p>ख .जायसी : पाठांश :उपसंहार खण्ड आलोचना :सूफी काव्य परम्परा और पद्मावत ;जायसी का काव्य-वैभव</p>	30	3C

4	<p>क. सूरदास: पाठ्य पुस्तक: प्राचीन काव्य संग्रह; सम्पा . राजदेव सिंह; वाणी प्रकाशन ,दिल्ली। पाठांश :विनय के पद -1 ,5 तथा भ्रमरगीत प्रसंग -पद संख्या :3,4,5,6,7 तथा 8 आलोचना :सूर की भक्ति-भावना ; वात्सल्य वर्णन ;भ्रमरगीत काव्य परम्परा</p> <p>ख. तुलसीदास : पाठ्यपुस्तक :काव्य-वैभव :सं .दूधनाथ सिंह, लोकभारती प्रकाशन पाठांश :समस्त पद । आलोचना :भक्ति-भावना ;काव्यगत विशेषताएँ ;समन्वय -भावना</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	-	3	2	2	-	3
CO2	3	3	2	1	3	3	3	1	3
CO3	3	3	2	2	3	3	3	2	3
CO4	3	3	2	2	3	3	3	2	3
Average	3	2.75	2	1.25	3	2.75	2.75	1.25	3

कार्य-सम्पादन-पद्धति :पारामर्श) काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट (आदि।

निर्देश:

- 1 .इकाई 3 ,2तथा इकाई 4से एक-एक व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे। $6 \times 3 = 18$
- 2.इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

सहायक ग्रन्थ:

1. हिन्दी साहित्य का इतिहास :रामचन्द्र शुक्ल
2. हिन्दी साहित्य का इतिहास :सं. डॉ. नगेन्द्र, डॉ. हरदयाल
3. हिन्दी साहित्य का आलोचनात्मक इतिहास :डॉ. रामकुमार वर्मा
4. हिन्दी साहित्य का वैज्ञानिक इतिहास: दो खण्ड :डॉ. गणपतिचन्द्र गुप्त
5. हिन्दी साहित्य और संवेदना का विकास :डॉ. रामस्वरूप चतुर्वेदी
6. हिन्दी साहित्य का दूसरा इतिहास :डॉ. बच्चन सिंह
7. हिन्दी साहित्य: उद्भव और विकास :डॉ. हजारीप्रसाद द्विवेदी
8. अमीर खुसरो और उनका हिंदी साहित्य :भोलानाथ तिवारी
9. कबीर :हजारीप्रसाद द्विवेदी
10. सूरदास :नंददुलारे वाजपेयी
11. भ्रमरगीत सार :सं. रामचन्द्र शुक्ल
12. जायसी ग्रंथावली :सं. रामचन्द्र शुक्ल
13. गोस्वामी तुलसीदास :रामचन्द्र शुक्ल

प्रथम सत्र

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सामान्य हिंदी

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	:3 0
सत्रांत परीक्षा	:7 0

उद्देश्य : Learning) eObjectiv L(Os

L .10 इस पत्र के माध्यम से विद्यार्थी हिंदी साहित्य के इतिहास के विभिन्न कालों की परिस्थितियों एवं प्रवृत्तियों का सामान्य परिचय प्राप्त कर सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी कबीरदास, सूरदास और तुलसीदास के चयनित काव्यांशों की व्याख्या और समीक्षा का अध्ययन कर सकेंगे।

L .30विद्यार्थी प्रेमचंद ,उषा प्रियंवदा और मोहन राकेश की चयनित कहानियों की समीक्षा कर सकेंगे तथा कहानीकारों की कहानी-कला से अवगत हो सकेंगे।

L .40विद्यार्थी हिंदी व्याकरण के विभिन्न अवयवों से परिचित हो सकेंगे तथा पत्र लेखन और निबंध लेखन के कौशल से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1COइस पत्र के माध्यम से विद्यार्थियों ने हिंदी साहित्य के इतिहास के विभिन्न कालों की परिस्थितियों एवं प्रवृत्तियों का सामान्य परिचय प्राप्त किया।

.2COइस पत्र के माध्यम से विद्यार्थियों ने कबीरदास ,सूरदास और तुलसीदास के चयनित काव्यांशों की व्याख्या और समीक्षा का अध्ययन किया।

.3COविद्यार्थियों ने प्रेमचंद ,उषा प्रियंवदा और मोहन राकेश की चयनित कहानियों की समीक्षा की तथा कहानीकारों की कहानी-कला से अवगत हुए।

.4CO विद्यार्थियों ने हिंदी व्याकरण के विभिन्न अवयवों से परिचित प्राप्त किया तथा पत्र लेखन और निबंध लेखन के कौशल से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome
1	हिंदी साहित्य का इतिहास :सामान्य परिचय ;आदिकाल , भक्तिकाल ,रीतिकाल और आधुनिक काल का सामान्य परिचय।	30	1C
2	कविता <ul style="list-style-type: none">कबीर :पाठ्य पुस्तक :कबीर ग्रंथावली ,संपादक :डॉ. श्यामसुन्दर दास पाठ्य अंश :गुरुदेव को अंग साखी संख्या 1से 10तक <ul style="list-style-type: none">सूरदास :पाठ्य पुस्तक :सूरसागरसार , संपादक :डॉ.धीरेन्द्र वर्मा	30	2C

	<p>पाठ्य अंश : गोकुल लीला 'पद संख्या ,18,7 : 21,20,19</p> <ul style="list-style-type: none"> • तुलसीदास : पाठ्य पुस्तक : कवितावली , गीता प्रेस , गोरखपुर <p>पाठ्य अंश : बाल काण्ड 'पद संख्या ,4,3,1 : 7,5</p>		
3	<p>कहानी</p> <ul style="list-style-type: none"> • प्रेमचंद : सवा सेर गेहूँ • उषा प्रियंवदा : वापसी • मोहन राकेश : मलबे का मालिक 	30	3C
4	<p>हिंदी व्याकरण और रचना :</p> <p>व्याकरण : लिंग निर्णय , वचन , काल , वाक्य-शुद्धि , विलोम शब्द , पर्यायवाची शब्द , संधि , समास , वर्तनी , शुद्धि-अशुद्धि , मुहावरे एवं लोकोक्तियाँ।</p> <p>पत्र-लेखन , निबंध-लेखन) निबंध के लिए विषय : विज्ञान से सम्बंधित विषय , पर्यावरण से सम्बंधित विषय , साहित्य से सम्बंधित विषय , सामाजिक समस्याओं से सम्बंधित विषय तथा अरुणाचल प्रदेश से सम्बंधित विषय।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	2	1	3
CO2	3	3	2	1	3	3	2	2	3
CO3	3	3	2	3	3	3	3	1	3
CO4	1	2	3	3	1	1	1	3	2
Average	2.50	2.75	2.25	2.50	2.50	2.25	2	1.75	2.75

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1इकाई 2तथा 3से एक-एक व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

7 x2 =14

.2इस पत्र की प्रत्येक इकाई से एक-एक दीर्घ उत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 1

2x4= 48

.3इकाई 4के व्याकरण वाले भाग से चार-चार अंक के दो प्रश्न पूछे जायेंगे ,जिनके विकल्प भी होंगे।

08=2x4

सहायक ग्रन्थ:

1. हिन्दी साहित्य का इतिहास :रामचन्द्र शुक्ल
2. हिन्दी साहित्य का इतिहास :सं डॉ .नगेन्द्र ,डॉ .
हरदयाल
3. हिन्दी साहित्य का आलोचनात्मक इतिहास :डॉ .रामकुमार वर्मा
4. कबीर :हजारीप्रसाद द्विवेदी
5. सूरदास :रामचन्द्र शुक्ल
6. सुर साहित्य :हजारीप्रसाद द्विवेदी
7. तुलसी और उनका युग :राजपति दीक्षित
8. गोस्वामी तुलसीदास :हजारीप्रसाद द्विवेदी
9. कहानी नयी कहानी :नामवर सिंह
10. हिंदी कहानी का विकास :मधुरेश
11. हिंदी व्याकरण और रचना :वासुदेव नंदन प्रसाद
12. हिंदी व्याकरण :कामता प्रसाद गुरु

प्रथम सत्र
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राष्ट्रीय चेतना की कविता

क्रेडिट	:3
पूर्णांक	:100
अभ्यन्तर	:30
सत्रांत परीक्षा	:70

उद्देश्य : Learning) eObjectiv L(Os

L :.10 इस पत्र के माध्यम से विद्यार्थियों को राष्ट्रीय चेतना के स्वरूप से अवगत कराया जायेगा। राष्ट्रीय चेतना की कविताओं के तात्त्विक विवेचन तथा उसमें अभिव्यक्त देश प्रेम के विविध आयामों का अध्ययन कराया जायेगा।

L .20 इस पत्र के माध्यम से विद्यार्थी अयोध्यासिंह उपाध्याय 'हरिऔध' तथा मैथिलीशरण गुप्त की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन कर सकेंगे।

L .30 विद्यार्थी सुभद्रा कुमारी चौहान और रामनरेश त्रिपाठी विरचित चयनित कविताओं की व्याख्या और आलोचना का अध्ययन कर सकेंगे।

L .40 विद्यार्थी माखनलाल चतुर्वेदी और जयशंकर प्रसाद की चयनित राष्ट्रीय भावना से सम्बंधित कविताओं की व्याख्या एवं मीमांसा से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थी राष्ट्रीय चेतना के स्वरूप से अवगत हुए। राष्ट्रीय चेतना की कविताओं के तात्त्विक विवेचन तथा उसमें अभिव्यक्त देश प्रेम के विविध आयामों का अध्ययन किया।

.2CO इस पत्र के अध्ययन के द्वारा विद्यार्थियों ने अयोध्यासिंह उपाध्याय 'हरिऔध' तथा मैथिलीशरण गुप्त की चयनित कविताओं की व्याख्या और समीक्षा की।

.3CO विद्यार्थियों ने सुभद्रा कुमारी चौहान और रामनरेश त्रिपाठी विरचित चयनित कविताओं की व्याख्या की तथा आलोचना का अध्ययन किया।

.4COविद्यार्थी माखनलाल चतुर्वेदी और जयशंकर प्रसाद की चयनित राष्ट्रीय चेतना की कविताओं की व्याख्या एवं मीमांसा से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धि याँ (course C) (Outcome)
1	राष्ट्रीय चेतना :परिभाषा और स्वरूप, राष्ट्रीय चेतना की कविता का तात्विक विवेचन, राष्ट्रीय चेतना की कविता में देश प्रेम के विविध आयाम, हिंदी साहित्य के विविध युगों में राष्ट्रीय चेतना का विकास।	18	1C
2	क.अयोध्या सिंह उपाध्याय :हरिऔध : 'कर्मवीर ख.मैथिलीशरण गुप्त :नर हो ना निराश करो मन को	24	2C
3	क.सुभद्रा कुमारी चौहान :झांसी की रानी ख.रामनरेश त्रिपाठी :वह देश कौन सा है	24	3C
4	क.माखनलाल चतुर्वेदी :पुष्प की अभिलाषा ख.जयशंकर प्रसाद :भारत महिमा	24	4C
कुल अध्ययन-अवधि			90

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	2	3
CO2	3	3	2	3	3	3	3	1	3
CO3	3	3	2	3	3	3	3	1	3
CO4	3	3	2	3	3	3	3	1	3
Average	3	3	2	3	3	2.75	3	1.25	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1इकाई 2 3 ,तथा 4से एक-एक व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

$$6 \times 3 = 18$$

.2इस पत्र की प्रत्येक इकाई से एक-एक दीर्घ उत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

$$13 \times 4 = 52$$

सहायक ग्रंथ -

- | | |
|-----------------------------------|-------------------------------------|
| 1. अतीत के हंस | :मैथिलीशरण गुप्त, प्रभाकर श्रोत्रिय |
| 2. जयशंकर प्रसाद | :नंददुलारे वाजपेयी |
| .3सुभद्रा कुमारी चौहान | :साहित्य अकादमी |
| 4. पंत, प्रसाद और मैथिलीशरण गुप्त | :रामधारी सिंह दिनकर |
| 5. हरिऔध और उनका साहित्य | :मुकुंददेव शर्मा |
| 6. रामनरेश त्रिपाठी | :इंदरराज वैद 'अधीर' |
| 7. राष्ट्रीय नवजागरण और साहित्य | :वीरभारत तलवार |
| .8भारतेंदु हरिश्चन्द्र | :मदन गोपाल |
| .9भारतेंदु हरिश्चन्द्र | :ब्रजरत्न दस |
| .10माखनलाल चतुर्वेदी | :साहित्य अकादमी |
| .11अयोध्या सिंह उपाध्याय 'हरिऔध' | :साहित्य अकादमी |

प्रथम सत्र
IDE-HIN-AE-1110
लेखन कौशल

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	: 30
सत्रांत परीक्षा	: 70

उद्देश्य : Learning) Objective L(Os

L : .10 इस पत्र के माध्यम से विद्यार्थी लेखन-कौशल से अवगत हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी लेखन के विविध रूपों ,जैसे-गद्य-पद्य, नाटक-एकांकी, समाचार, पत्र लेखन आदि से परिचित हो सकेंगे।

L .30 इस पत्र के अध्ययन से विद्यार्थी रचनात्मक लेखन के लिए आवश्यक गुणों का अध्ययन कर सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थी विविध साहित्यिक विधाओं की आधारभूत संरचनाओं के व्यावहारिक पक्ष से परिचित हो सकेंगे तथा विभिन्न विधाओं में लेखन का अभ्यास कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के अध्ययन के द्वारा विद्यार्थी लेखन-कौशल की कला से अवगत हुए।

.2CO इस पत्र के माध्यम से विद्यार्थी लेखन के विविध रूपों ,जैसे -गद्य-पद्य, नाटक-एकांकी, समाचार, पत्र-लेखन

आदि से परिचित हुए।

.3CO इस पत्र के अध्ययन से विद्यार्थियों ने रचनात्मक लेखन के लिए आवश्यक गुणों का अध्ययन किया तथा व्याकरणिक रूप

से शुद्ध हिन्दी लेखन में कुशलता प्राप्त की।

.4CO

इस पत्र के अध्ययन से विद्यार्थी विविध साहित्यिक विधाओं की आधारभूत संरचनाओं के व्यावहारिक पक्ष से परिचित हुए तथा विभिन्न विधाओं में लेखन का अभ्यास भी किया।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	लेखन कौशल :स्वरूप एवं सिद्धांत, लेखन कौशल का महत्व एवं विशेषताएँ।	30	1C
2	लेखन के विविध रूप :मौखिक-लिखित, गद्य-पद्य, नाटक-एकांकी, समाचार, पत्र लेखन।	30	2C
3	लेखन कौशल :भाषा प्रयोग, शब्द चयन, व्याकरणिक कोटियाँ, रचनात्मक लेखन के लिए आवश्यक गुण ।	30	3C
4	प्रशिक्षण :विविध साहित्यिक विधाओं की आधारभूत संरचनाओं का व्यावहारिक पक्ष, विभिन्न विधाओं में लेखन का अभ्यास।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	1	2	2	3	2
CO2	3	3	2	3	1	2	2	3	2
CO3	1	3	2	3	1	2	2	3	2
CO4	2	3	2	3	2	3	2	3	3
Average	1.75	3	2	3	1.25	2.25	2	3	2.25

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।
14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।
7x2= 1 4

सहायक ग्रंथ :

1. रचनात्मक लेखन :सं. रमेश गौतम
1. हिंदी वाक्य विन्यास :सुधा कश्यप
2. संचार भाषा हिंदी :सूर्यप्रसाद दीक्षित
3. लेखन कला और रचना कौशल :परिकल्पना प्रकाशन

प्रथम सत्र
IDE-HIN-SE-0010
हिंदी शिक्षण

क्रेडिट 3 :
पूर्णांक 100 :
अभ्यन्तर 30 :
सत्रांत परीक्ष : 70

उद्देश्य : Learning) Objective L ,(Os

L .10इस पत्र के अध्ययन से विद्यार्थी सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना, आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियों से अवगत हो सकेंगे।

L .20इस पत्र के अध्ययन से विद्यार्थी कार्यालयी पत्राचार के विविध रूपों से परिचित हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थियों ने सोशल मीडिया एवं न्यू-मीडिया लेखन की विभिन्न विधियों तथा हिंदी भाषा के तकनीकी प्रयोगों से परिचय प्राप्त कर सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थियों को सृजनात्मक लेखन की विभिन्न साहित्यिक विधाओं एवं उनके स्वरूप की जानकारी प्राप्त हो सकेगी।

उपलब्धियाँ –Course) OutcomeC(Os

.1CO इस पत्र के अध्ययन से विद्यार्थी सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना, आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियों से अवगत हुए।

.2CO इस पत्र के अध्ययन से विद्यार्थी कार्यालयी पत्राचार के विविध रूपों से परिचित हुए।

.3CO इस पत्र के माध्यम से विद्यार्थियों ने सोशल मीडिया एवं न्यू-मीडिया लेखन की विभिन्न विधियों तथा हिंदी भाषा के तकनीकी प्रयोगों से परिचय प्राप्त किया।

.4CO इस पत्र के अध्ययन से विद्यार्थियों को सृजनात्मक लेखन की विभिन्न साहित्यिक विधाओं एवं उनके स्वरूप की जानकारी प्राप्त हुई।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome
1	आलेख रचना सम्पादक के नाम पत्र ,सम्पादकीय लेखन , स्तम्भ लेखन ,पत्र-पत्रिकाओं के लिये आलेख रचना; आकाशवाणी एवं दूरदर्शन हेतु वार्ता , साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।	24	1C
2	व्यावहारिक लेखन कार्यालयी पत्राचार ;प्रेस विज्ञप्ति ;सूचना ; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण ;आत्मविवरण।	24	2C
3	सोशल मीडिया लेखन	18	3C

	सोशल मीडिया की अवधारणा ,संचार के नवमाध्यम ,न्यू मीडिया और समाज, सोशल मीडिया के विविध रूप, लेखन एवं व्यावहारिक प्रकृति।		
4	सृजनात्मक लेखन कविता ,कहानी ,नाटक तथा एकांकी ,निबंध , संस्मरण ,यात्रावृत्त का स्वरूप विवेचन।	24	4C
कुल अध्ययन-अवधि		90	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	3	1	2	2	3	3
CO2	-	2	-	3	-	-	-	3	2
CO3	3	3	2	3	2	3	2	3	2
CO4	3	2	2	3	3	3	2	3	3
Average	1.75	2.25	1.50	3	1.50	2	1.50	3	2.50

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।
14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।
7x2= 1 4

सहायक ग्रन्थ:

1. अच्छी हिन्दी

: रामचन्द्र वर्मा

2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी
3. हिन्दी भाषा : डॉ. भोलानाथ तिवारी
4. रेडियो लेखन : मधुकर गंगाधर
5. टेलीविजन: सिद्धान्त और टैकनिक : मथुरादत्त शर्मा
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव,
राजकमल, दिल्ली
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल,
दिल्ली
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल,
दिल्ली
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली
11. सूचना प्रौद्योगिकी एवं पत्रकारिता : अशोक मलिक, हरियाणा
साहित्य अकादमी
12. मीडिया और बाज़ार : वर्तिका नंदा, सामयिक प्रकाशन
13. नए समय में मीडिया : विनीत उत्पल, अपनी जुबान

द्वितीय सत्र

IDE-HIN-CC-1210

रीतिकाल : इतिहास एवं रचनाएँ

क्रेडिट 4 :
पूर्णांक 100 :
अभ्यन्तर 30 :
सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L-(Os

:.1LO इस पत्र के माध्यम से विद्यार्थी रीतिकालीन साहित्य की पृष्ठभूमि, परिस्थितियाँ एवं प्रमुख प्रवृत्तियाँ, अवधारणा तथा रीतिकालीन साहित्य की विभिन्न धाराओं का परिचय प्राप्त कर सकेंगे।

.2LO इस पत्र के माध्यम से विद्यार्थी केशव और मतिराम की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे।

.3LO विद्यार्थी सेनापति और बिहारी विरचित चयनित कविताओं की व्याख्या और आलोचना का अध्ययन करेंगे।

.4LO विद्यार्थी घनानंद और भूषण की चयनित कविताओं की व्याख्या एवं मीमांसा से अवगत हो सकेंगे।

उपलब्धियाँ –Course) omeOutcC -(Os

:.1CO इस पत्र के माध्यम से विद्यार्थियों ने रीतिकालीन साहित्य की पृष्ठभूमि, परिस्थितियाँ एवं प्रमुख प्रवृत्तियाँ, अवधारणा तथा रीतिकालीन साहित्य की विभिन्न धाराओं का परिचय प्राप्त किया।

.2CO इस पत्र के माध्यम से विद्यार्थियों ने केशव और मतिराम की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया।

.3CO विद्यार्थियों ने सेनापति और बिहारी विरचित चयनित कविताओं की व्याख्या और आलोचना का अध्ययन किया।

.4CO विद्यार्थी घनानंद और भूषण की चयनित कविताओं की व्याख्या एवं मीमांसा से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	रीति की अवधारणा और रीति काव्य, रीतिकालीन साहित्य की पृष्ठभूमि, परिस्थितियाँ एवं प्रमुख प्रवृत्तियाँ, रीतिकालीन साहित्य की विभिन्न धाराएं :सामान्य परिचय, रीतिकालीन रचनाकार एवं रचनाएं, रीतिकालीन काव्य-भाषा।	30	1C
2	क (केशव : पाठ्य पुस्तक :कविप्रिया –प्रिया प्रकाशन , लाला भगवानदीन	30	2C

5	<p>पाठांश :तीसरा प्रभाव ,छंद संख्या 1,2,4तथा</p> <p>आलोचना :कविप्रिया का काव्य सौन्दर्य , केशव की अलंकार-योजना</p> <p>)ख (मतिराम : पाठ्य पुस्तक :रीतिकाव्य संग्रह ,डॉ . विजयपाल सिंह ,लोकभारती प्रकाशन पाठांश :प्रारंभ से पाँच पद आलोचना :रीतिकालीन कवियों में मतिराम का स्थान ,मतिराम की काव्य-कला</p>		
3	<p>)क (सेनापति : पाठ्य पुस्तक :रीतिकाव्य संग्रह ,डॉ . विजयपाल सिंह ,लोकभारती प्रकाशन पाठांश :पद संख्या 1,2,5,9 -:तथा 10 आलोचना :शृंगारिकता ,काव्यगत विशेषताएँ</p> <p>) ख (बिहारी : पाठ्य पुस्तक : बिहारी रत्नाकर ;सम्पादक : जगन्नाथदास रत्नाकर पाठ्य दोहे 21 ,20 ,7,15,19 ,6 ,5 ,2 ,1 -तक आलोचना :बिहारी की बहुज्ञता ,सतसई परम्परा में बिहारी का स्थान</p>	30	3C
4	<p>)क (घनानन्द: पाठ्य पुस्तक :घनानन्द कवित्त ;संपा -. आचार्य विश्वनाथ प्रसाद मिश्र पाठांश :पद संख्या 1से 5तक आलोचना :प्रेम वर्णन, भाषा एवं काव्य-कला</p> <p>)ख (भूषण : पाठ्य पुस्तक :रीति काव्य धारा; संपा - रामचन्द्र तिवारी</p>	30	4C

	पाठ्य छंद 9 -, 10, 11, 12, 15, 24 लोचना :वीरता की कविता, भाषा एवं काव्य कला		
कुल अध्ययन-अवधि			120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	2	3	2	3
CO2	3	3	3	2	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	2	3	3	3	2	3
Average	3	3	3	2	3	2.75	3	2.25	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1इकाई 3,2तथा 4से एक-एक व्याख्या पूछी जाएगी, जिनके विकल्प भी होंगे। 6x3 = 18

.2इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

13x4= 52

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास :रामचन्द्र शुक्ल
2. हिन्दी साहित्य का इतिहास :सं .डॉ.नगेन्द्र
3. हिन्दी साहित्य का आलोचनात्मक इतिहास :डॉ.रामकुमार वर्मा
4. रीतिकाव्य की भूमिका :डॉ.नगेन्द्र

- | | |
|--|--------------------------|
| 5. बिहारी का नया मूल्यांकन | :बच्चन सिंह |
| 6. घनानंद और स्वच्छंद काव्यधारा | :मनोहर लाल गौड़ |
| 7. बिहारी सतसई | :जगन्नाथ दास रत्नाकर |
| 8. रीतिकालीन काव्य सिद्धांत | :डॉ.सूर्यनारायण द्विवेदी |
| 9. भूषण और उनका साहित्य | :राजमल बोरा |
| 10. शिवराज-भूषण तथा प्रकीर्ण रचना
मिश्र | :विश्वनाथ प्रसाद |

द्वितीय सत्र

IDE-HIN-MC-1111

गद्य साहित्य :उपन्यास ,नाटक एवं एकांकी

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के अध्ययन से विद्यार्थियों को हिंदी उपन्यास ,नाटक तथा एकांकी के उद्भव और विकास तथा तत्वों का ज्ञान प्राप्त होगा।

L .20इस पत्र के माध्यम से विद्यार्थी प्रेमचंद के उपन्यास 'निर्मला'का प्रतिपाद्य जान सकेंगे एवं समीक्षा कर सकेंगे तथा प्रेमचंद की उपन्यास कला से परिचित हो सकेंगे।

L .30इस पत्र के अध्ययन से विद्यार्थी भारतेन्दु हरिश्चंद्र की नाट्य-कला से अवगत हो सकेंगे और उनके नाटक 'अंधेर नगरी'का प्रतिपाद्य जान सकेंगे एवं समीक्षा कर सकेंगे।

L .40इस पत्र के अध्ययन से विद्यार्थी डॉ.रामकुमार वर्मा की एकांकी 'औरंगजेब की आखिरी रात'का प्रतिपाद्य जान सकेंगे एवं समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

:.1C0इस पत्र के माध्यम से विद्यार्थियों को हिंदी उपन्यास ,नाटक तथा एकांकी के उद्भव और विकास तथा तत्वों का ज्ञान प्राप्त हुआ।

.2CO इस पत्र के माध्यम से विद्यार्थी प्रेमचंद के उपन्यास 'निर्मला' का प्रतिपाद्य जान सके एवं समीक्षा भी कर सके तथा प्रेमचंद की उपन्यास-कला से परिचित हुए।

.3CO इस पत्र के अध्ययन से विद्यार्थी भारतेन्दु हरिश्चंद की नाट्य-कला से अवगत हुए और उनके नाटक 'अंधेर नगरी' का प्रतिपाद्य जान सके एवं समीक्षा कर सके।

.4CO इस पत्र के अध्ययन से विद्यार्थी डॉ. रामकुमार वर्मा की एकांकी 'औरंगजेब की आखिरी रात' का प्रतिपाद्य जान सके एवं समीक्षा कर सके।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	उपन्यास : उपन्यास के तत्व; हिन्दी उपन्यास का उद्भव और विकास। नाटक : नाटक के तत्व; हिन्दी नाटक का उद्भव और विकास। एकांकी : हिन्दी एकांकी का उद्भव और विकास तथा एकांकी के तत्व।	30	1C
2	उपन्यास: निर्मला : प्रेमचंद आलोचना : प्रेमचंद की उपन्यास-कला, पठित उपन्यास का प्रतिपाद्य, पठित उपन्यास की समीक्षा एवं चरित्र चित्रण।	30	2C
3	नाटक: अंधेर नगरी : भारतेन्दु हरिश्चंद आलोचना : पठित नाटक की समीक्षा, प्रतिपाद्य एवं भारतेन्दु हरिश्चंद की नाट्य-कला।	30	3C
4	एकांकी: औरंगजेब की आखिरी रात : डॉ. रामकुमार वर्मा आलोचना : पठित एकांकी की समीक्षा एवं प्रतिपाद्य।	30	4C
कुल अध्ययन- अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	2	3	2	2	1	2
CO2	3	3	2	2	3	3	3	2	3
CO3	3	3	2	2	3	3	3	3	3
CO4	3	3	2	2	3	3	3	3	3
Average	3	3	1.75	2	3	2.75	2.75	2.25	2.75

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. पाठ्यक्रम की इकाई 3,2 तथा 4से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। प्रत्येक के लिये विकल्प भी होंगे।
6X3=18
2. सम्पूर्ण पाठ्यक्रम से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारों प्रश्नों के लिये विकल्प भी होंगे।
13X4= 52

संदर्भ ग्रन्थ:

1. प्रेमचन्द और उनका युग :रामविलास शर्मा
2. हिन्दी उपन्यास और यथार्थवाद :डॉ. त्रिभुवन सिंह
3. हिन्दी उपन्यास का विकास :मधुरेश
4. हिन्दी गद्य साहित्य :रामचन्द्र तिवारी
5. हिन्दी गद्य: विन्यास और विकास :रामस्वरूप चतुर्वेदी
6. उपन्यास का शिल्प :गोपाल राय
7. उपन्यास का यथार्थ और रचनात्मक भाषा :परमानंद श्रीवास्तव

द्वितीय सत्र

IDE-HIN-MD-1210

साहित्य और सिनेमा

क्रेडिट 3 :

पूर्णांक : 100

अभ्यन्तर : 30

सत्रांत परीक्षा : 70

उद्देश्य : Learning) Objective L-(Os

L :.10 इस पत्र के माध्यम से विद्यार्थी साहित्य की विभिन्न विधाओं ,उनके स्वरूप ,शिल्प और संवेदना का अध्ययन कर सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी हिंदी सिनेमा के इतिहास एवं हिंदी सिनेमा में प्रमुख पौराणिक, ऐतिहासिक, साहित्यिक कृतियों के उपयोग का ज्ञान प्राप्त कर सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी प्रमुख हिंदी उपन्यासकारों की कृतियों और उन पर बनी फिल्मों की समीक्षा कर सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी प्रमुख हिंदी कहानीकारों की कृतियों और उन पर बनी फिल्मों की समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

:.1CO इस पत्र के माध्यम से विद्यार्थियों ने साहित्य की विभिन्न विधाओं ,उनके स्वरूप ,शिल्प और संवेदना का अध्ययन किया।

.2CO इस पत्र के माध्यम से विद्यार्थियों ने हिंदी सिनेमा के इतिहास एवं हिंदी सिनेमा में प्रमुख पौराणिक, ऐतिहासिक, साहित्यिक कृतियों के उपयोग का ज्ञान प्राप्त किया।

.3CO इस पत्र के माध्यम से विद्यार्थियों ने प्रमुख हिंदी उपन्यासकारों की कृतियों और उन पर बनी फिल्मों की समीक्षा की।

.4CO इस पत्र के माध्यम से विद्यार्थियों ने प्रमुख हिंदी कहानीकारों की कृतियों और उन पर बनी फिल्मों की समीक्षा की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)						
1	साहित्य का अर्थ :क्षेत्र विस्तार साहित्य की विधाएँ :कहानी, उपन्यास और नाटक, निबंध, आत्मकथा, संस्मरण, यात्रा वृतांत, जीवनी आदि , साहित्य के उपकरण :शिल्प और संवेदना।	24	1C						
2	हिंदी सिनेमा का इतिहास, हिंदी सिनेमा में प्रमुख पौराणिक, ऐतिहासिक, साहित्यिक कृतियों का उपयोग।	18	2C						
3	भारतीय फिल्मों का विकास और हिंदी उपन्यास ,हिंदी उपन्यास पर बनी फिल्म की समीक्षा।	24	3C						
4	य फिल्मों का विकास और हिंदी कहानी ,हिंदी कहानियों पर बनी फिल्मों की समीक्षा।	24	4C						
कुल अध्ययन-अवधि		90							
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	2	3	3
CO4	3	3	2	3	3	2	2	3	3
Average	3	3	2.25	3	3	2.75	2.25	3	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा।

$$14 \times 4 = 56$$

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।

$$7 \times 2 = 14$$

सहायक ग्रंथ -

1. उत्तर आधुनिक मीडिया तकनीक	:हर्षदेव
2. जनमाध्यम	:पीटर गोल्डिंग
3. जनमाध्यम सैद्धांतिकी	:जगदीश्वर चतुर्वेदी
4. सिनेमा और साहित्य	:हरीश कुमार
5. 'वसुधा' पत्रिका	:फिल्म विशेषांक
6. सिनेमा और संस्कृति	:राही मासूम रज़ा
7. 'हंस' पत्रिका	:फिल्म विशेषांक

द्वितीय सत्र	क्रेडिट	4 :
IDE-HIN-AE-1210	पूर्णांक	100 :
पटकथा तथा संवाद लेखन	अभ्यन्तर	: 30
	सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L-(Os

L :.10 इस पत्र के अध्ययन से विद्यार्थियों को पटकथा एवं संवाद लेखन की जानकारी प्राप्त हो सकेगी तथा वे पटकथा लेखन की कला को भली-भांति जान सकेंगे।

L .20 इस पत्र के अध्ययन से विद्यार्थियों में सृजनात्मक क्षमता तथा कल्पनाशक्ति का विकास होगा।

L .30 विद्यार्थी को कहानी, कविता, उपन्यास के दृश्य-रूपान्तरण करने की कला का ज्ञान होगा तथा उनमें संवाद-रचना कौशल का विकास हो सकेगा।

L .40 विद्यार्थियों में आधुनिक तकनीक के साथ पटकथा के संवादों में सामंजस्य स्थापित करने की कला का विकास होगा।

उपलब्धियां –Course) OutcomeC -(Os

.1CO इस पत्र के अध्ययन से विद्यार्थियों को पटकथा एवं संवाद लेखन की जानकारी प्राप्त हुई तथा वे पटकथा लेखन की कला से अवगत हुए।

.2CO इस पत्र के अध्ययन से विद्यार्थियों में सृजनात्मक क्षमता तथा कल्पनाशक्ति का विकास हुआ।

.3CO इस पत्र के अध्ययन से विद्यार्थी कहानी, कविता, उपन्यास के दृश्य-रूपान्तरण करने की कला से अवगत हुए तथा उनमें संवाद-रचना कौशल का विकास हुआ।

.4CO विद्यार्थियों में आधुनिक तकनीक के साथ पटकथा के संवादों में सामंजस्य स्थापित करने की कला का विकास हुआ।

इकाई	विषय					अध्ययन अवधि	उपलब्धियाँ (Course Outcome)		
1	पटकथा का अर्थ और परिभाषा, पटकथा लेखन में प्रतिभा, कल्पना और अभ्यास का महत्व।					30	1C		
2	संवाद का अर्थ और पटकथा से संवाद का संबंध, कथा और पटकथा में अन्तर।					30	2C		
3	पटकथा लेखन का स्वरूप : प्रस्तावना, संघर्ष और समाधान। पटकथा लेखन के चरण - प्रारंभ, मध्य-भाग और अंत।					30	3C		
4	पटकथा और संवाद लेखन : पटकथा के फिल्मों की तकनीक, पटकथा-संवाद और संगीत ध्वनि का अंतर्संबंध।					30	4C		
कुल अध्ययन-अवधि						120			
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	3	2	3	2	3	3
CO2	1	3	2	3	2	3	2	3	2
CO3	1	3	3	2	1	3	2	3	1
CO4	-	2	2	3	1	3	2	3	2

Average	0.75	2.50	2.25	2.75	1.50	3	2	3	2
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कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।
14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।
7x2= 14

सहायक ग्रंथ -

1. पटकथा लेखन :मनोहर श्याम जोशी,
2. पटकथा कैसे लिखें :राजेद्र पाण्डेय
3. कथा पटकथा :मन्नू भंडारी
- 4.पटकथा लेखन :असगर वजाहत
- 5.पटकथा लेखन :रामशरण जोशी

द्वितीय सत्र
IDE-HIN-SE-0020

सृजनात्मक लेखन

क्रेडिट	:3
पूर्णांक	:100
अभ्यन्तर	30 :
सत्रांत परीक्षा	: 70

उद्देश्य : Learning) Objective L(sO

L :.10 इस पत्र के अध्ययन से विद्यार्थियों में सृजनात्मक लेखन की अवधारणा और सिद्धांत की समझ विकसित हो सकेगी।

L .20 इस पत्र के अध्ययन से विद्यार्थी सृजनात्मक लेखन के भाषा सन्दर्भ से परिचित हो सकेंगे।

L .30 इस पत्र के अध्ययन से विद्यार्थी रचना-कौशल विश्लेषण से अवगत हो सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थी कविता, कहानी तथा अन्य गद्य विधाओं की आधारभूत संरचना और उसके व्यावसायिक अनुप्रयोग से परिचित हो सकेंगे।

उपलब्धियां –Course) meOutcoC(sO

:.1CO इस पत्र के अध्ययन से विद्यार्थियों में सृजनात्मक लेखन की अवधारणा और सिद्धांत की समझ विकसित हुई।

.2CO इस पत्र के अध्ययन से विद्यार्थी सृजनात्मक लेखन के भाषा सन्दर्भ से परिचित हुए।

.3CO इस पत्र के अध्ययन से विद्यार्थी रचना-कौशल विश्लेषण से अवगत हुए।

.4CO इस पत्र के अध्ययन से विद्यार्थी कविता, कहानी तथा अन्य गद्य विधाओं की आधारभूत संरचना और उसके व्यावसायिक अनुप्रयोग से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	सृजनात्मक लेखन: अवधारणा, स्वरूप एवं सिद्धांत	30	1C

	भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया : विविध अभिव्यक्ति-क्षेत्र: साहित्य ,पत्रकारिता ,विज्ञापन , विविध गद्य अभिव्यक्तियाँ ;संभाषण और लोकप्रिय संस्कृति ।		
2	सृजनात्मक लेखन: भाषा-संदर्भ अर्थ निर्मित के आधार: शब्दार्थ-मीमांसा , शब्द के प्राक्-प्रयोग ,नव्य-प्रयोग ,शब्द की व्याकरणिक कोटि ;भाषा की भंगिमाएं, भाषिक संदर्भ: क्षेत्रीय ,वर्ग-सापेक्ष ,समूह- सापेक्ष ।	30	2C
3	सृजनात्मक लेखन: रचना-कौशल विश्लेषण रचना-सौष्ठव: शब्द-शक्ति ,प्रतीक ,बिम्ब ,अलंकरण और वक्रताएँ ।	30	3C
4	विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन (क) कविता: संवेदना ,काव्यरूप ,भाषा-सौष्ठव ,छंद , लय ,गति और तुक (ख) कथा-साहित्य: वस्तु ,पात्र ,परिवेश एवं विमर्श (ग) नाट्य-साहित्य: वस्तु ,पात्र ,परिवेश वं रंगकर्म (घ) विविध गद्य-विधाएँ :निबंध ,संस्मरण ,व्यंग्य , बाल-साहित्य आदि की आधारभूत संरचना	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	3	2	2	2	3	3	3	1
CO2	2	3	2	3	2	3	3	3	1
CO3	1	3	2	3	1	3	3	2	1
CO4	3	3	3	3	2	3	3	3	2
Average	1.50	3	2.25	2.75	1.75	3	3	2.75	1.25

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

14x4= 56

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।

7x2=14

सहायक ग्रंथ -

1. रचनात्मक लेखन :सं .रमेश गौतम
2. रचनात्मक लेखन :हरीश अरोड़ा, अनिल कुमार सिंह
3. सृजनात्मक लेखन :राजेंद्र मिश्र

तृतीय सत्र

IDE-HIN-CC-2110

आधुनिक काल :इतिहास एवं रचनाएँ¹ -

क्रेडिट 4 :

पूर्णांक 100:

अभ्यन्तर 30 :

सत्रांत परीक्षा 70:

उद्देश्य : Learning) Objective L (Os

L .10 इस पत्र के माध्यम से विद्यार्थी आधुनिक काल की पृष्ठभूमि ,हिंदी नवजागरण की परिस्थितियों ,प्रवृत्तियों तथा भारतेंदु युग से छायावाद तक की काव्यगत विशेषताओं का अध्ययन कर सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी भारतेंदु हरिश्चंद्र तथा जगन्नाथदास 'रत्नाकर'की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन कर सकेंगे। भारतेंदु की काव्य-कला तथा जगन्नाथदास 'रत्नाकर'के काव्य-सौष्ठव से अवगत हो सकेंगे।

L .30 विद्यार्थी मैथिलीशरण गुप्त और रामनरेश त्रिपाठी की चयनित कविताओं की व्याख्या और आलोचना का अध्ययन कर सकेंगे। मैथिलीशरण गुप्त की काव्यगत विशेषताओं और रामनरेश त्रिपाठी के काव्य-सौष्ठव से परिचय प्राप्त कर सकेंगे।

L .40 विद्यार्थी जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या एवं मीमांसा से अवगत हो सकेंगे। जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की काव्य-कला से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC (Os

.1CO इस पत्र के माध्यम से विद्यार्थियों ने आधुनिक काल की पृष्ठभूमि ,हिंदी नवजागरण की परिस्थितियों ,प्रवृत्तियों तथा भारतेंदु युग से छायावाद तक की काव्यगत विशेषताओं का अध्ययन किया।

.2CO इस पत्र के माध्यम से विद्यार्थियों ने भारतेन्दु हरिश्चंद्र तथा जगन्नाथदास 'रत्नाकर' की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया। साथ ही भारतेन्दु की काव्य-कला तथा जगन्नाथदास 'रत्नाकर' के काव्य-सौष्ठव से अवगत हुए।

.3CO इस पत्र के अध्ययन से विद्यार्थियों ने मैथिलीशरण गुप्त और रामनरेश त्रिपाठी की चयनित कविताओं की व्याख्या और आलोचना का अध्ययन किया तथा मैथिलीशरण गुप्त की काव्यगत विशेषताओं और रामनरेश त्रिपाठी के काव्य-सौष्ठव का परिचय प्राप्त किया।

.4CO विद्यार्थी जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या एवं मीमांसा से अवगत हुए। जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की काव्य-कला से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	आधुनिक काल की पृष्ठभूमि , हिंदी नवजागरण , परिस्थितियाँ , प्रवृत्तियाँ , भारतेन्दु युग की काव्यगत विशेषताएँ , द्विवेदीयुग की काव्यगत विशेषताएँ, तथा छायावाद की काव्यगत विशेषताएँ।	30	1C
2	क- भारतेन्दु हरिश्चंद्र : पाठ्य कविता : प्रेम माधुरी आलोचना : हिंदी साहित्य में भारतेन्दु का योगदान , प्रेम माधुरी का काव्य-सौष्ठव और भारतेन्दु की काव्य-कला ख- जगन्नाथदास 'रत्नाकर' : पाठ्य पुस्तक : उद्धव शतक पाठांश : उद्धव का मथुरा से ब्रज जाना आलोचना : भ्रमरगीत परम्परा और जगन्नाथदास 'रत्नाकर' ; जगन्नाथदास 'रत्नाकर' का काव्य-सौष्ठव तथा पठित कविता का प्रतिपाद्य	30	2C
3	क (मैथिलीशरण गुप्त : पाठ्य पुस्तक : भारत-भारती पाठांश : वर्तमान खंड .1) दुर्भिक्ष .2 कृषि और कृषक (आलोचना : राष्ट्रीय आन्दोलन की चेतना और मैथिलीशरण	30	3C

	<p>गुप्त, मैथिलीशरण गुप्त की काव्यगत विशेषताएँ तथा पठित कविताओं का प्रतिपाद्य</p> <p>ख (रामनरेश त्रिपाठी :पाठ्य पुस्तक :स्वप्न :पाठ्य कविता : स्वदेश प्रेम</p> <p>आलोचना :रामनरेश त्रिपाठी की कविताओं में राष्ट्रीय चेतना ,रामनरेश त्रिपाठी का काव्य-सौष्ठव तथा पठित कविता का प्रतिपाद्य</p>		
4	<p>(क (जयशंकर प्रसाद :पाठ्य कविता :मेरे नाविक, बीती विभावरी जाग री आलोचना :छायावादी काव्य प्रवृत्तियाँ और जयशंकर प्रसाद, पठित कविताओं की काव्यगत विशेषताएँ तथा जयशंकर प्रसाद की काव्य-कला</p> <p>ख (सूर्यकांत त्रिपाठी 'निराला : 'पाठ्य कविता :जूही की कली तथा कुकुरमुत्ता</p> <p>आलोचना :छायावादी काव्य प्रवृत्तियाँ और निराला का काव्य, पठित कविताओं की काव्यगत विशेषताएँ तथा निराला की काव्य-कला</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	3	2	2	1	2
CO2	3	1	3	2	3	3	2	2	2
CO3	3	1	3	2	3	3	2	2	2
CO4	3	1	3	2	3	3	2	2	2
Average	3	1.25	2.50	2	3	2.75	2	1.75	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. पाठ्यक्रम की इकाई 3,2 तथा 4से एक-एक व्याख्या पूछी जाएगी ,प्रत्येक के विकल्प भी होंगे।

6X 3=18

2. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी होंगे।

13x4= 52

सहायक ग्रन्थ :

- | | |
|--|---|
| .1 हिन्दी साहित्य का दूसरा इतिहास | -डॉ .बच्चन सिंह ,नेशनल पब्लिशिंग हाउस ,दिल्ली |
| .2हिन्दी साहित्य का अतीत :भाग 1,2
ब्रहमनाल ,वाराणसी | -विश्वनाथ प्रसाद मिश्र ,वाणी वितान , |
| .3हिन्दी साहित्य का इतिहास
पब्लिशिंग हाउस,दिल्ली | - डॉ .नगेन्द्र ,डॉ .हरदयाल नेशनल |
| .4हिन्दी साहित्य और संवेदना का विकास | -डॉ .रामस्वरूप चतुर्वेदी ,लोकभारती ,इलाहाबाद |
| .5हिन्दी साहित्य :बीसवीं शताब्दी | -नन्ददुलारे वाजपेयी ,लोकभारती प्रका .इलाहाबाद |
| .6हिन्दी साहित्य :बीसवी शताब्दी | -नन्द दुलारे वाजपेयी |
| .7हिन्दी साहित्य के अस्सी वर्ष | -शिवदान सिंह चौहान |
| .8 आधुनिक हिंदी साहित्य का इतिहास | -डॉ .बच्चन सिंह |
| .9जयशंकर प्रसाद | -नन्द दुलारे वाजपेयी |
| .10प्रसाद और उनका साहित्य | -विनोद शंकर व्यास |
| .11जयशंकर प्रसाद :वस्तु और कला | -डॉ रामेश्वर खण्डेलवाल |
| .12प्रसाद का काव्य | -डॉ .प्रेमशंकर ,वाणी प्रकाशन ,दिल्ली |
| .13निराला की साहित्य साधना ,भाग 1,2,3 | -डॉ .रामविलास शर्मा |
| .14निराला एक आत्महन्ता आस्था | -दूधनाथ सिंह ,लोक भारती ,इलाहाबाद |
| .15छायावाद | -डॉ .नामवर सिंह ,राजकमल प्रकाशन ,दिल्ली |
| .16क्रांतिकारी कवि निराला | - डॉ .बच्चन सिंह |
| .17मैथिलीशरण गुप्त | -रेवती रमण |

तृतीय सत्र

IDE-HIN-CC-2120

हिंदी कहानी 1-

क्रेडिट 4:

पूर्णांक 100:

अभ्यन्तर 30:

सत्रांत परीक्षा 70:

उद्देश्य : Learning) Objective L -(Os

L .10इस पत्र के अध्ययन से छात्र हिंदी कहानी के उद्भव-विकास की पृष्ठभूमि को जान पाएंगे।
हिंदी कहानी के क्रमिक विकास तथा कहानियों की विभिन्न प्रवृत्तियों से भी अवगत हो सकेंगे।

L .20इस पत्र के माध्यम से विद्यार्थी राजेन्द्र बाला घोष)बंग महिला ,(चंद्रधर शर्मा गुलेरी तथा
प्रेमचंद की चयनित कहानियों की समीक्षा कर सकेंगे तथा कहानीकारों की कहानी-कला से
अवगत हो सकेंगे।

L .30विद्यार्थी पाण्डेय बेचन शर्मा 'उग्र ,'यशपाल और भीष्म साहनी की चयनित कहानियों की
समीक्षा कर सकेंगे तथा कहानीकारों की कहानी-कला से अवगत हो सकेंगे।

L .40विद्यार्थी फणीश्वरनाथ रेणु ,हरिशंकर परसाई तथा ओमप्रकाश वाल्मीकि की चयनित
कहानियों की समीक्षा कर सकेंगे तथा कहानीकारों की कहानी-कला से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC -(Os

.1COइस पत्र के अध्ययन से छात्र हिंदी कहानी के उद्भव-विकास की पृष्ठभूमि को जान पाए तथा
हिंदी कहानी के क्रमिक विकास तथा कहानियों की विभिन्न प्रवृत्तियों से भी अवगत हुए।

L .20इस पत्र के माध्यम से विद्यार्थी राजेन्द्र बाला घोष)बंग महिला ,(चंद्रधर शर्मा गुलेरी तथा
प्रेमचंद की चयनित कहानियों की समीक्षा कर सके तथा कहानीकारों की कहानी-कला से अवगत
हुए।

L .30विद्यार्थी पाण्डेय बेचन शर्मा 'उग्र', यशपाल और भीष्म साहनी की चयनित कहानियों की समीक्षा कर सके तथा कहानीकारों की कहानी-कला से अवगत हुए।

L .40विद्यार्थी फणीश्वरनाथ रेणु, हरिशंकर परसाई तथा ओमप्रकाश वाल्मीकि की चयनित कहानियों की समीक्षा कर सके तथा कहानीकारों की कहानी-कला से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	हिंदी कहानी का उद्भव और विकास, हिंदी की प्रारम्भिक कहानियाँ, प्रेमचंदयुगीन कहानियाँ, प्रेमचंदोत्तर कहानियाँ, साठोत्तरी कहानियाँ।	30	1C
2	राजेन्द्र बाला घोष) बंग महिला (: चंद्रदेव से मेरी बातें चंद्रधर शर्मा गुलेरी : उसने कहा था प्रेमचंद : ईदगाह आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी-कला।	30	2C
3	पाण्डेय बेचन शर्मा 'उग्र' : उसकी माँ यशपाल : शम्बूक भीष्म साहनी : चीफ की दावत आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी-कला।	30	3C
4	फणीश्वरनाथ रेणु : तीसरी कसम उर्फ मारे गए गुलफाम हरिशंकर परसाई : इंस्पेक्टर मातादीन चाँद पर ओमप्रकाश वाल्मीकि : सलाम आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी-कला।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	2	2	-	2
CO2	3	3	2	1	3	3	2	2	3
CO3	3	3	2	1	3	3	2	2	3
CO4	3	3	2	1	3	3	2	2	3
Average	3	2.75	2	1.25	3	2.75	2	1.50	2.75

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. पाठ्यक्रम की इकाई 3,2 तथा 4से एक-एक व्याख्या पूछी जाएगी। प्रत्येक के लिये विकल्प भी होंगे।

6X 3= 18

2. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी होंगे।

13x4= 52

सहायक ग्रन्थ

- | | |
|---|----------------------|
| 1. प्रेमचन्द और उनका युग | :रामविलास शर्मा |
| 2. कहानी: नयी कहानी | :डॉ. नामवर सिंह |
| 3. हिंदी कहानी का विकास)तीन खंड में(| :गोपाल राय |
| 4. कुछ कहानियाँ :कुछ विचार | :विश्वनाथ त्रिपाठी |
| 5. हिन्दी कहानी का विकास | :मधुरेश |
| 6. हिन्दी गद्य साहित्य | :रामचन्द्र तिवारी |
| 7. हिन्दी गद्य: विन्यास और विकास | :रामस्वरूप चतुर्वेदी |
| 8. हिंदी की चर्चित कहानियाँ :पुनर्मूल्यांकन | :डॉ. कुसुम वार्षण्य |

तृतीय सत्र

IDE-HIN-MC-2110 हिंदी आत्मकथा और जीवनी

क्रेडिट 4 :
पूर्णांक 100:
अभ्यन्तर 30 :
सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L -(Os

L .10 इस पत्र को पढ़कर छात्र हिंदी आत्मकथा के उद्भव-विकास को जान पाएंगे। हिंदी आत्मकथा के क्रमिक विकास से भी छात्र अवगत हो सकेंगे।

L .20 गाँधी जी की आत्मकथा 'सत्य के प्रयोग' को पढ़कर गाँधी जी द्वारा स्थापित मूल्यों से छात्र परिचित हो सकेंगे। पठित आत्मकथा के प्रतिपाद्य को जान सकेंगे तथा आत्मकथा के तत्वों के आधार पर समीक्षा भी कर सकेंगे।

L .30 इस पत्र को पढ़कर विद्यार्थी हिंदी जीवनी लेखन का इतिहास, जीवनी की परिभाषा , स्वरूप , जीवनी के प्रकार तथा जीवनी के तत्वों को जान सकेंगे।

L .40 मेरे बाबूजी 'नामक जीवनी को पढ़कर छात्र हिंदी के महान जनकवि नागार्जुन के जीवन और रचना कर्म से भली-भांति परिचित हो सकेंगे। पठित जीवनी के प्रतिपाद्य को जान सकेंगे तथा जीवनी के तत्वों के आधार पर समीक्षा भी कर सकेंगे।

उपलब्धियां –Course) OutcomeC -(Os

.1CO इस पत्र को पढ़कर छात्र हिंदी आत्मकथा के उद्भव-विकास को जान पाए तथा हिंदी आत्मकथा के क्रमिक विकास से भी अवगत हुए।

.2CO गाँधी जी की आत्मकथा 'सत्य के प्रयोग' को पढ़कर गाँधी जी द्वारा स्थापित मूल्यों से छात्र परिचित हुए। पठित आत्मकथा के प्रतिपाद्य को जान सके तथा आत्मकथा के तत्वों के आधार पर समीक्षा भी की।

.3CO इस पत्र को पढ़कर विद्यार्थी हिंदी जीवनी लेखन का इतिहास, जीवनी की परिभाषा , स्वरूप , जीवनी के प्रकार तथा जीवनी के तत्वों को जान सके।

‘.4COमेरे बाबूजी’ नामक जीवनी को पढ़कर छात्र हिंदी के महान जनकवि नागार्जुन के जीवन और रचना कर्म से भली-भांति परिचित हुए। पठित जीवनी के प्रतिपाद्य को जान सके तथा जीवनी के तत्वों के आधार पर समीक्षा भी की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)						
1	हिंदी आत्मकथा : उद्भव और विकास : आत्मकथा की परिभाषा , स्वरूप , आत्मकथा के प्रकार तथा आत्मकथा के तत्व।	30	1C						
2	महात्मा गाँधी : सत्य के प्रयोग आलोचना : पठित आत्मकथा के आधार पर महात्मा गाँधी का व्यक्तित्व एवं विचार , आत्मकथा के तत्वों के आधार पर समीक्षा तथा प्रतिपाद्य।	30	2C						
3	हिंदी जीवनी लेखन का इतिहास, जीवनी की परिभाषा , स्वरूप , जीवनी के प्रकार तथा जीवनी के तत्व।	30	3C						
4	शोभाकांत : मेरे बाबूजी आलोचना : पठित जीवनी के आधार पर नागार्जुन के व्यक्तित्व एवं विचार , जीवनी के तत्वों के आधार पर समीक्षा तथा प्रतिपाद्य।	30	4C						
कुल अध्ययन-अवधि		120							
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	3	3	2	1	1
CO2	3	3	2	2	3	3	2	1	3
CO3	3	1	2	1	3	3	2	1	1
CO4	3	3	2	2	3	3	2	1	3
Average	3	2	2	1.50	3	3	2	1	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. पाठ्यक्रम की इकाई 2 तथा 4 से एक-एक व्याख्या पूछी जाएगी। प्रत्येक के लिये विकल्प भी होंगे। 7X 2=14
 2. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी होंगे। 14x4=
- 56

सहायक ग्रन्थ

- 1.समकालीन हिन्दी साहित्य :विविध परिदृश्य - रामस्वरूप चतुर्वेदी,राधाकृष्ण प्रकाशन, दिल्ली
- 2.हिन्दी जीवनी साहित्य :सिद्धान्त और अध्ययन - डॉ .भगवानशरण भारद्वाज , परिमल प्रकाशन ,इलाहाबाद
- 3.हिन्दी गद्य का विकास -डॉ .रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन
- 4.आत्मकथा की संस्कृति -पंकज चतुर्वेदी ,वाणी प्रकाशन ,दिल्ली
- 5.गाँधी की आत्मकथा -मेरे सत्य के प्रयोग -दिव्यांश पब्लिकेशन्स, लखनऊ
- 6.गाँधी और हमारा समय -श्रीभगवान सिंह ,यश पब्लिकेशन्स
- 7.गाँधी के आश्रम से सन्देश हैं -भगवान सिंह ,यश पब्लिकेशन्स
- 8.गाँधी की सुन्दरता -महात्मा में मानुष की खोज -सुशोभित

तृतीय सत्र

IDE-HIN-MD-1310

क्रेडिट 3 :

पूर्णांक 100:

अभ्यन्तर 30 :

सत्रांत परीक्षा 70

कम्प्यूटर-अनुप्रयोग : तकनीकी संसाधन एवं उपकरण

उद्देश्य : Learning) Objective L(Os

L .10 इस पाठ्यक्रम के अध्ययन से विद्यार्थियों को कम्प्यूटर अनुप्रयोग से सम्बन्धित तकनीकी पक्षों एवं अनिवार्य उपकरणों की जानकारी प्राप्त हो सकेगी।

L .20 कम्प्यूटर का परिचय और उसके प्रकार्य को विद्यार्थी अंतर्विषयक ज्ञान के रूप में सीख पाएंगे।

L .30 विद्यार्थी कम्प्यूटर के भाषाई अनुप्रयोग सम्बन्धी दक्षता और कुशलता से परिचित हो सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थियों को कम्प्यूटर से जुड़ी प्रविधियों तथा इंटरनेट की बदलती शब्दावली एवं स्वरूप को समझने की दृष्टि प्राप्त होगी।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पाठ्यक्रम के अध्ययन से विद्यार्थियों ने कम्प्यूटर अनुप्रयोग से सम्बन्धित तकनीकी पक्षों एवं अनिवार्य उपकरणों की जानकारी प्राप्त की।

.2CO कम्प्यूटर का परिचय और उसके प्रकार्य को विद्यार्थी अंतर्विषयक ज्ञान के रूप में सीख सके।

.3CO विद्यार्थी कम्प्यूटर के भाषाई अनुप्रयोग सम्बन्धी दक्षता और कुशलता से परिचित हुए।

.4CO इस पत्र के माध्यम से विद्यार्थियों को कंप्यूटर से जुड़ी प्रविधियों तथा इंटरनेट की बदलती शब्दावली एवं स्वरूप को समझने की दृष्टि प्राप्त हुई।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	कम्प्यूटर : परिचय एवं प्रकार्य कम्प्यूटर की विकास यात्रा, कम्प्यूटर की कार्यप्रणाली, कम्प्यूटर के विभिन्न घटक, कम्प्यूटर की संरचना)हार्डवेयर और सॉफ्टवेयर(, कम्प्यूटर का उपयोग तथा क्षेत्र।	20	1C
2	भाषाई कम्प्यूटर और अनुप्रयोग भाषाई कम्प्यूटर का भविष्य, यूनिकोड की जानकारी, यूनिकोड का प्रयोग, हिंदी लेखन, प्रकाशन व वेब प्रकाशन के आवश्यक औजार)वर्ड प्रोसेसिंग, डाटा प्रोसेसिंग, फॉण्ट प्रबंधन, विविध तकनीक(।	25	2C
3	अनुप्रयुक्त कार्य और इंटरनेट एम.एस .ऑफिस का अध्ययन)हिंदी के विभिन्न कुंजीपटलों के संदर्भ में ,(हिंदी में एक्सल शीट, पावर प्वाइंट का निर्माण तथा पेज मेकर में कार्य ,ब्लॉग-प्रकाशन, अपलोडिंग, डाउनलोडिंग, इंटरनेट पर सामग्री-सृजन, यू-ट्यूब, कम्प्यूटर सुरक्षा एवं वायरस, इंटरनेट पर सूचनाएं प्राप्त करने की विधियाँ।	25	3C
4	इंटरनेट शब्दावली और बदलता स्वरूप ब्राउजिंग, लिंक, हिन्दी के प्रमुख इंटरनेट पोर्टल, ई-मेल भेजना/प्राप्त करना, फाइल, अटेचमेंट, फाइल शेयरिंग, फाइल कन्वर्जन, साइबर अपराध, इंटरनेट संबंधी कानून तथा आचार-संहिताएँ, इंटरनेट के	20	4C

	खतरे, चुनौतियाँ एवं संभावनाएं।		
	कुल अध्ययन-अवधि		90

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	1	3	1	1	1	3	1
CO2	2	1	1	3	2	1	1	3	-
CO3	1	1	2	3	1	1	1	2	1
CO4	3	2	2	3	3	1	1	2	2
Average	1.75	1.25	1.50	3	1.75	1	1	2.50	1

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे।

$$14 \times 4 = 56$$

से किन्हीं दो का उत्तर लिखना होगा।

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी, जिनमें

$$7 \times 2 = 14$$

सहायक ग्रंथ:

- | | |
|---------------------------------|---|
| 1. कम्प्यूटर एक परिचय | -सं.संतोष चौबे |
| 2. एम.एस .ऑफिस | -विज्ञान एवं प्रौद्योगिकी विभाग, भारत सरकार |
| 3. कम्प्यूटर के भाषिक अनुप्रयोग | -विजय कुमार मल्होत्रा |
| 4. इंटरनेट का संक्षिप्त इतिहास | -ब्रूस स्टर्लिंग |
| 5. कम्प्यूटर और हिंदी | -हरिमोहन |
| 6. समान्तर कोश | -अरविन्द कुमार |
| 7. तकनीकी सुलझनें | -बालेन्दु शर्मा दधीच |

तृतीय सत्र
IDE-HIN-SE-0030

राजभाषा हिंदी :अवधारणा एवं अनुप्रयोग

क्रेडिट	3 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(sO

L :.10 इस पत्र के माध्यम से विद्यार्थियों को राजभाषा हिंदी के स्वरूप एवं क्षेत्र की जानकारी प्राप्त हो सकेगी।

L .20 इस पत्र के माध्यम से विद्यार्थी राजभाषा हिंदी की अवधारणा ,आंतरिक एकता और भाषिक समन्वय सहित संविधान में राजभाषा हिंदी के प्रयोग संबंधी प्रावधानों से परिचित हो सकेंगे।

L .30 विद्यार्थी राजभाषा हिंदी के विविध आयामों तथा हिंदी भाषा के विविध रूपों से अवगत हो सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी राजभाषा हिंदी सम्बन्धी अनुप्रयोग तथा राजभाषा के विभिन्न क्षेत्रों और प्रकार्यों की जानकारी प्राप्त कर सकेंगे।

उपलब्धियां –Course) meOutcoC(sO

C :.10 इस पत्र के माध्यम से विद्यार्थियों ने राजभाषा हिंदी के स्वरूप एवं क्षेत्र की जानकारी प्राप्त की।

C .20 इस पत्र के माध्यम से विद्यार्थी राजभाषा हिंदी की अवधारणा ,आंतरिक एकता और भाषिक समन्वय सहित संविधान में राजभाषा हिंदी के प्रयोग संबंधी प्रावधानों से परिचित हुए।

C .30 विद्यार्थी राजभाषा हिंदी के विविध आयामों तथा हिंदी भाषा के विविध रूपों से अवगत हुए।

C .40 इस पत्र के माध्यम से विद्यार्थियों ने राजभाषा हिंदी सम्बन्धी अनुप्रयोग तथा राजभाषा के विभिन्न क्षेत्रों और प्रकार्यों की जानकारी प्राप्त की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	राजभाषा हिंदी :अर्थ एवं स्वरूप राजभाषा हिंदी :अर्थ, परिभाषा एवं क्षेत्र ;हिंदी के प्रचार-प्रसार सम्बन्धी प्रमुख संस्थाएं ,त्रिभाषा सूत्र ,आठवीं अनुसूची।	20	1C
2	राजभाषा हिंदी के सांविधानिक प्रावधान राजभाषा हिंदी की अवधारणा ,आंतरिक एकता और भाषिक समन्वय का सामूहिक लक्ष्य ,संविधान में राजभाषा हिंदी के प्रयोग संबंधी प्रावधान :अनुच्छेद 120, अनुच्छेद 210, अनुच्छेद 343से अनुच्छेद ,351देवनागरी लिपि और मानकीकरण की समस्या।	25	2C
3	राजभाषा हिंदी के विविध आयाम हिंदी भाषा के विविध रूप :राष्ट्रभाषा ,संपर्क भाषा, राजभाषा ,मानक भाषा के रूप में हिंदी ;राजभाषा कार्यान्वयन :राष्ट्रपति के आदेश ,राजभाषा अधिनियम , राजभाषा नियम ,राजभाषा के रूप में हिंदी की भूमिका और चुनौतियाँ।	25	3C
4	राजभाषा हिंदी सम्बन्धी अनुप्रयोग राजभाषा विभाग, संसदीय राजभाषा समिति, राजभाषा आयोग :गठन और मुख्य सिफारिशें , राजभाषा के विभिन्न क्षेत्र और प्रकार्य ,राजभाषा हिंदी में नवाचार और ऑनलाइन टूल्स।	20	4C
कुल अध्ययन-अवधि		90	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	1	1	3	1

CO2	3	-	1	3	1	1	-	3	2
CO3	3	1	1	3	3	1	1	3	2
CO4	3	1	1	3	3	1	1	3	2
Average	3	1	1.25	3	2.50	1	0.75	3	1.75

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा, प्रत्येक के लिए विकल्प भी होंगे।

$$14 \times 4 = 56$$

2. कुल पाँच टिप्पणियां पूछी जायेंगी, जिनमें से किन्हीं दो का उत्तर लिखना होगा। $7 \times 2 = 14$

कार्य-सम्पादन- पद्धति : परामर्श (काउंसलिंग), विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन (असाइनमेंट), आवधिक मूल्यांकन (पीरियाडिक असेसमेंट) आदि।

सहायक ग्रंथ-

1. राजभाषा सहूलियतकार (कार्यान्वयन मार्गदर्शिका) - डॉ. वी. वेंकटेश्वर राव
2. राजभाषा-सन्दर्भ और प्रशासनिक हिंदी - छबिल कुमार मेहेर
3. राजभाषा के आन्दोलन में हिन्दी आंदोलन का इतिहास - राजनारायण दुबे, प्रकाशन संस्थान
4. राजभाषा हिन्दी: समस्याएँ और समाधान - आचार्य देवेन्द्रनाथ शर्मा, लोक भारती
5. राजभाषा हिन्दी - गोविन्द दास, हिन्दी साहित्य सम्मेलन, प्रयाग
6. राष्ट्रभाषा की समस्या - रामविलास शर्मा, अक्षर प्रकाशन, दिल्ली
7. हिन्दी भाषा की संरचना - भोलानाथ तिवारी, वाणी प्रकाशन, नई दिल्ली
8. हिन्दी भाषा - डॉ. कैलाश चन्द्र भाटिया, साहित्य भवन
9. नागरी लिपि और हिन्दी वर्तनी - अनंत चौधरी, बिहारी हिन्दी ग्रंथ अकादमी
10. नागरी लिपि और उसकी समस्याएँ - नरेश मिश्र, मंथन प्रकाशन, रोहतक
11. हिंदी भाषा और नागरी लिपि - डॉ. भोलानाथ तिवारी, लोक भारती, इलाहाबाद
12. राजभाषा हिंदी विकास के विविध आयाम - डॉ. मलिक मुहम्मद

चतुर्थ सत्र

IDE-HIN-CC-2210

हिंदी भाषा एवं भाषा विज्ञान

क्रेडिट 4 :

पूर्णांक 100:

अभ्यन्तर 30 :

सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के अध्ययन से विद्यार्थी भाषा की परिभाषा तथा अभिलक्षण ,भाषा विज्ञान के अध्ययन की विभिन्न

दिशाओं तथा भाषा विज्ञान का ज्ञान की अन्य शाखाओं से सम्बन्ध को जान सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी ध्वनि विज्ञान के विभिन्न अवयवों का अध्ययन कर सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी अर्थ विज्ञान एवं रूप विज्ञान के विभिन्न पक्षों का अध्ययन कर सकेंगे।

L .40 विद्यार्थी हिन्दी भाषा के इतिहास ,हिन्दी की बोलियों के वर्गीकरण का सामान्य परिचय तथा देवनागरी लिपि के नामकरण, विशेषताएं एवं मानकीकरण के प्रयासों का ज्ञान प्राप्त कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के अध्ययन से विद्यार्थी भाषा की परिभाषा तथा अभिलक्षण ,भाषा विज्ञान के अध्ययन की विभिन्न दिशाओं तथा

भाषा विज्ञान का ज्ञान की अन्य शाखाओं से सम्बन्ध को जान सके।

.2CO इस पत्र के माध्यम से विद्यार्थी ध्वनि विज्ञान के विभिन्न अवयवों से परिचित हुए।

.3CO इस पत्र के माध्यम से विद्यार्थियों ने अर्थ विज्ञान एवं रूप विज्ञान के विभिन्न पक्षों का अध्ययन किया।

.4CO विद्यार्थियों ने हिन्दी भाषा के इतिहास ,हिन्दी की बोलियों के वर्गीकरण का सामान्य परिचय तथा देवनागरी लिपि के

नामकरण,विशेषताएं एवं मानकीकरण के प्रयासों का ज्ञान प्राप्त किया।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	भाषा की परिभाषा तथा अभिलक्षण; भाषा विज्ञान: अध्ययन की दिशाएँ -वर्णनात्मक, ऐतिहासिक और तुलनात्मक; भाषा विज्ञान का ज्ञान की अन्य शाखाओं से सम्बन्ध।	30	1C
2	ध्वनि विज्ञान: स्वर स्वरों का वर्गीकरण, व्यंजन स्वरों का वर्गीकरण, मान स्वर, स्वन परिवर्तन की दिशाएँ और कारण।	30	2C
3	अर्थ विज्ञान: अर्थ की अवधारणा, शब्द और अर्थ का सम्बन्ध, अर्थ परिवर्तन के कारण एवं दिशाएँ। रूप विज्ञान: रूपिम की अवधारणा, शब्द और पद के भेद, पद परिवर्तन के कारण।	30	3C
4	हिन्दी भाषा : हिंदी भाषा का इतिहास, हिन्दी की बोलियों का वर्गीकरण एवं सामान्य परिचय, भाषा और बोली में अंतर। देवनागरी लिपि : नामकरण, देवनागरी लिपि की विशेषताएं एवं मानकीकरण के प्रयास।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	1	2	2
CO2	3	2	2	3	1	1	1	3	2
CO3	3	2	2	3	1	1	1	3	2
CO4	3	2	2	3	1	1	1	3	2
Average	3	2	2	2.75	1.25	1.25	1	2.75	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे। 14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा 7x2= 14

सहायक ग्रन्थ:

1. भाषा विज्ञान की भूमिका :देवेन्द्रनाथ शर्मा
2. भाषा विज्ञान :डॉ. भोलानाथ तिवारी
3. भाषा विज्ञान एवं भाषा शास्त्र :डॉ. कपिलदेव द्विवेदी
4. हिन्दी भाषा :डॉ. भोलानाथ तिवारी
5. हिन्दी भाषा: उद्भव और विकास :डॉ. उदय नारायण तिवारी
6. शब्दार्थ तत्त्व :डॉ. शोभाकान्त मिश्र
7. आधुनिक भाषा विज्ञान :डॉ. राजमणि शर्मा
8. हिन्दी भाषा का इतिहास :डॉ. धीरेन्द्र वर्मा
9. हिन्दी भाषा: स्वरूप और विकास :कैलाशचन्द्र भाटिया
10. भाषा और समाज :रामविलास शर्मा
11. भारतीय भाषा विज्ञान :किशोरीदास वाजपेयी

चतुर्थ सत्र
IDE-HIN-CC-2220
हिंदी नाटक

क्रेडिट	4 :
पूर्णांक	100:
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के माध्यम से विद्यार्थी नाटक, शब्द का अर्थ ,स्वरूप एवं तत्व ,हिंदी नाटक के उद्भव और विकास तथा हिंदी रंगमंच के सामान्य परिचय से अवगत हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी भारतेन्दु हरिश्चंद्र के नाटक 'अंधेर नगरी 'तथा जयशंकर प्रसाद के नाटक 'ध्रुवस्वामिनी 'के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे ,साथ ही नाटककारों की नाट्य-कला से परिचित हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी लक्ष्मीनारायण लाल के नाटक 'सिंदूर की होली 'तथा उपेन्द्रनाथ अशक के नाटक 'अंजो दीदी 'के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे साथ ही नाटककारों की नाट्य-कला से परिचित हो सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी सर्वेश्वर दयाल सक्सेना के नाटक 'बकरी 'तथा शंकर शेष के नाटक 'एक और द्रोणाचार्य 'के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे,साथ ही नाटककारों की नाट्य-कला से परिचित हो सकेंगे।

उपलब्धियां –Course) utcomeOC(Os

.1CO इस पत्र के माध्यम से विद्यार्थी नाटक शब्द के अर्थ ,स्वरूप एवं तत्व ,हिंदी नाटक के उद्भव और विकास तथा हिंदी रंगमंच के सामान्य परिचय से अवगत हुए।

.2CO इस पत्र के माध्यम से विद्यार्थी भारतेन्दु हरिश्चंद्र के नाटक 'अंधेर नगरी 'तथा जयशंकर प्रसाद के नाटक 'ध्रुवस्वामिनी 'के प्रतिपाद्य को जान सके तथा समीक्षा की ,साथ ही नाटककारों की नाट्य-कला से परिचित हुए।

.3CO इस पत्र के माध्यम से विद्यार्थी लक्ष्मीनारायण लाल के नाटक 'सिन्दूर की होली' तथा उपेन्द्रनाथ अशक के नाटक 'अंजो दीदी' के प्रतिपाद्य को जान सके तथा समीक्षा कर सके, साथ ही नाटककारों की नाट्य-कला से परिचित हुए।

.4CO इस पत्र के माध्यम से विद्यार्थी सर्वेश्वर दयाल सक्सेना के नाटक 'बकरी' तथा शंकर शेष के नाटक 'एक और द्रोणाचार्य' के प्रतिपाद्य को जान सके तथा समीक्षा कर सके, साथ ही नाटककारों की नाट्य-कला से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	नाटक शब्द का अर्थ, स्वरूप एवं तत्व, हिंदी नाटक का उद्भव और विकास, हिंदी रंगमंच का सामान्य परिचय।	30	1C
2	भारतेंदु हरिश्चंद्र : अंधेर नगरी जयशंकर प्रसाद : ध्रुवस्वामिनी आलोचना : नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा और प्रतिपाद्य।	30	2C
3	लक्ष्मीनारायण लाल : सिन्दूर की होली उपेन्द्रनाथ अशक : अंजो दीदी आलोचना : नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा और प्रतिपाद्य।	30	3C
4	सर्वेश्वरदयाल सक्सेना : बकरी शंकर शेष : एक और द्रोणाचार्य आलोचना : नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा और प्रतिपाद्य।	30	4C
कुल अध्ययन-अवधि			120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	3	3	2	2	2

CO2	3	3	2	2	2	3	2	1	2
CO3	3	3	2	2	2	3	2	1	2
CO4	3	3	2	2	2	3	2	1	2
Average	3	3	2	1.75	2.25	3	2	1.25	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इकाई 3 ,2तथा 4से एक-एक व्याख्या पूछी जाएगी ,प्रत्येक के लिये विकल्प भी होंगे।

6X 3=18

2.इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

13x4= 52

सहायक ग्रन्थ:

- हिंदी नाटक उद्भव और विकास :डॉ.दशरथ ओझा ,राजपाल एण्ड सन्स ,दिल्ली
- रंग दर्शन :नेमिचंद्र जैन
- हिंदी नाटक :बच्चन सिंह ,लोकभारती प्रकाशन,नई दिल्ली
- हिंदी का गद्य साहित्य :रामचंद्र तिवारी ,विश्वविद्यालय प्रकाशन
- संक्षिप्त नाट्यशास्त्रम् :राधावल्लभ त्रिपाठी
- हिंदी का गद्यपर्व :नामवर सिंह ,राजकमल
- रंगमंच :नया परिदृश्य :रीतारानी पालीवाल
- मोहन राकेश का रंगमंच :चंदन कुमार
- एकांकी और एकांकीकार :रामचरण महेन्द्र
- हिंदी नाटक का आत्मसंघर्ष :गिरीश रस्तोगी
- हिंदी नाटक और रंगमंच :नयी दिशाएँ ,नए प्रश्न :गिरीश रस्तोगी
- आधुनिक हिंदी नाटक :डॉ .नगेन्द्र

13. भारतीय नाट्य परंपरा :नेमिचन्द्र जैन
14. दो रंगपुरुष :डॉ.जमुना बीनी ,रीडिंग रूमस ,दिल्ली
15. आधुनिक भारतीय नाटक :डॉ .जयदेव तनेजा

चतुर्थ सत्र

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कथेतर गद्य साहित्य

क्रेडिट 4 :
पूर्णांक 100:
अभ्यन्तर :3 0
सत्रांत परीक्षा :7 0

उद्देश्य : Learning) Objective L(Os

L :.10इस पत्र के माध्यम से विद्यार्थी हिंदी की कथेतर गद्य विधाओं यथा -जीवनी ,निबंध , आत्मकथा ,यात्रा वृतांत ,संस्मरण, डायरी, रेखाचित्र, पत्र साहित्य एवं रिपोर्ताज की परिभाषा एवं विशेषताओं से अवगत हो सकेंगे ।

L .20इस पत्र के माध्यम से शिवरानी देवी द्वारा लिखित जीवनी 'प्रेमचंद घर में 'के आधार पर प्रेमचंद के जीवन और रचना कर्म से विद्यार्थियों को अवगत कराया जाएगा तथा विद्यार्थी एक सफल जीवनी के रूप में 'प्रेमचंद घर में 'की समीक्षा कर सकेंगे। चयनित निबंधकारों के पठित निबंधों के प्रतिपाद्य को जान सकेंगे और समीक्षा कर सकेंगे।

L .30इस पत्र के माध्यम से विद्यार्थी चयनित आत्मकथा 'आपहुदरी 'की समीक्षा कर सकेंगे तथा रमणिका गुप्ता के रचना संसार को जान सकेंगे। विद्यार्थी रेखाचित्रकारों के पठित रेखाचित्रों के प्रतिपाद्य को जान सकेंगे और समीक्षा कर सकेंगे।

L .40इस पत्र के माध्यम से विद्यार्थी राहुल सांकृत्यायन के यात्रा वृतांत 'मेरी तिब्बत यात्रा 'के प्रथम खंड का अध्ययन कर सकेंगे तथा राहुल जी के यात्रा साहित्य की विशेषताओं से अवगत हो सकेंगे। चयनित संस्मरण और रिपोर्ताज के पठित पाठों की समीक्षा कर सकेंगे तथा लेखकों के परिचय को जान सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थी हिंदी की कथेतर गद्य विधाओं यथा -जीवनी,निबंध, आत्मकथा,यात्रा वृतांत,संस्मरण, डायरी, रेखाचित्र, पत्र साहित्य एवं रिपोर्टाज की परिभाषा एवं विशेषताओं से अवगत हुए।

.2CO इस पत्र के माध्यम से शिवरानी देवी द्वारा लिखित जीवनी 'प्रेमचंद घर में' के आधार पर प्रेमचंद के जीवन और रचना कर्म से विद्यार्थी अवगत हुए तथा एक सफल जीवनी के रूप में 'प्रेमचंद घर में' की समीक्षा की। चयनित निबंधकारों के पठित निबंधों के प्रतिपाद्य को जान सके और समीक्षा की।

.3CO इस पत्र के माध्यम से विद्यार्थी चयनित आत्मकथा 'आपहुदरी' की समीक्षा कर सके तथा रमणिका गुप्ता के रचना संसार को जान सके। विद्यार्थी रेखाचित्रकारों के पठित रेखाचित्रों के प्रतिपाद्य को जान सके और समीक्षा की।

.4CO इस पत्र के माध्यम से विद्यार्थियों ने राहुल सांकृत्यायन के यात्रा-वृतांत 'मेरी तिब्बत यात्रा' के प्रथम खंड का अध्ययन किया तथा राहुल जी के यात्रा-साहित्य की विशेषताओं से अवगत हुए। चयनित संस्मरण और रिपोर्टाज के पठित पाठों की समीक्षा की तथा लेखकों के परिचय को जान सके।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	हिंदी की कथेतर गद्य विधाएँ : परिभाषा एवं विशेषताएँ : जीवनी,निबंध,आत्मकथा,यात्रा वृतांत,संस्मरण, डायरी, रेखाचित्र, पत्र साहित्य एवं रिपोर्टाज।	30	1C
2	क.जीवनी: ● प्रेमचंद घर में :शिवरानी देवी आलोचना :जीवनी साहित्य का स्वरूप,प्रेमचंद का	30	2C

	<p>जीवन और रचना कर्म ,एक सफल जीवनी के रूप में 'प्रेमचंद घर में 'की समीक्षा।</p> <p>ख .निबंध :</p> <ul style="list-style-type: none"> • सरदार पूर्ण सिंह :मजदूरी और प्रेम • रामचन्द्र शुक्ल :ईर्ष्या • हजारी प्रसाद द्विवेदी :नाखून क्यों बढ़ते हैं <p>आलोचना :पठित निबंधों की समीक्षा एवं प्रतिपाद्य।</p>		
3	<p>क .आत्मकथा :</p> <ul style="list-style-type: none"> • आपहुदरी)एक जिद्दी लड़की की आत्मकथा (:रमणिका गुप्ता <p>आलोचना :आत्मकथा का स्वरूप ,आपहुदरी की समीक्षा ,रमणिका गुप्ता का रचना संसार।</p> <p>ख .रेखाचित्र</p> <ul style="list-style-type: none"> • महादेवी वर्मा :लछमा)पाठ्यपुस्तक :अतीत के चलचित्र(• रामवृक्ष बेनीपुरी :सुभान खाँ)पाठ्य पुस्तक :माटी की मूरतें(<p>आलोचना :पठित रेखाचित्रों की समीक्षा एवं प्रतिपाद्य</p>	30	3C
4	<p>क. यात्रा वृतांत : पाठ्य पुस्तक :मेरी तिब्बत यात्रा : राहुल सांकृत्यायन</p> <p>पाठ्यांश :ल्हासा से उत्तर की ओर</p> <p>आलोचना :हिन्दी यात्रा साहित्य और राहुल सांकृत्यायन ,राहुल के यात्रा साहित्य की विशेषताएँ।</p> <p>ख .संस्मरण तथा रिपोर्टाज) पाठ्यपुस्तक :गद्य</p>	30	4C

गौरव -सं. डॉ. ई.रा.स्वामी, राजकमल प्रकाशन(• रामकुमार वर्मा :महात्मा गाँधी • फणीश्वरनाथ रेणु :कुत्ते की आवाज़)ऋणजल-धनजल(त्रोचना :संस्मरण तथा रिपोर्ताज का स्वरूप ,पठित पाठों की समीक्षा एवं लेखक परिचय।									
कुल अध्ययन-अवधि					120				
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	2	1	3
CO2	3	3	2	2	3	3	2	1	3
CO3	3	3	2	2	3	3	2	1	3
CO4	3	3	2	2	3	3	2	1	3
Average	3	3	2	2	3	3	2	1	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की इकाई 3,2तथा 4से एक-एक व्याख्या पूछी जाएगी ,जिनके विकल्प भी होंगे।
6 X 3= 18
2. प्रत्येक इकाई से चार आलोचनात्मक प्रश्न पूछे जायेंगे ,जिनके विकल्प भी होंगे।
13 X4=52

सहायक ग्रंथ -

1. हिंदी का गद्य विन्यास और विकास :रामस्वरूप चतुर्वेदी
2. हिंदी गद्य साहित्य :रामचन्द्र तिवारी
3. हिंदी गद्य रूप सैद्धान्तिक विवेचन श्रीवास्तव :निर्मला देवी

- | | |
|---|------------------|
| 4. हिंदी निबंध उद्भव और विकास | :हरिचरण शर्मा |
| 5. हिंदी का आधुनिक यात्रा साहित्य | :प्रतापपाल शर्मा |
| 6. गद्य की नई विधाओं का विकास | :असद माजदा |
| 7. गद्य की पहचान | :अरुण प्रकाश |
| 8. दूसरी परंपरा की खोज | :नामवर सिंह |
| 9. हिंदी ललित निबंध :स्वरूप विवेचन | :वेदवती राठी |
| 10. हिंदी जीवनी साहित्य :सिद्धांत और अध्ययन | :डॉ. |
| भगवानशरण भारद्वाज | |

चतुर्थ सत्र

IDE-HIN-CC-2240
हिंदी भक्ति काव्य

क्रेडिट 4:
पूर्णांक 100:
अभ्यन्तर 30:
सत्रांत परीक्षा 70:

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के माध्यम से विद्यार्थियों को संत रैदास की काव्यगत विशेषताओं ,भक्ति -भावना एवं समाज दर्शन से अवगत कराया जायेगा। चयनित पाठांश की व्याख्या की जाएगी।

L .20इस पत्र के माध्यम से विद्यार्थियों को संत दादू दयाल की काव्यगत विशेषताओं ,भक्ति -भावना एवं समाज दर्शन से अवगत कराया जायेगा। चयनित पाठांश की व्याख्या की जाएगी।

L .30इस पत्र के माध्यम से विद्यार्थियों को मीराबाई की काव्यगत विशेषताओं ,भक्ति -भावना एवं समाज दर्शन से अवगत कराया जायेगा। चयनित पाठांश की व्याख्या की जाएगी।

L .40इस पत्र के माध्यम से विद्यार्थियों को रसखान की काव्यगत विशेषताओं ,भक्ति -भावना एवं समाज दर्शन से अवगत कराया जायेगा। चयनित पाठांश की व्याख्या की जाएगी।

उपलब्धियां –Course) OutcomeC(Os

.1COइस पत्र के माध्यम से विद्यार्थियों को संत रैदास की काव्यगत विशेषताओं ,भक्ति-भावना एवं समाज दर्शन से अवगत कराया गया। चयनित पाठांश की व्याख्या की गयी।

.2COइस पत्र के माध्यम से विद्यार्थियों को संत दादू दयाल की काव्यगत विशेषताओं ,भक्ति-भावना एवं समाज दर्शन से अवगत कराया गया। चयनित पाठांश की व्याख्या की गयी।

.3COइस पत्र के माध्यम से विद्यार्थियों को मीराबाई की काव्यगत विशेषताओं ,भक्ति-भावना एवं समाज दर्शन से अवगत कराया गया। चयनित पाठांश की व्याख्या की गयी।

.4COइस पत्र के माध्यम से विद्यार्थियों को रसखान की काव्यगत विशेषताओं ,भक्ति-भावना एवं समाज दर्शन से अवगत कराया गया। चयनित पाठांश की व्याख्या की गयी।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	रैदास :पाठ्य पुस्तक :संत काव्य –संपादक आचार्य परशुराम चतुर्वेदी ,किताब महल ,इलाहाबाद पाठांश :साखी 1-से 14 तक	30	1C
2	दादू दयाल :पाठ्य पुस्तक :संत काव्य –संपादक आचार्य परशुराम चतुर्वेदी ,किताब महल ,इलाहाबाद पाठांश :साखी 1-से 25 तक	30	2C
3	मीराबाई :पाठ्य पुस्तक :मीराबाई की पदावली :सं परशुराम चतुर्वेदी पाठांश :पद संख्या –1 से 10	30	3C
4	न पाठ्य पुस्तक :रसखान रचनावली :सं विद्यानिवास मिश्र पाठांश : पद संख्या –1 से 10 आलोचना बिंदु – सन्त साहित्य की विशेषताएं, पठित संतों एवं भक्तों की काव्यगत विशेषताएं, पठित रचनाकारों की	30	4C

	भक्ति भावना तथा समाज दर्शन।		
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	1	3
CO2	3	3	3	2	3	3	3	1	3
CO3	3	3	3	2	3	3	3	1	3
CO4	3	3	3	2	3	3	3	1	3
Average	3	3	3	2	3	3	3	1	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. प्रत्येक इकाई से एक-एक व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

6x4=24

.2इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा।

10x4=

40

.3कुल छह अति लघुउत्तरीय प्रश्न पूछे जायेंगे ,जिनमें से किन्हीं तीन का उत्तर लिखना होगा। 2 x3= 06

सहायक ग्रंथ :

.1नाथ सम्प्रदाय
वाराणसी।

-आचार्य हजारी प्रसाद द्विवेदी ,नैवेद्य निकेतन ,

.2 हिन्दी साहित्य में निर्गुण सम्प्रदाय

-डॉ .पीताम्बर दत्त बड़थवाल।

- .3 उत्तर भारत की संत परंपरा -परशुराम चतुर्वेदी ,किताब महल ,प्रयाग ।
- .4 मध्ययुगीन निर्गुण चेतना - डॉ .धर्मपाल मैनी ,लोकभारती ,इलाहाबाद ।
- .5 संतों के धार्मिक विश्वास
दिल्ली । -डॉ .धर्मपाल मैनी ,नेशनल पब्लिशिंग हाउस ,
- .6 रैदास वाणी -डॉ .शुकदेव सिंह ,राधाकृष्ण प्रकाशन ,दिल्ली ।
- .7 कबीर -हजारीप्रसाद द्विवेदी ,राजकमल प्रकाशन ।
- .8 दादू पंथ :साहित्य और समाज दर्शन -डॉ .ओकेन लेगो ,यश पब्लिकेशन ,दिल्ली ।
- .9 दादू दयाल -परशुराम चतुर्वेदी
- .10 संत साहित्य की समझ -नन्द किशोर पाण्डेय ,यश पब्लिकेशन ,दिल्ली ।
- .11 सन्त रज्जब -नन्द किशोर पाण्डेय ,विश्वविद्यालय प्रकाशन ,
वाराणसी ।
- .12पंचरंग चोला पहन सखी री -माधव हाडा ,वाणी प्रकाशन
- .13जयदेव -आनन्द कुशवाहा ,साहित्य अकादेमी, नई दिल्ली
- .15रसखान -आचार्य विश्वनाथ प्रसाद मिश्र
- .16रसखान :जीवन और काव्य - डॉ .देवेन्द्र प्रताप उपाध्याय
- .17मीराबाई की सम्पूर्ण पदावली -सं रामकिशोर शर्मा ,लोकभारती प्रकाशन
- .18संत कवि दादू दयाल -बलदेव बंशी
- .19दादू दयाल -रामबक्ष ,साहित्य अकादमी
- .20रसखान -साहित्य अकादमी

चतुर्थ सत्र
IDE-HIN-MC-3210
आधुनिक हिंदी कविता

क्रेडिट 4 :
पूर्णांक 100:
अभ्यन्तर 30 :
सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L(Os

- L .10 इस पत्र के माध्यम से विद्यार्थी माखनलाल चतुर्वेदी तथा बालकृष्ण शर्मा 'नवीन' की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे।
- L .20 इस पत्र के माध्यम से विद्यार्थी जयशंकर प्रसाद तथा सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे।
- L .30 विद्यार्थी रामधारी सिंह 'दिनकर' तथा गजानन माधव 'मुक्तिबोध' की चयनित कविताओं की व्याख्या और समीक्षा कर सकेंगे।
- L .40 विद्यार्थी शमशेर बहादुर सिंह तथा सुदामा पाण्डेय 'धूमिल' की चयनित कविताओं की व्याख्या और समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

- .1CO इस पत्र के माध्यम से विद्यार्थियों ने माखनलाल चतुर्वेदी तथा बालकृष्ण शर्मा 'नवीन' की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया।
- .2CO इस पत्र के माध्यम से विद्यार्थियों ने जयशंकर प्रसाद तथा सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया।
- .3CO विद्यार्थी रामधारी सिंह 'दिनकर' तथा गजानन माधव 'मुक्तिबोध' की चयनित कविताओं की व्याख्या और समीक्षा कर सके।
- .4CO विद्यार्थी शमशेर बहादुर सिंह तथा सुदामा पाण्डेय 'धूमिल' की चयनित कविताओं की व्याख्या और समीक्षा कर सके।

पाठ्य पुस्तक :आधुनिक हिंदी काव्यधारा -डॉ.विजयपाल सिंह(

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	माखनलाल चतुर्वेदी :पाठ्य कविता -पुष्प की अभिलाषा , कैदी और कोकिला बालकृष्ण शर्मा नवीन :पाठ्य कविता -पराजय गीत ,पथ निरीक्षण	30	1C
2	जयशंकर प्रसाद :पाठ्य कविता -कामायनी -लज्जा सर्ग सूर्यकांत त्रिपाठी 'निराला' :पाठ्य कविता -सरोज स्मृति	30	2C
3	रामधारी सिंह 'दिनकर' :पाठ्य कविता -हिमालय ,नारी गजानन माधव 'मुक्तिबोध' :पाठ्य कविता -चम्बल की घाटी में	30	3C
4	शमशेरबहादुर सिंह :पाठ्य कविता -बात बोलेगी, एक पीली शाम :पाठ्य कविता -मोचीराम आलोचना बिंदु :पठित कविताओं की विशेषताएँ ,कवियों की काव्य-कला ,पठित कविताओं का प्रतिपाद्य।	30	4C
कुल अध्ययन-अवधि			120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	1	3
CO2	3	3	3	2	3	3	3	1	3
CO3	3	3	3	2	3	3	3	1	3
CO4	3	3	3	2	3	3	3	1	3

Average	3	3	3	2	3	3	3	1	3
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कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1प्रत्येक इकाई से एक-एक व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

$$6 \times 4 = 24$$

.2इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा।

$$10 \times 4 = 40$$

.3कुल छह अति लघुउत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन का उत्तर लिखना होगा।
2 x 3 = 06

सहायक ग्रंथ :

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|---|---|
| .1 माखनलाल चतुर्वेदी का रचना संसार | -डॉ. बट्टीप्रसाद विरमाल |
| .2बालकृष्ण शर्मा 'नवीन' | -पवन कुमार मिश्र साहित्य अकादमी |
| .3जयशंकर प्रसाद | -नन्द दुलारे वाजपेयी |
| .4प्रसाद और उनका साहित्य | -विनोद शंकर व्यास |
| .5जयशंकर प्रसाद :वस्तु और कला | -डॉ. रामेश्वर खण्डेलवाल |
| .6प्रसाद का काव्य | -डॉ. प्रेमशंकर, वाणी प्रकाशन, दिल्ली |
| .7निराला की साहित्य साधना, भाग 1,2,3 | -डॉ. रामविलास शर्मा |
| .8निराला एक आत्महन्ता आस्था | -दूधनाथ सिंह, लोक भारती, इलाहाबाद |
| .9छायावाद | -डॉ. नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
| .10क्रांतिकारी कवि निराला | - डॉ. बच्चन सिंह, विश्वविद्यालय प्रकाशन |
| .11कामायनी अनुशीलन | -रामलाल सिंह, वाणी प्रकाशन, दिल्ली |
| .12दिनकर एक पुनर्विचार | -कुमार निर्मलेंदु, लोकभारती प्रकाशन |
| .13छायावाद के कवि :प्रसाद, निराला और पन्त
दिल्ली | -विजय बहादुर सिंह, सामयिक बुक्स, नयी |

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|---------------------------------------|------------------------------------|
| .14धूमिल की कविता में विरोध और संघर्ष | -नीलम सिंह, राधाकृष्ण प्रकाशन |
| .15धूमिल और उनका काव्य संघर्ष | -ब्रह्मदेव मिश्र, लोकभारती प्रकाशन |
| .16रामधारी सिंह दिनकर | -कुमार विमल, साहित्य अकादेमी |
| .17मुक्तिबोध :कविता और जीवन विवेक | -चंद्रकांत देवताले, राजकमल प्रकाशन |
| .18मुक्तिबोध :ज्ञान और संवेदना | -नंदकिशोर नवल, राजकमल प्रकाशन |
| .19माखनलाल चतुर्वेदी का रचना संसार | -डॉ. बट्टीप्रसाद विरमाल |
| .20बालकृष्ण शर्मा 'नवीन' | -पवन कुमार मिश्र साहित्य अकादमी |

क्रेडिट 4 :

पूर्णांक 100:

अभ्यन्तर 30 :

सत्रांत परीक्षा 70 :

पंचम सत्र

IDE-HIN-CC-3110

भारतीय काव्यशास्त्र

उद्देश्य : Learning Objective L(Os)

L :.10 इस पत्र के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र का संक्षिप्त इतिहास, काव्य-लक्षण, काव्य-प्रयोजन, काव्य-हेतु एवं काव्य के गुण-दोषों का अध्ययन कराया जायेगा।

L .20 इस पत्र के माध्यम से विद्यार्थी रस सिद्धांत का अध्ययन करेंगे और इसके अंतर्गत रस का स्वरूप, अवयव और उसके भेद, सभी रसों के लक्षण एवं उदाहरण से भी अवगत हो सकेंगे। ध्वनि सिद्धांत के अंतर्गत ध्वनि की परिभाषा तथा उसके भेदों से परिचित हो सकेंगे।

L .30 विद्यार्थी अलंकार सिद्धांत की स्थापनाओं का अध्ययन कर सकेंगे तथा अलंकार के भेदों, विभिन्न अलंकारों के लक्षण एवं उदाहरण से भी अवगत हो सकेंगे। विद्यार्थी रीति सिद्धांत के अंतर्गत रीति का अर्थ एवं रीति के भेदों से परिचित हो सकेंगे।

L .40 विद्यार्थी वक्रोक्ति सिद्धांत के अंतर्गत वक्रोक्ति की अवधारणा तथा उसके भेदों का अध्ययन कर सकेंगे, साथ ही औचित्य सिद्धांत की अवधारणा तथा उसके भेदों से भी अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.10C इस पत्र के माध्यम से विद्यार्थियों ने विद्यार्थी भारतीय काव्यशास्त्र के संक्षिप्त इतिहास, काव्य-लक्षण, काव्य-प्रयोजन, काव्य-हेतु एवं काव्य के गुण-दोषों का अध्ययन किया।

.20C इस पत्र के माध्यम से विद्यार्थियों ने रस सिद्धांत का अध्ययन किया और इसके अंतर्गत रस का स्वरूप, अवयव और उसके भेद, सभी रसों के लक्षण एवं उदाहरण से भी अवगत हुए। ध्वनि सिद्धांत के अंतर्गत ध्वनि की परिभाषा तथा उसके भेदों से परिचित हुए।

.30C विद्यार्थियों ने अलंकार सिद्धांत की स्थापनाओं का अध्ययन किया तथा अलंकार के भेदों, विभिन्न अलंकारों के लक्षण एवं उदाहरण से भी अवगत हुए। विद्यार्थी रीति सिद्धांत के अंतर्गत रीति का अर्थ एवं रीति के भेदों से परिचित हुए।

.40C विद्यार्थियों ने वक्रोक्ति सिद्धांत के अंतर्गत वक्रोक्ति की अवधारणा तथा उसके भेदों का अध्ययन किया, साथ ही औचित्य सिद्धांत की अवधारणा तथा उसके भेदों से भी अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	भारतीय काव्यशास्त्र: भारतीय काव्यशास्त्र का संक्षिप्त इतिहास; काव्य-लक्षण; काव्य-प्रयोजन; काव्य-हेतु; काव्य के गुण-दोष ।	30	1C
2	)क (रस सिद्धांत :रस का स्वरूप, अवयव और भेद, सभी रसों का लक्षण एवं उदाहरण ।)ख (ध्वनि सिद्धांत :ध्वनि की परिभाषा तथा उसके भेद ।	30	2C
3	)क (अलंकार सिद्धांत :परिभाषा, उसके भेद, अलंकारों का लक्षण एवं उदाहरण)-अनुप्रास, उपमा, रूपक, यमक, अतिशयोक्ति, श्लेष, संदेह, विरोधाभास, पुनरुक्ति, उत्प्रेक्षा, अनन्वय, विभावना ()ख (रीति सिद्धांत :रीति का अर्थ, रीति के भेद ।	30	3C
4	(क (वक्रोक्ति सिद्धांत :वक्रोक्ति की अवधारणा तथा वक्रोक्ति	30	4C

	के भेद । (ख (औचित्य सिद्धांत :औचित्य की अवधारणा तथा उनके भेद ।		
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	2	3	3	1
CO2	2	3	3	2	3	2	3	3	1
CO3	2	3	3	2	3	2	3	3	1
CO4	2	3	3	2	3	2	3	3	1
Average	2	3	3	2	3	2	3	3	1

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे।
14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।
7x2= 14

सहायक ग्रन्थ:

1. संस्कृत आलोचना :बलदेव उपाध्याय
2. भारतीय एवं पाश्चात्य काव्यशास्त्र :डॉ. भगीरथ मिश्र
3. भारतीय एवं पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना :डॉ. रामचन्द्र तिवारी
4. काव्यशास्त्र विमर्श :डॉ. कृष्णनारायण प्रसाद 'मागध'

5. काव्यांग कौमुदी	:विश्वनाथ प्रसाद मिश्र
6. काव्य के तत्त्व	:देवेन्द्रनाथ शर्मा
7. भारतीय काव्यशास्त्र	:सत्यदेव चौधरी
8. भारतीय काव्यशास्त्र की भूमिका	:डॉ. नगेन्द्र
9. रस मीमांसा	:रामचन्द्र शुक्ल
10. भारतीय काव्यशास्त्र के नए क्षितिज	:डॉ. राममूर्ति त्रिपाठी

पंचम सत्र

IDE-HIN-CC-3120

आधुनिक काल :इतिहास एवं रचनाएँ-2-

क्रेडिट 4 :
पूर्णांक 100:
अभ्यन्तर 30 :
सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के माध्यम से विद्यार्थियों को प्रगतिवाद, प्रयोगवाद, नयी कविता ,साठोत्तरी कविता, समकालीन कविता ,स्त्री विमर्श ,दलित विमर्श एवं जनजातीय विमर्श के स्वरूप एवं प्रवृत्तियों की जानकारी दी जाएगी।

L .20इस पत्र के माध्यम से विद्यार्थी नागार्जुन तथा अज्ञेय की चयनित कविताओं के प्रतिपाद्य को जान सकेंगे तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हो सकेंगे।

L .30इस पत्र के माध्यम से विद्यार्थी कुंवर नारायण तथा गगन गिल की चयनित कविताओं के प्रतिपाद्य को जान सकेंगे तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हो सकेंगे।

L .40इस पत्र के माध्यम से विद्यार्थी असंगघोष और निर्मला पुतुल की चयनित कविताओं के प्रतिपाद्य को जान सकेंगे तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों को प्रगतिवाद, प्रयोगवाद, नयी कविता ,साठोत्तरी कविता, समकालीन कविता ,स्त्री विमर्श ,दलित विमर्श एवं जनजातीय विमर्श के स्वरूप एवं प्रवृत्तियों की जानकारी दी गयी।

.2CO इस पत्र के माध्यम से विद्यार्थी नागार्जुन तथा अज्ञेय की चयनित कविताओं के प्रतिपाद्य को जान सके तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हुए।

.3CO इस पत्र के माध्यम से विद्यार्थी कुंवर नारायण तथा गगन गिल की चयनित कविताओं के प्रतिपाद्य को जान सके तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हुए।

.4CO इस पत्र के माध्यम से विद्यार्थी असंगघोष और निर्मला पुतुल की चयनित कविताओं के प्रतिपाद्य को जान सके तथा रचनाकारों की काव्यगत विशेषताओं से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	प्रगतिवाद, प्रयोगवाद, नयी कविता ,साठोत्तरी कविता, समकालीन कविता ,स्त्री विमर्श ,दलित विमर्श एवं जनजातीय विमर्श :स्वरूप एवं प्रवृत्तियाँ।	30	1C
2	)क (नागार्जुन :कविताएँ :अकाल और उसके बाद, खुरदरे पैर।) ख (अज्ञेय :पाठ्य कविताएँ :यह द्वीप अकेला, कलगी बाजरे की। आलोचना बिंदु :नागार्जुन की जन पक्षधरता ,अज्ञेय की प्रयोगधर्मिता ,पठित कविताओं का प्रतिपाद्य, कवियों की काव्यगत विशेषताएँ।	30	2C
3	)क (कुंवर नारायण :पाठ्य कविता :नचिकेता)ख (गगन गिल :पाठ्य कविताएँ :एक दिन लौटेगी लड़की , यह लड़की जब उदास होगी। आलोचना बिंदु :कुंवर नारायण के	30	3C

	काव्य में मिथकीय प्रयोग ,गगन गिल की कविता एवं स्त्री विमर्श ,पठित कविताओं का प्रतिपाद्य, कवियों की काव्यगत विशेषताएँ ।		
4	क) असंगघोष :हम ही हटायेंगे कोहरा ख) (निर्मला पुतुल :पाठ्य कविताएँ :चुडका सोरेन से , बिटिया मुर्मू से। आलोचना बिंदु :असंगघोषकी कविताओं में जाति का प्रश्न ,निर्मला पुतुल के काव्य में अभिव्यक्त जनजातीय चेतना ,पठित कविताओं का प्रतिपाद्य, कवियों की काव्यगत विशेषताएँ।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	1	2
CO2	3	3	3	3	3	3	3	1	3
CO3	3	3	3	3	3	3	3	1	3
CO4	3	3	3	3	3	3	3	1	3
Average	3	3	3	3	3	3	3	1	2.75

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. पाठ्यक्रम की इकाई 3,2 तथा 4से एक-एक व्याख्या पूछी जाएगी ,प्रत्येक के लिये विकल्प भी होंगे।

6X 3=18

2. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

13x4= 52

सहायक ग्रन्थ :

- | | |
|---|--|
| .1आधुनिक साहित्य की प्रवृत्तियाँ | -नामवर सिंह |
| .2विजयदेव नारायण साही रचना संचयन | -गोपेश्वर सिंह |
| .3प्रगतिवाद | -शिवदान सिंह चौहान, प्रदीप प्रकाशन |
| .4प्रगतिवाद एक समीक्षा
प्रयाग | -धर्मवीर भारती ,साहित्य भवन लिमिटेड, |
| .5प्रगतिवाद | -शिव कुमार मिश्र ,वाणी प्रकाशन, दिल्ली |
| .6हिंदी कविता की प्रगतिशील भूमिका
हाउस, दिल्ली | -प्रभाकर श्रोत्रिय ,नेशनल पब्लिशिंग |
| .7छायावाद, प्रयोगवाद, प्रगतिवाद एवं नयी कविता
दिल्ली | -पृथ्वी सिंह ,भाषा प्रकाशन ,नयी |
| .8हिंदी साहित्य का दूसरा इतिहास | -बच्चन सिंह |
| .9दलित कविता :प्रश्न और परिप्रेक्ष्य | -बजरंग बिहारी तिवारी |
| .10आदिवासी साहित्य :परम्परा और प्रयोजन | -वन्दना टेटे |
| .11आदिवासी साहित्य यात्रा | -रमणिका गुप्ता |
| .12दलित आन्दोलन का इतिहास)चार खण्डों में(| -मोहनदास नैमिषराय |
| .13साहित्य का सही वक्ता | -वी .कुमारन ,मधुरा :जवाहर पुस्तकालय |
| .14हिंदी साहित्य का आधा इतिहास | -सुमन राजे |
| .15स्त्री चिंतन की चुनौतियां | -रेखा कस्तवार |
| .16पितृसत्ता के नए रूप ;स्त्री और भूमंडलीकरण | -राजेंद्र यादव |

पंचम सत्र

IDE-HIN-CC-3130

प्रयोजनमूलक हिन्दी

क्रेडिट 4:

पूर्णांक 100:

अभ्यन्तर 30:

सत्रांत परीक्ष 70:

उद्देश्य : Learning Objective L(sO)

L .10 इस पत्र के माध्यम से विद्यार्थियों को प्रयोजनमूलक हिन्दी के स्वरूप तथा प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताओं की जानकारी प्राप्त हो सकेगी।

LO.2 इस पत्र के माध्यम से विद्यार्थी राजभाषा के महत्त्व तथा हिन्दी की संवैधानिक स्थिति से अवगत हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी हिन्दी पत्रकारिता एवं संचार माध्यम के अन्तःसम्बन्ध से परिचित हो सकेंगे तथा हिन्दी पत्रकारिता के विकास और वर्तमान स्थिति से अवगत हो सकेंगे।

L .40 विद्यार्थी पत्र लेखन तथा विज्ञापन लेखन के विभिन्न पक्षों एवं विशेषताओं से अवगत हो सकेंगे।

उपलब्धियां –Course) meOutcoC(sO

C .10 इस पत्र के माध्यम से विद्यार्थियों को प्रयोजनमूलक हिन्दी के स्वरूप तथा प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताओं की जानकारी प्राप्त हुई।

CO 2 इस पत्र के माध्यम से विद्यार्थी राजभाषा के महत्त्व तथा हिन्दी की संवैधानिक स्थिति से अवगत हुए।

C .30 इस पत्र के माध्यम से विद्यार्थी हिन्दी पत्रकारिता एवं संचार माध्यम के अन्तःसम्बन्ध से परिचित हुए तथा हिन्दी पत्रकारिता के विकास और वर्तमान स्थिति से अवगत हुए।

C .40 विद्यार्थी पत्र लेखन तथा विज्ञापन लेखन के विभिन्न पक्षों एवं विशेषताओं से अवगत हुए।

इकाई	विषय	अध्ययन	उपलब्धि
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		अवधि	याँ Course) (Outcome
1	<p>प्रयोजनमूलक हिन्दी: परिभाषा और स्वरूप; प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताएँ।</p> <p>राष्ट्रभाषा, राजभाषा का स्वरूप : सम्पर्क भाषा: स्वरूप; सम्पर्क भाषा के रूप में हिन्दी का राष्ट्रीय एवं सामाजिक परिप्रेक्ष्य; स्वाधीनता संग्राम में हिन्दी की भूमिका; पूर्वोत्तर भारत में सम्पर्क भाषा के रूप में हिन्दी के प्रचार-प्रसार की उपयोगिता, प्रचार में आने वाली समस्याएँ, समाधान और सुझाव।</p>	30	1C
2	<p>राजभाषा</p> <p>राजभाषा: अर्थ एवं स्वरूप; हिन्दी की संवैधानिक स्थिति ; अनुच्छेद 343 से 351; राजभाषा संकल्प, त्रिभाषा सूत्र, राजभाषा नियम 1976 यथा संशोधित 1987; राजभाषा के रूप में हिन्दी के प्रयोग में आने वाली समस्याएँ और सुझाव।</p>	30	2C
3	<p>हिन्दी पत्रकारिता एवं संचार माध्यम</p> <p>पत्रकारिता -हिन्दी पत्रकारिता के विकास का संक्षिप्त परिचय; साहित्यिक पत्रकारिता; हिन्दी पत्रकारिता की वर्तमान स्थिति।</p> <p>संचार माध्यम -हिन्दी भाषा और साहित्य के विकास में आकाशवाणी, दूरदर्शन एवं सिनेमा का योगदान; रेडियो लेखन की कला।</p>	30	3C
4	<p>पत्र लेखन: सरकारी तथा अर्धसरकारी पत्र, सूचना, ज्ञापन, आदेश, टिप्पणी, अनुस्मारक ;प्रतिवेदन तथा मसौदा लेखन ;विज्ञापन लेखन।</p> <p>अनुवाद एवं पारिभाषिक शब्दावली: परिभाषा; अनुवाद के प्रकार; अनुवाद: समस्याएँ और समाधान। पारिभाषिक शब्दावली: स्वरूप एवं परिभाषा; 100 पारिभाषिक शब्द।</p>	30	4C
कुल अध्ययन-अवधि			120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	3	3	1	2	3	2
CO2	3	2	1	2	3	1	2	3	2
CO3	3	2	1	3	3	1	2	3	2
CO4	3	2	1	2	3	1	2	2	2
Average	3	2	1	2.50	3	1	2	2.75	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी होंगे। 13X4= 52
2. कुल पाँच टिप्पणियाँ पूछी जाएगी, जिनमें से किन्हीं दो का उत्तर लिखना होगा। 5X2= 10
3. इस पत्र में निर्धारित 100पारिभाषिक शब्दों में से आठ पारिभाषिक शब्द परीक्षा में पूछे जायेंगे। 1 X8= 08

सहायक ग्रन्थ:

1. राजभाषा हिन्दी प्रचलन :डॉ. रामेश्वर प्रसाद
2. हिन्दी पत्रकारिता :डॉ. वेदप्रताप वैदिक

3. व्यावहारिक राजभाषा पालीवाल	:डॉ .नारायणदत्त
4. अनुवाद: सिद्धान्त और प्रयोग	:गोपीनाथन, जी
5. हिन्दी शब्द-अर्थ प्रयोग	:डॉ .हरदेव बाहरी
6. पूर्वोत्तर में हिन्दी प्रचार-प्रसार	:चित्र महन्त
7. प्रयोजनमूलक हिन्दी	:डॉ .महन्त
8. प्रयोजनमूलक हिन्दी श्रीवास्तव	:डॉ .रवीन्द्रनाथ
9. अरुणाचल प्रदेश में हिन्दी: अध्ययन के नये आयाम श्यामशंकर सिंह	:डॉ .

अंग्रेजी के सौ पारिभाषिक शब्द हिंदी अर्थ के साथ :

1. Abandonment	- परित्याग
2. Ability	-योग्यता
3. Abolition	-उन्मूलन ,अंत
4. Abridge	-संक्षेप करना ,न्यून करना
5. Absence	-अनुपस्थिति
6. Absolve	-विमुक्त करना
7. Absorb	-अवशोषण करना ,समाहित करना
8. Abstract	-सार
9. Absurdity	-अर्थहीनता ,बेतुकापन
10. Academic	-शैक्षणिक
11. Academy	-अकादमी
12. Acceptance	-स्वीकार
13. Account	-लेखा ,खाता
14. Accurate	-यथार्थ
15. Accuse	-अभियोग लगाना

16. Adjustment	-समायोजन
17. Adjuster	-समायोजक
18. Administrative	-प्रशासकीय
19. Admonition	-भर्त्सना
20. Affidavit	-शपथनामा
21. Affiliate	-सम्बद्ध करना
22. Allotment	- आबंटन
23. Ambassador	-राजदूत
24. Bench	-न्यायपीठ
25. Bribe	-घूस, रिश्वत
26. Broadcast	-प्रसारण
27. Cabinet	-मंत्रिमंडल
28. Capital	-पूँजी
29. Catalogue	-ग्रंथसूची
30. Caution	-सावधान
31. Cell	-कोष्ठ /कक्ष
32. Censure Motion	-निन्दा प्रस्ताव
33. Circle	-इलाका / अंचल
34. Claim	-दावा
35. Claimant	-दावेदार
36. Clause	-खंड
37. Collusion	-दुरभिसंधि
38. Commemoration	-स्मारक
39. Commencement	-प्रारंभ
40. Comment	-टीका, टिप्पणी
41. Concern	-प्रतिष्ठाण/सरोकार/चिंता/समुद्यम
42. Concession	-रियायत

43. Confidential	-गोपनीय
44. Confirmation	-पुष्टि करना
45. Contribution	-अंशदान
46. Corrigendum	-शुद्धिपत्र
47. Controversial	-विवादास्पद
48. Corroborate	-संपुष्टि करना
49. Credibility	-विश्वसनीयता
50. Defamation	-मानहानि
51. Defence	-रक्षा
52. Defendant	-प्रतिवादी
53. Deficiency	-कमी
54. Denial	-अस्वीकार
55. Department	-विभाग
56. Deposit	-निक्षेप / जमा
57. Deputy	-उप
58. Detective	-गुप्तचर / जासूस
59. Dignitary	-उच्चपदधारी / उच्चपदस्थ
60. Discrepancy	-विसंगति
61. Dismiss	-पदच्युत करना
62. Disobey	-अवज्ञा करना / आज्ञा न मानना
63. Disposal	-निपटान / निवर्तन
64. Disqualify	-अनर्ह करना / अनर्ह होना
65. Disregard	-अवहेलना
66. Ditto	-यथोपरि / जैसे ऊपर
67. Duration	-अवधि
68. Draft	-प्रारूप / मसौदा
69. Earmark	-चिह्न करना/उद्दिष्ट करना

70. Eligible	-पात्र
71. Embassy	-राजदूतावास
72. Emblem	-प्रतीक / चिह्न
73. Enrolment	-नामांकन
74. Ensure	-आश्चस्त करना
75. Entitle	-हकदार होना
76. Extensive	-व्यापक / विस्तृत
77. Faculty	-संकाय
78. Financial	-वित्तीय
79. Forward	-अग्रेषित करना
80. Judgement	-निर्णय
81. Legislative	-विधान मंडल
82. Leisure	-अवकाश
83. Lien	-पुनर्ग्रहणाधिकार
84. Literacy	-साक्षरता
85. Misconduct	-अनाचार / कदाचार
86. Monopoly	-एकाधिकार
87. Nominee	-नामिती / नामित / मनोनीत व्यक्ति
88. Non-acceptance	-अस्वीकृति
89. Oath	-शपथ
90. Observance	-पालन
91. Prohibited	-निषिद्ध
92. Project	-परियोजना
93. Promotion	-प्रोन्नति
94. Prospectus	-विवरण-पत्रिका
95. Provisional	-अस्थायी
96. Provision	-उपबंध / शर्त, व्यवस्था

97. Recommended	-संस्तुत
98. Relaxation	-छूट / रियायत/ढील
99. Unavoidable	-अनिवार्य /अपरिहार्य
100. Valid	-विधिमान्य

पंचम सत्र	क्रेडिट	:4
IDE-HIN-CC -3140	पूर्णांक	100 :
लोक साहित्य	अभ्यन्तर	30 :
	सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के माध्यम से विद्यार्थियों को लोक साहित्य की परिभाषा और उसके स्वरूप तथा लोक साहित्य के तत्वों की जानकारी दी जाएगी।

L .20 इस पत्र के माध्यम से विद्यार्थी लोक साहित्य की विभिन्न विधाओं -लोकगाथा ,लोकगीत , लोक नाट्य ,लोक कथा तथा लोक सुभाषित के स्वरूप एवं विशेषताओं से अवगत हो सकेंगे।

L .30 विद्यार्थी लोक नाट्य के विविध रूपों यथा -रामलीला, अचिल्हामु, अंकिया नाट तथा यक्षगान का अध्ययन कर सकेंगे तथा अरुणाचल प्रदेश की लोक कथाओं से अवगत हो सकेंगे।

L .40 अरुणाचल प्रदेश के लोकगीतों और लोक सुभाषितों के प्रकार और विशेषताओं से अवगत हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों को लोक साहित्य की परिभाषा और उसके स्वरूप तथा लोक साहित्य के तत्वों की जानकारी दी गयी।

.2CO इस पत्र के माध्यम से विद्यार्थी लोक साहित्य की विभिन्न विधाओं -लोकगाथा ,लोकगीत , लोक नाट्य ,लोक कथा तथा लोक सुभाषित के स्वरूप एवं विशेषताओं से अवगत हुए।

.3CO विद्यार्थी लोक नाट्य के विविध रूपों यथा -रामलीला, अचिल्लहामु, अंकिया नाट तथा यक्षगान का अध्ययन कर सके तथा अरुणाचल प्रदेश की लोक कथाओं से अवगत हो सके।

.4CO अरुणाचल प्रदेश के लोकगीतों और लोक सुभाषितों के प्रकार और विशेषताओं से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome) (Outcome)
1	लोक साहित्य : परिभाषा और स्वरूप ; लोक साहित्य के तत्व; मिथक एवं लोक विश्वास।	12	1C
2	लोक साहित्य : लोकगाथा, लोकगीत, लोक नाट्य, लोक कथा तथा लोक सुभाषित ; स्वरूप एवं विशेषताएँ।	12	2C
3	लोक नाट्य के विविध रूप -रामलीला, अचिल्लहामु, अंकिया नाट तथा यक्षगान। लोक कथा : मूल्य परक लोककथा, उपदेशात्मक लोक कथा और उत्पत्तिपरक लोक कथा 5-5) अरुणाचली लोक कथाएँ (पाठ्य पुस्तक : अरुणाचल प्रदेश की लोक कथाएँ : सं. नन्द किशोर पाण्डेय, हरीश कुमार शर्मा	18	3C
4	लोकगीत : अरुणाचली लोक गीतों के प्रकार और विशेषताएँ, अरुणाचल प्रदेश के दस लोक गीतों का अध्ययन; अरुणाचली लोक सुभाषितों के प्रकार और विशेषताएँ, अरुणाचल प्रदेश के बीस लोकसुभाषितों का अध्ययन।	18	4C
कुल अध्ययन-अवधि			60

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
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CO1	3	3	2	3	3	3	2	1	3
CO2	3	3	2	2	3	3	2	1	3
CO3	2	3	2	3	2	3	2	1	3
CO4	3	2	2	3	3	2	2	1	3
Average	2.75	2.75	2	2.75	2.75	2.75	2	1	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी होंगे। 14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा। 7x2= 14

सहायक ग्रंथ –

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|------------------------------------|--------------------|
| 1. भारत के लोक नाट्य | :शिवकुमार माथुर |
| 2. लोकधर्मी नाट्य परंपरा | :श्याम परमार |
| 3. लोक साहित्य की भूमिका | :कृष्णदेव उपाध्याय |
| 4. लोक साहित्य की भूमिका | :रामनरेश त्रिपाठी |
| 5. लोक संस्कृति | :वसन्त निरगुणे |
| 6. लोक साहित्य का अवगमन | :त्रिलोचन पाण्डेय |
| 7. लोकगीत की सत्ता | :सुरेश गौतम |
| 8. भारतीय लोक साहित्य की रूपरेखा | :दुर्गाभागवत |
| 9. लोकजीवन के कलात्मक आयाम | :कालूराम परिहार |
| 10. लोक साहित्य सिद्धांत और प्रयोग | :श्रीराम शर्मा |
| 11. हिंदी साहित्य का वृहद इतिहास | :कृष्णदेव उपाध्याय |
| 12. लोक साहित्य विज्ञान | :डॉ सत्येंद्र |
| 13. ऊई मोक | :जमुना बीनी |

.14न्यीशी लोक साहित्य का समाज भाषिक अध्ययन	:जोराम यालाम नाबाम
.15न्यीशी लोकगीत :सांस्कृतिक अध्ययन	:जोराम आनिया ताना
.16न्यीशी लोक साहित्य	:केंद्रीय हिंदी संस्थान
.17यापोम	:गुम्पी डूसो
.18गालो जनजाति की लोक संस्कृति :पहचान और प्रवाह	:अरुण कुमार पाण्डेय
.19मोनपा लोक साहित्य	:केंद्रीय हिंदी संस्थान
.20आदी जनजाति :समाज और साहित्य	:ओकेन लेगो
.21तानी कथाएँ	:जोराम यालाम

पंचम सत्र

IDE-HIN-MC-4110

प्रवासी साहित्य

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L :.10इस पत्र के माध्यम से विद्यार्थियों को प्रवासी हिन्दी साहित्य के इतिहास ,प्रवासी साहित्य की अवधारणा और प्रकार तथा प्रवासी हिंदी साहित्यकारों के हिन्दी के विकास में योगदान की जानकारी दी जाएगी।

L .20इस पत्र के माध्यम से विद्यार्थी चयनित प्रवासी रचनाकारों की पठित कविताओं के प्रतिपाद्य को जान सकेंगे तथा रचनाकारों के सामान्य परिचय एवं उनकी काव्य-कला से अवगत हो सकेंगे।

L .30विद्यार्थी अभिमन्यु अनत के उपन्यास 'लाल पसीना' के प्रतिपाद्य तथा समीक्षा से अवगत हो सकेंगे तथा रचनाकार की उपन्यास कला से परिचित हो सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थी चयनित प्रवासी रचनाकारों की पठित कहानियों के प्रतिपाद्य और समीक्षा से अवगत हो सकेंगे तथा रचनाकारों की कहानी कला से भी परिचित हो सकेंगे।

उपलब्धियाँ –Course) OutcomeC(Os

:.1CO इस पत्र के माध्यम से विद्यार्थियों को प्रवासी हिन्दी साहित्य के इतिहास ,प्रवासी साहित्य की अवधारणा और प्रकार तथा प्रवासी हिंदी साहित्यकारों के हिन्दी के विकास में योगदान की जानकारी दी जाएगी।

.2CO इस पत्र के माध्यम से विद्यार्थी चयनित प्रवासी रचनाकारों की पठित कविताओं के प्रतिपाद्य को जान सकेंगे तथा रचनाकारों के सामान्य परिचय एवं उनकी काव्य-कला से अवगत हो सकेंगे।

.3CO विद्यार्थी अभिमन्यु अनंत के उपन्यास 'लाल पसीना' के प्रतिपाद्य तथा समीक्षा से अवगत हो सकेंगे तथा रचनाकार की उपन्यास कला से परिचित हो सकेंगे।

.4CO इस पत्र के अध्ययन से विद्यार्थी चयनित प्रवासी रचनाकारों की पठित कहानियों के प्रतिपाद्य और समीक्षा से अवगत हो सकेंगे तथा रचनाकारों की कहानी कला से भी परिचित हो सकेंगे।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ Course) (Outcome
1	प्रवासी हिन्दी साहित्य का इतिहास; प्रवासी साहित्य : अवधारणा और प्रकार ; प्रवासी हिंदी साहित्यकारों का हिन्दी के विकास में योगदान) उपन्यास, कहानी तथा कविता के विशेष सन्दर्भ में।	30	1C
2	<p>कविता :</p> <ul style="list-style-type: none"> • माँ जब कुछ कहती मैं चुप रह सुनता :रमा तक्षक ,आईसेक्ट पब्लिकेशन • थेम्स नदी के किनारे :तेजेंद्र 	30	2C

	<p>शर्मा, जे वी पी पब्लिकेशन</p> <ul style="list-style-type: none"> सहयात्री हैं हम :जय वर्मा, अयन प्रकाशन रेत का लिखा :दिव्या माथुर, नटराज प्रकाशन <p>आलोचना :कविताओं की काव्यगत विशेषताएँ, पठित कविताओं का प्रतिपाद्य, रचनाकारों का सामान्य परिचय एवं उनकी काव्य-कला।</p>		
3	<p>उपन्यास :</p> <p>लाल पसीना :अभिमन्यु अनत, राजकमल प्रकाशन, नयी दिल्ली</p> <p>आलोचना :अभिमन्यु अनत की उपन्यास कला, पठित उपन्यास का प्रतिपाद्य, उपन्यास की समीक्षा।</p>	30	3C
4	<p>कहानियां :</p> <ul style="list-style-type: none"> घर वापसी :अर्चना पेन्युली एक स्विस डॉक्टर की मौत : प्रेमलता वर्मा कौन सी जमीन अपनी : सुधा ओम ढींगरा <p>आलोचना :पठित कहानियों का प्रतिपाद्य, पठित कहानियों की समीक्षा, कहानीकारों की कहानी कला।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	2	2	1	3
CO2	3	3	2	3	3	3	2	1	3
CO3	3	3	2	3	3	3	2	1	3

CO4	3	3	2	3	3	3	2	1	3
Average	3	2.75	2	3	3	2.75	2	1	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1इकाई 2, 3तथा इकाई 4से व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

6x3=18

.2इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के विकल्प भी होंगे।

13x4= 52

सहायक ग्रंथ -

- | | |
|---|--|
| 1. प्रवासी भारतीय हिंदी साहित्य | :सं .विमलेश कांति वर्मा |
| 2. प्रवासी हिंदी साहित्य | :दशा और दिशा, प्रो .प्रदीप श्रीधर |
| 3. प्रवासी हिंदी साहित्य :विविध आयाम | :डॉ .रमा |
| 4. हिंदी का प्रवासी साहित्य | :डॉ .कमलकिशोर गोयनका |
| 5. प्रवासी लेखन :नई जमीन, नया आसमान | :अनिल जोशी |
| 6. प्रवासी भारतीयों में हिंदी की कहानियाँ | :डॉ .सुरेंद्र गंभीर |
| 7. प्रवासी श्रम इतिहास | :धनंजय सिंह |
| 8. प्रवास में | :डॉ .उषाराजे सक्सेना |
| 9. प्रवासी साहित्यकार मूल्यांकन, श्रृंखला-1 | :तेजेंद्र शर्मा, सं .डॉ .रमा, महेंद्र प्रजापति |
| 10. प्रवासी साहित्य :भाव और विचार | :संध्या गर्ग |
| 11. हिंदी प्रवासी साहित्य)गद्य साहित्य(| :डॉ .कमलकिशोर गोयनका |
| 12. प्रवासी की कलम से | :बादल सरकार |
| .13प्रतिनिधि आप्रवासी हिंदी कहानियाँ अकादमी | :सं .हिमांशु जोशी, साहित्य |

षष्ठ सत्र

IDE-HIN-C-C3210

पाश्चात्य काव्यशास्त्र

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) eObjectiv L(Os

L .10 इस पत्र के माध्यम से विद्यार्थियों को पाश्चात्य काव्यशास्त्र की परम्परा के सामान्य परिचय तथा उसके प्रमुख वादों और

सिद्धांतों की जानकारी प्राप्त होगी।

L .20 इस पत्र के माध्यम से विद्यार्थी प्लेटो ,अरस्तू और लॉजाइनस के काव्यशास्त्रीय सिद्धांतों से अवगत हो सकेंगे।

L .30 विद्यार्थी डॉ .सैमुअल जॉनसन ,वर्ड्सवर्थ तथा क्रोचे के काव्य सम्बन्धी मतों से परिचित हो सकेंगे।

L .40 विद्यार्थी टी.एस .एलियट ,आई.ए .रिचर्ड्स तथा सिगमंड फ्रायड के काव्य सिद्धांतों से परिचित हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों ने पाश्चात्य काव्यशास्त्र की परम्परा के सामान्य परिचय तथा उसके प्रमुख वादों और

सिद्धांतों की जानकारी प्राप्त की।

.2CO इस पत्र के माध्यम से विद्यार्थी प्लेटो ,अरस्तू और लॉजाइनस के काव्यशास्त्रीय सिद्धांतों से अवगत हुए।

.3CO विद्यार्थी डॉ .सैमुअल जॉनसन ,वर्ड्सवर्थ तथा क्रोचे के काव्य सम्बन्धी मतों से परिचित हुए।

.4CO विद्यार्थी टी.एस .एलियट ,आई.ए .रिचर्ड्स तथा सिगमंड फ्रायड के काव्य सिद्धांतों से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (eOutcom)
1	पाश्चात्य काव्यशास्त्र की परम्परा का सामान्य परिचय, प्रमुख वाद और सिद्धांत :स्वच्छन्दतावाद, अस्तित्ववाद, मार्क्सवाद, मनोविश्लेषणवाद तथा आधुनिकतावाद, प्रतीक, बिम्ब और मिथक।	30	1C
2	क. प्लेटो :काव्य सम्बन्धी अवधारणाएं। ख. अरस्तू :अनुकरण सम्बन्धी अवधारणा, विरेचन एवं त्रासदी के सिद्धांत। ग. लोंजाइनस :उदात्त सिद्धांत।	30	2C
3	क. डॉ.सैमुअल जॉनसन :नव आभिजात्यवाद। ख. वर्ड्सवर्थ :काव्य भाषा का सिद्धांत। ग. क्रोचे :अभिव्यंजना का सिद्धांत।	30	3C
4	क. टी.एस.इलिएट :परंपरा और वैक्तिक प्रतिभा। ख. आई.ए.रिचर्ड्स :मूल्य सिद्धांत तथा संप्रेषण का सिद्धांत। ग. सिगमंड फ्रायड का मनोविश्लेषण का सिद्धांत।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	2	3	3	1
CO2	2	3	3	2	3	2	3	3	1
CO3	2	3	3	2	3	2	3	3	1
CO4	2	3	3	2	3	2	3	3	1
Average	2	3	3	2	3	2	3	3	1

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा । प्रत्येक प्रश्न के लिए विकल्प भी होंगे ।

14x4= 56

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।

7x2= 14

सहायक ग्रंथ :

1. पाश्चात्य काव्यशास्त्र के सिद्धांत :डॉ.शांतिस्वरूप गुप्त
2. पाश्चात्य काव्यशास्त्र :देवेन्द्रनाथ शर्मा
3. पाश्चात्य काव्यशास्त्र :बच्चन सिंह
4. पाश्चात्य काव्यशास्त्र :इतिहास, सिद्धांत और वाद :डॉ.भगीरथ मिश्र
5. पाश्चात्य साहित्य चिंतन :निर्मला जैन
6. पाश्चात्य काव्यशास्त्र : विजय बहादुर सिंह
- 7.

षष्ठ सत्र
IDE-HIN-CC-3220
छायावाद

क्रेडिट 4 :
पूर्णांक 100 :
अभ्यन्तर 30 :
सत्रांत परीक्षा 70 :

उद्देश्य : Learning) Objective L(Os

L.10 इस पत्र के माध्यम से विद्यार्थियों को छायावादी काव्य प्रवृत्ति तथा जयशंकर प्रसाद की सांस्कृतिक चेतना तथा काव्यगत विशेषताओं की जानकारी प्राप्त होगी ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थियों को निराला के साहित्य में अभिव्यक्त ओज और विद्रोह तथा काव्यगत विशेषताओं की जानकारी प्राप्त होगी ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे।

L .30 विद्यार्थी पन्त के प्रकृति चित्रण तथा काव्यगत विशेषताओं से अवगत हो सकेंगे ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे।

L .40 विद्यार्थी महादेवी वर्मा की कविताओं में अभिव्यक्त प्रेम और वेदना तथा काव्यगत विशेषताओं से अवगत हो सकेंगे ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों ने छायावादी काव्य प्रवृत्ति तथा जयशंकर प्रसाद की सांस्कृतिक चेतना तथा काव्यगत विशेषताओं की जानकारी प्राप्त की ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सके तथा समीक्षा की।

.2CO इस पत्र के माध्यम से विद्यार्थियों ने निराला के साहित्य में अभिव्यक्त ओज और विद्रोह तथा काव्यगत विशेषताओं की जानकारी प्राप्त की ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सके तथा समीक्षा की।

.3CO विद्यार्थी पन्त के प्रकृति चित्रण तथा काव्यगत विशेषताओं से अवगत हुए ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सके तथा समीक्षा की।

.4CO विद्यार्थी महादेवी वर्मा की कविताओं में प्रेम और वेदना तथा काव्यगत विशेषताओं से अवगत हुए ,साथ ही पठित काव्यांश के प्रतिपाद्य को जान सके तथा समीक्षा की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	जयशंकर प्रसाद: पाठ्य कविता 'कामायनी' का श्रद्धा सर्ग	30	1C
2	सूर्यकान्त त्रिपाठी निराला:	30	2C

	पाठ्य कविताएँ -सखि, बसन्तआया;जागो फिर एक बार 2-		
3	सुमित्रानन्दन पन्तः पाठ्य कविताएँ -प्रथम रश्मि;पर्वत प्रदेश में पावस;पतझर	30	3C
4	महादेवी वर्मा: पाठ्य रचनाएँ -फिर विकल है प्राण मेरे; क्या पूजा क्या अर्चन रे !; मैं नीर भरी दुःख की बदली	30	4C
आलोचना बिंदु: छायावादी काव्य-प्रवृत्ति, जयशंकर प्रसाद सांस्कृतिक चेतना, निराला के साहित्य में ओज और विद्रोह, पन्त का प्रकृति-चित्रण, महादेवी की कविताओं में प्रेम और वेदना, पठित कविताओं का प्रतिपाद्य, कवियों की काव्यगत विशेषताएँ।			
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	2	3
CO2	3	3	2	3	3	3	3	1	3
CO3	3	3	2	3	3	3	3	1	3
CO4	3	3	2	3	3	3	3	1	3
Average	3	3	2	3	3	2.75	3	1.25	3

कार्य-सम्पादन -पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश: .1 प्रत्येक इकाईयों से व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे। 6x4 = 24
.2 इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक का विकल्प भी रहेगा। 10x4= 40

3. कुल छह अति लघुउत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन का उत्तर लिखना होगा।

06 =3x2

संदर्भ ग्रन्थ:

- | | |
|---|---------------------------|
| 1. हिन्दी साहित्य: बीसवीं सदी | -नन्ददुलारे वाजपेयी |
| 2. जयशंकर प्रसाद | -नन्ददुलारे वाजपेयी |
| 3. कामायनी का पुनर्मूल्यांकन | -रामस्वरूप चतुर्वेदी |
| 4. निराला की साहित्य साधना: भाग 1,2,3 – | -डॉ. रामविलास शर्मा |
| 5. निराला: एक आत्महंता आस्था | -दूधनाथ सिंह |
| 6. छायावाद | -डॉ. नामवर सिंह |
| 7. महादेवी का काव्य-सौष्ठव | -कुमार विमल |
| 8. महादेवी का नया मूल्यांकन | -डॉ. गणपतिचन्द्र गुप्त |
| 9. कवि सुमित्रानन्दन पन्त | -नन्ददुलारे वाजपेयी |
| 10. पन्त की दार्शनिक चेतना | -डॉ. सुरेशचन्द्र गुप्त |
| 11. त्रयी)प्रसाद, निराला, पन्त(| -डॉ. जानकी वल्लभ शास्त्री |

षष्ठ सत्र

IDE-HIN-CC- 3230

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

प्रेमचन्द

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के माध्यम से विद्यार्थियों को हिन्दी उपन्यास और प्रेमचन्द, प्रेमचन्द के उपन्यास 'रंगभूमि' में चरित्र-चित्रण; स्वाधीनता आन्दोलन और किसान समस्या तथा उपन्यास की समीक्षा से अवगत कराया जायेगा।

L .20 इस पत्र के माध्यम से विद्यार्थी पाठ्य उपन्यास 'गबन' में चरित्र-चित्रण, शिल्प, नारी समस्या, मध्यवर्गीय संस्कृति तथा उपन्यास की समीक्षा से परिचित हो सकेंगे।

L .30विद्यार्थी प्रेमचन्द और हिंदी कहानी ,प्रेमचन्द की कहानी-कला तथा पठित कहानियों की समीक्षा का अध्ययन कर सकेंगे।

L .40विद्यार्थी प्रेमचन्द की निबंध-कला तथा पठित निबंधों के प्रतिपाद्य और समीक्षा का अध्ययन कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थी हिन्दी उपन्यास और प्रेमचन्द ,प्रेमचंद के उपन्यास 'रंगभूमि' में चरित्र-चित्रण; स्वाधीनता आन्दोलन और किसान समस्या तथा उपन्यास की समीक्षा से अवगत हुए।

.2CO इस पत्र के माध्यम से विद्यार्थी पाठ्य उपन्यास 'गबन' में चरित्र-चित्रण ,शिल्प ,नारी समस्या ,मध्यवर्गीय संस्कृति तथा उपन्यास की समीक्षा से परिचित हुए।

.3CO विद्यार्थियों ने प्रेमचन्द और हिंदी कहानी ,प्रेमचन्द की कहानी-कला तथा पठित कहानियों की समीक्षा का अध्ययन किया।

.4CO विद्यार्थियों ने प्रेमचन्द की निबंध-कला तथा पठित निबंधों के प्रतिपाद्य और समीक्षा का अध्ययन किया।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome
1	उपन्यास: पाठ्य उपन्यास: 'रंगभूमि' आलोचना बिंदु :हिन्दी उपन्यास और प्रेमचन्द; चरित्र-चित्रण; स्वाधीनता आन्दोलन और रंगभूमि; उपन्यास की समीक्षा ;रंगभूमि और किसान समस्या।	30	1C
2	उपन्यास: पाठ्य उपन्यास: गबन आलोचना बिंदु :चरित्र-चित्रण; शिल्प; नारी	30	2C

	समस्या का व्यापक चित्रण ;मध्यवर्गीय संस्कृति और गबन ,उपन्यास की समीक्षा।		
3	<p>कहानियाँ :</p> <p>पाठ्य-पुस्तक: प्रतिनिधि कहानियाँ; प्रकाशक -राजकमल प्रकाशन ,दिल्ली।</p> <p>पाठ्य कहानियाँ -बड़े भाई साहब ,नशा ,पूस की रात ,ठाकुर का कुआँ और पंच परमेश्वर।</p> <p>आलोचना बिंदु :प्रेमचन्द और हिंदी कहानी; प्रेमचन्द की कहानी-कला ;पठित कहानियों की समीक्षा।</p>	30	3C
4	<p>निबन्ध:</p> <p>पाठ्य पुस्तक: प्रेमचन्द के विचार)खण्ड- एक(; सरस्वती प्रेस ,इलाहाबाद।</p> <p>पाठ्य-निबन्ध -स्वराज्य से किसका अहित होगा; डण्डा; महाजनी सभ्यता; दमन की सीमा।</p> <p>आलोचना बिंदु :प्रेमचन्द की निबंध-कला ;पठित निबंधों का प्रतिपाद्य ;पठित निबंधों की समीक्षा।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	3	1	3
CO2	3	3	2	2	3	3	3	1	3
CO3	3	3	2	2	3	3	3	1	3
CO4	3	3	2	2	3	3	3	1	3
Average	3	3	2	2	3	3	3	1	3

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1प्रत्येक इकाई से व्याख्या पूछी जायेगी, जिनके विकल्प भी होंगे।

$$6 \times 4 = 24$$

.2इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक के लिए विकल्प भी रहेगा। $10 \times 4 = 40$

.3कुल छह अति लघुउत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन का उत्तर लिखना होगा। $06 = 3 \times 2$

सहायक ग्रन्थ:

1. प्रेमचन्द और उनका युग -डॉ. रामविलास शर्मा
2. प्रेमचन्द: जीवन और कृतित्व -हंसराज रहबर
3. प्रेमचन्द कोश -डॉ. कमलकिशोर गोयनका
4. कमल के सिपाही -अमृतराय
5. प्रेमचन्द -डॉ. गंगाप्रसाद विमल
6. प्रेमचन्द और यथार्थवाद -डॉ. नगेन्द्रप्रताप सिंह
7. हिन्दी की चर्चित कहानिया: पुनर्मूल्यांकन -डॉ. कुसुम वर्ष्णैय
8. प्रेमचंद संचयन -कमल किशोर गोयनका, निर्मल वर्मा
9. प्रेमचंद की कहानियों का कालक्रमिक अध्ययन -कमल किशोर गोयनका, साहित्य अकादमी
10. प्रेमचंद और किसान समस्या -वीर भारत तलवार
11. प्रेमचंद विगत महत्ता और वर्तमान अर्थवत्ता -मुरली मनोहर प्रसाद सिंह, रेखा अवस्थी

- | | |
|--|-----------------------------|
| 12. प्रेमचंद और हमारा समाज | -आभा गुप्ता ठाकुर, नीरज खरे |
| 13. प्रेमचंद की प्रासंगिकता | -अमृत राय |
| 14. भारतीय समाज , राष्ट्रवाद और प्रेमचंद | -जितेन्द्र श्रीवास्तव |

षष्ठ सत्र

IDE- HIN-CC-3240
मीडिया के विविध आयाम

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(sO

L .10 इस पत्र के माध्यम से विद्यार्थी मीडिया के उद्भव और विकास के अध्ययन के साथ-साथ मीडिया के विविध रूपों से अवगत हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी मीडिया और हिन्दी भाषा के अन्तःसम्बन्ध से परिचित हो सकेंगे और मीडिया में प्रयुक्त हिन्दी शब्दावली और उनके प्रयोग क्षेत्र की जानकारी प्राप्त कर सकेंगे।

L .30 विद्यार्थी जनमाध्यम लेखन का परिचय प्राप्त करते हुए मीडिया लेखन के सृजनात्मक आयाम का अध्ययन कर सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी सूचना एवं संचार-प्रौद्योगिकी)आई सी टी(तथा न्यू मीडिया के आभासी संचार विधियों से परिचित हो सकेंगे।

उपलब्धियां –Course) meOutcoC(sO

C .10 इस पत्र के माध्यम से विद्यार्थियों को मीडिया के उद्भव और विकास सहित मीडिया के विविध रूपों की जानकारी प्राप्त हुई।

C .20 इस पत्र के माध्यम से विद्यार्थी मीडिया और हिन्दी भाषा के अन्तःसम्बन्ध से परिचित होते हुए मीडिया में प्रयुक्त हिन्दी शब्दावली और उनके प्रयोग क्षेत्र की जानकारी प्राप्त हुई।

C .30 विद्यार्थी जनमाध्यम लेखन का परिचय प्राप्त करते हुए मीडिया लेखन के सृजनात्मक आयामों से परिचित हुए।

C .40 इस पत्र के माध्यम से विद्यार्थी सूचना एवं संचार-प्रौद्योगिकी)आई सी टी(तथा न्यू मीडिया के आभासी संचार विधियों से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	मीडिया : उद्भव और विकास, स्वाधीनता पूर्व मीडिया लेखन, स्वातंत्र्योत्तर मीडिया लेखन, मीडिया की उपयोगिता, मीडिया के विविध रूप -प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया - टेलीविजन, रेडियो और सिनेमा।	30	1C
2	मीडिया और हिन्दी भाषा : मीडिया में प्रयुक्त हिन्दी शब्दावली और उनका प्रयोग क्षेत्र , हिन्दी मीडिया का वर्तमान स्वरूप , समाचार लेखन की भाषा , रेडियो तथा टेलीविज़न हेतु हिन्दी कार्यक्रम निर्माण , सोशल मीडिया की भाषा।	30	2C
3	जनमाध्यम लेखन : परिचय एवं अवधारणा , मीडिया लेखन के सृजनात्मक आयाम , समाचार लेखन, फीचर लेखन , स्तंभ लेखन , अग्रलेख लेखन , इलेक्ट्रॉनिक माध्यमों के लिए लेखन - रेडियो , टेलीविज़न एवं फिल्म।	30	3C
4	सूचना एवं संचार-प्रौद्योगिकी)आई सी टी : (न्यू मीडिया का आभासी संचार)वर्चुअल वर्ल्ड , (डिजिटलाइजेशन एवं हिंदी मीडिया , न्यू मीडिया के विविध रूप: न्यू मीडिया का सामाजिक एवं सांस्कृतिक प्रभाव।	30	4C
कुल अध्ययन-अवधि			120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
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CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	2	1	3	2	2	1	3	2
CO4	2	2	1	3	2	2	1	3	2
Average	2	2.50	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे। 14x4= 56

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।
7x2= 14

सहायक ग्रंथ :

- | | |
|----------------------------------|----------------------|
| 1. विज्ञापन माध्यम एवं प्रचार | :डॉ .विजय कुलश्रेष्ठ |
| 2. जनसंचार माध्यम :विविध आयाम | :बृज मोहन गुप्त |
| 3. जनमाध्यम :संप्रेषण और विकास | :देवेन्द्र इस्सर |
| 4. हिंदी पत्रकारिता :कल आज और कल | :सं .सुरेश गौतम |
| 5. मीडिया की भाषा | :डॉ .वसुधा गाडगिल |
| 6. टेलीविजन की दुनिया | :प्रभु झिंगरन |
| 7. पत्र संपादन कला | :नन्द किशोर त्रिखा |

षष्ठ सत्र
IDE-HIN-MC-4210
राष्ट्रीय चेतना का साहित्य

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning Objective L(Os)

L .10 इस पत्र के माध्यम से विद्यार्थियों को भारतेन्दु हरिश्चंद्र के नाटक 'भारत दुर्दशा' के प्रतिपाद्य, नाट्य तत्वों के आधार पर

इसकी समीक्षा तथा भारतेन्दु की नाट्य-कला की जानकारी प्राप्त होगी।

L .20 इस पत्र के माध्यम से विद्यार्थी चयनित कहानीकारों की कहानी कला, पठित कहानियों की समीक्षा तथा उनके प्रतिपाद्य से अवगत हो सकेंगे।

L .30 विद्यार्थी चयनित निबंधकारों के निबंधों की विशेषताएँ, पठित निबंधों की समीक्षा तथा उनके प्रतिपाद्य से परिचित हो सकेंगे।

L .40 विद्यार्थी हिंदी संस्मरण के उद्भव और विकास तथा उसके तत्वों की जानकारी प्राप्त कर सकेंगे तथा पठित निबंधों की समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os)

.1CO इस पत्र के माध्यम से विद्यार्थियों को भारतेन्दु हरिश्चंद्र के नाटक 'भारत दुर्दशा' के प्रतिपाद्य, नाट्य तत्वों के आधार पर

इसकी समीक्षा एवं भारतेन्दु की नाट्य-कला की जानकारी प्राप्त हुई।

.2CO इस पत्र के माध्यम से विद्यार्थी चयनित कहानीकारों की कहानी कला, पठित कहानियों की समीक्षा तथा उसके प्रतिपाद्य से अवगत हुए।

.3CO विद्यार्थी चयनित निबंधकारों के निबंधों की विशेषताओं, पठित निबंधों की समीक्षा तथा उनके प्रतिपाद्य से परिचित हुए।

.4CO विद्यार्थियों ने हिंदी संस्मरण के उद्भव और विकास तथा उसके तत्वों की जानकारी प्राप्त की तथा पठित निबंधों की

समीक्षा की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	<p>नाटक :</p> <p>भारतेंदु हरिश्चंद्र :भारत दुर्दशा आलोचना बिंदु :भारतेंदु की नाट्य-कला ;नाट्य तत्व के आधार पर नाटक की समीक्षा ;नाटक का प्रतिपाद्य।</p>	30	1C
2	<p>कहानी :</p> <p>पाण्डेय बेचन शर्मा 'उग्र' :ऐसी होली खेलो ,लाल प्रेमचन्द :यही मेरा वतन है आलोचना बिंदु :कहानीकारों की कहानी-कला ;पठित कहानियों की समीक्षा ;कहानियों का प्रतिपाद्य ।</p>	30	2C
3	<p>निबंध :</p> <p>रामधारी सिंह 'दिनकर' :भारत की सांस्कृतिक एकता महादेवी वर्मा :चीनी भाई आलोचना बिंदु :निबंधकारों की निबंध की विशेषताएँ ; पठित निबंधों की समीक्षा ;पठित निबंधों का प्रतिपाद्य ।</p>	30	3C
4	<p>संस्मरण :</p> <p>महादेवी वर्मा :प्रणाम रामकुमार वर्मा :महात्मा गाँधी आलोचना बिंदु :हिंदी संस्मरण :उद्भव और विकास ; संस्मरण के तत्व; पठित संस्मरण के आधार पर रवीन्द्रनाथ टैगोर तथा महात्मा गाँधी के व्यक्तित्व का विश्लेषण ।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से व्याख्या पूछी जाएगी ,प्रत्येक के लिए विकल्प भी होंगे।
6x4= 24
2. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे।
10x4= 40
3. कुल छह अति लघु उत्तरीय प्रश्न पूछे जायेंगे ,जिनमें से किन्हीं तीन का उत्तर लिखना होगा।
2x3= 06

सहायक ग्रंथ :

1. हिंदी का गद्य विन्यास और विकास :रामस्वरूप चतुर्वेदी
2. हिंदी गद्य साहित्य :रामचन्द्र तिवारी
3. हिन्दी साहित्य का इतिहास :सं.नगेन्द्र ,हरदयाल ,नेशनल पब्लिशिंग हाउस ,दिल्ली
4. हिन्दी साहित्य का दूसरा इतिहास :डॉ.बच्चन सिंह,राधाकृष्ण प्रकाशन ,
5. अवध का किसान विद्रोह :सुभाष चंद्र कुशवाहा, राजकमल प्रकाशन
6. चौरी-चौरा :सुभाष चंद्र कुशवाहा, पेंगुइन बुक्स

7. कथेतर गद्य :माधव हाडा
8. हिंदी नाटक और रंगमंच :गिरीश रस्तोगी ,अभिव्यक्ति प्रकाशन
9. गद्य की नई विधाओं का विकास :माजदा असद
10. हिन्दी कहानी का विकास -मधुरेश ,लोकभारती ,दिल्ली
11. हिन्दी कहानी का इतिहास ,भाग-I, II,III और IV -गोपाल राय, राजकमल, दिल्ली
12. हिन्दी कहानी :पहचान और परख -इन्द्रनाथ मदान
13. हिन्दी नाटक उद्भव और विकास -डॉ.दशरथ ओझा ,राजपाल एण्ड सन्स ,दिल्ली
14. रंग दर्शन -नेमिचन्द्र जैन

15. संस्कृति के चार अध्याय -रामधारी सिंह 'दिनकर'
16. दिनकर :एक पुनर्विचार -कुमार निर्मलेंदु ,लोकभारती
17. प्रयाग पथ पत्रिका)दिनकर विशेषांक(-हितेश कुमार सिंह
18. महादेवी और संस्मरणात्मक रेखचित्र -डॉ.अनुराधा

सप्तम सत्र
IDE- HIN-CC- 4110
हिन्दी साहित्य का इतिहास
)आदिकाल से रीतिकाल तक(

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के माध्यम से विद्यार्थियों को साहित्य के इतिहास दर्शन ,इतिहास लेखन की पद्धतियाँ ,समस्याएँ, हिन्दी साहित्य के इतिहास लेखन की परम्परा ,काल विभाजन ,सीमा-निर्धारण और नामकरण की जानकारी प्राप्त होगी।

L .20 इस पत्र के माध्यम से विद्यार्थी आदिकालीन साहित्य की पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों एवं विभिन्न धाराओं तथा आदिकालीन साहित्य की भाषा से अवगत हो सकेंगे।

L .30 विद्यार्थी भक्ति-आन्दोलन के उद्भव और विकास ,पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों ,भक्ति के अखिल भारतीय स्वरूप और उसका अन्त :प्रादेशिक वैशिष्ट्य ,भक्ति साहित्य की विभिन्न धाराओं तथा भाषा दृष्टि एवं काव्य भाषा ज्ञान प्राप्त कर सकेंगे।

L .40 विद्यार्थी रीतिकालीन साहित्य की पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों ,रीति की अवधारणा तथा रीतिकालीन साहित्य की विभिन्न धाराओं से अवगत हो सकेंगे तथा रीतिकालीन साहित्य की काव्य भाषा तथा अभिव्यंजना शिल्प को जान सकेंगे।

उपलब्धियाँ –Course) OutcomeC(sO

.1CO इस पत्र के अध्ययन से विद्यार्थियों को साहित्य के इतिहास दर्शन ,इतिहास लेखन की पद्धतियाँ ,समस्याएँ, हिन्दी साहित्य के इतिहास लेखन की परम्परा ,काल विभाजन ,सीमा-निर्धारण और नामकरण की जानकारी हुई।

.2CO इस पत्र के माध्यम से विद्यार्थी आदिकालीन साहित्य की पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों एवं विभिन्न धाराओं तथा आदिकालीन साहित्य की भाषा से अवगत हुए।

.3CO विद्यार्थी भक्ति-आन्दोलन के उद्भव और विकास ,पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों ,भक्ति के अखिल भारतीय स्वरूप और उसका अन्तः प्रादेशिक वैशिष्ट्य ,भक्ति साहित्य की विभिन्न धाराओं तथा भाषा दृष्टि एवं काव्य भाषा ज्ञान प्राप्त किया।

.4CO विद्यार्थी रीतिकालीन साहित्य की पृष्ठभूमि ,परिस्थितियों ,प्रवृत्तियों ,रीति की अवधारणा तथा रीतिकालीन साहित्य की विभिन्न धाराओं से अवगत हुए तथा रीतिकालीन साहित्य की काव्य भाषा तथा अभिव्यंजना शिल्प को भी जान सके।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	साहित्य का इतिहास दर्शन और इतिहास लेखन की पद्धतियाँ; साहित्येतिहास लेखन की समस्याएँ; हिन्दी साहित्य के इतिहास लेखन की परम्परा ,हिन्दी साहित्य का इतिहास :काल विभाजन ,सीमा-निर्धारण और नामकरण।	30	1C
2	आदिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियाँ ; रासो साहित्य ,नाथ साहित्य ,जैन साहित्य, बौद्ध-सिद्ध साहित्य; अमीर खुसरो की हिन्दी कविता एवं लोक काव्य ; आदिकालीन साहित्य की सामान्य प्रवृत्तियाँ ;आदिकालीन साहित्य की भाषा।	30	2C
3	भक्ति-आन्दोलन :उद्भव और विकास; भक्तिकाल की पृष्ठभूमि एवं परिस्थितियाँ ;भक्ति का अखिल भारतीय स्वरूप और उसका अन्तः प्रादेशिक वैशिष्ट्य; भक्ति	30	3C

	साहित्य की विभिन्न धाराएं-संत काव्य ,सूफी काव्य ,कृष्ण काव्य ;राम काव्य ;परिचय ,प्रवृत्तियां ,प्रमुख रचनाएं और रचनाकार ,भक्तिकालीन साहित्य और लोकजागरण , भक्तिकालीन कवियों की भाषा दृष्टि एवं काव्य भाषा।		
4	रीतिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियां ;रीति की अवधारणा और रीति काव्य ;रीतिकालीन साहित्य की विभिन्न धाराएं : सामान्य परिचय, रचनाएं ,रचनाकार एवं प्रमुख प्रवृत्तियां ;रीतिकालीन काव्य भाषा एवं अभिव्यंजना शिल्प।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	1	3	2	2	1	2
CO2	3	3	3	1	3	2	2	1	2
CO3	3	3	2	1	3	2	2	1	3
CO4	3	3	3	1	3	2	2	1	2
Average	3	3	2.75	1	3	2	2	1	2.25

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट ,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे ।
14x4= 56
2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा ।
7x2= 14

सहायक ग्रंथ :

- .1 हिन्दी साहित्य का इतिहास
सभा, काशी। -रामचन्द्र शुक्ल, नागरी प्रचारिणी
- .2 हिन्दी साहित्य की भूमिका
दिल्ली। -हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन,
- .3 हिन्दी साहित्य का आदिकाल
दिल्ली। -हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन,
- .4 हिन्दी साहित्य का उद्भव और विकास
प्रकाशन, दिल्ली। -हजारीप्रसाद द्विवेदी, राजकमल
- .5 हिन्दी साहित्य का दूसरा इतिहास
हाउस, दिल्ली। -डॉ. बच्चन सिंह, नेशनल पब्लिशिंग
- .6 हिन्दी साहित्य का अतीत : भाग 2,1
ब्रह्मनाल, वाराणसी। -विनय प्रसाद मिश्र, वाणी वितान,
- .7 हिन्दी साहित्य का इतिहास
दिल्ली। -सं. नगेन्द्र नेशनल पब्लिशिंग हाउस,
- .8 हिन्दी साहित्य और संवेदना का विकास
इलाहाबाद। -डॉ. रामस्वरूप चतुर्वेदी, लोकभारती,
- .9 हिन्दी साहित्य बीसवीं शताब्दी
इलाहाबाद। -आ. नन्ददुलारे वाजपेयी, लोकभारती,
- .10 हिन्दी साहित्य का इतिहास दर्शन
परिषद, पटना। -नलिन विलोचन शर्मा, बिहार राष्ट्रभाषा
- .11 हिन्दी साहित्य का वैज्ञानिक इतिहास
प्रथम एवं द्वितीय खण्ड
प्रकाशन, इलाहाबाद। -डॉ. गणपति चन्द्र गुप्त, लोकभारती
- .12 हिन्दी साहित्य का आलोचनात्मक इतिहास
-डॉ. राम कुमार वर्मा, लोकभारती
- .13 साहित्य और इतिहास दर्शन
-डॉ. मैनेजर पाण्डेय
- .14 साहित्य की समाजशास्त्रीय भूमिका
-डॉ. मैनेजर पाण्डेय
- .15 आलम) हिंदी कवि (दिल्ली
-भवदेव पाण्डेय, साहित्य अकादेमी, नई

.16कबीर	-प्रभाकर माचवे, साहित्य अकादेमी, नई दिल्ली
.17केशव दास	-जगदीश गुप्त, साहित्य अकादेमी, नई दिल्ली
.18चंडी दास	-सुकुमार सेन, साहित्य अकादेमी, नई दिल्ली
.19गोस्वामी तुलसीदास दिल्ली	-रामजी तिवारी, साहित्य अकादेमी, नई दिल्ली
.20गोरखनाथ दिल्ली	-नागेन्द्र नाथ उपाध्याय, साहित्य अकादेमी, नई दिल्ली
.21घनानन्द	-लल्लन राय, साहित्य अकादेमी, नई दिल्ली

सप्तम सत्र
IDE-HIN-CC- 4120
आदिकालीन साहित्य एवं निर्गुण भक्ति काव्य

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के माध्यम से विद्यार्थी सरहपा और चंदबरदाई की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन कर सकेंगे, साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से भी अवगत हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी विद्यापति और जायसी की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे, साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी कबीर और शंकरदेव की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे, साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हो सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी रैदास और दादू की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन करेंगे ,साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हो सकेंगे।

उपलब्धियाँ –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों ने सरहपा और चंदबरदाई की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया ,साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हुए।

.2CO इस पत्र के माध्यम से विद्यार्थियों ने विद्यापति और जायसी की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया, साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हुए।

.3CO इस पत्र के माध्यम से विद्यार्थियों ने कबीर और शंकरदेव की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया ,साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हुए।

.4CO इस पत्र के माध्यम से विद्यार्थियों ने रैदास और दादू की चयनित कविताओं की व्याख्या और समीक्षा का अध्ययन किया ,साथ ही उनके काव्यगत वैशिष्ट्य तथा अन्य आलोचनात्मक पक्षों से अवगत हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ Course) (Outcome
1	क. सरहपा सिद्ध साहित्य का अन्तःप्रादेशिक प्रभाव, सिद्ध साहित्य और सरहपा, सरहपाका काव्यगत वैशिष्ट्य। पाठ्य पुस्तक आदिकालीन काव्य, सं .वासुदेव सिंह ; विश्वविद्यालय प्रकाशन ,वाराणसी।	30	1C

	<p>पाठांश -दोहा कोष से दोहा संख्या - 1,2,5,6,7,9,11,12,13 तथा 14</p> <p>ख. चंदबरदाई पृथ्वीराज रासो की प्रामाणिकता ;शशिव्रता विवाह प्रस्ताव का प्रतिपाद्य; शशिव्रता विवाह प्रस्ताव का काव्यगत वैशिष्ट्य; रासो की काव्य-भाषा। पाठ्य पुस्तक -पृथ्वीराज रासो-संपादक - हजारी प्रसाद द्विवेदी ,डॉ.नामवर सिंह पाठांश :छंद सं 1.से 18तक</p>		
2	<p>क. विद्यापति गीतिकाव्य परम्परा और विद्यापति पदावली; पदावली में भक्ति और शृंगार; विद्यापति की सौन्दर्य दृष्टि तथा विद्यापति का काव्यगत वैशिष्ट्य। पाठ्यपुस्तक -विद्यापति पदावली ;सम्पा - डॉ.शिव प्रसाद सिंह पाठांश-पद संख्या 1-से ,8,10,16,18,26,51,53,54,56,57 58तथा 60</p> <p>ख.जायसी सूफी काव्य परम्परा और जायसी; नागमती वियोग वर्णन; पद्मावत का प्रेम-वर्णन ;जायसी का काव्यगत वैशिष्ट्य। पाठ्य पुस्तक -जायसी ग्रन्थावली ;सम्पा -आ.रामचन्द्र शुक्ल पाठांश :नागमती वियोग खण्ड, पद सं 4 -.से 15तक</p>	30	2C
3	<p>कबीर सन्त-काव्य और कबीर; कबीर की भक्ति-भावना; कबीर- काव्य का सामाजिक पक्ष, कबीर की दार्शनिकचेतना। पाठ्य पुस्तक -कबीर :हजारीप्रसाद द्विवेदी</p>	30	3C

	<p>पाठांश-पद 1,2,33,41,123,130,134,160,163,168,191,199,224,247 256,</p> <p>शंकरदेव शंकरदेव :व्यक्तित्व और कृतित्व; भक्ति का अखिल भारतीय स्वरूप और शंकरदेव; शंकरदेव की भक्ति; शंकरदेव की काव्य-भाषा और ब्रजावली। पाठ्य पुस्तक :भूपेन्द्रराय चौधरी :शंकरदेव :व्यक्तित्व एवं कृतित्व पाठांश : पुस्तक में संकलित पाँचों बरगीत</p>		
4	<p>रैदास रैदास की भक्ति-भावना; रैदास की सामाजिक चेतना, रैदास का दर्शन, रैदास की काव्यगत विशेषताएँ। पाठ्य पुस्तक -रैदास बानी ;सं .शुकदेव सिंह ; विश्वविद्यालय प्रकाशन, वाराणसी। पाठ्य पद संख्या 82 ,75 ,72 ,71 ,66 ,62 ,58 ,46 ,42 ,41 :</p> <p>दादू दयाल सन्त काव्य और दादू की रचनाएँ; दादू की शिष्य परम्परा; दादू का दार्शनिक वैशिष्ट्य; दादू-काव्य का भाषिक वैशिष्ट्य। पुस्तक -संत-काव्य ;सम्पा.परशुराम चतुर्वेदी ;किताब महल , इलाहाबाद। पाठांश :प्रारम्भ से पाँच पद।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	1	3
CO2	3	3	3	2	3	3	3	1	3
CO3	3	3	3	2	3	3	3	1	3
CO4	3	3	3	2	3	3	3	1	3

Average	3	3	3	2	3	3	3	1	3
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कार्य-सम्पादन-पद्धति : परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

.1 प्रत्येक इकाई से व्याख्या पूछी जायेगी, जिसके विकल्प भी होंगे। 24=4×6

.2 प्रत्येक इकाई से आलोचनात्मक प्रश्न पूछे जायेंगे, जिनके विकल्प भी होंगे। 40 =4×10

.3 कुल छह अति लघु उत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन का उत्तर लिखना होगा।
06 =3×2

सहायक ग्रंथ:

.1 हिन्दी साहित्य का आदिकाल
परिषद्, पटना।

-डॉ हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा

.2 पृथ्वीराज रासो : भाषा और साहित्य
प्रकाशन, दिल्ली।

-डॉ .नामवर सिंह, राजकमल

.3 कबीर
दिल्ली।

-हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन,

.4 कबीर बीजक की भाषा
वाराणसी।

-डॉ .शुकदेव सिंह, विश्वविद्यालय प्रकाशन,

.5 जायसी
इलाहाबाद।

-विजयदेव नारायण साही, हिन्दुस्तानी एकेडमी,

.6 सूफीमत : साधना और साहित्य

-डॉ .रामपूजन तिवारी, ज्ञानमंडल, काशी।

.7 मध्यकालीन धर्म साधना
इलाहाबाद।

-डॉ .हजारी प्रसाद द्विवेदी, साहित्य भवन,

.8 नाथ पंथ और संत साहित्य
हिन्दू विश्वविद्यालय प्रकाशन।

-डॉ .नगेन्द्रनाथ उपाध्याय, काशी

.9 संत साहित्य की समझ
दिल्ली।

-डॉ .नन्द किशोर पाण्डेय, यश पब्लिकेशन,

- .10मध्यकालीन काव्य आन्दोलन -डॉ .सत्यप्रकाश मिश्र
- .11साहित्य विमर्श का विवेक दिल्ली। -डॉ .सुशील कुमार शर्मा ,मीनाक्षी प्रकाशन ,
- .12मधुमालती में प्रेम-व्यंजना दिल्ली। -डॉ .सुशील कुमार शर्मा ,उपहार प्रकाशन ,
- .13शंकरदेव :साहित्यकार और विचारक -प्रो .कृष्णनारायण प्रसाद मागध।
- .14दादूपन्थ :साहित्य और समाज दर्शन - डॉ .ओकेन लेगो ;यश पब्लिकेशन , दिल्ली।
- .15विद्यापति :अनुशीलन और मूल्यांकन पटना। -डॉ .वीरेन्द्र श्रीवास्त्व ,बिहार ग्रन्थ अकादमी ,
- .16सामाजिक समरसता में मुसलमान हिन्दी कवियों का योगदान -डॉ .लखनलाल खरे ,रजनी प्रकाशन ,दिल्ली ।
- .17हिन्दी के विकास में अपभ्रंश का योगदान दिल्ली । - डॉ .नामवर सिंह, राजकमल प्रकाशन,
- .18लोहित के मानसपुत्र :शंकरदेव -सांवरमल सांगानेरिया; हेरिटेज फाउंडेशन
- .19जगनिक दिल्ली -अयोध्या प्रसाद कुमुद, साहित्य अकादेमी, नई
- .20दादूदयाल -रामबक्ष, साहित्य अकादेमी, नई दिल्ली
- .21पुष्पदंत दिल्ली -योगेन्द्र नाथ शर्मा'अरुण', साहित्य अकादेमी, नई
- .22रहीम -विजयेन्द्र स्नातक, साहित्य अकादेमी, नई दिल्ली
- .23रैदास दिल्ली -धर्मपाल मैनी, साहित्य अकादेमी, नई
- .24विद्यापति -रमानाथ झा, साहित्य अकादेमी, नई दिल्ली
- .25स्वयंभू -सदानन्द शाही, साहित्य अकादेमी, नई दिल्ली
- .26सरहपा दिल्ली -विश्वम्भर नाथउपाध्याय, साहित्य अकादेमी, नई
- .27संत कवि दादू -बलदेव बंशी
- .28विद्यापति -लालसा यादव

सप्तम सत्र
IDE- HIN-CC- 4130
भारतीय काव्य शास्त्र

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	:30
सत्रांत परीक्षा	: 70

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के अध्ययन के माध्यम से विद्यार्थी भारतीय काव्यशास्त्र के संक्षिप्त इतिहास ,काव्य लक्षण, हेतु, प्रयोजन, प्रकार, गुण-दोष, शब्द शक्तियों और काव्य भेद से परिचित हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी रस की अवधारणा ,रस निष्पत्ति संबंधी विभिन्न अवधारणाओं तथा साधारणीकरण की अवधारणा से परिचित हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी ध्वनि सिद्धांत ,रीति सिद्धांत ,वक्रोक्ति सिद्धांत तथा औचित्य सिद्धांत की परिभाषा, अवधारणा और भेदों से परिचित हो सकेंगे।

L .40 इस पत्र के माध्यम से विद्यार्थी अलंकार सिद्धांत की अवधारणा, प्रमुख अलंकारों की परिभाषा एवं उनके उदाहरण को समझ सकेंगे। वे विभिन्न छंदों की परिभाषा, तत्व, वर्गीकरण एवं प्रमुख छंदों के लक्षण एवं उदाहरण से भी परिचित हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1C0 इस पत्र के अध्ययन के माध्यम से विद्यार्थी भारतीय काव्यशास्त्र के संक्षिप्त इतिहास ,काव्य लक्षण, हेतु, प्रयोजन, प्रकार, गुण दोष, शब्द शक्तियों और काव्य भेद से अवगत हुए।

.2CO इस पत्र के माध्यम से विद्यार्थियों को रस की अवधारणा ,रस निष्पत्ति संबंधी विभिन्न अवधारणाओं तथा साधारणीकरण की अवधारणा की जानकारी प्राप्त हुई।

.3CO इस पत्र के माध्यम से विद्यार्थी ध्वनि सिद्धान्त ,रीति सिद्धान्त ,वक्रोक्ति सिद्धान्त तथा औचित्य सिद्धान्त की परिभाषा, अवधारणा और भेदों से परिचित हुए।

.4CO इस पत्र के माध्यम से विद्यार्थी अलंकार सिद्धान्त की अवधारणा, प्रमुख अलंकारों की परिभाषा एवं उनके उदाहरण को समझ सके। वे विभिन्न छंदों की परिभाषा, तत्व, वर्गीकरण एवं प्रमुख छंदों के लक्षण एवं उदाहरण से भी परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	भारतीय काव्यशास्त्र का संक्षिप्त इतिहास ;प्रमुख आचार्यों का परिचय; काव्य लक्षण; काव्य हेतु; काव्य प्रयोजन; काव्य के प्रकार; काव्य के गुण-दोष; शब्द-शक्तियाँ ;काव्य-भेद।	30	1C
2	रस सिद्धान्त :रस :अवधारणा; रस निष्पत्ति :भट्ट लोल्लट ; भट्ट शंकुक; भट्टनायक ;अभिनवगुप्त ;साधारणीकरण की अवधारणा :भट्टनायक ;अभिनवगुप्त ;रामचन्द्र शुक्ल ;डॉ. नगेन्द्र।	30	2C
3	विभिन्न काव्य सिद्धान्त : ध्वनि सिद्धान्त :ध्वनि की परिभाषा तथा उसका भेद ;ध्वनि सिद्धान्त की मूल स्थापनाएं; रीति सिद्धान्त :रीति सिद्धान्त की मूल स्थापनाएं;रीति का अर्थ ;रीति के भेद : वक्रोक्ति सिद्धान्त :वक्रोक्ति की अवधारणा ;वक्रोक्ति के भेद : औचित्य सिद्धान्त :औचित्य की अवधारणा तथा उसके भेद।	30	3C
4	अलंकार सिद्धान्त: अलंकार सिद्धान्त की अवधारणा ,अलंकारों	30	4C

	<p>का सोदाहरण परिचय -अनुप्रास, श्लेष,प्रतीप ,निदर्शना ,अप्रस्तुत प्रशंसा , काव्यलिंग ,विभावना ,अपह्नुति , रूपकातिशयोक्ति तथा विरोधाभास।</p> <p>छन्द :छन्द की परिभाषा और तत्व, छन्दों का वर्गीकरण ;काव्य में छन्दों का महत्वा। अग्रांकितछन्दों के लक्षण और उदाहरण -वंशस्थ , वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडित, कवित्त ,दोहा ,चौपाई,हरिगीतिका ,कुण्डलिया , छप्पय तथा मुक्त छन्द।</p>		
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	2	3	3	1
CO2	2	3	3	2	3	2	3	3	1
CO3	2	3	3	2	3	2	3	3	1
CO4	2	3	3	2	3	2	3	3	1
Average	2	3	3	2	3	2	3	3	1

कार्य-सम्पादन -पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट ,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,प्रत्येक के लिए विकल्प भी होंगे ।

14x4= 56

2. कुल पाँच टिप्पणियाँ पूछी जाएगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।

7 x2= 14

सहायक ग्रंथ

.1 हिस्ट्री आफ संस्कृत पोयटिक्स
दिल्ली।

.2 साहित्य शास्त्र
डिपो, पूना।

.3 भारतीय काव्यशास्त्र

.4 काव्यशास्त्र की भूमिका
दिल्ली।

.5 भारतीय काव्यशास्त्र के नये क्षितिज
प्रकाशन, दिल्ली।

.6 रस सिद्धान्त

.7 हिन्दी काव्य शास्त्र का इतिहास

.8 काव्य शास्त्र
वाराणसी।

.9 साहित्य शास्त्र और काव्य भाषा

.10 काव्य समीक्षा

.11 लिटेरेरी क्रिटिसिज्म
दास, दिल्ली।

.12 नई समीक्षा के प्रतिमान

.13 काव्य के तत्व
इलाहाबाद।

.14 साहित्य मीमांसा के आयाम
दिल्ली।

.15 सुगम भारतीय काव्यशास्त्र
प्रकाशन, दिल्ली

.16 काव्यशास्त्र विमर्श
प्रकाशन, दिल्ली

.17 पंडितराज जगन्नाथ
दिल्ली

.18 मम्मट

.19 राजशेखर

.20 क्षेमेन्द्र

-पी.बी. काणे, मोतीलाल बनारसीदास,

-गणेश त्र्यम्बक देशपाण्डे, पापुलर बुक

-सत्यदेव चौधरी।

-डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस,

-डॉ. राममूर्ति त्रिपाठी, राजकमल

-डॉ. नगेन्द्र

-भगीरथ मिश्र

-भगीरथ मिश्र, विश्वविद्यालय प्रकाशन,

-डॉ. सियाराम तिवारी।

-डॉ. विक्रमादित्य राय।

-राय एण्ड द्विवेदी, मोतीलाल बनारसी

-डॉ. निर्मला जैन

-देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन,

-डॉ. श्याम शंकर सिंह, साहित्य सहकार,

-डॉ. धर्मदेव तिवारी शास्त्री, चन्द्रमुखी

-डॉ. कृष्ण प्रसाद नारायण मागध, वाणी

-पी. रामचंद्रदु, साहित्य अकादेमी, नई

-जगन्नाथ पाठक, साहित्य अकादेमी, नई दिल्ली

-प्रभुनाथ द्विवेदी, साहित्य अकादेमी, नई दिल्ली

-ब्रजमोहन चतुर्वेदी, साहित्य अकादेमी, नई दिल्ली

सप्तम सत्र	क्रेडिट	4 :
IDE- HIN-CC- 4140	पूर्णांक	100 :
कहानी एवं अन्य गद्य विधाएँ	अभ्यन्तर	:30
	सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के माध्यम से विद्यार्थी राजेंद्र बाला घोष, माधवराव सप्रे, प्रेमचंद, जयशंकर प्रसाद, जैनेंद्र कुमार तथा फणीश्वरनाथ रेणु की चयनित कहानियों के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे ,साथ ही रचनाकारों की कहानी कला से परिचित हो सकेंगे।

L .20इस पत्र के माध्यम से विद्यार्थी निर्मल वर्मा ,अज्ञेय ,भीष्म साहनी ,कृष्णा सोबती ,शेखर जोशी तथा ज्ञानरंजन की चयनित कहानियों के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे ,साथ ही रचनाकारों की कहानी कला से परिचित हो सकेंगे।

L .30इस पत्र के माध्यम से विद्यार्थी चयनित रेखाचित्रों और संस्मरणों के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे।

L .40इस पत्र के माध्यम से विद्यार्थी विष्णु प्रभाकर द्वारा लिखित जीवनी 'आवारा मसीहा'के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे ,साथ ही जीवनी साहित्य के तत्वों से भी परिचित हो सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थी राजेंद्र बाला घोष, माधवराव सप्रे, प्रेमचंद, जयशंकर प्रसाद, जैनेंद्र कुमार तथा फणीश्वरनाथ रेणु की चयनित कहानियों के प्रतिपाद्य को जान सके तथा समीक्षा की ,साथ ही रचनाकारों की कहानी कला से परिचित हुए।

.2CO इस पत्र के माध्यम से विद्यार्थी निर्मल वर्मा ,अज्ञेय ,भीष्म साहनी ,कृष्णा सोबती ,शेखर जोशी तथा ज्ञानरंजन की चयनित कहानियों के प्रतिपाद्य को जान सके तथा समीक्षा की ,साथ ही रचनाकारों की कहानी कला से परिचित हुए।

.3CO इस पत्र के माध्यम से विद्यार्थी चयनित रेखाचित्रों और संस्मरणों के प्रतिपाद्य को जान सके तथा समीक्षा की।

.4CO इस पत्र के माध्यम से विद्यार्थी विष्णु प्रभाकर द्वारा लिखित जीवनी 'आवारा मसीहा' के प्रतिपाद्य को जान सके तथा समीक्षा की ,साथ ही जीवनी साहित्य के तत्वों से भी परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	<p>कहानी</p> <p>राजेन्द्र बाला घोष)बंग महिला(:दुलाईवाली माधवराव सप्रे एक टोकरी भर मिट्टी प्रेमचंद : दुनिया का सबसे अनमोल रतन जयशंकर प्रसाद : आकाशदीप जैनेन्द्र अपना-अपना भाग्य फणीश्वरनाथ रेणु : लाल पान की बेगम</p>	30	1C
2	<p>कहानी</p> <p>निर्मल वर्मा :परिन्दे अज्ञेय :गैंग्रीन भीष्म साहनी :अमृतसर आ गया कृष्णा सोबती :सिक्का बदल गया शेखर जोशी :कोसी का घटवार ज्ञानरंजन :पिता</p>	30	2C

3	<p>रेखाचित्र और संस्मरण</p> <p>क. (अतीत के चलचित्र) : महादेवी वर्मा</p> <p>पाठ्य रचनाएँ रामा; भाभी</p> <p>ख. (माटी की मूरतें) : रामवृक्ष बेनीपुरी</p> <p>पाठ्य रचनाएँ : बलदेव सिंह; सरजू भैया</p> <p>ग. (संस्मरण और रेखाचित्र) : सम्पा: उर्मिला मोदी ; अनुराग प्रकाशन , वाराणसी</p> <p>पाठ्य रचना : महाकवि जयशंकर प्रसाद -शिवपूजन सहाय</p>	30	3C
4	<p>जीवनी</p> <p>आवारा मसीहा) विद्यार्थी संस्करण (: विष्णु प्रभाकर</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति : परामर्श) काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन) असाइनमेंट(, (आवधिक मूल्यांकन) पीरियाडिक असेसमेंट(आदि।

निर्देश:

.1 प्रत्येक इकाई से व्याख्या पूछी जायेगी , जिनके विकल्प भी होंगे।

24=4×6

- .2 प्रत्येक इकाई से आलोचनात्मक प्रश्न पूछे जायेंगे, जिनके विकल्प भी होंगे। 40=4×10
.3 कुल छह टिप्पणियाँ पूछी जायेंगी, जिनमें से किन्हीं तीन का उत्तर लिखना होगा

06 = 3x2

सहायक ग्रंथ:-

- | | |
|---|--------------------------------------|
| .1 हिन्दी कहानी का विकास | - मधुरेश, लोकभारती, दिल्ली। |
| .2 हिन्दी कहानी का इतिहास, भाग-I, II, III और IV | - गोपाल राय, राजकमल, दिल्ली |
| .3 हिन्दी कहानी : पहचान और परख | - इन्द्रनाथ मदान |
| .4 कहानी : नई कहानी
इलाहाबाद। | - डॉ. नामवर सिंह, लोकभारती, |
| .5 नई कहानी : संदर्भ और प्रकृति
दिल्ली। | - सं. देवीशंकर अवस्थी, राजकमल, |
| .6 समकालीन हिन्दी साहित्य : विविध परिदृश्य
चतुर्वेदी, राधाकृष्ण प्रकाशन, दिल्ली। | - रामस्वरूप |
| .7 हिन्दी जीवनी साहित्य : सिद्धान्त और अध्ययन
परिमल प्रकाशन | - डॉ. भगवानशरण भारद्वाज, |
| .8 हिन्दी गद्य का विकास
विश्वविद्यालय प्रकाशन। | - डॉ. रामचन्द्र तिवारी, |
| .9 निर्मल वर्मा | - कृष्णदत्त पालीवाल, साहित्य अकादेमी |
| .10 प्रेमचन्द्र | - कमलकिशोर गोयनका, साहित्य अकादेमी |
| .11 फणीश्वर नाथ 'रेणु'
नई दिल्ली | - सुरेन्द्र चौधरी, साहित्य अकादेमी, |
| .12 भीष्म साहनी
नई दिल्ली | - रमेश उपाध्याय, साहित्य अकादेमी, |
| .13 अज्ञेय का कथा साहित्य | - चंद्रकांत बान्दिवडेकर |
| .14 शेखर जोशी : कुछ जीवन की कुछ लेखन की
प्रकाशन | - नवीन जोशी, नवारुण |
| .15 शेखर जोशी : कथा समग्र | - नवीनचन्द्र जोशी |

सप्तम सत्र
IDE- HIN-MC- 4150
भारतीय साहित्य

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :
	70 :

उद्देश्य : Learning) Objective L(Os

LO1. इस पत्र के माध्यम से विद्यार्थी भारतीय साहित्य की परंपरा, स्वरूप, उसके अध्ययन की समस्याएं, उसमें अभिव्यक्त मानव-मूल्य, एकतामूलक तत्व तथा सामाजिक-सांस्कृतिक मूल्यों का अध्ययन करेंगे, साथ ही भारतीय साहित्य में आज के भारत के बिंब की समीक्षा करेंगे।

LO2. इस पत्र के माध्यम से विद्यार्थी चयनित उपन्यास 'कन्या का मूल्य' के लेखक का परिचय, चरित्र-चित्रण तथा प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे। इसके साथ ही चयनित भारतीय रचनाकारों की पठित कहानियों के प्रतिपाद्य को जान सकेंगे, समीक्षा कर सकेंगे तथा लेखकों की कहानी-कला से भी अवगत हो सकेंगे।

LO3. विद्यार्थी चयनित नाटक 'हयवदन' के पात्रों का चरित्र-चित्रण और समीक्षा का अध्ययन कर सकेंगे, साथ ही गिरीश कर्नाड की नाट्य-कला से भी परिचित हो सकेंगे।

LO4. विद्यार्थी चयनित भाषाओं की पठित कविताओं की व्याख्या और प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे, साथ ही कवियों की काव्यगत विशेषताओं का भी अध्ययन कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

CO .1 इस पत्र के माध्यम से विद्यार्थियों ने भारतीय साहित्य की परंपरा, स्वरूप, उसके अध्ययन की समस्याएं, उसमें अभिव्यक्त मानव-मूल्य, एकतामूलक तत्व तथा

सामाजिक-सांस्कृतिक मूल्यों का अध्ययन किया, साथ ही भारतीय साहित्य में आज के भारत के बिंब की समीक्षा की।

CO .2इस पत्र के माध्यम से विद्यार्थी चयनित उपन्यास 'कन्या का मूल्य' के लेखक का परिचय, चरित्र-चित्रण तथा प्रतिपाद्य को जान सके तथा समीक्षा की। इसके साथ ही चयनित भारतीय रचनाकारों की पठित कहानियों के प्रतिपाद्य को जान सके, समीक्षा की तथा लेखकों की कहानी-कला से भी अवगत हुए।

CO .3विद्यार्थियों ने चयनित नाटक 'हयवदन' के पात्रों के चरित्र-चित्रण और समीक्षा का अध्ययन किया, साथ ही गिरीश कर्नाड की नाट्य-कला से भी परिचित हुए।

CO .4विद्यार्थी चयनित भाषाओं की पठित कविताओं की व्याख्या और प्रतिपाद्य को जान सके तथा समीक्षा की, साथ ही कवियों की काव्यगत विशेषताओं का भी अध्ययन किया।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	भारतीय साहित्य की परम्परा ;भारतीय साहित्य का स्वरूप ;भारतीय साहित्य अध्ययन की समस्याएं ;भारतीय साहित्य में मानव मूल्य ; भारतीय साहित्य में एकतामूलक तत्व ;भारतीय साहित्य में अभिव्यक्त सामाजिक-सांस्कृतिक मूल्य ; भारतीय साहित्य में आज के भारत का बिंब ।	30	1C

2	<p>)क(उपन्यास :</p> <p>पाठ्य उपन्यास :कन्या का मूल्य : लुम्मेर दाई ,एल.डी पब्लिकेशन ,ईटानगर)मूल असमिया से अनुवाद -मुनीन्द्र मिश्र(आलोचना :उपन्यास की समीक्षा ,चरित्र- चित्रण ,प्रतिपाद्य ,लेखक का परिचय ।</p> <p>)ख(कहानी :</p> <ul style="list-style-type: none"> • असमिया -जल कुंवरी :लक्ष्मीकांत बेजबरुआ)बेजबरुआ की चुनी हुई रचनाएँ - नगेन सैकिया ,अनु -नवारुण वर्मा,नेशनल बुक ट्रस्ट(• मलयालम -खून का रिश्ता :तकषि शिवशंकर पिल्लै • तेलुगु -अयोनि)तेलुगु की प्रतिनिधि कहानियाँ ,साहित्य अकादेमी : (वोल्गा • बांग्ला -काबुली वाला :रवीन्द्रनाथ टैगोर • हिन्दी -चुनौती)साक्षी है पीपल , राजकमल प्रकाशन ,दिल्ली(: जोराम यालम नाबाम हिंदी -अयाचित अतिथि)अयाचित अतिथि : ,डॉ .जमुना बीनी 	30	2C
3	नाटक :	30	3C

	हयवदन : गिरीश कर्नाड आलोचना : गिरीश कर्नाड की नाट्य-कला, हयवदन की समीक्षा, पात्रों का चरित्र-चित्रण।		
4	<p>कविता :</p> <p>पाठ्य पुस्तक –आधुनिक भारतीय कविता; सम्पा – अवधेश नारायण मिश्र, नन्दकिशोर पाण्डेय।</p> <p>पाठ्य कविताएं :</p> <p>क. असमिया : कविता नीलमणि फूकन</p> <p>ख. उड़िया : धान कटाई सीताकांत महापात्रा</p> <p>ग. बांग्ला : जहाँ चित्त भय शून्य रवीन्द्र नाथ ठाकुर</p> <p>घ. संस्कृत : रसोई राधावल्लभ त्रिपाठी</p> <p>ड. संथाली : बिटिया मुर्मू के लिए तीन कविताएँ) भाग (1 निर्मला पुतुल</p> <p>: मेरी माँ जानती है) काव्य संग्रह : अक्षरों की विनती -(तारो सिन्दिक</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
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CO1	3	2	2	1	3	2	2	1	3
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2.25	2.75	1.25	2.50	2.25	2	1.25	2.50	2.25

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे।

6x3 = 18

2. इस पत्र की प्रत्येक इकाई से एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे।

13x4 = 52

सहायक ग्रंथ -

- | | |
|---|---------------------|
| 1. आज का भारतीय साहित्य,)अनू(. | :प्रभाकर माचवे |
| 2. भारतीय साहित्य | :रामछबीला त्रिपाठी |
| 3. भारतीय साहित्य | :मूलचंद गौतम |
| 4. भारतीय साहित्य अध्ययन की नई दिशाएँ | :प्रदीप श्रीधर |
| 5. भारतीय साहित्य का समेकित इतिहास | :डॉ. नगेंद्र |
| 6. भारतीय साहित्य की अवधारणा | :राजेंद्र मिश्र |
| 7. भारतीय साहित्य की पहचान | :सं. सियाराम तिवारी |
| 8. भारतीय साहित्य के इतिहास की समस्याएँ | :रामविलास शर्मा |

9. भारतीय साहित्य
10. भारतीय साहित्य

:सं .नगेंद्र

:भोला शंकर व्यास

अष्टम सत्र

IDE- HIN-CC- 4210

हिंदी साहित्य का इतिहास :आधुनिक काल

क्रेडिट 4:

पूर्णांक 100:

अभ्यन्तर 30:

सत्रांत परीक्षा 70:

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के अध्ययन से विद्यार्थी हिंदी साहित्य के इतिहास के आधुनिक काल की पृष्ठभूमि, परिस्थितियों और 1857की क्रांति, पुनर्जागरण, आधुनिकता बोध, भारतेंदु युग के अवदान और भारतेंदु मंडल के कवियों की काव्य भाषा और मूल चेतना से परिचित हो सकेंगे।

L .20 इस पत्र के अध्ययन से विद्यार्थियों को द्विवेदी युगीन हिंदी नवजागरण और सरस्वती पत्रिका, राष्ट्रीय काव्य धारा के प्रमुख कवि, स्वच्छंदतावाद और द्विवेदी युगीन कविता की इतिवृत्तामकता की जानकारी प्राप्त होगी।

L .30 इस पत्र के माध्यम से विद्यार्थी छायावाद की पृष्ठभूमि, प्रवृत्तियों और सैद्धांतिकी से परिचित हो सकेंगे। वे प्रमुख छायावादी कवियों की रचनाओं और उनकी काव्य कला का अध्ययन कर सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थियों को छायावादोत्तर काव्य आंदोलनों की जानकारी प्राप्त होगी।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के अध्ययन से विद्यार्थी हिंदी साहित्य के इतिहास के आधुनिक काल की पृष्ठभूमि, परिस्थितियों और 1857की क्रांति, पुनर्जागरण, आधुनिकता बोध, भारतेंदु युग के अवदान और भारतेंदु मंडल के कवियों की काव्य भाषा और मूल चेतना से परिचित हुए।

.2CO इस पत्र के अध्ययन से विद्यार्थियों को द्विवेदी युगीन हिंदी नवजागरण और सरस्वती पत्रिका, राष्ट्रीय काव्य धारा के प्रमुख कवि, स्वच्छंदतावाद और द्विवेदी युगीन कविता की इतिवृत्तामकता की जानकारी प्राप्त हुई।

.3COइस पत्र के माध्यम से विद्यार्थी छायावाद की पृष्ठभूमि, प्रवृत्तियों और सैद्धांतिकी से परिचित हुए। वे प्रमुख छायावादी कवियों की रचनाओं और उनकी काव्य कला का अध्ययन कर सके।

.4COइस पत्र के अध्ययन से विद्यार्थियों को छायावादोत्तर काव्य आंदोलनों की जानकारी प्राप्त हुई।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	आधुनिक काल की पृष्ठभूमि :सामाजिक ,राजनीतिक एवं सांस्कृतिक परिस्थितियाँ 1857 ;की क्रांति और सांस्कृतिक पुनर्जागरण; आधुनिकता बोध का विकास ,हिन्दी काव्य को भारतेन्दु युग का अवदान ;भारतेन्दु मण्डल के कवि तथा अन्य कवि ;काव्य भाषा की चेतना और भारतेन्दु युग ; भारतेन्दु युगीन कविता की मूल चेतना और विशेषताएँ।	30	1C
2	द्विवेदी युग :महावीर प्रसाद द्विवेदी और उनका युग, हिन्दी नवजागरण और सरस्वती, राष्ट्रीय काव्यधारा के प्रमुख कवि, स्वच्छन्दतावाद और उसके प्रमुख कवि ; द्विवेदी युगीन कविता की इतिवृत्तात्मकता।	30	2C
3	छायावाद :पृष्ठभूमि ,प्रवृत्तियाँ और सैद्धांतिकी ;आचार्य रामचन्द्र शुक्ल, नंददुलारे वाजपेयी, नगेन्द्र, नामवर सिंह, रामविलास शर्मा; प्रमुख छायावादी कवि और उनका काव्य ;छायावादकालीन अन्य कवि और उनका काव्य ; नवजागरण और छायावाद ;छायावादी काव्य-भाषा का स्वरूप।	30	3C
4	छायावादोत्तर काव्यान्दोलन और काव्य : प्रगतिवाद ;प्रयोगवाद ;नई कविता ;अकविता; नवगीत ;जनवादी कविता; समकालीन कविता; दलित-चेतना ,स्त्री-चेतना और जनजातीय चेतना की कविताएं।	30	4C

कुल अध्ययन-अवधि	120
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	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति : परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट(, (आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा ,जिसके लिए विकल्प भी होंगे।
14x4= 56

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी ,जिनमें से किन्हीं दो का उत्तर लिखना होगा।

7x2= 14

सहायक ग्रंथ :

. 1हिन्दी साहित्य का इतिहास
काशी।

-रामचन्द्र शुक्ल ,नागरी प्रचारिणी सभा ,

.2हिन्दी साहित्य की भूमिका
दिल्ली।

-हजारीप्रसाद द्विवेदी ,राजकमल प्रकाशन ,

.3हिन्दी साहित्य का आदिकाल
दिल्ली।

-हजारीप्रसाद द्विवेदी ,राजकमल प्रकाशन ,

.4हिन्दी साहित्य का उद्भव और विकास

-हजारीप्रसाद द्विवेदी ,राजकमल ,

दिल्ली।

.5 हिन्दी साहित्य का दूसरा इतिहास
दिल्ली।

.6 हिन्दी साहित्य का अतीत : भाग 1,2
ब्रह्मनाल, वाराणसी।

.7 हिन्दी साहित्य का इतिहास
हाउस, दिल्ली।

.8 हिन्दी साहित्य और संवेदना का विकास
इलाहाबाद।

.9 हिन्दी साहित्य : बीसवीं शताब्दी
इलाहाबाद।

.10 हिन्दी साहित्य का इतिहास दर्शन
राष्ट्रभाषा परिषद्, पटना।

.11 हिन्दी साहित्य का वैज्ञानिक इतिहास
प्रथम एवं द्वितीय खंड
इलाहाबाद।

.12 हिन्दी साहित्य का आलोचनात्मक इतिहास

13. हिन्दी साहित्य का आधा इतिहास

14. हिन्दी साहित्य : बीसवीं शताब्दी

.15 हिन्दी साहित्य के अस्सी वर्ष

.16 झारखण्ड : अन्धेरे से साक्षात्कार
स्टडीज, नई दिल्ली

.17 भारतेंदु हरिश्चन्द्र

.18 महावीर प्रसाद द्विवेदी
दिल्ली

.19 श्रीधर पाठक

.20 सुमित्रानंदन पंत
दिल्ली

-डॉ. बच्चन सिंह, नेशनल पब्लिशिंग हाउस,

-विनय प्रसाद मिश्र, वाणी वितान,

-सं. नगेन्द्र, नेशनल पब्लिशिंग

-डॉ. रामस्वरूप चतुर्वेदी, लोकभारती,

-नन्ददुलारे वाजपेयी, लोकभारती प्रका.

-नलिन विलोचन शर्मा, बिहार

-डॉ. गणपति चन्द्र गुप्त, लोकभारती प्रका,

-रामकुमार वर्मा

-सुमन राजे, ज्ञानपीठ, दिल्ली

-नन्द दुलारे वाजपेयी

-शिवदान सिंह चौहान

-डॉ. अभिषेक कुमार यादव, मीडिया

-मदनगोपाल, साहित्य अकादेमी, नई दिल्ली

-नंद किशोर नवल, साहित्य अकादेमी, नई

-रघुवंश, साहित्य अकादेमी, नई दिल्ली

-कृष्ण दत्त पालीवाल, साहित्य अकादेमी, नई

अष्टम सत्र
IDE- HIN-DE-4220
सगुण भक्ति काव्य एवं रीति काव्य

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os)

L .10 इस पत्र के माध्यम से विद्यार्थी सूरदास की चयनित कविताओं की व्याख्या कर सकेंगे एवं भ्रमरगीत की परंपरा और उसकी विशेषताओं की समीक्षा कर सकेंगे।

L .20 इस पत्र के अध्ययन से विद्यार्थी तुलसीदास की चयनित कविताओं की व्याख्या कर सकेंगे तथा उनकी भक्ति-भावना, समन्वय-भावना और काव्य-कला से परिचित हो सकेंगे।

L .30 इस पत्र के माध्यम से विद्यार्थी मीराबाई की चयनित पदावलियों की व्याख्या कर सकेंगे तथा कृष्णभक्ति काव्य-परंपरा में मीराबाई का स्थान, उनकी स्त्री-चेतना, विरह-वेदना और काव्यगत विशेषताओं का अध्ययन कर सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थी घनानंद और बिहारी की चयनित कविताओं की व्याख्या कर सकेंगे। वे रीतिमुक्त काव्यधारा, घनानंद की विरह-वेदना और उनकी कविताओं की शिल्पगत विशेषता, बिहारी की सौंदर्य चेतना और काव्य कला से परिचित होंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के माध्यम से विद्यार्थियों ने सूरदास की चयनित कविताओं की व्याख्या की एवं भ्रमरगीत की परंपरा और उसकी विशेषताओं की समीक्षा की।

.2CO इस पत्र के अध्ययन से विद्यार्थी तुलसीदास की चयनित कविताओं की व्याख्या कर सके तथा उनकी भक्ति भावना, समन्वय भावना और काव्य कला से परिचित हुए।

.3CO इस पत्र के माध्यम से विद्यार्थी मीराबाई की चयनित पदावलियों की व्याख्या कर सके तथा कृष्णभक्ति काव्य परंपरा में मीराबाई का स्थान, उनकी स्त्री-चेतना, विरह-वेदना और उनकी काव्यगत विशेषताओं का अध्ययन भी किया।

.4CO इस पत्र के अध्ययन से विद्यार्थी घनानंद और बिहारी की चयनित कविताओं की व्याख्या कर सके। वे रीतिमुक्त काव्यधारा, घनानंद की विरह-वेदना और उनकी कविताओं की शिल्पगत विशेषता, बिहारी की सौंदर्य चेतना और काव्य-कला से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course Outcome)
1	<p>सूरदास: पाठ्य पुस्तक : भ्रमरगीत सार ; संपादक - आचार्य रामचन्द्र शुक्ल, पद संख्या- 9,23,25,34,62,64, 138,172,278 ,65,82,85,87,95,97,115,120,130</p> <p>आलोचना : भ्रमरगीत परम्परा और सूरदास, गोपियों का विरह वर्णन, भ्रमरगीत की विशेषताएँ, सूरदास की काव्यगत विशेषताएँ।</p>	30	1C
2	<p>तुलसीदास</p> <p>पाठ्य पुस्तक : रामचरितमानस, गीता प्रेस, गोरखपुर</p> <p>पाठ्यांश : उत्तर काण्ड</p> <p>दोहा संख्या -3 से 18 तक</p> <p>आलोचना : तुलसीदास की भक्ति-भावना, तुलसीदास की समन्वय भावना, उत्तरकाण्ड का प्रतिपाद्य, तुलसीदास की काव्य-कला।</p>	30	2C
3	<p>मीराबाई</p> <p>पाठ्य पुस्तक : मीराबाई की पदावली : सम्पा . परशुराम चतुर्वेदी पद सं -17,18, 20, 22, 23, 35, 36, 41, 46,116,118,146,158,175,199, 200</p> <p>आलोचना : कृष्ण काव्य परम्परा में मीराबाई का स्थान, मीराबाई और स्त्री चेतना, मीराबाई की विरह -वेदना, मीराबाई की काव्यगत विशेषताएँ।</p>	30	3C
4	घनानंद	30	4C

<p>पाठ्य पुस्तक :घनानन्द कवित्त ;संपा .-आचार्य विश्वनाथ प्रसाद मिश्र पद सं 6.से 21तक आलोचना :रीतिमुक्त काव्यधारा और घनानंद, प्रेम के पीर के कवि घनानंद ,घनानंद के काव्य की शिल्पगत विशेषताएँ।</p> <p>बिहारी पाठ्य पुस्तक :बिहारी रत्नाकर ;सम्पा : .जगन्नाथदास रत्नाकर पाठ्यदोहे- 25,32,38,42,46,48,51,58, 60,61,69,73,94,121,131,141,181,300 तथा 363 आलोचना :सतसई परम्परा और बिहारी, बिहारी की सौन्दर्य चेतना ,बिहारी की काव्य-कला।</p>		
कुल अध्ययन-अवधि		120

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

.1प्रत्येक इकाई से व्याख्या पूछी जायेंगीं, जिनके विकल्प भी होंगे।

24= 4x6

- .2 प्रत्येक इकाई से आलोचनात्मक प्रश्न पूछे जायेंगे, जिनके विकल्प भी होंगे। 40=4×10
.3 कुल छह अति लघु उत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन का उत्तर लिखना होगा।
06=3×2

सहायक ग्रंथ:-

- | | |
|--|---|
| .1 सूरदास | - रामचन्द्र शुक्ल, ना.प.सभा, काशी। |
| .2 सूर साहित्य
दिल्ली। | - हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, |
| .3 अष्टछाप और वल्लभ सम्प्रदाय
प्रयाग। | - डॉ. दीनदयाल गुप्त, हिन्दुस्तानी एकेडमी, |
| .4 सूर और उनका साहित्य
मंदिर, अलीगढ़। | - डॉ. हरवंश लाल शर्मा, भारत प्रकाशन |
| .5 सूरदास | - नंददुलारे वाजपेयी। |
| .6 गोस्वामी तुलसीदास
काशी। | - रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, |
| .7 तुलसी और उनका युग | - डॉ. राजपति दीक्षित, ज्ञानमंडल, काशी। |
| .8 तुलसी-साहित्य का आधुनिक सन्दर्भ
सहकार प्रकाशन, दिल्ली। | - डॉ. हरीशकुमार शर्मा, साहित्य |
| .9 रामकथा का विकास | - कामिल बुल्के, हिन्दी परिषद्, प्रयाग। |
| .10 बिहारी की वाग्बिभूति
वाराणसी। | - विश्वनाथ प्रसाद मिश्र, वाणी वितान, |
| .11 बिहारी का नया मूल्यांकन
इलाहाबाद। | - डॉ. बच्चन सिंह, लोकभारती, |
| .12 घनानन्द और स्वच्छन्द काव्यधारा
प्रचारिणी सभा, काशी। | - डॉ. मनोहर लाल गौड़, नागरी |
| .13 घनानन्द का काव्य
इलाहाबाद। | - डॉ. रामदेव शुक्ल, लोकभारती, |
| .14 परमानंद दास का काव्य-शिल्प
दिल्ली। | - डॉ. शशिवाला शर्मा, साहित्य सहकार, |
| .15 भक्ति आंदोलन और सूरदास का काव्य | - मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली। |
| .16 मीरा का काव्य
दिल्ली। | - विश्वनाथ त्रिपाठी, वाणी प्रकाशन, |

.17मीराबाई	-डॉ .सी.एल .प्रभात
.18रामचरितमनस में नारी प्रकाशन	-डॉ .सुशील कुमार शर्मा ,साहित्य सहकार
.19रीतिकाव्य की भूमिका दिल्ली ।	-डॉ .नगेन्द्र, नेशनल पब्लिशिंग हाउस,
.20बिहारी	-बच्चन सिंह, साहित्य अकादेमी, नई दिल्ली
.21मीराबाई दिल्ली	-ब्रजेन्द्र कुमार सिंहल, साहित्य अकादेमी, नई

अष्टम सत्र	क्रेडिट	4 :
IDE-HIN-DE-4230	पूर्णांक	100 :
आधुनिक काव्य	अभ्यन्तर	30 :
	सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10इस पत्र के अध्ययन से विद्यार्थी 'हरिऔध' और मैथिलीशरण गुप्त की चयनित कविताओं की व्याख्या कर सकेंगे। साथ ही प्रियप्रवास के महाकाव्यत्व, प्रियप्रवास की राधा ,उसकी काव्यगत विशेषताओं तथा साकेत में अभिव्यक्त आधुनिक स्त्री संवेदना, उर्मिला के विरह वर्णन और उसकी काव्यगत विशेषताओं से परिचित हो सकेंगे।

L .20इस पत्र के माध्यम से विद्यार्थी जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या कर सकेंगे। वे छायावादी काव्य मूल्य, प्रसाद की राष्ट्रीय-सांस्कृतिक चेतना, दार्शनिक चेतना ,निराला की 'राम की शक्ति पूजा' का प्रतिपाद्य, उनके आत्म-संघर्ष और काव्य-वैशिष्ट्य का अध्ययन कर सकेंगे।

L .30इस पत्र के माध्यम से विद्यार्थी सुमित्रानंदन पंत और महादेवी वर्मा की चयनित कविताओं की व्याख्या कर सकेंगे। वे पंत के प्रकृति चित्रण और उनकी काव्यगत विशेषताओं तथा महादेवी वर्मा की रहस्य-भावना, पीड़ा और वेदना तथा काव्यगत विशेषताओं का अध्ययन कर सकेंगे।

L -40इस पत्र के अध्ययन से विद्यार्थी हरिवंशराय बच्चन और रामधारी सिंह 'दिनकर' की चयनित कविताओं की व्याख्या कर सकेंगे। वे 'निशा निमंत्रण'के प्रतिपाद्य, हालावाद और बच्चन

की काव्यगत विशेषताओं तथा दिनकर के काव्य में निहित राष्ट्रीयता, 'रश्मिरथी' का प्रतिपाद्य तथा उसके अंतर्वस्तु और शिल्प को जान सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

.1CO इस पत्र के अध्ययन से विद्यार्थी 'हरिऔध' और मैथिलीशरण गुप्त की चयनित कविताओं की व्याख्या कर सके। साथ ही प्रियप्रवास के महाकाव्यत्व, प्रियप्रवास की राधा, उसकी काव्यगत विशेषताओं तथा साकेत में अभिव्यक्त आधुनिक स्त्री संवेदना, उर्मिला के विरह वर्णन और उसकी काव्यगत विशेषताओं से परिचित हुए।

.2CO इस पत्र के माध्यम से विद्यार्थी जयशंकर प्रसाद और सूर्यकांत त्रिपाठी 'निराला' की चयनित कविताओं की व्याख्या कर सके। उन्होंने छायावादी काव्य मूल्य, प्रसाद की राष्ट्रीय-सांस्कृतिक चेतना, दार्शनिक चेतना, निराला की 'राम की शक्ति पूजा' का प्रतिपाद्य, उनके आत्म-संघर्ष और काव्य-वैशिष्ट्य का अध्ययन किया।

.3CO इस पत्र के माध्यम से विद्यार्थी सुमित्रानंदन पंत और महादेवी वर्मा की चयनित कविताओं की व्याख्या कर सके। उन्होंने पंत के प्रकृति चित्रण और उनकी काव्यगत विशेषताओं तथा महादेवी वर्मा की रहस्य-भावना, पीड़ा और वेदना तथा काव्यगत विशेषताओं का अध्ययन किया।

.4CO इस पत्र के अध्ययन से विद्यार्थी हरिवंशराय बच्चन और रामधारी सिंह दिनकर की चयनित कविताओं की व्याख्या कर सके। वे 'निशा निमंत्रण' के प्रतिपाद्य, हालावाद और बच्चन की काव्यगत विशेषताओं तथा दिनकर के काव्य में निहित राष्ट्रीयता, रश्मिरथी का प्रतिपाद्य तथा उसके अंतर्वस्तु और शिल्प को जान पाए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	अयोध्यासिंह उपाध्याय 'हरिऔध' पाठ्य कविता : प्रियप्रवास ; षष्ठ सर्ग ; छन्द सं 26 - से 83	30	1C

	<p>आलोचना :प्रियप्रवास का महाकाव्यत्व ;प्रियप्रवास की राधा ,हरिऔध की काव्यगत विशेषताएँ।</p> <p>मैथिलीशरण गुप्त पाठांश -साकेत का नवम् सर्ग प्रथम खंड :पंक्ति -दो वंशों में प्रकट करके पावनी लोक-लीला ....से ....प्रिय ही नहीं यहाँ मैं भी थी, और एक संसार भी !</p> <p>आलोचना:उर्मिला का विरह-वर्णन ,साकेत में अभिव्यक्त आधुनिक स्त्री संवेदना ,साकेत के नवम् सर्ग के सन्दर्भ में गुप्तजी की काव्यगत विशेषताएँ।</p>		
2	<p>जयशंकर प्रसाद पाठांश: 'कामायनी' का इडा सर्ग आलोचना :छायावादी काव्य मूल्य और जयशंकर प्रसाद ; प्रसाद के काव्य में राष्ट्रीय एवं सांस्कृतिक चेतना;कामायनी में व्यक्त दार्शनिक चेतना।</p> <p>सूर्यकान्त त्रिपाठी 'निराला' पाठ्य कविता -राम की शक्ति-पूजा । आलोचना :राम की शक्ति-पूजा का प्रतिपाद्य ;राम की शक्ति-पूजा और निराला का आत्मसंघर्ष,निराला का काव्य-वैशिष्ट्य।</p>	30	2C
3	<p>सुमित्रानंदन पंत पाठ्य कविता :परिवर्तन, नौका विहार पाठ्य पुस्तक -छायावाद के प्रतिनिधि कवि -डॉ . विजयपाल सिंह आलोचना :पन्त-काव्य और छायावाद; पंत का प्रकृति-चित्रण, पन्त की काव्यगत विशेषताएँ।</p> <p>महादेवी वर्मा पाठ्य कविताएं -बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ, मन्दिर का दीप । पाठ्य पुस्तक -छायावाद के प्रतिनिधि कवि -डॉ .विजयपाल सिंह</p>	30	3C

	आलोचना :महादेवी की रहस्य भावना, पीड़ा और वेदना, महादेवी वर्मा की काव्यगत विशेषताएं।		
4	हरिवंशराय बच्चन पाठ्य रचना -निशा निमंत्रण के प्रथम चार गीत आलोचना :निशा निमंत्रण का प्रतिपाद्य,हालावाद और हरिवंशराय बच्चन ,हरिवंशराय बच्चन की काव्यगत विशेषताएं। रामधारी सिंह दिनकर पाठ्यांश -रश्मिरथी)तृतीय सर्ग (आलोचना :दिनकर के काव्य में राष्ट्रीयता,रश्मिरथी का प्रतिपाद्य,रश्मिरथी की अंतर्वस्तु और शिल्प।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन -पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट ,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

.1प्रत्येक इकाई से व्याख्या पूछी जायेगी ,जिसके विकल्प भी होंगे।

$$24=4 \times 6$$

.2प्रत्येक इकाई से आलोचनात्मक प्रश्न पूछे जायेंगे ,जिनके विकल्प भी होंगे।

$$40=4 \times 10$$

.3कुल छह अति लघुउत्तरीय प्रश्न पूछे जायेंगे ,जिनमें से किन्हीं तीन का उत्तर लिखना होगा।

$$06=3 \times 2$$

सहायक ग्रन्थ :

- .1 साकेत : एक अध्ययन पब्लिशिंग हाउस -डॉ .नगेन्द्र ,राजकमल प्रकाशन ,नेशनल
- .2 साकेत के नवम सर्ग का काव्य वैभव सेन्टर ,दिल्ली । -कन्हैयालाल सहल ,हिन्दी बुक
- .3 जयशंकर प्रसाद -नन्द दुलारे वाजपेयी ।
- .4 प्रसाद और उनका साहित्य -विनोद शंकर व्यास
- .5 जयशंकर प्रसाद : वस्तु और कला -डॉ रामेश्वर खण्डेलवाल ।
- .6 प्रसाद का काव्य -डॉ .प्रेमशंकर ,वाणी प्रकाशन ,दिल्ली ।
- .7 निराला की साहित्य साधना ,भाग 1,2,3 -डॉ .रामविलास शर्मा
- .8 निराला एक आत्महन्ता आस्था -दूधनाथ सिंह ,लोक भारती ,इलाहाबाद ।
- .9 छायावाद -डॉ .नामवर सिंह ,राजकमल प्रकाशन ,दिल्ली ।
- .10 क्रांतिकारी कवि निराला -डॉ .बच्चन सिंह
- .11 कामायनी अनुशीलन -रामलाल सिंह ,वाणी प्रकाशन ,दिल्ली ।
- .12 राम की शक्तिपूजा दिल्ली । -डॉ .नगेन्द्र, नेशनल पब्लिशिंग हाउस ,
- .13 महादेवी का काव्य सौष्ठव -कुमार विमल ,अनुपम प्रकाशन ,पटना।
- .14 महादेवी -दूधनाथ सिंह ,राजकमल ,इलाहाबाद ।
- .15 कवि सुमित्रानंदन पंत दिल्ली। -नंद दुलारे वाजपेयी ,प्रकाशन संस्थान ,
- .16 सुमित्रानंदन पंत : कवि और काव्य -शारदालाल प्रकाशन ,दिल्ली ।
- .17 महादेवी -इन्द्रनाथ मदान ,राधाकृष्ण प्रकाशन ,दिल्ली।
- .18 हरिऔध के महाकाव्यों की नारी पात्र -रेणु श्रीवास्तव ,अमन प्रकाशन ,कानपुर ।
- .19 दिनकर का कुरुक्षेत्र और मानवतावाद -डॉ .मोहसिन खान
- .20 पन्त की दार्शनिक चेतना -डॉ .सुरेशचन्द्र गुप्त, प्रकाश बुक डिपो, बरेली

अष्टम सत्र
IDE-HIN-DE-4240
हिन्दी नाटक एवं निबंध

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(Os

L .10 इस पत्र के अध्ययन से विद्यार्थी मोहन राकेश के नाटक 'आषाढ का एक दिन' के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे। आधुनिक हिंदी नाटक की परंपरा तथा पठित नाटक में चित्रित समस्याओं से परिचित हो सकेंगे।

L .20 इस पत्र के माध्यम से विद्यार्थी भुवनेश्वर की एकांकी ' -स्ट्राइक', उपेंद्रनाथ अशक की एकांकी ' -सूखी डाली' तथा जगदीश चंद्र माथुर की एकांकी ' -भोर का तारा' के प्रतिपाद्य को जान सकेंगे तथा समीक्षा कर सकेंगे ,साथ ही चयनित एकांकीकारों की एकांकी-कला से भी परिचित हो सकेंगे।

L .30 विद्यार्थी भारतेंदु हरिश्चंद्र, बालमुकुंद गुप्त, रामचंद्र शुक्ल और हरिशंकर परसाई की निबंध शैली से परिचित हो सकेंगे और पठित निबंधों के प्रतिपाद्य को जान सकेंगे।

L .40 इस पत्र के अध्ययन से विद्यार्थी ललित निबंध की परिभाषा एवं उसकी विशेषताओं को जान सकेंगे तथा हजारीप्रसाद द्विवेदी, विद्यानिवास मिश्र, विवेकी राय और नामवर सिंह की निबंध शैली से परिचित हो सकेंगे तथा पठित निबंधों की व्याख्या एवं समीक्षा कर सकेंगे।

उपलब्धियां –Course) OutcomeC(Os

L .10 इस पत्र के अध्ययन से विद्यार्थी मोहन राकेश के नाटक 'आषाढ का एक दिन' के प्रतिपाद्य को जान सके तथा समीक्षा की। आधुनिक हिंदी नाटक की परंपरा तथा पठित नाटक में चित्रित समस्याओं से परिचित हुए।

L .20 इस पत्र के माध्यम से विद्यार्थी भुवनेश्वर की एकांकी ' -स्ट्राइक', उपेंद्रनाथ अशक की एकांकी ' -सूखी डाली' तथा जगदीश चंद्र माथुर की एकांकी ' -भोर का तारा' के प्रतिपाद्य को जान सके तथा समीक्षा की ,साथ ही चयनित एकांकीकारों की एकांकी-कला से भी परिचित हुए।

L .30विद्यार्थी भारतेन्दु हरिश्चंद्र, बालमुकुंद गुप्त, रामचंद्र शुक्ल और हरिशंकर परसाई की निबंध शैली से परिचित हुए और पठित निबंधों के प्रतिपाद्य को जान सके।

L .40इस पत्र के अध्ययन से विद्यार्थी ललित निबंध की परिभाषा एवं उसकी विशेषताओं को जान सके तथा हजारीप्रसाद द्विवेदी, विद्यानिवास मिश्र, विवेकी राय और नामवर सिंह की निबंध शैली से परिचित हुए तथा पठित निबंधों की व्याख्या एवं समीक्षा की।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	<p>नाटक</p> <p>आषाढ का एक दिन :मोहन राकेश</p> <p>आलोचना :आधुनिक हिंदी नाटक और मोहन राकेश,नाटक की समीक्षा, पठित नाटक में चित्रित समस्याएँ।</p>	30	1C
2	<p>एकांकी</p> <p>स्ट्राइक : भुवनेश्वर</p> <p>सूखी डाली :उपेन्द्रनाथ 'अशक '</p> <p>भोर का तारा :जगदीश चन्द्र माथुर</p> <p>आलोचना :चयनित एकांकीकारों की एकांकी-कला , एकांकी के तत्वों के आधार पर समीक्षा, प्रतिपाद्य।</p>	30	2C
3	<p>निबंध</p> <p>भारतवर्षोन्नति कैसे हो सकती है :</p> <p>भारतेन्दु</p> <p>एक दुराशा :बालमुकुन्द</p> <p>गुप्त</p> <p>उत्साह :</p> <p>रामचन्द्र शुक्ल</p>	30	3C

	<p>पगडण्डियों का जमाना : हरिशंकर परसाई</p> <p>आलोचना बिंदु :चयनित निबंधकारों की निबंध शैली, पठित निबंधों का प्रतिपाद्य।</p>		
4	<p>ललित निबंध कुटज :हजारी प्रसाद द्विवेदी</p> <p>मेरे राम का मुकुट भीग रहा है : विद्यानिवास मिश्र</p> <p>उठ जाग मुसाफिर :विवेकी राय संस्कृति और सौन्दर्य :नामवर सिंह</p> <p>आलोचना :ललित निबंध की परिभाषा एवं विशेषताएँ, चयनित निबंधकारों की निबंध शैली,पठित निबंधों का प्रतिपाद्य।</p>	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	3	2	2	1	3	2
CO2	2	3	1	3	2	2	1	3	2
CO3	2	3	1	3	2	2	1	3	2
CO4	2	3	1	3	2	2	1	3	2
Average	2	3	1	3	2	2	1	3	2

कार्य-सम्पादन-पद्धति :परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट,(आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश :

.1 प्रत्येक इकाई से व्याख्या पूछी जायेगी ,जिसके विकल्प भी होंगे।

24=4×6

.2 प्रत्येक इकाई से आलोचनात्मक प्रश्न पूछे जायेंगे ,जिनके विकल्प भी होंगे।

40=4×10

.3 कुल छह अति लघु उत्तरीय प्रश्न पूछे जायेंगे ,जिनमें से किन्हीं तीन का उत्तर लिखना होगा।

06=3×2

सहायक ग्रंथ :

.1 हिन्दी नाटक उद्भव और विकास
दिल्ली।

-डॉ .दशरथ ओझा ,राजपाल एण्ड सन्स ,

.2 रंग दर्शन

-नेमिचन्द्र जैन

.3 रामचन्द्र शुक्ल और हिन्दी आलोचना
दिल्ली ।

-हजारीप्रसाद द्विवेदी राजकमल ,

.4 रामचन्द्र शुक्ल

-मलयज ,राजकमल प्रकाशन ,नई दिल्ली।

.5 हिन्दी नाटक

-बच्चन सिंह ,लोकभारती प्रकाशन ,

इलाहाबाद ।

.6 हिन्दी का गद्य साहित्य

-रामचन्द्र तिवारी ,विश्वविद्यालय प्रकाशन

.7 हिन्दी :विन्यास और विकास

-रामस्वरूप चतुर्वेदी ,लोकभारती प्रकाशन

.8 मोहन राकेश और उनके नाटक

-गिरीश रस्तोगी ,लोक भारती ।

.9 हिन्दी ललित निबन्ध :स्वरूप विवेचन

-वेदवती राठी ,लोक भारती ।

.10 आधुनिक हिन्दी गद्य साहित्य का विकास और विश्लेषण

-विजयमोहन सिंह ,ज्ञानपीठ

।

.11 हिन्दी का गद्य पर्व

-नामवर सिंह ,राजकमल ।

.12 हजारीप्रसाद द्विवेदी :समग्र पुनरावलोकन

-चौकीराम मिश्र ,लोकभारती ।

.13 दो रंगपुरुष

-डॉ .जमुना बीनी तादर, रीडिंग रूमस,

दिल्ली

.14 अध्यापक पूर्ण सिंह

-रामचन्द्र तिवारी, साहित्य अकादेमी, नई

दिल्ली

.15 जगदीश चन्द्र माथुर

-सत्येन्द्र कुमार तनेजा, साहित्य अकादेमी

.16 भुवनेश्वर

-गिरीश रस्तोगी, साहित्य अकादेमी

.17मोहन राकेश
दिल्ली

.19हरिशंकर परसाई

-प्रतिभा अग्रवाल, साहित्य अकादेमी, नई

-विश्वनाथ त्रिपाठी, साहित्य अकादेमी, नई दिल्ली

अष्टम सत्र

IDE-HIN-MC-4250

अनुवाद विज्ञान :सिद्धांत एवं प्रविधि

क्रेडिट	4 :
पूर्णांक	100 :
अभ्यन्तर	30 :
सत्रांत परीक्षा	70 :

उद्देश्य : Learning) Objective L(sO

L .10इस पत्र के माध्यम से विद्यार्थी अनुवाद प्रक्रिया, स्वरूप एवं अनुवादक के गुणों से परिचित हो सकेंगे।

L .20इस पत्र के माध्यम से विद्यार्थियों को अनुवाद के विभिन्न प्रकारों एवं शैलियों का परिचय प्राप्त हो सकेगा।

LO3. विद्यार्थी अनुवाद की विविध समस्याओं की जानकारी प्राप्त कर सकेंगे तथा सृजनात्मक अथवा साहित्यिक अनुवाद की समस्याओं सहित मीडिया के क्षेत्र में अनुवाद की समस्याओं की जानकारी प्राप्त कर सकेंगे।

L .40विद्यार्थी अनुवाद के उपकरणों और उनके व्यावहारिक अनुप्रयोग से परिचित हो सकेंगे।

उपलब्धियां –Course) meOutcoC(sO

C .10इस पत्र के माध्यम से विद्यार्थी अनुवाद प्रक्रिया, स्वरूप और अनुवादक के गुणों से परिचित हुए।

C .20 इस पत्र के माध्यम से विद्यार्थियों को अनुवाद के विभिन्न प्रकारों एवं शैलियों का परिचय प्राप्त हुआ।

CO3. विद्यार्थियों ने अनुवाद की विविध समस्याओं की जानकारी प्राप्त की तथा सृजनात्मक अथवा साहित्यिक अनुवाद की समस्याओं सहित मीडिया के क्षेत्र में अनुवाद की समस्याओं की जानकारी प्राप्त की।

C .40 विद्यार्थी अनुवाद के उपकरणों और उनके व्यावहारिक अनुप्रयोग से परिचित हुए।

इकाई	विषय	अध्ययन अवधि	उपलब्धियाँ (Course) (Outcome)
1	अनुवाद प्रक्रिया एवं स्वरूप अनुवाद: अर्थ ,स्वरूप और क्षेत्र; अनुवादक के गुण ; अनुवाद के सिद्धान्त। अनुवाद की इकाई: शब्द , पदबंध, वाक्य एवं पाठ।	30	1C
2	अनुवाद के प्रकार एवं शैलियाँ अनुवाद के प्रकार ,साहित्यिक अनुवाद, साहित्येतर अनुवाद, शैलीगत एवं शाब्दिक अनुवाद , भावानुवाद ,छाया अनुवाद ,पूर्ण और आंशिक अनुवाद , आशु अनुवाद ,अनुवाद की सीमाएँ।	30	2C
3	अनुवाद की विविध समस्याएँ सृजनात्मक अथवा साहित्यिक अनुवाद की समस्याएँ, कार्यालयी अनुवाद की समस्याएँ, वैज्ञानिक एवं तकनीकी साहित्य के अनुवाद	30	3C

	की समस्याएँ, मीडिया क्षेत्र के अनुवाद की समस्याएँ।		
4	अनुवाद के उपकरण और व्यावहारिक अनुप्रयोग अनुवाद के उपकरण -कोश, पारिभाषिक शब्दावली, थिसारस, मशीनी अनुवाद, अनुसृजन और अनुवाद। व्यावहारिक अनुवाद : प्रश्नपत्र में दिए गए अंग्रेजी/ हिन्दी अवतरण का अनुवाद।	30	4C
कुल अध्ययन-अवधि		120	

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	1	3	2	3	1	3	2
CO2	1	1	1	3	2	3	1	3	2
CO3	1	1	1	3	2	3	1	3	2
CO4	1	1	1	3	2	3	1	3	2
Average	1	1	1	3	2	3	1	3	2

कार्य-सम्पादन-पद्धति : परामर्श)काउंसलिंग(, विचार-विमर्श, समूह-चर्चा, प्रदत्त कार्य लेखन)असाइनमेंट(, (आवधिक मूल्यांकन)पीरियाडिक असेसमेंट(आदि।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से दीर्घउत्तरीय प्रश्न पूछा जायेगा, प्रत्येक के लिए विकल्प भी होंगे।

2. कुल पाँच टिप्पणियाँ पूछी जायेंगी, जिनमें से किन्हीं तीन का उत्तर लिखना होगा।

6x3= 18

सहायक ग्रंथ: -

1. अनुवाद: सिद्धान्त एवं प्रयोग - डॉ. जी. गोपीनाथ , लोकभारती प्रकाशन, इलाहाबाद
2. अनुवाद सिद्धान्त की रूपरेखा - डॉ. सुरेश कुमार, वाणी प्रकाशन, नई दिल्ली।
3. अनुवाद विज्ञान - भोलानाथ तिवारी, शब्दकार प्रकाशन, दिल्ली।
4. अनुवाद कला - डॉ. एन. ई विश्वनाथ अय्यर, प्रभात प्रकाशन, दिल्ली।
5. अनुवाद काल: सिद्धान्त और प्रयोग - डॉ. कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, नई दिल्ली।
6. पत्रकारिता में अनुवाद की समस्याएँ - डॉ. भोलानाथ तिवारी, शब्दकार प्रकाशन , दिल्ली।
7. कार्यालयी अनुवाद की समस्या - डॉ. भोलानाथ तिवारी, शब्दकार प्रकाशन, दिल्ली।
8. अनुवाद सिद्धान्त एवं समस्याएँ - डॉ. रवीन्द्रनाथ श्रीवास्तव एवं डॉ. कृष्ण कुमार गोस्वामी, आलेख प्रकाशन, दिल्ली।
9. अनुवाद चिंतन के सैद्धान्तिक आयाम - स. डॉ. गार्गी गुप्त एवं डॉ. ओम प्रकाश सिंहल, भारतीय

अनुवाद परिषद्, दिल्ली।

10. पश्चिम में अनुवाद कला के मूल स्रोत - डॉ. गार्गी गुप्त एवं डॉ. विश्वप्रकाश गुप्त, भारतीय अनुवाद

परिषद्, दिल्ली।

11. अनुवाद विज्ञान भूमिका -
दिल्ली।

कृष्ण कुमार गोस्वामी, राजकमल,

12. अनुवाद चिन्तन -
कुमार मेहेर, अमन

डॉ. शफीकुन्निसा खा, डॉ. छविल

प्रकाशन, सागर।

c. Faculty and support staff requirements:

Faculty support is provided by the Department of Hindi of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

d. Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. The counseling to the learners will be provided by the invited experts in the concerned discipline.

e. Full credit mapping and time given:

The Syllabus is as per the guidelines of UGC Regulation on NEP 2020 . Hindi Bachelor Honours is a graduate degree of four years consisting 08 (eight) semester. The course comprises of diverse and insight-oriented papers which include 21 (twenty one) papers of Honours, 03 (three) papers of Departmental Elective under Honours, 03 (three) papers of Skill Enhancement course and Minor 02(two) papers (Minor papers of seventh and eighth semester will be read by

Hindi Major Students) will be taught in the Hindi Department. From the first semester to the Six semester, students of other subject will read 06 (six) papers of Hind Minor. 03(three) papers of Multidisciplinary course, 02(two) papers of Ability Enhancement course, 03(three) papers of value-Added course and 06(six) papers of minor students will study in departments of other subject.

Four Years Undergraduate Programme (FYUP) HINDI

COURSE STRUCTURE

तीन वर्षीय स्नातक/चार वर्षीय हिंदी स्नातक)प्रतिष्ठा (के लिए पाठ्यक्रम संरचना

प्रथम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-1110	हिन्दी साहित्य : आदिकाल से भक्तिकाल)इतिहास एवं रचनाएँ (	4	3	1	0	120	30	70	100
IDE-HIN-MC-1110	हिंदी सामान्य	4	3	1	0	120	30	70	100
IDE-XXX-MD-1110	राष्ट्रीय चेतना की कविता	3	2	1	0	90	30	70	100
IDE-XXX-AE-	लेखन	4	3	1	0	120	30	70	100

1110	कौशल								
IDE- -XXX SEC- 0010	हिंदी शिक्षण	3	2	1	0	90	30	70	100
IDE-EVS- VA-1110	अन्य विभागों द्वारा तैयार किया जाएगा। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।	2	1	1	0	60	30	70	100

द्वितीय सत्र

पाठ्यक्र म कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्यय न अवधि	आंतरिक परीक्षाएं	सत्रांत परीक्षा (सैद्धांतिकी/प्र योगात्मक)	कुल अंक
			L	T	P				
IDE- HIN-CC- 1210	रीतिका ल : इतिहास एवं रचनाएँ	4	3	1	0	120	30	70	100
IDE- HIN-MC- 1111	गद्य साहित्य : कहानी एवं	4	3	1	0	120	30	70	100

	उपन्यास								
IDE-XXX-MD-1210	साहित्य और सिनेमा	3	2	1	0	90	30	70	100
IDE-XXX-1210-AE	पटकथा तथा संवाद लेखन	4	3	1	0	120	30	70	100
IDE-SE-XXX-0020	सृजनात्मक लेखन	3	2	1	0	90	30	70	100
IDE-EVS-VA-1120	अन्य विभागों द्वारा तैयार की जायेगी। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।	2	1	1	0	60	30	70	100

प्रथम एवं द्वितीय सत्र में 40क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में स्नातक प्रमाण पत्र की उपाधि दी जाएगी, बशर्ते उसे इन दो सत्रों में संचालित कौशल आधारित पाठ्यक्रम के 6क्रेडिट के अतिरिक्त व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4क्रेडिट वाला प्रशिक्षण/समर इंटरनशिप पूरा करना होगा।

तृतीय सत्र

पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				

IDE- HIN- CC- 2110	आधुनिक काल : इतिहास एवं रचनाएँ- 1	4	3	1	0	120	30	70	100
IDE- HIN- CC- 2120	हिंदी कहानी 1-	4	3	1	0	120	30	70	100
IDE- HIN- MC- 2110	हिंदी आत्मक था और जीवनी	4	3	1	0	120	30	70	100
IDE- XXX- MD- 1310	कम्प्यूटर- अनुप्रयोग : तकनीकी संसाधन एवं उपकरण	3	2	1	0	90	30	70	100
IDE- -XXX SE- 0030	राजभाषा हिंदी : अवधार णा एवं अनुप्रयोग	3	2	1	0	90	30	70	100
IDE- EVS- VA- 1130	अन्य विभागों द्वारा तैयार की	2	1	1	0	60	30	70	100

जायेगी। विद्यार्थी अपने पसंद के विषय में तैयार पाठ्यक्रम का चयन कर सकते हैं।								
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चतुर्थ सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-2210	हिंदी भाषा एवं भाषा विज्ञान	4	3	1	0	120	30	70	100
IDE-HIN-CC-2220	हिंदी नाटक	4	3	1	0	120	30	70	100
IDE-HIN-CC-2230	कथेतर गद्य साहित्य	4	3	1	0	120	30	70	100
IDEHIN-CC-2240	हिंदी भक्ति काव्य	4	3	1	0	120	30	70	100
IDE-HIN-MC-3210	आधुनिक हिंदी कविता	4	3	1	0	120	30	70	100

चतुर्थ सत्र के समाप्त होने के पश्चात 80 क्रेडिट अंक प्राप्त करने वाला कोई विद्यार्थी यदि पाठ्यक्रम को छोड़ना चाहे तो उसे उक्त विषय में स्नातक डिप्लोमा की उपाधि दी जाएगी, बशर्ते उसे इन दो वर्षों में व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4 क्रेडिट वाला प्रशिक्षण/समर इंटरनशिप को पूरा करना होगा।

वे विद्यार्थी जो तीन वर्षीय स्नातक या चार वर्षीय स्नातक उपाधि प्राप्त करना चाहते हैं उन्हें भी पंचम सत्र तक व्यवसायिक पाठ्यक्रम के अंतर्गत संचालित 4 क्रेडिट वाला प्रशिक्षण/समर इंटरनशिप को पूरा करना होगा।

पंचम सत्र

पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
			L	T	P				
IDE-HIN-CC-3110	भारतीय काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE-HIN-CC-3120	आधुनिक काल : इतिहास एवं रचनाएँ ² -	4	3	1	0	120	30	70	100
IDE-HIN-CC-3130	प्रयोजनमूलक हिन्दी	4	3	1	0	120	30	70	100
IDE-HIN-CC-3140	लोक साहित्य	2	1	1	0	60	30	70	100
IDE-HIN-MC-4110	प्रवासी साहित्य	4	3	1	0	120	30	70	100

IDE-HIN- IN-5110	प्रशिक्षण / इंटरशिप	2	1	1	0	60	30	70	100
षष्ठ सत्र									
पाठ्यक्र म कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्यय न अवधि	आंतरिक परीक्षाअं क	सत्रांत परीक्षा (सैद्धांतिकी/प्रयो गात्मक)	कुल अंक
			L	T	P				
IDE- HIN-CC- 3210	पाश्चात्य काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE- HIN-CC- 3220	छायावाद	4	3	1	0	120	30	70	100
IDE- HIN-CC- 3230	प्रेमचन्द	4	3	1	0	120	30	70	100
IDE- HIN-CC- 3240	मीडिया के विविध आयाम	4	3	1	0	120	30	70	100
IDE- HIN- MC-4210	राष्ट्रीय चेतना का साहित्य	4	3	1	0	120	30	70	100
षष्ठ सत्र अथवा तीन वर्ष की पढाई पूर्ण होने के पश्चात 120क्रेडिट अर्जित करने वाला कोई छात्र यदि पाठ्यक्रम से निकास लेना चाहे तो उसे स्नातक की उपाधि प्रदान की जायेगी।									

सप्तम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्यय न	आंतरि क	सत्रांत परीक्षा	कुल अंक
			L	T	P				

						अवधि	परीक्षा अंक	(सैद्धां तिका/ प्रयोगा त्मक)	
IDE-HIN- CC-4110	हिन्दी साहित्य का इतिहास)आदिकाल से रीतिकाल तक(	4	3	1	0	120	30	70	100
IDE-HIN- CC-4120	आदिकालीन साहित्य एवं निर्गुण भक्ति काव्य	4	3	1	0	120	30	70	100
IDE-HIN- CC-4130	भारतीय काव्यशास्त्र	4	3	1	0	120	30	70	100
IDE-HIN- CC-4140	कहानी एवं अन्य गद्य विधाएँ	4	3	1	0	120	30	70	100
IDE-HIN- MC-4150	भारतीय साहित्य	4	3	1	0	120	30	70	100

अष्टम सत्र									
पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्यय न अवधि	आतंरि क परी क्षा अंक	सत्रांत परी क्षा (सैद्धां तिका/ प्रयो गात्म क)	कुल अंक
			L	T	P				
IDE-HIN- CC-4210	हिंदी साहित्य का	4	3	1	0	120	30	70	100

	इतिहास: आधुनिक काल								
IDE-HIN-DE-4220	सगुण भक्ति काव्य एवं रीति काव्य	4	3	1	0	120	30	70	100
IDE-HIN-DE-4230	आधुनिक काव्य	4	3	1	0	120	30	70	100
IDE-HIN-DE-4240	हिन्दी नाटक एवं निबंध	4	3	1	0	120	30	70	100
IDE-HIN-MC-4250	अनुवाद विज्ञान : सिद्धांत एवं प्रविधि	4	3	1	0	120	30	70	100

योग्यता संवर्धन पाठ्यक्रम)Ability Enhancement Course(AEC

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरक परीक्षाओं का	सत्रांतर परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-XXX-AE-1110	लेखन कौशल	4	3	1	0	120	30	70	100
द्वितीय	IDE-XXX-1210-AE	पटकथा तथा संवाद लेखन	4	3	1	0	120	30	70	100

हिंदी सामान्य M (Hindi Minor)C

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी / प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-HIN-MC-1110	हिंदी सामान्य	4	3	1	0	120	30	70	100
द्वितीय	IDE-HIN-MC-1111	गद्य साहित्य : कहानी एवं उपन्यास	4	3	1	0	120	30	70	100
तृतीय	IDE-HIN-MC-2110	हिंदी आत्मकथा और जीवनी	4	3	1	0	120	30	70	100
चतुर्थ	IDE-HIN-MC-3210	आधुनिक हिंदी कविता	4	3	1	0	120	30	70	100
पंचम	IDE-HIN-MC-4110	प्रवासी साहित्य	4	3	1	0	120	30	70	100
षष्ठ	IDE-HIN-MC-4210	राष्ट्रीय चेतना का साहित्य	4	3	1	0	120	30	70	100
सप्तम	IDE-HIN-RC-5110	शोध प्रविधि	4	3	1	0	120	30	70	100
अष्टम	IDE-HIN-RC-5210	शोध एवं प्रकाशन नैतिकता	4	3	1	0	120	30	70	100

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-XXX-SE-0010	हिंदी शिक्षण	3	2	1	0	90	30	70	100
द्वितीय	IDE-XXX-0020-SE	सृजनात्मक लेखन	3	2	1	0	90	30	70	100
तृतीय	IDE-XXX-0030-SE	राजभाषा हिंदी : अवधारणा एवं अनुप्रयोग	3	2	1	0	90	30	70	100

अंतर अनुशासनात्मक पाठ्यक्रम (Interdisciplinary Cou)MD

सत्र	पाठ्यक्रम कोड	पाठ्यक्रम का शीर्षक	कुल क्रेडिट	क्रेडिट			अध्ययन अवधि	आंतरिक परीक्षा अंक	सत्रांत परीक्षा (सैद्धांतिकी/प्रयोगात्मक)	कुल अंक
				L	T	P				
प्रथम	IDE-XXX-MD-1110	राष्ट्रीय चेतना की कविता	3	2	1	0	90	30	70	100
द्वितीय	IDE-XXX-MD-1210	साहित्य और सिनेमा	3	2	1	0	90	30	70	100

तृतीय	IDE- -XXX -MD 1310	कंप्यूटर अनुप्रयोग : तकनीकी संसाधन एवं उपकरण	3	2	1	0	90	30	70	100
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f. Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Email, Facebook, Google meet etc.

6. Procedure for admissions, curriculum transaction and evaluation:

Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in senior secondary level.

The learners will be provided with study materials. They will also be provided instructions by conducting counseling. The learners will be given home assignments which will be evaluated by the experts. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

7. Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

8. Cost estimate of the programme and the provisions:**a) Cost estimate of the programme:**

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is in the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ &Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

b) Provisions:**FEE STRUCTURE OF MASTER OF ARTS**

Details	MA 1st Semester	MA 2nd Semester	MA 3rd Semester	MA 4th Semester
Course Fee	700.00	700.00	700.00	700.00
Admission Fee	500.00	500.00	500.00	500.00
Registration Fee	450.00			
Central Examination Fee	1,600.00	1,600.00	1,600.00	1,600.00
Mark sheet Fee	250.00	250.00	250.00	250.00
Self-Learning Material	3,500.00		3,500.00	
Assignment Evaluation Fee	300.00	300.00	300.00	300.00
Counseling Fee	700.00	700.00	700.00	700.00
Identity Card Fee	100.00	100.00	100.00	100.00
Continuation Fee		500.00	500.00	500.00
Assignment Response Fee	250.00	250.00	250.00	250.00
Centre Fee	300.00	300.00	300.00	300.00
Library Fee	100.00	100.00	100.00	100.00

Total	8,750.00	5,300.00	8,800.00	5,300.00
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9. Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to the students. It will help learners to acquire knowledge and skills and promote human resources development.

**PROGRAMME PROJECT REPORT
UNDER-GRADUATE COURSE IN HISTORY
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP)-2020



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112**

WITH EFFECT FROM ACADEMIC YEAR: 2023-24

1.1 THE PREAMBLE

The National Education Policy (NEP) 2020 emphasizes higher education playing a pivotal role in promoting human and societal well-being and developing India into a path as envisioned in its Constitution – a democratic, just, socially conscious, cultured and humane nation upholding liberty, equality, fraternity, and justice for all. This policy recommends higher education to allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to focusing on the students to choose from a basket of subjects of major and minor as per their own choices. The system enables every graduate to possess the graduate attributes of broadening the current knowledge base and skills, gaining and applying new knowledge and skills, undertaking future studies independently, performing well in a chosen career, and playing a constructive role as a responsible citizen in society. To materialize this, therefore, this policy further recommends a set of curricular components of the undergraduate programme consisting of stream courses of varied nature – Major (CC), Minor (MC), Multidisciplinary (courses from other disciplines) (MDC), Ability Enhancement (AEC), Skills Enhancement (SEC), Value-Added (VAC), and a set of Environmental Education, Understanding India, Digital and Technological solutions, Health & Wellness, Yoga Education, and Sports and Fitness.

The One Year Certificate/Two Year Diploma/Three Year Under Graduate Degree/Four Year Under Graduate Degree (Honours without Research)/Four Year Under Graduate Degree (Honours with Research) in History is a four-year (eight semesters) programme of credits including major courses, minor courses, multi-disciplinary courses, skills enhancement courses, value-added courses and ability enhancement courses with multiple exits. In each semester the students will be offered theory and practical courses. The students will be offered several major courses throughout four years as per UGC guidelines. This programme will adopt a flexible curricular structure in order to enable creative combinations of disciplinary areas. The undergraduate degree programme of 4-year duration, with multiple exit points with appropriate certifications such as a UG certificate after completing 1 year (2 semesters) and an additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study and UG degree with Honours and UG degree with Research with Honours degree after 4 years (8 semesters) of study.

The evaluation and examination procedures shall be as per the regulations and guidelines enshrined in the Rajiv Gandhi University examination ordinance.

1.2 PROGRAMME'S MISSION:

Institute of Distance Education is affiliated to Rajiv Gandhi University as a higher education institution offers a wide range of advanced and better-quality distance learning programs to its students.

Mission:

- a. Offer excellent higher education with special focus on providing education to the interested people through highly developed, reachable, reasonable and learner-oriented programmes which help them to contribute to the overall development of themselves and society.
- b. The institute aims is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general.

- c. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. It also intent to offer relevant and accurate programmes to meet up the needs of the student community

1.3 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The U.G. Programme in History aims to fulfil the educational objectives listed below:

- 1: This programme is designed to allow students to learn about the history of past societies and its relevance in contemporary contexts.
- 2: Another educational objective of this programme is for students to gain a good knowledge of world history and Indian history, with special references to the history of Northeast India and Arunachal Pradesh.
- 3: Furthermore, the educational objective of the programme is to instil in students a sense of historical diversity, including religion, culture, and identity, and its relevance in the present context.

1.4 PROGRAMME OUTCOMES (POs):

These courses have been designed and developed in accordance with the New Education Policy NEP 2020. Upon completing these courses, students will-

- PO1: Understand the best practices and professional standards of critical thinking in historical research and writing.
- PO2: Understand the idea of Bharat, ancient Indian history, medieval Indian history, and modern Indian history with a focus on British rule and the growth of the Nationalist movement which paved the way for independent India.
- PO3: Know about gender studies, which will enhance the understanding of gender-related issues that are currently faced in India and worldwide.
- PO4: Learn about the making of India in the post-independence period, which will enhance the understanding of students on how India, as it is today, became a nation.
- PO5: Learn oral tradition and heritage studies, which will enhance the understanding of the students on how oral history has been crucial for the reconstruction of the history of societies that did not have many written records.
- PO6: Understand history of world civilizations and the evolution of Indian Culture, which will enrich their understanding of how important civilizations in the world emerged and also how cultures in India gradually evolved.
- PO7: Gain a comprehensive understanding of historical events across various regions worldwide, including Europe, Japan, USA, and Southeast Asia.
- PO8: Learn about the history of Northeast India and Arunachal Pradesh, which will enhance their understanding of Northeast and Arunachal Pradesh in the pre-colonial and post-colonial periods.
- PO9: Come to know about research methodology and ethics of publications, which will allow them to get a deeper understanding of the methodological rubric of research and ethics in publications, which will not only be useful in their future research endeavours but also in gaining a deeper understanding of how knowledge productions are carried out in the world of academia.

PO10: Explore the potential for tourism in Arunachal Pradesh and Northeast India, thereby improving their employability in both historical and tourism-related fields; Know about Multi-disciplinary Courses (MDCs) such as courses on environmental issues and Art, Architecture, and Heritage in India as part of the larger frameworks of NEP 2020; and to familiarise students with Skill Enhancement Courses (SEC) like the importance of archives and museums in interpreting and preserving history.

1.5 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learners who complete four years will earn an Undergraduate Honours with a research degree in history. The U.G. Programme in History aims to fulfil the programme-specific outcomes listed below:

PSO 1: The students will be able to understand the various types of sources used by historians, such as literary, oral, archaeological, and ethnographic sources, in reconstructing and reinterpreting the past.

PSO 2: The students will gain a good understanding of the theories and methods often employed by historians, as well as some of the biases, so they develop the scientific rigor needed for conducting ethical research in history.

PSO 3: The programme will further enhance the students' understanding of global and Indian history, enabling them to understand and address issues facing our society.

1.6 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: HIS-1001)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: HIS-2001)-Students exiting the programme after securing 80 credits will be awarded a UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first-year or second-year summer term.

Three-Year UG Degree (Programme Code: HIS-3001)-Students who wish to undergo a three-year UG programme will be awarded a UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: HIS-4001)-A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

1.7 Other Key

1.7.1 Structure of the Four-Year Undergraduate Programme in History

*30 hours of learning = 1 credit [therefore, 90 hours of learning in a semester = 3 credits]

**Assignment = 1 credit

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER 9

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-1110	The Idea of Bharat	30	70	100	3:1	4	90
IDE-HIS-001-MC-1110	Minor Course-1	30	70	100	3:1	4	90
IDE-HIS-001-MD-1110	Environmental History of India	30	70	100	2:1	3	60
XXX-DDD-AE-XXXX	AECC-1*	30	70	100	3:1	4	90
IDE-HIS-001-SE-0010	Tourism in Arunachal Pradesh	30	70	100	2:1	3	60
IDE-HIS-001-VA-0010	History of Traditional Indian Knowledge System	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Learning, A=Assignment

SEMESTER II (UG Certificate)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-1210	History of Ancient India (Early Period to 1200 CE)	30	70	100	3:1	4	90
IDE-HIS-001-MC-1210	History of Early India	30	70	100	3:1	4	90
IDE-HIS-001-MD-1210	Art, Architecture and Heritage in India	30	70	100	2:1	3	60
XXX-DDD-AE-XXX	AEC-2*	30	70	100	3:1	4	90
IDE-HIS-001-SE-0020	Understanding Heritage	30	70	100	2:1	3	60
XXX-DDD-VA-XXX	VAC-2*	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Learning, A=Assignment

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER 10I

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-2110	History of Medieval India (1200-1707)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2120	History of World Civilization	30	70	100	3:1	4	90
IDE-HIS-001-MC-2110	History of Early Medieval India	30	70	100	3:1	4	90
IDE-HIS-001-MD-2110	Glimpses of the History of North East India: Early Period to 1972	30	70	100	2:1	3	60
IDE-HIS-001-SE-2110	Archives and Museum	30	70	100	2:1	3	60
XXX-DDD-VA-XXX	VAC-3	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER IV (UG Diploma)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-2210	History of Modern India (1707-1947)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2220	History of Europe (Thirteenth Century to 1789)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2230	History of Europe (1789-1919)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2240	Cultural Heritage of India	30	70	100	3:1	4	90
IDE-HIS-001-MC-2210	History of Modern India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

**CREDIT STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN
HISTORY PER SEMESTER**

SEMESTER V

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-3110	History of North East India (Early Period to 1826)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3120	History of Modern World (1919-1945)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3130	Making of Contemporary India	30	70	100	3:1	4	90
IDE-HIS-001-CC-3140	Oral Traditions and Heritage Studies	30	70	100	3:1	4	90
IDE-HIS-001-MC-3110	History of North East India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER VI (UG Degree)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3220	History of Southeast Asia (Nineteenth Century)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3230	History and Gender Studies	30	70	100	3:1	4	90
IDE-HIS-001-CC-3240	History of Contemporary India (1947-2000)	30	70	100	3:1	4	90
IDE-HIS-001-MC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER VII

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-4110	Ancient Societies	30	70	100	3:1	4	90
IDE-HIS-001-CC-4120	History of Medieval India	30	70	100	3:1	4	90
IDE-HIS-001-CC-4130	Expansion and Consolidation of Colonial Rule in India (1757-1858)	30	70	100	3:1	4	90
IDE-HIS-001-CC-4140	History of North East India (Upto 1947)	30	70	100	3:1	4	90
IDE-HIS-001-MC-4110	History of Europe (1870-1945)	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER VIII (UG Degree with Honours)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-4210	History of Arunachal Pradesh (Upto 1987)	30	70	100	3:1	4	90
IDE-HIS-001-DE-42010	Evolution of Indian Culture	30	70	100	3:1	4	90
IDE-HIS-001-DE-42020	Colonial Economy (1765-1939)	30	70	100	3:1	4	90
IDE-HIS-001-DE-42030	Indian National Movement (1857-1947)	30	70	100	3:1	4	90
IDE-HIS-001-MC-4210	Mahatma Gandhi and Modern India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

LIST OF MINOR COURSES (MC)

Sem	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
			Internal Marks	External Marks	Total	L:A		
I	IDE-HIS-001-MC-1110	Bharat That Is India	30	70	100	3:1	4	90
II	IDE-HIS-001-MC-1210	History of Early India	30	70	100	3:1	4	90
III	IDE-HIS-001-MC-2110	History of Early Medieval India	30	70	100	3:1	4	90
IV	IDE-HIS-001-MC-2210	History of Modern India	30	70	100	3:1	4	90
V	IDE-HIS-001-MC-3110	History of North-East India	30	70	100	3:1	4	90
VI	IDE-HIS-001-MC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
VII	IDE-HIS-001-MC-4110	History of Modern Europe (1870-1945)	30	70	100	3:1	4	90
VIII	IDE-HIS-001-MC-4210	Mahatma Gandhi and Modern India	30	70	100	3:1	4	90
Total							32	720

LIST OF MULTIDISCIPLINARY COURSES (MDC)

Sem	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:A		
I	IDE-HIS -001-MD-1110	Environmental History of India	30	70	100	3:1	4	90
II	IDE-HIS -001-MD-1210	Art, Architecture and Heritage in India	30	70	100	3:1	4	90
III	IDE-HIS -001-MD-2110	Glimpses of the History of North east India: Early Period to 1972	30	70	100	3:1	4	90
Total							12	270

1.8 Relevance of the program with HEI's Mission and Goals:

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognized for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, contributing and morally sound global citizens.

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals to improve the performance and provide leadership and service to the community.

1.9 Nature of prospective target group of learners: The target group of learners will be dropout students, women, unemployed youth, in-service, Defense personnel, Primary teacher, and individual interest in historical research etc who are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems. The entire curriculum is designed to satisfy the academic needs of the above-mentioned communities.

1.10 Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

The materials for B.A. History courses are composed to develop historical expertise by including the recent developments in the field of history. The current advancements in the theoretical as well as methodological areas are incorporated in the syllabus. Academic skills in history could be acquired only through the proper study of the subject by utilizing carefully designed curriculum and properly written study material. The BA History course is designed to equip the student community with many important skills at graduate level. The most important them are:

- a. Gaining a deeper sense in history of humanity in a rational way
- b. Acquiring the ability to clarify how and why major changes occurred in the society.
- c. Ability to analyze the social, political economic and cultural aspects behind the major and minor incidents of society.
- d. Acquiring knowledge to use the sources to reconstruct the past in a scientific way.
- e. Developing critical thinking and analytical skill.

1.11 Faculty and support staff requirements:

Faculty support is provided by the Department of History of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

1.12 Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. A student can choose programme centres at the time of online registration. The time table of contact and counseling classes will be sent to the students well in advance through mail and whatsapp. The counseling to the learners will be provided by the

invited experts in the concerned discipline.

1.13 Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

1.14 Procedure for admissions, curriculum transaction and evaluation:

a. Procedure for Admission

For the B.A. in History course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in the higher secondary. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

b. Curriculum Transaction

For delivering the guidance to the students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the BA course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

c. Evaluation

For BA course there are six semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

1.14 Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

1.15 Cost estimate of the programme and the provisions:

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. The cost estimate to run the course of BA History by Institute of Distance Education, for one batch of Distance students for the duration of 3 years is as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rupees (per Year)
1	Honorarium	₹ 10,80,000/-
2	Counseling	₹ 9,00,000/-
	Assignment Response Format	₹ 10,50,000/-
3	Self-Learning Materials	₹ 27,00,000/-
4	Examination	₹ 7,50,000/-
5	Evaluation	₹ 3,00,000/-
	Others	₹ 2,10,000/-
Total		₹ 69,90,000/-

FEE STRUCTURE OF BACHELOR OF ARTS

Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Examination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self-Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 4,300.00	₹ 4,050.00	₹ 4,050.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00

1.16 Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme each semester to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. By the completion of the B.A. History programme, a student will be able to:

- a. Think, analyze and understand the past and present critically and rationally.
- b. Understand the emergence of evolution of societal development and will be able to apply and analyze the contemporary situation in it light.
- c. Able to reflect the onward move of society from the experience of the past.

SEMESTER I
IDE-HIS-001-CC-1110: THE IDEA OF BHARAT

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India.
- Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Outcomes:

- CO 1: Students will understand the society, culture, religion, and political history of ancient India.
CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.
CO 3: Students will also understand ancient Indian art and culture, science, and technology.
CO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy.

Course Contents:

UNIT-I: Concept of Bharatvarsha:

1.16.1 Understanding of Bharatvarsha

1.16.2 Eternity of Bharat

1.16.3 The Glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas etc.

UNIT-II: Indian Knowledge Tradition, Art and Culture:

- a) Evolution of language and script: Brahmi, Kharosthi, Pali, Prakrit, Sanskrit, Tamil, etc.
- b) Salient features of Indian Art & Culture
- c) Indian Education System

UNIT-III: Dharma, Philosophy and Vasudhaiva Kutumbakam:

- a) Indian perception of Dharma and Darshan
- b) The Concept of Vasudhaiva Kutumbakam: Man, Family, Society and World
- c) Polity and Governance

UNIT-IV: Science, Environment and Medical Science:

- a) Science and Technology in Ancient India
- b) Health Consciousness (Science of Life): Ayurveda Yoga and Naturopathy
- c) Indian Numeral System and Mathematics

Suggested Readings:

AL Basham: The Wonder that was India, Rupa, Delhi, 1994

AS Altekar: Education in Ancient India, Nand Kishore & Bros, Varanasi 1944

Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing, Delhi, 2014

Dharampal: The Beautiful Tree, Other India Press, Delhi, 1995
 Faith Roberts on Elliott: Gender Family and Society, St. Martin press, New York, 1996
 G. Arrhenius: Evolution for Space
 Radha Kumud Mookerji: Indian Shipping, South Asia Books, 1999
 Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
 Will Durant: The Story of Civilization, Five Communications, US, Jan.1993 (11Vol)
 Zekuthial Ginshurg: New Light on our Numerals.
 R.K. Mookherjee: The Fundamental Unity of India
 Sekhar Bandopadhaya (Ed), Nationalism in India

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

THE IDEA OF BHARAT

COs	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PS O2	PSO3
CO1	2	3	1	0	1	2	0	0	0	0	2	1	3
CO2	2	3	1	0	1	2	0	0	0	0	2	1	3
CO3	2	3	1	0	1	2	0	0	0	0	2	1	3
CO4	2	3	1	0	1	2	0	0	0	0	2	1	3
Average	2	3	1	0	1	2	0	0	0	0	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

IDE-HIS-001-MC-1110: BHARAT THAT IS INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India.
- Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Outcomes:

CO 1: Students will understand the society, culture, religion, and political history of ancient India.

CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.

CO 3: Students will also understand ancient Indian art and culture, science, and technology.

CO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy

Course Contents:

UNIT-I: Concept of Bharatvarsha:

- a) Understanding Bharatvarsha
- b) Eternity of Bharat

- c) The Glory of Indian Literature: Veda, Jain and Buddhist, Puranas.

UNIT-II: Indian Knowledge Tradition, Art and Culture:

- a) Evolution of language and Script: Pali, Prakrit, Sanskrit
 b) Salient Features of Indian Art & Culture
 c) Indian Educational System

UNIT-III: Dharma, Philosophy and Vasudhaiva Kutumbakam:

- a) Indian Perception of Dharma
 b) Concept of Vasudhaiva Kutumbakam
 c) Polity and Governance

UNIT-IV: Science, Environment and Medical Science:

- a) Science and Technology in Ancient India
 b) Health consciousness of (Science of Life): Ayurveda
 c) Indian numeral system and Mathematics

Suggested Readings:

- A.L. Basham: The Wonder that was India, Rupa, Delhi, 1994.
 A.S. Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944.
 Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014.
 Dharampal: The Beautiful Tree, Other India Press, Delhi, 1995.
 Faith Robertson Elliott: Gender Family and Society, St. Martinpress, New York, 1996.
 G. Arrhenius: Evolution for Space
 Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
 Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
 Will Durant: The Story of Civilization, Five Communications, US, Jan. 1993 (11 Vol)
 Zekuthial Ginsburg: New Light on our Numerals.
 R.K Mookherjee: The Fundamental Unity of India
 Sekhar Bandopadhaya (Ed), Nationalism in India

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

INDIA THAT IS BHARAT

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	0	2	1	3
CO2	2	3	1	0	1	2	0	0	0	0	2	1	3
CO3	2	3	1	0	1	2	0	0	0	0	2	1	3
CO4	2	3	1	0	1	2	0	0	0	0	2	1	3
Average	2	3	1	0	1	2	0	0	0	0	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
IDE-HIS-001-MD-1110: ENVIRONMENTAL HISTORY OF INDIA

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to facilitate learners to learn about the concept of environmental history.
- Another objective is to enable learners to understand the importance of developing consciousness towards the environment.
- Learners will be able to equip themselves with the knowledge of the historical changes and the dynamics of human nature interface.
- Further, they will be able to understand ways in which natural landscapes, rivers, and forests in various parts of India were transformed.

Course Outcomes:

- CO 1: Students will be able to assess the role and impact of environments on historical development.
CO 2: They will be able to understand the close relationship between nature and history.
CO 3: They will be able to develop a multidisciplinary approach to historical studies.
CO 4: They will be able to have a sense of the ecological degradation and develop a sense of its preservation.

Course Contents:

UNIT-I: Appropriation of Environment & Indian Philosophy:

- a) Indian ecological philosophy (Ecosophy)
- b) Importance of environment in ancient Indian texts,
- c) Environmental ethics in India, Man-Nature Relationship

UNIT-II: Colonialism, Environment and Modern Concerns:

- a) Colonial intervention; Forest policies Resource Management
- b) Exploitation of Forest
- c) Environmental Legislation in India.

UNIT-III: Social Issues and Environment

- a) Understanding Development and Environmental Concerns
- b) Deep Ecology
- c) Social Ecology
- d) Eco-feminism.

Suggested Readings:

- Beinart, W., & Hughes, L. (2007). *Environment and empire*. Oxford University Press on Demand.
Brooke, J. L. (2014). *Climate Change and the Course of Global History: A Rough Journey*, New York: Cambridge University Press.
Carson, Rachel. (1962). *Silent Spring*, Cambridge, Riverside Press.
Cronon, W. (Ed.). (1996). *uncommon ground: Rethinking the human place in nature*. WW Norton & Company.
Davis, M. (2002). *Late Victorian holocausts: El Niño famines and the making of the third world*. Verso Books.
Gadgil, M., & Guha, R. (1993). *This fissured land: an ecological history of India*. University of California Press.
Guha, R., & Alier, J. M. (1998). *Varieties of Environmentalism: Essays North and South*. 1st Indian Edition.

Guha, Ramachandra, (2000). Environmentalism: A Global History, New Delhi: OUP.

Hughes, Donald J. (2001). An Environmental History of the World, New York: Routledge.

Hughes, Donald J. (2006). What is Environmental History? London: Polity Press.

Keith, S. (1996). Environmental Hazards. New York: Routledge.

Manivasakam, N. (1992). Environmental Pollution. New Delhi: N.B.T.

McNeill, J.R. (2000). Something New under the Sun. An Environmental History of the Twentieth Century, London: Penguin.

McNeill, John R. (2012). Biological Exchange in Global Environmental History, in J. R. McNeill and E. S. Mauldin (eds.), Companion to Global Environmental History, West Sussex: Willy-Blackwell, pp. 433-452

Muir, Cameroon. (2014). The Broken Promise of Agricultural Progress: An Environmental History. Abingdon and New York: Routledge.

Myllyntaus, T. (Ed.). (2011). Thinking through the Environment: Green approaches to global history. White Horse Press.

Ponting, C. (1991). A Green History of the World. London: Sinclair-Stevenson.

Rashid, S.M., Ishtiaq, M. (eds.). (2008). Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain, New Delhi: Rawat Publications.

Richards, J. F. (2003). The Unending Frontier: An Environmental History of Early Modern World. California: University of California.

Thomas, J. A., Parthasarathi, P., Linrothe, R., Fan, F. T., Pomeranz, K., & Ghosh, A. (2016). JAS round table on Amitav Ghosh, the great derangement: Climate change and the unthinkable. The Journal of Asian Studies, 75(4), 929-955.

Worster, D. (1982). World without Borders: The Internationalizing of Environmental History. Environmental Review, 6, pp.8-13.

Worster, D. (1988). The Ends of the Earth: Essays in Modern Environmental History, Cambridge and New York: Cambridge University Press.

Worster, D. (1988). Doing Environmental History. The Ends of the Earth: Essays in Modern Environmental History, Cambridge and New York: Cambridge University Press, pp.279-307.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ENVIRONMENTAL HISTORY OF INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	0	1	1	1	0	0	1	0	1	1	1
CO2	2	1	0	1	0	1	0	0	1	0	1	1	1
CO3	2	2	0	1	1	1	0	0	1	0	1	1	1
CO4	1	1	0	1	1	1	0	0	1	0	1	1	1
Average	2	2	0	1	1	1	0	0	1	0	1	1	1

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
IDE-HIS-001-SE-0010: TOURISM IN ARUNACHAL PRADESH

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to have a nuanced understanding of the meaning and scope of tourism and its feasibility in Arunachal Pradesh.
- Another objective is to facilitate learners to gain a good understanding of the economic prospects and also ethno-cultural tourism prospects of tourism in the state.
- Learners will be able to understand tourism through practical field engagement and also through projects and fieldwork.
- Further, they are expected to understand the food, customs, and weapons, among others which could be items of tourist attraction in the state.

Course Outcomes:

CO 1: Students will understand the meaning and scope of tourism in Arunachal Pradesh.

CO 2: They will understand the economic prospects and also ethno-cultural tourism prospects of tourism in the state.

CO 3: They will understand the practical field knowledge of tourism through projects and fieldwork.

CO 4: They will also understand the foods, costumes, weapons, and folklore which could be sources of tourist attraction in the state.

Course Contents:

Unit-I: Meaning and Scope:

- a) Tourism: Meaning and Scope
- b) Different types of Tourism: Eco-Tourism, Adventure Tourism and Cultural Tourism
- c) Historical Monuments

Unit-II: Economics of Tourism:

- a) Hospitality
- b) Technology and Communication
- c) Idea of a Destination

Unit-III: Ethno-Cultural Tourism:

- a) Dances and Festivals
- b) Folklores
- c) Food, Costumes and Weapons

Unit-IV: Project/Fieldwork

Suggested Readings:

- | | |
|--|---|
| Verrier Elwin | : A Philosophy for NEFA. |
| | : The Art of the North East Frontier of India. |
| SachinRoy | : Aspects of Padam - Minyong Culture. |
| H.Borgohain | : Handloom and Handicraft of the Adis. |
| A.AAshraf | : Prehistoric Arunachal. |
| Dallen J. Timoth, Gyan and P. Nyaupane (Eds.): | Cultural Heritage and Tourism in the Developing World |
| Andrew Holden | : Environment and Tourism. |

Mike J. Stabler, Andreas Papatheodorou, M. Thea Sinclair: The Economics of Tourism.

David A Fennell: Ecotourism.

Websites:

<http://cultural-heritage-tourism.com>

<http://arunachalpradesh.nic.in/tourism.htm>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

TOURISM IN ARUNACHAL PRADESH

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	0	0	1	0	3	0	0	1
CO2	0	0	0	0	3	0	0	1	0	3	0	0	1
CO3	0	0	0	0	3	0	0	1	0	3	0	0	1
CO4	0	0	0	0	3	0	0	1	0	3	0	0	1
Average	0	0	0	0	3	0	0	1	0	3	0	0	1

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

IDE-HIS-001-VA-0010: HISTORY OF TRADITIONAL INDIAN KNOWLEDGE SYSTEM

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives:

- This course is designed to enable the learners to be acquainted with the traditional Indian knowledge system.
- Another objective is to lead the learners to an understanding of various aspects of the Indian knowledge systems, particularly epistemology, metaphysics, and ethics.
- This course will enable the learners to know about the achievements of our ancestors in the fields of literature, science, medicine, etc.
- Further, this course will help the learners to develop an Indian perspective of knowledge.

Course Outcomes:

CO 1: Students will be able to understand the Indian tradition of Knowledge.

CO 2: They will be able to compare and contrast various theoretical perspectives on knowledge systems.

CO 3: They will be able to understand Indian perspectives on different aspects of the knowledge system.

CO 4: They will be able to develop a sense of pride toward the glorious past of the Indian knowledge system.

Course Contents:

UNIT I: Introduction to Indian Knowledge system

Conceptualization and Scope

Meaning and concept of Knowledge

Introduction to Ancient Indian Literature: Sanskrit, Pali and Prakrit

UNIT II: Introduction to Indian Philosophical System:

Samkhya, Yoga, Nyaya, Vaisheshik, Purva Mimansa, Uttar Mimansa

Charvaka, Jainism, Buddhism

UNIT III: Indian Epistemological System:

Prama
 Pramana
 Pratyaksha, Anuman, Shabd, Upman, Anuplabdhi, Arthapatti
 Relevance of Indian Epistemological system in modern research

UNIT IV: Indian Metaphysics

Worldview
 God
 Atman
 Law of causation

Suggested Readings:

- Agrawal, M. (2001). Six Systems of Indian Philosophy: The sutras of Six Systems of Indian Philosophy. with English Translation, Transliteration, and Indices. Chaukhamba: Sanskrit Pratishtan, Varanasi.
- Aurobindo, S. (1997). The Renaissance in India and other Essays. Pondicherry: Sri Aurobindo Ashram.
- Bapat, P.V. (1956). 2500 years of Buddhism. Govt. of India. New Delhi: Publication Division.
- Basham, A. (1975). A Cultural History of India. New Delhi: University Press.
- Bhattacharya, T. (1963). The Canons of Indian Art or a Study of Vastuvidya. 2nd Edition. Calcutta.
- Bose, D.M., Sen, S. N. & Subbarayappa B. V. (1971). Concise History of Science in India. Indian National Science Academy. New Delhi.
- Datta, B. (1932). The Science of the Sulba Sutra. Calcutta.
- Hann. T. (2015). Old Path White Clouds. New Delhi: Full Circle Publishing.
- Iyengar, B. K. (1993). Lights on The Yoga Sutras of Patanjali. London: Harper Element.
- Kapoor, K. & Singh A. K. (2005). Indian Knowledge Systems (Two Vols). IAS. Shimla.
- Lama, C. & Chattopadhyaya A. (1970). Taranath's History of Buddhism in India. Indian Institute of Advanced Study. Shimla.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF TRADITIONAL INDIAN KNOWLEDGE SYSTEM

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	0	0	3	0	0	1	1	3	1	1	3
CO2	2	2	0	0	3	0	0	1	1	3	1	1	3
CO3	1	2	0	0	3	0	0	1	1	3	1	1	3
CO4	1	3	0	0	3	0	0	1	1	3	1	1	3
CO5	1	2	0	0	3	0	0	1	1	3	1	1	3
Average	2	2	0	0	3	0	0	1	1	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – II

(UG Certificate)

SEMESTER II

IDE-HIS-001-CC-1210: HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- Another objective is to facilitate learners in learning about the Indus Valley civilization, Vedic Age, and also some of the religious movements in India that had a profound impact on India.
- Learners will be able to understand some of the early empires in India like the Mauryan and Gupta empires and also the post-Gupta periods in India.
- Further, they are expected to have a good understanding of the kingdoms that emerged in India in the post-Gupta period.

Course Outcomes:

- CO 1: Students will understand the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- CO 2: They will understand the Indus Valley Civilisation, Vedic Age, and also the rise of religions, such as Buddhism and Jainism.
- CO 3: They will understand the Mauryan and Gupta empires and also the post-Gupta periods in India.
- CO 4: They will also understand the post-Gupta period kingdoms such as Kushanas and Cholas.

Course Contents:

Unit-I: Background:

- a) Indus Civilization: Extent, Basic Features and Decline
- b) Vedic Age: Society and Religion
- c) Heterodox Sects: Ajivikas, Buddhism and Jainism

Unit-II: The Mauryan Period:

- a) Chandragupta Maurya- Conquest and Achievements
- b) Ashoka- Conquest and Dhamma
- c) Decline of Mauryan Empire

Unit-III: The Gupta Age:

- a) Chandra Gupta-I: Foundation and Consolidation
- b) Samudra Gupta: Conquest and Expansion
- c) Chandra Gupta-II: Administration and Cultural Achievement

Unit-IV: Post-Gupta Period:

- a) Kushanas and Kanishka: Contribution to Indian Culture
- b) Harshvardhan: Conquest and Administration
- c) Cholas: Local Administration, Art and Culture

Suggested Readings:

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. V,
The Struggle for Empire

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. IV,
The Age Imperial Kanauj

Mujumdar, A. K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
 Majumdar, R.C. and Altekar, A.S, Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
 Pande, Rekha: Religious movement in Medieval India, Gyanbook, NewDelhi.
 Raychaudhary, H.C.: Political History of Ancient India.
 Sastri, K. A. Nilakanta: A History of South India from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955.
 Sastri, K. A. Nilakanta: Studies in Chola History and Administration, University of Madras,1932.
 Shastri, K. A. Nilakanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, 1975.
 Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, New Delhi, 2008.
 Tripathi, R. S: History of Kannauj to the Moselm Conquest, 1986.
 Vaidya, C. V. Early History of Rajputs (750to1000AD), Reprint, Gyanbooks, New Delhi, 2019.
 Vaidya, C. V.: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	2	1	2	3
CO2	2	3	1	0	1	2	0	0	0	2	1	2	3
CO3	2	3	1	0	1	2	0	0	0	2	1	2	3
CO4	2	3	1	0	1	2	0	0	0	2	1	2	3
Average	2	3	1	0	1	2	0	0	0	2	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II

IDE-HIS-001-MC-1210: HISTORY OF EARLY INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the political, economic, and Socio-cultural history of Ancient India until 1200 CE.
- Another objective is to facilitate learners in learning about the Indus Valley civilization, Vedic Age, and also some of the religious movements in India that had a profound impact on India.
- Learners will be able to understand some of the early empires in India Mauryan and Gupta empires and also the post-Gupta periods in India.
- Further, they are expected to have a good understanding of the kingdoms that emerged in India in the post-Gupta period.

Course Outcomes:

- CO 1: Students will understand the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- CO 2: They will understand the Indus Valley Civilisation, Vedic Age, and also the rise of religions, such as Buddhism and Jainism.
- CO 3: They will understand the Mauryan and Gupta empires and also the post-Gupta periods in India.
- CO 4: They will also understand the post-Gupta period kingdoms such as Kushanas and Cholas.

Course Contents:

Unit-I: Background:

- Indus Valley Civilization: Features and Decline
- Vedic Age: Society and Religion
- Heterodox Sects: Buddhism and Jainism

Unit-II: The Mauryan Period:

- Chandragupta Maurya-Conquest
- Ashoka- Dhamma
- Decline of Mauryan Empire

Unit-III: The Gupta Age:

- Chandra Gupta-I: Foundation
- Samudra Gupta: Conquest
- Chandra Gupta-II: Cultural Achievements

Unit-IV: Post-Gupta Period:

- Kushanas: Contribution to Indian Culture
- Harshvardhan: Conquest and Administration
- Cholas: Local Administration and Art

Suggested Readings:

Majumdar R. C and Pusalkar A. D. (edited): The History of Indian People, vol. V, The Struggle for Empire

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj

Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.

Majumdar, R.C. and Altekar, A. S, Vakataka: Gupta Age, MotilalBanarasiDas,2007.

Pande, Rekha: Religious movement in Medieval India, Gyanbook, New Delhi.

Raychaudhary, H.C.: Political History of Ancient India.

Sastri, K. A. Nilkanta: A History of South India from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.

Sastri, K. A. Nilkanta: Studies in Chola History and Administration, University of Maras,1932.

Shastri, K. A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition,1975

Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, New Delhi, 2008.

Tripathi, R. S: History of Kannauj to the Moslem conquest, 1986.

Vaidya, C. V. Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, NewDelhi, 2019.

Vaidya, C. V: History of Medieval Hindu India, Reprint, Gyanbooks, NewDelhi, 2018.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	2	1	2	3
CO2	2	3	1	0	1	2	0	0	0	2	1	2	3
CO3	2	3	1	0	1	2	0	0	0	2	1	2	3
CO4	2	3	1	0	1	2	0	0	0	2	1	2	3
Average	2	3	1	0	1	2	0	0	0	2	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
IDE-HIS-001-MD-1210: ART, ARCHITECTURE AND HERITAGE IN INDIA

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course intends to familiarize the students with the Indian art and architecture produced over the periods.
- This course places its focus on the diversity in the style, subject, and medium used.
- It also highlights the philosophical and aesthetical characteristics of Indian arts and architecture.
- This course stimulates the interest of the students towards the historical studies of Indian arts.

Course outcome:

CO 1: Students will be able to learn about the robust and diverse heritage of India

CO 2: They will be able to orient themselves toward the perspective of heritage.

CO 3: They will have an analytical framework to understand the close relationship between socio-political changes and the evolution of arts.

CO 4: They will be able to trace out the changes and continuity along with variations in this field.

Course Contents:

Unit – I: Background:

- a) Definition, Nature, Feature, Importance
- b) Shilp, Kala, Vriti & Concept of Caste in Indian Society

Unit – II: Harappan to Mauryan:

- a) Harappan Art - Main Features
- b) Mauryan Art - Main Features

Unit – III: Buddhism Art:

- a) Stupas - Main Features
- b) Chaitya - Main Features

Unit – IV: Gupta onwards:

- a) Gupta Art - Main Features
- b) Medieval and Modern Indian Art - Main Features

Suggested Readings:

- Agarwal, P.K. (2002). Prachin Bharatiya Kala evam vastu. Varansi.
- Agrawal, V. S. (1966). Bharatiya Kala. Prithvi Prakashan: Varanasi.
- Agrawal, V.S. (1992). Gupta Kala. Varanasi.
- Asher, C. B. (1992). Architecture of Mughal India (Vol. 4). Cambridge University Press.
- Bajpai, K.D. (1972). Bhartiya Vastukalaka Itihas. Lucknow.
- Brown, P. (1971). Indian Architecture Vol I. Bombay.
- Brown, P. (1991). Indian architecture (the Islamic period). Read Books Ltd.
- Brown, P. (1992). Indian Architecture (Buddhist and Hindu Period). Read Books Ltd.
- Coomaraswamy, A. K. (1912). Rājput Paintings. The Burlington Magazine for Connoisseurs, 315-325.
- Coomaraswamy, A. K. (1913). The Arts & Crafts of India & Ceylon. TN Foulis.
- Coomaraswamy, A. K. (1958). The Dance of Shiva. Owen.
- Coomaraswamy, A. K. (1983). Symbolism of Indian Architecture. Historical Research Documentation Programme.
- Coomaraswamy, A.K. (1923). Introduction to Indian Art. London.
- Coomaraswamy, A.K. (1934). The Transformation of Nature in Art. London.
- Dixit, M., & Sheela, C. (2006). Tourism Products. New Royal Book Company.
- Gupta, P.L. (1970). Bharatiya Sthaptya. Varansi.

- Gupta, S. P., Lal, K., & Bhattacharya, M. (2002). Cultural Tourism in India: Museums, Monuments and Art. New Delhi: DK, Print world Pvt. Ltd.
 Misra, R. N. (1975). Ancient Artists and Art-Activity. Shimla.
 Pandey, J. N. (1998). Bharatiya Kala. Allahabad.
 Shivaramamurti, C (1972). Indian Painting. NBT, New Delhi.
 Sivaramamurti, C. (1970). Indian painting. NBI.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ART, ARCHITECTURE AND HERITAGE IN INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	0	1	3	1	0	0	0	3	2	2	3
CO2	1	2	0	1	3	1	0	0	0	3	2	2	3
CO3	1	2	0	1	2	1	0	0	0	3	2	2	3
CO4	1	2	1	1	3	1	0	0	0	3	2	2	3
Average	1	2	1	1	3	1	0	0	0	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II

IDE-HIS-001-SE-0020: UNDERSTANDING HERITAGE

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course is designed to impart the learner's knowledge about the significance of heritage.
- Another objective is to enable learners to understand crucial legal and institutional frameworks for the protection of heritage in India.
- Learners are also expected to understand the problems and challenges often faced in the protection of heritage sites in India.
- Further, they are expected to have a good understanding of how heritage sites in the recent period have emerged as major tourist attraction sites.

Course Outcomes:

CO 1: Students will understand the different facets of heritage and their significance.

CO 2: They will understand the legal and institutional framework for heritage protection in India.

CO 3: They will also understand the challenges of heritage protection.

CO 4: They will also learn about the heritage sites and recent trends in travelling at the heritage sites.

Course Contents:

UNIT-I: Defining Heritage:

- Meaning of Antiquity and Archaeological site
- Tangible heritage and Intangible heritage
- Art treasure

UNIT-II: Evolution of Heritage Legislation and the Institutional framework:

- Conventions and Acts
- National and International Heritage-related government departments, museums, and regulatory bodies.
- Conservation Initiatives

UNIT-III: Challenges facing Tangible and Intangible Heritage:

- Development
- Antiquity smuggling
- Conflict (to be examined through specific case studies)

UNIT-IV: Heritage and Travel:

- a) Heritage Sites
- b) Relationship between cultural heritage and landscape
- c) Recent travel trends

Suggested Readings

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010

Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001

Lahiri, N. *Marshaling the Past-Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.

S. S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Acts, Charters and Conventions are available on the UNESCO and ASI website (www.unesco.org; www.asi.nic.in)

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

UNDERSTANDING HERITAGE

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	3	0	0	1	0	3	1	1	3
CO2	2	0	0	0	3	0	0	1	0	3	1	1	3
CO3	2	0	0	0	3	0	0	1	0	3	1	1	3
CO4	2	0	0	0	3	0	0	1	0	3	1	1	3
Average	2	0	0	0	3	0	0	1	0	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER - III

SEMESTER III**IDE-HIS-001-CC-2110: HISTORY OF MEDIEVAL INDIA (1200-1707CE)****Credit: 4; Learning Hours: 90; Full Marks: 100****Learning Objectives:**

- This course is designed to make learners develop a good understanding of the socio-political and economic history of Medieval India, especially from 1200 CE to 1707 CE.
- Another objective is to ensure learners develop a good understanding of the emergence of Delhi Sultanate, which was subsequently followed by Mughal Empire, and also the ways in which these empires consolidated their powers and territories in India.
- Learners will be able to understand the emergence of regional powers in India especially after the decline of Mughal Empire in India.
- Further, they are expected to have a nuanced understanding of the factors that contributed to the decline of the powerful Mughal Empire and also the factors that paved the way for the rise of regional powers.

Course Outcomes:

CO 1: Students will understand the political, economic, and social history of Medieval India spanning from 1200 CE to 1707 CE.

CO 2: They will understand the emergence of Delhi Sultanate and Mughal Empire and the very manner in which they consolidated their empires.

CO 3: Further, students will also understand the emergence of regional powers such as Vijayanagara, Bahamani, Bengal, Marathas, and other powers.

CO 4: They will also learn about the decline of Mughal Empire and factors that contributed to the rise of regional powers and the changes brought about in Indian history.

Course Contents:**Unit-I: Delhi Sultanate:**

- a) Slave Dynasty: Iltutmish, Raziya Sultan, Balban
- b) Alauddin Khilji: Conquest and Reforms
- c) Tughlaqs: Mohammad Bin Tughlaq, Firuz Shah Tughlaq

Unit-II: Mughal Period-I:

- a) Foundation of Mughal Empire: Babur and Humayun
- b) Akbar: Religious Policy and Rajput Policy
- c) Shah Jahan: Art and Architecture

Unit-III: Mughal Period-II:

- a) Causes of the Disintegration of Mughal Empire
- b) Aurangzeb: Religious and Deccan Policy
- c) Shivaji: Conquest & Administration

Unit-IV: Regional Powers:

- a) Vijayanagar Empire: Krishna Dev Raya
- b) Bahmani Kingdom: Administration and Decline
- c) Bengal, Marathas, and other powers

Suggested Readings:

R.C. Majumdar, H.C: An Advanced History of India
 Ray choudhuri & Kalikinkar Dutta
 Smith & T. Spear: The Oxford History of India
 A.L. Baham: The Wonder that was India, vol. II
 Ranbir Chakravarti: Exploring Early India (upto AD1300)
 Cambridge History of India, Vols I, II & III.
 Collins Davis: Historical Atlas of India: Peninsular (Oxford University press)
 Romila Thapar: Early India from the Origin to AD1300.

Neelkanth Shashtri: A History of South India: From Prehistoric Times to the
Fall of Vijayanagar

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MEDIEVAL INDIA (1200- 1707 CE)

COs	PO 1	PO2	PO 3	PO4	PO 5	PO6	PO 7	PO8	PO 9	PO1 0	PS O1	PSO 2	PSO 3
CO1	2	0	1	0	0	2	0	0	0	0	1	1	3
CO2	2	0	1	0	0	2	0	0	0	0	1	1	3
CO3	2	0	1	0	0	2	0	0	0	0	1	1	3
CO4	2	0	1	0	0	2	0	0	0	0	1	1	3
Average	2	0	1	0	0	2	0	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-CC-2120: HISTORY OF WORLD CIVILIZATION

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- Learners of this course are expected to have a good knowledge of the evolution and society and also the transformation of some of the earliest civilizations.
- They will be able to understand some of the early civilizations of the world and the factors that contributed to their rise and fall.
- They are also expected to have a good understanding of the rise of Christianity and Islam and the social implications of these two religions.
- Further, they are also expected to have a nuanced understanding of the emergence of the state and society and how science, art, and philosophy emerged.

Course Outcomes:

CO 1: Students will understand the factors that contributed to the gradual process of the evolution of human society and the transformation of some of the earliest civilizations.

CO 2: Students will understand about the civilizations such as Egyptians, Mesopotamia, Chinese, Persian, Greece, and Roman as part of this course.

CO 3: Further, they will also understand the social implications of the rise of Christianity and Islam.

CO 4: They will also learn about the growth of the state, and society and the development of science, art, and philosophy.

Course Contents:

UNIT-I: History of Early World Civilization:

- a) Egyptian Civilization: Political Development, Art, Architecture and Religion
- b) Mesopotamia Civilization: Sumerian, Babylonian, and Assyrian: Society and Religion
- c) Chinese and Persian Civilization: Polity and Society

UNIT-II: Classical Greece:

- a) Homer Age: Evolution of Classical Greece
- b) Athens, Sparta: Persian Warrantee Peloponnesian War.
- c) The Periclean Age: Growth of State and Society, Development of Science, Art and Philosophy.

UNIT-III: Roman Empire:

- a) Rise and Evolution: Roman Republic and Roman law.
- b) Expansion of Rome.
- c) Imperial Ageing Rome.

UNIT-IV: Rise of Christianity and Islam:

- Rise, Establishment and Growth of Christianity
- Birth and Expansion of Islam its impact.
- The Arab Civilization and its contribution.

Suggested Readings:

- Arnold J Toynbee: A study of History, Vol.I to XII, 1934- 1961, Reprint; UPUSA, 1988
 Childe, V.G.: What happened in History, Penguin Pub, 1967.
 Durrant Will: An Age of Faith, 1950, reprint 1980.
 Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
 Frankfort Henri: The Birth of Civilization to the Near East, Indian Uni, Press, 1951.
 Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
 Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Routledge, 1992.
 Ray, U.N.: Vishwa Sabhyata Kalthas, LokBharti Prakashan, 2017.
 Swain J. E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
 Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
 Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
 Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF WORLD CIVILIZATION

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	3	2	0	0	0	1	1	3
CO2	0	0	0	0	0	3	2	0	0	0	1	1	3
CO3	0	0	0	0	0	3	2	0	0	0	1	1	3
CO4	0	0	0	0	0	3	2	0	0	0	1	1	3
Average	0	0	0	0	0	3	2	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-MC-2110: HISTORY OF EARLY MEDIEVAL INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to make learners develop a good understanding of the socio-political and economic history of Medieval India, especially from 1200 CE to 1707 CE.
- Another objective is to ensure learners develop a good understanding of the emergence of Delhi Sultanate, which was subsequently followed by Mughal Empire, and also the ways in which these empires consolidated their powers and territories in India.
- Learners will be able to understand the emergence of regional powers in India especially after the decline of Mughal Empire in India.
- Further, they are expected to have a nuanced understanding of the factors that contributed to the decline of the powerful Mughal Empire and also the factors that paved the way for the rise of regional powers.

Course Outcomes:

- CO1: Students will understand the political, economic, and social history of Medieval India spanning from 1200 CE to 1707 CE.
 CO 2: They will understand the emergence of Delhi Sultanate and Mughal Empire and the very

manner in which they consolidated their empires.

CO 3: Further, students will also understand the emergence of regional powers such as Vijayanagara, Bahamani, Bengal, Marathas, and other powers.

CO 4: They will also learn about the decline of the Mughal empire; and various factors that contributed to the rise of regional powers and the changes brought about in Indian history.

Course Contents:

Unit-I: Delhi Sultanate:

- Slave Dynasty: Iltutmish and Balban
- Alauddin Khilji: Conquest and Reforms
- Tughlaqs: Mohammad Bin Tughlaq, Ferozeshah Tughlaq

Unit-II: Mughal Period-I:

- Foundation of Mughal Empire: Babur
- Akbar: Religious Policy
- Shah Jahan: Art and Architecture

Unit-III: Mughal Period-II:

- Aurangzeb: Religious and Deccan Policy
- Shivaji: Conquest and Administration
- Causes of the Disintegration of Mughal Empire

Unit-IV: Regional Powers:

- Vijayanagar Empire: Krishna Dev Raya
- Bahmani Kingdom: Administration and Decline
- Bengal and Sikh State

Suggested Readings:

R. C. Majumdar, H.C: An Advanced History of India Ray choudhuri & Kalikinkar Dutta

Smith & T. Spear: The Oxford History of India

A. L. Baham: The Wonder that was India, vol. II

Ranbir Chakravarti: Exploring Early India (up to c.AD 1300)

Cambridge History of India, Vols I, II & III.

Collins Davis: Historical Atlas of India: Peninsular (Oxford University press)

Romila Thapar: Early India from the Origin to AD 1300.

Neelkanth Shashtri: A History of South India: From Prehistoric Times to the Fall of Vijayanagar

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF EARLY MEDIEVAL INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	1	0	0	2	0	0	0	0	1	1	3
CO2	2	0	1	0	0	2	0	0	0	0	1	1	3
CO3	2	0	1	0	0	2	0	0	0	0	1	1	3
CO4	2	0	1	0	0	2	0	0	0	0	1	1	3
Average	2	0	1	0	0	2	0	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-MD-2110: GLIMPSES OF THE HISTORY OF NORTH EAST INDIA: EARLY PERIOD TO 1972

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course is designed to impart learners' knowledge about the sources that provide a peek into the early period of the history of Northeast India. The pivotal state formation in the fourth century and its administration and culture are mapped.
- Focusing on the sources of the history of medieval North-east India, the two-state formations in the Brahmaputra and Barak valleys are the core thrust area.
- The colonial presence is inaugurated by the Treaty of Yandaboo. Two Regulations specific to the colonial intervention of Arunachal Pradesh are also focused on.
- Three crucial Regulations of the pre-independence period and in the post-Chinese aggression period.

Course Outcomes:

- CO 1: The students of other disciplines will be acquainted with regional history.
- CO 2: This will help to understand the political formations from the early to the post-independence period.
- CO 3: They will be able to understand how the colonial experience in Northeast India shaped the region's history and also showed the seed for many of the problems that are currently faced by the people in this region.
- CO 4: This will help students to crack public service examinations in the North-eastern States.

Course Contents:

Unit-I: Early Historical and Early Medieval Period:

- a) Sources of the History of Early North east India.
- b) The Varman Dynasty.
- c) Administration and Culture under Varmans

Unit-II: Medieval Polities:

- a) Sources of the History of Early North east India
- b) The Ahom State.
- c) The Dimasa State.

Unit-III: Colonial Rule:

- a) Treaty of Yandaboo:1826.
- b) Inner Line Regulation: 1873.
- c) McMahan Line:1914.

Unit-IV: Forward Policy:

- a) Government of India Act 1919 and 1935.
- b) Assam Frontier (Administration of Justice Regulation) 1945.
- c) Panchayat Raj Regulation,1969.

Suggested Readings:

- A.K. Sharma, Emergence of Early Culture in North East India, Munshiram.
- H.K. Barpujari, The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.
- Nirode Baruah, Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
- P.C. Choudhury, History of the Civilization of the People of Assam.
- S.L. Baruah, A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi,1985.
- Manorama Sharma, History and History Writing in North East India (Revised Edition), Regency Publications, New Delhi.
- J.B. Bhattacharjee, Social and Polity Formation in Pre-colonial North East India,

Surajit Sinha(ed), Tribal Politics & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.

S. Endle, The Kacharies.

Alexander Mackenzie, The North East Frontier of Assam.

Amalendu Guha, Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.

_____, Planter Raj to Swaraj.

R.B. Pemberton, The Eastern Frontier of British India.

J.B. Bhattacharjee, Cachar under British Rule.

H.K. Barpujari, Assam in the Days of Company.

_____, The Comprehensive History of Assam Vol. I, II, III, IV & V.

N.K. Barooah, David Scott in North East India.

R.M. Lahiri, Annexation of Assam.

S.K. Bhuyan, Anglo-Assamese Relations.

A.C. Talukdar, Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.

J.N. Chaudhury, Arunachal Pradesh from Frontier Tracts to Union Territory.

L.N. Chakravarty, Glimpses of the History of Arunachal Pradesh

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Glimpse of the History of Northeast India: Early Period to 1972

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	0	0	0	0	0	3	0	3	1	1	3
CO2	1	1	0	0	0	0	0	3	0	3	1	1	3
CO3	0	2	0	0	0	0	0	3	0	2	1	1	3
CO4	0	2	0	0	0	0	0	3	0	2	1	1	3
Average	1	2	0	0	0	0	0	3	0	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-SE-0030: ARCHIVES AND MUSEUMS

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- The course is designed to enable learners to learn about the ways in which literary sources, visual recordings, and material remains are stored and preserved in archives and museums.
- Another objective is to make learners understand the archives and museums and how they play a pivotal role in preserving the history of India.
- Learners also will be able to have an understanding of how archival materials and materials stored and preserved at museums are used by historians in writing histories.
- Further, they are expected to have a detailed understanding of the types of museums, and also policies regarding collection, conservation, preservation, and ethics.

Course Outcomes:

- CO 1: Students will learn how to maintain documentary, visual, and material remains of the archival materials housed in archives or museums.
- CO 2: They will understand the importance and significance of such institutions in building the history of India.
- CO 3: They will also understand how archival materials and materials housed at museums are used by historians in writing histories.
- CO 4: They will also learn about the types of museums the emergence of new Museums and allied institutions and the policies adopted for collection, conservation, preservation, and ethics.

Course Contents:

UNIT-I

- a) Definition of Archives and allied terms like Manuscripts, Documents, Record, Library, and Gallery.
- b) Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

UNIT-II:

- a) History of Archive
- b) Types of Archives
- c) History of Setting up Archives in India with some specific examples like National Archives, New Delhi, and any regional example of the local archive.

UNIT-III:

- a) Definition of Museum.
- b) Aim, Function, History of Museum.
- c) History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

UNIT-IV:

- a) Types of Museums and Emergence of New Museums and allied institutions.
- b) Understanding of Collection, Conservation, Preservation and their policies, ethics, and procedures.

Suggested readings:

- Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007.
- Sengupta, S Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapat: Monuments, Objects, Histories: Institution of Artin Colonial India, NewYork,2004.
- Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Choudhary, R.D.: Museums of India and their Maladies, Calcutta: AgamKala,1988.
- Nair, S.M.: Bio-DeteriorationofMuseumMaterials,2011.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi,2007.
- Guha Thakurta, Tapti: The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press,2001.
- Ray Nihar Ranjan: An Approach to Indian Art, Calcutta,1970.
- Basu, Purnendu; Records and Archives, what are they, National Achieves of India, 1960, Vol II, No.29.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi,1965.
- Jain Sunjaya: Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- Grace Morely: Museum Today, Uni. of Baroda, 1981.
- Abhilekh Patal Web Portal.
- Archivavia, Research Journal.
- The Indian Archives Journal.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

UNDERSTANDING HERITAGE

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
CO1	2	0	0	0	3	0	0	1	3	3	2	2	3
CO2	2	0	0	0	3	0	0	1	3	3	2	2	3
CO3	2	0	0	0	3	0	0	1	3	3	2	2	3
CO4	2	0	0	0	3	0	0	1	3	3	2	2	3
Average	2	0	0	0	3	0	0	1	3	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – IV

(UG Diploma)

SEMESTER IV
IDE-HIS-001-CC-2210: HISTORY OF MODERN INDIA (1707-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- Learners of this course are expected to have a good knowledge of the gradual expansion and consolidation of British Power in India from 1707 to 1947.
- They will be able to learn about the Diwani rights and how it was used to further British Interest in India from 1707 to 1947.
- Another objective is to enable learners to develop a good understanding of the revolt of 1857 and the formation of political associations and Indian National Congress INC).
- Further, learners of this course are expected to learn about the role of Mahatma Gandhi and the mass movements directed against British rule in India.

Course Outcomes:

- CO 1: Students will understand the gradual process of expansion and consolidation of British power in India from 1707 to 1947.
- CO 2: They will learn about the grant of the Diwani rights and measures adopted by the British to govern and rule India.
- CO 3: They will understand the early phase of the Indian freedom struggles with particular emphasis on the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- CO 4: Further, they will understand the mass movements initiated by Mahatma Gandhi with particular emphasis on Non-cooperation, Civil Disobedience, and Quit India.

Course Contents:

- Unit-I: Beginning and Company Raj
- a) Anglo-French Rivalry
 - b) Battle of Plassey and Buxar
 - c) Dual Government in Bengal: Grant of Diwani
- Unit-II: Expansion and Consolidation of British Rule:
- a) Anglo-Maratha and Anglo-Mysore Relations
 - b) Instruments of Administration and Revenue: Cornwallis
 - c) Instruments of Expansion: Subsidiary Alliance and Doctrine of Lapse
- Unit-III: Struggle for Freedom:
- a) Revolt of 1857: Causes & Nature, Cause for its failure
 - b) Growth of Nationalism and formation of Indian National Movement
 - c) Early Political Associations and formation of INC
- Unit-IV: Gandhian Mass Movements:
- a) Non-Cooperation Movement
 - b) Civil Disobedience Movement
 - c) Quit India Movement

Suggested Readings:

- R. P. Tripathi: Rise and fall of Mughal Empire.
 Ishwari Prasad: A Short History of Muslim rule in India.
 A. L. Srivastava: The Mughal Empire.
 V. Smith: Akbar, the great Mughal.
 J. N. Sarkar: History of Aurangzeb.
 _____: Shivaji and his times.
 R. C. Majumdar, H. C., Ray Choudhuri & K. Dutta: An Advanced History of India (Relevant Chapters)
 Bipan Chandra (et.al): India's Struggle for Independence-

_____ : Nationalism and Colonialism in Modern India
 Sekhar Bandopadhyay: From Plassey to Partition.
 Bipan Chandra: A History of Modern India
 Bipan Chandra, Amallesh Tripathi & Barun De: Freedom Struggle

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MODERN INDIA (1707-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	0	2	0	1	0	0	0	0	2	2	3
CO2	2	3	0	2	0	1	0	0	0	0	2	2	3
CO3	2	3	0	2	0	1	0	0	0	0	2	2	3
CO4	2	3	0	2	0	1	0	0	0	0	2	2	3
Average	2	3	0	2	0	1	0	0	0	0	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV

IDE-HIS-001-CC-2220: HISTORY OF EUROPE FROM THIRTEENTH CENTURY TO 1789

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is aimed at imparting students with knowledge of major political, social, economic, and cultural developments in Europe before and during Renaissance.
- Another objective is to enable students to learn about the transition from Feudalism to capitalism and the subsequent events of the scientific revolution and enlightenment that shaped the course of the history of Europe as well as other parts of the world.
- Learners will be able to learn about the cause and impact brought about by the French Revolution.
- Additionally, they will be able to learn about the scientific revolution, enlightenment, and also industrial revolution and how it impacted Europe and other parts of the world.

Course Outcomes:

- CO 1: Students will understand the major political, social, economic, and cultural developments in Europe before and during Renaissance.
- CO 2: They will understand the transition from Feudalism to Capitalism and the subsequent events of scientific revolution and enlightenment.
- CO 3: Further, they will understand about the French Revolution as well.
- CO 4: They will learn about the scientific revolution, enlightenment, and also the industrial revolution.

Course Contents:

UNIT-I: Prelude and Renaissance Years:

- a) Renaissance: Role of City-states, Spread of Humanism, Renaissance Art and Architecture.
- b) Theocracy: Reformation and counter reformation, Religious Warfare: The Thirty Years' War, Edict of Nantes
- c) Voyages, Exploration, Rise of Mercantilism and Colonialism.

UNIT-II: Transition from Feudalism to Capitalism:

- a) Structure of Feudalism in Europe
- b) Post-Feudal State and Transition to Capitalism
- c) Emergence and Nature of Nation-State

UNIT-III: Scientific Revolution and Enlightenment:

- a) Scientific Revolution
- b) Enlightenment
- c) Industrial Revolution

UNIT-IV: French Revolution:

- a) Causes
- b) Stages of Revolution
- c) National Assembly

Suggested Readings:

- Acton (1906): Lectures on Modern History, London, Macmillan and Co. Ltd
- Anderson, M. S.: Europe in the 18th Century
- Andrews Stuart: Eighteenth Century Europe
- Butterfield H.: The Origins of Modern Europe
- Cipola Carlo, M.: Before the Industrial Revolution, European Society and Economy 1000-1700
- Elton G. R.: Reformation in Europe
- Fisher H. A. L. (1938): History of Europe (relevant portion only), London.
- Hale J.R.: Renaissance Europe
- Hayes C. J. H. (1936): A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Mac Millan

Hazen C. D. (1937): A History of Europe in Modern times, Henry Holt and company
 Hilton Rodney: Transition from Feudalism to Capitalism
 Kriedte Peter: Peasants, Landlords and merchant capitalist
 Miskimm Harry: The Economy of Later Renaissance
 Phukan Meenaxi (2012): Rise of Modern West, Trinity Press
 Rice F.: The Foundations of Early Modern Europe
 Scamell, G. V.: The First Imperial Age: European overseas Expansion, 1475-1715
 Schevil (1898): History of Modern Europe (Hindi or English), Charles Scribner's
 The Cambridge Economic History of Europe Vol I to IV

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Europe from Thirteenth Century to 1789

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	2	0	0	0	1	2	3
CO2	2	0	0	0	0	3	2	0	0	0	1	2	3
CO3	2	0	0	0	0	3	2	0	0	0	1	2	3
CO4	2	0	0	0	0	3	2	0	0	0	1	2	3
Average	2	0	0	0	0	3	2	0	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-CC-2230: HISTORY OF EUROPE (1789-1919)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is aimed at imparting students with knowledge of the cause of the French Revolution and experiences of the Europe during the Napoleonic era.
- Another objective is to enable learners to learn about the emergence of new states in Europe, particularly the advent of the unification of Germany, Italy, and Russia.
- Learners of this course are also expected to learn about the factors that resulted in the cause of the First World War and also the role of USA and Japan.
- Further, learners are also expected to learn about the details of the peace conference held in Paris and how a new world order gradually emerged in the post-war period.

Course outcome:

- CO 1: Students will understand the French Revolution and Napoleonic era, including the causes, course, and consequences of revolutionary upheavals in Europe.
- CO 2: They will understand the process of the rise of new states, with emphasis on the process of the unification of Germany, Italy, and Russia.
- CO 3: They will also understand the circumstances leading to the First World War and the breakup of the European monopoly especially with the intervention of USA and Japan.
- CO 4: They will also learn about the peace conference in Paris and the establishment of the new World order.

Course Contents:

UNIT I: Rise of New Nationalism in Europe:

- a) Revolutionary Transition in France: 1789-1804
- b) Age of Napoleon and Downfall
- c) Age of Reactions and Congress of Vienna

UNIT II: Rise of New Nations:

- a) Unification of Germany under Prussia
- b) Unification of Italy
- c) Russia & Problems of Eastern Nationalities

UNIT III: New Era & Balance of Power:

- a) Congress of Berlin and Creation of Alliances
- b) Decline of the Ottoman Empire and Rise of New Nationalism
- c) Third French Republic: Its Problems and Foreign Affairs

UNIT IV: Road to First World War and New World Order:

- a) Circumstances leading to First World War
- b) Break-up of European Monopoly
- c) Peace Conference of Paris & New World Order

Suggested Readings:

- Aldrich, Robert: Greater France: A history of French Overseas Expansion
 Anderson, M. S.: The Ascendancy of Europe: 1815-1914
 Bartlett, C. J.: Peace, War and the European Powers, 1814-1914 (1996) brief overview
 Blanning, T. C. W. Ed. : The Nineteenth Century Europe 1789-1914
 Short Oxford History of Europe (2000)
 Bridge, F. R. & Roger Bullen: The Great Powers and the European States System 1814-1914, (2005)
 Brunn, Geoffery: Europe and the French Imperium, 1799-1814 (1938)
 Bury, J. P. T., Ed. : The New Cambridge Modern History: Vol.10.
 Crawley, C.W. Ed. : The New Cambridge Modern History, Vol.14: Atlas (1972)
 Evans, Richard: The Pursuit of power Europe 1815-1914 (2015)
 Gildea, Robert Barricade and Bonders: Europe 1800-1914 (2003)
 Gooch, G. P: History of Modern Europe 1878-1919 (1923)
 Grab, Alexander: Napoleon and the Transformation of Europe (2003)
 Grant & Temperley: Europe in the Nineteenth and twentieth centuries
 Hayes C. J. H.: A Political and Cultural History of Europe, 1830-1839.
 Hinsley, F. H., Ed., The New Cambridge Modern History Vol.11
 Ketelbey, C. D. M., A History of Modern Times
 Lipson: Europe in the Nineteenth and Twentieth centuries
 Mason, David S.: A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011)
 Mowat, RB: A History of Europe and Diplomacy 1815-1914 (1922)
 Osterhammel, Jurgen: The Transformation of the World: A Global History of the Nineteenth Century (2015)
 Porter, Andrew, Ed. : The Oxford History of the British Empire Volume III: The Nineteenth Century (2001)
 Saimi Hannu: 19th Century Europe A Cultural History (2008)
 Sontag, Raymond European Diplomatic History: 1871-1932 (1933) Basic Summary
 Steinberg, Jonathan: Bismarck A Life (2011)
 Taylor A. J. P.: The Struggle for Mastery in Europe 1848-1918 (1954)
 Wesseling, H. L.: The European Colonial Empire 1815-1919 (2015)

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Europe (1789-1919)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	2	0	0	0	1	2	3
CO2	2	0	0	0	0	3	2	0	0	0	1	2	3
CO3	2	0	0	0	0	3	2	0	0	0	1	2	3
CO4	2	0	0	0	0	3	2	0	0	0	1	2	3
Average	2	0	0	0	0	3	2	0	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-CC-2240: CULTURAL HERITAGE OF INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to understand the cultural heritage and diversity of India over the centuries.
- Another objective of this course is to allow students to understand the dynamics of Indian festivals, rituals, fairs, legends, narratives, and cultures.
- Learners of this course are expected to learn about the traditional performing arts of India including folk dance, and Indian classical dance, among others.
- Further, they are expected to learn about the various Indian folk dances.

Course outcome:

- CO 1: Students will be able to understand the cultural heritage and diversity of India over the centuries.
- CO 2: They will also understand the Indian festivals, fairs, rituals, legends, narratives, and cultures.
- CO 3: They will also understand traditional performing arts including folk dance, Indian classical dances, etc.
- CO 4: They will also learn about folk dances such as Garba, Ghoomar, Lavani, Chang Lo, and Giddha among others and also performing arts in particular such as Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants.

Course Contents:

UNIT I: Indian Cultural Heritage: An Introduction:

- a) Meaning, Definition and Historical background of Cultural Heritage
- b) Concepts, Characteristics types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.
- c) Significance of Cultural Heritage in Human life.

UNIT II: Fairs Festivals, Rituals: Ethnic Indian Cultural Construct:

- a) Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima, Diwali, Dussehra, Holi, Onam, Pongal, Guru Parb, Eid-UL-Fitr, Navroz, Swatantra Diwas
- b) Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, the Urs of Ajmer, Rath Yatra, Gangaur, Hemis-Gompa.
- c) Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

UNIT III: Legends, Narratives and Cultural Ethos:

- a) Meaning, significance, forms and tradition of legends and their historical back ground in India.
- b) Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian Fables of ethical and moral values: Panchtantra, Jataka.
- c) Nature, Culture and Environment in India; Interrelationship; Environment and Environmental consciousness in Indian ethos and philosophy.

UNIT IV: Traditional Performing Art:

- a) Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Chang Lo, Giddha, Kalbelia, etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang, etc.
- b) Indian Classical dances as Cultural Heritage.
- c) Oral Tradition and Performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible Cultural Heritage

Suggested Readings:

- K.T. Achaya, Indian Food: A Historical Companion, Oxford University Press, 1998.
 Banga, I.(ed). : The City in Indian History: Urban Demography, Society and Politics, Delhi, Manohar,1991.
 A.L. Basham: The wonder that was India, Picador Publisher, 2014
 Sachin Shekhar Biswas: Protecting the Cultural Heritage, National Legislation and International Convention, Aryan Books International, 1999.
 Bhanu Shankar Mehta: Ramlila Varied Respective, B. R. Publishing Corporation, 2011
 S. Narayan: Indian Classical Dances, Shubhi Publications,2005.
 Prakash, H. S.: Shiva Traditional Theatres, Incredible IndiaSeries, NewDelhi, 2007.
 S. Radhakrishnan: “CultureofIndia” in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (May 1944).
 A. Rangacharya: The Natyashastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers.
 K. Thapiyal, S. Shukla: Sindhu Sabhyataien, Luckhnow, 2003.
 The Director General Survey of India (ed.) Guide Books: World Heritage Series,New Delhi.
 Shashi Tiwari, Origin of Environmental Science from Vedas, A Research paper presented at the National Seminar on “ScienceandTechnology in Ancient Indian Text”, Special Centre for Sanskrit Studies, JNU, 9-10th, January 2010
 Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan, Bombay, 1989.
 Varapande, M. L.: History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications,1992
 V. Vasudev: Fairs and Festivals, Incredible India series, 2007

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Cultural Heritage of India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	3	0	0	1	3	3	2	2	3
CO2	2	0	0	0	3	0	0	1	3	3	2	2	3
CO3	2	0	0	0	3	0	0	1	3	3	2	2	3
CO4	2	0	0	0	3	0	0	1	3	3	2	2	3
Average	2	0	0	0	3	0	0	1	3	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-MC-2210: HISTORY OF MODERN INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to allow learners to learn about the gradual expansion and consolidation of British Power in India from 1707 to 1947.
- Another objective is to enable learners to learn about the Diwani rights and how it was used to further British Interest in India from 1707 to 1947.
- Learners will be able to have a good understanding of the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- Further, learners of this course are expected to learn about the role of Mahatma Gandhi and the mass movements directed against British rule in India.

Course Outcomes:

- CO 1: Students will understand the gradual process of expansion and consolidation of British power in India from 1707 to 1947.
- CO 2: They will learn about the grant of the Diwani rights and measures adopted by the British to govern and rule India.
- CO 3: They will understand the early phase of the Indian freedom struggles with particular emphasis on the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- CO 4: Further, they will understand the mass movements initiated by Mahatma Gandhi with particular emphasis on Non-cooperation, Civil Disobedience, and Quit India.

Course Contents:

Unit-I: Beginning of British Rule:

- a) Anglo-French Rivalry
- b) Battle of Plassey and Buxar
- c) Dual Government in Bengal

Unit-II: Consolidation of British Rule:

- a) British Conquest: Marathas and Mysore
- b) Cornwallis: Administration and Reforms
- c) Subsidiary Alliance and Doctrine of Lapse

Unit-III: Struggle for Freedom:

- a) Revolt of 1857: Causes
- b) Growth of Nationalism- Factors
- c) Early Political Associations and formation of INC

Unit-IV: Mass Movements:

- a) Non-Cooperation Movement
- b) Civil Disobedience Movement
- c) Quit India Movement

Suggested Readings:

- R. P. Tripathi: Rise and fall of Mughal Empire.
Ishwari Prasad: A Short History of Muslim rule in India.
A. L. Srivastava: The Mughal Empire.
V. Smith: Akbar, the great Mughal.
J. N. Sarkar: History of Aurangzeb.
_____: Shivaji and his times
R. C Majumdar, H. C., Raychoudhuri & K. Dutta: An Advanced History of India (Relevant Chapters)
Bipan Chandra (et.al): India's Struggle for Independence- Do- Nationalism and Colonialism in Modern India

Sekhar Bandopadhyay: From Plassey to Partition: A History of Modern India
 Bipan Chandra, Amalesh Tripathi & Barun De: Freedom Struggle

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MODERN INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	0	2	0	1	0	0	0	0	2	2	3
CO2	2	3	0	2	0	1	0	0	0	0	2	2	3
CO3	2	3	0	2	0	1	0	0	0	0	2	2	3
CO4	2	3	0	2	0	1	0	0	0	0	2	2	3
Average	2	3	0	2	0	1	0	0	0	0	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – V

SEMESTER V**IDE-HIS-001-CC-3110: HISTORY OF NORTH-EAST INDIA (EARLY PERIOD TO 1826)****Credit: 4; Learning Hours: 90; Full Marks: 100**

Learning objectives:

- This course is designed to enable learners to gain a good foundational history of Northeast India from the earliest times to the coming of the British.
- Another objective is to enable learners to learn about the various forms of sources available such as archaeological, literary, and oral.
- Learners will be able to gain a good understanding of how states developed in the Valley areas in this region in contrast to the hill areas.
- Further, they will be able to understand the nature of traditional societies in this region.

Course Outcome:

- CO 1: Students will understand the history of Northeast India from the earliest times to the coming of the British.
- CO 2: They will understand the sources used by historians to reconstruct the history of this region such as archaeological, literary, and oral.
- CO 3: They will also understand the emergence of states in the valley areas such as Brahmaputra Valley and also the form of traditional societies in the highland areas of this region where the communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.
- CO 4: They will also learn about the nature of traditional societies in the highland areas of this region where communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.

Course Contents:

Unit-I: Sources:

- a) Archaeology
- b) Literary
- c) Oral

Unit-II: Political and Social Development in Brahmaputra Valley:

- a) Emergence of Kingdoms in Brahmaputra Valley
- b) Varnashrama Dharma
- c) Land settlement, Taxation system

Unit-III: Ahom Administration

- a) Policy of conciliation and confrontation
- b) Paik and Khel System
- c) Posa System and Kotoki

Unit-IV: Political Formations:

- a) Khasi, Jaintia
- b) Garo and Mizo
- c) Naga

Suggested readings:

- | | |
|-----------------|---|
| Gait, E.A | : History of Assam. |
| Bose, M.L | : British Policy in North East Frontier Agency. |
| Bhuyan, S.K | : Anglo-Assamese Relations. |
| Borpujari, H.K. | : Problem of the Hills Tribes of North East. Frontier (3 vols). |
| Baruah S.L. | : A Comprehensive History of Assam. |
| Mackenzie, A. | : The North East Frontier of India. |
| Hamilton, A. | : In Abor Jungles. |

Dutta, S. (ed)	: Studies in the History, Economy and Culture of	Arunachal Pradesh.
Panda. S.	: Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh.	
Verma, Rajesh	: History of North East India (Modern Period).	

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North-East India (From Earliest Time to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	0	0	0	1	0	0	3	1	2	3	2	3
CO2	2	0	0	0	2	0	0	3	1	2	3	2	3
CO3	1	0	0	0	1	0	0	3	1	2	3	2	3
CO4	1	0	0	0	1	0	0	3	1	2	3	2	3
Average	2	0	0	0	2	0	0	3	1	2	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-CC-3120: HISTORY OF MODERN WORLD (1919-1945)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to allow learners to learn about geopolitics particularly the gradual process of the shift of worldviews from Eurocentric world order to multipolar world orders.
- Another objective is to facilitate learners learning about the emergence of a new world after the end of the First World War and also the rise of totalitarian states.
- Learners will be able to learn about anti-imperialist movements and the factors that contributed to the cause of the Second World War.
- Further, they will be able to understand the United Nations Organization and the emergence of a new bipolar world.

Course Outcomes:

- CO 1: Students will understand the shift from a Eurocentric or unipolar world order to a multipolar world.
- CO 2: They will understand the emergence of a new world order post the First World War and the rise of totalitarianism.
- CO 3: They will also understand the anti-imperialist movements and the factors that led to the Second World War.
- CO 4: They will also learn of the United Nations Organization and the emergence of a new bipolar world.

Course Contents:

UNIT-I: 1919 A New World Order:

- Formation of the League of Nations: Organizations, Achievements & Failures
- Formation of ICJ & ILO
- New Imperialism: Mandate System; Democracies between the Wars

UNIT-II: Rise of Totalitarianism:

- Italy and Germany
- Russia
- Japan

UNIT-III: Anti Imperialist Movements between the Great Wars:

- a) Arab uprisings
- b) Dr.SunYat-Sen
- c) Indo-China and Egypt

UNIT-IV Quest for security and road to Second World War:

- a) French search for security
- b) International Issues leading to Second World War
- c) U.N.O. and emergence of a New Bi-Polar world

Suggested Readings

Barzun Jacques from Dawn to Decandence 500 years of western Cultural life: 1500-present
New York, Harper Collins, 2001.

Benns F. Lee: Europe Since 1914.

Car, E.H. (1948): International Relations between two World Wars (1919-1939) Delhi,
Macmillan & Co.

Carsten, F.L. (1982): The Rise of Fascism University of California Press.

Cayley, E.S. (1856): The European revolutions of 1848, London Smith Elder & Co.
Vol. I and II.

Edwin Augustus Grosvenor: Contemporary History of the World.

Crawley C.W (1965): The new Cambridge modern History Volume9. War & Peace in an age of
upheaval.1793-1830.CambridgeUniversityPress.

Dhar, S.N (1967): International Relations and World Politics since1919, Bombay, Asia Publish
House.

Doenecke Justus D. Stoler Mark A (2005): Debating FranklinD Roosevelt’s Foreign
Policies.1933-1945 Rowman & Littlefield

Dunan Marcel Larousse: Encyclopaedia of Modern History from 1500 to the Present day, New
York Harper & Row, 1964.

Duruy, V & Grosvenor, E.A. (1894): History of modern times: From the fall of Constantipole to
the French Revolution, New York, Holtand Company

FP, Walters: A History of the League of Nations (Oxford1965)

Gaddis John Lewis (1972): The United States and the origins of the Cold War, 1941-1947,
Columbia University Press.

Grosvenor, Edwin: A Contemporary History of the World New York and Boston T.Y. Crowell
& Co.1899

Henry Kitchell Webster: Early European History

Jules Michelet, Mary Charlotte, Mair Simpson: A summary of Modern History

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Modern World (1919-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	1	3	0	1	0	1	2	3
CO2	0	0	0	0	0	1	3	0	1	0	1	2	3
CO3	0	0	0	0	0	1	3	0	1	0	1	2	3
CO4	0	0	0	0	0	1	3	0	1	0	1	2	3
Average	0	0	0	0	0	1	3	0	1	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V
IDE-HIS-001-CC-3130: MAKING OF CONTEMPORARY INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the major historical events and reforms initiated in India from the 1950s to 2000s.
- Another objective is to make learners learn about Indian democracy and how globalization has impacted India.
- The course will also allow learners to learn about the reforms initiated by the govt. such as agrarian and economic reforms, and five-year plans, among others; and to learn about the progress in science and technology
- Further, learners are expected to learn about the need for women's empowerment in India and how such initiatives were/are necessary.

Course Outcome:

- CO1: Students will understand some of the major historical events and reforms initiated in India from the 1950s to the 2000s
- CO2: They will understand the ways in which Indian democracy progressed and the impacts of globalization,
- CO3: They will also understand reforms initiated by the govt. such as agrarian reform, economic reforms, five-year plan, etc., and also the progress in science and technology.
- CO4: They will learn about women's empowerment in India and how such initiatives were very much necessary.

Course Contents:

UNIT-I: Birth of Republic:

- a) Government of India Act, 1935.
- b) Indian Constitution of 1950 and significant amendments upto 2000 A.D.
- c) Reorganization of States

UNIT-II: Indian Democracy in Progress:

- a) Regional Electoral Politics and Changing Party System.
- b) Threats to Indian democracy.
- c) Globalization and its impact on India.

UNIT-III: Economy in New India:

- a) Agrarian Reforms, Green Revolution
- b) Planned Economy – An Appraisal of Five Year Plans
- c) Liberalization of Indian Economy, Privatisation

UNIT-IV: New India:

- a) Progress in Science and Technology, Revolution in Information Technology
- b) Educational Policies
- c) Women Empowerment

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
- Mukerjee: Community Development of India, Bombay, 1961.
- K.P. Mishra (ed.): Readings in Indian Foreign Policy, Delhi, 1969.
- Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
- Morris Jones, W.H.: Government and Politics of India, London, 1964.
- H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
- C.H. Philips (ed.): Transfer of power
- Paul Brass: The Politics of India since Independence, The Cambridge, History of India, Vol. IV-1, U.K.1976.

- R.P. Dutt: India Today, 1949.
 Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
 B.K. Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.
 Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.
 Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
 Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
 Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
 Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007.
 Bipan Chandra et. al. (ed.): India after Independence, New Delhi: Penguin Books, 1999.
 Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
 Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
 Sunil Khilnani: The Idea of India, Penguin Books, New Delhi, 2004.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Making of Contemporary India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	3	1	1	0	1	0	1	2	3	3
CO2	1	1	1	3	1	1	0	1	0	1	2	3	3
CO3	1	1	1	3	1	1	0	1	0	1	2	3	3
CO4	1	1	2	3	1	1	0	1	0	1	2	3	3
Average	1	1	1	3	1	1	0	1	0	1	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-CC-3140: ORAL TRADITIONS AND HERITAGE STUDIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is aimed at imparting to students the importance of oral history engrained in oral traditions such as legend, folklore, song, proverbs, rituals, and storytelling practices.
- Another objective is to enable students to understand the methods, knowledge, skills, and perspective necessary for documenting and preserving oral traditions.
- Learners of this course are also expected to learn about the importance of oral history as an expression of intangible cultural heritage.
- Further, they are also expected to learn about the ways in which oral history is transmitted from one generation to the other generations and such transmission of knowledge has been crucial in preserving the history of societies that have left little written records.

Course Outcomes:

- CO1: Students will understand oral traditions as a form of cultural heritage, encompassing myths, legends, folklore, songs, proverbs, rituals, and storytelling practices.
- CO2: They will understand with the knowledge, skills, and perspectives necessary for understanding, documenting, and preserving oral traditions as valuable expressions of intangible cultural heritage, fostering appreciation for cultural diversity and intergenerational transmission of knowledge.
- CO3: They will learn about the importance of oral history as an expressions of intangible cultural

heritage.

CO4: They will also understand the cultural diversity and intergenerational transmission of knowledge through oral history.

Course Contents:

Unit I: Defining Oral Traditions:

- a) Meaning
- b) Characteristics of Oral Traditions.
- c) Scope

Unit II: Defining Heritage

- a) Meaning of antiquity
- b) Archaeological Sites
- c) Tangible and Intangible Heritage.

Suggested Readings:

Jan Vansina: Oral Tradition: A Study in Historical Methodology, Transaction Publishers, 2006.

_____ : Oral Tradition as History, University of Wisconsin Press, 1985.

Tana Showren: The Nyishi of Arunachal Pradesh: An Ethnohistorical Study, Regency Publications, Delhi, 2009.

Ashan Riddi: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009.

John Miles Foley (ed.): Teaching Oral Traditions, Modern Language Association, 1998.

Clifford Geertz: The Interpretation of Cultures, Basic Books, Inc., Publishers, New York, 1973.

David Lowenthal: Possessed by the Past: The Heritage Crusade and The Spoils of History, Cambridge University Press, 2010.

Layton, R.P. Stone & J. Thomas, Destruction and Conservation of Cultural Property, Routledge, London, 2001.

Lahiri, N, Marshalling the Past: Ancient India and 1st Modern Histories, Ranikhet, Permanent Black, 2012, Chapters 4&5.

S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions), New Delhi, INTACH, 1999.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ORAL TRADITIONS AND HERITAGE STUDIES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	3	1	0	1	1	3	2	3	3
CO2	3	2	1	2	3	1	0	1	1	3	2	3	3
CO3	3	2	1	2	3	1	0	1	1	3	2	3	3
CO4	3	2	1	2	3	1	0	1	1	3	2	3	3
Average	3	2	1	2	3	1	0	1	1	3	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-MC-3110: HISTORY OF NORTH-EAST INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to facilitate learners to gain a good understanding of the historical and cultural development of people in Northeast India upto 1826; to facilitate learners to have a good understanding of the various sources used by historians for the reconstruction of history.
- Another objective is to make learners learn about the indigenous societies, cultures, and polities that existed in Northeast India before colonial intervention.

- Learners are also expected to understand the socio-political structures, economic systems, and cultural practices of various ethnic communities and kingdoms in Northeast India.
- Further, they will be able to learn about the nature of traditional societies that developed in the highland areas in this region.

Course Outcomes:

- CO1: To provide students with a holistic understanding of the historical development and cultural heritage of North East India up to 1826, enabling them to engage critically with primary sources, historical debates, and interpretative frameworks while appreciating the region's rich and diverse history.
- CO2: Students will understand the diverse indigenous societies, cultures, and polities that existed in North East India before colonial intervention.
- CO3: They will understand the socio-political structures, economic systems, and cultural practices of various ethnic groups and kingdoms in the region.
- CO4: They will also learn about the nature of traditional societies in the highland areas of this region where communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.

Course Contents: Unit–

I: Sources:

- Archaeology
- Literary
- Oral

Unit-II: Political and Social Development in Brahmaputra Valley:

- Emergence of Kingdoms in Brahmaputra Valley
- Varnashrama Dharma
- Land settlement, Taxation system

Unit-III: Ahom Administration:

- Policy of conciliation and confrontation
- Paik and Khel System
- Posa System and Kotoki

Unit-IV: Political Formations:

- Khasi, Jantia,
- Garo and Mizo
- Naga

Suggested readings:

Gait, E.A	: History of Assam.
Bose, M.L.	: British Policy in North East Frontier Agency.
Bhuyan, S.K	: Anglo-Assamese Relations.
Borpujari, H.K	: Problem of the Hills Tribes of North East Frontier (3vols).
Baruah, S.L.	: A Comprehensive History of Assam.
Mackenzie, A.	: The North East Frontier of India.
Hamilton A.	: In Abor Jungles.
Dutta, S. (ed)	: Studies in the History, Economy and Culture of Arunachal Pradesh.
Panda. S.	: Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh
Verma, Rajesh	: History of North East India (Modern Period).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North-East India (From Earliest Time to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	2	0	0	3	1	2	3	2	3
CO2	1	0	0	0	1	0	0	3	1	2	3	2	3
CO3	1	0	0	0	1	0	0	3	1	2	3	2	3
CO4	1	0	0	0	1	0	0	3	1	2	3	2	3
Average	2	0	0	0	2	0	0	3	1	2	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VI

(UG Degree)

SEMESTER VI
IDE-HIS-001-CC-3210: HISTORY OF ARUNACHAL PRADESH (UPTO 1826)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to impart learners an understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to make learners understand some of the sources used by historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course outcomes:

- CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).
- CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.
- CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.
- CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:

Unit-I: Sources:

- a) Oral
- b) Literary
- c) Archaeological & Archival

Unit-II: Indigenous Religion and Culture:

- a) Indigenous Religion
- b) Indigenous Social Institution
- c) Neo Vaishnavism among the tribes of Arunachal Pradesh

Unit-III: Traditional Economy and Polity:

- a) Economy: Agriculture, Barter, Crafts etc.
- b) Border Trade & Trade routes
- c) Traditional Political and Administration Institution.

Unit-IV: Ahom-Tribal Relation:

- a) Posa
- b) Kotokies
- c) Policy of Confrontation

Suggested readings:

- Bose, M.L.: History of Arunachal Pradesh.
 Ashraf A. A: Pre-Historic of Arunachal Pradesh.
 Raikar Y.A. & Chatterjee: Archaeology in Arunachal Pradesh.
 Devi, L.: Ahom- Tribal Relations.
 Mackenzie, A.: The Northeast Frontier
 Luthra, P. N: Constitutional Administrative growth of Northeast Frontier Agency.
 Dutta, S. (ed.): Studies in the History, Economy, and Culture of Arunachal Pradesh

- Nyori, T.: History and Culture of the Adis.
 Mibang, T. : Social Change in Arunachal Pradesh (reference to Minyongs).
 Showren, T.: The Nyishi of Arunachal Pradesh: An Ethno-Historical Study
 Riddi, Ashan: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009
 Dabi, Tajen: Medicine and Integration of Frontier Tribes: The British and After in Arunachal Pradesh, Primus Books, 2023

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (upto1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	0	0	0	1	0	0	3	0	2	2	2	3
CO2	2	0	0	0	2	0	0	3	1	2	2	2	3
CO3	1	0	0	0	1	0	0	3	1	2	2	2	3
CO4	1	0	0	0	1	0	0	3	1	2	2	2	3
Average	2	0	0	0	1	0	0	3	1	2	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3220: HISTORY OF SOUTHEAST ASIA (NINETEENTH CENTURY)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to make learners learn about the pre-colonial period history of the countries of Southeast Asia.
- Another objective is to make learners learn about the interplay of political, economic, and military factors during the precolonial, colonial, and postcolonial periods in the relations among Southeast Asian countries.
- Learners will be able to understand the background of the complex and dynamic problems currently faced by the countries in this region.
- Further, they are expected to have a detailed understanding of the form of socialism and democracy in Burma in the post-independence period.

Course outcome:

- CO 1: Students will gain an understanding of the early history (pre-colonial history) of various countries in Southeast Asia inhabited by ethnic groups.
- CO 2: They will comprehend the interplay of political, economic, and colonial and postcolonial periods in the relations among Southeast Asian Nations.
- CO 3: They will be able to understand the roots of the complex and dynamic problems currently faced by the nation-states in this region.
- CO 4: They will learn about the oral tradition literacy and the creation of perfect natives in this region.

Course Contents:

UNIT-I: Background:

- a) Meaning, Territorial Extent:
- b) Geo-Political Importance
- c) Pre- Colonial Society and Polity

UNIT-II: Economy and Society in early 19th Century:

- a) Patterns of Production in agriculture and Crafts.

- b) Organization of Trade and Banking.
- c) Cultural Expressions: Folk, Classical and Islamic Popular Culture.

UNIT-III: Colonization and Colonial Transformations:

- a) Colonial Control and Informal Empire in Thailand.
- b) Peasant society and agrarian transformations: Plantations, Forests, Mining.
- c) Urbanization: Colonial Cities in Plural Societies.

Unit-IV: Literary, Education and Culture:

- a) Oral traditions, Literacy and the Case of Malay *Hikayat*
- b) Education
- c) Creation of Perfect Natives

Suggested Readings:

- D.G.E. Hall, A History of Southeast Asia.
 D.R. Sardesai, Southeast Asia, Past and Present.
 B. Anderson: Imagined Communities. H. Benda: The Crescent and the Rising Sun Furnivall: Colonialism and the Plural Society
 G. Hart, ed., Agrarian Transformations: Local Processes and the State in Southeast Asia.
 J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.
 Milton Osborne, Southeast Asia: An Introductory History.
 Nicholas Tarling, ed., Cambridge History of Southeast Asia, Vol. II
 B. Anderson: Mythology and the Tolerance of the Javanese.
 C. VanDijk, Trousers, Sarongs and Jubbahs.
 C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).
 Charles F. Keys, The Golden Peninsula. Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia: Essays on Modern Indonesia.
 Victor Purcell, The Chinese in Southeast Asia. Tongchai Winichakul; Siam Mapped. 42

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Southeast Asia (Nineteenth Century)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	1	3	0	0	1	1	1	3
CO2	0	0	0	0	0	1	3	0	0	1	1	1	3
CO3	0	0	0	0	0	1	3	0	0	1	1	1	3
CO4	1	0	0	0	2	1	3	0	0	1	1	1	3
Average	1	0	0	0	2	1	3	0	0	1	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3230: HISTORY AND GENDER STUDIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable the learners to understand the various subfields adjunct to the politics of feminism as well as the debates and discussions.
- Another objective is to facilitate learners to have a good knowledge of history with a focus on its recovery within the domain of politics.
- Learners are expected to have a thorough understanding of women and education in the twentieth century and the emergence of the women's movement in Colonial India.
- Further, they are expected to have an understanding of the experiences of women in South Asia.

Course Outcomes:

- CO 1: Students will learn about the emerging sub-field adjunct to the politics of feminism.
- CO 2: They will learn about history, with a focus on its recovery within the domain of politics, which later extended to the realm of recovering experiences within family and sexuality.
- CO 3: They will learn about women and education in the twentieth century and the emergence of the women's movement in Colonial India.
- CO 4: They will also learn about the experiences of women in South Asia, which are brought into focus.

Course Contents:

UNIT-I: From 'Woman's' History to 'Gender' History:

- a) Feminism and Woman's History.
- b) Social History and Woman.
- c) Gender History.

UNIT-II: Configurations of Patriarchy in India:

- a) Patriarchy and Caste in India.
- b) State and Patriarchy in India: Debate on Sati in India.
- c) Patriarchy and Domestic Space.

UNIT-III: Woman and Education:

- a) Woman and Education in the Nineteenth Century: Pandita Ramabai, Anandibai Joshi and Savithribai.
- b) Woman and Education in the Twentieth Century: Begum Rokheya Sakhawat Hussain, Sister Subbalakshmi.
- c) Woman and forms of Popular culture in Nineteenth Century: Alternate Spaces.

UNIT-IV: Woman and Politics:

- a) Emergence of Woman's Organization in Colonial India.
- b) Movement for Woman's Rights in Colonial India.
- c) Woman in the National Movement.

Suggested Readings:

- Boserup, E. *Women's Role in Economic Development*, (London: Earthscan, 1970 (reprinted 1997))
- Chris Beasley, *Gender & Sexuality: Critical Theories, Critical Thinkers*, (Sage, New Delhi, 2005)
- Elise Boulding: *The Underside of History: A View of Woman Through Time, Vol-I & II*, (Sage, California, 1992.)
- Gerda Lerner: *The Creation of Patriarchy* (Oxford University Press, 1986)
- Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, (New York, Routledge, 1989)
- Louis. A. Tilly and Joanna Scott, *Woman, Work and Family*, (New York, 1978, 1987)
- Simone de Beauvoir: *The Second Sex* (New York: Vintage Books, 1973)
- Sheila Rowbotham, *Hidden from History: 300 Years of Women's Oppression and the Fight Against It*, (Pluto Press, 1975)
- Virginia Wolfe: *A Room of One's Own*, (New York, Harcourt Brace & Co, 1989) India:
- Amin, Sonia Nishat: *The World of Muslim Women in Colonial Bengal: 1876-1939*, (Leiden, New York: E. J. Brill, 1996).
- Antoinette Burton *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*, (University of North Carolina Press, Chapel Hill, 1994)
- Antoinette Burton *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, (Oxford University Press, New York, 2003)
- Engels, Dagmar *beyond Purdah? Women in Bengal, 1890-1939*. (Delhi: Oxford University Press, 1996).
- Geraldine Forbes, *The Cambridge History of India: IV2 Woman in Modern India History*,

(CUP, 1999.)

Jasodhara Bagchi, *Indian Woman: Myth and Reality*, (Sangam Books, Hyderabad, 1995)

K. Saradmoni, *Filling the Rice Bowl: Woman in Paddy Cultivation*, (Sangam Books, Hyderabad, 1989)

Kumkum Sangari & *Recasting Woman: Essays in Colonial History*, (Kali for Sudesh Vaid (eds.), Woman, New Delhi 1999).

Kumkum Sangari & *From Myths to Market: Essays on Gender*, (IIAS, Shimla, 2001). Uma Chakravarti (eds.)

LaurieL. Patton *Jewels of Authority: Women and Textual Tradition in Hindu India*, (OUP, New York, 2002)

O' Hanlon, *Rosalind Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low-Caste Protest in Western India*, (Cambridge: Cambridge University Press, 1985).

Samita Sen *Women and Labour in Late Colonial India: The Bengal Jute Industry*, (Cambridge University Press, England 1999)

Uma Chakravarti, *Rewriting History: The Life and Times of Pandita Ramabai*, (Kali for Woman, New Delhi, 2000).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History and Gender Studies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	3	0	0	0	0	0	0	0	2	2	2
CO2	2	0	3	0	0	0	0	0	0	0	2	2	2
CO3	2	0	3	0	0	0	0	0	0	0	2	2	2
CO4	2	0	3	0	0	0	0	0	0	0	2	2	2
Average	2	0	3	0	0	0	0	0	0	0	2	2	2

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3240: HISTORY OF CONTEMPORARY INDIA (1947-2000)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the major historical events and reforms initiated in India from the 1950s to 2000s.
- Another objective is to facilitate learners in learning the Indian democracy and how globalization has impacted India.
- The course will also allow learners to learn about the reforms initiated by the govt. such as agrarian and economic reforms, and five-year plans, among others; and to learn about the progress in science and technology.
- Further, learners are expected to learn about the need for women's empowerment in India and how such initiatives were/are necessary.

Course Outcomes:

CO 1: Students will understand some of the major historical events and reforms initiated in India from the 1950s to 2000s.

CO 2: They will understand the ways in which Indian democracy progressed and the impacts of globalization,

CO 3: They will also understand reforms initiated by the govt. such as agrarian reform, economic reforms, five-year plan, etc., and also the progress in science and technology.

CO 4: They will learn about women's empowerment in India and how such initiatives were very much necessary.

Course Contents:

UNIT – I: Birth of Republic:

- a) Government of India Act, 1935.
- b) Indian Constitution of 1950 and significant amendments upto 2000 A.D.
- c) Reorganization of States

UNIT- II: Indian Democracy in Progress:

- a) Regional Electoral Politics and Changing Party System.
- b) Threats to Indian democracy.
- c) Globalization and its impact on India.

UNIT – III: Economy in New India:

- a) Agrarian Reforms, Green Revolution
- b) Planned Economy- An Appraisal of Five-Year Plans
- c) Liberalization of Indian Economy, Privatisation

UNIT – IV: New India:

- a) Progress in Science and Technology, Revolution in Information Technology
- b) Educational Policies
- c) Women Empowerment

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
 Mukerjee: Community Development of India, Bombay, 1961.
 K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
 Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
 Morris Jones, W.H.: Government and Politics of India, London, 1964.
 H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
 C.H. Philips (ed.): Transfer of power
 Paul Brass: The Politics of India since Independence, The Cambridge, History of India, Vol .IV-1, U.K. 1976.
 R.P. Dutt: India Today, 1949.
 Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
 B. K. Sharma: Samsamyaik Bharat (In Hindi), Jaipur, 2007.
 Bipin Chandra: Samkaal in Bharat (In Hindi), N. Delhi, 2011.
 Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
 Francine Frankel: India's Political Economy, 1947- 2004, New Delhi: Oxford University Press, 2006.
 Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
 Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
 Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999
 Appadurai: Domestic Roots of India's Foreign Policy 1947- 1972. New Delhi: Oxford University Press, 1979.
 Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
 Sunil Khilnani: The Idea of India, Penguin Books, New Delhi, 2004.

COs- POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Contemporary India (1947-2000)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	1	3	1	0	0	1	0	0	1	2	3
CO2	0	0	1	3	1	0	0	1	0	0	1	2	3
CO3	0	0	1	3	1	0	0	1	0	0	1	2	3
CO4	0	0	1	3	1	0	0	1	0	0	1	2	3
Average	0	0	1	3	1	1	0	1	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI**IDE-HIS-001-MC-3210: HISTORY OF ARUNACHAL PRADESH (UPTO 1826)**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to impart learners an understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to make learners understand some of the sources used by historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course outcome:

CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).

CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.

CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.

CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:

Unit-I: Sources:

- Oral
- Literary
- Archaeological & Archival

Unit-II: Indigenous Religion and Culture:

- Indigenous Religion
- Indigenous Social Institution
- Neo Vaishnavism among the tribes of Arunachal Pradesh

Unit-III: Traditional Economy and Polity:

- Economy: Agriculture, Berlin, Crafts etc.
- Border Trade & Trade routes
- Traditional Political and Administration Institution.

Unit-IV: Ahom-Tribal Relation:

- Posa
- Kotokies
- Policy of Confrontation

Suggested Readings:

- Bose, M.L.: History of Arunachal Pradesh.
 Ashraf A.A: Pre Historic of Arunachal Pradesh.
 Raikar Y.A. & Chatterjee: Archaeology in Arunachal Pradesh.
 Devi, L.: Ahom-Tribal Relations.
 Mackenzie, A.: The Northeast Frontier.
 Elwin, V.: Myths of Northeast Frontier.
 Luthra, P.N: Constitutional Administrative growth of North East Frontier Agency.
 Dutta, S.(ed.): Studies in the History, Economy and Culture of Arunachal Pradesh
 Nyori, T.: History and Culture of the Adis.
 Mibang, T.: Social Change in Arunachal Pradesh (reference to Minyongs).
 Showren, T.: The Nyishi of Arunachal Pradesh: An Ethnographical Study
 Riddi, Ashan: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009
 Dabi, Tajen: Medicine and Integration of Frontier Tribes: The British and After in Arunachal Pradesh, Primus Books, 2023
 Guyot-Rechard, Berenice: Shadow States: India, China and the Eastern Himalayas, Cambridge University Press, 2016.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (upto1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PAO2	PSO3
CO1	1	0	0	0	1	0	0	3	0	2	3	3	3
CO2	2	0	0	0	2	0	0	3	1	2	3	3	3
CO3	1	0	0	0	1	0	0	3	1	2	3	3	3
CO4	1	0	0	0	1	0	0	3	1	2	3	3	3
Average	2	0	0	0	1	0	0	3	1	2	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VII

SEMESTER VII
IDE-HIS-001-CC-4110: ANCIENT SOCIETIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about early hunter-gatherer societies, the evolution of territorial consciousness in the early periods, and how societies gradually evolved.
- Another objective is to facilitate students in understanding how food was initially produced in the early period.
- Learners will be able to learn about the nature of tribal society and the emergence of landownership that laid the foundation of the state formation process
- Further, they are expected to have a good understanding of the early state formation and urbanization process.

Course Outcome:

CO 1: Students will understand about the hunter-gatherer societies and the evolution of territorial consciousness.

CO 2: They will learn about the origin of food production in the early period.

CO 3: They will also understand the tribal society and emergence of landownership and new urbanization to state formation.

CO 4: They also learn about the early state formation and urbanization process.

Course Contents:

Unit-I: Hunter-Gatherer Societies:

- (a) Social Evolution and subsequent trends.
- (b) Livelihood activities of hunter-gatherers.
- (c) Territorial Consciousness.

Unit-II: Origin of Food Production in the Ancient World:

- (a) Exploitation of plants in West Asia and Southeast Asia.
- (b) Domestication of animals and beginning of Agriculture.
- (c) Worshipping of fertility goddesses, division of labour and craft specialization.

Unit-III: Tribal and Lineage Societies:

- (a) Emergence of the epic, the heroes and ritual.
- (b) Segmentary Societies and surplus- pre-state politics.
- (c) Landownership and new urbanisation to state formation.

Unit-IV: Use of Bronze and Iron:

- (a) Early state formation and urbanization.
- (b) Metallurgy technique, barter, trade and exchange.
- (c) Urbanisation in the Gangetic Plain and structure of Mauryan State.

Suggested Readings:

- V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951.
David Kaplan, Culture Theory, Prentice Hall.
Gordon Childe, What Happened in History, Penguin Books, Reprinted, 1982.
Ernest Gellner, Anthropology and Politics, Blackwell, 1995.
Maurice Godlier, Perspective in Marxist Anthropology, Cambridge University Press, 1978.
Gordon Childe, What happened in History, Penguin Books, Aakar Books, Delhi, 2016.
Malinowski, Magic, Science and Religion and Other Essays, Kissinger Publishing, 1958.
L.H. Morgan, Ancient Society, Bharat Library, Calcutta, 1996.
R. Thurnwald, Economics in Primitive Communities, Oxford University Press, 1969.

- Romila Thapar, Cultural Pasts Essays in Early Indian History, OUP, 2000.
 _____: From Lineage to State, OUP, 1993.
 _____: Ancient Indian Social History Some Interpretations, Orient Longman, 1984.
 M.D. Sahlins, The Segmentary Lineage, American Anthropologist, 63, 2, 1962.
 Emile Durkheim, The Elementary Forms of the Religious Life, George Allen, & Unwin Ltd., 1976.
 Raymond Firth, Elements of Social Organisation, Watts & Co, London, Reprinted,1963.
 Robert H. Lowie, Primitive Society, Routledge, UK, 5th impression, 1960.
 Robert H. Lowie, Social Organisation, Routledge, UK, 3rd impression, 1961.
 W.H.R. Rivers, Social Organisation, Kegan Paul, 1932.
 William James, The Varieties of Religious Experience, Longman, Green & Co. London, 1952.
 Dilip Chakrabarti, The Early Use of Iron in India, Oxford University Press, USA, 1993.
 A.S. Altekar, State and Government in Ancient India, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 1992.
 I.C. Glover & et al, Early Metallurgy, Trade and Urban Centres in Thailand and Southeast Asia, Bangkok, 1992.
 Marshall Sahlins, Stone Age Economics, Aldine De Gruyter/New York, 1972.
 R.F. Tylecote, A History of Metallurgy, Oxford University, Press, London, 1976.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Ancient Societies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	2	3	0	0	3	3	0	1	1	2	3	3
CO2	0	2	3	0	0	3	3	0	1	1	2	3	3
CO3	0	2	3	0	0	3	3	0	1	1	2	3	3
CO4	0	2	3	0	0	3	3	0	1	1	2	3	3
Average	0	2	3	0	0	3	3	0	1	1	2	3	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VII

IDE-HIS-001-CC-4120: HISTORY OF MEDIEVAL INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about the key political institutions such as the political and political institutions of some of the States in Medieval India that allowed the running of the states.
- Another objective is to ensure learners learn about the socio-economic conditions of the Sultanate and Mughal period and also the Vijayanagara Empire which were some of the important states in Medieval India.
- Learners will be able to understand some of the crucial religious movements such as Bhakti and Sufism among others that emerged in Medieval India.
- Further, they are expected to have a thorough understanding of the growth of literature, art, and architecture during the medieval period in India which also shaped the period's history.

Course Outcomes:

- CO 1: Students will learn about the political institutions in Medieval India, especially the Iqtadari, Mansabdari and Jagirdari systems.
 CO 2: They will also understand the socio-economic condition of the Sultanate and Mughal period, and also the Vijayanagara Empire
 CO 3: They will learn about religious movements, particularly the Bhakti Movement, Sufism, and Sikhism.

CO 4: Further, they will also understand the growth of literature, art, and architecture during the medieval period in India.

Course Contents:

Unit-I: Government and Administration:

- a) Administration during Sultanate and Mughal Period
- b) Iqtadari, Mansabdari and Jagirdari System
- c) Administration of Vijayanagar Empire

Unit-II: Socio-Economic Condition:

- a) Social Condition during Sultanate and Mughal Period: Social Division and Position of Women
- b) Economic Condition during Sultanate and Mughal Period: Agriculture and Trade and Industry
- c) Socio-Economic life of Vijayanagar Empire

Unit-III: Religious Movements:

- a) Bhakti Movement
- b) Sufism
- c) Sikhism

Unit-IV: Literature, Art & Architecture:

- a) Art and Architecture during Sultanate period
- b) Art and Architecture during Mughal period
- c) Literature during Sultanate and Mughal period

Suggested Readings:

- Satish Chandra: Medieval India, From Sultanate to the Mughal, Har-Anand Publication, 2015
 _____: Parties and Politics at the Mughal Court 1707-1740, Aligarh, 1959
 Muzaffar Alam & et al (ed): The Mughal State, 1525-1750, New Delhi, 2002
 Muzaffar Alam: The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748, Delhi, 1986
 _____: Mughal Imperial Decline in North India, New Delhi, 1986
 Seema Alavi (ed): The Eighteenth Century in India, New Delhi, 2008
 Aziz Abdul: The Mansabdari System and the Mughal Army, Delhi 1972
 M. Athar Ali: Mughal Nobility under Aurangzeb, New Delhi 1997
 _____: Mughal India: Studies in polity, Ideas, Society and Culture.
 U. N. Day: The Mughal Government A.D 1556-1707, Munshiram Manoharlal, New Delhi 1994

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Medieval India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	3	0	0	0	0	0	1	1	2	1	3
CO2	0	3	3	0	0	0	0	0	1	1	2	1	3
CO3	0	3	3	0	0	0	0	0	1	1	2	1	3
CO4	0	3	3	0	0	0	0	0	1	1	2	1	3
Average	0	3	3	0	0	0	0	0	1	1	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VII
IDE-HIS-001-CC-4130: EXPANSION AND CONSOLIDATION OF COLONIAL RULE
IN INDIA (1757-1858)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable students to learn about various factors that contributed to the steady decline of the powerful Mughal Empire in India and the gradual shift of power to British.
- Another objective is to facilitate learners in understanding the manners in which British gradually extended their control of territories in India.
- Learners are expected to have good knowledge about the expansion of British in Punjab, and Sindh and also how the Policy of Doctrine of Lapse was strategically and opportunistically used to fulfil British objectives of supremacy in India.
- Further, learners will be able to learn about the cause of the revolt of 1857, which is often considered “the first Nationalist Movement in India” and the transition of power from East India Trading Company to the British crown.

Course Outcomes:

- CO 1: Students will learn about the decline of the Mughal authority and the rise of British power in India.
- CO 2: They will understand how the British gradually gained territorial power over Mysore, Maratha Territory.
- CO 3: They will learn about the later phase of British expansion in Punjab, Sindh, and also the policy of Doctrine of Lapse.
- CO 4: Further, they will also learn the cause of the Revolt of 1857 and the transition from Company to Crown.

Course Contents:

Unit-I: Rise of Colonial Domination:

- (a) Decline of the Central Authority of the Mughals.
- (b) Carnatic War.
- (c) British Ascendency in Bengal.

Unit-II: Territorial Expansion (Phase-I, 1757-1818):

- (a) Annexation of Mysore.
- (b) Annexation of Maratha Territory.
- (c) Subsidiary Alliance System.

Unit III: Territorial Expansion (Phase-II, 1818-1857):

- (a) Annexation of Punjab.
- (b) Annexation of Sindh.
- (c) Doctrine of Lapse.

Unit-IV: Revolt of 1857:

- (a) Causes of the Revolt.
- (b) Nature and Characteristics.
- (c) Transition from Company to Crown.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Suggested Readings:

- H. Dodwell: Cambridge History of India, Vol. V.
 P.E. Robert: History of British India, London – 1970.
 P.K. Mukherjee: The Rise and Fall of the East India Company, Bombay – 1973.
 Mujumdar & et al: An Advanced History of India, Macmillan, 1978.

Ram Gopal: How the British occupied Bengal, Asian Publishing House, Bombay, 1963.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Expansion and Consolidation of Colonial Rule in India (1757-1858)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	3	0	0	0	0	1	0	2	3	3
CO2	1	1	1	3	0	0	0	0	1	0	2	3	3
CO3	1	1	1	3	0	0	0	0	1	0	2	3	3
CO4	1	1	2	3	0	0	0	0	1	0	2	3	3
Average	1	1	2	3	0	0	0	0	1	0	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VII

IDE-HIS-001-CC-4140: HISTORY OF NORTH EAST INDIA (UPTO 1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable students to gain a good grounding in the early history of Northeast India and what the region was like in the early past.
- Another objective is to facilitate learners to learn about the nature of societies and small-scale societies that existed in the past in this region.
- Learners are expected to understand how the colonial experiences of the people in this region.
- Further, they will be able to learn how the various policies adopted by the British in Northeast India have not only shaped the region's history but also sowed the seeds for some of the issues and challenges that are currently faced by the people in the state.

Course Outcomes:

- CO 1: Students will understand the historical trajectories of North-East India from early times to the end of the colonial period.
- CO 2: They will learn about the societies and how small-scale societies existed in the past in this region.
- CO 3: They will also understand the impact of colonialism in this region.
- CO 4: Further, they will learn how some of the issues and challenges in this area have been inherited from the British.

Course Contents:

Unit-I: Introduction:

- (a) The Geographical setting its impact on Evolution of Society.
- (b) Sources of the History of North East India.
- (c) Approaches to the History of North East India.

Unit-II: Early Historical and Medieval Social and Polity Formations:

- (a) Early State -Theory, Territory and Polity.
- (b) Varmans and Palas.
- (c) The Ahom State.
- (d) The Dimasa State.

Unit-III: Pre-Colonial Period of the Hills Societies:

- (a) Social Formation in the Hills of North East India: Khasi-Jaintias, Arunachal Pradesh.
- (b) Livelihood practices in the Hills of North East India.
- (c) Political formations in the Hills of North East India.
- (d) Religion in the Hills of North East India.

Unit-IV: Colonial Rule in North East India:

- (a) Treaty of Yandaboo and colonial presence.
- (b) Annexations: Assam, Cachar and Khasi and Jaintia Hills.

- (c) Annexation: Naga Hills and Mizo Hills.
 (d) Impact of British Rule on the economic transformation of North East India.

Suggested Readings:

- Amalendu Guha: Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.
 A.K. Sharma: Emergence of Early Culture in North East India, Munshiram.
 H.K. Barpujari: The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.
 Manorama Sharma: History and History Writing in North East India, Regency Publications, New Delhi.
 Nirode Baruah: Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
 P.C. Choudhury: History of the Civilization of the People of Assam.
 S.L. Baruah: A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.
 J.B. Bhattacharjee: Social and Polity Formation in Pre-Colonial North East India,
 Surajit Sinha (ed.): Tribal Polities & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.
 S. Endle: The Kacharis, Macmillan, 1911.
 H. Bareh: History and Culture of the Khasi people.
 J.B. Bhattacharjee: The Garos and the English.
 J.N. Choudhury: The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.
 _____: Arunachal Pradesh from Frontier Tracts to Union Territory, CosmoJ.N. Publications, New Delhi.
 _____: The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.
 _____: Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.
 Kenilo Kath: Traditional Religious Systems of the Rengma Nagas, Anshah Publishing New Delhi, 2005.
 L.N. Chakravarty: Early History of Arunachal Pradesh.
 M.L. Bose: British Policy in the North East Frontier Agency.
 N. Venuh: Naga Society: Continuity and Change, Shipra, New Delhi, 2005.
 P.N. Dutta: Impact of the West on the Khasis and Jaintias.
 P.R.T. Gurdon: The Khasis, Macmillan, Michigan, 1914.
 P.C. Kar: The Garos in Transition.
 Paulinus R Marak: The Garo Tribal Religion: Beliefs and Practices, Anshah Pub, New Delhi, 2005.
 Sobhan Lamare, The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.
 Verrier Elwin: A Philosophy for NEFA.
 A. Mackenzie: North East Frontier of Assam.
 Amalendu Guha: Planter Raj to Swaraj.
 B.B. Ghosh: History of Nagaland, New Delhi, 1982.
 H.K. Barpujari: Assam in the Days of Company.
 _____: Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.
 _____: The Comprehensive History of Assam Vol. I, II, III, IV & V.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North East India (Upto 1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	1	1	3	0	0	1	1	1	3	2	3
CO2	0	3	1	0	3	0	0	0	1	1	3	2	3
CO3	1	3	1	1	3	0	0	0	1	1	3	2	3

CO4	1	3	1	1	3	0	0	0	1	1	3	2	3
Average	1	3	1	1	3	0	0	1	1	1	3	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VII
IDE-HIS-001-MC-4110: HISTORY OF MODERN EUROPE (1870-1945)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the political development in Europe before the Second World War.
- Another objective is to facilitate students to learn about the political development in Germany before the First World War.
- The students are expected to learn about the political development and ideological shift in France and Balkans before the Second World War.
- Further, they will be able to understand the growth of Fascism in Italy and Nazism in Europe.

Course outcomes:

CO 1: Students will understand the political development in Europe before the Second World War.

CO 2: They will understand the political development in Germany and how it shaped the First World War.

CO 3: They will also understand the political development and ideological shifts that happened in France and Balkans before the Second World War.

CO 4: Further, they will understand the situation in which Fascism and Nazism in Italy and Europe and how they shaped the history of the world.

Course Contents:

Unit-I: Political Developments in Germany:

- (a) Unification
- (b) Domestic Policy of Bismarck
- (c) European diplomacy and system on the eve of the First World War.

Unit-II: France up to 1914:

- (a) Establishment of the Third Republic & Paris Commune
- (b) Social and Economic Policy
- (c) Difficulties of the Third Republic-domestic developments

Unit-III: The Eastern Question and the Balkans:

- (a) European interest in the Balkan
- (b) Rise of nationalism in the Balkan States
- (c) Eastern Question and European Politics between 1870-1914

Unit-IV: World Between Two World Wars:

- (a) The First World War- Treaty of Versailles and the League of Nations
- (b) Fascism in Italy
- (c) Nazism in Germany

Suggested Readings:

C.D. Hazen:	Europe since 1815
James Joll:	Europe since 1870
E. Lipson:	Europe in the 19th & 20th Centuries.
David Thomson:	Europe since Napoleon.
Karl Marx:	The Paris Commune.
A.G. Mazour:	Russia: Tsarist and Communist

O.Pflange:	Bismarck and the Development of Germany.
A. Bullock:	Hitler: A study in Tyranny.
F.L.Carston:	The Rise of Fascism.
R.A.C.Parkar:	Europe, 1919-1945.
A.J.P.Taylor:	The origin of the Second World War.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs/PEOs is categorized as follows:

HISTORY OF MODERN EUROPE (1870-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PS10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	3	0	0	0	0	3	3
CO2	2	0	0	0	0	3	3	0	0	0	0	3	3
CO3	2	0	0	0	0	3	3	0	0	0	0	3	3
CO4	2	0	0	0	0	3	3	0	0	0	0	3	3
Average	2	0	0	0	0	3	3	0	0	0	0	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VIII
UG DEGREE
(HONOURS WITHOUT RESEARCH)

SEMESTER VIII
IDE-HIS-001-CC-4210: HISTORY OF ARUNACHAL PRADESH (UPTO TO 1987)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to have a good understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to ensure students understand some of the sources used by the historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course Outcomes:

CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).

CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.

CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.

CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:

Unit-I: Introduction:

- (a) Environment and its impact on the Social Evolution.
- (b) Pattern of Settlement.
- (c) Sources of the History of Arunachal Pradesh.

Unit-II: Pre-Colonial Traditional Institutions:

- (a) Social Formations.
- (b) Patterns of Livelihood.
- (c) Polity Formations.
- (d) Religion.

Unit-III: British Policy in North Eastern Frontier Tracts:

- (a) British Policy in North East Frontier Tracts till 1875.
- (b) Inner Line and Outer Line.
- (c) Demarcation of the McMahon Line.
- (d) The Acts of 1919, 1935 and Assam (Administration of Justice) Regulation of 1945.

Unit-IV: Post-Independence Developments:

- (a) Constitutional Position of NEFA: (1950-1964)
- (b) McMahon Line and Border Controversy: (1947-1962)
- (c) Chinese Aggression and Administrative Reorganization: (1962-1967)
- (d) Introduction of Panchayat Raj and Formation of Popular Government.

Suggested Readings:

Hamilton: In the Abor Jungles.
 Mackenzie: The North East Frontier of Assam.
 Maleish: The Frontier People of India.

- G.W. Beresford: Notes on the North East Frontier of Assam.
 J.N. Chaudhury: Arunachal Pradesh from Frontier Tracts to Union Territory.
 _____: The Tribal Culture and History of Arunachal Pradesh.
 H.K. Barpujari: Problems of the Hill Tribes; North-East Frontier, Vol.I, II& III.
 H. Baruah: The Red River and the Blue Hill.
 Tomo Riba: The Tribal and their Changing Environment.
 V.Rastogi: The Enchanted Frontier.
 Ashan Riddi: The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006.
 C.V.F Haimendorf: The Apatanis and Their Neighbours.
 _____: Ethnographic Notes on the Tribes of the Subansiri Region.
 L.R.N. Srivastava: The Gallongs.
 N.T. Rikam: Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe.
 Sachin Roy: Aspects of Padam Minyong Culture.
 S. Dutta: Studies in the History, Economy and Culture of Arunachal Pradesh.
 Tai Nyori: History and Culture of the Adis.
 Tamo Mibang: Social Change in Arunachal Pradesh.
 T. Mibang & et al: Understanding Tribal Religion.
 Verrier Elwin: Myths of the North-East Frontier of India.
 _____: The Art of the North East Frontier of India.
 Tana Showren: The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.
 R.B. Pemberton: The Eastern Frontier of British India.
 M.L. Bose: History of Arunachal Pradesh Up to 1992.
 P.N. Luthra: Constitutional and Administrative Growth of the North East Frontier.
 Robert Reid: History of the Frontier Areas Bordering Assam.
 A.C. Talukdar: Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.
 Alistair Lamb: The China India Border, Volume I & II.
 _____: The Mac Mohan Line: A Study in the Relations between India China and Tibet.
 J.B. Dalvi: Himalayan Blunder.
 J.R. Saigal: The Unfought War of 1962.
 J.L. Mehra: The McMahan Line and After.
 Krishna Rao: The Sino-Indian Boundary Question and International Law.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (up to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	1	0	2	3	0	8	1	1	3	2	3
CO2	0	3	1	0	2	3	0	8	1	1	3	2	3
CO3	0	3	1	0	2	3	0	8	1	1	3	2	3
CO4	0	3	1	0	2	3	0	8	1	1	3	2	3
Average	0	3	1	0	2	3	0	8	1	1	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VIII
IDE-HIS-001-DE-42010: EVOLUTION OF INDIAN CULTURE

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to learn about the early sources of Indian history such as archaeological and literary sources; and also Harappan civilization and Vedic Society.
- Another objective is to enable learners to learn about the polity, economy, and society of India during the Mauryan and Gupta periods.
- Learners are expected to have a thorough understanding of some of the religious movements that have been witnessed in India particularly Jainism, Buddhism, and Ajivikas, among others.
- Further, they will be able to learn about the form of language and literature and also arts used and developed in early India.

Course Outcomes:

- CO 1: Students will learn about the sources of Indian history and also the early Harappan Culture and Vedic Society.
- CO 2: They will also understand the early states of India such as the Mauryan, and Gupta.
- CO 3: They will also learn about the religious movements, particularly Jainism, Buddhism, Ajivikas, Alvars and Nayanars.
- CO 4: Further, they will also learn about the language literature, and art in early India.

Course Contents:

Unit-I: Background of Indian Culture:

- (a) Sources of Early Indian Histories.
- (b) Harappan Culture.
- (c) Vedic Society.

Unit-II: States in Early India:

- (a) Oligarchies and Republics.
- (b) The Mauryan State.
- (c) The Imperial Gupta.

Unit-III: Religious Movements:

- (a) Jainism and Buddhism.
- (b) Ajivikas and Jhuvikas.
- (c) Alvars and Nayanars.

Unit-IV: Language, Literature and Art:

- (a) Languages: Sanskrit, Prakrit, Pali and Tamil.
- (b) Literature: Vedic, Epic and Sangam.
- (c) Art: Gandhara and Mathura Schools.

Suggested Readings:

- Romila Thapar: Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010.
- _____ : History and Beyond, OUP, 1999.
- _____ : Early India: From Origins to AD 1300, Penguin, 2003.
- D. N. Jha: Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
- R.S. Sharma: India's Ancient Past, Oxford University Press, 2006.
- D.D. Kosambi: The Culture and Civilisation of India in Historical Outline Vikas Publishing, 1997
- A.L. Bhasham: The Wonder that was India – Rupa, 2004.

- A.L. Basham (ed.): A Cultural History of India, Oxford India Paperbacks, 1997.
 D.D. Kosambi: An Introduction to the Study of Indian History, Sage, 2016.
 Upinder Singh: The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.
 Upinder Singh: A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.
 Meera Kosambi (ed.): D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.
 R.S. Sharma: Rethinking India's Past, Oxford India Paperback, 2010.
 _____: Looking for the Aryans, Sage, 1995.
 Himanshu P. Ray: Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler: Oxford University Press, 2007.
 R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsi Dass, 2015.
 K.P. Jayaswal: Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs is categorized as follows:

Evolution of Indian Culture

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	2	0	1	3	0	0	1	2	3	2	3
CO2	0	3	2	0	1	3	0	0	1	2	3	2	3
CO3	0	3	2	0	1	3	0	0	1	2	3	2	3
CO4	0	3	2	0	1	3	0	0	1	2	3	2	3
Average	0	3	2	0	1	3	0	0	1	2	3	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VIII

IDE-HIS-001-DE-42020: COLONIAL ECONOMY (1765-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the Indian economy before and during Colonialism.
- Another objective is to make the learners learn about the transformation brought in the economy and how the colonial economy benefited the British while impoverished the Indian masses.
- Learners are also expected to have an understanding of some of the issues currently faced by Indians as a direct result of colonialism in India.
- Further, they will be able to understand the infrastructural projects initiated by the British such as the construction of railways in particular to serve the administrative requirements as well as to facilitate extraction of resources and revenues in India.

Course Outcome:

- CO 1: Students will gain an overview of the state of the Indian economy, encompassing both agricultural and industrial sectors, before and during the time of British rule.
- CO 2: They will understand the nature of the changes that the economy underwent under British rule and assess its impact on Indian society.
- CO 3: They will understand the roots of many of the economic issues currently faced in India that had an indirect bearing on British rule.
- CO 4: Further, they will learn about the creation of infrastructures in India such as railways, and the subsequent growth of Indian capitalists and the working class in India during the period of colonialism.

Course Contents:

Unit I: Colonialism

- (a) Debates on 18th Century Economy
- (b) Stages of Colonial Exploitation
- (c) Theoretical Interventions in the Study of Colonialism: Samir Amin, Amilcar Cabral

Unit II: Economic Drain and De-Industrialization

- (a) Drain Theory: Meaning Forms and Critique
- (b) De-Industrialisation: Process and Debate
- (c) Famines: Causes and Consequences

Unit III: Land and Agriculture

- (a) Land Revenue Systems: Pattern and Impact
- (b) Commercialisation of Agriculture; Plantations (Indigo and Tea)
- (c) Opium Trade

Unit IV: Industry and Infrastructure

- (a) Industry: Cotton Textile Industry and Iron and Steel Industry
- (b) Infrastructure: Railways
- (c) Growth of Indian Capitalist and Working Class

Suggested Reading:

Aditya Mukherjee: Imperialism, Nationalism and the Making of the Indian Capitalist Class, Sage, 2002.

Aditya Mukherjee: The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.

Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Revised Edition, Haranand Publications, 2016.

Bipan Chandra: Freedom Struggle (Chapter 1), National Book Trust.

Dharma Kumar (ed.): Cambridge Economic History of India: Vol. 2c. 1757-c.1970, CUP, 2008

Tirtankar Roy: Economic History of India 1857-1947, Oxford University Press, 2011.

G. Rubinstein et al.: On Some Statements by Samir Amin, Review of African Political Economy, No. 5 (Jan.-Apr., 1976), pp. 103-109. Stable URL:

<http://www.jstor.org/stable/3997813>

Irfan Habib: Indian Economy 1858-1914 (Peoples History of India Series), Aligarh Historians Society, 2006.

Jock McCulloch: Amilcar Cabral: A Theory of Imperialism The Journal of Modern African Studies, Vol. 19, No. 3 (Sep., 1981), pp. 503-511 Stable URL: <http://www.jstor.org/stable/160757>

Patrick Chabal: The Social and Political Thought of Amilcar Cabral: A Reassessment The Journal of Modern African Studies, Vol. 19, No. 1 (Mar., 1981), pp. 31-56 Stable URL: <http://www.jstor.org/stable/160605>

Samir Amin: From Capitalism to Civilization: Reconstructing the Socialist Perspective, Tulika, 2010.

Seema Alavi (ed.): The Eighteenth Century in India: Debates in Indian History and Society, Oxford University Press, 2007.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs is categorized as follows:

Colonial Economy (1765-1939)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO3
CO1	2	3	1	3	0	0	0	0	1	1	0	2	3
CO2	2	3	1	3	0	0	0	0	1	1	0	2	3
CO3	2	3	1	3	0	0	0	0	1	1	0	2	3
CO4	2	3	1	3	0	0	0	0	1	1	0	2	3
Average	2	3	1	3	0	0	0	0	1	1	0	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VIII

IDE-HIS-001-DE-42030: INDIAN NATIONAL MOVEMENT (1857-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- Another objective is to make learners learn about the roots of the revolt of 1857 and the growth of Nationalism among the Indians in the 19th century.
- Learners are expected to have a good understanding of the crucial and pioneering roles of the Indian National Congress party in mobilizing the nationalist mass movement in India.
- Further, they are also expected to understand the manner in which the partition of India happened after the end of colonialism in India.

Course Outcomes:

- CO 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- CO 2: They will understand the background of the 1857 revolt, as well as various peasant movements and the overall growth of nationalist ideals.
- CO 3: They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.
- CO 4: Further, they will also understand the partition of India.

Course Contents:

Unit -I: Emergence of Nationalism:

- Revolt of 1857
- Peasant Revolts in the late 19th Century: Indigo, Pabna and Deccan
- Growth of Nationalism

Unit - II: Foundation of Indian National Congress

- Myth and Reality
- Objective
- Policies, Programme, and colonial Government's responses

Unit - III: Forms and Contestation

- Split in congress and the rise of Revolutionary Terrorism
- Rise and Growth of Communalism: Factors and Stages
- Muslim League and Muhammad Ali Jinnah

Unit - IV: Mass Movement:

- Emergence of Mahatma Gandhi in Indian Politics and his strategies
- Non-Cooperation Movement, Civil Disobedient Movement, and Quit India Movement
- Freedom and Partition.

Suggested Readings:

- Bipan Chandra: Amales Tripathi and Barun Dey: Freedom Struggle, NBT publication.
 _____: Communalism in Modern India, New Delhi. 1987.
 _____: The Epic struggle, Orient Longman, New Delhi, 1992.
 _____: Rise and Growth of Economic Nationalism in India, New Delhi, (Reprinted) 1984.
 _____: Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.
 Bipan Chandra & et al.: India's Struggle for Independence, 1857-1947, Viking, New Delhi.
 B L Grover & et al: A new look at Modern Indian History, S Chand publication.
 Sumit Sarkar: Modern India, 1885-1947, New Delhi.
 A.R. Desai: Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.

- B R Nanda: Mahatma Gandhi, New Delhi.
- Sucheta Mahajan: Independence and Partition: The Erosion of Colonial Power In India, Sage Publications, New Delhi.
- Ranajit Guha (ed.): Subaltern Studies, Vols. Oxford University Press, Delhi, 1982.
- B.N. Pande (ed.): A Centenary History of the Indian National Congress, 3 Vols. N. Delhi, 1985.
- Eric Hobsbawm: Nations and Nationalism since 1780, Cambridge, Cambridge University Press, 1992.
- Ernest Gellner: Nations and Nationalism, Ithaca, Cornell University Press, 1983.
- Benedict Anderson: Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2nd. ed., London, 1991.
- Tara Chand: History of the freedom movement in India, Vol., Delhi, 1961.
- Percival Spear: Oxford History of India, N. Delhi, 1974.
- Aditya Mukherjee (ed.): The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- K.K. Ghose: The Indian National Army, Meerut, 1969.
- Prabha Dixit: Communalism – A struggle for power, New Delhi.
- M K Gandhi: My Experiments with Truth: An Autobiography, New Delhi.
- R.C. Dutt: The Economic History of India, 2 Vols, Publications Division, Government of India, 1970.
- Mahatma Gandhi: My Experiments with Truth: An Autobiography, Crosland Books, New Delhi, 2009.
- Louis Fischer: Mahatma Gandhi: His Life and Times, Bhartiya Vidya Bhavan, Mumbai, 2006.
- V. Chirol, Indian Unrest, London, 1910.
- Anil Seal: The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century, Cambridge, 1968.
- P.C. Bamford: History of Khilafat and Non-Cooperation Movements, Delhi, 1925.
- S. Gopal: British Policy in India, Delhi.
- P. Sitaramayya: The History of the Indian National Congress, two volumes.
- Aditya Mukherjee (ed.): The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- Dadabhai Naoroji: Poverty and Un-British Rule in India. London, 1901

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Indian National Movements (1857-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	3	0	0	0	0	1	1	1	1	3
CO2	1	2	1	3	0	0	0	0	1	1	1	1	3
CO3	1	2	1	3	0	0	0	0	1	1	1	1	3
CO4	1	2	1	3	0	0	0	0	1	1	1	1	3
Average	1	2	1	3	0	0	0	0	1	1	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VIII
IDE-HIS-001-MC-4210: MAHATMA GANDHI AND MODERN INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objective:

- This course is designed to allow learners to learn about the Mahatma Gandhi and his contribution in the Indian freedom struggles.
- Another objective is to facilitate students in learning Gandhian concepts such as the Ahimsa, Satyagraha and Swaraj.
- The students will be able to learn about the crucial roles he played in the Indian freedom struggles.
- Further, they will be able to understand about the Gandhian Ideas and its relevance in Post-Independent India.

Course outcomes:

CO 1: Students will understand the early life and his contribution to the Indian freedom struggle against the British.

CO 2: They will understand crucial concepts developed by Gandhi during the Indian National Movement such as Ahimsa, Satyagraha, and Swaraj.

CO 3: They will also understand the roles he played in the Indian freedom struggles.

CO 4: Further, they will also be able to understand significance and relevance of the Gandhian in present contexts.

Course Content:

Unit-I: Biographical

- (a) Early Years
- (b) Experiment in South Africa

Unit-II: Gandhian Concepts

- (a) Ahimsa and Satyagraha
- (b) Swaraj

Unit-III: Nationalism

- (a) Role in National Movement
- (b) Gandhian Strategy

Unit-IV: Gandhian Ideas (Relevance in Post-Independent Context)

- (a) Society and Polity
- (b) Economy

Suggested Readings:

- | | | |
|-------------------|--|--|
| Sriman Narayanan: | <i>Relevance of Gandhian Economics, Navajiban, Pub. House, Ahmadabad, 1970.</i> | |
| J. Brown: | <i>Gandhi's Rise to power; OUP, 1972.</i> | |
| S.A. Bari: | <i>Gandhi's Doctrine of Civil resistance.</i> | |
| G.N. Dikshit: | <i>Gandhi's Challenge to Communism, New Delhi, S.Chand, 1972.</i> | |
| A.H. Meriam: | <i>Gandhi vs. Jinnah, Calcutta, Minerva, 1980.</i> | |
| V. Datt: | <i>Gandhi, Nehru and the Challenge, Delhi, Abhinav, 1979.</i> | |
| A. Lahiri: | <i>Gandhi in Indian Politics, Calcutta, Firma KLM, 1976.</i> | |
| M.M. Sankhdher: | <i>Gandhi, Gandhism and Partition of India, N. Delhi, Deep & Deep, 1982.</i> | |
| T.K.N. Unnathan: | <i>Gandhi and Social Change in India, Jaipur, Rawat, 1956.</i> | |
| P. Moon: | <i>Gandhi and Modern India, London, English University Press, 1968.</i> | |
| S. Malhotra: | <i>Gandhi: An Experiment with Communal Politics, Chandigarh, 1975.</i> | |

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs/PEOs is categorized as follows:
MAHATMA GANDHI AND MODERN INDIA

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 1	PO 12	PO13
CO1				0			0	0	0	0			
CO2				0			0	0	0	0			
CO3				0			0	0	0	0			
CO4				0			0	0	0	0			
Average				0			0	0	0	0			

[3: High, 2: Medium, 1: Low, 0: No correlation]

**CURRICULUM FRAMEWORK FOR
UNDER-GRADUATE PROGRAMME IN POLITICAL SCIENCE
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP)-2020



RAJIV GANDHI UNIVERSITY-A CENTRAL UNIVERSITY

INSTITUTE OF DISTANCE STUDIES

DEPARTMENT OF POLITICAL SCIENCE

RONO HILLS, DOIMUKH

ARUNACHAL PRADESH-791112

WITH EFFECT FROM ACADEMIC YEAR: 2023-2024

1. Programme's Mission and Objectives:

Institute of Distance Education is affiliated to Rajiv Gandhi University. The institute aims to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. The institute offers Masters Degree, Bachelor degree and Certificate programmes in the field of Art. The mission and objectives of the programme are:

- To impart and disseminate quality higher education through distance mode by providing instructional and study materials.
- To provide access to higher education to those people who are not able to pursue higher education through regular mode.
- To improve gross enrollment ratio in higher education.
- To promote research and innovative ideas among the students.

2. Relevance of the program with HEI's Mission and Goals:

The aims of Rajiv Gandhi University is to nurture the talent of learners by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and strive to promote morally sound global citizens. Also it have a mission to provide opportunities and support to students from diverse background and to assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities.

The mission and goals of the institution is to disseminate quality education through instructions and research, to help the learners in achieving excellence in higher education. The programme is aimed at providing quality higher education through distance education mode to those people who are interested to pursue higher education but do not get or are not able to take admission in regular mode of higher education by giving counseling, instruction and study materials. Hence, the programme is relevant to the HEI's mission and goal.

3. Nature of prospective target group of learners:

The target group of learners will be:

1. Dropout students, who have completed class XII and are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems.
2. The targeted groups also include in-service person, unemployed youth, defense and police personal, people working in NGOs and the students who are preparing for competitive examination.
3. The targeted groups also include working housewives, physically and mentally less privileged people.
4. The course also attracts the persons who are interest to know about the state politics of Arunachal Pradesh in particular and North East India in general.

4. Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

The world has become global village and studying political science has become fundamental in present days as its gives deep insight about the happening of the political world. It helps us to understand the pertinent issues faced by an individual in everyday life and paves way for generating better solutions to the problems. It deals with various thought, theories and practices reflecting in the society, state and government apparatus etc.

The Open and Distance Learning mode would provide quality higher education to the interested learners who are left out by the regular mode. It helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills.

5. Instructional Design:

a. Curriculum activities

- i) Duration of programme: 4 (Four) years for B.A
- ii) The four years course is comprises of eight semesters.
- iii) Semester examination is conducted after every five months.
- iv) Result is declared after one month.
- v) After the declaration of result, admission process starts.

Detailed Syllabus:

5.1 Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary,

interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

1.2 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Under Graduate programme in Political Science aims to fulfill the following objectives:

PEO1: This programme aims to provide learning scopes by orienting the students about political science.

PEO2: Developing knowledge of basic concepts of political science, and developing ability to appreciate the challenges in field settings.

PEO3: Promoting self-understanding, reflexivity and personal growth of the students.

PEO4: Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PEO5: Developing respect for social diversity and increasing social and cultural relevance of learning.

1.3 PROGRAMME OUTCOMES (POs)

PO1: Foundational Knowledge

The graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving

The graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Community Engagement & Service

The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO4: Indian Context and Good Citizenship

The graduates would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Coping with Real Life Situations

The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity

The graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Communication Skills

The graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO8: Analytical Reasoning and Thinking

The graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety

of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Research Related Skills

The graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

PO10: Leadership Qualities

The graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.4 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learners who complete four years would earn an Under Graduate Honours/Honours with Research Degree in Political Science. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

PSO1: To inculcate the basic theoretical understanding of Political Science within students and familiarize them with its application to society, along with sensitize them with the current problems that human beings are facing nationally and globally.

PSO2: To equip the students with the epistemological understanding of the Political Science as a science and develop scientific attitude and rigor, inculcate strong methodological knowledge and build interpersonal competence.

PSO3: To enhance awareness and commitment to social services through application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

PSO4: To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

1.5 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: IDE-Pol-Major-01)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: IDE-Pol-Major-002)-Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

Three-Year UG Degree (Programme Code: IDE-Pol-Major-03)-Students who wish to undergo a three- year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: IDE-Pol-Major-04)- A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

Four-Year UG Degree (Honours) (Programme Code: IDE-Pol-Major-05)- A four-year UG Degree in Honours with Research will be awarded to those students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

1.6 Other Key Criteria for UG Programme

- Selection of Minor Course: Students of Political Sciencemajor would opt for minor courses from other majors being offered by other departments. Minor courses of Political Science will be offered to Non-Political Science Major Students.

- Selection of Multidisciplinary Course: Students in Political Science major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Political Science major would not be allowed to select multidisciplinary courses offered by the Department of Political Science.
- Selection of Compulsory Value-Added Course: Students in Political Science major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- Research at UG Programme: Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year, as per NEP-2020.
- For Honours students not undertaking Dissertation in VIII semester: Students in Political Science not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- Exit and Re-entry: Exit and re-entry option in the degree programme in Political Science will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.7. Structure of the Four Year Undergraduate Programme in Political Science

*1 Credit = 30 learning hours in a Semester

NCrfCredit Level	Sem	Major		Minor (OnlyforstudentsotherthanPolitical ScienceMajor)		MultidisciplinaryCourse(MDC-Only for students otherthanPolitical ScienceMajor)		Ability EnhancementCompulsory Course(AECC)		Skill EnhancementCourse(SEC)		Value-addedCourses (VAC)		Total Credit/Sem	
		CourseCode&Name	Credit	CourseCode&Name	Credit	CourseCode&Name	Credit	Course Code &Name	Credit	Course Code &Name	Credit	Course Code&Name	Credit		
4.5	I	IDE-POL-001-CC-1110 Understanding Politics	4	IDE-POL-MIN-01 Understanding Politics	4	IDE-POL-MDC-01 Indian Polity	3	IDE-POL-AECC-01	4	IDE-POL-SEC-01 Managing Election and Campaigning	3	IDE-POL-VAC-01 Democracy in India	2	20	
	II	IDE-POL-001-CC-1210 Indian Constitution	4	IDE-POL-MIN-02 Indian Constitution	4	IDE-POL-MDC-02 Understanding Political Concepts and Processes	3	IDE-POL-AECC-02	4	IDE-POL-SEC-02 Public Policy Management	3	IDE-POL-VAC-02 Indigenous System of Governance	2	20	
TotalCredit(FirstYear)			8		8		6		8		6		4	40	
ExitoptionwithUndergraduateCertificateinPolitical Scienceoncompletionofcoursesequaletoaminimumof40credits+#SummerInternship(POL-1001)															
5.0	III	IDE-POL-001-CC-2110 Ancient Indian Political Thought	4	IDE-POL-MIN-03 Political Theory	4	IDE-POL-MDC-03 Understanding Politics in Arunachal Pradesh	3			IDE-POL-SEC-03 Environmental Studies	3	IDE-POL-VAC-03 Local Self Government	2	20	
		IDE-POL-001-CC-2120 Political Theory	4												
	IV	IDE-POL-MAJ-05 Comparative Government and Politics	4	IDE-POL-MIN-04 Comparative Government and Politics	4										20
		IDE-POL-MAJ-06 Theories of International Relations	4												
IDE-POL-MAJ-07 Public Administration	4														
IDE-POL-MAJ-08 Western Political Thinker	4														
TotalCredit(SecondYear)			24		8		3				3		2	40	

Exit option with Undergraduate Diploma in Political Science on completion of courses equal to a minimum of 80 credits + 4 Credit Skill Based Course during 1/2 Year Summer Terms (POL-2001)												
5.5	V	IDE-Pol-Major-09 Party Politics in India	4									20
		IDE-Pol-Major-10 Public Policy	4									
		IDE-Pol-Major-11 Modern Indian Political Thinker	4									
		IDE-Pol-Major-12 Government and Politics in Arunachal Pradesh	4									
		IDE-Pol-Min-06 Government and Politics in Arunachal Pradesh	4									
												20
	VI	IDE-Pol-Major-13 India's Foreign Policy	4									
		IDE-Pol-Major-14 State Politics in India	4									
		IDE-Pol-Major-15 Politics in North East India	4									
		IDE-Pol-Major-16 Politics in India	4									
		IDE-Pol-Min-06 Politics in India	4									
Total Credit (Third Year)			40									40
Exit option with Three Years Bachelor's Degree in Political Science on completion of courses equal to a minimum of 120 credits (POL-3001)												
	VII	IDE-Pol-Major-17 Understanding Gandhi	4									20
		IDE-Pol-Major-18 Feminism	4									
		IDE-Pol-Major-19 International Law	4									
		IDE-Pol-Major-20 Globalization and Politics	4									
		IDE-Pol-Min-07 Globalization and Politics	4									
6.0			4									
	VIII	IDE-Pol-Major-21 Human Rights	4									20
		IDE-Pol-Major-22 Comparative Constitution	4									
		IDE-Pol-Major-23 Colonialism and Nationalism in India	4									
		IDE-Pol-Major-23 Understanding Ambedkar	4									
		IDE-Pol-Min-08	4									

TotalCredit(FourthYear)		40										40
AwardofFour-YearBachelor'sDegree(Honours)inPolitical Scienceoncompletion ofcoursesequaltoaminimumof160Credits(POL-4001)												
6.0	VIII	IDE-POL-001-CC-4210 Advanced ResearchMethods	4	IDE-POL-001-RC-4210 ResearchandPublicationEthics/ MOOC's	4							20
		IDE-POL-001-RP-4210 Research Project	12									
TotalCredit(EighthSem)		16	4									20
AwardofFour-YearBachelor'sDegree(HonourswithResearch)inPolitical Scienceoncompletionofcoursesequaltoaminimumof160Credits(POL-5001)												

SEMESTER-WISE COURSE STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN POLCHOLOGY

SEMESTER I

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-1110	Understanding Politics	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXXX	MinorCourse-1	20	80	100	-	4	-
XXX-DDD-MD-XXXX	MDC-1*	20	80	100	-	3	-
XXX-DDD-AE-XXXX	AECC-1*	20	80	100	-	4	-
IDE-POL-001-SE-0010	Managing Election and Campaign	20	80	100	2:1:0	3	45
XXX-DDD-VA-0010	VAC-1*	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture, T=Tutorial, P=Practical

SEMESTER II (UG CERTIFICATE)

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-1210	Indian Constitution	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXX	MinorCourse-2	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-2*	20	80	100	-	3	-
XXX-DDD-AE-XXX	AEC-2*	20	80	100	-	4	-
IDE-POL-001-SE-0020	Public policy Management	20	80	100	2:1:0	3	45
XXX-DDD-VA-XXX	VAC-2*	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture, T=Tutorial, P=Practical

SEMESTER III

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-2110	Ancient Indian Political Thought	20	80	100	4:0:0	4	60
IDE-POL-001-CC-2120	Political Theory	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor course-3	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-3	20	80	100	-	3	-
IDE-POL-001-MD-2110	Understanding Politics in Arunachal Pradesh	20	80	100	2:1:0	3	45
XXX-DDD-VA-XXX	VAC-3	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical*

SEMESTER IV (UG DIPLOMA)

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-2210	Comparative Government And Politics	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2220	Theories Of International Relations	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2230	Public Administration	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2240	Western Political Thinker	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-4	20	80	100	-	4	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER V

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-3110	Party politics in India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3120	Public Policy	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3130	Modern Indian Political Thinker (C-11)	20	80	100	2:0:0	2	30
IDE-POL-001-CC-3140	Government And Politics In Arunachal Pradesh	20	80	100	4:0:0	4	60
XXX-DDD-MC-XXX	MinorCourse-5	20	80	100	-	4	-
IDE-POL-001-IN-3110	Internship/Field Trip	20	80	100	0:0:2	2	60
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VI (UG DEGREE

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-3210	India's Foreign Policy	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3220	State Politics In India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3230	Politics in North East India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3240	Politics In India	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	MinorCourse-6	20	80	100	-	4	-
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VII

PaperCode	Title	MaximumMarks			CreditDi stribution L:T:P	Total Credits	Contact Hours
		Internal Marks	External Marks	Total			
IDE-POL-001-CC-4110	Understanding Gandhi	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4120	Feminism	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4130	International Laws	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4140	Globalization and Politics	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-7	20	80	100	-	4	-
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VIII (UG DEGREE WITH HONOURS)

PaperCode	Title	MaximumMarks			CreditDi stribution L:T:P	Total Credits	Contact Hours
		Internal Marks	ExternalM arks	Total			
IDE-POL-001-CC-4210	Human Rights	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42010	Comparative Constitution	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42020	Colonialism and Nationalism	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42030	Understanding Ambedkar	20	80	100	3:1:0	4	60
IDE-POL-001-RC-4210	IDE-Pol-Min-08	20	80	100	-	4	-
TotalCredit						20	-

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VIII (UG DEGREE WITH HONOURS & RESEARCH)

		MaximumMarks	CreditDi stribution	Total Credits	Contact Hours
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PaperCode	Title	Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-4210	AdvancedResearchMethods	20	80	100	3:1:0	4	60
IDE-POL-001-RP-4210	ResearchProject	20	80	100	0:0:12	12	360
IDE-POL-001-RC-4210	Research and PublicationEthics/MOO Cs	20	80	100	3:1:0	4	60
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture, T=Tutorial, P=Practical

LIST OF MINOR COURSES (MC) OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

Sem	PaperCode	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	IDE-POL-001-MC-1110	Understanding Politics	20	80	100	3:1:0	4	60
II	IDE-POL-001-MC-1210	Indian Constitution	20	80	100	3:1:0	4	60
III	IDE-POL-001-MC-2110	Political Theory	20	80	100	3:1:0	4	60
IV	IDE-POL-001-MC-2210	Comparative Government and Politics	20	80	100	3:1:0	4	60
V	IDE-POL-001-MC-3110	Government and Politics in Arunachal Pradesh	20	80	100	3:1:0	4	60
VI	IDE-POL-001-MC-3210	Politics in India	20	80	100	3:1:0	4	60
VII	IDE-POL-001-RC-4110	Globalization and Politics	20	80	100	3:1:0	4	60
VIII	IDE-POL-001-RC-4210	Understanding Ambedkar	20	80	100	3:1:0	4	60
Total						32	480	

LIST OF MULTIDISCIPLINARY COURSES (MDC) OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	IDE-POL-001-MD-1110	Indian Polity	20	80	100	3:1:0	4	60
II	IDE-POL-001-MD-1210	Understanding Political Concepts and Process	20	80	100	3:1:0	4	60
III	IDE-POL-001-MD-2110	Understanding Politics in Arunachal Pradesh	20	80	100	3:1:0	4	60
Total							12	180

**LIST OF VOCATIONAL COURSES OFFERED BY THE
DEPARTMENT OF POLITICAL SCIENCE**

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	POL-VAC-01	Democracy in India	20	80	100	3:1:0	4	60
II	POL-VAC-02	Indigenous System of Governance	20	80	100	3:1:0	4	60
III	POL-VAC-03	Local Self Government	20	80	100	3:1:0	4	60
Total							12	180

**LIST OF SKILL ENHANCEMENT COURSES OFFERED BY THE
DEPARTMENT OF POLITICAL SCIENCE**

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	POL-001-SE-0010	Managing Election and Campaign	20	80	100	3:1:0	4	60

II	POL-001-SE-0020	Public Policy Management	20	80	100	3:1:0	4	60
III	POL-001-SE-0030	Environmental Studies	20	80	100	3:1:0	4	60
Total							12	180

IDE B.A. SEMESTER I

Credit:1 = 30 Learning Hours
FullMarks:100

IDE-POL-001-CC-1110: UNDERSTANDING POLITICS

Learning Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics.

Course Outcomes:

- CO:1 The students would be able to explain different approaches to politics and build their own understanding of politics.
- CO:2 They will be able to answer why the state plays so much central place in the discourses on politics.
- CO:3 They will be able to make a distinction between nation and state.
- CO:4 They will come to know about different theories on nationalism.
- CO:5 Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

What is politics, Different approaches to understand politics

UNIT II: State

Meaning of State, Changing role of state in the era of Globalization

UNIT III: State and Nation

How state is different from nation? Concept of Nationalism

UNIT IV: Democracy

Meaning, Theories of Democracy

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-		-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-		3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-		-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3		-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75		0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

IDE POL-00-MC-0001: UNDERSTANDING POLITICS

Credit:1 = 30 Learning Hours
FullMarks:100

Learning Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics

Course Outcomes:

- CO: 1 The students would be able to explain different approaches to politics and build their own understanding of politics.
- CO: 2 They will be able to answer why the state plays so much central place in the discourses on politics.
- CO: 3 They will be able to make a distinction between nation and state.
- CO: 4 They will come to know about different theories on nationalism.
- CO:5 Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

- Politics –Meaning and definition
- Approaches to understand politics (Traditional and Modern)

UNIT II: State

- State - Meaning
- Elements of state

UNIT III: State and Nation

- How state is different from nation?
- Concept of Nationalism

UNIT IV: Democracy

- Meaning
- Theories of Democracy (Liberal and Marxist)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-		-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-		3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-		-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3		-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75		0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Readings:

- Arblaster, A. (1994). *Democracy* (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

Credit:1 = 30 Learning Hours
FullMarks:100

IDEPOL-001-MD-1110: Indian Polity

Learning Objective:

This course is designed to develop a sound understanding of the basic structure of the Indian Political system. They will be able to explain the basic structures and ideological bases of the Indian political system. The course is also design to make the students to know about different the rights and duties and understand the working of constitution.

Course Outcomes:

- CO: 1 The students would be able to explain Structure of Indian Political System.
- CO: 2 They will be able to explain the basic objectives and philosophy of the constitution of India.
- CO: 3 They will be able to make a distinction between Fundamental Rights and DPSP
- CO: 4 They will come to know about different Rights and Duties.
- CO: 5 Students would be able to understand the political system of India and working of Indian constitution.

UNIT I: Preamble to Constitution of India

- Sources
- Philosophy
- Objectives

UNIT II: Fundamental Rights and Duties

- Features
- Types
- Changing Notion

UNIT III: Directive Principles of State Policy

- Features
- Types of DPSP
- Relevance

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D. & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). *Constituent Assembly Debates and Minority Rights*. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). *Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution*. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE POL-001-SE-0010: MANAGING ELECTIONS AND ELECTION CAMPAIGN

Credit:1 = 30 Learning Hours FullMarks:100

Learning Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Course Outcomes:

- CO: 1 They will learn about how to file election nominations and the technical issues involved in it.
- CO: 2 They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- CO: 3 They will be made aware of the role of new media and technology involved in election campaign.
- CO: 4 They will get to know about the required skills for media management during the elections.
- CO: 5 They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

- Electoral Democracy: A Theoretical Perspective
- How Crucial is Management of Elections?

Unit II: Elections and Model Code of Conducts

- Model Code of Conducts: What it is?
- Filling Election Nominations and Election Affidavits
- Knowing your Candidates

Unit III: Management of Election Campaign

- Traditional methods of Electoral Campaign; Poster, Pamphlets

- Use of New Techniques and Methods in Election Campaign
- Ethics in Electoral Campaign, Studies in use and abuse of communication

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2). Pp. 93-106.
- Houser, W., & (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
- Herrnson, P. (1988). The Importance of Party Campaigning. *Policy*, 20(4), pp. 714-719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaign Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64(4), pp. 481-506.
- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1449.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp. 135-157.

Credit:1 = 30 Learning Hours
FullMarks:100

IDEPOL-VAC-01: Democracy in India

Learning Objective:

This course is designed to develop a sound understanding of the working of democracy in India. It will enable the students to learn Indian democratic traditions and the electioneering process. The course will equip the students to learn and handle the processes of campaigning and mobilization during elections.

Course Outcomes:

- CO: 1 The students would be able to explain the ancient democratic traditions of India.
CO: 2 They will be able to understand how the elections are conducted in India.
CO: 3 The course will make them to understand the election processes and the implementation of Model Code of Conduct, which, in turn, give them the idea about the working of democracy in India.

UNIT I: Indian Democratic Traditions

- Sabha, Samiti and Janapada
- Saptanga theory of Kautilya

UNIT II: Election Process

- Filling of election nomination
- Model Code of Conduct
- Campaigning and Mobilisation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE B.A SEMESTER II

Credit:1 = 30 Learning Hours FullMarks:100

IDE-POL-001-CC-1210: INDIAN CONSTITUTION

Learning Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Course Outcomes:

- CO: 1 Students will be able to understand the terms of partition and how princely states were integrated.
- CO: 2 They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- CO: 3 They will come to know the importance of the preamble in the constitutional design of India.
- CO: 4 They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- CO: 5 They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

UNIT I: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: Structure of the Central and State Governments.

- President and Governor

- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.

- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE-POL-001-MC-1210: INDIAN CONSTITUTION

Learning Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Course Outcomes:

CO: 1 Students will be able to understand the terms of partition and how princely states were integrated.

CO: 2 They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.

CO: 3 They will come to know the importance of the preamble in the constitutional design of India.

CO: 4 They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

CO: 5 They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

UNIT I: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: Structure of the Central and State Governments.

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions

UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
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- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
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Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.

Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.

Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.

Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE-POL-MD-1210: Understanding Political Concepts and Processes***Learning Objective:***

This course is designed to develop a better understanding of politics by learning the basic political concepts and processes. The critical engagements with the basic concept and processes will allow the students to develop their own interpretation of politics

Course Outcomes:

CO: 1 The students would be able to explain different political concepts and processes and build their own understanding of politics.

CO: 2 They will be exposed to the understanding of divergent political ideologies.

CO: 3 They will have the idea about different political processes.

UNIT I: Basic Concepts

- Equality (Meaning and Types)
- Liberty (Meaning and Types)
- Justice (Meaning and Types)

UNIT II: Basic Political Ideologies

- Democracy (Meaning and Elements)
- Socialism (Meaning and Elements)
- Secularism (Meaning and Features)

UNIT III: Political Processes

- Political Culture (Meaning and Types)
- Political Socialisation (Meaning and Agents)
- Political Participation (Meaning and Types)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
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- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
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- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

IDE-POL-001-SE-0020: PUBLIC POLICY MANAGEMENT

Credit: 1 = 30 Learning Hours FullMarks:100
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Learning Objective:

The purpose of paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course make a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Course Outcomes:

The student will be able to:

CO: 1To understand the processes and complexities involved in the decision making

CO: 2To learn the skill of project monitoring and project evaluation

CO: 3 To develop skills to manage policy implementation.

Unit I: Introduction to Public Policy Management

- What is Public Policy?
- Public Policy making

Unit II: Public Policy Implementation

- Policy Implementation and Bureaucracy
- Legal and Regulatory and shared Governance
- Special Care in implementation of Public Policy

Unit III: Public Policy Monitoring

- Meaning and Significance of Policy Monitoring
- Monitoring of Public Policies and Good Governance
- Approaches to Policy monitoring
- Limitations in Policy Monitoring

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

TheMapping LevelContributionbetweenCOs-POs/PSO sareCategorized as[3: High;2:Medium;1: Low;-: NoCorrelation]

Readings:

- Kresnaliyska, G. (2015). Public Policies – A Modern Tool of Good Governance, *American International Journal of Contemporary Research*, (5)5, pp. 43-47.
- Monitoring government policies: A toolkit for civil society organizations in Africa. Available at <https://www.internationalbudget.org/wp-content/uploads/Monitoring-Government-Policies.pdf>.
- Blum, J., Damsgaard, A., & Sullivan, P. (1980). *Cost-Benefit Analysis, Proceedings of the Academy of Political Science*, 33(4), pp. 137-147.
- Gregory, R., & Keeney, R. (1994). *Creating Policy Alternatives Using Stakeholder Values. Management Science*, 40(8), pp. 1035-1048.
- Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost-Effectiveness Analyses in Education. *Review of Educational Research*, 72(1), pp. 1-30.
- Kornhauser, L. (2000). On Justifying Cost-Benefit Analysis. *The Journal of Legal Studies*, 29(S2), pp. 1037-1057.
- Patton, C. V., & Sawicki, D. S. (1986). The Need for simple Methods of Policy Analysis and Planning. In Patton, C. V. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall.
- Schoenefeld, J., & Jordan, A. (2017). Governing policy evaluation? Towards a new typology. *Evaluation*, 23(3), pp. 274 – 293.
- Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and almost as many answers). *Columbia Law Review*, 114(1), pp. 167-211.
- Hill, M. (Ed). (2014). *Studying public policy: An international approach*. Clifton, Bristol, UK; Chigago, IL, USA: Bristol University Press.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. Palgrave Macmillan, London.
- Keeney, R. L. (2004). Framing public policy decisions. *International Journal of Technology Policy and Management*, 4(4),pp. 95-115.
- Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). *Public policy analysis*. Bristol: Bristol University Press.
- Maheshwari, S., & Maheshwari, S. (1987). Public Policy Making in India. *The Indian Journal of Political Science*, 48(3), pp. 336-353.
- Stout, M. (2011). In Search of a Holistic Public Policy Theory Primer. *Public Administration Review*, 71(2), pp. 322-326.
- Attewell, P., & Gerstein, D. (1979). Government Policy and Local Practice. *American Sociological Review*, 44(2), pp.311-327.
- Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. *The Indian Journal of Political Science*, 69(3), pp. 457-472
- Benjamin, B. R. (1984). *Strong Democracy*. Berkley: University of California Press.

- Hays, R. A. (1985). Perceptions of Success or Failure in Program Implementation: The 'Feedback Loop' in Public Policy Decisions. *Policy Studies Review*, 5.
- Larson, J. S. (1980). *Why Government Programs Fail: Improving Policy Implementation*. New York: Praeger.
- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation.
- Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. *Public Administration Review*, 46(5), pp. 423-431.
- Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review*, 71(6), pp. 968-970.

IDE-POL-VA-02: Indigenous System of Governance in Arunachal Pradesh

Learning Objective:

This course is designed to develop a sound understanding of how the communities of Arunachal Pradesh traditionally governed themselves through the indigenous institutions. The indigenous way of governance and administration of justice, without external interference, are presented in this course.

Course Outcomes:

CO: 1 The students would be able to explain and appreciate the indigenous system of governance.

CO: 2 They will be exposed the working of different traditional political institutions in Arunachal Pradesh.

CO: 3 They will be to understand the administration of customary laws in delivery of justice. .

UNIT I: Village Councils

- Types
- Functions
- Relevance

UNIT II: Administration of Justice

- Sources of Customary Laws
- Relevance of Customary Laws
- Interface between traditional and modern

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Gogoi, P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.
- Kani, Takhe, *The Advancing Apa Tanis of Arunachal Pradesh*, Takhe Omang Itanagar, 1993.
- Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.
- Bose, M.L., *Historical and Constitutional Documents of North Eastern India (1824-1975)*. Omsons Publishing Company, Delhi, 1979.
- _____ *History of Arunachal Pradesh*, Concept Publishing Company, New Delhi, 1997.
- Elwin, Verrier., *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.
- _____ *Democracy in NEFA*, Directorate of Research Government of Arunachal Pradesh Itanagar, 1988.
- Nabam Nakha Hina, *Customary Law of Nyishi Tribe of Arunachal Pradesh*, Authors Press, New Delhi, 2012.
- Nabam Nakha Hina, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.
- Nabam Nakha Hina, *the Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.
- Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.
- Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.
- Mahanta, Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.
- Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.
- Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.
- Talukdar, AC., *Poliitcal Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

IDE-B.A III SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100
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Course No : **IDE-POL-001-CC-2110**

Course Title : **Ancient Indian Political Thought**

LearningObjective : The course intends to acquaint students with the vast ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. In ancient India philosophers produced huge treasures of wisdom on politics, kingship, functioning of government including the monarchy and bureaucracy and their relationship with the people.

Course Outcomes:

CO: 1 The students will come to know about the ideas of ancient Indian Philosophers on politics and functioning of government.

CO: 2 The students will be able to understand the ideas on key political questions and institutions of ancient India.

CONTENT :

Unit I : The Idea of Statecraft
-Arthashastra of Kautilya
-Saptang theory of Kautilya

Unit II : Idea on Monarchy
- Manu
- Kautilya

Unit III : Dealing with Friends and Enemy States
-Spy system of Kautilya
-Mandal theory of Kautilya

Unit IV : Conception of Justice
-Laws of Manu
-Judicial administration in Arthashastra

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Altekar, A S. (1955). *State and Government in Ancient India*. Delhi: Motilal Banarasi Dass.
- Basham, A. L. (1981). *The wonder that was India*. Delhi: Rupa Paperback.
- Bhandarkar, D.R. (1929). *Some Aspects of Ancient Indian Hindu Polity*. Varanasi: Banaras Hindu University.
- Dhar, S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
- Dutt, M. N. (2003). *Manusmriti*. New Delhi. Vedic Books.
- Ghoshal, U. N. (1959). *A History of Indian Political Ideas; the Ancient Period and the Period of Transition to Middle Ages*. Oxford University Press.
- Jayaswal, K. P. (1967). *Hindu Polity*. Bangalore: Bangalore Printing Press.
- Kosambi, D.D. (1980). *Culture and Civilization in Ancient India*. Vikas Publishing House. Delhi.
- Mazumdar, R. C. (2003). *Ancient India*. Delhi: Motilal Banarasi Dass.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Mukherjee, B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta: Minerva Associates Publications.
- Prasad, B. (1928). *The State in Ancient India: A Study in the Structure and Practical Working of Political Institutions*. Allahabad: Indian Press Limited.
- Prasad, B. (1927). *The Political Theory in Ancient India*. Allahabad: Indian Press.
- Rao, K. (2005). Manu's ideas on administration. *The Indian Journal of Political Science*, 66(3), pp. 489-502.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*, Pearson, Delhi.
- Saletore, B. A. (1963). *Ancient Indian Political Thought and Institutions*. Bombay: Asia Publishing House.
- Sarkar, B. (1921). The Hindu Theory of the State. *Political Science Quarterly*, 36(1), pp. 79-90.

Course No : **IDE-POL-001-CC-2120**

Course Title : **Political Theory**

Learning Objective: : The course has been designed to introduce the students with the basic concepts and ideas in Political theory.

Course Outcomes :

CO: 1 The students will be able to learn key concepts needed to understand the Political phenomenon.

CO: 2 They will come to know how Liberal and Marxist understand politics.

CO: 3 They will learn what is Liberty and how does it in operate society.

CONTENT :

Unit I : Understanding Political Science
-Meaning and Nature of Political Science
-Scope of Political Science

Unit II : Approaches to the study of Political Science
-Historical and Philosophical
-Behavioural and Marxian

Unit III : Relations with other Social Sciences
-Relations with Geography
-Relations with Economics
-Relations with History

Unit IV : Concepts
-Rights
- Liberty
- Justice

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

TheMapping LevelContributionbetweenCOs-POs/PSO sareCategorized as[3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Ashirvatham, E., *Political Theory*, New Delhi, S. Chand & Company, 1990.
- Barker, E., *Principles of Social and Political Theory*, Calcutta, Oxford University Press, 1976.
- Bhargava, Rajib and Acharya, A., *Political Theory: An Introduction*, New Delhi, Pearson, 2008.
- Bhargava, Rajeev, *What is Political Theory and Why Do We Need It*, New Delhi, OUP, 2010.
- Held, David, *Political Theory and the Modern State*, Cambridge, Polity Press, 1989.
- , *Political Theory Today*, Cambridge, Polity Press, 1991.
- Gauba, O.P., *An Introduction to Political Theory*, New Delhi, Macmillan, 1981.
- Jain, M.P., *Political Theory*, New Delhi, Authors Guild Publications, 1989.
- Johari, J. C., *Contemporary Political Theory*, New Delhi, Sterling, 2004.
- , *Principles of Modern Political Science*, New Delhi, Sterling, 2004.
- Laski, H. J. Laski, *The State in Theory and Practice*, London, Allen&Unwin, 1935.
- *A Grammar of Politics*, London, Allen and Unwin, 1948.
- *Liberty in the Modern State*, London, Allen and Unwin, 1961.
- MacIver, R.M., *The Modern State*, London, Oxford University Press, 1926.
- Miller, D., (ed.), *Liberty*, Oxford, Oxford University Press, 1991.
- Ramaswamy, S., *Political Theory: Ideas and Concepts*, Delhi, Macmillan, 2002.
- Tawney, R.H., *Equality*, London, Allen and Unwin, 1938.
- Thakurdas, F., *Essays in Political Theory*, New Delhi, Gitanjali, 1992.
- Varma, S.P., *Modern Political Theory*, New Delhi, Vikas, 1993.

Course No : **IDE-POL-001-MC-2110**

Credit: 1 = 30 Learning Hours
FullMarks:100

Course Title : **Political Theory**

Learning Objective : The course has been designed to introduce the students with the basic concepts and ideas in Political theory.

Course Outcomes :

CO: 1 The students will be able to learn key concepts needed to understand the Political phenomenon.

CO: 2 They will come to know how Liberal and Marxist understand politics.

CO: 3 They will learn what is Liberty and how does it in operate society.

CONTENT :

Unit I : Understanding Political Science
-Meaning and Nature of Political Science
-Scope of Political Science

Unit II : Approaches to the study of Political Science
-Historical and Philosophical
-Behavioural and Marxian

Unit III : Relations with other Social Sciences
-Relations with Geography
-Relations with Economics
-Relations with History

Unit IV : Concepts
Rights, Liberty, and Justice

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Ashirvatham, E., *Political Theory*, New Delhi, S. Chand & Company, 1990.
- Barker, E., *Principles of Social and Political Theory*, Calcutta, Oxford University Press, 1976.
- Bhargava, Rajib and Acharya, A., *Political Theory: An Introduction*, New Delhi, Pearson, 2008.
- Bhargava, Rajeev, *What is Political Theory and Why Do We Need It*, New Delhi, OUP, 2010.
- Held, David, *Political Theory and the Modern State*, Cambridge, Polity Press, 1989.
- , *Political Theory Today*, Cambridge, Polity Press, 1991.
- Gauba, O.P., *An Introduction to Political Theory*, New Delhi, Macmillan, 1981.
- Jain, M.P., *Political Theory*, New Delhi, Authors Guild Publications, 1989.
- Johari, J. C., *Contemporary Political Theory*, New Delhi, Sterling, 2004.
- , *Principles of Modern Political Science*, New Delhi, Sterling, 2004.
- Laski, H. J. Laski, *The State in Theory and Practice*, London, Allen&Unwin, 1935.
- *A Grammar of Politics*, London, Allen and Unwin, 1948.
- *Liberty in the Modern State*, London, Allen and Unwin, 1961.
- MacIver, R.M., *The Modern State*, London, Oxford University Press, 1926.
- Miller, D., (ed.), *Liberty*, Oxford, Oxford University Press, 1991.
- Ramaswamy, S., *Political Theory: Ideas and Concepts*, Delhi, Macmillan, 2002.
- Tawney, R.H., *Equality*, London, Allen and Unwin, 1938.
- Thakurdas, F., *Essays in Political Theory*, New Delhi, Gitanjali, 1992.
- Varma, S.P., *Modern Political Theory*, New Delhi, Vikas, 1993.

Course No : **IDE-POL-001-MD-2110**

Course Title : **Understanding Politics in Arunachal Pradesh**

Learning Objective : This course is designed to make the students to understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as state and working of political parties and pressure groups in the state.

Course Outcomes:

- CO: 1 The students would be able to explain the evolution of state.CO: 2 They will be able to understand the administrative and constitutional development of the state.
- CO: 3 They will be able to understand the local self-government.
- CO: 4 They will come to know about the working of pressure groups and different political processes.
- CO: 5 Students would be exposed to understand the state politics.

CONTENT :

- Unit I : Evolution of Arunachal Pradesh as a State
- The North- East Frontier Areas, (Administration) Regulation, 1954
 - The North-East Frontier Agency (Administration), 1965
 - The State of Arunachal Pradesh Act, 1986
- Unit II : Local Self-Government
- Daying Ering Committee, 1964
 - The NEFA Panchayati Raj Regulation, 1967
 - The Arunachal Pradesh Panchayat Act, 1997
- Unit III : Political Parties and Pressure Groups
- BJP, INC, PPA
 - AAPSU, APWWS

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

Bath Nani, *Party Politics in Arunachal Pradesh*, Himalayan, New Delhi, 2016

Bose, M.L., *Historical and Constitutional Documents of North Eastern India (1824-1975)*. Omsons Publishing Company, Delhi, 1979.

History of Arunachal Pradesh, Concept Publishing Company, New Delhi, 1997.

Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.

Hina, NN., *Customary Law of Nyishi Tribe of Arunachal Pradesh*, Authors Press, New Delhi, 2012.

Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.

Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.

Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.

Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.

Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.

Talukdar, AC., *Political Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

Course No : **IDE-POL-001-SE-0030**

Course Title : **Environmental Studies**

Learning Objective : The course aims to train learners to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages of ecology-society-economy trio.

Course Outcomes :

CONTENT :

- Unit I : Introduction: Environmental Studies
- Meaning, Nature, Scope, Importance and Limitations; Ecosystems; Biodiversity and Natural Systems; Natural Cycles and flows–material and energy; Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic Zones of India; Biodiversity patterns and global biodiversity hotspots. Salient Features: Wildlife (Protection) Act, 1972; Water (Prevention and control of pollution) Act, 1974; Forest (Conservation) Act, 1980; Air (Prevention and control of pollution) Act, 1981; Environmental Protection Act, 1986.
- Unit II : Environmental Concerns:
- Human Systems and Human impact on natural systems, Climate Change, Air Issues: Ozone Depletion, Smog, Water issues: Water quality/access, Pollution, Land Use Changes, Soil degradation, Waste: Quantity generated, Treatment, ex: landfills v. incinerators, E-waste. Threats to biodiversity: Habitat loss, poaching of wildlife, man wild life conflicts, biological invasions.
- Unit III : Measurement and Reporting:
- ISO Standard 14001: Environmental Management System; Life Cycle Assessment; Environmental Product Declaration; Carbon Foot printing and Ecological Handprints; Environmental Impact Analysis, Environmental Impact Assessment in India: procedure & practices.
- Unit IV : Green Business:
- Concept and Evolution of Green Business; Drivers and Motivations; Model of Corporate Greening; Green Business Strategies; Planning and Policy Initiatives for Green Business; Capturing Green Consumers; Preparing for the future. Green Tax Incentives and Rebates (to Green Projects and Companies). Green Reporting. National Green Tribunal: Structure, composition and functions.

- Unit V : Emerging Trends: Environmental Accounting
- Concept, Significance, and Types. Environmental Economics, KYOTO Protocol: Aim, Vision, and Functioning; Carbon Trading; Green HRM, Green Marketing, Green Finance. Environmental Ethics. Corporate Environmental Responsibility, Green Entrepreneurship.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Basu, M., & Xavier, S. (2016). *Fundamentals of Environmental Studies*. Cambridge.
- Basu, R. N. (2000). *Environment*. University of Calcutta.
- CSE India. (ND). *Understanding EIA*. <https://www.cseindia.org/understanding-eia-383>.
- Enger, E., & Smith, B. (2010). *Environmental Science: A Study of Interrelationships*. McGraw.
- Kumar, S., & Kumar, B. S. (2016). *Green Business Management*. Hyderabad: Thakur.
- Mitra, A. K., & Chakraborty, R. (2016). *Introduction to Environmental Studies*. Kolkata: Book Syndicate.
- Winston, A. (2009). *Energize Employees with Green Strategy*. Boston: Harvard Business School.

Course No : **IDE-POL-VA-03**

Course Title : **Local Self Government**

Learning Objective: This course is designed to develop a sound understanding of the concept of Local Self Government. It will enable the students to learn features and importance of Local Self Government. It will equip the students to learn about the views of Indian scholars on Local Self Government.

Course Outcomes :

CO: 1 The students will be able to explain the importance of Local Self Government.

CO: 2 It will make them understand the views of Indian Scholars about Local Self Government.

CONTENT :

Unit I : Concept of Local Self Government
-Meaning
-Importance of Local Self Government
-Salient features of Local Self Government

Unit II : Views on Local Government
-Gandhi
-Nehru
-Ambedkar
-Jayaprakash Narayan

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Reading:

- Maheshwari, S.R., "Indian Administration" Orient Publishers, Delhi.
- Avasthi and Maheshwari "Public Administration" Laxmi Narain Agarwal, Agra.
- Laxmikanth, M., "Public Administration" Tata Mc Grow Hills, Delhi.
- Maheshwari, S.R., "Local Government in India", Orient Publishers, Delhi

Reddy,Ram, "*Patterns of Panchayati raj in India*" Mac Milan India.
NIRD, *Rural development in India, some facets*, NIRD Publication.

IDE-B.A. IV SEMESTER

Course No : **IDE-POL-001-CC-2210**

Course Title : **Comparative Government and Politics**

Learning Objective: : The course will enable the students to understand the functioning of government and political systems in comparative perspectives. The political system has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes.

Course Outcomes :

- CO: 1 The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- CO: 2 They will be able to compare democratic systems and evaluate their functioning.

CONTENT :

- Unit I : Understanding Comparative Politics
- Meaning and nature of comparative politics
 - Scope and significance of comparative politics
- Unit II : Approaches
- Traditional: Philosophical, Legal and Institutional
 - Modern: Behavioural and Post- Behavioural
- Unit III : Forms of Government
- Parliamentary and Presidential
 - Unitary and Federal
- Unit IV : Rule Making
- UK and USA

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford, pp. 577-594.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). *The Changing Face of Parties and Party Systems: A Study of Israel and India*. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27–54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan, pp. 1-12.
- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan, pp. 69-85.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press, pp. 31-108.
- Huggins, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), *Politics: An Introduction*, (2nd ed.). London.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press. pp. 1-15 & pp. 16-36.
- Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), Welzel, C. et al. (2009). Mass Beliefs and Democratic Institutions. In Boix and, C., Stokes, S. C. (Eds.), *The Oxford Handbook of Comparative Politics*. Oxford University Press, Oxford, pp. 297-316.

Newton, K., & Van D. J. W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, (2nd ed.). Cambridge: Cambridge University Press, 224-244&268-288.

Pitkin, H. F. (1967). *The Concept of Representation*. California: University of California Press, pp. 1-13, 209-240.

Reeve, A., & Ware, A. (2001). *Electoral Systems: A Comparative and Theoretical Introduction*, pp. 1-16, 44-68. Thomassen, J. (2014). Representation and Accountability. In Thomassen, J. (Ed.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press, pp. 1-19.

Tilly, C. (2007). *Democracy*. Cambridge: Cambridge University Press, pp. 25-50.

Course No : **IDE-POL-001-CC-2220**

Course Title : **Theories of International Relations**

Learning Objective: : The key Learning Objective: of this course is to introduce the students to both the mainstream international relations approaches in liberalism and realism. It will help the students to understand the present world order.

Course Outcomes :

CO: 1 Familiarizing with the key concepts of the discipline of international relations.

CO: 2 Understanding linkages between realism and geo-politics.

CO: 3 Comprehensive understanding of the key assumptions and arguments of the mainstream international relations.

CO: 4 Understanding the importance of non-western perspectives

CONTENT :

Unit I : Understanding International Relations
 - Meaning, Nature and Scope

Unit II : Mainstream International Theories
 - Liberalism and Realism

Unit III : Concepts in International Relations
 - National power
 - National interest

Unit IV : World Order
 - Unipolar, Bipolar, and Multipolar

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Bandhopadhaya, K., *North Over South: A Non-Western Perspective of International Relations*, New Delhi, South Asia Publishers, 1982.
- Baylis, John and Steve, Smith (ed.), *The Globalisation of World Politics*, New Delhi, OUP, 2003.
- Burchill, S. et al., *Theories of International Relations*, Hampshire, Macmillan, 2001.
- Claude, I., *Power and International Relations*, New York, Random House, 1962.
- Coplin, W.D., *Introduction to International Politics*, Chicago, Markham, 1971.
- Deutsch, K.W., *The Analysis of International Relations*, New Delhi, Prentice Hall, 1989.
- Elias, J., *International Relations: The Basics*, 2nd ed., Routledge, 2007.
- Forbes, H.W., *The Strategy of Disarmament*, Washington DC, Public Affairs Press, 1968.
- Frankel, H., *Contemporary International Theory and the Behaviour of States*, New York, OUP, 1973.
- Goldstein, Joshua S., *International Relations (Fifth Edition)*, Delhi, Pearson Education, 2003.
- Griffiths, *Key Concepts in International Relations*, Delhi, Foundation Books, 2003.
- Hunt, Charles, *International Relations: Ideas and Concepts*, New York, St. Martin, 2002.
- Kegley, C.W. and E.R. Wittkopf, *World Politics: Trends and Transformation*, New York, St. Martin's Press, 1995.
- Kumar, Mahendra, *Theoretical Aspects of International Politics*, Agra, Shivalal Agarwalla and Company, 2002.
- Morgenthau, H.J., *Politics among Nations (6th edn, revised by K.W. Thompson)*, New York, Alfred Knopf, 1985.
- Olson, W. C. and A. J.R. Groom, *International Relations: Then and Now*, London, Harper Collins Academic, 1991.
- Salmon, Trevor C., *Issues in International Relations*, Routledge, 2007.
- Sullivan, M.P., *Theories of International Politics: Enduring Paradigm in a Changing World*, Hampshire, Macmillan, 2001.

Course No : **IDE-POL-001-CC-2230**

Course Title : **Public Administration**

Learning Objective: : The course seeks to familiarize the students with meaning, key concepts and school of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration.

Course Outcomes : CO: 1The students will understand the difference between public and private administration.

CO: 2The students will be able to understand the functioning of organization

CONTENT :

- Unit I : Introducing Public Administration
- Meaning of Public Administration
 - Growth of Public Administration as a discipline
 - Difference between Public and Private Administration
 - New Public Administration, New Public Service
- Unit II : Organisation
- Meaning
 - Principles
 - Basis
- Unit III : Theories of Organisation
- Scientific Management: Frederick Winslow Taylor
 - Human Relations: Elton Mayo
 - Ecological Approach: Fred Riggs
- Unit IV : Motivation in the Organisation
- What is motivation
 - Theories of motivation: Maslow and Herzberg

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Avasthi, A. and Maheshwari S. R. , *Public Administration*, Agra, Lakshmi Narain Aggarwal, 2000.

Bhambri, C. P., *Administrators in a Changing Society, Bureaucracy and Politics in India*, Delhi, Vikas, 1971.

Basu, Rumki, *Public Administration: Concepts and Theories*, New Delhi, Sterling Publishers, 2000.

Bhattacharya, Mohit, *Public Administration: Structure, Process and Behaviour*, Calcutta, The World Press, 1991.

-----, *Restructuring Public Administration: Essay in Rehabilitation*, New Delhi, Jawahar, 1999.

Chakraborty, Bidyut, *Public Administration*, Oxford University press, 2007.

Dimock, M. E & Dimock, G. O ,*Public Administration*, Oxford, IBH Publishing Co., 1975.

Dhubashi, P.R., *Recent Trends in Public Administration*, Delhi, Kaveri Books. 1995.

Gladden, E. N. ,*The Essentials of Public Administration*, London, Staples Press, 1958.

Maheshwari, S. R., *Administrative Theory: An Introduction*, New Delhi, Macmillan, 1998.

-----, *Administrative Reforms in India*, Jawahar Publishers, New Delhi.

Nigro, F. A. & Nigro, L.S. ,*Modern Public Administration*, New York, Harper and Row, 1984.

Ramachandran, Padma, *Public Administration in India*, New Delhi, NBT, 2005.

Sharma, M.P. and Sadana B.L., *Public Administration in Theory and Practice*, Allahabad, Kitab Mahal, 2001.

White, L.D. *Introduction to the Study of Public Administration*, New York, McMillan, 1958.

Willoughby, W.F. *Principles of Public Administration*, Allahabad, Central Book Depot, 1976.

Course No : **IDE-POL-001-CC-2240**

Course Title : **Western Political Thinker**

Learning Objective: : The purpose of this module is to introduce to the students some classical political thinkers from the west who shaped the ideas and key concepts of political science. Developing a 'Just State' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato.

Course Outcomes : CO: 1 The students will know the key ideas of all the political philosophers given in the course.

CO: 2 They will be able to explain basic concepts of Plato.

CO: 3 Students will understand the basic differences between the ideas of Hobbes and Locke.

CO: 4 Students will learn the key ideas in Marxism.

CONTENT :

Unit I : Plato and Aristotle
- Views on state

Unit II : Hobbes, Locke and Rousseau
- State of nature, Social contract

Unit III : Bentham and J.S. Mill
- Utilitarianism
- Liberty, Representative Government

Unit IV : Karl Marx
- Historical Materialism
- Class struggle

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Barker, E., *The Political Thought of Plato and Aristotle*, New York, Dover Publications, 1959.

Berki, R.N., *The History of Political Thought: A Short Introduction*, London, Dent, 1977.

Coleman, J., *A History of Political Thought: From Ancient Greece to Early Christianity*, London, Blackwell, 2000.

Dictionary of Political Thought, New Delhi, Macmillan Publishers, 2007.

Ebenstein William, *Modern, Political Thought: The Great Issues*, New York, Rinehart and Winston, 1960.

Ebenstein, William&Ebenstein, Allan, *Great Political Thinkers: From Plato to the Present*, Cengage Learning, 1999.

Jones, William Thomas, *A History of Western Philosophy: Hobbes to Hume*, Harcourt, Brace and World, 1969.

Lancaster L. ,*Masters of Political Thought*, G.G.Harrap and Co., 1959.

Macpherson, C.B., *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford, Clarendon Press, 1973.

Mukherjee, S and Ramaswamy, S., *A History of Political Thought: Plato to Marx*, New Delhi, Prentice Hall, 1999.

Sabine, George H., *A History of Political Theory*, New York, 1937.

Skinner, Q., *The Foundations of Modern Political Thought*, 2 volumes, Cambridge, Cambridge University Press, 1990.

Wayper, C.L., *Political Thought*, London, The English University, 1954.

Wolf, Jonathan, *An Introduction to Political Philosophy*, Oxford University Press, 2006.

Course No : **IDE-POL-001-MC-2210**

Course Title : **Comparative Government and Politics**

Learning Objective: : The course will enable the students to understand the functioning of government and political systems in comparative perspectives. The political system has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can be apply to understand different political regimes.

Course Outcomes : CO: 1 The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.

CO: 2They will be able to compare democratic systems and evaluate their functioning.

CONTENT :

Unit I : Understanding Comparative Politics
- Meaning and Nature of comparative politics
- Scope and Significance of comparative politics

Unit II : Approaches
- Traditional: Philosophical, Legal and Institutional
- Modern: Behavioural and Post- Behavioural

Unit III : Forms of Government
- Parliamentary and Presidential
- Unitary and Federal

Unit IV : Rule Making
- UK and USA

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

TheMapping LevelContributionbetweenCOs-POs/PSOsaareCategorizedas[3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford, pp. 577-594.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). *The Changing Face of Parties and Party Systems: A Study of Israel and India*. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27–54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan, pp. 1-12.
- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan, pp. 69-85.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press, pp. 31-108.
- Huggins, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), *Politics: An Introduction*, (2nd ed.). London.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press. pp. 1-15 & pp. 16-36.
- Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), Welzel, C. et al. (2009). Mass Beliefs and Democratic Institutions. In Boixand, C., Stokes, S. C. (Eds.), *The Oxford Handbook of Comparative Politics*. Oxford University Press, Oxford, pp. 297-316.
- Newton, K., & Van D. J. W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, (2nd ed.). Cambridge: Cambridge University Press, 224-244&268-288.
- Pitkin, H. F. (1967). *The Concept of Representation*. California: University of California Press, pp. 1-13, 209-240.
- Reeve, A., & Ware, A. (2001). *Electoral Systems: A Comparative and Theoretical Introduction*, pp. 1-16, 44-68. Thomassen, J. (2014). Representation and Accountability. In Thomassen, J. (Ed.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press, pp. 1-19.
- Tilly, C. (2007). *Democracy*. Cambridge: Cambridge University Press, pp. 25-50.

IDE-B.A. V SEMESTER

Course No : **IDE-POL-001-CC-3110**

Course Title : **Party Politics in India**

LearningObjective : The course focuses on the study of political parties in India both at centre and state level. The study comprises of their organization, ideology and political support base, with the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaign have changed in India. The course allows the students to make a comparative study of elections manifestos of major political parties which will give insight into their commitments to the issues.

Course Outcomes : CO: 1 The students will be able to explain the origin and ideologies of main national political parties of India especially the BJP, the CPM and the INC

CO: 2 The students will come to know how the regional parties emerged and how their emergence challenged the hegemony of the national party.

CO: 3 They will be able to explain how politics and issues can be studied through slogans.

CONTENT :

- Unit I : National Parties, Their Organization, Ideology and Support Base
- BJP, INC, CPI (M): Their origin and evolution, organizational structure, social base and ideologies
 - Dynasty politics and family succession in parties
- Unit II : Regional Parties
- Rise of regional parties: Regional or individual aspirations
 - Nature of Regional Parties: Dynasty and family control
- Unit III : Understanding Issues in Indian Politics
- Comparing current manifestos of the political parties
 - Studies of ideology-based Slogans
- Unit IV : Election Studies
- Election campaign
 - Changing nature of political campaign
 - Understanding voting behaviour

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Farooqui, A., & Sridharan, E. (2016). Can umbrella parties survive? The Decline of the Indian National Congress. *Commonwealth & Comparative Politics*, 54:3, Routledge Publication, pp. 331-361
- Jaffrelot, C. (1996). *The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s*. New Delhi: Penguin.
- Bhattacharyya, H. (2015). *Political Parties and Democracy in South Asia: The CPI-M in India's Liberal Democracy*, In Wolf S. et al. (Eds.), *Politics in South Asia*. Cham: Springer.
- Khare, H. (2004). *The Indian National Congress: Problems of Survival and Reinvention* In Mitra, S. K. et al. (Eds.), *Political Parties in South Asia*, New York: Praeger, pp. 31-54.
- Zavos, J. et al. (Eds.). (2004). *Hindu Nationalism and Indian Politics: An Omnibus*, New Delhi: Oxford University Press.
- Heath, O. (1999). Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. *Economic and Political Weekly*, 34(34/35), 2511-2517.
- Kothari, R. (1964). The Congress 'System' in India. *Asian Survey*, 4(12), University of California Press, pp. 1161-1173.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. *Asian Survey*, 14(12), University of California Press, pp. 1035-1054.
- Hansen, T., & Jaffrelot, C. (Eds.). (1998). *The BJP and the Compulsions of Politics in India*, New Delhi: Oxford University Press.
- Hassan, Z. (2012). *Congress after Indira: Policy, Power and Political Change 1984-2009*. Oxford University Press.
- Deo, N., & Chawla, A. (2017). The paradox of Dynastic Politics in India. In Munshi, S. (Eds.), *Democracy under Threat*. Oxford University Press.
- Pai, S. (1990). Regional Parties and The Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), pp. 393-415.
- Vaishnav, M. (2013). The Complicated rise of Regional Parties. *Carnegie endowment for international peace*.

- Katju, M. (2001). Changing Times: Visual Media and Indian Politics. *Economic and Political Weekly*, 36(39), pp. 3759-3761.
- Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, *India Review*, 15:4, pp. 359-378.
- Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Voting Behaviour? *Economic and Political Weekly*, 38(6), pp. 550-560.
- Vaishnav, M. (2015). Understanding the Indian Voter. *Carnegie endowment for international peace*.
- Chhibber, P. (1995). Political Parties, Electoral Competition, Government Expenditures and Economic Reform in India, *The Journal of Development Studies*, 32(1), pp. 74-96.
- Thachil, T., & Teitelbaum, E. (2015). Ethnic Parties and Public Spending: New Theory and Evidence from the Indian States. *Comparative Political Studies*, 48(11), pp. 1389–1420.
- Sahoo, N. (2017). Towards public financing of elections and political parties in India: Lessons from global experiences. *ORF Occasional Paper No. 127*.
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.

Course No : **IDE-POL-001-CC-3120**

Course Title : **Public Policy**

Learning Objective: : This course provides thorough understanding of the public policy to the students. This module exposes the students to the world of different kinds of literatures which represent different theories and approaches to these issues. It also explains how citizen’s participation is so important for effective implementation of the public policy.

Course Outcomes : CO: 1 Students will be able to explain about different theories on public policy.

CO: 2 They will be able to explain how to design a good public policy.

CO: 3 They will be able to answer what is needed to ensure the successful implementation of public policy.

CONTENT :

Unit I : Introduction to Public Policy
 - Meaning of public policy
 - Theories of public policy: Elite theory, Incremental theory

Unit II : Public Policy Design and Implementation
 - Policy monitoring: Tools and Techniques
 - Policy implementation: Agents and Challenges

Unit III : Public Policy Evaluation
 - Methods and Techniques of Evaluation
 - Agencies of Policy Evaluation

Unit IV : Citizen Initiative and Accountability
 - Social Audit, RTI and Citizen Charter, and Consumer Protection Act

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Anderson, C. (1979). The Place of Principles in Policy Analysis. *The American Political Science Review*, 73(3), pp. 711-723.
- Bandyopadhyay, D. (1996). Administration, Decentralisation and Good Governance. *Economic and Political Weekly*, 31(48), pp. 3109-3114.
- Barua, M. (2014). India's Environmental Strategy in the Global Climate Negotiations. *International Studies*, 51(1-4), pp. 195-211.
- Gopalam, K. et al. (2015). Affordable housing: Policy and practice in India. *IIMB Management Review*, 27(2), pp. 129-140.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli, I., Allison, C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. London: Palgrave Macmillan.
- Jain, A. (2012). Good Governance and Right to Information: A Perspective. *Journal of the Indian Law Institute*, 54(4), pp. 506-519.
- Karuna, V. A., & Kidambi, S. (2007). Challenging Corruption with Social Audits. *Economic and Political Weekly*, 42(5), pp. 345-347.
- Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. *International Organization*, 40(1), pp. 65-104.
- Lewin, K. M. (2011). Expanding access to secondary education: Can India catch up? *International Journal of Educational Development*, 31(4), pp. 382-393.
- Mead, L. M. (2013). Teaching public policy: Linking policy and politics. *Journal of Public Affairs Education*, (19), pp. 389-403.
- Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. *Economic and Political Weekly*, 43(7), pp. 67-73.
- Provus, M. (1971). Evaluation as Public Policy. *Curriculum Theory Network*, (8/9), pp. 33-34.
- Purdon, S. et al. (2001). *Research Methods for Policy Evaluation*. Department for Work and Pensions, Research Working Paper No 2.
- Ranjan, R. (2014). Mission Swachh Bharat: Stage is Set for Getting into Basics. *Environment and Urbanization ASIA*, 5(2), pp. 269-284.
- Sandhu, A. (2014). National Food Security Act, 2013 and Food Security Outcomes in India. *Vision*, 18(4), pp. 365-370.
- Ward, M. (2011). Aid to education: The case of Sarva Shiksha Abhiyan in India and the role of development partners. *Journal of Education Policy*, 26(4), pp. 543-556.
- Waterman, R., & Wood, B. (1993). Policy Monitoring and Policy Analysis. *Journal of Policy Analysis and Management*, 12(4), pp. 685-699.

Course No : **IDE-POL-001-CC-3130**

Course Title : **Modern Indian Political Thinkers**

Learning Objective: : This course has been designed to familiarize the students with key ideas of some of political thinkers of modern India whose writings and ideas have impacted the society and polity significantly.

Course Outcomes : CO: 1 Students will be able to understand Vivekananda's criticism of the west and his views on Indian nationalism.

CO: 2 They will be able to explain the key ideas of Gandhi.

CO: 3 Students will come to know about the socialistic idea of different Indian political thinkers of modern age.

CO: 4 Students will have a proper understanding of the socio-political and economic ideas of Ambedkar.

CONTENT :

Unit I : Vivekananda and Aurobindo
- Concept of Nationalism

Unit II : Ram Manohar Lohia and J.P. Narayan
- Socialist thought and Total Revolution

Unit III : Gandhi
- Truth, Non-Violence and Swadeshi

Unit IV : Ambedkar
- Issues of social justice and empowerment of Dalits

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Doctor, A. (1988). Lohia's Quest for an Autonomous Socialism. *The Indian Journal of Political Science*, 49(3), pp. 312-327.
- Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.
- Gandhi, M.K. (1948). *Hinduism, Collected Works of Mahatma Gandhi*. Delhi: National Book Trust.
- Gandhi, M.K. (1948). *An Autobiography or the Story of My Experiments with Truth*. Ahmedabad: Navajivan.
- Gandhi, M.K. (1938). *The Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan.
- Ghosh, A. (1996). *On Nationalism*. Pondicherry: Sri Aurobindo Ashram.
- Gokhale, B. (1964). Swami Vivekananda and Indian Nationalism. *Journal of Bible and Religion*, 32(1), pp. 35-42.
- Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. Delhi: Sage Publication.
- Kumar, N. (1992). The Swami and the Mahatma: The Socio-Political Relevance. *The Indian Journal of Political Science*, 53(3), pp. 297-313.
- Lohia, R. M. (1952). *Aspects of Socialist Policy*. Bombay: Tulloch Road.
- Narendra, J. (1991). Neglected Economic Thought of Babasaheb Ambedkar. *Economic and Political Weekly*, 26(15), pp. 980-982.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House.
- Ragi, Sangit K (2017) in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi.
- Samaddar, R. (2008). Jayaprakash Narayan and the Problem of Representative Democracy. *Economic and Political Weekly*, 43(31), pp. 49-58.
- Singh, K. (1963). *Prophet of Indian Nationalism: Study of the Political Thought of Sri Aurobindo Ghosh 1893-1910*. London: Allen and Unwin.
- Tolpadi, R. (2010). Context, Discourse and Vision of Lohia's Socialism. *Economic and Political Weekly*, 45(40), pp. 71-77.
- Varma, V. (1957). Sri Aurobindo's Philosophy of Political Vedantism. *The Indian Journal of Political Science*, 18(1), pp. 24-35.

Credit: 1 = 30 Learning Hours

FullMarks:100

Course No : **IDE-POL-001-CC-3140**

Course Title : **Government and Politics in Arunachal Pradesh
Internship / Field Study**

Learning Objective: : The course is designed to make the students understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as a state and working of political parties.

Course Outcomes : CO: 1 The students will be familiar with government and politics in Arunachal Pradesh

CO: 2 They will understand the nature and dynamics of Arunachal politics.

CONTENT :

- Unit I : Indigenous Governance System
- Characteristics and relevance.
 - Assam Frontier (Administration of Justice) Regulation, 1945.
 - Indigenous Institutions (Adi, Monpa and Wancho).
- Unit II : Evolution of Panchayati Raj
- Daying Ering Committee Report, 1965
 - NEFA- Panchayati Raj Regulation, 1967
 - Arunachal Pradesh Panchayati Raj Act, 1997
- Unit III : **Internship/ Field Study**
- Indigenous Institutions of tribes of Arunachal Pradesh.
 - Political Parties
 - Local Self Government (Rural and Urban)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Bath Nani, *Electoral Politics in Arunachal Pradesh*, Pilgrims, Varanasi, 2009

Gogoi P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.

Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.

Bose, M.L., *Historical and Constitutional Documents of North Eastern India (1824-1975)*. Omsons Publishing Company, Delhi, 1979.

History of Arunachal Pradesh, Concept Publishing Company, New Delhi, 1997.

Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong. 1969.

Democracy in NEFA, Directorate of Research Government of Arunachal Pradesh Itanagar, 1988.

Hina , NN, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.

Hina, NN, *the Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.

Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.

Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.

Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.

Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.

Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.

Talukdar, AC., *Political Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

Course No : **IDE-POL-001-MC-3110**
Course Title : **Government and Politics in Arunachal Pradesh**

Learning Objective: : The course is designed to make the students understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as a state and working of political parties.

Course Outcomes : CO: 1 The students will be familiar with government and politics in Arunachal Pradesh

CO: 2 They will understand the nature and dynamics of Arunachal politics.

CONTENT :

- Unit I : Indigenous Governance System
- Characteristics and relevance
 - Assam Frontier (Administration of Justice) Regulation, 1945
 - Indigenous Institutions (Adi, Monpa and Wancho)
- Unit II : Constitutional and Administrative Evolution
- Bengal Eastern Frontier Regulation, 1873
 - North-East Frontier Agency (Administration) Regulation, 1954
 - The State of Arunachal Pradesh Act, 1986
- Unit III : Evolution of Panchayati Raj
- Daying Ering Committee Report, 1965
 - NEFA- Panchayati Raj Regulation, 1967
 - Arunachal Pradesh Panchayati Raj Act, 1997
- Unit IV : Political Party and Electoral Politics
- INC, PPA, and Determinants of electoral politics

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Bath Nani, *Electoral Politics in Arunachal Pradesh*, Pilgrims, Varanasi, 2009
- Gogoi P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.
- Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.
- Bose, M.L., *Historical and Constitutional Documents of North Eastern India(1824-1975)*. Omsons Publishing Company, Delhi, 1979.
- History of Arunachal Pradesh*, Concept Publishing Company, New Delhi, 1997.
- Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.
- Democracy in NEFA*, Directorate of Research Government of Arunachal Pradesh CItanagar, 1988.
- Hina , NN, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.
- Hina, NN, the *Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.
- Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.
- Mackenzie, Alexander, the North East Frontier of India, Mittal Publications, New Delhi, 2001.
- Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.
- Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.
- Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.
- Talukdar, AC., *Political Transition in the Grassroots in Tribal India*Omsons Publications Guwahati, 1987.

IDE-B.A. VI SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100
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Course No : **IDE-POL-001-CC-3210**

Course Title : **India's Foreign Policy**

Learning Objective: : The course intends to acquaint the students on India's World view, Geopolitical vision and key principles of India's Foreign Policy.

Course Outcomes : CO: 1 India's World view, Geopolitical vision and key principles.

CO: 2 India's Nuclear Policy and Strategy.

CO: 3 India's Look East and Act East Policy.

CONTENT :

Unit I : India's Foreign Policy: Principles and Strategies

- Panchsheel and Non-alignment
- Geo-economic Determinants
- Nuclear Doctrine

Unit II : India's Relations with Major Powers

- Relations with USA
- Relations with Russia
- Relations with China

Unit III : India: East and West Asia

- India's Look East Policy
- India and the Indian Ocean
- India in West Asia- Iran and Israel

Unit IV : India in South Asia

- Relations with Afghanistan
- Relations with Pakistan
- Relations with Bangladesh

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Brewster, D. (2018). *India & China at Sea: Competition for Naval Domination in the Indian Ocean*. New Delhi: Oxford University Press.

Chaco, P. (2012). *Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004*. London: Routledge.

Inside the Making of India's Foreign Policy. Washington, DC: Brookings Institution

Panda, J. P. (2017). *India-China Relations: Politics of Resources, Identity and Authority in a Multipolar World Order*. London, New York: Routledge.

Appadorai, A., *Domestic Roots of India's Foreign Policy*, Oxford University Press, 1981.

Behuria, Ashok K., *South Asia: The Quest for Regional Co-operation*, IDSA, 2009.

Damodaran, A. K. and Bajpai, U.S., (eds.), *Indian Foreign Policy: The Indira Gandhi years*, Radiant publishers, 1990.

Nanda, B. R., (ed.), *Indian Foreign Policy: The Nehru years*, Radiant Publishers, 1990.

Rajamohan C., *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, Viking Penguin, 2003.

Malone, David M., *Does the Elephant Dance? Contemporary Indian Foreign Policy*, OUP, 2014.

Pant, Harsh V., *Indian Foreign Policy in a Unipolar World*, Routledge, 2009.

Bandyopadhyaya, J., *Making of India's Foreign Policy*, Allied Publishers, 1987.

Dixit, J. N., *India's Foreign Policy (1947-2003)*, Picus Books, 2003.

Bajpai, Kanti S. & Pant, Harsh V., *India's Foreign Policy: A Reader*, OUP, 2013.

Bajpai, Kanti S., *India's National Security: A Reader*, Oxford University Press, 2013.

Cohen, Stephen P., *India: Emerging Power*, Oxford University Press, 2002.

Ganguly, Sumit, *India's Foreign Policy: Retrospect and Prospect*, OUP, 2011.

Sikri, Rajiv, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications, 2008.

Dutt, V. P., *India's Foreign Policy since Independence*, NBT, 2007.

Dutt, V. P., *India's Foreign Policy in a Changing world*, Vikas, 1999.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-CC-3220**

Course Title : **State Politics in India**

Learning Objective: : The Course deals with the Politics in States in India. Besides understanding the different social, demographic, gender, ethnic, linguistic and other variations, which shape their Politics, the common issues of the States that influence the dynamics of Political Questions, shall be made to understand.

Course Outcomes : CO: 1 Students will know the approach to understand and explain the State Politics in India

CO: 2 They will be able to explain what are the key issues in State Politics.

CONTENT :

- Unit I : Understanding State Politics
- Nature and Scope of State Politics
 - Determinants of State Politics in India
- Unit II : Issues in State Politics
- Regional Identity, Interest and Aspirations
 - Caste and Community Polarization
 - State Politics Responding to National Issues
- Unit III : State and the Centre
- Emerging Trends in Centre-State Relations
 - Inter State Council
 - Sub-nationalism
- Unit IV : Inter-State Conflicts
- Inter-State Water Disputes
 - Inter-State Territory Conflicts

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Dutt, S. (1998). Identities and the Indian State: An Overview. *Third World Quarterly*, 19(3), pp. 411-434.
- Mishra, A. (2011). *Rethinking State Politics in India: Regions within Regions*. New Delhi: Routledge.
- Mukerjee, R. (1937). Caste and Social Change in India. *American Journal of Sociology*, 43(3), pp. 377-390.
- Nag, S. (1993). Multiplication of Nations? Political Economy of Sub-Nationalism in India. *Economic and Political Weekly*, 28(29/30), pp. 1521-1532.
- Patnaik, P. (2018). Trends of centre–state relations in India under the neo-liberal regime. *Studies in People’s History*, 5(1), pp. 83–91.
- Ramaswamy R. I. (2002). Inter-State Water Disputes Act 1956: Difficulties and Solutions. *Economic and Political Weekly*, 37(28), pp. 2907-2910
- Roy, H., Singh, M. P., & Chauhan, A.P.S. (2017). *State Politics in India*. New Delhi: Primus Book.
- Rudolph, L. I., & Susanne, H. R. (1987). The Political Economy of the Indian State, *In Pursuit of Lakshmi*, New Delhi: Orient Longman.
- Smitha, K. C. (2018). Agrarian Movements in Neoliberal India: A Case Study of Andhra Pradesh Vyvasaya Vrudhidarula Union. *Agrarian South: Journal of Political Economy*, 7(2), pp. 123–144.
- Sridharan, E. (Ed.). (2014). *Coalition Politics in India: Selected Issues at the Centre and the States*. Academic Foundation.
- Sathyamurthy, T. (1989). Impact of Centre-State Relations on Indian Politics: An Interpretative Reckoning, 1947-87. *Economic and Political Weekly*, 24(38), pp. 2133-2147.

Course No : **IDE-POL-001-CC-3230**

Course Title : **Politics in North East India**

Learning Objective: : This paper is intended to acquaint the students with the political developments and processes in the States of North East India.

Course Outcomes : CO: 1 Students will come to know about political development of North East States.

CO: 2 They will have a proper understanding of separatist movements

CO: 3 They will come to know about the electoral politics of North East States.

CONTENT :

Unit I : Political Development
 - Bengal Eastern Frontier Regulation, 1873
 - Sixth Schedule

Unit II : : Movements for New States
 - Naga Movement
 - Mizo Movement

Unit III : Political Parties and Electoral Politics
 - National Political Parties (INC and BJP)
 - Regional Party (AGP,PPA), Students' Movements: All Assam Students' Union (AASU)

Unit IV : Identity Question and Problem of Insurgency
 - Refugee Issues, Ethnic Issues and Insurgency

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Baruah, Sanjib, *Beyond Counter-Insurgency: Breaking the Impasse in Northeast India*, OUP, New Delhi, 2011.
- Baruah, Sanjib, *Durable Disorder: Understanding the Politics of Northeast India*, Oxford University Press India, New Delhi, 2007.
- Bhaumik, Subir, *Troubled Periphery : The Crisis of India's North East*, SAGE Publications, New Delhi, 2009.
- Bhuyan, B.C, (ed), *Political Development of the North East*, Omsons, Delhi, 1989.
- Choube, S.K, *Hill Politics in the North East India*, Orient Longman, Calcutta, 1974.
- Gassah, L.S., *Regional Political Parties in North East India*, Omsons Publications, New Delhi, 1992.
- Autonomous District Council*, Omsons Publications, New Delhi, 1997.
- Horam, M., *Naga Insurgency: The last thirty years*, Cosmo, New Delhi, 1988.
- Mackenzie, A, *North East Frontier of India*, Mittal Publishers, Delhi,
- Misra, Udayon, *The Periphery Strikes Back: Challenges to the Nation-state in Assam and Nag, Sajal, Contesting Marginality: Ethnicity, Insurgence and Sub nationalism in North-East India*, Manohar, Delhi, 2002.
- Pakem, B, (ed), *Ethnicity Nationality and Cultural Identity*, Omson, Delhi, 1989.
- PhukanGirin,Adil-UL-Yasin, *Working of Parliamentary Democracy and Electoral Politics in North East India*, South Asian Publishers, New Delhi, 1998.
- PhukanGirin, *Politics of Regionalism in North East India*, Spectrum Publications, Gauhati, 1996.
- Rao, V.V et al, *A Century of Government and Politics in North East India, Vol, III*, S. Chand Co., New Delhi, 1986.
- Rao, V.V ., *A Century of Tribal Politics in North East India*, S. Chand & Co., Delhi, 1976.
- Singh, K Suresh, (ed), *Tribal Situation in India*, Indian Institute of Advance Studies, Shimla, 1972.

Course No : **IDE-POL-001-CC-3240**

Course Title : **Politics in India**

Learning Objective: : This course provides students a solid grounding in Indian Politics where they study the extra-constitutional institutions, factors and forces which influence the political discourses and decisions in the country.

Course Outcomes : CO: 1 Students will be able to explain the ideology, social base and function of key political parties

CO: 2 They will be able to examine and explain the development issues in India, especially in the farm and industrial sectors.

CO: 3 They will be able to understand the electoral politics of India.

CONTENT :

Unit I : Parties and Party System

- Features of Indian Party System
- Coalition and Alliances
- Changing Nature of Regional Political Parties

Unit II : Electoral Politics and Indian Democracy

- Election Commission
- Free and Fair Election
- Electoral Reforms

Unit III : Identity Politics

- Caste Mobilization
- Linguistic Politics
- Demands for Statehood.

Unit IV : Politics and Development Issues

- Effect of Green revolution on Peasants
- Issue of Black Money
- Digital Economy.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace, P. (Ed.), *India's 2014 Elections: A Modi-led BJP Sweep*. Sage.
- Austin, G. (1999). *Working A Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.
- Bhambhri, C. (2005). Reservations and Casteism. *Economic and Political Weekly*, 40(9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). *Secularism and Its Critics*. New Delhi: OUP.
- Chandra, K. (2004). *Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- Chandra, K. (2016). *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge University Press.
- Hasan, Z. (2012). *Congress after Indira: Policy, Power, Political Change (1984-2009)*. Oxford University Press.
- Jafferlot, C. (Ed.). (2016). *Hindu Nationalism: A Reader*, (5th ed.). Permanent Black.
- Nataraj, G. (2017). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Paul, R. B. (1974). *Language, Religion and Politics in North India*. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). *Development, Decentralisation and Democracy*. Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). *Constitutional Government and Democracy in India*. New Delhi: Pearson.
- Shastri, S et al. (2009). *Electoral Politics in Indian States*. New Delhi: OUP.

Course No : **IDE-POL-001-MC-3210**

Credit: 1 = 30 Learning Hours
FullMarks:100

Course Title : **Politics in India**

Learning Objective: : This course provides students a solid grounding in Indian Politics where they study the extra-constitutional institutions, factors and forces which influence the political discourses and decisions in the country.

Course Outcomes : CO: 1 Students will be able to explain the ideology, social base and function of key political parties

CO: 2 They will be able to examine and explain the development issues in India, especially in the farm and industrial sectors.

CO: 3 They will be able to understand the electoral politics of India

CONTENT :

Unit I : Parties and Party System
- Features of Indian Party System
- Coalition and Alliances
- Changing Nature of Regional Political Parties

Unit II : Electoral Politics and Indian Democracy
- Election Commission
- Free and Fair Election
- Electoral Reforms

Unit III : Identity Politics
- Caste Mobilization
- Linguistic Politics
- Demands for Statehood.

Unit IV : Politics and Development Issues
- Effect of Green revolution on Peasants
- Issue of Black Money
- Digital Economy.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace, P. (Ed.), *India's 2014 Elections: A Modi-led BJP Sweep*. Sage.
- Austin, G. (1999). *Working A Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.
- Bhambhri, C. (2005). Reservations and Casteism. *Economic and Political Weekly*, 40(9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). *Secularism and Its Critics*. New Delhi: OUP.
- Chandra, K. (2004). *Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- Chandra, K. (2016). *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge University Press.
- Hasan, Z. (2012). *Congress after Indira: Policy, Power, Political Change (1984-2009)*. Oxford University Press.
- Jafferlot, C. (Ed.). (2016). *Hindu Nationalism: A Reader*, (5th ed.). Permanent Black.
- Nataraj, G. (2017). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Paul, R. B. (1974). *Language, Religion and Politics in North India*. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). *Development, Decentralisation and Democracy*. Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). *Constitutional Government and Democracy in India*. New Delhi: Pearson.
- Shastri, S et al. (2009). *Electoral Politics in Indian States*. New Delhi: OUP.

IDE-B.A. VII SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100
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Course No : **IDE-POL-001-CC-4110**

Course Title : **Understanding Gandhi**

Learning Objective: : This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.

Course Outcomes : CO: 1 Students will come to know Gandhian Principles of Truth, Non-violence and Satyagraha.

CO: 2 Students will have a proper understanding of Gandhi's secular thought.

CONTENT :

Unit I : Core of Gandhian Philosophy
 - Truth and Non-Violence
 - Satyagraha

Unit II : Man, Machine development and Modern Human civilization
 - Gandhi's criticism of Modern Civilization
 - Gandhi on Nation and Nationalism
 - Swadesh and Swaraj

Unit III : Issues in Indian Politics
 - Hindu- Muslim Relation
 - Untouchability and Caste Questions
 - Gandhi on Women

Unit IV : Gandhi on Religion
 - Gandhi's view on Religion and Politics
 - Religious Conversion

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Chandra, B. (2004). Gandhiji, Secularism and Communalism. *Social Scientist*, 32(1/2), pp. 3-29.
- Coward, H. (2003). Gandhi, Ambedkar, and Untouchability. In Coward, H. (Ed.), *Indian Critiques of Gandhi*. New York: State University of New York Press, pp. 41-66.
- Gandhi, M. K. (1939). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Heredia, R. (1999). Interpreting Gandhi's Hind Swaraj. *Economic and Political Weekly*, 34(24), pp. 1497-1502.
- Kishwar, M. (1985). Gandhi on Women. *Economic and Political Weekly*, 20(41), pp. 1753-1758.
- Parel, A. J. (Ed.). (2002). Introduction. In: *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.
- Parel, A. J. (2008). Gandhi and the Emergence of the Modern Indian Political Canon. *The Review of Politics*, 70(1), pp. 40-63.
- Parekh, B. (1997). The Critique of Modernity. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company, pp. 63-74.
- Pathak, R. (2004). Environmental Challenges and Gandhian Solution. *The Indian Journal of Political Science*, 65(3), pp. 367-376.
- Rao, P. (2009). Gandhi, Untouchability and the Postcolonial Predicament: A Note. *Social Scientist*. 37 (1/2). pp. 64-70.
- Srinivas, M. (1995). Gandhi's Religion. *Economic and Political Weekly*, 30(25), pp. 1489-1491.
- Tucker, W. (1931). Religious and Political Concepts of Gandhi. *Social Science*, 6(3), pp. 294-298.
- Veeravalli, A. (2011). Swaraj and Sovereignty. *Economic and Political Weekly*, 46(5), pp. 65-69.

Course No : **IDE-POL-001-CC-4120**

Course Title : **Feminism**

Credit: 1 = 30 Learning Hours
FullMarks:100

Learning Objective: : The course seeks to understand the theories of feminism, core issues of the feminist movement and feminism in contemporary India.

Course Outcomes : CO: 1 How different schools have understood patriarchy and feminist questions differently.

CO: 2 The origin, evolution and key issues which are at the core of the feminist movement in India.

CO: 3 How the immense contribution that women make to the family are neglected in computation.

CONTENT :

Unit I : Understanding Patriarchy
- Meaning of Patriarchy
- Theories of Feminism (Liberal, Marxist and Feminist)

Unit II : Feminism and Feminist movement
- Origin and Phases of feminist movement
- Feminist movement in India

Unit III : Feminism in contemporary India.
- Patrilineal and Matrilineal practices in Indian family
- Gender relations in family
- Computing women work at home

Unit IV : Violence and Discrimination against women
- Sexual Harassment
- Women Trafficking
- Domestic Violence
- Deserted Women

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.

Bannerji, H. (2016). Patriarchy in the Era of Neoliberalism: The Case of India. *Social Scientist*, 44(3/4), pp. 3-27.

Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.

Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.

Ferguson, S. (1999). The Radical Ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique*, 32(3), 427-450.

Graham, G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.

Hua, J. (2011). *Trafficking Women's Human Rights*. Minneapolis; London: University of Minnesota Press.

Kachuck, B. (1995). Feminist Social Theories: Theme and Variations. *Sociological Bulletin*, 44(2), pp. 169-193.

Kalpagam, U. (2000). The Women's Movement in India Today-New Agendas and Old Problems. *Feminist Studies*, 26(3), pp. 645-660.

Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.

Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874. Matthews, J. (1986). Feminist History. *Labour History*, (50), pp. 147-153. Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4), pp. 42-54

Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.

Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.

Sinopoli, R., & Hirschmann, N. (1991). Feminism and Liberal Theory. *The American Political Science Review*, 85(1), pp. 221-233.

Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. *Indian Journal of Industrial Relations*, 39(3), pp. 364-390.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-CC-4130**

Course Title : **International Laws**

Learning Objective: : This course is an introduction to international law for the students. There is no aspect of world politics that can be fully understood today without some knowledge of international law and an awareness of how it operates as integral component of world affairs.

Course Outcomes : CO: 1 Students will be able to know about the existing international legal framework.
 CO: 2 Students will be able to understand core concept of international Law.

CONTENT :

Unit I : Nature of International Law
 - International Law: Definition and Nature
 - Sources of International law: Treaties, Customs and other sources.

Unit II : Recognition and Nationality
 - Recognition of States: Theories and Consequences
 - Nationality: Modes of acquiring and losing Nationality.

Unit III : International Intercourse
 - Extraditions: Definition and Conditions
 - Asylum: Meaning and kinds of Asylum
 - Diplomatic Envoys: Functions, Immunities and Privileges

Unit IV : International Organizations
 - International Court of Justice
 - WTO: Dispute settlement mechanism
 - International Labour Organization

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Thomas Buergenthal, Sean D. Murphy, *Public International Law in a Nutshell* (West Group, 4th Edition, 2006)

Malcolm Nathan Shaw, *International Law* (Cambridge University Press, 6th Edition 2008)

David Harris, *Cases and Materials on International Law* (Sweet and Maxwell, 7th Edition 2010)

Malcolm Evans, *International Law* (Oxford University Press, 2010)

Michael Barton, *Modern Introduction to International Law* (Routledge, 7th Edition, 1997)

S.K. Verma, *An introduction to public international Law* (PHI, 1998)

Anand, R.P., (ed) *Asian States and the Development of International Law* Delhi, 1972

Anand, R.P., (ed) *Compulsory Jurisdiction of the International Court of Justice*, Bombay 1961.

Anand R.P., (ed) *Studies in International Adjudication*, Delhi, 1969.

Anand R.P., (ed) *New States and International Law* Delhi, 1972.

Anand R.P. *Studies in International Adjudication*, Delhi. 1969.

Briely, James *Law of Nations*, London, 1963.

Brownlie, Ian, *Basic Documents in International Law* London, 1972

Falk, Richard A, *The Status of Law in International Society*, Princeton, N.J, 1970

Friedman, QW (etal), *International Law: Cases and Materials*, Minneola, 1969.

Oppenreim, I, *International Law*, London, 1955.

---*Revitalizing International Law* Ames, Iowa, 1989.

Taylor, Paul & AJR Groom, (ed) *International Institution at Work* London, 1988.

United Nations Year Book New York (Published every year).

Credit: 1 = 30 Learning Hours

FullMarks:100

Course No : **IDE-POL-001-CC-4140**

Course Title : **Globalization and Politics**

Learning Objective: : The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Course Outcomes : CO: 1 Meaning of globalization and how different schools have understood this.
CO: 2 About the global institutional drivers of the globalization.
CO:3 How the globalization has impacted the traditional notion of sovereignty of the state?
CO:4 How globalization has impacted the domestic market and culture of societies.

Content :

Unit I : Introduction to Globalization
- Meaning of Globalization
- Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

Unit II : Economic and Technological Drivers of Globalization
- International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
- Information and Communication Technology

Unit III : Globalization and Social Movements
- Peasant Movements
- Environmental Movement c. Human Displacement

Unit IV : Globalization and Nation-State
- Globalization and Democracy
- Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119).
- Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press. (Part II, pp. 55-78).
- Robertson, R., & White, K. E. (2007). *What Is Globalization?* In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 54-66. 21
- Robinson, W. I. (2007). *Theories of Globalization*. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 125-143.
- Mitra, D., & Ranjan, P. (2012). *The Globalization Debate and India*. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809. Unit II: Economic and Technological Drivers of Globalization a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization) b. Information and Communication Technology Readings:
- Williams, M. (1994). *The IMF and the Third World*. International Economic Organisations and the Third World. New York: Harvester Wheatsheaf, pp. 51-111.
- Aglietta, M. (2004). *The International Monetary Fund: Past and Future*. In Desai M., & Said, Y. (Eds.) *Global Governance and Financial Crises*. London and New York: Routledge, pp. 43-69.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World*. *The Globalization Paradox*. New York: Norton, pp. 67-88.
- Pogge, T. W. (2010). *Politics as Usual: What Lies Behind the Pro-Poor Rhetoric*. Cambridge: Polity Press. Chapter 2, pp. 26-56.
- Farrands, C. (2008). *Globalization in the World Trade Organization: Power, Knowledge and the Reproduction of Inequality in Intellectual Property Governance*. In Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group, pp. 239-249.

- O'Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and Dynamics*. (5th edition), London and New York: Palgrave Macmillan, pp. 148-178.
- Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.
- Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.
- Dahlgren, P. (2015). The Global Public Sphere: Public Communication in the Age of Reflective Interdependence. *Information, Communication & Society*, 18(12), pp. 1423-1425. 22
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press, pp. 74-113.
- Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law, 18(2), pp. 185-199. Unit-III: Globalization and Social Movements a. Peasant Movements b. Environmental Movement c. Human Displacement Readings:
- Lynch, C. (1998). Social Movements and the Problem of Globalization. *Alternatives: Global, Local, Political*, 23(2), pp. 149-173.
- Araghi, F. (2008), The invisible hand and the visible foot: peasants, dispossession and globalization. In Lodhi, A., Haroon, A., & Kay, C. (Eds.), *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge, pp. 111-147.
- McMichael, P. (2007). Globalization and the Agrarian World. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 216-238.
- Ranalli, B., & Thernstrom, S. (2013). Climate Change and the Environment: Can International Regimes be Effective Means to Restrain Carbon Emissions? In Peter, M. H., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 278-317.
- Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition), London: Lynne Rienner Publishers, pp. 497-534.
- Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 1-30.
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 171-202.
- Aleshkovski, I. A. (2016). International Migration, Globalization, and Development. In Alexander, N. Chumakov, & William C. Gay (Eds.), *Between Past Orthodoxies & 23 the Future of Globalization: Contemporary Philosophical Problems*. Leiden and Boston: Brill Rodopi, pp. 85-100.
- Richmond, A. H. (2002). Globalization: implications for immigrants and refugees. *Ethnic and Racial Studies*, 25(5), pp. 707-727.

- Chimni, B. S. (2000). Globalization, Humanitarianism and the Erosion of Refugee Protection. *Journal of Refugee Studies*, 13(3), pp. 243–263. Unit- IV: Globalization and Nation-State a. Globalization and Democracy b. Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World Readings:
- Nayar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political Economy*, 35 (3), pp. 388-402.
- Held, D. (1997). Democracy and Globalization. *Global Governance*, 3, pp. 251-267
- Held, D. (2000). The Hanging Contours of Political Community: Rethinking Democracy in the Context of Globalization. In Barry Holden (Ed.), *Global Democracy: Key Debates*, London and New York: Routledge, pp. 17-31.
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc., pp. 1-46.
- Cohen, J. L. (2008). Rethinking Human Rights, Democracy, and Sovereignty in the Age of Globalization. *Political Theory*, 36(4), pp. 578-606.
- Pogge, T. W. (1992). Cosmopolitanism and Sovereignty. *Ethics*, 103(1), pp. 48-75
- Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*. Oxford: Oxford University Press, pp. 304-322.
- Cabrera, L. (2010). *The Practice of Global Citizenship*. Cambridge: Cambridge University Press, pp. 1-10; 13-33, pp. 258-262.
- Salter, M. B. (2009). Borders, Passports, and the Global Mobility. In Turner, B. S. (Ed.), *The Routledge International Handbook of Globalization Studies*. London and New York: Routledge, pp. 514-530 Unit 5: Globalization, Culture and Market a. Globalization and Domestic Market 24 b. Globalization and its Impact on Culture Readings:
- Spence, M. (2011). The Impact of Globalization on Income and Employment: The Downside of Integrating Markets. *Foreign Affairs*, 90(4), pp. 28-41.
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan. (Ch. 9: Global Division of Labour), pp. 179-197.
- Dollar, D., & Wade, R. H. (2013). Trade Liberalization and Economic Growth: Does Trade Liberalization Contribute to Economic Prosperity? In Haas, P. M., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 1-39.
- Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 352-366.

- Appadurai, A. (2005). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis and London: University of Minnesota Press, pp. 1-23, 27-47.
- Huntington, S. P. (1993). The Clash of Civilizations? *Foreign Affairs*, 72(3), pp. 22- 49.
- O'Hagan, J. (2002). Conflict, Convergence or Co-existence? The Relevance of Culture in Reframing World Order. In Falk, R. (Ed.), *Reframing the International: Law, Culture and Politics*. New York: Routledge, pp. 187-217

Course No : **IDE-POL-001-MC-4110**

Course Title : **Globalization and Politics**

Learning Objective: : The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Course Outcomes : CO: 1 Meaning of globalization and how different schools have understood this.
CO: 2 About the global institutional drivers of the globalization.
CO:3 How the globalization has impacted the traditional notion of sovereignty of the state?
CO:4 How globalization has impacted the domestic market and culture of societies.

Content :

Unit I : Introduction to Globalization
- Meaning of Globalization
- Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

Unit II : Economic and Technological Drivers of Globalization
- International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
- Information and Communication Technology

Unit III : Globalization and Social Movements
- Peasant Movements
- Environmental Movement c. Human Displacement

Unit IV : Globalization and Nation-State
- Globalization and Democracy
- Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119).
- Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press. (Part II, pp. 55-78).
- Robertson, R., & White, K. E. (2007). What Is Globalization? In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 54-66. 21
- Robinson, W. I. (2007). *Theories of Globalization*. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 125-143.
- Mitra, D., & Ranjan, P. (2012). *The Globalization Debate and India*. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809. Unit II: Economic and Technological Drivers of Globalization a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization) b. Information and Communication Technology Readings:
- Williams, M. (1994). *The IMF and the Third World*. International Economic Organisations and the Third World. New York: Harvester Wheatsheaf, pp. 51-111.
- Aglietta, M. (2004). *The International Monetary Fund: Past and Future*. In Desai M., & Said, Y. (Eds.) *Global Governance and Financial Crises*. London and New York: Routledge, pp. 43-69.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World*. *The Globalization Paradox*. New York: Norton, pp. 67-88.
- Pogge, T. W. (2010). *Politics as Usual: What Lies Behind the Pro-Poor Rhetoric*. Cambridge: Polity Press. Chapter 2, pp. 26-56.
- Farrands, C. (2008). *Globalization in the World Trade Organization: Power, Knowledge and the Reproduction of Inequality in Intellectual Property Governance*. In Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group, pp. 239-249.

- O'Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and Dynamics*. (5th edition), London and New York: Palgrave Macmillan, pp. 148-178.
- Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.
- Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.
- Dahlgren, P. (2015). The Global Public Sphere: Public Communication in the Age of Reflective Interdependence. *Information, Communication & Society*, 18(12), pp. 1423-1425. 22
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press, pp. 74-113.
- Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law, 18(2), pp. 185-199. Unit-III: Globalization and Social Movements a. Peasant Movements b. Environmental Movement c. Human Displacement Readings:
- Lynch, C. (1998). Social Movements and the Problem of Globalization. *Alternatives: Global, Local, Political*, 23(2), pp. 149-173.
- Araghi, F. (2008), The invisible hand and the visible foot: peasants, dispossession and globalization. In Lodhi, A., Haroon, A., & Kay, C. (Eds.), *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge, pp. 111-147.
- McMichael, P. (2007). Globalization and the Agrarian World. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 216-238.
- Ranalli, B., & Thernstrom, S. (2013). Climate Change and the Environment: Can International Regimes be Effective Means to Restrain Carbon Emissions? In Peter, M. H., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 278-317.
- Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition), London: Lynne Rienner Publishers, pp. 497-534.
- Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 1-30.
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 171-202.
- Aleshkovski, I. A. (2016). International Migration, Globalization, and Development. In Alexander, N. Chumakov, & William C. Gay (Eds.), *Between Past Orthodoxies & 23 the Future of Globalization: Contemporary Philosophical Problems*. Leiden and Boston: Brill Rodopi, pp. 85-100.
- Richmond, A. H. (2002). Globalization: implications for immigrants and refugees. *Ethnic and Racial Studies*, 25(5), pp. 707-727.

- Chimni, B. S. (2000). Globalization, Humanitarianism and the Erosion of Refugee Protection. *Journal of Refugee Studies*, 13(3), pp. 243–263. Unit- IV: Globalization and Nation-State a. Globalization and Democracy b. Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World Readings:
- Nayar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political Economy*, 35 (3), pp. 388-402.
- Held, D. (1997). Democracy and Globalization. *Global Governance*, 3, pp. 251-267
- Held, D. (2000). The Hanging Contours of Political Community: Rethinking Democracy in the Context of Globalization. In Barry Holden (Ed.), *Global Democracy: Key Debates*, London and New York: Routledge, pp. 17-31.
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc., pp. 1-46.
- Cohen, J. L. (2008). Rethinking Human Rights, Democracy, and Sovereignty in the Age of Globalization. *Political Theory*, 36(4), pp. 578-606.
- Pogge, T. W. (1992). Cosmopolitanism and Sovereignty. *Ethics*, 103(1), pp. 48-75
- Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*. Oxford: Oxford University Press, pp. 304-322.
- Cabrera, L. (2010). *The Practice of Global Citizenship*. Cambridge: Cambridge University Press, pp. 1-10; 13-33, pp. 258-262.
- Salter, M. B. (2009). Borders, Passports, and the Global Mobility. In Turner, B. S. (Ed.), *The Routledge International Handbook of Globalization Studies*. London and New York: Routledge, pp. 514-530 Unit 5: Globalization, Culture and Market a. Globalization and Domestic Market 24 b. Globalization and its Impact on Culture Readings:
- Spence, M. (2011). The Impact of Globalization on Income and Employment: The Downside of Integrating Markets. *Foreign Affairs*, 90(4), pp. 28-41.
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan. (Ch. 9: Global Division of Labour), pp. 179-197.
- Dollar, D., & Wade, R. H. (2013). Trade Liberalization and Economic Growth: Does Trade Liberalization Contribute to Economic Prosperity? In Haas, P. M., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 1-39.
- Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 352-366.

- Appadurai, A. (2005). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis and London: University of Minnesota Press, pp. 1-23, 27-47.
- Huntington, S. P. (1993). *The Clash of Civilizations?* *Foreign Affairs*, 72(3), pp. 22- 49.
- O'Hagan, J. (2002). *Conflict, Convergence or Co-existence? The Relevance of Culture in Reframing World Order*. In Falk, R. (Ed.), *Reframing the International: Law, Culture and Politics*. New York: Routledge, pp. 187-217

IDE B.A. VIII SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100
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Course No : **IDE-POL-001-CC-4210**

Course Title : **Human Rights**

Learning Objective: : This paper intends to provide knowledge about human rights to the student in a comprehensive manner.

Course Outcomes : CO: 1 To understand the different issues, problems and challenges of human rights in the contemporary world.
CO: 2 To sensitise the students about human rights sufferings and identify the cases of human rights violation so that the students can be aware about the sources of remedies for justice.

CONTENT :

- Unit I : Understanding Human Rights
- Meaning and development of Human Rights
 - Human Rights violation by the state agencies, Police and Para-Military forces.
- Unit II : Human Rights Movements in India
- Environmental Movement (Human Right violation and Hydropower)
 - Women Movement
 - Dalit and Tribal Movements in India.
- Unit III : Rights of Special Classes
- Persons with disabilities
 - Rights of Minorities
 - Rights of internally displaced persons
 - Child labour and Bonded labour.
- Unit IV : Human Rights Education
- Role of Civil Society
 - Role of Media.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.

Bhambri, C.P, *Indian Politics* (2000)

Batra, T.S, *Human Rights- A Critique* (1992)

Brass Paul, *Politics of India since Independence* (1995)

Chandhoke, N, *State and Civil Society* (1993)

Desai, A.R, *Violation of Democratic Rights in India* (1986)

Hargopal, G, *Political Economy of Human Rights* (1996)

Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.

D. O'Byrne. (2007). Torture. In *Human Rights: An Introduction*. Delhi: Pearson, pp. 164-197.

Forsythe, D. (2006). Human Rights and the Military: Legal Rules. *International Studies Review*, 8(3), pp. 504-506.

Gready, P. (2003). The Politics of Human Rights. *Third World Quarterly*, 24(4), pp. 745-757.

Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44(28), pp. 76-85.

Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.

Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.

Kothari, R, *State Against Democracy* (1986)

Kohli, Atul, *Democracy and Discontent* (1988)

Kohli, Atul, *India's Democracy* (1990)

Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.

Mitchell, N., Howard, R., & Donnelly, J. (1987). Liberalism, Human Rights, and Human Dignity. *The American Political Science Review*, 81(3), pp. 921-927.

SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.

Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-356.

Sen, S. (2014). Right to Free Speech and Censorship: A jurisprudential Analysis. *Journal of the Indian Law Institute*, 56(2), pp. 175-201.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-DE-42010**

Course Title : **Comparative Constitution**

Learning Objective: : This course gives insights into the structures and institutions of government and the workings of constitutions of some selected countries i.e., the USA, UK, China and Switzerland. These countries represent a different set of governance.

Course Outcomes : CO: 1 Students would be able to explain how legislature, executive and Judiciary work in these countries. How they interact with each other in their respective political systems.

CO: 2 They will be able to explain the ways in which the executive, legislature and Judiciary of one country differs from the other.

CONTENT :

Unit I : Introduction to the American Constitution
- Features of the Constitution
- Legislature
- Executive
- Judiciary
- Party System

Unit II : British Constitution
- Features of the Constitution
- Legislature
- Executive
- Judiciary
- Party System

Unit III : Swiss Constitution
- Features of the Constitution
- Legislature
- Executive
- Judiciary

- Party System

- Unit IV : Chinese Constitution
- Features of Constitution
 - Legislature
 - Executive
 - Judiciary
 - Party System

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Adams, A. (1984). The Role of the Federal Judiciary. *Proceedings of the American Philosophical Society*, 128(3), pp.231-237.
- Abramson, P., Aldrich, J., Paolino, P., & Rohde, D. (2000). Challenges to the American Two-Party System: Evidence from the 1968, 1980, 1992, and 1996 Presidential Elections. *Political Research Quarterly*, 53(3), pp.495-522.
- Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and Legal Constraint. *Columbia Law Review*, 113(4), pp.1097-1161.
- Hazeltine, H. (1917). The Influence of Magna Carta on American Constitutional Development. *Columbia Law Review*, 17(1), pp.1-33.
- Hesseltine, W. (1959). The Phenomenon of American Political Parties. *Pakistan Horizon*, 12(3), pp.215-220.
- Howell, W., & Pevehouse, J. (2005). Presidents, Congress, and the Use of Force. *International Organization*, 59(1), pp.209-232.
- Jacobsohn, G. (2011). Rights and American Constitutional Identity. *Polity*, 43(4), pp. 409-431.
- Meador, D. (1979). The Federal Judiciary and Its Future Administration, *Virginia Law Review*, 65(6), pp.1031-1061.
- Pious, R. (1981). Congressional Power. *Proceedings of the Academy of Political Science*, 34(2), pp.45-61.
- Rabinowitz, G., & MacDonald, S. (1986). The Power of the States in U.S. Presidential Elections. *The American Political Science Review*, 80(1), pp.65-87.
- Rourke, F. (1987). Bureaucracy in the American Constitutional Order, *Political Science Quarterly*, 102(2), pp.217-232.

- Aikin, C. (1939). The British Bureaucracy and the Origin of Parliamentary Policy. *The American Political Science Review*, 33(2), pp. 219-233.
- Anson, W. (1912). The Parliament Act and the British Constitution. *Columbia Law Review*, 12(8), pp. 673-684.
- Borrie, G. (1970). Judicial Conflicts of Interest in Britain. *The American Journal of Comparative Law*, 18(4), pp. 697-709.
- Cain, B. (1980). Challenges and Responses in British Party Politics. *Comparative Politics*, 12(3), pp. 335-348.
- Dunham, W. (1971). The Spirit of the British Constitution: Form and Substance. *The University of Toronto Law Journal*, 21(1), pp. 44-66.
- Evershed, L. (1961). The Judicial Process in Twentieth Century England. *Columbia Law Review*, 61(5), pp. 761-791.
- Greenaway, J. (1992). British Conservatism and Bureaucracy. *History of Political Thought*, 13(1), pp. 129-160.
- King, A., & Allen, N. (2010). 'Off With Their Heads': British Prime Ministers and the Power to Dismiss. *British Journal of Political Science*, 40(2), pp. 249-278.
- Lipson, L. (1953). The Two-Party System in British Politics. *The American Political Science Review*, 47(2), pp. 337-358.
- Saunders, R. (2008). Parliament and People: The British Constitution in the Long Nineteenth Century. *Journal of Modern European History*, 6(1), pp. 72-87.
- Thompson, F. (1953). *A Short History of Parliament: 1295-1642*. University of Minnesota Press.
- Taucar, C. (2014). *The British System of Government and Its Historical Development*, McGill-Queen's University Press.
- Braun, D. (2009). Constitutional Change in Switzerland. *Publius*, 39(2), pp. 314-340.
- Fleiner, T. (2002). Recent Developments of Swiss Federalism. *Publius*, 32(2), pp. 97-123.
- Frey, B. (1994). Direct Democracy: Politico-Economic Lessons from Swiss Experience. *The American Economic Review*, 84(2), pp. 338-342.
- Kerr, H. (1978). The Structure of Opposition in the Swiss Parliament. *Legislative Studies Quarterly*, 3(1), pp. 51-62.
- Ladner, A., & Brändle, M. (1999). Does Direct Democracy Matter For Political Parties?: An Empirical Test in the Swiss Cantons. *Party Politics*, 5(3), pp. 283-302.
- Lienhard, A., Kettiger, D., Bühler, J., Mérillat, L., & Winkler, D. (2017). The Federal Supreme Court of Switzerland: Judicial balancing of Federalism without Judicial Review. In Aroney N., & Kincaid J. (Eds.), *Courts in Federal Countries: Federalists or Unitarists?*. Toronto; Buffalo; London: University of Toronto Press. pp. 404-439
- Loewenstein, K. (1938). The Balance between Legislative and Executive Power: A Study in Comparative Constitutional Law. *The University of Chicago Law Review*, 5(4), pp. 566-608.
- Papadopoulos, Y. (2002). Connecting Minorities to the Swiss Federal System: A Frozen Conception of Representation and the Problem of "Requisite Variety". *Publius*, 32(3), pp. 47-65.

- Rappard, W. (1912). The Initiative, Referendum and Recall in Switzerland. *The Annals of the American Academy of Political and Social Science*, 43, pp.110-145.
- Cohen, J. (1978). China's Changing Constitution. *The China Quarterly*, (76), pp. 794- 841.
- Chamberlain, J. (1947). Structure of China's Constitution. *Far Eastern Survey*, 16(9), pp.100-105.
- Chang, Y. (1956). The Chinese Communist State System under the Constitution of 1954. *The Journal of Politics*, 18(3), pp.520-546.
- Creel, H. (1964). The Beginnings of Bureaucracy in China: The Origin of the Hsien. *The Journal of Asian Studies*, 23(2), pp.155-184.
- Kato, T., & Long, C.(2006).Executive Turnover and Firm Performance in China. *The American Economic Review*, 96(2), pp.363-367.
- Keyuan, Z. (2002). Judicial Reform in China: Recent Developments and Future Prospects. *The International Lawyer*, 36(3), pp.1039-1062.
- Lin, C., Shen, W., & Su, D. (2011). Executive Pay at Publicly Listed Firms in China. *Economic Development and Cultural Change*, 59(2), pp.417-436.
- O'Brien, K. (1988). China's National People's Congress: Reform and Its Limits. *Legislative Studies Quarterly*, 13(3), pp.343-374.
- Steiner, H. (1951). The Role of the Chinese Communist Party. *The Annals of the American Academy of Political and Social Science*, (277), pp.56-66.
- Wang, Y. (2013). Court Funding and Judicial Corruption in China. *The China Journal*, (69), pp.43-63.
- Whyte, M. (1973). Bureaucracy and Modernization in China: The Maoist Critique. *American Sociological Review*, 38(2), pp.149-163.
- Yoshihiro, I., & Fogel, J. (2013). *The Formation of the Chinese Communist Party*. Columbia University Press.

Course No : **IDE-POL-001-DE-42020**

Course Title : **Colonialism and Nationalism in India**

Learning Objective: : The course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organisations and political ideologies and political formations which constituted to and impacted the national movement of India.

Course Outcomes : CO: 1 The students will be able to examine and explain the impacts of British colonialism in India.
CO: 2 They will know how Indian Nationalism is interpreted differently by different schools of thought.
CO: 3 They will be able to understand why and on what basis the country was partitioned.

CONTENT :

- Unit I : Colonialism and Nationalism
- Approaches to understand Colonialism: Liberals and Marxists
 - Approaches to Understand Indian Nationalism: Imperialists, Nationalists and Marxists
- Unit II : Impact of Colonial Rule in India
- Economic impacts: Theory of Drain of Wealth, Impact on Agriculture, Land and forest.
 - Religious Reforms and Identity Consolidation: Arya Samaj, Brahmo Samaj, Indian Muslim League, Hindu Maha Sabha, Rashtriya Swayam Sevak Sangh.
- Unit III : The National Movement against the British Rule
- Indian National Congress
 - Gandhian Era: Non-Cooperation, Quit India Movement
 - Role of Socialists
 - Role of AzadHindFauz
- Unit IV : Ambedkar and Language Questio
- National Language, Hindi and question of Official Language for India
 - Language and Organization of States
 - Ambedkar on Education

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Chandra, B. (1999). *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 1-22.
- Bandyopadhyay, S. (2004). *From Plassey to Partition and After*. Hyderabad: Orient Black Swan.
- Guha, R. 1982. *Subaltern Studies*, I. Delhi: Oxford University Press, pp. 1-8.
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- Kochhar, R. (2008). Seductive Orientalism: English Education and Modern Science in Colonial India. *Social Scientist*, 36, pp. 45-63.
- Mukherjee, A. (2008). The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India. *Social Scientist*, 36-pp. 3-44.
- Kalpagam, U. (2015). *Rule by Numbers*, New Delhi: Orient Blackswan, pp. 137-174.
- Tharoor, S. 2016). *An Era of Darkness: The British Empire in India*. New Delhi: Aleph, pp. 1-42.
- Mann, M. (2004). Torchbearers upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India. In Mann, M., & Fischer-Tine, H. (Eds.), *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.
- Bandopadhyay, S. (2015). *From Passey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.
- Elst, K. (2001). *Decolonizing the Hindu Mind: Ideological Development of Hindu Revivalism*. New Delhi: Rupa, pp. 439-504.
- Sen, A. P. (2007). The Idea of Social reform and its critique among Hindus of Nineteenth Century India. In Bhattacharya, S. (Ed.), *Development of Modern Indian Thought and the Social Sciences*. Vol X, New Delhi: Oxford University Press.
- Bandopadhyay, S. (2008). Eighteen-Fifty-Seven and its Many Histories, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan, pp. 1-22.
- Roy, A. (2013). *Gendered Citizenship: Historical and Conceptual Explorations*. New Delhi: Orient BlackSwan, pp. 126-180.
- Jayal, N. G. (2013). *Citizenship and Its Discountents*. New Delhi: Permanent Black, pp. 27-50.
- Dalmia, V. (2015). *Hindu Pasts: Women, Religion, Histories*. New Delhi: Permanent Black, pp. 335-366.

Dirks, N. B. (2002). *Castes of Mind: Colonialism and the Making of Modern India*. New Delhi: Permanent Black, pp. 255-274.

Bandopadhyaya, S. 920150. *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-DE-42030**

Course Title : **Understanding Ambedkar**

Learning Objective: : This course is designed to familiarize the students with arguments and position of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, it has been designed to make students understand his ideas on the partition of the country and the Indian historiography.

Course Outcomes : CO: 1 Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
CO: 2 They will come to know Ambedkar's views on Islam and partition of India.
CO: 3 Students will be able to explain why and how Ambedkar opposed Shariate laws and spoke in favour of the Uniform Civil Code.
CO: 4 Students will learn his views on democracy, citizenship, freedom, and justice.
CO: 5 Students will be able to explain his views on the language question and organization of states in India.

CONTENT :

Unit I : Indian Historiography and Ambedkar
- Ambedkar and Aryan Invasion Theory
- Ambedkar, Islam and the Issue of Religious Conversion
- Ambedkar on Partition of India

Unit II : Ambedkar and Core Issues of Indian Constitution
- Ambedkar Role as the Chairman of the Drafting Committee
- Ambedkar's stands on key issues in the Constituent Assembly (Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).

Unit III : Ambedkar and His Idea of India
- Democracy and Citizenship
- Equality, Freedom and Justice

- Unit IV : Ambedkar and Dalit Politics
- Ambedkar on Caste and Untouchability
 - Gandhi and Ambedkar on the question of Caste System and Untouchability

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Sharma, A. (2005). Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India. Journal of the American Academy of Religion, 73(3), pp. 843-870. 91
 - Joseph, M. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. Indian Anthropologist, 43(2), pp. 43-54.
 - Ambedkar, B. R. (1946). Pakistan or The Partition of India.
- In Narke, H. (2nd ed.). (2014). Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India. Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
- Misra, J., & Mishra, J. (1991). Dr. B.R. Ambedkar and The Constitution - Making In India. Proceedings of the Indian History Congress, 52, pp. 534-541.
 - Government of Maharashtra, The Principal Architect of the Constitution of India, Dr. B. R. Ambedkar, Vol.13. The Education Department.
 - Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
 - Ambedkar, B.R. (1948). The Rise and Fall of Hindu Woman: Who was Responsible for It? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17- II, Education Dept., Government of Maharashtra, Mumbai, pp. 109-129.

- Ambedkar, B. R. (1987). The Women and the Counter-Revolution. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Det., Government of Maharashtra, Mumbai, pp. 427-437.
- Lal, S., & Saxena, K. S. (2009). Ambedkar and Nation-Building. New Delhi: Rawat.
- Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. The Indian Journal of Political Science, 66(3), pp. 661-666.
- Ambedkar, B. R. (1946). Prospects of Democracy in India. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai, pp. 519-523.
- Rajasekhariah, A., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. The Indian Journal of Political Science, 52(3), pp. 357-375.
- Rao, A. (2006). Bharata Ratna Dr. B.R. Ambedkar: A Champion of Human Rights With Special Reference to Scheduled Castes And Scheduled Tribes. The Indian Journal of Political Science, 67(4), pp. 901-906.
- Verma, V. (1999). Colonialism and Liberation: Ambedkar's Quest for Distributive Justice. Economic and Political Weekly, 34(39), pp. 2804-2810.
- Ambedkar, B.R (1948). The Untouchables who were they and why they become Untouchables? New Delhi. Available at: <http://www.drbaamahad.org/Speeches/theuntouchables-who-were-they-and-why-they-became.pdf>
- Ambedkar, B. R. (1948). What way Emancipation? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III. Education Dept., Government of Maharashtra, Mumbai, pp. 175-201.
- Rodrigues, V. (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate. Economic and Political Weekly, 46(2), pp. 56-66.
- Gehlot, N. (1993). Dr. Ambedkar, Mahatma Gandhi and Dalit Movement. The Indian Journal of Political Science, 54(3/4), pp. 382-387.
- Audi, M. (1989). Ambedkar's Struggle for Untouchables: Reflections. The Indian Journal of Political Science, 50(3), pp. 307-320.
- Zelliot, E. (2013). Ambedkar's World: The Making of Babasaheb and the Dalit Movement. In The Religious Conversion Movement-1935-195. Delhi, pp. 143-173. 93
- Tiwari, S. (2009). Social Justice: Gandhi and Ambedkar. The Indian Journal of Political Science, 70(2), pp. 429-439.

- D. N. (1991). Gandhi, Ambedkar and Separate Electorates Issue. *Economic and Political Weekly*, 26(21), pp. 1328-1330.

Course No : **IDE-POL-001-RC-4210**

Course Title : **Understanding Ambedkar**

Learning Objective: : This course is designed to familiarize the students with arguments and position of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, it has been designed to make students understand his ideas on the partition of the country and the Indian historiography.

Course Outcomes : CO: 1 Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
CO: 2 They will come to know Ambedkar's views on Islam and partition of India.
CO: 3 Students will be able to explain why and how Ambedkar opposed Shariate laws and spoke in favour of the Uniform Civil Code.
CO: 4 Students will learn his views on democracy, citizenship, freedom, and justice.
CO: 5 Students will be able to explain his views on the language question and organization of states in India.

CONTENT :

- Unit I : Indian Historiography and Ambedkar
- Ambedkar and Aryan Invasion Theory
 - Ambedkar, Islam and the Issue of Religious Conversion
 - Ambedkar on Partition of India
- Unit II : Ambedkar and Core Issues of Indian Constitution
- Ambedkar Role as the Chairman of the Drafting Committee
 - Ambedkar's stands on key issues in the Constituent Assembly (Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).
- Unit III : Ambedkar and His Idea of India
- Democracy and Citizenship
 - Equality, Freedom and Justice
- Unit IV : Ambedkar and Dalit Politics
- Ambedkar on Caste and Untouchability
 - Gandhi and Ambedkar on the question of Caste System and Untouchability

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Sharma, A. (2005). Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India. *Journal of the American Academy of Religion*, 73(3), pp. 843-870. 91
- Joseph, M. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. *Indian Anthropologist*, 43(2), pp. 43-54.
- Ambedkar, B. R. (1946). *Pakistan or The Partition of India*.
- In Narke, H. (2nd ed.). (2014). *Dr. B. R. Ambedkar Writing and Speeches, Vol. 8*. Delhi: Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India. Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
- Misra, J., & Mishra, J. (1991). Dr. B.R. Ambedkar and The Constitution - Making In India. *Proceedings of the Indian History Congress*, 52, pp. 534-541.
- Government of Maharashtra, *The Principal Architect of the Constitution of India, Dr. B. R. Ambedkar, Vol.13*. The Education Department.
- Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
- Ambedkar, B.R. (1948). *The Rise and Fall of Hindu Woman: Who was Responsible for It?* In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17- II, Education Dept., Government of Maharashtra, Mumbai, pp. 109-129.
- Ambedkar, B. R. (1987). *The Women and the Counter-Revolution*. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Det., Government of Maharashtra, Mumbai, pp. 427-437.
- Lal, S., & Saxena, K. S. (2009). *Ambedkar and Nation-Building*. New Delhi: Rawat.

Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.

- Ambedkar, B. R. (1946). Prospects of Democracy in India. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai, pp. 519-523.

- Rajasekhariah, A., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. *The Indian Journal of Political Science*, 52(3), pp. 357-375.

- Rao, A. (2006). Bharata Ratna Dr. B.R. Ambedkar: A Champion of Human Rights With Special Reference to Scheduled Castes And Scheduled Tribes. *The Indian Journal of Political Science*, 67(4), pp. 901-906.

- Verma, V. (1999). Colonialism and Liberation: Ambedkar's Quest for Distributive Justice. *Economic and Political Weekly*, 34(39), pp. 2804-2810.

- Ambedkar, B.R (1948). The Untouchables who were they and why they become Untouchables? New Delhi. Available at: <http://www.drbacmahad.org/Speeches/theuntouchables-who-were-they-and-why-they-became.pdf>

- Ambedkar, B. R. (1948). What way Emancipation? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III. Education Dept., Government of Maharashtra, Mumbai, pp. 175-201.

- Rodrigues, V. (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate. *Economic and Political Weekly*, 46(2), pp. 56-66.

- Gehlot, N. (1993). Dr. Ambedkar, Mahatma Gandhi and Dalit Movement. *The Indian Journal of Political Science*, 54(3/4), pp. 382-387.

- Audi, M. (1989). Ambedkar's Struggle for Untouchables: Reflections. *The Indian Journal of Political Science*, 50(3), pp. 307-320.

- Zelliott, E. (2013). Ambedkar's World: The Making of Babasaheb and the Dalit Movement. In *The Religious Conversion Movement-1935-195*. Delhi, pp. 143-173. 93

- Tiwari, S. (2009). Social Justice: Gandhi and Ambedkar. *The Indian Journal of Political Science*, 70(2), pp. 429-439.

- D. N. (1991). Gandhi, Ambedkar and Separate Electorates Issue. *Economic and Political Weekly*, 26(21), pp. 1328-1330.

b. Faculty and support staff requirements:

Faculty support is provided by the Department of Political Science of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

c. Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. The counseling to the learners will be provided by the invited experts in the concerned discipline.

d. Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

6. Procedure for admissions, curriculum transaction and evaluation:

Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in senior secondary level.

The learners will be provided with study materials. They will also be provided instructions by conducting counseling. The learners will be given home assignments which will be evaluated by the experts. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

7. Cost estimate of the programme and the provisions:

a) Cost estimate of the programme:

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is in the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ &Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

b) Provisions:

FEESTRUCTUREOFBACHELOROFARTS

Details	I Sem.	II Sem.	III Sem.	IV Sem.	V Sem.	VI Sem.	VII Sem.	VIII Sem.
Admission Fee	200	200	200	200	200	200	200	200
Registration Fee	450							
Central Examination Fee	800	800	800	800	800	800	800	800
Continuation Fee		200	200	200	200	200	200	200
Mark sheet Fee	250	250	250	250	250	250	250	250
Self Learning Material	1,800	1,800	1,800	1,500	1,500	1,500	1,500	1,500
Assignment Evaluation Fee	200	200	200	200	200	200	200	200
Identity Card Fee	100	100	100	100	100	100	100	100
Centre Fee	200	200	200	200	200	200	200	200
Counseling Fee	300	300	300	300	300	300	300	300
Total	4,300	4,050	4,050	3,750	3,750	3,750	3,750	3,750

8. Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to the students. It will help learners to acquire knowledge and skills and promote human resources development. The ultimate achievement of B.A. Political Science programme of study may reflect the gaining of knowledge and may help the students to get new job opportunities, upgrading their position not only in employment but also in the society.

PROGRAMME PROJECT REPORT (PPR)

(BA Sociology)

1. Programme's mission and objectives:

- Sociology is a science based on the study of human and the culture. The course paves the way for the social scientists, thinkers and activists in understanding the society.
- Studying sociology is beneficial both for the individual and for the society.
- Taking the course will led the learners for pursuing higher studies and also to learn and think critically about social issues and problems that confront our day-to-day society.
- The study also enriches students' lives and prepares them for careers in an increasingly diverse world.

2. Relevance of the program with HEI's Mission and Goals:

Introducing undergraduate programme in Sociology in Institute of Distance Education (IDE), Rajiv Gandhi University would enable imparting higher educational opportunities to those who were unable to continue their higher studies due to drop out, financial, remoteness and for those who are in-service. Studying Sociology will help fulfilling the demand of those distance learners in providing quality education at the door step. Its objective is also to improve gross enrollment ratio in higher education and to promote research and innovative ideas among the students. Hence, the programme is relevant to the HEI's mission and goal.

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognized for excellence in teaching, research and providing the highest quality educational opportunities for the learners' of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

3. Nature of prospective target group of learners:

The programme intends to cater to those learners and dropout students who are desirous and aspire to obtain a Higher Education. The course targets especially those office goers and who are seeking for promotion to higher positions in their respective work place (such as police personnel and Group C and D Employee, etc.). And also for those who could not access due to various socio-economic conditions, inaccessibility of the geographical location and other unavoidable circumstances after their High School examination. The subject also targets those working in NGOs

sector particularly those working for the society. The aspirants for the APPSCE and other competitive examinations also choose Sociology as one of the optional papers for their exam. So the above are the target groups of the program.

4. Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

Open and Distance Learning mode provides quality higher education to the interested learners who left regular mode because of various reasons. The Open and Distance Learning mode helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills. Sociology course in Institute of Distance Education is prepared in such a manner to make self-sufficient for the learners besides providing other relevant materials. Since there are many affiliating colleges in the state, the IDE also ensures and made self-sufficient the provision of conducting counseling classes at different study centers. It also imparts in areas such as skill development programmers, vocational and continuing education, etc. After graduating a Bachelor's program in Sociology, the learners become eligible to pursue further studies in Sociology leading to becoming eligible to sit for NET Exam and Assistant Professor. Sociology is one of the most preferred subjects as optional paper for the APPSCE and UPSE aspirants.

5. Instructional Design:

The duration of programme for undergraduate program is 4 (four) years program. The institute is having Coordinators in all the affiliating colleges who assist and support the learners in case of any problems. The affiliating colleges get full support from the Institute of Distance Education, Rajiv Gandhi University. The institute also receives supporting staff from the University. The programme is imparted with the help of suitably designed syllabus which is at par the regular mode. The syllabus is developed and framed by the members of the BOS. It is worth mentioning that the instructions to the learners are generally provided by conducting counseling by the respective colleges for 10 days of 8 (Eight) hours per semester. The counseling to the learners is usually provided by the invited experts in the concerned discipline. Identification of media and student support service systems are done through counseling, discussion, Interactions with the experts the experts through Video Conferencing and WhatsApp.

6. Procedure for admissions, curriculum transaction and evaluation:

Generally, applications for admission to the programme are invited through advertisement in the newspapers, notice board and university website. Fresh admissions are taken in the month of June-July through online. Documents required like ABC ID, class ten, twelve marks sheets and certificate, ST certificate etc. Where conformation page and money receipt are to be submitted in Institution. The applications are scrutinized and applicants are admitted on the basis of merit. The merit list is prepared on the basis of percentage of marks in the higher secondary examination results.

All the learners are provided with study materials and instructions by conducting counseling. The learners are also given home assignments which are evaluated by the subject experts. For the final examination question papers are set by subject experts and accordingly evaluated.

7. Cost estimate of the programme and the provisions:

A common Annual Budget is sanctioned every year for the current financial year for expenses against all courses which is allocated under the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ & Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

b. Provisions:

FEE STRUCTURE OF BACHELOR OF ARTS

Details	1stSem.	2ndSem.	3rdSem.	4thSem.	5thSem.	6thSem.	7thSem.	8thSem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Examinations Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Mark sheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self-Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹4,300.00	₹4,050.00	₹4,050.00	₹3,750.00	₹3,750.00	₹3,750.00	₹3,750.00	₹3,750.00

Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI to let the interested learners know about the programme in detail before enrollment.
- ii) Further, counseling is provided during the admission.
- iii) As the learners enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners by uploading in the university website and through E-mail and Postal services. In recent times, social media like Facebook and WhatsApp have also become integral parts of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners besides contact through telephonic conversation and sharing through WhatsApp group about their problems and issues, etc.
- vi) Above these, the academic staff of the Institute of Distance Education takes thereby addresses all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. It would also help the learners to sit for competitive examinations and also for job.

Requirement of the laboratory support and library resources.

As distance education does not run the subject related to practical and laboratory base subject, Institution of distance education has their own library in institution for distance student available thought out the year open during working hours, also, they are allowed to benefit from the University Library.

Requirement of the laboratory support and Library Resources:

The proposed discipline being Social Sciences, the laboratory facilities are not required.

Library Resources:

- a. The Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

**CURRICULUM FRAMEWORK FOR
UNDER-GRADUATE PROGRAMME IN
SOCIOLOGY
(ODL MODE)**

**AS PER NATIONAL EDUCATION POLICY (NEP)-
2020**



Department of Sociology
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Rajiv Gandhi University
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2024

1.1 THE PREAMBLE

Sociology is the most contemporary and versatile, as well as the most open and interdisciplinary of social sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. The course has been designed in response to a dynamic intellectual climate and shifting social concerns. Emphasis is also on ensuring familiarity with the elementary techniques of social investigation through training in sociological research methods.

A sociology graduate is expected to become an informed, conscious and responsible citizen and also be equipped for a variety of careers including but not limited to: academics, civil services, activism and advocacy. A brief overview of the scheme of 4 year courses and syllabus for B.A. (Honours) Sociology under NEP 2020 implemented from academic session 2023-24 is presented below.

NEP 2020 aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of Curriculum and Credit Framework for Undergraduate Programmes developed as per the guidelines of NEP 2020 is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

1.2 CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising major, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce a uniform grading system in the entire higher education system in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in the evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

The revised Curriculum and Credit Framework for Undergraduate Programmes System consists of 9 types of courses:

Major Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major Course.

Minor Course: It helps a student to gain a broader understanding beyond the major discipline.

Multidisciplinary Course: All UG students are required to undergo 3 introductory-level courses. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class).

Ability Enhancement Courses (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and recognize the importance of language as a mediator of knowledge and identity.

Skill Enhancement Course: SEC courses are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Value Added Course: These courses are designed to gain broader understanding of Indian values, constitution of India, environmental, ecological and health issues in India.

Internship: A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term.

Research Project: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

Discipline Specific Elective (DSE) Course: The courses offered by the main discipline/subject of study for developing specialization in desired area are referred to as Discipline Specific Elective.

All the courses are designed to impart disciplinary fundamentals of sociology through a careful choice of reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. The teachers and learners may follow these readings to comprehend the topic in detail and develop critical insight into the subject.

1.3 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: IDE- SOC-1001)- Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: IDE- SOC-2001)- Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second summer term.

Three-Year UG Degree (Programme Code: IDE- SOC-3001)- Students who wish to undergo a three year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: IDE-SOC-4001) - A four-year UG Honours

Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

1.4 Other Key Criteria for UG Programme

- **Selection of Minor Course:** Students of Sociology major would opt for minor courses from other majors being offered by other departments. Minor courses of Sociology will be offered to Non Sociology Major Students.
- **Selection of Multidisciplinary Course:** Students in Sociology major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Sociology major would not be allowed to select multidisciplinary courses offered by the Department of Sociology.
- **Selection of Compulsory Value-Added Course:** Students in Sociology major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- **Exit and Re-entry:** Exit and re-entry option in the degree programme in Sociology will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years

1.5. Structure of the Four Year Undergraduate Programme in Sociology

*1 credit for lecture = 30 hours in a semester (Therefore, 90 hours of learning in semester = 3credits)

**1 credit for Assignment

1.6 Programme Educational Objectives (PEOs)

The main objectives of the B.A (Hons.) Sociology Programme are to:

PEO1: Inculcate strong interest in learning sociology by orienting the students towards scientific study of social behaviour.

PEO2: Evolve broad and balanced knowledge and understanding of definitions, key, concepts, principles and theories in Sociology.

PEO3: Enable learners/students to apply the knowledge and skills acquired by them during the programme to solve specific theoretical and applied problems in sociology.

PEO4: Develop in students the ability to apply relevant tools developed in sociological theory to handle issues and problems in social sciences.

PEO5: Provide students with sufficient knowledge and skills that enable them to undertake further studies in sociology and related disciplines

PEO6: Equip the students with basic skills and fundamentals of Research.

1.7 Programme outcomes (POs)

After completing the programme the students will be able to:

PO1: Understand basic concepts of pure and applied sociology.

PO2: Get a holistic understanding of society

PO3: Pursue higher studies in the subject to take part in the academic upliftment of the subject.

PO4: Explain complex phenomenon through its underlying structures

PO5: Take up Research and Projects.

PO6: Write research papers and give presentations in seminars and conferences.

RGU-CF-UG-IDE-SOC: 2023-24

CREDIT SYSTEM FOR UG PROGRAMME IN SOCIOLOGY (as per NEP-2020)

NCR F Cred it Level	Semester	Major		Minor (Only for students other than sociology Major)		Multidisciplinary Course (MDC-Only for students other than Sociology Major)		Ability Enhancement Compulsory Course (AECC)		Skill Enhancement Course (SEC)		Value-Added Course (VAC)		Internship/ Research Project		Total Credit/Sem	
		Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit		
4.5	I	Major 1 (IDE- SOC-1001- CC-1110) Introduction to Sociology I	4	Minor 1 (IDE- SOC- 1001-MC- 1110) Polity and Society in India	4	MDC 1 (IDE- SOC- 1001-MD-1110) Religion in India	3	AECC 1 (ENG- 1001-AE- 1110)	4	SEC 1 (IDE- SOC- 1001-SE-0010) Theorising Development	3	VAC 1 (IDE- SOC- 1001-VA-0010) Tribes of India	2			20	
	II	Major 2 (IDE- SOC-1001- CC-1210) Introduction to Sociology II	4	Minor 2 (IDE- SOC- 1001-MC-1210) Gender Sensitization	4	MDC 2 (IDE- SOC- 1001-MD- 1210) Social Demography of India	3	AECC 2 (HIN-1001- AE-1210)	4	SEC 2 (IDE- SOC- 1001-SE-0020) Communicatio n Skills	3	VAC 2 (IDE- SOC- 1001-VA-0020) Indian Constitution and Social Legislations	2			20	
Total credits (First year)			8		8		6		8		6		4			40	
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester (SOC 001)																	
5.0	III	Major 3 (IDE- SOC-2001- CC-2310) Social Thinkers I	4	Minor 3 (IDE- SOC- 2001-MC-2310) Family, Marriage and Kinship	4	MDC 3 (IDE- SOC- 2001-MD- 2310) Social problems and Issues of Development in India	3			SEC 3 (IDE- SOC- 2001-SE-0030) Human Resource Management	3	VAC 3 (IDE- SOC- 2001-VA-0030) Traditional Knowledge	2			20	
		Major 4 (IDE- SOC-2001- CC-2320) Environmental Sociology	4														
	IV	Major 5 (IDE- SOC-2001- CC-2410) Rural and Agrarian Sociology	4	Minor 4 (IDE- SOC- 2001-MC- 2410) Sociology of Work and Industry	4												20
		Major 6 (IDE- SOC-2001-	4														

RGU-CF-UG-IDE-SOC: 2023-24

		CC-2420) Social Stratification																			
		Major 7 (IDE- SOC-2001-CC-2430) Social Thinkers II	4																		
		Major 8 (IDE- SOC-2001-CC-2440) Media and Society	4																		
Total credits (Second Year)			24	8	3	3	2	40													
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term.(SOC-2001)																					
5.5	V	Major 9 (IDE- SOC-3001-CC-3510) Sociology of NE India	4	Minor 5 (IDE- SOC-3001-MC-3510) Life Skills and Education	4													Internship (INT-3001-CO-0010)	2	20	
		Major 10 (IDE- SOC-3001-CC-3520) Urban Sociology	4																		
		Major 11 (IDE- SOC-3001-CC-3530) Media, Culture and Society	4																		
		Major 12 (IDE- SOC-3001-CC-3540) Social Change and Social Movement	2																		
	VI	Major 13 (IDE- SOC-3001-CC-3610) Sociology of Religion	4	Minor 6 (IDE- SOC-3001-MC-3610) Elements of Social Psychology	4																20
		Major 14 (IDE- SOC-3001-CC-3620) Rethinking Development	4																		
		Major 15 (IDE- SOC-3001-CC-3630)	4																		

RGU-CF-UG-IDE-SOC: 2023-24

		DE-4850) Sociology of marginalized communities													
Total credits (Third Year)		32	8												40
Four Year UG Degree with Honours in Sociology on completion of courses equal to a minimum of 160 credits (SOC-4001)															
Total credits (Fourth Year)		94	32	9	8	9	6								160

*Students can opt from the bouquet of courses offered by the University/Departments from time to time.

#Summer Internship: 8 Weeks Summer Internship should be completed by students who opt for UG Certificate programme.

Abbreviations: VAC- Value Added Course; MDC-Multi-Disciplinary Course; AECC-Ability Enhancement Compulsory Course;

SEC- Skill Enhancement Course; SWAYAM- Study Webs of Active-Learning for Young Aspiring Minds.

**SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME
IN SOCIOLOGY (I Year)**

I Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Learning Hours
		IM	EM	T			
IDE- SOC-1001-CC-1110	Introduction to Sociology I	30	70	100	3:1	4	90
IDE- SOC-1001-MC-1110	Polity and Society in India	30	70	100	3:1	4	90
IDE- SOC-1001-MD-1110	Religion in India	30	70	100	2:1	3	60
ENG-1001-AE- 1110	AECC 1	30	70	100	3:1	4	90
IDE- SOC-1001-SE-0010	Theorising Development	30	70	100	2:1	3	60
IDE- SOC-1001-VA-0010	Tribes of India	30	70	100	1:1	2	30
Total Credit						20	420

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

II Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Learning Hours
		IM	EM	T			
IDE- SOC-1001-CC-1210	Introduction to Sociology II	30	70	100	3:1	4	90
IDE- SOC-1001-MC-1210	Gender Sensitization	30	70	100	3:1	4	90
IDE- SOC-1001-MD-1210	Social Demography of India	30	70	100	2:1	3	60
HIN-1001-AE- 1210	AECC 2	30	70	100	3:1	4	90
IDE- SOC-1001-SE-0020	Communication Skills	30	70	100	2:1	3	60
IDE- SOC-1001-VA-0020	Indian Constitution and Social Legislations	30	70	100	1:1	2	30
Total Credit						20	420

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

**SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME
IN SOCIOLOGY (II Year)**

III Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-2001-CC-2310	Social Thinkers I	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2320	Environmental Sociology	30	70	100	3:1	4	90
IDE- SOC-2001-MC-2310	Family, Marriage and Kinship	30	70	100	3:1	4	90
IDE- SOC-2001-MD-2310	Social problems and Issues of Development in India	30	70	100	2:1	3	60
IDE- SOC-2001-SE-0030	Human Resource	30	70	100	2:1	3	60
IDE- SOC-2001-VA-0030	Traditional Knowledge	30	70	100	2:0	2	30
Total Credit						20	420

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

IV Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-2001-CC-2410	Rural and Agrarian Sociology	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2420	Social Stratification	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2430	Social Thinkers II	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2440	Media and Society	30	70	100	3:1	4	90
IDE- SOC-2001-MC-2410	Sociology of Work and Industry	30	70	100	3:1	4	90
Total Credit						20	450

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

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SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAM IN SOCIOLOGY (III Year)

V Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-3001-CC-3510	Sociology of NE India	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3520	Urban Sociology	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3530	Media, Culture and Society	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3540	Social change and Social Movement	30	70	100	2:0	2	30
IDE- SOC-3001-MC-3510	Life Skills and Education	30	70	100	2:0	4	90
INT-2001-CO-0010	Internship	-	-	-	0:2	2	
Total Credit						20	450

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

VI Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-3001-CC-3610	Sociology of Religion	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3620	Rethinking Development	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3630	Pioneers of Indian Sociology	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3640	Sociology of Gender	30	70	100	3:1	4	90
IDE- SOC-3001-MC-3610	Elements of Social Psychology	30	70	100	3:1	4	90
Total Credit						20	450

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= External Marks, T= Total**

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAM IN SOCIOLOGY (IV year)

VII Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-4001-CC-4710	Social Pathology	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4720	Sociology of Health	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4730	Political Sociology	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4740	Population and Demography	30	70	100	3:1	4	90
IDE- SOC-4001-MC-4710	(SWAYAM)	30	70	100	3:1	4	90
Total Credit						20	450

The title of the courses will be adopted from the pool of papers provided by the University/Other Departments. **L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= External Marks, T= Total*

VIII Semester (UG Degree with Honours)

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-4001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4810)	Indian social structure and sociological perspectives	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4830)	Social Psychology	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4850)	Sociology of marginalized communities	30	70	100	3:1	4	90
IDE-SOC-4001-MC-4810	(SWAYAM)	30	70	100	3:1	4	90
Total Credit						20	450

The title of the courses will be adopted from the pool of papers provided by the University/Other Departments. **L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= External Marks, T= Total*

LIST OF MAJOR COURSES (CC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE-SOC-1001-CC-1110	Introduction to Sociology I	30	70	100	3:1	4	90
II	IDE- SOC-1001-CC-1210	Introduction to Sociology II	30	70	100	3:1	4	90
III	IDE- SOC-2001-CC-2310	Social Thinkers -I	30	70	100	3:1	4	90
III	IDE- SOC-2001-CC-2320	Environmental Sociology	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2410	Rural Sociology and Agrarian Sociology	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2420	Social Stratification	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2430	Social Thinkers-II	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2440	Media and Society	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3510	Sociology of NE India	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3520	Urban Sociology	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3530	Media, Culture and Society	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3540	Sociology of Social Movements	30	70	100	1:1	2	90
VI	IDE- SOC-3001-CC-3610	Sociology of Religion	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3620	Rethinking Development	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3630	Pioneers of Indian Sociology	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3640	Sociology of Gender	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4710	Social Pathology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4720	Sociology of Health	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4730	Political Sociology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4740	Population and Demography	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4810	Indian Social Structure and Sociological Perspectives	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4830	Social Psychology	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4850	Sociology of Marginalized Communities	30	70	100	3:1	4	90
VIII	IDE- SOC-5001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
Total							112	

LIST OF MINOR COURSES (MC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-MC-1110	Polity and Society	30	70	100	3:1	4	90
II	IDE- SOC-1001-MC-1210	Gender Sensitization	30	70	100	3:1	4	90
III	IDE- SOC-2001-MC-2310	Family, Marriage and Kinship	30	70	100	3:1	4	90
IV	IDE- SOC-2001-MC-2410	Sociology of Work and Industry	30	70	100	3:1	4	90
V	IDE- SOC-3001-MC-3510	Life skills and Education	30	70	100	3:1	4	90
VI	IDE- SOC-3001-MC-3610	Elements of Social Psychology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-MC-4710	(SWAYAM)	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-MC-4810	(SWAYAM)	30	70	100	3:1	4	90
Total							36	

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

LIST OF MULTIDISCIPLINARY COURSES (MDC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-MD-1110	Religion in India	30	70	100	2:1	3	60
II	IDE- SOC-1001-MD-1210	Social Demography of India	30	70	100	2:1	3	60
III	IDE- SOC-2001-MD-2310	Social Problems and Issues of development in India	30	70	100	2:1	3	60
Total							9	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

LIST OF SKILL ENHANCEMENT COURSES (SEC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-SE-0010	Theorising Development	30	70	100	2:1	3	60
II	IDE- SOC-1001-SE-0020		30	70	100	2:1	3	60
III	IDE- SOC-2001-SE-0030		30	70	100	2:1	3	60
Total							9	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

LIST OF VALUE ADDED COURSES (VAC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-VA-0010	Tribes of India	30	70	100	2:1	2	30
II	IDE- SOC-1001-VA-0020	Indian Constitution and Social Legislation	30	70	100	2:1	2	30
III	IDE- SOC-2001-VA-0030	Traditional Knowledge	30	70	100	2:1	2	30
Total							8	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

I SEMESTER

SEMESTER I
IDE-SOC-1001-CC-1110: INTRODUCTION TO SOCIOLOGY I

Credit: 4; Learning Hours: 90; Full Marks: 100
--

Learning Objectives:

LO 1: To provide a broad introduction to the discipline of sociology and seeks to acquaint students with a sociological way of thinking.

LO 2: To provide a foundation for the other more detailed and specialized courses in Sociology and its interdisciplinary nature.

Course Outcomes:

CO 1: The students learn to apply the sociological perspective in understanding how society shapes our individual lives.

CO 2: To familiarise the students with the history and fundamental concepts and concerns of the discipline.

CO 3: Understanding the interdisciplinary nature of the social sciences like social anthropology, history and psychology and learning how these relate to each other while maintaining their disciplinary boundaries.

CO 4: Understanding the basic concepts of sociological approaches.

Course Content

Unit No	Content	Contact Hours	CO
1	Sociology: Discipline and Perspective 1.1. Thinking Sociologically; 1.2. Emergence of Sociology and Social Anthropology.	10	1
2	Sociology and Other Social Sciences 2.1. Sociology and Philosophy; 2.2. Sociology and History; 2.3. Sociology and Political Science; 2.4. Sociology and Anthropology.	10	1,3
3	Basic Concepts 3.1. Individual and Group; 3.2. Associations and Institutions; 3.3. Culture and Society; 3.4. Social Change.	20	2, 4

Unit 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp.1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology and Social Anthropology

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit 2. Sociology and Other Social Sciences

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.

Unit 3. Basic Concepts

3.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

3.2. Associations and Institutions

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

3.3. Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

3.4. Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	-		3	1	-	1	-	-
CO2	1	3	3	2	1	1		1	3	1	-	-	2
CO3	1	2	1	-	-	-		1	-	-	-	1	-
CO4	3	1	-	-	-	-		1	2	-	-	-	-
AVERAGE	2	2	1.5	1.25	0.5	0.25		1.5	1.5	0.25	0.25	0.25	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References:

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, ‘Social Anthropology and Some Other Sciences of Man’, Pp. 25-29.

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, ‘Sociology and Common Sense’, Pp. 13-27

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, ‘The Social Sciences, History and Philosophy’, Pp. 65-80

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, ‘Sociologists and Historians’, Pp.13-30.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, ‘Work and Wealth of Primitive Communities’, Pp. 71-97

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, ‘Little Red Riding Hood’ & ‘Rumpelstiltskin’

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229.

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, *Introduction* and Chapter 1, ‘The Forest, the Trees and One Thing’, Pp.1-36

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter Social Change. Pearson. New Delhi.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-4

SEMESTER I**IDE- SOC-1001-MC-110: POLITY AND SOCIETY IN INDIA**

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

LO 1: This course seeks to introduce the students to the study of Indian politics from a sociological perspective.

LO 2: This course is designed to provide students with theories, categories and conceptual tools to understand politics in relation to society in general.

Course Outcomes:

CO 1: Understand the interplay of society and polity.

CO 2: Understand theories from different concepts of political sociology.

CO 3: Understand the formation of socio-political identities and its impact on society at large.

CO 4: The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena.

Course Content

Unit No	Content	Contact Hours	CO
1	On Studying Politics and Society in India 1.1. Meaning, Nature, Scope and Significance.	10	1,2
2	Themes in Politics and Society in India 2.1 Political Economy; 2.2 Political Identities; 2.3 Political Processes.	20	2, 3
3	Protest and Resistance in Indian Politics 3.1. Protest, Resistance and Ethno-political movements; 3.2. Women and environmental movements; 3.3. Dalit and backward class movements.	10	4

Unit 1: On Studying Politics and Society in India

Baruah, Sanjib. 'Politics of Sub-nationalism: Society vs. State in Assam', from Partha Chatterjee (Ed.) State and Politics in India, Delhi; OUP. Pp. 496-520

Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. Pp. 1-39

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.)

Rethinking Third World Politics, London: Longman. pp. 72-99

Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Unit 2: Themes in Politics and Society in India:

2.1 Political Economy

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Identities: Nation, Caste, Religion and Ethnicity

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

2.3. Political Institutions and Democratic Processes

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Unit 3: Protest and Resistance in Indian Politics

Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	1	-	2	1	1	1	1	1	-	2	-
CO2	1	1	-	2	-	-	-	1	1	1	-	-
CO3	-	-	-	2	-	-	-	1	-	-	-	-
CO4	-	1	3	1	1	-	-	2	1	2	1	-
Average	0.25	0.75	0.75	1.75	0.50	0.25	0.25	1.25	0.75	0.75	0.75	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References:

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520.

Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

SEMESTER I
IDE- SOC-1001-MD-1110: RELIGIONS OF INDIA

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

LO 1: The goal of the course is to brief students with an appreciation of the diversity of religious experiences.

LO 2: This course exposes students to the distinctiveness of the sociological approach to the study of religion.

LO 3: This paper introduces the students to the major religions practised in India and the contestation over religion in contemporary times.

Course outcomes

CO 1: It acquaints the students with the diverse forms of religions existing in India and provides an understanding of how religions play an important role in Indian society.

CO 2: Awareness of religion as a social institution and the different aspects of religion in India.

CO 3: By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

CO 4: It will sensitize the student about different faiths and issues related with religious fundamentalism and communalism and the discourse on secularism in Indian context.

Course Content

Unit No.	Content	Contact Hours	CO
1	Religions of India 1.1 Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism A social historical perspective; 1.2 Demographic profile; 1.3 Contemporary trends.	15	1, 2
2	Aspects of religion in India 2.1 Sacred knowledge, Sacred space, Sacred time and Sacred persona.	10	2
3	Contestation over religion in India 3.1 Fundamentalism, Communalism and Secularism; 3.2 Socio-religious movements; 3.3 Popular religion and emerging cults.	15	3,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	2	1	1	1	1	1	-	1	1	1	-
CO2	1	2	1	1	1	1	1	-	1	1	1	-
CO3	-	3	1	2	1	1	1	-	1	1	1	-
CO4	-	3	-	2	-	-	-	-	-	1	-	1
Average	0.25	2.5	0.75	1.5	0.75	0.75	0.75	-	0.75	1	0.75	0.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

Baird, Robert D. (ed.). 1995 (3rd edition). *Religion in modern India*. Delhi: Manohar.

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

Hefner, R.W., 1998. Multiple modernities: Christianity, Islam, and Hinduism in a globalizing age. *Annual review of Anthropology*, 27(1), pp.83-104.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India* (The new Cambridge history of India III-1). Hyderabad: Orient Longman

Keddie, N.R., 1998. The new religious politics: where, when, and why do “fundamentalisms” appear? *Comparative studies in society and history*, 40(4), pp.696-723.

Madan, T.N. 1991. ‘Secularism in its Place’ in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.

Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.

Madan, T.N. ‘The Sociology of Hinduism: Reading ‘Backwards’ from Srinivas to Weber’, *Sociological Bulletin*, vol-55,no-2, (May-August 2006) pp.215-236

Momin. A.R., 2004. ‘The Indo-Islamic Tradition’ in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

Muzumdar, H.T. 1986. *India’s religious heritage*. New Delhi: Allied.

Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press. Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications. Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London:Sage.

Robinson, R. 2003. ‘Christianity in the Context of Indian Society and Culture’ in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

SEMESTER I

IDE- SOC-1001-SE- 0010: THEORISING DEVELOPMENT

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

LO 1: To familiarize students with the arguments of development theory in the decades of 80s onwards.

LO 2: To equip students with some of the methodology in development practices adopted since then.

Course Outcomes

CO 1: Understand different ideas of, and sociological approaches to development.

CO 2: Understanding the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas.

CO 3: Building understanding about developmental processes from introduction to theories of development.

CO 4: Understanding the implementation, consequences, and experiences of development.

Course Content

Unit No	Content	Contact Hours	CO
1	Defining Development 1.1. Development; 1.2. Underdevelopment; 1.3. Progress; 1.4. Changing conception of development; 1.5. Sustainable development; 1.6. Human development.	15	1
2	Theories of Development 2.1. Modernization (W. W Rostow); 2.2. Dependency (A. G Frank, Wallerstein); 2.3. Re-emergence of Neo-classical perspective (Growth as development and its criticism).	15	2,3
3	Indian experiences of development 3.1. From Planning Commission to Niti Aayog; 3.2. Planned development; 3.3. India's experiment with LPG.	10	4

Unit 1: Defining Development

McMichael, Philip. 2000, *Development and Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40

Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.

Unit 2: Theories of Development

2.1. Modernization (W. W Rostow)

Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.

2.2. Dependency (A. G Frank, Wallerstein)

Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from

<http://www.jstor.org/stable/188950>

Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

2.3. Re-emergence of Neo-classical perspective (Growth as development and it's criticism)

Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29

Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Unit 3: Indian experiences of development

Desai, A.R 1971, *Essay on Modernization*, Vol. II., Thacker: Bombay

Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,

D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	2	1	1	1	2	1	1	-	-
CO2	-	1	-	2	-	-	-	1	-	1	2	-
CO3	-	1	1	1	1	1	-	3	2	-	-	-
CO4	-	3	-	-	2	2	1	-	1	2	1	1
Average	0.25	1.75	0.50	1.25	1	1	0.50	1.50	1	1	0.75	0.25

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

- Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay
- Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,
- D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi
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- Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>
- Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.
- McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
- Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29
- Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.
- Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.
- Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30
- Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Pres

SEMESTER I
IDE- SOC-1001-VA-0010: TRIBES OF INDIA

Credit: 2; Contact Hours: 30; Full Marks: 100

Learning Objectives

LO 1: The objective of this course is to provide a comprehensive profile of tribes in India.

LO 2: The learners will be introduced to the cultural and demographic diversity of tribal population in India.

Course outcomes

CO 1: Students will be able to understand and analyze the classification and distribution of Tribes in India.

CO 2: Understand the tribal population in terms of their demographic features, social structure and cultural patterns

CO 3: Understand the socio- cultural challenges faced by them.

CO 4: Students identify tribal problems and evaluate development programmes and Constitutional safeguards of tribes.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Conceptualizing Tribe</p> <p>1.1 Defining Tribe;</p> <p>1.2 Demographic profile: habitat, distribution and concentration of tribal people;</p> <p>1.3 Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, settled agriculturists and artisans.</p>	10	1,2
2	<p>Tribal Issues</p> <p>2.1 Contact with other tribal and non- tribal groups;</p> <p>2.2 Ethnicity;</p> <p>2.3 Influence of Hindu and Christian Religious groups;</p> <p>2.4 Forced displacement.</p> <p>2.5 Policies and Legislations</p>	10	3,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	1	-	-		1	-	-	1	1	-
CO2	-	1	-	2	-	-		-	2	-	1	1	-
CO3	-	1	-	2	1	-		1	1	-	1	-	-
CO4	-	2	1	1	1	1		1	-	-	1	1	-
Average	0.75	1.75	0.75	1.50	0.50	0.25		0.75	0.75	-	1	0.75	-

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

Behura, N. K. &Panigrahi, N. (2006). *Tribals and the Indian Constitution: Functioning of Fifth Scheduled in the State of Orissa*, Jaipur: RawatPublications.

Bhowmik K. L. 1971. *Tribal India: A Profile in Indian Ethnology*. The World Press; Calcutta
Channa, Subhadra (ed.) 2002. *Christianity and Tribal Religion*. Cosmo: New Delhi

Bose, Nirmal Kumar 1971. *Tribal Life in India*. National Book Trust: New Delhi

Dube, S.C. (ed.) 1977. *Tribal Heritage of India*. (Volume 1). Vikas: New Delhi

Elwin, Verrier 1968. *Myths of the North-East Frontier of India*. North-East Frontier Agency: Shillong

Fernandes, Walter 1998. *Development-induced Displacement in Eastern India*. In S.C. Dube (Ed). *Antiquity and Modernity In Tribal Area: Vol.1: Continuity and Change Among the Tribals*. Inter-India Publishers: New Delhi

Ghurye, G.S. 1983. *The Scheduled Tribes*. Popular Book Depot: Bombay

Hasnain, Nadeem. (1983). *Tribal India Today*. New Delhi: Harnam Publications.

Louis, P. (2008). (Ed). *Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations*. New Delhi: MANAK.

Sarkar, Jayanta and Jyotirmoy Chakrobarty 2003. *Transition, Change and Transformation: Impacting the Tribes in India*. Anthropological Survey of India: Kolkata

Singh, Amarkumar and Jabbi, M.K. 1996. *Status of Tribals in India, Health, Education and Employment*. Har Anand Publications: New Delhi

Von Fürer-Haimendorf, C. 1982. *Tribes in India: The Struggle for Survival* Oxford Univ. Press: Delhi

Von Fürer-Haimendorf, C. 1983. *Modern Development and Traditional Ideology among Tribal Societies*. Ethnographic and Folk Culture Society: Lucknow

II SEMESTER

(UG Certificate)

SEMESTER II

IDE- SOC-1001-CC-1210: INTRODUCTION TO SOCIOLOGY II

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

LO 2: The focus is on studying from the original texts to give the students an idea of how over a period of time thinkers have conceptualized various aspects of society.

LO 3: The objective is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. The students will be able to understand since theories are a reflection of changes taking place in society, thus, each subsequent set of theoretical approaches will either support, critique, identify logical flaws and gaps in the preceding arguments.

LO 4: The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outcomes

CO 1: The students are introduced to the relationship between theory and perspectives.

CO 2: This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

CO 3: Students will understand how evolutionary and functionalist perspectives explain social change and the role of institutions in maintaining societal stability.

CO 4: Students will learn to apply conflict and feminist perspectives to identify and critique power dynamics, gender inequalities, and propose solutions for systemic injustices.

Course Content

Unit No.	Content	Contact Hours	CO
1	Perspectives in Sociology-I 1.1. Evolutionary perspective; 1.2. Functionalism	10	1,2,3
2	Perspectives in Sociology-II 2.1. Interpretive Sociology; 2.2. Symbolic Interactionism.	15	1,2
3	Perspectives in Sociology-III 3.1. Conflict perspective; 3.2. Feminist Perspective.	15	1,2,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	1	1	1	1		2	2	1	1	2	1
CO2	2	1	1	1	1	1		2	2	1	1	2	1
CO3	2	1	1	-	-	-		1	1	1	1	1	1
CO4	2	1	1	-	-	-		1	1	1	1	1	1
Average	2	1	1	0.5	0.5	0.5		1.5	1.5	1	1	1.5	1

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1: Perspectives in Sociology-I

1. Evolutionary Perspective

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

1.2. Functionalism

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Unit 2: Perspectives in Sociology-II

2.1. Interpretive Sociology

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

2.2. Symbolic Interactionism

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Unit 3: Perspectives in Sociology-III

3.1. Conflict perspective

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

3.2. Feminist Perspective

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26.

References

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 - 77

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26.

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp.49-69

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

SEMESTER II
IDE- SOC-1001-MC-1210: GENDER SENSITIZATION

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course will sensitize students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.

LO 2: Students will be acquainted with laws that have an immediate bearing on gender relations.

Course Outcomes

CO 1: Students will understand the debates surrounding the social construction of sex and gender, and how cultural contexts shape concepts of masculinity, femininity, and sexual preference.

CO 2: Students will be able to critically examine the roles and impacts of gender socialization, gender-based division of labor, and the public/private divide, including the concept of the triple burden, within family, community, and state contexts.

CO 3: Students will gain knowledge of the legal rights related to gender, including property rights, personal laws, and protections against violence, harassment, and rape, and how these laws impact women's lives.

CO 4: Students will explore the complex intersections of gender with caste, class, religion, and disability, and understand how these intersections create unique experiences and challenges for different groups of women.

Course Content

Unit No	Content	Contact Hours	CO
1	Sex, Gender and Sexuality 1.1. Introduction to debates on the social construction of sex and gender 1.2. Cultural construction of masculinity and femininity 1.3. Understanding sexual preference as a right	1	1
2	Gender, Family, Community and the State 2.1. Gender socialization 2.2. Gender based division of labour 2.3. Private/Public divide 2.4. Triple burden	1	2
3	Gender Rights and the Law 2.1. Right to property 2.2 Personal laws 2.3.Violence against women and domestic violence 2.4. Sexual harassment and Rape	1	3

4	<p>Understanding Intersections of Gender, Caste, Class, Religion and Disability</p> <p>3.1. Gender and Caste 3.2. Gender and Class 3.3. Gender and Religion 3.4. Gender and Disability</p>	1	4
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Unit : Sex, Gender and Sexuality

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

Geetha, V. 2002, *Gender*. Calcutta: Stree

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

Murty, Laxmi and Rajarshi Dasgupta. 2012, '*Our Pictures, Our Words - A Visual Journey Through The Women's Movement*'. New Delhi: Zubaan

Films: Being Male Being Koti Dir: Mahuya Bandyopadhyay Many People Many Desires Dir: T. Jayashree;

Boys Don't Cry Dir: Kimberley Peirce

Unit 2: Gender, Family, Community and the State

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue.

Economic and Political Weekly February 19: 709 -722

Films: Izzat nagriki Asabhya Betiyan Dir: Nakul Singh Sawhney

Unit 3: Gender Rights and the Law

For all the laws relating to women please refer to the following resource:

<http://new.nic.in/frmLLawsRelatedtoWomen.aspx>

Films: Gulabi Gang Dir: Nishtha Jain; North Country Dir: Niki Caro;

The Accused Dir: Jonathan Kaplan

Unit 4: Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	2	1	1	1		2	1	1	2	-	-
CO2	-	1	2	2	2	1		1	1	2	2	1	1
CO3	-	-	2	2	2	2		1	2	1	1	-	-
CO4	-	-	1	2	1	1		1	1	2	1	-	1
Average	0.25	0.75	1.75	1.75	1.5	1.25		1.25	1.25	1.5	1.5	0.25	0.5

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

- Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women Geetha, V. 2002, Gender. Calcutta: Stree
- Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)
- Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
- Murty, Laxmi and Rajshri Dasgupta. 2012, *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan
- Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722
- Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

SEMESTER II**IDE- SOC-1001-MD-1210: SOCIAL DEMOGRAPHY OF INDIA**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: Understand the influence of population on social phenomena.

LO 2: Acquaint students the demographic features and trends of Indian society and

LO 3: Understand population control in terms of social needs.

Course Outcomes

CO 1: Gain insight into the interface between population size and social development and the social implications of age and sex composition.

CO 2: Explore the components of population growth such as fertility, mortality, and migration, and understand their impact on India's demographic patterns.

CO 3: Students will be able to assess the problems and benefits of rapid population growth in India, focusing on issues like family and reproductive health and the demographic dividend.

CO 4: Students will be equipped to critically appraise the population policies.

Course Content

Unit No	Content	Contact Hours	CO
1	Population and society 1.1 Interface between population size and social development; 1.2 Concepts and measurement of population trends in India, Size, 1.3 Composition and Distribution of Population in India; 1.4 Social implications of age and sex in India; 1.5 Components of Population Growth: Fertility, Mortality, and Migration.	15	1,2
2	Population planning and control. 2.1 Family and reproductive health; 2.2 Problems of Rapid Population Growth in India; 2.3 Merits and demerits of rapid population growth; 2.4 Demographic Dividend.	15	3
3	Population Policy 3.1 Population policies of the Government of India-A critical appraisal; 3.2 Problems of implementing growth control measures causes for success and failures.	10	4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	2	1	2	2		1	-	2	2	2	2
CO2	-	-	2	1	2	2		1	1	1	1	1	1
CO3	2	1	1	-	1	1		1	1	2	2	2	2
CO4	2	1	1	-	1	1		-	-	-	1	1	1
Average	1	0.5	1.5	0.5	1.5	1.5		0.75	0.5	1.25	1.5	1.5	1.5

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

Census of India Latest Reports

NFHS Latest Reports

Bloom, David. 2011. '7 Billion and Counting', Science, Vol. 333, No.562.

doi:10.1126/science.1209290

Bose, Asish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.

Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology. B.R. Publishing Corporation. Delhi.

Davis, Kingsley. 1951. The Population of India and Pakistan. Russel and Russel. New York. India,

2022. A Reference Annual. Publications Division, Government of India. New Delhi.

Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.

Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.

Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.

Srivastava, O.S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994.

SEMESTER II**IDE- SOC-1001-SE-0020: COMMUNICATION SKILLS**

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

LO 1: Understand the nature importance of communication.

LO 2: Learn the process involved in communication.

Course Outcomes:

CO 1: Enhance the skills of public speaking

CO 2: Develop interview skills

CO 3: Acquire presentation skills

CO4: Effectively play their roles in group discussions

Course Content

Unit No	Content	Contact Hours	CO
1	Basics of Communication 1.1 Nature and importance of communication 1.2 Process of Communication 1.3 Principles of communication 1.4 Barriers to effective communication 1.5 Strategies for effective communication	10	1
2	Presentation Skills 2.1 Preparation of a good presentation 2.2 Verbal communication in presentation 2.3 Non-verbal communication in presentation 2.4 Visual aids/Materials in presentation 2.5 Analyzing audience and managing questions	10	3
3	Interviews and Group Discussions 3.1 Interview and its types 3.2 Before, during and after an interview 3.3 Do's and Don'ts in an interview 3.4 Basic Interview questions 3.5 Structure and process of Group Discussions 3.6 Role functions, Do's and Don'ts	10	2,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	-	-	-	2	-	-	-	-	1	-
CO2	-	-	-	-	-	2	-	-	-	-	-	1
CO3	-	-	-	-	-	3	-	-	-	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-	-	-
Average	-	-	-	-	-	2	-	-	-	-	0.2	0.2

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Activities:

- Presenting seminar papers.
- Mock interviews.
- Using Power point presentations in seminars.
- References:
- Working in English, Jones, Cambridge
- Business Communication, Raman –Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Anjanee Sethi & Bhavana Adhikari, Business Communication, Tata McGraw Hill
- Jermy Comfort, Speaking Effectively, et.al, Cambridge

SEMESTER II**IDE- SOC-1001-VA-0020: INDIAN CONSTITUTION AND SOCIAL LEGISLATION**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: Social legislation has to keep pace with newer and newer needs of the society. Speed is an important dimension of the judicial-legal system to aid the deliverance of welfare services to the people.

LO 2: Social legislation to address these requirements. The aim of this paper is to understand the constitutional provisions and welfare goals of the government in India.

Course Outcomes

CO 1: It will enable the students to understand their rights and duties as Indian citizens. They will learn about various constitutional provisions available for the disadvantaged groups.

CO 2: Develop a comprehensive understanding of the fundamental rights and duties outlined in the Constitution of India, along with the Directive Principles of State Policy and related instruments that guide the welfare goals of the state.

CO 3: Gain insights into how social legislation functions as an instrument of social welfare and a catalyst for social change, recognizing its potential to shape societal norms and improve quality of life.

CO 4: Critically assess the limitations and challenges of implementing social legislation, understanding the practical constraints and obstacles that may hinder its effectiveness in achieving intended social reforms.

Course Contents

Unit No	Content	Contact Hours	CO
1	Constitution of India 1.1 Fundamental rights and duties; 1.2 Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state.	10	1,2
2	Social Legislations 2.1 Social Legislation as an instrument of social welfare and as instrument of social change; 2.2 Limitations of social legislation;	10	1,3,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	-	-	-	-		-	-	-	1	1	-
CO2	-	-	1	1	1	-		-	-	-	1	-	1
CO3	-	-	1	1	1	1		1	-	-	1	-	1
CO4	-	-	-	1	-	-		-	1	1	1	-	-
Average	-	-	0.5	0.75	0.5	0.25		0.25	0.25	0.25	1	0.25	0.50

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

- Antony, M.J. Social Action Through Courts, New Delhi, ISI, 1997.
 Bhatia, K.L. Law and Social Change Towards 21st Century, New Delhi, Deep and Deep, 1994
 Indian Social Institute. Annual Survey of Indian Law, New Delhi, ISI, 1998.
 Katalia &Majundar. The Constitution of India: New Delhi, Orient Publishing Company, 1981
 Kulkarni, P.D. Social Policy and Social Development in India. Madras. ASSWI, 1979.
 Pathak, S. Social Welfare: An Evolutionary and Development Perspective, Delhi: McMillan, 1981
 Patil, B.R. The Economics of Social Welfare in India, Bombay, Somayya, 1978
 Robert, F.M. Law and Social Change-Indo-American Reflections, New Delhi, ISI.
 Shams Shamsuddin. Women, Law and Social Change, New Delhi, Ashish Publishing House, 1991

III SEMESTER

SEMESTER III
IDE- SOC-2001-CC-2310: SOCIAL THINKERS-I

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: To enable them to apply theory to their own everyday life experiences.

LO 2: To develop in students' sociological imagination and their capacity to read each situation sociologically and then think about it theoretically.

Course Outcomes

CO 1: Understanding the grand foundational themes of sociology.

CO 2: Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.

CO 3: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

CO 4: Clarification and broadening the student's knowledge about the theoretical and methodological contributions of the western classical theory and its contemporary relevance

Course Content

Unit No.	Content	Contact Hours	CO
1	Karl Marx 1.1. Dialectics and Historical Materialism; 1.2. Capitalist Mode of Production.	15	1
2	Max Weber 2.1. Social Action; 2.2. Ideal Types; 2.3. Religion and Economy.	10	2,4
3	Emile Durkheim 3.1. Social Fact; 3.2. Nature of Solidarity, Suicide; 3.3. Sacred and Profane.	15	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	3	3	3	2	3	3	3	3	2	2	3	2	
CO2	3	2	3	2	3	3	3	3	3	2	3	2	
CO3	2	2	1	3	2	2	2	1	-	-	3	2	
CO4	2	3	3	2	3	3	3	2	1	2	3	3	
Average	2.5	3	2,5	2.2	2.7	2.7	2.7	2.2	1.5	1.5	3	2.2	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 4156, 145 151.

Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48107, 119144

Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 1315 (Theses on Feuerbach), pp. 1680 (A Critique of the German Ideology), pp.98137 (Manifesto of the Communist Party),pp. 142173 (Wage Labour and Capital), pp. 502506 (Abstract of Preface from A Contribution to the Critique of Political Economy).

Turner, J. N., Beeghly, Leonard, Powers, Charles. The Emergence of Sociological Theory.

Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87123

Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 354, 103126, Chapters I, II, III, IV & V

Weber, Max. ‘Science as a Vocation’ in David Owen and Tracy Strong eds. Max Weber: The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

SEMESTER III
IDE- SOC-2001-CC-2320: ENVIRONMENTAL SOCIOLOGY

Credit: 4; Learning Hours: 40; Full Marks: 100
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Learning Objectives

LO 1: This course is designed to allow students to reflect on the ‘environment’ as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

LO 2: The aim is to convey the fact that since environmental issues in contemporary times has come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.

LO 3: The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

Course Outcomes

CO 1: Develop an understanding and conceptual framework of Environmental Sociology as a discipline and understand the dynamic between natural and social worlds from a sociological perspective.

CO 2: Inculcate a grasp on fundamental principles and core theoretical debates of the discipline.

CO 3: Understand current environmental problems and assess causes, effects and possible solutions of environmental issues and problems.

CO 4: To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Envisioning Environmental Sociology 1.1 Meaning, Nature and Scope of Environmental Sociology; 1.2. Realist-Constructivist debate; 1.3 Indian Environmentalism: Cultural Responses; 1.4 Sustainability.	15	1
2	Unit 2: Theoretical Approaches in Environmental Sociology 2.1 NEP- New Ecological Paradigm; 2.2 Treadmill of Production; 2.3 Ecological Modernization;	15	1,2

	2.4 Feminist environmentalism; 2.5 Social Ecology.		
3	Unit 3: Environmental Movements in India 3.1 Forest based movement – Chipko; 3.2 Water based movement – Narmada; 3.3 Land based movements – Anti-mining and Seed.	10	3,4

Unit 1: Envisioning Environmental Sociology

1.1 Meaning, Nature and Scope of Environmental Sociology

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5
 Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

1.2 Realist-Constructivist Debate

Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch. 21 pp. 431-442.
 Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

1.3 Indian Environmentalism: Cultural Responses

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

Unit 2: Theoretical Approaches in Environmental Sociology

2.1 Treadmill of Production

Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). *Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask*. *Organization & Environment*, 17(3), 296-316.

2.2 Ecological Modernization

Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.3 Feminist Environmentalism

Shiva, V. (1988). *Women in nature*. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.
 Agarwal, Bina, 2007. *The Gender and Environment Debate: Lessons from India*. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5 Social Ecology

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) Social Ecology. Delhi: OUP. Guha, R. (1994). Social ecology. Oxford University Press. pp (22-26).

Unit 3: Environmental Movements in India

3.1 Forest based movement – Chipko Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed.(2002). Social movements and the state (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

3.2 Water based movement – Narmada

Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The case of India’s Narmada Valley Dams. Restructuring world politics: transnational social movements, networks, and norms (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3 Land based movements – Anti-mining and Seed

Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. Social Change, 38(4), 576-608. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. Journal of agrarian change, 8(2-3), 315-344.
Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. Science, 299(5608), 900-902.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PESO3	PSO4	PSO 5	PSO 6
CO1	3	3	3	3	3	3				3	3	2	2	3	3
CO2	3	3	3	3	3	3				3	3	3	3	3	3
CO3	3	3	3	3	3	3				3	3	2	3	3	3
CO4	2	3	3	3	3	3				3	2	3	3	3	3
Average	2.75	3	3	3	3	3				3	2.75	2.5	2.75	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

References

Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).
Baviskar, A. (1999). In the belly of the river: tribal conflicts over development in the Narmada Valley. Oxford University Press.
Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. Economy and Society, 35(3), 329-345.

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- Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.
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SEMESTER III**IDE- SOC-2001-MC-2310: SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP**

Credit: 4; Learning Hours: 90;; Full Marks: 100

Learning Objectives

LO 1: Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.

LO 2: Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.

LO 3: Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Outcomes

CO 1: Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness

CO 2: Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship

CO 3: Understand the basic societal institutions that create basic units of social structure.

CO 4: Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence; 1.2 Approaches: 1.2.1 Descent; 1.2.2 Alliance; 1.2.3 Cultural.	15	2
2	Family, Household and Marriage 2.1 Types of Family; 2.2. Types of Residence; 2.3. Types of Marriage.	10	2
3	Re-casting Kinship 3.1 Relatedness; 3.2 Kinship and Gender; 3.3 Re-imagining Families; 3.4 New Reproductive Technologies.	15	1,3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	1	2	3	2	1	3	3	1	1	-	-	-	
CO2	2	3	2	2	3	2	2	3	2	2	3	-	
CO3	3	3	-	2	1	1	2	3	2	2	2	-	
CO4	1	-	1	1	2	1	2	-	1	-	2	-	
Average	1.7	2	1.5	1.7	1.7	1.7	2.2	1.7	1.5	1	1.7	-	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER III**IDE- SOC-2001-MD-2310: SOCIAL PROBLEMS AND ISSUES OF DEVELOPMENT IN INDIA**

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives

LO 1: To introduce students to the emerging social problems, the concept and issues of development in Indian society.

LO 2: To enable them to acquire sociological understanding of these issues and problems over and above their common sense understanding.

Course outcomes

CO 1: Learners will be aware about social problems and development issues in the Indian society.

CO 2: Students are able to understand social issues and are empowered to face social problems.

CO 3: The learners will be familiarized with the deviant and delinquent behavior, issues of corruption and other dis-organizational and structural problems of Indian society.

CO 4: Introduce students with the concepts related to development and ecology.

Course Contents

Unit No	Content	Contact Hours	CO
1	Deviance 1.1 Concept and; meaning, Definition; 1.2 Crime and Juvenile Delinquency; 1.3 White Collar Crime.	5	3
2	Social problems 2.1 Cybercrime; 2.2 Drug Addiction; 2.3 Suicide; 2.4 Terrorism; 2.5. Corruption.	10	1,3,2
3	Concept and Issues of Development 3.1 Economic Vs Social Development; 3.2 Human Development; 3.3 Agrarian crisis; 3.4 Human Resource Development & Skilled Unemployment.	5	1,2
4	Ecology and Development 4.1 Development and Displacement; 4.2 Sustainable Development; 4.3 Global Warming and Climate Change.	10	1,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	2	3	1	2	2	3	2	1	3	3	1	-	
CO2	2	3	1	2	1	2	2	-	3	3	1	-	
CO3	2	3	-	2	1	2	2	2	1	2	-	-	
CO4	1	1	-	2	-	2	-	2	-	-	-	-	
Average	1.7	2.5	0.7	2	1	2.2	1.5	1.2	1.7	2	0.5	-	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER III**IDE- SOC-2001-SE-0030: HUMAN RESOURCE MANAGEMENT**

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

LO1: To develop a clear understanding of principles of human resource management

LO2: To develop an understanding about workforce management in any organization through training development and motivation.

Course Outcomes:

CO1: This course will introduce students to the basic principles, importance policies relating to human resource management

CO2: It will provide students with a clear insight on manpower planning, recruitment and job analysis in an organisation.

CO3: It will also help them understand the importance of training and development of employees for organizational growth.

CO4: The course help students learn about the relationship between Performance Management, Appraisal, Employee Motivation and Organizational growth.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Introduction to Human Resources Management</p> <p>1.1 Definition, Importance, objectives of human Management, Qualities of a good personnel manager.</p> <p>1.2 Evolution and growth of Personnel Management.</p> <p>1.3 Types, significance and advantage of Human Resource Policies</p> <p>1.4 Human Resources policies and work Culture.</p>	8	1
2	<p>Human Resource Planning, Recruiting and Job analysis</p> <p>2.1 Long- and Short-term planning, Job Analysis, Skills inventory, Job Description and Job Specification.</p> <p>2.2 Recruitment and selection; Purposes, types and methods of recruitment and selection, Relative merits and demerits of the different methods; Personnel Search, Selection Instruments, Reduction of recruitment costs.</p> <p>2.3 The basics of job analysis, Job analysis in a worker</p>	12	2

	empowered world,		
3	<p>Training and Developing employees</p> <p>3.1 Introduction to orienting and training employees</p> <p>3.2 Analysing training needs, designing training program and implementing programs,</p> <p>3.2 Implementing Management Development programs, managing organizational change programs,</p> <p>3.4 Evaluating the training effort</p>	10	3
4	<p>Performance Management, Appraisal and Employee Motivation</p> <p>4.1 Basic concepts in performance management and appraisal,</p> <p>4.2 Techniques of performance appraisal, performance appraisal problems, appraisal interview, performance management.</p> <p>4.3 Stress and conflict management in organization,</p> <p>4.4 Providing incentives, empowerment of employees, attention to women related issues.</p>	10	4

Mapping of POs/PSOs with COs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	1	1	1	3	2	1	1	1	1
CO2	2	3	3	2	1	1	1	3	1	1	1	2
CO3	2	2	1	1	1	1	1	1	1	1	1	1
CO4	2	1	1	1	1	1	1	2	1	1	1	1
AVERAGE	2.25	2	1.75	1.25	1	1	1.5	2	1	1	1	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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SEMESTER III**IDE- SOC-2001-VA-0030: TRADITIONAL KNOWLEDGE**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: The course focuses on understanding the key concepts relating to traditional knowledge and issues related to intellectual property rights.

LO 2: To facilitate the students with the concepts of traditional knowledge and to make them understand the importance of the traditional knowledge system.

Course outcomes

CO 1: Understand the concept of Traditional knowledge and its importance.

CO 2: Know the need and importance of protecting traditional knowledge.

CO 3: Know the various enactments related to the protection of traditional knowledge.

CO 4: Understand the concepts of Intellectual property to protect traditional knowledge.

Course Contents

Unit No	Content	Contact Hours	CO
1	<p>Introduction to traditional knowledge</p> <p>1.1. Meaning, nature and characteristics, scope and importance and kinds of traditional knowledge, Social and Ecological contexts in which traditional knowledge develops;</p> <p>1.2. Oral Histories and Cultural Identity;</p> <p>1.3. Indigenous Knowledge (IK), characteristics, traditional knowledge vis-à-vis indigenous knowledge, traditional knowledge Vs western knowledge traditional knowledge vis-à-vis formal knowledge.</p>	10	1,2
2	<p>Traditional knowledge and intellectual property</p> <p>2.1. Need and significance of TK Protection, the value of TK in the global economy, Role of Government in harnessing TK;</p> <p>2.2. Systems of traditional knowledge protection, Legal concepts for the protection of traditional knowledge, certain non-IPR mechanisms of traditional knowledge protection;</p> <p>2.3. Patents and traditional knowledge, Strategies to increase protection of traditional knowledge, global legal FORA for increasing protection of Indian Traditional Knowledge.</p>	10	4,3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	1	1	2	2	1	1	-	1	-	2	2	-	
CO2	1	-	1	2	2	1	-	1	-	2	2	-	
CO3	-	-	-	1	1	2	1	-	-	2	1	-	
CO4	-	-	-	1	1	2	1	-	-	2	2	-	
Average	0.5	0.2	0.7	1.5	1.2	1.5	0.5	0.5	-	2	1.7	-	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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IV SEMESTER

(UG Diploma)

SEMESTER IV

IDE- SOC-2001-CC-2410: RURAL AND AGRARIAN SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO1: To familiarize students with agrarian situations past and present with the help of necessary theories and categories.

LO2: To make sense of agrarian communities, their structure, transformation and trials and tribulations in the modern world.

LO3: To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

Course Outcomes

CO1: An empathy for and ability to engage agrarian communities as living societies and understand and grasp their condition as the human condition.

CO2: An appreciation of the agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.

CO3: An understanding of emerging as well as enduring issues of concern in the Indian agrarian scene.

CO4: To be ready for a range of academic and professional roles that may require knowledge of agrarian societies.

Course Content

Unit No	Content	Contact Hours	CO
1	Rural Society in India 1.1 Distinctive features of Rural Society; 1.2 Institutions of Village Community: Caste; Family and Jajmani system.	10	3
2	Rural Agrarian Societies 1.1 Agrarian Societies: Agrarian class structure; 1.2 Social Consequences of Land Reforms; 1.3 Changing Dimensions of rural social structure.	10	1
3	Themes in Rural & Agrarian Sociology 2.1 Labor and Agrarian Class Structure; 2.2 Markets, Land Reforms and Green Revolution; 2.3 Agrarian Movements; 2.4 Caste, Gender and Agrarian Realities.	10	2,4
4	Agrarian Futures 4.1 Rural Poverty; 4.2 Agrarian Crisis & Unrest: Peasant Suicides; 4.3 Contemporary Peasant Movements in India.	10	3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	-	3	1	2	3	3	2	-	2	2	2	-	
CO2	1	3	3	2	3	3	3	1	2	3	3	-	
CO3	-	2	3	2	3	3	2	1	2	2	2	-	
CO4	-	2	3	2	2	1	3	-	2	2	2	-	
Average	0.2	2.5	2.5	2	2.7	2.2	2.5	0.5	2	2.2	2.2	-	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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Additional Resources: a. Books & Articles

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SEMESTER IV**IDE- SOC-2001-CC-2420: SOCIAL STRATIFICATION**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: Introduces students to the Sociological Study of Social Inequalities.

LO 2: Acquaints students with principal theoretical perspectives on diverse forms of social inequality in articulation with each other.

Course outcomes

CO 1: Students will learn about the socio-historical context of stratification, theoretical concerns and problems and contemporary issues related to inequalities and their forms.

CO 2: Inculcate in them a truly interdisciplinary approach to the study of society especially stratification in all its manifestations.

CO 3: Understanding stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.

CO 4: Examining forms of stratification, and understanding the relevance of caste, race and ethnic identities in the contemporary world.

Course Content

Unit No	Content	Contact Hours	CO
1	Introducing Stratification 1.1 Meaning, concepts; 1.2 Types of stratification.	10	1,2
2	Theories of Stratification 2.1. Functionalist perspective; 2.2. Conflict perspective; 2.3. Feminist and Post-Modernist perspective.	10	3
3	Identities and Inequalities 3.1. Caste, Race and Ethnicity; 3.2. Tribe, Clan and Kinship; 3.2. Feminism and Gendered Stratification.	10	4
4	Social Mobility: 4.1. Forms and Patterns; 4.2. Factors of social mobility.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	3	3	3	3	2	3	3	2	3	2	3	3	
CO2	3	3	2	3	3	3	3	1	3	2	3	3	
CO3	3	1	2	2	3	3	2	-	3	2	2	2	
CO4	3	1	3	2	2	3	1	3	2	1	2	3	
Average	3	2	2.5	2.5	2.5	3	2.2	1.5	2.7	1.7	2.5	2.7	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1. Introducing Stratification

Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

Unit 2. Theories of Stratification

2.1. Marx, Weber and Class

McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Bendix Reinhard ‘Inequality and Social Structure: Comparison of Marx and Weber’ American Sociological Review, Vol. 39, No. 2 (Apr. 1974), pp. 149-161

2.2. Functionalism

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394

Davis Kingsley and Wilbert E Moore ‘Some Principles of Stratification: Critical Analysis: Reply’. American Sociological Review Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Wrong, Dennis H. ‘The Functional Theory of Stratification: Some Neglected Considerations’ American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

Stinchcombe, Arthur L ‘Some Empirical Consequences of the Davis-Moore Theory of Stratification’. American Sociological Review 28.5 (1963), pp. 805-808

Unit 3. Identities and Inequalities

3.1. Caste, Race and Ethnicity

Bailey F G ‘Closed Socia Stratification in India’, European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
- Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69
- Pitt-Rivers, J Julian 'Race Colour and Class in Central America and the Andes' Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification

- Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944
- Collins, Patricia Hill. 'Toward a New Visio : Race Class and Gender as Categories of Analysis and Connection ' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45
- Mitchell, Juliet. Woman's Estate. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Unit 4. Social Mobility: Forms and Patterns

- Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
- Goldthorpe, J. The constant flux; A study of class Mobility in Industrial societies. Oxford; Clarendon press.

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- Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
- Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
- Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of Analysis and Connection ' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993),pp. 25-45
- Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953),pp. 394-397
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- Mitchell, Juliet. Woman's Estate. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
- Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

- Pitt-Rivers, Julian 'Race Colour and Class in Central America and the Andes' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559
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- Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
- Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195
- Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

SEMESTER IV
IDE- SOC-2001-CC-2430: SOCIAL THINKERS - II

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course seeks to enable students to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then think about it theoretically.

LO 2: To understand the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge

Course Outcomes

CO 1: Understanding the characteristics and dynamics of the social world, and how post-classical Sociologists attempt to understand the social world.

CO 2: Enable the learner to understand contemporary or advanced theories and theoretical perspectives

CO 3: Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

CO 4: Appreciating the relevance and limits of contemporary theories or theoretical approaches to make sense of social reality.

Course Content

Unit No	Content	Contact Hours	CO
1	Talcott Parsons 1.1. Action Systems and Pattern Variables.	10	1
2	G. H. Mead and Erving Goffman 2.1. Interactional Self.	10	2
3	C Wright Mills 3.1. Sociological Imagination.	5	3
4	Max Horkheimer, T.W. Adorno and Herbert Marcuse 4.1. Critical Social Theory.	10	4
5	Pierre Bourdieu 5.1. A Theory of Practice.	5	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	2	2	2	3	-	-	3	2	2	2	3	-	
CO2	2	-	1	2	-	-	3	3	2	2	3	-	
CO3	3	-	-	2	-	-	3	3	-	-	3	1	
CO4	1	1	-	2	1	1	2	-	-	-	2	-	
Average	2	0.7	0.7	2,2	0.2	0.2	2.7	2	1	1	2.7	0.2	

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1: Talcott Parsons

Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. ch 1 & 2. Pp. 1-44

Unit 2: G. H. Mead and Erving Goffman

Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162.

Unit 3:C Wright Mills

Mills C. W. 1959. The Sociological Imagination. OUP

Unit 4: Max Horkheimer, T.W. Adorno and Herbert Marcuse

Horkheimer. M and Adorno. T.W. The Dialectic of Enlightenment. 2002.Stanford University Press. Stanford: California. pp 1-34. Chapter 1, the concept of Enlightenment

Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 792 Unit 5. Pierre Bourdieu (Weeks 1314)

Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295

References

Black, Max ed. 1961. Parsons Sociological Theory In The Social Theories of Talcott Parsons: A Critical Examination.Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295.

Additional Resources:

Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162

Horkheimer. M and Adorno. T.W. The Dialectic of Enlightenment. 2002.Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 792

Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Mills C. W. 1959. *The Sociological Imagination*. OUP

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. ch 1 & 2. Pp. 1-44.

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies

SEMESTER IV
IDE- SOC-2001-CC-2440: MEDIA AND SOCIETY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course encompasses analyzing the concept of media, its types, significance, and the social history of the state and media.

LO 2: It aims to understand the various methodologies employed for media studies.

Course outcomes

CO1: The students will be able to grasp the basic concepts and major theories and debates in the concept of media, its types, significance and the social history of the state and media.

CO2: Understanding the various methodologies employed for media studies and the various approaches involved in media Studies and gives deep understanding of the social impact of the media and how it shapes political reality.

CO 3: Achieve knowledge of different sociological approaches to the study of the role of media in society.

CO 4: Understand, explain and critically reflect on current events and developments related to the media with help of theories and concepts in media sociology.

Course Contents

Unit No	Content	Contact Hours	CO
1	Concept of Media 1.1 Concepts - Media, Communication; 1.2 Social History of Media, State and Media in India; 1.3 Traditional and New Media – Press, Film, Radio and Television, Digital platforms, Social Media.	10	1
2	Methodology for the Study of Media 2.1 Ideology, Discourse and Hegemony; 2.2 Discourse Analysis, Textual Analysis	10	2
3	Approaches to the Study of Media 3.1 Functionalism – Denis McQuail; 3.2 Cultural Industry Approach - Max Horkheimer and Theodor W. Adorno; 3.3 Public Sphere – Jurgen Habermas; 3.4 The World of HyperReality - Jean Baudrillard.	10	3
4	Social Impact of Media 4.1 Construction of Political Reality; 4.2 Construction of Subjectivities; 4.3 New Media and Alternative Identities; 4.4 Media and Inequality- Digital Divide.	10	4

Mapping of POs/PSOs with COs

RGU-CF-UG-IDE-SOC: 2023-24

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	2	1	3	3	-	3	-	2	2	-
CO2	-	2	2	1	3	3	2	2	-	2	2	-
CO3	1	2	2	2	2	3	-	2	2	2	2	-
CO4	3	1	2	-	3	3	2	3	2	2	3	-
Average	1	1.2	2	1	2.7	3	1	2.5	1	2	2.2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge University Press

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Butcher Melissa: *Transnational Television. Cultural Identity and change*; Sage, N. Delhi, 2003. Page nos. 49-87; 111-180.

Barthes, Roland. *Mythologies*. Hill and Wang, 1972

Desai, A.R. 1948. *The Role of the Press in the Development of Indian Nationalism*. In *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.

Hall, S. (1980) „Cultural Studies: Two Paradigms“, *Media, Culture and Society* 2, 57-72

Herman, Edward S. and Chomsky, Noam. 1988. *Manufacturing Consent: The Political Economy of Mass Media*, Pantheon Books.

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Kohli, V. *The Indian Media Business*. London: Sage, 2003.

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Rajiva, Lila. 2005. The Language of Empire: Abu Gharib and the American Media. Monthly Review Press.

Williams, R. 1962. Communications. Penguin: Harmondsworth.

SEMESTER IV**IDE- SOC-2001-MC-2410: SOCIOLOGY OF WORK AND INDUSTRY**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: It aims to offer a thorough grasp of the sociological dimensions related to work and industry, encompassing various aspects such as production systems and labour practices within wider social frameworks.

LO 2: It delves into the dynamics of industry, including examining relationships, conflicts, and strategies for resolution. Additionally, the course explores sociological viewpoints on work and management, along with concepts and models in human resource management.

Course outcomes

CO 1: This course aims to equip students with a comprehensive understanding of sociological perspectives on work and industry, covering topics such as production systems, industrial dynamics, and human resource management.

CO 2: By exploring concepts like emotional labour and industrial relations, students will develop insights into the social dimensions of work.

CO 3: They will also gain knowledge of different approaches to industrial management and organizational behaviour.

CO 4: Ultimately, students will emerge with a nuanced understanding of the complexities surrounding work, industry, and organizational dynamics.

Course Content

Unit No	Content	Contact Hours	CO
1	Work and Industry 1.1 Work – Paid and Non-paid work, Sociological significance of work; 1.2 Development of work- Pre-industrial work, putting out system, Guild system, Factory based work; 1.3 Industry, Industrialization and Industrialism; 1.4 Emerging Trends in Work – Knowledge-oriented work, Emotional labour, Flexible labour, Post–Fordism.	10	1,3
2	Industrial Relations & Industrial Conflict 2.1 Nature of Industrial Relations, Need and Significance; 2.2 Industrial Disputes – Prevention and Settlement, Nature & Forms, Trade Unionism; 2.3 Collective Bargaining and Workers Participation, CSR.	10	2
3	Theoretical Perspectives on Work 3.1 Classical Approaches in Studying Work; 3.2 Surplus Value and Alienation – Karl Marx;	10	1

	3.3 Bureaucracy, Types of Authority – Max Weber; 3.4 Division of labour, Types of Solidarity – Emile Durkheim		
4	Contemporary Theories of Work Organization 4.1 Technical – Scientific Management of E.B Taylor; 4.2 Human Relations - Elton Mayo; 4.3 Feminist and Postmodern Perspective.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	2	3	3	-	2	2	-
CO2	2	-	3	3	3	2	2	3	3	2	2	-
CO3	-	-	3	-	2	2	-	2	2	-	2	-
CO4	1	1	3	1	2	2	-	1	2	1	2	-
Average	1.5	0.7	3	1.5	2.5	2	1.2	2.2	1.7	1.2	2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

References

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 Shukla, M C, “Business organization and Management”. Tyagi B.P, “Labour Economics and Social Welfare”

V SEMESTER

SEMESTER V

IDE- SOC-3001-CC-3510: SOCIOLOGY OF NORTHEAST INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: The course aims to acquaint students with vital issues and dimensions of the complex society of North-East India.

LO 2: To provide students with a comprehensive understanding of facts and figures about the nature and structure of the region's historical trajectories.

Course Outcomes

CO 1: This paper will help the students to understand the social, cultural, political and economic background of the North-east region. The students will be able to conceptualize and understand the various issues about this region.

CO 2: The course will help students to critically analyze and understand the genesis of problems in the region and will enable students to suggest viable measures to address/redress the issues and problems for all-around, inclusive development and change in Northeast society.

CO 3: Examine the traditional economic practices, the constitutional vision for development in the Northeast Region (NER), emerging development paradigms, and the issues of identity, ethnicity, and socio-cultural changes that influence the region's development politics.

CO 4: Explore the strategic location of Northeast India in relation to its neighboring countries, issues related to migration across borders, the shared history with bordering nations, and the implications of India's Look (Act) East Policy on the region.

Course Content

Unit No	Content	Contact Hours	CO
1	Conceptualising Northeast India 1.1 Introduction; 1.2 History: Written and Oral Traditions, Myths and Legends; 1.3 Culture: Religious practices, Languages, Festivals; 1.4 Polity: State formation, Chieftainship, Colonial interventions.	10	1
2	Northeast India after Independence 2.1 Sixth Schedule to the Constitution and Autonomy Provisions; 2.2 Reorganization and Movements for Self Determination: (Naga Movement, Bodo Movement, Mizo Movement).	10	1,2
3	Developmental Politics in Northeast India 3.1 Traditional Economic Practices and Challenges; 3.2 Constitutional Vision of Development of NER; 3.3 Emerging Paradigms of Development; 3.4. Issues of identity, ethnic issues, and issues related to socio-cultural changes.	10	1,2,3

4	<p>North East India and Neighbouring Countries 4.1 Borders of Northeast India and Migration across Borders and issues of strategic location of NE India; 4.2 Shared History of Northeast India with bordering countries; 4.3 Look (Act) East Policy and Northeast India.</p>	10	1,2,4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	1	1	1	2		1	1	2	2	1	1
CO2	-	-	1	1	1	1		1	1	2	1	1	1
CO3	-	-	1	1	1	1		1	-	1	1	1	-
CO4	-	-	-	1	-	-		-	-	1	-	-	-
Average	-	-	0.75	1	0.75	1		0.75	0.5	1.5	1	0.75	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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Baruah Apurba K. 2003. Tribal Traditions and crises of Governance in North East India, With Special Reference to Meghalaya. Destine, LSE, London: Cabridge University Press.

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Baruah, Sanjib. 1999. India against itself: Assam and the politics of nationality. New Delhi: Oxford University Press.

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- Baruah, Sanjib. 2005. *Durable disorder: understanding the politics of northeast India*. New Delhi: Oxford University Press.
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SEMESTER V
IDE- SOC-3001-CC-3520: URBAN SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course will provide exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world, this course will help students understand and relate to the complexities of urban living.

LO 2: The course seeks to evolve critical thinking and develop a policy perspective on the urban. |

Course Outcomes

CO 1: To appreciate the significance of the city and the process of urbanization and its consequences across the globe, through cross-disciplinary texts and ethnographic studies.

CO 2: To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their social environment better.

CO 3: To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

CO 4: To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge and research-related skills and develop a problem-solving competence.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Urban Sociology: Urban, Urbanism and the City 1.1 Concepts; urbanism; 1.2 Slums and Towns; 1.3 Issues of health, sanitation and crime.	10	1
2	Perspectives in Urban Sociology 2.1. Ecological; 2.2. Political Economy; 2.3. Network; 2.4. City as Culture.	10	2
3	Movements and Settlements	10	3

	3.1. Migration; 3.2. Community.		
4	Politics of Urban Space 4.1. Caste, Class and Gender; 4.2. Culture and Leisure.	10	4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	1	2	1	1		1	1	2	2	2	1
CO2	1	1	1	2	1	-		-	1	1	1	-	1
CO3	1	1	2	2	1	1		-	-	1	1	1	-
CO4	1	-	1	1	3	3		-	-	-	1	2	3
Average	1	0.75	1.25	1.75	1.5	1.25		0.25	0.5	1	1.25	1.25	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER V
IDE- SOC-3001-CC-3530: MEDIA CULTURE & SOCIETY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course introduces the students to the basic concepts in media studies to provide an interdisciplinary understanding of the relationship between media, culture and society.

LO 2: It will give a strong sense of the media production, content and reception in different settings.

LO 3: The course readings cover a variety of theoretical and methodological perspectives to avoid giving any bias to the students.

Course Outcomes

CO 1: Develop an understanding of basic concepts, theories and methods related to mass media.

CO 2: Explore and learn about types of media and its role in the development and change of culture and society.

CO 3: Understand interface of media, state and non-state actors in social life, cultural production, politics and governance.

CO 4: Develop a critical understanding of media, its interrelationship to different aspects of individual and public life and its changing dynamics.

Course Contents

Unit No	Content	Contact Hours	CO
1	<p>Unit 1: Making sense of mass media: Approaches</p> <p>1.1 Semiotic Approach: Signs, symbols, codes, image, signification, textual analysis;</p> <p>1.2 Critical Approach: Culture industry, simulacra, representation and the emergence of popular, consumer and media cultures;</p> <p>1.3 Political Economy: Information age, networks, flows, global economy.</p>	15	1
2	<p>Unit 2: Media in Social Worlds: Challenges</p> <p>2.1 New media and its production: (ownership patterns and control, advertising);</p> <p>2.2 Convergence, content and new audiences: (participation, addiction);</p> <p>2.3 Social Media: (social significance and challenges)</p>	15	2,4
3	<p>Unit 3: State, democracy and the Public</p> <p>3.1 Surveillance, self-reporting, cybercrime (Privacy vs. security);</p> <p>3.2 Mediated Politics: Opinion political campaigns and polls;</p> <p>3.3 Media as a public sphere: virtual citizenship.</p>	10	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	3				3	3	1	2	3	1
CO2	3	2	3	3	3	3				3	3	2	2	3	1
CO3	3	3	3	3	3	3				3	3	2	1	3	1
CO4	3	2	3	3	3	3				3	3	2	1	3	1
Average	3	2.25	3	3	3	3				3	3	1.75	1.5	3	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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SEMESTER V**IDE- SOC-3001-CC-3540: SOCIOLOGY OF SOCIAL MOVEMENTS**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has a direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.

LO 2: This course is designed to equip students with diverse disciplinary training to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.

Course Outcomes

CO 1: At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.

CO 2: Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as a social movement from other cognate political phenomena.

CO 3: Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

CO 4: Discuss and ask questions about social movement theories and methodologies with insight and precision.

Unit No	Content	Contact Hours	CO
1	Making of Social Movement 1.1 Injustice, Dissent and, Protest; 1.2 Typology: Regressive movements; revolutionary movements; reactionary movements;reformatory movements; transformative movements; millenarian movements; expressive movements; 1.3 Redressal and Negotiation.	10	1
2	Theoretical Perspective 2.1 Marxist Theory and Alienation; 2.2 Liberal Theory and Relative-Deprivation; 2.3 Post Marxist – Resource Mobilization and Contemporary debate.	10	1,2
3	Social Movements 3.1 Tribal movements: Bodo Movement; Birsa Munda movement, Jharkhand movement; 3.2 Backward Class Movement: Self-respect movement; SNDP	15	1,2,3

	movement, SatyashodakSamaj; 3.3 Peasant Movements: Peasant Movements in colonial and post-colonial movement; 3.4 New Social Movements and Identity: Women’s Movement; Environmental movement; Dalit movements; Anti-corruption movements; New Farmers Movement.		
4	Social Impacts of Social Movement 3.1 Transformation and Social Change; 3.2 Social Legislation and Policy.	5	1,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	2	2	1	1		1	2	1	1	1	1
CO2	2	2	1	2	2	2		-	1	1	-	-	1
CO3	1	1	1	1	-	-		1	1	1	1	-	1
CO4	-	-	-	1	1	1		-	-	-	-	-	1
Average	1.25	1.25	1	1.5	1	1		0.5	1	0.75	0.5	0.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER V**IDE- SOC-3001-MC-3510: LIFE SKILL EDUCATION**

Credit: 4; Learning Hours: 90;; Full Marks: 100

Learning Objectives

LO 1: This course highlights the importance of life skills in personality development.

LO 2: It will develop students' abilities to make informed career choices and enhance their knowledge and aptitude

Course Outcomes

CO 1: Explore diverse career opportunities and develop decision-making skills for informed career choices. Understand the definition and components of life skills recognize their importance, and develop the ability to enhance personality through life skill training.

CO 2: Acquire self-management skills necessary for effective time management, goal setting, and personal organization. Learn the principles of career planning, the importance of career guidance, and how to effectively utilize guidance centers, job fairs, and career information sources. Gain skills in preparing a resume and effective follow-up communication.

CO 3: Develop a holistic approach to learning and personal growth, integrating life skills into every day practices for improved well-being and success. Develop self-awareness, self-esteem, and self-control. Learn to manage emotions, cope with stress, conduct SWOC analysis, and practice conflict resolution, positive thinking, and assertiveness.

CO 4: Acquire proficiency in verbal and non-verbal communication, interpersonal and intrapersonal communication, and public speaking. Learn to navigate interviews and group discussions, and leverage electronic media for communication and learning. Understand barriers to communication and how to overcome them.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Life Skill Education 1.1 Definition of Life skills, Components of life skills- Need for Life skill training; 1.2 Life Skill Development and Personality;	5	1
2	Career Planning 2.1 Career, Choosing a Career, Career Planning, Need and Importance of Career Guidance; 2.2 Guidance Centres - Sources of Career Information, Job Fair, Career Magazines, Computerized Job Search; 2.3 Applying for a Job: Preparation of Resume, Follow-up Communication.	10	2
3	Self-Management 3.1 Self-esteem, Self-Awareness, Self-Control, Emotional Quotient and Social Quotient, SWOC Analysis;	13	3

	3.2 Coping with Emotions, Stress and Strain; 3.3 Conflict resolution, Steps and stages; 3.4 Developing Positive Thinking and Assertiveness.		
4	Communication Skills 4.1 Verbal and Non-Verbal Communication, Effective interpersonal and intrapersonal communication; 4.2 Public Speaking, Facing Interview and Group Discussion; 4.3 Skill Development and Learning through Electronic Media – Email, Blogging, E-Learning, Virtual classrooms, INFLIBNET; Barriers to Communication.	12	4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	1	-	-	1	-	-	-	-	1	-
CO2	-	-	1	-	-	-	-	-	-	-	1	-
CO3	-	-	-	-	-	1	-	-	-	-	-	-
CO4	-	-	-	-	-	2	-	-	-	-	-	-
Average	-	-	0.5	-	-	1	-	-	-	-	0.5	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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VI SEMESTER (UG Degree)

SEMESTER VI
IDE- SOC-3001-CC-3610: SOCIOLOGY OF RELIGION

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course will expose students to the distinctiveness of the sociological approach in the study of religion and religious phenomenon.

LO 2: It will help students familiarize themselves with the basic theoretical and methodological perspectives in the study of religion and also be exposed to ethnographic texts on various aspects of religious phenomena.

Course Outcomes

CO 1: This course will enable students to learn about representative texts that symbolizes the development of knowledge in the field of Sociology of Religion.

CO 2: It will help them identify different theories, approaches and concepts that make up the study of religion distinguish between them and also use terms specific to the field in a specific context.

CO 3: Students will be able to link texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

CO 4: By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

Course Content

Unit No	Content	Contact Hours	CO
1	Contextualising Religion and Society: Concept and Approaches 1.1 Early Debates on Myth, Magic, Science and Religion (<i>Tylor, Frazer, Malinowski etc.</i>); 1.2 Sociological Approaches to Religion - <i>Marx, Weber, Durkheim, Peter Berger, Clifford Geertz</i> ; 1.3 Religious Organization (<i>Sect, Cult, Denomination</i>).	14	1
2	Religion in India: Diversity and Differences 2.1 Indic and Non-Indic Religions (<i>Tribal Religion, Hinduism, Buddhism, Sikhism, Islam, and Christianity</i>); 2.2 Pluralism, Secularism and Democracy; 2.3 Religion: Cooperation, Consolidation and Conflict (<i>Composite Culture, Communal Violence</i>).	13	2
3	Religion in Modern World: Contestation and Change 3.1 Modernisation, Globalization, Fundamentalism; 3.2 Religion and Gender; 3.3 New Forms of Religiosity, New Religious Movements and Future of Religion	13	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	2	3	1	1	2	3				2	3	1	2
CO2	1	2	3	3	2	1				2	3	3	2
CO3	3	3	3	1	1	1				1	2	1	2
Average	2	2.67	2.33	1.67	1.67	1.67				1.67	2.67	1.67	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER VIII
IDE- SOC-4001-DE-3620: RETHINKING DEVELOPMENT

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.

LO 2: It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.

LO 3: Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Outcomes

CO 1: Understand different ideas of and approaches to development and the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

CO 2: Understand different theoretical perspectives on development.

CO 3: Critically analyse the key features of developmental processes in postcolonial India.

CO 4: Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Unpacking Development	10	1
2	Unit 2: Theorizing Development	10	2
3	Unit 3: Developmental Regimes in India	10	3
4	Unit 4: Practices and Experiences of Development	10	4

Unit 1: Unpacking Development

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

Sachs, Wolfgang (ed). 1992. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books, pp. 1-21.

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48. Unit 2. *Theorizing Development (Weeks 4-8)*

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 311, 35-54.

Unit 2: Theorizing Development

Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and PostColonial Capitalism*. New Delhi: Routledge, pp 168-189.

Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Unit 3: Developmental Regimes in India

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Unit 4: Practices and Experiences of Development

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254-292.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3				3	3	2	3	3	NC
CO2	2	3	3	2	3	3				3	3	2	3	3	NC
CO3	3	3	3	3	3	3				3	3	3	2	3	NC
CO4	3	3	3	2	3	3				3	3	3	2	3	NC
Average	2.75	3	3	2.5	3	3				3	3	2.5	2.5	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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Chatterjee, Partha. 2008. ‘Democracy and Economic Transformation in India,’ Economic and Political Weekly 43 (16), pp. 53-62.

Dirlik, Arif. 2014. ‘Developmentalism: A Critique,’ Intervention 16 (1), pp 30-48.

Elyachar, Julia. 2002. ‘Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,’ Public Culture 14 (3), pp. 493-513.

Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pp. 3-54.

Gupta, Akhil and Sharma, Aradhana. 2006. ‘Globalization and Postcolonial States,’ Current Anthropology 47 (2), pp. 277-293.

Harriss, John. 2006. Power Matters: Essays on Institutions, Politics and Society in India. Delhi: Oxford University Press, pp. 75-102.

Leys, Colin. 2005. ‘The Rise and Fall of Development Theory,’ in M. Edelman and A. Haugerud (eds.) The Anthropology of Development and Globalization. Oxford: Blackwell Publishing, pp 109-125.

Pigg, Stacy. 1992. ‘Inventing Social Categories through Place: Social Representations and Development in Nepal,’ Comparative Studies in Society and History 34 (3), pp. 491-513.

Redclift, Michael. 1984. Development and the Environmental Crisis: Red or Green Alternatives? New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

Rist, Gilbert. 2008. The History of Development: From Western Origins to Global Faith. London: Zed Books, pp. 1-24.

Sachs, Wolfgang (ed). 1992. The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books, pp. 1-21.

Sanyal, Kalyan. 2007. Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism. New Delhi: Routledge, pp 168-189.

Sen, Amartya. 1999. Development as Freedom. New Delhi: Oxford University Press, pp. 311, 35- 54.

Srivastava, Aseem and Kothari, Ashish. 2012. Churning the Earth: Making of Global India. Delhi: Penguin, pp. 193-230, 254 -292.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33-54.

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- Kiernan, Victor. 2015. *The Lords of Human Kind: European Attitudes to Other Cultures in the Imperial Age*. London: Zed Books.
- Mies, Maria. 2014. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. London: Zed Books.
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SEMESTER VI
IDE- SOC-3001-CC-3630: PIONEERS OF INDIAN SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course exposes the students to the contribution of sociologists who have built sociology in India.

LO 2: Through technical and practical knowledge students are acquainted with the different stages of the research process like use of online databases, writing and referencing styles, data analysis using software and the use of AI and ethical concerns regarding its usage.

LO 3: The imparted knowledge and training will enable students to develop a sound understanding of navigating through online databases, writing and analyzing data

Course Outcomes

CO 1: Students will be able to understand how Indian sociologists have understood Indian society and what are their important theories and contributions to sociological discourse.

CO 2: Students will also be familiarized with the different perspectives to look at society such as Indological, Feminist, Subaltern, etc.

CO 3: By imparting *knowledge* of technical aspects of research, students are prepared to arrive at a practical understanding of the course.

CO 4: It also equips them with the necessary skills for employment in any social research organization.

Course Content

Unit No	Content	Contact Hours	CO
1	Indological and Civilization Perspectives 1.1 G.S Ghurye; 1.2 Irawati Karve; 1.3 Surajit Sinha; 1.4 Radhakamal Mukherjee.	13	1, 2
2	Structural-Functional Perspective 2.1 S.C. Dube; 2.2 M.N. Srinivas.	7	2
3	Marxist Perspective 3.1 D. P Mukherjee; 3.2 A. R Desai.	7	2
4	Subaltern Perspective and the Sociology of the Adivasis 4.1 B.R. Ambedkar; 4.2 Ranajit Guha; 4.3. Andre Beiteille; 4.4. T.K. Oomen.	13	1,2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	2	1	1				2	1	1	1
CO2	2	2	2	2	2	1				2	2	2	1
CO3	1	1	1	1	1	1				1	1	1	1
CO4	2	2	2	2	2	2				1	1	1	1
Average	2	1.75	1.75	1.75	1.5	1.25				1.5	1.25	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER VI
IDE- SOC-3001-CC-3640: SOCIOLOGY OF GENDER

Credit: 4; Learning Hours: 90;; Full Marks: 100

Learning Objectives

LO 1: This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspect of human social life.

LO 2: It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

Course Outcomes

CO 1: The students will be able to grasp the basic concepts and major theories and debates concerning gender, sex and sexuality within the discipline of sociology.

CO 2: They will be able to explore the social construction of gender in both historical and contemporary scenarios.

CO 3: It will also enable them to learn about the legal provisions available in matters pertaining to women.

CO 4: The course will help students to have an overall insight on aspects relating to gender.

Course Content

Unit No	Content	Contact Hours	CO
1	Conceptualizing Gender 1.1 Gender Sex, Sexuality, Gender budgeting, Time poverty, Gender power; 1.2 Patriarchy: Ideology and Practices; 1.3 LGBTQIA+: Identity, Marginalization and Assertion.	10	1
2	Feminist Thought 2.1 Women's Movements: West and India; 2.2 Feminist Theories; 2.3 New Strands of Feminism.	10	1
3	Reproduction of Gender Inequality 3.1 Family, Education and Work; 3.2 Development, Market and Globalization; 3.3 Gender Mainstreaming and Empowerment, State and Civil Society.	10	1
4	Constitutional Safeguards and Provisions Regarding Women 4.1 Programmes and Policies regarding the upliftment of women; 4.2 Personal law & customary laws; 4.3 Women's rights as Human rights.	10	2

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	2	2	2				3	3	3	2
CO2	2	2	1	1	1	1				2	2	2	1
CO3	2	2	2	2	2	2				2	2	2	2
CO4	2	2	2	2	2	1				1	1	1	1
Average	2.25	2.25	2	1.75	1.75	1.5				2	2	2	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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SEMESTER VI**IDE- SOC-3001-MC-3610: ELEMENTS OF SOCIAL PSYCHOLOGY**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: It aims to establish connections between social psychology, sociology, and psychology.

LO 2: By the end of the course, students will have a comprehensive understanding of key concepts in social psychology and their applications in understanding human behaviour and societal dynamics.

Course Outcomes

CO 1: Grasp the core areas and methodologies of social psychology, gaining insight into its key focus areas and research methods.

CO 2: Illustrate the factors and characteristics shaping human personality development, recognizing the interplay between various influences.

CO 3: Identify the subtle currents underlying human behaviour, discerning the underlying motivations and patterns that drive actions and interactions.

CO 4: Distinguish between individual behaviour and collective behaviour within groups, exploring the dynamics of crowd psychology and its implications on individual actions.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Social Psychology 1.1 Social psychology- Definition, Nature, Scope and Importance; 1.2 Relationship of Social Psychology with Sociology and Psychology; 1.3 Methods- Experimental, Clinical, Case study, Sociometry, Projective techniques; 1.4 Scaling techniques - Thurston, Likert, Bogardus.	10	1
2	Understanding Personality 2.1 Personality- Definition, Characteristics, Determinants of Personality: Heredity and Environment; 2.3 Stages of development – Pre- Natal, Infancy, Childhood, Adolescence, Adulthood; 2.4 Theories of Personality: (a) Psychoanalytic Theory- Structure of Personality, Development of Personality through Oral, Anal, Phallic, Latency and Genital stages; (b) Type Theory – Type A and B, Classification by Hippocrates, Sheldon, Kretschmer, Jung; (c) Trait Theory- Alport and Catell.	10	2
3	Unit 3: Dynamics of Behaviour 3.1 Motivation- Definition, Nature and Types; 3.2 Theories of Motivation- Instinct Theory, Need – Drive – Incentive Theory, Maslow's Theory;	10	3

	3.3 Attitude - Definition, Characteristics; 3.4 Formation and Change of Attitude.		
4	Mass Behaviour 4.1 Types of Mass - Crowd, Mob, Audience, Public; 4.2 Theories of collective behaviour- Contagion Theory, Convergent Theory, Emergent Norm Theory; 4.3 Propaganda - Meaning, Characteristics, Types, Importance; 4.4 Techniques of Propaganda, Propaganda Prophylaxis.	10	4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	2	2				3	3	3	3
CO2	1	1	1	1	1	1				3	3	2	1
CO3	1	1	1	1	2	2				1	1	1	1
CO4	1	2	2	2	2	1				1	1	1	1
Average	1.25	1.5	1.5	1.5	1.75	1.5				2	2	1.75	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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VII SEMESTER

SEMESTER VII
IDE- SOC-4001-CC-4710: SOCIAL PATHOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course aims to analyze pathological issues, delineate various crimes, understand their underlying causes, and explore effective methods of correction.

LO 2: This will enable students to analyze social issues critically and contribute to positive societal change through informed action

Course Outcomes

CO 1: Gain insight into social disorganization, maladjustments, and organization within society, understanding their complexities.

CO 2: Explore the intricate structures of society and the inherent challenges they pose to individuals and communities.

CO 3: Develop analytical skills to identify and address pathological issues affecting children and propose effective solutions.

CO 4: Cultivate a nuanced understanding of societal dynamics to contribute to the creation of safer and healthier communities. Acquire the ability to analyze social issues critically and contribute to positive societal change through informed action

Course Content

Unit No	Content	Contact Hours	CO
1	Understanding Social Pathology and Crime 1.1 Social Pathology and Social Problems- Meaning, Importance of Study; 1.2 Theoretical Perspectives of Social Problems – Structural - Functionalist, Conflict, Symbolic Interactionism; 1.3 Crime and Criminal- Definition, Characteristics, Types; 1.4 Correction of Criminals- Imprisonment, Probation, Parole.	10	1
2	Social Pathology and Children 2.1 Juvenile Delinquency - Meaning, Characteristics, Types and Factors; 2.2 Remedies for Juvenile Delinquency- Preventive Measures, Methods and Institutions of Rehabilitation; 2.3 Child Abuse- Physical, Sexual, Emotional: Causes and Effects; 2.4 Preventive measures, POCSO.	8	2
3	Crime Against women 3.1 Violence against Women- Eve-Teasing, Sexual Harassment, Rape, Women Trafficking, Abduction, Domestic Violence, Acid attack, Cyber Crime; 3.2 Female Foeticide, Murder, Honour Killing, Dowry Deaths, Acid Attacks; 3.3 Magnitude of Crime against women in India; 3.4 Remedial measures and Legal protection.	10	3

4	<p>Substance Abuse and Terrorism 4.1 Drug Abuse - Types of drugs and their impacts (Sedatives, Stimulants, Narcotics, Hallucinogens, Nicotine); 4.2 Extent and Nature of Drug Abuse in India, Controlling Measures and Rehabilitation; 4.3 Terrorism- Characteristics and objectives, Changing Trends; 4.4 Prevention strategies TADA, POTA, NIA; 4.5 Cyber Terrorism.</p>	12	4
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Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3				3	3	3	3
CO2	2	2	2	1	1	1				1	1	2	2
CO3	1	1	1	1	1	1				1	1	1	1
CO4	2	2	2	2	2	2				1	1	1	1
Average	2	2	2	1.75	1.75	1.75				1.25	1.25	1.75	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

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Ahuja Ram, “Social problems in India”, Rawat publications, 1997
 Barnes and Teeters “New Horizons in Criminology, Prentice Hall Inc, New York, pp – 119207.
 Divya Bhardwaj “Child Abuse”, Mohit publications 2006.2.
 Elliott Mabel A, “Crime in modern society”, New York, Harper and Bros.
 Healy and Bronner “New Light on Delinquency and its treatment.
 Jacob John Kattakayam and James Vadackamcherry, “Crime and Society, Current issues and Trends”, A.P.H Publishing Corporation, New Delhi, 1999.
 James Vadackumcherry, “Criminology and penology, Kairali books International, Kerala, 1983.
 Johnson Elmer Habert “Crime correction and society, Home wood III, The Dorsey press 1968.
 Jehangir M.J. Sethna “Society and the criminal”, N.M. TripathiPvt. Ltd, 1980.
 Mamoria, C B, Social Problems and Social Disorganizations in India
 Madan, G R, Indian Social Problems, Vol. II, Second Edition, Allied Publishers, 1973
 Neumeyer H. Martin “Juvenile. Delinquency in modern society, D-Van Nostrand company, 1968.
 Ram Ahuja, Criminology, Rawat publications 2006
 Shenoy M– Domestic Violence – Anubhav Publishing Company, Allahabad, 2009.
 Sharma R.N – “Indian social problems”, Media promoters and publishers, 1982, P 169- 200
 Shalini Singh – Post Modern Sociological Theory – Anubhav Publishing Company, Allahabad, 2007.
 Walter C – Reckless “The Crime problem, New York, Appleton-Century, 1967
 Yadav C P, “Encyclopaedia of women problems and their remedies”. Institute for sustainable development and Anmol publications, New Delhi – 2007. PP-313.

SEMESTER VII
IDE- SOC-4001-CC-4720: SOCIOLOGY OF HEALTH

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge.

LO 2: Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shapes these constructions.

Course Outcomes

CO 1: To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness

CO 2: To critique biomedicine and have an understanding of medicine as a plurality

CO 3: To analyze the everyday experiences of health and illness as produced through social, economic, political and cultural forces

CO 4: To gain insights on issues of public health in India and arrive at independent analysis

Course Content

Unit No	Content	Contact Hours	CO
1	Origins and Development of Health and Medicine 1.1. Conceptualizing Disease, Sickness and Illness; 1.2. Sociology of health; Meaning, Nature and Need, Scope: Sociology in Medicine and Sociology of Medicine; 1.3. Social, Cultural and Economic Dimensions of Illness and Medicine.	13	1
2	Theoretical Orientations on Health & Illness 2.1. Political Economy of Health; 2.2. Systems Approach; 2.3. Health as a Power Discourse; 2.4. Feminist Approach.	13	2
3	Negotiating Health and Illness 3.1. Health Seeking Behaviours; 3.2 Medicalisation; 3.2. Health Systems and Health Policies.	14	3,4

Unit 1: Origins and Development of Health and Medicine
1.1. Conceptualising Disease, Sickness and Illness

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

1.2. Sociology of health; Meaning, Nature and Need, Scope: Sociology in Medicine and Sociology of Medicine

Albert Gary L., and R. Fitzpatrick (1994), *Quality of life in Health care: Advances in Medical Sociology*, Mumbai: Jai Press

Annandale Allen (2001), *The Sociology of Health and Medicine- A Critical Introduction*, Cambridge Polity Press

1.3. Social, Cultural and Economic Dimensions of Illness and Medicine

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Unit 2: Theoretical Orientations in Health and Illness

2.1. Political Economy of Health

Morgan, Lynn. Morgan (1987) *Dependency Theory and the Political Economy of Health: An Anthropological Critique*. *Medical Anthropology Quarterly, New Series*, Vol.1, No.2 (June, 1987) pp. 131-154.

2.2. Systems Approach

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478, *The Social System*. Glencoe, IL: Free Press.

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 3 Pages (44-54).

2.3. Health as a Power Discourse

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166- 182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 Pages (17-24).

2.4. Feminist Approach

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 5 Pages (86-108).

Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

Unit 3: Negotiating Health and Illness

3.1. Health Seeking Behaviours

Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254)

Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health. Amsterdam : OPA. Chapter7 (Pages 203-237)
 Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, Economic and Political Weekly, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

3.2. Health Systems and Health Policies

Leslie, Charles (1976) Asian Medical Systems: A Comparative Study, London: University of California Press, Introduction. (Pages 1-12) Minocha, Aneeta(1980) Medical Pluralism and Health Services. Social Science and Medicine. 14B:217-23.

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.

Farmer Paul 2001 Infections and Inequalities: The modern palgues. University of California. Berkeley. Chapter 10 pages (262-282)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437 Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian Journal of Public Health Volume 57 Issue 4 October-December 2013 pp 225-229

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	1	1				2	3	2	1
CO2	2	2	3	1	1	1				3	2	2	1
CO3	2	2	3	1	1	1				1	2	2	3
CO4	2	2	2	2	2	2				2	2	2	2
Average	2	2	2.5	1.75	1.75	1.75				2	2.25	2	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

References

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) Medical Anthropology and the World System, Westport: Praeger. Chapter 10 Pages (307-328)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, Economic and Political Weekly, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

Farmer Paul 2001 Infections and Inequalities: The modern palgues. University of California. Berkeley. Chapter 10 pages (262-282)

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.
- Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).
- Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)
- Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166- 182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon
- Minocha, Aneeta(1980) *Medical Pluralism and Health Services*. *Social Science and Medicine*. 14B:217-23.
- Morgan, Lynn. Morgan (1987) *Dependency Theory and the Political Economy of Health: An Anthropological Critique*. *Medical Anthropology Quarterly, New Series*, Vol.1, No.2 (June, 1987) pp. 131-154.
- Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study*. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)
- Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: FreePress.
- Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254)
- Qadeer, Imrana 2013 *Universal Health Care in India: Panacea for whom?* *Indian Journal Turner*,
- Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1, 2, 3, 5 (PP. 1-17, 24-43, 44-54, 86-108).

SEMESTER VII
IDE- SOC-4001-CC-4730: POLITICAL SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.

LO 2: The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.

LO 3 : The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.

Course Outcomes

CO 1: An ability to comprehend the embeddedness of politics and the social in each other.

CO 2: It will provide familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective

CO 3: It enables to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.

CO 4: The course would also help generate hypotheses and research questions within the theoretical perspective. It would further help understand the relationship between state and society in shaping politics in India both historically and analytically.

Course Content

Unit No	Content	Contact Hours	CO
1	Introducing Political Sociology 1.1 Meaning, Scope and Development; 1.2 Political Culture and Socialization.	7	1
2	Conceptual Moorings 2.1 Power, Authority and Resistance; 2.2 Classes and Elites; 2.3 State, Democracy, Citizenship and Civil Society; 2.4. Nation and Nationalism.	13	2,3
3	Politics and Society in India 3.1 Communalism; 3.2 Secularism; 3.3. Regionalism;	20	3,4

	3.4. Insurgency; 3.5 Refugee crisis.		
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Unit 1: Introducing Political Sociology

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19

Unit 2: Conceptual Moorings

2.1 Power, Authority and Resistance

Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266

Lukes, Steven. 2005. Power: A Radical View, 2nd edition, Hampshire: Palgrave, pp.14-49

Foucault, Michel. 2002. 'The Subject and Power', in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290

2.2. Classes and Elites

Bottomore, Tom. 1964. Elites and Society, Harmondsworth: Penguin Books, Chs 1, 2 & 3

2.3 State, Democracy and Citizenship

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', The American Political Science Review, Vol. 85, No.1, pp. 77-96.

Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45

Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72

Unit 3: Politics and Society in India

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3				3	3	3	3
CO2	2	2	2	2	2	2				2	2	2	2
CO3	1	1	1	1	1	1				1	1	1	1
Average	2	2	2	2	2	2				2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

References

Bailey, F. G. 1968. ‘Para-political Systems’, in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94

Bottomore, Tom. 1964. Elites and Society, Harmondsworth: Penguin Books, Chs 1, 2 & 3

Corbridge, Stuart and John Harriss. 2003. ‘Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India’s Democracy’, in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230

Chomsky, N.1999. Profit over People: Neo-liberalism and Global Order. Severn Stories Press, pp. 7-18, 43-64

Foucault, Michel. 2002. ‘The Subject and Power’, in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27

Lukes, Steven. 2005. Power: A Radical View, 2nd edition, Hampshire: Palgrave, pp.14-49

Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45

Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27

Mitchell, Timothy. 1991. ‘The limits of the State: Beyond Statist approaches and their critics’, The American Political Science Review, Vol. 85, No.1, pp. 77-96.

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Spencer, Jonathan. 1997. ‘Post-colonialism and the Political Imagination’, The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Tilly, Charles. 1999. ‘Where Do Rights Come From?’, in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72

Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266

Wolf, Eric. 1990. ‘Facing Power- Old Insights, New Questions’, American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596

Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290.

SEMESTER VII**IDE- SOC-4001-CC-4740: POPULATION AND SOCIAL DEMOGRAPHY**

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

LO1: Understanding the interface between population and society

LO2: Familiarization with different theoretical approaches to population.

LO3: The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.

Course Outcomes

CO 1: The course aims at making the learner aware of the relationship between demography and sociology.

CO 2: It will provide an overview of the major processes bringing change in the population of a society.

CO 3: It will help the students develop an understanding of how different aspects of the population are affected by various socio-cultural, political, economic, health, and other factors

CO 4: The course would also help generate hypotheses and research questions within the theoretical perspective. It would further help understand the relationship between state and society in shaping politics in India both historically and analytically.

Course Content

Unit No	Content	Contact Hours	CO
1	Population and Society 1.1 General overview Nature, scope and characteristics of Social Demography; 1.2 Relationship of Social Demography with Sociology and Economics; 1.3 Relationship of Social Demography with History and Politics.	11	1
2	Theoretical Approaches to Social Demography 2. 1. Malthusian; 2.2. Demographic Transition; 2.3. Marxist.	7	2
3	Demographic Processes 3.1. Fertility; 3. 2. Mortality; 3.3. Migration.	8	2,3
4	Implementation of Population Policy in India: Learnings from the Field A Report based on the implementation of population policy and family planning programme at the selected District and State levels.	14	3

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3				3	3	3	3
CO2	2	2	2	2	2	2				2	2	2	2
CO3	1	1	1	1	1	1				1	1	1	1
CO4	1	1	1	1	1	1				2	1	1	2
Average	1.75	1.75	1.75	1.75	1.75	1.75				2	1.75	1.75	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

References

Agarwal, S. N. (1977). India’s Population Problems. Bombay: Tata McGraw-Hill.

Agnihotri, S. B. (2000). Sex- Ratio Patterns in Indian Population: A fresh exploration. New Delhi: Sage.

Becker, G. S. (1960). An Economic Analysis of Fertility. In G. B. Roberts, Demographic and Economic Change in Developed Countries (pp. 209-240). Massachusetts: National Bureau of Economic Research.

Berkeley: University of California Press. Marx, K., Engels, F., & Meek, R. L. (1971).

Bhende, A. A., & Kanitkar, T. (1994). Principles of Population Studies. Bombay: Himalaya Publishing House.

Bose, A. (1996). Demography of Religion in India. Delhi: B.R. Publication.

Bose, A. (1998). Demographic Diversity in India. Delhi: B.R. Publication.

Caldwell, J. C. (1996). Demography and Social Science. Population Studies, 50(3), 305-333.

Cox, P. R. (1970). Demography. Cambridge: Cambridge University Press.

Chandrasekhar, S. (2010). Infant Mortality, Population Growth and Family Planning in India: An Essay on Population Problems and International Tensions. London: Routledge.

D’Souza, V. S. (1988). Economic Development, Social Structure and Population Growth. New Delhi: Sage.

Davis, K. (1951). The Population of India and Pakistan. New York: Princeton University.

Djurfeldt, G., & Lindberg, S. (1975). Pills against poverty: a study of the introduction of Westernmedicine in a Tamil village. Stockholm: Sweden: Studentlitt.

Drèze, J., & Sen, A. (2002). India: Development and Participation. New Delhi: Oxford University Press.

Epstein, T. S., & Jackson, D. (1975). The Paradox of poverty: socioeconomic aspects of population growth. Delhi: Macmillan.

Ford, T. R., & DeJong, G. F. (1970). Social Demography. New Jersey: Englewood Cliffs (NJ).

Gill, R. (2011). Nursing Shortage in India with special reference to International Migration of Nurses. Social Medicine, 6(1), 52-59.

Haq, E. (2007). Sociology of Population in India. New Delhi: Macmillan.

Hartman, B., & Rao, M. (2015). India’s Population Programme: Obstacles and Opportunities. Economic and Political Weekly, 50(44), 10-13.

- Hassan, M. I. (2005). Population Geography. Jaipur: Rawat. International Institute for Population Sciences. (1992-93, 1997-98, 2005-06 & 2015-16). National Family Health Survey, India. Bombay: International Institute for Population Sciences.
- James, K. S., Pandey, A., Bansod, D. W., & Subaiya, L. (2010). Population, Gender and Health in India: Methods, Processes and Policies. New Delhi: Academic Foundation.
- Jeffery, P., & Jeffery, R. (2002). We Five, Our Twenty-five: Myths of population out of control in contemporary India. In M. Nichter, & M. Lock, *New Horizons in Medical Anthropology* (pp.172-199). London & New York: Routledge.
- Jeffery, P., & Jeffery, R. (2002). A Population Out of Control? Myths about Muslim Fertility in Contemporary India. *World Development*, 30(10), pp. 1805-1822.
- Jeffery, R., & Jeffery, P. (1997). *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press.
- Jeffery, P., & Jeffery, R. (2006). *Confronting Saffron Demography: Religion, Fertility, and Women's Status in India*. New Delhi: Three Essays Collective.
- Jones, A. (2012). *Human Geography: The Basics*. New York: Routledge. Kamat, A. R. (1969).
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- Mandelbaum, D. G. (1974). Human fertility in India: Social components and policy perspectives. *Marx and Engels on the population bomb; selections from the writings of Marx and Engels dealing with the theories of Thomas Robert Malthus*. Berkeley: Calif.: Ramparts Press.
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- Premi, M. K. (2001). The Missing Girl Child. *Economic and Political Weekly*, XXXVI (21), 1875-1880.
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- Rao, M. S. A (1986). *Studies in Migration: internal and international migration in India*. New Delhi: Manohar Publications.
- Rubenstein, J. M. (2015). *Contemporary Human Geography*. Noida: Pearson India.
- Sandhya, S. (1991). *Socio-economic and Cultural Correlates of Infant Mortality*. Delhi: Concept Publications.
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- Sollund, R. A. (2012). *Transnational Migration, Gender and Rights, Advances in Eco politics- Volume 10*. Warrington: Emerald Group Publishing Limited.

**VIII SEMESTER
(UG DEGREE WITH
HONOURS)**

SEMESTER VIII**IDE- SOC-4001-CC-4810: SOCIOLOGY OF EDUCATION**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.

LO 2: Learners will have opportunities to examine the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weaknesses of each position using relevant evidence.

LO 3: The selection of texts and organization of topics is meant to enable students to examine their journey with respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant to their work.

Course Outcomes

CO 1: Develop understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities.

CO 2: Provide exposure to the historical trajectories of educational practices and cultures at various levels in India.

CO 3: Highlight the importance of cross-cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.

CO 4: Enable students to reflect on their educational trajectories and analyse their intersections with larger socio-cultural developments.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Introduction to Education and Society 1.1 Education and Socialization; 1.2 Conflict/ Social Reproduction in Education 1.3 Paulo Freire: Pedagogy of the Oppressed/Banking system of education.	10	1
2	Unit 2: Sociology of Education: Theoretical Perspectives 2.1 Functionalist: Emile Durkheim and Talcott Parsons; 2.2 Marxian approach.	10	1,2
3	Unit 3: Development of Educational System in India 3.1 The growth of education in India- From tradition to modern period; 3.2 Basic education by Gandhi;	10	2,3

	3.3 Higher Education; Adult Education; Universalisation and Equality in Education; 3.4 Krishnamurti: Education, Freedom and Fear, Critical thinking.		
4	Unit 4: Higher Educational Policies in India: Critical Perspectives 4.1 Colonial India: Hunter Commission, Woods Commission and Macaulay; 4.2 Post-colonial India: 1948 onwards; 4.3 Transformations and Practices: RTE, NEP, Privatization of Higher Education.	10	2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6
CO1	2	3	1	3	3	3		3	3	3	3	3	1
CO2	2	3	1	3	3	3		3	3	3	3	3	1
CO3	2	3	1	3	3	3		3	3	2	3	2	1
CO4	2	3	1	3	3	3		3	3	3	2	2	1
Average	2	3	1	3	3	3		3	3	2.75	2.75	2.5	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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SEMESTER VIII
IDE- SOC-4001-DE- 4810: INDIAN SOCIAL STRUCTURE AND SOCIOLOGICAL PERSPECTIVES

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course aims to familiarize students with the fundamental social institutions in Indian society, exploring its diverse and pluralistic nature while addressing factors contributing to both unity and disunity.

LO 2: It aims to analyze the social stratification system in India, examining its evolution over time.

Course Outcomes

CO 1: Understand core social institutions in Indian society, acknowledging their diversity and the factors contributing to both unity and discord within them.

CO 2: Analyze the social stratification system in India, tracing its historical development and assessing the changes it has undergone over time.

CO 3: Critically evaluate historical sociological perspectives on India, examining their contributions to understanding of societal structures and dynamics.

CO 4: Critically evaluate alternate theoretical perspectives on India, examining their contributions to develop a broader understanding of societal structures and dynamics.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Unit 1: Family, Marriage and Kinship</p> <p>1.1 Family –Traditional family, Joint family- Features, Changing trends; Nuclear family, Single parent family;</p> <p>1.2 Marriage - Monogamy, Polygamy, Homosexual marriage, cohabitation, serial monogamy, Recent Trends;</p> <p>1.3 Divorce among Hindus, Muslims and Christians;</p> <p>1.4 Kinship – Terminology, Usages.</p>	10	1
2	<p>Unit 2: Religion, Caste and Village</p> <p>2.1 Religious diversity in India, Religious intolerance, Secularism;</p> <p>2.2 Caste system in rural and urban areas;</p> <p>2.3 Changing Trends- Politicization of caste, Caste and democracy, Caste as pressure group;</p> <p>2.4 Indian Village – Structure and Organization.</p>	10	1,2

3	Unit 3: Early Sociological Perspectives in India 3.1 Perspective on Indian Sociology, Indological Perspective - G. S Ghurye; 3.2 Structural Perspective - S C Dube, M N Srinivas.	10	2,3
4	Unit 4: Marxian, Subaltern and Integrated Perspectives 4.1 Marxist perspective –D P Mukherjee, A R Desai; 4.2 Subaltern Perspectives – B R Ambedkar, Ranajith Guha; 4.3 Integrated Perspective – Yogendra Singh.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO 5	PESO 6
CO1	3	3	1	3	2	3		3	3	2	2	3	NC
CO2	3	2	2	3	2	3		3	3	2	1	3	NC
CO3	3	2	2	3	2	3		3	3	3	3	3	NC
CO4	3	2	3	3	2	3		3	3	3	3	3	NC
Average	3	2.5	2	3	2	3		3	3	2.5	2.5	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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SEMESTER VIII
IDE- SOC-4001-CC-4830: SOCIAL PSYCHOLOGY

Credit: 4; Learning Hours: 40; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: The course introduces students to the sociology and psychology approach.

LO 2: Demonstrate the factors and attributes responsible for the development of human personality and how society influences individual and crowd behavior.

Course Outcomes

CO 1: Understand social psychology basics, including research methods and personality theories.

CO 2: Explore socialization stages and personality development theories.

CO 3: Learn about dynamics of individual behaviour motivation, motivation theories and attitudes,

CO 4: Learn about mass behavior, including propaganda techniques.

Course Contents

Unit No	Content	Contact Hours	CO
1	Unit 1: Introduction to social psychology 1.1 Social psychology- Definition, Nature, Scope and Importance; 1.2 Methods- Experimental, Clinical, Case study, Sociometry; 1.3 Projective techniques; 1.4 Scaling techniques - Thurston, Likert, Bogardus.	10	1
2	Unit 2: Socialisation and Personality 2.1 Socialisation- Definition, Stages, Types, Agencies; 2.2 Personality- Meaning, Characteristics; 2.3 Stages of development – Pre- Natal, Infancy, Childhood, Adolescence, Adulthood (in Brief); 2.4 Theories of Personality: (a) Psychoanalytic Theory; (b) Type Theory –Type A and B, Classification by Hippocrates, Sheldon, Kretschmer, Jung; (c) Trait Theory- Alport and Catell.	10	2
3	Unit 3: Dynamics of Behaviour 3.1 Motivation- Definition, Nature and Types; 3.2 Theories of Motivation- Instinct theory, Need – Drive – Incentive Theory, Maslow’s Theory; 3.3 Attitude - Definition, Characteristics; 3.4 Formation and Change of Attitude.	10	3

4	Unit 4: Mass Behaviour 4.1 Types of Mass - Crowd, Mob, Audience; 4.2 Propaganda - Meaning, Characteristics, Types.	10	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6
CO1	3	2	3	3	3	3		3	3	3	2	3	3
CO2	3	2	3	3	3	3		3	3	2	1	2	1
CO3	3	2	3	3	3	3		3	3	3	2	2	1
CO4	3	3	3	3	3	3		3	3	3	2	2	1
Average	3	2.25	3	3	3	3		3	3	2.75	1.75	2.25	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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SEMESTER VIII**IDE- SOC-4001-DE-4850: SOCIOLOGY OF MARGINALISED COMMUNITIES**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: This course aims to sensitize the students to the significance of the sociological study of marginalized groups.

LO 2: The focus would be on communities/groups suffering poverty, deprivation and discrimination.

Course Outcomes

CO 1: Develop a sociological understanding and conceptual framework of the study of Marginalized Communities.

CO 2: Explore different theoretical perspectives and ideologies on marginalization.

CO 3: Develop an understanding of movements for marginalized communities; issues, challenges and ideologies.

CO 4: Develop an understanding of the diverse social structures of marginalized communities and measures of empowerment.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Theories on Marginalization 1.1 Marginal Man Theory; 1.2 Relative Deprivation Theory; 1.3 Social Exclusion.	10	1,2
2	Unit 2: Movements for Marginalized groups in India 2.1 E. V. RamasamyPeriyar; 2.2 Jyotibha Phule; 2.3 B. R. Ambedkar; 2.4 Ram Manohar Lohiya.	10	3
3	Unit 3: Social Structure and Marginalization 3.1 Caste System and Marginalization; 3.2 Religion and Marginalization; 3.3 Patriarchy and Marginalization.	10	4
4	Unit 4: Empowerment of Marginalized groups in India 4.1 : Social Justice and Concept of Equality; 4.2 : Affirmative action of Marginalized groups; 4.3 : Challenges of Empowering Marginalized groups.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
CO1	3	2	3	3	3	3				3	3	2	3	3	NC
CO2	3	2	3	3	3	3				3	3	3	2	3	NC
CO3	3	3	3	3	3	3				3	3	2	2	3	NC
CO4	3	3	3	3	3	3				3	3	2	2	3	NC
Average	3	2.5	3	3	3	3				3	3	2.25	2.25	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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PROGRAMME PROJECT REPORT (PPR)
TWO-YEAR FULL TIME MBA(FINANCE) PROGRAMME STRUCTURE:
DISTRIBUTION OF COURSES
ODL MODE
AS PER NATIONAL EDUCATION POLICY (NEP)-
2020



RAJIV GANDHI UNIVERSITY-A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE STUDIES
DEPARTMENT OF MANAGEMENT
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791112

[W.E.F. First Year MBA Batch for the Session (2024 -2026)]

1. Program Mission and Objectives

This PPR will discuss the mission and objectives of the MBA (Finance) offered by the Institute of Distance Education, Rajiv Gandhi University.

PROGRAMME OUTCOMES:

1. PO 1 – Knowledge Application:

- This PO emphasizes the application of management theories and practices to solve real-world business problems. Students should be able to take theoretical knowledge and effectively apply it to practical situations within a business context.

2. PO 2 – Critical Thinking and Problem Solving:

1. This PO focuses on fostering analytical and critical thinking abilities, particularly in the context of data-based decision-making. Graduates will demonstrate proficiency in identifying, analyzing, and solving complex business problems within their area of specialization, applying critical thinking and decision-making skills to develop innovative solutions.

3. PO 3 – Leadership Skills:

- Leadership skills are highlighted in this PO, emphasizing the development of value-based leadership qualities. Students should be able to lead themselves and others, inspiring and guiding them towards organizational goals while adhering to ethical values.

2. **PO 4 – Entrepreneurial Mindset:** Graduates will cultivate an entrepreneurial mindset, recognizing and pursuing opportunities for innovation, growth, and value creation within their respective fields or industries.

3. **PO 5 Global Perspective:** Graduates will understand the implications of globalization on business operations and strategy, recognizing the opportunities and challenges of conducting business in diverse cultural, economic, and political environments.

4. PO 6 – Modern Tools:

- Utilizing modern management tools and techniques, including prediction and modeling, is essential in this PO. Students should be capable of selecting and applying appropriate resources and IT tools to address complex business activities, while also understanding their limitations.

5. PO 7 – Communication Skills:

- Effective communication is highlighted in this PO, encompassing various aspects such as written communication, report writing, designing documentation, making presentations, and giving/receiving clear instructions related to complex commercial activities.

6. PO 8 – Continuous Learning and Adaptability: Students should be prepared to adapt to changes in the economy and industry by continually updating their skills and knowledge. Graduates will demonstrate a commitment to lifelong learning and professional development, adapting to evolving industry trends, technologies, and best practices to remain competitive in their careers.

○

Each of these POs plays a crucial role in preparing students for success in the field of management, equipping them with the necessary skills and competencies to thrive in diverse business environments.

PSO of MBA Programme

"PSO" typically refers to "Program Specific Outcomes" in the context of an MBA program. These outcomes are specific to the program and describe the knowledge, skills, and attributes that students are expected to attain by the time they complete their MBA degree. PSOs are often tailored to reflect the unique focus, objectives, and specialization of the MBA program.

1. PSO1: Application of Leadership in a Global Context:

- This PSO emphasizes the cultivation of knowledge, skills, and attitudes essential for effective leadership within a globalized business landscape. It necessitates the understanding of cross-cultural dynamics, communication strategies, and the ability to adapt leadership styles to diverse contexts. Students are expected to demonstrate proficiency in navigating complexities inherent in global environments and leading teams towards common objectives.

2. PSO2: Development of Ethical Management Professionals:

- PSO2 underscores the imperative of fostering ethical leadership and management practices among students. It aims to instill strong moral values and integrity, ensuring that graduates uphold ethical standards in their professional endeavors. Furthermore, students are prepared to assume pivotal roles across various sectors of the Indian economy, aligning their actions with national priorities and contributing to sustainable development.

3. PSO3: Cultivation of Proactive Thinking in Dynamic Environments:

- This PSO accentuates the cultivation of proactive thinking skills necessary to thrive in dynamic socio-economic and business ecosystems. It encompasses the ability to anticipate changes, identify opportunities, and

respond strategically to emerging trends and challenges. Students are equipped with analytical tools, foresight capabilities, and adaptive strategies to navigate uncertainties and drive organizational success amidst evolving business landscapes

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University MBA(Finance) Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non- elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.

It also aligns with the goals of NEP 2020 which call for skill development and inter-disciplinarity. The course has also been tailor-made to keep in mind the needs of the distance

learners who also get an opportunity to align with the regular mode of studies as this course is at par with the guideline laid down by NEP 2020.

Nature of Prospective Target Group of Learners

This Programme through Distance Learning mode is developed keeping in mind the youths who are unable to continue their study after the higher secondary, due to various constraints. The main focus of the program is to train the students who have qualified their higher secondary examinations and for some reason or the other are unable to continue further studies. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of this programs lies. This program enables such people from different strata of society to polish themselves in financial management.

This course is also a boon for defence personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course. The new UGC guideline to allow students to opt for dual degrees has also been adopted by this institution. Thus, students who are doing one course from the regular mode of studies can also choose to do a course from this institute.

It will also help them to enhance their employability

- a) **Duration:** 2 Years minimum, Maximum 4 years (Depending on the level of entry of student).
- b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.
- c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.
- d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the BA program is given below:

Outline of the Course

Semester - I

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
First	Core Courses	MNG-IDE-101-CC-5110	Principles of Management	4-0-0	4	120
		MNG-IDE-101-CC-5120	Organisational Behaviour	3-0-0	3	90
		MNG-IDE-101-CC-5130	Accounting for Managers	4-0-0	4	120
		MNG-IDE-101-CC-5140	Quantitative Techniques	4-0-0	4	120
		MNG-IDE-101-CC-5150	Managerial Economics	3-0-0	3	90
		MNG-IDE-101-CC-5160	Business Communication & IT	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

[1 credit for lecture is = 30 learning hours]

Semester - II

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Second	Core Courses	MNG-IDE-101-CC-5210	Human Resource Management	4-0-0	4	120
		MNG-IDE-101-CC-5220	Marketing Management	4-0-0	4	120
		MNG-IDE-101-CC-5230	Financial Management	4-0-0	4	120
		MNG-IDE-101-CC-5240	Business Law	3-0-0	3	90
		MNG-IDE-101-CC-	Operations Management	3-0-0	3	90

		5250				
		MNG-IDE-101-CC-5260	Entrepreneurship Development	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

Award of Post-Graduate Diploma in Management (PGDM) after successful completion of 46 (42+4) credits, comprising four (04) credits equivalent additional course work either in offline mode or MOOC or completion of summer internship followed by evaluation (including viva-voce) of report by the department.

III Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Third	Core Course - Compulsory	MNG-IDE-101-CC-6110	Strategic Management	4-0-0	4	120
		MNG-IDE-101-CC-6120	Business Environment	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-61210	Finance Elective I	3-0-0	3	90
		MNG-IDE-101-DE-61220	Finance Elective II	3-0-0	3	3
	Summer Internship	MNG-IDE-101-IN-6110		4	4	-
	Total	02 Compulsory Courses are offered 02 Elective Courses are offered			30	18	420

Students has to opt for single Specialization i.e. Elective subject. Discipline elective will be from three Groups :

Group-1: Marketing

Group-2: Finance

Group-2: HRM

IV Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Fourth	Core Course - Compulsory	MNG-IDE-101-CC-6210	Business Ethics & Corporate Governance	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-62210	Finance Elective III	3-0-0	3	90
		MNG-IDE-101-DE-62220	Finance Elective IV	3-0-0	3	90
	Summer Internship					
	Research Project/ Dissertation	MNG-IDE-101-RP-6210		6	6	-
Total	07 Compulsory Courses are offered 02 Elective Courses are offered			28	16	300

Scheme of Examination

The students are awarded 1 credit for 30 hours of self-learning. The total marks for examination is 100. Assignments carry 30 marks and the end semester examination will carry 70 marks for each paper.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Section	Total No. of Questions	No. of Questions to be attempted	Marks for each question	Total Marks
Pattern of Question Paper for 80 marks				
A	4	2	5	20
B	4	3	10	30
C	4	2	15	30

\ Course Code & Course Name: **MNG-101-CC-5110, PRINCIPLES OF MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks:

100

Course Objectives: This course shall introduce the learner to the basic concepts of management, its process and functions. It aims to expose the students to managerial perspectives and decision-making process.

Course Outcome (CO):

- **CO1** Define management and its significance in organizations.
- **CO2** Examine the roles that managers play within organizations.
- **CO3** Explore ethical considerations in management decision-making.
- **CO4** Discuss leadership styles and their impact on employee motivation and performance.
- **CO5** Understand the concept of corporate social responsibility (CSR) and its implications for organizations.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Concepts, Functions & Levels of Management, Management skills, Management: Arts or Science, Henry Mintzberg Managerial Roles, Social Responsibility of Management, Evolution of Management Thoughts: Pre-Scientific Management Era, Classical Management Approaches, Neo Classical Approaches, Modern Management Approaches.
Module - II	Introduction to Planning: Types of Plan, Planning Process, Pre-requisites for Effective Planning, Limitations of Planning; Management By Objectives (MBO): Process, Benefits and Limitations; Strategic Planning: features, importance, process & limitations; Decision Making: concept, Process & Techniques, Bounded Rationality.
Module – III	Fundamentals of Organizing: Organizing: Meaning & Importance, Span of Management, Closed system vs. Open system, Formal and Informal Organization: Meaning, Benefits and Limitations; Organisation Structures; Departmentation: Meaning and Basis of Departmentation; Concept of responsibility, authority & accountability; Delegation of Authority; Centralization and Decentralization: Meaning & Importance.
Module - IV	Directing & Control: Direction: meaning, nature & importance; Control: Importance of Controlling, relationship between Planning and Control, Process of Control, Span of control, Types of Control; Levels of controlling: Strategic, Tactical & Operational Control, Essentials of Effective Control System; Techniques of Control.

References / Bibliography	<ol style="list-style-type: none"> 1. Harold Koontz, Heinz Weihrich & Mark Cannice : Management : A Global and Entrepreneurial Perspective, Tata McGraw - Hill Education 2. James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert : Management, Pearson Education 3. Koontz and O'Donnell : Essentials of Management 4. S. P. Robbins & Coulter : Management, Prentice Hall 5. Peter F Drucker : Management: Tasks Responsibilities Practices, Allied 6. Peter F Drucker : The Practice of Management, ButterworthHeinemann
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Course Code & Course Name: **MNG-101-CC-5120: Organizational Behaviour (OB)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks :100**

Course Objectives: *To impart the key concepts related to organization behavior at the individual, group and organizational context.*

Course Outcomes (CO):

- # Learners will understand the drivers of organization behavior.*
- # Students will examine organization behavior from the perspective of individual, group and organization.*
- # Students will also understand how OB has implications on the different fields of management.*
- # Finally, students will be able to apply OB principles in the workplace.*

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Organization Behavior & Individual: Introduction to OB, Historical evolution of OB field. Individual Differences. Values: concept and importance, terminal vs. instrumental values, person-organization fit. Personality: concepts, determinants, personality assessment: Myers-Briggs test, Big Five personality test, personality traits relevant to OB.
Module - II	Motivation & Perception: Motivation: concept, components of attitude, major job attitudes, job satisfaction and its measurement. Motivation: concepts, early theory, contemporary theories, motivation by job design, motivation by employee engagement. Perception: concept, factors influencing perception, shortcuts in judging others.
Module – III	Group Behavior: Group: concept of group, stages of group formation & development, group properties. Power: concepts, bases of power, power tactics.

	Politics: concept, factors influencing political behavior, OB implications.
Module - IV	Organization Culture & Change: Organization Culture: Organization Culture: concept, functions, components of organizational culture and the issue of sustainable organizational culture. Organizational Change: concept, sources of organizational change, resistance to organizational change and change management.
References / Bibliography	1. Stephen P. Robbins : Organisational Behaviour, Pearson 2. Jennifer M. George, G R. Jones : Understanding & Managing OB, Addisison Wesley 3. Margie Parileh, Raj Gupta : Organisation Behaviour, Tata McGraw Hill 4. V.S.P Rao : Organisation Behaviour, Excel Books 5. Luis, R. Gomez-Mejia, et.al. : Management: People, Performance & Change, McGraw-Hill

Course Code & Course Name: **MNG-101-CC-5130, ACCOUNTING FOR MANAGERS**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Objective of the Course: *To provide basic knowledge of financial accounting principles and practices in business organization.*

Learning Outcomes

1. Students shall able to apply accounting concepts and conventions in practical application of the business.
2. It would enable the learner to analysis the necessity of balance sheet equation for accounting records.
3. Provide basis to identify the assets, liabilities and equities of business.
4. Evaluates the changing in assets, liabilities and equities on balance sheet equation.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Origin of Book Keeping and Accounting: Definition, Objectives, Importance & Limitations of accounting, Book Keeping vs. Accounting, Double-Entry System of book keeping, Branches of Accounting, Accounting Concepts & Conventions.
Module - II	Recording of Transactions: Dual Aspect Concept, Classification of Books of Accounts: Types of Accounts, The Journal: definition & form, Journalizing of transactions, The Ledger and Ledger Posting, Balancing of ledger accounts, Interpretation of balance.
Module – III	The Cash Book: Definition, Characteristics & Advantages, Types of cash book: single column, double column & triple column, The Contra entry, Rules of recording cash and bank transactions, Bank Reconciliation Statement: Definition, Objectives & Techniques of preparing Bank Reconciliation Statement, Reasons for disagreement in Pass book balance & cash book balance.

Module - IV	Trail Balance & Final Accounts: Objectives of preparing Trial balance, Trading Account and Profit & Loss Account and Balance Sheet, Adjustment entries, closing stock, treatment of depreciation, reserves, provision for bad & doubtful debt, interest on capital & drawings, Preparation of Final Accounts.
References / Bibliography	<ol style="list-style-type: none"> 1. Das, et.al. : Theory and Practice of Book Keeping and Accountancy, LBS Publication 2. Jawahar Lal : Financial Accounting 3. S.N. Maheswari : Advance Financial Accounting 4. Jain & Narang : Advanced Accounts 5. Basu& Das : Practice in Accountancy 6. Shukla & Grewal : Advanced Accounts 7. Suitable Case study

Course Code & Course Name: **MNG-101-CC-5140: Quantitative Techniques**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks

:100

Course Objectives:

- To foster the development of quantitative skills among students, enabling them to analyse and solve real-world problems using mathematical and statistical methods.
- To enhance the problem-solving skills of the students, particularly in situations where quantitative analysis is required to make decisions.
- To develop improved analytical skills, enabling the students to identify problems, gather data, and apply quantitative methods to solve business problems.

Course Outcomes (CO):

- Development of basic understanding of fundamental mathematical concepts and techniques, such as calculus, matrix, and statistics, which are essential for quantitative analysis.
- Improved problem-solving skills, especially through quantitative analysis.
- Students should learn how to collect, organise, and analyse data using statistical methods, including descriptive statistics, inferential statistics, data visualisation, etc.
- Familiarity with statistical software packages (e.g., MS-Excel, R, Python, SPSS) for data analysis and modelling.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Mathematics: Basics of Calculus – Functions; Concept of limit and continuity; Differentiation; Partial Differentiation; Maxima and Minima of a single variable, two variables and n-variables.</p> <p>Matrix Algebra: Addition, subtraction, and multiplication of matrices; Concept</p>

	of Determinants and Cramer's Rule; Transposed and adjoint matrix; Inverse and rank of a matrix.
Module - II	Statistics: Measures of association and dispersions of grouped and ungrouped; Diagrammatical representation of statistical data and data handling; Statistical software applications – MS-Excel, R, Python, IBM SPSS. Correlation: Karl Pearson's correlation coefficient and Spearman's rank correlation.
Module – III	Regression Analysis: Determining the lines of regression; Simple and multiple linear regression analysis; Coefficient of determination; Assumptions of multiple linear regression analysis. Time-Series Analysis: Introduction to forecasting and smoothing techniques. Hypothesis testing: Parametric and Non-Parametric tests.
Module - IV	Introduction to Probability: Methods of assigning probability; Structure of probability; Marginal, joint and conditional probabilities; Addition and multiplication laws. Probability distributions: Binomial distribution; Poisson distribution; Normal distribution. Introduction to Data Science: Basic concepts of Big Data; Artificial Intelligence (AI); Machine Learning (ML); Application of AI in business; Responsible AI.
References / Bibliography	Books <ol style="list-style-type: none"> 1. "Quantitative Methods for Business" by David R. Anderson, Dennis J. Sweeney, and Thomas A. Williams, Cengage. 2. "Quantitative Techniques in Business, Management and Finance - A Case-Study Approach", by Umeshkumar Dubey, D. P. Kothari, and G. K. Awari, CRC Press, Taylor & Francis Group. 3. "Artificial Intelligence and Machine Learning" by Vinod Chandra S. S. and Anand Hareendran S., PHI. e-Resources for self-paced learning <ol style="list-style-type: none"> 1. NPTEL course on Business Statistics offered by IIT Roorkee, available at https://nptel.ac.in/courses/110/107/110107114/

Course Code & Course Name: **MNG-101-CC-5150: Managerial Economics**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks

:100

Course Objectives:

- To enable students to analyse market structures, competition, and pricing strategies in various market types.
- To introduce the Indian economic system from its evolution, transformation, and current progression into the future directions.
- To provide insights into how economic principles apply to global markets and international business, including trade policies, and global competition.

Course Outcomes (COs)

- Students should be able to demonstrate a concrete understanding of fundamental economic concepts.
- Students should be able to comprehend how economic principles apply to the Indian and global economic markets.
- Students should be proficient in applying economic reasoning to solve business problems and make sound managerial decisions.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Microeconomics: Concept of demand and demand curves. Elasticity of Demand –Price, income, and cross elasticities; Concept of marginal and average revenue. Consumer Behaviour –Cardinal and ordinal measurements; Law of diminishing marginal utility. Production –Fixed and variable inputs; Production function; Law of variable proportions; Production isoquants; Cost of production –long run and short run costs of production; Economies and diseconomies of scale. Market Structure: Perfect Competition – assumptions, price, and output decisions, Walrasian and Marshallian stability analysis; Monopoly –types of monopoly, shifts in demand curve, price discrimination, peak-load pricing; Monopolistic competition and Oligopoly –price and output decision-equilibrium, Cournot’s duopoly model, Stackelberg model, Kinked demand model.</p>
Module - II	<p>Macroeconomics: Basic concepts; Circular flow of economy; Measurement of national income; Classical theory of output and employment; Keynesian theory of income determination. Money –Definition, kinds, and functions of money; supply of money; Classical and Keynesian theory of money and interest; IS-LM model. Theories of Economic Growth – Harrod-Domar Model of Growth, The Neo-Classical Theory of Growth, Endogenous Growth Theory; Circular economy and resource efficiency. Inflation and Unemployment – Inflation –Types of inflation, impact of inflation on the economy, methods of measuring inflation, theories of inflation and controlling measures; Unemployment – Meaning, measurement and the types of unemployment, policy dilemma of inflation and unemployment; Concept of sustainable economy; Fiscal policy and monetary policy of the RBI.</p>
Module – III	<p>Indian Economy: Evolution of the Indian economy; The Nehru-Mahala Nobis model and the Gandhian economic model; Economic sectors; National income measurement – GDP, PPP, per capita income; Economic growth vs economic development; Introspecting development –Happiness, Major global and India-specific highlights; Economic planning; Economic reforms – LPG, achievements, and experiences of the Planning Commission of India/NITI Aayog.</p>
Module - IV	<p>National and Global Economic Environment: Regional trade blocks– NAFTA, SAFTA, EU, AASIAN; UN organisations – IBRD, ADB, UNEP, Sustainable economics; Sustainability movement – MDGs, SDGs, ESG; Gender specific economic indicators.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Microeconomics – I” by D. N. Dwivedi, Pearson. 2. “Macroeconomics: Theory and Policy” by D. N. Dwivedi, Pearson. 3. “Managerial Economics: Economic Tools for Today’s Decision

	<p>Makers” by Paul Keat, Philip Young, and Stephen Erfle, Pearson.</p> <p>4. “Managerial Economics and Business Strategy” by Michael R. Baye and Jeffrey T. Prince, McGraw Hill Education.</p> <p>5. “Indian Economy for Civil Services and other Competitive Examinations” by Ramesh Singh, McGraw Hill.</p> <p>e-Resources for self-paced learning</p> <p>1. NPTEL course on Managerial Economics offered by IIT Bombay, available at https://nptel.ac.in/courses/110101005.</p>
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Course Code & Course Name: **MNG-101-CC-5160:Business Communication & IT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Course Objectives:

- *To acquaint and groom students on the various skills that are required to communicate effectively in the workplace and also enable them to effectively use Information Technology for communication.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to communicate effectively and understand the applicability of information technology tools for business communication.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction To Managerial Communication: Meaning, Importance, Objectives, Principles of Communication, Forms of Communication, Communication process, Barriers of Effective Communication, Techniques of effective Communication.
Module - II	Verbal & Non-Verbal Communication: Verbal- Art of Listening and Speaking, Principles of Effective Speech, Telephonic conversations. Non Verbal Communication – Meaning and Importance, Body language (Gestures, Postures, Facial Expressions), Dress Codes, Business and Social etiquettes.
Module – III	Managerial Presentations and Technology in communication : Principles of Effective Presentations, Technical & Non-technical Presentations, Meetings and group discussions; Use of audio visual aids, Video conferencing, Technology as a medium of communication- Ms Windows, Internet, emails, social media, emerging communication technologies.
Module - IV	Introduction To Managerial Writing, Reports & Minutes: Principles of effective writing, Business letters - Sales letters, Job application letters, letter of

	reference, Collection letters, Inquiries & Quotations. Report writing - Types of Business Reports, Essentials of a good report, Organization reports, Memos, Minutes, Circulars and General Notices.
References / Bibliography	<ol style="list-style-type: none"> 1. Kaul, Asha , Effective Business Communication, Prentice Hall India, 2000. 2. Meenakshi Raman, Prakash Singh, Business Communications 3. Courtland L Boove, John Thill, Abha Chatterjee, Business Communication today, Pearson 4. R C Sharma Krishna Mohan, Business Correspondence and Business Writing 5. Suresh K Basandra : Computer System Today A.H. Wheeler & Co. Ltd 6. Mansfield, Ron: The Compact Guide to Microsoft Office, BPB Publication

Course Code: **MNG-101-RC-5110**

Course Name: **RESEARCH METHODOLOGY**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
√				

Objective of the Course: *The basic objective of the course is to develop research skills of students so as to enable them to investigate real business problems, explore linkages and provide solutions.*

Introduction to Course:

The overarching aim of this course is to acquire a basic knowledge of scientific paradigms and research methods. Further, the aim is to develop the student's ability to first, plan and in written form report a scientific study, and second, to evaluate and use scientific as well as other reports.

Course Outcomes:

CO1. To familiarize students with basic of research and the research process.

CO2. To familiarize students with the types of business problems often faced by corporate entities.

CO3. To help them develop insights about basic concepts of research designs and methodology aimed at solving business problems.

CO4. To familiarize students with basic of research and the research process and to help students in conducting research work and making research reports.

CO4. To familiarize students with basic of research tools through use of ICT like softwares to analyse the different data in research.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction: Meaning of Research, Types of Research, Objectives of research, Research Process, Characteristics of a good research, Problems encountered by researchers in India, Significance of research, Variables & its types.
Module - II	Research Design & Sampling Design: Meaning & Concepts of Research Design, Features of a good research design, Types of Research Design, Concepts of Sampling, Steps in Sampling Process, Merits & Demerits of Sampling, Probability & Non-Probability Sampling, Errors in Sampling.
Module – III	Data Collection and Scaling Techniques: Sources of Data: Primary & Secondary Data & their Merits and Demerits, Methods of Collection: Observations, Questionnaire & Interview Techniques, Designing a Questionnaire, Types of Measurement scales, Errors in Measurement, Comparative & Non-Comparative Scaling Techniques.
Module - IV	Data Analysis, Computer application and Report Preparation: Editing, Coding, Classification & Tabulation, Hypothesis Testing/Test of Significance, Type I & Type II errors, z-test, t-test, Chi-square test, F test. Computer Application: MS Word, MS Excell, MS Powerpoint, Use of software available for data analysis. Importance of Interpretation, Precautions in Interpretation, Format of a Report, Sections of a Report, Precautions for writing Report, Tips for effective Power Point presentation of Reports.
References / Bibliography	1. Naresh K. Malhotra : Marketing Research, Pearson Education 2. Rummel and Ballaine : Research Methodology in Business, Tata McGraw Hill 3. Sellitz, et. al : Research Methods in Social Relations 4. Wilkinson and Bhandarkar : Methodology and Techniques of Social Research, Pearson 5. Colver, V.T : Business Research; Basic Principles & Techniques 6. Moser, C.A : Survey Methods in Social Investigation, Tata McGraw Hill 7. Goode & Hatt : Methods in Social Research, Prentice Hall 8. Young, P.V : Scientific & Social Survey and Research

Course Code & Course Name: **MNG-IDE-101-CC-5210 HUMAN RESOURCE MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives: This course intends to provide knowledge on various dimensions in managing the human resources function of an organization.

CO (Course Outcomes):

CO 1. Gain a comprehensive understanding of the fundamental concepts, theories, and principles of HRM.

CO2. Learn how to attract, select, and hire the right talent for an organization.

CO3. Explore various methods of assessing training needs and evaluating training effectiveness.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Human Resource Management: Meaning and definition, scope, function & objectives of Human Resource Management, HRM Conceptual framework.
Module - II	Human Resource Planning: Objectives and importance of HRP, Factors affecting HRP, Process of HRP, Job Analysis, Recruitment, Selection, Placement, Recruitment strategies, Sources of Recruitment and Recruitment process, Method/Process of selection.
Module – III	Training & Development of Human Resource: Training & Development: Concept, Importance and Benefits of Training, Types of Training, Methods of training and development, Training and Development Process, Career Management concepts, Stages of career cycle, Career management methods, Schein's Career Anchors
Module - IV	Performance and Compensation: Basic concepts in Performance Appraisal, Need & Purpose of Performance Appraisal, process of performance appraisal, Performance Appraisal methods, Compensation: Introduction to compensation management, Concept of Wage, Remuneration, Types of payment and benefits.
References / Bibliography	RECOMMENDED BOOKS: 1. R.S Davar : Personnel Management & Industrial Relations 2. K. Ashwasthapa : Human Resource Management 3. Micheal Armstrong : Human Resource Management - Cases & Practices. 4. Dessler : Human Resource Management - Pearson Publication. 5. Singh, R.C. P : Labour Welfare Administration in India 6. R. Sarma : Human Resource Management

Course Code & Course Name: **MNG-101-CC-5220:Marketing Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks 100**

Course Objectives:

- *This course shall introduce the learner to the basic marketing concepts, functions, market environment and decision variables. Sensitise learners as to how marketing has an important role to play in overall strategy of an organisation.*

Course Outcomes (CO):

- The learner will be able to develop a suitable marketing mix based on the marketing objective of a company and would be able to apply the three steps of target marketing: segmentation, targeting, and positioning strategies for any product or service.

- The learner will be able to recommend best suited pricing, distribution and promotion strategies for the company's product or service.
- The learner will be able to understand the role of marketing within society and within an economic system and also learn the vital role of marketing within a firm and the necessary relationships between marketing and the other functional areas of business.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Marketing Management: Concept, Evolution, and Importance of Marketing; Marketing philosophies; Marketing environment; Consumer behavior: consumer markets and industrial markets; Market segmentation, targeting and positioning; Segmenting markets: bases and process, Target market selection; Positioning: nature and importance; Marketing Research: importance and applications
Module - II	Marketing Mix Decision - Product decisions: Marketing Mix : Levels of Product, Product Mix, branding and packaging decisions; Product life cycle; Pricing decisions: objectives and determination, methods of setting price and pricing strategies; Promotion mix: advertising, sales promotion, personal selling, public relations; Distribution: Placement- channels of distribution, levels and types of channels, functions and management of channel members, channel selection and motivation; New Product Development.
Module – III	Service Marketing: Emergence of services economy, Characteristics of Services, Difference between product and Service; Marketing Challenges of Service. Service Marketing Mix; Delivering Quality of service: Service Gap model, SERVQUAL, Service Strategy.
Module - IV	Issues and developments in Marketing: Social, ethical, and legal aspects of Marketing, Sustainable Marketing aspects: Green Marketing, Rural Marketing, Online Marketing, Relationship Marketing, Marketing of Nonprofit Organisations, Entrepreneurial Marketing, International Marketing: Reasons for searching global markets, Complexities in International Marketing.
References / Bibliography	<ol style="list-style-type: none"> 1. Kotler, Philips: Marketing Management, Pearson/Prentice Hall 2. Ramaswamy & Namakumari: Marketing Management, Planning and Control, Macmillan. 3. Kumar, A. and Meenakshi: Marketing Management, Vikas Publishing House 4. Bose Biplab: Marketing Management, Himalaya Publishing. 5. Malcolm McDonald: Marketing Planning: Understanding Marketing Plans and Strategy. 6. Michael Etzel, Bruce J Walker, William Stanton, Ajay Pandit: Marketing, Mc Graw Hill Publishing. 7. Suitable Cases

Course Code & Course Name: **MNG-101-CC-5230 (FINANCIAL MANAGEMENT)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Objective of the Course: *To give detailed idea about modern financial management and its*

applicability at firm level.

कोर्स Outcomes

1. Critically evaluate the financial objectives of various types of organizations and the respective requirements of stakeholders
2. Select and apply techniques in managing working capital
3. Apply ratios to financial statement and reports for evaluation of business projects.
4. Analyse a company's performance and make appropriate recommendations.

5.

6. Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Financial Management: Meaning, Nature and Scope of Financial management, Financial Goal: Profit Vs. Wealth Maximization, Finance Functions: Investment Decisions, Financing Decisions and Dividend Decisions.
Module - II	Project Financing & Evaluation Criteria: Meaning and Stages of Project Financing, Project Evaluation Criteria: Non-Discounted Method- Pack back Period, Accounting Rate of Return, Discounted Method-Net Present Value, Internal Rate of Return and Profitability Index. : NPV and IPR Comparison.
Module – III	Working Capital Management: Meaning, importance, kinds and sources of working capital Management, factors determining working capital, estimation of working capital requirements. Leverage: Operating and Financial importance and benefits.
Module - IV	Ratio Analysis: Meaning, Objectives, Advantages and limitations of Ratio Analysis, Classification of Ratios; Liquidity, Profitability, Financial/Capital Structure, Turnover Ratios.
RECOMMENDED BOOKS:	<ol style="list-style-type: none"> 1. Brealey, Richard & S.C. Myers : Corporate Finance, McGraw hill 2. Chandra, Prasanna : Financial management, Tata McGraw Hill 3. Hampton, John : Financial Decision making, Prentice Hall 4. Bhattacharya, Hrishikesh : Working Capital Management : Strategies and Techniques, Prentice Hall 5. Pandey, I.M : Financial Management, Vikas Publishing House 6. Suitable Case Study

Course Code & Course Name: MNG-101-CC-5240

BUSINESS LAWS

Credit: 4 1 credit= 30 Self Learning Hours Modules: 4

Marks: 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
			√	

Objective of the Course: *The course intends to acquaint the students about the legal framework of business in India.*

Course Outcome

S. No.	Course Outcome
1	CO1) Develop understanding and fundamental knowledge about business Law.
2	CO2)Develop understanding on the concepts of Business Environment and international business environment.
3	CO3)Develop basic understanding of law of contract
4	CO4) understanding of provisions of Companies Act concerning incorporation and regulation of business organizations
5	CO5)Able to analyze case laws in arriving at conclusions facilitating business decisions.

Module Wise Distribution of Syllabus Content

Module - I	Law of Contract Act - 1872: Meaning & Definitions of Contract, Elements of a Valid Contract & Classification of Contract; Contract and Agreement; Offer and Acceptance: Rules regarding offer and acceptance; Revocation of Offer and Acceptance; Consideration: Meaning, Definitions &Essentials of Valid Consideration; Capacities of Parties.
Module - II	The Negotiable Instrument Act-1881 and Companies Act: Negotiable Instruments: Meaning, Definition &Types; Holder and Holder in Due Course; Payment in Due Course; Presentation of Negotiable Instruments; Indemnity and Guarantee; Bailment and Pledge. Companies Act Definition, characteristics and kinds of companies, steps in formation of company. Memorandum of Association, Articles of Association, prospectus.
Module – III	Module III: Law of Sale of Goods Act - 1930: Contract of Sale: Definition, Essentials of Contract of Sale; Distinction between Sale and Agreement to sale; Condition and Warranty: Meaning & Distinction; Performance of Contract of Sale: Meaning, Delivery of goods, Acceptance of goods & Rights & Duties of the Buyer; Unpaid Seller: Meaning & Rights.
Module - IV	Consumer Protection Act 1986& IT Act-2000: An overview of Consumer Protection Act-1986, Salient features, Role of Consumer Protection Councils

	&Consumer Dispute Redressal Forums. TRIP & TRIMs. Electronic Governance; Electronic Records; Digital Signature Certificate; Certifying Authorities; Penalty & Syndication.
References / Bibliography	Sukla, M.C : Mercantile Law Kapoor, N.D : Mercantile Law 3. Singh, Avtar : Law relating to Monopolies, Restrictive and Unfair Trade Practices, Eastern Book Co. C.L. Bansal : Corporate Laws, Excel Book

Course Code & Course Name: **MNG-101-CC-5250: Operations Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives:

- To impart upon the students a comprehensive understanding of the role that operations management plays within an organisation and its impact on the overall business performance.
- To develop the ability to analyse and improve business processes, including identifying operational bottlenecks, inefficiencies, and areas for optimisation in business.
- To deliver the ethical considerations and sustainability practices in operations management, including environmental responsibility and social impact.

Course Outcomes (CO):

- Students would be able to demonstrate better understanding of fundamental concepts, principles, and theories related to operations management.
- Students would analyse and evaluate business processes to identify areas for improvement, cost reduction, and efficiency enhancement.
- Consideration to ethical implications and social responsibility in operational decision-making and practices.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Operations Management (OM) OM as a systems perspective; OM functions; Challenges in OM; Current priorities for OM. Sustainability in Operations Notion of sustainability; Framework for sustainable OM; Challenges in creating sustainable operations.

Module - II	<p>Facilities Location Location decisions; Globalisation of operations – Regulatory issues, Factor advantages, Expanding markets in developing countries; Factors affecting location decisions; Location planning methods – Location factor rating, The centre-of-gravity method, The load-distance method, The transportation model.</p>
Module – III	<p>Process and Capacity Analysis Process flow charting; Capacity – Definition, Measures of capacity. Design of Manufacturing Process Types of operations systems – Continuous flow system, Intermittent flow system, Jumbled flow system. Plant Layout Planning Types of layouts – Process layout, Product layout, Fixed position layout, Group technology layout.</p>
Module - IV	<p>Total Quality Management The quality revolution; Definitions of quality; Quality gurus – Deming, Juran, and Crosby; Quality Control Tools – Control charts, Histograms, Pareto diagrams, Fishbone diagrams; Elements of quality assurance systems. Resources Planning Materials Requirement Planning; Safety stock and safety lead time; Inventory Planning and Control – Types of inventories, Inventory cost, Economic order quantity, ABC and VED analysis; Ethical decision-making in inventory and stock management. Operations Scheduling PERT and CPM.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Operations and Supply Chain Management” by F. R. Jacobs and R. B. Chase, McGraw Hill. 2. “Operations Management – Theory and Practice” by B. Mahadevan, Pearson. 3. “Operations Management” by William J. Stevenson, McGraw Hill. <p>e-Resources for self-paced learning</p> <ol style="list-style-type: none"> 1. SWAYAM course on Operations Management offered by IIM-B, available at https://onlinecourses.swayam2.ac.in/imb19_mgl7/preview 2. NPTEL course on Operations Management offered by IIT Roorkee, available at https://onlinecourses.nptel.ac.in/noc20_me30/preview

Course Code & Course Name: **MNG-101-CC-5260:Entrepreneurship Development**

Credit: **3 (3 lecture-hours in a week)**

Modules:3

Marks 100

Course Objectives: *To address the key issues related to entrepreneurship and to impart the skills, knowledge and attitude related to entrepreneurship development.*

Course Outcomes (CO):

#Learners will understand the process to take a business idea and convert it into a viable business venture in a systematic way.

By adopting component of experiential learning, students will have practice-oriented knowledge and skills for entrepreneurship.

#Additionally, entrepreneurial mindset and skills are key to career growth and success in life.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Entrepreneurship: Introduction to entrepreneurship. Entrepreneurial mindset. Entrepreneurial Roles, Women entrepreneurs Managerial vs entrepreneurial decision-making. SME vs entrepreneurial firms. Impact of entrepreneurship on the economy.
Module - II	Entrepreneurial Resource Management: Legal entities for new ventures. Entrepreneurial finance: stages of entrepreneurial financing, debt vs equity financing, new generation entrepreneurial financial organizations: venture capital firms and private equity firms. Issues of entrepreneurial marketing. Digital marketing for entrepreneurship.
Module – III	Entrepreneurial Business Model: Sources of business ideas. Business idea to entrepreneurship opportunity: Feasibility study, Business model canvas, Preparation of business plan.
Module - IV	Entrepreneurial Support and Policy: Growth and exit strategies for start-ups. Entrepreneurial support organizations: incubator and accelerator. Entrepreneurship ecosystem.
References / Bibliography	1. Roy Rajeev : Entrepreneurship, Oxford University Press 2. Desai Vasant : Dynamics of Entrepreneurship Development and Management. HPH 3. Baporikar Neeta : Entrepreneurship Development & Project Management- Text and Cases, Himalaya Publishing House 4. Mohanty : Fundamentals of Entrepreneurship Development, Prentice Hall 5. Khanka S. S. : Entrepreneurial Development, S. Chand & Company Pvt. Ltd 6. Hisrich R D & Peters M P : Entrepreneurship, Tata McGraw Hill 7. Rabindra N. Kanungo: Entrepreneurship and Innovation, Sage Publications

Semester III

Course Code & Course Name **MNG-IDE-101-CC-6210:Strategic Management**

Credit: **3 (3 lecture-hours in a week)**
100

Modules: 4

Marks

Course Objectives:

- *This course will expose the learners to various perspectives and concepts in the field of Strategic Management. It will help participants to achieve conceptual clarity to develop knowledge for applying these concepts to solve the business problems.*

Course Outcomes (COs)

- The learner will be able to understand the fundamentals of strategic management, analyze the internal and external environment of business.
- The learner will be able to develop appropriate strategies that will be effective for the current business environment.
- The learner will be able to build understanding of the nature and dynamics of strategy formulation and process of implementation at corporate and business level.
- The learner will be able to assess their significance for strategic planning and also devise strategic approaches to managing any business firm or entity successfully.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Strategic Management: Definition, nature, scope, and importance of strategy and Strategic Management; Defining strategic intent: Vision, Mission, Goals and Objectives; Ethical Issues in Strategic Management, Process of Strategic Management; Levels at which strategy operates; Approaches to Strategic Decision Making: Mintzberg's Modes of Strategic Decision-Making; Change Management Initiatives.
Module - II	Environmental Appraisal & Industry Analysis: Concept of Environment: The Internal Environment, External Environment, Components of External (Macro/Mega) Environment (economic, legal, social, political, and technological); Internal Scanning - Organisational Analysis: Product Life Cycle, VRIO Framework, Continuum of Sustainability, Value Chain Analysis, McKinsey 7-S Model; Environmental Scanning Techniques; Industry Analysis: M. Porter's Five Forces Model. Concept of Sustainable Development.
Module – III	Strategy Formulation and Choice of Alternatives: Strategy Formulation and Choice: Process of Strategic Choice, Challenges in Strategy Formulation; Corporate level Strategies: Growth, Stability, Retrenchment; Porter's Generic Strategies- SBU/Business Level Strategies: Cost leadership, Differentiation and Focus Strategies; Functional Strategies: Marketing, HRM, Finance & Operations Strategies; BCG Matrix; Ansoff's Matrix; Diversification : Related & Unrelated Diversification; Merger & Take-over; Bench Marking (Internal, Competitive & Comparative); Vertical & Horizontal Integration
Module - IV	Strategy Implementation, Evaluation and Control: Strategy Implementation: Interrelationship between Strategy Formulation & Implementation, Issues in Strategy Implementation; International Entry Strategies; Strategic Evaluation & Control: Definition, Importance, Process, Tools used for Evaluation & Control, Limitations of

	Strategic Evaluation & Control, Strategy Audit.
References / Bibliography	<ol style="list-style-type: none"> 1. Arthur A. Thompson Jr., A.J.StricklandIII, John E. Gamble: Crafting and Executing Strategy:The Quest for Competitive Advantage, McGraw Hill 2. Thomas L.Wheelen,J. David Hunger &KrishRangrajan: Concepts in Strategic Management and Business Policy, Pearson 3. Fred R. David: Strategic Management: Concepts & Cases, Pearson/PHI 4. Robert A. Pitts, David Lei.:Strategic Management Building and Sustaining Competitive Advantage, Thomson Southwestern 5. Michael E Porter: Competitive Advantage, Free press 6. C. Appa Rao, B.P. Rao & K. Shivramakrishna: Strategic Management and Business Policy, Excel Books 7. Strickland, A.J. III & Thompson, A.A. Strategic Management: Concepts and Cases. McGraw Hill Education 8. Pearce, J.A. & Robinson, R.B. Strategic Management: Formulation Implementation and Control. McGraw Hill Education 9. Kazmi, A.: Strategic Management and Business Policy. McGraw Hill Education 10. Suitable Cases.

Course Code: **MNG-IDE-101-DE-62110** Course Name:**BUSINESS ENVIRONMENT**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives: Objectives of the Course:*To acquaint the students about the external factors which make up the opportunities for and threats to business and internal factors which decide the strengths and weaknesses of the firm.*

Course Outcomes (CO):

- CO1 Able to understand the business environment in the national as well as global context.
- CO2 Describe the various factors both internal as well as external affecting business environment.
- CO3 Able to understand the financial system and labour environment.
- CO4 Understand the critical issues related to International trade and practices.
- CO5 Analyse the strategies related to Import-Export , balance of payment and foreign trade.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Business Environment: Meaning, Types of Environment: internal environment & external environment, competitive structure of industries, competitor analysis, government's role in economy. Sustainability and environment-Role of business.

Module - II	Economic Planning & Industries: New Industrial Policy, Public, Private, Joint & Co-operative sectors, Concept of Privatization, Merits & de-merits of Privatization, Price Controls, Industrial Sickness.
Module – III	Financial System & Labour Environment: Financial System: Monetary Policy & Fiscal Policy, Introduction to Money Market & Capital Market, Stock Exchange & its regulations. Labour Environment: Industrial disputes and its causes, Trade Unions: functions, responsibilities & limitations, Social Security: the Workmen’s Compensation Act, 1923, The Employee’s State Insurance Act, 1948.
Module - IV	Global Environment: GATT & WTO: functions of WTO, WTO & India, International Investment: Types of foreign Investment, Significance & Criticisms of Foreign Investment, factors affecting International Investment, MNC: merits and demerits of MNCs, Globalization of business: meaning & essential conditions for globalization, obstacles & factors favouring globalization of Indian business.
References / Bibliography	<ol style="list-style-type: none"> 1. Raghunathan, V : Stock Exchanges and Investments, Tata Mc Graw Hill 2. Agrawal, A N : Indian Economy Problems of Development & Planning, Vishwa Prakashan 3. Amarchand D. : Government & Business, Tata McGraw Hill 4. Maheshwari R.P. : Business, Government & Society : A Study of Business Environment, Vikas Publishing House 5. Cherunilam, Francis : Business Environment, Himalaya Publishing House 6. Adhikari K. : Economic Environment of Business, Sultan Chand & Sons 7. Wadhu Charan, D : Some Problems of India’s Economic Policy, Tata McGraw Hill 8. Ghosh P.K. : Government and Industry, Rupa & Co 9. Suitables case study

Semester III (FINANCE)

Course Code: **MNG-IDE-101-DE-61210**

Course Name: **INVESTMENT ANALYSIS & PORTFOLIO MANAGEMENT**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
√				

Objective of the Course: *To acquaint the students with the dimensions of security analysis and its management.*

Course Outcome

CO 1: Gain knowledge about various investment alternatives along with the financial market.

CO 2: Understand the risk and return relationship in relation to investment avenues.

CO 3 : Develop skills for measurement of risk and return of security and portfolio

CO 4: Develop various investment strategies in response to various conditions of capital market.

CO 5: To understand conceptual theory related to derivatives and strategy related to derivative market.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction: Investment avenues, structure of capital markets, stocks markets in India, primary and secondary market, SEBI, Power & function of SEBI.
Module - II	Valuation of Securities: Need and significance of Valuation, Intrinsic Value, Valuation of Bond, Valuation of Preference Share, Valuation of Equity Share, Dividend valuation model: Zero-growth, constant growth and multiple-growth, Model based on price ratio analysis: P/E approach to equity valuation, price-book ratio and price-sales ratio, selecting quantitative strategies.
Module – III	Portfolio Theory : Risk & Return: Concept of Risk, Component & Measurement of risk, covariance and correlation, Fundamental coefficient, Concept of Portfolio-Need, Types of Diversification, Elements of Portfolio Management, Determining the Expected Risk and Return on Portfolio, Portfolio risk and return, Beta as a measure of risk, calculation of beta, Selection of Portfolio: Markowitz’s Theory, Single Index Model, Determining Optional Portfolio, Case Studies.
Module - IV	Derivatives: Meaning and uses of Derivatives, Financial Derivatives, Types of Derivatives; Forward and Futures Contract, Strategies of Futures Contract, Closing out of Futures contract; Options, Call & Put options, Advantages and Disadvantages of Options, Difference between Options & Futures.
References / Bibliography	<ol style="list-style-type: none"> 1. Fischer, Donald E. & Jordan : Security Analysis and Portfolio Management, PHI 2. V.K. Bhalla : Investment Management, S Chand & Company 3. V.K. Bhalla : Portfolio Analysis & Management, S. Chand & Company 4. V.A. Avadhani : Security Analysis and Portfolio Management, Himalaya Publishers 5. Donald & Jordan : Security Analysis Portfolio Management, Prentice Hall 6. Suitable Case Study

Course Code & Course Name: **MNG-IDE-101-DE-61220: INDIAN FINANCIAL SYSTEMS**

Credit: **3(3 lecture-hours in a week)**

Modules:3

Marks 100

Objective:*To provide the students the overview knowledge about the Indian financial system, its components and working.*

Learning Outcomes

1. Students learn different financial system and their framework.
2. Students are able to analyse different credit instruments and ownership instruments oł use statistical reasoning for research projects undertaken later
3. Students studies non-banking financial institutions, their role in financial system, sources of finance and RBI guidelines.
4. Subjects give overview of financial system to students such as flow of funds in financial system and economic development.

Module Wise Distribution of Syllabus Content	
Module - I	:Financial system: Evolution and growth function of financial system; role of financial system in economic development; structure and composition of financial system; design of financial system, regulatory bodies of financial system in India..
Module - II	Financial market: Nature of Indian financial market; classification of financial market; Money market-sub-markets; RBI and money market, Money market instruments, reform in money market. Capital market operation- primary and secondary market, Capital market instruments, Derivatives. Reform in capital market.
Module – III	Module-III: Financial institutions: Importance, Structure and classification of Financial institutions- Banking institution commercial bank, cooperative bank, regional rural bank. Non-banking institution- Development banks, investment institutions, NBFCs.
Module - IV	Financial services: Importance and classification; Asset based services- venture capital, mutual funds, factoring, forfeiting, Leasing, housing finance. Fee based services- merchant banking, Credit rating, stock broking.
References / Bibliography/ RECOMMENDED BOOKS:	<ol style="list-style-type: none"> 1. Vasant Desai : Indian financial system and development 2. Bharti V. Pathak : Indian financial system 3. Varshney and Mittal : Indian financial system 4. Gordon and Natarajan : Financial market and services 5. Avadhani, V.A. : Indian capital market 6. Avadhani, V.A : Investment and securities market in India 7. Srivastava, R.M. : Managing of financial institutions 8. L.M. Bolley : Financial institutions and markets

Semester IV (Core Course)

Course Code & Course Name: **MNG-IDE-101-CC-6210 Business Ethics and Corporate Governance**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives: *To acquaint the students with the concept of business ethics, its impact on the success of business as well as to gather knowledge of governance of business with relevant case studies.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to learn about various ethical issues in business and gain knowledge about corporate governance.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Module I: Business Ethics: Meaning, Scope & Characteristics, Importance of business ethics. Ethics vs. Moral and values, Ethical issues in HRM, Finance and Marketing, International Business Ethics.
Module - II	Module II: Ethical Behaviour and Corporate Social Responsibility: Code of ethics, Unethical conduct of business, Factors causing unethical conduct of Business, Corporate Social Responsibility-Concept and evolution, CSR issues in HRM, Finance and Marketing.
Module – III	Module III : Corporate Governance: Meaning and Importance, BoD– Appointment, Remuneration, Power & Duties of Directors, Directors Liabilities, Functions of Chief Executive & Managing Directors, Company Meetings, Shareholders activism, effective Corporate Governance.
Module - IV	Module IV : Legal Framework, Control of Corporate Sectors & Corporate Disclosure: Company Law in India- Formation of Companies, Types of Companies, Memorandum of association, Articles of Association, Prospectus, IPO, Inter-Corporate Investments, Protection of Investors and Creditors, Winding up of Companies, Corporate Reporting - Annual Report & Financial disclosure, Case Analysis.
References / Bibliography	<ol style="list-style-type: none"> 1. Alburquerque D : Business Ethics- Principles and Practices, Oxford New Delhi 2. Shekhar R C : Ethical Choice in Business, Response Books: New Delhi, 2010 3. F. Cherulinam : Business & Government, HPH 4. Colley : Corporate Governance (Executive MBA Series), TMG Publishers 5. R. Chandra : Corporate management, Eastern Book House 6. S.S. Gulshan : Company Law, Excel Book

Semester IV (Finance)

Course Code & Course Name: **MNG-IDE-101-DE-62210- INTERNATIONAL FINANCE AND CAPITAL INVESTMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Objective of the Course:

- To Introduce students to the fundamentals of international finance, including exchange rate, foreign exchange market, and the global finance system.
- To teach students examine the unique characteristics and challenges of investing in emerging markets and developing economies.
- *To impart understanding among the students about the nature of sources and investment of fund in present day corporate sector.*

Learning Outcomes

1. Students would be able to explain the determinants of exchange rates, including interest rates, inflation and economic indicators and understand the different exchange rate systems.
2. Students would be able to analyse a country's balance of payments including current account, capital account and financial account and understand the implications of trade imbalance.
3. Explain alternative sources of finance and investment opportunities and their suitability in particular circumstances
4. Use finance theories/concepts, techniques and models for qualitative and quantitative analysis

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to International Finance International monetary system; International economic issues and dimensions; Multinational corporations; International trade pacts and policies; Balance of payments framework; Institutions – IMF, IBRD, WTO, Development Banks; Sustainable finance and ESG.
Module - II	Forex Market Management Forex market; Exchange rate determination; Exchange rate risk management; Managing transaction exposure; Instruments – GDRs, ADRs, IDRs, Euro Bonds, Euro deposits; Currency crises and speculation.
Module III:	Sources of Fund and Computation of Cost: Long term and Short term sources of Fund; Meaning & significance of cost of capital, elements of cost of capital, opportunity cost of capital, calculation of specific cost of capital, computation of WAACC.
Module IV:	Capital Structure: Meaning, Concept of Optimal Capital Structure, determination of optimal capital structure, EBIT-EPS analysis. Theories and assumptions of capital structure: - traditional approach, NOI approach, NI approach.

References / Bibliography	Books 4. “International Finance: Theory and Policy” by Krugman, Melitz, and Obstfeld. Pearson. 5. “International Financial Management” by Cheol S. Eun and Bruce G. Resnick. McGraw Hill. e-Resources for self-paced learning 3. NPTEL course on Operations Management offered by IIT Kharagpur, available at https://nptel.ac.in/courses/110105031
References / Bibliography	1. J.K. Francis : Investments: Analysis and Management, McGraw Hill 2. Prasanna Chandra : Project Management 3. Van Home & Wachowicz Jr. : Fundamentals of Financial Management, Prentice Hall. Bhatta, V.K. : Financial Management and Policy, PHI

Course Code: **MNG-IDE-101-DE:622220**

Course Name: **CORPORATE TAXATION**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
√				

Objective of the Course: *This course intends to provide the basic idea about the taxation and its management in corporate sector.*

Course Outcome

- CO 1:** Gain knowledge about various investment alternatives along with the financial market.
CO 2: Understand the risk and return relationship in relation to investment avenues.
CO 3: Develop skills for measurement of risk and return of security and portfolio
CO 4: Develop various investment strategies in response to various conditions of capital market.
CO 5: To understand conceptual theory related to derivatives and strategy related to derivative market.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Tax Planning and Administration: Meaning and concept of tax planning and management, tax evasion and tax avoidance, Income Tax Authorities, Tax Deducted as Sources (TDS), Tax Filling, Advance Tax, Filling of Return, Tax Reliefs, Fines & Penalties for Delay and Defaulter, Search and Seizure, as per Indian Income Tax Act' 1961.
Module - II	Concept and Computation of Tax: Assessment of Individual and Firms ,Income from Capital Gains and Tax Planning ,Income from Other Sources and Tax Planning ,Assessment of Individuals and Firms ,Set off and Carry Forward of Losses and Clubbing of Income ,Corporate

	Tax in India, Minimum Alternate Tax
Module – III	GST in India : Introduction, Genesis of GST in India ,Constitutional Amendment for GST, Structure of GST, Benefits of GST, Extent of CGST Act/ SGST Act/ UTGST Act/ IGST Act, Applicability of GST in India
Module - IV	Tax Management : Special Tax Provisions, Tax Planning in respect of amalgamation or de-merger of companies, Corporate failure and contraction, Tax implication of foreign collaboration agreements.
References / Bibliography	<ol style="list-style-type: none"> 1. Dr.Singhania, Vinod Kumar,and Dr. Singhania ,Kapil, <i>Direct taxes law and practice</i> with special reference to tax planning, published by Taxmann Publications (P.) Ltd.,Delhi. 2. Ahuja P Dr Corporate tax planning, Himalaya Publishing House, New Delhi 3. Ahuja, Dr. Girish and Gupta, Dr. Ravi, <i>DIRECT TAXES Law & Practice</i> including TAX PLANNING , , Publication HouseNew Delhi;Bharat Law House Pvt.Ltd

6. Procedure of Admission, Curriculum Transaction and Evaluation

Procedure for Admission

The students will be selected on the basis of RGUCET/ MAT score/CUET/CAT. Those selected will have to undergo Group Discussion and Personal Interview. Those clearing these two steps will be eligible to apply. Those eligible, may apply for the course through the distance admission portal. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification candidates admitted to the course.

Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the MBA course there is one course coordinator, one subject coordinator and one centre coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

Evaluation

For MBA (FINANCE) course there are eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for

assignment are 40% and the end semester examination is 40 %. The aggregate pass percentage is 45 %. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions

Semester	Admission Fees	SLM fees	Exam fees	Assignment Response Format	Internship fees	Final Fees
I	17675	6125	950	250	N/A	25000
II	15675	6125	950	250	2000	25000
III	16800	7000	950	250	N/A	25000
IV	17675	6125	950	250	N/A	25000
					Total	100000

PROGRAMME PROJECT REPORT (PPR)
TWO-YEAR FULL TIME MBA(MARKETING) PROGRAMME STRUCTURE:
DISTRIBUTION OF COURSES
ODL MODE
AS PER NATIONAL EDUCATION POLICY (NEP)-
2020



RAJIV GANDHI UNIVERSITY-A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE STUDIES
DEPARTMENT OF MANAGEMENT
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791112

[W.E.F. First Year MBA Batch for the Session (2024 -2026)]

1. Program Mission and Objectives

This PPR will discuss the mission and objectives of the MBA (Marketing) offered by the Institute of Distance Education, Rajiv Gandhi University.

PROGRAMME OUTCOMES:

1. PO 1 – Knowledge Application:

- This PO emphasizes the application of management theories and practices to solve real-world business problems. Students should be able to take theoretical knowledge and effectively apply it to practical situations within a business context.

2. PO 2 – Critical Thinking and Problem Solving:

1. This PO focuses on fostering analytical and critical thinking abilities, particularly in the context of data-based decision-making. Graduates will demonstrate proficiency in identifying, analyzing, and solving complex business problems within their area of specialization, applying critical thinking and decision-making skills to develop innovative solutions.

3. PO 3 – Leadership Skills:

- Leadership skills are highlighted in this PO, emphasizing the development of value-based leadership qualities. Students should be able to lead themselves and others, inspiring and guiding them towards organizational goals while adhering to ethical values.

2. **PO 4 – Entrepreneurial Mindset:** Graduates will cultivate an entrepreneurial mindset, recognizing and pursuing opportunities for innovation, growth, and value creation within their respective fields or industries.

3. **PO 5 Global Perspective:** Graduates will understand the implications of globalization on business operations and strategy, recognizing the opportunities and challenges of conducting business in diverse cultural, economic, and political environments.

4. PO 6 – Modern Tools:

- Utilizing modern management tools and techniques, including prediction and modeling, is essential in this PO. Students should be capable of selecting and applying appropriate resources and IT tools to address complex business activities, while also understanding their limitations.

5. PO 7 – Communication Skills:

- Effective communication is highlighted in this PO, encompassing various aspects such as written communication, report writing, designing documentation, making presentations, and giving/receiving clear instructions related to complex commercial activities.

6. PO 8 – Continuous Learning and Adaptability: Students should be prepared to adapt to changes in the economy and industry by continually updating their skills and knowledge. Graduates will demonstrate a commitment to lifelong learning and professional development, adapting to evolving industry trends, technologies, and best practices to remain competitive in their careers.

○

Each of these POs plays a crucial role in preparing students for success in the field of management, equipping them with the necessary skills and competencies to thrive in diverse business environments.

PSO of MBA Programme

"PSO" typically refers to "Program Specific Outcomes" in the context of an MBA program. These outcomes are specific to the program and describe the knowledge, skills, and attributes that students are expected to attain by the time they complete their MBA degree. PSOs are often tailored to reflect the unique focus, objectives, and specialization of the MBA program.

1. PSO1: Application of Leadership in a Global Context:

- This PSO emphasizes the cultivation of knowledge, skills, and attitudes essential for effective leadership within a globalized business landscape. It necessitates the understanding of cross-cultural dynamics, communication strategies, and the ability to adapt leadership styles to diverse contexts. Students are expected to demonstrate proficiency in navigating complexities inherent in global environments and leading teams towards common objectives.

2. PSO2: Development of Ethical Management Professionals:

- PSO2 underscores the imperative of fostering ethical leadership and management practices among students. It aims to instill strong moral values and integrity, ensuring that graduates uphold ethical standards in their professional endeavors. Furthermore, students are prepared to assume pivotal roles across various sectors of the Indian economy, aligning their actions with national priorities and contributing to sustainable development.

3. PSO3: Cultivation of Proactive Thinking in Dynamic Environments:

- This PSO accentuates the cultivation of proactive thinking skills necessary to thrive in dynamic socio-economic and business ecosystems. It encompasses the ability to anticipate changes, identify opportunities, and respond strategically to emerging trends and challenges. Students are equipped with analytical tools, foresight capabilities, and adaptive strategies to navigate uncertainties and drive organizational success amidst evolving business landscapes

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University MBA (Marketing) Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non- elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.

It also aligns with the goals of NEP 2020 which call for skill development and inter-disciplinarity. The course has also been tailor-made to keep in mind the needs of the distance learners who also get an opportunity to align with the regular mode of studies as this course is at par with the guideline laid down by NEP 2020.

Nature of Prospective Target Group of Learners

This Programme through Distance Learning mode is developed keeping in mind the youths who are unable to continue their study after the higher secondary, due to various constraints. The main focus of the program is to train the students who have qualified their higher secondary examinations and for some reason or the other are unable to continue further studies. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of these two programs lies. This program enables such people from different strata of society to polish themselves in the skills of marketing.

This course is also a boon for defence personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course. The new UGC guideline to allow students to opt for dual degrees has also been adopted by this institution. Thus, students who are doing one course from the regular mode of studies can also choose to do a course from this institute.

It will also help them to enhance their employability

- a) **Duration:** 2 Years minimum, Maximum 4 years (Depending on the level of entry of student).
- b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.
- c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.
- d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the BA program is given below:

Outline of the Course

Semester - I

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
First	Core Courses	MNG-IDE-101-CC-5110	Principles of Management	4-0-0	4	120
		MNG-IDE-101-CC-5120	Organisational Behaviour	3-0-0	3	90
		MNG-IDE-101-CC-5130	Accounting for Managers	4-0-0	4	120
		MNG-IDE-101-CC-5140	Quantitative Techniques	4-0-0	4	120
		MNG-IDE-101-CC-5150	Managerial Economics	3-0-0	3	90
		MNG-IDE-101-CC-5160	Business Communication & IT	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

[1 credit for lecture is = 30 learning hours]

Semester - II

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Second	Core Courses	MNG-IDE-101-CC-5210	Human Resource Management	4-0-0	4	120
		MNG-IDE-101-CC-5220	Marketing Management	4-0-0	4	120
		MNG-IDE-101-CC-5230	Financial Management	4-0-0	4	120

		MNG-IDE-101-CC-5240	Business Law	3-0-0	3	90
		MNG-IDE-101-CC-5250	Operations Management	3-0-0	3	90
		MNG-IDE-101-CC-5260	Entrepreneurship Development	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

Award of Post-Graduate Diploma in Management (PGDM) after successful completion of 46 (42+4) credits, comprising four (04) credits equivalent additional course work either in offline mode or MOOC or completion of summer internship followed by evaluation (including viva-voce) of report by the department.

III Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Third	Core Course - Compulsory	MNG-IDE-101-CC-6110	Strategic Management	4-0-0	4	120
		MNG-IDE-101-CC-6120	Business Environment	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-61210	Finance Elective I	3-0-0	3	90
		MNG-IDE-101-DE-61220	Finance Elective II	3-0-0	3	3
	Summer Internship	MNG-IDE-101-IN-6110		4	4	-
Total	02 Compulsory Courses are offered 02 Elective Courses are offered			30	18	420

Students has to opt for single Specialization i.e. Elective subject. Discipline elective will be from three Groups :

Group-1: Marketing

Group-2: Finance

Group-2: HRM

IV Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Fourth	Core Course - Compulsory	MNG-IDE-101-CC-6210	Business Ethics & Corporate Governance	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-62210	Finance Elective III	3-0-0	3	90
		MNG-IDE-101-DE-62220	Finance Elective IV	3-0-0	3	90
	Summer Internship					
	Research Project/ Dissertation	MNG-IDE-101-RP-6210			6	6
Total	07 Compulsory Courses are offered 02 Elective Courses are offered			28	16	300

Scheme of Examination

The students are awarded 1 credit for 30 hours of self-learning. The total marks for examination is 100. Assignments carry 30 marks and the end semester examination will carry 70 marks for each paper.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Section	Total No. of Questions	No. of Questions to be attempted	Marks for each question	Total Marks
Pattern of Question Paper for 80 marks				
A	4	2	5	20
B	4	3	10	30
C	4	2	15	30

\ Course Code & Course Name: **MNG-101-CC-5110, PRINCIPLES OF MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks:

100

Course Objectives: This course shall introduce the learner to the basic concepts of management, its process and functions. It aims to expose the students to managerial perspectives and decision-making process.

Course Outcome (CO):

- **CO1** Define management and its significance in organizations.
- **CO2** Examine the roles that managers play within organizations.
- **CO3** Explore ethical considerations in management decision-making.
- **CO4** Discuss leadership styles and their impact on employee motivation and performance.
- **CO5** Understand the concept of corporate social responsibility (CSR) and its implications for organizations.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Concepts, Functions & Levels of Management, Management skills, Management: Arts or Science, Henry Mintzberg Managerial Roles, Social Responsibility of Management, Evolution of Management Thoughts: Pre-Scientific Management Era, Classical Management Approaches, Neo Classical Approaches, Modern Management Approaches.
Module - II	Introduction to Planning: Types of Plan, Planning Process, Pre-requisites for Effective Planning, Limitations of Planning; Management By Objectives (MBO): Process, Benefits and Limitations; Strategic Planning: features, importance, process & limitations; Decision Making: concept, Process & Techniques, Bounded Rationality.
Module – III	Fundamentals of Organizing: Organizing: Meaning & Importance, Span of Management, Closed system vs. Open system, Formal and Informal Organization: Meaning, Benefits and Limitations; Organisation Structures; Departmentation: Meaning and Basis of Departmentation; Concept of responsibility, authority & accountability; Delegation of Authority; Centralization and Decentralization: Meaning & Importance.
Module - IV	Directing & Control: Direction: meaning, nature & importance; Control: Importance of Controlling, relationship between Planning and Control, Process of Control, Span of control, Types of Control; Levels of controlling: Strategic, Tactical & Operational Control, Essentials of Effective Control System; Techniques of Control.

References / Bibliography	<ol style="list-style-type: none"> 1. Harold Koontz, Heinz Weihrich & Mark Cannice : Management : A Global and Entrepreneurial Perspective, Tata McGraw - Hill Education 2. James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert : Management, Pearson Education 3. Koontz and O'Donnell : Essentials of Management 4. S. P. Robbins & Coulter : Management, Prentice Hall 5. Peter F Drucker : Management: Tasks Responsibilities Practices, Allied 6. Peter F Drucker : The Practice of Management, ButterworthHeinemann
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Course Code & Course Name: **MNG-101-CC-5120: Organizational Behaviour (OB)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks :100**

Course Objectives: *To impart the key concepts related to organization behavior at the individual, group and organizational context.*

Course Outcomes (CO):

- # Learners will understand the drivers of organization behavior.*
- # Students will examine organization behavior from the perspective of individual, group and organization.*
- # Students will also understand how OB has implications on the different fields of management.*
- # Finally, students will be able to apply OB principles in the workplace.*

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Organization Behavior & Individual: Introduction to OB, Historical evolution of OB field. Individual Differences. Values: concept and importance, terminal vs. instrumental values, person-organization fit. Personality: concepts, determinants, personality assessment: Myers-Briggs test, Big Five personality test, personality traits relevant to OB.
Module - II	Motivation & Perception: Motivation: concept, components of attitude, major job attitudes, job satisfaction and its measurement. Motivation: concepts, early theory, contemporary theories, motivation by job design, motivation by employee engagement. Perception: concept, factors influencing perception, shortcuts in judging others.
Module – III	Group Behavior: Group: concept of group, stages of group formation & development, group properties. Power: concepts, bases of power, power tactics.

	Politics: concept, factors influencing political behavior, OB implications.
Module - IV	Organization Culture & Change: Organization Culture: Organization Culture: concept, functions, components of organizational culture and the issue of sustainable organizational culture. Organizational Change: concept, sources of organizational change, resistance to organizational change and change management.
References / Bibliography	1. Stephen P. Robbins : Organisational Behaviour, Pearson 2. Jennifer M. George, G R. Jones : Understanding & Managing OB, Addison Wesley 3. Margie Parileh, Raj Gupta : Organisation Behaviour, Tata McGraw Hill 4. V.S.P Rao : Organisation Behaviour, Excel Books 5. Luis, R. Gomez-Mejia, et.al. : Management: People, Performance & Change, McGraw-Hill

Course Code & Course Name: **MNG-101-CC-5130, ACCOUNTING FOR MANAGERS**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Objective of the Course: *To provide basic knowledge of financial accounting principles and practices in business organization.*

Learning Outcomes

1. Students shall able to apply accounting concepts and conventions in practical application of the business.
2. It would enable the learner to analysis the necessity of balance sheet equation for accounting records.
3. Provide basis to identify the assets, liabilities and equities of business.
4. Evaluates the changing in assets, liabilities and equities on balance sheet equation.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Origin of Book Keeping and Accounting: Definition, Objectives, Importance & Limitations of accounting, Book Keeping vs. Accounting, Double-Entry System of book keeping, Branches of Accounting, Accounting Concepts & Conventions.
Module - II	Recording of Transactions: Dual Aspect Concept, Classification of Books of Accounts: Types of Accounts, The Journal: definition & form, Journalizing of transactions, The Ledger and Ledger Posting, Balancing of ledger accounts, Interpretation of balance.
Module – III	The Cash Book: Definition, Characteristics & Advantages, Types of cash book: single column, double column & triple column, The Contra entry, Rules of recording cash and bank transactions, Bank Reconciliation Statement: Definition, Objectives & Techniques of preparing Bank Reconciliation Statement, Reasons for disagreement in Pass book balance & cash book balance.

Module - IV	Trail Balance & Final Accounts: Objectives of preparing Trial balance, Trading Account and Profit & Loss Account and Balance Sheet, Adjustment entries, closing stock, treatment of depreciation, reserves, provision for bad & doubtful debt, interest on capital & drawings, Preparation of Final Accounts.
References / Bibliography	<ol style="list-style-type: none"> 1. Das, et.al. : Theory and Practice of Book Keeping and Accountancy, LBS Publication 2. Jawahar Lal : Financial Accounting 3. S.N. Maheswari : Advance Financial Accounting 4. Jain & Narang : Advanced Accounts 5. Basu& Das : Practice in Accountancy 6. Shukla & Grewal : Advanced Accounts 7. Suitable Case study

Course Code & Course Name: **MNG-101-CC-5140: Quantitative Techniques**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks

:100

Course Objectives:

- To foster the development of quantitative skills among students, enabling them to analyse and solve real-world problems using mathematical and statistical methods.
- To enhance the problem-solving skills of the students, particularly in situations where quantitative analysis is required to make decisions.
- To develop improved analytical skills, enabling the students to identify problems, gather data, and apply quantitative methods to solve business problems.

Course Outcomes (CO):

- Development of basic understanding of fundamental mathematical concepts and techniques, such as calculus, matrix, and statistics, which are essential for quantitative analysis.
- Improved problem-solving skills, especially through quantitative analysis.
- Students should learn how to collect, organise, and analyse data using statistical methods, including descriptive statistics, inferential statistics, data visualisation, etc.
- Familiarity with statistical software packages (e.g., MS-Excel, R, Python, SPSS) for data analysis and modelling.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Mathematics: Basics of Calculus – Functions; Concept of limit and continuity; Differentiation; Partial Differentiation; Maxima and Minima of a single variable, two variables and n-variables.</p> <p>Matrix Algebra: Addition, subtraction, and multiplication of matrices; Concept</p>

	of Determinants and Cramer's Rule; Transposed and adjoint matrix; Inverse and rank of a matrix.
Module - II	Statistics: Measures of association and dispersions of grouped and ungrouped; Diagrammatical representation of statistical data and data handling; Statistical software applications – MS-Excel, R, Python, IBM SPSS. Correlation: Karl Pearson's correlation coefficient and Spearman's rank correlation.
Module – III	Regression Analysis: Determining the lines of regression; Simple and multiple linear regression analysis; Coefficient of determination; Assumptions of multiple linear regression analysis. Time-Series Analysis: Introduction to forecasting and smoothing techniques. Hypothesis testing: Parametric and Non-Parametric tests.
Module - IV	Introduction to Probability: Methods of assigning probability; Structure of probability; Marginal, joint and conditional probabilities; Addition and multiplication laws. Probability distributions: Binomial distribution; Poisson distribution; Normal distribution. Introduction to Data Science: Basic concepts of Big Data; Artificial Intelligence (AI); Machine Learning (ML); Application of AI in business; Responsible AI.
References / Bibliography	Books <ol style="list-style-type: none"> 1. "Quantitative Methods for Business" by David R. Anderson, Dennis J. Sweeney, and Thomas A. Williams, Cengage. 2. "Quantitative Techniques in Business, Management and Finance - A Case-Study Approach", by Umeshkumar Dubey, D. P. Kothari, and G. K. Awari, CRC Press, Taylor & Francis Group. 3. "Artificial Intelligence and Machine Learning" by Vinod Chandra S. S. and Anand Hareendran S., PHI. e-Resources for self-paced learning <ol style="list-style-type: none"> 1. NPTEL course on Business Statistics offered by IIT Roorkee, available at https://nptel.ac.in/courses/110/107/110107114/

Course Code & Course Name: **MNG-101-CC-5150: Managerial Economics**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks

:100

Course Objectives:

- To enable students to analyse market structures, competition, and pricing strategies in various market types.
- To introduce the Indian economic system from its evolution, transformation, and current progression into the future directions.
- To provide insights into how economic principles apply to global markets and international business, including trade policies, and global competition.

Course Outcomes (COs)

- Students should be able to demonstrate a concrete understanding of fundamental economic concepts.
- Students should be able to comprehend how economic principles apply to the Indian and global economic markets.
- Students should be proficient in applying economic reasoning to solve business problems and make sound managerial decisions.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Microeconomics: Concept of demand and demand curves. Elasticity of Demand –Price, income, and cross elasticities; Concept of marginal and average revenue. Consumer Behaviour –Cardinal and ordinal measurements; Law of diminishing marginal utility. Production –Fixed and variable inputs; Production function; Law of variable proportions; Production isoquants; Cost of production –long run and short run costs of production; Economies and diseconomies of scale. Market Structure: Perfect Competition – assumptions, price, and output decisions, Walrasian and Marshallian stability analysis; Monopoly –types of monopoly, shifts in demand curve, price discrimination, peak-load pricing; Monopolistic competition and Oligopoly –price and output decision-equilibrium, Cournot’s duopoly model, Stackelberg model, Kinked demand model.</p>
Module - II	<p>Macroeconomics: Basic concepts; Circular flow of economy; Measurement of national income; Classical theory of output and employment; Keynesian theory of income determination. Money –Definition, kinds, and functions of money; supply of money; Classical and Keynesian theory of money and interest; IS-LM model. Theories of Economic Growth – Harrod-Domar Model of Growth, The Neo-Classical Theory of Growth, Endogenous Growth Theory; Circular economy and resource efficiency. Inflation and Unemployment – Inflation –Types of inflation, impact of inflation on the economy, methods of measuring inflation, theories of inflation and controlling measures; Unemployment – Meaning, measurement and the types of unemployment, policy dilemma of inflation and unemployment; Concept of sustainable economy; Fiscal policy and monetary policy of the RBI.</p>
Module – III	<p>Indian Economy: Evolution of the Indian economy; The Nehru-Mahala Nobis model and the Gandhian economic model; Economic sectors; National income measurement – GDP, PPP, per capita income; Economic growth vs economic development; Introspecting development –Happiness, Major global and India-specific highlights; Economic planning; Economic reforms – LPG, achievements, and experiences of the Planning Commission of India/NITI Aayog.</p>
Module - IV	<p>National and Global Economic Environment: Regional trade blocks– NAFTA, SAFTA, EU, AASIAN; UN organisations – IBRD, ADB, UNEP, Sustainable economics; Sustainability movement – MDGs, SDGs, ESG; Gender specific economic indicators.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Microeconomics – I” by D. N. Dwivedi, Pearson. 2. “Macroeconomics: Theory and Policy” by D. N. Dwivedi, Pearson. 3. “Managerial Economics: Economic Tools for Today’s Decision

	<p>Makers” by Paul Keat, Philip Young, and Stephen Erfle, Pearson.</p> <p>4. “Managerial Economics and Business Strategy” by Michael R. Baye and Jeffrey T. Prince, McGraw Hill Education.</p> <p>5. “Indian Economy for Civil Services and other Competitive Examinations” by Ramesh Singh, McGraw Hill.</p> <p>e-Resources for self-paced learning</p> <p>1. NPTEL course on Managerial Economics offered by IIT Bombay, available at https://nptel.ac.in/courses/110101005.</p>
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Course Code & Course Name: **MNG-101-CC-5160:Business Communication & IT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Course Objectives:

- *To acquaint and groom students on the various skills that are required to communicate effectively in the workplace and also enable them to effectively use Information Technology for communication.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to communicate effectively and understand the applicability of information technology tools for business communication.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction To Managerial Communication: Meaning, Importance, Objectives, Principles of Communication, Forms of Communication, Communication process, Barriers of Effective Communication, Techniques of effective Communication.
Module - II	Verbal & Non-Verbal Communication: Verbal- Art of Listening and Speaking, Principles of Effective Speech, Telephonic conversations. Non Verbal Communication – Meaning and Importance, Body language (Gestures, Postures, Facial Expressions), Dress Codes, Business and Social etiquettes.
Module – III	Managerial Presentations and Technology in communication : Principles of Effective Presentations, Technical & Non-technical Presentations, Meetings and group discussions; Use of audio visual aids, Video conferencing, Technology as a medium of communication- Ms Windows, Internet, emails, social media, emerging communication technologies.
Module - IV	Introduction To Managerial Writing, Reports & Minutes: Principles of effective writing, Business letters - Sales letters, Job application letters, letter of

	reference, Collection letters, Inquiries & Quotations. Report writing - Types of Business Reports, Essentials of a good report, Organization reports, Memos, Minutes, Circulars and General Notices.
References / Bibliography	<ol style="list-style-type: none"> 1. Kaul, Asha , Effective Business Communication, Prentice Hall India, 2000. 2. Meenakshi Raman, Prakash Singh, Business Communications 3. Courtland L Boove, John Thill, Abha Chatterjee, Business Communication today, Pearson 4. R C Sharma Krishna Mohan, Business Correspondence and Business Writing 5. Suresh K Basandra : Computer System Today A.H. Wheeler & Co. Ltd 6. Mansfield, Ron: The Compact Guide to Microsoft Office, BPB Publication

Course Code: **MNG-101-RC-5110**

Course Name: **RESEARCH METHODOLOGY**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
√				

Objective of the Course: *The basic objective of the course is to develop research skills of students so as to enable them to investigate real business problems, explore linkages and provide solutions.*

Introduction to Course:

The overarching aim of this course is to acquire a basic knowledge of scientific paradigms and research methods. Further, the aim is to develop the student's ability to first, plan and in written form report a scientific study, and second, to evaluate and use scientific as well as other reports.

Course Outcomes:

CO1. To familiarize students with basic of research and the research process.

CO2. To familiarize students with the types of business problems often faced by corporate entities.

CO3. To help them develop insights about basic concepts of research designs and methodology aimed at solving business problems.

CO4. To familiarize students with basic of research and the research process and to help students in conducting research work and making research reports.

CO4. To familiarize students with basic of research tools through use of ICT like softwares to analyse the different data in research.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction: Meaning of Research, Types of Research, Objectives of research, Research Process, Characteristics of a good research, Problems encountered by researchers in India, Significance of research, Variables & its types.
Module - II	Research Design & Sampling Design: Meaning & Concepts of Research Design, Features of a good research design, Types of Research Design, Concepts of Sampling, Steps in Sampling Process, Merits & Demerits of Sampling, Probability & Non-Probability Sampling, Errors in Sampling.
Module – III	Data Collection and Scaling Techniques: Sources of Data: Primary & Secondary Data & their Merits and Demerits, Methods of Collection: Observations, Questionnaire & Interview Techniques, Designing a Questionnaire, Types of Measurement scales, Errors in Measurement, Comparative & Non-Comparative Scaling Techniques.
Module - IV	Data Analysis, Computer application and Report Preparation: Editing, Coding, Classification & Tabulation, Hypothesis Testing/Test of Significance, Type I & Type II errors, z-test, t-test, Chi-square test, F test. Computer Application: MS Word, MS Excell, MS Powerpoint, Use of software available for data analysis. Importance of Interpretation, Precautions in Interpretation, Format of a Report, Sections of a Report, Precautions for writing Report, Tips for effective Power Point presentation of Reports.
References / Bibliography	1. Naresh K. Malhotra : Marketing Research, Pearson Education 2. Rummel and Ballaine : Research Methodology in Business, Tata McGraw Hill 3. Sellitz, et. al : Research Methods in Social Relations 4. Wilkinson and Bhandarkar : Methodology and Techniques of Social Research, Pearson 5. Colver, V.T : Business Research; Basic Principles & Techniques 6. Moser, C.A : Survey Methods in Social Investigation, Tata McGraw Hill 7. Goode & Hatt : Methods in Social Research, Prentice Hall 8. Young, P.V : Scientific & Social Survey and Research

Course Code & Course Name: **MNG-IDE-101-CC-5210 HUMAN RESOURCE MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives: This course intends to provide knowledge on various dimensions in managing the human resources function of an organization.

CO (Course Outcomes):

CO 1. Gain a comprehensive understanding of the fundamental concepts, theories, and principles of HRM.

CO2. Learn how to attract, select, and hire the right talent for an organization.

CO3. Explore various methods of assessing training needs and evaluating training effectiveness.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Human Resource Management: Meaning and definition, scope, function & objectives of Human Resource Management, HRM Conceptual framework.
Module - II	Human Resource Planning: Objectives and importance of HRP, Factors affecting HRP, Process of HRP, Job Analysis, Recruitment, Selection, Placement, Recruitment strategies, Sources of Recruitment and Recruitment process, Method/Process of selection.
Module – III	Training & Development of Human Resource: Training & Development: Concept, Importance and Benefits of Training, Types of Training, Methods of training and development, Training and Development Process, Career Management concepts, Stages of career cycle, Career management methods, Schein's Career Anchors
Module - IV	Performance and Compensation: Basic concepts in Performance Appraisal, Need & Purpose of Performance Appraisal, process of performance appraisal, Performance Appraisal methods, Compensation: Introduction to compensation management, Concept of Wage, Remuneration, Types of payment and benefits.
References / Bibliography	RECOMMENDED BOOKS: 1. R.S Davar : Personnel Management & Industrial Relations 2. K. Ashwasthapa : Human Resource Management 3. Micheal Armstrong : Human Resource Management - Cases & Practices. 4. Dessler : Human Resource Management - Pearson Publication. 5. Singh, R.C. P : Labour Welfare Administration in India 6. R. Sarma : Human Resource Management

Course Code & Course Name: **MNG-101-CC-5220:Marketing Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks 100**

Course Objectives:

- *This course shall introduce the learner to the basic marketing concepts, functions, market environment and decision variables. Sensitise learners as to how marketing has an important role to play in overall strategy of an organisation.*

Course Outcomes (CO):

- The learner will be able to develop a suitable marketing mix based on the marketing objective of a company and would be able to apply the three steps of target marketing: segmentation, targeting, and positioning strategies for any product or service.

- The learner will be able to recommend best suited pricing, distribution and promotion strategies for the company's product or service.
- The learner will be able to understand the role of marketing within society and within an economic system and also learn the vital role of marketing within a firm and the necessary relationships between marketing and the other functional areas of business.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Marketing Management: Concept, Evolution, and Importance of Marketing; Marketing philosophies; Marketing environment; Consumer behavior: consumer markets and industrial markets; Market segmentation, targeting and positioning; Segmenting markets: bases and process, Target market selection; Positioning: nature and importance; Marketing Research: importance and applications
Module - II	Marketing Mix Decision - Product decisions: Marketing Mix : Levels of Product, Product Mix, branding and packaging decisions; Product life cycle; Pricing decisions: objectives and determination, methods of setting price and pricing strategies; Promotion mix: advertising, sales promotion, personal selling, public relations; Distribution: Placement- channels of distribution, levels and types of channels, functions and management of channel members, channel selection and motivation; New Product Development.
Module – III	Service Marketing: Emergence of services economy, Characteristics of Services, Difference between product and Service; Marketing Challenges of Service. Service Marketing Mix; Delivering Quality of service: Service Gap model, SERVQUAL, Service Strategy.
Module - IV	Issues and developments in Marketing: Social, ethical, and legal aspects of Marketing, Sustainable Marketing aspects: Green Marketing, Rural Marketing, Online Marketing, Relationship Marketing, Marketing of Nonprofit Organisations, Entrepreneurial Marketing, International Marketing: Reasons for searching global markets, Complexities in International Marketing.
References / Bibliography	<ol style="list-style-type: none"> 1. Kotler, Philips: Marketing Management, Pearson/Prentice Hall 2. Ramaswamy & Namakumari: Marketing Management, Planning and Control, Macmillan. 3. Kumar, A. and Meenakshi: Marketing Management, Vikas Publishing House 4. Bose Biplab: Marketing Management, Himalaya Publishing. 5. Malcolm McDonald: Marketing Planning: Understanding Marketing Plans and Strategy. 6. Michael Etzel, Bruce J Walker, William Stanton, Ajay Pandit: Marketing, Mc Graw Hill Publishing. 7. Suitable Cases

Course Code & Course Name: **MNG-101-CC-5230 (FINANCIAL MANAGEMENT)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Objective of the Course: *To give detailed idea about modern financial management and its*

applicability at firm level.

कोर्स Outcomes

1. Critically evaluate the financial objectives of various types of organizations and the respective requirements of stakeholders
2. Select and apply techniques in managing working capital
3. Apply ratios to financial statement and reports for evaluation of business projects.
4. Analyse a company's performance and make appropriate recommendations.

5.

6. Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Financial Management: Meaning, Nature and Scope of Financial management, Financial Goal: Profit Vs. Wealth Maximization, Finance Functions: Investment Decisions, Financing Decisions and Dividend Decisions.
Module - II	Project Financing & Evaluation Criteria: Meaning and Stages of Project Financing, Project Evaluation Criteria: Non-Discounted Method- Pack back Period, Accounting Rate of Return, Discounted Method-Net Present Value, Internal Rate of Return and Profitability Index. : NPV and IPR Comparison.
Module – III	Working Capital Management: Meaning, importance, kinds and sources of working capital Management, factors determining working capital, estimation of working capital requirements. Leverage: Operating and Financial importance and benefits.
Module - IV	Ratio Analysis: Meaning, Objectives, Advantages and limitations of Ratio Analysis, Classification of Ratios; Liquidity, Profitability, Financial/Capital Structure, Turnover Ratios.
RECOMMENDED BOOKS:	<ol style="list-style-type: none"> 1. Brealey, Richard & S.C. Myers : Corporate Finance, McGraw hill 2. Chandra, Prasanna : Financial management, Tata McGraw Hill 3. Hampton, John : Financial Decision making, Prentice Hall 4. Bhattacharya, Hrishikesh : Working Capital Management : Strategies and Techniques, Prentice Hall 5. Pandey, I.M : Financial Management, Vikas Publishing House 6. Suitable Case Study

Course Code & Course Name: MNG-101-CC-5240

BUSINESS LAWS

Credit: 4 1 credit= 30 Self Learning Hours Modules: 4

Marks: 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
			√	

Objective of the Course: *The course intends to acquaint the students about the legal framework of business in India.*

Course Outcome

S. No.	Course Outcome
1	CO1) Develop understanding and fundamental knowledge about business Law.
2	CO2)Develop understanding on the concepts of Business Environment and international business environment.
3	CO3)Develop basic understanding of law of contract
4	CO4) understanding of provisions of Companies Act concerning incorporation and regulation of business organizations
5	CO5)Able to analyze case laws in arriving at conclusions facilitating business decisions.

Module Wise Distribution of Syllabus Content

Module - I	Law of Contract Act - 1872: Meaning & Definitions of Contract, Elements of a Valid Contract & Classification of Contract; Contract and Agreement; Offer and Acceptance: Rules regarding offer and acceptance; Revocation of Offer and Acceptance; Consideration: Meaning, Definitions &Essentials of Valid Consideration; Capacities of Parties.
Module - II	The Negotiable Instrument Act-1881 and Companies Act: Negotiable Instruments: Meaning, Definition &Types; Holder and Holder in Due Course; Payment in Due Course; Presentation of Negotiable Instruments; Indemnity and Guarantee; Bailment and Pledge. Companies Act Definition, characteristics and kinds of companies, steps in formation of company. Memorandum of Association, Articles of Association, prospectus.
Module – III	Module III: Law of Sale of Goods Act - 1930: Contract of Sale: Definition, Essentials of Contract of Sale; Distinction between Sale and Agreement to sale; Condition and Warranty: Meaning & Distinction; Performance of Contract of Sale: Meaning, Delivery of goods, Acceptance of goods & Rights & Duties of the Buyer; Unpaid Seller: Meaning & Rights.
Module - IV	Consumer Protection Act 1986& IT Act-2000: An overview of Consumer Protection Act-1986, Salient features, Role of Consumer Protection Councils

	&Consumer Dispute Redressal Forums. TRIP & TRIMs. Electronic Governance; Electronic Records; Digital Signature Certificate; Certifying Authorities; Penalty & Syndication.
References / Bibliography	Sukla, M.C : Mercantile Law Kapoor, N.D : Mercantile Law 3. Singh, Avtar : Law relating to Monopolies, Restrictive and Unfair Trade Practices, Eastern Book Co. C.L. Bansal : Corporate Laws, Excel Book

Course Code & Course Name: **MNG-101-CC-5250: Operations Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives:

- To impart upon the students a comprehensive understanding of the role that operations management plays within an organisation and its impact on the overall business performance.
- To develop the ability to analyse and improve business processes, including identifying operational bottlenecks, inefficiencies, and areas for optimisation in business.
- To deliver the ethical considerations and sustainability practices in operations management, including environmental responsibility and social impact.

Course Outcomes (CO):

- Students would be able to demonstrate better understanding of fundamental concepts, principles, and theories related to operations management.
- Students would analyse and evaluate business processes to identify areas for improvement, cost reduction, and efficiency enhancement.
- Consideration to ethical implications and social responsibility in operational decision-making and practices.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Operations Management (OM) OM as a systems perspective; OM functions; Challenges in OM; Current priorities for OM. Sustainability in Operations Notion of sustainability; Framework for sustainable OM; Challenges in creating sustainable operations.

Module - II	<p>Facilities Location Location decisions; Globalisation of operations – Regulatory issues, Factor advantages, Expanding markets in developing countries; Factors affecting location decisions; Location planning methods – Location factor rating, The centre-of-gravity method, The load-distance method, The transportation model.</p>
Module – III	<p>Process and Capacity Analysis Process flow charting; Capacity – Definition, Measures of capacity. Design of Manufacturing Process Types of operations systems – Continuous flow system, Intermittent flow system, Jumbled flow system. Plant Layout Planning Types of layouts – Process layout, Product layout, Fixed position layout, Group technology layout.</p>
Module - IV	<p>Total Quality Management The quality revolution; Definitions of quality; Quality gurus – Deming, Juran, and Crosby; Quality Control Tools – Control charts, Histograms, Pareto diagrams, Fishbone diagrams; Elements of quality assurance systems. Resources Planning Materials Requirement Planning; Safety stock and safety lead time; Inventory Planning and Control – Types of inventories, Inventory cost, Economic order quantity, ABC and VED analysis; Ethical decision-making in inventory and stock management. Operations Scheduling PERT and CPM.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Operations and Supply Chain Management” by F. R. Jacobs and R. B. Chase, McGraw Hill. 2. “Operations Management – Theory and Practice” by B. Mahadevan, Pearson. 3. “Operations Management” by William J. Stevenson, McGraw Hill. <p>e-Resources for self-paced learning</p> <ol style="list-style-type: none"> 1. SWAYAM course on Operations Management offered by IIM-B, available at https://onlinecourses.swayam2.ac.in/imb19_mgl7/preview 2. NPTEL course on Operations Management offered by IIT Roorkee, available at https://onlinecourses.nptel.ac.in/noc20_me30/preview

Course Code & Course Name: **MNG-101-CC-5260:Entrepreneurship Development**

Credit: **3 (3 lecture-hours in a week)**

Modules:3

Marks 100

Course Objectives: *To address the key issues related to entrepreneurship and to impart the skills, knowledge and attitude related to entrepreneurship development.*

Course Outcomes (CO):

#Learners will understand the process to take a business idea and convert it into a viable business venture in a systematic way.

By adopting component of experiential learning, students will have practice-oriented knowledge and skills for entrepreneurship.

#Additionally, entrepreneurial mindset and skills are key to career growth and success in life.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Entrepreneurship: Introduction to entrepreneurship. Entrepreneurial mindset. Entrepreneurial Roles, Women entrepreneurs Managerial vs entrepreneurial decision-making. SME vs entrepreneurial firms. Impact of entrepreneurship on the economy.
Module - II	Entrepreneurial Resource Management: Legal entities for new ventures. Entrepreneurial finance: stages of entrepreneurial financing, debt vs equity financing, new generation entrepreneurial financial organizations: venture capital firms and private equity firms. Issues of entrepreneurial marketing. Digital marketing for entrepreneurship.
Module – III	Entrepreneurial Business Model: Sources of business ideas. Business idea to entrepreneurship opportunity: Feasibility study, Business model canvas, Preparation of business plan.
Module - IV	Entrepreneurial Support and Policy: Growth and exit strategies for start-ups. Entrepreneurial support organizations: incubator and accelerator. Entrepreneurship ecosystem.
References / Bibliography	1. Roy Rajeev : Entrepreneurship, Oxford University Press 2. Desai Vasant : Dynamics of Entrepreneurship Development and Management. HPH 3. Baporikar Neeta : Entrepreneurship Development & Project Management- Text and Cases, Himalaya Publishing House 4. Mohanty : Fundamentals of Entrepreneurship Development, Prentice Hall 5. Khanka S. S. : Entrepreneurial Development, S. Chand & Company Pvt. Ltd 6. Hisrich R D & Peters M P : Entrepreneurship, Tata McGraw Hill 7. Rabindra N. Kanungo: Entrepreneurship and Innovation, Sage Publications

Semester III

Course Code & Course Name **MNG-IDE-101-CC-6210:Strategic Management**

Credit: **3 (3 lecture-hours in a week)**
100

Modules: 4

Marks

Course Objectives:

- *This course will expose the learners to various perspectives and concepts in the field of Strategic Management. It will help participants to achieve conceptual clarity to develop knowledge for applying these concepts to solve the business problems.*

Course Outcomes (COs)

- The learner will be able to understand the fundamentals of strategic management, analyze the internal and external environment of business.
- The learner will be able to develop appropriate strategies that will be effective for the current business environment.
- The learner will be able to build understanding of the nature and dynamics of strategy formulation and process of implementation at corporate and business level.
- The learner will be able to assess their significance for strategic planning and also devise strategic approaches to managing any business firm or entity successfully.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Strategic Management: Definition, nature, scope, and importance of strategy and Strategic Management; Defining strategic intent: Vision, Mission, Goals and Objectives; Ethical Issues in Strategic Management, Process of Strategic Management; Levels at which strategy operates; Approaches to Strategic Decision Making: Mintzberg's Modes of Strategic Decision-Making; Change Management Initiatives.
Module - II	Environmental Appraisal & Industry Analysis: Concept of Environment: The Internal Environment, External Environment, Components of External (Macro/Mega) Environment (economic, legal, social, political, and technological); Internal Scanning - Organisational Analysis: Product Life Cycle, VRIO Framework, Continuum of Sustainability, Value Chain Analysis, McKinsey 7-S Model; Environmental Scanning Techniques; Industry Analysis: M. Porter's Five Forces Model. Concept of Sustainable Development.
Module - III	Strategy Formulation and Choice of Alternatives: Strategy Formulation and Choice: Process of Strategic Choice, Challenges in Strategy Formulation; Corporate level Strategies: Growth, Stability, Retrenchment; Porter's Generic Strategies- SBU/Business Level Strategies: Cost leadership, Differentiation and Focus Strategies; Functional Strategies: Marketing, HRM, Finance & Operations Strategies; BCG Matrix; Ansoff's Matrix; Diversification : Related & Unrelated Diversification; Merger & Take-over; Bench Marking (Internal, Competitive & Comparative); Vertical & Horizontal Integration
Module - IV	Strategy Implementation, Evaluation and Control: Strategy Implementation: Interrelationship between Strategy Formulation & Implementation, Issues in Strategy Implementation; International Entry Strategies; Strategic Evaluation & Control: Definition, Importance, Process, Tools used for Evaluation & Control, Limitations of

	Strategic Evaluation & Control, Strategy Audit.
References / Bibliography	<ol style="list-style-type: none"> 1. Arthur A. Thompson Jr., A.J.StricklandIII, John E. Gamble: Crafting and Executing Strategy:The Quest for Competitive Advantage, McGraw Hill 2. Thomas L.Wheelen,J. David Hunger &KrishRangrajan: Concepts in Strategic Management and Business Policy, Pearson 3. Fred R. David: Strategic Management: Concepts & Cases, Pearson/PHI 4. Robert A. Pitts, David Lei.:Strategic Management Building and Sustaining Competitive Advantage, Thomson Southwestern 5. Michael E Porter: Competitive Advantage, Free press 6. C. Appa Rao, B.P. Rao & K. Shivramakrishna: Strategic Management and Business Policy, Excel Books 7. Strickland, A.J. III & Thompson, A.A. Strategic Management: Concepts and Cases. McGraw Hill Education 8. Pearce, J.A. & Robinson, R.B. Strategic Management: Formulation Implementation and Control. McGraw Hill Education 9. Kazmi, A.: Strategic Management and Business Policy. McGraw Hill Education 10. Suitable Cases.

Course Code: **MNG-IDE-101-DE-62110** Course Name:**BUSINESS ENVIRONMENT**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives: Objectives of the Course:*To acquaint the students about the external factors which make up the opportunities for and threats to business and internal factors which decide the strengths and weaknesses of the firm.*

Course Outcomes (CO):

- CO1 Able to understand the business environment in the national as well as global context.
- CO2 Describe the various factors both internal as well as external affecting business environment.
- CO3 Able to understand the financial system and labour environment.
- CO4 Understand the critical issues related to International trade and practices.
- CO5 Analyse the strategies related to Import-Export , balance of payment and foreign trade.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Business Environment: Meaning, Types of Environment: internal environment & external environment, competitive structure of industries, competitor analysis, government's role in economy. Sustainability and environment-Role of business.

Module - II	Economic Planning & Industries: New Industrial Policy, Public, Private, Joint & Co-operative sectors, Concept of Privatization, Merits & de-merits of Privatization, Price Controls, Industrial Sickness.
Module – III	Financial System & Labour Environment: Financial System: Monetary Policy & Fiscal Policy, Introduction to Money Market & Capital Market, Stock Exchange & its regulations. Labour Environment: Industrial disputes and its causes, Trade Unions: functions, responsibilities & limitations, Social Security: the Workmen’s Compensation Act, 1923, The Employee’s State Insurance Act, 1948.
Module - IV	Global Environment: GATT & WTO: functions of WTO, WTO & India, International Investment: Types of foreign Investment, Significance & Criticisms of Foreign Investment, factors affecting International Investment, MNC: merits and demerits of MNCs, Globalization of business: meaning & essential conditions for globalization, obstacles & factors favouring globalization of Indian business.
References / Bibliography	<ol style="list-style-type: none"> 1. Raghunathan, V : Stock Exchanges and Investments, Tata Mc Graw Hill 2. Agrawal, A N : Indian Economy Problems of Development & Planning, Vishwa Prakashan 3. Amarchand D. : Government & Business, Tata McGraw Hill 4. Maheshwari R.P. : Business, Government & Society : A Study of Business Environment, Vikas Publishing House 5. Cherunilam, Francis : Business Environment, Himalaya Publishing House 6. Adhikari K. : Economic Environment of Business, Sultan Chand & Sons 7. Wadhu Charan, D : Some Problems of India’s Economic Policy, Tata McGraw Hill 8. Ghosh P.K. : Government and Industry, Rupa & Co 9. Suitables case study

Semester III (Marketing)

Course Code & Course Name MNG-IDE-101-DE-61110: **Consumer Behaviour**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives:

- *To provide an understanding of the concepts and theories of consumer behavior and its implications in marketing decisions.*

Course Outcomes (CO):

- The learner will be able to understand various concepts and theories of consumer behaviour.
- The learner will be able to understand psychological and environmental influences that are relevant for understanding consumer behaviour.
- The learner will be able to apply important concepts and theories in developing viable marketing strategies.
- The learner will be able to appropriate marketing strategies for different segments of consumers.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Consumer Behavior: Meaning & definition of consumer behavior, Contribution of various subjects for the development of the discipline of consumer behaviour, Development of consumer behavior as a field of study. Scope of consumer behavior, Difference between consumer buying behavior & organizational buying behavior, Consumer behavior applications in marketing.
Module - II	Individual determinants of Consumer Behavior: Personality & Consumer: Meaning, characteristics, stages in the development of personality. Consumer motivation: Meaning, Needs & Goals, Dynamic characteristics of motivation, Perception: Meaning, Perceptual process. Consumer Attitude: concept of attitude, factors involved in attitude formation, Learning: Meaning, element of learning process, Behavioral learning theories-Classical Conditioning & Operant Conditioning. Significance of self-concept,
Module – III	Social Influence on Consumer Behavior: Social Class: Meaning, Social stratification, Group dynamics & Reference Groups: Group, Reasons for formation of groups, Advantages & disadvantages of group, types of groups relevant to Consumer behavior, Reference groups, Types of reference groups. Family: Role of family in decision making process, Family Life Cycle. Culture: Meaning & Characteristics of culture, Cultural & sub-cultural influence in marketing. Consumer socialization process.
Module - IV	Consumer Decision making process & Analytical models of Consumer Behavior: Buying process: Problem recognition & Information search behaviour, Information processing, Alternative evaluation, Purchase process & Post purchase behavior. Analytical models: Nicosia model, Howard-Sheth model and Engel Blackwell Miniard model. Consumer Research.
References / Bibliography	<ol style="list-style-type: none"> 1. Schiffman&Kanuk: Consumer Behaviour, Pearson 2. Walker: Consumer Behaviour, Prentice 3. Hawkins, Best,Coney: Consumer Behaviour, TMH 4. Suja Nair: Consumer Behaviour in Indian Perspective, Himalaya Publishers 5. S Ramesh Kumar: Conceptual Issues in Consumer Behaviour Indian Context, Pearson 6. S.A. Chunawalla: Commentary on Consumer Behaviour, HimalayaPublishers 7. Suitable Cases.

Course Code & Course Name MNG-IDE-101-DE-61120

:Advertising and Sales Management

Credit: **3 (3 lecture-hours in a week)**
100

Modules: 4

Marks

Course Objectives:

- *To orient the learners with the fundamental and application aspects of advertising.*
- *To provide an understanding of the concepts, attitudes, techniques, and approaches required for effective decision making in the areas of Sales Management.*

Course Outcomes (COs)

- The learner will be acquainted with the concepts, objectives and budgeting methods of advertising used in marketing.
- The learner will be able to create advertising messages using various advertising appeals and elements of advertising used by the marketers for promoting their brands in the market.
- The learner will be able to understand various concepts of selling, roles and opportunities for salespersons and theories, models, and approaches of selling.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Advertising: Meaning, nature and objectives of advertising, DAGMAR Model, AIDA Model. Advertising as a tool of marketing, Advertising Message, Advertising Appeal. Advertising effects, economic and social implications, Advertising copy, Advertising Budget, Ethical issues in advertising, Advertising and Children, Advertising scene in India.
Module - II	Advertising Media Policy and Decision: Meaning and importance, Media planning, Media selection decision-Print media, electronic media, Outdoor and Transit media, non-media advertising, Advertising on internet, managing advertising agency; measuring advertising effectiveness.
Module – III	Conceptual Framework of Sales Management: Concept, Objective and functions of Sales Management, Nature & scope of Sales Management, Essential qualities of a Salesman, Personal Selling, Designing Sales Territories: Beat Plan, concept of primary, secondary Sales and Off takes, Sales process, sales quota, IT in Sales Management, Evaluation of Sales Force, Types of Sales Organisation, Sales Planning, Sales Forecasting-methods, Sales Budgeting & Control: Sales Analysis, Sales Strategies.
Module - IV	Concepts of Distribution Channel: Distribution objectives, functions, and relationship with other departments within the organisation, Types of distribution channels and suitability, Criteria for selection of channel intermediaries: Wholesaling and Retailing, Settlement of claims: Leakage & Damage (L&D) Claim, Changing scenario of distribution in India. Sales Promotion: Objectives and Practices. Schemes: Primary scheme, Secondary

	scheme, Volume Cap and Non-Volume Cap; Supervisory styles, Issues of Migration. Sales Promotion Techniques.
References / Bibliography	<ol style="list-style-type: none"> 1. G. E Belch and M. A Belch : Advertising and Promotion, TMH 2. Batra: Advertising Management, Pearson 3. Jobber: Selling and Sales Management, Pearson Education. 4. Clow: Integrated Advertising, Promotion and Marketing Communications Pearson Education, 2002. 5. Wells: Advertising: Principles and Practice, Pearson 6. Aaker D: Building Strong Brands, Free Press 7. S.A. Chunawalla: Foundations of Advertising: Theory and practices. 8. Still, Cundiff and Govoni: Sales management: Strategies and Cases, Prentice Hall 9. Jobber & Lancaster: Selling and Sales Management, Pearson Education 10. Robert J. Calvin: Sales Management, Tata McGraw Hill. 1. Dalrymple, Cron, and Decarlo: Sales Management, John Wiley and Sons 2. S.L. Gupta : Sales & Distribution Management, Excel Books 3. Panda & Sahadev: Sales & Distribution Management, OUP 4. Pradip Kumar Mallik: Sales Management, OUP 5. Coughlan, Sten & Ansary: Marketing Channels, PHI 6. Kapoor & Kansal: Distribution Management, PHI 7. Stanton and Spiro: Management of a Sales Force, McGraw Hill 8. Anderson, Joseph, and Bush: Professional Sales Management, McGraw Hill 9. Manning and Reece: Selling Today, Pearson Education 10. Suitable Cases.

Semester IV (Core Course)

Course Code & Course Name: **MNG-IDE-101-CC-6210 Business Ethics and Corporate Governance**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks 100**

Course Objectives: *To acquaint the students with the concept of business ethics, its impact on the success of business as well as to gather knowledge of governance of business with relevant case studies.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to learn about various ethical issues in business and gain knowledge about corporate governance.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Module I: Business Ethics: Meaning, Scope & Characteristics, Importance of business ethics. Ethics vs. Moral and values, Ethical issues in HRM, Finance and Marketing, International Business Ethics.
Module - II	Module II: Ethical Behaviour and Corporate Social Responsibility: Code of ethics, Unethical conduct of business, Factors causing unethical conduct of Business, Corporate Social Responsibility-Concept and evolution, CSR issues in

	HRM, Finance and Marketing.
Module – III	Module III : Corporate Governance: Meaning and Importance, BoD– Appointment, Remuneration, Power & Duties of Directors, Directors Liabilities, Functions of Chief Executive & Managing Directors, Company Meetings, Shareholders activism, effective Corporate Governance.
Module - IV	Module IV : Legal Framework, Control of Corporate Sectors & Corporate Disclosure: Company Law in India- Formation of Companies, Types of Companies, Memorandum of association, Articles of Association, Prospectus, IPO, Inter-Corporate Investments, Protection of Investors and Creditors, Winding up of Companies, Corporate Reporting - Annual Report & Financial disclosure, Case Analysis.
References / Bibliography	<ol style="list-style-type: none"> 1. Alburquerque D : Business Ethics- Principles and Practices, Oxford New Delhi 2. Shekhar R C : Ethical Choice in Business, Response Books: New Delhi, 2010 3. F. Cherulinam : Business & Government, HPH 4. Colley : Corporate Governance (Executive MBA Series), TMG Publishers 5. R. Chandra : Corporate management, Eastern Book House 6. S.S. Gulshan : Company Law, Excel Book

Semester IV (Marketing)

Course Code & Course Name: **MNG-IDE-101-DE-62110: Service Marketing**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives:

- *This course shall introduce the learner to the basic understanding of features, role & emergence of service in the economy. The course attempts to explore and evaluate the scope of marketing opportunities and potential in service driven economy.*

Course Outcomes (COs)

- The learner will be able to understand the fundamentals of Service Marketing.
- The learner will be able to explore the nature and development of a services marketing strategy adopted by any firm.
- The learner will be able to formulate appropriate strategies for marketing of services.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Defining services; Reasons for growth in service sector- role, importance and emergence of services sectors in an economy; Services: The Indian scenario; Characteristics of Services - Difference between product and Service; Classification of services. Services Encounters, Service Blueprinting, Flower of service, Introduction to Service Marketing, Service Marketing Triangle.
Module - II	Service Marketing Mix: The Seven Ps - Product Decisions, Pricing Strategies,

	Promotion of Services and Placing or Distribution of Services - Additional Dimensions in Services Marketing - People, Physical Evidence and Process.
Module – III	Service Life Cycle: Stages of new service development. Measuring Service Quality: Service Gap model. SERVQUAL. Deming’s PDCA cycle, Service Benchmarking. Service Strategy. Service Quality Problems: Root Cause Analysis-The Fishbone Diagram, Pareto Analysis, Service Strategy.
Module - IV	Marketing of various Services / Sectors: Marketing of Financial Services, Marketing of Tourism & Hospitality Services, Marketing of Health Services, Marketing of Educational & Professional Services.
References / Bibliography	<ol style="list-style-type: none"> 1. Lovelock, C. Services Marketing: People Technology, Strategy, Pearson 2. Zeithaml, V. and Bitner, M.: Services Marketing, McGraw Hill 3. Payne, A.: The Essence of Services Marketing, PHI 4. Nargundkar: Services Marketing: Text and Cases 5. Venugopal & Raghu V.N.: Services Marketing, HPH 6. Hoffman, K.D. & Bateson: Essentials of Service Marketing: Concepts Strategies and Cases, Thompson Southwestern 7. Suitable Cases

Course Code & Course Name: **MNG-IDE-101-DE-62120: International Marketing**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives:

- *The objective of this course is to expose students to the conceptual framework of international marketing management.*

Course Outcomes (COs)

- The learner will be able to understand the fundamentals of international marketing.
- The learner will be able to explore the nature and development of a global marketing strategy adopted by any firm worldwide.
- The learner will be able to formulate appropriate international marketing strategies in consonance with global competitiveness of market.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction: Concept of international marketing, Distinction between International marketing and Domestic marketing. Theories of International Trade: Theory of comparative Advantage, Theory of absolute advantage, Theory of competitive advantage, Factor Endowment theory. Tariff & non-Tariff barriers. Reasons for searching for global market.
Module - II	International Marketing Environment, Trade and Constraints: International Marketing Environment: Economic, Cultural, Political & Legal Environment, International Institutions: World Bank, International Monetary Fund (IMF), UNCTAD, India and World Trade: Import and Export Policy, Institutional Infrastructure for Export Promotion: Export Promotion Councils, Public Sector Trading Agencies, ECGC, Commodity Boards.
Module – III	Procedure and Documents: Process of Exports, Commercial Documents, Regulatory Documents, Instruments of Payments-Open Accounts, Bills of Exchange,

	Letter of Credit, Export Finance. Technological Developments and International Marketing, Complexities in International Marketing.
Module - IV	International Marketing Strategies: Entering International Markets: Reasons for entering International Markets, Concept of market entry, Modes of entry, Factors affecting the selection of entry mode, Product Policy, International Product Life Cycle, Promotion Strategy, Pricing Strategy and Distribution Strategy.
References / Bibliography	<ol style="list-style-type: none"> 1. Bhattacharya, B: Export marketing Strategies for Success, Global Business Press 2. Pripalomi, V.H.: International Marketing, PHI 3. Czinkota, M.R.: International Marketing, Dryden Press, Boston 4. Fayerweather, John: International Marketing, Prentice Hall 5. Cherunilam Francis: International Marketing, Himalaya Publishing House. 6. Suitable Cases

6. Procedure of Admission, Curriculum Transaction and Evaluation

Procedure for Admission

The students will be selected on the basis of RGUCET/ MAT score/CUET/CAT. Those selected will have to undergo Group Discussion and Personal Interview. Those clearing these two steps will be eligible to apply. Those eligible, may apply for the course through the distance admission portal. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification candidates admitted to the course.

Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the MBA course there is one course coordinator, one subject coordinator and one centre coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

Evaluation

For MBA (MARKETING) course there are eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 40 %. The aggregate pass percentage is 45 %. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions

Semester	Admission Fees	SLM fees	Exam fees	Assignment Response Format	Internship fees	Final Fees
I	17675	6125	950	250	N/A	25000
II	15675	6125	950	250	2000	25000
III	16800	7000	950	250	N/A	25000
IV	17675	6125	950	250	N/A	25000
					Total	100000

PROGRAMME PROJECT REPORT (PPR)
TWO-YEAR FULL TIME MBA(HRM) PROGRAMME STRUCTURE:
DISTRIBUTION OF COURSES
ODL MODE
AS PER NATIONAL EDUCATION POLICY (NEP)-
2020



RAJIV GANDHI UNIVERSITY-A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE STUDIES
DEPARTMENT OF MANAGEMENT
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791112

[W.E.F. First Year MBA Batch for the Session (2024 -2026)]

1. Program Mission and Objectives

This PPR will discuss the mission and objectives of MBA (Human Resource Management) offered by the Institute of Distance Education, Rajiv Gandhi University.

PROGRAMME OUTCOMES:

1. PO 1 – Knowledge Application:

- This PO emphasizes the application of management theories and practices to solve real-world business problems. Students should be able to take theoretical knowledge and effectively apply it to practical situations within a business context.

2. PO 2 – Critical Thinking and Problem Solving:

1. This PO focuses on fostering analytical and critical thinking abilities, particularly in the context of data-based decision-making. Graduates will demonstrate proficiency in identifying, analyzing, and solving complex business problems within their area of specialization, applying critical thinking and decision-making skills to develop innovative solutions.

3. PO 3 – Leadership Skills:

- Leadership skills are highlighted in this PO, emphasizing the development of value-based leadership qualities. Students should be able to lead themselves and others, inspiring and guiding them towards organizational goals while adhering to ethical values.

2. **PO 4 – Entrepreneurial Mindset:** Graduates will cultivate an entrepreneurial mindset, recognizing and pursuing opportunities for innovation, growth, and value creation within their respective fields or industries.

3. **PO 5 Global Perspective:** Graduates will understand the implications of globalization on business operations and strategy, recognizing the opportunities and challenges of conducting business in diverse cultural, economic, and political environments.

4. PO 6 – Modern Tools:

- Utilizing modern management tools and techniques, including prediction and modeling, is essential in this PO. Students should be capable of selecting and applying appropriate resources and IT tools to address complex business activities, while also understanding their limitations.

5. PO 7 – Communication Skills:

- Effective communication is highlighted in this PO, encompassing various aspects such as written communication, report writing, designing documentation, making presentations, and giving/receiving clear instructions related to complex commercial activities.

6. PO 8 – Continuous Learning and Adaptability: Students should be prepared to adapt to changes in the economy and industry by continually updating their skills and knowledge. Graduates will demonstrate a commitment to lifelong learning and professional development, adapting to evolving industry trends, technologies, and best practices to remain competitive in their careers.

○

Each of these POs plays a crucial role in preparing students for success in the field of management, equipping them with the necessary skills and competencies to thrive in diverse business environments.

PSO of MBA Programme

"PSO" typically refers to "Program Specific Outcomes" in the context of an MBA program. These outcomes are specific to the program and describe the knowledge, skills, and attributes that students are expected to attain by the time they complete their MBA degree. PSOs are often tailored to reflect the unique focus, objectives, and specialization of the MBA program.

1. PSO1: Application of Leadership in a Global Context:

- This PSO emphasizes the cultivation of knowledge, skills, and attitudes essential for effective leadership within a globalized business landscape. It necessitates the understanding of cross-cultural dynamics, communication strategies, and the ability to adapt leadership styles to diverse contexts. Students are expected to demonstrate proficiency in navigating complexities inherent in global environments and leading teams towards common objectives.

2. PSO2: Development of Ethical Management Professionals:

- PSO2 underscores the imperative of fostering ethical leadership and management practices among students. It aims to instill strong moral values and integrity, ensuring that graduates uphold ethical standards in their professional endeavors. Furthermore, students are prepared to assume pivotal roles across various sectors of the Indian economy, aligning their actions with national priorities and contributing to sustainable development.

3. PSO3: Cultivation of Proactive Thinking in Dynamic Environments:

- This PSO accentuates the cultivation of proactive thinking skills necessary to thrive in dynamic socio-economic and business ecosystems. It encompasses the ability to anticipate changes, identify opportunities, and

respond strategically to emerging trends and challenges. Students are equipped with analytical tools, foresight capabilities, and adaptive strategies to navigate uncertainties and drive organizational success amidst evolving business landscapes

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University MBA (HRM) Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.

It also aligns with the goals of NEP 2020 which call for skill development and inter-disciplinarity. The course has also been tailor-made to keep in mind the needs of the distance

learners who also get an opportunity to align with the regular mode of studies as this course is at par with the guideline laid down by NEP 2020.

Nature of Prospective Target Group of Learners

This Programme through Distance Learning mode is developed keeping in mind the youths who are unable to continue their study after the higher secondary, due to various constraints. The main focus of the program is to train the students who have qualified their higher secondary examinations and for some reason or the other are unable to continue further studies. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of these two programs lies. This program enables such people from different strata of society to polish themselves in human resource management.

This course is also a boon for defence personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course. The new UGC guideline to allow students to opt for dual degrees has also been adopted by this institution. Thus, students who are doing one course from the regular mode of studies can also choose to do a course from this institute.

It will also help them to enhance their employability

- a) **Duration:** 2 Years minimum, Maximum 4 years (Depending on the level of entry of student).
- b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.
- c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.
- d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the BA program is given below:

Outline of the Course

Semester - I

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
First	Core Courses	MNG-IDE-101-CC-5110	Principles of Management	4-0-0	4	120
		MNG-IDE-101-CC-5120	Organisational Behaviour	3-0-0	3	90
		MNG-IDE-101-CC-5130	Accounting for Managers	4-0-0	4	120
		MNG-IDE-101-CC-5140	Quantitative Techniques	4-0-0	4	120
		MNG-IDE-101-CC-5150	Managerial Economics	3-0-0	3	90
		MNG-IDE-101-CC-5160	Business Communication & IT	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

[1 credit for lecture is = 30 learning hours]

Semester - II

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Second	Core Courses	MNG-IDE-101-CC-5210	Human Resource Management	4-0-0	4	120
		MNG-IDE-101-CC-5220	Marketing Management	4-0-0	4	120
		MNG-IDE-101-CC-5230	Financial Management	4-0-0	4	120
		MNG-IDE-101-CC-5240	Business Law	3-0-0	3	90
		MNG-IDE-101-CC-	Operations Management	3-0-0	3	90

		5250				
		MNG-IDE-101-CC-5260	Entrepreneurship Development	3-0-0	3	90
Total	06 Compulsory Courses are offered			21	21	630

Award of Post-Graduate Diploma in Management (PGDM) after successful completion of 46 (42+4) credits, comprising four (04) credits equivalent additional course work either in offline mode or MOOC or completion of summer internship followed by evaluation (including viva-voce) of report by the department.

III Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Third	Core Course - Compulsory	MNG-IDE-101-CC-6110	Strategic Management	4-0-0	4	120
		MNG-IDE-101-CC-6120	Business Environment	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-61210	Finance Elective I	3-0-0	3	90
		MNG-IDE-101-DE-61220	Finance Elective II	3-0-0	3	3
	Summer Internship	MNG-IDE-101-IN-6110		4	4	-
Total	02 Compulsory Courses are offered 02 Elective Courses are offered			30	18	420

Students has to opt for single Specialization i.e. Elective subject. Discipline elective will be from three Groups :

Group-1: Marketing

Group-2: Finance

Group-2: HRM

IV Semester Specialization

Semester	Category of the Course	Course Code	Course Title	Total Credits offered (L-T-P)	Minimum Total Credits to be earned	Total Learning Hours
Fourth	Core Course - Compulsory	MNG-IDE-101-CC-6210	Business Ethics & Corporate Governance	4-0-0	4	120
	Elective Course: Finance Specialization	MNG-IDE-101-DE-62210	Finance Elective III	3-0-0	3	90
		MNG-IDE-101-DE-62220	Finance Elective IV	3-0-0	3	90
	Summer Internship					
	Research Project/ Dissertation	MNG-IDE-101-RP-6210			6	6
Total	07 Compulsory Courses are offered 02 Elective Courses are offered			28	16	300

Scheme of Examination

The students are awarded 1 credit for 30 hours of self-learning. The total marks for examination is 100. Assignments carry 30 marks and the end semester examination will carry 70 marks for each paper.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Section	Total No. of Questions	No. of Questions to be attempted	Marks for each question	Total Marks
Pattern of Question Paper for 80 marks				
A	4	2	5	20
B	4	3	10	30
C	4	2	15	30

\ Course Code & Course Name: **MNG-101-CC-5110, PRINCIPLES OF MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks:

100

Course Objectives: This course shall introduce the learner to the basic concepts of management, its process and functions. It aims to expose the students to managerial perspectives and decision-making process.

Course Outcome (CO):

- **CO1** Define management and its significance in organizations.
- **CO2** Examine the roles that managers play within organizations.
- **CO3** Explore ethical considerations in management decision-making.
- **CO4** Discuss leadership styles and their impact on employee motivation and performance.
- **CO5** Understand the concept of corporate social responsibility (CSR) and its implications for organizations.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Concepts, Functions & Levels of Management, Management skills, Management: Arts or Science, Henry Mintzberg Managerial Roles, Social Responsibility of Management, Evolution of Management Thoughts: Pre-Scientific Management Era, Classical Management Approaches, Neo Classical Approaches, Modern Management Approaches.
Module - II	Introduction to Planning: Types of Plan, Planning Process, Pre-requisites for Effective Planning, Limitations of Planning; Management By Objectives (MBO): Process, Benefits and Limitations; Strategic Planning: features, importance, process & limitations; Decision Making: concept, Process & Techniques, Bounded Rationality.
Module – III	Fundamentals of Organizing: Organizing: Meaning & Importance, Span of Management, Closed system vs. Open system, Formal and Informal Organization: Meaning, Benefits and Limitations; Organisation Structures; Departmentation: Meaning and Basis of Departmentation; Concept of responsibility, authority & accountability; Delegation of Authority; Centralization and Decentralization: Meaning & Importance.
Module - IV	Directing & Control: Direction: meaning, nature & importance; Control: Importance of Controlling, relationship between Planning and Control, Process of Control, Span of control, Types of Control; Levels of controlling: Strategic, Tactical & Operational Control, Essentials of Effective Control System; Techniques of Control.

References / Bibliography	<ol style="list-style-type: none"> 1. Harold Koontz, Heinz Weihrich & Mark Cannice : Management : A Global and Entrepreneurial Perspective, Tata McGraw - Hill Education 2. James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert : Management, Pearson Education 3. Koontz and O'Donnell : Essentials of Management 4. S. P. Robbins & Coulter : Management, Prentice Hall 5. Peter F Drucker : Management: Tasks Responsibilities Practices, Allied 6. Peter F Drucker : The Practice of Management, ButterworthHeinemann
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Course Code & Course Name: **MNG-101-CC-5120: Organizational Behaviour (OB)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks :100**

Course Objectives: *To impart the key concepts related to organization behavior at the individual, group and organizational context.*

Course Outcomes (CO):

- # Learners will understand the drivers of organization behavior.*
- # Students will examine organization behavior from the perspective of individual, group and organization.*
- # Students will also understand how OB has implications on the different fields of management.*
- # Finally, students will be able to apply OB principles in the workplace.*

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Organization Behavior & Individual: Introduction to OB, Historical evolution of OB field. Individual Differences. Values: concept and importance, terminal vs. instrumental values, person-organization fit. Personality: concepts, determinants, personality assessment: Myers-Briggs test, Big Five personality test, personality traits relevant to OB.
Module - II	Motivation & Perception: Motivation: concept, components of attitude, major job attitudes, job satisfaction and its measurement. Motivation: concepts, early theory, contemporary theories, motivation by job design, motivation by employee engagement. Perception: concept, factors influencing perception, shortcuts in judging others.
Module – III	Group Behavior: Group: concept of group, stages of group formation & development, group properties. Power: concepts, bases of power, power tactics.

	Politics: concept, factors influencing political behavior, OB implications.
Module - IV	Organization Culture & Change: Organization Culture: Organization Culture: concept, functions, components of organizational culture and the issue of sustainable organizational culture. Organizational Change: concept, sources of organizational change, resistance to organizational change and change management.
References / Bibliography	1. Stephen P. Robbins : Organisational Behaviour, Pearson 2. Jennifer M. George, G R. Jones : Understanding & Managing OB, Addisison Wesley 3. Margie Parileh, Raj Gupta : Organisation Behaviour, Tata McGraw Hill 4. V.S.P Rao : Organisation Behaviour, Excel Books 5. Luis, R. Gomez-Mejia, et.al. : Management: People, Performance & Change, McGraw-Hill

Course Code & Course Name: **MNG-101-CC-5130, ACCOUNTING FOR MANAGERS**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Objective of the Course: *To provide basic knowledge of financial accounting principles and practices in business organization.*

Learning Outcomes

1. Students shall able to apply accounting concepts and conventions in practical application of the business.
2. It would enable the learner to analysis the necessity of balance sheet equation for accounting records.
3. Provide basis to identify the assets, liabilities and equities of business.
4. Evaluates the changing in assets, liabilities and equities on balance sheet equation.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Origin of Book Keeping and Accounting: Definition, Objectives, Importance & Limitations of accounting, Book Keeping vs. Accounting, Double-Entry System of book keeping, Branches of Accounting, Accounting Concepts & Conventions.
Module - II	Recording of Transactions: Dual Aspect Concept, Classification of Books of Accounts: Types of Accounts, The Journal: definition & form, Journalizing of transactions, The Ledger and Ledger Posting, Balancing of ledger accounts, Interpretation of balance.
Module – III	The Cash Book: Definition, Characteristics & Advantages, Types of cash book: single column, double column & triple column, The Contra entry, Rules of recording cash and bank transactions, Bank Reconciliation Statement: Definition, Objectives & Techniques of preparing Bank Reconciliation Statement, Reasons for disagreement in Pass book balance & cash book balance.

Module - IV	Trail Balance & Final Accounts: Objectives of preparing Trial balance, Trading Account and Profit & Loss Account and Balance Sheet, Adjustment entries, closing stock, treatment of depreciation, reserves, provision for bad & doubtful debt, interest on capital & drawings, Preparation of Final Accounts.
References / Bibliography	<ol style="list-style-type: none"> 1. Das, et.al. : Theory and Practice of Book Keeping and Accountancy, LBS Publication 2. Jawahar Lal : Financial Accounting 3. S.N. Maheswari : Advance Financial Accounting 4. Jain & Narang : Advanced Accounts 5. Basu& Das : Practice in Accountancy 6. Shukla & Grewal : Advanced Accounts 7. Suitable Case study

Course Code & Course Name: **MNG-101-CC-5140: Quantitative Techniques**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Course Objectives:

- To foster the development of quantitative skills among students, enabling them to analyse and solve real-world problems using mathematical and statistical methods.
- To enhance the problem-solving skills of the students, particularly in situations where quantitative analysis is required to make decisions.
- To develop improved analytical skills, enabling the students to identify problems, gather data, and apply quantitative methods to solve business problems.

Course Outcomes (CO):

- Development of basic understanding of fundamental mathematical concepts and techniques, such as calculus, matrix, and statistics, which are essential for quantitative analysis.
- Improved problem-solving skills, especially through quantitative analysis.
- Students should learn how to collect, organise, and analyse data using statistical methods, including descriptive statistics, inferential statistics, data visualisation, etc.
- Familiarity with statistical software packages (e.g., MS-Excel, R, Python, SPSS) for data analysis and modelling.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Mathematics: Basics of Calculus – Functions; Concept of limit and continuity; Differentiation; Partial Differentiation; Maxima and Minima of a single variable, two variables and n-variables.</p> <p>Matrix Algebra: Addition, subtraction, and multiplication of matrices; Concept</p>

	of Determinants and Cramer's Rule; Transposed and adjoint matrix; Inverse and rank of a matrix.
Module - II	Statistics: Measures of association and dispersions of grouped and ungrouped; Diagrammatical representation of statistical data and data handling; Statistical software applications – MS-Excel, R, Python, IBM SPSS. Correlation: Karl Pearson's correlation coefficient and Spearman's rank correlation.
Module – III	Regression Analysis: Determining the lines of regression; Simple and multiple linear regression analysis; Coefficient of determination; Assumptions of multiple linear regression analysis. Time-Series Analysis: Introduction to forecasting and smoothing techniques. Hypothesis testing: Parametric and Non-Parametric tests.
Module - IV	Introduction to Probability: Methods of assigning probability; Structure of probability; Marginal, joint and conditional probabilities; Addition and multiplication laws. Probability distributions: Binomial distribution; Poisson distribution; Normal distribution. Introduction to Data Science: Basic concepts of Big Data; Artificial Intelligence (AI); Machine Learning (ML); Application of AI in business; Responsible AI.
References / Bibliography	Books <ol style="list-style-type: none"> 1. "Quantitative Methods for Business" by David R. Anderson, Dennis J. Sweeney, and Thomas A. Williams, Cengage. 2. "Quantitative Techniques in Business, Management and Finance - A Case-Study Approach", by Umeshkumar Dubey, D. P. Kothari, and G. K. Awari, CRC Press, Taylor & Francis Group. 3. "Artificial Intelligence and Machine Learning" by Vinod Chandra S. S. and Anand Hareendran S., PHI. e-Resources for self-paced learning <ol style="list-style-type: none"> 1. NPTEL course on Business Statistics offered by IIT Roorkee, available at https://nptel.ac.in/courses/110/107/110107114/

Course Code & Course Name: **MNG-101-CC-5150: Managerial Economics**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks

:100

Course Objectives:

- To enable students to analyse market structures, competition, and pricing strategies in various market types.
- To introduce the Indian economic system from its evolution, transformation, and current progression into the future directions.
- To provide insights into how economic principles apply to global markets and international business, including trade policies, and global competition.

Course Outcomes (COs)

- Students should be able to demonstrate a concrete understanding of fundamental economic concepts.
- Students should be able to comprehend how economic principles apply to the Indian and global economic markets.
- Students should be proficient in applying economic reasoning to solve business problems and make sound managerial decisions.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	<p>Microeconomics: Concept of demand and demand curves. Elasticity of Demand –Price, income, and cross elasticities; Concept of marginal and average revenue. Consumer Behaviour –Cardinal and ordinal measurements; Law of diminishing marginal utility. Production –Fixed and variable inputs; Production function; Law of variable proportions; Production isoquants; Cost of production –long run and short run costs of production; Economies and diseconomies of scale. Market Structure: Perfect Competition – assumptions, price, and output decisions, Walrasian and Marshallian stability analysis; Monopoly –types of monopoly, shifts in demand curve, price discrimination, peak-load pricing; Monopolistic competition and Oligopoly –price and output decision-equilibrium, Cournot’s duopoly model, Stackelberg model, Kinked demand model.</p>
Module - II	<p>Macroeconomics: Basic concepts; Circular flow of economy; Measurement of national income; Classical theory of output and employment; Keynesian theory of income determination. Money –Definition, kinds, and functions of money; supply of money; Classical and Keynesian theory of money and interest; IS-LM model. Theories of Economic Growth – Harrod-Domar Model of Growth, The Neo-Classical Theory of Growth, Endogenous Growth Theory; Circular economy and resource efficiency. Inflation and Unemployment – Inflation –Types of inflation, impact of inflation on the economy, methods of measuring inflation, theories of inflation and controlling measures; Unemployment – Meaning, measurement and the types of unemployment, policy dilemma of inflation and unemployment; Concept of sustainable economy; Fiscal policy and monetary policy of the RBI.</p>
Module – III	<p>Indian Economy: Evolution of the Indian economy; The Nehru-Mahala Nobis model and the Gandhian economic model; Economic sectors; National income measurement – GDP, PPP, per capita income; Economic growth vs economic development; Introspecting development –Happiness, Major global and India-specific highlights; Economic planning; Economic reforms – LPG, achievements, and experiences of the Planning Commission of India/NITI Aayog.</p>
Module - IV	<p>National and Global Economic Environment: Regional trade blocks– NAFTA, SAFTA, EU, AASIAN; UN organisations – IBRD, ADB, UNEP, Sustainable economics; Sustainability movement – MDGs, SDGs, ESG; Gender specific economic indicators.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Microeconomics – I” by D. N. Dwivedi, Pearson. 2. “Macroeconomics: Theory and Policy” by D. N. Dwivedi, Pearson. 3. “Managerial Economics: Economic Tools for Today’s Decision

	<p>Makers” by Paul Keat, Philip Young, and Stephen Erfle, Pearson.</p> <p>4. “Managerial Economics and Business Strategy” by Michael R. Baye and Jeffrey T. Prince, McGraw Hill Education.</p> <p>5. “Indian Economy for Civil Services and other Competitive Examinations” by Ramesh Singh, McGraw Hill.</p> <p>e-Resources for self-paced learning</p> <p>1. NPTEL course on Managerial Economics offered by IIT Bombay, available at https://nptel.ac.in/courses/110101005.</p>
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Course Code & Course Name: **MNG-101-CC-5160:Business Communication & IT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks**
:100

Course Objectives:

- *To acquaint and groom students on the various skills that are required to communicate effectively in the workplace and also enable them to effectively use Information Technology for communication.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to communicate effectively and understand the applicability of information technology tools for business communication.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction To Managerial Communication: Meaning, Importance, Objectives, Principles of Communication, Forms of Communication, Communication process, Barriers of Effective Communication, Techniques of effective Communication.
Module - II	Verbal & Non-Verbal Communication: Verbal- Art of Listening and Speaking, Principles of Effective Speech, Telephonic conversations. Non Verbal Communication – Meaning and Importance, Body language (Gestures, Postures, Facial Expressions), Dress Codes, Business and Social etiquettes.
Module – III	Managerial Presentations and Technology in communication : Principles of Effective Presentations, Technical & Non-technical Presentations, Meetings and group discussions; Use of audio visual aids, Video conferencing, Technology as a medium of communication- Ms Windows, Internet, emails, social media, emerging communication technologies.
Module - IV	Introduction To Managerial Writing, Reports & Minutes: Principles of effective writing, Business letters - Sales letters, Job application letters, letter of

	reference, Collection letters, Inquiries & Quotations. Report writing - Types of Business Reports, Essentials of a good report, Organization reports, Memos, Minutes, Circulars and General Notices.
References / Bibliography	<ol style="list-style-type: none"> 1. Kaul, Asha , Effective Business Communication, Prentice Hall India, 2000. 2. Meenakshi Raman, Prakash Singh, Business Communications 3. Courtland L Boove, John Thill, Abha Chatterjee, Business Communication today, Pearson 4. R C Sharma Krishna Mohan, Business Correspondence and Business Writing 5. Suresh K Basandra : Computer System Today A.H. Wheeler & Co. Ltd 6. Mansfield, Ron: The Compact Guide to Microsoft Office, BPB Publication

Course Code: **MNG-101-RC-5110**

Course Name: **RESEARCH METHODOLOGY**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
√				

Objective of the Course: *The basic objective of the course is to develop research skills of students so as to enable them to investigate real business problems, explore linkages and provide solutions.*

Introduction to Course:

The overarching aim of this course is to acquire a basic knowledge of scientific paradigms and research methods. Further, the aim is to develop the student's ability to first, plan and in written form report a scientific study, and second, to evaluate and use scientific as well as other reports.

Course Outcomes:

CO1. To familiarize students with basic of research and the research process.

CO2. To familiarize students with the types of business problems often faced by corporate entities.

CO3. To help them develop insights about basic concepts of research designs and methodology aimed at solving business problems.

CO4. To familiarize students with basic of research and the research process and to help students in conducting research work and making research reports.

CO4. To familiarize students with basic of research tools through use of ICT like softwares to analyse the different data in research.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction: Meaning of Research, Types of Research, Objectives of research, Research Process, Characteristics of a good research, Problems encountered by researchers in India, Significance of research, Variables & its types.
Module - II	Research Design & Sampling Design: Meaning & Concepts of Research Design, Features of a good research design, Types of Research Design, Concepts of Sampling, Steps in Sampling Process, Merits & Demerits of Sampling, Probability & Non-Probability Sampling, Errors in Sampling.
Module – III	Data Collection and Scaling Techniques: Sources of Data: Primary & Secondary Data & their Merits and Demerits, Methods of Collection: Observations, Questionnaire & Interview Techniques, Designing a Questionnaire, Types of Measurement scales, Errors in Measurement, Comparative & Non-Comparative Scaling Techniques.
Module - IV	Data Analysis, Computer application and Report Preparation: Editing, Coding, Classification & Tabulation, Hypothesis Testing/Test of Significance, Type I & Type II errors, z-test, t-test, Chi-square test, F test. Computer Application: MS Word, MS Excell, MS Powerpoint, Use of software available for data analysis. Importance of Interpretation, Precautions in Interpretation, Format of a Report, Sections of a Report, Precautions for writing Report, Tips for effective Power Point presentation of Reports.
References / Bibliography	1. Naresh K. Malhotra : Marketing Research, Pearson Education 2. Rummel and Ballaine : Research Methodology in Business, Tata McGraw Hill 3. Sellitz, et. al : Research Methods in Social Relations 4. Wilkinson and Bhandarkar : Methodology and Techniques of Social Research, Pearson 5. Colver, V.T : Business Research; Basic Principles & Techniques 6. Moser, C.A : Survey Methods in Social Investigation, Tata McGraw Hill 7. Goode & Hatt : Methods in Social Research, Prentice Hall 8. Young, P.V : Scientific & Social Survey and Research

Course Code & Course Name: **MNG-IDE-101-CC-5210 HUMAN RESOURCE MANAGEMENT**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives: This course intends to provide knowledge on various dimensions in managing the human resources function of an organization.

CO (Course Outcomes):

CO 1. Gain a comprehensive understanding of the fundamental concepts, theories, and principles of HRM.

CO2. Learn how to attract, select, and hire the right talent for an organization.

CO3. Explore various methods of assessing training needs and evaluating training effectiveness.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Human Resource Management: Meaning and definition, scope, function & objectives of Human Resource Management, HRM Conceptual framework.
Module - II	Human Resource Planning: Objectives and importance of HRP, Factors affecting HRP, Process of HRP, Job Analysis, Recruitment, Selection, Placement, Recruitment strategies, Sources of Recruitment and Recruitment process, Method/Process of selection.
Module – III	Training & Development of Human Resource: Training & Development: Concept, Importance and Benefits of Training, Types of Training, Methods of training and development, Training and Development Process, Career Management concepts, Stages of career cycle, Career management methods, Schein's Career Anchors
Module - IV	Performance and Compensation: Basic concepts in Performance Appraisal, Need & Purpose of Performance Appraisal, process of performance appraisal, Performance Appraisal methods, Compensation: Introduction to compensation management, Concept of Wage, Remuneration, Types of payment and benefits.
References / Bibliography	RECOMMENDED BOOKS: 1. R.S Davar : Personnel Management & Industrial Relations 2. K. Ashwasthapa : Human Resource Management 3. Micheal Armstrong : Human Resource Management - Cases & Practices. 4. Dessler : Human Resource Management - Pearson Publication. 5. Singh, R.C. P : Labour Welfare Administration in India 6. R. Sarma : Human Resource Management

Course Code & Course Name: **MNG-101-CC-5220:Marketing Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4** **Marks 100**

Course Objectives:

- *This course shall introduce the learner to the basic marketing concepts, functions, market environment and decision variables. Sensitise learners as to how marketing has an important role to play in overall strategy of an organisation.*

Course Outcomes (CO):

- The learner will be able to develop a suitable marketing mix based on the marketing objective of a company and would be able to apply the three steps of target marketing: segmentation, targeting, and positioning strategies for any product or service.

- The learner will be able to recommend best suited pricing, distribution and promotion strategies for the company's product or service.
- The learner will be able to understand the role of marketing within society and within an economic system and also learn the vital role of marketing within a firm and the necessary relationships between marketing and the other functional areas of business.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Marketing Management: Concept, Evolution, and Importance of Marketing; Marketing philosophies; Marketing environment; Consumer behavior: consumer markets and industrial markets; Market segmentation, targeting and positioning; Segmenting markets: bases and process, Target market selection; Positioning: nature and importance; Marketing Research: importance and applications
Module - II	Marketing Mix Decision - Product decisions: Marketing Mix : Levels of Product, Product Mix, branding and packaging decisions; Product life cycle; Pricing decisions: objectives and determination, methods of setting price and pricing strategies; Promotion mix: advertising, sales promotion, personal selling, public relations; Distribution: Placement- channels of distribution, levels and types of channels, functions and management of channel members, channel selection and motivation; New Product Development.
Module – III	Service Marketing: Emergence of services economy, Characteristics of Services, Difference between product and Service; Marketing Challenges of Service. Service Marketing Mix; Delivering Quality of service: Service Gap model, SERVQUAL, Service Strategy.
Module - IV	Issues and developments in Marketing: Social, ethical, and legal aspects of Marketing, Sustainable Marketing aspects: Green Marketing, Rural Marketing, Online Marketing, Relationship Marketing, Marketing of Nonprofit Organisations, Entrepreneurial Marketing, International Marketing: Reasons for searching global markets, Complexities in International Marketing.
References / Bibliography	<ol style="list-style-type: none"> 1. Kotler, Philip: Marketing Management, Pearson/Prentice Hall 2. Ramaswamy & Namakumari: Marketing Management, Planning and Control, Macmillan. 3. Kumar, A. and Meenakshi: Marketing Management, Vikas Publishing House 4. Bose Biplab: Marketing Management, Himalaya Publishing. 5. Malcolm McDonald: Marketing Planning: Understanding Marketing Plans and Strategy. 6. Michael Etzel, Bruce J Walker, William Stanton, Ajay Pandit: Marketing, Mc Graw Hill Publishing. 7. Suitable Cases

Course Code & Course Name: **MNG-101-CC-5230 (FINANCIAL MANAGEMENT)**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Objective of the Course: *To give detailed idea about modern financial management and its*

applicability at firm level.

कोर्स Outcomes

1. Critically evaluate the financial objectives of various types of organizations and the respective requirements of stakeholders
2. Select and apply techniques in managing working capital
3. Apply ratios to financial statement and reports for evaluation of business projects.
4. Analyse a company's performance and make appropriate recommendations.

5.

6. Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Financial Management: Meaning, Nature and Scope of Financial management, Financial Goal: Profit Vs. Wealth Maximization, Finance Functions: Investment Decisions, Financing Decisions and Dividend Decisions.
Module - II	Project Financing & Evaluation Criteria: Meaning and Stages of Project Financing, Project Evaluation Criteria: Non-Discounted Method- Pack back Period, Accounting Rate of Return, Discounted Method-Net Present Value, Internal Rate of Return and Profitability Index. : NPV and IPR Comparison.
Module – III	Working Capital Management: Meaning, importance, kinds and sources of working capital Management, factors determining working capital, estimation of working capital requirements. Leverage: Operating and Financial importance and benefits.
Module - IV	Ratio Analysis: Meaning, Objectives, Advantages and limitations of Ratio Analysis, Classification of Ratios; Liquidity, Profitability, Financial/Capital Structure, Turnover Ratios.
RECOMMENDED BOOKS:	<ol style="list-style-type: none"> 1. Brealey, Richard & S.C. Myers : Corporate Finance, McGraw hill 2. Chandra, Prasanna : Financial management, Tata McGraw Hill 3. Hampton, John : Financial Decision making, Prentice Hall 4. Bhattacharya, Hrishikesh : Working Capital Management : Strategies and Techniques, Prentice Hall 5. Pandey, I.M : Financial Management, Vikas Publishing House 6. Suitable Case Study

Course Code & Course Name: MNG-101-CC-5240

BUSINESS LAWS

Credit: 4 1 credit= 30 Self Learning Hours Modules: 4

Marks: 100

Core Courses	General Elective Course	Ability Enhancement Course	Skill Enhancement Course	Value Addition course
			√	

Objective of the Course: *The course intends to acquaint the students about the legal framework of business in India.*

Course Outcome

S. No.	Course Outcome
1	CO1) Develop understanding and fundamental knowledge about business Law.
2	CO2)Develop understanding on the concepts of Business Environment and international business environment.
3	CO3)Develop basic understanding of law of contract
4	CO4) understanding of provisions of Companies Act concerning incorporation and regulation of business organizations
5	CO5)Able to analyze case laws in arriving at conclusions facilitating business decisions.

Module Wise Distribution of Syllabus Content

Module - I	Law of Contract Act - 1872: Meaning & Definitions of Contract, Elements of a Valid Contract & Classification of Contract; Contract and Agreement; Offer and Acceptance: Rules regarding offer and acceptance; Revocation of Offer and Acceptance; Consideration: Meaning, Definitions &Essentials of Valid Consideration; Capacities of Parties.
Module - II	The Negotiable Instrument Act-1881 and Companies Act: Negotiable Instruments: Meaning, Definition &Types; Holder and Holder in Due Course; Payment in Due Course; Presentation of Negotiable Instruments; Indemnity and Guarantee; Bailment and Pledge. Companies Act Definition, characteristics and kinds of companies, steps in formation of company. Memorandum of Association, Articles of Association, prospectus.
Module – III	Module III: Law of Sale of Goods Act - 1930: Contract of Sale: Definition, Essentials of Contract of Sale; Distinction between Sale and Agreement to sale; Condition and Warranty: Meaning & Distinction; Performance of Contract of Sale: Meaning, Delivery of goods, Acceptance of goods & Rights & Duties of the Buyer; Unpaid Seller: Meaning & Rights.
Module - IV	Consumer Protection Act 1986& IT Act-2000: An overview of Consumer Protection Act-1986, Salient features, Role of Consumer Protection Councils

	&Consumer Dispute Redressal Forums. TRIP & TRIMs. Electronic Governance; Electronic Records; Digital Signature Certificate; Certifying Authorities; Penalty & Syndication.
References / Bibliography	Sukla, M.C : Mercantile Law Kapoor, N.D : Mercantile Law 3. Singh, Avtar : Law relating to Monopolies, Restrictive and Unfair Trade Practices, Eastern Book Co. C.L. Bansal : Corporate Laws, Excel Book

Course Code & Course Name: **MNG-101-CC-5250: Operations Management**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives:

- To impart upon the students a comprehensive understanding of the role that operations management plays within an organisation and its impact on the overall business performance.
- To develop the ability to analyse and improve business processes, including identifying operational bottlenecks, inefficiencies, and areas for optimisation in business.
- To deliver the ethical considerations and sustainability practices in operations management, including environmental responsibility and social impact.

Course Outcomes (CO):

- Students would be able to demonstrate better understanding of fundamental concepts, principles, and theories related to operations management.
- Students would analyse and evaluate business processes to identify areas for improvement, cost reduction, and efficiency enhancement.
- Consideration to ethical implications and social responsibility in operational decision-making and practices.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Operations Management (OM) OM as a systems perspective; OM functions; Challenges in OM; Current priorities for OM. Sustainability in Operations Notion of sustainability; Framework for sustainable OM; Challenges in creating sustainable operations.

Module - II	<p>Facilities Location Location decisions; Globalisation of operations – Regulatory issues, Factor advantages, Expanding markets in developing countries; Factors affecting location decisions; Location planning methods – Location factor rating, The centre-of-gravity method, The load-distance method, The transportation model.</p>
Module – III	<p>Process and Capacity Analysis Process flow charting; Capacity – Definition, Measures of capacity. Design of Manufacturing Process Types of operations systems – Continuous flow system, Intermittent flow system, Jumbled flow system. Plant Layout Planning Types of layouts – Process layout, Product layout, Fixed position layout, Group technology layout.</p>
Module - IV	<p>Total Quality Management The quality revolution; Definitions of quality; Quality gurus – Deming, Juran, and Crosby; Quality Control Tools – Control charts, Histograms, Pareto diagrams, Fishbone diagrams; Elements of quality assurance systems. Resources Planning Materials Requirement Planning; Safety stock and safety lead time; Inventory Planning and Control – Types of inventories, Inventory cost, Economic order quantity, ABC and VED analysis; Ethical decision-making in inventory and stock management. Operations Scheduling PERT and CPM.</p>
References / Bibliography	<p>Books</p> <ol style="list-style-type: none"> 1. “Operations and Supply Chain Management” by F. R. Jacobs and R. B. Chase, McGraw Hill. 2. “Operations Management – Theory and Practice” by B. Mahadevan, Pearson. 3. “Operations Management” by William J. Stevenson, McGraw Hill. <p>e-Resources for self-paced learning</p> <ol style="list-style-type: none"> 1. SWAYAM course on Operations Management offered by IIM-B, available at https://onlinecourses.swayam2.ac.in/imb19_mgl7/preview 2. NPTEL course on Operations Management offered by IIT Roorkee, available at https://onlinecourses.nptel.ac.in/noc20_me30/preview

Course Code & Course Name: **MNG-101-CC-5260:Entrepreneurship Development**

Credit: **3 (3 lecture-hours in a week)**

Modules:3

Marks 100

Course Objectives: *To address the key issues related to entrepreneurship and to impart the skills, knowledge and attitude related to entrepreneurship development.*

Course Outcomes (CO):

#Learners will understand the process to take a business idea and convert it into a viable business venture in a systematic way.

By adopting component of experiential learning, students will have practice-oriented knowledge and skills for entrepreneurship.

#Additionally, entrepreneurial mindset and skills are key to career growth and success in life.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Entrepreneurship: Introduction to entrepreneurship. Entrepreneurial mindset. Entrepreneurial Roles, Women entrepreneurs. Managerial vs entrepreneurial decision-making. SME vs entrepreneurial firms. Impact of entrepreneurship on the economy.
Module - II	Entrepreneurial Resource Management: Legal entities for new ventures. Entrepreneurial finance: stages of entrepreneurial financing, debt vs equity financing, new generation entrepreneurial financial organizations: venture capital firms and private equity firms. Issues of entrepreneurial marketing. Digital marketing for entrepreneurship.
Module – III	Entrepreneurial Business Model: Sources of business ideas. Business idea to entrepreneurship opportunity: Feasibility study, Business model canvas, Preparation of business plan.
Module - IV	Entrepreneurial Support and Policy: Growth and exit strategies for start-ups. Entrepreneurial support organizations: incubator and accelerator. Entrepreneurship ecosystem.
References / Bibliography	1. Roy Rajeev : Entrepreneurship, Oxford University Press 2. Desai Vasant : Dynamics of Entrepreneurship Development and Management. HPH 3. Baporikar Neeta : Entrepreneurship Development & Project Management- Text and Cases, Himalaya Publishing House 4. Mohanty : Fundamentals of Entrepreneurship Development, Prentice Hall 5. Khanka S. S. : Entrepreneurial Development, S. Chand & Company Pvt. Ltd 6. Hisrich R D & Peters M P : Entrepreneurship, Tata McGraw Hill 7. Rabindra N. Kanungo: Entrepreneurship and Innovation, Sage Publications

Semester III

Course Code & Course Name **MNG-IDE-101-CC-6210:Strategic Management**

Credit: **3 (3 lecture-hours in a week)**
100

Modules: 4

Marks

Course Objectives:

- *This course will expose the learners to various perspectives and concepts in the field of Strategic Management. It will help participants to achieve conceptual clarity to develop knowledge for applying these concepts to solve the business problems.*

Course Outcomes (COs)

- The learner will be able to understand the fundamentals of strategic management, analyze the internal and external environment of business.
- The learner will be able to develop appropriate strategies that will be effective for the current business environment.
- The learner will be able to build understanding of the nature and dynamics of strategy formulation and process of implementation at corporate and business level.
- The learner will be able to assess their significance for strategic planning and also devise strategic approaches to managing any business firm or entity successfully.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Strategic Management: Definition, nature, scope, and importance of strategy and Strategic Management; Defining strategic intent: Vision, Mission, Goals and Objectives; Ethical Issues in Strategic Management, Process of Strategic Management; Levels at which strategy operates; Approaches to Strategic Decision Making: Mintzberg's Modes of Strategic Decision-Making; Change Management Initiatives.
Module - II	Environmental Appraisal & Industry Analysis: Concept of Environment: The Internal Environment, External Environment, Components of External (Macro/Mega) Environment (economic, legal, social, political, and technological); Internal Scanning - Organisational Analysis: Product Life Cycle, VRIO Framework, Continuum of Sustainability, Value Chain Analysis, McKinsey 7-S Model; Environmental Scanning Techniques; Industry Analysis: M. Porter's Five Forces Model. Concept of Sustainable Development.
Module - III	Strategy Formulation and Choice of Alternatives: Strategy Formulation and Choice: Process of Strategic Choice, Challenges in Strategy Formulation; Corporate level Strategies: Growth, Stability, Retrenchment; Porter's Generic Strategies- SBU/Business Level Strategies: Cost leadership, Differentiation and Focus Strategies; Functional Strategies: Marketing, HRM, Finance & Operations Strategies; BCG Matrix; Ansoff's Matrix; Diversification : Related & Unrelated Diversification; Merger & Take-over; Bench Marking (Internal, Competitive & Comparative); Vertical & Horizontal Integration
Module - IV	Strategy Implementation, Evaluation and Control: Strategy Implementation: Interrelationship between Strategy Formulation & Implementation, Issues in Strategy Implementation; International Entry Strategies; Strategic Evaluation & Control: Definition, Importance, Process, Tools used for Evaluation & Control, Limitations of

	Strategic Evaluation & Control, Strategy Audit.
References / Bibliography	<ol style="list-style-type: none"> 1. Arthur A. Thompson Jr., A.J.StricklandIII, John E. Gamble: Crafting and Executing Strategy:The Quest for Competitive Advantage, McGraw Hill 2. Thomas L.Wheelen,J. David Hunger &KrishRangrajan: Concepts in Strategic Management and Business Policy, Pearson 3. Fred R. David: Strategic Management: Concepts & Cases, Pearson/PHI 4. Robert A. Pitts, David Lei.:Strategic Management Building and Sustaining Competitive Advantage, Thomson Southwestern 5. Michael E Porter: Competitive Advantage, Free press 6. C. Appa Rao, B.P. Rao & K. Shivramakrishna: Strategic Management and Business Policy, Excel Books 7. Strickland, A.J. III & Thompson, A.A. Strategic Management: Concepts and Cases. McGraw Hill Education 8. Pearce, J.A. & Robinson, R.B. Strategic Management: Formulation Implementation and Control. McGraw Hill Education 9. Kazmi, A.: Strategic Management and Business Policy. McGraw Hill Education 10. Suitable Cases.

Course Code: **MNG-IDE-101-DE-62110** Course Name:**BUSINESS ENVIRONMENT**

Credit: **3 (3 lecture-hours in a week)**

Modules: 4

Marks 100

Course Objectives: Objectives of the Course:*To acquaint the students about the external factors which make up the opportunities for and threats to business and internal factors which decide the strengths and weaknesses of the firm.*

Course Outcomes (CO):

- CO1 Able to understand the business environment in the national as well as global context.
- CO2 Describe the various factors both internal as well as external affecting business environment.
- CO3 Able to understand the financial system and labour environment.
- CO4 Understand the critical issues related to International trade and practices.
- CO5 Analyse the strategies related to Import-Export , balance of payment and foreign trade.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Business Environment: Meaning, Types of Environment: internal environment & external environment, competitive structure of industries, competitor analysis, government's role in economy. Sustainability and environment-Role of business.

Module - II	Economic Planning & Industries: New Industrial Policy, Public, Private, Joint & Co-operative sectors, Concept of Privatization, Merits & de-merits of Privatization, Price Controls, Industrial Sickness.
Module – III	Financial System & Labour Environment: Financial System: Monetary Policy & Fiscal Policy, Introduction to Money Market & Capital Market, Stock Exchange & its regulations. Labour Environment: Industrial disputes and its causes, Trade Unions: functions, responsibilities & limitations, Social Security: the Workmen’s Compensation Act, 1923, The Employee’s State Insurance Act, 1948.
Module - IV	Global Environment: GATT & WTO: functions of WTO, WTO & India, International Investment: Types of foreign Investment, Significance & Criticisms of Foreign Investment, factors affecting International Investment, MNC: merits and demerits of MNCs, Globalization of business: meaning & essential conditions for globalization, obstacles & factors favouring globalization of Indian business.
References / Bibliography	<ol style="list-style-type: none"> 1. Raghunathan, V : Stock Exchanges and Investments, Tata Mc Graw Hill 2. Agrawal, A N : Indian Economy Problems of Development & Planning, Vishwa Prakashan 3. Amarchand D. : Government & Business, Tata McGraw Hill 4. Maheshwari R.P. : Business, Government & Society : A Study of Business Environment, Vikas Publishing House 5. Cherunilam, Francis : Business Environment, Himalaya Publishing House 6. Adhikari K. : Economic Environment of Business, Sultan Chand & Sons 7. Wadhu Charan, D : Some Problems of India’s Economic Policy, Tata McGraw Hill 8. Ghosh P.K. : Government and Industry, Rupa & Co 9. Suitables case study

Semester III (HR)

Course Code & Course Name: **MNG-IDE-101-DE-61310: Human Resource Planning (HRP)**

Credit: **3(3 lecture-hours in a week)**

Modules:3

Marks 100

Course Objectives: *To introduce a systematic approach to human resource planning, HR accounting and HR audit for organizational performance.*

Course Outcomes (COs)

Learner will be able to plan and forecast the HR needs of the organization.

Students will understand the process and practice of HR accounting.

Students will become familiar with the concepts and knowledge of HR audit.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Human Resource Planning (HRP): HRP concept and its significant, Need for HR Planning, Different levels of HRP, The HRP Model, Process of HRP, Strategic role of HRP.
Module - II	Labour Supply & Demand Forecasting: Environmental scanning for HRP, Forecasting Labour Supply: Considerations & Techniques used. Forecasting Labour Demand: Considerations & Techniques used. Planning & Implementing HR programs to balance labour supply & demand.
Module – III	HR Accounting and HR Audit: Definition&Objectives of HR Accounting, Approaches of HR Valuation. Concept of HR Audit, Objectives of HR, Audit Process, Qualitative and Quantitative Indicators for HR Audit, Audit Report.
Module - IV	Human Resource Information System (HRIS): Concept, Evolution of HR Technology, HRIS functions and its sub-systems, Selecting and Implementing an HRIS.
References / Bibliography	<ol style="list-style-type: none"> 1. Charles R. Greer : Strategic HRM, Pearson 2. Dipale Kumar Bhattacharya : HR Planning, Excel Books 3. Michael Armstrong :Armstrong’s Handbook HRM Practice 4. Gary Deslser&BijuVarkkey: Human Resource Management, Pearson

Course Code & Course Name: **MNG-IDE-101-DE-61320**

PERFORMANCE & COMPENSATION MANAGEMENT

Credit: **4 1 credit= 30 Self Learning Hours**

Modules: 4

Marks 100

Course Objectives: To introduce Performance Management principles and tools for an integrated view of performance from human resource management perspective and to introduce compensation management techniques and components.

Course Outcomes (COs)

- Define the concept of performance management and its significance in HRM.
- Define compensation management and its role in attracting and retaining talent.
- Explore the connection between performance management and compensation.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to Performance Management: Aims of Performance Management, Performance Management approaches, Performance Management Systems, Performance Management basic theories, Performance management models.
Module - II	Performance Management Planning and Competency Mapping: Performance Management Planning Process, Organisational and Individual performance plans, KPAs and Performance Planning, Competency Mapping: Identification, Benchmarking, Assessment, Tools for assessment.
Module – III	Compensation Management and Wages: Wages: Concept, Types, factors influencing wages, Wage Theories and Wage Differentials, Executive Compensation -Components of Executive Compensation, Key issues in designing an effective Compensation System,
Module - IV	Wage laws: The Payment of Bonus Act, 1965, The Payment of Wages Act, 1936, The Minimum Wages Act, 1948, The Equal Remuneration Act, 1976. The Payment of Gratuity Act, 1972. The Employees’ Provident fund and Miscellaneous Act, 1952.
References / Bibliography	RECOMMENDED BOOKS: <ol style="list-style-type: none">1. A.S Kohli T. Deb : Performance Management ,Oxford Publications2. Tapomoy Deb : Performance Appraisal & Management, Excel Books3. Micheal Armstrong : Armstrong’s Handbook : HRM Practice ,4. Garry Dessler : Human Resource Management, Pearson Kogan Pace.

Semester IV (Core Course)

Course Code & Course Name: **MNG-IDE-101-CC-6210 Business Ethics and Corporate Governance**

Credit: **4 1 credit= 30 Self Learning Hours** **Modules: 4**

Marks 100

Course Objectives: *To acquaint the students with the concept of business ethics, its impact on the success of business as well as to gather knowledge of governance of business with relevant case studies.*

Course Outcomes (COs)

- **After completion of the course, the students will be able to learn about various ethical issues in business and gain knowledge about corporate governance.**

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Module I: Business Ethics: Meaning, Scope & Characteristics, Importance of business ethics. Ethics vs. Moral and values, Ethical issues in HRM, Finance and Marketing, International Business Ethics.
Module - II	Module II: Ethical Behaviour and Corporate Social Responsibility: Code of ethics, Unethical conduct of business, Factors causing unethical conduct of Business, Corporate Social Responsibility-Concept and evolution, CSR issues in HRM, Finance and Marketing.
Module – III	Module III : Corporate Governance: Meaning and Importance, BoD– Appointment, Remuneration, Power & Duties of Directors, Directors Liabilities, Functions of Chief Executive & Managing Directors, Company Meetings, Shareholders activism, effective Corporate Governance.
Module - IV	Module IV : Legal Framework, Control of Corporate Sectors & Corporate Disclosure: Company Law in India- Formation of Companies, Types of Companies, Memorandum of association, Articles of Association, Prospectus, IPO, Inter-Corporate Investments, Protection of Investors and Creditors, Winding up of Companies, Corporate Reporting - Annual Report & Financial disclosure, Case Analysis.
References / Bibliography	<ol style="list-style-type: none">1. Alburquerque D : Business Ethics- Principles and Practices, Oxford New Delhi2. Shekhar R C : Ethical Choice in Business, Response Books: New Delhi, 20103. F. Cherulinam : Business & Government, HPH4. Colley : Corporate Governance (Executive MBA Series), TMG Publishers5. R. Chandra : Corporate management, Eastern Book House6. S.S. Gulshan : Company Law, Excel Book

Semester IV (HR)

Course Code & Course Name: **MNG-IDE-101-DE-62310**
INDUSTRIAL RELATIONS & LABOUR LAWS

Credit: **4 1 credit= 30 Self Learning Hours**

Modules: 4

Marks 100

Course Objectives: *The course is designed to impart knowledge on Industrial Relations and labour laws that are essential for effective administration and management of the HR function.*

Course Outcomes (COs)

- Define industrial relations and its significance in the workplace.
- Analyze the relationships among various stakeholders in industrial relations, including employers, employees, trade unions, and government agencies.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Industrial Relations: Concept, Scope, Approaches, Industrial relations perspectives, Conflict and cooperation, IR Perspectives: System Model, Pluralistic Approach, Weber's social action approach, Nature of Employment Organizations: unitary, pluralistic, radical, Code of Conduct.
Module - II	Trade Unions: Trade Unions: Concepts & Evolution, Significance, Objectives and Functions of trade union, Problems of trade unions in India, Recognition, The Trade Unions Act, 1926. Emerging role of trade unions in India.
Module - III	Industrial Disputes: Factors, forms, trends, prevention and settlement, Strikes and Lockouts. The Industrial Employment (Standing Orders) Act, 1946. The Industrial Disputes Act, 1947. Collective Bargaining, Grievance Handling and Disciplinary Action.
Module - IV	Labour Legislation: Labour Legislation: Objective, Principles, Classification, The Factories Act, 1948, The Mines Act, 1952, The Contract Labour (Regulation and Abolition) Act, 1970.
References / Bibliography	<ol style="list-style-type: none">1. S.D. Puri : Guide on Labour Management forms and precedents (Law, Practice & Procedure), Snow white publications.2. Edwin Flippo: Personnel Management3. C.B. Mamoria : Personnel Management4. Rudrabaswaraj : Dynamics of personnel Administration5. All Bare Acts of the ones mentioned above.

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Course Code & Course Name: **MNG-IDE-101-DE-62310**

(HRM)& International Human Resource Management (IHRM) and Human Resource Development (HRD)

Credit: **3 (3 lecture-hours in a week) Modules:3**

Marks 100

Course Objectives: *To introduce the key aspects of international HRM and Human Resource Development (HRD) concepts.*

Course Outcomes (COs)

Learners will understand the concepts and knowledge of international human resource management (IHRM).

Students will understand the managerial implications of IHRM.

Additionally, students will be able to develop HR capabilities using HRD concepts.

Syllabus with modules

Module Wise Distribution of Syllabus Content	
Module - I	Introduction to IHRM: Concepts, Domestic HRM vs IHRM; Social, Legal Economic, Demographic, Governance and Cultural aspects in International Business, Challenges of IHRM, Evolution of Global Organizations.
Module - II	Managing HR across the Border: Four approaches to IHRM, Sources of global workforce. Staffing policy in global business, Recruitment and selection issues in IHRM. Types of Expatriate Assignments. Expatriate Repatriation.
Module – III	Developing Global Workforce& Compensation: Training issues related to IHRM, Pre-departure training and orientation, Post arrival and orientation training. Concepts & key components in IHRM compensation, Approaches to IHRM compensation.
Module - IV	Human Resource Development (HRD): Meaning & Definitions, Need for HRD, Principles of HRD, Role and functions of HRD, Macro HRD vs Micro HRD, Framework for HRD Process, HRD sub-systems.
References / Bibliography	1. K. Aswathappa, Sadhna Dash : IHRM, Tata McGraw Hill 2. Monir H. Tayeb :IHRM & Multinational Company Perspective, Oxford 3. Toney Edwards & Chris Rees :IHRM, Globalization, National System & Multinational Companies

	<p>4. Roger Bermelt : International Business: Environment & Operations, Pearson</p> <p>5. M.S Khan & Smita Singh. : Human Resource Development</p>

6. Procedure of Admission, Curriculum Transaction and Evaluation

Procedure for Admission

The students will be selected on the basis of RGUCET/ MAT score/CUET/CAT. Those selected will have to undergo Group Discussion and Personal Interview. Those clearing these two steps will be eligible to apply. Those eligible, may apply for the course through the distance admission portal. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification candidates admitted to the course.

Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the MBA(HRM) course there is one course coordinator, one subject coordinator and one centre coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

Evaluation

For MBA (HRM) course there are eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 40 %. The aggregate pass percentage is 45 %. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

6. Procedure of Admission, Curriculum Transaction and Evaluation

Procedure for Admission

For the B.A. in English course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centres for verification. After the due verification the candidate is admitted to the course.

Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the BA course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

Evaluation

For BA course there are eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 7 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions

Semester	Admission Fees	SLM fees	Exam fees	Assignment Response Format	Internship fees	Final Fees
I	17675	6125	950	250	N/A	25000
II	15675	6125	950	250	2000	25000
III	16800	7000	950	250	N/A	25000
IV	17675	6125	950	250	N/A	25000
					Total	100000

DEPARTMENT OF ECONOMICS
RAJIV GANDHI UNIVERSITY

dtd.10.06.2023

MINUTES OF THE MEETING

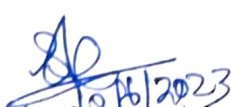
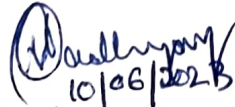
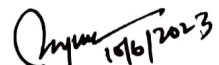


Board of Studies (BoS) Meeting was held in the Department of Economics on 10th June, 2023 at 10.00 am for the new syllabus preparation for undergraduate course as per NEP 2020 in Economics. The meeting was chaired by Prof.S K Nayak, Head, Department of Economics.

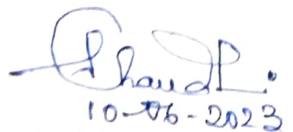



The following decisions were taken in the meeting

The BoS approved the following:

1. The subject expert Prof. P. K. Kuri and Prof. Deepak K. Mishra sent their comments through email, which were incorporated.
2. The basic structure of four-year degree course under NEP- 2020.
3. The details course contains of the first two semesters.
4. Further, BoS decided to hold the next meeting in August/September 2023 to approve the detail syllabus from third to eighth semester.

Since there was no other agenda, the meeting ended with vote of thanks from the chair.


(Prof.S K Nayak) Chairperson

(Prof.Vandana Upadhyay) Member

(Dr.Lijum Nochi) Member

(Dr.D B Gurung) Member

(Dr.P B Baruah) Member (online)


(Prof.Sarit K Chaudhuri) Cognate Member

(Prof.R C Parida) Cognate Member

(Prof. P K Kuri) E/Member

(Prof.D K Mishra) E/ Member

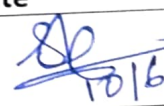
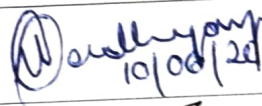
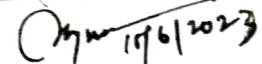
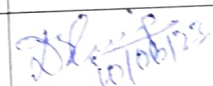
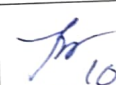
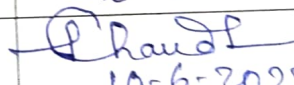
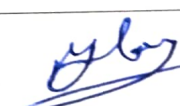
(Dr.Tashi Puntso) online
College Representative


(Dr.Ashi Lama)
Spl.Invitee

(Dr.A K Das)
Spl.Invitee

अर्थ शास्त्र विभाग
राजीव गाँधी विश्वविद्यालय
DEPARTMENT OF ECONOMICS
RAJIV GANDHI UNIVERSITY

ATTENDANCE SHEET OF THE BoS MEETING HELD ON 10.06.2023

Sl.No.	Name	Designation	Signature with Date
1.	Prof.S K Nayak	Chairperson	 10/6/2023
2.	Prof.Vandana Upadhyay	Member	 10/06/2023
3.	Dr.Lijum Nochi	Member	 10/6/2023
4.	Dr.D B Gurung	Member	 10/06/23
5.	Dr. P B Baruah (online)	Member	 10-6-23
6.	Prof.S K Chaudhuri	Cognate Member	 10-6-2023
7.	Prof.R C Parida	Cognate Member	Absent due to his pre occupation
8.	Prof.Pravat Kumar Kuri	External Member	Sent their comments by email
9.	Prof.Deepak Kumar Mishra	External Member	Sent comments by email.
10.	Dr.Tashi Phuntso	College Representative	Joined online.
11.	Dr.Ashi Lama	Spl.Invitee	
12.	Dr.A K Das	Spl.Invitee	

**Department of Economics
Rajiv Gandhi University**

Dated: 10.06.2023

ADDENDUM

In the meeting of the Board of Studies of Department of Economics held on 10/06/2023 at 10.00 am in the HoD's chamber of Department of Economics, Rajiv Gandhi University the Board approved the Curriculum framework for Undergraduate programme in Economics (ODL mode) and Programme Project Report (PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).

The Board also approved the Programme Project Report for the same.

Sd/-
(Prof. S. K. Nayak)
Head, Department of Economics
Dated 10/06/2023

Copy to :

1. PS to VC for information to the Hon'ble VC, RGU
2. PS to Registrar for information to the Registrar.
3. The Director, IDE, for information.

Department of Education

Rajiv Gandhi University

Date: 09.06.2023

Minutes of Meeting

A meeting of the members of the Board of Studies (BOS) for Education was held on 09/06/2023 at 10:30 AM in the HoD's chamber of the Department of Education, RGU, to approve the curriculum framework of 1st and 2nd semester of 3-Year UG degree/4-year UG degree without research/4-year UG degree with research in Education as per NEP 2020. Meeting was conducted in the blended mode. Following members and special invitees were present during the meeting:

Sl. No	Name	Position
1	Prof. P.K. Acharya, Head, Dept. of Education, RGU	Chairperson
2	Prof. J. Sahoo, Professor, Dept. of Education, RGU	Member
3	Prof. R. Taba, Professor, Dept. of Education, RGU	Member
4	Prof. T. Lhungdim, Professor, Dept. of Education, RGU	Member
5	Prof. E. Hangsing, Professor, Dept. of Education, RGU	Member
6	Prof. K. Degi, Professor, Dept. of Education, RGU	Member
7	Prof. B.R. Tok, Professor, Dept. of Education, RGU	Member
8	Prof. Satish Kumar Kalhotra, Professor, Dept. of Education, RGU	Member
9	Dr. Anga Padu, Associate Professor, Dept. of Education, RGU	Member
10	Dr. T. Saroh, Assistant Professor, Dept. of Education, RGU	Member
11	Dr. P.K. Barik, Assistant Professor, Dept. of Education, RGU	Member
12	Prof. Oken Lego, Dept. of Hindi, RGU	Member
13	Dr. Kakoli Goswami, Dept. of Psychology, RGU	Member
14	Prof. Laxmidhar Behera, Dept. of Education, Regional Institute of Education, NCERT, Bhubaneshwar, Odisha	Member
15	Prof. J.B. Madhusudan, Director, Centre for Digital Training and Resources, University of Hyderabad, Telangana	Member
16	Dr. D.K. Padhi, Associate Professor, Dept. of Education, DNGC Itanagar	Member
17	Dr. C Siva Sankar, Associate Professor, Dept. of Education, RGU	Special Invitee
18	Dr. Narender Singh, Assistant Professor, Dept. of Education, RGU	Special Invitee

Prof. J. Sahoo and Prof. Elizabeth Hangsing being on leave could not attend the meeting

External Member 1. Prof. Laxmidhar Behera, Dept. of Education, Regional Institute of Education, NCERT, Bhubaneshwar, Odisha and Prof. J.B. Madhusudan, Director, Centre for Digital Training and Resources, University of Hyderabad, Telangana joined the meeting in Online Mode.

At first, Dr. Tayum Saroh, Co-coordinator of the committee for framing curriculum framework of 1st and 2nd semester of 3-Year UG degree/4-year UG degree without research/4-year UG degree with research in Education as per NEP 2020, welcomed the members of the board of studies and requested the chairperson to brief the members about




[Handwritten signatures and initials in blue ink at the bottom of the page, including names like Barik, L. Sahoo, P. K. Barik, and others.]

the framed draft curriculum framework. At the same time a hardcopy of the draft curriculum framework was also provided to each member of the board of studies and special invitees. Members joined online were provided the softcopy in advance. After the presentation was over, members went through the hardcopies thoroughly and detail discussion was carried out in each and every segment of the draft curriculum; course structure, course objectives, course contents, course outcomes, evaluation schemes and so on. During the discussion, whatever suggestions for modification were received from the members has been incorporated and the final curriculum framework for 1st and 2nd semester of 3-Year UG degree/4- year UG degree without research/4-year UG degree with research in Education as per NEP 2020 . Besides, the members examined the draft curriculum of multidisciplinary and skill enhancement courses for the mentioned semesters in education. After overall observation, reviews of draft syllabus , the members recommended the curriculum structure and syllabus for 1st and 2nd semester to be placed before the academic council and approved by the competent authority.


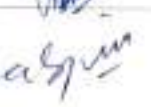
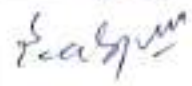

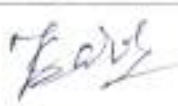

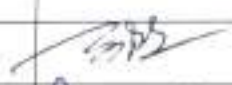
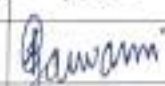



Further, it was also discussed that :

1. in the next meeting of BoS, the curriculum framework for the remaining semesters shall be finalized .
2. If any change has to be made, in the approved structure and syllabus of 1st and 2nd semester, that will be done when the department will have BoS meeting further.

As there was no other agenda for discussion, the meeting was concluded with vote of thanks by Dr. Anga Padu, Co-coordinator of the committee for framing curriculum framework of UG Degree in Education as per NEP 2020.

Sl. No	Name	Signature
1	Prof. P.K. Acharya, Head, Dept. of Education, RGU	
2	Prof. R. Taba, Professor, Dept. of Education, RGU	
3	Prof. T. Lhungdim, Professor, Dept. of Education, RGU	



4	Prof. K. Degi, Professor, Dept. of Education, RGU	
5	Prof. B.R. Tok, Professor, Dept. of Education, RGU	
6	Prof. Satish Kumar Kalhotra, Professor, Dept. of Education, RGU	
7	Dr. Anga Padu, Associate Professor, Dept. of Education, RGU	
8	Dr. T. Saroh, Assistant Professor, Dept. of Education, RGU	
9	Dr. P.K. Barik, Assistant Professor, Dept. of Education, RGU	
10	Prof. Oken Lego, Dept. of Hindi, RGU	
11	Dr. Kakoli Goswami, Dept. of Psychology, RGU	
12	Prof. Laxmidhar Behera, Dept. of Education, Regional Institute of Education, NCERT, Bhubaneswar, Odisha	Attended online
13	Prof. J.B. Madhusudan, Director, Centre for Digital Training and Resources, University of Hyderabad, Telangana	Attended online
14	Dr. D.K. Padhi, Associate Professor, Dept. of Education, DNGC Itanagar	
15	Dr. C. Siva Sankar, Associate Professor, Dept. of Education, RGU	
16	Dr. Narender Singh, Assistant Professor, Dept. of Education, RGU	

**Department of Education
Rajiv Gandhi University**

Date: 09.06.2023

ADDENDUM

In the meeting of the Board of Studies of Department of Education held on 09/06/2023 at 10.30 am in the HoD's chamber of Department of Education, Rajiv Gandhi University the Board approved the Curriculum framework for Undergraduate programme in Education (ODL mode) and Programme Project Report(PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).



(Prof. P K Acharya)

Head, Department of Education

Dated 09/06/2023

Head

Department of Education
Rajiv Gandhi University-
Rono Hills, Doimukh
Arunachal Pradesh-791112

Copy to :

1. PS to VC for information to the Hon'ble VC, RGU
2. PS to Registrar for information to the Registrar.
3. The Director, IDE, for information.



राजीव गाँधी विश्वविद्यालय (केन्द्रीय विश्वविद्यालय)
Rajiv Gandhi University (A Central University)
रोनो हिल्स, दोईमुख - ७९१११२, अरुणाचल प्रदेश, भारत
Rono Hills, Doimukh - 791112, Arunachal Pradesh, INDIA

DEPARTMENT OF ENGLISH


Dated : 12.06.23

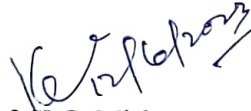
Board of Studies (BoS) Meeting was held in the Department of English on the 12th June 2023 at 10:00 am for the new syllabus presentation of the undergraduate course as per NEP 2020 in English. The meeting was chaired by Prof. Bhagabat Nayak, Head Department of English. The following decisions were taken in the meeting:

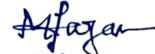
The BoS approved the following:

1. Subject expert Prof. Krishna Singh, Prof. Srabani Biswas and Dr. Jnan Ranjan Padhi sent their comments through email, which were incorporated.
2. The basic structure of four-year degree course under NEP-2020.
3. The detailed course contains the first two semesters.
4. Further, BoS decided that an opportune date is to be set for the deciding of the entire course content for the eight semesters.

Since there was no other agenda, the meeting ended with a vote of thanks from the chair.



Prof. B. Nayak
Chair
12/6/2023


Prof. K.C. Mishra
Member


Dr. Miazzi Hazam
Member


Dr. Doyir Ete
Member


Mrs. Bampi Riba
Member

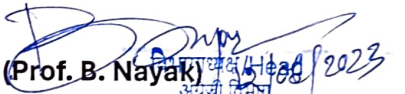

(Prof. Bhagabat Nayak)
Head, Department of English
Dated: 12.06.2023
विभागाध्यक्ष/Head
अंग्रेजी विभाग
Department of English
राजीव गाँधी विश्वविद्यालय
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

**Department of English
Rajiv Gandhi University**

ADDENDUM

In the meeting of the Board of Studies of Department of English held on 12/06/2023 at 10.00 am in the HoD's chamber of Department of English, Rajiv Gandhi University the Board approved the Curriculum framework for Undergraduate programme in English (ODL mode) and Programme Project Report (PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).

The Board also approved the Programme Project Report for the same.


(Prof. B. Nayak) Head
Head, Department of English
Rajiv Gandhi University
Dated 12/06/2023
Rono Hills, Doimukh (A.P.)

Copy to :

1. PS to VC for information to the Hon'ble VC, RGU
2. PS to Registrar for information to the Registrar.
3. The Director, IDE, for information.





Minutes of the Departmental Board of Studies


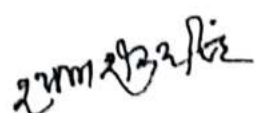

A meeting of the Board of Studies for framing Four Year under Graduate Course for Regular and Distance Learners in accordance with the guidelines of National Education Policy (NEP) 2020 was held at 11.00 am on dated 6th June 2023 in the Conference Hall of Economics Department on Blended Mode. The following members were present in the meeting:-

- | | |
|---------------------------------|--|
| 1. Prof. Oken Lego | : Chairman |
| 2. Prof. Shyam Shankar Singh | : Member |
| 3. Prof. Sunil Baburao Kulkarni | : External member (present online) |
| 4. Prof. Akhilesh Shankdhar | : External member (present online) |
| 5. Prof. K. C. Mishra | : Member from Allied subject |
| 6. Dr. Miazhi Hazam | : Member from Allied subject |
| 7. Dr. Sonam Wangmu | : College Representatives (present online) |
| 8. Dr. Joram Yalam Nabam | : Member |
| 9. Dr. Jamuna Bini | : Member |
| 10. Dr. Arun Kumar Pandey | : Invitee Member |
| 11. Dr. Vishwajeet Kumar Mishra | : Invitee Member |
| 12. Dr. Rajeev Ranjan Prasad | : Invitee Member |

At the outset, the Chairman welcomed all the members present. The following matters were discussed in the meeting:

1. The Head of the department and the Chairman of the Board of Studies Prof. Oken Lego have presented the draft syllabus framed for Four Year Under Graduate (FYUP) Honors Course for Open Distance Learners.
2. The Committee member thoroughly examined the proposed draft syllabus for Regular and Distance Learners. The members of the committee meticulously examined the


31/08





11/07/2023

हिंदी विभाग
राजीव गांधी विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय)
रोनो हिल्स, दोईमुख
अरुणाचल प्रदेश ७९१११२



Department of Hindi
Rajiv Gandhi University
(Central University)
Rono Hills, Doimukh
Arunachal Pradesh- 791112

draft syllabus Semester wise and Paper wise. The Members of the committee gave some valuable inputs and accordingly the draft syllabus was modified.

3. The committee prepared all the papers from first semester to eight semesters for Open Distance Learners under the Institute of Distance Education, Rajiv Gandhi University. The committee members unanimously decided to forward the modified draft syllabus to the concern branch to place it in next Academic Council Meeting.

Since there was no other matter to discuss the meeting ended with the vote of thanks from the Chair.

Prof. Oken Lego
Head, Dept. of Hindi



No- RGU/HIN/DRC/Meeting-35/2014

Date: 9th June, 2023

विभागीय अध्ययन समिति की बैठक का कार्यवृत्त

राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के दिशानिर्देशों के अनुसार नियमित और मुक्त दूरस्थ शिक्षार्थियों के लिए चार वर्षीय स्नातक पाठ्यक्रम (FYUP) तैयार करने के लिए आभासी पटल पर विभागीय अध्ययन समिति (BoS) की एक बैठक दिनांक 6 जून 2023 को सुबह 11.00 बजे अर्धशास्त्र विभाग के सम्मेलन कक्ष में आयोजित की गई। इस बैठक में निम्नलिखित सदस्य उपस्थित रहे-

- | | |
|--|------------------------|
| 1. प्रो. ओकेन लेगो, विभागाध्यक्ष | : अध्यक्ष |
| 2. प्रो. श्याम शंकर सिंह, हिंदी विभाग | : सदस्य |
| 3. प्रो. सुनील बाबुराव कुलकर्णी, बाह्य विशेषज्ञ | : सदस्य (ऑनलाइन) |
| 4. प्रो. अखिलेश शंखधर, बाह्य विशेषज्ञ | : सदस्य (ऑनलाइन) |
| 5. प्रो. के. सी. मिश्र, अंग्रेजी विभाग | : संबद्ध विषय से सदस्य |
| 6. डॉ. मियाजी हज़ाम, अंग्रेजी विभाग | : संबद्ध विषय से सदस्य |
| 7. डॉ. सोनम वांगमू, प्रतिनिधि, सम्बद्ध महाविद्यालय | : सदस्य (ऑनलाइन) |
| 8. डॉ. जोराम यालम नाबम, हिंदी विभाग | : सदस्य |
| 9. डॉ. जमुना बीनी, हिंदी विभाग | : सदस्य |
| 10. डॉ. अरुण कुमार पाण्डेय | : आमंत्रित सदस्य |
| 11. डॉ. विश्वजीत कुमार मिश्र, हिंदी विभाग | : आमंत्रित सदस्य |
| 12. डॉ. राजीव रंजन प्रसाद | : आमंत्रित सदस्य |

बैठक की शुरुआत में अध्यक्ष ने उपस्थित सभी सदस्यों का स्वागत किया। बैठक में निम्नलिखित कार्यवाही संपन्न की गई:

1. बैठक में हिंदी विभागाध्यक्ष तथा विभागीय अध्ययन समिति के अध्यक्ष प्रो. ओकेन लेगो ने नियमित शिक्षार्थियों के लिए चार वर्षीय स्नातक (प्रतिष्ठा) तथा चार वर्षीय स्नातक शोध के साथ प्रतिष्ठा के लिए तैयार पाठ्यक्रम के प्रारूप को प्रस्तुत किया।
2. हिंदी विभागाध्यक्ष तथा विभागीय अध्ययन समिति के अध्यक्ष प्रो. ओकेन लेगो ने मुक्त दूरस्थ अध्ययन के लिए चार वर्षीय स्नातक (प्रतिष्ठा) के लिए तैयार पाठ्यक्रम के प्रारूप को प्रस्तुत किया।

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3. समिति के सदस्यों ने नियमित और मुक्त दूरस्थ शिक्षार्थियों के लिए प्रस्तावित पाठ्यक्रम पर गहन विचार-विमर्श किया। समिति के सदस्यों ने सत्रवार तथा पत्रवार पाठ्यक्रम का वारीकी से परीक्षण किया। समिति के सदस्यों ने कई मूल्यवान सुझाव दिए तथा तदनुसार पाठ्यक्रम को संशोधित भी किया गया।
4. समिति के सदस्यों ने सर्वसम्मति से पाठ्यक्रम के संशोधित प्रारूप को अगली अकादमिक परिषद की बैठक में प्रस्तुत करने हेतु संबंधित शाखा को अग्रसारित करने का निर्णय लिया।
5. समिति ने विश्वविद्यालय के दूरस्थ शिक्षा संस्थान के अंतर्गत मुक्त दूरस्थ अध्ययन के लिए चार वर्षीय स्नातक (प्रतिष्ठा) के प्रथम सत्र से आठवें सत्र तक के पाठ्यक्रम को संबंधित शाखा को अग्रसारित करने का निर्णय लिया।

अध्यक्ष के द्वारा धन्यवाद ज्ञापन के साथ बैठक समाप्त हुई।

प्रो. ओकेन लेगो
अध्यक्ष, हिन्दी विभाग

॥ श्रीनिवास शर्मा ॥

श्रीनिवास शर्मा

**DEPARTMENT OF HISTORY
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH**

MINUTES OF THE MEETING OF BOARD OF STUDY IN HISTORY OF RAJIV
GANDHI UNIVERSITY HELD ON 13 JUNE 2023 AT 10:30 AM IN THE CONFERENCE
HALL OF THE DEPARTMENT OF HISTORY, RAJIV GANDHI UNIVERSITY

The meeting of the BoS of the Department of History, RGU for the preparation of Four-Year UG Courses under NEP 2020 was held on 13 June 2023 at 10:30 am in the Conference Hall of the Department of History with the HoD, History as Chairperson. The Chairperson welcomed all the members and gave his opening remarks regarding the introduction of Four Year UG Programme at RGU under the NEP 2020 framework following which the agenda was taken up for discussion.

The following members attended the meeting:

1. Prof Ashan Riddi, Head Department of History and Chairperson
2. Prof. Tana Showren, Department of History, Member
3. Prof. Sarah Hilaly, Department of History, Member
4. Prof. Rajib Handique, Head, Department of History, Gauhati University, External Member
5. Prof. Sukhendu Debbarma, Dept of History, Tripura University (Online), External Member
6. Prof. P. K. Nayak, Department of History, Member
7. Prof. N.N. Hina, Department of Political Science, Cognate Member
8. Dr. Leki Sitang, Jawaharlal Nehru College, Pasighat, Representative from College
9. Dr. Tajen Dabi, Department of History, Member
10. Dr. Tade Sangdo, Department of History, Member
11. Dr. Bikash Bage, Dept of Sociology, Cognate Member
12. Dr. Arvind, Department of History, Member

AGENDA 1: Preparation of Course Structure

To prepare the Course Structure of the Four-Year UG Degree Programme in History both for the Four Year UG Degree Programme (FYUGDP) with Honours and Four Year UG Degree Programme with Honours and Research.

The members discussed the matter in detail and finally decided to resolve as below:

RESOLUTION 1:

Resolved that the course structure of the Four-Year UG Degree Programme in History with Honours and with Honours and Research be approved as below.

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D. SEC (Skill Enhancement Course)

SEC 1: Tourism in Arunachal Pradesh - 3 Credits

SEC 2: Understanding Heritage - 3 Credits

SEC 3: Archives and Museum- 3 Credits

AGENDA 2: To consider approval of the detailed syllabus:

The members considered the draft of the detailed syllabus prepared by the faculty members and after a prolonged discussion it was felt that it would not be possible to approve the detailed syllabus of all the eight semesters. So, the meeting of the BoS decided to approve the details of the syllabus of the first two semesters and authorize the Chairperson to approve the detailed syllabus of the remaining semesters under report to the BoS in History, RGU. Accordingly, the following two resolutions were adopted:

RESOLUTION 2:

Resolved that the detailed syllabus of all Major, Minor and SEC Courses of the first and second semesters be approved.

RESOLUTION 3:

Resolved that the Chairperson, BoS in History, RGU be authorized to approve the details syllabi of the remaining courses from the third to eighth semesters.

AGENDA 3: Courses for MDC, VAC, AEC

RESOLUTION 4:

The BoS decided that courses under MDC, VAC and AEC may be prepared centrally by the University since these courses are technical in nature and common to all UG programmes. Moreover, the BoS members felt that they do not have necessary expertise for preparing papers under MDC, VAC and AEC.

AGENDA 4: Any Other Matter

The members discussed the matter of implementation of the Four Year UG Programme in general and opined that there may be change required to be made in the already approved syllabi in view of the fluid situation. The members unanimously decided to authorize the Chairperson to take all necessary steps in consultation with the faculty members to ensure smooth implementation of the FYUGDP (Four-Year Undergraduate Degree Programme).

The following resolution was adopted:

RESOLUTION 5:

Resolved that the Chairperson, BoS in History, RGU be authorized to approve all necessary modifications in the Course Structure and Syllabi for smooth implementation of the FYUGP in History under RGU.

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**Course Structure for Four Year UG Degree with Honours in
HISTORY**

Semester-wise Course Structure

(Sem I)

Major 1: The Idea of Bharat - 4 Credits

Minor 1: The Idea of Bharat - 4 Credits

SEC 1: Tourism in Arunachal Pradesh - 3 Credits

(Sem II)

Major 2: History of Ancient India (up to 1200 CE) - 4 Credits

Minor 2: History of Ancient India (up to 1200 CE)- 4 Credits

SEC 2: Understanding Heritage - 3 Credits

(Sem III)

Major 3: History of Medieval India (1200-1707) - 4 Credits

Major 4: History of World Civilization - 4 Credits

Minor 3: History of Medieval India (1200-1707) - 4 Credits

Sem IV

Major 5: History of Modern India (1707-1947) - 4 Credits

Major 6: History of Europe (13th century to 1789) - 4 Credits

Major 7: History of Europe (1789-1919) - 4 Credits

Major 8: Cultural Heritage of India - 4 Credits

Minor 4: History of Modern India (1707-1947) - 4 Credits

Sem V

Major 9: History of North East India upto 1826 - 4 Credits

Major 10: History of Modern World (1919-1945) - 4 Credits

Major 11: Making of Contemporary India - 4 Credits

Major 12: Oral Traditions and Heritage Studies - 2 Credits

Minor 5: History of North East India upto 1826- 4 Credits

Sem VI

Major 13: History of Arunachal Pradesh (up to 1826)- 4 Credits

Major 14: History of Southeast Asia (19th century)- 4 Credits

Major 15: Colonial Economy (1765-1939)- 4 Credits

Major 16: History of Contemporary India (1947-2000) - 4 Credits

Minor 6: History of Arunachal Pradesh upto 1826- 4 Credits

Sem VII

Major 17- History of Modern Japan (1853-1945) - 4 Credits

Major 18: History of Communications - 4 Credits

Major 19: History of USA-I (1776-1945) - 4 Credits

Major 20: History of North East India (1826-1972) - 4 Credits

Minor 7: Research Methodology - 4 Credits

Sem VIII

Major 21: History and Gender Studies - 4 Credits

Major 22: History of South East Asia (20th Century) - 4 Credits

Major 23: Issues in Contemporary World- 4 Credits

Major 24: History of USA-II (1776-1945) - 4 Credits

Minor 8: Research Publications and Ethics - 4 Credits



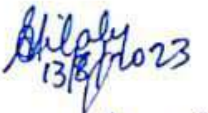

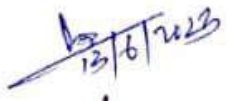
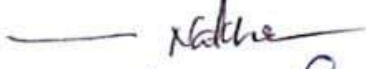
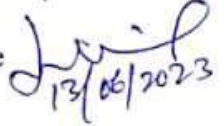



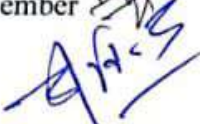
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NAME

SIGNATURE

1. Prof Ashan Riddi, Head Department of History and Chairperson 
2. Prof. Tana Showren, Department of History, Member 
3. Prof. Sarah Hilaly, Department of History, Member 
4. Prof. Rajib Handique, Head, Department of History, Gauhati University, External Member 
5. Prof. Sukhendu Debbarma, Dept of History, Tripura University (Online), External Member
6. Prof. P. K. Nayak, Department of History, Member 
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8. Dr. Leki Sitang, Jawaharlal Nehru College, Pasighat, Representative from College 
9. Dr. Tajen Dabi, Department of History, Member 
10. Dr. Tade Sangdo, Department of History, Member 
11. Dr. Bikash Bage, Dept of Sociology, Cognate Member 
12. Dr. Arvind, Department of History, Member 


13/06/2023

(Prof. Ashan Riddi)
Head, Department of History
Chairperson

**DEPARTMENT OF HISTORY
RAJIV GANDHI UNIVERSITY
RONO HILLS : DOIMUKH
ARUNACHAL PRADESH**

ADDENDUM

In the meeting of the Board of Studies of Department of History held on 13/06/2023 at Department of History, Rajiv Gandhi University; the Board approved the Curriculum framework for Undergraduate programme in History (ODL mode) and Programme Project Report(PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).


13/06/2023
(Prof. Prof. Ashan Riddi)

Head, Department of History

Dated 13/06/2023

दिभागाध्यक्ष, इतिहास विभाग
राजीव गांधी विश्वविद्यालय
Head, Department of History
RGI, Arunachal Pradesh



प्रबंधन विभाग DEPARTMENT OF MANAGEMENT
राजीव गांधी विश्वविद्यालय RAJIV GANDHI UNIVERSITY
रोनो हिल्स, दोईमुख RONO HILLS, DOIMUKH
अरुणाचल प्रदेश ARUNACHAL PRADESH



MINUTES OF THE BOARD OF STUDIES IN MANAGEMENT

The meeting of the Board of Studies (BoS) of the Department of Management was convened on 9th October, 2023 in the Conference Hall of the Department of Management at 10:30 am.

The following faculty members were present in the meeting:

1. Dr. Sankar Thappa, Department of Management : HoD and Chairman, BoS *Thappa*
2. Prof. Ranjit Tamuli, Department of Management : Member, BoS *Tamuli*
3. Mr. B.P S. Baruah, Department of Management : Member, BoS *Baruah*
4. Mr. Arindam Chakrabarty, Department of Management : Member, BoS *Arindam*
5. Prof. S. K. Jena, Department of Commerce : Cognate Member *S.K. Jena*
6. Prof. Vandana Upadhyay, Department of Economics : Cognate Member *Vandana*
7. Prof. Papori Baruah, Department of Business Administration : Member (External Expert) *Papori*
Tezpur University.
8. Prof. V. Umashankar, Professor & Director : Member (External Expert) *Umashankar*
PGPM, Great Lake Institute of Management, Gurgaon

At the outset, the Chairman welcomed the members and outlined the agenda of the meeting as follows:

1. Revision of the Ph.D. programme structure and curriculum.
2. Revision of the MBA programme structure and curriculum.
3. Revision of the PGDTM programme structure and curriculum.
4. Implementation of NEP 2020.

After a threadbare discussion and a long deliberation amongst the members, the BoS, Department of Management unanimously resolved the following:

Umashankar

Thappa

Baruah
09/10/23


S.K. Jena
09/10/2023

Arindam
09/10/2023

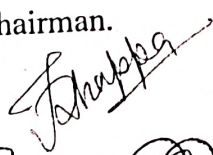
Vandana
09/10/2023

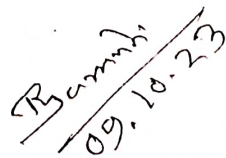
Tamuli
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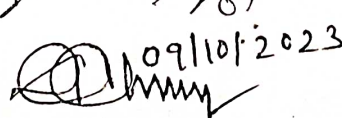
- The BoS approved the Ph.D. in Management regulations and course work with certain modifications thereon (adopting 12 credit course structure with the provision of offering a 2-credit course open to all the research scholars of the university in congruence with the Ordinance of the university). The members opined that the research scholars be motivated to present papers in seminars and conferences and undergo the review comments meticulously to mature their research acumen.
2. The BoS approved the MBA Programme Regulation and Structure along with the papers and their semester-wise credits. The department shall offer 15 major papers (61 credits), two minor papers (08 credits), two multidisciplinary courses (07 credits), two ability enhancement compulsory courses (06 credits), three skill-based courses (09 credits), one value-based course (04 credits), summer internship & viva voce (3+2 credits), and one case presentation & comprehensive viva (3+3 credits). The department shall offer courses with a total of 108 credits, of which every student needs to qualify 96 credits (for major subjects 51 credits and others remaining the same) as every student shall pursue two major specialisation groups out of the three offered (HRM, Marketing, and Finance). The BoS, in principle, approved the content of the syllabi as proposed by the department.
 3. The BoS approved the PGDTM Programme Regulation and Structure along with the papers and their semester-wise credits. The department shall offer nine papers (04 theoretical papers in every semester and one comprehensive viva in the second semester). Each paper shall be of four credits and thereby the PGDTM programme shall comprise a total of 36 credits.
 4. The detailed Regulations, Programme Structure, Subject & credit Distribution, and the syllabus content for Ph.D, MBA, and PGDTM programmes are attached and approved by the members of the BoS.
 5. The Course Structure of Ph.D, MBA, and PGDTM programmes have been approved by the BoS. It is also resolved that in case of a specific guidelines provided by the UGC or appropriate competent authority shall be adopted in toto provide that the university authority accepts or ratifies the same.
 6. The programme Regulation and Structure comprise course specific objective, course outcome, pedagogy and evaluation criteria.
 7. The meeting ended with a vote of thanks by the Chairman.

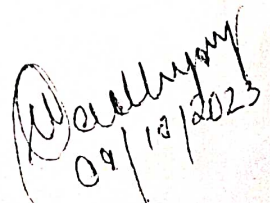

Member

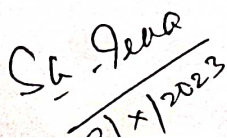




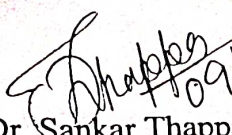

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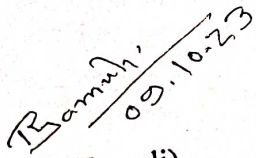

09/10/2023



(Dr. Sankar Thappa)
Head & Chairman, BoS
09/10/2023

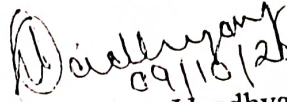

(Mr. BPS. Barua)
Member, BoS
09/10/2023

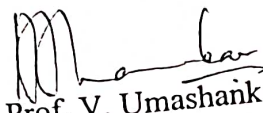

Prof. S. K. Jena
Cognate Member, BoS
09/10/2023


Prof. Pappi Baruah
Member (External Expert), BoS


(Prof. Ranjit Tamuli)
Member, BoS
09.10.23


(Mr. Arindam Chakrabarty)
Member, BoS
09/10/2023


Prof. Vandana Upadhyay
Cognate Member, BoS
09/10/2023


Prof. V. Umashankar
Member (External Expert), BoS

राजीव गांधी विश्वविद्यालय

(केंद्रीय विश्वविद्यालय)

रोनो हिल्स दोइमुख, - 791112

अरुणाचल प्रदेश

राजनीति विज्ञान विभाग



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RAJIV GANDHI UNIVERSITY

(A Central University)

RONO HILLS, DOIMUKH - 791112

Arunachal Pradesh

DEPARTMENT OF POLITICAL SCIENCE

MINUTES OF THE MEETING OF BOARD OF STUDY IN POLITICAL SCIENCE OF RAJIV GANDHI UNIVERSITY HELD ON 15 JUNE 2023 AT 10.30 AM IN THE HEAD CHAMBER OF THE DEPARTMENT OF POLITICAL SCIENCE, RAJIV GANDHI UNIVERSITY.

The meeting of the Board of Studies (BoS) of the Department of Political Science, RGU for the preparation of Four-Year Under graduate courses as per the New Education policy (NEP) 2020 was held on 15 June at 10.30 am in the Head chamber, Political Science under chairmanship of HoD. The chairperson welcomed all the members and gave his opening remarks regarding the introduction of Four Year UG Programme at RGU under the NEP 2020 framework following which the agenda was taken up for discussion.

The following member attended the meeting:

1. Prof. Nabam Nakha Hina, Head Department of Political Science and Chairperson
2. Prof. P.K. Panigrahi, Department of Political Science, Member
3. Prof. Nani Bath, Department of Political Science, Member
4. Dr. Tabang Mibang, Department of Political Science, Member
5. Dr. Punyo Yarang, Department of Political Science, Member
6. Dr. David Gao, Department of Political Science, Member
7. Prof. Vandana Upadhyay, Department of Economics, Cognate Member
8. Dr. Tajen Dabi, Department of History, Cognate Member
9. Dr. Aruna Gyati Lod, Principal, Women Government college, Co-opted Member
10. Taba Sorang Assistant Professor, Doimukh Govt. College, Co-opted Member
11. Nuki Gammeng, Department of Political Science, Invitee
12. Nada Pugang Assistant Professor, Yachuli Govt. College, Co-opted Member

AGENDA 1: Preparation of Course Structure

The Course Structure of the Four-Year UG Degree Programme in Political Science both for the Four Year UG Degree Programme (FYUGDP) with Honours and Four Year UG Degree Programme with Honours and Research has been prepared, as attached.

The Meeting ended with expression of gratitude from the chairperson

15/06/2023

(Prof. Nabam Nakha Hina)
Chairperson



BOARD OF STUDY (BoS) MEETING
DEPARTMENT OF POLITICAL SCIENCE, RAJIV GANDHI UNIVERSITY

Date: 15 JUNE 2023
Time: 10.30 AM

ATTENDANCE SHEET

Sl. No.	Name	Designation	Signature
1.	Nada Pugang	Assistant Professor	
2.	Dr. Aruna Gyati Koh	Principal	
3.	Dr. Pungo Yarang	Asst prof	
4.	Nuki Gammeng	Asst. Prof.	
5.	VANDANA UPADHYAY	PROFESSOR	
6.	Taba Sorang	Asst. Prof.	
7.	Davis Gao	Asst. Prof.	
8.	Togeu Dali	Co-opted Member	
9.	Talung Hibus	Assistant prof.	
10.	Nari Bask	Member	
11.	Nabam Nakho Hwo	HOD	
12.	Prof. P.K. Panigrahi	Professor	
13.			

**DEPARTMENT OF POLITICAL SCIENCE
RAJIV GANDHI UNIVERSITY
RONO HILLS; DOIMUKH
ARUNACHAL PRADESH**

ADDENDUM

In the meeting of the Board of Studies of Department of Political Science held on 15/06/2023 at 10.30 am in the Head Chamber, Department of Political Science, Rajiv Gandhi University the Board approved the Curriculum framework for Undergraduate programme in Political Science (ODL mode) and Programme Project Report (PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).


(Prof. N N Hina)

Head, Department of Political Science

Dated 15/06/2023

HEA:
Deptt. of Political Science
Rajiv Gandhi University
Arunachal Pradesh



समाजशास्त्र विभाग/ Department of Sociology
राजीव गांधी विश्वविद्यालय/ Rajiv Gandhi University
रोनो हिल्स : दोईमुख/ Rono Hills : Doimukh

No.SOC/2024/BOS

Date: 26th June, 2023

**MINUTES OF THE MEETING OF 1st BOARD OF STUDY IN SOCIOLOGY OF RAJIV
GANDHI UNIVERSITY HELD ON 26th JUNE, 2023 AT 10.00 AM IN THE CONFERENCE
HALL OF THE DEPARTMENT OF SOCIOLOGY, RAJIV GANDHI UNIVERSITY**

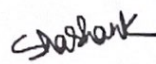


The meeting of the 1st BoS (Blended mode) of the Department of Sociology, RGU for the preparation of Four-Year UG under NEP 2020 framework was held on 26th June, 2023 at 10.00 am in the Conference Hall of the Department of Sociology with the HoD, Sociology as Chairperson. The Chairperson welcomed all the members and gave his opening remarks regarding the introduction of Four Year UG Syllabi under RGU under the NEP 2020 framework for which following agenda was taken up for discussion.

The following members attended the meeting:

1. Dr. Shashank Yadav, Head i/c , Dept. of Sociology, RGU, Chairperson
2. Dr. Bikash Bage, Associate Professor, Dept. of Sociology, RGU, Member (Online)
3. Dr. Padi Hana, Assistant Professor, Dept. of Sociology, RGU, Member
4. Dr. Nani Umie, Assistant Professor, Dept. of Sociology, RGU, Co-opted Member
5. Prof. Simon John Samuel, Professor, AITS, RGU, Member
6. Dr. Ashi Lama, Associate Professor, Dept. of Economics, RGU, Member
7. Prof. Kedilezo Kikhi, Professor, Dept. of Sociology, Tezpur University, Assam, Member(Online)
8. Prof. B. Panda, Professor, Dept. of Sociology, NEHU, Shillong, Meghalaya, Member(Online)
9. Mr. Tamin Mili, Assistant Professor, Dept. of Sociology, JNC, Pasighat, Member(Online)

The Board approved the Four- year UG Syllabi of Sociology under NEP 2020. The suggestions of the external experts have been included in the courses accordingly.

NAME & SIGNATURE

1. Dr. Shashank Yadav, Head i/c, Department of Sociology, RGU and Chairperson 
2. Dr. Bikash Bage, Department of Sociology, RGU, Member 
3. Dr. Padi Hana, Department of Sociology, RGU, Member 

4. Dr. Nani Umie, Department of Sociology, RGU, Co-opted Member *Umie*
5. Prof. Simon John Samuel, Professor, AITS, RGU, Member *sdl-*
6. Dr. Ashi Lama, Department of Economics, RGU, Member *sdl-*
7. Prof. Kedilezo Kikhi, Professor, Dept. of Sociology, Tezpur University, Assam, Member *sdl-*
8. Prof. B. Panda, Professor, Dept. of Sociology, NEHU, Shillong, Meghalaya, Member *sdl-*
9. Mr. Tamin Mili, Assistant Professor, Dept. of Sociology, JNC, Pasighat, Member *sdl-*

Sashank

(Dr. Shashank Yadav)
HEAD i/c
Dept. of Sociology
RGU

विभागाध्यक्ष समाज शास्त्र विभाग.
रा.गों.विश्व. /Head (ic)
Dept. of Sociology, RGU

**Department of Sociology
Rajiv Gandhi University
Rono Hills :Doimukh
Arunachal Pradesh**

ADDENDUM

In the meeting of the Board of Studies of Department of Sociology held on 26/06/2023 at 10.00 am in the Conference Hall of Department of Sociology, Rajiv Gandhi University the Board approved the Curriculum framework for undergraduate programme in Sociology (ODL mode) and Programme Project Report (PPR) as per National Education Policy (NEP) 2020 for Institute of Distance Education (Centre for Distance and Online Education).

Sashank

(Dr. Shashank Yadav)

Head i/c, Department of Sociology

Dated 26/06/2023

Copy to :

1. PS to VC for information to the Hon'ble VC, RGU
2. PS to Registrar for information to the Registrar.
3. The Director, IDE, for information.

विभागाध्यक्ष समाज शास्त्र विभाग
रा.गं.विश्व. / **Head (ic)**
Dept. of Sociology, RGU