

B.Com. 1st Year

COURSE- BC1.1

FINANCIAL ACCOUNTING

UNIT: 1-20

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UNIT-1

THEORETICAL FRAMEWORK

STRUCTURE:

1.1 Introduction

1.2 Learning Objectives

1.3 Development, Definition and Functions Of Accounting

Self-Check Exercise-1

1.4 Bookkeeping, Nature, Users and Other Disciplines of Accounting

Self - Check Exercise-2

1.5 Role Of Accountants, Branches, Limitations, Difference Between Management Accounting And Financial Accounting

Self Check Exercise-3

1.6 Objectives, Outsourcing Of Accounting Function, Disadvantages Of Outsourcing, Disadvantages Of Outsourcing, Accounting As An Information System, Qualitative Characteristics Of Accounting Information System

Self Check Exercise-4

1.7 Summary

1.8 Glossary

1.9 Answers to Self-Check Exercises

1.10 Suggested Readings

1.11 Terminal Questions

1.1 INTRODUCTION:

Accounting has rightly been termed as the language of the business. The basic function of the language is to serve as a means of communication. Accounting also serves this function. It communicates the result of business operations to various parties who have some stake in the business such as the proprietor, creditors, investors, Government and other agencies. Though accounting is generally associated with business but it is not only business which makes use of accounting, but persons like housewives, Government and other agencies also make use of

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COURSE- BC1.2

BUSINESS ORGANISATION AND MANGEMENT

UNIT: 1-20

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UNIT-1

MANUFACTURING AND SERVICES SECTORS

Structure:

1.1 Introduction

1.2 Learning Objectives

1.3 Manufacturing Sector

1.3.1 Types of Manufacturing Industries

1.3.2 Role of Manufacturing Sector in Indian Economy

Self-Check Exercise-1

1.4 Service Sector-A Brief

1.4.1 Important characteristics of Services

1.4.2 Components of Indian Service Sector: Economic and Social

1.4.3 Role of Service Sector in Indian Economy

Self-Check Exercise-2

1.5 Reasons behind Service Sector Growth in India & Small and Medium Enterprises

1.5.1 Role of Small and Medium Enterprises in Indian Economy

1.5.2 Globalization and Liberalization

1.5.3 Characteristics of Globalization and Liberalization

Self-Check Exercise-3

1.6 Summary

1.7 Glossary

1.8 Answer to Self-Check Exercises

1.9 Suggested Readings

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COURSE- BC1.3

BUSINESS LAW

UNIT: 1-20

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UNIT I

Indian Contract Act 1872

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Indian Contract Act 1872: Fundamental Principles, Need, Areas and Features
Self-Check Exercise-1
- 1.4 Indian Contract Act 1872: Objectives, Types and **Amendments**
Self-Check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercises
- 1.8 Suggested Readings
- 1.9 Term-End Questions

1.1 Introduction

The Indian Contract Act of 1872 is a pivotal piece of legislation that establishes the framework for contract law in India. Enacted during the British colonial period, it lays down the principles governing contracts and agreements, ensuring legal clarity and enforceability in transactions. The Act defines a contract as an agreement enforceable by law, comprising of an offer, acceptance, and consideration. For a contract to be valid, several essential elements must be present: lawful offer and acceptance, intention to create legal relations, lawful consideration, parties' capacity to contract, free consent, and a lawful object. A lawful offer and acceptance form the bedrock of any contract, where one party proposes and the other accepts the terms. Both parties must intend to enter into a legally binding agreement, reflecting a serious commitment to fulfil their promises. Lawful consideration, which refers to something of value exchanged between the parties, is crucial for validating the contract. Additionally, parties entering the contract must be competent, meaning they should be of legal age, of sound mind, and not disqualified by any law. Free consent is another vital component, indicating that the agreement should be made without coercion, undue influence, fraud, misrepresentation, or mistake. The purpose and object of the contract must be lawful, adhering to the legal framework.

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COURSE- BC1.4

BUSINESS STATISTICS AND MATHEMATICS

UNIT: 1-20

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UNIT– 1

MEANING AND NEED OF STATISTICAL ANALYSIS

Structure

- 1.1 Introduction
- 1.2 Learning objectives
- 1.3 Definition of statistics
 - 1.3.1 Function of Statistics
 - 1.3.2 Importance of Statistics
 - 1.3.3 Limitations of statistics
 - 1.3.4 Kinds of Statistics
 - 1.3.5 Descriptive and inferential statistics
 - 1.3.6 Types of variables
- Self -check exercises
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers to Self -Check Exercises
- 1.7 Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction:

The term “statistics” is used in two senses: first, in the plural sense, meaning a collection of numerical facts or estimates- the figures themselves. In this sense, the public usually thinks of statistics, e.g. figures relating to population, profits of different units in an industry, etc. Secondly, as a singular noun, the term statistics denotes the various methods adopted for collecting, analysing and interpreting the facts numerically represented. In a singular sense, statistics is better described as a statistical method. In our study of the subject, we shall be more concerned with the second meaning of the word statistics.

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COURSE- BC2.1

COMPANY LAW

UNIT: 1-20

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UNIT-1

CORPORATE LEGAL FRAMEWORK: CONCEPTUAL UNDERSTANDING (Part-1)

STRUCTURE

- 1.1 INTRODUCTION
- 1.2 LEARNING OBJECTIVES
- 1.3 THE CONCEPT OF LEGAL FRAMEWORK AND DIFFERENT FORMS OF ORGANIZATION
 - 1.3.1 MEANING OF A COMPANY
 - 1.3.2 ORIGIN AND PRESENT STATE OF THE CORPORATE LEGAL FRAMEWORK
 - 1.3.3 OBJECTIVES OF EXPERT COMMITTEE ON CORPORATE LEGAL FRAMEWORK
 - 1.3.4 OUTCOME OF FORMING EXPERT COMMITTEE
 - 1.3.5 CHARACTERISTICS OF A COMPANY
- SELF CHECK EXERCISE
- 1.4 SUMMARY
- 1.5 GLOSSARY
- 1.6 ANSWERS TO SELF-CHECK EXERCISE
- 1.7 SUGGESTED READINGS
- 1.8 TERMINAL QUESTIONS

1.1 INTRODUCTION

Company law in India refers to the legal framework that governs the formation, operation, and regulation of companies registered in India. The primary legislation regulating companies in India is the Companies Act, which was first enacted in 1956 and has since undergone several amendments to adapt to changing business environments and international best practices. The latest major overhaul of company law in India came with the Companies Act, 2013, which replaced the erstwhile Companies Act, 1956.

1.2 LEARNING OBJECTIVES

After studying this lesson, you should be able to:

- Understand the meaning of a company

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COURSE- BC2.2

INCOME TAX LAW AND PRACTICES

UNIT: 1-20

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UNIT- 1

INTRODUCTION: INCOME TAX SLABS

Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Personal Income Tax Rates, Health And Education Cess, Standard Deduction And Change In The Corporate Taxation, Normal Tax Rates Applicable To An Individual, Normal Tax Rates Applicable To Every Aop/Boi/Artificial Juridical Person

Self Check Exercise-1

1.4 Normal Tax Rates Applicable To A Firm, Normal Tax Rates Applicable To A Domestic Company, Normal Tax Rates Applicable To A Foreign Company, Normal Tax Rates Applicable To A Cooperative Societies, Normal Tax Rates Applicable To Local Authorities

Self Check Exercise-2

1.5 Summary

1.6 Glossary

1.7 Answers To Self Check Exercises

1.8 Suggested Readings

1.9 Terminal Questions

1.1 INTRODUCTION

Budget 2023-24 has proposed changes in the income tax slabs and rates for FY 2023-24. However, cess has been increased to 4 per cent from 3 percent across the board for taxpayers from the 2021. Under this tax structure, income is categorized into different groups and the criteria for grouping are the amount of income. Each such group is known as Tax Slab. Tax is charged at different rates on the range of income falling under different tax slabs. On 1st Feb 2023, Finance Minister of India presented the Union Budget 2023-24 in the Parliament.

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COURSE- BC2.3

COMPUTER APPLICATIONS IN BUSINESS

UNIT: 1-14

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Word Processor-I

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Features of Word Processor

Self-check Exercise-1

- 1.4 Uses of Word Processor

Self-check Exercise-2

- 1.5 Microsoft Word 2007

Self-check Exercise-3

- 1.6 *Launching Word 2007*

Self-check Exercise-4

- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to self-check Exercises
- 1.10 Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction to Word Processor

A word processor can be defined as a computer program that provides for the manipulation of text and can be used for writing documents, inserting, changing words or paragraphs and printing documents.

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COURSE- BC2.4

CORPORATE ACCOUNTING

UNIT: 1-20

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UNIT-1

INTRODUCTION TO THE COMPANY AND SHARE CAPITAL

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Features Of A Company
 - 1.3.1 Kinds Of Companies
 - 1.3.2 Types Of Shares
 - 1.3.3 Issue Of Shares
 - 1.3.4 Minimum Subscription
- Self-Check Exercise
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers To Self-Check Exercise
- 1.7 Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

The third step in the evolution of organizational forms is the business form. The majority of the shareholders, who are the true owners of the business, give it money. However, it is neither feasible nor deemed ideal for all of them to be involved in the administration of the business. As a result, they choose a board of trustees to act as their agent in running the business. In actuality, the 2013 Companies Act's rules control every aspect of the company's operations. A company is defined as a business that has been established or registered under the 2013 Companies Act or any of the previous Companies Acts. According to Chief Justice Marshal, "a company is a person, artificial, invisible, intangible and existing only in the eyes of law. Being a mere creation of law, it possesses only those properties which the charter of its creation confers upon it, either expressly or as incidental to its very existence".

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COURSE- BC2.5

COST ACCOUNTING

UNIT: 1-20

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UNIT-1

COST ACCOUNTING-AN INTRODUCTION

STRUCTURE:

1.1 Introduction

1.2 Learning Objectives

1.3 Evolution Of Cost Accounting

1.3.1 Meaning Of Costing, Cost Accounting And Cost Accountancy

1.3.2 Scope Of Cost Accounting

1.3.3 Objectives Of Cost Accounting

1.3.4 Nature Of Cost Accounting

1.3.5 Importance Of Cost Accounting

1.3.6 Advantages Of Cost Accounting

Self-Check Exercise-1

1.4 Limitations Of Cost Accounting System

1.4.1 Cost Accounting Vs. Financial Accounting

1.4.2 Limitations Of Financial Accounting/Need Of Cost Accounting

1.4.3 Cost Accounting And Management Accounting

1.4.4 Principles Of Cost Accounting

1.4.5 Installation Of Costing System

1.4.6 Essential Of A Good Costing System

1.4.7 Methods Of Costing

1.4.8 Techniques Of Costing

Self-Check Exercise-2

1.5 Summary

1.6 Glossary

1.7 Answers To Self-Check Exercises

1.8 Suggested Readings

1.9 Terminal Questions

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COURSE- BC2.6

E-COMMERCE

UNIT: 1-15

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UNIT-1

INTRODUCTION TO E-COMMERCE

STRUCTURE

- 1.1 INTRODUCTION
- 1.2 LEARNING OBJECTIVES
- 1.3 ELECTRONIC COMMERCE
 - SELF-CHECK EXERCISE-1
- 1.4 TYPES OF E-COMMERCE
 - SELF-CHECK EXERCISE-2
- 1.5 FEATURES OF E COMMERCE
 - SELF-CHECK EXERCISE-3
- 1.6 ADVANTAGES OF E COMMERCE
 - SELF-CHECK EXERCISE-4
- 1.7 BENEFITS OF E-COMMERCE
 - SELF-CHECK EXERCISE-5
- 1.8 DISADVANTAGES OF E-COMMERCE
 - 1.8.1 FUTURE SCOPE AND GROWTH
 - SELF-CHECK EXERCISE-6
- 1.9 SUMMARY
- 1.10 GLOSSARY
- 1.11 ANSWERS TO SELF-CHECK EXERCISE
- 1.12 SUGGESTED READINGS
- 1.13 TERMINAL QUESTIONS

1.1 INTRODUCTION

Virtual buying and selling of goods is E-commerce. Placing orders for items with the use of computers and later making payments using computers is related to E-commerce. E-commerce is conducting business online. Selling goods and / or buying goods electronically using software programs. Web sites exist that run the main functions of an

**M.A. Semester –I
SHAKESPEARE AND HIS
CONTEMPORARIES**

**Course Code: MENG 103
Course Credit : 06 (DSC)**

Shakespeare and His Contemporaries

Units: 1 to 20

By: Dr. Pallavi Bhardwaj



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INTRODUCTION TO THE COURSE: SHAKESPEARE AND HIS CONTEMPORARIES

Unit-1 ORIGIN OF DRAMA: AN OVERVIEW

Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Origin of Drama

Self Check Exercise-1

1.4 Earlier Plays

Self Check Exercise-2

1.5 Summary

1.6 Glossary

1.7 Answers to Self Check Exercise

1.8 References/Suggested Readings

1.9 Terminal Questions

1.1 INTRODUCTION

This course in Renaissance drama introduces you to some of the best plays from the golden age of drama in England. Within the Renaissance period from around 1508 to 1660, the last quarter of the sixteenth century and the first quarter of the seventeenth century (i.e. the years 1576-1625) constitute the golden age of English drama. Doctor Faustus and Twelfth Night from the last decade of the sixteenth century and Volpone and The Tempest from the beginning of the seventeenth century provide a fairly good idea of the rich variety of drama during this period. Doctor Faustus (c. 1593) is a tragedy, Twelfth Night (c. 1601) a romantic comedy, Volpone (1605) a satiric comedy, and The Tempest (1611) a dramatic romance which has some features of tragedy and some of comedy. This lesson briefly describes the drama of ancient Greece and Rome and the medieval mystery and morality plays of England because some of their features are reflected in the plays in your course.

1.2 LEARNING OBJECTIVES

This objective of this unit is to introduce you to the concepts of tragedy, comedy, the three unities, double plot, and type characters—in the context of the influence of ancient classical drama and medieval English mystery and morality plays on the plays prescribed in this course.

1.3 ORIGIN OF DRAMA

ORIGIN OF GREEK DRAMA: GREEK TRAGEDIES AND THREE UNITIES

In Europe drama emerged in Greece in the sixth century BC out of religious worship. At first a chorus of fifty dancers used to dance vigorously and sing songs in honour of God Dionysus. Then in sixth century BC Thespis introduced an actor who could engage in dialogue with the chorus leader, and thus drama was born in the west. (In India drama had become a fully developed art form by then, as we see in the plays of Bhasa who was a

M.A. Semester-I

Course: DSC MENG 102

ENGLISH

(POETRY FROM CHAUCER TO POPE)

UNIT: 1-23

Dr. Ashwani Rana

**Centre for Distance Education and Open Learning (CDOE)
Himachal Pradesh University,
Summer Hill, Shimla - 171005**

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STRUCTURE

1.1 INTRODUCTION

1.2 LEARNING OBJECTIVES

1.3 AGE OF CHAUCER

SELF-CHECK EXERCISE

1.4 SUMMARY

1.5 GLOSSARY

1.6 ANSWERS TO SELF-CHECK EXERCISE

1.7 REFERENCES/SUGGESTED READING

1.8 TERMINAL QUESTIONS

M.A. Semester-II

Course: DSC MENG 202

ENGLISH
(Romantic and Victorian Poetry)

UNIT: 1-21

Dr. Ashwani Rana

**Centre for Distance Education and Open Learning (CDOE)
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Unit 1 Romantic Period

STRUCTURE

1.1 INTRODUCTION

1.2 LEARNING OBJECTIVES

1.3 PRE-ROMANTIC PERIOD

SELF –CHECK EXERCISE-I

1.4 ROMANTIC PERIOD

SELF –CHECK EXERCISE-II

1.5 SUMMARY

1.6 GLOSSARY

1.7 ANSWERS TO SELF –CHECK EXERCISE-I

1.8 SUGGESTED READING

1.9 TERMINAL QUESTIONS

M.A. Ist Semester

**Course: DSC MENG 101
(Compulsory)**

**ENGLISH
HISTORY OF ENGLISH LITERATURE FROM CHAUCER TO
1800....**

Units: 1-20

**Written
by
Dr. Arun Guleria**

**International Centre for Distance and Online Education
Summer Hill, Shimla - 171005**

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Block-1
Unit- 1
14th-Century England: Socio-Political Upheaval, Economic Shifts, Literary Renaissance

1.1 Introduction

1.2 Learning Objectives

1.3 A Glimpse into 14th-Century England: Kings, Wars, Plague, and Power

Self-Check Exercise-I

1.4 Chaucer's Age: A Comprehensive Analysis

Self-Check Exercise-II

1.5 Socio-Political Conditions and Literary Expression in 14th-Century England

Self-Check Exercise-III

1.6 Summary

1.7 Glossary

1.8 Answers to Self-Check Exercises

1.9 Suggested Readings/ References

1.10 Terminal Questions

1.1 Introduction

Dear readers, as we start on a journey to become intimately acquainted with English literature's history. Our voyage commences with a glimpse into the 14th century, a period marked by fascinating interplays of power, war, plague, and transformative shifts in governance. As we probing into the intricacies of this era, we witness the emergence of key figures, societal forces, and literary expressions that have left an indelible mark on the course of English literature. Our exploration begins by examining the complex socio-political and economic conditions that served as the backdrop for literary creativity. This century witnessed not only the reign of monarchs but also the tumultuous impact of the Hundred Years' War, the grim shadow of the Black Death, and the nascent inklings of parliamentary influence. Amidst these changes, the importance of the nobility's role, the rise of

**M.A. Semester –I
ENGLISH**

**Course Code: MENG-104
Course Credit: 06 (DSC)**

Nineteenth Century Fiction

Units: 1 to 20

**By: Dr. Nisha Thakur
Mr. Vrishank Verma**



**Centre for Distance and Online Education
Himachal Pradesh University
Summer Hill, Shimla, 171005**

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Unit-1 A Brief Introduction to the Bronte Sisters

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Bronte Sisters
- Self-Check Exercise-I
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers to Self-Check Exercise
- 1.7 References/Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

The Brontë sisters—Charlotte, Emily, and Anne—are towering figures in English literature, known for their ground breaking novels that continue to captivate and inspire readers and scholars alike. Born in the early 19th century in Thornton, Yorkshire, the sisters faced a series of personal tragedies that deeply influenced their writing. Their works, characterized by passionate storytelling and profound exploration of the human condition, have earned a lasting place in literary history. This chapter delves into their lives, literary achievements, and the enduring legacy of their contributions to the world of literature.

1.2 Learning Objectives

Dear students this Unit will make you aware of the Bronte sisters of the Nineteenth Century. The section will give a comprehensive view of the Bronte sisters importance in the Nineteenth century.

1.3 Life and Career

A. Early Lives and Family Background

Charlotte Brontë was born on April 21, 1816, followed by Emily on July 30, 1818, and Anne on January 17, 1820. They had two other sisters, Maria and Elizabeth, who died young, and a brother, Branwell. Their father, Patrick Brontë, was an Anglican clergyman appointed as the rector of Haworth, a village on the Yorkshire moors. After the death of their mother in 1821, their Aunt Elizabeth moved in to help care for the family. The children's education was a priority for Patrick, who believed that proper education was crucial for their future prospects. The Brontë siblings often entertained themselves with storytelling and imaginative games, laying the foundation for their future literary endeavors.

B. Literary Beginnings and Personal Struggles

The Brontë sisters' literary journey began early, inspired by their isolated upbringing and vivid imaginations. They were first published under pseudonyms—Currer (Charlotte), Ellis (Emily), and Acton (Anne) Bell—in a volume of poetry in 1846. Although it sold only two copies, the sisters did not abandon their literary ambitions.

M.A. Vth Semester

Course: DSCMENG 201
(Compulsory)

ENGLISH

HISTORY OF ENGLISH LITERATURE: NINETEENTH AND TWENTIETH CENTURIES

Units: 1-20

**Written
by
Dr. Arun Guleria**

**Centre for Distance Education and Online Education (CDOE)
Himachal Pradesh University,
Summer Hill, Shimla – 171005**

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Block- I

Unit-1

Socio-Political Landscape of the Pre-Romantic Era

1.1. Introduction

1.2. Learning Objectives

1.3. The historical context of the pre-Romantic period

Self-Check Exercise-I

1.4. Socio-political conditions of the pre-Romantic Era

Self-Check Exercise-II

1.5. Pioneers of Pre-Romanticism: Shaping the Path to Romantic Literature

Self-Check Exercise-III

1.6. Summary

1.7. Glossary

1.8. Answers to Self-Check Exercises

1.9. Suggested Readings/ References

1.10. Terminal Questions

**M.A. Semester –II
ENGLISH**

**Course Code: MENG-203
Course Credit: 06 (DSC)**

Modern Fiction

Units: 1 to 21

By: Dr. Nisha Thakur



**Centre for Distance and Online Education
Himachal Pradesh University
Summer Hill, Shimla, 171005**

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Unit-1 Modern Period in English Literature

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Modern Period in English Literature
- Self- Check Exercise-I
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers to Self- Check Exercise
- 1.7 References/ Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

"Modern fiction" denotes a literary genre that originated in the late 19th and early 20th centuries, marked by a significant departure from traditional narrative forms and conventions. This genre encapsulates the cultural, social, and psychological transformations of the modern era, emphasizing experimentation with form, style, and narrative techniques over conventional storytelling. Literary modernism afforded authors unprecedented freedom to innovate in their modes of expression. Modernist works frequently feature free-flowing inner dialogues and non-linear narratives, foregrounding the subjective experiences and emotions of characters. Notable writers within this literary movement include W.B. Yeats, Joseph Conrad, Samuel Beckett, D.H. Lawrence, Virginia Woolf, T.S. Eliot, and William Carlos Williams.

1.2 Learning Objectives

Dear students, the present chapter introduce you to the Modern Fiction. By the end of the lesson you will be able to answer the question on chief characteristics, themes and authors of Modern Fiction.

1.3 Modern Period in English Literature

The modern period in English literature, spanning from the onset of the 20th century until 1965, represents a radical departure from previous literary norms. This era is characterized by a pronounced break from traditional modes of engaging with the world. Whereas earlier literary periods discouraged experimentation and individualism, the modern period celebrated these qualities as virtues. The advent of modernism brought numerous cultural shocks, most notably the traumatic impact of World War I and II. These conflicts, spanning from 1914 to 1919 and 1939 to 1945 respectively, left a profound and unsettling legacy, with widespread uncertainty and a pervasive sense of disorientation among the populace.

Key elements of modernist literature include:

मध्यकालीन काव्य

पाठ - 1 से 21

संशोधित : डॉ. मंगत राम

अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ
समरहिल शिमला -171005

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- 1.2 उद्देश्य
- 1.3 कबीरदास का जीवन एवं साहित्यिक परिचय
स्वयं आकलन के प्रश्न-1
- 1.4 हिंदी साहित्य में कबीरदास का स्थान
स्वयं आकलन के प्रश्न-2
- 1.5 सारांश
- 1.6 कठिन शब्दावली
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- 1.9 सात्रिक प्रश्न

एम.ए. हिन्दी
प्रथम सत्र

प्रश्न पत्र-2
कोर्स कोड : MNIN-102

हिन्दी साहित्य का इतिहास (आदि भक्ति एवं रीतिकाल)

इकाई 1 से 20

संशोधित : डॉ. ऊषा रानी

अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ
समरहिल शिमला -171005

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इकाई-1

इतिहास दर्शन और साहित्येतिहास

संरचना

- 1.1 भूमिका
- 1.2 उद्देश्य
- 1.3 इतिहास दर्शन और साहित्येतिहास
 - 1.3.1 हिन्दी साहित्येतिहास लेखन की परंपरा
- स्वयं आकलन प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 संदर्भित पुस्तकें
- 1.8 सात्रिक प्रश्न

हिन्दी नाटक एवं उपन्यास

पाठ 1 से 22

संशोधित : डॉ. ऊषा रानी

अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ
समरहिल शिमला -171005

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- 1.2 उद्देश्य
- 1.3 हिन्दी नाटक का उद्भव एवं विकास
 - 1.3.1 भारतेन्दु युगीन हिंदी नाटक
 - 1.3.2 प्रसाद युगीन हिंदी नाटक
 - 1.3.3 प्रसादोत्तर हिंदी नाटक
- स्वयं आकलन प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 संदर्भित पुस्तकें
- 1.8 सात्रिक प्रश्न

एम.ए. प्रथम वर्ष
हिन्दी

कोर्स कोड : MNIN-104

भाषा विज्ञान

पाठ 1 से 16

संशोधित: डॉ. मंगत राम

अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ
समरहिल शिमला -171005

अनुक्रमणिका

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3.	स्वन प्रक्रिया : स्वरूप	
4.	स्वन का वर्गीकरण	
5.	स्वनिम विज्ञान : स्वरूप	
6.	रूप विज्ञान का स्वरूप	
7.	व्याकरण का स्वरूप	
8.	वाक्य का स्वरूप	
9.	अर्थ विज्ञान का स्वरूप	
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14.	अन्य शब्द	
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- 1.2 उद्देश्य
- 1.3 भाषा की परिभाषा और अभिलक्षण
 - 1.3.1 भाषा से तात्पर्य
 - 1.3.2 भाषा का अभिलक्षण
 - 1.3.3 भाषा और वाक्
 - 1.3.4 भाषा और वाक् में अन्तर
- स्वयं आकलन के प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 संदर्भित पुस्तकें
- 1.8 सात्रिक प्रश्न

एम.ए. हिन्दी (द्वितीय सत्र)

Course Code : MHIN-201

पाठ्यक्रम-5

भक्ति एवं रीति काव्य

पाठ 1 से 21

संशोधित - डॉ. मंगत राम



अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र

हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ

समरहिल शिमला -171005

अनुक्रमणिका

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- 3 मीराबाई का जीवन परिचय
- 4 मीराबाई का साहित्यिक परिचय
- 5 मीराबाई की साहित्यिक विशेषताएं
- 6 मीराबाई का कलापक्ष
- 7 सारांश
- 8 कठिन शब्दावली
- 9 स्वयं आकलन प्रश्न
- 10 स्वयं आकलन प्रश्नों के उत्तर
- 11 सन्दर्भित पुस्तक
- 12 सान्त्रिक प्रश्न

हिन्दी साहित्य का इतिहास (आधुनिक काल)

इकाई 1 से 23

लेखक: ऊषा रानी

दूरस्थ एवं ऑनलाइन शिक्षा केंद्र हिमाचल प्रदेश
विश्वविद्यालय, ज्ञान पथ समरहिल, शिमला-05

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इकाई - 1

आधुनिककालीन पृष्ठभूमि एवं नवजागरण

संरचना

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- 1.2 उद्देश्य
- 1.3 आधुनिककालीन पृष्ठभूमि एवं नवजागरण
 - आधुनिकता
 - आधुनिकता का आरंभ
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 - राजनीतिक परिस्थितियाँ
 - सामाजिक परिस्थितियाँ
 - धार्मिक परिस्थितियाँ
 - आर्थिक परिस्थितियाँ
 - सांस्कृतिक परिस्थितियाँ
 - साहित्य पर प्रभाव
 - नवजागरणकालीन साहित्य की विशेषताएँस्वयं आकलन प्रश्न - 2
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.7 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 संदर्भित पुस्तकें
- 1.9 सात्रिक प्रश्न

1.1 भूमिका

पिछली कक्षाओं में हम हिन्दी साहित्य के इतिहास के अन्तर्गत आदिकाल भक्तिकाल और रीतिकाल की पृष्ठभूमि एवं प्रवृत्तियों के बारे में विस्तारपूर्वक पढ़ चुके हैं। प्रस्तुत इकाई में हम आधुनिककालीन पृष्ठभूमि एवं नवजागरण, हिन्दी साहित्य में आधुनिकता का आरंभ और आधुनिक कालीन परिस्थितियाँ और नवजागरण का विस्तारपूर्वक अध्ययन करेंगे।

1.2 उद्देश्य

इकाई एक का अध्ययन करने के पश्चात हम यह जानने में सक्षम होंगे कि -

1. आधुनिककाल की पृष्ठभूमि क्या है?
2. नवजागरण क्या है?
3. आधुनिकता का आरम्भ कब से माना जाता है?
4. हिन्दी साहित्य में आधुनिकता का आरंभ कब हुआ?
5. आधुनिककालीन परिस्थितियाँ क्या हैं?

आधुनिक गद्य साहित्य

इकाई 1 से 20

लेखक: ऊषा रानी

दूरस्थ एवं ऑनलाइन शिक्षा केंद्र हिमाचल प्रदेश
विश्वविद्यालय, ज्ञान पथ समरहिल, शिमला-05

अनुक्रमणिका

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इकाई-3	आचार्य रामचन्द्र शुक्ल जीवन और साहित्य	22
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इकाई-1

हिंदी निबंध का आरंभ और विकास

संरचना

- 1.1 भूमिका
- 1.2 उद्देश्य
- 1.3 हिन्दी निबंध का आरम्भ और विकास
 - 1.3.1 भारतेन्दु युग
 - 1.3.2 द्विवेदी युग
 - 1.3.3 शुक्ल युग
 - 1.3.4 शुक्लोत्तर युग
- स्वयं आकलन प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 संदर्भित पुस्तकें
- 1.8 सात्रिक प्रश्न

1.1 भूमिका

स्नातक स्तरीय कक्षाओं में हमने हिन्दी गद्य साहित्य के अन्तर्गत कुछ निबंधकारों व उनके निबंधों की संक्षिप्त जानकारी प्राप्त की। स्नातकोत्तर कक्षाओं में हम विविध निबंधों के बारे में विस्तृत जानकारी प्राप्त करेंगे। इकाई एक में हम हिन्दी निबंध के आरंभ और विकास का अध्ययन करेंगे। इसके अन्तर्गत हम भारतेन्दु युग, द्विवेदी युग, शुक्ल युग और शुक्लोत्तर का विस्तृत अध्ययन करेंगे।

1.2 उद्देश्य

इकाई एक का अध्ययन करने के पश्चात् हम यह जानने में सक्षम होंगे कि –

1. हिन्दी निबंध का आरंभ कब से हुआ?
2. हिन्दी निबंध का विकास कितने चरणों में हुआ?
3. भारतेन्दु युग के प्रमुख निबंधकार कौन-कौन से हैं?
4. द्विवेदी युगीन निबंधों की प्रमुख विशेषताएं क्या हैं?
5. शुक्ल की निबंध, कला की विशेषता क्या है ?

1.3 हिन्दी निबंध का आरम्भ और विकास :

प्रिय विद्यार्थियों! हिन्दी निबंध के विकास – इतिहास को जानने के लिए हमें संक्षेप में हिन्दी गद्य इतिहास को देखना जरूरी होगा। साहित्येतिहासकारों के मतानुसार – हिन्दी भाषा तथा साहित्य का इतिहास पिछले एक हजार वर्ष का इतिहास है जिसमें शौरसेनी, ब्रजभाषा, अवधी, राजस्थानी, प्राचीन हिन्दी आदि का पद्यमय साहित्य बहुत बड़ी मात्रा में मिलता है परन्तु साहित्य के कुछ फुटकर उदाहरण चुनकर गद्य के उद्भव के बारे में इसका उदयकाल चौदहवीं शताब्दी से ही ठहरता है। मुख्यतः इस काल में साहित्य की मौखिक परम्परा रही और

एम.ए. हिन्दी (द्वितीय सत्र)

Course Code : MHIN-204

पाठ्यक्रम-8

हिन्दी भाषा एवं देवनागरी लिपि

पाठ 1 से 20

संशोधित - डॉ. मंगत राम



अन्तर्राष्ट्रीय दूरवर्ती शिक्षा एवं मुक्त-अध्ययन केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, ज्ञान पथ
समरहिल शिमला - 171005

हिन्दी भाषा एवं देवनागरी लिपि

पाठ्यक्रम 8

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- 1.7 स्वयं आकलन के प्रश्न
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- 1.9 सात्रिक प्रश्न
- 1.10 संदर्भित पुस्तकें

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दूरस्थ एवं ऑनलाइन शिक्षा केंद्र हिमाचल प्रदेश
विश्वविद्यालय, ज्ञान पथ समरहिल, शिमला-05

अनुक्रमणिका

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पत्रकारिता का अर्थ, परिभाषा एवं स्वरूप

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- 1.2 उद्देश्य
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 - 1.3.1 पत्रकारिता का अर्थ
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 - 1.3.4 उद्भव एवं विकास
- स्वयं आकलन प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 संदर्भित पुस्तकें
- 1.8 सात्रिक प्रश्न

1.1 भूमिका

स्नातकोत्तर कक्षाओं में हम हिन्दी पत्रकारिता एवं मीडिया लेखन के बारे में विस्तृत जानकारी प्राप्त करेंगे। हिन्दी पत्रकारिता एवं मीडिया लेखन के अन्तर्गत इकाई एक में हम पत्रकारिता का अर्थ, परिभाषा, स्वरूप तथा उद्भव एवं विकास का गहन अध्ययन करेंगे।

1.2 उद्देश्य

इकाई एक का अध्ययन करने के पश्चात् हम यह जानने में सक्षम होंगे कि -

1. पत्रकारिता का अर्थ क्या है?
2. पत्रकारिता की परिभाषा क्या है?
3. पत्रकारिता का स्वरूप क्या है?
4. पत्रकारिता का उद्भव एवं विकास कैसे हुआ?

1.3 हिन्दी पत्रकारिता

भारत में पत्रकारिता का उदय बहुत सामान्य रूप में हुआ। नारद मुनि को पत्रकारों का पूर्वज माना जाता है। महर्षि नारद अपने समय में विश्व के सभी स्थानों का भ्रमण करके समाचार संचय और प्रचार-प्रसार का कार्य करते थे, जिससे संबंधित व्यक्ति तदनुसार अपना कार्य सम्पादक कर सके। नारद के कार्य में जनहित की भावना ही रहती थी। वास्तविक पत्रकारिता में उस बात को अभिव्यक्ति मिलनी चाहिए, जिसे जनता सोचती है। इसी कारण अभिव्यक्ति की स्वतंत्रता जनता का मूल अधिकार माना गया है। प्रेस वास्तव में ही जन-विचारधारा का प्रतिनिधित्व करता है। इसी संदर्भ में राष्ट्रपिता महात्मा गाँधी ने कहा था, "समाचार-पत्र का एक उद्देश्य जनता की इच्छाओं-विचारों को समझना और उन्हें व्यक्त करना है, दूसरा उद्देश्य जनता में वांछनीय भावनाओं को जाग्रत करना और तीसरा उद्देश्य सार्वजनिक दोषों को निर्भयतापूर्वक प्रकट करना है।"

**M.A. Semester – I
HISTORY**

**Course Code: HIST 101
Course Credit: 06 (Core)**

History and Historiography

Units: 1 to 20

By: Nausheen Thakur



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UNIT-1

MEANING OF HISTORY

STRUCTURE

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Understanding the Scope of History
- Self-Check Exercise-1
- 1.4 Relationship of History with other Fields
 - 1.4.1 History as a Science
 - 1.4.2 History and Social Sciences
 - 1.4.3 History and Literature
- Self-Check Exercise-2
- 1.5 The Role of History
- Self-Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to the Self-Check Exercises
- 1.9 Suggested Readings
- 1.10 Terminal Questions

1.1 Introduction

In this unit, we will introduce you to concepts related to the study of history. The study of history is important because our past determines the way we deal with the present, and therefore, it dictates what answers we offer to existing problems. The past must not be forgotten and it is essential to understand what history means, its scope in understanding our present, and its effect on the future. The Spanish philosopher and novelist George Santayana once said, 'Those who cannot remember the past are condemned to repeat it.' The discipline of history can be defined as the discovery, collection, organization, and presentation of information about past events. Historians believe that discussions on the problems and issues of the past may lead to answers for the problems being faced in the present. As a field of study, history encompasses many sub-fields such as cliometrics, historiography and chronology amongst others. However, the most basic and essential one of these is historiography which is the history of historical study, its methodology and practices. The unit will also discuss the relationship of history with other social sciences.

**M.A. Semester – I
HISTORY**

**Course Code: HIST 102
Course Credit: 06 (Core)**

Ancient Societies

Units: 1 to 20

By: Dr. Monica Bisht



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UNIT – 1

The Journey of Human Evolution

Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Defining Human Evolution

1.3.1 Historical Background

1.3.2 Trends in Human Evolution: Understanding Pre-Modern Humans

Self-Check Exercise-1

1.4 Bipedalism

1.4.1 Theory of Bipedalism

Self-Check Exercise-2

1.5 Increase in Brain Size, Hominine Habitats, Tools, Hands, and Heads in the Pliocene and Pleistocene

Self-Check Exercise-3

1.6 Summary

1.7 Glossary

1.8 Answers to Self-Check Exercise

1.9 Suggested Readings

1.10 Terminal Questions

1.1 Introduction

Charles Darwin's 1859 publication, "On the Origin of Species," introduced his theory of evolution by natural selection with a modest statement about shedding light on human origins and history (Darwin 1859: 488). Despite Darwin's understatement, his contemporaries quickly grasped the profound implications of his theory. Over the subsequent centuries, accumulating archaeological finds, human fossils, and genetic data have transformed theories of human origins into the rigorous science of human evolution.

Darwin's original approach relied heavily on converging evidence from diverse disciplines such as geology, paleontology, zoology, botany, physiology, anatomy, and

**M.A. Semester – I
HISTORY**

**Course Code: HIST 103
Course Credit: 06 (Core)**

Aspects of Medieval Society

Units: 1 to 20

By: Dr. Naveen Vashishta



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UNIT -1

TRANSITION FROM ANCIENT TO MEDIEVAL WORLD

Structure

1.1 Introduction

1.2 Objectives

1.3 End of Roman Empire in West

1.3.1 Factors Behind the Fall of the Roman Empire

1.3.1.1 Barbarian Invasions

1.3.1.2 Economic Instability and Dependence on Slave Labor

1.3.1.3 Emergence of the Eastern Roman Empire

1.3.1.4 Over expansion and Excessive Military Expenditure

1.3.1.5 Political Turmoil and Governance Challenges

1.3.1.6 The Huns' Incursion and Barbarian Migrations

1.3.1.7 Christianity and the Erosion of Traditional Values

1.3.1.8 Decline in the Strength of Roman Legions

1.3.2 Historical Interpretations: Crisis and Decline of the Roman Empire

Self-Check Exercise -1

1.4 The East-West Divide

Self-Check Exercise- 2

1.5 Summary

1.6 Glossary

1.7 Answers to Self-Check Exercises

1.8 Suggested Readings

1.9 Terminal Questions

1.1 Introduction

To facilitate the study of history, scholars have categorized it into ancient, medieval, and modern eras. However, there are no universally accepted dates or centuries to distinctly separate these periods. The definition of these epochs varies by

**M.A. Semester – II
HISTORY**

**Course Code: HIST 221
Course Credit: 06 (Core)**

History of Early India (up to c. AD 1200)

Units: 1 to 20

By: Dr. Sharda Verma



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Unit-1

Geographical Background, Survey of Sources: Literary, Archeology and Foreign Accounts

Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Geographical Background

Self-Check Exercise-1

1.4 Sources of Ancient Indian History

1.4.1 Religious Sources

1.4.2 Archaeological Sources

1.4.3 Buddhist Canonical Literature

1.4.4 Jain Canonical Literature

1.4.5 Secular Literary Sources

1.4.6 Scientific Treatises

1.4.7 Sangam Literature

1.4.8 Foreign Account

Self-Check Exercise-2

1.5 Changing Interpretations of Ancient Indian History

Self-Check Exercise-3

1.6 Summary

1.7 Glossary

1.8 Answers to Self-Check Exercise

1.9 Suggested Readings.

1.10 Terminal Questions

1.1 Introduction

History is the study of human actions that have brought significant changes to human life. It explores various aspects of human existence. To understand the history of human life, we rely on different sources, which are categorized into two types: primary and secondary.

Primary sources provide direct information about past events, such as the *Arthashastra* and *Ashtadhyayi*. Secondary sources, on the other hand, are interpretations or analyses based on primary sources. While there are numerous sources for ancient Indian history, it is essential to use them carefully, as they may contain some unreliable information alongside valuable historical insights.

**M.A. Semester – II
HISTORY**

**Course Code: HIST 222
Course Credit: 06 (Core)**

History of Medieval India (13th to 18th Centuries)

Units: 1 to 20

By: Dr. Naveen Vashishta



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UNIT-1

CHARACTERIZING MEDIEVAL INDIA: SURVEY OF SOURCES

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Characterizing Medieval India
 - 1.3.1 Early Medieval Period
 - 1.3.2 Late Medieval Period
 - 1.3.3 Early Modern Period
- Self-Check Exercise-1
- 1.4 Survey of Sources
 - 1.4.1 Sources of Sultanate Period
 - 1.4.2 Sources of the Mughal Period

Self-Check Exercise-2

- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercise
- 1.8 Suggested Readings
- 1.9 Terminal Questions
- 1.1 Introduction**

The term medieval has been derived from the Latin words '*medius*' and '*aevum*' which means Middle Age. Medieval India is the phase of the Indian subcontinent that lies between the ancient and the medieval period. It is related to the time period between the 6th century, after the fall of the Gupta Empire, and the 18th century i.e. the beginning of colonial domination. For the convenience of studying the state and society of medieval India, historians usually divide the medieval period into the **Early Medieval Period (700-1200 CE)** and **Late Medieval Period (1200-1707 CE)**. According to them the early medieval period refer to the phase of Indian history that stretches from the fall of the Gupta Empire to the beginning of the Sultanate period in the 13th century. The period that comprises mainly that of the reigns of the Sultanate and the Mughal period is generally considered as the late medieval period, certainly with regional variations. The medieval period is an important period in Indian history because of the developments in the field of art and

Class: M.A.
Semester: 1
Course Type: Core Course
Course Name: Historical Study of Indian Music

Subject: Music (Vocal/Instrumental)
Course: I
Course Code: MUSI-101-TH
Paper Type: Theory

MUSIC

(HISTORICAL STUDY OF INDIAN MUSIC)

Lesson : 1 - 13

Dr. Kirti Garg

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UNIT – 1

LESSON - 1

Historical development of Shruti and Swara

स्वर और श्रुति का ऐतिहासिक विकास

STRUCTURE

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- 1.2 उद्देश्य
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- 1.4 भातखण्डे द्वारा श्रुति विभाजन
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 - 1.5.1 स्वर श्रुतियां
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 - 1.5.3 संगीत की 22 श्रुतियां
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 - 1.7.4.2 तीव्र विकृत
 - 1.7.4.3 संगीत के 12 स्वर
- 1.8 स्वरों की आन्दोलन संख्या
 - 1.8.1 स्वरों की आन्दोलन संख्या निकालना
 - 1.8.2 स्वरों की आन्दोलन संख्या जानने के तीन आधार
 - 1.8.3 स्वरों का गुणान्तर
 - 1.8.4 आन्दोलन संख्या से लम्बाई निकालना
- 1.9 स्वरों में श्रुतियों को बांटने का नियम

- 1.10 स्वर-श्रुति की तुलना
- 1.11 सारांश
- 1.12 शब्दकोष
- 1.13 स्वयं परीक्षण प्रश्न-उत्तर
- 1.14 संदर्भ ग्रन्थ सूची
- 1.15 महत्वपूर्ण प्रश्न

1.1 भूमिका :-

“श्रुयते इति श्रुतिः” अर्थात् जो कुछ भी कानों द्वारा सुना जाए वह ‘श्रुति’ है। इस दृष्टि से प्रत्येक प्रकार की ध्वनि चाहे वह संगीत उपयोगी हो या न हो श्रुति ही कहलाएगी। वह चाहे कोयल की मधुर ध्वनि हो, गधे का रेंकना हो, दो पत्थरों के बीच घर्षण की ध्वनि हो या फिर किसी भी प्रकार की ध्वनि हो सभी श्रुति के व्यापक अर्थ में ‘श्रुति’ ही कहलाएगी। लेकिन संगीत में श्रुति का यह शाब्दिक अर्थ नहीं लिया जा सकता क्योंकि संगीत में वही श्रुति मानी जा सकती है जो संगीत उपयोगी हो क्योंकि संगीत का उद्देश्य मानव हृदय को रंजन प्रदान करना

Class: Master of Arts in Music

Course Code: MUSI-102TH

Subject: Music (Vocal and Instrumental (Sitar)

Course Name: Seminar

Course Type: Core Course

Semester: I

Course Duration: Two Years (Four Semesters)

MUSIC
(Seminar MUSI-102TH)
Lesson : 1 - 20

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इकाई 1

संगोष्ठी

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- 1.2 अधिगम उद्देश्य
- 1.3 संगोष्ठी: आवश्यकता, विस्तार, महत्व, विशेषताएँ, उद्देश्य, लाभ, कारण और सीमाएँ
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- 1.4 निष्कर्ष
- 1.5 शब्द कोश
- 1.6 आत्म-मूल्यांकन प्रश्नों के उत्तर
- 1.7 संदर्भ सूची/ सुझाए गए पाठ
- 1.8 परीक्षा संबंधी प्रश्न

1.1 परिचय

संगोष्ठी एक ऐसा सामाजिक आयोजन है जो विभिन्न विषयों पर जागरूकता और विचार-विमर्श के लिए समर्पित होता है। यहाँ लोगों को विशेषज्ञों द्वारा प्रस्तुतियों के माध्यम से जानकारी प्राप्त करने का मौका मिलता है, जिससे उनकी ज्ञानधारा बढ़ती है और साथ ही साथ उनका विचारधारा भी विकसित होता है। यह आयोजन सामान्यतः किसी विशेष स्थान पर आयोजित किया जाता है, जहाँ लोग एक साथ आकर अपने विचारों को साझा करते हैं और नए विचारों का संग्रह करते हैं। ये संगोष्ठियाँ विभिन्न क्षेत्रों में होती हैं, जैसे कि विज्ञान, साहित्य, सामाजिक विज्ञान, राजनीति, आदि। संगोष्ठी एक ऐसा सामाजिक आयोजन है जो विभिन्न विषयों पर जागरूकता और विचार-विमर्श के लिए समर्पित होता है। यहाँ लोगों को विशेषज्ञों द्वारा प्रस्तुतियों के माध्यम से जानकारी प्राप्त करने का मौका मिलता है, जिससे उनकी ज्ञानधारा बढ़ती है और साथ ही साथ उनका विचारधारा भी विकसित होता है। यह आयोजन सामान्यतः किसी विशेष स्थान पर आयोजित किया जाता है, जहाँ लोग एक साथ आकर अपने विचारों को साझा करते हैं और नए विचारों का संग्रह करते हैं। ये संगोष्ठियाँ विभिन्न क्षेत्रों में होती हैं, जैसे कि विज्ञान, साहित्य, सामाजिक विज्ञान, राजनीति, आदि।

इन संगोष्ठी का मुख्य उद्देश्य विशेष विषयों पर जागरूकता फैलाना और लोगों को उसमें शामिल करना होता है। विभिन्न विषयों पर विशेषज्ञों की राय सुनकर लोग नए और विचारशील तरीके से सोचने की क्षमता विकसित करते हैं। ये आयोजन ज्ञान और विचारों को बाँटने का एक महत्वपूर्ण माध्यम होते हैं, जिससे समाज में जागरूकता बढ़ती है और नई विचारधारा उत्पन्न होती है। संगोष्ठियों का आयोजन विभिन्न तरीकों से किया जा सकता है। कई बार इन्हें विशेषज्ञों द्वारा नेतृत्व किया जाता है, जो अपनी विशेष ज्ञानवर्धक प्रस्तुतियों के माध्यम से सामान्य जनता को जागरूक करते हैं। इन्हें आधुनिक संचार के तकनीकों का भी प्रयोग किया जाता है, जैसे कि वीडियो कॉन्फ्रेंसिंग, वेबिनार्स, आदि। संगोष्ठियों का आयोजन विभिन्न क्षेत्रों में होता है। विज्ञान, भारतीय संस्कृति, प्रौद्योगिकी,

Class: M.A.
Semester: 1
Course Type: Core Course
Course Name: Stage Performance

Subject: Music (Vocal/Instrumental)
Course: III
Course Code: MUSI-103-PR
Paper Type: Practical

MUSIC

(Stage Performance)

Lesson : 1 - 16

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इकाई-1

राग पूरिया कल्याण - बड़ा ख्याल

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- 1.2 उद्देश्य तथा परिणाम
- 1.3 पूरिया कल्याण राग का परिचय, आलाप, बड़ा ख्याल, तानें
 - 1.3.1 पूरिया कल्याण राग का परिचय
 - 1.3.2 पूरिया कल्याण राग का आलाप
 - 1.3.3 पूरिया कल्याण राग का बड़ा ख्याल
 - 1.3.4 पूरिया कल्याण राग की तानें
- स्वयं जांच अभ्यास 1
- 1.4 सारांश
- 1.5 शब्दावली
- 1.6 स्वयं जांच अभ्यास प्रश्नों के उत्तर
- 1.7 संदर्भ
- 1.8 अनुशंसित पठन
- 1.9 पाठगत प्रश्न

Class: M.A.
Semester: 1
Course Type: Core Course
Course Name: Viva-Voce

Subject: Music (Vocal/Instrumental)
Course: IV
Course Code: MUSI-104-PR
Paper Type: Practical

MUSIC

(Viva-Voce)

Lesson : 1 - 17

Dr. Mritunjay Sharma

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विषय सूची

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इकाई-1

राग अहीर भैरव - बड़ा ख्याल

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- 1.1 भूमिका
- 1.2 उद्देश्य तथा परिणाम
- 1.3 अहीर भैरव राग का परिचय, तुलनात्मक अध्ययन, आलाप, बड़ा ख्याल, तानें
 - 1.3.1 अहीर भैरव राग का परिचय
 - 1.3.2 अहीर भैरव राग का तुलनात्मक अध्ययन
 - 1.3.3 अहीर भैरव राग का आलाप
 - 1.3.4 अहीर भैरव राग का बड़ा ख्याल
 - 1.3.5 अहीर भैरव राग की तानें
- स्वयं जांच अभ्यास 1
- 1.4 सारांश
- 1.5 शब्दावली
- 1.6 स्वयं जांच अभ्यास प्रश्नों के उत्तर
- 1.7 संदर्भ
- 1.8 अनुशंसित पठन
- 1.9 पाठगत प्रश्न

Class: M.A.

Semester: 2

Course Type: Core Course

Course Name: General Study of Ragas, Taalas and Instruments

Subject: Music (Vocal/Instrumental)

Course Code: MUSI-201-TH

Paper Type: Theory

MUSIC

(General Study Of Ragas, Taalas and Instruments)

Lesson : 1 - 20

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अनुक्रमणिका

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UNIT – I
LESSON -1

Theoretical and Comparative Study of Following Ragas
Shudh Sarang, Bihag, Bageshree,

STRUCTURE :

- 1.1 उद्देश्य
- 1.2 राग शुद्ध सारंग
 - 1.2.1 भूमिका
 - 1.2.2 राग का पूर्ण परिचय
 - 1.2.3 तुलनात्मक अध्ययन
 - 1.2.4 शुद्ध सारंग और श्याम कल्याण का तुलनात्मक अध्ययन
 - 1.2.4.1 समानता
 - 1.2.4.2 भिन्नता
 - 1.2.5 राग शुद्ध सारंग और राग मियां की सारंग में तुलना
 - 1.2.5.1 समानता
 - 1.2.5.2 भिन्नता
- 1.3 राग बिहाग
 - 1.3.1 भूमिका
 - 1.3.2 राग का पूर्ण परिचय
 - 1.3.3 राग बिहाग और राग यमन कल्याण की तुलना
 - 1.3.3.1 समानता
 - 1.3.3.2 भिन्नता
- 1.4 राग बागेश्री
 - 1.4.1 भूमिका
 - 1.4.2 राग का पूर्ण परिचय
 - 1.4.3 राग बागेश्री तथा राग भीमपलासी में तुलना
 - 1.4.3.1 समानता
 - 1.4.3.2 भिन्नता
- 1.5 सारांश
- 1.6 शब्दकोष
- 1.7 स्वयं परीक्षण प्रश्न-उत्तर
- 1.8 संदर्भ ग्रन्थ सूची
- 1.9 महत्वपूर्ण प्रश्न

1.1 उद्देश्य :-

इस पाठ में पाठ्यक्रम में दिए गए रागों का विस्तृत वर्णन एवं तुलनात्मक अध्ययन किया गया है। जिसका यही उद्देश्य है कि इसके माध्यम से हम सभी रागों के विषय में विस्तृत जानकारी प्राप्त कर सकेंगे और उन रागों के जो समप्रकृत राग हैं, जो उन रागों के समीप के राग हैं उनके विषय में भी जान पाएंगे और आसानी से समझ पाएंगे। इन रागों के तुलनात्मक अध्ययन के द्वारा प्रत्येक राग के विषय में गहराई से समझ पाएंगे।

1.2 राग शुद्ध सारंग

1.2.1 भूमिका :-

दो मध्यम शुद्ध स्वर, गावत शुद्ध सारंग।
रिप संवाद औडव-षाडव, मध्याह्न काल आनंद।।

थाट — कल्याण
स्वर — दोनों मध्यम शेष स्वर शुद्ध

Class:	M.A.	Subject:	Music (Vocal/Instrumental)
Semester:	2		
Course Type:	Core Course	Course Code:	MUSI-202-PR
Course Name:	Stage Performance	Paper Type:	Practical

MUSIC

(Stage Performance)

Lesson : 1 - 13

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5	इकाई 2	राग शुद्ध सारंग का छोटा ख्याल (गायन के संदर्भ में)	18
6	इकाई 3	राग शुद्ध सारंग की विलंबित गत (वादन के संदर्भ में)	35
7	इकाई 4	राग शुद्ध सारंग की द्रुत गत (वादन के संदर्भ में)	50
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इकाई-1

राग शुद्ध सारंग - बड़ा ख्याल

इकाई की रूपरेखा

- 1.1 भूमिका
- 1.2 उद्देश्य तथा परिणाम
- 1.3 शुद्ध सारंग राग का परिचय, आलाप, बड़ा ख्याल, तानें
 - 1.3.1 शुद्ध सारंग राग का परिचय
 - 1.3.2 शुद्ध सारंग राग का आलाप
 - 1.3.3 शुद्ध सारंग राग का बड़ा ख्याल
 - 1.3.4 शुद्ध सारंग राग की तानें
- स्वयं जांच अभ्यास 1
- 1.4 सारांश
- 1.5 शब्दावली
- 1.6 स्वयं जांच अभ्यास प्रश्नों के उत्तर
- 1.7 संदर्भ
- 1.8 अनुशंसित पठन
- 1.9 पाठगत प्रश्न

Class: M.A.
Semester: 2
Course Type: Core Course
Course Name: Viva-Voce

Subject: Music (Vocal/Instrumental)
Course Code: MUSI-203-PR
Paper Type: Practical

MUSIC

(Viva-Voce)

Lesson : 1 - 16

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विषय सूची

क्रम	विषय		पृ. सं.
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3		पाठ्यक्रम	iv
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10	इकाई 7	राग शुद्ध सारंग की विलंबित गत (वादन के संदर्भ में)	96
11	इकाई 8	राग शुद्ध सारंग की द्रुत गत (वादन के संदर्भ में)	112
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इकाई-1

राग बिहाग - बड़ा ख्याल

इकाई की रूपरेखा

- 1.1 भूमिका
- 1.2 उद्देश्य तथा परिणाम
- 1.3 बिहाग राग का परिचय, आलाप, बड़ा ख्याल, तानें
 - 1.3.1 बिहाग राग का परिचय तथा तुलना
 - 1.3.2 बिहाग राग का आलाप
 - 1.3.3 बिहाग राग का बड़ा ख्याल
 - 1.3.4 बिहाग राग की तानें
- स्वयं जांच अभ्यास 1
- 1.4 सारांश
- 1.5 शब्दावली
- 1.6 स्वयं जांच अभ्यास प्रश्नों के उत्तर
- 1.7 संदर्भ
- 1.8 अनुशंसित पठन
- 1.9 पाठगत प्रश्न

Class: M.A.

Subject: Music (Vocal/Instrumental)

Semester: 2

Course Type: Core Course

Course Code: MUSI204PR

Course Name: General Study of Ragas and Light Music Paper Type: Practical

MUSIC

(General Study of Ragas and Light Music)

Lesson : 1 - 16

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विषय सूची

क्रम	इकाई	विषय	पृ. सं.
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3		पाठ्यक्रम	iv
4	इकाई - 1	रागेश्री राग का विलंबित ख्याल	1
5	इकाई - 2	भैरवी राग का विलंबित ख्याल	16
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इकाई-1

रागेश्री राग का विलंबित ख्याल

इकाई की रूपरेखा

क्रम	विवरण
1.1	भूमिका
1.2	उद्देश्य तथा परिणाम
1.3	राग रागेश्री
1.3.1	रागेश्री राग का परिचय
1.3.2	रागेश्री राग का आलाप
1.3.3	रागेश्री राग का विलंबित ख्याल
1.3.4	रागेश्री राग की तानें
	स्वयं जांच अभ्यास 1
1.4	सारांश
1.5	शब्दावली
1.6	स्वयं जांच अभ्यास प्रश्नों के उत्तर
1.7	संदर्भ
1.8	अनुशंसित पठन
1.9	पाठगत प्रश्न

Class: M.A. II Semester

Course Code: MUSI503PR

Subject: Music (TABLA)

Course type : Elective Course - III

MUSIC

(Basic Techniques of Tabla Playing)

Lesson : 1 - 15

Dr.Rajeev Sharma

Centre for Distance & Online Education (CDOE)

Himachal Pradesh University

Gyan Path, Summer Hill, Shimla-171005

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इकाई -1

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1.3	वाद्यों का परिचय
1.3.1	तबला का परिचय
1.3.2	अच्छे तबले की पहचान
1.3.3	तबला मिलाने की विधि
	स्वयं जांच अभ्यास।
1.4	सारांश
1.5	शब्दावली
1.6	स्वयं जांच अभ्यास प्रश्नोंकेउत्तर
1.7	संदर्भ
1.8	अनुशंसित पठन
1.9	पाठगत प्रश्न

Class: M.A. IV Semester

Course Code: MUSI504 PR

Subject: Music (TABLA)

Course type : Elective Course - IV

MUSIC

(Advance Techniques Of Tabla Playing)

Lesson : 1 - 15

Dr. Rajeev Sharma

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विषयसूची

क्रम	अध्याय	विषय	पृ. सं.
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इकाई -1

भारतीय संगीत का पूर्ण इतिहास (वादन के संदर्भ में)

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1.3	भारतीय संगीत का इतिहास
1.3.1	वैदिक, रामायण, और महाभारत काल
1.3.2	मौर्य और बौद्ध काल
1.3.3	मुगुल काल
1.3.4	अंग्रेजों का काल
	स्वयं जांच अभ्यास1
1.4	सारांश
1.5	शब्दावली
1.6	स्वयं जांच अभ्यास प्रश्नों के उत्तर
1.7	संदर्भ
1.8	अनुशंसित पठन
1.9	पाठगत प्रश्न

Sociology of Environment
M.A.- 1st Semester (New Syllabus)

Course Code: SOC-C- 104

SOCIOLOGY OF ENVIRONMENT

UNIT (1-26)

By: Dr. Mahender Singh Thakur



**CENTRE FOR DISTANCE AND ONLINE EDUCATION
(CDOE)**

**HIMACHAL PRADESH UNIVERSITY, SHIMLA-1171005
HIMACHAL PRADESH, INDIA**

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- 1.2 Learning Objectives
- 1.3 Ecology
 - Self Check- Exercise 1
- 1.4 Ecosystems
 - 1.4.1 Components of Ecosystem
 - 1.4.2 Functions of Ecosystems
 - 1.4.3 Types of Ecosystems
 - Self Check- Exercise 2
- 1.5 Environment
 - 1.5.1 Definition of Environment
 - 1.5.2 Elements of Environments
 - Self Check- Exercise 3
- 1.6 Ecology, Ecosystem and Environment
 - Self Check- Exercise 4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self -Check Exercises
- 1.10 References/Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction

Sociology of the environment is a new field of sociology that has developed in relation to people's growing concern about environmental issues. It has a dual focus. On the one hand it deals with the ways in which people in society relate to the natural world. On the other hand, it deals with 'environmentalism' as a social context of actions about the environment. It could be argued that the way people relate to the natural world has always been a concern of sociologist.

M.A. Sociology 1st Semester

COURSE- SOC-C-102

Methodology of Social Research

UNIT: 1-22

**By: Dr. Anjna Thakur
Dr. Suresh Sharma**



**Centre for Distance and Online Education (CDOE)
Himachal Pradesh University
Gyan Path, Summer Hill, Shimla-171005**

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UNIT-1

NATURE OF SCIENCE AND SCIENTIFIC ENQUIRY

STRUCTURE

1.1 INTRODUCTION

1.2 LEARNING OBJECTIVES

1.3 MEANING, OBJECTIVES, TYPES AND SIGNIFICANCE OF RESEARCH

SELF-CHECK EXERCISES-1

1.4 SUMMARY

1.5 GLOSSARY

1.6 ANSWERS TO SELF-CHECK EXERCISES

1.7 SUGGESTED READINGS/REFERENCES

1.8 TERMINAL QUESTIONS

1.1 INTRODUCTION

Positivism considered scientific knowledge as the only valid knowledge for achieving such scientific knowledge- the use of methodological procedure followed by natural science was supposed to be the prerequisite. The Knowledge that could not be based on sensory experience fell outside the purview of science. At the popular level, science is defined as an accumulation of systematic knowledge. It is systematic which ultimately separates science from other branches of knowledge. As Sellitz and others point out, "To do scientific research is to challenge accepted beliefs by submitting them to scrutiny through the use of demanding standards."

1.2 LEARNING OBJECTIVES

After going through this lesson you will be able to: -

1. Explain the Nature of science and scientific enquiry.
2. Discuss the main steps in social research.
3. Explain why objectivity and subjectivity are important in social research.
4. We will be able to understand how facts and values are important in social research.

**M.A. - 2nd Semester
(New Syllabus)**

COURSE- SOC-C-203

SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP

UNIT: 1-22

By: PALVI THAKUR



**Centre for Distance and Online Education (CDOE)
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UNIT-1

NATURE OF SCIENCE AND SCIENTIFIC ENQUIRY

STRUCTURE

1.1 INTRODUCTION

1.2 LEARNING OBJECTIVES

1.3 MEANING, OBJECTIVES, TYPES AND SIGNIFICANCE OF RESEARCH SELF-CHECK EXERCISES-1

1.4 SUMMARY

1.5 GLOSSARY

1.6 ANSWERS TO SELF-CHECK EXERCISES

1.7 SUGGESTED READINGS/REFERENCES

1.8 TERMINAL QUESTIONS

1.1 INTRODUCTION

Positivism considered scientific knowledge as the only valid knowledge for achieving such scientific knowledge- the use of methodological procedure followed by natural science was supposed to be the prerequisite. The Knowledge that could not be based on sensory experience fell outside the purview of science. At the popular level, science is defined as an accumulation of systematic knowledge. It is systematic which ultimately separates science from other branches of knowledge. As Sellitz and others point out. "To do scientific research is to challenge accepted beliefs by submitting them to scrutiny through the use of demanding standards."

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After going through this lesson you will be able to: -

1. Explain the Nature of science and scientific enquiry.
2. Discuss the main steps in social research.
3. Explain why objectivity and subjectivity are important in social research.
4. We will be able to understand how facts and values are important in social research.

MA 1st Year
Sociology (New Syllabus)

Course Code SOC-C-202

Perspectives on Indian Society

(Unit – 1 – 23)

By: Mr. Sunil Kumar



**Centre for Distance and Online
Education Himachal Pradesh University,
Shimla, 171005**

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BLOCK - 1

UNIT - 1

INDIAN SOCIETY: HISTORICAL AND SOCIOLOGICAL PERSPECTIVES

Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Cultural Evolution: Historical Perspective

1.3.1 Arrival of the Aryans

1.3.2 Advent of the Vedas

1.3.3 Advent of Jainism and Buddhism

1.3.4 External Invasions

Self-Check Exercise - 1

1.4 Salient Features of the Indian Society

Self-Check Exercise - 2

1.5 Life Cycle

1.5.1 Ashrams

1.5.2 Family

Self-Check Exercise - 3

1.6 Caste System

1.6.1 Varnas

**M.A. 2nd Semester
Sociology (New Syllabus)**

Course Code: SOC-O-204

Social Demography

(Unit- 1-20)

By: Dr. Anjna Thakur

Mr. Bhisham Kumar



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BLOCK-I

UNIT-1

Meaning and Development of Demography

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning of Demography
- 1.4 Definition of Demography

Self- Check Exercise-1

- 1.5 Important concepts in Demography

Self- Check Exercise-2

- 1.6 Nature of Demography

Self- Check Exercise-3

- 1.7 Development of Demography

Self- Check Exercise-4

- 1.8 Summary

- 1.9 Glossary

- 1.10 Answersto Self-Check Exercise

- 1.11 Reference/Suggested Readings

- 1.12 Terminal Questions

1.1 Introduction

Demography is the scientific study of human populations. The term originates from Greek, combining the words "demos" (people) and "grapho" (to describe), which together mean the description of people. This field examines various aspects related to population dynamics, such as shifts in population size, birth and death rates, migration patterns, and the demographic structure, including the distribution of gender and age groups. Demography can be divided into different branches, including formal demography, which focuses primarily on quantitative data, and social demography, which explores the social, economic, and political dimensions of populations. Demographic research typically involves data collection methods like censuses or surveys, which gather detailed information about individuals within a defined geographical area.

Demography holds a vital place in sociology and was integral to its emergence as an academic discipline. In the late 18th century, two major developments occurred in Europe: the rise of nation-states as the primary political entities and the establishment of modern statistical science. As the modern state expanded its functions and responsibilities, it began to take on a more proactive role in managing public health, law enforcement, economic policies related to agriculture and industry, taxation, and urban governance.

This broadening of state functions required the systematic and regular collection of social statistics—quantitative data about various aspects of the population and economy. Although the state's collection of such data can be traced to earlier periods, it took on a more structured form at the end of the 18th century. The U.S. census of 1790 is considered the first modern census, and the practice quickly spread across Europe in the early 1800s. In India, the British colonial government began conducting censuses between 1867 and 1872, and regular

decennial censuses have been held since 1881. After independence, India continued this practice, conducting seven decennial censuses, with the latest one in 2011. The Indian census is the largest in the world, as China, despite its larger population, does not conduct regular censuses.

Demographic data plays an essential role in shaping and implementing state policies, particularly those focused on economic growth and public welfare. However, the emergence of social statistics also laid the groundwork for the development of sociology as a distinct discipline. Aggregate statistics, which capture numerical characteristics of large populations, offer persuasive evidence for the existence of social phenomena. For example, statistics like the death rate (the number of deaths per 1,000 people) are calculated by adding individual deaths, but the death rate itself is a social phenomenon that must be interpreted in a broader social context. A key example is Émile Durkheim's famous study on suicide rates, where he showed that differences in suicide rates across countries could be linked to social factors, even though individual suicides were influenced by personal circumstances.

A distinction is often made between formal demography and the broader field of population studies. Formal demography mainly focuses on the measurement and analysis of the factors that drive population change. It is centered around quantitative methods and advanced mathematical techniques to project population growth and demographic shifts. In contrast, population studies, or social demography, examines the social causes and effects of changes in population structures. Social demographers emphasize that social processes and structures play a significant role in shaping demographic trends. Similar to sociologists, they seek to identify the social factors that influence population changes.

1.2 Objectives

In this lesson, we will explore the concept, nature, and evolution of demography, as well as highlight key concepts within the field. By the end of this unit, you should be able to:

- Define the concept of demography
- Explain the nature of demography
- Describe the development of demography

**MA 1st Semester
Sociology (New Syllabus)**

Course Code: SOC-C-101

Classical Sociological Tradition-I

(Unit- 1-22)

By: Dr. Anjna Thakur

Miss. Vaneeta Bhandari



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UNIT-1

HISTORICAL BACKGROUND OF SOCIAL THOUGHT

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- 1.5** Social Thoughts: Definition
 - 1.5.1 Characteristics of Social Thoughts the EnlightenmentSelf- Check Exercise- 3
- 1.6** The Conservative Reaction to the Enlightenment
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- 1.7** Summary
- 1.8** Glossary
- 1.9** Answers to Self-Check Exercise
- 1.10 Suggested Readings
- 1.11 Terminal Question
- 1.1 Introduction**

Sociological traditions are unique in that they discuss in detail the extent to which their theories explain social reality and methodically describe their assumptions or hypotheses. More significantly, they offer fresh perspectives on social dynamics and behavior. A collection of concepts that seeks to describe how society or certain facets of society function is called a sociological theory. It might appear to be a collection of viewpoints that have little in common other than their formalizing and universal approach and their interest in comprehending human behavior. Theoretical viewpoints on the topic distinguish quite clearly between those that focus on the finer points of human interaction and person-to-person interaction and those who are interested in the broad features of social structure and role, on macro- sociology.

1.2 Learning Objectives

In this unit we will be able to

- Recognize how social forces influenced the development of sociological model.
- Know about the academic services and the growth of sociological theory.
- Discuss the social thought.

M.A. 2nd Semester
Sociology (New Syllabus)

Course Code: SOC-C-201

Classical Sociological Tradition-II

(Unit- 1-20)

By: Dr. Anjna Thakur

Mr. Satish Kumar



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BLOCK-I
UNIT-1
STRUCTURAL- FUNCTIONLISM

STRUCTURE

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- 1.3 Structural- Functionalism
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- 1.5 Criticism of Structural- Functionalism
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- 1.9 Summary
- 1.10 Glossary
- 1.11 Answers to Self- Check Exercise
- 1.12 Suggested Readings
- 1.13 Terminal Questions

1.1 Introduction

Classical economic theories have long influenced sociological thought and broader social theory. From this economic standpoint, humans are often viewed as rational beings who strive to maximize benefits while minimizing losses. Social life is frequently likened to a marketplace, where individuals exchange their skills and attributes to gain psychological or material advantages. Within this framework, social interactions resemble a strategic competition, where individuals pursue their interests, and social order emerges as a consequence of these interactions.

This perspective aligns with utilitarianism, which assumes that people act rationally and are driven by the pursuit of rewards and personal gains. Adam Smith is widely recognized for his contributions to this viewpoint, as he systematically examined how competitive markets function. His idea of the "invisible hand" suggests that economic order and efficiency develop naturally through competition in free markets. While

utilitarian principles remain relevant today, their impact was even more significant in the past century.

However, sociology has historically challenged the limitations of this reductionist view of human behavior. Just as contemporary sociology seeks to move beyond narrow economic determinism, early sociological theories emerged in direct response to utilitarian thought. In particular, functionalism—often regarded as sociology’s first major theoretical framework—developed as a critique of utilitarianism. Rather than viewing society as a mere aggregation of individual choices, functionalism proposed an alternative perspective rooted in organicism. This approach emphasized the interdependence of social institutions and the ways in which they contribute to overall societal stability and cohesion.

By questioning the assumptions of utilitarianism, sociology sought to develop a more nuanced understanding of human behavior and social organization—one that accounts for collective structures, cultural influences, and the complexities of social life beyond individual self-interest.

1.2 Learning Objectives

Subsequently completing this unit, you will have the ability to:

- Understand the structural functionalism.
 - Discuss the Radcliffe Brown structural functional approach.
 - Know about the further development of functional and structural functional approach.

Social Stratification and Change
M.A.- 1st Semester (New Syllabus)

Course Code: SOC-C-103

Social Stratification and Change

UNIT(1-20)

Dr. Anjna Thakur



**Centre for Distance and Online
Education Himachal Pradesh
University, Shimla, 171005**

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SOCIAL DIFFERENTIATION, SOCIAL INEQUALITY
AND SOCIAL STRATIFICATION

STRUCTURE

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- Self-Check Exercise-3
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M.Com. 1st SEMESTER

COURSE- MC 101

MANAGEMENT THEORIES AND PRACTICES

DSC

UNIT 1-14

By: Dr. Ashok Kumar Bansal

Miss Bharti



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Block-1

Introduction To Management

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- 1.2 Learning Objectives
- 1.3 Definition of Management
 - 1.3.1 Features of Management
 - 1.3.2 Pioneer of Management Thinkers
- Self-Check Exercise
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answer to Self-Check Exercise
- 1.7 Suggestive Readings
- 1.8 Terminal Questions

1.1 INTRODUCTION

Management as a discipline, as we understand and practice today, is barely hundred years old. Considering that documented history is a few thousand years old, the so-called scientific management is still in its infancy. Obviously, our ancestors practiced some form of management and achievements testify their success. Any traveler to countries which have had ancient civilizations, such as India, China or Greece, will marvel at how human beings scaled great heights of success in politics, science, commerce, religion, etc. only to fall later and then start all over again. The very concept of management is understood and practiced differently in different countries. From that perspective, contemporary management concepts are just another wave of thought in the vast ocean of human history and are bound to change with the passage of time and culture.

M.Com. 1st SEMESTER

COURSE- MC 102

BUSINESS ENVIRONMENT

DSC

UNIT 1-17

**By: Prof. Vijay Kumar Kaushal
Mr. Amit Kumar**



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BUSINESS AND ITS ENVIRONMENT

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1.2 LEARNING OBJECTIVES

1.3 ENVIRONMENTAL FACTORS

1.4 THE PROCESS OF ENVIRONMENTAL SCANNING

SELF CHECK EXERCISE-1

1.5 FACTORS FOR ENVIRONMENTAL SCANNING

1.5.1 APPROACHES AND THE ENVIRONMENTAL SCANNING

1.5.2 ENVIRONMENTAL APPRAISAL

1.5.3 STRUCTURING OF ENVIRONMENTAL APPRAISAL

SELF CHECK EXERCISE-2

1.6 SUMMARY

1.7 GLOSSARY

1.8 ANSWERS TO SELF CHECK EXERCISES

1.9 SUGGESTED READINGS

1.10 TERMINAL QUESTIONS

1.1 INTRODUCTION

Every business organization has to interact and transact with its environment. Hence, the business environment has a direct relation with the business organization. Obviously then, the effectiveness of interaction of an enterprise with its environment primarily determines the success or failure of a business.

M.Com. 1st SEMESTER

COURSE- MC 103

MANAGERIAL ECONOMICS

DSC

UNIT 1-15

**By: Dr. Virender Kaushal
Mr. Rajneesh Kumar**



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- 1.7 SUMMARY
- 1.8 GLOSSARY
- 1.9 ANSWERS TO SELF CHECK EXERCISES
- 1.10 SUGGESTED READINGS
- 1.11 TERMINAL QUESTIONS

1.1 INTRODUCTION

Economics can be defined as a discipline that studies the behaviour patterns of human beings. The main aim of economics is to analyse how individuals, households, organisations, and nations use their scarce resources to achieve maximum profit. Economics is broadly classified into two parts, namely microeconomics and macroeconomics. Microeconomics is a branch of economics that studies the behaviour of individual consumers and organisations in the market. It focuses on the demand and supply, pricing, and output of individual organisations.

M.Com. Ist SEMESTER

COURSE- MC 104

STATISTICAL ANALYSIS FOR DECISION MAKING

DSC

UNIT 1-14

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 - 1.3.2 Arithmetic Mean
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 - Self-check Exercise-3
- 1.6 Geometric Mean & Harmonic Mean
 - Self-Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers To Self-Check Exercise
- 1.10 Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction:

One of the essential objectives of statistical analysis is to find out various numerical measures that explain the inherent characteristics of frequency distributions. The first of such measures is averages. The averages are the measures that condense a huge, unwieldy set of numerical data into single

M.Com. 1st SEMESTER

COURSE- MC 105

TAXATION LAWS AND ADMINISTRATION

DSC

Lesson 1-15

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INTRODUCTION: INCOME TAX SLABS

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1.3 NO CHANGE IN THE PERSONAL INCOME TAX RATE

1.3.1 HEALTH AND EDUCATION CESS

1.3.2 STANDARD DEDUCTION

1.3.3 CHANGE IN THE CORPORATE TAXATION

1.3.4 NORMAL TAX RATES APPLICABLE TO AN INDIVIDUAL

1.3.5 NORMAL TAX RATES APPLICABLE TO EVERY AOP/BOI/ARTIFICIAL JURIDICAL PERSON

SELF CHECK EXERCISE 1

1.4 NORMAL TAX RATES APPLICABLE TO A FIRM

1.4.1 NORMAL TAX RATES APPLICABLE TO A DOMESTIC COMPANY

1.4.2 NORMAL TAX RATES APPLICABLE TO A FOREIGN COMPANY

1.4.3 NORMAL TAX RATES APPLICABLE TO A CO-OPERATIVE SOCIETIES

1.4.4 NORMAL TAX RATES APPLICABLE TO LOCAL AUTHORITIES

SELF CHECK EXERCISE 2

1.5 SUMMARY

1.6 GLOSSARY

1.7 ANSWERS TO SELF CHECK EXERCISES

1.8 SUGGESTED READINGS

1.9 Terminal QUESTIONS

1.1 INTRODUCTION

Budget 2021 has proposed no changes in the income tax slabs and rates for FY 2021-22. However, cess has been increased to 4 per cent from 3 percent across the board for taxpayers. Due to the hike in cess, the tax liability for the highest slab (assuming an income of Rs 15 lakh) has increased by Rs 2,625. Under this tax structure, income is categorized into different groups and the criteria for grouping are the amount of

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COURSE- MC 106

CORPORATE LEGAL FRAMEWORK

DSC

UNIT 1-16

By: Prof. Devinder Sharma

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CORPORATE LEGAL FRAMEWORK: CONCEPTUAL UNDERSTANDING

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1.2 LEARNING OBJECTIVES

1.3 THE CONCEPT OF LEGAL FRAMEWORK AND DIFFERENT FORMS OF ORGANIZATION

1.3.1 MEANING OF A COMPANY

1.3.2 ORIGIN AND PRESENT STATE OF THE CORPORATE LEGAL FRAMEWORK

SELF CHECK EXERCISE-1

1.4 OBJECTIVES OF EXPERT COMMITTEE ON CORPORATE LEGAL FRAMEWORK

1.4.1 OUTCOME OF FORMING EXPERT COMMITTEE

1.4.2 CHARACTERISTICS OF A COMPANY

1.4.3 LIFTING THE CORPORATE VEIL

1.4.4 DIFFERENCES BETWEEN A COMPANY AND A PARTNERSHIP SUMMARY

SELF CHECK EXERCISE-2

1.5 GLOSSARY

1.6 ANSWERS TO SELF CHECK EXERCISE

1.7 SUGGESTED READINGS

1.8 TERMINAL QUESTIONS

1.1 INTRODUCTION

Company law in India refers to the legal framework that governs the formation, operation, and regulation of companies registered in India. The primary legislation regulating companies in India is the Companies Act, which was first enacted in 1956 and has since undergone several amendments to adapt to changing business environments and international best practices.

M.Com. 2nd SEMESTER

COURSE- MC 201

CORPORATE FINANCIAL ACCOUNTING

DSC

UNIT 1-15

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UNIT-1

INTRODUCTION TO COMPANY AND ISSUE OF SHARE CAPITAL

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 - 1.3.1 Kinds of Companies**
 - 1.3.2 Types of Shares**
 - 1.3.3 Issue of Shares**
 - 1.3.4 Minimum Subscription**
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 - 1.3.6 Issue of Shares for Consideration Other Than Cash**
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 - 1.3.8 Pro-Rata Allotment**
 - 1.3.9 Special Cases**
- Self-Check Exercise**
- 1.4 Summary**
- 1.5 Glossary**
- 1.6 Answers to Self-Check Exercise**
- 1.7 Suggested Readings**
- 1.8 Terminal Questions**

1.1 INTRODUCTION

The third step in the evolution of organizational forms is the business form. The majority of the shareholders, who are the true owners of the business, give it money. However, it is neither feasible nor deemed ideal for all of them to be involved in the administration of the business. As a result, they choose a board of trustees to act as their agent in running the business. In actuality, the 2013 Companies Act's rules control every aspect of the company's operations. A company is defined as a business that has been established or registered under the 2013 Companies Act or any of the previous Companies Acts. According to Chief Justice Marshall, "a company is a person, artificial, invisible, intangible and existing only in the eyes of law. Being a mere creation of law, it possesses only those properties which the charter of its creation confers upon it, either expressly or as incidental to its very existence".

M.Com. 2nd SEMESTER

COURSE- MC 202

HUMAN RESOURCE MANAGEMENT

DSC

UNIT 1-15

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Miss Rekha Kumari



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- 1.2 Learning Objectives
- 1.3 History of Human Resource Management
 - 1.3.1 Scientific Management Approach
 - 1.3.2 Human Relations Approach
 - 1.3.3 Human Resources ApproachSelf-check Exercise-1
- 1.4 Nature, Scope, Need, Objectives, Importance & Limitations of Human Resource Management
 - 1.4.1 Nature of Human Resource Management
 - 1.4.2 Scope of Human Resource Management
 - 1.4.3 Need for Human Resource Management
 - 1.4.4 Objectives of Human Resource Management
 - 1.4.5 Importance of Human Resource Management
 - 1.4.6 Limitations of Human Resource ManagementSelf-check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-check Exercises
- 1.8 Suggested Readings
- 1.9 Terminal Questions

1.1 INTRODUCTION :

Human resource is most important for the success of any organisation. It is a source of strength and aid. Human resources are the assets of an organisation which can help it in achieving its goals. Human resources management is concerned with the human beings in an organisation. It reflects a new outlook which views organisation's manpower as its resources and assets. Human resource is the total knowledge, abili

M.Com. 2nd SEMESTER

COURSE- MC 203

CORPORATE FINANCE AND POLICY

DSC

UNIT 1-14

By: Prof. Kuldeep Kumar Attri

Mr. Amit Kumar



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Unit 1

FINANCIAL MANAGEMENT (Part-1)

Structure:

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Nature of Financial Management
 - 1.3.1 Field of Finance
 - 1.3.2 Scope of Financial Management
 - 1.3.3 Functions of Financial Management
 - 1.3.4 Objectives of Financial Management
 - 1.3.5 Organization of Finance Functions
 - 1.3.6 Functions of Financial Manager, Treasurer and Controller
- Self-Check Exercise
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers to Self-Check Exercise
- 1.7 Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

Financial management during this century has undergone dramatic changes. The financial manager's responsibilities are broadening and becoming more vital for the development of the corporation. Once these responsibilities were mainly concerned with the procurement of funds, preparing reports, instruments and institutions for raising funds etc. At presents, the financial management emerges as immense important discipline both to the academicians and practitioners.

M.Com-3rd Semester

Course: MC-204

Marketing Management

Written By:

Dr Ashok Kumar Bansal



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UNIT-1 INTRODUCTION TO MARKETING

STRUCTURE

- 1.0 Introduction
- 1.1 Learning Objectives
- 1.2 Definitions, Evolution & Marketing Concepts
Self Check Exercise-1
- 1.3 Nature, Scope and Importance of Marketing
Self Check Exercise-2
- 1.4 Concept of Marketing Management
Self Check Exercise-3
- 1.5 Marketing-Mix, Marketing Process
Self Check Exercise-4
- 1.6 Role of Marketing Mix in Marketing Planning and Marketing Strategy
Self Check Exercise-5
- 1.7 Ethics in Marketing
Self Check Exercise-6
- 1.8 Summary
- 1.9 Glossary
- 1.10 Answers to Self-check Exercises
- 1.11 Terminal Questions
- 1.12 Suggested readings

1.1 INTRODUCTION

Most of the people define marketing as selling or advertising. It is true that these are parts of the marketing. But marketing is much more than advertising and selling. In fact marketing comprises of a number of activities which are interlinked and the decision in one area affects the decision in other areas.

In the present highly competitive economy, which can be called a buyer's market, it is the customer who wields full power. He can make or wreck a company.

M.Com. 2nd SEMESTER

COURSE- MC 205

RESEARCH METHODOLOGY AND DATA SCIENCE

DSC

UNIT 1-14

By: Prof. O.P. Verma

Dr. Virender Kaushal



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BLOCK 1

Introduction of Research: Meaning, characteristics, objectives, nature, scope, significance, limitations, role of research in decisions making, types, criteria of good research and ethics in research; The research process -- steps in research process; Defining the research problem— problem defining process, consideration in selecting a research problem; Research design— definition, Types, components and significance.

UNIT 1

Basics of Research

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning, Need, Scope, Characteristics, Nature and Importance of Research
Self-Check Exercise-1
- 1.4 Objectives, Role, Rules and Regulations, Benefits and Limitations of Research
Self-Check Exercise-2
- 1.5 Criteria for Good and Problems faced by Researchers in India in Research
Self-Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to Self-Check Exercises
- 1.9 Suggested Readings
- 1.10 Term-End Questions

1.1 Introduction

In essence, research is a systematic process that expands knowledge, solves problems, and enhances our understanding of various phenomena. It begins with a question, leads to hypothesis formulation, and employs methodologies to gather and analyse data. The findings, disseminated through scholarly publications and conferences, foster further inquiry and inform various fields, including academia, industry, and healthcare. Ethical considerations ensure the integrity of research and the welfare of participants. Ultimately, research drives innovation and societal development, enriching our comprehension of the world and contributing significantly to human progress and well-being.

1.2 Learning Objectives

After studying this unit students can understand the:

- Meaning, Need, Scope, Characteristics, Nature and Importance of Research
- Objectives, Role, Rules and Regulations, Benefits and Limitations of Research
- Criteria for Good and Problems faced by Researchers in India in Research

1.3 Meaning, Need, Scope, Characteristics, Nature and Importance of Research

Meaning of Research

Research is a systematic and rigorous process designed to expand knowledge, discover new information, revise existing concepts, and develop new theories across various disciplines. It begins with identifying a problem or question and conducting an extensive literature review to understand current knowledge and identify gaps. This foundation helps refine the research question and formulate hypotheses.

Depending on the research question, methodologies are selected, which can be quantitative, qualitative, or mixed methods. Quantitative research involves numerical data to test hypotheses and identify patterns, commonly used in natural sciences and fields where objective measurement is possible. In contrast, qualitative research explores complex phenomena through detailed, contextual data, using methods like interviews and observations to understand participants' perspectives.

M.Com. 2nd SEMESTER

COURSE- MC 206

CORPORATE GOVERNANCE AND BUSINESS ETHICS

DSC

UNIT 1-21

By: Dr. Virender Kaushal



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Block I

Unit 1

CORPORATE GOVERNANCE: AN OVERVIEW

STRUCTURE

- 1.1 INTRODUCTION
- 1.2 LEARNING OBJECTIVES
- 1.3 CORPORATE GOVERNANCE
SELF-CHECK EXERCISE 1
- 1.4 CORPORATE GOVERNANCE FRAMEWORK IN INDIA
SELF CHECK EXERCISE 2
- 1.5 SUMMARY
- 1.6 GLOSSARY
- 1.7 ANSWERS TO SELF CHECK EXERCISES
- 1.8 SUGGESTED READINGS
- 1.9 TERMINAL QUESTIONS

1.1 INTRODUCTION

Corporations are looking to achieve performance, need to adapt to changes in economic life all around the world. This situation requires good communication and coordination of processes within the company but also a solid relationship based on trust between the involved stakeholders. This is where corporate governance comes along, dealing with the interaction of business's management and its board of directors, its shareholders and lenders and its other stakeholders such as employees, customers, suppliers, and the community of which it is a part. It is all about balancing individual and societal goals, as well as economic and social goals. Corporate Governance is a system by which firms are managed. The stages of development of Corporate Governance and its systems synchronize with the evolution of the economy, corporate structure, ownership groups, political and legal developments of a country. Academicians, practitioners and researchers have evolved different theories and models describing different facets of governance and its practices across different countries of the world. In this process, metrics are also being developed to measure Corporate Governance and its processes.

M.Com. 2nd Semester

Course: MC-GE-I

ORGANISATIONAL BEHAVIOUR AND DEVELOPMENT

Generic Elective Courses (GE)

Units 1 to 15

By: Rajneesh Kumar



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UNIT: 1

ORGANISATIONAL THEORY

STRUCTURE

- 1.1 INTRODUCTIONLEARNING OBJECTIVE
- 1.2 THEORIES OF ORGANISATION
 - 1.2.1 CLASSICAL THEORY OF ORGANISATION
 - 1.2.2 NEO-CLASSICAL THEORY OF ORGANISATION
 - 1.2.3 MODERN THEORY OF ORGANISATION
- SELF-CHECK EXERCISE
- 1.3 SUMMARY
- 1.4 GLOSSARY
- 1.5 ANSWER TO SELF-CHECK EXERCISE
- 1.6 SUGGESTED READINGS
- 1.7 TERMINAL QUESTIONS

1.1 INTRODUCTION

The term "organisational theory" refers to a group of interconnected ideas that deal with the sociological analysis of the composition and functioning of formal social organisations. The goal of organisational theory is to clarify the connections and absence of connections between related organisational units. Understanding how people act in groups, which might be different from how people behave individually, is another focus of organisational theory. Goal-directed behaviour is a common topic of organisational theory. Inter- and intra-organizational topics of research are both covered by organisational theory.

1.2 LEARNING OBJECTIVE

After studying this unit, you should be able to:

- Learn various theories of organization.
- Classical theory of organization.
- Neo-classical theory of organization.
- Modern theory of organization.

1.3 THEORIES OF THE ORGANISATION

1. CLASSICAL THEORY OF ORGANISATION
2. NEO-CLASSICAL THEORY OF ORGANISATION

B.Ed. 1st YEAR

PAPER II

CONTEMPORARY INDIA AND EDUCATION

DR. (MRS.) MONIKA SOOD



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UNIT 1

INDIAN CONSTITUTION: PREAMBLE, RIGHTS AND DUTIES

Structure

- 1.1 Introduction
- 1.2 Learning objectives
- 1.3 Indian Constitution
Self- check Exercise-1
- 1.4 Preamble of the constitution
Self- check Exercise-2
- 1.5 Rights as per Indian Constitution
Self- check Exercise-3
- 1.6 Duties as per Indian Constitution
Self- check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to self- check Exercise
- 1.10 References / Suggested Readings
- 1.11 Terminal Questions

1.1 INTRODUCTION:

The 'preamble' to the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document. The hopes and aspiration of the people as well as the ideals before our nation are described in the preamble in clear cut words. It may be considered as the soul of Constitution. The preamble can be referred to as the preface which highlights the essence of the entire Constitution. It was adopted on 26 November 1949 by the Constituent and came into effect from 26th January, 1950.

1.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

- Give the meaning of Preamble to the Constitution of India:
- Describe the Fundamental Rights, Fundamental Duties of the State Policy.
- Find out the relationship between the Fundamental Rights and Fundamental Duties.

B.Ed. 1st YEAR

Paper IX – A (iii)

TEACHING OF MATHEMATICS

**PROF. KULDEEP SINGH KATOCH
DR. (MRS.) MONIKA SOOD**



**Centre for Distance and Online Education
Himachal Pradesh University
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Unit - 1

Meaning, Nature, Importance and Place of Mathematics in Daily Life and School Curriculum

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning of Mathematics
Self-Check Exercise - 1
- 1.4 Nature of Mathematics
Self-Check Exercise- 2
- 1.5 Importance of Mathematics
Self-Check Exercise- 3
- 1.6 Place of Mathematics in School Curriculum
Self- Check Exercise - 4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self-Check Exercises
- 1.10 References/Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction

Dear Learner, Mathematics plays a crucial role in our daily lives and its importance cannot be overstated. It is a fundamental discipline that impacts various aspects of our everyday existence. Here are some key reasons why mathematics is important in our daily life.

- ❖ Mathematics is essential for performing everyday tasks such as counting money, measuring ingredients for cooking, telling time, and making basic calculations. Without arithmetic skills,
- ❖ it would be challenging to handle simple financial transactions.
- ❖ Mathematics equips us with problem-solving skills that are applicable in various situations.
- ❖ Whether you're trying to figure out the most cost-effective way to purchase groceries, solve a household issue, or make decisions at work, problem-solving abilities rooted in mathematics are invaluable.

B.Ed. 2nd YEAR

PAPER XIII

GENDER, SCHOOL AND SOCIETY

MR. RAJESH KUMAR SHARMA
DR. (MRS.) MONIKA SOOD KAISTHA



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UNIT – I: CONCEPT OF GENDER

Lesson Structure

- 1.1 Introduction**
- 1.2 Learning Objectives**
- 1.3 Concept of Gender**
Self-Check Exercise-1
- 1.4 Need and Importance**
Self-Check Exercise-2
- 1.5 Gender bias and gender stereotype**
Self-Check Exercise-3
- 1.6 Summary**
- 1.7 Glossary**
- 1.8 Answers to Self-Check Exercise**
- 1.9 References/Suggested Readings**
- 1.10 Terminal Questions**

1.1 Introduction

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity – an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society.

Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world. This unit's emphasis is the concept of gender, types of gender roles, attitude towards gender and social construction of gender. This unit creates a lot of inputs for the prospective teachers about the gender issues, gender dynamics and gender roles.

1.2 Learning Objectives

After completing this Unit, the student teachers will be able to:

- Define the concept of gender and distinguish between gender and sex.
- Explain the meaning of gender equality and its significance in society.
- Identify and describe the need and importance of promoting gender equality.
- Recognize and discuss examples of gender bias and gender stereotypes.

B.Ed. 2nd Year

Paper IX – B(iii)

TEACHING OF MATHEMATICS

**PROF. KULDEEP SINGH KATOCH
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Unit - 1

Mathematics Learning Resources: Need and Importance, Importance and Organization of Mathematics Club, Mathematics Exhibitions and Mathematics Fairs, and Importance and Setting up of Mathematics Laboratory/Resource Centre Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Need and Importance of Mathematics Learning Resources
Self-Check Exercise - 1
- 1.4 Organization of Mathematics Club
Self-Check Exercise - 2
- 1.5 Mathematics Exhibitions and Fairs
Self-Check Exercise - 3
- 1.6 Setting Up of Mathematics Laboratory/Resource Centre
Self- Check Exercise - 4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self-Check Exercises
- 1.10 References/Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with need and importance of mathematics learning resources, importance and organization of mathematics club, mathematics exhibitions and fairs, and importance and setting up of mathematics laboratory/resource centre, importance of various teaching aids in mathematics: developing/preparing low cost improvised teaching aids relevant to local ethos.

1.2 Learning Objectives

After completing this unit, you will be able to;

- explain the need and importance of mathematics learning resources.
- discuss the importance and organization of mathematics club.
- describe the importance of mathematics exhibitions and fairs.
- explain the importance and setting up of mathematics laboratory/resource centre.

Understanding Disciplines and Subjects

Units 1-8

**Dr. Ritika Sharma
Dr. Anup Kumar**



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Unit -1

Nature and role of Discipline Knowledge in School Curriculum

Unit Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning of School Subjects

Self-Check Exercise-1

1.4 Meaning of Discipline

Self-Check Exercise-2

1.5 Meaning of Academic Disciplines

Self-Check Exercise-3

1.6 Nature and role of Discipline knowledge in School Curriculum

Self-Check Exercise-4

1.7 Summary

1.8 Glossary

1.9 Answers to Self-Check Exercises

1.10 Terminal Questions

1.11 References /Suggested Readings

1.1 Introduction

Society has assigned academia a major role for perpetuating and expanding human knowledge, therefore, it is appropriate that attention be focused upon the process by which this task is achieved. In formal school

B.Ed. 1st Year

Paper - IX (A)-II

Teaching of Life Sciences

Units 1-8

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B.Ed. First Year

Paper IX – A (ii)

TEACHING OF LIFE SCIENCES

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UNIT-1

LIFE SCIENCE: SCOPE, IMPORTANCE AND HISTORICAL DEVELOPMENT

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Nature of Life Science
Self-Check Exercise-1
- 1.4 Scope and Importance of Life Science in School Curriculum
Self-Check Exercise-2
- 1.5 Historical Development of Life Sciences
Self-Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to Self-Check Exercises
- 1.9 References/Suggestive Readings
- 1.10 Terminal Questions

1.1 INTRODUCTION

Dear learners, science is a systematic attempt to understand rationally what exists around us. Things have always existed around us however, there were no known principles which tells us the reality in an objective way. With development of human civilisation, we developed our knowledge about various phenomena existing in nature and other things as well. In today's world, our knowledge has dived deep into the human body and as vast as up to the universe. The human knowledge about various sciences like biology, physics, chemistry, mathematics and others have developed so much that almost every event in the world can be explained and predicted well in advance. We have solutions to almost every aspect of world problems. During covid-19, sciences have led to solve the problem by understanding the virus and then introducing vaccines to fight the pandemic. In life sciences, we get to learn about different life forms and seek to know the cause behind their existence. Here, we learn about the life, living organisms and their

Education for Peace

Units:1-8

Prof. Kuldeep Singh Katoch

Sh. Rajesh Kumar Sharma

Dr. Ritika Sharma



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EDUCATION FOR PEACE

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UNIT 1

CONCEPT AND NEED OF EDUCATION FOR PEACE

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning and concept of peace

Self - Check Exercise-1

1.4 Need of Education for peace

Self - Check Exercise-2

1.5 Summary

1.6 Glossary

1.7 Answers to Self- Check Exercises

1.8 References/ Suggested Readings

1.9 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with meaning, concept and need of Education for peace; practical steps to build peaceful school environment and values for developing peace; teacher as a builder of peace, role of social agencies (family, school, mass media and NGO's) in promoting Education for peace and pedagogical skills and strategies in promoting Education for peace.

1.2 Learning Objectives

After completing this unit, the students will have the ability to:

- Describe meaning of peace.

**M.A. (Education) 3rd
Semester**

**Course Code: EDUCC 111
Course Type – Core**

EDUCATIONAL MEASUREMENT AND EVALUATION

**Dr. Vishal Sood
Dr. Shashi Kant Sharma
Dr. (Mrs.) Monika Sood**



**Centre for Distance and Online Education
Himachal Pradesh University
Gyan Path, Summerhill, Shimla - 171005**

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UNIT-1

TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAIN

Structure:

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Taxonomy of Educational Objectives
Self- Check Exercise-1
- 1.4 Taxonomy of Objectives in Cognitive Domain
Self- Check Exercise-2
- 1.5 Taxonomy of Objectives in Affective Domain
Self- Check Exercise-3
- 1.6 Taxonomy of Objectives in Psychomotor Domain
Self- Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self- check Exercises
- 1.10 References/ Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction:

Teaching and instructions are organized to achieve the educational objectives. The desired behavioral change is brought among the students to realize the educational objectives. The programmed instructional material is designed to specific educational and to some specific instructional objectives. The teaching and instructional objectives are helpful for achieving the educational objectives. Teaching is a purposeful and meaningful process. A teacher has a delimited set of objectives. He should determine the teaching objectives. The educational objectives imply the changes that we try to produce in the child. In the words of B.S.Bloom, "Educational objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the construction and use of evaluative techniques".

1.2 Learning Objectives:

After going through this Unit, learners will be able to:

- Develop an understanding of taxonomy of objectives in the Cognitive domain.
- Develop an understanding of taxonomy of objectives in the Affective domain.
- Develop an understanding of taxonomy of objectives in the psychomotor domain.
- Explain bloom's taxonomy of educational objectives.

M. A. (Education) 3rd Semester

Course : EDUCE 201

Discipline Elective

TEACHER EDUCATION

DR. (MRS.) MONIKA SOOD



**Centre for Distance and Online Education
Himachal Pradesh University
Gyan Path, Summerhill, Shimla - 171005**

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Unit – 1 HISTORICAL PERSPECTIVE OF TEACHER EDUCATION

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning of Teacher Education
Self- Check Exercise-1
- 1.4 Objectives/vision of Teacher Education
Self- Check Exercise-2
- 1.5 Scope of Teacher Education
Self- Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to self check Exercises
- 1.9 References/Suggested readings
- 1.10 Terminal Questions

1.1 INTRODUCTION:

“No educational system can drive without the help of trained and competent teachers. A country with competent Teacher is a country with a bright future.”

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

1.2 LEARNING OBJECTIVES:

After completing this unit, the learners will be able to;
Explain the concept of Teacher Education
Understand the scope of Teacher Education

M.A. 4th Semester

Course Code: EDUGE 302
Course Type – Generic Elective

PEDAGOGY OF SCIENCES

DR. (MRS.) MONIKA SOOD

DR. PRADEEP SINGH DEHAL



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Himachal Pradesh University

Gyan Path, Summerhill, Shimla - 171005

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Unit-1

MEANING AND NATURE OF SCIENCE, IMPORTANCE OF SCIENCE IN LIFE

STRUCTURE

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Meaning of Science
Self Check Exercise-1
- 1.3 Nature of Science
Self Check Exercise-2
- 1.4 Importance of Science in Everyday Life
Self-Check Exercise-3
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercise
- 1.8 References and Suggested Readings
- 1.9 Terminal Questions

1.0 Learning Objectives:

After reading this unit, you will be able to

- Understand the meaning, nature & importance of General Science
- Understand the importance of science in life

1.1 INTRODUCTION:

Today science is advancing at an amazing speed and everything of our life has changed beyond recognition. It constitutes an attempt to conquer the forces of nature and aims to give man increasing power over his surroundings. In the daily life of a man science is visible. For instance, he can now travel much faster and more comfortably than in the past Bullock carts in villages and horse carriages in town are being replaced by tractors, trucks auto-carriages in and cars.

Invention of steam engine revolutionized travel Similarly quick means of communication have brought the peoples of the world together We can talk to any person through telephone and mobiles. Electronic mail (email) has made the transmission of any message across internet to any person in this world Science has played a tremendous role in our lives during the last century and is now changing our entire existence in such important aspects as health, communication transportation and power to visualize what science has done for man, it is simply necessary to sit in a modern room and look around. There you will find nothing which the hand of science has left untouched. The curtains and carpets are tinted with dyes which no plant could have produced.

M.A. (Education) 1st Semester

Course Code : EDUCC 102

Course Type - Core

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Units 1-16

Prof. Vishal Sood

Dr. Ritika Sharma



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UNIT-1

EDUCATION AND SOCIOLOGY

Structure:

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Nature of Sociology
Self Check Exercise-1
- 1.4 Meaning and Nature of Education
Self Check Exercise-2
- 1.5 Meaning of Educational Sociology
Self Check Exercise-3
- 1.6 Scope of Educational Sociology
Self Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self Check Exercise
- 1.10 References /Suggested Readings
- 1.11 Terminal Questions

1.1 INTRODUCTION:

Humans are naturally social creatures, thriving on interaction and connection with others. A large amount of learning among humans takes place through various informal means which include different social settings. People's character traits are frequently seen as the product of hereditary characteristics and environmental influences that includes mainly the social

Fundamentals of Educational Psychology

Units 1-20

Prof. Kuldeep Singh Katoch

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20.	Measures for Promoting Mental Health	220-229

Unit - 1

Educational Psychology: Meaning, Nature and Scope

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Definition of Psychology and Educational Psychology
Self-Check Exercise -1
- 1.4 Nature of Educational Psychology
Self-Check Exercise -2
- 1.5 Scope of Educational Psychology
Self-Check Exercise -3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answer to Self-Check Exercises
- 1.9 References/Suggested Readings
- 1.10 Terminal Questions

1.1 Introduction

Hey there, learner! This unit is all about the importance and role of educational psychology in shaping the theory and practice of education. We'll explore the concept, nature, and scope of educational psychology in educational settings. You know, understanding psychology is super important in life. And guess what? The study of educational psychology

M.A. (Education) 3rd Semester

Course Code: EDUCC 110

Course Type – Core

FOUNDATIONS OF EDUCATIONAL RESEARCH

Units 1-20

Prof. Kuldeep Singh Katoch

Prof. Ajay Kumar Attri

Dr. Ritika Sharma



Centre for Distance and Online Education (CDOE)

Himachal Pradesh University,

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Unit - 1

Meaning, Characteristics and Nature of Research

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning, Characteristics and Nature of Research
Self-Check Exercise - 1
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answer to Self-Check Exercise
- 1.7 References/Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with meaning, characteristics and nature of research.

1.2 Learning Objectives

After completing this unit, you will be able to;

- describe the meaning and characteristics of research.
- explain the nature of research.

1.3 Meaning and Characteristics of Research

The term “research” originates from the Latin word “to know,” encapsulating a systematic approach to inquiry and knowledge acquisition. It poses unanswered questions, employs a structured procedure, and seeks empirical evidence rather than mere theoretical musings. Research aims to establish facts, attain objective truths, and address practical challenges.

एम०ए० संस्कृत द्वितीय सत्र

वेद (MSKTC-201)

(ऋक्सूक्तसंग्रह एवं पृथिवीसूक्त)

इकाई 1 से 21



लेखक : डॉ. सरोज कुमारी

दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

विषयानुक्रमणिका

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इकाई – 1

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- 1.1 प्रस्तावना
- 1.2 उद्देश्य
- 1.3 वैदिक साहित्य परिचय
 - स्वयं आंकलन प्रश्न
- 1.4 ऋग्वेद की शाखाएं, संगठन और क्रम
 - स्वयं आंकलन प्रश्न
- 1.5 ऋग्वेद का रचना काल
 - स्वयं आंकलन प्रश्न
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- 1.10 कठिन शब्दावली
- 1.11 स्वयं आंकलन प्रश्नों के उत्तर
- 1.12 अनुशंसित ग्रन्थ
- 1.13 अभ्यास के लिए प्रश्न

1.1 प्रस्तावना

वेद समस्त सृष्टि के सर्वस्व हैं। विश्व कल्याणार्थ चार वेद हैं— ऋग्वेद, यजुर्वेद, सामवेद एवं अथर्ववेद। वेद मानव जाति सहित समस्त प्राणी जगत् को सुखमय बनाने का एकमात्र साधन है अर्थात् वेद ज्ञान से ही मनुष्य सुख और शान्ति एवं लोक—परलोक को सुखी करता है। लोक—परलोक से सम्बन्धित समस्त क्रिया—कलापों का समावेश वेद में मिलता है। सृष्टि कल्याणार्थ ऐसा कोई विषय नहीं है जो वेद में

एम. ए. द्वितीय सत्र

पाठ्यक्रम – MSKTC-204

संस्कृत
व्याकरण
(कृदन्त प्रकरण से लेकर अन्त तक तथा कारक प्रकरण)
इकाई 1-20



सम्पादक: डॉ. देवराज

दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

विषयानुक्रमणिका

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- 1.2 उद्देश्य
- 1.3 वर्णित प्रत्यय
- 1.4 लघुसिद्धान्तकौमुदी में वर्णित कृदन्तप्रकरण के 769 से 786 सूत्रों की उदाहरण सहित सिद्धि
 - स्वयं आकलन प्रश्न
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 सहायक ग्रन्थ
- 1.9 अभ्यासार्थ प्रश्न

1.1 प्रस्तावना

प्रिय विद्यार्थियों, प्रथम सत्र में आपने नाटक तथा काव्य के विषय में अध्ययन किया, जिसके अन्तर्गत आपने उत्तररामचरित नाटक और नैषधीयचरित महाकाव्य को पढ़ा। इसके अतिरिक्त आपने कादम्बरी, साहित्यदर्पण, तर्कभाषा और साँख्य तथा वेदान्त का भी अध्ययन किया। इस सत्र के अष्टम पत्र में हम वरदराजकृत लघुसिद्धान्तकौमुदी के कृदन्त प्रकरण से लेकर अन्त तक तथा वैयाकरण सिद्धान्तकौमुदी में वर्णित कारक प्रकरण का अध्ययन करेंगे। इस पाठ में पूर्वकृदन्त प्रकरण के अन्तर्गत कृत् संज्ञा, तव्यत्, अनीयर्, केलिम्, यत्, क्यप्, तथा ण्यत् प्रत्यय का अध्ययन किया जायेगा। धातु में जिस प्रत्यय को जोड़कर संज्ञा, विशेषण या अव्यय बनता है, उसको कृत् प्रत्यय कहते हैं और उसके द्वारा जो शब्द सिद्ध होता है उसको कृदन्त कहते हैं। जैसे- कृ धातु से तृच् प्रत्यय जोड़कर कर्तृ शब्द बना। यहाँ पर तृच् (कृत्) प्रत्यय है और कर्तृ कृदन्त शब्द है। इस अध्याय में लघुसिद्धान्तकौमुदी में वर्णित सूत्रों को उदाहरण सहित वर्णित करने का प्रयास किया जा रहा है।

1.2 उद्देश्य

इस अध्याय के अध्ययन के पश्चात् आप जानने में समर्थ होंगे-

- लघुसिद्धान्तकौमुदी में वर्णित सूत्रों का अर्थ।
- धातु के साथ प्रत्यय जोड़कर शब्द बनाने में सक्षम हो जायेंगे।
- किसी शब्द को बनाने में प्रयुक्त प्रत्ययों और सूत्रों को जानने में सक्षम हो जायेंगे।

एम. ए. प्रथम सत्र

पाठ्यक्रम – MSKTC-101

संस्कृत
नाटक तथा काव्य
इकाई 1-22



सम्पादक: डॉ. देवराज

दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

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इकाई 1

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- 1.1 प्रस्तावना
- 1.2 उद्देश्य
- 1.3 भवभूति का जीवन परिचय
 - 1.3.1 भवभूति का समय
 - स्वयं आकलन अभ्यास प्रश्न-1
- 1.4 भवभूति की प्रकृति
 - स्वयं आकलन अभ्यास प्रश्न-2
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.7 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 सहायक ग्रन्थ
- 1.9 अभ्यास के लिए प्रश्न

1.1 प्रस्तावना

प्रिय विद्यार्थियों, इससे पूर्व स्नातक स्तर की कक्षा में आपने संस्कृत के विभिन्न कवियों के विषय में पढ़ा होगा। इन कवियों में प्रमुखतया भास, कालिदास, बाणभट्ट, सुबन्धु, दण्डी और अम्बिकादत्त व्यास हैं। स्नातकोत्तर स्तर की कक्षा में आपको प्रथम पत्र 'नाटक तथा काव्य' का है। जिसके अन्तर्गत आपको नाटक में भवभूति कृत 'उत्तररामचरित' तथा काव्य में श्रीहर्ष चरित 'नैषधीयचरित' महाकाव्य निर्धारित किया गया है। नैषधीयचरित महाकाव्य और उसके रचयिता पर अगली इकाईयों में वर्णन किया जायेगा। इस इकाई में उत्तररामचरित के रचयिता भवभूति के व्यक्तित्व और कर्तृत्व पर प्रकाश डाला जायेगा। भवभूति को संस्कृत नाट्य सहित्य में युग-परिवर्तन करने वाला प्रतिभाशाली कवि कहा जाता है, जिन्होंने कई दृष्टियों में कालिदास को भी पीछे छोड़ दिया है। वह अपने युग के सशक्त एवं विशिष्ट नाटककार थे। उस युग के आलोचक उनकी प्रतिभा का वास्तविक मूल्यांकन उपस्थित करने में असमर्थ रहे, फलतः कवि के मन में

एम०ए० संस्कृत प्रथम सत्र

पाठ्यक्रम –MSKTC-102

संस्कृत

गद्य काव्य तथा साहित्यालोचन
इकाई 1-23

डॉ० सपना चन्देल



दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

विषयानुक्रमणिका

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- 1.2 उद्देश्य
- 1.3 संस्कृत गद्य साहित्य का उद्भव एवं विकास
 - 1.3.1 महाकवि बाणभट्ट के पूर्ववर्ती गद्यकार
 - 1.3.2 महाकवि बाणभट्ट के परवर्ती गद्यकार
 - स्वयं आकलन प्रश्न
- 1.4 सारांश
- 1.5 कठिन शब्दावली
- 1.6 स्वयं आकलन प्रश्नों के उत्तर
- 1.7 सहायक ग्रन्थ
- 1.8 अभ्यास के लिए प्रश्न

1.1 प्रस्तावना

स्नातकोत्तर द्वितीय सत्र प्रश्न पत्र गद्य काव्य तथा साहित्यालोचन से सम्बन्धित यह प्रथम इकाई है। वैदिक साहित्य में गद्य साहित्य का रूप उनमें वर्णित आख्यानों में दिखाई पड़ता है। इन आख्यानों में गद्य के साथ पद्य का भी भाग मिलता है जिसे 'गाथा' कहते हैं। ऋग्वेद में 'नाराशंसी' गाथाओं का उल्लेख मिलता है। वैदिक गद्य में छोटे-छोटे सरल एवं सुबोध शब्दों का प्रयोग है। संस्कृत गद्य का आरम्भ ब्राह्मण ग्रन्थों और उपनिषदों के गद्य में देखा जा सकता है। आरम्भिक शिलालेखों में गद्य-काव्य प्राप्त होते हैं। रूद्रदमन का गिरनार शिलालेख तथा हरिषेण रचित समुद्रगुप्त प्रशस्ति महत्वपूर्ण गद्यकाव्य के उत्तम उदाहरण हैं। पद्य की अपेक्षा गद्य काव्य की रचना बहुत कम हुई है। परन्तु जितना भी गद्यकाव्य प्राप्य है वह उत्तम श्रेणी का है। इस इकाई में आप संस्कृत गद्य काव्य की परम्परा का उद्भव, विकास, गद्यकाव्य के भेद, प्रमुख गद्य काव्यकारों का परिचय तथा आधुनिक संस्कृत गद्यकाव्य के बारे में अध्ययन करेंगे।

इस इकाई के अध्ययन के उपरान्त आप संस्कृत गद्य काव्य की परम्परा का उद्भव किस प्रकार हुआ। साथ ही गद्यकाव्य के विकास क्रम के विषय में विस्तार से विश्लेषण कर सकेंगे।

एम. ए. संस्कृत - प्रथम षण्मासिकी

पाठ्यक्रम - 3

MSKT-103 न्याय-वैशेषिक

Course Credit : 6

कुल अंक - 80

तर्कभाषा
इकाई 1-20



सम्पादक - डॉ. अश्वनी कुमार

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विषयानुक्रमणिका

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- 1.1 प्रस्तावना
- 1.2 उद्देश्य
- 1.3 अनुबन्ध चतुष्टय का अर्थ
 - 1.3.1 वेदान्तसार के अनुसार अनुबन्ध चतुष्टय
 - 1.3.2 कोशग्रंथ वाचस्पत्यम् में अनुबन्ध चतुष्टय
 - 1.3.3 कुमारिल भट्ट के अनुसार अनुबन्ध चतुष्टय
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 - स्वयं आकलन अभ्यास प्रश्न-1
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 - 1.5.2 लक्षण
 - 1.5.3 परीक्षा
 - स्वयं आकलन अभ्यास प्रश्न-2
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.7 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 सहायक ग्रन्थ
- 1.9 अभ्यास हेतु दीर्घ प्रश्न

1.1 प्रस्तावना

प्रिय विद्यार्थियो, इस इकाई में केशव मिश्र ने यह स्पष्ट किया है कि तर्कभाषा ग्रन्थ को क्यों पढ़ना चाहिए? इसके बाद उन्होंने स्पष्ट किया है कि अनुबन्ध चतुष्टय क्या होता है और जानकारी होने से हमें क्या प्राप्त होता है। इसके साथ-साथ सोलह पदार्थ कौन से हैं और शास्त्र की तीन प्रकार की प्रवृत्ति, लक्षण से अभिप्राय और उसके दोष तथा प्रमाण पदार्थों का परिचय दिया गया है।

कोर्सकोड—MSKTC-104
(CBCS)

पाठ्यक्रम—चतुर्थ

एम०ए०संस्कृत, प्रथमसत्र

सांख्य तथा वेदान्त इकाई1 से22



लेखक : डॉ. दीपलता

दूरवर्ती शिक्षा एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय,
समरहिल, शिमला - 171005

विषयानुक्रमणिका

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1.2 उद्देश्य

1.3 सांख्यकारिका

1.3.1 दर्शन एवं सांख्यदर्शन का वर्णन

1.3.2 सांख्यदर्शन का मूल उद्देश्य

- स्वयं आंकलन प्रश्न – 1

1.4 सांख्यकारिका के रचयिता एवं उनका स्थितिकाल

- स्वयं आंकलन प्रश्न – 2

1.5 सांख्यकारिका व्याख्या सहित (1 से 6 कारिका तक)

- स्वयं आंकलन प्रश्न – 3

1.6 सारांश

1.7 कठिन शब्दावली

1.8 स्वयं आंकलन प्रश्नों के उत्तर

1.9 अनुषंसित ग्रन्थ

1.10 अभ्यास प्रश्न

1.1 प्रस्तावना

दार्शनिक अरस्तु का कथन है—“Philosophy begins in Wonder” अर्थात् “दर्शन का प्रारम्भ आश्चर्य से होता है। वस्तुतः इस अद्भुत संसार के क्रिया-कलापों को देखकर मानव मस्तिष्क चकित रह जाता है तथा वह यह विचार करने के लिए बाध्य हो जाता है कि इस सुप्रतिष्ठित एवं सुव्यवस्थित जगत् का कर्त्ता कौन है? यह विश्व कहां से आया है? हम कहां से आये हैं? यथार्थ सत्ता क्या है? आदि। इसी प्रकार के अगणित विस्मयकारी प्रश्नों के समाधानार्थ मानव-मस्तिष्क अनवरत रूप से विचारशील रहता है। निरन्तर चिन्तन की इस कला का नाम ही दर्शन है।

1.2 उद्देश्य

- सृष्टि के कल्याणार्थ

एम. ए. द्वितीय सत्र

पाठ्यक्रम – MSKTC-202

संस्कृत
निरुक्त तथा उपनिषद्
इकाई 1-21



सम्पादक: रेणुका शर्मा

दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

विषयानुक्रमिका

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क) : यास्क निरुक्त ; प्रथम, द्वितीय सप्तम अध्याय	40अंक
ख) : ईशावास्योपनिषद्	20 अंक
ग) : तैत्तिरीयोपनिषद्.	20अंक

इकाई 1

यास्क का परिचय तथा निरुक्त की उपयोगिता

संरचना

- 1.1 प्रस्तावना
- 1.2 उद्देश्य
- 1.3 यास्क का परिचय
 - 1.3.1 यास्क का काल
 - स्वयं आकलन प्रश्न
- 1.4 निरुक्त की उपयोगिता
 - स्वयं आकलन प्रश्न
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.7 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 सहायक ग्रन्थ
- 1.9 अभ्यास के लिए प्रश्न

1.1 प्रस्तावना

यास्क के योगदान ने वैदिक साहित्य और भारतीय दर्शन के अध्ययन में महत्वपूर्ण भूमिका निभाई है। वेदों के अर्थ और उनके संदर्भ को स्पष्ट करने के लिए यास्क ने 'निरुक्त' की रचना की, जो कि संस्कृत के प्राचीनतम और महत्वपूर्ण व्याकरण ग्रंथों में से एक है। प्रस्तुत इकाई में महर्षि यास्क द्वारा लिखित निरुक्त के प्रथम अध्याय में वर्णित सर्वप्रथम आचार्य यास्क के परिचय के साथ-साथ निरुक्त की उपयोगिता, इत्यादि विषयों पर विस्तार से चर्चा की जाएगी। यद्यपि निरुक्त में यास्क ने मुख्यरूप से पद-विभाग को ही वर्णित किया है किन्तु इसके अन्तर्गत बहुत से अवान्तर विषयों का भी इसमें समावेश किया गया है। इसके अतिरिक्त इस इकाई में आपके उपर्युक्त विषयों के साथ साथ परीक्षा के उपयोगी प्रश्न एवं उनके उत्तर भी प्राप्त होंगे। वस्तुतः वैदिक साहित्य में वेदांगों के अन्तर्गत निरुक्त नामक वेदांग का स्थान महत्वपूर्ण है। निरुक्त वेदरूपी पुरुष का श्रोत्र कहा जाता है। जिस प्रकार कानों के बिना हम सुन नहीं सकते, उसी प्रकार बिना निरुक्त के वेदार्थ को समझना भी अतीव कठिन है। अतः प्रस्तुत पाठ में निरुक्त के प्रथम अध्याय में वर्णित विषय पर ही विशेषरूप से चर्चा की जा रही है। इसका भरपूर लाभ पाठकों को होगा।

1.2 उद्देश्य

इस इकाई के मुख्य उद्देश्य हैं--

- निरुक्त के विषय में ज्ञान प्राप्त कराना।
- वैदिक शब्दों के दुरुह अर्थ को स्पष्ट कराना।

एम. ए. द्वितीय सत्र

पाठ्यक्रम – MSKT-202

संस्कृत
निरुक्त तथा उपनिषद्
इकाई 1-21



सम्पादक: रेणुका शर्मा

दूरवर्ती एवं ऑनलाइन शिक्षा केन्द्र
हिमाचल प्रदेश विश्वविद्यालय, शिमला - 5

विषयानुक्रमणिका

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• इकाई 9	देवता के प्रकार	82-92
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• इकाई 21	भृगु-वल्ली	198-207

पाठ्यक्रम

पाठ्यक्रम पृष्ठ

निरुक्त तथा उपनिषद्

क) : यास्क निरुक्त ; प्रथम, द्वितीय सप्तम अध्याय

40अंक

ख) : ईशावास्योपनिषद्

20 अंक

ग) : तैत्तिरीयोपनिषद्.

20अंक

इकाई 1

यास्क का परिचय तथा निरुक्त की उपयोगिता

संरचना

- 1.1 प्रस्तावना
- 1.2 उद्देश्य
- 1.3 यास्क का परिचय
 - 1.3.1 यास्क का काल
 - स्वयं आकलन प्रश्न
- 1.4 निरुक्त की उपयोगिता
 - स्वयं आकलन प्रश्न
- 1.5 सारांश
- 1.6 कठिन शब्दावली
- 1.7 स्वयं आकलन प्रश्नों के उत्तर
- 1.8 सहायक ग्रन्थ
- 1.9 अभ्यास के लिए प्रश्न

1.1 प्रस्तावना

यास्क के योगदान ने वैदिक साहित्य और भारतीय दर्शन के अध्ययन में महत्वपूर्ण भूमिका निभाई है। वेदों के अर्थ और उनके संदर्भ को स्पष्ट करने के लिए यास्क ने 'निरुक्त' की रचना की, जो कि संस्कृत के प्राचीनतम और महत्वपूर्ण व्याकरण ग्रंथों में से एक है। प्रस्तुत इकाई में महर्षि यास्क द्वारा लिखित निरुक्त के प्रथम अध्याय में वर्णित सर्वप्रथम आचार्य यास्क के परिचय के साथ-साथ निरुक्त की उपयोगिता, इत्यादि विषयों पर विस्तार से चर्चा की जाएगी। यद्यपि निरुक्त में यास्क ने मुख्यरूप से पद-विभाग को ही वर्णित किया है किन्तु इसके अन्तर्गत बहुत से अवान्तर विषयों का भी इसमें समावेश किया गया है। इसके अतिरिक्त इस इकाई में आपके उपर्युक्त विषयों के साथ साथ परीक्षा के उपयोगी प्रश्न एवं उनके उत्तर भी प्राप्त होंगे। वस्तुतः वैदिक साहित्य में वेदांगों के अन्तर्गत निरुक्त नामक वेदांग का स्थान महत्वपूर्ण है। निरुक्त वेदरूपी पुरुष का श्रोत्र कहा जाता है। जिस प्रकार कानों के बिना हम सुन नहीं सकते, उसी प्रकार बिना निरुक्त के वेदार्थ को समझना भी अतीव कठिन है। अतः प्रस्तुत पाठ में निरुक्त के प्रथम अध्याय में वर्णित विषय पर ही विशेषरूप से चर्चा की जा रही है। इसका भरपूर लाभ पाठकों को होगा।

1.2 उद्देश्य

इस इकाई के मुख्य उद्देश्य है--

- निरुक्त के विषय में ज्ञान प्राप्त कराना।

एम. ए. द्वितीय सत्र

पाठ्यक्रम – MSKTC-203

संस्कृत
व्याकरण
(लघुसिद्धान्त कौमुदी - प्रारम्भ से लेकर तिङन्त प्रकरण तक)
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विषयानुक्रमणिका

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