

PROGRAMME PROJECT REPORT (PPR)
OF
BACHELOR OF ARTS (B.A.)
Session 2025-2026



Centre for Distance and Online Education (CDOE)
Himachal Pradesh University, Shimla-171005

PROGRAMME PROJECT REPORT (PPR)
OF
UNDER GRADUATE LEVEL

I. Programme's Mission and Objectives

a) Mission: To educate one and all

Himachal Pradesh University established a Directorate of Correspondence Courses (DCC) shortly after it was founded in 1970 with the goal of democratizing educational possibilities and spreading information. To reach individuals who couldn't access formal education, the DCC launched a number of distance learning programmes for graduation and post-graduation in the Social Sciences, Humanities, Business, Teacher Preparation, etc. Over the time, the Directorate of Correspondence Courses adopted a multimedia approach to impart instruction to assimilate the evolving philosophy of remote learning. Due to this, the International Centre for Distance and Online education (ICDEOL) has replaced the Directorate of Correspondence Courses (DCC) and in the year 2023 ICDEOL was replaced by Centre for Distance and Online Education (CDOE).

Since its formation, the DCC/ICDEOL/CDOE has established itself as a leading institution in North India and Himachal Pradesh for open and distance learning. It has evolved into a beacon of learning for people of all ages and genders, especially for those who, for various reasons, are unable to enroll in higher education as regular, full-time students. It has been working to make higher education accessible to many social groups residing in various geographical regions within the jurisdiction of the university. The goal is to provide the adult community with the knowledge and abilities needed to become professionally competent.

One of the goals of the CDOE is to concentrate on the rural areas, tribal regions and difficult terrains, and it strives to promote student enrollment from weaker sections even beyond the reservation limit, as the conventional educational model is insufficient to do this. We can reach the unreached by introducing U.G. and P.G. courses in a highly relevant and well-liked subjects through open and distance learning.

b) Objectives:

'Educator and Education should reach the last corner of the state'

With a view to promote the holistic development of learners through academic excellence, employability, the acquisition of analytical skills and higher research, CDOE intends to introduce/continue U.G. courses under the open and distance learning mode of education.

Additionally, it aims to promote various disciplines like, Economics, English, Hindi, History, Mathematics, Music, Political Science, Public Administration, Sanskrit and Sociology, and inspire students to excel in the subjects that are closely related to the society and carries relevance in the current domestic and global context.

II. Relevance of the Program with HEI's Mission and Goals:

The prime objective of the Centre for Distance and Online Education (CDOE) is to build socially empowered environment for students. In this context, the syllabus and content has been designed to keep in mind the overall development of the students. The planning of this programme through ODL mode is compatible with the programme already run by the colleges affiliated to Himachal Pradesh University, Shimla. The syllabus of this programme is prepared through regular department which is duly approved by different academic bodies (Department Council; Board of Studies; Faculty of Physical Sciences/Social Sciences/Humanities/Languages; Academic Council; Executive Council) and which proves as a major contribution in achieving the goals relevant to the HEI's mission and goals. The students' support services are taking timely feedback to ensure timely response and enhance overall quality standards. In all, the programs offered by Centre for Distance and Online Education (CDOE), Himachal Pradesh University represents the practical needs of all learners.

III. Nature of Prospective Target Group of Learners: Since the target group of learners of ODL mode of CDOE comprise students from remote areas of Himachal Pradesh in particular women, minorities, persons with disability, students having low level of family income; the curriculum and fee structure is prepared according to their need.

IV. Appropriateness of Program to be conducted in Open and Distance Learning mode to acquire specific skills and competence:

In U.G., H.P. University has switched over from the RUSA CBCS to UGC CBCS from the academic session 2016-17 with the view to improve quality of education and the employability of the work-force. The Choice Based Credit System (CBCS) in B.A. will enable the students to keep pace with the developments in higher education across the globe. It will provide a comprehensive and purposeful engagement between the teacher and the learner through a well-planned instructional package.

V. Instructional Design:

(a) Programmes Offered under Bachelor of Arts

The following subjects are offered by CDOE for Bachelor of Arts:

Under CBCS System Subjects Offered for Bachelor of Arts			
English	Public Administration	Mathematics	Economics
History	Hindi	Political Science	Sanskrit
Music (Vocal and Instrumental)		Sociology	

Under the CBCS system a U.G. student has considerable freedom to choose courses from the following categories given below:

- Discipline Specific Core Courses (DSC)
- Discipline Specific Elective (DSE)
- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)
- Generic Elective (GE)

As per the new CBCS System, a U.G. degree in Humanities/Social Sciences may be awarded if a student completes 4 core papers each in two disciplines of choice, 2 Core papers each in English and Hindi/MIL, respectively, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC), 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected above, respectively, and two papers from the list of Generic Elective papers.

A student can opt for more number of Elective and AE Elective papers than proposed under the model curriculum of UGC. However, the total credit score earned will not exceed 140 credits for U.G. Degree.

Details of Subjects to be Studied in Bachelor of Arts

1 st Year	Course	Course Proposed	Credits	Award Type		
				Theory	I.A	Total
	English –I	Language Core	6	70	30	100
	DSC-1A	Core Course	6	70	30	100
	DSC-1B	Core Course	6	70	30	100
	Skt/Hindi-I	Language core	6	70	30	100
	DSC-2A	Core course	6	70	30	100
	DSC-2B	Core course	6	70	30	100
	Env. Studies	AECC-2 Ability Enhancement compulsory courses	4	70	30	100
	Hindi/Eng./Skt. (One out of three)	AECC-2 Ability Enhancement compulsory courses	4	70	30	100
	Total Credits		44			
2 nd year	English -2	Language core	6	70	30	100
	Skt./Hindi-2	Language Core	6	70	30	100
	DSC-1C	Core Course	6	70	30	100
	DSC-1D	Core Course	6	70	30	100
	DSC-2 C	Core Course	6	70	30	100
	DSC-2 D	Core Course	6	70	30	100
	SEC-1	Skill Enhancement Course	4	70	30	100
	SEC-2	Skill Enhancement Course	4	70	30	100
	Total Credits		44			
	DSE-1A (Option-1) Or DSE-1A (Option-2)	Discipline Specific Elective	6	70	30	100
	DSE-1B (Option-I) Or	Discipline Specific Elective	6	70	30	100

3rd year Year	DSE-1B (Option-2)					
	SEC-3	Skill Enhancement Course	4	70	30	100
	SEC-4	Skill Enhancement Course	4	70	30	100
	DSE-2A	Discipline Specific Elective	6	70	30	100
	DSE-2B	Discipline Specific Elective	6	70	30	100
	GE-I	Generic Elective	6	70	30	100
	GE-2	Generic Elective	6	70	30	100
	Total Credit		44			
	Total Credits for the Pass course in BA (44 x 3) (132 fulfils the requirement of RUSA and UGC)		132			

(b) Detailed Syllabus of Bachelor of Arts:

The detailed syllabus of Bachelor of Arts is as follow:

1. Subject: Economics

Course No. ECONA101
Course title: Principles of Microeconomics–I
Nature of Course: DSC – I
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course is designed to expose the student to the basic principles in Microeconomic Theory and illustrate the same with applications.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, law of supply, determinants of supply, market equilibrium. Applications of demand and supply: consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, income and cross elasticities.	13	4
II.	Consumer Theory Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, indifference curves, derivation of demand curve from indifference curve and consumer's equilibrium; price, income and substitution effects.	10	4
III.	Production and Costs Production: behavior of profit maximizing firms, production functions, law of variable proportions, law of returns to scale; choice of technology, isoquant and iso cost lines, cost minimizing equilibrium condition. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale.	11	4
IV.	Market Structure and Perfect Competition Market: Meaning. Market structure: Types and Definition. Role of time element: Market Period, Short Period and Long Period. Market Price and Normal Price. Perfect Competition: assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.	10	4
Suggested Readings: <ol style="list-style-type: none"> 1. Case, Karl E.& Ray C.Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007. 2. A. Kotsoyiannis, (1979), Modern Micro Economics, Palgrave McMillan. 3. G.S. Maddala and Ellen Miller, (2004), Micro Economics - Theory and Applications, Tata McGraw Hill, Delhi. 4. Dominick Salvatore, Microeconomic Theory, Schaum's Outline Series: Tata McGraw Hill, Delhi. 5. Hal, R. Varian, Intermediate Microeconomics: A Modern Approach, WW Norton and Co. 			

Course No. ECONA102
Course title: Principles of Microeconomics–II
Nature of Course: DSC – II
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This is a sequel to Principles of Microeconomics–I covered in the part – I. The objective of the course is to further the understanding of the student so as to achieve conceptual clarity.

Course Outline

Unit	Title	Credits	
		L	T
I.	Theory of a Monopoly Firm Concept of Imperfect Competition; Monopoly: features, short run and long run price and output decisions of a monopoly firm; concept of a supply curve under Monopoly; comparison of perfect competition and monopoly, price discrimination; Dumping; remedies for monopoly: Antitrust laws, natural monopoly.	10	4
II.	Monopolistic Competition and Oligopoly Monopolistic Competition: Assumptions, short run & long run price and output determination under monopolistic competition, economic efficiency and resource allocation. Oligopoly: Assumptions, oligopoly model: kinked demand curve and price rigidity, cartels and role of government.	11	4
III.	Market Failure and Factor Pricing Market Failure: Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism. Factor Pricing: Meaning and Types of Distribution. Marginal productivity theory of distribution. Wages: Meaning and Types of Wages. Real and Nominal Wage. Theories of Wages (Classical and Modern).	11	4
IV.	Factor Pricing Rent: Concept of Rent. Ricardian Theory of Rent, Quasi Rent, Modern Theory of Rent. Interest: Classical Theory, Loanable Fund Theory and Keynes's Liquidity Preference Theory. Profit: Gross Profit and Net Profit. Theories of Profit: Dynamic Theory of Profit, Innovation Theory of Profit and Uncertainty Bearing Theory of Profit.	12	4
Suggested Readings: <ol style="list-style-type: none"> 1. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007. 2. A. Kotsoyiannis, (1979), Modern Micro Economics, Palgrave MacMillan. 3. G.S. Maddala and Ellen Miller, (2004), Micro Economics - Theory and Applications, Tata McGraw Hill, Delhi. 4. Dominick Salvatore, Microeconomic Theory, Schaum's Outline Series: Tata McGraw Hill, Delhi. 5. Hal, R. Varian, Intermediate Microeconomics: A Modern Approach, WW Norton and Co. 			

Course No. ECONA201
Course title: Principles of Macroeconomics–I
Nature of DSC – III
Course:
Number of 6
Credits:
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics and deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables such as GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to Macroeconomics and National Income Accounting What is macroeconomics? Macroeconomic issues in an economy. National Income Accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept.	10	4
II.	Classical and Keynesian Theory of Macroeconomics Classical assumptions, Say's Law of Market, Classical theory of employment, output, prices and interest, Limitations of Classical Theories. Keynesian theory of employment: Determination of effective demand, Comparison and contrast between Classical and Keynesian contribution, Relevance of Keynesian economics to developing countries.	12	4
III.	Consumption, Saving and Investment Functions Concepts of MPS, APS, MPC, APC, MPI, API. Keynes Psychological Law of Consumption. Determinants of Consumption. Saving and Investment: Equality between saving and investment. Factors determining Investment. Marginal Efficiency of Capital (MEC), Business expectations and secular stagnation.	11	4
IV.	Money in a Modern Economy Concept of money in modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply; credit creation; monetary policy.	11	4

Suggested Readings:

1. Case, Karle & R.C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
2. Errol D'Souza, Macro Economics, Pearson Education, 2008.
3. Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India.
4. Eugene Diulio, Macro Economics, Schaum's Outline Series, Tata McGraw Hill, New Delhi, 2004.
5. Branson, W.A., Macroeconomic Theory and Policy, Harper & Row, New York.
6. Shapiro Edward, Macro Economic Analysis, Galgotia Publications (reprint edition), 1985.
7. Gregory Mankiw, Macro Economics, 6th Edition. Tata McGraw Hill.
8. Lipsey R. and A Chrystal, Economics (11th Edition), Oxford University Press, New Delhi.

Course No. ECONA202
Course title: Principles of Macroeconomics–II
Nature of Course: DSC – IV
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various aspects of macroeconomics in greater detail. It also introduces the student to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

Unit	Title	Credits	
		L	T
I.	Multiplier and Accelerator Investment Multiplier: Its working and leakages, Importance and critique. Acceleration Principle: contribution of Samuelson's and Hicks; Super Multiplier; Basic Concept of Business Cycle (excluding theories).	10	4
II.	Theories of Money and Inflation Value of money, Fisher's equation, Cambridge equation, Keynesian theory of money and prices, Milton Friedman's Restatement of Quantity theory of money. Inflation and Unemployment: Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.	12	4
III.	IS-LM Analysis Equilibrium of monetary and real sector: Classical and Keynesian Dichotomy; Derivation, Properties, Shifts of IS and LM Curves; Simultaneous Equilibrium in monetary and real sector.	10	4
IV.	Balance of Payments and Exchange Rate Balance of Payments: Capital and Current Accounts, Causes and Consequences of Disequilibrium in Balance of Payments. Market for Foreign Exchange: determination of exchange rate under Fixed and Flexible Exchange Rates. Balance of Payments Adjustment under Fixed and Flexible Exchange Rates.	12	4

Suggested Readings:

1. Case, Karle & R.C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
2. Errol D'Souza, Macro Economics, Pearson Education, 2008.
3. Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India
4. Shapiro Edward, Macro Economic Analysis, Galgotia Publications (reprint edition), 1985.
5. Gregory Mankiw, Macro Economics, 6th Edition. Tata McGraw Hill.
6. Richard T. Frogmen, Macro Economics, Pearson Education.
7. Eugene Diulio, Macro Economics, Schaum's Outline Series, Tata McGraw Hill, New Delhi, 2004.

Course No. ECONA301
Course title: Indian Economy
Nature of Course: DSE – 1
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:00:16

Course Description

This course is designed to enable students to have in-depth knowledge of various problems and issues faced by Indian Economy. The course will concentrate on both the achievements and the issues of the economy.

Course Outline

Unit	Title	Credits
		L
I.	Understanding the Indian Economy Impact of colonization on Indian Economy. Post-Independence Economy; Planning for the economy – objectives, strategy and achievements (Plan wise details to be excluded). State of the Economy in 1991. Features of the Economic Reforms and Structural Adjustment Programme: Liberalization, Privatization and Globalization. Appraisal of Economic Reform Programme. Relevance of planning in the context of globalization, Objectives and Functions of NITI Aayog.	12
II.	Problems Faced by Indian Economy Poverty: definition and estimate, poverty line, poverty alleviation programs. Inequality: income and regional inequality – causes and corrective measures. Unemployment: concepts, measurement, types, causes and remedies. Food problem and food security, Role of Public Distribution System (PDS) in India. Direct Cash Transfer Scheme of Government.	10
III.	Agriculture in India Pattern of Growth of Indian Agriculture since 1950; Land Reforms, Green Revolution, Agricultural Production, Productivity. Factors Influencing Agricultural Development: Marginalisation, Labour, Marketing and Finance. Issues and challenges in agricultural credit and subsidy. Deceleration in the 1990s: Causes and Future Challenges. Economic Liberalization and Emerging Trends in Indian Agriculture. New Agricultural Policy (In the context of liberalization.)	12
IV.	Industries in India Role of Industry in Economic Development. Pattern of Industrialization, Industrial development during the plan period. Role, Growth and Problems of Cottage, small scale and Medium scale industries in India. Industrial Policy: 1948, 1956 and 1991 and Recent Developments. Impact of New Industrial Policy on Industrial Sector.	10

Suggested Readings:

1. U. Kapila (2010): Indian economy since Independence. Academic Foundation, New Delhi
2. S. Chakraborty : Development Planning: The Indian Experience. Clarendon Press.
3. A. Panagariya (2008): India: the Emerging Giant, Oxford University Press, New York
4. S. Acharya and R. Mohan (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
5. I. J. Ahluwalia and I. M. D. Little (Eds.) (1998): India's Economic Reforms and
6. Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.

Course No. ECONA302
Course title: Economic History of India 1857 – 1947
Nature of Course: DSE – 2
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction Colonial India: Background and Introduction, Overview of colonial economy. Macro Trends: National Income; population; occupational structure.	10	4
II.	Agriculture, Railways and Industry Agrarian structure and land relations; agricultural markets and institutions –credit, commerce and technology; trends in performance and productivity; famines. Railways; the de-industrialisation debate; evolution of entrepreneurial and Industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.	12	4
III.	Economy and State in the Imperial Context The imperial priorities and the Indian economy; drain of wealth; international Trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.	10	4
IV.	Indian Economic Thought Economic Thought of R.C Dutt; D. Naoroji; M.G. Ranade, G.K. Gokhale; M.K. Gandhi; B.R. Ambedkar and J.L. Nehru.	12	4

Suggested Readings:

1. Lakshmi Subramanian, "History of India 1707-1857", Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India,, Indian Economic and Social History Review (IESHR), pp 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914, A People,s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, —When Rains Fail: Famine relief and mortality in British India, IESHR 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp.13-35.
8. John Hurd, Railways, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. AK Bagchi, —Deindustrialization in India in the nineteenth century: Some theoretical implications, Journal of Development Studies, 1976.
11. MD Morris, Emergence of an Industrial Labour Force in India, OUP 1965, Chapter 11, Summary and Conclusions.
12. B.R. Tomlison, 1975, India and the British Empire 1880-1935, IESHR, Vol.XII.
14. Dharma Kumar, The Fiscal System, CEHI, Chapter 12.
15. Basudev Chatterjee, Trade, Tariffs and Empire, OUP 1992, Epilogue.
16. Daniel Thorner, Agrarian Prospect in India, 1977.

Course No. ECONA303
Course title: Economy of Himachal Pradesh
Nature of Course: DSE – 3
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course highlights the basic features, characteristics and developmental issues of the Himachal Pradesh economy.

Course Outline

Unit	Title	Credits
		L
I.	Features of Himachal Pradesh Economy Resource endowment - Land, Water, Minerals, Forests, Demographic Trends, Human Development Index. Trends in State income – Structural growth before and after reforms, Sources of State Finances. Targets and Achievements of Plans and current year Budget.	10
II.	Agriculture and Horticulture of Himachal Pradesh Role of Agriculture and Horticulture in State Domestic Product Cropping pattern, Productivity and yield of major crops, Agricultural marketing, Agricultural finance, Marginalization and Agricultural Diversification in Himachal Pradesh. Trends in Fruit and vegetable Production and Productivity. Critical evaluation of government policies on agriculture and horticulture sector.	10
III.	Industrial and Power Sector of Himachal Pradesh Trends and patterns in industrial growth, large scale and small scale industries of Himachal Pradesh, Labour Welfare measures and skill development programmes. Trends in hydro power generation in Himachal Pradesh. Environmental issues related to Industrilisation and power projects in Himachal Pradesh.	10
IV.	Infrastructure and Tourism of Himachal Pradesh Transport: road, rail and air. Banking, Housing, Social Welfare, Education and health programmes of the State Government. Role of Tourism in the economic development of Himachal Pradesh.	10

Suggested Readings:

1. Economic Survey, Various Issues, Department of Economics and Statistics, GoHP.
2. Himachal Pradesh Development Report, Planning Commission. GoI.
3. Sharma, L.R. (1987), The Economy of Himachal Pradesh: Growth and Structure: a Study in Development Performance, Mittal Publishing.
4. Ashok Kumar Tiwari, 2000, Infrastructure and economic development in Himachal Pradesh, Indus Publishing.
5. Y.S. Parmar, Years of Challenge and Growth, Rubicon Publishing House.
6. L.R. Sharma, (2005), Quality of Life in Himalayan Region, Indus Publishing.
7. Mian Goverdhan Singh, History, Culture and Economy of Himachal Pradesh, Minerva Book House.

Course No. ECONA304
Course title: Basic Econometrics
Nature of Course: DSE – 4
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:16:00

Course Description

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.

Course Outline

Unit	Title	Credits	
		L	P
I.	Elements of Statistical Inference Concepts of population, samples, parameter and statistic; Estimation theory: Point Estimation small sample properties, asymptotic properties, Interval Estimation, Testing of hypotheses: Null v/s Alternative hypothesis, Simple and Composite hypotheses, Procedure for testing of hypotheses; Type I and Type II errors; power of a test; level of significance, Confidence Interval, confidence limits, Degrees of freedom.	12	4
II.	Simple Linear Regression Models Two-variable linear regression model, Assumptions under CLRM, OLS method of estimation, Importance of stochastic error term, Properties of an estimator, Variance and covariance of the OLS estimator, Gauss-Markov theorem.	12	4
III.	Multiple Regression Models k-variable linear regression model, least squares estimators, Properties, R square and Adjusted R square, ANOVA.	10	4
IV.	Regression with Dummy Variables Dummy independent variables-dummy variable trap, Structural change Model, Interaction effects, Seasonal analysis of time series, Piecewise linear regressions.	10	4

Suggested Readings:

1. Kotsoyiannis, A. Basic Econometrics. McGraw Hill, New Delhi.
2. Johnston J. Econometrics Methods, McGraw Hill
3. Kmenta J. Elements of Econometrics. University of Michigan Press
4. Maddala G. S. Econometrics Methods and Application. E. Elgar Pub
5. Richard J. Larsen and Morris L. Marx, An Introduction to Mathematical Statistics and its Applications, Prentice Hall, 2011.
6. D.N. Gujarati and D.C. Porter, Essentials of Econometrics, McGraw Hill, 4th edition, International Edition, 2009.

Course No. ECONA305
Course title: Development Economics
Nature of Course: DSE – 5
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

Unit	Title	Credits	
		L	T
I.	Economic Development: Meaning and Measurement Meaning of economic development. Distinction between growth, development and sustainable development. Features of underdevelopment. Factors affecting economic development. Economic development and human welfare. Measurement of economic development. Limitations of using per capita income as a measure. Alternative measures: PQLI, HDI, Human Poverty Index, Gender Development Index, Kuznet's inverted 'U' hypothesis.	10	4
II.	Factors in Development and Indian Development Experience Capital formation (Physical and Human); technology; institutions. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era.	10	4
III.	Theories of Under Development and Development Theories of Under Development: The Vicious Circle of Poverty, Low Level Equilibrium Trap, circular causation and backwash effect, dualism. Theories of Development: classical theories (Smith, Ricardo, Malthus), Marxian theory of capitalist development.	12	4
IV.	Theories of Development Classical theories (Smith, Ricardo, Malthus); Marxian theory of capitalist development. Big push, Balanced vs Unbalanced growth. Balance between agriculture and industry, import substitution vs export promotion, neo-liberal vs interventionist policies.	12	4
Suggested Readings: <ol style="list-style-type: none"> 1. A.K. Bagchi - The Political Economy of Development – Orient Longman 2. Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition). 3. Thirlwall (recent edition), Growth and Development with Special Reference to Developing Countries (recent edition) Palgrave MacMillan, New Delhi. 4. Benjamin Higgins (1968), Economic Development, Universal Book Stall, New Delhi. 5. Meier, G.M. and J.E. Rauch (2007), Leading Issues in Economic Development, Oxford University Press, New Delhi. 			

Course No. ECONA306
Course title: International Economics
Nature of Course: DSE – 6
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. The basic aim of this course is to link international trade relations and its impact on exports of nations.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to International Trade and Trade Theories Nature and importance of International Trade - Inter-Regional and International Trade. Theories of Absolute Advantage, Comparative Advantage and Opportunity Costs, Heckscher-Ohlin Theory of Trade – Its main Features, Assumptions and Limitations; Leontief Paradox.	12	4
II.	Terms of Trade, Tariff and Economic Integration Terms of Trade: Concept, Measurement and Effects on Nation's Welfare. Trade Policy: Arguments for and against Free Trade and Protection. Tariff and Non-Tariff Barriers: Economic Effects. Economic Integration: Concept and Forms of Regional Integration; Static and Dynamic Effects of Custom Union.	10	4
III.	Balance of Payment BOT, BOP, Current Account, Capital Account, Visible and Invisible, causes and consequences of disequilibrium in Balance of Payments, Methods of correcting the disequilibrium. Devaluation of Currency, Convertibility of Currency: Partial Account and Full Account. Recent trends in balance of Payment in India.	10	4
IV.	Foreign Exchange Rate Exchange Rate - Meaning - Demand and supply of Foreign Exchange; Types of Exchange Rate: Fixed Vs Flexible Exchange Rate. Theories of Foreign Exchange Rate: The Mint-Parity Theory, The Purchasing Power Parity Theory, BOP Theory. Objectives, Functions and Role of IMF, IBRD and WTO.	12	4
Suggested Readings: 1. Salvatore, Dominick, International Economics, Wiley India, New Delhi. 2. Mannur, H.G., International Economics, Vikas Publishing House, New Delhi 3. C.P. Kindleberger , International Economics, R D Irwin, Homewood 8 th Ed. 4. Bo Soderstein and Geoffrey Reed, International Economics, MacMillan. 5. Francis Cherumilam , International Economics 6. Errol D'Souza, Macro Economics, Pearson Education, 2008. 7. RBI bulletin, Various issues.			

Course No. ECONA307
Course title: Mathematical Economics
Nature of Course: DSE – 7
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): : 44:0:16

Course Description

The main objective of this paper is to train the students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problems. The emphasis of this paper is on understanding economic concepts with the help of mathematical methods rather than learning mathematics itself. Hence in this paper a student will be initiated into various economic concepts, which are amenable to mathematical treatment.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introductory Concepts Set and set theories. Equations of Straight Line. Concept of slope and Intercept. Point of intersection of two lines. Application of straight lines in Economics: Demand and supply analysis, determination of equilibrium price and quantity. Arithmetic and Geometric Progressions and their Applications.	11	4
II.	Differentiation Functions: Constant, Polynomial; Relation and Function. Simple Differentiation and economic applications, Marginal utility, marginal revenue and marginal cost, Elasticity. Partial derivatives and economic applications (homogeneous functions and Euler's Theorem, Partial Elasticity). Maxima and Minima of Functions of One and Two Variables; unconstrained Optimization Problem.	11	4
III.	Concept of Matrix and Determinant Matrices: Meaning and types of matrices, Operation of Matrices: Addition, subtraction, multiplication (3X3), division. Determinant, Properties of determinant (without proof). Rank of matrix, trace, adjoint and inverse of a matrix, solution to linear equations, Cramer's rule - Inverse method. Application in economics.	10	4
IV.	Input – Output & Linear Programming Input- Output Model: technological coefficient Matrix (2 sector & 3 Sector Model), Hawkins Simons Conditions. Static Leontief Solution. Linear Programming: Meaning, Basic concepts, Primal and Dual, Nature of feasible, basic and feasible solution, Graphical solution to linear programming problem (only two variables).	12	4

Suggested Readings:

1. Allen, R.G.D (1974) Mathematical Analysis for Economics, McMillan Press, London. (reprint edition)
2. Chiang, A.C., Fundamental Methods of Mathematical Economics, McGraw Hill, New Delhi (recent edition).
3. Jeffrey Baldani et al. (2009), An Introduction to Mathematical Economics, Cengage Learning, Delhi.
4. Taro Yamane, Mathematics for Economist, Prentice- Hall of India.

Course No. ECONA308
Course title: Economic Systems
Nature of Course: DSE – 8
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course seeks to enrich the knowledge of the students regarding working of various economic systems. The course does not require any prior knowledge of economics.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to Economic Systems Nature, Scope and Importance of the study of Economic Systems: The economy as a system. Definitions of an Economic system. Functions of an economic system. Kinds of Economic systems (Broad features of Primitive Communism, Feudalism, Mercantilism, Capitalism, Socialism, communism and Mixed economy). Mode of Production.	12	4
II.	Capitalism Evolution of Capitalism: Laissez-faire capitalism, Welfare capitalism, Regulated capitalism, Industrial capitalism, Capitalism and Technological Progress, Achievements and failures of capitalism.	11	4
III.	Socialism Evolution of Socialism: Types of Socialism: Utopian Socialism, Marxian Socialism (Theory of Social Change), Market Socialism and Decentralisation.	10	4
IV.	Mixed Economic System Mixed Economies and their Problems: Characteristics – Role of Public Sector in India – Factors Responsible for Privatisation in India – Globalisation and its Impact on Indian Economy.	11	4
Suggested Readings: 1. Desai, S.S.M., (1982), Economic Systems, Himalaya Publishing House, Bombay; 2. Halm, George N., (1968), Economic Systems, Oxford & IBH Publishing Co., New Delhi 3. Sen, K.K., (1994), Comparative Economics Systems, Sultan Chand & Sons, New Delhi 4. Grossman, Gregory, (1978), Economic Systems, Prentice Hall, New Delhi.			

Course No. ECONA203
Course title: Statistical Methods – I
Nature of Course: SEC – 1
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

Course Outline

Unit	Title	Credits	
		L	T
I.	INTRODUCTION TO STATISTICS Statistics: Meaning, Scope, Nature, Function, Importance and Limitations of statistics. Types of Data: Primary and Secondary data, Univariate and Bivariate data, qualitative and quantitative data; nominal and ordinal data, Cross-section and Time Series. Sources of data: Primary and Secondary data. Diagrammatic and Graphic Presentation of Data	12	4
II.	CENSUS AND SAMPLE Collection of Statistical Data: Census and sample Method, Merits and demerits of census and sampling. Some basic sampling methods: Probability and Non Probability Sampling Methods with merits and demerits. Essentials of sampling, Methods of Selecting Sample, Sampling and Non- Sampling Errors.	11	4
III.	MEASURES OF CENTRAL TENDENCY Objectives of Averaging, Requisites of a Good Average. Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean. Quartiles, Deciles, Percentiles and Limitations of Averages.	10	4
IV.	DISPERSION Meaning and significance of dispersion. Measures of dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Variance, Absolute and Relative measures of variation - Lorenz Curve.	11	4
Suggested Readings <ol style="list-style-type: none"> 1. Gupta, S.P., Statistical Methods, Sultan Chand & Sons, New Delhi. 2. Elhance & Elhance, Fundamentals of Statistics, Kitab Mahal, New Delhi. 3. Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata Mc Graw Hill, New Delhi. 4. Goon A.M., Gupta M.K., Das Gupta. B. (1999): Fundamentals of Statistics, Vol.II, World Press, Calcutta. 5. Spiegel, M. R. (1967): Theory & Problems of Statistics, Schaum's Publishing Series. 6. Croxton F.E, Cowden D.J and Kelin S (1973): Applied General Statistics, Prentice Hall of India. 			

Course No. ECONA204
Course title: Economics of Rural Development
Nature of Course: SEC – 2
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course is designed to instill in the student a deeper understanding of rural development and issues therein. The student is expected to also achieve an appreciation of institutional efforts aimed at achieving rural development.

Course Outline

Unit	Title	Credits
		L
I.	Introduction of Rural Economy Characteristics of rural economy, Social Aspects of India's Rural Areas, Barter System, Non-monetized Sector, Economic Characteristics Land and Asset Distribution. Agricultural Income, Vagaries of Monsoon, Agricultural Marketing, Agricultural Price Policy, Farm and Non-farm Income, Marketed and Marketable Surplus.	10
II.	Unemployment and Poverty Rural Unemployment: Types and Magnitude, Agricultural Labour, Marginal Productivity. Agricultural Wages, Wage Fixation: Minimum Wages Act. Rural Employment programmes, Employment Guarantee Act: MGNREGA. Rural Poverty: Nature, Trends, Causes and Consequences. Evaluation of Poverty Alleviation Programmes of Government.	10
III.	Rural Indebtedness Meaning of rural indebtedness, Rural Finance, Causes and magnitude of rural indebtedness, Sources of rural credit, Organized and unorganized, Money lenders, Indigenous Bankers, Co-operatives, Commercial Banks, Regional Rural Banks – NABARD.	10
IV.	Decentralisation, Infrastructure and Rural Marketing Critical evaluation of Panchayati Raj Institutions in rural development. Rural Infrastructure, Rural Industrialization. Agro-based Industries. Cooperative societies, Rural Marketing. Cooperative Marketing. Role of Self Help Groups.	10

Suggested Readings:

1. Gerald, Meir: Leading Issues in Rural Development, Oxford University Press, New Delhi
2. Agarwal A.N., Kundan Lal, Rural Economy of India, Vikas, Delhi, 1990.
3. L.C. Jain, Grass Without Roots, Oxford Publishing House.
4. Patel, K.V, Shan A.C, and Mello L.D, Rural Economics, Himalya, Mumbai, 1984.
5. Singh, Katar.: Rural Development : Principles, Policies and Management, Sage Publications. New Delhi
6. Reddy, Venkata, K.: Agriculture and Rural Development (A Gandhian Perspective), Himalaya Publishing House.
7. Sundaram, Satya, I.: Rural Development, Himalaya Publishing
8. Todaro, Michael P.: Economic Development, Pearson Education.

Course No. ECONA205
Course title: Statistical Methods – II
Nature of Course: SEC – 3
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

Course Outline

Unit	Title	Credits	
		L	T
I.	CORRELATION ANALYSIS Meaning, Significance of the Study of Correlation. Correlation and Causation. Types of Correlation: Positive, Negative, Partial, Multiple, Linear and Non-Linear. Methods of Studying Correlation: Scatter Diagram Method, Graphic Method, Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation. Properties and Interpretation of Correlation Coefficient.	12	4
II.	REGRESSION ANALYSIS Meaning - Difference between Correlation and Regression - Regression Lines - Regression Equations of X on Y and Y on X Only - Regression Coefficients. Elementary application of regression in demand, supply, consumption and investment functions.	11	4
III.	ANALYSIS OF TIME SERIES Meaning and Importance of Time Series. Components of Time series, Measurement of Trend: Graphic Method, Semi, Average method, Moving Average Method, Least Square Method. Applications in Economics.	10	4
IV.	INDEX NUMBERS Meaning, Characteristics, Importance and Uses, Classification. Types of Index Numbers: Price, Quantity and Value Index Numbers. Special Purpose Indices: Cost of Living Index, Wholesale Price Index, Consumer Price Index. Problems in construction of Index Numbers.	11	4
1. Gupta S.P., Statistical Methods, Sultan Chand & Sons, New Delhi. 2. Elhance & Elhance, Fundamentals of Statistics, Kitab Mahal, New Delhi. 3. Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata McGraw Hill, New Delhi. 4. Goon A.M., Gupta M.K., Das Gupta.B. (1999): Fundamentals of Statistics, Vol.II, World Press, Calcutta. 5. Meyer P.L (1970): Introductory Probability and Statistical applications. Addison Wesley. 6. Spiegel, M. R. (1967): Theory & Problems of Statistics, Schaum's Publishing Series. 7. Croxton F.E, Cowden D.J and Kelin S (1973): Applied General Statistics, Prentice Hall of India.			

Course No. ECONA206
Course title: Demography
Nature of Course: SEC – 4
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

The main objective of this paper is to make the students aware of the importance of population in economic development and the various theories that explain the growth of population in a country. The study of Quantitative and Qualitative composition of population is also required to understand the dynamics of population growth.

Course Outline

Unit	Title	Credits
		L
I.	Theories of Population Theories of Population: Malthus, Optimum, Marxian, Leibenstein, Becker, Demographic Transition Theory and Optimum Population Theory. Population and Economic Development: Utilization of Resources (Boserup Thesis) Technology and Production of Food, Population and Environment.	10
II.	Components of Population Growth Population Structure and Characteristics: Impact of Population Growth on the Age and Gender Structure. Aging of Population. Fertility: Concepts of Fertility Transition. Measurement of Fertility; Factors affecting fertility and Fertility Differentials in India. Mortality: Components and Measurement. Causes of high infant mortality rate in developing countries. Mortality Differentials in India.	10
III.	Migration and Urbanization Migration: Concepts, Types, Measurement, Migration Selectivity, Causes and Consequences (Economic and Demographic) of Migration. Migration in India: Causes and Trends, Migration Differentials in India: Rural-Urban, Male-Female. Urbanization: Concepts, Determinants and Consequences. Trends of Urbanization in India.	10
IV.	Growth and Structure of Indian Population Literacy: Literacy Transition in India, Pattern of Literacy and Literacy Differentials in India. Economic Composition of Indian Population: Work Force Participation and Occupational Structure. Population in Estimation of India: Census, Sampling and Vital Registration Methods. Population Policy in India since Independence. National Family Health Survey of India - merits and demerits. National Rural Health Mission.	10

Suggested Readings:

1. Asha Bhende and Tara Kanitkar. 2001. Principles of Population Studies. Revised Edition. Himalya Publishing House.
2. K.B.Pathak and F.Ram. 1995. Techniques of Demographic Analysis. Himalaya Publishing House. Mumbai
3. Bogue, D. J. 1971. Principles of Demography. John Wiley, New York.
4. Keyfitz, 1978. Applied Mathematical Demography. John Willy, New York
5. Mishra, B. D. An Introduction to the Study of Population. South Asian Publishing, N. Delhi.
6. National Family Health Survey Report (Various editions). International Institute for Population Studies, Mumbai.

Course No. ECONA309
Course title: Research Methodology
Nature of Course: SEC – 5
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course is designed to rigorously train the students in the concepts, methodology and reasoning involved in analyzing economic behavior of firms and markets, in general, in both static and partial equilibrium frameworks.

Course Outline

Unit	Title	Credits
		L
I.	Introduction to Research Methodology Research: concept, meaning, significance, types, approaches; Criteria of good research; Research problem: selection, need, techniques involved; Reviewing and reporting Literature, Research Design: Meaning, need and Types. Data Collection Techniques: Questionnaire Method: Types, Format and Pre-Testing of Questionnaires. Techniques for Increasing Response of Respondents. Interview Method: Types, Process and Rules of Interviews. Factors affecting interview. Interviewer's Bias. Selection and Training of Interviewers. Observation Method: Types of Observations.	10
II.	Measurement and Scaling Techniques Measurement Scales: Different types of scales - nominal, ordinal, ratio and interval. Accuracy of Measurement and Testing of Reliability. Increasing Reliability. Sampling Techniques: Probability Vs Non-probability sampling methods (Merits, Demerits and Applications).	10
III.	Testing of Hypotheses: Hypothesis: Meaning, and formulation. Types of hypothesis – Procedure for testing hypothesis -Type-I and Type-II errors. One tail, 2-tail test. Parametric Tests: Applications of t, z, and F-test Statistics. Non-Parametric Tests: Application of Chi-Square.	10
IV.	Data Preparation, Analysis and Report Writing Process of data analysis - Editing, coding, tabulation, diagrams. Use of computers: coding, data tabulation and graphic presentation of the data. Report writing: Significance of report writing. Different steps in writing the report- Mechanics of writing a research report. Ethics in research. Presentation of Research Report.	10

Suggested Readings:

1. Goode and Hatt, Research Methodology, Prentice Hall Publications, 1959.
2. Kothari, C.R., Research Methodology: Methods and Techniques, New Age International Publisher.
3. Donald R. Cooper and Pamela S. Schindler, Business Research methods, 9th Edition, Tata McGraw Hill, 2006.
4. Ghosh, B.N. Research Methodology, Himalayan Publishing House, New Delhi.
5. Uma Sekaran, Research Methods for Business, Wiley India, New Delhi, 2006.
6. K. N. Krishnaswamy, Appa Iyer Sivakumar and M. Mathirajan, Management Research Methodology, Pearson Education, New Delhi, 2006.
7. Sadhu A.N. and A. Singh, Research Methodology in Social Sciences, Himalaya Publishing House.
8. Gopal, M.H., Research Methodology in Social Sciences, Asia Publishing House, New Delhi.

Course No. ECONA310
Course title: Public Finance
Nature of Course: SEC – 6
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will 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 in India. The course will be useful for students aiming towards careers in the government sector, policy analysis and business.

Course Outline

Unit	Title	Credits	
		L	T
I.	Public Finance: An Introduction Meaning and definition of public finance – Public finance and private finance – the principle of Maximum Social advantage. Market Failure; Private Goods, Public Goods and Merit Goods. Overview of Different Role of Government: Allocation, Stabilization and Distribution.	10	4
II.	Taxation Revenue-Meaning, source, tax and non-tax revenue and importance – Canons of Taxation. Types of tax: Direct and indirect taxes, Progressive, proportional and regressive taxation, single and multiple taxation. Current Issues of India's Tax System. Effects of taxation. Taxable Capacity: Determinants of taxable capacity. Shifting and incidence of taxes. Distinction between impact and incidence of taxation. Factors affecting incidence of tax. Tax evasion.	12	4
III.	Public Expenditure and Public Debt Public Expenditure: classification of public expenditure. Causes and growth of public expenditure. Effects of public expenditure on production, employment and distribution. Growth of public expenditure. Public Debt: Meaning and classification. Need for public borrowing – Effects of public debt on production, consumption and distribution. Burden of public debt. Redemption of public debt. Growth of public debt.	11	4
IV.	Public Finance in India Indian Fiscal Policy, Budget: Concepts, instruments and objectives Types of Government Budgets: Revenue Account, Capital Account and Different Concepts of Budgetary Deficits in the Indian Context. Economic and Functional Classification of Central Govt. Budgets. Fiscal Federalism in India; Center State Financial Relations and Evaluation of Previous and Features of Latest Finance Commission. State and Local Finances.	11	4

Suggested Readings:

1. Harvey Rosen, (2008), Public Finance, McGraw Hill, New York.
2. Bernard P. Harbar, Modern Public Finance (Richard Irvin Inc)
3. Musgrave and Musgrave (1984), Public Finance in Theory and Practice, McGraw Hill, New Delhi (reprint edition)
4. Joseph Stiglitz, Economics of Public sector, Norton, New York (recent edition).

Course No. ECONA311
Course title: Money and Banking
Nature of Course: SEC – 7
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T):): 44:0:16

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered. The course does not require any prior knowledge of economics.

Course Outline

Unit	Title	Credits	
		L	T
I.	Money: Theory and Approaches Money: Meaning, functions and classification, Role of money in capitalist, socialist and mixed economies, Monetary standards – Metallic and paper standards, Principles and System of Note Issue. Qualities of Good Monetary Standard. Grasham's law. Measures of Money Supply.	10	4
II.	Financial Markets: Money Market and Capital Market Financial markets and institutions; Money and capital markets: organization, structure, importance and role in economic development of India; financial crises.	10	4
III.	Commercial Banking Banking: Meaning and types of Banks. Indian banking system: Changing role and structure; banking sector reforms. Functions of Commercial banks. Process of credit creation. Purpose and limitations. Commercial banking in India. Nationalization of commercial banks in India. Recent reforms in banking sector in India.	12	4
IV.	Central Banking and Monetary Policy Central Bank: Functions of Central Bank. Quantitative and qualitative methods of credit control. Role and functions of the Reserve Bank of India. Monetary Policy: goals, targets, indicators and instruments of monetary control; success and limitation of monetary policy in India.	12	4
Suggested Readings: <ol style="list-style-type: none"> 1. F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson Education, 6th edition, 2009. 2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009. 3. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011. 4. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011. 5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers. 			

Course No. ECONA312
Course title: Project Work
Nature of Course: SEC – 8
Number of credits: 4
Number of Lectures (L): Practical (P): Tutorial (T): 16:28:16

Course Description

Project Work is one of the culmination point of the learning process, which will put to test the acquired ability of the candidate to independently take the charge of the project and use the understanding of economics developed in previous years to evaluate/analyze economic issues.

Course Outline

The project *must* relate to economic issues/problems. The Project report shall consist of following components:

The Project will involve an extended, independent investigation of a topic and preparation of a dissertation. The chosen research area must be of a nature that incorporates an in depth exploration of economic concepts, theories and issues so as to produce a rigorous dissertation. Primary data based projects are encouraged.

Dissertations that comprise purely descriptive material will not be acceptable.

The project report must contain between 50-60 A4 size pages printed on both sides. Font must be “Times New Roman”, font size 16 (heading), 14 (Sub-Headings) and 12 (text). Line spacing 1.5 inches, page indent Left 1.5 inches, Right, Top and Bottom 1 inch.

Note: Font size of tables may vary as per requirement

Structure of the Project Report

Structure is important because it dictates the topics discussed and the order in which they are organized. An ideal Project Report should comprise the following sequence:

- | | |
|----------------------------------|--|
| 1. Cover Page | 9. Introduction |
| 2. Title Page | 10. Review of literature |
| 3. Acknowledgements | 11. Research Design/ Methodology |
| 4. Table of Contents | 12. Results and Analysis |
| 5. List of Tables | 13. Discussion of implications |
| 6. List of Figures/Illustrations | 14. Conclusions and/or Recommendations for further study |
| 7. Abbreviations (if any) | 15. References |
| 8. Abstract | 16. Appendices (if any) |

Evaluation of the project (for 70% marks) will be done by external examiner based on project report and presentation along with continuous evaluation by internal examiner for (30% marks).

NOTE: The 70:30 marking ratio shall be as follows: 30 marks for Internal assessment and remaining 70 marks (EYE) to be distributed as 50 marks for Dissertation + 20 marks for Viva Voce. Therefore $30 + (50 + 20) = 100$ marks.

For CDOE students there shall be no internal assessment and the marks secured out of 70 will be rationalized using the multiplier as will be done for other theory papers (refer to course evaluation mentioned in the section titled course evaluation above).

Course No. ECONA313
Course title: Economy of Himachal Pradesh
Nature of Course: GEC – 1
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 40:00:00

Course Description

This course highlights the basic features, characteristics and developmental issues of the Himachal Pradesh economy.

Course Outline

Unit	Title	Credits
		L
I.	Features of Himachal Pradesh Economy Resource endowment - Land, Water, Minerals, Forests, Demographic Trends, Human Development Index. Trends in State income – Structural growth before and after reforms, Sources of State Finances. Targets and Achievements of Plans and current year Budget.	10
II.	Agriculture and Horticulture of Himachal Pradesh Role of Agriculture and Horticulture in State Domestic Product Cropping pattern, Productivity and yield of major crops, Agricultural marketing, Agricultural finance, Marginalization and Agricultural Diversification in Himachal Pradesh. Trends in Fruit and vegetable Production and Productivity. Critical evaluation of government policies on agriculture and horticulture sector.	10
III.	Industrial and Power Sector of Himachal Pradesh Trends and patterns in industrial growth, large scale and small scale industries of Himachal Pradesh, Labour Welfare measures and skill development programmes. Trends in hydro power generation in Himachal Pradesh. Environmental issues related to Industrilisation and power projects in Himachal Pradesh.	10
IV.	Infrastructure and Tourism of Himachal Pradesh Transport: road, rail and air. Banking, Housing, Social Welfare, Education and health programmes of the State Government. Role of Tourism in the economic development of Himachal Pradesh.	10
Suggested Readings: <ol style="list-style-type: none"> 1. Economic Survey, Various Issues, Department of Economics and Statistics, GoHP. 2. Himachal Pradesh Development Report, Planning Commission. GoI. 3. Sharma, L.R. (1987), The Economy of Himachal Pradesh: Growth and Structure: a Study in Development Performance, Mittal Publishing. 4. Ashok Kumar Tiwari, 2000, Infrastructure and economic development in Himachal Pradesh, Indus Publishing. 5. Y.S. Parmar, Years of Challenge and Growth, Rubicon Publishing House. 6. L.R. Sharma, (2005), Quality of Life in Himalayan Region, Indus Publishing. 7. Mian Goverdhan Singh, History, Culture and Economy of Himachal Pradesh, Minerva Book House. 		

Course No. ECONA314
Course title: Indian Economy
Nature of Course: GEC – 2
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:00:16

Course Description

This course is designed to enable students to have in-depth knowledge of various problems and issues faced by Indian Economy. The course will concentrate on both the achievements and the issues of the economy.

Course Outline

Unit	Title	Credits
		L
I.	Understanding the Indian Economy Impact of colonization on Indian Economy. Post-Independence Economy; Planning for the economy – objectives, strategy and achievements (Plan wise details to be excluded). State of the Economy in 1991. Features of the Economic Reforms and Structural Adjustment Programme: Liberalization, Privatization and Globalization. Appraisal of Economic Reform Programme. Relevance of planning in the context of globalization, Objectives and Functions of NITI Aayog.	12
II.	Problems Faced by Indian Economy Poverty: definition and estimate, poverty line, poverty alleviation programs. Inequality: income and regional inequality – causes and corrective measures. Unemployment: concepts, measurement, types, causes and remedies. Food problem and food security, Role of Public Distribution System (PDS) in India. Direct Cash Transfer Scheme of Government.	10
III.	Agriculture in India Pattern of Growth of Indian Agriculture since 1950; Land Reforms, Green Revolution, Agricultural Production, Productivity. Factors Influencing Agricultural Development: Marginalisation, Labour, Marketing and Finance. Issues and challenges in agricultural credit and subsidy. Deceleration in the 1990s – Causes and Future Challenges. Economic Liberalization and Emerging Trends in Indian Agriculture. New Agricultural Policy (In the context of liberalization.)	12
IV.	Industries in India Role of Industry in Economic Development. Pattern of Industrialization, Industrial development during the plan period. Role, Growth and Problems of Cottage, small scale and Medium scale industries in India. Industrial Policy: 1948, 1956 and 1991 and Recent Developments. Impact of New Industrial Policy on Industrial Sector.	10

Suggested Readings:

1. U. Kapila (2010): Indian economy since Independence. Academic Foundation, New Delhi
2. S. Chakraborty (): Development Planning: The Indian Experience. Clarendon Press.
3. Jalan Bimal 1992, The Indian Economy - Problems and Prospects.
4. A. Panagariya (2008): India: the Emerging Giant, Oxford University Press, New York
5. S. Acharya and R. Mohan (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.

Course No. ECONA315
Course title: Development Economics
Nature of Course: GEC – 3
Number of Credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

Unit	Title	Credits	
		L	T
I.	Economic Development: Meaning and Measurement Meaning of economic development. Distinction between growth, development and sustainable development. Features of underdevelopment. Factors affecting economic development. Economic development and human welfare. Measurement of economic development. Limitations of using per capita income as a measure. Alternative measures: PQLI, HDI, Human Poverty Index, Gender Development Index, Kuznet's inverted 'U' hypothesis.	10	4
II.	Factors in Development and Indian Development Experience Capital formation (Physical and Human); technology; institutions. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era.	10	4
III.	Theories of Under Development and Development Theories of Under Development: The Vicious Circle of Poverty, Low Level Equilibrium Trap, circular causation and backwash effect, dualism. Theories of Development: classical theories (Smith, Ricardo, Malthus), Marxian theory of capitalist development.	12	4
IV.	Theories of Development Classical theories (Smith, Ricardo, Malthus); Marxian theory of capitalist development. Big push, Balanced vs Unbalanced growth. Balance between agriculture and industry, import substitution vs export promotion, neo-liberal vs interventionist policies.	12	4
Suggested Readings: <ol style="list-style-type: none"> 1. A.K. Bagchi - The Political Economy of Development – Orient Longman 2. Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition). 3. Thirlwall (recent edition), Growth and Development with Special Reference to Developing Countries (recent edition) Palgrave MacMillan, New Delhi. 4. Benjamin Higgins (1968), Economic Development, Universal Book Stall, New Delhi. 5. Meier, G.M. and J.E. Rauch (2007), Leading Issues in Economic Development, Oxford University Press, New Delhi. 			

Course No. ECONA316
Course title: Environmental Economics
Nature of Course: GEC – 4
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. The course does not require any prior knowledge of economics. The course will be useful for students aiming towards careers in the government sector, NGOs, policy analysis, business and journalism.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to Environmental Economics Introduction; The economy and the environment: inter-linkages; First two laws of thermodynamics. Environment as a necessity and luxury – population and environment linkage. Economic Efficiency and Market Failures: Environment quality as a public good, Private and Social cost, Pareto optimality and market failure in the presence of externalities; Economic Efficiency, Deviation from Efficiency; Common property	11	4
II.	Population, Pollution and Environment Theory of Demographic Transition; Economics of Pollution: Damage functions and abatement cost functions; Marginal decisions; Optimal level of pollution; Market solutions and government actions; Economic incentives and least-cost solutions; Command and control policies. Environmental issues in developed and developing countries; Use of Resources; Environmental Protection laws; Environmental Education and its merits.	12	4
III.	Valuing the Environment Economic valuation of environmental goods; Types of environmental values; Monetary valuation techniques; Non-monetary valuation techniques; Comparing methodologies. Cost-Benefit Analysis and the Environment: The theory of cost-benefit analysis; Idea of discounting and choice of discount rate; Framework for cost-benefit analysis; Discounting and future generations.	10	4
IV.	Economic Growth and Sustainable Development Economic growth, development and sustainable development; The environmental Kuznets curve; Economics of sustainable development. International Environmental Issues: Economics of climate change; Trade and the environment. Indian environment policies and performance, pollution control boards and their functions.	11	4

Suggested Readings:

1. Kolstad, C.D. (2007), Environmental Economics, Oxford University Press, New Delhi.
2. Nick Hanley et al (2007), Environmental Economics: Theory and Practice, Palgrave MacMillan.
3. Katar Singh and Anil Sisodia (2007), *Environmental Economics: Theory and Application*, Sage Publications, New Delhi.
4. Karpagam (2008), Environmental Economics, Sterling Publishers. New Delhi
5. R.K. Lekhi et al. (2008), Development and Environmental Economics, Kalyani Publishers, Ludhiana.
6. S.P. Misra & S.N. Pandey (2008), Essential Environmental Studies, Ane Books, New Delhi.
7. Maureen L. Cropper and Wallace E. Oates, 1992, Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
8. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press, 2nd edition, 2010.

2. Subject: English

Detailed Syllabus

(Effective from the Academic Session 2018-19)

First Year

Year	Paper Code	Course Name & Syllabus	Credits
I	ENG CE 101	<p>English-1 Core English (Compulsory) for BA and B.Com.</p> <p>UNIT-I</p> <p>i.—Ozymandias ii.—Blow Blow thou Winter Wind iii.—Good Morrow iv.—The Man he Killed v.—Lines Written in Early Spring </p> <p>Poems from <i>The Blossoming Mind</i>. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Macmillan.</p> <p>UNIT-II</p> <p>i."The Parrot in the Cage" ii."Dinner for the Boss" iii."The Reddening Tree" iv."At the Himalayas" v."The Value of Silence"</p> <p>Stories and Essays from <i>Life Unfolded</i>. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Oxford University Press.</p>	6

		<p>UNIT-III</p> <p>Applied Grammar:</p> <p>The use of Articles, Prepositions, Verb Forms, Phrasal Verbs and Comprehension</p> <p>(The literary pieces incorporated in the course are to be used as tools to teach language through literature with emphasis on reading, listening, comprehension, summarizing, inference and discussion.)</p> <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Reading, Speaking and Listening Exercises • Conversation • Etiquettes: Personality Development 	
I	<p>ENG DSC 102/ ENG HONS GE 101</p>	<p>DSC-1A English Literature-1 (Essays, Stories and Poems) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I</p> <p>i.—Deliverance by Premchand ii.—Joothan by Omprakash Valmiki iii.—Kallul by Ismat Chughtai iv.—Bosom Friend by Hira Bansode</p> <p>UNIT-II</p> <p>i.—Girll by Jamaica Kincaid ii.—A Prayer for my Daughter by W. B. Yeats iii.—Yellow Fish by Ambai iv.—Reincarnation of Captain Cook by Margaret Atwood</p> <p>UNIT-III</p>	6

		<p>i.—Blackout by Roger Mais ii.—Telephone Conversation by Wole Soyinka iii.—Harlem by Langston Hughes iv.—Still I Rise by Maya Angelou</p> <p><u>Non-Detailed Study:</u></p> <p>UNIT-IV</p> <p>i.—Conscientious Objector by Edna St. Vincent Millay ii.—General, Your Tank is a Powerful Vehicle by Bertolt Brecht</p>	
		<p>iii. —The Dog of Tetwall by Sa'adat Hasan Manto iv.—A Chronicle of the Peacocks by Intizar Husain</p> <p>UNIT-V</p> <p>i.—Toys by Roland Barthes ii.—Indian Movie, New Jersey by Chitra Banerjee Divakaruni iii.—At the Lahore Karhail by Imtiaz Dharker iv.—The Brand Expands by Naomi Klein</p> <p>Selections from Vinod Sood, et al, eds. <i>The Individual and Society: Essays, Stories and Poems</i>. Delhi: Pearson, 2005.</p>	
I	<p>ENG DSC 103/</p> <p>ENG HONS GE 102</p>	<p>DSC-1B English Literature-2 (Poems, Short-Stories and Essays) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I Linguistic Plurality within Sufi and Bhakti Traditions:</p> <p>i.Excerpts from "The Mad Lover" by Sisir Kumar Das ii.—Kafi 7 by Bulla Shah iii.—Vachan by Mahadeviyakka</p>	6

iv.—Baul Song|| (Anonymous)

UNIT-II

Language Politics:

Hindi and Urdu:

- i.Excerpts from "Introduction: A Conspectus"
in *A House Divided* by Amrit Rai
- ii.—Ghazal|| by Amir Khusrau
- iii.—Lajwantil|| by Rajinder Singh Bedi
- iv.—Hindil|| by Raghuveer Sahai

UNIT-III Tribal Verse:

- i. Excerpts from "Introduction|| to *Painted Words: An Anthology of Tribal Verse* by G. N. Devy
- ii. *Songs of Birth and Death*
 - A Munda Song||
 - A Kondh Song||
- iii.—Adi Song for the Recovery of Lost Health||

UNIT-IV Dalit Voices:

- i. Excerpts from _'Dalit Sahitya: The Historical Background" by Eleanor Zelliot

		<p>ii. —Habitl by F.M. Shinde —An Untitled Poeml by NT. Rajkumar —Excerpts from <i>Karukku</i>l by Bama</p> <p><u>Non-Detailed Study:</u></p> <p>UNIT-V Writing in English: i."Mother Tongue" by Padma Sachdev ii.—Excerpts from <i>Kanthapura</i>l by Raja Rao</p> <p>UNIT-VI Woman Speak: Examples from Kannada and Bangla: i.Excerpts from —A Flowering Tree: A Woman's Tale'l by A. K. Ramanujan ii.Excerpts from —A Woman's Retelling of the Rama Tale'l by Nabaneeta Deb Sen</p> <p>UNIT-VII Literary Cultures: Gujarati and Sindhi: i. Excerpts from —At the Crossroads of Indic and Iranian Civilizations' l by Ali S. Asani</p> <p>Units I-VII are from <i>Cultural Diversity, Linguistic Plurality and Literary Traditions in India</i> by Sukrita Paul Kumar, et.al. Macmillan India, 2005.</p> <p>UNIT-VIII Nationalism: i. —Nationalism in Westl ii. —Nationalism in Indial</p> <p>From <i>Nationalism</i> by Rabindranath Tagore. Macmillan, 1995.</p> <p>UNIT-IX Aspects of Civilization: i.—What is True Civilizationl (52-54) ii.—Civilizationl (30-32) From <i>Hind Swaraj</i> by M. K. Gandhi. Navjeevan Publishing House, 2006.</p>	
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I	ENG AECC 104	AECC-2 Writing Skills i.Diary Writing ii.Paragraph Writing iii.Summary/Note-making iv.Formal and Informal Letter Writing v.CV/ Resume Writing vi.Report Writing vii.Interview/Feature Article viii.Notice Writing	4
		<p>Classroom Activity: Speaking Skills, Listening Skills, Mock Interview, Speech Making Project Work</p> <p>Suggested Projects: Sports Writing, Poetry about Women/Men, Poetry in Translation, Translating a Poem, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story, Creative Writing, Theatre Groups, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic, Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, the Epics, Communalism, Gender Discrimination, Social Activism.</p> <p>Recommended Reading: 1. <i>English Communication Skills: AECC under CBCS, HPU.</i> Meenakshi F. Paul and Madhumita Chakraborty. Macmillan, 2017.</p> <p>Suggested Readings: 1. <i>Fluency in English.</i> Part I. Macmillan, 2005. 2. <i>Fluency in English.</i> Part II. OUP, 2006. Unit 1-15. 3. <i>El Dorado: A Textbook of Communication Skills.</i> Orient Blackswan, 2014. Units 1-5. 4. <i>Interchange.</i> Workbook III. Fourth Edition. Cambridge University Press, 2015. Units 1-8. 5. <i>New Headway.</i> Intermediate Student's Book. 3rd Edition. Oxford University Press, 2012. Units 1-6. 6. <i>Write to be Read: Reading, Reflecting & Writing.</i> First South Asian edition. Cambridge University Press, 2014. Units 1-4. 7. <i>Business English.</i> Pearson, 2008. Units 4-6.</p>	

Second Year

Year	Paper Code	Course Name & Syllabus	Credits
II	ENG CE 201	<p>English-2 Core English (Compulsory) for B.A & B.Com.</p> <p>UNIT-I Essays</p> <p>i.—The Power of Prayer by A. P. J. Abdul Kalam</p> <p>ii.—Vivekananda: The Great Journey to the West by Romain Rolland</p> <p>iii.—More Than 100 Million Women are Missing by Amartya Sen</p> <p>iv.—On the Ignorance of the Learned (Excerpts by William Hazlitt)</p> <p>v.—Simply Living (Excerpts by Ruskin Bond).</p> <p>(Nos. <u>i</u> to <u>v</u> are from <i>Reflections from the East and the West</i> by Pankaj K. Singh and Girija Sharma. Orient Blackswan)</p> <p>vi. “Towards Creating a Poverty-Free World by Muhammad Yunus (From <i>Gleanings from Home & Abroad</i>. Orient Blackswan)</p> <p>vii. “Climatic Change and Human Strategy by E.K. Federov. (From <i>Insights: A Course in English Literature and Language</i> by K Elango. Orient Blackswan.)</p> <p>UNIT-II Poetry.</p> <p>i. —A Psalm of Life by Henry Wadsworth Longfellow</p> <p>ii. —Animals by Walt Whitman</p> <p>iii. —When I am Dead My Dearest by Christina Rossetti</p>	6

		<p>iv. —If I by Rudyard Kipling</p> <p>v.—The Lake Isle of Innisfree by W.B. Yeats</p> <p>vi.—The Olive Tree by Mark O'Conner</p> <p>vii.—Refugee Mother and Child by Chinua Achebe (From <i>Ripples on the Sands of Time</i> by Pankaj K. Singh and Girija Sharma. OUP.)</p> <p>UNIT-III: Applied Grammar</p> <ol style="list-style-type: none"> One Word Substitution (5 Expressions) Words Used as Nouns and Verbs (5 words) (Students will be required to use the given words in sentences both as nouns and verbs) Transformation (i) Interchange of Degree (5 Sentences in all) Homonyms, Homographs and Homophones (5 words) (Students will be required to use the given words in sentences so as to illustrate their meaning). 	
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II	ENG DSC 202/ ENG HONS GE 203	DSC- 1C British Literature (Play and Novel) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects) <u>Detailed Study:</u> Drama - William Shakespeare: <i>The Merchant of Venice</i> <u>Non-Detailed Study:</u> Novel - Charles Dickens: <i>Oliver Twist</i>	6

II	ENG DSC 203/ ENG HONS GE 204	<p>DSC-1D</p> <p>Literary Cross Currents (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>1. UNIT-I Poems:</p> <ol style="list-style-type: none"> 1. Jibanananda Das: —Before Dying , —Windy Night , —I Shall Return to this Bengal 2. Sri Sri. —Forward March , —From _Some People Laugh, Some People Cry‘ 3. G.M. Muktibodh: — The Void , —So Very Far 4. Nissim Ezekiel: —Enterprisell, —Night of the Scorpion , —Goodbye Party for Miss Pushpa T.S. 5. Jayanta Mahapatra: —Hunger , —Dhaulil , —Grandfather , —A Country <p>Short-Stories:</p> <ol style="list-style-type: none"> 1 Prem Chand, —The Holy Panchayat 2. Vaikom Muhammad Basheer, —The Card- Sharper’s Daughter 3. Saadat Hasan Manto, —Toba Tek Singhl 4. Ambai, —Squirrell 5. Ismat Chughtai, —The Sacred Duty <p>(From <i>Modern Indian Literature</i>, ed. Dept. of English, University of Delhi, OUP).</p>	6
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		<p><u>Non-Detailed Study:</u></p> <p>UNIT II Autobiography: Omprakash Balmiki: <i>Joothan</i> (Trans. By Arun Prabha Mukherjee).</p> <p>UNIT-III Play: Vijay Tendulkar: <i>Silence, The Court is in Session</i></p>	
II	ENG AEEC / SEC 204	<p>AEEC/SEC - 1: Creative Writing, Book and Media Reviews</p> <p>UNIT-I Literary Forms:</p> <ul style="list-style-type: none"> • Poetry: Lyric, Sonnet, Epic, Ode, Ballad • Drama: Tragedy and Comedy • Fiction: Short Story and Novel • Prose: Essay, Periodical, Article (Newspaper Article and Blog) <p>UNIT-II Literary Terms: Plot, Characterization, Dialogue, Monologue, Soliloquy, Aside, Narrator, Persona, Irony, Metaphor, Simile, Metonymy, Alliteration, Rhyme, Onomatopoeia, Oxymoron, Point of View and Theme</p> <p>UNIT-III Reading Literature: Creativity and Imagination:</p> <ul style="list-style-type: none"> • "Gift of the Magi" by O' Henry • "Daffodils" by William Wordsworth • <i>The Dark Room</i> by R. K. Narayan <p>UNIT-IV Media Reviews: Book, Film and TV Programme Reviews</p> <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. M. H. Abrams. <i>A Glossary of Literary Terms</i>. 2. Anjana Neira Dev, et al. <i>Creative Writing: A Beginner's Manual</i>. Delhi: Pearson, 2009. Print. 	4

II	ENG AEEC / SEC 205	AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings) UNIT-I Introduction to Translation: 1. Definition of Translation—Translating from source language to target language	4
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		2. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction UNIT-II Approaches to Translation: 1. Domestication: Readability in the target language 2. Foreignisation: Faithfulness to the source language text UNIT-III Methods of Translation: 1. Meta-phrase—sense translation based on difference 2. Paraphrase—word-to-word translation based on equivalence 3. Imitation—regulated transformation 4. Interpretation and Adaptation 5. Reading: "Preface to Ovid's <i>Epistles</i> " – (1680) by John Dryden UNIT-IV Problems of Translation: 1. Cultural Gap 2. Untranslatability 3. Translation as appropriation of indigenous languages by English 4. Reading: "Translation of Poetry" by Sri Aurobindo. <i>Letters on Poetry, Literature and Art.</i> UNIT-V Translation in India:	
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		<ol style="list-style-type: none"> 1. Definitions: <i>Anuvad, Bhashantar, Roopantar</i> 2. Key Terms: <i>Rasa, Dhvani, Auchitya</i> 3. Reading Translation: Cultural Difference, Contexts and Language <ol style="list-style-type: none"> a. Shubhangi Bhadbhade, —Garden of Spice (—Mehakti Phulwari) b. Jaiwanti Dimri, —The Inner Eye (—Antardrishti) <p>(Both the stories are from Rekha Sharma, ed. <i>Translation: Theory and Practice</i>. Authorspress, 2015.)</p>	
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		<p>UNIT-VI</p> <p>Translation:</p> <ol style="list-style-type: none"> 1. Translating a literary/non-literary passage from Hindi into English and English into Hindi (about 100 words) <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Inter-medial Translation: Word-Film-Painting • Film: <i>The Blue Umbrella</i> based on Ruskin Bond's eponymous story <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Jeremy Munday. <i>Introducing Translation Studies: Theories and Application</i>. Routledge-2012. 2. Peter Newmark. <i>A Text Book of Translation</i>. Prentke Hall International. 1988. 3. Eugene Nida. <i>The Theory and Practice of Translation</i>. Brill Archive. 1982. 4. M. Baker, ed. <i>Routledge Encyclopedia of Translation Studies</i>, Routledge, 1998. 5. S. S. Barlingay. <i>A Modern Introduction to Indian Aesthetic Theory</i>. DK Printworld, 2007. 6. Susan Bassnett. <i>Translation Studies</i>, Routledge, 2002 ed. 7. Susan Bassnett and Harish Trivedi, eds. <i>Post-colonial Translation: Theory and Practice</i>. Routledge, 1999. 8. Rekha Sharma, ed. <i>Translation: Theory and Practice</i>. Delhi: Authorspress, 2015. 9. Paul St-Pierre and Prafulla C. Kar, eds. <i>Reflection, Refraction, Transformation</i>. Pencraft, 2005. 10. L. Venuti, ed. <i>The Translation Studies Reader</i>. Routledge, 2000. 	
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Third Year

Year	Paper Code	Course Name & Syllabus	Credits
III	ENG AEE C/ SEC 301	<p>AEE C/SE C-3 Tech nical Writi ng UNIT -I</p> <p>Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II</p> <p>Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III</p> <p>Writing Skills: Basic Research Methodology:</p> <p>Project Report</p> <p>a. Format</p> <ul style="list-style-type: none"> • Margins • Headings • Indentation • Pagination • Type Face and Fonts • Common Abbreviations <p>b. Organisation</p> <ul style="list-style-type: none"> • Preparation of the Basic Plan - Ideas 	4

		<p>and Background Research</p> <ul style="list-style-type: none"> • Outline with Headings and Sub-headings • Writing, Reading and Re-writing <p>c. Contents</p> <ul style="list-style-type: none"> • Cover and Title Page • Table of Contents • Preface/Acknowledgement • Abstract/Summary • Introduction • Heading and Sub-headings • Findings • Conclusion • Recommendations • Works Consulted and Cited 	
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		<p>UNIT-IV</p> <p>Data Analysis</p> <p>a. (i) Qualitative Interpretation (ii) Quantitative Interpretation</p> <p>b. Reading and Interpreting Data:</p> <p>i. Bar Graphs ii. Pie Charts</p> <p>Classroom Activity: Writing a Project Report</p> <p>Recommended Style: <i>MLA Handbook</i>, 8th Edition.</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Fundamentals of Technical Communication</i>. Meenakshi Raman & Sangeeta Sharma. OUP, 2014. 2. <i>Effective Technical Communication</i>. Barun K. Mitra. OUP, 2006. 3. <i>Technical Communication: Principles and Practice</i>. 3rd edition Meenakshi Raman & Sangeeta Sharma. OUP, 2015. 4. <i>Writing as Thinking: A Guided Process Approach</i>. Marcella Frank. Prentice Hall, 1990. 	
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III	ENG AEEC/ SEC 302	AEEC/SEC-4 Business Communication UNIT-I Introducing Business Communication: <ul style="list-style-type: none"> • Basic Forms of Communication • Communication Models and Processes: Linear, Transitional and Interactive • Effective Communication • Principles of Effective Communication UNIT-II Corporate Communication: <ul style="list-style-type: none"> • Formal and Informal Communication: Grapevine • Barriers and Gateways to Communication • Practices in Business Communication <ul style="list-style-type: none"> • Group Discussion • Mock Interview • Seminars • Individual and Group Presentations UNIT-III Writing Skills and Modern Communication: <ul style="list-style-type: none"> • Business Letters and Memo Format 	4
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		<ul style="list-style-type: none"> • Good News and Bad News Letters • Sales Letter • Selection Letter • Fax, E-mail - Formal and Informal • Video Conferencing <p>UNIT-IV Non-Verbal Aspects of Communication:</p> <ul style="list-style-type: none"> • Body Language • Kinesics • Proxemics • Para Language <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Office Etiquette – Personal Appearance, Grooming, Professional Appearance, Manners, Pleasantness, Punctuality, Listening, Preparation, Respect/Courtesy, Work Culture • Business Dining – Table Manners and Conventions • Managing Customer Care – Customer is King, Prompt Service, Courtesy • Making a Powerpoint Presentation <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication: Concepts, Cases and Applications</i>. P. D. Chaturvedi and Mukesh Chaturvedi. Pearson Edu. 2. <i>Business Communication</i>. Virender Kumar and Bodhraj. Kalyani Publication. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication and Personality Development</i>. Sri Jinkushal and Budhi Singh. VK Publishers. 2. <i>Business Communication</i>. K.K. Sinha. Fourth Revised and Enlarged Edition. Taxmann, 2012. 3. <i>Business Communication</i>. Hory Sankar Mukerjee. OUP, 2016. 4. <i>Business Communication</i>. 2nd ed. Meenakshi Raman & Prakash Singh. OUP, 2012. 	
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III	ENG DSE 303	<p>DSE –1A Soft Skills</p> <p>A. Listening Skills:</p> <ul style="list-style-type: none"> • Comprehending • Retaining • Responding • Barriers to Listening • Overcoming Barriers to Listening <p>B. Teamwork:</p> <p>Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>C) Emotional Intelligence:</p> <p>Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Motivation • Empathy • Social and Cultural Sensitivity <p>Ways to Improve Emotional Intelligence:</p> <ul style="list-style-type: none"> • Observe how you react to people • Look at your work environment • Do a self-evaluation • Examine how you react to stressful situations • Take responsibility for your actions • Examine how your actions affect others 	6
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		<p>D) Adaptability:</p> <ul style="list-style-type: none"> • See the big picture • Don't be afraid to improvise • Question the status quo • There's no —ll in Adaptability • Change your Routine <p>E) Problem Solving:</p> <p>Four basic steps in solving a Problem:</p> <ul style="list-style-type: none"> • Defining the Problem • Generating Alternatives • Evaluating and Selecting Alternatives • Implementing Solutions <p>F. Interview Skills:</p> <ul style="list-style-type: none"> • Preparation • Self-evaluation-SWOT • Punctuality • First Impressions: Professional Dressing, Body Language and Non-verbal Cues • Listening and Speaking • Etiquette and Courtesy <p>Classroom Activity:</p> <p>a. Reading Visual Texts</p> <ol style="list-style-type: none"> 1. Graphics/Cartoons: Reading and Analysis (with Special Reference to India) 2. Understanding/Interpreting Indian Films <p>b. Group Discussions</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> • <i>English and Soft Skills</i>. S. P. Dhanavel. Orient Blackswan, 2013. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • <i>Soft Skill for Managers</i>. T. Kalyana Chakravarthi and T. Latha Chakravarthi. First Edition. Wiley Publishing, 2015. 	
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		<ul style="list-style-type: none"> • <i>The First Book of Life Skills</i>. Larry James. First Edition. Embassy Books, 2016. • <i>The 5 Levels of Leadership</i>. John C. Maxwell. Centre Street, A division of Hachette Book Group Inc., 2014. • <i>Personality Development & Soft Skills</i>. Barun K. Mitra. First Edition. Oxford Publishers, 2011. 	
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		<ul style="list-style-type: none"> • <i>Development of Life Skills and Professional Practice</i>. Shalini Verma. First Edition. Vikas Publishing, 2014. • <i>Beyond the Boundaries of Bollywood: The Many Forms of Hindi Cinema</i>. Rachel Dwyer. Atlantic Publishers, 2011. • <i>Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. Rachel Dwyer. Picture Hatchette, 2014. • <i>Brushing up the Years: A Cartoonist's History of India, 1947</i>. R. K. Laxman. Penguin India, 2008. • <i>Out of Line</i>. C. R. Devadawson. Orient Blackswan, 2014. 	
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III	ENG DSE 304	<p>DSE-1B Academic Writing and Composition</p> <p>1. Types of Academic Writing:</p> <ul style="list-style-type: none"> • Descriptive • Analytical • Persuasive • Critical <p>Features and Conventions of Academic Writing:</p> <p>a. Clear, Concise, Objective, Accurate Writing</p> <p>b. Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations</p> <p>c. Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors</p> <p>3. Process of Academic Writing:</p> <ul style="list-style-type: none"> • Pre-Drafting – Research and Brainstorm • Drafting – Headings, Sub-headings and Development of the Idea • Revising – Making Changes, Correcting and Rewriting • Editing – Removing Errors, Proof Readings, Polishing <p>4. Critical Thinking:</p> <ul style="list-style-type: none"> • Analysis • Evaluation • Synthesis <p>5. Paragraph Writing:</p> <ul style="list-style-type: none"> • Topic Sentence, Elaborative Sentences – Supporting/ Explaining/ Describing/ Discussing/ Concluding Sentence, Transitional Words and Phrases 	6
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		<p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Riddles and Problem-Solving Exercises 2. Brainstorming 3. Writing an Abstract 4. Precis Writing <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Blackswan, 2010. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Lin Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006. 2. Iiona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. CUP, 1998. 3. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. Norton, 2009. 	
III	ENG GE 305	<p>GE-1 Literature from Himachal</p> <p>Textbook under Preparation by the Department of English, Himachal Pradesh University.</p>	

III	ENG GE 306	<p>GE-2 Contemporary India: Women and Empowerment</p> <ol style="list-style-type: none"> 1. Key Concepts: Sex and Gender, Socialization, Discrimination - Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders. 2. —The Creation of Patriarchy.¶ <i>The Creation of Patriarchy</i> by Gerda Lerner. 3. "A Wife's Letter." Rabindra Nath Tagore. Trans. Prasenjit Gupta. 4. "To Waris Shah." Amrita Pritam. Trans. by Amrita Pritam. <i>Selected Poems of Amrita Pritam</i>. A Dialogue Calcutta Publication. Ed. Pritish Nandy. 5. Malavika Karlekar. —Domestic Violence.¶ <i>Women' Studies in India</i>. Ed. Mary E. John. 6. Gogu Shyamala. —Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But..."</i> 7. Rokeya Sakhawat Hossain: "Sultana's Dream" <i>Women Writing in India: 600 BC to the Present</i>. Vol. 1. New Delhi: OUP, 1995. Print. 8. Shivani: —Dadi.¶ (—Grandmother¶). <i>Women Writing in India: 600 BC to the Present</i>. Vol. 2. New Delhi: OUP, 1995. Print. 	6
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3. Subject: Hindi

1

प्रथम वर्ष प्रयोजनमूलक हिन्दी

प्रश्न पत्र : Core Course B.A./B.Com.

SKT/HINDI-I

HIND101

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

निर्धारित पुस्तक : प्रयोजनमूलक हिन्दी, प्रोफेसर श्रीराम शर्मा, कमल प्रकाशन, किलासपुर,
हिमाचल प्रदेश, भाग 75 कठ ।

इकाई - 1

- 1.1 पत्र लेखन, प्रारूपण, दिग्ग, प्रतिवेदन, पत्राचार-आव एवं प्रसार, व्यावहारिक,
व्यावसायिक एवं सरकारी पत्र लेखन, अनुवाद : परिभाषा, विशेषता एवं उपयोगिता

इकाई - 2

- 2.1 मुद्रावे और लोकवेदिकता, आर्थ, परिभाषा एवं विभिन्न मुद्रावे तथा लोकवेदिकता
2.2 शब्द-शुद्धि, वाक्य शुद्धि और शब्द ज्ञान (तत्त्व, तद्भव, देशज तथा विदेशी)

इकाई - 3

- 3.1 पर्यायवाची एवं विलोम शब्द
3.2 अनेकार्थी, वाक्य या वाक्यांश के लिए एक शब्द अथवा अनेक शब्दों के लिए एक
शब्द
3.3 देवनागरी लिपि आव, वाच्यकरण, विशेषताएं, वैज्ञानिकता, मानकीकरण एवं सुधार के
उपय

इकाई - 4

- 4.1 कम्प्यूटर में हिन्दी प्रयोग : कम्प्यूटर की संरचना, वर्तनी संशोधन एवं इन्टरनेट
कार्यप्रणाली
4.2 पारिभाषिक अन्वयार्थी
4.3 वाच्यार्थी हिन्दी और अनुवाद : विशेषताएं, अनुवाद-प्रक्रिया, समवाय एवं
कठिनाइयां

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । प्रथम भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत
14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों
में से पूछे जाएंगे । $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकास के साथ चारों इकाइयों में से पूछे
जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया
जाएगा, जिसमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न

$$21\% अंकों का होगा : 14 + 21\% + 21\% + 21\% + 21\% = 100 \text{ अंक}$$

प्रथम वर्ष
प्रयोजनमूलक हिन्दी

प्रश्न पत्र : Core Course B.A./B.Com.

SKT/HINDI-I
HIND101

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

निर्धारित पुस्तक : प्रयोजनमूलक हिन्दी, प्रोफेसर श्रीराम शर्मा, कलकत्ता प्रकाशन, बिलासपुर,
हिमाचल प्रदेश, मूल्य 75 रु० ।

इकाई - 1

- 1.1 पत्र लेखन, प्रारूपण, लिप्यन्त, प्रतिवेदन, पत्राचार अर्थ एवं प्रकार, व्यावहारिक, व्यावसायिक एवं सरकारी पत्र लेखन, अनुवाद : परिभाषा, विशेषता एवं उपयोगिता

इकाई - 2

- 2.1 मुद्राचर और लोकश्रुतियाँ, अर्थ, परिभाषा एवं विभिन्न मुद्राचर तथा लोकश्रुतियाँ
2.2 शब्द-शुद्धि, वाक्य शुद्धि और शब्द ज्ञान (तत्सम, तद्भव, देशज तथा विदेशी)

इकाई - 3

- 3.1 पर्यायवाची एवं विलोम शब्द
3.2 अनेकायी, वाक्य या वाक्यांश के लिए एक शब्द अथवा अनेक शब्दों के लिए एक शब्द
3.3 देशनामरी लिपि अर्थ, नामकरण, विशेषताएँ, वैज्ञानिकता, मानकीकरण एवं सुधार के उपाय

इकाई - 4

- 4.1 कम्प्यूटर में हिन्दी प्रयोग : कम्प्यूटर की संरचना, वर्तनी संशोधन एवं इन्टरनेट कार्यप्रणाली
4.2 पारिभाषिक शब्दावली
4.3 कार्यालयी हिन्दी और अनुवाद : विशेषताएँ, अनुवाद-प्रक्रिया, समस्याएँ एवं कठिनाइयाँ

प्राश्निक के लिए निर्देश :

- प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न स्थान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
- दूसरे भाग के अन्तर्गत चार प्रश्न जल-प्रतिफल विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न

$$21\% \text{ अंकों का होगा । } 14 + 21\% + 21\% + 21\% + 21\% = 100 \text{ अंक}$$

हिंदी साहित्य का इतिहास

प्रश्न पत्र : Core Course
(DSC-1A)
HIND102

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 काल विभाजन एवं नामकरण, आदिवासी काल धारण - सिद्ध, नाथ एवं जैन साहित्य
- 1.2 प्रमुख रासी काल
- 1.3 आदिवासी हिन्दी साहित्य की सामान्य विशेषताएँ।

इकाई - 2

- 2.1 भक्ति आन्दोलन : सामाजिक-सांस्कृतिक पृष्ठभूमि
- 2.2 प्रमुख निर्गुण कवि, प्रमुख सगुण कवि
- 2.3 भक्तिकाल की सामान्य विशेषताएँ।

इकाई - 3

- 3.1 रीतिकाल की ऐतिहासिक पृष्ठभूमि
- 3.2 रीतिबद्ध
- 3.3 रीतिसिद्ध तथा रीतिमुक्त कवि।

इकाई - 4

- 4.1 1857 का स्वतंत्रता संघर्ष और हिन्दी नवजागरण, भारतेन्दु युगीन साहित्य की विशेषताएँ
- 4.2 महावीर प्रसाद द्विवेदी और उनका युग, द्विवेदी युग के प्रमुख गद्य लेखक और कवि
- 4.3 मैथिलीशरण गुप्त और राष्ट्रीय काव्यधारा
- 4.4 छायावाद, प्रगतिवाद, प्रयोगवाद और नई कविता एवं हिन्दी में गद्य विधाओं का उद्भव और विकास - उपन्यास, कहानी, नाटक, निबंध।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिसमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$7 + 7 = 14$ अंक (रेगुलर)

$10\% + 10\% = 21\%$ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

अनुशसित पुस्तकें -

1. शिवकुमार शर्मा, हिन्दी साहित्य : पुग और प्रकृतिपौ, अशोक प्रकाशन, दिल्ली ।
2. डॉ० हनुमन्त रावपाल, हिन्दी साहित्य का इतिहास ।
3. डॉ० नरेश मिश्र एवं रामसजन पाण्डेय, हिन्दी साहित्य का इतिहास ।
4. हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल ।
5. हिन्दी साहित्य का इतिहास, आचार्य हजारी प्रसाद द्विवेदी ।
6. हिन्दी साहित्य उद्भव और विकास : आचार्य हजारी प्रसाद द्विवेदी ।
7. हिन्दी साहित्य का वैज्ञानिक इतिहास : आचार्य मणपति चन्द्र गुप्त ।

मध्यकालीन हिंदी कविता

प्रश्न पत्र : Core Course
(DSC-1B)
HIND103

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 कबीर तथा सूरदास का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 1.2 कबीर तथा सूरदास की साव्यगत विशेषताएँ
पाठ्यपुस्तक - कबीर ग्रंथावली, सं० श्यामसुन्दर दास, काजी नागरी प्रचारिणी सभा ।
- 1.3 कबीर की साधियाँ - गुरुदेव की अंग दोहा संख्या 3, 4
कुसुमति की अंग 6, 7
कस्तुरिया युग की अंग 4, 9
कबीर के पद - 1, 2, 15, 16
पाठ्यपुस्तक - भ्रमरगीत सार (सं०) रामधन्य शुक्ल
- 1.4 सूरदास के पद - 1, 2, 43, 44, 111, 115, 354, 355, 387, 402

इकाई - 2

- 2.1 तुलसीदास तथा मीराबाई का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 2.2 तुलसीदास तथा मीराबाई की साव्यगत विशेषताएँ
पाठ्यपुस्तक - कवितावली, गीताप्रेस गोरखपुर, सं० 2052, 36वां संस्करण
- 2.3 बालकांड - 1
उत्तरकांड - 96, 106
विनय पत्रिका - पद संख्या - 105, 111, 162
पाठ्यपुस्तक - मीराबाई की पदावली, सं० आचार्य परशुराम भट्टदेवी, हिन्दी साहित्य सम्मेलन
- 2.4 मीराबाई के पद - 5, 17, 18, 19, 22, 23, 25, 41, 73, 158

इकाई - 3

- 3.1 रसखान तथा बिरारी का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 रसखान तथा बिरारी की साव्यगत विशेषताएँ
पाठ्यपुस्तक - रसखान रचनावली, सं० विष्णुनिवास मिश्र, सत्यदेव मिश्र, वाणी प्रकाशन, दिल्ली, सं० 1993 ।
- 3.3 रसखान के पद - 1, 2, 3, 4, 5, 6, 7
पाठ्यपुस्तक - बिरारी रत्नाकर, सं० जगन्नाथ रत्नाकर प्रकाशन संस्थान, नई दिल्ली
- 3.4 बिरारी के दोहे - 2, 15, 20, 25, 38, 46, 69, 70, 110, 123

इकाई - 4

- 4.1 भूषण तथा घनानंद का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
 4.2 भूषण तथा घनानंद की काव्यगत विशेषताएँ
 पाठ्यपुस्तक - भूषणग्रन्थावली, नागरी प्रचारिणी सभा, कांशी, सं० 2015 ।
 4.3 शिवराज - भूषण - 2 से 9 तक दोहे
 पाठ्यपुस्तक - घनानंद कविता सं०, विश्वनाथ प्रसाद मिश्र
 4.4 घनानंद के छंद - 1 - 8 तक

प्राश्निक के लिए निर्देश :

- प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न सभ्य रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
- दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

हिंदी भाषा और संप्रेषण

प्रश्न पत्र : Ability Enhancement Compulsory Course

(AECC-2) Hindi/Eng./Skt(One out of three)

HIND104

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 भाषा की परिभाषा, प्रकृति एवं विविध रूप
- 1.2 हिंदी भाषा की विशेषताएँ : क्रिया, विभक्ति, सर्वनाम, विशेषण एवं अव्यय संबंधी।
- 1.3 उपसर्ग, प्रत्यय तथा समास। पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द शुद्धि, वाक्य शुद्धि, मुहावरे और लोकोक्तियाँ।

इकाई - 2

- 2.1 हिंदी की वर्ण-व्यवस्था : स्वर एवं व्यंजन।
- 2.2 स्वर के प्रकार - ह्रस्व, दीर्घ तथा संयुक्त।
- 2.3 व्यंजन के प्रकार - स्पर्श, अन्तस्थ, उष्म, अल्पप्राण, महाप्राण, पौष तथा अपौष।

इकाई - 3

- 3.1 वर्णों का उत्पत्ति स्थान : कण्ठ्य, तालव्य, मूढम्य, दन्त्य, ओष्ठ्य तथा दन्तोष्ठ्य।
- 3.2 व्रताघात, संगम, अनुवात तथा सौंध।

इकाई - 4

- 4.1 भाषा संप्रेषण के चरण : श्रवण, अभिव्यक्ति, वाचन तथा लेखन।
- 4.2 हिंदी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर।
- 4.3 भावार्थ और व्याख्या, आशय लेखन, विविध प्रकार के पत्र लेखन।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न ज्ञात-प्रतिज्ञात विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न की दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

द्वितीय वर्ष
अनिवार्य हिन्दी 'रचना पुंज'

प्रश्न पत्र : Core B.A./B.Com,
SKT/HINDI -2
HIND201

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रिगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

निर्धारित पुस्तक : रचना पुंज (पद्य-गद्य-संकलन) (सं०) प्रोफेसर कुमार कृष्ण, कमल प्रकाशन, फिरोजपुर, हिमाचल प्रदेश, मूल्य 45 रु० ।
इस पुस्तक में से व्याख्या तथा प्रश्नों के लिए निम्नलिखित कवि/लेखक तथा पद्यांश/गद्यांश निर्धारित हैं ।

इकाई - 1

- 1.1 कबीर, घनानंद, सूर्यकांत त्रिपाठी निराला तथा बालकृष्ण शर्मा नवीन का सामान्य परिचय
- 1.2 कबीर - पन्द्रह दोहे, घनानंद 3 सविन, 3 सविने
- 1.3 सूर्यकांत त्रिपाठी निराला : लौहली पत्थर, विनय बालकृष्ण शर्मा नवीन : विप्लव गद्यन

इकाई - 2

- 2.1 सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' गजानन माधव मुक्तिबोध एवं सुदामा फण्डे कृमिल का सामान्य परिचय
- 2.2 अज्ञेय : कितनी रातों में कितनी बार, सुधांचल मुक्तिबोध : मुझे तुम्हारा साथ मिला है, ओ मेघ
- 2.3 कृमिल : दस्तक, रोटी और संसद

इकाई - 3

- 3.1 प्रेमचन्द, मोहन राकेश, काशीनाथ सिंह, उदय प्रकाश का सामान्य परिचय
- 3.2 प्रेमचन्द : ईदगाह, मोहन राकेश : मलबे का मालिक
काशीनाथ सिंह : अपना रास्ता लो बाबू, उदय प्रकाश : जपन तोले का करघा

इकाई - 4

- 4.1 महादेवी वर्मा, रामधारीसिंह दिनकर और श्रीलाल शुक्ल का सामान्य परिचय
- 4.2 महादेवी वर्मा : जीने की कला, रामधारी सिंह 'दिनकर' : नेता नहीं, नागरिक चाहिए, श्रीलाल शुक्ल : अंगद का पौध

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं ग्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न ज्ञान-प्रतिज्ञा विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं । $7 + 7 = 14$ अंक (रेगुलर)
 $10\% + 10\% = 21\%$ अंक(आई.सी.डी.ई.ओ.एल.एवं ग्राइवेट)

अंक विभाजन :

रेगुलर : $14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70$ अंक

आई.सी.डी.ई.ओ.एल.एवं ग्राइवेट विभागियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

आधुनिक हिंदी कविता

प्रश्न पत्र : Core Course
(DSC-1C)
HIND202

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 भारतेन्दु हरिश्चन्द्र तथा अयोध्या सिंह उपाध्याय 'हरिऔध' का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 1.2 भारतेन्दु हरिश्चन्द्र तथा अयोध्या सिंह उपाध्याय 'हरिऔध' की काव्यगत विशेषताएँ
- 1.3 भारतेन्दु हरिश्चन्द्र : कवितार्य -
भारत दुर्दशा
वर्षा विनोद
प्रेम शक्तिपत्र
प्रेमाशु वर्षण
- 1.4 अयोध्या सिंह उपाध्याय 'हरिऔध' : कवितार्य -
प्रिय प्रवास
दुखिया के आँसू
एक बूँद
कौरा और फूल

इकाई - 2

- 2.1 मैथिलीशरण गुप्त तथा जयशंकर प्रसाद का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 2.2 मैथिलीशरण गुप्त तथा जयशंकर प्रसाद की काव्यगत विशेषताएँ
- 2.3 मैथिलीशरण गुप्त : कवितार्य -
भारत भारती
मातृभूमि
आशा
सन्देश
- 2.4 जयशंकर प्रसाद : कवितार्य -
ले चल कहीं भुलावा देकर
बीती विभावरी जाग रे
अरुण यह मधुमय देश हमारा
हृदय का सीढ़ी

इकाई - 3

- 3.1 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' की काव्यगत विशेषताएँ
- 3.3 सूर्यकांत त्रिपाठी निराला : कविताएँ -
वर दे, वीणा वादिनी वर दे
सोहनी प्यार
स्नेह मिर्झर सह गया है
विधवा
- 3.4 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : कविताएँ -
उड़ खल, झरिल
कलगी बाजरे की
झींझ
नया नवि : आत्म स्वीकार

इकाई - 4

- 4.1 नागार्जुन तथा नरेश मेहता का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 4.2 नागार्जुन तथा नरेश मेहता की काव्यगत विशेषताएँ
- 4.3 नागार्जुन : कविताएँ -
मह दग्धुरित मुस्कान
प्रेत का बचन
- 4.4 नरेश मेहता : कविताएँ -
तीर्थ गल
घोले फूल कनेर के
मेघ में

प्राश्निक के लिए निर्देश :

- प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
- दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विन्यास के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

हिंदी गद्य साहित्य

प्रश्न पत्र : Core Course
(DSC-1D)
HIND203

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 जैनेन्द्र कुमार : व्यक्तित्व एवं कृतित्व
- 1.2 उपन्यास : त्यागपत्र - पाठपरक अध्ययन
- 1.3 त्यागपत्र : तात्त्विक समीक्षा

इकाई - 2

- 2.1 प्रेमचंद, जयशंकर प्रसाद, यशपाल एवं उषा प्रियंवदा का व्यक्तित्व एवं कृतित्व
- 2.2 निम्नलिखित कहानियों का पाठपरक अध्ययन
कहानी : नमक का दरोगा - प्रेमचंद
आकाशवाणी - जयशंकर प्रसाद
परदा - यशपाल
बापसी - उषा प्रियंवदा
- 2.3 उपर्युक्त कहानियों की तात्त्विक समीक्षा

इकाई - 3

- 3.1 रामचन्द्र शुक्ल तथा हजारीप्रसाद द्विवेदी का व्यक्तित्व एवं कृतित्व
- 3.2 निम्नलिखित निबन्धों का पाठपरक अध्ययन
निबन्ध : लोभ और प्रीति - रामचन्द्र शुक्ल
कुटज - हजारीप्रसाद द्विवेदी
- 3.3 उपर्युक्त निबन्धों की तात्त्विक समीक्षा

इकाई - 4

- 4.1 महादेवी वर्मा तथा प्रभा खेतान का व्यक्तित्व एवं कृतित्व
- 4.2 निम्नलिखित निबन्धों का पाठपरक अध्ययन
निबन्ध : संस्कृति और शिक्षा (चिन्तन के क्षण संग्रह से) - महादेवी वर्मा
भूमण्डलीकरण, धार्मिक समाज और पूँजीवाद - प्रभा खेतान
- 4.3 उपर्युक्त निबन्धों की तात्त्विक समीक्षा

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न अत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

कार्यालयी हिन्दी

प्रश्न पत्र : Skill Enhancement Course
(SEC-1)
HIND204

Credits : 04
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 हिन्दी भाषा के विभिन्न रूप-राष्ट्रभाषा, राजभाषा, जनभाषा।
- 1.2 शिक्षण माध्यम-भाषा, संचार भाषा, सर्जनशील भाषा, यात्रिक भाषा।

इकाई - 2

- 2.1 राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा संबंधी परिनिपमावली का सामान्य परिचय
- 2.2 राजभाषा के रूप में हिन्दी के समस्त व्यावहारिक कठिनाइयाँ एवं संभावित समाधान।

इकाई - 3

- 3.1 टिप्पण (नोटिंग), प्रारूपण/आलेखन (ड्राफ्टिंग), फलपत्र, संक्षेपण।
- 3.2 विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की लिप्यादन प्रक्रिया।

इकाई - 4

- 4.1 पारिभाषिक शब्दावली।
- 4.2 कार्यालयी प्रयोजनों में विभिन्न यात्रिक उपकरणों का अनुप्रयोग - कंप्यूटर, लिपटीप, टैबलेट, टेलीप्रिटर, टैलेक्स, वीडियो कॉन्फ्रेंसिंग।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिसमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर} : 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकीय होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

हिंदी भाषा शिक्षण

प्रश्न पत्र : Skill Enhancement Course
(SEC-1)
HIND205

Credits : 04
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 भाषा शिक्षण के संदर्भ : राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक।
- 1.2 भाषा शिक्षण की आधारभूत संकल्पनाएँ
 - प्रथम भाषा/मातृभाषा तथा अन्य भाषा की संकल्पना
 - अन्य भाषा के अंतर्गत द्वितीय तथा विदेशी भाषा की संकल्पना
 - मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर
 - सामान्य और विशिष्ट प्रयोजन के लिए भाषा-शिक्षण

इकाई - 2

- 2.1 भाषा शिक्षण की विधियाँ
 - भाषा कौशल - श्रवण, भाषण, वाचन, लेखन।
 - भाषा का कौशल के रूप में शिक्षण; भाषा कौशलों के विकास की तकनीक और अभ्यास
 - अन्य भाषा-शिक्षण की प्रमुख विधियाँ : व्याकरण-अनुवाद-विधि, प्रत्यक्ष विधि, मौखिक आर्तालाप विधि, संरचनात्मक विधि, द्विभाषिक शिक्षण विधि।

इकाई - 3

- 3.1 हिंदी शिक्षण
 - हिंदी का मातृभाषा के रूप में शिक्षण : स्कूली शिक्षा, उच्च शिक्षा, दूरस्थ शिक्षा, तकनीकी तथा विशिष्ट प्रयोजन संबंधित शिक्षा।
 - द्वितीय भाषा के रूप में सजातीय और विजातीय भाषा वर्गों के संदर्भ में हिंदी शिक्षण
 - विदेशी भाषा के रूप में विदेशों में हिंदी शिक्षण

इकाई - 4

- 4.1 भाषा परीक्षण और मूल्यांकन
 - भाषा परीक्षण और मूल्यांकन की संकल्पना
 - भाषा-परीक्षण के प्रकार
 - मूल्यांकन के प्रकार

प्राशनिक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न स्थान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक (रिगुलर, आई.सी.डी.ई.ओ.एल.एवं प्रोव्वेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकास के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रिगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल.एवं प्रोव्वेट)}$$

अंक विभाजन :

$$\text{रिगुलर} : 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्रोव्वेट विभाजियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

अनुवाद विज्ञान

प्रश्न पत्र : Skill Enhancement Course
(SEC-2)
HIND206

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 अनुवाद का सात्विक, अनुवाद के विभिन्न प्रकार - भाषान्तरण, सारानुवाद तथा रूपान्तरण में साम्य-वैषम्य। अनुवाद के प्रमुख प्रकार-सर्वांगी, साहित्यिक, ज्ञान-विज्ञानपरक, विधिक, वाणिज्यिक।
- 1.2 अनुवाद के शैक्षणिक भेद अविकल अनुवाद (लिटरल), भावानुवाद/छावानुवाद, आशु अनुवाद, डबिंग, कंप्यूटर अनुवाद।

इकाई - 2

- 2.1 साहित्यिक अनुवाद के प्रमुख रूप-काव्यानुवाद, कथानुवाद, नाट्यानुवाद।
- 2.2 अनुवाद में पर्यवेक्षण (वेटिंग) की भूमिका।

इकाई - 3

- 3.1 वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुद्रावरी/लोकोपनिषद् का अनुवाद, संविधानधरो तथा कूटपदों का अनुवाद, आर्थिक शब्दावली का अनुवाद, व्यंजनपरक लाक्षणिक पद-प्रयोगों का अनुवाद।
- 3.2 अनुवाद की सम्पदन प्रविधि।
- 3.3 अनुवादक की अर्हता और सफल अनुवाद के अभिलाक्षण।

इकाई - 4

- 4.1 विश्व भाषाओं की प्रमुख कृतियों के हिन्दी अनुवाद एवं हिन्दी की प्रमुख कृतियों के विश्वभाषाओं में किये गये अनुवाद।
- 4.2 भारत में अनुवाद प्रशिक्षण के प्रमुख केन्द्र, अनुवाद के राष्ट्रीय प्राधिकरण के गठन की आवश्यकता।
- 4.3 हिन्दी अनुवाद का भविष्य।

प्रश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

$$\text{आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न } 21\% \text{ अंको का होगा। } 14 + 21\% + 21\% + 21\% + 21\% = 100 \text{ अंक}$$

संभाषण कला

प्रश्न पत्र : Skill Enhancement Course
(SEC-2)
HIND207

Credits : 04
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 संभाषण का अर्थ।
- 1.2 संभाषण के विभिन्न रूप-वार्तालाप, व्याख्यान, वाद विवाद, एकताप, आवाधिक अभिव्यक्ति, जन संबोधन।
- 1.3 जन सम्पर्क में वाक्कला की उपयोगिता

इकाई - 2

- 2.1 संभाषण कला के प्रमुख उपादान - पथेष्ट भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्जुम), वेग, लहजा (एक्सेण्ट)
- 2.2 संभाषण कला के विभिन्न रूप, उद्घोषणा कला (अनाउन्समेंट), आँखों देखे कला (कमेन्ट्री), संचालन (एकरिंग)
- 2.3 वाचन कला, समाचार वाचन (रेडियो, टीवी,) मंचोप वाचन (कविता, कलानी, व्यंग्य आदि)

इकाई - 3

- 3.1 वाद-विवाद प्रतियोगिता एवं समूह संवाद।
- 3.2 लोक प्रशासन, जनसम्पर्क एवं विपणन के विकास में संभाषण कला का योगदान।

इकाई - 4

- 4.1 संवादी भाषा (कन्वर्सेशनल लैंग्वेज) के रूप में हिन्दी की भाषिक संवेदना की विवेचना।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से धारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न श्ल-प्रतिशत विकल्प के साथ धारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100 \text{ अंक}$

तृतीय वर्षरंग आलेख एवं रंगमंच

प्रश्न पत्र : Skill Enhancement Course
(SEC-3)
HIND301

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 नाटक के प्रमुख प्रकार और उनका रचना विधान-पूर्णिकी, एकांकी, लोकनाटक, प्रहसन, काव्यनाटक, नटुकाड़ नाटक, प्रतीकनाटक, भावनाटक, पाठ्यनाटक, रेडियो नाटक, टीवी नाटक।

इकाई - 2

- 2.1 हिन्दी नाट्यशास्त्र और नाट्य लेखन का इतिहास
2.2 हिन्दी नाटका की प्रमुख प्रवृत्तियाँ - सामाजिक, सांस्कृतिक, ऐतिहासिक, समस्याभूताक तथा एक्सट्रा नाटक।

इकाई - 3

- 3.1 हिन्दी के प्रमुख नाटक और नाटकाकार।
3.2 हिन्दी रंगमंच के प्रमुख स्त-1. शैक्षिक मंच 2. व्यावसायिक मंच 3. सरकारी मंच।
3.3 हिन्दी क्षेत्र की प्रमुख रंगशालाएँ तथा संस्थाएँ।

इकाई - 4

- 4.1 रंग शिक्षण प्रशिक्षण, रंग स्थापत्य, रंग सज्जा, रंग दीपन, ध्वनि व्यवस्था एवं प्रसारण, निर्देशन एवं अभिनय। रंगमंचीय भाषा की विशेषताएँ।
4.2 रंग आलेख की प्रविधि - वस्तुविधान, पात्र परिकल्पना, परिस्थिति योजना, संवाद लेखन का वैशिष्ट्य, रंग निर्देश की उपयोगिता।
4.3 रंग समीक्षा का महत्त्व।

प्रश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहले भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकास के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$7 + 7 = 14$ अंक (रेगुलर)

$10\% + 10\% = 21\%$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

रेगुलर : $14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70$ अंक

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

भाषा कम्प्यूटिंग

प्रश्न पत्र : Skill Enhancement Course
(SEC-3)
HIND302

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 कम्प्यूटर प्रबंधन-हार्डवेयर, सॉफ्टवेयर, प्रमुख एप्लीकेशन फ्रेमवर्क, वेबसाइट, ई-मेल, वेब सर्फिंग।
- 1.2 इलेक्ट्रॉनिक मीडिया, सी.डी., मोबाइल और किंडल, मैगजीन का निर्माण।

इकाई - 2

- 2.1 मल्टीमीडिया की कार्य प्रणाली।
- 2.2 कम्प्यूटर में डाटा प्रोसेसिंग, स्मृति (मेमोरी), सूचना संग्रहण।
- 2.3 कम्प्यूटर मुद्रण।

इकाई - 3

- 3.1 सूचना प्रौद्योगिकी का स्वरूप।
- 3.2 संचार प्रौद्योगिकी की प्रयोजनीय शब्दावली।
- 3.3 संचार भाषा के रूप में हिन्दी की उपलब्धियाँ।

इकाई - 4

- 4.1 कम्प्यूटर में हिन्दी के विभिन्न अनुप्रयोग।
- 4.2 कम्प्यूटर अनुवाद।
- 4.3 रेडियो और टेलीविजन में कम्प्यूटर संचित कार्यक्रम।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न ज्ञान-प्रतिज्ञा विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

चलचित्र लेखन

प्रश्न पत्र : Skill Enhancement Course
(SEC-4)
HIND303

Credits : 04
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 भारतीय सिनेमा का इतिहास।
- 1.2 हिन्दी की आरंभिक मूक और सवाक फिल्में।
- 1.3 विगत शताब्दी की लोकप्रिय हिन्दी फिल्में, लोकप्रिय फिल्मी गीत तथा प्रसिद्ध संवाद।

इकाई - 2

- 2.1 प्रमुख निर्देशक एवं अभिनेता।
- 2.2 बॉलीवुड फिल्मों की हिन्दी डबिंग।
- 2.3 बॉलीवुड का हिन्दी फिल्मी उद्योग।

इकाई - 3

- 3.1 फिल्म निर्माण की प्रक्रिया।
- 3.2 हिन्दी पटकथा लेखन (सिनेरिटी) का क्रमिक विकास, संवाद लेखन-प्रणाली या प्रविधि।
- 3.3 श्रमिक फिल्मों का भाषिक पक्ष, समकालीन हिन्दी फिल्मों की भाषिक संरचना।

इकाई - 4

- 4.1 वृत्त चित्र की निर्माण पद्धति, फीचर।
- 4.2 हिन्दी में निर्मित विज्ञापन फिल्में (एड्-फिल्में)।
- 4.3 फिल्मी अभिनेताओं द्वारा उच्चारित संवादों का स्वनिम के आधार पर विश्लेषण।
- 4.4 हिन्दी की विश्व व्याप्ति में फिल्मों की भूमिका। हिन्दी की प्रमुख फिल्मों के आधार पर भाषिक संरचना का व्यावहारिक प्रशिक्षण- देवदास (तीनों निर्मातवियों) तथा शोले।

प्रश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न ज्ञात-प्रतिज्ञात विचार के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न की दो उपविभागी में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

समाचार संकलन और लेखन

प्रश्न पत्र : Skill Enhancement Course
(SEC-4)
HIND304

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
अन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 समाचार : अवधारणा, परिभाषा, बुनियादी तत्व, समाचार और संवाद, संरचना (घटक), समाचार मूल्य। समाचार के स्रोत।
- 1.2 समाचार संग्रह-पद्धति और लेखन-प्रक्रिया : सिद्धान्त और मार्गदर्शक बातें। विकासशील और जनरल की दृष्टियाँ।

इकाई - 2

- 2.1 समाचार का वर्गीकरण। खोजी, व्याख्यात्मक, अनुवर्तन समाचार।
- 2.2 संवाददाता : भूमिका, अर्हता, शैलियाँ, प्रकार्य एवं व्यवहार-संहिता।
- 2.3 रिपोर्टिंग के क्षेत्र और प्रकार : विद्युतिका, न्यायपालिका, मंत्रालय और प्रशासन, विदेश, रक्षा, राजनीति, अपराध और न्यायालय, दुर्घटना एवं नैसर्गिक आपदा, आमीष, कृषि, विकास, आर्थी एवं वाणिज्य, बैठकें एवं सम्मेलन, संगोष्ठी, पत्रकार वार्ता, सक्षिप्य एवं संस्कृति, विज्ञान, अनुसंधान एवं तकनीकी विषय, खेलकूद, पर्यावरण, मानवाधिकार और अन्य सामाजिक विषयों और क्षेत्रों से सम्बन्धित रिपोर्टिंग।

इकाई - 3

- 3.1 इलेक्ट्रॉनिक माध्यमों से प्राप्त समाचारों का पुनर्लेखन।
- 3.2 लीड : अर्थ, प्रकार, विशेषता, महत्व।

इकाई - 4

- 4.1 शीर्षक : अर्थ, प्रकार, लिखने की कला, महत्व।
- 4.2 रिपोर्टिंग : कला और विज्ञान के रूप में विश्लेषण, वस्तुपरकता और भाषा-शैली।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

लोक साहित्य

प्रश्न पत्र : Discipline Specific Elective
(DSE-1A)
HIND305

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
अन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 लोक साहित्य- परिभाषा एवं स्वरूप, लोक साहित्य के विशिष्ट आधेता, लोक संस्कृति - अवधारणा, लोक संस्कृति और साहित्य, लोक साहित्य के अध्ययन की प्रक्रिया, लोक साहित्य के संकलन की समस्याएँ।
- 1.2 लोक साहित्य के प्रमुख रूप- लोक गीत, लोक नाट्य, लोक कथा, लोकगाथा, लोकलेखित।

इकाई - 2

- 2.1 लोकगीत - संस्कार गीत, व्रतगीत, धर्म परिवार गीत, व्रतगीत।
- 2.2 लोकनाट्य - रामलीला, स्वांग, पक्षगान, भवाई, माच, तमाशा, मोटकी, जात्रा, कथकली।

इकाई - 3

- 3.1 लोककथा - व्रतकथा, परीकथा, नायककथा, वीरकथा। कथानक रुढ़ियों एवं अभिप्राय, लोककथा निर्माण में अभिप्राय।
- 3.2 लोकगाथा - लोकगाथा की भारतीय परम्परा, लोकगाथा की सामान्य प्रवृत्तियाँ, लोकगाथा प्रस्तुति।

इकाई - 4

- 4.1 प्रसिद्ध लोकगाथाएँ - भरघरी (राजा भर्तृहरि), गूरा गाथा, गढ़ मलींग, मरना की हार, महासती सूरमी, मोहना, नूरपुर का राजा जगत सिंह, सुन्नी बूढ़, कुंज-बंछली, रानी सुनैना।

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21½-अंकों का होगा। $14 + 21\frac{1}{2} + 21\frac{1}{2} + 21\frac{1}{2} + 21\frac{1}{2} = 100$ अंक

छायावादोत्तर हिंदी कविता

प्रश्न पत्र : Discipline Specific Elective
(DSE-1B)
HIND306

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' तथा गजानन माधव मुक्तिबोध का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 1.2 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' तथा गजानन माधव मुक्तिबोध की काव्यगत विशेषताएँ
- 1.3 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : कविताएँ -
कलगी बाजरे की
यह दीप अकेला
- 1.4 गजानन माधव मुक्तिबोध : कविताएँ -
भूल गली
एक रंग का राग

इकाई - 2

- 2.1 नागार्जुन तथा शमशेर बहादुर सिंह का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 2.2 नागार्जुन तथा शमशेर बहादुर सिंह की काव्यगत विशेषताएँ
- 2.3 नागार्जुन : कविताएँ -
अकाल और उसके बाद
कालिदास
- 2.4 शमशेर बहादुर सिंह : कविताएँ -
सूना सूना पथ है, उदास सरना
यह सलोना जिरम

इकाई - 3

- 3.1 भवानी प्रसाद मिश्र तथा कुँवर नारायण का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 भवानी प्रसाद मिश्र तथा कुँवर नारायण की काव्यगत विशेषताएँ
- 3.3 भवानी प्रसाद मिश्र : कविताएँ -
कहीं नहीं बचे
गोता फरोह
- 3.4 कुँवर नारायण : कविताएँ -
नौचकेला

इकाई - 4

- 4.1 सर्वेश्वरदास सक्सेना तथा केदारनाथ सिंह का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 4.2 सर्वेश्वरदास सक्सेना तथा केदारनाथ सिंह की काव्यगत विशेषताएँ

- 4.3 सर्वेश्वरदास सक्सेना : कवितार्प -
मैंने कब कहा
हम तो खोले
- 4.4 केदारनाथ सिंह : कवितार्प -
रचना की आसी रात
करा नहीं पड़ता

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर : } 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विभाजियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

आधुनिक भारतीय साहित्य

प्रश्न पत्र : Generic Elective Course
(GE-1)
HIND307

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 स्वधीनता संग्राम और भारतीय नवजागरण तथा उसका भारतीय साहित्य पर प्रभाव
1.2 भारतीय साहित्य और राष्ट्रीयता

इकाई - 2

- 2.1 महात्मा गांधी और महर्षि आर्यभट्ट का भारतीय साहित्य पर प्रभाव
2.2 गांधीवाद एवं आत्मनिष्ठवाद का भारतीय साहित्य पर प्रभाव

इकाई - 3

- 3.1 अनन्तमूर्ति : संस्कार उपन्यास
3.2 रवीन्द्रनाथ टैगोर : गीतांजलि - 1. वन्दना, 2. परिषद, 3. वरदान, 4. अरुण
किरण, 5. सागर में ज्वार, 6. रात्रि परीक्षा, 7. शरत् सुन्दरी, 8. आषाढ़ की
संध्या, 9. दिन डल गया, 10. प्रिय व्यथा, 11. निर्झर, 12. अखण्ड आशा,
13. प्रकाश पुष्प, 14. रक्षा बन्धन, 15. सम्मान, 16. वसन्त, 17. अकेला दीप,
18. मैं हार गई, 19. एक बार, 20. गीत-सुधा

इकाई - 4

- 4.1 विजय तेंदुलकर : घसीराम कोतवाल

प्राश्निक के लिए निर्देश :

- प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
- दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं ।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर} : 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा । $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

सर्जनात्मक लेखन के विविध क्षेत्र

प्रश्न पत्र : Generic Elective Course

(GE-2)

HIND308

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 रिपोर्ताज : अर्थ, स्वरूप, रिपोर्ताज एवं अन्य गण रूप, रिपोर्ताज और फीचर लेखन-प्रविधि।
- 1.2 फीचर लेखन : विषय-व्ययन, सामग्री-निर्धारण, लेखन-प्रविधि। सामाजिक, आर्थिक, सांस्कृतिक, विज्ञान, पर्यावरण, खेलकूद से सम्बद्ध विषयों पर फीचर लेखन।

इकाई - 2

- 2.1 साक्षात्कार (इण्टरव्यू/मैटवार्ता) : उद्देश्य, प्रकार, साक्षात्कार-प्रविधि, महत्व।
- 2.1 स्तंभ लेखन : समाचार पत्र के विविध स्तंभ, स्तंभ लेखन की विशेषताएँ, समाचार पत्र और साप्ताहिक पत्रिकाओं के लिए समसामयिक, जानकारी और मनोरंजक सामग्री का लेखन। सप्ताहांत अतिरिक्त सामग्री और परिशिष्ट।

इकाई - 3

- 3.1 दृश्य-सामग्री (छायाचित्र, पार्टून, रेखाचित्र, ग्राफिक्स आदि) से संबंधित लेखन।

इकाई - 4

- 4.1 बाजार, खेलकूद, फिल्म, पुस्तक और कला समीक्षा।
- 4.2 आर्थिक पत्रकारिता, खेल पत्रकारिता, आभूषण और वस्त्र पत्रकारिता, फोटो पत्रकारिता।

प्राश्निक के लिए निर्देश : 1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी. डी.ई.ओ.एल. एवं प्राइवेट)

2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$7 + 7 = 14$ अंक (रेगुलर)

$10\% + 10\% = 21\%$ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)

अंक विभाजन :

रेगुलर : $14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70$ अंक

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

4. Subject: History

B. A. FIRST YEAR (DSC I)

DSC-1A: HIST (A) 101

History of India from the Earliest Times up to c. 300 CE

1. a. Sources and interpretation
- b. Changing interpretations of early Indian history
- c. Survey of Palaeolithic, Mesolithic and Neolithic cultures
- II. a. Harappan Civilization: origin, extent; urban features—town planning, economy, society and religion; decline, Chalcolithic culture
- b. Vedic culture: polity, economy, society and religion
- c. Beginning of the iron *age* and *Megalithic culture*
- III. a. Emergence of *Mahajanapadas* (territorial states); *rājyas* and *gaṇas/saṅghas*
- b. Magadha expansion
- c. Buddhism and Jainism: doctrines; spread
- IV. a. The Mauryan empire: state and administration, economy, Ashoka's *Dhamma*, art and architecture
- b. Post Mauryan Age with special reference to Sunga, Satavahanas and Kushanas: polity, economy, society, art
- c. Sangam Age: polity, economy and society

B. A. FIRST YEAR (DSC II)

DSC-1B: HIST (A) 102

History of India, c. 300 - 1206

- I. a. The Guptas and Vakatakas: state and administration
- b. Economy, society, religion, art, literature, *science and technology* during Gupta period
- II. a. Towards the early medieval: changes in society, polity, economy and culture with special reference to Pallavas and Chalukyas
- b. Evolution of political structures of the Rastrakutas, Palas and Pratiharas; economic; religious and cultural developments
- III. a. Harsha and his times: Harsha's kingdom, administration, Buddhism & Nalanda
- b. The Cholas: state and administration, economy and culture
- IV. a. Emergence of Rajput states in Northern India; socio-economic foundations
- b. The Arabs; the Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade

B. A. SECOND YEAR (DSC III)
DSC-1C: HIST (A) 203
History of India, c. 1206-1707

- I** a. Foundation, expansion and consolidation of the Sultanate of Delhi c.13th to 15th century: Expansion; *iqta* system; administrative & economic reforms
- b. Regional political formations: Vijayanagara and Bahamani Kingdoms
- II** a. Second Afghan State: Administration of Sher Shah & revenue reforms
- b. Socio-religious movement: Bhakti & Sufi
 - [i] Nathpanthis, Popular Monotheism and Vaishnavism in north India
 - [ii] Main sufi *silsilahs* in India: Chishti and Suhrawardi
- III** a. Foundation, expansion and consolidation of the Mughal state, c.16th to 17th century: expansion and consolidation; *Mansabdari* and *Jagirdari*; imperial ideology: assessment of Aurangzeb's policies
- b. Art and Architecture in Medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal Miniature painting
- IV** a. 17th century transitions: Marathas; Sikhs
- b. Disintegration and decline of the Mughal Empire: different theories of Mughal decline (Hindu reaction, Great Firm Theory, agrarian crisis, *jagirdari* crisis, region-centric approach, cultural failure and others)

B. A. SECOND YEAR (DSC IV)
DSC-1D: HIST (A) 204
History of India, c. 1707-1950

- I** a. India in the 18th century: society, economy, polity and culture
- b. Expansion and consolidation of British power with special reference to Bengal, Mysore and Maratha
- II** a. Making of a colonial economy:
 - [i] Land revenue settlements: Permanent, Ryotwari and Mahalwari
 - [ii] De-industrialisation; commercialisation of agriculture
- b. Socio-religious reform movements in the 19th century and after:
 - [i] Raja Ram Mohan Roy and Brahmo Samaj; Dayanand and Arya Samaj; Ishwar Chandra Vidyasagar and widow remarriage; Jyotiba Phule and Satya Sadhokak Samaj; Syed Ahmad Khan and Aligarh movement
 - [ii] Caste questions: Phule, *Narayana Guru* and Ambedkar
- III** a. Popular resistance:
 - [i] The Uprising of 1857
 - [ii] Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion(1860); Pabna Agrarian League (1873); Deccan Riots (1875)
- b. Nationalist politics, 1858-1947:
 - [i] Foundation of the Indian National Congress
 - [ii] Moderates & Radicals in the Indian national movement
 - [iii] Revolutionary movement for Indian Independence: ideas and contributions of Bhagat Singh and Veer Savarkar
 - [iv] Mahatma Gandhi and mass nationalism: Gandhian thought, techniques and movements
- IV** a. Growth of communal politics and the partition of India; resettlement of

- refugees and issue with Pakistan; integration of the Indian states: Hyderabad, Junagarh and Kashmir
- b. Independence, Indian Constitution & its main features; and the establishment of the republic

B. A. SECOND YEAR (SEC I)

SEC-1: HIST (A) 213

Historical Tourism

- I.** Defining tourism & heritage
Art and architecture in India: an overview
- II.** Understanding built heritage
Temple architecture: *Kandariya Mahadeva temple Khajuraho*
Stupa architecture: Sanchi
Indo-Persian architecture: Taj Mahal, Agra; Red Fort, Delhi
- III.** Temple architectures in Himachal Pradesh as tourist attractions: A study of Chamba Kangra and Mandi
Colonial architecture: Shimla
- IV.** Tourism in Himachal Pradesh
Popular *tourist destinations: Shimla, Kullu-Manali & beyond*
A visit/field work/survey of/to a heritage/ historical/*popular tourist destination*/socio-cultural importance site (the best nearby) is part of this course. Total *weightage*& distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. SECOND YEAR (SEC II)

SEC-1: HIST (A) 214

Understanding Heritage

- I.** Defining heritage: meaning of antiquity, archaeological site, tangible heritage, Intangible heritage and art treasure
- II.** Evolution of heritage legislation and the institutional framework
 - a. Conventions and Acts: national and international
 - b. Heritage-related government departments, museums, regulatory bodies
 - c. Conservation initiatives
- III.** Challenges for tangible and intangible heritage
Antiquity smuggling, conflict (to be examined through specific case studies)
- IV.** Heritage and travel
 - a. Visiting heritage sites: A study of *Vaidyanath temple (Bajjnath); Laxmi Narayan temple (Chamba); Hadimba temple (Kulu) and Tabo monastery (Lahaul and Spiti)*
 - b. The relationship between cultural heritage, landscape and travel; recent trends
 A visit/field work/survey of/to a Himachal Pradesh's art and culture heritage (the best nearby) is part of this course. Total *weightage*& distribution of marks for evaluation of the field report/survey would be as par with tutorial/home assignments.

B. A. SECOND YEAR (SEC III)

SEC-2: HIST (A) 215

An Introduction to Archaeology

- I.** Archaeology in India: origins and development
Managing archaeological evidences: documentation, codification, classification and analysis; findings and publications
- II.** Discovering human experience through archaeology: environment, technology, Subsistence, society, trade and ways of thinking
- III.** Numismatic & *Epigraphic sources*: significance and limitation
A case study of the coins of *Audumbarasand Kunindas (from the region of Himachal Pradesh)*
- IV.** Method of surveying and techniques of excavation
A study of the Harappan site of Kalibangan and Rakhigarhi
A study/survey of the archaeology sites of Himachal Pradesh: a case study of Kot Kangra/or Nagarkot (Kangra)

A visit/field work/survey of/to a site/museum (the best nearby) is part of this course. Total *weightage* & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. SECOND YEAR (SEC IV)

SEC-2: HIST (A) 216

Crafts and Artisans: Living Traditions

- I.** Stone carvings: traditional stone carvers, architects and sculptors—a study of Mahabalipuram temple (Tamil Nadu), Dilwara temple (Rajasthan) and Masrur temple (Kangra)
Painting: Madhubani and Kangra
 - II.** Metal crafts: Bidari, Dokra, Chola bronzes; ivory, gems and jewellery
 - III.** Woodwork, weaving and basketry: Northeastern India
 - IV.** Textile and carpet weaving: Banarasi, Patola, Bandhni, Kanjeevaram and Bhadohi
- A visit/field work/survey of/to a craft exhibition/ museum/art gallery/ cottage industry (the best nearby) is part of this course. Total *weightage* & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. THIRD YEAR (DSE I)

DSE-1A: HIST (A) 305

Modern and Contemporary World History I: 1871-1919

Unit I

Introductory

- a. Modern & Contemporary History: main characteristics
- b. Emergence of Italy and Germany as unified nations
- c. European hegemony and inter-imperialistic rivalries, Conflicts within Europe
- d. Alliance formation, social tension and socialist movements

Unit II

The Emergence of USA after the Civil War

- a. The emergence of the USA after the Civil War
- b. Japan's Emergence as a World Power: Modernization and economic progress under the Meiji restoration, Sino-Japanese War
- c. Nationalist movements in Asia: Rise of Kuomintang and the fall of the Manchus and its aftermath

- d. Ottoman Empire and the Arab World: Accession of Sultan Abdul Hamid and the Young Ottoman Movement, Young Turk revolution of 1905

Unit III

The End of the Czarist Regime in Russia

- a. Russo-Japanese War of 1904-5 and its consequences
- b. Revolutions of 1905
- c. Towards Bolshevik Revolution: February-March Revolution
- d. The October Revolution of 1917 and the socio-economic foundation of a socialist state

Unit IV

The First World War and its Aftermath

- a. New grouping of European States
- b. Anglo-German Rivalry
- c. Causes, events and results of the war
- d. The war settlements: Economic and social consequences

B. A. THIRD YEAR (DSE II)

DSE-1A: HIST (A) 306

Issues in World History-I (The Twentieth Century)

Unit I

Capitalism, Imperialism and the Political Consequences

- a. Industrialization under capitalism, imperialist expansion of Europe and the US
- b. The concept of modernity and its global implications
- c. World War I: causes, course, consequences in Europe and in the world
- d. Paris Peace settlement and associated treaties, their political consequences

Unit II

The Communist Alternative

- a. Russian Revolution 1917: its origins, ideological assumptions and course
- b. Consequences of the Russian revolution for the internal political developments in the Soviet Union
- c. Impact of the Russian revolution in Europe
- d. Long term implications of the Russian Revolution on China and the non-Western world

Unit III

Economic Trends in the Inter-War Period

- a. The period of post-war economic recovery and instability in Europe till 1929
- b. Great Depression in USA: its causes and impact on industrialized countries
- c. Global impact of the depression: colonial economies and agriculture
- d. The Soviet experience till 1941: the economic effects of state planning

Unit IV

Contesting Political Ideologies before World War II

- a. Fascist ideology and its contestation with liberalism and communism
- b. Social conditions in Europe during the inter-war period and experiments with parliamentary democracy
- c. Rise of Fascism in Italy and Germany
- d. World War II: causes, course and the war's short and long term effects

B. A. THIRD YEAR (DSE III)
DSE-1B: HIST (A) 307
Modern and Contemporary World History II: 1919-1992
Unit I

From the Peace Settlement to 1939

- a. Versailles to Locarno treaties, their political consequences
- b. The League of Nations
- c. USA and USSR
- d. Era of the Great Depression of 1929

Unit II

The End of Peace

- a. The Second World War: Origins
- b. Wartime diplomacy and the defeat of the totalitarian state
- c. Nationalist movements and decolonization
- d. The emergence of new world order: UNO, aims and objective

Unit III

The World since 1949

- a. Towards Chinese revolution of 1949
- b. The Cold War and its ideological and political origins
- c. Impact of the Cold War: Europe, Korea, Vietnam, Cuban crisis
- d. Military alliances: NATO, SEATO, CENTO, Warsaw Pact

Unit IV

Social Conditions and Issues after the Post-Colonial World

- a. Concept of globalization
- b. Feminist and ecological movements
- c. The question of human rights
- d. Non-Aligned movement: origin, agenda and achievements

B. A. THIRD YEAR (DSE IV)
DSE-1B: HIST (A) 308
Issues in World History-II (The Twentieth Century)
Unit I

Decolonization and Nationalism

- a. Changing relationship between western powers and their colonies
- b. The colonial struggle against economic exploitation
- c. Major nationalist movements in South East Asia and Middle East
- d. The Cold War: ideologies and global consequences, Korea, Cuba, Vietnam, and the end of the USSR

Unit II

Economic Conditions and Issues in the Post-Colonial World

- a. Europe in the immediate post-war period and the process of economic reconstruction
- b. Global economic growth and disparities between the developed and the Third world
- c. Nature and impact of the technological revolution on the global economy
- d. International character of finance, labour and the interlinking of national economies

Unit III

Social Conditions and Issues in the Post-Colonial World

- a. Student Movement of 1968-69: causes, character and consequences
- b. Feminist and ecological movements: divergent views from the North and South
- c. Iranian Revolution: social origins and its relationship with the question of modernity
- d. The question of human rights, its political context with the global south

Unit IV

Modernity and Socio-Economic Transformation

- a. Global decline of peasant societies and change in agrarian production
- b. The urbanization process and its social implications
- c. Expansion of education and its impact on national economies
- d. Automation of industry and the decline of industrial labour

B. A. THIRD YEAR (GE I)

GE-1: HIST (A) 309

Women in Indian History

- I.** Theory and concepts
 - a. Understanding gender and patriarchy
 - b. Historiography: women's history in India
- II.** Women in ancient India
 - a. Brahmanical and non- Brahmanical patriarchy in India
 - b. Women and property
- III.** Women in medieval India
 - a. Political processes, the harem and household
 - b. Women and literary activities; Imperial women: Razia Sultan, Nur Jahan, and Jahanara
- IV.** Women in Modern India
 - a. Social reforms and women in the 19th century: social base, issues, achievements and limitations
 - b. Women and Indian Nationalism: Gandhi and women's participation; programmes; limitations and constraints

B. A. THIRD YEAR (GE II)

GE-1: HIST (A) 310

Social-Religious Reform Movements in India (19th and 20th Centuries)

- I.** Background and Causes of the Reform Movement: Hindu reform movements—nature and significance: Brahmo Samaj, Prathana Samaj, Arya Samaj, Ramakrishna movement & Theosophical movement
- II.** Muslim reform movements—nature and significance: Wahabi/ Walliullah, Faraizi, Ahamadiya, Aligarh & Deoband School
- III.** Women and social reforms: prohibition of sati, infanticide, child marriage, widow remarriage, woman education and legislative measures for women
- IV.** Caste system: movements against caste system & ideas of social reforms and reconstruction with reference to Jyotiba Phule, Narayan Guru, Gandhi and Ambedkar

B. A. THIRD YEAR (GE III)
GE-2: HIST (A) 311
Environmental Issues in India

- I.** Social perspectives on environment
 - a. Studying human-nature interactions
 - b. Recent trends; debating anthropocene
- II.** Geography, Ecology and Cultures in Pre-Colonial India
 - a. Land, Forests, Pastures,
 - b. Monsoon, river systems and oceans
- III.** Colonialism and Environment
 - a. New Regimes of Land, Forests, Water and Irrigation;
 - b. Resistance to New Regimes: Peasants, Tribal and Pastoralists
- IV.** Independent India and environment:
 - a. Forests, Human-wildlife conflict, threat to Bio-diversity
 - b. Water, Dams, Displacement, Pollution, Degradation, Green Revolution and Mitigating hunger

B. A. THIRD YEAR (GE IV)
GE-2: HIST (A) 312
History of Himachal Pradesh, 1815-1972

Unit I

Political conditions of the region during Gorkh invasion

- a. Introduction: Himachal Hill States in the early Nineteenth Century
- b. The Gorkha invasion
- c. Process of repulsion: British and the Gorkhas
- d. Importance of the Treaty of Segauli
- e. Consequences of the Anglo-Gorkha War of 1814-15

Unit II

The establishment of the British Paramountcy

- a. Himachal under the British: reorganization of the 'Hill States'
- b. Grant of *sanads* and territorial aggression
- c. British political and administrative policies
- d. The process of penetration and mechanisms of control;
- e. Resistance to British rule: struggle of Wazir Ram Singh Pathania and an analysis of his trial

Unit III

The beginning of the uneasy calm

- a. 1857 and Himachal
- b. Popular protest and social reform movements in Himachal Pradesh from 1839-1948; agitations against the British and the hill *rajas*,
- c. The question of *begar*, *beth*, *dhoom*, *jugga*, *reet* and *barada-faroshi*
- d. Praja Mandal movements
- e. Dhami Goli Kand, Pajhota Andolan and Suket Satyagraha

Unit IV

The Idea of Himachal Pradesh

- a. The birth of modern Himachal, 1948-71: party politics
- b. Dawn of democratic institutions: chief commissioner's province, part 'C' state and union territory (legislative assembly–territorial council–legislative assembly)
- c. Contribution of Dr. Y.S. Parmar in the development of hill areas

- d. Socio-economic change in modern Himachal
- e. Land reforms in Himachal Pradesh: abolition of big landed estates and land reforms act, 1953 & ceiling of land holding bill, 1972

B. A. THIRD YEAR (SEC V)
SEC-3: HIST (A) 317
Indian History and Culture

- I.** Environment; Culture, Tradition & Practices:
 Historical overview
 Oral & codified information on medicinal Plants
 Water & Water Bodies
- II.** Urbanization and Urbanism:
 Issues of settlements & Landscapes
 Social differentiations
 Communication networks
- III.** Social inequality and Gender:
 Status within Households: An overview
 Present context
 Issues of Violence
 Employment, distribution of resources
- IV.** Cultural Heritage:
 Main components
 Built Heritage
 Fairs & Festivals

A visit/field work/survey of/to an exhibition /water bodies/ local fairs & festivals/ is part of this course. Total *weightage* & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. THIRD YEAR (SEC VII)
SEC-3: HIST (A) 318
Museums and Archives

- I.** Defining museology and archives, types of archives and museums, understanding the traditions of preservation in India, collection policies, ethics and procedures
Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.
Documentation: accessioning, indexing, cataloguing, digital documentation and deaccessioning
Preservation: curatorial care, preventive conservation, chemical preservation and restoration
- II.** History and development (of the setting up) of museums (with special reference to India) and significant collections therein: A study of Indian Museum, Kolkata; National Museum, New Delhi; State Museum, Shimla and Bhuri Singh Museum, Chamba
- III.** History and development (of the setting up) of archives and major records therein: A study of the National Archives of India, Delhi and Himachal Pradesh State Archives, Shimla.
- IV.** Museums and archives in digital culture: virtual, digital, crafts, media, libraries.

A visit/field work/survey of/to a museum/archive/important site (the best nearby) for studying of structure & functions is part of this course. Total *weightage*& distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. THIRD YEAR (SEC VI)

SEC-4: HIST (A) 319

Introduction to Indian Art

- I.** Understanding key terms in art appreciation: art, craft, sculpture, relief, painting, miniature, mural, fresco, rangoli, folk art
- II.** Indian Sculpture
Iconography: Hindu, Buddhist and Jaina
- III.** Architecture; Temple architecture: Nagara, Dravida and Vesara
Mosques and Mausoleums: Qutb Complex; Humayun's tomb; Jama Masjid; Taj Mahal, Rock-Cut Temple of Masrur and Colonial architecture in Shimla
- IV.** Indian Painting: understanding it historically
Mural painting: Ajanta
Mughal: miniature styles
Pahari School of Painting: Guler-Kangra Paintings

A visit/field work/survey of/to a temple/ mosque & mausoleum /museum/ art gallery/ important architectural site (the best nearby) is part of this course. Total *weightage*& distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

B. A. THIRD YEAR (SEC VIII)

SEC-4: HIST (A) 320

Understanding Popular Culture

- I.** Introduction: Defining popular culture and understanding it historically
- II.** Visual expressions: Folk art, calendar art, photography
- III.** Performance: Theatre; music; folk tales/songs/swang and Nautanki: Identifying themes, functionality, anxieties
- IV.** The audio-visual: cinema and television: Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s); Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s); documentary films
Expressions of popular culture in television
Important fairs, festivals and rituals of Himachal Pradesh

A visit/field work/survey of/to a cultural event/ exhibition/performance (the best nearby) is part of this course. Students may use electronic devices to view, record, and document the subject matter. Total *weightage*& distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments

5. Subject: Mathematics

HIMACHAL PRADESH UNIVERSITY B.A. with Mathematics Syllabus and Examination Scheme

Course Code	MATH101TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Differential Calculus
Type of the Course	Core Course (DSC 1.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A & B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Limit and Continuity (epsilon and delta definition), Types of discontinuities, Differentiability of functions, Successive differentiation, Leibnitz's theorem.
Unit-II	Indeterminate forms, Rolle's theorem, Lagrange's & Cauchy Mean Value theorems, Taylor's theorem with Lagrange's and Cauchy's forms of remainder, Taylor's series. Maclaurin's series of $\sin x$, $\cos x$, e^x , $\log(1+x)$, $(1+x)^m$
Unit-III	Concavity, Convexity & Points of Inflexion, Curvature, Asymptotes, Singular points, Parametric representation of curves and tracing of curves in parametric form, Polar coordinates
Unit-IV	Functions of several variables (upto three variables): Limit and Continuity of these functions Partial differentiation, Euler's theorem on homogeneous functions, Maxima and Minima with Lagrange Multipliers Method, Jacobian.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Anton, I. Birens and S. Davis, Calculus, John Wiley and Sons, Inc.,2002. 2. G.B. Thomas and R.L. Finney, Calculus, Pearson Education, 2007. 	

Course Code	MATH102TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Differential Equations
Type of the Course	Core Course (DSC1.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A & B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Basic theory of linear differential equations, Wronskian, and its properties. First order exact differential equations. Integrating factors, rules to find an integrating factor. First order higher degree equations solvable for x, y, p.
Unit-II	Methods for solving higher-order differential equations. Solving a differential equation by reducing its order. Linear homogenous equations with constant coefficients, Linear non-homogenous equations.
Unit-III	The method of variation of parameters. The Cauchy-Euler equation, Simultaneous differential equations, Total differential equations. Order and degree of partial differential equations, Concept of linear and non-linear partial differential equations.
Unit-IV	Formation of first order partial differential equations (PDE). Linear partial differential equation of first order, Lagrange's method. Charpit's method for solving PDE, Classification of second order partial differential equations into elliptic, parabolic and hyperbolic through illustrations only.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Shepley L. Ross, Differential Equations, 3rd Ed., John Wiley and Sons, 1984. 2. I. Sneddon, Elements of Partial Differential Equations, McGraw- Hill, International Edition, 1967. 	

Course Code	MATH201TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Real Analysis
Type of the Course	Core Course (DSC2.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Real line, bounded sets, suprema and infima, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} , intervals. Concept of cluster points and statement of Bolzano-Weierstrass theorem.
Unit-II	Real Sequence, Bounded sequence, Cauchy convergence criterion for sequences. Cauchy's theorem on limits, order preservation and squeeze theorem, monotone sequences and their convergence (monotone convergence theorem without proof).
Unit-III	Infinite series. Cauchy convergence criterion for series, positive term series, geometric series, comparison test, convergence of p-series, Root test, Ratio test, alternating series, Leibnitz's test (Tests of Convergence without proof). Definition and examples of absolute and conditional convergence.
Unit-IV	Sequences and series of functions, Pointwise and uniform convergence. Mn-test, M-test, Results about uniform convergence, Power series and radius of convergence.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. T. M. Apostol, Calculus (Vol. I), John Wiley and Sons (Asia) P. Ltd., 2002. 2. R.G. Bartle and D. R Sherbert, Introduction to Real Analysis, John Wiley and Sons (Asia) P. Ltd., 2000. 3. E. Fischer, Intermediate Real Analysis, Springer Verlag, 1983. 4. K.A. Ross, Elementary Analysis- The Theory of Calculus Series- Undergraduate Texts in Mathematics, Springer Verlag, 2003. 	

Course Code		MATH202TH
Credits= 6		L-5, T-1, P-0
Name of the Course		Algebra
Type of the Course		Core Course(DSC2.2)
Continuous Comprehensive Assessment: Based on Assignments		Max. Marks:30
End Semester Examination		Max Marks: 70
		Maximum Times: 3 hrs
Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each. Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.		
Unit-I	Definition and examples of groups, examples of abelian and non-abelian groups, the group Z_n of integers under addition modulo and the group $U(n)$ of units under multiplication modulo n . Cyclic groups from number systems, complex roots of unity.	
Unit-II	Subgroups, cyclic sub groups, the concept of a subgroup generated by a subset and the commutator subgroup of group, examples of subgroups including the center of a group. Cosets, Index of subgroup, Lagrange's theorem, order of an element.	
Unit-III	Normal subgroups: their definition, examples, and characterizations, Quotient groups Fundamental theorem of Homomorphism	
Unit-IV	Definition and examples of rings, examples of commutative and non-commutative rings: rings from number systems, Z_n the ring of integers modulo n . Rings of matrices, polynomial rings, Subrings and ideals, Definition of Integral domains and fields	
Books Recommended:		
1. John B. Fraleigh, A First Course in Abstract Algebra, 7 th Ed., Pearson, 2002.		
2. M. Artin, Abstract Algebra, 2 nd Ed., Pearson, 2011.		
3. Joseph A Gallian, Contemporary Abstract Algebra, 4 th Ed., Narosa, 1999.		
4. George E Andrews, Number Theory, Hindustan Publishing Corporation, 1984		

Course Code	MATH301TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Matrices
Type of the Course	Discipline Specific Elective (DSE 3A.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each. Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Types of matrices. Rank of a matrix. Invariance of rank under elementary transformations. Reduction to normal form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns upto three.
Unit-II	Matrices in diagonal form. Reduction to diagonal form upto matrices of order 3. Computation of matrix inverses using elementary row operations. Rank of matrix. Solutions of a system of linear equations using matrices. Illustrative examples of above concepts from Geometry, Physics, Chemistry, Combinatorics and Statistics.
Unit-III	Definition of Vector space, R , R_2 , R_3 as vector spaces over R , Concept of Linear dependence/Independence, Standard basis for R , R_2 , R_3 , Examples of different bases. Subspaces of R_2 , R_3 .
Unit-IV	Translation, Dilation, Rotation, Reflection in a point, line and plane. Matrix form of basic geometric transformations. Interpretation of eigenvalues and eigenvectors for such transformations and eigen spaces as invariant subspaces.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. A.I. Kostrikin, Introduction to Algebra, Springer Verlag, 1984. 2. S.H. Friedberg, A.L. Insel and L.E. Spence, Linear Algebra, Prentice Hall of India Pvt.Ltd., New Delhi, 2004. 3. Richard Bronson, Theory and Problems of Matrix Operations, Tata McGraw Hill, 1989 	

Course Code	MATH302TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Mechanics
Type of the Course	Discipline Specific Elective (DSE 3A.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Conditions of equilibrium of a particle and of coplanar forces acting on a rigid Body
Unit-II	Laws of friction, Problems of equilibrium under forces including friction, Centre of gravity.
Unit-III	Work and potential energy. Velocity and acceleration of a particle along a curve, Radial and transverse components (plane curve), tangential and normal components (space curve).
Unit-IV	Newton's Laws of motion, Simple harmonic motion, Simple Pendulum, Projectile Motion
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. A.S. Ramsay, Statics, CBS Publishers and Distributors (Indian Reprint), 1998. 2. A.P. Roberts, Statics and Dynamics with Background in Mathematics, Cambridge University Press, 2003. 	

Course Code	MATH303TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Linear Algebra
Type of the Course	Discipline Specific Elective (DSE 3A.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Vector spaces, subspaces, algebra of subspaces, quotient spaces
Unit-II	Linear combination of vectors, linear span, linear independence, basis and dimension, dimension of subspaces.
Unit-III	Linear transformations, null space, range, rank and nullity of a linear transformation, matrix representation of a linear transformation, algebra of linear transformations.
Unit-IV	Dual Space, Dual Basis, Double Dual, Eigen values and Eigen vectors, Characteristic Polynomial. Isomorphisms, Isomorphism theorems, invertibility and isomorphisms, change of coordinate matrix
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Stephen H. Friedberg, Arnold J. Insel, Lawrence E. Spence, Linear Algebra, 4th Ed., Prentice- Hall of India Pvt.Ltd., New Delhi, 2004. 2. David C. Lay, Linear Algebra and its Applications, 3rd Ed., Pearson Education Asia, Indian Reprint, 2007. 3. S. Lang, Introduction to Linear Algebra, 2nd Ed., Springer, 2005. 4. Gilbert Strang, Linear Algebra and its Applications, Thomson, 2007. 	

Course Code	MATH304TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Numerical Methods
Type of the Course	Discipline Specific Elective (DSE 3B.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Algorithms, Convergence, Bisection method, False position method, Fixed point iteration method, Newton's method, Secant method, LU decomposition
Unit-II	Gauss-Jacobi, Gauss-Siedel and SOR iterative methods, Lagrange and Newton interpolation: linear and higher order.
Unit-III	Finite difference operators, Numerical differentiation: Newton's forward difference and backward difference method, Sterling's Central difference method.
Unit-IV	Integration: Trapezoidal rule, Simpson's rule, Euler's method.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Bradie, A Friendly Introduction to Numerical Analysis, Pearson Education, India, 2007. 2. M.K. Jain, S.R.K. Iyengar and R.K. Jain, Numerical Methods for Scientific and Engineering Computation, 5th Ed., New age International Publisher, India, 2007. 	

Course Code	MATH305TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Complex Analysis
Type of the Course	Discipline Specific Elective (DSE 3B.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Limits, Limits involving the point at infinity, continuity. Properties of complex numbers, regions in the complex plane, functions of complex variable, mappings. Derivatives, differentiation formulas, Cauchy-Riemann equations, sufficient conditions for differentiability.
Unit-II	Analytic functions, examples of analytic functions, exponential function, Logarithmic function, trigonometric function, derivatives of functions, definite integrals of functions.
Unit-III	Contours, Contour integrals and its examples, upper bounds for moduli of contour integrals. Cauchy-Goursat theorem, Cauchy integral formula
Unit-IV	Liouville's theorem and the fundamental theorem of algebra. Convergence of sequences and series, Taylor series and its examples
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. James Ward Brown and Ruel V. Churchill, Complex Variables and Applications, 8th Ed., McGraw-Hill International Edition, 2009. 2. Joseph Bak and Donald J. Newman, Complex analysis, 2nd Ed., Undergraduate Texts in Mathematics, Springer-Verlag New York, Inc., New York, 1997. 	

Course Code	MATH306TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Linear Programming
Type of the Course	Discipline Specific Elective (DSE 3B.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Linear Programming Problems, Graphical Approach for Solving some Linear Programs. Convex Sets, Supporting and Separating Hyperplanes
Unit-II	Theory of simplex method, optimality and unboundedness, the simplex algorithm, simplex method in tableau format
Unit-III	Introduction to artificial variables, two-phase method, Big-M method and their comparison.
Unit-IV	Duality, formulation of the dual problem, primal-dual relationships, economic interpretation of the dual, sensitivity analysis.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Mokhtar S. Bazaraa, John J. Jarvis and Hanif D. Sherali, Linear programming and Network Flows, 2nd Ed., John Wiley and Sons, India, 2004. 2. F.S. Hillier and G.J. Lieberman, Introduction to Operations Research, 8th Ed., Tata McGraw Hill, Singapore, 2004. 3. Hamdy A. Taha, Operations Research, An Introduction, 8thEd., Prentice-Hall India, 2006. 	

Course Code	MATH307TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Logic and Sets
Type of the Course	Skill Enhancement Course (SEC 1.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Introduction, propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions, converse, contra positive and inverse propositions and precedence of logical operators
Unit-II	Propositional equivalence: Logical equivalences. Predicates and quantifiers: Introduction, Quantifiers, Binding variables and Negations
Unit-III	Sets, subsets, Set operations, the laws of set theory and Venn diagrams. Examples of finite and infinite sets. Finite sets and counting principle. Empty set, properties of empty set. Standard set operations. Classes of sets. Power set of a set.
Unit-IV	Difference and Symmetric difference of two sets. Set identities, Generalized union and intersections. Relation: Product set, Composition of relations, Types of relations, Partitions, Equivalence Relations with example of congruence modulo relation.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. R.P. Grimaldi, Discrete Mathematics and Combinatorial Mathematics, Pearson Education, 1998. 2. P.R. Halmos, Naive Set Theory, Springer, 1974. 3. E. Kamke, Theory of Sets, Dover Publishers, 1950. 	

Course Code	MATH308TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Analytical Geometry
Type of the Course	Skill Enhancement Course (SEC 1.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Techniques for sketching parabola, ellipse and hyperbola, Reflection properties of parabola, ellipse and hyperbola.
Unit-II	Classification of quadratic equations representing lines, parabola, ellipse and hyperbola,
Unit-III	Sphere. Plane section of a sphere. Sphere through a given circle. Intersection of two spheres. Radical plane. Radical line and Radical point in spheres. Co-axial system of spheres
Unit-IV	Cylindrical surfaces, Illustrations of graphing standard quadric surfaces like cone, ellipsoid.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. G.B. Thomas and R.L. Finney, Calculus, 9thEd., Pearson Education, Delhi, 2005. 2. H. Anton, I. Bivens and S. Davis, Calculus, John Wiley and Sons (Asia) Pvt. Ltd., 2002. 3. S.L. Loney, TheElements of Coordinate Geometry, McMillan and Company, London. 4. R.J.T. Bill, Elementary Treatise on Coordinate Geometry of Three Dimensions, McMillan India Ltd., 1994. 	

Course Code	MATH309TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Integral Calculus
Type of the Course	Skill Enhancement Course (SEC 1.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Integration by Partial fractions, integration of rational and irrational functions. Properties of definite integrals.
Unit-II	Reduction Formulae, $\int \sin^n x \, dx$, $\int \cos^n x \, dx$, $\int e^{ax} x^n \, dx$, $\int x^n (\log x)^m \, dx$, $\int x^n \sin x \, dx$, $\int x^n \cos x \, dx$, $\int \sin^n x \cos^n x \, dx$, $\int_0^{\pi/2} \sin^n x \, dx$, $\int_0^{\pi/2} \cos^n x \, dx$, $\int_0^{\pi/2} \sin^n x \cos^n x \, dx$. Reduction by connecting two integrals (Smaller Index + 1 Method).
Unit-III	Areas and lengths of curves in the plane, volumes and surfaces of solids of revolution
Unit-IV	Double and Triple integrals.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. G.B. Thomas and R.L. Finney, Calculus, 9thEd., Pearson Education, Delhi, 2005. 2. H. Anton, I. Bivens and S. Davis, Calculus, John Wiley and Sons (Asia)P. Ltd.,2002 	

Course Code	MATH310TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Vector Calculus
Type of the Course	Skill Enhancement Course (SEC 2.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Scalar and vector product of three vectors. Product of four vectors. Reciprocal vectors. Vector differentiation, Scalar valued point functions, vector valued point functions. Derivative along a curve, directional derivatives.
Unit-II	Gradient of a scalar point function. Geometrical interpretation of gradient of a scalar point function($\text{grad}\phi$). Divergence and curl of a vector point function. Character of divergence and curl of a vector point function. Gradient, Divergence and Curl of sums and products and their related vector identities. Laplacian operator.
Unit-III	Orthogonal curvilinear coordinates. Conditions for orthogonality. Fundamental triads of mutually orthogonal unit vectors. Gradient, Divergence, Curl and Laplacian operators in terms of orthogonal curvilinear coordinators.
Unit-IV	Vector integration: line integral, surface integral, Volume integral Theorems of Gauss, Green and Stokes (without proof) and the problems based on these theorems
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. G.B. Thomas and R.L. Finney, Calculus, 9thEd., Pearson Education, Delhi, 2005. 2. H. Anton, I. Bivens and S. Davis, Calculus, John Wiley and Sons (Asia) P. Ltd. 2002. 3. P.C. Matthew's, Vector Calculus, Springer Verlag London Limited, 1998. 	

Course Code	MATH311TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Boolean Algebra
Type of the Course	Skill Enhancement Course (SEC 2.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Definition, examples and basic properties of ordered sets, maps between ordered sets, duality principle, maximal and minimal elements.
Unit-II	Lattices as ordered sets, complete lattices, lattices as algebraic structures, sub lattices, products and homomorphisms
Unit-III	Definition, examples and properties of modular and distributive lattices, Boolean algebras, Boolean polynomials, minimal forms of Boolean polynomials
Unit-IV	Quinn-McCluskey method, Karnaugh diagrams, switching circuits and applications of switching circuits
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. BA. Davey and H.A. Priestley, Introduction to Lattices and Order, Cambridge University Press, Cambridge, 1990. 2. Rudolf Lidl and Günter Pilz, Applied Abstract Algebra, 2nd Ed., Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004. 	

Course Code	MATH312TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Number Theory
Type of the Course	Skill Enhancement Course (SEC 2.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Division algorithm, Lame's theorem, linear Diophantine equation, fundamental theorem of arithmetic, prime counting function, statement of prime number theorem, Goldbach conjecture.
Unit-II	Binary and decimal representation of integers, linear congruences, complete set of residues.
Unit-III	Number theoretic functions, sum and number of divisors, totally multiplicative functions
Unit-IV	Definition and properties of the Dirichlet product, the Möbius inversion formula, the greatest integer function, Euler's phi-function
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. David M. Burton, Elementary Number Theory 6th Ed., Tata McGraw-Hill Edition, Indian reprint, 2007. 2. Richard E. Klima, Neil Sigmon, Ernest Stitzinger, Applications of Abstract Algebra with Maple, CRC Press, Boca Raton, 2000. 3. Neville Robinns, Beginning Number Theory, 2nd Ed., Narosa Publishing House Pvt. Limited, Delhi, 2007 	

Course Code	MATH313TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Probability and Statistics
Type of the Course	Skill Enhancement Course (SEC 3.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Sample space, probability axioms, real random variables (discrete and continuous), cumulative distribution function, probability mass/density functions.
Unit-II	Mathematical expectation, moments, moment generating function, characteristic function, discrete distributions: uniform.
Unit-III	Binomial, Poisson, continuous distributions: uniform, normal, exponential.
Unit-IV	Joint cumulative distribution function and its properties, joint probability density functions, marginal and conditional distributions, expectation of function of two random variables, conditional expectations, independent random variables.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Robert V. Hogg, Joseph W. McKean and Allen T. Craig, Introduction to Mathematical Statistics, Pearson Education, Asia, 2007. 2. Irwin Miller and Marylees Miller, John E. Freund, Mathematical Statistics with Application, 7th Ed., Pearson Education, Asia, 2006. 3. Sheldon Ross, Introduction to Probability Model, 9th Ed., Academic Press, Indian Reprint, 2007. 	

Course Code	MATH314TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Mathematical Finance
Type of the Course	Skill Enhancement Course (SEC 3.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs.
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Basic principles: Comparison, arbitrage and risk a version, Interest (simple and compound, discrete and continuous), time value of money
Unit-II	Inflation, net present value, internal rate of return (calculation by bisection and Newton-Raphson methods), comparison of NPV and IRR.
Unit-III	Bonds, bond prices and yields. Floating-rate bonds, immunization. Asset return, short selling, portfolio return, (brief introduction to expectation, variance, covariance and correlation).
Unit-IV	Random returns, portfolio mean return and variance, diversification, portfolio diagram, feasible set, Markowitz model (review of Lagrange multipliers for 1 and 2 constraints).
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. David G. Luenberger, Investment Science, Oxford University Press, Delhi, 1998. 2. John C. Hull, Options, Futures and Other Derivative, 6thEd., Prentice-Hall India, Indian reprint, 2006. 3. Sheldon Ross, An Elementary Introduction to Mathematical Finance, 2nd Ed., Cambridge University Press, USA, 2003. 	

Course Code	MATH315TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Mathematical Modeling
Type of the Course	Skill Enhancement Course (SEC 3.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Applications of differential equations: the vibrations of a mass on a spring, mixture problem, free damped motion, forced motion.
Unit-II	Resonance phenomena, electric circuit problem, mechanics of simultaneous differential equations
Unit-III	Applications to Traffic Flow. Vibrating string, vibrating membrane.
Unit-IV	Conduction of heat in solids, gravitational potential, conservation laws.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Shepley L. Ross, Differential Equations, 3rdEd., John Wiley and Sons, 1984. 2. I. Sneddon, Elements of Partial Differential Equations, McGraw- Hill, International Edition, 1967. 	

Course Code	MATH316TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Theory of Equations
Type of the Course	Skill Enhancement Course (SEC 4.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	General properties of polynomials, Graphical representation of a polynomials, maximum and minimum values of a polynomials, General properties of equations.
Unit-II	Descarte's rule of signs for positive and negative roots, Relation between the roots and the coefficients of equations
Unit-III	Symmetric functions, Applications symmetric function of the roots, Transformation of equations. Solutions of reciprocal and binomial equations.
Unit-IV	Algebraic solutions of the cubic and biquadratic. Properties of the derived functions.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. W.S. Burnside and A.W. Panton, The Theory of Equations, Dublin University Press, 1954. 2. C.C. MacDuffee, Theory of Equations, John Wiley & Sons Inc., 1954. 	

Course Code	MATH317TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Transportation and Game Theory
Type of the Course	Skill Enhancement Course (SEC 4.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Transportation problem and its mathematical formulation. northwest-corner method, least cost method
Unit-II	Vogel approximation method for determination of starting basic solution, algorithm for solving transportation problem
Unit-III	Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem.
Unit-IV	Game theory: formulation of two person zero sum games, solving two person zero sum games, games with mixed strategies, graphical solution procedure
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Mokhtar S. Bazaraa, John J. Jarvis and Hanif D. Sherali, Linear Programming and Network Flows, 2ndEd., John Wiley and Sons, India,2004. 2. F.S. Hillier and G.J. Lieberman, Introduction to Operations Research, 9thEd., Tata McGraw Hill, Singapore,2009. 3. Hamdy A. Taha, Operations Research, An Introduction,8thEd., Prentice-Hall India,2006. 	

Course Code	MATH318TH
Credits= 4	L-4, T-0, P-0
Name of the Course	Graph Theory
Type of the Course	Skill Enhancement Course (SEC 4.3)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Definition, examples and basic properties of graphs, pseudographs, complete graphs, bi-partite graphs.
Unit-II	Isomorphism of graphs, paths and circuits, Eulerian circuits.
Unit-III	Hamiltonian cycles, the adjacency matrix, weighted graph, travelling salesman's problem.
Unit-IV	Shortest path, Dijkstra's algorithm, Floyd-Warshall algorithm.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory 2nd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint, 2003. 2. Rudolf Lidl and Günter Pilz, Applied Abstract Algebra, 2nd Ed., Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004. 	

Course Code	MATH319TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Portfolio Optimization
Type of the Course	Generic Elective (GE 1.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Financial markets. Investment objectives. Measures of return and risk. Types of risks.
Unit-II	Portfolio of assets. Expected risk and return of portfolio. Diversification
Unit-III	Mean-variance portfolio optimization- the Markowitz model and the two-fund theorem,
Unit-IV	Risk-free assets and one fund theorem, efficient frontier. Portfolio performance evaluation measures
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. F.K. Reilly, Keith C. Brown, Investment Analysis and Portfolio Management, 10th Ed., South-Western Publishers, 2011. 2. H.M. Markowitz, Mean-Variance Analysis in Portfolio Choice and Capital Markets, Blackwell, New York, 1987. 3. D.G. Luenberger, Investment Science, 2nd Ed., Oxford University Press, 2013. 	

Course Code	MATH320TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Queuing and Reliability Theory
Type of the Course	Generic Elective (GE 1.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A & B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	General concepts of queueing system, Measures of performance, Arrival and Service Processes, Single server and multi server models, channels in parallel with limited and unlimited queues- M/M/1/K, M/M/C.
Unit-II	Queues with unlimited service. Finite source queues. Application of simple queueing decision model's, Design and control models.
Unit-III	Basics of reliability. Classes of life distributions. Series, parallel, configurations. Reliability models
Unit-IV	Reliability, Mean Time before failure and Hazard rate of Exponential and Weibull distributions. Concepts and definitions of preventive maintenance, corrective maintenance and age replacement.
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. R.B. Cooper, Introduction to Queueing Theory, 2nd Ed., North Holland, 1981. 2. D. Gross, C. M. Harris, Fundamentals of Queueing Theory, 3rd Ed., John Wiley and Sons Inc. P. Ltd., 2002. 3. U.N. Bhat, An Introduction to Queueing Theory: Modelling and Analysis in Applications 4. U.N. Prabhu, Foundations of Queueing Theory, International Series in Operations Research & Management Science, Kluwer Academic Publishers, 2nd Ed., 2002. 5. John G. Rau, Optimization and Probability in Systems Engineering, V.N. Reinhold Co., 1970. 6. Riccardo Manzini, Alberto Regattieri, Hoang Pham, Emilio Ferrai, Maintenance for Industrial Systems, Springer-Verlag, London Limited, 2010. 	

Course Code	MATH321TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Descriptive Statistics and Probability Theory
Type of the Course	Generic Elective (GE 2.1)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Concepts of a statistical population and sample from a population, quantitative and qualitative data, nominal, ordinal and time-series data, discrete and continuous data. Presentation of data by tables and by diagrams, frequency distributions for discrete and continuous data, graphical representation of a frequency distribution by histogram and frequency polygon, cumulative frequency distributions (inclusive and exclusive methods).
Unit-II	Measures of location (or central tendency) and dispersion, moments, measures of skewness and kurtosis, cumulants. Bivariate data: Scatter diagram, principle of least-square and fitting of polynomials and exponential curves.
Unit-III	Correlation and regression. Karl Pearson coefficient of correlation, Lines of regression, Spearman's rank correlation coefficient, multiple and partial correlations (for 3 variates only).
Unit-IV	Random experiment, sample point and sample space, event, algebra of events, Definition of Probability - classical, relative frequency and axiomatic approaches to probability, merits and demerits of these approaches (only general ideas to be given). Theorem on probability, conditional probability, independent events. Baye's theorem and its applications.

Books Recommended:

1. J.E. Freund, Mathematical Statistics with Applications, 7th Ed., Pearson Education, 2009.
2. A.M. Goon, M.K. Gupta and B. Dasgupta, Fundamentals of Statistics, Vol. I, 8th Ed., World Press, Kolkatta, 2005.

Course Code	MATH322TH
Credits= 6	L-5, T-1, P-0
Name of the Course	Sample Surveys and Design of Experiments
Type of the Course	Generic Elective (GE 2.2)
Continuous Comprehensive Assessment: Based on Assignments	Max. Marks:30
End Semester Examination	Max Marks: 70 Maximum Times: 3 hrs
<p>Instructions for paper setter: The question paper will consist of two Sections A& B of 70 marks. Section A will be Compulsory and will contain 8 questions of 16 marks (each of 2 marks) of short answer type having two questions from each Unit of the syllabus. Section B of the question paper shall have four Units I, II, III, and IV. Two questions will be set from each unit of the syllabus and the candidates are required to attempt one question from each of these units. Each question in Units I, II, III and IV shall be of 13.5 marks each.</p> <p>Instructions for Candidates: Candidates are required to attempt five questions in all. Section A is Compulsory and from Section B they are required to attempt one question from each of the Units I, II, III and IV of the question paper.</p>	
Unit-I	Sample Surveys: Concepts of population and sample. Complete enumeration vs. sampling. Need for sampling. Principal and organizational aspects in the conduct of a sample survey. Properties of a good estimator, Sampling and non-sampling errors SRSWR & SRSWOR, determination of sample size. Stratified random sampling and different allocations. Systematic sampling, comparison of known sampling strategies under linear trend. Ratio and Regression estimators and their comparison with SRSWOR estimator.
Unit-II	Indian Official Statistics: Present Official Statistical System in India relating to census of population, agriculture, industrial production, and prices; methods of collection of official statistics, their reliability and limitation and the principal publications containing such statistics. Also the various agencies responsible for the data collection- C.S.O., N.S.S.O., Office of Registrar General, their historical development, main functions and important publications. Analysis of variance and covariance: Analysis of variance and covariance (with one concomitant variable) in one-way and two-way classified data with equal number of observations per cell.
Unit-III	Design of experiments: Principles of experimentation, uniformity trails, completely randomized, Randomized block and Latin square designs. Missing plot technique, 22 and 23 Factorial experiments: construction and analysis
Unit-IV	Regression Analysis: Two variable linear model – estimation, testing and problems of predication. Predication of the estimated regression equation,

	interval estimation, variance estimation
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. W.G. Cochran, Sampling Techniques, John Wiley and Sons, New York, 1997. 2. A.M. Goon, M.K. Gupta, and B. Dasgupta, Fundamentals of Statistics (Vol. II), 8th Ed., World Press, Kolkata, 2005. 3. S.C. Gupta and V.K. Kapoor, Fundamentals of Applied Statistics, 4th Ed., Sultan Chand and Sons, 2008. 4. A.M. Kshirsagar, A Course in Linear Models, Marcel Dekker, Inc., N.Y., 1983. 5. D.C. Montgomery, Designs and Analysis of Experiments, John Wiley and Sons, New York, 2001. 6. D.C. Montgomery, E.A. Peak and G.G. Vinning, Introduction to Linear Regression Analysis, 3rd Ed., John Wiley and Sons, 2006. 7. P. Mukhopadhyay, Theory and Methods of Surveys Sampling, Prentice Hall of India, 1998. 8. D. Singh and F.S. Chaudhary, Theory and Analysis of Sample Survey Designs, New Age International (P) Ltd., 1995. 9. P.V. Sukhatme, B.V. Sukhatme, S. Sukhatme and C. Ashok, Sampling Theory of Surveys with Applications, Iowa State University Press, Iowa, USA, 1984. 	

6. Subject: Music

COURSE CODE MUSA101TH

B.A.1st Year

Layout & Course of Study

HINDUSTANI MUSIC (Vocal & Instrumental)

Duration	Paper-I Theory (Unit-I)	Max Marks	Credits
3 hours.		50(35+15Assesment)	3

Title-Theory of Indian Music

There will be three sections, candidates shall have to answer one question from each section & two from any of the three sections, thus five questions in all.

SECTION-I

1. Definition of the following terms:- Swara, Sangeet, Saptak, Laya, Rāga, Varna
- a. Study of the following:-Jatis of Raga- Audav – Shadav – Sampuran
- b. Nād – NādkīJati – Tarta, Tivrata, Gun
- c. Āroha, Avroha, Pakad
2. Basic knowledge of the following instruments:-Tānpura, Sitar, Tabla, Harmonium

SECTION-II

Biographies & Contributions of the following-

Tansen, UstadShahidParvez, UstadZakir Husain, Ustad Amir Khan (Vocal)

SECTION-III

Study of prescribed Rāgas&Tālas

Rāga – AlhaiyaBilawal, Kafi, Bhairav

Tāla – Teentāl, Dadra

COURSE CODE MUSA102PR

Hindustani Music

Paper-I Practical (Unit-II)

Title-Stage-Performance

3Lectures/ week

Max Marks Credit 3

50(35+15 Assesment)

Rāga –AlhaiyaBilaval, Kafi, Bhairav

Vocal Music

- a. Five Alankars in all the Rāgas.
- b. SargamGeet in ant two Rāgas
- c. Lakshangeet or DrutKhyāl in all Rāgas.

Instrumental Music

- a. Five Alankars in all the Rāgas.
- b. Razakhani (Drutgat) in all the Rāgas
- c. Basic technique of Mizrab's Bol.

Vocal & Instrumental

Ability to recite the following Thekas with Tāli&Khāli

Teentāla, Dadra

Vocal - Playing of Tanpura is compulsory

Basic knowledge of Playing Alankars on Harmonium Books Recommended

- 1. SwarBharti- Dr.Gian Chand
- 2. SangeetPrabodhika- Dr P.N.Bansal, Dr Gian Chand
- 3. BhatkhandeSangeetShastra- V. N. Bhatkhande
- 4. SangeetParvah- Dr Gian Chand. Dr Dev Raj Sharma
- 5. KramikPustakMallika- Part II V. N. Bhatkhande
- 6. RaagVigyan – V. N. Patwardhan
- 7. Sangeet Bodh – Sharad Chandra Pranjpayee

COURSE CODE MUSA103TH

Hindustani Music (Vocal/Inst.)

B.A.1st Year

Duration	Paper-II Theory (Unit-I)	Max Marks	Credits
3 hours		50 (35 + 15 Assessment)	3

Title -Indian Music General & Biographies

There will be three sections, candidates shall have to answer one question from each section & two from any of the three sections , thus five questions in all.

SECTION-I

Study of the following terms:-

Mela (Thāt), ĀshrayRāga, RāgaLakshana, Shruti, Alankar, Gamak, Vadi-Samvādi-Anuvādi-Vivādi, VakraSwara, Varjit-Swara.

SECTION-II

Biographies & contributions of the following:-

Pt. Jaidev, Ustad Abdul Karim Khan, Pt. Bhatkhande, Pt. Ravi Shankar

SECTION-III

Study of following Rāgas&Tāla

Rāga- Yaman, Bhoopali, Bihag

Tāla- Ektāl, Jhaptāl

COURSE CODE MUSA104PR

Hindustani Music

Paper-II Practical (Unit-II)

Title -Viva-Voce

Max Marks 50 (35+15 Assessment) Credits 3

Rāga – Yaman, Bhoopali, Bihag

Vocal Music

- a. Swaramalika/Sargamgeet in any one of three Rāgas
- b. Drut- Khāyal in all Rāgas.

Instrumental Music

- a. Sargamgeet / Swaramallika in any one of three Rāgas
- b. Razakhani gat in all of the Rāgas

Vocal & Instrumental

Ability to recite the following Tālas with Tāli&Khāli with Thah and Dugun

- 1. Ektāl
- 2. Jhaptāl

Vocal - Playing of Tanpura is compulsory

Basic knowledge of Playing SargamGeet on Harmonium

Books Recommended

- 1. SangeetVisharad – Basant
- 2. KramikPustakMallika- Part II & III
- 3. RaagVigyan – V. N. Patwardhan
- 4. Brihaddeshi – Matang Muni
- 5. Sangeet Bodh – Sharad Chandra Pranjpayee
- 6. Great Composers by P. Sambamoorthy
- 7. HamareSangeetRatna- Laxmi Narayan Garg
- 8. Hindustani Sangeet Mein RaagkiUtpatti – Dr.SunandaPathak
- 9. SangeetSarita - Dr. Rama Saraf
- 10. RaginiTrivedi - RagvibodhaMishrabani, Vol. I & II
- 11. Raagparichaye Part1 & 2-Harish Chandershrivastava

COURSE CODE MUSA201TH

Hindustani Music (Vocal/Inst.)

Paper-III

B.A.2nd Year

Duration 3 hours

Theory (Unit-I) 50 (35 + 15 Assessment) Max Marks Credits 3

Title- Ancient Granthas & contributions of Musicologists

There will be three sections, candidates shall have to answer one question from each section & two from any of the three sections thus five questions in all.

SECTION-I

General discussion and definition of the following:-

- a. Khyāl, Maseet Khani – Razakhani gat, Dhrupad, Tarana, Meend, Soot, Murki, Kan, Khatka, Krintan, Harmony, Melody
- b. Comparative study of Bhatkhande & Vishnugambhar Paddhati (Notation System)
- c. Writing of Tālas & Compositions in Notation
- d. Detailed study of Rāgas (Rāga-Marū-Bihag, Malkauns, Vrindavani Sarang) & Tālas prescribed in syllabus and comparative study of Rāgas with the Rāgas of the previous semester
- e. Essay, Shastriya Sangeet (Classical Music) & Sugam Sangeet (Light Music)

SECTION-II

- a. General study of following granths -
Natyashastra, Sangeet Ratnakar, Vrihadeshi

SECTION-III

Life & Contribution of the following:-

Pt. V. D. Paluskar, Swami Tyagraja, Pt. Sharangdev

COURSE CODEMUSA202PR

Hindustani Music (Vocal/Inst.)

Paper-III Practical (Unit-II)

Title-Stage Performance

Max Marks 50 (35+15 Assessment)

Credits 3

Rāga –, Malkauns, Maru-Bihag, Vrindavani Sarnag

1. One Vilambit Khyāl/Maseetkhani Gat in any of the prescribed Rāgas.
2. Madhya Laya Khyāl/Razakhani Gat in all the Rāgas.
3. Ability to recite the Thekas, Dugun & Chaugun of Chautāla, Dhamar, Roopak, Jhaptal
Playing of Tanpura is compulsory.

Basic knowledge of playing Harmonium with Alankars or Bhajan.

Books Recommended

1. Sangeet Asanjan- Dr Gian Chand
2. Sangeet Sahar- Dr Gian Chand
3. Sangeet Visharad- Basant
4. Bhartiya Sangeetka Itihas – Thakur Jaidev
5. Sangeet Ratnakar – Sharangdeva
6. Sangeet Bodh- Sharad Chandra Pranjpayee
7. Indian Music – Thakur Jaidev Singh
8. Kramik Pustak Mallika – V. N. Bhatkhande, Part II & III
9. Raag Vigyan – V. N. Patwardhan
10. Ragini Trivedi - Rag vibodha Mishrabani, Vol. I & II
11. Shanti Goverdhan-Sangeet Shastra Darpan-Part 1-3,
12. Taalparichaya Part 1, Girish Chandra Shrivastav

COURSE CODE MUSA203TH

Hindustani Music

B.A.2nd Year

Duration	Paper-IV Theory (Unit-I)	Max Marks	Credits
3 hours		50 (35 + 15 Assesment)	3

Title-Medieval Granthas& Contributions of Musicians.

There will be three sections, candidates shall have to answer one question from each section & two from any of the three sections thus five questions in all.

SECTION-I

Theory of Indian Music-

General discussion & definition of the following:-

- Ālāp- Jor- Jhāla, Thumri, Dādra, Tappa, SandhiPrakashRāga, ParmelpraveshakRāga-
- Detailed study of Rāgas(RāgaBageshree, Jaunpuri , MiyanMalhar) s
- Study of following Tālas(Chautāla , Rupak, Kherva)
- Essay on RāgakaSamaySiddhant

SECTION-II

Study of following Granthas:-

Sangeet-Parijat, SwarmelKalanidhi, ChaturdandiPrakshika.

SECTION-III

Life & Contributions of the following:-

VidushiKishoriAmonkar, Pt.Nikhil Banerjee, UstadVilayat Khan

COURSE CODEMUSA204PR

Hindustani Music Paper-IV Practical (Unit-II)

Title-Viva-Voce

3 lectures/ week

Max Marks 50 (35+15 Assessment) Credits 3

Rāga – Bageshri, Jaunpuri, Miyan Malhar

1. One Vilambit Khyāl/ Maseet Khani Gat in any of the Rāgas.
2. Madhyalaya Khyāl/ Razakhani Gat in all the Rāgas.
3. Dhrupad/Dhamar in any one of the Rāgas or Drut Gat in any Tāla (other than Teentāla)
4. Ability to recite the Thekas of Chautāl, Rupak, Kaherva ,
5. Knowledge of playing National Anthem or Himachali Folk songs on Harmonium/Sitar.

Books Recommended

1. Kaka Vahini- Dr Gian Chand
2. Sanget Vichayan- Dr Gian Chand
3. Sangeet Paddhatiyon ka Tulnatmak Adhayan – Pt. V. N. Bhatkhande
4. Sangeet Parijaat – Pt. Ahobal
5. Swarmel Kala Nidhi – Pt. Ramamatya
6. Chaturdandi Prakashika – Pt. Venkat Mukhi

COURSE CODE MUSA205PR
SEC-ISKILL ENHANCEMENT COURSE-I
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)

Title-Presentation and Documentation-I

Credits-4

1. Understanding various parts of Tanpura/Sitar and the technique of tuning it.

2. Field visit to Doordarshan/All India Radio/National Archives/SangeetNatak Academy/State & District fairs or other such institution relevant to the study and documentation of Music material and thereafter submission of report based on this visit.

3. Presentation of Vocal and Instrumental Music in group such as folk or tribal Music, Light Music, Classical ragas based on film songs.

COURSE CODE MUSA206PR
SEC-II SKILL ENHANCEMENT COURSE-II
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)

Title-Presentation and Documentation-II

Credits-4

1. Ability to play thekas of following Talas on Tabla -Teental, Kaherwa.
2. Knowledge of operating sound system.
3. Attending classical concerts/Music festivals and making the report/Review of the same.

COURSE CODE MUSA301PR
SEC-III SKILL ENHANCEMENT COURSE-III
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)

Title-Presentation and Documentation-III

Credits-4

2 Lectures per week

1. Power point presentation by the students on the Contemporary Classical Music Performance.
2. Basic technique of Harmonium and Tabla Playing.
3. Visit to All India Radio/Doordarshan, State festival and TV Channels.

COURSE CODE MUSA302PR
SEC-IVSKILL ENHANCEMENT COURSE-IV
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)

Title-Presentation and Documentation-IV

Credits-4

1. Composing Music for Patriotic songs.
2. Powerpoint presentation on the Life and Contributions of great Musicians.
3. Attending Music Conferences/Listening of Radio SangeetSammelans and listening of Audio/Visual adds National Programmes of Music and writing reviews or reports of the same.
4. Skill Enhancement Course - SEC-I, SEC-II, SEC-III, SEC-IV

(Value based and practical oriented courses as per the information given)

[Note: the above SEC courses have been designed in such a way that the performance aptitude or skill of the students is enhanced with the help of field visits, recording techniques and guided listening sessions]

COURSE CODE MUSA303TH
DISCIPLINE SPECIFIC
ELECTIVE (DSE-1A) Unit-1
VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Credits 3

Title-Theory of Indian Music and study of ancient granthas and Rāgas.

There will be three sections, candidates shall have to answer one question from each section & two from any of the three sections thus five questions in all.

SECTION-I

1. Essays on the following topics
 - a. Folk music of H.P.
 - b. Modern trends in music
2. The relevance of time theory in Hindustani Classical Music
3. Biographies of Following Musicians
 - a. Pt. BhimSen Joshi
 - b. LataMangeshkar

SECTION-II

4. Study of Gram, Murchanna and Jati as treated in NatyaShastra and its relevance in present context.
5. Discuss the following:-
 - a. Avirbhav, Tirobhav, GayakKe Gun Avagunc. MargiDesi
 - d. Tāl and Ten Prans of Taal (Das Praan)

SECTION-III

6. Basic Knowledge of stringed instrument used in Hindustani Classical Music
7. Write the Theka of Teental along with dugun, tigung and Chaugun
8. Make a diagram of Taanpura/Sitar and level its sections

Internal Assessment 15 Marks

Books Recommended

- 1) Naad Kanchan- Dr P.N.Bansal, Dr Gian Chand
- 2) Swaranjan- Dr Gian Chand
- 3) BhartiyaSangeetVadya- Dr Lalmani Mishra
- 4) Raag Sanchayita- Dr Gian Chand, Dr Dev Raj Sharma
- 5) Gyananjali- Dr Gian Chand
- 6) Sangeet Kaldarshi- Dr Gian Chand

COURSE CODE MUSA304PR

DISCIPLINE SPECIFIC

ELECTIVE (DSE-1A) Unit-2

VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Title-PRACTICAL

Max Marks(35+15)=50 Credits3

Rāga – Todi, Bhairavi, Darbari-kanahda

1. One VilambitKhyāl/ MaseetKhani Gat in any of the Rāgas.
2. MadhyalayaKhyāl/ Razakhani Gat in all the Rāgas.
3. Dhrupad/Dhamār in any one of the Rāgas or Dhrut Gat in any Tāla (other than Teentāla)
4. Ability to recite the Thekas and Different laykaris of Teentāla, Ektāla, Chautāla, Dadra
5. Innovative singing/playing to enhance the musical ability of the students in the classroom.
6. Guided listening session on the practical aspects of music.

COURSE CODE MUSA305TH

DISCIPLINE SPECIFIC

ELECTIVE (DSE-1B) Unit-1

VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Title-Theory of Indian Music and Gharana tradition

Max Marks 50 (35 + 15) Credits 3

SECTION-I

1. Definition of the following:-
Nibadha, Anibadha, Prabandha, Kaku, Sthaya, Varna, Orchestra (Vadyavirind), Chorus (Virindgana)

SECTION-II

2. Basic knowledge of percussion instruments used in classical music Tabla & Pakkawaj
3. Describe basic 10 thaats.
4. Write about the Gharanaprampara of Hindustani Music
5. Forms of Music – Thumri, Tappa, Dadra, Chaturang

SECTION-III

6. Write the Thekas of Ektaal, Chautal, Deepchandi Dhamar along with Dugun, Tigan and Chaugun
7. Essay on following topics
(a) Classical Music and Film Music
(b) Music and Aesthetics

Books Recommended

- 1) Naad Kanchan- Dr P.N. Bansal, Dr Gian Chand
- 2) Bhartiya sangeetketantrik Vadya- Dr Prakash Mahadik
- 3) Sangeetke gharanoki Characha- Dr Sushil Kumar Chaube
- 4) Indian concept of Rhythm – Dr A.K. Sen
- 5) Aesthetical Essays (Study in Aesthetics Theory Hindustani Music and Kathak Dance) – Dr S.K. Saxena
- 6) History of Indian Classical music- Dr Surender Sharma & Dr Anjali Sharma

COURSE CODE MUSA306PR

DISCIPLINE SPECIFIC

ELECTIVE (DSE-1B) Unit-2

VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Title-PRACTICAL

Max Marks 50(35+15)

Credits 3

Rāga – Bhimpalasi, Des, Puriya Dhanashri

- a. One VilambitKhyāl/ MaseetKhani Gat in any of the Rāgas.
- b. MadhyalayaKhyāl/ Razakhani Gat in all the Rāgas.
- c. Dhrupad/Dhamar in any one of the Rāgas or
- d. Dhrut Gat in any Tāla (other than Teentāla)
- e. Ability to recite the following Thekas
Tilwada, Jhaptāla, Dhamar, Roopak, Keherva
- f. Singing/playing Devotional songs Shabad/Bhajan with Harmonium.
- g. Knowledge of 5 film songs each in Raags, “Bhairavi and Malkauns”
- h. Guided listening sessions on the performing aspects of Music.

COURSE CODE MUSA307TH

GE- IGENERIC ELECTIVE

VOCAL /INSTRUMENTAL

Title-Theory of Indian Music and Folk Music of Himachal Pradesh

Marks-(70+30)= 100

Credit-6

1 Folk songs of Himachal Pradesh

2 Knowledge of Folk instruments of Himachal Pradesh: Rannsingha, Nagara, Shehnai, Karnal

3 Biographies of the following Musicians of Himachal PradeshPt. Som Dutt Battu, Hetram Tanwar, Kashmiri Lal

4 Introduction of the following Ragas with illustrations:-Bhairav, Yaman

5 Introduction of the following Talas with their divisions:-Teentaal, Dadra

6 Essay on the following Topics:- Music and Culture

Impact of Music in Human life.

3) GE - I (Generic Elective) Theory

- 1) SangeetSahar- Dr. Gian Chand
- 2) BhatkandeSangeetShastra - Pt. V. N. Bhatkande
- 3) HamareSangeetRatna - Dr. Lakshmi Narayan Garg
- 4) Sangeet Bodh - Sharat Chandra Paranjpay
- 5) SangeetVisharad - Vasant
- 6) Great Composers - P. Sambamurthi

COURSE CODE MUSA308PR

GE- 2GENERIC

ELECTIVEVOCAL /INSTRUMENTAL

Title-PRACTICAL

Marks-(70+30)= 100 Credit-6

1. Raag Bhairav, Yaman
2. Taals Teentaal, Dadra
3. Guided listening sessions of classical vocal/instrumental music.

Instrumental Music:-

1. Aaroh, Avroh and Pakad in both the ragas.
2. Basic strokes of sitar
3. Five Alankars based on stroke patterns
4. One Razakhani Gat/Drut Gat in any of the Prescribed ragas
5. Elementary knowledge of Jhala playing

Vocal Music:-

1. Aaroh, Avroh and Pakad in both the ragas.
2. Knowledge of voice culture
3. Five Alankars
4. One SwarMalika/Drutkhayal in any of the prescribed ragas
5. Variety of Taan patterns

7. Subject: Political Science

Detailed Syllabus:

The detailed syllabus is as under:

(i) BA-1st Year (Annual System) Core Course–Discipline Specific Course -DSC-1A Code: DSC-1A-POLS 101

Introduction to Political Theory

Unit	Topic
I	What is politics and what is Political Theory? What is its relevance?
II	State, Civil Society, Liberty, Equality, Justice, Rights
III	Debates: (a) Democracy and Economic Growth, (b) Liberal and Socialist Perspectives.
IV	Protective Discrimination and Principles of Fairness. State intervention and the Institution of Family

(ii) B.A. 1st Year (Annual System) Core Course –Discipline Specific Course-DSC-1B Code: DSC-1B-POLS102

Indian Government and Politics

Unit	Topic
I	Nature of Indian State, Liberal, Marxist and Gandhian Approaches to the study of Indian Politics.
II	Indian Constitution: Features, Fundamental Rights and Directive Principles, Parliament, Office of the Prime Minister and Judiciary. Power Structure in India: Caste, Class and Patriarchy
III	Religion and Politics, Secularism and Communalism; Parties and Party System in India.
IV	Social Movements: Workers, Peasants, Environmental and Women's Movements. Strategies of Development: Planned Economy and Neo-liberalism.

(iii) BA-II Year (Annual System) Core Course–Discipline Specific Course-DSC-1C Code: DSC-1C-POLS 201
Comparative Government and Politics

Unit	Topic
I	Comparative Politics: Nature, Scope and Methods. Authoritarian and Democratic Regimes
II	Classification of Political Systems: Parliamentary and Presidential- UK & USA; Federal and Unitary- Canada & China
III	Electoral System: First Past the Post; Proportional Representation.
IV	Party System: One Party, Bi- party and Multi-Party System. Notion of the Welfare State.

(iv) BA-II Year (Annual System) Core Course- Discipline Specific Course-DSC-1D Code: DSC-1D-POLS 202

Introduction to International Relations

Unit	Topic
I	Approaches to the study of International Relations (a) Classical Realism (Hans Morgenthau), (B) World Systems Approach (Immanuel Wallerstein) and Dependency Model (Andre Gunder Frank)
II	Cold War: Meaning and Nature. Causes of its End
III	Post-Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan).
IV	Indian Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) (b) Policy of Non-alignment.

(v) BA-II Year (Annual System) Skill Enhancement Course-I-SEC-1 Code: SEC-1-POLS203
Legislative Support

Unit	Topic
I	Power and Functions of People's Representatives: Local Government (Rural and Urban); State Legislature and the Parliament.
II	Supporting the Legislative Process: How a Bill becomes an Act; Role of the Standing Committee in the Making of Law.
III	Legislative Committees: Nature, Role and Type of Committees
IV	Reading the Budget Document: Role of Parliament in Passing the Union Budget; Raising of the Demands for Grants.

(vi) BA-II Year (Annual System)) Skill Enhancement Course-2-SEC-2 Code: SEC-2-POLS 204
Public Opinion and Survey Research

Unit	Topic
I	Public Opinion: Meaning and Features. Public Opinion and Democracy.
II	Representation and Sampling (a) Sample- Meaning and Utility; (b) Types: Random, Non-Random and Stratified Sampling
III	Understanding Survey Research (a) Interview techniques. (b) Questionnaire method.
IV	Quantitative Data: Meaning, Analysis and Interpretation. Understanding the Opinion Polls and Exit Polls.

(vii) BA-III Year (Annual System) Discipline Specific Elective Course-DSE-OPTION- 1 Code: DSE-1A-POLS301 (A) Themes in Comparative Political Theory

Unit	Topic
I	Features of Indian and Western Political Thought. Similarities and Dissimilarities in Indian and Western Political Thought.
II	John Locke on Rights, J. S. Mill on liberty
III	Indian Thought: Kautilya's Views on State. Tilak and Gandhi on Swaraj
IV	Ambedkar and Lohia on Social Justice, Nehru on Democratic Socialism, Patel: Idea of National Integration

(viii) BA-III Year (Annual System) Discipline Specific Elective Course-DSE -OPTION-1 Code: DSE-1B-POLS 302 (A) Democracy and Governance

Unit	Topic
I	Structure and Process of Governance. (a) Union Level: President, Prime minister and Supreme Court. (b) State Level: Governor, Chief Minister and High Court.
II	(a) Political Communication: Nature, Forms and Importance. (b) Role of Trade Unions and Farmers Associations.
III	Contemporary Political Economy: Liberalisation and E-governance
IV	Dynamics of Civil Society: New Social Movements (Gender, Tribe, Environment) and NGO's.

(ix) Skill Enhancement Course-SEC-3 Code: SEC-3-POLS303
Democratic Awareness through Legal Literacy

Unit	Topic
I	Outlining the Legal System in India: Criminal and Civil Courts; Juvenile Courts, Mahila Courts. Role of Tribunals.
II	Understanding the Application of Law. Criminal Jurisdiction, Filing an FIR, Arrest, Bail Search and Seizure. Prevention of Atrocities on Scheduled Castes and Scheduled Tribes
III	Dowry, Sexual Harassment and Violence Against Women. Consumer Rights and Cybercrimes.
IV	Functioning of Legal System: Legal Services Authorities Act. Preventive Detention Act and National Security Act.

(x) BA-III Year (Annual System) Skill Enhancement Course-SEC-4 Code: SEC- 4-POLS 304

Conflict and Peace Building

Unit	Topic
I	Understanding Conflict: Management, Resolution and Peace Building.
II	Types of Conflict: Ideological, Socio-Cultural Conflicts (Ethnic, Religious).
III	Level of Conflicts: Local, Sub-National and International.
IV	Methods to Resolve Conflict: Negotiations, Trust Building and Mediation. Track I and Track II Diplomacy

(xi) BA-III Year (Annual System) Generic Elective-1 Generic-1 Code: GE-1-POLS 305**Society, Economy and Politics in Himachal Pradesh**

Unit	Topic
I	Politics of Statehood: Movement for Attaining Status of Separate State. Geographic, Climatic and Demographic Condition
II	Economy of Himachal Pradesh: Horticulture, Agriculture, Business, Trade and Industry, Tourism and Hydro-Electric Power Projects
III	Political Parties in H.P: Support base and Electoral Performance. Pressure Groups and their Role. Students Politics in H.P.
IV	Caste Politics and Sub-Regionalism in H.P. Working of Panchayati Raj Institutions after 73rd Constitutional Amendment.

(Xii) BA-III Year (Annual System) Generic Elective-2 Generic-2 Code: GE-2-POLS306**Human Rights, Gender and Environment**

Unit	Topic
I	Human Rights: Meanings and Scope. UN Declarations and Covenants.
II	Human Rights in India: Constitutional Provisions and Practices. The Role of National Human Rights Commission (NHRC).
III	Analysing Structures of Patriarchy. Economic Development and Women. The Issue of Women Political Participation and Representation in India
IV	Environmental and Sustainable Development. UN Environment Programme: Rio, Johannesburg and after. Environmental Policy in India.

8. Subject: Public Administration

Public Administration Syllabus

BA – 1st Year)

Code PUBA 101-A

Course: Administrative Theory

Course Code	CODE –PUBA101A	
Credits-6	L(L=Lecture)	T (T= Tutorial)
	L- 5,	T-1
Course Type	Core Course	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Course Content

Unit	Topic
I	Public Administration: Meaning, Nature, Scope and Significance. Evolution of Public Administration. Public and Private Administration : Similarities and Dissimilarities. Public Administration as an Art and Science. Relationship of Public Administration with Political Science, Sociology and Economics. New Public Administration: New Public Management
II	Principles of Organization-: Hierarchy, Unity of Command, and Span of Control, .Centralization: Meaning, merits & demerits Decentralization: Meaning, merits & demerits Delegation: meaning, need, elements and hindrances Supervision: meaning, need and methods of supervision Authority and Responsibility
III	Forms of Organization: Meaning, Elements and Basis of Organization. Formal and Informal Organization: Meaning, Significance. Difference between Formal and Informal Organization Theories of Organization: Brief introduction of Scientific Management Theory, Human Relations Theory Bureaucratic Theory

IV	Decision making: meaning, types and functions Leadership: meaning, types and functions Communication: meaning, importance and types Coordination: meaning, importance and methods of effective coordination
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Course: Indian Administration DSC 1B

Code: PUBA 102-A

Course Code	CODE –PUBA102-A	
Credits-6	L(L=Lecture)	T (T= Tutorial)
	L- 5	T-1
Course Type	Core Course	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Course Content

Unit	Topic
I	Evolution of Indian Administrative System: Brief account of Indian Administration during ancient period, Mughal period, British Rule and after Independence. Indian Administration: Nature, Legacy and Features of Indian Administration.
II	Civil Services in India: Structure of Civil Services, Nature, Role and Rationale Recruitment of Civil Services, Recruitment agencies: Union Public Service Commission: Organization Structure, Functions and Role State Public Service Commission: Organization Structure, Functions and Role
III	Constitutional Authorities: Finance Commission : Organizational structure, functions and role, Election Commission: Organizational structure, functions and role, Comptroller and Auditor General of India: Organizational structure, functions and role.
IV	Problem of corruption in Indian Administration: Meaning, Causes and Control, Lok Pal and Lokayukta: Role and responsibilities Citizen's Charter: meaning, significance Right to Information Act, 2005: Objectives and main provisions

Public Administration Syllabus

BA-IIInd Year

Course: Administrative Thinkers

Course Code	Code – PUBA 201-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5,	T-1
Course Type	Core Course/Major	

Term End Examination System :

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern :

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	i Kautilya: Brief Life Sketch, Administrative Features of Kautilya's Arthshastra ii Saptang Theory or Elements of State and Role of King and Qualities iii Mahatma Gandhi Brief Life Sketch Concept of Ideal State iv Democracy and Administration, Theory of Trusteeship, Nonvoidance and Satyagrah
II	i. F.W. Taylor: brief life sketch ii. Principles of Scientific Management, Mental Revolution, Incentive wage system iii. Elton Mayo Brief life Sketch, Human Relation Theory, Hawthorne Experiments, Importance, effects of Hawthorne Experiments.
III	i Max Weber: brief life sketch, Theory of Authority Structure, Theory of Bureaucracy ii Herbert Simon: brief life sketch, Classification of Decisions, Steps in decision making iii Simon's Bounded Rationality Model
IV	i. Abraham Maslow: brief sketch, The Need Hierarchy Theory of Motivation ii. Frederick Herzberg: brief life sketch: Two Factor or Motivation Hygiene Theory, iii. Job Enrichment

BA-II Year Core Course CODE: PUBA 202-A

Course DSC 1D

Course: Development Administration

Course Code	CODE- PUBA202-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	i. Development: Definition, Nature and Dimensions of Development ii. Problems of Development in Developing Countries iii. Sustainable Development: Concept, Features and significance
II	i. Development Administration: Meaning Nature, and Scope ii. Essential Features of Development Administration iii. Difference between Traditional and Development Administration
III	i. Machinery for Planning in India NITI Aayog, Organization, Functions and Role ii. National Development Council, Function and Role iii. State Planning Board, Organization, Function and role with special reference to Himachal Pradesh
IV	Participation and Role of various Agencies in Development Administration i. Political Parties ii. Local Bodies iii. NGO's iv. Self Help Groups (SHGs) v. Bureaucracy

Syllabus BA-IInd Year

Skill Enhancement

Course; SEC-1A

Code: PUBA 203-A

Course: Computer Applications & Office Management

Course Code	Code – PUBA 203-A	
Credits-4	L (L=Lecture)	T(T=Tutorial)
	L-2,	T-2
Course Type	Core Course/Major	

Term End Examination System :

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Continuous Comprehensive Assessment (CCA) Pattern :

Unit	Topic
I	i. Computer: Design, Architecture: OperatingSystem ii. MS Office Tools (Word, Power Points, Exceletc.) iii. Internet & Emailetc iv. Importance of Computers in OfficeManagement
II	Office and Office Management- meaning of office, function of office, primary and administrative functions, importance of office. Concept of paperless office, Definition and elements of office management duties of an Office Manager
III	Meaning and importance of filing, essential of good filing system. Office Record Management- Meaning, importance of record keeping management, principles of record management and types of records kept in organization
IV	Office Machines and equipments- Importance objectives of office machines. Office Safety & Security-Meaning importance of office Safety, safety hazards and steps to improve office safety. Security hazard and steps to improve office security, Cyber Crimes. Measurement of Office Work – Importance purpose, difficulty in measuring office work.

BA-II Year

Course: Skill Enhancement, Code: SEC-2B
CODE: PUBA204-A

Course Code	CODE:-PUBA204-A	
Credits-4	L (L=Lecture)	T(T=Tutorial)
	L-2,	T-2
Course Type	Core Course/Major	

Course: Human Resource & Logistic Management

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	i. Meaning, Nature, Scope & Significance of Human Resource Management(HRM) ii. Objective & Function of Human Resource Management iii. Qualities of Human Resource Manager/Personnel Manager
II	Human Resource Planning Meaning, Objectives and Need, Factors affecting Human Resource Planning, HR Problems.
III	Logistics-Concept, Principles and Forms, Logistics Management: Conceptual Framework Logistics Management: Components: Procurement of Material and Inventory Control (Economic Order Quantity, ABC and VED Analysis), Material Handling and Packaging, Transportation, Warehousing Storage and Security, Logistics Information System
IV	Logistic Management: Emerging Trends Green Logistics Effective Logistics Management: Challenges (Human Resource Management, Financial Management, Inventory/Materials. Outsourcing, Customer Satisfaction etc)

BA-III Year

Code: PUBA301-A

Course: SEC-3C Skill Enhancement Course

Course: Leadership Styles and Conflict

Course Code	CODE-PUBA301-A	
Credits-4	L (L=Lecture)	T(T=Tutorial)
	L-2,	T-2
Course Type	Core Course/Major	

Management

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	i. Meaning of Leadership ii. Types of Leadership iii. Qualities and Functions of Leadership iv. Leadership Styles viz Autocratic style, Democratic style and Laissez Faire style
II	i. Nature and Causes of Organizational Conflicts ii. Conflicts in an Organisation: Types and Levels of Conflicts iii. Criteria for Conflict Management
III	i. Bargaining strategies in negotiation ii. Negotiation process Stages iii. Techniques of Negotiations: Third-party Negotiations
IV	i. Styles of Handling Inter-personal Conflicts and Managing Conflict Management Process: Case Studies ii. The Arbitration and Conciliation (Amendment) Act, 2015

BA-III Year

Code: PUBA302A

Course SEC-4D Skill Enhancement Course

Course: Stress & Time Management

Course Code	CODE:PUBA302-A	
Credits-4	L (L=Lecture)	T(T=Tutorial)
	L-2	T-2
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	i. Stress: Nature and Symptoms ii. Sources of Stress: Environmental, Social, Physiological and Psychological iii. Workplace Stress: Major Causes iv. Stress and Health: Effects of Stress on Health
II	i. Time Management: Concept ii. Waste of Time: Distractions at Workplace iii. Time Wasters and Time Savers iv. Effects of Poor Time Management on Job Performance
III	i. Effective Methods and Approaches to Manage Stress ii. Methods: Yoga, Meditation, Relaxation Techniques iii. Approaches: Action-oriented, Emotions-oriented, Acceptance-oriented and Adaptation-oriented iv. Self awareness and Motivation
IV	Effective Methods and Approaches to Manage Time i. Creating an effective environment ii. Setting priorities and Goals iii. Elimination of non-priorities iv. Challenges of Time Management

BA-III Year

Course: DSE-1-A (Option -I)

Discipline Specific Elective

CODE: PUBA303-A

Course: Local Government in India

Course Code	CODE:PUBA303A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5,	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Continuous Comprehensive Assessment (CCA) Pattern:

Unit	Topic
I	i. Evolution of Local Government in India ii. Local Government under British Rule and Post Independent period iii. Local Self government- Meaning, Nature and significance
II	i. Organization and Functions of Gram Panchayat ii. Panchayat Samiti-Organisation, Structure and Function iii. Zila Parishad- Organisation, Structure and Function iv. 73 rd Constitutional Amendment Act- Main Features
III	i. Municipal Corporation: Organisation, Structure and Functions ii. Power and Function of Mayor and Municipal Commissioner iii. Municipal Committee/Council/Nagar Panchayat Organization and functions. iv. Main Features of 74 th Constitution Amendment
IV	i. Finance of Local Self Bodies ii. Reasons for Poor Financial Position and suggestion iii. Machinery for Supervision & Control over Local Bodies

Code: PUBA304-A
DSE-1A: (Option -II) Discipline Specific Elective
Course: Contemporary Issues and Concerns in Indian Administration

Course Code	CODE:PUBA304-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5,	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	Challenges of Globalization, Concerns of Public-Private-People Partnerships, Corporate Social Responsibility, Issues of Decentralization, Citizen- Centric Administration, Human Rights National Human Rights Commission (NHRC)
II	Good Governance, e-governance, citizen charter, consumer Protection Act 1986, RTI Act 2005
III	Women Empowerment, Welfare of weaker Sections: SC/ST and OBC's, Welfare of Children and Aged
IV	i. Environmental Administration Concept and Significance ii. Environmental Protection Act 1986 iii. National Green Tribunal, Centre Pollution control Board and State Pollution Control Board (with Reference to Himachal Pradesh)

BA-III Year

Course: DSE- IB: (option-1S)

Discipline Specific Elective

Code: PUBA305-A

Course: Public Policy and Administration in India

Course Code	CODE:PUBA305-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	Public Policy Definition, Nature Significance and Types Public Policy Models, Public Policy Process in India: Formulation and Implementation
II	Public policy Making Organs in India: Constitution, Executive Legislative, Judiciary, Political Parties, Pressure Groups, Press and Public Opinion.
III	Concept and Approach of Social Welfare and Social Welfare Policies- Education Policy and Right to Education, Health Policy and National Health Mission, Food Policy and Right to Food Security, Employment Policy (MGNREGA) Environment Policy.
IV	Citizen and Administration Interface-I Pubic Service Delivery and Redressal of Public Grievances –Citizen and Administration Interface-II RTI, Lokpal, Citizen Charter and E-Governance

BA-III Year

Code: PUBA306-A

Course: DSE- IB; Option II Discipline Specific Elective

Course: Financial Administration

Course Code	CODE:PUBA306-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	Public Finance –Meaning and Forms, Financial Administration- Nature, Scope, Importance and Principles, Fiscal Federalism- Principles, Centre-state- Financial Relations, Finance Commission
II	Government Budget- Concept, Features, Types, Principles and Functions, Government Budgeting in India- Preparation, Enactment and Execution, Delegation of Financial Powers and Control over Expenditure, Role of Ministry of Finance
III	Tax Administration In India- Types of Taxes in India(Centre, State and Local) Methods of Taxation, Role of Central Board of Direct Taxes and Central Board of Excise and Customs and GST.
IV	Parliamentary Control over Finance, Parliamentary Committees (PAC, Estimate Committee and CPU) CAG and RBI

Public Administration
BA III
Code: GE-2: PUBA308-A option (I)
Course: Disaster Management

Course Code	CODE:PUBA308-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Attendance	Class Test	House Test	Assignments, Tutorials and General Behavior of students	Total Marks
05	05	10	10	30

Continuous Comprehensive Assessment (CCA) Pattern:

Unit	Topic
I	Disaster- Meaning, Types, Causes of disaster and effects of disaster
II	Classification of Disasters- Hazard, Risk and Vulnerability-Natural and Man Made Disasters- Disaster Profile of India. Organizational structure for Disaster management at National & State Level, Role of NDRF
III	Disaster Management: Act, Policy and Institutional Framework- Disaster Management Cycle with focus of Preparedness. Prevention and mitigation-Disaster Relief and Response-Damage Assessment-Rehabilitation, Reconstruction and Recovery
IV	Relevance of Indigenous Knowledge-Community based Disaster Management-Disaster Management Strategies-Disaster Management Case Studies

Public Administration Syllabus BA-III Year

Code: PUBA309-A

Course: GE2 option (II) Generic Elective

Course: E-Governance

Course Code	CODE: PUBA309-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Attendance	Class Test	House Test	Assignments, Tutorials and General Behaviour of students	Total Marks
05	05	10	10	30

Unit	Topic
I	E-Governance-Concept significance & Scope, Pre-conditions for implementing e-governance
II	E-Governance in Government Departments/Institutions/Agencies; Transforming Administrative Culture E-Governance and Good Governance.
III	E-learning, E-commerce, E-health Measures for Effective Implementation of E-Governance Challenges Measures for having effective e-governance
IV	Initiative taken for promoting E-governance in Himachal Pradesh, Challenges of E-Governance in H.P.

9. Subject: Sanskrit

FIRST YEAR DSC-1A SKT-DSC-101 संस्कृत काव्य	
(A) Prescribed Course:	
Section 'A'	रघुवंशम्
Section 'B'	शिशुपालवधम्
Section 'C'	नीतिशतकम्
Section 'D'	संस्कृत काव्य का इतिहास
(B) Unit-Wise Division:	
	Section 'A' रघुवंशम्
Unit: I	कवि एवं काव्य परिचय सर्ग 1 (पद्य 1-10) सरलार्थ एवं व्याख्या, रघुवंशी राजाओं की विशेषताएँ, राजा दिलीप की विशेषताएँ
Unit: II	सर्ग 1 (पद्य 1-10) सरलार्थ एवं व्याख्या, प्रजा की भलाई में दिलीप का योगदान। रघुवंश नामकरण की सार्थकता, प्रदत्त विषय का परिचय।
	Section 'B' शिशुपालवधम्
Unit I	कवि एवं विषय का परिचय, शिशुपालवध नामकरण की सार्थकता, प्रदत्त विषयवस्तु का परिचय। सर्ग-2 पद्य (26-37), व्याकरण, सरलार्थ, व्याख्या, काव्य-सौष्ठव, विषयवस्तु विश्लेषण।
Unit II	सर्ग-2 पद्य (42-56), व्याकरण, सरलार्थ, व्याख्या, काव्य-सौष्ठव, विषयवस्तु विश्लेषण। माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः (इन उक्तियों का विश्लेषण)।
	Section 'C' नीतिशतकम्
Unit I	पद्य 1-10 सरलार्थ, व्याख्या।
Unit II	पद्य 11-20 सरलार्थ, व्याख्या, भर्तृहरि के सामाजिक अनुभव, मूर्खों के प्रकार।
	Section 'D' संस्कृत काव्य का इतिहास
Unit I	अश्वघोष, कालिदास, भारवि, माघ, श्रीहर्ष, जयदेव, भर्तृहरि तथा उनकी रचनाएँ।

Unit II	महाकाव्य और गीतिकाव्य का उद्भव और विकास, उपर्युक्त कवियों और उनकी रचनाओं के सन्दर्भ में।
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FIRST YEAR DSC-1B SKT-DSC-102 संस्कृत गद्य काव्य	
(A) Prescribed Course:	
Section 'A'	शुकनासापदश
Section 'B'	शुकनासापदश
Section 'C'	शिवराज विजय प्रथम निःश्वास 1
Section 'D'	संस्कृत गद्यकाव्य का सर्वेक्षण
(B) Unit-Wise Division:	
Section 'A' शुकनासापदश	
Unit I	लखक एवं विषयवस्तु का पारचय, प्रारम्भ से लेकर – यथा यथा चय चपला दाप्यत। इस गद्य की समाप्तिपर्यन्त सरलाथ एवं व्याख्या।
Section 'B' शुकनासापदश	
Unit I	उत्सारणवत्रलता सत्पुरुषव्यवहाराणाम् इस गद्य से लेकर आभषकानन्तर च प्रारब्ध दिग्विजय इस गद्य की समाप्ति पर्यन्त सरलाथ एवं व्याख्या।
Unit II	शुकनासापदश में वाणत समाज तथा राजनातक विचार तथा सूक्तया का तात्क अथ एवं उपयोगिता।
Section 'C' शिवराजविजय प्रथम निःश्वास	
Unit I	गद्य 1-20, लखक एवं विषयवस्तु का पारचय, व्याकरण, सरलाथ तथा व्याख्या, गद्य सौष्ठव, कथावस्तु, घटनाक्रम का समय निर्धारण।
Unit II	पंचतत्र, हतापदश, बतालपचावशातका का सामान्य पारचय।
Section 'D' संस्कृत गद्यकाव्य का सर्वेक्षण	
Unit I	गद्यकाव्य का उद्भव और विकास तथा प्रमुख रामाचक प्रेम कथाए – सुबन्धु, बाण, दण्डी, अम्बिकादत्त व्यास।
Unit II	पंचतत्र, हतापदश, बतालपचावशातका का सामान्य पारचय।
FIRST YEAR MILCore-1 SKT-DSC-103 नीति साहित्य	
(A) Prescribed Courses	
Section 'A'	पंचतत्रम्
Section 'B'	नीतिशतकम्
Section 'C'	संस्कृत नीति साहित्य का सामान्य परिचय

Section 'D'	अथर्ववेद का ब्रह्मसूक्त
(B) Unit-Wise Division	
	Section 'A' पंचतंत्रम्
Unit I	निम्नलिखित कथाओं का सामान्य परिचय तथा इन कथाओं का मनोवैज्ञानिक प्रभाव (क्षपणक कथा, सिंह कारक मूर्ख ब्राह्मण कथा)
Unit II	निम्नलिखित कथाओं का सामान्य परिचय तथा इन कथाओं का मनोवैज्ञानिक प्रभाव (मूर्खपण्डित कथा, वानर मकर कथा, गंगगतमण्डूक कथा)
	Section 'B' नीतिशतकम्
Unit I	सरलार्थ, व्याख्या एवं आलोचनात्मक प्रश्नों के उत्तर हेतु अपेक्षित है- नीतिशतकम् का परिचय, पद्य 1-10 सरलार्थ
Unit II	पद्य 11-20 सरलार्थ
	Section 'C' संस्कृत नीति साहित्य का सामान्य परिचय
Unit I	महाकाव्य (कालिदास तथा भारवि) गद्यकाव्य (बाणभट्ट तथा दण्डी)
Unit II	नाटक (भास, कालिदास एवं भवभूति)
	Section 'D' अथर्ववेद का ब्रह्मचर्य सूक्त
Unit I	अथर्ववेद के ब्रह्मचर्य सूक्तानुसार ब्रह्मचर्य का स्वरूप, आचार्य का स्वरूप, आचार्य शिष्य परम्परा

FIRST YEAR SKT-AECC-104 उपनिषद्, श्रीमद्भगवद्गीता तथा पाणिनीय शिक्षा	
(A) Prescribed Course:	
Section 'A'	उपनिषद् इशावास्यापानषद्-
Section 'B'	श्रीमद्भगवद्गीता
Section 'C'	औपनिषदिक दर्शन का सामान्य परिचय
Section 'D'	पाणिनीय शिक्षा
	Section 'A' उपनिषद् – ईशावास्योपनिषद्
(B Unit Wise Division :	
Unit I	इशावास्यापानषद् का सामान्य पारचय
Unit II	इशावास्यापानषद् क मन्त्रा का सरलाथ
	Section 'B' श्रीमद्भगवद्गीता – अध्याय 2
Unit I	श्रीमद्भगवद्गीता का सामान्य पारचय, अध्याय-2 (पद्य 1-25), सरलाथ एव व्याख्या
Unit II	श्रीमद्भगवद्गीता अध्याय-2 (पद्य 26-72), सरलाथ एव व्याख्या
	Section 'C' औपनिषदिक दर्शन का सामान्य परिचय
Unit I	आपानषादक दर्शन का सामान्य पारचय- आत्मा, ब्रह्म, ईश्वर, कम आर सृष्ट
	Section 'D' पाणिनीय शिक्षा
Unit I	पाणिनीय शिक्षा (1-14 पद्य) सरलाथ एव व्याख्या

SECOND YEAR DSC-1C SKT-DSC-201 संस्कृत नाटक	
(A) Prescribed Course:	
Section 'A'	कर्णभारम् (सम्पूर्ण)
Section 'B'	अभिज्ञानशाकुन्तलम् – चतुर्थ अंक- कालिदास
Section 'C'	संस्कृत नाट्यशास्त्रीय पारिभाषिक शब्दावली
Section 'D'	संस्कृत नाटक का इतिहास तथा प्रमुख नाटकों का परिचय
(B) Unit-wise Division:	

	Section 'A' कर्णभारम् (सम्पूर्ण)
Unit I	कर्णभार नाटक का पारचय, सरलाथ, व्याख्या, काव्य साष्ठव आर कथावस्तु।
Unit II	हिन्दी व्याकरण, हिन्दी सँ संस्कृत में सरल अनुवाद
	Section 'B' अभिज्ञानशाकुन्तलम् – चतुर्थ अंक- कालिदास
Unit I	चतुर्थ अंक (क) पारचय, नान्दा, प्रस्तावना, सूत्रधार, नटा, विष्कम्भक, विदूषक आर कचुका आदि पारिभाषिक शब्दों की व्याख्या।
Unit II	चतुर्थ अंक (ख) व्याकरण, सरलाथ, व्याख्या, काव्य साष्ठव आर कथावस्तु तथा घटनाक्रम का सम्यय निर्धारण एव प्रकृति का मानवीकरण, अभिज्ञानशाकुन्तलम् का मनोवैज्ञानिक विश्लेषण, काव्येषु नाटक रम्यम्, उपमा कालिदासस्य उक्तियों की समीक्षा।
	Section 'C' संस्कृत नाट्यशास्त्रीय पारिभाषिक शब्दावली
Unit I	नाटक, नायक, नायिका, पूवरग, सूत्रधार, नपथ्य।
Unit II	अक, स्वगत, प्रकाश, अपवारत, जनान्तक, आकाशभाषत, प्रवशक एव भरतवाक्य।
	Section 'D' संस्कृत नाटक का इतिहास तथा प्रमुख नाटकों का परिचय
Unit I	संस्कृत नाटका का उद्भव आर विकास।
Unit II	प्रमुख नाटक एव नाटककार (भास, कालिदास, शूद्रक, विशाखदत्त, हर्ष, भवभूत तथा उनका रचनाएँ।

SECONDYEAR	
DSC-1D SKT-DSC-202	
संस्कृत व्याकरण	
(A) Prescribed Course:	
Section 'A'	लघुसिद्धान्तकौमुदी – संज्ञा प्रकरण
Section 'B'	लघुसिद्धान्तकौमुदी – संधि प्रकरण
Section 'C'	लघुसिद्धान्तकौमुदी – विभक्ति प्रकरण
Section 'D'	लघुसिद्धान्तकौमुदी – स्त्री प्रत्यय
(B) Unit Wise Division :	
	Section 'A' लघुसिद्धान्तकौमुदी – संज्ञा प्रकरण
Unit I	संज्ञा प्रकरण
	Section 'B' लघुसिद्धान्तकौमुदी – संधि प्रकरण
Unit I	अच् साध – यण्, गुण, दाघ, अयाद, वृद्ध आर पूवरूप साध।
Unit II	हल् साध – श्चुत्व, ष्टुत्व, अनुनासकत्व, छत्व आर जश्त्व।
Unit III	विसर्ग साध – उत्त्व, सत्त्व, रूत्व, लाप।

	Section 'C' लघुसिद्धान्तकौमुदी – विभक्ति प्रकरण
Unit I	विभक्त्यर्थ प्रकरण तथा अनुवाद
	Section 'D' लघुसिद्धान्तकौमुदी – स्त्री प्रत्यय
Unit I	डीप्, टाप्, ऊङ्

SECONDYEAR SEC-1 SKT-AEEC-205 आयुर्वेद के मूल सिद्धान्त	
(A) Prescribed Course:	
Section 'A'	आयुर्वेद का पारचय
Section 'B'	चरकसंहिता (सूत्र स्थानम्)
Section 'C'	तैत्तिरीयोपनिषद्
Section 'D'	अष्टांगहृदयम् (स्वस्थवृत्त)
(B) Unit-Wise Division:	
	Section 'A' आयुर्वेद का परिचय
Unit I	आयुर्वेद का पारचय, आषाध विज्ञान का चरक पूर्वकालीन इतिहास, आयुर्वेद का दा शाखाएँ (धन्वन्तरि और पुनर्वसु)
Unit II	आयुर्वेद के प्रमुख आचार्य (चरक, सुश्रुत, वाग्भट्ट, माधव, शारङ्गधर और भावामश्र)
	Section 'B' चरकसंहिता (सूत्र स्थानम्)
Unit I	षडऋतुओं में काल विभाग तथा शरीर एवं प्रकाश का अवस्था। हेमन्त, शिशिर, वसन्त, ग्रीष्म, वर्षा और शरद ऋतुओं में रहन-सहन और आहार सम्बन्धी नियम।
	Section 'C' तैत्तिरीयोपनिषद्
Unit I	भृगुवल्गा – अनुवाक् 1-3
	Section 'C' अष्टांगहृदयम् (स्वस्थवृत्त)
Unit I	अष्टांगहृदयम् (स्वस्थवृत्त)

SECOND YEAR SEC-2 SKT-AEEC-206 संस्कृत छन्द एवं गायन	
(A) Prescribed Course:	
Section 'A'	छन्द-शास्त्र का सामान्य इतिहास
Section 'B'	छन्दों के प्रकार और तत्त्व
Section 'C'	चुने हुए वैदिक छन्दों का विश्लेषण और गान पद्धति
Section 'D'	चुने हुए शास्त्रीय छन्दों का विश्लेषण और गान पद्धति
(B) Unit-Wise Division	
	Section 'A' छन्द-शास्त्र का सामान्य इतिहास
Unit I	छन्द-शास्त्र का सामान्य इतिहास
	Section 'B' छन्दों के प्रकार और तत्त्व
Unit I	अक्षरवृत्त, वणवृत्त, मात्रावृत्त, लघु आर गुरु
Unit II	गणावचार
	Section 'C' चुने हुए वैदिक छन्दों का विश्लेषण और गान पद्धति
Unit I	निम्न छन्दा के लक्षण, उदाहरण, विश्लेषण आर गातात्मक सिद्धान्त – गायत्री, उष्णिक्, अनुष्टुप्, बृहती, पङ्क्ति, त्रिष्टुप् और जगती।
	Section 'D' चुने हुए शास्त्रीय छन्दों का विश्लेषण और गान पद्धति
Unit I	निम्न छन्दा के लक्षण, उदाहरण, विश्लेषण आर गातात्मक सिद्धान्त – भजंगप्रयात, हरिगीतक, विदयन्माला, अनुष्टुप्, आयो, मालिनी, शिखरिणी, वंसततिलका, मैन्दाक्रान्ता, स्रग्धरा, पंचचामर।

THIRDYEAR DSE-1A SKT-DSE-301 व्यक्तित्व विकास का भारतीय दृष्टिकोण	
(A) Prescribed Course:	
Section 'A'	ऐतिहासिक दृष्टिकोण
Section 'B'	व्यक्ति का अवधारणा
Section 'C'	व्यक्ति के प्रकार
Section 'D'	व्यवहार सुधार के मापदण्ड
(B) Unit Wise Division :	
	Section 'A' ऐतिहासिक दृष्टिकोण

Unit I	ऋग्वेद- 1.164.37 छान्दाग्यापानषद् – 6.2.3, 6.8.6, 8.1.4 बृहदारण्यापानषद्- 2.5.18-19
	Section 'B' व्यक्ति की अवधारणा
Unit II	व्यक्ति का अवधारणा – श्रीमद्भगवद्गीता अध्याय 7 (पद्य 1-30, जाव का अष्टधा प्रकृति)
	क्षत्र और क्षत्रज – श्रीमद्भगवद्गीता अध्याय – 13 (श्लोक 1-2, 5-6, 19-23) क्षर और अक्षर – अध्याय 15 (श्लोक 7-11, 16-19)
	Section 'C' व्यक्ति के प्रकार
Unit III	व्यक्ति के प्रकार - श्रीमद्भगवद्गीता अध्याय-14 (श्लोक 5-14) अध्याय-17 (श्लोक 2-6, 11-21)
	Section 'D' व्यवहार सुधार के मापदण्ड
Unit IV	व्यवहार सुधार के प्रकार - मन और इन्द्रिया का नियन्त्रण श्रीमद्भगवद्गीता अध्याय – 2 (श्लोक 59-60, 64-68) अध्याय – 3 (श्लोक 41-43) अध्याय – 6 (श्लोक 19-23) सम्यक् आस्था - श्रीमद्भगवद्गीता अध्याय -9 (श्लोक 3, 22-28, 30-34) स्वधर्म की पहचान, अन्तरात्मा की आवाज - श्रीमद्भगवद्गीता अध्याय -2 (श्लोक 31,41-44, अध्याय – 3 श्लोक 4,5,8,9, 27-30, 33-34 अध्याय – 4 श्लोक 18-22)

THIRDYEAR DSE-1B SKT-DSE-302 साहित्यिक समालोचना	
(A) Prescribed Course:	
Section 'A'	काव्य प्रकाश – काव्य वाशिष्ट्य, काव्य प्रयोजन, काव्य हेतु, स्वरूप
Section 'B'	काव्य प्रकाश – काव्य भेद
Section 'C'	काव्य प्रकाश – शब्दशक्त्या (आभधा, लक्षणा, व्यञ्जना)
Section 'D'	रस विवचन
(B) Unit Wise Division :	
	Section 'A' काव्य प्रकाश – काव्य वैशिष्ट्य एवं काव्य प्रयोजन
Unit I	काव्य प्रकाश – काव्य वाशिष्ट्य, काव्य प्रयोजन, काव्य हेतु, स्वरूप
	Section 'B' काव्य प्रकाश – काव्य भेद

Unit I	काव्य प्रकाश – काव्य भेद
	Section 'C' काव्य प्रकाश – शब्दशक्तियाँ
Unit I	काव्य प्रकाश – शब्दशक्तिया (आभधा, लक्षणा, व्यञ्जना)
	Section 'C' रस विवेचन
Unit I	रस का पारभाषा एवं प्रकार । प्रथम तीन रसों (शृंगार, हास्य तथा करुण रस) का विवेचन।

THIRDYEAR GE-1 SKT-GE-303 पातञ्जल योगसूत्र	
(A) Prescribed Course:	
Section 'A'	यागदर्शन का पृष्ठभूमि
Section 'B'	पातञ्जल योगसूत्र – समाधि पाद
Section 'C'	पातञ्जल योगसूत्र – साधन पाद
Section 'D'	पातञ्जल योगसूत्र – विभूति पाद
(B) Unit-Wise Division	
	Section 'A' योगदर्शन की पृष्ठभूमि
Unit I	यागदर्शन का पृष्ठभूमि, याग के विभिन्न प्रकारों का सामान्य परिचय, याग का उपादेयता।
	Section 'B' पातञ्जल योगसूत्र – समाधि पाद
Unit I	समाधि पाद सूत्र (1-15)
Unit II	समाधि पाद सूत्र (16-19)
	Section 'C' पातञ्जल योगसूत्र – साधन पाद
Unit I	साधन पाद सूत्र (29-45)
Unit II	साधन पाद सूत्र (46-55)
	Section 'D' पातञ्जल योगसूत्र – विभूति पाद
Unit I	विभूति पाद सूत्र (सम्पूर्ण)

THIRDYEAR GE-2 SKT-GE-304 भाषा विज्ञान के मूलभूत सिद्धान्त	
(A) Prescribed Course:	
Section 'A'	भाषा विज्ञान का परिचय और भाषाओं का वर्गीकरण
Section 'B'	ध्वनि विज्ञान और स्वर विज्ञान

Section 'C'	रूप विज्ञान और वाक्य रचना
Section 'D'	अर्थ विज्ञान
(B) Unit-Wise Division:	
	Section 'A' भाषा विज्ञान का परिचय और भाषाओं का वर्गीकरण
Unit: I	भाषा विज्ञान और भाषा पारचय
Unit: II	भाषाओं का वर्गीकरण और भारत में भाषा पारवार
	Section 'B' ध्वनि विज्ञान अध्ययन - ध्वनि और स्वर विज्ञान सांवाहनिक, श्रावणिक, औच्चारणिक ध्वनि विज्ञान
Unit I	वाग्यन्त्र और उनसे निकलन वाला ध्वनय
	Section 'C' शब्द और वाक्य अध्ययन – रूपविज्ञान और स्वर विज्ञान
Unit 1	रूपम, उपसर्ग, मध्य प्रत्यय, अन्त्य प्रत्यय
	Section 'D' अर्थ विज्ञान, अर्थ की प्रतीति के प्रकार, शब्द और अर्थ का सम्बन्ध
Unit 1	अर्थ परिवर्तन के प्रकार

THIRD YEAR	
SEC-3 SKT-AEEC-305 भारतीय रंगशाला	
(A) Prescribed Course:	
Section 'A'	भारतीय रंगशाला का इतिहास एवं परम्परा
Section 'B'	भारतीय रंगशाला – निर्माण एवं प्रकार
Section 'C'	अभिनय – आंगिक, वाचिक, सात्त्विक एवं आहार्य
Section 'D'	नाटक – वस्तु, नेता और रस
(B) Unit-Wise Division:	
	Section 'A' भारतीय रंगशाला का इतिहास एवं परम्परा
Unit I	विभिन्न कालखण्डों में रंगमंच का उद्भव और विकास – प्रागैतिहासिक तथा वैदिक काल
Unit II	महाकाव्य एवं पौराणिक काल – राजदरबार रंगमंच, दरवालय रंगमंच, मुक्त रंगमंच (खुला) आधुनिक रंगमंच, लोक रंगमंच, राष्ट्रीय एवं राज्यस्तरीय रंगमंच।
	Section 'B' रंगशाला – निर्माण एवं प्रकार
Unit I	रंगशाला – निर्माण एवं प्रकार
	Section 'C' अभिनय – आंगिक, वाचिक, सात्त्विक एवं आहार्य
Unit I	अभिनय – आंगिक, वाचिक

Unit II	सात्त्विक एव आहार्य।
	Section 'D' नाटक – वस्तु, नेता और रस
Unit I	वस्तु
Unit II	नेता
Unit III	रस

THIRD YEAR	
SEC-4 SKT-AEEC-306 भारतीय वास्तुशास्त्र	
(A) Prescribed Course:	
Section "A"	टोडरमल का वास्तुसौख्यम्
Section "B"	टोडरमल का वास्तुसौख्यम्
Section "C"	टोडरमल का वास्तुसौख्यम्
Section "D"	टोडरमल का वास्तुसौख्यम्
(B) Unit-Wise Division	
	Section "A" टोडरमल का वास्तुसौख्यम्
Unit 1	वास्तुसौख्यम् – अध्याय – 1 वास्तुप्रयोजनम्, वास्तुस्वरूप (पद्य 4-13)
Unit 2	वास्तुसौख्यम् – अध्याय – 2 भूमि परीक्षणम्, दिक्साधनम्, निवासहेतु, स्थाननिर्वचनम् (पद्य 14-22)
	Section "B" टोडरमल का वास्तुसौख्यम्
Unit 1	वास्तुसौख्यम् – अध्याय – 3 गृहपयावरणम्, वृक्षारोपणम्, शल्यशाधनम् (पद्य 31-49, 74-82)
Unit 2	वास्तुसौख्यम् – अध्याय – 4 षडवगपारशाधनम्, वास्तुक्रम, शिलान्यासम्, गृहवास्तु (पद्य 83-102, 107-112)
	Section "C" टोडरमल का वास्तुसौख्यम्
Unit 1	वास्तुसौख्यम् – अध्याय – 6 पंचविधानि गृहाणि, शाला- आलिन्दप्रमाणम् (पद्य 171-194) वीथिका प्रमाणम् (पद्य 195-196)
Unit 2	वास्तुसौख्यम् – अध्याय – 7 द्वारज्ञानम्, स्तम्भप्रमाणम्, पंचचतुशालानि गृहाणि, सर्वतोभद्रम्, नन्द्यावर्तम्, वर्धमानम्, स्वास्तिकम्, रुचकम् (पद्य 203-217)
	Section "D" टोडरमल का वास्तुसौख्यम्

Unit 1	वास्तुसौख्यम् – अध्याय – 8 एकाशीति पद, वास्तुचक्रम् (पद्य 287-302) मर्मस्थानानि (पद्य 305-307)
Unit 2	वास्तुसौख्यम् – अध्याय – 8 वासादिसन्निरूपणम्, द्वारफलम्, द्वारवेधफलम् (पद्य 322-335, 359-369)

10. Subject: Sociology

BA-1st Year

Core Course: DSC-1A

Course Code: SOCL - A 101

Course: Introduction to Sociology

COURSE CONTENT

Course Objective

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 organised in such way that even students without any previous exposure to sociology would acquire an interest in the subject and follow it.

Unit	Topics
I	Sociology: Meaning; History of Sociology (Origin and Development); Nature and Significance.
II	Scope and Subject Matter: Scope and Subject Matter of Sociology; Relationship of Sociology with Anthropology, History and Psychology.
III	Basic Concepts: Society; Community; Institutions and Associations (Meaning and Characteristics); Status and Role (Meaning, Characteristics and Relationship).
IV	Sociological Concepts: Socialization (Meaning and Agencies); Culture (Meaning, Characteristics and Types); Social Change (Meaning, Characteristics and Factors of Social Change); Social Groups (Meaning, Characteristics and Types- Primary and Secondary Groups).

Suggested Readings

1. **Abraham, Francis.** 2006. *Contemporary Sociology*. New York: Oxford University Press.
2. **Bhushan, Vidya and D.R. Sachdeva.** 2014. *An Introduction to Sociology*. New Delhi: Kitab Mahal.
3. **Bottomore, T.B.** 1972. *Sociology: A Guide to Problems and Literature*. Bombay: Allen and Unwin
4. **Davis, Kingsley.** 1981. *Human Society*. New Delhi: Surjeet Publications.
5. **Giddens, Anthony.** 2006. *Sociology (5th edition)*. London: Oxford University Press.
6. **Gorden, Marshall.** 1998. *Oxford Dictionary of Sociology*. New York: Oxford University Press.
7. **Horton, P.B. and C.L. Hunt.** 1985. *Sociology*. New York: McGraw Hill.
8. **Inkeles, Alex.** 1987. *What is Sociology?* New Delhi: Prentice Hall of India.
9. **Johnson, Harry M.** 1995. *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
10. **MacIver, R.M. and C.H. Page.** 1974. *Society: An Introductory Analysis*. New Delhi: Macmillan & Co.

11. **Ritzer, George.** 1996. *Sociological Theory*. New Delhi: Tata-McGraw Hill.
 12. **Rawat, H.K.** 2010. *Sociology: Basic Concepts*. New Delhi: Rawat Publications.
 13. **Schaeffer, R.T.& R.P. Lamm.** 1999. *Sociology*. New Delhi: Tata McGraw Hill.
 14. **Semelser, Neil J.** 1993. *Sociology*. New Delhi: Prentice Hall of India.
 15. **Worsley, P.** 1987. *Introducing Sociology*. London: Penguin Books.
- (Note: - Students may also use any standard Hindi Medium book available in Sociology)

BA-1st Year
Core Course: DSC-2A
Code: SOCL- A 102
Course: Society in India

COURSE CONTENT

Course Objective

The Present course introduces the students to the basic features of Indian society and focus on multi-cultural nature of Indian society. Students will be acquainted with the different institutions as well as various issues that are prevalent in Indian society like communalism, casteism, women's movements, etc.

Unit	Topics
I	India as a Plural Society: Meaning and Characteristics of Plural Society; Traditional Basis of Indian Society; Unity and Diversity.
II	Social Institutions: Caste; Class; Tribe; Family; Marriage and Kinship (Meaning and Characteristics).
III	Identities and Change: Dalit's Movement (Issues, Causes and Consequences); Women's Movement (Issues, Causes and Consequences); Policies and Programmes for the upliftment of Dalits and Women.
IV	Challenges to State and Society: Communalism; Secularism and Casteism (Meaning, Causes and Remedies).

[Suggested Readings](#)

1. **Ahuja, Ram.** 1999. *Society in India: Concepts, Theories and Changing Trends*. New Delhi: Rawat Publications.
2. **Chandra, Bipin.** 1984. *Communalism in Modern India*. New Delhi: Vikas Publishing.
3. **D.N. Dhanagre.** 1993. *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat.
4. **Deshpande, Satish.** 2003. *Contemporary India: A Sociological View*. New Delhi: Penguin Books.
5. **Dumont, L.** 1997. *Religion, Politics and History in India*. Paris: Mouton Publishers.
6. **Fox, Robin.** 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin. Books Ltd.
7. **Kapadia, K.M.** 1972. *Marriage and Family in India*. Calcutta: Oxford University Press.
8. **Mandelbaum, D.G.** 1970. *Society in India*. Bombay: Popular Prakashan.
9. **Mason, Philip** 1967 *Unity and Diversity: An Introductory Review* in Philip
10. **Shah, Ghanshyam.** 2001. *Dalit Identity and Politics*. Delhi: Sage Publications.

11. **Singh, K.S.** 1995. *The Scheduled Tribes*, New Delhi: Oxford University Press.
12. **Singh. Yogendra.** 1973. *Modernisation of Indian Tradition*. New Delhi: Thomson Press. Delhi.
13. **Srinivas, M.N.** 1962. *Caste in Modern India and other Essays*. Bombay: Asia Publishing House.
14. **Srinivas, M.N.**, 1956, *A Note on Sanskritization and Westernization*, The Far Eastern Quarterly, Volume 15, No.4, pp 481-496
15. **Uberoi, Patricia.** 1993. *Family, Kinship and Marriage in India* New Delhi: Oxford University Press.
(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA-2ndYear
Core Course: DSC-1-C
Code: SOCL-A 201
Course: Sociological Theories

COURSE CONTENT

Course Objective

The present course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology. Acquaintance with the writing of three thinkers (Auguste Comte, Karl Marx, Max Weber, Emile Durkheim) would equip the students with theoretical insights to know, analyze and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories.

Unit	Topics
I	August Comte: (i) Law of Three Stages (ii) Hierarchy of Sciences
II	Karl Marx: (i). Dialectical Materialism; Materialistic Interpretation of History (ii). Class and Class Struggle
III	Max Weber: (i). Social Action (Meaning, Characteristics and Types) (ii). Power and Authority
IV	Emile Durkheim: (i). Theory of Religion (Meaning, Beliefs, Rituals, Sacred, Profane, Totemism and Function) (ii). Social Solidarity (Meaning, Characteristics and Types)

Suggested Readings:

1. **Abraham, F. & Morgan.** 1985. *Sociological Thought*. Delhi: Macmillan.
2. **Aron, R.** 1967. *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson.
3. **Calhoun, J. Craig.** 2007. *Classical Sociological Theory*. 2nd Edition Blackwell, pp. 73-130.
4. **Durkheim, E.** 1958. *The Rules of Sociological Method*. Glencoe: Free Press.
5. **Fletcher, Ronald.** 1971: *The Making of Sociology*. Jaipur: Rawat Publications.
6. **Gerth, H.H. and C. Wright Mills (eds.).** 1948. *From Max Weber: Essays in Sociology*. London:
7. **Jayapalan, N.** 2001. *Sociological Theories*. Atlantic Publisher, pp.35-69.
8. **Jones R.A.** 1986. *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications.
9. **Kundu, Abhijit.** 2011. *Sociological Theory*. New Delhi: Pearson Publications.
10. **Marx, K. and Friedrich Engels.** 2002. *The Communist Manifesto*. Harmondsworth: Penguin.
11. **Ritzer, George.** 2000. *Sociological Theory*. Boston: McGraw Hill.
12. **Turner, J.H.** 1987: *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

BA- 2nd Year
Core Course: DSC- 2C
Code: SOCL-A 202

Course Contents

Course Objective:

The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Unit	Topics
I	Logic of Social Research: (i) Meaning, Steps and Types of Social Research, (ii) Objectivity and Subjectivity in Social Research.
II	Methodological Perspectives: (i) Scientific Method (ii) Comparative Method; Case Study Method
III	Modes of Enquiry: (i) Theory and Research (ii) Theory and Fact
IV	Tools of Data Collection: (i) Observation and Interview Method (ii) Interview Schedule and Questionnaire

Suggested Readings

1. **Ahuja, Ram.** 2010. *Research Methods*. Jaipur: Rawat Publications.
2. **Bailey, K.** 1994. *Methods of Social Research*. New York: The Free Press.
3. **Bhandarkar, P.L. & T.S. Wilkinson.** 2010. *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House.
4. **Black, James A. and Dean J. Champion.** 1976. *Methods and Issues in Social Research*. New York: Wiley.
5. **Bryman, A.** 2008. *Social Research Methods*. Oxford: Oxford University Press.
6. **Goode, William J. & Paul K. Hatt.** 2006. *Methods in Social Research*. Delhi: Surjeet Publications.
7. **Kerlinger, Fred N.** 1964. *Foundations of Behavioral Research*. Delhi: Surjeet Publications.
8. **Kothari, C.R.** 1985. *Research Methodology: Methods & Techniques*. New Delhi: New Age International Publishers.
9. **Kumar, Ranjit.** 2014. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
10. **Lofland, J. and Lofland L.** 1984. *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*. California: Wadsworth.
11. **Madge, John.** 1985. *The Tools of Social Science*. London: Taylor and Francis.
12. **Marvasti, Amir B.** 2004. *Qualitative Research in Sociology*. London: Sage Publications.
13. **Morgan, David L.** 1996. 'Focus Groups', Annual Review of Sociology.
14. **Neuman, W.L.** 2009. *Social Research Methods: Qualitative and Quantitative Approaches*.

New Delhi: Pearson Publications.

15. **Seltiz, Claire et. al.** 1962. *Research Method in Social Relations*. London: Weinhart and Winston.
16. **Young, Pauline V.** 1966. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA- 2nd Year
Skill Enhancement Course (SEC-1)
Code: SOCL-A 203

Course Contents

Course Objective:

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

Unit	Topics
I	Research Design: (i) Meaning, Characteristics, Types and Need of Research Design (ii) Hypothesis (Meaning, Characteristics and Types)
II	Data Collection: (i) Primary and Secondary Sources of Data Collection (ii) Sampling (Meaning, Characteristics and Types)
III	Data Analysis: (i) Coding and Tabulation (ii) Analysis and Interpretation of Data
IV	Statistical Analysis: (i) Measures of Central Tendency: Mean, Median and Mode (ii) Measures of Dispersion: Standard Deviation

Suggested Readings

1. **Agarwal, B.L.** 2000. *Basic Statistics*. New Delhi: New Age International Pvt.
2. **Ahuja, Ram.** 2010. *Research Methods*. Jaipur: Rawat Publications.
3. **Bailey, K.** 1994. *Methods of Social Research*. New York: The Free Press.
4. **Bhandarkar, P.L. & T.S. Wilkinson.** 2010. *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House.
5. **Black, James A. and Dean J. Champion.** 1976. *Methods and Issues in Social Research*. New York: Wiley.
6. **Bryman, A.** 2008. *Social Research Methods*. Oxford: Oxford University Press.
7. **Goode, William J. & Paul K. Hatt.** 2006. *Methods in Social Research*. Delhi: Surjeet Publications.
8. **Gupta, S.C.** 1981. *Fundamentals of Statistics*. Bombay: Himalayan Publishing House.
9. **Gupta, S.P.** 1969. *Statistical Methods*. New Delhi: Sultan Chand & Sons.
10. **Kerlinger, Fred N.** 1964. *Foundations of Behavioral Research*. Delhi: Surjeet Publications.
11. **Kothari, C.R.** 1985. *Research Methodology: Methods & Techniques*. New Delhi: New Age International Publishers.
12. **Kumar, Ranjit.** 2014. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
13. **Lofland, J. and Lofland L.** 1984. *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*. California: Wadsworth.
14. **Majumdar, P.K.** 2002. *Statistics: A Tool for Social Sciences*. New Delhi: Rawat Publications.
15. **Marvasti, Amir B.** 2004. *Qualitative Research in Sociology*. London: Sage Publications.

16. **Morgan, David L.** 1996. *'Focus Groups'*, Annual Review of Sociology.
17. **Neuman, W.L.** 2009. *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Publications.
18. **Seltiz, Claire et al.** 1962. *Research Method in Social Relations*. London: Weinhart and Winston.
19. **Walsh, A.** 1990. *Statistics for the Social Sciences*. New York: Harper and Row.
20. **Young, Pauline V.** 1966. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

Course Contents

Course Objective:

This course will sensitise students about the issues related to environmental concerns and interrelationship of environment and society.

Unit	Topics
I	Concept and Meaning: (i). Environment and Society (ii). Need and Importance of Sociology of Environment
II	Environment and Resources: (i). Environment and Natural Resources (ii). Ecology, Ecosystem and Society
III	Development and Environment: (i). Industrialization, Urbanization and Environmental Degradation (ii). Depletion of Natural Resources and Pollution - Air, Water and Soil.
IV	Contemporary Environmental Concerns: (i). Deforestation and Ecological Crises (ii). Global Warming and Climate Change; Construction of Dams and its Impacts

Suggested Readings

1. **Adams, W.M.** 1990. *Green Development*. London: Routledge.
2. **Arnold, D. and Ramchandra Guha (eds.)**. 1995. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. New Delhi: Oxford University Press.
3. **Baviskar, Amita**. 2006. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press.
4. **Brara, Rita**. 2004. 'Ecology and Environment' in Veena Das (ed.): *Handbook of Indian Sociology*. New Delhi: Oxford University Press.
5. **Chhokar, Kiran B.; Pandya M. and Raghunathan (ed)**. 2004. *Understanding Environment*. New Delhi: Sage Publications.
6. **Elliot, Jennifer A.** 1994. *Sustainable Development*. London: Routledge.
7. **Fisher, William, F. (ed)**. 1997. *Towards Sustainable Development*. New Delhi: Rawat Publication.
8. **Gadgil, M. & R. Guha**. 1995. *Ecology and Equity – The Use and Abuse of Nature in Contemporary India*. Penguin, Delhi.
9. **Gadgil, Madhav and Ramchandra Guha**. 1996. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Oxford University Press.

10. **Goldsmith, E. and N. Hildyard (ed.).** 1994. *The Social and Environmental Effects of Large Dams*; Vol. I- III, Wadebridge Ecological Centre, U.K.
11. **Hannigan, J.A.** 1995. *Environmental Sociology*. London: Routledge.
12. **Kemp, David.** 1994. *Global Environmental Issues*. London: Routledge.
13. **Krishna, Sumi.** 1996. *Environmental Politics*. New Delhi: Sage Publications.

BA-3rd Year
Skill Enhancement Course (SEC-3)
Code: SOCL-A 301

Course Contents

Course Objective:

This course intends to train students in the specialized technique of population studies and recent trends in demographic processes.

Unit	Topics
I	Social Demography: (i). Meaning, Nature and Development of Social Demography (ii). Scope and Importance of Social Demography
II	Demographic Processes: (i). Fertility (Meaning and Causes) (ii). Mortality (Meaning and Causes); Migration (Meaning and Types)
III	Population Theories: (i). Malthusian Theory of Population (ii). Theory of Demographic Transition; Theory of Optimum Population
IV	Population Growth and its Impact: (i). Economic (Poverty and Unemployment) and Social (Housing and Slums) Consequences (ii). Environment (Pollution and Depletion of Resources); Population Policy in India

Suggested Readings

1. **Banarjee, D.** 1985. *Health and Family Planning Services in India*. New Delhi: Lok Pradhan.
2. **Bhende, Asha A. & Tara Kanetkar.** 1978. *Principles of Population Studies*. Bombay: Himalaya Publishing House.
3. **Bogue, Donald J.** 1969. *Principles of Demography*. New York: John Wiley & Sons.
4. **Bose, Ashish.** 1998. *Demographic Diversity in India*. Delhi: B.R. Publications.
5. **Hans, Raj.** 1990. *Fundamentals of Demography: Population Studies with Special Referenceto India*. Delhi: Surjeet Publications.
6. **Haq, Ehsanul.** 2007. *Sociology of Population in India*. New Delhi: MacMillan.
7. **Mathus, T.R.** 1986. *An Essay on the Principle of Population*. London: William Pickering.
8. **Misra, Bhaskar D.** 1995. *An Introduction to the Study of Population* (2nd edition): NewDelhi, South Asia Publishers.
9. **Pathak, I.P. (ed).** 1998. *Population Studies*. Jaipur: Rawat Pulications.
10. **Shryock, Henry S.** 1976. *The Methods and Materials of Demography*. Michigan: Universityof Michigan Library.
11. **Srivastava, O.S.** 1998. *Demography and Population Studies*. New Delhi: Vikas Publishing House.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA-3rd Year
Skill Enhancement Course SEC-04
Code: SOCL-A 302

Course Contents

Course Objective:

This course aims to familiarize students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Unit	Topics
I	Development: (i) Meaning, Characteristics and Dimensions of Development (ii) Social Change and Social Progress
II	Recent Trends in Development: (i) Global Inequalities in Development (Developed, Developing and Under Developed Nations) (ii) Human Development Theory: Growth vs Development.
III	Post Development Theory: (i) Gender and Development (GAD); Public Private Partnership (PPP) (ii) Participatory Development and Role of PRIs
IV	Sustainable Development: (i) Meaning, Characteristics and Strategies of Sustainable Development (ii) Environmental Discourse (Ecology, Ecosystem and Society); UN Earth Charter 1992

[Suggested Readings](#)

1. **Albrow, A.** 1996. *The Global Age*. Cambridge: Polity Press.
2. **Appadurai, Arjun.** 1997. *Modernity at Large: Cultural Dimensions of Globalisation*. New Delhi: Oxford University Press.
3. **Castells, Manuel.** 1996. *The Rise of Network Society*. Oxford: Blackwell Publishers.
4. **Choudhary, K.** 2007. *Globalization, Governance Reforms and Development in India*. New Delhi: Sage Publications.
5. **Dereze, Jean and Amartya Sen.** 1996. *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
6. **Desai, A.R.** 1985. *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan.
7. **Harrison, D.** 1989. *The Sociology of Modernization and Development*. New Delhi. Sage Publications.
8. **Hobhouse, L.T.** 1924. *Social Development: It's Nature and Condition*. London: Allen and Unwin.
9. **Horowitz, I.L.** 1966. *Three Worlds of Development*. New York: Oxford University Press.
10. **Haq, Mahbub Ul.** 1991. *Reflections on Human Development*. London: Oxford University Press.
11. **Moore, Wilbert and Robert Cook.** 1967. *Social Change*. New Delhi: Oxford University Press.
12. **Scholte, J.A.** 2000. *Globalisation: A Critical Introduction*. Basingstoke: Palgrave.
13. **Sharma, S.L.** 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat Publications.
14. **Singh, Yogendra.** 2000. *Culture Change in India: Identity and Globalisation*. Jaipur: Rawat Publications.

BA- 3rd year
Discipline Specific Electives
DSE - 1A Option-1
Code: SOCL-A 303

Course Contents

Course Objective:

This course acquaints students with a sociological understanding of religion. It examines some forms of religion in India and its role in modern society.

Unit	Topics
I	Understanding Religion: (i) Sociology of Religion: Meaning, Nature and Scope (ii) Sacred and Profane; Functions of Religion
II	Religion in India-I: (i) Hinduism (Meaning, Origin and Rituals) (ii) Islam (Meaning, Origin and Rituals)
III	Religion in India-II: (i) Christianity (Meaning, Origin and Rituals) (ii) Buddhism and Sikhism (Meaning, Origin and Rituals)
IV	Secularism and Communalism: (i) Secularism: Meaning, Characteristics and Factors of Secularism (ii) Communalism: Meaning, Characteristics and Factors of Communalism

Suggested Readings

1. **Asad, T.** 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: John Hopkins Press.
2. **Berger, P.** 1967. *The Sacred Canopy*. New York: Garden City.
3. **Béteille, A.** 2002. *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.
4. **Chadwick, Owen.** 1975. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press.
5. **Durkheim, E.** 2001. *The Elementary Forms of the Religious Life*. Oxford: Oxford University Press.
6. **Fuller, C. J.** 2004. *The Camphor Flame: Popular Hinduism and Society in India*. New Jersey: Princeton University Press.
7. **Gennep, A.V.** 1960. *Rites of Passage*. London: Routledge and Kegan and Paul.
8. **Madan, T.N.** 1991. 'Secularism in its Place' in T. N. Madan (ed.): *Religion in India*. New Delhi: Oxford University Press.
9. **Momin, A.R.** 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.): *Sociology of Religion in India*. New Delhi: Sage Publications.
10. **Omvedt, G.** 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi: Sage Publications.
11. **Robinson, R.** 2003. 'Christianity in the Context of Indian Society and Culture' in Veena Das (ed.):

Oxford Indian Companion to Sociology and Social Anthropology. New Delhi: Oxford University Press

12. **Saberwal, S.** 1991. 'Elements of Communalism' in T. N. Madan, (ed.): *Religion in India*. New Delhi: Oxford University Press.
13. **Sontheimer, Gunther-Dietz and Hermann Kulke.** 2001. *Hinduism Reconsidered*. New Delhi: Manohar Publishers.
14. **Srinivas, M.N.** 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford.
15. **Uberoi, J.P.S.** 1991. 'The Five Symbols of Sikhism', in T.N. Madan (ed.): *Religion in India*. New Delhi: Oxford University Press.
16. **Weber, Max.** 1905. *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA-3rd Year
Discipline Specific Electives
DSE-1A Option-2
Code: SOCL-A 304

Course Contents

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

Unit	Topics
I	Kinship: (i). Meaning, Degree and Types of Kinship (ii). Descent and Alliance
II	Marriage: (i). Meaning, Characteristics and Significance of Marriage (ii). Types of Marriage
III	Family and Household: (i). Meaning, Characteristics and Types of Family (ii). Family and Household; Reimagining Family (Changing Structures)
IV	Contemporary Issues in Marriage, Family and Kinship: (i) Emerging Family and Marriage Patterns in India (ii) Terms and Usages of Kinship and New Trends in Kinship

Suggested Readings

1. **Carsten, J.** 2004. *After Kinship*. Cambridge: Cambridge University Press.
2. **Charsley, K.** 2005. 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological*.
3. **Chowdhary, P.** 1998. 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.): *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
4. **Dumont, L.** 1968. 'Marriage Alliance', in D. Shills (ed.): *International Encyclopedia of the Social Sciences*. U.S.A.: Macmillan and Free Press.
5. **Fortes, M.** 1970. 'The Structure of Unilineal Descent Groups', in M. Fortes: *Time and Social Structure and Other Essay*. University of London: The Athlone Press.
6. **Fox, Robin.** 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin Books Ltd.
7. **Goody, Jack (ed.).** 1971. *Kinship*. Harmondsworth: Penguin Books Ltd.
8. **John, M. E. et.al.,** 2008. 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al.: *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*. New Delhi: Action Aid.
9. **Leach, E.R.** 1961. 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.): *Rethinking Anthropology*. London: The Athlone Press.
10. **Parkin, Robert.** 1997. *Kinship: An Introduction to the Basic Concepts*. Oxford: Blackwell

Publishers.

11. **Radcliffe-Brown, A. R. and D. Forde (eds.).** 1950. *African Systems of Kinship and Marriage*, London: Oxford University Press.
12. **Schneider, D. M.** 2004. 'What is Kinship all About?', in R. Parkin and L. Stone (eds.): *Kinship and Family: An Anthropological Reader*. U.S.A.: Blackwell.
13. **Shah, A.M.** 1998. 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah: *The Family in India: Critical Essay*. New Delhi: Orient Longman.
14. **Sharma, U.** 1993. 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.): *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
15. **Simpson, B.** 2004. 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.): *South Asian Masculinities: Context of Change, Sites of Continuity*. Delhi: Kali for Women.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA- 3rd Year
 Discipline Specific Electives
 DSE-2A Option-1
 Code: SOCL-A 305

Course Contents

Course Objective:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

Unit	Topics
I	Social Stratification: (i) Meaning, Characteristics and Basis of Social Stratification (ii) Social Differentiation, Social Inequality and Hierarchy
II	Forms of Social Stratification: (i) Race and Ethnicity (ii) Caste, Class and Gender
III	Approaches of Social Stratification: (i) Karl Marx; Max Weber (ii) Talcott Parsons; Kingsley Davis & Wilbert E. Moore
IV	Social Mobility: (i) Meaning, Characteristics and Factors of Social Mobility (ii) Types of Social Mobility (Horizontal and Vertical)

Suggested Readings

1. **Béteille, A.** 1971. *Caste, Class and Power*. New Delhi: Oxford University Press.
2. **Béteille, A.** 1983. *Equality and Inequality: Theory and Practice*. New Delhi: Oxford University Press.
3. **Bettie, Julie.** 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press.
4. **Breigher, R.L. (ed).** 1990. *Social Mobility and Social Structure*. New York: Cambridge University Press.
5. **Dube, Leela.** 1996. 'Caste and Women', in M.N. Srinivas (ed.): *Caste: It's Twentieth Century Avatar*. New Delhi: Penguin Publications.
6. **Grusky, D.V.** 1994. *Social Stratification Perspective*. Boulder: Westview Press.
7. **Gupta, D.** 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): *Social Stratification*. New Delhi: Oxford University Press.
8. **Joe, R. Feagin.** 1991. 'The Continuing Significance of Race', *American Sociological Review*, Vol. 56, No. 1.
9. **McClintock, Anne and George Robertson.** 2002. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising', in Nicholas Mirzoeff (ed): *The Visual Culture Reader* (Second Edition). Routledge Taylor & Francis Group.
10. **Newman, K. S and Victor Tan Chen.** 2007. *The Missing Class: Portraits of the Near Poor in America*. Boston: Beacon Press Book.
11. **Papanek, Hanna.** 1990. 'To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value', in Irene Tinker (ed.): *Persisting Inequality: Women World*

Development. Oxford: Clarendon Press.

12. **Sharma, Ursula**. 1999. *Caste*. Buckingham: Open University Press.
13. **Timothy Smeeding**. 2008. 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality.
14. **Tumin, M M**. 1999. *Social Stratification*. New Delhi: Prentice Hall.
15. **Wallerstein, Immanuel Maurice**. 1991. *The Construction of Peoplehood, Racism, Nationalism, Ethnicity*. London: Verso Press.
16. **William, Jutius Wilson**. 1978. *The Declining Significance of Race: Blacks and Changing American Institution*. Chicago: University of Chicago Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA- 3rd Year
Discipline Specific Electives
DSE- 2A Option- 2
Code: SOCL-A 306

Course Contents

Course Objective:

This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.

Unit	Topics
I	Gendering Sociology: (i) Sociology of Gender; Gender as a Social Construct (ii) Gender and Sex; Gender Roles
II	Gender Differences and Inequalities: (i) Concept of Gender Inequality; Gender based Division of Labour (ii) Gender and Caste; Gender and Class
III	Gender Discrimination: (i) Meaning, Causes and Consequences (ii) Remedial Measures for Removing Gender Discrimination
IV	Gender Equality: (i) Constitutional Provisions for Women; Quest for Gender Equality (ii) Women Empowerment: Meaning, Policies and Programmes for Women Empowerment; Women Movements

Suggested Readings

1. **Aggarwal, Bina.** 1988. 'Who Sows, Who Reaps?: Women and Land Rights in India', *Journal of Peasant Studies*, 15(4): 531-81.
2. **Alter, Joseph.** 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press.
3. **Bernard, Jessie.** 2002. 'The Husband's Marriage and the Wife's Marriage', in S. Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.
4. **Davis, Angela Y.** 1981. *Women, Race and Class*. London: Women's Press.
5. **Dube, Leela.** 1996. 'Caste and Women', in M.N. Srinivas (ed.): *Caste: It's Twentieth Century Avatar*. New Delhi: Penguin.
6. **Kandiyoti, Deniz.** 1991. 'Bargaining with Patriarchy', in Judith Lorber and Susan A. Farrell (eds.): *The Social Construction of Gender*, New Delhi: Sage Publications.
7. **Kumar, Radha.** 1999. 'From Chipko to Sati: The Contemporary Indian Women's Movement', in Nivedita Menon (ed.): *Gender and Politics in India*. New Delhi: Oxford University Press.
8. **Liz Stanley.** 2002. 'Should Sex Really be Gender or Gender Really be Sex' in S. Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.
9. **Nanda, Serena.** 1999. *Neither Man nor Woman*. Belmont CA: Wadsworth.
10. **Newton, Esther.** 2000. 'Of Yams, Grinders and Gays: The Anthropology of Homosexuality', in Margaret Mead: *Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press.

11. **Oakley, Ann.** 1972. *Sex, Gender and Society*. London: Temple Smith.
12. **Ortner, Sherry.** 1974. 'Is Male to Female as Nature is to Culture?', in M.Z. Rosaldo and L. Lamphere (eds.): *Women, Culture and Society*. Stanford, California: Stanford University Press.
13. **Papanek, Hanna.** 1979. 'Family Status production: the Work and Non Work of Women ', *Signs*, 4(4): 775-81.
14. **Pineda, Javier.** 2001. 'Partners in Women Headed Households: Emerging Masculinities?', in Cecile Jackson (ed.): *Men at Work: Labour, Masculinities Development*. London: Frank Cass.
15. **Rege, Sharmila.** 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towardsa Dalit Feminist Standpoint Position." *Economic and Political Weekly*, 33 (44): 39-48.
16. **S. Jackson and S. Scott (eds.).** 2002. *Gender: A Sociological Reader*. London: Routledge.
17. **Walby, Sylvia.** 2002. 'Gender, Class and Stratification: Towards a New Approach,, in S. Jackson and S. Scott (eds.): *Gender: A Sociological reader*. London: Routledge.
18. **West, Candace and Don H. Zimmerman.** 2002. 'Doing Gender', in S.Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

BA-3rd Year
Generic Elective-1
Code: SOCL-A 307

Course Contents

Course Objective:

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

Unit	Topics
I	Political Sociology: (i) Meaning, Nature and Characteristics of Political Sociology (ii) Scope and Significance of Political Sociology
II	Political Identities: (i) Caste as a Factor of Political Identity (ii) Religion and Ethnicity as Factors of Political Identity
III	Political Processes: (i) Democracy and Bureaucracy (ii) Power and Authority
IV	Protest and Resistance in Indian Politics: (i) Pressure and Interest Groups (ii) Farmers, Women and Dalit Movements

Suggested Readings

1. **Bailey, F.G.** 1968. 'Para-Political Systems', in M. J. Schwartz (ed.): *Local Level Politics: Social and Cultural Perspectives*. London: University of London Press.
2. **Baruah, Sanjib.** 1998. 'Politics of Sub-nationalism: Society versus State in Assam', in Partha Chatterjee (ed.): *State and Politics in India*. New Delhi: Oxford University Press.
3. **Brass, Paul R.** 1998. 'India: Democratic Progress and Problems', in Slig S. Harrison et. al. (ed.): *India and Pakistan: The First Fifty Years*. Cambridge University: Woodrow Wilson Center Press.
4. **Chatterjee, Partha.** 1997. *State and Politics in India*. New Delhi: Oxford University Press.
5. **Gould, H. A.** 1971. 'Local government Roots of Contemporary Indian Politics', *Economic and Political Weekly*, 6 (7).
6. **Kaviraj, Sudipta.** 1991. 'On State, Society and Discourse in India', in James Manor (ed.): *Rethinking Third World Politics*. London: Longman.
7. **Manor, James.** 1988. 'Parties and the Party System', in A. Kohli (ed.): *India's Democracy*. Princeton: Princeton University Press.
8. **Michelutti, Lucia.** 2007. 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, 13 (3): 639-656.
9. **Rudolph, Lloyd I. and Susanne Hoeber Rudolph.** 1987. *In Pursuit of Lakshmi*. Chicago: University of Chicago Press.

10. **Sathyamurthy, T.V.** 1997. 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, 32 (14).
11. **Shah, Ghanshyam.** 1988. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.): *India's Democracy- An Analysis of Changing State-Society Relations*. Princeton: Princeton University Press.
12. **Spencer, Jonathan.** 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press.
13. **Vanaik, A.** 2000. 'The Social Character of the Indian State', in Z. Hasan (ed.): *Politics and the State in India*. New Delhi: Sage Publications.
14. **Weiner, Myron.** 2001. 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.): *The Success of India's Democracy*. Cambridge: Cambridge University Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

Course Contents

Course Objective:

This course introduces the students to the complex ways in which economic activity is embedded in social relations form a sociological view point.

Unit	Topics
I	Economic Sociology: (i) Sociology of Economic Life (ii) Sociological Aspects of Economic Processes
II	Modes of Production: (i) Domestic and Peasants (ii) Capitalist and Socialist
III	Contemporary Issues: (i) Globalization: Meaning, Characteristics and its Impact on Society (ii) Development: Meaning and Indicators of Development; Global Trends of Development
IV	New Economic Sociology: (i) Post Industrial Society; Information, Communication, Technology and Society (ii) Social Security and Alienation

Suggested Readings

1. **Howes, David (ed.).** 1996. *Cross Cultural Consumption: Global Markets and Local Realities*. London: Routledge.
2. **Hulme, David and Mark M. Turner.** 1990. *Sociology and Development: Theories, Policies and Practices*. New Jersey: Prentice Hall. ?" Princeton N.J.: Princeton University. Press.
3. **Polanyi, K.** 1992. 'Economy as an Instituted Process', in Mark S. Granovetter and R.Swedberg (eds.): *The Sociology of Economic Life* Boulder: Westview Press.
4. **Ritzer, George.** 2004 *The McDonaldisation of Society*. Thousands Oaks, CA: Pine Forge Press.
5. **Sahlins, M.** 1974. *Stone Age Economics*. London: Tavistock.
6. **Smelser, Neil.** 2013. *The Sociology of Economic Lifes* (2nd Edition). New Orleans: Louisiana University Press.
7. **Swedberg, R.** 2003. *The Economic Sociology of Capitalism: An Introduction and Agend*. Cornell University: Centre for the Study of Economy and Society.
8. **Verdery, Kathrine.** 1996. *What was Socialism and What Comes Next*
9. **Wilk, Richard R. and Lisa C. Cliggett.** 2007. *Economies and Cultures: Foundations of Economic Anthropology*. London: Routledge.
10. **Wolf, Eric.** 1966. *Peasants*. New Jersey: Prentice Hall.

(c) Duration of Programme: A Minimum of 3 years is required to complete the bachelor programme. Students can complete the course within 5 years from the date of registration.

(d) Faculty and Support Requirement

Sr. No.	Name of Teacher	Designation	Subject
1.	Dr.(Mrs.) Sanju Karol	Director (CDOE)	Economics
2.	Dr. Hari Mohan	Professor	Maths
3.	Dr. Pardeep Kumar	Professor	Maths
4.	Dr. (Mrs.) Bhawana Devi	Professor	Political Science
5.	Dr. Jeet Ram	Professor	Music
6.	Dr. Anupama Singh	Professor	Public Admn.
7.	Dr. Ashwani Rana	Associate Professor	English
8.	Dr. Joginder Singh Saklani	Associate Professor	Political Science
9.	Dr.(Ms) Priyanka Vaidya	Associate Professor	English
10.	Dr. Arun Guleria	Associate Professor	English
11.	Dr. Ankush Bhardwaj	Associate Professor	History
12.	Dr. Sharda Verma	Assistant Professor	History
13.	Dr. Anjali Verma	Assistant Professor	History
14.	Dr. Dev Raj	Assistant Professor	Sanskrit
15.	Dr. Deep Lata	Assistant Professor	Sanskrit
16.	Dr. Lata Devi	Assistant Professor	Sanskrit
17.	Dr. Usha	Assistant Professor	Hindi
18.	Dr. Yog Raj	Assistant Professor	Political Science
19.	Dr. Anjana Thakur	Assistant Professor	Sociology
20.	Dr. Anupama Bharti	Assistant Professor	Sociology
21.	Dr. Ashwani Kumar Sharma	Assistant Professor	Sociology
22.	Dr. Aarti Manglesh	Assistant Professor	Maths
23.	Dr. Deepak Sharma	Assistant Professor	Public Admn.
24.	Dr.(Mrs.)Nisha Thakur	Assistant Professor	English
25.	Dr.(Mrs.) Pallavi Bhardwaj	Assistant Professor	English
26.	Dr. Dharam Pal	Assistant Professor	Economics
27.	Dr. Ajay Sood	Assistant Professor	Economics
28.	Dr. Mritunjay Sharma	Assistant Professor	Music
29.	Dr. Rajeev Sharma	Assistant Professor	Music
30.	Dr. Mangat Ram	Assistant Professor	Hindi
31.	Dr. Manju Puri	Assistant Professor	Hindi
32.	Sh. Prem Prakash	Assistant Professor	Economics
33.	Sh. Shiv Dass Katoch	Assistant Professor	Public Admn.
34.	Dr. Vijay Singh	Assistant Professor	Public Admn.

Further, the supporting staff dealing with UG programme is: 03-JO (IT), 01-Junior Assistant, 01-Supritendent, 01-Section Officer, 01-Assistant Registrar, and 01-Deputy Registrar.

(e) Instructional Delivery Mechanism: CDOE follows the following Instructional Delivery Mechanism:

- **Printed Material:** CDOE provides the course material in printed form to the learner which is supplied to the students well in time.
- **Personal Contact Programme (PCP):** Personal Contact Programmes (PCP) is conducted well in advance in each semester. Students utilize this facility fully and go for examinations well prepared. As a very important strategy of face to face classroom teaching, the interactions during Personal Contact Programmes benefit the students immensely.
- In addition to above, offline and online queries of the students are seriously taken up and responded accordingly.

(f) Identification of Media

CDOE has adopted a multimedia approach for imparting instruction to the learners. The Self Learning Material (SLM) in printing forms and also online is the main mode of instruction supplemented with face to face interaction. Also, audio/video materials which are available online on various websites such as: <https://openlibrary.org/>, <http://www.gutenberg.org/>, http://www.openculture.com/free_ebooks, <https://www.inflibnet.ac.in/>, <http://www.du.ac.in>

(g) Students Support Service Systems:

CDOE on 17-12-2020 created the following Learning Support Centres within the territorial jurisdiction of Himachal Pradesh as per guidelines issued in UGC (ODL) Regulations 2020 in order to facilitate the students enrolled in various UG/PG and Diploma courses of CDOE by providing counseling, vocational guidance, hands on experience, library services, interface between the teachers and the learners and any other related services and assistance:

For UG/PG Courses:

1. Regional Centre, Himachal Pradesh University, Dharamshala, Distt. Kangra (HP).
2. Vallabh Govt. College Mandi, Distt. Mandi (HP)
3. Govt. College Rampur Bushehar, Distt. Shimla (HP).

CDOE on 22-04-2022 created two other Learning Support Centres within the territorial jurisdiction of Himachal Pradesh as per guidelines issued in UGC (ODL) Regulations 2020 in order to facilitate the students enrolled in various UG/PG and Diploma courses of CDOE:

4. Govt. Degree College, Hamirpur, Distt. Hamirpur (HP).
5. Govt. PG College, Nahan, Distt. Sirmour (HP).

VI. Procedure for Admissions, Curriculum Transaction and Evaluation

- a) **Admission Policy/Criteria for the Programme:** The educational system in India has been changing from time to time taking into consideration the socio-political needs and economic conditions of the society. Although the contribution of the conventional

educational system cannot be underestimated, the fact remains that education through the formal mode has been accessible only to a few. The distance and open education system as an alternative mode of imparting instruction has, over the years, been meeting the demand for education of millions of people at different levels.

b) Minimum Eligibility: +2 examination or an equivalent examination conducted by a Board/University established by law in India. The candidates should have passed in four written subjects including English.

c) Fee Structure:

Course/Class	Fee for Students passing from H.P Board & to be registered with H.P University	Fee for Students already registered with H.P University	Fee for student coming from other university/Board & not regd. With H.P University
B.A.I (Annual)	Rs. 5000/-	Rs. 4800/-	Rs. 5050/-
B.A. II to III (Year)	Rs. 3400/-each year	Rs. 3400/-	Rs. 3400/-

d) Financial Assistance: The candidates belonging to SC/ST category of Himachal Pradesh and women candidates of Himachal Pradesh will be allowed to enroll with CDOE in B.A. only by paying a fee of Rs. 500/- as CDOE registration fee and a fee of Rs.500/- for the hard copy of course material. Such candidates shall be the students of CDOE for all purposes.

Further, as per order of the Hon'ble High Court CWPIL No.30g 2011, the student with special needs with more than 40% disability admitted to any course of study running in the H. P. University, Shimla -5 will not be charged any fee.

e) Policy of Programme Delivery: CDOE imparts instructions mainly through printed material and PCPs are conducted regularly.

f) Academic Calendar of the Course (Tentative):

Activities	U.G. Classes 1 st to 4 th Semester	
	Jan Session	July Session
Prospectus uploading last date	1 st January	1 st July
Admission without late fee	1 st January to 15 th February	1 st July to 15 th August
Student Induction Programme	1 st week of March	1 st week of September
Indent for printing of study material from academic branch	5 th March	31 st August
Lesson writing by teachers	Upto 15 th March	Upto 15 th August
Lesson printing by the editor	15 th April	30 th September
Lesson dispatch by the academic branch	22 nd April	07 th October
PCP schedule	1 st May to 31 st May	15 th October to 15 th November
Assignments uploading date	22 nd April	07 th October
Assignments submission date by the students	07 th June	22 nd November
Assignments handover to teachers	17 th June	30 th November
Assignments evaluation by the teachers	30 th June	15 th December
Assignment/IA award uploading	07 th July	22 nd December
Filling of Examination Form	As per dates notified by the COE	
Examination	As per dates notified by the COE	

g) Policy for Evaluation (Examination and Evaluation Procedure): CDOE is an institution owned and controlled by the authority of Himachal Pradesh University. The examination in respect of CDOE students is conducted by the Himachal Pradesh

University. All matters related to the examination, i.e. Mark Sheet, Degree etc. are dealt with the Controller of the Examination, Himachal Pradesh University, Shimla.

➤ **Continuous Comprehensive Assessment (CCA):** Assignments are regularly uploaded in each semester and the internal assessment awarded accordingly.

➤ **End-Semester Examination:** September-October/ March-April

VII. Requirements of the Laboratory Support and Library Resources:

Laboratory: CDOE has proper laboratory support for the subjects having practical work.

Library: Further, in CDOE we have a well-established library for all kind of text books, reference book and journals.

VIII. Cost estimate of the Programme and the Provisions:

S.N.	Type of Head	Expenditure (for all courses))	Proposed Cost Estimation (Hike @ 10%) (in rupees) (for all courses)
1.	Programme Development		
i	Development and Printing Cost of Self Learning Material	Rs. 72,08,874/-	Rs. 79,29,762/-
ii	Purchase of Books for Library	Rs. 1,82,292/-	Rs. 2,00,522/-
iii	Stationary	Rs. 1,99,875/-	Rs. 2,19,862/-
2.	Delivery		
i	Advertisement	Rs. 10,96,663/-	Rs. 12,06,330
ii	Telegram and Postage charges of Self Learning Material	Rs. 14,28,240/-	Rs. 15,71,064/-
iii	Expenditure on the conduct of PCP	Rs. 1,33,000/-	Rs. 1,46,300
3.	Maintenance		
i	Maintenance and Repairs of Laboratory Computers and Smart Classrooms	Rs. 1,10,028/-	Rs. 1,21,031/-

IX. Quality Assurance Mechanism and Expected Programme Outcomes:

CDOE has its own Centre for Internal Quality Assurance (CIQA) whose objective is to develop and put in place a comprehensive and dynamic internal quality assurance mechanism to provide high quality programme of higher education. Functions of CIQA are in line with the regulations of the UGC. The university ensures maintaining quality in education provided through open and distance learning mode to cater to the need of the information society and professional requirement. The university ensures updation of such courses on regular basis to match developments or advances in the field so that the outcomes of the programme can meet the challenges of the changing society from the point of view of the learners.

The PPR is prepared by the following faculty members of CDOE under the guidance of Director, CDOE, H.P. University, Shimla:


Prem Prakash


Dr. Aarti Mangalesh


Dr. Pallavi Bhardwaj

MEMBER OF CENTRE FOR QUALITY ASSURANCE
(CIQA)


Deputy Registrar/
Asst.Registrar (Aca.)


Prof. Surender Kumar Sharma


Prof. Kuldeep Singh Katoch


Prof. Bhawana Jharia


Prof. L.R. Verma


Prof. Pardeep Kumar


Prof. Hari Mohan


Prof. Sanju Karol
(Chairman)