

**MANGALAYATAN UNIVERSITY, ALIGARH  
CENTER FOR DISTANCE AND ONLINE  
EDUCATION**



**PROGRAMME PROJECT REPORT**

**BACHELOR OF ARTS  
(B.A.)**

**2023-24**

**Registrar  
Mangalayatan University  
Beswan, Aligarh**

## **INTRODUCTION**

**The Bachelors of Arts (B.A) Degree Programme** through ODL mode is one of the most sought Bachelor Degree Programmes after 10+2/ Senior Secondary/Intermediate Examination. The Bachelor of Arts is a comprehensive program focusing on holistic development of students in liberal education. It is intended to give graduate the greatest flexibility and choice in future study or career.

The B.A. Degree Programme has been started to provide the ground knowledge for producing the competent professionals through inclusion of capacity building components in the mainstream programme. The B.A. is one of the most popular educational degree courses in India and abroad. This is the basic educational degree program which is a mandatory qualification to appear in different graduate level competitive examinations like civil services, banking sector along with other national level examinations.

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

### **A. Programme's Mission and Objectives**

#### **Mission**

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

#### **Objectives**

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

### **B. Relevance of the program with HEI's Mission and Goals**

The vision and mission of HEI, Mangalayatan University, Aligarh are:

#### **Vision**

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world, and a desire to

grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

### **Mission**

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to students and faculty with all facilities to nurture their interest.

The BA Programme of the University strives to realize its vision and mission by rectifying student centric issues on priority and also to empower local community with the help of various social clubs running in University like NSS, KADAM and alumni association. The University promotes multidisciplinary and allied research in various fields that supports and harnesses joyful learning environment. The goals of ODL(Open Distance Learning) program is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. For such cases BA through ODL mode can be helpful in increasing knowledge base and skill up-gradation.

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

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

The Distance Education Programmes of the Mangalayatan University (MU) shall target the working professionals, executives as well as those who cannot attend a full-time program due to prior occupation or other assignments. The candidates desirous of taking admission in the B.A. Programme shall have to meet the eligibility norms as follows-

**To obtain admission in BA program offered through ODL mode, the learner must have completed 10+2 in any stream.**

The ODL B.A. Programme offered by Mangalayatan University aims to train students to be skilled professionals, with the hunger and ability to become leaders, to develop not just the intellect of our students, but also their character and personality. This gives an opportunity to the distance learner to attend distance programmes offer by the university to those who can't spare enough time to attend regular classes.

### **D. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence**

The University has identified the following Programme Learning Outcomes and Programme Specific Outcomes as acquisition of specific skills and competence in BA Programme.

## **1. Programme Outcomes Pos)**

**At the completion of B.A. Programme, a learner shall able to:**

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

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

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

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

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

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

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

### **Programme Specific Outcomes**

After completing the programme through ODL Mode, students will be able to:

**PSO1.**Ability to develop and understanding of the knowledge with facts figures concerned with subjects like, English, Hindi, Political Science, Sociology, Economics and History.

**PSO2.**Ability to develop awareness in various aspects of human life & culture.

**PSO3.**Ability to compare and contrast in social life and linguistic behaviour.

The University has managed to introduce the BA Programme taking into consideration, 1 and 2, to maintain the quality and to face the competition at the National/International level.

## E. Instructional Design

The Programme is divided into six semesters and minimum credits requirement are 120 to get the B.A. degree through ODL mode from Mangalayatan University. Minimum time period for acquiring the BA degree will be three years and maximum time (extended) period is six years.

### Evaluation Scheme

<b>Semester-I</b>						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
<b>Ability Enhancement</b>						
1	ABO-1200	Environmental Science	4	30	70	100
<b>Choose Any one of the following</b>						
1	ENO-1100	English Communication	4	30	70	100
2	HNO-1101	Hindi-I	4	30	70	100
<b>Choose Any three of the following</b>						
1	HSO-1101	Political History of Medieval India (1206-1320 AD)	4	30	70	100
2	PSO-1101	Introduction to Political Theory	4	30	70	100
3	SOO-1101	Introduction to Sociology	4	30	70	100
4	ECO-1101	Micro Economics	4	30	70	100
<b>Total</b>			20	150	350	500
<b>Semester-II</b>						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
<b>Skills Development</b>						
1.	BSO-2101	Introduction to Computer Application	4	30	70	100
<b>Choose Any one of the following</b>						
1	ENO-1101	Professional Communication	4	30	70	100

2	HNO-2101	Hindi-II	4	30	70	100
<b>Choose Any three of the following</b>						
1	HSO-1201	History of Medieval India (1320-1526AD)	4	30	70	100
2	PSO-1201	Indian Constitution	4	30	70	100
3	SOO-1201	Society, Culture and Social Change	4	30	70	100
4	ECO-1201	Public Finance	4	30	70	100
<b>Total</b>			20	150	350	500
<b>Semester-III</b>						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
<b>Skills Development</b>						
1.	MGO-1105	Computer Applications	4	30	70	100
<b>Choose Any one of the following</b>						
1	ENO-2101	Fiction and Indian Writings in English	4	30	70	100
2	HNO-3101	Adhunik Hindi	4	30	70	100
<b>Choose Any three of the following</b>						
1	HSO-2101	Political History of Medieval India (1526-1707 AD)	4	30	70	100
2	PSO-2101	Indian Political Thinkers	4	30	70	100
3	SOO-2101	Social Change & Social Control	4	30	70	100
4	ECO-2101	Indian Economy	4	30	70	100
<b>Total</b>			20	150	350	500
<b>Semester-IV</b>						
S.N.	Course Code	Course Name	Credit	Max. Marks	Max. Marks	Grand Total
				30	70	
<b>Ability Enhancement</b>						
1	WRT-1010	Writing Skill	4	30	70	100
<b>Choose Any one of the following</b>						
1	ENO-2201	English-II	4	30	70	100
2	HNO-4101	Madhya Ugyen Kavya	4	30	70	100

<b>Choose Any three of the following</b>						
1	PSO-2201	Western Political Thinkers	4	30	70	100
2	SOO-2201	Indian Social Structure	4	30	70	100
3	HSO-2201	History of Indian National Movement (1858-1932 A.D.)	4	30	70	100
4	ECO-2201	Economic Growth and International Trade	4	30	70	100
<b>Total</b>			20	150	350	500
<b>Semester-V</b>						
S.N.	Course Code	Course Name	Credit	Max. Marks	Max. Marks	Grand Total
				Max. Marks	Max. Marks	
<b>Skills Development</b>						
1	BSO-3400	Personality Development and Communication Skill	4	30	70	100
<b>Choose any one of the following</b>						
1	SKO-3100	Basic Knowledge of English Grammar	4	30	70	100
2	HNO-3100	Prayojanmoolak Hindi	4	30	70	100
<b>Choose any three of the following</b>						
1	SOO-3101	Rural and Urban Sociology	4	30	70	100
2	PSO-3101	India's Foreign Policy	4	30	70	100
3	ECO-3101	Intermediate Micro Economics	4	30	70	100
4	HSO-3101	History of Indian National Movement (1932-1947 A.D.)	4	30	70	100
<b>Total</b>			20	150	350	500
<b>Semester-VI</b>						
S.N.	Course Code	Course Name	Credit	Max. Marks	Max. Marks	Grand Total

				Max. Marks	Max. Marks	
<b>Ability Enhancement</b>						
1	PRO-2201	Project Work	4	0	100	100
<b>Choose any one of the following</b>						
1	ENO-2202	English Poetry till 1798	4	30	70	100
2	HNO-6101	Prem Chand	4	30	70	100
<b>Choose any three of the following</b>						
1	SKO-3200	Sociology and Indian Society	4	30	70	100
2	HSO-3200	Era of Gandhi and Mass Movement	4	30	70	100
3	ECO-3200	Macro Economics	4	30	70	100
4	PSO-3200	The United Nations	4	30	70	100
<b>Total</b>			20	120	380	500

## MOOCS

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

## Syllabi and Course Materials

The Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Mangalayatan University in consultation with contents experts and the same will be forwarded to CIQA and Board of Studies/Academic Council/ Executive Council for further suggestions and approval.

## Semester -1

**Course Name: Environmental Science**

**Course Code: ABO-1200**

**Credit-4**

**Course Objectives:** The end of this course, student will be able to:

- To familiar students with the basics of environmental engineering and students will have a broad perspective to identify the importance of population forecast, ecology and their effect on the people and environment.
- To understand the principles associated with environmental engineering, pollution control, Energy resources and global issues related to environment.



**Course Outcomes:** After completion of this course, student will be able to:

S. No.	Course Outcomes (Cos)	Cognitive Level
1	<b>Understand</b> key concepts ecology, environment & Ecosystem.	Remember
2	<b>Describe</b> the Applications of alternative energy sources.	Understand
3	<b>Understand</b> the Different types of Environmental Pollution.	Understand
4	<b>Discuss</b> current environmental issues	Apply
5	<b>Reflect</b> critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	Apply

**Block I: Multidisciplinary Nature of Environment & Ecosystem:**

**Unit 1:** Environmental Education: Definition, Scope & Importance

**Unit 2:** Component of Ecosystem, Types of Ecosystem, Food Chain, Food Web, Energy Flow & Ecological Pyramid.

**Unit 3:** Environmental Impact Assessment.

**Unit 4:** Sustainable Development.

**Block II: Alternative Energy Resources:**

**Unit 5:** Biofuels: Biofuels from Jtropa, Hydrogen Protection Technology.

**Unit 6:** Green Energy: Energy from Biomass & Solid Waste.

**Unit 7:** Renewable Energy Resources: Solar, Wind, geothermal and Hydropower.

**Unit 8:** Sources efficiency and sustainability of green energy.

**Block III: Environmental Pollution:**

**Unit 9:** Water pollution

**Unit 10:** Air Pollution

**Unit 11:** Noise Pollution

**Unit 12:** Solid Waste Management

**Block IV: Current Environmental issue:**

**Unit 13:** Population Growth

**Unit 14:** Climate change & Global Warming causes & effects.

**Unit 15:** Acid Rain and Ozone layer Depletion.

**Unit 16:** Smog and Photochemical Smog.

**Block V: Social Issues and Environment:**

**Unit 17:** Non-Governmental Organizations and their role in environment improvement & Education.

**Unit 18:** The Air (Prevention & Control of Pollution) Act ,1981.

**Unit 19:** The Water (Prevention & Control of Pollution) Act, 1974.

**Unit 20:** The Wildlife (Prevention & Control of Pollution) Act, 1972.

**Books Reference:**

1. Basics of Environmental Studies by U K Khare, 2011 Published by Tata McGraw Hill.
2. Environmental Science A Global Concern by William P. Cunningham and Mary Ann Cunningham Published by Tata Mc Graw Hill.
3. Environmental Studies by Harit Priyadarshi, 2021, Published by Aravali Books International PVT.LTD.

**Course Name: English Communication**

**Course Code: ENO-1100**

**Credit: 4**

**Course Objectives:** Understanding the fundamental communication skills being integral to personal, social and professional interactions. To develop the ability to share thoughts, emotions and ideas through various means of communication: both verbal and nonverbal.

**Course Outcomes**

After completion the course, students will be able to develop correct pronunciation. They will be able to communicate effectively.

**Block I. Self-Introduction**

**Unit 1.** Introducing self

**Unit 2.** Speaking about achievements

**Unit 3.** Voicing future aspects

**Block II. Non-Verbal Communication**

**Unit 4.** Types of non- verbal communication

**Unit 5.** Body Language

**Unit 6.** Paralanguage skills

**Block III. Manners and Etiquettes**

**Unit 7.** Personal grooming

**Unit 8.** Dress code

**Unit 9.** Telephone etiquettes

**Unit 10.** Intellectual grooming

**Block IV. Conversation in Real Life Situations**

**Unit 11.** Meeting people

**Unit 12.** Travelling

**Unit 13.** Visiting Places

**Unit 14.** Shopping

**Block V. Public Speaking Skills**

**Unit 15.** Extempore

**Unit 16.** Role Play

**Unit 17.** Group Discussion

**Books Reference:**

- Fluency in English part-1, Macmillan, Delhi,2005, Units 1-18
  - Martin Hewing, Advanced English Grammar, CUP, New Delhi, 2010, Unit 1-60.
  - Language through Literature (forth coming). Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brat Biswas, Primus Books, Delhi 2005 Chapter 1-17
-

**Course Name: Hindi-I**  
**Course Code: HNO-1101**

**Credits: 4**

**Course Objective:**

- 1- Nk=ksa esa iBu dyk dks fuiq.krk dk fodkl djuka
- 2- Nk=ksa dks {ks=h; ykdsksfDr;ksa ,oa eqgkojksa dk laiw.kZ Kku djuka
- 3- Nk=ksa dks fuca/k] laokn] lkja'k] i= bR;kfn fy[kus dh dyk dq'kyrk mRiUu djs dk ç;kl djuka
- 4- Nk=ksa dks O;kdj.k laca/kh fu;eksa dk iw.kZ Kku djuka

**Course Outcomes:**

IhvkS 1% fganH Hkk"kk vkSj mlds lkfgR; dh mRifRr dks le>uka

IhvkS 2% lkfgR; ds bfrgkl dh vo/kkj.kk dks le>uka

IhvkS 3% fgUnh lkfgR; ds oxhZdj.k dk vk/kkj le>uka

IhvkS 4% fganH ukVd] y?kqdfkk vkSj miU;kl ds fodkl ds bfrgkl dks le>uka

**[k.M Block-I t;"kdj izlkn ^vtr "k=q\***

**bdkbZ -1** mn~ns";( izLrkouk( fgUnh lkfgR; ,oa Hkk'kk dk bfrgkl( vk/kqfud dky eas fgUnh x| ds mn; rFkk fodklA

**bdkbZ-2** mnwZ lkfgR;( vtku" k=q% dFkklkj( vtku" k=q% ukV~;dyk( vtku" k=q% laokn ;kstuk( vtku" k=q% ns"kdky vkSj okrkoj.k( vtku" k=q% vfHkus;rk( vtku" k=q% izfrik|@mn~ns";( vtku" k=qA

**bdkbZ-3** Hkk'kk&"kSyh( vtku" k=q% jl&;kstuk( vtku" k=q% xhfr&;kstuk( vtku" k=q% ik=&;kstuk( izeq[k ukjh ik=A

**[k.M :Block II: gehnqYyk ^[;ky Hkkjeyh\***

**bdkbZ -4** mn~ns";( uokc gehnqYykg% ,d ifjp;( ijEijk] izxfr vkSj Lo:iA

**bdkbZ -5** gehnqYykg ds ukVdksa esa ukjh( ^nqykjh ckbZ\* vkSj ^[;ky Hkkjeyh\* esa ykSdukV~; "kSyh( ^^[;ky Hkkjeyh\*\* eaxykpj.k dh fof" k'Vrk( lw=/kkj & vfHkus=h dk iz;ksx( Hkksik&Hkksih dk iz;ksx( xk;u e.Myh dk iz;ksx( xk;u e.Myh dk iz;ksxA

**bdkbZ-6** Hkkjeyh dh ykSddFkk( ykSdlaokn vkSj ykSdHkk'kk( vaxzsth "kCn vkSj Hkk'kk dk iz;ksx( ykSdxhr( ykSdu`R;( ykSdok| ( iwoZnhflr "kSyh( gkL; vkSj O;aX;( fu'd'kZA

**[k.M Block III:jktsUnz ;kno**

**bdkbZ- 7** mn~ns";( izLrkouk( tUe ,oa ckY;dky( f" k{kk&nh{kk( jktsUnz ;kno% O;fDrRo rFkk d`frRoA

**bdkbZ -8** jktsUnz ;kno% d`frRo( ys[ku dk izkjEHk rFkk izsj.kk( cgqqeq[kh izfrHkk( lkfgR; dh leh{kk( IEiknd o vuqokndA

**bdkbZ -9** jktsUnz ;kno dh jpuk&n`f`V rFkk fpUru ij ;qx dk izHkko( jktsUnz ;kno ds miU;kl( jktsUnz ;kno dh izdkf"kr jpuk,i( milagkjA

**[k.M Block-IV fucU/k**

**bdkbZ -10** mn~ns";( izLrkouk( uotkxj.k dk izHkko( fizUVax izsl dh LFkkiuk( i=&if=dkvksa dk izdk"ku( vuqokn dh Hkwfedk( uotkxj.k dk lkekU; ifjp;( HkkjrsUnq ;qxhu fucU/kksa esa uotkxj.k dk Lo:iA

**bdkbz** -11 lekt lq/kkj( /keZ lq/kkj dh vko";drk ij cy( ukjh psruk( ns"KHkfDr vksj jk'V<sup>a</sup>h; psruk( vkpk;Z "kqDy dk fucU/k lkfgR;( fucU/k lkfgR; dh ifjLFkfr;ki( fucU/k dh fo"ks'krk,i( fucU/kdkj "kqDydh dk oSf"K'V~;A

**bdkbz** -12 vkpk;Z gatkjh izlkn fjosnh ds fucU/kksa esa ykfyR; rRo( vkpk;Z gatkjh izlkn fjosnh ds fucU/kksa esa lkaLd`frd rRo( vkpk;Z gatkjh izlkn fjosnh ds fucU/kksa esa thoVrk( yfyR fucU/k dh fodkl ;k=kA

**bdkbz** -13 fo|kfuokl fej dk O;fDrRo ,oa mudk lkfgR; lalkj( ia- fo|kfuokl fej ds fucU/kksa dk izfrik|( HkfDrdky dk dky foHkktu vksj ukedj.k( HkkjrsUnq ;qx dk dky foHkktu vksj ukedj.k( vkfndkyhu tSu lkfgR;( fl)&ukFk lkfgR;( jklks lkfgR;A

**bdkbz** -14 dchjnk( fuxqZ.k ,oa lxq.k HkfDr( vkfndkyhu tSu lkfgR;( jkeHkfDr dkO; ds lkeUrokn fojks/kh ewY;( HkfDr vkUnksyuA

**bdkbz** -15 lwQh izsek[;kud dkO;( fuxqZ.k dkO;/kkjk dh KkuekxhZ "kk[kk( lwQh izsek[;ku( d".kHkfDr dkO; dh dF;xr fo"ks'krkA

#### [k.M Block - V: fucU/k

**bdkbz** -16 jhfrdkyhu dkO;Hkk'kk( iqu#RFkkuokn dh vo/kkj.kk( Nk;kokn( HkkjrsUnq ;qxhu ukVd ( rgyukRed Hkk'kkfoKku( jk'V<sup>a</sup>Hkk'kk vksj jktHkk'kkA

**bdkbz** -17 fgUnh "kCn dh mRifRr ,oa fodkl( fiftu vksj fØ;ksy esa vUrj( foKkiu dh Hkk'kk( Hkk'kk vksj lkekftd lUnHkZ( lkoZHkkSfed O;kdj.k( fgUnh dh Lofue O;oLFkk( vFkZxzg.k dh izfØ;k( ekSf[kd rFkk fyf[kr okrkyzi( ,sfrgkfld /ofu izfØ;k ifjorZu( lalfDrA

**bdkbz** -18 Hkk'kk f"kk{k.k ds {ks=( O;frjsdh fo"ys'k.k( cfgjax vkykspuk vksj varjax vkykspuk( Hkk'kk f"kk{k.k dh fof/k( uqDdM+ ukVd ^vksjr\* esa L=h dh leL;k,i( ^/kks[kk\* fucU/k dh "kSyhxr fo"ks'krk,i( lizlax O;k;kA

**bdkbz** -19 "kqDy th ds fucU/kksa ds Hkko vksj euksfodkj( vkpk;Z jkepUnz "kqDy dh Hkk'kk&"kSyh( ^alaLd`fr vksj tkrh;rk\*( js[kkfp= vksj alaLej.k( Bdqjh ckck dh rRoksa ds vk/kkj( izsepan }kjk jfpr ^dye dk flikgh\*A

**bdkbz** -20 vkRedFkk ^D;k Hkwywi D;k ;kn d:i\*( ^fdUuj ns"K dh vksj\* dh "kSyh vksj Hkk'kkxr fo"ks'krk( ^vnE; thou\* dh f"kyixr fo"ks'krk( ^vkDVsfo;ks ikWt\* uked lk{kkRdkj( O;aX; fucU/kdkj dh n`fV ls gfj"kdj ijlkBZ( thouh vksj vkRedFkk dh rgyukA

**Course Name: Political History of Medieval India (1206:1320 AD)**

**Course Code: HSO:1101**

**Credits: 4**

**Course Objective:** To enable the student to:

- Acquire knowledge source material of medieval India.
- Develop a critical attitude about invasion of Turk & Arab.
- Understanding the slave & khaliji dynasty

**Course Outcome:**

- Comprehending the socio: political and economy of the Delhi Sultanate under two Imperialist Dynasties of the Fourteenth Century.
- Introduction of a new Market Policy under the Khaljis and its impact on the society.
- Innovative projects under the Tughlaqs and its consequences

### **Block I**

**Unit 1** What is source?

**Unit 2** Types of Sources: Primary Sources: Inscriptions, monuments and coins,

**Unit.3** Secondary Sources: Literary works, chronicles, travelogues, biographies and autobiographies. Religious Literature, Secular Literature,

**Unit 4** Significant source material of medieval India

### **Block II**

**Unit 5** Arab Invasion: Muhammad bin Qasim

**Unit 6** Rise of Turks, Early Muslim Invasions:

**Unit 7** Mahmud of Ghazni,

**Unit 8** Muhammad Ghori,

**Unit 9** Comparative study between Mahmood of Ghazni and Muhammad of Ghor as Muslim conquerors and statesmen of the sub: continent.

**Unit 10** Causes of Success of Arab and turks invasion and its impact.

### **Block III**

**Unit 11** Foundation of Delhi Sultanate

**Unit 12** Slave Dynasty: Qutubuddin Aibak: Early career, achievements as a commander, difficulties, assessment.

**Unit 13** Iltutmish: Early life, problems, achievements, an estimate, the successors and the rule of forty, Mongol Attacks

**Unit 14** Successor of Iltutmish (Tajuddin Firoz shah to Razia Sultan)

**Unit 15** Balban: Early life and accession, his problems, theory of kingship, achievements, an estimate. Balban's policy of blood and iron

### **Block IV**

**Unit 16** Causes of downfall of slave dynasty.

**Unit 17** Khaliji Dynasty: Khalji Revolution Jamaluddin Firoz Shah Khaliji: Early life and career, significant events of his reign, foreign policy, estimate. Art and culture, Military campaigns

**Unit 18** Alauddin Khaliji: Early career and accession difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, , Price control and Market regulations, Administrative system, foreign policy, southern conquest, Mongol invasion and its effects, an assessment

**Unit 19** Qutubuddin Mubarak Khalji

### **Block V**

**Unit 20** Art, Architecture, and Literature during Slave and Khalji Rule

**Unit 21** Administrative Policy of Slave and Khalji Rulers

**Unit 22** Society and culture

**Unit 23** Military organization

**Unit 24** Sources of the 14th Century: with special reference to Isami, Barani, Afif.

### **Books Reference:**

- Delhi Sultanate: A.L. Srivastava
- Delhi Sultanate: L.P. Sharma
- Foundation of Muslim Rule in India: A.B.M. Habibullah
- History of Qaraunah Truks in India: Ishwari Prasad

**Course Name: Introduction to the Political Theory**  
**Course Code: PSO-1101**

**Credits: 4**

**Course Objective:** Aim of this paper is to help the students to learn as well as to become familiar with the basic concepts of political theory. This paper is designed to encourage reflective thinking about the political scenario among the students.

**Course Outcome:** On completion of this course, student will be able to

- Understand about basic concept of Political Science and relations with other social sciences
- Learn the Democracy and its types, as well as Participation and Representation
- Acquaint the origin, elements and functions of state and its related terms

### **Block I**

**Unit-1** Concept and Nature of Political Science

**Unit-2** Scope of Political Science

**Unit-3** Approaches of Political Science

**Unit-4** Relations of Political Science to Other Social Science with Sociology and History

**Unit-5** Relations of Political Science to Other Social Science with Economics and Geography

### **Block II**

**Unit-6** Political Theory and Practice: Introduction

**Unit-7** Grammar of Democracy, History of an Idea

**Unit-8** Procedural Democracy and its Critique

**Unit-9** Deliberative Democracy

**Unit-10** Participation and Representation



### **Block III**

**Unit-11** Origin of State

**Unit-12** Nature and Objectives of State

**Unit-13** Elements of State

**Unit-14** Development of State

**Unit-15** Functions of State

### **Block IV**

**Unit-16** Freedom and Equality, Core Concept

**Unit-17** Justice, Core Concept

**Unit-18** Universality of Rights and Law

**Unit-19** Sovereignty: Definitions and Types

**Unit-20** Forms of Government

### **Block V**

**Unit-21** Public Opinion

**Unit-22** Political Parties

**Unit-23** Pressure Groups

**Unit-24** Electoral Systems

**Unit-25** Secularism

### **Books Reference:**

1. Bhargava, R. (2008) 'What is Political Theory ', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson.
2. Swift, A. (2001) Political Philosophy: A Beginner's Guide for Students and Politicians. Cambridge: Polity Press.
3. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York:Oxford University Press.

**Course Name: Introduction to Sociology**

**Course Code: SOO-1101**

**Credits: 4**

**Course Objective:** This introductory paper is intended to acquaint the students with sociology social science and the distinctiveness of its approach among the social sciences. It is organized in such a way that even students without any previous exposure to socio could acquire an interest in the subject and follow it.

**Course Objective:** Student will be able to analyze the Discipline and uses basic concepts in sociology and social structure.

**Block – I**

**Unit – 1** Origin, Definition, Scope,

Unit – 2 Subject matter and Nature of Sociology;

Unit – 3 Relationship of sociology with other social sciences

**Unit – 4** Humanistic orientation Sociological study.

**Unit – 5** Sociological perspectives

**Block – II**

**Unit – 6** Basic concepts - Society, Community, Institution

**Unit – 7** Association, Group, Social Structure

Unit – 8 Status and Role, Human and Animal Society

**Unit – 9** Family, Meaning, Aims and importance of marriage

Unit – 10 Types of meaning, Recent change in Marriage

**Block – III**

**Unit – 11** Kinship, meaning and definition of kinship

**Unit – 12** Types of Kinship, categories of kinship, Kinship terms

**Unit – 13** Marriage, Meaning and Definition, aims and importance.

**Unit – 14** Types of marriage, Recent change in Family

**Unit – 15** Cause of Recent change in Marriage

**Block – IV**

**Unit – 16** Religion, meaning and definition, Functions

**Unit – 17** Importance of Religion in social control

**Unit – 18** Culture, Meaning and Definition, Characteristics

**Unit – 19** Material and non-material culture, theory of cultural

**Unit – 20** Civilization, Meaning and definition, distinction between civilization and culture

**Block – V**

**Unit–21** Socialization, meaning and definition, Characteristics

**Unit–22** Major Agencies or Institutions of socialization

**Unit–23** Concept of related to socialization

**Unit–24** Deviance, Meaning and definition, Characteristics

**Unit–25** Causes of Deviation, Types of Deviation

**Books Reference:**

1. Bottom more, T.B. 1972: Sociology: A Guide to Problems and Literature, Bombay, George Allen and Unwin (India) (also Hindi Translation)
2. Davis, K., 2004: Human Society, New Delhi, Surjeet Publication (also Hindi Translation) Har Lambos, M., 1998. Sociology: Themes and perspectives, New Delhi, Oxford University Press. Inkless, Alex, 1987: What is Sociology? New Delhi, Prentice-Hall of India.

**Course Name: Micro Economics**

**Course Code: ECO-1101**

**Credits: 4**

**Course Objective:** This course has the objective of equipping the students in a rigorous and comprehensive manner with the various aspects of demand analysis, consumer behaviour, production theory, and cost analysis and market structure.

**Course Outcomes (COs):**

<b>S. No.</b>	<b>Course Outcomes (COs)</b>
1.	Know the basic concept of economics.
2.	Understand the difference between microeconomics and macroeconomics.
3.	Apprehend the behaviour of a consumer in terms of utility maximization and price determination under various conditions.
4.	Learn about the cost and revenue and their role in determining the producer's behaviour.
5.	Differentiate between perfect competition and monopoly market and the importance of these markets in output and price determination.

**BLOCK: I**

**Unit 1:** Nature and Scope of Economics, Methodology of Economics, Demand and supply function;

**Unit 2:** Law of demand, Elasticity of demand – price, income and cross elasticities, and their measurements; Elasticity of supply; Price determination; Effects of change of market conditions; Effects of Government Intervention – price control.

**Unit 3:** Theory of consumer behaviour: Cardinal and Ordinal Utility analysis and Consumer's equilibrium.

**Unit 4:** Indifference curve and its properties, the consumer – price consumption curve and Income consumption curve.

## **BLOCK: II**

**Unit 5:** Price effect, income effect and substitution effect (Hicks and Slutsky methods), inferior goods and giffen goods, derivation of demand curve.

**Unit 6:** Production decisions; Production function; law of variable proportions; returns to scale; characteristics of Isoquants, Factor substitution; Ridge lines; least cost combination of factors,

**Unit 7:** Internal and external economies and diseconomies.

**Unit 8:** Cost function: different concepts of costs, short run cost analysis and long run cost Analysis- relation between the expansion path and cost function.

**Unit 9:** Concepts of revenue: total, average and marginal revenue and their relationships, Break-even- analysis & its uses.

## **BLOCK: III**

**Unit 10:** Perfect and imperfect markets, Pure competition, Equilibrium of the firm and industry under perfect competition,

**Unit 11:** Role of time element in the determination of value, supply curve under perfect competition,

**Unit 12:** Equilibrium of the firm under monopoly, Discriminating monopoly,

**Unit 13:** Conditions of equilibrium under price discrimination, Degree of monopoly power.

## **BLOCK: IV**

**Unit 14:** Theories of Distribution – Theories of Rent – Ricardian and modern – Quasi-rent- **Unit 15:** Theories of wages – Real and money wage –

**Unit 16:** Theories of profit – interest theories – classical,

**Unit 17:** Keynesian and Modern theory of L M – I S framework – Marginal Productivity theories.

## **BLOCK: V**

**Unit 18:** Welfare Economics

**Unit 19:** Growth of GNP criterion

**Unit 20:** Bentham's criterion

**Unit 21:** Cardinalist criterion

**Unit 22:** The Pareto – optimality criterion.

## **Text and Reference Books**

1. Ahuja H.C., (1991) Advanced Economic Theory, S.Chand & Co., New Delhi
2. Kreps, David M. (1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
3. Gauld, J.P. and Edward P. L. (1996)., Microeconomic Theory, Richard. Irwin, Homewood.

4. Koutosoyiannis, A. (1979), Modern Microeconomics, (2<sup>nd</sup> Edition), Macmillan Press, London.
5. Layard, P.R.G. and A.W. Walters (1978), Microeconomic Theory, McGraw Hill, New York.
6. Sen, A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
7. Stigler, G. (1996), Theory of price, (4<sup>th</sup> Edition), Prentice Hall of India, New Delhi.
8. Varian, H. (2000), Microeconomic Analysis, W.W.Norton, New York.
9. Baumol, W.J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi.
10. Hirshleifer, J. and A.Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
11. Da Costa, G.C. (1980), Production, Prices and Distribution, Tata McGraw Hill, New Delhi
12. Salvatore, Dominic (1991), Microeconomic Theory, 3<sup>rd</sup> Edition, McGraw Hill, New Delhi.

## Semester-2

**Course Name: Introduction to Computer Applications**

**Course Code: BSO-2100**

**Credits: 4**

**Course Objective:**

This is a basic paper for Business Administration students to familiarize with basic principles of computer system including computer arithmetic, hardware, operating system, software applications, internet and world-wide web and their applications in the relevant fields.

**Course Learning Outcomes:** After completing the course, the student shall be able to:

<b>Course Outcome</b>	<b>Cognitive level</b>
<b>CO1-</b> Define the concept of Computer Fundamentals.	Remember
<b>CO2-</b> Describe the conversion of one base to another base Number System.	Understand
<b>CO3-</b> Explain the needs of hardware and software required for a computation task.	Understand
<b>CO4 -</b> Demonstrate the use of Operating system.	Understand

<b>CO5</b> -Demonstrate how a document to be prepared and formatted.	Understand
--	------------

### **Block I: Computer Basics**

**Unit 1:** Introduction, Characteristics of a Computer, Evolution of Computer, Generations of Computer.

**Unit 2:** Classification of Computers, Applications of Computer, Computer Applications in various fields of Science and management,

**Unit 3:** Block Diagram of Digital Computers.

### **Block II: Number Systems & Software**

**Unit 4: Number System:** Introduction, Classification of Number System, Types of Number System,

**Unit 5:** Conversions from One Base to Another, Conversion using Shortcut Method.

**Unit 6: Software:** Introduction, Definition & types of Software, Uses of smart-phone, Uses of ICT.

### **Block III: Hardware and Memory**

**Unit 7: Hardware:** Introduction, Computer Peripherals Devices, Input and Output Devices with examples.

**Unit 8: Memory:** Introduction, Classification, Hierarchical Chart (Primary memory, Secondary memory,

**Unit 9:** RAM, ROM, PROM, EPROM, EEPROM).

### **Block IV: Operating System and DBMS**

**Unit 10: Operating System:** Introduction, Functions of an Operating System, Classification of Operating System (Multi-user, Multiprocessing, Multitasking, Real time).

**Unit 11: DBMS:** Introduction of database, Database Management System (DBMS),

**Unit 12:** Application of DBMS.

### **Block V: MS Office**

**Unit 13: MS Word:** Introduction, Basic Formatting in MS Word, Advanced Formatting, Printing Documents, Print Preview.

**Unit 14: MS Excel:** Introduction, Workbook, Worksheet, Formatting in excel, Working with formulas, Printing worksheets.

**Unit 15: MS PowerPoint:** Introduction, Creating a Presentation, Basic Formatting in PowerPoint, Inserting charts, Inserting tables, Printing presentations.

**Books Recommended/Suggested Readings:**

1. Rajaraman, “Fundamentals of Computers”, Prentice Hall of India, 3<sup>rd</sup> Edition.
2. Alexis Leon and Mathews Leon, ” Introduction to computers”, Leon Techworld.
3. Yashwant Kanetkar “Unix Shell Programming” BPB.

**Course Name: Professional Communication**

**Course Code: ENO-1101**

**Credit: 4**

**Course Objectives:** Cultivate and develop reading and writing habit to enhance their vocabulary. Understanding necessary communication skills for effective presentation and management.

**Course Outcomes**

By the end of the course, students will be able to build a professional tone. It will develop goodwill among customers and enhance business writing skills also would help them compete.

**Block I. Paragraph Writing**

**Unit- 1** Requisites of good paragraph writing

**Unit- 2** Scientific writing skills

**Unit- 3** Importance of listening and hearing

**Unit- 4** Effective listening skills

**Block II. Personal Skills**

**Unit- 5** Tips for before interview

**Unit- 6** Tips for during and after interview

**Unit- 7** Debates

**Unit- 8** Role play

**Unit- 9** Office etiquettes

**Unit-10** Corporative behaviour

**Unit-11** Group Discussion- Tips

**Block III. Letter Writing: Types and Format**



<b>Unit-12</b>	Formal letters
<b>Unit-13</b>	Informal letters
<b>Unit-14</b>	Business letters
<b>Unit-15</b>	Official letters
<b>Unit-16</b>	Job applications

**Block IV. Communication Skills**

<b>Unit-17</b>	Definition of Communication
<b>Unit-18</b>	Types of Communication
<b>Unit-19</b>	Level of Communication
<b>Unit-20</b>	Flow of Communication
<b>Unit-21</b>	Barriers to effective Communication

**Block V. Scientific writing skills**

<b>Unit-22</b>	Techniques of scientific writing
<b>Unit-23</b>	Plagiarism
<b>Unit-24</b>	Types of reports
<b>Unit-25</b>	Lay out of formal report.

**Books Reference:**

- Fluency in English part-1, Macmillan, Delhi,2005, Units 1-18
- Business English, Pearson, Delhi,2008, Units 1-3
- Language through Literature (forth coming). Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. BratBiswas, Primus Books, Delhi 2005 Chapter 1-17
- Martin Hewing, Advanced English Grammar, CUP, New Delhi, 2010, Unit 1-60.

**Course Name: Hindi-II**

**Course Code: HNO–2101**

**Credits: 4**

**Course Objective:**

- Ihvks 1% çR;sd dky ds ç[;kr fganh ys[kdksa dh igpku djuka
- Ihvks 2% fganh lkfgR; esa vk/kqfuddky ds mn~Hko dk dkj.k le>uka
- Ihvks 3% vk/kqfud dky dh lkfgfR;d ço`fRr;ksa dks le>uka
- Ihvks 4% fganh ukVd] y?kqdfkk vkSj miU;kl ds fodkl ds bfrgkl dks le>uka

**Course Outcomes:**

- 1- Nk=ksa esa O;kdj.k laca/kh lw=ksa ds mPpkj.k ,oa l`tukRed {kerk dh o`f) djuka
- 2- Nk=ksa esa fparu dh ço`fRr dk fodkl djuka
- 3- Nk=ksa dks Hkk"kk ds O;ogkfjd fo'ys"k.k esa fuiq.k cukuka
- 4- Nk=ksa dks O;ogkfjdrk dk Kku djuk rFkk vU; fo"k;ksa dk lkfgfR;d v/;;u djuka

**[k.M ¼Block½ - I:**

**bdkbZ -1 izsepUn dk O;fDrRo ,oa thou n`fV %&**

mn~ns"; ( izLrkouk ( izsepUn dk O;fDrRo] ikfjokfjd vkSj lkekftd ifjos"k] O;fDrRo dk fuekZ.k] bZ esa rsyu dk vkjEHk] mnwZ ls fgUnh esa vkxeu] izsl vkSj futh izdk"ku ( izsepUn dh thou n`fV] jk`Vªh; psruk] fopkj/kkjvksa dk izHkko] fdLkusa ls yxko] ukjh n`fV] lkeiznkf;d lksp] ifrr psruka

**bdkbZ -2 izsepUn dk O;fDrRo ,oa thou n`fV %&**

mn~ns"; ( izLrkouk ( izsepUn dk dFkk lkfgR;] miU;kl] dgkuh ( izsepUn ds ukVd ( fofo/k lkfgR;] thouh] ckyllkfgR;] i=&lkfgR; ( vuwfnr lkfgR; ( oSpkfjd lkfgR;] lkfgR; fo'k;d fucU/k vkSj fVlif.k;ki] lkfgR;srj fo'k;d fucU/k vkSj fVlif.k;ki] i=dkfjrka

**bdkbZ 3 izsepUn dh lkfgR;d ekU;rk,i**

mn~ns"; ( izLrkouk ( izsepUn ds lkfgR; lEcU/kh fopkj] miU;kl lEcU/kh fopkj] dgkuh lEcU/kh fopkj ( ;FkkFkZokn vkSj vkn"Zokn lEcU/kh fopkjA

**bdkbZ 4 izsepUn ds miU;kl vkSj fgUnh vkykspuk**

mn~ns"; ( izLrkouk ( izsepUn dh ledkyhu vkykspuk ( ijorhZ vkykspuk ¼1936&60½ ( lu~ lkB ds ckn dh vkykspuk ( lu~ vLlh ds ckn dh vkykspuka

**bdkbZ 5 Isoklnu % f"kyi&lajpuk ¼vksiU;kfld f"kyi½**

mn~ns"; ( izLrkouk ( oLrq vkSj :i dk laEcU/k ( f"kyi dh ryk"K dk iz"u ( Isoklnu dk oLrq&laxBu vkSj mldh vksiU;kfldrk ( ik=&lajpuk vkSj Hkk'kk dh leL;k ( izHkkokfUofr dk iz"u vkSj "kh'kZd dh lkFkZdrk ( izsepUn dh jpuk&n`fVA

**bdkbZ 6 Isoklnu dh ukf;d ¼lqeu½**

mn~ns"; ( izLrkouk ( lqeu % nkjksxk d`.kpUnz dh dU;k ds :i esa ( lqeu % ia- xtk/kj dh iRuh ds :i esa ( lqeu % os";k ds :i esa ( lqeu % fo/kokJe dh lsfodk ds :i esa ( lqeu % ifjokj dh lnL;k ds :i esa ( lqeu % Isoklnu dh lapkfydk ds :i esa ( lqeu ds pfj=kadu esa fufgr izsepan dk mn~ns";A

**[k.M Block - II:**

**bdkbZ- 7 izsekJe vkSj d`f'k leL;k %&**

mn~ns"; ( izLrkouk ( izsekJe ds jpukdky esa [ksfrgj lekt dh fLFkfr vkSj xfr] vo/k dk fdLku&vkUnksyu vkSj izsekJe ( leL;k dk voyksdu&fcanaq ( leL;k ds fofHkUu igyqvkaesa dh f"kkuk[r] tehnkj izFkk dk vifjgk;Z ifj.kke % mRikndrk dk gzkl vkSj yxku esa c<+ksRrjh] yxku ds lanHkZ esa fczfV"K lkekZT;okn vkSj tehankj oxZ ds laca/k ij dFkkdkj dk n`fVdks.k] fdLkukssa ds "kks'k.k ds vU; :i] tehankj oxZ ds cnyrs gq, pfj= dk js[kkadu ( leL;k dk lek/kkuA

**bdkbZ -8 izsekJe;qxhu Hkkjrh; lekt vkSj izsepan dk vkn"Zokn**

mn~ns"; ( izLrkouk ( izsepUn dh miU;kl&n`fV % vkn"KksZUeq[k ;FkkFkZokn ( izsekJe esa rRdkyhu lekt dh rLohj] tehankj] fdLku] e/;e oxZ ( dFkkdkj dk vkn"ZoknA

**bdkbZ - 9 izsekJe dk vksiU;kfld f"kyi bdkbZ dh :ijs{kk**

mn~ns"; ( izLrkouk ( izsekJe dh dFkkoLrq ,oa dFkk la;kstu ( izsekJe esa lkekftd&lkaLd`frd fp=.k ( izsekJe dh ik=&kstuk] izeq[k iq#"k ik=] izeq[k ukjh ik= ( Hkkf'kd&kstuka

**bdkbZ 10 Kku"Kadj dk pfj=**

mn~ns"; ( izLrkouk ( Kku"Kadj ds pfj=&fo/kku esa izsepan dh n`fV ( izeq[k ikfjokfjd lnL;ksa ds lkFk Kku"Kadj dk laca/k] Kku"Kadj vkSj izse"Kadj] Kku"Kadj vkSj izHkk"Kadj] Kku"Kadj vkSj jk;lkgc deykuan] Kku"Kadj vkSj xk;=h rFkk fo|k ( Kku"Kadj % ,d tehankj ds :i esa ( Kku "Kadj dh pkfj=d fo"ks'krk,i (Kku "Kadj dh thou&n`fV A

**[k.M Block - III:**

**bdkbZ -11 ifj"K'V % izsekJ;**

**bdkbZ -12 jaxHkwfe vkSj vkS|ksfxdhj.k dh leL;k**

mn~ns"; ( izLrkouk ( vkS|ksfxdhj.k rFkk Hkkjr esa mldk egRo ( miU;kl dh eq[; fo'k; oLrq] lwjnkI dk fojks/k] fe- tkWulsod ds rdZ] izsepan dk n`f`Vdks.k] fe- tkWulsod ,oa lwjnkI dk la?k'kZ ( vaxzsth jkt dh HkwfedkA

**bdkbZ 13 jaxHkwfe ij Lok/khurk vkanksyu vkSj xka/khokn dk izHkko**

mn~ns"; ( izLrkouk ( Lok/khurk vkanksyu dk Lo:i ,oa i`BHkwfe] xka/khth vkSj vlg;ksx vkanksyu ( jaxHkwfe esa vaxzst ( vaxzstksa ds leFkZdksa dh fLFkfr ( jaxHkwfe esa Lok/khurk vkanksyu] MkW- xkaxqyh vkSj dkSafly] ohjiky flag vkSj l`kL= la?k'kZ] jkuh tkg~uoh vkSj /kkfeZd n`f`Vdks.k] fou; vkSj lsok lfefr ( lwjnkI vkSj vlg;ksxA

**bdkbZ 14 jaxHkwfe dk vkSipkfjd f`kYi**

mn~ns"; ( izLrkouk ( jaxHkwfe esa vkn`kksZUeq[k ;FkkFkZokn ( izsepan dh o.kZu dyk ( jaxHkwfe dk <kjpk ( jaxHkwfe ds ikBd ( Hkkf`kd lajpukA

**[k.M Block- IV:**

**bdkbZ 15 xcu vkSj jk`V`h; vkanksyu**

mn~ns"; ( izLrkouk ( izsepan dh jpuk dk mn~ns"; vkSj ^xcu\* ( xcu esa jk`V`h; vkanksyu ds fp=.k dk ,sfrgkfId lanHkZ ( xcu vkSj jk`V`h; vkanksyu esa e;/oxZ dh Hkwfedk ( xcu vkSj jk`V`h; vkanksyu esa fuEuoxZ dh n`f`V ( xcu esa pfr=jk`V`h; vkanksyu vkSj efgyk,i ( jk`V`h; vkanksyu esa iqfyl rFkk ukSdj`kkgh dh Hkwfedk dk fp=.kA

**bdkbZ 16 xcu vkSj e;/oxhZ; lekt**

mn~ns"; ( izLrkouk ( xcu dk jpukRed mn~ns"; ( e;/oxhZ; ifjokj dh dFkk ( xcu ds ik=] n;kukFk] jekukFk] tkyik] vU; L=h ik=] vU; oxksZa ds ik=A

**bdkbZ 17^xcu\* dk vkSiU;kfld f`kYi**

mn~ns"; ( izLrkouk ( miU;kl dk <kjpk % dFkkud ( xcu dk dFkkud % ?kVuk iz/kku] pfj= iz/kku ;k ukVdh; ( f`kYi dh izfof/k;kj] miU;kl ds o.kZu dh "kSyh] ikBd dh vofLFkfr] ys[kd dk ikBd ds lFk lEcU/k] n`"; dk ukVdh; ;i esa izLrqrdj.k ( vkn`kksZUeq[k ;FkkFkZokn ( xcu dh Hkk'kk A

**Course Name: History of Medieval India (1320 -1526 AD)**

**Course Code: HSO 1201**

**Credits: 4**

**Course Objective:** To enable the student to:

- Acquire knowledge of establishment of Tughlaq, Sayyid & Lodhi Dynasty.
- Understanding of invasion of Timur & its effect.
- Develop a critical attitude about downfall of Delhi Sultanate.

**Course Outcome:**

- Comprehending the socio: political and economy of the Delhi Sultanate under two Imperialist Dynasties of the Fourteenth Century.
- Introduction of a new Market Policy under the Khaljis and its impact on the society.
- Innovative projects under the Tughlaqs and its consequences.

**Block: I**

**Unit:1** Tughlaq Dynasty: Ghiasuddin Tughlaq: Domestic policy, foreign policy, death of Ghiasuddin.

**Unit:2** Muhammad Tughluq: Policy of centralization. The Empire at its apex: its problems.

**Unit:3** The new military and financial organization.

**Unit:4** Campaigns

**Unit:5** Agrarian Reforms

**Unit:6** Domestic policy

**Unit:7** Administrative reforms,

**Unit:8** Deccan policy,

**Unit:9** Mongol Attacks

**Block: II**

**Unit:10** Firoz Shah Tughlaq: Early life, accession, , Domestic policy,

**Unit:11** Foreign Policy

**Unit:12** Administrative reforms, an estimate.

**Unit:13** Barni: Tarikh: I Firoz Shahi and Afifi: Source material of Firoz shah's reign:

**Unit:14** Invasion of Timur, causes and its effects,

**Block: III**

**Unit:15** Sayyid Dynasty: Khizr Khan –Victories, achievement, character.

**Unit:16** Mubarak Shah: His achievements

**Unit:17** Allaudin Alam Shah

**Block: IV**

**Unit:18** Lodhi Dynasty: Bahlol Lodi: Accession, main events of reign character, assessment.

**Unit:19** Sikander Lodi: Main events of his life, foreign policy.

**Unit:20** Ibrahim Lodi: Domestic policy, foreign policy, causes of failure, an estimate.

**Unit:21** Causes of downfall of Delhi Sultanate.

**Block: V**

**Unit:22** Sultanate architecture

**Unit:23** Trade and commerce under Sultanate rule

**Unit:24** Social structure during sultanate period

**Unit:25** Iqta system and administrative system under sultanate rule

**Books Reference:**

- Delhi Sultanate: A.L. Srivastava
- Delhi Sultanate: L.P. Sharma
- Growth of Khilji imperialism: Ishwari Prasad
- Alauddin's Market Regulation: B.P. Saxena
- Chronology of Mohd. Tughlaq: N.H. Rizvi
- Firoz Shah Tughlaq: K.K. Basu

**Course Name: Indian Constitution**

**Course Code: PSO 1201**

**Credits: 4**

**Course Objective:** This is an essentially important paper to understand the Indian political system. An objective of this paper is to strengthen the students in the growth and development

of critical as well as analytical thinking regarding the Indian Constitution and its covering areas.

**Course Outcome:** On completion of this course, student will be able to

- Understand about basic concept and salient features of Indian Constitution
- Learn the Fundamental Rights, Duties and DPSP and constitutional Amendments Procedures
- Acquaint about Citizenship, Three Tiers of Governments and Panchayati Raj systems.

### **Block I**

**Unit-1** Historical Background of Indian Constitution

**Unit-2** Introduction to Indian Constitution

**Unit-3** Sources of the Indian Constitution

**Unit-4** Rule-making Process

**Unit-5** Constitutional Acts

### **Block II**

**Unit-6** Salient Features of the Indian Constitution

**Unit-7** Basic Principle of Preamble

**Unit-8** Fundamental Rights

**Unit-9** Fundamental Duties

**Unit-10** Directives Principles of State Policy

### **Block III**

**Unit-11** Citizenship: Meaning

**Unit-12** Gaining of Citizenship

**Unit-13** Loss of Citizenship

**Unit-14** Union

**Unit-15** Its Territory

### **Block IV**

**Unit-16** Types of Amendments

**Unit-17** Constitutional Amendment Process

**Unit-18** Important Amendments

**Unit-19** Constitutional Provision

**Unit-20** Centre-State Relations

### **Block V**

**Unit-21** Three Tiers of Governments

**Unit-22** Panchayati Raj Systems

**Unit-23** Urban-Local Bodies

**Unit-24** Municipal Corporations

**Unit-25** Municipalities

### **Books Reference:**

1. Austin, G. (1979) 'The Constituent Assembly: Microcosm in Action', in The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
2. Austin, G. (1979) 'Conclusion: Comments on a Successful Constitution', in The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.

3. Kashyap, S. (Latest Edition) Our Constitution. New Delhi: National Book Trust.
  4. Mathew, G. and Jain, L.C. (eds.) (2005) Decentralisation and Local Governance. New Delhi: Orient Black swan.
- 

**Course Name: Society, Culture and Social Change**

**Course Code: SOO 1201**

**Credits: 4**

**Course Objective:** This is an essentially important paper to understand the Indian Social system. Objectives of this paper are to strengthen the students in the growth and development of critical as well as analytical thinking regarding the Society and culture.

**Course Outcomes:** By the end of the course students would be able to analyse basic knowledge of society culture and social change.

**Block – I**

**Unit – 1** Society, Characteristics of Society,

**Unit – 2** Essential Elements of society,

**Unit – 3** Types of Society, tribal Society, Characteristics of tribal society.

**Unit – 4** Agrarian society, Characteristics of agrarian society.

**Unit – 5** Industrial Society, Post-Industrial society.

**Block – II**

**Unit–6** Cultural, meaning and Definition

**Unit–7** Characteristics of Culture

**Unit–8** Material and Non-Material Culture

**Unit –9** Components of Cultural

**Unit–10** Important of Culture

**Block – III**

**Unit– 11** Distinction between Civilization and Culture

**Unit–12** Phases of culture

**Unit–13** Culture process: Cultural change

**Unit–14** Cultural Contact, Acculturation

**Unit–15** Cultural Relativism

**Block – IV**

**Unit – 16** Meaning and Definition of social change

**Unit – 17** Characteristic of Social change

**Unit –18** Factor of Social change

**Unit – 19** Cyclical theories of social change

**Unit – 20** Evolutionary and linear theories of social change.

**Block –V**

**Unit – 21** Process of social change: Evolution

**Unit – 22** Evolution of society and culture

**Unit – 23** characteristics of progress

**Unit – 24** Conditions helpful to social progress

**Unit – 25** Social Development and Social progress

**Books Reference:**

1. Bottom ore, T.B. (1972): **Sociology: A Guide to Problems and Literature**, Bombay:George Allen and Unwin (India).
2. Fulcher & Scott (2003): **Sociology**, New York: Oxford University Press.
3. Gordon Marshall (1998): Oxford Dictionary of Sociology, New York:Oxford University Press.
4. Giddens, Anthony (2005): **Sociology**, Polity Press.

---

**Course Name: Public Finance**

**Course Code: ECO-1201**

**Credits: 4**

**Course Objective:** The objective of the course is to look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization.



**Course Outcomes (COs):**

S. No.	Course Outcomes (COs)
1.	Understand the meaning, Scope, approaches, allocation, distribution of Public Finance
2.	Analyze the characteristics, free Rider Problems and theories of public expenditures.
3.	To understand the meaning and types of Externalities and Market Failure, Internationalization of Externalities,
4.	Elucidate concept of shifting and Incidence, Forward and Backward Shifting, the Demand and supply theory of Incidence, Incidence of Product taxes
5.	Understand the current Issues of India's Tax System, Analysis of Budget and Deficits and Fiscal Federalism

**BLOCK: I**

**Unit 1:** Fiscal Functions Public Finance: Meaning, Objectives and Scope,

**Unit 2:** Normative Approach to Public Finance- Allocation, Distribution and Stabilization function of government,

**Unit 3:** Welfare Economics and Government Intervention- Pareto Efficiency

**Unit 4:** Equity vs. Efficiency, Concept of Market Failure.

**BLOCK: II**

**Unit 5:** Public Goods- Meaning and characteristics,

**Unit 6:** Public Goods and Market Failure, Pure and Impure Public Goods,

**Unit 7:** The Free Rider Problem, Efficient Allocation of Public Goods-

**Unit 8:** The Lindahl Equilibrium, Samuelson's theory of Public Expenditure.

**BLOCK: III**

**Unit 9:** Meaning and types of Externalities and Market Failure,

**Unit 10:** Internationalization of Externalities, Corrective taxes and Subsidies,

**Unit 11:** Pollution Permits, Regulation and Direct Control, Assignment of Property Rights- The Coase Theorem

**BLOCK: IV**

**Unit 12:** Concept of shifting and Incidence, Forward and Backward Shifting,

**Unit 13:** The Demand and supply theory of Incidence,

**Unit 14:** Incidence of Product taxes (Specific tax and Lump Sum Tax) under Perfect Competition and Monopoly

**Unit 15:** Incidence of Factor taxes under Perfect Competition and Monopoly.

**BLOCK: V**

**Unit 16:** Working of Monetary and Fiscal Policies,

**Unit 17:** Current Issues of India's Tax System

**Unit 18:** Analysis of Budget and Deficits,

**Unit 19:** Fiscal Federalism in India,

**Unit 20:** State and Local Finances.

**Unit 21:** Introduction and objectives of Tax burden

**Unit 22:** Principles of tax diffraction; Problem of Double Taxation; three thoughts of tax principle

**Text and Reference Books**

1. Musgrave, R.A. and P.B. Musgrave, Public Finance in Theory and Practice, Mc-Graw Hill, 1989.
2. Mahesh Purohit , “Value Added Tax: Experience of India and Other Countries”, Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.
4. M.M Sury, Government Budgeting in India, Commonwealth Publishers, 1990.
5. Shankar Acharya, “Thirty years of tax reform” in India, Economic and Political Weekly, May 2005.
6. Government of India, Report of the 13th Finance Commission.
7. Economic Survey, Government of India (latest).
8. State Finances: A Study of Budgets, Reserve Bank of India (latest).

### **Semester -3**

**Course Name: Computer Applications**

**Course Code: MGO-1105**

**Credits: 4**

**Course Objective:**

This is a basic paper for Business Administration students to familiarize with basic principles of computer system including computer arithmetic, hardware, operating system, software applications, internet and world-wide web and their applications in the relevant fields.

**Course Learning Outcomes:** After completing the course, the student shall be able to:

<b>Course Outcome</b>	<b>Cognitive level</b>
<b>CO1-</b> Define the concept of Computer Fundamentals.	Remember
<b>CO2-</b> Describe the conversion of one base to another base Number System.	Understand
<b>CO3-</b> Explain the needs of hardware and software required for a computation task.	Understand
<b>CO4 -</b> Demonstrate the use of Operating system.	Understand
<b>CO5 -</b> Demonstrate how a document to be prepared and formatted.	Understand

### **Block I: Computer Basics**

**Unit 1:** Introduction, Characteristics of a Computer, Evolution of Computer, Generations of Computer.

**Unit 2:** Classification of Computers, Applications of Computer, Computer Applications in various fields of Science and management,

**Unit 3:** Block Diagram of Digital Computers.

### **Block II: Number Systems & Software**

**Unit 4: Number System:** Introduction, Classification of Number System, Types of Number System,

**Unit 5:** Conversions from One Base to Another, Conversion using Shortcut Method.

**Unit 6: Software:** Introduction, Definition & types of Software, Uses of smart-phone, Uses of ICT.

### **Block III: Hardware and Memory**

**Unit 7: Hardware:** Introduction, Computer Peripherals Devices, Input and Output Devices with examples.

**Unit 8: Memory:** Introduction, Classification, Hierarchical Chart (Primary memory, Secondary memory,

**Unit 9:** RAM, ROM, PROM, EPROM, EEPROM).

#### **Block IV: Operating System and DBMS**

**Unit 10: Operating System:** Introduction, Functions of an Operating System, Classification of Operating System (Multi-user, Multiprocessing, Multitasking, Real time).

**Unit 11: DBMS:** Introduction of database, Database Management System (DBMS),

**Unit 12:** Application of DBMS.

#### **Block V: MS Office**

**Unit 13: MS Word:** Introduction, Basic Formatting in MS Word, Advanced Formatting, Printing Documents, Print Preview.

**Unit 14: MS Excel:** Introduction, Workbook, Worksheet, Formatting in excel, Working with formulas, Printing worksheets.

**Unit 15: MS PowerPoint:** Introduction, Creating a Presentation, Basic Formatting in PowerPoint, Inserting charts, Inserting tables, Printing presentations.

#### **Books Recommended/Suggested Readings:**

4. Rajaraman, "Fundamentals of Computers", Prentice Hall of India, 3<sup>rd</sup> Edition.
5. Alexis Leon and Mathews Leon, "Introduction to computers", Leon Techworld.
6. Yashwant Kanetkar "Unix Shell Programming" BPB.

**Course Name: Fiction and Indian Writings in English**

**Course Code: ENO-2101**

**Credit: 4**

#### **Course Objectives**

To understand the various features of Indian literature in English and to get a glimpse of the regional literatures translated in English.

## Course Outcomes

After completion the course, students will be able to have understanding of the socio-cultural aspect would have been reached. Students would have learnt the values of spiritual refinement in human life.

### Block I. Theory of Fiction

**Unit-1** Structure of fiction theory-I

**Unit-2** Structure of fiction theory-II

**Unit-3** Craft of fiction theory

**Unit-4** Narratology and Related Aspects of fiction theory-I

**Unit-5** Narratology and Related Aspects of fiction theory-II

### Block II. Thomas Hardy and R.K Narayan

**Unit-6** Thomas Hardy: Tess of D'Urbervilles Chapters 1-10

**Unit-7** Thomas Hardy: Tess of D'Urbervilles Chapters 10-20

**Unit-8** Thomas Hardy: Tess of D'Urbervilles Chapters 21-30

**Unit-9** Thomas Hardy: Tess of D'Urbervilles Chapters 31-40

**Unit-10** Thomas Hardy: Tess of D'Urbervilles Chapters 41-50

**Unit-11** Thomas Hardy: Tess of D'Urbervilles Chapters 51-59

**Unit-12** R.K Narayan: The Guide Chapters 1-3

**Unit-13** R.K Narayan: The Guide Chapters 4-6

**Unit-14** R.K Narayan: The Guide Chapters 7-11

### Block III. Creative Writing

**Unit-15** What is creative writing

**Unit-16** Types of creative writing

**Unit-17** Tips for creative writing

**Unit-18** Problems of creative writing in English

### Block IV. Raja Rao

**Unit-19** The Serpent and the Rope Section -1

**Unit-20** The Serpent and the Rope Section-2

### Block V. D.H. Lawrence

**Unit-21** D.H. Lawrence: Sons and Lovers Part 1: Chapters: 1-6

**Unit-22** D.H. Lawrence: Sons and Lovers Part 1: Chapters: 7-9

**Unit-23** D.H. Lawrence: Sons and Lovers Part 2: Chapters: 10-15

### Block VI. Albert Camus

**Unit-24** Albert Camus: The Outsider Part 1: Chapters: 1-6

**Unit-25** Albert Camus: The Outsider Part 2: Chapters: 1-5

### Books Reference:

- Indian English Fiction by Biswas Sarbojit
- Indian English Fiction by Asia Book Club, Z. N Patil.
- Indian Writing in English by Iyengar K.R. Srinivasa.
- Indian Writing in English by Bijender Singh.
-

**Course Name: Aadhunik Hindi**

**Course Code: HNO-3101**

**Credit: 4**

**Course Objectives**

To understand the various features of Indian literature in Hindi and to get a glimpse of the regional literatures translated in hindi.

### **Course Outcomes**

After completion the course, students will be able to have understanding of the traditional aspect would have been reached. Students would have learnt the values of spiritual refinement in human life.

Block I : Navjagaran kaaleen Kav-r'a

Unit 1 : Matrubhasha ke Prati : Bharatendu Harischandra

Unit 2 : karmaveer : Ayodhyasingh Upaadhyay Hariaudh

Unit 3 : Manushyata : Maithilisharan Gupt

Block II : Chayawadi Kavya

Unit 4 :Beetivibhavari Jaagri : Jaishankar Prasad

Unit 5 : Varde Veenavadini Varde : Suryakant TripathiNirala

Unit 6 : Parvat Pradesh me Pavas : Sumitranandan Pant

Unit 7 : Panth Honedo Aparichit : Mahadevi Varma

Block III : Rashtriya Kavya Aur Uttar Chayawad

Unit 8 : Veeron ka kaisa ho Vasant : Subhadrakumari Chauhan

Unit 9 : Javani : Makhanlal Chatulvedi

Unit 10 : Agnipath : Harivandshrai Bacchan

Unit 11 : Kalam Aaj Unki Jai Bol : Ramdharisingh 'Dinkar'

Block IV : Nayi Kavita

Unit 12 : Udchal Haaril : AgYeYa

Unit 13 : Saharsh Sweekaar Hai : Gajanan Madhav Muktibodh

BlockV:JanKavita

Unit 14 : Bahut Dinoke Baad :Nagarjun

Unit 15 : Ghar me VaaPsi : Dhumil

**Course Name: Political History of Medieval India (1526-1707 AD)**

**Course Code: HSO: 2101**

**Credits: 4**

**Course Objective: To enable the student to:**

- Acquire knowledge of Political Condition of India in the 16<sup>th</sup> :17<sup>th</sup> Century.
- Understanding of establishment of Mughal Rule in India
- Develop a critical attitude about Ist battle of Panipat
- Understanding of Battles of Plessey & Buxar & its impact of Bengal.

**Course Outcome:**

- A critical analysis of the coming of and establishment of the Mughal rule during the reigns of Babur and Humayun as well as the brief interregnum of the Sur empire under Shershah and Islamshah.
- The course is basically a study of Political and administrative history during the first half of the 16th Century.
- To develop an understanding of secular scientific approach towards Indian History with the help of primary sources.

**Block: I Foundation of Mughal Empire**

**Unit:1** Decline of Sultanate rule and foundation of Mughal Empire and its impact.

**Unit:2** India on the eve of Babur's invasion

**Unit:3** Military technology and warfare

**Unit:4** Reign of Humayun and his struggle for Empire

**Unit:5** Source related to Babur and Humayun.

**Block: II Consolidation of Mughal Rule under Akbar**

**Unit:6** Reign of Akbar: IInd battle of Panipat Bairam Khan Regency and Petticoat Government

**Unit:7** Campaign and Conquest During Akbar's reign

**Unit:8** Akbar Rajpoot Policy

**Unit:9** Akbar's religious policy

**Unit:10** Akbar Deccan Policy

**Block: III Mughal Rule under Jahangir and Shahjahan**

**Unit:11** Jahangir's reign: His conquest and campaign

**Unit:12** Noor jaha's, Revolt of Mahabat Khan

**Unit:13** Khurram Revolt.

**Unit:14** Deccan Policy of Shahjahan

**Block: IV Mughal Rule under Aurangzeb**

**Unit:15** War of Succession

**Unit:16** Jat and Satnami revolts

**Unit:17** Aurangzeb relation with Rajpoots: rathore Rebellion

**Unit:18** Rise of Maratha power Mughal Maratha controversy,

**Unit:19** Cause of defeat of Maratha's and impact of Maratha defeat.

**Block: V Mughal Administration**

**Unit:20** Administrative structure under Mughals

**Unit:21** Mansabdari System



**Unit:22** Economy under Mughals

**Unit:23** Art and Architecture

**Books Reference:**

- Modern India – Sumit Sarkar
- Modern India: S.B. Chaudhary
- Modern India: B.L. Grover
- British Rule in India: Ram Gopal

**Course Name: Indian Political Thinkers**

**Course Code: PSO-2101**

**Credits: 4**

**Course Objective:** This is a very basic paper regarding the understanding of the Indian political intellectual contribution in the growth and development of the present political

scenario. Objective of this paper is to create and strengthen the students' understanding regarding the Indian political thoughts.

**Course Outcome:** On completion of this course, student will be able to

- Learn about the features and political thought of ancient Indian Political Thinkers
- Understand about modern social and political thought of Indian Political Thinkers

### **Block I**

**Unit-1** Features of Ancient Indian Political Thought

**Unit-2** Sources of Ancient Indian Political Thought

**Unit-3** Limitations in the Study of Ancient Indian Political Thought

**Unit-4** Manu

**Unit-5** Kautilya

### **Block II**

**Unit-6** Modern Indian Social and Political Thought

**Unit-7** Dadabhai Naoraji

**Unit-8** Gopal Krishna Gokhale

**Unit-9** Bal Gangadhar Tilak

**Unit-10** Lala Lajpat Rai

### **Block III**

**Unit-11** Sri Aurobindo

**Unit-12** M.N Roy

**Unit-13** Rabindra Nath Tagore

**Unit-14** Ram Manohar Lohiya

**Unit-15** Bipin Chandra Pal

### **Block IV**

**Unit-16** M.K. Gandhi

**Unit-17** Jawaharlal Nehru

**Unit-18** Muhammad Ali Jinnah

**Unit-19** Muhammad Iqbal

**Unit-20** Raja Ram Mohan Roy

### **Block V**

**Unit-21** Dr. B.R. Ambedkar

**Unit-22** Jai Prakash Narayan

**Unit-23** M.G. Ranade

**Unit-24** Pheroze Shah Mehta

**Unit-25** Swami Vivekanand

### **Books Reference:**

1. Bidyut Chakrabarty, 2009, Modern Indian Political Thought: Text and Context, SAGE Texts.
2. Mehta, V. R. (1992) 'The Cosmic Vision: Manu', in Foundations of Indian Political Thought. Delhi: Manohar.
3. Olivelle, P. (2006) 'Introduction', in Manu's Code of Law: A Critical Edition and

5. Mehta, V. R. (1992) 'The Pragmatic Vision: Kautilya and His Successor',  
in Foundations of Indian Political Thought. Delhi: Manohar.

---

**Course Name: Social Change and Social Control**  
**Course Code: SOO-2101**

**Credits: 4**

**Course Objective:** Social change and Social Control have always been a central concern of sociological study. So far as Social Change is concerned, it has gained in salience partly

because of its unprecedented rapidity and partly because of its planned character. The course is designed to achieve all aspects of social change as well as of Social Control.

**Course outcomes:** Student will be able to Provide the basic knowledge of social change and social control.

**Block – I**

**Unit – 1** Social Change: Meaning, Nature and Factor

**Unit – 2** Biological, Demographic,

**Unit – 3** Economic,

**Unit – 4** Cultural, Technological

**Unit – 5** Info-technological

**Block – II**

**Unit–6** Theories of Social Change:

**Unit – 7** Evolutionary,

**Unit – 8** Diffusions,

**Unit –9** Linear and Cyclic.

**Unit–10** Culture process: Cultural change

**Block – III**

**Unit–11** Processes of Social Change

**Unit-12** Industrialization,

**Unit–13** Urbanization,

**Unit–14** Sanskritization

**Unit–15** Globalization

**Block – IV**

**Unit – 16** Meaning, Definition,

**Unit - 17** Need, and Importance

**Unit – 18** Types of control

**Unit –19** Agencies of Social Control

**Unit –20** Means of Social Control

**Block -V**

**Unit – 21** Family,

**Unit - 22** Education,

**Unit – 23** State, Religion,

**Unit –24** Propaganda

**Unit –25** Public Opinion.

**Books Reference:**

1. Bottom more. T.B., 1972: Sociology: A Guide to Problems and Literature, Bombay, George Allen and Union (India)
2. Gillian and Gillian, Cultural sociology: New York, The Mac Milan and Co.
3. Davis, Kingsley, 2004: Human Society: New Delhi, Prentice-Hall of India.
4. Spencer, Herbert, 1906: First Principles, New York.

**Course Name: Indian Economy**  
**Course Code: ECO-2101**

**Credits: 4**

**Course Objective:** To enable the students to grasp the current economic problems in India and highlight the important economic sectors and challenges faced by them in the recent years.

**Course Outcomes (COs):**

S. No.	Course Outcomes (COs)
1.	Describe the concept and related terms in Indian Economy
2.	Describe the Basic Features of the Indian Economy at Independence
3.	Explain the planning and import substituting industrialization
4.	Classify of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions

**BLOCK- I: Basic Issues in Economic Development**

**Unit 1:** Concept and Measures of Development and

**Unit 2:** Underdevelopment;

**Unit 3:** Human Development

**Unit 4:** Basic characteristics of UDCS with reference to India – Economic and non-economic factors impeding the Development of the economy.

**Unit 5:** National Income and its trends.

**BLOCK-II: Basic Features of the Indian Economy at Independence**

**Unit 6:** Composition of National Income

**Unit 7:** Occupational structure,

**Unit 8:** Agriculture: Role, Productivity, Land Reforms

**Unit 9:** The agrarian scene and industrial structure

**Unit 10:** Agricultural development under 5 years plans

**Block- III: Policy Regimes & Industry**

**Unit 11:** The evolution of planning and import substituting industrialization.

**Unit 12:** Economic Reforms since 1991.

**Unit 13:** Monetary and Fiscal policies with their implications on economy

**Unit 14:** Role of industries (large scale and small scale and cottage) in Economic Development and their problems

**Unit 15:** Industrial development under 5 year plans

**Block-IV: Growth, Development and Structural Change**

**Unit 16** The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions.

**Unit-17:** The Institutional Framework: Patterns of assets ownership in agriculture and industry; Policies for restructuring agrarian relations and for regulating concentration of economic power;

**Unit 18:** Changes in policy perspectives on the role of institutional framework after 1991. Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns. Demographic Constraints: Interaction between population change and economic development.

**Block V: Sectoral Trends and Issues**

**Unit 19:** Agriculture Sector

**Unit 20:** Industry and Services Sector.

**Unit 21:** Financial Sector

**Unit 22:** Labour productivity

**Text and Reference Books**

1. Mishra and Puri, Indian Economy, Himalaya Publishing House
  2. IC Dhingra, Indian Economics, Sultan Chand & Sons
  3. Gaurav Dutt and KPM Sundarum, Indian Economy, S. Chand & Company.
  4. Bhagwati, J. and Desai, P. India: Planning for industrialization, OUP, Ch 2.
- 

**Semester-4**

**Course Name: Writing English**

**Course Code: WRT-1010**

**Credits: 4**

**Course Objectives:** To introduce the student to basic skills and to comprehend the development of trends in Basic language.

**Course Outcomes**

By the end of the course, Students would have understood the basic structure of an essential part of human development

**Block: I Basic Structure**

Unit:1. ESSAY WRITING TESTING THE SKILL OF DEVELOPING AN IDEA

Unit:2 LETTER WRITING FORMAL AND INFORMAL LETTERS

Unit:3 Paragraph Writing

**Block II: Writing Skills**

Unit:4. JOURNALISTIC WRITING REPORT, EDITORIAL, OBSERVATIONS

Unit:5 STORY WRITING

**Block: III Technical Part**

Unit:6 Punctuation Writing , Word Formation

Unit:7 Verb Formation ,Articles

**Block: IV**

Unit:8 C.V.WRITING

Unit:9 PUNCTUATION

Unit:10 Verbs

**Block:V Grammer**

Unit:11: Diary Writing

Unit 12: ONE WORD SUBSTITUTION

Unit:13IDIOMS AND PHRASE

Unit: 14 passive Voice

Unit:15 Tense

Unit:16 Narration Speech

**Course Name: English-II**



**Course Code: ENO-2201**

**Credits: 4**

**Course Objectives:** To introduce the student to British poetry and drama from the age of Chaucer to the age of pope and to comprehend the development of trends in British drama and poetry.

**Course Outcomes**

By the end of the course, Students would have understood the socio-political context of the period from 14th century -17<sup>th</sup> centuries.

**Block I. Geoffrey Chaucer – The Prologue to the Canterbury Tales**

**Unit-1** The General Prologue, The Miller’s Prologue

**Unit-2** The General Prologue’ The Miller’s Tale

**Unit-3** The General Prologue’ The Pardoner’s Prologue

**Unit-4** The General Prologue’ The Pardoner’s Tale’

**Unit-5** The Miller’s Prologue and Tale The Nun’s Priest’s Tale

**Block- II. John Milton – The Paradise Lost**

**Unit-6** Book 1 Stanza 1-2 Explanation

**Unit-7** Book 1 Stanza 3-4 Explanation

**Unit-8** Book 1 Stanza 5-6 Explanation

**Unit-9** Book 1 Stanza 7-8 Explanation

**Unit-10** Book 1 Stanza 9-10 Explanation

**Unit-11** Book 1 Stanza 11-12 Explanation

**Unit-12** Book 1 Stanza 13-14 Explanation

**Unit-13** Book 1 Stanza 15-16 Explanation

**Unit-14** Book 1 Theme, analysis, appreciation

**Block- III. John Donne**

**Unit-15** Good Morrow Explanation of poem

**Unit-16** Good Morrow Theme, analysis, appreciation

**Unit-17** The Ecstasy Explanation of poem

**Unit-18** The Ecstasy Theme, analysis, appreciation

**Unit-19** Batter my heart, three-person's God Explanation of sonnet

**Unit-20** Batter my heart, three-person's God Theme, analysis, appreciation

**Block- IV. Andrew Marvell**

**Unit-21** To His Copy mistress Stanza 1-3 explanation

**Unit-22** To His Copy mistress Theme, analysis, appreciation

**Unit-23** The Garden Stanza 1-5 explanation

**Unit-24** The Garden Stanza 6-9 explanation

**Unit-25** The Garden Theme, analysis, appreciation

**Books Reference:**

- Indian English Fiction by Biswas Sarbojit
- Indian English Fiction by Asia Book Club, Z.N.Patil.
- Indian Writing in English by Iyengar K.R.Sriniwasa.
- Indian Writing in English by Bijender Singh.

**Course Name: Western Political Thinkers**

**Course Code: PSO-2201**

**Credits: 4**

**Course Objective:** This is an excellent opportunity to understand the Western views regarding the politics through this paper. Objective of this paper is to provide a backdrop to create and enhance the students' understanding regarding the western intellectual political minds of different era.

**Course Outcome:** On completion of this course, student will be able to

- Understand the Features and various thoughts given by Political Thinkers of the West
- Aware about Social Contract Theory of Tri-thinkers, Marx's political thought in different

**Block I**

**Unit-1** Features of Ancient Greek Thought

**Unit-2** Socrates

**Unit-3** Plato

**Unit-4** Aristotle

**Unit-5** General Characteristics of European Medieval Political Thought

**Block II**

**Unit-6** St. Thomas Aquinas

**Unit-7** Marsiglio of Padua

**Unit-8** Machiavelli

**Unit-9** Jean Bodin

**Unit-10** Burun de- Montesquieu

**Block III**

**Unit-11** Social Contract Theory- Thomas Hobbes

**Unit-12** Social Contract Theory-John Locke

**Unit-13** Social Contract Theory-Jean Jacque Rousseau

**Unit-14** G W F Hegel

**Unit-15** Immanuel Kant

**Block IV**

**Unit-16** Jeremy Bentham

**Unit-17** John Stuart Mill

**Unit-18** Thomas Hill Green

**Unit-19** Lenin

**Unit-20** Mao Tse Tung

**Block V**

**Unit-21** Marx: Dialectical Materialism

**Unit-22** Marx: Historical Materialisms, Class Struggle

**Unit-23** Marx: Theory of State and Revolution

**Unit-24** Marx: Religion and Morality

**Unit-25** Marx: Shortcoming

**Books Reference:**

1. McClelland, J. S. (1996) A History of Western Political Thought. London: Routledge.

2. Soper, M. (eds.) A Guide to the Political Classics: Plato to Rousseau. New York: Oxford University Press.
3. Coldwin, R. A. (1987) 'John Lock', in Strauss, L. and Cropsey, J. (eds.) History of Political Philosophy. 2nd Edition. Chicago: Chicago University Press.
4. Skoble, A. J. and Machan, T. R. (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education.
5. Nelson, B. (2008) Western Political Thought. New York: Pearson Longman.

**Course Name: Family Social Structure**  
**Course Code: SOO-2201**

**Credits: 4**

**Course Objective:** This is an excellent opportunity to understand the structure of family and society. Objective of this paper is to provide and enhance the students' understanding regarding the social relation and responsibility

**Course Outcomes:** Students will be able to use basic concepts of sociate in term of marriage, family, kinship, caste, etc

**Block – I**

**Unit – 1** Caste (Definition, Varna v/s. Jati, Dominant Caste),

**Unit – 2** Tribes (Definition and Characteristics, Distribution, Social Change),

**Unit –3** Class – (Definition, Middle and new Middle Class, Caste and Class),

**Unit–4** Ethnicity – (Definition, Ethnicity as a Process, Identity and Crisis).

**Unit - 5** Group-Primary, Secondary, Reference Group

**Block – II**

**Unit –6** Family (Nuclear, Joint & Extended),

**Unit -7** Marriage (Hindu, Muslim & Christian),

**Unit –8** Kinship (North & South),

**Unit –9** Religion (Hinduism, Islam, Christianity, Buddhism).

**Unit -10** Socialization, definition, Characteristics, Major Agencies

**Block–III**

**Unit–11** Migration,

**Unit–12** Urbanization,

**Unit -13** Industrialization,

**Unit -14** Globalization.

**Unit -15** Modernization

**Block – IV**

**Unit–16** Religious Pluralism,

**Unit–17** Secularism,

**Unit–18** Status of Women,

**Unit–19** Nation and Nationalism.

**Unit -20** Communalism

**Block -V**

**Unit -21** Social Process-Cooperation

**Unit -22** Accommodation

**Unit–23** Assimilation

**Unit -24** Integration

**Unit -25** Competition, Conflict

**Books Reference:**

1. Thaper Ramesh (ed.) Tribe, Caste and Religion in India, Macmillan India, 1997.
2. Kosambi D.D.: The Culture and Civilization of Ancient India in Historical Perspective, VikasPublishing House, New Delhi, 1982.
3. Dube S.C.: The Indian Village, Roulledge, London, 1955.
4. Karve I.: Hindu Society: An Interpretation, Puna, Deccan College
5. K.S. S: The People of India: An Introduction, Seaque Book, Calcutta
6. Majumdar D.N. & T, N. Madan: An Introduction to Social Anthropology, Asia

- Publishing House, 1956 (1st Edn.).
7. Prabhu P.H.: Hindu Social Organization, Popular Prakashan, Bombay, 1963.
  8. Srinivas M.N.: India's Villages, Asia Publishing House, Bombay, 1960.
  9. Srinivas M.N.: Caste in Modern India and Other Essays.
  10. Desai A.R.: Social Background of Indian Nationalism, Population Prakashan, Bombay, 1966.
- 

**Course Name: History of Indian National Movement (1858-1932 A.D.)**

**Course Code: HSO: 3101**

**Credits: 4**

**Course Objective:** The students will be able to:

- Acquire knowledge of the Leaders of Indian National Movement.
- Understanding the rise communal politics.
- Develop a critical attitude about constitutional development.

**Course Outcome:**

- Acquaint with the economic history of India along with commercial, industrial and fiscal policies introduced by the British in India during 19 and early decade of 20th century
- To Familiarize with the structures of the peasant societies, their encounter with British imperialism, nature of their oppression and the traditional forms of resistance in colonial period. To help them understand the modern methods of their struggles in association with the ideologies of nationalism and communism in the first half of the twentieth century.
- To familiarize with the historiographical debates around peasant movements through national and regional studies.

**Block: I Establishment of British Rule in India:**

**Unit:1.** Laying the Foundations of the British Colonial State in India;

**Unit:2** The Company's rule in Bengal and expansion in other Indian states.

**Unit:3.** Processes of Accumulation in Pre: colonial and Colonial India,

**Unit:4** Indian Economy in the middle of 18th Century.

**Unit:5** Ijaradari System, Colonialization of the Indian Economy, 1757:1800.

**Unit:6.** Drain of wealth

**Block: II Middle Class Consciousness and Politics in Early 20th Century India:**

**Unit:7** Rise of 'Extremism', Partition of Bengal and Swadeshi Movement.

**Unit:8** Simla Deputation, Foundation of the Muslim League and its early objectives, Act of 1909.

**Unit:9** Khilafat and Non: Cooperation Movement, 1919:22; Method of Resistance; Extent of Mass Support; Withdrawal, and its consequences.

**Unit:10** The 1920s: Political developments; Communist and Socialist Ideas; Depression of 1929:31 and its economic & political Consequences.

**Unit:11** Development of Communalism: Debates concerning the nature and meaning of modern communalism; factors behind the growth of communalism in the 1920s;

**Unit:12** The Nehru Report;

**Unit:13** The Hindu Mahasabha: RSS;

**Block: III**

**Unit:14** Indian Politics During the Second World War: The Ramgarh Congress Resolution (1940);

**Unit:15** Cripps Mission;

**Unit:16** Quit India Movement (1942)

**Unit: 17** The 1946 Elections.

**Block: IV India Towards Independence**

**Unit:18** Emergence of the new state Govt. of India Act 1935.

**Unit:19** Govt. of India Act 1935.

**Unit:20** Popular Movements

**Unit:21** The INA Trials; The RIN Mutiny;

**Unit:22** Riots and Rehabilitation

**Block: V India After Independence**

**Unit:23** Indian Independence Act of 1947

**Unit:24** Making of Republic

**Unit:25** The Constituent Assembly

**Unit:26** Drafting of the Constitution

**Books Reference:**

- Advanced History of Modern India: Vol. I: III, G.S. Chabra.
- Modern India –Sumit Sarkar
- Modern India: S.B. Chaudhary
- Social Background of Indian Nationalism: A.R. Desai
- Modern India: B.L. Grover

**Course Name: Economic Growth and International Trade**  
**Course Code: ECO-2201**

**Credits: 4**

**Course Objective:** This main objective of this course is to provide a analysis of Economic Growth, Monetary Policies and different aspect of International Trade.

**Course Outcomes (COs):**

S. No.	Course Outcomes (COs)
1.	To understand the Economic Growth and its models
2.	To study the determinants of business fixed investment
3.	To develop the critical thinking about Classical and Modern Theories of International Trade
4.	To understand the balance of payments and balance of Trade

**BLOCK: I**

**Unit 1:** Economic Growth: Harrod- Domer Model, Solow Model, Golden Rules

**Unit 2:** Technological Progress and Elements of Endogenous Growth

**Unit 3:** Consumption, Keynesian Consumption Function, Fisher

**Unit 4:** Theory of optimal intertemporal choice; life-cycle and permanent income hypotheses

**Unit 5:** Rational expectations and random-walk of consumption expenditure.

**BLOCK: II**

**Unit 6:** Investment: Determinants of business fixed investment

**Unit 7:** Residential investment and inventory investment

**Unit 8:** Demand of money

**Unit 9:** Rules versus Discretion; Time Consistency

**BLOCK: III**

**Unit 9:** Fiscal and monetary Policy: Active or Passive; Monetary Policy Objectives and Targets

**Unit 10:** Rules versus Discretion; Time Consistency

**Unit 11:** The Government Budget Constraint, Government Department.

**Unit 12:** Schools of Macro Economics Thoughts: Classical, Keynesians, New Classical and New Keynesian.

**BLOCK: IV**

**Unit 13:** Inter-regional and International Trade

**Unit 14:** Classical and Modern Theories of International Trade, Theory of Absolute Advantage,

**Unit 16:** Theory of Comparative Advantage, Heckscher-Ohlin Theory

**Unit 17:** Rate of Exchange

**Unit 18:** Theories of Exchange Rate Determination

**BLOCK: V**

**Unit 19:** Fixed vs. Flexible Exchange Rates

**Unit 20:** Exchange Control

**Unit 21:** Free Trade vs. Protection.

**Unit 22:** International Monetary Fund. World Bank. GATT/WTO. Recent Changes in the Composition and Direction of India's Foreign Trade.

**Unit 23:** Balance of Payments and Balance of Trade. Disequilibrium in the Balance of Payments: Causes and Correction.



### **Text and Reference Books**

1. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy
  2. Salvatore, D.L. (1997), International Economics
  3. Sodersten, Bo, International Economics
  4. Greenaway, D. (1983), International Trade Policy
  5. Joshi V. and M.D. Little (1998), India's Economic Reforms, 1999-2001.
  6. Nayyar, D. (1976), India's Exports and Export Policies in the 1960s
  7. Panchmukhi, V.R. (1978), Trade Policies of India: A Quantitative Analysis
  8. Patel, S.J. (1995), Indian Economy towards the 21st Century
  9. Dorabusch, fisher and startze, macro economils, Mc Grow hills. 11<sup>th</sup> edition, 2010
  10. Steven M. Shuffling, Rationed Exhibitions, Cambridge University, press, 2<sup>nd</sup> edition, 1996.
  11. Errol D. sauza, Macroeconomics, Pearson Education, 2009.
  12. Hal R. Vasion, Intermediate Economics; A modern approach, 8<sup>th</sup> Edition, W.W Norton and Compony/Affiliated, East-West press (India), 2010.
-

**Course Name: Personality Development and Communication Skills**

**Course Code: BSO-2201**

Credits: 4

Course Objective: To develop the skills of the professional undergraduate students for proper self-expression, social communication, spoken English, correct pronunciation, voice modulation and business etiquettes.

**Course Learning Outcome**

After completing the course, the student shall be able to: Course Outcome Cognitive level

CO1: Describe meaning, determinants and importance of personality

development. Understand

CO2: Familiarize with Personality Development Grooming. Understand

CO3: Get an insight into Time management and Self-Analysis SWOT

analysis. Apply

CO4: Explore various forms of modern communication and Report writing

skills. Analyze

CO5: Familiarize with Leadership and How to face personal interview. Apply

Block I: Personality

Unit:-1 The Introduction Personality meaning,

Unit:-2 Determinants- physical, intellectual, emotional, cultural Traits of personality,

Unit:-3 Importance of personality development.

Block II: Personality Grooming

Unit:-4 Personality Development Grooming, dress code, do's and don'ts,

Unit:-5 Social etiquettes,

Unit:-6 Self-confidence

Block III: SWOT

Unit:-7 Self-Analysis SWOT analysis,

Unit:-8 Creative thinking, Goal Setting,

Unit:-9 Time management, prioritizing work

Block IV: Communication

Unit:-10 Communication and its Importance Definition

Unit:-11 Process, and different types of communication Resume Writing, letter writing,

Unit:-12 Report writing, article writing and Creative writing

Block V: Leadership

Unit:-13 Leadership as a process Group discussions,

Unit:-14 Working in a team, class participation.

Unit:-15 Learning How to face personal interview

Text Books:

1 Basic Managerial Skills for All by E. H. McGrath, S. J., PHI

2 Personality Development and Soft Skill, Mitra, Barun, Oxford University Press.

**Course Name: Basic Knowledge of English Grammar**

**Course Code: SKO-3100**

**Credits: 4**

**Course Objectives:** To enable the students acquire knowledge of English grammar. Apply guidance ability to solve personal, academic and vocational problems.

**Course Outcomes:** Develop understanding of desirability of conducive Environment also would have learnt the technique of writing and to polish the standard of grammar.

**Block- I. Sentences**

**Unit-1** Tense aspects: Indefinite, continuous

**Unit-2** Tense aspects: perfect and perfect continuous

**Unit-3** Kinds of Tenses

**Unit-4** Use of Tenses

**Unit-5** Transformation of sentence

**Block- II. Grammar**

**Unit-6** Common Errors

**Unit-7** Punctuation

**Unit-8** Active and passive voice

**Unit-9** Direct and indirect narration

**Unit-10** Synonyms and antonym

**Block- III. Vocabulary**

**Unit-11** One word substitution

**Unit-12** Idioms and phrases

**Unit-13** Homonyms and homophones.

**Unit-14** Application (Element and Structure)

**Block- IV. Paragraph, Essay and Letter Writing**

**Unit-15** Writing paragraph on story

**Unit-16** Formal letters

**Unit-17** Informal letters

**Unit-18** Essay Writing

**Books Reference:**

- Fluency in English part-1, Macmillan, Delhi,2005, Units 1-18
- Business English, Pearson, Delhi,2008, Units 1-3
- Language through Literature (forth coming). Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brat Biswas, Primus Books, Delhi,2005, Chapter 1-17
- Martin Hewing, Advanced English Grammar, CUP, New Delhi, 2010,Unit 1-60

**Course Name: Prayojanmoolak Hindi**

**Course Code: HNO-3100**

**Credit: 4**

**Block - I : Prayojanmoolak Hindi : Siddhant aur Prayog**

Unit1. Bhasha ki Prayojanmoolakta

Unit2. Prayojanmoolak Hindi : Paribhasha. arth aur Swaroop

Unit3. Rajbhasha, Rashtrabhasha aur Samparkbhasha : Antah Sambandh

**Block - II : Rajbhasha Hindi ki Samvaidhanik Sthiti**

Unit 4. Nyayalay ki Bhasha

Unit 5. Sangheeya Bhasha

Unit 6. Pradeshik Bhasha

**Block -III : Prayojanmoolak Hindi : Anuprayog ke Vividh Kshetra-I**

Unit 7. Prashasan

Unit 8. Banking

Unit 9. Vidhi

**Block - IV : Prayojanmoolak Hindi : Anuprayog ke Vividh Kshetra-II**

Unit 10. Jansanchaar

Unit 11. Vyaapar Vanijya

Unit 12. Shiksha Anusandhaan Kshetra

**Block -V : Paribhashik Shabdavali**

Unit 13. Paribhashik Shabdavali

Unit 14. Takniki Shabdavali

Unit 15. Anya Jansanchaar Madhya

**Course Name: Rural and Urban Sociology**

**Course Code: SOO-3101**

**Credit: 4**

**Block-I: Rural and Urban Sociology**

Unit-1: Meaning, Importance, Nature and Scope of Rural and Urban Sociology. Unit-2: Concept of Settlement: Village, Town, City.

Unit-3: Rural and Urban Communities: Characteristics, Rural-Urban Continuum.

**Block-II: Agrarian Social Structure and Change**

Unit-4: Caste, Class and Power in village India.

Unit-5: Land reforms and Green revolution.

Unit-6: Rural Development Programmes: CDP, IRDP, SGSY, MGNREGS, NRLM.

**Block-III: Urbanization as a Process**

Unit-7: Urban Areas: Definition, Types and Growth.

Unit-8: Urbanization and Urbanism as a Way of Life.

Unit-9: Migration: Types, causes and consequences.

Block-IV: Theories of City Growth

Unit-10: Central Place Theory. Unit-11: Concentric Zone Theory.

Unit-12: Hoyt Sector Theory, Multiple Nuclei Theory.

**Block-V: Urban Planning and governance**

Unit-13: Urban Planning and Growth.

Unit-14: Urban Development Programmes: JNNURM, SSRY, Smart Cities project.

Unit-15: Role of a Sociologist in Urban Planning

**Course Name: India's Foreign Policy**  
**Course Code: PSO-3101**

**Credits: 4**

### **Course Objective**

Indian Foreign Policy is a very crucial part of India's global relationship with other countries. Therefore this paper is designed for the growth and development of the students' critical thinking and analytical skills regarding the Indian foreign policy along with the India's global stand for our benefits.

**Course Outcome:** On completion of this course, student will be able to

- Learn the Principles, Objectives, Significance, Sources and Determinants of Indian Foreign Policy
- Understand the India's Foreign Policy with major powers and regional organizations

### **Block I**

**Unit-1** Indian Foreign Policy: Principles

**Unit-2** Indian Foreign Policy: Objectives

**Unit-3** Indian Foreign Policy: Significance

**Unit-4** Indian Foreign Policy: Determinants

**Unit-5** Indian Foreign Policy: Sources

### **Block II**

**Unit-6** India and Global Organizations

**Unit-7** India and United Nations

**Unit-8** India and World Trade Organization

**Unit-9** India and European Union, African Union

**Unit-10** India and ASEAN, SAARC

### **Block III**

**Unit-11** India's Relations with USA

**Unit-12** India's Relations with Russia

**Unit-13** India's Relations with France

**Unit-14** India's Relations with Australia

**Unit-15** India's Relations with EU

### **Block IV**

**Unit-16** India's Relations with China

**Unit-17** India's Relations with Thailand

**Unit-18** India's Relations with Malaysia

**Unit-19** India's Relations with Maldives

**Unit-20** India's Relations with Nepal

### **Block V**

**Unit-21** Issues and Challenges: Nuclear Policy

**Unit-22** Issues and Challenges: Energy Security

**Unit-23** Issues and Challenges: Terrorism

**Unit-24** Issues and Challenges: Environmental Issues

**Unit-25** Issues and Challenges: Feminism

**Books Reference:**

1. Appadorai, A. (1981) Domestic Roots of Foreign Policy. New Delhi: Oxford University Press.
2. Bandyopadhyay, J. (1970) Making of India's Foreign Policy. New Delhi: Allied.
3. Rana, A.P. (1976) Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period. New Delhi: Macmillan.
4. Mishra, K.P. (ed.) (1969) Studies in India's Foreign Policy. New Delhi: Vikas.
5. Singh, B.K. (2010) India's Energy Security: The Changing Dynamics. New Delhi: Pentagon Energy Press.
6. Prasad, L. (2009) Energy security for India: Some Perspectives. LAP Lambert Academic Publishing.



**Course Name: Intermediate Micro Economics**

**Course Code: ECO-3101**

**Credits: 4**

**Course Objective:** This main objective of this course is to provide a thorough analysis of consumer behavior and modern trade theory, trade policy, and its welfare implications.

**Course Outcomes (COs):**

S. No.	Course Outcomes (COs)
1.	To understand the consumer theory.
2.	To felicitate the ability to skilled in quantitative technique.
3.	To develop the critical thinking about Cost and Perfect Competition
4.	To understand the Market structure and game theory, monopoly; pricing with market power.

**BLOCK:I**

**Unit 1:** Consumer Theory, Preference,

**Unit 2:** Unity, Stub Sky Equation

**Unit 3:** Buying and Selling

**Unit 4:** Choice and Risk and Inter Temporary Choice

**Unit 5:** Revolved preferences

**BLOCK :II**

**Unit 6:** Production, Technology; Isoquants,

**Unit 7:** Cost and Perfect Competition

**Unit 8:** Production with One or More Variable Inputs

**Unit 9:** Return to Scale

**BLOCK :III**

**Unit 9:** Short Run and Long Run Costs

**Unit 10:** Cost Curves in the Short Run and Long Run

**Unit 11:** Review of Perfect Competition.

**Unit 12:** Market structure and game theory, monopoly; pricing with market power

**Unit 13:** Price Discrimination

**BLOCK :IV**

**Unit 14:** Peak Load Pricing

**Unit 15:** Two Part Tariff

**Unit 16:** Monopolistic Competition and Oligopoly

**Unit 17:** Game Theory and Competitive Strategy

**Unit 18:** Market Failure, Externalities; public goods and market with symmetric information.

**BLOCK :V**

**Unit 19:** Edgeworth Box Analysis of an Exchange Economy,

**Unit 20:** Equilibrium and Efficiency under Pure Exchange and Production Problems of Measuring Welfare

**Unit 21:** Marshallian Approaches

**Unit 22:** Pareto's Welfare Criteria, Concept of Social Welfare Function

**Text and Reference Books**

1. Stonier, A.W. & Hague, D.C. : A text book of Economic Theory, part -1
  2. D, Samuelson, P.A. : Economics – An Introductory Analysis
  3. Ferguson, C.E. and J.N. Kreps : Principle of Economics
  4. Waston, D. S. : Price Theory and its uses
  5. Robert S. Pindyck & : Microeconomics
  6. Koutsoyiannis, A. : Modern Microeconomics
  7. Yogesh Maheshwari : Managerial Economic
-

**Course Name: History of Indian National Movement (1932-1947 A.D.)**

**Course Code: HSO: 3101**

**Credits: 4**

**Course Objective:** The students will be able to:

- Acquire knowledge of the Leaders of Indian National Movement.
- Understanding the rise communal politics.
- Develop a critical attitude about constitutional development.

**Course Outcome:**

- Acquaint with the economic history of India along with commercial, industrial and fiscal policies introduced by the British in India during 19 and early decade of 20th century
- To Familiarize with the structures of the peasant societies, their encounter with British imperialism, nature of their oppression and the traditional forms of resistance in colonial period. To help them understand the modern methods of their struggles in association with the ideologies of nationalism and communism in the first half of the twentieth century.
- To familiarize with the historiographical debates around peasant movements through national and regional studies.

**Block: I Establishment of British Rule in India:**

**Unit:1.** Laying the Foundations of the British Colonial State in India;

**Unit:2** The Company's rule in Bengal and expansion in other Indian states.

**Unit:3.** Processes of Accumulation in Pre: colonial and Colonial India,

**Unit:4** Indian Economy in the middle of 18th Century.

**Unit:5** Ijaradari System, Colonialization of the Indian Economy, 1757:1800.

**Unit:6.** Drain of wealth

**Block: II Middle Class Consciousness and Politics in Early 20th Century India:**

**Unit:7** Rise of 'Extremism', Partition of Bengal and Swadeshi Movement.

**Unit:8** Simla Deputation, Foundation of the Muslim League and its early objectives, Act of 1909.

**Unit:9** Khilafat and Non: Cooperation Movement, 1919:22; Method of Resistance; Extent of Mass Support; Withdrawal, and its consequences.

**Unit:10** The 1920s: Political developments; Communist and Socialist Ideas; Depression of 1929:31 and its economic & political Consequences.

**Unit:11** Development of Communalism: Debates concerning the nature and meaning of modern communalism; factors behind the growth of communalism in the 1920s;

**Unit:12** The Nehru Report;

**Unit:13** The Hindu Mahasabha: RSS;

**Block: III**

**Unit:14** Indian Politics During the Second World War: The Ramgarh Congress Resolution (1940);

**Unit:15** Cripps Mission;  
**Unit:16** Quit India Movement (1942)  
**Unit: 17** The 1946 Elections.

**Block: IV India Towards Independence**

**Unit:18** Emergence of the new state Govt. of India Act 1935.  
**Unit:19** Govt. of India Act 1935.  
**Unit:20** Popular Movements  
**Unit:21** The INA Trials; The RIN Mutiny;  
**Unit:22** Riots and Rehabilitation

**Block: V India After Independence**

**Unit:23** Indian Independence Act of 1947  
**Unit:24** Making of Republic  
**Unit:25** The Constituent Assembly  
**Unit:26** Drafting of the Constitution

**Books Reference:**

- Advanced History of Modern India: Vol. I: III, G.S. Chabra.
  - Modern India –Sumit Sarkar
  - Modern India: S.B. Chaudhary
  - Social Background of Indian Nationalism: A.R. Desai
  - Modern India: B.L. Grover
-

## Semester-6

**Course Name: Project**

**Course Code: PRO-2201**

**Credits: 4**

**Course Objective:** To visit the different libraries as per convenience all over India. To compile annotated bibliography of various resources.

**Course Outcomes (COs):**

S. No.	Course Outcomes (COs)
1.	Communication & Confidence
2.	Persistence
3.	Teamwork
4.	Resilience & ability to deal with change

**Note:** Each student shall have to undergo for the educational tour, decided by the Department.

**Course Name: English Poetry till 1798**

**Course Code: ENO-2202**

**Credits: 4**

**Course Objectives:** To introduce the students to the concepts, fundamentals and tools of communication and to teach the students the major important terms of English language.

**Course Outcomes:** The students would have strengthened their knowledge of major concepts also would have received the various functions of language.

### **Block I. Functional Grammar**

**Unit-1** Types of Sentences

**Unit-2** Sentence structure

**Unit-3** Transformation and synthesis of sentences

**Unit-4** Direct and Indirect (Reported Speech)

**Unit-5** Subject–verb agreement

**Unit-6** Common Errors

### **Block II. Comprehension**

**Unit-7** Seen and unseen passages

**Unit-8** Explanation of unseen passage in verse

**Unit-9** Poetry: John Donne's, 'The good Morrow'

**Unit-10** William Wordsworth's, 'Ode on Intimations of Immortality' first half part

**Unit-11** William Wordsworth's, 'Ode on Intimations of Immortality' second half part

**Unit-12** Nassim Ezekiel's Night of the Scorpion

### **Block III. Vocabulary and Usage**

**Unit-13** One-word substitution

**Unit-14** Synonyms and Antonyms

**Unit-15** Words often confused and misused

**Unit-16** Idioms and Idiomatic Phrases and their usage

### **Block IV. Jhumpa Lahiri's Fiction**

**Unit-17** Interpreter of Maladies' detailed study

**Unit-18** Discussion on all spheres of the text and questions

**Unit-19** This Blessed House: Discussion on all spheres of the text and questions

### **Block V. Writing Skills**

**Unit-20** Essay writing Types of essays, short essays

**Unit-21** Précis writing Tips of précis writing

**Unit-22** Short Story Writing

**Unit-23** One act Play: 'Chitra' by Ravindranath Tagore: Background, detailed study, characterization, theme and plot construction

### **Books Reference:**

- Fluency in English part-1, Macmillan, Delhi,2005, Units 1-18
- Business English, Pearson, Delhi,2008, Units 1-3
- Language through Literature (forth coming). Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. BratBiswas, Primus Books, Delhi,2005, Chapter 1-17

**Course Name: : Prem Chand**  
**Course Code: HNO-6101**

**Credit: 4**

Block - I : Premchand Sahitya-I

Unit 1. Premchand Vyaktitv evam Krutitva

Unit 2. Premchand ki Kahaniyon mein Krushak Jeevan ka Yatharth.

Unit3. Premchand ki Kahaniyon ke Stree Patron ka Jeevan Sangharsh.

Block - II : Premchand Sahitya-II

Unit 4. Premchand ke Katha Sahitya ki Prasangikta

Unit 5. Premchand ki Kahaniyon mein Dalit Jeevan

Unit6. Kahanikala aur Premchand ki Khanaiyan

Block -III : Premchand Sahitya-III

Unit 7. Poos ki Raat

Unit 8. ThakurkaKua

Unit9. Sadgati

Block - IV : Premchand Sahitya-IV

Unit 10. Sava ser Gehun

UnitI 1. Hinsa Paramodharmah

Unit12. Maiku

UnitBlock -V : Premchand Sahitya-V

Unit13. Panchparmashwar

Unit14. Bade Ghar ki Beti

Unit15. Boodhi Kaki

Course Name: Sociology and Indian Society

Course Code: SKO 3200

Credits: 4

**Course Objective:** To enable the students to Acquire Knowledge of Fields of Sociology and develop understanding the Importance of Sociology and Social Science.

**Course Outcome:** Students are able to understand about meaning, nature, scope and importance of sociology; and also acknowledge about different types of institutions of social

### **Block I**

**Unit 1** The Meaning and Definitions of Sociology, Nature of Sociology

**Unit 2** Scope of Sociology, Fields of Sociology

**Unit 3** Importance of Sociology and Social Science,

**Unit 4** Sociology and its relationship with history, economics, political science, psychology, anthropology,

**Unit 5** Sociology the Discipline. Sociology as a science.

### **Block II**

**Unit 6** Sociology and Society, Community,

**Unit 7** Sociology and Association, Institution, Organization,

**Unit 8** Social structure,

**Unit 9** Social System

**Unit 10** Social stratification

### **Block III**

**Unit 11** Status and Role, Meaning, Types and Mutual Relationship

**Unit 12** Norms and Values, Meaning, Types and Mutual Relationship

**Unit 13** Social Process, Meaning, Nature and Forms

**Unit 14** Cooperation, Competition and Conflict

**Unit 15** Social Interaction

### **Block IV**

**Unit 16** Socialization, Process of Socialization

**Unit 17** Agencies of Socialization,

**Unit 18** Elements and Role of Socialization

**Unit 19** Theories of Socialization

**Unit 20** Deviance

### **Books Reference:**

- Bottom more, T.B.1972: Sociology: A Guide to Problems and Literature, Bombay, Geogre Allen and Unwin (India) (also Hindi Translation)
- Davis, K.,2004: Human Society, New Delhi, Surjeet Publication (also Hindi Translation) Harlambos, M., 1998.Sociology: Themes and perspectives, New Delhi, Oxford University Press.
- Inkeles, Alex,1987: What is Sociology? New Delhi, Prentice- Hall of India. Jayaram, N.,1988: What is Sociology? Madras, Macmillan (India)
- Johnson, HarryM.,1995: Sociology: A Systematic Introduction. New Delhi, Allied Publishers, (also, Hindi Translation)
- Karve, Irawati,1953: Kinship Organization in India, Bombay, Asia Pub. House



**Course Name: Era of Gandhi and Mass Movement.**

**Course Code: HSO-3201**

**Credits – 4**

**Course Objective-**

Gandhi's emergence as a mass leader, Gandhi's ideas, methods and techniques of mass mobilization, Gandhi's role in movements like Champaran, Rowlatt Act, Non-cooperation, Civil Disobedience and Quit India movement and The role played by masses and various social groups in Gandhi's led movements.

**Course Outcome-**This paper is designed to introduce the student regarding the Gandhian Philosophy, his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Neta ji' Subhash Chandra Bose in the National Movement.

**Block-I**

**Unit 1-** Entry of Gandhi

**Unit 2-** The Non-Co-operation Movement.

**Unit 3-** Rise of Revolutionary Movement in India

**Unit 4-** Rowlatt Act

**Unit 5-** Idea of Hind Swaraj

**Block-II**

**Unit 6-** Swadeshi

**Unit 7-** Satyagraha

**Unit 8-** Trial of Bhagat Singh

**Unit 9-** Rise of Revolutionary Movement outside India

**Unit 10-** Gadar Party Movement

**Block-III**

**Unit 11-** Simon commission

**Unit 12-** The Khilafat Movement

**Unit 13-** Nehru report

**Unit 14-** The Civil Disobedience Movement

**Unit 15-** The Quit India Movement

**Block-IV**

**Unit 16-** Constitutional Crisis: Cripps Mission

**Unit 17-** Constitutional Crisis: Cabinet Mission.

**Unit 18-** Call for 'Do or Die' and the Beginning of Movement

**Unit 19-** Gandhi-Irwin Pact, Round Table Conference and Second Phase

**Block-V**

**Unit 20-** Era of Subhas Chandra Bose

**Unit 21-** Indian National Army

**Unit 22-** Mountbatten Plan

**Unit 23-** Partition and Independence

**Suggested Readings:**

1. Agrow, D: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House
2. Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press
3. Chandra, Bipan and Others: Freedom Struggle
4. Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt.

- Ltd.
5. Desai, A.R. (1984), India's Path of Development, Popular Prakashan
  6. Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
  7. Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Samatya Publication
  8. Jeffery, R. and J Masseless: From Rebellion to the Republic
  9. Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint
  10. Majumdar, R.C.: Struggle for Freedom
  11. Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.
  12. Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press
  13. Patel, Vallab Bhai: Correspondence, Writings and Speeches.
  14. Prasad, Bisheswar,: Bandage and freedom, 2 Vols.
  15. Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)
-

**Course Name: Macro Economics**

**Course Code: BCO-1205**

**Credits: 4**

**Course Objective** The objective of this course is to provide knowledge about the principles of macroeconomics to students.

**Course Outcome:** At the end of the course, student would be able to:

Course Outcome Cognitive level

CO1: Demonstrated understanding of nature and scope of Macro

Economics. Understand

CO2: Elaborate various concepts of measurement of National

Income. Understand

CO3: Demonstrate understanding of classical and Keynesian

theory of unemployment. Understand

CO4: Elaborate different theories of demand and supply of money

. Analyze

CO5: Elucidate causes and effects of different types of inflation and

trade-off between inflation and unemployment. Apply

**Block I: Introduction**

Unit 1: Macro Economics – Meaning Nature and scope,

Unit 2: Importance and Limitations of Macro Economics,

Unit 3: Differences between micro and macro Economics.

**Block II: National Income**

Unit 4: Concepts and Measurement of National Income,

Unit 5: Circular flow of National Income and expenditure –

Unit 6: Two sector Model, Three Sector Model, Difficulties in Measuring National Income.

**Block III: Output and Employment**

Unit 7: Classical theories of employment, Keynesian theory of employment- aggregate demand function,

Unit 8: Principle of effective demand, Consumption function – concept, Keynesian Psychological law of

consumption, Average and marginal propensity to consume.

Unit 9: Investment function- Concept and Marginal efficiency of investment.

**Block IV: Demand For Money and Supply of Money**

Unit 10: Demand for money- Quantity Theory of Money (Fisher’s Transactions approach)

Unit 11: Keynesian theory of demand for money, Baumol-Tobin Transaction approach, Tobin’s

Portfolio

Unit 12: Balance approach, Supply of money- Measures of money supply by RBI, Money multiplier.

**Block V: Inflation, Unemployment and Labor Market**

Unit 13: Inflation-Causes and effects, Demand pull and cost push inflation,

Measures to control inflation.

Unit 14: Social costs of inflation, Unemployment – Natural rate of unemployment, Frictional and wait unemployment.

Unit 15 : Labour market and its interaction with production system, Phillips curve, Trade- off between inflation and unemployment, Sacrifice ratio.

**Books Recommended/Suggested Readings:**

1. Dr. Raj kumar & Prof Kuldeep Gupta, Modern Macroeconomics “Theory and Policy”, UDH

Publishers, Ist edition, 2010.

2. Branson, William H. Macroeconomic Theory and Policy. HarperCollins India Pvt. Ltd.

3. Deepashree. Principles of Macroeconomics. Scholar Tech Press. Ed. 2017.

4. Dornbusch, Rudiger, Stanley Fischer and Richard Startz, Macroeconomics, McGraw Hill Education; Twelfth edition, 2018

**Course Name: The United Nations**

**Course Code: PSO-3202**

**Credits: 4**

**Course Objective:** It is always insightful to studying this multilateral political organization. The United Nations is the core of global political scenarios from its establishment. Thus the purpose of this paper is to highlight and illustrate the backdrop, structure and functioning of this most essential and integral part of whole world- the United Nations.

**Course Outcome:** On completion of this course, student will be able to

- Understand about Principles, Objectives Success and Failure of United Nations
- Aware about Structures and Function of all organs and Specialized Agencies of United Nations
- Acquaint the all Programmes and Foundations of Specialized Agencies and major global conflicts

### **Block I**

**Unit-1** United Nations: An Historical Overview

**Unit-2** United Nations: Principles

**Unit-3** United Nations: Objectives

**Unit-4** United Nations: Millennium Development Goals

**Unit-5** United Nations: Success and Failures

### **Block II**

**Unit-6** Structure and Functions: General Assembly

**Unit-7** Structure and Functions: Security Council

**Unit-8** Structure and Functions: Economic and Social Council

**Unit-9** Structure and Functions: International Court of Justice

**Unit-10** Various Specialized Agencies: ILO, WHO, UNESCO

### **Block III**

**Unit-11** UN Programmes and Foundations: UNICEF, UNDP

**Unit-12** UN Programmes and Foundations: UNEP, UNHCR

**Unit-13** United Nations: Peace and Security

**Unit-14** Major Nations Peace Keeping Operations

**Unit-15** Peace Building, Peaceful Use of Outer Space

### **Block IV**

**Unit-16** Major Global Conflicts: Vietnam War, Afghanistan War

**Unit-17** Major Global Conflicts: Balkans War (Serbia and Bosnia)

**Unit-18** Major Global Conflicts: Syrian Civil War

**Unit-19** United Nations- Assessment

**Unit-20** Imperatives of Reforms and Process of Reforms

### **Books Reference:**

1. Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education.
2. Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson.

3. Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum.
4. Gareis, S.B. and Warwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave.

### Faculty and Support Staff

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode. The course material prepared by the CDOE faculty is at par with the regulations 2020.

List of Faculty associated with B.A. program is as follows:-

S. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Dr. Anshu Sharma	Professor	Full-Time	Ph.D	English
2	Dr. Preeti Pankaj Gupta	Associate Professor	Full-Time	Ph.D	English
3	Ms. Deeksha Varshney	Assistant Professor	Full-Time	M.A.-NET	Hindi
4	Dr. Soniya Yadav	Assistant Professor	Full-Time	Ph.D	Hindi
5	Dr. Nanak Chand	Assistant Professor	Full-Time	Ph.D	History
6	Dr. Harish Kumar	Assistant Professor	Full-Time	Ph.D	History
7	Dr. Satyveer Singh	Assistant Professor	Full-Time	Ph.D	Political Science
8	Dr. Seema	Assistant Professor	Full-Time	Ph.D	Political Science
9	Dr. Neelam Rani	Assistant Professor	Full-Time	Ph.D	Sociology
10	Ms. Sadhana Saraswat	Assistant Professor	Full-Time	M.A. - NET	Sociology
11	Prof. R.C. Sharma	Professor	Full-Time	Ph.D	Economics
12	Ms. Kajal Sharma	Assistant Professor	Full-Time	M.A.-NET	Economics
13	Dr. Garima Goyal	Assistant Professor	Full-Time	Ph.D	Public Administration
14	Dr. Harit Priyadarshi	Associate Professor	Full-Time	Ph.D	Environmental Science

### Delivery Mechanism

The Mangalayatan University (MU) ODL Programmes follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of

instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

#### **A. Print Material**

The printed material of the programme supplied to the students will be unit wise for every course.

#### **B. Counselling Sessions**

There will be 6 counselling/ contact classes in face to face mode of two hours each for a course of 4 credits. The counselling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

#### **B. Medium of Instruction**

Medium of Course Instruction: Hindi  
Medium of Examination: Hindi

#### **Student Support Systems**

The Mangalayatan University shall not have its Study Centres outside its campus. There shall be a Study Centre at the campus of the University for providing academic support to the ODL learners. The Study Centre at the campus shall be headed by a Coordinator, who shall not be below the rank of an Assistant Professor. The University shall augment the academic and non-academic staff depending on the number of students enrolled following the UGC guidelines.

The University has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both on and off line modes for easy and smooth services to the students of distance mode.

At present the University has only one study centre in the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

#### **F. Procedure for Admissions, Curriculum, Transaction and Evaluation** **Admission Process**

Admission to the BA programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, CDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

#### **Maximum Duration**

- A. The maximum duration of the B.A. programme is six years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.

B. The student can complete his programme within a period of 6 years failing which he/she shall seek fresh admission to complete the programme.

### Eligibility

10+2 in any stream from any board.

### Fee Structure

Name of the Program	Degree	Duration	Year	Program Fee/Year	Exam Fee/Year	Total (in Rs.)
Bachelor of Arts	UG	3-6 Years	1	8000	2000	10000
			2	6500	2000	8500
			3	6500	2000	8500
<b>Total</b>						<b>27000</b>

### Activity Schedule

S.NO.	Name of the Activity	Tentative months schedule(specify months) during year			
		From(Month)	To (Month)	From(Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact programmes (counselling, Practicals.etc.)	Sep	Nov	Mar	May

### Credit System

MU, CDOE proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours, 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.



Duration of The Programme	Credits	Name of The Programme	Level of The Programme
3 Yrs.	120	B.A.	Bachelor's Degree

## Assignments

Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

**Evaluation:** The evaluation system of the programme is based on two components:

**A. Continuous Evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator of the CDOE/Study Centre to which the student is assigned or attached with.

**B. Term-end examination (weightage 70%):** This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online ([www.mangalayatan.in](http://www.mangalayatan.in))/ or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

## G. Laboratory Support and Library Resources

The library of Mangalayatan University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Center for Distance Education of Mangalayatan University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service onboard (90.4 FM). We already have annual

journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

## **H. Cost estimate of the programme and the provisions**

Initial expenses have been done by the University to in terms of provision of infrastructure, manpower, printing of self-study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

a) SLM development and distribution	:	20%
b) Postal expense	:	10%
c) Salary and other administrative expenses	:	60%
d) Future development	:	10%

. Once programmes are operational, fee receipt from the programmes' budget to be planned as per the guidelines of University Grants Commission.

## **I. Quality Assurance**

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

### **Objectives**

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

### **Functions of CIQA**

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.

- 8) To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After completing B.A. programme offered by Mangalayatan University through ODL mode, student will be able to locate relevant work in various fields or the right course for future education, depending on BA specialization. Whether a BA graduate chooses to work or pursues higher education, his/her options are extremely broad.