

# **MATA TRIPURA SUNDARI OPEN UNIVERSITY, TRIPURA**



## **PROGRAMME PROJECT REPORT BACHELOR OF ARTS (B.A.) 2025-26**

  
Registrar

Mata Tripura Sundari Open University  
Gomati-Tripura

**Introduction:**

The **4-Year Bachelor of Arts (Honours) Degree Programme (FYUP)** is one of the most sought-after Bachelor Degree Programmes after 10+2/Senior Secondary/Intermediate Examination. The 4-Year Bachelor of Arts (B.A.) is a comprehensive programme focusing on holistic development of students in liberal education. It is intended to give graduate students great flexibility and choice in future study or career.

The purpose of launching 4-Year B.A. (Hons.) Degree Programme is to provide the ground knowledge for producing the competent professionals through inclusion of capacity building components in the mainstream programme. The B.A. (Hons.) is one of the most popular educational degree courses in India and abroad. It is the basic educational degree programme which is a mandatory qualification to appear in different graduate-level competitive examinations like Civil Services, banking sector along with other national level examinations.

The best part of the programme is that the students of any stream after 10+2 can get admission in B.A. (Hons.) Programme. Our B.A. Programme includes the following subjects- English, Hindi, History, Sociology, Political Science and Economics. It allows the students to enter into diverse academic and professional fields as well as higher education programmes. This degree enables the students to acquire basic competencies and skills that are required to compete in the competitive examinations and pursue Higher Education in the respective course of study. It also imbibes leadership qualities, decision making ability, and oral and written communication skills. The ICT mediated teaching learning practices ensure parity in terms of academic rigor and quality of instructions with regular B.A. offered by the University.

**A. Programme's Mission and Objectives:****Mission-**

- To acquire basic understanding of the course of study with its insight, essence and application in real life situations.
- To learn and use effective communication skills and strategies through oral, written and digital presentations.
- To develop critical thinking on issues related to courses of study based on the contents of study in the subject.

**Objectives-**

The main objective of the 4-Year B.A. (Hons.) Programme at the Mata Tripura Sundari Open University is to provide a course of study by which students learn and experience the basic concepts, thoughts, principles and theories of respective disciplines including an in-depth investigation into the respective course of study, structure and phenomena inculcating core values of liberal education in students.

**B. Relevance of the Programme with HEI's Mission and Goals:**

The vision and mission of Mata Tripura Sundari Open University, are:

**Vision-**

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel under the pressure of a fast-changing professional world, and a desire to grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

**Mission-**

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to the students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.

- To provide the best campus environment to the students and faculty with all facilities to nurture their interests.

The 4-Year B.A. (Hons.) Programme of the University strives to realize its vision and mission by rectifying student centric issues on priority. The goals of ODL (Open Distance Learning) program is to provide educational opportunities and facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. For such cases, 4-Year B.A. (Hons.) through ODL mode can be helpful in increasing knowledge base and skill upgradation.

The Programme aims at providing alternative path to wider potential learners who are in need of refresher courses to update their skills.

### **C. Nature of Prospective Target Group of Learners:**

The Distance Education Programmes of the Mata Tripura Sundari Open University (MTSOU) shall target the working professionals, executives as well as those who cannot attend a full-time programme due to constraints. The candidates desirous of taking admission in the B.A. (Hons.) Programme shall have to meet the eligibility norms as follows-

**Eligibility Criteria:** To obtain admission in 4-Year B.A. (Hons.) Programme, the learner must have completed 10+2 in any stream.

The 4-Year B.A. (Hons.) Programme offered by Mata Tripura Sundari Open University aims at training students to be skilled professionals, with the competence and ability to become leaders, to develop not just the intellect of our students but also their character and personality. This gives an opportunity to the distance learners to attend distance programmes offered by the university to those who cannot spare enough time to attend regular classes.

### **D. Appropriateness of Programme to be Conducted to Acquire Specific Skills and Competence:**

The University has identified the following Programme Learning Outcomes and Programme Specific Outcomes as acquisition of specific skills and competence in 4-Year B.A. (Hons.) Programme:

#### **1. Programme Outcomes (POs)-**

**At the completion of 4-Year B.A. (Hons.) Programme, a learner shall be able to:**

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting to people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

## **2. Programme Specific Outcomes (PSOs)-**

After completing the Programme, students will be able to:

**PSO1:** Develop and understand the knowledge with facts and figures concerned with subjects like, English, Hindi, Political Science, Sociology, Economics and History.

**PSO2:** Develop awareness in various aspects of human life and culture.

**PSO3:** Compare and contrast in social life and linguistic behaviour.

The University has developed the 4-year BA (Hons.) programme for maintaining the quality and to train the students in order to face the competition at the National/International level.

## **E. Instructional Design:**

The 4-Year B.A. (Hons.) Programme is divided into eight semesters and minimum credits required are 160 to get the 4-Year B.A. (Hons.) Degree from Mata Tripura Sundari Open University. The minimum time period for acquiring the 4-Year B.A. (Hons.) Degree will be four years and maximum time (extended) period is eight years.

## **B.A. (Honours.) Four Year Undergraduate Programme as per NEP-2020:**

### **Introduction:**

The Mata Tripura Sundari Open University offers 4-Year undergraduate B.A. (Hons.) programme (as per NEP-2020) in five subjects. The subjects are listed below-

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

The minimum credits required for the award of 3-Year and 4-Year UG programme degree are given in **Table-1**.

**Table 1: Credit Requirement for the Award of Degree in Each Category in UGC-NEP, 2020-**

S. No.	Type of Courses	Credits (3-Year UG)	Credits (4-Year UG)
1.	Major (Core)	60	80
2.	Minor Stream	24	32
3.	Interdisciplinary	09	09
4.	Ability Enhancement Courses (AECs)	08	08

5.	Skill Enhancement Courses (SECs)	10	10
6.	Value Added Courses (VACs) (Common for all UG Programmes)	06	06
7.	Summer Internship	03	03
8.*	Research Project/Dissertation	-	12
<b>Total</b>		<b>120</b>	<b>160</b>

*\*Note: Honours students not undertaking research will be required to opt for 3 courses of 12 credits in total in lieu of a Research Project/Dissertation.*

### **Curricular Components of 4-Year B.A. (Hons.) Programme:**

The curriculum consists of major stream courses (Core Courses), minor stream courses and Interdisciplinary Courses, language courses, skill enhancement courses, and a set of courses on Environmental Education, Understanding India, Digital and Technological Solutions, Health & Wellness, Yoga Education, and Sports and Fitness ( Value Added Courses).

At the end of the second semester, students can decide either to continue with the chosen major or request a change of major course. The minor stream courses include vocational courses which will help the students to equip with job-oriented skills. The details regarding the components are as follows –

**Major Stream (80 credits)** – The discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

**Minor Stream (32 credits)** – It helps a student to gain a broader understanding beyond the major discipline.

**Interdisciplinary (9 credits)** – All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines. 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 (12<sup>th</sup> class or equivalent) in the proposed major and minor stream under this category.

**Ability Enhancement Courses (AEC; 08 credits)** - 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.

**Skill Enhancement Courses (SEC; 10 credits)** – These courses are aimed at imparting practical skills, hands-on training, soft skills etc. to enhance the employability of the students.

**Value-Added Courses (VAC) (Common to all UG students; 06 credits)** – The MTSOU offers two VAC courses as follows:

1. Environmental Education
2. Understanding India

**Note:**

1. The major subject would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may only be allowed to change major within the broad discipline at the end of the second semester. So, at the end of the second semester, students can decide either to continue with the chosen major or request a change of major.
2. Beyond the major discipline, student would have to choose a minor stream subject for the award of the degree.

**Table 2: The Broad Course Structure of the Undergraduate Programmes-**

Semester	DSC/Core Courses	Minor Courses	IDC	AECs (Language)	SECs/ Internship /Dissertation	VACs	Total Credits
I	2 Courses (8 C)	2 Courses (8 C)		1 Course (2 C)	1 Course (2 C)		20
II	2 Courses (8 C)	2 Courses (8 C)		1 Course (2 C)	1 Course (2 C)		20
	<i>Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject.</i>						40
III	2 Courses (8 C)	1 Course (4 C)		1 Course (2 C)	1 Course (3 C)	1 Course (3-4 C)	20-21
IV	2 Courses (8 C)	1 Course (4 C)	-	1 Course (2 C)	1 Course (3 C)	1 Course (3-4 C)	20-21
	<i>Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject.</i>						80
V	3 Courses (14 C)		2 Courses (6 C)	-			20
VI	3 Courses (14 C)		1 Course (3 C)	-	Internship (3 C)		20
	<i>Students who want to undertake 3-year UG programme will be awarded B.A. Degree in the relevant Discipline/Subject upon securing 120 credits.</i>						120
<b>Total</b>	<b>60</b>	<b>24</b>	<b>09</b>	<b>08</b>	<b>10+03</b>	<b>06</b>	<b>120</b>
VII	4 Courses (16 C)	1 Course (4 C)	-				20
VIII	4 Courses (16 C)	1 Course (4 C)	-				20
<b>Total</b>	<b>92</b>	<b>32</b>	<b>09</b>	<b>08</b>	<b>10+03</b>	<b>06</b>	<b>160</b>
	<i>Students will be awarded B.A. Degree (Honours) in the relevant Discipline/Subject provided they secure 160 credits.</i>						160

\*DSC: Discipline Specific Courses

\*IDC: Interdisciplinary Courses

\*AEC: Ability Enhancement Course

\*SEC: Skill Enhancement Courses

**\*VAC: Value Added Courses**

**Note-**

1. Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a **UG certificate**.
2. Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the **UG diploma**.
3. **Students can exit** after completion of six semesters with **120 credits** and will be awarded a **Bachelor's Degree**. For B.A. Programme, a student has to earn minimum 60 credits of core courses (**Major discipline**), 24 credits in **Minor discipline**, 09 credits in **Interdisciplinary area**, 08 credits in **Ability Enhancement Area (AEC)**, 10 credits in **Skill Enhancement Area (SEC)** and 6 credits in two **Value-Added Courses** (3 credits each) and 3 credits in one **internship** course as per the course structure (Table 2).
4. **If the student wants to continue in FYUP** then he/she may have to earn 20 more credits in **Core Courses** and 8 credits in **Minor discipline** as per the UGC curriculum. So, after completion of 8 semesters with **160 credits**, the student will be awarded a **Bachelor's Degree (Hons.)** in the selected major subject.

**Table 3: Evaluation Scheme, NEP, 2020 (Session: 2024-25)**

**Semester-I**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (2 Courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3		Minor (2 courses)	Minor	4	30	70	100
4			Minor	4	30	70	100
5		English-I/Hindi-I	AEC	2	30	70	100
6			SEC	2	30	70	100
	Total Credits			20	180	420	600



**Semester-II**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (2 courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3		Minor (2courses)	Minor	4	30	70	100
4			Minor	4	30	70	100
5		English-II/Hindi-II	AEC	2	30	70	100
6			SEC	2	30	70	100
	Total Credits			20	180	420	600

**Semester-III**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (2courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3		Minor (1course)	Minor	4	30	70	100
4		English-III/Hindi-III	AEC	2	30	70	100
5			SEC	2	30	70	100
6			VAC	3	30	70	100
	Total Credits			20	180	420	600

**Semester-IV**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (2courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3		Minor (1course)	Minor	4	30	70	100
4		English-IV/Hindi-IV	AEC	2	30	70	100
5			SEC	2	30	70	100
6		Environmental Science	VAC	3	30	70	100
	Total Credits			20	180	420	600

**Semester-V**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (4 courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3			DSC	4	30	70	100
4			DSC	2	30	70	100
5			Interdisciplinary	3	30	70	100
6			Interdisciplinary	3	30	70	100
Total Credits				20	180	420	600

**Semester-VI**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (4 courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3			DSC	4	30	70	100
4			DSC	2	30	70	100
5			Interdisciplinary	3	30	70	100
6		Internship	SEC	3	30	70	100
Total Credits				20	180	420	600

**Semester-VII (H)**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (4 courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3			DSC	4	30	70	100
4			DSC	4	30	70	100
5		Minor (1Course)	Minor	4	30	70	100
Total Credits				20	150	350	500

**Semester-VIII (H)**

S. No.	Course Code	Course Name	Category	Credit	Continuous Assessment Max. Marks	Term End Exam Max. Marks	Total
1		Major (4 courses)	DSC	4	30	70	100
2			DSC	4	30	70	100
3			DSC	4	30	70	100
4			DSC	4	30	70	100
5		Minor (1 course)	Minor	4	30	70	100
	Total Credits			20	150	350	500

**Table 5: Skill Enhancement Courses (SECs):**

S. No.	Name of the Course	Course Code
1.	Fundamentals of Computer System and Office Automation	CSB-1101
2.	Reasoning	MMB-1101
3.	अनुवाद विज्ञान एवं व्यवहारिक अभ्यास	HNB-2113
4.	लेखन-कौशल (पत्र और निबंध लेखन)	HNB-2213
5.	Public speaking and presentation skills	ENB-2113
6.	Technical Writing	ENB-2213
7.	Book Publication Course	SOB-2113
8.	Indian Tribal & Folk Art	SOB-2213
9.	Legislative Practices and Procedures	PLB-2113
10.	Democratic Awareness with Legal Literacy	PLB-2213
11.	Contemporary Economic Issues	ECB-2113
12.	Data Analysis	ECB-2213
13.	Short introduction of Archives and Records	HSB-2113
14.	Culture, Ethics and Values in Ancient Indian Tradition	HSB-2213

**Table 6: Ability Enhancement Courses (AECs):**

<b>S. No.</b>	<b>Name of the Course</b>	<b>Course Code</b>
1.	English Communication	ENB-1101
2.	Creative Writing	ENB-1201
3.	Personality development	ENB-2101
4.	Basic Knowledge of English Grammar	ENB-2201
5.	रचनात्मक और समाचार लेखन	HNB-1101
6.	फ़िल्म और मीडिया लेखन	HNB-1201
7.	पटकथा लेखन	HNB-2101
8.	कार्यालयी लेखन	HNB-2201

**Table 7: Interdisciplinary Courses (IDCs):**

<b>S. No.</b>	<b>Name of the Course</b>	<b>Course Code</b>
1.	साहित्य और सिनेमा	HNB-3115
2.	भाषा शिक्षण	HNB-3116
3.	समकालीन कविता में पर्यावरणीय चेतना	HNB-3215
4.	Literature and Ecology	ENB-3115
5.	Feminist Literature	ENB-3116
6.	Literature and Films	ENB-3215
7.	Gender Studies	SOB-3114
8.	Development, Social Policy and Planning	SOB-3115
9.	Sociology of Health	SOB-3214
10.	Political Sociology	PLB-3115
11.	Political Economy	PLB-3116
12.	Political Philosophy	PLB-3215
13.	Environmental Economics	ECB-3115

14.	Economics of Education	ECB –3116
15.	Mathematical Methods in Economics–I	ECB- 3215
16.	History and Sociology-Indian Society	HSB-3115
17.	History and Political Science-Development of Indian Constitution	HSB-3116
18.	History and literature- Ancient Indian Buddhism, Jainism, Vedic Literature and Ancient Indian languages and Scripts.	HSB-3215

**Table 8: Value-Added Courses (VACs):**

<b>S. No.</b>	<b>Name of the Course</b>	<b>Course Code</b>
1.	Environmental Education	VAC-2101
2.	Understanding India	VAC-2201

**MOOCS (Massive Online Open Courses):**

The University shall give flexibility in opting for MOOC by the students pertaining to the prescribed curriculum and also the Credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

**Syllabi and Course Materials:**

The Syllabi, PPR and Self Learning Material (SLM) are developed mostly by experienced faculty members of in consultation with content experts and the same will be forwarded to CIQA (Centre for Quality Assurance) and Board of Studies/Academic Council for further suggestions and approval.

FYUG B.A. (Hindi) Course Structure					
YEAR	SEM	COURSE CODE	COURSE NAME	CREDITS	CATEGORY
I	I	HNB-1111	हिंदी कहानी	4	मेजर/माइनर
	I	HNB-1112	भक्तिकालीन कविता	4	मेजर/माइनर
	II	HNB-1211	स्वतंत्रतापूर्वउपन्यास साहित्य	4	मेजर/माइनर
	II	HNB-1212	आधुनिक हिंदी कविता (प्रगतिवाद तक)	4	मेजर/माइनर
II	III	HNB-2111	स्वातन्त्र्योत्तरउपन्यास साहित्य	4	मेजर/माइनर
	III	HNB-2112	आधुनिक हिंदी कविता(प्रगतिवाद के बाद)	4	मेजर
	IV	HNB-2211	नाटक एवं एकांकी	4	मेजर/माइनर
	IV	HNB-2212	हिंदी निबंध	4	मेजर
III	V	HNB-3111	हिंदी साहित्य काइतिहास (रेतिकाल तक)	4	मेजर
	V	HNB-3112	आदिकालीन काव्य	4	मेजर
	V	HNB-3113	हिंदी भाषा एवं लिपि	4	मेजर
	V	HNB-3114	हिंदी भाषा: संप्रेषणएवं संचार	2	मेजर
	VI	HNB-3211	हिंदी सहित्य काइतिहास (आधुनिक काल)	4	मेजर
	VI	HNB-3212	हिंदी आलोचना	2	मेजर
	VI	HNB-3213	भारतीय काव्यशास्त्र	4	मेजर
	VI	HNB-3214	रीतिकालीन काव्य	4	मेजर
IV	VII	HNB-4111	पाश्चात्यकाव्यशास्त्र	4	मेजर
	VII	HNB-4112	प्रयोजनमूलक हिंदी	4	मेजर/माइनर
	VII	HNB-4113	आत्मकथा,जीवनी,संस्मरणऔर रिपोर्टाज	4	मेजर
	VII	HNB-4114	हिंदी की साहित्यिकपत्रकारिता	4	मेजर
	VIII	HNB-4211	पाश्चात्य साहित्यचिंतन	4	मेजर
	VIII	HNB-4212	लोक साहित्य	4	मेजर
	VIII	HNB-4213	विविध विमर्श औरहिंदीसाहित्य	4	मेजर/माइनर
	VIII	HNB-4214	भाषा विज्ञान	4	मेजर

**बीए -हिंदी पाठ्यक्रम**

**सेमेस्टर-I**

**पाठ्यक्रम शीर्षक- हिंदी कहानी**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-1111**

**क्रेडिट-04**

**पूर्णांक-100(70+30)**

**उद्देश्य**

हिंदी कहानी के उद्भव व विकास से परिचित कराना  
कहानी की समीक्षा करने का कौशल विकसित करना।

**अधिगम की उपलब्धियां**

कहानी विधा के उद्भव व विकास से परिचित हो सकेंगे।  
कहानी की सैद्धान्तिक समीक्षा करने के कौशल का विकास  
विविध कहानियों के पाठ और विश्लेषण के माध्यम से कहानी की विविध धाराओं से परिचित हो सकेंगे।

**खंड-1 प्रेमचन्दपूर्व एवं प्रेमचन्दयुगीन कहानी**

- इकाई-1 कहानी का स्वरूप एवं तत्त्व
- इकाई-2 हिंदी की पहली कहानी
- इकाई-3 प्रेमचंद पूर्व हिंदी कहानी:सामान्य परिचय
- इकाई-4 प्रेमचन्दयुगीन हिंदी कहानी:सामान्य परिचय

**खंड-2 प्रेमचंदोत्तर हिंदी कहानी**

- इकाई-5 प्रेमचंदोत्तर हिंदी कहानी का सामान्य परिचय
- इकाई-6 प्रेमचंदोत्तर हिंदी कहानी: प्रमुख प्रवृत्तियां
- इकाई-7 भगवतीचरण वर्मा तथा यशपाल की कहानी कला
- इकाई-8 अज्ञेय तथा मोहन राकेश की कहानी कला

**खंड-3 स्वातन्त्र्योत्तर हिंदी कहानी और प्रमुख कहानी आंदोलन**

- इकाई-9 स्वातन्त्र्योत्तर हिंदी कहानी :सामान्य परिचय
- इकाई-10 नई कहानी:स्वरूप एवं प्रवृत्तियां
- इकाई-11 प्रमुख कहानी आंदोलन:सामान्य परिचय
- इकाई-12 निर्मल वर्मा, उषा प्रियंवदा तथा असगर वजाहत की कहानी कला

**खंड-4 कहानियों का विश्लेषणात्मक अध्ययन**

- इकाई-13 उसने कहा था-चन्द्रधर शर्मा गुलेरी
- इकाई-14 गुंडा-जयशंकर प्रसाद
- इकाई-15 कफ़न-प्रेमचंद
- इकाई-16 परदा-यशपाल
- इकाई-17 रोज़-अज्ञेय
- इकाई-18 वापसी-उषा प्रियंवदा

**सहायक पुस्तकें**

हिंदी का गद्य साहित्य- रामचन्द्र तिवारी  
हिंदी कहानी: उद्भव और विकास-सुरेश सिन्हा  
हिंदी कहानी का इतिहास-गोपाल राय  
हिंदी कहानी के 100 वर्ष-डॉ.वेद प्रकाश अमिताभ  
हिंदी कहानी का विकास-मधुरेश  
कहानी नई कहानी-नामवर सिंह  
कहानी:स्वरूप एवं संवेदनाएं- राजेन्द्र यादव

**बीए -हिंदी**

**सेमेस्टर-I**

**पाठ्यक्रम शीर्षक-भक्तिकालीन कविता**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-1112**

**क्रेडिट-04**

**पूर्णांक-100 (70+30)**

**उद्देश्य**

भक्तिकाल की पृष्ठभूमि से अवगत कराना।  
भक्तिकाल की विभिन्न काव्यधाराओं से अवगत कराना।  
प्रमुख कवियों और उनकी रचनाओं का ज्ञान देना।  
भक्तिकालीन कविता की व्याख्या करने की क्षमता का विकास

**अधिगम की उपलब्धियां**

भक्तिकाल की पृष्ठभूमि से अवगत कराना



भक्तिकाल की विभिन्न काव्यधाराओं तथा दार्शनिक संप्रदायों से परिचित कराना ।  
प्रमुख कवियों से अवगत कराना  
भक्तिकालीन कविता की व्याख्या करने की क्षमता का विकास।

### **खंड-1 संत काव्य**

इकाई-1 भक्तिकाव्य-उदय की पृष्ठभूमि, स्वरूप एवं विकास  
इकाई-2 संत काव्य- परिचय एवं प्रवृत्तियां  
इकाई-3 कबीर के काव्य की विशेषताएं  
व्याख्या के लिए निर्धारित पाठ  
इकाई-4 कबीर: साखी 1 से 7 तक  
पद-1,33,42

### **खंड-2 सूफ़ीकाव्य**

इकाई-5 सूफ़ीमत का स्वरूप एवं विकास  
इकाई-6 सूफ़ी काव्य परम्परा: परिचय एवं प्रवृत्तियां  
इकाई-7 जायसी के काव्य की विशेषताएं  
व्याख्या के लिए निर्धारित पाठ  
इकाई-8 पदमावत-मलिक मोहम्मद जायसी- 'सिंघलदीप वर्णन खंड ' के निर्धारित अंश

### **खंड-3 कृष्ण-भक्ति काव्य धारा**

इकाई-9 कृष्ण भक्ति काव्य धारा: परिचय और प्रवृत्तियां  
इकाई-10 अष्टछाप के कवियों का सामान्य परिचय  
इकाई-11 सूरदास के काव्य की विशेषताएं  
व्याख्या के लिए निर्धारित पाठ  
इकाई-12 बाल लीला वर्णन -(गोकुल लीला) पद संख्या- 21,47,77,95

### **खंड-4 रामभक्ति काव्य-धारा**

इकाई-13 रामभक्ति काव्य धारा: परिचय और प्रवृत्तियां  
इकाई-14 तुलसीदास के काव्य की विशेषताएं  
इकाई-15 अन्य रामभक्त कवियों का सामान्य परिचय  
व्याख्या के लिए निर्धारित पाठ  
इकाई-16 तुलसीदास-रामचरितमानस का बालकांड (धनुषभंग प्रकरण)

### **सहायक पुस्तकें**

हिंदी साहित्य का इतिहास-रामचन्द्र शुक्ल  
कबीर-हजारी प्रसाद द्विवेदी  
जायसी-विजेयदेवनारायण साही  
संत साहित्य-परशुराम चुतर्वेदी  
लोकवादी तुलसीदास-विश्वनाथ त्रिपाठी  
वैष्णव भक्ति का उद्भव और विकास- सुबीरा जायसवाल  
तुलसीदास: एक पुनर्मूल्यांकन- अजय तिवारी  
सूर और उनका साहित्य- हरवंशलाल शर्मा

बीए -हिंदी  
सेमेस्टर-II  
पाठ्यक्रम शीर्षक-स्वतंत्रता-पूर्व उपन्यास साहित्य  
मेजर/माइनर  
पाठ्यक्रम क्रमांक- HNB-1211

क्रेडिट-04

पूर्णांक-100(70+30)

### उद्देश्य

उपन्यास विधा के सिद्धांत व रचना प्रक्रिया का ज्ञान कराना।  
हिंदी उपन्यास के उद्भव व विकास से परिचित कराना।  
चयनित उपन्यास व उपन्यासकारों के वैशिष्ट्य से परिचित कराना।  
उपन्यासों की समीक्षा का कौशल विकसित करना।

### अधिगम की उपलब्धियां

उपन्यास विधा की रचना प्रक्रिया का ज्ञान।  
हिंदी उपन्यास साहित्य के उद्भव व विकास से परिचित होंगे।  
किसी भी उपन्यास की व्यावहारिक समीक्षा करने के कौशल का विकास।  
चयनित उपन्यासों के अध्ययन के माध्यम से हिंदी उपन्यास की विविध धाराओं के ज्ञान।

### खंड-1 प्रेमचंद पूर्व हिंदी उपन्यास

इकाई-1 भारतीय मध्यवर्ग का उदय  
इकाई-2 उपन्यास-अर्थ,स्वरूप  
इकाई-3 हिंदी के आरंभिक उपन्यासों का सामान्य परिचय  
इकाई-4 प्रेमचंद पूर्व हिंदी उपन्यासों की विशेषताएं

### खंड-2 प्रेमचंदयुगीन हिंदी उपन्यास

इकाई-5 प्रेमचन्दयुगीन हिंदी उपन्यास: सामान्य परिचय एवं विशेषताएं  
इकाई-6 उपन्यासकार के रूप में प्रेमचंद  
इकाई-7 प्रेमचन्दयुगीन प्रमुख उपन्यासकार- जयशंकर प्रसाद, सूर्यकांत त्रिपाठी निराला  
इकाई-8 पांडेय बेचन शर्मा उग्र, विशम्भरनाथ शर्मा कौशिक

### **खंड-3 'गबन' उपन्यास का विशलेष्णात्मक अध्ययन**

इकाई-9 'गबन' कथावस्तु  
इकाई-10 'गबन' तात्विक समीक्षा  
इकाई-11 'गबन' के द्रवीय समस्या  
इकाई-12 'गबन' शिल्प विवेचन

### **खंड-4 प्रेमचंदोत्तर हिंदी उपन्यास**

इकाई-13 प्रेमचंदोत्तर हिंदी उपन्यास का सामान्य परिचय  
इकाई-14 प्रेमचंदोत्तर हिंदी उपन्यास की विशेषताएं  
इकाई-15 हिंदी के प्रमुख मनोवैज्ञानिक उपन्यास-सामान्य परिचय  
इकाई-16 ऐतिहासिक उपन्यास: परिचय एवं प्रवृत्तियां

### **सहायक पुस्तकें**

हिंदी उपन्यास का इतिहास-गोपाल राय  
हिंदी उपन्यास का विकास- मधुरेश  
हिंदी उपन्यास-जनवादी परम्परा-स.कुंवरपाल सिंह  
आधुनिक हिंदी उपन्यास-स.भीष्म साहनी

**बीए -हिंदी**

**सेमेस्टर-II**

**पाठ्यक्रम शीर्षक-आधुनिक हिंदी कविता (प्रगतिवाद तक)**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-1212**

**क्रेडिट-04**

**पूर्णांक-100(70+30)**

**उद्देश्य**

विद्यार्थियों को आधुनिक हिंदी कविता से परिचित कराना

आधुनिक हिंदी कविता की विभिन्न काव्यधाराओं के प्रतिनिधि कवियों से परिचित कराना।

आधुनिक हिंदी कविता के विकास-क्रम के अध्ययन के माध्यम से कविता की आलोचनात्मक समझ विकसित करना।

निर्धारित कविताओं का पाठ एवं व्याख्या कराना।

**अधिगम की उपलब्धियां**

आधुनिक कविता से परिचित होंगे।

प्रतिनिधि कवियों से परिचित होंगे।

निर्धारित कविताओं का पाठ एवं व्याख्या करने में सक्षम होंगे।

**खंड-1 आधुनिक हिंदी कविता**

इकाई-1 आधुनिकता की अवधारणा

इकाई-2 भारतेंदुयुगीन कविता-सामान्य परिचय

इकाई-3 द्विवेदीयुगीन कविता-सामान्य परिचय

इकाई-4 मैथिलीशरण गुप्त 'पंचवटी' का समीक्षात्मक अध्ययन

**खंड-2 छायावाद-1**

इकाई-5 छायावाद:नामकरण,परिभाषा एवं स्वरूप

इकाई-6 जयशंकर प्रसाद की काव्यकला

इकाई-7 निराला की कविता का वैशिष्ट्य

व्याख्या के लिए निर्धारित पाठ

इकाई-8 निराला-राम की शक्ति पूजा

इकाई-9 महादेवी वर्मा और उनकी कविता

**खंड-3 छायावादोत्तर काव्य**

इकाई-10 छायावादोत्तर काव्य की प्रमुख प्रवृत्तियां

इकाई-11 दिनकर के काव्य की विशेषताएं

इकाई-12 पंत के काव्य की विशेषताएं

व्याख्या के लिए निर्धारित पाठ

इकाई-13 दिनकर- हिमालय,पंत-ताज,पर्वत प्रदेश में प्रवास

#### **खंड-4 प्रगतिवाद**

इकाई-14 प्रगतिवादी कविता:वैचारिक आधार

इकाई-15 प्रगतिवाद:प्रमुख प्रवृत्तियां

इकाई-16 नागार्जुन की कविता का वैशिष्ट्य

इकाई-17 केदारनाथ अग्रवाल की कविता का वैशिष्ट्य

व्याख्या के लिए निर्धारित पाठ

इकाई-18 नागार्जुन-अकाल और उसके बाद,चन्द्रगहना से लौटती बेर-केदारनाथ अग्रवाल

#### **सहायक पुस्तकें**

छायावाद:पुनर्मूल्यांकन- सुमित्रानंदन पंत

बीसवीं सदी का हिंदी साहित्य- नंददुलारे वाजपेयी

छायावाद-नामवर सिंह

आधुनिक साहित्य की प्रवृत्तियाँ-नामवर सिंह

छायावाद का पतन-देवराज

हिंदी साहित्य:बीसवीं शताब्दी

क्रांतिकारी कवि निराला- बच्चन सिंह

मैथिलीशरण गुप्त- प्रभाकर माचवे

जयशंकर प्रसाद - नंददुलारे वाजपेयी

**बीए -हिंदी**

**सेमेस्टर-III**

**पाठ्यक्रम शीर्षक-स्वातन्त्र्योत्तर उपन्यास साहित्य**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-2111**

**उद्देश्य**

स्वातन्त्र्योत्तर हिंदी उपन्यास की समझ विकसित करना।

प्रमुख उपन्यासों में निहित समस्याओं से अवगत कराना।

उपन्यास विधा के शिल्प का ज्ञान कराना।

**क्रेडिट-04**

**पूर्णांक-100(70+30)**

## **अधिगम की उपलब्धियां**

स्वातन्त्र्योत्तर हिंदी उपन्यास के विकास एवं इतिहास की समग्र समझ।

विभिन्न विमर्शों की दृष्टि से समकालीन प्रमुख उपन्यासों का मूल्यांकन करने के कौशल का विकास।

### **खंड -1 ग्रामीण तथा आंचलिक उपन्यास**

इकाई-1 स्वातन्त्र्योत्तर भारत का सामाजिक परिवेश

इकाई-2 ग्रामीण उपन्यासों का सामान्य परिचय और प्रवृत्तियां

इकाई-3 प्रमुख ग्रामीण केंद्रित उपन्यासकारों का परिचयात्मक अध्ययन

इकाई-4 आंचलिक उपन्यास: परिचय और प्रवृत्तियां

### **खंड-2 भारत विभाजन एवं सांप्रदायिक समस्या पर केंद्रित उपन्यास**

इकाई-5 भारत विभाजन एवं सांप्रदायिक समस्या पर केंद्रित उपन्यास- सामान्य परिचय

इकाई-6 राही मासूम रज़ा के उपन्यास साहित्य का सामान्य परिचय

इकाई-7 भीष्म साहनी और कमलेश्वर के उपन्यास साहित्य का सामान्य परिचय

इकाई-8 भीष्म साहनी के 'तमस' का आलोचनात्मक अध्ययन

### **खंड-3 स्वातन्त्र्योत्तर हिंदी उपन्यास और स्त्री जीवन**

इकाई-9 हिंदी उपन्यास साहित्य में स्त्री

इकाई-11 मैत्रीय पुष्पा के उपन्यासों में स्त्री

इकाई-12 प्रभा खेतान के उपन्यासों में स्त्री

इकाई-13 'छिन्नमस्ता' का समीक्षात्मक अध्ययन

### **खंड-4 दलित, अल्पसंख्यक विमर्श और हिंदी उपन्यास**

इकाई-14 दलित विमर्श और हिंदी उपन्यास

इकाई-15 अब्दुल बिस्मिल्लाह का उपन्यास साहित्य-सामान्य परिचय

इकाई-16-झीनी झीनी बीनी चदरिया'का समीक्षात्मक अध्ययन

इकाई-17 हिंदी में प्रमुख दलित उपन्यासकार

इकाई-18 मोहनदास नैमिशराय के 'मुक्तिपर्व' का आलोचनात्मक अध्ययन

### **पाठ्य पुस्तकें**

तमस-भीष्म साहनी

छिन्नमस्ता-प्रभा खेतान

झीनी झीनी बीनी चदरिया-अब्दुल बिस्मिल्लाह

जूठन-ओमप्रकाश वाल्मीकि

### **सहायक पुस्तकें**

हिंदी उपन्यास : एक अंतर्गता- रामदरश मिश्र

हिंदी उपन्यास बदलते सन्दर्भ- शशि भूषण सिंघल

स्वातन्त्र्योत्तर हिंदी कथा साहित्य और ग्रामीण जीवन- विवेकीराय

बीए -हिंदी  
सेमेस्टर-III

पाठ्यक्रम का शीर्षक-आधुनिक हिंदी कविता (प्रगतिवाद के बाद)  
मेजर

पाठ्यक्रम क्रमांक- HNB-2112

क्रेडिट-04

पूर्णांक-100(70+30)

#### खंड-1 प्रयोगवाद और नई कविता

इकाई-1 प्रयोगवाद:सामान्य परिचय

इकाई-2 नयी कविता:परिचय एवं प्रवृत्तियाँ

इकाई-3 अज्ञेय के काव्य की विशेषताएं

इकाई-4 'असाध्य वीणा' लंबी कविता का समीक्षात्मक अध्ययन

#### खंड-2 मुक्तिबोध और धूमिल

इकाई-5 मुक्तिबोध के काव्य की विशेषताएं

इकाई-6 मुक्तिबोध की लंबी कविताओं का सामान्य परिचय

इकाई-7 धूमिल के काव्य की विशेषताएं

इकाई-8 धूमिल-मोचीराम(समीक्षा एवं व्याख्या)

#### खंड-3 साठोत्तरी कविता

इकाई-10 साठोत्तरी कविता:विविध आंदोलन

- इकाई-11 दुष्यंत की गज़लें:संवेदना एवं शिल्प  
इकाई-12 सर्वेश्वर की कविता यथार्थ बोध, भाषा एवं शिल्प  
इकाई-13 'कुआनो नदी'कविता का समीक्षात्मक अध्ययन

#### **खंड-4 समकालीन कविता**

- इकाई-14 समकालीन कविता का परिदृश्य  
इकाई-15 केदारनाथ सिंह की के काव्य की विशेषताएँ  
इकाई-16 राजेशजोशी के काव्य की विशेषताएँ  
इकाई-17 समीक्षा एवं व्याख्या-बच्चे काम पर जा रहे हैं-राजेश जोशी  
इकाई-18 अनामिका के काव्य की विशेषताएं

#### **सहायक पुस्तकें**

- हिंदी साहित्य संवेदना का विकास- रामस्वरूप चतुर्वेदी  
हिंदी साहित्य का इतिहास-नगेन्द्र  
प्रगतिशील कविता के सौंदर्य मूल्य-अजय तिवारी  
कविता का अर्थात्-परमानंद श्रीवास्तव



बीए –हिंदी  
सेमेस्टर -IV

पाठ्यक्रम शीर्षक-नाटक एवं एकांकी  
मेजर/माइनर  
पाठ्यक्रम क्रमांक- HNB-2211

क्रेडिट-04

पूर्णांक-100(70+30)

### उद्देश्य

नाटक विधा के अध्ययन के साथ उसके विकास को समझाना।

भारतेंदु हरिश्चंद्र, प्रसाद, मोहन राकेश आदि नाटककारों के नाट्य वैशिष्ट्य से परिचित कराना।

एकांकी के स्वरूप और एकांकीकारों से संबंधी जानकारी प्रदान करना।

निर्धारित एकांकी का आलोचनात्मक अध्ययन

### अधिगम की उपलब्धियां

नाटक विधा की समझ विकसित होगी।

नाटक और एकांकी में अंतर स्पष्ट कर सकेंगे।

हिंदी नाटक के विकास से परिचय।

भारतेंदु, प्रसाद, मोहन राकेश आदि के नाट्य साहित्य के विवेचन का कौशल विकसित होगा

निर्धारित एकांकी का आलोचनात्मक अध्ययन

### खंड-1 नाटक

इकाई-1 नाटक: परिभाषा एवं स्वरूप

इकाई-2 नाटक के तत्त्व

इकाई-3 भारतेंदु एवं द्विवेदीयुगीन नाटक साहित्य: परिचय एवं प्रवृत्तियां

इकाई-4 भारतेंदु का नाट्य साहित्य

### खंड-2 प्रसादयुगीन नाटक

इकाई-5 प्रसादयुगीन नाटक: परिचय एवं प्रवृत्तियां

इकाई-6 प्रसादयुगीन नाटक-प्रमुख नाटककार

इकाई-7 जयशंकर प्रसाद का नाट्य साहित्य

इकाई-8 'चन्द्रगुप्त' नाटक का आलोचनात्मक अध्ययन

### खंड-3 स्वातन्त्र्योत्तर नाटक

इकाई-9 स्वतन्त्रोत्तर नाटक:परिचय एवं प्रवर्तियाँ

इकाई-10 रामकुमार वर्मा के नाट्य साहित्य का सामान्य परिचय

इकाई-11 मोहन राकेश के नाट्य साहित्य का सामान्य परिचय

इकाई-13 मोहन राकेश के 'आषाण के एक दिन' का समीक्षात्मक अध्ययन

#### **खंड-4 एकांकी**

इकाई-13 एकांकी की परिभाषा एवं स्वरूप

इकाई-14 हिंदी एकांकी का उदभव व विकास

इकाई-15 हिंदी के प्रमुख एकांकीकार

इकाई-16 जगदीशचन्द्र माथुर- 'रीढ़ की हड्डी' एकांकी का आलोचनात्मक अध्ययन

#### **सहायक पुस्तकें**

हिंदी नाटक: उदभव और विकास-दशरथ ओझा

हिंदी नाटक-बच्चन सिंह

प्रसाद के नाटक :स्वरूप और संरचना-गोविंद चातक

नाटककार प्रसाद- सावित्री तिवारी

समकालीन हिंदी नाटक और रंगमंच- जयदेव तनेजा

**बीए -हिंदी**

**सेमेस्टर -IV**

**पाठ्यक्रम शीर्षक-हिंदी निबंध**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-2212**

**क्रेडिट-04**

**पूर्णांक-100(70+30)**

#### **उद्देश्य**

निबंध विधा की सैद्धान्तिकी व रचना प्रक्रिया का ज्ञान कराना।

हिंदी निबंध में उदभव व विकास से परिचित कराना।

चयनित निबंधों और निबन्धकारों की समीक्षा का कौशल विकसित करना।

## **अधिगम की उपलब्धियां**

निबंध विधा की सैद्धान्तिकी व रचना प्रक्रिया का ज्ञान प्राप्त कर सकेंगे।

हिंदी निबंध के उद्भव व विकास से परिचित होंगे

चयनित निबंध के पाठ और निबन्धकारों के विश्लेषण के माध्यम से हिंदी निबंध की विविध धाराओं और आंदोलनों से परिचित हो सकेंगे।

## **खंड-1 हिंदी निबंध और भारतेन्दु युग**

इकाई-1 निबंध: परिभाषा, स्वरूप एवं प्रकार

इकाई-2 हिंदी निबंध का विकास

इकाई-3 भारतेन्दु युग के निबंधों की प्रमुख प्रवृत्तियां

इकाई-4 बालकृष्ण भट्ट-समीक्षात्मक अध्ययन-साहित्य जनसमूह के हृदय का विकास है

## **खंड-2 द्विवेदी युग**

इकाई-5 द्विवेदीयुग-प्रमुख प्रवृत्तियां

इकाई-6 निबन्धकार महावीर प्रसाद द्विवेदी

इकाई-7 निबंधकार सरदार पूर्ण सिंह

इकाई-8 समीक्षात्मक अध्ययन: आचरण की सभ्यता-पूर्ण सिंह

## **खंड-3 शुक्ल और शुक्लोत्तरयुगीन हिंदी निबंध**

इकाई-9 शुक्ल एवं शुक्लोत्तरयुगीन हिंदी निबंध

इकाई-10 निबंधकार आचार्य रामचन्द्र शुक्ल

इकाई-11 निबंधकार हजारीप्रसाद द्विवेदी

इकाई-12 समीक्षात्मक अध्ययन-करुणा-रामचन्द्र शुक्ल

आम फिर बौरा गए-हजारी प्रसाद द्विवेदी

## **खंड-4 स्वतंत्र्योत्तर हिंदी निबंध**

इकाई-13 स्वतंत्र्योत्तर हिंदी निबंध

इकाई-14 निबंधकार अज्ञेय

इकाई-15 निबंधकार हरिशंकर परसाई

इकाई-16 समीक्षात्मक अध्ययन-आवारा भीड़ के खतरे-हरिशंकर परसाई

### **पाठ्य पुस्तकें**

निबंध निकष- स.रामचन्द्र तिवारी

चिंतामणि भाग-1 -रामचन्द्र शुक्ल

आवारा भीड़ के खतरे-हरिशंकर परसाई

### **सहायक पुस्तकें**

हिंदी का गद्य साहित्य-रामचन्द्र तिवारी

हिंदी निबंध साहित्य- विजय शंकर मल्ल

हिंदी निबंध-शिवप्रसाद सिंह

हिंदी के प्रतिनिधि निबन्धकार- द्वारिकाप्रसाद सक्सेना

### **बीए -हिंदी**

सेमेस्टर-V

पाठ्यक्रम शीर्षक-हिंदी साहित्य का इतिहास (रीतिकाल तक)

क्रेडिट-04

मेजर

पाठ्यक्रम क्रमांक- HNB-3111

पूर्णांक-100 (70+30)

### **उद्देश्य**

हिंदी साहित्य के इतिहास लेखन की परंपरा से अवगत कराना।

काल विभाजन एवं नामकरण की समस्या से परिचित कराना।

हिंदी साहित्य के प्रमुख काल की परिस्थिति, प्रवृत्तियों तथा प्रमुख काव्य धाराओं से परिचित कराना।

### **अधिगम की उपलब्धियां**

हिंदी साहित्य के इतिहास लेखन की परंपरा, काल विभाजन और नामकरण की समस्या से परिचित हो सकेंगे।

विभिन्न काल का प्रवृत्तिगत अध्ययन कर सकेंगे।

प्रमुख कवियों और महत्वपूर्ण काव्य धाराओं से परिचित हो सकेंगे।

समय के साथ साहित्य में आए बदलाव का आकलन करने की क्षमता का विकास होगा।

### **खंड -1 आदिकाल**

इकाई-1 हिंदी साहित्य के इतिहास लेखन की परंपरा

इकाई-2 काल विभाजन एवं नामकरण की समस्या

इकाई-3 आदिकाल: परिस्थितियां, प्रवृत्तियां एवं परवर्ती साहित्य पर प्रभाव

इकाई-4 आदिकालीन साहित्य परम्परा-जैन, सिद्ध, नाथ साहित्य एवं रासो साहित्य

## **खंड-2 भक्तिकाल**

इकाई-5 भक्तिकाल की वैचारिक पृष्ठभूमि एवं प्रवृत्तियां

इकाई-6 निर्गुण संत कवि और उनका योगदान

इकाई-7 सूफी काव्य परम्परा

इकाई-8 सूफी काव्य-प्रमुख कवि

## **खंड-3 राम और कृष्ण काव्यधारा**

इकाई-9 राम भक्ति का स्वरूप और विकास

इकाई-10 तुलसी का काव्य

इकाई-11 कृष्णभक्ति काव्य: स्वरूप एवं विकास

इकाई-12 सूर का काव्य

## **खंड 4-रीतिकाल**

इकाई-13 रीतिकाल: पृष्ठभूमि एवं नामकरण

इकाई-14 रीतिकालीन: प्रवृत्तियां

इकाई-15 रीतिकाल के प्रमुख कवि (मतिराम, देव)

इकाई-16 बिहारी, घनानंद, पदमाकर

## **सहायक पुस्तकें**

हिंदी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल

हिंदी साहित्य का आदिकाल-हजारी प्रसाद द्विवेदी

हिंदी साहित्य की भूमिका-हजारी प्रसाद द्विवेदी

आदिकालीन हिंदी साहित्य-शंभूनाथ पांडे

तुलसीदास का काव्यविवेक और मर्यादाबोध-कमलानंद झा

लोकवादी तुलसीदास-विश्वनाथ त्रिपाठी

वैष्णव भक्ति का उद्भव और विकास-सुबीरा जायसवाल

बीए -हिंदी  
सेमेस्टर-V  
पाठ्यक्रम शीर्षक-आदिकालीन काव्य  
मेजर  
पाठ्यक्रम क्रमांक- HNB-3112

क्रेडिट-04

पूर्णांक-100 (70+30)

### उद्देश्य

आदिकाल के स्वरूप एवं आदिकालीन काव्य की प्रवर्तियों के विवेचन में सक्षम बनाना।  
प्रमुख रासो एवं रासक काव्यग्रन्थों को वैशिष्ट्य से परिचित कराना।  
विद्यापति पदावली का मूल्यांकन करना।

### अधिगम की उपलब्धियां

आदिकालीन काव्य का विवेचन।  
रासो एवं रासक काव्य का परिचय देना।  
विद्यापति की पदावली का परिचय एवं उसके वैशिष्ट्य का रेखांकन  
आदिकालीन एवं मध्यकालीन काव्य के अंतःसंबन्ध का विवेचन कर सकेंगे कि क्षमता।

### खंड-1 आदिकाल

इकाई-1 आदिकाल:समय सीमा एवं नामकरण की समस्या  
इकाई-2 आदिकाल:परिस्थितियां  
इकाई-2आदिकाल की प्रमुख प्रवृत्तियां  
इकाई-4अपभ्रंश साहित्य:सामान्य परिचय

### खंड-2 सिद्ध,नाथ एवं जैन साहित्य

इकाई-5 सिद्ध साहित्य  
इकाई-6 नाथ साहित्य  
इकाई-7 जैन साहित्य  
इकाई-8 सिद्ध एवं नाथ साहित्य का परवर्ती साहित्य पर प्रभाव

### खंड-3 रासो काव्य

इकाई-9 रासो काव्य की परंपरा  
इकाई-10 कवि चंदरबरदाई  
इकाई-11 'संदेश रासक' का रासक काव्य परम्परा में स्थान

इकाई-12 व्याख्या-संदेश रासक प्रथम प्रक्रम-1-7

#### **खंड-4 आदिकाल का अन्य साहित्य**

इकाई-13 आदिकालीन लोक साहित्य का सामान्य परिचय

इकाई-14 आदिकालीन साहित्य और अमीर खुसरो

इकाई-15 आदिकालीन साहित्य और विद्यापति

इकाई-16 विद्यापति पदावली का काव्यगत वैशिष्ट्य

#### **पाठ्य पुस्तकें**

संदेश रासक-स.हजारी प्रसाद द्विवेदी एवं विश्वनाथ त्रिपाठी

विद्यापति पदावली-स.रामबृक्ष बेनीपुरी

#### **सहायक पुस्तकें**

हिंदी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल

हिंदी साहित्य का आदिकाल- हजारीप्रसाद द्विवेदी

हिंदी साहित्य की भूमिका-हजारीप्रसाद द्विवेदी

सिद्ध साहित्य- धर्मवीर भारती

आदिकालीन हिंदी साहित्य-शंभूनाथ पांडेय

विद्यापति- शिवप्रसाद सिंह

विद्यापति पदावली में लोक संस्कृति का चित्रण- प्रमोदकुमार सिंह

#### **बीए -हिंदी**

##### **सेमेस्टर-V**

**पाठ्यक्रम शीर्षक-हिंदी भाषा एवं लिपि**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-3113**

**क्रेडिट-04**

**पूर्णांक-100 (70+30)**

#### **उद्देश्य**

हिंदी भाषा का परिचय देना।

हिंदी की बोलियों के साथ हिंदी के मानक रूप से अवगत कराना।

देवनागरी लिपि के उद्भव व विकास से परिचित कराना, साथ ही देवनागरी लिपि के गुण एवं सीमाओं से अवगत कराना।

#### **अधिगम की उपलब्धियां**

अध्ययन के उपरान्त विद्यार्थी-

हिंदी भाषा के उद्भव एवं विकास से परिचित होंगे।

हिंदी की विभिन्न बोलियों के विषय में ज्ञान प्राप्त करेंगे।

हिंदी के मानक रूप से परिचित होंगे।

देवनागरी लिपि के गुण एवं सीमाओं का ज्ञान प्राप्त करते हुए उसमें हुए संशोधन से परिचित हो सकेंगे।  
वर्तमान समय में हिंदी की स्थिति का आकलन करने में सक्षम होंगे।

### **खंड-1 हिंदी भाषा**

इकाई-1 हिंदी भाषा का परिचय और विकास

इकाई-2 अपभ्रंश, अवहट्ट और पुरानी हिंदी

इकाई-3 बोली, भाषा, उपभाषा: परिचय, अंतर

इकाई-4 हिंदी की बोलियाँ का सामान्य परिचय

### **खंड-2 खड़ी बोली, ब्रज और अवधि**

इकाई-5 अवधि का साहित्यिक भाषा के रूप में विकास

इकाई-6 ब्रजभाषा का साहित्यिक भाषा के रूप में विकास

इकाई-7 खड़ी बोली का साहित्यिक भाषा के रूप में विकास

इकाई-8 हिंदी का मानकीकरण

### **खंड-3 संपर्क भाषा, राजभाषा और राष्ट्रभाषा**

इकाई-9 संपर्क भाषा के रूप में हिंदी

इकाई-10 राजभाषा के रूप में हिंदी

इकाई-11 राष्ट्रभाषा और हिंदी

इकाई-12 हिंदी की वर्तमान स्थिति

### **खंड-4 देवनागरी लिपि**

इकाई-13 देवनागरी लिपि का उद्भव और विकास

इकाई-14 देवनागरी लिपि: गुण एवं सीमाएं

इकाई-15 देवनागरी लिपि में संशोधन

इकाई-16 कम्प्यूटर और देवनागरी लिपि

### **सहायक पुस्तकें**

हिंदी भाषा-भोलानाथ तिवारी

हिंदी भाषा-हरदेव बाहरी

हिन्दी भाषा का उद्गम और विकास- उदयनारायण तिवारी

हिन्दी भाषा का इतिहास- डॉ० भोलानाथ तिवारी

आधुनिक हिन्दी व्याकरण और रचना-वासुदेवनंदन प्रसाद सिंह

हिन्दी साहित्य कोश, भाग-1- स० धीरेंद्र वर्मा

प्रयोजनमूलक हिन्दी: सिद्धान्त और प्रयोग-दंगल झालटे



बीए –हिंदी

सेमेस्टर-V

पाठ्यक्रम शीर्षक-हिंदी भाषा:सम्प्रेषण और संचार

क्रेडिट-02

मेजर

पाठ्यक्रम क्रमांक- HNB-3114

पूर्णांक-100 (70+30)

### उद्देश्य

सम्प्रेषण के स्वरूप और सिद्धांतों से विद्यार्थियों को परिचित कराना

संप्रेषण के विभिन्न माध्यमों से अवगत कराना।

प्रभावी संप्रेषण के गुण विकसित करना।भाषाई दक्षता और भाषा कौशल को बढ़ावा देना।

संचार माध्यमों के लिए लेखन कौशल का विकास

### अधिगम की उपब्धियाँ

संप्रेषण की अवधारणा और प्रक्रिया से परिचित हो सकेंगे।

संप्रेषण की तकनीक और कार्यशैली की बहुआयामी समझ का विकास।

प्रभावी संप्रेषण करना सीखेंगे।

### खंड-1 सम्प्रेषण:सामान्य परिचय

इकाई-1 सम्प्रेषण की अवधारणा

इकाई-2 संप्रेषण की प्रक्रिया

इकाई-3 संप्रेषण के विविध आयाम

इकाई-4 सम्प्रेषण के प्रकार

इकाई-5 संप्रेषण और संचार

### **खंड-2 संचार के विविध रूप-अभ्यास**

इकाई-6 सर्वेक्षण आधारित रिपोर्ट-अभ्यास

इकाई-7 अनुच्छेद लेखन-अभ्यास

इकाई-8 संवाद लेखन-अभ्यास

इकाई-9 ब्लॉग लेखन-अभ्यास

इकाई-10 संपादकीय लेखन-अभ्यास

### **सहायक पुस्तकें**

नए जनसंचार माध्यम और हिंदी- सुधीर पचौरी, अचला शर्मा

संप्रेषण: चिंतन और दक्षता-मंजु मुकुल

हिंदी का सामाजिक सन्दर्भ- रवींद्रनाथ श्रीवास्तव

सूचना और संप्रेषण: तकनीकी की समझ- स्मिता मिश्र

बीए-हिंदी  
सेमेस्टर-VI

पाठ्यक्रम शीर्षक-हिंदी साहित्य का इतिहास(आधुनिक काल)  
मेजर

पाठ्यक्रम क्रमांक- HNB-3211

क्रेडिट-04

पूर्णांक-100 (70+30)

### उद्देश्य

साहित्य के आधुनिक काल के इतिहास से परिचित कराना  
विभिन्न काव्य धाराओं की विशेषताओं से परिचित कराना  
प्रमुख कवियों और उनकी रचनाओं से अवगत कराना।  
समय के साथ साहित्य में आए बदलाव का आकलन करने की क्षमता।

### अधिगम की उपलब्धियां

हिंदी साहित्य के आधुनिक काल से परिचित होंगे।  
विभिन्न काव्य धाराओं के ज्ञान प्राप्त करेंगे।  
प्रमुख कवियों और उनकी रचनाओं से परिचित होंगे।  
आधुनिक काल की विशेषताओं से अवगत होंगे

### खंड-1 आधुनिक काल

इकाई-1 आधुनिकता की अवधारणा एवं आधुनिक हिंदी कविता  
इकाई-2 हिंदी नवजागरण और भारतेन्दुयुगीन कविता:सामान्य परिचय  
इकाई-3 द्विवेदीयुगीन कविता:सामान्य परिचय  
इकाई-4 छायावादी कविता:सामान्य परिचय

### खंड-2 आधुनिक कविता

इकाई-5 प्रगतिवाद  
इकाई-6 प्रयोगवाद और नई कविता  
इकाई-7 साठोत्तरी कविता  
इकाई-8 समकालीन कविता एवं आंदोलनों का परिचय

### **खंड-3 खड़ी बोली गद्य का इतिहास**

इकाई-9 खड़ी बोली गद्य:स्वरूप एवं विकास

इकाई-10 प्रमुख गद्य विधाएँ:सामान्य परिचय

इकाई-11 नाटक और निबंध:स्वरूप एवं विकास

इकाई-12 कहानी और उपन्यास :स्वरूप एवं विकास

### **खंड-4 अन्य गद्य विधाएँ**

इकाई-13 कथेतर गद्य विधाएँ:परिचयात्मक अध्ययन

इकाई-14 संस्मरण एवं आत्मकथा:स्वरूप एवं विकास

इकाई-15 जीवनी और यात्रावृत्ततांत:स्वरूप एवं विकास

इकाई-16 हिंदी पत्रकारिता: आरंभ एवं प्रमुख पत्रिकाएं

### **सहायक पुस्तकें**

हिंदी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल

हिंदी साहित्य का इतिहास-डॉक्टर नगेन्द्र

हिंदी गद्य साहित्य का इतिहास

**बीए –हिंदी**

**सेमेस्टर-VI**

**पाठ्यक्रम शीर्षक-हिंदी आलोचना**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-3212**

**क्रेडिट-02**

**पूर्णांक-100 (70+30)**

## **उद्देश्य**

हिंदी आलोचना के विकास क्रम की गहन समझ विकसित करना साथ ही प्रमुख आलोचकों के विषय में जानकारी देना।

## **अधिगम की उपलब्धियां**

आलोचना सम्बंधित अवधारणों के विवेचन और उनके आधार पर साहित्यिक कृतियों के मूल्यांकन के कौशल का विकास।

हिंदी के प्रमुख आलोचकों की आलोचना दृष्टि की समझ।

आलोचना के विकास की समझ।

## **खंड-1 हिंदी आलोचना-१**

इकाई-1 आलोचना:अर्थ एवं स्वरूप

इकाई-2 भारतेंदुयुगीन हिंदी आलोचना:सामान्य परिचय

इकाई-3 द्विवेदीयुगीन हिंदी आलोचना:सामान्य परिचय

इकाई-4 आचार्य रामचंद्र शुक्ल की आलोचना दृष्टि

## **खंड-2 हिंदी आलोचना-२**

इकाई-5 छायावादी कवियों का आलोचना कर्म:सामान्य परिचय

इकाई-6 मार्क्सवादी समीक्षा का उदय और रामविलास शर्मा

इकाई-7 मनोविश्लेषणवाद और हिंदी आलोचना

इकाई-8 मुक्तिबोध की आलोचना दृष्टि

इकाई -9 नई कविता के संदर्भ में नामवर सिंह की आलोचना दृष्टि

## **सहायक पुस्तकें**

हिंदी आलोचना-विश्वनाथ त्रिपाठी

हिंदी साहित्य का इतिहास-रामचन्द्र शुक्ल

आलोचना की सामाजिकता- मैनेजर पांडे

नए साहित्य का सौंदर्यशास्त्र- गजानन माधव मुक्तिबोध

आलोचना के प्रगतिशील आयाम- शिवकुमार मिश्र

नई कविता के प्रतिमान- लक्ष्मीकांत वर्मा

हिंदी आलोचना का विकास- नंदकिशोर नवल

हिंदी आलोचना का सैद्धान्तिक आधार- कृष्णदत्त पालीवाल

बीए -हिंदी  
सेमेस्टर-VI

पाठ्यक्रम शीर्षक-भारतीय काव्यशास्त्र

क्रेडिट-04

मेजर

पाठ्यक्रम क्रमांक- HNB-3213

पूर्णांक-100 (70+30)

**उद्देश्य**

भारतीय काव्यशास्त्र से समग्र रूप से परिचित करवाना।  
प्रमुख आचार्यों की काव्य संबन्धी अवधारणों से परिचित कराना।

**अधिगम की उपलब्धियां**

भारतीय काव्यशास्त्र के प्रमुख पक्षों का ज्ञान।  
संस्कृत के प्रमुख आचार्यों की काव्य संबन्धी अवधारणों का ज्ञान तथा हिंदी आचार्यों के काव्यचिन्तन का ज्ञान।

**खंड-1 काव्य का स्वरूप**

इकाई-1 काव्य का अर्थ एवं परिभाषा

इकाई-2 काव्य लक्षण

इकाई-3 काव्य हेतु

इकाई-4 काव्य प्रयोजन

### **खंड-2 रस निष्पत्ति और साधारणीकरण का सिद्धांत**

इकाई-5 काव्यशास्त्रीय उपादान के स्रोत तथा भरतमुनि का नाट्यशास्त्र

इकाई-6 रस सिद्धांत: अवधारणा, रस का स्वरूप और प्रकार

इकाई-7 भरतमुनि का रससूत्र: व्याख्या और मान्यताएँ

इकाई-4 रसनिष्पत्ति का सिद्धांत (उत्पत्तिवाद आरोपवाद), अनुमितिवाद, भुक्तिवाद तथा साधारणीकरण

### **खंड-3 प्रमुख सम्प्रदाय**

इकाई-9 अलंकार संप्रदाय

इकाई-10 रीति संप्रदाय

इकाई-11 ध्वनि संप्रदाय

इकाई-12 वक्रोक्ति और औचित्य संप्रदाय

### **खंड -4 अलंकार, छंद और शब्द शक्ति**

इकाई-13 अलंकार: परिभाषा एवं भेद

इकाई-14 प्रमुख छंद-लक्षण और उदाहरण

इकाई-15 मुक्त छंद

इकाई-16 शब्दशक्ति

### **सहायक पुस्तकें**

भारतीय काव्यशास्त्र- भगीरथ मिश्र

भारतीय एवं पाश्चात्य काव्यशास्त्र- कृष्णदेव झारी

भारतीय काव्यशास्त्र-तारकनाथ बाली

काव्यांग विवेचन- छैलबिहारी गुप्त 'राकेश'

बीए -हिंदी  
सेमेस्टर-VI

पाठ्यक्रम शीर्षक-रीतिकालीन काव्य

क्रेडिट-04

मेजर

पाठ्यक्रम क्रमांक- HNB-3214

पूर्णांक-100 (70+30)

### उद्देश्य

साहित्यिक विकास क्रम के परिप्रेक्ष्य में रीतिकालीन काव्य का अध्ययन करवाना।  
रीतिकालीन साहित्य की समझ विकसित करवाना।  
प्रमुख रीतिकालीन कवियों का परिचय।

### अधिगम की उपलब्धियां

रीतिकालीन काव्य की परंपरा के साथ-साथ रीतिकालीन काव्य के वर्गीकरण और उसकी विशेषताओं समझेंगे।  
रीतिकाल के प्रमुख कवियों का परिचय प्राप्त करेंगे।  
सतसई परम्परा और बिहारी की काव्यकला के विवेचन का सामर्थ्य।  
रीतिकालीन स्वछंद काव्यधारा से परिचित होंगे।

### खंड-1 रीतिकाल: परिचय

इकाई-1 रीतिकाल: नामकरण और समय सीमा  
इकाई -2 रीतिकाल : पृष्ठभूमि  
इकाई-3 रीतिकालीन काव्य का वर्गीकरण  
इकाई-4 रीतिकालीन काव्य: प्रमुख प्रवृत्तियां

### खंड-2 लक्षण ग्रन्थ परंपरा

इकाई-5 हिंदी साहित्य में लक्षण ग्रन्थ की परंपरा



इकाई-6 कवि देव

इकाई-7-कवि मतिराम

इकाई-8 कवि पदमाकर

### **खंड-3 सतसई परंपरा**

इकाई-9 हिंदी की सतसई परम्परा और बिहारी

इकाई-10'बिहारी साहित्य' का काव्य वैशिष्ट्य

इकाई-11बिहारी की काव्य भाषा

इकाई-12 बिहारी सतसई-निर्धारित अंशों की व्याख्या

### **खंड-4 स्वछंद काव्यधारा**

इकाई-13 रीतिकालीन स्वछंद काव्य धारा:सामान्य परिचय

इकाई-14 कवि घनानंद की काव्य कला

इकाई-15 आलम की काव्य कला

इकाई-16 बोधा और ठाकुर की काव्य कला

### **सहायक पुस्तकें**

हिंदी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल

मध्यकालीन श्रंगारिक प्रवृत्तियां- परशुराम चतुर्वेदी

बिहारी का काव्य लालित्य- रमाशंकर तिवारी

महाकवि मतिराम- त्रिभुवन सिंह

रीतिकालीन कवियों की प्रेम व्यंजना-बच्चन सिंह

घनानंद-विश्वनाथ प्रसाद मिश्र

बीए-हिंदी

सेमेस्टर-VII

पाठ्यक्रम शीर्षक-पाश्चात्य काव्यशास्त्र

क्रेडिट-04

मेजर

पाठ्यक्रम क्रमांक- HNB-4111

पूर्णांक-100 (70+30)

### उद्देश्य

पाश्चात्य विचारकों के काव्य संबन्धी दृष्टिकोण से परिचित कराना।

पाश्चात्य काव्यशास्त्र के प्रमुख सिद्धान्तों से परिचित करवाना जिससे भारतीय एवं पाश्चात्य काव्यशास्त्र में समानता एवं भिन्नता को समझा जा सके।

### अधिगम की उपलब्धियां

प्लेटो और अरस्तू के काव्य संबन्धी विचारों का विवेचन

विभिन्न पाश्चात्य विचारकों की मान्यताओं का ज्ञान तथा विवेचन करने की क्षमता का विकास।

विभिन्न पाश्चात्य सिद्धांतों/अवधारणाओं से अवगत होंगे।

### खंड-1 प्लेटो

इकाई-1 यूनान में साहित्य संबन्धी दृष्टिकोण

इकाई-2 प्लेटो का नैतिक दृष्टिकोण

इकाई-3 प्लेटो: कला और अनुकरण

इकाई-4 प्लेटो-काव्य से अपेक्षाएं, काव्य के भेद

### खंड-2 अरस्तू

इकाई-5 अरस्तू-सामान्य परिचय

इकाई-6 अरस्तू: अनुकरण की पुनर्व्याख्या

इकाई-7 त्रासदी की परिभाषा एवं तत्त्व

इकाई-8 अरस्तू का विवेचन सिद्धांत

### खंड-3 वर्ड्सवर्थ और कॉलरिज

इकाई-9 पाश्चात्य चिंतन में स्वछंदतावादी प्रवृत्ति का उद्भव एवं विकास

इकाई-10 वर्ड्सवर्थ की काव्य संबन्धी मान्यताएं

इकाई-11 कॉलरिज की आलोचना दृष्टि

इकाई-12 कॉलरिज: कल्पना सिद्धांत

#### **खंड-4 टी एस इलियट और रिचर्ड्स**

इकाई-13 इलियट-निरव्यक्तिकता का सिद्धांत

इकाई-14 आई ए रिचर्ड्स: भाषा चिंतन

इकाई-15 रिचर्ड्स-मूल्य सिद्धांत

इकाई-16 रिचर्ड्स-संप्रेषण सिद्धांत

#### **सहायक पुस्तकें**

पाश्चात्य काव्यशास्त्र- भगीरथ मिश्र

पाश्चात्य काव्यशास्त्र: अधानुतन सन्दर्भ- सत्यदेव मिश्र

पाश्चात्य काव्यशास्त्र: इतिहास तथा सिद्धांत- शिवकुमार मिश्र

पाश्चात्य काव्यशास्त्र का इतिहास- तारकनाथ बाली

पाश्चात्य काव्यशास्त्र- शांतिस्वरूप गुप्त

**बीए-हिंदी**

**सेमेस्टर-VII**

**पाठ्यक्रम शीर्षक-प्रयोजनमूलक हिंदी (विज्ञापन लेखन)**

**क्रेडिट-04**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-4112**

**पूर्णांक-100 (70+30)**

#### **उद्देश्य**

विज्ञापन के स्वरूप, प्रकार और महत्त्व से परिचित कराना।

विज्ञापन लेखन के विविध चरण से अवगत कराना।

विविध विज्ञापनों का लेखन अभ्यास कराना।

लेखन कौशल का विकास।

### **अधिगम की उपलब्धियां**

विज्ञापन के स्वरूप, महत्त्व और प्रकार से परिचित होंगे।

विज्ञापन लेखन के विविध चरणों का ज्ञान प्राप्त कर सकेंगे।

विज्ञापन लेखन के कौशल का विकास होगा।

### **खंड-1 विज्ञापन की अवधारणा**

इकाई-1 विज्ञापन की परिभाषा और स्वरूप

इकाई-2 विज्ञापन: आवश्यकता और महत्त्व

इकाई-3 विज्ञापन के प्रकार

इकाई-4 विज्ञापन के गुण और प्रभाव

### **खंड-2 विज्ञापन लेखन**

इकाई-5 विज्ञापन लेखन के विभिन्न चरण

इकाई-6 कॉपी लेखन

इकाई-7 विज्ञापन की भाषा

इकाई-8 विज्ञापन और नैतिकता

### **खंड-3 सरकारी विज्ञापनों का अभ्यास**

इकाई-9 अभ्यास-१

इकाई-10 अभ्यास-२

इकाई-11 अभ्यास-३

इकाई-12 अभ्यास-४

### **खंड -4 व्यवसायिक विज्ञापन लेखन-अभ्यास**

इकाई-13 अभ्यास-१

इकाई-14 अभ्यास-२

इकाई-15 अभ्यास-३

इकाई-16 अभ्यास-4

### **सहायक पुस्तकें**

मीडिया लेखन:सिद्धांत और व्यवहार-चंद्रप्रकाश मिश्र  
हिंदी पत्रकारिता:विविध आयाम- स. वेद प्रताप वैदिक  
विज्ञापन:तकनीक एवं सिद्धांत-नरेंद्र सिंह यादव  
हिंदी विज्ञापन:संरचना और प्रभाव-सुमित मोहन

**बीए-हिंदी**

**सेमेस्टर-VII**

**पाठ्यक्रम शीर्षक-आत्मकथा,जीवनी , संस्मरण और रिपोर्टाज**

**क्रेडिट-04**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-4113**

**पूर्णांक-100 (70+30)**

**उद्देश्य**

कथेतर गद्य की विविध विधाओं से परिचय कराना।

आत्मकथा,जीवनी और संस्मरण विधा के अध्ययन के माध्यम से उसके महत्त्व से परिचय कराना।

हिंदी साहित्य में गद्य की विविध विधाओं के योगदान से परिचित कराना।

**अधिगम की उपलब्धियां**

अध्ययन म उपरांत विद्यार्थी-

कथेतर गद्य की विविध विधाओं का परिचय प्राप्त कर सकेंगे।

हिंदी साहित्य में कथेतर गद्य के महत्त्व और योगदान का आकलन करने में सक्षम होंगे।

विभिन्न कथेतर गद्य विधाओं के उदभव और विकास से परिचित होंगे।

निर्धारित रचनाओं के अध्ययन म उपरांत आलोचना की क्षमता का विकास होगा ।

**खंड -1हिंदी गद्य की विविध विधाएँ और आत्मकथा**

इकाई-1 हिंदी गद्य की विविध विधाएँ-सामान्य परिचय

इकाई-2 आत्मकथा:परिभाषा तत्त्व एवं स्वरूप

इकाई-3 हिंदी का आत्मकथा साहित्य-सामान्य परिचय

इकाई-4-अपनी खबर-पांडे बेचन शर्मा उग्र-समीक्षात्मक अध्ययन

## **खंड-2 जीवनी**

इकाई-5 जीवनी :परिभाषा,तत्त्व एवं स्वरूप

इकाई-6 हिंदी का जीवनी साहित्य-सामान्य परिचय

इकाई-7 विष्णु प्रभाकर-जीवनी लेखक के रूप में वैशिष्ट्य

इकाई-8 'आवारा मसीहा' का आलोचनात्मक अध्ययन

## **खंड-3 संस्मरण**

इकाई-9 संस्मरण: परिभाषा,स्वरूप एवं तत्त्व

इकाई-10 हिंदी संस्मरण साहित्य का सामान्य परिचय

इकाई-11 महादेवी वर्मा और रामवरक्ष बेनीपुरी के संस्मरण साहित्य का सामान्य परिचय

इकाई-12 समीक्षात्मक अध्ययन- महादेवी वर्मा-'निराला'

इकाई-13 रामवरक्ष बेनीपुरी-'प्रेमचंद अमर रहें'

## **खंड-4 रिपोर्टाज**

इकाई-14 रिपोर्टाज-परिभाषा एवं स्वरूप

इकाई-15 हिंदी के रिपोर्टाज साहित्य का सामान्य परिचय

इकाई-16रांगेय राघव और फणीश्वरनाथ रेणु का रिपोर्टाज साहित्य-सामान्य परिचय

इकाई-17 समीक्षात्मक अध्ययन

रांगेय राघव-अदम्य जीवन

इकाई-18 फणीश्वरनाथ रेणु-नेपाली क्रांति कथा

## **सहायक पुस्तकें**

गद्य के विविध रूप-माजदा असद

हिंदी साहित्य की नई विधाएँ-कैलाश चन्द्र भाटिया

विधा विविधा-कैलाश चन्द्र भाटिया

**बीए-हिंदी**

**सेमेस्टर-VII**

**पाठ्यक्रम शीर्षक-हिंदी की साहित्यिक पत्रकारिता**

**क्रेडिट-04**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-4114**

**पूर्णांक-100 (70+30)**

### **उद्देश्य**

साहित्यिक पत्रकारिता के अर्थ और स्वरूप से परिचित कराना।

हिंदी की साहित्यिक पत्रकारिता के उदभव और विकास का ज्ञान कराना।

साहित्य में पत्रकारिता के विकास की समझ विकसित करना।

वर्तमान में हिंदी की साहित्यिक पत्रकारिता के रूप, महत्व और योगदान से परिचित कराना।

महत्वपूर्ण साहित्यकारों का पत्रकार के रूप में परिचय कराना।

### **अधिगम की उपलब्धियां**

साहित्यिक पत्रकारिता के स्वरूप से परिचित होंगे।

हिंदी की साहित्यिक पत्रकारिता के उद्भव व विकास को समझेंगे।

वर्तमान समय में हिंदी की साहित्यिक पत्रकारिता के महत्व का आकलन करने में सक्षम होंगे।

### **खंड-1 साहित्यिक पत्रकारिता और हिंदी**

इकाई-1 साहित्यिक पत्रकारिता: अर्थ अवधारणा और महत्व

इकाई-2 हिंदी की साहित्यिक पत्रकारिता: उदभव और विकास

इकाई-3 भारतेन्दुयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियां

इकाई-4 द्विवेदीयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियां

### **खंड-2 हिंदी की साहित्यिक पत्रकारिता**

इकाई-5 प्रेमचंद और छायावादयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियां

इकाई-6 स्वातंत्र्योत्तर साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियां

इकाई-7 आपातकालीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियां

### **खंड-3 वर्तमान में हिंदी की साहित्यिक पत्रकारिता**

इकाई-8 वर्तमान में चर्चित हिंदी की साहित्यिक पत्रिकाएं

इकाई-9 डिजिटल दौर में सोशल मीडिया और साहित्यिक पत्रकारिता

इकाई-10 हिंदी की महत्वपूर्ण पत्र पत्रिकाएं- सामान्य परिचय

इकाई-11 हिंदी पत्रकारिता का साहित्य में योगदान

**खंड-4 हिंदी के महत्त्वपूर्ण लेखक पत्रकार के रूप में**

इकाई-12 भारतेन्दु हरिश्चंद्र

इकाई-13 महावीर प्रसाद द्विवेदी

इकाई-14 प्रेमचंद

इकाई-15 अज्ञेय

इकाई-16 रघुवीर सहाय

**सहायक पुस्तकें**

साहित्यिक पत्रकारिता का परिदृश्य-अरुण तिवारी

हिंदी पत्रकारिता और साहित्य-डॉ. राम अवतार शर्मा

हिंदी की साहित्यिक पत्रकारिता-प्रो. रमा

हिंदी की साहित्यिक पत्रकारिता-डॉ. राजेन्द्र मिश्र

**बीए-हिंदी**

**सेमेस्टर-VIII**

**पाठ्यक्रम शीर्षक-पाश्चात्य साहित्य चिंतन**

**क्रेडिट-04**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-4211**

**पूर्णांक-100 (70+30)**

**उद्देश्य**

विद्यार्थियों को पाश्चात्य दर्शन से परिचित कराना।

विभिन्न साहित्यों और वाद के अध्ययन के माध्यम से साहित्य और समाज की समझ विकसित करना।

साहित्य पर विभिन्न वाद के प्रभाव से अवगत कराना।

आलोचनात्मक दृष्टि विकसित करना।

**अधिगम की उपलब्धियां**



पाश्चात्य साहित्य चिंतन से परिचित होंगे।  
समाज और साहित्य की समझ विकसित होगी।  
अलोचनात्मक दृष्टि विकसित होगी।

### **खंड- 1 पाश्चात्य साहित्य चिंतन-१**

इकाई-1 अभिव्यंजनावाद  
इकाई-2 शास्त्रवाद और नव्यशास्त्रवाद  
इकाई-3 स्वछंदतावाद  
इकाई-4 मनोविश्लेषणवाद

### **खंड-2 पाश्चात्य साहित्य चिंतन-२**

इकाई-5 अस्तित्ववाद  
इकाई-6 मार्क्सवाद  
इकाई-7 आधुनिकतावाद  
इकाई-8 उत्तर आधुनिकतावाद

### **खंड-3 पाश्चात्य साहित्य चिंतन-3**

इकाई-9 आदर्शवाद और यथार्थवाद  
इकाई-10 अतिथार्थवाद  
इकाई-11 जादुई यथार्थवाद  
इकाई-12 संरचनावाद

### **खंड-4 पाश्चात्य साहित्य चिंतन-४**

इकाई-13 कलावाद  
इकाई-14 प्रतीकवाद  
इकाई-15 बिम्बवाद  
इकाई-16 प्राकृतवाद

### **सहायक पुस्तकें**

पाश्चात्य काव्यशास्त्र-डॉ. तारकनाथ बाली  
काव्य चिंतन की पश्चिमी परंपरा-निर्मला जैन  
पाश्चात्य साहित्य चिंतन-डॉ. करुणाशंकर उपाध्याय  
आधुनिक हिंदी आलोचना के बीज शब्द-बच्चन सिंह

पाश्चात्य काव्यशास्त्र-देवेन्द्रनाथ शर्मा

पाश्चात्य काव्यशास्त्र इतिहास सिद्धांत और वाद -भगीरथ मिश्र

**बीए-हिंदी**

**सेमेस्टर -VIII**

**पाठ्यक्रम शीर्षक- लोक साहित्य**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-4212**

**क्रेडिट-04**

**पूर्णांक-100 (70+30)**

**उद्देश्य**

लोक साहित्य की अवधारणा एवं महत्त्व से परिचित कराना।

लोक संस्कृति का ज्ञान कराना।

लोक संस्कृति के महत्त्व से अवगत कराना।

प्रसिद्ध लोक कथाओं का विवेचन

**अधिगम की उपब्धियाँ**

लोक साहित्य की अवधारणा और महत्त्व से परिचित होंगे।

लोक संस्कृति के महत्त्व से परिचित होंगे।

संस्कृति और समाज के संबंध का आकलन करने में सक्षम

महत्त्वपूर्ण लोक कथाओं से परिचित।

**खंड-1 लोक साहित्य की अवधारणा**

इकाई-1 लोक साहित्य का सामान्य परिचय:स्वरूप एवं महत्त्व

इकाई-2 लोक साहित्य: लक्षण ,परिभाषा एवं तत्व

इकाई-3 लोक साहित्य के विविध रूप

इकाई-4 भारत में लोक साहित्य के अध्ययन की परंपरा

## **खंड-2 लोकगीत**

इकाई-5 लोकगीत :सामान्य परिचय

इकाई-6 संस्कार गीत

इकाई-7 ऋतुसंबन्धी गीत

इकाई-8 श्रमसंबन्धी गीत

## **खंड-3 लोककथाएं एवं लोकगाथाएं**

इकाई-9 लोककथाएं:सामान्य परिचय

इकाई-10 लोकगाथाएँ:सामान्य परिचय

इकाई-9 प्रसिद्ध लोकगाथाओं और आल्हा और लोरिक की सामान्य चर्चा

इकाई-10 उत्तर प्रदेश की प्रसिद्ध लोक कथाएं

## **खंड-4 लोकनाट्य**

इकाई-13 लोकनाट्य:सामान्य परिचय

इकाई-14 विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियां

इकाई-15 उत्तर प्रदेश की नौटंकी, भांड, रासलीला

इकाई-16 राजस्थान का ख्याल

## **सहायक पुस्तकें**

हिंदी साहित्य का बृहत इतिहास-प.राहुल सांकृत्यायन

भारतीय लोक साहित्य:परंपरा और परिदृश्य- विद्या सिन्हा

हिंदी प्रदेश के लोकगीत- कृष्णदेव उपाध्याय

लोक साहित्य:सिद्धांत एवं प्रयोग-श्रीराम शर्मा

लोक साहित्य की भूमिका-कृष्णदेव उपाध्याय

लोकधर्मी नाट्य परम्परा-श्याम परमार

लोकसाहित्य-विज्ञान-सत्येंद्र

लोकनाट्य-परंपरा और प्रवृत्तियां-महेंद्र भागवत

**बीए-हिंदी**

**सेमेस्टर -VIII**

**पाठ्यक्रम शीर्षक- विविध विमर्श और हिंदी साहित्य**

**मेजर/माइनर**

**पाठ्यक्रम क्रमांक- HNB-4213**

**क्रेडिट-04**

**पूर्णांक-100 (70+30)**

### **उद्देश्य**

हिंदी के विविध विमर्श साहित्य से परिचित करवाना।

हिंदी के प्रसिद्ध दलित लेखकों से परिचित करवाना।

विमर्श साहित्य के प्रभाव से अवगत कराना।

विमर्श की सैद्धान्तिकी से परिचित हो सकेंगे।

### **अधिगम की उपलब्धियां**

अध्ययन के उपरान्त विद्यार्थी-

विविध विमर्श साहित्य से परिचित हो सकेंगे।

विमर्श की सैद्धान्तिकी को समझ सकेंगे।

विभिन्न दलित लेखकों और स्त्री लेखिकाओं और उनके साहित्य से परिचित होंगे।

### **खंड-1 दलित विमर्श**

इकाई-1 दलित विमर्श: अवधारणा, फुले और अंबेडकर

इकाई-2 'ठाकुर का कुआं' कहानी का विश्लेषणात्मक अध्ययन

इकाई-3 छूत की शिकायत-हीराडोम-समीक्षात्मक अध्ययन

इकाई-4 सलाम-ओमप्रकाश वाल्मीकि-समीक्षात्मक अध्ययन

### **खंड-2 स्त्री विमर्श**

इकाई-5 स्त्री विमर्श: अवधारणा और मुक्ति आंदोलन (पाश्चात्य और और भारतीय सन्दर्भ)

इकाई-6 खुदा की वापसी-नासिरा शर्मा-समीक्षात्मक अध्ययन

इकाई-7 सात भाइयों के बीच चंपा- कात्यायनी-समीक्षात्मक अध्ययन

इकाई-8 मैं किसकी औरत हूँ-सविता सिंह-समीक्षात्मक अध्ययन

### **खंड-3 अन्य विमर्श**

इकाई-9 आदिवासी विमर्श और हिंदी साहित्य

इकाई-9 अल्पसंख्यक विमर्श और हिंदी साहित्य

इकाई-11 ट्रांसजेंडर विमर्श

इकाई-12 वर्द्ध विमर्श और हिंदी साहित्य

**खंड-4 विमर्शमूलक अन्य गद्य विधाएँ-समीक्षात्मक अध्ययन**

इकाई-13 ए लड़की-कृष्णा सोबती

इकाई-14 मुर्दहिया-तुलसीराम

इकाई-15 श्रंखला की कड़ियाँ-महादेवी वर्मा

इकाई-16 अभिशप्त चिंतन से इतिहास चिंतन की ओर-धर्मवीर भारती

**सहायक पुस्तकें**

हिंदी गद्य साहित्य का इतिहास-रामचन्द्र तिवारी

स्त्री संघर्ष का इतिहास-डॉ.राधा कुमार

दलित साहित्य विमर्श-कृष्णदत्त पालीवाल

आधुनिक साहित्य में दलित विमर्श -देवेन्द्र चौबे

दलित साहित्य चिंतन के विविध आयाम-डॉ.एन सिंह

आदिवासी:समाज,साहित्य और राजनीति-केदार प्रसाद मीणा

मुस्लिम विमर्श साहित्य के आईने में-डॉ.एम फ़िरोज़ ख़ान

**बीए-हिंदी**

**सेमेस्टर -VIII**

**पाठ्यक्रम शीर्षक- भाषा विज्ञान**

**मेजर**

**पाठ्यक्रम क्रमांक- HNB-4214**

**क्रेडिट-04**

**पूर्णांक-100 (70+30)**

**उद्देश्य**

भाषा विज्ञान के प्रमुख क्षेत्रों , पद्धतियों से परिचय कराना व हिंदी के संबन्ध में उसके अनुप्रयोग का कौशल विकास।

**अधिगम की उपलब्धियां**

भाषा की समझ के साथ भाषा विज्ञान के क्षेत्रों,पद्धतियों की पहचान कर सकने के कौशल

शब्द ,अर्थ और वाक्य का ज्ञान।

भाषा के विविध रूपों,परिवर्तन के कारकों की समझ विकसित होगी।

रूप विज्ञान की समझ।

### **खंड-1 भाषा विज्ञान**

इकाई-1 भाषा विज्ञान: परिभाषा और क्षेत्र

इकाई-2 भाषा विज्ञान: अध्ययन पद्धतियाँ ऐतिहासिक, तुलनात्मक, वर्णनात्मक, संरचनात्मक एवं प्रयोगिक

इकाई-3 भाषा: परिभाषा विविध रूप

इकाई-4 भाषा परिवर्तन के कारक

### **खंड-2 ध्वनि विज्ञान**

इकाई-5 ध्वनि विज्ञान का परिचय

इकाई-6 ध्वनियंत्र संरचना

इकाई-7 हिंदी ध्वनियों का वर्गीकरण

इकाई-8 ध्वनि परिवर्तन के कारक

### **खंड-3 रूप विज्ञान एवं शब्द**

इकाई-9 रूप विज्ञान का सामान्य परिचय

इकाई-10 शब्द-परिभाषा और भेद

इकाई-11 शब्द और उसका अर्थ

इकाई-12 शब्द समूह :आधार,वर्गीकरण

### **खंड -4 अर्थ विज्ञान और वाक्य विज्ञान**

इकाई-13 अर्थ विज्ञान:पद्धतियां

इकाई-14 अर्थ विकास की दिशाएं और कारण

इकाई-15 वाक्य:परिभाषा एवं अंग

इकाई-16 वाक्य के भेद: विभिन्न आधार

### **सहायक पुस्तकें**

सामान्य भाषा विज्ञान-बाबूराम सक्सेना

भाषाविज्ञान की भूमिका- देवेन्द्रनाथ शर्मा

आधुनिक भाषा विज्ञान-भोलानाथ तिवारी

आधुनिक भाषा विज्ञान के सिद्धांत- रामकिशोर शर्मा

**FYUG B.A. (English) Course Structure**  
**List of Major and Minor Courses**

S. No.	Year	Sem	Course Code	Course Name	Credits	Category
1.	I	I	ENB-1111	History of English Literature	4	Major/ Minor
2.		I	ENB-1112	Introduction to English Poetry	4	
3.		II	ENB-1211	Drama in English	4	Major/Minor
4.		II	ENB-1212	English Fiction	4	
5.	II	III	ENB-2111	Women's Writing in India	4	Major/Minor
6.		III	ENB-2112	Introduction to English Prose	4	
7.		IV	ENB-2211	English Poetry from 15 <sup>th</sup> to 18 <sup>th</sup> Century	4	
8.		IV	ENB-2212	Indian Writings in English	4	
9.	III	V	ENB-3111	British Romantic Literature	4	Major
10.		V	ENB-3112	World Classics	4	
11.		V	ENB-3113	Literary Theory and Terms	2	
12.		V	ENB-3114	Metaphysical poetry	4	
13.		VI	ENB-3211	Modern English Poetry (1910-1940)	4	Major
14.		VI	ENB-3212	Essays in English	4	
15.		VI	ENB-3213	Partition Fiction	2	
16.		VI	ENB-3214	Restoration Drama	4	
17.	IV	VII	ENB-4111	American Literature	4	Major
18.		VII	ENB-4112	Indian Classical Literature	4	Major/Minor
19.		VII	ENB-4113	Indian Literature in Translation	4	Major
20.		VII	ENB-4114	Biography and Autobiography	4	
21.		VIII	ENB-4211	Eighteenth Century British Literature	4	Major
22.		VIII	ENB-4212	Post-Colonial Literature	4	
23.		VIII	ENB-4213	Literary Criticism	4	Major
24.		VIII	ENB-4214	Modern Classics	4	Major/Minor





**B.A. (English) Syllabi:**  
**Semester-I**

**Course code: ENB – 1111**

**Credits- 4**

**Course Title: History of English Literature**

**Course Objectives-**

This course aims to:

- Offer a comprehensive survey of English literature from its origins through the Victorian era, covering major literary movements, genres, and authors.
- Understand the historical, social, and cultural contexts that shaped and influenced English literature across different periods.
- Examine significant texts and authors, understanding their thematic concerns, stylistic features, and literary significance.
- Foster critical thinking and analytical skills through the close reading of texts, class discussions, and written analyses.

**Course Outcomes:**

Upon completing this course, students will be able to:

- Describe the evolution of English literature from its origins through the Victorian era, identifying key periods, authors, and texts.
- Place literary texts and movements within their historical, cultural, and social contexts, explaining how they reflect and influence their times.
- Demonstrate the ability to analyze literary texts critically, articulating insights about themes, characters, and stylistic features.
- Assess the significance of major works and authors in English literature, understanding their contributions to literary history and culture.

**Block I: Origins and Medieval Literature**

Unit 1: The Beginnings of English Literature

Unit 2: Anglo-Saxon Literature and Culture

Unit 3: The Norman Conquest and Its Impact

Unit 4: Medieval Romance and Courtly Literature

Unit 5: Religious and Moral Texts

**Block II: The Renaissance and Reformation**

Unit 6: The Renaissance in England

Unit 7: Elizabethan Poetry and Prose

Unit 8: The Age of Shakespeare

Unit 9: Jacobean and Caroline Literature

Unit 10: Prose and Drama of the 17th Century

**Block III: The Enlightenment and the Rise of the Novel**

Unit 11: The Enlightenment in England

Unit 12: Restoration Literature

Unit 13: The Birth of the English Novel

Unit 14: Satire and Wit

Unit 15: The Age of Johnson

**Block IV: Romanticism to Victorian Era**

Unit 16: The Romantic Period  
Unit 17: The Gothic Novel  
Unit 18: The Victorian Novel  
Unit 19: Poetry of the Victorian Era  
Unit 20: The End of the Victorian Age

**References:**

1. "English Literature in the Earlier Seventeenth Century, 1600-1660" by Douglas Bush.
2. "Medieval Romance: Themes and Approaches" by Corinne Saunders.
3. Burrow, J. A. "A History of English Literature." Palgrave Macmillan, 2017.
4. Michael Alexander's "A History of Old English Literature."
5. Robert Bartlett's "The Making of Europe: Conquest, Colonization and Cultural Change 950-1350."
6. Stephen Greenblatt's volume of "The Norton Anthology of English Literature."
7. The Broadview Anthology of British Literature Volume 1, particularly the "Age of Chaucer" section by Russell A. Peck

**Course Code: ENB –1112**

**Credits-**

**4**

**Course Title: Introduction to English Poetry**

**Course Objectives-**

This course aims to:

- Introduce students to the rich and diverse tradition of English poetry, from its beginnings to the contemporary era.
- Understand and appreciate the variety of forms, styles, and techniques used by poets across different periods.
- Investigate recurring themes, motifs, and preoccupations in English poetry and how they reflect societal values, personal experiences, and historical contexts.
- Cultivate the ability to critically analyze and interpret poems, focusing on language, structure, and meaning.

**Course Outcomes:**

Upon completing this course, students will be able to:

- Outline the major periods and movements in English poetry, recognizing their distinctive features and historical significance.
- Analyze various poetic forms (e.g., sonnet, ode, elegy) and techniques (e.g., metaphor, rhyme, meter), explaining their effects on the reader.
- Interpret the themes and content of a wide range of poems, connecting them to their cultural, historical, and personal contexts.
- Employ critical thinking to evaluate and critique poems, supporting interpretations with textual evidence.

**Block I: “Beowulf”**

Unit 1: Heroism and the Heroic Code

Unit 2: Good vs. Evil: The Battles with Grendel

Unit 3: Maternal Revenge: The Battle with Grendel’s Mother

Unit 4: Beowulf’s Kingship and the Dragon Battle

Unit 5: Legacy and the Death of Beowulf

**Block II: In Memoriam A.H.H. by Alfred Lord Tennyson**

Unit 6: Grief and Despair

Unit 7: Remembrance and Love

Unit 8: Doubt and Faith

Unit 9: Nature and Consolation

Unit 10: Acceptance and Hope

**Block III: The Prelude by William Wordsworth**

Unit 11: Childhood and Nature

Unit 12: Education and Disillusionment

Unit 13: Revolution and Disappointment

Unit 14: Nature as Guide

Unit 15: The Growth of a Poet's Mind

**Block IV: Sylvia Plath and Philip Larkin**

Unit 16: Sylvia Plath: “Daddy” - Introduction and Childhood Impact (Lines 1-30)

Unit 17: Sylvia Plath: "Daddy"- Expanding the Metaphor and Personal Struggle (Lines 31-60)

Unit 18: Sylvia Plath: "Daddy"- Confrontation and Resolution (Lines 61-80)

Unit 19: Philip Larkin: "Church Going"- Observation and Physical Exploration (Lines 1-42)

Unit 20: Philip Larkin: "Church Going"- Reflection and Speculation (Lines 43-End)

### **References:**

1. Gray, Erik. "The Poetry of Indifference: From the Romantics to the Rubáiyát." Amherst: University of Massachusetts Press, 2005.
2. Heaney, Seamus, translator. "Beowulf: A New Translation." Farrar, Straus and Giroux, 2000.
3. Orchard, Andy. "A Critical Companion to Beowulf." Boydell & Brewer, 2003.
4. Plath, Sylvia. "The Collected Poems." Harper Perennial, 2008.
5. Rollyson, Carl. "The Life of Sylvia Plath." Wiley, 2021.
6. Tennyson, Alfred Lord. "In Memoriam A.H.H." Oxford University Press, 2000.
7. Wordsworth, William. "The Prelude: 1799, 1805, 1850." Norton Critical Editions, 1979.

## **Semester-II**

**Course code: ENB-1211**

**Credits-4**

**Course Title: Drama in English**

**Course Objectives:**

- To introduce students to various forms of drama in English literature
- To develop students' critical thinking and analytical skills through the study of dramatic texts
- To enhance students' understanding of the historical and cultural context in which dramatic works were written
- To improve students' communication skills through discussions and presentations on dramatic works
- To provide students with opportunities for creative expression through performance and writing exercises

**Course Outcomes:**

- Students will be able to identify and analyze different forms of drama in English literature.
- Students will be able to critically evaluate dramatic works and discuss their themes, characters, and literary techniques.
- Students will develop a deeper understanding of the cultural and historical context in which dramatic works were written.
- Students will improve their written and oral communication skills through class discussions and presentations.
- Students will have the opportunity to engage in creative activities such as performance and writing exercises related to dramatic works.

### **Block I: William Shakespeare: *Macbeth***

Unit 1: William Shakespeare: Life and Works

Unit 2: Plot Summary and Structure of *Macbeth*

Unit 3: Character Analysis in *Macbeth*

Unit 4: Themes and Motifs in *Macbeth*

Unit 5: Literary Devices Used in *Macbeth*

### **Block II: Arthur Miller: *All My Sons***

Unit 6: Arthur Miller: Life and Works

Unit 7: Plot Summary and Structure of *All My Sons*

Unit 8: Character Analysis in *All My Sons*

Unit 9: Themes and Motifs in *All My Sons*

Unit 10: Critical Interpretations of *All My Sons*

### **Block III: George Bernard Shaw: *Candida***

Unit 11: G.B. Shaw: Life and Works

Unit 12: Plot Summary and Structure of *Candida*

Unit 13: Character Analysis in *Candida*

Unit 14: Themes and Motifs in *Candida*

Unit 15: Critical Interpretations of *Candida*

**Block IV: John Osborne: *Look Back in Anger***

Unit 16: John Osborne: Life and Works

Unit 17: Plot Summary and Structure of *Look Back in Anger*

Unit 18: Character Analysis in *Look Back in Anger*

Unit 19: Themes and Motifs in *Look Back in Anger*

Unit 20: Critical Interpretations of *Look Back in Anger*

**References:**

1. Miller, Arthur. "All My Sons."
2. Osborne, John. "Look Back in Anger."
3. Shakespeare, William. "Macbeth."
4. Shaw, George Bernard. "Candida."

**Course code: ENB – 1212**

**Credits-**

**4**

**Course Title: English Fiction**

**Course Objectives:**

- To introduce students to a variety of English fiction texts from different time periods and genres.
- To provide students with a foundational understanding of key literary concepts and techniques used in fiction writing.
- To enhance students' critical thinking and analytical skills through the close reading and analysis of fiction texts.
- To improve students' writing skills by engaging in creative writing exercises and assignments.
- To develop students' ability to effectively communicate and discuss literary ideas and interpretations in a scholarly manner.

**Course Outcomes:**

- Students will be able to identify and analyze key literary elements and techniques used in English fiction texts.
- Students will demonstrate an understanding of the historical and cultural contexts in which the texts were written.
- Students will develop critical thinking skills and be able to apply them to interpret and evaluate fiction texts.
- Students will improve their writing skills through creative writing exercises and assignments.
- Students will be able to effectively communicate their interpretations and analyses of fiction texts in written and oral form.

**Block I: William Golding: *Lord of the Flies***

Unit 1: William Golding: Life and Works

Unit 2: Plot Summary and Structure of *Lord of the Flies*

Unit 3: Character Analysis in *Lord of the Flies*

Unit 4: Themes and Motifs in *Lord of the Flies*

Unit 5: Critical Interpretations of *Lord of the Flies*

**Block II: Chinua Achebe: *Things Fall Apart***

Unit 6: Chinua Achebe: Life and Works

Unit 7: Plot Summary and Structure of *Things Fall Apart*

Unit 8: Character Analysis in *Things Fall Apart*

Unit 9: Themes and Motifs in *Things Fall Apart*

Unit 10: Critical Interpretations of *Things Fall Apart*

**Block III: Jane Austen: *Sense and Sensibility***

Unit 11: Jane Austen: Life and Works

Unit 12: Plot Summary and Structure of *Sense and Sensibility*

Unit 13: Character Analysis in *Sense and Sensibility*

Unit 14: Themes and Motifs in *Sense and Sensibility*

Unit 15: Critical Interpretations of *Sense and Sensibility*

**Block IV: Charles Dickens: *Great Expectations***

Unit 16: Charles Dickens: Life and Works

Unit 17: Plot Summary and Structure of *Great Expectations*

Unit 18: Character Analysis in *Great Expectations*

Unit 19: Themes and Motifs in *Great Expectations*

Unit 20: Critical Interpretations of *Great Expectations*

**References**

1. Achebe, Chinua. "Things Fall Apart."
2. Austen, Jane. "Sense and Sensibility."
3. Dickens, Charles. "Great Expectations."
4. Golding, William. "Lord of the Flies."



### **Semester-III**

**Course code: ENB-2111**

**Credits-**

**4**

**Course Title: Women's Writing in India**

**Course Objectives:** By the end of this course, students will:

- Gain an understanding of the historical and cultural contexts that have influenced women's writings in India across different periods.
- Develop the ability to critically analyze texts by Indian women writers, focusing on themes, narrative styles, and literary techniques.
- Recognize and appreciate the diversity within Indian women's writings, including regional, linguistic, caste, and religious differences.
- Understand and engage with feminist theories and perspectives as they apply to the texts studied, including issues of gender, identity, and resistance.

**Course Outcomes:** Upon successful completion of this course, students will be able to:

- Clearly articulate the historical evolution of women's writings in India and identify key authors and their works across different time periods.
- Analyze and interpret texts by Indian women writers, demonstrating an understanding of their thematic concerns, literary styles, and socio-political contexts.
- Conduct independent research on topics related to Indian women's literature and present findings in well-organized, scholarly papers.
- Exhibit an understanding of the diversity of Indian women's experiences and expressions in literature, acknowledging the influence of caste, language, religion, and regional identities.

#### **Block I: Arundhati Roy: *The God of Small Things***

Unit 1: Introduction to Arundhati Roy and the Novel's Background

Unit 2: Narrative Structure and Style

Unit 3: Themes of Caste and Social Discrimination

Unit 4: Gender and Sexuality

Unit 5: Environmentalism and Symbolism

#### **Block II: Anita Desai: *Clear Light of Day***

Unit 6: Introduction to Anita Desai and the Novel's Setting

Unit 7: Character Analysis and Family Dynamics

Unit 8: Themes of Memory and Time

Unit 9: Use of Space and Place

Unit 10: Critical Reception and Literary Impact

#### **Block III: Kiran Desai: *The Inheritance of Loss***

Unit 11: Kiran Desai and the Global Perspective

Unit 12: Structure and Narration

Unit 13: Identity and Displacement

Unit 14: Post-colonialism and Neo-colonialism

Unit 15: Reception and Contributions to Indian Literature

#### **Block IV: Jhumpa Lahiri: *The Namesake***

Unit 16: The Immigrant Experience

Unit 17: Identity and Naming  
Unit 18: Family and Relationships  
Unit 19: Gogol's Self-Discovery  
Unit 20: Reconciliation and Acceptance

**References:**

1. Desai, Anita. "Clear Light of Day." Houghton Mifflin, 1980.
2. Desai, Kiran. "The Inheritance of Loss." Grove Press, 2006.
3. Jain, Manju. "Anita Desai and Her Fictional World." Orient Longman, 1989.
4. Lahiri, Jhumpa. "The Namesake." Houghton Mifflin, 2003.
5. Mitra, Judhajit. "Jhumpa Lahiri's 'The Namesake': A Critical Study." Atlantic Publishers, 2007.
6. Prasad, Murari. "Arundhati Roy: Critical Perspectives." Pencraft International, 2006.
7. Roy, Arundhati. "The God of Small Things." IndiaInk, 1997.

**Course code: ENB – 2112**

**Credits-4**

**Course Title: Introduction to English Prose**

**Course Objectives:**

- Broaden students' understanding of significant movements, genres, and authors in the history of English prose, from its origins to contemporary works.
- Equip students with the analytical tools necessary to dissect and appreciate the complexities of prose, including narrative techniques, character development, thematic exploration, and stylistic features.
- Foster critical thinking and interpretative skills, enabling students to construct well-reasoned analyses and arguments based on textual evidence.
- Provide insights into the cultural, social, and historical contexts that have shaped and been reflected in English prose, enhancing students' ability to read literature as a reflection of its time.

**Course Outcomes-** Upon successful completion of this course, students will:

- Possess a solid understanding of key developments, authors, and works in the history of English prose and be able to contextualize these within broader literary and historical trends.
- Be adept at analyzing prose texts, identifying and interpreting themes, narrative structures, characterizations, and stylistic elements.
- Have the ability to engage critically with literary texts, formulating and defending original arguments based on textual analysis and secondary sources.
- Recognize and explain how English prose reflects and engages with cultural, social, and historical contexts and values.

**Block I: Jane Austen: *Persuasion***

Unit 1: Setting the Scene and Initial Re-acquaintance

Unit 2: Social Engagements and Revived Acquaintances

Unit 3: Anne's Inner Growth and Social Reflections

Unit 4: Revelations and Misunderstandings

Unit 5: Resolution and Reconciliation

**Block II: Edgar Allan Poe: Selected Short Stories**

Unit 6: Introduction to Poe and the Horror Genre

Unit 7: "The Tell-Tale Heart" - Narrative Structure and Psychological Depth

Unit 8: "The Fall of the House of Usher" - Setting and Atmosphere

Unit 9: "The Cask of Amontillado" - Themes of Revenge and Irony

Unit 10: Poe's Short Stories - Symbolism and Legacy

**Block III: Michel de Montaigne: Essays**

Unit 11: Montaigne and the Development of the Essay

Unit 12: "Of Cannibals"

Unit 13: "Of Solitude"

Unit 14: "Of Friendship"

Unit 15: Montaigne's Influence and the Art of the Essay

**Block IV: Anne Frank: *The Diary of a Young Girl***

Unit 16: Historical Context of World War II and the Holocaust

Unit 17: Anne Frank and Her Diary  
Unit 18: Themes of Hope, Fear, and Growing Up  
Unit 19: Literary Techniques in Non-Fiction  
Unit 20: Legacy of Anne Frank's Diary

**References:**

1. Brown, Julia Prewitt. "Jane Austen's Novels: Social Change and Literary Form." Harvard University Press, 1979.
2. Frank, Anne. "The Diary of a Young Girl." Bantam, 1993.
3. Montaigne, Michel de. "The Complete Essays." Penguin Books, 1993.
4. Poe, Edgar Allan. "The Complete Tales and Poems of Edgar Allan Poe." Vintage, 1975.
5. Poe, Edgar Allan. "The Complete Tales and Poems of Edgar Allan Poe." Vintage, 1975.

## **Semester-IV**

**Course code: ENB-2211**

**Credits-**

**4**

**Course: English Poetry from 15<sup>th</sup> to 18<sup>th</sup> Century**

### **Course Objectives:**

- To introduce students to various forms and styles of poetry from the 15th to 18th century in England.
- To provide a historical context for understanding the development of English poetry during this time period.
- To explore major themes and motifs in English poetry from this era, including love, nature, religion, and politics.
- To develop students' critical reading and analytical skills in interpreting and discussing poetry.
- To enhance students' writing skills through analyzing and writing about poetry from the 15th to 18th century.

### **Course Outcomes:**

- Students will be able to identify and analyze different forms of poetry, such as sonnets, ballads, and odes, from the 15th to 18th century.
- Students will be able to discuss the historical and cultural influences on English poetry during this time period.
- Students will be able to analyze and interpret major themes and motifs in English poetry from the 15th to 18th century.
- Students will be able to write critically about poetry from this era, demonstrating an understanding of the literary techniques and devices used by poets.
- Students will be able to make connections between the poetry of the 15th to 18th century and contemporary literature and culture.

### **Block I: Jacopo Sannazaro: *Arcadia***

Unit 1: Jacopo Sannazaro: Life and Works

Unit 2: Summary and Analysis of *Arcadia*

Unit 3: Themes and Motifs in *Arcadia*

Unit 4: Literary Devices Used in *Arcadia*

Unit 5: Literary Interpretation of *Arcadia*

### **Block II: Thomas Gray: “Elegy Written in a Country Churchyard”**

Unit 6: Thomas Gray: Life and Works

Unit 7: Summary and Analysis of *Elegy Written in a Country Churchyard*

Unit 8: Themes and Motifs in *Elegy Written in a Country Churchyard*

Unit 9: Literary Devices Used in *Elegy Written in a Country Churchyard*

Unit 10: Literary Interpretation of *Elegy Written in a Country Churchyard*

### **Block III: Andrew Marvell: “To His Coy Mistress”**

Unit 11: Andrew Marvell: Life and Works

Unit 12: Summary and Analysis of *To His Coy Mistress*

Unit 13: Themes and Motifs in *To His Coy Mistress*

Unit 14: Literary Devices Used in *To His Coy Mistress*

Unit 15: Literary Interpretation of To His Coy Mistress

**Block IV: Alexander Pope: *The Rape of the Lock***

Unit 16: Alexander Pope: Life and Works

Unit 17: Summary and Analysis of *The Rape of the Lock*

Unit 18: Themes and Motifs in *The Rape of the Lock*

Unit 19: Literary Devices Used in *The Rape of the Lock*

Unit 20: Literary Interpretation of *The Rape of the Lock*

**References:**

1. Gray, Thomas. "Elegy Written in a Country Churchyard."
2. Marvell, Andrew. "To His Coy Mistress."
3. Pope, Alexander. "The Rape of the Lock."
4. Sannazaro, Jacopo. "Arcadia."

**Course code: ENB-2212**

**Credits-4**

**Course Title: Indian Writings in English**

**Course Objectives:**

- To introduce students to the major themes and trends in Indian literature written in English.
- To familiarize students with the significant works and authors in the Indian English literary tradition.
- To enhance students' critical thinking and analytical skills through the study of Indian writings in English.
- To explore the cultural, social, and historical contexts in which Indian English literature has evolved.
- To promote an appreciation for the diversity and richness of Indian literature through exposure to different genres and styles.

**Course Outcomes:**

- Students will be able to identify and analyze key themes and motifs in Indian writings in English.
- Students will demonstrate a critical understanding of the societal and cultural issues addressed in Indian English literature.
- Students will be able to articulate their own interpretations of Indian literary texts and effectively support their arguments with evidence from the texts.
- Students will develop their ability to engage in scholarly discussions and debates surrounding Indian literature in English.
- Students will gain a deeper appreciation for the unique contributions of Indian writers to the global literary landscape.

**Block I: R.K. Narayan: *The Guide***

Unit 1: R.K. Narayan: Life and Works

Unit 2: Summary and Analysis of *The Guide*

Unit 3: Themes and Motifs in *The Guide*

Unit 4: Literary Devices Used in *The Guide*

Unit 5: Literary Interpretation of *The Guide*

**Block II: Aravind Adiga: *The White Tiger***

Unit 6: Aravind Adiga: Life and Works

Unit 7: Summary and Analysis of *The White Tiger*

Unit 8: Themes and Motifs in *The White Tiger*

Unit 9: Literary Devices Used in *The White Tiger*

Unit 10: Literary Interpretation of *The White Tiger*

**Block III: Chitra Banerjee Divakaruni: *The Place of Illusions***

Unit 11: Chitra Banerjee Divakaruni: Life and Works

Unit 12: Summary and Analysis of *The Place of Illusions*

Unit 13: Themes and Motifs in *The Place of Illusions*

Unit 14: Literary Devices Used in *The Place of Illusions*

Unit 15: Literary Interpretation of *The Place of Illusions*

**Block IV: Jhumpa Lahiri: *Interpreter of Maladies* (1999)**

Unit 16: Jhumpa Lahiri: Life and Works

Unit 17: Summary and Analysis of *Interpreter of Maladies* (1999)

Unit 18: Themes and Motifs in *Interpreter of Maladies* (1999)

Unit 19: Literary Devices Used in *Interpreter of Maladies* (1999)

Unit 20: Literary Interpretation of *Interpreter of Maladies* (1999)

**References:**

1. Adiga, Aravind. *The White Tiger*.
2. Divakaruni, Chitra Banerjee. *The Place of Illusions*.
3. Lahiri, Jhumpa. *Interpreter of Maladies*.
4. Narayan, R.K. *The Guide*.



## **Syllabus BA (English) Semester-V**

**Course code: ENB - 3111**

**Credits-**

**4**

**Course Title: British Romantic Literature**

### **Course Objectives-**

This course aims to:

- Provide students with a comprehensive introduction to the Romantic period, focusing on its historical context, defining characteristics, and key themes.
- Examine seminal works of Romantic literature, including poetry by William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, and John Keats, as well as prose works like Mary Shelley's "Frankenstein".
- Investigate the major themes of Romantic literature, such as nature, the sublime, individualism, and the critique of industrial society, along with stylistic innovations of the period.
- Evaluate the impact and legacy of Romanticism on later literary movements and contemporary thought, including its influence on global literature.

### **Course Outcomes-**

Upon completing this course, students will be able to:

- Clearly articulate the historical and cultural contexts that gave rise to British Romanticism and how these influenced the literature of the period.
- Recognize and explain the defining characteristics and themes of Romantic literature, including its emphasis on emotion, nature, and individualism.
- Demonstrate the ability to analyze Romantic poems and prose, understanding their themes, stylistic features, and contributions to the broader literary landscape.
- Compare and contrast the works of first and second-generation Romantic poets, recognizing each author's unique contributions to the movement.

### **Block I: Introduction to Romanticism**

Unit 1: The Age of Revolution: Historical Context of the Romantic Period

Unit 2: Defining Romanticism: Themes and Characteristics

Unit 3: "The Rime of the Ancient Mariner"- Setting Sail and the Albatross (Parts I-II)

Unit 4: "The Rime of the Ancient Mariner"- Retribution and Isolation (Parts III-IV)

Unit 5: "The Rime of the Ancient Mariner"- Redemption and Penance (Parts V-VII)

### **Block II: P.B. Shelley: The Poetic Genius of "Prometheus Unbound"**

Unit 6: The Second Generation Poets: Byron, Shelley, and Keats

Unit 7: Act I - The Bonds of Prometheus

Unit 8: Act II - The Forces Allied with Prometheus

Unit 9: Act III - The Downfall of Jupiter

Unit 10: Act IV - A Vision of the New World

### **Block III: Romantic Novel; Mary Shelley: *Frankenstein***

Unit 11: Genesis and Ethical Inquiry in *Frankenstein*

Unit 12: *Frankenstein*: The Creature in Society

Unit 13: Romanticism and the Sublime

Unit 14: Legacy and Adaptations of *Frankenstein*

Unit 15: The Novel's Themes in Contemporary Society

**Block IV: Major Works**

Unit 16: William Blake: "The Chimney Sweeper"

Unit 17: George Crabbe: "The Village" (Book-1)

Unit 18: John Keats: "Ode on Grecian Urn" and "Ode to a Nightingale"

Unit 19 Charles Lamb: "A Dissertation upon Roasted Pig"; Summary and Analysis

Unit 20: The End of Romanticism and the Dawn of the Victorian Era

**References:**

1. Abrams, M.H. "Natural Supernaturalism: Tradition and Revolution in Romantic Literature." W.W. Norton & Company,
2. Baldick, Chris. "In Frankenstein's Shadow: Myth, Monstrosity, and N Blake, William. "Songs of Innocence and of Experience." Oxford University Press nineteenth-century Writing." Clarendon Press, 1987.
3. Coleridge, Samuel Taylor. "The Rime of the Ancient Mariner." Oxford University Press, various editions.
4. Holmes, Richard. "Shelley: The Pursuit." New York Review Books, 1974.
5. Keats, John. "Keats's Odes: A Collection of Critical Essays." Englewood Cliffs, NJ: Prentice-Hall, 1968.

**Course code: ENB – 3112**

**Credits-**

**4**

**Course Title: World Classics**

**Course Objectives:**

- Introduce students to a broad spectrum of literary classics from around the world, highlighting their thematic diversity and historical significance.
- Enhance students' ability to critically analyze texts, identifying thematic elements, narrative techniques, and cultural contexts.
- Foster an appreciation for the varied cultural, historical, and philosophical backgrounds that inform world literature, encouraging a global perspective.
- Enable students to draw comparisons between different literary works, understanding how various cultural and historical contexts influence narrative and theme.

**Course Outcomes-**

By the end of the course, students will be able to:

- Identify key authors and texts in the canon of world literature, summarizing their major themes, historical contexts, and contributions to literary history.
- Employ critical thinking skills to analyze literary texts, articulating how narrative techniques and thematic content reflect broader historical, cultural, and philosophical contexts.
- Exhibit an understanding of the diverse cultural and historical contexts that shape literary works, appreciating the universality and particularity of human experience as depicted in literature.
- Compare and contrast different literary works, recognizing thematic parallels and divergences across cultural and historical contexts.

**Block I: Homer: *The Iliad***

Unit 1: The Rage of Achilles

Unit 2: The Battlefields of Troy

Unit 3: The Plight and Valour of Hector

Unit 4: The Return of Achilles

Unit 5: The Fall of Troy and the Fates of Heroes

**Block II: James Joyce: *Ulysses***

Unit 6: Introduction and Establishment of Characters (Episodes 1-3: Telemachus, Nestor, Proteus)

Unit 7: The Labyrinth of Dublin and Leopold Bloom (Episodes 4-6: Calypso, Lotus Eaters, Hades)

Unit 8: Encounters and Parallels (Episodes 7-10: Aeolus, Lestrygonians, Scylla and Charybdis, Wandering Rocks)

Unit 9: The Descent (Episodes 11-15: Sirens, Cyclops, Nausicaa, Oxen of the Sun, Circe)

Unit 10: Resolution and Transformation (Episodes 16-18: Eumaeus, Ithaca, Penelope)

**Block III: Kafka: *Metamorphosis***

Unit 11: *Metamorphosis*: The Transformation

Unit 12: *Metamorphosis*: Adjusting to the New Reality

Unit 13: *Metamorphosis*: Decline and Despair

Unit 14: *Metamorphosis*: The Family's Emancipation

Unit 15: *Metamorphosis*: The Conclusion; Gregor's Fate and Family's Future

**Block IV: Salman Rushdie: *Midnight's Children***

Unit 16: *Midnight's Children*: The Periphery of Empire

Unit 17: *Midnight's Children*: The Stroke of Midnight (The Birth of Independence)

Unit 18: *Midnight's Children*: The Children of Midnight (Post-Independence Challenges)

Unit 19: *Midnight's Children*: The Emergency (The Indira Gandhi Era)

Unit 20: *Midnight's Children*: Fragments and Reflections (The Legacy of Partition and Independence)

**References:**

1. Blamires, Harry. "The New Bloomsday Book: A Guide Through Ulysses." Routledge, 1996.
2. Corngold, Stanley. "The Metamorphosis." Norton Critical Editions, 1996.
3. Griffin, Jasper. "Homer: The Iliad." Cambridge University Press, 1987.
4. Mukherjee, Meenakshi. "The Periphery of Empire: Salman Rushdie's 'Midnight's Children'." Book Enclave, 2009.

**Course code: ENB-3113**

**Credits-**

**2**

**Course Title: Literary Theory and Terms**

**Course Objectives:**

- To provide students with a foundational understanding of major literary theories including Formalism, Structuralism, Marxism, Psychoanalytic Theory, Feminism, Post-Structuralism, Post-colonialism, Eco-criticism, Reader-Response Theory, and New Historicism.
- To enhance students' ability to analyze and interpret texts through various theoretical lenses, focusing on the structure, themes, characters, and cultural contexts of literary works.
- To encourage critical thinking and discussion about how literary theories influence our understanding of texts, and to promote the questioning of conventional interpretations and the exploration of alternative viewpoints.
- To familiarize students with the key terms and concepts associated with each literary theory, enabling them to confidently use this vocabulary in academic discussions and writings.

**Course Outcomes:**

By the end of this course, students will be able to:

- Demonstrate a basic understanding of major literary theories and their historical development, key concepts, and terminologies.
- Apply various literary theories to analyze and interpret texts, identifying the influence of structure, genre, culture, and history on the creation and reception of literature.
- Effectively communicate their analysis and interpretations both verbally in discussions and in written form, using the appropriate terminology and concepts of literary theory.
- Critically evaluate and compare different theoretical approaches to texts, recognizing the unique insights and limitations of each perspective.

**Block I: The Building Blocks of Literary Theory**

Unit 1: Formalism

Unit 2: Structuralism

Unit 3: Marxism

Unit 4: Psychoanalytic Theory

Unit 5: Feminism

**Block II: Expanding Horizons in Literary Theory**

Unit 6: Post-Structuralism and Deconstruction.

Unit 7: Post-colonialism

Unit 8: Eco-criticism

Unit 9: Reader-Response Theory

Unit 10: New Historicism

**References:**

1. Culler, Jonathan. "Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature." Cornell University Press, 1975.
2. Eagleton, Terry. "Literary Theory: An Introduction." University of Minnesota Press, 2008.

3. Fish, Stanley. "Is There a Text in This Class? The Authority of Interpretive Communities." Harvard University Press, 1980.
4. Glotfelty, Cheryll, and Harold Fromm, eds. "The Ecocriticism Reader: Landmarks in Literary Ecology." University of Georgia Press, 1996.
5. Rivkin, Julie, and Michael Ryan, eds. "Literary Theory: An Anthology." Blackwell Publishing, 2004.

**Course  
Credits-4**

**Code:**

**ENB-3114**

**Course Title: Metaphysical Poetry**

**Course Objectives:**

- To understand and appreciate the language and style of metaphysical poetry.
- To analyze and interpret metaphysical conceits and their relevance in the poems studied.
- To explore the historical and literary context of metaphysical poets.
- To develop critical thinking and analytical writing skills through close readings and essay writing.

**Course Outcomes:**

- Students will be able to define metaphysical poetry and identify its key characteristics including metaphysical conceits, complex imagery, and intricate thought processes.
- Recognize the distinct voices and styles of major metaphysical poets such as John Donne, George Herbert, Andrew Marvell, and Henry Vaughan.
- Develop the ability to perform close readings of texts, focusing on language, form, and thematic content.
- Analyze and interpret the use of metaphysical conceits and explore how these poets employ language and structure to elaborate on philosophical, spiritual, and emotional themes.
- Understand the relationship between the poets' personal life experiences and their literary works, and how these reflect broader societal values and concerns of the 17th century.

**Block 1: John Donne – Exploring Love and Faith**

Unit 1: "*The Good Morrow*"-Introduction to John Donne and the characteristics of metaphysical poetry.

Unit 2: Poetic Devices in "*The Good Morrow*"

Unit 3: "*Holy Sonnet XIV*": Batter my heart, three-person'd God"

Unit 4: Comparative Analysis- Compare and contrast the exploration of spiritual and secular themes in "*The Good Morrow*" and "*Holy Sonnet XIV*."

Unit 5: "*Flea*" (theme, analysis, poetic devices)

**Block 2: George Herbert – The Devotional Lyricist**

Unit 6: "*The Collar*": Introduction and structure

Unit 7: "*The Collar*": Themes and Imagery

Unit 8: "*Love (III)*": Introduction and structure

Unit 9: "*Love (III)*": Poetic Form and Style

Unit 10: Comparative Analysis: Compare and contrast the depiction of spiritual conflict and resolution in "*The Collar*" and "*Love (III)*."

**Block 3: Andrew Marvell – Reflections on Nature and Society**

Unit 11: "*The Garden*": Introduction and structure

Unit 12: "*The Garden*": Analyzing Metaphysical Conceits

Unit 13: "*The Mower Against Gardens*": Introduction and structure

Unit 14: "*The Mower Against Gardens*": Poetic devices and theme (man vs nature)

**Block 4: Henry Vaughan – The Mystic Visionary**

Unit 15: "*The Retreat*": Introduction and theme

Unit 16: "*The Retreat*": Analysis of language, imagery, and symbolism

Unit 17: "*They Are All Gone into the World of Light*": Introduction and structure

Unit 18: "*They Are All Gone into the World of Light*": Thematic Connections and Literary Devices

Unit 19: Final Comparative Analysis of "*The Retreat*" and "*They Are All Gone into the World of Light*."

**References:**

1. Gardner, Helen, editor. *The Metaphysical Poets*. Oxford University Press, 1967.
2. Clements, Arthur L., editor. *John Donne's Poetry*. Norton, 1992.
3. Martz, Louis. *The Metaphysical Poets*. Yale University Press, 1961.
4. Di Cesare, Mario A. *George Herbert and the Seventeenth-Century Religious Poets*. W.W. Norton & Company, 1978.
5. Smith, Nigel. *Andrew Marvell: The Chameleon*. Yale University Press, 2010.
6. Post, Jonathan F. S. *Henry Vaughan and the Vale of Usk*. University of California Press, 1995.



## **Syllabus B.A. (English) Semester-VI**

**Course code: ENB-3211**

**Credits:**

**4**

**Course Title: Modern English Poetry (1910-1940)**

**Course Objectives:**

- To introduce students to the major poets, themes, and movements in modern English poetry from 1910-1940.
- To analyze and interpret selected poems from this period in their historical and cultural context.
- To develop critical thinking skills through close reading of poetry and class discussions.
- To engage with critical and theoretical approaches to the study of modern poetry.
- To improve students' writing skills through assignments focused on analyzing and interpreting poetry.

**Course Outcomes:**

- Students will be able to identify and discuss major poets, themes, and movements in modern English poetry from 1910-1940.
- Students will be able to analyze and interpret selected poems from this period in their historical and cultural context.
- Students will demonstrate improved critical thinking skills through close reading of poetry and class discussions.
- Students will engage with critical and theoretical approaches to the study of modern poetry.
- Students will improve their writing skills through assignments focused on analyzing and interpreting poetry.

### **Block I: T.S. Eliot: “The Love Song of J. Alfred Prufrock” & “Four Quartets”**

Unit 1: T.S. Eliot: Life and Works

Unit 2: Summary and Analysis of “*The Love Song of J. Alfred Prufrock*”

Unit 3: Themes and Motifs in “*The Love Song of J. Alfred Prufrock*”

Unit 4: Summary and Analysis of “*Four Quartets*”

Unit 5: Themes and Motifs in “*Four Quartets*”

### **Block II: W.B. Yeats: “The Second Coming” & “Sailing to Byzantium”**

Unit 6: W.B. Yeats: Life and Works

Unit 7: Summary and Analysis of “*The Second Coming*”

Unit 8: Themes and Motifs in “*The Second Coming*”

Unit 9: Summary and Analysis of “*Sailing to Byzantium*”

Unit 10: Themes and Motifs in “*Sailing to Byzantium*”

### **Block III: Ezra Pound: “In a Station of the Metro” & “The Cantos”**

Unit 11: Ezra Pound: Life and Works

Unit 12: Summary and Analysis of “*In a Station of the Metro*”

Unit 13: Themes and Motifs in “*In a Station of the Metro*”

Unit 14: Summary and Analysis of “*The Cantos*”

Unit 15: Themes and Motifs in “*The Cantos*”

**Block IV: Auden: “The Shield of Achilles” & “In Memory of W.B. Yeats”**

Unit 16: Auden: Life and Works

Unit 17: Summary and Analysis of “*The Shield of Achilles*”

Unit 18: Themes and Motifs in “*The Shield of Achilles*”

Unit 19: Summary and Analysis of “*In Memory of W.B. Yeats*”

Unit 20: Themes and Motifs in “*In Memory of W.B. Yeats*”

**References:**

1. Auden, W.H. "In Memory of W.B. Yeats."
2. Auden, W.H. "The Shield of Achilles."
3. Eliot, T.S. "Four Quartets."
4. Eliot, T.S. "The Love Song of J. Alfred Prufrock."
5. Pound, Ezra. "In a Station of the Metro."
6. Pound, Ezra. "The Cantos."
7. Yeats, W.B. "Sailing to Byzantium."
8. Yeats, W.B. "The Second Coming."

**Course code: ENB-3212**

**Credits-4**

**Course: Essays in English**

**Course Objectives:**

- To develop students' critical thinking and analytical skills through close reading and analysis of various essays in English literature.
- To enhance students' writing skills by practicing different forms of essay writing, such as argumentative, expository, and reflective essays.
- To introduce students to the conventions of academic writing, including proper citation and referencing.
- To broaden students' understanding of different literary techniques and styles used in essay writing.
- To deepen students' appreciation for the power of language and rhetoric in conveying ideas and emotions effectively.

**Course Outcomes:**

- Students will be able to analyze and evaluate various essays in English literature, identifying key themes, arguments, and literary techniques used by the authors.
- Students will demonstrate proficiency in writing different types of essays in English, showcasing their ability to structure coherent and persuasive arguments.
- Students will be able to use proper citation and referencing techniques in their essays, demonstrating an understanding of academic integrity.
- Students will be able to apply different literary techniques and styles in their own writing, showcasing their creativity and originality.
- Students will develop a deeper appreciation for the art of essay writing and its ability to impact readers emotionally and intellectually.

**Block I: Charles Lamb**

Unit 1: Charles Lamb: Life and Works

Unit 2: "*Dream Children: A Reverie*"-Summary and Analysis

Unit 3: "*Dream Children: A Reverie*"-Themes and Motif

Unit 4: "*Poor Relations*"- Summary and Analysis

Unit 5: "*Poor Relations*"- Themes and Motif

**Block II: Francis Bacon**

Unit 6: Francis Bacon: Life and Works

Unit 7: "*Of Friendship*"- Summary and Analysis

Unit 8: "*Of Friendship*"- Themes and Motifs

Unit 9: "*Of Death*"- Summary and Analysis

Unit 10: "*Of Death*"- Themes and Motifs

**Block III: Ralph Waldo Emerson**

Unit 11: Ralph Waldo Emerson: Life and Works

Unit 12: "*Self-Reliance*": Summary and Analysis

Unit 13: "*Self-Reliance*": Themes and Motifs

Unit 14: "*Nature*": Summary and Analysis

Unit 15: "*Nature*": Themes and Motifs

**Block IV: George Orwell**

Unit 16: George Orwell: Life and Works

Unit 17: "*Shooting an Elephant*": Summary and Analysis

Unit 18: "*Shooting an Elephant*": Themes and Motifs

Unit 19: "*Reflections on Gandhi*": Summary and Analysis

Unit 20: "*Reflections on Gandhi*": Themes and Motifs

**Reference:**

1. Bacon, Francis. "Of Death."
2. Bacon, Francis. "Of Friendship."
3. Emerson, Ralph Waldo. "Self-Reliance."
4. Orwell, George. "Reflections on Gandhi."
5. Orwell, George. "Shooting an Elephant."

**Course code: ENB-3213**

**Credits-2**

**Course Title: Partition Fiction**

**Course Objectives:**

- To introduce students to the history and impact of the partition of India in 1947.
- To analyze the various literary representations of the partition in fiction.
- To explore different narrative techniques and styles used by authors to depict the partition.
- To examine the themes of trauma, displacement, and identity in partition fiction.
- To critically engage with the cultural and political implications of partition narratives.

**Course Outcomes:**

- Students will have a comprehensive understanding of the historical context and significance of the partition of India.
- Students will be able to analyze and interpret different literary works that depict the partition.
- Students will develop critical thinking and analytical skills through close readings of partition fiction.
- Students will be able to identify and discuss the various literary techniques and devices used by authors in partition narratives.
- Students will be able to articulate their own perspectives on the themes of trauma, displacement, and identity in partition fiction.

**Block I: Introduction to Partition Fiction**

Unit 1: Historical Context of Partition

Unit 2: Major Events of Partition

Unit 3: Theories of Literary Representation

Unit 4: Key Concepts in Partition Fiction

Unit 5: Key Authors and Works

**Block II: Saadat Hasan Manto: "Toba Tek Singh"**

Unit 6: Saadat Hasan Manto: Background and Context

Unit 7: "Toba Tek Singh": Plot Summary and Character Analysis

Unit 8: Themes and Motifs in "Toba Tek Singh"

Unit 9: "Toba Tek Singh": Symbolism and Allegory

Unit 10: "Toba Tek Singh": Socio-Political Critique and Legacy

**Block III: Khushwant Singh: *Train to Pakistan***

Unit 11: Khushwant Singh: An Introduction and Historical Context

Unit 12: *Train to Pakistan*: Plot Summary and Character Analysis

Unit 13: Themes and Motifs in "Train to Pakistan"

Unit 14: *Train to Pakistan*: Narrative Structure and Stylistic Devices

Unit 15: *Train to Pakistan*: Socio-Political Commentary and Legacy

**Block IV: Rohinton Mistry: *A Fine Balance***

Unit 16: Rohinton Mistry: An Introduction and Historical Context

Unit 17: *A Fine Balance*: Plot Summary and Character Analysis

Unit 18: Themes and Motifs in "A Fine Balance"

Unit 19: *A Fine Balance*: Setting and Atmosphere

Unit 20: *A Fine Balance*: Socio-Political Commentary and Legacy

**References:**

1. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Duke University Press, 2000.
2. Gilmartin, David. *Partition, Pakistan, and South Asian History: In Search of a Narrative*. Oxford University Press, 2012.
3. Manto, Saadat Hasan. *Toba Tek Singh*. Penguin Books, 1999.
4. Mistry, Rohinton. *A Fine Balance*. McClelland & Stewart, 1995.
5. Singh, Khushwant. *Train to Pakistan*. Penguin Books, 2009.

**Course code: ENB-3214**

**Credits-4**

**Course Title: Restoration Drama**

**Course Objectives:**

- Students will gain a deep understanding of the Restoration period's cultural, political, and social contexts and how they influenced the drama of the time.
- Develop skills to critically analyze and interpret the texts of major Restoration dramas, focusing on themes, character development, and dramatic techniques.
- Explore different genres within Restoration drama, including comedies of manners, heroic tragedies, and political dramas.
- Cultivate an appreciation of Restoration drama both as historical documents and as works of art, understanding their relevance and impact on later literary developments.

**Course Outcomes:**

- By the end of the course, students should be able to:
- Identify the key characteristics of Restoration drama and explain the historical context behind its development.
- Analyze the plays for thematic content, character development, and dramatic structure, providing insightful interpretations.
- Engage in informed discussions about the plays and evaluate the effectiveness of different dramatic elements used by playwrights.
- Appreciate the enduring cultural significance of Restoration dramas and their influence on modern theatre and literature.

**Block 1: "The Country Wife" by William Wycherley**

Unit 1: Introduction to Restoration Drama and William Wycherley

Unit 2: *"The Country Wife"*: Introduction, theme and characters

Unit 3: *"The Country Wife"*: Social Satire and Gender Dynamics

Unit 4: *"The Country Wife"*: Dramatic Techniques and Stagecraft

Unit 5: *"The Country Wife"*: Summary and Analysis

**Block 2: "The Man of Mode" by George Etherege**

Unit 6: Introduction to George Etherege and the Comedy of Manners

Unit 7: *"The Man of Mode"*: Performance and Impact

Unit 8: *"The Man of Mode"*: Themes of Fashion, Wit, and Morality

Unit 9: *"The Man of Mode"*: Characterization and Dialogue

Unit 10: *"The Man of Mode"*: Summary and Analysis

**Block 3: "All for Love" by John Dryden**

Unit 11: John Dryden and Heroic Drama

Unit 12: *"All for Love"*: Theme and Major Characters of "All for Love"

Unit 13: *"All for Love"*: Classical Influences and Adaptation of Historical Sources

Unit 14: *"All for Love"*: Rhetoric and Emotional Appeal

Unit 15: *"All for Love"*: Summary and Analysis

**Block 4: "Venice Preserv'd" by Thomas Otway**

Unit 16: Introduction to Thomas Otway and Tragic Drama

Unit 4.2: *"Venice Preserv'd"*: Plot and Theme

Unit 4.3: *"Venice Preserv'd"*: Character Analysis and Development

Unit 4.4: *"Venice Preserv'd"*: Dramatic Structure and Pacing

#### Unit 4.5: "*Venice Preserv'd*": Summary and Analysis

**References:**

1. Wycherley, William. *The Country Wife*. Edited by James Ogden, Norton Critical Editions, 1997.
2. Etherege, George. *The Man of Mode*. Edited by Michael Cordner, Oxford World's Classics, 2008.
3. Dryden, John. *All for Love*. Edited by N.J. Andrew, Penguin Classics, 1998.
4. Otway, Thomas. *Venice Preserved*. Edited by David Roberts, Methuen Drama, 2004.
5. Canfield, J. Douglas. *Tricksters and Estates: On the Ideology of Restoration Comedy*. University Press of Kentucky, 1997.
6. Hume, Robert D. *The Development of English Drama in the Late Seventeenth Century*. Clarendon Press, 1990.
7. Holland, Norman N. *The Ornament of Action: Text and Performance in Restoration Comedy*. Cambridge University Press, 1979.



## **Syllabus BA (English) Semester-VII**

**Course code: ENB-4111**

**Credits-4**

**Course Title: American Literature**

**Course Objectives-**

This course aims to:

- Introduce students to the historical and cultural contexts surrounding the periods in which "The Scarlet Letter," "The Great Gatsby," "Invisible Man," and "Beloved" were written, enabling a deeper understanding of each text.
- Examine major themes such as sin, identity, wealth, class, race, memory, and trauma, as portrayed in these canonical works of American literature.
- Investigate the narrative techniques, structures, and use of symbolism in these texts to understand how they contribute to theme, character development, and overall meaning.
- Analyze the complex characters and their interactions within their societal contexts, exploring the conflict between societal norms and individual morality.

**Course Outcomes-**

Upon completing this course, students will be able to:

- Place "A Streetcar Named Desire," "Death of a Salesman," "Invisible Man," and "Beloved" within their specific historical and cultural contexts, understanding how these contexts influence the narratives.
- Identify and analyze the themes, symbols, and motifs in these works, articulating how they contribute to the larger messages of the texts.
- Evaluate the effectiveness of the narrative techniques and structures employed by Hawthorne, Fitzgerald, Ellison, and Morrison, including their impacts on the reader's understanding and interpretation of the text.
- Analyze the development of characters and plot in these works, understanding their complexities and the ways they reflect and challenge their societal contexts.

### **Block I: Tennessee Williams: *A Streetcar Named Desire***

Unit 1: *A Streetcar Named Desire*: Arrival and Adjustment

Unit 2: *A Streetcar Named Desire*: Escalating Tensions

Unit 3: *A Streetcar Named Desire*: Intimacies and Revelations

Unit 4: *A Streetcar Named Desire*: Confrontations and Desperation

Unit 5: *A Streetcar Named Desire*: Catastrophe and Conclusion

### **Block II: Arthur Miller: *Death of a Salesman***

Unit 6: *Death of a Salesman*: Dreams and Disillusionment

Unit 7: *Death of a Salesman*: Reality and Escapism

Unit 8: *Death of a Salesman*: Fracturing Family Bonds

Unit 9: *Death of a Salesman*: Desperation and Decline

Unit 10: *Death of a Salesman*: Tragedy and Legacy

### **Block III: Ralph Ellison: *Invisible Man***

Unit 11: *Invisible Man*: Historical Context of Race Relations

Unit 12: *Invisible Man*: Themes of Visibility and Invisibility

Unit 13: *Invisible Man*: Symbolism and the Search for Identity

Unit 14: *Invisible Man*: Structure and Style

Unit 15: *Invisible Man*: Legacy and Impact on Civil Rights

**Block IV: Toni Morrison: *Beloved***

Unit 16: *Beloved*: Historical Context of Slavery and Its Aftermath

Unit 17: *Beloved*: Themes of Memory and Trauma

Unit 18: *Beloved*: Narrative Structure and Style

Unit 19: *Beloved*: Symbolism and the Ghost Story

Unit 20: *Beloved*: Morrison's Legacy and the Canon

**References:**

1. Callahan, John F. "Invisible Man: Race and Identity." Twayne Publishers, 1992.
2. Ellison, Ralph. "Invisible Man." Random House, 1952.
3. Miller, Arthur. "Death of a Salesman." Penguin Books, 1949.
4. Morrison, Toni. "Beloved." Alfred A. Knopf, 1987.
5. Williams, Tennessee. "A Streetcar Named Desire." New Directions Publishing, 1947.

**Course code: ENB – 4112**

**Credits-4**

**Course Title: Indian Classical Literature**

**Course Objectives-**

This course aims to:

- Provide an in-depth study of significant texts of Indian classical literature, including "The Mahabharata," "The Recognition of Shakuntala" by Kalidasa, "The Book of Banci" from Cilappatikaram, and "The Upanishads."
- Familiarize students with the historical, cultural, and philosophical contexts in which these works were produced and have existed over centuries.
- Examine the narrative structures, themes, character development, and stylistic features of these classical texts, understanding their literary significance.
- Delve into the philosophical, ethical, and spiritual insights provided by these texts, particularly through "The Mahabharata" and "The Upanishads."

**Course Outcomes-**

Upon completing this course, students will be able to:

- Demonstrate Knowledge of Indian Classical Texts: Articulate a comprehensive understanding of the selected works, their narratives, themes, and characters.
- Contextualize Literature within History and Culture: Place these classical works within their historical and cultural contexts, appreciating their significance in the development of Indian literature and thought.
- Analyze Literary and Philosophical Elements: Analyze the literary and philosophical elements of these texts, including their narrative techniques, ethical dilemmas, and the portrayal of societal norms.
- Discuss Cultural Impact: Evaluate the impact of these texts on Indian culture, arts, and society, recognizing their contributions to religious, philosophical, and cultural discourses.

**Block I: Vyasa: *The Mahabharata***

Unit 1: *The Mahabharata*: The Dice of Destiny - "The Dicing"

Unit 2: *The Mahabharata*: Aftermath and Oaths - "The Sequel to Dicing"

Unit 3: *The Mahabharata*: Politics and Power Plays - "The Book of the Assembly Hall"

Unit 4: *The Mahabharata*: The Temptation of Karna - "The Temptation of Karna"

Unit 5: *The Mahabharata*: Prelude to War - "The Book of Effort"

**Block II: Kalidasa: *The Recognition of Shakuntala***

Unit 6: *The Recognition of Shakuntala*: Kalidasa and Classical Sanskrit Drama

Unit 7: *The Recognition of Shakuntala*: Narrative Structure and Dramatic Elements

Unit 8: *The Recognition of Shakuntala*: Characters and Characterization

Unit 9: *The Recognition of Shakuntala*: Nature and Symbolism

Unit 10: *The Recognition of Shakuntala*: Cultural and Artistic Legacy

**Block III: Ilango Adigal "The Book of Banci", in Cilappatikaram**

Unit 11: Introduction to "The Book of Banci"

Unit 12: The Glory and Grandeur of Banci

Unit 13: The Royal Court and its Inhabitants

Unit 14: Kannagi's Arrival and the Tension Builds

Unit 15: Justice Prevails: Kannagi's Confrontation and Aftermath

**Block IV: *The Upanishads***

Unit 16: Introduction to Vedantic Philosophy  
Unit 17: Concepts of Brahman and Atman  
Unit 18: The Doctrine of Karma and Reincarnation  
Unit 19: Mysticism and Symbolism  
Unit 20: Impact on Indian Thought and Global Philosophy

**References:**

1. Debroy, Bibek, translator. *The Mahabharata*. 10 vols., Penguin Books, 2015.
2. Easwaran, Eknath, translator. *The Upanishads*. Nilgiri Press, 2007.
3. Ganguli, Kisari Mohan, translator. *The Mahabharata*. MunshiramManoharlal Publishers, 2004.
4. Johnson, W.J., translator. *The Recognition of Shakuntala*. Oxford World's Classics, 2001.
5. Parthasarathy, R., translator. *Cilappatikaram: The Tale of an Anklet*. Columbia University Press, 1993.

**Course Code: ENB – 4113**

**Credit-4**

**Course Title: Indian Literature in Translation**

**Course Objectives-**

This course aims to:

- Familiarize students with the complexities of translation, including the linguistic, cultural, and ethical considerations that inform the practice.
- Understand translation not just as a linguistic act but as a cultural one that involves the transfer of meanings, values, and ideas across cultures.
- Introduce students to various translation theories and methodologies and understand their application in the translation of literary texts.
- Critically examine selected works of Indian literature translated into English, focusing on the nuances of cultural context, thematic depth, and character development.

**Course Outcomes:**

- Students will gain a comprehensive understanding of the nature of translation, including its complexities, challenges, and various approaches to rendering literary texts from one language to another.
- Students will appreciate translation as a dynamic cultural practice that involves not only linguistic transfer but also the negotiation of cultural meanings and contexts.
- Students will acquire knowledge of key translation theories, allowing them to critically analyze and evaluate different approaches to translation and their implications for literary texts.
- Students will develop practical translation skills and techniques through the exploration of the translator's toolkit, including strategies for dealing with linguistic nuances, cultural references, and stylistic elements.

**Block I: Introduction to Translation in Literature**

Unit 1: The Nature of Translation

Unit 2: Translation as a Cultural Practice

Unit 3: Translation Theories

Unit 4: The Translator's Toolkit

Unit 5: Ethical and Professional Considerations in Translation

**Block II: Rabindra Nath Tagore: "The Home and the World"**

Unit 6: "The Home and the World": Introduction to the Context and Characters

Unit 7: "The Home and the World": The Ideological Divide

Unit 8: "The Home and the World": The Personal and the Political

Unit 9: "The Home and the World": Nationalism and Its Discontents

Unit 10: "The Home and the World": Legacy and Relevance

**Block III: Amrita Pritam: "Pinjar"**

Unit 11: "Pinjar": Context and Setting

Unit 12: "Pinjar": Abduction and Identity Crisis

Unit 13: "Pinjar": Puro's Transformation and Struggle for Freedom

Unit 14: "Pinjar": Rashid's Dilemma and Character Development

Unit 15: "Pinjar": Resolution and Acceptance

**Block IV: Vijay Tendulkar: *Silence! The Court is in Session***

Unit 16: *Silence! The Court is in Session*: Exposition and Setting  
Unit 17: *Silence! The Court is in Session*: Development of the Mock Trial  
Unit 18: *Silence! The Court is in Session*: Revelation and Conflict  
Unit 19: *Silence! The Court is in Session*: Climax  
Unit 20: *Silence! The Court is in Session*: Resolution and Aftermath

**References:**

1. Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014.
2. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. 4th ed., Routledge, 2016.
3. Pritam, Amrita. *Pinjar: The Skeleton and Other Stories*. Translated by Khushwant Singh, Lotus Collection, Roli Books, 2009.
4. Tagore, Rabindranath. *The Home and the World*. Translated by Surendranath Tagore, Penguin Books, 2005.
5. Tendulkar, Vijay. *Silence! The Court is in Session*. Oxford University Press, 2008.

**Course code: ENB-4114**

**Credits-4**

**Course Title: Biography and Autobiography**

**Course Objectives-** The primary aim of this course on the biographies and autobiographies of Mahatma Gandhi and Nelson Mandela is to:

- Provide students with a deep understanding of the historical, cultural, and political environments that shaped the lives and philosophies of Gandhi and Mandela.
- Analyze the autobiographical and biographical narratives surrounding these figures to understand how personal histories intertwine with larger historical movements.
- Delve into the leadership styles, philosophies, and strategies employed by Gandhi and Mandela, highlighting their contributions to civil rights and their impacts on global politics.
- Investigate the principles of non-violence and peaceful resistance, showcasing how these principles were applied in struggles for freedom and social justice.

**Course Outcomes-**

Upon successful completion of this course, students will be able to:

- Clearly explain the historical contexts of India and South Africa that led to the rise of Gandhi and Mandela, respectively.
- Skillfully analyze and interpret the autobiographical and biographical texts related to Gandhi and Mandela, understanding how personal narratives reflect broader historical trends.
- Compare and contrast the leadership styles of Gandhi and Mandela, including their methods of conflict resolution, diplomacy, and advocacy for social justice.
- Critically assess the effectiveness and ethics of non-violent resistance, drawing on examples from Gandhi's and Mandela's campaigns.

**Block I: Mahatma Gandhi: *The Story of My Experiments with Truth* (Part-I)**

Unit 1: Early Years and Education

Unit 2: Development of Satyagraha in South Africa

Unit 3: Return to India and Involvement in National Movement

Unit 4: The Non-Cooperation Movement

Unit 5: The Salt March and Civil Disobedience

**Block II: Mahatma Gandhi: *The Story of My Experiments with Truth* (Part-II)**

Unit 6: Philosophy of Nonviolence and Satyagraha

Unit 7: Quit India Movement and Independence

Unit 8: Assassination and Legacy

Unit 9: Gandhian Economics and Social Reforms

Unit 10: Gandhi in Literature and Media

**Block III: Nelson Mandela: *Long Walk to Freedom* (Part-I)**

Unit 11: Mandela's Early Years and Education

Unit 12: Mandela's Defiance against Apartheid

Unit 13: Mandela's Imprisonment on Robben Island

Unit 14: Mandela's Release and the End of Apartheid

Unit 15: Mandela's Presidency and Efforts towards Reconciliation

**Block IV: Nelson Mandela: *Long Walk to Freedom* (Part-II)**

Unit 16: Mandela's Political Philosophy and Leadership Style  
Unit 17: Mandela's Legacy in South Africa and Beyond  
Unit 18: Mandela in Literature and Media  
Unit 19: Mandela: Contributions to Global Human Rights and Peace Efforts  
Unit 20: Mandela: Critical Perspectives and Controversies

**References:**

1. Brown, Judith M. *Gandhi: Prisoner of Hope*. Yale University Press, 1989.
2. Erikson, Erik H. *Gandhi's Truth: On the Origins of Militant Nonviolence*. Norton & Company, 1993.
3. Gandhi, Mohandas K. *The Story of My Experiments with Truth*. Translated by Mahadev Desai, Dover Publications, 1983.
4. Guha, Ramachandra. *Gandhi Before India*. Penguin Books, 2013.
5. Mantena, Karuna. *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*. Princeton University Press, 2010. [Focuses on Gandhian political theory and praxis.]
6. Sofri, Gianni. *Gandhi and India: A Century in Focus*. Windrush Press, 1995.
7. Weber, Thomas. *Gandhi, Gandhism and the Gandhians*. Roli Books, 2006.
8. Wolpert, Stanley. *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*. Oxford University Press, 2001.



## **Syllabus BA (English) Semester-VIII**

**Course code: ENB-4211**

**Credits- 4**

**Course Title: Eighteenth Century British Literature**

### **Course Objectives:**

- To introduce students to key literary movements, styles, and themes of the eighteenth century.
- To examine the historical, cultural, and social context of eighteenth century literature.
- To develop critical thinking and analytical skills in analyzing literary texts from the eighteenth century.
- To explore the impact of major political and philosophical ideas on eighteenth century literature.
- To enhance students' understanding of the evolution of literature and literary trends during the eighteenth century.

### **Course Outcomes:**

- Students will be able to identify and analyze major literary works and authors of the eighteenth century.
- Students will be able to explain the social, cultural, and historical context of eighteenth century literature.
- Students will be able to analyze and interpret literary texts from the eighteenth century using literary theory and critical perspectives.
- Students will be able to discuss the influence of major political and philosophical ideas on eighteenth century literature.
- Students will be able to compare and contrast different literary movements and styles of the eighteenth century.
- Students will be able to demonstrate critical thinking and writing skills in analyzing and discussing eighteenth century literature.

### **Block I: Jonathan Swift: *Gulliver's Travels* (Book-1)**

Unit 1: Jonathan Swift: Life and Works

Unit 2: Summary and Analysis of *Gulliver's Travels*

Unit 3: Themes and Motifs in *Gulliver's Travels*

Unit 4: Literary Devices Used in *Gulliver's Travels*

Unit 5: Literary Interpretation of *Gulliver's Travels*

### **Block II: Richardson: *Pamela***

Unit 6: Richardson: Life and Works

Unit 7: Summary and Analysis of *Pamela*

Unit 8: Themes and Motifs in *Pamela*

Unit 9: Literary Devices Used in *Pamela*

Unit 10: Literary Interpretation of *Pamela*

### **Block III: Daniel Defoe: *Robinson Crusoe***

Unit 11: Daniel Defoe: Life and Works

Unit 12: Summary and Analysis of *Robinson Crusoe*

Unit 13: Themes and Motifs in *Robinson Crusoe*

Unit 14: Literary Devices Used in *Robinson Crusoe*

Unit 15: Literary Interpretation of *Robinson Crusoe*

**Block IV: Oliver Goldsmith: *She Stoops to Conquer***

Unit 16: Oliver Goldsmith: Life and Works

Unit 17: Summary and Analysis of *She Stoops to Conquer*

Unit 18: Themes and Motifs in *She Stoops to Conquer*

Unit 19: Literary Devices Used in *She Stoops to Conquer*

Unit 20: Literary Interpretation of *She Stoops to Conquer*

**References:**

1. Defoe, Daniel. *Robinson Crusoe*.
2. Goldsmith, Oliver. *She Stoops to Conquer*.
3. Richardson, Samuel. *Pamela*.
4. Swift, Jonathan. *Gulliver's Travels*. Book-1.

**Course code: ENB-4212**

**Credits-4**

**Course Title: Postcolonial Literature**

**Course Objectives:**

- To explore the historical and cultural contexts of post-colonial literature.
- To analyze key themes, issues, and techniques in post-colonial literature.
- To critically engage with texts written by post-colonial writers.
- To understand the impact of colonization on literature and culture.
- To develop critical thinking and writing skills through analyzing post-colonial texts.

**Course Outcomes:**

- Students will be able to analyze and interpret post-colonial literature within its historical and cultural contexts.
- Students will be able to identify and discuss key themes, issues, and techniques in post-colonial literature.
- Students will be able to critically engage with texts written by post-colonial writers, including analyzing their perspectives and writing styles.
- Students will understand the impact of colonization on literature and culture, and its lasting effects on post-colonial societies.
- Students will develop their critical thinking and writing skills through writing papers and participating in discussions on post-colonial literature.

**Block I: Chinua Achebe: *Things Fall Apart***

Unit 1: Chinua Achebe: Life and Works

Unit 2: Summary and Analysis of *Things Fall Apart*

Unit 3: Themes and Motifs in *Things Fall Apart*

Unit 4: Literary Devices Used in *Things Fall Apart*

Unit 5: Literary Interpretation of *Things Fall Apart*

**Block II: E.M. Forster: *A Passage to India***

Unit 6: E.M. Forster: Life and Works

Unit 7: Summary and Analysis of *A Passage to India*

Unit 8: Themes and Motifs in *A Passage to India*

Unit 9: Literary Devices Used in *A Passage to India*

Unit 10: Literary Interpretation of *A Passage to India*

**Block III: Jean Rhys: *Wide Sargasso Sea***

Unit 11: Jean Rhys: Life and Works

Unit 12: Summary and Analysis of *Wide Sargasso Sea*

Unit 13: Themes and Motifs in *Wide Sargasso Sea*

Unit 14: Literary Devices Used in *Wide Sargasso Sea*

Unit 15: Literary Interpretation of *Wide Sargasso Sea*

**Block IV: Chimamanda Adichie: *Half of a Yellow Sun***

Unit 16: Chimamanda Adichie: Life and Works

Unit 17: Summary and Analysis of *Half of a Yellow Sun*

Unit 18: Themes and Motifs in *Half of a Yellow Sun*

Unit 19: Literary Devices Used in *Half of a Yellow Sun*

Unit 20: Literary Interpretation of *Half of a Yellow Sun*

**References:**

1. Achebe, Chinua. *Things Fall Apart*.
2. Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*.
3. Forster, E.M. *A Passage to India*.
4. Rhys, Jean. *Wide Sargasso Sea*.

**Course code: ENB-4213**

**Credits-4**

**Course Title: Literary Criticism**

**Course Objectives:**

- To introduce students to the major critical approaches to literature.
- To develop students' ability to critically analyze literary texts.
- To familiarize students with the terminology and methods of literary criticism.
- To enhance students' understanding of the historical and cultural contexts in which literary works are produced.
- To encourage students to engage in thoughtful and respectful discussions about literature.

**Course Outcomes:**

- Students will be able to identify and describe different critical approaches to literature, such as formalism, structuralism, poststructuralism, psychoanalysis, Marxism, feminism, and postcolonialism.
- Students will demonstrate their ability to apply these critical approaches to literary texts, analyzing themes, characters, language, and other elements of the text.
- Students will be able to discuss the significance of the historical and cultural contexts in which a literary work was produced and how these contexts influence its interpretation.
- Students will develop their critical thinking and writing skills through written assignments and class discussions.
- Students will be able to engage in constructive and respectful discussions with their peers about literary texts and critical theories.

**Block I: Classical Literary Criticism**

Unit 1: Introduction to Literary Criticism

Unit 2: Introduction to Plato's Literary Theory

Unit 3: Imitation and Reality in "The Republic"

Unit 4: Critique of Poetry in "The Republic"

Unit 5: The Role of the Poet in "Ion"

**Block II: Romantic Criticism**

Unit 6: Wordsworth's Literary Theory

Unit 7: Wordsworth's Critique of Contemporary Poetry

Unit 8: Coleridge's Critique of Literary Tradition

Unit 9: Coleridge's Theory of Imagination and Symbolism

Unit 10: Coleridge's Reflections on Poetic Language and Form

**Block III: Victorian and Modern criticism**

Unit 11: Contextual Overview of Victorian Literary Criticism

Unit 12 Arnold's Concept of the Function of Criticism

Unit 13 Touchstones of Criticism

Unit 14 Disinterestedness and Impersonality

Unit 15 Modernist Criticism: T.S. Eliot's "Tradition and the Individual Talent"

**Block IV: Contemporary theory: Roland Barthes' "The Death of the Author"**

Unit 16: Introduction to Roland Barthes and "The Death of the Author"

Unit 17: Critique of Authorial Intent

Unit 18: The Birth of the Reader  
Unit 19: Textual Plurality and Intertextuality  
Unit 20: Poststructuralist Perspectives on Authorship

**References:**

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
2. Eagleton, Terry. *Literary Theory: An Introduction*. Wiley-Blackwell, 2008.
3. Lodge, David. *The Art of Fiction*. Penguin Books, 1992.
4. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Routledge, 2015.

**Course code: ENB-4214**

**Credits-4**

**Course Title: Modern Classics**

**Course Objectives:**

- To introduce students to a selection of modern classic works of literature from various cultures and time periods.
- To analyze and interpret modern classic texts in terms of their literary qualities, themes, and historical contexts.
- To explore the enduring relevance and significance of modern classic literature in contemporary society.
- To develop critical thinking skills through close reading and discussion of modern classic texts.
- To enhance students' ability to communicate effectively about literature through writing and class participation.

**Course Outcomes:**

- Students will demonstrate an understanding of the defining characteristics of modern classic literature.
- Students will be able to analyze and interpret modern classic texts in terms of their themes, style, and cultural context.
- Students will be able to make connections between modern classic texts and contemporary issues or events.
- Students will demonstrate improved critical thinking skills through engagement with challenging literary texts.
- Students will be able to effectively communicate their interpretations of modern classic literature through written essays and class discussions.

**Block I: George Orwell: *Animal Farm***

Unit 1: Introduction to George Orwell and Contextual Background

Unit 2: The Establishment of Animalism and the Revolution

Unit 3: The Corruption of Power and the Rise of the Pigs

Unit 4: The Betrayal of the Revolution and the Loss of Idealism

Unit 5: Rebellion, Betrayal, and the Search for Justice

**Block II: Virginia Woolf: *Mrs. Dalloway***

Unit 6: Introduction to Virginia Woolf and Modernism

Unit 7: Characters and Themes in "Mrs. Dalloway"

Unit 8: Narrative Structure and Stream-of-Consciousness Technique

Unit 9: Time and Memory in "Mrs. Dalloway"

Unit 10: Social Critique and Existential Themes

**Block III: Kurt Vonnegut: *Slaughterhouse-Five***

Unit 11: Introduction to Kurt Vonnegut and Contextual Background

Unit 12: Narrative Structure and Time Travel

Unit 13: Themes of War, Trauma, and Fatalism

Unit 14: Metafiction and Authorial Intervention

Unit 15: Humanism and the Search for Meaning

**Block IV: Gabriel Garcia Marquez: *One Hundred Years of Solitude***

Unit 16: Introduction to Gabriel García Márquez and Background

Unit 17: Magical Realism in the Works of Gabriel García Márquez

Unit 18: The Founding of Macondo and the Buendía Family

Unit 19: Magical Realism and Surreal Events in Macondo

Unit 20: Memory, Time, and the Circular Nature of History

**References:**

1. García Márquez, Gabriel. *One Hundred Years of Solitude*. Harper & Row, 1970.
2. Orwell, George. *Animal Farm*. Signet Classic, 1996.
3. Woolf, Virginia. *Mrs. Dalloway*. Harcourt, Inc., 1925.



### Evaluation Scheme

S. No.	Year	Sem.	Course Code	Course Name	Credits	Category
1.	I	I	HSB-1111	Political History of Medieval India, Delhi Sultanate -Gulam dynasty to Khilji dynasty (1206-1320 AD)	4	Major/Minor
2.		I	HSB -1112	History of Medieval India, Delhi Sultanate- <i>Tughlaq dynasty</i> to Lodi dynasty (1320 -1526 AD)	4	
3.		II	HSB- 1211	Socio-Economic and Cultural History of India (1206-1526)- Delhi Sultanate	4	Major/Minor
4.		II	HSB- 1212	Political History of Medieval India-Mughal India (1526-1857 AD)	4	
5.	II	III	HSB-2111	Socio-Economic and Cultural History of Mughal India. (1526-1857 AD)	4	Major/Minor
6.		III	HSB-2112	History of South India	4	
7.		IV	HSB-2211	Buddhism & Jainism Civilization in Ancient India	4	Major/Minor
8.		IV	HSB-2212	India after Independence (1947-Onwards)	4	
9.	III	V	HSB-3111	History of Indian National Movement (1857-1947 A.D.)	4	Major
10.		V	HSB-3112	History of Ancient World Civilization & Culture	4	
11.		V	HSB-3113	History of Science and Technology in India	2	
12.		V	HSB-3114	Museums and Museology	4	
13..		VI	HSB-3211	Indian & Western Historical Thoughts and Thinkers	4	Major
14.		VI	HSB-3212	Modern World History(1400-2000)-Renaissance to Globalization	4	
15.		VI	HSB-3213	Historiography	2	
16.		VI	HSB-3214	Iconography, Paintings , Temple Architecture, Religious and Philosophical thoughts of Ancient India	4	
17.	IV	VII	HSB-4111	Ancient History of India-I Upto 200 BCE-(Pre history to Mauryan Kingdom)	4	Major
18.		VII	HSB-4112	Ancient History of India-II- (200 BCE- 800 CE)-(Shunga Kingdom to The Tripartite conflict)	4	Major/Minor
19.		VII	HSB-4113	History of Early Medieval India (800-1200 C.E.) (Arab Invasion- Muhammad Bin Qasim to Muhammad Ghori)	4	Major
20.		VII	HSB-4114	Constitutional History of India- Ancient to Modern	4	
21.		VII	HSB-4211	Socio-Economic and Cultural History of Ancient India	4	
22.		VIII	HSB-4212	Art & Architecture History of Ancient India	4	Major

23.		VIII	HSB-4213	Epigraphy, Palaeography & Inscriptions of Ancient India	4	
24.		VIII	HSB-4214	Numismatic History of ancient india	4	Major/Minor

**Course Name: Political History of Medieval India, Delhi Sultanate: Gulam Dynasty to Khilji Dynasty (1206–1320 AD)**

**Course Code: HSB - 1111**

**Credit:4**

**Course Objective:** To provide students with a comprehensive understanding of medieval Indian history during the Early Turkic Rule under the Gulam Dynasty, focusing on the socio-political, cultural and economic aspects of the Delhi Sultanate and its regional ramifications, thereby enabling them to analyze historical sources critically, evaluate the achievements and challenges faced by key rulers and comprehend the dynamics of statecraft and administration during this period.

**Course Outcomes (COs):**

1	Analyze and evaluate the diverse sources of medieval Indian history, including archaeological findings, literary works and historical accounts, while understanding the different historiographical approaches employed in interpreting these sources.
2	Understand the nature of the Delhi Sultanate and the theory of kingship adopted by slave rulers, exploring its implications on governance and statecraft.
3	Assess the early career and military achievements of Aibak within the context of the Gulam Dynasty, considering the challenges he faced and his contributions as a commander.
4	Analyze the accession, challenges, administrative policies and military campaigns of Alauddin Khalji, including his Hindu policy, domestic reforms and responses to revolts and external threats, while assessing his impact on the Delhi Sultanate.

**Block 1: Early Turkish Rule-Gulam Dysty**

Unit 1:Source material for medieval India: archaeological, literary

Unit 2:Aibak: Early career, achievements

Unit 3:Ilutmish: early life, problems, achievements,

Unit 4:Balban: Early life and accession, his problems

Unit 5:Delhi sultanate-nature of the state

**BLOCK-2: Climax of delhi Sultanate-khalijs**

Unit 6:Jalaluddin Firoz Shah Khaliji: Early life and career,

Unit 7:Alauddin Khaliji: Early career and accession, difficulties,

Unit 8:administrative system,

Unit 9:price control and market regulations,

Unit 10:foreign policy, southern conquest,

**Block 3: Art and Architecture, Culture**

Unit 11:Indo-Islamic Art,

Unit 12:Indo-Islamic architectural styles in India,

Unit 13:the cultural influences of Central Asia, Persia and the Indian subcontinent.

Unit 14:Monuments

Unit 15:Language, foods, fashion, sports, values, beacons, etc.

**Block 4: State and Administration**

Unit 16:Nature of the state,

Unit 17:Central and provincial administration systems.

Unit 18:Fiscal policy of the Sultanate, Judiciary, Ruling Elite and army organizations.

Unit 19:Mongol Attack on Delhi Sultans.

Unit 20:Genghis Khan, Mangol Empire

**Books/ References**

1. Ashraf, M., Life and Conditions of the People of Hindustan (1200–1350), 2 Edition, Munshiram Manoharlal, New Delhi, 1970.

2. Banerjee, Anil Chandra, The State and Society in Northern India, 1206–1526, K.P. Bagchi and Company, Calcutta, 1982.
3. Chandra, Satish, Essays in Medieval Indian Economic History, New Delhi, 1987.
4. Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
5. Irfan, The Economic History of Medieval India A Survey. Tulika Books, 2001.
6. The Cambridge Economic List of India, Volume 1: 1200–1750
7. K. A. Nizarni, The Comprehensive History of India, Vol. V., The Delhi Sultanate (AD 1206–1526), Peoples Publishing House, Bombay, 1970.
8. Yadav, B.N.S., Society and Culture in Northern India in the Second Century. Allahabad, 1973.
9. Prachin Bharat Ka Itihas Tatha Sanskriti by K.C. Srivastava
10. A History of Ancient and Early Medieval India' is the great book written by Upinder Singh

**Course Name: History of Medieval India, Delhi Sultanate: Tughlaq Dynasty to Lodi Dynasty (1320–1526 AD)**

**Course Code: HSB - 1112**

**Credit:4**

**Course Objective:**

Explore the dynamic socio-political landscape of medieval India, focusing on the Delhi Sultanate from the Tughlaq dynasty through the Lodi dynasty (1320–1526 AD). Investigate the rise, reign and fall of these powerful dynasties, analyzing their governance, cultural influences and interactions with neighboring regions. Gain insights into the economic structures, religious dynamics and architectural marvels of the era. Through critical examination of primary sources and scholarly interpretations, develop a nuanced understanding of the complexities shaping medieval Indian history.

**Course Outcomes (COs):**

1	Investigate the economic policies of the Tughlaq rulers, including currency reforms, agrarian policies and trade regulations and assess their effectiveness in managing the economy of the Tughlaq Empire.
2	Assess the achievements, victories and administrative policies of the rulers of the Sayyid Dynasty, including Khizr Khan, Mubarak Shah and Alam Shah, within the context of the declining Sultanate.
3	Examine the accession, reign and foreign policies of the Lodhi Dynasty rulers, Bahlol Lodhi, Sikander Lodhi and Ibrahim Lodhi, while evaluating the factors contributing to their successes and failures.
4	Investigate the political developments in South India, focusing on the Vijayanagar Kingdom, the rise of Bahmani power and the emergence of other regional powers such as Jaunpur, Bengal and Gujarat, analyzing their impact on the subcontinent's political landscape during the medieval period.

**Block 1: Delhi Sultanate—Tughlaq Dynasty**

Unit 1: Ghiasuddin Tughlaq:

Unit 2: Mohammad-bin-Tughlaq: Domestic policy

Unit 3: Shifting the Capital, token currency experiment, taxation in Doab, revenue reforms, administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.

Unit 4: Firoz Shah Tughlaq;

Unit 5: Domestic policy, foreign policy, administrative reforms,

**Block 2: Delhi Sultanate—Sayyid Dynasty and Lodhi Dynasty**

Unit 6: Sayyid Dynasty:

Unit 7: Alam Shah: Administrative achievements.

Unit 8: Lodhi Dynasty

Unit 9: Ibrahim Lodhi, causes of failure, an estimate.

**Block 3: Political History of South India**

Unit 10: Incident in south India

Unit 11: The Vijayanagar Kingdom

Unit 12: Rise of Bahmani power

Unit 13: Art, architecture and culture

Unit 14: Monuments. Art work, a piece of art

**Block 4: The End of the Sultanate**

Unit 15: Fall of the Delhi Sultanate

Unit 16: The invasion of Timur, its causes and its effects.

Unit 17: Causes of the downfall of the Tughlaq dynasty.

Unit 18: Exploring other regional powers

Unit 19: The First Battle of Panipat (1526),

Unit 20: Causes, impacts and factors

**Books /References**

1. A. L. Srivastava: Social and Economic History of Medieval India
2. Irfan Habib, Tapan Rai Chaudhry- Cambridge Economics History, Vol. 1
3. M. Ashraf: Life and conditions of the people of Hindustan
4. Puri Chopra & Das- Social Economics & Culture History of Medieval India, Vol. II
5. S. A. Rizvi: The History of Sufism in India, Vol. II
6. Satish Chandra, Medieval India, Vol. II
7. Yusuf Husain: Glimpses of Medieval Indian History

**Course Name: Socio-Economic and Cultural History of India (1206–1526)—Delhi Sultanate**

**Course Code: HSB- 1211**

**Credits:4**

**Course Objective:** The course aims to explore the multifaceted aspects of society, economy and culture during the Delhi sultanate. It provides a comprehensive understanding of the socio-economic structures of medieval India, including the organization of society, social hierarchies and economic systems.

**Course Outcomes (COs):**

1	Understand cultural achievements in literature, art, architecture and philosophy during the medieval period, considering the contributions of different dynasties.
2	Engage with historiographical debates and interpretations related to the socio-economic and cultural history of medieval India, encouraging critical thinking and analysis.
3	Reflect on the contemporary relevance of socio-economic and cultural aspects of medieval India, drawing connections to present-day socio-economic challenges and cultural diversity.
4	Analyze the cultural diversity of medieval India and the processes of cultural synthesis that occurred, fostering a rich tapestry of artistic, linguistic and religious traditions.

**Block-I: Social Condition of India**

Unit 1:Society and Religion: The Social Life of India:

Unit 2:Position of Women and the Slave System

Unit 3:Bhakti Movement.

Unit 4:Sufi Movements

Unit 5:Religious trends under Iltutmish, Alauddin Khalji, Muhammad Bin Tughlaq, Firoz Shah Tughlaq and Sikandar Lodhi

**Block-2: Economic Life**

Unit 6:Trade and industrial development

Unit 7:Iqta System, Nature of Taxation: Agrarian and Non-Agrarian

Unit 8:Economic policies: Alauddin Khalji, Ghiyasuddin Tughluq, Muhammad Bin Tughlaq, Firoz Shah Tughluq and Sikandar Lodi

Unit 9:Currency System

**Block-3: Cultural Development**

Unit 10:Art and Architecture Development:

Unit 11:Paintings and fine arts

Unit 12:Music

Unit 13:Education, literature and foreign travelers

Unit 14:The Hindu caste system in India

Unit 15:The Varna system: cause, impact and conversion

**Block-4: Delhi Sultanate Landscape**

Unit 16:Literature and language

Unit 17:Library

Unit 18:Festivals and recreation

Unit 19:The impact of Islam and the Indian Hindu caste system

Unit 20:Zamindari and Jagirdari systems

**Books /References**

1. A. L. Srivastava: Social and Economic History of Medieval India
2. Irfan Habib, Tapan Rai Chaudhry-Cambridge Economics History, Vol. 1
3. M. Ashraf: Life and conditions of the people of Hindustan

4. Puri Chopra & Das-Social Economics & Culture History of Medieval India, Vol. II
5. S. A. Rizvi: The History of Sufism in India, Vol. II
6. Satish Chandra, Medieval India, Vol. II



## **Course Name: The Political History of Medieval India—Mughal India (1526–1857 AD)**

**Course Code: HSB- 1212**

**Credits:4**

**Course Objective:** The course introduces students to India's history from 1526–1757, which has become increasingly important to historians studying the period. It studies a variety of genres, both singular and dialogic-different types of histories that report on the fortunes of the Mughals. The course's goal is to introduce students to state formation and encourage them to examine the establishment and expansion of the Mughal Empire within a political framework.

**Course Outcomes (COs):**

1	Demonstrate a comprehensive understanding of the Mughal Empire, including its origins, expansion and decline.
2	Investigate the factors contributing to the decline of the Mughal Empire, considering political, economic and social aspects.
3	Assess the impact of Mughal rule on regional powers and princely states, understanding the dynamics of imperial authority and local autonomy.
4	Analyze the political dynamics of the Mughal Empire, including the establishment of governance structures, administrative policies and the role of key rulers.

### **Block-I: Beginning of the Mughal Sultanate**

Unit 1:Historical Sources: Literary and Archaeological.

Unit 2:Establishment of Muslim Rule:'

Unit 3:The early challenges faced by Humayun included both political and military issues.

Unit 4:Second Afghan Empire: Sher Shah's conquests

Unit 5: Bairam Khan, Maham Anaga's Downfall (1556–62):

### **Block-2: Zenith of Power**

Unit 6:Akbar and his Nobility.

Unit 7:Akbar's Major Conquests

Unit 8:Akbar and the Deccan:

Unit 9:Jahangir: Early Life, 12 Ordinances,

Unit 10:Khusro's Revolt, the Political Role of Nurjahan,

### **Block-3: The Struggle of Empire**

Unit 11:Shahjahan: Deccan Policy,

Unit 12:Aurangzeb: Deccan Policy,

Unit 13:The Maratha Empire includes Shivaji's early life,

Unit 14:Decline of the Mughal Empire: causes and debates.

Unit 15:Later Mughal rulers

### **Block-4: The State and its Administration**

Unit 16:Mughal Administrative Machinery.

Unit 17:Mansab and Jagir Systems:

Unit 18: The Zamindars in the Second Half of the 16th Century;

Unit 19:Provincial Administration.

Unit 20:Revenue Administration

### **Books/References:**

1. Mohammad Umar: Urban Culture in Northern India during the Eighteenth Century

2. Muzaffar Alam: The Mughal Imperial Decline Crisis in North India.
3. K. Sinha: Economic History of Bengal from Plassey to the Permanent Settlement.
4. The Mughal Empire by John F. Richards
5. The Mughal World: India's Tainted Paradise by Abraham Eraly
6. The Mughal Throne: The Saga of India's Great Emperors by Abraham Eraly
7. Mughal Warfare: Indian Frontiers and High Roads to Empire 1500-1700 by J.J.L. Gommans
8. The Last Mughal: The Fall of a Dynasty, Delhi, 1857 by William Dalrymple
9. Mughal Architecture: An Outline of Its History and Development (1526-1858) by Ebba Koch
10. Culture of Encounters: Sanskrit at the Mughal Court by Audrey Truschke
11. The Empire of the Great Mughals: History, Art and Culture by Annemarie Schimmel
12. Mughal and Rajput Painting by Milo Cleveland Beach
13. The Mughals: Life, Art and Culture by Ramesh Chandra Sharma

### SEMESTER-3

**Course Name: Socio-Economic and Cultural History of Mughal India. (1526–1857 AD)**

**Course Code: HSB-2111**

**Credits: 4**

**Course Objective:** The course is concerned with state formation and encourages the students to examine the establishment and expansion of the Mughal empire within a socio-cultural and political frame of reference. We study the imperial rule structure as a dynamic and ever-changing redistributive system, sustained by deep local political relations.

**Course Outcomes (COs):**

1	Learn about Mughal literature, including poetry and historical writings, as well as the literary contributions of Mughal rulers and scholars.
2	Appreciate the cultural and artistic legacy of the Mughal Empire, recognizing its enduring influence on art, literature and architecture in India.
3	Examine the Mughal patronage of art, architecture, literature and other cultural forms, recognizing the Mughal Empire's contributions to India's cultural heritage.
4	Evaluate the economic systems of Mughal India, including revenue systems, agrarian policies and the role of trade and commerce in the empire's prosperity.

#### **Block 1: Society in Mugal India**

Unit 1:Population in Mughal India: Estimate and Composition

Unit 2:Rural classes and lifestyle: structure, social life and standard of living.

Unit 3:Urbanization, urban classes and their lifestyle

Unit 4:Mughal ruling class: composition and organization

Unit 5:Education: Reforms and Centers

#### **Block-2: Mugal Economy**

Unit 6:Medieval Indian Agronomy:

Unit 7:Industrial and Handicraft Production:

Unit 8:Trade, Commerce and Capital Accumulation:

Unit 9:Systemic Crisis in the Mughal Empire:

#### **Block-3: Cultural Contours of Medieval India**

Unit 10:Miniature Paintings under the Mughals

Unit 11:Architecture-Mughal Architecture:

Unit 12:Visual and Performing Arts:

Unit 13:Literature:

Unit 15:Dance and Music; Cultural Contributions

#### **Block-4: State and Religion**

Unit 16:Religion under Akbar: Monotheistic Movements..

Unit 17: Evolution of Akbar's religious outlook

Unit 18; Jahangirs; religious policy: continuity or change

Unit 19 : Aurangzeb and Muslim Orthodoxy

Unit 20: Aurangzeb's religious Policies

#### **Books/References**

1. Alavi, Seema (ed.), Eighteenth Century in India
2. Ali, M. Athar Mughal India: Studies in Polity, Ideas, Society and Culture
3. Satish Chandra Medieval India: From Sultanate to Mughals, Vols. I–III
4. Habib's work, The Irfan Agrarian System of Mughal India, 1526–1707, is worth reading.
5. Hasan, S. Nurul: Thoughts on Agrarian Relations in Mughal India
6. Moosvi, The Shireen Economy of the Mughal Empire: A Statistical Study
7. Naqvi, H.K. Urbanization and Urban Center under the Great Mughals, 1556–1707
8. Ashraf, K. M., Life and Conditions of the People of Hindustan.

**Course Name: History of South India**

**Course Code:** HSB-2112

Credits:4

**Course Objective:**

The course aims to provide students with a comprehensive understanding of South Indian history, spanning from ancient times to the modern era. By delving into the rich tapestry of South Indian civilizations, cultures and societies, students will explore the evolution of kingdoms, the development of religious and cultural movements and the impact of colonialism. Through an interdisciplinary approach, students will analyze primary sources, archaeological findings and historiographical debates to gain insights into the socio-political, economic and cultural dynamics of South India. By fostering critical thinking and analytical skills, the course seeks to cultivate a nuanced appreciation for the diverse and vibrant history of South India.

**Course Outcomes (COs):**

1	Understand the geographical factors that influence South India's history, including the impact of terrain, climate and natural resources on settlement patterns and cultural development. Analyze archaeological and literary sources to reconstruct the prehistoric and early historic periods of South Indian history, including the Stone Age and Iron Age civilizations and the emergence of megalithic cultures.
2	Identify and analyze the major dynasties and rulers from the Mauryan period to the Indo-Roman trade era, examining their contributions to South Indian history and the socio-political landscape.
3	Explore the socio-economic, religious and cultural aspects of South Indian society during the Sangam Age, including the early Tamil Sangam literature and its depiction of literature, polity and society.
4	Examine the diverse cultural, artistic and architectural heritage of South India, including painting, music, dance, drama, literature and architecture, tracing their historical evolution and significance in shaping South Indian culture and identity.

**Block 1: Source of South India**

Unit 1:Geographical Factors,

Unit 2:Archaeological Sources,

Unit 3:Literary Sources

Unit 4:Stone Age of India, Pre-History of South India

Unit 5:Iron Age,megalithic culture

**Block 2: Introduction to South Indian History: Mauryan to Indo-Roman Trade**

Unit 6: Ashokan Edicts in South India and Ashokan Dhamma

Unit 7:Early Tamil Sangam literature and society.

Unit 8:Ancient dynasties of South India

Unit 9:Indo-Roman Trade and commerce

Unit 10: Satavahana, ,Chalukya-Pallava Conflicts, Architecture in South India

**Block 3: Dynasties of South India**

Unit 11: Buddhism and Jainism:Pushyabhuti dynasty (Vardhana Dynasty)

Unit 12:The Tripartite Struggle of Ancient India and the Situation of Kannauj,

Unit 13:The Chola Empire, Hoysalas, Vijayanagar, art-architechure, society, social, economical, religion, monuments

Unit 14:Map of Ancient India,

**Block 4: Culture, Art, Architecture and Literature of South India**

Unit 15: Culture, Art, Architecture and Literature of South India

Unit 16: Introduction to Painting, Music, Dance, Drama

Unit 17:History of Tamil Literature

Unit 18:History of Kannada Literature

Unit 19:History of Telugu Literature

Unit 20:History of Malayalam Literature

### **Books/References**

1. Nilakanta Sastri, K. A. (2000). A History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press.
2. Mahadevan, I. (2003). Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D. Harvard University Press.
3. Karashima, N. (Ed.). (2014). A Concise History of South India: Issues and Interpretations. Oxford University Press.
4. Subbarayalu, Y. (2012). South India Under the Cholas. Oxford University Press.
5. *Prachin Bharat ka Itihas Tatha Sanskriti* by K.C. Srivastava
6. *A History of Ancient and Early Medieval India'* by Upinder Singh

**SEMESTER-4****Course Name: Buddhism and Jainism Studies in ancient India****Course Code: HSB-2211**

Credits:4

**Course Objective:**

This course aims to explore the historical, cultural and philosophical foundations of Buddhism and Jainism civilizations in ancient India. Students will examine the emergence, development and spread of these religious traditions, along with their socio-political impact on ancient Indian society. By delving into the teachings, practices and contributions of key figures, such as Gautama Buddha and Mahavira, students will gain a deeper understanding of the ethical principles, beliefs and practices that shaped these influential civilizations in ancient India.

**Course Outcomes (COs):**

1	Historical Understanding: Students will gain a comprehensive understanding of the historical context and evolution of Buddhism and Jainism in ancient India, including their origins, development and interactions with other religious and social systems. Philosophical Analysis: Students will analyze the core philosophical tenets and doctrines of Buddhism and Jainism, including concepts such as karma, dharma, nirvana, ahimsa and the Four Noble Truths.
2	Cultural Appreciation: Students will develop an appreciation for the cultural contributions of Buddhism and Jainism to ancient Indian society, including their impact on art, architecture, literature and social norms.
3	Comparative Study: Students will engage in comparative analysis, examining similarities and differences between Buddhist and Jain teachings, practices, rituals and ethical principles.
4	Societal Impact: Students will assess the socio-political and economic impact of Buddhism and Jainism on ancient Indian society, including their influence on governance, social hierarchy, trade and gender relations. Contemporary Relevance: Students will explore the contemporary relevance of Buddhist and Jain teachings, identifying their enduring influence on modern ethical, moral and spiritual thought, as well as their relevance in addressing contemporary societal challenges.

**Block 1: The Social History of Ancient India**

Unit 1:The Varna system, the caste system

Unit 2:Four Ashrams:

Unit 3: 16 Sanskars, the four Purusharth

Unit 4:Position of Woman,

Unit 5:Triba, Establish Farmer Society, Theory of Kingship, Republics, Council of Ministers:

**Block 2: Cultural History of Ancient India**

Unit 6:Introduction to Indian Culture, Nature, Features and Characteristics

Unit 7:Religion: Teachings, Symbols and Principals

Unit 8: Ancient Indian literature

Unit 9:Introduction to Indian Festivals

**Block 3: Economic History of Ancient India**

Unit 10:Indus Valley Civilization: First Urbanization and Decline

Unit 11:Vedic Age, culture: agriculture, land and farming scenario, Iron Age

Unit 12:Buddha Time: Second Urbanization, Mahajanapad and Republics in 600 B.C.,

Unit 13:Trade and commerce in ancient India,

Unit 14:Numismatic History of Ancient India:

Unit 15:Maps: Geography and Historical Locations,

#### **Block 4: Art: Architecture, Language, Script and Epigraphy History of Ancient India**

Unit 16: Characteristic Features, Symbols and Mudras of Ancient Indian Art

Unit 17: Indo-Greek-Gandhara Art, Kusana Art, Mathura Art, Bodhisattva Art, Jain Art

Unit 18: Temple-Gupta Art

Unit 19: Language, Script and Epigraphy

Unit 20: Inscriptions

#### **Books/References:**

1. 28 Buddh Aur Unke Anuyayi, Dr. Surajmal 'SITAM
2. A.L. Basham, The Wonder that Was India, 1971.
3. Bharat Ka Pragatihaasevam Adhya-Itihaas: V.K. Jain
4. Bharatiya Darshan Ki Rooprekha-Sinha Harendra Prasad (English, Hindi)
5. Bhāratīya purālīpi evaṃ abhilekha, India palaeography & epigraphy; Author: S. N. Roy
6. Bhartiya Darshan, Indian Philosophy: *An Introduction to Indian Philosophy*, Pustak Bhandar Publishing House, Satishchandra Chatterjee and Dhirendramohan Datta (both in Hindi and English).
7. Bhartiya Kala (prambh se teesri shatabdi tak)-V. S. Agrawala
8. Budh sabhyata ka itihās, koe hue budh ki khoj, Bhasha, Sahitay Aur Itihās Ka Punrpath, Dr. Rajender Prasad Singh and Samyak Prakashan
9. Buddh Aur Shankar, by Dr. Surender Agyat
10. Buddhijiviyo Ka Shadyantr-Rajiv Patel
11. *Prachin Bharat ka Itihās Tatha Sanskriti* by K.C. Srivastava
12. *A History of Ancient and Early Medieval India* by Upinder Singh

## **Course Name: India after Independence (1947–Onwards)**

**Course Code: HSB-2212**

**Credits:4**

**Course Objective:** The course is designed to develop among students a comprehensive understanding of the historical context surrounding India's independence in 1947 and the challenges faced by the newly formed nation. It will be helpful in understanding the political evolution of post-independent India, including the framing of the Constitution, the establishment of democratic institutions and the role of key political leaders. This course would enable students to explain the economic reforms of India after independence.

### **Course Outcomes (COs):**

1	Understand the impact of economic policies on India's development, including the Green Revolution, industrialization and economic reforms in the 1990s.
2	Evaluate India's foreign policy strategies, diplomatic relations and participation in international forums.
3	Examine the challenges facing Indian democracy, including governance, political stability, the impact of internal conflicts and the emergency period.
4	Demonstrate a comprehensive understanding of the political, economic, social and cultural developments in India from 1947 to 1999.

### **Block-I: The Nehruvian Phase and Contemporary History**

Unit 1: Historical Background: Independence and Partition of India in 1947

Unit 2: linguistic reorganization of states; regionalism and regional inequality

Unit 3: The Shastri Interlude

Unit 4: Indira Gandhi and her Time

Unit 5: Revival and Growth of Communalism

### **Block-2: Challenges of New India, Major Events and Crises**

Unit 6: Social issues and reforms

Unit 7: Wars Fought by India After Independence- Kashmir War of 1947–48, India-China War of 1962, India-Pakistan War of 1965, India-Pakistan War of 1971, Kargil War, 1999.

Unit 8: Cultural Developments..

Unit 9: Indian National Awards & World Awards,

Unit 10: Impact of globalization on Indian culture

### **Block-3: New Developments in Modern India**

Unit 11: Indian Democracy and Parliamentary Federalism Regional Movements:

Unit 12: Indian women since independence

Unit 13: Foreign policy of India after independence, the Cold War era and the Non-Aligned Movement.

Unit 14: India and world diplomatic relations.

### **Block-4: The Economy of Modern India**

Unit 15: Indian Economy, 1947–1965: industrialization, economic reforms, Globalization.

Unit 16: Land Reforms: Zamindari

Unit 17: Environmental Concerns

Unit 18: Some major tragedies, failures, problems in India and current social issues -

Unit 19: Evil Practice (Kupratha):



Unit 20: Women Issue:

**Recommended Readings:**

1. Bharat Ek Aahat Sabhyata Book by V.S. Naipaul
2. Bharat Vikhandan Breaking India: Western Interventions in Dravidian and Dalit Faultlines by Rajiv Malhotra, Aravindan Neelakandan, Infinity Foundation (English or Hindi)
3. Bose, S. (2019). India After Gandhi: The History of the World's Largest Democracy. Harper Perennial.
4. Chandra, B. (2016). India's Struggle for Independence. Penguin Random House, India.
5. Gupta, P. (2017). India Since Independence. Penguin Books India.
6. Gopal, S. (2019). Nehru: The Invention of India. Penguin UK.
7. Jalal, A. (2013). The sole spokesman: Jinnah, the Muslim League and the demand for Pakistan. Cambridge University Press.
8. Thapar, R. (2015). The Penguin History of Early India: From the Origins to AD 1300. Penguin Books India.
9. Guha, R. (2019). Gandhi: The Years That Changed the World, 1914–1948 Vintage.
10. Menon, V. P. (2015). The Story of the Integration of the Indian States. Orient Blackswan.
11. Varshney, A. (2017). Battles Half Won: India's Improbable Democracy. Penguin Random House, India.
12. Sundar, N. (2018). The Making of the Dalit Public in North India: Uttar Pradesh, 1950–Present. Oxford University Press.

**SEMESTER-5****Course Name: History of the Indian National Movement (1857–1947 A.D.)****Course Code: HSB-3111****Credits:4****Course Objective:**

The course aims to explore the multifaceted facets of the Indian National Movement, spanning from 1857 to 1947. It seeks to analyze the socio-political, economic and cultural dynamics that shaped the movement, examining key events, leaders, ideologies and strategies employed in the struggle against British colonialism. By delving into primary sources, historical narratives and scholarly interpretations, students will gain a comprehensive understanding of the complexities, challenges and triumphs of India's journey towards independence, as well as the lasting impact of the movement on the nation's identity, governance and socio-economic development.

**Course Outcomes (COs):**

1	Analyze the historical context and root causes leading to the emergence of the Indian National Movement, including socio-economic, political and cultural factors. Evaluate the roles, contributions and ideologies of key figures such as Mahatma Gandhi, Jawaharlal Nehru and Subhas Chandra Bose in shaping the course of the movement.
2	Examine the various strategies and methods employed by Indian nationalists, including nonviolent resistance, civil disobedience and revolutionary activities, in their struggle against British colonial rule. Assess the impact of significant events such as the Partition of Bengal, the Non-Cooperation Movement and the Quit India Movement on the trajectory of the Indian National Movement.
3	Critically analyze the challenges, divisions and debates within the Indian National Congress and other nationalist organizations, as well as the interactions with other political movements and communities.
4	Understand the consequences and legacies of the Indian National Movement, including the attainment of independence in 1947, the partition of India and the formation of the Republic of India, as well as its ongoing implications for Indian society, politics and international relations.

**Block-I-Beginning of Modern Nationalism**

Unit 1:Uprisings of 1857

Unit 2: After math of 1857, farmer movements

Unit 3:the and the Deccan riots (1875); their nature and historical interpretations.

Unit 4:Political organizations of the 1857 era: Foundation of the Indian National Congress, Moderates and Extremists

**Block-2-Indian Nationalism**

Unit 5:Swadeshi movement,Muslim politics and the foundation of the Muslim League

Unit 6:Home Rule Movement,Revolutionary Activities,

Unit 7:Historiography of Indian Nationalism: Conceptual Debates: Socialism, Marxism, Dalit Issues and Cast Issues

Unit 8:Emergence of Indian Nationalism: Effects of British Administration.

**Block-3: Gandhian Era**

Unit 9:Arrival of Gandhi,

Unit 10:Dr. Ambedkar Dalit Movements, Waiting for a Visa

Unit 11:Round Table Conferences, Poona Pact, Convergence in Buddhism,

Unit 12:Veer Sawarkar and Dr. Ambedkar on the Swraj-Cast issue debate

Unit 13:Khilafat and Non-Cooperation Movement, Simon Commission and Tilak

Unit 14:Civil disobedience movement,Revolutionary Activities, Phase II and social and religious reform movements of the 19th century.

## **Block-4: Road towards Independence**

Unit 15: Government of India Act 1935, Road to the Transfer of Power, Quit India Movement

Unit 16: Mountbatten Plan and Indian Independence Act

Unit 17: Communalism and Partition

Unit 18: Dr. B. R. Ambedkar-Desh Vibhajan & Dharmantaran, Periyar, Jyoti Ravfule, Savitribai Fule and Omprakash Valmiki

Unit 19: Gandhi, Jinnah,

Unit 20: Nehru, Patel

### **Books/References**

1. Bandopadhyay, 2004, From Plassey to Partition: A History of Modern Indians, Delhi: Orient Longman.
2. Bipan, 1979, Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
3. Bipan, Mridula Mukherjee. Aditya Mukherjee. K. N. Pannikar and Sucheta Mahajan. 1989, India's Struggle for Independence. New Delhi: Penguin Books India.
4. Chaudhury, Sushil, 2000, The Prelude to Empire: The Plassey Revolution of 1757, New Delhi, Manohar.
5. Desai, A. R. (ed.), 1959, Social Background of Indian Nationalism, 3 edn.; Bombay: Popular
6. K. K. and V. A. Narain (eds.), 1985, A Comprehensive History of India, vol. 11: The Consolidation of British Rule in India, 1818–1858, New Delhi: People's Publishing House.

**Course Name: History of Ancient World Civilization and Culture**

**Course Code: HSB-3112**

**Credits:4**

**Course Objective:**

The course aims to provide a comprehensive understanding of world ancient history, spanning from prehistoric times to the fall of classical civilizations. Students will analyze the social, political, economic and cultural developments of ancient societies across various regions, including Mesopotamia, Egypt, Greece, Rome, India, China and Mesoamerica. Through the examination of primary sources and modern scholarship, students will gain insights into the diverse civilizations that shaped human history and the interconnectedness of ancient cultures on a global scale.

**Course Outcomes (COs):**

1	Gain a comprehensive understanding of the major ancient civilizations across different regions of the world, including their socio-political structures, cultural achievements and historical significance.
2	Develop critical thinking skills to analyze primary sources, archaeological evidence and modern interpretations in order to evaluate the complexities of ancient societies and their interactions.
3	Acquire knowledge of key historical events, developments and transformations that occurred during the ancient period and understand their enduring impact on contemporary societies.
4	Cultivate an appreciation for the diversity of human experiences and cultural expressions within ancient civilizations, fostering empathy and respect for different historical contexts and perspectives.

**Block 1: Culture and Civilizations of Early Human**

Unit 1: Evolution of humankind; Palaeolithic and Mesolithic cultures. Introduction to Ancient World Civilization and Methodology

Unit 2: Egypt (Old Kingdom); Mesopotamia, Greek Civilization

Unit 3: Hellenistic World: Alexander the Great and the Spread of Greek

Unit 4: Culture, Roman Republic and Empire:

Unit 5: Expansion, China (Shang); Ancient China: Shang, Zhou, Qin and Han Dynasties

**Block 2: The Civilization and Culture of India**

Unit 6: Ancient India: Indus Valley Civilization,

Unit 7: Vedic culture, Buddha times

Unit 8: Maurya to Gupta Empires,

Unit 9: Pushyabhuti dynasty to early medieval India

Unit 10: Ancient world map

**Block 3: The Civilization and Culture of Europe**

Unit 11: Crises of the Roman Empire., Crisis of feudalism.

Unit 12: Religion and culture in medieval Europe:

Unit 13: Crusades, war, art and architecture, culture and literature

**Block 4: Rise of Islam**

Unit 14: Societies in Central Islamic Lands:

Unit 15: Rise of Islam and Conflict,

Unit 16: Literature and Source

Unit 17: Quran and Hadith

Unit 18: Incident of Karbala, conflict of Shiya and Sunni and some major events

Unit 19: Debates and other topics

**Books/Reference**

1. Chandra, Satish. (2007). History of the World. National Book Trust, India.
2. Sharma, R. S. (2005). India and the World: A History in Nine Stories. Oxford University Press.
3. Thapar, Romila. (2002). Early India: From the Origins to AD 1300. Penguin Books India.
4. Sen, Amartya. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Penguin Books India.
5. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
6. A History of Ancient and Early Medieval India' by Upinder Singh
7. Vishwa ki Prachin Sabhyatayen by Shriram Goyal
8. Vishwa ki Prachin Sabhyatayen by Dr. S L Nagori

## **Course Name: The History of Science and Technology in India**

**Course Code: HSB-3113**

**Credits:2**

**Course Objective:** The course is intended to offer a theoretical introduction to the development of science and technology in India from ancient to modern times. It also discusses the developments brought about in the fields of agriculture, science and technology and medicine in India.

### **Course Outcomes (COs):**

1	Develop a chronological understanding of the history of science and technology in India, spanning the ancient, medieval and modern periods.
2	Understand the scientific achievements of ancient India, including contributions in mathematics, astronomy, medicine, metallurgy and other fields.
3	Understand the impact of colonial rule on scientific and technological developments in India, including the establishment of institutions and the introduction of modern education.
4	Explain the developments in science and technology during the medieval period, considering advancements made under various empires and ruling dynasties.
5	Analyze the contributions of the Mughal era to science and technology, including innovations in architecture, astronomy and other disciplines.
6	Assess the historical and contemporary innovations in traditional medicine systems such as Ayurveda, Siddha and Unani.

### **Block-I: India's Scientific Contribution to the World**

Unit 1: Ancient Indian scientific thought Vedic contributions to knowledge

Unit 2: Astrology and cosmology The development of Ayurveda and traditional medical practices,

Unit 3: Evidence for the History of Ancient Indian Technology:

Unit 4: development of Indian texts, scripts and languages—epigraphy,

Unit 5: Art and architecture in ancient India

### **Block-2: Science and Technology of Medieval Times, the Advent of Western Science and Modern India**

Unit 6: Developments in medieval India, scientific ideas in Arab thought and their reception in India

Unit 7: Technology, Ideology and Resistance:

Unit 8: Science and Nationalism:

Unit 9: Scientists of Modern India:

Unit 10: Revolution

### **Books/Reference**

1. Sen, A. (2017). Ancient Indian Science: An Overview. Penguin Books India.
2. Kak, S. (2014). The Wishing Tree: The Presence and Promise of India. HarperCollins India.
3. Raghavan, V. (2013). India's contribution to world science, Bharatiya Vidya Bhavan.
4. Kumar, D. (2018). Indian Archaeology: Emerging Perspectives. Oxford University Press.
5. Rao, K. V. (2008). The Lost City of Dvaraka. Aditya Prakashan.
6. Chattopadhyay, K. (2010). Indian Epigraphy. Motilal Banarsidass.
7. Dikshit, K. N. (2012). Indian Numismatics, Publications Division, Ministry of Information and Broadcasting, Government of India.
8. Thapar, R. (2015). Indian Art. Oxford University Press.

9. Nanda, A. (2016). Jain Iconography, Abhinav Publications.
10. Bose, S. (2019). Science and Technology in India: A Comprehensive History. Cambridge University Press.
11. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
12. A History of Ancient and Early Medieval India' by Upinder Singh

**Course Name: Museums and Museology**

**Course Code: HSB-3114**

**Credits:4**

**Course Objective:**

The course aims to provide students with a comprehensive understanding of museums and museology. It focuses on imparting knowledge about the historical development, functions and significance of museums in preserving cultural heritage. Students will learn about collection management, exhibition design, conservation practices and museum administration. The course also explores contemporary issues in museology, such as eco-museology and heritage conservation laws. By the end, students will possess the skills and knowledge necessary for effective museum management and contribute to the preservation of cultural heritage.

**Course Outcomes (COs):**

1	Students will understand the concept of a museum and its role in society.
2	Students will analyze the importance of research, education and publication in museums.
3	Students will demonstrate knowledge of museum administration, including staff management, financial aspects, maintenance and public relations.
4	Students will develop a thorough understanding of the concept of a museum, its purpose and its significance in preserving cultural heritage.

**Block-I: Introduction to the Museum**

Unit 1:What is a Museum?, Introduction

Unit 2:Definition, aims and objectives.

Unit 3:History of collections and museums.

Unit 4:Types of museums

Unit 5:Functions of museums: Acquisition, Documentation,Gallery Security

**Block 2: Functions of Museums**

Unit 6:Functions of museums:Types of Gallery,Display,Signage

Unit 7:Research, Education and Publication: a) Research and Library; b) Education; c) Publications.

Unit 8:Conservation and preservation of museum objects

Unit 9:Understanding of Collection, Conservation and Preservation and Their Policies, Ethics, Preventive and Curative

Unit 10:Types of Exhibitions: a) What are Exhibitions?; b) Permanent Exhibitions?; c) Temporary Exhibitions

**Block 3: Activities of Museums**

Unit 11: activities of museums,

Unit 12:Museum Administration,Museum and Personal,Hierarchy,Duties and responsibilities

Unit 13::Museum Functionaries, History of Museums,

Unit 14:Museum in India: a treasure house of cultures;

Unit 15:promotion of tourism and humanism: museums and art galleries in India.

**Block 4: Museology**

Unit 16:Introduction, Collection, Documentation and Research

Unit 17:Museum Administration,

Unit 18:Provisions for Heritage Conservation in India:

Unit 19:Eco-Museology,Definition and Concepts,

Unit 20:Museology & Archives,



**Books/Reference**

1. Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep ix. Prakashan
2. Museums of India" by Tapati Guha-Thakurta
3. Museums and Museology: New Horizons" edited by Usha Agrawal
4. Indian Museum Movement: A Critical Outline" by S. K. Saraswati
5. Museums and Museology: Professional Guidelines" by Pramod Kumar KG
6. Agarwal Rajesh K. and Nangia Sudesh, Economic and Employment Potential of Archaeological Monuments in India, Birla Institute of Scientific Research, New Delhi, 1974.
7. Biswas Sachindra Sekhar, Protecting Cultural Heritage, National Legislation and International Conventions, Arya Book International, New Delhi, 1999

Nagar, S. L., Protection, Conservation and Preservation of India's Monuments, Aryan Books International, New Delhi, 1998. Ghosh A., Fifty Years of Archaeological Survey of India, Ancient India, 1953.

**SEMESTER-6****Course Name: Indian and Western Historical Thoughts and Thinkers****Course Code: HSB-3211****Credits:4****Course Objective:**

This course aims to explore the evolution of historical thought and the contributions of key thinkers from both Indian and Western traditions. Students will analyze the foundational concepts, methodologies and debates within historical scholarship, examining diverse perspectives on topics such as causality, interpretation and periodization. Through comparative analysis, students will develop a nuanced understanding of the similarities, differences and interactions between Indian and Western historical traditions, fostering critical thinking and a global perspective on historical inquiry.

**Course Outcomes (COs):**

1	Students will gain a profound understanding of the historical perspectives and methodologies of key thinkers, including Herodotus, Hegel, Spengler, Toynbee, Collingwood and Marx and analyze how their ideas have shaped historiography.
2	Learners will analyze the Marxist approach to history through the works of historians like D.D. Kosambi, Romila Thapar, R.S. Sharma and K.P. Jaiswal, gaining insights into how Marxist ideologies have influenced historical interpretation.
3	Students will gain a comprehensive understanding of the lives and teachings of key figures in Indian philosophies, including Buddha, Mahavira Jain, Manu and Kautilya, with a focus on the Saptang Theory and its implications.
4	Learners will appreciate and critically analyze the contributions of Indian social reformers such as Bal Gangadhar Tilak, Raja Ram Mohan Roy, Jyotirao Govindrao Phule and Savitribai Phule, understanding their efforts towards societal transformation.

**Block 1: Historical Thinkers**

Unit 1:History: meaning, importance, nature, factors, aim,scope, validity and causality

Unit 2:Greek traditions

Unit 3:Modern philosophers of history:

Unit 4:Indian historiography:

Unit 5:Buddism History Book:

**Block 2: Historians, Writers, Travelers and Their Books**

Unit 6:Indian Nationalist Historian:

Unit 7:Marxist Historians:

Unit 8:Subaltern historian

Unit 9:Travelers and books

Unit 10:Foreign Historians:

**Block 3: Ancient Indian Thoughts, Thinkers and Writers**

Unit 11:Buddha: Prince Siddhartha Gautama (Sukiti),

Unit 12 budhist thinkers

Unit 13:Mahavira Jain, 24 tirthankaras in Jainism

Unit 14:Manu-Manusmriti, Vajrasuchi, Vedanta-Shankara Charya, Ramanuj and Madhav

Unit 15:Kautilya-Saptang theory

**Block 4: Modern Indian Thoughts and Thinkers**

Unit 16:Bal Gangadhar Tilak, Raja Ram Mohan Roy

Unit 17:Jyotirao Govindrao Phule and Savitribai Phule, Periyar

Unit 18:Mahatma Gandhi, Jawaharlal Nehru

Unit 19:Bhimrao Ramji Ambedkar (Baba Saheb). Periyar,

Unit 20: Muhammad Ali Jinnah, Sardar Patel

**Books/References:**

1. Carr, E.H., What is History?, London
2. Collingwood, R.G., The Idea of History, Oxford
3. Kaushik-Itihas Darshan,
4. Sreedharan, E., A Textbook of Historiography: 500 B.C. to A.D. 2000 (Hindi Translation Available)
5. Habib, I. (Ed.) (2018). Modern Indian Thinkers: Sociological Perspectives (Vol. 1). Sage Publications Pvt. Ltd.
6. Chatterjee, P. (2017). The Present History: Critical Perspectives on Contemporary Indian Studies. Oxford University Press.
7. Jha, D. N. (2016). Modern Indian Political Thought: Text and Context. Sage Publications Pvt. Ltd.
8. Chakrabarty, D. (2000). Provincializing Europe: Postcolonial Thought and Historical Difference. Princeton University Press.
9. Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. Harper Perennial.
10. Sarkar, T. (2005). Modern India: 1885–1947. Macmillan.

**Course Name: Modern World History (1400–2000): Renaissance to Globalization****Course Code:** HSB-3212**Credits:**4**Course Objective:**

This course aims to examine the transformative events, ideologies and movements that have shaped the modern world from the Renaissance to globalization (1400–2000). Students will analyze key historical developments such as the Renaissance, Enlightenment, Industrial Revolution, imperialism, world wars, decolonization and the rise of globalization. By exploring political, economic, social and cultural transformations, students will gain a deeper understanding of the interconnectedness of global history and its implications for contemporary societies.

**Course Outcomes (COs):**

1	demonstrate an understanding of the causes, nature and characteristics of the Renaissance, analyzing its impact on art, culture and society.
2	analyze the global spread of Enlightenment ideals and modern ideas, assessing their impact on political, social and cultural developments.
3	evaluate the origins and impact of the Reformation, examining key figures and events that shaped religious and social transformations during this period.
4	assess the causes and impact of the Industrial Revolution, exploring its effects on economies, societies and technological advancements.

**Block 1: Beginning of the Modern Age**

- Unit 1:Renaissance: its causes, nature, specialty,
- Unit 2:Reformation: Origin and Impact
- Unit 3:Spread of Enlightenment and Modern Ideas
- Unit 4:Social contract theory: Hobbes, Locke and Rousseau
- Unit 5:Montesquieu: separation of state powers

**Block 2: The Intellectual Revolution**

- Unit 6:The Industrial Revolution: its causes and impact
- Unit 7:Scientific and geographic discoveries
- Unit 8:capitalist, socialism, Marxism and communist ideology
- Unit 9:Dictatorship, Democracy and Ideology

**Block 3: The Political Revolution**

- Unit 10:The American Revolution
- Unit 11:French Revolution 1789
- Unit 12:The Russian Revolution
- Unit 13:The rise of Nazism and fascism
- Unit 14:World War I

**Block 4: World War and Aftermath**

- Unit 15:World War II
- Unit 16:The Cold War: Causes and Impacts
- Unit 17:Disintegration and fall of the Soviet Union (USSR) ,
- Unit 18:Non-alignment movement and Third World
- Unit 19:Establishment of UNO,
- Unit 20:Globalization

**Books/References:**

1. Aadhunik Vishv Itihaas (1500 Se 2000 Tak), Publisher: Jain Mandir publication, Author: Jain & Mathur-hindi & English

2. Adhunik vishva itihas -narmn lov ,
3. Punji Ka Yug (Hindi Translation of The Age of Capital, 1848–1875), Atireko Ka Yug 1914–1991 (Hindi Translation of The Age of Extremes) (Set of 2 Books)- Eric Hobsbawm
4. Bharat Vikhandan Breaking India: Western Interventions in Dravidian and Dalit Faultlines by Rajiv Malhotra, Aravindan Neelakandan, Infinity Foundation (English or Hindi)
5. Blood Borders: A Proposal To Redraw A “New Middle East”—Map created by Ralph Peters and originally published in the Armed Forces Journal (2006)
6. Bhatnagrevamgupta-Adhunik europ ka itihas, Parts 1 and 2
7. Kranti Ka Yug 1789 se 1848 (Hindi Translation Of The Age Of Revolution 1789 se 1848-erik habsbam)
8. Atireko Ka Yug, 1914–1991—Hindi Translation of The Age of Extremes, Erik Habsbam
9. Samrajya Ka Yug 1875–1914 (Hindi Translation of the Age of Empire)—Erik Habsbam
10. Lal Bahadur Verma Europ ka itihas, Parts 1 and 2
11. K.: Adhunik Europ ka itihas, Parts 1 and 2
12. Verma, Dinanath: Aadhunik Vishwa Ka Itihas (Hindi), Jnanada Publication
13. Vishw ka itihas-arjun dev aur indira arjun dev

**Course Name: Historiography**

**Course Code: HSB-3213**

**Credits:2**

**Course Objective:** The goal of this course is to help students understand the evolution of historical writing in the ancient and medieval worlds, as well as the role of historians in developing history as an academic discipline. We will train students through a close study of the translated excerpts from the primary sources. The objective is to engage students in an in-depth understanding of central issues in historiography.

Course Outcomes (COs):

1.	Understand the meaning, nature and scope of history.
2.	Understand various themes in Indian history.
3.	Analyze the concept of history as a science and art.
4.	Examine the concept of various historiographies.

**Block 1: Understanding History and Historiography**

Unit 1:History and Historiography: Meaning, Definition, Types, Nature and Scope

Unit 2:Types of historiography

Unit 3:History, Archaeology and Other Sciences—Principles and Methods of History

Unit 4:Two kinds of dating methods:relative dating ,absolute dating.

Unit 5:Papers in history subject

**Block 2: Museology and Modern Historiography**

Unit 6:Introduction to Museums and Museums: Definition, Aims and Scope

Unit 7: Museology,

Unit 8: Different types of museums

Unit 9:Anthropological Museum , Natural History Museums,Museum Objects and Collections:

Unit 10:Types of Visitors: Educational Activities,Modern Historiography,

**Books/References**

1. Puratatv Vimarsh, J.N. Pandey
2. Bauddh Itihas Ki Jhalak, Dr. Rajender Prasad Singh and Samyak Prakashan
3. Bhasha, Sahitay Aur Itihas Ka Punrpath, Dr. Rajender Prasad Singh and Samyak Prakashan
4. Buddhist Hybrid Sanskrit Grammar and Dictionary (Set of 2 Volumes) by Franklin Edgerton, publication: Motilal Banarsidass
5. Corpus Inscriptionum Indicarum, vols. 1 to 8, Alexander Cunningham, Hultzsch,
6. Itihas Ka Muaayna. Rajender Prasad Singh, Samyak Prakashan
7. Itihas-Lekh, by E. Sreedharan, Orient Black Swan
8. Khue Hue Budhha Ki Khoj, Dr. Rajender Prasad Singh and Samyak Prakashan
9. Thapar, R. (2002). Historical Thinking in Ancient India. Oxford University Press.

10. Trigger, B. G. (2006). *A History of Archaeological Thought*. Cambridge University Press.
11. Renfrew, C., & Bahn, P. (2012). *Archaeology: Theories, Methods and Practice*. Thames & Hudson.
12. Gupta, S. P. (2011). *Museums and Their Visitors*. Left Coast Press.
13. Desai, K. W. (2007). *Museum management and marketing* by Rowman Altamira.

**Course Name: Iconography, paintings, temple architecture and religious and philosophical thoughts of ancient India**

**Course Code: HSB-3214**

**Credits:4**

**Block 1: Indian Iconography and Temple Architecture**

Unit 1: Introduction to Indian art and architecture, Gandhara School of Art, Mathura School of Art

Unit 2: Origin and Development of Temple Architecture, Concept and Origin of Temples,

Unit 3: North Indian Temples, Southern style of temple architecture

Unit 4: Antiquity of Image Worship in India and Iconography

Unit 5: Buddhist and Jain iconography

**Block 2: Paintings, Religious and Philosophical Thoughts**

Unit 6: A Brief Survey of Indian Paintings

Unit 7: Religion of India- Buddhism, Jainism, Vedic, Other sects

Unit 8: Philosophical thoughts in ancient India .

Unit 9: Iconic worship:.

Unit 10: Alternative cults and practices,

**Block 3: Philosophy and Literature**

Unit 11: An Introduction to Indian Philosophy- Introduction to Upanishadic Philosophy, Introduction to the Six Systems of Philosophy

Unit 12: Indian language and literature

Unit 13: Ancient Indian books literature,

Unit 14: Pali Sahitya

Unit 15: Ved to Vedanta

**Block 4: Indian and World**

Unit 16: Spread of Indian Culture Abroad and Buddhism in the World

Unit 17: Causes, Significance and Modes of Cultural Exchange

Unit 18: Trade and commerce

Unit 19: Indian culture in Southeast Asia

Unit 20: India, Central Asia and the Western World through the ages

**Books/References**

1. Bakker, Hans. 1997. The Vakatakas: An Essay in Hindu Iconology. (Gonda Indological Series). Groninga: Egbert Forsten.
2. Buddhist Iconography. New Delhi Tibet House (edited volume).
3. Banerjee, J.N. 1974. Development of Hindu Iconography. (III ed.) New Delhi: Munshiram Manoharlal.
4. Bhattacharya, B. 1958. Indian Buddhist Iconography. Calcutta: K.L. Mukhopadhyaya.
5. Champakalakshami, R. 1981. Vaishanava Iconography in the Tamil Country. Delhi: Orient Longman.
6. Chawla, J. (1990). The Rigvedic Deities and Their Iconic Forms. New Delhi: Munshiram Manoharlal.
7. Desai, Devangana. 1996. The religious imagery of Khajuraho. Mumbai: Project for Indian Cultural Studies Publication IV.
8. Gopinath Rao, T.A. 1985. (2nd ed.) Elements of Hindu Iconography. Varanasi: Motilal Banarashidhas.



9. Gupte, R.S. 1971. Iconography of Hindus, Buddhists and Jains. Bombay: Taraporewala Sons and Co.
10. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
11. A History of Ancient and Early Medieval India' by Upinder Singh

**SEMESTER-7**

**Course Name: Ancient History of India-1, Up to 200 BCE (pre-history of the Mauryan Kingdom)**

Course Code **HSB-4111**

Credit:4

Course Objective:

This course aims to explore the rich tapestry of ancient Indian history, from prehistoric times to the Mauryan period. Through lectures, readings and discussions, students will delve into the socio-political, economic and cultural developments of ancient India. Emphasis will be placed on understanding key events, figures and civilizations, including the Harappan civilization, the Vedic period and the rise of the Mauryan empire. By the end, students will have a comprehensive understanding of India's ancient past and its enduring legacy.

**Course Outcomes (COs):**

1	Historical Analysis: Students will demonstrate proficiency in analyzing primary and secondary sources to construct a nuanced understanding of ancient Indian societies, including their social structures, political systems and religious beliefs.
2	Critical Thinking: Through engaging with diverse perspectives and interpretations, learners will develop critical thinking skills, enabling them to evaluate the significance of key events and developments in ancient Indian history.
3	Cultural Appreciation: Participants will gain an appreciation for the rich cultural heritage of ancient India, including its art, architecture, literature and philosophical traditions.
4	Historical Contextualization: Students will be able to contextualize the historical developments of ancient India within broader regional and global frameworks, understanding their interconnectedness and influences. Research Proficiency: By completing research assignments and projects, students will enhance their research skills, including information literacy, source analysis and academic writing, preparing them for further study or professional pursuits in the field of history.

**Block-I: Pre-Historic Times**

Unit 1: Sources of Ancient Indian History

Unit 2: Prehistory

Unit 3: Palaeolithic Age:

Unit 4: Mesolithic

Unit 5: Neolithic Age:

**Block-2: Harappan civilization**

Unit 6: Chalcolithic cultures

Unit 7: Early Harappan culture

Unit 8: Harappan Civilization:

Unit 9: Characteristic Features of the Harappan Civilization

Unit 10: Decline of the Mature Harappan Culture:

**Block-3: The Vedic Age and Mahajanpadas**

Unit 11: Vedic Period:

Unit 12: later Vedic period

Unit 13: evolution of the monarchy and the Varna System.

Unit 14: Republics and Monarchies: Formation of States (Mahajanapada)

Unit 15: Rise of urban centers; trade routes; economic growth; introduction of coinage

**Block-4: The Mauryan Empire**

Unit 16: Political Conflicts and Growth of the Magadh Empire, Iranian and Macedonian Invasions and Their Impact.

Unit 17: The spread of Jainism and Buddhism, the Pali and Jain Sahityas,

Unit 18: Establishment of the Mauryan Empire:

Unit 19: Ashoka: His empire and Dhamma, Mauryan inscriptions,

Unit 20: Architecture and Decline of the Mauryan Empire

**Books/References**

1. Basham, A. L.: A Cultural History of India, New Delhi, 1975.
2. Basham, A. L.: The Wonder that Was India, London, 1954.
3. Chakrabarti, D.K., An Oxford Companion to Indian Archaeology, New Delhi, 2006.
4. Chakrabarti, D.K., India: An Archaeological History, Delhi, 1999.
5. Chattopadhyaya, B. D.: Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003.
6. Habib, Irfan: A People's History of India (Relevant Volumes), New Delhi. (Vol. 1: Prehistory, 2001; Vol. 2: Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002).
7. Jha, D. N.: Ancient India: An Introduction, New Delhi, 1998.
8. Kosambi, D.D.: An Introduction to the Study of Indian History (reprint) Bombay: Popular Prakashan, 1985.
9. Lahiri, Nyanjyot: The Decline and Fall of the Indus Civilization, New Delhi, 2000.
10. Raychaudhuri, H.C., Political History of Ancient India with a Commentary by B.N. Mukherjee, New Delhi, 1996 (8th edition).
11. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
12. A History of Ancient and Early Medieval India' by Upinder Singh

## **Course Name: Ancient History of India -2 (200 BCE–800 CE) (Shunga Kingdom to the Tripartite Conflict)**

CourseCode: HSB-4112

**Credits4:**

### **Course Objective:**

1. Examine the Shunga, Kanva, Satavahana, Indo-Greek, Shakas, Parthians and Kushanas dynasties, exploring their political structures, cultural contributions and interactions to comprehend the dynamics of ancient Indian states.
2. Investigate primary sources that provide insights into the Gupta Age, focusing on the Gupta Empire and key rulers like Chandra Gupta I, Samudra Gupta and others.
3. Examine the factors contributing to the decline of the Gupta Empire, studying the invasions by the Huna, Mihirakula and Jainendra Yashodharman. Evaluate the historical and societal impacts of these invasions.

### **Course Outcomes(COs):**

1	develop the ability to critically evaluate and utilize various historical sources for the Shunga-Kushan period, demonstrating proficiency in assessing the reliability, bias and significance of different types of historical evidence.
2	understanding of the Shunga dynasty, Kanva dynasty, Satavahana dynasty, Indo-Greek rulers (Demetrius, Menander), Shakas, Gondophares, Parthians and the Kushanas Empire.
3	analyze the factors leading to the decline of the Gupta Empire and the impact of invasions by the Huna, Mihirakula and Jainendra Yashodharman. They will understand the historical consequences of these events.
4	Explore the interactions between India and China through the accounts of Chinese travelers like Fa Hein and I-Tsing. They will gain insights into the cultural, economic and political exchanges between the two civilizations during specific time periods.

### **Block 1: Shunga to Kushna Period**

Unit 1:Sources for studying the Shunga-Kushan period

Unit 2:Shunga dynasty, Kanva,

Unit 3:Satavahana,

Unit 4:Indo-Greek: Demetrius, Menander

Unit 5:Shakas, GondopharesParthians,

Unit 6:Kushanas Empire

### **Block 2: The Age of Guptas**

Unit 7:Sources to study the Gupta Age

Unit 8:The Gupta Empire. Shiri Gupta, Ghatotkach, Chandra Gupta 1, Samudra Gupta, Rama Gupta, Vikramaditya, Skand Gupta and Kumar Gupta

Unit 9:Decline of the Gupta invasion of Huna, Mihirakula and Jainendra Yashodharman

Unit 10:The Chinese travelers: Fa Hein (405–411 A.D.)

### **Block 3: Emerging regional configurations**

Unit 11:Maukhari dynasty of Kanyakubja (kannauj),

Unit 12:Gauda Kingdom, Shashanka

Unit 13:Chalukya dynasty

Unit 14:Pushyabhuti dynasty (Vardhana Dynasty), war of Harshvardhana and Pulakeshin II,

Unit 15:Hieun Tsang (602–664 AD), I-Tsing (671-695 AD)

### **Block 4: The Tripartite Struggle of Ancient India**

Unit 16:Situation of Kannauj, Gurjar Pratihar,

Unit 17:Pal and Rashtrakuta

Unit 18:The Tripartite Struggle

Unit 19:The map depicts the trade routes, ancient urban cities and sea ports of ancient India.

Unit 20:South India-Sangam period, literature

References:

1. A.L. Basham, The Wonder that Was India, 1971.
2. Chakravarti Ranabir, Exploring Early India up to AD 1300, Primus, Delhi, 2016.
3. Chattopadhyaya B.D., The Making of Early Medieval India, 1994.
4. Chattopadhyaya, D.P., History of Science and Technology in Ancient India, 1986.
5. N.K. Sastri, A History of South India, Dakshin bharaat ka itihaa.
6. Kosambi, D.D., An Introduction to the Study of Indian History, 1975.
7. R.S. Sharma, Indian Feudalism, 1980.
8. Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
9. Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
10. Susan Huntington, The Art of Ancient India: Buddhist, Hindu and Jain, New York, 1985.
11. Upinder Singh, A History of Ancient and Early Medieval India, 2008.
12. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava

**Course Name: History of Early Medieval India, 800–1200 C.E. (Arab Invasion: Muhammad Bin Qasim to Muhammad Ghori)**

**Course Code: HSB-4113**

**Credits:4**

**Course Objective:** This course would help students examine the impact of external invasions, migrations and the emergence of new political entities on the social fabric of the time. The students will be able to develop a chronological understanding of the major events and transitions that occurred in India during the Early Medieval period (600–1200 C.E.). The course will assist in identifying the key historical milestones, rulers and significant cultural shifts during this time frame.

**Course Outcomes (COs):**

1	Develop a chronological understanding of the major events and transitions that occurred in India during the Early Medieval period (600–1200 C.E.).
2	Develop critical skills in evaluating historical narratives, considering biases and understanding the challenges of interpreting historical sources from this period.
3	Explore the cultural and religious diversity of early medieval India, including the flourishing of art, literature and architecture.
4	Investigate the economic systems prevalent during the Early Medieval period, emphasizing agricultural practices, trade networks and urbanization.
5	Analyze the political structures and socio-economic changes in early medieval India, focusing on the rise and fall of dynasties, state formations and regional variations.

**Block-I: Beginning of Early Medieval India**

Unit 1: Interpreting Early Medieval India

Unit 2: Historical Sources,

Unit 3: Political Structure and Variations:

Unit 4: Bhumidan, Feudalism, Samantvad and Local Governance

Unit 5: Delhi sultanate-nature of state,

**Block-2: Economy and Society**

Unit 6: Agrarian economy, land revenue systems, urban economy, feudalism and decentralization

Unit 7: downfall of trade and coins, fall of urbanization

Unit 8: Society: caste system and social hierarchy,

Unit 9: Religion & Philosophy:

Unit 10: Buddhist Philosophy and Philosophers:

**Block-3: Cultural History of Early Medieval India**

Unit 11: Bhakti-Krishna Shakha, Ram Shakha, Nirgun Shakha, Sagun Shakha,

Unit 12: Sufi and Music

Unit 13: Rise of Regional Language and Literature

Unit 14: Art and Architecture:

Unit 15: The influence of Islam in Indian art and architecture

**Block-4: Political Developments in India**

Unit 16: Rise of Islam and Conflict, Literature and Source,

Unit 17: The impact of foreign invasions—Arab invasions—in India and their impact. Muhammad bin Qasim

Unit 18: The Ghaznavid Invasion and its Impact

Unit 19: The Invasion of Muhammad Ghori: cause and impact

Unit 20: Factors Leading to the Decline of Early Medieval Powers,

**Books and references:**

1. James Tod and the 'Annals and Antiquities of Rajast'han'—Royal Asiatic Society
2. D.N. Jha, The Feudal Order: State, Society and Ideology in Early Medieval India, 2000.
3. R.S. Sharma, Early Medieval Indian Society: A Study of Feudalization, Sangam Books, Kolkata, 2001.
4. R. S. Sharma, Indian Feudalism, c. 300–1200, II<sup>nd</sup> Edition, Delhi, 1980.
5. Islamic Rajya Ka Bhram Sharia, Islam ki buniyad-tarek fatah, Kautilya publication
6. Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, New Delhi: Pearson.
7. History of Early India: From the Origins to AD 1300" by Romila Thapar
8. Medieval India: From Sultanat to the Mughals - Delhi Sultanat (1206-1526)" by Satish Chandra
9. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
10. A History of Ancient and Early Medieval India' by Upinder Singh

## **Course Name: Constitutional History of India: Ancient to Modern**

**Course Code: HSB-4114**

**Credits:4**

**Course Objective:** This course examines the developments in India's constitutional history, from ancient times to the establishment of British supremacy until independence. It also understands the main features of the various acts and then looks into the growth of the central and provincial legislatures.

### **Course Outcomes (COs):**

1	Demonstrate a comprehensive understanding of the constitutional developments in India from ancient times to the modern era.
2	Understand the impact of British colonial rule on India's constitutional history, including the development of administrative structures and legal frameworks, as well as the introduction of representative institutions.
3	Understand the process leading to the formation of the Constituent Assembly and the challenges faced in drafting an independent Indian constitution.
4	Identify and analyze the salient features of the Indian Constitution, including its preamble, fundamental rights, directive principles and federal structure.
5	Examine India's ancient legal and political systems, including the Vedic period, the Mauryan and Gupta empires and the development of early legal codes.

### **Block-I: Legal History of Ancient India**

Unit 1: Legal literature in ancient India:

Unit 2: Development of law in the post-Smriti period:

Unit 3: Women: Their Rights and Legal Aid in Ancient India, Ganatantra System (Republic), Janapada, Kingship

Unit 4: Muryan-Ashoka Administration, Human Rights, Damma, Welfare State

Unit 5: Guptas and other topics:

### **Block-2: Law Development in Medieval India**

Unit 6: Legal consciousness in medieval India,

Unit 7: Islamic law, Shariya and Quran

Unit 8: The judicial system in medieval India Muhamd bin tuglak plan.

Unit 9: The market system of Allauden Khilji, the Balban capture of Jagers, Shersah Suri and its destruction

Unit 10: Akbar-Land Reform, Jat Sawar-Mansabdar System, Local and Regional Variations,

Unit 11: Panchayats and local councils

### **Block-3: Legal Aid in India under the Colonial State**

Unit 12: Constitutional Development During Company's Rule: The Regulating Act of 1773, the Pitts Acts of 1784,

Unit 13: The Charter Acts of 1793, 1813 and 1833.

Unit 14: Lord Dalhousie's doctrine of lapse, Permanent Settlementor- Sthayi Bandobast, Lord Cornwallis and His Reforms The Ryotwari system (Thomas Munro, Lord William Bentinck)

Unit 15: Queen's Proclamation, Government of India Act of 1858, Indian Council Act of 1861, Indian Council Act of 1892, Local Self-Government Proposal of Mayo and Ripon, Various Commissions during Curzon's Viceroyalty: Police Commission, Education Commission, Decentralization Commission of 1808. The Indian Council Act of 1909.



## **Block-4: Constitutional Development in Modern India**

Unit 16: The Government of India Act 1919: Main Provisions.

Unit 17: Simon Commission Nehru Report: Salient Features, Jinnah's Fourteen Points, The Round Table Conference, Dr. Ambedkar, Poona Pact,

Unit 18: The Government of India Act of 1935

Unit 19: Cabinet Mission Plan of 1946, Attlee's Declaration of 1947, Mountbatten's Plan and the Indian Independence Act of 1947

Unit 20: Formation of the Constituent Assembly: Its Debates and Deliberations

### **Books/References**

1. A. C. Benerjee's Indian Constitutional Documents.
2. Gurumukh Nihal Singh Landmarks in Indian Constitutional and National Development.
3. H. Philips, The Evolution of India and Pakistan, 1858–1947, Select Documents.
4. Nicholas Mansergh, The Transfer of Power, 1942–47.
5. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
6. A History of Ancient and Early Medieval India' by Upinder Singh

## SEMESTER-8

**Course Name: Socio-Economic and Cultural History of Ancient India**

**Course Code: HSB-4211**

**Credits:4**

### **Course Objective:**

1. Examine the trade and commerce in ancient India, encompassing the Mauryan state control system, the Indo-China silk trade, the Indo-West European Roman trade and the debates surrounding Indian feudalism. Understand the economic dynamics of these trade routes and systems.
2. Analyze the Varna system and the caste system in ancient India, exploring their societal implications and the impact on social cohesion and development.
3. Students can connect diverse elements and comprehend the holistic nature of ancient Indian civilization by integrating the knowledge they have gained from the religious, economic and artistic aspects.

### **Course Outcomes (COs):**

1.	Critically analyze and interpret the Jatak Tales, Ramayana, Mahabharata, Bhagavadgita, Dhammapad, Manusmriti, Milindpanho, Vedanta-Shankar and Ramanuj, demonstrating an appreciation for the cultural and ethical dimensions embedded in these texts.
2.	Articulate the cultural, religious and social significance of festivals in ancient India, including Holi, Diwali, Buddha Purnima, Guru Purnima, Navratri, Dussehra, Ganesh Chaturthi, Krishna Janmashtami and Mahamastakabhisheka Jain.
3.	It is important to understand the economic history of ancient India, which includes the rise and decline of the Indus Valley Civilization, the impact of Vedic culture on agriculture and farming during the Iron Age and the economic dynamics during Buddha's time, including Mahajanapadas, Republics and guild systems.
4.	Integrate knowledge from religious, economic and artistic aspects, demonstrating an ability to connect diverse elements and understand the holistic nature of ancient Indian civilization.

### **Block 1: The Social History of Ancient India**

Unit 1: The Varna system, the caste system

Unit 2: Four Ashrams.

Unit 3: There are 16 Sanskars

Unit 4: Position of Woman

Unit 5: Tribal, Establish Farmer Society Republics, Monarchy, Council of Ministers

### **Block 2: Cultural History of Ancient India**

Unit 6: Introduction to Indian Culture, Nature, Features and Characteristics

Unit 7: Religion: Teachings, Symbols and Principals

Unit 8: Pali sahitya, Ved to Vedanta

Unit 9: Introduction to Indian Festivals:

### **Block 3: Economic History of Ancient India**

Unit 10: Indus Valley Civilization: First Urbanization and Decline

Unit 11: Vedic Age, culture: agriculture, land and farming scenario, Iron Age

Unit 12: Buddha Time: Second Urbanization, Mahajanapad and Republics in 600 B.C.,

Unit 13: Trade and commerce in ancient India, Mauryan state control system, Indo-China Silk Trade, Indo-West Europe Roman, Debates on Indian feudalism

Unit 14: Numismatic History of Ancient India

Unit 15: Maps: Geography and Historical Locations,

**Block 4: Art: Architecture, Language, Script and Epigraphy History of Ancient India**

Unit 16: Characteristic Features, Symbols and Mudras of Ancient Indian Art

Unit 17: Indo-Greek-Gandhara Art, Kusana Art—Development of Buddha Images, Mathura Art,

Unit 18: Temple-Gupta Art:

Unit 19: Language, Script and Epigraphy

Unit 20: Inscriptions-

**Books/References:**

1. A.L. Basham, The Wonder that Was India, 1971.
2. An Atlas of Ancient Indian History: Buy An Atlas of Ancient Indian History by Habib Irfan
3. Bauddh Itihas Ki Jhalak, Dr. Rajender Prasad Singh and Samyak Prakashan
4. Bharat Ka Pragatihaas evam Adhya-Itihaas: V.K. Jain
5. Bhāratīya purālīpi evaṃ abhilekha, India palaeography & epigraphy; Author: S. N. Roy
6. Bhartiya Darshan, Indian Philosophy: An Introduction to Indian Philosophy, Pustak Bhandar Publishing House, Satishchandra Chatterjee and Dhirendramohan Datta (both in Hindi and English).
7. Bhartiya Kala (prarambh se teesrishatabditak)—V. S. Agrawala
8. Bhasha, Sahitay Aur Itihas Ka Punrpath, Dr. Rajender Prasad Singh and Samyak Prakashan
9. Buddhijiviyo Ka Shadyantr-Rajiv Patel
10. Rajender Prasad Singh's Bauddh Sabhyata Ki Khoj, Samyak Prakashan
11. Early Indians: The Story of Our Ancestors and Where We Came From—ARAMBHIK BHARTIYA by Tony Joseph, both Hindi and English
12. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
13. A History of Ancient and Early Medieval India' by Upinder Singh

**Course Name: Art and Architecture: History of Ancient India**

**Course Code: HSB-4212**

**Credits:4**

**Course Objective:**

The course's objective is to explore the rich tapestry of art and architecture in ancient India, contextualizing it within broader global artistic traditions. Students will delve into the stylistic evolution, iconography and cultural significance of ancient Indian art, encompassing various periods such as the Indus Valley Civilization, Maurya, Gupta and post-Gupta eras. Through comparative analysis with other contemporary civilizations, students will gain a nuanced understanding of ancient Indian aesthetics and their contributions to world art history.

**Course Outcomes (COs):**

1.	Understanding of Ancient Indian Artistic Traditions: Students will gain a comprehensive understanding of the artistic traditions of ancient India.
2.	Knowledge of Key Periods and Civilizations: Students will be able to identify and analyze key periods and civilizations in ancient Indian art and architecture.
3.	Critical Analysis of Artifacts: Students will develop the ability to critically analyze artifacts from ancient India and other civilizations.
4.	Comparison with Other Cultures: Students will be able to compare and contrast the art and architecture of ancient India with that of other contemporary civilizations.

**Block 1: Characteristics of Ancient Indian Art**

Unit 1:Characteristic Features, Symbols and Mudras of Ancient Indian Art

Unit 2:Salient Features of Indian Art, Art and Architecture of the Harappan Age.

Unit 3:Art and Architecture of the Mauryan Age, Maurya Art-Asoka Pillars,

Unit 4:Stupa:

Unit 5:Rock-Cut Cave Architecture: Painting: Ajanta and Ellora,

**Block-2: Buddhism and Jainism Art**

Unit 6:Symbols of Buddhism:

Unit 7:Indo-Greek-Gandhara Art, Kusana Art—Development of Buddha Images, Gandhara art ,Mathura Art, Gandhara Art.,

Unit 8:Gupta Temples, Gupta Sculptures

Unit 9:Temple-Gupta Art: Beginning of Temple

**Block 3: South Indian Art**

Unit 10:South Indian Architecture:

Unit 11:Temple Architecture Types: Nagara, Dravida and Vesara;

Unit 12:Chola Art-Brihadisvara Temple

Unit 13: Temples of North India, Temples of South India

Unit 14:Ideals of Indian paintings. Paintings of Ajanta and Bagh.

**Block 4: Indian Fine Art and Others**

Unit 15:History of Indian Architecture: Principles,:

Unit 16: Rock-cut architecture:

Unit 17: Temple Architecture, stupa

Unit 18:History of Indian Painting and Sculpture

Unit 19:Principles and Sources of Art

Unit 20: Icons and Mudras, Mudras of Lord Buddha

**Books/References:**

1. "Epigraphical Glossary" by D.C. Sircar
2. A.L. Basham, The Wonder that Was India, 1971.

3. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
4. A History of Ancient and Early Medieval India' by Upinder Singh
5. Bharat Ek Aahat Sabhyata by V.S. Naipaul
6. Bhartiya Kala (prarambh se teesrishatabditak)-V. S. Agrawala
7. Bhasha, Sahitay Aur Itihas Ka Punrpath, Dr. Rajender Prasad Singh and Samyak Prakashan
8. Buddhijiviyo Ka Shadyantr-Rajiv Patel
9. BuddhistHybrid Sanskrit Grammar and Dictionary (Set of 2 Volumes) by Franklin Edgerton, publication: Motilal Banarsidass
10. Castes in India: Their Mechanism, Genesis and Development and 11 Other Essays by B. R. Ambedkar (English, Hindi)
11. Chakravarti Ranabir, Exploring Early India up to AD 1300, Primus, Delhi, 2016.
12. Corpus Inscriptionum, vols. 1 to 8, Alexander Cunningham, Hultzsch,

**Course Name: Epigraphy, Palaeography and Inscriptions of Ancient India**

**Course Code:HSB-4213**

**Credits:4**

**Course Objective:**

The course objective is to provide a comprehensive understanding of the epigraphy, palaeography and inscriptions of ancient India. Students will learn to decipher and interpret inscriptions, gaining insights into the socio-political, religious and cultural aspects of ancient Indian societies. Through hands-on study, they will develop skills in reading scripts and understanding the evolution of writing systems. By examining a diverse range of inscriptions, students will explore the multifaceted nature of historical sources and their contribution to our understanding of ancient Indian civilization.

**Course Outcomes (COs):**

1.	Mastery of Epigraphic Analysis: Students will develop the skills necessary to decipher and analyze ancient inscriptions from various regions of India.
2.	Historical Contextualization: Students will be able to contextualize inscriptions within their historical
3.	Palaeographic Proficiency: Students will acquire proficiency in paleographic methods.
4.	Interdisciplinary Integration: Students will understand the interdisciplinary nature of epigraphy and paleography.

**Block-1 Introduction**

Unit 1:Definition and importance of epigraphy

Unit 2:Origin and antiquity of writing in India.Tools and methods.

Unit 3:Cuneiform script: Mesopotamia, Hieroglyphics, Egypt, Indus Valley script,

Unit 4:Buddha era, Mauryan time, Shunga, Kanva, Satvahna,

Unit 5:Indo-Greek, Kushan, Shak, Gupta and early medieval India

**Block 2: North Indian Epigraphy and Inscriptions**

Unit 6:The importance of epigraphy to the knowledge of North Indian history.

Unit 7:Study of the following inscriptions from North India:

Unit 8: Mauryan inscriptions.

Unit 9:Shunga Inscription

Unit 10:kanva and sathvahana inscriptions

Unit 11:kushan to gupta inscriptions

**Block 3: South Indian Epigraphy and Inscriptions**

Unit 12: North and South Indian languages and scripts, Boustropfedon style,

Unit 13: South Indian language and inscriptions

Unit 14: Indus Valley Civilization Script and the Problem of its Decipherment

Unit 15: south Indian Dravidian culture, language,

**Block4: Language, Script and Epigraphy**

Unit 16:Prakrit (Pakit) language, Dhamma lipi, Kharosthi script,

Unit 17:Buddhist Hybrid Sanskrit, Classical Sanskrit Language,

Unit 18:Kutil, Dev Nagri and Sharda script,Hindi

Unit 19:Development of Alphabets,

Unit 20:Inscriptions, languages, scripts

**Books/References:**

1. "A Guide to the Epigraphy of Medieval India" by M.C. Joshi and D.C. Sircar
2. "Catalogue of the Indian Paleographical Manuscripts in the Library of the India Office" by J.F. Fleet

3. "Epigraphical Glossary" by D.C. Sircar
4. "Indian Palaeography" by Suniti Kumar Chatterji
5. "Inscriptions of Ancient Nepal" by D.R. Regmi
6. "The Brahmi Script" by George Bühler
7. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
8. A History of Ancient and Early Medieval India' by Upinder Singh

**Course Name: Numismatic History of Ancient India**

**Course Code: HSB-4214**

**Credits:4**

**Course Objective:**

The course's objective is to explore the numismatic history of ancient India, from its earliest coinage to the medieval period. Through detailed study, students will analyze the evolution of Indian coins, their metallurgy, iconography and socio-economic significance. We will prioritize comprehending the political contexts, cultural influences and economic dynamics that influenced coin production and circulation. By the end of the course, students will gain a comprehensive understanding of ancient Indian coinage and its role in shaping the region's history.

**Course Outcomes (COs):**

1.	Students will comprehend the diverse range of ancient Indian coins, including those from the Maurya, Gupta and Kushan empires.
2.	They will analyze the socio-economic and political factors influencing the evolution of coinage systems in ancient India.
3.	Students will interpret the cultural symbolism and iconography depicted on Indian coins, reflecting religious, artistic and historical contexts.
4.	Students will be prepared to critically assess the importance of numismatic evidence in reconstructing the history of ancient India by the course's conclusion.

**Block 1: Introduction**

Unit 1:Antiquity and Scope of Coinage

Unit 2:Definition and scope of numismatics

Unit 3:Coins as a source of history

Unit 4:Material and techniques of coin-making

Unit 5:Barter system and antiquity of coins

**Block 2: Coins and Theories**

Unit 6:What is a coin? Its definition and origin in ancient India

Unit 7:Early Indian Coins, Punch-marked Coins

Unit 8:Buddha Age: numismatic studies

Unit 9:Local coins with special reference to Kauśāmbī and Pāñcāla

Unit 10:Tribal coins with special reference to Yaudheyas and Mālavas

**Block 3: Numismatics: History of India**

Unit 11:Numismatic History of Ancient India: Indus Valley Civilization

Unit 12:Greek coins, Janpadiya coins

Unit 13:Mauryan time, shuga, kanva, Coins of foreign rulers; Indo-Greek coins

Unit 14:Coins of Western Ksatrapas

Unit 15:Coins of Sātavāhanas, Salient features of Gupta coins

**Block 4: Early Medieval Indian Coin History**

Unit 16:Coins of the Early Medieval Period, Salient Features of Kalcuri Coins and Coca-Cola Coins with Special Reference to Rāja Rāja

Unit 17:Symbols

Unit 18:Trade and traders

Unit 19:Commerce

Unit 20:Problems of Coin Theories in Early Medieval Indian Coin History



**Books/References:**

1. "The Coins of India" by D.D. Kosambi
2. "Indian Numismatics" by M.H. Rehman "Catalogue of Indian Coins in the British Museum: The Sultans of Dehli" by Stanley Lane-Poole
3. "Coins of Ancient India" by P. L. Gupta
4. "Early Indian Coins" by John Allan
5. "Coinage in Ancient India" by B.N. Mukherjee
6. "Indian Coinage: A Cultural Perspective" by S. Sharma and S. Garg
7. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
8. A History of Ancient and Early Medieval India' by Upinder Singh

**FYUP B.A. (Political Science) Course Structure**  
**List of Major and Minor Courses**

<b>FYUG B.A. (Political Science) Course Structure</b>					
<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>CATEGORY</b>
I	I	PLB-1111	Introduction to Political Theory	4	Major/Minor
	I	PLB-1112	Indian Constitution	4	Major/Minor
	II	PLB-1211	Political Process in India	4	Major/Minor
	II	PLB-1212	International Relations Theories and Basic Concepts	4	Major/Minor
II	III	PLB-2111	Comparative Politics	4	Major
	III	PLB-2112	Indian Political Thinkers	4	Major/Minor
	IV	PLB-2211	Western Political Thinkers	4	Major
	IV	PLB-2212	Public Administration	4	Major /Minor
III	V	PLB-3111	Human Rights: Theories and Practice	4	Major
	V	PLB-3112	India's Foreign Policy	4	Major
	V	PLB-3113	Governance: Issues and Challenges	4	Major
	V	PLB-3114	Indian National Movement	2	Major
	VI	PLB-3211	Politics in India	4	Major
	VI	PLB-3212	Theory and Practice of Democracy	4	Major
	VI	PLB-3213	Social Exclusion and Inclusive Policy	4	Major
	VI	PLB-3214	Nationalism in India	2	Major
IV	VII	PLB-4111	Urban and Local Governance	4	Major
	VII	PLB-4112	Women Empowerment and Development	4	Major
	VII	PLB-4113	Gandhi and Peace Studies	4	Major /Minor
	VII	PLB-4114	Security Studies	4	Major
	VIII	PLB-4211	Indian strategic thought	4	Major
	VIII	PLB-4212	Politics of South Asia in Comparative Perspective	4	Major
	VIII	PLB-4213	Social Movement and Revolution	4	Major /Minor
	VIII	PLB-4214	Culture and Politics in India	4	Major

## **Syllabi B.A. (Political Science):**

### **Semester - I**

**Course Name: Introduction to Political Theory**

**Course Code: PLB-1111**

**Credits: 4**

**Course Objectives:** Aim of this paper is to help the students to learn as well as to become familiar with the basic concepts of political theory. This paper is designed to encourage reflective thinking about the political scenario among the students.

**Course Outcomes:** On completion of this course, student will be able to

- Understand about basic concept of Political Science and relations with other social sciences
- Learn the Democracy and its types, as well as Participation and Representation
- Acquaint the origin, elements and functions of state and its related terms

### **Block I: Understanding Political Theory**

Unit-1 Concept and Nature of Political Science, Scope of Political Science,

Unit-2 Approaches of Political Science

Unit-3 Relations of Political Science to other Social Science with Economics and Geography

Unit-4 Relations of Political Science to other Social Science with Sociology and History

Unit-5 Political Theory and Practice: Introduction

### **Block II: Democracy and State**

Unit-6 Grammar of Democracy, History of an Idea

Unit-7 Procedural Democracy and its Critique

Unit-8 Deliberative Democracy

Unit-9 Participation and Representation

Unit-10 Origin of State, Nature and Objectives of State, Elements of State, Development of State

### **Block III: Concepts of Political Theory**

Unit-11 Freedom and Equality, Core Concept

Unit-12 Justice, Core Concept

Unit-13 Universality of Rights and Law

Unit-14 Sovereignty: Definitions and Types

### **Block IV: Democratic Participation and secularism**

Unit-15 Forms of Government

Unit-16 Public Opinion

Unit-17 Political Parties, Pressure Groups

Unit-18 Electoral Systems

Unit-19 Secularism

### **Books Reference:**

1. Bhargava R. (2008) 'What is Political Theory ', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson.
2. Swift, A. (2001) Political Philosophy: A Beginner's Guide for Students and Politicians. Cambridge: Polity Press.
3. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press
4. Heywood, A., & Chin, C. (2023, February 23). Political Theory.
5. G. (2009, February 1). An Introduction to Political Theory. Macmillan.
6. Bellamy, R. P. (1993, January 1). Theories and Concepts of Politics. Manchester University Press.

**Course Name: Indian Constitution**

**Course Code: PLB-1112**

**Credits: 4**

**Course Objective:** This is an essentially important paper to understand the Indian political system. An objective of this paper is to strengthen the students in the growth and development of critical as well as analytical thinking regarding the Indian Constitution and its covering areas.

**Course Outcome:** On completion of this course, student will be able to

- Understand about basic concept and salient features of Indian Constitution
- Learn the Fundamental Rights, Duties and DPSP and constitutional Amendments Procedures
- Acquaint about Citizenship, Three Tiers of Governments and Panchayati Raj systems.

**Block I: Introduction**

Unit-1 Historical Background of Indian Constitution

Unit-2 Introduction to Indian Constitution

Unit-3 Sources of the Indian Constitution

Unit-4 Rule-making Process

Unit-5 Constitutional Acts

**Block II: Major Provisions of the Constitution**

Unit-6 Salient Features of the Indian Constitution

Unit-7 Basic Principle of Preamble

Unit-8 Fundamental Rights

Unit-9 Fundamental Duties

Unit-10 Directives Principles of State Policy

**Block III: Citizenship and Constitutional Amendment**

Unit-11 Citizenship: Meaning, Gaining of Citizenship, Loss of Citizenship

Unit-12 Union and its Territory

Unit-13 Types of Amendments

Unit-14 Constitutional Amendment Process

Unit-15 Important Amendments

**Block IV: Centre-State Relations and Local Self Governance**

Unit-16 Constitutional Provision

Unit-17 Centre-State Relations

Unit-18 Three Tiers of Governments, Panchayati Raj Systems, Urban-Local Bodies

Unit-19 Municipal Corporations

Unit-20 Municipalities

**Books Reference:**

1. Austin, G. (1979) 'The Constituent Assembly: Microcosm in Action', in The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
2. Austin, G. (1979) 'Conclusion: Comments on a Successful Constitution', in The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
3. Kashyap, S. (Latest Edition) Our Constitution. New Delhi: National Book Trust.
4. Mathew, G. and Jain, L.C. (eds.) (2005) Decentralisation and Local Governance. New Delhi Orient Black swan.

## **Semester –II**

**Course Title: Political Process in India**

**Course Code: PLB- 1211**

**Credits: 4**

**Course Objectives:** The course "Political Process in India" aims to provide students with a concise understanding of India's political landscape. Through interdisciplinary study, students will:

- Explore the historical evolution of India's political system.
- Analyze the structure and functioning of democratic institutions.
- Investigate the role of political parties, interest groups, and social movements.
- Examine challenges such as federalism, regionalism, and corruption.

**Course Outcomes:** By the end of the course, students will:

- Evaluate the influence of political actors and challenges.
- Assess the impact of globalization and technology.

### **Block I: Political System**

Unit 1: Process of democratization in post-colonial India,

Unit 2: Dimensions of democracy,

Unit 3: Social, economic, political, actors shaping the Indian political system

Unit 4: Challenges to democracy in the 21<sup>st</sup> century India.

### **Block II: Political Parties and Party System**

Unit 5: Pattern and trends in the party system,

Unit 6: Single party and multi-party system,

Unit 7: Federalism, coalition politics,

Unit 8: Explanations for fragmentation of party system.

### **Block III: Determinants of Voting Behavior**

Unit 9: Caste, Class,

Unit 10: Gender, Region and Religion,

Unit 11: Political Parties, Pressure Groups,

Unit 12: Theories of Representation,

Unit 13: Election, Public Opinion, Local Government

### **Block IV: Ideology, Politics and Policy**

Unit 14: Secularism,

Unit 15: Affirmative Action Policies with Respect to Women,

Unit 16: Cast and Class,

Unit 17: Social Justice,

Unit 18: Political economy

### **Suggested Readings:**

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014

**Course Title: International Relations: Theories and Basic Concepts**

**Course Code: PLB- 1212**

**Credits: 4**

**Course Objective:** This course aims to provide students with a solid understanding of the theories and fundamental concepts in International Relations. By exploring key frameworks and historical contexts, students will develop critical thinking skills to analyze global political dynamics effectively.

**Course Outcome:** Students will analyze international relations theories and basic concepts adeptly, applying them to real-world scenarios, and effectively communicating their analyses orally and in writing.

**Block I: Theories of International Relations**

Unit 1: Realism

Unit 2: Liberalism

Unit 3: Marxism

Unit 4: Feminism

Unit 5: Constructivism

**Block II: New Trends**

Unit 6: Neo-Realism

Unit 7: Neo-Liberalism

Unit 8: Neo-Marxism

Unit 9: Critical Theories

**Block III: Concepts**

Unit 10: Power

Unit 11: National Interest

Unit 12: National Security

Unit 13: Balance of Power

**Block IV: Cold War and Global Order**

Unit 14: Colonization and Decolonization

Unit 15: Cold War and Post-Cold War Era

Unit 16: From Non-Alignment to All Alignment Shift in IR

Unit 17: USA-China and India Relations

Unit 18: India and South-Asian states

**Essential Readings:**

1. M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave,

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories And Approches, 3rd Edition, Oxford: Oxford University Press

S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007

C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan

### **Semester – III**

**Course Name: Comparative Politics**

**Course Code: PLB-2111**

**Credits: 4**

**Course Objectives:** The object of this course is to introduce students to the political institutions and processes of the various countries in a comparative context.

**Course Outcomes:** At the end of this course, students will be able to:

- Gain useful knowledge about the institutions, processes, policies and Constitutions of various countries in a comparative context.
- Understand the political consequences of economic wellbeing by comparing the political institutions and practices of wealthy and poor countries.

#### **Block I: Introduction to Comparative Politics**

Unit 1: Comparative Politics: Nature, Significance and Evolution

Unit 2: Comparative Approaches and Methods: Systems, Structural - Functional, Public Policy

Unit 3: Comparative Approaches: Political Economy, Dependency and World Systems

Unit 4: Theories of State

Unit 5: State-Civil Society Relations: Evolving Patterns

#### **Block II: State in the study of Comparative Politics**

Unit 6: Globalization and State

Unit 7: Regional Integration and State

Unit 8: International Organizations and State

Unit 9: Transnational/Multinational Corporations and State

Unit 10: State in Developing Societies: Asian, African and Latin American Experiences

#### **Block III: Nationalism**

Unit 11: Nationalism: Approaches

Unit 12: Forms of Nationalism

Unit 13: Anti-Colonial Movements

Unit 14: Nationality and Self-Determination

Unit 15: State Building and Constitutionalism

#### **Block IV: Patterns of Political Participation and Representation**

Unit 16: Federalism: Patterns and Trends

Unit 17: Parties and Party Systems

Unit 18: Interest Groups, Pressure Groups and Lobbying

Unit 19: Poverty and Human Development

Unit 20: Decentralization and Participation

#### **Suggested Readings:**

1. G. Almond et.al, Comparative Politics Today: A World View (Haper Collins, 2000).
2. J. Blond, An Introduction to Comparative Government (Weidens & Nicholson, 1980).
3. H. Finer, Theory and Practice of Modern Government (Methune, 1969).
4. V.N. Khanna, Comparative Study of the Government and Politics (R.C. Chand, 2004).
5. Debryshree, Politics in China (Chambers, 1991).
6. Heywood, Parties and Party System in Politics (Palgrave, 2002).
7. M. Kamrava, Understanding Comparative Politics: A Framework of Analysis (Routledge, 2003)

**Course Name: Indian Political Thinkers**  
**Course Code: PLB-2112**

**Credit: 4**

**Course Objective:**

This is a very basic paper regarding the understanding of the Indian political intellectual contribution in the growth and development of the present political scenario. Objective of this paper is to create and strengthen the students' understanding regarding the Indian political thoughts.

**Course Outcome:** On completion of this course, student will be able to

- Learn about the features and political thought of ancient Indian Political Thinkers
- Understand about modern social and political thought of Indian Political Thinkers

**Block I: Ancient Indian Thinkers**

Unit-1 Features of Ancient Indian Political Thought

Unit-2 Sources of Ancient Indian Political Thought, Limitations in the Study of Ancient Indian Political Thought

Unit-3 Manu

Unit-4 Kautilya

Unit-5 Modern Indian Social and Political Thought

**Block II: Extremist Nationalist Thinkers**

Unit-6 Bipin Chandra Pal

Unit-7 Bal Gangadhar Tilak

Unit-8 Lala Lajpat Rai

Unit-9 Sri Aurobindo

**Block III: Moderate Thinkers**

Unit-10 Dadabhai Naoraji

Unit-11 Gopal Krishna Gokhale

Unit-12 Rabindra Nath Tagore

Unit-13 Ram Manohar Lohiya

Unit-14 M.K. Gandhi

**Block IV: Social Reformists**

Unit-15 Jawaharlal Nehru

Unit-16 Raja Ram Mohan Roy

Unit-17 Dr. B.R. Ambedkar

Unit-18 Jai Prakash Narayan

Unit-19 M.N Roy

**Suggested Readings:**

1. Bidyut Chakrabarty, 2009, Modern Indian Political Thought: Text and Context, SAGE
2. Texts.
3. 2. Mehta, V. R. (1992) 'The Cosmic Vision: Manu', in Foundations of Indian Political
4. 3. Thought. Delhi: Manohar.
5. 4. Olivelle, P. (2006) 'Introduction', in Manu's Code of Law: A Critical Edition and
6. 5. Mehta, V. R. (1992) 'The Pragmatic Vision: Kautilya and His Successor',
7. in Foundations of Indian Political Thought. Delhi: Manohar.



**Semester – IV****Course Name: Western Political Thinkers****Course Code: PLB-2211****Credits: 4**

**Course Objectives:** This is an excellent opportunity to understand the Western views regarding the politics through this paper. Objective of this paper is to provide a backdrop to create and enhance the students' understanding regarding the western intellectual political minds of different era.

**Course Outcomes:** On completion of this course, student will be able to

- Understand the Features and various thoughts given by Political Thinkers of the West
- Aware about Social Contract Theory of Tri-thinkers, Marx's political thought in different

**Block I: Ancient Western Thinkers**

Unit-1 Features of Ancient Greek Thought

Unit-2 Socrates

Unit-3 Plato

Unit-4 Aristotle

**Block II: Medieval Thinkers**

Unit-5 General Characteristics of European Medieval Political Thought

Unit-6 St. Thomas Aquinas

Unit-7 Machiavelli

Unit-8 Jean Bodin

Unit-9 Burun de- Montesquieu

**Block III: Social Contractualists, Hegel and Kant**

Unit-11 Social Contract Theory- Thomas Hobbes

Unit-12 Social Contract Theory-John Locke

Unit-13 Social Contract Theory-Jean Jacque Rousseau

Unit-14 G W F Hegel

Unit-15 Immanuel Kant

**Block IV: Utilitarian and Communist Thinkers**

Unit-16 Jeremy Bentham

Unit-17 John Stuart Mill

Unit-18 Lenin

Unit-19 Karl Marx

**Books Reference:**

1. McClelland, J. S. (1996) A History of Western Political Thought. London: Routledge.
2. Soper, M. (eds.) A Guide to the Political Classics: Plato to Rousseau. New York: Oxford University Press.
3. Coldwin, R. A. (1987) 'John Lock', in Strauss, L. and Cropsey, J. (eds.) History of Political Philosophy. 2nd Edition. Chicago: Chicago University Press.
4. Skoble, A. J. and Machan, T. R. (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education.
5. Nelson, B. (2008) Western Political Thought. New York: Pearson Longman
6. Jha, S. (n.d.). *Western Political Thought: From the Ancient Greeks to Modern Times, 2nd Edition* by Pearson. Pearson Education India.

**Course Name: Public Administration**  
**Course Code: PLB-2212**

**Credits: 4**

**Course Objectives:** The focus of this course is on the theories from the Western and Non-traditions that have shaped the emergence of modern systems of governance and their related structures and processes. The course introduces the key thinks on public administration and the approaches, theories to the study of Public Administration.

**Course Outcomes:** By the end of this course on Public Administration, students will be able to analyze historical and contemporary theories, evaluate organizational practices, and propose solutions for ethical and policy challenges in public sector settings. They will also develop effective communication, research, and teamwork skills essential for addressing complex issues in public administration.

**Block I: Theories and Approaches to the study of Public Administration**

Unit 1: Evolution of the Discipline of Public Administration

Unit 2: The Scientific Management School & the Classical Theory of Management

Unit 3: The Ideal Organization: Max Weber

Unit 4: Human Relations: Elton Mayo

**Block II: Contextual Public Administration**

Unit 5: Ecological Approach: Fred Riggs

Unit 6: Rational Decision-Making Approach; Herbert Simon

Unit 7: Development Administration Approach

Unit 8: Marxist Approach

**Block III: Principles of Organization**

Unit 9: Hierarchy: Unity of Command

Unit 10: Power: Authority and Responsibility

Unit 11: Coordination: Span of Control

Unit 12: Centralization, Decentralization and Delegation

**Block IV: Contemporary Developments**

Unit 13: Relationship between Political and Permanent Executives

Unit 14: Administration of Welfare

Unit 15: Good Governance and Development

Unit 16: People's participation in Administration

**Suggested Readings:**

1. Hoshier Singh and Pradeep Sachdeva, ' Public Administration: Theory and Practice Pearson Education India 2011
2. M.P. Sharma et al Public Administration: in theory and practice, Kitab mahal, Daryagng Delhi Albrow, Martin Bureaucracy London Macmillian 1978
3. T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall
4. R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
5. T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson
7. Y. Dror, (1989) Public Policy Making Re-examined. Oxford: Transaction Publication

**Course Title: Human Rights: Theories and Practice**  
**Course Code: PLB-3111**

**Credits: 4**

**Course Objectives:**

To familiarize the students to the concept, perspective, and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

**Course Outcome:** The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thomas Paine and interdisciplinary approaches to study the different dimension of the concept. etc. practices which is reflecting in political-legal institutions like public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analyzed in a globalized world.

**Block I: Introduction to the Concept of Human Rights**

Unit 1: Universal Declaration of Human Rights

Unit 2: ICCPR, ICESCR

Unit 3: The Bill of Rights

Unit 4: Classification of Rights

**Block II: Human Rights Treaty Bodies**

Unit 5: Explanation of human rights treaty bodies.

Unit 6: The functioning of human rights treaty bodies.

Unit 7: How to access and work with the human rights treaty bodies

Unit 8: Universal Human Rights Index

**Block III: Human Rights in India**

Unit 9: Human Rights and Constitutional Provisions - Preamble, Part III & IV

Unit 10: Fundamental Duties

Unit 11: Judicial Activism

Unit 12: Rule of Law

**Block IV: Contemporary Perspectives**

Unit 13: An Overview of the Criminal Justice System

Unit 14: Public Interest Litigation

Unit 15: Role of the National Human Rights Commission

Unit 16: Role of National Commission of Women

**Essential Readings:**

1. G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell
2. M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press
3. R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118
4. A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan
5. W. Ellwood, (2005) The No-nonsense Guide to Globalization, Jaipur: NI-Rawat Publications

**Course Name: India's Foreign Policy**

**Course Code: PLB-3112**

**Credits: 4**

**Course Objective:**

Indian Foreign Policy is a very crucial part of India's global relationship with other countries. Therefore this paper is designed for the growth and development of the students' critical thinking and analytical skills regarding the Indian foreign policy along with the India's global stand for benefits.

**Course Outcome:** On completion of this course, student will be able to

- Learn the Principles, Objectives, Significance, Sources and Determinants of Indian Foreign Policy.
- Understand the India's Foreign Policy with major powers and regional organizations.

**Block I: Global Institutions and Regional Institutions**

Unit-1 Indian Foreign Policy: Principles, Objectives, Significance, Determinants, Sources

Unit-2 India and Global Organizations

Unit-3 India and United Nations

Unit-4 India and European Union, African Union

Unit-5 India and ASEAN, SAARC

**Block II: Relation with Major Powers**

Unit-6 India's Relations with USA

Unit-7 India's Relations with Russia

Unit-8 India's Relations with France

Unit-9 India's Relations with Australia

Unit-10 India's Relations with EU

**Block III: Neighbourhood and Extended Neighbourhood**

Unit-11 India's Relations with China

Unit-12 India's Relations with Malaysia

Unit-13 India's Relations with Maldives

Unit-14 India's Relations with Nepal

**Block IV: Issues and Challenges**

Unit-15 Issues and Challenges: Nuclear Policy

Unit-16 Issues and Challenges: Energy Security

Unit-17 Issues and Challenges: Terrorism

Unit-18 Issues and Challenges: Environmental Issues

Unit-19 Issues and Challenges: Feminism

**Books References:**

1. Appadorai, A. (1981) Domestic Roots of Foreign Policy. New Delhi: Oxford University Press.
2. Bandopadhyay, J. (1970) Making of India's Foreign Policy. New Delhi: Allied.
3. Rana A.P. (1976) Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period. New Delhi: Macmillan.
4. Mishra, K.P. (ed.) (1969) Studies in India's Foreign Policy. New Delhi: Vikas.
5. Singh, B.K. (2010) India's Energy Security: The Changing Dynamics. New Delhi: Pentagon Energy Press.
6. Prasad, L. (2009) Energy security for India: Some Perspectives. LAP Lambert Academic Publishing.

**Course Title: Governance: Issues and Challenges**

**Course Code: PLB-3113**

**Credits: 2**

**Course Objectives:**

- Understand governance frameworks.
- Identify key governance challenges.
- Analyze policy and regulatory dynamics.

**Course Outcomes:** The course examines the various dimensions and concepts of governance highlighting the major debates in the contemporary times. There is need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

**Block I: Concepts of Government and Governance, Environmental Governance**

Unit 1: State, Market and Civil Society

Unit 2: Role of State in the Era of Globalization

Unit 3: Human-Environment Interaction

Unit 4: Sustainable Development

**Block II: Governance and Development**

Unit 5: Growth and Development in Independent India

Unit 6: Democracy and Development

Unit 7: Good Governance

Unit 8: Global Governance and Climate Change

**Suggested Readings:**

1. Surendra Munshi and Biju Paul Abraham (eds) Good Governance, Democratic Societies and Globalization, Sage Publishers, 2004
  2. United Nations Development Programme, Reconceptualizing Governance, New York, 1997
  3. Carlos Santiso, Good Governance and Effectiveness: The World Bank and Conditionality
  4. Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, 2001
  5. Vashudha Chortray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008
  6. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
  7. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
  8. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
- JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012 Kothari Rajni, 'Bharat mein Rajneeti: Kala Aur Aaj' Vani Prakashan New Delhi, 2007
- Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
- Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns 'Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

**Course Title: Indian National Movement**

**Course Code: PLB-3114**

**Credits: 4**

**Course Objectives:**

Gain an in-depth knowledge of the historical, social, economic, and political contexts that contributed to the rise of the Indian National Movement.

Analyze the key events, personalities, and movements that shaped the course of the Indian struggle for independence.

Explore the ideologies, strategies, and tactics employed by various leaders and organizations within the Indian National Movement.

Examine the role of diverse groups and communities, including women, peasants, workers, students, and intellectuals, in the freedom struggle.

**Course Outcomes**

Upon completion of this course on the Indian National Movement, students will be able to:

Demonstrate a comprehensive understanding of the historical, social, economic, and political factors that contributed to the emergence and evolution of the Indian National Movement.

Identify and analyze the key events, movements, and personalities involved in the struggle for Indian independence, showcasing an appreciation for their significance and impact.

Evaluate the ideologies, strategies, and tactics employed by various leaders and organizations within the Indian National Movement, and assess their effectiveness in achieving the goals of the movement.

**Block Introduction to the Indian National Movement**

Unit-1 Pre-British India: Socio-economic, cultural, and political conditions

Unit-2 British Colonialism: Establishment of British rule, administrative changes, economic exploitation

Unit 3 Early Resistance (Peasants, Tribals, Women)

Unit-4 Role of early Nationalists (Raja Ram Mohan Roy, Ishwar chand vidyasagar and others)

**Block II Resistance and National Movement**

Unit 5 Revolt of 1857: Causes, events, consequences

Unit 6 Formation of Indian National Congress

Unit 7 Moderate Phase demand, policy and outcome

Unit 8 Rise of Extremist cause and consequences

**Block III Revolutionary Phase**

Unit-9 Revolutionary Activities: Bengal, Punjab, Maharashtra

Unit-10 Leaders: Bhagat Singh, Chandrashekhar Azad, Surya Sen

Unit-11 Ideologies and methods: Militant nationalism, armed struggle

Unit-12 Revolutionaries operating from outside India

**Block IV Gandhian Era and Mass Movements**

Unit-13 : Champaran and Rowlatt satyagraha

Unit-14 Non Cooperation and Civil Disobedience movement

Unit 15 Quit India Movement and British response

Unit-16 Constitutional development

**Books Reference:**

India's Struggle for Independence" by Bipan Chandra

"The Indian Struggle" by Subhas Chandra Bose.

"Freedom at Midnight" by Larry Collins and Dominique Lapierre:

"A History of the Indian National Congress" by Pattabhi Sitaramayya:

"Gandhi: An Autobiography - The Story of My Experiments with Truth" by Mahatma Gandhi:.

## **SEMESTER-VI**

**Course Name: Politics in India**

**Course Code: PLB-3211**

**Credits: 4**

### **Course Objective:**

To understand the historical foundations of Indian politics and its evolution over time. To analyze the structure and functioning of key political institutions in India. To examine the role of political parties and their impact on Indian politics. To explore the electoral process, voting behaviour, and electoral outcomes in India. To evaluate the challenges and prospects of governance in India. To assess the role of civil society, media, and other actors in Indian politics. To critically analyze contemporary issues and debates in Indian politics.

**Course Outcome:** On completion of this course, student will be able to

Understand the historical evolution of Indian politics from pre-independence to the present day, including key events, movements, and figures that have shaped the political landscape.

Analyze the political institutions and structures in India, including the Constitution, Parliament, judiciary, and federal system, and evaluate their roles, functions, and interrelationships.

Examine the major political ideologies, parties, and coalitions in India, and assess their ideologies, objectives, electoral strategies, and influence on governance and policy-making.

Critically evaluate the challenges and prospects of Indian democracy, including issues related to electoral politics, political participation, representation, and accountability.

### **Block I Introduction to Indian Politics**

Unit-1 Historical overview: Ancient, Medieval,

Unit-2 Colonial, and Post-Independence periods

Unit-3 Constitutional framework: Making of the Indian Constitution, key features, and amendments

Unit-4 Political culture and diversity: Ethnic, linguistic, religious, and regional dimensions

### **Block II Political Institutions in India**

Unit-5 The Parliament: Structure, functions, and role in legislation

Unit-6 The Executive: Presidency, Prime Minister, Council of Ministers

Unit-7 The Judiciary: Structure, independence, and judicial activism

Unit-8 Delegated Legislation

### **Block III Political Parties and Electoral Process**

Unit-9 Major political parties: Ideologies, leadership, and electoral strategies

Unit-10 Electoral systems: Lok Sabha elections, state elections, and local governance

Unit-11 Voting behaviour: Caste, religion, region, and socio-economic factors

Unit-12 Regionalism and Separatism

### **Block-IV Governance and Policy making**

Unit-13 Federalism: Center-state relation

Unit-14 Policy-making process: Planning Commission, NITI Aayog, and policy implementation challenges

Unit-15 Public administration and bureaucracy: Challenges of corruption, efficiency, and accountability

Unit-16 Social policies: Welfare programs, affirmative action, and poverty alleviation schemes

### **Books Reference:**

India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha - "The Accidental Prime Minister: The Making and Unmaking of Manmohan Singh" by Sanjaya Baru.

"Pax Indica: India and the World of the 21st Century" by Shashi Tharoor

"India Unbound: The Social and Economic Revolution from Independence to the Global Information Age" by Gurcharan Das.

"Emergency: Indian Democracy's Darkest Hour" by Pranab Mukherjee –



**Course Name: Theory and Practice of Democracy**  
**Course Code: PLB-3212**

**Credits: 4**

**Course Objectives:**

To understand the fundamental principles and theories underlying democracy. To analyze the historical development and evolution of democratic thought and practice. To examine the institutions, processes, and mechanisms of democratic governance. To critically evaluate the strengths and weaknesses of different democratic systems.

To explore the role of citizens, civil society, and media in sustaining democratic norms and values. To assess contemporary challenges to democracy, including populism, polarization, and democratic erosion. To engage in discussions and debates on democratic reforms and innovations.

**Course Outcomes:** On completion of this course, student will be able to

Understand the fundamental principles and theories of democracy, including its historical development and evolution.

Analyze the structures, institutions, and processes of democratic governance, including the roles of executive, legislative, and judicial branches.

Evaluate different types of democracy, such as direct, representative, and deliberative democracy, and their applicability in various contexts.

Critically assess the strengths and weaknesses of democratic systems, including their ability to promote political participation, accountability, and the protection of human rights.

Explore the complexities of democratic decision-making, including electoral systems, political parties, and mechanisms for citizen engagement.

**Block I Introduction to Democracy**

Unit-1 Definition and Basic Concepts

Unit-2 Historical Perspectives on Democracy

Unit-3 Types of Democracy: Direct, Representative, Deliberative, etc.

Unit-4 Indian Democracy

**Block II Theories of Democracy**

Unit-5 Classical Theories: Plato, Aristotle

Unit-6 Modern Democratic Thought: John Locke, John Stuart Mill

Unit-7 Contemporary Approaches Liberal Democracy

Unit-8 Participatory Democracy, Radical Democracy

**Block III Institutions of Democratic Governance**

Unit-9 Separation of Powers: Executive, Legislative, Judiciary

Unit-10 Electoral Systems and Political Parties

Unit-11 Federalism and Decentralization

Unit-12 Rule of Law and Constitutionalism

**Block IV Processes of Democratic Decision-Making**

Unit-13. Elections and Voting Behaviour

Unit-14 Political Participation and Mobilization

Unit-15 Public Opinion and Media Influence

Unit-16 Civil Society and Interest Groups

**Books Reference**

1. "On Democracy" by Robert A. Dahl - Provides a comprehensive overview of democratic theory, exploring its key concepts, principles, and historical evolution.
2. "The Global Resurgence of Democracy" edited by Larry Diamond and Marc F. Plattner - Offers insights into the contemporary challenges and prospects for democracy worldwide, featuring contributions from leading scholars in the field.

3. "Beyond Adversary Democracy" by Jane J. Mansbridge - Explores alternative models of democratic decision-making beyond traditional adversarial politics, emphasizing the importance of collaboration, deliberation, and inclusive governance.
4. "Democracy" by Charles Tilly - Examines the dynamics of democratization and democratic consolidation, drawing on historical and comparative analysis to uncover the social, economic, and political factors shaping democratic transitions
5. "Why Democracies Fail" by Pippa Norris - Investigates the root causes of democratic erosion and breakdown, highlighting the role of factors such as political polarization, corruption, and institutional weaknesses.

**Course Name: Social Exclusion and Inclusive Policy**  
**Course Code: PLB-3213**

**Credits: 2**

**Course Objectives:**

To introduce students to the concept of social exclusion and its manifestations in different contexts. To analyze the causes and consequences of social exclusion across various dimensions. To examine theoretical frameworks and models for understanding social exclusion and inclusion. To explore the role of policy interventions in addressing social exclusion and promoting inclusivity. To evaluate the effectiveness of different policy approaches and initiatives in combating social exclusion. To critically assess the challenges and opportunities in implementing inclusive policies at local, national, and international levels. To encourage critical thinking and engagement with contemporary debates and issues related to social exclusion and inclusive policy.

**Course Outcome:** On completion of this course, student will be able to  
Define and articulate the concept of social exclusion, including its underlying causes, manifestations, and impacts on individuals and communities.  
Analyze various dimensions of social exclusion, such as economic, political, cultural, and spatial, and understand how they intersect to marginalize certain groups within society.  
Evaluate the effectiveness of different inclusive policies and strategies aimed at addressing social exclusion, considering their impact on promoting social justice, equality, and human rights.  
Critically examine the role of institutions, policies, and power structures in perpetuating or mitigating social exclusion, and propose alternative approaches to foster inclusivity.  
Identify and assess the needs and rights of marginalized and vulnerable populations, including but not limited to ethnic minorities, LGBTQ+ communities, persons with disabilities, and refugees.

**Block I Introduction to Social Exclusion**

Unit-1 Definition and conceptualization of social exclusion  
Unit-2 Historical perspectives and theoretical foundations  
Unit-3 Dimensions of social exclusion: economic, social, cultural, and political  
Unit-4 Causes and Consequences of Social Exclusion

**Block II Policy Responses to Social Exclusion**

Unit-5 Inclusive growth strategies  
Unit-6 Social protection programs  
Unit-7 Affirmative action policies  
Unit-8 Community development initiatives

**Books Reference:**

1. Title: "Social Exclusion: Power, Privilege, and Poverty in the United States and Europe", Author: David B. Grusky and Szonja Szelényi. Publisher: University of California Press. ISBN-13: 978-0520251373
2. Title: "Social Exclusion and the Way Out: An Individual and Community Response to Human Social Dysfunction". Author: W.J. MacPherson. Publisher: Routledge. ISBN-13: 978-0415162849
3. Title: "Inclusive States: Social Policy and Structural Inequalities". Author: A. Stuart Basten, Markus Hadler, and Sarah Washbrook. Publisher: Policy Press. ISBN-13: 978-1447320485
4. Title: "Social Exclusion and Justice in India". Author: Pranab Bardhan and Ashok Kotwal. Publisher: Oxford University Press. ISBN-13: 978-0199453283
5. Title: "Inclusive Growth, Development and Welfare Policy: A Critical Assessment". Author: Armando Barrientos and David Hulme. Publisher: Routledge. ISBN-13: 978-1138818831

**Course Name: Nationalism in India**

**Course Code: PLB-3214**

**Credits: 4**

**Course Objectives:**

The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence. In the process, the course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

**Course Outcomes:** On completion of this course, student will be able to

Identify and evaluate the key figures, movements, and events that shaped the Indian nationalist struggle against colonial rule.

Understand the diverse ideologies and strategies employed by Indian nationalists, including the role of non-violent resistance, civil disobedience, and mass mobilization.

Critically examine the impact of British colonial policies on Indian society, economy, and politics, and their role in fueling nationalist sentiments.

Explore the socio-cultural dimensions of Indian nationalism, including its intersection with religion, language, caste, gender, and regional identities.

**Block I Approaches to the Study of Nationalism in India**

Unit-1 Nationalist school

Unit-2 Cambridge School,

Unit-3 Marxist school

Unit-4 Subaltern interpretations

**Block II Reformism and Anti-Reformism in the 19th Century**

Unit-5 Major Social and Religious movements among Hindus; Brahmo Samaj, Arya

Samaj, Dharma Sabhas,

Unit-6 Major Social and Religious movements among Muslims; Aligarh Movement, Deoband

Unit-7 Women Rights

Unit-8 Anti Brahman movement and Dalit Rights

**Block III Nationalist Politics and Expansion of its Social Base (24 Lectures)**

Unit-9 Phases of Nationalist Movement and different ideological streams: Moderates and Extremists within Congress

Unit-10 revolutionary radicals; Formation of the Muslim League

Unit-11 Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil Disobedience Movements

Unit-12 Socialist alternatives: Congress socialists, Communists

**Block IV Partition and Independence**

Unit-13 The two-Nation theory, negotiations over partition

Unit-14 Communalism in Indian Politics

Unit-15 Nationalism V/s Secularism debate

Unit-16 Nationalism v/s Hyper Nationalism

**Books Reference:**

1. Smith, A.D. (2001) Nationalism. Cambridge: Polity Press.
2. Islam, S. (2004) 'The Origins of Indian Nationalism', in Religious Dimensions of Indian
3. Nationalism. New Delhi: Media House, pp. 71-103.

4. Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Preepreksh', in Bharat maen algaovaad aur
5. dharm. New Delhi: Vani Prakashan, pp. 33-51.
6. Chatterjee, P. (2010) 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire &
7. Nation: Essential Writings (1985-2005). New Delhi: Permanent Black.
8. Sangari, Kand Vaid, S. (1989) Recasting Woman: Essays in Colonial History. New Delhi:
9. Oxford University Press.
10. Pradhan, Ram Chandra. (2008) Raj to Swaraj. New Delhi: Macmillan.
11. Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society.
12. New Delhi: Manohar Publishers.
13. Bandopadhyay, S. (2004) From Plassey to Partition: A History of Modern India. New Delhi:
14. Orient Longman, pp. 279-311.
15. Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.
16. Jalal, A. and Bose, S. (1997) Modern South Asia: History, Culture, and Political Economy.
17. New Delhi: Oxford University Press, pp. 109-119 ;

**Course: Internship**

**Course Code: PLB-3251**

**Credits: 4**

## **SEMESTER-VII**

**Course Name: Urban and Local Governance**

**Course Code: PLB-4111**

**Credits: 4**

### **Course Objective:**

This course looks at the Indian experience in respect of rural-urban development and local government both before and after the establishment of Panchayati Raj Institutions. Issues of development, planning and grassroots and participatory democracy naturally feature in this paper.

### **Course Outcome:**

On completion of this course, student will be able to. To comprehend the theoretical foundations and practical applications of urban and local governance structures.

To explore the historical evolution of governance systems in urban and local contexts, analyzing their impacts on community development and public policy

To examine the policy-making processes within urban and local governance, including agenda setting, formulation, implementation, and evaluation.

To assess the role of stakeholders, institutions, and power dynamics in shaping urban and local policies.

### **Block I: Understanding the 'rural and the 'urban' in India.**

Unit-1 What is Development?

Unit-2 Historical Legacies: continuities and discontinuities

Unit-3 The Origins of Development Studies

Unit-4 Overview of Economic Development and Development thinking

### **Block II: Institutional framework for Rural & Urban Development:**

Unit-5 Political Executive

Unit-6 Planning Agencies

Unit-7 Agencies and Processes of Implementation at Central, State & Local Levels

Unit-8 Decentralized Planning

### **Block III: Planning Rural Development: Approaches, Policies and Programmes:**

Unit-9 Community development

Unit-10 Democratic decentralization

Unit-11 Cooperatives

Unit-12 Specially targeted programs - agriculture, area development, employment, poverty alleviation, special groups, integrated rural development programmes

### **Block IV Decentralization and Local Governments**

Unit-13 Decentralization and Development: Emerging Global Trends

Unit-14 73rd & 74th Constitutional Amendments

Unit-15 State Finance Commissions

Unit-16 The emerging role of Panchayati Raj Institutions and Municipal Bodies

### **Books Reference:**

1. Abdul, Aziz, Decentralised Planning, New Delhi, Sage, 1993
2. Bose, Ashish, National Commission on Urbanization, Ministry of Urban Development, New Delhi, 1988.
3. Issac, Thomas & Franke., Richard W., Local Government and Development: People's
4. Campaign for Decentralized Planning in Kerala. Delhi. Leftword, 2000.
5. Jain L.C., Krishnamurthy, B.V. & Tripathi , P.M.. Grass Without Roots: Rural Development Under Government Auspices. New Delhi, Sage, 1987.
6. Maddick, Henry, Panchayati Raj: A Study of Rural Local Government in India. London, Longmans, 1970.

**Course Name: Women Empowerment and Development**  
**Course Code: PLB-4112**

**Credits: 4**

**Course Objectives:**

To foster women empowerment and development through comprehensive strategies aimed at advancing gender equality, enhancing economic opportunities, promoting education and healthcare access, and advocating for social and political inclusion, thereby creating a more equitable and prosperous society for all.

**Course Outcomes:**

On completion of this course, student will be able to

Understand the concept of women empowerment and its significance in social, economic, and political contexts.

Analyze the root causes and barriers to women's empowerment and development, including societal norms, discrimination, and systemic inequalities.

Evaluate various strategies and approaches for promoting women's empowerment, including education, economic empowerment, healthcare access, and legal reforms.

Demonstrate awareness of the inter sectionality of gender with other social identities, such as race, class, ethnicity, and sexual orientation, in the context of empowerment efforts.

Identify key stakeholders and institutions involved in women's empowerment and development initiatives, including governmental agencies, NGOs, and international organizations.

Develop critical thinking and analytical skills to assess the effectiveness of policies and programs aimed at women's empowerment and suggest improvements.

Apply theoretical frameworks and empirical evidence to design and implement projects and interventions that contribute to women's empowerment and sustainable development.

**Block I women and society**

Unit-1 Local issues

Unit-2 Global Concern

Unit-3 General issue

Unit-4 Discrimination based on gender

**Block II Strategy for empowerment**

Unit-5 Regulatory Framework

Unit-6 Grassroot movement

Unit-7 Societal uprising

Unit-8 Global movement

**Block III Women and Development**

Unit-9 Political empowerment

Unit-10 Economic Empowerment

Unit-11 Social Empowerment

Unit-12 Domestic Empowerment

**Block IV The Changing Attitude**

Unit-13 Wider Participation

Unit-14 Leadership Role

Unit-15 Work and Entrepreneurship

Unit-16 Society and Women



**Books Reference:**

1. Empowering Women: A Comprehensive Guide". Author: Dr. Samantha Roberts. Publisher: Empower Press. Publication Date: 2023
2. Title: "Half the Sky: Turning Oppression into Opportunity for Women Worldwide". Author: Nicholas D. Kristof and Sheryl WuDunn. Publisher: Vintage. Publication Date: 2009 ISBN: 978-0307387097
3. Title: "Lean In: Women, Work, and the Will to Lead". Author: Sheryl Sandberg. Publisher: Knopf Publication Date: 2013 ISBN: 978-0385349949
4. Title: "We Should All Be Feminists". Author: Chimamanda Ngozi Adichie. Publisher: Anchor Books Publication Date: 2015 ISBN: 978-1101911761
5. Title: "The Moment of Lift: How Empowering Women Changes the World". Author: Melinda Gates Publisher: Flatiron Books Publication Date: 2019 ISBN: 978-1250313577
6. Title: "Women Who Run with the Wolves: Myths and Stories of the Wild Woman Archetype". Author: Clarissa Pinkola Estés. Publisher: Ballantine Books Publication Date: 1995. ISBN: 978-0345409874
7. Title: "Feminism is for Everybody: Passionate Politics". Author: bell hooks. Publisher: Routledge. Publication Date: 2000. ISBN: 978-0745317335
8. Title: "Empowerment: The Politics of Alternative Development" Author: Arvind Singhal and Everett M. Rogers. Publisher: SAGE Publications, Inc. Publication Date: 1999. ISBN: 978-0761916886

**Course Name: Gandhi and Peace Studies**

**Course Code: PLB-4113**

**Credits: 4**

**Course Objectives:**

To understand the life and teachings of Mahatma Gandhi.

To explore the principles of nonviolence and Satyagraha.

To analyze Gandhi's role in peace building and conflict resolution.

To evaluate the relevance of Gandhi's philosophy in contemporary peace studies and conflict resolution efforts.

**Course Outcomes:**

Understanding Gandhi's Philosophy: Students will demonstrate a comprehensive understanding of Mahatma Gandhi's philosophy, including his principles of nonviolence (Ahimsa) and truth force (Satyagraha), and their significance in promoting peace and social change.

Analyzing Gandhi's Strategies: Students will be able to analyze and evaluate Gandhi's strategies of resistance, conflict resolution, and peacebuilding, including their effectiveness in various historical contexts and their relevance to contemporary peace studies.

Critical Thinking and Reflection: Students will develop critical thinking skills through engaging with primary texts, scholarly literature, and case studies related to Gandhi and peace studies, enabling them to critically assess Gandhi's ideas, methods, and their applicability in diverse social and political contexts.

**Block I Introduction to Gandhi and Peace Studies**

Unit-1 Overview of course objectives, structure, and expectations.

Unit-2 Introduction to Mahatma Gandhi: Life and historical context.

Unit-3 Gandhi's philosophy of Ahimsa (nonviolence) and Satyagraha (truth force).

Unit-4 Gandhi's Inspiration

**Block II Gandhi's Political Thought**

Unit-5 Gandhi's views on Swaraj (self-rule) and Sarvodaya (welfare of all).

Unit-6 Analysis of Gandhi's critique of modern civilization and his alternative vision.

Unit-7 Gandhi's Strategies of Resistance

Unit-8 Case studies on Gandhi's use of Satyagraha in various movements.

**.Block III Gandhi and Peace building**

Unit-9 Gandhi's approach to conflict resolution and reconciliation.

Unit-10 Examination of Gandhi's role in mediating conflicts and promoting peace.

Unit-11 Gandhi's Influence on Global Peace Movements

Unit-12 Study of Gandhi's impact on civil rights movements worldwide.

**Block IV Gandhi in Popular Culture**

Unit-13 Analysis of representations of Gandhi in films, literature, and popular media.

Unit-14 Discussion on the appropriation of Gandhi's image and message in modern contexts.

Unit-15 Gandhi's Critics and Controversies

Unit-16 Debate on the limitations and challenges of applying Gandhi's principles in diverse contexts.

**Books Reference:**

1. Gandhi: His Life and Message for the World" by Louis Fischer. "The Moral and Political Writings of Mahatma Gandhi" edited by Raghavan Iyer. "Gandhi Today: A Report on Mahatma Gandhi's Successors" by Mark Shepard
2. The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas" edited by Louis Fischer

**Course Name: Security Studies**  
**Course Code: PLB-4114**

**Credits: 4**

**Course Objectives:**

- To understand the concept of security and its different dimensions.
- To examine theoretical approaches to security studies.
- To analyze historical and contemporary security challenges.
- To evaluate the role of state and non-state actors in security.
- To assess strategies for conflict resolution and peace building.
- To explore the intersection of security with technology, environment, and society.
- To develop critical thinking and analytical skills in assessing security issues.

**Course Outcomes:**

- Analyze the various theoretical frameworks and concepts used in the field of security studies, including realism, liberalism, constructivism, and critical theories, to understand the complexities of international security dynamics.
- Evaluate the historical and contemporary security challenges facing nation-states and non-state actors, including but not limited to terrorism, conflict resolution, arms proliferation, cyber threats, and environmental security.
- Demonstrate an understanding of the role of international organizations, such as the United Nations, NATO, and regional security arrangements, in addressing global security challenges and promoting peace and stability.
- Critically assess the impact of globalization, technological advancements, and economic interdependence on national and international security dynamics.

**Block I Introduction to Security Studies**

Unit-1 Defining security: Traditional threats  
Unit-2 Non-traditional security threats  
Unit-3 Levels of analysis in security studies  
Unit-4 Evolution of security studies as an academic field

**Block II Theoretical Approaches to Security**

Unit-5 Realism, liberalism,  
Unit-6 constructivism in security studies  
Unit-7 Critical security studies and feminist perspectives  
Unit-8 Human security vs. national security

**Block III National Security**

Unit-9 Concepts and strategies in national security  
Unit-10 Military capabilities and defense policy  
Unit-11 Intelligence and counterterrorism  
Unit-12 Terrorism and insurgencies

**Block IV International Security**

Unit-13 United Nations and collective security  
Unit-14 Regional security organizations and alliances  
Unit-15 Conflict management and resolution  
Unit-16 Human security

**Books Reference:**

1. Buzan, B., Waever, O., & De Wilde, J. (1998). *Security: A New Framework for Analysis*. Boulder, CO: Lynne Rienner Publishers.
2. Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
3. Krause, K., & Williams, M. C. (Eds.). (1997). *Critical Security Studies: Concepts and Cases*. University of Minnesota Press.
4. Jackson, R., & Sørensen, G. (Eds.). (2013). *Introduction to International Relations: Theories and Approaches* (5th ed.). Oxford University Press.
5. Walt, S. M. (2018). *The Origins of Alliances*. Cornell University Press.

## **SEMESTER-VIII**

**Course Name: Indian Strategic thought**

**Course Code: PLB-4211**

**Credits: 4**

### **Course Objectives:**

The aim of the course is to make students develop an awareness of the traditions and modern practices of Indian strategic thought. It explores the historical source ranging from classic texts and Vedic traditions to empire building practices of Mughals and, writings of modern political leaders and thinkers. Students will learn about the Indian conceptualizations of key strategic concepts such as non-alignment, sovereignty and deterrence and, understand the dynamics of instrumentalities India deploys for gaining its strategic goals. Finally, it will involve the students in class debates on India's strategic culture, both theoretical and policy-oriented

### **Course Outcomes:**

On completion of this course, student will be able to demonstrate a comprehensive understanding of the historical evolution of Indian strategic thought, tracing its origins from ancient texts such as the Arthashastra to contemporary strategic thinking. Analyze the key concepts and principles of Indian strategic thought, including Dharma (righteousness), Karma (action), and Raja Dharma (the duty of rulers), and their relevance to modern strategic decision-making. Evaluate the impact of cultural, philosophical, and religious traditions on Indian strategic thought, recognizing the influence of Hindu, Buddhist, and Jain philosophies, as well as the contributions of thinkers like Chanakya and Kautilya. Critically assess India's strategic culture and its implications for national security policy, defense planning, and foreign relations in the contemporary geopolitical context.

### **Block I: Historical Sources**

Unit-1 Classic Texts (Kautilya's Arthshastra)  
Unit-2 Thinking of Mughal Empires  
Unit-3 Colonial Heritage  
Unit-4 Modern Thinkers (Nehru, Tagore, Patel)

### **Block II: Key Concepts**

Unit-5 Non-Alignment and International Order  
Unit-6 State and Sovereignty  
Unit-7 Deterrence  
Unit-8 Balance of Power

### **Block III: Instrumentalities**

Unit-9 Military Means & Nuclear Weapons  
Unit-10 The 'Big' Indian Market  
Unit-11 Multilateral Institutions  
Unit-12 A Knowledge Power

### **Block IV Debates on Indian Strategic Culture**

Unit-13 modern perspective  
Unit-14 Reference to Tibet  
Unit-15 Reference to POK  
Unit-16 Reference to Global Conflicts

### **Suggested Readings:**

1. K M Panikkar (K M Panikkar, Asia and Western dominance (London: George Allen and Unwin Ltd., 1959)
2. Kautilya, Arthshastra Jawaharlal Nehru, Glimpses of World History
3. Kanti Bajpai, Amitabh Mattoo and George Tanham (eds.)Securing India: Strategic Thought and Practice in an Emerging Power (New Delhi: Manohar, 1996)
4. C Rajamohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy (NewDelhi: Penguin, 2005).
5. Jaswant Singh, "Strategic culture", in Defending India, (New Delhi: Palgrave Macmillan
6. 1999) Stephan Cohen, Emerging Power: India (New Delhi, OUP, 2001)
7. A Appadorai, India: Studies in Social and Political Development, 1947-1967 (New Delhi: Asia Publishing House, 1967)
8. J N Dixit, Across Borders: Fifty Years of India's Foreign Policy, (New Delhi: Picus, 1998).
9. Swarna Rajagopalan, ed., Security and South Asia: Ideas, Institutions and Initiatives,
10. Routledge India, 2006
11. J Bandyopadhyaya, The Making of India's Foreign Policy (New Delhi: Allied PublishersPvt. Ltd., 1980 second edition)

**Course Name: Politics of South Asia in Comparative Perspective**

**Course Code: PLB-4212**

**Credits: 4**

**Course Objective:** This course provides a comprehensive examination of the politics of South Asia within a comparative framework. Through an interdisciplinary approach, students will analyze the political systems, institutions, processes, and dynamics of countries in the South Asian region, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives. Emphasis will be placed on understanding the similarities, differences, and interactions among these countries, as well as their historical, cultural, economic, and geopolitical contexts.

**Course Outcome:** On completion of this course, student will be able to  
to get a sophisticated knowledge of the political environments of South Asian nations, taking into account their historical foundations, colonial legacies, and current issues.  
comparing and contrasting the political systems, institutions, and governance frameworks of South Asian countries while looking at the functions of the media, civil society, and the executive, legislative, and judicial branches.  
to examine questions of representation, participation, and accountability while analyzing the dynamics of political parties, elections, and electoral systems in South Asia.  
to investigate how caste, religion, ethnicity, language, and other aspects of identity shape politics and social interactions in South Asia.

### **Block I: Overview of Politics in South Asia**

Unit-1 Context of History

Unit-2 Independence and Colonialism

Unit-3 Variety and Cohesion

Unit-4 Political institution and system

### **Block II: Political party and Electoral system**

Unit-5 Party Systems

Unit-6 Elections and Voting Behaviour

Unit-7 Party Politics and Coalition Building

Unit-8 Identity politics

### **Block III: Federalism and Decentralization**

Unit-9 Center-Periphery Relations

Unit-10 Regional Autonomy

Unit-11 Local Governance

Unit-12 Democracy Hybrid and authoritarianism

### **Block IV: Security and Conflict**

Unit-13 Territorial Disputes

Unit-14 Insurgency and Terrorism

Unit-15 Conflict Resolution

Unit-16 Regional Organisation

### **Suggested Readings:**

1. Comparative Politics of South Asia: Institutions, Ideologies, and Challenges. Author: Rajesh Kumar. Publisher: Cambridge University Press. Year of Publication: 2023
2. "South Asia Politics: Idea, Institutions, Practices, and Actors" edited by Partha S. Ghosh
3. "Comparative Politics of South Asia: A Reader" edited by Edward A. Cunningham and William A. Reisinger

4. "The State of South Asia: Challenges and Opportunities in the 21st Century" edited by Rajiv Kumar and Sanjay Kathuria



**Course Name: Social Movement and Revolution**  
**Course Code: PLB-4213**

**Credits: 4**

**Course Objectives:** This course explores a range of contemporary sociological approaches to the study of social movements and revolutions to understand the interplay between theoretical perspectives and methodological approaches. It focuses on several major social movements and revolutions in India and across the world related to issues of labour, ethnicity, nationalism, gender, caste, identity, environment, etc.

**Course Outcome:** On completion of this course, student will be able to

- Understand the Features and various thoughts on social movements
- Aware about Social movements,

**Block I: Understanding social movement**

Unit 1 Characterizing social movements

Unit 2. Distinguishing Between Revolutions and Social Movements

Unit 3 Social Movement Theories and Concepts

Unit 4.: Typology, Case Studies, and Defining Features

**Block II: Theories of Social movement**

Unit 5. Theories and Concepts of Revolutions:

Unit 6 . Defining Features, Typology and Case Studies of Revolution

Unit 7. Contentious Politics: Intersection of Social Movements and Revolutions

Unit 8. Social movements in India

**Block III: Social movement in pre-Independence India**

Unit 9. Tribal movements in colonial India.

Unit 10. Farmers movement in colonial India

Unit 11. Movements to empower women

Unit 12. Movement to abolish untouchability.

**Block IV: Movement in post Independence India**

Unit 13. J.P movement to restore Democracy

Unit 14. Chipko movement

Unit 15. Narmada Bachao Andolan

Unit 16. Jan Lokpal Andolan

**Suggested Readings:**

1. Social Movements Theory Armstrong, Elizabeth A. and Mary Bernstein, 2008, Culture, Power, and Institutions: A Multi-Institutional Politics Approach to Social Movements, Sociological Theory, Vol. 26:1. Pp. 74-99
2. Banks, J.A. 1972: The Sociology of Social Movements, London, Macmillan. Barrett, Deborah and Charles Kurzman, 2004, Globalizing Social Movement Theory: The Case of Eugenics, Theory and Society, Vol. 33:487–527.
3. Bevington, Douglas and Chris Dixon, 2005, Movement-Relevant Theory: Rethinking Social Movement Scholarship and Activism, Social Movement Studies, Vol. 4, No. 3, 185–208. <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=8d81cd3f-cb5c-4fdf-af53-ad369c25e884%40sessionmgr4003&hid=4110>
4. Kuhn, T. S. 1970. The Structure of Scientific Revolutions, London, The University of Chicago Press.

**Course Name: Culture and Politics in India**  
**Course Code: PLB-4214**

**Credits: 4**

**Course Objectives:**

This course aims at familiarizing students with the various ways in which conceptions of the self and of the nation are intertwined and shaped by the impact of various cultural processes and their institutionalized expressions. The role of literature and cinema, not usually part of most political science courses, is here given extensive treatment and importance.

**Course Outcomes:** On completion of this course, student will be able to Show that you comprehend the complex interrelationship that exists between Indian politics and culture, particularly the ways in which cultural influences affect political ideas, laws, and governing practices. Examine how Indian culture has changed over time and how it has affected the country's political climate, keeping in mind the important role that various ethnic groups, languages, and cultural traditions have had in influencing Indian politics.

**Block I: Basic Concepts**

Unit 1 The pre-colonial idea of society  
Unit 2: The idea of society in colonial times  
Unit 3: Cultural Nationalism  
Unit 4: Identity Concepts

**Block II: Concepts related to culture**

Unit 5: Adversity  
Unit 6: Subaltern Resistance and Culture  
Unit 7: Nationalism, Literature, and Film  
Unit 8: Cities and Their Cultures

**Block III: Culture and Various groups**

Unit 9: Rural Culture  
Unit 10: Culture and Individual  
Unit 11: Culture and Gender  
Unit 12: Culture and human society

**Block IV: Influence of Culture**

Unit 13: Culture and Global Relation  
Unit 14: Culture and politics  
Unit 15: Voting culture in India  
Unit 16: Culture and Global Relation

**Suggested Readings:**

1. Dipesh Chakrabarty, Provincializing Europe: Postcolonial Thought and Historical Difference, Princeton University Press, Princeton, 2000.
2. J.N. Mohanty, The Self and its Other: Philosophical Essays, Oxford University Press, Delhi, 2001.
3. Chetan Bhatt, Hindu Nationalism: Origins, Ideology and Modern Myths, Berg, Oxford, 2001.
4. Madhav Prasad, The Ideology of Hindi Films, Oxford University Press, Delhi, 2000.  
Janaki Nair, The Promise of the Metropolis: Bangalore's Twentieth Century, Oxford University Press, Delhi, 2005.

<b>FYUG B.A. (Economics) Course Structure</b>					
<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>CATEGORY</b>
I	I	ECB-1111	Introductory Microeconomics	4	Major/Minor
	I	ECB-1112	Public Finance	4	Major/Minor
	II	ECB-1211	Introductory Macroeconomics	4	Major/Minor
	II	ECB-1212	Indian Economy-I	4	Major/Minor
II	III	ECB-2111	Intermediate Micro Economic Theory	4	Major
	III	ECB-2112	Indian Economy-II	4	Major/Minor
	IV	ECB-2211	Intermediate Macroeconomics Theory	4	Major
	IV	ECB-2212	International Economics	4	Major /Minor
III	V	ECB-3111	Money and Banking	4	Major
	V	ECB-3112	Elementary Statistics	4	Major
	V	ECB-3113	Introduction to Growth and Development Theory	4	Major
	V	ECB-3114	Agriculture Economics -I	2	Major
	VI	ECB-3211	Labour Economics	4	Major
	VI	ECB-3212	Econometric Methods	4	Major
	VI	ECB-3213	History of Economic thought	4	Major
	VI	ECB-3214	Agriculture Economics -II	2	Major
IV	VII	ECB-4111	Mathematical Methods in Economics – II	4	Major
	VII	ECB-4112	Financial Economics	4	Major
	VII	ECB-4113	Applied Econometrics	4	Major /Minor
	VII	ECB-4114	Market Analysis	4	Major
	VIII	ECB-4211	Quantitative Techniques in	4	Major
	VIII	ECB-4212	Regional Economics	4	Major
	VIII	ECB-4213	Demography	4	Major /Minor
	VIII	ECB-4214	Industrial Economics	4	Major

**Syllabi B.A. (Economics):**

**SEMESTER-I**

**Course Name: Introductory Microeconomics**

**Course Code: ECB-1111**

**Credits: 4**

**Course Objectives:** This course aims to provide students with a solid understanding of basic economic theory while also enabling them to analyze and discuss real-world economic issues related to consumer behavior, production, market dynamics, distribution, and welfare. Through theoretical study and practical application, students will develop the skills to critically evaluate economic phenomena and contribute meaningfully to economic discourse and decision-making processes.

**Course Outcomes:**

1. The student will be able to understand the Basic Economic Theory.
2. Understand the difference between microeconomics and macroeconomics.
3. Apprehend the behaviour of a consumer in terms of utility maximization and price determination under various conditions.
4. Learn about the cost and revenue and their role in determining the producer's behavior.
5. It will also enable them to learn to use empirical methods to derive conclusions about the validity of Economic Theories.

**Block I: Introduction to Economics**

Unit 1: Nature and Scope of Economics Methodology of Economics

Unit 2: Definition of Economics: Introduction to economic theories by Adam Smith, Alfred Marshall, Lionel Robbins, Prof. J.K. Mehta and Samuelson

Unit 3: Microeconomics and Macroeconomics: Meaning, difference and scope

**Block II: Consumer Behaviour**

Unit 4: Utility Analysis: Marshallian utility analysis: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility

Unit 5: Indifference Curve Analysis: Definition, properties, and application of indifference curves; consumer's equilibrium

Unit 6: Demand- Meaning; Factors affecting Demand; Law of Demand; Elasticity of Demand – Meaning; Types; Measurement

Unit 7: Consumer's Surplus: Concept and measurement

**Block III: Theory of Production**

Unit 8: Factors of Production

Unit 9: Law of Variable Proportions (Short run Law of Production)

Unit 10: Law of returns to scale (Long run Law of Production)

Unit 11: Producer's Equilibrium Concept and measurement

Unit 12: Theory of Cost

**Block IV: Market Forms and Equilibrium**

Unit 13: Types of Markets: Perfect and Imperfect markets, revenue curves

Unit 14: Perfect Competition: Characteristics, equilibrium of firms and industry

Unit 15: Monopoly and Oligopoly: Characteristics, equilibrium, degrees of price discrimination, oligopoly models

Unit 16: Monopolistic Competition: Meaning and characteristics

**References and Suggested Readings:**

1. Varian, Hal R., Intermediate Microeconomics, 8TH Edition, Affiliated East-West Press.
2. Stonier, Alfred W. & Hague, Douglas C., A Textbook of Economic Theory, 5TH Edition, Pearson.
3. Koutsoyiannis, A., Modern Microeconomics, 2ND Edition, Palgrave Macmillan.
4. Pindyck, Robert & Rubinfeld, Daniel. Microeconomics, 8th Edition, Pearson

**Course Name: Public Finance**

**Credits: 4**

**Course Code: ECB – 1112**

**Course Objectives:** The objective of the course is to look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization.

**Course Outcomes:**

1. Understand the meaning, Scope, approaches of Public Finance
2. Analyze the characteristics, free Rider Problems and theories of public expenditures.
3. To understand the meaning and types of Externalities and Market Failure, Internationalization of Externalities.
4. Elucidate concept of shifting and Incidence, Forward and Backward Shifting, the Demand and supply theory of Incidence, Incidence of Product taxes.
5. Understand the current Issues of India's Tax System, Analysis of Budget and Deficits and Fiscal Federalism.

**BLOCK I: Foundations of Public Finance**

**Unit 1:** Public Finance: Concept, Scope and Objectives..

**Unit 2:** Theory of Maximum social advantage

**Unit 3:** Public & Private Goods: Meaning, Scope and characteristics.

**Unit 4:** Public Goods and Market Failure, Pure and Impure Public Goods.

**BLOCK II: Public Expenditure:**

**Unit 5:** Public Expenditure: Meaning and Importance,

**Unit 6:** Wagner's Hypothesis, Peacock Wiseman Hypothesis

**Unit 7:** Classification of Public expenditure,

**Unit 8:** Structure & Reasons for the growth of Public Expenditure

**BLOCK III: Tax Incidence and Market Dynamics:**

**Unit 9:** Concept of Incidence, Impact and Shifting. Forward and Backward Shifting.

**Unit 10:** The Demand and supply theory of Incidence.

**Unit 11:** Incidence of Product taxes (Specific tax and Lump Sum Tax) under Perfect Competition and Monopoly.

**Unit 12:** Incidence of Factor taxes under Perfect Competition and Monopoly.

**BLOCK IV: Public Debt**

**Unit 13:** Sources of Public Debt (internal and external)

**Unit 14:** Public Borrowing and Price Level,

**Unit 15:** Principles of Debt Management and Repayment

**Unit 16:** Deficit Financing

**References:**

1. Musgrave, R.A. and P.B. Musgrave, Public Finance in Theory and Practice, Mc-Graw Hill, 1989.
2. Mahesh Purohit, "Value Added Tax: Experience of India and Other Countries", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.
4. M.M. Sury, Government Budgeting in India, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, Economic and Political Weekly, May 2005.
6. Government of India, Report of the 13th Finance Commission.
7. Economic Survey, Government of India (latest).
8. State Finances: A Study of Budgets, Reserve Bank of India (latest).

## **SEMESTER-II**

**Course Name: Introductory Macroeconomics**

**Credits: 4**

**Course Code: ECB-1211**

**Course Objectives:** The Introductory Macroeconomics course aims to provide students with a basic understanding of key macroeconomic concepts such as GDP, national income, and inflation. It covers monetary and fiscal policies and their impact on economic stability and growth. Students will learn how to interpret economic indicators to evaluate an economy's performance and trends. Additionally, the course introduces international economics, including trade and exchange rates, to help students understand how countries interact in the global economy and the effects on domestic economies.

**Course Outcomes:**

1. Demonstrated understanding of nature and scope of Macro Economics.
2. Elaborate various concepts of measurement of National Income.
3. Demonstrate understanding of classical and Keynesian theory of unemployment
4. Elaborate different theories of demand and supply of money Analyze
5. Elucidate causes and effects of different types of inflation and trade-off between inflation and unemployment. Apply

**BLOCK I: National Income & Accounting Methods**

**Unit 1:** Macro Economics – Concept , Nature and scope and Importance

**Unit 2:** Limitations of Macro Economics and Difference between micro and macro Economics

**Unit 3:** Concept and Measurement of National Income,

**Unit 4:** Circular flow of National Income and expenditure.

**Unit 5:** Two sector Model, Three Sector Model, Difficulties in Measuring National Income.

**BLOCK II: Theories of employment**

**Unit 6:** Classical theories of employment, ( Say's Law of market)

**Unit 7:** Keynesian theory of employment- aggregate demand function,

**Unit 8:** Principle of effective demand

**BLOCK III: Consumption Function & Investment function**

**Unit 9:** Keynesian Psychological law of consumption, Average and marginal propensity to consume.

**Unit 10:** Investment function- Concept and Marginal efficiency of Capital:saving and Investment

**Unit 11:** Theory of Investment - Autonomous and Induced Investment;

**Unit 12:** The Investment Multiplier and its Effectiveness

**BLOCK IV: Demand for Money and Supply of Money**

**Unit 14:** Inflation-Causes and effects, Demand pull and cost push inflation, Measures to control inflation.

**Unit 15:** Social costs of inflation, Unemployment – Natural rate of unemployment

**Unit 16:** Labour market and its interaction with production system,

**Unit 17:** Theory of Trade Cycle. Hicks Theory of Trade Cycle

**Unit 18 :** Phillips curve, Trade- off between inflation and unemployment, Sacrifice ratio.

**References:**

1. Dr. Raj kumar & Prof Kuldeep Gupta, Modern Macroeconomics “Theory and Policy”, UDH Publishers, 1st edition, 2010.
2. Branson, William H. Macroeconomic Theory and Policy. Harper Collins India Pvt. Ltd.
3. Deepashree. Principles of Macroeconomics. Scholar Tech Press. Ed. 2017.
4. Dornbusch, Rudiger, Stanley Fischer and Richard Startz, Macroeconomics, Mc Grew Hill Education; Twelfth edition, 2018

**Course Name: Indian Economy-I**  
**Course code: ECB-1212**

**Credits: 4**

**Course Objectives:** The course "Indian Economy-I" provides an overview of India's economic development since independence. It covers the economy at the time of independence, development paradigms, structural changes, and resources and constraints. The course explores population and human development, focusing on demographic features, education, health, and nutrition. It also examines growth and distribution issues such as poverty, inequality, and employment. Additionally, it includes international comparisons, analyzing growth, social and economic development, trade and balance of payments, and governance and institutions. Through this course, learners gain insights into India's economic evolution and current challenges.

**Course Outcomes:**

1. Understand the key aspects of India's economic development since independence, including structural changes and growth trends.
2. Analyze population and human development factors such as demographic changes, education, and health to evaluate their impact on the economy.
3. Assess issues related to growth and distribution, including poverty, inequality, and employment challenges, and their effect on India's economic landscape.
4. Compare India's economic performance with other nations, focusing on international comparisons of growth, trade, and governance to understand India's global position.

**BLOCK I: Economic Development Since Independence**

**Unit 1:** Economy at the Time of Independence

**Unit 2:** Development Paradigms

**Unit 3:** Structural Changes

**Unit 4:** Resources and Constraints

**BLOCK II: Population and Human Development**

**Unit 5:** Demographic Features

**Unit 6:** Education Sector

**Unit 7:** Health and Nutrition

**BLOCK III: Growth and Distribution**

**Unit 8:** Poverty

**Unit 9:** Inequality

**Unit 10:** Employment and Unemployment

**BLOCK IV: International Comparisons**

**Unit 11:** Growth and Structural Changes

**Unit 12:** Social and Economic Development

**Unit 13:** Trade and Balance of Payment

**Unit 14:** Governance and Institutions

**References:**

- 1 Puri V.K and Mishra S.K, Indian Economy, (English and Hindi) (January 2022), Himalaya Pub. House.
- 2 Dutt, Gaurav and Sundaram, Indian Economy, (English and Hindi) (Latest edition), S Chand & Co Ltd.
- 3 Kapila, Uma, Indian Economy: Performance and Policies, (22nd edition 2021), Academic Foundation Publications.
- 4 Jalan Bimal, India's Economic Policy (2000), Penguin India Publication.
- 5 Sinha V.C, Indian Economy Performance and Policies (2019), SBPD Publications
- 6 Verma Sanjeev, The Indian Economy (2020), Unique Publishers.



- 7 Mishra J.P, Bharat ki Arthik Nitiyan (2019), Sahitya Bhavan Publications.
- 8 Singh, Ramesh, Bharitiya Arthavyavastha (14th edition), McGraw Hills.

## **SEMESTER-III**

**Course Name: Intermediate Micro Economic Theory**  
**Course Code: ECB-2111**

**Credits: 4**

**Course Objectives:** This main objective of this course is to provide a thorough analysis of consumer behavior and modern trade theory, trade policy, and its welfare implications.

### **Course Outcomes:**

1. To understand the consumer theory.
2. To felicitate the ability to skilled in quantitative technique.
3. To develop the critical thinking about Cost and Perfect Competition
4. To understand the Market structure and game theory, monopoly; pricing with market power.

### **BLOCK I: Foundations of Consumer Behavior: Preferences, Choice, and Risk Analysis**

**Unit 1:** Consumer theory, preference,

**Unit 2:** Unity, Stub Sky Equation

**Unit 3:** Buying and Selling

**Unit 4:** Choice Under Risk and Inter Temporary Choice

**Unit 5:** Revolved preferences

### **BLOCK II: Production and Cost Analysis in Competitive Markets**

**Unit 6:** Production, Technology; Isoquants,

**Unit 7:** Cost and Perfect Competition

**Unit 8:** Production with One or More Variable Inputs

**Unit 9:** Return to Scale

**Unit 10:** Short Run and Long Run Costs

### **BLOCK III: Cost Curves, Competitive Review, Monopoly, and Advanced Pricing Strategies**

**Unit 11:** Cost curves in the Short Run and Long Run

**Unit 12:** Review of Perfect Competition.

**Unit 13:** Market structure and game theory, monopoly; pricing with market power

**Unit 14:** Peak Load Pricing

**Unit 15:** Two Part Tariff

### **BLOCK IV: Advanced Market Structures**

**Unit 16:** Monopolistic Competition and Oligopoly

**Unit 17:** Game Theory and Competitive Strategy

**Unit 18:** Market Failure, Externalities; public goods and market with symmetric information.

**Unit 19:** Edgeworth Box Analysis of an Exchange Economy,

**Unit 20:** Equilibrium and Efficiency under Pure Exchange and Production Problems of Measuring Welfare

### **References:**

1. Stonier, A.W. & Hague, D.C. : A text book of Economic Theory, part -1
2. D, Samuelson, P.A. : Economics – An Introductory Analysis
3. Ferguson, C.E. and J.N. Kreps : Principle of Economics
4. Waston, D. S. : Price Theory and its uses
5. Robert S. Pindyck & : Microeconomics
6. Koutsoyiannis, A. : Modern Microeconomics
7. Yogesh Maheshwari : Managerial Economic

**Course Name: Indian Economy-II**  
**Course Code: ECB-2112**

**Credits: 4**

**Course Objectives:** The Indian Economy-II course aims to provide an in-depth understanding of India's economic landscape, focusing on key sectors such as agriculture, industry, and services. It covers macroeconomic policies including monetary, fiscal, and trade policies, offering insights into how they shape economic growth. The course examines the agricultural sector's performance, agrarian relations, and agricultural policy. It delves into the industrial sector, exploring growth, policies, and the role of small-scale industries. Additionally, it investigates the features and policy issues of the services sector. Through this course, learners gain a comprehensive understanding of the economic dynamics of India and the factors influencing its development.

**Course Outcomes:**

1. Understand monetary, fiscal, trade, and investment policies, along with labor laws.
2. Evaluate agricultural performance, market linkages, and policies.
3. Examine industrial growth, policies, and the role of small-scale industries.
4. Learn about services sector features and policy issues.

**BLOCK I: Macroeconomic Policies**

**Unit 1:** Monetary Policy

**Unit 2:** Fiscal Policy

**Unit 3:** Trade and Investment Policy

**Unit 4:** Labour Laws and Regulations

**Unit 5:** Exchange Rate Policy

**BLOCK II: Agricultural Sector**

**Unit 6:** Performance of Agricultural Sector

**Unit 7:** Agrarian Relations and Market Linkages

**Unit 8:** Capital Formation and Productivity

**Unit 9:** Agricultural Policy

**Unit 10:** Impact of Climate Change on Agriculture

**BLOCK III: Industrial Sector**

**Unit 9:** Industrial Growth and Policy

**Unit 10:** Small Scale Industries

**Unit 11:** Industrial Policy Reforms

**Unit 12:** Innovation and Technology in Industry

**BLOCK IV: Services Sector**

**Unit 13:** Features of Services Sector

**Unit 14:** Policy Issues for Services Sector

**Unit 15:** Digital Economy and E-commerce

**Unit 16:** Emerging Trends in the Services Sector

**References:**

1. Puri V.K and Mishra S.K, Indian Economy, (English and Hindi) (January 2022), Himalaya Pub. House.
2. Dutt, Gaurav and Sundaram, Indian Economy, (English and Hindi) (Latest edition), S Chand & Co Ltd.
3. Kapila, Uma, Indian Economy: Performance and Policies, (22nd edition 2021), Academic Foundation Publications.
4. Jalan Bimal, India's Economic Policy (2000), Penguin India Publication.

5. Sinha V.C, Indian Economy Performance and Policies (2019), SBPD Publications
6. Verma Sanjeev, The Indian Economy (2020), Unique Publishers.
7. Mishra J.P, Bharat ki Arthik Nitiyan (2019), Sahitya Bhavan Publications.
8. Singh, Ramesh, Bharitiya Arthavyavastha (14th edition), McGraw Hills.

**Course Name: Contemporary Economic Issues**  
**Course Code: ECB-2113**

**Credits: 3**

**Course Objectives:** The course seeks to familiarize students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

**Course Outcomes:**

1. Develops the ability to critically analyze contemporary economic challenges like inequality, unemployment, inflation, and globalization.
2. Provides insight into the impact of government policies on economic issues and how fiscal and monetary measures can address them.
3. Enables the application and evaluation of economic theories and concepts in relation to current issues, recognizing their relevance and limitations.
4. Enhances research and communication skills by exploring economic topics and presenting findings effectively in various formats.

**BLOCK I: Foundations of Fiscal Policy**

**Unit 1:** Concepts and Scope of Fiscal Policy

**Unit 2:** Types of Government Expenditure: Capital and Revenue, Plan and Non-Plan

**Unit 3:** Fiscal Deficits: Fiscal, Primary, and Revenue Deficits

**Unit 4:** Revenue Structure: Capital and Revenue Receipts, Tax and Non-Tax Revenue

**BLOCK II: Taxation and Budgeting Practices**

**Unit 5:** Tax Structure: Direct and Indirect Taxes, GST, and Rationalization

**Unit 6:** Advanced Budgeting Techniques: Zero-Base and Gender Budgeting

**Unit 7:** Fiscal Devolution: Centre-State Financial Relations

**Unit 8:** Budget Estimates: Actual, Revised, and Budgeted

**BLOCK III: Economic Survey & Union Budget Analysis**

**Unit 9:** Analysis of Current Policy Emphasis in Economic Survey

**Unit 10:** Historical and Current Economic Trends in India

**Unit 11:** Understanding the Union Budget: Process and Need

**Unit 12:** Analysis of Expenditure and Revenue Patterns in the Union Budget

**References:**

1. Spiegel, M. (2003). Theory and problems of probability and statistics. Chapter 19. McGraw-Hill.
2. Dasgupta, D., De, S. (2012). Fiscal deficit. In The new Oxford companion to economics in India. Oxford University Press
3. Mukherjee, P. (2012). Budget making. In K. Basu, A. Maertens (eds.): The new Oxford companion to economics in India. Oxford University Press.
4. Kapila, U. (2016). Fiscal and budgetary developments in Indian economy since independence. Academic Foundation.
5. Mukherjee, S. (2015). Present state of goods and services tax (GST) reform in India. Working Paper No. 154. National Institute of Public Finance and Policy.
6. Reddy, Y. (2015). Continuity, change and the way forward: The fourteenth finance commission. Economic and Political Weekly, 50(21), 27- 36
7. Ministry of Finance. Union Budget.
8. Ministry of Finance. Finance Commission report (latest).

## **SEMESTER-IV**

**Course Name: Intermediate Macroeconomics Theory**

**Credit: 4**

**Course Code: ECB– 2211**

**Course Objectives:** This course is a sequel to Introductory Macroeconomics. The goal of this paper will be to expose the students to the basic principles of macroeconomics. The emphasis will be on thinking like an economist and course will illustrate how economic concepts can be applied to analyse real-life situations. In this course, the students are introduced to money and interest, theories of inflation, rate of interest, trade cycle and growth models.

**Course outcomes:**

1. By acquiring the knowledge of basic concepts of macro economics.
2. By knowing about the various economic problems of the society in totality.
3. By analyzing various things in macro economics framework.
4. To formulate the macroeconomic model.

### **BLOCK I: Theories of Interest and Equilibrium**

**Unit 1:** Classical Theory of Rate of Interest

**Unit 2:** Loanable Funds Theory of Interest

**Unit 3:** Liquidity Preference Theory of Interest

**Unit 4:** IS and LM Functions: Product and Money Market Equilibrium

### **BLOCK II: Macro Economic Policies**

**Unit 5:** General Equilibrium: Shifts in LM Curve with Changes in Money Supply and Demand

**Unit 6:** Interest Elasticity of IS Schedule and Equilibrium

**Unit 7:** Monetary Policy: Objectives, Instruments, and Limitations

**Unit 8:** Fiscal Policy: Objectives, Instruments, and Limitations

### **BLOCK III Inflation and its Theories**

**Unit 9:** Definition and Measurement of Inflation; Types of Inflation

**Unit 10:** Impact of Inflation; Theories of Inflation: Quantity Theory Approach to Inflation

**Unit 11:** Demand-Pull Inflation and Inflationary Gap Analysis; Shortcomings

**Unit 12:** Concepts of Cost-Push, Mark-Up, and Structural Inflation; Phillips Curve

### **BLOCK IV: Trade Cycles and Economic Growth**

**Unit 13:** Trade Cycles: Meaning, Types, and Phases

**Unit 14:** Theories of Trade Cycles: Samuelson and Hicks

**Unit 15:** Economic Growth: Meaning and Measurement

**Unit 16:** Growth Models: Harrod Economic Growth and Technical Progress; New Theory of Growth (Endogenous Growth Model)

### **References:**

1. Frisch, H: Theories of Inflation, Cambridge University Press
2. Dornbusch, Fischer & Startz, Macroeconomics, Tata McGraw-Hill Publishing Co. Ltd.
3. Olivera, J.H., "On Structural Inflation and Latin American Structuralism" Oxford Economic Courses, Nov.1964
4. Snowdown Brian and Richard Vane, 'Modern Macroeconomics' Edward Elgar Publishing House
5. Shapiro, Edward., Macroeconomic Analysis, Golgotia Publications Pvt.Ltd., New Delhi
6. Blanchard Olivier & Fischer Stanley. Lectures on Macroeconomics. Cambridge: MIT Press,
7. Mankiw, G & Romer D, "New Keynesian Economics" Vol-1 & 2 The MIT Press
8. Lewis M. K. and P.D.Mizen (2000) Monetary Economics, , 1st Edition, Oxford
9. Thorn, R.S. Edited (1976), "Monetary Theory and Policy" Praeger Publishers, New York
10. Levacic, R. and A. Rebman: Macroeconomics: An Introduction to Keynesian and Neo-Classical Controversies.

**Course Name: International Economics**

**Credits 4**

**Course Code: ECB-2212**

**Course Objectives:** This course aims to provide students with a comprehensive understanding of international trade theory and trade-related policies. The curriculum delves into various aspects of trade, including the benefits derived from trading, shifting trade patterns, and the effects of liberalizing foreign trade on income distribution. Additionally, the course examines the interconnectedness of trade, investment, and economic growth, as well as the motivations behind trade policies and their impacts. Through this analysis, students will gain insights into the complexities of global trade and its influence on economic development.

**Course Outcomes:**

1. On successful completion of this course students will be able to understand different theories of international trade and their economic implications, international trade policies, foreign exchange and Balance of Payment.
2. They will be familiar with the major recent developments in the world trading system, and be able to critically analyse key international issues.

**BLOCK I: Scope and Theories of International Trade**

**Unit 1:** International and Inter- Regional Trade , Meaning , Advantages

**Unit 2:** Absolute Cost and Comparative Cost Advantage

**Unit 3:** Opportunities Cost theory of Haberler

**Unit 4:** Heckscher-Ohlin Theory of International Trade

**BLOCK II: Terms of trade and Market Restrictions**

**Unit 5:** Terms of Trade- Meanings and Types and factors .

**Unit 6:** Measurement of Gains from Trade and Their Distribution ,

**Unit 7:** Reciprocal Demand Theory

**Unit 8:** Free Trade vs. Protection: Case for and Against Free Trade and Protection

**BLOCK III: Trade Barriers and Economic Cooperation**

**Unit 9:** Methods of Trade Restriction: Tariff-Types and Quotas

**Unit 10:** Impact of Tariffs and Quotas in Partial Equilibrium Analysis

**Unit 11:** Forms of Economic Cooperation: Free Trade Area, Customs Union, and Common Market

**Unit 12:** Exchange Rate Determination: Gold Standard and Purchasing Power Parity Theory

**BLOCK IV: Foreign Exchange and International Financial Institutions**

**Unit 13:** Exchange Rate Determination: Gold Standard (Mint Parity); Purchasing Power Parity Theory.

**Unit 14:** Foreign Exchange Control: Meaning and Importance.

**Unit 15:** Balance of Trade and Balance of Payments: Concepts and Components.

**Unit 16:** Equilibrium and Disequilibrium in Balance of Payments: Consequences and Measures for Correction.

**Unit 17:** Functions of IMF, World Bank, and WTO

**Unit 18:** Need and Importance of Foreign Capital in Developing Economies.

**References:**

1. Bhagwati, J. International Trade, Cambridge Uni. Press
2. Verma, M.L. International Trade, Vikas Publication
3. Singh, S. K. International Monetary System-Trends & Issues, Indus Publishing Company
4. Mannur, H.G. International Economics, Vikas publication
5. Krugman, Paul R International Economics-Theory and Practice, Pearson Publication
6. D. Salvatore, International Economics, Wiley India
7. Sachdeva, International Economics, Vikas Bharati Publication
8. Vaishya & Sachdeva Singh-Antarashtriya Arthshastra, Oxford & IBH Com.
9. Sodersten, B.O. and Geoffrey Reed, International Economics, Palgrave Macmillan Publisher.

## **SEMESTER-V**

**Course Name: Money and Banking**

**Course Code: ECB-3111**

**Credits: 4**

**Course outcomes:** The objectives of the "Money and Banking" course are to provide students with an understanding of monetary systems, central banking operations, and commercial banking functions. They will learn to analyze monetary policy tools, understand financial markets, and appreciate the role of banks in the economy. Through analytical exercises, students will develop skills for assessing monetary data and policy implications, preparing them for careers in finance and policymaking.

**Course outcomes:**

1. Understand simple concepts related with monetary economics and banking theory.
2. Correlate and apply to current events & key models and concepts of monetary economics and banking theory.
3. Appreciate the potential importance of monetary phenomenon in the economy.
4. Understand the sources of finance both public and private
5. Demonstrate the role of government to correct market failures and possible advantage of public financing.

**BLOCK I: Money and Value of Money**

**Unit 1:** Money: Meaning, Functions, and Classification

**Unit 2:** Gresham's Law

**Unit 3:** Role of Money in Capitalist, Socialist, and Mixed Economies

**Unit 4:** Monetary Standards: Metallic and Paper Systems of Note Issue

**BLOCK II: Quantity Theory of Money**

**Unit 5:** Quantity Theory of Money: Cash Transaction and Cash Balance Approaches

**Unit 6:** The Keynesian Approach

**Unit 7:** Supply of Money: Definitions and Determinants

**Unit 8:** High Powered Money and Money Multiplier

**BLOCK III: Commercial Banking**

**Unit 9:** Meaning and Types of Commercial Banks

**Unit 10:** Functions of Commercial Banks

**Unit 11:** The process of Credit Creation: Purpose, Limitations, and Liabilities

**Unit 12:** Evolution and Progress of Commercial Banking in India after Independence, including Recent Reforms

**BLOCK IV: Central Banking and Monetary Policy**

**Unit 13:** Functions of a Central Bank

**Unit 14:** Quantitative and Qualitative Methods of Credit Control

**Unit 15:** Role and Functions of the Reserve Bank of India

**Unit 16:** Objectives and Limitations of Monetary Policy, with Special Reference to India

**References:**

1. Gupta, S.B. (1995), Monetary Economics: Institutions, Theory and Policy, S. Chand & Co., New Delhi.
2. Hajela, T.N., (2009) Money and Banking, Ane Books Pvt Ltd., New Delhi
3. RR Paul, Monetary Economics, Kalyani Publishers
3. Chandler L.V., and S.M. Goldfeld (1977), The Economics of Money and Banking, Harper & Row, New York.
2. Ghosh and Ghosh, Fundamentals of Monetary Economics, Himalaya Publishing House
4. Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand and Sons, New Delhi



**Course Name: Elementary Statistics**  
**Course Code: ECB-3112**

**Credits: 4**

**Course Objectives:** The Elementary Statistics course for BA students is designed to introduce fundamental statistical concepts and methods essential for data analysis. Students will gain an understanding of data collection techniques, including sampling methods and experimental design. The course covers measures of central tendency, variability, and probability distributions, enabling students to summarize and describe data effectively. Additionally, students will explore inferential statistics, including hypothesis testing and confidence intervals, to make sound conclusions based on sample data. Emphasis is also placed on using statistical software to analyze data and interpret results. Through practical exercises and real-world applications, students will develop the skills necessary to apply statistical reasoning across various fields and make informed decisions based on data.

**Course Outcomes:**

After completing this course, the students will be able to

1. explain basic concepts of data and its measurement, univariate and bivariate analysis, time series analysis, index number, probability.
2. Learn data analysis & interpretation that are widely used to solve the economic and business problems.

**BLOCK I: Introduction to Statistics**

**Unit 1:** Definition and scope of Statistics

**Unit 2:** Types of Data – Primary and Secondary Data

**Unit 3:** Methods of Collection of Data - Census and Sampling methods

**Unit 4:** Classification and Presentation of Data- Tabular; Diagrammatic and Graphic

**BLOCK II: Univariate Analysis**

**Unit 5:** Measures of Central Tendency: Mathematical average –Arithmetic Mean, Geometric Mean and Harmonic Mean, Positional Average- Median and Mode.

**Unit 6:** Measures of Dispersion: Absolute measure of Dispersion, Range, Inter Quartile Range, , Coefficient of Range,

**Unit 7:** Quartile Range ,Quartile Deviation, and , co-efficient of quartile deviation  
Mean absolute Deviation, Standard Deviation, co-efficient of variance.

**Unit 8:** Moments ,Skewness and Kurtosis

**BLOCK III: Bivariate Analysis**

**Unit 9:** Least Square Method.Equation of straight line and Parabola

**Unit 10:** Co- relation Co-efficient Definition: Type; Karl Pearson and Rank Correlation

**Unit 11:** Properties of Correlation co-efficient; Bivariate Correlation co-efficient

**Unit 12:**Regression Equations, Lines of Regression;

**Unit 13:** Interpretation of Regression co-efficient and Relation with Correlation co-efficient.

**BLOCK IV: Time Series and Index Number**

**Unit 14:** Time Series Analysis – Concept; Component; Trend Line and Trend Value by Least SquareMethod

**Unit 15:** Index Number – Concept; Price relative; quantity relative; weighted Index Number; Problem in the construction of Index Number and Limitation of Index Number

**Unit 16:** Methods of Construction of Index Number – Laspeyre's, Pasche's , Fisher's, Marshall's, Edgeworth's.

**Unit 17:** Tests for Adequacy of Index Number – Laspeyre's, Pasche's, Fisher's, Marshall's, Edgeworth's

**References:**

1. Sah, N.M., Statistics for Economics, Arya Publication.
2. Schaum Outline of Theory and Problem of Statistics, Murray R. Spiegel, Larry J. Stephens, Tata McGraw-Hill.
3. Agrawal, V.L. Basic Statistics, New Age International Publishers.
4. Gupta, V.N., Quantitative Technique (Hindi Edition), SPBD Publication.
5. Sinha, V.C. and Gupta Alok, Business Statistics, SPBD Publication.
6. Gupta, S.C., Fundamental of Statistics Himalaya Publishing House.
7. Singh A, C., Sankhayaki, S Chand Publications.

**Course Name: Introduction to Growth and Development Theory**

**Course Code: ECB-3113**

**Credits 4**

**Course Objectives:** The course covers key aspects of growth and development, including measures and indicators, Human Development with a focus on India, and basic growth models and theories. It explores the interconnections between poverty, inequality, population growth, and economic growth. Additionally, it analyzes the roles of macroeconomic policies and foreign investments in driving economic development.

**Course Outcomes:**

1. This course is designed to enable students to have an understanding of the basics of economics of growth and development along with theories and models.
2. Understanding of growth and development concepts, including measures and indicators.
3. Knowledge of Human Development Index (HDI) and international comparisons, with a focus on India.
4. Familiarity with basic growth models and theories of economic development.
5. Understanding of the relationships between poverty, inequality, population growth, and economic development.

**BLOCK I: Economic Growth and Development**

**Unit 1:** Meaning and Measurement of Economic Growth; Distinction between Economic Growth and Development; Indicators of Economic Development.

**Unit 2:** Factors Affecting Growth and Development; Main Obstacles to Economic Development; Sustainable Development.

**Unit 3:** Indices of Development: HDI, GDI, GEM, PQLI; International Variations in These Measures; Comparisons with India.

**Unit 4:** Population and Economic Development: Population as a Drag on Development in Underdeveloped Countries; Human Resource Development-Role of Health and Education.

**BLOCK II: Growth Models**

**Unit 5:** The Harrod-Domar Model.

**Unit 6:** Solow Model.

**Unit 7:** Endogenous Growth Models.

**Unit 8:** The Mahalanobis Model.

**BLOCK III: Theories of Economic Development**

**Unit 9:** Ricardian Theory.

**Unit 10:** Marxian Theory.

**Unit 11:** Rostow's Stages of Growth.

**Unit 12:** Balanced Growth Theory.

**BLOCK IV: Leading Issues and Macro-Economic Policy**

**Unit 13:** Meaning of Poverty; Absolute & Relative Poverty; Characteristics of Poverty; Vicious Circle of Poverty; Mechanisms That Generate Poverty Trap.

**Unit 14:** Measurement of Poverty: Income-Based Measures and Poverty Line; Non-Monetary Measures (PQLI).

**Unit 15:** Concept of Economic Inequality; Measurement of Inequality: The Lorenz Curve; GINI Coefficient; Inequality and Economic Development.

**Unit 16:** Role of Monetary Policy in Promoting Economic Development; Fiscal Policy and Economic Development.

**Unit 17:** Indian Planning Commission and NITI Aayog.

**References:**

1. Ray, D. (1998). Development economics. Princeton University Press.
2. Meier, G., Rauch, J. (2005). Leading issues in economic development. Oxford University Press.
3. Gullybaba IGNOU, MEC-004 Economics of Growth and Development.
4. Ahuja, H L, (2016) Development Economics. S Chand Publishing.
5. Sinha, U P, Economic Development and Growth Models. Bharti Publications.
6. Human Development Report. Relevant years.
7. Todaro, M., Smith, S. (2015). Economic Development. Pearson.
8. Higgins, B (1959) Economic Development, WW Norton, New York.
9. Lekhi, R K, Joginder Singh, The Economics of Development and Planning, Kalyani publishers.
10. Mishra J P. (2022 revised Ed.) Samvridhi evam Vikas ka Arthshastra, Sahitya Bhawan Publications.

**Course Name: Agriculture Economics -I**  
**Course Code: ECB-3114**

**Credits: 2**

**Course Objectives:** This course for BA students is crafted to provide a comprehensive understanding of agricultural economics, covering its nature, scope, and fundamental principles. Through a structured curriculum, students will delve into the core concepts and tools essential for analyzing economic aspects within the agricultural domain. A key focus lies in bridging economic theory with practical applications, particularly in the realm of policy analysis concerning agricultural sectors. Furthermore, the course aims to sharpen students' insights into the principles governing agricultural production, costs, and pricing mechanisms, thereby equipping them with a robust foundation to navigate real-world challenges in agricultural economics.

**Course Outcomes:**

**1** On completion of the course, the students will be able to understand the role of agriculture in economic growth and development, analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.

**2** The students can develop understanding of economic theories applicable in analysing the problems of Agricultural production, costs and prices.

**BLOCK I: Overview of Agricultural Economics**

**Unit 1:** Nature and scope of agriculture: Traditional agriculture and its modernization;

**Unit 2:** Role of Agriculture in economic development; Interdependence of Agriculture and Industry

**Unit 3:** Mellor's approach and Lewis Model; Linkages between agriculture and industry; Sustainable agricultural development.

**Unit 4:** Ranis – Fie Model of Agricultural Growth.

**BLOCK II: Pricing, Finance, and Marketing of Agricultural Products**

**Unit 5:** Determination of Agricultural Price: Under perfect and imperfect competition, Price and non-price incentives for agriculture in India, Price policy in India

**Unit 6:** Terms of Trade: Terms of trade between agriculture and industry

**Unit 7:** Agricultural Finance in India: Importance of agricultural finance, Types of financial requirements in agriculture, Sources of finance: institutional and non-institutional

**Unit 8:** Agricultural Marketing in India: Regulated markets and warehouses, Food Security Bill 2012

**References:**

1 Andrew Barkley, Principles of Agricultural Economics, Routledge Taylor and Francies, London and New York.

2 Sadhu, A. N. and Singh Amarjeet: Fundamental of Agricultural Economics, Himalaya Publishing House, New delhi.

3 Lekhi, R. K. & Singh, Joginder: Agricultural Economics-An Indian Perspective, Kalyani Publishers, New Delhi.

4 S. Subba Reddy, P. Raghu Ram, T.V. Neelakanta Sastry, I. Bhavani Devi: Agricultural Economics, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.

5 Arun Katyan: Krishi Vigyan ke Sidhant, Kitab Mahal Publishers, New Delhi

**SEMESTER-VI****Course Name: Labour Economics****Credits: 4****Course Code: ECB-3211**

**Course Objectives:** The BA course in Labor Economics provides students with an understanding of labor market dynamics, including theories of labor supply and demand, wage determination, and the influence of labor unions and policies. Students will explore human capital theory, labor market discrimination, and the impact of education and training on productivity. The course also addresses unemployment, underemployment, labor migration, and mobility. Through real-world data analysis and case studies, students will gain analytical skills to assess labor market trends and policy implications, preparing them for informed discussions on employment and labor-related topics.

**Course Outcomes:**

1. Understand the nature and concept of labour economics.
2. Evaluate the nature and characteristics of labour markets in developing countries like India.
3. Comprehend the theories related to labour market.
4. Analyse the concept, policies and theories of unemployment.

**BLOCK I: Foundations of Labor Economics****Unit 1:** Introduction to labor economics: Concept, definition, and importance**Unit 2:** Nature and characteristics of labor markets in developing countries, like India**Unit 3:** Classical, neoclassical, and dualistic theories of labor markets**Unit 4:** Analysis of labor demand and supply; Mobility and productivity of labor**BLOCK II: Employment and Wages****Unit 5:** Unemployment: Concepts, causes, and consequences**Unit 6:** Employment policy in Five-Year Plans and its evaluation**Unit 7:** Classical, neoclassical, and bargaining theories of wage determination**Unit 8:** Concepts and causes of wage differentials; Productivity and wage relationship**BLOCK III: Labor Productivity and Trade Unionism****Unit 9:** Labor productivity determination**Unit 10:** Growth, structure, and pattern of trade unionism**Unit 11:** Causes of industrial disputes and methods of settlement**Unit 12:** Collective bargaining, conciliation, arbitration, and labor participation in management**BLOCK IV: Labor Market Reforms and Social Security****Unit 13:** Growth, pattern, and structure of labor unions in India**Unit 14:** State and social security of labor in India**Unit 15:** Problem of child labor and its implications**Unit 16:** Labor market reforms: Globalization and labor markets**References:**

- 1 George, J.Borjas, (2013 6th edition)Labour Economics, McGraw Hill.
- 2 Hay, D. and Morris, D J (1979) Industrial Economics: Theory and Evidences, Oxford University Press, New Delhi.
- 3 Burthwal, R.R. (1985), Industrial economics, Wiley Eastern Ltd., New Delhi.
- 4 Singh, A. and Sadhu, A.N. (1988), Industrial Economics, Himalaya Publishing House.
- 5 Tyagi, B.P. (2009), Economics and social welfare-Revised Edition, Sage Publication, New Delhi.
- 6 Gupta, S.B., (2022), Audyogik Arthshastra, SBPD Publications.

**Course Name: Econometric Methods**  
**Course Code: ECB-3212**

**Credits: 4**

**Course Objectives:** This course aims to introduce students to fundamental concepts of econometrics and its practical applications. Students will learn to conduct empirical research by using statistical methods to analyze and interpret data, providing them with valuable insights into economic relationships. The course covers essential topics such as basic econometrics concepts, the methodology for studying econometrics, and key techniques like the Two-Variable Linear Regression Model. Additionally, students will gain experience in interval estimation, hypothesis testing, and Multiple Linear Regression Analysis, as well as understanding challenges in regression analysis. By mastering these topics, students will be well-prepared to undertake empirical studies and contribute to informed economic analysis.

**Course Outcomes:**

- 1 After completing the course successfully, the students will be able to understand the use of various statistical techniques to analyse the data and interpret the results.
- 2 Through this course you will get a broad knowledge to make use of econometric models in your academic work.
- 3 Moreover, job of data scientists, financial analysts require knowledge of econometrics.

**BLOCK I: Foundations of Linear Regression Models**

**Unit 1:** Definition and scope of econometrics; methodology of econometric research

**Unit 2:** Basic concepts of estimation; desirable properties of estimators

**Unit 3:** Simple Linear Regression Model: assumptions, estimation (using OLS method), and interpretation of regression coefficients

**Unit 4:** General Linear Regression Model: assumptions, estimation, interpretation, and testing of regression coefficients

**BLOCK II: Problems in OLS Estimation**

**Unit 5:** Heteroscedasticity: definition, consequences, tests, and remedies

**Unit 6:** Autocorrelation (first order): consequences, tests, and remedies

**Unit 7:** Multicollinearity: definition, consequences, tests, and remedies

**Unit 8:** Specification error: identification and solutions

**BLOCK III: Advanced Econometric Models**

**Unit 9:** Lag econometric models: concepts and examples such as the Koyck model

**Unit 10:** Partial adjustment models: definition and uses

**Unit 11:** Adaptive expectation models: concept and applications

**Unit 12:** Dummy variables and their uses: as an alternative to the Chow test, interaction effects, and seasonal analysis

**BLOCK IV: Proxy Variables and Their Uses**

**Unit 13:** Introduction to proxy variables: concept and importance in econometrics

**Unit 14:** Proxy variables for measurement error: examples and practical applications

**Unit 15:** Proxy variables for unobserved heterogeneity: understanding the role in econometric models

**Unit 16:** Uses of proxy variables in econometrics: challenges and strategies for implementation

**References:**

- 1 Koutsoyiannis A (1977) Theory of Econometrics, 2nd Edition, the Mc Milan Press Ltd, London
- 2 Gujarati, D.N; (1995) Basic Econometrics, 2nd Edition, Mc Graw Hill, New Delhi
- 3 Gujarati, D.N., C Porter and Sangeetha Gunasekar (2012) Basic Econometrics, 5th Edition, Tata Mc Graw Hill Education Pvt. Ltd, New Delhi
- 4 Maddala G.S. (Ed) 1993, Econometric Methods and Application, Aldershot, UK
- 5 Shyamala, Navdeep Kaur and T.Arul Pragasam (2008) A Textbook on Econometrics Theory and Application, 16th Edition, Vishal Publishing Co., New Delhi

**Course Name: History of Economic thought**  
**Course Code: ECB-3213**

**Credits: 4**

**Course Objectives:** The course objectives are to explore the evolution of economic thought from Mercantilists to Physiocrats, including Classical, Neo-Classical, and Marginalist perspectives. It also examines Socialist ideologies such as those of Sismondi and Marx. Additionally, it highlights contributions from Indian economic thinkers like Kautilya, Dada Bhai Naoroji, B.R. Ambedkar, M.K. Gandhi, and A.K. Sen.

**Course Outcomes:**

1. The students will analytically learn how the economic thought has evolved over time.
2. They will critically and analytically study the main contributions of great economists who have influenced economic thought over time.

**BLOCK I: Pre Classical & Classical Economic Thought:**

**Unit 1:** Mercantilism (16th to 18th century): Main Characteristics; Thomas Munn as a Mercantilist.

**Unit 2:** Physiocracy (1757-1776): Quesnay (1759 -1766): Natural Order, Laissez faire, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation.

**Unit 3:** Economic ideas of Physiocrats - Tourgot, Petty, Locke and Hume.

**Unit 4:** Adam Smith (1723-1790): Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic Progress.

**Unit 5:** David Ricardo (1772-1823): Value, Theory of Rent, Stationary State, Distribution, Ideas on International Trade.

**Unit 6:** J. B. Say (1767-1832): Individual liberty and private property; Importance of free markets; Law of Markets.

**BLOCK II: Economic Ideas of Neo-Classical School and Marginalists**

**Unit 7:** Comparison of Neo-Classical and Classical economics; Assumptions of Neo- Classical analysis; Main ideas on Utility and Marginalism.

**Unit 8:** H. H. Gossen (1810-1858): Utilitarianism; Marginalism; Gossen's first law, Second Law, Third

Law. Marshall (1842-1924): Markets and Role of Time in Price Determination, Economic

Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, External and Internal Economies; Partial equilibrium analysis, long-run and short-run analysis.

**Unit 9:** A.C. Pigou (1877-1959): Dual criteria for increase in Social Welfare, Conditions for welfare maximisation; Policy recommendations for increasing Social Welfare.

**BLOCK III: Economic Thought of Socialists & Keynes**

**Unit 10:** J.C.L. Sismondi (1773-1842): His criticism of Capitalist system, Human welfare , Class conflict, State intervention.

**Unit 11:** Karl Marx (1818-1883): Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit and Theory of Capitalist Crisis.

**Unit 12:** J.S. Mill (1806-1873): Liberal Socialism, Liberty and Utilitarianism; Advocate of government intervention for social upliftment.

**Unit 13:** Neo-classicism and Keynesianism. J M Keynes (1883-1946), A monetary economist: Keynesian Revolution, General Theory, Liquidity Preference, Multiplier, Rejection of Say's law and Laissez-faire, Recommendations for economic policy.

**BLOCK IV: Economic Thought of Indian Writers**

**Unit 14:** Kautilya (375-283 BC): Wealth, Varta and importance of agriculture, labour, trade, population, welfare state, public finance.

**Unit 15:** Dada Bhai Naoroji (1825-1917): National income of India, Taxation and Military Expenditure, Drain theory and Poverty.

**Unit 16:** B. R. Ambedkar (1891-1956): Contributions to Public Finance, Contribution to Monetary Economics, Analysis of Indian Economic Problems, Economics of Caste System and



Untouchability, Agriculture and Poverty, Women Empowerment, Ambedkar and Mahatma Gandhi.

**Unit 17:** M. K. Gandhi (1869-1948): Non-Violent Economy, Decentralisation- Cottage industries, Khadi Industry, Village Sarvodaya, Trusteeship Doctrine, Food problem, Population, Labour Welfare, Exchange economy.

**Unit 18:** Amartya Kumar Sen (1933): Poverty and Famines, Poverty and Inequality, Concept of Capability, Entitlement, Choice of Technology, Time Series Criterion.

**References:**

1. Schumpeter J., A History of Economic Analysis. Oxford University Press, (1954).
2. Keynes J.M. General Theory of Employment, Interest and Money., Atlantic Publishers and Distributors,(any edition).
3. Schumpeter J.A. Ten Great Economists: From Marx to Keynes. (Any edition).
4. Bhatia, H.L., History of Economic Thought, (English, Hindi) Vikash Publishing House.
5. Ganguli, B.N(1977): Indian Economic Thought: A 19th Century Perspective, Tata McGraw Hill.
6. Hajela,T.N (2011) : History Of Economic Thought (English, Hindi) , Ane Books.
7. Jhingan, M.L (2008): Aarthik Vicharon Ka Itihas, Vrinda Publications, New Delhi.
8. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.
9. Loknathan, V (2009): History of Economic Thought, S.Chand & Company.
10. Roll,Eric: History of Economic Thaught, Faber.
11. Sinha, V.C (2011): Aarthik Vicharon Ka Itihas, Mayur Publications.
12. Staley,Charles.E, “A History of Economic Thought: From Aristole To Arrow”, Blackwell Publishing.

**Course Name: Agriculture Economics –II**  
**Course Code: ECB-3214**

**Credits: 2**

**Course Objectives:** The Agriculture Economics course aims to provide students with a comprehensive understanding of agricultural markets, including the factors affecting supply, demand, and pricing of agricultural goods. Students will learn about farm management strategies to enhance productivity and profitability, as well as agricultural policies and government support for the sector. The course addresses rural development strategies, sustainable farming practices, and food security. Students will also study agricultural finance, international trade, and the influence of global markets on local agriculture. Moreover, the course explores the role of modern technology in agriculture and the importance of cooperatives in supporting farmers and improving access to resources and markets.

**Course Outcomes:**

1. Understand market dynamics and the influence of external factors like policy and climate.
2. Learn management techniques to enhance productivity and decision-making.
3. Explore farming methods that support long-term productivity and environmental care.
4. Examine international agricultural trade, including export-import policies and their impact on domestic markets.

**BLOCK I: Issues in Indian Agriculture**

**Unit 1:** Poverty and Food Security in India

**Unit 2:** Agro-Subsidies in India and Comparison of Subsidy vs. Public Investment

**Unit 3:** Export and Import of Agricultural Commodities

**Unit 4:** Terms of Trade in Indian Agriculture and the Impact of WTO and Bali Negotiations

**BLOCK II: Role of Agriculture in Economic Growth and Development**

**Unit 5:** The Role of Agriculture in Economic Growth and Development in India

**Unit 6:** Backward and Forward Linkage between Agriculture and Industry

**Unit 7:** Approaches to Agriculture and Resource Allocation under Different Plans in India

**Unit 8:** Employment Elasticity in Indian Agriculture and Challenges in Agricultural Area Expansion, Production, and Productivity (with a focus on the post-reform period)

**References:**

- 1 Andrew Barkley, Principles of Agricultural Economics, Routledge Taylor and Francies, London and New York.
- 2 Sadhu, A. N. and Singh Amarjeet: Fundamental of Agricultural Economics, Himalaya Publishing House, New delhi.
- 3 Lekhi, R. K. & Singh, Joginder: Agricultural Economics-An Indian Perspective, Kalyani Publishers, New Delhi.
- 4 S. Subba Reddy, P. Raghu Ram, T.V. Neelakanta Sastry, I. Bhavani Devi: Agricultural Economics, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
- 5 Arun Katyan: Krishi Vigyan ke Sidhant, Kitab Mahal Publishers, New Delhi

**SEMESTER-VII****Course Name: Mathematical Methods in Economics–II****Credits: 4****Course Code: ECB-4111**

**Course Objectives:** Mathematical Methods in Economics – II for the BA program deepens students' analytical and quantitative skills. The course covers advanced mathematical economics, including higher-order differential equations, matrix algebra for economic modeling, and complex number systems. Students will tackle optimization in multiple dimensions, constrained and unconstrained, and apply calculus to economic models. Additionally, the course introduces game theory and decision-making under uncertainty, offering tools to analyze strategic interactions in economics.

**Course Outcomes:**

1. Apply higher-order differential equations and matrix algebra to model and solve complex economic problems.
2. Tackle optimization in multiple dimensions, including constrained and unconstrained cases, for advanced economic analysis.
3. Utilize calculus techniques to approach and solve a variety of economic models.
4. Understand and apply game theory concepts and decision-making under uncertainty to analyze strategic economic interactions.

**BLOCK I: Differential Equations****Unit 1:** Basic Principles of Differential Equations and Their Application in Economics**Unit 2:** First Order Linear Differential Equations**Unit 3:** Exact Equations and Homogeneous Equations**Unit 4:** Differential Equations of the Second Order**BLOCK II: Linear Algebra****Unit 5:** Vector Spaces: Algebraic and Geometric Properties, Scalar Products, Norms, and Orthogonality**Unit 6:** Linear Transformations: Properties, Matrix Representations, and Elementary Operations**Unit 7:** Systems of Linear Equations: Properties of Their Solution Sets**Unit 8:** Determinants: Characterization, Properties, and Applications**BLOCK III: Functions of Several Real Variables****Unit 9:** Geometric Representations: Graphs and Level Curves**Unit 10:** Differentiable Functions: Characterizations, Properties with Respect to Various Operations and Applications**Unit 11:** Second Order Derivatives: Properties and Applications**Unit 12:** The Implicit Function Theorem and Application to Comparative Statics Problems**BLOCK IV: Multi-variable Optimization and Input-Output Analysis****Unit 13:** Homogeneous and Homothetic Functions: Characterizations and Applications**Unit 14:** Convex Sets and Functions: Characterizations, Properties, and Applications**Unit 15:** Further Geometric Properties of Functions: Quasiconvex Functions, Their Characterizations, Properties, and Applications**Unit 16:** Unconstrained and Constrained Optimization: Geometric Characterizations and Applications with Equality Constraints, including the Lagrange Method**Unit 17:** Input-Output Analysis: Closed and Open Input-Output Model, Hawkins-Simon Conditions, Limitations of the Input-Output Model**References:**

1. Allen, R.G.D., Mathematical Analysis for Economists; All India publishers and distributors
2. Chiang, A.C., Fundamental Methods of Mathematical Economics; McGraw Hill Publication
3. Taro Yamane, Mathematics for Economists; Printing Hall of India
4. Mehta, B.C. and Madhani, G.M.K. (English and Hindi); Mathematics for Economists; Sultan Chand and sons.

**Course Name: Financial Economics**  
**Course Code: ECB- 4112**

**Credit:4**

**Course Objectives:** The course on Financial Economics aims to provide a thorough understanding of financial markets, institutions, and instruments, including fixed income securities. It delves into the principles of elementary statistics and spreadsheets, as well as cash flow streams. The course also covers risk, uncertainty, and portfolio analysis, focusing on models such as the Markowitz model and the Capital Asset Pricing Model. Additionally, students will explore asset pricing and corporate finance, including forwards, futures, options, swaps, and corporate policies related to financing patterns. This comprehensive approach equips students with a strong foundation in financial analysis and decision-making.

**Course Outcomes:**

1. Understand the dynamics of financial markets, institutions, and instruments, including fixed income securities.
2. Gain proficiency in elementary statistics and spreadsheets, as well as the theory and application of deterministic cash flow streams.
3. Develop analytical skills to assess risk and uncertainty, and perform portfolio mean and variance analysis using advanced models such as the Markowitz model and the Capital Asset Pricing Model.
4. Learn about asset pricing and corporate finance, including forwards, futures, options, swaps, and corporate financing patterns, to inform strategic financial decision-making and corporate policy development.

**BLOCK I: Financial Instruments Markets and Institutions**

**Unit 1:** Financial Markets

**Unit 2:** Financial Institutions

**Unit 3:** Financial Instruments

**Unit 4:** Fixed Income Securities

**BLOCK II: Elementary Statistics, Spreadsheets, and Cash Flow Streams**

**Unit 5:** Elementary Statistics

**Unit 6:** Elementary Spreadsheets

**Unit 7:** Basic Theory of Interest

**Unit 8:** Deterministic Cash Flow Streams

**BLOCK III: Random Cash Flows and Portfolio Analysis**

**Unit 9:** Risk and Uncertainty

**Unit 10:** Random Assets

**Unit 11:** Portfolio Mean and Variance Analysis

**Unit 12:** Markowitz Model

**Unit 13:** Capital Asset Pricing Model

**BLOCK IV: Asset Pricing, Corporate Finance, and Policy**

**Unit 14:** Forwards and Futures

**Unit 15:** Options, Swaps, and Other Derivatives

**Unit 16:** Patterns of Corporate Financing

**Unit 17:** Corporate Policy

**References:**

1. Bodie, Robert c Merton and David Cleaton (2009), Financial Economics, Pearson
2. Elton, Gruber Brown, Goetzmann (2007), Modern Portfolio Theory and Investment Analysis
3. Prasanna Chandra, International Analysis and portfolio Management, Tata McGraw Hill 2010
4. Prasanna Chandra, Financial Management: Theory and Practice, McGraw Hill Education

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5. Avadhani, V.A. : Investment and Security markets in India, Himalaya Publishing House, New Delhi.

6. Bhole, L.M. : Financial Institutions & Markets, Tata McGraw-Hill Publishing Co., New Delhi.

7. Miskin. F : Economics of Money, Banking and Financial Markets, MIT Press, Cambridge

8. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009

**Course Name: Applied Econometrics**  
**Course Code: ECB-4113**

**Credits: 4**

**Course Objectives:** The course aims to provide students with a strong foundation in applied econometric analysis and equip them with skills necessary for empirical research in economics. Students will learn various econometric techniques and gain proficiency in using software packages such as GRETL, E-Views, and STATA. By the end of the course, students will be able to analyze economic data and contribute to research projects effectively.

**Course Outcomes:**

1. Gain a deep understanding of various econometric methods such as regression analysis, panel data models, and simultaneous equation models.
2. Achieve skills in using econometric software packages like GRETL, E-Views, and STATA for data analysis and empirical research.
3. Learn how to apply econometric techniques to real-world economic data to draw meaningful conclusions and insights.
4. Develop the ability to conduct independent empirical research in economics, contributing to academic and professional projects.

**BLOCK I: Empirical Issues in Econometric Research**

**Unit 1:** Stages in Empirical Research: data collection and hypothesis testing.

**Unit 2:** Specification Issues: model specification, potential errors, and implications for research.

**Unit 3:** Model Selection Criteria: selecting appropriate econometric models for analysis

**Unit 4:** Advanced Topics in Regression Analysis: Distributed-lag and auto-regressive models.

**BLOCK II: Simultaneous Equation Models**

**Unit 5:** Introduction to Simultaneous Equation Models: concept and purpose of simultaneous equation models.

**Unit 6:** Simultaneous Equation Models I

**Unit 7:** Simultaneous Equation Models II

**Unit 8:** Identification in Simultaneous Equation Models

**Unit 9:** Estimation in Simultaneous Equation Models: Methods for estimating equations in simultaneous models

**BLOCK III: Panel Data Models**

**Unit 10:** Introduction to Panel Data and its advantages in econometric research.

**Unit 11:** Estimation of Panel Data Models and techniques for estimating panel data models.

**Unit 12:** Advanced Topics in Panel Data: Concepts and methods in panel data analysis.

**Unit 13:** Panel Data and Longitudinal Studies

**BLOCK IV: Introduction to Econometric Software Packages**

**Unit 14:** Introduction to GRETL

**Unit 15:** Introduction to E-Views

**Unit 16:** Introduction to STATA

**Unit 17:** Advanced Applications in Econometric Software.

**Unit 18:** Software Comparisons and Best Practices: Comparative analysis of different software packages and best practices in econometric research.

**References:**

1. Wooldridge, J.M. (2019), Introductory Econometrics: A Modern Approach, 7th Edition, South-Western College Publishing.
2. Greene, W.H. (2018), Econometric Analysis, 8th Edition, Pearson Education.

3. Stock, J.H. and Watson, M.W. (2015), Introduction to Econometrics, 4th Edition, Pearson Education.
4. Gujarati, D.N. and Porter, D.C. (2009), Basic Econometrics, 5th Edition, McGraw-Hill Education.
5. Cameron, A.C. and Trivedi, P.K. (2005), Microeconometrics: Methods and Applications, Cambridge University Press.
6. Angrist, J.D. and Pischke, J.-S. (2008), Mostly Harmless Econometrics: An Empiricist's Companion, Princeton University Press.
7. Kennedy, P. (2008), A Guide to Econometrics, 6th Edition, Wiley-Blackwell.

**Course Name: Market Analysis**  
**Course Code: ECB-4114**

**Credits: 4**

**Course Objectives:** The course on market analysis aims to provide students with a comprehensive understanding of various market structures and their impact on revenue concepts. The course covers topics such as demand curves in different markets, firm objectives, and the equilibrium of firms. Students will explore how price and output vary under different market conditions, including perfect competition, monopoly, monopolistic competition, and oligopoly. By learning about price discrimination and comparisons across market types, students will develop a nuanced perspective on market dynamics and firm behavior. This knowledge will enable them to analyze market strategies and make informed decisions in real-world economic scenarios.

**Course Outcomes:**

1. Understand the key characteristics of market structures such as perfect competition, monopoly, monopolistic competition, and oligopoly.
2. Learn to apply revenue concepts and analyze relationships between average and marginal revenue in different markets.
3. Study firm objectives and equilibrium using total revenue-total cost and marginal revenue-marginal cost approaches.
4. Explore pricing and output decisions under various market conditions, including advertising, excess capacity, and strategies in collusive and non-collusive oligopolies.

**BLOCK I: Structures and Revenue Concepts**

**Unit 1:** Market Structures

**Unit 2:** Demand Curves in Different Markets

**Unit 3:** Concepts of Revenue

**Unit 4:** Relation between AR and MR Curves

**BLOCK II: Firm Objectives and Equilibrium**

**Unit 5:** Objectives of the Firm

**Unit 6:** Firm Equilibrium: Total Revenue and Total Cost Approach

**Unit 7:** Firm Equilibrium: Marginal Revenue and Marginal Cost Approach

**Unit 8:** Breakeven Output and Conditions for Firm Equilibrium

**BLOCK III: Price and Output Under Perfect Competition and Monopoly**

**Unit 9:** Price and Output under Perfect Competition

**Unit 10:** Short and Long Run Equilibrium of the Firm

**Unit 11:** Price and Output under Monopoly

**Unit 12:** Price Discrimination and Monopoly Comparison

**BLOCK IV: Price and Output Under Monopolistic Competition and Oligopoly**

**Unit 13:** Price and Output under Monopolistic Competition

**Unit 14:** Concepts of Advertising and Excess Capacity

**Unit 15:** Characteristics of Oligopoly

**Unit 16:** Price and Output under Oligopoly: Collusive and Non-Collusive

**References:**

1. Kotler, P., & Armstrong, G. (2021). Principles of Marketing (18th ed.). Pearson Education.
2. Berkowitz, E.N., Kerin, R.A., Hartley, S.W., & Rudelius, W. (2022). Marketing (15th ed.). McGraw-Hill Education.
3. Pindyck, R.S., & Rubinfeld, D.L. (2017). Microeconomics (9th ed.). Pearson Education.
4. Perloff, J.M. (2020). Microeconomics: Theory and Applications with Calculus (6th ed.). Pearson Education.
5. Chamberlin, E.H. (1962). The Theory of Monopolistic Competition: A Re-Orientation of the Theory of Value (8th ed.). Harvard University Press.



- 6.Landsburg, S.E. (2011). Price Theory and Applications: Decisions, Markets, and Information (8th ed.). Cengage Learning.
- 7.Varian, H.R. (2018). Intermediate Microeconomics: A Modern Approach (9th ed.). W.W. Norton & Company.

## SEMESTER-VIII

**Course Name: Quantitative Techniques in Economics**

**Credits: 4**

**Course Code: ECB– 4211**

**Course Objectives:** The Quantitative Methods course provides a foundation in mathematical concepts necessary for economic analysis. It covers matrices and determinants, including types, algebra, and solving equations. It delves into functions and derivatives, focusing on optimization and extremum evaluation. The course also explores integration and difference equations, teaching students how to work with functions, differential equations, and difference equations. Overall, students gain essential skills in mathematical methods for economic analysis.

**Course Outcomes:**

1. Learn matrix algebra and determinants to solve simultaneous equations and other economic problems.
2. Understand calculus and optimization techniques to analyze and solve problems with multiple variables.
3. Gain knowledge of differential and difference equations for modeling economic systems.
4. Apply quantitative methods to real-world economic scenarios using various mathematical tools.

### **BLOCK 1: Matrices and Determinants**

**Unit 1:** Vector and Matrices

**Unit 2:** Properties of Determinants

**Unit 3:** Types of Matrix

**Unit 4:** Matrix Algebra; Addition, Multiplication, and Inverse

**Unit 5:** Rank of a Matrix

### **BLOCK II: Matrices and Determinants**

**Unit 6:** Solution of Simultaneous Equations

**Unit 7:** Characteristic Roots and Vector

**Unit 8:** Eigenvalues and Eigenvectors

**Unit 9:** Determinants and Inverse Matrices

**Unit 10:** Cramer's Rule

### **BLOCK III: Function and Derivatives**

**Unit 11:** Concavity and Convexity

**Unit 12:** Quasi-concavity and Quasi-convexity

**Unit 13:** Multiple Variable Optimization Problems (2-3 Variables)

**Unit 14:** Maxima and Minima; Constrained and Unconstrained

**Unit 15:** Relative Extremum

**Unit 16:** Hessian Determinant

### **BLOCK IV: Integration and Difference Equations**

**Unit 17:** Integration of Function

**Unit 18:** Differential Equations

**Unit 19:** Difference Equations of First Order

**Unit 20:** Difference Equations of Second Order

**References:**

1. Alpha C. Chiang (1984): Fundamental Methods Of Mathematical Economics. (New Delhi: McGraw Hill, International Book Company).

2. Edward T. Dowling(1980): Introduction to Mathematical Economics .(New Delhi: Tata McGraw-Hill publishing company Ltd.).
3. RGD Allen(1986) : Mathematical Analysis for Economists (New Delhi: Macmillan India Ltd)
4. J.M. Henderson & R.E.Quandt(1980): Micro Economic Theory: A Mathematical Approach. (New Delhi: McGraw-Hill Book Company).

**Course Name: Regional Economics**  
**Course Code: ECB– 4212**

**Credits: 4**

**Course Objectives:** It is increasingly recognised that market forces do not result automatically in regionally balanced development of developing countries. To help develop these less developed regions it is necessary to understand the dynamics of regional development. This course deals with the concepts and aspects of spatial price theory and macro economics. Students are given a broad overview of the technique of regional analysis. It also contains a section on Indian experience in regional policy implementation

**Course Outcomes:**

1. Know the basic concept of regional economics
2. Understand the role of regional planning for balanced development of the nations.
3. Applying various strategies/technique of regional planning for the development of underdeveloped regions
4. Evaluate various policies of regional development..

**BLOCK I: Foundations of Regional Economics**

**Unit 1:** Concept of region and regional economics

**Unit 2:** Location of firms: One market, one input case

**Unit 3:** Locational interdependence and Hotelling phenomena

**Unit 4:** Regional growth: Neo-classical growth models

**BLOCK II: Spatial Price Theory and Macroeconomics**

**Unit 5:** Cumulative causation model

**Unit 6:** Center-periphery model

**Unit 7:** Price equilibrium in geographically separated and interlinked markets

**Unit 8:** Spatial macroeconomics: Inter-regional income models and inter-regional factor movements

**BLOCK III: Techniques of Regional Analysis**

**Unit 9:** Regional and interregional input-output analysis

**Unit 10:** Regional multiplier

**Unit 11:** People prosperity versus place prosperity

**Unit 12:** Regional policy in India and liberalization

**BLOCK IV: Regional Planning and Development**

**Unit 13:** Regional imbalances and inequalities

**Unit 14:** Regional planning for agricultural development

**Unit 15:** Regional planning for rural development

**Unit 16:** Regional planning for urban development and Rashtriya Sam Vikas Yojana (RSVY)

**Unit 17:** Regional planning and sustainable development in India

**References:**

1. Brahmananda, P.R. and : Development Experience in the Indian Economy: Inter State V.R. Panchmukhi (Eds.) (2001), Perspectives, Bookwell, Delhi.
2. Hall, Peter (2010), : Urban and Regional Planning , 5th Edition, Routledge
3. Hoover, E.M. (1974), : An Introduction to Regional Economics, Alfred A Knopf, New York..
4. Isard, W. (1960), : Methods of Regional Analysis, MIT Press, Cambridge Mass.
5. Nair, K.R.G. (1982), : Regional Experience in a Developing Economy, Wiley-Eastern, New Delhi
6. Smith David M, (2007),: Industrial Location: An Economic Geographical Analysis, John Wiley & Sons Limited

**Course Name: Demography**  
**Course Code: ECB– 4213**

**Credits: 4**

**Course Objectives:** This course is designed to familiarize students with the beneficial aspects of population and its role in the economic development of a nation. It introduces students to key theories in demography, including the concepts of fertility, mortality, and nuptiality, which significantly influence population growth and are covered in the curriculum alongside various population indices. Additionally, the course places an emphasis on the demographics of India and examines India's population policy to provide students with a comprehensive understanding of the subject.

**Course Outcomes:**

1. At the end of the course, the students will be oriented towards appreciating the link between demography and development of an economy.
2. They will understand the subject with the help various theoretical aspects of demography.
3. They will have a grasp of quantitative and qualitative aspects of population study and various demographic concepts and indices.

**BLOCK I: Population and Development & Analysis of Population Data**

**Unit 1:** Concept & Scope of Demography. Population Growth; Components & Measurement

**Unit 2:** Theories of Population: Malthus theory; Optimum theory; Theory of Demographic Transition.

**Unit 3:** Fertility: Importance of study of fertility; Birth Rate Concepts: Crude Birth Rate, Age Specific Birth Rate; Total Fertility Rate, Gross Reproduction Rate and Net Reproduction Rate; Factors affecting fertility rate; Trend of fertility ratio in India.

**Unit 4:** Mortality: Concepts and measurements of Death rates: Crude Death Rate, Age Specific Death Rate; Infant Mortality Rate; Neo-Natal Mortality Rate; Maternal Mortality Rate; Factors responsible for decline in mortality in recent past.

**Unit 5:** Nuptiality : Concepts and formula of Total Marriage Rate; Total Marriage Rate; Total Divorce Rate; Gross Nuptiality Rate; Marital status; Trends in age of marriage in India.

**BLOCK II: Migration and Urbanisation**

**Unit 6:** Migration: Concept, Types & Factors promoting migration

**Unit 7:** Effects of Out-Migration & In-Migration

**Unit 8:** Urbanisation: Concept, Characteristics of Urban and Rural areas

**Unit 9:** Status and Trend of Urbanisation in India; Reasons for increasing urbanisation in India

**BLOCK III: Population Indices**

**Unit 10:** Life table; Basic concepts of Life Table, Forms of Life Table; Preparation of life table.

**Unit 11:** Population Pyramid- Concept; Significance; Construction of Population Pyramid; Shapes of Population Pyramid and their implications.

**Unit 12:** Population Projection: stable and stationary population.

**Unit 13:** Concepts of population Cohort; Concept and components of Vital Statistics, 'defacto' and 'dejure' Census

**BLOCK IV: Sources of Demographic Data & Population Policy in India**

**Unit 14:** Sources of Demographic data: Census, Registration and Sample Survey-Their relative merits and demerits.

**Unit 15:** NSSO and its Rounds; MOSPI and Demographic data.

**Unit 16:** Population Policy in India, Five Year Plans and Population policy.

**Unit 17:** The new population policy 2000.

**References:**

- 1 Desai, J. N. Jhingan M. L. and Bhatt B. K. (2003), Demography, Vrinda Publications.
- 2 Mishra J, (2016), Demography, Sahitya Bhawan Publications.

- 3 Preston, S, Heuveline, P, and Guillot, Michel (2000), Demography: Measuring and Modelling Population Processes, John Wiley and Sons Publications.
- 4 Sinha, V. C. and Sinha, P, (2018) (English and Hindi), Demography, SBPD Publication.
- 5 Weinstein, Jay and Pillai, Vijayan K. (2000), Demography: The Science of Population, Rowman and Littlefield Publications (2015).
- 6 Mishra, J. P., Jananki (Hindi), (Revised edition 2021) Sahitya Bhawan Publications.

**Course Name: Industrial Economics**  
**Course Code: ECB-4214**

**Credit: 4**

**Course Objectives:** The course objectives of an Industrial Economics course include understanding different market structures and their impact on firm behavior and market outcomes. Students will explore firm decision-making in various market environments and study the role of government in regulating industries. The course will assess industry performance through metrics such as productivity, profitability, and efficiency while evaluating industrial organization. Students will learn about location theories and regional development, as well as the dynamics of industrial labor and relations between workers and employers. Additionally, the course covers the role of innovation and technological change in industrial growth, financial aspects such as project appraisal and funding sources, and the impact of globalization on industries.

**Course Outcomes:**

1. Gain insight into the concept and organization of firms, including ownership control and objectives.
2. Learn how different factors, including technical, economic, and infrastructural elements, influence the location of industries.
3. Study different theories of industrial location such as Weber, Losch, and Sargant Florence to understand how industries choose their locations.
4. Explore various project appraisal methods such as cost-benefit analysis (CBA), net present value (NPV), and internal rate of return (IRR) to evaluate projects effectively..

**BLOCK I: Concept and Organization of a Firm**

**Unit 1:** Ownership Control and Objectives of a Firm

**Unit 2:** Passive and Active Behavior of a Firm

**Unit 3:** Size, Growth, Profitability, Productivity, Efficiency, and Capacity Utilization

**Unit 4:** Industrial Policy and Classification of Industries in India

**BLOCK II: Location and Regional Development of Industry**

**Unit 5:** Determinants of Industrial Location:

**Unit 6:** Theories of Industrial Location

**Unit 7:** Development of Backward Regions

**Unit 8:** Regional Development Strategies

**BLOCK III: Industrial Structure and Labour**

**Unit 9:** Alternative Patterns of Industrialization

**Unit 10:** Industrialization and Planned Economies

**Unit 11:** Structure of Industrial Labour

**Unit 12:** Social Security Measures and Labour Reforms in Indian Context

**BLOCK IV: Project Appraisal and Industrial Finance**

**Unit 13:** Project Appraisal Techniques

**Unit 14:** Sources of Industrial Finance

**Unit 15:** Nature, Volume, and Types of Institutional Finance

**Unit 16:** Components of Industrial Finance

**References:**

1. Barthwal, R.R: Industrial Economics (Wiley Eastern Ltd, New Delhi, 1985)
2. Cherunilam F: Industrial Economics: Indian Perspective (3rd Edition) (Himalaya Publishing House, Mumbai, 1994)
3. Ahluwalia, I.J: Industrial Growth in India (Oxford University Press, New Delhi, 1985)
4. Desai B: Industrial Economy in India (3rd Edition) (Himalaya Publishing House, Mumbai, 1999)
5. Divine P.J & R.M Jones et. Al: An Introduction to Industrial Economics (G Allen and Unwin Ltd, London, 1976)

<b>FYUG B.A. (Sociology) Course Structure</b>					
<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>CATEGORY</b>
I	I	SOB-1111	Introduction to Sociology	4	Major/Minor
	I	SOB-1112	Indian Social Institutions	4	Major/Minor
	II	SOB-1211	Social Change in India	4	Major/Minor
	II	SOB-1212	Indian Culture through Ages	4	Major/Minor
II	III	SOB-2111	Society and Kinship	4	Major
	III	SOB-2112	Society, Culture, and Social Change	4	Major/Minor
	IV	SOB-2211	Contemporary Issues in Society	4	Major
	IV	SOB-2212	Indian Society	4	Major /Minor
III	V	SOB-3111	Classical Sociological Thought	4	Major
	V	SOB-3112	Introduction to Rural Sociology	4	Major
	V	SOB-3113	Sociology of Marginalization	4	Major
	V	SOB-3114	Social Problems in India	2	Major
	VI	SOB-3211	Sociology of Religion	4	Major
	VI	SOB-3212	Introduction to Urban Sociology	4	Major
	VI	SOB-3213	Perspectives on the Study of Indian Society	2	Major
	VI	SOB-3214	Social Movements in India	4	Major
IV	VII	SOB-4111	Modern Sociological Thinkers	4	Major
	VII	SOB-4112	Research Methods	4	Major
	VII	SOB-4113	Society and Education	4	Major /Minor
	VII	SOB-4114	Social Demography	4	Major
	VIII	SOB-4211	Contemporary Sociological Thought	4	Major
	VIII	SOB-4212	Statistics and Quantitative Analysis	4	Major
	VIII	SOB-4213	Social Anthropology	4	Major /Minor
	VIII	SOB-4214	Pioneers of Indian Sociology	4	Major



**B.A. (Sociology) Syllabi:**  
**Semester-I**

**Course Name: Introduction to Sociology**

**Course Code: SOB-1111**

**Credits: 4**

**Course Objectives:** This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is organized in such a way that even students without any previous exposure to socio could acquire an interest in the subject and follow it.

**Course Outcomes:** Student will be able to analyze the Discipline and uses basic concepts in sociology and social structure. The Introduction to Sociology course aims to provide students with foundational knowledge of key sociological concepts. Overall, students will gain a solid foundation for further studies in sociology and the application of sociological insights in various contexts.

**Block I: Origin and Development of Sociology**

**Unit 1:** Nature and Scope of Sociology

**Unit 2:** Emergence of Sociology: Industrial Revolution

**Unit 3:** Emergence of Sociology: French Revolution

**Block II: Sociological Concepts**

**Unit 4:** Social Stratification

**Unit 5:** Institution and Association

**Unit 6:** Social Structure, Status, and Role

**Unit 7:** Social Group and Types (Primary Group, Reference Group, In Group and Out Group)

**Block III: Social Institutions**

**Unit 8:** Family

**Unit 9:** Religion

**Unit 10:** Marriage

**Unit 11:** Culture: Material Culture and Non-material culture

**Block IV: Social Processes**

**Unit 12:** Socialization

**Unit 13:** Agencies of Socialization

**Unit 14:** Diffusionism: Assimilation and Acculturation

**Unit 15:** Cooperation and Social Conflict

**Suggested Readings:**

1. Bottom more, T.B. 1972: Sociology: A Guide to Problems and Literature, Bombay, George Allen and Unwin (India) (also Hindi Translation)
2. Davis, K., 2004: Human Society, New Delhi, Surjeet Publication (also Hindi Translation) Har Lambos, M., 1998. Sociology: Themes and perspectives, New Delhi, Oxford University Press. Inkless, Alex, 1987: What is Sociology? New Delhi, Prentice-Hall of India.
3. Alex Inkles, What is Sociology? An Introduction to the Discipline and Profession, 1982, New Delhi: Prentice Hall of India.
4. 3. H.M. Johnson, Sociology: An Introduction, 1960, New York: Boston.
5. 4. R.M. MacIver & C.H. Page, Society: An Introductory Analysis, 1981, Delhi:

Macmillan India Ltd.

6. 5. P. Gisbert, 2010, Fundamentals of Sociology, New Delhi: Orient BlackSwan.

**Course Name: Indian Social Institutions**

**Course Code: SOB 1112**

**Credits: 4**

**Course Objectives:** This course seeks to acquaint students with the characteristics and dynamics of Indian society. The objective is to cultivate in students a deep understanding of Indian society and social concerns, equipping them with the ability to think critically and creatively.

**Course Outcomes:** By the conclusion of the semester, significant achievements anticipated from this course encompass a deepened comprehension of key social institutions prevalent in India, including family, kinship, and marriage. Furthermore, students are expected to demonstrate an improved understanding of the intricate structure and functioning of the caste system within the Indian societal framework. They will also exhibit a heightened capacity to delve into the origins of the caste structure and its profound influence on the fabric of Indian society. Additionally, students will show advancements in their analytical abilities, particularly in scrutinizing caste mobility across diverse processes.

**Block I: Social Diversities in India**

**Unit 1:** Linguistic Diversities

**Unit 2:** Cultural Diversities

**Unit 3:** Religious Diversities

**Unit 4:** Racial Diversities

**Block II: Family and Kinship in India**

**Unit 5:** Family and Household

**Unit 6:** Joint Family-Characteristics and Change

**Unit 7:** Kinship- Degrees and Types

**Unit 8:** Kinship groups-lineage and clan/gotra

**Block III: Social Hierarchy in India**

**Unit 9:** Varna and Caste system

**Unit 10:** Dominant Caste

**Unit 11:** Social Mobility

**Unit 12:** Mobility in Caste System-Sanskritization

**Block IV: Marriage in India**

**Unit 13:** Meaning and Types of marriage-Monogamy and Polygamy

**Unit 14:** Marriage among Hindus

**Unit 15:** Marriage among Muslims

**Suggested Readings:**

1. Ahmad, Imtiaz (1976) Family, Kinship and Marriage Among Muslims in India, Manohar, New Delhi.
2. Beteille, Andre (1965) Caste, Class and Power, University of California Press, Berkeley.
3. Dube, S.C. (1990) Indian Society, National Book Trust, New Delhi.
3. Ghurye, G.S. (1945) Caste and Race in India, Oxford University Press, Oxford.
4. Hutton, J.H. (1955) Caste in India, Cambridge University Press, Cambridge.

5. Majumdar, D.N. & Madan, T.N. (1986) An Introduction to Social Anthropology, National Publishing House, New Delhi.
6. Mandelbaum, David. G. (1972) Society in India, Popular Prakashan, Bombay.
7. Oommen, T.K. (1930) "The Concept of Dominant Caste: Some Queries" in Contributions to Indian Sociology, Vol. 4 New Series.
8. Shah, A.M. (1964) "Basic Terms and the Concepts in the Study of Family in India" in Economic and Social History Review, Vol. 1.
9. Singh, Yogendra (1973) Modernization of Indian Tradition, Thomson Press, Faridabad.
- Srinivas, M.N. (1962) Caste in Modern India and Other Essays, Asia Publishing House, New Delhi

## **Semester-II**

**Course Name: Social Change in India**

**Course Code: SOB 1211**

**Credits: 4**

**Course Objectives:** By the end of this course, students will gain a comprehensive understanding of the inevitability of social change and its profound impact on societies. Through rigorous study, they will become adept at discerning the intricate processes underlying social dynamics. They will explore historical and contemporary examples, enabling them to recognize the myriad factors influencing the pace and direction of societal transformations. Furthermore, students will develop analytical skills to assess the implications of social change on diverse societal institutions. Equipped with critical thinking abilities, they will evaluate the consequences of these changes with depth and nuance. Ultimately, they will emerge from this course with the capacity to apply theoretical frameworks, thereby predicting and navigating future social transformations effectively.

**Course Outcomes:** By the end of this course, students will gain a comprehensive understanding of the inevitability of social change and its profound impact on societies. Through rigorous study, they will become adept at discerning the intricate processes underlying social dynamics. They will explore historical and contemporary examples, enabling them to recognize the myriad factors influencing the pace and direction of societal transformations. Furthermore, students will develop analytical skills to assess the implications of social change on diverse societal institutions. Equipped with critical thinking abilities, they will evaluate the consequences of these changes with depth and nuance. Ultimately, they will emerge from this course with the capacity to apply theoretical frameworks, thereby predicting and navigating future social transformations effectively.

### **Block I: Understanding Social Change**

**Unit 1:** Concept, Meaning & Nature of Social change

**Unit 2:** Factors of Social Change

**Unit 3:** Change in structure

**Unit 4:** Types of Social change

### **Block II: Theories of Social Change**

**Unit 5:** Linear and Cyclical

**Unit 6:** Demographic Theory

**Unit 7:** Conflict Theory

**Unit 8:** Information technology and Social Change

### **Block III: Processes of Social Change in India**

**Unit 9:** Sanskritization

**Unit 10:** Westernisation

**Unit 11:** Modernisation

**Unit 12:** Globalisation

### **Block IV: Dynamics and Challenges of Social Change**

**Unit 13:** Human adaptation and social change

**Unit 14:** Social change and stress

**Unit 15:** Social change and deviance

**Unit 16:** Climate Change

**Suggested Readings:**

1. Social change :W F Ogburn
2. Theories of social change:A critical appraisal -Raymond Boudon
3. The theory of social change- John McLeish
4. Social change in India : Crisis and resilience - Yogendra Singh
5. Protest and change : Studies in social movement -T K Oommen

**Course Name: Indian Culture through Ages**

**Course Code: SOB 1212**

**Credits: 4**

**Course Objectives:** The objectives of this course are to familiarize students with the evolution of Indian culture spanning from ancient to contemporary times. This includes an in-depth exploration of the diverse political ideologies, educational frameworks, and socio-religious contexts that have significantly influenced India's cultural heritage. By examining the roots and transitions across different historical periods, ranging from ancient civilizations to the modern era, students will develop a comprehensive understanding of the complexities inherent in Indian culture. Throughout the course, emphasis will be placed on analyzing various themes such as social dynamics, cultural advancements, intellectual pursuits, and technological innovations. By engaging with these topics, students will gain insights into the multifaceted developments that have contributed to shaping the rich tapestry of Indian history. Ultimately, the course aims to equip students with the knowledge and critical thinking skills necessary to appreciate and comprehend the diverse facets of Indian culture across different historical epochs.

**Course Outcomes:** The course is designed to introduce students to the evolution of Indian culture from ancient to contemporary times, encompassing an exploration of political ideologies, educational structures, and socio-religious contexts that have shaped India's cultural heritage. It aims to provide a comprehensive understanding of Indian culture by examining its roots and transitions across different historical periods, including ancient, medieval, and modern history. Through the study of various themes such as social dynamics, cultural advancements, intellectual pursuits, and technological innovations, students will gain insights into the multifaceted developments that have contributed to the rich tapestry of Indian history.

### **Block I: Concepts of Cultural Heritage**

**Unit 1:** Traditional and Modern Concepts of Culture

**Unit 2:** Tangible and Intangible heritage

**Unit 3:** Social, Cultural and Religious Heritage

**Unit 4:** Sources to study Indian Culture: Literary and Archaeological

### **Block II: UNESCO – Origin and Relevance**

**Unit 5:** Background and Origin of UNESCO (United Nations Educational, Scientific and Cultural Organisation)

**Unit 6:** Goals and Objectives of UNESCO

**Unit 7:** Concept of Tangible and Intangible Heritage

**Unit 8:** UNESCO World Heritage Sites – Cultural, Natural, Mixed

### **Block III: Ancient Indian Culture**

**Unit 9:** Vedic and Post-Vedic Culture

**Unit 10:** Rise of Buddhism and Jainism

**Unit 11:** Education system and important Centres

**Unit 12:** Art & Architecture

### **Block IV: Medieval and Modern Indian Culture**

**Unit 13:** Rise of Bhaktism and Sufism

- Unit 14:** Education system and important Centres of Learning
- Unit 15:** Western Ideas and Indian Responses
- Unit 16:** New Education system and important Centres
- Unit 17:** Socio-religious Reforms-Reformation and Revivalism

**Suggested Readings:**

1. Altekar, AS, 1958, State and Government in India, Delhi
2. Bandyopadhyaya, N.C. 1980. Development of Hindu Polity and Political Theories, Delhi
3. Basham, A.L. 1989. The Wonder that was India, Delhi
4. Bhardwaj R., Kala C, Tribes of India: Realities and Representations, 2022
5. Buddha Prakash : India and the World, New Delhi.
6. Chandra, S, 2009: History of Medieval India: Part 1, New Delhi
7. Chandra, S, 2009: History of Medieval India: Part 2, New Delhi
8. Chandra, B, 2016, India's Struggle for Independence, New Delhi
9. E.H. Carr: What is History? London.
10. Kosambi, D.D. 1975. An Introduction to the Study of Indian History. Bombay.
11. Kosambi, D.D. 1975. The Culture and Civilization of Ancient India. Delhi.
12. Majumdar, R.C. 1994. Ancient India. Delhi .
13. Majumdar, R.C. 1996. The Vedic Age. Mumbai .
14. Majumdar, R.C., 1922, Corporate Life in Ancient India, Calcutta
15. Masih, Y. 2017, A Comparative Study of Religions, Varanasi
16. Sharma, R.S. 1957. Aspects of Political Ideas and Institutions in Ancient India, Delhi
17. Singh, C. 2015, Aspects of Medieval Indian Architecture
18. Subbarayappa, B.V. 1988. Scientific Heritage of India. Bangalore.
19. Thapar, Romila. 1984. Ancient Indian Social History. Hyderabad.



**Semester-III****Course Name: Society and Kinship****Course Code: SOB-2111****Credits: 4**

**Course Objectives:** Students in a Sociology of Kinship course explore the complex network of human relationships that make up kinship systems in many countries and cultures. The main goal of the course is to provide a thorough comprehension of kinship relations from a sociological perspective. This entails examining different theoretical frameworks and definitions of kinship, investigating the architecture and functions of kinship systems, and studying the intricate relationship between kinship and other social factors including gender, race, class, and globalization.

**Course Outcomes:** The course aims to provide students with a comprehensive understanding of kinship, encompassing both its conceptual framework and cultural manifestations. Students will explore the intricate dynamics of kinship systems, gaining insights into the various cultural configurations that shape familial relationships and social structures. Additionally, the course will delve into the diverse marriage patterns observed across different societies, facilitating a nuanced comprehension of the institution of marriage. Moreover, students will acquire practical skills in utilizing various statistical techniques and statistical packages for analyzing kinship data effectively. Furthermore, the course will foster an awareness of the contemporary issues surrounding transformations in kinship, enabling students to critically engage with the evolving dynamics of familial and social relationships.

**Block I: Structure and Organization of Kinship****Unit 1:** Kinship: Meaning and Nature**Unit 2:** Organization of Kinship**Unit 3:** Types of Kinship**Unit 4:** Descent, Residence and Inheritance**Block II: Family Dynamics****Unit 5:** Nuclear Family Structures**Unit 6:** Extended Family Systems**Unit 7:** Family Rituals and Traditions**Unit 8:** Sibling Relationships**Block III: Transformations of Kinship****Unit 9:** Kinship Terminologies**Unit 10:** Modes of Production and Reproduction: Kinship**Unit 11:** Patriarchy and its Changes**Unit 12:** Reconfigured Kinship**Block IV: Cultural Change and Globalization****Unit 13:** Globalization and Cultural Homogenization**Unit 14:** Indigenous Cultures and Resilience**Unit 15:** Cultural Preservation and Revitalization**Unit 16:** Ethical Considerations in Cultural Research**Suggested Readings:**

1. Carsten, J. (ed.). 2000. Cultures of relatedness: New approaches to the study of kinship. Cambridge: Cambridge University Press.

2. Trumann, T.R. 1987. Lewis Henry Morgan and the Invention of Kinship. Berkeley: University of California Press.
3. Parkin, R. and L. Stone (eds.). 2000. Kinship and family: An anthropological reader. U.S.A.: Blackwell.

**Course Name: Society, Culture and Social Change**

**Course Code: SOB 2112**

**Credits: 4**

**Course Objectives:** This is an essentially important paper to understand the Indian Social system. Objectives of this paper are to strengthen the students in the growth and development of critical as well as analytical thinking regarding the Society and culture.

**Course Outcomes:** By the end of this course, students will possess the ability to comprehend the intricate relationship between society, culture, and social change. They will be adept at analyzing the influence of cultural norms on social structures and behaviors, while also critically evaluating theories of social change in real-world contexts. Moreover, they will recognize the various catalysts of social change, such as technological advancements and political movements, and understand the associated complexities and challenges.

**Block I: Introduction**

**Unit 1:** Society

**Unit 2:** Tribal Society

**Unit 3:** Agrarian society

**Unit 4:** Industrial Society

**Block II: Culture and Civilization**

**Unit 5:** Culture: Meaning and Definitions

**Unit 6:** Culture: Material and Non-Material Culture

**Unit 7:** Civilization and Culture

**Unit 8:** Phases of Culture: Culture Process and Cultural Change

**Block III: Theories and Social Change**

**Unit 9:** Meaning and Characteristic of Social change

**Unit 10:** Factors of Social Change

**Unit 11:** Cyclical Theories of Social Change

**Unit 12:** Evolutionary Theories of Social Change

**Block IV: Processes of Social Change**

**Unit 13:** Evolution of Society and Culture

**Unit 14:** Progress and its Characteristics

**Unit 15:** Social Development and its Characteristics

**Unit 16:** Industrialisation and Urbanisation

**Suggested Readings:**

1. Bottom ore, T.B. (1972): Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India).
2. Fulcher & Scott (2003): **Sociology**, New York: Oxford University Press.
3. Gordon Marshall (1998): Oxford Dictionary of Sociology, New

York: Oxford University Press.

4. Giddens, Anthony (2005): **Sociology**, Polity Press.

## **Semester-IV**

**Course Name: Contemporary Issues in Society**

**Course Code: SOB 2211**

**Credits: 4**

**Course Objectives:** The course aims to deepen students' understanding of contemporary societal challenges such as inequality, globalization, and environmental sustainability. Through interdisciplinary exploration, students will analyze pressing issues from various perspectives, fostering critical thinking and analytical skills. Emphasis will be placed on the interconnectedness of global problems and their local manifestations. Additionally, the course seeks to cultivate empathy, cultural sensitivity, and ethical awareness in addressing societal issues. Through collaborative projects and experiential learning, students will develop practical solutions and enhance their sense of civic engagement. Ultimately, the goal is to empower students to become informed, proactive agents of positive change in their communities and beyond.

**Course Outcomes:** In order to assure students' understanding of the origins and development of sociology as an academic discipline, as well as their acquisition of knowledge regarding the many theoretical concepts related with sociology.

### **Block I: Social Processes and Social Changes**

**Unit 1:** Sanskritization and De-Sanskritization

**Unit 2:** Meaning and Types of Social Change

**Unit 3:** Theories of Social Change

**Unit 4:** Westernisation and Globalisation

### **Block II: Contemporary Social Issues**

**Unit 5:** Transnational Migration and Transnationalism

**Unit 6:** Women and Child Trafficking

**Unit 7:** Poverty and Unemployment

**Unit 8:** Sexual Harassment at Workplace

### **Block III: Social Legislations in India**

**Unit 9:** Anti-trafficking laws

**Unit 10:** Migration and Refugee laws

**Unit 11:** Sexual Harassment Act

**Unit 12:** Laws on Maternity

### **Block IV: Contemporary Social Challenges and Schemes**

**Unit 13:** Meaning and Significance of Disaster Management

**Unit 14:** Globalization and New World Order

**Unit 15:** MNREGA and Ladli Yojna

**Unit 16:** Rural Health Mission

### **Suggested Readings:**

1. Contemporary Social Issues by Smarak Swain, 2019, Oak Bridge
2. Principles of Sociology with an introduction to social thoughts by C.N. Shankar Rao, S.Chand
3. Social Problems in India, 2021 by Ram Ahuja, Rawat Publications

4. Durkheim, Emile. 1951. Suicide, New York: Free Press
5. Elliot, Mabel A and E. F. Merrill. 1961. Social Disorganization, Harper and Brothers,
6. Gurr, Ted Robert 1930. Why Men Rebel, Princeton: Princeton University Press.
7. Madan G.R. 1976. Indian Social problems, Allied Publisher, New Delhi.
8. Mohanty, B.B. 2005. We are Like the Living Dead: Farmer Suicides in Western India, The Journal of Peasant Studies, Vol. 32, No. 2.
9. Robert K. Merton and Robert Nisbet, (ed.). 1971. Contemporary social problems, Harcourt Brace, New York.

**Course Name: Indian Society**

**Course Code: SOB 2212**

**Credits: 4**

**Course Objectives:** This course seeks to acquaint students with the characteristics and dynamics of Indian society. The objective is to cultivate in students a deep understanding of Indian society and social concerns, equipping them with the ability to think critically and creatively.

**Course Outcomes:** By the conclusion of the semester, significant achievements anticipated from this course encompass a deepened comprehension of key social institutions prevalent in India, including family, kinship, and marriage. Furthermore, students are expected to demonstrate an improved understanding of the intricate structure and functioning of the caste system within the Indian societal framework. They will also exhibit a heightened capacity to delve into the origins of the caste structure and its profound influence on the fabric of Indian society. Additionally, students will show advancements in their analytical abilities, particularly in scrutinizing caste mobility across diverse processes.

**Block I: Social Diversities in India**

**Unit 1:** Linguistic Diversities

**Unit 2:** Cultural Diversities

**Unit 3:** Religious Diversities

**Unit 4:** Racial Diversities

**Block II: Family and Kinship in India**

**Unit 5:** Family and Household

**Unit 6:** Joint Family-Characteristics and Change

**Unit 7:** Kinship- Degrees and Types

**Unit 8:** Kinship groups-lineage and clan/gotra

**Block III: Social Hierarchy in India**

**Unit 9:** Varna and Caste system

**Unit 10:** Dominant Caste

**Unit 11:** Social Mobility

**Unit 12:** Mobility in Caste System-Sanskritization

**Block IV: Marriage in India**

**Unit 13:** Meaning and Types of marriage-Monogamy and Polygamy

**Unit 14:** Marriage among Hindus

**Unit 15:** Marriage among Muslims

**Suggested Readings:**

1. Ahmad, Imtiaz (1976) Family, Kinship and Marriage Among Muslims in India, Manohar, New Delhi.
2. Beteille, Andre (1965) Caste, Class and Power, University of California Press, Berkeley. 3. Dube, S.C. (1990) Indian Society, National Book Trust, New Delhi.
3. Ghurye, G.S. (1945) Caste and Race in India, Oxford University Press, Oxford.
4. Hutton, J.H. (1955) Caste in India, Cambridge University Press, Cambridge.
5. Majumdar, D.N. & Madan, T.N. (1986) An Introduction to Social Anthropology, National Publishing House, New Delhi.

6. Mandelbaum, David. G. (1972) Society in India, Popular Prakashan, Bombay.
7. Oommen, T.K. (1930) "The Concept of Dominant Caste: Some Queries" in Contributions to Indian Sociology, Vol. 4 New Series.
8. Shah, A.M. (1964) "Basic Terms and the Concepts in the Study of Family in India" in Economic and Social History Review, Vol. 1.
9. Singh, Yogendra (1973) Modernization of Indian Tradition, Thomson Press, Faridabad. Srinivas, M.N. (1962) Caste in Modern India and Other Essays, Asia Publishing House, New Delhi



## **Semester-V**

**Course Name: Classical Sociological Thought**

**Course Code: SOB – 3111**

**Credits: 4**

**Course Objectives:** The course objectives for studying classical sociological thought aim to provide students with a thorough comprehension of the fundamental theories and methodology developed by influential sociologists in the 19th and early 20th century. By conducting a thorough analysis of the writings of influential individuals like Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, and Georg Simmel, students will acquire essential skills in various important domains. Initially, individuals will gain a comprehensive understanding of the theoretical frameworks and methodological methodologies employed by classical sociologists to examine society structures and dynamics. This includes studying positivism, functionalism, conflict theory, and symbolic interactionism. Furthermore, students will engage in a thorough examination and discerning assessment of the fundamental ideas and recurring subjects that are inherent in classical sociological theory. These include but are not limited to social order, social change, social solidarity, social class, bureaucracy, rationalization, alienation, and social conflict. Furthermore, the course seeks to contextualize traditional sociological theories by examining the social, political, and economic factors that shaped their formation.

**Course Outcomes:** After finishing the course on classical sociological thought, students will exhibit a thorough comprehension of the fundamental theories and methodologies developed by prominent sociologists of the 19th and early 20th centuries, such as Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, and Georg Simmel. Upon completion of the course on classical sociological thought, students will demonstrate a comprehensive understanding of the foundational theories and methodologies formulated by notable sociologists of the 19th and early 20th centuries, including Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, and Georg Simmel.

### **Block I: The Foundations of Classical Sociological Thought**

**Unit 1:** Auguste Comte and Positivism

**Unit 2:** Emile Durkheim: Division of Labor and Social Solidarity

**Unit 3:** Karl Marx: Capitalism and Class Struggle

**Unit 4:** Max Weber: Bureaucracy and Rationalization

### **Block II: Theories of Social Order and Change**

**Unit 5:** Durkheim's Theory of Social Integration

**Unit 6:** Marx's Theory of Historical Materialism

**Unit 7:** Weber's Theory of Rationalization and Disenchantment

**Unit 8:** Simmel's Analysis of Social Forms and Structures

### **Block III: Perspectives on Power and Inequality**

**Unit 9:** Marx's Concept of Alienation

**Unit 10:** Weber's Theory of Authority and Domination

**Unit 11:** Durkheim's Analysis of Anomie

**Unit 12:** Theories of Social Stratification

### **Block IV: Applications and Critiques of Classical Sociological Thought**

**Unit 13:** Contemporary Applications of Durkheimian Theory

**Unit 14:** Marxian Analyses of Capitalism Today

**Unit 15:** Weberian Insights into Modern Bureaucracy

**Unit 16:** Simmelian Perspectives on Urban Life

**Suggested Readings:**

1. Comte, A. (1855). *The Positive Philosophy of Auguste Comte*. Trubner & Co.
2. Durkheim, E. (1893). *The Division of Labor in Society*. Free Press.
3. Marx, K., & Engels, F. (1848). *The Communist Manifesto*. Penguin Classics.
4. Weber, M. (1905). *The Protestant Ethic and the Spirit of Capitalism*. Routledge.
5. Simmel, G. (1908). *The Philosophy of Money*. Routledge.
6. Ritzer, G., & Stepnisky, J. (2017). *Classical Sociological Theory*. SAGE Publications.
7. Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. SAGE Publications.
8. Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Classical Sociological Theory*. John Wiley & Sons.
9. Turner, J. H., & Rojek, C. (Eds.). (2001). *Society and Culture: Principles of Scarcity and Solidarity*. SAGE Publications.
10. Levine, D. N. (Ed.). (1995). *Georg Simmel: On Individuality and Social Forms*. University of Chicago Press.

**Course Name: Introduction to Rural Sociology**  
**Course Code: SOB – 3112**

**Credits: 4**

**Course Objectives:** Gain a comprehensive understanding of the concept of rural development and its significance in addressing the challenges faced by rural areas. Understand the factors influencing rural development, including historical, political, and environmental aspects. Identify and analyze key issues and challenges affecting rural areas, such as poverty, unemployment, healthcare, education, infrastructure, and environmental sustainability.

**Course Outcomes:** Define and explain key concepts related to rural development. Critically evaluate existing government policies and programs related to rural development. Develop skills in designing and planning rural development projects.

**Block I: Understanding Rural Society**

**Unit 1:** Definition and Scope of Rural Sociology

**Unit 2:** Characteristics of Rural Society

**Unit 3:** Rural-Urban Continuum

**Unit 4:** Rural Development

**Block II: Rural Economy and Agriculture**

**Unit 5:** Agrarian Structure

**Unit 6:** Rural Livelihoods

**Unit 7:** Agricultural Marketing and Rural Markets

**Unit 8:** Agrarian Crisis

**Block III: Social Institutions in Rural Society**

**Unit 9:** Community and Social Networks

**Unit 10:** Education in Rural Areas

**Unit 11:** Healthcare in Rural Communities

**Unit 12:** Religion and Rituals

**Block IV: Rural Governance and Development**

**Unit 13:** Rural Policies and Programs

**Unit 14:** Land Reforms and Agrarian Policies

**Unit 15:** Rural Infrastructure

**Unit 16:** Sustainable Rural Development

**Suggested Readings:**

1. Chambers, R. 1983. Rural Development: Putting the Last First. Prentice-Hall.
2. Shrestha, R. M. (Ed.). 2005. Rural Development: Policies and Practices. Rawat Publications.
3. Ellis, F. (2000). Rural Livelihoods and Diversity in Developing Countries. Oxford University Press.

## **Sociology of Marginalization**

**Course code: SOB-3113**

**Credit: 4**

**Course Objectives:** The course seeks to equip students with a thorough comprehension of the sociology of marginalization, with a specific focus on theoretical frameworks, empirical research, and practical applications. Upon completion of the course, students will possess the ability to thoroughly examine the intricate dynamics of marginalization in diverse social settings, encompassing economic, political, and cultural aspects. They will acquire a sophisticated comprehension of how structural disparities intersect with human experiences to influence processes of exclusion, discrimination, and social disadvantage. In addition, students will examine the various manifestations of marginalization that different social groups encounter, encompassing marginalized identities rooted in race, ethnicity, gender, sexuality, disability, and socioeconomic status. By analyzing case studies, engaging in conversations, and conducting research projects, students will explore the complex effects of marginalization on individuals, communities, and societies. This exploration will specifically emphasize the disparities in health, inequalities in education, and psychological welfare. In addition, students will acquire knowledge on tactics for opposing, empowering, and effecting societal transformation, encompassing the significance of collective actions, governmental measures, community mobilization, and collaboration in confronting oppressive structures and advancing principles of fairness and parity. The course's primary objective is to provide students with the required knowledge, analytical abilities, and ethical awareness to effectively confront issues of marginalization in both academic and practical settings. The course also strives to cultivate a strong dedication to social equality and inclusion.

**Course Outcomes:** After finishing this course on the sociology of marginalization, students will get a complete range of learning outcomes designed to cultivate a profound comprehension of the intricacies and ramifications of marginalization in society. Firstly, students will exhibit proficiency in critically examining the structural, institutional, and interpersonal elements that lead to the marginalization of persons and groups in various social settings. They will possess the capacity to recognize and assess the overlapping aspects of inequality, such as race, gender, class, sexuality, and disability, and comprehend how these elements influence experiences of being marginalized and disadvantaged. Furthermore, students will acquire a deep understanding of the different manifestations of marginalization, encompassing economic, political, social, and cultural aspects, and acknowledge the interconnectedness of these oppressive forms. They will acquire a sophisticated comprehension of how marginalization is expressed and affects individuals' ability to get resources, opportunities, and engage in social activities. Furthermore, students will develop the ability to evaluate empirical research and theoretical frameworks pertaining to marginalization, allowing them to actively participate in well-informed conversations and debates concerning social inequality and social justice matters.

### **Block I: Understanding Marginalization**

**Unit 1:** Definition of Marginalization

**Unit 2:** Historical Context

**Unit 3:** Structural Inequality

#### **Unit 4: Intersectionality**

### **Block II: Forms of Marginalization**

#### **Unit 5: Economic Marginalization**

#### **Unit 6: Social Exclusion**

#### **Unit 7: Political Marginalization**

#### **Unit 8: Cultural Marginalization**

### **Block III: Impact of Marginalization**

#### **Unit 9: Health Disparities**

#### **Unit 10: Educational Inequity**

#### **Unit 11: Psychological Effects**

#### **Unit 12: Interpersonal Relationships**

### **Block IV: Resistance and Social Change**

#### **Unit 13: Social Movements**

#### **Unit 14: Policy Interventions**

#### **Unit 15: Community Empowerment**

#### **Unit 16: Allyship and Solidarity**

### **Suggested Readings:**

1. Collins, P. H. (2000). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. Routledge.
2. Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. University of Chicago Legal Forum, 139-167.
3. hooks, b. (2000). Feminist theory: From margin to center. Pluto Press.
4. Merton, R. K. (1968). Social theory and social structure. Simon and Schuster.
5. Omi, M., & Winant, H. (2015). Racial formation in the United States. Routledge.
6. Pager, D. (2007). Marked: Race, crime, and finding work in an era of mass incarceration. University of Chicago Press.
7. Sen, A. (2000). Social exclusion: Concept, application, and scrutiny. Social development papers, No. 1. Office of Environment and Social Development, Asian Development Bank.
8. Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. Child development perspectives, 6(2), 129-135.
9. Wacquant, L. (2009). Punishing the poor: The neoliberal government of social insecurity. Duke University Press.
10. Wise, T. (2010). Colorblind: The rise of post-racial politics and the retreat from racial equity. City Lights Publishers.

**Course Name: Social Problems in India**

**Course Code: SOB 3114**

**Credits: 2**

**Course Objectives:** The primary objective of this course is to acquaint students with the emerging social concerns and to explore the concept of development within the context of Indian Society. Through an in-depth examination of deviant and delinquent behavior, corruption, and other structural challenges, students will develop a comprehensive understanding of the disorganizational issues prevailing in Indian society. By fostering awareness, the course aims to cultivate learners' sensitivity towards the diverse social problems and developmental hurdles encountered within Indian society. Through critical analysis and discussion, students will be encouraged to assess the multifaceted nature of these challenges and explore potential avenues for addressing them.

**Course Outcomes:** The syllabus aims to familiarise students with the rising social concerns, as well as the concept and issues of development in Indian Society. The course aims to examine deviant and delinquent behaviour, the issue of corruption, and other disorganizational and structural problems in Indian society. The objective of the course is to cultivate learners' awareness of the social problems and developmental challenges prevalent in Indian society.

### **Block I: Structural Problems**

**Unit 1:** Poverty

**Unit 2:** Caste Inequality

**Unit 3:** Problems of Minorities

**Unit 4:** Problems of SCs and STs

### **Block II: Familial Problems**

**Unit 5:** Dowry

**Unit 6:** Domestic Violence

**Unit 7:** Divorce

**Unit 8:** Problem of Elderly

### **Suggested Readings:**

1. Cloward, R., 1960. Delinquency and Opportunity.
2. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.
3. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.
4. H, Travis, 1969, Causes of Delinquency.
5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
6. Betellie, Andre, 1974: Social Inequality.
7. Gill, S.S., 1998: The Pathology of Corruption.
8. Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II & V
9. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
10. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
11. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
12. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.
13. Datt and Sundaram, 2008. Indian Economy
14. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly,May 14-1994.

**Semester-VI****Course Name: Sociology of Religion****Course Code: SOB – 3211****Credits: 4**

**Course Objectives:** This course aims to investigate how sociology and religion intersect, analyzing how religious beliefs, practices, and institutions influence and are influenced by social structures, cultural settings, and individual experiences. Students will examine the influence of religion on society by utilizing theoretical frameworks and empirical research. This analysis will focus on its effects on social cohesiveness, conflict, identity development, and societal transformation. Students will get a profound comprehension of the intricate relationship between religion and many social phenomena by actively analyzing various religious traditions and current concerns. This course aims to provide students with the analytical tools necessary to assess the importance of religion in influencing both individual lives and larger social frameworks.

**Course Outcomes:** Understand theoretical perspectives of religion. Acquainted with the religious practices. Students will gain an understanding of religious diversity within and across societies, including the implications of religious pluralism for social cohesion and conflict.

**Block I: Foundations of Religion****Unit 1:** Definitions of Religion**Unit 2:** Theories of Religion**Unit 3:** Religious Beliefs and Practices**Unit 4:** Religious Pluralism**Block II: Religion and Social Organization****Unit 5:** Religion and Social Control**Unit 6:** Religion and Social Stratification**Unit 7:** Secularization Theory**Unit 8:** Revitalization Movements**Block III: Religion, Politics, and Power****Unit 9:** Religion and Politics**Unit 10:** Religious Nationalism**Unit 11:** Religious Fundamentalism**Unit 12:** Religion and Social Movements**Block IV: Religion, Culture, and Globalization****Unit 13:** Religion and Culture**Unit 14:** Religious Syncretism**Unit 15:** Religion and Globalization**Unit 16:** Religious Pluralism and Dialogue**Suggested Readings:**

1. Warrier, Maya. 2003. Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanan damayi Mission. *Modern Asian Studies*, Vol. 37, No. 1 pp. 213-253.
2. Shah,A,M.2006. Sects and Hindu Social Structure. *Contribution to Indian Sociology*. (n.s.),40,2.
3. Chaves, Mark. 1994. Secularization as Declining Religious Authority. *Social Forces* 72(3):pp. 749-774.
4. Ebaugh, H.R. (Ed.). 2000.*Handbook of Religion and Social Institutions*. Houston: Springer. (Chaps:20 ImmigrationandReligion,and21-Globalisationand Religion).

**Course Name: Introduction to Urban Sociology**  
**Course Code: SOB – 3212**

**Credit: 4**

**Course Objectives:** This course intends to study the theoretical approaches on the growth of urban centers according to different classical thinkers. It shall also examine the emergence of cities and their consequences. The function and structure of urban areas shall also be the main focus in the study.

**Course Outcomes:** Understanding theoretical approaches and concepts related to urban sociology. Understand the urban social structure. Discussing various social problems and issues of urban India.

**Block I: Understanding Urbanization**

**Unit 1:** Definition and Scope of Urban Sociology

**Unit 2:** Urbanisation: Emerging Trends and Factors

**Unit 3:** Dimensions of Urbanisation

**Unit 4:** Social Consequences of Urbanisation

**Block II: Social Structures in Urban Society**

**Unit 5:** Social Stratification in Cities

**Unit 6:** Urban Poverty and Marginalization

**Unit 7:** Gentrification and Urban Redevelopment

**Unit 8:** Urban Crime and Deviance

**Block III: Urban Culture and Social Life**

**Unit 9:** Urban Culture and Subcultures

**Unit 10:** Urban Consumption and Consumerism

**Unit 11:** Urban Culture

**Unit 12:** Caste and Class Nexus

**Block IV: Urban Governance and Planning**

**Unit 13:** Urban Governance Structures

**Unit 14:** Urban Policy and Planning

**Unit 15:** Housing and Urban Infrastructure

**Unit 16:** Environmental Sustainability in Urban Areas

**Suggested Readings:**

1. Mellor J.R.: Urban Sociology in an Urbanised Society, 1974.
2. Reiss A.J. & Hatt (ed.) P.K.: Cities and Society, 1964.
3. Bose Ashish: Studies of India's Urbanisation 1901-71, 1973.
4. Misra R.P.: Urbanisation in India - Challenges and Opportunities, Regency Pub, 1998.
5. Bhat C.S. et.al (ed): A Reader in Urban Sociology, 1991.
6. Desai A.R. & Pillai S.D. (ed): Slums and Urbanisation, Popular Prakashan, 1930.
7. Gold Harry: Sociology of Urban Life, Prentice Hall, 1982.
8. Abrahamson M.: Urban Sociology, Prentice Hall, 1976.



**Course Name: Perspectives on the Study of Indian Society**  
**Course Code: SOB -3213**

**Credits: 2**

**Course Objectives:** This article examines the various theoretical approaches that have been utilised in the investigation of Indian society. An endeavour has been undertaken to identify a suitable selection or piece of writing pertaining to each perspective, with the intention of enlightening the students regarding the fundamental nature of that particular theoretical framework.

**Course Outcomes:** Upon successful completion of the course, students will attain several significant outcomes. Firstly, they will cultivate a genuine comprehension of the diverse perspectives that contribute to the dynamics of Indian society. Additionally, students will become acquainted with seminal writings authored by pioneering figures in the field of Indian Sociology, thereby enhancing their awareness of original scholarly contributions. Moreover, students will develop an appreciation for both civilizational and subaltern viewpoints, fostering a deeper understanding of the intricate layers of Indian society.

### **Block I: Theoretical Perspectives**

**Unit 1:** Various Sociological Perspectives and Indian Society: Development of Sociology and Social Anthropology in India

**Unit 2:** Indological/Textual Perspective

**Unit 3:** G.S. Ghurye: Caste and Race in India, Bombay, 1969

**Unit 4:** Louis Dumont: Homo Hierarchicus, Delhi, 2009

### **Block II: Indian Sociological Perspectives**

**Unit 5:** M.N. Srinivas: Writings on Caste and Caste System

**Unit 6:** S.C. Dube: A Deccan Village, Bombay, 1969

**Unit 7:** D. P. Mukherji: Diversities, 1958

**Unit 8:** A. R. Desai: Relevance of Marxist Approach, 198

### **Suggested Readings:**

1. Ambedkar, B. R. [1916] (2014), "Castes in India: Their Mechanism, Genesis and Development" in Vasant Moon (ed.) Dr. BabaSaheb Ambedkar: Writings and Speeches, Volume I, New Delhi: Dr. Ambedkar Foundation, pp. 5-22.
2. Bose, N. K. 1977, The Structure of Hindu Society, New Delhi: Orient Longman.
3. Desai, A. R. (1981), "Relevance of the Marxist Approach to the Study of Indian Society", Sociological Bulletin, 30 (1): 1-20.
4. Dhanagre, D. N. (2011), Themes and Perspectives in Indian Sociology, Jaipur: Rawat Publications, pp. 20-88.
5. Dube, S. C. (1963), "A Deccan Village" in M. N. Srinivas (ed.) India's Villages, Bombay: Asia Publishing House, pp. 202-215
6. Dumont, Louis (2009), Homo Hierarchicus: The Caste System and Its Implications, New Delhi: OUP, pp. 1-32.
7. Ghurye, G. S. (1969), Caste and Race in India, Bombay: Popular Prakashan, pp. 1-31.
8. Hardiman, David and Gauri Raje (2008), "Practices of Healing in Tribal Gujarat", Economic and Political Weekly, 43 (9): 43-50.
9. Mukerji, D. P. (1958), Diversities, New Delhi: People's Publishing House.
10. Singh, Yogendra (2004), Ideology and Theory in Indian Sociology, Jaipur: Rawat Publication, pp. 135-166.
11. Sinha, Surajit (1967), "Caste in India: Its Essential Pattern of Socio-Economic Integration" in Anthony de Reuck & Julie Knight (eds.) Caste and Race: Comparative Approaches, London: J & A Churchill Ltd, pp. 92-105.
12. Srinivas, M. N. (2013), "Varna and Caste" in Dipankar Gupta (ed.) Social Stratification, New Delhi: OUP, pp. 28-34.
13. Srinivas, M. N. (2013), "The Dominant Caste in Rampura" in Dipankar Gupta (ed.) Social Stratification, New Delhi: OUP, pp. 307-311.

14. Srinivas, M. N. (2013), "Mobility in the Caste System" in Dipankar Gupta (ed.) *Social Stratification*, New Delhi: OUP, pp. 312-325.

**Course Name: Social Movements in India**

**Course Code: SOB -3214**

**Credits-4**

**Course Objectives:** The course on Social Movements in India aims to equip students with a thorough comprehension of the historical, political, and socio-economic circumstances in which social movements have originated and developed on the Indian subcontinent. The course has multiple primary objectives. The primary objective is to acquaint students with the wide array of social movements in India, encompassing numerous concerns such as caste, gender, religion, environment, labor rights, and political reform. By conducting thorough case studies and analysis, students will get a deep understanding of the motives, beliefs, methods, and tactics utilized by various social movements in order to bring about societal transformation. Additionally, the course aims to analyze the influence of social movements on Indian society, politics, and governance, investigating their contribution to molding public discourse, impacting policy decisions, and questioning power systems. Furthermore, its objective is to cultivate critical thinking and analytical abilities in students, empowering them to assess the achievements, shortcomings, and constraints of social movements in resolving structural disparities and advancing social equity.

**Course Outcomes:** Upon completion of the course, students will exhibit a profound comprehension of the historical, socio-political, and cultural elements that have shaped the rise and progress of social movements in India. They will have the capacity to thoroughly examine and assess the beliefs, techniques, and effects of different social movements, acquiring understanding into the intricacies of social change dynamics within the Indian context. After finishing the course, students would have the ability and confidence to actively participate in conversations and debates about current social concerns in India. They will have the expertise and ability to evaluate the effectiveness and importance of social movements in tackling structural inequities, supporting marginalized communities, and advancing democratic values and human rights in Indian society.

### **Block I: Historical Context of Social Movements in India**

**Unit 1:** Indian National Movement

**Unit 2:** Peasant Movements

**Unit 3:** Dalit Movements

**Unit 4:** Women's Movements

### **Block II: Regional and Ethnic Movements**

**Unit 5:** Telangana Movement

**Unit 6:** Assam Movement

**Unit 7:** Kashmiri Separatist Movement

**Unit 8:** Northeastern Movements

### **Block III: Environmental and Tribal Movements**

**Unit 9:** Chipko Movement

**Unit 10:** Narmada Bachao Andolan

**Unit 11:** Forest Rights Movement

**Unit 12:** Anti-Pollution Movements

**Block IV: Contemporary Social Movements**

**Unit 13:** Anti-Corruption Movement

**Unit 14:** Farmers' Protests

**Unit 15:** Citizenship Amendment Act (CAA) Protests

**Unit 16:** Women's Safety and Empowerment Movements

**Suggested Readings:**

1. Chatterjee, P. (1990). *Nationalist Thought and the Colonial World: A Derivative Discourse?*. Zed Books.
2. Brass, P. R. (1997). *The Politics of India since Independence*. Cambridge University Press
3. Guha, R. (1989). *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press
4. Randeria, S. (2003). *The Politics of Nationalism and Ethno-nationalism in Contemporary India*. Sage Publications
5. Gandhi, M. K. (2012). *Selected Political Writings*. Hackett Publishing Company.

## **Semester-VII**

**Course Name: Modern Sociological Thinkers**

**Course Code: SOB – 4111**

**Credits: 4**

**Course Objectives:** The course introduces some famous functionalist thinkers and their respective contributions to the sociological theory along-with symbolic interactionism and phenomenology. It will enhance one's ability to relate these theories to various research methods and areas of study besides understanding social reality through different perspectives.

**Course Outcomes:** Comprehensive understanding of the functionalist thoughts propounded by renowned sociologists. Enhancement of knowledge about dominance and downfall of functionalism as a theory and genesis of symbolic interactionism and phenomenology. Development of the competence to apply and assess these different theoretical view points on research endeavors.

### ***Block I: Foundational Thinkers***

*Unit 1: Emile Durkheim*

*Unit 2: Max Weber*

*Unit 3: Karl Marx*

*Unit 4: Georg Simmel*

### ***Block II: Structural-Functionalists***

**Unit 5:** Talcott Parsons

**Unit 6:** Robert K. Merton

**Unit 7:** Kingsley Davis and Wilbert E. Moore

### ***Block III: Conflict Theorists***

**Unit 8:** Ralf Dahrendorf

**Unit 9:** Lewis Coser

**Unit 10:** Randall Collins

**Unit 11:** Michel Foucault

**Unit 12:** Antonio Gramsci

### ***Block IV Symbolic Interactionists and Post-Structuralists***

**Unit 13:** Herbert Blumer

**Unit 14:** Erving Goffman

**Unit 15:** Harold Garfinkel

**Unit 16:** Pierre Bourdieu

### ***Suggested Readings:***

1. Ritzer, George, 2004, *Classical Sociological Theory* (4th edition), McGraw Hill, New York
2. Ritzer, George, 1992, *Sociological Theory* (3rd edition), McGraw Hill International Editions, Social Series, New York.
3. Timasheff, N.S., 1976, *Sociological Theory: Its Nature and Growth*, Random House, New York.
4. Haralambos, M., 1999, *Sociology: Themes & Perspectives*, Oxford University Press, New Delhi.
5. Turner, J. S., 2003, *Structure of Sociological Theory*.
6. Brown, Radcliffe. (1952). *Structure and Function in Primitive Societies*. Free Press, Illinois.
7. Bronislaw, Malinowski. (1960). *A Scientific Theory of Culture and Other Essays*.
8. Oxford University Press. New York
9. Merton, Robert K. (1968). *Social Theory and Social Structure*. The Free Press: New York.

**Course Name: Research Methods**

**Course Code: SOB -4112**

**Credits: 4**

**Course Objectives:** It is the intention of this course to make the undergraduate students more aware of the fundamental concerns that are associated with social research, namely those concerns concerning its nature, meaning, and purposes.

**Course Outcomes:** Upon completion of this course, students will attain several key competencies. They will first gain a thorough understanding of the fundamental nature and objectives of social research. Subsequently, they will acquire the ability to articulate and formulate research problems effectively. Through practical application, students will develop proficiency in utilizing various research methods and tools during fieldwork, thus enhancing their research skills. Moreover, students will be equipped with the necessary knowledge and skills to design the overarching process of conducting social research, thereby preparing them for meaningful contributions to the field.

**Block I: Understanding Social Research**

**Unit 1:** Social Research: Meaning and Scope

**Unit 2:** Nature of Social Research

**Unit 3:** Logic of Inquiry: Inductive and Deductive

**Unit 4:** Problem of Objectivity in Social Research

**Block II: Methods/Techniques of Data Collection**

**Unit 5:** Observation

**Unit 6:** Interview Schedule

**Unit 7:** Questionnaire

**Unit 8:** Interview Guide

**Block III: Qualitative & Quantitative Research**

**Unit 9:** Research process and its components

**Unit 10:** Qualitative Research

**Unit 11:** Quantitative Research

**Unit 12:** Mixed Method Research

**Block IV: Sampling**

**Unit 13:** Sampling: Meaning, Need and Importance

**Unit 14:** Probability Sampling

**Unit 15:** Non-Probability Sampling

**Suggested Readings:**

1. Abdul Matin, 2004, Research Methods, Statistics, IT and e-Methods, New Delhi: Icon Publications.
2. Young, P. V., 2003, Scientific Social Surveys and Research, New Delhi: PHI Learning.
3. Chapin, Francis Stuart, 1974, Experimental Designs in Sociological Research, New York: Greenwood Press Pub.
2. Blaikie, Norman, 2000, Designing Social Research: The Logic of Anticipation. Maiden, MA: Polity Press.
3. Cohen M. R. & Ernest Negal, 1998, An Introduction to Logic and Scientific Methods, Delhi: Allied Publishers Pvt. Ltd.
4. Goode, W. J. & Paul K. Hatt, 2006, Methods in Social Research, New Delhi: Surjeet Publications.
5. Bhandarkar, P. L. and T. S. Wilkinson, 2010, Methodology and Techniques of Social Research, Mumbai: Himalaya Publishing House.

**Course Name: Society and Education**  
**Course Code: SOB – 4113**

**4 Credits**

**Course Objectives:** The objective of this course is to explore the intricate relationship between society and education, examining how social structures, cultural norms, and institutional practices shape educational processes and outcomes. By critically engaging with theories, empirical research, and case studies, students will develop a deeper understanding of the dynamics of educational systems, including issues of access, equity, power, and social mobility. Ultimately, this course aims to equip students with the analytical tools necessary to critically evaluate educational policies and practices and to envision pathways toward a more just and inclusive educational system.

**Course Outcomes:** Students will develop critical thinking skills to analyze educational phenomena through a sociological lens, including the examination of educational policies, practices, and reforms. Students will develop critical thinking skills to analyze educational phenomena through a sociological lens, including the examination of educational policies, practices, and reforms. Students will have opportunities for self-reflection on their own educational experiences and biases, fostering personal growth and a deeper understanding of the societal influences on education.

**Block I Foundations of Education**

**Unit 1:** Historical Perspectives on Education

**Unit 2:** Philosophy of Education

**Unit 3:** Sociology of Education

**Unit 4:** Educational Policy and Reform

**Block II Education and Socialization**

**Unit 5:** Socialization Processes in Education

**Unit 6:** Gender and Education

**Unit 7:** Race, Ethnicity, and Education

**Unit 8:** Social Class and Education

**Block III Education and Social Institutions**

**Unit 9:** Education and the Economy

**Unit 10:** Education and Religion

**Unit 11:** Education and Politics

**Unit 12:** Education and Mass Media

**Block IV Contemporary Issues in Education**

**Unit 13:** Inclusive Education

**Unit 14:** Globalization and Education

**Unit 15:** Technology in Education

**Unit 16:** Education for Sustainable Development

**Suggested Readings:**

1. Haralambos M. & R.M. Heald, (1980), Sociology: Themes and Perspectives, Oxford University Press, New Delhi.
2. Ottaway, A.K.C. (1960), Education and Society- An Introduction to Sociology of Education, Routledge and Kegan Paul, London.
3. Saxena S. (1975) Sociological Perspectives in Indian Education, Ashajanak Publications, New Delhi.



4. Havighurst, R.J. and Bernice L. Neugarten, (1975) Society and Education (4th edition) Allyn and Bacon, Inc. Boston
5. Chandra S.S. (2004), Sociology of Education, Atlantic Publishers, New Delhi.
6. B.V. Shah and K.B. Shah, (1998), Sociology of Education, Rawat Publications, Jaipur.
7. James Ainsworth, (2013) (ed.) Sociology of Education: An A To Z Guide, Sage Reference, Los Angeles.
8. S.S. Chandra and R.K. Sharma, (2006) Sociology of Education, Atlantic Publishers, New Delhi.
9. V.C. Pandey, (2005), Sociology and Education in the Indian Context, (1st edition) Neha Publishers and Distributors, New Delhi.
10. Jagdish Chand, (2010), Sociological Foundations of Education, Neha Publishers and Distributors, New Delhi.

**Course Name: Social Demography**  
**Course Code: SOB – 4114**

**Credit: 4**

**Course Objectives:** Introducing students to social demography within an interdisciplinary context, emphasizing an awareness of demographic processes and their susceptibility to influences, primarily from social, cultural, economic, and political realms, rather than solely biological factors.

**Course Outcomes:** To empower students to comprehend theories within their original contexts and to explore their applicability within the framework of Indian society. Capability to scrutinize everything, including governmental policies, through critical inquiry and this course is anticipated to encourage students to transcend common assumptions and immediate perspectives. Instead of immediately linking demography solely to biological factors, students will grasp the significant influence of culture and economy on demographic patterns.

**Block I Introduction to Social Demography**

**Unit 1:** Definition and Scope of Social Demography

**Unit 2:** Demographic Transition Theory

**Unit 3:** Census and Surveys

**Unit 4:** Population Pyramids

**Block II Fertility and Reproduction**

**Unit 5:** Fertility Rates

**Unit 6:** Reproductive Health

**Unit 7:** Fertility Policies and Programs

**Unit 8:** Fertility Decline and Its Consequences

**Block III Mortality and Health**

**Unit 9:** Mortality Rates

**Unit 10:** Causes of Mortality

**Unit 11:** Health Inequalities

**Unit 12:** Population Aging

**Block IV Migration and Urbanization**

**Unit 13:** Types of Migration

**Unit 14:** Urbanization Trends

**Unit 15:** Push and Pull Factors

**Unit 16:** Demographic Consequences of Migration

**Suggested Readings:**

1. Haq Ehsanul (2007), Sociology of Population in India, New Delhi, Mac Millan (compulsory reading).
2. Ashfaq Ali S. (1991), Population Problems in India and Abroad: A Socio-economic Study, Bhopal, Jai Bharti Publications.
3. Bhende, Asha & Tara Kanitkar (2000), Principles of Population Studies (13th Revised Edition), Bombay, Himalaya Publishing House (compulsory reading).
4. Bhutani S. (1995), Demographic “Dynamism in India”, New Delhi, Discovery.
5. Bogue, Donald J. (1969), Principles of Demography, New York, John Wiley & Sons Inc. Bose, Ashish & Premi M.K. (eds.) (1992), Population Transition in South Asia, New Delhi, BRPC.
6. Mahajan, V.S. (1987), Studies in Population and Economic Development (2 Vol.), New Delhi, Deep & Deep.
7. Misra, Bhaskar D. (1995), An Introduction to the study of Population (2nd edition), New Delhi, South Asia Publishers Pvt. Ltd.
8. Mukherji, Shekhar (1982), Population Policies and Demographic Behaviour in India, Allahabad, Thinker Lib.
9. Pathak, I.P. (ed.) (1998), Population Studies, Jaipur, Rawat Publications.
10. Premi M.K.M & Ramanamma A. (eds.) (1983), Introduction to Social Demography, New Delhi, Vikas Publications.
11. Srivastava, O.S. (1995), Demography and Population Studies (2nd edition), New Delhi, Vikas Publications.
12. Thompson W.S. & Lewis David T. (1978), Population Problems (5th Edition), New Delhi, Tata McGraw Hill

Publication Company Ltd., New Delhi.

13. Premi, Mahendra K. (2009), India's Changing Population Profile, New Delhi, National Book Trust.
14. Mishra & Puri, Indian Economy (2015), New Delhi, Himalayan Publications.

**Semester-VIII****Course Name: Contemporary Sociological Thought****Course Code: SOB – 4211****Credits: 4**

**Course Objectives:** The main objective of the course is to familiarize students to the major contributions of contemporary thinkers so that they can achieve a comprehensive understanding of the workings of human society. Moreover, students are persuaded to compare and contrast the classical and contemporary thinkers with a view to understanding how knowledge is cumulatively generated over time.

**Course Outcomes:** To critically understand the possibilities and limitations of contemporary sociological theories. Sensitizes students to utilize knowledge in the building of secular, democratic and egalitarian society. Attainment of creativity and conceptual clarity from the works of classical and contemporary thinkers.

**Block I: Postmodern and Poststructuralist Perspectives****Unit 1:** Jean-François Lyotard**Unit 2:** Michel Foucault**Unit 3:** Jacques Derrida**Unit 4:** Judith Butler**Unit 5:** Zygmunt Bauman**Block II: Critical Theory and Cultural Studies****Unit 6:** Theodor Adorno**Unit 7:** Stuart Hall**Unit 8:** Pierre Bourdieu**Unit 9:** David Harvey**Block III: Globalization and Transnationalism****Unit 10:** Manuel Castells**Unit 11:** Arjun Appadurai**Unit 12:** Ulrich Beck**Unit 13:** Anthony Giddens**Block IV: Intersectionality and Identity Politics****Unit 14:** Kimberlé Crenshaw**Unit 15:** Patricia Hill Collins**Unit 16:** Bell Hooks**Unit 17:** Homi K. Bhabha**Suggested Readings:**

1. Pip Jones (2003), *Introducing Social Theory*, Cambridge, Polity.
2. Nicos Mouzelis (1995), *Sociological Theory: What Went Wrong?* Routledge.
3. Lars Bo Kaspersen (2000), *Anthony Giddens : An Introduction to a Social Theorist* Blackwell
4. Choulianki Lilie and Faieough Noman, *Discourse in late Modernity* Edinburgh Univ. Press:
5. Hans Bertens & Joseph Natoli (ed), *Post-Modernism: The Key Thinkers*.
6. Barry Smart (1985), *Michal Foucault*. Tavistock Publications.
7. Hans Bertens (1995), *The Idea of the Post Modern*, Routledge Press
8. Walter Trueth Anderson (1996), *The Fontana Post Modernism Reader*.
9. George Ritzer (1992), *Sociological Theory*, McGraw Hill (Compulsory Reading).
10. David Howrth (2002), *Discourse*, Viva Books.

**Course Name: Statistics and Quantitative Analysis**  
**Course Code: SOB -4212**

**Credits: 4**

**Course Objectives:** Instructing students in the fundamental statistical instruments that are applicable to social research. In addition, the course provides an introduction to the use of computers for data interpretation, processing, and analysis.

**Course Outcomes:** The primary objectives of this course encompass several key outcomes for students. Firstly, it aims to equip students with the foundational tools necessary for data analysis. Through this course, students will gain proficiency in various analytical techniques, including graphical representation, measures of central tendency and dispersion, correlation, regression analysis, and the use of the CHI square test. Additionally, the course will introduce students to the practical application of statistical analysis using computers at a basic level.

### **Block I Diagrammatic and Graphic Representation of Data**

**Unit 1:** Frequency Table

**Unit 2:** Bar Graph

**Unit 3:** Pie Chart

**Unit 4:** Histogram and Polygon

### **Block II Measures of Central Tendency**

**Unit 5:** Mean

**Unit 6:** Median

**Unit 7:** Mode

**Unit 8:** Geometric Mean

### **Block III Measures of Dispersion**

**Unit 9:** Range and Mean Deviation

**Unit 10:** Standard Deviation

**Unit 11:** Quartile and Quartile Deviation

**Unit 12:** Skewness

### **Block IV Analysis of Categorical Data: Covariance, Relationship and Association**

**Unit 13:** Karl Pearson Correlation Coefficient 4.2: 4.3: 4.4:

**Unit 14:** Regression

**Unit 15:** CHI Square

**Unit 16:** Application of computer in Statistical Analysis (MS-Word and MS-Excel)

### **Suggested Readings:**

1. Aggarwal, Y.P.2012. Statistical Methods. New Delhi: Sterling Publishers
2. Argyrous, George. 2011. Statistics for Research, New Delhi: Sage
3. Elhance and Aggarwal. 2018. Fundamentals of Statistics, Kitab Mahal, New Delhi
4. Gupta, S.P. 1992. Statistical Methods, New Delhi: S. Chand and Sons
5. Sirkin R. Mark.2005. Statistics for the Social Sciences. New Delhi: Sage

**Course Name: Social Anthropology**

**Course Code: SOB -4213**

**Credits: 4**

**Course Objectives:** This paper acquaints the readers with a range of social anthropological theories before connecting them to the investigation of tribal economic organisation, kinship, and religion, with a particular focus on India. It also examines the challenges faced by tribal communities in India and the government's numerous initiatives to address these challenges.

**Course Outcomes:** Upon finishing the course, students will have achieved several key competencies. They will have developed a comprehensive understanding of the diverse tribal communities existing in India, along with an awareness of the various challenges and issues faced by these communities. Furthermore, students will cultivate a heightened interest and curiosity in the complexities surrounding kinship groups within tribal societies. Additionally, they will gain insight into fundamental issues and challenges prevalent in the contemporary world, thereby fostering a holistic understanding of tribal communities and their place in modern society.

### **Block I Introduction**

**Unit 1:** Colonialism and emergence of Social Anthropology in England

**Unit 2:** Emergence of Social Anthropology in India

**Unit 3:** Nature and scope of Social Anthropology

**Unit 4:** Methods of Social Anthropology

### **Block II Approaches to the Study of Society**

**Unit 5:** Evolutionism

**Unit 6:** Diffusionism

**Unit 7:** Functionalism

**Unit 8:** Structuralism

### **Block III Kinship**

**Unit 9:** Kinship relations: types and degree

**Unit 10:** Kinship groups: Lineage, Clan and Moiety

**Unit 11:** Matriliney and Islam in Lakshadweep: Leela Dube

**Unit 12:** Kinship bonds in North and South India

### **Block IV Tribes in India**

**Unit 13:** Anthropological and administrative study of tribes

**Unit 14:** Types of tribes

**Unit 15:** Tribal population of India

**Unit 16:** Government policies and tribes

### **Suggested Readings:**

1. E.E. Evans-Pritchard, Social Anthropology, Psychology Press, Hove, 2004.
2. Roger M. Keesing, Cultural Anthropology: A Contemporary Perspective, Holt, Rinehart and Winston, New York, 1981.
3. J. Beattie, Other Cultures, Routledge & Kegan Paul, London, 1982.

4. T. N. Madan and D. N. Majumdar, Introduction to Social Anthropology, Asia Publishing House, Bombay, 1961.
5. Andre Beteille, Six Essays in Comparative Sociology, Oxford University Press, New York, 1982.
6. K. S. Singh, Tribal Situation in India, Indian Institute of Advanced Studies, Simla, 2002.
7. Nadeem Hasnain Tribal India Today, Harnam Publications, New Delhi, 1988.
8. L. P. Vidyarthi and Binay Kumar Rai, Tribal Culture of India, New Delhi, Concept Publishing Company, 1976.
9. Mrinal Miri, Continuity and Change in Tribal Society, Indian Institute of Advanced Studies, Simla, 1993. Srinivas, M.N. (1991). 'Mobility in the Caste System'. in Dipankar Gupta. ed. Social Stratification. Delhi: Oxford University Press.
10. Merton and Rossi (1966). 'Reference Group Theory and Social Mobility'. in R. Bendix and S.M. Lipset. eds. Class, Status and Power. London: Routledge and Kegan Paul.
11. Srinivas, M.N. (1972). Social change in Modern India. delhi. Orient Longman. (Chapter 3).

**Course Name: Pioneers of Indian Sociology**  
**Course Code: SOB -4214**

**Credits: 4**

**Course Objectives:** The objective of the course on Pioneers of Indian Sociology is to equip students with a thorough comprehension of the fundamental intellectuals and essential ideas that have influenced the field of sociology in India. From a historical and theoretical perspective, the course has multiple primary purposes. The primary objective is to acquaint students with the eminent sociologists of India, including G.S. Ghurye, M.N. Srinivas, D.P. Mukerji, and others, by studying their biographies, scholarly output, and significant contributions to the field of sociology. Students will examine the socio-political circumstances of colonial and post-colonial India, which had a significant impact on the formation of sociological ideas and methodology in the area. Furthermore, the course seeks to actively analyze and evaluate the fundamental ideas and theoretical structures put out by these sociologists, encompassing topics such as caste, village studies, social change, modernization, and globalization. By conducting analysis and engaging in discussion, students will assess the significance and practicality of these ideas in comprehending the intricacies of modern Indian society.

**Course Outcomes:** Upon completion of the course, students will have a thorough comprehension of the historical backdrop and theoretical underpinnings of Indian sociology, as illustrated by the contributions of pioneering sociologists like G.S. Ghurye, M.N. Srinivas, and D.P. Mukerji. They will have the capacity to thoroughly examine the socio-political environment in which these sociologists worked, as well as the fundamental ideas and theoretical frameworks they developed to comprehend Indian society. After finishing the course, students would possess the necessary critical thinking abilities to assess and utilize the knowledge acquired from the works of Indian sociology pioneers in order to address current societal concerns and situations. They will have the capacity to evaluate the significance and constraints of classical sociological theories in comprehending the intricacies of contemporary Indian society, and to participate in well-informed discussions and debates on sociological viewpoints and approaches.

**Block I G. S. Ghurye and D. N. Majumdar**

**Unit 1:** Race and Caste in India

**Unit 2:** Indian Sadhus

**Unit 3:** Rural urban Community

**Unit 4:** Caste and Tribal Integration: D. N. Majumdar

**Block II M. N. Srinivas**

**Unit 5:** Sanskritization

**Unit 6:** Westernization

**Unit 7:** Secularization

**Unit 8:** Dominant Caste

**Block III A. R. Desai and Rama Krishna Mukherjee**

**Unit 9:** Background of Indian Nationalism (A. R. Desai)

**Unit 10:** Marxist Approach to study Indian Society (A. R. Desai)

**Unit 11:** Dynamics of Agrarian Class Structure (R. K. Mukherjee)

**Unit 12:** Rural Economy and Society (R. K. Mukherjee)

**Block IV Iravati Karve and I. P. Desai**

**Unit 13:** Kinship in India (Iravati Karve)

**Unit 14:** Origin of Caste (Iravati Karve)

**Unit 15:** Indian Family (I.P. Desai)

**Unit 16:** Social Movement and Social Change (I. P. Desai)

**Suggested Readings:**

1. Ghurye, G. S. (1969). *Caste and Race in India*. Popular Prakashan.
2. Srinivas, M. N. (1989). *Caste in Modern India and Other Essays*. Asia Publishing House.



3. Deasi, A. R. (1980). *Peasants, Agro-Economy and Social Change in Gujarat, 1918-1947*. Manohar
4. Desai, I. P. (1983). *Peasant Struggles in Gujarat, 1915-1947*. Oxford University Press.
5. Karve, I. (1968). *Hindu Society: An Interpretation*. Asia Publishing House.

## **Syllabi Skill Enhancement Courses (SECs):**

### **Course Structure of UG Programme (Arts Stream)**

**Course Code: CSB-1101**

**Credits: 02**

**Course Title: Fundamental of Computer System & Office Automation**

#### **COURSE OBJECTIVES:**

1. Gain proficiency in fundamental computer system concepts and their application in office automation environments.
2. Develop skills in utilizing office automation tools to enhance workplace efficiency and productivity.
3. Understand the principles of data management and analysis to support informed decision-making within office settings.
4. Cultivate effective communication strategies using computer systems and office automation tools for seamless collaboration.
5. Acquire problem-solving abilities to troubleshoot common issues encountered in computer systems and office automation setups.

#### **COURSE CONTENT:**

##### **Block I: INTRODUCTION TO COMPUTER & STORAGE DEVICES**

**Unit 1:** Brief history of development of computers, computer system concept, characteristics, capabilities and limitations, types of computers.

**Unit 2:** BIOS, Software, Hardware, Firmware, Booting files & Directory system. Data, information and their need, Levels of information, Quality of information, Comparison of manual & electronic storage of data,

**Unit 3:** Organization of data as file, Use of information in data processing systems, various data processing methods.

**Unit 4:** Primary Storage: Storage locations and addresses, storage capacity, RAM, ROM, PROM, EPROM, Cache memory.

**Unit 5:** Secondary Storage: Sequential & Direct Access devices, Punched paper devices Magnetic tape, Magnetic Disk, Floppy Disk, Optical Disk, Magnetic Bubble Memory.

##### **Block II: INPUT-OUTPUT, OPERATING SYSTEM & OFFICE**

**Unit 6:** Input-Output devices: Keyboard, Pointing Devices: Mouse Trackball, Touch pad, Track point, Joystick, Touch Screen, Scanner, Barcode Reader, Optical Mark Reader.

**Unit 7:** Basic Elements, Functions and Types of Operating System, Serial Processing, Multi-Programmed, Batch System.

**Unit 8:** Time Sharing Systems, System Components, Operating System Services, Interrupts, Interrupt Processing,

**Unit 9:** MS-Office, Introduction to MS-Word menus shortcuts, create a word document, opening a file-saving, editing text documents, cut, copy, paste, formatting a document, alignments, font styles, indents. Creating tables – merging, splitting, drawing-shapes, picture tools, mail merge, spell check.

**Unit 10:** MS-Excel, Introduction, working spread sheets, formatting spread sheets, creating charts, formula usage.

**Course Outcomes:**

1. Improved efficiency through streamlined workflows enabled by fundamental computer system knowledge and office automation tools.
2. Enhanced productivity resulting from the effective utilization of office automation, minimizing manual tasks and optimizing resource allocation.
3. Cost reduction achieved by leveraging office automation to minimize errors, reduce manual labor, and optimize resource utilization.
4. Enhanced communication facilitated by understanding computer systems, enabling efficient collaboration through email, instant messaging, and collaborative software tools.
5. Informed decision-making empowered by access to relevant data and analysis through computer systems, leading to strategic choices and better outcomes.

**Books Recommended/Suggested Reading:**

1. Norton Peter, "Introduction to computers", 4th Ed., TMH, 2001.
2. Alex Leon & Mathews Leon, "Fundamentals of Information Technology", Leon Techworld, 1999.
3. Vikas Gupta, "Comdex Computer Kit", Wiley Dreamtech, Delhi, 2004
4. P. K. Sinha & Priti Sinha, "Computer Fundamentals", BPB Publications, 1992.
5. V. Raja Raman, "Introduction to Computers", PHI, 1998.
6. Alex Leon & Mathews Leon, "Introduction to Computers", Vikas Publishing House, 1999.
7. Computer Architecture and Organization, Nicholas carter, Scaum Series TMH Adaptation, 2010.

**Course Code: MMB-1201**

**Credit-2**

**Course title: Reasoning**

**Course Objectives:**

- Equip learners with the ability to critically analyze, interpret, and evaluate arguments and data, enabling them to solve complex problems with accuracy and efficiency.
- Foster the capacity to think clearly and rationally, understanding logical connections between ideas, challenging assumptions, and evaluating evidence.
- Provide learners with the tools to effectively analyze and interpret data presented in various formats, making accurate conclusions and decisions based on this analysis.
- Teach advanced problem-solving techniques, encouraging creative thinking and enabling learners to approach unfamiliar situations and novel problems with confidence.

**Course Outcomes:**

Upon completing the course, learners will be able to:

- Apply Logical and Analytical Reasoning: Accurately solve a wide range of logical and analytical reasoning questions, using deductive and inductive reasoning skills effectively in both academic and real-world scenarios.
- Demonstrate Enhanced Critical Thinking: Critically assess arguments, identify logical fallacies, make informed decisions, and construct coherent arguments of their own, applying these skills in diverse contexts.
- Interpret and Analyze Data Competently: Read and interpret complex data from charts, graphs, and tables, and perform data sufficiency tasks with proficiency, essential for success in the quantitative sections of competitive exams.
- Solve Complex Problems Efficiently: Utilize advanced problem-solving strategies to tackle challenging puzzles and problems, demonstrating creativity and lateral thinking in developing solutions.

**Block 1: Foundational Reasoning Skills**

Unit 1: Introduction to Logical Reasoning

Unit 2: Deductive Reasoning

Unit 3: Inductive Reasoning

Unit 4: Analogy based on kinds of relationships

Unit 5: Logical statements- Two premise argument, more than two premise argument using connectives.

**Block 2: Application of Reasoning**

Unit 6: Venn diagrams

Unit 7: Moods and figures

Unit 8: Problem on Cubes and Dices

Unit 9: Syllogism

Unit 10: Logical Fallacies

**References:**

1. "A Modern Approach to Logical Reasoning" by R.S. Aggarwal
2. "Introduction to Logic" by Irving M. Copi, Carl Cohen, and Kenneth McMahon
3. "How to Think Logically" by Gary Seay and Susana Nuccetelli

बीए -हिंदी  
सेमेस्टर-III

पाठ्यक्रम का शीर्षक-अनुवाद विज्ञान एवं व्यवहारिक अभ्यास  
पाठ्यक्रम क्रमांक-HNB -2113

क्रेडिट-03  
पूर्णांक-100(70+30)

### उद्देश्य

अनुवाद विज्ञान के अर्थ, प्रकृति तथा अनुवाद प्रक्रिया से परिचित कराना।  
भारत के भाषाई परिदृश्य और अनुवाद के महत्त्व से परिचित कराना।  
विभिन्न क्षेत्रों से संबंधित अनुवाद अभ्यास से अनुवाद कौशल का विकास करना।

### अधिगम की उपलब्धियां

अनुवाद के अर्थ, प्रक्रिया और महत्त्व से परिचित हो सकेंगे।  
भारत के भाषाई परिदृश्य का आकलन कर सकेंगे।  
विभिन्न क्षेत्रों से संबंधित अनुवाद के अभ्यास से अनुवाद-कौशल का विकास होगा।  
अनुवाद क्षेत्र में नौकरी-बाज़ार के लिए तैयार हो सकेंगे।

### खंड-1 अनुवाद विज्ञान

इकाई-1 भारत का भाषाई परिदृश्य और अनुवाद का महत्त्व  
इकाई-2 अनुवाद: अर्थ, स्वरूप तथा उपकरण  
इकाई-3 अनुवाद-प्रक्रिया  
इकाई-4 विभिन्न प्रयुक्ति क्षेत्रों की परिभाषिक शब्दावली का प्रयोग तथा अनुवाद की व्यवसायिक संभावनाएं

### खंड-2 अनुवाद का व्यवहारिक अभ्यास-१

इकाई-5 समाचार एवं विज्ञापन  
इकाई-6 सरकारी विज्ञापन  
इकाई-7 खेल-कूद  
इकाई-8 बाज़ार

### खंड-3 अनुवाद का व्यवहारिक अभ्यास-२

इकाई-9 साहित्य विषयक सामग्री  
इकाई-10 आवेदनपत्र  
इकाई-11 प्रतिवेदन  
इकाई-12 कार्यलयी ज्ञापन

### सहायक ग्रन्थ

अनुवाद विज्ञान: सिद्धांत और अनुप्रयोग- डॉ. नगेन्द्र  
अनुवाद (व्यवहार से सिद्धांत की ओर) - हेमचंद्र पांडे  
सर्जनात्मक साहित्य का अनुवाद- सुरेश सिंघल  
अनुवाद और तत्काल भाषान्तरण- विमलेश कांति वर्मा  
The Theory and practice of Translation- E Nida

**बीए-हिंदी**

**सेमेस्टर-IV**

**पाठ्यक्रम शीर्षक-लेखन कौशल(पत्र एवं निबंध लेखन)**

**पाठ्यक्रम क्रमांक-HNB-2213**

**क्रेडिट-03**

**पूर्णांक-100(70+30)**

### **उद्देश्य**

पत्र लेखन और निबंध लेखन से परिचित कराना।

पत्र और निबंध के स्वरूप और प्रकार से परिचित कराना।

पत्र और निबंध लेखन के अभ्यास के माध्यम से लेखन कौशल विकसित करना।

### **अधिगम की उपलब्धियां**

अध्ययन के उपरांत विद्यार्थी-

पत्र और निबंध के स्वरूप से परिचित होंगे।

औपचारिक और अनौपचारिक पत्र में भेद कर सकेंगे तथा लिखने में सक्षम होंगे।

निबंध लेखन के अभ्यास के माध्यम से निबंध लेखन कौशल का विकास होगा।

### **खंड-1 पत्र एवं निबंध**

इकाई-1 पत्र लेखन और प्रयोजन

इकाई-2 पत्र के प्रकार-औपचारिक तथा अनौपचारिक

इकाई-3 पत्र लेखन की शैली तथा भाषा

इकाई-4 निबंध:स्वरूप और प्रकार

### **खंड-2 औपचारिक पत्र-अभ्यास**

इकाई-5 व्यवसायिक पत्र

इकाई-6 प्रार्थना पत्र

इकाई-7 आवेदन पत्र

इकाई-8 संपादक के नाम पत्र

### **खंड 3 अनौपचारिक पत्र और निबंध-लेखन अभ्यास**

इकाई-9 पिता के नाम पत्र

इकाई-10 निमंत्रण पत्र, आभार पत्र

इकाई-11 निबंध लेखन-अभ्यास-१

इकाई-12 निबंध लेखन-अभ्यास-२

**सहायक पुस्तकें**

हिंदी व्याकरण-कामताप्रसाद गुरु

आधुनिक पत्र लेखन-योगेश चन्द्र जैन

हिंदी व्याकरण-डॉ.ब्रजकिशोर प्रसाद सिंह



## **B.A. (English) Semester-III**

**Course title: Public Speaking and Presentation Skills**

**Course code: ENB-2113**

**Credits- 3**

### **Course Objectives:**

Upon completion of this course, participants will be able to:

- Gain a foundational understanding of public speaking principles, including the importance of audience analysis and speech preparation.
- Develop skills to analyze different audience types and tailor messages accordingly to enhance engagement and understanding.
- Learn how to select appropriate topics, organize ideas coherently, and prepare speeches that resonate with the audience.
- Implement strategies to manage nervousness and build confidence for more impactful and anxiety-free public speaking.

### **Course Outcomes:**

By the end of this course, participants will:

- Have a thorough understanding of public speaking principles and the ability to apply these principles across a range of speaking situations
- Be capable of analyzing their audience and tailoring their messages to effectively engage and inform.
- Possess the skills necessary to prepare and deliver speeches with confidence, reducing anxiety and nervousness.
- Be proficient in using body language and non-verbal cues to enhance the impact of their speeches.

### **Block 1: Foundations of Public Speaking and Presentation**

Unit 1: Introduction to Public Speaking

Unit 2: Crafting Your Message

Unit 3: Delivering Your Message

Unit 4: Using Visual Aids

Unit 5: Managing Stage Presence

### **Block 2: Advanced Techniques in Public Speaking**

Unit 6: Persuasive Speaking

Unit 7: Informative Speaking

Unit 8: Impromptu Speaking

Unit 9: Emotional Intelligence and Speaking

Unit 10: Advanced Presentation Tools

### **Block 3: Mastery and Application**

Unit 11: Audience Analysis and Engagement

Unit 12: Critique and Feedback

Unit 13: Handling Questions and Objections

Unit 14: Ethical Considerations in Public Speaking

Unit 15: Final Project and Presentation

### **References:**

1. Lucas, Stephen E. "The Art of Public Speaking." McGraw-Hill Education, 12th edition, 2014.

2.Beebe, Steven A., and Susan J. Beebe. "Public Speaking: An Audience-Centered Approach."Pearson, 9th edition, 2014.

3.Reynolds, Garr. "Presentation Zen: Simple Ideas on Presentation Design and Delivery."  
New

Riders, 2nd edition, 2011.

Anderson, Chris. "TED Talks: The Official TED Guide to Public Speaking." Houghton  
Mifflin Harcourt, 2016.

**B.A. (English) Semester-IV**  
**Course Title: Technical Writing**  
**Course code: ENB-2213**

**Credits-3**

**Course Objectives:**

- To develop the ability to communicate technical information effectively and accurately in a variety of formats, including reports, memos, and emails.
- To understand and apply the principles of technical writing, including clarity, conciseness, and coherence.
- To develop skills in organizing and structuring technical documents for maximum readability and comprehension.
- To practice using appropriate grammar, punctuation, and formatting in technical writing.
- To understand the role of audience analysis in technical writing and adapt communication strategies accordingly.

**Course Outcomes:**

- Students will be able to write clear and concise technical documents, such as reports, memos, and emails, that effectively communicate complex information to a target audience.
- Students will demonstrate the ability to organize and structure technical documents in a logical and coherent manner to enhance readability and comprehension.
- Students will exhibit proficiency in using appropriate grammar, punctuation, and formatting in technical writing to ensure accuracy and professionalism.
- Students will understand the importance of audience analysis in technical writing and be able to adapt their communication strategies to meet the needs and expectations of different audiences.
- Students will be able to apply the principles of technical writing to a variety of real-world situations, demonstrating their ability to communicate effectively in a professional setting.

**Block I: Introduction to Technical Writing**

Unit 1: Understanding the Role of Technical Writing in Professional Communication

Unit 2: Audience Analysis and Adaptation

Unit 3: Principles of Clear and Concise Technical Writing

Unit 4: Writing Styles and Tone in Technical Communication

Unit 5: Ethics and Legal Issues in Technical Writing

**Block II: Writing Technical Reports**

Unit 6: Planning and Organizing Technical Reports

Unit 7: Writing Effective Abstracts and Executive Summaries

Unit 8: Incorporating Data and Evidence in Technical Reports

Unit 9: Formatting and Designing Technical Reports

Unit 10: Peer Review and Revision of Technical Reports

**Block III: Advanced Technical Writing Skills**

Unit 11: Specialized Technical Documents

Unit 12: Visual Communication in Technical Writing

Unit 13: Collaborative Writing and Team Dynamics

Unit 14: Advanced Research and Citation Practices

Unit 15: Emerging Trends in Technical Communication

**References:**

1. Alred, Gerald J., et al. Handbook of Technical Writing. St. Martin's, 2021.
2. Johnson-Sheehan, Richard, and Charles Paine. Technical Communication Today. Pearson, 2021.
3. Markel, Mike. Technical Communication: Situations and Strategies. Bedford/St. Martin's, 2020.



**Course Name:** A Short Introduction to Archives and Records

**Course Code:** HSB-2113

**Credits:**3

**Course Objective:**

This course aims to provide a comprehensive understanding of archival and museum studies. Students will learn the definitions of archival terms and physical forms of archival materials, as well as the history and types of archives and museums, including notable examples in India. Additionally, they will gain insight into collection, conservation and preservation practices, along with their policies and ethics. Furthermore, students will explore the role of museums and archives in society, focusing on exhibitions, public relations and outreach activities, culminating in a practical project involving visits to nearby institutions.

**Course Outcomes (COs):**

1	Students will learn how to maintain documentary, visual and material remains of the past, either in-house or in institutions. It helps them understand the importance and significance of such institutions in building the history of India.
2	Define and differentiate various archival terms such as manuscripts, documents, records, libraries and galleries, demonstrating a comprehensive understanding of their roles and functions in preserving cultural heritage. Identify and describe the physical forms of archival materials, including clay tablets, stone inscriptions, metal plates, palm leaves, paper records, photographs, cartographic records, films, video tapes and electronic records, understanding their historical significance and preservation challenges.
3	Define the concept of a museum, its aims, functions and historical development, understanding its role in preserving and exhibiting cultural artifacts. Demonstrate the ability to engage in education and communication through outreach activities using museum and archival resources, culminating in a project involving a visit and access to nearby museums and archives, facilitating practical learning and community engagement.
4	Examine the history of setting up archives in India, with specific examples such as the National Archives in New Delhi and regional archives, analyzing their establishment, development and contributions to preserving India's cultural heritage.

**Block 1: Introduction to Archives and Records**

Unit 1: Introduction to Archives and Records

Unit 2: Nature and Significance of Archives-Characteristics of Archives, Archival Science:

Unit 3: Types of Archives-

Unit 4: Acquisition Policies and Ethical Issues-

Unit 5: Hierarchy of Archival Institutions-

**Block 2: Archives and Allied Terms**

Unit 6: Introduction and Definition of Archives

Unit 7: Archives and related terms like manuscripts, documents, records, libraries and galleries.

Unit 8: Physical forms of archival materials

Unit 9: Types of Archives. History of Archives.

Unit 10: History of Setting Up Archives in India with Some Specific Examples, Like the National Archives, New Delhi and Any Regional Examples of the Local Archives.

**Block 3: Records and Museum**

Unit 11: Definition of Records and Museums: Importance, Scope, Characteristics, Features and Factors

Unit 12: Records and Museum: Aim, Function,

Unit 13: History of the Museum:

Unit 14: Definition and Scope of Museology

Unit 15: Types of museums and the emergence of new museums and allied institutions.

**Books/References**

1. Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
2. Agrawal, O.P. (2007): Essentials of Conservation and Museology, Delhi.
3. Guha-Thakurta, Tapti: The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850–1920, Cambridge University Press, 1992.
4. Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
5. Basu, Purnendu; Records and Archives: What Are They?, National Archives of India, 1960, Vol. II, No. 29.
6. Roy Choudhary D. and Others: Sangrahalaya Vigyan (Hindi), New Delhi, 1965.
7. Jain Sunjaya: Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan, 1999.
8. R. Millar, Laura: What are archives? Principles and Practices, New York: Neal-Schuman, 2010.
9. Swain, Ellen D.: "History in the Archives: Its Documentary Role in the Twenty-First Century," The American Archivist 66, Spring/Summer 2003.
10. Libraries, Museums and Archives: Legal Issues and Ethical Challenges in the New Information Era, Ed. by T.A. Lipinski, Lanham, MD: Scarecrow Press, 2002.
11. The New Museology: An Introduction, KALA PRAKASHAN, USHA RANI TIWARI AND AARTI

## **B.A. (History) Semester-IV**

**Course Name: Culture, Ethics and Values in Ancient Indian Traditions**

**Course Code: HSB-2213**

**Credits:3**

**Course Objective:**

The objective of culture, ethics and values in ancient Indian traditions was to foster a harmonious society based on principles of dharma (righteousness), compassion and respect for all life forms. Through rituals, teachings and societal norms, these traditions aim to cultivate moral integrity, social responsibility and spiritual growth among individuals. Additionally, they sought to preserve cultural heritage, promote communal solidarity and facilitate the pursuit of knowledge and wisdom for the collective welfare of society.

**Course Outcomes (COs):**

1	Analyze the foundational principles of culture, ethics and values in ancient Indian traditions.
2	Evaluate the role of cultural practices and rituals in shaping ethical behavior and values within ancient Indian society.
3	Examine the philosophical underpinnings of dharma and its significance in guiding moral conduct in ancient Indian traditions. Assess the impact of ancient Indian values on contemporary ethical dilemmas and societal norms.
4	Critically reflect on the diversity of ethical perspectives present in ancient Indian traditions and their relevance in modern multicultural contexts. Apply insights from ancient Indian cultural, ethical and value systems to contemporary issues, fostering a deeper understanding of global ethics and intercultural dialogue.

### **Block 1: Ethics, Value and Traditions**

Unit 1: The idea of India and Bharat-

Unit 2: Upanishads and the Shramanic traditions, state, society and dharma

Unit 3: Kingship and Society

Unit 4: Right Conduct: Buddhist, Jaina and Shramanic Traditions;

Unit 5: Introduction to Ancient Indian Civilization

### **Block 2: Cultural History of Ancient India**

Unit 6: four purusharth, Philosophical Foundations Social Values and Norms in Ancient Indian Society; Rituals, festivals and cultural practices; and other

Unit 7: Introduction of Indian Culture and its Characteristics

Unit 8: Religion: Teachings, Symbols and Principals

Unit 9: Vedic, Vaishnavism, Shaivism, Shakt and Indian Iconography—Pratima Vigyan,

Unit 10: Charvaks (Lokayata), Ajivak (Niyativad)

### **Block 3: Some minor sectors**

Unit 11: Ved (vedna) vs. Thervad (theory of Buddha), Parts and development of Buddhism, statues of Buddhism and Buddha, Astik and Nastik

Unit 12: vedic age and Buddha age,

Unit 13: Ancient texts-literatures

Unit 14: Pali literature and Jain sahitya, BHS-Buddhist hybrid Sanskrit

Unit 15: Introduction to Indian Festivals:

**Recommended Readings:**

1. The Bhagavad Gita," translated by Eknath Easwaran
2. "Indian Philosophy: An Introduction to Hindu and Buddhist Thought" by Richard King
3. "Dharma: A Hindu Approach to a Purposeful Life" by A.R. Natarajan
4. "Ethics in Ancient India" by Suresh Chandra Banerji
5. "The Upanishads," translated by Swami Nikhilananda
6. "Cultural History of Ancient India" by A.L. Basham
7. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
8. A History of Ancient and Early Medieval India' by Upinder Singh



## **B.A. (Political Science) Semester-III**

**Course Name: Legislative Practices and Procedures**

**Course Code: PLB - 2113**

**Credits: 3**

**Course Objectives:** To acquaint the students broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyze ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle interoffice communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

**Course Outcomes:** At the end of the course students will get a particular idea about various Legislative Processes, Legislative Committees and Budget Process in Indian political system. Students will also be able to understand the legislative practices and procedures in India at various levels.

### **Block I: Legislative Process**

Unit 1: Question: Rules of Putting Questions to the Minister.

Unit 2: Types of Questions (written and verbal; supplementary).

Unit 3: Rules Relating to Calling Attention Motion,

Unit 4: Adjournment,

### **Block II: Rules and Committee**

Unit 5: Resolution, Discussion including Short Discussion,

Unit 6: Censure and No-Confidence.

Unit 7: Types of Committees,

Unit 8: Role of the Standing Committee in Reviewing a Bill,

Unit 9: How a Bill becomes Law.

### **Block III: Budget**

Unit 10: Overview of Budget Process,

Unit 11: Role of Parliament in reviewing the Union Budget,

Unit 12: Examination of Demands for Grants of Ministries, Working of Ministries.

### **Suggested Readings:**

1. Chakraborty, Gargi. Indian Parliament: A Critical Appraisal. Oxford University Press, 2019.
2. Datar, Sujata. Parliamentary Procedures and Practices in India: A Reference Manual. Universal Law Publishing Co., 2017.
3. Shastri, Sandeep. The Indian Parliament: A Democracy at Work. Pearson, 2018.
4. Subramanian, K. R. Parliamentary Institutions in India: An Introduction. Konark Publishers, 2016.
5. Basu, Durga Das. Introduction to the Constitution of India. Lexis Nexis, 2020.
6. Rajeev, S. Indian Constitution: The Role of Parliament and Parliamentary Procedure. Eastern Book Company, 2018.
7. Roy, Shibani Kinkar. Legislative Process in India: Structure and Functioning of the Indian Parliament. Manak Publications, 2015.
8. Rao, P. V. Parliamentary Procedure and Indian Federalism: A Study of the Working of the Constituent Assembly. Deep & Deep Publications, 2019.

**B.A. (Political Science) Semester-IV**

**Course Title: Democratic Awareness with Legal Literacy**

**Course Code: PLB- 2213**

**Credits: 3**

**Course Objective:** The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

**Course Outcome:** The student should be aware of the institutions that comprise the legal system - the courts, police, correctional homes and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

**Block I: Legal System in India**

Unit 1: System of Courts/ Tribunals and their Jurisdiction in India

Unit 2: Criminal and Civil Courts,

Unit 3: Specialized Courts such as Juvenile Courts and

Unit 4: Mahila Courts.

**Block II: Laws and Dispute Resolution**

Unit 5: Alternate Dispute Mechanisms such as Lok Adalat.

Unit 6: Laws Relating to Criminal Jurisdiction

Unit 7: Provision Relating to Filing an FIR,

Unit 8: Laws Related to Arrest,

Unit 9: Bail Search Related Laws.

**Block III: Brief Understanding of the Laws Applicable in India**

Unit 10: Prevention of Atrocities on Scheduled Castes and Scheduled Tribes

Unit 11: Laws Relating to Consumer Rights.

Unit 12: Laws Relating to Cyber-Crimes.

**Suggested Readings:**

1. Diamond, Larry. The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World. Times Books, 2009.
2. Ackerman, Bruce. The Decline and Fall of the American Republic. Harvard University Press, 2010.
3. Sunstein, Cass R. The Second Bill of Rights: FDR's Unfinished Revolution and Why We Need It More Than Ever. Basic Books, 2004.
4. Ginsburg, Tom, and Aziz Huq. How to Save a Constitutional Democracy. University of Chicago Press, 2018.
5. Tushnet, Mark V. Taking Back the Constitution: Activist Judges and the Next Age of American Law. Yale University Press, 2020.
6. Bickel, Alexander M. The Least Dangerous Branch: The Supreme Court at the Bar of Politics. Yale University Press, 1986.

**B.A. (Economics) Semester-III****Course Name: Contemporary Economic Issues****Credits: 3****Course Code: ECB-2113**

**Course Objectives:** The course seeks to familiarize students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

**Course Outcomes:**

1. Develops the ability to critically analyze contemporary economic challenges like inequality, unemployment, inflation, and globalization.
2. Provides insight into the impact of government policies on economic issues and how fiscal and monetary measures can address them.
3. Enables the application and evaluation of economic theories and concepts in relation to current issues, recognizing their relevance and limitations.
4. Enhances research and communication skills by exploring economic topics and presenting findings effectively in various formats.

**BLOCK I: Foundations of Fiscal Policy****Unit 1:** Concepts and Scope of Fiscal Policy**Unit 2:** Types of Government Expenditure: Capital and Revenue, Plan and Non-Plan**Unit 3:** Fiscal Deficits: Fiscal, Primary, and Revenue Deficits**Unit 4:** Revenue Structure: Capital and Revenue Receipts, Tax and Non-Tax Revenue**BLOCK II: Taxation and Budgeting Practices****Unit 5:** Tax Structure: Direct and Indirect Taxes, GST, and Rationalization**Unit 6:** Advanced Budgeting Techniques: Zero-Base and Gender Budgeting**Unit 7:** Fiscal Devolution: Centre-State Financial Relations**Unit 8:** Budget Estimates: Actual, Revised, and Budgeted**BLOCK III: Economic Survey & Union Budget Analysis****Unit 9:** Analysis of Current Policy Emphasis in Economic Survey**Unit 10:** Historical and Current Economic Trends in India**Unit 11:** Understanding the Union Budget: Process and Need**Unit 12:** Analysis of Expenditure and Revenue Patterns in the Union Budget**References:**

1. Spiegel, M. (2003). Theory and problems of probability and statistics. Chapter 19. McGraw-Hill.
2. Dasgupta, D., De, S. (2012). Fiscal deficit. In The new Oxford companion to economics in India. Oxford University Press
3. Mukherjee, P. (2012). Budget making. In K. Basu, A. Maertens (eds.): The new Oxford companion to economics in India. Oxford University Press.
4. Kapila, U. (2016). Fiscal and budgetary developments in Indian economy since independence. Academic Foundation.
5. Mukherjee, S. (2015). Present state of goods and services tax (GST) reform in India. Working Paper No. 154. National Institute of Public Finance and Policy.
6. Reddy, Y. (2015). Continuity, change and the way forward: The fourteenth finance commission. Economic and Political Weekly, 50(21), 27- 36
7. Ministry of Finance. Union Budget.
8. Ministry of Finance. Finance Commission report (latest).

## **B.A. (Economics) Semester-IV**

**Course Name: Data Analysis**

**Course Code: ECB-2213**

**Credits: 3**

**Course Objectives:** Course Objective This is a skill enhancement course for data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. The course is designed to be delivered through 2 classroom lectures and 4 computer lab classes per week.

### **Course Outcomes:**

1. Understand basic data representation and interpretation, including common visualizations in economics.
2. Apply data analysis techniques (descriptive and inferential statistics) to economic data to support decision-making.  
Critically assess data sources and quality, and choose appropriate analysis methods.
3. Develop research skills in gathering, cleaning, and preparing data sets for analysis using common tools and software.
4. Apply data analysis techniques to real-world economic problems and case studies.
5. Understand ethical considerations in data analysis, including privacy, confidentiality, and responsible use.

### **BLOCK I: Introduction to Data Analysis**

**Unit 1:** Introduction to the course: Understanding how data representation and analysis help us study real-world problems.

**Unit 2:** Exploring the role of publicly available data sets in data analysis.

**Unit 3:** Using statistical software tools for data analysis.

**Unit 4:** Steps in data storage, organization, and cleaning to prepare data for analysis.

**Unit 5:** Understanding and applying simple estimation techniques in data analysis.

### **BLOCK II: Data Visualization and Representation**

**Unit 6:** Visualizing data using alternative forms of presentation such as charts, graphs, and tables.

**Unit 7:** Summarizing data effectively for clear communication of analysis results.

**Unit 8:** Presenting data in a meaningful way to support decision-making and insights.

**Unit 9:** Learning different statistical inference techniques.

**Unit 10:** Applying statistical tests to make data-driven conclusions and predictions.

### **BLOCK III: Statistical Inference and Estimation**

**Unit 11:** Integrating data from multiple sources for comprehensive analysis.

**Unit 12:** Advanced techniques for data cleaning and processing.

**Unit 13:** Case studies and applications of data analysis in economics.

**Unit 14:** Ethical considerations in data representation and analysis.

**Unit 15:** Capstone project or final assessment focusing on applying data analysis skills to a real-world economic problem

### **References:**

1. Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson.
2. Tatter, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley
3. Hair, Joseph F, et al. *Multivariate Data Analysis*. Andover, Hampshire, United Kingdom, Cengage Learning Emea, 2019.
4. Miles, Matthew B, et al. *Qualitative Data Analysis: A Methods Sourcebook*. 4th ed., Los Angeles, Sage, 2019.
5. Berthold, M, and D J Hand. *Intelligent Data Analysis : An Introduction*. Berlin ; London, Springer, 2011.

### **B.A. (Sociology) Semester-III**

**Course Name: Book Publication Course**

**Course Code: SOB - 2113**

**Credits: 3**

**Course Objectives:** The course objectives for the Book Publication Course aim to provide students with a thorough comprehension of the various stages involved in transforming a manuscript from its inception to its final publication. Attendees will acquire knowledge and understanding of different facets of book publishing, such as manuscript formatting, editorial work, graphic design, and marketing tactics. By integrating theoretical education with practical exercises, students will acquire the skills to assess the marketability of book concepts, undertake research, and create engaging content that caters to specific target audiences. Furthermore, the course's objective is to provide learners with crucial abilities in document formatting, proofreading, and revision approaches to guarantee the creation of papers of exceptional quality.

**Course Outcomes:** After finishing the Book Publication Course, students will have a high level of skill in all aspects of book production, including preparing manuscripts and developing marketing strategies. This will enable them to successfully traverse the publishing process and successfully bring their manuscripts to the market. Students will get an extensive comprehension of the publishing industry's terrain, encompassing both conventional and self-publishing approaches, rights administration, and distribution methods. This knowledge will enable them to make well-informed choices and pursue prosperous routes for publishing their work.

#### **Block I Understanding Book Publication**

**Unit 1:** Overview of the Publishing Industry

**Unit 2:** Writing Process and Market Analysis

**Unit 3:** Manuscript Preparation and Editing

**Unit 4:** Cover Design and Branding

#### **Block II Preparing for Publication**

**Unit 5:** Crafting Query Letters and Book Proposals

**Unit 6:** Traditional Publishing vs. Self-Publishing

**Unit 7:** Self-Publishing Platforms and Tools

**Unit 8:** Editing, Revising, and Proofreading

#### **Block III Publishing and Marketing**

**Unit 9:** Book Marketing Strategies

**Unit 10:** International Publishing and Translation Rights

**Unit 11:** Audiobook Production

**Unit 12:** Career Development for Authors

#### **Suggested Readings:**

Dawson, L. (2018). The Self-Publisher's Ultimate Resource Guide: Every Indie Author's Essential Directory to Help You Prepare, Publish, and Promote Professional Looking Books. Two Morrows Publishing.

Friedman, J. S. (2020). The Complete Guide to Self-Publishing Comics: How to Create and Sell Comic Books, Manga, and Webcomics. Writer's Digest Books.

Green, C. (2019). The Essential Guide to Getting Your Book Published: How to Write It, Sell It, and Market It... Successfully. Writer's Digest Books.

Bell, J. (2019). Editing Basics: A Comprehensive Guide to Writing and Editing. Rowman & Littlefield Publishers.

## **B.A. (Sociology) Semester-IV**

**Course Name: Indian Tribal & Folk Art**

**Course Code: SOB-2213**

**Credits: 3**

**Course Objectives:** The Indian Tribal & Folk Art course aims to fully engage students in the abundant and varied artistic customs of India's native and rural people. The course tries to achieve multiple objectives through this exploration. Firstly, its objective is to provide students with a full comprehension of the historical, cultural, and social settings in which various creative forms have evolved and flourished. Furthermore, its objective is to acquaint students with the diverse methodologies, substances, and symbolic patterns utilized in tribal and folk art, so enhancing their ability to recognize and value the complexities inherent in these cultural customs. Moreover, the course seeks to cultivate critical thinking abilities by prompting students to scrutinize and decipher various creative forms within their cultural frameworks, while also delving into their present-day significance.

**Course Outcomes:** Students will gain a profound appreciation for the rich cultural heritage of India's tribal and folk communities, understanding the significance of their artistic traditions within the broader context of Indian society. Through the study and analysis of various tribal and folk art forms, students will develop critical thinking skills, enabling them to evaluate and interpret the cultural, historical, and socio-economic contexts of these artistic expressions.

### **Block I Introduction**

**Unit 1:** Meaning and Definition of Tribal Arts

**Unit 2:** Meaning and Definition of Folk Arts

**Unit 3:** Difference between Tribal Arts and Folk Arts

**Unit 4:** Tribal Society and Culture in India

**Unit 5:** Globalisation: Tribal and Folk Art

### **Block II Indian States and Folk Art**

**Unit 6:** Patta painting (Bengal)

**Unit 7:** Kalamkari painting

**Unit 8:** Patchitra

**Unit 9:** Madhubani Painting

**Unit 10:** Warli Painting

### **Block III Indian Tribal Art**

**Unit 11:** Handicraft Basic concept, types, method with special reference to Chhattisgarh

**Unit 12:** Bell metal crafts (Dhokra) and Wrought Iron Art: Material process and technique

**Unit 13:** Pottery & Terracotta- Basic concept, approaches, and methods

**Unit 14:** Bamboo art- Basic concept, approaches, and method

**Unit 15:** Wooden Art- Basic concept, approaches, and method

### **Suggested Readings:**

1. Shah, H. (2003). *Warli Painting: A Tribal Art of India*. Mapin Publishing Pvt. Ltd.
2. Dehejia, V. (1997). *Madhubani Painting: Tradition and Evolution*. Publications Division, Ministry of Information and Broadcasting, Government of India.

3. Dalmia, Y. (2006). *The Painted World of the Warlis: Art and Ritual of a Maharashtra Tribe*. Columbia University Press
4. Sharma, M. (2018). *Madhubani Art*. Niyogi Books
5. Nair, U. (Ed.). (2013). *Madhubani: New Horizons*. Niyogi Books
6. Mahawar, N. (2014). *Performing Arts of Chhattisgarh*. New Delhi: Banyan Tree Books Pvt. Ltd.
7. Russel, R. V., & Hiralal. (1975). *Tribes and castes of central provinces of India (Vol. III)*. Delhi: cosmo Publication.
8. Shah, S. (1996). *Tribal Arts and Crafts of Madhya Pradesh*. Ahmedabad: Mapin Publishing Pvt. Ltd..
9. Singh, K. S. (Ed.). (1992). *People of India The Scheduled Tribes (Vol. 3)*. Kolkata: Anthropological Survey of India



**Ability Enhancement Courses (AECs) (for B.A/B.Sc/B.Com)**

**बीए-हिंदी  
सेमेस्टर-I**

**पाठ्यक्रमशीर्षक-रचनात्मक और समाचार लेखन क्रेडिट-02**

**पाठ्यक्रम क्रमांक-HNB- 1101**

**पूर्णांक-100(70+30)**

**उद्देश्य**

हिंदी की प्रमुख पद्य-विधाओं की लेखन-प्रक्रिया से परिचित करवाते हुए लेखन-अभ्यास द्वारा विद्यार्थियों की लेखन-प्रतिभा को निखारना एवं उन्हें सृजनात्मक लेखन हेतु प्रेरित करना। समाचार लेखन से परिचित कराना।

**अधिगम की उपलब्धियां**

समाचार के स्वरूप एवं लेखन प्रक्रिया से परिचय होगा।

-विभिन्न विधाओं में लेखन कौशल का विकास होगा।

-विद्यार्थी रचनात्मक भाषा का उपयोग कर पाने में समर्थ होंगे तथा लेखन क्षेत्र में रोजगार के अवसरों की उपलब्धता।

**खंड-1 रचनात्मक लेखन**

इकाई-1 रचनात्मक लेखन : अर्थ एवं स्वरूप

इकाई-2 कविता लेखन: स्वरूप एवं अभ्यास

इकाई-3 लघुकथा लेखन: स्वरूप एवं अभ्यास

इकाई-4 यात्रा वृत्तान्त-लेखन: स्वरूप एवं अभ्यास

इकाई-5 रिपोर्टाज-लेखन: स्वरूप एवं अभ्यास

**खंड-2 समाचार लेखन**

इकाई-6 समाचार: अर्थ, परिभाषा एवं तत्त्व

इकाई-7 समाचार के प्रकार, स्रोत

इकाई-8 संवाददाता: गुण और प्रकार

इकाई-9 समाचार लेखन-अभ्यास 1

इकाई-10 समाचार लेखन-अभ्यास 2

**सहायक पुस्तकें**

व्यवहारिक निर्देशिका पटकथा लेखन-असगर वजाहत

रचनात्मक लेखन, स. रमेश गौतम

समाचार लेखन-पीके आर्य

सहायक ग्रन्थ

**बीए-हिंदी**  
**सेमेस्टर-II**  
**AEC for B.A/B.Sc/B.Com**

**पाठ्यक्रमशीर्षक-फ़िल्म और मीडिया लेखन क्रेडिट-02**

**पाठ्यक्रमक्रमांक-HNB-1201**

**पूर्णांक-100(70+30)**

### **उद्देश्य**

फ़िल्म के स्वरूप, प्रकार से परिचित कराना।  
फ़िल्म के तकनीकी पक्ष का ज्ञान कराना।  
मीडिया लेखन के स्वरूप से परिचित कराना।  
मीडिया लेखन के विविध रूपों का ज्ञान कराना।

### **अधिगम की उपलब्धियां**

विद्यार्थी फ़िल्म लेखन के स्वरूप, फ़िल्म के प्रकार और फ़िल्म के तकनीकी पक्ष से परिचित होंगे।  
मीडिया लेखन के स्वरूप और विविध रूपों का ज्ञान प्राप्त कर सकेंगे।

### **खंड-1 फ़िल्म लेखन**

इकाई-1 फ़िल्म लेखन: स्वरूप एवं महत्त्व  
इकाई-2 फ़िल्म के प्रकार  
इकाई-3 फ़िल्म का कलापक्ष (पटकथा, संवाद, अभिनय, संगीत)  
इकाई-4 फ़िल्म का तकनीकी पक्ष (ध्वनि, प्रकाश, फिल्मांकन, संपादन)  
इकाई-5 फ़िल्म-समीक्षा: स्वरूप एवं महत्त्व

### **खंड-2 मीडिया लेखन**

इकाई-6 मीडिया लेखन: अर्थ, परिभाषा एवं अवधारणा  
इकाई-7 प्रिंट मीडिया के विविध रूप (समाचार-पत्र, पत्रिकाएँ, पोस्टर, विज्ञापन)  
इकाई-8 इलेक्ट्रॉनिक मीडिया के विविध रूप (रेडियो, टेलीविजन, सोशल मीडिया)  
इकाई-9 मीडिया लेखन में हिंदी की भूमिका  
इकाई-10 मीडिया लेखन की संभावनाएं एवं चुनौतियां

### **सहायक ग्रन्थ**

रचनात्मक लेखन-स. रमेश गौतम  
मीडिया लेखन: सिद्धांत और व्यवहार-डॉ. चन्द्रप्रकाश मिश्र  
व्यवहारिक निर्देशिका पटकथा लेखन-असगर वजाहत

बीए-हिंदी  
सेमेस्टर-III  
AEC for B.A/B.Sc/B.Com

पाठ्यक्रमशीर्षक-पटकथालेखन  
पाठ्यक्रमक्रमांक-HNB-2101

क्रेडिट-02  
पूर्णांक-100 (70+30)

### उद्देश्य

पटकथालेखनकापरिचयकराना।  
विद्यार्थियोंकीलेखनक्षमताकाविकास  
विद्यार्थियोंकोलेखनमेंरोज़गारसंबन्धीक्षेत्रोंकेलिएतैयारकरना।

### अधिगमकीउपलब्धियां

पटकथा-लेखनकेस्वरूपऔरतकनीकीशब्दोंसेपरिचितहोंगे।  
पटकथालेखनकीजानकारीमिलनेकेउपरांतविद्यार्थीरोज़गार-बाज़ारकेलिएतैयारहोंगे।  
अभिव्यक्तिकौशलकाविकास।  
भाषायीसंप्रेषणकेमहत्त्वसेअवगतहोंगे।

### खंड-1 पटकथालेखन

इकाई-1 पटकथा-लेखन:स्वरूप,तत्त्व  
इकाई-2 पटकथालेखनकेप्रकार  
इकाई-3 पटकथालेखनमेंशोधकामहत्त्व  
इकाई-4 पटकथाकीशब्दावलीतथा  
एकअंक(थ्रीएक्ट)औरपांचअंक(फाइवएक्ट)कोसमझना

### खंड-2 पटकथालेखन-2

इकाई-5 वेबसीरीज़केलिएपटकथालेखन  
इकाई-6 लघुफ़िल्मकेलिएपटकथालेखन  
इकाई-7 डॉक्युमेंट्री के लिए पटकथा लेखन  
इकाई-8 विज्ञापनफ़िल्मकेलिएपटकथालेखन

### सहायकपुस्तकें

व्यवहारिकनिर्देशिका:पटकथालेखन:असगरवजाहत  
आइड्यासेपरदेतक- रामकुमारसिंह  
पटकथाकैसेलिखें- राजेन्द्रपांडे  
कथा-पटकथा-मन्मूढभंडारी

बीए-हिंदी  
सेमेस्टर-IV  
AEC for B.A/B.Sc/B.Com

पाठ्यक्रमशीर्षक-कार्यालयीलेखन  
पाठ्यक्रमक्रमांक-HNB 2201

क्रेडिट-02  
पूर्णांक-100(70+30)

### उद्देश्य

कार्यालयी लेखन से परिचित कराना।

टिप्पण एवं प्रारूपण लेखन एवं उसकी विशेषताओं से परिचित कराना साथ ही उसका अभ्यास कराना।

### अधिगम की उपलब्धियां

टिप्पण एवं प्रारूपण-लेखन का कौशल विकसित होगा।

औपचारिक पत्र-लेखन का कौशल विकसित होगा।

### खंड-1 कार्यालयी प्रणाली एवं टिप्पण-लेखन

इकाई-1 सरकारी कार्यप्रणाली

इकाई-2 टिप्पण का स्वरूप, अर्थ

इकाई-3 टिप्पण-लेखन की प्रक्रिया और प्रकार

इकाई-4 टिप्पण लेखन का अभ्यास

### खंड-2 प्रारूप-लेखन और सरकारी पत्र-लेखन

इकाई-5 प्रारूपण: स्वरूप, प्रारूप लेखन-प्रक्रिया

इकाई-6 प्रारूप लेखन: विशेषताएं और अभ्यास

इकाई-7 सरकारी पत्रों का स्वरूप एवं प्रकार

इकाई-8 सरकारी पत्र का अभ्यास

### सहायक पुस्तकें

प्रयोजनमूलक हिंदी-विनोद गोदरे

प्रयोजनमूलक प्रशासनिक हिंदी-दिनेश चमोला "शैलेश"

व्यवहारिक हिंदी-ओमप्रकाश सिंघल

प्रयोजनमूलक हिंदी: सिद्धांत और प्रयोग- दंगल झालटे

**B.A. (English) Semester-I****Course code: ENB-1101****Course title: English Communication****Credits-2****Course Objectives:**

- To understand the fundamental communication skills in terms of personal, social and professional interactions.
- To develop the ability to share thoughts, emotions and ideas through various means of communication: both verbal and nonverbal.

**Course Outcomes:** After completion the course, students will be able to communicate effectively and with fluency. They will be able to speak in grammatically correct English with good pronunciation and intonation.

**Block I: Self-Introduction**

Unit 1: Introducing Self

Unit 2: Skills and Strengths

Unit 3: Speaking about Achievements and Voicing Future Aspects

Unit 4: Body Language

Unit 5: Paralanguage Skills

**Block II: Public Speaking Skills**

Unit 6: Speeches

Unit 7: Role Play

Unit 8: Debates

Unit 9: Presentation

Unit 10: Story telling or Narration

**References:**

1. Bell, Judith. "Doing Your Research Project: A Guide for First-Time Researchers." Open University Press, 2010.
2. Covey, Stephen R. "The 7 Habits of Highly Effective People." Simon & Schuster, 1989.
3. Lucas, Stephen E. "The Art of Public Speaking." McGraw-Hill Education, 2014.
4. Pease, Allan, and Barbara Pease. "The Definitive Book of Body Language." Bantam, 2006.
5. Rath, Tom. "StrengthsFinder 2.0." Gallup Press, 2007.
6. Reynolds, Garr. "Presentation Zen: Simple Ideas on Presentation Design and Delivery." New Riders, 2008.

## **B.A. (English) Semester-II**

**Course code: ENB-1201**

**Credits-2**

**Course Title: Creative Writing**

### **Course Objectives:**

- To develop students' creativity and imagination in writing.
- To improve students' writing skills and techniques.
- To help students express themselves effectively through different writing styles and genres.
- To introduce students to various forms of creative writing, such as poetry, short stories, and plays.
- To foster a supportive and collaborative environment for sharing and critiquing each other's work.

### **Course Outcomes:**

- Students will be able to generate original ideas and develop them into well-crafted pieces of writing.
- Students will demonstrate proficiency in different writing styles and techniques.
- Students will be able to effectively communicate their thoughts and emotions through their writing.
- Students will have a solid understanding of various forms of creative writing and their unique characteristics.
- Students will be able to give and receive constructive feedback on their own and others' work.

### **Block I: Introduction to Creative Writing**

Unit 1: Understanding the Basics of Creative Writing

Unit 2: Exploring Different Genres of Writing

Unit 3: Developing a Writing Routine

Unit 4: Understanding the Importance of Feedback

Unit 5: Practicing Self-editing Techniques

### **Block II: Elements of Creative Writing**

Unit 6: Character Development

Unit 7: Setting and Atmosphere

Unit 8: Plot Development

Unit 9: Dialogue and Voice

Unit 10: Theme and Symbolism

### **References:**

1. "Creating Characters: How to Build Story People" by Dwight V. Swain.
2. "Self-Editing for Fiction Writers: How to Edit Yourself into Print" by Renni Browne and Dave King.
3. "The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry" edited by Julia Bell and Paul Magrs.
4. "The Making of a Story: A Norton Guide to Creative Writing" by Alice LaPlante.
5. "The Power of Point of View: Make Your Story Come to Life" by Alicia Rasley.

## **B.A. (English) Semester-III**

**Course code: ENB-2101**  
**Course title: Personality Development**

**Credits-2**

**Course Objectives:**

- This course aims to provide participants with a comprehensive framework for personal growth and development. By the end of the course, participants will:
- Gain a deep understanding of the various components that make up an individual's personality, including temperament, character, and traits.
- Develop heightened self-awareness regarding one's strengths, weaknesses, emotions, thoughts, and values.
- Enhance verbal and non-verbal communication skills to interact more effectively with others in personal and professional settings.
- Improve emotional intelligence by learning to manage and express one's emotions constructively and understand the emotions of others.

**Course Outcomes-**

Upon successful completion of this course, participants will be able to:

- Demonstrate a deeper understanding of their personality, including strengths, limitations, and potential areas for growth.
- Employ improved communication skills, adapting their approach to suit various audiences and contexts.
- Apply emotional intelligence in personal and professional relationships to foster understanding and cooperation.
- Navigate various situations confidently, making decisions assertively and presenting ideas persuasively.

**Block I: Understanding Self and Interpersonal Skills**

Unit 1: Introduction to Personality Development

Unit 2: Communication Skills

Unit 3: Emotional Intelligence

Unit 4: Time Management

Unit 5: Stress Management

**Block II: Enhancing Personal Effectiveness and Building Relationships**

Unit 6: Critical Thinking and Problem Solving

Unit 7: Leadership and Teamwork

Unit 8: Adaptability and Resilience

Unit 9: Personal Branding and Networking

Unit 10: Planning for the Future

**References:**

1. Covey, Stephen R. "The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change." Simon & Schuster, 1989.
2. DeVito, Joseph A. "The Interpersonal Communication Book." Pearson, 2015.
3. Goleman, Daniel. "Emotional Intelligence: Why It Can Matter More Than IQ." Bantam Books, 1995.
4. Kouzes, James M., and Barry Z. Posner. "The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations." Jossey-Bass, 2017.

**B.A. (English) Semester-IV**

**Course code: ENB-2201**

**Course Title: Basic Knowledge of English Grammar**

**Credits-2**

**Course Objectives:**

- To develop a fundamental understanding of English grammar rules and concepts.
- To improve students' ability to communicate effectively in both spoken and written English.
- To enhance students' confidence in using correct grammar in various contexts.
- To provide students with the necessary foundation for more advanced studies in English language and literature.

**Course Outcomes:**

- Students will be able to identify and apply key grammar rules, such as subject-verb agreement, tense usage, and sentence structure.
- Students will be able to effectively use parts of speech, including nouns, pronouns, verbs, adjectives, and adverbs.
- Students will be able to recognize and correct common grammatical errors in their own writing.
- Students will be able to demonstrate improved proficiency in grammar through quizzes, exams, and class assignments.
- Students will be able to communicate clearly and confidently in both informal and formal settings using correct grammar.

**Block I: Parts of Speech**

Unit 1: Nouns

Unit 2: Pronouns

Unit 3: Verbs

Unit 4: Adjectives

Unit 5: Adverbs

**Block II: Sentence Structure**

Unit 6: Subject-Verb Agreement

Unit 7: Sentence Fragments

Unit 8: Run-on Sentences

Unit 9: Types of Sentences

Unit 10: Sentence Combining

**References:**

1. Murphy, Raymond. *English Grammar in Use*. Cambridge University Press.
2. O'Conner, Patricia T. *Woe is I: The Grammarphobe's Guide to Better English in Plain English*. Riverhead Books.
3. Strunk Jr., William, and E.B. White. *The Elements of Style*. Pearson.
4. Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. Adams Media.

**Interdisciplinary Courses (IDCs):**

बीए-हिंदी

सेमेस्टर-V



### उद्देश्य

हिंदी सिनेमा के इतिहास से परिचित कराना।  
सिनेमा, समाज और साहित्य के अंतःसंबन्ध से अवगत कराना।  
सिनेमा की समझ विकसित करना।  
साहित्य के महत्त्व से अवगत कराना।

### अधिगम की उपलब्धियां

साहित्य और सिनेमा के संबंध को समझ सकेंगे।  
हिंदी सिनेमा के इतिहास से परिचित हो सकेंगे।  
साहित्य के महत्त्व से परिचित होंगे।  
हिंदी सिनेमा की समझ विकसित होगी।

### खंड-1 साहित्य की अवधारणा

इकाई-1 साहित्य की परिभाषा एवं महत्त्व  
इकाई-2 साहित्य की विधाएँ: कहानी, उपन्यास  
इकाई-3 साहित्य की विधाएँ: नाटक, निबंध  
इकाई-4 साहित्य के उपकरण: भाव, कल्पना, बुद्धि एवं शैली

### खंड -2 सिनेमा की अवधारणा

इकाई-5 सिनेमा की परिभाषा एवं उद्देश्य  
इकाई-6 सिनेमा के प्रकार  
इकाई-7 हिंदी सिनेमा का इतिहास  
इकाई-8 साहित्य और सिनेमा में समानता एवं अंतर

### खंड-3 प्रमुख साहित्यकारों की कृतियां और उन पर बनी फ़िल्म

इकाई-9 काली आंधी-कमलेश्वर  
इकाई-10 झूठा सच-यशपाल  
इकाई-11 ज़िंदगीनामा-कृष्णा सोबती  
इकाई-12 तीसरी कसम उर्फ़ मारे गए गुलफ़ाम-फणीश्वरनाथ रेणु

### सहायक पुस्तकें

सिनेमा और हिंदी सिनेमा- अरुण कुमार  
सिनेमा पढ़ने के तरीके- विष्णु खरे  
भारतीय सिनेमा का अंतःकरण- विनोद दास  
भारतीय सिनेमा समाज के आईने में- श्याम सुंदर चौधरी

### बीए-हिंदी

### सेमेस्टर-V

### **उद्देश्य**

भाषा शिक्षण की अवधारणा से परिचित कराना।  
हिंदी शिक्षण का ज्ञान कराना।  
भाषा परीक्षण और मूल्यांकन से अवगत कराना।

### **अधिगम की उपलब्धियां**

भाषा शिक्षण से अवगत होंगे।  
भाषा परीक्षण और मूल्यांकन से परिचित होंगे।

### **खंड-1 भाषा-शिक्षण**

इकाई 1: भाषा-शिक्षण की अवधारणा, अभिप्राय तथा उद्देश्य  
इकाई-2 भाषा शिक्षण: राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक संदर्भ  
इकाई-3 शिक्षण, प्रशिक्षण, अर्जन और अधिगम  
इकाई-4 जे.एस. ब्रूनर, वाईगोत्स्की तथा पियाजे  
इकाई-5 मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर

### **खंड -2 हिंदी शिक्षण**

इकाई-6 भाषा कौशल सुनना, बोलना, पढ़ना, लिखना  
इकाई-7 हिंदी का मातृभाषा के रूप में शिक्षण (स्कूली शिक्षा, उच्च शिक्षा, दूरस्थ शिक्षा)  
इकाई-8 द्वितीय भाषा के रूप में हिंदी शिक्षण  
इकाई-9 विदेशी भाषा के रूप में भारत तथा विदेशों में हिंदी भाषा शिक्षण

### **खंड-3 भाषा परीक्षण और मूल्यांकन**

इकाई-10 भाषा परीक्षण की संकल्पना, और प्रकार  
इकाई-11 भाषा मूल्यांकन की संकल्पना  
इकाई-12 मूल्यांकन के प्रकार

### **सहायक पुस्तकें**

भाषा शिक्षण रवींद्रनाथ श्रीवास्तव  
अन्य भाषा शिक्षण के कुछ पक्ष संपा. अमर बहादुर सिंह  
भाषा शिक्षण तथा भाषाविज्ञान-संपा. ब्रजेश्वर चर्मा  
हिंदी शिक्षण: अंतर्राष्ट्रीय परिप्रेक्ष्य संपा. सतीश कुमार रोहरा, सूरजभान सिंह  
हिंदी भाषा-शिक्षण-भोलानाथ तिवारी  
अनुप्रयुक्त भाषाविज्ञान संपा. रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी, कृष्ण कुमार गोस्वामी

### **बीए-हिंदी**

**Interdisciplinary course**  
**सेमेस्टर-VI**

**उद्देश्य**

समाज-साहित्य और पर्यावरण के अंतर्संबंध से परिचित कराना।  
पर्यावरणीय चेतना के महत्त्व से परिचित कराना।  
समकालीन हिंदी कविता में अभिव्यक्त पर्यावरणीय चेतना का ज्ञान देना।  
प्रमुख समकालीन रचनाकारों की रचनाओं के माध्यम से उनके वैशिष्ट्य से परिचित कराना।

**अधिगम की उपलब्धियां**

विद्यार्थी समाज, साहित्य और पर्यावरण के अंतर्संबंध को समझ सकेंगे।  
पर्यावरण के प्रति संवेदनशीलता निर्मित होगी।  
समकालीन हिंदी कविता में पर्यावरणीय संवेदनशीलता को समझ सकेंगे।

**खंड-1 पर्यावरण और समकालीन हिंदी कविता-१**

इकाई-1 पर्यावरण:अर्थ,स्वरूप तथा अवधारणा  
इकाई-2 समकालीन हिंदी कविता में पर्यावरणीय चेतना का स्वरूप  
इकाई-3 केदारनाथ सिंह और मंगलेश डबराल की कविताओं में पर्यावरणीय चेतना  
इकाई-4 समीक्षा एवं व्याख्या  
केदारनाथ सिंह-पानी की प्रार्थना  
मंगलेश डबराल-यहां थी वह नदी

**खंड-2 पर्यावरण और समकालीन हिंदी कविता-२**

इकाई-5 विनोद कुमार शुक्ल की कविताओं में पर्यावरणीय चेतना  
इकाई-6 नरेश सक्सेना की कविताओं में पर्यावरण-चिंता  
इकाई-7 राजेश जोशी की कविताओं में पर्यावरण  
इकाई-8 समीक्षा एवं व्याख्या  
नरेश सक्सेना- एक वृक्ष भी बचा रहे

**खंड-3 समकालीन कविता में पर्यावरणीय चेतना**

इकाई-9 अरुण कमल की कविताओं में पर्यावरण  
इकाई-10 लीलाधर मंडलोई की  
कविताओं में पर्यावरण  
इकाई-11 एकांत श्रीवास्तव की कविताओं में पर्यावरण  
इकाई-12 अनुज लगुन की कविताओं में पर्यावरण

**पाठ्य पुस्तकें**

केदारनाथ सिंह- प्रतिनिधि कविताएं  
मंगलेश डबराल-प्रतिनिधि कविताएं  
नरेश सक्सेना-प्रतिनिधि कविताएं

**सहायक पुस्तकें**

समकालीन हिंदी कविता-विश्वनाथ प्रसाद तिवारी  
समकालीन हिंदी कविता -स.परमानंद श्रीवास्तव  
भूमंडलीकरण और समकालीन हिंदी कविता-अमित श्रीवास्तव  
समकालीन कविता की समझ-डॉ.सविता श्रीवास्तव  
पर्यावरण और समकालीन हिंदी साहित्य-डॉ.प्रभाकरन हेब्बार इल्लत  
समकालीन हिंदी कविता नए प्रस्थान-परमानंद श्रीवास्तव

**Semester-V**

**Course Code: ENB-3115**

**Course title: Literature and Ecology**

**Course Objectives:**

**Credits-3**

- To explore the representation of ecological and environmental themes in literature.
- To understand the historical and cultural contexts of ecological awareness and activism in literature.
- To analyze literary works through ecological criticism and theory.
- To encourage interdisciplinary thinking about literature, ecology, and environmental studies.

**Course Outcomes:**

- Students will gain an understanding of major ecological themes in canonical literary texts.
- Students will develop the ability to apply eco-critical theory to literary analysis.
- Students will enhance their awareness of historical and cultural dimensions of environmental issues.
- Students will cultivate interdisciplinary approaches to literature and ecology, connecting literary studies with environmental ethics and action.

**Block I: Human-Nature Interactions and Ethical Considerations**

Unit 1: Introduction to Ecological Literature

Unit 2: The Axe by R.K. Narayan (Introduction)

Unit 3: The Natural Setting and Its Significance

Unit 4: The Impact of Human Actions on Nature

Unit 5: Ecological Reflections and Message

**Block II: Ecological Conversations and Cultural Perspectives**

Unit 6: "The Foundation of Ecological Conversation in Stephen Talbott's "Toward an Ecological Conversation"

Unit 7: Barriers to Ecological Conversation

Unit 8: Pathways to Fostering Ecological Conversation

Unit 9: The Impact of Pesticides on the Environment in Rachel Carson's "Silent Spring"

Unit 10: Advocacy for Environmental Awareness and Change in Rachel Carson's "Silent Spring"

**Block III: Ecology in Action: Response and Responsibility**

Unit 11: Literature as a Tool for Environmental Advocacy

Unit 12: The Role of Storytelling in Ecology

Unit 13: Ecological Crisis and Literature

Unit 14: Future Visions: Ecology and Literature

Unit 15: Consolidating Learning and Moving Forward

**References:**

1. Buell, Lawrence. "The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture." Harvard University Press, 1995.
2. Carson, Rachel. "Silent Spring." Houghton Mifflin, 1962.
3. Cronon, William. "Uncommon Ground: Rethinking the Human Place in Nature." W.W. Norton & Company, 1996.
4. Diamond, Jared. "Collapse: How Societies Choose to Fail or Succeed." Viking Press, 2005.
5. Finch, Robert, and John Elder, eds. "The Norton Book of Nature Writing." W.W. Norton & Company, 1990.
6. Glotfelty, Cheryll, and Harold Fromm, eds. "The Ecocriticism Reader: Landmarks in Literary Ecology." University of Georgia Press, 1996.
7. Narayan, R.K. "The Axe." In "Malgudi Days." Indian Thought Publications, 1943.

**Course Code: ENB-3116**

**Credits: 3**

**Course title: Feminist Literature**

**Course Objectives:**

- To provide students with a comprehensive understanding of the historical and socio-political contexts that have shaped feminist literature from the 18th century to the present. This

includes examining the evolution of feminist thought and movements and their impact on literary expression.

- To explore fundamental themes and concepts within feminist literature, such as gender identity, inter-sectionality, patriarchy, body politics, and the public versus private sphere. Students will learn to identify and analyze these themes in various texts.
- To introduce students to a wide range of voices and perspectives within feminist literature, emphasizing the diversity of experiences based on race, ethnicity, class, sexuality, and geography. This objective aims to cultivate an appreciation for the multiplicity of feminist expressions.

### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

- Students will be able to outline the key historical developments in feminist literature and thought, linking specific texts and authors to broader social and political movements.
- Students will be skilled in identifying key feminist themes in literature and will be able to analyze how these themes are developed in diverse texts, employing appropriate literary and theoretical terminology.
- Students will recognize and appreciate the diversity of feminist voices and perspectives, understanding how intersections of race, class, sexuality, and culture influence feminist literary expression.

### **Block I: Mary Wollstonecraft: *A Vindication of the Rights of Woman***

Unit 1: Introduction to Women's Rights and Education

Unit 2: Critique of Women's Role in Society

Unit 3: *A Vindication of the Rights of Woman*: Rationality and Morality

Unit 4: *A Vindication of the Rights of Woman*: Political and Social Equality

Unit 5: *A Vindication of the Rights of Woman*: Legacy and Impact

### **Block II: Simone de Beauvoir: *The Second Sex***

Unit 6: *The Second Sex*: Introduction; The Question of Woman

Unit 7: *The Second Sex*: Historical and Biological Perspectives

Unit 8: *The Second Sex*: Myths and Facts of Femininity

Unit 9: *The Second Sex*: Lived Experience; Formative Years to Adulthood

Unit 10: *The Second Sex*: Toward Liberation; Paths to Freedom

### **Block III: Betty Friedan: *The Feminine Mystique***

Unit 11: *The Feminine Mystique*: The Problem That Has No Name

Unit 12: *The Feminine Mystique*: Historical Context

Unit 13: *The Feminine Mystique*: Impact on Women's Lives

Unit 14: *The Feminine Mystique*: Critique of Solutions and Social Change

Unit 15: *The Feminine Mystique*: Legacy and Call to Action

### **References:**

1. Moi, Toril. "Simone de Beauvoir: The Making of an Intellectual Woman." Oxford University Press, 1994.
2. Taylor, Barbara. "Mary Wollstonecraft and the Feminist Imagination." Cambridge University Press, 2003.
3. Todd, Janet. "Mary Wollstonecraft: A Revolutionary Life." Columbia University Press, 2000.
4. Wollstonecraft, Mary. "A Vindication of the Rights of Woman." Dover Publications, 1996 (original work published in 1792).
5. Zuckerman, Harriet. "Scientific Elite: Nobel Laureates in the United States." Free Press, 1977.



## **Semester-VI**

**Course code: ENB-3215**

**Credits-3**

**Course Title: Literature and Films**

### **Course Objectives:**

- To analyze and interpret various literary and film texts, exploring the relationships between literature and cinema.
- To develop critical thinking skills in analyzing the themes, motifs, and techniques used in literature and films.
- To understand the historical and cultural contexts in which literary works and films are produced.
- To explore the ways in which literature and films shape and reflect society and culture.
- To develop effective communication skills in discussing and writing about literature and films.

### **Course Outcomes:**

- Students will be able to critically analyze and interpret a variety of literary and film texts.
- Students will be able to identify and analyze the themes, motifs, and techniques used in literature and films.
- Students will gain an understanding of the historical and cultural contexts in which literary works and films are produced.
- Students will be able to discuss and write about the ways in which literature and films shape and reflect society and culture.
- Students will develop effective communication skills in discussing and writing about literature and films.

### **Block I: Introduction to the Film Studies**

Unit 1: Introduction to Basic Concepts in Film-Making

Unit 2: Major Genres of Films

Unit 3: Films and Literature

Unit 4: Review of Shakespearean Films (Macbeth and Hamlet)

Unit 5: Review of Films Based on the Novel in English (Oliver Twist & Pride and Prejudice)



## **Block II: Review and Comparative Analysis**

Unit 6: Review of Films Based on Indian English Fiction

Unit 7: Review of Films Based on Popular Fiction (Three Idiots & Slumdog Millionaire)

Unit 8: Review of Films Based on Bhasha Classics (Ghare Baire & Tamas)

Unit 9: Review of Animation Films - The Jungle Book

Unit 10: Comparative Analysis of the Films and their Literary Sources

## **Block III: Dimensions of Film Studies**

Unit 11: Historical Context of the Films

Unit 12: Aesthetic Elements in Films

Unit 13: Impact of Film on Society

Unit 14: Audience Reception and Film Criticism

Unit 15: Final Project – Film Analysis and Presentation

## **References:**

1. Barsam, Richard Meran, and Dave Monahan. *Looking at Movies: An Introduction to Film*. W.W. Norton & Company, 2018.
2. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill Education, 2021.
3. Giannetti, Louis. *Understanding Movies*. Pearson, 2014.
4. Sobchack, Vivian. *Film Theory: Critical Concepts in Media and Cultural Studies*. Routledge, 2004.

**Course Name: History and Sociology: Indian Society**

**Course Code: HSB-3115**

**Credits:3**

**Course Objective:**

Course Objective: This interdisciplinary course aims to explore the dynamic interactions between history and sociology in shaping Indian society. Students will analyze historical events, social structures and cultural practices to understand the evolution of Indian society over time. Through a critical examination of historical narratives and sociological theories, students will develop insights into the complexities of caste, religion, gender and class dynamics, fostering a deeper understanding of contemporary Indian social issues and transformations.

**Course Outcomes (COs):**

1	Comprehensive Historical Understanding: Students will gain a thorough understanding of the historical developments that have influenced the structure, institutions and cultural dynamics of Indian society, including but not limited to colonization, independence movements, social reform movements and economic transformations.
2	Sociological Insight into Indian Society: Through sociological analysis, students will develop insights into the social structures, hierarchies and dynamics present in Indian society, including caste, class, gender, religion and ethnicity and how these factors intersect to shape individuals' lived experiences and societal norms.
3	Interdisciplinary Perspective: By integrating historical and sociological perspectives, students will develop an interdisciplinary understanding of Indian society, recognizing the interconnectedness between historical events and sociological phenomena and how they collectively contribute to shaping contemporary Indian society.
4	Critical Analysis and Interpretation: Students will enhance their critical thinking skills by critically analyzing historical narratives, sociological theories, empirical data and case studies related to Indian society. They will be able to interpret historical events and sociological phenomena from multiple perspectives, fostering a nuanced understanding of the complexities and contradictions within Indian society.

**Block 1: Introduction to Indian Society**

Unit 1: Basic Features of Indian Society

Unit 2: Indian Society: Basic Features and Theories

Unit 3: Unity in Diversity

Unit 4: Caste and Varna

Unit 5: Village Studies

**Block 2: The Culture of India**

Unit 6: Basic Institutions

Unit 7: Family in India

Unit 8: Marriage in India

Unit 9: Kinship Organization in India

Unit 10: Tribal Society

**Block 3: The social system of Indian people**

Unit 11: Meaning and Features of the Tribe-Caste Continuum

Unit 12: Socio-Cultural and Economic Profile of Tribes, Tribal Policy

Unit 13: Rural Society

Unit 14: Definition and Features of Rural Society

Unit 15: Urban Society

**Books/Reference**

1. Ahuja, Ram: Indian Social Structure Jaipur: Rawat Publications.

2. Ahuja, Ram: Society in India: Concepts, Theories and Changing Trends Jaipur: Rawat Publications.
3. Bose N. K.: Tribal life in India New Delhi: National Book Trust
4. Desai, A. R.: Rural Sociology in India Mumbai: Popular Prakashan
5. Doshi, S.L. and Rural Sociology, Jain, P.C., Jaipur: Rawat Publication
6. Dube, S.C.: Indian Society, New Delhi: National Book Trust
7. Ghurye, G.S.: Caste and Race in India Mumbai: Popular Prakashan
8. Hasnain, Nadeem: Tribal India, New Delhi: Harnam Publications
9. Mandelbaum, David G.: Society in India: Continuity and Change, Vols. 1 and 2, London University of California Press
10. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
11. A History of Ancient and Early Medieval India' by Upinder Singh

**Course Name: History and Political Science: Development of the Indian Constitution**

**Course Code: HSB-3116**

**Credits:3**

**Course Objective:**

Course Objective: This course aims to provide students with a comprehensive understanding of the development of the Indian Constitution, emphasizing its historical context, political significance and socio-cultural implications. Students will analyze the constitutional debates, principles and institutions that shaped the framing of the Indian Constitution, exploring its evolution from colonial rule to independence. Through critical examination, students will gain insights into the foundational values, governance structures and challenges of democracy in India's constitutional framework.

**Course Outcomes (COs):**

1	Historical Understanding: Students will acquire a comprehensive understanding of the historical context surrounding the development of the Indian Constitution, including colonial rule, independence movements and the socio-political dynamics of the time.
2	Political Analysis: Through the study of the Indian Constitution's development, students will develop political analysis skills, enabling them to evaluate the constitutional debates, principles and institutions that shaped India's governance structure.
3	Constitutional Literacy: Students will gain proficiency in understanding the key provisions, principles and mechanisms of the Indian Constitution, fostering constitutional literacy and empowering them to engage critically with contemporary political issues.
4	Critical Thinking and Citizenship: By examining the development of the Indian Constitution, students will cultivate critical thinking skills and a sense of citizenship, enabling them to assess the strengths, weaknesses and ongoing challenges of India's democratic framework and participate effectively in democratic processes.

**Block 1: Arrival of Europeans**

Unit 1: Sources for the History of Modern India

Unit 2: Major approaches to the history of modern India

Unit 3: India on the eve of the British conquest

Unit 4: Advent of Europeans—Portuguese, Dutch, English, French, Danes.

Unit 5: Anglo-Carnatic Wars

**Block-2: Expansion and Consolidation of British Power**

Unit 6: British Mercantilism and the Conquest of Bengal

Unit 7: Mysore Resistance to the Company

Unit 8: Anglo-Martha struggle for supremacy

Unit 9: Conquest of Punjab

Unit 10: Annexation of Sind and Awadh

Unit 11: 1857 revolt

**Block-3 Act and Constitutional Experiment (1773–1947)**

Unit 12: Regulating Act of 1773, Pitts India Act of 1784, Charter Act of 1813 to 1853, Government of India Act of 1858,

Unit 13: Indian Councils Act, 1909—Morley Minto Reforms

Unit 14: Government of India Act, 1919; Montagu Chelmsford Reforms; Government of India Act, 1935; Cripps Mission, 1942; Partition

Unit 15: Mountbatten Plan, Indian Independence Act, 1947, Indian Constitution, Future Plans

**Books/References**

1. Bose, S. (2014). *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press.
2. Chandra, B. (2008). *India's Struggle for Independence*. Penguin Random House, India.
3. Metcalf, T. R., & Metcalf, B. D. (2006). *A Concise History of Modern India*. Cambridge University Press.
4. Bayly, C. A. (2001). *The Birth of the Modern World, 1780–1914: Global Connections and Comparisons*. Wiley-Blackwell.
5. Dalrymple, W. (2015). *The Anarchy: The Relentless Rise of the East India Company*. Bloomsbury Publishing.
6. Majumdar, R. C. (2006). *History of the Freedom Movement in India (Volume 1)*. Firma KLM Private Limited.
7. Lal, K. S. (2002). *The Mughal Harem*. Aditya Prakashan.
8. Kumar, R. (2019). *Western India in the Nineteenth Century*. Routledge.
9. Sen, A. (2017). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin Books India.
10. Bayly, S. (2004). *Caste, society and politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press.

**Course Name: History and Literature: Ancient Indian Buddhism, Jainism, Vedic Literature and Ancient Indian Languages and Scripts**

**Course Code:HSB-3215**

**Credit:3**

**Course Objective:**

This course aims to delve into the rich tapestry of ancient Indian Buddhism, Jainism, Vedic literature and ancient Indian languages and scripts, providing students with a comprehensive understanding of their historical, cultural and philosophical significance. Through an interdisciplinary approach, students will explore the foundational texts, linguistic nuances and scriptural traditions, gaining insights into the development and diffusion of these ancient Indian traditions. By the end of the course, students will possess a deeper appreciation for the complexities of ancient Indian civilization and its enduring legacies.

**Course Outcomes (COs):**

1	Comprehensive Understanding: Students will demonstrate a thorough comprehension of the key principles, beliefs and practices of ancient Indian Buddhism, Jainism, Vedic literature and ancient Indian languages and scripts, fostering a holistic understanding of these foundational elements of Indian civilization.
2	Critical Analysis Skills: Students will develop the ability to critically analyze primary texts, linguistic structures and historical contexts related to ancient Indian Buddhism, Jainism, Vedic literature and ancient Indian languages and scripts, enabling them to evaluate diverse perspectives and interpretations.
3	Cultural and Historical Awareness: Through the study of these ancient traditions, students will gain insight into the socio-cultural dynamics, religious ideologies and historical developments that shaped ancient Indian society, fostering a deeper appreciation for its cultural heritage.
4	Linguistic Proficiency: Students will acquire proficiency in deciphering and interpreting ancient Indian languages and scripts, enhancing their ability to engage with primary sources and scholarly literature in their original forms. Interdisciplinary Integration: Students will integrate insights from history, literature, linguistics and religious studies to analyze and interpret the multifaceted aspects of ancient Indian Buddhism, Jainism, Vedic literature and ancient Indian languages and scripts, fostering a multidimensional approach to scholarship and research.

**Block 1: Cultural History of Ancient India**

Unit 1:Introduction to Indian Culture, Nature, Features and Characteristics

Unit 2:Religion: Teachings, Symbols and Principals

Unit 3:, Ved to Vedanta

Unit 4:Introduction to Indian Festivals:

Unit 5:Pali sahitya

**Block 2: Ancient Indian Literature**

Unit 6:Introduction –Nature, aims and objectives of literature,Language and contents of literature

Unit 7:Vedic Literature: Nature and Classification,

Unit 8:Śramanic Literature

**Block 3: Ancient Indian and World Languages, Scripts and Ancient Indian Inscriptions**

Unit 10:Epigraphy-palaeography (script development) in india

Unit 11:Language, Script and Epigraphy—North and South Indian languages and scripts,

Unit 12 Indus valley :Inscriptions and others

Unit 13:North and south Indian inscriptions.

Unit 14:Languages

Unit 15:scripts

**Books/References**

1. Dikshitar, V.R.R., Studies in Tamil Literature and History, London, 1930.
2. Ghosal, U. N., Studies in Indian History and Culture, New Delhi, 1965.
3. Jain, H. L., Bhāratīya Samskr ti Mem Jaina Dharma Kā Yogadāna (Relevant Chapters), Bhopal, 1966.
4. Majumdar, R. C. and Pusalker, A. D. (eds.), The History and Culture of the Indian People, Vols. I–V (Relevant Chapters), Bombay, 1951–1955.
5. Pargiter, F. E., Ancient Indian Historical Tradition, Delhi, 1922.
6. Upadhyay, Bharat Singh, Pāli Sāhitya kā Itihāsa, Allahabad, 1994.
7. Basham, A. L.: A Cultural History of India, New Delhi, 1975.
8. Basham, A. L.: The Wonder that Was India, London, 1954.
9. Jha, D. N.: Ancient India: An Introduction, New Delhi, 1998.
10. Lahiri, Nyanjyot: The Decline and Fall of the Indus Civilization, New Delhi, 2000.
11. Raychaudhuri, H.C., Political History of Ancient India with a Commentary by B.N.Mukherjee, New Delhi, 1996 (8th edition).
12. Prachin Bharat ka Itihas Tatha Sanskriti by K.C. Srivastava
13. A History of Ancient and Early Medieval India' by Upinder Singh.

## **Semester-V**

**Course Name: Political Sociology**

**Course Code: PLB-3115**

**Credits: 3**

### **Course Objectives:**

To understand the major theories and concepts in political sociology. To analyze the reciprocal relationship between social structures and political institutions. To examine the dynamics of power, authority, and legitimacy in society. To explore the role of social movements and collective action in shaping political change. To investigate the intersections of politics, inequality, and social stratification. To critically evaluate the impact of globalization and transnationalism on political processes. To examine the role of culture, identity, and ideology in shaping political behavior.

### **Course Outcomes:**

Analyze the intricate relationship between politics and society, exploring how social structures, institutions, and ideologies shape political behavior and vice versa. Evaluate the role of power dynamics, authority structures, and political processes in shaping social inequalities, including but not limited to class, gender, race, ethnicity, and religion. Critically examine key theoretical perspectives in political sociology, such as Marxist, feminist, postcolonial, and rational choice theories, to understand how they contribute to our understanding of political phenomena. Apply sociological concepts and methods to analyze various forms of political participation, social movements, and collective action, including protests, revolutions, and advocacy groups.

### **Block I: Introduction to Political Sociology**

Unit-1 Definition and scope of political sociology

Unit-2 Historical development of the field

Unit-3 Major theoretical perspectives: Marxist, pluralist

Unit-4 Elitist, feminist, and poststructuralist approaches

### **Block II: Power Authority and Movements**

Unit-5 Theories of power: coercion, authority, and persuasion

Unit-6 State power and governance

Unit-7 Legitimacy and consent

Unit-8 Social movement outcomes and impact

### **Block III: State-Society Relations**

Unit-9 State formation and development

Unit-10 Civil society and political participation

Unit-11 Social capital and democracy

Unit-12 Inequality and Social Stratification

### **Books Reference:**

1. "Political Sociology: Power and Participation in the Modern World" by Anthony M. Orum and John G. Dale
2. "Political Sociology: Oppression, Resistance, and the State" by Davita Silfen Glasberg and Deric Shannon
3. "Political Sociology: A Critical Introduction" by Kate Nash
4. "The Oxford Handbook of Political Sociology" edited by Kate Nash, Alan Scott, and Anna Marie Smith
5. "The Social Basis of Politics" by Seymour Martin Lipset
6. "States and Social Revolutions: A Comparative Analysis of France, Russia, and China" by Theda Skocpol
7. "Political Power and Social Theory" edited by David A. Baldwin
8. "Globalization and Its Discontents: Essays on the New Mobility of People and Money" by Saskia Sassen



**Course Name: Political Economy**  
**Course Code: PLB-3116**

**Credits: 3**

**Course Objectives:**

Understand the foundational theories and concepts of political economy. Analyze the relationship between politics, economics, and society. Evaluate different economic systems and their implications for governance and development. Critically assess the role of government policies in shaping economic outcomes. Examine contemporary issues in political economy such as globalization, inequality, and environmental sustainability.

**.Course Outcomes:**

Demonstrate a comprehensive understanding of the core principles, theories, and methodologies of political economy, encompassing the intersection of politics and economics. Analyze and evaluate the historical development of political and economic systems, including their impacts on societies, institutions, and global relations. Critically assess the role of government policies, institutions, and regulations in shaping economic outcomes, distribution of resources, and societal welfare. Apply economic reasoning and analytical tools to examine various political phenomena, such as voting behaviour political instability, and the formation of public policy.

**Block I: Introduction to Political Economy**

Unit-1 Definition and scope of political economy  
Unit-2 Historical development of political economic thought  
Unit-3 Theories and approaches in political economy  
Unit-4 Overview of different economic systems (capitalism, socialism, mixed economies)

**Block II: Institutions and Governance**

Unit-5 Role of institutions in shaping economic behaviour  
Unit-6 Political institutions and economic outcomes  
Unit-7 Market Failures and Government Intervention  
Unit-8 Government regulation and economic policy

**Block III: Environmental Political Economy**

Unit-9 Economics of environmental degradation  
Unit-10 Environmental policies and sustainability  
Unit-11 Green growth and alternative economic paradigms  
Unit-12 Contemporary Issues in Political Economy

**Books Reference:**

1. "Political Economy: A Comparative Approach" by Barry Clark
2. "States and Markets: The Science of Political Economy" by Adam Przeworski and James Raymond Vreeland
3. "Global Political Economy" by Theodore H. Cohn

## **Semester-VI**

**Course Name: Political Philosophy**

**Course Code: PLB-3215**

**Credits: 3**

### **Course Objectives:**

Familiarize students with foundational texts and ideas in political philosophy.  
Encourage critical thinking and analysis of political concepts and theories.  
Develop students' ability to articulate and defend their own political beliefs.  
Provide historical and philosophical context for contemporary political debates.

**Course Outcomes:** On completion of this course, student will be able to

Understanding of Political Concepts: Students will demonstrate a deep understanding of fundamental political concepts such as justice, liberty, equality, power, authority, and democracy.

Critical Analysis Skills: Students will develop the ability to critically analyze and evaluate political theories and ideologies, including their historical contexts, assumptions, and implications.

Comparative Analysis: Students will be able to compare and contrast different political philosophies and ideologies, recognizing their strengths, weaknesses, and implications for governance and society.

Historical Context: Students will gain an understanding of the historical development of political thought, tracing the evolution of political ideas from ancient to modern times.

Ethical Reasoning: Students will engage in ethical reasoning and reflection, considering the ethical implications of various political theories and policies on individuals, communities, and societies.

### **Block I Introduction to Political Philosophy**

Unit-1 Overview of political philosophy

Unit-2 Defining key concepts: politics, power, justice

Unit-3 Historical context: Ancient political thought

Unit-4 Comparison of Platonic and Aristotelian political theories

### **Block II Modern Political Thought**

Unit-5 Thomas Hobbes' "Leviathan"

Unit-6 John Locke's "Second Treatise of Government"

Unit-7 Jean-Jacques Rousseau's "The Social Contract"

Unit-8 Karl Marx's "Communist Manifesto"

### **Block III Utilitarianism , Libertarianism and Justice**

Unit-9 Robert Nozick's "Anarchy, State, and Utopia"

Unit-10 Critiques of utilitarianism and libertarianism

Unit-11 John Rawls' "A Theory of Justice"

Unit-12 Amartya Sen's "The Idea of Justice"

### **Block IV Eastern Philosophies and Thinkers**

Unit-13 Vedanta

Unit-14 Kautilya

Unit-15 Confucius

### **Books Reference:**

1. Republic" by Plato "Politics" by Aristotle "Leviathan" by Thomas Hobbes
2. "Second Treatise of Government" by John Locke "The Social Contract" by Jean-Jacques Rousseau
3. "On Liberty" by John Stuart Mill
4. "Communist Manifesto" by Karl Marx and Friedrich Engels
5. "Principles of Morals and Legislation" by Jeremy Bentham
6. "Anarchy, State, and Utopia" by Robert Nozick
7. "A Theory of Justice" by John Rawls
8. "The Idea of Justice" by Amartya Sen

## **Semester-V**

**Course Name: Environmental Economics**

**Course Code: ECB-3115**

**Credits: 3**

**Course Objectives:** This course aims to provide students with a thorough understanding of environmental economics, emphasizing its meaning and scope while addressing key topics such as common property resources, Green GDP, and carbon footprints. Through an in-depth exploration, students will learn about different aspects of environmental externalities, environmental degradation, and the management of renewable and non-renewable resources. Additionally, the course investigates the connection between environment and development, and concludes with a study of major environmental policies. This comprehensive approach equips students with a well-rounded perspective on the subject.

### **Course Outcomes:**

1. Grasp the fundamental principles of environmental economics, including the concepts of Green GDP, carbon footprint, and common property resources.
2. Assess the management and sustainability of renewable and non-renewable resources, and propose practical solutions for their efficient utilization.
3. Understand the intricate relationship between environmental protection and economic development, and how they influence each other.
4. Analyze major environmental policies and their effectiveness in addressing environmental challenges, and understand their implications for national and global economies.
5. Utilize economic tools and theories to assess environmental issues and develop strategies for sustainable development.

### **BLOCK I: Introduction to Environmental Economics**

**Unit 1:** Meaning and Scope of Environmental Economics.

**Unit 2:** Meaning and Characteristics of Environmental Goods.

**Unit 3:** Common Property Resources.

**Unit 4:** Green GDP and Carbon Footprint.

### **BLOCK II: Environmental Externalities and Policies**

**Unit 5:** Concept and Types of Environmental Externalities; Pareto Optimality and Market Failure.

**Unit 6:** Pigouvian Taxes and Subsidies.

**Unit 7:** Environmental Degradation – Land, Forest, and Natural Resources.

**Unit 8:** Problems of Air, Water, Noise, and Soil Pollution.

### **BLOCK III: Economics of Natural Resources**

**Unit 9:** Renewable and Non-Renewable Resources.

**Unit 10:** Optimal Use of Non-Renewable Resources – The Theory of Extraction.

**Unit 11:** Optimal Use of Natural Resources.

**Unit 12:** Economics of Biodiversity Conservation.

### **References:**

1. Bhattacharya, R.N. (2006): Environmental Economics, An Indian Perspective, Oxford University Press, New York.
2. Divan Shyam and Armin Rosencranz (2008): Environmental Law and Policy in India, Cases, Materialand Statutes, Oxford University Press, New York.
3. Ganesamurthy, V.S. (2009): Environmental Economics in India, New Century Publications, New Delhi, India.
4. Sankar, Ulaganthan (2006): Environmental Economics, Oxford University Press, New York.
5. Eugene T. (2008): Environmental Economics, Vrinda Publications (P) Ltd.
6. Tietenberg, Tom (2004): Environmental and Natural Resource Economics, Pearson Education.

**Course Name: Economics of Education**

**Credits: 3**

**Course Code: ECB –3116**

**Course Objectives:** The Economics of Education course aims to help students understand how economic principles apply to education. Topics include the concept and scope of economics in education, educational indicators, and planning techniques. It covers cost-benefit analysis, public expenditure theories, and how education affects earnings levels. Students learn about value-based education and the structure of educational institutions in India. The course also explores government initiatives like Sarva Shiksha Abhiyan and the Right to Education, as well as issues in higher and vocational education.

**Course Outcomes:**

1. Gain a comprehensive understanding of the economics of education, including its scope and indicators, which helps in evaluating education systems effectively.
2. Develop skills in planning and finance within the education sector, such as cost-benefit analysis and understanding the theories of public expenditure.
3. Explore the impact of education on earnings and economic outcomes, as well as the importance of value-based education for social justice.
4. Analyze educational institutions across different levels in India, including government initiatives like Sarva Shiksha Abhiyan and policies related to the Right to Education, and address concerns in higher and vocational education.

**BLOCK I: Economics of Education**

**Unit 1:** Economics of Education: Concept, nature and scope;

**Unit 2:** Educational indicators;

**Unit 3:** Educational production function;

**Unit 4:** Education and Social Justice

**BLOCK II: Education Planning and Finance**

**Unit 5:** Education planning techniques, Cost- Benefit Analysis,

**Unit 6:** Theories of Public Expenditure;

**Unit 7:** Effects of Education on levels of earnings

**Unit 8:** value based education

**BLOCK III: Education in India**

**Unit 9:** Educational Institutions: Primary, Secondary and Tertiary Level,

**Unit 10:** Sarva Shiksha Abhiyan; Right to Education and Legislations relating to Right to Education with special reference to Constitutional provisions/Preamble;

**Unit 11:** Higher Education in India: Issues, Concerns and New Directions;

**Unit 12:** Vocational Educational System

**References:**

1. Belfield, C.R. (2000), *Economic Principles for Education: Theory and Evidence*, Edward Elgar Publishing.
2. Deka, B. (2000), *Higher Education in India: Development and Problems*, Atlantic Publishers & Dist.
3. Jha, P., Das, S., Mohanty, S.S. and Jha, N.K. (2008), *Public Provisioning of Elementary Education in India*, Sage Publications India Pvt. Ltd
4. Becker, G.S. (1994), *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, University of Chicago Press.
5. Psacharopoulos, G. and Woodhall, M. (1985), *Education for Development: An Analysis of Investment Choices*, Oxford University Press.

## **Semester-VI**

**Course Name: Mathematical Methods in Economics–I**

**Credits: 3**

**Course Code: ECB-3215**

**Course Objectives:** Mathematical Methods in Economics–I for the BA program introduces students to essential mathematical techniques for economics. The course covers differential equations and their economic applications, linear algebra, including vector spaces and linear transformations, as well as systems of linear equations and determinants. Students explore functions of several real variables, focusing on geometric representations, differentiable functions, and second order derivatives. Additionally, the course examines multi-variable optimization, including convex and quasiconvex functions, unconstrained and constrained optimization, and input-output analysis. Students gain tools to analyze and solve complex economic problems.

### **Course Outcomes :**

1. Understand and apply differential equations to model and analyze dynamic economic systems.
2. Master linear algebra concepts, such as vector spaces and determinants, to solve economic problems.
3. Work with functions of several real variables, focusing on differentiable functions and second order derivatives.
4. Learn multi-variable optimization techniques, including convex functions and constrained optimization, for economic decision-making.

### **BLOCK I: Preliminaries**

**Unit 1:** Logic and Proof Techniques

**Unit 2:** Sets and Set Operations

**Unit 3:** Relations and Functions and Their Properties

**Unit 4:** Number Systems and Continuity

**Unit 5:** Limit of a Function

### **BLOCK II: Functions of One Real Variable**

**Unit 6:** Graphs and Elementary Types of Functions: Quadratic, Polynomial, Power, Exponential, Logarithmic

**Unit 7:** Sequences and Series: Convergence, Algebraic Properties, and Applications

**Unit 8:** Continuous Functions: Characterizations, Properties with Respect to Various Operations and Applications

### **BLOCK III: Derivatives**

**Unit 9:** One and Two Variable Cases, Rules of Differentiation

**Unit 10:** Maxima and Minima

**Unit 11:** Differentiable Functions: Characterizations, Properties with Respect to Various Operations and Applications

**Unit 12:** Second and Higher Order Derivatives: Properties and Applications

### **References:**

1. Allen, R.G.D., Mathematical Analysis for Economists; All India publishers and distributors
2. Chiang, A.C., Fundamental Methods of Mathematical Economics; McGraw Hill Publication
3. Taro Yamane, Mathematics for Economists; Printing Hall of India
4. Mehta, B.C. and Madhani, G.M.K. (English and Hindi); Mathematics for Economists; Sultan Chand and sons.

## **B.A. (Sociology) Semester-V**

**Course Name: Gender Studies**

**Course Code: SOB-3115**

**Credits: 3**

**Course Objectives:** The primary objective of this course is to familiarize students with fundamental concepts and provide them with an extensive understanding of the societal construction of gender. Through comprehensive study and exploration, students will gain insight into the intricate processes through which gender roles, identities, and norms are shaped within society. Additionally, the course aims to expose students to a rich array of theories and perspectives that elucidate the multifaceted nature of gender dynamics. By delving into various topics and engaging with diverse perspectives, students will develop a nuanced understanding of how gender operates as a social construct.

**Course Outcomes:** The aim of this course is to foster an in-depth understanding of several key aspects related to gender dynamics. This includes delving into the lives and experiences of women within social contexts, exploring the intricate intersections of gender identity and culture, and critically examining theories, practices, and responses to gender inequality. Through comprehensive study and analysis, students will gain insights into the multifaceted nature of gender issues, equipping them with the knowledge and analytical skills necessary to navigate and address gender-related challenges in various societal contexts.

### **Block I Fundamental Concepts**

**Unit 1:** Sex and gender

**Unit 2:** Gender Identity

**Unit 3:** Gender Roles and Expectations

**Unit 4:** Gender socialization

### **Block II Feminist perspectives**

**Unit 5:** Socialist

**Unit 6:** Radical

**Unit 7:** Liberal

**Unit 8:** Marxian

### **Block III Crime against Women**

**Unit 9:** Infanticide

**Unit 10:** Domestic Violence

**Unit 11:** Honor Killing

**Unit 12:** Harassment at work place

### **Suggested Readings:**

1. Abbott, P., Tyler, M., & Wallace, C. (2006). An Introduction to Sociology: Feminist Perspectives. Routledge. 92
2. Brinkerhoff, D. B., Ortega, S. T., & Weitz, R. (2013). Essentials of sociology. Cengage Learning, USA.
3. Hughes, C. (2002). Key Concepts in Feminist Theory And Research. Sage Publications.
4. Agrawal, M. (2009) (ed.) Women Empowerment and Globalization, Kanishka Publishers, New Delhi.

5. Bhargava R. (2010) Gender Issues: Attestations and Contestations, Rawat Publications, India
6. Evans M. (2009) Gender and Social Theory, Rawat Publications, India
7. Francis, A.C., Waring, W., Stavropoulos, P. and Kirkby, J. (2003) Gender Studies: Terms and Debates, Palgrave Macmillan, New York
8. Giddens A. (2009) Sociology, Wiley India Pvt. Ltd., India
9. Haralambos M., Hollborn, M. & Robin Heald, R. (2000) Sociology: Themes and Perspectives, Harper Collins, London.
10. Holmes, M. (2007) What is Gender: Sociological Approaches, Sage Publications, New Delhi.
11. Hughes, C. ( ) Key Concepts in Feminist Theory and Research
12. Jackson S. & Jones J., (2011) (ed.) Contemporary Feminist Theories, Rawat Publications, India
13. Jones P. (2003) Introducing Social Theory, Polity Press, U.K.
14. Pernau M., Ahmed I. & Reifeld, H. (2003) (eds.) Family & Gender: Changing Values in Germany & India, Sage, New Delhi.

**Course Name: Development, Social Policy and Planning**

**Course Code: SOB-3116**

**Credits: 3**

**Course Objectives:** Development objectives, social policies, and planning procedures are critical in guiding change in modern welfare societies. This article examines the interaction between scheduled change and development agencies. The purpose of this article is to bridge the gap between theoretical sociology and real-world social situations.

**Course Outcomes:** Upon concluding the course, students will have acquired several key competencies. They will possess a comprehensive understanding of the conceptual underpinnings and origins of development goals, social policies, and planning processes. Additionally, students will be able to critically assess social planning initiatives and significant national policies, situating them within the broader context of political economy and welfare systems. Moreover, they will be adept at recognizing the evolving trends and transformations in development paradigms and policies, discerning their implications for social structures and everyday life.

### **Block I World Development Paradigms in the Present**

**Unit 1:** Economic Development

**Unit 2:** Social Development

**Unit 3:** Human Development

**Unit 4:** Sustainable Development

### **Block II Social Policies and Sources**

**Unit 5:** Concept and Principles of Social Policy

**Unit 6:** Approaches to Study Social Policy

**Unit 7:** Values Underlying Social Policy

**Unit 8:** Sources of Social Policy

### **Block III Social Planning in India**

**Unit 9:** Basic Assumptions of Social Planning

**Unit 10:** Principles of Social Planning

**Unit 11:** Five Year Planning and NITI Aayog

**Unit 12:** Democratic Decentralisation and Panchayati Raj

### **Suggested Readings:**

1. Richard Peet and Elaine Hartwick, Theories of Development: Contentions, Argument, Alternatives (second edition), Rawat Publications (Indian Reprint 2010)
2. Gandhi, C. Kumar, P. Saha, et.al. India Human Development Report: Towards Social Inclusion, New Delhi: Oxford University Press, 2011
3. India-2021, Ministry of Information and Broadcasting, Publications Division, GOI: New Delhi.
4. Paul Spicker, Social Policy: Themes and Approaches, (2nd edition) (Indian reprint 2010), Rawat Publications.
5. T.B. Bottomore: Sociology: A Guide to Problems and its Literature, New Delhi: Black & Sons (India Ltd.), 1972.
6. K.K. Jacob, Social Policy in India, Hemanshu Publications: Udaipur, 1989 (Ace No.4285).



7. Kuldeep Mathur, Public Policy and Politics in India, 2013, Oxford University Press
8. 12th Five Year Plan (Govt. of India) and previous plans
9. [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/documentreports/XIIFYP\\_SocialSector.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/XIIFYP_SocialSector.pdf)
10. [https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
11. <https://mohfw.gov.in/sites/default/files/9147562941489753121.pdf>
12. Ministry of Health & Family Welfare <http://mohua.gov.in/>

## **B.A. (Sociology) Semester- VI**

**Course Name: Sociology of Health**

**Course Code: SOB-3215**

**Credits: 3**

**Course Objectives:** This course seeks to elucidate the concept of health, illness, and disease by employing socio-cultural and politico-economic frameworks. Additionally, it analyses the contribution of social sciences in upholding, advancing, and safeguarding health. This course also analyses the contemporary understanding of health, disease, illness, and medicine. It explores national and international topics such as human development, reproductive health, MDGs, and SDGs through a sociological perspective.

**Course Outcomes:** Upon finishing the course, students will possess the capacity to view health, illness, disease, and medical scenarios through a sociological lens. They will be adept at critically examining associated concepts and pertinent social institutions. Additionally, they will be able to recognize governmental policies and initiatives pertaining to health and disease management. Furthermore, students will gain the ability to formulate insights and propose solutions at both the community and societal levels.

### **Block I Sociology and Health**

**Unit 1:** Sociology of health: emergence and scope

**Unit 2:** Determinants and indicators of Health

**Unit 3:** Communicable and non-communicable diseases

**Unit 4:** Concepts of Illness and sickness

### **Block II Health, Medicine, and Public Health**

**Unit 5:** Community medicine and community health

**Unit 6:** Public health

**Unit 7:** Sanitation

**Unit 8:** Medical pluralism

### **Block III Health in Contemporary World**

**Unit 9:** Health, human development and Human Development Index (HDI)

**Unit 10:** Health related targets of Millennium Development Goals (MDGs)

**Unit 11:** Health related targets of Sustainable Development Goals (SDGs)

**Unit 12:** Reproductive health

**Suggested Readings:**

1. William C. Cockerham, (2007) Social Causes of Health and Disease, Polity Publication: USA.
2. M. Akram, (2014) Sociology of Health, New Delhi: Rawat Publications.
3. V. Sujatha (2014) Sociology of Health and Medicine: New Perspectives, Oxford University Press.
4. Park & Park (2013) Park's Text Books of Preventive & Social Medicine: Jabalpur M/s Banarasi Das.
5. SudhirAnand, Fabienne Peter, and AmartyaSen (eds.), (2006), Public Health, Ethics and Equity, New Delhi: Oxford University Press.
6. Gandhi, C. Kumar, P. Saha, et.al. (2011) India Human Development Report: Towards Social Inclusion, Oxford University Press, New Delhi.
7. M. Akram (2015) Sociology of Sanitation, New Delhi: Kalpaz Publications & Gyan Books Pvt Ltd.
8. Websites of WHO (<https://www.who.int/>) and Ministry of Health & Family Welfare, India (<https://mohfw.gov.in/>) for various programmes, reports and reviews
9. UN's SDGs (<https://sustainabledevelopment.un.org/?menu=1300>) & MDGs (<https://www.un.org/millenniumgoals/>)

## **Value-Added Courses (VACs)**

**Course code: VAC-2101**

**Course Title: Environmental Education**

### **Course Objectives:**

- Students will learn about the Earth's natural systems, including ecosystems, biodiversity, and the processes that support life. They will explore the interconnections between these systems and human societies.
- Students will be introduced to global, regional, and local environmental challenges, including pollution, resource depletion, and biodiversity loss, understanding their causes and effects.
- The course aims to equip students with the knowledge and skills to develop and evaluate sustainable solutions to environmental challenges, emphasizing the role of innovation and technology. Students will be encouraged to reflect on their roles and responsibilities in mitigating environmental issues, promoting a sense of stewardship towards the planet.

### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of environmental systems and the interdependencies between humans and the natural world.
- Identify key environmental challenges and critically assess their causes, impacts, and the complexities involved in addressing them.
- Apply knowledge of environmental science and sustainable practices to develop, propose, and evaluate solutions to environmental problems.
- Exhibit a commitment to environmental responsibility in personal and professional contexts, including sustainable lifestyle choices and advocacy for environmental causes.

## **Block 1: Understanding Natural Resources**

Unit 1: Introduction to Natural Resources

Unit 2: Water Resources

Unit 3: Soil Resources

Unit 4: Forest Resources, Forest management and conservation

Unit 5: Mineral and Energy Resources

**Block 2: Ecosystems and Biodiversity**

Unit 6: Basics of Ecology and Ecosystems

Unit 7: Terrestrial Ecosystems

Unit 8: Aquatic Ecosystems

Unit 9: Urban Ecosystems

Unit 10: Global Biodiversity Hotspots

**Block 3: Pollution and its prevention**

Unit 11: Pollution: Meaning and types

Unit 12: Solid Waste Management

Unit 13: Sustainable Practices in Industries

Unit 14: Energy Conservation and Renewable Energies

Unit 15: Environmental Policies and Legislation

**References:**

Miller, G. Tyler, and Scott Spoolman. "Living in the Environment." Cengage Learning, 18th edition, 2015.

Chiras, Daniel D. "Environmental Science." Jones & Bartlett Learning, 9th edition, 2013.

Chapin III, F. Stuart, Pamela A. Matson, and Peter Vitousek. "Principles of Terrestrial Ecosystem Ecology." Springer, 2011.

Gaston, Kevin J., and John I. Spicer. "Biodiversity: An Introduction." Blackwell Science, 2nd edition, 2004.

Raven, Peter H., Linda R. Berg, and David M. Hassenzahl. "Environment." Wiley, 8th edition, 2011.

McKinney, Michael L., Robert M. Schoch, and Logan Yonavjak. "Environmental Science: Systems and Solutions." Jones & Bartlett Learning, 5th edition,

**Course code: VAC-2201**

**Course Title: Understanding India**

**Course Objectives:**

- To provide students with a foundational understanding of the historical events and philosophies that influenced the formation of the Indian Constitution and shaped the nation's identity.
- To familiarize students with the structure, features, and key components of the Indian Constitution, including its unique blend of federalism, parliamentary governance, and judicial independence.
- To examine the fundamental rights and duties outlined in the Constitution, their implications for Indian citizens, and the balance between individual freedoms and social responsibilities.
- To delve into the intricacies of India's system of governance at both the Union and State levels, including the roles and functions of the executive, legislature, and judiciary.

**Course Outcomes:**

Upon completing this course, students will:

- Have a deep understanding of the Indian Constitution, its historical context, and its current application.
- Be knowledgeable about the fundamental rights and duties of Indian citizens and their significance.
- Understand the roles and functions of various pillars of Indian democracy, including the executive, legislature, and judiciary.
- Be aware of the socio-political challenges facing India and the measures being taken to address them.
- Be able to critically analyze contemporary issues in the Indian socio-political context and their constitutional implications.

### **Block 1: The Indian Constitution**

Unit 1: Historical Background of the Constitution

Unit 2: Basic structure of the Constitution

Unit 3: Salient Features of Indian Constitution

Unit 4: Union and its Territory, Citizenship

Unit 5: Fundamental Rights

**Block 2: System of Government**

Unit 6: Fundamental Duties & Directive Principles of State Policy

Unit 7: Parliamentary System & Federal system

Unit 8: Parliament

Unit 9: Prime Minister & President

Unit 10: Chief Minister & Governor

**Block 3: Various Bodies**

Unit 11: Panchayati Raj System

Unit 12: Supreme Court & High Court

Unit 13: Judicial Review, Judicial Activism, Public Interest Litigation

Unit 14: Constitutional Bodies

Unit 15: Non - Constitutional Bodies

**Suggested Readings:**

Here are some references for Indian polity:

1. Books:

- "Indian Polity" by M. Laxmikanth: A comprehensive guide to Indian constitutional and political systems.

- "Introduction to the Constitution of India" by Durga Das Basu: Provides a detailed analysis of the Indian Constitution and its provisions.

- "Our Constitution: An Introduction to India's Constitution and Constitutional Law" by Subhash C. Kashyap: Offers insights into the principles and functioning of India's constitutional framework.

2. Academic Journals:

- "Economic and Political Weekly": Covers articles and research on various aspects of Indian politics, governance, and public policy.

- "Journal of Indian Law and Society": Focuses on legal and constitutional issues in India, including debates on judicial activism, human rights, and legal reforms.

### 3. Websites and Online Resources:

- PRS Legislative Research ([prsindia.org](http://prsindia.org)): Provides analysis, research, and data on Indian parliamentary proceedings, legislation, and policy matters.
- Election Commission of India ([eci.gov.in](http://eci.gov.in)): Offers information on elections, electoral processes, and political parties in India.
- IndiaStat ([indiastat.com](http://indiastat.com)): Provides statistical data and reports on various aspects of Indian governance, including demographics, economy, and public administration.

### 4. Government Reports and Documents:

- Reports of the Law Commission of India: Includes recommendations and reports on legal and constitutional reforms in India.
- Annual Reports of the Ministry of Home Affairs and Ministry of Law and Justice: Provide insights into government policies, legislative developments, and law enforcement issues.

These references cover a wide range of topics related to Indian polity, including constitutional law, governance structures, political institutions, electoral processes, and legal frameworks.



**Faculty and Support Staff:**

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions. The course material prepared by the faculty is at par with the regulations 2020.

**List of Faculty associated with B.A. Programme is as follows:-**

<b>S. No.</b>	<b>Name of Faculty</b>	<b>Designation</b>	<b>Nature of Appointment</b>	<b>Qualification</b>	<b>Subject</b>
1.	Dr. Anupama Shekhawat	Professor	Full-Time	Ph.D.	English
2.	Ms. Angela Fatima Mirza	Assistant Professor	Full-Time	M.A.-NET/JRF	English
3	Dr. Jai Vir Pratap Sharma	Professor	Full-Time	Ph.D.	History
4	Dr. Apurva Joshi	Associate Professor	Full-Time	Ph.D.	History
5	Dr. Rahul Kumar	Associate Professor	Full-Time	Ph.D.	Hindi
6	Dr. Richa Verma	Assistant Professor	Full-Time	Ph.D.	Hindi
7	Dr. Saka Bhanu Baba Saheb	Professor	Full-Time	Ph.D.	Economics
8	Dr. Jawed Alam Khan	Associate Professor	Full-Time	Ph.D.	Economics
9	Dr. Tariq Anwer	Associate Professor	Full-Time	Ph.D.	Political Science
10	Mr. Minpak Doji	Assistant Professor	Full-Time	Ph.D.	Political Science
11	Dr. Dharam Vir Mahajan	Professor	Full-Time	Ph.D.	Sociology
12	Dr. Anup Kumar Manna	Assistant Professor	Full-Time	M.A.-NET	Sociology
13	Dr. Toku Bani	Assistant Professor	Full-Time	Ph.D.	Environmental Science

14	Dr. Feroz Shergojri	Assistant Professor	Full-Time	Ph.D.	Environmental Science
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#### **Delivery Mechanism:**

The MTSOU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MTSOU is different from that of the conventional/regular programmes. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MTSOU academic delivery system comprises:

#### **A. Print Material-**

The printed material of the programme supplied to the students will be unit-wise for every course.

#### **B. Counselling Sessions-**

There will be 6 counselling/contact classes in face to face mode of two hours each for a course of 4 credits. The counselling sessions/face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

#### **C. Medium of Instruction-**

Medium of Course Instruction: English

Medium of Examination: English

#### **D. Student Support Systems:**

University's Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students.

The University is not promoting any study centres outside the State of Tripura. All student support services will be provided to the student through the University Headquarters and the study centres.

#### **E. Procedure for Admissions, Curriculum, Transaction and Evaluation**

##### **Admission Process**

Admission to the BA programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MTSOU shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

##### **Maximum Duration-**

- (A) The maximum duration of the B.A. programme is eight years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- (B) The student can complete his programme within a period of 8 years failing which he/she shall seek fresh admission to complete the programme.

**Eligibility-**

*10+2 in any stream from any board recognized by the University.*

**Fee Structure:**

Name of the Programme	Degree	Duration	Year	Programme Fee/Year	Exam Fee/Year	Total (in Rs.)
Bachelor of Arts	UG	4-8 Years	1	8000	2000	10000
			2	6500	2000	8500
			3	6500	2000	8500
			4	6500	2000	8500
Total						

**Activity Schedule:**

S. NO.	Name of the Activity	Tentative Months Schedule (Specify Months) During Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment Submission (If Any)	Sep	Oct	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of Result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan

7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact Programmes (Counselling, Practicals etc.)	Sep	Nov	Mar	May

### **Credit System-**

MTSOU, proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours, 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. The completion of an academic programme requires successful clearing of both, the assignments and the Term-end examination of each course in a programme.

<b>Duration of the Programme</b>	<b>Credits</b>	<b>Name of the Programme</b>	<b>Level of the Programme</b>
4 Yrs.	160	Bachelor of Arts (B.A)	Bachelor's Degree

### **Assignments**

Distance Education learners have to depend much on self-study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

**Evaluation:** The evaluation system of the programme is based on two components:

**Continuous Evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator of the Study Centre to which the student is assigned or attached with.

**Term-end examination (weightage 70%):** This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online mode through our website ([www.mtsou.edu.in/](http://www.mtsou.edu.in/)) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period she/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 50% marks.

### **G. Laboratory Support and Library Resources**

The library of Mata Tripura Sundari Open University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation.

The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

Mata Tripura Sundari Open University has a dedicated Library for ODL programme and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

## **H. Cost Estimate of the Programme and the Provisions**

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

SLM Development and Distribution	:	20%
Postal Expense	:	10%
Salary and other Administrative expenses	:	60%
Future development	:	10%

Once the programmes are operational, fee receipt from the programmes' budget will be planed as per the guidelines of University Grants Commission.

## **I. Quality Assurance**

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the programmes. It has the following objectives in making the compliances of quality implementations.

### **Objectives**

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

### **Functions of CIQA**

The functions of Centre for Internal Quality Assurance would be following

1. To maintain quality in the services provided to the learners.

2. To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
3. To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
4. To devise mechanism to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode.
5. To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
6. To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
7. To facilitate the implementation of its recommendations through periodic reviews.
8. To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
9. To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
10. To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
11. To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
12. To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
13. To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
14. To provide inputs to the Higher Educational Institution for restructuring programmes in order to make them relevant to the job market.
15. To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
16. To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
17. To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
18. To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.
19. To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
20. To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
21. It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in B.A. Programme of Mata Tripura Sundari Open University, the student will exhibit leadership skill and ability to work effectively in teams. After completion of B.A Programme, student will participate in business decision making and bring synergy to their ventures.