

Choice Based Credit System
Syllabus for B.A. (Prog.) Hindustani Music
(Vocal/ Instrumental)

	Total Marks	Credits
1st Year		
Paper - I : Theory	35+15 = 50	3
Paper - I : Practical	35+15 = 50	3
Paper - II : Theory	35+15 = 50	3
Paper - II : Practical	35+15 = 50	3
2nd Year		
Paper - III : Theory	35+15 = 50	3
Paper - III : Practical	35+15 = 50	3
Paper - IV : Theory	35+15 = 50	3
Paper - IV : Practical	35+15 = 50	3

		24

COURSE CODE MUSA101TH
B.A.1st Year
Layout & Course of Study
HINDUSTANI MUSIC (Vocal & Instrumental)

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

Title-Basic Principals of Indian Music & Biographies of Musicians, Composers & Musicologists.

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

SECTION-I

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

SECTION-II

Biographies & Contributions of the following-

Tansen, Ustad Shahid Parvez, Ustad Zakir Husain, Ustad Amir Khan (Vocal)

SECTION-III

Study of prescribed Rāgas&Tālas

Rāga – Alhaiya Bilawal, Kafi, Bhairav
Tāla – Teentāl, Dadra

COURSE CODE MUSA102PR
Hindustani Music
Paper-I Practical (Unit-II)
Title-Stage-Performance

3 Lectures/ week

Credit 3

Max Marks

50(35+15 Assesment)

Rāga –

1. Alhaiya Bilaval
2. Kafi
3. Bhairav

Vocal Music

- a. Five Alankars in all the Rāgas.
- b. Sargam Geet in any two Rāgas
- c. Lakshangeet or Drut Khyāl in all Rāgas.

Instrumental Music

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

Vocal & Instrumental

Ability to recite the following Thekas with Tāli & Khāli

Teentāla, Dadra

Vocal - Playing of Tanpura is compulsory

Basic knowledge of Playing Alankars on Harmonium

Books Recommended

1. Swar Bharti- Dr. Gian Chand
2. Sangeet Prabodhika- Dr P.N. Bansal, Dr Gian Chand
3. Bhatkhande Sangeet Shastra- V. N. Bhatkhande
4. Sangeet Parvah- Dr Gian Chand. Dr Dev Raj Sharma
5. Kramik Pustak Mallika- Part II V. N. Bhatkhande
6. Raag Vigyan – V. N. Patwardhan
7. Sangeet Bodh – Sharad Chandra Pranjpayee
8. Hamare Sangeet Ratna- Laxmi Narayan Garg
9. Tantri Naad Part-I – Pt. Lal Mani Mishra
10. Kramik Pustak Mallika, Part-III – V. N. Bhatkhande
11. Also Books Recommended by teachers.

COURSE CODEMUSA103TH
Hindustani Music (Vocal/Inst.)
B.A.1st Year

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

Title -Theory of Indian Music (General) & Biographies of Musicians, Composers & Musicologists.

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

SECTION-I

Study of the following terms:-

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

SECTION-II

Biographies & contributions of the following:-

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

SECTION-III

Study of following Rāgas&Tāla

Rāga- Yaman, Bhoopali, Bihag

Tāla- Ektāl, Jhaptāl

COURSE CODE MUSA104PR

Hindustani Music

Paper-II Practical (Unit-II)

Title -Viva-Voce

3 lectures/ week

Max Marks

50(35+15 Assesment)

Credits

3

Rāga – Yaman, Bhoopali, Bihag

Vocal Music

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

Instrumental Music

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

Vocal & Instrumental

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

1. Ektāl
2. Jhaptāl

Vocal - Playing of Tanpura is compulsory

Basic knowledge of Playing SargamGeet on Harmonium

Books Recommended

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

COURSE CODE MUSA201TH
Hindustani Music (Vocal/Inst.)

3 lectures/ week

B.A.2nd Year

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

Title- Theory of Indian Music, Ancient Granthas& Contribution of musicologists.

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

SECTION-I

General discussion and definition of the following:-

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

SECTION-II

- a. General study of following granths-
Natyashastra, SangeetRatnakar, Vrihdeshi

SECTION-III

Life & Contribution of the following:-

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

COURSE CODE MUSA202PR
Hindustani Music (Vocal/Inst.)
Paper-III Practical (Unit-II)
Title-Stage Performance

3 lectures/ week

Max Marks
50(35+15 Assesment)

Credits
3

Rāga –, Malkauns, Maru-Bihag, Vrindavani Sarnag

1. One VilambitKhyāl/Maseetkhani Gat in any of the prescribed Rāgas.
2. Madhya LayaKhyāl/Razakhani Gat in all the Rāgas.
3. Ability to recite the Thekas, Dugun&Chaugun of Chautāla, Dhamar, Roopak, Jhaptal

Playing of Tanpura is compulsory.

Basic knowledge of playing Harmonium with Alankars or Bhajan.

Books Recommended

1. Sangeet Asanjan- Dr Gian Chand
2. Sangeet Sahar- Dr Gian Chand
3. SangeetVisharad- Basant
4. BhartiyaSangeetkaItihas – Thakur Jaidev
5. SangeetRatnakar – Sharangdeva
6. Sangeet Bodh- Sharad Chandra Pranjpayee
7. Indian Music – Thakur Jaidev Singh
8. KramikPustakMallika – V. N. Bhatkhande, Part II & III
9. RaagVigyan – V. N. Patwardhan
10. RaginiTrivedi - RagvibodhaMishrabani, Vol. I & II
11. Shanti Goverdhan-SangeetShastraDarpan-Part 1-3,
12. Taalparichaya Part 1, Girish Chandra Shrivastav

COURSE CODE MUSA203TH

Hindustani Music

B.A.2nd Year

3 lectures/ week

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

Title-Theory of Indian Music, Medieval Granthas& Contribution of Musicians & Musicologists.

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

SECTION-I

Theory of Indian Music-

General discussion & definition of the following:-

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

SECTION-II

Study of following Granthas:-

Sangeet-Parijat, SwarnmelKalanidhi, Chaturdandi Prakshika.

SECTION-III

Life & Contributions of the following:-

VidushiKishoriAmonkar, Pt.Nikhil Banerjee, UstadVilayat Khan

COURSE CODE MUSA204PR
B.A.2nd Year Hindustani Music
Paper-IV Practical (Unit-II)
Title-Viva-Voce

3 lectures/ week

Max Marks
50(35+15 Assessment)

Credits
3

Rāga – Bageshri, Jaunpuri, Miyan Malhar

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

Books Recommended

1. Kaka Vahini- Dr Gian Chand
2. Sanget Vichayan- Dr Gian Chand
3. SangeetPaddhatiyonkaTulnatmakAdhayan – Pt. V. N. Bhatkhande
4. SangeetParijaat – Pt. Ahobal
5. Swarmel Kala Nidhi – Pt. Ramamatya
6. ChaturdandiPrakashika – Pt. VenkatMukhi
7. HamareSangeetRatna – PrabhulalGarg
8. SangeetSarita – Rama Saraf
9. RaginiTrivedi - RagvibodhaMishrabani, Vol. I & II
- 10.SangeetSagrika-Prof. P.N.Bansal

Syllabus of Elective Courses For B.A.(Prog.) Hindustani

Music Vocal/Instrumental/Dance

Choice Based Credit System

	Credits	Total Marks
SEC -I	4	35+15=50
SEC -II	4	35+15=50
SEC -III	4	35+15=50
SEC -IV	4	35+15=50
DSE -1A	3	35+15=50
DSE -2A	3	35+15=50
DSE -1B	3	35+15=50
DSE -2B	3	35+15=50
GE -1	6	35+15=50
GE -2	6	35+15=50

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COURSE CODE MUSA205PR
SEC-I
B.A.2nd Year, SKILL ENHANCEMENT COURSE-I
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)

Title-Presentation and Documentation-I

Credits-4

1. Understanding various parts of Tanpura/Sitar and the technique of tuning it.' 1.
2. Field visit to Doordarshan/All India Radio/National Archives/SangeetNatak Academy/State & District fairs or other such institution relevant to the study and documentation of Music material and thereafter submission of report based on this visit.
3. Presentation of Vocal and Instrumental Music in group such as folk or tribal Music, Light Music, Classical ragas based on film songs.

2 Lectures per week

COURSE CODE MUSA206PR
SEC-II
B.A.2nd Year, SKILL ENHANCEMENT COURSE-II
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)
Title-Presentation and Documentation-II

Credits-4

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

**COURSE CODE MUSA301PR
SEC-III**

**B.A.3rd Year, SKILL ENHANCEMENT COURSE-III
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)**

Title-Presentation and Documentation-III

Credits-4

2 Lectures per week

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

**COURSE CODE MUSA302PR
SEC-IV**

**B.A.3rd Year, SKILL ENHANCEMENT COURSE-IV
HINDUSTANI MUSIC(VOCAL/INSTRUMENTAL)**

Title-Presentation and Documentation-IV

Credits-4

1. Composing Music for Patriotic songs.
2. Powerpoint presentation on the Life and Contributions of great Musicians.
3. Attending Music Conferences/Listening of Radio SangeetSammelans and listening of Audio/Visual adds National Programmes of Music and writing reviews or reports of the same.

4) Skill Enhancement Course - SEC-I, SEC-II, SEC-III, SEC-IV

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

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

2 Lectures per week

COURSE CODE MUSA303TH
B.A.3rd Year, DISCIPLINE SPECIFIC
ELECTIVE (DSE-1A) Unit-1
VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Credits 3

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

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

SECTION-I

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

SECTION-II

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

SECTION-III

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

Internal Assessment

15 Marks

3 lectures/ week

Books Recommended

- 1) Naad Kanchan- Dr P.N.Bansal, Dr Gian Chand
- 2) Swaranjan- Dr Gian Chand
- 3) BhartiyaSangeetVadya- Dr Lalmani Mishra
- 4) Raag Sanchayita- Dr Gian Chand, Dr Dev Raj Sharma
- 5) Gyananjali- Dr Gian Chand
- 6) Sangeet Kaldarshi- Dr Gian Chand
- 7) HamareSangeetRatana- Dr Lakshmani Narayan Garg
- 8) KramikapustakMaalika- Pt. Bhatkhande
- 9) Bharat kaSangeetSidhant- AcharyaBrihaspati
- 10) RaagGyan- pt. VinakRaoPatwardhan
- 11) TaalParichaye Part1 & 2-Harish ChanderShrivastv
- 12) TablaVadhan Part-1-Dr Jagmohan Sharma (P.U.Patiala)

COURSE CODE MUSA304PR
B.A.3rd Year, DISCIPLINE SPECIFIC
ELECTIVE (DSE-1A) Unit-2
VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Title-PRACTICAL Max Marks Credits

(35+15)=50 3

Rāga – Todi, Bhairavi, Darbari-kanahda

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

3 lectures/ week

COURSE CODE MUSA305TH
B.A.3rd Year, DISCIPLINE SPECIFIC
ELECTIVE (DSE-1B) Unit-1
VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)

Title-Theory of Indian Music and Gharana tradition

Max Marks Credits
50 (35 + 15) 3

SECTION-I

1. Definition of the following:-
 - a. Nibadha
 - b. Anibadha
 - c. Prabandha,
 - d. Kaku
 - e. Sthaya
 - f. Varna
 - g. Orchestra (Vadyavirind),
 - h. Chorus (Virindgana)

SECTION-II

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

SECTION-III

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

Books Recommended

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

3 lectures/week

COURSE CODE MUSA306PR
B.A.3rd Year, DISCIPLINE SPECIFIC
ELECTIVE (DSE-1B) Unit-2
VOCAL/INSTRUMENTAL (HINDUSTANI MUSIC)
Title-PRACTICAL

Max Marks Credits

50(35+15) 3

Rāga – Bhimpalasi, Des, Puriya Dhanashri

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

3 lectures/ week

COURSE CODE MUSA307TH
GE- I
B.A.3rd Year, GENERIC ELECTIVE
VOCAL /INSTRUMENTAL

Marks-(70+30)= 100

Credit-6

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

1. Folk songs of Himachal Pradesh
2. Knowledge of Folk instruments of Himachal Pradesh
Rannsingha, Nagara, Shehnai, Karnal

2. Biographies of the following Musicians of Himachal Pradesh
Pt. Som Dutt Battu, Hetram Tanwar, Kashmiri Lal
3. Introduction of the following Ragas with illustrations:-
Bhairav, Yaman
4. Introduction of the following Talas with their divisions:-
Teentaal, Dadra
5. Essay on the following Topics:-
 1. Music and Culture
 2. Impact of Music in Human life.

3) GE - I (Generic Elective) Theory

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

3 Lectures per week

COURSE CODE MUSA308PR

GE- 2

**B.A.3rd Year, GENERIC ELECTIVE
VOCAL /INSTRUMENTAL**

Marks-(70+30)= 100

Credit-6

Title-PRACTICAL

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

Instrumental Music:-

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

Vocal Music:-

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

3 Lectures per week

**Department of Journalism and Mass Communication
Himachal Pradesh University, Shimla – 5**

Structure, norms and Syllabus for:

- **B.A. (Pass) Programme with Journalism and Mass Communication**
- **B.A. (Honours) Journalism and Mass Communication**
- **Generic Elective Courses in Journalism and Mass Communication**

(w.e.f. Academic session 2018-19)

**Approved by the Under-Graduate Board of Studies
in Journalism and Mass Communication on 27th June 2018**

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List of abbreviations

AECC	Ability Enhancement Compulsory Course
B	Bachelor
C	Core Course
D/DSE	Discipline Specific Elective
G/GE	Generic Elective
IA	Internal Assessment
JMC	Journalism and Mass Communication
L	Lecture
LE	Level
P	Practical
PA/HA	Pass Course Annual System/Honours Annual Stem
S/SEC	Skill Enhancement Course
Sub	Subject
T	Tutorial
Th	Theory Exam
Tot	Total
Type	Type of Course
Yr	Year

Norms, programme structure and curriculum for B.A. (Honours) Journalism and Mass Communication and B.A. (Pass) Programme with Journalism and Mass Communication

1. The rules/criteria for admission, credit requirement, attendance, compartment, grace marks, re-evaluation, re-appear, duration of the degree programme, result, the division secured by a candidate, etc. shall be as prescribed by Himachal Pradesh University from time to time.
2. The internal assessment, practical examination and year-end theory examination shall carry the following marks distribution:

Course Type	Internal Assessment	Practical	Theory	Total
Non-Practical	30	0	70	100
Practical	30	20	50	100
Media Project/Media Internship	30	70	0	100

3. The marks for internal assessment shall be distributed as follows:

For all other courses except Media Project and Media Internship:

- i. Attendance (5 Marks): To be awarded by the course teacher as per Himachal Pradesh University rules;
- ii. Class test (5 marks): To be conducted by the course teacher upon completion of 40% of the course contents;
- iii. Classroom activity (10 marks): To be awarded by the course teacher based on assignments/tutorials/general behaviour of the candidate;
- iv. House test (10 marks): To be conducted upon completion of 70% of the course contents;

For Media Project/Media Internship courses:

- i. Attendance (5 Marks): To be awarded by the course teacher;
In case of media project, the marks for attendance will be awarded as per Himachal Pradesh University rules. In case of Media Internship, the marks for attendance will be awarded on the basis of a certificate of attendance from the industry supervisor to be submitted by the candidate at the end of the internship;
- ii. 1st Midterm Assessment (15 marks): To be undertaken by the course teacher upon completion of 40% of the course components.
- iii. 2nd Midterm Assessment (10 marks): To be undertaken by the course teacher upon completion of 70% of the course components.

The procedure for 1st and 2nd midterm assessments has been detailed within the contents of the respective courses.

4. A candidate will be considered having successfully passed a course if (s)he:
 - (i) secures at least 35% marks in internal assessment;
 - (ii) secures at least 35% marks in the year-end theory exams;
 - (iii) secures at least 40% marks in practical examination (applicable for courses with practical components);
 - (iv) secures at least 40% aggregate marks in (i), (ii) and (iii) above.

A candidate shall be considered to have failed in the course if (s)he does not fulfill any of the above criteria from (i) to (iv).

5. Besides the courses listed under the “List of Generic Elective Courses in Journalism and Mass Communication,” all core courses offered under B.A. (Pass) programme with Journalism and Mass Communication may be offered as Generic Electives. These Generic Elective Courses may be opted for by the students having other subjects as their core discipline. This choice shall however be subject to Himachal Pradesh University norms and the approval by the institute of studies. This is applicable for both, B.A. (Pass) programme and B.A. (Honours) programme students.
6. The students with Journalism and Mass Communication as their Core Discipline may opt for Generic Elective from other disciplines as per Himachal Pradesh University norms and the approval by the institute of studies. This is applicable for both, B.A. (Pass) programme and B.A. (Honours) programme students.
7. The scheme of examination, marks distribution and the procedure for assessment mentioned under each course shall be followed.
8. Ability Enhancement Compulsory Courses (AECC) may vary as per Himachal Pradesh University norms for both B.A. (Pass) programme with Journalism and Mass Communication and B.A. (Honours) programme in Journalism and Mass Communication.

B.A. (Honours) Journalism and Mass Communication – List of Courses

Course Code							Title of the course	Credit Distribution				Marks Distribution			
LE	Sub	PA/HA	Type	Yr	No	P		L	T	P	Tot	IA	P	Th	Tot
Core Courses															
B	JMC	HA	C	1	01		Introduction to Journalism	5	1	0	6	30	00	70	100
B	JMC	HA	C	1	02		Introduction to Media and Communication	5	1	0	6	30	00	70	100
B	JMC	HA	C	1	03	P	Reporting and Editing for Print	4	0	2	6	30	20	50	100
B	JMC	HA	C	1	04		Media and Cultural Studies	5	1	0	6	30	00	70	100
B	JMC	HA	C	2	01		Introduction to Broadcast Media	5	1	0	6	30	00	70	100
B	JMC	HA	C	2	02		History of the Media	5	1	0	6	30	00	70	100
B	JMC	HA	C	2	03	P	Advertising and Public Relations	4	0	2	6	30	20	50	100
B	JMC	HA	C	2	04	P	Introduction to New Media	4	0	2	6	30	20	50	100
B	JMC	HA	C	2	05		Development Communication	5	1	0	6	30	00	70	100
B	JMC	HA	C	2	06		Media Ethics and the Law	5	1	0	6	30	00	70	100
B	JMC	HA	C	3	01		Global Media and Politics	5	1	0	6	30	00	70	100
B	JMC	HA	C	3	02	P	Advanced Broadcast Media	4	0	2	6	30	20	50	100
B	JMC	HA	C	3	03	P	Advanced New Media	4	0	2	6	30	20	50	100
B	JMC	HA	C	3	04		Communication Research and Methods	5	1	0	6	30	00	70	100
Discipline Specific Electives															
B	JMC	HA	D	3	05		Introduction to Community and Traditional Media	5	1	0	6	30	00	70	100
B	JMC	HA	D	3	06		Newspaper Organisation and Functioning	5	1	0	6	30	00	70	100
B	JMC	HA	D	3	07		Visual Communication Basics	5	1	0	6	30	00	70	100
B	JMC	HA	D	3	08	P	Photojournalism	4	0	2	6	30	20	50	100
Discipline Specific Electives (Project)															
B	JMC	HA	D	3	09	P	Media Project [®]	0	1	5	6	30	70	00	100
B	JMC	HA	D	3	10	P	Media Internship [®]	0	0	6	6	30	70	00	100
Skill Enhancement Courses															
B	JMC	HA	S	2	07	P	Interpersonal Communication Skills	3	0	1	4	30	20	50	100
B	JMC	HA	S	2	08	P	New Media Writing and Publishing	3	0	1	4	30	20	50	100

[@] These courses will be offered solely on the discretion of the institute of studies.

B.A. (Pass) Programme with Journalism and Mass Communication – List of Courses

Course Code							Title of the course	Credit Distribution				Marks Distribution			
LE	Sub	PA/HA	Type	Yr	No	P		L	T	P	Tot	IA	P	Th	Tot
Core Courses															
B	JMC	PA	C	1	01		Principles of Communication	5	1	0	6	30	0	70	100
B	JMC	PA	C	1	02		Introduction to Radio and TV	5	1	0	6	30	0	70	100
B	JMC	PA	C	2	01		Advertising and Public Relations	5	1	0	6	30	0	70	100
B	JMC	PA	C	2	02		New Media Communication	5	1	0	6	30	0	70	100
Discipline Specific Electives															
B	JMC	PA	D	3	01		Community and Traditional Media	5	1	0	6	30	0	70	100
B	JMC	PA	D	3	02	P	Introduction to Photojournalism	4	0	2	6	30	20	50	100
Skill Enhancement Courses															
B	JMC	PA	S	2	03	P	Reporting, Editing and Feature Writing	3	0	1	4	30	20	50	100
B	JMC	PA	S	2	04	P	Skills for New Media	3	0	1	4	30	20	50	100
B	JMC	PA	S	3	03	P	Communication Skills	3	0	1	4	30	20	50	100
B	JMC	PA	S	3	04		Film Appreciation Skills	3	1	0	4	30	00	70	100

List of Generic Elective Courses in Journalism and Mass Communication

Course Code							Title of the course	Credit Distribution				Marks Distribution			
LE	Sub	PA/HA	Type	Yr	No	P		L	T	P	Tot	IA	P	Th	Tot
B	JMC	HA	GE	1	01		Basic Principles of Communication	5	1	0	6	30	0	70	100
B	JMC	HA	GE	1	02		Broadcast Communication Basics	5	1	0	6	30	0	70	100
B	JMC	HA	GE	2	01		Marketing Communication Basics	5	1	0	6	30	0	70	100
B	JMC	HA	GE	2	02		New Media Basics	5	1	0	6	30	0	70	100
B	JMC	PA	GE	3	01		Media and Culture	5	1	0	6	30	0	70	100
B	JMC	PA	GE	3	02		Introduction to Visual Communication	5	1	0	6	30	0	70	100

B. A. (Honours) Journalism and Mass Communication – Annual Structure

Year	Core Courses (6 credits each)	Ability Enhancement Courses		Elective Courses	
		AECC* (4 credits each)	SEC (4 credits each)	DSE (6 credits each)	GE (6 credits each)
I	Introduction to Journalism	Environmental Studies			Basic Principles of Communication [#]
	Introduction to Media and Communication				
	Reporting and Editing for Print	English/Hindi/Sanskrit (One out of three)			Broadcast Communication Basics [#]
	Media and Cultural Studies				
	24 credits	8 credits			12 credits
	Total credits = 44				
II	Introduction to Broadcast Media		Interpersonal Communication Skills		Marketing Communication Basics [#]
	History of the Media				
	Advertising and Public Relations				
	Introduction to New Media		New Media Writing and Publishing		New Media Basics [#]
	Development Communication				
	Media Ethics and the Law				
	36 credits	8 credits	12 credits		
Total credits = 56 credits					
III	Global Media and Politics			Introduction to Community and Traditional Media	
	Advanced Broadcast Media			Newspaper Organisation and Functioning	
	Advanced New Media			Visual Communication Basics	
	Communication Research and Methods			Photojournalism	
				Media Project [@]	
				Media Internship [@]	
	24 credits	24 credits			
Total credits = 48					
Grand total = 148 credits					

[#] The Generic Elective courses listed here may be opted for only by Honours students of other disciplines. The students pursuing B.A. (Honours) Journalism and Mass Communication may opt for Generic Elective courses from other disciplines as per Himachal Pradesh University rules and the the institute of studies.

* The AECC programmes may vary as per Himachal Pradesh University rules.

[@] These courses will be offered solely on the discretion of the institute of studies.

B. A. (Pass) Programme with Journalism and Mass Communication – Annual Structure

Year	Core Courses (6 credits each)	Ability Enhancement Courses		Elective Courses	
		AECC* (4 credits each)	SEC (4 credits each)	DSE (4 credits each)	GE [@] (6 credits each)
1	English-1	Environmental Studies			
	Sanskrit/Hindi-1				
	Principles of Communication				
	Introduction to Radio and TV	English/Hindi/Sans krit (One out of three)			
	DSC-2A				
	DSC-2B				
	36 credits	8 credits	Nil	Nil	Nil
Total credits = 44					
2	English-2		Reporting, Editing and Feature Writing		
	Sanskrit/Hindi-2				
	Introduction to Advertising and Public Relations				
	New Media Communication		Skills for New Media		
	DSC-2C				
	DSC-2D				
	36 credits	Nil	8 credits	Nil	Nil
Total credits = 44					
3			Communication Skills	Community and Traditional Media	Media and Culture [#]
			Film Appreciation Skills	Introduction to Photojournalism	
				DSE-2A	Introduction to Visual Communication [#]
	Nil	Nil	8 credit	24 credit	12 credit
	Total credits = 44				
Grand total = 132 credits					

[@] Besides the courses listed here, all core courses offered under Journalism and Mass Communication discipline for BA (Pass course) may be offered as Generic Electives subject to the norms of Himachal Pradesh University norms and the approval by the institute of studies.

[@] The students with Journalism and Mass Communication as one of their Core Disciplines may opt for Generic Elective courses from other disciplines, subject to the norms of Himachal Pradesh University norms and the approval by the institute of studies.

[#] These Generic Elective Courses may be opted for only by the students having other subjects as their core discipline.

* The AECC programmes may vary as per Himachal Pradesh University rules.

Courses for BA (Honours) Journalism and Mass Communication

Introduction to Journalism

Course Code	BJMCHAC101							
Course Title	Introduction to Journalism							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course builds the basic foundation of a budding journalist, helping her understand what news is. Through a journey into various facets of and approaches to news, it prepares the learner to be a responsible journalist.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	UNDERSTANDING NEWS: Ingredients of news; News: meaning, definition, nature; The news process: from the event to the reader (how news is carried from event to reader); Hard news vs. Soft news; Basic components of a news story: Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line, byline.	19	4	0
II	DIFFERENT FORMS OF PRINT – A HISTORICAL PERSPECTIVE: Yellow journalism; Penny press; Tabloid press; Language of news: Robert Gunning – Principles of clear writing; Rudolf Flesch formula – skills to write news.	19	4	0
III	UNDERSTANDING THE STRUCTURE AND CONSTRUCTION OF NEWS: Organizing a news story, 5W's and 1H, Inverted pyramid ; Criteria for news worthiness; Principles of news selection; Use of archives, sources of news, use of internet.	18	3	0
IV	DIFFERENT MEDIA – A COMPARISON: Language and principles of writing: Basic differences between the print, electronic and online journalism; Citizen journalism; Contemporary debates and issues relating to media; Ethics in journalism.	19	4	0

Texts and References:

- Bruce D. Itule and Douglas A. Anderson (2000). News writing and reporting for today's media; McGraw Hill Publication.
- M.L. Stein, Susan Paterno & R. Christopher Burnett (2006). News writer's Handbook: An Introduction to Journalism; Blackwell Publishing.
- George Rodmann (2007). Mass Media in a Changing World; McGraw Hill Publication.
- Carole Flemming and Emma Hemmingway (2006). An Introduction to Journalism; Vistaar Publications.
- Richard Keeble (2006). The Newspaper Handbook; Routledge.

Introduction to Media and Communication

Course Code	BJMCHAC102										
Course Title	Introduction to Media and Communication										
Course Credits	Lecture	Tutorial		Practice		Total					
	5	1		0		6					
Contact hours	75	15		0		90					
Course objective	This course aims to steer a student towards understanding the role and importance of communication in society. The course also builds a theoretical background for understanding how communication works. This course lays the theoretical base for applied communication courses.										
Type of the course	Core	DSE		Project		GE		AECC		SEC	
	√										
Pass marks	IA		Practical		Theory Exam		Total				
	Max	Pass	Max	Pass	Max	Pass	Max	Pass	Max	Pass	
	30	35%	0	0	70	35%	100	40%			

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	MEDIA AND EVERYDAY LIFE Mobile phones, television, ring tones, Twitter; The Internet: Media and everyday life; Mediated and non-mediated communication; Forms of Communication; Levels of Communication: Mass Communication and its process;	19	4	0
II	COMMUNICATION AND MASS COMMUNICATION Normative Theories of the Press; Media and the Public Sphere. Four models of communication: Transmission models; Ritual or Expressive models; Publicity Model; Reception Model.	19	4	0
III	MASS COMMUNICATION AND EFFECTS PARADIGM Direct Effects; Mass Society Theory; Propaganda; Limited Effects; Individual Difference Theory; Personal Influence Theory.	18	3	0
IV	CULTURAL EFFECTS AND THE EMERGENCE OF AN ALTERNATIVE PARADIGM Cultural Effects; Agenda Setting; Spiral of Silence; Cultivation Analysis; Critique of the effects paradigm and emergence of alternative paradigm.	19	4	0

Texts and References:

- Michael Ruffner and Michael Burgoon (1981). Interpersonal Communication; New York: Holt, Rinehart and Winston; pp. 21-34, pp. 59-72.
- John Fiske (1982). Introduction to Communication Studies, Routledge 1982, pp. 1-38.
- Dennis McQuail (2000). Mass Communication Theory (Fourth Edition); London: Sage: pp. 1-11; 41-54; 121-133
- Baran and Davis (2006). Mass Communication Theory (Indian Edition); South West: Coengate Learning; pp. 42-64; 71-84; 148-153; 298-236
- Kevin Williams (2003). Understanding Media Theory; pp. 168-188
- Robin Jeffrey (2013). Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette.

Reporting and Editing for Print

Course Code	BJMCHAC103P							
Course Title	Reporting and Editing for Print							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	The students will learn the basics arts of journalism: reporting and editing. Basic skills and concepts of reporting and copy editing dealt with in this course intend prepare a student for entry level positions in a newspaper organisation.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks).

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions for each part should be mentioned at the beginning of the respective part in the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	COVERING NEWS Reporter: role, functions and qualities; General assignment reporting/ working on a beat; news agency reporting; Covering Speeches, meetings and press conferences; Covering of beats: crime, courts, city reporting, local reporting, local bodies, hospitals, health, education, sports.	15	0	15
II	INTERVIEWING/TYPES OF NEWS LEADS Interviewing: doing the research, setting up the interview, conducting the interview; Structure of the News Story: Inverted Pyramid style; Lead: importance, types of lead; Body of the story, intro; Attribution and verification; Features: Types of features and human interest stories, leads for features; Difference between articles and features.	15	0	15
III	THE NEWSPAPER NEWSROOM Newsroom, organizational setup of a newspaper; Editorial department; Role of sub/copy-editor, News editor and Editor, chief of bureau, correspondents; Introduction to editing: Principles of editing, Style sheet; Headlines: importance, functions of headlines, typography and style, language, types of headline; Pictures: Importance of pictures, selection of news pictures.	15	0	15
IV	TRENDS IN SECTIONAL NEWS Week-end pullouts, supplements, backgrounders; Columns/columnists; Editorial page: structure, purpose, edits, middles, letters to the editor, special articles, light leader, opinion pieces; Op. Ed. page. Sociology of news: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers; Objectivity and politics of news; Neutrality and bias in news.	15	0	15

Texts and References:

- Baskette and Scissors. The Art of Editing, Allyn and Bacon.
- S.N. Chaturvedi. Dynamics of Journalism and Art of Editing, Cyber Tech Publications.
- Bruce Itule and Douglas Anderson. News Writing and Reporting for Today's Media, NY:

McGraw Hill.

- F.W. Hodgson. Modern newspaper practice: A primer on the press, Focal Press.
- John R. Bender, Lucinda D. Davenport, Michael W. Drager, and Fred Fedler (2016). Reporting for the Media (11th Edition), Oxford University Press
- Richard Keeble (2006). The Newspaper's Handbook, Routledge
- MacDougall and Curtis Daniel (1973). Principles of Editorial Writing, W.C. Brown Co.
- Melvin Mencher (2003). News Reporting and Writing, NY: McGraw Hill.
- Dennis McQuail (2000). Mass Communication Theory (Fourth Edition); London: Sage.
- Fred Fedler (1989). Reporting for the Print media (4th Ed.); NY: Harcourt, Bruce Jovanovich Inc.

Media and Cultural Studies

Course Code	BJMCHAC104							
Course Title	Media and Cultural Studies							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	The media is a powerful actor in social conditioning. It mirrors, transplants and perpetuates social norms and values. This course is designed to equip a student appreciate the politics of mass media culture industry by sensitizing her towards the dynamics of this power and its impact on cultures in the globalised world.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	UNDERSTANDING CULTURE: Mass Culture; Popular Culture; Folk Culture; Sub Cultures; Media and Culture; Media and technologies: Folk Media as a form of mass culture; Live performance, Audience in live performance; Media technologies; Medium is the message; Technological Determinism; New Media and cultural forms.	19	4	0
II	CRITICAL THEORIES: Frankfurt School; Media as cultural industries; Political economy; Ideology and hegemony.	19	4	0
III	REPRESENTATION MEDIA AS TEXTS: Signs and Codes in Media; Discourse Analysis; Genres; Representation of nation, class, caste and gender issues in media.	18	3	0
IV	AUDIENCES: Uses and Gratification Approach; Reception studies; Active Audiences; Women as audiences; Music and the popular; Fandom.	19	4	0

Texts and References:

- Philip Rayner, Peter Wall and Stephen Kruger (Eds.). Media Studies: An Essential Introduction, Routledge (Covers Unit II, III, IV and V)
- John Fiske (1982). Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III Signs and codes)
- Dennis McQuail (2000). Mass Communication Theory (4th Edition), London: Sage (Covers Unit IV, Media Technologies).
- Baran and Davis. Mass Communication Theory (covers Unit II, III and IV)
- John Storey (2009). Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman.
- Kevin Williams. Understanding Media Theory (Covers Unit II, III and IV)

- Nick Stevenson (2002). Media Cultures (2nd Edition). Sage.
- James Clifford, Tony Benett, Raymond Williams, Stuart Hall, John Storey. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, Mcluhan
- S. Parmar (1975). Traditional Folk Media in India, New Delhi: Geka Books.

Introduction to Broadcast Media

Course Code	BJMCHAC201							
Course Title	Introduction to Broadcast Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	Students will understand the power of audio-visual media in communication. They will understand how radio and television use sound and images for programming and communication.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASICS OF SOUND: Concepts of sound: scope, sound culture; Types of sound: Sync, non-sync, natural sound, ambience sound; Sound Design: Its meaning with examples from different forms; Sound recording techniques; Introduction to microphones; Characteristics of radio as a medium.	19	4	0
II	BASICS OF VISUAL: What is an image, electronic image, television image, Digital image, edited Image (politics of an image); What is a visual? (still to moving); Visual Culture; Changing ecology of images today; Characteristics of television as a medium.	19	4	0
III	WRITING AND EDITING RADIO NEWS: Elements of a radio news story: Gathering, writing/reporting; Elements of a radio news bulletins; Working in a radio news room; Introduction to recording and editing sound (Editing news based capsule only).	18	3	0
IV	WRITING AND EDITING TELEVISION NEWS: Basics of a camera (Lens & accessories); Electronic News Gathering (ENG) & Electronic Field Production (EFP) (Concept); Visual Grammar: Camera movement, types of shots, focusing, visual perspective; Elements of a television news story: Gathering, writing/ reporting; Elements of a Television News Bulletins; Basics of editing for TV: Basic softwares and techniques (for editing a news capsule).	19	4	0

Texts and References:

- Zettl Herbert. Television Production Handbook; pp. 20-80; 85-135.
- Robert c Allen and Annette Hill (Eds.) (2004). The Television Reader, Routledge; pp. 10-40.
- P.C. Chatterjee (1987). Broadcasting in India, New Delhi: Sage 1987; pp. 25- 78.
- Carrol Fleming (2002). The Radio Handbook, London & New York: Routledge; pp. 47- 105.

History of the Media

Course Code	BJMCHAC202							
Course Title	History of the Media							
Course Credits	Lecture	Tutorial		Practice		Total		
	5	1		0		6		
Contact hours	75	15		0		90		
Course objective	This course helps a student understand the traditional media of mass communication through a study of their evolution – how stand alone technologies of the yore in print, audio and visuals come together to form the mass media today.							
Type of the course	Core	DSE	Project	GE	AECC	SEC		
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4=20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	HISTORY OF PRINT MEDIA: Media and Modernity: Print Revolution , Telegraph, Morse Code Yellow Journalism; Evolution of Press in United States, Great Britain and France.	19	4	0
II	HISTORY OF THE PRESS IN INDIA: Press during Colonial period, national freedom movement; Gandhi and Ambedkar as journalists and communicators; Media in the post-independence era: Emergency and Post-emergency era; Changing readership, print cultures, language press.	18	3	0
III	SOUND MEDIA: Emergence of radio technology, the coming of gramophone, early history of radio in India; History of AIR: Evolution of AIR programming; Penetration of radio in rural India: Case studies; Patterns of State control; the demand for autonomy; FM: Radio Privatization Music: Cassettes to the Internet.	19	4	0
IV	VISUAL MEDIA : The early years of photography, lithography and cinema; From silent era to the talkies; Cinema in later decades Indian television: The coming of television and the State's development agenda; Commercialization of Programming (1980s); The coming of transnational television (1990s); Formation of Prasar Bharti.	19	4	0

Texts and References:

- Briggs, A and Burke, P, Social History of Media: From Gutenberg to the Internet, (Polity Press , 2010) (Chapter 2 and Chapter 5)
- ParthasarthyRangaswami, Journalism in India from the Earliest to the Present Day, (Sterling Publishers, 1989).
- Jeffrey, Robin, India's News Paper Revolution: Capitalism, Politics and the Indian Language Press, (New Delhi, Oxford 2003)
- Manuel, Peter Cassette Culture page, (Chicago, University of Chicago Press, 1993), 1- 32
- Chatterjee, P.C, Broadcasting in India page (New Delhi, Sage, 1991) -39-57
- Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," Economic Development of Cultural Change, vol 10, No. 3 (pp 275-283)
- David Page and William Crawley, Satellites Over South Asia, (Sage, 2001) Chapter 2, chapter 8

and Chapter 9.

- Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India," Communication Processes Vol 1: Media and Mediation, B. Bel, B. Das, J. Brower, Vibhoddh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
- Parthasarathi, Vibhoddh, "Constructing a 'New Media Market: Merchandising the Talking Machine" in Communication Processes Vol 1: Media and Mediation, B. Bel, B. Das, J. Brower, Vibhoddh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
- Eric Barnouw and Krishnaswamy, Indian Film, (New York, Oxford University press, 1980), 2nd Edition, Chapters "Beginnings," & "Three Get Started,"
- John V. Vilanilam, "The Socio Cultural dynamics of Indian Television: From SITE to Insight to Privatisation," in Television in Contemporary Asia by David French and Michael Richards (Ed) (Sage, 2000).
- Elen McDonald "The modernizing of communication: Vernacular Publishing in Nineteenth Century Maharashtra" Asian Survey, 8-7, (1968) pp 589-606
- Francis Robinson (1993) Technology and Religious change: Islam and the impact of Print; Modern Asian Studies, Vol 27, No. 1 (Feb) pp. 229-251.
- Seminar Issue October 1997, Indian Language Press
- G.N.S Raghavan, Early years of PTI, PTI story: Origin and Growth of Indian Press, (Bombay, Press Trust of India, (1987), 92-119
- Melissa Butcher Transnational Television, Cultural Identity and Change, (New Delhi, Sage, 2003) 49-77
- V. Ratnamala, Ambedkar and media -
http://roundtableindia.co.in/index.php?option=com_content&view=article&id=4992:ambedkar-and-media&catid=119:feature&Itemid=132
- Hindi Dalit Literature and the Politics of Representation by Sarah Beth Hunt (New Delhi: Routledge), 2014; pp 264.

Advertising and Public Relations

Course Code	BJMCHAC203P							
Course Title	Advertising and Public Relations							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	This course will help students build a basic understanding about advertising and public relations. The students will get an exposure to their evolution along with application in the current times.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks). The exercises prescribed (may be changed keeping in mind the resources available at the institute of studies) are as follows:

- Design an ad copy for a product
- Script writing for electronic media (Radio jingle, TV commercial)
- Planning and designing advertising campaigns
- Critical evaluation of advertisements
- Writing a press release
- Planning and designing PR campaign
- Assignment on crisis management

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks

Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	INTRODUCTION TO ADVERTISING: Meaning and history of advertising, importance and functions; Advertising as a tool of communication; Role of Advertising in Marketing mix, PR; Advertising theories and models: AIDA model, DAGMAR Model, Maslow's Hierarchy Model; Communication theories applied to advertising; Types of advertising and new trends; Economic, cultural, psychological and social aspects of advertising; Ethical and regulatory aspects of advertising: Apex bodies in Advertising – AAAI, ASCI and their codes.	15	0	15
II	ADVERTISING MEDIA: Advertising through print, electronic and online media; Types of media for advertising; Advertising objectives, segmentation, positioning and targeting media selection, planning, scheduling; Marketing strategy and research and branding; Advertising department vs. agency-structure, and functions; Advertising budget; Campaign planning, creation and production.	15	0	15
III	PUBLIC RELATIONS: Concepts and practices; Importance, role and functions of pr; Growth and development of PR; Principles and Tools of Public Relations Organisation of Public relations: In-house department vs. consultancy; PR in govt. and private sector; Govt.'s print, electronic, publicity, film and related media organizations	15	0	15
IV	PR PUBLICS AND CAMPAIGNS: Research for PR; Managing promotions and functions;	15	0	15

	PR campaign: planning, execution, evaluation; Role of PR in crisis management; Ethical issues in PR: Apex bodies in PR – IPRA, PRSI, PSPF and their codes.			
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Texts and References:

- David Ogilvy, Ogilvy on Advertising, Pan/Prion Books
- Frank Jefkins, Advertising Made Simple, Rupa & Co.
- Chunawalla , Advertising Theory And Practice, Himalaya Publishing House
- Jethwaney Jaishri, Advertising, Phoenix Publishing House
- Jefkins Frank Butterworth, Public Relation Techniques, Heinmann Ltd.
- Heath Robert L, Handbook of Public Relations, Sage Publications,
- Dennis L. Wilcoxe and Glen T, Public Relations, Pearson
- Cutlip S.M and Center A.H., Effective Public Relations, Prentice Hall
- Kaul J.M. and Noya Prakash, Public Relation in India, Calcutta

Introduction to New Media

Course Code	BJMCHAC204P							
Course Title	Introduction to New Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	This course introduces a student to the basic concepts involved in the use of new media technologies and gives them an overview of Internet-based content production and publishing.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks).

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	KEY CONCEPTS AND THEORY: Defining new media, terminologies and their meanings – Digital media, new media, online media et. al.; Information society and new media; Technological determinism; Computer-mediated-communication (CMC), Networked Society.	16	0	0
II	UNDERSTANDING VIRTUAL CULTURES AND DIGITAL JOURNALISM: Internet and its beginnings; Remediation and new media technologies; Online communities; User generated content and Web 2.0; Networked Journalism; Alternative Journalism.	16	0	10
III	DIGITIZATION OF JOURNALISM: Authorship and what it means in a digital age; Piracy, copyright, copyleft, creative commons and open source; Digital archives; New media and ethics; Activism and New Media; Social media in the above context.	16	0	10
IV	OVERVIEW OF WEB WRITING AND DESIGN: Linear and Non-linear writing; Contextualized Journalism; Writing Techniques: Linking, using multimedia, storytelling structures. Website planning and visual design; Content strategy and audience analysis; Brief history of Blogging; Creating and promoting a blog.	12	0	40

Texts and References:

- Vincent Miller. Understanding digital culture. Sage Publications, 2011.
- Lev Manovich. 2001. "What is New Media?" In The Language of New Media. Cambridge: MIT Press. pp. 19-48.
- Siapera, Eugenia. Understanding new media. Sage, 2011. Introduction.
- Baym, Nancy K. Personal Connections in the Digital Age. Polity, 2010. Chapter 3.
- Goldsmith, Jack, and Tim Wu. 2006. Who Controls the Internet? Illusions of Borderless World. Oxford University Press US.
- O'Reilly, Tim. (2005). What is web 2.0: Design patterns and business models for the next generations software. Oreilly.com, retrieved from <http://oreilly.com/web2/archive/whatis-web-2.0/>

20.html

- Grossman, "Iran Protests: Twitter, the Medium of the Movement" Lemann, Nicholas. 2006.
- Amateur Hour: Journalism without Journalists. The New Yorker, August 7. Available at http://www.newyorker.com/archive/2006/08/07/060807fa_fact1
- Xiang, Biao. 2005. Gender, Dowry and the Migration System of Indian Information Technology Professionals. Indian Journal of Gender Studies 12: 357-380.

Development Communication

Course Code	BJMCHAC205							
Course Title	Development Communication							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course familiarizes a student with role of communication in development. While introducing major development thoughts and programmes, the course builds an understanding of the evolution of approaches to development communication and illustrates the use of development communication through examples.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	DEVELOPMENT: Concept, concerns, paradigms of development; Concepts in development: Measurement of development, Development versus growth, Human development, Development as freedom; Models of development: Basic needs model, Nehruvian model, Gandhian model, Panchayati Raj; Developing countries versus developed countries; UN Millennium Development Goals.	19	4	0
II	DEVELOPMENT COMMUNICATION: Concept and approaches; Paradigms of development: Dominant, dependency, and alternative paradigms; Development communication approaches: Diffusion of innovation, Empathy, Magic multiplier; Alternative Development Communication approaches: Sustainable development, Participatory Development, Inclusive development, gender and development; Development Support Communication: Definition, genesis, area woods triangle.	19	4	0
III	ROLE OF MEDIA IN DEVELOPMENT: Mass media as a tool for development; Development support communication in India in the areas of agriculture, health & family welfare, population, women empowerment, poverty, unemployment, energy and environment, literacy, consumer awareness, Right to Information (RTI); Cyber media and development: e-governance; e-chaupal; National Knowledge Network; ICT for development; Narrow Casting.	19	4	0
IV	DEVELOPMENT COMMUNICATION AND MEDIA: Strategies for designing messages for print; Role, performance record of each medium – print, radio, TV, video, traditional media. Community radio communication and development; Television programmes for rural india (<i>Krishi Darshan</i>); Using new media technologies for development; Critical appraisal of development communication programmes and govt. schemes: SITE, Krishi Darshan, Kheda, Jhabua, MNREGA.	19	4	0

Texts and References:

- Rogers Everett M: Communication and Development- Critical Perspective, Sage, New Delhi, 2000
- Srinivas R. Melkote and H. Leslie Steeves: Communication For Development In The Third World, Sage Publications.
- Belmont CA: Technology Communication Behaviour, Wordsworth Publication, New Delhi, 2001.
- Dr. Anil Kumar: Mass Media and Development Issues, BhartiPrakashan, Upadhyay Varanasi, 2007.
- UNDP: Human Development Report (published every year), Oxford University Press, New Delhi.
- World Bank: World Development Report (published every year) Oxford University Press, New Delhi.
- Wilbur Schramm: Mass Media and National Development- the role of information in developing countries, UNESCO/ Stanford University Press, 1964.
- AmartyaSen: Development as freedom, Alfred A Knopf, New York, 1999.
- DayaThussu : Media on the move: Global flow and contra flow: Routledge, London, 2006.
- D V R Murthy: Development Journalism, What Next? Kanishka Publication, New Delhi, 2007.
- Ghosh and Pramanik: Panchayat System in India, Kanishka Publication, New Delhi, 2007.
- Shivani Dharmarajan: NGOs as Prime Movers, Kanishka Publication, New Delhi, 2007.
- What Do We Mean By Development: An Article by Nora C Quebral in International Development Review, Feb, 1973, P. 25.
- Modern Media in Social Development: Harish Khanna.

Media Ethics and the Law

Course Code	BJMCHAC206							
Course Title	Media Ethics and the Law							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course aims to inspire ethical journalistic conduct in budding journalists by making them conversant with the meaning of journalism, its power to make a difference in the world and the common pitfalls.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	ETHICAL FRAMEWORK AND MEDIA PRACTICE: Freedom of expression (Article 19(1)(a) and Article 19(1)2); Freedom of expression and defamation: Libel and slander; Issues of privacy and surveillance in society; Right to Information; Idea of fair trial vs. trial by media; Intellectual Property Rights; Media ethics and cultural dependence.	19	4	0
II	MEDIA TECHNOLOGY AND ETHICAL PARAMETERS: Live reporting and ethics; Legality and ethicality of sting operations, phone tapping etc.; Ethical issues in social media (IT Act 2000, Sec 66 A and the verdict of the Supreme Court); Discussion of Important cases – e.g. Operation Westend; Relevant sections of Broadcast Bill; NBA guidelines.	19	4	0
III	REPRESENTATION AND ETHICS: Media reportage of marginalized sections: Children, dalits, tribals, gender; Related laws and case studies: Indecent representation of Women (Prohibition) Act, 1986 and rules 1987; Protection of Women against Sexual Harassment Bill, 2007; Sec 67 of IT Act 2000; and 292 IPC etc.	18	3	0
IV	MEDIA AND REGULATION: Advertisement and women; Pornography; Regulatory bodies, codes and ethical guidelines; Self Regulation; Media Content: Debates on morality and accountability – Taste, Culture and Taboo; Censorship and media debates.	19	4	0

Texts and References:

- Thakurta, Paranjy Guha, Media Ethics, Oxford University Press, 2009.
- Barrie Mc Donald and Michel Petheran, Media Ethics, Mansell, 1998.
- Austin Sarat, Where Law Meets Popular Culture (ed.), The University of Alabama Press, 2011.
- Vikram Raghvan, Communication Law in India, Lexis Nexis Publication, 2007.

- Iyer Vekat, Mass Media Laws and Regulations in India-Published by AMIC, 2000.
- William Mazzarella, Censorium: Cinema and the Open Edge of Mass Publicity.
- Raminder Kaur and William Mazzarella, Censorship in South Asia: Cultural Regulation from Sedition to Seduction.
- Linda Williams, Hard Core: Power, Pleasure, and the "Frenzy of the Visible".

Global Media and Politics

Course Code	BJMCHAC301							
Course Title	Global Media and Politics							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective								
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4=20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	MEDIA AND INTERNATIONAL COMMUNICATION The advent of popular media – a brief overview; Propaganda in the inter-war years: Nazi Propaganda; Radio and international communication; Media conglomerates and monopolies: Ted Turner/Rupert Murdoch; Global and regional integrations: Zee TV as a Pan-Indian Channel; Bollywood	19	4	0
II	MEDIA AND SUPER POWER RIVALRY Media during the Cold War, Vietnam War, Disintegration of USSR; Radio free Europe, Radio Liberty, Voice of America; Communication debates: NWICO, McBride Commission and UNESCO Unequal development and Third World concerns: North-South, Rich-Poor	18	3	0
III	GLOBAL CONFLICT AND GLOBAL MEDIA World Wars and media coverage post 1990: Rise of <i>Al Jazeera</i> ; The Gulf Wars: CNN's satellite transmission, embedded journalism; 9/11 and implications for the media; Discourses of Globalisation: barrier-free economy, multinationals, technological developments, digital divide.	19	4	0
IV	MEDIA AND CULTURAL GLOBALIZATION Cultural politics: Cultural imperialism, media hegemony and global cultures, Homogenization, the English language, Local/Global, Local/Hybrid; Entertainment: Local adaptations of global programmes (KBC/Big Boss/Others).	19	4	0

Texts and References:

- Daya Kishan Thussu. International Communication: Continuity and Change, Oxford University Press, 2003.
- Yahya R. Kamalipour and Nancy Snow. War, Media and Propaganda-A Global Perspective, Rowman and Littlefield Publishing Group, 2004.
- Communication and Society, Today and Tomorrow "Many Voices One World" Unesco Publication, Rowman and Littlefield publishers, 2004.
- Barbie Zelizer and Stuart Allan. Journalism after 9/11, Taylor and Francis Publication, 2012.
- DayaKishanThussu. War and the media: Reporting conflict 24x7, Sage Publications,2003.
- Stuart Allan and Barbie Zelizer. Reporting war : Journalism in war time, Routledge Publication, 2004.
- Lee Artz and Yahya R. Kamalipor. The Globalization of Corporate Media Hegemony, New York Press, 2003.
- Yadava, J.S, Politics of news, Concept Publishing and Co.1984.
- Zahida Hussain and Vanita Ray. Media and communications in the third world countries, Gyan Publications, 2007.

Additional Readings:

- Choudhary, Kameswar (ed) Globalisation, Governance Reforms and Development in India, Sage, New Delhi, 2007.
- Patnaik, B.N & Imtiaz Hasnain (ed). Globalisation: language, Culture and Media, Indian Institute of Advanced Studies, Shimla, 2006.
- Monroe, Price. Media Globalisation' Media and Sovereignty, MIT press, Cambridge, 2002.
- Singh, Yogendra. Culture Change in India: Identity and Globalisation, Rawat Publication, New Delhi, 2000.
- Lyn Gorman and David McLean. Media and Society into the 21st Century: A Historical Introduction. (2nd Edition) Wiley-Blackwell, 2009. pp. 82-135, 208-283.

Advanced Broadcast Media

Course Code	BJMCHAC302P							
Course Title	Advanced Broadcast Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	While understanding how and why commercial broadcasting is different from public service broadcasting, the students will learn about various formats of radio and TV programming and their production.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks). The practical exercises may be based on Unit V.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	PUBLIC SERVICE BROADCASTING Public Service Model in India (Policy and laws); Global Overview of Public Service Broadcasting; Community Radio; Community Video; Participatory Communication; Campus Radio.	17	0	0
II	PRIVATE BROADCASTING Private broadcasting model in India; Private broadcasting policy and laws; Structure, Functions and Working of a Broadcast Channel; Public and Private partnership in television and radio programming (India and Britain case studies).	17	0	0
III	BROADCAST GENRES Why am I the 'Idiot Box'? - Debates, Issues and Concerns of Television Genre; Various evolving contemporary television genres: Drama, soap opera, comedy, reality television, children's television, animation, prime time and day time.	17	0	0
IV	ADVANCED BROADCAST PRODUCTION I Writing and Producing for Radio; Public Service Advertisements; Jingles; Radio Magazine shows Mixing Genres in Television Production; Music Video for social comment/as documentary; Mixing ENG and EFP; Reconstruction in news-based programming.	9	0	60

Texts and References:

- Glen Creeber, Toby Miller and John Tulloch, The Television Genre Book (London: British Film Institute, 2009)
- Robert B Musburger and Gorham Kindem, Introduction to media Production, (Elsevier: Focal Press Focal Press)Pg-95-133, 179-212
- Ambrish Saxena, Radio in New Avatar- AM to FM,(Delhi: Kanishka) , Pg- 92-138, 271-307
- Ted White and Frank Barnas, Broadcast News, Writing Reporting & Producing, (Elsevier, Focal Press ,2012) 3-17, 245-257, 279-286
- Herbert Zettl, Television Production Handbook, (Delhi : Akash Press, 2007) 190-208
- Vinod Pavarala, Kanchan K Malik, Facilitating Community Radio in India: Profiles of NGOs and their Community Radio Initiatives Other Voices (New Delhi: Sage, 2007)
- G. Mc Leash, Robert, Radio Production (US: Taylor & Francis)

Advanced New Media

Course Code	BJMCHAC303P							
Course Title	Advanced New Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	The course prepares the student for critical understanding of new media technologies. While introducing the student to the potential and pitfalls of this technology, the course prepares them to engage with the technology meaningfully and efficiently.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks). Based on Unit V, the following practical exercises may be prescribed (Depending on the resources available with the institute of studies, the course teacher may vary these exercises.):

- Working in groups of two/three the students will be required to undertake the production. The genre can be decided by the faculty in charge.
- They must also undertake a web based art project or installation where they will experiment with cross platform storytelling techniques leading to a development and understanding of new strategies of exhibition and distribution.
- An observational field project on use of new media in Panchayats/rural areas like the Bharat Broadband Project leading to a monograph/short is also recommended.
- They should also attempt creating a mobile capsule for social activism and market it through social networks and actively participate in a cyber media campaign.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover first four units as explained below. The instructions part should be mentioned at the beginning of the Part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASICS OF NEW MEDIA FRAMEWORKS – GENRES AND ENVIRONMENTS Understanding new media ecologies; Trans-medial storytelling; Genres – Digital art; Digital Cinema – New Media Fiction and Documentary; Gaming and player culture, virality and memes; Guerrilla media; Curating media: festival, media spaces.	15	0	0
II	SOCIOLOGY OF THE INTERNET AND NEW MEDIA Social construction of technology; Utopian-Dystopian Interface; Digital inequalities – Digital Divide and Access, Economy of New Media – Intellectual value; Digital media ethics; New media and popular culture.	15	0	0
III	CRITICAL NEW MEDIA Who controls new media; Questions surrounding net neutrality and related issues; Surveillance and the state; Cybersecurity and issues of privacy; the Internet and public sphere: politics and public sphere in the digital age.	15	0	0
IV	PARTICIPATORY CULTURE Convergence culture: social media and participatory media culture, digital fandom and online communities; Gender and new media Digital media and identities; New media campaigns.	15	0	0

V	PROJECT AND PRODUCTION Digital production in the form of shorts, video, podcast, video blog, photo blog, blogs and microblogs etc. related to the above four units. Research and developmental techniques, ideas for final project, scripting/production, social media marketing and publicity, exhibition/screening	0	0	60
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Texts and References:

- Lister Dovey, Giddings, Grant and Kelly, "New media and new technologies" (2003).
- Rosen, J. "The People Formerly Known as the Audience" What video games have to teach us about language and literacy. New York, NY: Palgrave Macmillan.
- Bogost, Ian. Persuasive games: The expressive power of videogames. MIT Press, 2007.
- Bosker, "Randi Zuckerberg: Anonymity online has to go away" Negroponte, N. (1996). Being Digital, Part 3 [pp. 163-233]
- Jenkins, Henry. (2006). Convergence culture: Where old and new media collide. New York, NY: NYU Press.
- May, Keenan & Peter Newcomb. (2008, July) How the web was won. Vanity Fair, retrieved from <http://www.vanityfair.com/culture/features/2008/07/internet200807>
- "Privacy vs. the Internet: Americans should not be forced to choose" (ACLU report, 2008)
- Nakamura, "Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet"

Communication Research and Methods

Course Code	BJMCHAC304							
Course Title	Communication Research and Methods							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course serves the dual objectives: one, of training young minds for scientific inquiry, and two, of exploring the realms of enquiry in communications. The students will learn to identify problems and learn methods to finding answers to those problems.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	INTRODUCTION TO RESEARCH Definition, importance and function; Basic and applied research; Scientific approach; Role of theory in research; Steps of conducting research.	18	3	0
II	METHODS OF MEDIA RESEARCH Qualitative and Quantitative Techniques; Content analysis; Survey method; Observation methods; Experimental studies, Case studies, Narrative analysis, Historical research; Readership and audience surveys; Ethnographies; Textual analysis; Discourse analysis; Ethical perspectives of mass media research.	19	4	0
III	SAMPLING AND DATA COLLECTION Sampling: Need for sampling, sampling methods, representativeness of the samples, Sampling Error; Tools of data collection: Primary and Secondary data-Questionnaire, Focus Groups, Telephone, Surveys, Online Polls, Published work.	19	4	0
IV	METHODS OF ANALYSIS AND REPORT WRITING Data analysis techniques, coding and tabulation, Non-Statistical methods: Descriptive and historical, Working with Archives; Library Research; Working with Internet as a source; Writing citations, bibliography; Writing the research report.	19	4	0

Texts and References:

- Wimmer, Roger, D and Dominick, Joseph, R. *Mass Media Research*, Thomson Wadsworth, 2006, pgs1-60; 65-81; 83-98.
- Arthur Asa Berger. *Media Research Techniques*, Sage Publications, 1998.
- John Fiske. *Introduction to Communication Studies*, Routledge Publications, 1982.
- David Croteau and William Hoynes. *Media/Society: Industries, Images and Audiences*, Forge Press (For Case Studies) Amazon, 2002.
- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age International Ltd. Publishers, 2004, pgs1-55; pgs95-120.
- Bertrand, Ina and Hughes, Peter. 2005. *Media Research Methods; Audiences, institutions, Texts*. New York; Palgrave

Introduction to Community and Traditional Media

Course Code	BJMCHAD305							
Course Title	Introduction to Community and Traditional Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	In a scenario where the big corporations and cross-media ownerships control the flow of information and opinion, community media is seen as an alternative voice. This course introduces the student to the concept of ‘community’ in the globalised world and alternatives to the mainstream media. The course sensitizes the student to the potential of using community-based traditional, new and folk media.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASIC CONCEPTS: Community: its concept and importance; Community as Place; Community as Identity/Belonging; Community as Ideology; Locality, place and neighbourhood; Virtual Communities; Imagined Communities.	18	3	0
II	COMMUNITY MEDIA AS ALTERNATIVE MEDIA: Concept, need and origin; Types of Alternative Media: Alternative media as serving a community; alternative media as an alternative to mainstream media; linking alternative media to civil society; and alternative media as collaborative media.	19	4	0
III	COMMUNITY MEDIA SPACE: Alternative Print media: strengths and weakness with examples; Alternative Television with special focus on Public Access Television; Alternative Radio with special focus on Community Radio; Internet Virtual Communities with special focus on blogging and micro-blogging.	19	4	0
IV	TRADITIONAL MEDIA: Meaning; Importance of traditional media in communication; Different forms of traditional media; Types of traditional media in Himachal Pradesh.	19	4	0

Texts and References:

- Tony Blackshaw (2010). *Key Concepts in Community Studies*, New Delhi: Sage.
- Olga Bailey, Bart Cammaerts and Nico Carpentier (2008). *Understanding Alternative Media*, New York: Open University Press.
- Kate Coyer, Tony Downumt and Alan Fountain (2007). *The Alternative Media Handbook*, New York and London: Routledge.
- Kevin Howley (2012). *Understanding Community Media*, Sage Publications.
- Indian Institute of Mass Communication (1981). *Communication and the Traditional Media: Papers and Proceedings of Seminar*.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.

Newspaper Organisation and Functioning

Course Code	BJMCHAD306							
Course Title	Newspaper Organisation and Functioning							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course intends to familiarise the students with the organisational structure of a newspaper along with the roles and responsibilities of key personnel working in various departments of a newspaper organisation. This course will also give a macro view of the working of a newspaper organisation thus preparing a budding journalist to identify her surroundings and adjust to the working environment.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	EDITORIAL DEPARTMENT – I: Chief functionaries: Editor, Deputy Editor, Associate Editor, Assistant Editor, Special Assignment Editors. Editorial Desk: Chief Sub Editors, Sub Editors; Reporting: Roles and responsibilities of News Editor, Bureau Chiefs, Special Correspondents, Beat Reporters, General Assignment Reporters, Stringers; Features section: Features editor, feature writers, columnists, freelancers.	19	4	0
II	ADVERTISING DEPARTMENT: Source of Revenue of a Newspaper: Circulation and Advertising; Types of advertisements: Display and classified advertising, advertorials; local, regional and national advertisements; Functions of Advertising Department: Billing and collection, dummy preparation, advertising research, advertising promotion, public relations; Space marketing features.	19	4	0
III	CIRCULATION DEPARTMENT: Function of Circulation Department: Packing and dispatch, transportation, distribution, Relationship with agents; subscription; collection of sales; print order; circulation promoting; Duties of Circulation Manager.	18	3	0
IV	PRODUCTION DEPARTMENT: Duties and functioning; Methods of Composition: Traditional (Hand Composing, Linotype, Monotype, Ludlow, Direct Impression); Modern- VDT (Video Display Terminal); Printing Processes: Letterpress; Offset; Gravure and Digital Printing.	19	4	0

Texts and References:

- Vir Bala Aggarwal (2006). *Essentials of practical journalism*, New Delhi: Concept Publishing
- Dalpat S. Mehta (2009 [1992]). *Mass communication and journalism in India* (Reprinted in 2009, last revised edition in 1992), New Delhi: Allied Publishers.
- Susan Pape and Sue Featherstone (2005). *Newspaper journalism: A practical introduction*, London Thousand Oaks New Delhi: Sage Publications.
- S. Kundra (2005). *Media management*, New Delhi: Anmol Publications Pvt. Limited.

Visual Communication Basics

Course Code	BJMCHAD307							
Course Title	Visual Communication Basics							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course intends to familiarise the students with the organisational structure of a newspaper along with the roles and responsibilities of key personnel working in various departments of a newspaper organisation. This course will also give a macro view of the working of a newspaper organisation thus preparing a budding journalist to identify her surroundings and adjust to the working environment.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover first four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASIC CONCEPTS: The power of visual communication; Perception: Meaning and function in communication, visual perception; Four stages of visual perception: Viewing, brain processing of visual information, psychological processing, adding social-cultural dimension.	19	4	0
II	PSYCHOLOGICAL PROCESSING: perception of relationships, building of structures, predictive order, coalescing the real and the perceived, framing and contextualising, perceiving time, space and movement); Gestalt Psychology: Whole and parts; Gestalt Principles: Similarity, Proximity, Continuation, Closure, Figure/Ground.	19	4	0
III	CULTURAL CODES: Foundations for a Theory of Signs; Relations between signs and what they signify; Relation between signs and their users; Signification: from Denotation to Connotation.	19	4	0
IV	VISUAL CULTURE: Three types of responses to mass media images: dominant or preferred readings, negotiated readings, oppositional readings; Concept of gaze: desire, voyeurism, critique of male gaze, and interactive gaze, masculine and feminine identities.	18	3	0

Texts and References:

- Matteo Stocchetti and Karin Kukkonen (2011). *Images in Use: Towards the critical analysis of visual communication*, Amsterdam, Philadelphia: John Benjamins Publishing Company
- Ken Smith, Sandra Moriarty, Gretchen Barbatsis and Keith Kenney (2005). *Handbook of visual communication: Theory, methods, and media*, Mahwah, New Jersey London: Lawrence Erlbaum Associates, Publishers
- Kevin Mullet and Darrell Sano (1995). *Designing visual interfaces: Communication oriented techniques*, California: SunSoft Press, Prentice Hall
- Stephen W. Littlejohn and Karen A. Foss (2009). *Encyclopedia of communication*, Thousand Oaks, London, New Delhi, Singapore: Sage Publications.

Photojournalism

Course Code	BJMCHAD308P							
Course Title	Photojournalism							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	This course is targeted at developing the ability to conceptualise, capture and use photographs meaningfully. The course in other areas of print communication as well – journalism, graphic designing and new media communication.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks) to judge the photography skills of the student.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	ESSENTIALS: Photojournalism: Concept, difference of news photography from other photography, difference of news photographer's job from new reporter and copy editors; The newspaper photo section: Chief Photographer, photographers and freelancers; Importance of photographs in news; News values for photographs; Responsibilities of a photojournalist	15	0	0
II	TECHNOLOGY AND CREATIVE RULES: Camera: Elements of a camera – viewfinder, lens, iris, shutter, film chamber, light meter; Camera Designs: pinhole camera, view camera, compact camera, TLR , SLR, Instant/Polaroid camera, digital camera; Picture composition: Framing, rule of thirds, perspective, angle of view, backgrounds; Framing: Visual quality and photographic meaning through conscious framing.	15	0	20
III	CREATIVE OPTIONS: Light: direct and indirect light; cool and warm; Three-point lighting; Focus: Concepts of Aperture and f-stop; Lenses – Types of lenses and their functions; Depth of field; Exposure: Relationship between light, aperture and shutter speed; Time and motion.	15	0	20
IV	PHOTO EDITING: Image sizes: captured image size, screen display size, printing size; concept of pixels per inch; Image formats: Digital camera formats (JPEG, TIFF, RAW), web formats (FPX, GIF, PNG), printing format (EPS, PDF), editing format (PSD, PIC, BMP); Image manipulation: Resizing, cropping, rotation.	15	0	20

Texts and References:

- Kenneth Kobre and Betsy Brill (2000). *Photojournalism: The professionals' approach (4th edn)*, New Delhi: Focal Press
- Stacy Pearsall (2013). *A photojournalist's field guide*, Peachpit Press.
- Brian Horton (2001). *Associated Press guide to photojournalism*, Mc-Graw Hill.

- Terry Hope (2001). *Photo journalism: Developing style in creative photography*, New York: RotoVision SA.
- Angela Faris Belt (2008). *The elements of photography: Understanding and creating sophisticated images*, Focal Press.
- Barbara London and Jim Stone (2011). *A Short Course in Digital Photography*, Prentice Hall.
- Barbara Brundage and Chris Grover (2006). *Digital photography: The missing manual*, CA: Publisher: O'Reilly.
- David D. Busch (2006). *Mastering digital photography* (2nd edn), Thompson Course Technology.

Media Project

Course Code	BJMCHAD309P							
Course Title	Media Project							
Course Credits	Lecture		Tutorial		Practice		Total	
	0		1		5		6	
Contact hours	0		15		150		165	
Course objective	In this course the student will learn to create and publish media content. This will give them prepare them a comprehensive practical experience and will prepare an extensive portfolio. This course thus becomes an essential tool for preparing the student for the real world employment market.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
			√					
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	70	40%	00	00	100	40%

Examination Scheme:

Components	Internal Assessment			Practical Examination [#]	Theory Examination	Total
	Attendance	1 st Midterm Assessment [^]	2 nd Midterm Assessment [^]			
Marks	5	15	10	20	50	100

[^] The 1st and the 2nd midterm assessments may be carried out by the course teacher based on the progress made by the student upon completion of 40% and 70% of the course components, respectively and shall be based on in-house practical examination.

[#] Practical exam to be conducted at the end of the year by an external examiner (with assistance from the course teacher), will consist of evaluation of an individual blog maintained by each student (55 marks) and viva voce (15 marks). Each blog should have following components and will be marked as follows:

Unit	Component	Evaluation criteria	Marks
I	Video	Concept/script, use of natural light, camera handling and editing. 1 x 10 = 10 marks	10
II	Audio message	Innovativeness of message, creativity in editing. 2 x 5 = 10 marks	10
III	News Reports	Relevance of topic, headlines, lead, editing, relevance of photograph.	10
IV	Photo feature	Thematic fidelity of photographs, variation within thematic unity, use of natural light, composition of photographs, originality of thought, etc. 2 x 5 = 10 marks	10
IV	Graphic Ad	Effectiveness of message, use of design elements, overall appeal of the ad. 1 x 10 = 10 marks	10
V	Blog	Aesthetics, organisation of content, regularity of posts.	05
VI	Viva Voce		15
Total marks for practical examination			70

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	VIDEO: One video of two minute duration. The video should be shot in a documentary format and can be on a thematic area decided by the course teacher. Any video recording tool with at least 5MP (including mobile phone cameras) resolution may be used for shooting. Editing may be done using any suitable open source video editing software downloaded from the internet.	0	3	30
II	AUDIO MESSAGE: Create three two-minute audio messages (advertisement or a social service message or an RJ link) on a thematic area decided by the course teacher using two or more of the following components: voice piece, interview, vox-pop, commentary, music and ambient sound. Audio recording can be done using computer headsets, mobile phone voice-recorders, or other available voice recorder.	0	3	30
III	NEWS REPORTING: At least one news report every week throughout the year with pictures on major happenings in the community.	0	3	30
IV	PHOTO FEATURES: At least two photo-features in the year on a thematic area decided by the course teacher. The photographs may be clicked using consumer or professional digital cameras or mobile phones with at least 5 MP resolution. GRAPHIC AD: Create and design a social service ad in graphic mode using Scribus on a thematic area decided by the course teacher.	0	3	30
V [^]	PERSONAL BLOGS: Each student is required to create and maintain a personal blog using free blog services such as Wordpress or Blogspot. All the above activities should be incorporated in this blog.	0	3	30

[^] Unit V will run concurrently with Units I to IV

Media Internship

Course Code	BJMCHAD310P							
Course Title	Media Internship							
Course Credits	Lecture		Tutorial		Practice		Total	
	0		0		6		6	
Contact hours	0		0		180		180	
Course objective	For this course a student will intern with a reputed mass media/communication organisation. The course intends to prepare a student for a real world working environment through practical exposure.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
			√					
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	70	40%	00	00	100	40%

Examination Scheme:

Components	Internal Assessment [@]			Practical Examination [#]	Theory Examination	Total
	Attendance [~]	1 st Mid-term Assessment [^]	2 nd Mid-term Assessment [^]			
Marks	5	15	10	20	50	100

[@] A candidate shall undertake the internship under the direct supervision of an industry supervisor appointed from the organisation where (s)he is placed for internship. One faculty member from the Department of Journalism and Mass Communication in the institution of study will act as the internal supervisor for a student who opts for internship. The internal supervisor shall, in consultation with the industry supervisor, shall carry out the monitoring and evaluation of the candidate during the internship.

[~] Attendance will be awarded on the basis of a certificate of attendance from the industry supervisor to be submitted by the candidate at the end of the internship.

[^] The 1st and 2nd midterm assessments will be carried out by the internal supervisor on the basis of feedback from the industry supervisor upon completion of 40% and 75%, respectively, of the 180 mandatory hours for internship.

[#] Evaluation of the practical work undertaken during the internship will conducted by an external expert with assistance from the internship supervisor. For this purpose the candidate shall maintain a detailed record of the work carried out during the internship endorsed by the industry supervisor. The evaluation will be held after the completion of at least 180 hours of internship. Marks will be distributed as follows: Seminar presentation by a student on the work done during the internship (55 marks) + Viva Voce (15 marks).

Course Components:

- For the internship, a student will join an organisation of repute working either in the area of mass communication or the communication department of an organisation of repute, provided that the work undertaken during the internship is in the following areas: journalism, public relations, advertising, development communication or visual communication. A student can also have the following work profiles: writing, copy editing, production or designing in television, radio, print publications, internet publications, etc.

- A student who joins internship may complete 180 working hours with the organisation where (s)he is placed. These 180 hours may be completed by working either part-time or for the whole working days depending upon the convenience of the institution of studies and the organisation offering internship.

Notes:

- Finding the internship placement will be the sole responsibility of the student.
- Internship can be joined only after completing 2nd year of studies.

Interpersonal Communication Skills

Course Code	BJMCHAS207P							
Course Title	Interpersonal Communication Skills							
Course Credits	Lecture	Tutorial		Practice		Total		
	3	0		1		4		
Contact hours	45	0		30		75		
Course objective	This course aims to build leadership and interpersonal skills of students. The skills learnt in this course will help a student in professional and personal life besides adding to their skills as a mass communication practitioner.							
Type of the course	Core	DSE	Project	GE	AECC	SEC		
						√		
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory [§] Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test ^{@§}			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] The practical examination to be conducted by an external expert will consist of viva-voce (05 marks) along with evaluation of a file maintained by each student of exercises completed during the year based on subunits I(b), II(b), III(b), and IV(b) (15 marks).

[§] The mid-term and Theory Exams will be set from subunits I(a), II(a), III(a), and IV(a) only.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover subunits I(a), II(a), III(a), and IV(a) only. The instructions part should be mentioned at the beginning of the Part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Three questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	<p>SELF-ESTEEM:</p> <p>Subunit I(a): Spiral model of personal development; Steps to developing self-esteem: The five freedoms, you are unique, set a new goal, know yourself, personal strengths, relaxation, self-talk, identify problem areas, take off your dark glasses, spot the danger signals, be realistic, ask for help, improve your communication skills, you are taller than you think.</p> <p>Subunit I(b): Practice exercises from the chapters 'Self-esteem' and 'Self-awareness and self-knowledge,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp.19-46).</p>	11	0	7
II	<p>LISTENING:</p> <p>Subunit II(a): Importance of listening; Difference between active and reflective listening; Reflective Listening: Meaning; Five Response Styles: Judgemental, explanatory, reassuring, exploratory, empathic; Listening skills: Attending, following, reflecting;</p> <p>Subunit II(b): Practice exercises from the chapter 'Effective listening,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp. 47-72).</p>	11	0	7
III	<p>SELF-ASSERTION:</p> <p>Subunit III(a): Self assertion: concept and need; Assertive Behaviour and Self-Esteem; 'Rights' in interpersonal communication; Assertion skills: Psychological skills – managing anxiety and stress, non-verbal skills – facial expression, gestures, voice (timing, tone, volume, pitch, fluency), eye contact, movement, distance; verbal Skills – 'I' messages, negotiation towards a workable compromise, free information, self-disclosure, negative assertion, setting limits, negative inquiry; Fogging; Broken record; The five-star plan.</p> <p>Subunit III(b): Practice exercises from the chapter 'Self-assertion,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp.73-99).</p>	11	0	8
IV	<p>OFFICIAL COMMUNICATIONS:</p> <p>Subunit IV(a): Writing process: designing the document, writing a first</p>	12	0	8

	<p>draft, editing the draft.</p> <p>Designing the document: Goal orientation, readership analysis, creating a message, organising information, constructing an outline;</p> <p>Readership analysis – Managing readership expectations; Identifying the key persuasive factors;</p> <p>Creating a message – A sentence, single idea, word limit, self-explanatory, action-centered;</p> <p>Organising information – Vertical and horizontal organisation, summarising and grouping, managing detail;</p> <p>Writing first draft – summaries, introductions, headings, bullet points;</p> <p>Effective editing – paragraphs, sentences, words.</p> <p>Subunit IV(b): Practice exercises on writing emails, letters, memos, resume assigned by the course teacher.</p>			
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Texts and References:

- Mandy Kotzman and Anne Kotzman (2008), *Listen to me, listen to you: A step-by-step guide to communication skills training*, Victoria: Acer.
- Anne Kotzman (1989), *Listen to me, listen to you*, Penguin.
- Alan Barker (2010). *Improve your communication skills* (2nd end), London, Philadelphia, New Delhi: Kogan Page Limited.
- Richard Ellis (2002). *Communication Skills: Stepladders to success for the professional*, Bristol, Portland: Intellect.
- Randy Fujishin (2009). *Creating communication: Exploring and expanding your fundamental communication skills* (2nd edn), Rowman & Littlefield Publishers, Inc.
- John O. Greene and Brant R. Burleson (2003). *Handbook of Communication and Social Interaction Skills*, Mahwah, New Jersey and London: Lawrence Erlbaum Associates, Publishers.

New Media Writing and Publishing

Course Code	BJMCHAS208P							
Course Title	New Media Writing and Publishing							
Course Credits	Lecture		Tutorial		Practice		Total	
	3		0		1		4	
Contact hours	45		0		30		75	
Course objective	This course will prepare a student to write and publish in the new media environment. The course components will progressively prepare a student to adapt content writing for the internet environment while also making them familiar with the potential and application of various web 2.0 tools.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
							√	
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks).

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	STARTING BLOCKS: Digital information: Megabytes, gigabytes and terabytes; Internet: Web browsers, search engines, websites, FTP; RSS readers and feeds; Iconic services: Google, Google Maps, MySpace, Instagram, YouTube, Digg, del.icio.us, Ebay, Amazon; Tags and tag clouds; Mobile internet connectivity.	15	0	15
II	ONLINE NEWS GATHERING: What is online journalism? News gathering: Shared database, crowd-sourcing, distributed, collaborative or open-source reporting, online research; Virtual newsroom; Information graphics: How to use them and why.	15	0	15
III	ONLINE NEWS WRITING: Storytelling: Non-linear storytelling, using chunks in a story, using multiple media; Integrating online features for storytelling: Immediacy, global reach, multiple media, archives, hyper-linking – internal and external, interactivity.	15	0	15
IV	BLOGS: Meaning and origin; Individual and professional blogs; Basic terminology: Post, permalink, trackback, blogroll, link-blog, vlog, moblog; Maintaining a blog: Think e-mail, Link, summarize and analyze, specific headlines; authority and personality; short posts; frequency; handling comments; Using photos and screenshots; Essentials of blog writing: Timely and relevant; lively and tight writing; time stamps, headlines; Contextual hyper linking; audio-visual elements; Interactivity, context.	15	0	15

Texts and References:

- Stephen Quinn and Vincent F. Filak (2005). *Convergent journalism: An introduction*, Focal Press.

- Mike Ward (2002). *Journalism Online*, Focal Press.
- John V. Pavlik (2001). *Journalism and New Media*, New York: Columbia University Press.
- Mark Briggs (2007). *Journalism 2.0: How to survive and thrive*, J-Lab (Available online: http://www.kcnn.org/images/uploads/Journalism_20.pdf).

Courses for B.A. (Pass) Programme with Journalism and Mass Communication

Principles of Communication

Course Code	BJMCPAC101							
Course Title	Principles of Communication							
Course Credits	Lecture	Tutorial		Practice		Total		
	5	1		0		6		
Contact hours	75	15		0		90		
Course objective	This course aims to steer a student towards understanding the role and importance of communication in society. The course also builds a theoretical background for understanding how communication works. This course lays the theoretical base for applied communication courses.							
Type of the course	Core	DSE	Project	GE	AECC	SEC		
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	COMMUNICATION BASICS: Concept and definitions of communication; Functions of communication; Elements and process of communication; Types of communication: intrapersonal, interpersonal, group and mass communication; Verbal and Non-verbal communication.	19	4	0
II	COMMUNICATION AND SOCIETY: 7 Cs of communication; Barriers to communication: Physical, language, cultural, emotional and perceptual barriers to communication; Socialization and role of communication in socialization. Meaning in communication; Basics of signs, symbols and codes.	19	4	0
III	COMMUNICATION MODELS: One-way and two-way models of communication; SMCR model; Lasswell formula; Osgood and Schramm model.	18	3	0
IV	COMMUNICATION THEORIES: Bullet theory; Personal influence theory; Normative theories: Authoritarian, libertarian, social responsibility and democratic participant media theories.	19	4	0

Texts and References:

- Erik Karl Rosengren (2000). *Communication: An Introduction*, London: Sage Publications.
- Keval J Kumar (2007). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Stanley J Baran & Dennis K Davis (2002). *Mass Communication Theory: Foundations (2nd edn), Ferment, and Future*, Singapore: Thomason Asia Pvt. Ltd.
- N. Andal (2005). *Communication Theories and Models*, Bangalore: Himalaya Publishing House.
- Denis Mc Quail (2005). *Mc Quail's Mass Communication Theory*, New Delhi: Vistaar Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.
- John Fiske (2011). *Introduction to Communication Studies: Studies in culture and communication* (3rd edn), Oxon: Routledge.
- Uma Narula (2006). *Handbook of Communication: Models, Perspectives and Strategies*, Atlantic Publications.

Introduction to Radio and TV

Course Code	BJMCPAC102							
Course Title	Introduction to Radio and TV							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course aims to provide a basic understanding of the broadcast media to the students. The course contents will sensitize them towards television and radio media and their content.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	RADIO vs. TELEVISION: Characteristics of radio and television; Development of radio and television in India; Strengths and weaknesses of radio and television; Role and functions of radio and television in society.	19	4	0
II	TV PROGRAMMING GENRES: Types of programming: Fiction, Non-fiction and Mixed; Live, Packaged and Mixed; Programme format for television: News, current affairs, interviews, documentary, discussions, talk shows, reality TV, soap operas, game shows, educational programmes, lifestyle, travel and food, music shows, religious discourse, events – live and recorded, sports, etc.	19	4	0
IV	RADIO PROGRAMMING: Talks and discussions, news and current affairs, commentary on public events, radio drama, comedy and light entertainment, music, programmes for family welfare, education, rural audience, youth and armed forces, phone-in programmes.	18	3	0
IV	BROADCAST INDUSTRY: Doordarshan: Organisation structure; Doordarshan Kendras; Private Television Ownership and control in India; Analog Transmission: AM and FM; Growth of private FM channels in India; Community Radio; Campus Radio; Digital radio: Internet radio, satellite radio, visual radio.	19	4	0

Texts and References:

- Nalin Mehta (2008). *Television in India: Satellites, Politics and Cultural Change*, Oxon: Routledge
- Walter McDowell (2006). *Broadcast Television: A Complete Guide to the Industry*, New York: Peter Lang.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- PC Chatterji (1987). *Broadcasting in India*, New Delhi: Sage Publications.
- Melissa Butcher (2003). *Transnational Television, Cultural Identity and Change: When STAR Came to India*, New Delhi: Sage.
- David Page and William Crawley (2001). *Satellites over South Asia: Broadcasting, culture, and the Public Interest*, Sage Publications.
- Aditi Chatterjee, N. Bhaskara Rao and P. N. Vasanti (2000). *Vision and Mission for India's Public Broadcasting: Prasar Bharti Corporation*. New Delhi: Centre for Media Studies.
- Jonathan Bignell (2012). *An Introduction to Television Studies*, Oxon: Routledge.
- Gary Richard Edgerton and Brian Geoffrey Rose (2005). *Thinking Outside the Box: A Contemporary Television Genre Reader*, University Press of Kentucky.

- Prasar Bharti (2007). *All India Radio*, New Delhi: Audience Research Unit, Prasar Bharti (Available online: <http://allindiaradio.gov.in/allindiaradio/shared/AIRComp2007.pdf>).
- GoI (1983). *This is All India Radio: A handbook of radio broadcasting in India*, Publications Division, Ministry of Information and Broadcasting, Government of India.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.
- Andrew Crisell (1994). *Understanding Radio* (2nd edn), New York and London: Routledge.
- Emile G. McAnany (1973). *Radio's Role in Development: Five Strategies of Use*, USAID (Available online: http://pdf.usaid.gov/pdf_docs/PNAAD453.pdf).
- UNESCO (1965). *Radio Broadcasting Serves Rural Development*, UNESCO reports and papers on mass communication.
- PC Chatterji (1987). *Broadcasting in India*, New Delhi: Sage Publications.

Introduction to Advertising and Public Relations

Course Code	BJMCPAC301							
Course Title	Introduction to Advertising and Public Relations							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course will help students build a basic understanding about advertising and PR and their processes. The students will learn their importance and role in commerce, along with the ethical practices in the field.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	MARKETING MIX: Marketing Mix: Meaning and components; Factors Determining Marketing Mix; Advertising as tools of Marketing; PR as a tool of Marketing; Evolution of Public Relations; Evolution of Advertising.	19	4	0
II	ADVERTISING – BASIC CONCEPTS: Definition, origin & development; Scope, need and functions of advertising; Process of advertising; Advertising and Sales Promotion; Advertising and Publicity; Advertising and Personal Selling; Advertising and Public Relations.	19	4	0
III	PR – BASIC CONCEPTS: Public Relations: meaning, definition and objectives; Importance and functions of Public Relations; Types of public; Process of Public Relations; Principles of Public Relations.	19	4	0
V	ESSENTIALS OF AD AND PR: Types of advertising; Campaign approach to advertising; ASCI's code of Advertising Practice; Ethical issues in Public Relations; PRSI code of ethics for PR.	18	3	0

Texts and References:

- C L Tyagi and Arun Kumar (2004). *Advertising Management*, New Delhi: Atlantic Publishers.
- Mukesh Trehan and Ranju Trehan (2007). *Advertising and Sales Management*, New Delhi: VK India.
- SA Chunawalla and KC Sethia (2002). *Foundation of Advertising*, New Delhi: Himalaya Publishing House.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Jaishri N. Jethwaney and Narendra Nath Sarkar (2002). *Public Relations*, New Delhi: Sterling Publishers Private Limited.
- Robert L. Heath (2005). *Encyclopaedia of Public Relations*, London, Thousand Oaks, New Delhi: Sage Publications.

- Alison Theaker (2001). *The Public Relations handbook*, London and New York: Routledge.
- Deepak Gupta (2005). *Handbook of advertising media and public relations*, New Delhi: Mittal Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.

New Media Communication

Course Code	BJMCPAC401							
Course Title	New Media Communication							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	The course acquaints a student with conventional and the new media technologies, with a special focus on networking – central to the new media technologies. The course then introduces the student to the potential and pitfalls of this technology thus enabling them to engage with the technology meaningfully and efficiently.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
	√							
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	NEW MEDIA AND NEW TECHNOLOGIES: New media: what they are; Characteristics of new media: Integrated, digital, interactive, hypertextual, virtual, networked, and simulated; Old media versus new: comparison and similarities; Convergence: Blurring of boundaries between IT, telecommunications and media;	19	4	0
II	INTERNET: History and development; Forces that shape internet; Web 2.0 technologies: Meaning and applications; Social networking and mobile media; Web 3.0: Concept.	18	3	0
III	SOCIETY IN THE INFORMATION AGE: Concepts of information society, network society and mass society. Networks: Evolution of human networks. Levels of social networks: individual relations, group and organizational relations, societal relations, global relations; Historical and social causes for rise of networks; Comparison of mass society with network society.	19	4	0
IV	NEW MEDIA IN EVERYDAY LIFE: WWW, search engines, Email, bulletin boards, MUD, chat, email, blogs, social networking sites, wikis, games, communities, digital TV, digital music, digital cinema. Issues in new media: Information overload; Digital divide; Internet addiction; Intrusion of family life; Pornography; Invasion of privacy and surveillance; Copyright and piracy.	19	4	0

Texts and References:

- Lelia Green (2010). *The Internet: An introduction to new media*, Oxford and New York: Berg.
- Jan A.G.M. van Dijk (2006). *The Network Society: Social Aspects of New Media* (2nd end), London, Thousand Oaks and New Delhi: Sage Publications.
- Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly (2009). *New media: A critical introduction* (2nd end), London and New York: Routledge
- Nicholas Gane and David Beer (2008). *New media: The key concepts*, Oxford and New York: Berg.
- Glen Creeber and Royston Martin (2009). *Digital cultures*, New York: Open University Press.
- Jaishri N. Jethwaney and Narendra Nath Sarkar (2002). *Public Relations*, New Delhi: Sterling Publishers Private Limited.

- Robert L. Heath (2005). *Encyclopaedia of Public Relations*, London, Thousand Oaks, New Delhi: Sage Publications.
- Alison Theaker (2001). *The Public Relations handbook*, London and New York: Routledge.
- Deepak Gupta (2005). *Handbook of advertising media and public relations*, New Delhi: Mittal Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.

Community and Traditional Media

Course Code	BJMCPAD501							
Course Title	Community and Traditional Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	In a scenario where the big corporations and cross-media ownerships control the flow of information and opinion, community media is seen as an alternative voice. This course introduces the student to the concept of ‘community’ in the globalised world and alternatives to the mainstream media. The course sensitizes the student to the potential of using community-based traditional, new and folk media.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASIC CONCEPTS: Community: its concept and importance; Community as Place; Community as Identity/Belonging; Community as Ideology; Locality, place and neighbourhood; Virtual Communities; Imagined Communities.	18	3	0
II	COMMUNITY MEDIA AS ALTERNATIVE MEDIA: Concept, need and origin; Types of Alternative Media: Alternative media as serving a community; alternative media as an alternative to mainstream media; linking alternative media to civil society; and alternative media as collaborative media.	19	4	0
III	COMMUNITY MEDIA SPACE: Alternative Print media: strengths and weakness with examples; Alternative Television with special focus on Public Access Television; Alternative Radio with special focus on Community Radio; Internet Virtual Communities with special focus on blogging and micro-blogging.	19	4	0
IV	TRADITIONAL MEDIA: Meaning; Importance of traditional media in communication; Different forms of traditional media; Types of traditional media in Himachal Pradesh;	19	4	0

Texts and References:

- Tony Blackshaw (2010). *Key Concepts in Community Studies*, New Delhi: Sage.
- Olga Bailey, Bart Cammaerts and Nico Carpentier (2008). *Understanding Alternative Media*, New York: Open University Press.
- Kate Coyer, Tony Downumt and Alan Fountain (2007). *The Alternative Media Handbook*, New York and London: Routledge.
- Kevin Howley (2012). *Understanding Community Media*, Sage Publications.
- Indian Institute of Mass Communication (1981). *Communication and the Traditional Media: Papers and Proceedings of Seminar*.
- Keval J Kumar (2012). *Mass Communication in India* (4th Ed.), Mumbai: Jaico Publishing House.

Introduction to Photojournalism

Course Code	BJMCPAD601P							
Course Title	Introduction to Photojournalism							
Course Credits	Lecture		Tutorial		Practice		Total	
	4		0		2		6	
Contact hours	60		0		60		120	
Course objective	This course is targeted at developing the ability to conceptualise, capture and use photographs meaningfully. Although the focus of this course is to develop a student’s skills as a photojournalist, it is useful in other areas of print communication as well. It even builds a foundation for a future career in photography.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
		√						
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks) to judge the photography skills of the student.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	ESSENTIALS: Photojournalism: Concept, difference of news photography from other photography, difference of news photographer's job from new reporter and copy editors; The newspaper photo section: Chief Photographer, photographers and freelancers; Importance of photographs in news; News values for photographs; Responsibilities of a photojournalist	15	0	0
II	TECHNOLOGY AND CREATIVE RULES: Camera: Elements of a camera – viewfinder, lens, iris, shutter, film chamber, light metre; Camera Designs: pinhole camera, view camera, compact camera, TLR, SLR, Instant/Polaroid camera, digital camera; Picture composition: Framing, rule of thirds, perspective, angle of view, backgrounds; Framing: Visual quality and photographic meaning through conscious framing.	15	0	20
III	CREATIVE OPTIONS: Light: direct and indirect light; cool and warm; Three-point lighting; Focus: Concepts of Aperture and f-stop; Lenses – Types of lenses and their functions; Depth of field; Exposure: Relationship between light, aperture and shutter speed; Time and motion.	15	0	20
IV	PHOTO EDITING: Image sizes: captured image size, screen display size, printing size; concept of pixels per inch; Image formats: Digital camera formats (JPEG, TIFF, RAW), web formats (FPX, GIF, PNG), printing format (EPS, PDF), editing format (PSD, PIC, BMP); Image manipulation: Resizing, cropping, rotation.	15	0	20

Texts and References:

- Kenneth Kobre and Betsy Brill (2000). *Photojournalism: The professionals' approach (4th edn)*, New Delhi: Focal Press
- Stacy Pearsall (2013). *A photojournalist's field guide*, Peachpit Press.
- Brian Horton (2001). *Associated Press guide to photojournalism*, Mc-Graw Hill.

- Terry Hope (2001). *Photo journalism: Developing style in creative photography*, New York: RotoVision SA.
- Angela Faris Belt (2008). *The elements of photography: Understanding and creating sophisticated images*, Focal Press.
- Barbara London and Jim Stone (2011). *A Short Course in Digital Photography*, Prentice Hall.
- Barbara Brundage and Chris Grover (2006). *Digital photography: The missing manual*, CA: Publisher: O'Reilly.
- David D. Busch (2006). *Mastering digital photography* (2nd edn), Thompson Course Technology.

Reporting, Editing and Feature Writing

Course Code	BJMCPAS301P							
Course Title	Reporting, Editing and Feature Writing							
Course Credits	Lecture	Tutorial		Practice		Total		
	3	0		1		4		
Contact hours	45	0		30		75		
Course objective	The students will learn the basics arts of journalism: reporting, editing and feature writing. Basic skills and concepts of reporting, copy editing and feature writing dealt with in this course intend prepare a student for entry level positions in a newspaper organisation.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
							√	
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks).

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	NEWS BASICS: News: Concept and definition News Values (traditional): Impact, proximity, timeliness, prominence, topicality, novelty, conflict, disasters, human interest; Sources of news; Structure of a news story; Five 'W's and one 'H'.	11	0	7
II	BASIC REPORTING-I: City Beats: Concept of beat reporter; Key city beats: Local government, subordinate administrators, educational and health institutions, law and order; Speeches, news conferences, meetings and interviews: Preparing for speech, news conference and meeting, getting the correct content, describing the participants, covering the event, structuring the story.	11	0	7
III	BASIC REPORTING-II: Accident, disasters and crime stories: The scene of incident; Sources of information: police reports, victims, witnesses, hospitals and other emergency services, other possible sources.	11	0	8
IV	EDITING: Process and functions of editing; Selection of news items; Principles of editing. Features: Definition and characteristics; Steps in writing features: Getting ideas, getting information, getting anecdotes, getting good quotes, structure of a feature.	12	0	8

Texts and References:

- Mandy Kotzman and Anne Kotzman (2008), *Listen to me, listen to you: A step-by-step guide to communication skills training*, Victoria: Acer.
- Anne Kotzman (1989), *Listen to me, listen to you*, Penguin.
- Alan Barker (2010). *Improve your communication skills* (2nd edn), London, Philadelphia, New Delhi: Kogan Page Limited.
- Richard Ellis (2002). *Communication Skills: Stepladders to success for the professional*, Bristol, Portland: Intellect.
- Randy Fujishin (2009). *Creating communication: Exploring and expanding your fundamental communication skills* (2nd edn), Rowman & Littlefield Publishers, Inc.
- John O. Greene and Brant R. Burleson (2003). *Handbook of Communication and Social Interaction Skills*, Mahwah, New Jersey and London: Lawrence Erlbaum Associates, Publishers.

Skills for New Media

Course Code	BJMCPAS401P							
Course Title	Skills for New Media							
Course Credits	Lecture		Tutorial		Practice		Total	
	3		0		1		4	
Contact hours	45		0		30		75	
Course objective	This course will prepare a student to write and publish in the new media environment. The course components will progressively prepare a student to adapt content writing for the internet environment while also making them familiar with the potential and application of various web 2.0 tools.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
							√	
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] Practical exam will be conducted at the end of the year by an external examiner with assistance from the course teacher. The practical will consist of evaluation of the exercises undertaken by each student throughout the year (15 marks) along with a viva-voce (05 marks).

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	STARTING BLOCKS: Digital information: Megabytes, gigabytes and terabytes; Internet: Web browsers, search engines, websites, FTP; RSS readers and feeds; Iconic services: Google, Google Maps, MySpace, Instagram, YouTube, Digg, del.icio.us, Ebay, Amazon; Tags and tag clouds; Mobile internet connectivity.	15	0	15
II	ONLINE NEWS GATHERING: What is online journalism News gathering: Shared database, crowd-sourcing, distributed, collaborative or open-source reporting, online research; Virtual newsroom; Information graphics: How to use them and why.	15	0	15
III	ONLINE NEWS WRITING: Storytelling: Non-linear storytelling, using chunks in a story, using multiple media; Integrating online features for storytelling: Immediacy, global reach, multiple media, archives, hyper-linking – internal and external, interactivity.	15	0	15
IV	BLOGS: Meaning and origin; Individual and professional blogs; Basic terminology: Post, permalink, trackback, blogroll, link-blog, vlog, moblog; Maintaining a blog: Think e-mail, Link, summarize and analyze, specific headlines; authority and personality; short posts; frequency; handling comments; Using photos and screenshots; Essentials of blog writing: Timely and relevant; lively and tight writing; time stamps, headlines, Contextual hyper linking; Audio-visual elements; Interactivity, context.	15	0	15

Texts and References:

- Stephen Quinn and Vincent F. Filak (2005). *Convergent journalism: An introduction*, Focal Press.
- Mike Ward (2002). *Journalism Online*, Focal Press.
- John V. Pavlik (2001). *Journalism and New Media*, New York: Columbia University Press.
- Mark Briggs (2007). *Journalism 2.0: How to survive and thrive*, J-Lab (Available online: http://www.kcnn.org/images/uploads/Journalism_20.pdf).

Communication Skills

Course Code	BJMCPAS501P							
Course Title	Communication Skills							
Course Credits	Lecture	Tutorial		Practice		Total		
	3	0		1		4		
Contact hours	45	0		30		75		
Course objective	This course aims to build leadership and interpersonal skills of students. The skills learnt in this course will help a student in professional and personal life besides adding to their skills as a mass communication practitioner.							
Type of the course	Core	DSE	Project	GE	AECC	SEC		
						√		
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	20	40%	50	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination [#]	Theory [§] Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	20	50	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[#] The practical examination to be conducted by an external expert will consist of viva-voce (05 marks) along with evaluation of a file maintained by each student of exercises completed during the year based on subunits I(b), II(b), III(b), and IV(b) (15 marks).

[§] The house test and theory exams will cover subunits I(a), II(a), III(a), and IV(a) only.

Instructions for Paper Setters:

The question paper for the theory exam will have four parts. Each part will cover subunits I(a), II(a), III(a), and IV(a) only. The instructions part should be mentioned at the beginning of the Part of the question paper. Maximum time: 3 hours.

Part A	Eight objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory.	8 × 1 = 08 marks
Part B	Five questions for short answers (25 words), each for two marks. All questions are compulsory.	5 × 2 = 10 marks
Part C	Six questions for medium length answers (50 words), each for four marks. Three questions are to be answered.	3 × 4 = 12 marks
Part D	Three questions for long answers, each for 10 marks. Two questions are to be answered.	2 × 10 = 20 marks
Total Marks (A+B+C+D)		50 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	<p>SELF-ESTEEM:</p> <p>Subunit I(a): Spiral model of personal development; Steps to developing self-esteem: The five freedoms, you are unique, set a new goal, know yourself, personal strengths, relaxation, self-talk, identify problem areas, take off your dark glasses, spot the danger signals, be realistic, ask for help, improve your communication skills, you are taller than you think.</p> <p>Subunit I(b): Practice exercises from the chapters 'Self-esteem' and 'Self-awareness and self-knowledge,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp.19-46).</p>	11	0	7
II	<p>LISTENING:</p> <p>Subunit II(a): Importance of listening; Difference between active and reflective listening; Reflective Listening: Meaning; Five Response Styles: Judgemental, explanatory, reassuring, exploratory, empathic; Listening skills: Attending, following, reflecting;</p> <p>Subunit II(b): Practice exercises from the chapter 'Effective listening,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp. 47-72).</p>	11	0	7
III	<p>SELF-ASSERTION:</p> <p>Subunit III(a): Self assertion: concept and need; Assertive Behaviour and Self-Esteem; 'Rights' in interpersonal communication; Assertion skills: Psychological skills – managing anxiety and stress, non-verbal skills – facial expression, gestures, voice (timing, tone, volume, pitch, fluency), eye contact, movement, distance; verbal Skills – 'I' messages, negotiation towards a workable compromise, free information, self-disclosure, negative assertion, setting limits, negative inquiry; Fogging; Broken record; The five-star plan.</p> <p>Subunit III(b): Practice exercises from the chapter 'Self-assertion,' in Mandy Kotzman and Anne Kotzman (2008), <i>Listen to me listen to you: A step-by-step guide to communication skills training</i>, (pp.73-99).</p>	11	0	8
IV	<p>OFFICIAL COMMUNICATIONS:</p> <p>Subunit IV(a): Writing process: designing the document, writing a first</p>	12	0	8

<p>draft, editing the draft.</p> <p>Designing the document: Goal orientation, readership analysis, creating a message, organising information, constructing an outline;</p> <p>Readership analysis – Managing readership expectations; Identifying the key persuasive factors;</p> <p>Creating a message – A sentence, single idea, word limit, self-explanatory, action-centered;</p> <p>Organising information – Vertical and horizontal organisation, summarising and grouping, managing detail;</p> <p>Writing first draft – summaries, introductions, headings, bullet points;</p> <p>Effective editing – paragraphs, sentences, words.</p> <p>Subunit IV(b): Practice exercises on writing emails, letters, memos, resume assigned by the course teacher.</p>			
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Texts and References:

- Mandy Kotzman and Anne Kotzman (2008), *Listen to me, listen to you: A step-by-step guide to communication skills training*, Victoria: Acer.
- Anne Kotzman (1989), *Listen to me, listen to you*, Penguin.
- Alan Barker (2010). *Improve your communication skills* (2nd edn), London, Philadelphia, New Delhi: Kogan Page Limited.
- Richard Ellis (2002). *Communication Skills: Stepladders to success for the professional*, Bristol, Portland: Intellect.
- Randy Fujishin (2009). *Creating communication: Exploring and expanding your fundamental communication skills* (2nd edn), Rowman & Littlefield Publishers, Inc.
- John O. Greene and Brant R. Burleson (2003). *Handbook of Communication and Social Interaction Skills*, Mahwah, New Jersey and London: Lawrence Erlbaum Associates, Publishers.

Film Appreciation Skills

Course Code	BJMCPAS601							
Course Title	Film Appreciation Skills							
Course Credits	Lecture	Tutorial		Practice		Total		
	3	1		0		4		
Contact hours	45	15		0		60		
Course objective	An average movie-goer may be content with entertainment or catharsis, a student of communication analyses films for technique, art, style, and most importantly narrative of the film ‘text’. This course is intended to lay a foundation for such critical analysis of the film.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
							√	
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	00	00	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory [§] Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

[§] House test and Theory Examination will cover first four units only.

Instructions for Paper Setters:

Question paper for the theory exam will cover first four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	FILM CONSTRUCTS: Mise en scène: setting, performance and movement, costume and props; Cinematography: colour, lighting, camerawork; Sound: Diegetic and non-diegetic sound.	11	0	0
II	FILM EDITING: Concept; Styles – continuity editing, movement and speed, shot size, cross-cutting; Editing decisions – Long take or montage.	11	0	0
III	INTERPRETING FILMS: 'Reading' films: Audience as reader; Film form: Formalism and realism; Genre: Concept; Genre through image and sound.	11	0	0
IV	NARRATIVE: Concept; Plot structure – Character, stories, storytelling expectations; Narrative structure and the viewer – position of the viewer, Hollywood narratives, audience as a reader, narrative pleasure, narrative dependence on opposition.	11	0	0
V	PRACTICE SESSIONS: WATCHING AND 'READING' FILMS Watch the following films and analyse them using concepts learnt in Units 1 to 4: <i>Pather Panchali</i> , <i>Kaagaz Ke Phool</i> , <i>Do Beegha Zameen</i> , <i>Jaane Bhi Do Yaaron</i> , <i>Vertigo</i> , <i>8½</i> , <i>Life is Beautiful</i> , <i>Seven Samurai</i> , <i>The Artist</i> .	1	15	0

Texts and References:

- Nathan Abrams, Ian Bell and Jan Udris (2001). *Studying Film*, London: Arnold.
- Sarah Casey Benyahia, Freddie Gaffney and John White (2006). *As film studies: The essential introduction*, London and New York: Routledge.
- Warren Buckland (1998). *Film Studies*, London: Hodder and Stoughton.
- Andrew M. Butler (2005). *Film Studies*, Herts: Pocket Essentials.

Motion pictures:

- Do Beegha Zameen (1953)
- Pather Panchali (1955)
- Kaagaz Ke Phool (1959)
- Jaane Bhi Do Yaaron (1983)
- Vertigo (1958)
- 8½ (1963)
- Life is Beautiful (1997)
- The Artist (2011)

Generic Elective Courses in Journalism and Mass Communication

Basic Principles of Communication

Course Code	BJMCHAGE101							
Course Title	Basic Principles of Communication							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course aims to steer a student towards understanding the role and importance of communication in society. The course also builds a theoretical background for understanding how communication works. This course lays the theoretical base for applied communication courses.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	COMMUNICATION BASICS: Concept and definitions of communication; Functions of communication; Elements and process of communication; Types of communication: intrapersonal, interpersonal, group and mass communication; Verbal and Non-verbal communication.	19	4	0
II	COMMUNICATION AND SOCIETY: 7 Cs of communication; Barriers to communication: Physical, language, cultural, emotional and perceptual barriers to communication; Socialization and role of communication in socialization. Meaning in communication; Basics of signs, symbols and codes.	19	4	0
III	COMMUNICATION MODELS: One-way and two-way models of communication; SMCR model; Lasswell formula; Osgood and Schramm model.	19	4	0
IV	COMMUNICATION THEORIES: Bullet theory; Personal influence theory; Normative theories: Authoritarian, libertarian, social responsibility and democratic participant media theories.	18	3	0

Texts and References:

- Erik Karl Rosengren (2000). *Communication: An Introduction*, London: Sage Publications.
- Keval J Kumar (2007). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Stanley J Baran & Dennis K Davis (2002). *Mass Communication Theory: Foundations (2nd edn), Ferment, and Future*, Singapore: Thomason Asia Pvt. Ltd.
- N. Andal (2005). *Communication Theories and Models*, Bangalore: Himalaya Publishing House.
- Denis Mc Quail (2005). *Mc Quail's Mass Communication Theory*, New Delhi: Vistaar Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.
- John Fiske (2011). *Introduction to Communication Studies: Studies in culture and communication* (3rd edn), Oxon: Routledge.
- Uma Narula (2006). *Handbook of Communication: Models, Perspectives and Strategies*, Atlantic Publications.

Broadcast Communication Basics

Course Code	BJMCHAGE102							
Course Title	Broadcast Communication Basics							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course aims to provide a basic understanding of the broadcast media to the students. The course contents will sensitize them towards television and radio media and their content.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	RADIO vs. TELEVISION: Characteristics of radio and television; Development of radio and television in India; Strengths and weaknesses of radio and television; Role and functions of radio and television in society.	19	4	0
II	TV PROGRAMMING GENRES: Types of programming: Fiction, Non-fiction and Mixed; Live, Packaged and Mixed; Programme format for television: News, current affairs, interviews, documentary, discussions, talk shows, reality TV, soap operas, game shows, educational programmes, lifestyle, travel and food, music shows, religious discourse, events – live and recorded, sports, etc.	19	4	0
IV	RADIO PROGRAMMING: Talks and discussions, news and current affairs, commentary on public events, radio drama, comedy and light entertainment, music, programmes for family welfare, education, rural audience, youth and armed forces, phone-in programmes.	18	3	0
IV	BROADCAST INDUSTRY: Doordarshan: Organisation structure; Doordarshan Kendras; Private Television Ownership and control in India; Analog Transmission: AM and FM; Growth of private FM channels in India; Community Radio; Campus Radio; Digital radio: Internet radio, satellite radio, visual radio.	19	4	0

Texts and References:

- Nalin Mehta (2008). *Television in India: Satellites, Politics and Cultural Change*, Oxon: Routledge
- Walter McDowell (2006). *Broadcast Television: A Complete Guide to the Industry*, New York: Peter Lang.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- PC Chatterji (1987). *Broadcasting in India*, New Delhi: Sage Publications.
- Melissa Butcher (2003). *Transnational Television, Cultural Identity and Change: When STAR Came to India*, New Delhi: Sage.
- David Page and William Crawley (2001). *Satellites over South Asia: Broadcasting, culture, and the Public Interest*, Sage Publications.
- Aditi Chatterjee, N. Bhaskara Rao and P. N. Vasanti (2000). *Vision and Mission for India's Public Broadcasting: Prasar Bharti Corporation*. New Delhi: Centre for Media Studies.
- Jonathan Bignell (2012). *An Introduction to Television Studies*, Oxon: Routledge.
- Gary Richard Edgerton and Brian Geoffrey Rose (2005). *Thinking Outside the Box: A Contemporary Television Genre Reader*, University Press of Kentucky.

- Prasar Bharti (2007). *All India Radio*, New Delhi: Audience Research Unit, Prasar Bharti (Available online: <http://allindiaradio.gov.in/allindiaradio/shared/AIRComp2007.pdf>).
- GoI (1983). *This is All India Radio: A handbook of radio broadcasting in India*, Publications Division, Ministry of Information and Broadcasting, Government of India.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.
- Andrew Crisell (1994). *Understanding Radio* (2nd edn), New York and London: Routledge.
- Emile G. McAnany (1973). *Radio's Role in Development: Five Strategies of Use*, USAID (Available online: http://pdf.usaid.gov/pdf_docs/PNAAD453.pdf).
- UNESCO (1965). *Radio Broadcasting Serves Rural Development*, UNESCO reports and papers on mass communication.
- PC Chatterji (1987). *Broadcasting in India*, New Delhi: Sage Publications.

Marketing Communication Basics

Course Code	BJMCHAGE201							
Course Title	Marketing Communication Basics							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	This course will help students build a basic understanding about advertising and PR and their processes. The students will learn their importance and role in commerce, along with the ethical practices in the field.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the

candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	MARKETING MIX: Marketing Mix: Meaning and components; Factors Determining Marketing Mix; Advertising as a tool of Marketing; PR as a tool of Marketing; Evolution of Advertising; Evolution of Public Relations.	19	4	0
II	ADVERTISING – BASIC CONCEPTS: Definition, origin & development; Scope, need and functions of advertising; Process of advertising; Advertising and Sales Promotion; Advertising and Publicity; Advertising and Personal Selling; Advertising and Public Relations.	19	4	0
III	PR – BASIC CONCEPTS: Public Relations: meaning, definition and objectives; Importance and functions of Public Relations; Types of public; Process of Public Relations; Principles of Public Relations.	19	4	0
V	ESSENTIALS OF AD AND PR: Types of advertising; Campaign approach to advertising; ASCI's code of Advertising Practice; Ethical issues in Public Relations; PRSI code of ethics for PR.	18	3	0

Texts and References:

- C L Tyagi and Arun Kumar (2004). *Advertising Management*, New Delhi: Atlantic Publishers.
- Mukesh Trehan and Ranju Trehan (2007). *Advertising and Sales Management*, New Delhi: VK India.
- SA Chunawalla and KC Sethia (2002). *Foundation of Advertising*, New Delhi: Himalaya Publishing House.
- Keval J Kumar (2012). *Mass Communication in India* (4th edn), Mumbai: Jaico Publishing House.
- Jaishri N. Jethwaney and Narendra Nath Sarkar (2002). *Public Relations*, New Delhi: Sterling Publishers Private Limited.
- Robert L. Heath (2005). *Encyclopaedia of Public Relations*, London, Thousand Oaks, New Delhi: Sage Publications.

- Alison Theaker (2001). *The Public Relations handbook*, London and New York: Routledge.
- Deepak Gupta (2005). *Handbook of advertising media and public relations*, New Delhi: Mittal Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.

New Media Basics

Course Code	BJMCHAGE202							
Course Title	New Media Basics							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	The course acquaints a student with conventional and the new media technologies, with a special focus on networking. The course then introduces the student to the potential and pitfalls of this technology thus enabling them to engage with the technology meaningfully and efficiently.							
Type of the course	Core	DSE	Project		GE	AECC	SEC	
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Contents:

Unit	Topic	Contact Hours		
		L	T	P
I	NEW MEDIA AND NEW TECHNOLOGIES: New media: what they are; Characteristics of new media: Integrated, digital, interactive, hypertextual, virtual, networked, and simulated; Old media versus new: comparison and similarities; Convergence: Blurring of boundaries between IT, telecommunications and media;	19	4	0
II	INTERNET: History and development; Forces that shape internet; Web 2.0 technologies: Meaning and applications; Social networking and mobile media; Web 3.0: Concept.	18	3	0
III	SOCIETY IN THE INFORMATION AGE: Concepts of information society, network society and mass society. Networks: Evolution of human networks. Levels of social networks: individual relations, group and organizational relations, societal relations, global relations; Historical and social causes for rise of networks; Comparison of mass society with network society.	19	4	0
IV	NEW MEDIA IN EVERYDAY LIFE: WWW, search engines, Email, bulletin boards, MUD, chat, email, blogs, social networking sites, wikis, games, communities, digital TV, digital music, digital cinema. Issues in new media: Information overload; Digital divide; Internet addiction; Intrusion of family life; Pornography; Invasion of privacy and surveillance; Copyright and piracy.	19	4	0

Texts and References:

- Lelia Green (2010). *The Internet: An introduction to new media*, Oxford and New York: Berg.
- Jan A.G.M. van Dijk (2006). *The Network Society: Social Aspects of New Media* (2nd end), London, Thousand Oaks and New Delhi: Sage Publications.
- Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly (2009). *New media: A critical introduction* (2nd end), London and New York: Routledge
- Nicholas Gane and David Beer (2008). *New media: The key concepts*, Oxford and New York: Berg.
- Glen Creeber and Royston Martin (2009). *Digital cultures*, New York: Open University Press.
- Jaishri N. Jethwaney and Narendra Nath Sarkar (2002). *Public Relations*, New Delhi: Sterling Publishers Private Limited.
- Robert L. Heath (2005). *Encyclopaedia of Public Relations*, London, Thousand Oaks, New Delhi: Sage Publications.

- Alison Theaker (2001). *The Public Relations handbook*, London and New York: Routledge.
- Deepak Gupta (2005). *Handbook of advertising media and public relations*, New Delhi: Mittal Publications.
- Vir Bala Aggarwal and VS Gupta (2002). *Handbook of Journalism & Mass Communication*, New Delhi: Concept Publication Company.

Media and Culture

Course Code	BJMCPAGE301							
Course Title	Media and Culture							
Course Credits	Lecture		Tutorial		Practice		Total	
	5		1		0		6	
Contact hours	75		15		0		90	
Course objective	The media is a powerful actor in social conditioning. It mirrors, transplants and perpetuates social norms and values. This course is designed to equip a student appreciate the politics of mass media culture industry by sensitizing her towards the dynamics of this power and its impact on cultures in the globalised world.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	35%	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^] Class test will be taken on completion of 40% of the syllabus.

^{*} Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@] House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	UNDERSTANDING CULTURE: Mass Culture; Popular Culture; Folk Culture; Sub Cultures; Media and Culture; Media and technologies: Folk Media as a form of mass culture; Live performance, Audience in live performance; Media technologies; Medium is the message; Technological Determinism; New Media and cultural forms.	19	4	0
II	CRITICAL THEORIES: Frankfurt School; Media as cultural industries; Political economy; Ideology and hegemony.	19	4	0
III	REPRESENTATION MEDIA AS TEXTS: Signs and Codes in Media; Discourse Analysis; Genres; Representation of nation, class, caste and gender issues in media.	18	3	0
IV	AUDIENCES: Uses and Gratification Approach; Reception studies; Active Audiences; Women as audiences; Music and the popular; Fandom.	19	4	0

Texts and References:

- Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V)
- John Fiske, 1982, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III Signs and codes)
- Dennis McQuail, 2000, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies)
- Baran and Davis, Mass Communication Theory (covers Unit II, III and IV)
- John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. 2009
- Kevin Williams, Understanding Media Theory (Covers Unit II, III and IV)

- Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE
- James Clifford, Tony Benett, Raymond Williams, Stuart Hall, John Storey Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, Mcluhan

Introduction to Visual Communication

Course Code	BJMCPAGE302							
Course Title	Introduction to Visual Communication							
Course Credits	Lecture	Tutorial		Practice		Total		
	5	1		0		6		
Contact hours	75	15		0		90		
Course objective	This course intends to familiarise the students with the organisational structure of a newspaper along with the roles and responsibilities of key personnel working in various departments of a newspaper organisation. This course will also give a macro view of the working of a newspaper organisation thus preparing a budding journalist to identify her surroundings and adjust to the working environment.							
Type of the course	Core	DSE	Project		GE	AECC		SEC
					√			
Pass marks	IA		Practical		Theory Exam		Total	
	Max	Pass	Max	Pass	Max	Pass	Max	Pass
	30	35%	0	0	70	355	100	40%

Examination Scheme:

Components	Internal Assessment				Practical Examination	Theory Examination	Total
	Attendance	Class Test [^]	Classroom Activity [*]	House Test [@]			
Marks	5	5	10	10	00	70	100

[^]Class test will be taken on completion of 40% of the syllabus.

^{*}Classroom Activity marks will be awarded by the course teacher on the basis of assignments/tutorials/general behavior in the class.

[@]House test will be taken on completion of 75 percent of the syllabus.

Instructions for Paper Setters:

Question paper for the theory exam will cover all four units as explained below. The instructions should be mentioned at the beginning of each part of the question paper. Maximum time: 3 hours.

Part A	10 objective-type questions (MCQ/True-False/ Fill-in-the-blanks), each for one mark. All questions are compulsory. Five short answer questions (25 to 50 words) covering whole syllabus for four marks each. All questions are compulsory.	10 × 1 = 10 marks 5 × 4 = 20 marks
Part B	Two long answer type questions, each for 10 marks, from Unit I. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part C	Two long answer type questions, each for 10 marks, from Unit II. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part D	Two long answer type questions, each for 10 marks, from Unit III. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Part E	Two long answer type questions, each for 10 marks, from Unit IV. A question may contain subparts. One question is to be answered.	1 × 10 = 10 marks
Total Marks (A+B+C+D+E)		70 marks

Instructions for candidates:

Maximum time allowed for answering the question paper is 3 hours. While answering, the candidates should strictly adhere to the word limit and use examples wherever possible.

Course Components:

Unit	Topic	Contact Hours		
		L	T	P
I	BASIC CONCEPTS: The power of visual communication; Perception: Meaning and function in communication, visual perception; Four stages of visual perception: Viewing, brain processing of visual information, psychological processing, adding social-cultural dimension.	19	4	0
II	PSYCHOLOGICAL PROCESSING: perception of relationships, building of structures, predictive order, coalescing the real and the perceived, framing and contextualising, perceiving time, space and movement); Gestalt Psychology: Whole and parts; Gestalt Principles: Similarity, Proximity, Continuation, Closure, Figure/Ground.	19	4	0
III	CULTURAL CODES: Foundations for a Theory of Signs; Relations between signs and what they signify; Relation between signs and their users; Signification: from Denotation to Connotation.	19	4	0
IV	VISUAL CULTURE: Three types of responses to mass media images: dominant or preferred readings, negotiated readings, oppositional readings; Concept of gaze: desire, voyeurism, critique of male gaze, and interactive gaze, masculine and feminine identities.	18	3	0

Texts and References:

Matteo Stocchetti and Karin Kukkonen (2011). *Images in Use: Towards the critical analysis of visual communication*, Amsterdam, Philadelphia: John Benjamins Publishing Company
 Ken Smith, Sandra Moriarty, Gretchen Barbatsis and Keith Kenney (2005). *Handbook of visual communication: Theory, methods, and media*, Mahwah, New Jersey London: Lawrence Erlbaum Associates, Publishers
 Kevin Mullet and Darrell Sano (1995). *Designing visual interfaces: Communication oriented techniques*, California: SunSoft Press, Prentice Hall
 Stephen W. Littlejohn and Karen A. Foss (2009). *Encyclopedia of communication*, Thousand Oaks, London, New Delhi, Singapore: Sage Publications.

B.A. with English
Undergraduate YEARLY Programme
Syllabus
(Effective from the Academic Session 2018-19)



Department of English
Himachal Pradesh University
NAAC Accredited 'A' Grade University
Summer Hill Shimla – 171005

CONTENTS:

- 1. Syllabus**
- 2. Pattern of Testing**
- 3. Transcript**
- 4. Annual Scheme**

Department of English
B.A. with English
Undergraduate YEARLY Programme
Syllabus
(Effective from the Academic Session 2018-19)

First Year

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

		<p>UNIT-III</p> <p>Applied Grammar:</p> <p>The use of Articles, Prepositions, Verb Forms, Phrasal Verbs and Comprehension</p> <p>(The literary pieces incorporated in the course are to be used as tools to teach language through literature with emphasis on reading, listening, comprehension, summarizing, inference and discussion.)</p> <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Reading, Speaking and Listening Exercises • Conversation • Etiquettes: Personality Development 	
I	<p>ENG DSC 102/</p> <p>ENG HONS GE 101</p>	<p>DSC-1A English Literature-1 (Essays, Stories and Poems)</p> <p>(Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I</p> <ol style="list-style-type: none"> “Deliverance” by Premchand “Joothan” by Omprakash Valmiki “Kallu” by Ismat Chughtai “Bosom Friend” by Hira Bansode <p>UNIT-II</p> <ol style="list-style-type: none"> “Girl” by Jamaica Kincaid “A Prayer for my Daughter” by W. B. Yeats “Yellow Fish” by Ambai “Reincarnation of Captain Cook” by Margaret Atwood <p>UNIT-III</p> <ol style="list-style-type: none"> “Blackout” by Roger Mais “Telephone Conversation” by Wole Soyinka “Harlem” by Langston Hughes “Still I Rise” by Maya Angelou <p><u>Non-Detailed Study:</u></p> <p>UNIT-IV</p> <ol style="list-style-type: none"> “Conscientious Objector” by Edna St. Vincent Millay “General, Your Tank is a Powerful Vehicle” by Bertolt Brecht 	6

		<p>iii. "The Dog of Tetwal" by Sa'adat Hasan Manto iv. "A Chronicle of the Peacocks" by Intizar Husain</p> <p>UNIT-V</p> <p>i. "Toys" by Roland Barthes ii. "Indian Movie, New Jersey" by Chitra Banerjee Divakaruni iii. "At the Lahore Karhai" by Imtiaz Dharker iv. "The Brand Expands" by Naomi Klein</p> <p>Selections from Vinod Sood, et al, eds. <i>The Individual and Society: Essays, Stories and Poems</i>. Delhi: Pearson, 2005.</p>	
I	<p>ENG DSC 103/ ENG HONS GE 102</p>	<p>DSC-1B English Literature-2 (Poems, Short-Stories and Essays) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I Linguistic Plurality within Sufi and Bhakti Traditions:</p> <p>i. Excerpts from "The Mad Lover" by Sisir Kumar Das ii. "Kafi 7" by Bulla Shah iii. "Vachana" by Mahadeviyakka iv. "Baul Song" (Anonymous)</p> <p>UNIT-II Language Politics: Hindi and Urdu:</p> <p>i. Excerpts from "Introduction: A Conspectus" in <i>A House Divided</i> by Amrit Rai ii. "Ghazal" by Amir Khusrau iii. "Lajwanti" by Rajinder Singh Bedi iv. "Hindi" by Raghuveer Sahai</p> <p>UNIT-III Tribal Verse:</p> <p>i. Excerpts from "Introduction" to <i>Painted Words: An Anthology of Tribal Verse</i> by G. N. Devy ii. <i>Songs of Birth and Death</i> "A Munda Song" "A Kondh Song" iii. "Adi Song for the Recovery of Lost Health"</p> <p>UNIT-IV Dalit Voices:</p> <p>i. Excerpts from "Dalit Sahitya: The Historical Background" by Eleanor Zelliot</p>	6

		<p>ii. "Habit" by F.M. Shinde "An Untitled Poem" by N.T. Rajkumar "Excerpts from <i>Karukku</i>" by Bama</p> <p><u>Non-Detailed Study:</u></p> <p>UNIT-V Writing in English:</p> <p>i. "Mother Tongue" by Padma Sachdev ii. "Excerpts from <i>Kanthapura</i>" by Raja Rao</p> <p>UNIT-VI Woman Speak: Examples from Kannada and Bangla:</p> <p>i. Excerpts from "A Flowering Tree: A Woman's Tale" by A. K. Ramanujan ii. Excerpts from "A Woman's Retelling of the Rama Tale" by Nabaneeta Deb Sen</p> <p>UNIT-VII Literary Cultures: Gujarati and Sindhi:</p> <p>i. Excerpts from "At the Crossroads of Indic and Iranian Civilizations" by Ali S. Asani</p> <p>Units I-VII are from <i>Cultural Diversity, Linguistic Plurality and Literary Traditions in India</i> by Sukrita Paul Kumar, et.al. Macmillan India, 2005.</p> <p>UNIT-VIII Nationalism:</p> <p>i. "Nationalism in West" ii. "Nationalism in India"</p> <p>From <i>Nationalism</i> by Rabindranath Tagore. Macmillan, 1995.</p> <p>UNIT-IX Aspects of Civilization:</p> <p>i. "What is True Civilization" (52-54) ii. "Civilization" (30-32) From <i>Hind Swaraj</i> by M. K. Gandhi. Navjeevan Publishing House, 2006.</p>	
I	ENG AECC 104	<p>AECC-2 Writing Skills</p> <p>i. Diary Writing ii. Paragraph Writing iii. Summary/Note-making iv. Formal and Informal Letter Writing v. CV/ Resume Writing vi. Report Writing vii. Interview/Feature Article viii. Notice Writing</p>	4

		<p>Classroom Activity:</p> <p>Speaking Skills, Listening Skills, Mock Interview, Speech Making Project Work</p> <p>Suggested Projects:</p> <p>Sports Writing, Poetry about Women/Men, Poetry in Translation, Translating a Poem, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story, Creative Writing, Theatre Groups, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic, Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, the Epics, Communalism, Gender Discrimination, Social Activism.</p> <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. <i>English Communication Skills: AECC under CBCS, HPU.</i> Meenakshi F. Paul and Madhumita Chakraborty. Macmillan, 2017. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Fluency in English.</i> Part I. Macmillan, 2005. 2. <i>Fluency in English.</i> Part II. OUP, 2006. Unit 1-15. 3. <i>El Dorado: A Textbook of Communication Skills.</i> Orient Blackswan, 2014. Units 1-5. 4. <i>Interchange.</i> Workbook III. Fourth Edition. Cambridge University Press, 2015. Units 1-8. 5. <i>New Headway.</i> Intermediate Student's Book. 3rd Edition. Oxford University Press, 2012. Units 1-6. 6. <i>Write to be Read: Reading, Reflecting & Writing.</i> First South Asian edition. Cambridge University Press, 2014. Units 1-4. 7. <i>Business English.</i> Pearson, 2008. Units 4-6. 	
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Second Year

Year	Paper Code	Course Name & Syllabus	Credits
II	ENG CE 201	<p>English-2 Core English (Compulsory) for B.A & B.Com.</p> <p>UNIT-I Essays</p> <ol style="list-style-type: none"> “The Power of Prayer” by A. P. J. Abdul Kalam “Vivekananda: The Great Journey to the West” by Romain Rolland “More Than 100 Million Women are Missing” by Amartya Sen “On the Ignorance of the Learned” (Excerpts by William Hazlitt) “Simply Living” (Excerpts by Ruskin Bond). <p>(Nos. ‘i’ to ‘v’ are from <i>Reflections from the East and the West</i> by Pankaj K. Singh and Girija Sharma. Orient Blackswan)</p> <ol style="list-style-type: none"> “Towards Creating a Poverty-Free World” by Muhammad Yunus (From <i>Gleanings from Home & Abroad</i>. Orient Blackswan) “Climatic Change and Human Strategy” by E.K. Federov. (From <i>Insights: A Course in English Literature and Language</i> by K Elango. Orient Blackswan.) <p>UNIT-II Poetry.</p> <ol style="list-style-type: none"> “A Psalm of Life” by Henry Wadsworth Longfellow “Animals” by Walt Whitman “When I am Dead My Dearest” by Christina Rossetti “If” by Rudyard Kipling “The Lake Isle of Innisfree” by W.B. Yeats “The Olive Tree” by Mark O' Conner “Refugee Mother and Child” by Chinua Achebe <p>(From <i>Ripples on the Sands of Time</i> by Pankaj K. Singh and Girija Sharma. OUP.)</p> <p>UNIT-III: Applied Grammar</p> <ol style="list-style-type: none"> One Word Substitution (5 Expressions) Words Used as Nouns and Verbs (5 words) (Students will be required to use the given words in sentences both as nouns and verbs) 	6

		<p>3. Transformation (i) Interchange of Degree (5 Sentences in all)</p> <p>4. Homonyms, Homographs and Homophones (5 words) (Students will be required to use the given words in sentences so as to illustrate their meaning).</p>	
II	<p>ENG DSC 202/</p> <p>ENG HONS GE 203</p>	<p>DSC- 1C</p> <p>British Literature (Play and Novel) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>Drama - William Shakespeare: <i>The Merchant of Venice</i></p> <p><u>Non-Detailed Study:</u></p> <p>Novel - Charles Dickens: <i>Oliver Twist</i></p>	6
II	<p>ENG DSC 203/</p> <p>ENG HONS GE 204</p>	<p>DSC-1D</p> <p>Literary Cross Currents (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>1. UNIT-I</p> <p>Poems:</p> <ol style="list-style-type: none"> 1. Jibanananda Das: “Before Dying”, “Windy Night”, “I Shall Return to this Bengal” 2. Sri Sri. “Forward March”, “From ‘Some People Laugh, Some People Cry’” 3. G.M. Muktibodh: “The Void”, “So Very Far” 4. Nissim Ezekiel: “Enterprise”, “Night of the Scorpion”, “Goodbye Party for Miss Pushpa T.S.” 5. Jayanta Mahapatra: “Hunger”, “Dhauri”, “Grandfather”, “A Country” <p>Short-Stories:</p> <ol style="list-style-type: none"> 1 Prem Chand, “The Holy Panchayat” 2. Vaikom Muhammad Basheer, “The Card-Sharper’s Daughter” 3. Saadat Hasan Manto, “Toba Tek Singh” 4. Ambai, “Squirrel” 5. Ismat Chughtai, “The Sacred Duty” <p>(From <i>Modern Indian Literature</i>, ed. Dept. of English, University of Delhi, OUP).</p>	6

		<p><u>Non-Detailed Study:</u></p> <p>UNIT II Autobiography: Omprakash Balmiki: <i>Joothan</i> (Trans. By Arun Prabha Mukherjee).</p> <p>UNIT-III Play: Vijay Tendulkar: <i>Silence, The Court is in Session</i></p>	
II	ENG AEEC/ SEC 204	<p>AEEC/SEC - 1: Creative Writing, Book and Media Reviews</p> <p>UNIT-I Literary Forms:</p> <ul style="list-style-type: none"> • Poetry: Lyric, Sonnet, Epic, Ode, Ballad • Drama: Tragedy and Comedy • Fiction: Short Story and Novel • Prose: Essay, Periodical, Article (Newspaper Article and Blog) <p>UNIT-II Literary Terms: Plot, Characterization, Dialogue, Monologue, Soliloquy, Aside, Narrator, Persona, Irony, Metaphor, Simile, Metonymy, Alliteration, Rhyme, Onomatopoeia, Oxymoron, Point of View and Theme</p> <p>UNIT-III Reading Literature: Creativity and Imagination:</p> <ul style="list-style-type: none"> • "Gift of the Magi" by O' Henry • "Daffodils" by William Wordsworth • <i>The Dark Room</i> by R. K. Narayan <p>UNIT-IV Media Reviews: Book, Film and TV Programme Reviews</p> <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. M. H. Abrams. <i>A Glossary of Literary Terms</i>. 2. Anjana Neira Dev, et al. <i>Creative Writing: A Beginner's Manual</i>. Delhi: Pearson, 2009. Print. 	4
II	ENG AEEC/ SEC 205	<p>AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings)</p> <p>UNIT-I</p> <p>Introduction to Translation:</p> <ol style="list-style-type: none"> 1. Definition of Translation—Translating from source language to target language 	4

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

Year	Paper Code	Course Name & Syllabus	Credits
III	ENG AEEC/ SEC 301	<p>AEEC/SEC-3 Technical Writing</p> <p>UNIT-I</p> <p>Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II</p> <p>Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III</p> <p>Writing Skills: Basic Research Methodology:</p> <p>Project Report</p> <p>a) Format</p> <ul style="list-style-type: none"> • Margins • Headings • Indentation • Pagination • Type Face and Fonts • Common Abbreviations <p>b) Organisation</p> <ul style="list-style-type: none"> • Preparation of the Basic Plan - Ideas and Background Research • Outline with Headings and Sub-headings • Writing, Reading and Re-writing <p>c) Contents</p> <ul style="list-style-type: none"> • Cover and Title Page • Table of Contents • Preface/Acknowledgement • Abstract/Summary • Introduction • Heading and Sub-headings • Findings • Conclusion • Recommendations • Works Consulted and Cited 	4

		<p>UNIT-IV</p> <p>Data Analysis</p> <p>(a) (i) Qualitative Interpretation (ii) Quantitative Interpretation</p> <p>(b) Reading and Interpreting Data: (i) Bar Graphs (ii) Pie Charts</p> <p>Classroom Activity: Writing a Project Report</p> <p>Recommended Style: <i>MLA Handbook</i>, 8th Edition.</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Fundamentals of Technical Communication</i>. Meenakshi Raman & Sangeeta Sharma. OUP, 2014. 2. <i>Effective Technical Communication</i>. Barun K. Mitra. OUP, 2006. 3. <i>Technical Communication: Principles and Practice</i>. 3rd edition Meenakshi Raman & Sangeeta Sharma. OUP, 2015. 4. <i>Writing as Thinking: A Guided Process Approach</i>. Marcella Frank. Prentice Hall, 1990. 	
III	ENG AEEC/ SEC 302	<p>AEEC/SEC-4 Business Communication</p> <p>UNIT-I Introducing Business Communication:</p> <ul style="list-style-type: none"> • Basic Forms of Communication • Communication Models and Processes: Linear, Transitional and Interactive • Effective Communication • Principles of Effective Communication <p>UNIT-II Corporate Communication:</p> <ul style="list-style-type: none"> • Formal and Informal Communication: Grapevine • Barriers and Gateways to Communication • Practices in Business Communication <ul style="list-style-type: none"> - Group Discussion - Mock Interview - Seminars - Individual and Group Presentations <p>UNIT-III Writing Skills and Modern Communication:</p> <ul style="list-style-type: none"> • Business Letters and Memo Format 	4

		<ul style="list-style-type: none"> • Good News and Bad News Letters • Sales Letter • Selection Letter • Fax, E-mail - Formal and Informal • Video Conferencing <p>UNIT-IV Non-Verbal Aspects of Communication:</p> <ul style="list-style-type: none"> • Body Language • Kinesics • Proxemics • Para Language <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Office Etiquette – Personal Appearance, Grooming, Professional Appearance, Manners, Pleasantness, Punctuality, Listening, Preparation, Respect/Courtesy, Work Culture • Business Dining – Table Manners and Conventions • Managing Customer Care – Customer is King, Prompt Service, Courtesy • Making a Powerpoint Presentation <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication: Concepts, Cases and Applications.</i> P. D. Chaturvedi and Mukesh Chaturvedi. Pearson Edu. 2. <i>Business Communication.</i> Virender Kumar and Bodhraj. Kalyani Publication. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication and Personality Development.</i> Sri Jinkushal and Budhi Singh. V.K. Publishers. 2. <i>Business Communication.</i> K.K. Sinha. Fourth Revised and Enlarged Edition. Taxmann, 2012. 3. <i>Business Communication.</i> Hory Sankar Mukerjee. OUP, 2016. 4. <i>Business Communication.</i> 2nd ed. Meenakshi Raman & Prakash Singh. OUP, 2012. 	
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III	ENG DSE 303	<p>DSE –1A Soft Skills</p> <p>A) Listening Skills:</p> <ul style="list-style-type: none"> • Comprehending • Retaining • Responding • Barriers to Listening • Overcoming Barriers to Listening <p>B) Teamwork:</p> <p>Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>C) Emotional Intelligence:</p> <p>Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Motivation • Empathy • Social and Cultural Sensitivity <p>Ways to Improve Emotional Intelligence:</p> <ul style="list-style-type: none"> • Observe how you react to people • Look at your work environment • Do a self-evaluation • Examine how you react to stressful situations • Take responsibility for your actions • Examine how your actions affect others 	6
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		<p>D) Adaptability:</p> <ul style="list-style-type: none"> • See the big picture • Don't be afraid to improvise • Question the status quo • There's no "I" in Adaptability • Change your Routine <p>E) Problem Solving:</p> <p>Four basic steps in solving a Problem:</p> <ul style="list-style-type: none"> • Defining the Problem • Generating Alternatives • Evaluating and Selecting Alternatives • Implementing Solutions <p>F) Interview Skills:</p> <ul style="list-style-type: none"> • Preparation • Self-evaluation-SWOT • Punctuality • First Impressions: Professional Dressing, Body Language and Non-verbal Cues • Listening and Speaking • Etiquette and Courtesy <p>Classroom Activity:</p> <ol style="list-style-type: none"> a. Reading Visual Texts <ol style="list-style-type: none"> 1) Graphics/Cartoons: Reading and Analysis (with Special Reference to India) 2) Understanding/Interpreting Indian Films b. Group Discussions <p>Recommended Reading:</p> <ul style="list-style-type: none"> • <i>English and Soft Skills</i>. S. P. Dhanavel. Orient Blackswan, 2013. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • <i>Soft Skill for Managers</i>. T. Kalyana Chakravarthi and T. Latha Chakravarthi. First Edition. Wiley Publishing, 2015. • <i>The First Book of Life Skills</i>. Larry James. First Edition. Embassy Books, 2016. • <i>The 5 Levels of Leadership</i>. John C. Maxwell. Centre Street, A division of Hachette Book Group Inc., 2014. • <i>Personality Development & Soft Skills</i>. Barun K. Mitra. First Edition. Oxford Publishers, 2011. 	
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		<ul style="list-style-type: none"> • <i>Development of Life Skills and Professional Practice</i>. Shalini Verma. First Edition. Vikas Publishing, 2014. • <i>Beyond the Boundaries of Bollywood: The Many Forms of Hindi Cinema</i>. Rachel Dwyer. Atlantic Publishers, 2011. • <i>Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. Rachel Dwyer. Picture Hatchette, 2014. • <i>Brushing up the Years: A Cartoonist's History of India, 1947</i>. R. K. Laxman. Penguin India, 2008. • <i>Out of Line</i>. C. R. Devadawson. Orient Blackswan, 2014. 	
III	ENG DSE 304	<p>DSE-1B Academic Writing and Composition</p> <ol style="list-style-type: none"> Types of Academic Writing: <ul style="list-style-type: none"> • Descriptive • Analytical • Persuasive • Critical Features and Conventions of Academic Writing: <ol style="list-style-type: none"> (a) Clear, Concise, Objective, Accurate Writing (b) Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations (c) Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors Process of Academic Writing: <ul style="list-style-type: none"> • Pre-Drafting – Research and Brainstorm • Drafting – Headings, Sub-headings and Development of the Idea • Revising – Making Changes, Correcting and Rewriting • Editing – Removing Errors, Proof Readings, Polishing Critical Thinking: <ul style="list-style-type: none"> • Analysis • Evaluation • Synthesis Paragraph Writing: <ul style="list-style-type: none"> • Topic Sentence, Elaborative Sentences – Supporting/ Explaining/ Describing/ Discussing/ Concluding Sentence, Transitional Words and Phrases 	6

		<p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Riddles and Problem Solving Exercises 2. Brainstorming 3. Writing an Abstract 4. Precis Writing <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Blackswan, 2010. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Lin Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006. 2. Iiona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. CUP, 1998. 3. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. Norton, 2009. 	
III	ENG GE 305	<p>GE-1 Literature from Himachal</p> <p>Textbook under Preparation by the Department of English, Himachal Pradesh University.</p>	
III	ENG GE 306	<p>GE-2 Contemporary India: Women and Empowerment</p> <ol style="list-style-type: none"> 1. Key Concepts: Sex and Gender, Socialization, Discrimination - Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders. 2. "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner. 3. "A Wife's Letter." Rabindra Nath Tagore. Trans. Prasenjit Gupta. 4. "To Waris Shah." Amrita Pritam. Trans. by Amrita Pritam. <i>Selected Poems of Amrita Pritam</i>. A Dialogue Calcutta Publication. Ed. Pritish Nandy. 5. Malavika Karlekar. "Domestic Violence." <i>Women' Studies in India</i>. Ed. Mary E. John. 6. Gogu Shyamala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i> 7. Rokeya Sakhawat Hossain: "Sultana's Dream" <i>Women Writing in India: 600 BC to the Present</i>. Vol. 1. New Delhi: OUP, 1995. Print. 8. Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600 BC to the Present</i>. Vol. 2. New Delhi: OUP, 1995. Print. 	6

		<p>Classroom Activity:</p> <ol style="list-style-type: none"> Group Discussions and Presentations on: <ol style="list-style-type: none"> Kinkari Devi Women Farmers in India Chipko Movement Women's Role in Traditional and Organic Farming <p>Suggested Readings:</p> <ul style="list-style-type: none"> <i>Masculinities</i>. R.W. Connell. Polity 2005. <i>The Creation of Patriarchy</i>. Gerda Lerner. OUP, 1987. <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Bina Aggarwal. CUP, 1994. <i>50 Key Concepts in Gender Studies</i>. Jane Pilcher and Imelda Whelehan. Sage Publications, 2004. <i>Seeing Like a Feminist</i>. Nivedita Menon. Zubaan, Penguin, 2012. <i>Fields of Protest: Women's Movements in India</i>. Raka Ray, ed. University of Minnesota Press. <i>Transcultural Negotiations of Gender</i>. Saugata Bhaduri and Indrani Mukherjee, Springer, ed., 2015. <i>Women in India- A Social and Cultural History</i>. Vols I & II, ABC CLIO, LLC. Sita Anantha Raman. <i>Staying Alive: Women, Ecology and Survival in India</i>. Kali for Women. Vandana Shiva, 1995. <i>Women in Modern India</i>. Geraldine Forbes. CUP, 2004. <p>Films:</p> <p><i>Kunku</i> (1937) (Marathi)</p> <p><i>Mahanagar</i> (1963)</p> <p><i>Pratighat</i> (1987)</p> <p><i>Mirch Masala</i> (1987)</p> <p><i>Bandit Queen</i> (1994)</p> <p><i>Hari Bhari</i> (2000)</p> <p><i>Lajja</i> (2001)</p> <p><i>Kovilpatti Veeralakshmi</i> (2003)</p> <p><i>Matrubhoomi</i> (2003)</p> <p><i>English Vinglish</i> (2012)</p> <p><i>The World before Her</i> (2012)</p> <p><i>Queen</i> (2014)</p> <p><i>Pink</i> (2016)</p> <p><i>Raazi</i> (2018)</p>	
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OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE THIRD YEAR.

NOTE: GENERIC ELECTIVE COURSES ARE INTERDISCIPLINARY AND ARE TO BE OFFERED TO THE STUDENTS OF OTHER DISCIPLINES WHO OPT TO STUDY GENERIC ELECTIVE ENGLISH COURSES.

Pattern of Testing

B.A. with English YEARLY Programme **(Effective from the Academic Session 2018-19)**

The marks for Regular students will be out of 70 and for ICDEOL students will be out of **100**. The marks for Regular and ICDEOL students will be specified separately in the question papers for clarity in the evaluation process. The Pattern of Testing for B.A. with English from the session 2018-2019 is as follows:

First Year

Core Compulsory Course

[ENG CE 101]
English-1 Core English (Compulsory)
B.A. & B.Com.

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Very Short Answer Type questions based on the prescribed texts (Up to **Four** questions, each comprising of 5 sub questions, may be set out of which students are to attempt **Two** questions selecting at least one from poetry, stories and essays respectively):

5x2= 10 Marks [6.5x2=13]

2. Short Answer Type questions (To be answered in about 150-200 words). Up to **Four** questions may be set out of which students are to attempt **Two** questions selecting at least one from poetry, stories and essays respectively):

5x2= 10 Marks [6.5x2=13]

3. Long Answer Type Questions (300-350 words. Up to **Three** questions may be set out of which students will answer any **Two**):

10x2= 20 Marks [12x2= 24 Marks]

4. Fill in the blanks:

- i) Articles
- ii) Prepositions
- iii) Verb forms
- iv) Phrasal verbs

1x20= 20 Marks [1.5x20=30]

5. Comprehension question from the given unseen passage followed by **Five** questions to test the student's comprehension and analytic abilities including the ability to draw inferences.

2x5= 10 Marks [4x5=20]

Discipline Specific Courses

DSC -1A
[ENG DSC 102/ENG HONS GE 101]
English Literature -1 (Essays, Stories and Poems)
And
DSC -1B
[ENG DSC 103/ ENG HONS GE 102]
English Literature- 2 (Poems, Short Stories and Essays)

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

- 1 **Three** Reference to the Context Passages may be set with internal choice from Unit –I, II and III (Detailed Study) to test students comprehension and analytic abilities including the ability to draw inferences.

7x3= 21 Marks [11x3=33]

2. Short Answer Type Questions (Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words):

8x3= 24 Marks [13x3=39]

3. Long Answer Type Questions (Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words):

12.5x2= 25 Marks [14x2=28]

Ability Enhancement Compulsory Course

AECC -2

[ENG AECC 104]

Writing Skills

B.A., B.Com. B.Sc. and Hons.

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of the students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination:70 Marks[100]

(Three Hours)

- | | |
|---|---------------|
| 1. Notice | 6 Marks [09] |
| 2. Letter Writing | 10 Marks [15] |
| 3. Resume Writing | 10 Marks [15] |
| 4. Diary Writing | 6 Marks [07] |
| 5. Paragraph Writing (80-100 words) | 6 Marks [10] |
| 6. Report Writing | 10 Marks [12] |
| 7. Summary or Note Making | 10 Marks [12] |
| 8. Feature Article or Interview (200 words) | 12 Marks [20] |

Second Year

Core Compulsory Course

[ENG CE 201]
English-2 Core English (Compulsory)
B.A. & B.Com.

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Two** Comprehension Questions will be set. **One** Question (**with internal choice**) will be from **Unit I (Essays) & the other (with internal choice)** will be from **Unit II (Poetry)**. Each Comprehension Passage will be followed by **5** questions.

5x2=10Marks [10x2=20]

2. **Six** Short Answer Questions will be set from **Units I & II (3 from each Unit)** out of which students will be required to answer **four** questions (**2 from each Unit**) in 100-150 words.

5x4=20 Marks [8x4=32]

3. **Four** Long Answer Questions will be set from **Units I & II (2 from each Unit)** out of which **two** questions (**1 from each Unit**) will have to be attempted in about 300 words.

10x2=20 Marks [14x2=28]

4. Do as directed (**Unit III-Applied Grammar**)

- (i) One Word Substitution (**Any five** out of the given **seven** expressions)
- (ii) Words used as Nouns and Verbs (**Any five** out of the given **seven** words)
- (iii) Transformation (**Any five** out of the five given **seven** sentences)
- (iv) Homonyms/Homographs/Homophones (**Any five** out of the given **seven** word pairs)

5x4=20 Marks [5x4=20]

Discipline Specific Courses

DSC- 1C
[ENG DSC 202/ENG HONS GE 203]
British Literature (Play and Novel)
And
DSC -1D
[ENG DSC 203/ENG HONS GE 204]
Literary Cross Currents

For Internal Assessment **(30 Marks)**

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100] **(Three Hours)**

1. Reference to Context: **Four** passages be set (Detailed Study only) out of which **two** are to be attempted to test the student's comprehension and analytic abilities including the ability to draw inferences.

2x5= 10 Marks [4x5= 20]

2. Comprehension Questions: **Two** passages be set followed by five questions to test the student's comprehension and analytic abilities including the ability to draw inferences. A student will attempt any **one** part.

1x5= 5 Marks [2x5=10]

3. Short Answer Type Questions: Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words.

10x3=30 Marks [14x3=42]

4. Long Answer Type Questions: Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words.

12.5x2= 25 Marks [14x2=28]

Ability Enhancement Elective Courses/Skill Enhancement Courses

AEEC/SEC-1

**[ENG AEEC/SEC 204]
Creative Writing, Book and Media Reviews**

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Five** very Short Answer Questions out of the given **eight** to be attempted.

3x5=15 Marks [3x5=15]

2. **Five** Short Answer Questions (100-150 words) out of the given **eight** to be attempted.

5x5=25 Marks [8x5=40]

3. **Three** Long Answer Questions (250-300) out of the given **five**, to be set from **Unit III & IV** only.

10x3=30 Marks [15x3=45]

AEEC/SEC-2

[ENG AEEC/SEC 205]

Translation Studies and Principles of Translation

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Objective Type Questions – Up to **seven** questions be set out of which students are to attempt **five** questions.

2x5=10 Marks [3x5=15]

2. Comprehension Questions based on prescribed translated literary texts (up to **four** questions be set, out of which students are to attempt **two** questions, selecting at least one from each genre (short story and poetry).

5x2=10 Marks [8x2=16]

3. Short Answer Type Questions (To be answered in about 150-200 words). Up to **six** questions be set out of which students are to attempt **three** questions.

5x3=15 Marks [8x3=24]

4. Long Answer Type Questions (To be answered in about 300-350 words) Up to **three** questions be set out of which students are to attempt **two** questions.

10x2=20 Marks [12.5x2=25]

5. Translate a short passage from Hindi to English and from English to Hindi.

7.5x2=15Marks [10x2=20]

Third Year

Ability Enhancement Elective Courses /Skill Enhancement Courses

AEEC/SEC-3

[ENG AEEC/SEC 301]

Technical Writing

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions out of the given **fifteen** to be attempted.
1x10=10 Marks [1.5x10=15]
2. **Two** questions out of the given **four** to be attempted.
6x2=12 Marks [8x2=16]
3. **Five** Short Answer Questions (100 – 150 words) out of the given **eight** to be attempted.
6x5=30 Marks [9x5=45]
4. **Two** Long Answer Questions (250 words) out of the given **four** to be attempted.
6x3=18 Marks [8x3=24]

AEEC/SEC-4

[ENG AEEC/SEC 302] Business Communication

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 Marks [1x10=10]
2. **Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.
5x4=20 Marks [7.5x4=30]
3. **Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.
10x4=40 Marks [15x4=60]

Discipline Specific Elective Courses

DSE – 1A

[ENG DSE 303] Soft Skills

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** are to be attempted.
1x10=10 Marks [1x10=10]
2. **Six** Short Answer Questions (100-150 words) to be attempted out of the given **twelve** questions.
5x6=30 Marks [8x6=48]
3. **Three** Long Answer Questions (300-350 words) to be attempted out of the given **six** questions.
10x3=30 Marks [14x3=42]

DSE-1B

[ENG DSE 304] Academic Writing and Composition

Internal Assessment

(30 marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Objective Type Questions – Up to **fifteen** multiple choice questions.
1x15=15 Marks [2x15=30]
2. Short Answer Type Questions: Up to **six** questions be set, out of which students will answer **three** questions in about 250 words. Each question answered should be from a different area prescribed for study.
10x3=30 Marks [12x3=36]
3. Paragraph Writing Question: Up to **three** questions to be set, out of which students will attempt **one** question in about 200-250 words.
10x1=10 Marks [14x1=14]
4. Essay Type Question: Up to **two** questions be set out of which students are to attempt any **one** in about 350-400 words.
15x1=15Marks [1x20=20]

Generic Elective Courses

Generic Elective-1

[ENG GE 305]

Literature from Himachal

(Textbook under Preparation by Department of English, H. P U.)

Generic Elective -2

[ENG GE 306]

Contemporary India: Women and Empowerment

Internal Assessment

(30 marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 Marks [1x10=10]
2. **Six** Short Answer Questions (100-150 words) out of the given **twelve** to be attempted.
5x6=30 Marks [8x6=48]
3. **Three** Long Answer Questions (300-350 words) out of the given **six** to be attempted.
10x3=30 Marks [14x3=42]

B.A. with English
Undergraduate YEARLY Programme

Transcripts

First Year

Year	Course	Course Code	Course Type	Course Title	Credits
I	English -1	ENG CE 101	Core	English -1 Core English (Compulsory)	6
I	Hindi – 1		Core		6
I	DSC-1A	ENG DSC 102/ ENG HONS GE 101	Core/ GE-1 for Honours	DSC-1A English Literature-1 Essays, Stories and Poems	6
I	DSC-1B	ENG DSC 103/ ENG HONS GE 102	Core/ GE-2 for Honours	DSC-1B English Literature-2 Poems, Short Stories and Essays	6
I	DSC-2A		Core		6
I	DSC-2B		Core		6
I	Ability Enhancement Compulsory Course AECC	AECC-1	Core Compulsory	AECC-1 Environment Studies	4
I	Ability Enhancement Compulsory Course AECC	ENG AECC 104	Core Compulsory	AECC-2 Writing Skills	4
				Credits	44

Second Year

Year	Course	Course Code	Course Type	Course Title	Credits
II	English-2	ENG CE 201	Core	English-2 Core English (Compulsory)	6
II	Hindi-2		Core		6
II	DSC-1C	ENG DSC 202/ ENG HONS GE 203	Core/ GE-3 for Honours	DSC-1C British Literature: (Play and Novel)	6
II	DSC -1D	ENG DSC 203/ ENG HONS GE 204	Core/ GE-4 for Honours	DSC- 1D Literary Cross Currents	6
II	DSC- 2C		Core		6
II	DSC-2D		Core		6
II	AEEC/SEC-1	ENG AEEC/SEC 204	Ability Enhancement Elective Course/Skill Enhancement Course	AEEC/SEC- 1 Creative Writing, Book and Media Reviews	4
II	AEEC/SEC-2	ENG AEEC/SEC- 205	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-2 Translation Studies and Principles of Translation	4
				Credits	44

Third Year

Year	Course	Course Code	Course Type	Course Title	Credits
III	AEEC/ SEC -3	ENG AEEC/ SEC 301	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-3 Technical Writing	4
III	AEEC/ SEC -4	ENG AEEC/ SEC 302	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-4 Business Communication	4
III	DSE -1A	ENG DSE 303	Discipline Specific Elective	DSE-1A Soft Skills	6
III	DSE -1B	ENG DSE 304	Discipline Specific Elective	DSE-1B Academic Writing and Composition	6
III	DSE- 2A		Discipline Specific Elective		6
III	DSE-2B		Discipline Specific Elective		6
III	GE-1	ENG GE 305	Generic Elective	GE-1 Literature from Himachal	6
III	GE-2	ENG GE 306	Generic Elective	GE-2 Contemporary India: Women and Empowerment	6
				Credits	44

Cumulative credits = 132

Annual Scheme

B.A. with English YEARLY Programme

(Effective from the Academic Session 2018-19)

Year	Core Courses (12)	Ability Enhancement Compulsory Courses (2)	Ability Enhancement Compulsory Courses/Skill Enhancement Courses (4)	Discipline Specific Electives (4)	Generic Electives (2)	Total Credits
I	Eng-1 Hindi/Skt-1 DSC-1A DSC-1B DSC-2A DSC-2B 6 Credits each =36	AECC-1 Env. Studies AECC-2 Hindi/Eng/Skt (one out of three) 4 Credits each =8	--	--	--	44
II	Eng-2 Hindi/Skt-2 DSC-1C DSC-1D DSC-2C DSC-2D 6 Credits each =36	--	AECC/SEC-1 AECC/SEC-2 4 Credits each =8	--	--	44
III		--	AECC/SEC-3 AECC/SEC-4 4 Credits each =8	DSE-1A DSE-1B DSE-2A DSE-2B 6 Credits each =24	GE-1 GE-2 6 Credits each =12	44
Cumulative Total						132

B.A. with English
Undergraduate SEMESTER Programme
Syllabus

Semester V and VI
(Revised w.e.f. the Academic Session 2018-19)



Department of English
Himachal Pradesh University
NAAC Accredited 'A' Grade University
Summer Hill Shimla - 171005

Department of English
BA with English
Undergraduate SEMESTER Programme
Syllabus

Semester V and VI
(Revised w.e.f. the Academic Session 2018-19)

V	ENGL 501 (Course Code for Honours Students is ENGL 305 H)	Contemporary India: Women and Empowerment (Generic Elective-1) <ol style="list-style-type: none"> 1. Key Concepts: Sex and Gender, Socialization, Discrimination-Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders. 2. "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner 3. "A Wife's Letter" Rabindra Nath Tagore. Trans. Prasenjit Gupta. 4. "To Waris Shah" Amrita Pritam. Trans. by Amrita Pritam. <i>Selected Poems of Amrita Pritam</i>. A Dialogue Calcutta Publication. Ed. Pritish Nandy. 5. Malavika Karlekar. "Domestic Violence." <i>Women's Studies in India</i>. Ed. Mary E. John. 6. Gogu Shaymala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i> 7. Rokeya Sakhawat Hossain: "Sultana's Dream" <i>Women Writing in India: 600 BC to the Present</i>. Vol. 1. New Delhi: OUP, 1995. Print. 8. Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600 BC to the Present</i>. Vol. 2. New Delhi: OUP, 1995. Print. 	6
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		<p>Classroom Activity</p> <ol style="list-style-type: none"> 1. Group Discussions and Presentations on: <ol style="list-style-type: none"> (i) Kinkari Devi (ii) Women Farmers in India (iii) Chipko Movement (iv) Women's Role in Traditional and Organic Farming <p>Suggested Readings:</p> <ul style="list-style-type: none"> • R.W. Connell. <i>Masculinities</i>. • Gerda Lerner. <i>The Creation of Patriarchy</i>. Oxford University Press. • Bina Aggarwal. <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press. • Jane Pilcher and Imelda Whelehan. <i>50 Key Concepts in Gender Studies</i>. Sage Publications. • Nivedita Menon. <i>Seeing Like a Feminist</i>. Zubaan, Penguin. • Raka Ray, ed. <i>Fields of Protest: Women's Movements in India</i>. University of Minnesota Press. • Saugata Bhaduri and Indrani Mukherjee, Springer, ed. <i>Transcultural Negotiations of Gender</i>. • Sita Anantha Raman. <i>Women in India- A Social and Cultural History</i>. Vols I & II, ABC CLIO, LLC. • Vandana Shiva. <i>Staying Alive: Women, Ecology and Survival in India</i>. Kali for Women. • Geraldine Forbes. <i>Women in Modern India</i>. Cambridge University Press. <p>Films:</p> <p><i>Kunku</i> (1937) (Marathi)</p> <p><i>Mahanagar</i> (1963)</p> <p><i>Pratighat</i> (1987)</p> <p><i>Mirch Masala</i> (1987)</p> <p><i>Bandit Queen</i> (1994)</p> <p><i>Hari Bhari</i> (2000)</p> <p><i>Lajja</i> (2001)</p> <p><i>Kovilpatti Veeralakshmi</i> (2003)</p> <p><i>Matrubhoomi</i> (2003)</p> <p><i>English Vinglish</i> (2012)</p> <p><i>The World before Her</i> (2012)</p> <p><i>Queen</i> (2014)</p> <p><i>Pink</i> (2016)</p> <p><i>Raazi</i> (2018)</p>	
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V	ENGL 502	<p>DSE–1A Soft Skills</p> <p>A) Listening Skills:</p> <ul style="list-style-type: none"> • Comprehending • Retaining • Responding • Barriers to Listening • Overcoming Barriers to Listening <p>B) Teamwork:</p> <p>Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>C) Emotional Intelligence:</p> <p>Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Motivation • Empathy • Social and Cultural Sensitivity <p>Ways to Improve Emotional Intelligence</p> <ul style="list-style-type: none"> • Observe how you react to people • Look at your work environment • Do a self-evaluation • Examine how you react to stressful situations • Take responsibility for your actions • Examine how your actions affect others <p>D) Adaptability:</p> <ul style="list-style-type: none"> • See the big picture. • Don't be afraid to improvise. • Question the status quo 	6
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		<ul style="list-style-type: none"> • There's no "I" in Adaptability • Change your Routine <p>E) Problem Solving:</p> <p>Four basic steps in solving a problem:</p> <ul style="list-style-type: none"> • Defining the Problem. • Generating Alternatives. • Evaluating and Selecting Alternatives. • Implementing Solutions. <p>F) Interview Skills:</p> <ul style="list-style-type: none"> • Preparation • Self-evaluation-SWOT • Punctuality • First Impressions: Professional Dressing, Body Language and Non-verbal Cues • Listening and Speaking • Etiquette and Courtesy <p>Classroom Activity:</p> <ol style="list-style-type: none"> a. Reading Visual Texts <ol style="list-style-type: none"> 1) Graphics/Caroons: Reading and Analysis (with Special Reference to India) 2) Understanding / Interpreting Indian Films b. Group Discussions <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Dhanavel, S. P. <i>English and Soft Skills</i>. Hyderabad: Orient Black Swan, 2013. Print. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • Chakravarthi, T. Kalyana and T. Latha Chakravarthi. <i>Soft Skill for Managers</i>. First Edition. New Delhi: Wiley Publishing Ltd., 2015. Print. • James, Larry. <i>The First Book of Life Skills</i>. First Edition. Mumbai: Embassy Books, 2016. Print. • Maxwell, John C. <i>The 5 Levels of Leadership</i>. New York: Centre Street, A division of Hachette Book Group Inc., 2014. Print. • Mitra, Barun K. <i>Personality Development & Soft Skills</i>. First Edition. New Delhi: Oxford Publishers, 2011. Print. 	
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		<ul style="list-style-type: none"> • Verma, Shalini. <i>Development of Life Skills and Professional Practice</i>. First Edition; Noida. Vikas Publishing, 2014. Print. • Dwyer, Rachel. <i>Beyond the Boundaries of Bollywood: The Many Forms of Hindi Cinema</i>. New Delhi: Atlantic Publishers, 2011. • Dwyer, Rachel. <i>Picture Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. New Delhi: Hatchette, 2014. • Laxman, R. K. <i>Brushing up the Years: A Cartoonist's History of India, 1947</i>. New Delhi: Penguin India, 2008. • Devadawson, C. R. <i>Out of Line</i>. New Delhi: Orient Blackswan, 2014. 	
V	ENGL 503	<p>AEEC-3: Technical Writing</p> <p>UNIT-I</p> <p>Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II</p> <p>Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III</p> <p>Writing Skills: Basic Research Methodology:</p> <p>Project Report</p> <p>a) Format</p> <ul style="list-style-type: none"> • Margins • Headings • Indentation • Pagination • Type Face and Fonts • Common Abbreviations <p>b) Organisation</p> <ul style="list-style-type: none"> • Preparation of the Basic Plan - Ideas and Background Research • Outline with Headings and Sub-headings • Writing, Reading and Re-writing <p>c) Contents</p> <ul style="list-style-type: none"> • Cover and Title Page 	4

		<ul style="list-style-type: none"> • Table of Contents • Preface/Acknowledgement • Abstract/Summary • Introduction • Heading and Sub-headings • Findings • Conclusion • Recommendations • Works Consulted and Cited <p>UNIT-IV</p> <p>Data Analysis</p> <p>(a) (i) Qualitative Interpretation (ii) Quantitative Interpretation</p> <p>(b) Reading and Interpreting Data: (i) Bar Graphs (ii) Pie Charts</p> <p>Classroom Activity: Writing a Project Report</p> <p>Recommended Style: <i>MLA Handbook</i>. 8th Edition</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Raman & Sharma. <i>Fundamentals of Technical Communication</i>. New Delhi: OUP. 2. Mitra. <i>Effective Technical Communication</i>. New Delhi: OUP. 3. Raman & Sharma. <i>Technical Communication, 3rd edition</i>. New Delhi: OUP. 4. M. Frank. <i>Writing as Thinking: A Guided Process Approach</i>. Englewood Cliffs, Prentice Hall Regents. 	
VI	ENGL 601 (Course Code for Honours Students is ENGL 405H)	<p>GE-2</p> <p>Generic Elective</p> <p>Language, Literature and Culture</p> <p>1. Understanding India</p> <p>(a) Modern Literature:</p> <ul style="list-style-type: none"> • “Think India: A Rainbow of Contradictions” by Vinay Rai <p>(b) Bhakti Literature:</p> <ul style="list-style-type: none"> • “You Have Put Up A Show” • “How Can I Live by” Namdev 	6

		<ul style="list-style-type: none"> • “Listen, You Saints” by Kabir • “I Know Only Krishna” by Meerabai <p>2. Representing Partition in Literature</p> <p>(a) Home and The Individual:</p> <ul style="list-style-type: none"> • “Sleepwalkers” by Joginder Paul <p>(b) Migration And Identity</p> <ul style="list-style-type: none"> • “Proprietor” by Nabaneeta Dev Sen <p>3. The Dalit Movement</p> <ul style="list-style-type: none"> • “Dalit Literature: An Insight” • <i>Joothan</i> by Om Prakash Valmiki (Non Detailed Study) <p>4. From Other Margins</p> <p>(a) North East Literature:</p> <ul style="list-style-type: none"> • “An Obscure Place” by Mamang Dai • “There are no Shangri Las Left” by Sanjay Hazarika <p>(b) Tribal Literature:</p> <p>(c) “The Tale of Lord Kobariya” (Trans.) by Nila Shah.</p> <p>All the literary pieces are from <i>Language Through Literature</i> (D.U.). Primus Books.</p>	
VI	ENGL 602	<p>DSE-1B</p> <p>Academic Writing and Composition</p> <p>(Already passed in the Board of Studies as Generic Elective-1) (ENGL-104 H)</p> <p>1. Types of Academic Writing:</p> <ul style="list-style-type: none"> • Descriptive • Analytical • Persuasive • Critical <p>2. Features and Conventions of Academic Writing:</p> <p>(a) Clear, Concise, Objective, Accurate</p> <p>(b) Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations</p> <p>(c) Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors</p>	6

		<p>3. Process of Academic Writing:</p> <ul style="list-style-type: none"> • Pre-Drafting- Plan, Research and Brainstorm • Drafting – Headings, Sub-Headings and Development of the Idea • Revising – Making Changes, Correcting and Rewriting • Editing - Removing Errors, Proof Readings, Polishing <p>4. Critical Thinking:</p> <ul style="list-style-type: none"> • Analysis • Evaluation • Synthesis <p>5. Paragraph Writing:</p> <ul style="list-style-type: none"> • Topic Sentence, Elaborative Sentences – Supporting / Explaining / Describing / Discussing / Concluding Sentence, Transitional Words and Phrases <p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Riddles and Problem Solving Exercises 2. Brainstorming 3. Writing an Abstract <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Black Swan, 2010. Print. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Lin Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006. Print. 2. Iiona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. New York: CUP, 1998. Print. 3. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. New York: Norton, 2009. Print. 	
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VI	ENGL 603	AEEC-4 Business Communication UNIT-I Introducing Business Communication: <ul style="list-style-type: none"> • Basic Forms of Communication • Communication Models and Processes: Linear, Transitional and Interactive • Effective Communication • Principles of Effective Communication UNIT-II Corporate Communication: <ul style="list-style-type: none"> • Formal and Informal Communication: Grapevine • Barriers and Gateways to Communication • Practices in Business Communication <ul style="list-style-type: none"> - Group Discussion - Mock Interview - Seminars - Individual and Group Presentations UNIT-III Writing Skills and Modern Communication: <ul style="list-style-type: none"> • Business Letters and Memo Format • Good News and Bad News Letters • Sales Letter • Selection Letter • Fax, E-mail–Formal and Informal • Video Conferencing UNIT-IV Non-Verbal Aspects of Communication: <ul style="list-style-type: none"> • Body Language • Kinesics • Proxemics • Para Language Classroom Activity: <ul style="list-style-type: none"> • Office Etiquette – Personal Appearance, Grooming, Professional Appearance, Manners, Pleasantness, Punctuality, Listening, Preparation, Respect/Courtesy, Work Culture • Business Dining – Table Manners and Conventions 	4
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		<ul style="list-style-type: none"> • Managing Customer Care – Customer is King, Prompt Service, Courtesy • Making a Powerpoint Presentation <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication: Concepts, Cases and Applications.</i> P. D. Chaturvedi and Mukesh Chaturvedi. Pearson Edu. 2. <i>Business Communication.</i> Virender Kumar and Bodhraj. Kalyani Publication. 3. <i>Business Communication and Personality Development.</i> Sri Jinkushal and Budhi Singh. V.K. Publishers. 4. <i>Business Communication.</i> K.K. Sinha. Fourth Revised and Enlarged Edition. March 2012 ed. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication.</i> Mukerjee, Hory Sankar. New Delhi: OUP. 2. <i>Business Communication.</i> 2nd ed. Raman, Meenakshi & Prakash Singh. New Delhi: OUP. 	
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OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE SIXTH SEMESTER.

NOTE: GENERIC ELECTIVE COURSES ARE INTERDISCIPLINARY AND ARE TO BE OFFERED TO THE STUDENTS OF OTHER DISCIPLINES WHO OPT TO STUDY GENERIC ELECTIVE ENGLISH COURSES.

Pattern of Testing

B.A. with English SEMESTER Programme

Semester V and VI Revised w.e.f. the Academic Session 2018-19

Generic Elective Courses

Internal Assessment

(30 marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 Marks [1x10=10]
2. **Six** Short Answer Questions (100-150 words) out of the given **twelve** to be attempted.
5x6=30 Marks [8x6=48]
3. **Three** Long Answer Questions (300-350 words) out of the given **six** to be attempted.
10x3=30 Marks
[14x3=42]

AEEC/SEC-3

[ENG AEEC/SEC 301]

Technical Writing

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions out of the given **fifteen** to be attempted.
1x10=10 Marks [1.5x10=15]
2. **Two** questions out of the given **four** to be attempted.
6x2=12 Marks [8x2=16]
3. **Five** Short Answer Questions(100 – 150 words) out of the given **eight** to be attempted.
6x5=30 Marks [9x5=45]
4. **Two** Long Answer Questions (250 words) out of the given **four** to be attempted.
6x3=18 Marks [8x3=24]

AEEC/SEC-4

[ENG AEEC/SEC 302] Business Communication

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.

1x10=10 Marks [1x10=10]

2. **Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.

5x4=20 Marks [7.5x4=30]

3. **Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.

10x4=40 Marks [15x4=60]

Discipline Specific Elective Courses

DSE – 1A

[ENG DSE 303]

Soft Skills

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** are to be attempted.

1x10=10 Marks [1x10=10]

2. **Six** Short Answer Questions (100-150 words) to be attempted out of the given **twelve** questions.

5x6=30 Marks [8x6=48]

3. **Three** Long Answer Questions (300-350 words) to be attempted out of the given **six** questions.

10x3=30 Marks [14x3=42]

DSE-1B

[ENG DSE 304]

Academic Writing and Composition

Internal Assessment

(30 marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Objective Type Questions – Up to **fifteen** multiple choice questions.
1x15=15 Marks [2x15=30]
2. Short Answer Type Questions: Up to **six** questions be set, out of which students will answer **three** questions in about 250 words. Each question answered should be from a different area prescribed for study.
10x3=30 Marks [12x3=36]
3. Paragraph Writing Question: Up to **three** questions to be set, out of which students will attempt **one** question in about 200-250 words.
10x1=10 Marks [14x1=14]
4. Essay Type Question: Up to **two** questions be set out of which students are to attempt any **one** in about 350-400 words.
15x1=15Marks[1x20=20]

B.A. English Honours
Undergraduate YEARLY Programme
Syllabus
(Effective from the Academic Session 2018-19)



Department of English
Himachal Pradesh University
NAAC Accredited 'A' Grade University
Summer Hill Shimla - 171005

CONTENTS:

- 1. Syllabus**
- 2. Pattern of Testing**
- 3. Transcript**
- 4. Annual Scheme**

Department of English
BA English Hons.
Undergraduate YEARLY Programme

Syllabus

(Effective from the Academic Session 2018-2019)

First Year

Year	Paper Code	Paper Name & Syllabus	Credits
I	ENG HONS 101	<p>C-1 Indian Classical Literature</p> <p><u>Detailed Study:</u></p> <p>i. Kalidasa. <i>Abhijnana Shakuntalam</i>. Trans. Chandra Rajan. <i>Kalidasa: The Loom of Time</i>. New Delhi: Penguin, 1989.</p> <p><u>Non-Detailed Study:</u></p> <p>i. Vyasa. <i>The Bhagwadgita</i>. Ed. and Translated. S. Radhakrishnan. With special reference to Chapter-3, Verses 1-5 (149-153).</p> <p>ii. Sudraka. <i>Mrcchakatika</i>. Trans. M.M. Ramachandra Kale. New Delhi: Motilal Banarasidass, 1962.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none">• The Indian Epic Tradition: Themes and Recensions• Classical Indian Drama: Theory and Practice• Alankara and Rasa• Dharma and the Heroic <p>Suggested Readings:</p> <p>1. Bharata. <i>Natyashastra</i>. Trans. Manomohan Ghosh. Vol. 1. 2nd edn. Calcutta: Granthalaya, 1967. Chap. 6: 'Sentiments' (100-18).</p>	6

		<p>2. Karve, Iravati. 'Draupadi', in <i>Yuganta: The End of an Epoch</i> (Hyderabad: Disha, 1991). 79-105.</p> <p>3. Buitenen, J.A.B Van. "Dharma and Moksa." Perrett, Roy W. ed. <i>Indian Philosophy</i>. Vol. V. <i>Theory of Value: A Collection of Readings</i>. New York: Garland, 2000. 33-40.</p> <p>4. Dharwadkar, Vinay. "Orientalism and the Study of Indian Literature." <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i>. Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. 158-95.</p>	
I	ENG HONS 102	<p>C-2 European Classical Literature</p> <p><u>Detailed Study:</u></p> <p>i. Plautus. <i>Pot of Gold</i>. Trans. E. F. Watling. Harmondsworth: Penguin, 1965.</p> <p>ii. Sophocles. <i>Oedipus the King</i>. Trans. Robert Fagles. <i>Sophocles: The Three Theban Plays</i>. Harmondsworth: Penguin, 1984.</p> <p><u>Non-Detailed Study:</u></p> <p>i. Homer. <i>The Iliad</i>. Trans. E.V. Rieu. Harmondsworth: Penguin, 1985.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Epic • Comedy and Tragedy in Classical Drama • The Athenian City State • Catharsis and Mimesis • Satire <p>Literary Cultures in Augustan Rome</p> <p>Suggested Readings:</p> <p>1. Aristotle. <i>Poetics</i>. Translated with an introduction and note by Malcolm Heath. London: Penguin, 1996. Chaps. 6-17, 23, 24 and 26.</p> <p>2. Plato. <i>The Republic</i>. Book X. Trans. Desmond Lee. London: Penguin, 2007.</p>	6

I	ENG HONS 103	<p>C-3 Indian Writing in English</p> <p><u>Detailed Study:</u></p> <p>i R. K. Narayan. <i>The Vendor of Sweets</i>. ii Poetry</p> <p>(a) Kamala Das. "Introduction" (b) Nissim Ezekiel. "The Night of the Scorpion"/ "Poet, Lover and Bird Watcher." (c) K. Satchidanandan. "Gandhi and Poetry" (10-11). (d) Bulleh Shah. "Strange are the Times" (93). (e) Arun Kamble. "Which Language Should I Shape" (3).</p> <p>Note: All poems in sections C, D, E are from: Eunice de Souza and M. Silgado, ed. <i>These My Words: The Penguin Book of Indian Poetry</i>. New Delhi: Penguin, 2012.</p> <p><u>Non-Detailed Study:</u></p> <p>i "The Thakur's Well" by Premchand. ii <i>The Fire and Rain (Play)</i> by Girish Karnad. <i>Collected Plays: Girish Karnad</i>. Vol 2. New Delhi: OUP, 2005.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Indian English • Indian English Literature and its Readership • Themes and Contexts of the Indian English Novel • The Aesthetics of Indian English Poetry • Modernism in Indian English Literature <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Raja Rao. Foreword to <i>Kanthapura</i>. New Delhi: OUP, 1989. v-vi. 2. Salman Rushdie. "Commonwealth Literature does not exist." <i>Imaginary Homelands</i>. London: Granta, 1991. 61-70. 3. Meenakshi Mukherjee. "Divided by a Common Language." <i>The Perishable Empire</i>. New Delhi: OUP, 2000. 198-203. 4. Bruce King. "Introduction." <i>Modern Indian Poetry in English</i>. 2nd ed. New Delhi: OUP, 2005. 1-10. 	6
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I	ENG HONS 104	<p>C-4 British Poetry and Drama:14th to 17th Centuries</p> <p><u>Detailed Study:</u></p> <p>i Geoffrey Chaucer. Stanzas of The Wife of Bath/Pardoner /Doctor/Lawyer from <i>The Prologue to the Canterbury Tales</i>.</p> <p>ii William Shakespeare. <i>Twelfth Night</i> (Acts: III & IV)</p> <p><u>Non-Detailed Study:</u></p> <p>i Christopher Marlowe. <i>Doctor Faustus</i></p> <p>ii John Donne. “The Sunne Rising”/ “Batter My Heart”/ “A Valediction: Forbidding Mourning.”</p> <p>iii William Shakespeare. <i>Twelfth Night</i> (Acts: I, II V)</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Renaissance Humanism • The Stage, Court and City • Religious and Political Thought • Ideas of Love and Marriage • The Writer in Society <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Pico Della Mirandola. Excerpts from the <i>Oration on the Dignity of Man</i>. <i>The Portable Renaissance Reader</i>. Ed. Bruce Ross and Mary Martin McLaughlin. New York: Penguin, 1953. 476-79. 2. John Calvin. “Predestination and Free Will.” <i>The Portable Renaissance Reader</i>. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin, 1953. 704-11. 3. Baldassare Castiglione. “Longing for Beauty” and “Invocation of Love.” Book 4 of <i>The Courtier</i>. Trans. George Bull. Rpt. Harmondsworth: Penguin, 1983. 324-8, 330-5. 4. Philip Sidney. <i>An Apology for Poetry</i>. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. 13-18. 	
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I	AECC	AECC-1 Environment Studies	
I	ENG AECC 104	<p>AECC-2</p> <p>Writing Skills:</p> <ol style="list-style-type: none"> Diary Writing Paragraph Writing Summary/ Note-making Formal and Informal Letter Writing CV/Resume Writing Report Writing Interview/Feature Article Notice Writing <p>Classroom Activity:</p> <p>Speaking Skills, Listening Skills, Mock Interview, Speech Making</p> <p>Project Work</p> <p>Suggested Projects:</p> <p>Sports Writing, Poetry about Women/Men, Poetry in Translation, Translating a Poem, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story, Creative Writing, Theatre Groups, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic, Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, The Epics, Communalism, Gender Discrimination, Social Activism.</p> <p>Recommended Reading:</p> <p><i>English Communication Skills: AECC under CBCS, HPU. Meenakshi F. Paul. and Madhumita Chakraborty. Macmillan, 2017.</i></p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> <i>Fluency in English. Part I. Delhi: Macmillan, 2005.</i> <i>Fluency in English. Part II. Delhi: OUP, 2006. Unit 1-15.</i> <i>El Dorado: A Textbook of Communication Skills. Hyderabad: Orient Blackswan, 2014. Units 1-5.</i> <i>Interchange. Workbook III. Fourth Edition. Delhi: Cambridge University Press, 2015. Units 1-8.</i> 	4

		<p>5. <i>New Headway</i>. Intermediate Student's Book. 3rd Edition. Delhi: Oxford University Press, 2012. Units 1-6.</p> <p>6. <i>Write to be Read: Reading, Reflecting & Writing</i>. First South Asian edition. Delhi: Cambridge University Press, 2014. Units 1-4.</p> <p>7. <i>Business English</i>. Delhi: Pearson, 2008. Units 4-6.</p>	
I	GE-1	DSC-1A/ GE Course of any other subject.	
I	GE-2	DSC-1B/ GE Course of any other subject.	

Second Year

Year	Paper Code	Paper Name & Syllabus	Credits
II	ENG HONS 201	<p>C-5: American Literature</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> Arthur Miller: <i>All My Sons</i> Edgar Allan Poe: "The Purloined Letter" William Faulkner: "Dry September" Anne Bradstreet: "The Prologue" Walt Whitman: Selections from <i>Leaves of Grass</i>: "O Captain, My Captain", "Passage to India" (Lines 1-68) <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> Tennessee Williams: <i>The Glass Menagerie</i> Toni Morrison: <i>Beloved</i> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> The American Dream Social Realism and the American Novel Folklore and the American Novel Black Women's Writings Questions of Form in American Poetry <p>Suggested Readings:</p> <ol style="list-style-type: none"> Hector St. John De Crevecoeur. "What is an American" (Letter III). <i>Letters from an American Farmer</i>. Harmondsworth: Penguin, 1982. 66–105. Print. Frederick Douglass. <i>A Narrative of the Life of Frederick Douglass</i>. Harmondsworth: Penguin, 1982. Chapters: 1–7. Page Nos: 47–87. Print. Henry David Thoreau. "Battle of the Ants." Excerpt from <i>Brute Neighbours</i>, by Walden. Oxford: OUP, 1997. Chapter: 12. Print. Ralph Waldo Emerson. "Self Reliance." <i>The Selected Writings of Ralph Waldo Emerson</i>. Ed. by Brooks Atkinson with a biographical introduction. New York: The Modern Library, 1964. Print. Toni Morrison. "Romancing the Shadow." <i>Playing in the Dark: Whiteness and Literary Imagination</i>. London: Picador, 1993. 29–39. Print. 	6

II	ENG HONS 202	<p>C-6: Popular Literature</p> <p><u>Detailed Study:</u></p> <p>i Lewis Carroll. <i>Through the Looking Glass</i>.</p> <p>ii Shyam Selvadurai. <i>Funny Boy</i>.</p> <p><u>Non-Detailed Study:</u></p> <p>i Agatha Christie. <i>The Murder of Roger Ackroyd</i>.</p> <p>ii P.C. Joshi 1857 in Folk Songs, New Delhi: People Publishing House, 1994. pp. 1-50.</p> <p>iii Dharamveer Bharati. <i>Andha Yug</i>. Trans. Alok Bhalla. New Delhi: OUP, 2009. Print.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Coming of Age • The Canonical and the Popular • Caste, Gender and Identity • Ethics and Education in Children's Literature • Sense and Nonsense • The Graphic Novel <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Chelva Kanaganayakam. "Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature." <i>ARIEL</i> (Jan. 1998). Rpt. <i>Post Independence Voices in South Asian Writings</i>. Eds. Malashri Lal, Alamgir Hashmi and Victor J. Ramraj. Delhi: Doaba Publications, 2001. 51–65. Print. 2. Sumathi Ramaswamy. Introduction. <i>Beyond Appearances?: Visual Practices and Ideologies in Modern India</i>. Delhi: Sage, 2003. xiii–xxix. Print. 3. Leslie Fiedler. "Towards a Definition of Popular Literature." <i>Super Culture: American Popular Culture and Europe</i>. Ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975. 29–38. Print. 4. Felicity Hughes. "Children's Literature: Theory and Practice." <i>English Literary History</i>. Vol. 45. 1978. 542–61. Print. 	6
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II	ENG HONS 203	<p>C-7: British Poetry and Drama: 17th and 18th Centuries</p> <p><u>Detailed Study:</u></p> <p>i. John Milton: <i>Paradise Lost: Book 1</i></p> <p>ii. John Webster: <i>The Duchess of Malfi</i></p> <p><u>Non-Detailed Study:</u></p> <p>i. Aphra Behn: <i>The Rover</i></p> <p>ii. Alexander Pope: <i>The Rape of the Lock</i></p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Religious and Secular Thought in the 17th Century • The Stage, the State and the Market • The Mock-epic and Satire • Women in the 17th Century • The Comedy of Manners <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. The Holy Bible: <i>Genesis</i>. Chapters: 1–4. <i>The Gospel according to St. Luke</i>. Chapters: 1–7 and 22–4. 2. Niccolo Machiavelli. <i>The Prince</i>. Ed. and trans. Robert M. Adams. New York: Norton, 1992. Chapters: 15, 16, 18 and 25. Print. 3. Thomas Hobbes. Selections from <i>The Leviathan</i>. Part. I. New York: Norton, 2006. Chapters: 8, 11 and 13. Print. 4. John Dryden. “A Discourse Concerning the Origin and Progress of Satire.” <i>The Norton Anthology of English Literature</i>. Vol. 1. 9th edition. Ed. Stephen Greenblatt. New York: Norton 2012. 1767–8. Print. 	6
II	ENG HONS 204	<p>C-8: British Literature: 18th Century</p> <p><u>Detailed Study:</u></p> <p>i Jonathan Swift: <i>Gulliver’s Travels</i> (Books III and IV)</p> <p>ii Richard B. Sheridan: <i>The School for Scandal</i></p> <p><u>Non-Detailed Study:</u></p> <p>i William Congreve: <i>The Way of the World</i></p> <p>ii Samuel Johnson: “London”</p>	6

		<p>iii Laurence Sterne: <i>The Life and Opinions of Tristram Shandy, Gentleman</i></p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Enlightenment and Neoclassicism • Restoration Comedy • The Country and the City • The Novel and the Periodical Press <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Jeremy Collier. <i>A Short View of the Immorality and Profaneness of the English Stage</i>. London: Routledge, 1996. Print. 2. Daniel Defoe. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV), and "The Complete English Gentleman." <i>Literature and Social Order in Eighteenth-Century England</i>. Ed. Stephen Copley. London: Croom Helm, 1984. Print. 3. Samuel Johnson, "Essay 156" in <i>The Rambler in Selected Writings: Samuel Johnson</i>. Ed. Peter Martin. Cambridge, Mass.: Harvard University Press, 2009. 194–7; <i>Rasselas</i> Chapter 10; "Pope's Intellectual Character: Pope and Dryden Compared." <i>The Life of Pope in The Norton Anthology of English Literature</i>. Vol. 1. Ed. Stephen Greenblatt. 8th edition. New York: Norton, 2006. 2693–4, 2774–7. Print. 	
II	ENG HONS 205	<p>C-9: British Romantic Literature</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. William Blake: <ol style="list-style-type: none"> i. "The Lamb" ii. "The Chimney Sweeper" (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>) iii. "The Tyger" (<i>The Songs of Experience</i>) iv. 'Introduction' to <i>The Songs of Innocence</i> 2. Robert Burns: <ol style="list-style-type: none"> i. "A Bard's Epitaph" ii. "Scots Wha Hae" 3. William Wordsworth: <ol style="list-style-type: none"> i. "Tintern Abbey" 	6

		<p>4. Samuel Taylor Coleridge:</p> <ol style="list-style-type: none"> "Kubla Khan" "Dejection: An Ode" <p>5. Lord George Gordon Noel Byron:</p> <ol style="list-style-type: none"> "Childe Harold": Canto III, Verses 36–45 (Lines 316–405); Canto IV, Verses 178–86 (Lines 1594–674). <p>6. P. B. Shelley:</p> <ol style="list-style-type: none"> "Ode to the West Wind" "Ozymandias" "Hymn to Intellectual Beauty" <p>7. John Keats:</p> <ol style="list-style-type: none"> "Ode to a Nightingale" "To Autumn" "On First Looking into Chapman's Homer" <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> Mary Shelley: <i>Frankenstein</i> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> Reason and Imagination Conceptions of Nature Literature and Revolution The Gothic The Romantic Lyric <p>Suggested Readings:</p> <ol style="list-style-type: none"> William Wordsworth. "Preface to Lyrical Ballads." <i>Romantic Prose and Poetry</i>. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. 594–611. Print. John Keats. "Letter to George and Thomas Keats, 21 December 1817," and "Letter to Richard Woodhouse, 27 October, 1818." <i>Romantic Prose and Poetry</i>. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. 766–68, 777–8. Print. Jean-Jacques Rousseau. 'Preface' to <i>Emile or Education</i>. Trans. Allan Bloom. Harmondsworth: Penguin, 1991. Print. 	
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		4. Samuel Taylor Coleridge. <i>Biographia Literaria</i> . Ed. George Watson. London: Everyman, 1993. Chapter: XIII. 161–66. Print.	
II	ENG HONS 206	<p>C-10: British Literature: 19th Century</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Jane Austen: <i>Pride and Prejudice</i> 2. Alfred Tennyson: <ol style="list-style-type: none"> i “The Lady of Shalott” ii “Ulysses” 3. Robert Browning: <ol style="list-style-type: none"> i “My Last Duchess” ii “The Last Ride Together” 4. Christina Rossetti: <ol style="list-style-type: none"> i “The Goblin Market” <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> i Charlotte Bronte: <i>Jane Eyre</i> ii Charles Dickens: <i>Hard Times</i> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Utilitarianism • The 19th Century Novel • Marriage and Sexuality • The Writer and Society • Faith and Doubt • The Dramatic Monologue <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>The Communist Manifesto</i>. New Delhi: Grapevine India, 2011. Print. 2. Charles Darwin. “Natural Selection and Sexual Selection.” <i>The Descent of Man in The Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. 1545–9. Print. 3. John Stuart Mill. <i>The Subjection of Women</i>. Norton Anthology of English Literature. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. Chapter: 1. 1061–9. Print. 	6

II	ENG AEEC/ SEC 204	<p>AEEC/SEC - 1: Creative Writing: Book and Media Reviews</p> <p>UNIT-I Literary Forms:</p> <ul style="list-style-type: none"> • Poetry: Lyric, Sonnet, Epic, Ode, Ballad • Drama: Tragedy and Comedy • Fiction: Short Story and Novel • Prose: Essay, Periodical, Article (Newspaper Article and Blog) <p>UNIT-II Literary Terms: Plot, Characterization, Dialogue, Monologue, Soliloquy, Aside, Narrator, Persona, Irony, Metaphor, Simile, Metonymy, Alliteration, Rhyme, Onomatopoeia, Oxymoron, Point of View and Theme</p> <p>UNIT-III Reading Literature: Creativity and Imagination:</p> <ul style="list-style-type: none"> • "Gift of the Magi" by O' Henry • "Daffodils" by William Wordsworth • <i>The Dark Room</i> by R. K. Narayan <p>UNIT-IV Media Reviews: Book, Film and T.V. Programme Reviews</p> <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. M. H. Abrams. <i>A Glossary of Literary Terms</i>. 2. Anjana Neira Dev, et al. <i>Creative Writing: A Beginner's Manual</i>. Delhi: Pearson, 2009. Print. 	4
II	ENG AEEC/ SEC 205	<p>AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings)</p> <p>UNIT-I</p> <p>Introduction to Translation:</p> <ol style="list-style-type: none"> i. Definition of Translation—Translating from source language to target language ii. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction <p>UNIT-II</p> <p>Approaches to Translation:</p> <ol style="list-style-type: none"> i. Domestication: Readability in the target language ii. Foreignisation: Faithfulness to the source language text 	4

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

Third Year

	Paper Code	Paper Name & Syllabus	Credits
III	ENG HONS 301	<p>C-11: Women's Writing</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Emily Dickinson: <ol style="list-style-type: none"> i "I Cannot Live with You" ii "I'm Wife; I've finished That" 2. Sylvia Plath: <ol style="list-style-type: none"> i "Daddy" ii "Lady Lazarus" 3. Eunice De Souza: <ol style="list-style-type: none"> i "Advice to Women" ii "Bequest" 4. Katherine Mansfield: <ol style="list-style-type: none"> i "Bliss" 5. Mahashweta Devi: <p>"The Hunt" in <i>Imaginary Maps</i>. Trans. and Introduced by G.C. Spivak. New York: Routledge, 1995. 1-18. Print.</p> 6. Rassundari Debi: <p>Excerpts from <i>Amar Jiban. Women's Writing in India</i>. Vol. 1. , Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 1989. 191-2. Print.</p> <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Alice Walker: <i>The Color Purple</i> 2. Charlotte Perkins Gilman: <ol style="list-style-type: none"> i "The Yellow Wallpaper" 3. Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i>. New York: Norton, 1988. Chapter: 1. 11-19; Chapter: 2. 19-38. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Confessional Mode in Women's Writing • Sexual Politics 	6

		<ul style="list-style-type: none"> • Race, Caste and Gender • Social Reform and Women's Rights <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Virginia Woolf. <i>A Room of One's Own</i>. New York: Harcourt, 1957. Chapters: 1 and 6. Print. 2. Simone de Beauvoir. Introduction. <i>The Second Sex</i>. Trans. Constance Borde and Shiela Malovany-Chevallier. London: Vintage, 2010. 3–18. Print. 3. Kumkum Sangari and Sudesh Vaid, eds. Introduction. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women, 1989. 1–25. Print. 4. Chandra Talapade Mohanty. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." <i>Contemporary Postcolonial Theory: A Reader</i>. Ed. Padmini Mongia. New York: Arnold, 1996. 172–97. Print. 	
III	ENG HONS 302	<p>C-12: British Literature: The Early 20th Century</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Joseph Conrad: <i>Heart of Darkness</i> 2. W.B. Yeats: <ol style="list-style-type: none"> i "Leda and the Swan" ii "The Second Coming" iii "No Second Troy" iv "Sailing to Byzantium" 3. T.S. Eliot: "Four Quartets" (Sec. - I: "Burnt Norton" and Sec.-IV: "Little Gidding")) in <i>Collected Poems</i>. London: Faber and Faber, 1974. 189-223. Print. <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. D.H. Lawrence: <i>Sons and Lovers</i> 2. Virginia Woolf: <i>Mrs. Dalloway</i> 3. T.S. Eliot: "Four Quartets" (Sec.-II and Sec.-III)) in <i>Collected Poems</i>. London: Faber and Faber, 1974. 189-223. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Modernism, Post-modernism and Non-European Cultures 	6

		<ul style="list-style-type: none"> • The Women's Movement in the Early 20th Century • Psychoanalysis and the Stream of Consciousness • The Uses of Myth • The Avant Garde <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Sigmund Freud. "Theory of Dreams", "Oedipus Complex" and "The Structure of the Unconscious" in <i>The Modern Tradition</i>. Ed. Richard Ellman et. al. Oxford: OUP, 1965. 571, 578–80, 559–63. Print. 2. T.S. Eliot. "Tradition and the Individual Talent." <i>Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. 2319–25. Print. 3. Raymond Williams. Introduction. <i>The English Novel from Dickens to Lawrence</i>. London: Hogarth Press, 1984. 9–27. Print. 	
III	ENG HONS 303	<p>C-13: Modern European Drama</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Bertolt Brecht: <i>Mother Courage</i> 2. G.B. Shaw: <i>Arms and the Man</i> <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Samuel Beckett: <i>Waiting for Godot</i> 2. Eugene Ionesco: <i>Rhinoceros</i> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Politics, Social Change and the Stage • Text and Performance • European Drama: Realism and Beyond • Tragedy and Heroism in Modern European Drama • The Theatre of the Absurd <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Constantin Stanislavski, <i>An Actor Prepares</i>. Chapter: 8. "Faith and the Sense of Truth." Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections: 1, 2, 7, 8, 9. Page Nos. 121–5, 137–46. Print. 	6

		<p>2. Bertolt Brecht. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs Epic Theatre." <i>Brecht on Theatre: The Development of an Aesthetic</i>. Ed. and trans. John Willet. London: Methuen, 1992. 68–76, 121–8. Print.</p> <p>3. George Steiner. "On Modern Tragedy." <i>The Death of Tragedy</i>. London: Faber, 1995. 303–24. Print.</p>	
III	ENG HONS 304	<p>C-14: Postcolonial Literatures</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Srilal Shukla: <i>Raag Darbari</i>. Trans. Gillian Wright. New Delhi: Penguin India, 2000. Print. 2. Ama Ata Aidoo: "The Girl Who Can" 3. Grace Ogot: "The Green Leaves" 4. Pablo Neruda: "Tonight I Can Write", "The Way Spain Was" 5. Mamang Dai: "Small Towns and the River", "The Voice of the Mountain" <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Chinua Achebe: <i>Things Fall Apart</i> 2. Gabriel Garcia Marquez: <i>No One Writes to the Colonel</i> 3. Derek Walcott: <ol style="list-style-type: none"> i "A Far Cry from Africa" ii "Names" 4. Sarveshowar Dayal Saxena: <ol style="list-style-type: none"> i "Dust" ii "Now I Will Not Let the Sun Set" (160-163). <p><i>One Hundred Indian Poets: Signatures</i>. Ed. K. Satchidanandan. Delhi: National Book Trust, 2006. Print.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • De-colonization, Globalization and Literature • Literature and Identity Politics • Writing for the New World Audience • Region, Race, and Gender • Postcolonial Literatures and Questions of Form 	6

		<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. M.K. Gandhi. <i>Hind Swaraj</i> or <i>Indian Home Rule</i>. Ahmedabad: Navjivan, 2006. Chapters: IV, VI, XIII, XIX. Print. 2. Franz Fanon. 'The Negro and Language.' <i>Black Skin, White Masks</i>. Trans. Charles Lam Markmann. London: Pluto Press, 2008. 8–27. Print. 3. Ngugi wa Thiong'o. 'The Language of African Literature.' <i>Decolonising the Mind</i> London: James Curry, 1986. Chapter. 1. Sections: 4–6. Print. 4. Gabriel Garcia Marquez. "The Nobel Prize Acceptance Speech." <i>Gabriel Garcia Marquez: New Readings</i>. Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge University Press, 1987. Print. 5. Rabindranath Tagore. "The Philosophy of Literature" (293-309). <i>Selected Writings in Literature and Language</i>. Eds. S.K. Das and S. Chaudhary. New Delhi: OUP, 2012. Print. 6. Nirmal Verma. "India and Europe: Some Reflections on the Self and the Other" (27-52). <i>India and Europe: Selected Essays</i>. Ed. Nirmal Verma. Shimla: IIAS, 2000. Print. 7. Ra Ga Jadhav. "Dalit Feelings and Aesthetic Detachment" (283-290). <i>The Writer as Critic</i>. By Jasbir Jain. Jaipur: Rawat, 2011. Print. 	
III	ENG HONS 305	<p>DSE-1 Modern Indian Writing in English</p> <p><u>Detailed Study:</u></p> <p>Translation:</p> <ol style="list-style-type: none"> 1. Premchand: "The Shroud." <i>Penguin Book of Classic Urdu Stories</i>. Ed. M. Assaduddin. New Delhi: Penguin/Viking, 2006. Print. 2. Razia Sajjad Zaheer. "Neech (Lowborn)" (145-153). <i>Women Writing in India: 600 BC to the Present</i>. Eds. S. Tharu and K. Lalita. Vol. 2. New Delhi: OUP, 1995. Print. 3. Gurdial Singh. "A Season of No Return." <i>Earthy Tones</i>. Trans. Rana Nayar. Delhi: Fiction House, 2002. Print. 4. G.M. Muktibodh. "The Void." (Trans. Vinay Dharwadker) and "So Very Far" (Trans. Vishnu Khare and Adil Jussawala). <i>The Oxford Anthology of Modern Indian Poetry</i>. Ed. Vinay Dharwadker and A.K. Ramanujam. New Delhi: OUP, 2000. Print. 5. Amrita Pritam. "I Say Unto Waris Shah" (Tranr. N.S. Tasneem). <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i>. Vol. 3. Ed. K.M. George. Delhi: Sahitya Akademi, 1992. Print. 	6

		<p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Fakir Mohan Senapati. "Rebati." <i>Oriya Stories</i>. Ed. Vidya Das. Trans. Kishori Charan Das. Delhi: Srishti Publishers, 2000. Print. 2. Thangjam Ibopishak Singh. "Dali, Hussain, or "Odour of Dream, Colour of Wind" and "The Land of the Half-Humans" (Trans. Robin S. Ngangom). <i>The Anthology of Contemporary Poetry from the Northeast</i>. NEHU: Shillong, 2003. Print. 3. G. Kalyan Rao. <i>Untouchable Spring</i>. Trans. Alladi Uma and M. Sridhar. Delhi: Orient Blackswan, 2010. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • "The Aesthetics of Translation", "Linguistic Regions and Languages." <i>Translation: Theory and Practice</i>. Ed. Rekha Sharma. New Delhi: Authorspress, 2015. Print. • Rabindranath Tagore. <i>Selected Writings on Literature and Language</i>. Ed. S.K. Dass and Sukarita Chaudhary. New Delhi: OUP, 2001. Print. • Sri Aurobindo. <i>The Foundations of Indian Culture</i>. Pondicherry: Sri Aurobindo Ashram, 1992. Print. • Modernity in Indian Literature • Caste, Gender and Resistance • Questions of Form in 20th Century Indian Literature. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Raja Rao. <i>The Meaning of India</i>. New Delhi: Vision Books, 2007. 11-28. Print. 2. Namwar Singh. "Decolonising the Indian Mind." Trans. Harish Trivedi. <i>Indian Literature</i> 151 (Sept./Oct. 1992). Print. 3. B.R. Ambedkar. "Annihilation of Caste." <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i>. Vol. 1. Maharashtra: Education Department, Government of Maharashtra, 1979. Chapters: 4, 6, and 14. Print. 4. Sujit Mukherjee. "A Link Literature for India." <i>Translation as Discovery</i>. Hyderabad: Orient Longman, 1994. 34-45. Print. 5. G.N. Devy. Introduction. <i>After Amnesia in The G.N. Devy Reader</i>. New Delhi: Orient Blackswan, 2009. 1-5. Print. 	
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		6. Makarand R. Paranjape. <i>Towards A Poetics of the Indian English Novel</i> . Shimla: IAS. 21-50, 77-130. Print. 7. Kapil Kapoor. <i>Text and Interpretation: The Indian Tradition</i> . New Delhi: D.K. Printworld, 2005. 39-96. Print.	
III	ENG HONS 306	DSE-2 Literature of the Indian Diaspora <u>Detailed Study:</u> <ol style="list-style-type: none"> 1. Meera Syal. <i>Anita and Me</i>. Harper Collins. 2. Jhumpa Lahiri. <i>The Namesake</i>. Houghton Mifflin Harcourt. <u>Non-Detailed Study:</u> <ol style="list-style-type: none"> 1. M. G. Vassanji. <i>The Book of Secrets</i>. Penguin, India. 2. Rohinton Mistry. <i>A Fine Balance</i>. Alfred A Knopf. Suggested Topics and Background Prose Readings for Class Presentations: Topics: <ul style="list-style-type: none"> • The Diaspora: Hybridity, Meticulturalism, Identity, Nostalgia, Alienation Suggested Readings: <ol style="list-style-type: none"> 1. "Introduction: The Diasporic Imaginary." <i>Literature of the Indian Diaspora</i>. By V. Mishra London: Routledge, 2008. Print. 2. "Cultural Configurations of Diaspora." <i>Diaspora & Hybridity</i>. V. Kalra, R. Kaur and J. Hutynuk. London: Sage Publications, 2005. Print. 3. "The New Empire within Britain." <i>Imaginary Homelands</i>. By Salman Rushdie. London: Granta Books, 1991. Print. 4. Makarand Pranjape. Introduction. <i>Indian Diaspora: Theories, Histories, Texts</i>. New Delhi: Samvad India, 2011. Print. 	6
III	ENG HONS 307	DSE-3 Partition Literature <u>Detailed Study:</u> <ol style="list-style-type: none"> 1. Manik Bandhopadhyaya. "The Final Solution." Trans. Rani Ray. <i>Mapmaking: Partition Stories from Two Bengals</i>. Ed. Debjani Sengupta. New Delhi: Srishti, 2003. 23–39. Print. 	6

		<p>2. Sa'adat Hasan Manto. "Toba Tek Singh." <i>Black Margins: Manto</i>. Trans. M. Asaduddin. New Delhi: Katha, 2003). 212–20. Print.</p> <p>3. Lalithambika Antharajanam. "A Leaf in the Storm." Trans. K. Narayana Chandran. <i>Stories about the Partition of India</i>. Ed. Alok Bhalla. New Delhi: Manohar, 2012. 137–45. Print.</p> <p>4. Faiz Ahmad Faiz. "For Your Lanes, My Country." <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i>. Trans. and ed. Riz Rahim. California: Xlibris, 2008. 138. Print.</p> <p>5. Jibananda Das. "I Shall Return to This Bengal." Trans. Sukanta Chaudhuri. <i>Modern Indian Literature</i>. New Delhi: OUP, 2004. 8–13. Print.</p> <p><u>Non-Detailed Study:</u></p> <p>1. Intizar Husain. <i>Basti</i>. Trans. Frances W. Pritchett. New Delhi: Rupa, 1995. Print.</p> <p>Suggested Topics and Readings for Class Presentation:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Colonialism, Nationalism, and the Partition • Communalism and Violence • Homelessness and Exile • Women in the Partition <p>Background Readings:</p> <p>1. Ritu Menon and Kamla Bhasin. Introduction. <i>Borders and Boundaries</i>. New Delhi: Kali for Women, 1998. Print.</p> <p>2. Sukrita P. Kumar. <i>Narrating Partition</i>. Delhi: Indialog, 2004. Print.</p>	
III	ENG HONS 308	<p>DSE-4 Autobiography</p> <p><u>Detailed Study:</u></p> <p>1. Jean-Jacques Rousseau. <i>Confessions</i>. Part One. Book One. Page Nos: 5-43. Trans. Angela Scholar. New York: OUP, 2000. Print.</p> <p>2. M. K. Gandhi. <i>Autobiography or the Story of My Experiments with Truth</i>. Part I. Chapters: II to IX 5-26. Ahmedabad: Navajivan Trust, 1993. Print.</p> <p>3. Annie Besant. <i>Autobiography</i>. Chapter VII. "Atheism As I Knew and Taught It." 141-175. London: T. Fisher Unwin, 1917. Print.</p>	6

		<p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Binodini Dasi. <i>My Story and Life as an Actress</i>. Page Nos. 61-83. New Delhi: Kali for Women, 1998. Print. 2. A. Revathi. <i>Truth About Me: A Hijra Life Story</i>. Chapters I-IV. 1-37. New Delhi: Penguin, 2010. Print. 3. Sharankumar Limbale. <i>The Outcaste</i>. Trans. Santosh Bhoomkar. 1-39. New Delhi: OUP, 2003. Print. 4. Ramabai Ranade: "A Testimony of our Inexhaustible Treasures." <i>Pandita Ramabai Through Her Own Words: Selected Works</i>. Trans. Meera Kosambi. New Delhi: OUP, 2000. 295–324. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Self and Society • Role of Memory in Writing Autobiography • Autobiography as Resistance • Autobiography as Rewriting History <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. James Olney. "A Theory of Autobiography." <i>Metaphors of Self: The Meaning of Autobiography</i>. Princeton: Princeton University Press, 1972. 3-50. Print. 2. Laura Marcus. "The Law of Genre." <i>Auto/biographical Discourses</i>. Manchester: Manchester University Press, 1994. 229-72. Print. 3. Linda Anderson. Introduction. <i>Autobiography</i>. London: Routledge, 2001.1-17. Print. 4. Mary G. Mason. "The Other Voice: Autobiographies of Women Writers." <i>Life/Lines: Theorizing Women's Autobiography</i>. Ed. Bella Brodzki and Celeste Schenck. Ithaca: Cornell University Press, 1988. 19-44. Print. 	
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OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE THIRD YEAR.

NOTE:

- 1 The students of B.A. English Hons. will study DSC-1A; DSC-1B; DSC-1C; DSC-1D of any other subject in lieu of GE-1; GE-2; GE-3; and GE-4.**
- 2 The students of B.A. Honours (other than English) will study the following courses (of B.A. with English) as Generic Elective (GE) Courses:**
 - i. ENG HONS GE 101 English Literature -1 (Essays, Stories and Poems)**
 - ii. ENG HONS GE 102 English Literature -2 (Poems, Short-Stories and Essays)**
 - iii. ENG HONS GE 203 British Literature (Play and Novel)**
 - iv. ENG HONS GE 204 Literary Cross Currents**

(These four courses are common with B.A. English (DSC) Discipline Specific Courses)

Pattern of Testing
B.A. English Hons. YEARLY Programme
(Effective from the Academic Session 2018-19)
For Core Courses

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations of the students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Semester Examinations: 70 Marks

Three Hours

All questions are compulsory:

1. Reference to the context: **Two** references to be attempted out of the given **six** taken from the **Detailed Section**.

2x10= 20 Marks

2. Short answers: **Four** short answers to be attempted out of the given **eight** questions taken from the **Detailed** and **Non-Detailed Sections**.

4x5=20 Marks

3. Long answers: **Two** long answers to be attempted out of the given **four** questions taken from **Detailed** and **Non-Detailed Sections**.

2x15=30 Marks

Ability Enhancement Compulsory Course

AECC -2

[ENG AECC 104]

Writing Skills

B.A., B.Com. B.Sc. and Hons.

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of the students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks[100]

(Three Hours)

- | | |
|---|---------------|
| 1. Notice | 6 Marks [09] |
| 2. Letter Writing | 10 Marks [15] |
| 3. Resume Writing | 10 Marks [15] |
| 4. Diary Writing | 6 Marks [07] |
| 5. Paragraph Writing (80-100 words) | 6 Marks [10] |
| 6. Report Writing | 10 Marks [12] |
| 7. Summary or Note Making | 10 Marks [12] |
| 8. Feature Article or Interview (200 words) | 12 Marks [20] |

Ability Enhancement Elective Courses/ Skill Enhancement Courses

Ability Enhancement Elective Courses/Skill Enhancement Courses

AEEC/SEC–1

[ENG AEEC/SEC 204]

Creative Writing, Book and Media Reviews

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100] Hours)

(Three

1. **Five** very Short Answer Questions out of the given **eight** to be attempted.

3x5=15 Marks [3x5=15]

2. **Five** Short Answer Questions (100-150 words) out of the given **eight** to be attempted.

5x5=25 Marks [8x5=40]

3. **Three** Long Answer Questions (250-300) out of the given **five**, to be set from **Unit III & IV** only.

10x3=30 Marks [15x3=45]

AEEC/SEC-2

[ENG AEEC/SEC 205]

Translation Studies and Principles of Translation

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Term Examination: 70 Marks [100] Hours)

(Three

1. Objective Type Questions – Up to **seven** questions be set out of which students are to attempt **five** questions.
2x5=10 Marks [3x5=15]
2. Comprehension Questions based on prescribed translated literary texts (up to **four** questions be set, out of which students are to attempt **two** questions, selecting at least one from each genre (short story and poetry).
5x2=10 Marks [8x2=16]
3. Short Answer Type Questions (To be answered in about 150-200 words). Up to **six** questions be set out of which students are to attempt **three** questions.
5x3=15 Marks [8x3=24]
4. Long Answer Type Questions (To be answered in about 300-350 words) Up to **three** questions be set out of which students are to attempt **two** questions.
10x2=20 Marks [12.5x2=25]
5. Translate a short passage from Hindi to English and from English to Hindi.
7.5x2=15Marks [10x2=20]

Discipline Specific Courses

DSC -1A
[ENG DSC 102/ENG HONS GE 101]
English Literature -1 (Essays, Stories and Poems)
And
DSC -1B
[ENG DSC 103/ ENG HONS GE 102]
English Literature- 2 (Poems, Short Stories and Essays)

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

- 1 **Three** Reference to the Context Passages may be set with internal choice from Unit –I, II and III (Detailed Study) to test students comprehension and analytic abilities including the ability to draw inferences.

7x3= 21 Marks [11x3=33]

2. Short Answer Type Questions (Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words):

8x3= 24 Marks [13x3=39]

3. Long Answer Type Questions (Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words):

12.5x2= 25 Marks [14x2=28]

Discipline Specific Courses

DSC- 1C
[ENG DSC 202/ENG HONS GE 203]
British Literature (Play and Novel)
And
DSC -1D
[ENG DSC 203/ENG HONS GE 204]
Literary Cross Currents

For Internal Assessment

(30 Marks)

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|--|----------|
| • Attendance: | 5 Marks |
| • Class Test (After completion of 40% syllabus): | 5 Marks |
| • House Test (After completion of 75% syllabus): | 10 Marks |
| • Assignment/Presentation etc.: | 10 Marks |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Reference to Context: **Four** passages be set (Detailed Study only) out of which **two** are to be attempted to test the student's comprehension and analytic abilities including the ability to draw inferences.

2x5= 10 Marks [4x5= 20]
2. Comprehension Questions: **Two** passages be set followed by five questions to test the student's comprehension and analytic abilities including the ability to draw inferences. A student will attempt any **one** part.

1x5= 5 Marks [2x5=10]
3. Short Answer Type Questions: Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words.

10x3=30 Marks [14x3=42]
4. Long Answer Type Questions: Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words.

12.5x2= 25 Marks [14x2=28]

B.A. English Hons
Undergraduate YEARLY Programme
Transcripts

First Year

Year	Course Code	Course	Course Type	Course Title	Credits
I	ENG HONS 101	C-1	Core Course	Indian Classical Literature	6
I	ENG HONS 102	C-2	Core Course	European Classical Literature	6
I	ENG HONS 103	C-3	Core Course	Indian Writing in English	6
I	ENG HONS 104	C-4	Core Course	British Poetry and Drama: 14 th to 17 th Centuries	6
I	AECC	AECC-1	Ability Enhancement Compulsory Course	Environment Studies	4
I	ENG AECC 104	AECC-2	Ability Enhancement Compulsory Course	Writing Skills	4
I		GE 1	Generic Elective		6
I		GE 2	Generic Elective		6
				Total Credits	44

Second Year

Year	Course Code	Course	Course Type	Course Title	Credits
II	ENG HONS 201	C-5	Core Course	American Literature	6
II	ENG HONS 202	C-6	Core Course	Popular Literature	6
II	ENG HONS 203	C-7	Core Course	British Poetry and Drama: 17th and 18th Centuries	6
II	ENG HONS 204	C-8	Core Course	British Literature: 18th Century	6
II	ENG HONS 205	C-9	Core Course	British Romantic Literature	6
II	ENG HONS 206	C-10	Core Course	British Literature: 19th Century	6
II	ENG AEEC/ SEC 204	AEEC/ SEC	AEEC/SEC - 1	AEEC/SEC - 1 Creative Writing: Book and Media Reviews	4
II	ENG AEEC/ SEC 205	AEEC/ SEC	AEEC/SEC – 2	AEEC/SEC-2 Translation Studies and Principles of Translation	4
II		GE	Generic Elective 3		6
II		GE	Generic Elective 4		6
				Total Credits	56

Third Year

Year	Course Code	Course	Course Type	Course Title	Credits
III	ENG HONS 301	C-11	Core Course	Women's Writing	6
III	ENG HONS 302	C-12	Core Course	British Literature: The Early 20th Century	6
III	ENG HONS 303	C-13	Core Course	Modern European Drama	6
III	ENG HONS 304	C-14	Core Course	Postcolonial Literatures	6
III	ENG HONS 305	DSE –1	DSE	Modern Indian Writing in English	6
III	ENG HONS 306	DSE-2	DSE	Literature of the Indian Diaspora	6
III	ENG HONS 307	DSE-3	DSE	Partition Literature	6
III	ENG HONS 308	DSE-4	DSE	Autobiography	6
				Total Credits	48
Cumulative Credits					148

Annual Scheme
B.A. English Hons. YEARLY Programme

(Effective from the Academic Session 2018-19)

Year	Core Courses (14)	Ability Enhancement Compulsory Courses (2)	Ability Enhancement Compulsory Courses/Skill Enhancement Courses (2)	Discipline Specific Electives (4)	Generic Electives (4)	Total Credits
I	C-1 C-2 C-3 C-4 6 Credits each =24	AECC-1 Env. Studies AECC-2 Hindi/Eng/Skt (one out of three) 4 Credits each =8	--	--	GE-1 GE-2 6 Credits each=12	44
II	C-5 C-6 C-7 C-8 C-9 C-10 6 Credits each =36	--	AECC/SEC-1 AECC/SEC-2 4 Credits each =8	--	GE-3 GE-4 6 Credits each=12	56
III	C-11 C-12 C-13 C-14 6 Credits each =24	--	--	DSE-1 DSE-2 DSE-3 DSE-4 6 Credits each =24	--	48
Cumulative Total						148

B.A. English Honours
Undergraduate SEMESTER Programme
Syllabus

Semester V and VI Revised w.e.f. the Academic Session 2018-19



Department of English
Himachal Pradesh University
NAAC Accredited 'A' Grade University
Summer Hill Shimla - 171005

B.A. English Honours

Undergraduate SEMESTER Programme

Syllabus

Semester V and VI Revised w.e.f. the Academic Session 2018-19

Sem ester	Paper Code	Paper Name and Syllabus	Credits
V	ENGL 501 H	C-11: Women’s Writing <u>Detailed Study:</u> <ol style="list-style-type: none"> 1. Emily Dickinson: <ol style="list-style-type: none"> i “I Cannot Live with You” ii “I’m Wife; I’ve finished That” 2. Sylvia Plath: <ol style="list-style-type: none"> i “Daddy” ii “Lady Lazarus” 3. Eunice De Souza: <ol style="list-style-type: none"> i “Advice to Women” ii “Bequest” 4. Katherine Mansfield: <ol style="list-style-type: none"> i “Bliss” 5. Mahashweta Devi: <p>"The Hunt" in <i>Imaginary Maps</i>. Trans. and Introduced by G.C. Spivak. New York: Routledge, 1995. 1-18. Print.</p> 6. Rassundari Debi: <p>Excerpts from <i>Amar Jiban. Women’s Writing in India</i>. Vol. 1. , Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 1989. 191–2. Print.</p> 	6

		<p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Alice Walker: <i>The Color Purple</i> 2. Charlotte Perkins Gilman: <ol style="list-style-type: none"> i “The Yellow Wallpaper” 3. Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i>. New York: Norton, 1988. Chapter: 1. 11–19; Chapter: 2. 19–38. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Confessional Mode in Women's Writing • Sexual Politics • Race, Caste and Gender • Social Reform and Women’s Rights <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Virginia Woolf. <i>A Room of One's Own</i>. New York: Harcourt, 1957. Chapters: 1 and 6. Print. 2. Simone de Beauvoir. Introduction. <i>The Second Sex</i>. Trans. Constance Borde and Shiela Malovany-Chevallier. London: Vintage, 2010. 3–18. Print. 3. Kumkum Sangari and Sudesh Vaid, eds. Introduction. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women, 1989. 1–25. Print. 4. Chandra Talapade Mohanty. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” <i>Contemporary Postcolonial Theory: A Reader</i>. Ed. Padmini Mongia. New York: Arnold, 1996. 172–97. Print. 	
V	ENGL 502 H	<p>C-12: British Literature: The Early 20th Century</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Joseph Conrad: <i>Heart of Darkness</i> 2. W.B. Yeats: <ol style="list-style-type: none"> i “Leda and the Swan” ii “The Second Coming” iii “No Second Troy” iv “Sailing to Byzantium” 3. T.S. Eliot: "Four Quartets" (Sec. - I: “Burnt Norton” and Sec.–IV: “Little Gidding”)) in <i>Collected Poems</i>. London: Faber and Faber, 1974. 189-223. Print. 	

		<p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. D.H. Lawrence: <i>Sons and Lovers</i> 2. Virginia Woolf: <i>Mrs. Dalloway</i> 3. T.S. Eliot: "Four Quartets" (Sec.-II and Sec.-III) in <i>Collected Poems</i>. London: Faber and Faber, 1974. 189-223. Print. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Modernism, Post-modernism and Non-European Cultures • The Women's Movement in the Early 20th Century • Psychoanalysis and the Stream of Consciousness • The Uses of Myth • The Avant Garde <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Sigmund Freud. "Theory of Dreams", "Oedipus Complex" and "The Structure of the Unconscious" in <i>The Modern Tradition</i>. Ed. Richard Ellman et. al. Oxford: OUP, 1965. 571, 578–80, 559–63. Print. 2. T.S. Eliot. "Tradition and the Individual Talent." <i>Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. 2319–25. Print. 3. Raymond Williams. Introduction. <i>The English Novel from Dickens to Lawrence</i>. London: Hogarth Press, 1984. 9–27. Print. 	
V	ENGL 503 H	<p>DSE-1 Modern Indian Writing in English</p> <p><u>Detailed Study:</u></p> <p>Translation:</p> <ol style="list-style-type: none"> 1. Premchand: "The Shroud." <i>Penguin Book of Classic Urdu Stories</i>. Ed. M. Assaduddin. New Delhi: Penguin/Viking, 2006. Print. 2. Razia Sajjad Zaheer. "Neech (Lowborn)" (145-153). <i>Women Writing in India: 600 BC to the Present</i>. Eds. S. Tharu and K. Lalita. Vol. 2. New Delhi: OUP, 1995. Print. 3. Gurdial Singh. "A Season of No Return." <i>Earthy Tones</i>. Trans. Rana Nayar. Delhi: Fiction House, 2002. Print. 	

		<p>4. G.M. Muktibodh. "The Void." (Trans. Vinay Dharwadker) and "So Very Far" (Trans. Vishnu Khare and Adil Jussawala). <i>The Oxford Anthology of Modern Indian Poetry</i>. Ed. Vinay Dharwadker and A.K. Ramanujam. New Delhi: OUP, 2000. Print.</p> <p>5. Amrita Pritam. "I Say Unto Waris Shah" (Trans. N.S. Tasneem). <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i>. Vol. 3. Ed. K.M. George. Delhi: Sahitya Akademi, 1992. Print.</p> <p><u>Non-Detailed Study:</u></p> <p>1. Fakir Mohan Senapati. "Rebati." <i>Oriya Stories</i>. Ed. Vidya Das. Trans. Kishori Charan Das. Delhi: Srishti Publishers, 2000. Print.</p> <p>2. Thangjam Ibopishak Singh. "Dali, Hussain, or "Odour of Dream, Colour of Wind" and "The Land of the Half-Humans" (Trans. Robin S. Ngangom). <i>The Anthology of Contemporary Poetry from the Northeast</i>. NEHU: Shillong, 2003. Print.</p> <p>3. G. Kalyan Rao. <i>Untouchable Spring</i>. Trans. Alladi Uma and M. Sridhar. Delhi: Orient BlackSwan, 2010. Print.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • "The Aesthetics of Translation", "Linguistic Regions and Languages." <i>Translation: Theory and Practice</i>. Ed. Rekha Sharma. New Delhi: Authorspress, 2015. Print. • Rabindranath Tagore. <i>Selected Writings on Literature and Language</i>. Ed. S.K. Dass and Sukarita Chaudhary. New Delhi: OUP, 2001. Print. • Sri Aurobindo. <i>The Foundations of Indian Culture</i>. Pondicherry: Sri Aurobindo Ashram, 1992. Print. • Modernity in Indian Literature • Caste, Gender and Resistance • Questions of Form in 20th Century Indian Literature. <p>Suggested Readings:</p> <p>1. Raja Rao. <i>The Meaning of India</i>. New Delhi: Vision Books, 2007. 11-28. Print.</p>	
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		<ol style="list-style-type: none"> Namwar Singh. "Decolonising the Indian Mind." Trans. Harish Trivedi. <i>Indian Literature</i> 151 (Sept./Oct. 1992). Print. B.R. Ambedkar. "Annihilation of Caste." <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i>. Vol. 1. Maharashtra: Education Department, Government of Maharashtra, 1979. Chapters: 4, 6, and 14. Print. Sujit Mukherjee. "A Link Literature for India." <i>Translation as Discovery</i>. Hyderabad: Orient Longman, 1994. 34–45. Print. G.N. Devy. Introduction. <i>After Amnesia in The G.N. Devy Reader</i>. New Delhi: Orient BlackSwan, 2009. 1–5. Print. Makarand R. Paranjape. <i>Towards A Poetics of the Indian English Novel</i>. Shimla: IAS, . 21-50, 77-130. Print. Kapil Kapoor. <i>Text and Interpretation: The Indian Tradition</i>. New Delhi: D.K. Printworld, 2005. 39-96. Print. 	
V	ENGL 504 H	<p>DSE-II Literature of the Indian Diaspora</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> Meera Syal. <i>Anita and Me</i>. Harper Collins. Jhumpa Lahiri. <i>The Namesake</i>. Houghton Mifflin Harcourt. <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> M. G. Vassanji. <i>The Book of Secrets</i>. Penguin, India. Rohinton Mistry. <i>A Fine Balance</i>. Alfred A Knopf. <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> The Diaspora: Hybridity, Meticulturalism, Identity, Nostalgia, Alienation <p>Suggested Reading:</p> <ol style="list-style-type: none"> "Introduction: The Diasporic Imaginary." <i>Literature of the Indian Diaspora</i>. By V. Mishra London: Routledge, 2008. Print. "Cultural Configurations of Diaspora." <i>Diaspora & Hybridity</i>. V. Kalra, R. Kaur and J. Hutynuk. London: Sage Publications, 2005. Print. "The New Empire within Britain." <i>Imaginary Homelands</i>. By Salman Rushdie. London: Granta Books, 1991. Print. 	

		4. Makarand Pranjape. Introduction. <i>Indian Diaspora: Theories, Histories, Texts</i> . New Delhi: Samvad India, 2011. Print.	
Semester	Paper Code	Paper Name and Syllabus	Credits
VI	ENGL 601 H	<p>C-13: Modern European Drama</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Bertolt Brecht: <i>Mother Courage</i> 2. G.B. Shaw: <i>Arms and the Man</i> <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Samuel Beckett: <i>Waiting for Godot</i> 2. Eugene Ionesco: <i>Rhinoceros</i> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Politics, Social Change and the Stage • Text and Performance • European Drama: Realism and Beyond • Tragedy and Heroism in Modern European Drama • The Theatre of the Absurd <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Constantin Stanislavski, <i>An Actor Prepares</i>. Chapter: 8. "Faith and the Sense of Truth." Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections: 1, 2, 7, 8, 9. Page Nos. 121–5, 137–46. Print. 2. Bertolt Brecht. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs Epic Theatre." <i>Brecht on Theatre: The Development of an Aesthetic</i>. Ed. and trans. John Willet. London: Methuen, 1992. 68–76, 121–8. Print. 3. George Steiner. "On Modern Tragedy." <i>The Death of Tragedy</i>. London: Faber, 1995. 303–24. Print. 	
	ENGL 602 H	<p>C-14: Postcolonial Literatures</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Srilal Shukla: <i>Raag Darbari</i>. Trans. Gillian Wright. New Delhi: Penguin India, 2000. Print. 2. Ama Ata Aidoo: "The Girl Who Can" 3. Grace Ogot: "The Green Leaves" 	

		<p>4. Pablo Neruda: “Tonight I Can Write”, “The Way Spain Was”</p> <p>5. Mamang Dai: “Small Towns and the River”, “The Voice of the Mountain”</p> <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> Chinua Achebe: <i>Things Fall Apart</i> Gabriel Garcia Marquez: <i>No One Writes to the Colonel</i> Derek Walcott: <ol style="list-style-type: none"> “A Far Cry from Africa” “Names” Sarveshowar Dayal Saxena: <ol style="list-style-type: none"> "Dust" "Now I Will Not Let the Sun Set" (160-163). <p><i>One Hundred Indian Poets: Signatures.</i> Ed. K. Satchidanandan. Delhi: National Book Trust, 2006. Print.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • De-colonization, Globalization and Literature • Literature and Identity Politics • Writing for the New World Audience • Region, Race, and Gender • Postcolonial Literatures and Questions of Form <p>Suggested Readings:</p> <ol style="list-style-type: none"> M.K. Gandhi. <i>Hind Swaraj or Indian Home Rule.</i> Ahmedabad: Navjivan, 2006. Chapters: IV, VI, XIII, XIX. Print. Franz Fanon. ‘The Negro and Language.’ <i>Black Skin, White Masks.</i> Trans. Charles Lam Markmann. London: Pluto Press, 2008. 8–27. Print. Ngugi wa Thiong’o. ‘The Language of African Literature.’ <i>Decolonising the Mind</i> London: James Curry, 1986. Chapter. 1. Sections: 4–6. Print. Gabriel Garcia Marquez. “The Nobel Prize Acceptance Speech.” <i>Gabriel Garcia Marquez: New Readings.</i> Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge University Press, 1987. Print. 	
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		<p>5. Rabindranath Tagore. "The Philosophy of Literature" (293-309). <i>Selected Writings in Literature and Language</i>. Eds. S.K. Das and S. Chaudhary. New Delhi: OUP, 2012. Print.</p> <p>6. Nirmal Verma. "India and Europe: Some Reflections on the Self and the Other" (27-52). <i>India and Europe: Selected Essays</i>. Ed. Nirmal Verma. Shimla: IAS, 2000. Print.</p> <p>7. Ra Ga Jadhav. "Dalit Feelings and Aesthetic Detachment" (283-290). <i>The Writer as Critic</i>. By Jasbir Jain. Jaipur: Rawat, 2011. Print.</p>	
	ENGL 603 H	<p>DSE-III Partition Literature</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Manik Bandhopadhyaya. "The Final Solution." Trans. Rani Ray. <i>Mapmaking: Partition Stories from Two Bengals</i>. Ed. Debjani Sengupta. New Delhi: Srishti, 2003. 23–39. Print. 2. Sa'adat Hasan Manto. "Toba Tek Singh." <i>Black Margins: Manto</i>. Trans. M. Asaduddin. New Delhi: Katha, 2003). 212–20. Print. 3. Lalithambika Antharajanam. "A Leaf in the Storm." Trans. K. Narayana Chandran. <i>Stories about the Partition of India</i>. Ed. Alok Bhalla. New Delhi: Manohar, 2012. 137–45. Print. 4. Faiz Ahmad Faiz. "For Your Lanes, My Country." <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i>. Trans. and ed. Riz Rahim. California: Xlibris, 2008. 138. Print. 5. Jibananda Das. "I Shall Return to This Bengal." Trans. Sukanta Chaudhuri. <i>Modern Indian Literature</i>. New Delhi: OUP, 2004. 8–13. Print. <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none"> 1. Intizar Husain. <i>Basti</i>. Trans. Frances W. Pritchett. New Delhi: Rupa, 1995. Print. <p>Suggested Topics and Readings for Class Presentation:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Colonialism, Nationalism, and the Partition • Communalism and Violence • Homelessness and Exile • Women in the Partition 	

		Background Readings and Screenings: <ol style="list-style-type: none"> 1. Ritu Menon and Kamla Bhasin. Introduction. <i>Borders and Boundaries</i>. New Delhi: Kali for Women, 1998. Print. 2. Sukrita P. Kumar. <i>Narrating Partition</i>. Delhi: Indialog, 2004. Print. 	
	ENGL 604 H	DSE-IV Autobiography <u>Detailed Study:</u> <ol style="list-style-type: none"> 1. Jean-Jacques Rousseau. <i>Confessions</i>. Part One. Book One. Page Nos: 5-43. Trans. Angela Scholar. New York: OUP, 2000. Print. 2. M. K. Gandhi. <i>Autobiography or the Story of My Experiments with Truth</i>. Part I. Chapters: II to IX 5-26. Ahmedabad: Navajivan Trust, 1993. Print. 3. Annie Besant. <i>Autobiography</i>. Chapter VII. "Atheism As I Knew and Taught It." 141-175. London: T. Fisher Unwin, 1917. Print. <u>Non-Detailed Study:</u> <ol style="list-style-type: none"> 1. Binodini Dasi. <i>My Story and Life as an Actress</i>. Page Nos. 61-83. New Delhi: Kali for Women, 1998. Print. 2. A. Revathi. <i>Truth About Me: A Hijra Life Story</i>. Chapters I-IV. 1-37. New Delhi: Penguin, 2010. Print. 3. Sharankumar Limbale. <i>The Outcaste</i>. Trans. Santosh Bhoomkar. 1-39. New Delhi: OUP, 2003. Print. 4. Ramabai Ranade: "A Testimony of our Inexhaustible Treasures." <i>Pandita Ramabai Through Her Own Words: Selected Works</i>. Trans. Meera Kosambi. New Delhi: OUP, 2000. 295-324. Print. Suggested Topics and Background Prose Readings for class Presentations: Topics: <ul style="list-style-type: none"> • Self and Society • Role of Memory in Writing Autobiography • Autobiography as Resistance • Autobiography as Rewriting History Suggested Readings: <ol style="list-style-type: none"> 1. James Olney. "A Theory of Autobiography." <i>Metaphors of Self: The Meaning of Autobiography</i>. Princeton: Princeton University Press, 1972. 3-50. Print. 	

		<ol style="list-style-type: none"> 2. Laura Marcus. "The Law of Genre." <i>Auto/biographical Discourses</i>. Manchester: Manchester University Press, 1994. 229-72. Print. 3. Linda Anderson. Introduction. <i>Autobiography</i>. London: Routledge, 2001. 1-17. Print. 4. Mary G. Mason. "The Other Voice: Autobiographies of Women Writers." <i>Life/Lines: Theorizing Women's Autobiography</i>. Ed. Bella Brodzki and Celeste Schenck. Ithaca: Cornell University Press, 1988. 19-44. Print. 	
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NOTE: OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE DISCIPLINE SPECIFIC ELECTIVE PAPER (6 CREDITS) IN 6TH SEMESTER.

Pattern of Testing

V & VI Semester

B.A. English Hons. SEMESTER Programme **(Effective from the Academic Session 2018-19)**

For Core Courses

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations of the students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

For End Semester Examinations: 70 Marks

Three Hours

All questions are compulsory:

1. Reference to the context: **Two** references to be attempted out of the given **six** taken from the **Detailed Section**.

2x10= 20 Marks

2. Short answers: **Four** short answers to be attempted out of the given **eight** questions taken from the **Detailed** and **Non-Detailed Sections**.

4x5=20 Marks

3. Long answers: **Two** long answers to be attempted out of the given **four** questions taken from **Detailed** and **Non-Detailed Sections**.

2x15=30 Marks

For Discipline Specific Electives (Hons.)

For Internal Assessment

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations of the students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- | | |
|---------------------------------|----------------|
| • Attendance: | 5 Marks |
| • Assignment/Presentation etc.: | 10 Marks (5+5) |
| • Mid Term Test: | 15 Marks |

For End Semester Examinations: 70 Marks

Three Hours

1. **Four** Comprehension Questions will be set, out of which **two** questions will have to be attempted. Each Comprehension Passage will be followed by **5** questions.

$5 \times 2 = 10$ Marks [$7.5 \times 2 = 15$]

2. **Eight** Short Answer Questions will be set from the four **Units (2 from each Unit)** out of which students will be required to answer **five** questions (**at least 1 from each Unit**) in 100-150 words.

$6 \times 5 = 30$ Marks [$8 \times 5 = 40$]

3. **Five** Long Answer Questions will be set from the five **Units (at least 1 from each Unit)** out of which **three** questions will have to be attempted in about 300 words each.

$10 \times 3 = 30$ Marks [$15 \times 3 = 45$]

FACULTY OF EDUCATION

**HIMACHAL PRADESH UNIVERSITY
SHIMLA - 5**



Regulations and Syllabus for
CBCS B.A. (REGULAR) with EDUCATION (Annual System)
(Through Regular Mode)

With effect from the Academic Session 2018-19
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and Courses of Study as and when it deems necessary.

ANNEXURE - I

CBCS B.A. (REGULAR) with EDUCATION
(List of Papers/ Course Code, Credits & Scheme of Marks)
(ANNUAL SYSTEM)

A: CORE COURSES
(4 COMPULSORY PAPERS)

B.A -1st Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Philosophical Foundations of Education	EDN 101 CC	6	70	30	100
2.	Sociological Foundations of Education	EDN 102 CC	6	70	30	100
B.A- 2nd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
3.	Psychological Bases of Education	EDN 201 CC	6	70	30	100
4.	Development of Education in India	EDN 202 CC	6	70	30	100

B: SKILL ENHANCEMENT COURSES (SEC)
(4 COMPULSORY PAPERS)

B.A 2nd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Yoga	EDN 203 SEC	4	70	30	100
2.	Life skills Education	EDN 204 SEC	4	70	30	100
B.A 3rd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
3.	Pedagogy of Education	EDN 301 SEC	4	70	30	100
4.	ICT in Education	EDN 302 SEC	4	70	30	100

**C: DISCIPLINE SPECIFIC ELECTIVE COURSES
(2 COMPULSORY PAPERS)**

B.A- 3rd year						
SR. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Educational Management	EDN 303 DSE	6	70	30	100
2.	Inclusive Education	EDN 304 DSE	6	70	30	100

**D: GENERIC ELECTIVE
(2 PAPERS)**

B.A 3rd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Education For Peace	EDN 305 GE	6	70	30	100
2.	Educational Thoughts and Practices	EDN 306 GE	6	70	30	100

ANNEXURE - 2
CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
1st Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Core Compulsory (CC-1) English			6
2	Core Compulsory (CC-1) Hindi/Sanskrit(MIL)			6
3	Discipline Specific Core Course (DSC-1A) Education	EDN-101	Philosophical Foundations of Education	6
4	Discipline Specific Core Course (DSC-1B) Education	EDN- 102	Sociological Foundations of Education	6
5	Discipline Specific Core Course -DSC-2A *Any one from other discipline /subject			6
6	Discipline Specific Core Course (DSC-2B) *Any one from other discipline /subject			6
7	Ability Enhancement Core Compulsory (AECC -1) Environmental Studies			4
8	Ability Enhancement Core Compulsory (AECC -2) English/MIL/Hindi (Communication)			4
	Total Credits			44

CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
2nd Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Core Compulsory (CC- II) English			6
2	Core Compulsory (CC- II) Hindi/Sanskrit(MIL)			6
3	Discipline Specific Core Course (DSC-1C) Education	EDN-201	Psychological Basis of Education	6
4	Discipline Specific Core Course (DSC-1D) Education	EDN-202	Development of Education in India	6
5	Discipline Specific Core Course (DSC-2C) *Any one from other discipline /subject			6
6	Discipline Specific Core Course (DSC-2D) *Any one from other discipline /subject			6
7	Skill Enhancement Course (SEC-1) Education *Elective	EDN- 203	Yoga	4
8	Skill Enhancement Course (SEC-2) Education *Elective	EDN-204	Life Skills Education	4
	Total Credits			44

CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
3rd Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Skill Enhancement Course (SEC-3) Education	EDN- 301	Pedagogy of Education	4
2	Skill Enhancement Course (SEC-4) Education	EDN-302	ICT in Education	4
3	Discipline Specific Elective Course (DSE-1A) Education	EDN-303	Educational Management	6
4	Discipline Specific Elective Course (DSE- 1B) Education	EDN-304	Inclusive Education	6
5	Discipline Specific Elective Course (DSE-2A) *Any one from other discipline /subject			6
6	Discipline Specific Elective Course (DSE-2B) *Any one from other discipline /subject			6
7	Generic Elective (GE-1) Education	EDN-305	Education for Peace	6
8	Generic Elective (GE-2) Education	EDN-306	Educational Thoughts and Practices	6
	Total Credits			44
	Total Credits= 1 st Year+ 2 nd Year+3 rd Year =(44+ 44+ 44)			132

Note- The DSC II / Any Other subject once opted by the candidate shall not be changed like Core subject.

ANNEXURE - 3
Syllabus for B.A. (Regular) with Education
BA-1st Year

Discipline Specific Core Course (DSC-1A)

Education

Course Code: EDN 101

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Code	EDN 101 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class Test (After completion of 40% of syllabus)	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05	10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to Education a. Meaning and definition of Education. b. Aims of Education: Individual, Social and Vocational. c. Functions of Education: General Functions of Education. Functions of Education in Human Life & National Life
II	Introduction of Philosophy a. Meaning and definition of Philosophy. b. Relationship between Education and Philosophy.
III	Some Major Schools of Philosophy a. Idealism, Naturalism and Pragmatism b. Contributions of these schools to present day Education towards isms, curriculum, methods of teaching, concept of discipline and the role of the teacher.
IV	Development of Values a. Meaning of values b. Classification of values (Social, Moral and Aesthetic) c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges.

Suggested Reading

- Sharma, Ram Nath (2000). Text book of educational philosophy. New Delhi: Kanishka Publishers & Distributors.
- Bhattacharya, Sriniba (2002). Philosophical foundation of education. New Delhi: Atlantic Publication.
- Ozmon, H. A. (1981). Philosophical foundation of education. Columbus: Charles E Merrill.
- पाण्डेयए रामसकल (2005)णउदयमान भारतीय समाज में शिक्षक। आगरारु विनोद पुस्तक मन्दिर।
- व्यासए, रामनारायण (1995)ण जे कृष्ण मूर्ति का शिक्षा दर्शन। उत्तरप्रदेशरु प्रज्ञाएवं दिव्या प्रकाशन गाजीपुर ण
- प्रेक्टीस इन एजुकेशन । आगरारु आगरा नेशनल साइकालोजिकल कॉर्पोरेशन।
- चौबे, ए०पी० एण्ड चौबे, अखिलेश (2013)ण फिलोस्फीकल एण्ड सोशोलॉजिकल फाऊण्डेशन ऑफ एजुकेशन।
आगरारु विनोद पुस्तक मन्दिर

Syllabus for B.A. (Regular) with Education
B.A. - 1st Year
Discipline Specific Core Course (DSC-1B)
Education
Course Code: EDN 102

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Code	EDN 102 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

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

Continuous comprehensive Assessment (CCA) Pattern:

Class Test (After completion of 40% of syllabus)	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05	10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction a. Meaning of Educational Sociology and Sociology of Education b. Relationship between Sociology and Education c. Sociological determinants of education
II	Social Change a. Meaning and definition of social change. b. Factors affecting social change c. Role of School and teachers in social change.
III	Education and Social Group a. Meaning, need & functions of School. b. Meaning, definition and characteristics of community. c. Impact of School on Community. d. Meaning, definition of Socialization. Role of teacher in the process of Socialization.
IV	Education and Culture a. Meaning, definition and characteristics of culture. b. Types of culture and functions of culture. c. Relationship between Education and Culture. d. Role of Education in cultural Development.

Suggested Readings:

- Murthy, S. K. (1982). Philosophical and sociological foundation of education. Ludhiana: Prakash Brothers.
- Safaya, R. N. (1994). Development of educational theory and practice: A treatise on theory and principles of education educational and sociological foundation of education. Delhi: Dhanpat Rai & Sons.
- Bhattacharya, S. (1996). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
- Bhatia, Kamala (1974). Philosophical and sociological foundation of education. New Delhi: Doaba House.
- Saxena, N. R. Swarup (2001). Philosophical and sociological foundation of education. Meerut: R Lal Books.
- Bhattacharya, Srinibas (2002). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
- Chaube, S. P. (1985). Philosophical & sociological foundation of education. Agra: Vinod Pustak Mandir.
- Chaube, S. P. (1997). Philosophical & sociological foundation of education. Agra: Vinod Pustak Mandir.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd year

Discipline Specific Core Course (DSC-1C)

Education

Course Code: EDN 201

PSYCHOLOGICAL BASIS OF EDUCATION

Course Code	EDN 201 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

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

Continuous comprehensive Assessment (CCA) Pattern

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Concept of Educational Psychology a. Concept of Psychology and Educational Psychology, nature and scope of Educational Psychology. b. Methods of Educational Psychology (case study method, clinical method, observational method) c. Application of Educational Psychology in teaching-learning process.
II	Meaning of Growth and Development a. Meaning and Principles of Growth and Development, factors responsible for growth and development b. Development of adolescence period – with special reference to physical, social, emotional and intellectual developments a. Concept of individual difference – aptitude, interest and attention
III	Intelligence and Creativity: a. Meaning and Characteristics of Intelligence and concept of IQ b. Meaning and characteristics of Creativity, Factors effecting Creativity c. Measurement of Intelligence and Creativity (Verbal, non-verbal and Performance tests).

IV	<p>Learning</p> <p>a. Meaning, Nature and concept of Learning</p> <p>b. Factors affecting Learning, factors influencing teaching and learning process:</p> <ul style="list-style-type: none"> • Learner related • Teacher related • Content related • Process related. <p>c. Meaning and nature of motivation.</p> <p>d. Types of motivation, Principles of Motivation, techniques of enhancing learner's motivation.</p>
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Suggested Reading

- Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: Vikas Publications.
- Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
- Prasad , Janardan (1995). Educational Psychology: Development of Teaching and learning . New Delhi: Kanishka Publications.
- Noll, Victor H. (1962). Reading in Educational Psychology. New York: The Macmillan.
- Bhatnagar , A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
- Chauhan , S. S. (1995). Advanced Educational Psychology. New Delhi: Vikas Publication.
- Srimali, Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.
- sRao,S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
- Kakkar ,S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
- Prasad, Janardan (1995). Educational Psychology. New Delhi: Kanishka Publications.
- Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.

**Syllabus for B.A. (Regular) with Education
BA-2nd Year**

Discipline Specific Core Course (DSC-1D)

Education

Course Code: EDN 202

DEVELOPMENT OF EDUCATION IN INDIA

Course Code	EDN 202 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Ancient and Medieval India a. Vedic Education: aims and characteristics b. Buddhist Education: aims and organization. c. Islamic Education: its salient features, objectives and curriculum.
II	Education in Pre- Independence Era a. Macaulay's Minutes, 1835 b. Wood's Despatch, 1854 c. Hunter Commission, 1882
III	Development of Indian Education post Independence period with special reference to : a. University Education Commission (1948-49) b. Secondary Education Commission (1952-53). c. Kothari Commission (1964-66).
IV	Education in Modern India a. NPE 1986, POA 1992 b. NCF2005 c. NCFTE 2009

Suggested Readings

1. Biswas, A.(1986). .Development of education in India: A Historical Survey of Educational Documents Before and After Independence. New Delhi: Concept Publishing Company.
2. Agrawal, S.P. (1997). Development of Education in India. New Delhi: Concept Publications.
3. Saini, S. K. (1980). Development of Education in India: Socio Economic and Political Perspective. New Delhi: Cosmo Publications.
4. Saini, Shiv Kumar (1980). Development of Education in India. New Delhi: Cosmo Publications.
5. Agrawal, S. P. (1997). Development of Education in India. Select Documents 1993-94. New Delhi: Concept Publishing Corporation.
6. Biswas, A. (1986). Development of Education in India. New Delhi: Concept Publications.
7. Biswas, A. (1986). Development of Education in India: A Historical Survey Of Educational Documents Before and After Independence. New Delhi: Concept Publications.
8. Das,K.K.(1986). Development of Education In India. New Delhi: Kalyani Publications.
- 9 Wadhera,R. C. (2000). Education in Modern India. New Delhi: Deep & Deep Publications.
- 10 Ghosh, Suresh Chandra (1995). History of Education In Modern India: 1757-1998. New Delhi: Orient Longman.
- 11 Basu, Anathnath (1947). Education in Modern India: A Brief Review . Calcutta: Orient Book Publishers.
- 12 Ghosh, Suresh Chandra (2000). History of Education In Modern India 1757-1998. Hyderabad: Orient Longman Publishers.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd Year
Skill Enhancement Course (SEC-1)
Education
***Elective**
Course Code: EDN 203

YOGA

Course Code	EDN 203 SEC	
Credits – 4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System:

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

Continuous and Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Yoga Education a. Meaning, definition and Characteristics of Yoga. b. Needs and Objectives of Yoga. c. Yoga Contribution in Human Development.
II	Types of Yoga a. Meaning and Significance of Bhakti Yoga, Gyan Yoga and Karma Yoga b. Ashtang Yoga of Patanjali: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharma, Dhyana & Samadhi
III	Aspects of Yoga a. Physical Aspects of Yoga b. Mental/ Intellectual aspects of Yoga. c. Spiritual Aspects of Yoga.
IV	Yoga for Peace and Harmony a. Stress Management b. Techniques of Relaxation. c. Breathing Exercises and Meditation.

Suggested Readings:

- Yoga Education And Research 2nd International Conference Jan 1988. Kaivalyadhama Lonavla India, India,
- Saraswati Satyananda (1990). Yoga Education For Children: A Manual For Teaching Yoga To Children. Munger: Bihar School Of Yoga, ,
- Yogendra, Jayadeva (1989). Cyclopaedia Yoga: A Systematic Study Programme of Yoga Education for The Child And The Adult. Bombay: Yoga Institute.
- Bihar School of Yoga Yoga (1990). Education For Children: Manual For Teaching Yoga To Children.Munger.
- Saraswati, Swami Satyananda (2006). Yoga Education for Children. Yoga Publications Trust, [s.l.].
- Santacruz Yoga Institute Yoga (1993). A Systematic Programme on Yoga Education For Child And Adult Vol 2 . Yogendra Publications Fund, [s.l.],
- Mruanalini, T. (2006).Yoga Education . New Delhi: Neelkamal Publications Pvt Ltd.
- Mruanalini, T. (2008).Yoga Education . Hyderabad: Neelkamal Publications Pvt Ltd.
- Saraswati, Swami Satyanand (1999).Yoga Education for Children. Bihar: Yog Publications Trust.
- Goel, Aruna (2007). Yoga Education: Philosophy and Practice. New Delhi: Deep & Deep Publications.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd Year
Skill Enhancement Course (SEC-2)
Education
***Elective**
Course Code: EDN 204

LIFE SKILLS EDUCATION

Course Code	EDN 204 SEC	
Credits- 4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Fundamental of Life Skills <ol style="list-style-type: none"> Concept, definition and Components of Life Skills Types of Life Skills - Emotional, Social and Thinking Skills. Role of Life Skills in Health Promotion.
II	Importance of Life Skills <ol style="list-style-type: none"> Need for Life Skills Education. Importance of Life Skills for Growing Minds. Areas of Application of Life Skills.
III	Methods for Developing Life Skills <ol style="list-style-type: none"> Socratic Method, Inductive-Deductive Method and Problem Solving Incidental Teaching , Project Method ,Group Discussion and Extempore activities Role of Teacher in promoting Life Skills.
IV	Techniques for Developing Life Skills <ol style="list-style-type: none"> Debates, Riddles and Puzzles, Seminars and Quizzes Brain Storming, Story Telling, Role Playing and Community Service.

Suggested Readings:

- Pandey, Shiv Pujan (2012).Life Skill Education for Adolescents. New Delhi: Global Research Publications.
- Thomas, Gracious (2010).Life Skill Education & Curriculum . Delhi: Shipra Publications.
- Life Skills in Non-formal Education: A Review. Indian National Commission, New Delhi,
- Life Skills In Non-formal Education: A Review (2001). New York: United Nations Educational Science.
- Bond,T. (1986). Games for Social and Life Skills . London: Hutchinson & Corporation.
- Armour, Jenny (1980).Take off a guide to books for students who are learning reading writing spelling maths life skills hand writing. London: Library Association.
- Goldberg, David E. (1995). Life Skills and Leadership for Engineers. New Delhi: Tata Mc Graw Hill Publishing Company.
- Goldberg, David E. (1997). Life Skills and Leadership For Engineers. New Delhi: Tata Mc Graw Hill Publishing Company
- Life Skills in Non-formal Education: A Review (2001). New Delhi: United Nations Educational Scientific and Cultural Organization.
- Life Skills in Non-formal Education: A Review (2001). New Delhi: India Human Resource Development Ministry.

Syllabus for B.A. (Regular) with Education
B.A. -3rd Year
Skill Enhancement Course (SEC-3)
Education
Course Code: EDN 301

PEDAGOGY OF EDUCATION

Course Code	EDN 301 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

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

Continuous comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Pedagogy a. Meaning, Concept and Characteristics of Pedagogy. b. Different Types of Pedagogical Approaches.
II	Pedagogical Skills a. Management Skills. b. Content Related Skills
III	Teaching Methods And Techniques a. Teaching Methods at Elementary and Secondary Level of Education. b. Students and Teacher Centred Techniques of Teaching.
IV	Learning Resources a. Need and Importance of Learning Resources in Education. b. Use of Learning Resources in Actual Classroom Teaching I.E/ Books, Models of Teaching.

Suggested Readings:

- Carin & Robert Sund, (1989). Teaching Modern Science (5th Merill Publishing Co.
- Dhananjay Joshi, (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138) 68
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited. 22
- Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhaba Centre for Science Education.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika Rajan (2012). Methodology of Teaching Science, New Delhi : Dorling Kindersley
- (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.

Syllabus for B.A. (Regular) with Education
B.A. - 3rdYear
Skill Enhancement Course (SEC-4)
Education
Course Code: EDN 302

ICT IN EDUCATION

Course Code	EDN 302 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class Test (After completion of 40% of syllabus)	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05	10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to ICT a. Meaning and Characteristics of ICT and its Role in Teaching Learning Process b. Challenges in Integrating ICT in School Education
II	Communication a. Concepts , Process and Principles of Communication b. Modes (Verbal and Non-Verbal) and Barriers of communication
III	Technology for Classroom Instruction a. Components, Working and Uses of Computers in Teaching-Learning Process. b. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)
IV	New Trends in ICT a. Virtual and Smart Classroom -Concept, Elements, Advantages and Limitations b. Online Learning Resources: e -Library, Websites, Apps, and Web 2.0 Technology.

Suggested Readings:

- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw-Hill International
- Bhaskara Rao, Digumarti (2013): Vidya -Samachara Sankethika Sastram (ICT in Education). Guntur: Master Minds, Sri Nagarjuna Publishers.
- Denis, Kim, Sen and Morin (2000). Information Technology -The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Department of School Education and Literacy, MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi Imison,
- T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. Norton.

Syllabus for B.A. (Regular) with Education
B.A. - 3rd Year
Discipline Specific Elective Course (DSE-1A)
Education
Course- Code: EDN 303

EDUCATIONAL MANAGEMENT

Course Code	EDN 303 DSE	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Discipline Specific Elective Course	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Educational Management a. Meaning, Nature, Scope and its Need b. Centralized and Decentralized c. Autocratic and Democratic
II	Effective Leadership in Educational Management a. Leadership –Meaning and Nature b. Effective Leadership Skills c. Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional
III	Management of Teaching-Learning Process a. Concept of Teaching-Learning Process b. Steps of Managing Teaching-Learning (Planning, Organizing, Leading and Controlling) c. Teacher as a Manager
IV	Institutional Planning and Management a. Institutional Planning – Concept, Need and Importance b. Curricular and Co-Curricular Programs, framing of time-table c. Institutional Climate and Discipline

Suggested Readings:

- Mukhopadhyay, B.(1994). Motivation In Educational Management: Issues And Strategies. New Delhi: Sterling Publishers.
- Singh, H. M. (1995). Fundamental of Educational Management . New Delhi: Vikas Publication.
- Report On Workshops On Educational Management And Educational Technology (1990). State Council Of Higher Education, Andhra Pradesh,
- Guruge, A. W. P. (1984). Principles and Problems of Educational Management UNESCO, Paris.
- Report of the U.G.C. Committee: Towards New Educational Management (1990) . New Delhi.
- Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publications.
- Goode, John M. (1973). Readings in Educational Management. New York: Amacom.
- Pareek, Udai (1981). Handbook for Trainers in Educational Management: With Special Reference to countries in Asia and the Pacific .Bangkok: Unesco Regional Office for Education in Asia.
- Handy, H. W. (1969). Network Analysis for Educational Management. Engle Wood Cliffs: Prentice Hall.
- Dennison, Bill (1987). Challenges in Educational Management Principles into Practice. , London: Croom Helm Publishers.
- Johson, Daphne (1994). Research Methods in Educational Management. England: Longman Information & Reference.
- Preedy, Margaret (1989). Teacher's Case Studies in Educational Management. London: Paul Chapman Publishing.
- Bush, Tony (1999). Educational Management: Redefining Theory Policy and Practice. London: Paul Chapman Publish

Syllabus for B.A. (Regular) with Education
B.A. - 3rdYear
Discipline Specific Elective Course (DSE-1B)
Education
Course- Code: EDN 304

INCLUSIVE EDUCATION

Course Code	EDN 304 DSE	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Discipline Specific Elective Course	

Term End Examination System

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

Continuous comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to Inclusive Education a. Concept and meaning of Inclusive Education b. Need and Importance of Inclusive Education. c. Objectives of Inclusive Education
II	Children with Special Needs (CWSN) a. Meaning, Types, Identification and characteristics of children with Special Needs (CWSN) b. Physically, Visually and Mentally Challenged. c. Speech, Hearing and Language Impaired.
III	Techniques and Aids for the Education of Children with Special Needs a. Techniques and Aids for the Education of Children with Special Needs- b. Visual and Hearing Impaired c. Speech and Language Impaired
IV	Policies and Programs of Inclusion a- Person with Disabilities Act 1995-96 b- Right of Person with Disabilities Act 2016 c. Role of family & community in the nurturance of children with Special Needs

Suggested Readings:

- Advani Lal & Chadha A. (2003). You and Your Special Children. Noida: UBS Publishers Distributers Ltd.
- Panda K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas Publications Ltd.
- S.K Mangal. (2008). Educating of the Exceptional Children: An Introduction to Special Education. New Delhio: Prentia Hall of India Learning Pvt. Ltd.
- Mangal, S.K. (2015). Educating exceptional children. New Delhi: P.H.I. Learning Private Limited.
- Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.
- Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.
- Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.

Syllabus for B.A. (Regular) with Education
B.A. 3rd Year
Generic Elective (GE-1)
Education
Course Code- EDN 305

EDUCATION FOR PEACE

Course Code	EDN 305 GE	
Credits – 6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Generic Elective	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Fundamental of Peace Education a. Meaning, concept and need of Education for Peace b. Ways to promote Peace in the class rooms c. Teacher as Peace Builder
II	Agencies of Peace Education a. Role of Family in Promoting Education for Peace. b. Role of School and Society in Promoting Education for Peace. c. Role of UNO and Mass Media in Promoting Education for Peace.
III	Philosophical Resources : Study of relevant extracts from the righting of : a. Gandhi ji ('Brute Force and Passive Resistance in Hindi Swaraj') b. Krishnamurti, J. (Education and World Peace) c. Montessori (Peace and Education)
IV	Methods/Approaches for Peace Education a) Story telling/writing, Drawing, Poetry, Role Play, Simulation, Meditation and Problem solving. b) Activities for Peaceful competencies c) Organizing society linked programmes

Suggested Readings:

- Adams, D. (Ed). (1997). Culture of Peace, Promoting a Global Movement. Paris: UNESCO Publication.
- Bala Sooriya, A.S. (1994). Teaching Peace to Children. Maharagama, Sri Lanka: National Institute of Education.
- Bala Sooriya, A.S. (1995). Education for Peace: Learning Activities, Maharagama, Sri Lanka: National Institute of Education.
- Bala Sooriya, A.S. (2000). Mediation Process. Maharagama, Sri Lanka: National Institute of Education.85
- Education for the 21st Century. Paris: UNESCO.
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace Education. New Delhi: Gandhi Marg.
- Fountain, S. (1988). Learning Together-Global Education. New York: Working Paper Education
- Govt. of India (1993). Learning Without Burden. New Delhi: Ministry of Human Resources
- Development (MHRD), Department of Education, Government of India.
- Harris, I.M. (1988). Education for Peace. London: McFarland and Company.
- Johan, G.(1996). Peace by Peaceful Means. New Delhi: Sage Publication.
- Kumar, M. (Ed). (1994). Non Violence, Contemporary Issues and Challenges. New
- Maria, D.(2003). Value Education for Peace, The CTE Journal, 2 (3):25
- Morrison, M. L. (2003). Peace Education. Australia: Mcfarland.
- NCERT (2006). Education for Peace . Department of Education, Government of India.
- Ruhela, S. P. (1986). Human Values and Education. New Delhi: Sterling Publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The Concept, Principles, and
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.

Syllabus for B.A. (Regular) with Education
B.A. 3rd Year
Generic Elective (GE-2)
Education
Course Code- EDN 306

EDUCATIONAL THOUGHTS AND PRACTICES

Course Code	EDN 306GE	
Credits – 6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Generic Elective	

Term End Examination System

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

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Educational thoughts of Western Philosophers a. Pestalozzi b. John Dewey c. Bertrand Russell
II	Basic Contributions of Philosophers in Education a. Educational Philosophy of J. Rousseau b. Contribution of Paulo Freire to the field of Education of the oppressed c. Educational Philosophy of Gijju Bhai Baidekar.
III	Basic Contributions of Prominent Indian Philosophers to Education a. Critical study of the contribution of Vivekananda to the field of Education b. Mahatma Gandhi's contribution to the field of Education c. Aurobindo Ghosh's contribution to the field of Education
IV	Basic Educational Thoughts and Practice a. Rabindranath Tagore's idea on Education with special reference to <i>Shantiniketan/Vishva Bharti University</i> b. Contribution of Radhakhrisnan to the field of Higher Education. c. Contribution of Plato to the field of Education

Suggested Readings:

- Ulich, Robert(1980). History of Educational Thoughts. New York: American Book Corporations.
- Dwivedi, Bhanwar Lal (1994). Evolution of Educational Thoughts In India. New Delhi: Northern Book Centre.
- N,Chinnadurai (1997). Educational Thoughts of Sri Aurbindo And Their Relevance To Contemporary Education . Annamalai University.
- Taneju, V R (1975). Educational Thoughts and Practice. New Delhi: Sterling Publications.
- Bhyrappa , S.L.(1968). Values in Modern Indian Educational Thoughts. New Delhi: National Institute of Education.
- Sudharma, Joshi (2008). Educational Thoughts of Mahatma Gandhi. New Delhi: Crescent Publishing Corporation.
- Sudharma , Joshi (2009). Educational Thoughts Of Rabindranath Tagore. New Delhi: Crescent Publishing Corporation.
- Vyas, Savitri (1989). Critical Study of J Krishnamurti's Educational Thoughts. Ahmedabad: Savitri Vyas.
- Pandey , Ram Shakal (2006). Educational Thoughts. Delhi: Adhyayan Publishers And Distributors.
- Joshi, Sudharma (2008). Educational Thoughts of Sri Aurobindo. New Delhi: Crescent Publishing Corporation.
- Sudharma ,Joshi (2009).Educational Thoughts of Lokmanya Tilak. New Delhi: Crescent Publishing Corporation.
- Sudharma, Joshi(2008). Educational Thoughts of Sri Aurobindo. New Delhi: Crescent Publishing Corporation, ,
- Sudharma, Joshi (2009). Educational Thoughts of Swami Vivekananda. New Delhi: Crescent Publishing Corporation,
- Sharma, A.P. (1997). Development of Western Educational Thoughts. New Delhi: Concept Publication.

Examination Pattern and CCA Scheme

CCA SCHEME- Students enrolled for the Academic session 2018-19 onwards CCA will account for 30% of the total marks out of 100. The breakup of 30% i.e. 30 marks for each course is given as below-

Continuous Comprehensive Assessment (CCA) Pattern: Instructions for conducting Class Test/House Test/ Assignment, tutorials etc.

Class Test (After completion of 40% of syllabus)	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05	10	10	5	30

A. Distribution of marks for evaluation of Tutorial/Home Assignment etc.

1. 5 marks are assigned for the quality of contents and structure of the assignment
2. 5 marks are assigned for the clarity of language of the script (Hindi/English) and its presentation in the class room
3. Total marks 5 +5 =10 marks

B. Attendance = 5 marks

Note: (Below 75%=Zero (0): 75-80 %=1 mark: 80-85%= 2 marks: 85-90%=3 marks: 90-95%= 4 marks and 95-100%=5 marks).

Term End Exam Pattern (TEE)

Part	Section	No. of questions	Syllabus coverage	Nature of Questions & Answers	Questions to be attempted	Marks	Max. marks
A	1	10	Complete	Objective (MCQ)	10	1 each	10
	2	8	Complete	Short answer type 100-150 words	5	4 each	20
B	-	2	Unit 1	About 500 words	1	10	10
C	-	2	Unit 2	About 500 words	1	10	10
D	-	2	Unit 3	About 500 words	1	10	10
E	-	2	Unit 4	About 500 words	1	10	10
Total							70

Important Information :

- The minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and Final Theory Examinations will be compulsory.
- A candidate failing in either one or two subject/papers will be given compartment in those subjects/papers and will be eligible for promotion to the next class.
- He/ She will not be awarded the degree until he/she clears all his/her courses within five years from the date of his/her admission to a particular course.
- He/she will have two chances (one at the supplementary stage and other at the annual stage).
- A student failing in three or more subjects/papers will be treated as fail in that year and has to repeat the entire year.

Note: Student will have to pass both the components i.e. CCA and TEE separately to become eligible to be declared successful in a course.

REVISED COURSE CURRICULUM FOR

THREE YEAR

BACHELOR OF ARTS IN TOURISM AND TRAVEL
MANAGEMENT (ANNUAL) BATTM

Implemented from the academic session 2020-21 onwards

Details of Course Under Undergraduate Programme
(Bachelor of Arts in Tourism and Travel Management)

Sr. No.	Course	Theory + Practical	Theory + Tutorials
1	<u>Core Course (6 Credit)</u> (12 papers) Two Paper English Two papers Hindi/ MIL Four Paper – Discipline 1 Four Paper Discipline 2 Core Course Practical/ Tutorials * (12 Practical/ Tutorials *)	12*4= 48 6*4=24	12*5=60 12*1=12
II	Elective Course (6 Credits) (6 Papers) Two papers discipline 1 Specific Two papers discipline 2 Specific Two papers Intra disciplinary Two papers from each discipline of choice and two paper of Interdisciplinary nature Elective Course Practical/ Tutorials * (6 Practical/ Tutorials *) Two paper discipline 1 Specific Two paper discipline 2 Specific Two papers Generic (Intra disciplinary) Two papers from each discipline of choice including paper of Interdisciplinary nature Optional Dissertation or Project work in place of one elective paper (6 Credits) in 6th semester.	6*4=24 6*2=12	6*5=30 6*1=6
III	1. Ability Enhancement Courses Ability Enhancement Compulsory Courses (AECC) (2 Paper of 4 Credits each) Environmental Sciences English/ Hindi/ MIL Communications 2. Skill Enhancement Courses (SEC) (4 Papers of 4 Credits each)	2*4=8 4*4=16	2*4=8 4*4=16
	Total Credits	132	132

1. ASSESSMENT AND EVALUATION- All courses (Compulsory) involve an evaluation system of students that has the following two components

(i) Internal Assessment (IA) - accounting for 30% of the final grade that a student gets in a course; and

(ii) End-Semester Examination (ESE) - accounting for the remaining 70% of the final grade that the student gets in a course.

Internal Assessment per paper (IA –30%): This would have the following components:

Classroom Attendance (5%) – Each student will have to attend a minimum of 75% Lectures / Tutorials / Practicals. A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE).

- Provided that those having between 74% and 65% attendance will apply for exemption in a prescribed form accompanied by clear reason(s) for absence to the authorized functionaries.
- Provided that those having between 64% and 50% attendance will apply for exemption in a prescribed form accompanied by a Medical Certificate from a Government Hospital.
- Provided that exemption from 75% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 25% (making the necessary attendance as 50% in these cases). However, the claim for this exemption should be supported by authenticated certificate from the concerned college authorities.
- Provided further that those getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the IA marks for classroom attendance as given below.

Classroom Attendance Incentive: Those having greater than 75% attendance (for those participating in Co-curricular activities, 25% will be added to per cent attendance) will be awarded IA marks as follows:-

≥ 75% but < 80% 1 marks

≥ 80% but <85% 2 marks

≥ 85 but <90% 3 marks

≥ 90% but < 95% 4 marks

≥95% 5 marks

Seminar /Assignment (10%) – There will be one seminar / assignment amounting to 10% of the total marks i.e. 10.

Mid-Term (Minor) Tests / seminars (15%) – There will be one minor test before semester examinations accounting for 15 marks.

(ii) End-Semester Examination (ESE-70%): The remaining 70% of the final grade of the student in a course will be on the basis of an end-semester examination (ESE) that will be for three hours duration and will be covering the whole syllabus of the course.

*****The field tour shall be of 100 marks involving report and presentation evaluated by the tourism teacher of the concerned college.

*****The Project Work will be of 100 marks involving report and presentation evaluated by the tourism teacher of the concerned college/External Examiner

2. INSTRUCTION FOR EXAMINERS: STRUCTURE OF QUESTION PAPER

The question paper for the ESE has following pattern:

Part 1 (Compulsory)

Compulsory of 18 marks consisting of 9 questions (One to two sentences each) covering whole of the syllabus.

Part 2 (UNIT I)

One question out of two questions each of 13 marks. Each of these questions may contain sub parts and will be long type.

Part 3 (UNIT II)

One question out of two questions each of 13 marks. Each of these questions may contain sub parts and will be long type.

Part 4 (UNIT III)

One question out of two questions each of 13 marks. Each of these questions may contain sub parts and will be long type.

Part 5 (UNIT IV)

One question out of two questions each of 13 marks. Each of these questions may contain sub-parts and will be of long type.

Total marks (1 + 2 + 3 + 4+5) 18 + 13 + 13 +13+13 = 70 marks

**Bachelor of Arts in Tourism and Travel Management
– Year 1**

Year	COURSE OFFERED	COURSE NAME	Practical	Theory	tutorial	HOURS PER WEEK
1	English Hindi/ MIL-1			5	1	6
	TTMC101/ TTMCGE 101	Introduction of Travel and Tourism Management		5	1	6
	DSC- 2A			5	1	6
	AECC	Environmental Science		4		4
	English Hindi/ MIL-2			5	1	6
	TTMC102/ TTMCGE 102	Tourism Resources of India		5	1	6
	DSC-2B			5	1	6
	AECC English/ Hindi			4		4
TOTAL CREDITS YEAR I= 44						

Bachelor of Arts in Tourism and Travel Management
Year-II

Year	COURSE OFFERED	COURSE NAME	Practical	Theory	Tutorial	HOURS PER WEEK
II	English Hindi/ MIL-3			5	1	6
	TTMC201/ TTMCGE 201	Travel Agency & Tour Operation		5	1	6
	DSC-2C			5	1	6
	SEC-1	Skill Enhancement Course, (Choose any one out of these two)		4		4
	TTMC202/ TTMCGE 202	Tourism Marketing				
	TTMC203/ TTMCGE 203	Tourism Logistic Support Services				
	English Hindi/ MIL-3			5	1	6
	TTMC204/ TTMCGE 204	Tourism Organizations & Associations		5	1	6
	DSC- 2D			5	1	6
	SEC-2	Compulsory to all	4			4
	TTMC 205	Field Tour				
CREDITS YEAR II = 44						

**Bachelor of Arts in Tourism and Travel Management
– Year III**

Year	COURSE OFFERED	COURSE NAME	Practical	Theory	Tutorial	HOURS PER WEEK
III	TTMC301	Tourism Guiding/ Escort Services		5	1	6
	SEC- 3	(Choose any one out of these two)		4		4
	TTMC302	Accounting Skills for Tourism Business				
	TTMC303	Transport Service in Tourism				
	DSE-2A			5	1	6
	GE -1	(Choose any one out of these two)				
	TTMC304	Researching for Hospitality & Tourism Management				
	TTMC305	Tourism Impacts		6		6
	TTMC306	Project Work	6			6
	SEC-4	Skill Enhancement Course, (Choose any one out of these two)				
	TTMC307	Skilling for Media and Journalism in Tourism		4		4
	TTMC308	Hotel & Resort Management				
	DSE-2B			5	1	6

	GE-2	(Choose any one out of these two)				
	TTMC309					
		Writing Skills for Tourism				
	TTMC310	Leadership Development Program		5	1	6
	TOTAL	CREDITS YEAR III = 44				

<u>TOTAL CREDITS OF 3 YEARS DEGREE = 132</u>

DETAILED SYLLABI

YEAR I

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC101/ TTMCGE 101 - Introduction of Travel and Tourism Management

Unit -1: The Concept of Tourism, Definition and Meaning of Tourism, Traveler, Visitor, Excursionist & Transit Visitor, International and Domestic Tourist, Historical Development, Transportation Advances. Typologies of Tourists, Concept of Demand and Supply in Tourism, Factor Affecting demand and supply in tourism. Tourism Product, Feature of Tourism Products, Type of Tourism Products (TOPs, ROPs, BTEs), Difference between Tourism Products and other products.

Unit -2: Meaning of Natural Tourism Resources. Mountain Ranges of India covering Great Himalayan Range (GHR), Karakoram Mountain Range, Satpura Mountain Range, Aravalli Mountain Range, Nilgiri and Western Ghats. Tourism trends – Eco Tourism, Green Tourism, Alternate Tourism, Heritage tourism, Sustainable Tourism, Cultural Tourism and monsoon tourism. Factors inhibiting growth of tourism, travel industry in the 21st century, future tourism scenario, Contribution for tourism during 5 years plans by Government of India.

Unit -3: Linkages for packaging and negotiation with Principals and Vendors, Necessity of Linkages of Tour Operator and Travel Agency with Principals i.e. Hotels, Motels, Resorts, Airlines, Escorts, Guides, Transporters and Educational Institutions. Tour Itinerary: Meaning & Components, Tools and Techniques for Preparation of Tour Itineraries, Method of Preparation, Costing of Tour Itinerary and Types of Tour Itineraries, Limitations of Tour Itinerary. Use of Itinerary in Tourism Industry.

Unit -4: Geographical regions of India and nature of tourism in each geographical area. Detailed study of attractions of Golden Triangle, Diamond Triangle and Southern Triangle. Himachal Pradesh – Shimla, Kullu, Manali, Pragpur. Location of main tourism destinations of Europe, Africa, Australia, Asia, Middle-East and America on the world map and identification of important lines of longitude & latitude. Important international country & city codes (including India).

References:

- ❖ Tourism Development Principles & Practices – A.K. Shastri.
- ❖ Basics of Tourism – K.K .Kamra, Mohinder Chand.
- ❖ Dynamics of Modern tourism – Ratandeep Singh.
- ❖ Tourism Dimensions – S.P. Tewari.
- ❖ Geography of Travel and Tourism- Lloyd E. Hudman & Richard H. Jackson.
- ❖ A history of the world in twelve maps –Jerry Brotton.
- ❖ Atlas of world history –Patrick K. O'Brian.
- ❖ World Atlas –Dorling Kindersley.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 102 / TTMCGE 102- Tourism Resources of India

Unit -1: Introduction to wildlife tourism in India; National parks, wild life sanctuaries and biosphere reserves consisting GHNP, Pin Valley NP, Dashigim NP, Jim Corbet NP, Nanda Devi NP, Valley of Flowers NP, Sunderban NP, Kaziranga NP, Manas NP, Bharatpur NP and Desert NP. Desert tourism in India; case study of desert triangle of Rajasthan including Jaipur, Bikaner, Jaisalmer, Jodhpur, Barmer and Udaipur cities.

Unit 2: Meaning and importance of religious tourism in Indian context. Char Dham Yatra of India (Badrinath, Dwarika, Rameshawaram and Puri) and Uttarakhand (Yamunotry, Gangotry, Kedarnath and Badrinath) and its importance.

Unit -3: UNCESO World Heritage Site of Indian Sanchi Stupa, Khajuraho Temple, Bodhgaya, Ajanta, Ellora, Bhim Betaka caves, Hampi Monuments, Mountain railways (Kalaka- Shimla, Nilgiri, Darjeeling railways) Fairs: Suraj Kund fair, Pushkar fair, Mandi Shivratri fair, Kullu Dussehra, Lavi fair, Minjar fair etc.

Unit- 4: Meaning and importance of Cuisine/ regional cuisine on the tourism map of India. Cuisine of India cover J&K, Himachal Pradesh, Punjab, Delhi, UP, Kerala, Goa, Andhra Pradesh, Tamil Nadu, West Bengal, Sikkim, Assam, Arunachal Pradesh, Manipur, Nagaland and Tripura.

References

- ❖ Wildlife Tourism- David Newsome, Ross Kingston Dowling & Susan A. Moore.
- ❖ Ecology, Wildlife and Tourism Development: Principles, Practices and Strategies- A.K. Raina.
- ❖ Handbook of National Parks, Wildlife Sanctuaries, and Biosphere Reserves in India- S.S. Negi.
- ❖ Water-based Tourism, Sport, Leisure, and Recreation Experiences- Gayle Jennings.
- ❖ Encyclopaedia of Tourism Resources in India, Volume 1- Manohar Sajani.
- ❖ Encyclopaedia of Tourism Resources in India, Volume 2- Manohar Sajani.

YEAR II

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 201/TTMCGE 201 – Travel Agency & Tour Operation

Unit -1: Introduction to Tour Operator and Travel Agency – Meaning and History. Functions of Tour Operator and Travel Agent, Leading tour operators globally and in India namely Thomas Cook Kuoni India: SITA & SOTC, LPTI, Cox & King; Leading Tour operators in Himachal Pradesh: Himalayan Saga, Bharat Booking, Colors of India.

Unit -2: Types of Tour operators – Group Tour Operator, Individual travel Agency, In House Tour operators, Inbound Tour Operator, Outbound Tour Operator, Domestic and International Tour Operator.

Unit -3: Linkages for packaging and negotiation with Principals and Vendors, Necessity of Linkages of Tour Operator and Travel Agency with Principals i.e. Hotels, Motels, Resorts, Airlines, Escorts, Guides, Transporters and Educational Institutions. Tour Itinerary: Meaning & Components, Tools and Techniques for Preparation of Tour Itineraries, Method of Preparation, Costing of Tour Itinerary and Types of Tour Itineraries, Limitations of Tour Itinerary. Use of Itinerary in Tourism Industry.

Unit -4: Types of Tour Itinerary: Special Interest Tour Itinerary, Adventure Tour Itinerary, Wilderness Tour Itinerary, Freedom Struggle Tour Itinerary, Incentive Tour Itinerary, Buddhist Circuit Based Tour Itinerary. Tour Package: Types of package tours – Single Country tours, Area tours, two City Tours, Single City Tours, Cultural Tours, Special Interest Tours, Adventure tours. Reservation of Different Services in Tourism Industry, Rate Contracting, Ground Handling, Feedback and Testimonial.

References:

- ❖ Travel Agency and Tour Operation: Concepts and Principles- Jagmohan Negi.
- ❖ The Business of Travel Agency and Tour Operations Management- A.K. Bhatia.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 202 / TTMCGE 202 - Tourism Marketing

Unit -1: Product, Production, Marketing & Selling. Concept of Marketing –Meaning and definition; Principles of marketing. Importance of marketing in tourism.

Unit -2: Marketing mix in Tourism – P's in tourism Marketing (Product, Price, Place, Promotion, People, Process and Physical evidence). MIS (Marketing Information System).

Unit -3: Concept of promotion-mix in Tourism Marketing. Importance of leadership and communication skills in tourism marketing.

Unit -4: Importance of Marketing in tourism, Role of tourism association in promotion of tourism, Special Marketing effort of GOI (Govt. of India) and Himachal Tourism. Role of Marketing in expansion of Indian tourism industry.

References:

- ❖ Tourism Marketing- Dasgupta Devashish.
- ❖ Introduction to Travel and Tourism Marketing- J. Alf Bennett, Johan Wilhelm Strydom.
- ❖ Principles of Marketing- Philip Kotler.

OR

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. 2, 3, 4 & 5 will contain two long answer questions of 13 marks each, from which the candidates will be required to attempt only one question per part*

TTMC 203 / TTMCGE 203 - Tourism Logistic Support Services

Unit -1: Tourism Logistic Support Services, meaning and Importance, meaning of Tourism product.

Unit -2: Demand and Supply of Tourism Product. Types of tourism demand and supply chain.

Unit -3: importance of Transportation in travel and Tourism with special reference to Railways and Airways.

Unit -4: Role of Travel Agencies and Tour Operators in the smooth functioning of a tour.

References:

- ❖ Travel agency and tour operation concepts and principals- Jagmohan Negi.
- ❖ Encyclopaedia of tourism management- PC Sinha.
- ❖ Tourism and travel concepts & principals- Jagmohan Negi.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC -204 / TTMCGE 204– Tourism Organizations & Associations

Unit -1: Tourism Organization: UNWTO (United Nations World Tourism Organization), PATA (Pacific Asia Travel Association), UFTAA (Universal Federation of Travel Agents Association), IATA (International Air Transport Association), WATA (World Association of Travel Agencies), ICAO (International Civil Aviation Organization), WTTC (World Travel & Tourism Council), TAAI (Travel Agents Association of India), TAFI (Travel Agents Federation of India), FHRAI (Federation of Hotel and restaurant Associations of India) and IH & RA (International Hotel and Restaurant Association).

Unit -2: Ministry of Tourism, Government of India, Role of ministry of tourism in developing tourism business and infrastructure in India, ITDC (Indian Tourism Development Corporation): Formation, Structure and Functions, Role of ITDC in developing tourism business and infrastructure in India, Incredible India Campaign, Tourism Policies of India. HPTDC (Himachal Pradesh Tourism Development Corporation): Role of HPTDC in tourism development and promotion in Himachal, Marketing campaigns by department of Tourism- Himachal Pradesh and civil aviation.

Unit -3: Important city and Airport codes of Asian region. Scope of MICE tourism in UAE. Role of PATA, SAARC in the Promotion of Tourism in Asian region.

Unit-4: Mountaineering Institutes i.e. ABVIMAS (Atal Bihari Vajpayee Institute of Mountaineering and Allied Sports), NIM (Nehru Institute of Mountaineering), HMI (Himalayan Mountaineering Institute), IMF (Indian Mountaineering Foundation); Role of mountaineering institutes in development of adventure tourism business in India.

References:

- ❖ Tourism Development: Principles and Practices- A K Bhatia.
- ❖ Websites of HMI/NIM/ABVIMAS.

Note: *There will be a field tour report of 100 marks i.e. a combination of report submission and presentation evaluated by tourism teacher of the concerned college.*

TTMC 205 Practical- Field Tour

Field tour in-charged by tourism faculty of the concerned college for giving practical exposure of tourism destinations of the country to students. The duration of the tour must not be less than 10 days; however, it may exceed designated days depending upon the tour itinerary. The field tour must be followed by report and presentation of the tour.

References:

- ❖ Report Writing-Bogg, Daisy.

YEAR III

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question*

contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.

TTMC 301 - Tourism Guiding/ Escort Services

Unit -1: Guide: Meaning, Role of a Guide in Tourism, History of Guiding in Tourism, Procedure of registration / approval of Guides. Meaning of communication, Essentials of verbal and non-verbal communication skills for a guide.

Unit -2: Escorts - personal hygiene and grooming, pre, post and during tour responsibilities, Check-list, handling emergencies, leading a group, code of conduct; Difference between guide and Escort. Wages and Allowances for Tour Guide and Escorts in India: Daily Allowances & Over Night Charges.

Unit -3: Introduction to Adventure Tourism, Land Based Adventure tourism activities, Skills required for Trekking, Hiking, Rock Climbing, Medical Requirements.

Unit -4: Passport & Visa: Meaning and Types, Handling emergencies – Medical Rescue and Evacuation, Health and Tourist Insurance Covers, Assistance by the Guides in Giving Instructions to Tourists and Providing Instant Medical Rescue.

Reference:

- ❖ The Guide's Guide to Guiding- Garth Thompson.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 302 - Accounting Skills for Tourism Business

Unit 1: Meaning, Concept and Conventions of Accounting, Principles of Accountings and Accounting Equations.

Unit 2: Double and Single Entry System, Journal, Ledger and other subsidiary books used in accounting, Trial Balance, Income statement and Balance Sheet, Role of accounting in tourism industry.

Unit 3: Invoice generation, Voucher Making, Service Tax, Luxury Tax, Toll taxes, Online Reservation, Payment Methods and Cancellation procedures in case of Hotel Rooms-Airlines Tickets-Railway Tickets-Cruises.

Unit 4: Hotel Accounting: Accounting systems in Hotels, Hotel Front Office Accounting, Accounting Reports and Formats, Internal Check, Internal Control, Internal Audit, Night Audit and Mechanized Accounting.

References:

- ❖ Accounting and Financial Analysis in the Hospitality Industry- Jonathan Hales.
- ❖ Hospitality Financial Accounting- Jerry J. Weygandt.
- ❖ Financial Accounting for Hotels-Kumar.
- ❖ Cost and financial management for hotels- Kumar.
- ❖ Travel Agency Operations: Concepts and Principles- Jagmohan Negi & Gaurav Manohar.
- ❖ Financial Management-I.M. Pandey.
- ❖ Financial Management-M.Y. Khan.
- ❖ Management Accounting-R.K. Sharma, & Shashi K. Gupta.
- ❖ Booking keeping & Accounting-R.L. Gupta.
- ❖ Introduction to Accounting-T.S. Grewal.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and remaining parts i.e. II, III, IV & V will contain two long answer questions(Each question*

contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.

TTMC 303 Transport Service in Tourism

Unit -1: Introduction to Transportation industry, history and Modes of transportation (air, water, and surface) and its linkage with tourism.

Unit -2: Air – Scheduled and non-scheduled services, LCC and its benefits, types of seats, Booking, cancellation and refunds, Water transport – River, lake and Ocean/ sea cruises, Star Cruise, Surface Transport: options available to the clients – Car, coach, bus, Rent-a-car Scheme, Indrail and Eurail pass.

Unit -3: General information about Indian railways. Luxury Tourist trains in India (Palace OnWheels, Royal Rajasthan on Wheels, Golden Chariot, Deccan Odyssey, and Royal Orient). Study of railway time-tables. Online railway bookings through Indian Railways website.

Unit- 4: Mountain trains in India (Kalka- Shimla, Nilgiri Mountain railway, Darjeeling Mountain Railway). Role of Air India in promoting Indian tourism, Private air carriers in India.

References:

- ❖ Managing Transport Operations- Edmund J. Gubbins.
- ❖ Introduction to Tourism Transport-By Sven Gross, Louisa Klemmer.
- ❖ Geography of Transport Development in India-Balkrishna C. Vaidya.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part*

TTMC 304 Researching for Hospitality & Tourism Management

Unit – 1: Introduction: Meaning, objectives and significance of research, types of research, research process.

Unit – 2: Major areas of Tourism research – Challenges and Status. Planning of research- Planning process, formulation of problem Hypothesise.

Unit – 3: Sampling Methods/ techniques and errors. Data collection methods.

Unit – 4: Field work and sample selection. Report writing and presentation.

References:

- ❖ Research methodology: Methods & techniques-C.R. Kothari.
- ❖ Methodology of Research in Social Sciences by O.P. Krishnaswami.
- ❖ Statistical Methods by S.P. Gupta.

OR

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 305 - Tourism Impacts

Unit -1: Tourism impacts-meaning, concept and types. Need and importance of studying tourism impacts. Carrying capacity: types and importance for long run of tourism business and sustainability of local communities over different destinations.

Unit- 2: Socio cultural impacts of tourism; Case study of Manali, Shimla and Dharamshala. Steps to develop socio-cultural tourism to generate community benefits.

Unit-3: Environmental impacts of tourism; Global Warming and Climate Change. EIA: Environment Impact Assessment-Meaning, history, process and implications.

Unit- 4: Economic impacts of tourism: Positive and negative impacts; Community based tourism, Pro-poor tourism. Role of studying tourism impacts in development of suitable tourism policies, models and remedial actions.

References:

- ❖ Tourism Impact Assessment – P.C. Sinha.
- ❖ Understanding and Managing Tourism Impacts: An Integrated Approach- C. Michael Hall, Alan A. Lew.

TTMC 306: Project Work

There will be a Project on cultural/ heritage/Adventure/ Cuisine/Pilgrimage of Himachal Pradesh/ India. The project must be in printed/ hand written format.

References:

- ❖ Report Writing- Bogg, Daisy.

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 307: Skilling for Media and Journalism in Tourism

Unit-1: Media: Meaning & types; Role of print and electronic media in tourism: Highlighting new tourism destination, destination image building and pin-pointing demand and supply in tourism.

Unit-2: Travel Journalism: Meaning and role in tourism industry; Reporting of meetings, conferences and exhibitions for newspapers, magazines and journals.

Unit-3: Reporting of events related to tourism in a calendar year at different places; Advertisement of different travel and tourism events.

Unit-4: Content writing on various tourism destinations namely Shimla, Kullu, Manali & Dharamshala as well as least explored tourism destinations within Himachal Pradesh.

References:

- ❖ Mass communication: Theory and practice- Uma Narula.
- ❖ Understanding journalism- Lynette Sheridan Burns.
- ❖ Travel Journalism: Exploring production, impact and culture- F. Hanusch & E. fursich.

OR

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions(Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 308 Hotel & Resort Management

Unit 1- History of Accommodation: Hotels, Motels and Resorts, Inns, Camps, Home Stay, Types of primary and secondary accommodation, Difference between hotel, resort and motel.

Unit 2- Procedural Aspects in Hotel Industry, Categorization of Hotels in India, Classified and Non Classified hotels, Star category hotels and Requirements for each star category.

Unit 3- Different departments in a hotel and their Functions, Housekeeping, Front office, Food & Beverage department, Marketing and Sales of Hotels.

Unit 4- Case study of Oberoi, Welcome Heritage and Taj Group of Hotels, Essential and Allied services of an International hotel.

References:

- ❖ An introduction of F&B services- Magres and Mc Creery
- ❖ Introduction of hospitality- John R. Warkner
- ❖ Hotel front office operations- Sudhir Andrews
- ❖ Managing HK operations- MM Kappa

Note: *The question paper shall comprise of 5 parts amounting to 70 marks. **Part 1** will be compulsory having 9 short answer questions (One to two sentences) of 2 marks each and **remaining parts** i.e. II, III, IV & V will contain two long answer questions (Each question contains two parts) of 13 marks each, from which the candidates will be required to attempt only one question per part.*

TTMC 309 Writing Skills for Tourism

Unit-1: Writing skills: Targeting audience, formal or informal style of writing and structure; Writing concerns: Grammar (sentence construction, tense, singular or plural words, indefinite or definite articles etc.) Spelling and Punctuation (Comma, full stop, exclamation mark, question mark, semi colon, colon etc.) in writing.

Unit-2: Writing of travel & tourism blogs, travel dairies, tour itineraries, article for newspapers, magazines and journals.

Unit-3: Writing an essay, research proposal, literature review, a dissertation or thesis and academic referencing.

Unit-4: Report writing: Different steps in writing report, Layout of research report, Types of reports, Mechanism of writing a research report, Precautions for writing a research report.

References:

- ❖ Research methodology: Methods & techniques-C.R. Kothari.
- ❖ Modern writing skills-Terry O Brien.
- ❖ Writing skills for tourism-Stephen Thorne.

OR

TTMC 310 –Leadership Development Program

The students will be required to go on a leadership Development program and submit a report on the same. The report must be in printed/ hand written format.

**UNDER GRADUATE COURSE FOR
SANSKRIT (PROGRAMME)**

संस्कृत

**UNDER
CHOICE BASED CREDIT SYSTEM
(CBCS)**



**UNIVERSITY GRANTS COMMISSION
(UGC)
NEW DELHI**

Illustration of Computation of SGPA and EGPA and Format for Transcripts

3. B.A/B.Com. Course

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
First Year					
English-1	06	A	8	48	
Hindi/Skt/MIL-1	06	A+	9	54	
DSC-1A	06	B	6	36	
DSC-1B	06	B+	7	42	
DSC-2A	06	A	8	48	
DSC-2B	06	B+	7	42	
Environement Studies	04	B	6	24	
AECC-1	04	B+	7	28	
Total	44			322	7.31
Second Year					
English-2	06	B	6	36	
Hindi/Skt/MIL-2	06	B+	7	42	
DSC-IC	06	A	8	48	
DSC-ID	06	A+	9	54	
DSC-2C	06	B	6	36	
DSC-2D	06	A	8	48	
SEC/AEEC-1	04	A	8	32	
SEC/AEEC-2	04	B	6	24	
Total	44			320	7.27
Third Year					
SEC/AEEC-3	04	A+	9	36	
SEC/AEEC-4	04	A+	9	36	
DSE-1A	06	A	8	48	
DSE-1B	06	A+	9	54	
DSE-2A	06	B	6	36	
DSE-2B	06	A	8	48	
GE-1	06	A+	9	54	
GE-2	06	A	8	48	
Total	44			360	8.18
Grand Total	132			1002	7.59 (1002/132)

First Year	Second Year	Third Year
Credit:44; SGPA:7.31	Credit:44; SGPA:7.27	Credit:44; SGPA:8.18

Thus, **CGPA** = $(44 \times 7.31 + 44 \times 7.27 + 44 \times 8.18) / 132 = 7.59$

*Transcript (Format): Based on the above recommendations on Letter grades, grade point and SGPA and CCPA, the HEIs may issue the transcript for each year and a consolidated transcript indicating the performance in all years.

**PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A./B.COM**

	Core Course (12)	Ability Enhancement Compulsory Course (AECC)	Ability Enhancement Elective Course/ Skil	Discipline Specific Elective DSE	Generic Elective GE
	12 paper of 6 credits each	2 paper of 4 credits each	4 paper of 4 credits each	4 paper of 6 credits each	2 paper of 6 credits each
First Year	English-1 Skt/Hindi/MIL -1 SKT-DSC-103 नीति साहित्य DSC-1A SKT-DSC-101 संस्कृत काव्य DSC-1B SKT-DSC-102 संस्कृत गद्य काव्य DSC-2A DSC-2 B	Environmental studies English-Hindi/Skt (One out of three) SKT-AECC-104 उपनिषद् , श्रीमद्भगवद्गीता तथा पाणिनीय शिक्षा			
Second Year	English-2 Skt/Hindi/MIL-2 SKT-DSC-203 व्याकरण एवं संयोजन DSC-1C SKT-DSC-201 संस्कृत नाटक DSC- 1D SKT-DSC-202 संस्कृत –व्याकरण DSC-2 C DSC- 2D		SEC-1 SKT-AEEC-205 आयुर्वेद के मूल सिद्धांत SEC-2 SKT-AEEC-206 संस्कृत—छन्द एवं गायन		
Third year			SEC-3 SKT-AEEC-305 भारतीय रंगशाला SEC-4 SKT-AEEC-306 भारतीय वास्तुशास्त्र	DSE-1A SKT-DSE -301 व्यक्तित्व विकास का भारतीय दृष्टिकोण DSE-1B SKT-DSE-302 साहित्यिक समालोचना DSE-2 A DSE-2 B	GE-1 SKT-GE-303 पातञ्जल योगसूत्र GE-2 SKT-GE— 304 भाषा—विज्ञान के मूलभूत सिद्धान्त

CORE PAPERS FOR SANSKRIT
B.A. (Prog)

			Credit
First year	DSC-1 A	SKT- DSC-101 संस्कृत काव्य	6
	DSC-1B	SKT - DSC-102 संस्कृत गद्य काव्य	6
	Hindi/Skt/MIL-1	SKT - DSC-103 नीति साहित्य	6
	AECC	SKT-AECC-104 उपनिषद्, श्रीमद्भगवद्गीता तथा पाणिनीय शिक्षा	4
Second Year	DSC-1C	SKT-DSC- 201 संस्कृत नाटक	6
	DSC-1D	SKT-DSC-202 संस्कृत व्याकरण	6
	Hindi/Skt/MIL-2	SKT-DSC-203 व्याकरण एवं संयोजन	6
	AEEC/SEC-1	SKT-AEEC/SEC-205 आयुर्वेद के मूल सिद्धांत	4
	AEEC/SEC-2	SKT-AEEC/SEC-206 संस्कृत-छन्द एवं गायन	4
Third year	DSE-1A	SKT-DSE- 301 व्यक्तित्व विकास का भारतीय दृष्टिकोण	6
	DSE-1B	SKT-DSE-302 साहित्यिक समालोचना	6
	GE-1	SKT-GE-303 पातञ्जल योगसूत्र	6
	GE-2	SKT-GE-304 भाषा-विज्ञान के मूलभूत सिद्धांत	6
	AEEC/SEC-3	SKT-AEEC/SEC-305 भारतीय रंगशाला	4
	AEEC/SEC-4	SKT-AEEC/SEC-306 भारतीय वास्तुशास्त्र	4

FIRST YEAR DSC-1A SKT-DSC-101 संस्कृत काव्य		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	रघुवंशम्	
Section 'B'	शिशुपालवधम्	
Section 'C'	नीतिशतकम्	
Section 'D'	संस्कृत काव्य का इतिहास	
(B) Unit-Wise Division:		
	Section 'A' रघुवंशम्	
Unit: I	कवि एवं काव्यपरिचय, सर्ग 1 (पद्य 1-10) सरलार्थ एवं व्याख्या, रघुवंशी राजाओं की विशेषताएं, राजा दिलीप की विशेषताएं	
Unit: II	सर्ग-1 पद्य (11-25) सरलार्थ एवं व्याख्या, प्रजा की भलाई में दिलीप का योगदान।, रघुवंश नामकरण की सार्थकता, प्रदत्त विषय का परिचय।	
	Section 'B' शिशुपालवधम्	
Unit I	कवि एवं विषय का परिचय।, शिशुपालवध नामकरण की सार्थकता, प्रदत्त विषयवस्तु का परिचय।, सर्ग-2 पद्य (26-37), व्याकरण, सरलार्थ, व्याख्या, काव्य-सौष्ठव, विषयवस्तु विश्लेषण।	
Unit II	सर्ग-2 पद्य (42-56), व्याकरण, सरलार्थ, काव्य-सौष्ठव, विषयवस्तु विश्लेषण माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः (इन उक्तियों का विश्लेषण)।	
	Section 'C' नीतिशतकम्	
Unit I	पद्य 1-10, सरलार्थ, व्याख्या।	
Unit II	पद्य 11-20, सरलार्थ, व्याख्या, भर्तृहरि के सामाजिक अनुभव, मूर्खों के प्रकार	
	Section 'D' संस्कृत काव्य का इतिहास	
Unit I	अश्वघोष, कालिदास, भारवि, माघ, श्रीहर्ष, जयदेव, भर्तृहरि तथा उनकी रचनाएँ।	
Unit II	महाकाव्य और गीतिकाव्य का उद्भव और विकास, उपर्युक्त कवियों और उनकी रचनाओं के संदर्भ में।	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	नीतिशतक, विमल चन्द्रिका संस्कृत एवं हिन्दी व्याख्या सहित ।
2.	विष्णुदत्त शर्मा शास्त्री (व्या.), नीतिशतक, ज्ञान प्रकाशन, मेरठ ।
3.	तारिणीश झा, नीतिशतक, रामनारायनलाल बेनीमाधव, इलाहाबाद, 1976 ।
4.	ओमप्रकाश पाण्डेय, नीतिशतक, मनोरमा हिन्दी-व्याख्या सहित चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1976 ।
5.	बाबूराम त्रिपाठी (सम्पा.), नीतिशतक, महालक्ष्मी प्रकाशन, आगरा, 1968 ।
6.	C.D. Devadhar (Text, Eng. Tr.), Raghuvamsam of Kalidasa, MLBD. Delhi.
7.	M.R. Kale (Text, Eng. Tr.), Raghuvamsam of Kalidasa, MLBD. Delhi
8.	Gopal Raghunath Nandergikar, Raghuvamsam of Kalidasa, MLBD, Delhi.
9.	कृष्णमणि त्रिपाठी, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
10.	Sisupalavadham of Magha
11.	Mirashi, V.V., Kalidasa, Popular Publication, Mumbai.
12.	Keith, A.B.: History of Sanskrit Literature, MLBD, Delhi.
13.	Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
14.	Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
15.	Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

FIRST YEAR DSC-1B SKT-DSC-102 संस्कृत गद्य काव्य		पूर्णांक : 100 (इक्जोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	शुकनासोपदेश	
Section 'B'	शुकनासोपदेश	
Section 'C'	शिवराज विजय (प्रथम निःश्वास)	
Section 'D'	संस्कृत गद्यकाव्य का सर्वेक्षण	
(B) Unit-Wise Division:		
	Section 'A' शुकनासोपदेश	
Unit I	लेखक एवं विषयवस्तु का परिचय, प्रारम्भ से लेकर— 'यथा यथा चेयं चपला दीप्यते' इस गद्य की समाप्तिपर्यन्त सरलार्थ एवं व्याख्या।	
	Section 'B' शुकनासोपदेश	
Unit I	'उत्सारणवेत्रलता सत्पुरुषव्यवहाराणाम्' इस गद्य से लेकर 'अभिषेकानन्तरं च प्रारब्ध दिग्विजय' इस गद्य की समाप्ति प्रयन्त सरलार्थ एवं व्याख्या	
Unit II	शुकनासोपदेश में वर्णित समाज तथा राजनीतिक विचार तथा सूक्तियों का तार्किक अर्थ एवं उपयोगिता	
	Section 'C' शिवराजविजयम् (प्रथमः निःश्वास)	
Unit I	गद्य 1–20, लेखक एवं विषय वस्तु का परिचय, व्याकरण, सरलार्थ तथा व्याख्या, गद्य सौष्टव, कथावस्तु, घटनाक्रम का समय निर्धारण।	
Unit II	गद्य 21 से समाप्ति पर्यन्त। व्याकरण, सरलार्थ व्याख्या, गद्यसौष्टव, कथावस्तु, घटनाक्रम का समय निर्धारण।	
	Section 'D' संस्कृत गद्यकाव्य का सर्वेक्षण	
Unit I	गद्यकाव्य का उद्भव और विकास तथा प्रमुख रोमांचक प्रेम—कथाएं : सुबन्धु, बाण, दण्डी, अम्बिकादत्त व्यास।	
Unit II	पंचतंत्र, हितोपदेश, बेतालपंचविंशतिका, का सामान्य परिचय।	

टिप्पणी — सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	भानुचन्द्रसिंह, शुकनासोपदेश : संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
2.	प्रहलाद कुमार (व्या.), शुकनासोपदेश, मेहरचन्द लक्ष्मनदास, दिल्ली, 1974 ।
3.	रामनाथ शर्मा सुमन (व्या.), शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4.	बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
5.	प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
6.	उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
7.	राधावल्लभ त्रिपाठी : संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
8.	चम्पूभारतम् (भारतचम्पू) अनन्तभट्ट विरचित 'प्रकाश' संस्कृत-हिन्दी व्याख्या सहित, व्याख्याकार : आचार्य श्रीरामचन्द्र मिश्र चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
9.	A.B. Keith, <i>History of Sanskrit Literature</i> , also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
10.	Krishnamachariar, <i>History of Classical Sanskrit Literature</i> , MLBD, Delhi.
11.	Gaurinath Shastri, <i>A Concise History of Sanskrit Literature</i> , MLBD, Delhi.
12.	Winternitz, Maurice, <i>Indian Literature (Vol. I-III)</i> , also Hindi Translation, MLBD, Delhi

FIRST YEAR MIL Core -1 SKT-DSC-103 नीति साहित्य		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Courses		
Section 'A'	पंचतन्त्रम्	
Section 'B'	नीतिशतकम्	
Section 'C'	संस्कृत नीति साहित्य का सामान्य परिचय	
Section 'D'	अथर्ववेद का ब्रह्मचर्य सूक्त	
(B) Unit-Wise Division		
	Section 'A' पंचतन्त्रम्	
Unit I	निम्नलिखित कथाओं का सामान्य परिचय तथा इन कथाओं का मनोवैज्ञानिक प्रभाव (क्षपणक कथा, सिंह-कारक-मूर्खब्राह्मण कथा)	
Unit II	निम्नलिखित कथाओं का सामान्य परिचय तथा इन कथाओं का मनोवैज्ञानिक प्रभाव (मूर्खपण्डित-कथा, वानर-मकर-कथा तथा गंगदत्तमण्डूक कथा)	
	Section 'B' नीतिशतकम्	
Unit I	सरलार्थ, व्याख्या एवं आलोचनात्मक प्रश्नों के उत्तर हेतु अपेक्षित हैं। नीतिशतकम् का परिचय, पद्य 1-10-सरलार्थ	
Unit II	पद्य 11-20 सरलार्थ	
	Section 'C' संस्कृत साहित्य का सामान्य परिचय	
Unit I	महाकाव्य (कालिदास तथा भारवि) गद्यकाव्य (बाण भट्ट तथा दण्डी)	
Unit II	नाटक (भास, कालिदास एवं भवभूति)	
	Section 'D' अथर्ववेद का ब्रह्मचर्य सूक्त	
Unit I	अथर्ववेद के ब्रह्मचर्य सूक्तानुसार ब्रह्मचर्य का स्वरूप, आचार्य का स्वरूप, आचार्य शिष्य परम्परा	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings:	
1.	श्यामाचरण पाण्डेय (व्या.), पंचतंत्रम् (विष्णु शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975
2.	A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3.	M.R. Kale, Pancatantram (Ed. and Trans.), Motilal Banarasidass, Delhi, 1999.
4.	Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.
5.	विष्णुदत्त शर्मा शास्त्री, नीतिशतकम् (भर्तृहरि): विमलचन्द्रिका संस्कृत टीका व हिन्दी, व्याख्यासहित, ज्ञान प्रकाशन, मेरठ।
6.	नीतिशतकम् (भर्तृहरि): संस्कृत टीका व हिन्दी व अंग्रेजी व्याख्यासहित।
7.	तारिणीश झा, नीतिशतकम् (भर्तृहरि) रामनारायणलाल बेनीमाधव, इलाहाबाद, 1976।
8.	ओमप्रकाश पाण्डेय, नीतिशतकम् (भर्तृहरि) मनोरमा हिन्दी—व्याख्या सहित, चौखम्बा अमरभारती प्रकाशन, वाराणसी, 1982।
9.	बाबूराम त्रिपाठी, नीतिशतकम् (भर्तृहरि) महालक्ष्मी प्रकाशन, आगरा, 1986।
10.	उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
11.	रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी।
12.	राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
13.	भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्बा विद्याभवन, वाराणसी।
14.	अथर्ववेदसंहिता, सायणभाष्य, व्याख्याकार पं रामस्वरूप गौड (हिन्दी भाषा अनुवाद सहित) चौखम्बा सुरभारती प्रकाशन दिल्ली।
15.	Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
16.	Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
17.	Krishnamachariar, M. Classical Sanskrit Literature. MLBD, Delhi.

FIRST YEAR		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी)
SKT-AECC-104		पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी)
उपनिषद्, गीता तथा पाणिनीय शिक्षा		लिखित परीक्षा 70 अंक
		आन्तरिक मूल्यांकन : 30 अंक
		समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	उपनिषद् : ईशावास्योपनिषद्	
Section 'B'	श्रीमद्भगवद्गीता	
Section 'C'	औपनिषदिक दर्शन का सामान्य परिचय	
Section 'D'	पाणिनीय शिक्षा	
	Section 'A' उपनिषद् : ईशावास्योपनिषद्	
(B Unit Wise Division :		
Unit I	ईशावास्योपनिषद् का परिचय	
Unit II	ईशावास्योपनिषद् के मन्त्रों का सरलार्थ	
	Section 'B' श्रीमद्भगवद्गीता : अध्याय— 2	
Unit I	श्रीमद्भगवद्गीता का सामान्य परिचय, अध्याय—2 (पद्य 1—25), सरलार्थ एवं व्याख्या	
Unit II	श्रीमद्भगवद्गीता अध्याय—2 (पद्य 26—72), सरलार्थ एवं व्याख्या	
	Section 'C' औपनिषदिक दर्शन का सामान्य परिचय	
Unit I	औपनिषदिक दर्शन का सामान्य परिचय : आत्मा, ब्रह्म, ईश्वर, कर्म और सृष्टि	
	Section 'D' पाणिनीय शिक्षा	
Unit I	पाणिनीय शिक्षा (1—14 पद्य) सरलार्थ एवं व्याख्या	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर।
2.	शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद् परिमल प्रकाशन, दिल्ली, 1996।
3.	शशि तिवारी (व्या), ईशावास्योपनिषद् : भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997।
4.	बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी।
5.	बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी।
6.	प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थाकार, जोधपुर।
7.	उमार्शंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
8.	रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आन्दोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली।
9.	राधावल्लभ त्रिपाठी, संस्कृति साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।
10.	पाणिनीय शिक्षा, 'वेदांगशिक्षाविर्मशाख्य' व्याख्याकार— शिवराज आचार्य कौण्डिन्नायायन, चौखम्बा सुरभारती प्रकाशन, दिल्ली
11.	Keith, A.B: <i>History of Sanskrit Literature</i> , also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली)।
12.	Krishnamachariar, <i>History of Classical Sanskrit Literature</i> , MLBD, Delhi.
13.	Gaurinath Shastri, <i>A Concise History of Sanskrit Literature</i> , MLBD, Delhi.
14.	Winternitz Maurice, <i>Indian Literature</i> (Vol. I-III), also Hindi Translation, MLBD, Delhi.

SECOND YEAR DSC-1C SKT-DSC-201 संस्कृत नाटक		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रिगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	कर्णभारम् (सम्पूर्ण)	
Section 'B'	अभिज्ञानशाकुन्तलम् : चतुर्थ अंक—कालिदास	
Section 'C'	संस्कृत नाट्यशास्त्रीय पारिभाषिक शब्दावली	
Section 'D'	संस्कृत नाटक का इतिहास तथा प्रमुख नाटकों का परिचय	
(B) Unit-wise Division:		
	Section 'A' कर्णभारम् (सम्पूर्ण)	
Unit I	कर्णभार नाटक का परिचय, सरलार्थ, व्याख्या, काव्य सौष्टव और कथावस्तु।	
Unit II	हिन्दी व्याकरण, हिन्दी से संस्कृत में सरल अनुवाद	
	Section 'B' अभिज्ञानशाकुन्तलम् : चतुर्थ अंक (कालिदास)	
Unit I	चतुर्थ अंक (क) परिचय, नांदी, प्रस्तावना, सूत्रधार, नटी, विष्कम्भक, विदूषक और कंचुकी आदि पारिभाषिक शब्दों की व्याख्या।	
Unit II	चतुर्थ अंक (ख) व्याकरण, सरलार्थ, व्याख्या, काव्य—सौष्ट्व और कथावस्तु तथा घटनाक्रम का समय निर्धारण एवं प्रकृति का मानवीकरण, अभिज्ञानशाकुन्तलम् का मनोवैज्ञानिक विश्लेषण, काव्येषु नाटकं रम्यम्, उपमा कालिदासस्य उक्तियों की समीक्षा।	
	Section 'C' संस्कृत नाट्यशास्त्रीय संस्कृत पारिभाषिक शब्दावली	
Unit I	नाटक, नायक, नायिका, पूर्वरङ्ग, सूत्रधार, नेपथ्य।	
Unit II	अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, प्रवेशक एवं भरतवाक्य।	
	Section 'D' संस्कृत नाटक का इतिहास तथा प्रमुख नाटकों का परिचय	
Unit I	उद्भव और विकास।	
Unit II	प्रमुख नाटक एवं नाटककार (भास, कालिदास, शूद्रक, विशाखदत्त, हर्ष, भवभूति तथा उनकी रचनाएं।)	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम् मोतीलाल बनारसीदास, दिल्ली।
2.	सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद।
3.	नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेम।
4.	C.D. Devadhar (Ed.), Abhijnanasakuntalam, MLBD, Delhi.
5.	M.R. Kale (Ed.), Abhijnanasakuntalam. MLBD, Delhi.
6.	Gajendra Gadakar (Ed.), Abhijnanasakuntalam, MLBD, Delhi.
7.	Ramendramohan Bose, Abhijnasakuntalam, Modern Book Agency, Calcutta.
8.	भागवतशरण उपाध्याय, कालिदास कवि और काव्य, भारतीय ज्ञानपीठ, काशी।
9.	हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली।
10.	पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली।
11.	Minakshi Daalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12.	Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13.	A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970
14.	Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15.	G.K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.

SECOND YEAR DSC-1D SKT-DSC-202 संस्कृत व्याकरण		पूर्णक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्यांकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	लघुसिद्धांतकौमुदी : संज्ञा प्रकरण	
Section 'B'	लघुसिद्धांतकौमुदी: संधि प्रकरण	
Section 'C'	लघुसिद्धांतकौमुदी : विभक्ति प्रकरण	
Section 'D'	लघुसिद्धांतकौमुदी : स्त्री प्रत्यय	
(B) Unit Wise Division :		
	Section 'A' लघुसिद्धांतकौमुदी : संज्ञा प्रकरण	
Unit I	संज्ञा प्रकरण	
	Section 'B' लघुसिद्धांतकौमुदी : संधि प्रकरण	
Unit I	अच् संधि— यण्, गुण, दीर्घ, अयादि, वृद्धि और पूर्वरूप संधि ।	
Unit II	हल् संधि— श्चुत्व, ष्टुत्व, अनुनासिकत्व, छत्व और जश्त्व ।	
Unit III	विसर्ग संधि— उत्त्व, सत्व, रुत्व, लोप ।	
	Section 'C' लघुसिद्धांतकौमुदी : विभक्त्यर्थ प्रकरण	
Unit I	विभक्त्यर्थ प्रकरण तथा अनुवाद	
	Section 'C' लघुसिद्धांतकौमुदी : स्त्री प्रत्यय	
Unit I	ङीप्, टाप्, ऊङ्	

(C) Suggested Books/Readings	
1.	धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली।
2.	भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली।
3.	चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1), भैमी प्रकाशन, दिल्ली।
4.	सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी : प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली : 2014।
5.	V.S. Apte, The Student's Guide to Sanskrit Composition, Chowhamba Sanskrit Series, Varansasi (Hindi Translation also available).
6.	M.R. Kale, Higher Sanskrit Grammer, MLBD, Delhi (Hindi Translation also available).
7.	Kanshiram, Laghusiddhantakaumudidi (Vol. I), MLBD, Delhi, 2009.
8.	Online Tools for Sanskrit Grammer developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in .

SECOND YEAR Mil- Core-2 SKT-DSC-203 व्याकरण एवं संयोजन		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	प्रत्याहार सूत्र एवं उच्चारण स्थान	
Section 'B'	समास	
Section 'C'	कृत् प्रत्यय	
Section 'D'	निबन्ध तथा अनुवाद	
(B) Unit Wise Division :		
	Section 'A' संधि	
Unit I	संज्ञा प्रकरण : प्रत्याहार सूत्र, उच्चारण स्थान, उच्चारण प्रयत्न, संयोग, संहिता तथा पद संज्ञा के सूत्र सहित उदाहरण ।	
	Section 'B' समास	
Unit I	समास : अव्ययी भाव समास, तत्पुरुष, बहुव्रीहि और द्वन्द्व समास ।	
	Section 'C' कृत् प्रत्यय	
Unit I	कृत् प्रत्यय : तव्यत्, अनीयर्, यत्, ण्यत्, ण्वल्, तृच्, अण्, क्त, क्तवत्, शतृ शानच्, तुमुन्, क्त्वा, ल्यप् तथा ल्युट् ।	
	Section 'D' निबन्ध तथा अनुवाद	
Unit I	संस्कृत में लघु निबन्ध तथा हिन्दी वाक्यों का संस्कृत में अनुवाद ।	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है ।

(C) Suggested Books/Readings	
1.	धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली।
2.	भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली।
3.	चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली।
4.	सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी : प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014।
5.	V.S. Apte, The Student's Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6.	M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
7.	Kanshiram, Laghusiddhantakaumudi (Vol. I), MLBD, Delhi, 2009.
8.	Online Tools for Sanskrit Grammer developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in .

SECOND YEAR SEC-1 SKT-AEEC-205 आयुर्वेद के मूल सिद्धान्त		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	आयुर्वेद का परिचय	
Section 'B'	चरकसंहिता (सूत्र स्थानम्)	
Section 'C'	तैत्तिरीयोपनिषद्	
Section 'D'	अष्टाङ्गहृदयम् (स्वस्थवृत्त)	
(B) Unit-Wise Division:		
	Section 'A' आयुर्वेद का परिचय	
Unit I	आयुर्वेद का परिचय, औषधि विज्ञान का चरक पूर्वकालीन इतिहास, आयुर्वेद की दो शाखाएँ (धन्वन्तरि और पुनर्वसु)	
Unit II	आयुर्वेद के प्रमुख आचार्य (चरक, सुश्रुत, वाग्भट्ट माधव, शारङ्गधर और भावमिश्र)	
	Section 'B' चरकसंहिता – सूत्र स्थानम्	
Unit I	षड्ऋतुओं में काल विभाग तथा शरीर एवं प्रकृति की अवस्था। हेमन्त, शिशिर, वसन्त, ग्रीष्म, वर्षा और शरद ऋतुओं में रहन-सहन और आहार सम्बन्धी नियम।	
	Section 'C' तैत्तिरीयोपनिषद्	
Unit I	भृगुवल्ली – अनुवाक् 1-3	
	Section 'C' अष्टाङ्गहृदयम् (स्वस्थवृत्त)	
Unit I	अष्टाङ्गहृदयम् (स्वस्थवृत्त)	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	Brahmananda Tripathi (Ed.), Charakasamhita, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2.	Taittiriyaopanishad – Bhrguvalli.
3.	Atridev Vidyalkar, Ayurveda ka Brhad itiasa.
4.	Priyavrat Sharma, Caraka Chintana.
5.	V. Narayanaswami, Origin and Development of Ayurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, page 1-7
6.	अष्टाङ्गहृदयम् (सूत्रस्थानम्) वाग्भट विरचितम्, व्याख्याकार : प्रो० रविदत्त त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, दिल्ली

SECOND YEAR SEC-2 SKT-AEEC-206 संस्कृत छन्द एवं गायन		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	छन्द—शास्त्र का सामान्य इतिहास	
Section 'B'	छन्दों के प्रकार और तत्त्व	
Section 'C'	चुने हुए वैदिक छन्दों का विश्लेषण और गान पद्धति	
Section 'D'	चुने हुए शास्त्रीय छन्दों का विश्लेषण और गान पद्धति	
(B) Unit-Wise Division		
	Section 'A' छन्द— शास्त्र का सामान्य इतिहास	
Unit I	छन्द—शास्त्र का सामान्य इतिहास	
	Section 'B' छन्दों के प्रकार और तत्त्व	
Unit I	अक्षरवृत्त, वर्णवृत्त, मात्रावृत्त, लघु और गुरु	
Unit II	गणविचार	
	Section 'C' चुने गए वैदिक छन्द और उनकी गान पद्धति ।	
Unit I	निम्न छन्दों के लक्षण, उदाहरण, विश्लेषण और गीतात्मक सिद्धान्त: गायत्री, उष्णिक्, अनुष्टुप्, बृहती, पंक्ति, त्रिष्टुप् और जगती ।	
	Section 'D' चुने गए शास्त्रीय छन्दों का विश्लेषण और उसकी गान पद्धति ।	
Unit I	निम्न छन्दों के लक्षण, उदाहरण, विश्लेषण और गीतात्मक सिद्धान्त: भुजंगप्रयात, हरिगीतक, विद्युन्माला, अनुष्टुप् आर्या, मालिनी, शिखरिणी, वसंततिलका, मन्दाक्रान्ता, स्रग्धरा, पंचचामर ।	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(D) Suggested Books/Readings:	
1.	Brown, Charles Philip (1869), Sanskrit Prosody and Numerical Symbols Explained. London: Trubner & Co.
2.	Deo, Ashwini, S. (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF), Journal of Linguistics 43 (01): 63-114. doi: 10.1017/s0022226706004452.
3.	Recordings of recitation: H.V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
4.	Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in
5.	धरानन्द शास्त्री (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004।

THIRD YEAR		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी)
DSE-1A		पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी)
SKT-DSE-301		लिखित परीक्षा 70 अंक
व्यक्तित्व विकास का भारतीय दृष्टिकोण		आन्तरिक मूल्यांकन : 30 अंक
		समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	ऐतिहासिक दृष्टिकोण	
Section 'B'	व्यक्ति की अवधारणा	
Section 'C'	व्यक्तित्व के प्रकार	
Section 'D'	व्यवहार सुधार के मापदण्ड	
(B) Unit Wise Division :		
	Section 'A' ऐतिहासिक दृष्टिकोण	
Unit I	ऋग्वेद—1.164.37 छान्दोग्योपनिषद्—6.2.3, 6.8.6, 8.1.4 बृहदारण्यकोपनिषद्, 2.5.18—19	
	Section 'B' व्यक्ति की अवधारणा	
Unit II	व्यक्ति की अवधारणा— श्रीमद्भगवद्गीता, अध्याय 7 (पद्य 1—30, जीव की अष्टधा प्रकृति)	
	क्षेत्र और क्षेत्रज्ञ— श्रीमद्भगवद्गीता अध्याय—13, (श्लोक 1—2, 5—6, 19—23)क्षर और अक्षर— (अध्याय 15, श्लोक 7—11, 16—19)	
	Section 'C' व्यक्तित्व के प्रकार	
Unit III	व्यक्तित्व के प्रकार— श्रीमद्भगवद्गीता (अध्याय —14 श्लोक 5—14, अध्याय 17 श्लोक 2—6, 11—21)	
	Section 'D' व्यवहार सुधार के मापदण्ड	
Unit IV	व्यवहार सुधार के प्रकार : मन और इन्द्रियों का नियन्त्रण श्रीमद्भगवद्गीता : अध्याय 2 : 59—60, 64—68 अध्याय 3 श्लोक 41—43 अध्याय 6 श्लोक 19—23 सम्यक् आस्था : श्रीमद्भगवद्गीता अध्याय 9, श्लोक 3, 22—28, 30—34 स्वधर्म की पहचान — अन्तरात्मा की आवाज : श्रीमद्भगवद्गीता अध्याय 2—श्लोक 31, 41—44; अध्याय 3 श्लोक 4,5,8,9, 27—30,33—34 अध्याय 4 श्लोक 18—22	

टिप्पणी — सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	Radhakrishana, The Bhagavadgita.
2.	Gita with Hindi Translation, Gita Press, Gorakhpur.

THIRD YEAR DSE-1B SKT-DSE-302 साहित्यिक समालोचना		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	काव्य प्रकाश : काव्य वैशिष्ट्य, काव्य प्रयोजन, काव्य हेतु, स्वरूप	
Section 'B'	काव्य प्रकाश : काव्य भेद	
Section 'C'	काव्य प्रकाश : शब्दशक्तियाँ (अभिधा, लक्षणा, व्यञ्जना)	
Section 'D'	रस—विवेचन	
(B) Unit Wise Division :		
	Section 'A' काव्य प्रकाश : काव्य वैशिष्ट्य एवं काव्य प्रयोजन	
Unit I	काव्य प्रकाश : काव्य वैशिष्ट्य एवं काव्य प्रयोजन, काव्य हेतु, स्वरूप	
	Section 'B' काव्य प्रकाश : काव्यभेद	
Unit I	काव्य प्रकाश : काव्यभेद	
	Section 'C' काव्य प्रकाश : शब्द शक्तियाँ	
Unit I	काव्य प्रकाश : शब्द शक्तियाँ : अभिधा, लक्षणा, व्यञ्जना	
	Section 'C' रस—विवेचन	
Unit I	रस की परिभाषा एवं प्रकार । प्रथम तीन रसों (शृंगार, हास्य तथा करुण रस) का विवेचन ।	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	Nagendra (Ed.), Kavyaprakasa of Mammat, Commentary in Hindi by Acharya Vishveshvar, Jnanamandala Varanasi, 2014.
2.	Parasnath Dwivedi (ed.), Kavyaprakasa of Mammat, Vinod Pustak Mandir, Agra, 1986.
3	काव्य प्रकाश, लेखक : आचार्य मम्मट, व्याख्याकार : आचार्य विश्वेश्वर सिद्धान्त शिरोमणि

THIRD YEAR GE-1 SKT-GE-303 पातञ्जल योगसूत्र		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्याकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	योगदर्शन की पृष्ठभूमि	
Section 'B'	पातञ्जल योगसूत्र : समाधि पाद	
Section 'C'	पातञ्जलयोगसूत्र : साधन पाद	
Section 'D'	पातञ्जलयोगसूत्र : विभूति पाद	
(B) Unit-Wise Division		
	Section 'A' योगदर्शन की पृष्ठभूमि	
Unit I	योगदर्शन की पृष्ठभूमि, योग के विभिन्न प्रकारों का सामान्य परिचय, योग की उपादेयता	
	Section 'B' पातञ्जल योगसूत्र – समाधि पाद	
Unit I	समाधि पाद सूत्र (1–15)	
Unit II	समाधि पाद सूत्र (16–29)	
	Section 'C' पातञ्जलयोगसूत्र – साधन पाद	
Unit I	साधन पाद सूत्र (29–45)	
Unit II	साधन पाद सूत्र (46–55)	
	Section 'D' पातञ्जल योगसूत्र – विभूति पाद	
Unit I	विभूति पाद सूत्र (सम्पूर्ण)	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(D) Suggested Books/Readings:	
1.	Patanjala Yogadarsana, Gita Press, Gorakhpur.
2.	Yogapradipa, Gita Press, Gorakhpur

THIRD YEAR GE-2 SKT-GE-304 भाषा विज्ञान के मूलभूत सिद्धान्त		पूर्णक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी) पूर्णक: 100 (70+30) (रेगुलर विद्यार्थी) लिखित परीक्षा 70 अंक आन्तरिक मूल्यांकन : 30 अंक समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	भाषा विज्ञान का परिचय और भाषाओं का वर्गीकरण	
Section 'B'	ध्वनि विज्ञान और स्वरविज्ञान	
Section 'C'	रूप विज्ञान और वाक्य रचना	
Section 'D'	अर्थ विज्ञान	
(B) Unit-Wise Division:		
	Section 'A' भाषा विज्ञान का परिचय और भाषाओं का वर्गीकरण	
Unit: I	भाषा विज्ञान और भाषा परिचय	
Unit: II	भाषाओं का वर्गीकरण और भारत में भाषा परिवार	
	Section 'B' ध्वनि विज्ञान अध्ययन : ध्वनि और स्वर विज्ञान सांवेहनिक, श्रावणिक, औच्चारणिक ध्वनि विज्ञान	
Unit I	वाग्यन्त्र और उनसे निकलने वाली ध्वनियाँ	
	Section 'C' शब्द और वाक्य अध्ययन : रूपविज्ञान और स्वर विज्ञान	
Unit 1	रूपिम, उपसर्ग, मध्यप्रत्यय, अन्त्य प्रत्यय	
	Section 'D' अर्थ विज्ञान, अर्थ की प्रतीति के प्रकार, शब्द और अर्थ का सम्बन्ध	
Unit 1	अर्थ परिवर्तन के प्रकार	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	An Introduction to Language by Victoria Fromkin and Robert Reedman, 6 th Ed.
2.	Schmitt, N. (2002). An Introduction to Applied Linguistics. Oxford: Oxford University Press.
3.	Noam Chomsky, David W. Lightfoot, Syntactic Structures, Walter de Gruyter, 2002.
4.	कर्ण सिंह, भाषा विज्ञान, साहित्य भण्डार, मेरठ
5.	भोलानाथ तिवारी, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली।
6.	कपिलदेव द्विवेदी, भाषा विज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी।
7.	देवेन्द्रनाथ शर्मा, भाषाविज्ञान की भूमिका, राजकमल प्रकाशन दिल्ली।
8.	T. Burrow, Sanskrit Language.
9.	B.K., Ghosh, Linguistics Introduction to Sanskrit, Sanskrit Pustaka Bhandar, Calcutta, 1977
10.	S.K. Verma and N. Krishnaswamy, Modern Linguistics, Oxford University Press, Delhi.

THIRD YEAR		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी)
SEC-3		पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी)
SKT-AEEC-305		लिखित परीक्षा 70 अंक
भारतीय रंगशाला		आन्तरिक मूल्याकन : 30 अंक
		समय : तीन घण्टे
(A) Prescribed Course:		
Section 'A'	भारतीय रंगशाला का इतिहास एवं परम्परा	
Section 'B'	भारतीय रंगशाला : निर्माण एवं प्रकार	
Section 'C'	अभिनय : आंगिक, वाचिक सात्त्विक एवं आहार्य	
Section 'D'	नाटक : वस्तु, नेता और रस	
(B) Unit-Wise Division:		
	Section 'A' भारतीय रंगशाला का इतिहास एवं परम्परा	
Unit I	विभिन्न कालखण्डों में रंगमंच का उद्भव और विकास : प्रागैतिहासिक तथा वैदिक काल	
Unit II	महाकाव्य एवं पौराणिक काल : राजदरबार रंगमंच, देवालय रंगमंच, मुक्त रंगमंच (खुला) आधुनिक रंगमंच, लोक रंगमंच, राष्ट्रीय एवं राज्यस्तरीय रंगमंच ।	
	Section 'B' रंगशाला: निर्माण एवं प्रकार	
Unit I	रंगशाला: निर्माण एवं प्रकार	
	Section 'C' अभिनय: आंगिक, वाचिक, सात्त्विक और आहार्य ।	
Unit I	अभिनय: आंगिक, वाचिक	
Unit II	सात्त्विक और आहार्य ।	
	Section 'D' नाटक: वस्तु, नेता और रस	
Unit I	वस्तु	
Unit II	नेता	
Unit III	रस	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

(C) Suggested Books/Readings	
1.	राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008।
2.	राधावल्लभ त्रिपाठी, भारतीय नाट्य : स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988।
3.	हजारी प्रसाद द्विवेदी (सं.) नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963।
4.	सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982।
5.	बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4), चौखम्बा संस्कृत संस्थान, वाराणसी, 1984।
6.	राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली, 1999।
7.	राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली।
8.	ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003।
9.	केशवराममुसलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली।
10.	शिवशरण शर्मा, आचार्य भरत, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।
11.	रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
12.	गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958।
13.	भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी।
14.	वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967।
15.	लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965।
16.	लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961।
17.	सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ, 1964।
18.	जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद् पटना, 1961।
19.	C.B. Gupta, Indian Theatre, Varanasi, 1954.
20.	R.K. Yajnick, Indian Theatre, London, 1933.
21.	Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.
22.	Allardyce Nicoll, The Theatre and Dramatic Theory, London. 1962.

THIRD YEAR		पूर्णांक : 100 (इक्डोल एवं प्राईवेट विद्यार्थी)
SEC-4		पूर्णांक: 100 (70+30) (रेगुलर विद्यार्थी)
SKT-AEEC-306		लिखित परीक्षा 70 अंक
भारतीय वास्तुशास्त्र		आन्तरिक मूल्याकन : 30 अंक
		समय : तीन घण्टे
(A) Prescribed Course:		
Section "A"	टोडरमल का वास्तुसौख्यम्	
Section "B"	टोडरमल का वास्तुसौख्यम्	
Section "C"	टोडरमल का वास्तुसौख्यम्	
Section "D"	टोडरमल का वास्तुसौख्यम्	
(B) Unit-Wise Division		
	Section "A" टोडरमल का वास्तुसौख्यम्	
Unit 1	वास्तुसौख्यम् – अध्याय 1 वास्तुप्रयोजनम्, वास्तुस्वरूप (पद्य, 4–13)	
Unit 2	वास्तुसौख्यम् – अध्याय 2 भूमि परीक्षणम्, दिक्साधनम्, निवासहेतु, स्थाननिर्वचनम् (पद्य – 14–22)	
	Section "B" टोडरमल का वास्तुसौख्यम्	
Unit 1	वास्तुसौख्यम् – अध्याय 3 गृहपर्यावरणम्, वृक्षारोपणम्, शल्यशोधनम् (पद्य, 31–49, 74–82)	
Unit 2	वास्तुसौख्यम् – अध्याय 4 षड्वर्गपरिशोधनम्, वास्तुक्रम, शिलान्यासम्, गृहवास्तु (पद्य, 83–102, 107–112)	
	Section "C" टोडरमल का वास्तुसौख्यम्	
Unit 1	वास्तुसौख्यम् – अध्याय 6 पंचविधनि गृहाणि, शाला–आलिन्दप्रमाणम् (पद्य, 171–194) वीथिका प्रमाणम् (पद्य, 195–196)	
Unit 2	वास्तुसौख्यम् – अध्याय 7 द्वारज्ञानम्, स्तम्भप्रमाणम्, पंचचतुशालानि, गृहाणि सर्वतोभद्रम्, नद्यावर्तम्, वर्धमानम्, स्वास्तिकम्, रूचकम् (पद्य, 203–217)	
	Section "D" टोडरमल का वास्तुसौख्यम्	
Unit 1	वास्तुसौख्यम् – अध्याय 8 एकाशीति पद, वास्तुचक्रम् (पद्य, 287–302) मर्मस्थानानि (पद्य, 305–307)	
Unit 2	वास्तुसौख्यम् – अध्याय 9 वासादिसन्निरूपणम्, द्वारपफलम्, द्वारवेधपफलम् (पद्य, 322–335, 359–369)	

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

Suggested Books/Readings

1. टोडरमल, वास्तुसौख्यम् व्याख्याकार/सम्पादक आचार्य श्रीकमलकान्त शुक्ल विश्वविद्यालय प्रकाशन वाराणसी।
2. सुखदेव चतुर्वेदी, भारतीय वास्तुशास्त्रा श्री लालबहादुरशास्त्री राष्ट्रिय संस्कृत विद्यापीठ, नई दिल्ली।
3. विनोद शास्त्री और सीता राम शर्मा, वास्तुप्रबोधिनी, मोतीलाल बनारसीदास, दिल्ली।
4. राममनोहर द्विवेदी और डॉ. ब्रह्मानन्द त्रिपाठी, वृहद्वास्तुमम्, चौखम्बा सुरभारती प्रकाशन, वाराणसी।
5. देवीप्रसाद त्रिपाठी, वास्तुसार, ईस्टर्न बुक लिंकर्स, दिल्ली।

परीक्षा (Examination) में पूछे जाने वाले प्रश्नों की रूपरेखा (Core Courses)

Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
70	numerical grade-4 or as per university rule	3:00

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

खण्ड—क

- प्रश्न 1 (क) इस खण्ड के अन्तर्गत A, B, C, D के समूचे पाठ्यक्रम में से 10 वस्तुनिष्ठ अथवा (MCQ) प्रश्न पूछे जाएंगे, इन सभी के उत्तर संस्कृत में ही एक पद में देने होंगे। 10x1=10
- (ख) इस खण्ड के अन्तर्गत समूचे पाठ्यक्रम में से लघु उत्तर वाले 5 प्रश्न होंगे, जिनके उत्तर 25 शब्द प्रति प्रश्न के अनुसार प्रदान करने होंगे। 5x4=20
5x6=30 (ICDEOL)

खण्ड—ख

- प्रश्न 2 यह सरलार्थ खण्ड रहेगा। इस खण्ड के अन्तर्गत चार श्लोक पूछे जाएंगे जिनमें दो श्लोकों का सरलार्थ करना होगा 5x2=10
ICDEOL के छात्रों को तीन श्लोकों का सरलार्थ करना होगा। 5x3=15 (ICDEOL)

खण्ड—ग

- प्रश्न 3 इस खण्ड में पाठ्यपुस्तकों के अन्तर्गत आई चार सूक्तियों में से दो की प्रसंग सहित व्याख्या करनी होगी 2x5=10
ICDEOL के छात्रों को तीन सूक्तियों की प्रसंग सहित व्याख्या करनी होगी। 3x5=15(ICDEOL)

खण्ड—घ

- प्रश्न 4 इस खण्ड के अन्तर्गत संस्कृत काव्य के इतिहास के अन्तर्गत महाकाव्य एवं गीति काव्य के उद्भव एवं विकास और कवियों तथा उनकी रचनाओं से सम्बन्धित दो प्रश्न पूछे जाएंगे। 1x10=10
1x15=15 (ICDEOL)

खण्ड—ङ

- प्रश्न 5 इस खण्ड में तीन प्रश्न पूछे जाएंगे जिनमें से एक प्रश्न हल करना होगा। रघुवंशम्, शिशुपालवधम् एवं नीतिशतकम् की विषयवस्तु एवं कवियों से सम्बन्धित एक प्रश्न का उत्तर। 1x10=10
1x15=15 (ICDEOL)

टिप्पणी : इसी आधार पर **DSE** तथा **GE** विषय के प्रश्न पत्र भी तैयार किये जाए।

परीक्षा (Examination) में पूछे जाने वाले प्रश्नों की रूपरेखा (AECC)

Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
70	numerical grade-4 or as per university rule	3:00 hours

टिप्पणी – सभी वर्गों से प्रश्न पूछना अनिवार्य है।

खण्ड—क

- प्रश्न 1 (क) इस खण्ड के अन्तर्गत Section A, B, C, के समूचे पाठ्यक्रम में से 10 वस्तुनिष्ठ अथवा (MCQ) प्रश्न पूछे जाएंगे, इन सभी के उत्तर हिन्दी में एक पद में देने होंगे। 10x1=10
- (ख) इस खण्ड के अन्तर्गत समूचे पाठ्यक्रम में से लघु उत्तर वाले पाँच प्रश्न होंगे, जिनके उत्तर 25 शब्द प्रति प्रश्न के अनुसार प्रदान करने होंगे। 5x4=20
5x6=30 (ICDEOL)

खण्ड—ख

- प्रश्न 2 इस खण्ड के अन्तर्गत सरलार्थ एवं व्याख्या के पक्ष रखे जाएंगे, जिनका विवरण निम्न है—
- i) निर्धारित पाठ्यपुस्तकों के 5 श्लोकों में से 3 श्लोकों का सरलार्थ करना होगा। 5x3=15
ICDEOL के छात्रों को चार श्लोकों का सरलार्थ करना होगा। 5x4=20 (ICDEOL)

खण्ड—ग

- प्रश्न 3 निर्धारित तीन पद्यांशों में से एक की प्रसंग सहित व्याख्या। ICDEOL के छात्रों को 2 श्लोकों की प्रसंग सहित व्याख्या करनी होगी। 1x5=5
2x5=10 (ICDEOL)

खण्ड—घ

- प्रश्न 4 इस खण्ड के अन्तर्गत विकल्प के आधार पर दो प्रश्न पूछे जाएंगे जिनमें से एक का उत्तर प्रदान करना होगा 1x10=10
ईशावास्योपनिषद् के सामान्य परिचय से सम्बन्धित प्रश्न 1x15=15 (ICDEOL)
- अथवा
- गीता के सामान्य परिचय से सम्बन्धित प्रश्न
- अथवा
- पाणिनीय शिक्षा के सामान्य परिचय से सम्बन्धित प्रश्न

खण्ड—ङ

- प्रश्न 5 इस खण्ड के अन्तर्गत औपनिषदिक दर्शन से सम्बन्धित दो प्रश्न पूछे जाएंगे जिनमें से एक का उत्तर प्रदान करना होगा। 1x10=10
1x15=15 (ICDEOL)

टिप्पणी : इसी आधार पर AEEC/ SEC विषय के प्रश्न पत्र भी तैयार किये जाए।

Annexure-I of UG BoS Meeting

Choice Base Credit System
B.A./B.Sc. Geography

Year	CORE COURSES (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
First	English/MIL-1	(English/MIL Communication) / Environmental Science			
	Physical Geography (GEOGP101CC)				
	DSC- 2 A				
	English/MIL-1	Environmental Science/ (English/MIL Communication)			
	General Cartography (Practical) (GEOGP102 CC)				
	DSC- 2 B				
Second	English/MIL-2		Regional Planning and Development (GEOGP203SEC)		
	Human Geography (GEOGP201CC)				
	DSC- 2 C				
	English/MIL-2		Remote Sensing and GPS (GEOGP204SEC)		
	Environmental Geography (GEOGP202CC)				
	DSC- 2 D				
Third			Geographic Information System (Practical) (GEOGP301SEC)	Geography of India (GEOGP303-1DSE) or Economic Geography (GEOGP303-2DSE)	GE-1 Disaster Risk Reduction (GEOGP305-GE1)
				DSE-2 A	
			Field Techniques and Survey based Project Report (Practical) (GEOGP302SEC)	Disaster Management (GEOGP304-1DSE) or Geography of Tourism (GEOGP304-2DSE)	GE-2 Sustainability and Development (GEOGP306-GE2)
				DSE-2 B	

Note:

1. Practical paper will not have tutorials.

CORE COURSES

1. PHYSICAL GEOGRAPHY (GEOGP101CC)

Course Code	GEOGP 101CC		
Credits-6	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

Continuous Comprehensive Assessment (CCA) Pattern: Maximum Marks Allotted: 30

Mid Term Test* (Marks)	Class Test/ Tutorials/Assignments (Marks)	Quiz/Seminars (Marks)	Attendance (Marks)	Total Marks
15	5	5	5	30
Total	15	5	5	

* The pattern of examination for conducting the Mid Term Test will be same as prescribed for Annual examination.

Annual Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
70	28	3.00 Hrs

Paper Setting Scheme (Theory Paper)

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10(1 mark each)	10
	4	Complete	Short answer type (25-50 words)	4 (3 marks each)	12
B	2	Unit I	Choice based Long answer type	1(12 marks each)	12
C	2	Unit II	Choice based Long answer type	1(12 marks each)	12
D	2	Unit III	Choice based Long answer type	1(12 marks each)	12
E	2	Unit IV	Choice based Long answer type	1(12 marks each)	12
				TOTAL	70

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Definition and Scope Brief Introduction of Solar System, Origin of The Earth: Tidal Theory of Jeans and Jeffreys and Big Bang Theory Rocks: Classification and Their Characteristics	20	7	0
II.	Lithosphere Internal Structure of Earth, Theory of Plate Tectonics, Weathering- Definition, factors and types Fluvial Cycle of Erosion – Davis	15	6	0
III.	Atmosphere Structure and composition of atmosphere, Heat Balance, Pressure and wind systems, Origin of Tropical Cyclones, Monsoon, Climatic Classification (Koppen).	15	6	0
IV.	Hydrosphere Hydrological Cycle, Bottom Relief Features of Pacific Ocean, Tides and Currents.	15	6	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical and Practices

Text Book(s):

1. Trewartha, G. T. 1968. *An Introduction to Climate*. McGraw-Hill Book Company, New York.
2. D.S. Lal. 1998. *Climatology*. Chaitanya Publishing House, Allahabad.
3. **Suggested Readings:**
4. Critchfield, J. Howard. 2012. *General Climatology*. 4th Edition (Reprinted). Phi Learning Pvt. Ltd., New Delhi.
5. Das, P. K. 2011. *The Monsoons*. National Book Trust, New Delhi
6. Conserva H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
7. Gabler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical
8. Geography (8th Edition), Thompson, Brooks/Cole, USA.
9. Garrett N., 2000: Advanced Geography, Oxford University Press.
10. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical
11. Geography, Basil Blackwell Publishers, Oxford.
12. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, N.J.
13. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
14. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
15. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New

2. GENERAL CARTOGRAPHY-PRACTICAL (GEOGP102CC)

Course Code	GEOGP102CC		
Credits-6	L	T	P
	25	0	65
Course Type	Core		
Lectures to be Delivered	90		

Continuous Comprehensive Assessment (CCA) Pattern: Maximum Marks Allotted: 30

Mid Term Test* (Marks)	Class Test/ Tutorials/Assignments (Marks)	Quiz/Seminars (Marks)	Attendance (Marks)	Total Marks
15	5	5	5	30
Total	15	5	5	

* The pattern of examination for conducting the Mid Term Test will be same as prescribed for the Annual examination (Practical Paper).

Marks Allocation Scheme Annual Practical (AP) Examination System:

Particulars	Maximum Marks	Minimum Pass Marks	Time Allotted
Written Lab Work	10	8	3.00 Hrs
Practical Record*	05		
Viva-Voce	05		
Total	20		

***Note:** Use of non-programmable calculators and map stencils are allowed in the examination hall. The practical record may be evaluated on the parameters of Punctuality, Neatness, Entirety and indexing

Paper Setting Scheme for (Theory Paper) Annual Examination System

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 Marks each)	10
	4	Complete	Short answer type (25-50 words)	4 (3 Marks each)	12
B	2	Unit I	Choice based Long answer type	1 (7 Marks each)	07
C	2	Unit II	Choice based Long answer type	1 (7 Marks each)	07
D	2	Unit III	Choice based Long answer type	1 (7 Marks each)	07
E	2	Unit IV	Choice based Long answer type	1 (7 Marks each)	07
Total					50

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hrs)		
		L	T	P
I.	Introduction Cartography as a Science of Communication Basics of Map Reading Map- Definition, Classification and Significance of Map	6	0	10(5)*
II.	Scale Definition, Importance and Types of Scale Three exercises in practical record each on Plain, Comparative and Diagonal Scale.	6	0	30(15)*

III. Map projections Criteria for Choice of Projections; Attributes and Properties of: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar Case, Cylindrical Equal Area, Mercator's Projection and Conical Projection with Two Standard Parallel	7	0	40(20)*
IV. Representation Of Data Line Graph, Bar Diagrams, Isopleth and Choropleth Maps, Dot method, Climograph and Hythergraph	6	0	50(25)*
Total Hours	25	0	130 (65)*

L-Lecture, T-Tutorial and P-Practical and Practices

* As per the weightage assigned to the P (Practical and Practices) category in the CBCS regulations 2 hours practical work has been treated equal to 1 credit hour.

1. Dent B. D., 1999: *Cartography: Thematic Map Design*, (Vol. 1), McGraw Hill.
 2. Gupta K. K and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
 3. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept Publishing.
 4. Robinson A., 1953: *Elements of Cartography*, John Wiley.
 5. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers.
 6. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers
 7. Singh R. L., 1998: *Prayogic Bhoogol Rooprekha*, Kalyani Publications.
- Steers J. A., 1965: *An Introduction to the Study of Map Projections*, University of London

3. HUMAN GEOGRAPHY (GEOGP201CC)

Course Code	GEOG P201CC		
Credits-6	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP201CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I	Introduction Definition, Nature, Major Subfields, Contemporary Relevance of Human Geography	15	6	0
II	Population World Population Distribution, density and growth, Demographic Transition Theory.	15	6	0
III	Space and Society Human Races: Classification(Griffith Taylor) and world distribution Major Religions of the world and distribution Major languages of the world and distribution	20	7	0
IV	Settlements Types and Patterns of Rural Settlements Classification of Urban settlements Trends and Patterns of World Urbanization	15	6	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical and Practices

Text Book(s):

1. Husain, Majid. 2010. *Human Geography*. Repinted. Rawat Publications, Jaipur.

Suggested Readings:

2. Singh, R.L. 2012. *Fundamentals of Human Geography*. Sharda Publications, Varanasi, UP.
3. Pitzl, Gerald. R. 2007. *Encyclopedia of Human Geography*. Greenwood Publishing Group & Rawat Publications, Jaipur
4. Daniel, P.A. and Hopkinson, M.F. (1989) *The Geography of Settlement*, Oliver & Boyd, London.
5. Johnston R; Gregory D, Pratt G. et al. (2008) *The Dictionary of Human Geography*, Blackwell Publication.
6. Jordan-Bychkov et al. (2006) *The Human Mosaic: A Thematic Introduction to Cultural Geography*. W. H. Freeman and Company, New York.
7. Kaushik, S.D. (2010) *Manav Bhugol*, Rastogi Publication, Meerut.
8. Maurya, S.D. (2012) *Manav Bhugol*, Sharda Pustak Bhawan. Allahabad.
9. Ghosh, S. (2015) *Introduction to settlement geography*. Orient Black Swan Private Ltd., Kolkata

4. ENVIRONMENTAL GEOGRAPHY (GEOGP 202CC)

Course Code	GEOGP 202CC		
Credits-6	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP101CC

Course Content and Credit Scheme

L-Lecture, T-Tutorial and P-Practical and Practices

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Definition and Scope of Environmental Geography Meaning and Components of Environment Ecosystem – Concept, components and Functions	17	7	0
II.	Human-Environment Relationship Environmental Determinism and Possibilism Biomes- Definition, Mountain and Desert Regions	16	6	0
III.	Environmental Problems: Air and water Pollution, Their Causes, Impacts and Management, Biodiversity Loss	16	6	0
IV.	Environmental Management Initiatives in India Environmental Protection Act, 1982, Environmental Policy of India(2006), Chipko Movement	16	6	0
	Total Hours	65	25	0

Reading List

1. Casper J.K. (2010) Changing Ecosystems: Effects of Global Warming. Infobase Pub. New York.
2. Hudson, T. (2011) Living with Earth: An Introduction to Environmental Geology, PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) Living in the Environment: Principles, Connections, and Solutions, Brooks/ Cole Cengage Learning, Belmont.
4. Singh, R.B. (1993) Environmental Geography, Heritage Publishers, New Delhi.
5. UNEP (2007) Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme. University Press, Cambridge.
6. Wright R. T. and Boorse, D. F. (2010) Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
8. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

Skill Enhancement Course (4 Compulsory Papers)

1. REGIONAL PLANNING AND DEVELOPMENT (GEOGP 203SEC)

Course Code	(GEOGP 203SEC)		
Credits-4	L	T	P
	45	15	0
Course Type	Skill Enhancement		
Lectures to be Delivered	60		

Note: CCA and Annual examination scheme is same as in Paper GEOGP 101CC)

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	INTRODUCTION Concept, Need and Types of regional Planning Characteristics and Delineation of Planning Region	11	4	0
II.	Regionalization: Concept, Hill Region: Case study of Himachal Pradesh(Physical and Cultural aspects)	11	4	0
III.	MODELS FOR REGIONAL PLANNING: Growth Pole Theory and Core Periphery Model	11	4	0
IV.	Regional Development Initiatives: Case Studies Integrated tribal development programme (ITDP) Damodar Valley Corporation(DVC)	11	4	0
	Total Hours	44	16	0

L-Lecture, T-Tutorial and P-Practical and Practices

Reading List

1. Blij H. J. De, 1971: *Geography: Regions and Concepts*, John Wiley and Sons.
2. Claval P.I, 1998: *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): *Regional Policy - Readings in Theory and Applications*, MIT Press, Massachusetts.
4. Gore C. G., 1984: *Regions in Question: Space, Development Theory and Regional Policy*, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: *Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention*, Metropolis- Verlag, Marburg.
6. Haynes J., 2008: *Development Studies*, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: *The Organization of Space in Developing Countries*, MIT Press, Massachusetts.
8. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
9. UNDP 2001-04: *Human Development Report*, Oxford University Press.
10. World Bank 2001-05: *World Development Report*, Oxford University Press, New

REMOTE SENSING AND GPS (GEOGP 204SEC)

Course Code	(GEOGP 204SEC)		
Credits-4	L	T	P
	15	0	90(45)*
Course Type	Skill Enhancement		
Lectures to be Delivered	60		

Continuous Comprehensive Assessment (CCA) Pattern: Maximum Marks Allotted: 30

Mid Term Test* (Marks)	Class Test/ Tutorials/Assignments (Marks)	Quiz/Seminars (Marks)	Attendance (Marks)	Total Marks
15	5	5	5	30
Total	15	5	5	

* The pattern of examination for conducting the Mid Term Test will be same as prescribed for the Annual examination.

Marks Allocation Scheme Annual Practical Examination System:

Particulars	Maximum Marks	Minimum Pass Marks	Time Allotted
Written Lab Work	10	8	3.00 Hrs
Practical Record*	05		
Viva-Voce	05		
Total	20		

***Note:** Use of non-programmable calculators and map stencils are allowed in the examination hall. The practical record may be evaluated on the parameters of Punctuality, Neatness, Entirety and indexing

Paper Setting Scheme for (Theory Paper) Annual Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 Marks each)	10
	4	Complete	Short answer type (25-50 words)	4 (3 Marks each)	12
B	2	Unit I	Choice based Long answer type	1 (7 Marks each)	07
C	2	Unit II	Choice based Long answer type	1(7 Marks each)	07
D	2	Unit III	Choice based Long answer type	1(7 Marks each)	07
E	2	Unit IV	Choice based Long answer type	1(7 Marks each)	07
Total					50

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Remote Sensing: Definition, Development, Platforms and Types	3	0	10(5)*
II.	Aerial Photography: Definitions, Principles, Types and Geometry	4	0	20(10)*
III.	Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.	4	0	30(15)*
IV.	Bases of Visual Interpretation of Remote Sensing images: Land use/ Land Cover, Fundamentals of Global Positioning System (GPS) – Principles and Uses	4	0	30(20)*
	Total Hours	15	0	90(45)*

L-Lecture, T-Tutorial and P-Practical

Practical Record: A project file consisting of any five exercises will be done from aerial photos/ satellite images (scale, orientation and interpretation) and GPS field survey.

Reading List

1. Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press.
2. Jensen J. R., 2004: *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
3. Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
6. Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.
7. Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.
8. Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGraw-Hill.

GEOGRAPHIC INFORMATION SYSTEM (GEOGP 301SEC)

Course Code	(GEOGP 301SEC)		
Credits-4	L	T	P
	15	0	90(45)*
Course Type	Skill Enhancement		
Lectures to be Delivered	60		

Note: The CCA and Annual Examination (Theory Paper) & Annual Practical Examination is same as in paper GEOGP204SEC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Meaning and Scope of GIS, Components of GIS, History of Geographic Information System(GIS)	3	0	10(5)*
II.	Data Types GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.	4	0	20(10)*
III.	Spatial referencing system Concept of Georeferencing, Editing and attribute data integration	4	0	30(15)*
IV.	GIS based Exercises on Georeferencing, Subsetting, Extraction of Land Use/Land Cover layers of any area and thematic mapping	4	0	30(20)*
	Total Hours	15	0	90(45)*

Practical Record: The course teacher can use Survey of India toposheets/satellite images/Google images of any area of his/her choice for practical exercises. A project file consisting of any 5 exercises using any GIS Software on above mentioned themes.

Reading List

1. Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.41
2. Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information System-Spatial Information System and Geo-statistics. Oxford University Press
3. Chauniyal, D.D. (2010) Sudur Samvedan evam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad
4. Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Information system. Prentice Hall.
5. Jha, M.M. and Singh, R.B. (2008) Land Use: Reflection on Spatial Informatics Agriculture and Development, New Delhi: Concept.
6. Nag, P. (2008) Introduction to GIS, Concept India, New Delhi.
7. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
8. Singh, R.B. and Murai, S. (1998) Space Informatics for Sustainable Development, Oxford and IBH, New Delhi.

4. FIELD TECHNIQUES & SURVEY BASED PROJECT REPORT (GEOGP 302SEC)

Course Code	(GEOGP 302SEC)		
Credits-4	L	T	P
	15	0	90(45)*
Course Type	Skill Enhancement		
Lectures to be Delivered	60		

Note: The CCA, Annual Theory Paper and Annual Practical Examination is same as in paper GEOG204 SEC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hrs)		
		L	T	P/FW
I.	Introduction Field Work in Geographical Studies – Role, Value and Ethics of Field-Work, Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental.	3	0	10(5)*
II.	Field Techniques Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant).	4	0	20(10)*
III.	Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus on Focused Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch).	4	0	30(15)*
IV.	Designing the Field Report Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.	4	0	30(20)*
	Total Hours	15	0	90(45)*

FW-Field Work

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be about **8000 to 12,000** excluding figures, tables, photographs, maps, references and appendices.
4. One copy of the report on A 4 size paper should be submitted in soft binding.

Reading List

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Pubs. Co., New Delhi
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
9. Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.

Discipline Specific Elective Papers (2 Compulsory Papers)

1. GEOGRAPHY OF INDIA (GEOGP 303-1DSE)

Course Code	(GEOGP 303-1DSE)		
Credits-6	L	T	P
	65	25	0
Course Type	Discipline Specific Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination ESE scheme is same as in Paper GEOGP 101 CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I	Physical Setting Location, Major physiographic region of India Climate – Factors, Characteristics, Soils of India	16	6	0
II	Population Size and Growth since 1901, Population Distribution and Density, Literacy, Sex Ratio	16	6	0
III	Settlement System Rural Settlement Types and Patterns, Urban Settlement Types and Pattern.	16	6	0
IV	Resource Base Power (Coal and hydroelectricity), Minerals (iron ore and bauxite). Economy – Agriculture (Rice, Wheat) Industries (Cotton Textile, Iron-Steel)	16	8	0
	Total Hours	64	26	0

L-Lecture, T-Tutorial and P-Practical and Practices

Reading List

1. Hussain M., 1992: *Geography of India*, Tata McGraw Hill Education.
2. Mamoria C. B., 1980: *Economic and Commercial Geography of India*, Shiva Lal Agarwala.
3. Miller F. P., Vandome A. F. and McBrewster J., 2009: *Geography of India: Indo- Gangetic Plain, Thar Desert, Major Rivers of India, Climate of India, Geology of India*, Alphascript Publishing.
4. Nag P. and Sengupta S., 1992: *Geography of India*, Concept Publishing.
5. Pichamuthu C. S., 1967: *Physical Geography of India*, National Book Trust.
6. Sharma T. C. and Coutinho O., 1997: *Economic and Commercial Geography of India*, Vikas Publishing.
7. Singh Gopal, 1976: *A Geography of India*, Atma Ram.
8. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
8. Rana, Tejbir Singh, 2015, *Diversity of India*, R.K. Books, Delhi.

2. ECONOMIC GEOGRAPHY (GEOGP 303-2DSE)

Course Code	(GEOGP 303-2DSE)		
Credits-6	L	T	P
	65	25	0
Course Type	Discipline Specific Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP 101CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Definition, Approaches and Fundamental Concepts of Economic Geography. Locational Theories – Agriculture (Von Thunen) and Industrial (Weber).	16	6	0
II.	Primary Activities Intensive Subsistence Farming, Commercial Grain Farming, Plantation, Commercial Dairy Farming, and Mining (Coal and petroleum).	16	6	0
III.	Secondary Activities Major Industries : Iron and Steel, Cotton Textile Major Industrial Regions: Eastern North American Region, Western European Region	16	6	0
IV.	Tertiary and Quaternary Activities Major Oceanic Routes: Atlantic, Pacific and Indian Ocean International Trade: Concept, Volume and Direction	16	8	0
	Total Hours	64	26	0

L-Lecture, T-Tutorial and P-Practical and Practices

Reading List

1. Alexander J. W., 1963: *Economic Geography*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Bagchi-Sen S. and Smith H. L., 2006: *Economic Geography: Past, Present and Future*, Taylor and Francis.
3. Coe N. M., Kelly P. F. and Yeung H. W., 2007: *Economic Geography: A Contemporary Introduction*, Wiley-Blackwell.
4. Combes P., Mayer T. and Thisse J. F., 2008: *Economic Geography: The Integration of Regions and Nations*, Princeton University Press.
5. Durand L., 1961: *Economic Geography*, Crowell.
6. Hodder B. W. and Lee R., 1974: *Economic Geography*, Taylor and Francis.
7. Wheeler J. O., 1998: *Economic Geography*, Wiley.
8. Willington D. E., 2008: *Economic Geography*, Husband Press.

3. DISASTER MANAGEMENT (GEOGP 304-1DSE)

Course Code	GEOGP 304-1DSE)		
Credits-6	L	T	P
	65	25	0
Course Type	Discipline Specific Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP101 CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time		
		L	T	P
I.	Introduction Definition and Concepts.: Hazards, Risk, Vulnerability and Disasters	16	6	0
II.	Disasters in India: Causes, Impact, Distribution: Landslide, Earthquake, and Cyclone	16	6	0
III.	Human Induced Disasters: Causes, Impact, Distribution: Forest Fire, Road Accidents	16	6	0
IV.	Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM Community Based Disaster Management Do's and Don'ts During Disasters	16	8	0
	Total Hours	64	26	0

L-Lecture, T-Tutorial and P-Practical and Practices

Text Book(s):

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

2. GEOGRAPHY OF TOURISM (GEOGP 304-2DSE)

Course Code	(GEOGP 304-2DSE)		
Credits-6	L	T	P
	65	25	0
Course Type	Discipline Specific Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP 101 CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Concept, Nature and Scope Types of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage	16	6	0
II.	Recent Trends of Tourism International and Regional; Domestic (India); Eco- Tourism, Sustainable Tourism	16	6	0
III.	Impact of Tourism on Environment and Society	16	6	0
IV.	Tourism in India: Tourism Infrastructure: A Case Study of Himachal Pradesh State Tourism Policy of Himachal Pradesh	16	8	0
	Total Hours	64	26	0

L-Lecture, T-Tutorial and P-Practical and Practices

Text Book(s):

Reading List

1. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
2. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
3. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
4. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth-Heinemann- USA. Chapter 2.
5. Raj, R. and Nigel, D. (2007) Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge, USA, www.cabi.org.
6. Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow
7. Singh Jagbir (2014) “Eco-Tourism” Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

Generic Elective (2)

1. DISASTER RISK REDUCTION (GEOGP 305-GEI)

Course Code	(GEOGP 305-GEI)		
Credits-6	L	T	P
	65	25	0
Course Type	Generic Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP101 CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Hazards, Risk, Vulnerability and Disasters: Definition and Concept.	16	7	0
II.	Disasters in India: Causes , Impact and Distribution of Flood and Flash Flood, Earthquake and Cyclone	16	6	0
III.	Human Induced Disasters Causes, Impact, Distribution and Mapping.	16	6	0
IV.	Disaster Risk Reduction Mitigation and Preparedness NDMA and NIDM Community-Based Disaster Management Do's and Don'ts During Disasters	17	6	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical and Practices

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

2. SUSTAINABILITY AND DEVELOPMENT (GEOGP 306-GE2)

Course Code	(GEOGP 306-GE2)		
Credits-6	L	T	P
	65	25	0
Course Type	Generic Elective		
Lectures to be Delivered	90		

Note: CCA and Annual Examination scheme is same as in Paper GEOGP101 CC

Course Content and Credit Scheme

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Introduction Sustainability: Concept, Components	16	7	0
II.	The Millennium Development Goals: National Strategies and International Experiences Sustainable Development: Need and its realization in Indian context	16	6	0
III.	Inclusive Development: Education, Health Role of higher education in achieving sustainability Policies and Global Cooperation for Climate Change	16	6	0
IV.	Sustainable Development Policies and Programmes: Rio+20, Financing for Sustainable Development; National Environmental Policy	17	6	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical and Practices

Reading List

1. Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.).
2. Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168.
3. Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development").
4. Brosius, Peter (1997) "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69.
5. Lohman, Larry (2003) "Re-imagining the population debate". Corner House Briefing 28.
6. Martínez-Alier, Joan et al (2010) "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747.
7. Merchant, Carolyn (Ed.) (1994) Ecology. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 1-25.)
8. Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.
9. Robbins, Paul (2004) Political Ecology: A Critical Introduction. Blackwell Publishing.

Himachal Pradesh University,
(NAAC 'A' Grade Accredited University)
Office of the Dean Faculty of Social Sciences,

No.HPU/ Dean, FSS.-2019

Dated 02.05.2019

(Through Circulation)

Please find enclosed here with the proceedings of BOS (UG) of Department of History and Sociology for your kind consideration and necessary approval. You are requested to accord your kind approval on the items listed below:

1. History

Item - I: To consider the matter/item related to syllabus of B.A. Second and Third Year of History Programme from the session 2019-20 & 2020-21 duly approved by BOS (UG) History in its meeting held on 06.04.2019 (detail as per enclosed annexure)


Item- II: To consider the matter/item related to paper setter duly approved by the Board of Studies (UG) in its meeting held on 06.04.2019. (Detail as per enclosed annexure).

Item-III: To discuss the possibility of inadvertent error (Detail as per enclosed annexure)

Sociology

Item - I To consider the matter/item related to Preparation of UG classes syllabus in the subject of Sociology for 2nd & 3rd year from the academic session 2019-20 duly approved by BOS (UG) Sociology in its meeting held on 06.04.2019 (detail as per enclosed annexure)

Item: II : To consider the matter/item related Scheme of examination and mode of evaluation duly approved by the Board of Studies (UG) in its meeting held on 06.04.2019. (Detail as per enclosed annexure).


Dean Faculty of Social Sciences

- | | | |
|------------------------|------------------------------------|---|
| 1. S S Chauhan | Public Admin |  |
| 2. Mohan Thakur | Sociology |  |
| 3. Sonam Rosta | Social work/Sociology |  |
| 4. R. L. ZINTA | PSYCHOLOGY |  |
| 5. Simil Sharma | Psychology |  |
| 6. Anil Sharma | Psychology |  |
| 7. L. R. Verma | Public Admin
ICDEOL |  |
| 8. Bhavana Thakur | Pol-science
ICDEOL |  |
| 9. P. K. Vaid | PUB. ADMIN
ICDEOL |  |
| 10. Prof. Shashi Kumar | MIMC |  |
| 11. Dr. Vikas Dagar | Journalism & Mass
Communication |  |
| 12. Prof. Nain Singh | Yoga |  |

- 13 Ramesh K. Chauran do WZ
- 14 - HARISH K. THAKUR Pol. Sc. Bhawna Sharma
- 15 - Bhawna Sharma History WZ
16. Vinay Sharma
- 17 APARNA NEGI ← { ECONOMIC and Lifelong Learning } WZ
- 18 ANJALI CHAUHAN Sociology (A.K.M. S.) WZ
- 19 Dr. Brishambor Singh Rajan Debt Yoga studies WZ
- 20 Professor B.K. Sharma History WZ

DEPARTMENT OF HISTORY

Himachal Pradesh University, Summerhill
Shimla - 171005

Telephone (PABX): 230415, 230635, 230709,
230741, 231637, 231727,
Ext: 5880

6th April 2019

Proceedings of the Board of Studies (Under Graduate) in History 5-6 April 2019

A meeting of the Board of Studies (UG) History was held at the Department of History, Himachal Pradesh University, Shimla on 5-6 April 2019. The following were present:

1. Professor B. K. Shivram, Chairperson, Department of History, Himachal Pradesh University, Shimla-171005 (Convenor).
2. Professor Renu Thakur, Deptt. of Ancient Indian History, Culture & Archaeology, Panjab University, Chandigarh-160014 (External Expert & Member)
3. Smt. Jaya Kumari, Associate Professor, Govt. College Bassa, District Mandi, Himachal Pradesh (Member Secretary & Member Subject)
4. Smt. Simran Hundal, Associate Professor, Govt. College Sarahan, District Sirmour, Himachal Pradesh (Member Subject)
5. Sh. Lakshman Pathania, Associate Professor, Govt. College Saluni, District Chamba, Himachal Pradesh (Member Subject)
6. Dr. Shobha Misra, Assistant Professor, H.P. University Centre for Evening Studies, Shimla-171001 (Member Subject)
7. Dr. Sharda Devi, Assistant Professor, ICDEOL, H.P. University, Shimla-171005 (Member Subject)
8. Professor Laxman S Thakur, Dr Y.S. Parmar Chair Professor, H.P. University, Shimla-171005 (Special Invitee)

The following decisions were taken:

Agenda: To prepare the scheme of annual system and the courses/syllabi for the Second and Third Years of B.A. History Programme to be implemented respectively from the Academic Session 2019-2020 & 2020-2021 under Choice Based Credit System (CBCS) as per decision taken by H.P. University in a meeting of Deans of the Faculties and Chairpersons/Directors of the Teaching Departments/Institutes on 13.06.2018.

Decision:

1. The scheme and structure of B. A. History courses/syllabi under CBCS (Annual), and the sequence of courses, codes and credits/marks allotted for each course for the Second and Third Years were approved as per attached ANNEXURE-I (B.A. Programme History)
2. Members of the Board of Studies are in the process of reviewing the syllabi for the Second and Third Years of B.A. History Honours .
3. Scheme and mode of evaluation of Class Test/House Test and Distribution of marks for evaluation of Tutorial/Home Assignments/Field Report & Survey was approved as per ANNEXURE-II.
4. Instructions for Paper setters and the students for annual examination were approved as per ANNEXURE-III.
5. The provision of CCA/IA to the students of ICDEOL shall be notified separately.
6. All other provisions unless otherwise defined herein shall be determined in accordance with the provisions of H.P. University ordinance.

Agenda: To prepare a panel of paper-setters for existing U. G. Courses.

Decision: The Chairperson/Convenor of the BoS (UG) was authorized to prepare a panel of paper-setters from the list of college teachers according to their seniority and specialization.

Agenda: To discuss the possibility of inadvertent errors.

Decision: While every care has been taken in preparing the scheme & structure of the courses, the possibility of inadvertent errors cannot be ruled out and BoS authorised the Chairperson/Convenor of the BoS (UG) to correct errors/or make changes, if any, required therein.

DEPARTMENT OF HISTORY

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Shimla - 171005

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230741, 231637, 231727,
Ext: 5880

The meeting ended with a vote of thanks to the Chair.

L. K. Shivam
Professor B. K. Shivam
(Chairperson & Convener)
Dept of History, HPU,
Shimla.

Shivam
विभागाध्यक्ष इतिहास

Renu Thakur
6/4/2019
Professor Renu
Thakur, Deptt. of
Ancient Indian
History, Culture &
Archaeology, Panjab
University,
Chandigarh-160014
(External Expert &
Member)

Jaya Kumari
6/4/2019
Smt. Jaya Kumari,
Associate Professor,
Govt. College Bassa,
District Mandi,
Himachal Pradesh
(Member Secretary &
Member Subject)

Simran Hundal
6/4/2019
Smt. Simran Hundal,
Associate Professor,
Govt. College Sarahan,
District Sirmour,
Himachal Pradesh
(Member Subject)

Lakshman Pathania
6/4/2019
Sh. Lakshman Pathania,
Associate Professor, Govt.
College Saluni, District
Chamba, Himachal
Pradesh (Member Subject)

Shobha Misra
6/4/2019
Dr. Shobha Misra,
Assistant Professor,
H.P. University
Centre for Evening
Studies, Shimla-
171001 (Member
Subject)

Sharda Devi
6/4/19
Dr. Sharda Devi,
Assistant Professor,
ICDEOL, H.P.
University, Shimla-
171005 (Member
Subject)

Laxman S Thakur
6/4/19
Professor Laxman S
Thakur, Dr Y.S.
Parmar Chair
Professor, H.P.
University, Shimla-
171005 (Special
Invitee)

**DEPARTMENT OF HISTORY
HIMACHAL PRADESH UNIVERSITY
SUMMERHILL
SHIMLA – 171005**

ANNEXURE

**B.A. PROGRAMME HISTORY COURSES (SECOND & THIRD
YEARS) AS APPROVED BY THE BOARD OF STUDIES ON 6TH
APRIL 2019**

ANNEXTURE-1

SEQUENCE OF CBCS B. A. HISTORY PROGRAMME (ANNUAL) COURSES AS DISCIPLINE 1, 2018-2019
TOTAL CREDITS=132

year	CORE COURSE	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Elective: Discipline Specific (DSE)	Elective: Generic (GE)
	12 Papers of 6 credits each	2 Papers of 4 credits each	4 Papers of 4 credits each	4 Papers of 6 credits each	2 Papers of 6 credits each
First year	English/Hindi/MIL-1	(English/Hindi/MIL Communication)/ Environmental Science			
	DSC-1A: HIST(A)101				
	DSC-1B: HIST(A)102	Environmental Science/ (English/ Hindi/MIL-1 Communication)			
	Hindi/MIL/ English- 1				
	DSC-2A				
	DSC-2B				
Second year	English/Hindi/MIL-2		SEC-1: HIST(A)213/or HIST(A)214		
	DSC-1 C: HIST(A)203		SEC-2: HIST(A)215/or HIST(A)216		
	DSC-1 D: HIST(A)204				
	Hindi/MIL/English-2				
	DSC-2 C				
	DSC-2 D				
Third year			SEC-3: HIST(A)317/ or HIST(A)318	DSE-1 A: HIST(A)305/or HIST(A)306	GE-1: HIST(A)309/or HIST(A)310
			SEC-4: HIST(A)319/or HIST(A)320	DSE-1 B: HIST(A)307/or HIST(A)308	GE-2: HIST(A)311/or HIST(A)312
				DSE-2A	
				DSE-2B	

B.A. History Programme (Annual) Courses as Discipline 1, 2018-2019

Discipline Specific Core Courses (DSC) —4 Papers (2 each in first & second year)

1. DSC I (IA): History of India from the Earliest Times up to c. 300 CE
2. DSC II (IB): History of India, c. 300 to 1206
3. DSC III (IC): History of India, c. 1206-1707
4. DSC IV (ID): History of India, c. 1707-1950

Discipline Specific Electives (DSE): 2 Papers in third year

1. DSE I: Modern and Contemporary World History I: 1871-1919 /or
2. DSE II: Issues in World History-I (The Twentieth Century)
3. DSE III: Modern and Contemporary World History II: 1919-1992 /or
4. DSE IV: Issues in World History-II (The Twentieth Century)

Generic Electives (GE): 2 Papers in third year

1. GE I: Women in Indian History /or
2. GE II: Social-Religious Reform Movements in India(19th and 20th Centuries)
3. GE III: Environmental Issues in India /or
4. GE IV: History of Himachal Pradesh, 1815-1972

Skill Enhancement Courses (SEC): 4 Papers (2 each in second & third year)

1. SEC I: Historical Tourism /or
2. SEC II: Understanding Heritage
3. SEC III: An Introduction to Archaeology /or
4. SEC IV: Crafts and Artisans: Living Traditions
5. SEC V: Indian History and Culture /or
6. SEC VI: Museums and Archives
7. SEC VII: Introduction to Indian Art /or
8. SEC VIII: Understanding Popular Culture

FIRST YEAR COURSES, CODES, CREDITS AND DISTRIBUTION OF MARKS FOR CHOICE BASED CREDIT SYSTEM (CBCS) B. A. PROGRAMME HISTORY (ANNAUL) AS DISCIPLINE 1, 2018-2019.

CORE COURSES DISCIPLINE SPECIFIC (DSC): 4 PAPERS (2 papers, DSC-IA & DSC-1B, in first year and 2 papers, DSC-1C & DSC-1D, in second year)

Sr. No.	Course Type	Course Name	Year	Course code	Credits weightage	Classes (in every two weeks)	CCA/IA Max. Marks =30				Min. Pass Marks (CCA /IA) *	Max. Annual Exams Marks	Min. Annual Exams Pass Marks *	Max. Aggregate Marks (Annual Exams +CCA/ IA)	Min. Aggregate Pass Marks (Annual Exams +CCA/ IA)
							Attendance	Home Assignments etc.	Class test	House test					
							5	10	5	10					
1	DSC 1	History of India from the Earliest Times up to 300 CE	First	DSC-1A : HIST(A)101	6	L-5,T-1	30				11	70	25	100	40
2	DSC II	History of India from c. 300 to 1206	First	DSC-1B: HIST(A)102	6	L-5,T-1	30				11	70	25	100	40
3	DSC III	History of India, c. 1206-1707	Second	DSC-1C : HIST(A)203	6	L-5,T-1	30				11	70	25	100	40
4	DSC IV	History of India, c. 1707-1950	Second	DSC-1D : HIST(A) 204	6	L-5,T-1	30				11	70	25	100	40

* However, the aggregate pass marks for a paper is fixed at 40% without which a student shall be considered as having failed in that paper.

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE): TWO PAPERS (DSE-1A & DSE-1B) IN THIRD YEAR

Sr. No.	Course Type	Course Name	Year	Course code	Credits weightage	Classes (in every two weeks)	CCA/IA Max. Marks =30				Min. Pass Marks (CCA /IA) *	Max. Annual Exams Marks	Min. Annual Exams Pass Marks *	Max. Aggregate Marks (Annual Exams +CCA/ IA)	Min. Aggregate Pass Marks (Annual Exams +CCA/ IA)
							Attendance	Home Assignments etc.	Class test	House test					
							5	10	5	10					
1	DSE 1	Modern and Contemporary World History I: 1871-1919	Third	DSE-1A :HIST(A)305	6	L-5,T-1	30				11	70	25	100	40
2	DSE II	Issues in World History-I (The Twentieth Century)	Third	DSE-1A :HIST(A)306	6	L-5,T-1	30				11	70	25	100	40
3	DSE III	Modern and Contemporary World History II: 1919-1992	Third	DSE-1 B:HIST(A)307	6	L-5,T-1	30				11	70	25	100	40
4	DSE IV	Issues in World History-II (The Twentieth Century)	Third	DSE-1B :HIST(A)308	6	L-5,T-1	30				11	70	25	100	40

* However, the aggregate pass marks for a paper is fixed at 40% without which a student shall be considered as having failed in that paper.

NOTE: The student has an option to select DSE-1A out of two papers DSE-1A :HIST(A)305 & DSE-1A :HIST(A)306 and DSE-1B out of the papers DSE-1B :HIST(A)307 & DSE-1B :HIST(A)308.

GENERIC ELECTIVE (INTERDISCIPLINARY): TWO PAPERS (GE-I& GE-2) IN THIRD YEAR

Sr. No.	Course Type	Course Name	Year	Course code	Credits weightage	Classes (in every two weeks)	CCA/IA Max. Marks =30				Min. Pass Marks (CCA /IA)*	Max. Annual Exams Marks	Min. Annual Exams Pass Marks *	Max. Aggregate Marks (Annual Exams +CCA/ IA)	Min. Aggregate Pass Marks (Annual Exams +CCA/ IA)
							Attendance	Home Assignments etc.	Class test	House test					
							5	10	5	10					
1	GE 1	Women in Indian History	Third	GE-I:HIST(A)309	6	L-5,T-1	30				11	70	25	100	40
2	GE II	Social-Religious Reform Movements in India(19 th and 20 th Centuries)	Third	GE-I:HIST(A)310	6	L-5,T-1	30				11	70	25	100	40
3	GE III	Environmental Issues in India	Third	GE-2:HIST(A)311	6	L-5,T-1	30				11	70	25	100	40
4	GE IV	History of Himachal Pradesh, 1815-1972	Third	GE-2:HIST(A)312	6	L-5,T-1	30				11	70	25	100	40

* However, the aggregate pass marks for a paper is fixed at 40% without which a student shall be considered as having failed in that paper.

NOTE: The student has an option to select GE-I out of two papers GE-I :HIST(A)309 & GE-I :HIST(A)310 and GE-2 out of papers GE-2 :HIST(A)311 & GE-2 :HIST(A)312

SKILL ENHANCEMENT COURSES (SEC): FOUR PAPERS (SEC-I & SEC-2 in second Year and SEC-3 & SEC-4 in third Year)

Sr. No.	Course Type	Course Name	Year	Course code	Credits weightage	Classes (in every two weeks)	CCA/IA Max. Marks =30				Min. Pass Marks (CCA /IA) *	Max. Annual Exams Marks	Min. Annual Exams Pass Marks *	Max. Aggregate Marks (Annual Exams +CCA/ IA)	Min. Aggregate Pass Marks (Annual Exams +CCA/ IA)
							Attendance	Field report/survey etc.	Class test	House test					
							5	10	5	10					
1	SEC I	Historical Tourism	Second	SEC-1:HIST(A)213	4	L-2,T-2	30				11	70	25	100	40
2	SEC II	Understanding Heritage	Second	SEC-1:HIST(A)214	4	L-2,T-2	30				11	70	25	100	40
3	SEC III	An Introduction to Archaeology	Second	SEC-2:HIST(A)215	4	L-2,T-2	30				11	70	25	100	40
4	SEC IV	Crafts and Artisans: Living Traditions	Second	SEC-2:HIST(A)216	4	L-2,T-2	30				11	70	25	100	40
5	SEC V	Indian History and Culture	Third	SEC-3:HIST(A)317	4	L-2,T-2	30				11	70	25	100	40
6	SEC VI	Museums and Archives	Third	SEC-3:HIST(A)318	4	L-2,T-2	30				11	70	25	100	40
7	SEC VII	Introduction to Indian Art	Third	SEC-4:HIST(A)319	4	L-2,T-2	30				11	70	25	100	40
8	SEC VIII	Understanding Popular Culture	Third	SEC-4:HIST(A)320	4	L-2,T-2	30				11	70	25	100	40

* However, the aggregate pass marks for a paper is fixed at 40% without which a student shall be considered as having failed in that paper.

NOTE: 1. The student has an option to select SEC-I out of two papers SEC-I:HIST(A)213 & SEC-I:HIST(A)214; SEC-2 out of papers SEC-2:HIST(A)215 & SEC-2:HIST(A)216; SEC-3 out of SEC-3: HIST(A)317 & SEC-3:HIST(A)318 and SEC-4 out of SEC-4:HIST(A)319 & SEC-4:HIST(A)320.

2. A visit to a museum/archive/craft exhibition/art gallery/ architectural/ archaeological site/ etc. (the best nearby, depending on applicability of the respective course) is an essential part of skill enhancement course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

ANNEXURE-II

Instructions for Class Teachers for Conducting Class Test and House Test and Evaluation of Tutorial/Home Assignments/ Field Report & Survey

Note: Time allowed for conducting Class Test and House Test shall be 1 Hour & 1.30 Hours respectively.

(A) Mode of Conducting Class Test and House Test:

Class Test will be conducted after the completion of 40% of syllabus and **House Test** after 75% of syllabus. **House Test** shall consist of the course covered after Class Test. Three types of questions will be set in both Tests:

1. Five (defining) questions of 1 mark each=5 marks.
2. Two questions of short answer-type in about 100 words each of 2.5 marks=5 marks.
3. Two question of about 300 words each of 5 marks=10 marks.

Total marks (5+5+10) = 20 marks (reduced in proportion of the total marks)

Total weightage: 5 marks for Class Test and 10 marks for House Test.

(B) Distribution of marks for evaluation of Tutorial/Home Assignment/ (Field Report & Survey in case of Skill Enhancement Courses):

1. 4 marks are assigned for the quality of contents and structure of the assignment.
2. 3 marks are assigned for the clarity of language of the script (English or Hindi) and its presentation in the classroom.
3. 3 marks are assigned for defending the assignment in the classroom or in group discussion.

Total marks (4+3+3)=10 marks.

Tutorial/Home Assignments may not be insisted upon skill enhancement courses. However, field report & survey (depending on applicability of the respective course) is an essential part of that course.

Distribution of Marks for CCA/IA in each course in each year:

1. Class Test=5 marks
2. House Test=10 marks
3. Tutorial/Home Assignment/field report & survey=10 marks
4. Attendance=5 marks

Total=5+10+10+5=30 marks

Note

1. Class/House Test/ Tutorial/Home Assignments may include course-based map work.
2. The provision of CCA/IA to the students of ICDEOL shall be notified separately.

ANNEXURE-III

Paper Setting Scheme for Annual Examination: 70 marks

Note: Annual Examination shall be of 3 hour duration

INSTRUCTIONS

A. For Paper Setters: The question paper will consist of five sections: A (Compulsory), B (UNIT-I), C (UNIT-II, D (UNIT III) and E (UNIT-IV).

Section A (Compulsory) will consist of two parts:

- (i) **Part I** shall consist of a single question with 8 very-short answer-type questions (preferably definition type) out of which students may be asked to attempt 5 questions of **2 marks each** ($5 \times 2 = 10$ marks).
- (ii) **Part II** shall consist of 6 short answer-type questions out of which students may be asked to attempt 4 questions of 5 marks each ($4 \times 5 = 20$ marks).

The questions in Part I & Part II of Section A shall be asked in a manner that will cover the entire syllabus

Sections B, C, D and E shall have two questions each from the respective four units and sub-units of the syllabus, and each question will carry 10 marks ($10 \times 4 = 40$ marks). Student has to attempt 1 question from each section.

Total marks (A+B+C+D+E) = $30 + 10 + 10 + 10 + 10 = 70$ marks.

B. For Candidates: Candidates are required to attempt five questions in all selecting one question from each of the section B, C, D and E of the question paper and 5 questions from Part I, and 4 from Part II of the Section A.

B. A. FIRST YEAR (DSC I)
DSC-1A: HIST (A) 101

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

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

Essential Readings

1. Basham, A.L., *The Wonder That Was India*, New Delhi, 1967.
2. बैषम, ए. एल., *अद्भुत भारत*, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा, 2002
3. Chakrabarti, Dilip K., *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi, 1999.
4. Chakravarti, Ranabir, *Exploring Early India Upto C. AD 1300*, New Delhi, 2010.
5. चक्रवर्ती, रणवीर, *भारतीय इतिहास: आदिकाल*, नई दिल्ली, ओरियेंट ब्लैकस्वान, 2012.
6. Jha, D.N., *Ancient India in Historical Outline*, New Delhi, 2009.
7. झा, डी.एन., *प्राचीन भारत: एक रूपरेखा*, नई दिल्ली, 2013.
8. Jha, D.N., *Early India: A Concise History*, Delhi, 2004.
9. Jha, D.N. and K. M. Shrimali, *प्राचीन भारत का इतिहास*, हिन्दी माध्यम कार्यन्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2016.
10. Majumdar, R. C. et al, *History and Culture of the Indian People*, Bombay, 1951-1966.
11. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, New Delhi, 2013.
12. सिंह, उपिन्दर, *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषणकाल से 12वीं शताब्दी तक*, नई दिल्ली, 2016.
13. Thapar, Romila, *Early India from the Origins to AD 1300*, New Delhi, 2002.

14. थापर, रोमिला, *पूर्व कालीन भारत : प्रारम्भ से 1300 ई. तक*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2008.
15. Tripathi, R. S., *History of Ancient India*, reprint, Allahabad, 1977 (also available in Hindi).

Suggested Readings

1. Jain, V. K., *Pre and Protohistory of India*, New Delhi, 2006.
2. जैन, वी.के., *भारत का प्रागैतिहास और आद्य इतिहास: एक अवलोकन*, नई दिल्ली, 2008.
3. Jaiswal, Suvira, *Caste: Origin, Function and Dimensions of Change*, Delhi, 1998.
4. Kosambi, D.D., *An Introduction to the Study of Indian History*, New Delhi, 1975.
5. कोसाम्बी, डी.डी., *मिथक और यथार्थ*, नई दिल्ली, 2001.
6. Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, New Delhi, 2001.
7. Karsashima, Noboru (ed.), *A Concise History of South India*, New Delhi, 2014.
8. Raychaudhuri, H. C., *Political History of Ancient India with a commentary by B. N. Mukherjee*, New Delhi, 1996.
9. Ray, H. P., *Monastery and Guild: Commerce under the Satavahanas*, New Delhi, 1986.
10. Ray, N.R. *Mauryan and Post Mauryan Art*, New Delhi, 1975 (also available in Hindi).
11. Sharma, R.S., *Perspectives in Social and Economic History of Early India*, New Delhi, 1995.
12. शर्मा, आर. एस., *प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2002.
13. Thapar, Romila. *Ashoka and the Decline of the Mauryas*, New Delhi, 2012.
14. थापर, रोमिला, *अशोक और मौर्य साम्राज्य का पतन*, ग्रन्थशिल्पी, दिल्ली, 2014.
15. अग्रवाल, वी. एस., *भारतीय कला*, वाराणसी, 1966.

B. A. FIRST YEAR (DSC II)
DSC-1B: HIST (A) 102
History of India, c. 300 - 1206

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

Essential Readings

1. Chakrabarti, Dilip K., *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi, 1999.
2. Chakrabarti, Ranabir, *Exploring Early India Up to c. AD 1300*, New Delhi, 2010 (In Hindi, भारतीय इतिहास: आदिकाल, नई दिल्ली, औरियेंट ब्लैकस्वान, 2012).
3. Chandra, Satish, *Medieval India: From Sultanate to the Mughals* (Delhi Sultanate), New Delhi, 2015. (In Hindi: मध्यकालीन भारत : सल्तनत से मुगलकाल तक (दिल्ली सल्तनत), नई दिल्ली, 2011).
4. Chattopadhyaya, B.D., *The Making of Early Medieval India*, New Delhi, 1994.
5. Habib, M. and K. A. Nizami, *A Comprehensive History of India*, Vol. 5, Delhi, 1970.
6. Jha, D.N. and K. M. Shrimali, *प्राचीन भारत का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2016
7. Sastri, K.A.N., *The Cholas*, Madras, 1975.
8. Sastri, K. A. N., *A History of South India*, Delhi, 2000.
9. शास्त्री के. ऐ. एन., *दक्षिण भारत का इतिहास*, पटना, 2014.
10. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, New Delhi, 2013 (In Hindi: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास : पाषाणकाल से 12^{वीं} शताब्दी तक, नई दिल्ली, 2016).
11. Thapar, Romila, *Early India from the Origins to AD 1300*, New Delhi, 2002 (In Hindi: पूर्वकालीन भारत: प्रारम्भ से 1300 ई. तक, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय,

दिल्ली, 2008.

12. Tripathi, R. S., *History of Ancient India*, reprint, Allahabad, 1977 (also available in Hindi).

Suggested Readings

1. Asher, Catherine and Talbot, Cynthia, *India before Europe*, Cambridge, 2006.
2. Ashraf, K. M., *Life and Conditions of the People of Hindustan*, New Delhi, 1967.
3. Basham, A.L., *The Origins and Development of Classical Hinduism*, Delhi, 1991.
4. Chakrabarti, Ranabir, *Trade and Traders in Early Indian Society*, New Delhi, 2007.
5. Champakalakshmi, R., *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300*, New Delhi, 2010.
6. Devahuti, D., *Harsha: A Political Study*, New Delhi, 1999.
7. Dutt, Sukumar, *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*, Delhi, 1988.
8. Huntington, Susan, *The Art of Ancient India: Buddhist, Hindu, Jain*, New York, 1985.
9. Karashima, Noboru (ed.), *A Concise History of South India*, New Delhi, 2014.
10. शास्त्री के. ए. एन., *नन्द मौर्य युगीन भारत*, दिल्ली, 2007.
11. Sharma Dashrath (ed.), *Rajasthan through the ages*, Bikaner, 2014.
12. Sharma, R. S., *Indian Feudalism c. 300 - 1200 AD.*, New Delhi, 2006. (In Hindi: भारतीय सामंतवाद).
13. Sharma, R. S., *Early Medieval Society: A Study in Feudalization*, Delhi, 2001(In Hindi: पूर्वभारतीय का सामंती समाज और संस्कृति, नईदिल्ली, 2009).
14. Veluthat, Kesavan, *The Political Structure of Early Medieval South India*, Delhi, 2012.

B. A. SECOND YEAR (DSC III)

DSC-1C: HIST (A) 203

History of India, c. 1206-1707

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

Essential Readings

1. Alam, M., *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, Delhi, 1986
2. Alam, M. and S. Subrahmanayam (eds.), *The Mughal State, 1526-1750*, New Delhi, 1998.
3. Asher, Catherine B. and Cynthia Talbot, *India before Europe*, Cambridge, 2006.
4. Bhargava, Meena (ed.), *The decline of the Mughal Empire*, Delhi, 2014.
5. Chandra, Satish, *Medieval Society, the Jagirdari Crisis and the Village*, New Delhi, 2000.
6. Chandra, Satish, *Medieval India: From Sultanate to the Mughals*, Delhi, 2004.
7. Chandra, Satish (ed.), *Religion, State and Society in Medieval India*, Delhi, 2005.
8. Chandra, Satish, *History of Medieval India (800-1700)*, Delhi, 2007.
9. चन्द्र. सतीश, *मध्यकालीन भारत: राजनीति, समाज और संस्कृति*, ओरिएंट ब्लैकस्वान, हैदराबाद, 2011.
10. Gordon, S., *The Marathas, 1600-1818*, Cambridge, 1993.
11. Habib, Irfan, *The Agrarian System of Mughal India, 1554-1707*, 2nd revised edition, Delhi, 1999.
12. Habib, Irfan, *Medieval India: The Study of a Civilization*, New Delhi, 2008.
13. Habib, M. and Nizami, K.A. (eds.), *Comprehensive History of India, Vol. V: The Delhi Sultanate*, New Delhi, 1970.
14. Habibullah, A.B.M., *The Foundation of Muslim Rule in India, 1206-1290*, Allahabad, 1976.
15. इराक्की, एस., *मध्यकालीन भारत में भक्ति आंदोलन*, चौखम्बा पब्लिशिंग हाउस, दिल्ली 2012.

16. Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge, 2003.
17. खन्ना, एम., *भारत का सांस्कृतिक इतिहास*, ओरिएंट ब्लैकस्वान, दिल्ली, 2012.
18. Koch, E., *Mughal Architecture: An Outline of its History and Development (1526-1858)*, Delhi, 1991.
19. Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Delhi, 2007.
20. Lal, K. S., *History of the Khaljis, AD 1290-1320*, Bombay, 1967.
21. Leonard, Karen, 'The 'Great Firm' Theory of the Decline of the Mughal Empire', In Muzaffar Alam and Sanjay Subrahmanyam (eds.), *The Mughal State, 1526-1750*, Delhi, 1998.
22. Mukhia, Harbans, *The Mughals of India*, Delhi, 2005.
23. मुखिया, हरबंस, *मध्यकालीन भारत: नये आयाम*, राजकमल प्रकाशन, दिल्ली, 2011
24. मुखिया, हरबंस, *भारतीय मुगल*, आकार, दिल्ली, 2008.
25. Pandey, A. B., *Early Medieval India*, Allahabad, 1970.
26. Raychaudhuri, Tapan and Habib, Irfan (eds.), *The Cambridge Economic History of India, c.1200-c.1750*, Hyderabad, 1984.
27. Richards, J. F., *The Mughal Empire*, New Delhi, 1993.
28. Rizvi, SAA, *Muslim Revivalist Movements in Northern India during 16th and 17th Centuries*, Delhi, 1993.
29. Rizvi, SAA, *The Wonder that was India*, Vol. 2, reprint, Calcutta, 1993.
30. Spear, Percival, *Twilight of the Mughals*, New Delhi, 1969.
31. Shivram, Balkrishan, *Jagirdars in the Mughal Empire*, Delhi, 2008.
32. Singh, Chetan, *Region and Empire: Panjab in the Seventeenth Century*, Delhi, 1991.
33. Srivastava, A. L., *The Sultanate of Delhi, 711 to 1526*, Agra, 1964.
34. Stein, Burton, *Vijayanagar* (New Cambridge History of India), Cambridge, 1989.
35. वर्मा, एच.सी., *मध्यकालीन भारत (भाग-1&2)*, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2003.

SUGGESTED READINGS

1. Lal, K. S., *Twilight of the Sultanate, 1398-1526*, New Delhi, 1980.
2. Sherwani, H.K., *The Bahamanis of the Deccan*, Hyderabad, 1953.
3. Tripathi, R. P., *Some Aspects of Muslim Administration*, Allahabad, 1956.
4. Wink, Andre, *Al Hind: The Making of the Indo-Islamic World, Vol. 2, The Slave Kings and the Islamic Conquest*, Delhi, 1999.

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

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

Essential Readings

1. Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, New Delhi, 1997.
2. Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi, 1999.
3. Bandopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, New Delhi, 2004
4. बंधोपाध्याय, शेखर, *प्लासी से विभाजन तक: आधुनिक भारत का इतिहास*, ओरिएंट लॉन्गमैन, दिल्ली, 2012.
5. Barnett, Richard, *North India between Empires: Awadh, the Mughals and the British, 1720-1801*, Berkeley, 1980.
6. भट्टाचार्य, सभ्यासची (अनु.), *आधुनिक भारत का आर्थिक इतिहास, 1850-1947*, दिल्ली, 1990.

7. Chand, Tara, *History of the Freedom Movement in India*, New Delhi, 1965.
8. Chandra, Bipan, et al., *India's Struggle for Independence, 1857-1947*, New Delhi, 1996.
9. चंद्रा, बिपिन, *आधुनिक भारत का इतिहास*, ओरिएंट ब्लैकस्वान, दिल्ली, 2009.
10. चंद्रा, बिपिन, मृदुला मुखर्जी, *आज़ादी के बाद का भारत*, हिन्दी निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
11. Chandra, Bipan, *India after Independence* New Delhi, 2000
12. Chandra, Satish, *The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, Delhi, 1986.
13. Chaube, Shibani Kinkar, *The Making and Working of the Indian Constitution*, Delhi, 2009.
14. Desai, A. R., *Social Background of Indian Nationalism*, Bombay, 1986.
15. Fisher, Michael (ed.), *The Politics of the British Annexation of India, 1757-1857*, New Delhi, 1999.
16. Goetz, Hermann, *The Crisis of Civilization in the early Eighteenth and Nineteenth Century*, Calcutta, 1938.
17. Gordon, Stewart, *The Marathas*, New Delhi, 1993.
18. Heimsath, Charles, *India Nationalism and Hindu Social Reform*, Bombay, 1964.
19. Majumdar, R. C. et al., *An Advanced History of India*, New Delhi, 1967.
20. Marshall, P.J., *The Eighteenth Century in Indian History*, New Delhi, 2003.
21. Muir, R., *The Making of British India, 1756-1858*, New Delhi, 1985.
22. Mukherjee, Nilmani, *The Ryotwari System in Madras, 1792-1857*, Calcutta, 1962.
23. Nanda, B.R., *Making of India: India's Road to Independence*, New Delhi, 1998.
24. Omvedt, G., *Dalits and Democratic Revolution*, New Delhi, 1994.
25. Pandey, Gyanendra, *The Construction of Communalism in Colonial North India*, New Delhi, 1990.
26. Roy, Tirthankar, *The Economic History of India, 1857-1947*, Delhi, 2000.
27. Sarkar, Sumit, *Modern India, 1885-1947*, Delhi, 2013.
28. सरकार, सुमित, *आधुनिक भारत, 1855-1947*, मैकमिलन, दिल्ली, 2000
29. शुक्ला, आर. एल., *आधुनिक भारत का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2003.
30. Stein, Burton, *A History of India*, Sussex, 2010.
31. Subramaniam, Lakshmi, *History of India, 1707-1857*, Hyderabad, 2012.
32. वर्मा, आनंदस्वरूप, *भारत का स्वाधीनता संग्राम*, ग्रंथसिलपी, दिल्ली, 2004.
33. Zelliot Elleanor, *From Untouchables to Dalit: Essays on the Ambedkar Movement*, New Delhi, 1996.

Suggested Readings

1. Bayly, C. A., *Indian Society and the making of the British Empire*, Cambridge, 1987.
2. Dalrymple, William *The Last Mughal: The fall of a dynasty*, New Delhi, 2007.
3. Desai, A. R., *Peasant Struggles in India*, Delhi, 1979.
4. Guha, Ranjit, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 1983.

B. A. THIRD YEAR (DSE I)
DSE-1A: HIST (A) 305
Modern and Contemporary World History I: 1871-1919

Unit I

Introductory

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

Unit II

The Emergence of USA after the Civil War

- a. The emergence of the USA after the Civil War
- b. Japan's Emergence as a World Power: Modernization and economic progress under the Meiji restoration, Sino-Japanese War
- c. Nationalist movements in Asia: Rise of Kuomintang and the fall of the Manchus and its aftermath
- d. Ottoman Empire and the Arab World: Accession of Sultan Abdul Hamid and the Young Ottoman Movement, Young Turk revolution of 1905

Unit III

The End of the Czarist Regime in Russia

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

Unit IV

The First World War and its Aftermath

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

Recommended Books

1. Ashworth, W. A., *Short History of the International Economy since 1850 to 1950*, London, 1954.
2. Barraclough, G., *An Introduction to Contemporary History*, London, 1964.
3. Beasley, W. E., *Japanese Imperialism, 1894-1945*, Oxford, 1987.

4. Bennis, F. L., *European History since 1870*, New York, 1955.
5. Brower, Daniel R., *The World in the Twentieth Century: from Empires to Nations*, 5th edn., Delhi, 2002.
6. Carr, E. H., *International Relations between the Two World Wars (1919-1939)*, London, 1965.
7. Clyde, Paul and Burton Beers, *The Far East: A History of Western Impact and Eastern Responses, 1830-1975*, Delhi, 1976.
8. दात्तार, किरण, *अमेरिका का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
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19. Roberts, J. M., *Europe 1880-1945*, Delhi, 1989.
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22. Thomson, David, *Europe since Napoleon*, London, 1975.
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26. Vinacke, Harold M., *A History of the Far-East in Modern Times*, reprint, New Delhi, 2005.

B. A. THIRD YEAR (DSE II)

DSE-1A: HIST (A) 306

Issues in World History-I (The Twentieth Century)

Unit I

Capitalism, Imperialism and the Political Consequences

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

Unit II

The Communist Alternative

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

Unit III

Economic Trends in the Inter-War Period

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

Unit IV

Contesting Political Ideologies before World War II

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

Recommended Books

1. Carr, E. H., *International Relations Between the Two World Wars, 1919-1939*, London, 1947
2. दात्तार, किरण, *अमेरिका का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
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5. Davidson, Basil, *Modern Africa: A Social and Political History*, 3rd edn., London /New Jersey, 1995.
6. Dower, John, *Embracing Defeat: Japan in the Wake of the World War Two*, New York, 2000.
7. गुप्ता, पार्थसारथि, *यूरोप का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2001.
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9. Findley, Carter V. and John Rothey, *Twentieth-Century World*, 5th edn., Boston, 2003.
10. Hobsbawm, E. J., *The Age of Extremes, 1914 –1991*, New York, 1996.
11. जॉल, जेम्स, *यूरोप 1870 से*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली, 2000.
12. Langsam, W.C. and O. C. Mitchell, *The World Since 1919*, 8th edn., reprint, Delhi, 1997.
13. Lowe, Norman, *Mastering Modern World History*, Delhi, 1999.
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15. Overy, Richard, *The Times Complete History of the World*, 6th edn., London, 2004.
16. Mandel, Ernest, *The Meaning of the Second World War*, London, 1986.
17. सक्सेना, बनारसी प्रसाद, *अमेरिका का इतिहास*, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1972.
18. Spence, Jonathan, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895–1980*, New Delhi, 1982.
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20. वर्मा, लाल बहादुर, *आधुनिक विश्व की झलक*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, 2012.
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B. A. THIRD YEAR (DSE III)

DSE-1B: HIST (A) 307

Modern and Contemporary World History II: 1919-1992

Unit I

From the Peace Settlement to 1939

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

Unit II

The End of Peace

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

Unit III

The World since 1949

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

Unit IV

Social Conditions and Issues after the Post-Colonial World

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

Recommended Books

1. Ashworth, W., *A Short History of the International Economy since 1850 to 1950*, London, 1954.
2. Aylett, J. F., *The Cold War and after*, London/New York, 1996.
3. Barraclough, G., *An Introduction to Contemporary History*, London, 1964.
4. Beasley, W. E., *Japanese Imperialism, 1894-1945*, Oxford, 1987.
5. Benns, F. L., *European History since 1870*, New York, 1955.
6. Brower, Daniel R., *The World in the Twentieth Century: from Empires to Nations*, 5th edn., Prentice Hall, Davis, 2002.
7. Brower, Daniel R., *World since 1945: A Brief History*, Prentice Hall, Davis, 2000.
8. Carr, E. H., *International Relations between the Two World Wars (1919-1939)*, London, 1965.

9. Clyde, Paul and Burton Beers, *The Far East: A History of Western Impact and Eastern Responses, 1830-1975*, Delhi, 1976.
10. दातार, किरण, *अमेरिका का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
11. देशपाण्डे अनिरुद्ध और अन्य, *बीसवीं शताब्दी में विश्व इतिहास के प्रमुख मुद्दे*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2013.
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13. Dhar, S. N., *International Relations and World Politics since 1919*, Bombay, 1965.
14. Freund, W., *The Making of Contemporary Africa*, London, 1984.
15. Gavin, Francis J. (ed.), *The Cold War* (New York Times, Twentieth Century in Review series), Vol. I, 1918-63; Vol. II, 1964-1992, Chicago, 2001.
16. Gibbons, S. R and P. Morican, *The League of Nations and UNO*, London, 1970.
17. Gupta, D. C., *International Affairs, 1919-1945*, Delhi, 1959.
18. Gupta, D. C., *International Relations since 1919, Part I (1919-1945)*, Allahabad, 1968.
19. गुप्ता, पार्थसारथि, *यूरोप का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2001.
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21. Hayes, C. J. H., *Contemporary Europe since 1870*, New York, 1965.
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24. जॉल, जेम्स, *यूरोप 1870 से*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली, 2000.
25. Langsam, W.C. and O. C. Mitchell, *The World Since 1919*, 8th edn., Delhi, 1997.
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30. Taylor, A. J. P., *The First World War: An Illustrated History*, Delhi, 2002.
31. Thomson, David, *Europe since Napoleon*, London, 1975.
32. वर्मा, लाल बहादुर, *आधुनिक विश्व की झलक*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
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35. Vinacke, Harold M., *A History of the Far East in Modern Times*, reprint, New Delhi, 2005.
36. Westad, O. A., *The Global Cold War: Third World Interventions and the Making of our Times*, Cambridge, 2005.

B. A. THIRD YEAR (DSE IV)

DSE-1B: HIST (A) 308

Issues in World History-II (The Twentieth Century)

Unit I

Decolonization and Nationalism

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

Unit II

Economic Conditions and Issues in the Post-Colonial World

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

Unit III

Social Conditions and Issues in the Post-Colonial World

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

Unit IV

Modernity and Socio-Economic Transformation

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

Recommended Books

1. Armytage, W.H.G., *The Rise of the Technocrats: A Social History*, London, 1965.
2. दात्तार, किरण, *अमेरिका का इतिहास*, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, 2012.
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6. Dower, John, *Embracing Defeat: Japan in the Wake of the World War Two*, New York, 2000.
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9. Findley, Carter V. and John Rothery, *Twentieth-Century World*, 5th edition, Boston, 2003.
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12. Langsara, W.C. and O. C. Mitchell, *The World Since 1919*, 8th edn., reprint, Delhi, 1997.
13. Lowe, Norman, *Mastering Modern World History*, Delhi, 1999.
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B. A. THIRD YEAR (GE I)
GE-1: HIST (A) 309
Women in Indian History

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

Recommended Books

1. Bhasin, Kamla, *Understanding Gender*, New Delhi, 2000.
2. Bock, Gisela, 'Women's History and Gender History: Aspects of an International Debate', *Gender and History*, 1 (1), Spring 1989, pp. 7-30
3. Bokhari, Afshan, 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India', *In Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*, New Delhi, 2011.
4. Chakravarti, Uma, 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State', *Economic and Political Weekly*, 28(14), 3 April 1993, pp.579-85.
5. Forbes, Geraldine, *Women in Modern India*, Cambridge, 1996.
6. Gupta, Charu, (ed.), *Gendering Colonial India: Reform, Print, Caste and Communalism*, Delhi, 2012.
7. Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Delhi, 1997.
8. कुमार, राधा, *स्त्री संघर्ष का इतिहास, 1800-1990*, वाणी प्रकाशन, दिल्ली, 2016.
9. Lal, Ruby, *Domesticity and Power in the Early Mughal World*, Cambridge, 2005.

10. Menon, Ritu and Kamla Bhasin, *Borders & Boundaries*, Delhi, 1998.
11. Pawar, Kiran, *Women in Indian History, Social Economic, Political and Cultural Perspectives*, Patiala, 1996.
12. Ramaswamy, Vijay, 'Aspect of Women and Work in Early South India', In Kumkum Roy (ed.), *Women in Early Indian Societies*, New Delhi, 2002.
13. Reddy, P.R. and P. Sumangala, *Women in Development*, Delhi, 1998.
14. Roy, Kumkum (ed.), *Women in Early Indian Societies*, New Delhi, 2002.
15. Roy, Kumkum, *The Power of Gender and the Gender of Power*, Delhi, 2010
16. Shah, Shalini, 'Patriarchy and Property', In *The Making of Womanhood: Gender Relations in the Mahabharata*, Delhi, 2012.
17. Sharma, Sunil, 'From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women', *Journal of Persianate Studies*, 2, 2009, pp. 148-164.
18. Suguna, B., *Women's Movement*, New Delhi, 2009.
19. Weisner-Hanks, Merry, 'World History and the History of Women, Gender, and Sexuality', *Journal of World History*, 18 (1), March 2007, pp. 53-67.

B. A. THIRD YEAR (GE II)**GE-1: HIST (A) 310****Social-Religious Reform Movements in India (19th and 20th Centuries)****I. Background and Causes of the Reform Movement**

Hindu reform movements—nature and significance: Brahmo Samaj, Prathana Samaj, Arya Samaj, Ramakrishna movement & Theosophical movement

II. Muslim reform movements—nature and significance: Wahabi/ Walliullah, Faraizi, Ahamadiya, Aligarh & Deoband School**III. Women and social reforms: prohibition of sati, infanticide, child marriage, widow remarriage, woman education and legislative measures for women****IV. Caste system: movements against caste system & ideas of social reforms and reconstruction with reference to Jyotiba Phule, Narayan Guru, Gandhi and Ambedkar****Recommended Books**

1. Ambedkar, B. R., *Who were the Shudras?* Bombay, 1946.
2. Channa, Subhadra Mitra, Joan P. Mencher, *Life as a Dalit: Views from the Bottom on Caste in India*, New Delhi, 2013.
3. Charles, Heimsath, *Indian Nationalism and Hindu Social Reforms*, Princeton, 1964.
4. Desai, A. R., *Social Background of Indian Nationalism*, Bombay, 1959.
5. Dube, Ishita-Banerjee (ed.), *Caste in History*, New Delhi, 2008.
6. Grover, B. L. and Alka Mehta, *A New Look at Modern Indian History*, New Delhi, 2014.
7. Grover, B.L., Alaka Mehta and Yashpal, *Adhumik Bharat ka Itihas*, New Delhi, 2018.
8. Gupta, Dipankar, *Interrogating Caste Understanding Hierarchy and Difference in Indian Society*, New Delhi, 2000.
9. Jones, Kenneth, *Socio-Religious Reform Movement in Modern India*, Cambridge, 1995.
10. Kolge, Nishikant, *Gandhi Against Caste*, Oxford, 2017.
11. Limaye, Champa, *Women, Power and Progress*, New Delhi, 1998
12. Reddy, P.R. and P. Sumangala, *Women in Development*, Delhi, 1998.
13. Sarkar, Sumit and Tanika Sarkar, *Women and Social Reform in India*, Vol. II, Indiana, 2008.
14. Suguna, B., *Women's Movement*, New Delhi, 2009.

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

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

Recommended Books

1. Agarwal, Anil and S. Narain (eds.), *The Second Citizen's Report on the Environment in India*, 1984-85, Delhi, 1985.
2. Agarwal, Anil and S. Narain (eds.), *The Fifth Citizen's Report on the Environment in India*, Delhi, 1999.
3. Agarwal, Anil et al. (eds.), *The First Citizens' Report on the Environment in India*, Delhi, 1982.
4. Divyabhanusinh, *The End of a Trail: History of Cheetah in India*, New Delhi, 1990.
5. फतेहअली, लाईक, *हमारा पर्यावरण*, नेशनल बुक ट्रस्ट, नई दिल्ली, 2011
6. Gadgil, Madhav and Ramachandra Guha, *Ecology and Equity*, New Delhi, 1995.
7. Gadgil, Madhav & Ramachandra Guha, *This Fissured Land: An Ecological History of India*, New Delhi, 2001.
8. Grove, Richard, Vinita Damodaran and Satpal Sangwan (eds.), *Nature and the Orient: The Environmental History of South and Southeast Asia*, New Delh, 2000.
9. Guha, R., *Environmentalism: A Global History*, New Delhi, 2001.
10. Habib, Irfan, *Man and Environment. The Ecological History of India* (A People's History of India Series, Vol. 36), Aligarh Historian Society, New Delhi, 2010.

11. Kapur, Nandini Sinha (ed.), *Environmental History of India: A Reader*, New Delhi, 2011.
12. Kumar, Deepak et al., *British Empire and Natural World*, New Delhi, 2010.
13. Lahiri, Nayanjot (ed.), *The Decline and Fall of the Indus Civilization*, Ranikhet, 2002.
14. McNeill J.R., *Something New Under the Sun: An Environmental History of Twentieth-Century World*, New York & London, 2000.
15. Mishra, Anupam, *Hamara Paryavaran*, Delhi, 1988.
16. Rajan S. Ravi, 'Toward a metaphysic of Environmental Violence: The Case of the Bhopal Gas Disaster', In Nancy Lee Peluso and Michael Watts (eds.), *Violent Environments*, London, 2001.
17. Rangarajan, Mahesh (ed.), *Environmental Issues in India*, New Delhi, 2007.
18. Rangarajan, Mahesh and K. Sivaramakrishnan (eds.), *India's Environmental History*, Ranikhet, 2012.
19. Shiva, Vandana, *The Violence of the Green Revolution*, London, 1993.

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

Unit I

Political conditions of the region during Gorkh invasion

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

Unit II

The establishment of the British Paramountcy

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

Unit III

The beginning of the uneasy calm

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

Unit IV

The Idea of Himachal Pradesh

- a. The birth of modern Himachal, 1948-71: party politics
- b. Dawn of democratic institutions: chief commissioner's province, part 'C' state and union territory (legislative assembly-territorial council-legislative assembly)
- c. Contribution of Dr. Y.S. Parmar in the development of hill areas
- d. Socio-economic change in modern Himachal
- e. Land reforms in Himachal Pradesh: abolition of big landed estates and land reforms act, 1953 & ceiling of land holding bill, 1972

Recommended Books

1. Ahluwalia, M. S., 'Ram Singh Pathania: An Unknown Hero of the Punjab's Freedom Struggle', *Proceeding of the Punjab History Conference*, Patiala, 1975.
2. Ahluwalia, M. S., *History of Himachal Pradesh*, New Delhi, 1988.

3. Ahluwalia, M. S., *Social, Cultural and Economic History of Himachal Pradesh*, New Delhi, 1998.
4. Aitchinson, C.U., *A Collection of Treaties, Engagements and Sanads Relating to India and Neighbouring countries*, vol. IX, Calcutta, 1892.
5. Alam, Aniket, *Becoming India: Western Himalayas under British Rule*, New Delhi, 2007.
6. Buck, E. J., *Simla Past and Present*, London, 1904
7. Chauhan, Rajesh, 'Ram Singh Pathania: A Pioneer Freedom Fighter of Himachal Pradesh', dissertation, H. P. University, Shimla, 1989.
8. Directorate of Correspondent Courses, *Himachal Pradesh: Past, Present & Future*, Himachal Pradesh University, Simla, 1975.
9. Donald, C.H. et al., 'The Ballad of Ram Singh's two Rebellion (1848-49)', ed. T. Grahame Bailey, *Journal of Punjab Historical Society*, Vo. VIII, No. 1, 1920.
10. Dutta, C. L., *The Raj and the Shimla Hill States: Socio-Economic Problems, Agrarian Disturbances and Paramountcy*, Jalandhar, 1997.
11. Elmore, Mark, *Becoming Religious in a Secular Age*, California, 2016
12. *Himachal Pradesh Mein Swatantrata Sangram Ka Sankshipt Itihas*, reprint, Shimla, 2013.
13. *The Himachal Pradesh Ceiling on Land Holdings Act, 1972. Act no. 19 of 1973*, Shimla, The Deputy Controller, Printing and Stationery, Himachal Pradesh, n.d.
14. *H.P. Abolition of Big Landed Estates & Land Reforms Act, 1953*, Act No. 8, 1953.
15. Hutchison, J. and J. Ph. Vogel, *History of Panjab Hill States*, 2 Vols, reprint, Shimla, 1982.
16. Kanwar, Pamela, *Imperial Shimla: The Political Culture of the Raj*, New Delhi, 2003.
17. Mehta, B. L., 'Land Reforms in Himachal Pradesh (1948-1980)', *Studies in Humanities and Social Sciences*, Vol. 13, No.1, 2006, pp. 45-66.
18. Mian, Goverdhan Singh, *History of Himachal Pradesh*, Delhi, 1982.
19. Negi, Jaideep, *The begar & beth system in Himachal Pradesh: A study of erstwhile Shimla Hill States*, Delhi, 1995.
20. Parmar, Y.S., *Strategy for Development of Hill Areas*, Shimla, Planning Department, Govt. of Himachal Pradesh, 1970.
21. Parry, J., *Caste and Kinship in Kangra*, London, 1979.
22. Pemble, John, *The Invasion of Nepal: John Company at War*, London, 1971.
23. Pradhan, Queeny, *Empire in the Hills: Simla, Darjeeling, Ootacamund, and Mount Abu, 1820-1920*, Delhi, 2017.
24. Sharma, Bansi Ram and A. R. Sankhyan (eds.), *People of India: Himachal Pradesh*, New Delhi, 1986.
25. Sharma, Ranbir, *Party Politics in a Himalayan State*, New Delhi, 1977.
26. Shastri, Chakardhari, 'Amar Shahid Wazir Ram Singh Pathania', *Sheeraza*, Jammu and Kashmir Academy of Art, Culture and languages, Vol.21, No.4, Jammu, 1984.
27. Singh, Chetan, *Himalayan Histories: Economy, Polity, Religious Traditions*, Delhi, 2018.
28. Thakur, Laxman S. (ed.), *Where Mortals and Mountain Gods Meet*, Shimla, 2002.
29. Verma, V., *The Emergence of Himachal Pradesh: A Survey of Constitutional Developments*, New Delhi, 1995.
30. Yadav, K. C., *1857: The Role of Punjab, Haryana and Himachal Pradesh*, New Delhi, 2008.

B. A. SECOND YEAR (SEC I)

SEC-1: HIST (A) 213

Historical Tourism

- I. Defining tourism & heritage
Art and architecture in India: an overview
- II. Understanding built heritage
Temple architecture: Kandariya Mahadeva temple Khajuraho
Stupa architecture: Sanchi
Indo-Persian architecture: Taj Mahal, Agra; Red Fort, Delhi
- III. Temple architectures in Himachal Pradesh as tourist attractions: A study of Chamba Kangra and Mandi
Colonial architecture: Shimla
- IV. Tourism in Himachal Pradesh
Popular tourist destinations: Shimla, Kullu-Manali & beyond

A visit/field work/survey of/to a heritage/ historical/ popular tourist destination/socio-cultural importance site (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

Recommended Books

1. Agarwal, V.S., *Indian Art*, Varanasi, 1972. (Also available in Hindi)
2. Barr, Pat and Ray Desmond, *Simla: A Hill Station in British India*, London, 1978.
3. Bernier, Ronald M., *Himalayan Architecture*, London, 1997.
4. Bhowmik, S. K., *Heritage Management: Care, Understanding & Appreciation of Cultural Heritage*, Jaipur, 2004.
5. Brown, Percy, *Indian Architecture*, Bombay, 1940.
6. Desai, Devangana, *The Religious Imagery of Khajuraho*, Mumbai, 1997.
7. Ghosh, B., *Tourism and Travel Management*, New Delhi, 1998.
8. Goetz, Hermann, *The Early Wooden Temples of Chamba*, Leiden, 1955.
9. Handa, O. C., *Temple Architecture of the Western Himalaya: Wooden Temples*, Delhi, 2001.
10. Harle, J., *The Art and Architecture of the Indian Subcontinent*, London, 1994.
11. Howard, Peter, *Heritage: Management, Interpretation, Identity*, London, 2003.
12. Kanawar, Pamela, *Imperial Shimla: The Political Culture of the Raj*, Delhi, 1990.
13. Kennedy, Dane Keith, *The Magic Mountains Hills Stations and the British Raj*, London, 1996.
14. Mian, Goverdhan Singh, *Wooden Temples of Himachal Pradesh*, New Delhi, 2003.
15. Pradhan, Queeny, *Empire in the Hills: Simla, Darjeeling, Ootacamund, and Mount Abu, 1820-1920*, Delhi, 2017.
16. Thakur, Laxman S., *The Architectural Heritage of Himachal Pradesh: Origin and Development of Temple Styles*, Delhi, 1996.

B. A. SECOND YEAR (SEC II)
SEC-1: HIST (A) 214
Understanding Heritage

- I. Defining heritage: meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure
- II. Evolution of heritage legislation and the institutional framework
 - a. Conventions and Acts: national and international
 - b. Heritage-related government departments, museums, regulatory bodies
 - c. Conservation initiatives
- III. Challenges for tangible and intangible heritage
 Antiquity smuggling, conflict (to be examined through specific case studies)
- IV. Heritage and travel
 - a. Visiting heritage sites: A study of Vaidyanath temple (Bajjnath); Laxmi Narayan temple (Chamba); Hadimba temple (Kulu) and Tabo monastery (Lahaul and Spiti)
 - b. The relationship between cultural heritage, landscape and travel; recent trends

A visit/field work/survey of/to a Himachal Pradesh's art and culture heritage (the best nearby) is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be as par with tutorial/home assignments.

Recommended Books

1. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)
2. Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006.
3. Biswas, S.S., *Protecting the Cultural Heritage (National Legislation and International Conventions)*, New Delhi, INTACH, 1999.
4. Chainani, S., *Heritage and Environment*, Mumbai, 2007.
5. Handa, O. C., *Tabo Monastery and Buddhism in the Trans Himalayas*, Delhi, 1994.
6. Handa, O. C., *Temple Architecture of the Western Himalaya: Wooden Temples*, Delhi, 2001.
7. Lahiri, N., *Marshalling the Past- Ancient India and its Modern Histories*, Ranikhet, 2012.
8. Layton, R., P. Stone and J. Thomas (eds.), *Destruction and Conservation of Cultural Property*, London, 2001.
9. Lowenthal, D., *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010.
10. Singh, U., *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*, New Delhi, 2016.
11. Thakur, Laxman S., *The Architectural Heritage of Himachal Pradesh: Origin and Development of Temple Styles*, Delhi, 1996.
12. Thakur, Laxman S., *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*, Delhi, 2001.

B. A. SECOND YEAR (SEC III)
SEC-2: HIST (A) 215
An Introduction to Archaeology

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

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

Recommended Books

1. ASI report on Kalibangan: <http://asi.jaipurcircle.nic.in/publication/publication/pdf>
2. ASI Report on Rakhigarhi excavation:
<https://www.scribd.com/document/262303592/xcavations-at-Rakhigarhi-1997-98-to-1999-2000-Full-text-of-ASI-Report-Dr-Amarendra-Nath-Former-Director-Archaeology-ASI> Also available on:
https://www.rarebooksocietyofindia.org/book_archive/196174216674_10153813006761675.
3. Chakravarti, Dilip K., *History of Indian Archaeology: The Beginning to 1947*, Delhi, 1995.
4. Chakrabarti, Dilip K., 'The Development of Archaeology in the Indian Subcontinent', *World Archaeology*, Vol. 13, No. 3, Feb., 1982, pp. 326-344. (For online: [http://adcaes.in/pdf/pdf/ArticlePastoral%20Nomadism%20in%20the%20Archaeology%20of%20India%20and%20Pakistan1%20\(2\).pdf](http://adcaes.in/pdf/pdf/ArticlePastoral%20Nomadism%20in%20the%20Archaeology%20of%20India%20and%20Pakistan1%20(2).pdf))
5. Cunningham, Alexander, *Archaeological Survey Reports of Years 1872-73*, Calcutta, 1875, vol.5, pp.155-169. For online : <https://archive.org/details/report01cunngoog/page/n6>
6. Dubey, Satya Narayan, *Bhartiya Puratatva ke Mool Tatva*, New Delhi, 2018.
7. Fergusson, James, *Archaeology in India*, London, 1884. (For online : <https://archive.org/details/archaeologyinin01ferggoog/page/n6>)

8. Gupta, Parmeshwari Lal, *Numismatic History of Himachal Pradesh & the Catalogue of Coins in Himachal State Museum, Shimla and Bhuri Singh Museum, Chamba*, Delhi, 1988. For online : <http://hillagricrepositary.co.in/1201/1/17055.pdf>
9. Gupta, Parmeshwari Lal, *Coins*, reprint, New Delhi, 2012.
10. Handa, O.C., *Numismatic Sources on the early History of Western Himalayas*, Delhi, 1985.
11. Hargreaves, H., 'Preservation of Monuments, Kangra Fort', *APRAS*, Northern Circle for the Year 1916, pp. 8-9.
12. Nath, A., et al., 'Harappan interments at Rakhigarhi, Haryana', *Man and Environment*, 2015, Vol. XL (2), pp. 9-32.
13. Paddayya, K. 'The Expanding Horizons of Indian Archaeology', *Bulletin of the Deccan College Research Institute*, Vol. 62/63, 2002/03, pp. 291-309. (For online article: https://www.jstor.org/stable/42930625?seq=1#page_scan_tab_contents)
14. Pandey, Vimlesh Kumar, *Bhāratiya purātattva ke mūlatattva : Purātattvam*, Lucknow, 2006.
15. Raikes, Robert, 'Kalibangan: Death from Natural Causes', *Antiquity*, Volume 42, Issue 168, December 1968, pp. 286-291. (For online reading of the article: <https://www.cambridge.org/core/journals/antiquity/article/kalibangan-death-from-natural-causes/7EDD56BFE2093C303537BEDD3CF9E090>)
16. Rao S.R., *Lothal, a Harappan port town (1955-62) (Memoirs of the Archaeological Survey of India*, Archaeological Survey of India, 1979 report.
17. Rakhigarhi Excavation Bulletin:
https://www.academia.edu/12006419/Excavations_at_Rakhigarhi_1997-2000_ASI_Report_by_Dr._Amarendra_Nath_Full_text_396_pages_.Lead_ingot_inscription_metalwork_Meluhha_hieroglyphs?auto=download
18. Shinde, V.S., 'Current Perspectives on the Harappan Civilization', In *A Companion to South Asia in the Past* (eds.), G. R. Schug, S. R. Walimbe, John Wiley & Sons, Inc., 2016b, pp.127-144. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5821334/>)
19. Shukla, Girish Chandra, and Vimlesh Kumar Pandey, *Prak Evam Pragatishik Bharatiya Puratatva: Pre and Proto Historic Archaeology of India*, MLB Distributors, 2008.
20. Sircar, D. C., *Indian epigraphy*, Delhi, 1965.
21. Verma, Anjali, *Women and Society in Early Medieval India: Re-interpreting Epigraphs*, Delhi, 2019.

B. A. SECOND YEAR (SEC IV)
SEC-2: HIST (A) 216
Crafts and Artisans: Living Traditions

- I. Stone carvings: traditional stone carvers, architects and sculptors—a study of Mahabalipuram temple (Tamil Nadu), Dilwara temple (Rajasthan) and Masrur temple (Kangra)
 Painting: Madhubani and Kangra
- II. Metal crafts: Bidari, Dokra, Chola bronzes; ivory, gems and jewellery
- III. Woodwork, weaving and basketry: Northeastern India
- IV. Textile and carpet weaving: Banarasi, Patola, Bandhni, Kanjeevaram and Bhadohi

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

Recommended Books

1. Chattopadhyay, K., *India's Craft Tradition*, Delhi, 1980.
2. Dhamija, J. and J. Jain, *Hand Woven Fabrics of India*, Middle Town NJ, 1989.
3. Dwivedi, V.P., *Indian Ivories*, Delhi, 1976.
4. Hargreaves, H., 'The Monolithic Temples of Masroor', *ASI AR*, 1915-1916, pp. 39-48.
5. Jain, Jyotindra (ed.), *Other Masters: Five Contemporary Folk and Tribal Artists of India*, New Delhi, 1998.
6. Jaitley, J., *The Crafts Traditions of India*, New Delhi, 1990.
7. Jayakar, Pupul, *The Earthen Drum*, New Delhi, 1980.
8. Nanavati, J.M., M.P. Vora and M.A. Dhaky, *The Embroidery and Beadwork of Kutch and Saurashtra*, Baroda, 1966.
9. Stronge, S. (ed.), *A Golden Treasury, Jewellery from the Indian Sub-continent*, London, 1989.

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

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

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

Recommended Books

1. Banga, Indu (ed.), *The City in Indian History: Urban Demography, Society & Polity*, Delhi, 1991.
2. Bhattacharya, Bimalendu, *Urban Development in India: Since Pre-Historic Time*, Darjeeling, 2006.
3. Chaudhary, R. R., *Traditional Medicine in Asia*, New Delhi, 2002.
4. Koch, E. *Mughal, Art & Imperial Ideology*, New Delhi, 2001.
5. Kumar, Radha, *History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India, 1880-1990*, Delhi, 2007.
6. Maity S. K., *Cultural Heritage of Ancient India*, New Delhi, 1983.
7. N.Mehta (ed.), *Television in India*, New York, 2008.

8. Parikh, B., *Composite Culture in a Multicultural Society*, Delhi, 2007.
9. Ramachandran, R., *Urbanization and Urban System in India*, New Delhi, 1992.
10. Sharma, S.P. and Seema Gupta, *Fairs and Festivals of India*, New Delhi, 2006.
11. Singh, Dharendra, *Indian Heritage and Culture*, New Delhi, 2000.
12. Singh, V., *The Human Footprint on Environment: Issues in India*, New Delhi, 2012.
13. Thakran, R.C. & Sheo Dutt (eds.) *Bhartiya Upmahaduip ki Sanskritiyan*, Delhi, 2013.
14. Vasudev, U., *Fairs & Festivals*, Dehli, 2007.

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

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

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

Recommended Books

1. *A Guide to the National Museum*, New Delhi, 1997.
2. Agarwal, O.P., *Essentials of Conservation and Museology*, Delhi, 2007.
3. Agarwal, O.P., *Pustakalaya Samagri Aur Kala-Vastuon Ka Parirakshan*, Delhi, 1999.
4. Agrawal, O.P., *Essentials of Conservation and Museology*, New Delhi, 2007.
5. Choudhary, R.D., *Museums of India and their Maladies*, New Delhi, 1998.
6. Dewdney, Andrew, David Dibosa, Victoria Walsh, *Post Critical Museology: Theory and Practice in the Art Museum*, London, 2013.
7. Edson, G. and Dean David, *Handbook for Museum*, London, 1986.
8. Edson, G. and D. David, *Handbook for Museums*, London, 1986.
9. Grau, Oliver, et al., *Museum and Archive on the Move: Changing Cultural Institutions in the Digital Era*, Berlin, 2017..
10. Grewcock, Duncan, *Doing Museology Differently*, New York, 2014.
11. Guha, Thakurta, *Monuments, Objects, Histories: Institutions of Art in Colonial India*, Delhi, 2004.
12. Kathpalia, Y.P., *Conservation and Restoration of Archive Materials*, UNESCO, 1973.

13. Mathur, Saloni, *India By Design: Colonial History and Cultural Display*, California, 2007.
14. Ridener, John, *From Polders to Post Modernism: A Concise History of Archival Theory*, Duluth, MN, 2009.
15. Sengupta, S., *Experiencing History through Archives*, Delhi, 2004.
16. Wood, Elizabeth, Rainey Tisdale, and Trevor Jones (eds.), *Active Collections*, New York, 2017.

B. A. THIRD YEAR (SEC VI)
SEC-4: HIST (A) 319
Introduction to Indian Art

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

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

Recommended Books

1. Agarwal, V.S., *Indian Art*, Varanasi, 1972. (Also available in Hindi)
2. Anand, Mulk Raj, *Splendours of Himachal Heritage*, New Delhi, 1997.
3. Asher, Catherine, *Architecture of Mughal India*, Cambridge, 1992.
4. Beach, M.C., *The New Cambridge History of India: Mughal and Rajput Painting*, Delhi, 1992.
5. Bleach, M. C., *Early Mughal Painting*, Boston, 1987.
6. Brown, Percy, *Indian Architecture (Islamic Period)*, Bombay, 1981.
7. Dehejia, V., *Looking Again At Indian Art*, New Delhi, 2012.
8. Dhar, P.P. (ed.), *Indian Art History Changing Perspectives*, New Delhi, 2011.
9. Fergusson, James, *A History of Indian and Eastern Architecture*, New Delhi, 1972.
10. Goswamy, B.N., *Essence of Indian Art*, San Francisco, 1986.
11. Goswamy, B.N., *Pahari Master: Court Painter of Northern India*, Delhi, 2000.
12. Goswamy, B.N., *Nainsukh of Guler: A Great Indian Painter from a Small Hill-state*, New Delhi, 2011.
13. Goswamy, B. N., *Nala and Damayanti: A Great Series of Paintings of an Old Indian Romance*, New Delhi, 2015.

14. Gray, Basil (ed.), *The Arts of India*, Oxford, 1981.
15. Hargreaves, H., 'The Monolithic Temples of Masroor', *ASIAR*, 1915-1916, pp. 39-48.
16. Huntington, S., *The Art of Ancient India: Hindu Buddhist, Jain*, New York, 1985.
17. Khandalavala, Karl, *Portfolio-The Bhagavata Paintings from Mankot*, Delhi, 1981.
18. Koch, Ebba, *Mughal Architecture; An Outline of Its History and Development (1526-1858)*, Munich, 1991.
19. Lal, Mukandi, *Garhwal Paintings*, New Delhi, 1982.
20. Metcalf, Thomas R., *An Imperial Vision: Indian Architecture and Britain's Raj*, New Delhi, 2002.
21. Mitter, P., *Art and Nationalism in Colonial India, 1850-1922*, Cambridge, 1994.
22. Nagar, Shanti Lal, *Temples of Himachal Pradesh*, Delhi, 1995
23. Nath, R., *History of Mughal Architecture*, New Delhi, 1990.
24. Nath, R., *History of Sultanate Architecture*, New Delhi, 1978.
25. Ohri, Vishwa Chander & Joseph Jacobs, *On the Origins of Pahari Painting*, Shimla, 1991.
26. Seth, Mira, *Wall Paintings of the Western Himalayas*, New Delhi, 1976.
27. Sharma, Y. D., *Delhi and Its Neighbourhood*, New Delhi, 1990.
28. Shrinivashan, K.R., *Dakshin Bharat Ke Mandir*, Delhi, 2005.
29. Singh, Chandramani, *Centres of Pahari Painting*, New Dehli, 1982.
30. Srivastava, R. P., *Punjab Painting- Study in Art and Culture*, New Delh, 1983.
31. Thakran, R.C., Shiv Dutt and Sanjay Kumar (eds.), *Bhartiya Upmahadweep Ki Sanskritiyan*, Delhi, 2013.

B. A. THIRD YEAR (SEC VIII)
SEC-4: HIST (A) 320
Understanding Popular Culture

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

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

Recommended Books

1. Acharya, K.T., *Indian Food: A Historical Companion*, New Delhi, 1994.
2. Bhardwaj, R.M., *Vratas and Utsavas in North and Central India (Literary and Epigraphic Sources, c. 400-1200)*, New Delhi, 2015.
3. Buck, C.H., *Faiths, Fairs and Festivals of India*, New Delhi, 1977.
4. Dissanayake, W. & K. M. Gokul Singh, *Indian Popular Cinema*, London, 2004.
5. Jha, M. (ed.), *Social Anthropology of Pilgrimage*, New Delhi, 1991.
6. Justa, Hariram, *Himachal Ki Lok-Sanskriti*, Delhi, 1986.
7. Mian, Goverdhan Singh, *Festivals, Fairs, and Customs of Himachal Pradesh*, Delhi, 1992.
8. Oberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*, Delhi, 2009.
9. Princy, Christopher, *Camera Indica: The Social Life of Indian Photographs*, Chicago, 1998.
10. Ramanujan, A.K., *Folktales from India: A Selection of Oral Tales from Twenty-two Languages*, New York, 1991.
11. Ramaswamy, V., 'Women and the 'Domestic' in Tamil Folk Songs', in Kumkum Sangari and Uma Chakravarti (eds.), *From Myths to Markets: Essays on Gender*, Shimla, 1999.

12. Singh, Lata (ed.), *Theatre in Colonial India: Playhouse of Power*, New Delhi, 2009.
13. Singh, Lata, *Raising the Curtain: Recasting Women Performers in India*, New Delhi, 2017.
14. Storey, J., *Cultural Theory and Popular Culture*, Delhi, 2009.
15. Storey, John, *Cultural Theory and Popular Culture*, London, 2001.
16. Thakur, M.R., *Myths, Rituals and Beliefs in Himachal Pradesh*, New Delhi, 1997.
17. Thakran, R.C., Shiv Dutt and Sanjay Kumar (eds.), *Bhartiya Upmahadweep Ki Sanskritiyan*, Delhi, 2013.

**DEPARTMENT OF SOCIOLOGY
(NAAC ACCREDITED “A” GRADE UNIVERSITY)
HIMACHAL PRADESH UNIVERSITY
SUMMER –HILL, SHIMLA-171005**

**SYLLABUS
OF
B.A. (SOCIOLOGY)
ANNUAL SYSTEM
(SECOND & THIRD YEARS)**

(Applicable for the session 2019-20 onwards)

Annexure-I

PROPOSED OUTLINE OF SYLLABUS OF B.A. WITH SOCIOLOGY (2019-20)

Year	Course Code	Course	Course Type	Course Name	Credits	Award Type
1st Year		English-1	Core Course		06	100 TEE=70 IA=30
		Skt./Hindi-1	Core Course		06	100 TEE=70 IA=30
	SOCL-A 101	DSC-1A	Core Course	Introduction to Sociology	06	100 TEE=70 IA=30
		DSC-1B	Core Course		06	100 TEE=70 IA=30
	SOCL-A 102	DSC-2A	Core Course	Society in India	06	100 TEE=70 IA=30
		DSC-2B	Core Course		06	100 TEE=70 IA=30
	Environmental Studies	AECC-1	Ability Enhancement Compulsory Course		04	100 TEE=70 IA=30
	Hindi/English/Skt.	AECC-2	Ability Enhancement Compulsory Course		04	100 TEE=70 IA=30
Total Credits = 44						
2nd Year		English-2	Core Course		06	100 TEE=70 IA=30
		Skt./ Hindi-2	Core Course		06	100 TEE=70 IA=30
	SOCL-A 201	DSC-1C	Core Course	Sociological Theories	06	100 TEE=70 IA=30
		DSC-1D	Core Course		06	100 TEE=70 IA=30
	SOCL-A 202	DSC-2C	Core Course	Methods of Sociological Enquiry	06	100 TEE=70 IA=30
		DSC-2D	Core Course		06	100 TEE=70 IA=30
	SOCL-A 203	SEC-1	Skill Enhancement Course	Techniques of Social Research	04	100 TEE=70 IA=30
	SOCL-A 204	SEC-2	Skill Enhancement Course	Sociology of Environment	04	100 TEE=70 IA=30
Total Credits = 44						

3 rd Year	SOCL-A 301	SEC-3	Skill Enhancement Course	Social Demography	04	100 TEE=70 IA=30
	SOCL-A 302	SEC-4	Skill Enhancement Course	Theory and Practice of Development	04	100 TEE=70 IA=30
	SOCL-A 303 SOCL-A 304	DSE-1A Option -1 OR DSE-1A Option -2	Discipline Specific Elective -do-	Religion and Society OR Marriage, Family and Kinship	06	100 TEE=70 IA=30
		DSE-1B	Discipline Specific Elective		06	100 TEE=70 IA=30
	SOCL-A 305 SOCL-A 306	DSE-2A Option-1 OR DSE-2A Option -2	Discipline Specific Elective --do-	Social Stratification OR Gender and Sexuality	06	100 TEE=70 IA=30
		DSE-2B	Discipline Specific Elective		06	100 TEE=70 IA=30
	SOCL-A 307	GE-1	Generic Elective	Polity and Society in India	06	100 TEE=70 IA=30
	SOCL-A 308	GE-2	Generic Elective	Economy and Society	06	100 TEE=70 IA=30
Total Credits = 44						
GRAND TOTAL OF CREDITS 44 × 3= 132						

Sr. No.	Course	Course Name	Year	Course Code	Award Type	Marks
1.	Sociology	Introduction to Sociology (Core Course)	1 st	SOCL-A 101TH	Theory (TEE)	70
2.	Sociology	Introduction to Sociology (Core Course)	1 st	SOCL-A 101IA	Internal Assessment (CCA)	30
3.	Sociology	Society in India (Core Course)	1 st	SOCL-A 102TH	Theory (TEE)	70
4.	Sociology	Society in India (Core Course)	1 st	SOCL-A 102IA	Internal Assessment (CCA)	30
5.	Sociology	Sociological Theories (Core Course)	2 nd	SOCL-A 201TH	Theory (TEE)	70
6.	Sociology	Sociological Theories (Core Course)	2 nd	SOCL-A 201IA	Internal Assessment (CCA)	30
7.	Sociology	Methods of Sociological Enquiry (Core Course)	2 nd	SOCL-A 202TH	Theory (TEE)	70
8.	Sociology	Methods of Sociological Enquiry (Core Course)	2 nd	SOCL-A 202IA	Internal Assessment (CCA)	30
9.	Sociology	Techniques of Social Research (SEC)	2 nd	SOCL-A 203TH	Theory (TEE)	70
10.	Sociology	Techniques of Social Research (SEC)	2 nd	SOCL-A 203IA	Internal Assessment (CCA)	30
11.	Sociology	Sociology of Environment (SEC)	2 nd	SOCL-A 204TH	Theory (TEE)	70
12.	Sociology	Sociology of Environment (SEC)	2 nd	SOCL-A 204IA	Internal Assessment (CCA)	30
13.	Sociology	Social Demography (SEC)	3 rd	SOCL-A 301TH	Theory (TEE)	70
14.	Sociology	Social Demography (SEC)	3 rd	SOCL-A 301IA	Internal Assessment (CCA)	30
15.	Sociology	Theory and Practice of Development (SEC)	3 rd	SOCL-A 302TH	Theory (TEE)	70
16.	Sociology	Theory and Practice of Development (SEC)	3 rd	SOCL-A 302IA	Internal Assessment (CCA)	30
17.	Sociology	Religion and Society (DSE -1A) Option -1	3 rd	SOCL-A 303TH	Theory (TEE)	70

18.	Sociology	Religion and Society (DSE-1A) Option -1	3 rd	SOCL-A 303IA	Internal Assessment (CCA)	30
19.	Sociology	Marriage, Family and Kinship (DSE-1A) Option -2	3 rd	SOCL-A 304TH	Theory (TEE)	70
20.	Sociology	Marriage, Family and Kinship (DSE- 1A) Option-2	3 rd	SOCL-A 304IA	Internal Assessment (CCA)	30
21.	Sociology	Social Stratification (DSE – 2A) Option -1	3 rd	SOCL-A 305TH	Theory (TEE)	70
22.	Sociology	Social Stratification (DSE – 2A) Option - 1	3 rd	SOCL-A 305IA	Internal Assessment (CCA)	30
23.	Sociology	Gender and Sexuality (DSE- 2A) Option -2	3 rd	SOCL-A 306TH	Theory (TEE)	70
24.	Sociology	Gender and Sexuality (DSE – 2A) Option - 2	3 rd	SOCL-A 306 IA	Internal Assessment (CCA)	30
25.	Sociology	Polity and Society in India (GE)	3 rd	SOCL-A 307TH	Theory (TEE)	70
26.	Sociology	Polity and Society in India (GE)	3 rd	SOCL-A 307IA	Internal Assessment (CCA)	30
27.	Sociology	Economy and Society (GE)	3 rd	SOCL-A 308TH	Theory (TEE)	70
28.	Sociology	Economy and Society (GE)	3 rd	SOCL-A 308IA	Internal Assessment (CCA)	30

CBCS B.A. (Regular) Sociology (Template)-132 Credits

Year	Core Courses 12	Ability Enhancement Compulsory Courses (AECC) 2	Skill Enhancement Course (SEC) 2	Discipline Specific Elective (DSE) 4	Generic Elective (GE) 2
1st Year	English-I	Environmental Studies (AECC-1)			
	Skt./Hindi-1	Hindi/English/Skt. (AECC-2)			
	Introduction to Sociology (DSC-1A)				
	DSC-1B (From any other)				
	Society in India (DSC-2A)				
	DSC-2 B (From any other)				
2nd Year	English-2		Techniques of Social Research (SEC-1)		
	Skt./ Hindi-2		Sociology of Environment (SEC-2)		
	Sociological Theories (DSC-1C)				
	DSC-1D (From any other)				
	Methods of Sociological Enquiry (DSC-2C)				
	DSC-2 D (From any other)				
3rd Year			Social Demography (SEC-3)	Religion and Society (DSE-1A) or Marriage, Family and Kinship (DSE-1A)	Polity and Society in India (GE-1)
			Theory and Practice of Development (SEC-4)	DSE-1B (From any other)	Economy and Society (GE-2)
				Social Stratification (DSE-2A) or Gender and Sexuality (DSE-2A)	
				DSE-2B (From any other)	

Sociology Syllabus BA-2nd Year

Core Course: DSC-1-C

Code: SOCL-A 201

Course: Sociological Theories

Course Code	Code: SOCL-A 201	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L-5	T-1
Course Type	Core Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Abraham, Francis.** 1982. *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press.
 2. **Abraham, F. & Morgan.** 1985. *Sociological Thought*. Delhi: Macmillan.
 3. **Aron, R.** 1967. *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson.
 4. **Calhoun, J. Craig.** 2007. *Classical Sociological Theory*. 2nd Edition Blackwell, pp. 73-130.
 5. **Durkheim, E.** 1958. *The Rules of Sociological Method*. Glencoe: Free Press.
 6. **Fletcher, Ronald.** 1971: *The Making of Sociology*. Jaipur: Rawat Publications.
 7. **Gerth, H.H. and C. Wright Mills (eds.).** 1948. *From Max Weber: Essays in Sociology*. London:
 8. **Jayapalan, N.** 2001. *Sociological Theories*. Atlantic Publisher, pp.35-69.
 9. **Jones R.A.** 1986. *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications.
 10. **Kundu, Abhijit.** 2011. *Sociological Theory*. New Delhi: Pearson Publications.
 11. **Marx, K. and Friedrich Engels.** 2002. *The Communist Manifesto*. Harmondsworth: Penguin.
 12. **Ritzer, George.** 2000. *Sociological Theory*. Boston: McGraw Hill.
 13. **Turner, J.H.** 1987: *The Structure of Sociological Theory*. Jaipur: Rawat Publications.
- (Note: Students may also use any standard Hindi Medium book available in Sociology)

Sociology Syllabus

BA- 2nd Year

Core Course: DSC- 2C

Code: SOCL-A 202

Course: Methods of Sociological Enquiry

Course Code	Code: SOCL-A 202	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L-5	T-1
Course Type	Core Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Ahuja, Ram.** 2010. *Research Methods*. Jaipur: Rawat Publications.
 2. **Bailey, K.** 1994. *Methods of Social Research*. New York: The Free Press.
 3. **Bhandarkar, P.L. & T.S. Wilkinson.** 2010. *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House.
 4. **Black, James A. and Dean J. Champion.** 1976. *Methods and Issues in Social Research*. New York: Wiley.
 5. **Bryman, A.** 2008. *Social Research Methods*. Oxford: Oxford University Press.
 6. **Goode, William J. & Paul K. Hatt.** 2006. *Methods in Social Research*. Delhi: Surjeet Publications.
 7. **Kerlinger, Fred N.** 1964. *Foundations of Behavioral Research*. Delhi: Surjeet Publications.
 8. **Kothari, C.R.** 1985. *Research Methodology: Methods & Techniques*. New Delhi: New Age International Publishers.
 9. **Kumar, Ranjit.** 2014. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
 10. **Lofland, J. and Lofland L.** 1984. *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*. California: Wadsworth.
 11. **Madge, John.** 1985. *The Tools of Social Science*. London: Taylor and Francis.
 12. **Marvasti, Amir B.** 2004. *Qualitative Research in Sociology*. London: Sage Publications.
 13. **Morgan, David L.** 1996. 'Focus Groups', Annual Review of Sociology.
 14. **Neuman, W.L.** 2009. *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Publications.
 15. **Seltiz, Claire et. al.** 1962. *Research Method in Social Relations*. London: Weinart and Winston.
 16. **Young, Pauline V.** 1966. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.
- (Note: Students may also use any standard Hindi Medium book available in Sociology)

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

Course: Techniques of Social Research

Course Code	Code: SOCL-A 203	
Credits-4	L (L=Lecture)	T (T=Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Agarwal, B.L.** 2000. *Basic Statistics*. New Delhi: New Age International Pvt.
2. **Ahuja, Ram.** 2010. *Research Methods*. Jaipur: Rawat Publications.
3. **Bailey, K.** 1994. *Methods of Social Research*. New York: The Free Press.
4. **Bhandarkar, P.L. & T.S. Wilkinson.** 2010. *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House.
5. **Black, James A. and Dean J. Champion.** 1976. *Methods and Issues in Social Research*. New York: Wiley.
6. **Bryman, A.** 2008. *Social Research Methods*. Oxford: Oxford University Press.
7. **Goode, William J. & Paul K. Hatt.** 2006. *Methods in Social Research*. Delhi: Surjeet Publications.
8. **Gupta, S.C.** 1981. *Fundamentals of Statistics*. Bombay: Himalayan Publishing House.
9. **Gupta, S.P.** 1969. *Statistical Methods*. New Delhi: Sultan Chand & Sons.
10. **Kerlinger, Fred N.** 1964. *Foundations of Behavioral Research*. Delhi: Surjeet Publications.
11. **Kothari, C.R.** 1985. *Research Methodology: Methods & Techniques*. New Delhi: New Age International Publishers.
12. **Kumar, Ranjit.** 2014. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
13. **Lofland, J. and Lofland L.** 1984. *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*. California: Wadsworth.
14. **Majumdar, P.K.** 2002. *Statistics: A Tool for Social Sciences*. New Delhi: Rawat Publications.
15. **Marvasti, Amir B.** 2004. *Qualitative Research in Sociology*. London: Sage Publications.
16. **Morgan, David L.** 1996. 'Focus Groups', Annual Review of Sociology.
17. **Neuman, W.L.** 2009. *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Publications.
18. **Seltiz, Claire et al.** 1962. *Research Method in Social Relations*. London: Weinhart and Winston.
19. **Walsh, A.** 1990. *Statistics for the Social Sciences*. New York: Harper and Row.
20. **Young, Pauline V.** 1966. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

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

Sociology Syllabus
BA-2nd Year
Skill Enhancement Course (SEC-2)
Code: SOCL-A 204

Course: Sociology of Environment

Course Code	Code: SOCL-A 204	
Credits-4	L (L=Lecture)	T (T=Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Adams, W.M.** 1990. *Green Development*. London: Routledge.
2. **Arnold, D. and Ramchandra Guha (eds.)**. 1995. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. New Delhi: Oxford University Press.
3. **Baviskar, Amita**. 2006. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press.
4. **Brara, Rita**. 2004. 'Ecology and Environment' in Veena Das (ed.): *Handbook of Indian Sociology*. New Delhi: Oxford University Press.
5. **Chhokar, Kiran B.; Pandya M. and Raghunathan (ed)**. 2004. *Understanding Environment*. New Delhi: Sage Publications.
6. **Elliot, Jennifer A.** 1994. *Sustainable Development*. London: Routledge.
7. **Fisher, William, F. (ed)**. 1997. *Towards Sustainable Development*. New Delhi: Rawat Publication.
8. **Gadgil, M. & R. Guha**. 1995. *Ecology and Equity – The Use and Abuse of Nature in Contemporary India*. Penguin, Delhi.
9. **Gadgil, Madhav and Ramchandra Guha**. 1996. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Oxford University Press.
10. **Goldsmith, E. and N. Hildyard (ed.)**. 1994. *The Social and Environmental Effects of Large Dams*; Vol. I- III, Wadebridge Ecological Centre, U.K.
11. **Hannigan, J.A.** 1995. *Environmental Sociology*. London: Routledge.
12. **Kemp, David**. 1994. *Global Environmental Issues*. London: Routledge.
13. **Krishna, Sumi**. 1996. *Environmental Politics*. New Delhi: Sage Publications.
14. **Owen, D.F.** 1980. *What is Ecology?* Oxford: Oxford University Press.
15. **Prasad, Archana (ed.)**. 2008. *Environment, Development and Society in Contemporary India: An Introduction*. Delhi: Macmillan India.
16. **Saxena, H.M.** 2006. *Environmental Studies*. New Delhi: Rawat Publications.
17. **Shiva, Vandana**. 1991. *Ecology and Politics of Survival*. New Delhi: Sage Publications.

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

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

Course: Social Demography

Course Code	Code: SOCL-A 301	
Credits-4	L (L=Lecture)	T (T=Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

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

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

Sociology Syllabus BA-3rd Year

Skill Enhancement Course SEC-04

Code: SOCL-A 302

Course: Theory and Practice of Development

Course Code	Code: SOCL-A 302	
Credits-4	L (L=Lecture)	T (T=Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Albrow, A.** 1996. *The Global Age*. Cambridge: Polity Press.
 2. **Appadurai, Arjun.** 1997. *Modernity at Large: Cultural Dimensions of Globalisation*. New Delhi: Oxford University Press.
 3. **Castells, Manuel.** 1996. *The Rise of Network Society*. Oxford: Blackwell Publishers.
 4. **Choudhary, K.** 2007. *Globalization, Governance Reforms and Development in India*. New Delhi: Sage Publications.
 5. **Dereze, Jean and Amartya Sen.** 1996. *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
 6. **Desai, A.R.** 1985. *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan.
 7. **Harrison, D.** 1989. *The Sociology of Modernization and Development*. New Delhi. Sage Publications.
 8. **Hobhouse, L.T.** 1924. *Social Development: It's Nature and Condition*. London: Allen and Unwin.
 9. **Horowitz, I.L.** 1966. *Three Worlds of Development*. New York: Oxford University Press.
 10. **Haq, Mahbub Ul.** 1991. *Reflections on Human Development*. London: Oxford University Press.
 11. **Moore, Wilbert and Robert Cook.** 1967. *Social Change*. New Delhi: Oxford University Press.
 12. **Scholte, J.A.** 2000. *Globalisation: A Critical Introduction*. Basingstoke: Palgrave.
 13. **Sharma, S.L.** 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat Publications.
 14. **Singh, Yogendra.** 2000. *Culture Change in India: Identity and Globalisation*. Jaipur: Rawat Publications.
 15. **United Nations Development Programme.** 2016. *Human Development Report*. New York: Oxford University Press.
 16. **World Bank.** 2016. *World Development Report*. New York: World Bank
- (Note: Students may also use any standard Hindi Medium book available in Sociology)

Sociology Syllabus

BA- 3rd year

Discipline Specific Electives DSE - 1A Option-1

Code: SOCL-A 303

Course: Religion and Society

Course Code	Code SOCL-A 303	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Discipline Specific Electives	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Asad, T.** 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: John Hopkins Press.
2. **Berger, P.** 1967. *The Sacred Canopy*. New York: Garden City.
3. **Béteille, A.** 2002. *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.
4. **Chadwick, Owen.** 1975. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press.
5. **Durkheim, E.** 2001. *The Elementary Forms of the Religious Life*. Oxford: Oxford University Press.
6. **Fuller, C. J.** 2004. *The Camphor Flame: Popular Hinduism and Society in India*. New Jersey: Princeton University Press.
7. **Gennep, A.V.** 1960. *Rites of Passage*. London: Routledge and Kegan and Paul.
8. **Madan, T.N.** 1991. 'Secularism in its Place' in T. N. Madan (ed.): *Religion in India*. New Delhi: Oxford University Press.
9. **Momin, A.R.** 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.): *Sociology of Religion in India*. New Delhi: Sage Publications.
10. **Omvedt, G.** 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi: Sage Publications.
11. **Robinson, R.** 2003. 'Christianity in the Context of Indian Society and Culture' in Veena Das (ed.): *Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press
12. **Saberwal, S.** 1991. 'Elements of Communalism' in T. N. Madan, (ed.): *Religion in India*. New Delhi: Oxford University Press.
13. **Sontheimer, Gunther-Dietz and Hermann Kulke.** 2001. *Hinduism Reconsidered*. New Delhi: Manohar Publishers.
14. **Srinivas, M.N.** 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford.
15. **Uberoi, J.P.S.** 1991. 'The Five Symbols of Sikhism', in T.N. Madan (ed.): *Religion in India*. New Delhi: Oxford University Press.
16. **Weber, Max.** 1905. *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press.

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

Sociology Syllabus BA-3rd Year

Discipline Specific Electives DSE-1A Option-2
Code: SOCL-A 304

Course: Marriage, Family and Kinship

Course Code	Code SOCL-A 304	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Discipline Specific Electives	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Carsten, J.** 2004. *After Kinship*. Cambridge: Cambridge University Press.
2. **Charsley, K.** 2005. 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological*.
3. **Chowdhary, P.** 1998. 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.): *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
4. **Dumont, L.** 1968. 'Marriage Alliance', in D. Shills (ed.): *International Encyclopedia of the Social Sciences*. U.S.A.: Macmillan and Free Press.
5. **Fortes, M.** 1970. 'The Structure of Unilineal Descent Groups', in M. Fortes: *Time and Social Structure and Other Essay*. University of London: The Athlone Press.
6. **Fox, Robin.** 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin Books Ltd.
7. **Goody, Jack (ed.).** 1971. *Kinship*. Harmondsworth: Penguin Books Ltd.
8. **John, M. E. et.al.**, 2008. 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al.: *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*. New Delhi: Action Aid.
9. **Leach, E.R.** 1961. 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.): *Rethinking Anthropology*. London: The Athlone Press.
10. **Parkin, Robert.** 1997. *Kinship: An Introduction to the Basic Concepts*. Oxford: Blackwell Publishers.
11. **Radcliffe-Brown, A. R. and D. Forde (eds.).** 1950. *African Systems of Kinship and Marriage*, London: Oxford University Press.
12. **Schneider, D. M.** 2004. 'What is Kinship all About?', in R. Parkin and L. Stone (eds.): *Kinship and Family: An Anthropological Reader*. U.S.A.: Blackwell.
13. **Shah, A.M.** 1998. 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah: *The Family in India: Critical Essay*. New Delhi: Orient Longman.
14. **Sharma, U.** 1993. 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.): *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
15. **Simpson, B.** 2004. 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.): *South Asian Masculinities: Context of Change, Sites of Continuity*. Delhi: Kali for Women.

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

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

Course: Social Stratification

Course Code	Code SOCL-A 305	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Discipline Specific Electives	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Béteille, A.** 1971. *Caste, Class and Power*. New Delhi: Oxford University Press.
2. **Béteille, A.** 1983. *Equality and Inequality: Theory and Practice*. New Delhi: Oxford University Press.
3. **Bettie, Julie.** 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press.
4. **Breigher, R.L. (ed).** 1990. *Social Mobility and Social Structure*. New York: Cambridge University Press.
5. **Dube, Leela.** 1996. 'Caste and Women', in M.N. Srinivas (ed.): *Caste: It's Twentieth Century Avatar*. New Delhi: Penguin Publications.
6. **Grusky, D.V.** 1994. *Social Stratification Perspective*. Boulder: Westview Press.
7. **Gupta, D.** 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): *Social Stratification*. New Delhi: Oxford University Press.
8. **Joe, R. Feagin.** 1991. 'The Continuing Significance of Race', *American Sociological Review*, Vol. 56, No. 1.
9. **McClintock, Anne and George Robertson.** 2002. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising', in Nicholas Mirzoeff (ed): *The Visual Culture Reader* (Second Edition). Routledge Taylor & Francis Group.
10. **Newman, K. S and Victor Tan Chen.** 2007. *The Missing Class: Portraits of the Near Poor in America*. Boston: Beacon Press Book.
11. **Papanek, Hanna.** 1990. 'To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value', in Irene Tinker (ed.): *Persisting Inequality: Women World Development*. Oxford: Clarendon Press.
12. **Sharma, Ursula.** 1999. *Caste*. Buckingham: Open University Press.
13. **Timothy Smeeding.** 2008. 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality.
14. **Tumin, M M.** 1999. *Social Stratification*. New Delhi: Prentice Hall.
15. **Wallerstein, Immanuel Maurice.** 1991. *The Construction of Peoplehood, Racism, Nationalism, Ethnicity*. London: Verso Press.
16. **William, Jutius Wilson.** 1978. *The Declining Significance of Race: Blacks and Changing American Institution*. Chicago: University of Chicago Press.

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

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

Course: Gender and Sexuality

Course Code	Code SOCL-A 306	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Discipline Specific Electives	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Aggarwal, Bina.** 1988. 'Who Sows, Who Reaps?: Women and Land Rights in India', *Journal of Peasant Studies*, 15(4): 531-81.
2. **Alter, Joseph.** 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press.
3. **Bernard, Jessie.** 2002. 'The Husband's Marriage and the Wife's Marriage', in S. Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.
4. **Davis, Angela Y.** 1981. *Women, Race and Class*. London: Women's Press.
5. **Dube, Leela.** 1996. 'Caste and Women', in M.N. Srinivas (ed.): *Caste: It's Twentieth Century Avatar*. New Delhi: Penguin.
6. **Kandiyoti, Deniz.** 1991. 'Bargaining with Patriarchy', in Judith Lorber and Susan A. Farrell (eds.): *The Social Construction of Gender*, New Delhi: Sage Publications.
7. **Kumar, Radha.** 1999. 'From Chipko to Sati: The Contemporary Indian Women's Movement', in Nivedita Menon (ed.): *Gender and Politics in India*. New Delhi: Oxford University Press.
8. **Liz Stanley.** 2002. 'Should Sex Really be Gender or Gender Really be Sex' in S. Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.
9. **Nanda, Serena.** 1999. *Neither Man nor Woman*. Belmont CA: Wadsworth.
10. **Newton, Esther.** 2000. 'Of Yams, Grinders and Gays: The Anthropology of Homosexuality', in Margaret Mead: *Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press.
11. **Oakley, Ann.** 1972. *Sex, Gender and Society*. London: Temple Smith.
12. **Ortner, Sherry.** 1974. 'Is Male to Female as Nature is to Culture?', in M.Z. Rosaldo and L. Lamphere (eds.): *Women, Culture and Society*. Stanford, California: Stanford University Press.
13. **Papanek, Hanna.** 1979. 'Family Status production: the Work and Non Work of Women', *Signs*, 4(4): 775-81.
14. **Pineda, Javier.** 2001. 'Partners in Women Headed Households: Emerging Masculinities?', in Cecile Jackson (ed.): *Men at Work: Labour, Masculinities Development*. London: Frank Cass.
15. **Rege, Sharmila.** 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position.' *Economic and Political Weekly*, 33 (44): 39-48.
16. **S. Jackson and S. Scott (eds.).** 2002. *Gender: A Sociological Reader*. London: Routledge.
17. **Walby, Sylvia.** 2002. 'Gender, Class and Stratification: Towards a New Approach., in S. Jackson and S. Scott (eds.): *Gender: A Sociological reader*. London: Routledge.
18. **West, Candace and Don H. Zimmerman.** 2002. 'Doing Gender', in S. Jackson and S. Scott (eds.): *Gender: A Sociological Reader*. London: Routledge.

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

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

Course: Polity and Society in India

Course Code	Code SOCL-A 307	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Generic Elective	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

1. **Bailey, F.G.** 1968. 'Para-Political Systems', in M. J. Schwartz (ed.): *Local Level Politics: Social and Cultural Perspectives*. London: University of London Press.
2. **Baruah, Sanjib.** 1998. 'Politics of Sub-nationalism: Society versus State in Assam', in Partha Chatterjee (ed.): *State and Politics in India*. New Delhi: Oxford University Press.
3. **Brass, Paul R.** 1998. 'India: Democratic Progress and Problems', in Slig S. Harrison et. al. (ed.): *India and Pakistan: The First Fifty Years*. Cambridge University: Woodrow Wilson Center Press.
4. **Chatterjee, Partha.** 1997. *State and Politics in India*. New Delhi: Oxford University Press.
5. **Gould, H. A.** 1971. 'Local government Roots of Contemporary Indian Politics', *Economic and Political Weekly*, 6 (7).
6. **Kaviraj, Sudipta.** 1991. 'On State, Society and Discourse in India', in James Manor (ed.): *Rethinking Third World Politics*. London: Longman.
7. **Manor, James.** 1988. 'Parties and the Party System', in A. Kohli (ed.): *India's Democracy*. Princeton: Princeton University Press.
8. **Michelutti, Lucia.** 2007. 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, 13 (3): 639-656.
9. **Rudolph, Lloyd I. and Susanne Hoeber Rudolph.** 1987. *In Pursuit of Lakshmi*. Chicago: University of Chicago Press.
10. **Sathyamurthy, T.V.** 1997. 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, 32 (14).
11. **Shah, Ghanshyam.** 1988. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.): *India's Democracy- An Analysis of Changing State-Society Relations*. Princeton: Princeton University Press.
12. **Spencer, Jonathan.** 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press.
13. **Vanaik, A.** 2000. 'The Social Character of the Indian State', in Z. Hasan (ed.): *Politics and the State in India*. New Delhi: Sage Publications.
14. **Weiner, Myron.** 2001. 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.): *The Success of India's Democracy*. Cambridge: Cambridge University Press.

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

Sociology Syllabus
BA- 3rd Year

Generic Elective- 02

Code: SOCL-A 308

Course: Economy and Society

Course Code	Code SOCL-A 308	
Credits-6	L (L=Lecture)	T (T=Tutorial)
	L=5	T=1
Course Type	Generic Elective	
Lecture to be Delivered	(1 hr. each), (L=75, T=15)	

Examination Marks Distribution

Maximum Marks	Internal Assessment (IA)	Term End Examination (TEE)	Pass Marks		
			IA	TEE	Aggregate
100	30	70	11	25	40

Note: Minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory

Term End Examination System

Maximum Marks Allotted	Time Allowed
70	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students, etc. (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

Note: Class test to be taken by teacher on the completion of 40% syllabus and house test on the completion of 75% syllabus

Course Contents

Course Objective:

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

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

Suggested Readings

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

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

Scheme of Examination**Broad Outline/Template/Structure of the Annual System as per Guidelines:**

The annual system under CBCS will start from session 2018-19.

The total credits for the pass course at Under-graduate level is 132 credits and for Honours Courses at Under-graduate level is 148.

Eligibility for Admission: Eligibility conditions for the BA shall be the same as provided in the Ordinances for annual system.

Lecture Conditions: The lecture conditions shall be provided in HPU Ordinance 6.2 (a) to (d).

IA/CCA and Term End Examinations will be in consonance with the existing RUSA provisions i.e. 70% in theory and 30% in IA/CCA for arts and Commerce where practicals are not involved.

This will not be applied in case of ICDEOL students. The percentage of marks obtained in theory examinations shall proportionately be given to the students of ICDEOL for IA/CCA component as is being done at present.

Continuous Comprehensive Assessment (CCA) Scheme

Students enrolled for the Academic session 2018-19 onwards, the CCA will account for 30% of the total marks (100 Marks) that a student will get in a course. The breakup of 30% marks is given as under:

Distribution of Marks for CCA in each Course

Class Test (Marks)	House Test (Marks)	Tutorials/Assignments/General Behavior of Students (Marks)	Attendance (Marks)	Total Marks
05	10	10	5	30

The Term End Examination (TEE) accounts for the remaining 70% marks of the total marks (100 marks) that a student gets in a course.

The minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and final examinations will be compulsory.

A candidate failing in either one or two subjects/papers will be given compartment in that subject/papers and will be eligible for promotion to the next class. He/She will appear in the subject/paper in which he/she got the compartment. He/She will have two chance (one at the supplementary stage and one at the annual stage), available to him/her to clear his/her compartment in subjects/papers. He/She will not be awarded the degree until he/she clears all his/her Courses within five years from the date of his/her admission to a particular course. A

candidate failing in three or more subjects/papers will be treated as fail in that year and has to repeat the entire year.

The successful candidates will be classified on the combined results of the Part-I, II and III examinations as follows:

First Division: 60% marks or more in the aggregate

Second Division: 50% marks but less than 60%

Third Division: Less than 50%

The result shall be declared as per the present practice on absolute grading.

The grace marks under the annual system will be allowed as per provisions of the Ordinances for annual system.

Re-evaluation: Re-evaluation shall be applicable as per provisions of H.P. University Ordinance for annual system.

The students shall be required to complete the degree within 5 years.

Final examinations shall be held in the month of March/April every year and the supplementary examinations shall be held in the month of September/October every year.

Continuous Comprehensive Assessment (CCA) Pattern

Instructions for conducting class test, house test and evaluation of Assignments/Tutorials/General behaviour of students.

1. Class Test (05 Marks)

Time allowed for conducting Class Test will be half an hr. Class Test will be conducted after the completion of 40% of syllabus.

- Two questions of short answer type in about 100 words each of 2.5 marks each = 05 Marks.

2. House Test (10 Marks)

Time allowed for conducting House Test will be of one hour. House Test will be conducted after the completion of 75% of syllabus.

Two types of questions will be set in House Test:

- a) Two questions of short answer type in about 100 words each of 2.5 marks each = 05 Marks.
- b) One question of about 400 words carrying 5 marks = 05 Marks

3. Assignments/Tutorials/General Behavior of Students (10 Marks)

Distribution of marks for evaluation of Assignments/Tutorials/General behaviour of students:

- a) 4 marks are assigned for the quality of contents and structure of the assignment.
- b) 4 marks are assigned for the clarity of language of the script (Hindi/English) and its presentation in the class room.
- c) 2 marks are assigned for the general behaviour of students.

4. Attendance (5 Marks)

Attendance marks will be given as per existing practice.

Paper Setting Scheme for Term End/Annual Examination = 70 Marks

Part	Section	No. of Questions	Syllabus Coverage	Nature of Questions	Questions to be Attempted	Marks	Maximum Marks
A	1	8	Complete	Very Short Answer Type (25-30 words)	5	2 each	10
	2	8	Complete	Short Answer Type (100-150 words)	5	4 each	20
B	-	2	Unit-I	About 500 words	1	10	10
C	-	2	Unit-II	--do--	1	10	10
D	-	2	Unit-III	--do--	1	10	10
E	-	2	Unit-IV	--do--	1	10	10
Total							70

CHOICE BASED CREDIT SYSTEM (CBCS)

COURSE SCHEME & SYLLABUS

**For
Under Graduate Annual Programme**

Bachelor of Arts (BA)

in

ECONOMICS

(Effective from Academic Year 2018 – 19 onwards)



**DEPARTMENT OF ECONOMICS
HIMACHAL PRADESH UNIVERSITY
SUMMER HILL, SHIMLA**

Approved in UG BoS meeting for the
Subject of **Economics** held on
June 19, 2018

**Annexure – I of UG BoS (Econ)
Meeting**

**DEPARTMENT OF ECONOMICS
HIMACHAL PRADESH UNIVERSITY
SUMMERHILL, SHIMLA 171 005**

**COURSE STRUCTURE AND SYLLABUS FOR B.A. IN ECONOMICS
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)
EFFECTIVE FROM ACADEMIC YEAR 2018 – 19**

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CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

1. Discipline Specific Core (DSC) Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course (2 each for regular courses): Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project Work: An elective course of 4 credits, designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project work. A Project/Dissertation work *may be* given in lieu of a discipline specific elective paper.

2.3 Generic Elective Course (GEC): An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure to other subjects/disciplines is called a Generic Elective Course.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They [(i) Environmental Science, (ii) English/MIL Communication] are *mandatory* for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC) (Minimum 4): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

COURSE STRUCTURE FOR BACHELOR OF ARTS (BA) IN ECONOMICS & ELIGIBILITY FOR ADMISSION

1. **COURSE STRUCTURE:** There are a total of four core courses (DSC) in economics that students are required to take across first two years. All the core courses are compulsory. In addition to core courses in economics, a student of BA Economics will choose four Discipline Specific Elective (DSE) Courses of which two will be from Economics and two from the second subject of study. The Discipline Specific Elective (DSE) Courses are offered in the third year and the two DSE courses in Economics will be selected by a student from a set of courses specified. It is recommended that each college should offer at least three Discipline Specific Elective (DSE) Courses in the third year to allow the students some minimal element of choice. SEC courses are offered in the second and third years of study and three such courses have to be selected.
The student of BA in Economics will select any two Generic Elective Courses (GEC) from Unrelated Discipline(s)/Subject(s) other than Economics and also other than the second subject of study. Generic Elective Courses (GEC) are interdisciplinary in nature and as such have to be selected from subjects other than both first (i.e. Economics) and the second subject of study. Due care has to be taken to select those GECs that complement the Core courses of study (both Economics & the second subject of study). Students from other Discipline(s)/Subject(s) who opt for GEC in Economics, of the two Generic Elective Courses, GEC I is offered without any internal choice and for the GEC II students may choose any one out of three courses offered.
The students must be provided adequate guidance/counseling while selecting the two GEC.
2. **CONTACT HOURS:** Each course has 5 lectures and 1 tutorial (per group) per week in case of DSC, DSE and GE courses. Each course has 4 lectures and 2 Practicals (per group) per week in case of SEC courses. The size of a tutorial/practical group is 8-10 students.
3. **NOTE ON COURSE READINGS:** The nature of several of the courses is such that only selected readings can be specified in advance. **Reading lists should be updated and topic-wise readings should be specified at regular intervals, ideally on an annual basis.**
4. **ELIGIBILITY FOR ADMISSION to BA Economics:** Students who have passed Class XII level are eligible for admission to BA Economics.
5. **DURATION OF STUDY:** This is a three year course. The degree will be awarded when a candidate clears all courses within a maximum period of five years from the date of admission to this course.
NOTE: A candidate failing in either one or two subjects/papers will be given compartment in that subject/paper and will be eligible for promotion to the next class. Two chances (one at supplementary stage and one at the annual exam stage) will be given to clear the compartment. A candidate failing in three or more subjects/papers will be treated as 'failed' in that year and will be required to repeat the entire year.

Table 1 TYPES OF COURSES OFFERED BY DEPARTMENT OF ECONOMICS FOR BA

Year	Discipline Specific Core (DSC) Courses (Compulsory)	Discipline Specific Electives (DSE) (Choose any 2)	Skill Enhancement Courses (SEC) (Choose any 2)	Generic Elective Courses (GEC)* (Choose any 2) INTER-DISCIPLINARY
(i)	(ii)	(iii)	(iv)	(v)
I	Core Economics I: Principles of Microeconomics–I			
	Core Economics II: Principles of Microeconomics – II			
II	Core Economics III: Principles of Macroeconomics–I		SEC– I (one of the following): SEC 1: Statistical Methods – I SEC 2: Economics of Rural Development	
	Core Economics IV: Principles of Macroeconomics–II		SEC – II (one of the following): SEC 3: Statistical Methods – II SEC 4: Demography	
III		DSE – I (one of the following): DSE 1: Indian Economy DSE 2: Economic History of India 1857 – 1947 DSE 3: Economy of Himachal Pradesh DSE 4: Basic Econometrics	SEC – III (one of the following): SEC 5: Research Methodology SEC 6: Public Finance	GEC – I GEC 1: Economy of Himachal Pradesh
		DSE – II (one of the following): DSE 5: Development Economics DSE 6: International Economics DSE 7: Mathematical Economics DSE 8: Economic Systems	SEC – IV (one of the following): SEC 7: Money and Banking SEC 8: Project Work	GEC – II (one of the following): GEC 2: Indian Economy GEC 3: Environmental Economics GEC 4: Development Economics

NOTE: *Generic Elective Courses (GEC) listed in column (v) above are Elective Courses for an Unrelated Discipline/Subject.

The students of BA Economics will select Any Two Generic Elective Courses form Unrelated Discipline(s)/Subject(s) other than Economics and their second subject of study.

Table 2 CUMULATIVE CREDITS FO BA in ECONOMICS (Course Wise & Year Wise)

Year	Course	Course	Credits	Cumulative Credits
(i)	(ii)	(iii)	(iv)	(v)
I	English/Hindi/MIL – 1	Lang. Core	6	44 Credits* Language Core 12 DSC 1 & 2 Sub 24 AECC 08 Cumulative Credits 44
	Principles of Microeconomics – I	DSC – 1 A	6	
	Subject – 2	DSC – 2 A	6	
	(English/Hindi/MIL Communication) / Environmental Science	AECC – I	4	
	English/Hindi/MIL – 1	Lang. Core	6	
	Principles of Microeconomics – II	DSC – 1 B	6	
	Subject – 2	DSC – 2 B	6	
II	English/Hindi/MIL – 2	Lang. Core	6	44 Credits* Language Core 24 DSC 1 & 2 Sub 48 AECC 08 SEC 1 & 2 Sub. 08 Cumulative Credits 88
	Principles of Macroeconomics–I	DSC – 1 C	6	
	Subject – 2	DSC – 2 C	6	
	(SEC 1: Statistical Methods – I OR SEC 2: Economics of Rural Development) / Subject – 2 (SEC – 1)#	SEC – 1	4	
	English/Hindi/MIL – 2	Lang. Core	6	
	Principles of Macroeconomics–II	DSC – 1 D	6	
	Subject – 2	DSC – 2 D	6	
III	DSE – I (Any one of the following): DSE 1: Indian Economy DSE 2: Economic History of India 1857 – 1947 DSE 3: Economy of Himachal Pradesh DSE 4: Basic Econometrics	DSE – 1 A	6	44 Credits* Language Core 24 DSC 1 & 2 Sub. 48 AECC 08 SEC 1 & 2 Sub. 16 DSE 1 & 2 Sub. 24 GE 12 Cumulative Credits 132
	Subject – 2	DSE – 2 A	6	
	(SEC 5: Research Methodology OR SEC 6: Public Finance)/ Subject – 2 (SEC – 3)#	SEC – 3	4	
	Discipline other than Economics or Subject – 2	GE – 1	6	
	DSE – II (Any one of the following): DSE 5: Development Economics DSE 6: International Economics DSE 7: Mathematical Economics DSE 8: Economic Systems	DSE – 1 B	6	
	Subject – 2	DSE – 2 B	6	
	(SEC 7: Money & Banking OR SEC 8: Project Work) / Subject – 2 (SEC – 4)#	SEC – 4	4	
	Discipline other than Economics or Subject–2	GE – 2	6	

**Table 3 CREDIT DISTRIBUTION FOR THE SUBJECT OF ECONOMICS IN BA ECONOMICS
(Course Wise & Year Wise)**

Year	Discipline Specific Core (DSC) Course SIX CREDITS EACH	Discipline Specific Elective (DSE) SIX CREDITS EACH	Skill Enhancement Course (SEC) FOUR CREDITS EACH	CREDITS (Year wise)
I	Core Economics I: Principles of Microeconomics – I			6
	Core Economics II: Principles of Microeconomics – II			6
II	Core Economics III: Principles of Macroeconomics–I		SEC– I (any one of the following): SEC 1: Statistical Methods – I SEC 2: Economics of Rural Development	6 or 10*
	Core Economics IV: Principles of Macroeconomics–II		SEC – II (any one of the following): SEC 3: Statistical Methods – II SEC 4: Demography	6 or 10*
III		DSE – I (any one of the following): DSE 1: Indian Economy DSE 2: Economic History of India 1857 – 1947 DSE 3: Economy of Himachal Pradesh DSE 4: Basic Econometrics	SEC – III (any one of the following): SEC 5: Research Methodology SEC 6: Public Finance	6 or 10*
		DSE – II (any one of the following): DSE 5: Development Economics DSE 6: International Economics DSE 7: Mathematical Economics DSE 8: Economic Systems	SEC – IV (any one of the following): SEC 7: Money and Banking SEC 8: Project Work	6 or 10*
CREDITS (Course wise)	(6x4) 24	(6x2) 12	(4x2) 8	44

Table 4 COURSES AND COURSE CODES FOR BA IN ECONOMICS

DISCIPLINE SPECIFIC CORE (DSC) COURSES		
Year	Discipline Specific Core (DSC) Course (Compulsory)	Course Code
I	Core Economics I: Principles of Microeconomics – I	ECONA101
	Core Economics II: Principles of Microeconomics – II	ECONA102
II	Core Economics III: Principles of Macroeconomics–I	ECONA201
	Core Economics IV: Principles of Macroeconomics–II	ECONA202
DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES		
Year	Discipline Specific Elective (DSE)	Course Code
III	DSE – GROUP I (One out of the Following)	
	DSE 1: Indian Economy	ECONA301
	DSE 2: Economic History of India 1857 – 1947	ECONA302
	DSE 3: Economy of Himachal Pradesh	ECONA303
	DSE 4: Basic Econometrics	ECONA304
	DSE – GROUP II (One out of the Following)	
	DSE 5: Development Economics	ECONA305
	DSE 6: International Economics	ECONA306
	DSE 7: Mathematical Economics	ECONA307
	DSE 8: Economic Systems	ECONA308
SKILL ENHANCEMENT COURSES (SEC)		
Year	Skill Enhancement Course (SEC)	Course Code
II	SEC – I (One out of the Following)	
	SEC 1: Statistical Methods – I	ECONA203
	SEC 2: Economics of Rural Development	ECONA204
	SEC – II (One out of the Following)	
	SEC 3: Statistical Methods – II	ECONA205
	SEC 4: Demography	ECONA206
III	SEC – III (One out of the Following)	
	SEC 5: Research Methodology	ECONA309
	SEC 6: Public Finance	ECONA310
	SEC – IV (One out of the Following)	
	SEC 7: Money & Banking	ECONA311
	SEC 8: Project Work	ECONA312
GENERIC ELECTIVE COURSES (GEC)		
Year	Generic Elective Course (GEC)	Course Code
III	GEC – I	
	GEC 1: Economy of Himachal Pradesh	ECONA313
	GEC – II (One out of the following)	
	GEC 2: Indian Economy	ECONA314
	GEC 4: Development Economics	ECONA315
	GEC 5: Environmental Economics	ECONA316

NOTE: This table is also expected to be particularly useful for those involved with the process of paper setting and compilation of results and will certainly assist the student in making course choices over the three years!

Table 5 COMMON COURSES OFFERED BY DEPARTMENT OF ECONOMICS FOR BA IN ECONOMICS & BA (HONOURS) IN ECONOMICS

SN	COURSE NAME	TITLE	CODE	YEAR	TYPE OF COURSE
1	Introductory Microeconomics	DSC – 1	ECONHA101	I	DSC /HONOURS
		GEC – I	ECONHA105	I	GEC / HONOURS
2	Introductory Macroeconomics	DSC – 3	ECONHA103	I	DSC /HONOURS
		GEC – 2	ECONHA106	I	GEC / HONOURS
3	Indian Economy – I	DSC – 11	ECONHA301	I	DSC /HONOURS
		GEC – 4	ECONHA212	I	GEC / HONOURS
4.	Indian Economy – II	DSC – 3	ECONHA303	I	DSC /HONOURS
		GEC – 6	ECONHA214	I	GEC / HONOURS
5.	Economics of Rural Development	SEC – 2	ECONA204	II	SEC / PASS COURSE
		SEC – 1	ECONHA207	II	SEC / HONOURS
6.	Economy of Himachal Pradesh	DSE – 3	ECONA303	III	DSE / PASS COURSE
		GEC – 1	ECONA313	III	GEC / PASS COURSE
		DSE – 9	ECONHA313	III	DSE / HONOURS
		GEC – 6	ECONHA214	III	GEC / HONOURS
7.	Economic History of India 1857 – 1947	DSE – 2	ECONA302	III	DSE / PASS COURSE
		DSE – 2	ECONHA306	III	DSE / HONOURS
8.	Environmental Economics	GEC – 3	ECONHA211	II	GEC / HONOURS
		GEC – 5	ECONA316	III	GEC / PASS COURSE
		DSE – 1	ECONHA305	III	DSE / HONOURS
9.	International Economics	DSE – 6	ECONA306	III	DSE / PASS COURSE
		DSE – 6	ECONHA310	III	DSE / HONOURS
10.	Public Finance	SEC – 2	ECONHA208	II	SEC / HONOURS
		SEC – 6	ECONA310	III	SEC / PASS COURSE
11.	Money and Banking	SEC – 6	ECONHA209	II	SEC / HONOURS
		SEC – 7	ECONA311	III	SEC / PASS COURSE
12.	Demography	SEC – 4	ECONA206	II	SEC / PASS COURSE
		SEC – 4	ECONHA210	II	SEC / HONOURS

NOTE: This table is expected to be particularly useful for those involved with the process of paper setting and compilation of results!

COURSE EVALUATION

All Courses (Core and Elective) offered by Department of Economics will have an evaluation system that comprises of the following two components:

1. Continuous Comprehensive Assessment (CCA) accounting for 30% of the final grade that a student gets in a course, and
2. End - of - Year Examination (EYE) accounting for the remaining 70% of the final grade that the student gets in a course.

Overall Pass marks are 40%. However, a student will have to secure a minimum of 35% in both the components i.e. CCA and EYE separately with to become eligible to be declared successful in a course.

1. CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA) Continuous Comprehensive Assessment (CCA) will have the following components:

Sr. No.	Component	When	Marks
I	Class Attendance	During the Year	05
II	Class Test	Upon completion of 40% of syllabus by subject teacher	05
III	House Test	Upon completion of 75% of syllabus by subject teacher	10
IV	Practical including Seminar/ Assignment /Tutorials	During the Academic year	10
		TOTAL (I+II+III+IV)	30

Note: i) **Marks for Attendance:** below 75% = Zero (0) mark; 75 – 80% = 1 marks; 80 – 85% = 2 marks; 85 – 90% = 3 marks; 90 – 95% = 4 marks & 95 – 100 % = 5 marks

- ii) **For students of Distance Education (ICDEOL) there will be no Continuous Comprehensive Assessment (CCA) component.**

2. END – Of YEAR – EXAMINATION (EYE) The remaining 70% of the final grade of the student in a course will be assessed on the basis of an end – of – year examination (EYE) that will be for three hours duration and will cover the entire syllabus of the course. The marks distribution is specified in the question paper format below on page 10.

NOTE: The **same question paper will be administered to students of Distance Education (ICDEOL)**. The question papers for the end – of – year examination (EYE) will also be of 70 (seventy) marks for each course of study. The **marks will be rationalized using the multiplier as follows: {Marks out of 70 ÷ 70} x 100. For example:** if a student scores thirty five marks out of seventy then marks out of hundred will be rationalized as follows: {35 ÷ 70} x 100 = 50% marks.

The question paper for the EYE will be got set by the Controller of Examinations of the HPU by a panel comprising the following: 1. Two teachers in the subject of economics from the colleges where the subject is being taught to be drawn in turn on the basis of seniority. 2. One teacher from the Department of Economics, P.G. Centre, Himachal Pradesh University to be nominated by the Chairperson of the said Department of the HPU. The question paper will be moderated by a teacher from the Department of Economics, P.G. Centre, Himachal Pradesh University to be nominated by the Chairperson.

3. EVALUATION OF PROJECT WORK (SEC 8): 100 marks in which the 70:30 marking ratio shall be as follows: 30 marks for Internal assessment (CCA) and remaining 70 marks (EYE) to be distributed as 50 marks for Dissertation + 20 marks for Viva Voce. Therefore 30 + (50 + 20) = 100 marks. For students enrolled with ICDEOL there will be no internal assessment and marks secured out of 70 will be rationalized using the multiplier as mentioned above.

QUESTION PAPER FORMAT

Question Papers for all the courses, except Project Work, offered by Department of **Economics** will be set in the following format:

PART	UNIT	MARKS
PART – A (Compulsory for All)	Compulsory 10 (ten) objective type questions of 1 (one) mark each [in MCQ/True False/Fill in the blanks or such type]	10x1= 10
	Compulsory 4 (four) short answer questions of 5 marks each covering the entire syllabus.	4 x 5 = 20
PART – B	Unit – I Two questions will be set and the candidate will have to attempt any one. Each question shall carry 10 (ten) marks. Each question may contain sub parts and will be long type.	10
PART – C	Unit – II Two questions will be set and the candidate will have to attempt any one. Each question shall carry 10 (ten) marks. Each question may contain sub parts and will be long type.	10
PART – D	Unit – III Two questions will be set and the candidate will have to attempt any one. Each question shall carry 10 (ten) marks. Each question may contain sub parts and will be long type.	10
PART – E	Unit – IV Two questions will be set and the candidate will have to attempt any one. Each question shall carry 10 (ten) marks. Each question may contain sub parts and will be long type.	10
TOTAL (A+B+C+D+E)		70

Instructions for Paper Setters

1. Questions in all parts will be set in a manner as to cover the entire syllabus. The same question paper shall apply to Distance Education (ICDEOL) students as well and the marks will be rationalized according to multiplier specified above on page 9.

NOTE:

1. The question paper and answer books for the EYE will be printed by the Controller of Examinations of the Himachal Pradesh University.

SYLLABUS – DISCIPLINE SPECIFIC CORE (DSC) COURSES

Year	Discipline Specific Core (DSC) Course (Compulsory)	Course Code
I	Core Economics I: Principles of Microeconomics – I	ECONA101
	Core Economics II: Principles of Microeconomics – II	ECONA102
II	Core Economics III: Principles of Macroeconomics–I	ECONA201
	Core Economics IV: Principles of Macroeconomics–II	ECONA202

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, law of supply, determinants of supply, market equilibrium. Applications of demand and supply: consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, income and cross elasticities.	13	4
II.	Consumer Theory Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, indifference curves, derivation of demand curve from indifference curve and consumer's equilibrium; price, income and substitution effects.	10	4
III.	Production and Costs Production: behavior of profit maximizing firms, production functions, law of variable proportions, law of returns to scale; choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale.	11	4
IV.	Market Structure and Perfect Competition Market: Meaning. Market structure: Types and Definition. Role of time element: Market Period, Short Period and Long Period. Market Price and Normal Price. Perfect Competition: assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.	10	4

Suggested Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. A. Kotsoyiannis, (1979), *Modern Micro Economics*, Palgrave McMillan.
3. G.S. Maddala and Ellen Miller (2004), *Micro Economics - Theory and Applications*, Tata McGraw Hill, Delhi.
4. Dominick Salvatore 'Microeconomic Theory' Schaum's Outline series: Tata McGraw Hill, Delhi.
5. Hal R. Varian, *Intermediate Microeconomics: A modern Approach*, WW Norton and Co.

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

Course Description

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

Course Outline

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

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

Course Description

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

Course Outline

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

Suggested Readings:

1. Case, Karle. & R.C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Errol D'Souza, 'Macro Economics', Pearson Education 2008.
3. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India.
4. Eugene Diulio (2004), *Macro Economics*, Schaum's Outline Series, Tata McGraw Hill, New Delhi.
5. Branson, W.A., *Macroeconomic Theory and Policy*, Harper & Row, New York.
6. Shapiro, Edward (1982), *Macro Economic Analysis*, Galgotia Publications (reprint edition).
7. Gregory Mankiw, 'Macro economics' 6th Edn. Tata McGraw Hill.
8. Lipsey R. and A Chrystal, *Economics* (11th Edition) Oxford University Press New Delhi.

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

Course Description

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

Course Outline

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

Suggested Readings:

1. Case, Karl E. & R.C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Errol D'Souza – 'Macro Economics' – Pearson Education 2008.
3. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India
4. Edward Shapiro – 'Macro economic Analysis' Oxford University press..
5. Gregory Mankiw – 'Macro economics' – 6th Edn. Tata McGraw Hill.
6. Richard T. Frogmen – 'Macro economics', Pearson education.
7. Eugene Diutio – Macro economic Theory, Shaum's Outline series. Tata McGraw Hill

SYLLABUS: DISCIPLINE SPECIFIC ELECTIVE

Year	Discipline Specific Elective (DSE)	Course Code
III	DSE – GROUP I	
	DSE 1: Indian Economy	ECONA301
	DSE 2: Economic History of India 1857 – 1947	ECONA302
	DSE 3: Economy of Himachal Pradesh	ECONA303
	DSE 4: Basic Econometrics	ECONA304
	DSE – GROUP II	
	DSE 5: Development Economics	ECONA305
	DSE 6: International Economics	ECONA306
	DSE 7: Mathematical Economics	ECONA307
	DSE 8: Economic Systems	ECONA308

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

Course Description

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

Course Outline

Unit	Title	Credits
		L
I.	Understanding the Indian Economy Impact of colonization on Indian Economy. Post-Independence Economy; Planning for the economy – objectives, strategy and achievements (Plan wise details to be excluded). State of the Economy in 1991. Features of the Economic Reforms and Structural Adjustment Programme: Liberalization, Privatization and Globalization. Appraisal of Economic Reform Programme. Relevance of planning in the context of globalization, Objectives and Functions of NITI Aayog.	12
II.	Problems Faced by Indian Economy Poverty: definition and estimate, poverty line, poverty alleviation programs. Inequality: income and regional inequality – causes and corrective measures. Unemployment: concepts, measurement, types, causes and remedies. Food problem and food security, Role of Public Distribution System (PDS) in India. Direct Cash Transfer Scheme of Government.	10
III.	Agriculture in India Pattern of Growth of Indian Agriculture since 1950; Land Reforms, Green Revolution, Agricultural Production, Productivity. Factors Influencing Agricultural Development: Marginalisation, Labour, Marketing and Finance. Issues and challenges in agricultural credit and subsidy. Deceleration in the 1990s – Causes and Future Challenges. Economic Liberalization and Emerging Trends in Indian Agriculture. New Agricultural Policy (In the context of liberalization.)	12
IV.	Industries in India Role of Industry in Economic Development. Pattern of Industrialization, Industrial development during the plan period. Role, Growth and Problems of Cottage, small scale and Medium scale industries in India. Industrial Policy: 1948, 1956 and 1991 and Recent Developments. Impact of New Industrial Policy on Industrial Sector.	10
Suggested Readings: 1. U. Kapila (2010): Indian economy since Independence. Academic Foundation, New Delhi 2. S. Chakraborty (: Development Planning: The Indian Experience. Clarendon Press. 3. Jalan Bimal 1992, The Indian Economy - Problems and Prospects. 4. A. Panagariya (2008): India: the Emerging Giant, Oxford University Press, New York 5. S. Acharya and R. Mohan (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi. 6. I. J. Ahluwalia and I. M. D. Little (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.		

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

Course Description

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

Course Outline

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

Suggested Readings:

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

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

Course Description

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

Course Outline

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

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

Course Description

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

Course Outline

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

Suggested Readings:

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

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	Economic Development: Meaning and Measurement Meaning of economic development. Distinction between growth, development and sustainable development. Features of underdevelopment. Factors affecting economic development. Economic development and human welfare. Measurement of economic development. Limitations of using per capita income as a measure. Alternative measures: PQLI, HDI, Human Poverty Index, Gender Development Index, Kuznet's inverted 'U' hypothesis.	10	4
II.	Factors in Development and Indian Development Experience Capital formation (Physical and Human); technology; institutions. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era.	10	4
III.	Theories of Under Development and Development Theories of Under Development: The Vicious Circle of Poverty, Low Level Equilibrium Trap, circular causation and backwash effect, dualism. Theories of Development: classical theories (Smith, Ricardo, Malthus), Marxian theory of capitalist development.	12	4
IV.	Theories of Development Classical theories (Smith, Ricardo, Malthus); Marxian theory of capitalist development. Big push, Balanced vs Unbalanced growth. Balance between agriculture and industry, import substitution vs export promotion, neo-liberal vs interventionist policies.	12	4

Suggested Readings:

1. AK Bagchi - The Political Economy of Development – Orient Longman
2. Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition).
3. Thirlwall (recent edition), Growth and Development with Special Reference to Developing Countries (recent edition) Palgrave MacMillan, New Delhi.
4. Benjamin Higgins (1968), Economic Development, Universal Book Stall, New Delhi.
5. Meier, G.M. and J.E. Rauch (2007), Leading Issues in Economic Development, Oxford University Press, New Delhi.

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to International Trade and Trade Theories Nature and importance of International Trade - Inter-Regional and International Trade. Theories of Absolute Advantage, Comparative Advantage and Opportunity Costs, Heckscher-Ohlin Theory of Trade – Its main Features, Assumptions and Limitations; Leontief Paradox.	12	4
II.	Terms of Trade, Tariff and Economic Integration Terms of Trade: Concept, Measurement and Effects on Nation's Welfare. Trade Policy: Arguments for and against Free Trade and Protection. Tariff and Non-Tariff Barriers: Economic Effects. Economic Integration: Concept and Forms of Regional Integration; Static and Dynamic Effects of Custom Union.	10	4
III.	Balance of Payment BOT, BOP, Current Account, Capital Account, Visible and Invisible, causes and consequences of disequilibrium in Balance of Payments, Methods of correcting the disequilibrium. Devaluation of Currency, Convertibility of Currency: Partial Account and Full Account. Recent trends in balance of Payment in India.	10	4
IV.	Foreign Exchange Rate Exchange Rate - Meaning - Demand and supply of Foreign Exchange; Types of Exchange Rate: Fixed Vs Flexible Exchange Rate. Theories of Foreign Exchange Rate: The Mint-Parity Theory, The Purchasing Power Parity Theory, BOP Theory. Objectives, Functions and Role of IMF, IBRD and WTO.	12	4
Suggested Readings: <ol style="list-style-type: none"> 1. Salvatore, Dominick, 'International Economics', Wiley India New Delhi. 2. Mannur, H.G. 'International Economics', Vikas Publishing House 3. C.P. Kindleberger 'International Economics', R D Irwin, Homewood 8th Ed. 4. Bo Soderstein and Geoffrey Reed 'International Economics' MacMillan. 5. Francis Cherumilam - 'International Economics' 6. Errol D'Souza, 'Macro Economics', Pearson Education 2008. 7. RBI bulletin, Various issues. 			

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	Introductory Concepts Set and set theories. Equations of Straight Line. Concept of slope and Intercept. Point of intersection of two lines. Application of straight lines in Economics: Demand and supply analysis, determination of equilibrium price and quantity. Arithmetic and Geometric Progressions and their Applications.	11	4
II.	Differentiation Functions: Constant, Polynomial; Relation and Function. Simple Differentiation and economic applications, Marginal utility, marginal revenue and marginal cost, Elasticity. Partial derivatives and economic applications (homogeneous functions and Euler's Theorem, Partial Elasticity). Maxima and Minima of Functions of One and Two Variables; unconstrained Optimization Problem.	11	4
III.	Concept of Matrix and Determinant Matrices: Meaning and types of matrices, Operation of Matrices: Addition, subtraction, multiplication (3x3), division. Determinant, Properties of determinant (without proof). Rank of matrix, trace, adjoint and inverse of a matrix, solution to linear equations - Cramer's rule - Inverse method. Application in economics.	10	4
IV.	Input – Output & Linear Programming Input- Output Model: technological coefficient Matrix (2 sector & 3 Sector Model), Hawkins Simons Conditions. Static Leontief Solution. Linear Programming: Meaning, Basic concepts, Primal and Dual, Nature of feasible, basic and feasible solution, Graphical solution to linear programming problem (only two variables).	12	4
Suggested Readings: 1. Allen, R.G.D (1974) Mathematical Analysis for Economics, McMillan Press, London. (reprint edition) 2. Chiang, A.C., Fundamental Methods of Mathematical Economics, McGraw Hill, New Delhi (recent edition). 3. Jeffrey Baldani et al. (2009), An Introduction to Mathematical Economics, Cengage Learning, Delhi. 4. Taro Yamane, Mathematics for Economist, Prentice- Hall of India.			

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

Course Description

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

Course Outline

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

Syllabus: Skill Enhancement Course (SEC)

Year	Skill Enhancement Course (SEC)	Course Code
II	SEC – I	
	SEC 1: Statistical Methods – I	ECONA203
	SEC 2: Economics of Rural Development	ECONA204
	SEC – II	
	SEC 3: Statistical Methods – II	ECONA205
III	SEC 4: Demography	ECONA206
	SEC – III	
	SEC 5: Research Methodology	ECONA309
	SEC 6: Public Finance	ECONA310
	SEC – IV	
	SEC 7: Money and Banking	ECONA311
	SEC 8: Project Work	ECONA312

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	INTRODUCTION TO STATISTICS Statistics: Meaning, Scope, Nature, Function, Importance and Limitations of statistics. Types of Data: Primary and Secondary data, Univariate and Bivariate data, qualitative and quantitative data; nominal and ordinal data, Cross-section and Time Series. Sources of data: Primary and Secondary data. Diagrammatic and Graphic Presentation of Data	12	4
II.	CENSUS AND SAMPLE Collection of Statistical Data: Census and sample Method, Merits and demerits of census and sampling. Some basic sampling methods: Probability and Non Probability Sampling Methods with merits and demerits. Essentials of sampling, Methods of Selecting Sample, Sampling and Non- Sampling Errors.	11	4
III.	MEASURES OF CENTRAL TENDENCY Objectives of Averaging, Requisites of a Good Average. Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean. Quartiles, Deciles, Percentiles and Limitations of Averages.	10	4
IV.	DISPERSION Meaning and significance of dispersion. Measures of dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Variance, Absolute and Relative measures of variation - Lorenz Curve.	11	4

Suggested Readings

1. Gupta S.P., Statistical Methods, Sultan Chand & Sons, New Delhi.
2. Elhance & Elhance, Fundamentals of Statistics, Kitab Mahal, New Delhi.
3. Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata Mc Graw Hill, New Delhi.
4. Goon A.M., Gupta M.K., Das Gupta.B. (1999): Fundamentals of Statistics, Vol.II, World Press, Calcutta.
5. Spiegel, M. R. (1967): Theory & Problems of Statistics, Schaum's Publishing Series.
6. Croxton F.E, Cowden D.J and Kelin S (1973): Applied General Statistics, Prentice Hall of India.

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

Course Description

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

Course Outline

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

Suggested Readings:

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

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

Course Description

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

Course Outline

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

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

Course Description

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

Course Outline

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

Suggested Readings:

1. Asha Bhende and Tara Kanitkar. 2001. Principles of Population Studies. Revised Edition. Himalya Publishing House.
2. K.B.Pathak and F.Ram. 1995. Techniques of Demographic Analysis. Himalaya Publishing House. Mumbai
3. Bogue, D. J. 1971. Principles of Demography. John Wiley, New York.
4. Keyfitz, 1978. Applied Mathematical Demography. John Willy, New York
5. Mishra, B. D. An Introduction to the Study of Population. South Asian Publishing, N. Delhi.
6. National Family Health Survey Report (Various editions). International Institute for Population Studies, Mumbai.
7. Bose, A. (1996), India's Basic Demographic Statistics, B.R. Publishing Corporation, New Delhi.
8. Bogue, D.J. (1971), Principles of Demography, John Wiley, New York.
9. Chenery H. and T.N. Srinivasan (Eds.)(1989), Hand Book of Development Economics, Vol. 1 & 2 Elsevier.
10. Coale, A.J. and E.M. Hoover (1958), Population Growth and Economic Development in Low Income Countries: A Case Study of India's Prospectus, Princeton University Press, Princeton.
11. Census of India: Various Issues.

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

Course Description

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

Course Outline

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

Suggested Readings:

1. Goode and Hatt, Research Methodology, Prentice Hall Publications, 1959.
2. Kothari, C.R. Research Methodology, Methods and Techniques, New Age International Publisher.
3. Donald R. Cooper and Pamela S. Schindler, Business Research methods, 9th Edition, Tata McGrawHill, 2006.
4. Ghosh, B.N. Research Methodology, Himalayan Publishing House, New Delhi.
5. Alan Bryman and Emma Bell, Business Research methods, Oxford University Press, New Delhi, 2008.
6. Uma Sekaran, Research methods for Business, Wiley India, New Delhi, 2006.
7. K. N. Krishnaswamy, Appa Iyer Sivakumar and M. Mathirajan, Management Research Methodology, Pearson Education, New Delhi, 2006.
8. Sadhu A.N. and A. Singh, Research Methodology in Social Sciences, Himalaya Publishing House.
9. Gopal, M.H., Research Methodology in Social Sciences, Asia Publishing House, New Delhi.

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

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India. The course will be useful for students aiming towards careers in the government sector, policy analysis and business.

Course Outline

Unit	Title	Credits	
		L	T
I.	Public Finance: An Introduction Meaning and definition of public finance – Public finance and private finance – the principle of Maximum Social advantage. Market Failure; Private Goods, Public Goods and Merit Goods. Overview of Different Role of Government: Allocation, Stabilization and Distribution.	10	4
II.	Taxation Revenue-Meaning, source, tax and non-tax revenue and importance – Canons of Taxation. Types of tax: Direct and indirect taxes, Progressive, proportional and regressive taxation, single and multiple taxation. Current Issues of India's Tax System. Effects of taxation. Taxable Capacity: Determinants of taxable capacity. Shifting and incidence of taxes. Distinction between impact and incidence of taxation. Factors affecting incidence of tax. Tax evasion.	12	4
III.	Public Expenditure and Public Debt Public Expenditure: classification of public expenditure. Causes and growth of public expenditure. Effects of public expenditure on production, employment and distribution. Growth of public expenditure. Public Debt: Meaning and classification. Need for public borrowing – Effects of public debt on production, consumption and distribution. Burden of public debt. Redemption of public debt. Growth of public debt.	11	4
IV.	Public Finance in India Indian Fiscal Policy, Budget: Concepts, instruments and objectives Types of Government Budgets: Revenue Account, Capital Account and Different Concepts of Budgetary Deficits in the Indian Context. Economic and Functional Classification of Central Govt. Budgets. Fiscal Federalism in India; Center State Financial Relations and Evaluation of Previous and Features of Latest Finance Commission. State and Local Finances.	11	4
Suggested Readings: 1. Harvey Rosen, (2008) Public Finance, McGraw Hill, New York. 2. Bernard P. Harbar, Modern Public Finance (Richard Irvin Inc) 3. Musgrave and Musgrave (1984), Public Finance in Theory and Practice, McGraw Hill, New Delhi (reprint edition) 4. Joseph Stiglitz, Economics of Public sector, Norton, New York (recent edition).			

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

Course Description

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

Course Outline

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

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

Course Description

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

Course Outline

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

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

Dissertations that comprise purely descriptive material will not be acceptable.

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

Note: Font size of tables may vary as per requirement

Structure of the Project Report

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

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

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

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

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

Syllabus: Generic Elective Courses (GEC)

(Elective Courses for an Unrelated Discipline/Subject)

Year	Generic Elective Course (GEC)	Course Code
III	GEC – I	
	GEC 1: Economy of Himachal Pradesh Indian Economy	ECONA313
	GEC – II	
	(any one of the following):	
	GEC 2: Indian Economy	ECONA314
	GEC 3: Development Economics	ECONA315
	GEC 4: Environmental Economics	ECONA316

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

Course Description

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

Course Outline

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

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

Course Description

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

Course Outline

Unit	Title	Credits
		L
I.	Understanding the Indian Economy Impact of colonization on Indian Economy. Post-Independence Economy; Planning for the economy – objectives, strategy and achievements (Plan wise details to be excluded). State of the Economy in 1991. Features of the Economic Reforms and Structural Adjustment Programme: Liberalization, Privatization and Globalization. Appraisal of Economic Reform Programme. Relevance of planning in the context of globalization, Objectives and Functions of NITI Aayog.	12
II.	Problems Faced by Indian Economy Poverty: definition and estimate, poverty line, poverty alleviation programs. Inequality: income and regional inequality – causes and corrective measures. Unemployment: concepts, measurement, types, causes and remedies. Food problem and food security, Role of Public Distribution System (PDS) in India. Direct Cash Transfer Scheme of Government.	10
III.	Agriculture in India Pattern of Growth of Indian Agriculture since 1950; Land Reforms, Green Revolution, Agricultural Production, Productivity. Factors Influencing Agricultural Development: Marginalisation, Labour, Marketing and Finance. Issues and challenges in agricultural credit and subsidy. Deceleration in the 1990s – Causes and Future Challenges. Economic Liberalization and Emerging Trends in Indian Agriculture. New Agricultural Policy (In the context of liberalization.)	12
IV.	Industries in India Role of Industry in Economic Development. Pattern of Industrialization, Industrial development during the plan period. Role, Growth and Problems of Cottage, small scale and Medium scale industries in India. Industrial Policy: 1948, 1956 and 1991 and Recent Developments. Impact of New Industrial Policy on Industrial Sector.	10
Suggested Readings: 1. U. Kapila (2010): Indian economy since Independence. Academic Foundation, New Delhi 2. S. Chakraborty (): Development Planning: The Indian Experience. Clarendon Press. 3. Jalan Bimal 1992, The Indian Economy - Problems and Prospects. 4. A. Panagariya (2008): India: the Emerging Giant, Oxford University Press, New York 5. S. Acharya and R. Mohan (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi. 6. I. J. Ahluwalia and I. M. D. Little (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.		

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

Course Description

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

Course Outline

Unit	Title	Credits	
		L	T
I.	Economic Development: Meaning and Measurement Meaning of economic development. Distinction between growth, development and sustainable development. Features of underdevelopment. Factors affecting economic development. Economic development and human welfare. Measurement of economic development. Limitations of using per capita income as a measure. Alternative measures: PQLI, HDI, Human Poverty Index, Gender Development Index, Kuznet's inverted 'U' hypothesis.	10	4
II.	Factors in Development and Indian Development Experience Capital formation (Physical and Human); technology; institutions. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era.	10	4
III.	Theories of Under Development and Development Theories of Under Development: The Vicious Circle of Poverty, Low Level Equilibrium Trap, circular causation and backwash effect, dualism. Theories of Development: classical theories (Smith, Ricardo, Malthus), Marxian theory of capitalist development.	12	4
IV.	Theories of Development Classical theories (Smith, Ricardo, Malthus); Marxian theory of capitalist development. Big push, Balanced vs Unbalanced growth. Balance between agriculture and industry, import substitution vs export promotion, neo-liberal vs interventionist policies.	12	4
Suggested Readings: 1. AK Bagchi - The Political Economy of Development – Orient Longman 2. Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition). 3. Thirlwall (recent edition), Growth and Development with Special Reference to Developing Countries (recent edition) Palgrave MacMillan, New Delhi. 4. Benjamin Higgins (1968), Economic Development, Universal Book Stall, New Delhi. 5. Meier, G.M. and J.E. Rauch (2007), Leading Issues in Economic Development, Oxford University Press, New Delhi.			

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

Course Description

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

Course Outline

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

Suggested Readings:

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

No. 6-38/2016(UGC/CBCS/FLS)-HPU (Acad.)
Himachal Pradesh University
(NACC Accredited 'A' Grade University)
Academic Branch, Summer Hill Shimla-5

Dated: 18-03-2017

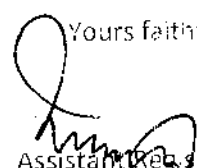
To

1. All the Principals of the Govt. /Non-Govt. affiliated/ Maintained Colleges and Regional Centre Dharamshala, Distt. Kangra running UG classes in Himachal Pradesh.
2. All the Chairmen/Chairpersons, Deptt. of teaching, HPU, Shimla-5.
3. The Director, ICDEOL, HPU, Shimla-5.
4. The Controller of Examinations, HPU, Shimla-5.
5. The A.R Exam. (UG) HPU, Shimla-5.
6. The A.R Eval./Re.Eval/Conduct/Exams, HPU, Shimla-5.
7. All the S.O., Examination wings, HPU, Shimla-5.
8. The Incharge/Programmer (RUSA/CBCS), Computer Centre, Examination Wing, HPU, Shimla-5

Subject: Complimentary copy of Revised split of marks and pattern of examination of Environment Science (Theory Course ENV52AECC02)

Sir/Madam,

In Continuation to this office Notification dated 24-09-2016 and 17-02-2017, I am sending herewith complimentary copy of Revised split of marks and pattern of examination of Environment Science '(Theory Course ENV52AECC02)' under UGC (CBCS) which have already been uploaded on the University's Website: www.hpuniv.nic.in duly approved by the Standing Committee of Academic Council in its Emergent meeting held 06.03.2017 vide spot item No. 2, on the recommendations of the concerned Board of Studies/Faculties (UG) for its implementation from the Academic Session 2016-17.

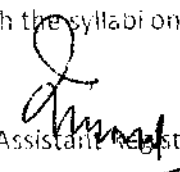
Yours faithfully,

Assistant Registrar (Acad)
HP University Shimla-5

Endst. No. Even

Dated: 18.03.2017

Copy to:

1. The D.R Secrecy, HPU, Shimla-5, w.r.t. his letter No. UGC (CBCS)/Misc. /Secy. Dated 23-02-2017 for information and further necessary action alongwith 3 spare copies.
2. The Supdt. Meeting (Acad), HPU, Shimla-5, w.r.t decision taken by Standing Committee of Academic Council vide on spot item no. 2 for information and further N/A
3. The Web Admin, HPU, Shimla-5, with the request to upload this letter with the syllabi on the website


Assistant Registrar (Acad)

Course: ENVS2AECC02
ENVIRONMENT SCIENCE
(Theory)

Semester End-examination: 100 marks

Note: The Examiner will set a total of nine (9) questions covering all topics/ units of the prescribed course by setting at least two questions from each unit. Out of the nine questions, one question containing ~~ten (10)~~ short-answer type questions of 2 marks each that will cover entire course will be compulsory. The candidate will attempt a total of five questions (one from each unit) including the compulsory question. All questions will carry equal marks.

UNIT I**(20 Periods)**

Introduction to environmental studies & ecosystems: Multidisciplinary nature of environmental studies: Scope and importance; What is an ecosystem? The structure and function of ecosystem, Energy flow in an ecosystem, food chains, food webs and ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems; Levels of biological diversity such as genetic, species and ecosystem diversity; biogeography zones of India, biodiversity patterns and global biodiversity hot spots, India as a mega-biodiversity nation, endangered and endemic species of India, threats to biodiversity, habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, conservation of biodiversity, *in-situ* and *ex-situ* conservation of biodiversity, concept of sustainability and sustainable development.

UNIT II**(15 Periods)**

Natural resources & its management and conservation: Land resources and land use change: Land degradation, soil erosion and desertification; Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations; Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state); Energy resources: Renewable and nonrenewable energy sources, use of alternate energy sources and growing energy needs.

UNIT III**(15 Periods)**

Environmental pollution & management: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution, Solid waste management: Control measures of urban and industrial waste. Climate change, global warming, ozone layer depletion, acid rain and their impact on human communities and agriculture. Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act; International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD); Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

UNIT IV**(10 Periods)**

Environment & social issues: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; environmental communication and public awareness.

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
9. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
10. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
11. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
12. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
13. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
14. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
15. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
16. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

प्रथम वर्ष
प्रयोजनमूलक हिन्दी

प्रश्न पत्र : Core Course B.A./B.Com.

SKT/HINDI -I

HIND101

Credits : 06

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

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

निर्धारित पुस्तक : प्रयोजनमूलक हिन्दी, प्रोफेसर श्रीराम शर्मा, कमल प्रकाशन, बिलासपुर, हिमाचल प्रदेश, मूल्य 75 रु0 ।

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

- 4.1 कम्प्यूटर में हिन्दी प्रयोग : कम्प्यूटर की संरचना, वर्तनी संशोधन एवं इन्टरनेट कार्यप्रणाली
4.2 पारिभाषिक शब्दावली
4.3 कार्यालयी हिन्दी और अनुवाद : विशेषताएं, अनुवाद-प्रक्रिया, समस्याएं एवं कठिनाइयां

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

$21\frac{1}{2}$ अंको का होगा । $14 + 21\frac{1}{2} + 21\frac{1}{2} + 21\frac{1}{2} + 21\frac{1}{2} = 100$ अंक

हिंदी साहित्य का इतिहास

प्रश्न पत्र : Core Course

(DSC-1A)

HIND102

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 काल विभाजन एवं नामकरण, आदिकालीन काव्य धाराएँ - सिद्ध, नाथ एवं जैन साहित्य
- 1.2 प्रमुख रासो काव्य
- 1.3 आदिकालीन हिन्दी साहित्य की सामान्य विशेषताएँ।

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

अनुशंसित पुस्तकें -

1. शिवकुमार शर्मा, हिन्दी साहित्य : युग और प्रवृत्तियाँ, अशोक प्रकाशन, दिल्ली ।
2. डॉ० हुकुमचन्द राजपाल, हिन्दी साहित्य का इतिहास ।
3. डॉ० नरेश मिश्र एवं रामसजन पाण्डेय, हिन्दी साहित्य का इतिहास ।
4. हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल ।
5. हिन्दी साहित्य का इतिहास, आचार्य हजारी प्रसाद द्विवेदी ।
6. हिन्दी साहित्य उद्भव और विकास : आचार्य हजारी प्रसाद द्विवेदी ।
7. हिन्दी साहित्य का वैज्ञानिक इतिहास : आचार्य गणपति चन्द्र गुप्त ।

मध्यकालीन हिंदी कविता

प्रश्न पत्र : Core Course

(DSC-1B)

HIND103

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

हिंदी भाषा और संप्रेषण

प्रश्न पत्र : Ability Enhancement Compulsory Course

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

HIND104

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

- 3.1 वर्णों का उच्चारण स्थान : कण्ठ्य, तालव्य, मूर्धन्य, दन्त्य, ओष्ठ्य तथा दन्तोष्ठ्य।
- 3.2 बलाघात, संगम, अनुतान तथा संधि।

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

द्वितीय वर्ष
अनिवार्य हिन्दी 'रचना पुंज'

प्रश्न पत्र : Core B.A./B.Com.

SKT/HINDI -2

HIND201

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

निर्धारित पुस्तक : रचना पुंज (पद्य-गद्य-संकलन) (सं0) प्रोफेसर कुमार कृष्ण, कमल प्रकाशन, बिलासपुर, हिमाचल प्रदेश, मूल्य 45 रु0 ।

इस पुस्तक में से व्याख्या तथा प्रश्नों के लिए निम्नलिखित कवि/लेखक तथा पद्यांश/गद्यांश निर्धारित हैं ।

इकाई - 1

- 1.1 कबीर, घनानंद, सूर्यकांत त्रिपाठी निराला तथा बालकृष्ण शर्मा नवीन का सामान्य परिचय
- 1.2 कबीर - पन्द्रह दोहे, घनानंद 3 कवित्त, 3 सवैये
- 1.3 सूर्यकांत त्रिपाठी निराला : तोड़ती पत्थर, विनय बालकृष्ण शर्मा नवीन : विप्लव गायन

इकाई - 2

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

इकाई - 3

- 3.1 प्रेमचन्द, मोहन राकेश, काशीनाथ सिंह, उदय प्रकाश का सामान्य परिचय
- 3.2 प्रेमचन्द : ईदगाह, मोहन राकेश : मलवे का मालिक
काशीनाथ सिंह : अपना रास्ता लो बाबा, उदय प्रकाश : छप्पन तोले का करधन

इकाई - 4

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

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा । प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं । $7 + 7 = 14$ अंक (रेगुलर)
 $10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

आधुनिक हिंदी कविता

प्रश्न पत्र : Core Course

(DSC-1C)

HIND202

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

- 3.1 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' की काव्यगत विशेषताएँ
- 3.3 सूर्यकांत त्रिपाठी निराला : कविताएँ -
वर दे, वीणा वादिनी वर दे
तोड़ती पत्थर
स्नेह निर्झर सह गया है
विधवा
- 3.4 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : कविताएँ -
उड़ चल, हारिल
कलगी बाजरे की
साँप
नया कवि : आत्म स्वीकार

इकाई - 4

- 4.1 नागार्जुन तथा नरेश मेहता का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 4.2 नागार्जुन तथा नरेश मेहता की काव्यगत विशेषताएँ
- 4.3 नागार्जुन : कविताएँ -
यह दन्तुरित मुस्कान
प्रेत का बयान
- 4.4 नरेश मेहता : कविताएँ -
तीर्थ जल
पीले फूल कनेर के
मेघ मैं

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

हिंदी गद्य साहित्य

प्रश्न पत्र : Core Course

(DSC-1D)

HIND203

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

कार्यालयी हिन्दी

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

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

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

- 4.1 पारिभाषिक शब्दावली।
- 4.2 कार्यालयी प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग - कम्प्यूटर, लैपटॉप, टैबलेट, टेलीप्रिंटर, टेलेक्स, वीडियो कान्फ्रेंसिंग।

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

हिंदी भाषा शिक्षण

प्रश्न पत्र : Skill Enhancement Course

(SEC-1)

HIND205

Credits : 04

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

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

अनुवाद विज्ञान

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

Credits : 04

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

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 अनुवाद का तात्पर्य, अनुवाद के विभिन्न प्रकार - भाषान्तरण, सारानुवाद तथा रूपान्तरण में साम्य-वैषम्य। अनुवाद के प्रमुख प्रकार-कार्यालयी, साहित्यिक, ज्ञान-विज्ञानपरक, विधिक, वाणिज्यिक।
- 1.2 अनुवाद के शिल्पगत भेद अविकल अनुवाद (लिटरेल), भावानुवाद/छायानुवाद, आशु अनुवाद, डबिंग, कम्प्यूटर अनुवाद।

इकाई - 2

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

इकाई - 3

- 3.1 वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरों/लोकोक्तियों का अनुवाद, संक्षिप्ताक्षरों तथा कूटपदों का अनुवाद, आंचलिक शब्दावली का अनुवाद, व्यंजनापरक लाक्षणिक पद प्रयोगों का अनुवाद।
- 3.2 अनुवाद की सम्पादन प्रविधि।
- 3.3 अनुवादक की अर्हता और सफल अनुवाद के अभिलक्षण।

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

संभाषण कला

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

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

इकाई - 1

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

इकाई - 2

- 2.1 संभाषण कला के प्रमुख उपादान - यथेष्ट भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्जूम), वेग, लहजा (एक्सेण्ट)
- 2.2 संभाषण कला के विभिन्न रूप, उद्घोषणा कला (अनाउन्सेमेंट), आंखों देखा हाल (कमेन्ट्री), संचालन (एंकरींग)
- 2.3 वाचन कला, समाचार वाचन (रेडियो, टीवी.) मंचीय वाचन (कविता, कहानी, व्यंग्य आदि)

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

तृतीय वर्ष

रंग आलेख एवं रंगमंच

प्रश्न पत्र : Skill Enhancement Course

(SEC-3)

HIND301

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

- 3.1 हिन्दी के प्रमुख नाटक और नाटककार।
3.2 हिन्दी रंगमंच के प्रमुख रूप-1. शौकिया मंच 2. व्यावसायिक मंच 3. सरकारी मंच।
3.3 हिन्दी क्षेत्र की प्रसिद्ध रंगशालाएं तथा संस्थाएं।

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

भाषा कम्प्यूटिंग

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

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

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

चलचित्र लेखन

प्रश्न पत्र : Skill Enhancement Course

(SEC-4)

HIND303

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

समाचार संकलन और लेखन

प्रश्न पत्र : Skill Enhancement Course

(SEC-4)

HIND304

Credits : 04

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

- 2.1 समाचार का वर्गीकरण। खोजी, व्याख्यात्मक, अनुवर्तन समाचार।
- 2.2 संवाददाता : भूमिका, अर्हता, श्रेणियाँ, प्रकार्य एवं व्यवहार-संहिता।
- 2.3 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 विषय, खेलकूद, पर्यावरण, मानवाधिकार और अन्य सामाजिक विषयों और क्षेत्रों से सम्बन्धित रिपोर्टिंग।

इकाई - 3

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

इकाई - 4

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

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

लोक साहित्य

प्रश्न पत्र : Discipline Specific Elective

(DSE-1A)

HIND305

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

- 2.1 लोकगीत - संस्कार गीत, व्रतगीत, श्रम परिहार गीत, ऋतुगीत।
- 2.2 लोकनाट्य - रामलीला, स्वांग, यक्षगान, भवाई, माच, तमाशा, नौटंकी, जात्रा, कथकली।

इकाई - 3

- 3.1 लोककथा - व्रतकथा, परीकथा, नागकथा, बोधकथा। कथानक रूढ़ियाँ एवं अभिप्राय, लोककथा निर्माण में अभिप्राय।
- 3.2 लोकगाथा - लोकगाथा की भारतीय परम्परा, लोकगाथा की सामान्य प्रवृत्तियाँ, लोकगाथा प्रस्तुति।

इकाई - 4

- 4.1 प्रसिद्ध लोकगाथाएँ - भरथरी (राजा भर्तृहरि), गूगा गाथा, गढ़ मलौण, मदना की हार, महासती सूरमी, मोहणा, नूरपुर का राजा जगत सिंह, सुन्नी भूंकू, कुंजू-चंचलो, रानी सुनैना।

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

छायावादोत्तर हिंदी कविता

प्रश्न पत्र : Discipline Specific Elective

(DSE-1B)

HIND306

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

- 4.3 सर्वेश्वरदयाल सक्सेना : कविताएँ -
मैंने कब कहा
हम ले चलेंगे
- 4.4 केदारनाथ सिंह : कविताएँ -
रचना की आधी रात
फर्क नहीं पड़ता

प्राश्निक के लिए निर्देश :

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

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2} \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

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

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

आधुनिक भारतीय साहित्य

प्रश्न पत्र : Generic Elective Course

(GE-1)

HIND307

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

- 2.1 महात्मा गांधी और महर्षि अरविंद का भारतीय साहित्य पर प्रभाव
- 2.2 मार्क्सवाद एवं अस्तित्ववाद का भारतीय साहित्य पर प्रभाव

इकाई - 3

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

इकाई - 4

- 4.1 विजय तेन्दुलकर : घासीराम कोतवाल

प्राश्निक के लिए निर्देश :

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

सर्जनात्मक लेखन के विविध क्षेत्र

प्रश्न पत्र : Generic Elective Course

(GE-2)

HIND308

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

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

इकाई - 2

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

इकाई - 3

- 3.1 दृश्य-सामग्री (छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि) से संबन्धित लेखन।

इकाई - 4

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

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

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

$7 + 7 = 14$ अंक (रेगुलर)

$10\frac{3}{4} + 10\frac{3}{4} = 21\frac{1}{2}$ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)

अंक विभाजन :

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

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

Annexure-I

ANNUAL SYSTEM UNDER CBCS
B.A. WITH PUBLIC ADMINISTRATION (CREDIT-132)

Year	Course Code	Course	Course PROPOSED	Course Name	Credits	Award Type
Ist		English-I			06	100 ESE=70 IA=30
	PUBA 101-A	DSC-1A	Core Course	Administrative Theory	06	100 ESE=70 IA=30
	PUBA 102-A	DSC-1B	Core Course	Indian Administration	06	100 ESE=70 IA=30
	Skt./Hindi-1	AECC-1	Ability Enhancement Compulsory Course		06	100 ESE=70 IA=30
	PUBA 102	DSC-2A	Core Course		06	100 ESE=70 IA=30
		DSC-2B	Core Course		06	100 ESE=70 IA=30
	Evs. Studies Hindi/Skt. (one out of three)	AECC-2	Ability Enhancement Compulsory Course		04 04	100 ESE=70 IA=30
	Total Credits				44	
II	English-2		Core Course		06	100 ESE=70 IA=30
	Skt./Hindi - 2				06	
	PUBA 201A	DSC-1C	Core Course	Administrative Thinkers	06	100 ESE=70 IA=30
	PUBA 202-A	DSC-1D	Core Course	Development Administration	06	100 ESE=70 IA=30
		DSC-2C	Core Course		06	
		DSC-2D	Core Course		06	
	PUBA 203-A	SEC-1A	Skill Enhancement	Computer Applications & Office Management	04	100 ESE=70 IA=30
	PUBA 204-A	SEC-2B	Skill Enhancement	Human Resource & Logistic Management	04	100 ESE=70 IA=30
		Total			44	
III	PUBA 301-A	SEC-3C	Skill Enhancement Course	Leadership Styles & Conflict Management	04	100 ESE=70 IA=30
	PUBA 302-A	SEC-4D	Skill Enhancement Course	Stress & Time Management	04	
	PUBA 303-A OR PUBA 304-A	DSE-1A (Option-I) OR DSE-1A (Option II)	Discipline Specific Elective	Local Governance IA OR Contemporary Issues & Concerns in Indian Administration	06	100 ESE=70 IA=30
	PUBA 305-A OR PUBA 306-A	DSE-1B (Option -I) OR DSE-B (Option-II)	Discipline Specific Elective	Public Policy and Administration in India Or Financial Administration	06	100 ESE=70 IA=30
		DSE-2A	Discipline Specific		06	100 ESE=70 IA=30
		DSE-2B	Elective		06	
	PUBA 307-A	GE-1	Generic Elective	Constitutional and Administrative Aspects of Himachal Pradesh	06	100 ESE=70 IA=30
	PUBA 308-A Or PUBA -309-A	GE-2 option-I OR GE-2 option-II	Generic Elective	Disaster Management OR E Governance	06	100 ESE=70 IA=30
	Total				44	

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Sr. No.	Course	Course Name	Year	Course Code	Award Type	Credits	Max.
1	Public Administration	Administrative Theory (Core Course)	1	PUBA101A TH	Theory (ESE)	6 (5L+1T)	70
2	Public Administration	Administrative Theory (Core Course)	1	PUBA 101A IA	Internal Assessment (CCA)		30
3	Public Administration	Indian Administration (Core Course)	1	PUBA 102A TH	Theory (ESE)	6 (5L+1T)	70
4	Public Administration	Indian Administration (Core Course)	1	PUBA 102A IA	Internal Assessment (CCA)		30
5	Public Administration	Administrative Thinkers (Core Course)	2	PUBA 201A TH	Theory (ESE)	6 (5L+1T)	70
6	Public Administration	Administrative Thinkers (Core Course)	2	PUBA 201A IA	Internal Assessment (CCA)		30
7	Public Administration	Development Administration (Core Course)	2	PUBA 202A TH	Theory (ESE)	6 (5L+1T)	70
8	Public Administration	Development Administration (Core Course)	2	PUBA 202A IA	Internal Assessment (CCA)		30
9	Public Administration	Computer Applications & Office Management (SEC)	2	PUBA 203A TH	Theory (ESE)	4 (2L+2T)	70
10	Public Administration	Computer Applications & Office Management (SEC)	2	PUBA 203A IA	Internal Assessment (CCA)		30
11	Public Administration	Human Resource & Logistic Management (SEC)	2	PUBA 204A TH	Theory (ESE)	4 (2L+2T)	70
12	Public Administration	Human Resource & Logistic Management (SEC)	2	PUBA 204A IA	Internal Assessment (CCA)		30
13	Public Administration	Leadership Styles & Conflict Management (SEC)	3	PUBA 301A TH	Theory (ESE)	4 (2L+2T)	70
14	Public Administration	Leadership Styles & Conflict Management (SEC)	3	PUBA 301A IA	Internal Assessment (CCA)		30
15	Public Administration	Stress & Time Management (SEC)	3	PUBA 302A TH	Theory (ESE)	4 (2L+2T)	70
16	Public Administration	Stress & Time Management (SEC)	3	PUBA 302A IA	Internal Assessment (CCA)		30
17	Public Administration	Local Governance (DSE) 1 A option-I	3	PUBA 303A TH	Theory (ESE)	6 (5L+1T)	70
18	Public Administration	Local Governance (DSE) 1 A option-I	3	PUBA 303 IA	Internal Assessment (CCA)		30
19	Public Administration	Contemporary Issues and Concerns in Indian Administration (DSE) 1A Option II	3	PUBA 304A TH	Theory (ESE)	6 (5L+1T)	70
20	Public Administration	Contemporary Issues and Concerns in Indian Administration (DSE) 1A option II	3	PUBA 304A IA	Internal Assessment (CCA)		30
21	Public Administration	Public Policy & Administration in India (DSE) 1B option -I	3	PUBA 305A TH	Theory (ESE)	6 (5L+1T)	70
22	Public Administration	Public Policy & Administration in India (DSE) 1B option-I	3	PUBA 305A IA	Internal Assessment (CCA)		30
23	Public Administration	OR Financial Administration (DSE) 1B Optional II	3	PUBA 306A TH	Theory (ESE)	6 (5L+1T)	70
24	Public Administration	Financial Administration (DSE) 1B option II	3	PUBA 306A IA	Internal Assessment (CCA)		30
25	Public Administration	Constitutional and Administrative Aspects of Himachal Pradesh (GE-I)	3	PUBA 307 A TH	Theory (ESE)	6 (5L+1T)	70
26	Public Administration	Constitutional and Administrative Aspects of Himachal Pradesh (GE-I)		PUBA 307 A IA	Internal Assessment (CCA)		30
27	Public Administration	Disaster Management (GE)-2 option -I	3	PUBA 308 ATH	Theory (ESE)	6 (5L+1T)	70
28	Public Administration	Disaster Management (GE) -2 option-I	3	PUBA 308A IA	Internal Assessment (CCA)		30
29		OR E-Governance (GE) 2 option-II	3	PUBA 309A TH	Theory (ESE)	6 (5L+1T)	70
30	Public Administration	E-Governance (GE) -2 option-II	3	PUBA 309A IA	Internal Assessment (CCA)		30

Public Administration Syllabus (Regular)

BA – 1st Year)

Core Course

DSC:1A

Code PUBA 101-A

Course: Administrative Theory

Course Code	CODE –PUBA 101A	
Credits-6	L (L=Lecture)	T (T= Tutorial)
	L- 5,	T-1
Course Type	Core Course	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

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

Course Content

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

Books and References

1. Bhagawan, Vishnu Bushan; Vidya - Public Administration, S. Chand and Company New Delhi. 1994
2. Avasthi and Maheswari - Public Administration, Laxmi Narayan Agarwal, 2000.
4. Sharma, M.P. - Public Administration (Theory Concept), Kitab Mehal Allahabad 2007.
5. Maheshwari, Sriram – Administrative Theory, Mcmilan New Delhi, 2009.
7. Fadia & Fadia - Public Administration, Sahitya Bhawan Publication Agra, 2007.
8. Tyagi, A.R. - Principles & Practice of Public Administration 1987.
9. Chakrabarty, Bidyut and Chand; Prakash, Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi, 2012.
10. Srivatava, Smita Theory and Practice of Public Administration, Pearson, 2011.
11. Singh, Hoshiar and Sachdeva; Pradeep, Public Administration Through Practice, Pearson, 2010.
12. Basu; Rumki, Public Administration (Concepts and theories) Sterling Publishers, New Delhi 1994

Code: PUBA 102-A
Course: Indian Administration
 Core Course
 DSC 1B

Course Code	CODE –PUBA 102-A	
Credits-6	L (L=Lecture)	T (T= Tutorial)
	L- 5	T-1
Course Type	Core Course	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

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

Course Content

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

Books and References

1. Basu, D.D. Introduction the study of Indian constitution Lexis Nexis 2009.
2. Pyle, M.V. India's constitution [Asia Publishing House](#) 1962.
3. Ghai, Indian Govt and Politics
4. Johari, J.C. Indian Political System Anmol Publications, 1996.
5. Maheswari, S.R. Indian Administration Orient Blackswan 2000
6. Jha, Rajesh K. Public Administration in India, Pearson, 2010
7. Singh, Hoshiar & Singh, Pankaj Indian Administration, Pearson 2010
8. Mitra, Subrata K. The Puzzle of India's Governance, Cambridge University Press, New Delhi, 2011.

Public Administration Syllabus

BA-IInd Year

Core Course-DSC-1C

Code: PUBA 201-A

Course: Administrative Thinkers

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

Term End Examination System :

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern :

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

Course Content and Credit Scheme

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

BOOKS RECOMMENDED:

- 1 D. Ravindra Prasad, V.S. Prasad and P . Satyanaryana Administrative Thinkers, Sterling Publishing House, New Delhi.
- 2 S.R Maheshwari Administrative Thinkers, Mac Millan India Limited, New Delhi.
- 3 M.K. Gandhi: Hind Swaraj, Navajvan, Ahmedabad .
- 4 F.W . Taylor: Scientific Management , Harper and Row Publishers, USA.
- 5 Luther Gullick & Lyndall Urwick: Papers- in Sciences of Administration, Columbia University Press, New York.
- 6 George Elton Mayo The Human Problems of Industrial Civilization , Harvard Business School Boston.
- 7 Chester I. Barnard: The Functions of Executive , Harvard University Press, Cambridge.
- 8 Max. Weber: Economy and Society translated and edited by Guenther Roth & Claus Wittich , Bedminister Press New York.
- 9 Abraham Maslow: Motivation and Personality, Harper & Row, New York.
- 10 Douglas Mc Gregor: Leadership and Motivation , MIT Press, Boston.
- 11 R.N. Singh Management Thought & Thinkers Sultan Chand and Sons , New Delhi.
- 12 Prasad & Narayanan : Administrative Thinkers.
- 13 Navin Mathur: Management Thought, National Publishing House , Jaipur.

BA-II Year Core Course

CODE: PUBA 202-A

Course DSC 1D

Course: Development Administration

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Books Recommended:

- 1 R.D.Sharma, Development Administration, Theory&Practice, Deep&Deep Publications, New Delhi
- 2 Mamta Kaushal Mokta ,Development Administration in India, Student Publications,Shimla.
- 3 Mary Parmar, Development Planning in India, Reliance Publications New Delhi.
- 4 Issues in Development Administration in India, Reliance Publications New Delhi.
- 5 Shiv Raj Singh, Bureacracy &Rural Development, Mittal publications,New Delhi.
- 6 Sanjeev Mahajan, Public Undertakings in India, Devika publications ,New Delhi.
- 7 S.L.Goel, Social Welfare Administration,Deep&Deep Publications,New Delhi
- 8 Swinder Singh, Development Administration, New Academaic Publisher Jalandhar.
- 9 K.K.Puri and G.S.Barara, Development Administration in India (Hindi Medium) Bharat Prakashan, Jalandhar.
- 10 Dwight Waldo, Temporal Dimension of Development Administration, 1970
- 11 F.W. Riggs, The Idea of Development Administration, in E.W. Weidner (ed.)

Public Administration Syllabus
BA-IInd Year
 Skill Enhancement Course ;SEC-1A
 Code: PUBA 203-A

Course: Computer Applications & Office Management

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

Term End Examination System :

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

Continuous Comprehensive Assessment (CCA) Pattern :

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

Books Recommended:

1. J.R. Monga, Basic Financial Accounting, Mayur Paper backs, Darya Gang, New Delhi.
2. S.N. Maheshwari, Financial Accounting, Vikas Publication, New Delhi
3. P.C. Tulsian, Financial Accounting, Tata McGraw Hill, New Delhi
4. Ashok Sehgal and Deepak Sehgal, Fundamentals of Financial Accounting, Taxmann. New Delhi
5. R. Narayna Swamy, "Financial Accounting" PHI Pvt., New Delhi
6. S.P. Jain and K.I. Narang, Advanced Accounting, Kalyani Publishers New Delhi

7. Naseem Ahmed, Nawab Ali Khan, M.L. Gupta, Financial Accounting, Ane Books Pvt. Ltd. New Delhi.

BA-II Year
Course: Skill Enhancement Course ;SEC-2B
CODE: PUBA204-A

Course: Human Resource & Logistic Management

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Books Recommended:

1. Allawadi, Satish Chand Rakesh P. Singh, 2001, Logistics Management (Second Edition), Prentice Hall India, New Delhi
2. Agarwal, D.K., 2012, Text book of logistics and Supply Chain Management (Reprint), Macmillan, Delhi.
3. Bhattacharya, S.K., 2010 Logistics Management-Definition, Dimensions and Functional Applications (Reprint), Sultan Chand and Sons, Delhi.
4. Ismail Reji, 2013 Logistics Management, Excel Books India, Delhi
5. Raghuram, G and N. Rangaraj, Logistics and Supply Chain Management-Cases and Concepts, Macmillan India, Delhi.
6. Sople, Vinod, V. 2013, Logistics Management 9Third edition). Dorling Kindersley India, New Delhi.

BA-III Year

Code :PUBA301-A

Course: SEC-3C Skill Enhancement Course

Course: Leadership Styles and Conflict Management

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Books

1. Bernard M. Bass, 1985, Leadership and Performance Beyond Expectations, Free Press, New York.
2. C.K.W. DeDreu & E. Van de Vliert (Eds.), 1997, Using Conflict in Organizations, Sage, London.
3. D.G. Pruitt & P.J. Carnevale, 1993, Negotiation and Social Conflict, Open University Press, England.
4. Deepak Malhotra, 2016, Negotiating the Impossible: How to Break Deadlocks and Resolve Ugly Conflicts (without Money or Muscle). Berrett-Koehler Publishers, Oakland CA
5. Deepak Malhotra and Max H. Bazerman, 2008, Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, Bantam Dell, Random House Inc., New York.
6. I William Zartman, 2007, Negotiation and Conflict Management: Essays on Theory and Practice (Security and Conflict Management), Routledge, New York.
7. L.D. Brown, 1983, Managing Conflict at Organizational Interfaces, Reading, Addison-Wesley, M.A.
8. M.Afzalur.Rahim, 2001, Managing Conflict in Organizations (3rd Ed.), Quorum Books, Westport, CT.
9. Shay & Margaret McConnon, 2008, Conflict Management in the Workplace: How to Manage Disagreements and Develop Trust and Understanding, How to Books Ltd., U.K.
10. Wendel.L. French & Cecil.H. Bell Jr, 1999, Organization Development : Behavioral Science Interventions for Organization Improvement(6th Ed.) Englewood Cliffs, Prentice-Hall, N.J.
11. William W. Wilmot and Joyce L. Hocker, 2005, Interpersonal Conflict, Mc Graw-Hill Higher Education.

Reading List

Government of India, The Gazette of India Extraordinary PART II- Section 1, New Delhi, Friday, January 1, 2016 www.indiacode.nic.in/acts-in-pdf/2016/201603.pdf.

BA-III Year
Code :PUBA302A
Course SEC-4D Skill Enhancement Course

Course: Stress & Time Management

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading List

1. D.N. Pestonjee, 1998, Stress and Coping: The Indian Experience, Sage Publication, India.
 2. Dr.Sudhir Dikshit, 2011, Time Management (Hindi) Manjul Publishing House, Bhopal.
 3. Neiten, W. & Lloyd, M.A, 2007, Psychology applied to Modern life. Thomson Detmar Learning
 4. P.K.Jha, 2008, Time Management: The Art of Stress Free Productivity, Global India Publications Pvt. Ltd., India.
 5. Ramesh K. Arora, 2015, Time Management for Happiness and Success, Paragon International Publishers, New Delhi
 6. Rita Emmett, 2009, Manage Your Time to Reduce Your Stress: A Handbook for the Overworked, Overscheduled and Overwhelmed, Walker Publishing Company, INC., New York.
- Tom Marcoux, 2014, Power Time Management: More Time, Less Stress, and Zero Procrastination Your Breakthrough for More Success, Happiness and Time Off, Tom Marcoux Media, LLC

BA-III Year

Course : DSE-1-A (Option -I) Discipline Specific Elective

CODE: PUBA303-A

Course: Local Government in India

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading List

1. Maheshwari, S.R. : Local Vovernment in India, Agra Lakshmi Naraian Agra Latest ed.
 2. Bhayana Sahib Singh: Local Government in India, New Academic Publishing Company Jalandhar, 1986.
 3. Singh, Sahib and Singh, Swinder: Local Government in India, New Academic Publishing of Company, Jalandhar 2007.
 4. Mishra, S.N. : New Horizons in Rural Development Administr5ation, Mittal Publication, New Delhi, 1989.
 5. Khanna, B.S. : Rural Development in India, Deep and Deep Publication, 1992.
 6. Singh Mohinder: Rural Development Administrastion and Anti Poverty Programmes Deep and Deep Publication, 1988.
 7. George Mathew: Panchayati Raj in India: From Legislation to Movement (New Delhi: ISS, 1994)..
 8. Pardeep Sahni, Alka Dhameja and Uma Medury. 2004. Disaster Mitigation: Experiences and Reflections. PHI, New Delhi.
- Vinod K.Sharma. 2013 (2nd Edition).

**Public Administration Syllabus
BA-III Year**

Code :PUBA304-A

DSE-1A; (Option -II) Discipline Specific Elective

Course: Contemporary Issues and Concerns in Indian Administration

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading List

1. Alka Dhameja (3rd Edition) (2010), Contemporary Issues in Public Administration, New Delhi, Prentice Hall of India
2. Deborah M. Kolb and Jean M. Bartunek (Eds.) (1992), Hidden Conflict in Organizations: Uncovering the Behind the Scenes Disputes, Newbury, Sage
3. Demetrios Argyrides (2007), Public Administration in Transition: Essays in Honour of Gerald Caiden, U.S, Vallentine Mitchell & Co Ltd
4. Dipak Das and Sanjay Kumar Singh (2011), Corporatization of Corporate Social Responsibility, Bangalore, SBS
5. E. Vayunandan and Dolly Mathew (Eds.) (2003), Good Governance: Initiatives in India, New Delhi, Prentice Hall of India
6. Gerald Caiden (1982), Strategies for Administrative Reform, Lexicon Books
7. Gerald Caiden(2007), Administrative Reform, U.S, Aldine Transaction
8. Henry Clayton Metcalf and Kenneth Thompson (2003), Dynamic Administration: The Collected Papers of Mary Parker Follett, London, Routledge
9. Hoshier Singh and Pankaj Singh (2011), Indian Adminitration, New Delhi, Pearson
10. K.R Gupta (2011), Public Enterprises: Economics and Management, New Delhi, Atlantic
11. Jaswal P.S. and Nishtha Jaswal: Public Administration, Raj publishers, Jalladhar, 2000 Environmental Law, pioneer Publications 2000.
12. Mukund Rajan Fobind: Global Environmental Policies Oxford University Press 1997
13. Mamta Mokta, S.S. Chauhan, S.K. Mahajan and Simmi Agnhotri, "Challenges in Governance, Anamika Publishers, 2011, New Delhi
14. Singh Gurnax: Law of Consumer Proction, Bharat Law Publications, 1993
15. Aggarwal V.K. Consumer Proction Law & Practice, BLH Publishers Ltd., New Delhi 1993
16. Subbian Adikkalam: Human Rights: Philosophy, Promotion, Protection and Cantt. 2006.
17. Ansari M. R.: Protecting Human Rights, Maxford books, New Delhi, 2006
18. Verma J.S. The Universe of Human Rights, Universal Law Publishing Company, Delhi, 2006

BA-III Year

Course: DSE- IB ; (option-1S) Discipline Specific Elective

Code :PUBA305-A

Course: Public Policy and Administration in India

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading List

1. Charles O. Jones, An Introduction to the Study of Public Administration Policy, California, Books Cale Pub. Co.
2. Charles Wheelan (2011), Introduction to Public Policy, New York, W. W. Norton & Company
3. E. Jacole Charles (1970), Policy and Bureaucracy, U.S, D.Van Nostranad Co
4. Fred M. Froheck (1979), Public Policy, Scope and Logic, London, Prentice-Hall
5. James F. Anderson (1979), Public Policy Making, New York, Preaget
6. Jawaharlal Nehru (1936), An Autobiography, New Delhi, The Bodley Head
7. Manheshwar Prasad (2013) Bureaucratic System and Public Policy in India, New Delhi, Munshiram Manoharlal Publishers
8. Michael Howlett (2011), The Oxford Handbook of Public Policy, New Delhi, Oxford University Press
9. Pardeep Sahni (1987), Public Policy: Conceptual Dimension, Kitab Mahal, Allahabad
10. R.S Ganapathy (1986), Public Policy and Policy Analysis in India, New Delhi, Sage
11. R.V Vaidyanatha Ayyar (2009), Public Policy Making in India, New Delhi, Pearson
12. Shashi Tharoor (2012), Nehru: The Invention of India, New York, Arcade

BA-III Year

Code: PUBA306-A

Course: DSE- IB; Option II Discipline Specific Elective

Course: Financial Administration

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading list

1. Mahajan, Sanjeev Kumar and Anupama Puri Mahajan, 2014, Financial Administration in India, PHI Learning Pvt Ltd, Delhi
2. Laxmikanth K.L., 2011, Public Administration, Tata McGraw Hill Education, 2011
3. Goel S.L., 2002, Public Financial Administration, Deep and Deep Publishers, New Delhi
4. Handa K.L., 2002, Expenditure Control and Zero Based Budgeting, Indian Institute of Finance, New Delhi
5. Hajela A.N., 2010, Public Finance (4th Ed), Ane Books, New Delhi
6. Thavaraj, M.J.K., 2003, Financial Administration of India (7th Ed) Sultan Chand and Sons, Delhi.
7. Second Administrative Reform Commission, (Fourteenth Report), Strengthening Financial Management System, GoI, New Delhi
8. Pooja Paswan, 2015, Financial Administration of India, Rajat Publications, Delhi

BA-III Year

GE-1

Code : GE-1;PUBA307-A

Course: Constitutional and Administrative Aspects of Himachal Pradesh

Course Code	CODE-GE:PUBA307-A	
Credits-6	L (L=Lecture)	T(T=Tutorial)
	L-5	T-1
Course Type	Core Course/Major	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

Minor Test	Class Test	Tutorials/Assignments/General Behaviour of students	Attendance	Total Marks
10	05	10	05	30

Topics:**I. Constitutional History:**

- Emergence of Himachal Pradesh
- Himachal as Chief Commissioner and Part C State.
- Re-organization of H.P. and State re-organization commission
- Himachal Pradesh towards full statehood.

II. Administrative History:

- Himachal Pradesh under Chief Commissioner
- Administration of Himachal Pradesh during Union Territory Period.
- Administrative setup of Himachal Pradesh at the time of re-organization.
- Present administrative setup of Himachal Pradesh at state, division, District and Block level.

III. Local Government in Himachal Pradesh

- Salient Feature of 73rd amendment act.
- Salient Feature of 74th amendment act.
- Composition and functions of Gram Panchayat, Panchayat Smiti & Zila Parishad
- Composition and functions of Municipal Corporation & Municipal Council

IV. Transparency and Accountability of Governance in Himachal Pradesh

- The Himachal Pradesh Public Services Guarantee act 2011.
- Feature of RTI act 2005 & HP RTI rules 2006

References

- Mian Goverdhan Singh : Himachal Pradesh: History, Culture and Economy, Minerva Book House, 1992.
- Dr. Jagmohan Balokhara, The Wonderland Himachal Pradesh – An Encyclopedia, HG Publications, New Delhi, 2017
- Hari Krishan Mitto, Himachal Pradesh, National Book Trust, India, 2001.
- Rama K. Kaushal, Himachal Pradesh: Socio-economic, Geographical & Historical Survey, Reliance Publishing House, 1988
- V. Verma, The Emergence of Himachal Pradesh: A Survey of Constitutional Developments, Indus Publishing, New Delhi, 1995
- M.S. Ahluwalia, History of Himachal, Intellectual Publication House, New Delhi, 1988.
- Economic Survey of Himachal Pradesh, Economic and Statistics Department, 2017-18.
- The Himachal Pradesh Panchayati Raj Act, 1994
- Himachal Pradesh RTI Rules 2006

**Public Administration Syllabus
BA-III Year**

Code : GE-2;PUBA308-A option (I)

Course: Disaster Management

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Reading List

1. Anu Kapur. 2006. Disaster in India: Studies in Grim Reality. Rawat Publications, New Delhi.
2. Anu Kapur. 2010. Vulnerable India: A Geographical Study of Disasters. Sage India, New Delhi.
3. Arulsamy and J. Jeyadevi. 2016. Disaster Management. Neelkamal Publications, New Delhi.
4. Dagus O. 2011. Disaster Management: An appraisal of Institutional Mechanisms in India. KW Publishers Pvt Ltd, New Delhi.
5. David A. McEntire. 2015 (2nd Edition). Disaster Response and Recovery: Strategies and Tactics for Resilience. Wiley, New Jersey.
6. M.M.Sulphey. 2016. Disaster Management. PHI Learning, New Delhi.
7. Mrinalini Pandey. 2014. Disaster Management. Wiley.
8. Pardeep Sahni, Alka Dhameja and Uma Medury. 2004. Disaster Mitigation: Experiences and Reflections. PHI, New Delhi.
9. Vinod K.Sharma. 2013 (2nd Edition). Disaster Management. Medtech, New Delhi.

Public Administration Syllabus
BA-III Year
 Code :PUBA309-A
 Course: GE2 option (II) Generic Elective
Course: E-Governance

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

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs

Continuous Comprehensive Assessment (CCA) Pattern:

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

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

Readings

1. Giorgio Petroni and Fanie Cloete, New Technologies in Public Administration, 2005
2. Harekrishna Misra, Governance of Rural Information and Communication Technologies Opportunities and Challenges, 2009
3. A.K. Baranwal, Electronic Information Management System and p-Government: A Paradigm Shift from E-Government, 2010
4. M.A. Shareef et. al., E-Government Service Maturity and Development: Cultural, Organisational and Technological Perspectives, 2012
5. E.H. Klijn and Joop Koppenjan, Governance Networks in Public Sector, 2016

ANNEXURE- II

Scheme of Examinations

The broad outline/template/structure of the annual system under CBCS as guidelines (From 2018-2019 onwards).

The annual system under CBCS will start from session 2018-19.

The total credits for the pass course at Under-graduate level is 132 and for Honours courses at Under-graduate level is 148.

Eligibility for admission: Eligibility conditions for the BA shall be same as provided in the Ordinances for annual system.

Lecture Conditions: The lecture conditions shall be as provided in HPU Ordinance 6.2(a) to (d). IA/CCA and Term End examinations will be in consonance with the existing RUSA provisions

This will not be applied in case of ICDEOL students. The percentage of marks obtained in theory examinations shall proportionately be given to the students of ICDEOL for CCA/IA component as is being done at present.

CCA Scheme- Students enrolled for the Academic session 2018 -19 onwards CCA will account 30% of the total marks i.e. 100, that a student will get in a course. The breakup of 30% i.e. 30 marks is given

- i. **5 marks for attendance.**
- ii. **5 marks for class test to be taken on completion of 40% syllabus by the class teacher.**
- iii. **10 marks for house test to be taken on completion of 75% of syllabus.**
- iv. **10 marks for assignment, tutorials, general behavior of student.**

Continuous Comprehensive Assessment (CCA) Pattern:

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

(A)* Mode of conducting class Test (5 Marks). class Test will be conducted after the completion of 40 % syllabus .

Time allowed for conducting class Test will be of 1 hrs.

Two questions of about 500 words carrying 2.5 marks each

(A)* Mode of conducting House Test (10 Marks). House Test will be conducted after the completion of 70 % syllabus .

Time allowed for conducting House Test will be of 1.45 hours

Three types of questions will be set in House Test :-

(1) Very short question answers to be answered in 10-15 words each of 1/2marks each = 2.5 marks.

(2) Two questions of short answer type in about 150 words each of 1/2 marks = 2.5 marks

(3) One question of about 500 words, carrying 5 marks = 5 marks

Marks (House Test) = (2.5+2.5 +5) = 10 marks

Total of House Test = 10

Note Paper setting scheme for Annual Examinationa (70 marks):**Instructions**

A. For Paper setters : The question paper shall consist of five sections A section is compulsory & will cover the whole syllabus Section B from (Unit I) Section C from (Unit II) Section D from (Unit III) & Section E from (Unit IV)

Section A (Compulsory) will consist of two parts

- (i) Part I shall consist of 8 very short answer type out of which students may be asked to attempt 5 questions of two marks each to be answered in 25-30 words ($5 \times 2 = 10$ marks)
- (ii) Part II shall consist of 6 short type answer type questions out of which students may be asked to attempt 4 questions of 5 marks each to be answered in 150- 250 words ($4 \times 5 = 20$ marks).

Section B,C, D & E shall have two questions each from the any four units and subunits of the syllabus & each question will carry 10 marks each ($10 \times 4 = 40$ marks student has to attempt one question from each section

Total marks (A + B + C + E) = $30 + 10 + 10 + 10 + 10 = 70$

B . For candidates : Candidates are required to attempt five questions in all selecting one questions from each of the section B,C,D and E of the question paper and 5 th questions from Part I & Part II of the section A

Brief outline

Section	Part	No. of Questions	Syllabus coverage	Nature of Q. & Answers	Question to be attempted	Marks	Max. Marks
A	1	8	Complete	Very short answer (15-20 words)	5	2each	10
	2	6	Complete	Short essay type 100-150 words	4	5each	20
B	-	2	Unit-I	About 500 words	1	10	10
C	-	2	Unit-II	-do-	1	10	10
D	-	2	Unit-III	-do-	1	10	10
E	-	2	Unit-IV	-do-	1	10	10
Total							70

The minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and Final Examinations will be compulsory.

A candidate failing in either one or two subjects/papers will be given compartment in that subject/papers and will be eligible for promotion to the next class. He/She will appear in the subject/paper in which he/she got the compartment. He/She will have two chance (one at the supplementary stage and one at the annual stage), available to him to clear his/her compartment in subjects/papers. He/She will not be awarded the degree until he/she clears all his/her courses within five years from the date of his/her

admission to a particular course. A candidate failing in three or more subjects/papers will be treated as fail in that year and has to repeat the entire year.

The successful candidates will be classified on the combined results of the Part-I, II, III examinations as follows:

First Division: 60% marks or more in the aggregate

Second Division: 50% marks but less than 60%

Third Division Less than 50%

The result shall be declared as per the present practice on absolute grading.

The grace marks under the annual system will be allowed as per provisions of the Ordinances for annual system.

Re-evaluation: Re-evaluations shall be applicable as per provisions of H.P. University Ordinance for annual system.

The students shall be required to complete the degree within 5 years.

Final examinations shall be held in the month March/April every year and the supplementary examinations shall be held in the month of September/October every year.