

B.A. Semester: I , 2025-26
Discipline Centric Core Course (DCC)
HOICC54001T: History Of India Up To 1200 A.D.
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Identify and analyze various sources of history, including archaeological and literary evidence, to reconstruct the past. - Describe the key features of the Harappan civilization, including its urban planning, economy, social structure, and religion. - Explain the foundation and expansion of the Mauryan Empire under Chandragupta Maurya. - Understand the early Gupta rulers and their contributions to the empire. - Understand Gupta administration and its features.		
SYLLABUS		
Unit-I: Sources of History, Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures.		
Unit-II: Features of Harappan Civilization with special reference to Urban Planning, its decline. Vedic Polity, Economy.		
Unit-III: Chandragupta Maurya – his conquest and administration, Ashoka’s religion and its propagation, Mauryan Art and architecture, Estimate of Pushyamitra Sunga; Rudradaman,		
Unit-IV: Early Gupta Rulers, Samudragupta, Chandragupta II, Skandagupta, Causes of the decline of the Gupta Empire, Gupta art, architecture, literature, Philosophy, Religion, Science and Technology.		
Unit-V: Gupta administration, Harshvardhana; contribution Tripartite struggle for supremacy, PrithvirajChouhan III; Impact of invasions of MahmoodGhazni and Mohammed Ghori.		
SUGGESTED BOOKS		
- Thapar, Romila: A History of India Vol. I. - Thapar, B.K.: Recent Archaeological discoveries in India (UNESCO, 1985) - Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India, Delhi. - NilkanthaShastri K.A.:A History of South India. - Jha D.N. and Adhya G.L.: Early Indian Economics. - Basham A.L.: The Wonder that was India. Brown Percy: Indian Architecture Vol. I. - Majumdar R.C.(Ed.): History and Culture of the Indian People Vol. II, III, IV, V. - Gopal, L. Economic Life of Northern India. Altekari: - The Vakataka Gupta Age – Banaras, 1959. - Chattopadhyaya, S.: Social Life in Ancient India. - Chattopadhyaya, S.: Early History of North India.		

B.A. Semester: II 2025-26
Discipline Centric Core Course (DCC)

ICCCC54002T: Indian Culture And Civilization

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to define and explain the meaning and ideals of Indian culture, including the concept of "unity in diversity." • Students will be able to explain the core doctrines and practices of Jainism, Buddhism, and Islam in the Indian context. • Students will be able to analyze the concepts of Varna and Caste, including their evolution and impact on Indian society. • Students will be able to describe the Bhakti movement and its impact on Indian society and culture. • Students will be able to explain the concept of the Indian Renaissance and its key figures.		
SYLLABUS		
Unit-I: Meaning and Ideals of Indian Culture, Unity in diversity. Indus Society and Religion Vedic Literature, Society and Religion.		
Unit-II: Jainism, Buddhism, Islam. Centres of Learning in Ancient India.		
Unit-III: Varna, Caste, Joint family – merits and demerits, Purushartha, Ashram System, Position of women through the ages.		
Unit-IV: Bhakti Movement, Ajanta Paintings. Ramayan, Mahabharata, Kali Das, Tulsi Das, Mira.		
Unit-V: Indian Renaissance; Contributions of Gandhi and S.C. Bose to the National movement. Impact of West on Indian Culture. Arya Bhatta.		
SUGGESTED BOOKS		
1. Basham, A.L. : The Wonder that was India (Adbhut Bharat Hindi (ed.). 2. Raychoudhary, H.C. : Political History of Ancient India. 3. Raghuvansi, V.P.S. : Indian National Movements and Thought (Hindi and Eng. ed.) 4. Luniya, B.N : History of Indian Culture 5. Sikri, S.L : History of Indian National Movement		

B.A. Semester: III 2026-27
Discipline Centric Core Course (DCC)
HOICC55003T: History Of India From C. 1200 – 1760 A.D.
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Identify and analyze various historical sources that provide insight into the Medieval Indian period. - Analyze the reign of Muhammad bin Tughluq, including his administrative policies. - Analyze the expansion of the Mughal Empire under Babur and Humayun. - Analyze the reign of Shah Jahan and Aurangzeb. - Analyze the Mughal administration and institutions, including the Jagirdari and Mansabdari systems.		
SYLLABUS		
Unit-I Historical Sources of Medieval Indian History. Achievements of Qutub-din-Aibak, Illutmish and AlauddinKhalji – conquest, administration and economic reforms.		
Unit-II: Tughluqdyansty – Muhammed Bin Tughluq – administrative works, FirozTughlaq – administration and religious policy. Invasion of Temur.		
Unit-III Expansion of Mughals – Babar and Humayun. Second Afghan Empire - Shershah. Achievements of Akbar and Jahangir.		
Unit-IV: Shahjahan and Aurangzeb, Economic progress : Agriculture, Trade, Commerce, Industry, Mughal Art and Architecture.		
Unit-V: Mughal administration and institutions. Jagirdari and Mansabdari System. trade and commerce of Rajputs.		
SUGGESTED BOOKS		
1. Majumdar, Dutta and Ray choudhary; An Advanced History of India. (Also in Hindi) 2. Sharma S.R.: Crescent in India Muslim Sashan Kalthihas. Mughal Empire in India. 3. Srivastava A.L.: Sultanate of Delhi. History of India (1000-1707) Also Hindi Edition. 4. Satish Chandra: Uttar Mughal Kalin Bharat. Parties and Politics at the Mughal Court, 1707-1740 A.D., Aligarh 1959. Medieval India; from Sultanate to the Mughals – 1997 Delhi. 5. Lal K.S.: History of Khiljis. 6. Tripathi, R.P.: Some Aspects of Muslim Administration. 7. Dey U.N.: Government of the Delhi Sultanate. 8. Habib A.B.M.: The Foundation of Muslim Rule in India. 9. Pandey A.B.: Early Medieval India ed. 1970.		

B.A. Semester: IV 2026-27
Discipline Centric Core Course (DCC)
WHCCC55004T: World History From 15th Century To 1945 A.D.
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students should be able to define key terms like feudalism, Renaissance, Reformation, Industrial Revolution, and fascism. - Students should be able to compare and contrast different historical periods and movements, identifying similarities and differences in their causes, motivations, and outcomes. - Students should be able to understand how historical events are interconnected and build upon one another. - Students should be able to apply their knowledge of historical events and concepts to analyze current issues and contemporary problems. - They should be able to communicate their understanding of history effectively through writing and oral presentations.		
SYLLABUS		
Unit-I Rise and decline of feudalism. Renaissance – Meaning, Causes. Reformation – Causes, Role of Martin Luther.		
Unit-II: Agricultural Revolution. Industrial Revolution, Golden Revolution (1688) Causes and results. American War of Independence – Causes and its Significance.		
Unit-III French Revolution – Causes and results. Unification of Italy and Germany.		
Unit-IV: First World War – causes and results. Bolshevick Revolution – causes and results. Peace Settlement of Paris (1919).		
Unit-V: Rise of Fascism and Nazism. League of Nation: Birth, aims, organisation, achievements and causes of failure. Second World War – causes and results. UNO: Birth, organisation.		
SUGGESTED BOOKS		
- Burns : Western Civilization. - Hayes, A.: Political and Cultural History of Modern Europe, Vol. I & II. - Ketlbey, C.D.M.: History of Modern Times (Hindi and Eng. eds.) - Hazen, C.D.: History of Modern Europe (Hindi & Eng. eds.) - Pandey, V.C.: History of Europe. - Jain & Mathur : History of World		

B.A. Semester: V-I 2027-28**Discipline Specific Electives Course (DSE)****HOISE56005T: History Of India From C. 1740-1950 A.D.****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Explain the historical context and rationale behind the introduction of different land revenue systems (Permanent, Ryotwari, and Mahalwari) by the British East India Company. • Analyze the key features, mechanisms, and geographical distribution of the Permanent Settlement, Ryotwari system, and Mahalwari system. • Analyze the key socio-religious movements in India during the 19th century, identifying their leaders, objectives, and impact on Indian society. (e.g., BrahmoSamaj, AryaSamaj, etc.) • Explain how factors like Western education, the spread of English, social and religious reform movements, economic exploitation, and the policies of British rule contributed to the rise of Indian nationalism. • Study key constitutional developments such as the Acts of 1909, 1919, and 1935, and issues related to communalism, partition, and the integration of princely states like Kashmir, Junagadh, and Hyderabad.		
SYLLABUS		
Unit-I Political and Economic condition of India at the advent of Britishers. British Expansion in Bengal – Battle of Plassey and Buxar. First Anglo-Maratha war and Treaty of Salbai. Subsidiary Alliances and Doctrine of Lapse as source of expansion of British Empire.		
Unit-II: Permanent Settlement. Ryotwari and Mahalwari. Decline of Cottage industries; causes and effect of Drain of Wealth.		
Unit-III Education and Judiciary Reforms. Socio-Religious movement in India. Growth of English Education and Press. Revolt of 1857 – causes, nature and results.		
Unit-IV: Growth of Political awareness. Theory, Theme and Achievements of Moderates, Extremists and revolutionaries. Peasant and Workers' Movements, Depressed Class movements.		
Unit-V: Act of 1909 (Minto – Morley Reforms). Act of 1919 and 1935. Communal Politics and Partition. Integration of the Indian States and Problem of Kashmir, Junagarh and Hyderabad.		
SUGGESTED BOOKS		
1. Majumdar, Dutta and 2. Raychoudhary: Advanced History of India, Part III (Hindi and Eng. ed.). 3. Robert, P.E.: History of British India. 4. Dutta and Sarkar: A Text Book of Modern Indian History. 5. Sarkar, Sumit: Modern India – 1885-1947.		

B.A. Semester:V-II 2027-28
Discipline Specific Electives Course (DSE)
SEHSE56005T: Social and Economic History of Modern India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to describe the social and economic conditions of India before the arrival of the British. - Students will be able to analyze the social reforms introduced by Lord William Bentinck. - Students will be able to analyze the efforts to improve women's status in India during the later half of the 18th century. - Students will be able to explain the different British land revenue systems (Permanent Settlement, Ryotwari, and Mahalwari). - Students will be able to understand the nature and causes of various peasant movements, including the Indigo Movement, Pabana Movement, Deccan Revolt, and Malabar Rebellion.		
SYLLABUS		
Unit-I Social and Economic Condition of India at the Advent of the Britishers. Activities of Christian Missionaries in India. Indian Renaissance : Causes, Socio-Religious Reforms of Raja Ram Mohan Roy, DayanandSaraswati and Vivekanand.		
Unit-II Social Reforms of Lord William Bentinck. Islamic Reform Movements : With Special Reference to Aligarh and Devbandh Movements. Depressed Class Movements : The Role of JyotibaPhule and Ambedkar.		
Unit-III Efforts to Improve Women`s Status in the later Half of 18th Century. The Growth of Western Education, the Development of Newspapers in India, the Rise of Modern Vernacular Literature, the Impact of Western Civilization on the Indian Society and Culture.		
Unit-IV British Land Revenue System: Permanent Settlement, Ryotwari and Mahalwari System. Commercialisation of Agriculture. Trade Monopoly of the East India Company, Decline of Indian Cottage and Handicraft Industries. The Policy of Free Trade. Development of Modern Industries. Development of Railway.		
Unit-V: Peasant Movements : Indigo Movement, Pabana Movement, Deccan Revolt and Malabar Rebellion. The English Utilitarian Policy and India, Famine Relief, Drain of Wealth, Emergence of Indian Middle Class.		
SUGGESTED BOOKS		
- Das, M.N. : Studies in Economic and Social Development of Modern India. - Singh, V.B. : Economic History of India 1857-1956. - Baden, Powell : Land System in British India Vol. I, II & III. - Dutta, R.C. : Economic History of India. - Tara Chand : History of Freedom Movement in India. - Ray Chaoudhary, S.C.: Social, Cultural and Economic History of India. - Manjumdar, R.C. : History of India British Paramountcy and Indian Renaissance.		

B.A. Semester:VI-I 2027-28
Discipline Specific Electives Course (DSE)

HCRSE56006T: History And Culture Of Rajasthan

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Students will be able to identify and explain the geographical divisions of Rajasthan, including the Eastern and Western plains, the Aravalli range, and other important geographical features. • Students will understand the process of Muslim expansion into Rajasthan and the rise of powerful Rajput kingdoms like Mewar under Kumbha and Sanga, and Marwar under Jodha and Maldev. • Students will analyze the complex dynamics of resistance and collaboration between the Rajputs and Mughal emperors, focusing on figures like Akbar, Man Singh, Mirza Raja Jai Singh, and Sawai Jai Singh. • Students will gain knowledge about the distinctive artistic tradition of Rajput paintings, its themes and stylistic features. • Students will study the causes and impact of the 1857 Uprising in Rajputana, as well as the subsequent political awakening through movements like the Bhil, Bijolia, and PrajaMandal movements.		
SYLLABUS		
Unit-I Rajasthan - Geography, demarcation of Eastern and Western Rajasthan. Pre-historic Rajasthan, Origin of Rajputs, Nagbhatt II and MihirBhoj; Arno Raj and Vighraha Raj IV.		
Unit-II Rise of Mewar under Kumbha and Sanga; Rise of Marwar under Jodha and Maldev; Temple Architecture – Delwara and Ranakpur; Fort Architecture – Chittor, Ranthambhore and Mehrangarh.		
Unit-III Resistance and Collaboration with Mughals – Akber - Man Singh, Mirza Raja Jai Singh, Sawai Jai Singh; Mewar - Pratap; Marwar - Chandra Sen.		
Unit-IV Salient features of Rajput Paintings. Maratha Incursions – Causes and Impact; Treaties with East India Company; Trade and Commerce; Fair and Festivals.		
Unit-V: Uprising of 1857 – Causes and Impact, Political Awakening in Rajputana; Bhil, Movements and PrajaMandal Movements with Special reference to Jodhpur, Mewar and Jaipur; Formation of Rajasthan.		

SUGGESTED BOOKS
1. Sharma, Dashrath : Rajasthan through the Ages Vol. I-III 2. Sharma, G.N. :Mewar and the Mughal Emperors. Social Life in Medieval Rajasthan. 3. PemaRam : Agrarian Movement in Rajasthan. 4. Sharma, K.G. &Ratnavat : History of Rajasthan. 5. Bannerji, A.C . : Rajput States and East Indian Company. Bhattacharya, 6. Sukumar : East India Company and the States of Rajputana. 7. Khadgawat, N.R. : Rajasthan`s Role in Struggle of 1857. Rathore, 8. L.S. : Political Movements and Constitutional Development in Princely States of Rajputana. Vashishtha, V.K. :Rajputana Agency.

B.A. Semester: VI-II 2027-28
Discipline Specific Electives Course (DSE)
HCISE56006T: History of Contemporary India (1947 – 2000 C.E.)
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the historical context of Indian foreign policy, its key objectives (like national security, economic development, and promoting peace) and guiding principles (like non-alignment, Panchsheel, and the Indian diaspora). - Students should be able to explain the core principles, objectives, and historical evolution of India's foreign policy, including its relationship with these nations. - Students will be able to describe the historical context and events leading to the making of the Indian Constitution. - Describe the historical background and the process of drafting the Indian Constitution. - Identify major scientific institutions in India (e.g., CSIR, DRDO, ISRO) and their functions.		
SYLLABUS		
Unit-I 1. Indian External Policy (Definition, principles, understanding). 2. Indian Internal Policy (integration of States- Kashmir Issue, Hyderabad, sindh issues, Telengana etc.) 3. NON- Alignment (Concept, Analysis). 4. National Security (Factors governing National Security). 5. Collective Security (Meaning Basic Assumptions of C.S. Condition for Successful working of C.S.). 6. India and U.N.O. 7. Study of International Politics		
Unit-II Indian Relation with 1. U.S.A 2. U.S.S.R 3. Chin 4. Pakistan 5. Srilanka, Tibbet, Bhutan 6. Afghanistan		
Unit-III 1. Making of the Constitution. 2. Salient Features of Indian Constitution. 3. Union Executive – President, vice-president Governor (Power & Position). 4. Directive Principle of state policy. 5. Framers of the Constitution.		
Unit-IV 1. Scientific Institution and scientists. 2. National Laboratories. 3. Astrology. 4. Technical Educational Institutes (Medical Dental, I.I.T.S Polytechnic, Pharmacy, Agricultural Institutes) etc.		
Unit-V: Contemporary problems and Cultural Educational Scenario 1. Naxal - Bodo - Naga 2. Educational and cultural Bodies. NCERT, UGC, ICSSR, ICCR 3. Employment Authorities- UPSC, KPSC, SSC, RRB		

SUGGESTED BOOKS
1. Bipinchandra, Mridula Mukherjee, Aditya mu. India After Independence (1947-2000) 2. D.D. Basu- Introduction to the constitution of India. 3. M.V. Pylee - Constitutional Government In India. 4. N. Jayapalan- India and her Neighbors. 5. Paul R. Brass - The politics of India since Independence.

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)

PBGCC54001T : Physical Basis of Geography

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Explain the origin of the Earth and its early stages of development. . • Explain the causes and mechanisms of earthquakes and volcanic eruptions. • Define weathering and explain its different types (physical, chemical, and biological). • Describe the composition and structure of the Earth's atmosphere. • Describe the temperature distribution and variations in ocean water.		
SYLLABUS		
Unit-I: Origin of the earth; Interior of the earth; Theory of Isostasy ; Earth movement : Folds and faults (their types only); Rocks and their classification		
Unit-II: Earthquake and Volcanoes; Major landforms: Mountains, plains, Plateaus and Lakes		
Unit-III: Weathering and Denudation: Normal cycle of erosion; Work of rivers, glaciers, ground water and winds		
Unit-IV: Atmosphere: Composition and Structure; Insolation and Temperature; Atmospheric Pressure and Winds, Humidity and Precipitation; Cyclones		
Unit-V: Hydrosphere: Temperature of ocean water ; Salinity of Ocean ; Ocean Deposits; Configuration; Tides and currents		
SUGGESTED BOOKS		
1. Monkhouse, F.j. : Principles of physical Geography, Hoddersloughtpn, London, 1984 2. Sing, S. :Bhu-ArtiVigyan, Tara Publications, Varanasi, 1976 3. Daya, P. Bhu-ArtiVigan, Shukla Book Depot, Patna 1982 4. Agarwal, K.M.L. :BhutikBhugol, SahityaBhawan, Agra, 1988 5. Tikha, R.N. :BhautikBhugol, kedarnathRamnath, Meerut, 1980 6. Dubey, R.N. :BhautikBhugolkeAdhar, Kitabmahal, Allahabad, 1980 7. Mamoria, C.B. and Nyati, J.N. :Bhusss-Vigyan, Shiblalagarwal& co. , Agra,1983		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
CTCCC54001P : Cartographic Techniques (Practical)
(20 CIA + 80 EoSE. = Max. Marks: 100)

1.

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the concept and application of map scales (plain, comparative, and diagonal). - Interpret topographical maps, specifically those representing mountain areas. - Understand Wentworth's method for slope analysis. - Demonstrate knowledge and understanding of various meteorological instruments. - Understand the principles and techniques of chain and tape surveying.		
SYLLABUS		
Unit-I: Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.		
Unit-II: Topographical Map – Interpretation of a Mountain area with the help of Cross and Longitudinal Profiles.		
Unit-III: Slope Analysis – Wentworth's method.		
Unit-IV: Knowledge and use of meteorological instruments, Climatic graphs showing (i) Maximum, Minimum and Mean Temperature (ii) Monthly rainfall (iii) Monthly temperatures, rainfall and relative humidity (iv) Rainfall Variability (v) Histogram of Rainfall (vi) Hythergraph (vii) Climograph and (viii) Wind rose diagram		
Unit-V: Chain and Tape Survey		
SUGGESTED BOOKS		
1. Anson R. and Ormelling F. J., 1994: <i>International Cartographic Association: Basic Cartographic Vol.</i> Pregmen Press. 2. Gupta K.K. and Tyagi, V. C., 1992: <i>Working with Map</i> , Survey of India, DST, New Delhi. 3. Mishra R.P. and Ramesh, A., 1989: <i>Fundamentals of Cartography</i> , Concept, New Delhi. 4. Monkhouse F. J. and Wilkinson H. R., 1973: <i>Maps and Diagrams</i> , Methuen, London. 5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: <i>Cartography: Past, Present and Future</i> , Elsevier, International Cartographic Association. 6. Robinson A. H., 2009: <i>Elements of Cartography</i> , John Wiley and Sons, New York. 7. Sharma J. P., 2010: <i>Prayogic Bhugol</i> , Rastogi Publishers, Meerut. 8. Singh R. L. and Singh R. P. B., 1999: <i>Elements of Practical Geography</i> , Kalyani Publishers. 9. Sarkar, A. (2015) <i>Practical geography: A systematic approach</i> . Orient Black Swan Private Ltd., New Delhi 10. Singh R L & Rana P B Singh (1991) <i>Prayogtmak Bhugolke Mool Tatva</i> , Kalyani Publishers, New Delhi Sharma, J P (2010) <i>Prayogtmak Bhugolki Rooprekha</i> , Rastogi Publications, Meerut 11. Singh, R L & Dutta, P K (2012) <i>Prayogtmak Bhugol</i> , Central Book Depot, Allahabad		

B.A. Semester: II 2025-26
Discipline Centric Core Course (DCC)
HUGCC54002T :Human Geography
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define Human Geography and explain its scope, including its relationship with other social sciences. - Analyze the influence of major landforms, climate, and water bodies on human activities. - Understand the criteria for classifying human races and compare different classification schemes (e.g., Kroeber, Haddon, G. Taylor). - Explain the concepts of site, form, and types of human settlements. - Define urbanization and explain its causes and growth patterns.		
SYLLABUS		
Unit-I: Definition, scope and principles of human geography ; its relationship with other Social science; Schools of human geography; Environmentalism, Possibilism and Neo-determinism		
Unit-II: Geographic environment and man : Influence of major land forms, climate and water bodies on human activities ; Forms of adaptation to environment; human life in principal environments : Equatorial regions, Tropical deserts, Monsoon lands, Temperate grasslands, Mediterranean lands and Polar region		
Unit-III: Races of Mankind : Criteria for classification; Classification schemes of krober, Haddon and G. Taylor; Population: growth, distribution and density in the world		
Unit-IV: Human settlements: Site, forms and types ; House types with special reference to India		
Unit-V: Urbanization : Meaning, growth and causes of Urbanization; Principal agglomerations of world functional classification of Indian cities; slums and associated problems with reference to India, Problems of urbanization and remedies.		
SUGGESTED BOOKS		
1. Brunches, J. : Human Geography 2. Huntington, E ; The principles of Human Geography, John Wiley & Sons, N. Y. 3. Eperillou, A. V. Human Geography, Longamans, 1965 4. Money, D. C. : An Introduction to human Geography, U. I. P. London 5. Karan, M. P. :Manavbhugolkesidhant , kitabghar, Kanpur . 6. Mamoria , C. B. : Principles of Human Geography . 7. Dwivedi, R.L. & Singh R.L. : ManavBhugol Ki Samiksha 8. Blache Vidal deela : ManavBhugolKeSiddhant (in Hindi) 9. Jain, : J.K. &Bohra, D.M. : VishwakaSansKritikBhugol, Academic Publishers, Jaipur, 1983 10. Leong, G.C. & Morgan, G.C. &morgan. G.c. : Human and Econnomic Geography, O.U.P., Oxford, 1986 11. Husain, Majid : Human Geography, Rawat Publications, Jaipur and Delhi.		

B.A. Semester: II 2025-26
Discipline Centric Core Course (DCC)
SESCC54002P : Socio Economic Survey
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to articulate the significance of field work as a core component of human geography research. - Students will be able to define the scope and boundaries of a field study in human geography. - Students will be able to compare and contrast various field techniques (observation, questionnaires, interviews, and space surveys) based on their strengths and weaknesses. - Students will be able to identify and utilize appropriate tools for data collection in social surveys. - Students will be able to formulate clear aims and objectives for a human geography field report.		
SYLLABUS		
Unit-I: Field Work In Human Geography – Role, Value, Data and Ethics of Field-Work		
Unit-II: Defining the Field and Identifying the Case Study – Rural / Urban / Human /Environmental.		
Unit-III: Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant), Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus on Focused Group Discussions; Space Survey		
Unit-IV: Use of Field Tools – Collection of Material for Surveys. Social Surveys.		
Unit-V: Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.		
SUGGESTED BOOKS		
1. Creswell J., 1994: <i>Research Design: Qualitative and Quantitative Approaches</i> Sage Publications. 2. Dikshit, R. D. 2003. <i>The Art and Science of Geography: Integrated Readings</i> . Prentice-Hall of India, New Delhi. 3. Evans M., 1988: “Participant Observation: The Researcher as Research Tool” in <i>Qualitative Methods in Human Geography</i> , eds. J. Eyles and D. Smith, Polity. 4. Mukherjee, Neela 1993. <i>Participatory Rural Appraisal: Methodology and Application</i> . Concept Pubs. Co., New Delhi. 5. Mukherjee, Neela 2002. <i>Participatory Learning and Action: with 100 Field Methods</i> . Concept Pubs. Co., New Delhi 6. Robinson A., 1998: " <i>Thinking Straight and Writing That Way</i> ", in <i>Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences</i> , eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles. 7. Special Issue on “Doing Fieldwork” <i>The Geographical Review</i> 91:1-2 (2001).		

B.A. Semester: III 2025-26
Discipline Centric Core Course (DCC)
GOICC55003T :GEOGRAPHY OF INDIA
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to identify and describe India's major physiographic divisions (e.g., Himalayas, Indo-Gangetic Plains, Peninsular Plateau). - Students will be able to identify and classify major mineral resources of India (e.g., iron ore, manganese, mica) and understand their distribution. - Students will be able to analyze the main characteristics and problems of Indian agriculture. - Students will be able to analyze the growth, distribution, and density of population in India. - Students will be able to identify and describe the distinctive geographical characteristics of the Kashmir Valley, Chhota Nagpur Plateau, Malabar Coastal Region, and Middle Ganga Plain.		
SYLLABUS		
Unit-I: A study of India with reference to its Physiography, Drainage, Climate and Climate Divisions; Soils classification , Problems associated with soil and its remedies in India; Natural vegetation: types and distribution; Forest resources its Importance,Deforestation and measures of forest conservation in India.		
Unit-II: Principal Minerals :Iron ore, Manganese, Mica; Power resources: Coal, Petroleum, Natural gas, Uranium, Thorium and Hydroelectric; Major Industries: Iron and Steel, Cotton Textile, Sugar, Cement, Pulp and Paper		
Unit-III: Agriculture : Main characteristics and problem of Indian agriculture; Principal Agriculture crops: wheat, rice, sugarcane, tea and cotton; Irrigation-irrigation sources, Their distribution and major Irrigation Project of India: BhakraNangal Project, Damodar Valley corporation		
Unit-IV: Population : Growth, Distribution and Density; Transport: Rail, Road, Water and Airways; India's foreign trade composition and trends; Concept of Smart city; SEZ(Special Economic Zone)		
Unit-V: Regional Geography of Kashmir valley, Chhota Nagpur Plateau, Malabar Coastal Region and Middle Ganga Plain		

SUGGESTED BOOKS
1. Chauhan, V.S. : Bharat VistritBhugol, Rastogi& Co., Meerut, 1985 2. Chaudhuri, M.R. : An Economic Geography of India, Oxford And IBH, Calcutta Das, gupta and Kapur : Bharat va Pakistan kaArthikvaVanijyaBhugol, Premier Publishing,Delhi 3. Dubey, R.N. : Bharat kaArthikBhugol, KitabMahal, Allahabad 4. Jain, P. ; Bharat Mahan, Agra book store, Agra 5. Mamoria, C.B. : Bharat kaBhugol, SahityaBhawan, Agra, 1988 6. Publications Division, Government of India Year Book, 1998 7. Singh, B. : Bharat kaBhugol, Rajsthan Hindi Granth Academy, Jaipur 8. Sharma, T.C. and Coutinho, O. : Economic And Commercial Geography of India, VikasPub.House New Delhi, 1987 9. Singh. R.L. (ed.) : India A Regional Geography, National Geographical Society of India, Varanasi, 1981

B.A. Semester: III 2025-26
Discipline Centric Core Course (DCC)
THCCC55003P : Thematic Cartography (Practical)
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to accurately identify and locate major geographical features like mountains, rivers, and national parks on a physical map of India. - Students will be able to identify and locate the distribution of major mineral resources like iron, bauxite, manganese, mica, coal, petroleum, and natural gas on a map of India. - Students will be able to differentiate between various types of distribution maps and understand their specific applications. - Students will be able to create and interpret isopleth maps for temperature (June and December) and pressure (June and December) in India. - Students will be able to identify and explain the instruments used in plane table surveying.		
SYLLABUS		
Unit-I: Map filling: Showing geographical features (Mountains, Rivers, National Parks) in the Map of India; Soil distribution Map of India; Rainfall distribution Map Of India; vegetation distribution Map of India.		
Unit-II: Distribution Map of IndiaResource Map (Iron, bauxite, Manganese, Mica, Coal, Petroleum and Natural Gas);Major Industries Map (Cotton Textile, Pulp and Paper and cement); Agriculture Map (Wheat, Rice, Tea, coffee, Sugarcane and Cotton).		
Unit-III: Distribution Map and its types; representation of socio-cultural and economic Data by distribution maps: Population Density map of India, Population Distribution Map of India by Dot method.		
Unit-IV: Isopleth Map of India: Temperature (June and December), Pressure (June and December).		
Unit-V: Plane Table Survey: Its Instruments and Methods (Radiation, Intersection and Traversing, Resectioning).		

SUGGESTED BOOKS
1. Singh, R.L. : Elements of Practical Geography, Students Friends, Varanasi, 1987. 2. Singh, R. and Kanaujia, L.R.S. : Map Work and Practical Geography, Central Book Depot, Allahabad. 3. Monkhouse, F.J. and Wilkinson, H.R. : Map and Liagrams, Methudn, London 1994. 4. Robinson, A.H.: Elements of Cartography, John Willey & Sons, New Yourk. 5. Mishra, R.P.: Fundamental of Cartography, Macmillan, New Delhi. 6. Kellay, Georgep : Map Projections, Mathuen & Co., London. 7. Steers, J.K. : Map Projections, University of London Press, London. 8. Sharma, J.P.: PrayogikBhoogol, RastogiPrkashan, Meerut. 9. Jain, S.M.: Prayogatmak, Boogol, SahityaBhagwan, Agra.

B.A. Semester: IV 2025-26
Discipline Centric Core Course (DCC)
GORCC55004T :GEOGRAPHY OF RAJASTHAN
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Describe the physiography and physiographic divisions of Rajasthan, including geological structure, climate, soils, natural vegetation, and forest resources. - Explain the sources and types of irrigation in Rajasthan and the spatial aspects of groundwater development. - Describe the different types of agriculture, cropping patterns, and agricultural land use in Rajasthan. - Analyze the population characteristics of Rajasthan, including its growth, distribution, density, literacy, sex ratio, and occupational structure. - Identify and analyze the major geographical regions of Rajasthan, including Marusthali, the Aravalli Region, the Eastern Agro-Industrial Region, and the Hadauti Region.		
SYLLABUS		
Unit-I: Rajasthan – Introduction, Physiography and Physiographic divisions, Geological Structure, Climate, Soils and Natural Vegetation and Forest Resources.		
Unit-II: Drainage System of Rajasthan, Irrigation – Sources and types, Spatial aspects of development of ground water, Principal Irrigation Projects – Indira Gandhi Canal, Chambal Valley Project, Mahi Bajaj Sagar and Narmada Canal Project. Animal Husbandry : Numbers, types, Spatial Pattern and Principal breeds.		
Unit-III: Agriculture – types, Cropping Pattern, Agriculture Land use, Principal crops : Wheat, Maize, Bajra, Oil Seeds and Cotton, Problems of Agriculture, Agriculture regions of Rajasthan. Mineral resources : Distribution and reserves of important minerals. Industries – Textile, Sugar, Cement, Marble, Zinc, Copper and Petroleum. Conventional and non-conventional resources of Energy, Transport and Trade.		
Unit-IV: Culture and demography aspects – Population, Number, Growth, Distribution and Density, Literacy, Sex ratio, Occupational structure and Population problems, Tribal population – Distribution, Principal tribes – Bhils, Meena, Garasia and Sahariya. Rural Settlement : Growth, Pattern, Types and Building material, Tourism in Rajasthan – Geographical perspective.		
Unit-V: Geographical Regions of Rajasthan, A detailed study of Marusthali, Aravali Region, Eastern Agro Industrial Region and Hadauti Region. Problem of Drought and Desertification. Special Area development programmes. Hazards management in Rajasthan.		

SUGGESTED BOOKS

1. Gupta & Prakash (ed.) : Environmental Analysis of Thar Desert, English Books Depot, Dehradun, 1979
2. Misra, V.C. : Geography of Rajasthan, NBT, New Delhi, 1967 (also available in Hindi)
3. Roonwal, M.L. (ed.) : Natural Resources of Rajasthan, Vols. I & II, University of Jodhpur, 1977
4. Sharma, R.C. : Settlement Geography of the India Desert, Korwar Brother, New Delhi, 1972
5. Singh, R.L. (ed.) : India : A Regional Geography, National Geographical Society of India, Varanasi, 1917
6. Chouhan, T.S. : Geography of Rajasthan, Jaipur
7. Bhalla, L.R. : Geography of Rajasthan, Kuldeep Publication
8. Mishra, V.C. : Geography of Rajasthan
9. Sharma B. L., Rajasthan ka Bhugol, College Book Depot, Jaipur
10. Sharma, H.S. and Sharma: Rajasthan Ka Bhugol, Panchsheel Prakshan, Jaipur.
11. Tiwari, A.K. and Saxena, H.M.: Rajasthan ka Bhugol, Hindi Granth Academy, Jaipur.

B.A. Semester: IV 2025-26
Discipline Centric Core Course (DCC)
BCTCC55004P: Basic Cartographic Techniques (Practical)
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand and identify different methods of representing relief features on maps, including spot heights, hachures, contours, form lines, and benchmarks. - Master the technique of interpolating contour lines to create a more detailed representation of the terrain. - Construct accurate cross-sections of various landforms, including slopes, conical hills, ridges, V-shaped valleys, gorges, waterfalls, passes, saddles, plateaus, escarpments, sand dunes, U-shaped valleys, hanging valleys, cliffs, and lakes. - Understand the principles of data representation using diagrams, including line, bar, pyramid, rectangular, square, block pile, wheel, and circle diagrams. Conduct a village survey in Western Rajasthan, focusing on the arid and semi-arid regions.		
SYLLABUS		
Unit-I: Cartographic representation of Relief : Spot Height, Hachures, Contours, Form lines, Bench mark.		
Unit-II: Interpolation on Contours. Intervisibility by drawing section with a Knowledge of Dead Ground, Scale of slope of Contours.		
Unit-III: Sections Drawing : Slopes, Conical Hill, Ridge, 'V' Shape Valley, Gorge, Waterfall, Pass, Saddle, Plateau, Escarpment, Sand dune, 'U' Shaped Valley, Hanging Valley, Cliff and Lake.		
Unit-IV: Representation of socio-cultural and economic data by diagrams, Types of diagrams – (i) Line (ii) Bar (iii) Pyramid (iv) Rectangular (v) Square (vi) Block Pile (vii) Wheel (viii) Circle and scale of Square root and Cube root special reference to Rajasthan.		
Unit-V: Village Survey of western Rajasthan(Arid and Semi-Arid Regions) with the help of Socio-Economic Data.		
SUGGESTED BOOKS		
1. Singh, R.L. : Elements of Practical Geography, Students Friends, Varanasi, 1987. 2. Singh, R. and Kanaujia, L.R.S. : Map Work and Practical Geography, Central Book Depot, Allahabad. 3. Monkhouse, F.J. and Wilkinson, H.R. : Map and Diagrams, Methuen, London 1994. 4. Robinson, A.H.: Elements of Cartography, John Wiley & Sons, New York. 5. Mishra, R.P.: Fundamental of Cartography, Macmillan, New Delhi.		

Semester: V, 2025-26
Discipline Specific Electives Course (DSE) - I
EVGSE56005T :ENVIRONMENTAL GEOGRAPHY
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the concept of environmental geography, its scope, and its relationship with other subjects. Define and classify different types of ecology. Identify and analyze the causes of various environmental problems. - Understand the causes and consequences of various environmental hazards like ozone depletion, greenhouse effect, El-Nino, global warming, and acid rain. Understand the ecological principles underlying environmental management.		
SYLLABUS		
Unit-I: Definition and Scope of Environmental Geography: Its Relationship with Other Subjects; Elements of Environment.		
Unit-II: Ecology: Definition, Types; Ecosystem: Meaning, Types, Components, Functioning, Geo-Biochemical Cycles: Carbon, Nitrogen		
Unit-III: Environments Problems: Causes, Environmental Pollution: Air, Water, Soil and Noise, Measure for Control		
Unit-IV: Environmental Hazards: Ozone Depletion, Green House Effect, El-Nino, Global Warming, Acid Rain, Health Hazards and Energy Crisis		
Unit-V: Ecological Basis of Environmental Management: Conservation of Natural Resources: Soil, Water, Forests, Minerals and Energy; National and International Efforts on Environmental Management		
SUGGESTED BOOKS		
- Arvilla, R: Man and Environmental: Crisis and Strategy of Choice, Penguin, Hammonds – Worth, 1967. - Botkin, D.B. and E.A. Keller: Environmental Studies, C.F. Merrill Pub. Co. Columbus, Ohio, 1982. - Chandna R. C.: Environmental Geography, Kalyani, Ludhiana, 2002. - Cunningham W. P. and Cunningham M. A.: Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi 2004. - Edington J.M. and M.A. Edington: Ecology and Environmental Planning, Champan and Hall, London,1977. - Jonathan T : Introduction to Environmental Studies Sunders College Publishing, Philadilphia		

Holt-Saunders, Japan, 1985.

7. M.I.T. : Study of Critical Environmental Problems, The M.I. T. Press, Cambridge, Massachusetts, 1970.
8. Mal, Suraj., and Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
9. Miller G. T.: Environmental Science: Working with the Earth, Thomson Brooks Cole, Singapore 2004.

B.A. Semester: V, 2025-26
Discipline Specific Electives Course (DSE) - II
WRGSE56005T :World Regional Geography
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to define and explain the core concepts of world regional geography, including physiography, vegetation, and soils. - Students will be able to describe the major economic activities and agricultural practices in Europe. - Students will be able to describe the major economic activities and agricultural practices in North and South America. - Students will be able to describe the major economic activities and agricultural practices in Africa and Oceania. - Students will be able to describe the major economic activities and agricultural practices in Asia.		
SYLLABUS		
Unit-I: Introduction to World Regional Geography Physiography,vegetation and soils		
Unit-II: Europe Economic, Agriculture,Population Distribution Special Study- Eastern and Western European Economic Region		
Unit-III: North and South Americas Economic, Agriculture,Population Distribution Special Study- Regional Economic Development of USA and , Brazil		
Unit-IV: Africa, Oceania Economic, Agriculture,Population Distribution Special Study: Australia,Desert and Tribes of Africa, Egypt		
Unit-V: Asia Economic,Agriculture , Population Distribution, Agriculture,Special Study: Indian Subcontinent, Japan		
SUGGESTED BOOKS		
1. Cole, J., A Geography of t h e World's Major Regions, Routledge, London,1996. 2. Cole, J. P., Latin America - Economic and Social Geography, Butterworth, USA, 1975. 3. Cole, M. M., South Africa, Dutton, New York, 1961. 4. de Blij, H. J., Geography: Regions and Concepts, John Wiley & Sons Inc., New York, 1994. 5. Dickenson, J. P. et al., The Geography of the Third World, Routledge, London, 1996. 6. Gourou,R., The Tropical World, Longman, London, 1980. 7. Jackson, R. H. and L. E. Hudman, World Regional Geography: Issues for Today, John 8. Kolb, A., East Asia: Geography of a Cultural Region, Methuen, London, 1977. 9. Minshull, G. N., Western Europe, Hoddard& Stoughton, New York, 1984. 10. Patterson, J H., Geography of Canada and the United States, Oxford University Press, 1985.		

B.A. Semester : V 2025-26
Discipline Specific Electives Course (DSE)
CEMSE56005P: Cartography and Environmental Mapping
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Identify and interpret various symbols and conventional signs used on topographical maps to represent physical and cultural features. - Students will be able to articulate the overall scheme and structure of Indian topographical sheets, including their numbering, scales, and grid systems. - Students will be able to define and explain the concepts of serial, superimposed, composite, and projected profiles, and the purpose of vertical exaggeration in profile representation. - Students will be able to differentiate between Simple Cylindrical (Equidistant), Cylindrical Equal Area, and Mercator projections. - Students will be able to explain the purpose and scope of the Intergovernmental Panel on Climate Change (IPCC) reports, highlighting their role in assessing climate change impacts, adaptation, and vulnerability.		
SYLLABUS		
Unit-I: Study and interpretation of topographical sheets of typical areas of India		
Unit-II: Scheme of Indian topographical sheets with a complete knowledge of their latest version		
Unit-III: Profile drawing: serial, super-imposed, composite and projected; Knowledge of vertical exaggeration		
Unit-IV: Geographical construction of following map projections: cylindrical projection; Simple Cylindrical (Equidistant), Cylindrical Equal Area, Mercator		
Unit-V: Reports: IPCC, MoEF, State of India's Environment reports with vulnerability area mapping		
SUGGESTED BOOKS		
- Sing, R.L. : Elements of Practical Geography, Students Friends, Varanasi, 1987. - Singh, R. and Kanaujia, L.R.S. : Map work and Practical Geography, Central Book Depot, Allahabad. - Monkhouse, F.J. and Wilkinson, H.R. Map and Liagrams, Methudn, London 1994. - Robinson, A.H. : Elements of Cartography, Jonh Willy & Sons, New York. - Mishra, R.P.: Fundamental of cartography, Macmillan, New Delhi. - Kellay, Georgrp : Map Projections, Methuen & Co., London. - Steers, J.K. : Map Projections, University of London Press, London. - Sharma, J.P. :PrayogikBhoogol, RastogiPrkashan, Meerut. - Jain, S.M.: Prayogatmak, Bhoogol, SahityaBhawan, Agra. - Reports: IPCC Assessment Reports, MoEF India's Reports		

B.A. Semester: VI, 2025-26
Discipline Specific Electives Course (DSE) - I
ECGSE56006T :ECONOMIC GEOGRAPHY
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the nature and scope of economic geography, including its relationship with other social sciences. - Differentiate between various types of agricultural systems, including subsistence, intensive commercial, plantation, and mixed farming. - Identify the major global sources of iron ore, manganese, and copper, and understand their spatial distribution. - Understand the factors influencing the location of major industries like iron and steel, cotton textile, and pulp and paper. - Explain the role of transportation in facilitating economic activities, with a focus on rail, water, and air transportation.		
SYLLABUS		
Unit-I: Nature, scope and methods of economic geography ; economic resources; their classification and conservation; fundamental occupations of man: fishing and livestock raising		
Unit-II: Agriculture : subsistence, intensive commercial grain farming, plantation agriculture and mixed farming, dairying; principal agricultural crops: wheat, rice, maize, tea, coffee, rubber, cotton, sugarcane and sugar beet		
Unit-III: Minerals : Iron ore, Manganese and Copper ore; Sources of power: Coal, Petroleum, Hydroelectricity and Nuclear		
Unit-IV: Industries : Iron and Steel, Cotton Textile, Pulp and Paper, Major Industrial Regions: The Lake region of U.S.A., Ruhr basin of Germany and Manufacturing belts of Japan.		
Unit-V: Transportation : Rail, Water-major ocean routes and inland waterways of Europe, former USSR; Air-factors affecting air transportation, Principal air-routes of the world; International trade: Bases of international trade; barriers to trade and pattern of world trade		
SUGGESTED BOOKS		
1. Berry B. J. L. And Marble D. F. (eds.): Spatial Analysis – A Reader in Geography. 2. Ebdon D., 1977: Statistics in Geography: A Practical Approach. 3. Hammond P. And McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press. 4. King L. S., 1969: Statistical Analysis in Geography, Prentice-Hall. 5. Mahmood A., 1977: Statistical Methods in Geographical Studies, Concept. 6. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi. 7. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan		

Private Ltd., New Delhi

8. Silk J., 1979: Statistical Concepts in Geography, Allen and Unwin, London.

9. Spiegel M. R.: Statistics, Schaum's Outline Series.

10. Yeates M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York.

11. Shinha, Indira (2007) Sankhyikibhugol. Discovery Publishing House, New Delhi

B.A. Semester: VI, 2025-26
Discipline Specific Electives Course (DSE) - II
SMGSE56006T :Statistical Methods in Geography
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will understand why statistics are crucial for analyzing geographical data, including spatial patterns, distributions, and relationships. - Students will learn to calculate and interpret deciles and quartiles to understand data distribution. - Mean, Median, and Mode: Students will learn to calculate and interpret these measures of central tendency and understand their relative strengths and weaknesses in different contexts. - Standard Deviation, Variance, and Coefficient of Variation: Students will learn to calculate and interpret these measures of dispersion to understand the spread or variability of data. - Students will learn to calculate and interpret Spearman's rank correlation coefficient to assess the relationship between ranked data.		
SYLLABUS		
Unit-I: Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio).		
Unit-II: Tabulation and Descriptive Statistics: Frequencies (Deciles, Quartiles), Cross Tabulation,		
Unit-III: Central Tendency (Mean, Median and Mode,		
Unit-IV: Dispersion (Standard Deviation, Variance and Coefficient of Variation).		
Unit-V: Association and Correlation: Rank Correlation, Product Moment Correlation, and Simple Regression.		
SUGGESTED BOOKS		
1. Berry B. J. L. And Marble D. F. (eds.): Spatial Analysis – A Reader in Geography. 2. Ebdon D., 1977: Statistics in Geography: A Practical Approach. 3. Hammond P. And McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press. 4. King L. S., 1969: Statistical Analysis in Geography, Prentice-Hall. 5. Mahmood A., 1977: Statistical Methods in Geographical Studies, Concept. 6. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi. 7. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi 8. Silk J., 1979: Statistical Concepts in Geography, Allen and Unwin, London. 9. Spiegel M. R.: Statistics, Schaum's Outline Series. 10. Yeates M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York. 11. Shinha, Indira (2007) Sankhyikibhugol. Discovery Publishing House, New Delhi		

B.A. Semester: VI 2025-26
Discipline Specific Electives Course (DSE)
CASSE56006P : Cartography and Surveying
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
2 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to understand and construct conical projections with one and two standard parallels. - Students will be able to understand and construct zenithal (azimuthal) projections, specifically the polar case (Equidistant, equal area, Gnomonic, Stereographic, Orthographic). - Students will be able to calculate the mean, median, and mode of a given dataset. - Students will be able to understand the principles of prismatic compass surveying. - Students will be able to design and conduct a socio-economic survey of a village, panchayat, or block.		
SYLLABUS		
Unit-I: Geographical construction of following map projections: Conical Projection: One standard parallel, Two standard parallel, Bonne, Poly-Conic,		
Unit-II: Geographical construction of following map projections: Zenithal Projection (Polar (Case only): Equidistant, equal area, Gnomonic, Stereographic, Orthographic		
Unit-III: Measure of Central Tendency: Mean, Median Mode and Standard Deviation		
Unit-IV: Prismatic Compass Survey: Corrections of Bearings and Closing of errors by Bowditch method		
Unit-V: Socio Economic survey report of Village/Panchayat/Block		
SUGGESTED BOOKS		
- Sing, R.L. : Elements of Practical Geography, Students Friends, Varanasi, 1987. - Singh, R. and Kanaujia, L.R.S. : Map work and Practical Geography, Central Book Depot, Allahabad. - Monkhouse, F.J. and Wilkinson, H.R. Map and Diagrams, Methuen, London 1994. - Robinson, A.H. : Elements of Cartography, John Wiley & Sons, New York. - Mishra, R.P.: Fundamental of cartography, Macmillan, New Delhi. - Kellay, George : Map Projections, Methuen & Co., London. - Steers, J.K. : Map Projections, University of London Press, London. - Sharma, J.P. : Prayogik Bhoogol, Rastogi Prakashan, Meerut. - Jain, S.M.: Prayogatmak, Bhoogol, Sahitya Bhawan, Agra.		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
FPSCC54001T: Fundamentals of Political Science
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define Political Science and differentiate between traditional and modern approaches to its study. - Define the concept of "State" and identify its essential elements. - Define the concept of "Government" and its key characteristics. - Explain different types of sovereignty. - Understand the concept of political development and its various dimensions.		
SYLLABUS		
Unit-I: Political Science: Introduction, Definition, Nature and Scope, Methods of Study - Traditional and Modern, Relation of Political Science with Other Social Sciences.		
Unit-II:State: State – Its nature, The organic theory of the state, Functions of the State, The concept of Welfare State ; Classification of State, Aristotle’s classification and modern classification.		
Unit-III Government: Meaning, Definition, Functions of Government, Forms of Government, Organs of Government.		
Unit-IV: Sovereignty: Meaning, Definition, Elements, Types of Sovereignty, Austin's Theory of Sovereignty.		
Unit-V: Basic Concepts: Power, Authority, Political Development, Political Socialization, Political Culture, Democracy.		
SUGGESTED BOOKS		
1. Sir, E.Barker, Principles of Social and Political Theory, Calcutta, Oxford University Press, 1976. 2. N.P.Barry, Introduction to Modern Political Theory, London, Macmillian, 1995. 3. M.Carnoy, The State and Political Theory, Princeton NJ, Princeton University Press, 1984. 4. G.Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930. 5. R.Dhal, Modern Political Analysis, Englewood Cliffs NJ, Prentice Hall, 1963. 6. D.Germino, Beyond Ideology : The Revival of Political Theory, New York, Harper and Row, 1967. 7. D.Held, Models of Democracy, Cambridge, Polity Press, 1987.		

B.A. Semester:II 2025-26
Discipline Centric Core Course (DCC)
INMCC54002T: Indian National Movement, Constitutional Development and Politics
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to analyze the historical, social, and economic factors that led to the emergence of the Indian National Movement. - Discuss the key features of the 1935 Act, including the establishment of provincial autonomy. - Analyze the role of the Directive Principles of State Policy in guiding government policies. - Understand the separation of powers between the legislative, executive, and judicial branches of government. - Analyze landmark judicial cases that have shaped the interpretation of the Constitution.		
SYLLABUS		
Unit 1. Reasons for the emergence of the National Movement, streams of liberal, extremist and revolutionary philosophy of the National Movement, policies, programmes and goals.		
Unit 2. Background of Constitutional Development of India - Government of India Acts of 1909, 1919, 1935 and 1947.		
Unit 3. Constituent Assembly and making of the Indian Constitution, Salient Features of the Indian Constitution, Directive Principles of State Policy, Fundamental Rights and Duties.		
Unit 4. Union Government President, Prime Minister, State Government Council of Ministers, Governor - Powers, Functions, Election Commission and Election Reforms, Political Parties.		
Unit 5. Lok Sabha and Rajya Sabha - Formation and Powers, Supreme Court - Formation and Powers, Judicial Review and Judicial Activism.		
SUGGESTED BOOKS		
- राजनीतिक सिद्धांत का परिचय- ओ पी गौबा - संविधान का परिचय 4- डीडी बसु - भारतीय राजनीति- लक्ष्मीकांत - भारतीय शासन एवं राजनीति - डॉ .बी एल फडिया एवं पुखराज जैन		

B.A. Semester : III 2026-27
Discipline Centric Core Course (DCC)
CGPCC55003T: COMPARATIVE GOVERNMENT & POLITICS
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the meaning, scope, and nature of Comparative Politics. - Compare and contrast the salient features of these constitutions. - Explain the concept of a plural executive in Switzerland. - Analyze the composition and powers of the British Parliament, US Congress, Swiss Federal Assembly, French Parliament, and the Chinese National People's Congress. - Explain the role of the US Supreme Court and its power of judicial review.		
SYLLABUS		
Unit 1. Comparative Politics : Meaning, Scope and Nature; Evolution of Comparative Politics; Types of Constitution and Constitutionalism.		
Unit 2. Socio – Economic bases and Salient features of the Constitution of United Kingdom, United States of America, China, Switzerland and France; Amendment Process in the Constitution of U.S.A. and Switzerland; Federal System of the U.S.A. and Switzerland.		
Unit 3. Executive : British King and the Crown; British Prime Minister and Cabinet; the President of the U.S.A. and France and Plural Executive of Switzerland.		
Unit 4. Legislature : Composition and Powers of the British Parliament; U.S. Congress; Swiss Federal Assembly; French Parliament and National Peoples Congress of China.		
Unit 5. Judiciary : U.S. Supreme Court and Judicial Review; the Administrative Law and Administrative Courts of France. Political Parties in the U.S.A., United Kingdom and France; Role of Communist Party in China; Interests Groups in the U.S.A., United Kingdom and France		
SUGGESTED BOOKS : -		
1. G.Almond et. al., Comparative Politics Today : A World View, 7th edn., New York, London, Harper/Collins, 2000. 2. A.H.Brich, British System of Government, 4th edn., London, George Allen and Unwin, 1980. 3. J.Blondel, An Introduction to Comparative Government, London, Weidenfeld and Nicolson, 1969. 4. H.Finer, Theory and Practice of Modern Government, London, Methuen, 1969. 5. S.E.Finer, Comparative Government, Harmondsworth, Penguin, 1974. 6. H.C.Huiton, An Introduction to Chinese Politics, London, David and Charles, 1973. 7. H.J.Laski, American Democracy: A Commentary and An Interpretation, London, Uinwin, 1948. 8. डॉ. पुखराज जैन, लक्ष्मण जोषी, तुलनात्मक शासन एवं राजनीति.		

B.A. Semester: IV 2026-27
Discipline Centric Core Course (DCC)
FMSCC55004T: Freedom Movement and State Politics in Rajasthan
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Evaluate the impact of British policies on the socio-political fabric of Rajasthan. - Analyze the emergence and role of the Congress and Prajamandal movements in Rajasthan. - Understand the distribution of powers between the state and central governments. - Analyze the different phases of Rajasthan's political history since 1952, including the rise and fall of political parties. - Discuss the impact of these trends on the state's development and governance.		
SYLLABUS		
Unit 1 Pre-Independence Political Structure in Rajasthan – Princely States and their relations with the British. Freedom Struggle in Rajasthan during Nineteenth century: Uprising of 1857 in Rajasthan.		
Unit 2. Congress and Prajamandals in Rajasthan, Agitation for responsible and representative government in the Princely States of Jodhpur, Bikaner, Jaipur, Udaipur, Kota, Alwar and Bharatpur. Accession of Princely States to Indian Dominion; Phases of the formation or integration of Rajasthan.		
Unit 3. Post-Independence Political Structure in Rajasthan– Rajasthan State Government: Office of the Governor; Chief Minister, State Legislature.		
Unit 4. Different Phases of Rajasthan Politics and analysis of Assembly Elections (1952- till date), Role of Political Parties and Pressure Groups in Rajasthan. Role of National Political Parties and State Political Parties.		
Unit 5. Centre-State Relations: with special reference to Rajasthan: Patterns of Leadership Rajasthan: Emerging Trends in Rajasthan and Development.		
SUGGESTED BOOKS		
- B.K. Sharma : Peasant Movement in Rajasthan, 1920-1949 - Brij Kisore Sharma : Mass Movements and Freedom Struggle in Rajasthan 1818-1949 - Bipin Chandra, Amales Tripathi, Barua De : Freedom Struggle - Dr. Shamsul Islam, Indian Freedom Movement and RSS : A Story of Betrayal - Shyamlal : Ambedkar & Dalit Movement : Special Reference to Rajasthan - Sudha Pai : State Politics – New Dimensions - Weiner, Myron (ed.) : State Politics in India - बी.एल. पनगड़िया : राजस्थान में स्वतंत्रता संग्राम - डॉ. के.एस. सक्सेना : राजस्थान में राजनीतिक जनजागरण - डॉ. विनीता परिहार : राजस्थान में प्रजामंडल आन्दोलन - डॉ. मोहन लाल गुप्ता : राजस्थान स्वतंत्रता आन्दोलन और राजस्थान का एकीकरण		

B.A. Semester:V, 2027-28
Discipline Specific Electives Course (DSE)
RPTSE56005T :Representative Political Thinkers
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to explain Plato's theory of justice, his concept of the ideal state, and his views on communism and education. - Students will be able to identify and explain Thomas Aquinas's principal political ideas and his theory of law. - Students will be able to explain the social contract theories of Hobbes, Locke, and Rousseau, including their core arguments and assumptions. - Students will be able to explain Jeremy Bentham's theory of utilitarianism and John Stuart Mill's concept of liberty, including Mill's modifications to Bentham's theory. - Students will be able to explain the principal political ideas of Mahatma Gandhi, Jawaharlal Nehru, and Dr. B.R. Ambedkar.		
SYLLABUS		
Unit 1 Plato : Theory of Justice, Communism and Education; Aristotle-Views on Revolution, Slavery and Citizenship.		
Unit 2. Thomas Aquinas : Principal political ideas and Theory of Law, Machiavelli’s principal political ideas and Machiavelli as the first modern political thinker.		
Unit 3. Hobbes, Locke and Rousseau : Their social contract theory and a comparative assessment of their ideas.		
Unit 4. Jaremy Bentham and his theory of utilitarianism; J.S.Mill’s concept of Liberty and his modification in Bentham’s theory of utilitarianism; Karl Marx : Economic Interpretation of History, Class Struggle, Revolution, and theory of suggestion values.		
Unit 5. Mahatma Gandhi, Jawahar Lal Nehru and Dr.Bheem Rao Ambedkar : Principal political ideas.		
SUGGESTED BOOKS		
1. Hacker, A. : Political Theory 2. Sabine, G.H., : History of Political Theory 3. Wayper, C. : Political Thought 4. Foster : Masters of Political Thought, Vol. I 5. Jones : Master of Political Thought, Vol. II 6. Lancaster : Master of Political thought, Vol. III 7. Chaddha : Pramukh Rajnitik Vicharak (Adarsh Prakashan) 8. Sharma, P.D. : Pratinidhi Rajnitik Vicharak 9. Jain, Pukh Raj : Pramukh Rajnitik Vicharak 10. डॉ. पुखराज जैन, अन्तर्राष्ट्रीय राजनीतिक चिन्तन		

B.A. Semester: V, 2027-28
Discipline Specific Electives Course (DSE)
IPTSE56005T: Indian Political Thought
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to explain Manu theory of justice, his concept of the ideal state, and his views on communism and education. - Students will be able to identify and explain Pandita Ramabai, Tilak principal political ideas and his theory of law. - Students will be able to explain the principal political ideas of Aurobindo Ghosh. - Students will be able to explain the principal political ideas of Jawaharlal Nehru, and Dr. B.R. Ambedkar. - Students will be able to identify and explain Jai Parkash Narayan, Deendayal Upadhyaya principal political ideas and his theory of law.		
SYLLABUS		
Unit-I: Manu and Shukr Kautilya.		
Unit-II: Pandita Ramabai, Bal Gangadhar Tilak, Swami Vivekananda; Mohandas Karamchand Gandhi		
Unit-III: Aurobindo Ghosh; Periyar E. V. Ramasamy; Manabendra Nath Roy		
Unit-IV: Vinayak Damodar Savarkar; Jawaharlal Nehru, Bhimrao Ram Ambedkar		
Unit-V: Jai Parkash Narayan; Ram Manohar Lohia; Deendayal Upadhyaya.		
SUGGESTED BOOKS		
1. A.S. Altekar, State and Government in Ancient India, Delhi, Motilal Banarasidas, 1966. 2. Altekar, (1958) „The Kingship“, in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108. 3. B. Parekh, (1986) „Some Reflections on the Hindu Tradition of Political Thought“, in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 17- 31. 4. B.N. Dutt, Studies in Indian Social Polity, Calcutta, 1945 5. Bhattacharya, (Evolution of the Political Philosophy of Mahatma Gandhi), Calcutta Book House, 1969. 6. Bipan Chandra, Loktantra, Apatkaal Aur Jai Prakash Narayan, Anamika Publishers & Distributors Pvt. Ltd. 7. Charles Drekmeir, Kingship and Community in Early India, California, 1962 8. D.D. Kosambi, Culture and Civilization in Ancient India, Delhi, Vikas, 1980. 9. D.R. Bhandarkar, Some Aspects of Ancient Indian Hindu Polity, Varanasi, Banaras Hindu University. 10. Deen Dyal Upadhyaya, Integral Humanism, Hindi Sahitya Sadan, 2014 11. डॉ. पुखराज जैन, भारतीय राजनीतिक चिन्तन		

B.A. Semester: VI, 2027-28
Discipline Specific Electives Course (DSE)
INRSE56006T : INTERNATIONAL RELATIONS
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Explain the meaning, nature, and scope of International Relations (IR) as an academic discipline and a field of practice. • Define and analyze the concept of National Power, including its various elements. • Describe the origins, causes, and impact of the Cold War on international politics. • Analyze India's relations with the USA, China, and Pakistan, considering historical and contemporary factors. • Explain the concept of disarmament and its relevance in the current global scenario.		
SYLLABUS		
Unit-I: Meaning , Nature and Scope of International Relations ; Approaches to the Study of International Relations : Idealist and realist approaches, Actors of International Relations; State and other Players.		
Unit-II: National Power : Meaning and Elements of National Power ; Struggle for Power : retaining Power, increasing Power, demonstrating Power. Balance of Power: Meaning, Characteristics and devices for maintaining Balance of Power.		
Unit-III: Cold War : Meaning, Causes & Impact ; End of the Cold War, Concept of Non Alignment : Its achievements, Problems and Challenges, India's role in Non – alignment movement.		
Unit-IV: The basic features of the Foreign Policy of U.S.A., Communist China and India, India's relations with U.S.A., China and Pakistan.		
Unit-V: Major Contemporary Trend and Issues in International Politics; Changing World Scenario; Environmentalism, Globalisation, Human Rights, Disarmament, SAARC & ASEAN.		
SUGGESTED BOOKS		
1. C.Brown, International Relations Theory : London, Harvester Wheatsheat, 1975. 2. I.Claude, Power and International Relations, New York, Random House, 1962. 3. W.D.Coplin, Introduction to International Politics, Chicago, Markham, 1971. 4. F.I.Greenstein and N.W.Polsby, Theory of International Relations, Reading Massachusetts, Addison-Wesley, 1979. 5. F.S.Northedge, The International Political System, London, Faber and Faber, 1976. 6. K.N.Waltz, Theory of International Politics, Reading Massachusetts, Addison-Wesley, 1979. 7. K.N.Waltz, "The emerging structure of International Politics", International Security, 18, 1993, 8. डॉ. बी. एल. फड़िया, राजनीति विज्ञान,		

BA. Semester: VI, 2027-28
Discipline Specific Electives Course (DSE)
PADSE56006T: Public Administration
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the meaning, scope, and nature of public administration. - Explain the emergence and key characteristics of the New Public Administration movement. - Describe and analyze the principles of Scientific Management. - Understand and apply Simon's Rational Decision-Making Approach. - Explain the processes of position classification, recruitment, training, and promotion within the civil service.		
SYLLABUS		
Unit-I: Public Administration: Meaning, Scope & Nature of Public Administration, Public and private Politics & Administration.		
Unit-II: New Public Administration, Method and Approaches, New Public Management perspective.		
Unit-III: Theories of Organisation : Scientific Management; The Bureaucratic Theory, The Classical Theory, The Human Relations Theory, Behavioural Approach, Systems Approach.		
Unit-IV: Administrative Behaviour : Rational Decision Making Approach (Simon), Theories of Leadership, Theories of Motivation and Communication.		
Unit-V: Position Classification, Recruitment, Training, Promotion, Neutrality of Civil Services, Downsizing of Bureaucracy, Modernization of Bureaucracy and Administrative Culture.		
SUGGESTED BOOKS		
1. Avasthi & Maheshwari, Public Administration (Hindi & English) 2. Bhattachary, Mohit, New Horizons of Public Administration 3. Gladden, Essentials of Public Administration 4. Gorwala, Report on the Public Administration of India 5. Government of India, Fifth Central pay Commission Report Vol. I, II & 3. 6. Henry, Nicholas, Public Administration and Public Affairs. 7. Paul Appleby, Report on the Public Administration of India: Re-examination of India's Administrative System. 8. Sharma, M.P., Public Administration : Theory and Practice (English and Hindi) 9. डॉ. बी.एल. फड़िया 'लोकप्रशासन' 10. डॉ. पी.डी. शर्मा 'लोकप्रशासन' 11. बी.एम. सिन्हा 'लोक प्रशासन के सिद्धान्त एवं व्यवहार' 12. परमात्मा शरण 'लोक प्रशासन' 13. चन्द्रप्रकाश भाम्भरी 'लोक प्रशासन प्रशासन'		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
IPACC54001T: Introduction to Public Administration
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • After studying this course, students will be able to: • Understand the basic concepts of Public Administration. • Gain insights into the meaning, nature, scope, and importance of Public Administration. • Distinguish between public and private administration and understand its relation to Political Science. • Learn about new trends in Public Administration, including New Public Management, Development Administration, Privatization, and Globalization.		
SYLLABUS		
Unit-I: Public Administration: Meaning, Nature, Scope and Importance, Evolution of Public Administration as a discipline, Public and Private Administration, Political Science and Public Administration		
Unit-II: New Trends in Public Administration New Public Administration, Concept of Development Administration, New Public Management. Impact of Liberalisation, Privatisation and Globalisation on Public Administration		
Unit-III: Organisation Meaning and Nature, Formal and Informal Organisation, Departmental Organisation and its Bases, Line, Staff and Auxiliary Agencies		
Unit-IV: Principles of Organisation Hierarchy, Unity of Command, Span of Control. Supervision, Delegation, Centralisation and Decentralization		
Unit-V: Theories of Organisation Scientific Management (Taylor), Classical Theory (Fayol, Urwick and Gullick), Human Relation Theory (Elton Mayo), Decision Making (Herbert Simon)		
SUGGESTED BOOKS		
1. Sharma, M.P. : Public Administration Theory and Practice 2. White: Introduction to the study of Public Administration 3. Willoughby: Principles of Public Administration 4. शर्मा, पी.डी. लोक प्रशासन 5. सिन्हा, बी. एम. : लोक प्रशासन के सिद्धान्त एवं व्यवहार 6. परमात्मा शरण : लोक प्रशासन 7. भाम्भरी, लोक प्रशासन 8. सिंह, आर. एल. : लोक प्रशासन		

B.A. Semester: II 2025-26
Discipline Centric Core Course (DCC)
PAICC54002T: -Public Administration in India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will gain detailed knowledge about the evolution of Indian Administration, from the British period to the present. - They will understand the positions and workings of key political and administrative institutions in India, such as the President, Prime Minister, and various administrative bodies. - Students will develop a deep understanding of financial administration, including budget formulation, execution, and parliamentary oversight through various committees. - They will learn about Public Services (e.g., All India Services, recruitment, training, and control systems) and their roles in governance. Students will also build the ability to critically think about current issues in Indian Public Administration and suggest improvements based on administrative theories and practices.		
SYLLABUS		
Unit-I Introduction and Evolution of Indian Administration - British Period, Salient Features of Indian Administration, Parliamentary Democracy and Federalism, Centre State Relations: Administrative		
Unit-II: Political Executive at the Union Level: President, Prime Minister, Council of Ministers, Structure of Central Administration Central Secretariat, Cabinet Secretariat, Prime Minister Office		
Unit-III: Public Services All India Services, Central Services, Union Public Service Commission, Lateral Entry, Recruitment and Training. Control over Administration in India- Legislative, Executive and Judicial Control		
Unit-IV: Financial Administration Budget Formulation and Execution, Comptroller and Auditor General of India Parliamentary Committees: Public Accounts Committee, Estimates Committee and Committee on Public Undertakings, Public Undertakings: Present Status and Challenges		
Unit-V: Major Issues of Indian Administration: Administrative Reforms, Generalist and Specialist, Integrity in Administration, Lokpal and Lokayukta Welfare Administration with particular reference to SC,ST, OBC, Minorities and Women & Child Development		

SUGGESTED BOOKS
1.Maheshwari, S.R.: Indian Administration 2.Ashok Chanda: Indian Administration 3.Bhambhari, C.P. Public Administration in India 4.Rao, K.C.: Parliamentary Democracy in India 5.Maheshwari, S.R.: The Administrative Reforms Commission 6.Palmer: India Political System 7.Laxmi Narain: Principles and Practice of Public Enterprise Management 8.Nigam, Raj K. (ed): Management of Public Sector in India 9.Mishra, B.B.: Administrative History of India 10.Arora, Ramesh K. & Others: The Indian Administrative System 11.Mishra, B.B.: Government and Bureaucracy in India (1949-1976) 12. शर्मा, पी.डी. शर्मा, बी.एम. गोवर, नीलम भारत में लोक प्रशासन 13. अवस्थी एवं अवस्थी भारतीय प्रशासन

B.A. Semester : III 2026-27
Discipline Centric Core Course (DCC)
CPACC55003T: Comparative Public Administration
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the concept of Comparative Public Administration (CPA) and its significance in the field of public administration. - Explain the various approaches to studying CPA, including the Structural-Functional, Ecological, and Behavioral approaches. - Describe the salient features of the constitutions of the UK, USA, and France. - Explain the salient features of the administrative systems of the UK, USA, and France. - Analyze the mechanisms for the removal of citizen's grievances in the three countries.		
SYLLABUS		
Unit-I: Comparative Public Administration: Concept, Nature, Scope and Importance, Salient Features of Administration of Developed and Developing Societies		
Unit-II: Approaches and Methods of the Study of Comparative Public Administration-Structural-Functional Approach, Ecological Approach and Behavioral Approach, Evolution of the Study of Comparative Public Administration with Special Reference to the Contribution of F.W. Riggs		
Unit-III: Salient Features of the Constitution of U.K U.S.A., and France, Political System: Parliamentary System in UK, Presidential System of U.S.A. and France		
Unit-IV: Salient Features of the Administrative System of U.K., U.S.A. and France, Organisation and Working of Following: Treasury (U.K.), Independent Regulatory Commission (U.S.A.), Council of State (France)		
Unit-V: Comparative Study: Policy Making Institutions, Removal of Citizen's Grievances, Control over Administration.		
SUGGESTED BOOKS		
1. Siffin: Towards the Comparative Study of Public Administration 2. Riggs: The Ecology of Administration 3. Herman Finer: Government of Great European Powers 4. Riggs: Administration in Developing Countries: The Theory of Prismatic Society 5. Presthus and Pflffner: Public Administration 6. Lepawasky: Administration 7. Dwright Waldo: Comparative Public Administration 8. Thompson, James D.& Others: Comparative Studies in Administration 9. टी.एन. चतुर्वेदी : तुलनात्मक लोक प्रशासन 10 रमेश के. अरोड़ा : तुलनात्मक लोक प्रशासन		

B.A. Semester: IV 2026-27
Discipline Centric Core Course (DCC)
SAICC55004T: -State Administration in India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to • Develop a comparative understanding of administrative systems in various countries. • Understand the key concepts, nature, scope, and importance of Comparative Public Administration. • Gain knowledge of the administrative systems and salient features of governance in both developed and developing societies. • Learn various approaches and methods used in the study of Comparative Public Administration, including Structural-Functional, Ecological, and Behavioral approaches. • Analyze and compare the constitutional and political systems of the UK, USA, and France, including their parliamentary and presidential systems.		
SYLLABUS		
Unit-I: State Administration in India Its Characteristics and Growing Importance, General Background of State Administration in Indian States with Special Reference to the State of Rajasthan		
Unit-II: The Office of the Governor Powers, Functions and Role in State Administration, Relationship with Council of Ministers The Office of the Chief Minister: Powers, Functions, Role and Importance		
Unit-III: Organisation of the State Secretariat, Chief Secretary Role and Significance in State Administration, Organisation and working of the Department of Home, Finance and Agriculture in Rajasthan. Organisation and Working of the Following Boards and Directorates in the State of Rajasthan- a) Revenue Board b) Rajasthan Board of Secondary Education c) Directorate of Higher Education		
Unit-IV: Personnel Administration Role of the State Civil Services, Recruitment of Higher Civil Services in Rajasthan (R.A.S., R.P.S., R.Ac.S.), Organization and Functions of Rajasthan Public Service Commission, Training of State Civil Services, Organization and Functions of Harish Chandra Mathur Rajasthan State Institute of Public Administration (HCMRIPA)		
Unit-V: District Administration: Organisation, District Collector Functions and Position. Revenue Administration at District Level. The Sub Divisional Officer (S.D.O.), Tehsildar and Patwari		

SUGGESTED BOOKS
1. Maheshwari, S.R.: Indian Administration 2. Khera, S.S.: District Administration in India 3. Pylee, M.V.: Indian Constitution(Hindi ed.) 4. A.R.C.: Report on State Administration 5. Singh, D.P.: Readings in Indian Administration 6. Verma, S.L.: Revenue Board in Rajasthan 7. I.P.A.: Revenue Board 8. Rajasthan Govt.: Secretariate Manual 9. Rajasthan Govt.: Report of Administrative Reform Committee (Mathur Committee Report, 1983). 10.Rajasthan Govt.: Report of the Committee on Training, 1963. 11.H.C.M. Institute: Management of Higher Personnel of Public Administration. 12.Maheshwari, S.R.: Evolution of Administration in India. 13.I.I.P.A.: Indian Journal of Public Administration (State Administration Speical Number, July-Sep. 1976) 14. Shukla, J.D.: State and District Administration in India (National) 15. Mehta, B: Dynamics of State Administration

B.A. Semester: V 2027-28
Discipline Specific Electives Course (DSE)
ADISE56005T: -ADMINISTRATIVE INSTITUTIONS
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will gain insight into the functioning of administrative institutions in democratic and socialist societies. - They will understand both the theoretical and practical aspects of how various administrative bodies operate. - Learners will become familiar with different types of government institutions such as the Legislature, Executive, Judiciary, and Bureaucracy, along with their interactions. - They will also develop an understanding of the structure, role, and impact of key institutions like the Finance Commission, NITI Aayog, Election Commission, and the University Grants Commission (UGC) in India.		
SYLLABUS		
Unit-I: Administrative Institutions in a Democratic and Socialist Society: The Concept of Laissez faire State, Welfare State and Administrative State		
Unit-II: Organization of Government: Legislature Its Role and Causes of its Decline in Modern Times, Executive Types and Relationship with Legislature, Judiciary-Functions and Role with Special Reference to Judicial Review		
Unit-III: Democracy and Administration: Features of Democratic Administration, Role of Political Parties and Pressure Groups and their Interaction		
Unit-IV: Bureaucracy Nature and Concept. Types and Recent Trends of Bureaucracy, Weberian Model of Bureaucracy, Neutrality, Anonymity and Representative Character of Bureaucracy		
Unit-V: Organization and Role of Finance Commission, NITI Aayog, Election Commission and University Grants Commission		
SUGGESTED BOOKS		
1. Waldo: Administrative State 2. Fieill: Government in Modern Society 3. Gupta, M.G. Modern Government 5. शर्मा एच.सी. प्रशासनिक संस्थाएं 6. जियाउद्दीन खां एवं अन्तर सिंह प्रशासनिक संस्थाएं		

B.A. Semester : V 2027-28
Discipline Specific Electives Course (DSE)
LAISE56005T: -Local Administration in India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Explain the meaning, nature, and importance of local self-government in India. • Describe the structure and functioning of the Panchayati Raj system in Rajasthan, including ZilaParishads, PanchayatSamitis, Gram Panchayats, and Gram Sabhas. • Explain the structure and functioning of Municipal Corporations and other urban local bodies. • Analyze the role of these personnel in implementing local self-government policies and programs. • Explain the financial aspects of local bodies in India, including local resource mobilization, the role of the State Finance Commission, and state government control.		
SYLLABUS		
Unit-I: Meaning, nature and importance of local self-government, Ancient, medieval period. Evolution of local self-government in British and post-independence India. Salient features of 73rd and 74th Constitutional Amendments.		
Unit-II: Rural local self government organization and functioning of panchayat raj in rajasthan zila council, panchayat satya, gram panchayats and gram sabhas		
Unit-III: Urban local self government municipal corporation organization and functioning of municipal corporation and national council: problem of accountability and autonomy in municipal corporation		
Unit-IV: Personnel administration of rural and urban governance General features, functions and role of Block Development Officer (B.T.O.), Chief Executive Officer (Municipal Corporation) and Municipal Council Commissioner		
Unit-V: Financial Administration of Local Bodies in India Strengthening of Local Resources, Role of State Finance Commission, State Government Control over Local Bodies, Rural Development and Panchayat Raj Department, Directorate of Urban Local Bodies		
SUGGESTED BOOKS		
1. Argal, K.: Municipal Government in India 2. Maheshwari, S.R.. Local Government in India 3. Mathur, M.V. Panchayat Raj in Rajasthan 4. Khanna, R.K.: Municipal Government and Administration in India 5. Bhogle, S.K.: Local Government in India 6. PaiPanandikar, V.A. Personnel System for Development Administration 7. Bhattacharya, Mohit: Municipal Government and Problems 8. Tinker: Local Self Government in India 9. Sharma Ashok Local Administration in India		

B.A. Semester : VI 2027-28
Discipline Specific Electives Course (DSE)
FIASE56006T: -Financial Administration
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define the term "budget" and explain its significance in the context of an Indian college's financial management. - Differentiate between various types of budgets, including Zero-Based Budgeting (ZBB), Performance Budgeting, and Deficit Budget. - Students will learn the stages of budget preparation, execution, and monitoring in India. - Students will be able to describe the hierarchical structure of planning in India, specifically outlining the roles and responsibilities of NITI Aayog at the central level, State Planning Departments, and District Planning Committees (DPCs).		
SYLLABUS		
Unit-I: Meaning. Nature and Scope of Financial Administration. Importance of Finance in Administration, Centre-State Financial Relations		
Unit-II: Budget- Meaning. Principles of Sound Budget, Types of Budget Zero Based Budget. Performance Budget, Deficit Budget		
Unit-III: Budget Formulation in India, Role of Finance Ministry, Role of Finance Commission, Accounting and Auditing		
Unit-IV: Planning: Central Level- NITI Aayog. State Level Planning Department, District Level- District Planning Committee, Problems and Solutions		
Unit-V: Control over Financial Administration Parliamentary Control over Public Finance, Public Accounts Committee, Estimates Committee, Committee on Public Undertakings, Comptroller and Auditor General		
SUGGESTED BOOKS		
1. Lall, G.S., Financial Administration in India, Delhi, HPI Kapoor, 1969. 2. Chaturvedi T.N. and Harda, K.L. Financial Administration, New Delhi, IIPA, 1992. 3. Gautam, E.N. Bhartiya Vitt Prashasan, Chandigarh, Haryana Sahitya Academy, 1993. 4. Mookerjee, S.S. Financial Administration in India, Delhi, Surjeet Book Depot, 1980. 5. Mahajan and Mahajan, Financial Administration in India, PHI, New Delhi, 2014. 6. Thavaraj. M.J.K.: financial Management of Government, New Delhi, S. Chand, 1978. 6. वित्तीय प्रबन्ध रेतुमताना राजस्थान हिन्दी पन्ध अकादमी जयपुर		

B.A. Semester : VI 2027-28
Discipline Specific Electives Course (DSE)
CAASE56006T: Constitution and Administration
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • This would involve knowing about key events like the pre-independence movements, the Constituent Assembly, and the drafting process. • This would cover aspects like the Preamble, fundamental rights, fundamental duties, the federal structure, and the separation of powers. • This would involve understanding the rights and freedoms protected by the Constitution, as well as the civic responsibilities outlined in fundamental duties. • This would involve understanding the distribution of powers and responsibilities at different levels of government.		
SYLLABUS		
Unit-I Evolution of the Constitution of India, Salient Features of the Constitution of India. Preamble and Philosophy of the Constitution, Democratic Administration and Role of the Constitution		
Unit-II: Citizen and the State Fundamental Rights and Fundamental Duties. Directive Principles of State Policy, Impact of these Principles on Indian Administration		
Unit-III: Executive at Central Level President Election, Functions, Powers and Role, Union Cabinet Prime Minister and Council of Ministers		
Unit-IV: Union Legislature Parliament Lok Sabha and Rajya Sabha Composition, Functions, Powers and Relationship. State Legislatures: Vidhan Sabha and Vidhan Parishad-Composition, Powers, Functions and Relationship		
Unit-V: Judiciary Supreme Court Organization, Powers, Functions and Role, Judicial Review, Judicial Activism, High Court-Organisation, Powers, Function and Role		
SUGGESTED BOOKS		
1 Mombwall, K.R.: Government and Politics in India, Ambala Cantt., Modern Publications, 1981. 2. Basu, D.D.: Constitutional Law of India, Bombay, Prentice Hall of India. 3. Fadia, B.L. Indian Government and Politics, Agra, Sahitya Bhawan, 1992. 4. Shiva Rao: The Framing of Indian Constitution, Bombay, N.M. Tripathi & Co., 1969. 5. Arora and Goyal, Indian Public Administration, New Age International, Delhi, 2014. 6. B. Shiva Rao (Ed.) The Framing of Indian Constitution, Universal Publishing House, New Delhi, 2004, 7. भारतीय संविधान सभा डॉ० योगेश चन्द शर्मा, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 8. भारतीय संविधान एवं राज्य व्यवस्था डॉ० अल्पनापारीक राजस्थान हिन्दी पन्थ अकादमी, जयपुर		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
POMCC54001T : Principles of Microeconomics
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Illustrate the basic framework of micro-economics. • Anticipate the consumer and deduce the behaviour of a producer over a period of time. • Illustrate the concept of equilibrium under different market conditions. • Build competency and academic excellence for competition exams and to develop employability related skills.		
SYLLABUS		
Unit-I: Economics – A Logic of choice, Positive and Normative approaches ; Macro and Micro Economics ; Methods of Economic Analysis – Inductive and Deductive : Statics and Dynamics		
Unit-II: Theory of Demand – Law of Demand, Utility Approach, Indifference Curve Approach, Elasticity of Demand : Price, Income and Cross Elasticity, Revenue- Total, Marginal and Average, Concept of Consumer's surplus.		
Unit-III: Theory of Production – Introduction, Laws of Returns to Factors and Returns to scale Cost- Short- run and Long run Concept of Isoquants, Isocosts and Production Possibility curves		
Unit-IV: The Commodity Market- Market Demand and Market Supply, Price and Output determination under perfect Competition, Simple and Discriminatory Monopoly, Monopolistic Competition, Chamberlin's Group Equilibrium.		
Unit-V: The Factor Market- Marginal Productivity Theory of Distribution. Rent – Ricardian, Quasi- Rent and Modern Theories. Profit: Dynamic, Risk and Uncertainty Theories; Wages: Meaning, Nominal and Real Wage Rate. Modern theory of Wages.		
SUGGESTED BOOKS		
1. Samuelson P.A & W.O Nordhaus (1998), Economics 16th Edition, Tata McGraw Hill, New Delhi. 2. Mankiw. Gregory. N (2007), Economics: Principles & Applications 4th Edition, India edition by South Western a part of Cengage Learning, Cengage Learning India Pvt. Ltd. 3. Koutsoyiannis, A (1979), Modern Microeconomics, 2nd Edition, Macmillan Press, London. 4. Ahuja H.L (2003), Advanced Economic Theory: Microeconomic Analysis, 13th Edition, S. Chand & Co. Ltd., New Delhi. 5. Sen, A (1999), Microeconomics: Theory & Applications, Oxford University Press, New Delhi.		

B.A. Semester: II 2025-26

Discipline Centric Core Course (DCC)

POMCC54002T: Principles of Macroeconomics

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the concept of National Income • Summarize the classical and Keynesian theory of output and employment. • To analyse theories of consumption and trade cycles. • Build competency and academic excellence for competition exams and to develop employability related skills.		
SYLLABUS		
Unit-I: Macro-economics: Meaning, Nature, Scope, Importance and Limitations. Types of Macro Economics – Macro-Statics and Macro- Dynamics. Circular Flow of Income and expenditure in two, three, and four-sector economy.		
Unit-II: National Income Concept : Gross Domestic Product (GDP), Net Domestic Product (NDP), Gross National Product (GNP), Net National Product (NNP), Personal Income (PI), Disposable Income (DI). Measures of National Income: Product Method, Income Method, Expenditure Method & Mixed Method. Classical Approach to Employment: Classical Theory of Employment, Say's Law of Market, Pigou's Wage Cut Theory of Employment		
Unit-III: Keynesian Economics: Theory of Employment, Aggregate Demand and Aggregate Supply. Concept of Effective Demand. Multiplier – Investment Multiplier.		
Unit-IV: Consumption, Saving and Investment Function: Average and Marginal Propensity to consume, Average and Marginal Propensity to Save, Marginal Efficiency of Capital, Autonomous Investment and Induced Investment		
Unit-V: Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run		
SUGGESTED BOOKS		
1. Shapiro, E. (1996), Macroeconomic Analysis, 5th Edition, Galgotia Publications, New Delhi 2. Mankiw (2007), Principles of Macroeconomics, 4th Edition, Thomson South-Western, a part of Cengage Learning, Cengage Learning India Pvt. Ltd. 3. Dornbauch, R. & F. Stanley (1997), Macroeconomics, McGraw Hill Inc., New York 4. Ahuja, H.L (2011), Macroeconomics- Theory and Policy, S. Chand & Co. Ltd., New Delhi 5. K.C Rana & K.N Verma, (2014) Macroeconomics Analysis, Vishal Publishing house.		

B.A. Semester: III 2026-27

Discipline Centric Core Course (DCC)

MBFCC55003T : Money, Banking and Financial Markets

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Critically analyze the functions, and the role of money, Money Supply, High powered money and Money Multiplier • Analyze the functioning of Central and Commercial Banks and their impact on financial systems and the overall economy. • Assess the components, structure, instruments and functions of Money market and capital market, role of financial intermediaries and the powers and functions of SEBI • Critically analyze the role of Monetary Policy and Inflation		
SYLLABUS		
Unit-I: Introduction to Money and Monetary System: Meaning, functions, and types of money, Evolution of money: From barter to digital currency. Role of money in an economy, Measures of money supply: M1, M2, M3, M4.High-powered money and money multiplier		
Unit-II: Banking: Types of Banks, Difference between Banking and Non-Banking Institutions. Difference between Scheduled Banks and Non-Scheduled Banks, Commercial bank: Meaning, functions and importance; The Process of credit creation and its limitations; Liabilities and Assets		
Unit-III: Functions of a Central Bank; Quantitative and Qualitative Methods of Credit Control – Introduction of Reserve Bank of India; Objectives and Limitations of Monetary Policy with Special Reference to India		
Unit-IV: Financial Sector: Meaning and types of Financial Markets, Functions of Financial Markets. Money and Capital markets in India- Structure, Instruments, Functions and significance; SEBI: powers and functions		
Unit-V: Global Financial System and Recent Developments ; Global financial institutions: IMF, World Bank.		
SUGGESTED BOOKS		
1. Desai, Vasant (2005), Indian Financial System and Financial Market Operation, New Pace, New Momentum, Himalaya Publishing House 2. Gupta, S.B (2010), Monetary Economics, S. Chand & Company, New Delhi 3. Mithani, D.M (2011), Money, Banking, International Trade and Public Finance, Student Edition 16th, Himalaya Publishing House 4. A.D. Bain, Economics of the Financial System 5. R.B.I. Bulletin, Annual Report on Currency and Finance		

B.A. Semester: IV 2026-27
Discipline Centric Core Course (DCC)
SMECC55004T : Statistical Method For Economics
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Compute the central tendencies and measures of dispersion. • Calculate the correlation and regression coefficients • Formulate index numbers • Build competency and academic excellence for competition exams and to develop employability related skills		
SYLLABUS		
Unit-I: Definition, Scope, Importance and Limitations of Quantitative Techniques and Statistics; Primary & Secondary Data. Census & Sampling. Techniques of Data Collection, Classification and Tabulation of Data. Diagrammatic and Graphic Representation of Data		
Unit-II: Measures of Central Tendency: Arithmetic Mean, Geometric Mean and Harmonic Mean. Median, Mode.		
Unit-III: Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, standard Deviation and Co-efficient of Variation simple Correlation : Karl Pearson's Correlation co-efficient and Spearman's rank correlation.		
Unit-IV: Simple two variable Linear regression, Fisher's Index numbers, Interpolation and extrapolation – Newton and Lagrange method		
Unit-V: Elementary Mathematics Simultaneous and Quadratic Equations Arithmetic and Geometric Progressions, Logarithms		
SUGGESTED BOOKS		
1. Gupta S.P (2001), Statistical Methods, S. Chand & Sons. 2. K.N Nagar, S.N Mittal, M.L Oswal, S.S Modi (2012), Fundamentals of Statistics, Ist Edition, Minakshi Prakashan, Meerut. 3. Sharma J.K. (2013), Business Statistics, 2nd Edition, Pearson, New Delhi. 4. B.L. Agarwal, (2006), Basic Statistics, New Age Publication. 5. John E. Freund, Frank J. Williams, (2010), Outline of basic statistics, Courier Corporation.		

B.A. Semester: V, 2027-28

Discipline Specific Electives Course (DSE) -1

GADSE56005T: Growth and Development

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Illustrate the concept and difference between growth and development • Summarize various development and growth models. • Build competency and academic excellence for competition exams and to develop employability related skills		
SYLLABUS		
Unit-I: Economic Growth and Economic Development: Meaning and Measurement of Economic Development. Vicious circle of Poverty, Capital formation and Human Resource Development		
Unit-II: Characteristics of developing countries. Factors of Economic growth: Economic factors and non-economic factors. Structural changes underdevelopment, Technological progress.		
Unit-III: Theories of Development: Rostow's Theory of historical stages of growth. Balanced growth theory and unbalanced growth theory. Choice of techniques: Capital intensive and labour intensive techniques		
Unit-IV: Development and International Issues-International aspects of Economic Development, International Trade, Terms of Trade and Economic Development. WTO and developing countries, G20 and India's Role in it..		
Unit-V: Economic Planning: Meaning, Need, Objectives and its relevance. Planning under mixed economy, Prerequisites of effective planning. The Indian Planning System: Plan Formulation and Evaluation. NITI Aayog:		
SUGGESTED BOOKS		
1. Todaro, Michael.P & Smith Stephen C (2014), Economic Development, 12th Edition, Pearson Education (Singapore) Pvt. Ltd., Delhi. 2. Thirwal, A.P (2012), Growth and Development, Macmillan, London. 3. Misra S.K, Puri V.K, (2012), Economics of Development and Planning, Himalaya Publishing House. 4. Chennery, H. & T.N Srinivisan (Eds.) (1989), Handbook of Development Economics, Vols. 1 & 2, Elsevier, Amsterdam. 5. M.L. Taneja , R.M. Myer (2017), Economics of Development and Planning, Vishal Publication.		

B.A. Semester: V, 2027-28

Discipline Specific Electives Course (DSE) - II

INESE56005T : Indian Economy

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Examine the basic demographic features of the Indian Economy. • Critically analyze the performance of Indian agriculture. • Appraise the Indian industrial performance after independence. • Evaluate the trends of the foreign sector. • Build competency and academic excellence for competition exams and to develop employability related skills.		
SYLLABUS		
Unit-I: Indian Economy – Nature, structure and Features. Natural Resources – Land, water, Forest and Minerals. Infrastructure – Importance and its development in India.		
Unit-II: Demographic Profile of Indian Economy –Population composition and main characteristics of Indian population according to current census, Problems of Population and New Population Policy in India.		
Unit-III: Agricultural structure in India – Importance& Nature. Agricultural Holdings and Land Reforms. Green Revolution. Agricultural Rural Labour. Agricultural Finance and Marketing. Agriculture Policy		
Unit-IV: Industry- Growth & Problems of Heavy, Medium, Small & Cottage Industries in India since globalisation. Industrial Finance. Make in India and SKILL Development Programme, Digital India, Jan DhanYojna. New Industrial Policy		
Unit-V: Nature and Estimation of Unemployment in India, Causes, types and remedies of Unemployment. Concept of Poverty, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA). DeenDayalUpadhyaya National Rural Livelihood Mission (DDU-NRLM)		
SUGGESTED BOOKS		
1. Datt R. & K.P.M Sundharam (2019), Indian Economy, S. Chand & Co. Ltd., New Delhi. 2. Misra S.K & V.K Puri (2019), Indian Economy, Himalaya Publication House, Mumbai. 3. Agarwal A.N, Indian Economy: Problems of Development and Planning (2016). 4. Uma Kapila (2019-20), Indian Economy since Independence, 30th edition, Academic Foundation, New Delhi. 5. Government of India, Economic Survey (Annual), Ministry of Finance, New Delhi. 6. Government of India, Planning Commission: Five Year Plan Development.		

B.A. Semester : VI, 2027-28

Discipline Specific Electives Course (DSE) - I

RAESE56006T : Rajasthan Economy

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Analyze the production and productivity of agriculture in Rajasthan, including major crops and challenges. - Industrial Growth: Examine the trends and policies driving industrial development in Rajasthan, including the role of small-scale industries. - Government Initiatives and Policies - State Budget and Fiscal Management: Understand the state's budgetary process, fiscal policies, and their impact on the economy. - Economic Welfare Schemes: Study the various economic welfare schemes implemented by the Rajasthan government, such as poverty alleviation programs and social security initiatives.		
SYLLABUS		
Unit-I Overview of Rajasthan's Economy: Historical background and economic structure. Growth trends and major economic indicators (GDP, per capita income, employment). Population growth, density, and distribution		
Unit-II: Agriculture and Allied Sectors: Production and productivity of major crops ,Challenges faced by agriculture, Horticulture: production, challenges, and opportunities, Forestry: role in the economy and environmental sustainability		
Unit-III: Industrial Growth and Trends: Overview of industrial development in Rajasthan. Major industries: textiles, minerals, handicrafts. Role and importance in the state's economy.		
Unit-IV: Infrastructure Development: Power: generation, transmission, and challenges. Transportation: road, rail, and air connectivity. Communication: telecom and digital infrastructure		
Unit-V: Government Initiatives and Policies : State Budget and Fiscal Management- Overview of the state budget, Fiscal policies and their impact on the economy.		
SUGGESTED BOOKS		
1. "Economics of Rajasthan" by S.C. Bhatt 2. "Rajasthan Economy: Problems and Prospects" by K.K. Saxena 3. "Rajasthan: A Study in Economic Development" by R.P. Singh 4. "Economic Development of Rajasthan" by S.S. Choudhary 5. "Rajasthan Economy" by N.K. Sharma		

B.A. Semester: VI 2027-28

Discipline Specific Electives Course (DSE) – II

INESE56006T: Industrial Economics

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand Industrial Structure: Analyze the structure and organization of industries, including market forms and competition. • Apply Industrial Economic Theories: Apply theories of industrial economics to real-world scenarios and case studies. • Analyze Market Behavior: Examine market behavior and performance of firms in different industrial settings. • Evaluate Government Policies: Assess the impact of government policies and regulations on industrial development. • Develop Critical Thinking: Develop critical thinking and problem-solving skills to analyze industrial economic issues.		
SYLLABUS		
Unit-I Meaning and classification of Industries: Use-based, Resource Based and ASI Two and Three Digit classification- Industrial Location theories - Weber, Sargent Florence and Losch - factors affecting industrial location.		
Unit-II: Market Structure and Market Performance: Types of Markets based on Place, Time and Competition - Concepts & Organization of a firm - Market Structure - Sellers Concentration - Product Differentiation - Entry Conditions - Economics of Scale. •		
Unit-III: Industrial Pattern under Five Year Plan: Industrial Economic Concentration and remedial measures - Industrial Policy 1991- Role of Public and Private Sectors - LPG Programme - Recent Trends in Industrial growth.		
Unit-IV: Industrial Finance: Industrial Finance: Owned, External and other Components of Funds; Role, Nature, Volume and types of Institutional Finance – State Level Financial Institutions and Commercial Banks.		
Unit-V: Problems in Large Scale industries – Cotton textiles-Iron and Steel –Jute –Sugar-Rationalization – Importance and development of Small Scale and Cottage industries in India – Industrial Sickness- Regional imbalances in Industrial Growth.		
SUGGESTED BOOKS		
1. Ahluwalia, I.J. (1985) Industrial Growth in India, Oxford University Press, New Delhi. 2. Barthwal, R.R. (1985), Industrial Economics, Wiley Eastern Ltd., New Delhi. 3. Chernuliam, F. (1994), Industrial Economics: Indian Perspective (3RD Edition), Himalaya Publishing House, Mumbai. 4. Desai, B. (1999), Industrial Economy in India (3rd Edition,) Himalaya Publishing House, Mumbai. 5. Divine, P.J. and R.M. Jones Et. Al (1976), An Introduction to Industrial Economics, George Allen and Unwin Ltd., London. 6. Hay, D. and D.J.Morris (1979), Industrial Economics: theory and evidence, Oxford University Press, New Delhi.		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
ITSCC54001T: INTRODUCAION TO SOCIOLOGY
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Define sociology and explain its nature and scope. • Define and differentiate between society, community, association, and institution. • Analyze the characteristics and functions of primary and secondary social groups. • Define and differentiate between formal and informal social control. • Define socialization and understand its different stages and agencies.		
SYLLABUS		
Unit-I: Sociology : Nature and Scope, Relationship with other Social Sciences : Social Anthropology, Economics, Political Science.		
Unit-II: Concepts of Society, Community, Association, Institution.		
Unit-III: Social Group : Meaning and Types ; Primary and Secondary Social Processes : Meaning and Types ; Co-operation, Competition and Conflict.		
Unit-IV: Social Control : Formal and Informal; Social Stratification: Basis, forms Status and Role : Basis, forms		
Unit-V: Socialization : Stages, Agencies Social Change : Meaning and Factors; Evolution, Progress.		
SUGGESTED BOOKS		
Bottomore, T.B. : Sociology (Hindi Tr.available) Davis, Kingsley : Human Society (Hindi Tr.available) Ginsberg, M. : Sociology (Hindi Tr.available) Johnson : Sociology (Hindi Tr.available) Maciver and Page : Society (Hindi Tr.available) Department of Sociology, RyersPolytechnique, Torento : Readings in Sociology (edu.) Giddens : Sociology Bierstedt, Robert : Social Order		

B.A. Semester: II 2025-26
Discipline Centric Core Course (DCC)
SIICC54002T:SOCIETY IN INDIA
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Identify and explain the major features and characteristics of Indian society and culture. - Describe the concept of Purushartha (goals of human life) in Hinduism. - Differentiate between Varna and Jati (caste) systems and their historical development. - Describe the nature and functions of family and marriage in Indian society. - Explain the concept of Sanskritization and its impact on Indian society.		
SYLLABUS		
Unit-I Major features of Indian Society and culture, Unity and diversity, National Integration.		
Unit-II: Basic Concepts of traditional Hindu Society : Purushartha, Asharma, Shankar		
Unit-III Social Stratification : Varna, Jati (caste): Origin, Nature, functions and Changes, class stratification in India		
Unit-IV: Family and Marriage : Nature, functions and changing trends, changing Status of women, social legislations related to marriage, family and women		
Unit-V: Processes of changes: Sanskritisation, Westernisation, secularisation, Urbanization		
SUGGESTED BOOKS		
- Prabhu, P.N. : Hindu Social Organisation (Hindi Tr.available) - Kapadia : Marriage and Family in India (Hindi Tr.available) - Hutton : Caste in India (Hindi Tr.available) - Government of India : Social Legislation - Karve, I.: Hindu Society-An Introduction - Srinivas, M.N. : Social Change in Modern India - Vedalankar, Haridutt : Hindu PariwarMimansa - Pannikar, K.M. : Hindu Society at Cross Roads - Saxena, Ramnarayan : BharatiyaSamajaurSamajikSansthayen - Indra Deva : BharatiyaSamaj - Prasad, Narmadeshwar : JatiVyavastha - Mandelbaum, D.G. : Society in India - AtalYogesh : Changing Indian Society - AtalYogesh : Indian Society		

B.A. Semester: III 2026-27
Discipline Centric Core Course (DCC)
SONCC55003T:SOCIAL ANTHROPOLOGY
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the scope of anthropology, differentiating it from other social sciences. - Understand and differentiate between various anthropological theories like evolutionism, diffusionism, and functionalism. - Understand the demographic background of tribal communities in India. - Identify and analyze the major problems faced by tribal communities in India. - Describe the economic systems of tribal communities.		
SYLLABUS		
Unit-I Anthropology : Definition and Scope, racial elements in Indian population.		
Unit-II: Concept of culture, evolutionism, diffusionism and functionalism,		
Unit-III Tribal India : Demographic Background, family, marriage, kinship, Status of Women.		
Unit-IV: Tribal India : Economy, Religion, Magic, Primitive Law		
Unit-V: Problems of Indian Tribes, Tribal Movement (characteristics and main issues), Tribal Welfare and constitutional provisions.		
SUGGESTED BOOKS		
- Dube, S.C. : ManavAurSanskriti - Government of India : Adivasi - Herskovits : Cultural Anthropology - Majumdar and Madan : An Introduction to Social Anthropology - Tribal Research Institute : Rajasthan keAdivasi - Singh K.S. : Tribal Movements in India (Part I,II)Singh K.S. : The Scheduled Tribes - Mayor, Lucy : Introduction to social Anthropology - Beals and Hoiser, : An Introduction to social Anthropology - Doshi, S.L. : SamajikManavshastra - Singh, K.S. : Tribal Situation in IndiaDube, S.C. : Tribal Heritage in India - Ghurye, G.S. : Caste and Race in India - Government of India : Approaches to Tribal Integration - Bernard Alan and Janathan Spencer : Encyclopedia of Social and Cultural Anthropology - Moore, Henrietta, L.(Ed.) : Anthropological Theory Today - Levinson David and Melvin Emper (Ed.) : Encyclopedia of Cultural Anthropology,		

B.A. Semester: IV 2026-27
Discipline Centric Core Course (DCC)
SPICC55004T: SOCIAL PROBLEMS AND ISSUES
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and differentiate between social organization and social disorganization. - Classify different types of crime and analyze their causes and consequences. - Analyze the social problems associated with child marriage, dowry, divorce, and prostitution. - Define and analyze the causes and consequences of alcoholism and drug addiction. - Define and analyze the causes and consequences of poverty and unemployment.		
SYLLABUS		
Unit-I Concepts of Social organization : Social disorganization and Social Problem, Causes and consequences of Social disorganization and Social Problem		
Unit-II: Crime : types, causes and consequences. Juvenile delinquency : causes and consequences Students unrest and violence.		
Unit-III Problems related to marriage and family; Child Marriage, dowry, divorce, Prostitution, crime against women.		
Unit-IV Alcoholism, Drug-addiction, Terrorism, Illiteracy		
Unit-V Poverty, Unemployment, Corruption, Population explosion.		
SUGGESTED BOOKS		
1. Elliott and Merrill : Social Disorganisation 2. Madan: Indian Social Problems (Vol. I) 3. Spicer : Human Problems and Technological Change 4. Ahuja, Ram : Social Problems in India 5. Ahuja, Ram : Drug Abuse 6. Ministry of Home Affairs : Crime in India		

B.A. Semester:V - 2027-28
Discipline Specific Electives Course (DSE) - 1
ESRSE56005T: Elementary Social Research
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define social research and social survey, explaining their purpose and significance in understanding social phenomena. - Explain the principles of scientific methods and their application in social research, emphasizing objectivity and systematic inquiry. - Describe and differentiate between various data collection techniques, including observation, interview, schedule, and questionnaire. - Explain sampling procedures and different types of samples (e.g., probability, non-probability), and their impact on research findings. - Understand the uses and limitations of statistics in social research, recognizing its role in summarizing and interpreting data.		
SYLLABUS		
Unit-I Social Research and Social Survey : Meaning and purpose, Major steps in social research; case study method.		
Unit-II: Scientific methods and its applicability in social research, Concept, Interdisciplinary approach, Hypothesis :		
Unit-III Techniques of data collection : Observation, interview, schedule and questionnaire		
Unit-IV Sampling : Procedures and types of samples Processing and interpretation of data, Report writing		
Unit-V Elementary Statistics : Uses and limitations of Statistics Measures of central tendency : Mean. Mode and Median		
SUGGESTED BOOKS		
- Goode and Hatt : Methods in Social Research - Hagood : Statistics for Sociologist - Young, P.V. : Scientific Social Survey and Research - Nachmias & Nachmias – Research Methods in social sciences - Mueller & Schuessler – Statistical Reasoning in Sociology - Seltizz Jahoda & others : Research Methods in Social Relations - Moser, C.A. : Survey Methods in Social Investigation - Ahuja, Ram : Social Research - C.L. Sharma : Samajik Anusandhanaur Saravekshan Padhathiya - B.N.Ghosh : Scientific Method & Social Research.		

B.A. Semester: V 2027-28
Discipline Specific Electives Course (DSE) -II
RSISE56005T :Rural Society Of India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the concept of Rural Sociology and its development as a distinct field of study. - Define and differentiate between the concepts of Village, Peasant Society, and Agrarian Structure. - Analyze the social structure of the Indian village, focusing on family, caste, kinship, and gender dynamics. - Analyze the impact of urbanization on Indian village systems. - Understand the concept of agrarian distress and its manifestations, such as farmer suicides, indebtedness, and poverty.		
SYLLABUS		
Unit-I: Introduction to Rural Sociology : Concept of Rural Sociology & its Development Features of Economy & Polity in relation to village		
Unit-II: Basic Concepts: Village, Peasant Society, Agrarian Structure, Little, Great & Multiple traditions, Rural-Urban Continuum.		
Unit-III Social Structure of Village : Family, Caste, Kinship and Gender Religion and Village Life Formal and Informal Administrative Structures: Village Panchayats, Caste Panchayat		
Unit-IV: Change in Indian Village Structure Impact of Urbanization & Globalization in Village Systems		
Unit-V: Agrarian Distress in Villages: Suicide, Indebtedness, Poverty Agrarian Movement in India		
SUGGESTED BOOKS		
1. Desai A.R., 1959: Rural Sociology India, Popular Prakashan, Bombay. 2. Rao M.S.A., 1874: Urban Sociology in India, Orient Longman, New Delhi. 3. Desai A.R., 1979: Rural Sociology. India in Transition, Popular Prakashan, Bombay. 4. D'Souza Alfred, 1978: The Indian City, Poverty, Ecology and Urban Development, Manohar Publication, New Delhi. 5. Ramkrishana Mukarjee, 1957: The Dynamics of Rural Society, Berlin.		

B.A. Semester :VI-I 2027-28
Discipline Specific Electives Course (DSE)
SOTSE56006T: Social Thinkers
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the meaning of sociology as a distinct field of study. - Define and explain the concepts of historical and dialectical materialism. - Define and explain the concept of social facts and their role in shaping individual behavior. - Define and explain the meaning of sociology from Weber's perspective. - Discuss the nature and methods of sociology from Sorokin's perspective.		
SYLLABUS		
Unit-I Auguste Comte : Meaning of Sociology, Law of three stages, Hierarchy of Sciences, Positivism		
Unit-II: Karl Marx : Historical and Dialectical Materialism, Theory of class, Social Change, Alienation.		
Unit-III Emile Durkheim : Social fact, Division of Labour, Suicide, Religion		
Unit-IV Max Weber : Meaning of Sociology, Social Action, Ideal Type, Religion		
Unit-V Pitrim Sorokin : Sociology – Nature and Method, Theory of cultural change, Social Mobility		
SUGGESTED BOOKS		
- Abraham : Social Thinkers - Raymond Aron : Main Currents in Sociological Thought, 2 Volumes - Shamboo Lal Doshi and P.C. Jain : Karl Marx, Max Weber, Emile Durkheim (In Hindi) - Doshi and Jain : Pramukh Samajshastriya Vicharak-Comte se Meron Tak - Coser Lewis A – Masters of sociological thought		

B.A. Semester: VI, 2027-28
Discipline Specific Electives Course (DSE) - II
USISE56006T :Urban Society In India
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to identify and explain the key sociological concepts of Durkheim, Marx, Weber, and Tönnies related to urban life. • Students will be able to analyze Simmel's concept of the "metropolis" and its impact on social life. • Students will be able to describe the historical background and emerging trends of urbanization in India. • Students will be able to analyze the role of industrialization in shaping urban growth and its specific characteristics. • Students will be able to analyze the growth patterns of Indian cities and the impact of migration on urban development.		
SYLLABUS		
Unit-I: Classical Sociological Traditions on Urban and City Dimensions: Emile Durkheim. Karl Marx, Max Weber and Tönnies.		
Unit-II: George Simmel: Metropolis: Louis Wirth: Urbanism Redfield: Rural-Urban Continuum.		
Unit-III Urban Sociology in India: Emerging Trends in Urbanisation. Factors of Urbanisation, Social Consequences of Urbanisation. Classification of Urban Centres, Cities and Towns,		
Unit-IV: Industrial Urban Base, its growth and special features. Changing Occupational Structure, and its Impact on Social Stratification-Class, Caste, Gender, Family.		
Unit-V: Indian city and its growth: Migration, Problems of housing. Slum development. Urban environmental problems.		
SUGGESTED BOOKS		
1. Pickwance C. G. (ed) 1976: Urban Sociology: Critical Essays, Methuen. 2. Saunders Peter 1981: Social Theory and Urban Question. Hutchinson. 3. Bose Asthish 1978: Studies in India Urbanisation 1901-1971. Tata McGraw Hill. 4. Abrahamson M 1976: Urban Sociology Englewood. Prentice Hall. 5. Ronnan, Paddison, 2001: Handbook of Urban Studies. Sage: India 6. Bharadwaj, R.K. 1974: Urban Development in India National Publishing House. 7. Gold, Harry, 1982: Sociology of Urban Life. Prentice Hall. Englewood Cliff. 8. Colling. Worth, J. B. 1972: Problems of Urban Society Vol. 2. George and Unwin Ltd. 9. Alfred de Souza 1979: The Indian City: Poverty. Ecology and Urban Development. Manohar, Delhi		

B.A./B.SC./B.COM/BCA/BBA**Semester I – 2025-26****Ability Enhancement Compulsory Course (AECC)****ENGAC54001T: General English****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• A -Students will gain a comprehensive understanding of basic sounds of English and identify key literary forms. • B -Students will Interpret and appreciate selected poetic and literary texts by Shakespeare, Tagore, and R.K. Narayan, demonstrating a grasp of theme, tone, and literary techniques. • C - Students will apply knowledge of English grammar structures such as form classes, articles, prepositions, modal auxiliaries, and the use of prefixes, suffixes, and connectives in context.. • D -Students will explore the concept of Using appropriate tenses, voice (active/passive), and speech (direct/indirect) so as to learn English effectively. • E - Students will compose formal and informal letters, reports, and job applications with clarity, correct structure, and suitable vocabulary.		
SYLLABUS		
Unit-I: The Sounds of English: Consonants, Mono-thongs, Diphthongs. An Acquaintance with Literary Forms:- Elegy, Ballad, and Sonnet An Acquaintance with Figures of Speech:- Simile, Metaphor, Personification, and Irony		
Unit-II: Poetry :William Shakespeare – All the World is a stage. Rabindranath Tagore – Where the Mind is without Fear. Act Play/Novel: R. K. Narayan – Vendor of Sweets.		
Unit-III: Introduction to Form Classes, Tenses and its uses. Articles,Preposition and Modal auxiliaries.		
Unit-IV: Active and Passive Voice, Direct and Indirect Speech Prefixes and Suffixes, Connectives.		
Unit-V: English Writing Skills: Formal Letters&Informal Letters, Report Writing, Application for Job / Job Letter.		
SUGGESTED BOOKS		
• "An Introduction to Literary Forms" by W.H. Hudson. • "The Vendor of Sweets" by R.K. Narayan • "English Verse: An Introduction" by David Kennedy • "High School English Grammar and Composition" by P.C. Wren & H. Martin. • "Effective English Communication" by M.A. Yadugiri&GeethaRajeevan.		

B.A. Semester: II 2025-26
Ability Enhancement Compulsory Course (AECC)
HINAC54002T: General Hindi
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
Course Outcome: On successful completion of the course, the students will be able to: - भाषा और उसकी उत्पत्ति के मूल सिद्धांतों अवधारणाओं से परिचित हो भाषिक परिवर्तनों को समझने में सक्षम होगा। - हिन्दी भाषा की उत्पत्ति, व्याकरणिक विशेषता तथा उसके विकास क्रम को समझ सकेगा। - वर्णों के भेदों व उच्चारण स्थानों का ज्ञान प्राप्त कर लेखन व उच्चारण में शुद्धता लायेगा। - प्रभावी संप्रेषण का महत्व समझने के साथ-साथ विद्यार्थी रोजगार के विभिन्न क्षेत्रों हेतु लेखन, वाचन, पाठन में भी सक्षम होगा। - विभिन्न प्रकार के पत्र लेखन शैलियों से परिचित हो उसका उपयोग करेगा।		
SYLLABUS		
इकाई- 1 – भाषा की परिभाषा, प्रकृति एवं विविध रूप। हिन्दी भाषा की विशेषताएँ।		
इकाई 2 – संज्ञा, सर्वनाम, विशेषण, क्रिया, विभक्ति एवं अव्यय। हिन्दी की वर्ण व्यवस्था।		
इकाई 3 – संधि, समास, उपसर्ग, प्रत्यय।		
इकाई 4 – भाषा संप्रेषण के चरण-श्रवण, अभिव्यक्ति, वाचन तथा लेखन। हिन्दी वाक्य रचनाएँ वाक्य और उपवाक्य, वाक्य भेद।		
इकाई 5 – भावार्थ और व्याख्या, पत्र लेखन-प्रार्थना पत्र, आवेदन पत्र, शिकायती पत्र, अभिनंदन पत्र, व्यावसायिक पत्र।		
सहायक पुस्तकें		
1 हिन्दी व्याकरण-कामता प्रसाद गुरु 2. मानक हिन्दी का स्वरूप-भोलानाथ तिवारी 3.संक्षेपण और पल्लवन-कैलाश चन्द भाटिया, तुमन सिंह 4.पत्र व्यवहार निर्देशिका-भोलानाथ तिवारी, विजय कुलश्रेष्ठ 5.राजकाज में हिन्दी-हरदेव बाहरी 6.व्यावहारिक हिन्दी व्याकरण एवं रचना-हरदेव बाहरी		

B.A. Semester: I 2025-26
Discipline Centric Core Course (DCC)
HLHCC54001T: हिन्दी साहित्य का इतिहास
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: - पाठ्यक्रम करने के पश्चात् विद्यार्थी इनमें सक्षम होगा – हिन्दी साहित्य के वर्गीकरण के आधारभूत कारणों को समझ पायेगा। - प्रत्येक कालखण्ड के नामकरण के प्रमुख आधारों के नामकरण के महत्व को समझ पायेगा। - आदिकाल, भक्तिकाल, रीतिकाल, आधुनिक काल की सामाजिक, सांस्कृतिक एवं आर्थिक पृष्ठभूमि को साहित्य के माध्यम से समझ सकेगा। - छात्र खड़ी बोली के उद्भव एवं विकास का समझ पाएगा। - कालखण्ड के आधार पर होने वाले भाषिक परिवर्तनों को भी समझ पायेगा।		
SYLLABUS		
इकाई – 1 हिन्दी साहित्य का आदिकाल. काल विभाजन एवं नामकरण आदिकालीन परिस्थितियाँ, साहित्य का वर्गीकरण, आदिकालीन प्रमुख काव्यधाराओं (सिद्ध, नाथ एवं जैन) का परिचय एवं वैशिष्ट्य प्रमुख रासो काव्य- परिचय, विशिष्ट एवं प्रमुख कवि, आदिकालीन हिन्दी साहित्य की सामान्य विशेषताएँ। इकाई – 2 भक्तिकाल सामाजिक, राजनीतिक, सांस्कृतिक पृष्ठभूमि, सन्तकाव्य धारा की प्रमुख प्रवृत्तियाँ, विशेषताएँ एवं प्रमुख कविए सूफी काव्य धारा की प्रमुख प्रवृत्तियाँ, विशेषताएँ एवं प्रमुख कवि। इकाई – 3 भक्तिकाल.भक्तिकाल की सामान्य विशेषताएँ। रामभक्ति काव्य धारा की प्रमुख काव्य प्रवृत्तियाँ, विशेषताएँ एवं प्रमुख कवि। कृष्ण भक्ति काव्य धारा की प्रमुख काव्यप्रवृत्तियाँ, विशेषताएँ एवं प्रमुख कवि। इकाई – 4 रीतिकाल— सामाजिक, राजनीतिक, सांस्कृतिक पृष्ठभूमि, रीतिबद्ध कविए रीतिसिद्ध कवि एवं रीतिमुक्त कवि और उनके काव्य की प्रमुख प्रवृत्तियाँ एवं विशेषताएँ। इकाई – 5 आधुनिककाल 1857का स्वतंत्रता संग्राम और हिन्दी नवजागरण भारतेन्दु युग की काव्य प्रवृत्तियाँ एवं विशेषताएँ महावीर प्रसाद द्विवेदी युग की काव्य प्रवृत्तियाँ एवं विशेषताएँ मैथिलीशरण गुप्त और राष्ट्रीय काव्यधारा, छायावाद प्रगतिवाद नई कविता – सामान्य परिचय एवं विशेषताएँ।		
सहायक पुस्तकें		
- हिन्दी साहित्य का इतिहास. लक्ष्मीसागर वाष्णीय - हिन्दी साहित्य का सुबोध इतिहास. गुलाबराय - हिन्दी साहित्य का इतिहास. रामचन्द्र शुक्ल - हिन्दी साहित्य का इतिहास. संपादक डॉ नगेन्द्र - हिन्दी साहित्य का दूसरा इतिहास. बच्चन सिंह - हिन्दी साहित्य की भूमिका. हजारी प्रसाद द्विवेदी - हिन्दी साहित्यरू उद्भव और विकास. हजारी प्रसाद द्विवेदी		

B.A. Semester: II 2025-26

Discipline Centric Core Course (DCC)

MHPCC54002T: मध्यकालीन हिन्दी कविता

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- पाठ्यक्रम पूर्ण करने के पश्चात् विद्यार्थी मध्यकालीन कवियों की समाज एवं साहित्य में रही मुख्य भूमिका को समझ पायेगा। - भारतीय दर्शन एवं भक्ति के प्रकारों को समझ पायेगा। - निगुण एवं सगुण भक्ति के दर्शन को समझ पायेगा। रीतिकाल व उसकी शाखाओं से परिचित होगा। - भक्तिकाल एवं रीतिकाल की लेखन शैली में आए परिवर्तनों को कबीरदास, जायसी, सूरदास, तुलसीदास तथा बिहारी एवं घनानन्द के माध्यम से समझ पायेगा। - छंद एवं अलंकारों के माध्यम से मध्यकालीन कविता के काव्य सौंदर्य को समझ सकेगा।		
SYLLABUS		
इकाई – 1 कबीरदास- व्याख्या – निर्धारित काव्यांश – सम्पूर्ण आलोचनात्मक अध्ययन – कबीर की काव्यकला, कबीर की भक्ति भावना, कबीर का सुधारवादी दृष्टिकोण। इकाई – 2 जायसी-व्याख्या - निर्धारित काव्यांश –सम्पूर्ण आलोचनात्मक अध्ययन – जायसी का काव्य सौष्ठव, जायसी का प्रेम वर्णन, जायसी का विरह वर्णन। सूरदास – व्याख्या – निर्धारित काव्यांश – पद संख्या 23 से 52 आलोचनात्मक अध्ययन – सूर की भक्ति भावना, सूर का वात्सल्य वर्णन, सूर का काव्य सौष्ठव। इकाई – 3 तुलसीदास- व्याख्या – निर्धारित काव्यांश – दोहा संख्या 01 से 31 आलोचनात्मक अध्ययन – तुलसी की काव्यकला, तुलसी की भक्ति भावना, लोकनायक तुलसी की समन्वय भावना। इकाई – 4 बिहारी- व्याख्या – निर्धारित काव्यांश – सम्पूर्ण आलोचनात्मक अध्ययन – बिहारी की काव्य कला, बिहारी के काव्य में शृंगार, नीति और भक्ति, बिहारी की सौंदर्य भावना। घनानंद- व्याख्या – निर्धारित काव्यांश –सम्पूर्ण आलोचनात्मक अध्ययन – घनानंद की प्रेमानुभूति, घनानंद की विरहानुभूति, घनानंद का काव्य सौष्ठव। इकाई – 5 छन्द-अलंकार (सामान्य परिचय) • निर्धारित अलंकार-अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, भ्रान्तिमान, संदेह, उत्प्रेक्षा, दृष्टान्त, विरोधाभास, असंगति (कुल 12) • निर्धारित छन्द- दोहा, सोरठा, चौपाई, रोला, इन्द्रवज्रा, मन्दाक्रान्ता, उपेन्द्रवज्रा, मदिरा सवैया, मत्तगयन्द सवैया, दुर्मिल सवैया, मनहरण, देवघनाक्षरी (कुल 12)		
सहायक पुस्तकें		
- मध्यकालीन हिन्दी कविता – (सं.) डॉ. दीपेन्द्र सिंह जाडेजा, राजस्थानी ग्रंथागार, जोधपुर - अलंकार पारिजात – नरोत्तमदास स्वामी, लक्ष्मीनारायणलाल प्रकाशन, आगरा - प्राचीन एवं मध्यकालीन काव्य – रामकुमार परमार - प्राचीन प्रतिनिधि कवि – द्वारिका प्रसाद सक्सेना		

B.A. Semester: III 2026-27**Discipline Centric Core Course (DCC)****MHPCC55003T: आधुनिक हिन्दी कविता****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. छात्र भारतीय उच्च स्तर की आधुनिक कविता की पद्धतियों एवं उच्चारण की प्रवृत्तियों को समझने में सक्षम होंगे।		
2. वे बहु-आधार, बहु-विचार एवं सांस्कृतिक संबंधों के आधार पर रचनाओं का विचार करने की क्षमता विकसित करेंगे।		
3. नियमित प्रक्रियात्मक अध्ययन के माध्यम से छात्रों में विप्लेषण एवं आलोचक क्षमता का विकास होगा।		
4. अध्ययन में शासकीयता, समाजशास्त्र, लोकतंत्र, भ्रष्टाचार, आदि पर आधारित विचारों के माध्यम से छात्र समाज के अर्न्तगत स्वरूपों से परिचित होंगे।		
5. आधुनिक कविता के सन्दर्भ में हिन्दी साहित्य के इतिहास एवं वर्तमान स्थिति को भी समझने की क्षमता विकसित होगी।		
SYLLABUS		
इकाई – 1	भारतेन्दु हरिश्चन्द्र— चयनित रचनाएँ – भारत वीरत्व, हिन्दी भाषा भारतेन्दु के काव्य का आलोचनात्मक अध्ययन अयोध्यासिंह उपाध्याय हरिऔध—चयनित रचनाएँ—प्रिय प्रवास (षष्ठ सर्ग) पद संख्या 1 से 25तक हरिऔध के काव्य का आलोचनात्मक अध्ययन	
इकाई –2	मैथिलीशरण गुप्त— चयनित रचनाएँ – यशोधरा, कैकयी अनुताप गुप्त के काव्य का आलोचनात्मक अध्ययन जयशंकर प्रसाद—चयनित रचनाएँ –आँसूले चलवहाँ भुलावा देकर, अरुण यह मधुमय देश हमारा प्रसाद के काव्य का आलोचनात्मक अध्ययन	
इकाई –3	सूर्यकांत त्रिपाठी निराला— चयनित रचनाएँ – जूही की कली, संध्या सुन्दरी, जागो फिर एक बार (द्वितीय) निराला के काव्य का आलोचनात्मक अध्ययन महादेवी वर्मा— चयनित रचनाएँ – दूर के संगीत सा वह कौन है, यह मंदिर का दीप इसे नीरव जलने दो, प्रिय पथ के यह शूल, महादेवी के काव्य का आलोचनात्मक अध्ययन	
इकाई –4	सच्चिदानंद हीरानंद वात्स्यायन अज्ञेय—चयनित रचनाएँ – रात होते प्राप्त होते, साँप के प्रति, छब्बीस जनवरी अज्ञेय के काव्य का आलोचनात्मक अध्ययन नरेश मेहता—किरन धेनुएँ, एक बोध नरेश मेहता के काव्य का आलोचनात्मक अध्ययन	
इकाई –5	रस का स्वरूप, रस के अवयव, स्थायी भाव, विभाव, अनुभाव, संचारी भाव, रस के भेदों का परिचय (9 रस)	
सहायक पुस्तकें		
1 आधुनिक हिन्दी कविता की मुख्य प्रवृत्तियाँ – डॉ. नगेन्द्र		
2 छायावाद – नामवर सिंह		
3 भारतीय संस्कृति के अध्येता – मैथिलीशरण गुप्त		
4 नया काव्य – शिव कुमार मिश्र		

B.A. Semester: IV 2026-27**Discipline Centric Core Course (DCC)****HPLCC55004T:हिन्दी गद्य साहित्य****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. हिन्दी गद्य की विद्याओं का ज्ञान :- छात्र उच्चारण, आत्म-काथा, रेखाचित्र एवं निबन्ध जैसी मुख्य गद्य विद्याओं की प्रकृति, विकास एवं विविध रूपों को समझने में सक्षम होगा। 2. आत्म-कथा एवं रेखचित्र लेखन की विचारणीयता का ज्ञान होगा। 3. पाठ्यक्रम पूर्ण करने के पश्चात् विद्यार्थी में रचनात्मक रूप से पढ़ने-लिखने-बोलने की क्षमता का विकास होगा। 4. हिन्दी भाषा और साहित्य के प्रति रुचि और समझ विकसित होगी। 5. छात्रों में साहित्यिक कृतियों का आलोचनात्मक मूल्यांकन करने की क्षमता का विकास होगा।		
SYLLABUS		
इकाई – 1	हिन्दी उपन्यास – अर्थ, स्वरूप एवं प्रकार उपन्यास – त्यागपत्र – जैनेन्द्र कुमार (पूर्वोदय प्रकाशन, नयी दिल्ली)	
इकाई – 2	उपन्यासकार जैनेन्द्र का जीवन परिचय, त्यागपत्र का व्याख्यात्मक एवं आलोचनात्मक अध्ययन आत्मकथा – अर्थ एवं स्वरूप आत्मकथा – अपनी खबर – पाण्डेय बेचन शर्मा उग्र (राजकमल प्रकाशन, नयी दिल्ली)	
इकाई – 3	आत्मकथाकार उग्र का जीवन परिचय, अपनी खबर का व्याख्यात्मक एवं आलोचनात्मक अध्ययन हिन्दी कहानी– अर्थ, स्वरूप एवं प्रकार चयनित कहानियाँ– उसने कहा था– चंद्रधर शर्मा गुलेरी, पूस की रात – प्रेमचंद, गुण्डा – जयशंकर प्रसाद, कहानीकार – प्रेमचंद, प्रसाद व गुलेरी का जीवन परिचय तथा उनकी कहानी कला	
इकाई – 4	चयनित कहानियों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन हिन्दी कहानी का तात्त्विक विवेचन चयनित कहानियाँ – अमृतसर आ गया – भीष्म साहनी, लाल पान की बेगम – फणीश्वरनाथ रेणु, वापसी – उषा प्रियंवदा कहानीकार– भीष्म साहनी,रेणु एवं उषा प्रियंवदा का जीवन परिचय तथा उनकी कहानी कला	
इकाई – 5	चयनित कहानियों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन हिन्दी निबंध – अर्थ, स्वरूप एवं प्रकार चयनित निबंध– लोभ और प्रीति – रामचंद्र शुक्ल, कुटज– हजारी प्रसाद द्विवेदी, निबंधकार – रामचन्द्र शुक्ल, हजारीप्रसाद द्विवेदी का जीवन परिचय तथा उनकी निबंध कला चयनित निबंधों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन	
सहायक पुस्तकें		
1	हिन्दी उपन्यास का इतिहास . गोपालराय	
2	उपन्यास की संरचना . गोपालराय	
3	आधुनिक हिन्दी उपन्यास . भीष्म साहनीए रामजी मिश्र . राजकमल प्रकाशनए दिल्ली	
4	हिन्दी का गद्य साहित्य . रामचन्द्र तिवारी	

B.A. Semester:V-1 2027-28**Discipline Centric Core Course (DCC)****KBRCC56005T: कबीर****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. पाठ्यक्रम पूर्ण करने के पश्चात् विद्यार्थी भक्ति, निर्गुण एवं सगुण भक्ति को समझ पायेगा। 2. मध्यकालीन कवियों में कबीर का स्थान और साहित्य में उनकी भूमिका को समझ पायेगा। 3. कबीर के समाज सुधारक की भूमिका से परिचित होगा। 4. कबीर के जीवन एवं समाज से संबद्ध परिस्थितियों का विश्लेषण करने की क्षमता विकसित होगी। 5. छात्र कबीर की उलटबासियों और सुधुक्कड़ी भाषा को समझेगा।		
SYLLABUS		
इकाई – 1 निर्गुण भक्ति की पृष्ठभूमि एवं विकास कबीर का जीवन और युग, भक्ति आंदोलन का अखिल भारतीय स्वरूप और कबीर, कबीर का साहित्य, ज्ञान मार्गी धारा में कबीर का स्थान। इकाई – 2 कबीर की भक्ति भावनाएँ कबीर की सामाजिक विचारधारा, कबीर का रहस्यवाद, कबीर की प्रासंगिकता, कबीर की उलटबासियाँ, कबीर का काव्य शिल्प, कबीर की भाषा। इकाई – 3 चयनित साखियाँ – गुरुदेव कौ अंग – 2, 3, 7, 15, 17, 33, 34, 35 सुमिरण कौ अंग – 1, 4, 8, 11, 22 विरह कौ अंग – 2, 4, 8, 11, 17, 18, 22, 29 ज्ञान विरह कौ अंग – 1, 3, 4, 5, 6 परचा कौ अंग – 5, 9, 11, 17, 35 रस कौ अंश – 2, 3, 5, 6, 7, 8 (कुल 35 साखी) चयनित साखियों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन इकाई – 4 चयनित पद 1, 13, 14, 16, 24, 27, 29, 30, 34, 41, 49, 51, 55, 58, 71 (कुल 15 पद) चयनित पदों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन इकाई – 5 चयनित रमैणी (बारहपदी रमैणी) सम्पूर्ण चयनित रमैणियों का व्याख्यात्मक तथा आलोचनात्मक अध्ययन		
सहायक पुस्तकें		
1. कबीर ग्रंथावली – सं. श्यामसुन्दरदास, प्रकाशन संस्थान, नयी दिल्ली 2. कबीर – हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली 3. अकथ कहानी प्रेम की, कबीर की कविता और उनका समय – पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन, नयी दिल्ली		

B.A. Semester:V-II 2027-28**Discipline Centric Core Course (DCC)****HHPCC55005T:छायावादोत्तर हिन्दी कविता****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours

Course Outcome: On successful completion of the course, the students will be able to:

1. छायावादोत्तर हिन्दी कविता के प्रमुख कवियों जैसे – बालकृष्ण शर्मा 'नवीन', गजानन माधव मुक्तिबोध, नागार्जुन, रघुवीर सहाय, कुँवर नारायण, सर्वेश्वरदयाल सक्सेना, केदारनाथ सिंह – की प्रमुख रचनाओं का गहन अध्ययन व विश्लेषण करने में सक्षम होगा।
2. छात्र इन कवियों की रचनाओं के वैचारिक पक्ष, भाषा-शैली, प्रतीकों, काव्य-कला और सामाजिक-सांस्कृतिक संदर्भों का आलोचनात्मक अध्ययन कर सकेगा।
3. वह कविता के कला पक्ष के साथ-साथ उसके सामाजिक सरोकार और यथार्थबोध को समझ सकेगा।
4. छात्र को आधुनिक हिन्दी कविता की प्रवृत्तियों, विषयवस्तु और शिल्प की विविधता की समझ विकसित होगी।
5. विद्यार्थी आलोचनात्मक दृष्टिकोण अपनाते हुए आधुनिकता, उत्तर-आधुनिकता और समकालीन संदर्भों में हिन्दी कविता के विकास को समझ सकेगा।

SYLLABUS

- इकाई – 1** सच्चिदानंद हीरानंद वात्स्यायन अज्ञेय- चयनित रचनाएँ – कलगी बाजरे की, यह दीप अकेला, कवि अज्ञेय का जीवन परिचय एवं उनकी काव्यकलाचयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन
- इकाई – 2** गजानन माधव मुक्तिबोध- चयनित रचना दृभूल गलती, एक रंग का राग कवि मुक्तिबोध का जीवन परिचय एवं उनकी काव्यकला चयनित कविता का व्याख्यात्मक तथा आलोचनात्मक अध्ययन
- इकाई – 3** नागार्जुन- चयनित रचनाएँ – अकाल और उसके बादए कालिदास कवि नागार्जुन का जीवन परिचय एवं उनकी काव्यकला चयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन शमशेरबहादुर सिंह-चयनित रचनाएँ –सूना-सूना पथ है उदास झरना, बात बोलेगीकवि शमशेरबहादुर सिंह का जीवन परिचय एवं उनकी काव्यकला चयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन
- इकाई – 4** भवानी प्रसाद मिश्र- चयनित रचनाएँ . कहीं नहीं बचे गीत फरोश कवि भवानी प्रसाद मिश्र का जीवन परिचय एवं उनकी काव्यकला चयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन कुँवरनारायण – चयनित रचनाएँ – नचिकेता कवि कुँवरनारायण का जीवन परिचय एवं उनकी काव्यकला चयनित कविता का व्याख्यात्मक तथा आलोचनात्मक अध्ययन
- इकाई – 5** सर्वेश्वरदयाल सक्सेना- चयनित रचनाएँ – मैंने कब कहाए हम ले चलेंगे कवि सर्वेश्वरदयाल सक्सेना का जीवन परिचय एवं उनकी काव्यकला चयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन केदारनाथ सिंह- चयनित रचनाएँ – रचना की आधीरातए फर्क नहीं पड़ता कवि केदारनाथ सिंह का जीवन परिचय एवं उनकी काव्यकलाचयनित कविताओं का व्याख्यात्मक तथा आलोचनात्मक अध्ययन

सहायक पुस्तकें

- 1 आधुनिक काव्य संग्रह (सम्पादक) रामवीरसिंह, केन्द्रीय हिन्दी संस्थान, आगरा
- 2 प्रतिनिधि कविताएँ –नागार्जुन
- 3 प्रतिनिधि कविताएँ –केदारनाथ अग्रवाल
- 4 प्रतिनिधि कविताएँ –नरेश मेहता
- 5 प्रतिनिधि कविताएँ – धूमिल
- 6 प्रतिनिधि कविताएँ – सर्वेश्वरदयाल सक्सेना
- 7 प्रतिनिधि कविताएँ – भवानी प्रसाद मिश्र
- 8 प्रतिनिधि कविताएँ – कुँवरनारायण

B.A. Semester:VI-I 2027-28

Discipline Centric Core Course (DCC)

HISCC56006T:हिन्दी निबंध

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- हिन्दी निबंध साहित्य के विकास क्रम को समझने की क्षमता विकसित होगी – विशेषकर बालकृष्ण भट्ट, चंद्रधर शर्मा गुलेरी, हजारीप्रसाद द्विवेदी, रामविलास शर्मा, हरिशंकर परसाई, विद्यानिवास मिश्र जैसे प्रमुख निबंधकारों की विचारधारा और शैली को समझने में दक्षता प्राप्त होगी। - विद्यार्थी निबंध विधा के विविध रूपों – रचनात्मक, आलोचनात्मक, व्यंग्यात्मक और सांस्कृतिक निबंधों की पहचान करना और उनका मूल्यांकन करना सीखेंगे। - छात्र हिन्दी निबंध लेखन की भाषा-शैली, संरचना और दृष्टिकोण को विश्लेषित कर सकेगा। - छात्र निबंध के माध्यम से सामाजिक, सांस्कृतिक, ऐतिहासिक एवं साहित्यिक विषयों को समझने और प्रस्तुत करने में सक्षम होगा। - विद्यार्थी प्रमुख निबंधकारों की रचनाओं का आलोचनात्मक अध्ययन कर पाएगा तथा हिन्दी गद्य साहित्य की समृद्ध परंपरा का गहराई से विश्लेषण कर सकेगा।		
SYLLABUS		
इकाई – 1 चयनित निबंध – साहित्य जनसमूह के हृदय का विकास – बालकृष्ण भट्ट, कछुआ धरम – चंद्रधर शर्मा गुलेरी निबंधकार बालकृष्ण भट्ट एवं गुलेरी का जीवन परिचय, निबंध कला तथा शैली एवं शिल्पचयनित निबंधों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन		
इकाई – 2 चयनित निबंध – कविता क्या है? – रामचंद्र शुक्ल, अशोक के फूल – हजारी प्रसाद द्विवेदी निबंधकार शुक्ल एवं द्विवेदी का जीवन परिचय, निबंध कला तथा शैली एवं शिल्पचयनित निबंधों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन		
इकाई – 3 चयनित निबंध – जीने की कला – महादेवी वर्मा, भारत की सांस्कृतिक एकता – रामधारीसिंह दिनकर निबंधकार – महादेवी वर्मा एवं दिनकर का जीवन परिचय, निबंध कला तथा शैली एवं शिल्पचयनित निबंधों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन		
इकाई – 4 चयनित निबंध – पगडंडियों का जमाना – हरिशंकर परसाई, अस्ति की पुकार हिमालय – विद्यानिवास मिश्र निबंधकार – परसाई एवं विद्यानिवास मिश्र का जीवन परिचय एवं निबंध कला तथा शैली एवं शिल्प चयनित निबंधों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन		
इकाई – 1 चयनित निबंध – अतीत एक आत्म-मंथन – निर्मल वर्मा, एक महाकाव्य का जन्म – कुबेरनाथ राय निबंधकार – निर्मल वर्मा एवं कुबेरनाथ राय का जीवन परिचय, निबंध कला तथा शैली एवं शिल्प चयनित निबंधों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन		
सहायक पुस्तकें		
- हिंदी के प्रतिनिधि निबंधकार . डॉ. द्वारिका प्रसाद सक्सेना - हजारी प्रसाद द्विवेदी संकलित निबंध – सं. नामवर सिंह - चिंतामणि भाग-1 – आचार्य रामचन्द्र शुक्ल - चंद्रधर शर्मा गुलेरी- प्रतिनिधि संकलन- प्रधान संपादक नामवर सिंह, संपादक- विश्वनाथ त्रिपाठी		

B.A. Semester:VI-II 2027-28
Discipline Centric Core Course (DCC)
SKMCC56006T:रेखाचित्र एवं संस्मरण
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. विद्यार्थी रेखाचित्र और संस्मरण की विशेषताओं – जैसे स्वरूप, उद्देश्य, विकास—यात्रा, शैली और अंतर को स्पष्ट रूप से समझने में सक्षम होगा। 2. छात्र महत्वपूर्ण रेखाचित्रकारों (जैसे – हरिशंकर परसाई, हजारीप्रसाद द्विवेदी, विष्णुप्रभाकर आदि) और प्रमुख संस्मरण लेखकों (जैसे – माखनलाल चतुर्वेदी, महादेवी वर्मा आदि) की कृतियों का आलोचनात्मक विश्लेषण कर सकेगा। 3. विद्यार्थी रेखाचित्र व संस्मरण की भाषा, शिल्प और विषयवस्तु का गहराई से अध्ययन कर सकेगा और उनके सामाजिक—सांस्कृतिक संदर्भों को समझ पाएगा। 4. छात्र को हिन्दी गद्य साहित्य में आत्मकथ्यपरक लेखन की परंपरा एवं प्रयोग की समझ विकसित होगी। 5. छात्र आलोचनात्मक दृष्टिकोण से रचनाओं का मूल्यांकन कर पाएगा और व्यक्तित्व, अनुभव व संस्मरणात्मक प्रस्तुति के सौंदर्यशास्त्र को आत्मसात करेगा।		
SYLLABUS		
इकाई—1 (क) रेखाचित्र – अर्थ, परिभाषाएँ स्वरूप एवं विशेषताएँ। रेखाचित्र की विकास यात्राएँ प्रमुख भेद एवं तत्त्व, प्रमुख रेखाचित्रकार एवं उनकी कृतियाँ। (ख) संस्मरण – अर्थ, परिभाषाएँ स्वरूप एवं विशेषताएँ। संस्मरण की विकास यात्रा प्रमुख भेद एवं तत्त्व। प्रमुख संस्मरणकार एवं उनकी कृतियाँ। (ग) रेखाचित्र एवं संस्मरण में अन्तर। इकाई—2 चयनित रेखाचित्र – (1) महाकवि जयशंकर प्रसाद – शिवपूजन सहाय (2) बाईस वर्ष के बाद – बनारसीदास चतुर्वेदी चयनित रेखाचित्रों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन। इकाई—3 चयनित रेखाचित्र – (1) एक कुत्ता और एक मैना—हजारीप्रसाद द्विवेदी (2) ये हैं प्रोफेसर शशांक – विष्णुकान्त शास्त्रीचयनित रेखाचित्रों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन। इकाई—4 चयनित संस्मरण (1) स्मरण का स्मृतिकार (राय कृष्णदास) अज्ञेय,— (2) दादा स्व. पं. बालकृष्ण शर्मा ‘नवीन’ – नगेन्द्र चयनित संस्मरणों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन। इकाई—5 चयनित संस्मरण –(1) तुम्हारी स्मृति – माखनलाल चतुर्वेदी, (2) निराला भाई—महादेवी वर्मा चयनित संस्मरणों का व्याख्यात्मक एवं आलोचनात्मक अध्ययन।		
सहायक पुस्तकें		
1. हिन्दी का कथेतर गद्य परम्परा और प्रयोग – दयानिधि मिश्र, वाणी प्रकाशन 2. अज्ञेय रचनावली – कृष्णदत्त पालीवाल 3. हजारीप्रसाद द्विवेदी ग्रंथावली – संपादक– मुकुंद द्विवेदी 4. शिवपूजन सहाय रचनावली— शिवपूजन सहाय 5. माखनलाल चतुर्वेदी रचनावली – संपादक – श्रीकांत जोशी, वाणी प्रकाशन 6. संस्मरण – महादेवी वर्मा –राजपाल एण्ड सन्स		

B.A. Semester: I (Skill Paper – I) 2025-26

RLPSC54001T: राजस्थान की भाषा, साहित्य एवं संस्कृति

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. विद्यार्थी राजस्थान की प्रमुख बोलियों (जैसे मारवाड़ी, मेवाड़ी, मेवाती, ढूँढाड़ी, हाड़ौती, बागड़ी आदि) की उत्पत्ति, विकास, भाषिक विशेषताएँ और साहित्यिक परंपरा को समझने में सक्षम होगा। 2. छात्र राजस्थान के संत कवियों एवं लोक देवी-देवताओं जैसे रामापीर, तेजाजी, गोगाजी, पाबूजी, माँ नागणेचिया, करणी माता, महावीर जी आदि के जीवन, काव्य व जनविश्वासों से जुड़े सामाजिक और सांस्कृतिक महत्व को समझ सकेगा। 3. विद्यार्थी राजस्थानी लोक-संगीत, नृत्य व वाद्ययंत्रों की विविधता जैसे दृ घूमर, तेरहताली, चरी, कालबेलिया, मांड, केल-बेल, तूरा, शंख, नगाड़ा, एकतारा आदि की परंपरा को समझेगा और उनकी सांस्कृतिक महत्ता को आत्मसात करेगा। 4. छात्र राजस्थान के मेलों, उत्सवों और धार्मिक-सांस्कृतिक परंपराओं का अध्ययन कर उनके लोक जीवन पर प्रभाव का मूल्यांकन कर सकेगा। 5. पाठ्यक्रम स्थानीय संस्कृति, परंपरा, संगीत, आस्था और सामाजिक जीवन के विविध पक्षों को समझने, संरक्षण की भावना विकसित करने और सांस्कृतिक चेतना को मजबूत करने में सहायक होगा।		
SYLLABUS		
इकाई – 1	राजस्थानी भाषा और साहित्य- राजस्थानी भाषा एवं बोलियों की उत्पत्ति एवं विकास, राजस्थान की प्रमुख बोलियाँ- मारवाड़ी, मेवाड़ी, ढूँढाड़ी, मालवी, मेवाती, हाड़ौती, बागड़ी, भीली एवं अन्य पहाड़ी बोलियाँ। राजस्थानी गद्य-पद्य – ख्यात, वचनिका, वात, दवावैत झमाल, झूलणा, परची, प्रकास, मरस्या, रासो, रूपक, विगत, वेलि, साखी। राजस्थान की विशिष्ट सांस्कृतिक शब्दावली।	
इकाई – 2	राजस्थान के संत एवं लोक देवता- संत – जांभोजी, संत हरिदास, दादूदयाल, मीरा बाई, संत रानाबाई, रामचरण, महर्षि नवलराम। लोक देवता – गोगा जी, तेजाजी, पाबूजी, देवनारायणजी, रामदेवजी, लोक देवियाँ – करणी माता, नागणेच्या माता, जीण माता, शाकम्भरी माता, सुंधा माता, शीतला माता, राजस्थान के उत्सव एवं मेले	
इकाई – 3	उत्सव –गणगौर, तीज, होली, अक्षय तृतीया, मेले – पुष्कर मेला, खाटूश्यामजी का मेला, भर्तृहरि का मेला, श्री महावीर जी का मेला, करणी माता का मेला, शीतला माता का मेला, कैलादेवी का मेला, कपिल मुनि का मेला, बेणेश्वर का मेला, बादशाह का मेला, गौतम ऋषि का मेला।	
इकाई – 4	राजस्थानी संगीत एवं लोक वाद्य जन सामान्य के लोक गीत, व्यावसायिक जातियों के लोक गीत। लोक वाद्य- तत् वाद्य, सुषिर वाद्य, अनवद्ध वाद्य, घन वाद्य।	
इकाई – 5	लोकनृत्य और लोक नाट्य – लोक नृत्य – गैर नृत्य, गीदड़ नृत्य, डांडिया नृत्य, घूमर नृत्य, भवई नृत्य, तेरहताली नृत्य लोक नाट्य ख्याल-कुचामनी ख्याल, तुर्रा कलंगी ख्याल, गवरी नाट्य, रम्मत, स्वांग, चारबैत	
SUGGESTED BOOKS		
1. राजस्थानी भाषा और साहित्य – डॉ. प्रेमचंद शर्मा 2. राजस्थान का लोक साहित्य – डॉ. भगवतशरण उपाध्याय 3. राजस्थानी लोक संस्कृति – डॉ. मोहनलाल शर्मा 4. राजस्थान के लोक देवता और लोक विश्वास – डॉ. सवाई सिंह शेखावत 5. राजस्थानी भाषा का उद्भव और विकास – डॉ. धर्मेन्द्र चतुर्वेदी		

B.A. Semester: II (Skill Paper – II) 2025-26**RHCSC54002T: राजस्थान के हिन्दी रचनाकार****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- विद्यार्थी राजस्थान के प्रमुख हिन्दी रचनाकारों जैसे कन्हैयालाल सेठिया, भगवती लाल व्यास, सावित्री अग्निहोत्री, सरदार सिंह शेखावत, पद्मा श्रीवास्तव, विनोद बिछड़ आदि की रचनाओं से परिचित होगा तथा उनकी कविता में विषयवस्तु, भाषा-शैली और सामाजिक चेतना को समझ पाएगा। - छात्र राजस्थानी पृष्ठभूमि पर आधारित कहानियों के माध्यम से राजस्थान की संवेदना, समाज, स्त्री दृष्टि, यथार्थ और संघर्ष का अध्ययन कर सकेगा। - विद्यार्थी निबंध एवं अन्य गद्य विधाओं के माध्यम से राजस्थान के समकालीन बौद्धिक विमर्श, जैसे कविता का भविष्य, आदिवासी विमर्श, पर्यावरण, स्त्री-विमर्श और सामाजिक यथार्थ की समझ विकसित करेगा। - यह पाठ्यक्रम छात्र में आलोचनात्मक सोच, पाठ विश्लेषण की क्षमता और सामाजिक सरोकारों के प्रति संवेदनशीलता उत्पन्न करेगा। - छात्र राजस्थानी हिन्दी लेखन की विविध विधाओं (कविता, कहानी, निबंध, यात्रा-वृत्तांत आदि) में सृजनात्मक योगदान को समझ पाएगा और क्षेत्रीय साहित्य के राष्ट्रीय योगदान को पहचान सकेगा।		
SYLLABUS		
इकाई – 1	कविता - कन्हैया लाल सेठिया— अग्नि वीणा झनझना दो - भगवती लाल व्यास— अनुरोध - सावित्री डागा— रास्ते - सवाई सिंह शेखावत— खतरा - पद्मजा शर्मा— अच्छी लड़कियाँ विनोद पदरज— स्त्रियाँ	
इकाई – 2	कहानी चन्द्रधर शर्मा गुलेरी— सुखमय जीवन - आयुवान सिंह हुडील— ममता और कर्तव्य - गोविन्द सिंह राठौड़— कान्हड़दे सोनगरा	
इकाई – 3	विधाएँ - आलमशाह खान— पराई प्यास का सफर - दीप्ति कुलश्रेष्ठ— अपराधी कौन है। - चरणसिंह पथिक— दो बहनें हरिराम मीणा— राँस एवं वाइपर द्वीपों के खंडहरों तक (साइबर सिटी के नंगे आदिवासियों तक यात्रावृत्त से)	
इकाई – 4	निबंध - नन्दकिशोर आचार्य— कविता और भविष्य - प्रो. विजेन्द्र—कविता, जीवन और प्रकृति मथुरेश नंदन कुलश्रेष्ठ— आस्था और साहित्य	
इकाई – 5	डायरी - ओम नागर— मौसम की कसौटी, धरती का प्रेम—प्रसंग यानी, डरी हुई रात (निब के चीरे डायरी से) (भारती ज्ञानपीठ, नई दिल्ली) - सत्यनारायण— डायरी के अंश – डॉ. सत्यनारायण— प्रकाशक— राजस्थान साहित्य अकादमी, उदयपुर मोनोग्राफ में संकलित डायरी के अंश	
SUGGESTED BOOKS		
काव्य हेतु - कन्हैयालाल सेठियारू जीवन और साहित्य –सम्पादकरू डॉ. रामेश्वर शर्मा - भगवती लाल व्यास की प्रतिनिधि कविताएँ – सम्पादकरू डॉ. मधु आचार्य अश्रु कहानी हेतु - राजस्थान के प्रमुख कहानीकार – सम्पादकरू डॉ. कैलाश सोडानी - राजस्थानी कथा साहित्य का विकास – डॉ. रतन वल्लभ पारीक निबंध एवं अन्य विधाएँ हेतु - नन्दकिशोर आचार्य – प्रतिनिधि निबंध – वाणी प्रकाशन - हरिराम मीणा की यात्रा-वृत्तांत रचनाएँ –साइबर सिटी के जंगल सहित		

B.A. Semester:V 2027-28**(skill course-3)****TRSSC56002T: अनुवाद विज्ञान****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. विद्यार्थी अनुवाद के मूल सिद्धांतों, प्रकारों और स्तरों (जैसे – भाषांतरण, सारानुवाद, रूपांतरण आदि) की स्पष्ट समझ प्राप्त करेगा। 2. छात्र कार्यालयीन, साहित्यिक, तकनीकी, व्यावसायिक, विज्ञापन, उपशीर्षक, संवाद लेखन इत्यादि के अनुवाद प्रकारों में भेद करना सीखेगा। 3. शब्दावलियों, लोकोक्तियों, पारिभाषिक शब्दों आदि के सटीक अनुवाद के लिए आवश्यक भाषिक दक्षता और संप्रेषणीयता का विकास होगा। 4. विद्यार्थी वैज्ञानिक एवं तकनीकी विषयों के अनुवाद में प्रयुक्त विशिष्ट शब्दावली, वाक्य रचना और शैली को समझेगा। 5. छात्र हिन्दी और अन्य भारतीय भाषाओं तथा विदेशी भाषाओं के बीच अनुवाद प्रक्रिया के व्यावहारिक पक्ष को अनुभव करेगा और उसमें कौशल अर्जित करेगा।		
SYLLABUS		
इकाई – 1	अनुवाद का तात्पर्य, अनुवाद के विभिन्न प्रकार – भाषान्तरण, सारानुवाद तथा रूपांतरण में साम्य . वैषम्य। अनुवाद के प्रमुख प्रकार – कार्यालयी, साहित्यिक, ज्ञान-विज्ञान परक, विधिक, वाणिज्य।	
इकाई –2	अनुवाद के शिल्पगत भेद-अविकल अनुवाद (लिटरेल), भावानुवाद/छायानुवाद आशु अनुवाद, डबिंग, कम्प्यूटर अनुवाद। साहित्यिक अनुवाद के प्रमुख रूप – काव्यानुवाद, कथानुवाद, नाट्यानुवाद।	
इकाई –3	वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरों / लोकोक्तियों का अनुवाद, संक्षिप्ताक्षरों तथा कूटपदों का अनुवाद।	
इकाई –4	आंचलिक शब्दावली का अनुवाद, व्यंजनापरक लाक्षणिक पद प्रयोगों का अनुवाद। अनुवादक की अर्हता और सफल अनुवाद के अभिलक्षण।	
इकाई –5	विश्व भाषाओं की प्रमुख कृतियों के हिन्दी अनुवाद एवं हिन्दी की प्रमुख कृतियों के विश्व भाषाओं में किये गये अनुवाद। भारत में अनुवाद प्रशिक्षण के प्रमुख केन्द्र अनुवाद के राष्ट्रीय प्राधिकरण के गठन की आवश्यकता।	
सहायक पुस्तकें		
1 अनुवाद विज्ञान – डॉ. भोलानाथ तिवारी 2 अनुवाद विज्ञान की भूमिका – डॉ. के. के. स्वामी, राजकमल प्रकाशन, दिल्ली 3 अनुवाद की व्यापक संकल्पना – डॉ. दिलीप सिंह, वाणी प्रकाशन, दिल्ली 4 अनुवाद की प्रक्रिया – तकनीकी और समस्याएँ . डॉ. नारायण समीर, लोकभारती प्रकाशन, दिल्ली		

B.A. Semester: I 2025-26

Discipline Centric Core Course (DCC)

ITLCC54001T : INTRODUCTION TO LITERATURE

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Define "literature" and understand its various interpretations. • Analyze Terry Eagleton's essay "What is Literature?" and discuss his perspective on defining literature. • Define and explain key literary concepts and movements (Renaissance, Neo-Classicism, Romanticism, etc.). • Define and explain various literary terms (e.g., allegory, couplet, dramatic monologue, etc.). • Define and explain various figures of speech (e.g., alliteration, simile, metaphor, etc.).		
SYLLABUS		
Unit-I: Introduction to Literature Defining Literature—Why study Literature? Elements of Literature; Literature and Society; Literature and Life		
Unit-II: Related Essays Terry Eagleton's essay: <i>What is Literature</i> Virginia Woolf's essay: <i>Professions for Women</i>		
Unit-III: Literary Concepts and Movements Renaissance, Neo-Classicism, Romanticism, Realism, Naturalism, Symbolism, Expressionism, Impressionism, Modernism, Post-Modernism, Absurdism, Magical Realism		
Unit-IV: Literary Terms Allegory, Couplet, Dramatic Monologue, Ode, Elegy, Epic, Mock-Epic, Lyric, Sonnet, Aside, Soliloquy, Blank Verse, Plot, Character.		
Unit-V: Figures of Speech Alliteration, Assonance, Allusion, Anaphora, Antithesis, Apostrophe, Chiasmus, Simile, Metaphor, Personification, Pathetic Fallacy, Hyperbole, Pun, Oxymoron, Metonym, Synecdoche, Meter, Rhyme, Transferred Epithet		
SUGGESTED BOOKS		
1. Abrams, M.II. A Glossary of Literary Terms Wadsworth, 2009. 2. Alexander Poetry and Prose Appreciation for Overseas Students. London: Longman Group Ltd., 1971 3. Boulton, Marjorie. Anatomy of Poetry. London: Routledge & Kegan Paul PLC, 1982 4. Hooper, A.G. An Introduction to English Language and Literature London Longman, 1961. 5. Lemon Lee, T. A Glossary for the Study of English. London: Oxford University Press, 1971		

B.A. Semester: II 2025-26

Discipline Centric Core Course (DCC)

POECC54002T: POETRY

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- Students will be able to identify the source poem and its author when presented with excerpts from the poems in Units 2, 3, 4, and 5. - Students will be able to analyze the poetic techniques used by Spenser in "A Wedding Song" (e.g., rhyme scheme, stanza form, imagery). - Students will analyze the religious and spiritual themes in George Herbert's "The Gifts of God." - Students will analyze the nationalist and patriotic themes in Henry Derozio's "Harp of India." - Students will analyze the use of historical narrative and epic style in Michael Madhusudan Dutt's "King Porus: A Legend of Past."		
SYLLABUS		
Unit-I: Reference to Context from prescribed poems in Unit 2, 3, 4 and 5		
Unit-II: Following Poems from <i>A Garden of Poetry</i> , ed. C. Ravindranath (S. Chand & Co. Ltd.) Spenser: A Wedding Song. Shakespeare: To His Love. Remembrance Ben Jonson: My Lady in Love's Chariot Donne: The Good Morrow.		
Unit-III: Herbert: The Gifts of God. Milton: Paradise Lost. (Lines 1-126, Book I) Collins: Ode to Evening Gray: Elegy Written in a Country Churchyard.		
Unit-IV: Following Poems from <i>The Golden Treasury of Indo-Anglian Poetry</i> Selected and Ed. By V.K. Gokak (Sahitya Akademi) Henry L. Derozio: Harp of India Rabindra Tagore: Heaven of Freedom Sarojini Naidu: Bangle Sellers, Village Song Rupert Brooke: The Soldier		
Unit-V: Michael Madhusudan Dutt: King Porus: A Legend of Past Manmohan Ghosh: Can It Be Sri Aurobindo: The Tiger and the Dear Kipling: If		
SUGGESTED BOOKS		
- Abrams, M.H. <i>A Glossary of Literary Terms</i>. Wadsworth, 2009. - Alexander. <i>Poetry and Prose Appreciation for Overseas Students</i>. London: Longman Group Ltd., 1971. - Boulton, Marjorie. <i>Anatomy of Poetry</i>. London: Routledge & Kegan Paul PLC, 1982. - Hooper, A.G. <i>An Introduction to English Language and Literature</i>. London: Longman, 1961. - Lemon Lee, T. <i>A Glossary for the Study of English</i>. London: Oxford University Press, 1971.		

B.A. Semester: III 2026-27

Discipline Centric Core Course (DCC)

PAFCC55003T : PROSE AND FICTION

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- Students will be able to recognize and explain the use of various literary devices like metaphors, similes, symbolism, irony, etc., within the given essays and short stories. - Students will demonstrate an understanding of the historical, social, and cultural context in which the essays and short stories were written. - Analyze the allegorical representation of the Russian Revolution in "Animal Farm" - Analyze the use of satire, irony, and other literary devices in "Animal Farm".		
SYLLABUS		
Unit-I: Reference to Context from prescribed Essays and Short Stories.		
Unit-II: Following <i>Essays from Essays of Yesterday</i> , ed. E.V. Paul (OUP) Sir Richard Steele: The Trumpet Club Joseph Addison: Meditations in Westminster Abbey Oliver Goldsmith: A City Night-Piece William Hazlitt: The Fight A.G. Gardiner: On the Rule of the Road Sir Max Beerbohm: Seeing People Off John Boynton Priestley: On Travel by Train		
Unit-III: Following <i>stories from Short Stories of Yesterday and Today</i> , ed. Shiv K. Kumar (OUP) Oscar Wilde: The Model Millionaire W.S. Maugham: The Luncheon Joyce Cary: Growing Up Mulk Raj Anand: The Gold Watch Raja Rao: A Client Khushwant Singh: Karma Manohar Malgonkar: Upper Division Love		
Unit-IV: George Orwell :Animal Farm		
Unit-V: Literary Background: Development of Essay, Personal Essay, Impersonal Essay, Periodical Essay, Elements of Short Story, Novel of Manners, Plot, Character.		
SUGGESTED BOOKS		
- Boulton, Marjorie. <i>Anatomy of Prose</i>. London and Boston: Routledge & Kegan Paul Ltd., 1972. - Hudson. <i>An Introduction to the Study of Literature</i>. Atlantic Publishers & Distributors (P) Ltd., 2007. - Scholes, Robert. <i>Elements of Fiction</i>. London: Oxford University Press, Third Canadian Edition, 1994.		

B.A. Semester: IV 2026-27

Discipline Centric Core Course (DCC)

DRACC55004T : DRAMA

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Students will be able to identify and explain the context (historical, social, cultural) surrounding the excerpts from Twelfth Night and Candida. • Students will demonstrate a comprehensive understanding of the plot, characters, and themes of Twelfth Night. • Students will demonstrate a comprehensive understanding of the plot, characters, and themes of Candida. • Students will demonstrate a comprehensive understanding of the plot, characters, and themes of Andha Yug. • Students will demonstrate a comprehensive understanding of the plot, characters, and themes of Yayati.		
SYLLABUS		
Unit-I: Reference to Context from Prescribed dramas in Unit-2 and 3.		
Unit-II: William Shakespeare: <i>Twelfth Night</i> ed., J.C. Dent, Clarendon Shakespeare (OUP)		
Unit-III: George Bernard Shaw: <i>Candida</i> ed., A.C. Ward (Orient Longman)		
Unit-IV: Dharamveer Bharti: <i>Andha Yug</i> Trans. by Alok Bhalla (Oxford University Press)		
Unit-V: .Girish Karnad: <i>Yayati</i> (Oxford University Press)		
SUGGESTED BOOKS		
1. Boulton, Marjorie. <i>Anatomy of Drama</i>. London: Routledge, 1990. 2. Hudson: <i>An Introduction to the Study of Literature</i>. Atlantic Publishers & Distributors, 2007. 3. Scholes, Robert. <i>Elements of Drama</i>. London: Oxford University Press, 1971.		

B.A. Semester:V-I2027-28

Discipline Specific Electives Course (DSE)

POESE56005T :POETRY

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- Students will be able to identify and explain the historical, social, and intellectual contexts surrounding the poems. - Students will understand Romanticism's emphasis on nature, emotion, and the individual, and be able to analyze how Wordsworth, Coleridge, Shelley, and Keats embody these tenets. - Students will explore how Victorian and Modernist influences (like Tennyson, Browning, Hopkins, and Frost) shape the themes and styles of poetry. - Students will analyze how Modernist and Post-Modernist poetry (T.S. Eliot, Larkin, Auden, and Thomas) grapples with themes of disillusionment, alienation, and the complexities of modern life. - Students will develop a comprehensive understanding of genre, age, forms, and characteristics in Indian English poetry.		
SYLLABUS		
Unit-I: References to Context from poems prescribed in unit-2, 3 and 4.		
Unit-II : William Wordsworth: The World is Too Much with Us. S.T. Coleridge: Christabel Part 1 P.B. Shelley: Ode to the West Wind. John Keats: To Autumn.		
Unit-III: Alfred Tennyson: Ulysses. Robert Browning: My Last Duchess. Gerald Manley Hopkins: Pied Beauty Robert Frost: After Apple Picking.		
Unit-IV: T.S. Eliot: The Journey of the Magi. Philip Larkin: Church Going. W.H Auden Musee des Beaux Arts Dylan Thomas: Fern Hill		
Unit-V: Genre, Age, Forms and Characteristics		
SUGGESTED BOOKS		
- Abrams, M.H. A Glossary of Literary Terms. Wadsworth, 2009. - Alexander. Poetry and Prose Appreciation for Overseas Students. London: Longman Group Ltd., 1971. - Boulton, Marjorie. Anatomy of Poetry. London: Routledge & Kegan Paul PLC, 1982. - Hooper, A.G. An Introduction to English Language and Literature. London: Longman, 1961. - Thomas, C.T. From Wordsworth to Now. Orient Longman, 1985 - Palgrave, F.T. The Golden Treasury. Roopa Classic, 1990		

B.A. Semester:V-2027-28
Discipline Specific Electives Course (DSE)
DRASE56005T :DRAMA
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Demonstrate the ability to identify and explain the context of specific lines or passages from Othello and All My Sons when presented with them. • Explain the major themes of Othello, such as jealousy, betrayal, racism, and appearance vs. reality. • Analyze the major themes of All My Sons, such as guilt, responsibility, family secrets, and the American Dream. • Discuss the major themes of the play, such as social class, disillusionment, and the "angry young men" of the 1950s. • Identify and explain the major themes of King Lear, such as family, power, madness, and the natural order.		
<u>SYLLABUS</u>		
Unit-I: Reference to context from drama prescribed in unit-2 and 3.		
Unit-II : Shakespeare: Othello (The New Clarendon Shakespeare, OUP)		
Unit-III: Arthur Miller: All My Sons. Ed. Nissim Ezekiel (Modern Plays for Students, OUP)		
Unit-IV: John Osborne: Look Back in Anger		
Unit-V: Shakespeare: king lear		
<u>SUGGESTED BOOKS</u>		
1. Brooks and Heliman. Understanding Drama. Holt, Rinehart & Winston of Canada Ltd; 1948. Wells, Stanley. 2. Literature and Drama.(Concept of Literature Series) Shakespearean Tragedy: Stratford Upon Avon Studies, No. 20. Holmes & Meier Pub, 1984.		

B.A. Semester:VI,2027-28

Discipline Specific Electives Course (DSE)

DRASE56006T :DRAMA

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to identify and analyze passages from Macbeth and All My Sons with reference to their contexts within the plays. • Analyze the structure, characters, themes, and literary techniques of Macbeth. • Analyze the structure, characters, themes, and literary techniques of All My Sons. • Analyze the structure, characters, themes, and literary techniques of The Birthday Party. • Differentiate between Elizabethan drama, Shakespearean tragedy, and modern tragedy.		
SYLLABUS		
Unit-I: Reference to context from drama prescribed in unit-2 and 3.		
.Unit-II : Shakespeare: Macbeth (The New Clarendon Shakespeare, OUP)		
Unit-III: Arthur Miller: All My Sons. Ed. Nissim Ezekiel (Modern Plays for Students, OUP)		
Unit-IV: Harold Pinter: The Birthday Party. Faber and Faber		
Unit-V: Background and genre of the prescribed drama. Characteristics of Elizabethan Drama, Shakespearean Tragedy, Modern Tragedy, Technics in the Modern Play, Absurdist Play, Comedy of Menace, Plot Structure		
<u>SUGGESTED BOOKS</u>		
1. Boulton, Marjorie. Anatomy of Drama. London: Routledge, 1990. 2. Hudson: An Introduction to the Study of Literature. Atlantic Publishers & Distributors, 2007. 3. Scholes, Robert. Elements of Drama. London: Oxford University Press, 1971.		

B.A. Semester: VI 2027-28

Discipline Specific Electives Course (DSE)

ILTSE56006T :INDIAN LITERATURES IN TRANSLATION

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
6 Credits	6 Hours	90 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students should be able to analyze the motivations and complexities of the main characters, • Students should be able to understand how the play reflects and critiques contemporary Indian society. • Explore the novel's central themes of tradition vs. modernity, social reform, individual identity, and the clash between religious orthodoxy and individual desires. • Demonstrate comprehension of the plot, characters, and key events in Mother of 1084. • Evaluate the author's use of literary devices, such as symbolism, imagery, and narrative structure.		
SYLLABUS		
Unit-I: Kalidas. Abhijnana Sakuntalam. Trns. Sharad K. Rajimwale, Rama Brothers.		
.Unit-II : Vijay Tendulkar. Kanyadan. Trans. Gowri Ramnarayan, Oxford University Press		
Unit-III: Visakhadatta. Mudrarakshasa. Trans. K.H. Dhruva, The Oriental Books		
Unit-IV: U.R. Ananthamurthy. Samskar. Trans. A. K. Ramanujan, Oxford University Press		
Unit-V: Mahasweta Devi. Mother of 1084. Trans. Sarmik Bandyopadhyay, Seagull Books		
SUGGESTED BOOKS		
1. Naik, M.K. A History of Indian English Literature. Sahitya Akademi, 1980. 2. Iyengar K.R. Srinivasa: Indian Writing in English. Sterling, 1962.		

B.A. Semester: I 2025-26
CPRSC54001T: Cultural Profile of Rajasthan
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to name and locate the major prehistoric sites in Rajasthan, including Ahar, Kalibanga, Gilund, Ganeshwar, Bairath, and Balathal. - Identify and describe the major types of architecture prevalent in Rajasthan, including forts, temples, havelis, and water structures. - Identify and differentiate between the various regional schools of Rajput painting (Mewar, Marwar, Bikaner, Jaipur, Bundi, Nathdwara, Kishangarh, and Kota) based on their distinct characteristics.		
SYLLABUS		
Unit-I: Pre Historic Rajasthan, Aahar, Kalibanga, Gilund, Ganeshwar, Bairath & Balathal Civilizations.		
Unit-II: Salient features of Architecture – Major Forts, Temple Architecture - Delwara & Ranakpur, Haweli architecture, Handicrafts in Rajasthan, water culture.		
Unit-III: Rajput paintings-Mewar, Marwar, Bikaner, Jaipur, Bundi, Nathdwara, Kishangarh & Kota, Mughal impact on Rajput paintings, Museums & art galleries.		
Unit-IV: Rajasthan literature : Dursarha, Kesari Singh Barhat, Karnidan, Muhnot Nensi & Banki Das, Local Dialects : Fairs, Festivals, Folk Music and Folk Dances, Traditions and Heritage		
Unit-V: Religious sects & cults, Bhakti movement, Lokdevtas & Lokdevis of Rajasthan, cuisines of Rajasthan.		
SUGGESTED BOOKS		
- Rajasthan ki Sanskritik parampara : Dr. Jai Singh Niraj - Rajasthan ka Sanskritik Itihas : Gopinath Sharma - Rajasthan ke pramukh durg: Dr. Raghvendra Singh Manohar - Rajasthan ka Itihas, sanskriti, parampara evam virasat : Dr. Hukum Chand Jain		

B.A. Semester: I 2025-26 SKILL COURSE

IFGSC54001T: Introduction To Fieldwork in Geography

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Define fieldwork in geography and differentiate it from other research methods. • Describe and apply various methods of data collection in fieldwork, including observation, interviews, and questionnaires. • Identify and analyze the potential problems and limitations associated with fieldwork. • Design and conduct a socio-economic field survey of a selected locality. • Identify and locate continents, oceans, major countries, and their capitals on a world map.		
SYLLABUS		
Unit-I: Definition, Need and Objectives of field work in Geography.		
Unit-II: Methods and Techniques, Stages and Equipments of field work in Geography.		
Unit-III: Major Problems or Limitations of field work in Geography, Preparation of Project Report		
Unit-IV: Socio- Economic Field Survey of the Selected Localities		
Unit-V: Geographic Locations: Continents and Oceans; Nation-State Capitals, Metropolitan Cities of the World, Mountains and Rivers.		
SUGGESTED BOOKS		
1. Singh, Gopal. 2012. <i>Map Work and Practical Geography</i>. Reprinted. Vikas Publishing House, Ltd. Noida, UP. 2. Singh, R.L and Rana, P.B. 2002. <i>Elements of Practical Geography</i>. Kalayani Publishers, New Delhi. 3. Khullar, D.R. 2000.<i>Essentials of Practical Geography</i>. New Academic Publishing CompanyJallandhar.25 4. Guha, P.K. 2008. <i>Remote Sensing for the Beginner</i>. East West Press Pvt. Ltd. New Delhi. 5. Lunsbury J.F. and Aldrich, F.T. 1979. <i>Introduction to Geographic Field Methods and Techniques</i>.		

B.A. Semester: I, 2025-26

IICSC54001T: Introduction to Indian Constitution

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Describe the historical context that led to the framing of the Indian Constitution. • Understand the values and objectives enshrined in the Preamble. • Explain the nature and scope of Fundamental Rights guaranteed by the Indian Constitution. • Identify the Fundamental Duties enshrined in the Indian Constitution. • Explain the nature and purpose of Directive Principles of State Policy.		
SYLLABUS		
Unit-I: Historical background of the constitution of India Philosophy of the Indian constitution.		
Unit-II: Salient Features of the Indian Constitution Preamble of the Constitution.		
Unit-III: Fundamental Rights in Indian Constitution Criticism and significance of the Fundamental Rights.		
Unit-IV: Fundamental Duties Evaluation and significance of Fundamental Duties.		
Unit-V: Directive Principle of the State Policy Features and implementation of the State Policy.		
SUGGESTED BOOKS		
1. Austin, Granville (2000), Working of a Democratic Constitution, OUP, New Delhi, 2. Basu D. D. (2010), Introduction to the Indian Constitution, Lexis-Nexis Butterworth, Wadhwa Publishing house, Nagpur. (Hindi). 3. Kashyap, Subhas, Bhartiya Sansad Samasayen evam Samadhan, National Book Trust India, New Delhi. (Hindi) 75 Page • Kashyap, Subhas, Bhartiya rajniti sambidhan vikas, vivid aur nidan, National Book Trust India, New Delhi. (Hindi) 4. Kaushik, Susheela (ed.), (1990) Indian Government and Politics (Hindi), Directorate of Hindi Implementation, Delhi University . 5. Morris-Jones, W.H., Government and Politics in India, B.I., Delhi (Latest Edition).		

B.A. Semester: I 2025-26

Skill Enhancement Course (SEC)

FOCSC54001T : Fundamentals Of Computer

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the basic components and functioning of a computer system, including hardware and software. • Demonstrate knowledge of number systems, data representation, and basic logic gates used in digital computing. • Explain the role and functions of operating systems and various types of software applications. • Apply knowledge of computer networks, internet, and cybersecurity principles in real-world contexts.		
SYLLABUS		
Unit-I: Introduction to Computers – Definition and history of computers, Types of computers		
Unit-II: Computer Hardware- CPU,Memory (RAM, ROM), Storage devices, input/output devices		
Unit-III: Computer Software – System software , Application software,Programming languages		
Unit-IV: Data Representation and Storage – Binary code, Number systems,Data representation , Data storage		
Unit-V: Networking and Internet – Computer networks (LAN, WAN, Wi-Fi), Internet.		
SUGGESTED BOOKS		
1. Sinha, P.K., Computer Fundamentals, BPB Publication, Jaipur 2. Norton, Peter, Introduction to Computers, Tata McGraw Hills, New Delhi 3. Taxali, R.K., PC Software for Windows 98, Tata McGraw Hills, New Delhi 4. Swamy, E. Balguru, Programming in ANSI 'C', McGraw Hills, New Delhi 5. Jain, Anubha, Deep ShikhaBhargav, Computer Fundamentals, RBD, Jaipur 6. Sinha, P.K., Computer Fundamentals, BPB Publication, Jaipur 7. Norton, Peter, Introduction to Computers, Tata McGraw Hills, New Delhi 8. Taxali, R.K., PC Software for Windows 98, Tata McGraw Hills, New Delhi 9. Swamy, E. Balguru, Programming in ANSI 'C', McGraw Hills, New Delhi 10. Jain, Anubha, Deep ShikhaBhargav, Computer Fundamentals, RBD, Jaipur		

B.A. Semester: I, 2025-26

RLSSC54001T: Rural Local Self Government in India

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Explain the concept of Rural Local Self-Government and its importance in the Indian context. • Describe the historical context leading to the 73rd Constitutional Amendment. • Describe the three-tier structure of Panchayati Raj: ZilaParishad, PanchayatSamiti, and Gram Panchayat. • Identify the various sources of funding for Rural Local Bodies. • Identify the key problems and challenges faced by Panchayati Raj institutions.		
SYLLABUS		
Unit-I: Rural Local Self-Government Concept, Nature and Importance.		
Unit-II: Origin and Development of Panchayati Raj in the Context of 73rd Constitutional Amendment		
Unit-III Organizational Structure and Role of Rural Local Self-government ZilaParisad, PanchayatSamiti, Gram Panchayat and Gram Sabha		
Unit-IV: Financial Sources of Rural Local Bodies in India		
Unit-V: Problems of Panchayati Raj Institutions and Suggestions		
SUGGESTED BOOKS		
1. Ashok Sharma, Local Administration in India, R B S A Publishers. 2. Maheshawari, S.R. Local Government in India. 3. Mathur M.V..Panchayat Raj in Rajasthan.		

B.A. Semester: I, 2025-26
COSSC54001T: Communication Skills
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	4 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to explain the role of English as a global language and its impact on international communication and collaboration. - Students will be able to communicate effectively in English, both orally and in writing, demonstrating improved grammar and vocabulary. - Demonstrate comprehension of various types of texts, including factual, literary, and academic materials. - Understand how nonverbal cues like gestures, facial expressions, and body posture interact with verbal language to convey meaning effectively. - Students will learn the distinctions between a Curriculum Vitae (CV), a resume, and a biodata, and when each is most appropriate.		
SYLLABUS		
Unit-I: Importance of the English language in the contemporary world,		
Unit-II: Comprehension passage, Introduction to Phonetics, Pronunciations, Vocabulary building, one-word substitute.		
Unit-III Reading. Writing & Listening skills, Barriers to effective listening,		
Unit-IV: Non-verbal & Verbal Communication, Precis writing, Expansion of an idea, Speech Writing		
Unit-V: Preparing CV/Resume/Bio-data. Facing Interview, Group Discussion, Presentation Skills, Extempore.		
SUGGESTED BOOKS		
Sreevalsan, S.C. Spoken English: A Hands-on Guide to English Conversation Practice. Vikas Publishing House, 2001		
Varma, Ravi S. A Complete Course in Communication Skills. Sheel Sons, 2006		
Business Communication. ICAI Centre for Management Research, Hyderabad, 2003		
Patterson, Kerry Etal. Crucial Conversations: Tools for Talking When Stakes Are High McGraw Hill, 2022		
Luntz, Frank. Words That Work: It's Not What You Say, It's What People Hear. Hachette Books, 2007		

B.A. Semester : I 2025-26
Skill Enhancement Course (SEC)
ICTSC54001T : Indian Culture And Tradition
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Describe the main characteristics of Indian society and culture. - Define and differentiate between joint and nuclear families. - Identify traditional social problems in India. - Define and classify different types of social change. - Identify the causes for the spread of Indian culture abroad.		
SYLLABUS		
Unit-I Indian Society : Main characteristics, Indian Culture: main characteristics, Unity in Diversity, concept of VasudhaivaKutumbakam. Impact of Globalization on Indian Culture, Contribution of Indian Culture to the World, Westernization.		
Unit-II: Social Institutions : Family, Joint and Nuclear Family, Customs, Traditions, Marriage - Meaning, Types,		
Unit-III Social Issues : Traditional Social Problems, Changing Face of Social Problems, Homosexuality, Live-in- Relationship, misuse of social media, Digital Relationship, Cybercrime.		
Unit-IV Social Change : Meaning, Type, Other Issues - Regionalism and Cultural Identity, Ethnic Conflict, Tribal Identity.		
Unit-V Spread of Indian Culture Abroad -Causes, Significance and Modes of Cultural Exchange - Through Traders, Teachers, Emissaries, Missionaries and Gypsies		
SUGGESTED BOOKS		
Barnes, J.A. 1971: Three Styles in the Study of Kinship, London: Tavistock. Fortes, M. 1970: Time and Social Structure and Other Essays: London Athlone Press. Fox, Robin 1967: Kinship and Marriage : An Anthropological Perspective. Banks, J.A. 1972: The Sociology of Social Movements, London: Macmillan. Desai., A.R. Ed 1979: Peasant Struggles in India, Bombay: Oxford University Press. Pickwance C. G. (ed) 1976: Urban Sociology: Critical Essays, Methuen. Saunders peter 1981: Social Theory and Urban Question. Hutchinson.		

B.A. Semester: I 2025-26**RLPSC54001T: राजस्थान की भाषा, साहित्य एवं संस्कृति****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
1. विद्यार्थी राजस्थान की प्रमुख बोलियों (जैसे मारवाड़ी, मेवाड़ी, मेवाती, ढूँढाड़ी, हाड़ौती, बागड़ी आदि) की उत्पत्ति, विकास, भाषिक विशेषताएँ और साहित्यिक परंपरा को समझने में सक्षम होगा। 2. छात्र राजस्थान के संत कवियों एवं लोक देवी-देवताओं जैसे रामापीर, तेजाजी, गोगाजी, पाबूजी, माँ नागणेचिया, करणी माता, महावीर जी आदि के जीवन, काव्य व जनविश्वासों से जुड़े सामाजिक और सांस्कृतिक महत्व को समझ सकेगा। 3. विद्यार्थी राजस्थानी लोक-संगीत, नृत्य व वाद्ययंत्रों की विविधता जैसे दृ घूमर, तेरहताली, चरी, कालबेलिया, मांड, केल-बेल, तूरा, शंख, नगाड़ा, एकतारा आदि की परंपरा को समझेगा और उनकी सांस्कृतिक महत्ता को आत्मसात करेगा। 4. छात्र राजस्थान के मेलों, उत्सवों और धार्मिक-सांस्कृतिक परंपराओं का अध्ययन कर उनके लोक जीवन पर प्रभाव का मूल्यांकन कर सकेगा। 5. पाठ्यक्रम स्थानीय संस्कृति, परंपरा, संगीत, आस्था और सामाजिक जीवन के विविध पक्षों को समझने, संरक्षण की भावना विकसित करने और सांस्कृतिक चेतना को मजबूत करने में सहायक होगा।		
SYLLABUS		
इकाई – 1	राजस्थानी भाषा और साहित्य – राजस्थानी भाषा एवं बोलियों की उत्पत्ति एवं विकास, राजस्थान की प्रमुख बोलियाँ- मारवाड़ी, मेवाड़ी, ढूँढाड़ी, मालवी, मेवाती, हाड़ौती, बागड़ी, भीली एवं अन्य पहाड़ी बोलियाँ। राजस्थानी गद्य-पद्य – ख्यात, वचनिका, वात, दवावैत झमाल, झूलणा, परची, प्रकास, मरस्या, रासो, रूपक, विगत, वेलि, साखी। राजस्थान की विशिष्ट सांस्कृतिक शब्दावली।	
इकाई – 2	राजस्थान के संत एवं लोक देवता – संत – जांभोजी, संत हरिदास, दादूदयाल, मीरा बाई, संत रानाबाई, रामचरण, महर्षि नवलराम। लोक देवता – गोगा जी, तेजाजी, पाबूजी, देवनारायणजी, रामदेवजी, लोक देवियाँ – करणी माता, नागणेच्या माता, जीण माता, शाकम्भरी माता, सुंधा माता, शीतला माता, राजस्थान के उत्सव एवं मेले	
इकाई – 3	उत्सव –गणगौर, तीज, होली, अक्षय तृतीया, मेले – पुष्कर मेला, खाटूश्यामजी का मेला, भर्तृहरि का मेला, श्री महावीर जी का मेला, करणी माता का मेला, शीतला माता का मेला, कैलादेवी का मेला, कपिल मुनि का मेला, बेणेश्वर का मेला, बादशाह का मेला, गौतम ऋषि का मेला।	
इकाई – 4	राजस्थानी संगीत एवं लोक वाद्य जन सामान्य के लोक गीत, व्यावसायिक जातियों के लोक गीत। लोक वाद्य- तत् वाद्य, सुषिर वाद्य, अनवद्ध वाद्य, घन वाद्य।	
इकाई – 5	लोकनृत्य और लोक नाट्य – लोक नृत्य – गैर नृत्य, गीदड़ नृत्य, डांडिया नृत्य, घूमर नृत्य, भवई नृत्य, तेरहताली नृत्य लोक नाट्य ख्याल-कुचामनी ख्याल, तुर्रा कलंगी ख्याल, गवरी नाट्य, रम्मत, स्वांग, चारबैंत	
SUGGESTED BOOKS		
1. राजस्थानी भाषा और साहित्य – डॉ. प्रेमचंद शर्मा 2. राजस्थान का लोक साहित्य – डॉ. भगवतशरण उपाध्याय 3. राजस्थानी लोक संस्कृति – डॉ. मोहनलाल शर्मा 4. राजस्थान के लोक देवता और लोक विश्वास – डॉ. सवाई सिंह शेखावत 5. राजस्थानी भाषा का उद्भव और विकास – डॉ. धर्मेन्द्र चतुर्वेदी		

B.A. Semester: II 2025-26

TIBSC54002T: The Idea of Bharat

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to accurately define Bharatvarsha as a concept, understanding its historical and cultural context. • Students will be able to identify and differentiate between various ancient Indian scripts like Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, and Tigaliri. • Students will be able to define and explain the Indian concepts of Dharma (righteous conduct, duty) and Darshan (philosophical systems) and their interrelationship. They will grasp the diverse interpretations and applications of Dharma across different schools of thought. • Students will be able to identify and explain key scientific and technological advancements in ancient India, recognizing their contributions to various fields. • Students will be able to trace the development of economic ideas from ancient times to the present day, identifying key thinkers, schools of thought, and their contributions.		
SYLLABUS		
Unit-I: Concept of Bharatvarsha ☐ Understanding of Bharatvarsha ☐ Eternity of synonyms Bharat ☐ Indian concept of time and space ☐ The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.		
Unit-II: Indian Knowledge Tradition, Art and Culture ☐ Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigalirietc ☐ Salient features of Indian Art & Culture ☐ Indian educational system ☐ The ethics of Indian valor		
Unit-III: Dharma, Philosophy and VasudhaivaKutumbakam ☐ Indian perception of Dharma and Darshan ☐ The concept of VasudhaivaKutumbakam : Man, Family, Society and world ☐ Polity and governance		

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| ☐ The concept of Janpada& Gram Swarajya |
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Unit-IV: Science, Environment and Medical science
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| ☐ Science and Technology in Ancient India |
| ☐ Environmental conservation: Indian View |
| ☐ Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy |
| ☐ Indian numeral system and Mathematics |

Unit-V: Indian economic traditions

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| ☐ Indian economic thoughts |
| ☐ Concept of land, forest and agriculture |
| ☐ Industry, inland trade commerce |
| ☐ Maritime Trade |

SUGGESTED BOOKS

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| <ol style="list-style-type: none">1. Altekar, A.S. : The Position of Women in Hindu Civilization, Delhi, 1978.2. Basu, A. & Ray, B. : Women's Struggle : A History of the All India Women Conference3. 1927,1990, Delhi.4. Upadhyaya, B.S. : Women in Rigveda.5. Desai, Neera : Women in Modern India, Mumbai, 1957.6. Krishna Murty, J.(ed.) : Women in Colonial India, OUP, Delhi, 1989.7. : Essays on Survival Work and State.8. Parekh, M.C. : The Brahma Samaj. Majumdar, Vi |
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B.A. Semester: II 2025-26 SKILL COURSE
EDNSC54002T : Environmental Degradation, Natural Hazards and Their Mitigation

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Students will be able to explain the causes and consequences of ozone layer depletion. Students will be able to define global warming and explain its underlying causes. - Students will be able to define and classify various natural hazards (earthquakes, cyclones, cloudbursts, tsunamis, floods, avalanches). - Students will be able to define and categorize different types of environmental pollution (air, water, soil, and noise). - Students will be able to demonstrate an understanding of the interconnectedness of environmental issues and their impact on human well-being.		
SYLLABUS		
Unit-I: Environmental issues: Depletion of ozone Layer, Ecological significance of ozone, protection of ozone layer; Acid rain- causes and effects.		
Unit-II : Protection of ozone layer; Acid rain- causes and effects.		
Unit-III: Global warming: Concept, Causes and effects of global warming		
Unit-IV: Natural Hazards and their Mitigation: Meaning and Types of hazards-Earthquake, cyclones, cloud Burst, Tsunami, Flood, Avalanches and their mitigation Strategies		
Unit-V: Environmental pollution: Air pollution, water pollution, soil pollution, noise pollution.		
SUGGESTED BOOKS		
- Singh, Savindra. 2012. Environmental Geography. Reprinted. Prayag Pustak Bhawan, Allahabad - Gautam, Alka. 2010. Environmental Geography. Sharda Pustak Bhawan, Allahabad, UP. - Shitole, G.Y. 2012. Environmental Degradation Issues and Challenges. Serials Publications, NewDelhi - Khullar, D.R. 2009. India: A Comprehensive Geography. Kalyani Publisher, New Delhi.		

B.A. Semester :II 2025-26

PVESC54002T : Political Values and Ethics

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Analyze how these values are interpreted and applied in different political contexts. - Evaluate the effectiveness of different approaches to combating hunger and poverty. - Explore the ethical implications of human interaction with the natural environment. - Develop strategies for promoting ethical behavior in public and private spheres. - Understand the importance of free speech as a fundamental right.		
SYLLABUS		
Unit 1. Political Ethics and Core Political Values. Ethical Reasoning in politics.		
Unit 2. Hunger, Freedom and the Right to Food. International obligations to remove poverty and hunger.		
Unit 3. The moral limits on the use of nature. Environment and Equality.		
Unit 4. Public ethics and private morality. Issue of corruption.		
Unit 5. Value of Free Speech and its moral limits. Free Speech and Democracy.		
SUGGESTED BOOKS		
- Alasdair Macintyre, Politics and Ethics: Selected Essays, Cambridge University Press, 2010. - Beitz, Charles, R. Marshall Cohen, Thomas Scanlon and A. John Simmons, International Ethics, New Jersey, Princeton University Press, 1985. - Bell, Duncan (ed.), Ethics and World Politics, Oxford University Press, 2010. - Benoit Girardin, Ethics in politics, Globethics.net, Geneva, 2012. - Cohen, Marshall, Thomas Nagel and Thomas Scanlon (eds.), Equality and Preferential Treatment, New Jersey, Princeton University Press, 1977. - Gutmann, Amy, Democratic Education, New Jersey, Princeton University Press, 1987. - Honneth, Axel. The Struggle for Recognition, Cambridge Mass, MIT Press, 1996.		

B.A. Semester: II 2025-26
Skill Enhancement Course (SEC)
COMSC54002T : Communication Skills
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the importance of effective communication in personal and professional settings • Develop strong verbal and non-verbal communication skills • Write clear and concise business messages • Present ideas confidently and effectively • Build rapport and relationships through effective communication		
SYLLABUS		
Unit-I: Fundamentals of Business Communication - Definition, Nature, and Scope of Communication. Objectives of Business Communication. Process and Elements of Communication. Types of Communication.		
Unit-II: Channels of communication – Formal, Informal/Grapevine, Non – Verbal Communication – Body language/Kinesics, Para language, sign language/ Visual and audio elements, Barriers to Communication		
Unit-III: Memory Management - Memory and Retention Techniques, Mind Mapping		
Unit-IV: Writing for Business: Features of Good Writing: Clear, Short, and Correct Writing Emails and Letters.		
Unit-V: Listening Skills: Importance of Listening, Types of Listening, Barriers to Listening and overcoming them		
SUGGESTED BOOKS		
1. "Effective Communication" by John Adair 2. "Communication Skills" by Leena Sen 3. "Business Communication" by Meenakshi Raman and Prakash Singh 4. "The Art of Public Speaking" by Dale Carnegie 5. "Communication Skills for Professionals" by N.K. Sharma		

B.A. Semester: II 2025-26

ULSSC54002T: Urban Local Self Government in India

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Define and explain the concept of Urban Local Self-Government (ULSG). • Describe the key provisions of the 74th Constitutional Amendment Act. • Describe the different types of urban local bodies (Municipal Corporations, Municipal Councils, NagarPanchayats). • Identify the common problems faced by urban local bodies in India. • Identify the main sources of revenue for urban local bodies.		
SYLLABUS		
Unit-I Urban Local Self Government Concept, Nature and Importance,		
Unit-II: Urban Local Self Government Concept: 74th Constitutional Amendment		
Unit-III : Organisational Structure and Role of Urban Local Self-Government		
Unit-IV: Municipal Corporation, Municipal Council and Municipality, Problems of Urban Local Bodies and Suggestions		
Unit-V : Financial Sources of Urban Local Bodies, State Government Control over Urban Local Bodies		
SUGGESTED BOOKS		
1. Ashok Sharma, Local Administration in India, R.B.S.A Publishers 2. Maheshawari, S.R. Local Government in India. 3. Bhogle, S.K. Local Government in India. 4. Khana, R.K. Municipal Government and Administration in India.		

B.A. Semester: II, 2025-26

TRSSC54002T: Translation Studies

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	4 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Define translation and its core concepts. • Describe the translation process and its stages. • Differentiate between various types and modes of translation (e.g., semantic, literal, literary, functional, technical, official). • Practice translation of idiomatic expressions, headlines, and taglines. • Understand the role of translation in mass communication.		
SYLLABUS		
Unit-I: Definition of Translation. Basic Concepts and terms used in Translation Studies Language as a communication tool.		
Unit-II: The translation Process & Levels of Translation.		
Unit-III: Types and modes of translation, Semantic and Literaltranslation. Literary translation, Functional and Communicative translation, Technical and Officialtranslation .		
Unit-IV: Practice of Translation Idiomatic Expressions/ Headlines/Taglines, Issues in Translation, Translation and Culture, Translation and Technology.		
Unit-V: Translation and Mass Communication, Interaction with professional translators/ editors, Application of Translation, Role of Translator.		
SUGGESTED BOOKS		
Baker. Mona. In Other Words. A Coursebook on Translation. London and New York: Routledge, 2011 (Useful exercises for practical translation and training)		
Hockett, C.F. A Course in Modern Linguistics. The Macmillan Company, New York, 1958.		
Bassnett, Susan. Translation Studies. 4th edn. London and New York: Routledge, 2014.		
Bassnett, Susan and Trivedi, Harish eds. Postcolonial Translation. Theory and Practice. London and New York: Routledge, 1999.		
RoutledgeEncyclopaedia of Translation Studies. London and New York: Routledge, 2001		
Richards, L.A. On Translation. Harvard University Press, Cambridge, 1959		

B.A. Semester : II 2025-26

Skill Enhancement Course (SEC)

LSESC54002T : Life Skill Education

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the meaning, nature, and importance of life skills. • Develop creative and critical thinking abilities for problem-solving and decision-making. • Learn techniques to manage emotions like fear, anger, and depression. • Build assertiveness and interpersonal communication skills. • Understand the causes and effects of stress and apply effective stress management strategies.		
SYLLABUS		
Unit-I Life skills: Meaning and importance of life skills. Creative and critical thinking – meaning, nature and stages.		
Unit-II: Coping with emotions - handling fear, handling anger, handling depression, developing assertive behavior skills, assertiveness in interpersonal relations.		
Unit-III Stress – causes and impact of stress. Stress management strategies.		
Unit-IV Self awareness – definition, types of self awareness. Self concept, body image and self esteem. Techniques used for self awareness. Johari window, SWOT analysis.		
Unit-V Self- awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.		
SUGGESTED BOOKS		
Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill. 2. Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd. 3. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 4. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu 5. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India 6. Hurlock, B. Elizabeth (2007). Personality Development, Tata McGraw Hill Publishing Company Limited, New Delhi. 7. Arulmani. G. and Arulmani Sonali Nag, (2005). Career Counselling: A Handbook, Tata McGraw Hill Publishing Co., New Delhi. 8. Stella Cottrell, (2008). The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York		

B.A. Semester: II 2025-26**RHCSC54002T: राजस्थान के हिन्दी रचनाकार****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
6. विद्यार्थी राजस्थान के प्रमुख हिन्दी रचनाकारों जैसे कन्हैयालाल सेठिया, भगवती लाल व्यास, सावित्री अग्निहोत्री, सरदार सिंह शेखावत, पद्मा श्रीवास्तव, विनोद बिछड़ आदि की रचनाओं से परिचित होगा तथा उनकी कविता में विषयवस्तु, भाषा-शैली और सामाजिक चेतना को समझ पाएगा। 7. छात्र राजस्थानी पृष्ठभूमि पर आधारित कहानियों के माध्यम से राजस्थान की संवेदना, समाज, स्त्री दृष्टि, यथार्थ और संघर्ष का अध्ययन कर सकेगा। 8. विद्यार्थी निबंध एवं अन्य गद्य विधाओं के माध्यम से राजस्थान के समकालीन बौद्धिक विमर्श, जैसे कविता का भविष्य, आदिवासी विमर्श, पर्यावरण, स्त्री-विमर्श और सामाजिक यथार्थ की समझ विकसित करेगा। 9. यह पाठ्यक्रम छात्र में आलोचनात्मक सोच, पाठ विश्लेषण की क्षमता और सामाजिक सरोकारों के प्रति संवेदनशीलता उत्पन्न करेगा। 10. छात्र राजस्थानी हिन्दी लेखन की विविध विधाओं (कविता, कहानी, निबंध, यात्रा-वृत्तांत आदि) में सृजनात्मक योगदान को समझ पाएगा और क्षेत्रीय साहित्य के राष्ट्रीय योगदान को पहचान सकेगा।		
SYLLABUS		
इकाई – 1	कविता	6. कन्हैया लाल सेठिया— अग्नि वीणा झनझना दो 7. भगवती लाल व्यास— अनुरोध 8. सावित्री डागा— रास्ते 9. सवाई सिंह शेखावत— खतरा 10. पद्मजा शर्मा— अच्छी लड़कियाँ विनोद पदरज— स्त्रियाँ
इकाई – 2	कहानी	चन्द्रधर शर्मा गुलेरी— सुखमय जीवन 3. आयुवान सिंह हुडील— ममता और कर्तव्य 4. गोविन्द सिंह राठौड़— कान्हड़दे सोनगरा
इकाई – 3	विधाएँ	4. आलमशाह खान— पराई प्यास का सफर 5. दीप्ति कुलश्रेष्ठ— अपराधी कौन है। 6. चरणसिंह पथिक— दो बहनें हरिराम मीणा— रॉस एवं वाइपर द्वीपों के खंडहरों तक (साइबर सिटी के नंगे आदिवासियों तक यात्रावृत्त से)
इकाई – 4	निबंध	3. नन्दकिशोर आचार्य— कविता और भविष्य 4. प्रो. विजेन्द्र—कविता, जीवन और प्रकृति मथुरेश नंदन कुलश्रेष्ठ— आस्था और साहित्य
इकाई – 5	डायरी	1 ओम नागर— मौसम की कसौटी, धरती का प्रेम—प्रसंग यानी, डरी हुई रात (निब के चीरे डायरी से) (भारती ज्ञानपीठ, नई दिल्ली) 2 सत्यनारायण— डायरी के अंश – डॉ. सत्यनारायण— प्रकाशक— राजस्थान साहित्य अकादमी, उदयपुर मोनोग्राफ में संकलित डायरी के अंश
SUGGESTED BOOKS		
काव्य हेतु 1. कन्हैयालाल सेठियारू जीवन और साहित्य –सम्पादकरू डॉ. रामेश्वर शर्मा 2. भगवती लाल व्यास की प्रतिनिधि कविताएँ – सम्पादकरू डॉ. मधु आचार्य अश्रु		
कहानी हेतु 3. राजस्थान के प्रमुख कहानीकार – सम्पादकरू डॉ. कैलाश सोडानी 4. राजस्थानी कथा साहित्य का विकास – डॉ. रतन वल्लभ पारीक		
निबंध एवं अन्य विधाएँ हेतु 5. नन्दकिशोर आचार्य – प्रतिनिधि निबंध – वाणी प्रकाशन 6. हरिराम मीणा की यात्रा-वृत्तांत रचनाएँ – साइबर सिटी के जंगल सहित		

B.A. Semester: V 2027-28

UPCSC56005T: Understanding Popular culture of India

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to articulate a clear and comprehensive definition of popular culture, encompassing its various dimensions. • Students will be able to identify and explain the historical development and social contexts of Indian folktales, folk theatre (Swang and Nautanki), folksongs, and folk dance. • Students will be able to discuss how these art forms have been adapted and innovated over time, including their relationship with other forms of media like film and popular culture. • Demonstrate an understanding of the historical and cultural context of Indian cinema. • Trace the evolution of Indian cinema from its inception to the present day, identifying key periods, technological advancements, and major influences.		
SYLLABUS		
Unit-I: Defining Popular culture : Popular culture as Folk culture, Mass culture, High Culture, People's Culture.		
Unit-II: Visual expressions - Folk art, calendar art, Photography advertisements.		
Unit-III Oral culture/performance : folktales, folk theatre with social messages and themes- Swang and Nautanki, music folksongs and folk dance.		
Unit-IV: The audio-visual medium-cinema Television and Internet. ☐ Indian cinema : major themes and trends like freedom struggle and nation building. ☐ Television : case study of televised Serials Ramayan, women and Family.		
Unit-V: Fairs, Festivals and rituals, Pilgrimage : disentangling mythological stories, Patronage religion as culture food culture – Regional, cuisines and the National Project.		
SUGGESTED BOOKS		
1. Storey, J. (2001). Cultural Theory and Popular Culture. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17) 2. Burke Peter, (1978). Popular Culture in Early Modern Europe. New York: New York University Press. pp. 3-88. (Chap. 1, 'The Discovery of the People'; Chap. 2, 'Unity and Variety in Popular Culture' Chap. 3, 'An Elusive Quarry') Princy C. (1998). Camera Indica: The Social Life of Indian Photographs. Chicago: University of Chicago Press. (Introduction and Conclusion) 3. Uberoi Patricia. (2006). 'Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art', in Dilip M. Menon (ed), Readings in History: Cultural History of Modern India. Delhi: Social Science Press, pp.113-153 4. Islam, Mazharul. (1985). Folklore, "The Pulse of the People (in the context of Indic Folklore)", Ranchi Anthropology Series – 7, New Delhi: Concept Publishing Company.		

B.A. Semester: V 2025-26 SKILL COURSE
RSGSC55005T : Remote Sensing and GIS
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the nature of the electromagnetic spectrum and its interaction with earth's surface. Define GIS and explain its key components. Describe the geological time scale and its significance. - Explain the concepts of geoid, spheroid, and ellipsoid as they relate to the Earth's shape. Explain the concept of coordinate systems used in GIS and remote sensing.		
SYLLABUS		
Unit-I: Electromagnetic Spectrum ,Aerial Photographic And Satellite Image Interpretation, Digital Cartography.		
Unit-II: Meaning, Components and Importance of GIS; Meaning and Concept of Remote Sensing (RS) ;Data models:Raster and Vector.		
Unit-III: Geological time scale, Highland and Lowland Regions , Tropical Deserts, Rainfall and its Types ,Western Disturbances, Social Forestry ,Temperate Grasslands		
Unit-IV: Shape & Size of Earth: Geoid, Spheroid and Ellipsoid ,		
Unit-V: Concept of Coordinate System Albedo, Green House Effect, ENSO		
SUGGESTED BOOKS		
- Singh, R.L and Rana, P.B. 2002. Elements of Practical Geography. Kalayani Publishers, New Delhi. - Khullar, D.R. 2000. Essentials of Practical Geography. New Academic Publishing Company, Jalandhar.25 - Guha, P.K. 2008. Remote Sensing for the Beginner. East West Press Pvt. Ltd. New Delhi. - Panda, B.C. 2005. Remote Sensing – Principles and Applications. Viva Books Pvt. Ltd., New Delhi - Compbell, J. 1989. Introduction to Remote Sensing. Guilford, New York.		

B.A. Semester: V, 2027-28**UBRSC56005T: Understanding Dr. B. R. Ambedkar****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Students should be able to discuss Ambedkar's crucial role as the Chairman of the Drafting Committee of the Indian Constitution and his key contributions to its framing. • Students should be able to analyze the prevalent societal conditions of women in pre-independent India, Ambedkar's views on women's rights, and his efforts to promote gender equality through the Hindu Code Bill. • Students should be able to understand Ambedkar's broader vision for a socially just and equitable India, including his ideas on education, economic empowerment, and social reform. • Students should be able to critically analyze Ambedkar's ideas, apply them to contemporary social issues, and discuss his continuing relevance in Indian society today. • Students will be able to explain the principal political ideas of Dr. B.R. Ambedkar.		
SYLLABUS		
Unit 1. Introducing Ambedkar: Life, Mission, Formative Influences.		
Unit 2. Struggle for Human Rights, Round Table Conference, Poona Pact, The framing of the Indian Constitution.		
Unit 3. Caste and Religion: Varna System and its drawbacks, Caste and its annihilation, Untouchability and Critique of Hindu Social Order, Religion and Conversion to Buddhism.		
Unit 4. Women and SamataSamaj: The Rise and Fall of Hindu Women, Hindu Cde Bill.		
Unit 5. Vision of Nation-Building, Understanding Ambedkar's Relevance Today.		
SUGGESTED BOOKS		
1. D. R. Jatava: The Political Philosophy of Dr. Ambedkar 2. D. R. Jatava: The Social Philosophy of B. R. Ambedkar 3. D. C. Ahir: Buddhism and Ambedkar 4. D. C. Ahir Dr. Ambedkar and Indian Constitution 5. D. C. Ahir: The Legacy of Dr. Ambedkar 6. DhananjayKeer: Dr. Ambedkar: Life and Mission 7. KantaKataria: Relevance of Ambedkar's Ideology 8. M. G. Chitkare: Dr. Ambedkar and Social Justice 9. दत्तोपन्त ठेंगडी, डॉ. अम्बेडकर और सामाजिक क्रांति की यात्रा, लोकहित प्रकाशन, लखनऊ 10. रमेशपंतगे, संघर्ष महामानव का, अर्चना प्रकाशन, भोपाल 11. रावसाहेब कसबे, अम्बेडकर और मार्क्स, संवाद प्रकाशन, मेरठ 12. यशवन्त गोपाल भावे, आधुनिक हिन्दु त्रिमुर्ति, अर्चना प्रकाशन, भोपाल		

B.A. Semester: V 2027-28

Skill Enhancement Course (SEC)

ENDSC56005T : Entrepreneurship Development

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the importance of effective communication in personal and professional settings • Develop strong verbal and non-verbal communication skills • Write clear and concise business messages • Present ideas confidently and effectively • Build rapport and relationships through effective communication		
SYLLABUS		
Unit-I: Introduction to Entrepreneurship - - Meaning and importance of entrepreneurship Types of entrepreneurship . Entrepreneurial process .Role of entrepreneurship in economic development		
Unit-II: Entrepreneurial Opportunities and Ideas - Identifying and evaluating business opportunities, - Generating and screening business ideas, - Feasibility study and business idea validation		
Unit-III: Business Planning and Strategy - - Business plan component, - Business strategy and competitive advantage		
Unit-IV: Funding and Financial Management - Sources of funding, Financial planning and management, Managing cash flow and financial risks		
Unit-V: Entrepreneurial Leadership and Growth - Entrepreneurial leadership and team building , Managing growth and expansion , Innovation and adaptability in entrepreneurship		
SUGGESTED BOOKS		
1. "The Lean Startup" by Eric Ries 2. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and Duane Ireland 3. "The Startup Owner's Manual" by Steve Blank and Bob Dorf 4. "Entrepreneurship" by T N Chhabra 5. "Entrepreneurial Development" by S S Khanka		

B.A. Semester: V 2027-28

(Skill Paper – III)

ICASC56005T: Indian Constitution and Administration

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
• Trace the historical background and evolution of the Indian Constitution. • Describe the composition and structure of the Constituent Assembly. • Explain the fundamental principles and features of the Indian Constitution. • Explain the structure and functions of the Indian government. • Identify and explain the Fundamental Rights guaranteed by the Constitution.		
SYLLABUS		
Unit-I Evolution of the Constitution of India,		
Unit-II: Constituent Assembly Composition and Major Issues		
Unit-III :Salient Features of the Constitution of India, Preamble, Doctrine of Basic Structure.		
Unit-IV: Democratic Administration and role of the Constitution.		
Unit-V :Fundamental Rights, Fundamental Duties and Directive Principles of the State Policy.		
SUGGESTED BOOKS		
1. Mombwall, K.R.: Government and Politics in India, AmbalaCantt., Modern Publications, 1981. 2. Basu, D.D.: Constitutional Law of India, Bombay, Prentice Hall of India. 3. Fadia, B.L. Indian Government and Politics, Agra, SahityaBhawan, 1992. 4. Shiva Rao: The Framing of Indian Constitution, Bombay, N.M. Tripathi& Co., 1969. 5. Arora and Goyal, Indian Public Administration, New Age International, Delhi, 2014. 6. Indian Constituent Assembly Dr. Yogesh Chand Sharma 7. Rajasthan Hindi Granth Academy, Jaipur.		

B.A. Semester: V 2027-28

Skill Enhancement Course (SEC)

NMGSC54002T : NGO Management & Gender Sensitization

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Define and explain the concept of NGOs. - Explain the process of registering an NGO. - Explain the various working areas of NGOs in relation to societal development. - Define and explain the concept of gender as a social construct. - Understand the concept of gender inequality and its impact on children.		
SYLLABUS		
Unit-I: Non- Government Organization—An Introduction, Concept; Historical development of NGOs in India, Functions and types of NGO, NGOs and social work; Importance of cooperation between National and International NGOs.		
Unit-II: Functioning of NGOs- Registration of NGO; Budgeting, accounting, auditing, Record keeping and documentation; Staffing- Capacity Building, Training and Development		
Unit-III: Working Area of NGO and societal development- Improving the Social Development Indices/ Indicators- Education & Human Rights, Health, Women and child welfare		
Unit-IV: The concept of Gender Gender as a category , Masculinity and Femininity , Private and public dichotomy		
Unit-V: Practices and Policies for Children Gender Inequality ,Female Infanticide and Child Marriage Pocso Act: Overview and Awareness		
SUGGESTED BOOKS		
1. Clark, John, 1991 Voluntary Organisations: Their Contribution to Development. London, Earth Scan. 2. Dorothea, Hilhorbt, 2003 The real World of NGOs: Discourses, Diversity and Development. Zed Books Ltd. 3. Drucker, Peter, 1993 Managing the NGO: Principles and Practices, New Delhi: Macmillan Publication. 4. Ginberg, Leon, H., 2001 Social Work Evaluation: Principles and Methods. Singapore: Allyn and Bacon. 5. Julie Fisher, 2003 Governments, NGOs and the Political Development of the Third World, Jaipur: Rawat Publications. 6. Kandasamy, M., 1998 Governance and Financial Management in Non-Profit Organizations. New Delhi: Caritas India. 7. Kapoor, K. K., (Ed.), 1986 Directory of Funding Organizations. New Delhi: Information and News Network. 8. Kumar, A., 2003 Social Change through NGOs. New Delhi: Anmol Publishers. 9. Lawant, B. T., 1999 NGOs in Development. Jaipur: Rawat Publications. 10. Understanding Gender by ncert publication. 11 Introduction to Gender studies author – Bidyut Mohanty and Gita Chadha Publisher - Pearson india		

B.A. Semester: V 2027-28**TRSSC56005T: अनुवाद विज्ञान****(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
6. विद्यार्थी अनुवाद के मूल सिद्धांतों, प्रकारों और स्तरों (जैसे – भाषान्तरण, सारानुवाद, रूपांतरण आदि) की स्पष्ट समझ प्राप्त करेगा। 7. छात्र कार्यालयीन, साहित्यिक, तकनीकी, व्यावसायिक, विज्ञापन, उपशीर्षक, संवाद लेखन इत्यादि के अनुवाद प्रकारों में भेद करना सीखेगा। 8. शब्दावलियों, लोकोक्तियों, पारिभाषिक शब्दों आदि के सटीक अनुवाद के लिए आवश्यक भाषिक दक्षता और संप्रेषणीयता का विकास होगा। 9. विद्यार्थी वैज्ञानिक एवं तकनीकी विषयों के अनुवाद में प्रयुक्त विशिष्ट शब्दावली, वाक्य रचना और शैली को समझेगा। 10. छात्र हिन्दी और अन्य भारतीय भाषाओं तथा विदेशी भाषाओं के बीच अनुवाद प्रक्रिया के व्यावहारिक पक्ष को अनुभव करेगा और उसमें कौशल अर्जित करेगा।		
SYLLABUS		
इकाई – 1 अनुवाद का तात्पर्य, अनुवाद के विभिन्न प्रकार – भाषान्तरण, सारानुवाद तथा रूपांतरण में साम्य . वैषम्य। अनुवाद के प्रमुख प्रकार – कार्यालयी, साहित्यिक, ज्ञान-विज्ञान परक, विधिक, वाणिज्य। इकाई – 2 अनुवाद के शिल्पगत भेद-अविकल अनुवाद (लिटरेल), भावानुवाद/छायानुवादए आशु अनुवाद, डबिंग, कम्प्यूटर अनुवाद। साहित्यिक अनुवाद के प्रमुख रूप – काव्यानुवाद, कथानुवाद, नाट्यानुवाद। इकाई – 3 वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरों / लोकोक्तियों का अनुवाद, संक्षिप्ताक्षरों तथा कूटपदों का अनुवाद। इकाई – 4 आंचलिक शब्दावली का अनुवाद, व्यंजनापरक लाक्षणिक पद प्रयोगों का अनुवाद। अनुवादक की अर्हता और सफल अनुवाद के अभिलक्षण। इकाई – 5 विश्व भाषाओं की प्रमुख कृतियों के हिन्दी अनुवाद एवं हिन्दी की प्रमुख कृतियों के विश्व भाषाओं में किये गये अनुवाद। भारत में अनुवाद प्रशिक्षण के प्रमुख केन्द्र अनुवाद के राष्ट्रीय प्राधिकरण के गठन की आवश्यकता।		
सहायक पुस्तकें		
1 अनुवाद विज्ञान – डॉ. भोलानाथ तिवारी 2 अनुवाद विज्ञान की भूमिका – डॉ. के. के. स्वामी, राजकमल प्रकाशन, दिल्ली 3 अनुवाद की व्यापक संकल्पना – डॉ. दिलीप सिंह, वाणी प्रकाशन, दिल्ली 4 अनुवाद की प्रक्रिया – तकनीकी और समस्याएँ . डॉ. नारायण समीर, लोकभारती प्रकाशन, दिल्ली		

Multi-Disciplinary Course (MDC)
CYSMC55003T: Cyber Security
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the fundamental concepts of cyber security, including cyber threats, cyber crimes, and digital ethics. - Identify various types of cyber attacks (e.g., phishing, malware, ransom ware, social engineering) and apply basic strategies to prevent them. - Demonstrate the ability to use strong passwords, secure networks, and implement safe internet browsing habits. - Recognize the importance of data privacy and explain the legal and ethical aspects of cyber space. - Apply basic knowledge of antivirus tools, firewalls, and operating system security settings to protect digital devices.		
SYLLABUS		
Unit 1: Introduction to Cyber Security - Need for cyber security Types of cyber threats (malware, phishing, ransomware, social engineering) Cyber ethics and responsible digital behaviour		
Unit 2: Cyber Crime and Laws - Definition and types of cyber crimes Cyber stalking, identity theft, online fraud , Overview of the IT Act 2000 (with amendments) Cybercrime reporting and redressal mechanisms		
Unit 3: System and Network Security - Basics of networks (LAN, WAN, internet) Firewalls, antivirus, and anti-malware tools , Secure configurations and password policies Understanding secure browsing (HTTPS, digital certificates)		
Unit 4: Data Security and Privacy - Importance of data protection Strong passwords and encryption. Cloud security basics Social media privacy settings and digital footprint		
Unit 5: Safe Online Practices - Email security (spam, attachments, spoofing) Safe use of mobile phones and apps Digital payment safety (UPI, wallets, banking) Understanding cyber bullying and protection Ethical Hacking White hat vs black hat hackers		
SUGGESTED BOOKS		
1. Cryptography and Network Security William Stallings Pearson 2. Computer Security: Principles and Practice William Stallings & Lawrie Brown Pearson 3. Cybersecurity for Beginners Raef Meeuwisse Cyber Simp 4. Network Security Essentials: Applications and Standards William Stallings Pearson 5. Introduction to Computer Security Michael Goodrich & Roberto Tamassia Pearson 6. The Web Application Hacker's Handbook Dafydd Stuttard & Marcus Pinto Wiley 7. Hacking: The Art of Exploitation Jon Erickson No Starch Press		

Multi-Disciplinary Course (MDC)
PTLMC55003T : Patent Law
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the core principles and international framework of Patent Law. - Analyze patentability criteria and draft basic patent claims. - Evaluate the role of patents in technology, innovation, and business strategy. - Understand multidisciplinary dimensions including ethics, biotechnology, AI, and public interest. - Navigate patent databases, assess patent landscapes, and manage patent-related risks.		
SYLLABUS		
Unit-I: Foundations of Patent Law (Legal & Historical Context) – 9 Hours Evolution and History of Patent Law (India and Global), Objectives of the Patent System, Key Concepts: Invention, Innovation, Discovery, Types of Patents: Product, Process, Design, Utility Models, Indian Patents Act, 1970 (as amended), TRIPS Agreement		
Unit-II: Patentability & Procedure (Law + Science/Technology) – 9 Hours Criteria: Novelty, Inventive Step (Non-obviousness), Industrial Applicability, Non-Patentable Subject Matter (Section 3 & 4 of Indian Patent Act), Patent Application Process in India & PCT, Patent Specification: Provisional & Complete, Claims Drafting Basics, Opposition and Revocation Procedures		
Unit-III: Patent Analytics & Technology Interface – 9 Hours Patent Search Techniques & Tools (e.g., Google Patents, Espacenet, INPASS), Patent Classification Systems (IPC, CPC), Patent Mapping and Landscape Analysis, Role of AI, IoT, Biotechnology in Patent Trends, Patent Databases & Data Interpretation		
Unit-IV: Patents in Business and Innovation – 9 Hours Patents as Business Assets: Licensing, Assignment, Tech Transfer, Strategic Patent Portfolio Management, University-Industry Collaborations and Patent Commercialization, Role of Startups, Incubation, and Patents in Entrepreneurship, Case Studies: Indian Startups, Pharma, Software & Green Tech		
Unit-V: Ethics, Policy & Global Challenges in Patents – 9 Hours Ethical Issues in Patenting: Bioethics, Traditional Knowledge, AI-generated Inventions, Compulsory Licensing, Evergreening, Access to Medicines, Public Policy & Social Impact of Patents, Patent Trolls and Litigation Trends, Global Challenges: Climate Change, Health Emergencies, Open Innovation		
SUGGESTED BOOKS		
1. N.S. Gopalakrishnan & T.G. Agitha – Principles of Intellectual Property 2. WIPO – Understanding Patents (Free Online Publication) 3. P. Narayanan – Patent Law 4. Shamnad Basheer – Selected Articles on Indian Patent Law		

Multi Disciplinary Course (MDC)
POMMC55003T: Principles of Management
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Understand the fundamental principles of management • Analyze the internal and external environment of an organization • Apply management principles to real-world scenarios • Evaluate the effectiveness of management practices • Develop critical thinking skills to solve management problems		
SYLLABUS		
Unit-I: Introduction to Management - Definition and importance of management - Evolution of management thought - Functions of management (planning, organizing, directing, controlling)		
Unit-II: Planning and Decision Making - Nature and importance of planning - Types of plans (strategic, tactical, operational) - Decision-making process and tools		
Unit-III: Organizational Structure and Design - Organizational structure - Departmentalization, chain of command, span of control, centralization vs. decentralization - Organizational design and its impact on performance		
Unit-IV: Leadership and Motivation - Nature and importance of leadership - Leadership styles and theories - Motivation theories and techniques		
Unit-V: Controlling and Performance Management - Nature and importance of controlling - Types of control - Performance measurement and management tools		
SUGGESTED BOOKS		
1. "Management: Principles and Practices" by Ricky W. Griffin 2. "Principles of Management" by David S. Bright and Anastasia H. Cortes 3. "Management" by Stephen P. Robbins and Mary Coulter 4. "Principles of Management" by Talya Bauer and Berrin Erdogan 5. "Management: Leading and Collaborating in a Competitive World" by Thomas S. Bateman and Scott A. Snell		

Multi-Disciplinary Course (MDC)
COAMC55004T: Concepts of Accountancy
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understanding the theoretical framework of accounting, including basic assumptions and guidelines. - The core equation that underpins all accounting transactions (Assets = Liabilities + Equity). - The fundamental principle of recording every transaction with at least two entries (debit and credit). - The complete process of recording, classifying, summarizing, and reporting financial transactions. - Recording transactions in journals (books of original entry) and then transferring them to the ledger (a collection of accounts).		
SYLLABUS		
Unit-I: Meaning and Scope of Accounting – Need for Accounting – Development of Accounting – Nature and objectives –Book keeping and Accounting - Accounting Principles.		
Unit-II: Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Rules of Debit and Credit.		
Unit-III: Double Entry System – Preparation of Journal, Ledger and Trial Balance.		
Unit-IV: Preparation of Final Accounts –Trading, Profit and Loss Account and Balance Sheet.		
Unit-V: Depreciation Accounting: Meaning – causes – objectives – factors - Methods of Depreciation Accounting – Straight Line Method.		
SUGGESTED BOOKS		
1. Accounting for Managers (PB) By Singh And Gurinder And Jain And Mahendra Kumar, PHI Learning 2. Financial Accounting for Managers 3Rd Edition By Sanjay Dhamija, PEARSON INDIA 3. FINANCIAL ACCOUNTING FOR MANAGERS, 7TH EDITION, By Ambrish Gupta, PEARSON INDIA 4. Accounting for Managers, William H. Webster, CPA, Mcgraw-Hill 5. Accounting for Managers Text & Cases SankarThappa, TAXMANN		

Multidisciplinary Course (MDC)
FOMMC55004T: Fundamentals of Mathematics
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Provide a platform to the students for building the fundamentals of basic mathematics for competitive examinations preparation strategy. • Establish a framework to help students acquire knowledge and expertise necessary to secure employment opportunities in the Government sector. • The basic mathematics to the students. It assumes that the students have minimal knowledge to the subject. • To help them acquire skills in solving quantitative aptitude by simple methods. • The main focus of the students will be on quantitative aptitude in short span of time.		
SYLLABUS		
Unit-I: Arithmetic - I: • Number System: Computation of whole numbers, decimal and fractions, relationships between numbers. • Fundamental Arithmetic Operations: Percentages, ratio and proportion, square roots, averages, simple and compound interest, profit and loss, discount, partnership, mixture and alligation, time and work, time and distance.		
Unit-II: Arithmetic - II • HCF and LCM: Finding the highest common factor and least common multiple of numbers. • Simplification and Approximation: Simplifying complex expressions and calculations. • Profit, Loss, and Discount: Calculating profit, loss, and discounts in various scenarios.		
Unit-III: Arithmetic - III • Simple and Compound Interest: Understanding and calculating simple and compound interest. • Ratio and Proportion: Working with ratios, proportions, and variations.		
Unit-IV: Arithmetic - IV • Time and Work: Solving problems related to work, time, and efficiency. • Time and Distance: Solving problems related to speed, distance, and time.		
Unit-V: Algebra • Basic Algebraic Identities: Understanding and applying basic algebraic identities. • Linear Equations: Solving linear equations in one or two variables. • Quadratic Equations: Solving quadratic equations.		
SUGGESTED BOOKS		
1. Basic Maths R.S. Aggarwal 2. Basic Maths - Zero to Hero in Maths Paperback – ByPrashantChelani 3. Easy Maths by Sandeep Balakrishnan		

Multi-Disciplinary Course (MDC)

LBLMC55004T : LABOUR LAWS

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- Describe the evolution and objectives of India's labour legislation - Critically assess the impact of labour law on stakeholders using economic and sociological models - Draft employment practices aligned with statute and ethics - Apply dispute resolution frameworks grounded in law and organizational behaviour - Propose multidisciplinary reforms in light of emerging workplace challenges		
SYLLABUS		
Unit-I: Historical & Constitutional Foundations (8 hours) Origin of labour law: colonial origins → post-independence reforms, Constitutional underpinnings: Articles 14, 19, 21; Directive Principles, Global context: ILO conventions & India's alignment		
Unit-II: Core Statutes Impacting Worker Rights (10 hours) Payment of Wages Act, Minimum Wages Act, Payment of Bonus & Gratuity Acts , Social security framework: Workmen's Compensation, ESI, EPF, Maternity Benefits , Economic fairness & social justice: policy implications		
Unit-III: Industrial Relations & Collective Mechanisms (9 hours) Trade Union Act, Industrial Disputes Act, Standing Orders , Strikes, Lockouts, Layoff, Retrenchment, Closures, Collective Bargaining: Legal immunity, Negotiation strategies, Sociological lens: power dynamics, labor movements, union leadership		
Unit-IV: – Occupational Safety, Welfare & Disciplinary Systems (10 hours) Factories Act and its relevance: Mines, Shops & Establishments, Contract Labour Act , Workplace welfare, health, hazard prevention, Discipline & domestic inquiries: Principles, Procedures, Natural Justice , Psychological & ethical perspectives on workplace justice		
Unit-V: Dispute Resolution, Compliance & Emerging Challenges (8 hours) Mechanisms: Conciliation, Arbitration, Adjudication, Compliance governance: HR & legal intersections, Emerging trends: gig economy, sexual harassment law, tech--driven work changes etc.		
SUGGESTED BOOKS		
- Labour and Industrial Laws: V.G. Goswami - Taxmann's New Labour and Industrial Laws - S.N. Mishra: Labour and Industrial Laws		

Multidisciplinary Course (MDC)
BCSMC56005T: Basic Concepts of Science
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the Nature and Methodology of Science - Apply Fundamental Concepts of Physics - Demonstrate Understanding of Basic Chemistry Concepts - Comprehend Biological Systems and Principles - Apply Basic Mathematical Skills in Scientific Contexts		
SYLLABUS		
Unit-I Introduction to Science: Nature and scope of Science, Scientific methods and processes Measurement and units (SI units), Role of science in society and technology.		
Unit-II Basic Concepts of Physics: Motion and Forces: Newton's Laws of Motion Gravitation and free fall. Energy: Forms of energy, Work, Power, and Conservation of energy. Light and Sound: Reflection, refraction, lenses and mirrors. Electricity and Magnetism: Electric current, voltage, resistance, Magnetic fields and electromagnetism.		
Unit-III Basic Concepts of Chemistry: Matter and Its States: Solid, liquid & gas. Atomic Structure: Elements, atoms, molecules, and compounds. Periodic Table and Chemical Bonding: Classification of elements, Ionic and covalent bonds. Acids, Bases, and Salts: Properties, pH scale, indicators. Chemical Reactions: Types of reactions.		
Unit-IV Basic Concepts of Biology: Cell Biology: Structure and function of cells, Prokaryotic vs. eukaryotic cells. Human Body Systems: Digestive, circulatory, respiratory, and nervous systems. Plant Biology: Photosynthesis and plant reproduction. Genetics and Evolution: DNA, Genes, Mendelian genetics, Evolutionary theory (Darwin, natural selection) Microorganisms and Health: Bacteria, viruses, immunity, and vaccines.		
Unit-V: Basic Concepts of Mathematics: Arithmetic and algebra, Graphs and functions. Geometry and measurement. Basic statistics (mean, median, mode).		
SUGGESTED BOOKS		
1. Science for Everyone by <i>L. K. Deshpande</i> 2. Concepts of Physics (Vol I & II) by <i>H.C. Verma</i> 3. Basic Concepts of Chemistry by <i>Dr. S.P. Batra</i> 4. Elementary Biology by <i>K.N. Bhatia</i> 5. Basic Mathematics by <i>B. M. Aggarwal or M.L. Aggarwal</i>		

Multi-Disciplinary Course (MDC)

FNPMC56005T: Financial Planning

(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to:		
- Financial planning generally focus on equipping students with the knowledge and skills to manage personal finances. - Create financial plans, and understand various financial products and services. - These outcomes often include understanding the time value of money, managing risk through insurance and investments. - To ensure that you have enough funds to meet their financial goals. - These can include buying a house, child's education, travelling, saving for emergencies, a comfortable retirement, and more. Planning well can help you achieve these goals easily.		
SYLLABUS		
Unit-I: Financial Planning: Meaning, Definition, Contents, Types, process. Savings and Investments.		
Unit-II: An overview of financial market in India, Capital market: Security market (a) New issue market (b) Secondary market		
Unit-III: Functions and role of stock exchange. IPO: Listing, underwriting and bonus share.		
Unit-IV: Financial Services: Merchant banking-functions and role. Mutual Fund -functions and Types.		
Unit-V: Working Capital: Meaning, Concept, Type and Importance.		
SUGGESTED BOOKS		
1.Khan, M.Y. and Jain, P.K. : Financial Management, Text and problems, Tata McGraw Hill, New Delhi		
2.Prasanna Chandra : Financial Management Theory and practice, Tata McGraw Hill, New Delhi		
3.Spicer & Pegler : Practical Auditning, W.W. Bigg., Indian Edition by S.V. Gratalia, Allied publishers.		
4.Tandon, B.N. : Priniciples of Auditing, S. Chand & Co., New Delhi.		
5.Agarwal and Agarwal: Auditing, Ajmera Book Company, Jaipur.		

Multi-Disciplinary Course (MDC)
ITMMC56005T: International Marketing
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • International marketing syllabus outcomes generally focus on equipping students with the knowledge and skills to navigate the complexities of marketing products and services across international borders. • This includes understanding global market environments, developing international marketing strategies, and managing the practical aspects of international business operations. • The key objective of international marketing is to create a global brand presence . • Tailoring marketing strategies to each specific region's culture, demographics, and consumer behavior. • Establish the methodological quality, reliability and validity of the data collected.		
SYLLABUS		
Unit-I: Introduction to International Marketing: Nature and significance. Complexities in international marketing: Transition from domestic to transnational marketing		
Unit-II: International market orientation - EPRG framework; International market entry strategies.		
Unit-III: International Marketing Environment: Internal environment; External environment geographical, demographic, economic, socio-cultural, political and legal environment; Impact of environment on international marketing decisions.		
Unit-IV: Foreign Market Selection: Global Market segmentation; Selection of foreign markets; International positioning. Product Decisions: Product planning for global markets; Pricing Decisions: Environmental influences on pricing decision; International pricing policies and strategies.		
Unit-V: Distribution Channels and Logistics: Functions and types of Channels: Channel selection decisions. Emerging issues and developments in international marketing		
SUGGESTED BOOKS		
1. Fayerweather, John : International Marketing, Prentice Hill, New Delhi. 2. Jain, S.C. : International Marketing : CBS Publications, New Delhi. 3. Keegan, Warren Global Marketing Management, Prentice Hall, New Delhi. 4. Sarathy, R and V Terpstra : International Marketing, Dryden Press, Boston 5. Vsudeva P.K. : International Marketing Excel Books, New Delhi		

Value Added Course (VAC)

LACVC56006T : Language and Communication

(20 CIA + 80 EoSE. = Max. Marks : 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: • Students will be able to define language, its characteristics, and its functions. • Understand the nature, meaning, and importance of communication. • Differentiate between intrapersonal, interpersonal, group, and mass communication. • Acquire the qualities of effective writing: clarity, conciseness, coherence. • Develop professional writing skills for business correspondence (emails, notices, circulars, memos).		
SYLLABUS		
Unit-I: Fundamentals of Language Language: Definition, Characteristics, and Functions, Role of language in human life, Language as a means of communication, Verbal and Non-verbal communication, Difference between Language, Speech, and Communication		
Unit-II: Communication: Meaning and Process Definition and Nature of Communication, Process of Communication (Sender, Message, Channel, Receiver, Feedback), Types of Communication: Oral, Written, Visual, Non-verbal, Barriers of Communication and ways to overcome them, Importance of communication in professional and social life		
Unit-III: Forms of Communication Intrapersonal, Interpersonal, Group, and Mass Communication, Formal and Informal Communication, Intercultural Communication: Role of Media and Technology in Communication, Listening, Speaking, Reading, and Writing (LSRW skills)		
Unit-IV: Written and Spoken Communication Skills Essentials of Good Writing: Clarity, Conciseness, Coherence, Report Writing, Essay Writing, and Letter Writing (Formal/Informal), Presentation Skills, Public Speaking, and Group Discussion, Pronunciation, Accent, and Fluency, Body Language, Tone, and Style		
Unit-V: Applied Communication Communication in Organizations, Business Correspondence (Emails, Notices, Circulars, Memos), Interview Skills and Resume Writing, Role of Communication in Teaching, Management, and Media, Developing Effective Communication for Career Growth		
SUGGESTED BOOKS		
1. "Communication Skills" – Sanjay Kumar & PushpLata 2. "Business Communication" – K.K. Sinha 3. "Business Communication" – Meenakshi Raman & Prakash Singh 4. "Effective Communication and Soft Skills" – Nitin Bhatnagar & Mamta Bhatnagar 5. "Essentials of Business Communication" – Rajendra Pal & J.S. Korlahalli 6. "Developing Communication Skills" – Krishna Mohan & Meera Banerji 7. "English for Communication" – K.R. Lakshminarayanan 8. "Professional Communication" – Aruna Koneru		

Value Added Course (VAC)
FOCSC55003T: Fundamentals Of Computer
(20 CIA + 80 EoSE. = Max. Marks: 100)

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
3 Credits	3 Hours	45 Hours
Course Outcome: On successful completion of the course, the students will be able to: - Understand the basic components and functioning of a computer system, including hardware and software. - Demonstrate knowledge of number systems, data representation, and basic logic gates used in digital computing. - Explain the role and functions of operating systems and various types of software applications. - Apply knowledge of computer networks, internet, and cybersecurity principles in real-world contexts.		
SYLLABUS		
Unit-I: Computer Basic: Introduction, History of Computer, Types of Computer, Generations of Computer, and Basic Components of PC.		
Unit-II: Hardware and Software: Introduction, Types of Software, Input Devices and Output Devices, Relationship between Hardware and Software, RAM and ROM		
Unit-III: Network, Security and Networking: LAN, WAN, MAN, SAN, CAN, Internet Information, Internet Service, Difference Between Internet, Extranet and Ethernet, Windows (latest Version): Introduction, Features, Installation, Activation, Security Features,		
Unit-IV: - MS Word with all the applications and uses, - MS Power Point: Introduction, Creating a Presentation, Using Templates, Inserting Charts, Inserting Table		
Unit-V: MS Excel: Introduction, the basics of creating, editing, and manipulating spreadsheets using Excel, including features like data entry, calculations, formatting,		
SUGGESTED BOOKS		
- Sinha, P.K., Computer Fundamentals, BPB Publication, Jaipur - Nortan, Peter, Introduction to Computers, Tata McGraw Hills, New Delhi - Taxali, R.K., PC Software for Windows 98, Tata McGraw Hills, New Delhi - Swamy, E. Balguru, Programming in ANSI 'C', McGraw Hills, New Delhi - Jain, Anubha, Deep ShikhaBhargav, Computer Fundamentals, RBD, Jaipur		