

PROGRAMME GUIDE

BACHELOR OF ARTS

(BAG)

PHILOSOPHY
ANTHROPOLOGY
ENGLISH
SOCIOLOGY
PSYCHOLOGY
PUBLIC ADMINISTRATION
HINDI
HISTORY
URDU
ECONOMICS
POLITICAL SCIENCE
MATHEMATICS
SANSKRIT
EDUCATION



PROGRAMME GUIDE

Bachelor of Arts (General)



**Indira Gandhi National Open University
New Delhi**

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July, 2021

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Further information about the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

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Dear Learner,

Welcome to IGNOU and the degree programme in Bachelor of Arts under Choice Based Credit Scheme proposed by the University Grants Commission. As you have joined one of the world's largest university, imparting education through Open and Distance mode, it is necessary that you are aware of the university and how it functions. You will also be keen to know in some detail about the programme you have joined and the way in which the university imparts instructions. This Programme Guide gives you the necessary information that will help you in knowing the university and pursuing the programme. It also gives the syllabus of the courses that are presently on offer. We therefore advice you to keep this Programme Guide safely till you complete the Programme.

While pursuing the degree programme in Bachelor of Arts, you will receive support from IGNOU through the Regional Centre and Study Centre which will be allotted to you and from IGNOU's website. As a distance learner, you may have several queries. We expect you to be directly in contact with us and your peers as well through the Internet. If you have any query, write to us at the email given below.

While the University makes every effort to ensure that you are able to pursue your programme of study without any difficulty, we are aware that sometimes due to lack of information, and sometimes due to the sheer magnitude of operations, you do occasionally face problems. Use the iGRAM platform (<http://igram.ignou.ac.in>) for quick resolution of the problem.

We advise you to be in touch with the Study Centre allotted to you for advice /timely / day-to-day information related to this programme or visit the university website at www.ignou.ac.in at regular intervals. We wish you all the success in pursuing this programme.

**Programme Coordinator,
Bachelor of Arts (BAG)
bagsoss@ignou.ac.in**

PART I
PROGRAMME DETAILS

1. THE UNIVERSITY

The Indira Gandhi National Open University (IGNOU) is the world's largest University. It is a Central University established by an Act of Parliament in 1985, to advance and disseminate learning and knowledge by diverse means, including information communication technology. The objective is to provide opportunities for higher education to a large segment of the population and promote educational wellbeing of the larger society.

The University has continuously striven to build a knowledge society through inclusive education. It has imparted higher education by offering high quality teaching through the Open and Distance Learning (ODL) mode.

IGNOU in a relatively short time has made a significant contribution in the areas of higher education, community education, extension activities and continual professional development. As a world leader in distance education, it has been conferred with an Award of Excellence by the Commonwealth of Learning (COL), Canada.

IGNOU offers its academic programmes through its 21 Schools of Studies and a network of 67 Regional Centres (including 11 Recognised Regional Centres for the Indian Army, Navy and Assam Rifles), and about 3500 Study Centres (SCs). The University also has a network of 12 Overseas Study Centres (OSC).

Currently, IGNOU is offering over two hundred academic, professional, vocational, awareness generating and skill-oriented programmes at the level of Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctoral Degree through its 21 Schools of Studies.

The University provides multi-channel, multiple media teaching/learning packages for instruction and self-learning. The different components used for teaching/learning include, self-learning print and audio-video materials, radio and television broadcasts, face-to-face counseling/tutoring, laboratory and hands-on-experience, teleconferencing, video conference, interactive multimedia CD-ROM and internet based learning, and the use of mobile phones for messaging and e-content.

Currently, the emphasis is being laid by the University on developing an interactive multimedia supported online learning as well as adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. The recent initiatives of the University include: SWAYAM based Massive Open Online Courses (MOOCs), Shodhganga (UGC INFLIBNET Project), 24x7 SWAYAMPRAKASHA, National Digital Library (MHRD Project), e-Gyankosh and IGNOU e-Content App for digital study material.

2. BACHELOR OF ARTS - GENERAL (BAG)

With the academic session of July 2019, the Indira Gandhi National Open University has adopted the Choice Based Credit System introduced by the University Grants Commission. The Choice Based Credit System, which is on offer at the Bachelors level, provides flexibility for the students to study the subjects/courses of their choice depending on their needs and interests; choose disciplinary, interdisciplinary and skill-based courses; and move to different institutions for study.

While IGNOU has been one of the earliest to introduce credit based academic programmes with wide choice of courses, it now introduces semester system and evaluation based on 10-point grading system.

The Bachelor of Arts (Programme Code: BAG) is a broad-based programme with a mix of disciplinary, interdisciplinary and skill-based courses. It is designed to provide the learners with the information and skills necessary to understand and analyse their world by introducing them to the main themes and topics of disciplines in Humanities, Social Sciences and Sciences.

The programme has a number of disciplines and courses from different Schools of Studies. Learners can elect to study any two of the following fourteen Disciplines that are part of the programme this year:

- 1) Anthropology
- 2) English
- 3) Economics
- 4) Hindi
- 5) History
- 6) Mathematics
- 7) Political Science
- 8) Psychology
- 9) Public Administration
- 10) Sanskrit
- 11) Sociology
- 12) Urdu
- 13) Education
- 14) Philosophy

The Bachelor of Arts is a 132-credit programme consisting of the following categories of courses:

- i) Core Courses (CCs),
- ii) Discipline Specific Electives (DSEs)
- iii) Ability Enhancement Compulsory Courses (AECCs)
- iv) Skill Enhancement Courses (SECs)
- v) Generic Electives (GEs)

The programme can be completed by earning the required number of credits under each category in a minimum period of three years (six semesters) or in the maximum period of six years. The required number of credits under each category is as follows: 72 credits of Core Courses, 24 credits of Discipline Specific Electives, 8 credits of Ability Enhancement Compulsory Courses, 16 credits of Skill Enhancement courses, and 12 credits of Generic Electives.

Table 2.1 Bachelor of Arts Programme Structure

Semester	Core Courses (CC) 12 courses x 6 Credits	Discipline Specific Electives (DSE) 4 courses x 6 Credits	Ability/Skill Enhancement Courses (AECC/SEC) 6 courses x 4 Credits	Generic Electives (GE) 2 Courses x 6 Credits	Credits
I	English/ Hindi/Indian Languages-1		AECC-1 Environmental Studies		22
	Discipline 1 Core-A				
	Discipline 2 Core-A				
II	English or Hindi 2		AECC 2 English/Hindi Communication Skills		22
	Discipline 1 Core-B				
	Discipline 2 Core-B				
III	English or Hindi 3		SEC -1		22
	Discipline 1 Core-C				
	Discipline 2 Core-C				
IV	English or Hindi 4		SEC -2		22
	Discipline 1 Core-D				
	Discipline 2 Core-D				
V		DSE-1 A	SEC -3	GE-1*	22
		DSE-2 A			
VI		DSE-1 B	SEC -4	GE-2	22
		DSE-2 B			
Total	72 credits	24 credits	24 credits	12 credits	132

***Generic Electives developed by several disciplines will be available in the common pool. Choose one GE, excluding the GEs offered by the two disciplines you have chosen to study in this programme.**

Selection of Disciplines

The 72 credits of Core courses consist of language courses and courses from two disciplines. The disciplines that are on offer have been divided into five groups as shown in the table given below. Select a discipline from one group and another discipline listed under any of the other four groups. This means that you can select only one discipline from any particular group:

Group 1	English	Hindi	Sanskrit	Urdu
Group 2	Sociology	Education		
Group 3	Political Science	Public Administration	Mathematics	Philosophy
Group 4	Economics	Anthropology		
Group 5	History	Psychology		

The BA programme has a mix of different types of courses in each of the six semesters. However, the total number of credits to study in each semester is 22 credits. Table 2.1 gives an overview of the programme structure showing the distribution of different types of courses across the six semesters of the programme:

Credit System

A credit is equivalent to 30 hours of study time comprising all learning activities (i.e., reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing and writing assignment responses). Most courses of this programme (CCs, DSEs and GEs) are of six credits. This means that you will have to put in 180 hours (6 x 30) of study time to complete each of these courses. The programme also has six Ability and Skill Enhancement courses, each of four credit weightage i.e., 120 hours (4 x 30) of study time.

Now that you have an idea of how the Bachelor of Arts programme is structured, let us get to know the specific components of the programme, i.e., the Core, Elective and Ability Enhancement courses.

2.1 Core Courses (CC)

The programme has twelve core courses, four in languages and four each in the two disciplines you opt to study. These courses which are on offer in the first four semesters of the programme are aimed at building a strong foundation in humanities and social sciences by introducing you to language and literature (in English or Indian languages like Hindi, Sanskrit and Urdu, Malayalam, Odia, Gujarati, Punjabi, to begin with) and the disciplines in humanities and social sciences.

Each core course is of six credits. These courses cover more than half of the programme, 72 credits (12 courses x 6 credits) out of 132 credits of the programme.

There is a language core course in each of the first four semesters of the programme. In the first semester, you have a choice of language core courses to choose from. In the next three semesters, the choice is limited to either Hindi or English languages. The courses that are currently on offer are given below in Table 2.2.

Table 2.2 Core Courses (Languages)

Language	FIRST SEMESTER	SECOND SEMESTER
Hindi	BHDLA 135 हिंदी भाषा : विविध प्रयोग	BHDLA 136 हिंदी भाषा : लेखन कौशल
English	BEGLA 135 English in Daily Life	BEGLA 136 English at the Workplace
Sanskrit	BSKLA 135 संस्कृत भाषा और साहित्य	—
Modern Indian Languages	BUDLA 135 Study of Modern Urdu Prose and Poetry	—
	BMALA 135 Malayalam	
	BGULA 135 Gujarati	
	BODLA 135 Odia	
	BMRLA 135 Marathi	
	BTGLA 135 Telugu	
	BTLA 135 Tamil	
BKDLA 135Kannada		
BBGLA 135 Bengali		
	THIRD SEMESTER	FOURTH SEMESTER
Hindi	BHDLA 137 हिंदी भाषा : संप्रेषण कौशल	BHDLA 138 हिंदी साहित्य : विविध विधाएं
English	BEGLA 137 Language Through Literature	BEGLA 138 Reading and Speaking Skills

In addition to the language core courses, the BA programme has eight core courses from any two disciplines of your choice. Currently, twelve disciplines of the School of Social Science, School of Humanities and School of Sciences are part of the BA programme. It is important to note here **that the two disciplines you have opted to study in the first semester/year of the programme will have to be studied in the subsequent semesters/years of the programme** to complete the required number of Core and Discipline Specific Elective courses. You cannot change the disciplines of study in the second or third year of the programme.

Table 2.3 Core Courses (Discipline)

	FIRST SEMESTER	SECOND SEMESTER
Anthropology	BANC 131 Anthropology and Research Methods	BANC 132 Fundamentals of Biological Anthropology
Economics	BECC 131 Principles of Microeconomics-I	BECC 132 Principles of Microeconomics-II
History	BHIC 131 History of India from the Earliest Times Up to C. 300 CE	BHIC 132 History of India from c.300 to 1206
Public Administration	BPAC 131 Perspectives on Public Administration	BPAC 132 Administrative Thinkers
Psychology	BPCC 131 Foundations of Psychology	BPCC 132 Introduction to Social Psychology
Pol Science	BPSC 131 Introduction to Political Theory	BPSC 132 Indian Government and Politics

Sociology	BSOC 131 Introduction to Sociology	BSOC 132 Sociology of India
English	BEGC 131 Individual and Society	BEGC 132 Selections from Indian Writing: Cultural Diversity
Hindi	BHDC 131 हिंदी साहित्य का इतिहास	BHDC 132 मध्यकालीन हिंदी कविता
Urdu	BUDC 131 Study of Prose and Poetic Forms in Urdu Literature	BUDC 132 Study of Urdu Classical Ghazal
Sanskrit	BSKC 131 संस्कृत पद्य.साहित्य	BSKC 132 संस्कृत गद्य.साहित्य
Mathematics	BMTC 131 Calculus	BMTC 132 Differential Equations
Education	BESC 131 Education: Concepts, Nature and Perspectives	BESC 132 Structure and Management of Education
Philosophy	BPYC 131 Indian Philosophy	BPYC 132 Ethics
	THIRD SEMESTER	FOURTH SEMESTER
Anthropology	BANC 133 Fundamentals of Social and Cultural Anthropology	BANC 134 Fundamentals of Archaeological Anthropology
Economics	BECC 133 Principles of Macroeconomics-I	BECC 134 Principles of Macroeconomics-II
History	BHIC 133 History of India from c.1206 to 1707	BHIC 134 History of India from 1707 to 1950
Public Administration	BPAC 133 Administrative System at Union Level	BPAC 134 Administrative system at State and District Levels
Psychology	BPCC 133 Psychological Disorders	BPCC 134 Statistical Methods and Psychological Research
Pol Science	BPSC 133 Comparative Government and Politics	BPSC 134 Introduction to International Relations
Sociology	BSOC 133 Sociological Theories	BSOC 134 Methods of Sociological Enquiry
English	BEGC 133 British Literature	BEGC 134 Reading the Novel
Hindi	BHDC 133 आधुनिक हिंदी कविता	BHDC 134 हिंदी गद्य साहित्य
Urdu	BUDC 133 Origin and Development of Urdu Language	BUDC 134 Study of Urdu Nazm
Sanskrit	BSKC 133 संस्कृत नाटक	BSKC 134 संस्कृत व्याकरण
Mathematics	BMTC 133 Real Analysis	BMTC 134 Algebra
Education	BESC 133 Curriculum, Teaching-Learning and Assessment	BESC 134 Education as Practice
Philosophy	BPYC 133 Logic	BPYC 134 Western Philosophy: Modern

As mentioned earlier, the BA programme gives you an option to study any two disciplines of your choice. However, you must note that some disciplines of this programme lay down some preconditions or have special features. For instance, the core and discipline specific courses of Mathematics have the pre-requisite of mathematics as a subject at 10 plus 2. However, this pre-requisite is only recommendatory in nature. The discipline of Psychology has no such pre-requisite qualifications, but all its core courses require the learner to take up at least two credits worth of laboratory work or tutorials. As

laboratory work is not available in all Study Centres, the University may allot you the nearest Study Centre with laboratory facility or ask you to attend counseling and tutorial sessions at such a Centre.

2.2 Discipline Specific Elective Courses

Discipline Specific Elective (DSE) courses are on offer in the fifth and sixth semesters of the programme. These six credit courses are intra-disciplinary in nature. The DSEs are specific (or specialised or advanced or supportive) to the discipline or subject of study. They provide an extended scope. The programme has four DSEs, two from each of the two disciplines that you have opted to study. They carry 24 credits (2+2 courses x 6 credits).

Table 2.4 Discipline Specific Electives (DSEs)

	FIFTH SEMESTER	SIXTH SEMESTER
Anthropology	BANE 145 Applied Anthropology	BANE 146 Anthropology of Indigenous People
Economics	BECE 145 Indian Economy-I	BECE 146 Indian Economy-II
History	BHIE 141 History of China c.1840-1978 BHIE 143 History of Modern East Asia: Japan (c.1868-1945) BHIE 145 Some Aspects of European History 1789-1945	BHIE 142 History of Environment BHIE 144 Traditions of History Writing in India
Public Administration	BPAE 141 Right to Information BPAE 143 Administrative System in BRICS	BPAE 142 Organisational Behaviour BPAE 144 Social Policies and Administration
Psychology	BPCE 145 Counseling Psychology	BPCE 146 Industrial/ Organisational Psychology
Pol Science	BPSE 141 Gandhi and the Contemporary World BPSE 143 State Politics in India BPSE 145 Democracy and Development in Northeast India	BPSE 142 India's Foreign Policy in a Globalising World BPSE 144 Introduction to South Asia BPSE 146 Conflict Resolution and Peace building
Sociology	BSOE 141 Urban Sociology BSOE 143 Environmental Sociology BSOE 145 Religion and Society	BSOE 142 Indian Sociological Traditions BSOE 144 Reading Ethnographies BSOE 146 Marriage, Family and Kinship BSOE 148 Social Stratification
English	BEGE 141 Understanding Prose BEGE 143 Understanding Poetry BEGE 145 Soft Skills	BEGE 142 Understanding Drama
Hindi	BHDE 141 अस्मितामूलक विमर्श और हिंदी साहित्य BHDE 143 प्रेमचंद BHDE 145 कबीर	BHDE 142 राष्ट्रीय काव्यधारा BHDE 144 छायावाद BHDE 146 छायावादोत्तर हिंदी कविता

Urdu	BUDE 141 Study of Poet Mirza Ghalib	BUDE 142 Study of Prose Writer Meer Amman Dehlvi
Sanskrit	BSKE 141 आयुर्वेद के मूल आधार	BSKE 142 रंगमंच और नाट्यकला
Mathematics	BMTE 141 Linear Algebra	BMTE 144 Numerical Analysis
Education	BESE 141 ICT in Education	BESE142 Lifelong Learning
Philosophy	BPYE 141 Metaphysics	BPYC 142 Social and Political Philosophy: Indian and Western

2.3 Ability Enhancement Compulsory Courses

Ability Enhancement Compulsory Courses (AECCs) are of four credits each. As the name suggests, these are compulsory courses. These courses are on offer, one each in the first and second semesters. In the first semester, we have the **AECC-181 Environmental Studies** which seeks to develop sensitivity towards environmental issues and introduce the policies and practices put in place to address environmental concerns.

In the second semester, there are two AECCs on offer, **BEGAE 182-English Communication Skills** and **BHDAE 182.हिंदी भाषा और संप्रेषण**. You can opt to study any one of these AECC which seek to develop your communication skills necessary for personal, social and professional interactions.

2.4 Skill Enhancement Courses

Skill Enhancement Courses (SECs) are also ability enhancement courses. These courses seek to build specific skills set in some applied functional area of daily life. Each SEC is of four credits. While there are a number of SECs on offer in each semester, you will have to **opt for only one SEC each semester**.

Table 2.5 Skill Enhancement Courses (SECs)

THIRD SEMESTER	FOURTH SEMESTER
BANS 183 Tourism Anthropology BPCS 183 Emotional Intelligence BPCS 185 Developing Emotional Competence BEGS 183 Writing and Study Skills BCOS 183 Computer Application in Business	BANS 184 Public Health and Epidemiology BECS 184 Data Analysis BPAS 184 Logistics Management BPCS 184 School Psychology BPCS 186 Managing Stress BSOS 184 Techniques of Ethnographic Film Making BCOS 184 E-Commerce
FIFTH SEMESTER	SIXTH SEMESTER
BPCS 187 Managing Human Resources BSOS 185 Society through the Visual BEGS 185 English Language Teaching BHDS 185 टेलीविजन लेखन BCOS 185 Entrepreneurship	BPAS 186 Stress and Time Management BPCS 188 Application of Social Psychology BEGS 186 Business Communication BHDS 186 समाचार संकलन और लेखन BCOS 186 Personal Selling and Salesmanship

2.5 Generic Electives

Generic Electives (GEs) are the other type of electives that are on offer in the fifth and sixth semesters of the programme. These courses are inter-disciplinary in nature. They provide an exposure to other disciplines/subjects nurturing the proficiency and understanding of social and scientific phenomena. Several disciplines have placed GE courses in the common pool. **Choose any one GE from the common pool, excluding those developed by the parent disciplines you have opted to study in this programme..** This means that if you have opted for Psychology and Public Administration as your parent disciplines, you cannot offer GE courses developed by these two disciplines (with PCG and PAG in their course codes).

Table 2.6 Generic Electives (GEs)

Fifth Semester	Sixth Semester
BEGG 171 Media & Communication Skills	BEGG 172 Language and Linguistics
BEGG 173 Academic Writing and Composition	BEGG 174 Creative Writing
BPAG 171 Disaster Management	BPAG 172 Governance: Issues and Challenges
BPAG 173 E –governance	BPAG 174 Sustainable Development
BPCG 171 General Psychology	BPCG 172 Youth, Gender and Identity
BPCG 173 Psychology for Health and Well Being	BPCG 174 Psychology and Media
BPCG 175 Psychology for Living	BPCG 176 Psychology of Gender
BSOG 171 Indian Society: Images and Realities	BSOG-176 Economy and Society
BSOG-173 Rethinking Development	BGDG -172 Gender Sensitization: Society and Culture
BPYG- 171 Applied Ethics	
BHDG समाचार पत्र और फीचर लेखन	BPYG- 172 Philosophy of Religion
BABG-171 Understanding Ambedkar	BHDG 174 सजशनात्मक लेखन के विविध क्षेत्र पाठ्य

The Elective and Skill Enhancement courses that are listed in this Programme Guide are the ones that are currently available. The University will be adding new electives (Discipline Specific, Generic and Skill Enhancement courses) to the common pool from time to time. The new courses added to the common pool will be listed on the University website. You can choose them at the time of re-registration for the second or third year.

Now that we know the structure of the Bachelor of Arts programme and its components, let us now focus on choosing the best way to go through the programme.

3. PLANNING YOUR BACHELOR STUDIES

The Bachelor of Arts programme offers flexibility and openness in the courses and duration for the completion of programmes. You should take full advantage of this flexibility. A little bit of systematic planning is all that is required to realize your goal of completing the 132 credits of this programme within the minimum period of three years. If, for any reason, you are unable to complete the programme within three years, please note that your registration for the programme is valid for six years and that you can get additional two years by applying for readmission.

As already mentioned, each credit of this programme is equivalent to 30 hours of learner study comprising all learning activities (i.e., reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing and writing assignment responses). This means that you will have to devote approximately 180 hours of study for a six-credit course and 120 study hours for a four-credit course. Since you have three courses of six credits and one four credit course to complete in the first semester and a similar workload in the second semester, you need to put in a total of 1320 hours of study in a year. This means that you will have to devote around four and half hours of study everyday for at least 300 days in a year. You have to adjust your reading schedule keeping this workload in view. With this schedule, you will be able to complete all courses of the First year. Likewise, in the Second and Third years of the programme, you have an equal number of credits to complete each semester. To complete the three-year programme in the minimum period of three years, you need to be focused. It is therefore helpful to study consistently throughout the year and not plan to speed up before the examinations.

If you are not able to fully devote yourself to the programme, you should set your targets for a particular semester/year. If you feel that instead of 44 credits, you would do only 30 credits in a year, plan for it accordingly from the beginning of the year. Study only the selected courses. Do the assignments of only those courses for which you plan to appear in the Term End Examination (TEE). Carry over the rest to next year. Again, next year, decide your goals for the two semesters of that year. Whenever you decide to complete the previous semesters/years course and have not submitted the Assignments for evaluation, make sure that you attempt the current year's assignment (s) for that course and submit them according to the schedule to be eligible to appear in the TEE (For details see Section 6.1 of this Programme Guide). Through a proper planning you can complete this programme at to your convenience.

5. FEE STRUCTURE AND SCHEDULE OF PAYMENT

Fee Structure: A total of ₹ 9900/- is to be paid for the Bachelor of Arts Programme, @ ₹3300/year. In the First year, in addition to ₹ 3300/-, a Registration fee of ₹ 200/- also has to be paid. The programme fee should be paid only by means of Debit Card/Credit Card through online mode only. Fee once paid is not refundable.

Psychology courses have a Practicum component. Learners opting for Psychology are required to pay an extra fee of ₹ 600/-

The University can revise the programme fee. In that case, the revised fee shall be payable by you as per the schedule of payment notified by the university.

Although the Bachelor of Arts programme is a semester-based programme, registration is done annually. Just as you have registered for the first two semesters at the start of the programme, you will have to re-register for the Second year (third and fourth semesters) and third year (fourth and fifth semesters) before the beginning of the academic year as per the schedule given below:

Schedule for Re-Registration

Learners are advised to submit the Re-Registration (RR) forms 'Online' only on the web portal www.ignou.ac.in as per schedule being notified by the University from time to time.

The programme fee has to be paid at the beginning of each year by online mode only by means of Debit Card/Credit Card.

Timely payment of programme fees is the responsibility of the learner. The learner is expected to remit the fees as early as possible without waiting for the last date. Non-payment of fee would result in the withdrawal of access to study material and permission to write the examinations. It may also result in the cancellation of admission. In case any learner willfully appears in an examination without proper registration for a course, disciplinary action shall be taken against him or her as per rules of the University.

6. INSTRUCTIONAL SYSTEM

The methodology of instruction adopted by the University is different from that in the conventional universities. The Open University system is more learner-oriented in which the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance rather than face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of

- Self-Learning Material
- Audio-video programmes transmitted through radio and television
- Teleconferencing sessions
- Face-to-face counselling at Study Centres by Academic Counsellors
- Assignments/ Tutorials/ Practicals/ Dissertation/ Project work

5.1 Course Material

Course material, in print or ebook format, is the primary form of instruction. You should concentrate mainly on the course materials that are sent to you in the form of printed books or ebooks. The course material would be sufficient to write assignment responses and prepare for the Term End Examination (TEE). We would, however, suggest you to read additional material, especially those given in the Suggested Reading section of the course material.

The course material prepared by the University is self-learning in nature. Each course is printed in the form of a single book or ebook. The course is divided into a number of **Blocks**. A six-credit course generally has four to five Blocks. Each Block consists of Units (minimum two to maximum five units). Normally, the **Units** covered in a Block have a thematic unity. The introduction section of the book provides an overview of the course, its objectives, guidelines for studying the material, etc. The Block introduction explains the coverage of the Block as a whole as well as the coverage of each Unit in that Block.

Each Unit is structured in a way to facilitate self-study by you. Each Unit begins with learning **Objectives** which will give you an idea on what you are expected to learn from the Unit. The **Introduction** provides an overview of the major theme of the unit. An attempt is made to forge a link with the topics of the previous Units and the topic to be covered in the Unit. This is followed by the main text, which is divided, into various sections and subsections. At the end of each section, we have provided questions for self-evaluation under the heading of **Check Your Progress**. You should attempt this part, as it will help you in assessing the immediate absorption and check your understanding of the topic. Questions in Check Your Progress are for your practice only, and you should not submit answers to these questions to the University for assessment. Hint answers to the Check Your Progress exercises are provided at the end of the unit. We have not provided the full-length answers, as we would like to encourage you to write in your own words and not rely on memorizing the course material.

The section **Let Us Sum Up/Summary/Conclusion** gives a brief account of what has been discussed in the Unit. This summary enables you to recall the main points covered in the Unit. Each unit ends with **References** which gives the list of books and articles that have been consulted to prepare the unit. In addition, at the end of each Block/Course, a list of **Suggested Readings** is given. Some of these books listed in this section will be available in the Study Centre library.

In order to comprehend the SLMs, read the Units carefully and note down the important points. You can use the space in the margin of the printed pages for making notes and writing your comments. While reading the Units, you may mark the difficult words and look for the meaning of such words in a dictionary. If you still do not understand something, consult your counsellor during the face-to-face sessions at the Study Centre for clarification.

Dispatch of Study Material

The dispatch of material will start once the online process of registration is complete. You can expect to receive your study material within one month of closing of the registration for the programme. If any course material is missing or you receive wrong or defective material, please address your query to the Regional Centre or write to Student Services Centre at ssc@ignou.ac.in.

For the students who have applied for digitized version, detailed information is available on the IGNOU website.

5.2 Academic Counselling

In distance education, face-to-face contact between the learners and their academic tutors/counsellors is an important activity. The purpose of such an interaction is to answer some of your questions and clarify your doubts, which may not be possible through any other means of communication. It is also intended to provide you an opportunity to meet fellow learners.

There are experienced academic counsellors at the Study Centres to provide academic counselling and guidance to you in the courses that you have selected for study. The academic counselling sessions for each of the courses will be held at suitable intervals throughout the academic session. Attendance in the academic counselling sessions for theory courses is not compulsory, but we would suggest you to attend these sessions as they may be useful in certain respects, such as to share your views on the subject with teachers and fellow learners, comprehend some of the complex ideas or difficult issues, and get clarifications for any doubts which you would not otherwise try to raise. However, it is compulsory to attend practical sessions for the courses that have practicals or laboratory work.

Face-to-face counselling will be provided to you at the Study Centre assigned to you. You should note that the academic counselling sessions will be very different from the usual classroom teaching or lectures. Academic counsellors will not be delivering lectures or speeches. They will try to help you to overcome difficulties, which you face while studying for this programme. In these sessions, you must look into the subject-based

difficulties and any other issues arising out of such difficulties. Besides, some of the audio and video material that is available at that time will be played in the counselling sessions. The University normally organizes six to seven academic counseling sessions for a 4-credit and nine to ten sessions for a six-credit course. In case there are less than 10 students in a Study Centre, then intensive counselling sessions will be held which essentially means that 40 per cent of the prescribed counselling sessions will be conducted within a week's time.

Before you go to attend the academic counselling sessions, please go through your course material and note down the points to be discussed. Unless you have gone through the Units, there may not be much to discuss. Try to concentrate on relevant and important issues. Try also to understand each other's points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your academic counsellors.

5.3 Study Centre

To provide effective student support, we have set up a number of Study Centres all over the country. You will be allotted one of these Study Centres taking into consideration your place of residence or work. However, each Study Centre can handle only a limited number of students and despite our best efforts, it may not always be possible to allot the Study Centre of your choice. The particulars regarding the Study Centre to which you are assigned will be communicated to you.

Every Study Centre will have:

- A Coordinator who will coordinate different activities at the centre.
- An Assistant Coordinator and other support staff appointed on a part-time basis.
- Academic Counsellors in different courses to provide counselling and guidance to you in the courses you have chosen.

A Study Centre will have six major functions:

Counselling: Face-to-face counselling for the courses will be provided at the Study Centres. As mentioned earlier, there will be nine to ten academic counselling sessions for a 6-credit course and six to seven sessions for a 4-credit course.

The schedule of the counselling sessions will be communicated to you by the Coordinator of your Study Centre.

Evaluation of Assignments: Tutor Marked Assignments (TMA) will be evaluated by the Academic Counsellors appointed for different courses at the Study Centre. These assignments will be returned to you with tutor's comments and marks obtained. These comments will help you in your studies.

Library: For each course, some of the books suggested under 'Suggested Readings' will be available in the Study Centre Library. All audio and video tapes are also available in the library.

Information and Advice: At the Study Centre, you will get relevant information regarding the courses offered by the University, academic counselling schedules,

examination schedule, etc. You will also get guidance in choosing your elective and application-oriented courses.

Audio-Video Facilities: The Study Centre is equipped with audio-video facilities to help you make use of the audio and video materials prepared for different courses. Media notes, describing the contents of each programme, will also be available at the Study Centre. This will help you to know the contents of each programme.

Interaction with Fellow-learners: The Study Centre gives you an opportunity to interact with fellow learners.

Study Centre is the contact point for you. The University cannot send all the communication to all the students individually. All important information is communicated to the Coordinators of the Study Centers and Regional Directors. The Coordinators would display a copy of such important circular/notification on the notice board of the Study Centre for the benefit of all IGNOU learners. You are, therefore, advised to get in touch with your Study Centre for day-to-day information about assignments, submission of examination forms, TEE date-sheet, declaration of result, etc.

5.4 Interactive Radio Counselling

The University has the facility of interactive counselling through All India Radio network all over India. You can participate in it by tuning in to your area Radio station. Experts from various discipline areas are available for this counselling. Students can put across their questions to these experts by using the telephone. The telephone numbers are announced by the respective Radio Stations. This counselling is available on all days. The topic for each session of the interactive radio programme is available in the Gyanvani section of the University website.

5.5 Gyan Darshan

IGNOU in collaboration with Doordarshan now has an exclusive Educational TV Channel called Gyan Darshan. It is available through cable TV network. The channel telecasts educational programmes for 24 hours every day. Live telecast is from 3-5 p.m. and repeat from 8-10 p.m. Apart from programmes of IGNOU, it will have educational programmes produced by various national education institutions. You should try to get access to it through your cable operator. The schedule of programmes and live sessions is available at the study centers one month in advance. You can also get the schedule of programmes and live sessions from the University website

5.6 Gyan Vani

Gyan Vani is an educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education and Extension

Education. There will be programmes on various aspects and courses of Bachelor of Arts. The schedule of the programmes is uploaded on the University website.

5.7 Teleconference/EDUSAT

To reach our learners spread in different parts of the country we take the help of teleconferencing. These sessions are conducted from Delhi. The students can attend these at the regional centres and specified study centres of IGNOU. It is a one-way video and two-way audio facility. The teleconferencing is available on Gyan Darshan-2 and Edusat. The time-slot for B.A. programmes is 5.00 p.m. to 7.45 p.m. in the evening on all week-days. The faculty members at Delhi and other experts as resource persons participate in these sessions. You can put your problems and questions to these experts through the telephone available at receiving centres. These will help in resolving your queries related to courses and other general information pertaining to the Bachelors of Arts programme.

6. EVALUATION

The system of evaluation followed by the University is also different from that of conventional universities. IGNOU has a multitier system of evaluation which includes

- Self-assessment exercises within each unit of study.
- Continuous evaluation mainly through assignments which are tutor-marked, practical assignments and seminar/ workshops/extended contact programmes, etc. depending on the nature of the course opted for.
- The Term End Examinations.
- Project/Practical work depending upon the requirement of the course.

The evaluation consists of two parts: i) continuous evaluation through assignments, and ii) term end examination. In the final result, all the assignments of a course carry 30% weightage while 70% weightage is given for the Term End Examination (TEE). University follows a grading system for continuous evaluation as well as term-end examination. It is done on a ten-point scale using the letter grades as given below: The University has decided to provide numerical marking also in the grade card and award of division for the Bachelor of Arts Degree.

Letter Grade	Numerical Grade	Percentage
O (Outstanding)	10	___ > 85
A+ (Excellent)	9	_ > 75 to < 85
A (Very Good)	8	_ > 65 to < 75
B+ (Good)	7	_ > 55 to < 65
B (Above Average)	6	_ > 50 to < 55
C (Average)	5	_ > 40 to < 50
D (Pass)	4	_ > 35 to < 40
F (Fail)	0	< 35
Ab (Absent)	0	Absent

You are required to score at least 35% marks (Grade D) in both continuous evaluation (assignments) as well as the term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to claim the B.A. degree. The scores of continuous evaluation and term-end examination are not complementary to each other for qualifying a course.

Students who do not qualify in the term-end examination are allowed to take up the Term End Examination in the next year. It means you can take the TEE of the First-year courses in the second year of your study. But you can appear in the examination for not more than 48 credits in one TEE. Similarly, the first and second year courses can be carried over to the third year.

6.1 Assignments

Assignments constitute the continuous evaluation. **The marks that you secure in the assignments will be counted in your final result.** As mentioned earlier, an assignment of a course carries 30% weightage. You are therefore advised to take your assignment seriously. A simple omission on your part may put you in great inconvenience later.

For each course of this programme, you have to do two to three Tutor Marked Assignments (TMAs) depending upon the nature of the course. The TMA for each semester can be downloaded from the Student Zone of the University website.

You have to complete the assignment within the due dates specified in the assignment booklet.

You will not be allowed to appear for the term-end examination for any course if you do not submit the assignment in time for that course. If you appear in term-end examination, without submitting the assignments, the result of the term-end examination is liable to be cancelled.

Ensure that your assignment responses are complete in all respects. Before submission you should ensure that you have answered all the questions in all assignments. Incomplete assignment responses may affect your grades adversely.

The main purpose of TMA is to test your comprehension of the learning materials you receive from us and also to help you get through the courses. The evaluators/academic counsellors after correcting the assignments return them back to you with their comments and marks. The comments will guide you in your study and help in improving it. It is therefore important that you collect the evaluated TMA along with a copy of the assessment sheet containing the comments of the evaluator on your performance.

The content provided in the printed course materials should be sufficient for answering the assignments. Please do not worry about the non-availability of extra reading materials for working on the assignments. However, if you have access to other books, you may make use of them. The assignments are designed in such a way as to help you concentrate mainly on the course material and exploit your personal experience.

You have to submit your assignment response sheets to the Coordinator of the Study Centre assigned to you. For your own record, retain a copy of all the assignment responses which you submit to the Coordinator. If you do not get back your duly evaluated tutor marked assignments along with a copy of the assessment sheet containing comments of the evaluator on your assignment within a month after submission, please try to get it personally from your Study Centre. This may help you to improve upon future assignments.

Keep duplicate copies of assignment responses of TMAs submitted to Study Centres. They may be required to be produced at Student Evaluation Division on demand. Also maintain an account of the corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

If you do not get a pass grade in any assignment, you have to submit it again. Get fresh assignments from the Student Zone tab of the University website. However, once you get the pass grade in an assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to re-evaluation except for factual errors, if any, committed

by the evaluator. The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him/her to the Student Evaluation Division at Headquarters.

In case you find that the score indicated in the assignment sheet of your Tutor Marked Assignment has not been correctly reflected or is not entered in your grade card, you are advised to contact the Coordinator of your Study Centre with a request to forward the correct award list to the Student Evaluation Division at the Headquarters.

Do not enclose or express doubts for clarification, if any, about study material or assignment along with the assignment. **Send your doubts in a separate cover to the Director of the concerned School at IGNOU, Maidan Garhi, New Delhi - 110068.** Give your complete enrolment number, name, address, title of the Course, and the number of the Unit or the assignment, etc. on top of your letter.

SPECIFIC INSTRUCTIONS FOR TUTOR MARKED ASSIGNMENTS (TMA)

- 1) Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.
- 2) Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet.

Course Code and Assignment Code may be reproduced from the assignment.

The top of the first page of your response sheet should look like this:

ENROLMENT NO.:

PROGRAMME TITLE : **NAME** :

COURSE CODE : **ADDRESS** :

.....

COURSE TITLE :

ASSIGNMENT CODE : **SIGNATURE** :

STUDY CENTRE : **DATE** :

- 3) Read the assignments carefully and follow the specific instructions, if any, given on the assignment itself about the subject matter or its presentation.
- 4) Go through the Units on which the assignments are based. Make some points regarding the question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question, give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The

answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numerical problems, use proper format and give working notes wherever necessary.

- 5) Use only fool-scrap size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left and at least 4 lines in between each answer. This may facilitate the evaluator to write useful comments in the margin at appropriate places.
- 6) Write the responses in your own hand. Do not print or type the answers. Do not copy your answers from the Units/Blocks sent to you by the University. It is advised to write your answers in your own words as it will help in grasping the study material.
- 7) Do not copy from the response sheets of other students. If copying is noticed, the assignment will be rejected.
- 8) Write each assignment separately. All the assignments should not be written in continuity.
- 9) Write the question number with each answer.
- 10) The completed assignment should be submitted to the Coordinator of the Study Centre allotted to you. TMAs submitted at any other place will not be evaluated.
- 11) After submitting the TMA, get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.
- 12) In case you have requested for a change of Study Centre, you should submit your TMA only to the original Study Centre until the change of Study Centre is notified by the University.
- 13) If you find that there is any factual error in evaluation of your assignments e.g., any portion of your assignment response has not been evaluated or the total of score recorded on your assignment response is incorrect, you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.

6.2 Term End Examination

As stated earlier, the term-end examination is the major component of the evaluation system and it carries 70% weightage in the final result.

You must fill the Term End Examination (TEE) form online before the last dates i.e. 31st March for June exam and 30th September for December exam.

The University conducts term end examinations twice a year i.e., in June and December. However, you can take the examination only after completing one year of study. The TEE for the First, Second and Third years will be conducted at the end of each year. The TEE for first and second semesters will be held together at the end of the First year. Similarly, in the Second and Third years of the programme, the TEE for the third and fourth semesters (Second year courses) and for the fifth and sixth semesters (Third year courses) will be conducted together. If you are unable to appear in any TEE, you may appear in the next December or June.

A learner is permitted to appear in the TEE, subject to the following conditions: -

- *Registration for the courses is valid and not time barred.
- *Required number of assignments in the course has been submitted by the due date.
- *Minimum time to pursue these courses as per the provision of the programme has been completed.
- *Examination fee is paid for all the courses in which the learner is writing the examination.

In the case of non-compliance of any of the above conditions, the result of all such courses is liable to be withheld by the University.

In case you fail to get a pass score (35% marks) in the Term End Examination, you will have to reappear at the next Term End Examination for that course within the total span of the programme i.e., six years.

Submission of Online Examination Form

The learners are required to fill in the Examination form to appear in the TEE each time i.e., for every exam (June/December) a learner has to apply afresh. Only one form is to be submitted online for all the courses that a learner plans to take in a TEE. To avoid discrepancies in filling up examination forms and avoid hardship in appearing in the TEE, you are advised to:

- 1) Remain in touch with the Study Centre/ Regional Centre/Student Evaluation Division for change in schedule of submission of examination form
- 2) Fill up all the particulars carefully and properly in the examination form to avoid rejection/ delay in processing of the form
- 3) Retain proof of submission of examination form till you download your Hall Ticket.

Examination Fee and Mode of Payment

The schedule for submission of Term End Examination Form is available at the IGNOU website during each session.

Examination Fee

₹ 150/- per theory course

₹ 150/- per practical course

Mode of Payment

Credit Card/Debit Card/Net Banking

Examination fee once paid is neither refundable nor adjustable even if the learner fails to appear in the examination.

Hall Ticket for Term End Examination

No hall ticket shall be dispatched to the examinees. Hall Tickets of all examinees are uploaded on the University website 7-10 days before the commencement of the Term End Examinations.

Students are advised to take the print out of the Hall Ticket from the University website after entering the enrolment number and name of the programme of study, and report at the examination centre along with the Identity Card issued by the University attested by the Director of the Regional Centre. Without a valid IGNOU Student ID Card issued by the Regional Centre/ University, examinees will not be permitted to appear in the examination.

Every student must bring his/her identity card for appearing in the TEE along with the Hall Ticket. Students will be allowed to appear in the TEE for those courses only for which registration is valid and the prescribed minimum duration of study is completed. In case, any learner has misplaced the Identity Card issued by the University, it is mandatory to apply for a duplicate Identity Card to the Regional Centre concerned well before commencement of the examinations. The learner without valid ID Card will not be allowed to enter the Examination Centre premises.

Examination Date Sheet

Examination date sheets (i.e., schedule which indicates the date and time of examination for each course) are sent to all the Study Centers a month in advance. These are printed in IGNOU Newsletters and posted. The datasheet is also displayed on www.ignou.ac.in. You are advised to see whether there is any clash in the examination dates of the courses you wish to take, i.e., Examination of any two courses you wish to take are scheduled on the same day at the same time. **If there is any clash, you are advised to take the TEE for one course and the other course in the next TEE.**

Declaration of Result

It is your duty to check whether you are registered for a course and whether you are eligible to appear for that examination. If you neglect this and take the examination without being eligible for it, your result will be cancelled.

All efforts are made to declare the results well before the deadline for submission of Examination Form for the next TEE. In case, result for a course is not declared you should fill the Examination Form for that course without Examination Fee. In case, you appear in the TEE of that course, you have to send a demand draft (drawn in favour of IGNOU, New Delhi) of requisite amount to the Registrar, Student Evaluation Division (SED) Division, New Delhi failing which your result of that course will not be declared.

Early Declaration of Result

In order to facilitate learners who have secured admission for higher studies or got selected for employment, etc. and are required to produce statement of marks/grade cards by a specified date, the University provides for early declaration of result. The learner can apply for early processing of his/her answer scripts and declaration of result. Such a student is required to apply in prescribed form (available on the University website) along with i) fee of ₹ 1000/- per course through demand draft drawn in favour of IGNOU and payable at New Delhi, and ii) attested photocopy of the admission/employment offer. You must submit the request for early declaration of result before the commencement of TEE, that is, before June 1st or December 1st for June and December TEE respectively. The University in such cases will make arrangement for early processing of answer

scripts and declare the result as a special case possibly within a month's time from the conduct of examination.

Re-Evaluation of Examination Scripts

Students who are not satisfied with the marks/grade awarded to them in the TEE may apply in prescribed form for re-evaluation within one month from the date of declaration of results, i.e., the date on which results are made available on the University website on payment of ₹ 750/-per course to be paid online. The better of the two scores of original marks/grade and marks/grade after re-evaluation will be considered and updated in the student's record.

Re-evaluation is permissible in TEE only and not in practical, project report, workshop, assignment, tutorials, seminar, etc. A sample application form with rules and regulations for this purpose is available at the University's website.

Improvement in Division/Class

Students of the Bachelor degree programme who have completed the programme and wish to improve their Division / Class may do so by appearing in TEE. Only those students of the programme who fall short of less than 2% marks to secure 2nd and 1st division are eligible for reexamination.

Students may apply in the prescribed form from 1st to 30th April for June TEE and from 1st to 31st October for December TEE along with a fee of ₹ 750/- per course by means of a demand draft drawn in favour of IGNOU and payable at New Delhi.

Improvement is permissible in TEE only and not in Practicals /Lab courses, Project, Workshop, Assignment, Seminar, tutorials, etc.

Students wishing to improve their marks will have to apply within six-months from the date of issue of final statement of marks/grade card to them, subject to the condition that their registration for the programme/course being applied for improvement, is valid till the next TEE in which they wish to appear for improvement. Rules and regulations in detail for this purpose are available at the University's website.

Obtaining Photocopy of Answer Scripts: After the declaration of result, if the learner is not satisfied with the marks awarded, he or she can request for Photocopy of Answer Scripts on payment of ₹100/- per course. The request for obtaining Photocopy of Answer Scripts by the student must be made within 45 days from the date of declaration of result to the Student Evaluation Division, IGNOU, New Delhi in the prescribed format along with a fee of ₹100/ per course to be paid online

While communicating with the University regarding examinations, please write your enrolment number and complete address clearly. In the absence of such details, the Student Evaluation Division will not be able to attend to your problems.

7. OTHER USEFUL INFORMATION

IGNOU Web Site: www.ignou.ac.in the official website of the University offers relevant information to the general public and student support facilities to the learners through the Single Window Information and Student Support (SWISS). These include:

- Online registration for fresh admission of various programmes
- Online Re-Registration
- Online submission of Term-End Examination Form
- Results of the Term End Examinations
- Checking status of study materiel
- Downloads Assignments/Question papers/Forms
- Catalogue of audio/video programmes
- Schedule of Gyan Darshan/Gyan Vani/ programmes
- Admission announcements
- Addresses of regional and study centres
- Update on the latest happenings at the University
- Checking of student's mailing address
- Entrance test results
- TEE date-sheet
- Examination Hall Ticket
- Course Completion Status
- Accessing e-GyanKosh: using this web site you can download your course material and view video related to your courses.

Scholarships and Reimbursement of Fees

Reserved categories viz., scheduled caste/scheduled tribe and learners with physical disability, have to pay the fees at the time of admission to the University along with other students.

Learners with physical disability admitted to IGNOU are eligible for Government of India scholarships. They are advised to collect the scholarship forms from the Directorate of Social Welfare or Office of the Social Welfare Officer of the concerned State Government and submit the filled-in forms to them through the concerned Regional Director of IGNOU to SRD.

Similarly, for reimbursement of programme fees SC/ST students have to submit their forms to the Directorate of the Social Welfare or Office of the Social Welfare Officer of the respective State Government through the concerned Regional Director of IGNOU.

Change of Medium is permitted within 30 days from the receipt of first set of course material in the first semester/year ONLY, on payment of ₹ 350/- plus ₹ 350/- per 4 credit course and ₹ 700/- per 6 credit course for BAG programme. Payment should be made by way of a Demand Draft drawn in favour of "IGNOU" payable at the place of concerned Regional Centre. All such requests for change of Medium should be addressed to the concerned Regional Centre only, as per schedule.

Change or Correction of Address

There is a printed form for the change/correction of address/name. A copy of the same is available online on the university websites under Student Zone. In case there is any correction or change in your address, you are directed to make use of that form addressed to the Registrar, Student Registration Division (through concerned Regional Director). You are advised not to write letters to any other officer in the University in this regard. Normally, it takes four to six weeks to effect the change. Therefore, you are advised to make your own arrangements to redirect the mail to the changed address during this period.

Change of Study Centre

A student is required to opt for only such study centres which are activated for the programme. As far as possible the university will allot the study centre opted for by the student. However, the university may change the study centre at its convenience without concurrence of the student at any time.

For the purpose of change of Study Centre, you have to send a request to the Director of your Regional Centre. A copy of the same may be sent to the Student Evaluation Division at the headquarters.

Counselling facilities for a programme may not be available at all the Centres. Therefore, you are advised to make sure that counselling facilities are available for the programme you have chosen, at the new Centre opted for. As far as possible the request for change of Study Centre is considered favourably. However, the allotment of a new Study Centre is subject to availability of seats for the programme at the new Centre asked for.

Change of Regional Centre

If you want to transfer from one region to another, you have to send your application seeking transfer to the Regional Centre from where you are seeking a transfer marking copies to the Regional Centre where you would like to be transferred to. Further, you have to obtain a certificate from the Coordinator of the Study Centre from where you are seeking transfer regarding the number of assignments submitted. The Regional Director from where the learner is seeking the transfer will transfer all records including details of fee payment to the new Regional Centre under intimation to the Registrar, Student Registration Division (SRD) and the learner as well. For change of Region in practical oriented courses like Psychology, 'No Objection Certificate' has to be obtained from the concerned Regional Centre/Study Centre where you wish to transfer. In case any learner is keen for transfer from Army/Navy/ Air Force Regional Centre to any other Regional Centre of the University during the cycle/session, he/she would have to pay the fee-share money to the Regional Centre. In case the learner seeks transfer at the beginning of the session/cycle, the required programme course fee for the session/cycle shall be deposited at the Regional Centre. However, the transfer shall be subject to availability of seats wherever applicable.

Issue of Duplicate Grade Card/Mark sheet

A duplicate Grade Card is issued after a request is made on the prescribed form along with a draft of ₹ 200/- to be paid in favour of IGNOU, New Delhi. The form for the purpose is available on the IGNOU website.

Issue of Duplicate Degree Certificate

A duplicate degree certificate can be issued after a request is made on the prescribed form along with a demand draft of 750/- in favour of IGNOU, New Delhi. The following documents are required to be attached with the requests for issue of duplicate degree certificate:

- 1) Affidavit on non-judicial stamp paper of ₹ 10/- .
- 2) Copy of FIR lodged with the police station regarding loss of Degree Certificate.
- 3) Demand Draft/IPO for requisite fee.

The form and the format for the purpose is given on the University website.

Re-admission

If you are not able to complete the programme in a maximum of 6 years, the University has made a special provision for re-admission. You have to take the following two steps for re-admission:

- a) Take admission afresh in the Programme like other students by fulfilling the admission criteria and paying requisite fee for the Programme.
- b) Apply to the University for the transfer of credits you have earned under the old enrolment with applicable fee.

Full credit transfer may be allowed if the syllabus and methodology now in vogue are similar to that governing the student under the old enrolment.

Simultaneous Registration

A learner is permitted to register for only one programme in the given academic session. You are, therefore, advised to seek admission to only one programme in the given academic session. However, you are allowed to take a certificate programme of 6 months duration along with other programmes. Violation of this rule will result in cancellation of admission to all the programmes and forfeiture of the programme fees.

Migration Certificate

For Migration Certificate, requisition may be sent to the Regional Director along with the following documents:

- 1) Application (can be obtained from the IGNOU website)
- 2) Attested copy of the marksheet.
- 3) Fee of ₹ 500/- in the form of demand draft drawn in favour of IGNOU payable at the city where the Regional Centre is located.

Refund of Fees

The refund request will be considered as under:

- a) Before the last date for submission of admission form Programme fee will be refunded after deduction of ₹200/-
- b) Within 15 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹ 500/-
- c) Within 30 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹ 1,000/-.
- d) After 30 days from the closure of the last date- No refund will be allowed.

The last dates for submission of admission form will be considered separately i.e., last date without late fee and last date with late fee. However, late fee, if any, will not be refunded.

In cases of (a) to (c) above, the candidate will make a written request to the Regional Director (RD) concerned for such a refund. The Regional Centre (RC) will process the cases as soon as possible after ascertaining the credit of the same in IGNOU Accounts.

Disputes on Admission and other University Matters

The place of jurisdiction for filing of a Suit, if necessary, will be only at New Delhi/Delhi.

8. SOME USEFUL ADDRESSES

During the course of your study, you might require some additional information about rules and regulations as well as how to resolve some of the issues in completing your studies at IGNOU. You must know whom to contact for specific information. Here is a list of addresses and contact numbers and emails of offices in the University to contact for specific information or problem.

1 Identity Card, Fee receipt, Bonafide Certificate, Migration, Scholarship forms	Concerned Regional Centre
2 Non-receipt of study material	Material Production and Distribution Division registrarpdd@ignou.ac.in
3 Schedule/Information regarding Exam Form, Entrance Test, Date-Sheet, Hall Ticket.	Asst. Registrar (Exam-II), SED, Block 12, IGNOU Maidan Garhi New Dehi-110068 evaluationised@ignou.ac.in Ph: 29536743, 29532924-32/Extn. 2201,2211, 1316
4 Result, Re-evaluation, Grade Card, Provisional Certificate, Early declaration of Result, Transcript	Dy. Registrar (EXAM III), SED, Block-12, IGNOU, Maidan Garhi, NewDelhi-110068E-mail sedgrievance@ignou.ac.in Ph. 29536103,29535924-32/Extn. 2201, 2211, 1316
5 Non- reflection of Assignment Grades/Marks	Asst. Registrar (Assignment), SED, Block-3, Room No-12, IGNOU, Maidan Garhi, New Delhi- 110068 E-mail : assignments@ignou.ac.in Ph. 29535924, Extn-1312, 1319, 1325
6 Original Degree/ Diploma/ Verification of Degree/Diploma	Dy. Registrar (Exam.I), SED, Block-9, IGNOU, Maidan Garhi, New Delhi-110068E-mail evaluationised@ignou.ac.in Ph.29535438, 29535924-32/Extn-2224, 2213
7 Student Grievances related to evaluation	Asst. Registrar (Student Grievance), SED, Block-3, IGNOU, Maidan Garhi, New Delhi-110068E-mail sedgrievance@ignou.ac.in Ph. 29532294, 29535924-32/Extn-1313
8 Academic Content	Director of the School concerned bagsoss@ignou.ac.in
9 Student support services and Grievances, Pre-admission inquiry of Programmes/Courses	Regional Director, Student Services Centre, IGNOU Maidan Garhi, New Delhi-110068 ssc@ignou.ac.in Ph: 29535714 and 29533869

Most of the operations of the University are online. Wherever you are required to submit a hard copy, the University has made available different application forms on its website. Download these forms from the Student Zone of the University website. You should also visit the website of your Regional Centre for information related to induction meeting, counselling sessions, assignment/project submission and other related information.

PART II
SYLLABI OF COURSES

CORE COURSES

A) LANGUAGES

HINDI

हिंदी भाषा : विविध प्रयोग (BHDLA 135)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में हिंदी भाषा के विविध प्रयोगों की जानकारी दी जाएगी। विविध विशयों के अंतर्गत विज्ञान, सामाजिक विज्ञान, कला आदि क्षेत्रों की भाषा के स्वरूप और विशेषताओं का ज्ञान, विशयानुकूल पारिभाषिक शब्द-अर्थ और निर्माण के सिद्धांतों का परिचय, भाषा बोध और अभिव्यक्ति का विकास; विशय प्रतिपादन की क्षमता का विकास आदि का अध्ययन कराया जाएगा। पाठ्यक्रम में विविध 1 विशयों की भाषा के स्वरूप, लक्षण, अभिव्यक्ति की भौली, पारिभाषिक भाब्द आदि की भी जानकारी दी जाएगी। इसके साथ ही विधि एवं प्रशासनिक भाषा; स्वरूप और लक्षण; औपचारिक लेखन; प्रारूपों के स्वरूप का अध्ययन भी कराया जाएगा।

हिंदी भाषा : लेखन कौशल (BHDLA 136)

6 Credits

इस पाठ्यक्रम में हिंदी भाषा का अध्ययन कराया जाएगा। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों में लेखन कौशल को बढ़ावा देना है। यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में लेखन कौशल से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है :

भाब्द और मुहावरे; संवाद भौली; सरकारी पत्राचार तथा टिप्पण और प्रारूपण; समाचार लेखन और संपादकीय; अनुवाद; संक्षेपण, भाव पल्लवन और निबंध लेखन; प्रभावी लेखन; रचना (कंपोजिशन की तैयारी); पुनर्रचना(संक्षेपण, भाव पल्लवन आदि); वर्णनात्मक लेखन आख्यानपरक लेखन ;छंदतजपअम तपजपदहद्वय तार्किक लेखन ;माचवेपजवतल तपजपदहद्वण

हिंदी भाषा : संप्रेषण कौशल (BHDLA 137)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इसमें निम्नलिखित बिंदुओं को शामिल किया गया है : हिंदी भाषा और संप्रेषण कौशल

- 1) संप्रेषण के मूल तत्व
- 2) भाषा के संदर्भ में उच्चरित और लिखित संप्रेषण के तत्व
- 3) आंगिक भाषा और संप्रेषण
- 4) संप्रेषण के विविध रूप : साक्षात्कार, भाषण, संवाद आदि
- 5) भाषिक कला के विभिन्न पक्ष
- 6) संवाद कला के विभिन्न पक्ष

लिखित संप्रेषण

- 1) पत्र लेखन
- 2) संचार के लिए लेखन-मीडिया के लिए लेखन
- 3) कार्यालयी लेखन-रिपोर्ट, कार्यवृत्त आदि
- 4) सर्जनात्मक लेखन : फीचर, निबंध, कहानी आदि
- 5) सृजनात्मक लेखन : संस्मरण, डायरी, यात्रा वृत्तांत आदि
- 6) जनसंचार के लिए लेखन : वार्ता, रेडियो वार्तालाप, समाचार, आदि।

हिंदी साहित्य : विविध विधाएं (BHDLA 138)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित बिंदुओं को शामिल किया गया है :

साहित्य का आस्वादन : कहानी : पूस की रात (प्रेमचंद), व्यंग्य निबंध : वैष्णव की फिसलन (हरि इंकर परसाई), एकांकी : बहुत बड़ा सवाल (मोहन राके), निबंध : जीने की कला (महादेवी वर्मा), आत्मकथा : जूठन (ओमप्रका) वाल्मीकि), कविताएं। साहित्य : विविध विधाएं : डायरी, पत्र, रिपोर्टाज, यात्रा वृत्तांत, जीवनी/रेखाचित्र, संस्मरण।

MODERN INDIAN LANGUAGES

Modern Indian Language: Odia (BODLA 135)

6 Credits

The course focuses on the history of Odia language, characteristic features of Odia language like the words and phonetics, Odia proverbs and riddles, the cultural heritage of Odisha, the history of Odia literature, signature texts of Odia literature, Odia *rupatatwa* or Odia rhetoric, Jagannatha cult, the folklore of Odisha, art and architecture of Odisha and Odia poetry—ancient and modern and the theory and practice of Odia translation. The course aims at creating a pool of specialists in Odia language and literature, by emphasizing research and creative writing in Odia language and literature.

SYLLABUS

Block – 1

- Unit 1: Origin and Development of Odia Language
- Unit 2: History of Odia Literature (Ancient and Medieval)
- Unit 3: History of Odia Literature (Modern)
- Unit 4: Jagannath Cult
- Unit 5: Folklore of Odisha
- Unit 6: Art and Architecture of Odisha

Block – 2

- Unit 7: Freedom Movement of Odisha
- Unit 8: Fakir Mohan Senapati's *Rebati*
- Unit 9: Nationalistic Thoughts of Poet Sachi Rautray
- Unit 10: Kuntala Kumari Sabat's *Delhi Letters*
- Unit 11: Autobiography of Gopinath Mohanty
- Unit 12: Travelogue: *London Chitthi*

Modern Indian Language: Gujarati (BGULA 135)

6 Credits

Language involves the four skills of listening (and comprehension), reading, speaking and writing. The aim of this course is to help develop these four skills in the learners and acquaint them with a basic knowledge of the Gujarati language.

SYLLABUS

Block 1: This Block deals with the evolution and development of Gujarati. Learners will also be introduced to the history of medieval, modern and contemporary Gujarati literature.

Block 2: This Block focuses on the functional aspects of the language. Word formation and usage; the sentence and structure of sentences; writing and speaking skills will be explained through the use of appropriate examples.

Block 3: The aim of this Block is to offer learners a sample and analysis of some works of Gujarati literature. Poetry: *Vaishnava Jan* (Narsinh Mehta), *Jai Jai Garvi Gujarat* (Narmad); Story: *Post office* (Dhumketu); One Act Play: *Barne Takora* (Umashankar Joshi); Essay: *Ghar* (Bholabhai Patel); Novel Extract: *Batris Putalini Vedana* (Ila Arab Mehta)

Modern Indian Language: Malayalam (BMYLA 135)

6 Credits

This course that aims at imparting basic skills and competencies in Malayalam language, and an introduction to some of the best writing in various genres in Malayalam literature. The course material is organised in three blocks:

SYLLABUS

Block 1 (*Bhashasahithi*) introduces the learner to the origin and development of Malayalam as an independent language in the Dravidian family of languages and its status as a classical language, and provides a historical overview of the development of Malayalam literature. The learner is also introduced to essential aspects of Functional Grammar and writing skills in Malayalam.

Block 2 (*Sargasahithi 1*) gives the learner a sense of the development of creative writing in various genres of Malayalam literature, such as poetry, short story, novel, drama and film script-writing. Major trends are introduced and representative texts are discussed in detail.

Block 3 (*Sargasahithi 2*) introduces the learner to developments in autobiography, biography, travel writing and essay, and discusses some of the most significant writing in Malayalam, in these genres. The Block also provides a brief overview of the varied folk and classical traditions, ritual art forms and festivals of Kerala.

Modern Indian Language: Punjabi (BPBLA0135)

6 Credits

This course aims at imparting basic skills and competence in Punjabi Language, and an introduction to the History of Punjabi Literature as well as some of the best writings in various genres of Punjabi literature. The course material is organized in three blocks.

Block 1 (Bhasha, Lippi Ate Vihark Punjabi) introduces the learner to the origin and development of Punjabi language and Gurmukhi script. The learner is introduced to essential aspects of functional grammar and writing skills in Punjabi including writing of essay, letter, report, feature and advertisements.

Block 2 (Sahit Da Itihas Ate Madhkali Punjabi Sahit) provides the learner an overview of development of Punjabi literature. The learner will also be introduced to the various streams of medieval Punjabi literature that contains popular tales of love, valor, honor and moral integrity.

Block 3 (Folklore, Culture and Modern literature) this block provides a brief overview of the varied folk and classical traditions and ritual art forms. It will also connect the learner with the various genres of modern Punjabi literature such as poetry, short story, drama and prose. Major trends are introduced and representative texts are discussed in detail.

Modern Indian Language- Marathi (BMRLA-135)

6 credits

Marathi is a significant language in the Indo Aryan family of languages. Students will be introduced to the different features of Marathi such as the structure of the language, its grammar, and writing skills. The development of creative writing in Marathi, from the mediaeval period to the modern period is introduced through the creative writings of prominent writers. The literary aspects in their creative writings are also highlighted here. Different aspects of the literature having social issues are also included to enrich the knowledge and broaden the views regarding Marathi literature and its relation to society.

Block 1 Marathi Language and Writing

Unit 1- Development of the Marathi language

Unit 2 - Prominent features of the language

Unit 3 - Word formation, Idioms and proverbs

Unit 4 - Writing skills in Marathi

Block 2 History and Development of Marathi Literature

Unit 1- Creative writing: Mediaeval and Modern

Unit 2 - Pioneers of Modern poetry

Unit 3 - Modern stories: Urban and Rural

Unit 4 - Autobiography and Personal Essay

Block 3 Themes

Unit 1 – Spread of Education

Unit 2 – The Emancipation of Women

Unit 3 – Human Beings and Science

Unit 4 - Timelessness of Literature

MODERN INDIAN LANGUAGE - TELUGU (BTGLA-135) 6 credits

The aim of the MIL Telugu course is to introduce students to Telugu language and literature and acquaint them with the basic knowledge about this language. The course is divided into 3 Blocks and 12 units. The first Block will discuss grammar, structure and style along with vocabulary and levels of meaning. The second Block will focus on how to use the language in writing for various purposes like letters, news etc and will also touch upon editing, translation and computer skills in this language. The third Block will introduce students to Telugu literature, discuss various movements in its development and different genres like poetry, biography and so on.

Block -1: Introduction to the Telugu Language (Five Units)

Unit 1-రాసేఅలవాట్లు(rasealavatlu)

Unit 2-సంధి(samdhi)

Unit 3-పదాలు-అర్థాలు(padalu-arthalu)

Unit 4 -వాక్యభేదాలు-ప్రయోగాలు(vakyabedalu-prayogalu)

Unit 5 -శైలి-రచనాభేదాలు(shaili-racanabedalu)

Block -2: Telugu Language Usage (Four Units)

Unit 6 -దస్తావేజులురాసేపద్ధతులు(dastavejulurasepaddhatulu)

Unit 7 -లేఖారచన-వార్తారచన-సంపాదకీయాలు(iekaracana-vartaracana-sampadakiyalu)

Unit 8 -అనువాదం(anuvadam)

Unit 9 -కంప్యూటరులో తెలుగువినియోగం(Computer lo teluguviniyogam)

Block -3: An Introduction to Telugu Literature (Three Units)

Unit 10 -ఆధునికకవిత్వఉద్యమాలు(adhunikaakavitvaudyamalu)

Unit 11 -కొన్ని ఆధునికసాహిత్యప్రక్రియలు(konniadhunikasahityaprakriyalu)

Unit 12 -జానపదసాహిత్యపరిచయం(janapadasahityaparicayam)

MODERN INDIAN LANGUAGE - TAMIL (BTLLA-135) 6 credits

Today, there are more than six thousand languages which are spoken in the world. Among them only ten languages are ancient languages. From those ten ancient languages only a few are still there as the written and spoken language of ordinary people all over the world. Tamil language is one of those few ancient languages. The grammar and literary tradition of Tamil have flowed in an unbroken stream for more than thousands of years. The Tamil language is hence referred to as a Classical language. In this course, we will study the language structure and be introduced to its literature which will, in turn, give us knowledge of the cultural history as well. The course has been divided into two Blocks. The first block discusses the language structure of Tamil in 7 units while the second examines its literature in 6 units.

Block 1: The Structure of the Tamil language

Unit 1: தமிழ்எழுத்துகளும்எழுத்துப்பழக்கங்களும் (The Tamil alphabet and writing practice)

Unit 2: சொற்களின்அமைப்பும்வகையும் (Word structure and classification)

Unit 3: சொற்சேர்க்கையும்சந்திவிதிகளும் (Word formation rules)

Unit 4: வாக்கியஅமைப்பும்வகைகளும் (Sentence structure and classification)

Unit 5: மொழிநடைக்கூறுகள் (Elements of language style)

Unit 6: சட்டத்துறையில்தமிழ்மொழி (Use of Tamil in Law)

Unit 7: இயற்பியல்துறையில் தமிழ்மொழி (Use of Tamil in Physics)

Block two: Development of Tamil Literature

Unit 8: புனைகதை இலக்கியம் (Fiction)

Unit 9: வாழ்க்கை வரலாறு (Biography)

Unit 10: கட்டுரைக்கலை (Art of the essay)

Unit 11: நாடகம் (Drama)

Unit 12: மரபுக்கவிதை (Traditional poems)

Unit 13: மறுமலர்ச்சிக்கவிதைகள் (Renaissance poetry)

MODERN INDIAN LANGUAGE - KANNADA (BKDLA-135) 6 credits

The MIL Kannada course intends to provide a comprehensive and general view of ancient, medieval and modern Kannada literary cultures and will help students to acquire a good understanding of Kannada culture, with a comprehensive exposure to different styles and varieties of Kannada. The course covers the background to various aspects of Kannada writing culture such as, structure, meaning and usage of the language, a brief history of language, a short history of literary culture and an outline of cultural and social backgrounds. It will also introduce students to selections from folklore, ancient and medieval literature, modern fiction and modern poetry, non-fictional writings and communicative skills.

Block I Background

Unit 1 Structure, Meaning and Usage (*Rachane artha mattu balake*)

Unit 2 History of language (*Bhasha Svarupa mattu Charitre*)

Unit 3 History of literary culture (*Sahitya Samskritiya Charitre*)

Unit 4 Background of Culture and Society (*Samskritika mattu Samajika Hinnele*)

Block II Fiction

Unit 1 Folklore (*Janapada*)

Unit 2 Selections from Ancient and Medieval Kannada literature (*Halegannada-Nadugannada Sahitya*)

Unit 3 Modern Kannada literature (*Adhunika Katha Sahitya*)

Unit 4 Modern Kannada Poetry (*Adhunika Kavya*)

Block III Non-Fiction

Unit 1 Travelogue, Essay, Life Story (*Pravasa Kathana, Prabandha, Atmakathe-Jivanacharoitre*)

Unit 2 Translation (*Anuvada*)

Unit 3 Internet and Social Network Systems (*Antarjala hagu Samajika Jala Vyavasthe*)

Unit 4 Communicative Kannada (*Samvahana Kannada*)

Unit 5 Environmental Concern/Awareness (*Parisara Prajane/Arivu*)

MODERN INDIAN LANGUAGE - BENGALI (BBGLA-135) 6 credits

The MIL course in Bengali has been designed with a view to generate interest and introduce students to the rich repertoire of Bengali literature & language. It is hoped that the course will enable the students to acquire an understanding of Bengali literature and some competence in the language. The students will be introduced to the essence of Bengali Society, Movements, & Culture as reflected in some of the famous Bengali Writings. While designing the course, utmost care has been taken to develop the critical faculty in the learners which will ultimately help them to develop various life skills as well – an important component to deal with challenges that they will encounter and surmount in their journey through life.

ব্লক-১) পাঁচটি একক (

Block-1 বাংলা ভাষা ও বাংলা সাহিত্যের সংক্ষিপ্ত ইতিহাস

A Brief History of Bengali Language and Literature

বিএল-১) প্রথম একক- (

Unit-1

বাংলা ভাষার বিবর্তন
Development of Bengali Language

বিএল-১) দ্বিতীয় একক (

Unit-2

স্বরধ্বনি ও ব্যঞ্জনধ্বনি-উচ্চারণ
Vowels and Consonants: Pronunciation

বিএল-১) তৃতীয় একক (

Unit-3

ভাষার বিশেষ ব্যবহার: বাগবিধি , প্রবাদ ও বাগধারা
Specific Use of the Language: Nuances, Proverbs & Phrases

বিএল-১) চতুর্থ একক (

Unit-4

বাংলা সাহিত্যের সংক্ষিপ্ত ইতিহাস: প্রাচীন ও মধ্য
A Short History of Bengali Literature: Ancient & Medieval

বিএল-১) পঞ্চম একক (

Unit-5

উনিশ শতক ঃ বাংলার সমাজ-সংস্কৃতিতে 'আধুনিকতা'
19th Century Bengal: Society, Culture and Modernity

ব্লক-২) ৪টি একক (

Block-2 মৌখিক সাহিত্য এবং গদ্য
Oral Tradition & Prose Writings

বিএল-২) প্রথম একক (

Unit-1

ছেলেভুলানো ছড়া এবং লোকসঙ্গীত
Lullaby & Folk Song

বিএল-২) দ্বিতীয় একক (

Unit-2

প্রবন্ধ
Essay

বিএল-২) তৃতীয় একক (

Unit-3

জীবনীসাহিত্য
Biography

বিএল-২) চতুর্থ একক (

Unit-4

ভ্রমণ সাহিত্য
Travelogue

ব্লক-৩) চারটি একক (

Block-সাহিত্যে মানবতাবাদ ও বিভিন্ন আন্দোলন
Humanism & Literary Movements

বিএল ৩ (প্রথম একক)

Unit-1

রবীন্দ্রনাথ ঠাকুর(পূর্ববং, পুরাণো বিএল১ প্রথম একক)
Rabindranath Tagore

বিএল ৩) দ্বিতীয় একক (

Unit-2

বিএল ৩) দ্বিতীয় একক (কবিতা
Poetry

বিএল৩ (তৃতীয় একক)

Unit-3

ব্যক্তিগত চিঠিপত্র
Personal Letters

বিএল-৩) চতুর্থ একক (

Unit-4

মেয়েদের লেখালিখি
Women's Writing

MODERN INDIAN LANGUAGE -ASSAMESE (BAALA-135) 6 credits

The Assamese language belongs to the Indo-Aryan family of languages. This course aims to impart basic skills and competencies in the Assamese language, the basics of Assamese Grammar, and introduce the learner to the origin and development of Assamese language and literature. It will provide a historical overview of the development of Assamese literature by including selected pieces of Assamese literature from different genres and from time periods starting from the ancient era, and introduce the student to some of the best literary pieces in Assamese literature.

Block-1: Assamese language and literature: Origin and Development

Unit-I: Origin of Assamese language
Unit-II: Development of Assamese Literature
Unit-III: Early Assamese literature
Unit-IV: Assamese folk literature

Block-2: Selections from Assamese literature

Unit-I: Verses from ancient Assamese literature
Unit-II: One-act play
Unit-III: Essay
Unit-IV: Non-fictional writing
Unit-V: Poem
Unit-VI: Short story

Block-3: Grammar and Writing Skills

Unit-I: Basics of Assamese Grammar
Unit-II: Verbs of the Assamese language
Unit-III: Writing skills

MODERN INDIAN LANGUAGE - BHOJPURI (BBHLA-135) 6 credits

This course aims to introduce the learner to the origin and development of Bhojpuri language and literature by focussing on its script and vocabulary. It will familiarize the students with Bhojpuri literature by including selected pieces from different genres and include a discussion of folk literature in Bhojpuri. It will also touch upon various practical aspects and writing skills in Bhojpuri.

The course material is organised in three blocks and thirteen units (5-4-4)

ब्लॉक १ भोजपुरी की उत्पत्ति:, नामकरण, क्षेत्र विस्तार

इकाईअर्थ :१-, स्वरूप और विशेषताएं

इकाईभोजपुरी भाषा आ लिपि :२-

इकाईभोजपुरी लोक :३-

इकाईव्यावहारिक आ पारिभाषिक शब्दावली :४-

इकाईसंप्रेषण शैली :५-

ब्लॉक २ भोजपुरी साहित्य :

इकाई लोक नाटक :६-'गबरघिचोर'

इकाई ७-निबंध इमली का बीया

इकाईकहानी रजाई :८-

इकाईकाव्य ९- कवना दुखे डोली में रोवत जात कनिया, सेमर क फूल

ब्लॉक ३ व्यावहारिक भोजपुरी :

इकाईसंवाद शैली १०-

इकाईअनुवाद ११-

इकाईसंप्रेषण १२-, भावपल्लवन आ निबंध लेखन-

इकाईभिन्न प्रकारपत्र लेखन आ ओकर वि १३-

ENGLISH

English in Daily Life (BEGLA 135)

6 Credits

This is a programme designed specially for learners who are at an 'intermediate level' of English. It is meant for those of you who already have some basic skills in the language and are now ready to acquire greater proficiency in it. The Course aims to improve your command over the English language by giving you extensive practice in reading, writing, speaking and listening. We have used a wide variety of text types to make you fluent in the use of everyday English. Our selections (both for reading and listening) deal with issues of contemporary relevance and include topics such as greetings and introductions, travel, health and fitness, the workplace, social values (class, caste, gender, peace, etc.) and the future. By drawing examples from day-to-day life and by involving issues that concern all thinking people, this course aims not only to raise your social awareness but also to give you command over the language to express your ideas and concerns.

English at the Workplace (BEGLA 136)

6 Credits

This course has been designed for students across different disciplines in order to develop their English skills required at the workplace. We have primarily concentrated on first time job seekers since most of you will be searching for your first job. The course is divided into four blocks and deals with exploring the job market, preparing for job interviews, understanding cross-cultural interaction in business contexts and learning about customers and customer service. It also gives you practice in participating in discussions, making presentations, writing business letters and emails. Business ethics is an important part of this course.

Language through Literature (BEGLA 137)

6 Credits

Language Through Literature (6 credits) is aimed at providing a lucid account of how even the most common elements of language are used dexterously and aesthetically in literature/oratory to please, to entertain, to persuade, to gratify and to create aesthetic appeal. As a matter of fact literature is nothing but a creative and imaginative use of language. This course will enable you to not only understand the various and dynamic ways in which writers/ orators use language but also comprehend and appreciate literary/rhetorical pieces better and derive greater pleasure from them. This course will primarily deal with literal versus metaphorical meaning, literary and rhetorical devices, and an understanding of the development of discourse.

Reading and Speaking Skills (BEGLA 138)

6 Credits

Reading and Speaking Skills is a 6 credits course. The focus of this course is to understand the reading process and improve our reading strategies. Various types of texts will be discussed i.e. expository, descriptive, narrative, argumentative and persuasive. The highlight of the speaking skills would be various contexts of conversation, formal, informal and telephone conversation. Other speaking activities such as stories, dialogues, debates, discussions, meetings and presentations will be practiced. In this course we would also highlight pronunciation.

संस्कृत भाषा और साहित्य (BSKLA 135)

6 Credits

आधुनिक भारतीय भाषा का यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में चार खण्ड हैं जिनका विवरण इस प्रकार है

खण्ड 1 .संस्कृत भाषा की प्रकृति और स्वरूप

खण्ड 2 .संस्कृत वाचन और विविध विषय

खण्ड 3 .साहित्य का आस्वादन

खण्ड 4 .व्यावहारिक संस्कृत

इस पाठ्यक्रम के अध्ययन के पचाह् आप वर्णों के उच्चारण, पद, लिंग, पुरुश, वचन, धातुरूप, भाब्दरूप आदि की प्रक्रिया से परिचित होंगे। आप संस्कृति, सामाजिक विज्ञान एवं विज्ञान के विशयों पर आधारित पाठ्यक्रम द्वारा भारतीय संस्कृति एवं आयुर्वेद के मूलभूत स्वरूप को जान सकेंगे। पद्यकाव्य, गद्यकाव्य एवं कथा.साहित्य के अध्ययन द्वारा आप संस्कृत साहित्य के प्रमुख ग्रन्थों कुमारसम्भव, भुक्नासोपदे । तथा हितोपदे । का अध्ययन करेंगे तथा इन ग्रन्थों से सम्बन्धित प्र नों के उत्तर, अनुवाद एवं व्याख्या करने में सक्षम होंगे। व्यावहारिक संस्कृत खण्ड का अध्ययन करने के पचाह् आप पत्रलेखन, समाचार.लेखन, संक्षेपण,निबन्ध.लेखन जैसी विविध विधाओं से परिचित होंगे।

جدید اردو نثر اور جدید اردو شاعری کا مطالعہ

بی۔ اے 1st سیمیٹر: کے کورس **BUDLA 135** جدید اردو نثر اور جدید اردو شاعری کا مطالعہ کی تفصیلات درج ذیل ہیں۔ یہ کورس 6 کرڈٹ کا ہے اس کے 2 بلاک اور 15 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Jadeed Urdu Nasr**Block 2. Jadeed Urdu Shairi****بلاک 1۔ جدید اردو نثر**

- 1۔ جدید اردو نثر کا ارتقاء
- 2۔ سر سید احمد خاں کی مضمون نگاری اور ”امید کی خوشی“
- 3۔ ابوالکلام آزاد کی انشائیہ نگاری اور ”چڑیا چڑے کی کہانی“
- 4۔ پریم چند کی افسانہ نگاری اور ”شطرنج کے کھلاڑی“
- 5۔ رشید احمد صدیقی کی مزاح نگاری اور ”چارپائی“
- 6۔ الطاف حسین حالی کی سوانح نگاری اور ”یادگار غالب“

بلاک 2۔ جدید اردو شاعری

- 7۔ جدید اردو شاعری کا ارتقاء
- 8۔ حسرت موہانی کی شاعری اور منتخب کلام کا تجزیہ
- 9۔ فانی بدایونی کی شاعری اور منتخب کلام کا تجزیہ
- 10۔ علامہ اقبال کی شاعری اور منتخب کلام کا تجزیہ
- 11۔ فراق گورکھپوری کی شاعری اور منتخب کلام کا تجزیہ
- 12۔ جوش ملیح آبادی کی شاعری اور منتخب کلام کا تجزیہ
- 13۔ فیض احمد فیض کی شاعری اور منتخب کلام کا تجزیہ
- 14۔ اسرار الحق کی شاعری اور منتخب کلام کا تجزیہ
- 15۔ علی سردار جعفری کی شاعری اور منتخب کلام کا تجزیہ

B) DISCIPLINES

ANTHROPOLOGY

Anthropology and Research Methods (BANC 131)

6 Credits

Anthropology deals with biological and cultural diversity of humankind. Anthropologists examine all aspects of humankind from both scientific and humanistic perspectives. The main focus of anthropological research is a deep and rich understanding of who we are as humans, how we evolved and why we are as we are. This course is an introduction to the field of anthropology and research methods. The course is designed for learners to make them ready to conduct fieldwork or research in anthropology or related fields.

The course is divided into four blocks. The first block will impart the learners with the basic understanding of the nature of anthropology. The second block deals with the origin and development of anthropology as a subject. The third block explores the development of various branches in anthropology. The fourth block provides pragmatic experience with a basic toolkit of field research methods in anthropology which provides a foundation to the learners to plan and execute their own research project.

SYLLABUS

Block 1 Understanding Anthropology

- Unit 1 Definition, Scope and Significance of Anthropology
- Unit 2 Branches of Anthropology
- Unit 3 Relationship of Anthropology with Allied Fields

Block 2 Origin and Development of Anthropology

- Unit 4 History and Development of Anthropology
- Unit 5 Anthropology in India
- Unit 6 Fieldwork Tradition in Anthropology

Block 3 Major Fields of Anthropology

- Unit 7 Concepts and Development in Biological Anthropology
- Unit 8 Concepts and Development in Social anthropology
- Unit 9 Concepts and Development in Archaeological Anthropology

Block 4 Research Methods and Techniques

- Unit 10 Approaches of Anthropological Research
- Unit 11 Methods, Tools, and Techniques
- Unit 12 Research Design

Fundamentals of Biological Anthropology (BANC 132)

6 Credits

Biological anthropology is the study of human evolution, biological variations and adaptations. The sub-discipline of biological anthropology uses an evolutionary perspective to study human origin and explains the genetic and environmental basis for human biological variations. It also examines genetic components of primate behaviour and tries to reconstruct the fossil records. Biological anthropology, also known as physical anthropology, is an extremely diverse field that involves a wide range of biologically oriented topics such as genetics, evolutionary biology, nutrition, physiological adaptation, growth and development.

The course presents an introduction to the discipline of biological anthropology as a whole. The course is divided into four blocks, where the first block covers topics on basic fundamentals of biological anthropology, its subfields, relationship, applications and approaches. The second block emphasises on the concept and theories of human evolution, variations in major races of the world etc while the third block provides a comparative study of primates and non-primates. The last and the fourth block, gives a brief overview of major approaches of biological anthropology including human growth and development, human genetics and human

ecology. This course will develop a theoretical grounding of students in subfields of biological anthropology, fundamentals of human evolution, living primates and classification of major races of the world. Students will also learn how modern humans are shaped through the process of hominisation. Furthermore, this course will help the students in understanding the uniqueness of humans in the context of other living primates.

SYLLABUS

Block 1 Introducing Biological Anthropology

- Unit 1 Introduction to Biological Anthropology
- Unit 2 Subfields of Biological Anthropology
- Unit 3 Approaches of Traditional and Modern Biological Anthropology
- Unit 4 Relationship and Applications of Biological Anthropology
- Unit 5 Contemporary Arenas in Biological Anthropology

Block 2 Human Evolution and Variation

- Unit 6 Theories of Organic Evolution
- Unit 7 Basic Concepts of Evolution
- Unit 8 Defining Race and Major Races of the World
- Unit 9 Criteria and Classification of Race

Block 3 Living Primates: Human and Non-Human

- Unit 10 Classification and Characteristics of Living Primates
- Unit 11 Comparative Anatomy of Human and Non- human Primates
- Unit 12 Hominization Process

Block 4 Approaches of Biological Anthropology

- Unit 13 Human Growth and Development
- Unit 14 Human Genetics
- Unit 15 Human Ecology

Fundamentals of Social and Cultural Anthropology (BANC 133) 6 Credits

Social and cultural anthropology deals with the study of human society and culture. The foremost contribution of the subject has been in the understanding of the various societies and cultures across the globe both objectively and subjectively, doing away with biases and prejudices, while presenting their relative importance. The main objective of the course is for the learners to understand in a holistic manner the social institutions and the cultural attributes that constructs human societies.

The first block of this course will acquaint the learners with the basic understanding of the foundation of social and cultural anthropology along with its emergence as a scientific discipline. The second block deals with the study of the forms and processes in the conceptualisation of society and culture, social groups; social institutions; concepts of kinship, marriage and family; religious ideas and ritual practices; the production, consumption and exchange of necessities. The third block presents the theories and approaches, some defunct some still in practice, that make up the study of human society and culture. In the fourth block the learners would be introduced to field traditions and fieldwork, the hallmark of anthropology. The nuances of how to conduct a fieldwork, the tools and techniques that are used to collect data in the field and how to compile and analyse data and write a report would be discussed in depth.

SYLLABUS

Block 1 Nature and Scope

- Unit 1 Social and Cultural Anthropology: Meaning, Scope and Relevance
- Unit 2 History and Development
- Unit 3 Relationship of Social and Cultural Anthropology with other Branches of Anthropology and other Disciplines

Block 2 Basic Concepts

- Unit 4 Society
- Unit 5 Culture

- Unit 6 Institutions I: Kinship, Family and Marriage
- Unit 7 Institutions II: Economic, Political and Religious
- Unit 8 Gender and Society

Block 3 Theoretical Perspectives

- Unit 9 Classical Theories
- Unit 10 Theories of Structure and Function
- Unit 11 Contemporary Theories

Block 4 Fieldwork

- Unit 12 History of Fieldwork Tradition
- Unit 13 Doing Fieldwork
- Unit 14 Methods and Techniques

Fundamentals of Archaeological Anthropology (BANC 134) 6 Credits

Archaeological anthropology is one of the main branches of Anthropology that deals with the origin and development of humankind prior to the invention of script. This branch reconstructs, describes and interprets the past human behaviour and cultural patterns through material remains such as food, tools, weapons, dresses, ornaments and houses by applying scientific methodology.

The first block of this course deals with the definition and scope of archaeological anthropology and will discuss the different methods of studying archaeological anthropology. The second block mainly focuses on various dating methods including the importance of Cenozoic era in prehistory. The third and last block exposes the learners to different prehistoric cultural periods and assists to understand the tools and techniques which were used by the prehistoric man. Further the evidences of cultures across the world are also discussed.

SYLLABUS

Block 1 Introduction to Archaeological Anthropology

- Unit 1 Origin and Scope of Archaeological Anthropology
- Unit 2 Relationship of Archaeological Anthropology with other Disciplines
- Unit 3 Methods of Studying Archaeological Anthropology
- Unit 4 Interdisciplinary Approaches of Archaeological Anthropology

Block 2 Dating Methods and Reconstruction of the Past

- Unit 5 Dating Methods
- Unit 6 Methods of Climatic Reconstruction
- Unit 7 Cenozoic Era with Special Reference to Quaternary Period

Block 3 Understanding Prehistoric Cultures

- Unit 8 Prehistoric Technology
- Unit 9 Prehistoric Typology
- Unit 10 Cultural Chronology
- Unit 11 Earliest Evidences of Culture in the World

ECONOMICS

Principles of Microeconomics-I (BECC 131) 6 Credits

This course introduces the student to the basic principles of microeconomics. It discusses demand and supply, theories of consumer behaviour and the theory of production and cost.

SYLLABUS

Block 1 Introduction

- Unit 1 Introduction to Economics and Economy
- Unit 2 Demand and Elasticity of Demand
- Unit 3 Supply and Elasticity of Supply
- Unit 4 Demand and Supply in Practice

- Block 2 Theory of Consumer Behaviour**
 Unit 5 Consumer Behaviour: Cardinal Approach
 Unit 6 Consumer Behaviour: Ordinal Approach
Block 3 Production and Costs
 Unit 7 Production with one Variable Input
 Unit 8 Production with two Variable Inputs
 Unit 9 Returns to Scale
 Unit 10 The Cost of Production

Principles of Microeconomics-II (BECC 132)

6 Credits

This is the second principles course on Microeconomics, and discusses several topics. It begins with a discussion of market structures characterised by perfect competition as well as imperfect competition, namely, monopoly, monopolistic competition and oligopoly. It also discusses factor markets and factor pricing, including labour as a factor of production. It also discusses market failure and the role of government. International trade theory and policy are also discussed.

SYLLABUS

- Block 1 Market structure**
 Unit 1 Perfect Competition: Firm and Industry's Equilibrium
 Unit 2 Monopoly: Price and Output Decisions
 Unit 3 Monopolistic Competition: Price and Output Decisions
 Unit 4 Oligopoly: Price and Output Decisions
Block 2 Factor Market
 Unit 5 Factor Markets and Pricing Decisions
 Unit 6 Labour Market and Public Policy
 Unit 7 Land Market
Block 3 Welfare, Market Failure and Role of Government
 Unit 8 Welfare: Allocative Efficiency under Perfect Competition
 Unit 9 Efficiency of the Market Mechanism: Market Failure and the Role of the State
Block 4 International Trade
 Unit 10 Theories of International Trade
 Unit 11 WTO and India's Trade Policy

Principles of Macroeconomics –I (BECC 133)

6 Credits

This course introduces students to the basic concepts of macroeconomics. It deals with the concepts and measurement of the macroeconomic variables such as GDP, consumption, saving, investment and Balance of Payments. Further, it discusses various theories of determining GDP in the short-run.

SYLLABUS

- Block 1 Issues in Macroeconomics and National Income Accounting**
 Unit 1 Issues and Concepts
 Unit 2 National Income Accounting
 Unit 3 Measuring Economic Performance
Block 2 Determination of GDP
 Unit 4 Classical and Keynesian Systems
 Unit 5 Keynesian Model of Income Determination
Block 3 National Income Determination for an Open Economy with Government
 Unit 6 Fiscal Policy in Keynesian Model
 Unit 7 External Sector
Block 4 Money in a Modern Economy
 Unit 8 Functions of Money
 Unit 9 Demand for Money
 Unit 10 Monetary Policy

Principles of Macroeconomics –II (BECC 134)

6 credits

This course is a sequel to BECC 133: Principles of Macroeconomics - I. It analyses various theories of determination of national income. It also introduces students to the concept of inflation, its relationship with unemployment and certain basic concepts of an open economy.

SYLLABUS

Block 1 IS-LM Analysis

- Unit 1 Equilibrium in the Real Sector
- Unit 2 Equilibrium in the Monetary Sector
- Unit 3 Neoclassical Synthesis

Block 2 GDP and Price Level in Short Run and Long Run

- Unit 4 Aggregate Demand
- Unit 5 Aggregate Supply
- Unit 6 Equilibrium Output and Prices

Block 3 Inflation and Unemployment

- Unit 7 Inflation: Concept, Types and Measurement
- Unit 8 Causes and Effects of Inflation
- Unit 9 Phillips Curve

Block 4 Balance of Payments and Exchange Rate

- Unit 10 Balance of Payments
- Unit 11 Exchange Rate Determination

ENGLISH

Individual and Society (BEGC 131)

6 Credits

The course is assigned six credits and contains four blocks. Each block has four units. The focus of this course is the individual in her/his diverse aspects and how s/he impacts and learns from the environment, culture and topography that s/he is part of from time to time. Its objective is to improve the learner's proficiency in English by developing the skills in reading, writing, listening and speaking thorough themes pertaining to the Environment, Travel and Tourism, Culture and Entertainment and Health and Fitness.

Selections from Indian Writing: Cultural Diversity (BEGC 132) 6 Credits

The course will take up writing by Indian writers both in English and in translation which will give learners the opportunity to access the thoughts and work of regional writers as well. It will cover a variety of genres like criticism, stories and poetry while addressing highly relevant issues such as the politics of language, writing about/ from marginalised groups/communities and women's perspectives. It envisages the opening of a window through which learners can glimpse the rich legacy of the Bhakti and Sufi movements and journey into the modern world as they read representative writing from living authors with a contemporary world view. The course will study writers and critics like Sujit Mukherjee, Sisir Kumar Das, Amrit Rai, MK Naik, Nabanita Deb Sen, Tillotamma Mishra, Eleanor Zelliot, Bulleh Shah, Akka Mahadevi, Meera, Raghuvir Sahay, Ayyappa Paniker, Kynphem Sing Nongkynrih, N.T. Rajkumar, Lakshmi Kannan, Pudhimaipithan, Indira Sant and Naseem Shafaie.

British Literature (BEGC 133)

6 Credits

This is a Discipline Specific Core Course of 6 credits, which gives learners the opportunity to engage with some of the most brilliant writing in the British literary canon. The course focuses on a detailed analysis of the themes and concerns of the texts prescribed for study, which include plays by William Shakespeare and George Bernard Shaw, and a novel by Thomas Hardy. The course aims at encouraging the critical thinking skills of the learners and providing a broad understanding of various genres of British literature.

Reading the Novel (BEGC 134)

6 Credits

This course introduces the novel as a genre, traces its origins from various other literary sources and genres and deals with three representative novels that have stood the test of time. Kate Chopin's *The Awakening*, Chinua Achebe's *Things Fall Apart* and Gopinath Mohanty's *Paraja*. This course also introduces various theoretical frameworks for the critical analysis of the novels under study.

हिंदी साहित्य का इतिहास (BHDC 131)**6 Credits**

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में हिंदी साहित्य के इतिहास से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है :

काल विभाजन एवं नामकरण, आदिकालीन काव्य धाराएं : सिद्ध, नाथ एवं जैन साहित्य, प्रमुख रासो काव्य, आदिकालीन हिंदी साहित्य की सामान्य विशेषताएं, भक्ति आंदोलन : सामाजिक— सांस्कृतिक पृष्ठभूमि, प्रमुख निर्गुण कवि, प्रमुख सगुण कवि, भक्तिकाल की सामान्य विशेषताएं, रीतिकाल की ऐतिहासिक पृष्ठभूमि, रीतिबद्ध, रीतिसिद्ध तथा रीतिमुक्त कवि, 1857 का स्वतंत्रता संघर्ष और हिंदी नवजागरण, भारतेंदु युगीन साहित्य की विशेषताएं, महावीर प्रसाद द्विवेदी और उनका युग, द्विवेदी युग के प्रमुख गद्य लेखक और कवि, हिंदी में गद्य विधाओं का उद्भव और विकास : उपन्यास, कहानी, नाटक, निबंध।

मध्यकालीन हिंदी कविता (BHDC 132)**6 Credits**

यह पाठ्यक्रम 6 क्रेडिट का होगा। इस पाठ्यक्रम में निर्धारित कवियों तथा उनके काव्य का अध्ययन कराया जाएगा। इस प्रक्रिया में कवियों पर आलोचनात्मक सामग्री दी जाएगी और साथ ही कुछ पद्यांशों की व्याख्या भी दी जाएगी जो उन कवियों से संबंधित इकाइयों में होंगी। पाठ्यक्रम में मध्यकालीन कवियों कबीर, रविदास, जायसी, मीरा, सूरदास, तुलसीदास, रहीम, बिहारी, घनानंद, भूषण की रचनाओं का अध्ययन कराया जाएगा।

आधुनिक हिंदी कविता (BHDC 133)**6 Credits**

इस पाठ्यक्रम में भारतेंदु युग से लेकर छायावाद युग तक की हिंदी कविता को शामिल किया गया है। यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित प्रवृत्तियों, कवियों और उनकी कविताओं का अध्ययन कराया जाएगा :

भारतेंदु युगीन कविता : स्वरूप और विकास : भारतेंदु और उनकी कविता; द्विवेदी युगीन हिंदी काव्य : स्वरूप और विकास : अयोध्यासिंह उपाध्याय 'हरिऔध' और उनकी कविता; मैथिलीशरण गुप्त और उनकी कविता; रामनरेश त्रिपाठी और उनकी कविता; छायावाद : स्वरूप और विकास; जयशंकर प्रसाद और उनकी कविता; सूर्यकांत त्रिपाठी 'निराला' और उनकी कविता; सुमित्रानंदन पंत और उनकी कविता; महादेवी वर्मा और उनकी कविता।

हिंदी गद्य साहित्य (BHDC 134)**6 Credits**

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में हिंदी गद्य की विधाओं— उपन्यास, कहानी तथा निबंध का अध्ययन कराया जाएगा ;

उपन्यास	: त्यागपत्र	— जैनेन्द्र कुमार
कहानी	: नमक का दरोगा	— प्रेमचंद
	अकादीप	— जयशंकर प्रसाद
	वापसी	— उशा प्रियंवदा
निबंध	: लोभ और प्रीति	— रामचंद्र भुक्ल
	कुटज	— हजारी प्रसाद द्विवेदी
	सहस्र फणों का मणिद्वीप	— कुबेरनाथ राय

इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को हिंदी गद्य की विविध विधाओं में से उपर्युक्त तीन विधाओं का अध्ययन कराना है। इसके साथ ही पाठ्यक्रम में हिंदी गद्य साहित्य और उसके विकास का परिचय दिया जाएगा।

HISTORY

History of India from the Earliest Times Up to C. 300 CE (BHIC 131)

6 credits

Those times are obsolete when the writing of ancient Indian history consisted merely of the kings, their kingdoms and personal achievements. We are now gradually moving towards new areas of enquiry and investigation, and raising questions pertaining to various aspects and dimensions of society like how did it evolve and what changes took place?

It is with these priorities and issues in mind that the Course **BHIC 131: History of India from the Earliest Times up to c. 300 CE** has been prepared for you. The purpose of this Course is to familiarize you with the stages in the way the history of India has unfolded from the earliest times till c. 300 CE. The Course is divided into **17 Units**, each taking up a major topic, theme or development which is considered significant during the aforementioned period. The emphasis is on transition from one phase to another, cultural characteristics, evolution of regional patterns and also the changes in polity, economy, religion and society as one advances and progresses chronologically within the temporal span charted out in this Course. The Units follow one after the other in sequential coherence.

SYLLABUS

- Unit 1 Sources of Ancient Indian History.
- Unit 2 Archaeology as a Source and Prominent Archaeological Sites.
- Unit 3 Indian History: Physical Features, Formations and Characteristics.
- Unit 4 Hunter-Gatherers: Archaeological Perspective, Origin of Agriculture and Domestication of Animals.
- Unit 5 Harappan Civilization: Chronology, Geographical Spread, Diffusion and Decline.
- Unit 6 Harappan Civilization: Material Characteristics, Nature of Contacts, Society and Religion.
- Unit 7 Chalcolithic and Early Iron Age.
- Unit 8 The Early Vedic Society.
- Unit 9 Changes in the Later Vedic Phase.
- Unit 10 *Janapadas* and *Mahajanapadas*: Rise of Urban Centres, Society and Economy.
- Unit 11 Buddhism, Jainism and other Religious Ideas.
- Unit 12 Alexander's Invasion.
- Unit 13 Establishment of Mauryan Rule and Magadhan Territorial Expansion.
- Unit 14 Administrative Organization, Economy and Society.
- Unit 15 Early State Formation in Deccan and *Tamilaham*.
- Unit 16 Agrarian Settlements, Agrarian Society, Expansion of Trade and Urban Centres – Peninsular India.
- Unit 17 Growth of Tamil Language and Literature

History of India from c. 300 to 1206 (BHIC 132)

6 Credits

Chronologically, this is in continuation to the course **BHIC 131: History of India from the Earliest Times up to c. 300 CE**. It gives a historical overview of major polities that emerged and made their mark during this period both in the northern and southern India. It begins with the Guptas and the Pushyabhutis followed by the Pallavas, the Pandyas, the Kalachuris, the Kadambas, the Chalukyas, the Cholas, the Hoysalas and concluding with the Rajputs, the Rashtrakutas, the Arabs, the invasions of Mahmud Ghazni and Mohammad Ghouri. It also encapsulates the economic, social and cultural history that this period exhibit, demonstrate and reflect. This applies to land holdings, revenue systems, agrarian relations, social structure, gender relations, growth and

development of art, language and literature, coming up of religion and the ensuing religious trends etc. Hence, it offers an in-depth insight into significant transition from the early historic to the early medieval period of Indian history. We need to understand and study this shift as the students of Indian history.

SYLLABUS

Unit 1	Rise and Growth of the Guptas.
Unit 2	Economy, Society, Culture and Polity: the Guptas
Unit 3	The Pushyabhutis and the Rise of Harsha.
Unit 4	Kingdoms in the Deccan and the South.
Unit 5	The Pallavas, the Pandayas and the Kalachuris.
Unit 6	The Kadambas, the Chalukyas of Badami, the Cholas and the Hoysalas.
Unit 7	Economy and Society in the Post-Gupta Period.
Unit 8	Polity, Religion and Culture in the post-Gupta Period.
Unit 9	Emergence of Rajputs.
Unit 10	Emergence of Rashtrakutas.
Unit 11	The Arabs: Invasions and Expansion.
Unit 12	Mahmud Ghazni and Mohd. Ghouri: Invasions and Resistance.
Unit 13	Land, Revenue Systems and Agrarian Relations: c. 700-1200 CE.
Unit 14	Social Structure and Gender Relations: c. 700-1200 CE.
Unit 15	Growth of Art, Language and Literature: c. 300 CE to 1206.
Unit 16	Religion and Religious Trends: c. 300 CE to 1206.

History of India from 1206-1707 (BHIC 133)

6 Credits

Chronologically the Course covers the polity, economy and society of the Delhi Sultanate and the Mughals. It begins with the establishment of the Turkish Sultanate in India. Turks were the followers of Islam so was the new ruling elite. They came from a different environment, thus their socio-economic and religious needs were quite different from the existing socio-economic and religious structures. As a result, the period is marked by 'conflicts' and 'compromises' that gave rise to the emergence of new set of governing rules, emergence of new cultural forms – Indo-Islamic architecture and Sufism.

The Course introduces you to the antecedents of the Mughals in Central Asia, circumstances leading to the establishment, expansion and consolidation of the Mughal power in India. The regional states outside the Sultanate and the Mughals have also been dealt with. In particular, focus is given to the emergence of the mighty Vijayanagara power and the emergence of the Nayaka kingdoms in the Deep South and the rise of the Deccani Sultanates and their conflicts with the Mughals. The Course also deliberates upon the evolution of the Mughal institutions like *mansab*, *jagir*, exchange economies, and the growth of urban centres in the Mughal period. Discussion on trade and commerce with its Oceanic networks, culture and society provides a new perspective for understanding the history of this period. The distinguished feature of the period was the emergence of 'syncretic' cultural traditions and the liberal patronage provided by the Mughals across cultures and religions, giving rise to spurt in literary activities at an extraordinary pace.

The second half of the seventeenth century and the turn of the century is the saga of constant warfare and conflicts – the Rajputs, Jats, Marathas and the Sikhs. The Course discusses all these developments and emerging issues taking into account the recent researches in the related areas. During this period India came into contact with European trading companies. The Course ends with an analysis of the decline of the Mughal Empire that led to the formation of a number of independent regional states in the eighteenth century.

SYLLABUS

Theme 1 Political Structures

Unit 1	Trends in History Writing
Unit 2	Foundation, Expansion and Consolidation of Delhi Sultanate
Unit 3	Provincial Kingdoms
Unit 4	Vijayanagar and Deccan States
Unit 5	Early Mughals and Afghans
Unit 6	Mughal Polity: Akbar to Aurangzeb

Theme 2 Military and Administrative Systems

- Unit 7 Administrative Structure
- Unit 8 Army Organisation and *Mansab* System
- Unit 9 *Iqta* and *Jagir*

Theme 3 Economy and Society

- Unit 10 Land Revenue
- Unit 11 Rural Society
- Unit 12 Inland Trade
- Unit 13 Oceanic Trade
- Unit 14 Technology, Craft Production and Social Change
- Unit 15 Towns, Cities and Growth of Urban Centres

Theme 4 Religion and Culture

- Unit 16 Bhakti and Sufi Traditions
- Unit 17 Architecture and Painting
- Unit 18 Women and Gender

History of India from 1707 to 1950 (BHIC 134)**6 Credits**

This paper will give an overview of Indian history in the modern period. After the decline of the Mughal Empire, many independent states arose in India which resulted in unending rivalries for territory and revenue. The various European companies became involved in this political and military game for acquiring ever larger control. Finally, the English East India Company not only eliminated the competition from its European rivals but also gained ground at the expense of Indian rulers. It securely established its power by defeating the ruler of the large province of Bengal in 1757. After that it steadily increased its political and military control over almost the whole of India. Its power was challenged in a big way during the Revolt of 1857, but it managed to regain its control after a bitter conflict. This course also deals with the establishment of a colonial economy in a broad framework. The colonial power was again effectively challenged by the rising nationalist movement since the late nineteenth century. The great nationalist movement under the leadership of Mahatma Gandhi finally achieved freedom from colonial rule in 1947. This course deals with rise and development of this movement and the formation of a new republic.

SYLLABUS

- Unit 1 Interpreting the 18th Century
- Unit 2 Emergence of Independent States
- Unit 3 Establishment of Colonial power
- Unit 4 Expansion and Consolidation of Colonial Power upto 1857
- Unit 5 Revolt of 1857
- Unit 6 Colonial Economy: Agriculture
- Unit 7 Colonial Economy: Trade and Industry
- Unit 8 Economic Impact of Colonial Rule
- Unit 9 Socio-Religious Movements in the 19th century
- Unit 10 Emergence and Growth of Nationalism
- Unit 11 Nationalist Movement under Mahatma Gandhi
- Unit 12 Communalism: Genesis, Growth and Partition of India
- Unit 13 Advent of Freedom: Constituent Assembly, Establishment of Republic

MATHEMATICS

Mathematics is deeply rooted in the activities of our daily life. At the same time it is also known as an abstract discipline. Indeed, mathematics has two aspects – functional and philosophical. It has wide applications in various areas of the sciences, social sciences, humanities, engineering, technology, commerce and agriculture. It is also a philosophy with intrinsic beauty and logical validity. In view of this, mathematics is being introduced as a discipline in the Bachelor's Degree programme. The pre-requisite for any of these courses is knowledge of mathematics that is imparted at the senior secondary (+2) level or an equivalent level.

Calculus (BMTC 131)

6 Credits

This is a first level course, consisting of five blocks, and is intended as a short introduction to calculus. Calculus is increasingly being recognised, and accepted, as a powerful tool in the exact sciences and social sciences. Its power stems from two sources – the derivative and the integral. In this course, we shall acquaint you with the basic techniques of differential and integral calculus. We shall also briefly trace the historical development of calculus. We shall begin the course with essential preliminary concepts, in the first block. You will be introduced to the concepts of ‘limit’, ‘continuity’ and ‘derivative’ in the second and third blocks. We shall discuss the geometrical significance and application of the derivative in the fourth block. The fifth block focuses on the other important concept of calculus, namely, integral.

SYLLABUS

Block 1 Essential Preliminary Concepts

- Unit 1 Sets and Operations on Them
- Unit 2 Functions
- Unit 3 2D Coordinate Systems
- Unit 4 Complex Numbers
- Unit 5 Polynomial Equations and Their Solutions

Block 2 Limit and Continuity

- Unit 6 Real Number
- Unit 7 Limit
- Unit 8 Continuity

Block 3 Differentiation

- Unit 9 Introduction to Differentiation
- Unit 10 Some More Derivatives
- Unit 11 Higher order derivatives

Block 4 Applications of Differentiation

- Unit 12 Indeterminate Forms
- Unit 13 Ups and Downs
- Unit 14 Curvature
- Unit 15 Asymptotes
- Unit 16 Tracing of Curve

Block 5 Integration

- Unit 17 Introduction to Integration
- Unit 18 Methods of Integration
- Unit 19 Reduction Formula
- Unit 20 Applications of Integration

Differential Equations (BMTC 132)

6 Credits

This course of Differential Equation assumes the knowledge of the course BMTC 131 on Calculus. The studies in this course are divided into four blocks.

Block-1 deals with functions of two and three real variables. The purpose of this block is to provide the basis for studying the remaining blocks of the course. We have given a brief discussion on 3D-coordinate system and discussed the algebraic and geometrical structure of \mathbf{R}^2 and \mathbf{R}^3 . The notions of limit, continuity and differentiability are extended for functions of 2 and 3 variables. This block also covers chain rule and homogeneous functions.

We have started Block-2 with the essentials and the basic definitions related to the study of differential equations. After discussing various methods of solving first order ordinary differential equations (ODEs) we have formulated some of the problems of physical and engineering interest in terms of first order linear differential equations. In Block-3 we have laid specific stress on the applications of second order ODEs.

In Block-4 we have discussed simultaneous, total and partial differential equations (PDEs). Here we have classified the first order PDEs into linear, semi-linear, quasi-linear and non-linear PDEs and discussed the various types of solutions/integrals of these PDEs.

All the concepts discussed are followed by a lot of examples as well as exercises. These will help you get a better grasp of the techniques discussed in this course.

SYLLABUS

Block 1 Functions of Two and Three Variables

Unit 1 $\mathbf{R}^2, \mathbf{R}^3$

Unit 2 Limit and Continuity \mathbf{R}^2 and \mathbf{R}^3 .

Unit 3 First Order Partial Derivatives and Differentiability

Unit 4 Higher Order Partial Derivatives

Unit 5 Chain Rule and Homogeneous Functions

Block 2 Ordinary Differential Equations of First Order

Unit 6 Introducing Differential Equations

Unit 7 Solving First Order and First Degree Differential Equations

Unit 8 Linear Differential Equations

Unit 9 First Order Differential Equations of Degree Greater than One

Block 3 Second and Higher Order Ordinary Differential Equations

Unit 10 Higher Order Linear Differential Equations

Unit 11 Method of Undetermined Coefficients

Unit 12 Differential Equations with Variable Coefficients

Unit 13 Method of Differential Operators

Block 4 First Order Partial Differential Equations

Unit 14 Simultaneous Differential Equations

Unit 15 Total differential equations

Unit 16 Linear Partial Differential Equations

Unit 17 First Order Partial Differential Equations

Real Analysis (BMTC 133)

6 Credits

This course is mainly designed assuming that you have a working knowledge of the concepts covered in our first level calculus course. As the name suggests, real analysis is one of the core branches of mathematics which gives a more rigorous and abstract treatment to concepts such as limit, continuity, differentiability and integrability. These concepts are widely applied in several fields such as the sciences, engineering and economics. The aim of this course is also to acquaint you with the language of mathematics, which is required for a clear presentation of various arguments in mathematics. The whole material is divided into six booklets called blocks.

The first block initiates you into the world of analysis. Sequences and series are introduced and discussed in Blocks 2 and 3. In Block 4 a formal study of limits, continuity and differentiability is laid out. Block 5 introduces you to the concepts of Riemann integrability, and discusses some properties of a Riemann integrable functions. In the last block, Block 6, the sequences and series of functions and their point wise convergence and uniform convergence are discussed.

SYLLABUS

Block 1 Structure of \mathbb{R}

Unit 1 Thinking and Communicating Mathematics

Unit 2 Mathematical Reasoning

Unit 3 Algebraic Structure of

Unit 4 Topological Structure of

Block 2 Sequences

Unit 5 Convergence of Sequences

Unit 6 Important Theorems on Limits

Block 3 Infinite Series

Unit 7 Convergence of Series

Unit 8 Tests for Convergence

Unit 9 Alternating Series

Block 4 Continuity and Differentiability of Functions

Unit 10 Continuity

- Unit 11 Differentiability
- Unit 12 Applications
- Unit 13 Higher Order Derivatives
- Block 5 Integrability of Functions**
- Unit 14 Riemann Integrable Functions
- Unit 15 Properties of Riemann Integrable Functions
- Unit 16 Important Theorems (Fundamental Theorem of Calculus, Mean Value theorems).
- Block 6 Sequences and Series of Functions**
- Unit 17 Sequences of Functions
- Unit 18 Series of Functions

Algebra (BMTC 134)

6 Credits

This course comprises 4 blocks. Through this course you will be familiarised with several algebraic systems, namely, groups, rings and fields. The first two blocks focus on group theory, and in the next two blocks you will study rings and fields.

As you go through the course, you will get acquainted with various methods of algebra. You will also see how several different algebraic objects can actually be studied in one go by using these methods. This study will, of course, help you develop your abilities to think mathematically and to appreciate the beauty of mathematics.

SYLLABUS

Block 1 Introduction to Groups

- Unit 1 Some Preliminaries
- Unit 2 Groups
- Unit 3 Subgroups
- Unit 4 Cyclic Groups

Block 2 Normal Subgroups and Group Homomorphisms

- Unit 5 Lagrange's Theorem
- Unit 6 Normal Subgroups
- Unit 7 Quotient Groups
- Unit 8 Group Homomorphisms
- Unit 9 Permutation Groups
- Unit 10 (Optional) Sylow Theorems

Block 3 Introduction to Ring Theory

- Unit 11 Rings
- Unit 12 Subrings
- Unit 13 Ideals
- Unit 14 Ring Homomorphisms

Block 4 Integral Domains and Fields

- Unit 15 Integral domains
- Unit 16 Ring of Polynomials
- Unit 17 (Optional) Special Integral Domains

POLITICAL SCIENCE

Introduction to Political Theory (BPSC 131)

6 Credits

This course aims to introduce certain key aspects of conceptual analysis in political theory and has four sections. Section I introduces the students to the idea of state and politics. It also explains political theory, its historical evolution and main approaches to study it. Section II and III deal with concepts like liberty, equality, justice, rights, democracy, gender, citizenship and civil society. The last section covers main debates in political theory and explains the relationship between concepts like liberty and censorship and protective discrimination and principle of fairness.

SYLLABUS

Block 1	Introducing Political Theory
Unit 1	What is Politics?
Unit 2	What is Political Theory?
Block 2	Concept
Unit 3	Liberty
Unit 4	Equality
Unit 5	Justice
Unit 6	Rights
Block 3	Concepts
Unit 7	Democracy
Unit 8	Gender
Unit 9	Citizenship
Unit 10	Civil Society and State
Block 4	Debates in Political Theory
Unit 11	Democracy vs. Economic Growth
Unit 12	Liberty vs. Censorship
Unit 13	Protective Discrimination vs. Principle of Fairness
Unit 14	Family, Law and State

Indian Government and Politics (BPSC 132)

6 Credits

Purpose of this course is to introduce students to some basic features of government and politics. The course has fifteen units which have been grouped into six blocks based on thematic units. The course starts with first block which has units on approached to understand politics in India. Block 2 has units on basic features of Indian constitution, fundamental rights, fundamental duties and Directive Principles of State Policy. Block 3 has units on separation of powers – on legislature, executive and judiciary. Units in Block 4 discuss relationships between identities and classes and politics. Block 5 has units which explain relationships between religion and politics. Block 6 has a unit which is about parties and party system in India.

SYLLABUS

Block 1	Approaches to Study Indian Politics
Unit 1	Liberal
Unit 2	Marxist
Unit 3	Gandhian
Block 2	Indian Constitution
Unit 4	Basic Features
Unit 5	Fundamental Rights
Unit 6	Directive Principles of State Politics and Fundamental Duties
Block 3	Institutions
Unit 7	Legislature
Unit 8	Executive
Unit 9	Judiciary
Block 4	Society and Politics
Unit 10	Caste, Class and Tribe
Unit 11	Gender
Unit 12	Workers and Farmers
Block 5	Religion and Politics
Unit 13	Secularism
Unit 14	Communalism
Block 6	Parties and Party System in India
Unit 15	Parties and Party Systems

Comparative Government and Politics (BPSC 133)

6 Credits

Comparative Government and Politics is an important sub discipline of Political Science that has undergone significant changes in terms of scope, methods and analytical approaches. This course introduces you to some of these changes and proceeds to analyse the nature of political regimes, governments and the patterns of political participation. The course also deals with a long-neglected aspect of comparative politics, the state. The debates surrounding the nature of state, its relationship with civil society and its role in the era of globalisation are examined in a comparative perspective.

SYLLABUS

Block 1 Introduction

Unit 1 Comparative Analysis- Nature, Scope and Utility

Unit 2 Methods of Comparative Political Analysis

Block 2 Comparing Regimes

Unit 3 Authoritarian and Democratic Regimes

Unit 4 Civilian and Military Regimes

Block 3 Forms of Government

Unit 5 Parliamentary and Presidential Systems

Unit 6 Federal and Unitary Systems

Block 4 State in Comparative Perspective

Unit 10 State in Developed and Developing Countries

Unit 11 State-Civil Society Relations

Unit 12 State in the Era of Globalization

Unit 13 Contemporary Debates on the Nature of State

Block 5 Patterns of Political Participation and Representation

Unit 7 Political Parties and Party Systems

Unit 8 Pressure Groups

Unit 9 Electoral Processes

Introduction to International Relations (BPSC 134)

6 Credits

This course is designed to give the learner a sense of some important theoretical approaches to understand international relations as well as acquaint the learner with major historical developments in the Post-War period, including the role of international and regional organizations.

SYLLABUS

Block 1 Introduction

Unit 1 Understanding International Relations

Unit 2 Basic Concepts-Elements of National Power, National Interest, Collective Security, Balance of Power

Unit 3 Evolution of International System (Up to the World War II)

Block 2 Approaches

Unit 5 Realism

Unit 6 Systems Approach

Unit 7 Dependency Theory

Unit 8 Constructivism

Block 3 Developments in International Relations

Unit 9 Origins and Phases of the Cold War

Unit 10 End of the Cold War and its Impact on IR

Unit 11 Emerging Centers of Power

Unit 12 Globalization

Block 4 International Organizations

Unit 13 Role and Functions of the United Nations

Unit 14 International Economic Organizations

Unit 15 Regionalism and New Regionalism

PSYCHOLOGY

Foundations of Psychology (BPCC 131)

6 Credits

The course is offered in the *first semester*. Psychology is concerned with the study of behavior and mental processes. The course aims to provide an overview of the basic processes of human behavior, theories and methods in psychology, as well as application of psychology in everyday life. The course will acquaint the learner to the different aspects of human behavior and will help him/her to develop better understanding about the key psychological concepts, and its current applications. The course also includes laboratory work. In this, the learner will conduct an experiment and administer a test from the topics covered in theory which will give hands on experience of measuring and interpreting human behavior.

Introduction to Social Psychology (BPCC 132)

6 Credits

The course is offered in the *second semester*. The present course will help the learner to understand the individual in society, the interpersonal processes, the group dynamics and the cultural influences on social behavior. The course will help the learner to get a better understanding of society and relevance of human behavior in society. The course will involve tutorial classes, which will be activity based and will help in developing the ability to relate knowledge to day-to-day life experiences.

Psychological Disorders (BPCC 133)

6 Credits

The course is offered in the *third semester*. This course aims to provide an understanding of various psychological disorders and their treatments. The course will familiarise the learner to the basic concepts of abnormality, classification of disorders, theoretical perspectives of the disorders and treatment approaches. The course includes

tutorials which are activity based and will help in developing the ability to relate knowledge to day-to-day life experiences.

Statistical Methods and Psychological Research (BPCC 134)

6 Credits

The course is offered in the *fourth semester*. The course will acquaint the learners with basics of psychological research, statistics and psychological testing. The course will provide an overview of various statistical techniques and psychological testing that can be used in psychological research. The course involves practical component.

PUBLIC ADMINISTRATION

Perspectives on Public Administration (BPAC 131)

6 Credits

The Course entitled 'Perspectives on Public Administration' explains the major approaches to Public Administration, starting from the Classical Approaches to the Neo-Classical and then to the Contemporary Approaches of Feminism and Post-Modernism. The Classical, Behavioural and Human Relations Approaches attempt to look at the processes of an organisation from technical, structural, social and environmental contexts. Under the Human Relations Approach, Elton Mayo's efforts to look beyond the technicalities of organisations and understanding human behaviour with regard to peers and work environment is brought forth. Simon's value and fact dichotomy in Decision Making and Barnard's Systems Approach is also described in the Course. Socio-psychological Approaches discuss theories of Motivation and their connect with organisational outcome. The Fused-Prismatic-Diffracted paradigm forms a part of the Ecological Approach, which is explained in the Course. New Public Administration Approach examines the outcome of deliberations at all Minnowbrook Conferences. Public Choice Approach focusses on Self-interest and Public Interest Approach brings forth the responsibilities of governance to the fore.

An important part of the Course is its emphasis on the Contemporary Perspectives which focuses on New Public Management, Good Governance, Post-modern and Feminist Approaches. In a bid to look for an alternative public administration paradigm, the Units on Postmodernism and Feminist Approaches lay emphasis on the neglected epistemes of knowledge such as Phenomenology, Critical Thinking, Discourse Analysis,

Deconstruction, Deterritorialization, Gender Equality, Patriarchal Thought Patterns and Participation of Women in Workforce. The Course is comprehensive and analytical in its treatment of approaches.

SYLLABUS

- Block 1 Conceptual and Classical Perspectives**
 - Unit 1 Concept and Significance of Public Administration
 - Unit 2 Scientific Management Approach
 - Unit 3 Administrative Management Approach
 - Unit 4 Bureaucratic Approach
- Block 2 Behavioural, Systems and Socio-psychological Perspectives**
 - Unit 5 Human Relations Approach
 - Unit 6 Decision Making Approach
 - Unit 7 Systems and Socio-psychological Approach
- Block 3 Public Policy Perspective**
 - Unit 8 Public Policy Approach
 - Unit 9 Policy Sciences Approach
- Block 4 Political and Social Perspectives**
 - Unit 10 Ecological Approach
 - Unit 11 New Public Administration Approach
 - Unit 12 Public Choice Approach
 - Unit 13 Public Interest Approach
- Block 5 Contemporary Perspectives**
 - Unit 14 New Public Management Approach
 - Unit 15 Good Governance Approach
 - Unit 16 Postmodern Approach
 - Unit 17 Feminist Approach

Administrative Thinkers (BPAC 132)

6 Credits

This Course on 'Administrative Thinkers' explains the viewpoints of thinkers and administrators on the working of organisations and their impact on workers. It brings forth the perspectives of early Indian thinkers like Kautilya, and Mahatma Gandhi before discussing the Classical, Behavioural and Neo-classical thinkers. Discussion on administrative system of Arthshastra by Kautilya is a highlight of the Course as very few Courses in Administrative Theory discuss Kautilya in such detail. Gandhi's Theories of Swaraj and Trusteeship are also discussed.

Contributions of Classical thinkers like Taylor and Fayol in the form of Mental Revolution, Functional Foremanship, Shop Floor Management, Centralisation, Hierarchy, and Time Management are brought out in the Course. Woodrow Wilson's Politics – administration Dichotomy Approach is also dealt under classical Thinker. The Course examines the findings of Mayo's Hawthorne Experiments, Simon's Design, Intelligence and Choice Decision Making and Barnard's Closed and Open Systems in detail. The Socio-psychologists like Maslow, Herzberg, Likert and Argyris have made a significant impact on the way Motivation is looked at in the organisations. The Course brings out their views. Besides, the Course elucidates the views of Dwight Waldo, Peter Drucker and Yehezkel Dror by discussing developments in the areas of New Public Administration, Management by Objectives, Learning Organisations and Policy Sciences.

SYLLABUS

- Block 1 Indian Thinkers**
 - Unit 1 Kautilya
 - Unit 2 Mahatma Gandhi
- Block 2 Classical Thinkers**
 - Unit 3 Woodrow Wilson
 - Unit 4 Frederick W. Taylor
 - Unit 5 Henri Fayol

- Unit 6 Max Weber
- Unit 7 Mary Parker Follett

Block 3 Behavioural and Systems Thinkers

- Unit 8 Elton Mayo
- Unit 9 Chester Barnard
- Unit 10 Herbert A.Simon

Block 4 Socio-psychological Thinkers

- Unit 11 Abraham Maslow
- Unit 12 Rensis Likert
- Unit 13 Fredrick Herzberg
- Unit 14 Chris Argyris

Block 5 Management and Public Policy Thinkers

- Unit 15 Dwight Waldo
- Unit 16 Peter Drucker
- Unit 17 Yehezkel Dror

Administrative System at Union Level (BPAC 133)

6 Credits

The Course deals with the administration systems at the union level. Besides dealing with the evolution, it takes in the continuous changing character of Indian Administration in the post independence era. Further, the Course discusses the various facets of Indian federalism, legislature, executive, and judiciary that form a part of parliamentary democracy in India. Institutional framework is being dealt in, wherein cabinet secretariat, central secretariat, all India and central services, administrative tribunals, commissions like NITI Aayog, UPSC, SSC, election commission, finance commission; roles of CAG, CVC, and Lokpal; and role of regulatory agencies are being discussed. The Course covers topics on civil society and administrative reforms.

SYLLABUS

Block 1 Evolution of Indian Administration

- Unit 1 Ancient Administrative System
- Unit 2 Medieval Administrative System
- Unit 3 British System (Constitutional and Administrative)
- Unit 4 Continuity and Change in Indian Administration- Post 1947

Block 2 Parliamentary Democracy in India

- Unit 5 Indian Federalism
 - 5(A) Legislature
 - 5(B) Executive
 - 5(C) Judiciary

Block 3 Institutional Framework

- Unit 6 Cabinet Secretariat
- Unit 7 Central Secretariat
- Unit 8 All India and Central Services
- Unit 9 Administrative Tribunals

Block 4 Commissions

- 10(A) NITI Aayog
- 10(B) Union Public Service Commission
- 10(C) Election Commission
- 10(D) Finance Commission

- 10(E) Central Vigilance Commission
 10(F) Administrative Reforms Commission
Block 5 Concept and Role of Civil Society
 Unit 11 Concept and Role of Civil Society
Block 6 Regulatory Bodies
 12(A) Telecom Regulatory Authority of India
 12(B) Pension Fund Regulatory and Development Authority
 12(C) Food Safety and Standards Authority of India

Administrative System at State and District Levels (BPAC 134) 6 Credits

The Course aims to familiarise the learners with functioning of Indian administration at the state and district levels. An attempt has been made to trace the evolution of administration at the state and district levels. In India, administration operates within the framework of the constitution. In this course, study of administration at the state level necessitates an analysis of power entrusted to the state government; and role of the Governor, Chief Minister, State Legislature and the State Secretariat. The Course also includes patterns of relationship between the Secretariat and Directorates. In addition, study deals, in detail, with State Secretariat; State Services and Public Service Commission; State Planning Board; State Finance Commission; State Election Commission; Lokayukta; and Judiciary. As the District Collector is the kingpin of administration, therefore his/her role and functions at the district level are described. It has been observed that citizens increasingly come in touch with administration in their daily life. In this context, course focuses on the Panchayati Raj and Municipal Administration. At the end, emerging issues in relationship between the Centre and States as well as the State and Local bodies are discussed.

SYLLABUS

- Block 1 Historical Context**
 Unit 1 State and District Administration: Evolution
Block 2 State and District Administration
 Unit 2 Constitutional Profile of State Administration
 Unit 3 State Secretariat: Organisation and Functions
 Unit 4 Patterns of Relationship between the Secretariat and Directorates
 Unit 5 State Services and Public Service Commission
 Unit 6 State Planning Board
 Unit 7 State Finance Commission
 Unit 8 State Election Commission
 Unit 9 Lokayukta
 Unit 10 Judicial Administration
 Unit 11 District Collector
 Unit 12 Panchayati Raj
 Unit 13 Municipal Administration
Block 3 Emerging Issues
 Unit 14 Centre - State - Local Administrative Relations

SANSKRIT

संस्कृत पद्यसाहित्य (BSKC 131)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का अनिवार्य पाठ्यक्रम है, इसमें चार खण्ड हैं जिनका विवरण इस प्रकार है .

- खण्ड 1 . संस्कृत पद्यसाहित्य का इतिहास
 खण्ड 2 . रघुवंशम्
 खण्ड 3 . कालिदास का ज्ञानपीठम्
 खण्ड 4 . नीतिशास्त्रम्

इस पाठ्यक्रम के अध्ययन द्वारा आप महाकाव्य एवं खण्डकाव्य की उत्पत्ति तथा विकास को बता सकेंगे। आप संस्कृत साहित्य के प्रमुख महाकवियों जैसे कालिदास, भारवि, श्रीहर्ष, जयदेव आदि के जीवन, वृत्त, कर्तव्य और भौलीगत वैशिष्ट्य से परिचित

होंगे। आप रघुवंश, कालिदास, उपालवध तथा नीति आदि ग्रन्थों का सामान्य परिचय प्राप्त करेंगे तथा इन ग्रन्थों के चयनित भूलोकों के अध्ययन के पश्चात् आप उनका अर्थ, अनुवाद एवं व्याख्या करने में सक्षम होंगे।

संस्कृत गद्य.साहित्य (BSKC 132)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का अनिवार्य पाठ्यक्रम है। इस पाठ्यक्रम में तीन खण्ड हैं जिनका विवरण इस प्रकार है

खण्ड 1 . संस्कृत गद्य.साहित्य का इतिहास

खण्ड 2 . भुक्तनासोपदे

खण्ड 3 . कालिदास (प्रथम निःवास)

इस पाठ्यक्रम के अध्ययन के पश्चात् आप संस्कृत गद्य.साहित्य के उद्भव तथा प्रमुख गद्य कवियों बाण, दण्डी, सुबन्धु आदि का परिचय प्राप्त करेंगे। आप भुक्तनासोपदे एवं कालिदास के अध्ययन से बाण और अम्बिकादत्तव्यास की गद्य शैली से परिचित होंगे तथा इन ग्रन्थों के चयनित गद्यांशों का अनुवाद एवं व्याख्या करने में सक्षम होंगे।

संस्कृत नाटक (BSKC 133)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का अनिवार्य पाठ्यक्रम है। इस पाठ्यक्रम में चार खण्ड हैं जिनका विवरण इस प्रकार है

खण्ड 1 संस्कृत नाट्य.साहित्य का इतिहास

खण्ड 2 नाट्य शास्त्रीय प्रमुख पारिभाषिक भाष्य

खण्ड 3 प्रतिमानाटकम् (प्रथम और तृतीय अंक)

खण्ड 4 अभिज्ञान शाकुन्तलम् (चतुर्थ अंक)

इस पाठ्यक्रम के अध्ययन के पश्चात् आप संस्कृत नाट्य साहित्य का उद्भव और विकास, नाट्य भेद, नाट्य शास्त्रीय पारिभाषिक भाष्य जैसे नायक, नायिका, सूत्रधार, नान्दी, विदूषक आदि के विषय में जानकारी प्राप्त कर सकेंगे। आप प्रतिमानाटक एवं अभिज्ञान शाकुन्तल की कथा, पात्र.परिचय तथा पाठ्यक्रम में निर्धारित अंकों का हिन्दी व्याख्या एवं अनुवाद करने में सक्षम होंगे।

संस्कृत व्याकरण (BSKC 134)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का अनिवार्य पाठ्यक्रम है। इस पाठ्यक्रम में तीन खण्ड हैं जिनका विवरण इस प्रकार है

खण्ड 1 लघुसिद्धान्तकौमुदी (संज्ञा प्रकरण)

खण्ड 2 लघुसिद्धान्तकौमुदी (सन्धि प्रकरण)

खण्ड 3 लघुसिद्धान्तकौमुदी (विभक्त्यर्थ, समास और कारक प्रकरण)

इस पाठ्यक्रम के अध्ययन के पश्चात् आप वर्णों के उच्चारण.स्थान, अच्, हल् और विसर्ग सन्धि के नियम, समास प्रक्रिया तथा वाक्यों में प्रयुक्त कारक और विभक्ति बताने में समर्थ होंगे।

SOCIOLOGY

Introduction to Sociology (BSOC 131)

6 Credits

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.

SYLLABUS

- Block 1 Nature and Scope of Sociology**
Unit 1 Emergence of Sociology and Social Anthropology
- Block 2 Relationship of Sociology with Other Social Sciences**
Unit 2 Relationship of Sociology with Anthropology
Unit 3 Relationship of Sociology with Psychology
Unit 4 Relationship of Sociology with History
Unit 5 Relationship of Sociology with Economics
Unit 6 Relationship of Sociology with Political Science
- Block 3 Basic Concepts**
Unit 7 Culture and Society
Unit 8 Social Groups and Community
Unit 9 Organizations and Institutions
Unit 10 Status and Role
Unit 11 Socialization
Unit 12 Structure and Function
Unit 13 Social Control and Change

Sociology of India (BSOC 132)

6 Credits

The paper provides an outline of the institutions and processes of Indian Society. The central objective is to encourage students to view the Indian reality through sociological lens.

SYLLABUS

- Block 1 India as a Plural Society**
Unit 1 Unity and Diversity in India
Unit 2 Changing India
- Block 2 Social Structures and Practices**
Unit 3 Tribe
Unit 4 Caste
Unit 5 Class
- Block 3 Social Institutions and Change**
Unit 6 Family, Marriage and Kinship
Unit 7 Religion
- Block 4 Social Identities and Change**
Unit 8 Dalit Movements
Unit 9 Gender based Movements
Unit 10 Tribal and Ethnic Movements
- Block 5 State, Society and Religion**
Unit 11 Communalism
Unit 12 Secularism

Sociological Theories (BSOC 133)

6 Credits

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

SYLLABUS

- Block 1 Karl Marx**
Unit 1 Philosophical Foundations of Karl Marx's Work
Unit 2 Dialectical Materialism
Unit 3 Class and Class Struggle
- Block 2 Emile Durkheim**
Unit 4 Philosophical Foundations of Emile Durkheim's Work
Unit 5 Social Fact
Unit 6 Forms of Solidarity
- Block 3 Max Weber**

Unit 7 Philosophical Foundations of Max Weber's Work

Unit 8 Social Action and Ideal Types

Unit 9 Power and Authority

Block 4 Karl Marx, Emile Durkheim and Max Weber: Comparative Perspective

Unit 10 Religion

Unit 11 Economy

Unit 12 Society, Class and Solidarity

Methods of Sociological Enquiry (BSOC 134)

6 Credits

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

SYLLABUS

Block 1 The Logic of Social Research

Unit 1 Research in Social Sciences

Unit 2 Theory and Research

Unit 3 Issues of Objectivity in the Social Sciences

Unit 4 Reflexivity

Block 2 Methodological Perspectives

Unit 5 Comparative Method

Unit 6 Historical Method

Unit 7 Ethnographic Method

Unit 8 Interpretative (Structuralist and Post Modernist)

Unit 9 Feminist Perspective

Block 3 Modes of Enquiry

Unit 10 Quantitative

Unit 11 Qualitative

Unit 12 ICT in Social Research

Study of Prose and Poetic Forms in Urdu Literature (BUDC 131) 6 credits

اردو ادب میں نثری و شعری اصناف کا مطالعہ

بی۔ اے 1st سیمیٹر کے کورس ”BUDC-131 اردو ادب میں نثری و شعری اصناف کا مطالعہ“ کی تفصیلات درج ذیل ہیں۔ یہ کورس 6 کرڈٹ کا ہے اس کے 3 بلاک اور 15 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Afsanwi Asnaf

Block 2. Ghair Afsanwi Asnaf

Block 3. Sheyri Asnaf

پلاک 1 افسانوی اصناف

1 - داستان: تعریف، سماجی محرکات، مختصر تاریخ

2- ناول کی تعریف، مختصر تاریخ، اجزائے ترکیبی

3- افسانہ: تعریف، مختصر تاریخ اور اجزائے ترکیبی

4- ڈرامہ: مختصر تاریخ، اقسام اور اجزائے ترکیبی

پلاک 2. غیر افسانوی اصناف

5- اردو میں مکتوب نگاری: مختصر تاریخ

6- اردو میں طنز و مزاح، انشائیہ نگاری اور مضمون

7- اردو میں خاکہ نگاری

8- اردو میں سوانح نگاری و خود نوشت، سفرنامہ وغیرہ

پلاک 3. شعری اصناف

9- قصیدہ: تعریف، اجزائے ترکیبی اور مختصر تاریخ

10- مثنوی: تعریف، اجزائے ترکیبی اور مختصر تاریخ

11- غزل: بیئت، تعریف اور ارتقا

12- مرثیہ: تعریف، اجزائے ترکیبی اور مختصر تاریخ

13- جدید اردو نظم: تعریف اور ارتقا

14- اردو کے دیگر شعری اصناف: ترکیب بند، ترجیح بند، دوہا، رباعی، قطعہ، گیت وغیرہ

Study of Urdu Classical Ghazal (BUDC 132)

6 credits

کلاسیکی اردو غزل کا مطالعہ

بی۔ اے سیکنڈ سیمیٹر کے کورس ”BUDC-132 کلاسیکی اردو غزل کا مطالعہ“ کی تفصیلات درج ذیل ہیں۔ یہ کورس 6 کرڈٹ کا ہے اس کے 3 بلاک اور 11 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Ghazal ka Fan Maqbooliat Aur Irteqa

Block 2. Darj Zail Shoara ki Ghazal Goyee ki Khosusiaat Part-I

Block 3. Darj Zail Shoara ki Ghazal Goyee ki Khosusiaat Part-II

بلاک 1۔ غزل کا فن، مقبولیت اور ارتقا

- 1۔ غزل کی تعریف اور ہیئت
- 2۔ اردو غزل کا آغاز اور ارتقا
- 3۔ غزل کی مقبولیت کے اسباب
- 4۔ اردو غزل کا تہذیبی، سیاسی، سماجی اور اقتصادی پس منظر

بلاک 2۔ درج ذیل شعراء کی غزل گوئی کی خصوصیات (حصہ اول)

- 5۔ ولی دکنی اور سراج اورنگ آبادی کی غزل گوئی کی خصوصیات
- 1۔ جسے عشق کا تیر کاری لگے (ولی)
- 2۔ شغل بہتر ہے عشق بازی کا (ولی)
- 3۔ اس پھول سوں چہرے کو جو کوئی یاد کرے گا (سراج)
- 4۔ ہوا ہوں ان دنوں مائل کسی کا (سراج)
- 6۔ میر تقی میر کی غزل گوئی کے بنیادی عناصر
- 1۔ پتا پتا، بوٹا بوٹا حال ہمارا جانے ہے (میر)
- 2۔ بستنی اپنی حباب کی سی ہے (میر)
- 7۔ خواجہ میر درد کی غزل گوئی کی خصوصیات
- 1۔ ہم تجھ سے کس ہوس کی فلک جستجو کریں (درد)
- 2۔ تہمت چند اپنے ذمے دھر چلے (درد)
- 8۔ خواجہ حیدر علی آتش کی غزل گوئی کی خصوصیات
- 1۔ یہ آرزو تھی، تجھے گل کے روبرو کرتے (آتش)
- 2۔ دہن پر ہیں ان کے، گماں کیسے کیسے (آتش)

بلاک 3۔ درج ذیل شعراء کی غزل گوئی کی خصوصیات (حصہ دوم)

- 9۔ بہادر شاہ ظفر کی غزل گوئی کی خصوصیات
- 1۔ لگتا نہیں ہے دل میرا اجڑے دیار میں (ظفر)
- 2۔ بات کرنی مجھے مشکل کبھی ایسی تو نہ تھی (ظفر)
- 10۔ غالب کی غزل گوئی کی خصوصیات
- 1۔ سب کہاں؟ کچھ لالہ و گل میں نمایاں ہو گئیں (غالب)
- 2۔ آہ کو چاہئے اک عمر اثر ہونے تک (غالب)
- 11۔ مومن کی غزل گوئی کی خصوصیات
- 1۔ اثر اس کو ذرا نہیں ہوتا (مومن)
- 2۔ غیروں پہ کھل نہ جائے کہیں راز دیکھنا (مومن)

Origin and Development of Urdu Language (BUDC 133)

6 credits

اردو زبان کا آغاز و ارتقا

بی۔ اے تھرڈ سیمیٹر کے کورس ” BUDC-133 اردو زبان کا آغاز و ارتقا“ کی تفصیلات درج ذیل ہیں۔ یہ کورس 6 کریڈٹ کا ہے اس کے 2 بلاک اور 11 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Part Ist

Block 2. Part IInd

بلاک 1. حصہ اول

- 1- جدید ہند آریائی زبانیں اور اردو
- 2- اردو کی ابتدا اور ارتقا کے سماجی محرکات
- 3- اردو کے ماخذ سے متعلق مختلف نظریات
- 4- اردو کے فروغ میں صوفیائے کرام کا حصہ
- 5- اردو اور کھڑی بولی کا رشتہ
- 6 اردو ہندی اور ہندوستانی

بلاک 2. حصہ دوم

- 7- اردو زبان کے اولین نقوش اور دکنی اردو کے ابتدائی نقوش
- 8- شمالی ہند میں اردو نثر اور شاعری کا ارتقا
- 9- دہلی میں اصلاح زبان کی کوشش (ایہام گوئی اور ترک ایہام گوئی کی تحریک مرزا مظہر اور شاہ حاتم کی خدمات، دیوان زادہ کے دیباچے کی تاریخی و لسانی اہمیت)
- 10- لکھنؤ میں اصلاح زبان کا عمل ناسخ اور انکے شاگردوں کی کوششیں
- 11- اردو زبان کی مقبولیت کے اسباب اور موجودہ صورت حال

Study of Urdu Nazm (BUDC 134)

6 credits

اردو نظم کا مطالعہ

بی۔ اے 4th سیمیٹر کے کورس ” BUDC-134 اردو نظم کا مطالعہ“ کی تفصیلات درج ذیل ہیں یہ کورس 6 کریڈٹ کا ہے اس کے 3 بلاک اور 12 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Urdu Nazm ka Fan Aqsam Aur Khosusiaat

Block 2. Darj Zail Shoara ki Nazm Goyee ki Khosusiaat Part-I

Block 3. Darj Zail Shoara ki Nazm Goyee ki Khosusiaat Part-II

بلاک 1. اردو نظم کا فن، اقسام اور خصوصیات

- 1- اردو نظم کی تعریف، اقسام اور خصوصیات
- 2- اردو نظم کا آغاز و ارتقاء

3- اردو نظم کا تہذیبی و سماجی پس منظر

4- اردو نظم اور حب الوطنی

بلاک 2- درج ذیل شعراء کی نظم گوئی کی خصوصیات (حصہ اول)

5- نظیر اکبر آبادی کی نظم نگاری

مفلسی، آدمی نامہ (نظیر اکبر آبادی) متن کی تدریس

6- محمد حسین آزاد کی نظم نگاری

(محمد حسین آزاد) متن کی تدریس

7- الطاف حسین حالی کی نظم نگاری

برکھاڑت، مرثیہ دلی (حالی) متن کی تدریس

بلاک 3- درج ذیل شعراء کی نظم گوئی کی خصوصیات (حصہ دوم)

8- اکبر الہ آبادی کی نظم نگاری

جلوہ دربار دلی، مستقبل (اکبر) متن کی تدریس

9- اسماعیل میرٹھی کی نظم نگاری

(اسماعیل میرٹھی) متن کی تدریس

10- پنڈت برج نرائن چکبست کی نظم نگاری

رامائن کا ایک سین، مرثیہ بال گنگا دھر تلک (چکبست) متن کی تدریس

11- علامہ اقبال کی نظم نگاری

خضرِ راہ، نیا سوالہ (اقبال) متن کی تدریس

12- جوش ملیح آبادی کی نظم نگاری

کسان، البیلی صبح (جوش) متن کی تدریس

EDUCATION

Education: Concept, Nature and Perspectives (BESC 131)

6 Credits

This course is basically an attempt to make the learners understand the meaning and concept of education and its discourses in various educational perspectives. The course aims to achieve the following learning outcomes.

After going through this course, you should be able to:

- explain the concept, nature and scope of education;
- discuss the role of different agencies of education and their interface between and among the agencies;
- analyse the historical development of education in India during the pre and post-independence periods;
- explain the concept of education from the perspectives of Indian and Western philosophers;
- describe sociological perspective of education with special reference to the process of socialisation of the child and their interface between the school and community; and
- discuss the socio-psychological perspective of education with special reference to the use of constructivist approach in education.

SYLLABUS

Block 1 Concept and Nature of Education

- Unit 1 Concept and Nature of Education
- Unit 2 Scope of Education
- Unit 3 Agencies of Education
- Unit 4 Historical Developments of Education: An Overview

Block 2 Philosophical Perspective of Education

- Unit 5 Education and Philosophy
- Unit 6 Schools of Thought
- Unit 7 Contribution of Indian Philosophers
- Unit 8 Contribution of Western Philosophers

Block 3 Sociological Perspective of Education

- Unit 9 Education and Society
- Unit 10 Education and Socialization
- Unit 11 Issues and Concerns in Education
- Unit 12 Interface between School and Community

Block 4 Socio-Psychological Perspective of Education

- Unit 13 Understanding Education from Psychological Perspective
- Unit 14 Understanding Education from Socio-Psychological Perspectives
- Unit 15 Shifting Psychological Theories to Understand Education
- Unit 16 Understanding Socio-Psychological Attributes

Structure and Management of Education (BESC-132)

6 Credits

The course “Structure and Management of Education” has been conceptualized to facilitate learners in understanding the educational system in India at different levels. Course not only discusses the structure of education as different levels like school education, higher education and professional education but also provides an overview of different bodies and systems involved in management of education in India.

After completion of this course, you should be to:

- explaining various constitutional provisions for education;
- reflecting critically on recommendation of various educational commissions and committees;
- discussing management of education at various levels;
- analyzing the educational structure from pre-primary to higher education; and
- critically examining emerging trends in educational management and their implications.

SYLLABUS

Block 1 Constitutional Provisions and Policy Perspectives

- Unit 1 Constitutional Provisions for Education
- Unit 2 Educational Commissions: A Critique
- Unit 3 Educational Policies in India
- Unit 4 Emerging Issues and Concerns in Education

Block 2 Educational Management: Dimensions

- Unit 5 Educational Management at Central Level
- Unit 6 Education Management at State Level
- Unit 7 Education Management at District Level
- Unit 8 Educational Management at Panchayat Level

Block 3 Structure of Education

- Unit 9 Structure of Education in India and Overview
- Unit 10 Pre-primary and Elementary Education
- Unit 11 Secondary and Senior Secondary Education
- Unit 12 Higher and Professional Education

Block 4 Recent Trends in Educational Management

- Unit 13 Globalization, Internationalization and Privatization: Opportunity and Challenges
- Unit 14 Quality Assurance and management
- Unit 15 Institutional Accountability and Autonomy
- Unit 16 ICT for Educational Management

Curriculum, Teaching-Learning and Assessment (BESC- 133) 6 Credits

Curriculum framework is a part of an outcome-based education. It is a framework for guiding teaching-learning and assessment. The present course introduces you to the basics of curriculum, teaching- learning process and assessment. In this course, you will get a thorough understanding about the latest issues related to curriculum development, transaction and evaluation. By integrating theory and practice for learners, this course will provide an opportunity for you to understand the relationship between curriculum, teaching-learning process and assessment. Through this course, you will recognize the coherence of curriculum, teaching-learning and assessment in the field of education. The course aims to achieve the following leaning outcomes:

After going through this course, you should be able to:

- explain the context, planning and development of curriculum;
- develop an understanding about teaching-learning process;
- describe classroom organization and management;
- realize the significance of assessment of cognitive and non-cognitive abilities;
- get acquainted with various tools and techniques of assessment; and
- reflect on emerging trends in assessment.

SYLLABUS

Block 1 Understanding Curriculum

- Unit 1 Context of Curriculum
- Unit 2 Meaning and Types of Curriculum
- Unit 3 Curriculum Development
- Unit 4 Curriculum and Pedagogy

Block 2 Teaching and Learning

- Unit 5 Learner and Learning
- Unit 6 Teacher and Teaching
- Unit 7 Learning Environment
- Unit 8 Organizing Learning Experiences

Block 3 Classroom and Resource Management

- Unit 9 Classroom Organization and Management
- Unit 10 Teaching-Learning Resources

Unit 11 Managing Diversity in Classroom
Block 4 Assessment and Evaluation
Unit 12 Basics of Assessment and Evaluation
Unit 13 Types of Assessment and Evaluation
Unit 14 Assessing Abilities
Unit 15 ICT and Assessment
Unit 16 Trends in Assessment and Evaluation

Education as a Practice (BESC-134)

6 Credits

This course “Education as a Practice (BESC-134) is basically focuses on exploring education as an area of practice. Further the course helps the learner to appreciate the Indian as well as global innovations and practices in education. In this course you will also get basic idea about educational research and its process. Basic understanding about data collection techniques and process of analyzing and interpreting data is also included in this course.

After going through this course, you should be able to:

- develop an understanding on education as an area of practice;
- analyse various innovative and alternative practices in the field of education;
- explain the concept and nature of educational research and its processes to conduct;
- understand the implications of research in improving educational practices at the local and national level; and
- acquaint with the skills of analysing and interpreting data.

The course content has been presented into four blocks. The first block provides an understanding on education as an area of knowledge and area of practice. The second block helps in exploring alternative and innovative practices in area of education. By focusing on basics of educational research and process of research, the third block explores implications of research for educational practices. The last block discusses various tools and techniques for data collection, analysis and interpretation of data.

SYLLABUS

Block 1 Understanding Education as a Practice

Unit 1 Education as an Area of Practice
Unit 2 Practicing and Disseminating Educational Innovations
Unit 3 Practicing Research and Development
Unit 4 Education and Policies

Block 2 Innovative and Alternative Practices in Education

Unit 5 Educational Innovations and Experiments: Indian Practices
Unit 6 Educational Innovations and Experiments: Global Practices
Unit 7 ODL and E-Learning
Unit 8 Inclusive Practices in Education

Block 3 Educational Research as a Practice

Unit 9 Introduction to Educational Research
Unit 10 Process of Research
Unit 11 Understanding Action Research
Unit 12 Implications of Research for Educational Practices

Block 4 Data Collection and Analysis

Unit 13 Tools and Techniques for Data Collection
Unit 14 Sources of Data and its Analysis & Interpretation
Unit 15 Organization and Graphical representation of Data
Unit 16 Analysis of Quantitative Data-I
Unit 17 Analysis of Quantitative Data-II

Indian Philosophy (BPYC- 131)

6 Credits

This course outlines the fundamentals of ancient Indian philosophy. The course covers the basic concepts of the nine schools of Indian philosophy while also delving into various Upanishads along with their detailed philosophical explanations. This course is essential as it lays a background for further philosophical studies and also serves as an introductory overview to studies in metaphysics and epistemology. The objective of this core course is to introduce Indian philosophy from various thematic contexts and also build on basic concepts and their analysis in Philosophy.

SYLLABUS

Block 1: Introduction to Indian Philosophy

Unit 1: An outline of Indian Philosophy

Unit 2: Indian Scriptures

Unit 3: Philosophy of the Epics

Unit 4: Nastika and Astika Darshan

Block 2: Upanishadic Philosophy: Core themes - 1

Unit 1: Introduction to the Philosophy of Upanishads

Unit 2: Different approaches to Moksha

Unit 3: Prasna Upanishad

Unit 4: Mundaka Upanishad

Unit 5: Mandukya Upanishad

Block 3: Upanishadic Philosophy: Core themes - II

Unit 1: Isa Upanishad

Unit 2: Katha Upanishad

Unit 3: Chandogya Upanishad

Unit 4: Brahadaranyaka Upanishad

Block 4: Heterodox Systems

Unit 1: Carvaka

Unit 2: Jainism

Unit 3: Buddhism-I

Unit 4: Buddhism-II

Block 5: Orthodox Systems

Unit 1: Nyaya-Vaisesika

Unit 2: Sankhya- Yoga

Unit 3: Mimamsa

Unit 4: Vedanta: Sankara, Madhava and Ramanuja

Unit 5: Saivism and Vaishnavism

Ethics (BPYC-132)

6 Credits

The term 'ethics' is derived from the Greek word ethos meaning 'moral character or nature'; thus the discipline of ethics concerns itself with debates around moral philosophy on what is right or wrong conduct; how one must act, what one must ought to do, and so on. Ethics are broadly divided into normative ethics, meta-ethics and applied ethics. This course offers a brief introduction to the concepts of ethics and then delves into the theories of normative ethics, in detail. Further, theoretical meaning and value of ethical principles is discussed in an entire section on meta-ethics. The objective of this course is to offer a philosophical background for basic ethical debates and concepts. The units use the Indian context to simplify the theories and provide easier examples for the students.

SYLLABUS

Block 1: Basic Concepts

Unit 1: Introduction to Ethics

Unit 2: Moral Action

Unit 3: Virtue and Vices

Unit 4: Moral Law

Unit 5: Moral Relativism

Block 2: Western Ethical Theories

- Unit 1: Virtue Ethics: Aristotle
- Unit 2: Deontological Ethics: Immanuel Kant
- Unit 3: Consequentialist Ethics: J. S. Mill
- Unit 4: Critical appraisal of ethical theories

Block 3: Meta-Ethics

- Unit 1: Introduction to Meta-ethics
- Unit 2: Ethical Natural and Non-naturalism
- Unit 3: Subjectivism: David Hume
- Unit 4: Emotivism: Charles Stevenson
- Unit 5: Prescriptivism: R. M. Hare

Logic (BPHYC-133)**6 Credits**

Logic is the systematic study of the general structures of sound reasoning and valid arguments. It is the study of the methods and principles used to distinguish between correct and incorrect reasoning. This core course begins with an explanation of the nature of logic along with the basic concepts that are always relevant to the study of logic. The course primarily focuses on fundamentals of traditional logic and the form of the categorical syllogism. The proper study of logic will enable students to reason well, pay attention to the analysis of fallacies which are common to reasoning and provide criteria for making correct judgments. The units delve into the basics of logic and also use the basic concepts of Indian philosophical logic to compare the two.

SYLLABUS**Block 1: Nature of Logic**

- Unit 1: Introduction to Logic
- Unit 2: Basic Concepts in Logic
- Unit 3: Inductive and Deductive Logic
- Unit 4: Truth and Validity

Block 2: Traditional Logic

- Unit 1: Categorical propositions
- Unit 2: Quality, Quantity, and Distribution
- Unit 3: Translating Categorical Propositions into Standard Form
- Unit 4: Square of Opposition and Existential Import
- Unit 5: Immediate inference
- Unit 6: Introduction to Fallacies

Block 3: Categorical Syllogism

- Unit 1: Nature of Categorical Syllogism
- Unit 2: Methods for testing Categorical Syllogism: Aristotelian and Venn Diagram
- Unit 3: Non-categorical Syllogism
- Unit 4: Propositional Logic

Western Philosophy: Modern (BPHYC-134)**6 Credits**

Modern Western Philosophy is the philosophy that developed between the seventeenth and the nineteenth century in western Europe. The study of this philosophy is broadly divided into the schools of the Rationalists and the Empiricists, where the Rationalists were philosophers that evaluated the truth of the world through reason. The empiricists succeeded the rationalists, and gave utmost superiority to experience. These two schools were further reconciled in the critical philosophy of Kant who made space for both experience and reason. This paper focuses on the basic concepts of epistemology and metaphysics that were developed by various philosophers of these schools.

SYLLABUS**Block 1: Precursor to Modern Western Philosophy**

- Unit 1: Introduction to Modern Western Philosophy
- Unit 2: Renaissance
- Unit 3: Enlightenment

Block 2: Rationalism

- Unit 1: Descartes
- Unit 2: Spinoza
- Unit 3: Leibniz

Unit 4: Criticisms of Rationalism

Block 3: Empiricism

Unit 1: Locke

Unit 2: Berkley

Unit 3: Hume

Unit 4: Criticisms of Empiricism

Block 4: Critical and Dialectic Philosophies

Unit 1: Kant

Unit 2: Hegel

Unit 3: Marx

DETAILS OF DISCIPLINE SPECIFIC COURSES

ANTHROPOLOGY

Applied Anthropology (BANE 145)

6 Credits

Applied Anthropology deals with the application of anthropological data, perspectives, theories, and methods to recognize, evaluate, and solve social concerns. This means it is the practical aspect of anthropology where theories and methods are utilised to address the needs of people and institutions by providing a way out to their problems and circumstances. Due to this, this subfield of anthropology has become quite relevant in today's times and is now considered as one of the main branches of anthropology.

The first block of this course introduces the learner to applied anthropology by providing a historical brief followed by approaches to its study and ethical concerns involved in the practice of applied anthropology. The second and third blocks inform comprehensively the various areas in which anthropology can be applied pragmatically to make people's lives better and finally the last block attempts to engage the learner with the tools and techniques used in applied anthropology, how capacity can be built or developed to actually work in circumstances to create change and how anthropologists in collaboration with civil societies and the government can earnestly strategise and work for human society's advancement.

SYLLABUS

THEORY

Block 1 Introducing Applied Anthropology

- Unit 1 History of Applied Anthropology
- Unit 2 Approaches to the Study of Applied Anthropology
- Unit 3 Ethics in Applied Anthropology

Block 2 Various Areas of Applied Anthropology I

- Unit 4 Applied Anthropology and Development
- Unit 5 Applied Anthropology and Market
- Unit 6 Applied Anthropology and Health
- Unit 7 Applied Anthropology and Evaluation of the Body

Block 3 Various Areas of Applied Anthropology II

- Unit 8 Applied Anthropology and Forensic Anthropology
- Unit 9 Applied Anthropology and Multimedia
- Unit 10 Applied Anthropology and Disaster Management

Block 4 Utilising Applied Knowledge in Practice

- Unit 11 Tools and Techniques
- Unit 12 Capacity Development
- Unit 13 Involvement in Civil Societies and the State

Anthropology of Indigenous People (BANE 146)

6 Credits

Indigenous people constitute 5,000 distinct peoples with a population of more than 370 million, spread over 90 different countries in the globe. Whereas in India 705 ethnic groups with a population of 104.3 million are notified as Scheduled Tribes who are called indigenous people spread across different parts of the country. According to 2011 census they comprise 8.6% of the total population of India. Indigenous people have been a major focus of the anthropology since it emerged as a scientific discipline. Anthropologists have spent their professional lives working with indigenous people by writing about their culture, which is considered as the public domain of anthropological study.

The first block of this course focuses on the concept of indigenous people and their distribution in India and around the world. It also discusses the classification of indigenous people. The second block presents an understanding of the various physical and biological characters among the indigenous people of India. Under the third block, the learner will be exposed to how culture has changed and social transformation has taken place among Indigenous people. It also discusses the tribe-caste continuum in India. The last and the fourth block

covers in detail the indigenous knowledge and different methods of preservation of natural resources. Forest policy and tribal rights have also been taken into account in this block.

SYLLABUS

- Block 1 Introduction to Indigenous People**
 - Unit 1 Concept, Meaning and Definition of Indigenous people
 - Unit 2 Global Distribution of Indigenous People
 - Unit 3 Indigenous Peoples of India
 - Unit 4 Classification of Indigenous People
- Block 2 Physical and Biological Variation among Indigenous Population**
 - Unit 5 Major Morphological and Anthropometric Characteristics
 - Unit 6 Serological and Biochemical Variation
 - Unit 7 Dermatoglyphics and other Biological Traits
- Block 3 Cultural Change among Indigenous People**
 - Unit 8 Cultural Contact and Change
 - Unit 9 Education and Social Transformation
 - Unit 10 Tribe-Caste Continuum in India
- Block 4 Indigenous Knowledge and Natural Resource Management**
 - Unit 11 Indigenous Knowledge and Natural Resources
 - Unit 12 Indigenous Methods of Conservation of Natural Resources
 - Unit 13 Forest Policy and Tribal Rights

ECONOMICS

Indian Economy-I (BECE 145)

6 credits

The course introduces the students to the basic features of Indian Economy. The state of economy as we inherited it at the time of independence, resources available and constraints, structural changes in the economy as it has evolved over time, demographic features, etc. are dealt with. Critical issues of Indian economy like poverty, inequality, unemployment, health and nutritional status, etc. are discussed. An international comparative profile of issues like growth and structural changes, trade and balance of payment, and governance and institutions is also provided.

SYLLABUS

- Block 1 Economic Development Since Independence**
 - Unit 1 Economy at the Time of Independence
 - Unit 2 Development Paradigms
 - Unit 3 Structural Changes
 - Unit 4 Resources and Constraints
- Block 2 Population and Human Development**
 - Unit 5 Demographic Features
 - Unit 6 Education Sector
 - Unit 7 Health and Nutrition
- Block 3 Growth and Distribution**
 - Unit 8 Poverty
 - Unit 9 Inequality
 - Unit 10 Employment and Unemployment
- Block 4 International Comparisons**
 - Unit 11 Growth and Structural Changes
 - Unit 12 Social and Economic Development
 - Unit 13 Trade and Balance of Payment
 - Unit 14 Governance and Institutions

Indian Economy-II (BECE 146)

6 credits

After introducing the basic features of Indian Economy-I in the course BECE 145, the present course introduces you to macroeconomic policy dimensions, and also provides a sectoral perspective of Indian economy. Under the former, it covers the four themes of: (i) monetary policy, (ii) fiscal policy, (iii) trade and investment policy and (iv) labour laws and regulations. Under the latter, the course deals with the different issues of three broad sectors viz. agricultural sector, industrial sector and services sector.

SYLLABUS

Block 1	Macroeconomic Policies
Unit 1	Monetary Policy
Unit 2	Fiscal Policy
Unit 3	Trade and Investment Policy
Unit 4	Labour Laws and Regulations
Block 2	Agricultural Sector
Unit 5	Performance of Agricultural Sector
Unit 6	Agrarian Relations and Market Linkages
Unit 7	Capital Formation and Productivity
Unit 8	Agricultural Policy
Block 3	Industrial Sector
Unit 9	Industrial Growth and Policy
Unit 10	Small Scale Industries
Block 4	Services Sector
Unit 11	Features of Services Sector
Unit 12	Policy Issues for Services Sector

ENGLISH

Understanding Prose (BEGE 141)

6 Credits

In this course we will deal with various forms of fictional and non fictional prose like short stories, essays, letters, travelogues, biographies and autobiographies. Through these texts we will attempt to look at literary prose and try and understand what constitutes its 'literariness.' The aim would be to enjoy the full range of aesthetic experience that literature has to offer.

Understanding Drama (BEGE 142)

6 credits

This course will introduce you to the origins of Drama. It will further dwell on the growth and development of Drama. Different types of Drama that existed in various stages in history will also be discussed. The course will explore representative works by well known dramatists from different periods and engage students in an in-depth analysis and critical reading of these dramatic texts. In the plays in this course, emphasis is given to structure, technique, dialogue, themes, symbols, motifs and character development.

Understanding Poetry (BEGE 143)

6 Credits

The course will begin by discussing forms and elements of Poetry. The learners will be introduced to poetic techniques with the aim to enable them to critically analyse and gain a deeper appreciation of the poems. The course will discuss themes, strategies and issues that are relevant to the poems discussed in the course. The poems in the course will represent various cultures and ethnic identity and include gender and different points of view.

Soft Skills (BEGE 145)

6 Credits

Often people are very sound in their professional skills but are failures at their work place. This is more to do with one's attitude, behaviour and personality than with any specific technical knowledge. Soft skills play an important role for accomplishment in life and at the work place. This includes self-reflection, adaptability, team work, emotional intelligence, having an appreciative disposition and developing leadership and empathetic qualities. Enhancing these qualities will improve one's personality and lead to success at the work place and more importantly in life. This course Soft Skills is of six credits and contains four blocks.

अस्मितामूलक विमर्श और हिंदी साहित्य (BHDE 141)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित बिंदुओं को शामिल किया गया है।

विमर्शों की सैद्धांतिकी :

क) दलित विमर्श : अवधारणा और आंदोलन, फुले, अम्बेडकर, लोहिया आदि ख) स्त्री विमर्श :

अवधारणा और मुक्ति आंदोलन (पाश्चात्य और भारतीय संदर्भ) ग) आदिवासी विमर्श :

अवधारणा और आंदोलन

विमर्शमूलक कथा साहित्य :

क) ओमप्रकाश वाल्मीकि – सलाम

ख) हरिराम मीणा– धूणी तपे तीर (पृष्ठ संख्या : 158 – 167) ग) सुमित्रा

कुमारी सिन्हा– व्यक्तित्व की भूख

विमर्शमूलक कविता :

क) दलित कविता : अछूतानंद (दलित कहाँ तक पड़े रहेंगे), माता प्रसाद (सोनवा का पिंजरा), कुसम वियोगी (श्रम की रेखाएं)

ख) स्त्री कविता : 1. कीर्ति चौधरी (सीमा रेखा) 2. कात्यायनी (सात भाइयों के बीच चंपा)

ग) अनामिका (बेजगह) निर्मला पुतुल (उतनी दूर मत ब्याहना बाबा)

विमर्शमूलक अन्य गद्य विधाएं :

क) प्रभा खेतान : अन्या से अनन्या, पृष्ठ 28–42 तक

ख) तुलसीदास : मुर्दहिया (चौधरी चाचा से प्रारंभ, पृष्ठ संख्या 125 से 135)

ग) महादेवी वर्मा : स्त्री के अर्थ स्वातंत्र्य का प्रश्न

घ) डॉ. धर्मवीर : अभिशप्त चिंतन से इतिहास चिंतन की ओर

राष्ट्रीय काव्यधारा (BHDE 142)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को हिंदी की 'राष्ट्रीय काव्यधारा' से परिचित कराना है। इस पाठ्यक्रम में संकलित कवियों के विशेष महत्व को भी रेखांकित किया जाएगा। इस पाठ्यक्रम में मैथिली शरण गुप्त, माखनलाल चतुर्वेदी, सुभद्रा कुमारी चौहान, बालकृष्ण भार्मा 'नवीन', रामधारी सिंह 'दिनकर' और भयामनारायण पाण्डेय की चयनित कविताओं और काव्यों को का अध्ययन कराया जाएगा।

प्रेमचंद (BHDE 143)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में प्रेमचंद के उपन्यास, पाँच कहानियों, नाटक और निबंध का अध्ययन कराया जाएगा :

उपन्यास – सेवासदन

नाटक – कर्बला

निबंध – साहित्य का उद्देश्य

कहानियां – पूस की रात, भातरंज के खिलाड़ी, पंच परमेस्वर, ईदगाह, दो बैलों की कथा।

छायावाद (BHDE 144)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को हिंदी की 'छायावादी कविताओं' से परिचित कराना है। इस पाठ्यक्रम में संकलित कवियों के विशेष महत्त्व को भी रेखांकित किया जाएगा। इस पाठ्यक्रम में जय प्रसाद, सूर्यकांत त्रिपाठी 'निराला', सुमित्रानंदन पंत और महादेवी वर्मा की चयनित कविताओं का अध्ययन कराया जाएगा।

कबीर (BHDE 145)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इसमें भक्तिकालीन कवि कबीर का अध्ययन कराया जाएगा। कबीर भक्तिकाल के प्रमुख निर्गुण संत कवि हैं। इनकी कविताओं में निर्गुण भक्ति के विभिन्न आयाम मिलते हैं। इस पाठ्यक्रम में कबीर की साखियों और पदों का अध्ययन कराया जाएगा जिनका चयन 'कबीर ग्रंथावली' (संपादक : भयामसुंदर दास) से किया जाएगा। पाठ्यक्रम में कबीर के युग और जीवन, साहित्य, दर्शन, भाषा से संबंधित इकाइयां भी होंगी।

छायावादोत्तर हिंदी कविता (BHDE 146)

6 Credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को हिंदी की 'छायावादोत्तर हिंदी कविता' से परिचित कराना है। इस पाठ्यक्रम में संकलित कवियों के विशेष महत्त्व को भी रेखांकित किया जाएगा। इस पाठ्यक्रम में केदारनाथ अग्रवाल, नागार्जुन, रामधारी सिंह 'दिनकर', माखनलाल चतुर्वेदी, सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय', भवानी प्रसाद मिश्र, रघुवीर सहाय, सर्वे वर दयाल सक्सेना और केदारनाथ सिंह की चयनित कविताओं का अध्ययन कराया जाएगा।

HISTORY

History of China c. 1840-1978 (BHIE 141)

6 Credits

This course is designed to provide a general introduction to Chinese modern history and its connection with the world. This survey of Chinese history begins with the Opium war, its encounter with the western imperialism, reforms and rebellions within China, rise of nationalism and cultural movement, foundation of the People's Republic of China in 1949 and ends with the developments in China after 1949. We will follow a chronological line providing the major developments in modern China beginning with the Opium War, the Taiping Rebellion, the Boxer Revolt,

the collapse of the Qing dynasty, the Chinese Revolution of 1911, the "New Culture" movement, rise of nationalism, war against Japan, the communist movement in China and thereafter. This will help in understanding significant developments and forces that have shaped modern China.

SYLLABUS

Unit 1	China: A Historical Perspective
Unit 2	The Opium Wars in China
Unit 3	The Unequal Treaty System
Unit 4	Taiping Uprising
Unit 5	Boxer Rebellion
Unit 6	Self Strengthening Movement and the Hundred Days Reforms
Unit 7	The Chinese Revolution of 1911
Unit 8	The Failure of 1911 and the Emergence of the Guomindang 1911-21
Unit 9	The New Cultural Movement after 1911
Unit 10	Foreign Investment and Rise of New Class
Unit 11	Rise of Nationalism
Unit 12	Formation of the Communist Party of China
Unit 13	Struggle for Control: The Communist Party and the Guomindang
Unit 14	China and the War with Japan
Unit 15	The Chinese Revolution
Unit 16	China From Revolution to Reform

History of Environment (BHIE 142)

6 Credits

The course is designed to sensitize the students about the historical dimensions of Environment. We take the students through issues such as periodization of History of Environment and then to the ancient medieval and modern ages of developments in Environmental concerns and issues. We also discuss the relationship between colonialism and Environment. The story is brought up to date with contemporary concerns like development and environment question and also the role gender place in shaping environmental concerns.

SYLLABUS

Unit 1	Studying Environmental concerns in History – A perspective and a note on periodisation
Unit 2	Environment and Early Societies I – Hunting, Gathering, Nomadic Civilizations
Unit 3	Environment and Early Societies II – River Valley Civilizations
Unit 4	Environment issues in the medieval ages in India
Unit 5	Environmental issues in the early modern society
Unit 6	Indian Philosophy and Environment
Unit 7	Conservation through the ages
Unit 8	Colonialism and Environment – Green Imperialism
Unit 9	Debates on Environment and health
Unit 10	Development and Environmental concerns in post-colonial societies
Unit 11	Gender Social Groups and Environment
Unit 12	Role of UN, NGOs etc., in the shaping of the Environmental movement – Greenpeace etc.
Unit 13	Forest Rights Act 2006
Unit 14	Issues of Water and Minerals

History of Modern East Asia: Japan (c. 1868-1945) (BHIE 143)

6 Credits

This paper deals with the rise of Japan in modern times in response to the threat posed by imperialist powers in the late nineteenth century. Japan quickly modernised itself economically and emerged as a major military power posing a challenge to the erstwhile imperialist powers. This course discusses the process of Japan's development, its imperial expansion, its participation in the Second World War, and finally its defeat and occupation by Allied forces.

SYLLABUS

Unit 1	The Roots of Modern Japan
Unit 2	Early Modernity: The Tokugawa Period 1600-1868
Unit 3	The Meiji Restoration and the Creation of Modern Japan
Unit 4	The Meiji Political Order
Unit 5	Civilisation and Enlightenment: Creating a New Social Order
Unit 6	Meiji Industrialisation and Development
Unit 7	Other Voices: Opposition to Meiji Policies
Unit 8	Meiji Japan: Seeking International Equality
Unit 9	Japan's Emergence as an Economic Power
Unit 10	Imperial Democracy and Political Parties
Unit 11	Rise of Militarism
Unit 12	Japan: Supporting Anti-Colonial Movements against the West
Unit 13	Japan's Colonial Empire and its Defeat
Unit 14	Japan : Defeat and the Allied Occupation

Traditions of History Writing in India (BHIE 144)

6 Credits

The main focus of this course will be on the expression of historical consciousness in historical writings across genres. Historical consciousness changes over time and this course will address the temporal dimension by discussing examples from early to early medieval, medieval and modern periods of Indian history. We will also be discussing regional traditions as they emerged towards the early medieval period. The course will discuss how historical consciousness takes different forms and finds expression in society and societal change. How

past has been transmitted; how it signifies the present; the questions of legitimacy and continuity; mythical beginnings and validation are some of the themes that will be addressed.

SYLLABUS

- Block 1 Past and History**
 Unit 1 What is History?
- Block 2 History Writing in Early India**
 Unit 2 Myths, *Dana-Stuti*, *Gatha*, *Akhyana* and the Transition to Epic and *Itihasa Purana* Tradition
 Unit 3 Buddhist and Jain Traditions
 Unit 4 *Katha* and *Charitas*
 Unit 5 Inscriptions and Prashastis
 Unit 6 Kalhana
- Block 3 History Writing in South India**
 Unit 7 Sangam Literary Tradition
 Unit 8 *Amuktamalyada* and *Rayavachakamu*
- Block 4 Regional Traditions of History Writing**
 Unit 9 Hagiographies and Bhakti Traditions
 Unit 10 Genealogies and Family Histories
 Unit 11 Bakhar and Burunjis
- Block 5 Indo-Persian Traditions of History Writing**
 Unit 12 Ziauddin Barani
 Unit 13 Muhammad Qasim Firishta
 Unit 14 Abul Fazl
- Block 6 India as seen by the Others**
 Unit 15 Greek, Chinese, Arab and Persian Accounts
 Unit 16 European Travelogues
- Block 7 History Writing in Colonial India**
 Unit 17 Colonial History Writing
 Unit 18 Nationalists
- Block 8 Post-Independence Historiography**
 Unit 19 Marxist and Subalterns
 Unit 20 Emerging themes in History Writing

Some Aspects of European History 1789-1945 (BHIE 145) 6 Credits

This course provides a broad understanding of major developments in history of Modern Europe, beginning with the French Revolution and ends with the Second World War. Europe witnessed a series of developments following the French Revolution in different spheres and we have attempted through this course to introduce you not only political developments in major European countries but also the developments in economy and also at ideological level.

SYLLABUS

- Unit 1 The Modern State and Political Culture
 Unit 2 Radical Action by the Masses
 Unit 3 Formation of Modern French State
 Unit 4 Intellectual Trends
 Unit 5 European Political Mobilizations, 1830-1848
 Unit 6 New Political Systems
 Unit 7 Industrialization 1750-1850
 Unit 8 Industrialization 1851-1914
 Unit 9 Nationalism and the Nation State
 Unit 10 Liberal Democracy
 Unit 11 The Socialist World
 Unit 12 Colonialism and Imperialism
 Unit 13 Rise of Fascism and Nazism
 Unit 14 Two World Wars

Linear Algebra (BMTE 141)

6 Credits

This course introduces you to an exciting area of Mathematics that has lots of applications in Mathematics itself as well as some of the application areas like Data Science and Geographical Positioning Systems. This course material is divided into 5 printed booklets that are called 'Blocks' in IGNOU parlance.

We start this course with a discussion of matrices. We then go on to define one of the basic objects of study in this area, namely a Vector Space. To help you understand this better, we provide examples from the area of geometry.

One of the important applications of linear Algebra is the solution of simultaneous linear equations and we introduce you to this area through a discussion of Gaussian elimination. This naturally takes us to a discussion of row reduction of matrices and the row echelon form. We then discuss how to use row reduction compute the rank of a matrix and the inverse of a matrix.

We then move on to a discussion of linear operators which are functions defined on Vector spaces with some nice properties. In this discussion, we will introduce you to the concepts of eigenvalues and eigenvectors of a linear transformation. We will also discuss the characteristic and minimal polynomial of a linear transformation and the Cayley Hamilton theorem, one of the fundamental results in Linear Algebra.

Finally, we discuss certain special vector spaces, called inner product spaces, which have a scalar product like operation, called an inner product, defined on them. We will study certain linear operators on such spaces which satisfy interesting properties with respect to the inner product, taking us to a discussion of Self Adjoint, Hermitian and Unitary operators. In the end, we will use of knowledge of inner products to classify quadratic forms. Here is the syllabus of the course in detail.

SYLLABUS

Block 1 Vector Spaces

Unit 1 Matrices, Examples of Matrices, Addition, Scalar Product, Transpose and Conjugate, Symmetric , Skew-Symmetric , Hermitian Matrices, Matrix Multiplication, Matrix Form of Linear Equations.

Unit 2 Vector spaces, Plane and Space Vectors, Matrices as examples, their properties.

Unit 3 Subspaces, Linear Span of Vectors, Intersection, Sum, Union and Direct Sum of Subspaces.

Block 2 Basis and Dimension

Unit 4 Linear Independence, some elementary results on Linear Independence, Bases, Dimension, Geometric Characterisation of Subspaces of \mathbb{R}^3 as Points , Lines and Planes.

Unit 5 Elementary Row operations, Elementary matrices, Row Echelon Form, Gaussian Elimination for System of Linear Equations, Completing a Linearly Independent Set to a Basis using Row Reduction, Inverse of a matrix, Inverse of a Matrix using Row Reduction, Elementary Matrices are Invertible and their Inverse is also Elementary, Characterisation of Invertible Matrices.

Unit 6 Computing the Bases and Dimension of Subspaces using Row Reduction, Dimensions of Sum and Intersection.

Unit 7 Row rank, Column rank and their equality, Computing rank using Row Reduction, Criterion for Consistency of Linear Non-Homogeneous System of Equations using Row Reduction.

Block 3 Linear Transformations

Unit 8 Linear Transformation, Linear Operators and Linear Functionals, Range and Kernel of a Linear Transformation, Injective and Surjective Transformations, Rank and Nullity, Rank-Nullity Theorem, Computing bases for Kernel and Range of a Matrix using Row Reduction (As an Application of earlier material in Unit 7 on Computing Bases of Subspaces using Row Reduction).

Unit 9 Algebra of Linear Transformations including Composition of Linear Transformations, $L(U,V)$ is a vector space, Quotient Spaces, Fundamental Theorem of Homomorphism.

Unit 10 Matrix of a Linear Transformation, Matrix of the Composition of Linear Transformations, Matrix of Change of Basis, Similar Matrices.

Block 4 Eigenvalues and Eigenvectors

Unit 11 Definition of Determinants, Properties of Determinants, Determinant Rank of a Matrix, Determinant Rank is the same as the Rank (without proof), Adjoint of Matrix, Inverse of a Matrix, Systems of Linear equations. (Cramer's Rule)

- Unit 12 The Algebraic Eigenvalue Problem, Characteristic Polynomial, Obtaining Eigenvalues and Eigenvectors of Matrices and Linear Transformations, Diagonalisation, Criterion for Diagonalisation, examples of operators with repeated Eigenvalues.
- Unit 13 Minimal Polynomial, Application of 'If the minimal polynomial has distinct roots, the matrix is diagonalisable' (without proof), Characteristic Polynomial of an Operator, Cayley Hamilton Theorem with proof, Computing the inverse of an operator using Cayley Hamilton Theorem.
- Block 5 Inner Product Spaces**
- Unit 14 Inner Product, Norm, Orthogonality, Gram-Schmidt Orthogonalisation process.
- Unit 15 Linear functionals on inner product space, Adjoint of an Operator, Self Adjoint Operators, Unitary Operators, Hermitian and Unitary Matrices, Eigenvalues of Hermitian and Unitary Operators/Matrices, Orthogonality of Eigenvectors of Hermitian Matrices.
- Unit 16 Definition and Standard Equation of a conic, Representation of equation of a Conic in Matrix Form, Determination of the Conics using eigenvalues and eigenvectors, Orthogonal Canonical Reduction, Normal Canonical Reduction, Computational Examples.

Numerical Analysis (BMTE 144)

6 Credits

This course on Numerical Analysis assumes the knowledge of the course BMTC 131 on Calculus. Number of results from linear algebra are also used in this course. We have stated these results wherever required. If you are interested in the details of these results you may refer to our linear algebra course (BMTE 141).

The course material in this course is divided into four blocks. In the first block, we have dealt with the problem of finding approximate roots of a non-linear equation in one unknown. We have started the block by introducing the concept of 'error' that arise due to approximation. We have discussed the basic approximation methods namely, bisection method and fixed point iteration method and commonly used methods namely, Secant, Regula-Falsi and Newton-Raphson methods. In Block 2, we have considered the problem of finding the solution of system of linear equations. We have discussed both direct and indirect methods of solving system of linear equations.

Block 3 deals with the theory of interpolation. Here, we are concerned only with polynomial interpolation. Several forms of such interpolating polynomials like Lagrange's form, Newton's divided difference form are discussed. This block concludes with a discussion on Newton's forward and backward difference forms.

In Block 4 using interpolating polynomials we have obtained numerical differentiation and integration formulas. For the numerical solutions of the first order ordinary differential equations the Taylor series method, Euler's method and the second, third and fourth order Runge-Kutta methods have been discussed.

All the concepts given in the units are followed by a lot of examples as well as exercises. These will help you get a better grasp of the techniques discussed in this course. Miscellaneous exercises along with their solutions are also given at the end of each block to help you check your overall understanding of the various concepts. We suggest that you look at the solutions only after attempting the exercises.

SYLLABUS

Block 1 Solution of Nonlinear Equations in One Variable

- Unit 1 Errors and Approximation
- Unit 2 Iterative Methods for Locating a Root
- Unit 3 Chord Methods for Finding Roots
- Unit 4 Approximate Roots of Polynomial Equations

Block 2 Solution of Systems of Linear Equations

- Unit 5 Direct Methods
- Unit 6 Inverse of a Square Matrix
- Unit 7 Iterative Methods
- Unit 8 Eigenvalues and Eigenvectors

Block 3 Interpolation

- Unit 9 Lagrange's Form
- Unit 10 Newton's Form of The Interpolating Polynomial
- Unit 11 Interpolation at Equally Spaced Points

Block 4 Numerical Differentiation, Integration and Solution of Differential Equations

- Unit 12 Numerical Differentiation

- Unit 13 Numerical Integration
 Unit 14 Numerical Solution of Ordinary Differential Equations

POLITICAL SCIENCE

Gandhi and the Contemporary World (BPSE 141)

6 Credits

Mahatma Gandhi remains one of the most influential political activists and thinkers in modern times. This course charts Gandhi's career against the background of events of national importance bringing out his major political ideas and concerns. Was he really an anti-modernist? Did he offer an alternative model of Indian authenticity, potentially outside the violence of modernity? These are some of the questions that the course addresses while analysing the practical application of his ideas and techniques. It contextualises Gandhi's ideas and approach within a broader canvass of contemporary challenges for social harmony, empowerment and education. Ethical and moral issues which are inextricably linked to Gandhian philosophy are engaged and debated throughout the course.

SYLLABUS

Block 1 Introducing Gandhi

- Unit 1 Gandhi: Life and Times
 Unit 2 Gandhi's Conception of Modern Civilisation and Alternative Modernity
 Unit 3 Gandhi's Critique of Development

Block 2 Gandhi's Political Concerns and Ideas

- Unit 4 Swaraj
 Unit 5 Swadeshi
 Unit 6 Satyagraha
 Unit 7 Trusteeship

Block 3 Gandhi's Legacies

- Unit 8 Non-Violent Movements
 Unit 9 Pacifist Movements
 Unit 10 Women's Movements
 Unit 11 Environmental Movements

Block 4 Gandhi and Contemporary Challenges

- Unit 12 Social Harmony
 Unit 13 Education
 Unit 14 Ethics and Morality

India's Foreign Policy in a Globalising World (BPSC 142)

6 Credits

This course offers a broad overview of the evolution and dynamics of India's foreign policy since independence. It brings out the role of formal and informal actors; objective (real-structural) and subjective (identity-related) factors in shaping India's foreign policy. The complex dynamics of India's rise as an actor on international stage are analysed by focusing on the major determinants of its foreign policy at the bilateral, regional and global levels. It highlights the core realities, issues, and security concerns, traditional and non-traditional, pertaining to India's foreign policy in the 21st century.

SYLLABUS

Block 1 Introduction

- Unit 1 Evolution of India's Foreign Policy
 Unit 2 Determinants of India's Foreign Policy
 Unit 3 Principles and Objectives of India's Foreign Policy
 Unit 4 Making of India's Foreign Policy: Institutions and Mechanisms

Block 2 India's Policy towards Major Powers

- Unit 5 India's Policy towards USA
 Unit 6 India's Policy towards Russia
 Unit 7 India's Policy towards China

Block 3 India's South Asia Policy

- Unit 8 India's Policy towards Pakistan
 Unit 9 India Policy towards other Neighbours

- Block 4 India and the Regions**
 Unit 10 India's Act East Policy
 Unit 11 India and Central Asia and West Asia
 Unit 12 India's Policy towards Africa and Latin America
Block 5 India's Concerns in the Globalising World
 Unit 13 Security Concerns
 Unit 14 Environmental Concerns
 Unit 15 Economic Concerns

State Politics in India (BPSE 143)

6 Credits

This course focuses on the major trends in politics at the levels of states in India. The course is divided into five blocks based on thematic unity. Units in the introductory block trace the development and state politics in India and approached to explain state politics in India. Units in block 2 are about different aspects federalism in India. Block 3 deals with relationships between politics and development in states. Block 4 is about the party politics, electoral politics and leadership in states in India. Block 5 deals with various politics in Indian states with reference to multiple identities.

SYLLABUS

- Block 1 Introduction**
 Unit 1 Development of State Politics in India
 Unit 2 Approaches to the Study State Politics
Block 2 Federalism
 Unit 3 Union-State Relations: Legislative, Economic and Administrative
 Unit 4 State-Local Relations
 Unit 5 State Autonomy
 Unit 6 Sub-Regional Autonomy and Governance
Block 3 Development and State Politics
 Unit 7 State Development Models
 Unit 8 Migration
Block 4 Party Systems and Electoral Politics
 Unit 9 State Party Systems
 Unit 10 Electoral Politics
 Unit 11 Leadership
Block 5 Identity Politics
 Unit 12 Dalits, OBCs and Women
 Unit 13 Linguistic and Ethnic Groups
 Unit 14 Regions and Tribes
 Unit 15 New Social Groups

Introduction to South Asia (BPSE 144)

6 Credits

The countries of South Asia have common historical experiences, cultural attributes and identical problems of political, social and economic development. Yet each country of the region has its individual identity and has evolved unique political structures. This course introduces South Asia region- its core features, history and political regimes in a comparative framework. It also focuses on the major issues of development, the areas of tension in inter-state relations in the region and the strategies deployed to tackle these challenges.

SYLLABUS

- Block I South Asia: An Introduction**
 Unit 1 South Asia as a Region
 Unit 2 Struggle for Independence and Nationalism in South Asia
Block 2 Society and Polity in South Asia
 Unit 3 Diversity and Pluralism in South Asia
 Unit 4 Political Structures and Processes in India, Pakistan and Bangladesh
 Unit 5 Political Structures and Processes in Sri Lanka and the Maldives

Unit 6 Political Structures and Processes in Afghanistan, Bhutan and Nepal

Block 3 Issues in Development

Unit 7 Human Development and Regional Imbalances in South Asia

Unit 8 Migration and Development

Unit 9 Environment and Development

Block 4 Conflict and Cooperation in South Asia

Unit 10 Armed Conflicts in South Asia

Unit 11 Territorial Disputes

Unit 12 Waters Disputes and Water Sharing

Unit 13 Civil Society in South Asia

Unit 14 SAARC

Unit 15 Dynamics of South Asian Security

Democracy and Development in Northeast India (BPSE 145) 6 Credits

Eight states situated in northeast India occupy a crucial place in India. They represent cultural and ethnic diversity. They also have special provisions in our constitution aiming to protect and preserve their cultural and ethnic identities. The aim of this course is to introduce students to some important issues relating to politics in general, identities, party politics and electoral politics, social movements and development in northeast India. These issues have been covered in sixteen units which are grouped into six blocks. This course will help students to develop a comprehensive and comparative understanding politics in India.

SYLLABUS

Block 1 Introduction

Unit 1 Making of the Region

Unit 2 Socio-Cultural and Ethnic profile of the region

Unit 3 Economic profile of the region

Block 2 Constitutional Provisions and Governance

Unit 4 Constituent Assembly Debates

Unit 5 Special Provisions for the Northeast

Unit 6 Regional and District Councils

Block 3 Identity Politics

Unit 7 Migration, Refugee and Citizenship

Unit 8 Autonomy Movements

Unit 9 Ethnicity and Politics of recognition

Block 4 Party Politics and Elections

Unit 10 Political Parties and Party System

Block 5 New Social Movements

Unit 11 Students' Movements

Unit 12 Women's Movements

Unit 13 Environment Movement

Unit 14 Human Rights Movements

Block 6 Development

Unit 15 Social and Human Development

Unit 16 Economic Development

Conflict Resolution and Peace Building (BPSE 146) 6 Credits

Designed to introduce the learners to the basics of the peace and conflict studies, the course analyses a variety of conflicts at all levels, from personal to global to bring out the sources and typology of conflicts. It then proceeds to introduce the learner to the various options for nonviolent responses to prevent and resolve violent conflicts and ensure sustainable post-conflict transformation. Going beyond insights into the dynamics of conflict and related theories, the course introduces the learner to ways of managing and resolving conflicts and building peace. Major peace initiative models of Gandhi inspired world leaders: King, Mandela, Sharp, Bhavane and JP are analyzed and their viability in contemporary time is examined.

SYLLABUS

Block 1 Conflict: Theoretical Constructs

Unit 1 Meaning and Concept of Conflict

Unit 2 Sources of Conflict

Unit 3	Types and Levels of Conflict
Unit 4	Theories of Conflict
Block 2	Conflict Management
Unit 5	Methods of Conflict Resolution
Unit 6	Role of Government and Civil Society
Unit 7	Role of International and Trans-National Institutions
Block 3	Peace Building
Unit 8	Meaning and Significance
Unit 9	Approaches
Unit 10	Post-Conflict Construction and Rehabilitation (Case Studies –Local, Sub –National and International)
Block 4	Contemporary Peace Initiatives
Unit 11	Inter –Faith Dialogue
Unit 12	Peace Initiative Models (King, Mandela, Sharp, Bhabe and JP)

PSYCHOLOGY

Counseling Psychology (BPCE 145) 6 Credits

It is a Discipline Specific course and is offered in the *fifth semester*. The course will introduce the students to the related concepts of counseling, guidance and psychotherapy. It will help them to understand the approaches and techniques of counseling. Further, the students will also learn about various psychotherapies and ethical issues in the counseling profession.

Industrial/ Organisational Psychology (BPCE 146) 6 Credits

It is a Discipline Specific course and is offered in the *sixth semester*. The course will acquaint with the learner the basic concepts of industrial/organizational behavior. The learner will be able to understand the relevance and implication of psychology at work place.

PUBLIC ADMINISTRATION

Right to Information (BPAE 141) 6 Credits

The major aim of this Course is to familiarise the learners with evolution of Right to Information; and significance of the Right to Information Act, 2005 (RTI Act, 2005) for strengthening governance. The study highlights the issues and challenges in implementation of the RTI Act. It discusses the judgments of the Supreme Court and High Court as an Instrument for facilitating RTI enforcement. A few good practices and case studies, which have contributed to the strengthening of governance through the Right to Information, are explained in the Course.

SYLLABUS

Block 1	Right to Information: An Introduction
Unit 1	Right to Information: Evolution, Concept, Achievements and Limitations
Block 2	The Right to Information Act, 2005
Unit 2	The Right to Information Act, 2005: An Overview
Unit 3	The Right to Information Rules
Unit 4	The Central Information Commission
Unit 5	The State Information Commission
Block 3	Implementation of the Right to Information Act, 2005: Issues and Challenges
Unit 6	Administrative Efficiency, Transparency and Accountability through Right to Information Act, 2005: Issues and Challenges
Unit 7	Role of the Central Information Commission, State Information Commission, and Public Authorities: Expectations and Constraints
Unit 8	The RTI Act, 2005: Constraints in its Implementation at the District Level
Unit 9	Role of Media
Unit 10	Role of Civil Society Organisations
Block 4	Towards Governance through Right to Information: Initiatives and Impact
Unit 11	Significance of Right to Information for Governance
Unit 12	Judgments of the Supreme Court and High Courts: Instrument for facilitating the RTI Enforcement

- Unit 13 Good Practices and Success : Efforts to realise Transparency and Accountability
- Unit 14 Social Audit
- Unit 15 RTI: Bridging the Gap between Rights and their Enforceability

Organisational Behaviour (BPAE 142)

6 Credits

The objective of the Course is to provide a foundation for understanding the individual, group and organisational behaviour, which is essential for better management of human resources in an organisation. It takes into account various facets of organisational behaviour like motivation, group dynamics, team work, communication, and leadership. It also focuses on issues like organisational conflict, negotiation, organisational culture, organisational change and development, stress management and so on.

SYLLABUS

Block 1 Concept and Relevance of Organisational Behaviour

- Unit 1 Organisational Behaviour: Meaning, Features, Significance and Models
- Unit 2 Foundations of Individual Behaviour: Determinants, Models and perceptions

Block 2 Understanding Individual Behaviour

- Unit 3 Employee Attitudes and Job Satisfaction
- Unit 4 Theories of Learning

Block 3 Organisational Behaviour: Major Facets

- Unit 5 Motivation: Concept and Theories
- Unit 6 Nature of Group Dynamics
- Unit 7 Team Work: Nature, Effectiveness and Impediments
- Unit 8 Communication: Meaning, Nature and Process
- Unit 9 Leadership: Concept and Theories

Block 4 Life in Organisations and Organisational System

- Unit 10 Organisational Conflict: Meaning, Process and Types
- Unit 11 Negotiation: Concept, Process, and Approaches
- Unit 12 Change: Process and Management
- Unit 13 Organisational Culture: Meaning, Types and Nature
- Unit 14 Organisational Change and Development: Concept, Importance, and Techniques
- Unit 15 Stress Management
- Unit 16 Models: Challenges and Opportunities

Administrative System in BRICS (BPAE 143)

6 Credits

BRICS is the acronym coined for an association of major emerging national economies, that is, Brazil, Russia, India, China and South Africa. The bilateral relations among these nations are mainly based on equality, mutual benefit and non-interference. The major objective of this discipline specific Elective Course on Administrative System in BRICS is to familiarise the learners with constitutional framework and structure of the government in the BRICS nations. As the BRICS members are known for their influence on regional affairs, therefore to understand their administrative system, the study focuses on constitutional framework and structure of the Government in BRICS. The description of role of bureaucracy in policy-making, implementation and analysis provides a clear understanding of administrative system. In addition, course highlights various control mechanisms over administration, personnel management, planning process, budgeting, accounting and auditing system; and local governance in selected nations. It also deals with emerging issues such as citizen and administration; growing role of civil society; and administrative reforms in governance.

SYLLABUS

Block 1 Constitutional Framework and Structure of Government in BRICS

- Unit 1 BRICS: Constitutional Framework
- Unit 2 BRICS: Legislature
- Unit 3 BRICS: Executive
- Unit 4 BRICS: Judiciary

Block 2 Bureaucracy and Control Mechanism over Administration

- Unit 5 Role of Bureaucracy: Policy- making, Implementation and Analysis

- Unit 6 Control Mechanism over Administration
- Block 3 Personnel Management**
- Unit 7 Personnel Management: Recruitment and Promotion
- Unit 8 Personnel Management: Training of Civil Servants
- Block 4 Planning, Budgeting, Accounting and Audit System**
- Unit 9 Planning Process
- Unit 10 Budgeting and Audit System
- Block 5 Local Governance**
- Unit 11 Local Governance in BRICS
- Block 6 Emerging Issues**
- Unit 12 Citizenship, Governance and Administration
- Unit 13 Growing Role of Civil Society
- Unit 14 Administrative Reforms in Governance

Social Policies and Administration (BPAE 144)

6 Credits

This Course deals with an introduction to social policy and administration and also discusses the functions, principles, and models of the same. How do the social policies address the Sustainable Development Goals in social sector like poverty alleviation, education, health, ecology, youth, gender, housing, disadvantaged, and children is being examined. Role of various institutions, commissions, and institutes like the Ministry of Social Justice and Empowerment, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Institute of Social Defence, National Institute of Public Cooperation and Child Development, and Central Social Welfare Board are also being discussed.

SYLLABUS

- Block 1 Social Policy and Administration: An Introduction**
- Unit 1 Social Policy and Administration: An Introduction
- Block 2 Social Policies and Sustainable Development Goals in Social Sector**
- Unit 2 Poverty Alleviation
- Unit 3 Education
- Unit 4 Health
- Unit 5 Woman and Children
- Unit 6 Housing
- Unit 7 Disadvantaged
- Block 3 Role of various Institutions**
- Unit 8 Role of Ministry of Social Justice and Empowerment
- Unit 9 Role of various Commissions: National Commission for Scheduled Castes and National Commission for Scheduled Tribes (will also cover the State level);
- Unit 10 Role of various Institutes: National Institute of Social Defence
- Unit 11 Role of National Institute of Public Cooperation and Child Development
- Unit 12 Role of Central Social Welfare Board
- Unit 13 Role of Civil Society: Case Studies.
- Block 4 Social Entrepreneurship**
- Unit 14 Social Entrepreneurship

SANSKRIT

आयुर्वेद के मूल आधार (BSKE 141)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का ऐच्छिक (इलेक्टिव) पाठ्यक्रम है। इस पाठ्यक्रम में तीन खण्ड हैं जिनका विवरण इस प्रकार है .

खण्ड 1 आयुर्वेद का परिचय

खण्ड 2 चरकसंहिता : सूत्र.स्थानम्

खण्ड 3 तैत्तिरीयोपनिशद्

इस पाठ्यक्रम के अध्ययन के पचाह् आप आयुर्वेद की पद्धतियों तथा प्रमुख आयुर्वेदाचार्यों जैसे चरक, सुश्रुत, भावमिश्र आदि का परिचय प्राप्त करेंगे। आप चरकसंहिता के सूत्र.स्थानम् भाग के अन्तर्गत वर्णित विशय जैसे समय का विभाजन, ऋतुओं का स्वभाव, भारीर की दशा तथा भोजन करने के नियम से परिचित होंगे। आप तैत्तिरीयोपनिशद् की भृगुवल्ली से परिचित होंगे।

रंगमंच और नाट्यकला (BSKE 142)

6 Credits

यह बी.ए. (सामान्य) संस्कृत का ऐच्छिक (इलेक्टिव) पाठ्यक्रम है। इस पाठ्यक्रम में तीन खण्ड हैं जिनका विवरण इस प्रकार है.

खण्ड 1 रंगमंच : प्रकार और निर्माण

खण्ड 2 नाटक : वस्तु, नेता और रस

खण्ड 3 भारतीय रंगमंच की परम्परा और इतिहास

इस पाठ्यक्रम के अध्ययन के पचाह् आप रंगमंच के प्रकार जैसे विकृष्ट, मध्यम, अवर आदि के विशय में बता सकेंगे तथा नाटक के मूलभूत तत्त्वों नाटक की परिभाषा, अभिनय, संवाद आदि के विशय में जानकारी प्राप्त करेंगे। इसके साथ ही आप प्रागैतिहासिक काल से चली आ रही रंगमंच की परम्परा और उसके इतिहास के विशय में बताने में सक्षम होंगे।

SOCIOLOGY

Urban Sociology (BSOE 141)

6 Credits

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

SYLLABUS

Block 1 Introducing Urban Sociology

Unit 1 Urban Sociology: Nature and Scope

Unit 2 Urbanization and Urbanism

Unit 3 City

Block 2 Perspectives in Urban Sociology

Unit 4 Ecological- Spatial

Unit 5 Political Economy

Unit 6 Network

Unit 7 Cultural

Block 3 Migration, Occupation and Settlements

Unit 8	Migration
Unit 9	Occupation
Unit 10	Slum
Unit 11	Neighborhood and Gated Communities
Block 4	Cultural Politics of Urban Space
Unit 12	Consumer, Culture and Leisure
Unit 13	Caste, Class, Ethnicity and Gender

Indian Sociological Traditions (BSOE 142)

6 Credits

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914. While the existence of “Sociology in India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This course primarily provides perspectives of key Indian sociologists on some of these issues.

SYLLABUS

Block 1 History and Development of Indian Sociological Traditions

Unit 1	Major Influences on Indian Sociological Traditions
Unit 2	Major Schools of Indian Sociological Traditions

Block 2 Sociologists in India-1

Unit 3	Radhakamal Mukerjee
Unit 4	G S Ghurye
Unit 5	D P Mukerji
Unit 6	N K Bose
Unit 7	Verrier Elwin

Block 3 Sociologists in India-2

Unit 8	Irawati Karve
Unit 9	A R Desai
Unit 10	M N Srinivas
Unit 11	Ramkrishna Mukherjee
Unit 12	Leela Dube

Environmental Sociology (BSOE 143)

6 Credits

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub discipline and how these approaches may be used to understand environmental issues and movements in India.

SYLLABUS

Block 1 Envisioning Environmental Sociology

Unit 1	Environmental Sociology: Nature and Scope
Unit 2	Realist- Constructionist Debate
Unit 3	Key Concepts

Block 2 Approaches

Unit 4	Social Ecology
Unit 5	Treadmill of Production
Unit 6	Ecological Modernization
Unit 7	Risk
Unit 8	Ecofeminism and Feminist Environmentalism
Unit 9	Political Ecology

Block 3 Environmental Issues and Concern

Unit 10	Anthropocene and climate change
Unit 11	Pollution
Unit 12	Environmental Policy in India

Block 4 Environmental Movements in India

Unit 13	Forest Based Movement – Chipko
Unit 14	Water Based Movement – Narmada
Unit 15	Land Based Movements – Anti-mining and Seed

Reading Ethnographies (BSOE 144)

6 Credits

This course encourages the student to read ethnographic texts in their entirety. It provides the students the fundamental understanding of ethnography and its varied usages through the colonial, classical, global and Indian ethnographies. It has simultaneously provided ethnographic cases to highlight the socio-cultural, political, economic, feminist, conflict and urban dimensions of ethnographic writings citing examples from India and abroad. The last section of this course delineates ethnographic practices and styles, by basing it on the debates in doing ethnography by highlighting the scientific, feminist, interpretative and ethical dimension of ethnography.

SYLLABUS

Block 1 Themes in Ethnographies

- Unit 1 Understanding Ethnography
- Unit 2 Colonial Ethnography
- Unit 3 Classical Ethnography
- Unit 4 Indian Ethnography
- Unit 5 Global Ethnography

Block 2 Ethnographic Cases

- Unit 6 Argonauts of the Western Pacific - B. Malinowski
- Unit 7 Coming of Age in Samoa- M.Mead
- Unit 8 Religion and Society among the Coorgs- M. N. Srinivas
- Unit 9 Mukkuvar Women: Gender, Hegemony, and Capitalist Transformation in a South Indian Fishing Community– Kalpana Ram
- Unit 10 Stratagems and Spoils: Social Anthropology of Politics- F. G. Bailey
- Unit 11 Street Corner Society- W.F. Whyte

Block 3 Ethnographic Practices and Styles

- Unit 12 Debates on Doing Ethnography
- Unit 13 Scientific Ethnography
- Unit 14 Feminist Critique to Ethnography
- Unit 15 Interpretative Ethnography
- Unit 16 Ethics and Ethnography

Religion and Society (BSOE 145)

6 Credits

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

SYLLABUS

Block 1 Understanding Religion

- Unit 1 Sociology of Religion: Meaning and Concept
- Unit 2 Elements of Religion
- Unit 3 Approaches to the Study of Religion
- Unit 4 Religion and Rationalization

Block 2 Religion in India

- Unit 5 Pluralism, Equality and Fraternity: The Constitutional Foundations
- Unit 6 Hinduism
- Unit 7 Islam
- Unit 8 Christianity
- Unit 9 Sikhism
- Unit 10 Buddhism
- Unit 11 Religion among Tribes

Block 3 Religion, Community and State

- Unit 12 Religious Pluralism and Syncretic Traditions
- Unit 13 Secularism and Secularization
- Unit 14 Communalism and Fundamentalism
- Unit 15 Civil Religion

Marriage, Family and Kinship (BSOE 146)

6 Credits

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

SYLLABUS

Block 1 Introducing Basic Concepts

Unit 1 Marriage

Unit 2 Family

Unit 3 Kinship

Block 2 Studying Kinship

Unit 4 Descent

Unit 5 Alliance

Unit 6 Fictive

Block 3 Family and Household

Unit 7 Structure and Change: Factors and Dynamics

Unit 8 Reimagining Families

Block 4 Contemporary Issues in Marriage, Family and Kinship

Unit 9 Choice and Regulation in Marriage

Unit 10 Power and Discrimination in the Family

Unit 11 New Reproductive Technologies

Unit 12 Marriage and Migration

Social Stratification (BSOE 148)

6 Credits

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

SYLLABUS

Block 1 Introduction to Social Stratification

Unit 1 Basic Concepts

Unit 2 Bases of Social Stratification

Block 2 Approaches

Unit 3 Marxian

Unit 4 Weberian

Unit 5 Functionalist

Unit 6 Interactional and Attributional Theories

Block 3 Dimension of Social Stratification

Unit 7 Race and Ethnicity

Unit 8 Caste and Class

Unit 9 Gender and Inequality

Block 4 Social Mobility and Reproduction

Unit 10 Concept and Forms of Mobility

Unit 11 Factors and Forces of Mobility

Unit 12 Cultural and Social Reproduction

Study of Poet Mirza Ghalib (BUDE 141)

6 Credits

مرزا غالب کا خصوصی مطالعہ

بی۔ اے 5th سیمیٹر کے کورس ”BUDE-141 مرزا غالب کا خصوصی مطالعہ“ کی تفصیلاً تدریج ذیل ہیں۔ یہ کورس 6 کریڈٹ کا ہے اس کے 3 بلاک اور 11 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Ghalib ke Swanehi Kwayef

Block 2. Ghalib Ki Khususiyaat Part-I

Block 3. Ghalib Ki Khususiyaat Part-II

بلاک 1. سوانحی کوائف

- 1- انیسویں صدی کا ادبی، تہذیبی و معاشرتی ماحول
- 2- غالب کی سوانح اور شخصیت
- 3- غالب کے معاصرین

بلاک 2. غالب کی خصوصیات (حصہ اول)

- 4- غالب کا شعری اسلوب
- 5- غالب کی غزل گوئی
- 6- یہ نہ تھی ہماری قسمت کہ وصال یار ہوتا
ہوئی تاخیر تو کچھ باعث تاخیر بھی تھا
دل ہی تو ہے نہ سنگ و خشت
آہ کو چاہئے اک عمر اثر ہونے تک
بس کہ دشوار ہے ہر کام کا آسان ہونا
پھر مجھے دیدہ تر یاد آیا
درد منت کش دوا نہ ہوا

متن کی تدریس
متن کی تدریس
متن کی تدریس
متن کی تدریس
متن کی تدریس
متن کی تدریس
متن کی تدریس

بلاک 3. غالب کی خصوصیات (حصہ دوم)

- 7- غالب کی قصیدہ گوئی
- 8- قصیدہ ”دہر جز جلوؤ یکتائی معشوق نہیں“ کے منتخبہ
- 9- خطوط غالب کی خصوصیات
- 10- خطوط غالب
- 11- غالب کی انفرادیت

متن کی تدریس
متن کی تدریس

میر امن دہلوی کا مطالعہ

بی۔ اے 6th سیمیٹر کے کورس ” BUDE-142 میر امن دہلوی کا مطالعہ“ کی تفصیلات درج ذیل ہیں۔ یہ کورس 6 کریڈٹ کا ہے اس کورس کے 2 بلاک اور 8 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہو گا۔

Block 1. Part 1st

Block 2. Part IInd

بلاک 1. حصہ اول

- 1- ہندوستان میں داستان گوئی کی روایت
- 2- میر امن کا عہد
- 3- میر امن: شخصیت اور فن

بلاک 2. حصہ دوم

- 3- فورٹ ولیم کالج اور میر امن
- 4- میر امن کا اسلوب نگارش
- 5- میر امن کی سلاست اور دہلوی اردو
- 6- میر امن کی داستان نگاری
- 7- باغ و بہار اور اس کا ماخذ
- 8- باغ و بہار (منتخبہ متن کی تدریس)

ICT in Education (BESE 141)

6 Credits

Information and communication technology (ICT) refer to all forms of technology that are used to create, store and transmit information. The ICT have influenced various fields including Education. The potential of ICT for the field of education is manifold and impacts teaching-learning, educational assessment and evaluation, management of educational institutions and processes, and professional development, etc. Therefore, the various stakeholders of education and teachers in particular needs to be equipped with skills to design, develop ICT based teaching-learning resources and deliver instructions with support of ICT so that the quality of teaching-learning is enhanced. This course enables the learners to develop an awareness of various aspects of ICT in education.

After going through this course, you should be able to:

understand the concept of ICT and its application in education;

- explore possibilities of ICT use for lifelong learning
- develop strategies for integrating ICT in teaching learning processes;
- explain use of ICT as a tool for managing educational processes
- discuss the use of ICT in Special and inclusive education; and
- develop educational resources for various media.

SYLLABUS

Block 1 Understanding ICT and its Use in Education

Unit 1 Introduction to Information and Communication Technology

Unit 2 ICT Mediated Communication

Unit 3 ICT and Safe Practices

Unit 4 ICT for Lifelong Learning

Block 2 ICT in Educational Processes

Unit 5 Teaching and Learning with ICT

Unit 6 Integration of ICT in Pedagogic Process

Unit 7 ICT for Assessment

Unit 8 ICT for Educational Management

Unit 9 ICT for Children with Special Needs

Block 3 Development and Delivery of Educational Resources

Unit 10 Fundamentals of Content Development for Various Media

Unit 11 Development of Content for Various Media

Unit 12 Delivery of Instructions

Lifelong Learning (BESE-142)

6 Credits

This course attempts to present: (a) holistic picture of learning as a continuous process throughout life that serves as the key to meeting the challenges of life in all informal, non-formal and formal contexts of living, learning and working; (b) lifelong learning as an idea which will remain rather meaningless unless it is properly planned and actually implemented for integrating personal, social, academic and vocational opportunities for enhancement of quality of life of individuals, their collectives and the societies; and (c) lifelong learning as an overall scheme that calls for both restructuring the existing education system and developing the entire educational potential inside and outside the education system involving a radical reform of organisation, form and content of diverse phases of education to meet people's lifelong but discontinuous needs, and requiring greater recognition of the educational functions of non-educational agencies as well.

After going through the course, the learners should be able to:

- understand the concept, nature and scope of lifelong learning;
- discuss the historical development of lifelong learning at national and global levels;
- describe 'lifelong learning' as a discipline and as a practice;

- analyse the strategies and practices of lifelong learning; and
- critically examine the issues and concerns of lifelong learning.

SYLLABUS

Block 1 Lifelong Learning: What, When, Where and How?

- Unit 1 Concept and Scope of Lifelong Learning
- Unit 2 Lifelong Learners
- Unit 3 Places and Societies of lifelong learning
- Unit 4 Lifelong Learning as a Discipline and as a Practice

Block 2 Lifelong Learning: Historical Developments

- Unit 5 Lifelong Learning in India
- Unit 6 International Perspective
- Unit 7 Interventions at Global level

Block 3 Lifelong Learning: Curricular Strategies and Practices

- Unit 8 Facets of Lifelong Learning
- Unit 9 Curriculum for Lifelong Learning
- Unit 10 Contexts and Tools for Practice
- Unit 11 Assessment and Evaluation

Block 4 Lifelong Learning: Issues and Concerns

- Unit 12 Policy Making and Implementation
- Unit 13 Skills Qualifications Frameworks and Emerging Trend
- Unit 14 Issues and Concerns in Lifelong Learning

PHILOSOPHY

Metaphysics (BPYE-141)

6 Credits

The word meta in Greek means above, after or beyond; this is the study of the nature of things above/ after/beyond physics. Aristotle's papers included his works on physics and his treatises on ultimate reality. This course introduces students to the basic ideas of metaphysics in Philosophy. It looks at concepts such as substance, being, essence, matter, form and so on; and looks at these concepts in depth. The course has an entire section on Indian metaphysics where theories of causation, reality, universal and particulars from the Nyaya-Vaisesika, Buddhist, Sankya, and Vedanta schools.

Block 1: Nature of Metaphysics

- Unit 1: Introduction to Metaphysics
- Unit 2: Basic Concepts of Metaphysics
- Unit 3: Methods
- Unit 4: Theories of Causation (Will discuss thoughts of Aristotle, Hume, and Kant)

Block 2: Meaning of Being

- Unit 1: Being and Essence
- Unit 2: Substance and Accidents
- Unit 3: Matter and Form
- Unit 4: Appearance and Reality

Block 3: Nature of Finite Being

- Unit 1: Entity
- Unit 2. Person
- Unit 3. Freedom

Block 4: Indian Metaphysics

- Unit 1: Theories of Reality
- Unit 2: Theories of Causation
- Unit 3: Universals and Particulars

Social and Political Philosophy: Indian and Western (BPYE-142) 6 Credits

This paper delves into the various themes of social and political concerns within Philosophy. The course is divided into four blocks, where the first block discusses the issues of rights, equality, liberty and so on from a historical, sociological, factual and an overall philosophical perspective. The course also looks at the Indian concepts of social and political relevance, such as Swaraj, Secularism and so on.

Block 1: Thematic understanding of Social and Political Philosophy

Unit 1: Rights

Unit 2: Equality

Unit 3: Liberty

Unit 4: Justice

Block 2: Society and State

Unit 1: Individualism

Unit 2: Democracy

Unit 3: Communism

Block 3: Indian Socio-Political Themes

Unit 1: Secularism

Unit 2: Nationalism

Unit 3: Social Discrimination

Unit 4: Swaraj

Block 4: Contemporary Debates

Unit 1: Torture

Unit 2: Affirmative Action

Unit 3: Migration

Unit 4: Privacy

DETAILS OF ABILITY/SKILL ENHANCEMENT COURSES

A) ABILITY ENHANCEMENT COMPULSORY COURSES

Environment Studies (BEVAE 181)

4 Credits

Earth is the only known planet in the solar system that supports life. Despite the vastness of the earth, life exists only in a very thin layer enveloping the earth called biosphere. Sun is the only source of energy which enables continuous interaction among various life forms. For a long period of time, there has been a symbiotic relationship between human being and nature. Due to excessive human interference and unsustainable practices, millions of people's life and livelihoods and other living organisms on the earth are at risk. These environmental issues have now become common problems and shared responsibility of each individual on the earth to act judiciously to reverse these negative impacts. Therefore, there has been a growing need to create awareness amongst all the stakeholders. Keeping this in view, Environmental Study is being introduced as a compulsory course for all the learners at under-Graduate level.

Block 1 An Introduction to Environment and Environmental Issues

- Unit 1 Our Environment
- Unit 2 Ecosystems
- Unit 3 Major Ecosystems

Block 2 Natural Resources

- Unit 4 Land and Water
- Unit 5 Forest Resources
- Unit 6 Biodiversity: Value And Services
- Unit 7 Energy Resources

Block 3 Environmental Issues and Concerns

- Unit 8 Biodiversity: Threats and Conservation
- Unit 9 Environmental Pollution and Hazard
- Unit 10 Waste Management
- Unit 11 Global Environmental Issues

Block 4 Protecting our Environment: Policies and Practices

- Unit 12 Environmental Legislation
- Unit 13 Human Communities and Environment
- Unit 14 Environmental Ethics

TMA-Based on Field Work- Report of be submitted – 5 hours

- Visit to an area to document environmental assets: river/forest/ flora/ fauna etc.
- Visit to a local polluted site- Urban/ Rural / Industrial/ Agricultural
- Study of common plants, insects, birds and basic principles of identification
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

English Communication Skills (BEGAE 182)

4 Credits

English Communication Skills is of 4 credits and has 3 Blocks and 11 Units. Communication involves both verbal and non-verbal communication. In this Course we give you an understanding of the communication process, the barriers to it, the skills involved in communication i.e. listening, speaking, reading and writing in both formal and informal contexts. We discuss the differences between spoken and written forms of the language and make you sensitive to conversational skills which include to a large extent, body language.

हिंदी भाषा और संप्रेशण (BHDAE 182)

4 Credits

इस पाठ्यक्रम में हिंदी भाषा और संप्रेशण से संबंधित बिंदुओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में हिंदी भाषा और संप्रेशण से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है :

हिंदी भाषा का विकास, भाषा की परिभाषा, प्रकृति एवं विविध रूप; हिंदी भाषा की विशेषताएँ : क्रिया, विभक्ति, सर्वनाम, विशेषण एवं अव्यय संबंधी। हिंदी की वर्ण-व्यवस्था : स्वर एवं व्यंजन। स्वर के प्रकार –ह्रस्व, दीर्घ तथा संयुक्त। व्यंजन के प्रकार-स्पर्श, अन्तस्थ, ऊश्म, अल्पप्राण, महाप्राण, घोश तथा अघोश। वर्णों का उच्चारण स्थान : कण्ठ्य, तालव्य, मूर्द्धन्य, दन्त्य, ओश्ठ्य तथा दन्तोश्ठ्य। बलाघात, संगम, अनुतान तथा संधि। भाषा संप्रेशण के चरण: श्रवण, अभिव्यक्ति, वाचन तथा लेखन। हिंदी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर।

B) SKILL ENHANCEMENT COURSES

ANTHROPOLOGY

Tourism Anthropology (BANS 183)

4 Credits

In the industrial sector today tourism is the fastest growing. Human beings with their innate curiosity and the urge to know what lies beyond their immediate horizons have ventured to far off places since time immemorial. Tourism is intrinsic to human desire to travel and explore thus, every human being at one point of time or the other has explored as a tourist, be it going on a short vacation, pilgrimage etc. Tourism affects not only the lives of the people who visit places as a tourist but also has a huge impact on the spaces visited that is the host communities their social and economic lives, the natural environment, artistic productions and so on. Thus, anthropology is intricately associated with tourism.

In this course we will try to understand the anthropology of tourism and tourists. It's development through an anthropological lens to understand the commodification of culture owing to tourism. The course will also take into account the tangible and intangible heritages and the new emerging avenues in the field of tourism anthropology.

SYLLABUS

Block 1 Understanding Tourism

- Unit 1 Introduction to Tourism
- Unit 2 Tourist and Tourism
- Unit 3 Tourism through anthropological lens
- Unit 4 Tourism and Culture
- Unit 5 Commodification of Culture

Block 2 Emerging Trends in Anthropology and Tourism

- Unit 6 Political Economy of Tourism
- Unit 7 Tourism versus Heritage Sites
- Unit 8 Tangible and Intangible Heritage
- Unit 9 Ecotourism
- Unit 10 New Directions in the Anthropology of Tourism

ANTHROPOLOGY

Public Health and Epidemiology (BANS 184)

4 Credits

Anthropology is a holistic, comparative and bio-cultural study of human beings. In order to understand the variation of the human populations, anthropologists have focussed in understanding various diseases like communicable and non-communicable. Since much of the effects are linked with environmental factors, anthropologists laid interest on environment and socio-cultural factors in understanding the diseases. Thus the theme of Public Health and Epidemiology became the core component of anthropology.

The introductory block of this course deals with scope of Public Health and Epidemiology, and its historical background. Block-II exposes the learner to the various socio-cultural factors in predisposition of illness. Methods and management of public health will also be dealt with in this section. Various statistical tools and research methods that help in undertaking studies on epidemiology would be discussed in Block –III.

SYLLABUS

Block 1 Essentials in Epidemiology and Public Health

- Unit 1 Epidemiology
- Unit 2 Public Health
- Unit 3 Environmental Health
- Unit 4 Epidemiology of Disease

Block 2 Psychological, Behavioural, and Social Issues in Public Health and Management

- Unit 5 Influence of Social Factors on Health and Illness
- Unit 6 Theory and Methods of Public Health
- Unit 7 Management of Health Care Programmes by Indian Government and NGO's:

Block 3 Research and Statistical Methods in Public Health

- Unit 8 Research Methods and Statistical Tools
- Unit 9 Data Analysis
- Unit 10 Advanced Statistics

ECONOMICS

Data Analysis (BECS 184)

4 Credits

Many students who have mathematical, statistical and/or Economics background are pursuing Honours Program. They need to equip themselves with skills on applying statistical and mathematical knowledge in analysing real life situations. Such application oriented skill will enable them to find jobs in various social and cultural organisations, NGOs, etc. at lower and middle level. The course on Data Analysis aims at catering to this need.

SYLLABUS

Block 1 Review of Mathematical and Statistical Concepts

- Unit 1 Mathematical Concepts
- Unit 2 Statistical Concepts
- Unit 3 Introduction to Statistical Software

Block 2 Data Collection and Presentation of Data

- Unit 4 Data Collection: Methods and Sources
- Unit 5 Tools of Data Collection
- Unit 6 Data Presentation

Block 3 Analysis of Quantitative Data

- Unit 7 Univariate Data Analysis
- Unit 8 Bivariate Data Analysis
- Unit 9 Multivariate Data Analysis
- Unit 10 Composite Index Numbers

Block 4 Analysis of Qualitative Data

- Unit 11 Participatory Method
- Unit 12 Content Analysis

ENGLISH

Writing and Study Skills (BEGS 183)

4 credits

In order to be successful in the sphere of education and the work place, it is important to develop good study habits and improve our writing skills. In this course Writing and Study Skills (4 credits) we begin with the basics of good writing which includes developing our critical, analytical and interpretive skills. Along with that we need to improve our vocabulary and refine our punctuation skills. We also need grammar to write not only with fluency but with accuracy. The course also includes note taking skills and development of the skill of summary writing.

ENGLISH

English Language Teaching (BEGS 185)

4 credits

Many of you are going to be language teachers after you finish your B.A. English language teaching (4 credits) gives you a bird's eye view of what it would entail if you were to become an English teacher. The course includes knowing the learner, being a reflective teacher, strategies for teaching in the classroom, creating and adapting materials, using information technology and understanding the basics of assessment.

ENGLISH

Business Communication (BEGS 186)

4 credits

Business Communication (4 credits) will give you an understanding of a business organization and the jobs and responsibilities which are part of it. It will also deal with communication in the business context i.e., internal business correspondence, external business correspondence, project proposals and business reports, and so on.

HINDI

अनुवाद सिद्धांत और प्रविधि (BHDS 183)

4 credits

यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित बिंदुओं को शामिल किया गया है :

अनुवाद का अर्थ, स्वरूप एवं प्रकृति; अनुवाद कार्य की आवश्यकता एवं महत्व; बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका। अनुवाद के प्रकार : भाषिक अनुवाद, भावानुवाद, छायानुवाद एवं सारानुवाद; अनुवाद प्रक्रिया के तीन चरण- विलक्षण, अंतरण एवं पुनर्गठन; अनुवाद की भूमिका के तीन पक्ष-पाठक की भूमिका (अर्थग्रहण की) द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थसंप्रेषण की प्रक्रिया)। सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएं; सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अंतर; गद्यानुवाद एवं काव्यानुवाद में संरचनात्मक भेद; किन्हीं दो अनूदित कृतियों का समीक्षात्मक अध्ययन : क) 'गीतांजलि' का हिंदी अनुवाद-हंस कुमार तिवारी ख) आचार्य रामचंद्र भुक्ल द्वारा हिंदी में किया गया भावानुवाद 'वि वप्रपंच की भूमिका'। कार्यालयी अनुवाद : राजभाषा नीति की अनुपालना में धारा 3(3) के अंतर्गत निर्धारित दस्तावेज का अनुवाद। भासकीय पत्र/अर्ध भासकीय पत्र/परिपत्र (सर्कुलर)/ज्ञापन (प्रजेंटेशन)/कार्यालय आदेश/अधिसूचना/संकल्प-प्रस्ताव (रेज्योल्यूशन)/निविदा-संविदा/विज्ञापन। पारिभाषिक भाषावली के निर्माण के सिद्धांत, कार्यालय, प्रभासन विधि, मानविकी, बैंक एवं रेलवे में प्रयुक्त होने वाले प्रमुख पारिभाषिक भाषावली तथा प्रमुख वाक्यांशों के अंग्रेजी तथा हिंदी रूप।

HINDI

रेडियो लेखन (BHDS 184)

4 Credits

यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित बिंदुओं को शामिल किया गया है :

माध्यम के रूप में रेडियो : रेडियो : एक परिचय, ऐतिहासिक परिप्रेक्ष्य, संकेत और कोड, दृश्य संकेतों का श्रव्य संकेतों में परिवर्तन (रेडियो रूपांतरण)। जनसामान्य तक पहुँचाना : रेडियो और जनसंचार, रेडियो समाचार लेखन, जन सेवा उद्घोषणाएं, प्रचार और रेडियो विज्ञापन, डॉक्यूमेंट्री, रूपक, पत्रिका और व्यक्ति चित्र, वार्ता, साक्षात्कार और परिचर्चा। रेडियो लेखन में कल्पना का महत्व : रेडियो नाटक, रेडियो के लिए उपन्यासों और कहानियों का रूपांतरण, मनोरंजन संबंधी कार्यक्रम, आँखों देखा हाल (कमेंट्री)। रेडियो और शिक्षा : शिक्षा के क्षेत्र में रेडियो की भूमिका, बच्चों के लिए रेडियो, स्कूल के लिए प्रसारण, अनौपचारिक शिक्षा में रेडियो की भूमिका, मुक्त शिक्षा प्रणाली में रेडियो की भूमिका।

HINDI

टेलीविजन लेखन (BHDS 185)

4 Credits

यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में निम्नलिखित बिंदुओं को शामिल किया गया है :

पटकथा लेखन के मूल आधार : दृश्य माध्यम की विशेषताएं, पटकथा लेखन की विशेषताएं, रचनात्मक लेखन और पटकथा लेखन, पटकथा की भाषा, पटकथा में पात्र। टेलीविजन के लिए लेखन : टेलीविजन माध्यम की विविध विधाएं, टेलीविजन लेखन की पारिभाषिक भाषा, संवाद लेखन, पटकथा लेखन। धारावाहिक लेखन : कथा, दृश्य विभाजन, धारावाहिक लेखन में संवाद, धारावाहिक लेखन में पात्र। वृत्तचित्र टेलीविजन वृत्तचित्र का स्क्रिप्ट लेखन, दृश्य और कमेंट्री, वृत्तचित्र : अभ्यास। साहित्यिक रचनाओं का रूपांतरण : कहानी का रूपांतरण, उपन्यास का रूपांतरण, नाटक का रूपांतरण।

HINDI

समाचार संकलन और लेखन (BHDS 186)

4 Credits

इस पाठ्यक्रम में समाचार संकलन और लेखन से संबंधित प्रमुख बिंदुओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में समाचार संकलन और लेखन से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है

समाचार : अवधारणा, परिभाषा, बुनियादी तत्व, समाचार और संवाद, संरचना (घटक), समाचार मूल्य। समाचार के स्रोत। समाचार संग्रह-पद्धति और लेखन-प्रक्रिया : सिद्धांत और मार्गदर्शक बातें। विकास गील और जनरुचि की दृष्टियां। समाचार का वर्गीकरण। खोजी, व्याख्यात्मक, अनुवर्तन समाचार। संवाददाता : भूमिका, अर्हता, श्रेणियां, प्रकार्य एवं व्यवहार-संहिता। रिपोर्टिंग के क्षेत्र और प्रकार : विधायिका, न्यायपालिका, मंत्रालय और प्रशासन, विदेश, रक्षा, राजनीति, अपराध और न्यायालय, दुर्घटना एवं नैसर्गिक आपदा, ग्रामीण, कृषि, विकास, अर्थ एवं वाणिज्य, बैठकें एवं सम्मेलन, संगोष्ठी, पत्रकार, वार्ता, साहित्य एवं संस्कृति, विज्ञान, अनुसंधान

एवं तकनीकी विशय, खेलकूद, पर्यावरण, मानवाधिकार और अन्य सामाजिक विशयों और क्षेत्रों से संबंधित रिपोर्टिंग। इलेक्ट्रॉनिक माध्यमों से प्राप्त समाचारों का पुनर्लेखन। लीड : अर्थ, प्रकार, लिखने की कला, महत्व। भीर्शक : अर्थ, प्रकार, लिखने की कला, महत्व। रिपोर्टिंग : कला और विज्ञान के रूप में वि लेशन, वस्तुपरकता और भाशा- ैली।

PSYCHOLOGY

Emotional Intelligence (BPCS 183)

4 Credits

The course is offered in the *third semester*. This course will help the learner to know the concept of Emotional Intelligence (EI) and introduce the various components of emotional competencies. Various models of EI and their assessment will be described. Further, the course will cover the applications of EI in various settings and strategies to improve EI.

PSYCHOLOGY

School Psychology (BPCS 184)

4 Credits

The course is offered in the *fourth semester*. The course aims to introduce the basic concepts related to school psychology. Topics covered include scope and objectives of school psychology, developmental factors in children, children with special needs, emotional and behavioural problems in school children, psychological interventions in school, policies related to protection of child rights and safety. At the end of the course, the learner will be familiar with the key concepts related to school psychology and will be aware about child well-being in school setting.

PSYCHOLOGY

Developing Emotional Competence (BPCS 185)

4 Credits

The course is a skill enhancement course and is offered in the *third semester*. The course will introduce the concept of emotion and highlight the relationship between emotional intelligence and emotional competence. Further, it will help the learners know and acquire different strategies to develop emotional competencies.

PSYCHOLOGY

Managing Stress (BPCS 186)

4 Credits

The course is a skill enhancement course and is offered in the *fourth semester*. The present course will help the learners to understand the concept, nature and manifestation of stress. Further, it will acquaint them with the different strategies of managing stress. Thus the course content will mainly focus on the concept of stress, its sources and effect. Further, it will also focus on various stress management techniques.

PSYCHOLOGY

Managing Human Resources (BPCS 187)

4 Credits

The course is a skill enhancement course and is offered in the *fifth semester*. The course will help the learner to understand the main concepts related to human resource management and related techniques. Besides various human resource practices including selection, placement, performance appraisal and many more aspects will help the learner to get a better understanding of managing human resource.

PSYCHOLOGY

Application of Social Psychology (BPCS 188)

4 Credits

The course is a skill enhancement course and is offered in the *sixth semester*. The course will help the learner to apply principles of social psychology to understand and deal with social issues.

PUBLIC ADMINISTRATION

Logistics Management (BPAS 184)

4 Credits

Logistics Management is the part of supply chain management that involves planning, implementing, controlling the movement, storage of goods and services and related information between the point of origin and the point of consumption to meet the needs of the customers.

This Course on 'Logistics management' attempts to introduce the learners to the concept, principles of logistics, logistics management cycle. The important components of logistics management that includes procurement of material and inventory control, handling, packaging, transportation, warehousing, storage, information monitoring are analysed. The emerging trends in the area of logistics management that encompasses customer satisfaction, green logistics, issues pertaining to outsourcing logistics management and its challenges are examined in the course.

SYLLABUS

Block 1 Introduction to Logistics Management

- Unit 1 Logistics: Concept, Principles and Forms
- Unit 2 Logistics Management: Conceptual Framework, Scope and Importance,
- Unit 3 Logistics and Supply Chain Management- Interrelationship
- Unit 4 Logistics Management Cycle

Block 2 Logistics Management: Components

- Unit 5 Procurement of Material and Inventory Control
- Unit 6 Material Handling and Packaging
- Unit 7 Transportation, Warehousing and Storage
- Unit 8 Information Monitoring
- Unit 9 Logistics Information System

Block 3 Logistics Management: Emerging Trends

- Unit 10 Customer Satisfaction
- Unit 11 Green Logistics
- Unit 12 Outsourcing Logistics Management: Issues
- Unit 13 Effective Logistics Management: Challenges

PUBLIC ADMINISTRATION

Stress and Time Management (BPAS 186)

4 Credits

In everyday life, we experience stress and time related issues in various situations. In this Course, learners will learn how they can make adjustments and manage to cope with stress and time management more effectively. This course deals with understanding of stress and time management. To explore the causes and impacts of stress and poor time management, this course focuses on the workplace stress; distractions at workplace, that is, waste of time; effects of poor time management on job performance; and effects of stress on health. In view of above, study highlights time wasters and time savers; and effective methods and approaches of stress and time management. In the end, Course focuses on the various stress and time management practices to achieve happiness and success in life.

SYLLABUS

Block 1 Understanding Stress and Time Management

- Unit 1 Understanding Stress
- Unit 2 Understanding Time Management

Block 2 Stress and Poor Time Management

- Unit 3 Models of Stress
- Unit 4 Workplace Stress: Major Causes
- Unit 5 Poor Time Management: Effects on Job Performance
- Unit 6 Stress and Health: Effects on Health, Job Performance and Relationship

Block 3 Towards Stress and Time Management

- Unit 7 Time Wasters and Time Savers
- Unit 8 Stress Management: Approaches and Techniques
- Unit 9 Time Management: Approaches and Techniques
- Unit 10 Stress and Time Management: Towards Happiness and Success

SOCIOLOGY

Techniques of Ethnographic Film Making (BSOS 184)

4 Credits

This course focuses on doing sociology and social anthropology through forms other than written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process among the visually challenged.

SYLLABUS

Block 1 Introduction to Sociological and Anthropological Filmmaking

Unit 1 Sociology, Anthropology and Filmmaking: The Text and the Image

Unit 2 Different Modes of Filmmaking

Block 2 Understanding the use of Camera in Social Research

Unit 3 The Filmmaker and the Filmed: Relationship and understanding 'ethics'

Unit 4 Editing and Construction of Meaning

Unit 5 Understanding multiple shots and camera movement

Unit 6 Tools for Film Editing

Block 3 Filming Oral testimonies, Interviews and Interaction: Case Studies

Unit 7 Final Film Projects

SOCIOLOGY

Society through the Visual (BSOS 185)

4 Credits

This course intends to train students in the specialized technique of conducting visual research and analysis of visual data. It focuses on the broad fields of Photography, Film and Multimedia as significant tools, used in contemporary research practices.

SYLLABUS

Block 1 Introduction to the Sociological Study of the Visual

Unit 1 Understanding society through visual

Unit 2 Making sense of visuals

Block 2 Sociology and the Practice of Photography

Unit 3 Image making through photography

Unit 4 Photography, self and society

Unit 5 Photography as a tool of research

Block 3 Video and Film in Sociology

Unit 6 Representing through video and film

Unit 7 Film and video as research tool

Block 4 Sociology, Multimedia and Hypermedia

Unit 8 Society, Multimedia and Hypermedia

Unit 9 Multimedia and Hypermedia as tool of research

COMMERCE

BCOS-183: Computer Application in Business (4 Credit)

BLOCK 1 Fundamental of Computers

Unit 1 Introduction to Computers

Unit 2 Application of Computers

Unit 3 Web – Applications

Unit 4 Basics of Computer Software

BLOCK 2 Data Handling

Unit 5 Business Information System

Unit 6 IT Security Measures in Business

Unit 7 Internet Services & Email Configuration

Unit 8 Plastic Money, E-Wallet and Online Pay

BLOCK 3 Word Processing

Unit 9 Basics of Word Processing

Unit 10 Working with word Processing

Unit 11 Advanced Tools using Word Processing

BLOCK 4 Power Point

Unit 12 Creating Business Document Using Word Processing

Unit 13 Working with Power Point

Unit 14 Multimedia, Video Making & YouTube

Unit 15 Creating Business Presentation

BLOCK 5 Spreadsheets and Business Applications

Unit 16 Spreadsheets Concepts

Unit 17 Formulas & Functions

Unit 18 Graphical Presentation of Data

Unit 19 Advanced Options in Spreadsheets

Unit 20 Creating Business Spreadsheets

COMMERCE

BCOS-184: E-Commerce

(4 Credit)

E-Commerce will facilitate using computer software, manage data to make data-driven decisions, and prepare statistical reports, spreadsheets, presentations, publications, and web pages. In this course there are four blocks and in each block there are five units.

BLOCK 1 Basics of e-Commerce

Unit 1 Introduction to E-Commerce

Unit 2 E-Commerce: Business Models

Unit 3 Technology used in E-Commerce

Unit 4 Electronic Governance

BLOCK 2 E-Payment System

Unit 5 Electronic Payment

Unit 6 E-Banking

BLOCK 3 Website Development and Hosting

Unit 7 Website Development

Unit 8 Electronic Commerce Software

Unit 9 Web Server Hardware and Software

BLOCK 4 Cyber Security and Information Act

Unit 10 Cyber Security

Unit 11 Cyber Security Measures

Unit 12 IT Act 2000

BLOCK 5 Online Portal and App: Business, Shopping and Services

Unit 13 Online Shopping / E-Tailing

Unit 14 Online Services

Unit 15 App Based Commerce

COMMERCE

BCOS-185: Entrepreneurship

(4 Credit)

BLOCK 1 Entrepreneurship: A Perspective

Unit 1 An Introduction to Entrepreneurship

Unit 2 Entrepreneurial Eco-system

Unit 3 Dimensions of Entrepreneurship

Unit 4 Entrepreneurs Competencies

BLOCK 2 Business Idea Selection and Feasibility

Unit 5 Business Opportunity Identification and Selection

Unit 6 Market survey

Unit 7 Business Plan preparation-I

Unit 8 Business Plan Feasibility : I

Unit 9 Business Plan : Implementation

BLOCK 3 Mobilising Resources and Start Up

Unit 10 Start-up initiatives

Unit 11 Mobilising Financial Resources

Unit 12 Mobilising Non-financial Resources

BLOCK 4 Entrepreneurship and Micro, Small and Medium Enterprises

Unit 13 Entrepreneurship Development and MSMEs

Unit 14 Family Businesses in India

Unit 15 Success Stories

COMMERCE

BCOS-186: Personal Selling and Salesmanship

(4 Credits)

BLOCK 1 Personal Selling and Sales Management

Unit 1 Introduction to Personal Selling

Unit 2 Salesmanship

Unit 3 Sales Management

Unit 4 Sales Force Management

BLOCK 2 Buying Motives and Sales Force Motivation

Unit 5 Buying Motives

Unit 6 Buyer Behaviour

Unit 7 Sales Force Motivation

BLOCK 3 Selling Process

Unit 8 Sales process

Unit 9 Sales Presentation and Demonstration

Unit 10 Concluding Sales

BLOCK 4 Sales Report, Ethics and Career Opportunities

Unit 11 Report and Documents in Sales

Unit 12 Ethics in Selling

Unit 13 Skills for Salesperson

Unit 14 Career Opportunities in Personal Selling

DETAILS OF GENERIC ELECTIVE COURSES

ENGLISH

Media and Communication Skills (BEGG 171)

6 Credits

Through this course we propose to introduce you to the various channels of mass media such as the newspaper, magazine, radio, television and, last but not the least, the internet. The internet today, with things like blogs, message boards, podcasts, video sharing, etc., has given the ordinary man and woman more power than s/he ever enjoyed in the past and, which until recent times, was availed only by the mass media producers. New technologies have transformed the world of media. They have shattered the social boundaries of the world. People now live in close proximity because of the new inventions in technology. The idea of communication may be very simple but it leads to immensely interesting and sophisticated ramifications. Through this course we take up the functions and elements of communication and give you various strategies and rules about how to write for different mediums of mass communications.

Language and Linguistics (BEGG 172)

6 Credits

The course discusses the nature of language and the perspectives of major linguists in understanding language. It also examines the vowels and consonants of English along with its unique stress patterns and rhythm. The basic concepts of English word-formation are taken up with references to some of these processes like inflectional morphology, derivational morphology, conversion and compounding. Also discussed are some aspects of grammar like the basic patterns of English, the Noun Phrase, the Verb Phrase, Compound and Complex sentences and Sentence Transformation.

It will attempt to comprehend the variable and dynamic nature of language as well as view language in a multilingual framework. It will make students aware of those features of language which are peculiar to human beings, the functions of language and understand the way acquisition of language has been viewed in the 20th century by introducing them to the Structuralist, Mentalist and Sociocultural perspectives. They would be able to differentiate between sound and spelling in English, recognize symbols for consonants and vowels and the sound that each symbol stands for; the concept of the syllable and syllabic structure, word stress and intonation. By reading about historical and sociological sources, students would understand the origin of words and word-formation. They would also be able to revise familiar concepts of grammar and gain new insights.

It will help students gain a thorough knowledge of the system of the English language.

This would be of immense help when students go in for specialization in certain areas related to the English language and structure. This in turn will help them when they sit for competitive exams/ NET etc.

Academic Writing and Composition (BEGG 173)

6 Credits

As students we regularly need to write assignments which include essays, reports, projects, summaries, reviews and so on. We sometimes face difficulties while writing these, even when we know the subject thoroughly, because we are not trained in the process of writing for academic purposes. In this course (6 credits) we focus on the aspects to be considered to make academic writing effective. Here we discuss the difference between academic and non-academic writing and different kinds of academic writing. We also revise different ways of writing paragraphs and composition, summary writing, note making and note taking. Issues such as copyright and plagiarism are extremely significant in any type of academic writing, and are therefore discussed in detail. Learners are also introduced to the different approaches required in various types of writing such as reports, proposals, book and media reviews and are also given some training in editing skills. This course would definitely help learners to understand the basics of good writing and help them to improve their academic writing skills.

SYLLABUS

Block 1: Improving the Basics

Unit 1: Developing analytical, interpretative and critical thinking for writing skills

Unit 2: The process approach to writing

Unit 3: Academic and non-academic writing

Unit 4: Kinds of academic writing

Block 2: Writing Effectively

Unit 1: The basics of writing
Unit 2: Writing a paragraph
Unit 3: Developing a composition
Unit 4: Issues of copyright and plagiarism
Block 3: Developing different types of Compositions
Unit 1: Expository Composition
Unit 2: Narrative composition
Unit 3: Argumentative composition
Unit 4: Descriptive composition
Block 4: Different types of Writing
Unit 1: Writing reports
Unit 2: Writing proposals
Unit 3: Book and media reviews
Unit 4: Learning to edit

Creative Writing (BEGG 174)

6 credits

This course in Creative writing provides understanding, skill and professional knowledge about the art of writing and develops the creative ability of those interested in a professional career as a freelance writer. The course includes the art and craft of creative writing and modes of creative writing. This includes: Feature Writing, Short Story Writing, Writing Poetry and Writing for the Media including the latest trends in New Media. Last but not the least we have included guidelines on preparing a manuscript and ethics in publishing.

HINDI

समाचार पत्र और फीचर लेखन (BHDG 173)

6 Credits

इस पाठ्यक्रम में समाचार पत्र और फीचर लेखन से संबंधित प्रमुख बिंदुओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में अधिकतम 18 इकाइयाँ होंगी। इस पाठ्यक्रम में समाचार पत्र और फीचर लेखन से संबंधित निम्नलिखित बिंदुओं को शामिल किया जाएगा: समाचार पत्रों की दुनिया, समाचार पत्र के लिए लेखन की पद्धतियाँ, सम्पादकीय पृष्ठ के लिए लेखन, समाचार संकलन, लेखन एवं सम्पादन, फीचर लेखन की विशेषताएं, यात्रा लेखन : विशय का चयन और प्रस्तुति; समाजिक और सांस्कृतिक फीचर : विशय का चयन और प्रस्तुति; आर्थिक फीचर : विशय का चयन और प्रस्तुति; विज्ञान, पर्यावरण और स्वास्थ्य सम्बन्धी फीचर : विशय का चयन और प्रस्तुति; खेलकूद में फीचर : विशय का चयन और प्रस्तुति; समुदाय सम्बन्धी फीचर : विशय का चयन और प्रस्तुति; महिलाओं के सम्बन्ध में लेखन, बच्चों के सम्बन्ध में लेखन, किशोर, युवा और बुजुर्ग वर्ग के लिए लेखन, भाहरी वर्ग के लिए लेखन, ग्रामीण वर्ग के लिए लेखन, पुस्तकों और पत्र-पत्रिकाओं की समीक्षा, नाट्य प्रस्तुतियों, फिल्मों और कला प्रदर्शनियों की समीक्षा, साक्षात्कार : तैयारी,संपादन और संयोजन, व्यक्ति चित्र।

सजशनात्मक लेखन के विविध क्षेत्र पाठ्य (BHDG 174)

6 Credits

PSYCHOLOGY

General Psychology (BPCG 171)

6 Credits

The course is offered in *first semester* and aims to introduce the learner to the basic processes, various applications and fields of psychology. It will also explain the theories and methods in psychology.

Youth, Gender and Identity (BPCG 172)

6 Credits

This course is offered in *second semester* and will introduce the learner to the concept of youth, gender and identity and their interface. It will discuss the theories of development and highlight various perspectives on identity. Further, the course will discuss the challenges faced by the youth in general and specific to Indian context.

Psychology for Health and Well being (BPCG 173)

6 Credits

The main objective of this course which is offered in *third semester*, is to acquaint the learner with the spectrum of health and illness. It will also focus on identifying and managing stress. The course will also discuss the strategies to prevent illness and enhance well-being.

Psychology and Media (BPCG 174)

6 Credits

The course is offered in *fourth semester* and aims to provide an overview of the impact of media on human cognition and behavior. Topics covered include relationship between media and psychology, research methods and ethical concerns in media psychology research, virtual world and human interaction, persuasion and influence of media, media representation and social behavior, and education and media. On completion of the course, the learner will be familiar with effect of media on human behavior and develop a critical awareness of the underlying psychological processes.

Psychology for Living (BPCG 175)

6 Credits

It is a Generic Elective course and is offered in the *fifth semester*. The course will introduce the learners to the concept of self and relationships. With the help of this course, the learner can understand the mind-body relationship and the psychological factors involved in physical illness. Learners will be acquainted with the concept and relevance of subjective well-being and emotional intelligence.

Psychology of Gender (BPCG 176)

6 Credits

It is a Generic Elective course and is offered in the *fifth semester*. The course will help the learner to understand the concept of gender. The course will also introduce to the measurement of gender roles and attitudes. With the help of this course, the learner will be familiarised to psychology and construction of gender, gender roles and attitudes.

PUBLIC ADMINISTRATION

Disaster Management (BPAG 171)

6 Credits

Human vulnerability to disasters is an age-old phenomenon. Disasters play havoc with the lives of people. They cause excessive losses to the humanity and infrastructure. Disaster management as an area of study is of recent origin. Disaster management education seeks to provide understanding of different techniques and impediments in the way of disaster mitigation. IGNOU was the first University in India to launch a Certificate Programme in Disaster Management through ODL in 1999.

The Course aims to familiarise the learners with the: meaning and classification of disasters; institutional framework of disaster management in India; importance of preparedness, prevention and mitigation; major steps in disaster response; dimensions of damage assessment; relevance of rehabilitation, reconstruction and recovery; climate change; relationship between disasters and development; relevance of indigenous knowledge, and disaster management strategies.

This introductory and multi-disciplinary course has no prerequisites and students from science/social science/commerce background can take it up.

SYLLABUS

- Block 1 Introduction**
 Unit 1 Meaning and Classification of Disasters
 Unit 2 Hazard, Risk and Vulnerability
 Unit 3 Natural and Man-made Disasters
 Unit 4 Disaster Profile of India
- Block 2 Disaster Management: Concepts and Institutional Framework**
 Unit 5 Disaster Management: Act, Policy and Institutional Framework
 Unit 6 Disaster Management Cycle with focus on Preparedness, Prevention and Mitigation
 Unit 7 Disaster Relief and Response
 Unit 8 Damage Assessment
 Unit 9 Rehabilitation, Reconstruction and Recovery
- Block 3 Inter-relationship between Disasters and Development**
 Unit 10 Climate Change
 Unit 11 Disasters and Development
- Block 4 Disaster Management: Cross-Cutting Issues**
 Unit 12 Relevance of Indigenous Knowledge
 Unit 13 Community Based Disaster Management
 Unit 14 Disaster Management Strategies
 Unit 15 Disaster Management: Case Studies

Governance: Issues and Challenges (BPAG 172)

6 Credits

This Course on 'Governance: Issues and Challenges' deals with the concepts, various dimensions and emerging perspectives on governance bringing forth the major debates in the contemporary times. An attempt is made to introduce the learners to the concepts of globalisation, government, State, market, civil society and governance.

It examines the conceptual dimensions, governance framework in India and role of stakeholders in governance. The changing dimensions of development and varied aspects of strengthening of democracy through governance are analysed. The gamut of governance in contemporary times is expanding with new perspectives such as changing role of bureaucracy, information and communication technology, impact of media, transparency and accountability, sustainable human development, corporate governance, which form part of this Course.

The important aspects of local governance, inclusive and participative governance are discussed. The essence of governance is explored in the Course through various good governance initiatives in India.

SYLLABUS

- Block 1 Government and Governance: Concepts**
 Unit 1 Globalisation: Role of State, Market and Civil Society
 Unit 2 Governance: Conceptual Dimensions
 Unit 3 Governance Framework in India
 Unit 4 Stakeholders in Governance
- Block 2 Governance and Development**
 Unit 5 Changing Dimensions of Development
 Unit 6 Strengthening Democracy through Governance
- Block 3 Governance: Emerging Perspectives**
 Unit 7 Governance Challenges and Changing Role of Bureaucracy
 Unit 8 Information and Communication Technology and Governance
 Unit 9 Role of Media
 Unit 10 Corporate Governance
 Unit 11 Sustainable Human Development
 Unit 12 Transparency and Accountability
- Block 4 Local Governance**
 Unit 13 Decentralisation and Local Governance
 Unit 14 Inclusive and Participative Governance
- Block 5 Good Governance Initiatives in India**

- Unit 15 Public Service Guarantee Act, Citizen's Charter, Right to Information, Corporate Social Responsibility

E-Governance (BPAG 173)

6 Credits

This Course deals with the conceptual framework of e-governance in public administration organisations. Highlighting the concept, models, roles, and significance, ICT-components and applications, and information systems, this Course encompasses all vital areas and sectors pertaining to rural development, urban development, e-learning, e-commerce, and e-health. Further, it deals with certain measures for an effective implementation of e-governance.

SYLLABUS

- Block 1 E-governance-A Conceptual Framework**
 Unit 1 Concept, Models, Roles, and Significance
 Unit 2 ICT-Components and Applications
 Unit 3 Information Systems
- Block 2 Role of ICT in Administration**
 Unit 4 Transforming Administrative Culture
 Unit 5 E-governance in Government Departments/Institutions/Agencies
- Block 3 Role of ICT in Local Governance**
 Unit 6 E-Rural Development
 Unit 7 E-Urban Development
 Unit 8 E-learning
 Unit 9 E-commerce
 Unit 10 E-health
- Block 4 Measures for Effective Implementation of E-governance**
 Unit 11 Challenges, Measures for having effective e-governance
 (A) Challenges
 (B) Measures

Sustainable Development (BPAG 174)

6 Credits

The Course attempts to examine the challenges of balancing development and environment. The objective of the Course is to explain the major components of Sustainable Development by underlining its meaning, nature and scope. It brings home the point that it is not possible to develop, if we are disregardful of what is left behind for our future progeny. The Course examines the goals of Sustainable Development and discusses the role of Global Commons and Climate Change. The specific feature of the Course is its focus on the relationship between Sustainable Development and Developmental Goals as well as alternative ways of Resource Generation and Capacity Enhancement.

SYLLABUS

- Block 1 Concept of Sustainable Development**
 Unit 1 Meaning, Nature and Scope of Sustainable Development
 Unit 2 Major Components of Sustainable Development
 Unit 3 Approaches to Sustainable Development
 Unit 4 Goals of Sustainable Development
- Block 2 Development, Sustainability and Climate Change**
 Unit 5 Concept of Global Commons and Climate Change
 Unit 6 International Conventions on Sustainable Development
 Unit 7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities
- Block 3 Health, Education and Food Security**
 Unit 8 Relationship between Sustainable Development and Food Security
 Unit 9 Role of Green and Converging Technologies toward Health, Sanitation and Food Security
 Unit 10 Role of Education in Sustainable Development
- Block 4 Sustainable Development: A Way Forward**
 Unit 11 Role of Policy Innovations in Sustainable Development
 Unit 12 Recognition of Ecological limits of Equity and Justice
 Unit 13 Alternative ways of Resource Generation and Capacity Enhancement

SOCIOLOGY

Indian Society: Images and Realities (BSOG 171)

6 Credits

This course seeks to provide an interdisciplinary introduction to Indian society

SYLLABUS

Block 1 Ideas of India

Unit 1 Civilization and Culture

Unit 2 India as Colony

Unit 3 Nation, State and Society

Block 2 Institutions and Processes

Unit 4 Village India

Unit 5 Urban India

Unit 6 Language and Religion

Unit 7 Caste and Class

Unit 8 Tribe and Ethnicity

Unit 9 Family and Marriage

Unit 10 Kinship

Block 3 Critiques

Unit 11 Class, Power and Inequality

Unit 12 Resistance and Protest

Rethinking Development (BSOG 173)

6 Credits

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

SYLLABUS

Block 1 Unpacking Development

Unit 1 Understanding Development

Unit 2 Factors and Instruments of Development

Unit 3 Developed, Developing and Underdeveloped

Block 2 Theorising Development

Unit 4 Modernisation, Urbanisation and Industrialisation

Unit 5 Perspectives on Development

Unit 6 World System Theory

Unit 7 Human and Social Perspective

Unit 8 Environmental Perspective

Unit 9 Feminist Perspective

Block 3 Developmental Regimes in India

Unit 10 Capitalism, Socialism and Mixed Economy

Unit 11 Development as Freedom

Block 4 Issues in Development Praxis

Unit 12 Development, Migration and Displacement

Unit 13 Livelihood and Sustainability

Unit 14 Grassroots Initiatives

Economy and Society (BSOG 176)

6 Credits

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

SYLLABUS

Block 1 Sociological Aspects of Economic Phenomenon

- Unit 1 Economy, Society and Culture
- Unit 2 Approaches: Formalism and Substantivism
- Unit 3 Sociological aspect of Economic Processes

Block 2 Forms of Exchange

- Unit 4 Reciprocity and Gift
- Unit 5 Exchange and Money

Block 3 Mode of Production

- Unit 6 Hunting and Gathering
- Unit 7 Pastoralists and Horticulturists
- Unit 8 Domestic Mode of Production
- Unit 9 Peasants
- Unit 10 Capitalism
- Unit 11 Socialism

Block 4 Contemporary Issues

- Unit 12 Globalisation
- Unit 13 Development

GENDER STUDIES

Gender Sensitization: Society and Culture (BGDG 172)

6 Credits

The discipline/ field/areas of Women's and Gender Studies and Gender and Development Studies are the most debated in the contemporary world. It has inter-linkages with society and culture that determines gender discourse from historical to contemporary time. However, feminists offer a critical inquiry of the intersections of culture and society with gender. Further, they sharply pointed out that how patriarchy regulates through culture and society and retains its multifaceted forms via gendered roles, socialization and so on. They also argue that the constructed notions of gender, gender binaries based on sex/gender/public/private dichotomy and soon need to be critically engaged. The society and culture changes as the civilized society move on to progress. This progress can be measured through indicators and goals. The State formulates and implements number policies to achieve progress in the socio-economic areas. While, State deals with its complexities of its institutions, a number of categories play important roles. For instance, laws, media, labor, education, health sectors, etc. Still today, we witness huge violence, discrimination and subjugation against women, other gendered categories and all oppressed and marginal people.

After reading this Course, you should be able to:

- Build understanding of women's status and condition in our society;
- Raise the fundamental question that evolves around the core debates between each of the categories (laws, media, work and health etc.), and gender;
- Interrogate its role with society and culture; and
- Focus ways and means to sensitize society on gender issues.

SYLLABUS

Block 1 Conceptualizing Gender

- Unit 1 Understanding Gender and Related Concepts
- Unit 2 Gender and Sexualities

Unit 3	Masculinities
Unit 4	Gender in Everyday Life
Block 2	Gender and Family
Unit 5	Family and Marriage
Unit 6	Motherhood
Block 3	Gender and Work
Unit 7	Gendering Work
Unit 8	Gender Issues in Work and Labour Market
Block 4	Health and Gender
Unit 9	Reproductive Health and Rights
Unit 10	Gender and Disability
Block 5	Gender, Law and Society
Unit 11	Gendered Based Violence
Unit 12	Sexual Harassment at Workplace
Block 6	Gender, Representation and Media
Unit 13	Language and Gender
Unit 14	Gender and Media
Unit 15	Reading and Visualizing Gender

PHILOSOPHY

Applied Ethics (BPYG 171)

6 Credits

Applied Ethics is the science of morals or that branch of philosophy which is concerned with the practical application of certain principles of morality. It concerns the moral conduct of individuals in the real world scenario. It deals with ethics in the workplace; in and of the environment; of the self as concerning the ethical considerations of suicide and euthanasia; of law and other aspects of public life. Thus, within the scope of the practical aspect of ethics is environmental ethics, business ethics, medical ethics, cyber ethics, professional ethics and so on.

SYLLABUS

Block 1: Applied Ethics

Unit 1: Introduction to Applied Ethics

Unit 2: Bio-Ethics

Unit 3: Environmental Ethics

Unit 4: Ethics and Technology

Block 2: Ethical Debates

Unit 1: Euthanasia

Unit 2: Suicide

Unit 3: Reproductive Rights

Unit 4: Terrorism

Unit 5: Capital Punishment

Unit 6: Animal Rights

Block 3: Professional Ethics

Unit 1: Introduction to Professional Ethics

Unit 2: Media and Cyber Ethics

Unit 3: Medical Ethics

Unit 4: Business Ethics

Philosophy of Religion (BPYG 172)

6 Credits

Philosophy of Religion is a reflection on religion through philosophical methods. It takes up basic problems relating to God / Absolute. It also speculates about the origin, nature and function of religion. The task of Philosophy of Religion is to explain as best as it can, in its own language and to the rational and intellectual parts of human the beliefs, truths, the experience and the laws of religion.

When Philosophy of Religion studies different religions, it finds that there is a fundamental unity that lies at the root of every religion with regard to three matters: faith in an Absolute Being of at least some kind, belief in the

immortality of the soul, and the fundamental principles of morality. Philosophy of Religion is an antidote to all kinds of dogmatism, fanaticism, irrationalism and superstitions in religions,

SYLLABUS

Block 1: Introduction to the Philosophy of Religion

- Unit 1: Meaning and Nature of Religion
- Unit 2: Theories of the origin of Religion
- Unit 3: Religion, Philosophy of Religion and, Theology
- Unit 4: Religious Language
- Unit 5: Religious Experience

Block 2: Problem of Affirming God's Existence

- Unit 1: Different conceptions of God
- Unit 2: Nature and Attributes of God
- Unit 3: Traditional Arguments for God's Existence
- Unit 4: The Problem of Evil
- Unit 5: Challenges of Atheism and Agnosticism

Block 3: Religious Pluralism

- Unit 1: Religious Pluralism and secularism
- Unit 2: Religious Fundamentalism
- Unit 3: Inter-religious Dialogue
- Unit 4: Contemporary Debates

AMBEDKAR STUDIES

Understanding B.R. Ambedkar (BABG-171)

6 Credits

This course is on Ambedkar's philosophical contribution towards sociological interpretations on gender, caste and cultural issues; Indian economy and class question; ideas of politics such as nation, state, democracy and law and constitutionalism. This is expected that learners will strengthen their creative thinking with a collective approach to understand ongoing **social**, political cultural and economic phenomena of the society.

SYLLABUS

- Unit 1 Caste and Annihilation of Caste
- Unit 2 Village
- Unit 3 Ideal society
- Unit 4 Emancipation of Untouchables
- Unit 5 Gender equality and Empowerment of Women
- Unit 6 Constitutional means and Social Justice
- Unit 7 Financial Management and the Problem of Rupees
- Unit 8 Critique of Colonial Economy
- Unit 9 Capitalism and State Socialism
- Unit 10 Land and Small Holdings
- Unit 11 Critique of Economic Aspect of Caste
- Unit 12 Labour and Labour Legislation
- Unit 13 Ideas of Nation and Nation-building
- Unit 14 Democracy and Citizenship
- Unit 15 Federalism and Linguistic states
- Unit 16 Parliamentary Democracy
- Unit 17 Social Democracy
- Unit 18 Future of Democracy
- Unit 19 Constitutional provisions and the Idea of Representation
- Unit 20 Rights and Representations

