



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Criterion 1 - Curricular Aspects

1.2 - Academic Flexibility

1.2.1 Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented





Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Syllabus

Bachelor of Arts (B.A.) Part I

Compulsory English

First Semester

(To be implemented from the Academic Session 2022-23)

Theory Marks: 80

Internal Assessment Marks: 20

Course Outcomes

- Learners will be motivated through the Life Sketches of successful sportspersons
- Learners will understand the structure of sentences through prescribed grammar
- Learners will be able to draft an impressive application and resume for a job
- Learners will develop confidence in grasping and understanding the English language and its usage

Prescribed Textbook

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)

Chief Editors: Ajiet Jachak, Kapil Singhel, Madhavi Mohari

Co-editors: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- What We Must Learn from the West – Narayan Murthy
- The Super Mom Mary Kom
- The Naive Friends – Munshi Premchand
- Fur – Hector Hugh Munro (Saki)

Unit II (Poetry)

- Kali, the Mother – Swami Vivekananda
- Don't Quit – Edgar Albert Guest
- In the Bazaars of Hyderabad – Sarojini Naidu
- Walk by Moonlight – Henry Derozio

Unit III (Writing Skills)

- A. Business Communication Part I
 1. Job Application, Resume Writing
 2. Invitations (Formal and Informal), Complaint Letter
- B. Skills based on the prescribed textbook

Unit IV (Language Study)

- A. Parts of Speech, Articles
- B. Vocabulary Building – Synonyms, Antonyms, Homonyms

Internal Assessment: Picture Comprehension. Students will be shown a picture and will be asked to explain it in 200 words.



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Bachelor of Arts (B.A.) Part I
Compulsory English
Second Semester
(To be implemented from the session 2022-23)

Theory Marks: 80

Internal Assessment Marks: 20

Course Outcomes

- Learners will be able to apply the basics of the English language.
- Learners will be able to ascend towards more complex reading and comprehension.
- There will be an enhancement in learner's vocabulary skills of the learners
- Learners will have improved drafting skills

Prescribed Textbook:

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)

Chief Editors: Ajiat Jachak, Kapil Singhel, Madhavi Moharil

Co-editors: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- When Telegrams Were Bad – Sudha Murthy
- The First Woman Jawan Shanti Tigga
- The Antidote – R. K. Narayan
- The Conjuror's Revenge – Stephen Leacock

Unit II (Poetry)

- The School Boy – William Blake
- Whom Dost Thou Worship – Rabindranath Tagore
- Sympathy – Paul Lawrence Dun Bar
- Lord Ullin's Daughter – Thomas Campbell

Unit III (Writing Skills)

- A. Business Communication Part II
1. Advertisement Writing – Vacancies, Property to Sell/Product for Sale
 2. Meeting – Notices, Agenda, Minutes
- B. Skills based on the prescribed textbook

Unit IV (Language Study)

- A. Tenses, Degrees of Comparison
- B. Vocabulary Building – Prefix/ Suffix, Paronyms

Internal Assessment

Writing a review of a Movie/Adaptation of any Indian novel in about 200 words



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Bachelor of Arts (B.A.) Part II Compulsory English Third Semester

(To be implemented from the Academic Session 2023-24)

Course Outcomes

- Learners will be encouraged to nurture aspirations to be successful in their lives by finding a profession of their choice
- Learners will be made aware of civic sense and inspired to inculcate compassion towards others
- Learners will develop consciousness for environmental preservation
- Learners will be introduced to the idea of 'Work is Worship' and realize the importance of hard work

Prescribed Textbook

Endearing Essence (A Textbook of Compulsory English as per NEP 2020) (Macmillan Education)

Chief Editors: Urmila Dabir, Dnyanesh Naik, Usha Sakure

Co-editors: Archana Gupta, Kanchan Joshi, Varsha Vaidya, Anita Wanjari

Unit I (Prose)

- Taking Studies Seriously – Khushwant Singh
- A Simple Philosophy – Seathl
- The Boy Who Broke the Bank – Ruskin Bond
- The Open Window – Alfred George Gardiner

Unit II (Poetry)

- A Worker's God – Kunj Bihari Das
- The Felling of a Banyan Tree – Dilip Chitre
- Life – Charlotte Bronte
- Siddhartha and the Swan – Sir Edwin Arnold

Unit III (Writing Skills)

- A. Language Skills Part I
 1. Report Writing – News Report, Activity Report (Competition)
 2. Data Analysis – Tabular/Pie Chart Interpretation
- B. Skills based on the prescribed textbook

Unit IV (Language Study)

- A. Transformation of the Sentences – Exclamatory, Negative, Interrogative, Affirmative
- B. Vocabulary Building – Misspelt Words/ Confusing Words (Fill in the blanks)

Internal Assessment: Writing a book review in 200 words



**Bachelor of Arts (B.A.) Part II
Compulsory English
Fourth Semester**

(To be implemented from the Academic Session 2023-24)

Course Outcomes

- For learners, the achievements of the personalities will be a lesson for the students to emulate.
- The learners will gain the ability to lift themselves through motivational texts.
- The learners will develop an understanding of gender sensitization.
- There will be an improvement in learner's reading speed, presentation skills, and understanding of ethics, and values.

Prescribed Textbook

Endearing Essence (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)

Chief Editors: Urmila Dabir, Dnyanesh Naik, Usha Sakure

Co-editors: Archana Gupta, Kanchan Joshi, Varsha Vaidya, Anita Wanjari

Unit I (Prose)

- Three Great Hearts Resolve a Problem – A. P. J. Abdul Kalam
- Arunima Sinha
- The Story of an Hour – Kate Chopin
- Too Dear! – Leo Tolstoy

Unit II (Poetry)

- Once Upon a Time – Gabriel Okara
- I Am Not That Woman – Kishwar Naheed
- The Butterfly – Arun Kolhatkar
- The Leaves and the Wind – George Cooper

Unit III (Writing Skills)

A. Language Skills Part II

Dialogue Writing

1. Dialogue between a shopkeeper and a customer, Dialogue between a bank employee and a customer
2. Dialogue between two friends about the examination, Dialogue between a teacher and a student

B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Voice

B. Vocabulary Building – Root Words (from the textbook)

Internal Assessment

Oral Presentation Skill – Introducing Oneself/Extempore/Elocution



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NAAC Reaccredited Grade 'B'

**Bachelor of Arts (B.A.) Final
Compulsory English
Fifth Semester**

(To be implemented from the Academic Session 2024-25)

Course Outcomes

- Learners will be able to accelerate the process of vocabulary enrichment and develop writing skills
- Learners will be able to inculcate voluntary restraints required for a successful democracy
- Learners will be able to garner a practical approach towards life
- Learners will be able to develop the ability of summarizing their thought processes

Prescribed Textbook

Fascinating Fragrance (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)

Chief Editors: Manjushree Sardeshpande, Priya Wanjari, Neehal Raza Sheikh

Co-editors: Anil Dodewar, Amol Raut, Dadarao Upase, Rameshchandra Agrawal

Unit I (Prose)

- Understanding Democracy – Dr Babasaheb Ambedkar
- Devendra Pal Singh
- True Friends – Guy de Maupassant
- The Letter – Gauri Shankar Joshi

Unit II (Poetry)

- The Tide Rises and the Tide Falls – Henry Wadsworth Longfellow
- Small Towns and the River – Mamang Dai
- The Loom of Time – Anonymous
- Unquiet Grave – Anonymous

Unit III (Writing Skills)

- A. Media Communication Part I
1. Story Writing on the basis of the given points
 2. Summarizing
- B. Soft Skills based on the prescribed textbook

Unit IV (Language Study)

- A. Voice
- B. Vocabulary Building – Choose the correct phrase (from the textbook)

Internal Assessment

News Reading/Compering



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NAAC Reaccredited Grade 'B'

**Bachelor of Arts (B.A.) Final
Compulsory English
Sixth Semester
(To be implemented from the Academic Session 2024-25)**

Course Outcomes

- Learners will be able to explain ideas and concepts from their learning and will acquire ability to relate their learnings to real-life situations
- Learners will be able to implement strategies in different styles of writing through analytical skills
- Learners will be able to organize ideas into a written script using logical reasoning
- Learners will develop matured attitude towards social issues and respect human values, they will also inculcate professional and personal ethics and values in their personality
- Learners will be able understand the significance of bonding and human relationships

Prescribed Textbook

Fascinating Fragrance (A Textbook of Compulsory English as per NEP 2020) (Macmillan Education)

Chief Editors: Manjushree Sardeshpande, Priya Wanjari, Neehal Raza Sheikh

Co-editors: Anil Dodewar, Amol Raut, Dadarao Upase, Rameshchandra Agrawal

Unit I (Prose)

- Responsibilities of Young Citizens – Lal Bahadur Shastri
- Jadav Payeng
- A Devoted Son – Anita Desai
- Let's Go Home – Kewlian Sio

Unit II (Poetry)

- Leisure – William Henry Davis
- Piano – David Herbert Lawrence
- Migrations – Keki Daruwalla
- The Old Man and His Wife – Anonymous

Unit III (Writing Skills)

- A. Media Communication Part II
1. Blog Writing
 2. News Making (with the given points)
- B. Skills based on the prescribed textbook

Unit IV (Language Study)

- A. Narration
- B. Vocabulary Building – One Word Substitution

Internal Assessment: Public Speaking Skills: Preparation of a Speech, Time Management



**B. A. Compulsory English
Question Paper Pattern
For All Semesters**

Total Marks: 80

Question No. 1

A. Three short answer questions to be attempted out of six in about 75 words with at least one question from each prescribed lesson (5x3) 15 Marks

B. Five Multiple Choice Questions on Unit I (Prose) (5x1) 5 Marks

Question No. 2

A. Three short answer questions to be attempted out of six in about 75 words with at least one question from each prescribed poem. (5x3) 15 Marks

B. Five Multiple Choice Questions on Unit II (Poetry) (5x1) 05 Marks

Question No. 3

A. One question out of two to be attempted on Unit III A 10 Marks

B. One question out of two to be attempted on Unit III B 10 Marks

Question No. 4

On Unit IV

To attempt ten questions out of 15 from exercises based on the prescribed Language Study. (10x2) 20 Marks

Internal Assessment: The topics prescribed for the internal assessment will carry 10 marks. Besides this, the students shall have to submit a home assignment on which viva voce shall be conducted. It shall carry 05 marks. The remaining 05 marks shall be allotted for students' participation in departmental activities including their regular attendance and study tour by forming cluster of colleges.

Workload and Slots for each prescribed section (for all semesters):

- 4 lectures per week of 48 minutes each (3.2 hours per week)
- 1 Tutorial per week for each batch of 20 students (0.8 hours per week)
- 15 weeks of teaching in each semester
- Unit I (Prose): 5 weeks (20 days)
- Unit II (Poetry): 2 weeks (8 days)
- Unit III (Communication and Life Skills): 3 weeks (12 days)
- Unit IV (Language Study): 2 weeks (8 days)
- Activities for Internal Assessment of Students: 2 weeks (8 days)
- Revision/Test: 1 week (4 days)



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**Rashtrasant Tukadoji Maharaj Nagpur University,
Nagpur.**

**REVISED SYLLABUS PRESCRIBED FOR
M.A. ENGLISH (Semester pattern with CBCS)**

**Semester Pattern Scheme of Examination
for M.A. in English with Choice Based Credit System
(To be implemented from the session 2022-23)**

(As per National Education Policy 2020)



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Master of Arts (M.A.) English Part-I First Semester			
Code	Option	Title	Category
1T1	Paper I Compulsory	English Poetry from Chaucer to Milton	Core
1T2	Paper II Compulsory	The Renaissance Drama	Core
1T3(A)	Paper III	Indian Writing in English-I	Core
1T3(B)	Any one out of the four papers offered in Core category	Indian Diasporic Fiction-I	Core
1T3(C)		Indian Writing in Translation	Core
1T3(D)		Indian Literary Criticism	Core
1T4(A)		Paper IV	The English Novel-I
1T4(B)	Any one out of the four papers offered in Core category	Literature and Gender	Core
1T4(C)		Cultural Studies-I	Core
1T4(D)		The English Prose	Core

Master of Arts (M.A.) English Part-I Second Semester			
Code	Option	Title	Category
2T1	Paper I Compulsory	Restoration and Eighteenth-Century English Literature	Core
2T2	Paper II Compulsory	Modern English Drama	Core
2T3(A)	Paper III	Indian Writing In English-II	Core
2T3(B)	Any one out of the four papers offered in Core category	Indian Diasporic Fiction-II	Core
2T3(C)		European Fiction and Drama	Core
2T3(D)		Asian Literature	Core
2T4(A)		Paper IV	The English Novel-II
2T4(B)	Any one out of the four papers offered in Core category	Comparative Literature	Core
2T4(C)		Cultural Studies-II	Core
2T4(D)		English Language Teaching	Core



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Master of Arts (M.A.) English Part-II Third Semester			
Code	Option	Title	Category
3T1	Paper I Compulsory	Romantic and Victorian Poetry	Core
3T2	Paper II Compulsory	Literary Criticism and Theory-I	Core
3T3(A)	Paper III	Nineteenth Century American Literature	Elective
3T3(B)	Any one out of the four papers offered in Elective category	Trauma Studies and Literature	Elective
3T3(C)		Pandemic Studies and Literature	Elective
3T3(D)		English Comedies	Elective
3T4(A)		Paper IV	Communicative English-I
3T4(B)	Any one out of the four papers offered in Core and Foundation category	Postcolonial Literature	Core
3T4(C)		The History of English Language-I	Core
3T4(D)		Dalit Literature-I	Core

Master of Arts (M.A.) English Part-II Fourth Semester			
Code	Option	Title	Category
4T1	Paper I Compulsory	Twentieth Century English Poetry	Core
4T2	Paper II Compulsory	Literary Criticism and Theory-II	Core
4T3(A)	Paper III	Twentieth Century American Literature	Elective
4T3(B)	Any one out of the four papers offered in Elective category	African American Literature	Elective
4T3(C)		Disability Studies	Elective
4T3(D)		Film Studies	Elective
4T4(A)		Paper IV	Communicative English-II
4T4(B)	Any one out of the four papers offered in Core and Foundation category	Research Writing and Presentation Skills in English Studies	Core
4T4(C)		The History of English Language-II	Core
4T4(D)		Dalit Literature-II	Core



M. A. Part I English First Semester

IT1 (Core) English Poetry from Chaucer to Milton Paper I (Compulsory)

Paper Objectives

1. To introduce England from the late Fourteenth to the early Seventeenth Century with its social, political, religious and economic conditions.
2. To trace the evolution of English Parliament from Plantagenet period to endeavoring of blending the spirit of the Renaissance and the Reformation
3. To give an account of the development of poetry and its different forms.

Learning Outcomes

Students will be able to understand

1. The changes that took place taking English Literature on the path of modernization
2. Different forms of poetry
3. The reasons behind the undercurrents of upheavals and disturbances prevalent in working classes leading to generation of a Progressive Spirit

Unit I

Background Study Topics: Hundred Year War, Black Death, Peasant's Revolt, Lollard Movement, Contribution of John Gower, Contribution of William Langland

Text for Detail Study: Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

Unit II

Background Study Topics: John Barbour, Contribution of John Wycliffe, The Rise of Ballad, English Chaucerians, Scottish Chaucerians

Texts for Detail Study: Shakespearean Sonnets: 1. Sonnet 01 - From fairest creatures we desire increase 2. Sonnet 18 - Shall I compare thee to a summer's day? 3. Sonnet No. 27- Weary with toil, I haste me to my bed 4. Sonnet 30- When to the sessions of sweet silent thought

Spenserian Sonnets: 1. Sonnet LXXV 2. Happy ye Leaves! When as those Lily Hands 3. Most glorious Lord of life, that on this Day 4. Fair is my love, when her fair golden hairs

Unit III

Background Study Topics: Historical poetry by Samuel Daniel and Michael Drayton, Contribution of George Herbert, Henry Vaughan, Abraham Cowley to Metaphysical Poetry

Texts for Detail Study: Poems by John Donne 1. Break of Day 2. Elegy VII: Nature's lay idiot, I taught thee to love 3. Love's Growth

Poems by Andrew Marvell <https://www.poetryfoundation.org/poets/andrew-marvell> 1. The Mower against Gardens 2. The Picture of Little T. C. in a Prospect of Flowers

Unit IV

Background Study Topics: The Puritanism, Contribution of Edmund Waller, Vestiarian Controversy, Millenary Petition, Cavalier Poets.

Text for Detail Study: John Milton: *The Paradise Lost* (Book II)

Reference Books recommended for further reading:

1. Legouis & Cazamian. *History of English Literature*
2. Beryl Rowland. *Companion to Chaucer Studies*, OUP.
3. Maurice Evans. *English poetry in the Sixteenth Century* Hutchinson's University Library.
4. Harold Bloom. *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House.
5. Angelica Duran. *A Concise Companion to Milton*, Wiley-Blackwell.



**M. A. Part I English First Semester
1T2 (Core) English Renaissance Drama
Paper II (Compulsory)**

Paper Objectives

1. To introduce students to the golden age of English drama and its evolution from the Middle Ages.
2. To widen the knowledge of the students about the prevalent Genres like Historical play, Tragedy, Tragi-comedy and Morality Plays of this era.
3. To impart knowledge about the salient characteristics of the Elizabethan age.

Learning Outcomes

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this era.
3. The learners will be able to critically examine the form of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed in the Jacobean period.

Unit I

Background Study Topics: The Renaissance, Mystery, Miracle and Morality Plays, Interludes, The University Wits.

Topics for Detail Study: Christopher Marlowe: *Doctor Faustus*

Unit II

Background Study Topics: The Destruction of Monasteries, Outbreak of plague in the Sixteenth Century, Peace Treaty of London, Defeat of Spanish Armada, Poor Relief Act of 1601

Topics for Detail Study: Shakespeare: *Othello*

Unit III

Background Study Topics: Theatres in the Elizabethan age, The reasons for the popularity of drama in the Elizabethan Age, Tudor despotism, Contribution of Edward Peele

Topics for Detail Study-Shakespeare: *Antony and Cleopatra*

Unit IV

Background Study Topics: Reasons for the decline of drama in the Jacobean age, Contribution of George Chapman, John Marston, Thomas Heywood, Thomas Middleton

Topics for Detail Study- John Webster: *The White Devil*

Reference Books recommended for further reading -

1. Stevens, David: *English Renaissance Theatre History*
2. C W R D Moseley: *English Renaissance Drama: A Very Brief Introduction to Theatre in Shakespeare's Time*
3. David Bevington, *English Renaissance Drama*
4. S. Lee and C.T. *Onions Life in Shakespeare's England*
5. Allardyce Nicholl, *English Drama*
6. A.C. Ward. *English Drama*



**M. A. Part I English First Semester
IT3 (A) Indian Writing in English-I**

Paper Objectives

1. To introduce the first phase of pre-independence Indian poetry and establish that these literary compositions are a testimony to the creative upsurge occasioned by the romantic spirit kindled by the literary renaissance.
2. To throw light on the depiction of middle and underprivileged classes in Indian English writing

Learning Outcomes

1. Students will find that Romanticism of Indian poets was fraught with nationalism, spirituality and mysticism and so was different from English romanticism
2. Students will learn the contribution of pre-independence Indian English writers who would plumb the depth of humble life and reveal dignity or majesty of middle class and underprivileged characters through their novels reflecting the social problems

Unit I

Background Study Topics: Zamindari Association, Bengal British India Society, Young Bengal, Contribution of Manmohan Ghose, Sri Aurobindo

Texts for detail study:

Toru Dutt: Baumaree, Our Old Casuarina Tree

Rabindranath Tagore: Songs from Gitanjali (I; XI; XXXV, LXXIV)

Sarojini Naidu: A Love Song from the North; Autumn song; Coromandel Fishers

Unit II

Background Study Topics: British Indian Association, The East India Association, Madras Mahajana Sabha, Surendranath Banerjee, The Contribution of Raja Rao to Indian English Fiction

Text for detail Study: Mulk Raj Anand: *Two Leaves and a Bud*

Unit III

Background Study Topics: Indian Association (1876), Ruin of India's traditional handicrafts, Partition of Bengal, Contribution of Kamala Markandaya

Text for detail study: R.K.Narayan: *The Financial Expert*

Unit IV

Background Study Topics: Surat Split, Minto Morley Reforms, The Lucknow Pact, Contribution of Ruth Pravar Jhabwala, Manohar Malgaonkar

Text for detail Study:

Bhabani Bhattacharya: *Music for Mohini*

Books Recommended for further reading:

1. *Poems of Rabindranath Tagore*, UBS Publishers, New Delhi.
2. Swati Ganguli. *Rabindranath Tagore and the Nation*. Purnaschat Publisher, 2012
3. Dr S.Sen (Ed.) Sarojini Naidu, *Selected Poems*, Unique Publisher
4. Makarand Paranjape. *Sarojini, Naidu*. Rupa and Co. 2010
5. Makarand Paranjape. *Indian Poetry in English*, (Madras: Macmillan, 1993)



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M. A. Part I English First Semester
1T3 (B) INDIAN DIASPORIC FICTION-I

Paper Objectives:

To understand

1. the concept of marginalization, indentured labour and the problem of acculturation
2. the concept of cosmopolitanism in writings of diaspora writers
3. the concept of ethnic identities and politics of nationality and citizenship in diaspora fiction
4. the problem of gender and identity in Indian diaspora

Paper Outcomes:

The students will be able to

1. understand the concept of marginalization, indentured labour and the problem of acculturation
2. to understand the problem of gender and identity in Indian diaspora
3. to understand the concept of ethnic identities and politics of nationality and citizenship in diasporic fiction
4. to understand the concept of cosmopolitanism in writings of diaspora writers

UNIT I

Background Topics: Diaspora, Nationalism, Identity, Assimilation.

Topic for Detail Study: Rohinton Mistry: *Such a Long Journey*

UNIT II

Background Topics: Acculturation, Cultural Hybridity, Multiculturalism, Creole.

Topic for Detail Study: Chitra Banerjee Divakaruni: *The Mistress of Spices*

UNIT III

Background Topics: Living Space, Imagined Community, Imaginary homeland.

Topic for Detail Study: Jhumpa Lahiri: *The Interpreter of Maladies*

UNIT-IV

Background Topics: Globalization, Nationalism, Ambivalence, Alienation.

Topic for Detail Study: Bharti Mukherji: *Desirable Daughters*

Books recommended for further reading

1. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998
2. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi, 2000
3. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi 2002
4. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge. London & New York, 2008
5. Dr. M. K. Gautam. *Indian Diaspora: Ethnicity and Diasporic Identity*
6. Devesh Kapoor. *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*
7. Dr. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons
8. Sanjay Palwekar, Hatice Sitki, Qingxin Jiang (Ed.). *Multiculturalism: Dynamics and Challenges*, Authorpress, 2014.
9. Dr Sujata Chakravorty. *Critical Insights into the Novels of Rohinton Mistry*, Discovery Publication House Pvt. Ltd. 2014
10. Dr Smeeta A. Wanzari. *Voices from the Indian Diaspora*, Dattason.



**M.A. Part I English First Semester
IT3 (C) Indian Writing in English Translation**

Paper Objectives

1. To throw light on the hymns in the Vedas, the epics Ramayana and Mahabharata and the plays of Kalidas and Sudrakka.
2. To discuss the poets like Basavanna, Mahadeviakka, Banabai to the songs of Kabir and Tukaram
3. To discover the contributions of the Progressive Urdu

Learning Outcomes

Students will be

1. Introduced to Ancient Indian Classical Literature in Sanskrit language
2. Introduced to a rich syncretic spiritual alternative to Brahmanism and ritualism
3. Able to learn about writers of post-independence writing like Nirmal Verma, Mahashweta Devi and Ambai

Unit I: Ancient Indian Classical literature:

Background topics: Panini, Early Sanskrit Drama and Music, Mytho-Pastor Plays, Domestic and Heroic Life in early Sanskrit literature

Texts for detail study: 1. Kalidas: *Shakuntala*, 2. Sudraka: *Mrichikatika*

Unit-II: Medieval Bhakti Literature:

Background Study topics: Original and Legendary Tradition in literature, Pantheism, Vedic Religion, Reaction to Brahmanical Ritualism

Texts for detail study:

1. Kabir *Selections from Kabir* (Macmillan) Poems nos. I, VII, XII, XVI, XVII, XVIII, XXI, XXV, XXX, XXXIII, XXXVIII, XLI, LXVI.

2. A K Ramanujan, *Speaking of Siva*. Poems Basavanna 52, 70, 84. Mahadeviakka, poems 87, 68 & 273.

Unit –III: Nineteenth Century Renaissance:

Background Topics: Lingayat Movement, Brahma Samaj, Arya Samaj, Neo- Vedanta, Bankim Chandra Chatterjee

Text for detail study: Fakir Mohan Senapati: *Six Acres and a Third*

Unit -IV: Twentieth Century Writing:

Background Study Topics: The Progressive Writers Movement, Literature from North East India, Journalism during Emergency, Influence of Caste and Region

Texts for detail study: The following short stories [From *A Clutch of Indian Masterpieces* edited by David Davidar] Munshi Premchand: *The Shroud*, Sadat Hasan Manto: *Toba Tek Singh*, Mahashweta Devi: *Draupadi*, Ambai: *In a forest, a Deer*, Amrita Pritam: *The Revenue Stamp*

Recommended further Reading:

1. S.N Dasgupta, *Theory of Rasa*
2. A K Ramanujan, *The Collected Essays* {Section III Essays on Bhakti and Modern Poetry} Oxford University Press.
3. A.K. Mehrotra (ed.) *An Illustrated History of Indian Literature in English*
4. Satya K Mohanty (ed.) *Colonialism, Modernity and Literature*
5. Rakshanda Jalal. *Liking Progress, Loving Change* (OUP)
6. PC Kar. (ed.) *Rethinking Indian English Literature: Theory and Praxis* (Pencraft)
7. Dr Priya Wanjari: *Amrita Pritam-Her Poetry and Literature*, Dattsons



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**M. A. Part I English First Semester
IT3 (D) Indian Literary Criticism**

Paper Objectives

1. To help students develop critical thinking skills.
2. To take Students to a higher level of cognitive thought by evaluating what the critic said
3. To make students understand the basics of creative writing
4. To apply criticism to the piece of literature in ways that the reader may not have originally thought.

Learning Outcomes

Students will be able

1. To develop sense and understanding about literary theories
2. To think critically without the bias or prejudice or preconceived notions.
3. To study different points of view in the context of different genres of literature
4. To judge and evaluate the literature of the present time.

Unit I

Bharat Muni: *On Natya and Rasa: Aesthetics of Dramatic Experience*

Unit II

Bhartrhari: *On Syntax and Meaning*

Unit III

Dandin: *Sarga-Bandha: Epic Poetry*

Abhinav Gupta: *On Santa rasa: Aesthetic Equipoise*

Unit IV

Anandavardhana: *Dhvani: Structure of Poetic Meaning*

Books Recommended for further reading:

1. G. N. Devy, *Indian Literary Criticism* (Orient Longman, 2002)
2. V.S. Seturaman, *Indian Aesthetics: An Introduction* (Macmillan, rpt. 2005)
3. P. V. Kane, *History of Sanskrit Poetics*.
4. EV Ramakrishnan, *Locating Indian Literature*, Orient Blackswan pvt. Ltd



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

M.A. Part I (English) First Semester
IT4 (A) The English Novel I

Paper Objectives

1. To introduce students to the flowering of English Novel and the factors contributing to it
2. To create general awakening among the students of feeling and sensibility found in the eighteenth century English Novel
3. To introduce students to the literary works based on the themes from History
4. To present as a literary form to instruct and to elevate the mind of young through themes of ordinary daily life of middle class people as novel is the form of literature closest to realism

Learning Outcomes

1. The students will be able to differentiate in the different forms of novels and know how is novel different from other forms of writing.
2. They will learn about different narrative techniques applied to novels to suit immense variety of social setting, of incidents and or characters.
3. The students will learn how a historical novel reconstructs the life of the past.

Unit I

Background Study Topics: The causes of rise of novel in the first half of eighteenth century, Contribution of Samuel Richardson, Tobias Smollett, Laurence Sterne and Daniel Defoe, The Picaresque Novel

Text for Detail Study: Henry Fielding: *Tom Jones*

Unit II

Background Study Topics: The Causes of decline of Novel after Fielding, Gothic and Oriental Romance: Contribution of Horace Volpole, Anne Radcliff, Matthew Lewis, Clara Reeve, William Backford

Text for Detail Study: Mary Shelley: *Frankenstein*

Unit III

Background Study Topics: The novel of sensibility; Contribution of Henry Brook and Henry Mackenzie, Novel in Romantic Era, Contribution of Women Novelists, Maria Edgeworth, Sussane Ferrier, Mary Rusell Mitfort

Text for Detail Study: Jane Austen: *Mansfield Park*

Unit IV

Background Study Topics: Contribution of Bulwer Lytton, William Harrison Ainsworth, George P. R. James, Charles Lever, Fredric Marryat, Romantic and Historical Novel

Text for Detail Study: Walter Scott: *Ivanhoe*

Reference Books for further reading

1. I.Watt, *The Rise of the Novel. Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. J.M.S. Tomkins, *The Popular Novel in England* (London, 1932)
3. A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)
4. David Daiches, *A Critical History of English Literature, Vol. III & IV* (Allied Publisher, 1969).
5. A. Burgeus: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)



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NAAC Reaccredited Grade 'B'

M.A. Part I (English) First Semester
IT4 (B) Literature and Gender

Paper Objectives

1. To introduce Indian women poets from the ancient and medieval period
2. To introduce students to the status of women in India during the Indian Renaissance and reform movement.
3. To bring our status of women in post Industrial Revolution period
4. To acquaint the students to the contemporary writers with Feminist approach to literature.

Learning Outcomes

The students will

1. Be able to examine a role played by religion in realizing feminist aspirations:
2. Develop critical perspective on the position of women in India
3. Understand British and American feminism

Unit I

Background Study Topics: Buddhism and Women, The Veershaivite women poets, The Bhakti movement, Akkamahadevi, Mirabai

Texts for Detail Study:

- a) From Therigatha, Sumangalamata & Mettika, pp 69-70, Vol I
- b) Janabai: "Cast off all Shame" p83, Vol I

Unit II

Background Study Topics: Jyotiba Phule and Savitribai, Pandita Ramabai, Laxmibai Tilak, Anandibai Joshi, Rokeyya Shekhawat Hossain

Texts for Detail Study: Tarabai Shinde: *Stri Purush Tulana* (A Comparison of Men & Women) Extract.

*Extracts of these women poets and writers from Susie Tharu and K. Lalitha: *Women Writing in India Vols I & II*, OUP, New Delhi, 1991.

Unit III

Background Study Topics: Mary Wollestonecraft, The Abolitionist movement and Sojourner Truth, The Suffragette movement, *A Room of One's Own*, *The Second Sex*

Text for Detail Study: Charlotte Perkins Gilman: *The Yellow Wallpaper*

Unit IV

Background Study Topics: Elaine Showalter, Kate Millet, Sandra Gilbert and Susan Gubar, French Feminist Critics, Black feminism, Judith Butler

Text for Detail Study: C.S. Ambai: *The Squirrel*

Books recommended for Background reading:

1. Susie Tharu and K. Lalitha (ed.) : *Women Writing in India Vols I & II*, OUP, New Delhi, 1991
2. Elaine Showalter. *Towards the Feminist Poetics*
3. David Lodge. *Twentieth Century Literary Criticism: A Reader*, Vol. I and II
4. Priya D. Wanjari, *Understanding Feminism - Philosophy, Waves and Achievements*, Dattasons, (Delhi, 2014)
5. Dharmdas Shende, Sanjay Palwekar (Ed.). *Caste, Gender and Race: A Politics of Hegemony*. Authorspress, 2020.
6. Sanjay Palwekar. *Human Rights and Literature*, Authorspress.



**M.A. Part I (English) First Semester
IT4 (C) CULTURAL STUDIES I**

Paper Objectives

1. Analyse and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and 'popular' culture.
2. Apply one or more concepts of cultural studies to unique research problems.
3. Demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcomes

1. Students will discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.

Unit I Introduction to Cultural Studies

Background Study Topics: Matthew Arnold's 'Culture and Anarchy', 'Leavisism', Centre for Contemporary Cultural Studies (Birmingham), Claude Levi-Strauss and Myths, Will Wright and the American Western

Texts for Detail Study: 1. Raymond Williams: *The Analysis of Culture* 2. Roland Barthes: *Myth Today*

Unit- II: Cultural and Literary Studies

Background Study Topics: Antonio Gramsci and hegemony, Pierre Macherey and Literary Production, Foucault and *The History of Sexuality*, Orientalism and Hollywood's Vietnam War, Hardt and Negri's 'Empire'

Texts for Detail Study: 1. Stephen Greenblatt: *Renaissance Self-Fashioning: Introduction*
2. Gauri Viswanathan: *The Beginnings of English Literary Study in British India*

Unit-III: Gender and Sexuality

Background Study Topics: Body cultures, masculinity studies, gynocriticism, heteropatriarchy, Adrienne Rich's lesbian continuum, Queer theory

Texts for Detail Study: 1. Simone de Beauvoir: *The Independent Woman* 2. Judith Butler: *Subversive Bodily Acts*

Unit- IV: Cinema and Cultural Studies

Background Study Topics:

Cinema and ideology, film genres, film reception, Hindi films and 'Mother India', Bollywood hero and masculinity, fan studies

Texts for Detailed Study: 1. Laura Mulvey: *Visual Pleasure and Narrative Cinema*
3. M.K. Raghavendra: *Structure and Form in Indian Popular Film Narrative*

Prescribed Textbook:

Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021.

Reference Books for further reading:

1. Banerjee Prantik. *Theory in Praxis: Discourses on Literature and Culture*, Dattsons Publications, Nagpur, 2021.
2. Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
3. During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
4. Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
5. Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*, Special Indian Edition, 2017.
6. Nayar, Pramod, *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.



**M.A. Part I (English) First Semester
1T4 (D) English Prose**

Paper Objectives

1. To cover the origins of English prose and to study the literary influence of the Bible.
2. The rise of the periodical essay will be highlighted and will focus on 'Life Writing' covering genres.
3. Students will be able to identify different types of narrative techniques and to assess mastery in aspects of plot, setting, themes and characters.

Learning Outcomes

Students will be able to

1. Understand different varieties of prose
2. Gain ability to discuss imaginary constructs dealing with many contemporary themes particularly with Detective fiction
3. Compose prose material employing the strategies of more than one genre

Unit I

Background Study Topics: Paston Letters, Medieval romances of Thomas Malory (Mort D'Arthur), Thomas More (Utopia), John Lyly (Euphues), The New Atlantis, Influence of the Bible on English Prose
Text for Detail Study: John Bunyan: *The Pilgrim's Progress*

Unit –II: Background Study Topics: Causes for the popularity of periodical essays, Character Writers Joseph Hall, Sir Thomas Overbury, John Earle, The Grasmere Journals, Contribution of Thomas De Quincey

Text for Detail Study: James Boswell: *Life of Johnson*

Unit III

Background Study Topics: Growth of the reviews and magazines (The Edinburg Review, The Quarterly Review, Blackwood's Edinburg Review, The London Magazine, Influence of Scientific thought on Victorian England (Darwin)

Texts for detail study:

1. Thomas Carlyle: *The Hero as Poet*
2. John Ruskin: *Sesame and Lilies* (Lecture II: Of Queens' Gardens)

Unit IV (Detective Fiction):

Background Study Topics: Wilkie Collins, Sherlock Holmes, Hercule Poirot, Miss Marple

Texts for Detail Study:

Agatha Christie: *The Murder Of Roger Ackroyd*

Reference Books Recommended for Further Reading:

1. Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
2. David Daiches *A Critical History of English Literature* (Vol. IV)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. R. Alter, *Prose. Encyclopedia Britannica*.
5. W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)



M.A. Part I (English) Second Semester
2T1 Restoration and Eighteenth-Century English Literature
Paper I (Compulsory)

Paper objectives

1. To focus on the writings of the Restoration, Neo-classical and Pre-romantic period
2. To indict the vanities and idleness of high-class society in the eighteenth century England
3. To introduce students to the different forms of approach in literature that occurred during the period

Learning Outcomes

1. Students will learn about the politics that brought turmoil in the Seventeen century England
2. Students will learn how Pope's use of the mock-epic form is intricate and exhaustive
3. Students will be able to compare and contrast Restoration, Neo-classical and Romantic revival literature

Unit I

Background Study Topics: The Civil War, The Court Poets of the Restoration, Restoration of Monarchy, The Royal Society, Development of Satire

Text for detail study: John Dryden: *Absalom & Achitophel*

Unit II

Background Topics: Samuel Butler's *Hudibras*, Growth of Coffee Houses, The Great Fire of London, The Glorious Revolution, Characteristics of Neo-Classicism

Text for detail study: Alexander Pope: *The Rape of the Lock*

Unit III

Background Topics: War of Spanish Succession, Collapse of South Sea Bubble, Tenure of Sir Walpole as Prime Minister, Expansion of British Empire.

Text for detail study: Jonathan Swift: *The Battle of the Books*

Unit IV

Background Topics: Poets of Revolt, Poets of Transition, Graveyard Poets, Thomas Percy's *Reliques of Ancient English Poetry*

Texts for detail study:

Thomas Gray: *Elegy Written in the Country Churchyard*.

William Blake: *Echoing Green, A Poison Tree, The Angel*

Reference Books Recommended for Further Reading:

Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)

A. R. Humphreys, *The Augustan World* (London, 1954)

J. Sutherland, *A Preface to Eighteenth Century Poetry*. (Oxford, 1948)

P. Rogers, *An Introduction to Pope* (London, 1975)

Yogesh Sarode, *Galaxy of English Essayists* (English Essay's Treasure of Wisdom from Middle to Modern English Period) (Khama Publishers, 2022)



**M.A. Part I (English) Second Semester
2T2 Modern English Drama
Compulsory Paper-II**

Paper Objectives

1. To study dramatist coming in the category of social reformers
2. To understand the mood of anger effectively epitomized through 'Angry Young Man' characters
3. To understand the attempts to revive the poetic drama
4. To bring our implementation of philosophical thoughts which were Absurd and Existential

Learning Outcomes

1. Students will learn about moral and social order in contemporary life through bold criticism in problem plays
2. Students will learn about dramatists who vociferously protested prevalent social institutions
3. Students will come to know about dramatists who were shaping force of Poetic drama in the literature of twentieth century
4. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama

Unit I

Background Study Topics: The Problem Play, Contribution of Oscar Wilde, Granville Barker, J.M.Barrie, John Galsworthy.

Text for detail study: G.B. Shaw: *The Apple Cart*

Unit II

Background Study Topics: The Abbey Theatre, Kitchen Sink Drama, Angry Young Man characters by John Braine, John Wain, Alan Sillitoe, Arnold Wesker

Text for detail Study: John Osborne: *Look Back in Anger*

Unit III

Background Study Topics: The revival of poetic drama, Comedy of Noel Coward, Drawing room plays, Alan Ayckborn

Text for detail Study: T.S. Eliot: *The Family Reunion*

Unit IV

Background Study Topics: The Theatre of Absurd, Existentialism, Myth of Sisyphus, Tom Stoppard, the Radio Plays, Harold Pinter

Text for detail study: Samuel Beckett: *Waiting for Godot*

Books for further Reading:

1. Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
2. David Daiches *A Critical History of English Literature* (Vol. IV)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. Javed Malick, (ed.) *Samuel Beckett: Waiting for Godot*
5. Albert Camus, *Myth of Sisyphus*. (Penguin Publications)



M.A. Part I (English) Second Semester
2T3 (A) Indian Writing in English II

Paper Objectives To understand

1. Modern and Postmodern phase of Indian English poetry
2. Feminine sensibility in the post-Independence Indian English fiction.
3. To establish modern Indian English Novelists as makers of new patterns and traditions.
4. cumulative theatrical tradition evolved by modern Indian play writers prepared the background of contemporary Indian English theatre

Learning Outcomes Students will

1. Interpret how the modern or experimental Indian English poetry is part of the process of modernization in which an independent culture emerges
2. Understand how the post-Independence shift in the attitude towards women has led to their improved status in society.
3. Come across the postcolonial world plagued by neocolonial catastrophe like economic disorder, social malaise, governmental corruption and state repression as shown in the fiction of modern Indian novelists.
4. Find that the Contemporary Indian drama, deviating from classical and European models, is experimental and innovative in terms of thematic and technical qualities.

Unit I

Background Study Topics: Problem of Refugee after Independence, Introduction of Five year plan, Indian Constitution and first general elections, Linguistic Reorganization, Dalai Lama's escape to India

Texts for Detail Study

Nissim Ezekiel: Case Study, Poet, Lover, Birdwatcher, Background Casually

Kamala Das: The Freaks, Jaisurya, The Looking-Glass, The Sunshine Cat

A.K. Ramanujan: Obituary, Small Scale Reflections on a Great House,

Of Mothers, Among Other Things, Love Poem for Wife I

ArunKolatkar: From Jejuri -Heart of Ruin, The Priest's Son, Yeshwant Rao, The Railway Station, An Old Woman

Unit II

Background Study Topics: Indus Water dispute, Liberation of Goa and Puducherry, Beginning of Naxalite Movement, Contribution of Shashi Deshpande, Namita Gokhale

Text for Detail Study: Anita Desai: *Clear Light of the Day*

Unit III

Background Study Topics: Reorganization of North East Act 1971, Shimla Pact, J.P. Movement, Emergency, Contribution of Anita Nair

Text for Detail Study: Arun Joshi: *A Strange Case of Billy Biswas*

Unit IV

Background Study Topics: Environment Protection Act 1986, Mandal Commission Report, Economic Liberalization, Contribution of Vijay Tendulkar, Girish Karnad

Text for Detail Study: Mahesh Dattani: *Bravely Fought the Queen*

Books Recommended for further reading:

1. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes.* New Delhi, 1991.
2. Angelie Multani (ed.) *Mahesh Dattani's Plays: Critical Perspectives* (Delhi: Pencraft)
3. S.K. Mittal. *Arun Joshi: A Critical Study*, Omega Publication, 2011.
4. A. Das. *Anita Desai: A Critical Study*, Omega Publication, 2011
5. K.R. Srinivasa Iyengar, *Indian Writing in English* (New Delhi, Sterling Publishers Pvt Ltd, 2008)
6. Haq, Kaiser (ed). *Contemporary Indian Poetry*, (Columbus: Ohio State University Press, 1990.
7. Makarand Paranjpe, *Indian Poetry in English*, (Madras: Macmillan, 1993)
8. Vandana Bhagdikar. *Fiction of Namita Gokhale: A Critical Study*. Prestige Books International, New Delhi, 2015.



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M. A. Part I English Second Semester
2T3 (B) Indian Diasporic Fiction-II

Paper Objectives

1. To establish that Diaspora writing occupies a place of great significance regarding bond among countries and cultures.
2. To throw Light on the various reasons of Migration like historical, political, economic including higher education, better prospects and marriage.
3. To make the students realize how strongly the Indian community has shown greater sense of adjustments, adaptability, mobility and accessibility.

Learning Outcomes

1. The students will learn characteristic features of the diaspora writings such as quest for identity, uprooting and re-rooting, insider and outsider syndrome, nostalgia and nagging sense of guilt.
2. The learners will explore how Indian Diaspora writings has helped in establishing a strong network connecting the entire globe.
3. The commonality and inclusiveness of India will be seen from a new point of view.

Unit I

Background Study Topics: Homeland Influences, Host land Pressures, Conditions of Expatriation, The Host land-Homeland Ambiguity,

Text for Detail Study: Salman Rushdie: *Shame*

Unit II

Background Study Topics: Multicultural Identities, Diaspora and Utopia, Hybridity, Historical Understanding

Text for Detail Study

V. S. Naipaul: *A House for Mr. Biswas*

Unit III

Background Study Topics: Language and Culture as Diasporic Markers, The Economic Dimension, Displacement, Common notion of "peoplehood".

Text for Detail Study: Kiran Desai: *The Inheritance of Loss*

Unit IV

Background Study Topics: Survival of Minority, Structuring their communities and adapting to their host lands, Political Relationships with the Homeland, Questions of Location

Text for Detail Study: Arvind Adiga: *The White Tiger*

Reference Books recommended for further reading

11. Dr. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons
2. Dr. M. K. Gautam. *Indian Diaspora: Ethnicity and Diasporic Identity*
3. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998
4. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi.
5. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi
6. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge.
7. Dr. Sujata Chakravorty. *Critical Insights into the Novels of Rohinton Mistry*. Discovery Publication House Pvt. Ltd. 2014
8. Dr. Sneeta A. Wanzarri. *Voices from the Indian Diaspora*, Dattason.



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M.A. Part I (English) Second Semester
2T3 (C) European Fiction and Drama

Paper Objectives

1. To introduce the epic of Homer and Virgil, Tragic Drama under Aeschylus, Sophocles and Euripides and comedy under Aristophanes and Plautus
2. To introduce the key contributions of Boccaccio, Dante Alighieri and Petrarch, Dante's *Divine Comedy*, The influence of the *Decameron* and Petrarch's sonnets
3. The birth of the literary movements of Romanticism and Naturalism, The influence of Kant and Rousseau will be dealt with
4. Strindberg, Ionesco, Pirandello, Jean Genet and Brecht in theatre and Thomas Mann, Franz Kafka and Albert Camus for fiction will be singled out for special attention.

Learning Outcomes

1. Students will be able to understand the contribution of classical texts to the development of modern texts
2. Students will learn the characteristics of the literature of the medieval period
3. Students will learn about the social and political events of the time that created a vibrant intellectual atmosphere.
4. Students will understand the influence of the WW-I and WW-II on European fiction and drama

Unit I: Classical Texts

Background topics: Normandy Conquest, Feudalism, Chivalry, Knighthood, Magna Carta

Texts for detail study: 1. Homer *Odyssey* 2. Sophocles *Antigone*

Unit II: Medieval Europe

Background topics: Boccaccio, Petrarch, Dante and Beatrice, The Gutenberg Bible, Niccolo Machiavelli

Text for detail study: Cervantes: *Don Quixote*

Unit III: Nineteenth Century European Drama and Fiction

Background Topics: Sturm and Drang playwrights, Emile Zola and Naturalism, Victor Hugo,

Rousseau's *Emile*, Goethe's *The Sorrows of young Werther*

Text for detail Study: 1. Gustave Flaubert: *Madam Bovary* 2. Henrik Ibsen: *Doll's House*

Unit IV: Twentieth Century European Drama and Fiction

Background Topics: Avant Garde theatre, Alienation Effect, Existentialism and Camus, Thomas Mann, Heroism in post war European drama

Text for detail Study: 1. Kafka: *Metamorphosis* 2. Bertolt Brecht: *Mother Courage*

Recommended Books for further reading:

Harold Bloom. *The Western Canon* 1994 (For unit II)

Hayden White. *The Historical Imagination in Nineteenth Century Europe* (for Unit. III)

George Steiner. *Death of Tragedy* (Chapter 'On Modern Tragedy')

Raymond Williams. *Tragedy and Revolution*

Martin Esslin. *Theatre of the Absurd*



M. A. Part II (English) Second Semester
2T3 (D) Asian Literature

Paper Objectives

1. To understand the concept of global literature
2. To trace the place and contribution of Asian Literature to global literary horizon.
3. To critically analyse the Eastern entity against the western view of life

Learning Outcomes

1. Students will know about the themes and issues dealt by Asian writers
2. Students will be able to trace the contribution of Asian Writers in the literary field.
3. Students will understand the different cultures and traditions through the literary works.

Unit I This unit will deal with the literary works of the writers from India, Pakistan and Bangladesh

Topics for Background study: Bapsi Sidhwa, Monica Ali, Zia Haider Rahman, Tasleema Nasreen

Text for detail study: Kamila Shamsie: *Broken Verses*

Unit II This unit will with the literary works of writers from Nepal, Tibet, Sri Lanka & Afghanistan

Topics for Background study: Manjushree Thapa, Thubten Samphel, Shyam Selvadurai, Michael Ondaatje, Atiq Rahimi

Texts for Detail Study- Khaled Hosseini: *A Thousand Splendid Suns*

Unit III This unit will deal with the literary works of writers from Southeast Asia- Singapore, Malaysia, Burma & Cambodia

Topics for Background study: Rachel Heng, Sharlene Teo, Tan Twan Eng, Nu Nu YEE, Theary Seng

Text for detail study: Abdulla Hussain: *Interlok*

Unit IV This Unit will work with the literary works of writers from Korea, China.

Topics for Background study: Mishima Yukio, Banana Yoshimoto, Suki Kim Kyung-sook Kim, Yan Lianke

Text for detail study: Han Kang: *The Vegetarian*

Books recommended for Background reading:

1. Shubha Mishra & Urmila Dabir: *Asian Literature in English: Identity and Survival*, Prestige Books International, New Delhi, 2017.
2. Theodore Barry and Irene Bloom: *Approaches to the Asian Classic*, Columbia University Press 1990.
3. Barbara Stoler Miller: *Masterworks of Asian Literature in Comparative Perspective*, East gate, New York, 1994.
4. Yasmin Hussein: *Writing Diaspora: South Asian Women, Culture and Ethnicity*, Ashgate, England.



**M.A. Part I (English) Second Semester
2T4 (A) The English Novel II**

Paper Objectives

To Trace

1. Varied moods of Victorian novelists and Victorian form of novel
2. Progress that women Novelists made from Elizabethan to the Victorian Age
3. Different schools of fiction, different types of novels, different techniques of plot construction and characterization in Modern English Novel

Learning Outcomes

Students will understand

1. The difference in the themes and techniques of Victorian and Modern Novels from earlier novels
2. The positive change in the status of women as compared to the earlier times, as reflected in the themes of the novels that women have written
3. The social problems of England during the Victorian and Modern age that found passionate exponent in the novel of those times

Unit I The Early Victorian Novels and Early Victorian Women Novelists

Topics for Background Study: Contribution of Charles Dickens, Elizabeth Gaskell, W. M. Thackeray, Charlotte Bronte, George Eliot

Text for Detail Study: Emily Bronte: *Wuthering Heights*

Unit II the Later Victorians

Topics for Background Study: Contribution of George Meredith, Henry James, John Watson, George Gissing, George W. S. Brown, John Galt

Text for Detail Study: Thomas Hardy: *Far from the Maddening Crowd*

Unit III Stream of Consciousness Technique

Topics for Background Study: The Bloomsbury Group, Contribution of James Joyce, Virginia Woolf, Joseph Conrad and D.H. Lawrence

Text for Detail Study: Henry James: *The Portrait of a Lady*

Unit IV Popular British Novelists of the Twentieth Century

Topics for Background Study: Cultural Hypocrisy, Political Fiction, Dystopian Novel, George Orwell's Allegory, Aldous Huxley

Text for Detail Study: William Golding: *Lord of the Flies*

Books Recommended for further reading:

1. A Friedman. *The Turn of the Novel* (New York 1966)
2. Boris Ford (ed.) *From James to Eliot* (New Pelican Guide to Eng. Lit, vol. 7)
3. R Ellman. *James Joyce* (London, 1984)
4. A Burgess. *The Novel Now* (London, 1967)
5. B Bergonzoi. *The Situation of the Novel* (London, 1970)



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M.A. Part I (English) Second Semester
2T4 (B) Comparative Literature

Paper Objectives

To introduce students to

1. The theories of translation
2. The literary movements during the Romanticism in different literatures
3. The classics in English or English translation by means of analogy and parallel studies.

Learning Outcomes

Students will understand

1. The concepts, approaches, problem of the study of comparative literature
2. The variant approaches towards life in modern world.
3. The approach of poets from different social backgrounds.

Unit I (Theory):

Topics for Background Study: General Literature, World Literature, Methodology the Study of Genres, Major genres in world literature, generic classifications, Theory of Genres.

Topics for Detail Study: What is comparative literature? Different Definitions of Comparative literature, Theories of Comparison, the scope and relevance of the subject in Indian context, The study of translation; Theory; adaptation; abridgement; literal vs. Literary reading; literature and other disciplines; literature and ideas.

Unit II: (Literary Movements): Topics for Background Study: Rousseau, French Revolution, Romantic Humanism, American Transcendentalism

Texts for Detail Study: The poets: Shelley and Balkavi; The Poets: Wordsworth and Keshavsut

Unit III: Topics for Background: Darwin, Freud, Nietzsche, Industrialization

Texts for detail study: (Modernism): The poets T Eliot and Ba.Si.Mardhekar

Unit IV. Topics for Background: Harlem Renaissance, World War II, Dalit Renaissance; Self-narrative, Autobiography, Cultural Politics

Texts for Detail Study: Claude Brown's *Manchild in the Promised Land* and Laxman Gaikwad's *The Branded*

Books Recommended for further reading:

1. SS Prawer, *Comparative Literary Studies: An Introduction*
2. Henry Gifford, *Comparative Literature*
3. Sisir Kumar Das, *Comparative Literature: Theory and Practice*
4. Chandra Mohan (ed) *Aspects of Comparative Literature* (New Delhi, 1989)
5. M.H. Abrams, *The Mirror and the Lamp*
6. CM Bowra, *The Romantic Imagination*



**M.A. Part I (English) Second Semester
2T4 (C) CULTURAL STUDIES –II**

Paper Objectives

1. To analyze and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and 'popular' culture.
2. To apply one or more concepts of cultural studies to unique research problems.
3. To demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcomes

1. Students will learn strategies to connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.
2. Students will learn to develop their analyses of culture through oral and written modes of communication, with an emphasis on the skills of critical analysis and close reading, building a foundation for further study of Cultural Studies theory and praxis.

Unit I: Popular Culture Background Topics: Cultural populism, Guy Debord's *Society of Spectacle*, Disneyfication, Andy Warhol and pop art, popular culture and popular press, youth and pop music

Topics for Detailed Study: 1. The Consumption of Everyday Life: theories of consumption, spaces of consumption, fan culture, shopping as popular culture 2. Indian literary forms of Popular Culture: Chick Lit, Crick Lit, Neo-mythological novels, Graphic fiction

Unit-II Intersectionality and Interdisciplinarity

Background Topics: Repressive State Apparatuses (RSAs) and Ideological State Apparatuses (ISAs), David Harvey and *The Condition of Postmodernity*, Circuit of consumption, Globalization and homogenization, Glocalization, Cultural hybridization

Texts for Detailed Study: 1. Donna Haraway: *A Cyborg Manifesto* 2. Arjun Appadurai: *Disjunction and Difference in the Global Cultural Economy*

Unit III: Popular Culture and Media Background Topics: John Fiske and Wrestling as TV spectacle, 'The Great Indian Wedding' in Indian films, TV soap operas and Indian women, Netflix and changing viewership, Amul ads and India

Texts for Detailed Study: 1. Stuart Hall: *Encoding, Decoding* 2. Analysis of Rajkumar Hirani's *3 Idiots* as a cultural text through Objects, Actions and Behaviour depicted.

Unit-IV: Digital Cultures and Virtual Worlds

Background Topics: Simulacra and simulation, Hyperrealism, Manuel Castells and network society, Frank Webster and the information society, Project Gutenberg and Folger Shakespeare projects

Texts for Detailed Study: 1. Jodi Dean: *The Net and Multiple Realities* 2. Pramod Nayar: *The Selfie and the World*

Prescribed Textbook

Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021.

Reference Books for further reading:

1. Banerjee Prantik. *Theory in Praxis: Discourses on Literature and Culture*, Dattsons Publications, Nagpur, 2021.
2. Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
3. During, Simon, *The Cultural Studies Reader*. New York: Routledge, 2007.
4. Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
5. Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*, Special Indian Edition, 2017.
6. Nayar, Pramod, *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.



M.A. Part I (English) Second Semester 2T4 (D) English Language Teaching

Paper Objectives

1. To develop language skills and to enhance the understanding of situational contexts
2. To explicitly attend to the interrelationship between the subject matter, learning and the potential of a classroom
3. To learn the various aspects of language important in defining the cultural constructs
4. To use digital tools to keep up with the contemporary teaching learning environment

Learning Outcomes Students will be able

1. To improve their understanding of language skills and acquisition
2. To use and interpret language in situational contexts
3. To acquire the nuances of language in a cultural context
4. To practice the digital tool for dissemination of knowledge in contemporary academic atmosphere

UNIT I Background Topics: Globalization and English (Explanation in short; Three Language Formula & Recommendations of Kothari Commission), Difference between written and spoken English, Guided versus free composition, Significance of communicative English in the process of Teaching and Learning, Received Pronunciation and Challenges

Topics for Detail Study: Status of English in India – Role of English in Education, Employment and Society – Aims and Objectives of English Language Teaching in India – Contemporary Challenges and Opportunities - Accent and Composition – Similarity and Dissimilarity in sentence structure in comparison with English and other languages

UNIT II Background Topics: Role of culture in studying literature in English Language, Difference between teaching language and teaching literature, Interlanguage, Factors affecting second language learning, challenges in translation from regional language to English

Topics for Detail Study: Major theories of language learning – key principles of Behaviorism; its advantages and limitations – key principles of cognitivism; its advantages and limitations – language acquisition and language learning, Culture as a factor in composition (especially structure, emphasis on all types of English prevalent)

UNIT III Background Topics: Role of the internet in language teaching, Virtual classrooms and virtual learning, Advantages and limitations of computers in language teaching, Use of multimedia in teaching English, Challenges in using technology in Indian

Topics for Detail Study: Merging traditional and modern teaching aids and tools (blackboard, charts, models, overhead projectors) –modern teaching aids and tools (computers, language labs, interactive electronic boards, etc.) –role of ICT in language learning and teaching. Use of MOOCs, MOODLEs etc. to enhance virtual understanding

UNIT IV Background Topics: Importance of feedback in assessment, Difference between testing and assessment, Reliability and validity, Advantages and limitations of objective tests, using tests as a teaching tool

Topics of detailed discussion: Types of tests – characteristics of a good test – role of testing and assessment in teaching and learning English – various techniques of testing – challenges and issues in English language testing in Indian classrooms

Recommended further Reading:

Diane Larsen-Freeman: *Techniques and Principles in Language Teaching*, OUP, (2004)

Jack Richards and Theodore Rodgers: *Approaches and Methods in Language Teaching*

Joanne Collie and Stephen Slater: *Literature in the Language Classroom*, CUP (2009)

M. L. Tickoo: *Teaching and Learning English – A Sourcebook for Teachers and Teacher-Trainers*, Orient Longman (2003)

N. Krishnaswamy & Lalita Krishnaswamy: *Methods of Teaching English*, Macmillan

Penny Ur: *A Course in Language Teaching: Practice and Theory*, CUP (1991)

R. S. Gupta and K. Kapoor: *English in India: Issues and Problems*, Academic Foundation Delhi (1991)



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M.A. Part II (English) Third Semester
3T1 Romantic and Victorian Poetry

Paper Objectives

1. To introduce the students to the tone and theme of romantic poetry and the note of individuality in Victorian Poetry
2. To bring out the significant features of Romantic and Victorian Poetry
3. To recall historical and social events of romantic period and Victorian Age
4. To trace the influence of the spirit of romanticism in Victorian poetry
5. To find our optimism and note of revolt in Romantic and Victorian Poetry

Learning Outcomes

1. Students will be able to establish relationship between humanity and nature, literature and social life
2. Students will develop an understanding of poetic genius through identification of different forms of poetry like ode, lyric, sonnet, dramatic monologue and Elegy
3. The students will be able to analysing the underling meaning of romantic poetry by relating it to real life
4. Students will be able to trace rationality and reason in Victorian poetry

Unit I

Topics for Background Study: Contribution of William Blake and Robert Burns to Romantic Poetry, Impact of French Revolution on Romantic Poetry, Pantheism, Peterloo Massacre of 1819

Texts for detail Study: 1. William Wordsworth: French Revolution, Tintern Abbey
2. Samuel Coleridge: Kubla Khan, Christable Part I

Unit II

Topics for Background Study: Contribution of Southey and Lord Byron, Laissez Faire, Utilitarianism, Chartist Movement, Reform Bill of 1832

Texts for detail Study: 1. Percy Shelley: Ode to the West Wind, To a Skylark
2. John Keats: Ode on a Grecian Urn, Ode on Melancholy

Unit III

Topics for Background Study: Pessimistic Poets of the age (Arthur Clough, James Thomson and Edward Fitz-Gerald), Reform Bill of 1867, the Oxford movement.

Texts for detail Study: 1. Alfred Tennyson: The Lotus Eaters, Ulysses
2. Robert Browning: The Last Ride Together

Unit IV

Topics for Background Study: Pre-Raphaelite School of Poetry (Contribution of Swinburne and William Morris), Sandon's Act of 1876, Reform Bill of 1884, Mundella's Act of 1888, Contribution of Elizabeth Barret Browning

Texts for detail Study: 1. Mathew Arnold: The Scholar Gypsy 2. D.G. Rossetti: The Blessed Damozel

Reference Books Recommended for Further Reading:

1. Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
2. David Daiches. *A Critical History of English Literature* (Vol. IV)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)



**M. A. Part II (English) Third Semester
3T2 (B) Literary Criticism and Theory I**

Paper Objectives:

1. To explain the concept of tragedy and the structure of play established by the great thinkers
2. To bring out the role of emotions in the practice of writing, oratory and reading
3. To introduce the students to the theory of poetry as established by the great romantics
4. To discuss Victorian criticism and other movements in painting and poetry
5. To discuss the concept of intertextuality

Learning Outcomes:

1. The students will be able to understand the concept of tragedy and the structure of play propounded by the great thinkers.
2. The students will be able to understand the ideas of critical theories established by the Romantics.
3. The students will be able to understand the vision of life changed after World-Wars in the western part of the world.
4. The students will understand the relationship between the text, author and the reader.

Unit I

Topics for Background: Classical Tragedy, Classical Epic, Horace and Rhetoric, Plato's *Republic*

Texts for detail Study: 1. Aristotle: *Poetics* 2. Longinus: *On the Sublime*

Unit II

Topics for Background: An Apology for Poetry by Sidney, An Essay of Dramatic Poesy by Dryden (Three comparisons), Negative Capability, Pathetic Fallacy

Text for detail study: 1. William Wordsworth: Preface to the *Lyrical Ballads* (1802)

2. Samuel T. Coleridge: *from* Chapters 4, 13, 14

Unit III

Topics for Background: Aesthetic Movement, Archetypal Criticism, Expressionism, Imagism

Texts for Detail Study: 1. Mathew Arnold: *The Function of Criticism at the Present Time*

2. Walter Pater: *From Studies in the History of the Renaissance*

Unit IV

Topics for Background: Formalism, New Criticism, Reader Response Theory, Unification of Sensibility, Dissociation of Sensibility

Text for Detail Study: 1. T.S. Eliot: *Tradition and the Individual Talent*

2. Wimsatt & Beardsley: *The Intentional Fallacy*.

Books recommended for further reading:

1. M.H Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953)
2. David Lodge, (ed.). *Modern Criticism and Theory—A Reader* (Pearson, 2005)
3. Leitch, Vincent. B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.
4. S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.



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M. A. Part II (English) Third Semester
3T3 (A) Nineteenth Century American Literature

Paper Objectives

1. To explain the sense of intuition
2. To foster the sense of equality of all
3. To define the limitations of science and technology
4. To underline human limitation

Learning Outcomes

1. Students are familiarized with American Transcendentalism which explains the importance of Oneness of All
2. Students will understand the spirit of equality and also the aspect of life-death- immortality and the presence of eternity
3. The students will be able to examine the resurgence of American consciousness centred upon the everlasting battle between good and evil.
4. Students will understand the issues of individualism and its monomania.

Unit- I (Prose)

Topics for Background: The age of Romanticism, Intuition, Rationalism, Self-reliance, Transcendentalism, Naturalism

Texts for Detail Study: 1. Emerson, "Self-Reliance" 2. Thoreau (Selection from *Walden*) "Where I lived and What I lived for"

Unit- II (Poetry):

Topics for Background: The Age of Realism, Civil War, Thirteenth amendment to the Constitution, Fourteenth Amendment to the Constitution, Metaphysics; Immortality

Texts for Detail Study: 1. Walt Whitman (From *Song of Myself*) No. 16,17,18,20, 21,22,24,30, 32 2. Emily Dickinson, Song Nos.712, 1100, 1732

Unit- III (Short Stories):

Topics for Background: Christianity, American Puritanism, Problem of Evil, Original Sin, Calvinism, Symbolism

Texts for Detail Study: N. Hawthorne: The Birthmark, Rappaccini's Daughter

Unit -IV (Fiction) Topics for Background: American Romanticism, Melville Revival, Nautical fiction, Mystery of Evil, Perfectionism, Ego

Text for Detail Study: Melville: *Moby Dick*

Books Recommended for further reading:

1. Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)
2. Matthiessen, F.O. *American Renaissance*
3. McMichel, George. *Concise Anthology of American Literature*. (2nd Ed.)
4. Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)



M.A. Part II ENGLISH Third Semester 3T3 (B) Trauma Studies and Literature

Course Objectives The course seeks to equip students to

1. Understand the major theoreticians and their theories of trauma, and learn the interdisciplinary nature of this relatively new area in literary studies.
2. Apply the concepts of Trauma Studies to the interpretation of literary texts and thereby enhance their understanding of historical, thematic and structural elements.
3. Employ Trauma Studies as a theoretical framework in research.

Learning Outcomes

1. Students will discover the contours of Trauma Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of literary texts and their relationship with trauma.
3. Students will develop rich analytical skills and acquire new methodological tools, applying these in emerging areas of research.

Unit-I: Trauma and the Literature of War

Background Topics: Freud and trauma, Cathy Caruth, Shoshna Felman, Post traumatic stress disorder (PTSD), Holocaust literature, Claude Lanzman's *Shoah*

Texts for Detail Study: Joseph Heller: *Catch-22*

Unit-II: Trauma and the Literature of Partition

Background Topics: Partition novel, Dominick La Capra and historical trauma, border and nationalism, trauma memory, women and trauma testimonies

Texts for Detail Study: Khushwant Singh: *Train to Pakistan*

Unit- III: Trauma and the Literature of 9/11
Background Topics: Jean Baudrillard and "culture of terrorism", "Portraits of Grief", Art Spiegelman's *In the Shadow of No Towers*, spectralization of 9/11, simulacra and hyperreality, Slavoj Zizek's *Welcome to the Desert of the Real*

Texts for Detail Study: 1. Philip Roth: *The Plot against America* 2. Mohsin Hamid: *The Reluctant Fundamentalist*

Unit- IV: Trauma, Ecological Disaster and Literature
Background Topics: Apocalyptic fiction, Ann Kaplan and pre-traumatic stress disorder, ecocriticism, climate dystopia, Amitav Ghosh's *The Great Derangement*, toxic stress

Texts for Detail Study: 1. Margaret Atwood: *The Year of the Flood* 2. Cormac McCarthy: *The Road*

Reference Books for further reading:

1. Bloom, Harold. *Bloom's Modern Critical Views: Margaret Atwood*, New York: InfoBase Publishing, 2009.
2. Caruth, Cathy. *Trauma: Explorations in Memory*, USA: John Hopkins University Press, 1995.
- 3.-----, *Unclaimed Experience: Trauma, Narrative and History*, USA: John Hopkins University Press, 1996.
4. Foucault, Michel. *Technologies of the Self: A Seminar with Michel Foucault*, ed. Luther H. Martin, Huck Gutman, and Patrick H. Hutton, USA: Amherst, University of Massachusetts Press, 1988.
5. Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*, England: Harvard University Press, 2002.
6. Felman, Shoshana and Doril Laub, Marder, Elissa. *Trauma and Literary Studies: Some "Enabling Questions"*, *Reading On, 11*, USA: Emory University, 2006.
7. Vickroy, Laurie. *Trauma and Survival in the Contemporary Fiction*, USA: University of Virginia Press, 2005



**M.A. part II (English) Third Semester
3T3 (C) Pandemic Studies and Literature**

Paper Objectives

1. To trace history to understand the significance of protection from epidemic or pandemic through realistic account of effects of pandemic
2. To establish the power of the talented storyteller in dealing with many situations caused by the pandemic or epidemic outbreak.
3. To make readers aware what life might be like in the grips of a global epidemic.
4. To behold the pitiable condition of society and develop compassion in an individual for fellow beings.

Learning Outcomes Students will be able

1. To understand that Men of letters can embroider their stories to make the final result more interesting and dramatic.
2. To appreciate the preventive measures through the classic literary descriptions of the plague
3. To recognize the social implications of the pandemic through vivid descriptions in the text.
4. To cultivate deeper level of understanding of the characters who survived and rebuild, physically and emotionally

Unit I

Background Topics: The end of the Pax Romana (the Roman Peace), Justinian plague and the decline of Byzantine Empire (541-42 A.D.), Boccaccio's *The Decameron*, Plague in Elizabethan Plays, American Plagues of 16th Century

Text for detail study: Daniel Defoe: *Journal of Plague Year* (1722)

Unit II

Background Topics: Grand-Saint-Antoine: Great Plague of Marseille (1720-1723), The murder of Archbishop Ambrosius (The Russian Plague 1770-72), Philadelphia yellow fever epidemic (1793), First Cholera Pandemic (1817), Third Plague Epidemic (1855)

Text for detail study: Kathrine Anne Porter: *Pale Horse, Pale Rider* (1939)

Unit III Background Topics:

Fiji Measles Pandemic (1875), Flu Pandemic (1889-90), Invention of Salk vaccine: American Polio Epidemic (1916), Spanish Flu (1918-20)

Text for detail study: Albert Camus: *The Plague* (Hamish Hamilton, 1948)

Unit IV

Background Topics: Asian Flu (1957-58), AIDS pandemic and epidemic (1981), H1N1 Swine Flu Epidemic, (Georgian Flu), Ebola (2014-16), Zika Virus Epidemic (2015)

Text for detail study: Emily St. John Mandel: *Station Eleven*

Reference Books for further reading:

1. Molly Caldwell Crosby. *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*
2. Laurie Garrett, *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*
3. Barbara W. Tuchman. *A Distant Mirror: The Calamitous 14th Century*
4. Gina Kolata. *Flu. The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*
5. John Barry. *The Great Influenza: The Story of the Deadliest Pandemic in History*
6. John Kelly. *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*
7. Dr Smeeta A. Wanjari: Pandemic Literature, A Critique from Plague to Covid-19; Dattasons, Nagpur



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M.A. Part II (English) Third Semester
3T3 (D) English Comedies

Paper Objectives

1. To introduce students to English Comedy from the early times of its origin
2. To make students understand that how is comedy technically different from other forms of drama.
3. To develop insight into the growth and development of British Comedies through changes it underwent from time to time
4. To present how different types of comedies represent their times and suggested social reforms applicable to that age

Learning Outcomes

1. Students will be able to differentiate different forms of comedies that exist in English literature.
2. Students will be introduced to sunnier and optimistic picture of life that is presented in comedies and also to good deal of morality
3. Students will be able to analyse and interpret dramatic texts both in writing and orally
4. Students will be able to draw connections between dramatic characters and social contexts of the times

Unit I

Topics of Background: The Beginning of English Comedies (Domestic Drama and Courtly Drama), The Renaissance Elements in the Shakespearean Comedies, Importance of Fools in Shakespearean Comedies, Importance of Heroines in Shakespearean Comedies.

Text for detail study: Shakespeare: *Much Ado About Nothing*

Unit II:

Topics for Background: The reasons for the decline of Drama in the Jacobean Age, Dramas of Thomas Dekker, Domestic Comedies of Thomas Heywood, Comedies of John Fletcher and Francis Beaumont, Farcical Comedies of Thomas Middleton.

Text for detail study: Ben Jonson: *Everyman in His Humour*

Unit III:

Topics for Background: The Heroic Tragedy, The Tragedy, Dryden's All for Love, Works of George Farquhar, Thomas Otway, Works of John Vanburg, Nathaniel Lee.

Text for detail study: William Congreve: *The Way of the World*

Unit IV:

Text of Background: Rise of Sentimental Comedy, Dramas of R.B. Sheridan, Works of Colley Cibber, Richard Steele, Hume Kelley, Richard Cumberland.

Text for detail study: Oliver Goldsmith: *She Stoops to Conquer*

Reference Books Recommended for Further Reading:

Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916.* (NY, 1960)

David Daiches. *A Critical History of English Literature* (Vol. II)

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)



M.A. Part II (English) Third Semester
3T4 (A) Foundation: Communicative English-I

Paper Objectives:

1. To improve the basic skills of reading, writing, listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To acquaint students with the contemporary, colloquial and idiomatic expressions in English language.
4. To train them in practical letter writing and forms of business communication

Learning Outcomes Students will be able

5. To improve their understanding of language skills and acquisition
6. To use and interpret language in situational contexts
7. To correlate the subject matter in real life situations

Unit I: Understanding Communication Skills

- i. What is communication, types of communication,
- ii. Media of communication, channels of communication
- iii. Barriers to effective communication.
- iv. Role of communication skills in society

Unit II: Understanding figurative language

- i. Idioms and phrases, making sentences with at least 50 contemporary idioms and phrases should be taught
- ii. Agreement of subject and verb, correct usage of prepositions.
- iii. Conditional sentences.
- iv. New terms from Management, Information Technology and social media to be taught.

Unit III: Letter writing

- i. Resume writing and job application
- ii. Business letters (Orders, Inquiries, Sales letters, Complaints)
- iii. Memos and replies to memos.
- iv. Emails

Unit IV: Presentation Skills

- i. How to effectively organize thoughts, research and data collection for speech/presentation, the use of logic and sequence, central idea.
- ii. Oral presentation, diction, tone, clarity and body language.
- iii. Power point presentation
- iv. Time management and preparation, adaptation skills if changes occur.

Reference books for further reading:

1. Curme, G. A. *Grammar Book of English Language. Vol II. Parts of Speech and Accidence.* Boston, D.C. Heath and Co.
2. Greenbaum, S. *The Oxford English Grammar*, Oxford University Press.
3. Jespersen, O. *A Modern English Grammar on Historical Principles.* London: George Allen and Unwin.
4. Leech G. *Meaning and the English Verb.* London. Longman.
5. Leech, G., M. Deucher and R. Hoogenrad, *English Grammar for Today: A New Introduction.* London, Macmillan Education Ltd.



**M. A Part II (English) Third Semester
3T4 (B) Postcolonialism and Literature**

Objectives:

- The paper has been designed to fulfil the following objectives:
- To introduce students to the field of postcolonial studies, its history and background.
- To familiarize them with major critics, terms, concepts and positions.
- To establish cross-disciplinary connections between English studies and other subjects, especially of social science and science.
- To inculcate research skills like critical thinking, logical reasoning and academic writing.

Learning Outcomes:

- Students will increase their domain knowledge by learning about a rich and complex area of literary studies.
- Students will learn about 'other' literatures and not just those of Anglo-American literary tradition.
- Students will be able to critically read and analyze texts by applying the theories and concepts of key postcolonial critics.
- Students will develop skills of research methodology and research writing.
- Students will learn how to make effective academic presentation.

Unit-I

Background Topics

Colonialism, imperialism and decolonization 2. Frantz Fanon and national culture 3. Edward Said and Orientalism 4. Commonwealth Literature 5. Neo-imperialism 6. Eurocentricism

Topics for Detailed Study

"Introduction" (pages 1-13) From *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures* by Bill Ashcroft, Gareth Griffiths and Helen Tiffin, (Routledge, second edition)

Chinua Achebe: *Things Fall Apart*

Unit-II

Background Topics

Negritude 2. Colonialism and the teaching of English Literature 3. decanonization 4. Colonial discourse 5. Cartography (maps and mapping) 6. Apartheid literature

Topics for Detailed Study:

Jean Rhys: *Wide Sargasso Sea*

The following poems

"The White Man's Burden", Rudyard Kipling

"Lost Empire", Derek Walcott

Unit-III

Background Topics

Homi Bhabha's ambivalence, mimicry, hybridity 2. Salman Rushdie and magic realism 3. Partha Chatterjee and nationalism 4. Balchandra Nemade and nativism 5. Aijaz Ahmad's *In Theory* 6. G.N. Devy's *After Amnesia*

Topics for Detailed Study:

Amitav Ghosh: *The Shadow Lines*

The following poems:

"Background, Casually", Nissim Ezekiel,

"Introduction", Kamala Das



Unit-IV

Background Topics

Nationalism, gender and sexuality 2. Double colonization of women 3. Internal colonialism 4. Third World feminism 5. Subaltern Studies historians 6. Transculturation

Topics for Detailed Study:

Arundhati Roy: *The God of Small Things*

Gayatri Chakravarty Spivak's "Can the Subaltern Speak"

Reference Books

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (eds), *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, second edition, 1993.

--- *The Post-Colonial Studies Reader*, Routledge, 1995.

--- *Key Concepts in Post-Colonial Studies*, Routledge, 1998.

Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*. Dattsons Publisher, Nagpur, 2022

Boehmer, Elleke, *Colonial and Postcolonial Literature*, Oxford University Press, 1995.

Gandhi, Leela, *Postcolonial Theory: An Introduction*, Edinburgh University Press, 1998.

Lomba, Ania, *Colonialism/Postcolonialism*, Routledge, 1998.

Nayar, Pramod, *Postcolonial Literature: An Introduction*, Pearson: Longman, 2008.

Trivedi, Harish and Meenakshi Mukherjee (eds), *Interrogating Post-Colonialism: Theory, text and Context*, Indian Institute of Advanced Study, 1996.

Walder, Dennis, *Post-Colonial Literatures in English: History, Language, Theory*, Blackwell, 1996.

Dodewar, Anil. *Chinua Achebe's Novels, A Study of Culture and Gender*, Prestige Books International, 2022



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M.A. (English) Part II Third Semester
3T4 (C) Core: History of English Language – I

Course Objectives

- To make learners understand why certain patterns of words are the way they are
- To make learners understand the origin of root words from different languages
- To introduce how a language is intertwined with the culture and politics of its speakers
- To help students learn similarities and differences between languages in the same families.
- To provide interesting tidbits and a better appreciation of all the things that have influenced English language.

Course Outcomes

- Students will be able to figure out words containing particular root meaning
- Students will develop better understanding of culture and politics which will help them to interpret literature in a better way
- Students will be motivated to start learning another language
- Students will come to know why some traditional characters are still in use
- Students will learn more about the amazing history behind English language

Unit I

1. Indo-European Family of Language

Unit II

2. Teutonic Verbal system
3. Teutonic Accent
4. The First Sound Shifting or Grimm's Law

Unit III

5. Old English (Dialects of Old English, Characteristics of Old English, Old English Vocabulary)
6. Middle English (Dialects of Modern English; Characteristics of Middle English; Rise of Standard English)

Unit IV

7. Individual Contributors to the English Language (Chaucer; Shakespear; Milton; Bible)

Reference Books

- Otto Jespersen. Growth and Structure of the English Language H. Bradley.
The Making of English A.C. Baugh.
A History of English Language Simeon Potter.
Our Language Joseph willies.
Origins of the English Language. Thomas Pyles.
The Origins and Development of English Language (New York: Harcourt)



**M. A. Part II (English) Third Semester
3T4 (D) Dalit Literature-I**

Paper Objectives

1. Learning the base of Dalit writings
2. To explain human culture in Dalit writings
3. To explain commitment in Dalit writers
4. To explain the aesthetics of Dalit Literature

Learning Outcomes

1. Students are orientated towards theorizing the rise of Dalit Literature and its concern with humanism
2. Will understand the importance of this genre for a future of humanity
3. Students will be made aware of their responsibilities and commitment towards society through literary articulation.
4. The students will acquire better understanding of Dalit Aesthetics

Unit I

Topics for Background: Literature of conviction. Ambedkarvad, Little magazine movement, Art for Life's Sake, Dalit Panther, Art for Art's Sake.

Text for detail study: Arjun Dangle: Dalit Literature: Past, Present and Future

Unit: II

Topics for Background: Buddhism, Brahmanism, Hinduism, Blue-Revolution, Shudras, Voltaire

Text for detail study: 1. Sharatchandra Muktibodh: What is Dalit Literature? 2. Baburao Bagul: Dalit Literature is But Human Literature

Unit. III. Topics for Background: Asmitadarsh, Milind Literary Society, Dalits, Romantics, Little Magazine

Text for detail study: M.N. Wankhede: The Day of Irresponsible Writer is Over

Unit IV

Topics for Background: Ambedkarvad, Black Literature, Buddhism, Harijan, Humanism, Liberalism

Texts for detail study: Sharad Kumar Limbale. "The Aesthetics of Dalit Literature" (Chapter 7). (Trans by Alok Mukherji) Hyderabad: Orient Longman

Books for further Reading (Reference/Suggested Readings):

Eleanor Zelliot. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)

Malkani NR. *Clean People & Unclean Country* (Delhi: HarijanSevakSangh, 1965)

Ouwerkerk, Louise. *The Untouchables and India* (London: OUP, 1945)

Alexander Robertson. *The Mahar Folk* (Calcutta: YCMOU & OUP, 1938)

RJ Bongle. *Perspectives on Ambedkarism* (Nagpur: People's Publication)

GS Ghurye. *Caste & Class in India*. Bombay: Popular Prakashan

Barbara Harlow. *Resistance Literature*. New York: Methuen, 1987.



**M.A. Part II (English) Fourth Semester
4T1 (Compulsory): Twentieth Century Poetry**

Paper Objectives

1. To comprehend students to the development of trends in modern English poetry
2. To discuss modernism and its reflections in the poetry
3. To discuss the 'Apocalyptic Poetry' of the 1940s that began in opposition to the political realism of the 1930s poets.
4. To understand historical background including the socio-political changes of the twentieth century

Learning Outcomes

1. Students will come across the astounding variety of themes in Modern English Poetry
2. The Modern Poetry is marked with the theme of humanitarian and democratic feeling. The students will be inculcated in their personality/behaviour.
3. Students will understand the realities that exist in modern age through their depiction in the modern poetry.

Unit I

Topics for Background study: Reforms of Liberal party during the reign of Edward VII, The Decadents Poets, The Realist Poets, Georgian Poetry, The Celtic Revival.

Texts for Detail Study: 1. T S Eliot: The Waste Land 2. W.B Yeats: The Dialogue between the Self and Soul, Second Coming, Leda and the Swan

Unit II

Topics for Background: Imagism, Beveridge Plan, Welsh Poetry, Trench Poetry, MacSpaunday Group.

Texts for detail Study: 1. Dylan Thomas: Do not go Gentle into that Goodnight, Refusal to Mourn the Death by Fire of a Child in London, After the Funeral 2. W.H. Auden: Petition, The Unknown Citizen, Funeral Blues

Unit III

Topics for Literary Background: Surrealism, New Apocalyptic Movement, The Movement Poets, The Group Poets.

Text/Poets for Detailed Study: 1. Philip Larkin: The Whitsun Weddings, Toads Revisited, The Explosion, Ambulances 2. Seamus Heaney: Requiem for the Croppies, Exposure, Personal Helicon

Unit IV

Topics for Background Study: The Performance Poetry, Spoken Word, The Urban Poets, Poetry Archive, Found Poetry

Texts/Poets for detail Study: 1. Andrew Motion : Regime Change in 1999, Spring Wedding, Better Life, Veteran 2. Jackie Kay: The No Longer Dead, George Square, Here's My Pitch, Black Bottom

Books for further reading:

1. Hamilton, Ian. *The Modern Poet*, London: Macdonald and Company.
2. Hollander, John, (ed.) *Modern Poetry-Essays in Criticism*, London: Chatto and Windus.
3. Levis, F.R. *New Bearings in English Poetry*, London: Chatto and Windus.
4. Lucas, John. *Modern Poetry-From Hardy to Hughes: A Critical Survey*, New Jersey: Barnes and Noble.
5. Press, John. *A Map of Modern English Verse*, London: Oxford University Press.



**M. A. Part II (English) Fourth Semester
4T2 (B) (Compulsory) Literary Criticism and Theory II**

Paper Objectives

1. To present complex movements in contemporary critical discourses in simple lucid language.
2. To draw interdisciplinary approaches and trace cross currents in critical essays.
3. To introduce different theories and link between criticism and theory.

Learning Outcomes

1. The students will be able to understand Deconstruction theory
2. The students will be able to understand Marxism and its impact on literature
3. The students will be able to understand the concept of "Orientalism"

UNIT I

Background Topics: Russian Formalism, Structuralism, Post-structuralism, Language as a system of signs, Metalanguage.

Topics for Detail Study: 1. Michel Foucault: What is an Author? 2. Roland Barthes: *The Death of the Author*

UNIT II

Background Topics: Deconstruction, Metanarrative, Logocentrism, Marx & Engels, Friedrich Nietzsche.

Texts for Detailed Study: 1. Edmund Wilson: *Marxism and Literature* 2. Jack Derrida: Structure, Sign and Play in the Discourse of Human Sciences.

UNIT III

Background Topics: Ego, Superego, Id; Dream Analysis, Suffragette Movement, Feminism.

Texts for Detailed Study: 1. Lionel Trilling: *Freud and Literature* 2. Simone de Beauvoir: Myth and Reality (From *The Second Sex*, Chapter XI)

UNIT IV

Background Topics: Franz Fanon, Homi K Bhabha, Subaltern Studies, Hyper reality, Ecocriticism

Texts for Detailed Studies: 1. Edward Said: *Crisis (In Orientalism)* 2. Jean Baudrillard: *Simulacra and Simulation*

Reference Books for further reading:

1. Christopher Norris: *Deconstruction: Theory and Practice*, Routledge, 1982
2. Barry, Peter. *Beginning Theory*, 1995.
3. David Lodge: *Twentieth Century Literary Criticism*, Longman, 1972
4. Leitch, Vincent B, (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.
5. S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.



M. A. Part II (English) Fourth Semester
4T3 (A) Twentieth Century American Literature

Paper Objectives

- 1) To teach commitment in human life
- 2) To single out importance of Stoicism
- 3) To redefine the spirit of human limitation
- 4) To explain negative impact of Capitalism

Learning Outcomes

- 1) Students will find themselves familiar with Post-War America passing through ups and downs which are rather universal features of human society
- 2) The students will be able to have the pragmatic approach to life, to enjoy the beauty of life in its real sense
- 3) The students will be confident to deal with the issues of the relationship between the common man and the corporate world
- 4) The students through the conflicting issues present in the mind of the central protagonist will learn to support the stance of symbiotic relationship between human being and society.

Unit -I (Poetry):

Topics for Background: American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

Texts for Detail Study: 1. Robert Frost: Stopping By Woods on a Snowy Evening, Mowing, Birches 2. Allen Ginsberg: Howl

Unit- II (Fiction):

Topics for Background: World War II, Lost Generation, Code Hero, Bull-ring, Ten commandments, Stoicism

Text for Detail Study:
Hemingway: *The Old Man and the Sea*

Unit -III (Fiction): Topics for Background: Shakespearean Tragedy, Richard-III, The Wasteland, Teleological Thinking, Plagiarism, Non-Teleological thinking

Text for Detail Study:
Steinbeck: *The Winter of Our Discontent (1961)*

Unit- IV (Play):

Topics for Background: Quest for Identity, Myth of Success, Problem-Play, American Dream, Utilitarianism, Free-market Economy

Text for Detail Study:
Arthur Miller: *Death of a Salesman (1948)*

Books Recommended:

Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)
Hart, *The Oxford Companion to American Literature*.
Matthiessen, F.O. *American Renaissance*
Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)



Yeshwant Rural Education Society's
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NAAC Reaccredited Grade 'B'

M.A. Part II (English) Fourth Semester
4T3 (B) African American Literature

Paper Objectives

1. To focus on the integrationist ideal expressed by Older Harlem Renaissance
2. To deal with the fiction of Richard Wright, James Baldwin who were contemporary of Ralph Ellison
3. To focus on the black playwrights like Amiri Baraka, Richard Wesley and August Wilson.

Learning Outcomes

1. The paper will be able to address important contemporary issues in the life of Blacks
2. The students will understand the black aesthetics
3. The students will understand the necessity of black theatre

Unit I (Poetry) Topics for Background: Harlem Renaissance, Movements of Civil Rights, Chicago Defenders

Texts for detail study: 1. Brooks, Gwendolyn: *The Blackstone Rangers* 2. Hughes, Langston: *Brass Spittoons, Cross*

Unit II (Fiction)

Topics for Background: Negro, Black, Afro-American, Black separatism, Complex Fate. Quest for Identity.

Texts for detail study: Ellison, Ralph: *Invisible Man*

Unit III (Fiction)

Topics for Background: Black Aesthetics, Black Wisdom, Neocolonialism, Racism

Texts for detail study: Morrison, Toni: *The Bluest Eye*

Unit IV (Play)

Topics for Background: The great Migration, Blues, Eugene O'Neill Theatre Centre.

Texts for detail study: Wilson, August: *Ma Rainey's Black Bottom*

Reference Books for further reading:

1. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature* (Chicago Uni. Press, 1964)
2. Lawrence Levine. *Black Culture and Black Consciousness* (Oxford: OUP, 1977)
3. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: PenguinBooks, 1966.
4. Louis Lomax. *The Negro Revolt* (Harper: New York, 1962)
5. Richard Barksdale (ed.) *Black Writers of America: A Comprehensive Anthology* (New York: Macmillan, 1972).



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

M. A. Part II (English) Fourth Semester
4T3 (C) DISABILITY STUDIES

Paper Objectives

1. To understand the many modes of intersection between literature and disability.
2. To destabilise established theoretical paradigms to literary criticism and provide a fresh approach to analysing all literary texts.
3. Re-reading both canonical and modern works from the lens of disability studies.

Learning Outcomes

1. Students will be exposed to a new emerging field of literary studies.
2. Students will be able to adopt interdisciplinary approach in their understanding of literary texts under the rubric of disability studies.
3. They will be sensitized to the most pressing issues of our age about aging, empathy, minority status, social care and citizenship.

UNIT I

Background Topics: Ableism, Extraordinary bodies, Normate, medical model of disability, social model of disability, interactionist model

Text for Detailed Study: Alice Hall: *Literature and Disability*; Chapter 1. Disability Studies Chapter 2. An Introduction to Disability Studies

UNIT II

Background Topics: Neuro-novel, narrative prosthesis, ablenationalism, dismodernism, crip, supercrips
Text for Detailed Study: John Steinbeck: *Of Mice and Men*

UNIT-III

Background Topics: Intersectionality of disability studies, disability and feminism, disability aesthetics, disability and postcolonial theory, Foucault's bio-power, disability as subject position

Text for Detailed Study (Short Stories): 1. D.H. Lawrence: *The Blind Man* 2. Raymond Carver: *Cathedral*

UNIT-IV

Background Topics: Ocularcentric epistemologies, visual politics, disability life writing, cripple poetics, disability and impairment, crip poetry

Text for Detailed Study: 1. John Milton: *On His Blindness* 2. Wilfred Owen: *Disabled* 3. Neil Marcus: *Disabled Country*

Books for further reading

1. Anita Ghai: *Disability in South Asia, Knowledge and Experience*. Sage Publications Pvt. Ltd.
2. Dan Goodley: *Disability Studies, An Interdisciplinary Introduction*. Sage Publication Pvt. Ltd.
3. Gerard Goggin and Christopher Newell, *Disability in Australia: Exposing a Social Apartheid* Sydney: University of New South Wales Press, 2005
4. Miles Beauchamp, Windy Chung, Aligender, Magliner. *Disabled Literature: A Critical Examination of Portrayal of Individuals with Disabilities in selected works of Modern and Contemporary American Literature*. New York. Brown Walker Press.



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Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

M.A. Part II (English) Fourth Semester
4T3 (D) Film Studies

Paper Objectives

1. To deal with Filmography i.e. the origins and history of films as a genre from its beginnings to its development introducing students to major directors
2. To introduce major concepts in Cinema
3. To have a brief overview of Indian Cinema from DadasahebPhalketo 'Art cinema' and Bollywood mainstream cinema.

Learning Outcomes

1. Students will be familiarized with a few landmark Indian and Western Directors
2. Students will be able to establish the relationship between literary texts and adaptations
3. Students will understand the Formation of Genres like Melodrama, Family and Gender
4. Students will have a brief overview of film theory and semiotics.

Unit I

Topics for Background: The Lumiere Brothers, The Silent era, Charlie Chaplin's *The Gold Rush* (1925), Bergman's *Seventh Seal* (1956)

Topics for detailed study: The evolution of films as a genre. The contribution of major film makers like Charlie Chaplin, Hitchcock and Bergman and how their films reflected their times.

Unit II

Topics for Background: Montage, Point of view, Bazin and mise-en-scene, Godard and the slow tracking shot, Auteur Theory, Cinema noire

Topics for detailed study: Impact of structuralism on film theory, Psychoanalysis and film; Feminist film theory.

Unit III

Topics for Background: Mythological films, Gangster films, 'Masala' Bollywood melodrama, Art cinema, Angry Young Man

Topics and Texts for detailed Study: Origins and development of Indian Cinema, Regional Cinema, Parallel Cinema, Masala Films, Avant Garde Indian Films, Popular Films, Film Reception and the Box Office

Films: Harishchandrachi Factory, Pyaasa, , Pather Panchali,, Sholay.

Unit IV

Background Topics: Adaptation as interpretation, Vishal Bharadwaj and Shakespeare, Bapsi Sidhwa's *Ice Candy Man* and *Earth*,

Topics for detailed study: Shakesperacan adaptations: Kurosawa's adaptations of *Macbeth* and *King Lear* (*The Throne of Blood* and *Ran*); Shakesperean interpretations in Bollywood- Vishal Bharadwaj's *Omkaara*, *Maqbool* and *Haider* etc.

Reference Books Recommended for Further Reading:

1. Mast, Gerald & Bruce F Kawin, *A Short History of the Movies*, Longman
2. R. Vasudevan. *Making Meaning in Indian Cinema*
3. Stam, Robert "Introduction: The Theory and Practice of Adaptation" in *Literature & Film* eds Robert
4. S. Ray. *Our Films their Films*
5. _____, *What Ails Indian Filmmaking*
6. Shubha Mishra, UrmilaDabir (eds.) *Word and Image: Articulation on Literature and Films* (Nagpur: Dattsons)



**M.A. Part II (English) Fourth Semester
4T4 (A) Communicative English- II**

Paper Objectives

1. To improve the basic skills of reading, writing, listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To train them in practical letter writing and forms of business communication.

Learning Outcomes

Students will be able

8. To improve their understanding of language skills and acquisition
9. To use and interpret language in situational contexts
10. To correlate the subject matter in real life situations

Unit I: Reading and Comprehension

- a) How to improve reading skills: pronunciation; intonation; punctuation.
- b) Syllables and Phonetic Transcription
- c) Reading and comprehending: skimming the text, identifying unknown words and phrases; vocabulary.
- d) Note making and identifying the key concepts in a passage.

Unit II: Technical/Business Writing:

- a) Minutes writing
- b) Report writing
- c) The key concepts of technical writing
- d) Jargon, technical and official language.

Unit III: Group Discussion:

- a) Purpose of Group Discussion
- b) Types of Group discussion
- c) Brainstorming and preparation
- d) Time Management, participation and moderation.

Unit IV: Interview Techniques:

- a) Preparation, knowledge of job profile
- b) Emotional attitudes, commitment, positive approach
- c) Body language
- d) Expectations and negotiations

Reference Books for further reading:

1. McCawley, J. D. *Tense and Time Reference in English*. New York. Holt, Rinehart and Winston.
2. C. Filimore and D. Langendoen (Ed.) *Studies in Linguistic Semantics*. New York. Holt, Rinehart and Winston.
3. Palmer, F. R. *The English Verb*. London. Longman.
4. Quirk, R. S. Greenbaum, G. Leech and J. Svartvik. *A Comprehensive Grammar of English Language*. London. Longman.
5. Van ek, J.A. and J.N. Robat. *The Student's Grammar of English*. Oxford. Basil Blackwell.



**M.A. Part II (English) Fourth Semester
CORE PAPER (SEMESTER IV)**

4T4 (B) Research Methodology and Research Writing in English

Course Objectives

The paper aims to fulfil the following objectives:

- To develop critical thinking and research acumen in students.
- To enable students to learn the basic skills of academic writing and research presentation.
- To help students turn theoretical knowledge into actual practice by including research-based components.
- To help students turn into good research scholars leading to quality improvement in the overall standards of research and Ph.Ds.

Course Outcomes

The course will help students:

- To develop critical and analytical skills required for research.
- To learn research methods, tools and conventions as well as recent trends in English studies.
- To write clear, coherent and structured research-based essays and assignments.
- To make effective presentations in academic seminars and conferences.
- To learn how to draft a research proposal.

Unit-I

Background Topics

Qualitative and quantitative research, pure and applied research, inductive and deductive research, survey and experimental research, interdisciplinary research

Topics for Detailed Study

General principles of research

Elements of research:

Research question and hypotheses, choosing a research topic, research title, literature survey, abstract, types of abstract

Research methods and methodology, research relevance and validity

Making an argument, thesis statement, making claims, assembling reasons and evidence, acknowledgement and responses

Tools and techniques of literary research, primary and secondary sources, documentation skills

Unit-II

Background Topics

Cultural turn in theory, research community, hermeneutics, sampling methods, intertextuality

Topics for Detailed Study

Major theoretical approaches and their application in literary research:

Feminism, Marxism, Psychoanalysis, Structuralism, Poststructuralism, New Historicism, Cultural Materialism

Postcolonialism, Ecocriticism, Queer Theory, Cultural studies, Trauma Theory, Translation studies



Unit-III

Background Topics

Types of bibliography, difference between Bibliography and Works Cited, Consortium for Academic Research and Ethics (CARE), impact factor and citation

Topic for Detailed Study: Research manuals for Humanities, MLA style sheet (latest edition), research ethics and plagiarism, internet resources

Key sections of writing a research paper (dynamic titles, punctuation, capitalization, style)

Mechanics of writing a research paper: introduction, structure and subordination, paragraphing, types of transition, metalanguage, ending well, titles and subtitles

Common errors to be avoided in research writing

Unit-IV

Background Topics

Archival research method, Oral history as research method, Visual methodologies, Discourse analysis, Use of ethnographic methods in English Studies, Interviewing and questionnaire

Topic for Detailed Study

Dissertation, parts of a dissertation, Current trends in research in English studies, Skills for academic presentation

Project work: (2 credits)

Students will write a research paper of about 2000 words on *any one* of the topics suggested by the teacher.

Internship: (2 credits)

Final semester students will undergo one-week training in their place of learning on the following topics:

seminar presentation

viva voce skills

interview and placement (campus/off campus)

NET/SET/PHD entrance examination.

Reference Books

Banerjee, Prantik. *Teaching of Culture. Culture of Teaching*. Dattsons Publisher, Nagpur, 2022

Dees, Robert. *Writing Modern Research Paper* 2nd Edition. Boston: Allyn & Bacon, 1993.

Barry, Peter. *Beginning Theory*, Viva publication, New Delhi

Miller, R. H. *Handbook of Literary Research*, 1995

Methuen Lenburg, Jeff. *Guide to Research*, Viva Books, 2007

Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage

Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time*

Researcher, Second Edition. London: Sage

MLA Handbook for Writers of Research Papers (latest edition)



**M.A. (English) Part II Fourth Semester
4T4 (C) Core: History of English Language – II**

Course Objectives

- To provide a window to languages in the past and thus shape a clearer idea of what they looked like in the past and what change have they undergone
- To show that many languages have that have lost relevance today, still influence Modern English
- To understand how reconstruction of English has taken place
- The study of the languages that were spoken in different areas shading more light on the social and cultural background of the region

Course Outcomes

- Students will be able to figure out words containing particular root meaning
- Students will develop better understanding of culture and politics which will help them to interpret literature in a better way
- Students will be motivated to start learning another language
- Students will come to know why some traditional characters are still in use
- Students will learn more about the amazing history behind English language

Unit I

1. Modern English (Dialects of Modern English; Characteristics of Modern English; Modern English Grammar, Modern English Vocabulary)

Unit II

2. Foreign Elements in English (Scandinavian; French; Latin; Greek; Indian)

Unit III:

3. Word Making in English (Derivation; Backformation and Shortening; Composition; Root Creation etc.)
4. Semantics (Generalization; Restriction; Degeneration; Elevation; Euphemism)

Unit IV

5. English as a World language
6. English and Globalization

Recommended Books

- Otto Jespersen. Growth and Structure of the English Language
H. Bradley. The Making of English
A.C. Baugh. A History of English Language
Simcon Potter. Our Language
Stuart Robertson & PG Cassidy. The Development of Modern English (Prentice Hall)
John Nist. A Structural History of English (St. Martin Press)



**M. A. Part II (English) Fourth Semester
4T4 (D) Dalit Literature-II**

Paper Objectives

1. To explain the nature of Casteism in India
2. To explain the politics of oppression
3. To underline importance of human education
4. To discuss mainstream mindset

Learning Outcomes

Students will understand

1. The ethos of Dalits in Indian society to understand the marginalized across the world
2. The facts of change in the approach of Dalit community in the Post-independent India
3. Dalit suffering in other parts of India through self-narratives selected from the northern and the southern regions of India
4. The alienation that one feels in one's own homeland due to the intolerable gaps between the marginalized and the mainstream life in Indian culture.

Unit I (Play)

Topics for Background: Varna, Casteism, Brahmosamaj, Arya Samaj, Buddhism, Transcendentalism

Text for detail study: Datta Bhagat, *Routes and Escape-Routes* (From *Yatra*, Vol. III)

Unit II (Self Narrative)

Topics for Background: Marginalized, Politics of Oppression, Biography, Autobiography, Self-narrative, Dalit-Feminism

Texts for detail study: 1. Om Prakash Valmiki: *Jhootan* 2. Bama: *Sangali*

Unit III (Poetry)

Topics for Background: Dalit Panthers, Dalit-Renaissance, Dalit-Consciousness, Slavery, Black Panther, Muknayak

Texts for detail study: 1. Waman Kardak: *Send My Boy to School* 2. Daya Pawar: *Blood Wave*
3. Vilas Rashinkar: *No Entry for the New Sun*

Unit IV (Short Stories & Essays): Will focus on the importance of education in the life of marginalized people. Will also discuss its humanitarian concern with the rest.

Topics for Background: Self-Consciousness, Dalit-Humanism, Depressed classes, Hegemony, New World Order, Colonialism

Texts for detail study: 1. Waman Hoval: *Storied House* 2. Shankarao Kharat: *The Bone Merchant*

Books Recommended (Reference/Suggested Readings):

1. Arjun Dangale, *Poisoned Bread* (Orient Longman)
2. Sharan kumar limbale, *Towards Aesthetics of Dalit Literature* (Trans. Orient Longman)
3. RJ Bhongle, *Perspectives on Ambedkarism* (People's Publication)
4. R. Kumar, *Dalit Personal Narratives*, Orient Blackswan, Pvt. Ltd.
5. Harish Ranjana, *Indian Women's Autobiography*. New Delhi: Arnold Publishers, 1993.
6. Eleanor Zelliot, *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)



Pattern of question papers

A) Pattern of Question Paper except for Paper No. 1T3(D), 3T4(A), 4T4(A)

1. There will be four units in each paper
2. Question paper will consist of five questions and all questions shall be compulsory.
3. First Four long answer questions (to be attempted in about 800 words) will be on four units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the four unit having equal weightage without internal choice.

B) Pattern of Question Papers for Paper No. 1T3 (D), 3T4 (C), 4T4 (C)

1. There will be four units
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question out of two from each unit)
4. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.

C) Pattern of Question Papers for Foundation Course Paper No. 3T4 (A)

Unit I: 4 SAQs of around 200 words each on each topic in the unit carrying 5 marks each, (5X4=20).

Unit II: 10 SAQs in the form of exercises on the unit, carrying 2 marks each, (10X2=20).

Unit III: 2 letters to be written based on the Unit, carrying 10 marks each, (10x2= 20).

Unit IV: 4 SAQs of around 200 words each on each topic in the unit, 5 marks each, (5X4=20).

D) Pattern of Question Papers for Foundation Course No. 4T4 (A)

There will be four questions of 20 marks each covering each unit. Each question will be divided into 4 SAQs to be answered in about 300 words, each SAQ to be of 5 marks.

E) General Rules and Regulations

- (i) Each paper will be of 3 hours duration. (ii) Maximum marks allotted are 80 for theory and 20 for internal assessment. Minimum passing marks in each head will be 40%.

F) Absorption Scheme

1. Students appearing in M.A. I (Semester-I Examination to be held in Winter 2022 examination and all Ex and External students appeared earlier shall be given additional 3 Attempts i.e. Winter examination of 2022 and Summer and Winter examinations of 2023. Those who fail to clear M.A.I examination (of the Semester Old CBCS Syllabus) shall have to opt in Credit Based Semester Pattern in the new syllabus of Semester-I to be implemented from academic session 2022-23.
2. Students appearing in M.A-II (Semester-III) Examination to be held in Winter Examination of 2022 shall be given 3 additional chances i.e. winter 2022 and summer & winter examination of 2023. Those who fail to clear the M.A-I & II examinations as above shall have to opt for the papers from the New Syllabus of Credit Based Semester Pattern implemented from academic session 2022-23 right from Semester -I



3. The candidates who exhaust the attempts permissible and are yet unable to get through the old syllabus will have the option to select the alternatives as given in the following tables from the new syllabus.

Semester I

Paper as per existing syllabus		Alternative paper in proposed syllabus	
1T1	English Poetry from Chaucer to Milton	1T1	English Poetry from Chaucer to Milton
1T2	The Renaissance Drama	1T2	The Renaissance Drama
1T3 (A)	Indian Writing in English I	1T3 (A)	Indian Writing in English I
1T3 (B)	Indian Diasporic Fiction	1T3 (B)	Indian Diasporic Fiction I
1T3 (C)	Indian Writing in Translation	1T3 (C)	Indian Writing in Translation
1T3 (D)	Indian Literary Criticism	1T3 (D)	Indian Literary Criticism
1T4 (A)	The English Novel I	1T4 (A)	The English Novel I
1T4 (B)	Literature and Gender	2T4 (B)	Comparative Literature
1T4 (C)	Cultural Studies –I	1T4 (A)	Cultural Studies –I
1T4 (D)	The English Prose	1T4 (D)	The English Prose

Semester II

Paper as per existing syllabus		Alternative paper in proposed syllabus	
2T1	Restoration and 18 th Century Literature	2T1	Restoration and 18 th Century Literature
2T2	Modern English Drama	2T2	Modern English Drama
2T3 (A)	Indian Writing in English II	2T3 (A)	Indian Writing in English II
2T3 (B)	Indian Diasporic Fiction II	2T3 (B)	Indian Diasporic Fiction II
2T3 (C)	European Fiction and Literature	2T3 (C)	European Fiction and Literature
2T3 (D)	Asian Literature	2T3 (D)	Asian Literature
2T4 (A)	The English Novel II	2T4 (A)	The English Novel II
2T4 (B)	Comparative Literature	2T4 (B)	Comparative Literature
2T4 (C)	Cultural Studies –II	2T4 (C)	Cultural Studies –II
2T4 (D)	English Language Teaching	2T4 (D)	English Language Teaching



Semester III

Paper as per existing syllabus		Alternative paper in proposed syllabus	
3T1	Romantic and Victorian Poetry	3T2	Romantic and Victorian Poetry
3T2	Literary Criticism and Theory I	3T1	Literary Criticism and Theory I
3T3 (A)	19th Century American Literature	3T3 (A)	19th Century American Literature
3T3 (B)	Trauma Studies and Literature	4T3 (A)	Trauma Studies and Literature
3T3 (C)	Pandemic Studies and Literature	3T3 (C)	Pandemic Studies and Literature
3T3 (D)	English Comedies	3T4 (B)	English Comedies
3T4 (A)	Communicative English- I	3T4 (A)	Communicative English- I
3T4 (B)	Postcolonial Literature- I	3T3 (B)	Postcolonial Literature
3T4 (C)	Research Writing and Presentation Skills in English Studies- I	2T4 (D)	The History of English Language- I
3T4 (D)	Dalit Literature- I	2T4 (B)	Dalit Literature- I

Semester IV

Paper as per existing syllabus		Alternative paper in proposed syllabus	
4T1	Twentieth Century English Poetry	4T2	Twentieth Century English Poetry
4T2	Literary Criticism Theory II	4T1	Literary Criticism Theory II
4T3 (A)	20th Century American Literature	4T3 (B)	20th Century American Literature
4T3 (B)	African American Literature	4T4 (D)	African American Literature
4T3 (C)	Disability Studies	2T3 (A)	Disability Studies
4T3 (D)	Film Studies	4T3 (D)	Film Studies
4T4 (A)	Communicative English- II	4T4 (A)	Communicative English- II
4T4 (B)	Postcolonial Literature- II	4T4 (B)	Research Methodology and Research Writing in English
4T4 (C)	Research Writing and Presentation Skills in English Studies	3T4 (C)	The History of English Language-II
4T4 (D)	Dalit Literature- II	4T4 (C)	Dalit Literature- II



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Tentative Schedule Recommended for the paper wise Completion of Syllabus

Work Load: Four lectures per week of one hour each for each paper

Activity to achieve Paper Objectives and get desired Learning Outcomes	Number of Lectures required
Bridging present paper with information students have on the subject	01
Introducing Paper and Pattern of questions to students	01
Background Topics (04 lectures for each unit = 16 lectures of one hour each)	16
Topics for detail study (08 lectures for each unit = 32 lectures of one hour each)	32
Classroom Seminar	04
Submission of Assignments	01
Viva Voce	01
Test Examination (01 lecture of one hour for each unit)	04
Total Lectures in each semester for each paper	60



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Nagpur.**

REVISED SYLLABUS PRESCRIBED FOR

M.A. ENGLISH

Part I and Part II

**Semester Pattern Scheme of Examination
for M.A. in English with NEP-20 Credit System
(To be implemented from the session 2023-24)**



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Master of Arts (M.A.) English Part-I First Semester			
Code	Option	Title	Credits
1T1	Paper I Compulsory	English Poetry from Chaucer to the Eighteenth Century	04
1T2	Paper II Compulsory	English Drama from the Elizabethan Age to Restoration Period	04
1T3	Paper III Compulsory	The English Novel-I	04
1T4	Paper IV Compulsory	The English Prose-I	02
1T5 (A)	Paper V Elective (Any One)	Asian Literature	04
1T5 (B)		Travel Literature	
1T5 (C)		Dalit Literature	
1T6	Paper VI Compulsory	Research Methodology	04

Master of Arts (M.A.) English Part-I Second Semester			
Code	Option	Title	Credits
2T1	Paper I Compulsory	English Poetry from the Romantic to Postmodern Age	04
2T2	Paper II Compulsory	Modern English Drama	04
2T3	Paper III Compulsory	The English Novel-II	04
2T4	Paper IV Compulsory	The English Prose-I	02
2T5 (A)	Paper V Elective (Any One)	American Literature	04
2T5 (B)		Trauma Studies	
2T5 (C)		Tribal Literature	
	Skill Based Activity	On Job Training/Field Project	04

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Master of Arts (M.A.) English Part-II Third Semester			
Code	Option	Title	Credits
3T1	Paper I Compulsory	Indian Writing in English	04
3T2	Paper II Compulsory	Literary Criticism and Theory-I	04
3T3	Paper III Compulsory	Cultural Studies	04
3T4	Paper IV Compulsory	The English Essay	02
3T5 (A)	Paper V Elective	African and Afro-American Literature	04
3T5 (B)	(Any One)	Pandemic Studies and Literature	
3T5 (C)		The History of Language-I	
	Skill Based Activity	Research Project (To be continued to the fourth semester)	04

Master of Arts (M.A.) English Part-II Fourth Semester			
Code	Option	Title	Credits
4T1	Paper I Compulsory	Indian Diaspora Writings	04
4T2	Paper II Compulsory	Literary Criticism and Theory-II	04
4T3	Paper III Compulsory	Postcolonial Literature	04
4T4 (A)	Paper V Elective	European Fiction and Drama	04
4T4 (B)	(Any One)	Disability Studies	
4T4 (C)		The History of Language-II	
	Skill Based Activity	Research Project (Carried on from the third semester)	06

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M.A. (English) Part I First Semester
Paper 1T1 (Mandatory) English Poetry from Chaucer to the Eighteenth Century

Paper Objectives

1. To introduce England from the late Fourteenth century to endeavoring of blending the spirit of the Renaissance and the Reformation
2. To give an account of the development of poetry and its different forms.
3. To focus on the beginning of English poetry and seek its development in Restoration, Neo-classical, and Pre-romantic period

Learning Outcomes

Students will be able to understand

1. Different forms of poetry developed taking English poetry on the path of modernization
2. The reasons behind the undercurrents of upheavals prevalent leading to the generation of a Progressive Spirit affecting poetry
3. Students will be able to compare and contrast Restoration, Neo-classical, and Romantic revival literature

Unit I

Background Study Topics: Black Death, Peasant's Revolt, Lollard Movement, The Barren Age, Contribution of John Gower, Contribution of William Langland

Text for Detail Study: Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

Unit II

Background Study Topics: Contribution of John Wycliffe, The Rise of Ballad, English Chaucerian, Scottish Chaucerian, Italian and English Sonnets, The Metaphysical Poetry

Text for Detail Study: John Milton: *The Paradise Lost* (Book II)

Unit III

Background Study Topics: The Puritanism, Cavalier Poets, The English Civil War, Restoration of Monarchy, The Great Fire of London, Development of Satire

Text for detail study: John Dryden: *Absalom & Achitophel*

Unit IV

Background Topics: The Glorious Revolution, Characteristics of Neo-Classicism, Poets of Transition, Thomas Percy's Reliques of Ancient English Poetry

Text for detail study: Alexander Pope: *The Rape of the Lock*
Thomas Gray: *Elegy Written in the Country Churchyard*

Reference Books Recommended for Further Reading:

- Angelica Duran, *A Concise Companion to Milton*, Wiley-Blackwell
Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*, (NY, 1960)
A. R. Humphreys, *The Augustan World* (London, 1954)
Beryl Rowland, *Companion to Chaucer Studies*, OUP
Harold Bloom, *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House
J. Sutherland, *A Preface to Eighteenth-Century Poetry*, (Oxford, 1948)
Maurice Evans, *English Poetry in the Sixteenth Century*, Hutchinson's University Library
P. Rogers, *An Introduction to Pope* (London, 1975)

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M.A. (English) Part I First Semester

Paper 1T2 (Mandatory) English Drama from the Elizabethan Age to Restoration Period

Paper Objectives

1. To introduce students to the golden age of English drama and its evolution from the Middle Ages.
2. To introduce students to English Comedy from the early times of its origin
3. to make students understand how is comedy technically different from other forms of drama.

Learning Outcomes

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this period
3. The learners will be able to critically examine the form of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed in the Restoration Age.

Unit I

Background Study Topics: The Renaissance, Mystery, Miracle, and Morality Plays, Interludes, The University Wits.

Topics for Detail Study: Christopher Marlowe: *Doctor Faustus*

Unit II

Background Study Topics: Theatres in the Elizabethan Age, The reasons for the popularity of drama in the Elizabethan Age, The reasons for the decline of Drama in the Jacobean Age, The Heroic Tragedy, She Tragedy

Topics for Detail Study: Shakespeare: *Hamlet*

Unit III

Background Study Topics: Dramas of Thomas Dekker, Domestic Comedies of Thomas Heywood, Comedies of John Fletcher and Francis Beaumont, Farcical Comedies of Thomas Middleton.

Topics for Detail Study-Shakespeare: *As You Like It*

Unit IV

Topics for Background: Tragedies of Webster, Comedy of Humours, Rise of Sentimental Comedy, Dramas of R.B. Sheridan, William Goldsmith

Text for detail study: William Congreve: *The Way of the World*

Reference Books recommended for further reading -

Stevens, David: *English Renaissance Theatre History*

C W R D Moseley: *English Renaissance Drama: A Very Brief Introduction to Theatre in Shakespeare's Time*

David Bevington. *English Renaissance Drama*

S. Lee and C.T. Onions *Life in Shakespeare's England*

Allardyce Nicholl. *English Drama*

A.C. Ward. *English Drama*

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M.A. (English) Part I First Semester Paper 1T3 (Mandatory) The English Novel-I

Paper Objectives

1. To explore the development and evolution of the English novel.
2. To explore the various narrative techniques and literary devices used by British novelists.
3. To appreciate the various socio-economic, political, and cultural events as represented in the novel of the period.

Learning Outcomes

1. The students will be able to understand the socio-economic and cultural context of the English novels during this period and demonstrate a deep understanding of the era.
2. The students will be able to identify formal aspects and narrative techniques employed by the novelists and their impact on the reader's experience.
3. The students will be able to situate English novels within the broader literary and cultural landscape, understanding their influence on subsequent generations of writers.

Unit-I

Background Topics: Rise of Novel in the Eighteenth Century, Samuel Richardson, Tobias Smollett, The Picaresque Novel, The Sentimental Novel, Bildungsroman.

Text for detailed study: Henry Fielding; *Tom Jones*

Unit-II

Background Topics: The Napoleonic Wars, The Domestic Novel, The Gothic Novel, The Victorian Society, The Battle of Waterloo, and Bronte Sisters.

Text for detailed study: William Makepeace Thackeray; *Vanity Fair*

Unit-III

Background Topics: The Novel of Social Reforms, Crime Fiction, *Das Capital*, George Meredith, George Eliot, and Elizabeth Gaskell.

Text for detailed Study: Charles Dickens; *Great Expectations*

Unit-IV

Background Topics: Novella, Imperialism, Thomas Hardy, Darwin's Theory, The Realistic Novels, and H.G. Wells; *Time Machine*.

Text for detailed Study: Joseph Conrad; *Heart of Darkness*

Reference Books for further reading:

1. Watt, *The Rise of the Novel. Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. J. M. S. Tompkins, *The Popular Novel in England* (London, 1932)
3. A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)
4. David Daiches, *A Critical History of English Literature. Vol. III & IV* (Allied Publisher, 1969).
5. A. Burgeess; *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)
6. Legouis and Cazamian, *History of English Literature, Book VIII* (Macmillan, 1998)

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M.A. (English) Part I First Semester
Paper 1T4 (Mandatory) The English Prose- I

Paper Objectives

1. To cover the origins of English prose and to understand its growth through medieval romances.
2. The understand the transformation of the genre into 'life Writing'.
3. Students will be able to identify different types of narrative techniques and assess mastery in aspects of plot, setting, themes, and characters.

Learning Outcomes

1. Students will be able to Understand different varieties of prose.
2. Students will gain the ability to discuss imaginary constructs dealing with many contemporary themes, particularly with character writing.
3. Students will be able to compose prose material employing the strategies writing an essay.

Unit I

Background Study Topics: Paston Letters, Medieval romances of Thomas Malory (Mort D'Arthur), Thomas More (Utopia), John Lyly (Euphuus), The New Atlantis

Text for Detail Study: Dr. Samuel Johnson: Preface to Shakespeare

Unit -II

Background Study Topics: Causes for the popularity of periodical essays; Character Writers Joseph Hall, Sir Thomas Overbury, John Earle, The Grasmere Journals, Contribution of Thomas De Quincey

Text for Detail Study: James Boswell: *Life of Johnson*

Reference Books for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY. 1960)
David Daiches, *A Critical History of English Literature* (Vol. IV)
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
R. Alter, *Prose*. *Encyclopaedia Britannica*.
W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)
Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

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**M.A. (English) Part I First Semester
Paper 1T5 (A) (Elective) Asian Literature**

Paper Objectives

1. To understand the concept of global literature.
2. To trace the place and contribution of Asian Literature to the global literary horizon.
3. To critically analyze the Eastern entity against the Western view of life

Learning Outcomes

1. Students will know about the themes and issues dealt with by Asian writers
2. Students will be able to trace the contribution of Asian Writers in the literary field.
3. Students will understand the different cultures and traditions through the literary works.

Unit I

This unit will deal with the literary works of the writers from India, Pakistan and Bangladesh

Topics for Background study: Bapsi Sidhwa, Monica Ali, Zia Haider Rahman, Tasleema Nasreen

Text for detail study: Kamila Shamsie: *Broken Verses*

Unit II

This unit will with the literary works of writers from Nepal, Tibet, Sri Lanka & Afghanistan

Topics for Background study: Manjushree Thapa, Thubten Samphel, Shyam Selvadurai, Michael Ondaatje, Atiq Rahimi

Texts for Detail study – Khaled Hosseini: *A Thousand Splendid Suns*

Unit III

This unit will deal with the literary works of writers from Southeast Asia – Singapore, Malaysia, Burma & Cambodia

Topics for Background study: Rachel Heng, Sharlene Teo, Tan TwanEng, Nu Nu YEE, Theary Seng

Text for detail study: Abdulla Hussain: *Interlok*

Unit IV

This Unit will work with the literary works of writers from Korea, China.

Topics for Background Study: Mishima Yukio, Banana Yoshimoto, Suki Kim Kyung-sook Kim, Yan Lianke

Text for detail study: Han Kang: *The Vegetarian*

Books for further reading:

Shubha Mishra & Urmila Dabir: *Asian Literature in English: Identity and Survival*, Prestige Books International, New Delhi, 2017.

Theodore Barry and Irene Bloom: *Approaches to the Asian Classics*, Columbia University Press 1990.

Barbara Stoler Miller: *Masterworks of Asian Literature in Comparative Perspective*, East gate, New York, 1994.

Yasmin Hussein: *Writing Diaspora: South Asian Women, Culture and Ethnicity*, Ashgate, England.

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**M.A. (English) Part I First Semester
Paper 115 (B) (Elective) Travel Writing**

Paper Objectives: To Understand -

1. The genre of travel literature through critical reading of travel works from diverse cultures of both the East and the West.
2. The way the genre has evolved from the medieval to the contemporary and how every travel narrative as a discourse is impacted by the socio-cultural condition of its production.
3. To place Indian travel writings in a global context.

Learning Outcomes

1. The student will display an awareness of the evolution of travel writing, its distinctive features, and to distinguish between its various forms.
2. Through the readings students are expected to develop an appreciation of the aesthetics of the genre and its traditions, the points of continuities and departures.
3. The students shall develop conscious understanding of the various nuances of the author's subjectivity and perceptions that colour the narrative on place.

Unit I

Background Study Topics: The early Travelogue writers- Petrarch, Michel de Montaigne, Antoine de la Sale, Contribution of Richard Hakluyt.

Text for Detailed Study: 1. Samuel Johnson- A Journey to the Western Islands of Scotland 2. Robert Louis Stevenson- An Inland Voyage

Unit II

Background Study Topics: New World: Travels to India and Persia- Simon Grynaeus, Remusio, Richard Hakluyt, Shirley brothers, Duarte Barbosa, Ralph Fitch, Cesare Federici

Text for Detailed Study: 1. E.M. Foster - *Passage to India* 2. D. H. Lawrence- *Twilight in Italy*, *Mornings in Mexico*

Unit III

Background Study Topics: James Cook's diaries, Alexander von Humboldt, Grand Tours, Mary Wollstonecraft, Charles Dickens

Texts for Detail study - 1. John Steinbeck- *In Search of America* 2. William Dalrymple: *Nine Lives in Search of the Sacred*

Unit IV

Background Study Topics: Hilaire Belloc, Rebecca West, T. E. Lawrence, H. M. Tomlinson, Sacheverell Sitwell, Cunningham Graham

Text for detail study: 1. Vikram Seth- *From Heaven Lake* 2. Amitav Ghosh - *In an Antique Land*

Reference Books for Further Reading:

Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press 2013.
Gupta, Ashish. *Writings and Travelogues of William Dalrymple: A Critique*. Dutton Publishers, 2022.
Hulme, Peter and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. London: Cambridge University Press 2002.
Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.
Korte, Barbara. *English Travel Writing: from Pilgrimages to Post-Colonial Explorations*. Great Britain: Macmillan Press Ltd., U.S.A: St. Martin's Press, INC., 2000.
Mills, Sara. *Discourse of Difference: An Analysis of Women's Travel Writing and Colonialism*. London: Routledge

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M.A. (English) Part I First Semester
Paper 1T5 (C): Dalit Literature

Paper Objectives

1. To understand Socio-cultural aspects in Dalit Literature.
2. To understand the values and human-centric approach of Dalit Literature
3. To understand Dalit Literary criticism and Aesthetics.

Learning Outcomes

1. The students will learn the basics of application-based research in Dalit studies
2. The students will understand the alienation that one feels in one's own homeland due to the intolerable gaps between the marginalized and the mainstream life in Indian culture.
3. The paper will inspire students to participate in philanthropic projects for people at margin

Unit I (Essays and Articles)

Topics of Background Study: Caste, Shudras and atishudras, Brahmanism, Hitidutism, Asmitadarsh, Ambedkarism, Buddhism, Impact of conversion of 1956 on Dalits, Dalit Panthers.

Texts for Detailed Study: 1. Arjun Dangle: **Dalit Literature: Past, Present, and Future** (Poisoned Bread by Arjun Dangle, Orient Blackswan, New Delhi, 2016)

2. Sharan Kumar Limbale: **The Aesthetics of Dalit Literature** (Chapter Seven) (Towards an Aesthetics of Dalit Literature by Sharan Kumar Limbale, Orient Blackswan, Hyderabad, 2018)

Unit II (Poetry)

Topics for background Study: Dalit Chetana (Consciousness), new myths and Symbols in Dalit literature, Buddhist Values, marginality, Ambedkari Jalasa, Deekshabhoomi, sarcasm in Dalit poetry.

Texts for Detailed Study: 1. Namdeo Dhasal: Hunger 2. Jyoti Lanjewar: Mother 3. Loknath Yashwant: And One More Zero

Unit III (Self-Narratives & Play)

Topics for background Study: Difference between Traditional Autobiography and Dalit Self narratives, Politics of oppression, Chaturvarna (Typical Indian Social Hierarchy), Casteism, Dalit feminism, Quest of Identity, high-tech discrimination.

Texts for detailed Study: 1. Omprakash Valmiki: Joothan 2. Datta Bhagat: Routes & Escape Routes

Unit IV (Short Stories)

Topics for background Study: Broken men, Self-Consciousness, Dalit- Humanism, Hegemony, Colonialism, Prabuddha Bharat, Caste-Politics, War-like Characters.

Texts for detailed Study: 1. Bandhu Madhav: The Poisoned Bread 2. Waman Howal : Storied House 3. P.E. Sonkambale, "Corpse in the Well"

Reference Books for Further Reading:

Dharamdas Shende and Sanjay Palwekar, *Caste, Gender and Race. A Politics of Hegemony*, Authorpress, 2020 Arjun Dangle, *Poisoned Bread* (Orient Longman, New Delhi)

Datta Bhagat: *Routes and Escape Routes*, by Erin B. Mee (Editor) Paj Publication (2005)

Sharan Kumar Limbale: *Towards an Aesthetics of Dalit Literature*, Alok Mukerjee, Orient Black Swan Hyderabad

Loknath Yashwant: *The Downtrodden by Loknath Yashwant*, Srujan Prakashan Mumbai, 2021)

Dr. Sudesh M. B. Bhowate: *A Critical Analysis of Omprakash Valmiki's Joothan*, Authorsspress, New Delhi, 2023

Ramnarayan Rawat & K. Satyanarayan: *Dalit Studies*, Permanent Black, New Delhi

Vandana Pathak: *Rubric of Dalit Autobiographies*, Authorpress, New Delhi

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M.A. (English) Part I First Semester
Paper IT6 Research Methodology

Unit-I Background Topics: Qualitative research, Quantitative research, mixed-method research, applied research, action research.

Topics for Detailed Study: Definition and general principles of research

Types of literary research (interpretative, theoretical, biographical, historical, cultural, etc)

Elements of research:

Identifying research question, formulating hypotheses, common structure of research problems

Making arguments, assembling reasons and evidence

validity and reliability in research

Unit-II Background Topics: Research skills, Difference between research methods and methodologies, types of research methods in English studies, types of research methodologies in English studies, Intertextuality

Topics for Detailed Study: Types of research methods in English studies (archival research method, oral history, visual methodologies, discourse analysis, ethnographic methods, interview and questionnaire) What is a research paper, elements of a research paper?

Literature review and its significance

Abstract, types of abstract, structure of abstract

Unit-III Background Topics: Style manuals for Humanities, bibliography, types of bibliography, literary theory and jargon, case study and pilot study, use of quotations

Topic for Detailed Study: Mechanics of Research Writing:

Introduction, paragraphing, types of transition, dynamic titles and subtitles, ending well

Punctuation and capitalization

Common errors to avoid

Unit-IV

Background Topics: Project Gutenberg, Research style, impact factor, citation, viva voce

Topics for Detailed Study: Tools and techniques for literary research, online and printed resources, primary and secondary sources, documentation skills

Ethics of research, plagiarism and academic integrity

Skills for research presentations

Note: For Internal Marks (20) students need to prepare one research-based presentation in poster/PPT form and present it in a student seminar.

Prescribed Textbook: *A Handbook to Research Methodology and Research Writing*,

Dr. Prantik Banerjee, Macmillan Education

Reference books for further reading:

Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher*. Second Edition. London: Sage

Chaskar, A. (2009), *Doing Research in Literature and Language*. V.P Pune

Banerjee, Prantik (2022), *Teaching of Culture and Culture of Teaching*, Dattsons publication, Nagpur

Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.

Thody, A. (2006) *Writing and Presenting Research*. London: Sage.

Miller, R. H. (1995), *Handbook of Literary Research*, Methuen Lenburg, Jeff (2007), *Guide to Research*,

Viva Books

Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage

Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens: University of Georgia Press

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M.A. (English) Part I Second Semester

Paper 2T1 (Mandatory) English Poetry from the Romantic to the Postmodern Age

Paper Objectives

1. To introduce the students to the tone and themes of romantic poetry and the note of individuality in Victorian Poetry.
2. To comprehend to students the development of trends in modern English poetry and to discuss modernism and its reflections in the poetry
3. To understand the socio-political changes of the twentieth century

Learning Outcomes

1. Students will develop an understanding of poetic genius through the identification of different forms of Romantic poetry.
2. Students will be able to trace rationality and reason in Victorian poetry.
3. Students will understand the realities that exist in the modern age through their depiction in modern poetry and inculcate humanitarian and democratic feelings in their personalities.

Unit I

Topics for Background Study: Impact of French Revolution on Romantic Poetry, Pantheism, Contribution of Southey and Lord Byron, Laissez Faire, Utilitarianism, Chartist Movement

Texts for detail Study: 1. William Wordsworth: Tintern Abbey 2. Samuel Coleridge: Kubla Khan, Christabel Part I, 3. Percy Shelley: Ode to the West Wind 4. John Keats: Ode on a Grecian Urn

Unit II

Topics for Background Study: Pessimistic Poets of the age (Arthur Clough, James Thomson, and Edward Fitz-Gerald), the Oxford movement, Pre-Raphaelite School of Poetry (Contribution of Swinburne and William Morris), Contribution of Elizabeth Barrett Browning

Texts for detail Study: 1. Alfred Tennyson: The Lady of Shallot, Ulysses 2. Robert Browning: The Last Ride Together 3. Mathew Arnold: The Scholar Gypsy 4. D.G. Rossetti: The Blessed Damozel

Unit III

Topics for Background: The Decadents Poets, Georgian Poetry, Poets of the first world war, poetry of the Thirties, poets of the second world war, The Movement Poets

Texts for Detail Study: 1. T.S Eliot: The Waste Land 1. Philip Larkin: The Whitsun Weddings, Touds Revisited, The Explosion, Ambulances

Unit IV

Topics for Background Study: MacSpaunday Group, The Performance Poetry, Welsh Poetry, The Urban Poets, Poetry Archive, Found Poetry

Texts/Poets for detail Study: 1. Andrew Motion: Regime Change in 1999, Spring Wedding, Better Life, Veteran 2. Caron Ann Duffy: Havisham, Little Red Cap 3. Simon Armitage: A Vision, The Shout, Give, The Love Lost

Reference Books for Further Reading:

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)

Hamilton, Ian. *The Modern Poet*, London: Macdonald and Company.

Hollander, John, (ed.) *Modern Poetry-Essays in Criticism*, London: Chatto and Windus.

Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)

Levis, F.R. *New Bearings in English Poetry*, London: Chatto and Windus.

Lucas, John: *Modern Poetry-From Hardy to Hughes: A Critical Survey*, New Jersey: Barnes & Noble.

Press, John. *A Map of Modern English Verse*, London: Oxford University Press.

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M.A. Part I (English) Second Semester
Paper 2T2 (Mandatory) Modern English Drama

Paper Objectives

1. To study dramatists coming in the category of social reformers effectively epitomized through Shavian views and 'Angry Young Man' characters
2. To understand the attempts to revive the poetic drama
3. To bring our implementation of philosophical thoughts which were Absurd and Existential

Learning Outcomes

1. Students will learn about moral and social order in contemporary life through bold criticism projected in plays of dramatists who vociferously protested prevalent social institutions
2. Students will come to know about dramatists who were shaping the force of Poetic drama in the literature of the twentieth century
3. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama

Unit I

Background Study Topics: The Problem Play, Granville Barker, J.M. Barrie, John Galsworthy.

Text for detail study: G.B. Shaw: *The Apple Cart*

Unit II

Background Study Topics: The Abbey Theatre, Kitchen Sink Drama, Angry Young Man characters by John Braine, John Wain, Alan Sillitoe, Arnold Wesker

Text for detail Study: John Osborne: *Look Back in Anger*

Unit III

Background Study Topics: The revival of poetic drama, Comedy of Noel Coward, Drawing room plays, Alan Ayckbourn

Text for detail Study: T.S. Eliot: *The Family Reunion*

Unit IV

Background Study Topics: The Theatre of Absurd, Existentialism, Myth of Sisyphus, Tom Stoppard, the Radio Plays, Harold Pinter

Text for detail study: Samuel Beckett: *Waiting for Godot*

Reference Books for Further Reading:

- Arthur Compton-Rickett. *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
David Daiches. *A Critical History of English Literature* (Vol. IV)
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
Javed Malick, (ed.) *Samuel Beckett: Waiting for Godot*
Albert Camus, *Myth of Sisyphus*. (Penguin Publications)

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**M. A. Part I (English) Second Semester
Paper 2T3 (Mandatory) The English Novel-II**

Paper Objectives

1. To explore the development of the English novel in the first half of the 20th century.
2. To assess the impact of British novels on the literary world and broader society.
3. To explore the various narrative techniques and literary devices employed by the British novelists of the period.

Learning Outcomes

1. The students will be able to appreciate the contribution of the canonical authors works of the period.
2. The students will be able to identify the different aspects of the novels of the period, especially the narrative techniques employed by the novelists of the period.
3. The students will be able to engage in thoughtful discussions and written analyses of the fiction of the time that showcases their critical thinking and ability to express themselves.

Unit I

Background Topics: Edwardian D H Lawrence, Stream of Consciousness Novels, Psychological Novels, Henry James, John Galsworthy

Text for detailed study: James Joyce: *A Portrait of the Artist as a Young Man*

Unit II

Background Topics: Reasons behind World War-I, Treaty of Versailles, Bloomsbury Group, Hogarth Press, E. M. Forster.

Text for detailed study: Virginia Woolf: *Mrs. Dalloway*

Unit III

Background Topics: Allegory, Dystopian Novels, World War-II, William Golding, Aldous Huxley

Text for detailed study: George Orwell: *Animal Farm*

Unit IV

Background Topics: Apartheid, Angry Young Men Movement, Chinua Achebe's *Things Fall Apart*, Graham Greene, Iris Murdoch

Text for detailed study: Dorris Lessing: *The Grass is Singing*

Reference Books for Further Reading:

1. Watt, *The Rise of the Novel, Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. M. S. Tomkins, *The Popular Novel in England* (London, 1932)
- A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)
- David Daiches, *A Critical History of English Literature, Vol. III & IV* (Allied Publisher, 1969).
- A. Burgess: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)
- Legouis and Cazamian, *History of English Literature. Book VIII* (Macmillan, 1998)

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**M.A. Part I (English) Second Semester
Paper 2T4 (Mandatory) The English Prose- II**

Unit I

Background Study Topics: Growth of the reviews and magazines (The Edinburg Review, The Quarterly Review, Blackwood's Edinburg Review, The London Magazine, Influence of Scientific thought on Victorian England (Darwin))

Texts for detail study:

1. Thomas Carlyle: *The Hero as Poet*
2. John Ruskin: *Sesame and Lillies* (Lecture II: Of Queens' Gardens)

Unit II

Background Study Topics: Wilkie Collins, Sherlock Holmes, Hercule Poirot, Miss Marple, Agatha Christie

Texts for Detail Study: (Adventure Literature)

Joshua Slocum: *Sailing Alone Around the World*

Reference Books for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
David Daiches *A Critical History of English Literature* (Vol. IV)
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
R. Alter, *Prose: Encyclopaedia Britannica*.
W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)
Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

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M.A. Part I (English) Second Semester 2T5 (A) (Elective) American Literature

Paper Objectives

1. To familiarized students with American Transcendentalism which explains the importance of Oneness of All
2. To make the students able to examine the resurgence of American consciousness centered upon the everlasting battle between good and evil
3. To make Students understand the issues of individualism and its monomania.

Learning Outcomes

1. Students will find themselves familiar with Post-War America passing through ups and downs which are rather universal features of human society
2. The students will be confident to deal with the issues of the relationship between the common man and the corporate world
3. The students through the conflicting issues present in the mind of the central protagonist will learn to support the stance of symbiotic relationship between human being and society.

Unit- I (Prose)

Topics for Background: The age of Romanticism, Intuition, Rationalism, Self-reliance, Transcendentalism, Naturalism

Texts for Detail Study: 1. Emerson, *Self-Reliance*. 2. Thoreau (Selection from *Walden*) *Where I Lived and What I lived for*

Unit -II (Poetry):

Topics for Background: American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

Texts for Detail Study: 1. Robert Frost: Stopping by Woods on a Snowy Evening, Mowing, Birches
2. Allen Ginsberg: Howl

Unit- III (Fiction):

Topics for Background: World War II, Lost Generation, Code Hero, Bull-ring, Ten commandments, Stoicism

Text for Detail Study: Hemingway: *The Old Man and the Sea*

Unit- IV (Play):

Topics for Background: Quest for Identity, Myth of Success, Problem-Play, American Dream, Utilitarianism, Free-market Economy

Text for Detail Study:
Arthur Miller: *Death of a Salesman (1948)*

Reference Books for Further Reading:

- Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)
Hart, *The Oxford Companion to American Literature*,
Matthiessen, F.O. *American Renaissance*
Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)
Palwekar, Sanjay. *Literature and Environment*, LAP Lambert Academic Publication, 2012.

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M.A. Part I (English) Second Semester
Paper 2T5 (B) (Elective) Trauma Studies and Literature

Paper Objectives To equip students to

1. Understand the major theoreticians and their theories of trauma, and learn the interdisciplinary nature of this relatively new area in literary studies.
2. Apply the concepts of Trauma Studies to the interpretation of literary texts and thereby enhance their understanding of historical, thematic and structural elements.
3. Employ Trauma Studies as a theoretical framework in research

Learning Outcomes

1. Students will discover the contours of Trauma Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of literary texts and their relationship with trauma.
3. Students will develop rich analytical skills and acquire new methodological tools, applying these in emerging areas of research.

Unit-I: Trauma and the Literature of War

Background Topics: Freud and trauma, Cathy Caruth, Shoshna Felman, Post traumatic stress disorder (PTSD), Holocaust literature, Claude Lanzman's *Shoah*

Texts for Detail Study: Joseph Heller: *Catch-22*

Unit-II: Trauma and the Literature of Partition

Background Topics: Partition novel, Dominick La. Capra and historical trauma, border and nationalism, trauma memory, women and trauma testimonies

Texts for Detail Study: Khushwant Singh: *Train to Pakistan*

Unit- III: Trauma and the Literature of 9/11
Background Topics: Jean Baudrillard and "culture of terrorism", "Portraits of Grief", Art Spiegelman's *In the Shadow of No Towers*, spectralization of 9/11, simulacra and hyperreality, Slavoj Zizek's *Welcome to the Desert of the Real*

Texts for Detail Study: 1. Philip Roth: *The Plot against America* 2. Mohsin Hamid: *The Reluctant Fundamentalist*

Unit- IV: Trauma, Ecological Disaster and Literature
Background Topics: Apocalyptic fiction, Ann Kaplan and pre-traumatic stress disorder, climate dystopia. Amitav Ghosh's *The Great Derangement*, toxic stress

Texts for Detail Study: 1. Margaret Atwood: *The Year of the Flood* 2. Cormac McCarthy: *The Road*

Reference Books for Further Reading:

- Bloom, Harold. *Modern Critical Views: Margaret Atwood*, New York: InfoBase Publishing, 2009.
Caruth, Cathy. *Trauma: Explorations in Memory*, USA: John Hopkins University Press, 1995.
Foucault, Michel. *Technologies of the Self: A Seminar with Michel Foucault*, ed. Luther H. Martin, Huck Gutman, and Patrick H. Hutton, USA: Amherst, University of Massachusetts Press, 1988.
Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*, England: Harvard University Press, 2002.
Vickroy, Laurie. *Trauma and Survival in the Contemporary Fiction*. USA: University of Virginia Press, 2005

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M. A. Part I (English) Second Semester
Paper 2T5 (C) (Elective) Tribal Literature

Paper Objectives

1. To understand creative writing by Tribal's in India
2. To understand Mythological, anthropological, Psychological, Structural, and Oral Formulaic
3. To understand Tribal folk literature through different forms

Learning Outcomes

1. Students will be oriented about Tribal life with nature and understand difficulties faced by them
2. Students will understand anthropological development of Tribal through their folk literature and culture
3. The students will have foundational knowledge about Tribal art & Folk literature which will help them to take up higher studies and Research

Unit I: Background to the study of Tribal Literature

Topics for Background study: Scheduled Tribe, Adivasi, Tribal Identity, colonial-era forest laws and mass evictions, 'De-notified Tribes' Beliefs in Tribal Communities.

Topics for detailed Study: 1. Tribal Literature—Meaning and Definitions, Nature of Tribal Literature 2. Orality and Tribal Literature, Mythology & Historical development of Tribal Culture 3. Popular Tribal Heroes: Birsa Munda, Bir Budhubagat, Chand Bhairo, Telanga Kharia, Gond Virangana Rani Durgawati,

Unit II (Novel)

Topics for Background study: Folklore in Tribal Life, Astronomical Legends, Ulgulan, Bhunkal, The Santhal insurrection, Midnapur Movement,

Texts for Detailed Study: 1. Gopinath Mohanty: Paraja (Oip): A Novel. Trans. by Bikram K. Das, Oxford University Press, (1997) 2. Hari Ram Meena: When Arrows Were Heated Up, Niyogi Books

Unit III (Songs and Poems)

Topics for Background study: Tapu Dance of Arunachal, Lambadi Dance, Pandavani, Tribal Art, Warli Folk Painting, Bhil Art, Gond Art, Khovar Art.

Texts for Detailed Study: 1. Rm. Shannugam Chettiar - We Are the Adivasis 2. Henry Kendall - The Last of His Tribe 3. Dr. Anil Boro: On the Bank of the Manas River 4. Mamang Dai: Small Town and the River

Unit IV (Short Stories)

Topics for Background study: Janamkhena Puran, Myths of Tamil Tadas, Myths of parghania Gond, Tattoos in Dhanuks tribe, Lambada Bhat Narratives.

Texts for Detailed Study: 1. Tamsula An: The Curfew Man 2. Yishey Doma: Children of Snowy Peaks 3. Hansda Sowvendra Shekhar: Adivasi will not Dance

Reference Books for Further Reading

Devy, G.N. Painted Words: An Anthology of Tribal Literature, Penguin Books India (15 April 2003)

Ao, Temasla. The Hills Called Home: Stories from a War Zone. Penguin India, 2006.

Atram, Usha Kiran. *Motyarin*. Trans. From Hindi to English by Santosh Kumar Senker, Academic Publication: NewDelhi, 2021.

Hansda Sowvendra Shekhar: The Adivasi Will Not Dance: Stories, Speaking Tiger Publishing Private Limited, 2017.

Prem Kumari Srivastava: Tribal Literature and Oral Tradition in India, Sahitya Academy, New Delhi Shekhar, Hansda Sowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger: New Delhi, 2017.

Senker, Santosh Kumar. *Situating Tribals of India: Language, Culture and Self*. Yash Publications: New Delhi, 2018.



M.A. Part II (English) Third Semester
Paper 3TI (Mandatory) Indian Writing in English

Paper Objectives

1. To help the students to get acquainted with various features and peculiarities of Indian societies, cultures, and languages.
2. To make grasp and appreciate different literary techniques used by Indian Litterateurs.
3. To help the students in discerning the historical, socio-cultural, and political impacts of various events on the regional literature of India.

Learning Outcomes

1. By the end of this paper, the students will develop an understanding of Indian Writings in English and regional literatures in India translated into English as part of Indian Literatures.
2. The students will get acquainted with a familiar cultural world, and view the prevalence of several cultural worlds within an apparently uniform culture through the study of literary masterpieces.
3. The students will understand and appreciate the major literary trends in the literature of their land and will explore them from the perspective of projects and research.

Unit I: (Prose)

Background: Renaissance in Indian English Prose, The Saint Writers, Prose Writing towards the Dawn of Independence, Prose Writing in early Post-Independence time, Modern Prose Indian writers

Texts for detailed study: 1. Shashi Tharoor, *An Era of Darkness: The British Empire in India* (Chapter 3. Democracy, Press, the Parliament System, and the Rule of Law. 4. Divide ET Impera, 5. The Myth of Enlightened Despotism) 2. Satyajit Ray, *The Final Adventure of Prof. Shonku*

Unit II: (Poems)

Background: Characteristics of Indian Renaissance Poetry, The Great Pioneers- Henry Derozio, Kashi Prasad Ghosh, Manmohan Ghosh, Toru Dutt: Saints Poets, Poets of Political Awakening

Texts for detailed study: 1. Nissim Ezekiel: Poet, Lover and Birdwatcher, Mid-monsoon Madness, Night of the Scorpion 2. Arun Kolhatkar: Jajuri poems 3. Dilip Chitre: Father Returning Home, Ode to Bombay, The House of My Childhood 4. Jayant Mahapatra: The Exile, Total Solar Eclipse, The British Cemetery at Balasore

Unit III: (Novels)

Background: The Beginning- Bankim Chandra Chatterjee, Novel during the era of national awakening, The Three Giants of Indian English Fiction, Post-Independence Indian fiction, Indian Women Novelists

Texts for detail study: 1. Arun Joshi: *The Last Labyrinth* 2. Nayantara Sahgal: *Rich Like Us*

Unit IV: (Drama)

Background: Pre-Independence Indian English drama- Michael Madhu Sudan Dutt, T. P. Kailasm, H. N. Chattopadhyaya; Post-Independence Indian English drama- G. V. Desani, Lakhan Deb, Gurucharan Das; Regional Drama- Girish Karnad, Vijay Tendulkar

Text for detail study: 1. Mahesh Dattani: *Bravely Fought the Queen* 2. Dina Mehta: *Brides Are Not For Burning*

Reference Books for Further Reading


Modern Indian Drama, An Anthology, Edited by G.P. Deshpande, Sahitya Academy, Chennai.

A.K. Mehrotra (ed) An Illustrated History of Indian Literature in English

Satya Mohanty (ed) Colonialism, Modernity and Literature.

The Final Adventure of Prof. Shonku, by Satyajit Ray translated by Indrani Muzumdar, India Puffin, May 2020

P.C. Kar (ed.) Rethinking Indian English Literature: Theory and Praxis (Pencraft)


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**M. A. Part II (English) Third Semester
Paper 3T2 (Mandatory) Literary Criticism and Theory I**

Paper Objectives

1. To explain the concept of tragedy and the structure of play established by the great thinkers.
2. To bring out the role of emotions in the practice of writing, oratory, and reading
3. To introduce the students to the theory of poetry as established by the great Romantics and Victorians.

Learning Outcomes

1. The students will be able to understand the concept of tragedy and the structure of play propounded by great thinkers.
2. The students will be able to understand the ideas of critical theories established by the Romantics and the Victorians
3. The students will understand the relationship between the text, the author, and the reader.

Unit I

Topics for Background: Plato's indictment of poetry, Horace's views on poetry and drama, Longinus's *On the Sublime*, Dante's theory of poetic diction

Texts for detail Study: 1. Aristotle: *The Poetics* 2. Sir Philip Sidney: *An Apology for Poetry* by Sidney

Unit II

Topics for Background: Nicholas Boileau's *Art of Poétique*, Dryden's *Dramatic Poesy*, Negative Capability, Dr. Samuel Johnson on kinds of poetry

Text for detail study: 1. William Wordsworth: *Preface to the Lyrical Ballads* (1802)

2. Samuel T. Coleridge: *From Biographia Literaria* Chapters 4, 13, 14.

Unit III

Topics for Background: Aesthetic Movement, Archetypal Criticism, Expressionism, Imagism

Texts for Detail Study: 1. Mathew Arnold: *The Function of Criticism at the Present Time*

2. Walter Pater: *From Studies in the History of the Renaissance*

Unit IV

Topics for Background: Formalism, New Criticism, Chicago Critics, Stylistics

Text for Detail Study: 1. T.S. Eliot: *Tradition and the Individual Talent*

2. Wimsatt & Beardsley: *The Intentional Fallacy*.

Reference Books for Further Reading:

M.H Abrams. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953)

David Lodge, (ed). *Modern Criticism and Theory—A Reader* (Pearson, 2005)

Leitch, Vincent. B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.

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M. A. Part II (English) Third Semester
Paper 3T3 (Mandatory) Cultural Studies

Paper Objectives

1. To help learners to understand major theories and key concepts of Cultural Studies and its interdisciplinary approaches to 'high' and 'popular' culture.
2. To enable learners to apply critical concepts of this interdisciplinary field by studying texts and practices that highlight the complex relationship between culture, art, films, gender and society.
3. To develop higher order thinking in learners by training them to apply theory to everyday situations and practices.

Learning Outcomes

1. Students will learn the key terms, scope and practices of Cultural Studies as a field of inquiry and learn the methods of interdisciplinary application.
2. Students will develop critical thinking by examining the diverse and sometimes contested meanings about nation, identity, race, gender and class in various cultural sites.
3. Students will be able to analyze and synthesize cultural knowledge with everyday life and practices.

Unit I: Culture and Tradition

Background Topics: Matthew Arnold's 'Culture and Anarchy', 'Leavisism', Centre for Contemporary Cultural Studies (Birmingham), Claude Levi-Strauss and Myths, Roland Barthes's *Mythologies*
Texts for Detailed Study: 1. "Introduction: What is Cultural Studies" in *Cultural Studies: Texts and Contexts* by Prantik Banerjee 2. Raymond Williams: *The Analysis of Culture*

Unit II: Culture, Gender and Sexuality

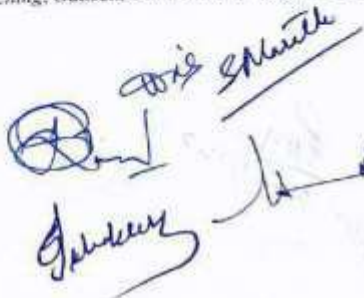
Background Topics: Hindi films and 'Mother India', masculinity studies, gynocriticism, Eve Sedgwick's *Epistemology of the Closer*, Adrienne Rich's lesbian continuum
Texts for Detailed Study: 1. Laura Mulvey: *Visual Pleasure and Narrative Cinema* 2. Judith Butler: *Subversive Bodily Acts*

Unit III: Culture, Technology and Media

Background Topics: Disneyfication, Stuart Hall's *Encoding, Decoding*, Arjun Appadurai's theory of 'scapes', Dona Haraway's Informatics of domination, Social Media and Slackivism
Texts for Detailed Study: 1. *The Selfie and the World*: Pramod Nayar 2. *The Literature Machine: What is a 'Book' in the Time of the 'Selfie'*: Prantik Banerjee

Unit IV Indian Popular Culture

Background Topics: 'The Great Indian Wedding' in Indian films, *Amar Chitra Kathas*, OTT entertainment and Indian viewers, Amul ads and India, Shopping malls as spaces of consumption, fandom
Topics for Detailed Study: Indian popular literary forms: Chick Lit, Crick Lit, Metro reads, Neo-mythological novels, Science fiction, Graphic fiction
Prescribed Textbooks: 1. Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021 (Chapters 1, 2, 3, 7, 8, 9, 10, 11, 12, 13) 2. Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*, Dattsons Publications, Nagpur, 2022 (Chapters 2, 3, 9, 10, 11)


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Reference Books for Further Reading:

- Banerjee, Prantik. *Theory in Praxis: Discourses on Literature and Culture*, Dattsons Publications, Nagpur, 2021.
- Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
- During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
- Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
- Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*. Special Indian Edition, 2017.
- Nayar, Pramod. *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.
- Varghese, E. Dawson, *Reading New India: Post-Millennial Indian Fiction in English*, Bloomsbury, New Delhi, 2013.

M. A. English Part II Third Semester Paper 3T4 (Mandatory) The English Essay

Paper Objectives

1. To provide brief introduction to the prominent English essayists.
2. To introduce students to important literary developments and trends in essay writing.
3. To study major representative essayists in particular periods and trace its gradual evaluation in the history of English literature.

Learning Outcomes: Students will be able to-

1. Understand different varieties of essays.
2. Understand that it is a difficult art and can be acquired only through constant practice.
3. understand how discussion, argumentation, and reasoning along with simplicity are the important traits of a good essay writing.

Unit-I

Background Study Topics: Authorized Version of Bible (1611), Montaigne's style of Essay Writing, Periodical Newspapers in 19th Century, the Aphoristic essay

Text for Detailed Study: 1. Francis Bacon: Of Studies, Of Friendship, Of Truth, Of Travel, Of Marriage and Single Life 2. Charles Lamb: In Praise of Chimney-Sweepers, Christ's Hospital, Dream Children, A Bachelor's Complaint, The Old and New School Master

Unit-II

Background Study Topics: The personal essay, the character essay, the critical essay, the social essay, G. K. Chesterton

Text for Detailed Study: 1. William Hazlitt: My First Acquaintance with Poets, On Going a Journey, On Familiar Style, The Past and the Future 2. A. G. Gardiner: On Letter Writing, On Saying Please, On Smiles, On Living Again, All About a Dog

Reference Books Recommended for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1915*. (NY, 1960)
- David Daiches. *A Critical History of English Literature* (Vol. IV)
- Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
- R. Alter. *Prose*. *Encyclopedia Britannica*.
- W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)
- Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

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M.A. Part II (English) Third Semester
3T5 (A) (Elective) African and Afro-American Literature

Paper Objectives

1. Will discuss the traditional poetry which refers to the poetry of the people in the countryside.
2. Will discuss playwrights to make the students understand the use of myths, folktales and its influence on black literature.
3. Will make an attempt to discuss the black literature fiction with a view to explaining the students that there is "one grand cultural ocean, in which white and black experiences have churned into one".

Learning Outcomes

1. Students will get introduced to the black fiction, since it occupies a very central position in explaining the importance of indigenous culture.
2. Through the black playwrights, the students will understand the necessity of black theatre.
3. Students will come to know about the black aesthetics.

Unit I: (Poetry/Play)

Topics for Background: Igbo Folklore, Jewish Race, Yorubaland, TaiSolarin, Bolekaja

Texts for detail study: 1. P. Bitek Okot- My Husband's Tongue is Bitter 2. J.P. Clark- Casualties

3. Wole Soyinka: A Dance of the Forests

Unit II (Fiction)

Topics for Background: Imperialism, Subversion of Myths, Decolonization, African Aesthetics, African Trilogy

Texts for detail study: 1. Chinamanda Nguzi Adichie: *Half of a Yellow Sun* 2. Achebe, Chinua. *Things Fall Apart*

Unit-III (Poetry/Play):

Topics for Background: Harlem Renaissance, Chicago Defenders, Negro, Black separatism, Eugene O'Neill Theatre Centre

Texts for detail study: 1. Brooks, Gwendolyn- *The Blackstone Rangers* 2. Hughes, Langston-*Brass Spitoons, Cross* 3. Wilson, August. *Ma Rainey's Black Bottom*

Unit IV (Fiction):

Topics for Background: Negro, Black, Black Aesthetics, Black unwisdom, Neo-colonialism, Quest for Identity

Texts for detailed study: 1. Ellison, Ralph. *Invisible Man* 2. Morrison, Toni. *The Bluest Eye*

Reference Books for Further Reading:

Emmanuel, Obiechina. *Culture, Tradition, and Society in the West African Novel* (CPU, 1975)

Moore, Gerald. *Twelve African Writers*. (London: Hutchinson & Co. Ltd. 1980.

Dathrone, O.R. *African literature in the Twentieth Century*. London: Heinemann, 1979.

Benham, Martin. *African Theatre Today*. London: Pitman Publishing, 1976. Larson, Charles. *The Emergence of African Fiction*. Bloomington: Indiana Univ. Press, 1971.

Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature* (Chicago Uni. Press, 1964) Lawrence

Levine. *Black Culture and Black Consciousness* (Oxford: OUP, 1977)

Louis Lomax. *The Negro Revolt* (Harper: New York, 1962)

Richard Barksdale *Black Writers of America: A Comprehensive Anthology* (NY: Macmillan, 1972).

Palwekar, Sanjay. *Human Rights and Literature*. Author Press, India 2019



**M.A. Part II (English) Third Semester
3T5 (B) (Elective) Pandemic Studies and Literature**

Paper Objectives

1. To trace history to understand the significance of protection from epidemic or pandemic through realistic account of effects of pandemic
2. To make readers aware what life might be like in the grips of a global epidemic.
3. To behold the pitiable condition of society and develop compassion in an individual for fellow beings.

Learning Outcomes Students will be able

1. To understand that Men of letters can embroider their stories to make the final result more interesting and dramatic.
2. To recognize the social implications of the pandemic through vivid descriptions in the text.
3. To cultivate deeper level of understanding of the characters who survived and rebuild, physically and emotionally

Unit I

Background Topics: The end of the Pax Romana (the Roman Peace), Justinian plague and the decline of Byzantine Empire (541-42 A.D.), Boccaccio's *The Decameron*, Plague in Elizabethan Plays, American Plagues of 16th Century

Text for detail study: Daniel Defoe: *Journal of Plague Year* (1722)

Unit II

Background Topics: Grand-Saint-Antoine: Great Plague of Marseille (1720-1723), The murder of Archbishop Ambrosius (The Russian Plague 1770-72), Philadelphia yellow fever epidemic (1793), First Cholera Pandemic (1817), Third Plague Epidemic (1855)

Text for detail study: Kathrine Anne Porter: *Pale Horse, Pale Rider* (1939)

Unit III Background Topics:

Fiji Measles Pandemic (1875), Flu Pandemic (1889-90), Invention of Salk vaccine: American Polio Epidemic (1916), Spanish Flu (1918-20)

Text for detail study: Albert Camus: *The Plague* (Hamish Hamilton, 1948)

Unit IV

Background Topics: Asian Flu (1957-58), AIDS pandemic and epidemic (1981), H1N1Swine Flu Epidemic, (Georgian Flu), Ebola (2014-16), Zika Virus Epidemic (2015)

Text for detail study: Emily St. John Mandel: *Station Eleven*

Reference Books Recommended for Further Reading:

Molly Caldwell Crosby, *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*

Laurie Garrett, *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*

Barbara W. Tuchman, *A Distant Mirror: The Calamitous 14th Century*

Gina Kolata, *Flu: The Story Of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*

Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World*

John Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History*

John Kelly, *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*

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**M.A. Part II (English) Third Semester
3T5 (C) (Elective) History of English Language – I**

Paper Objectives

1. This paper will provide learners with a foundation in the history and development of the English Language to the present.
2. The study of this paper will help learners anticipate how the countless generations have welded and polished the English language and have added the richness to the language.
3. The study of this paper will help the learners understand the contribution of Great writers to the development of the language.

Learning Outcomes

1. The students will be in a position to evaluate the main influences that combined to push Old English forward as a distinct language.
2. The students can categorize the ways in which cultural, social and historical differences through ages have influenced the development of Modern English and have added richness to the language.
3. The students will be in a position to acknowledge the contribution of great writers to the development of language.

UNIT I: The Prehistory of English

Language Classification and Language Families – The Indo-European Family, the Teutonic languages, the Teutonic Verbal System, the Teutonic Accent of Words, the First Sound-shifting, the Birth of English

UNIT II: The Periods in the History of English

Old English – Old English Dialects, Characteristics of Old English, Old English Vocabulary, Foreign Elements and Influences
Middle English – The Dialects of Middle English, Characteristics of Old English, The Rise of Standard English

UNIT III:

Modern English - The Dialects of Modern English, Characteristics of Modern English, Modern English Vocabulary

UNIT IV:

Contributions of Great writers and Books to English Language – Introduction, Chaucer, Spenser, William Shakespeare, John Milton, Bible

Reference Books for Further Reading

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.
Bough, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.
Potter, Simcon. *Our Language*. Penguin Books, 1976.
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co, Pvt. Ltd., 1989.

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**M.A. Part II (English) Fourth Semester
Paper 4T1 (Mandatory) Indian Diaspora Writing**

Course Objectives

1. To enable students to understand the historical background of international migration.
2. To understand the linkages between international migration, diaspora, and transnationalism.
3. To establish how immigration, diaspora and transnationalism are studied in the context of Indian diaspora.

Learning Outcomes

- The students will learn characteristic features of the diaspora writings such as quest for identity, uprooting and re-rooting, insider and outsider syndrome, nostalgia and nagging sense of guilt.
2. The learners will explore how Indian Diaspora writings has helped in establishing a strong network connecting the entire globe.
 3. The commonality and inclusiveness of India will be seen from a new point of view.

Unit I: (Indian Prose)

Background: Homeland Influences, Host land Pressures, Diaspora, Identity, Assimilation

Text for detail study: 1. Salman Rushdie: Imaginary Homelands- 2. V. S. Naipaul: *A House for Mr. Biswas*

Unit II: (Diaspora Female Writers)

Background: Acculturation, Multiculturalism, Creole, Diaspora and Utopia, Historical Understanding.

Text for detail study: 1. Jhumpa Lahiri, *The Namesake* 2. Chitra Banerjee Divakaruni: *The Mistress of Spices*

Unit III: (Indian Diaspora Poetry)

Background: Language and Culture as Diasporic Markers, The Economic Dimension, Displacement, Indian origin, Consciousness of cultural heritage and deep attachment to India.

Text for detail study: 1. Meena Alexander: *Night Scene, the Garden, House of a Thousand Doors, Manhattan Music, Raw Silk, Without a Place* 2. Sujata Batt: *A Colour of Solitude, Monkey Shadow, The Stinking Rose, Brunizem* 3. Uma Parameswaran: *Sisters at the Well* (2002, Collection of Poems)

Unit IV: (Booker Prize Winner Indian Diaspora)

Background: Political relationships with the Homeland, Globalization, Nationalism, Ambivalence, Alienation

Text for detail study: 1. Arvind Adiga: *The White Tiger*; 2. Kiran Desai: *The Inheritance of Loss*

Reference Books for Further Reading:

Dr. Priya D. Wanjari and Dr. Urmila Dabir: *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh, and Salman Rushdie*, Dattsons

Jasbir Jain, *Writers of Indian Diaspora*, Jaipur: Rawat, 1998

Somduit Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi.

P Shnilaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi

Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge,

Palwekar, Sanjay, *Multiculturalism: Dynamics and Challenges*, Authorpress, India, 20014

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M. A. Part II (English) Fourth Semester
Paper 4T2 (Mandatory) Literary Criticism and Theory II

Paper Objectives

1. To present complex movements in contemporary critical discourses in simple lucid language.
2. To draw interdisciplinary approaches and trace cross currents in critical essays.
3. To introduce different theories and links between criticism and theory.

Learning Outcomes

1. The students will be able to understand the Deconstruction theory
2. The students will be able to understand Marxism and its impact on literature
3. The students will be able to understand the concept of "Orientalism"

UNIT I

Background Topics: Structuralism, Post-structuralism, Deconstruction, Metalanguage,

Topics for Detail Study: 1. Ferdinand de Saussure: *The Object of Study*

2. Jack Derrida: *Structure, Sign, and Play in the Discourse of Human Sciences*

UNIT II

Background Topics: Marxist Criticism, Metanarrative, Logocentrism, Reader Response Theory

Texts for Detailed Study: 1. Edmund Wilson: *Marxism and Literature*

2. Roland Barthes: *The Death of the Author*

UNIT III

Background Topics: Russian Formalism, Psycho-analytic criticism, Surrealism, Feminism.

Texts for Detailed Study: 1. Lionel Trilling: *Freud and Literature*

2. Mikhail Bakhtin: *Discourse in the Novel*

UNIT IV

Background Topics: Neo-humanistic Tradition, Subaltern Studies, New Historicism, Ecoeriticism

Texts for Detailed Studies: 1. E. D. Hirsch, Jr. *Faculty Perspectives*

2. Edward Said: *Crisis (In Orientalism)*

Reference Books for Further Reading:

Christopher Norris: *Deconstruction: Theory and Practice*, Routledge, 1982

Barry, Peter. *Beginning Theory*, 1995.

David Lodge: *Twentieth Century Literary Criticism*, Longman, 1972

Leitch, Vincent. B. (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

S.D. Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*. Lambert Academic Publishing, Germany, 2012.

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M.A. Part II (English) Fourth Semester
Paper 4T3 (Mandatory) Postcolonialism and Literature

Paper Objectives

1. To seek a direct correspondence between literary texts and dominant ideas in post-colonial period.
2. To explore new and emerging concerns in the field of postcolonial studies.
3. To explain increasing emphasis on globalization, multiculturalism and neo-colonial politics in contemporary postcolonial literature.

Learning outcomes

1. The students will have prescient information about ideas of literary texts, authors and movements in postcolonial times.
2. The students will understand the impact of Western cultural imperialism brought on by globalization.
3. The students will understand the postcolonial migration and the growth of migrant communities.

Unit-I

Background Study: Colonialism, imperialism and decolonization, Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" Third World Approach, Feminism and postcolonialism, Subaltern studies and postcolonialism

Text for detail study: Mahasweta Devi: *Breast Stories*

Unit II

Background Study: Decolonizing the Mind, Language and Imperialism, Language and Culture, Neocolonialism

Text for Detail Study: 1. Ngugiwa Thiong'o: *Devil on the Cross* 2. JM Coetzee: *Disgrace*

Unit III

Background Study: Latin American Literature, Caribbean literature, Creole and Pidgeon, Magical realism, "Commonwealth" literature

Text for Detail Study: Jean Rhys: *Wild Sargasso Sea*

Unit IV

Background Study: Globalization, Transnationalism, Urbanization, Cosmopolitanism, Neo-imperialism

Text for Detail Study: Arundhati Roy: *The God of Small Things*

Reference Books for Further Reading

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (eds), *Key Concepts in Post-Colonial Studies*, Routledge, 1998.

Banerjee, Prantik, *Teaching of Culture, Culture of Teaching*, Dattsons Publisher, Nagpur, 2022

Boehmer, Elleke, *Colonial and Postcolonial Literature*, Oxford University Press, 1995.

Gandhi, Leela, *Postcolonial Theory: An Introduction*, Edinburgh University Press, 1998.

Loomba, Ania, *Colonialism/Postcolonialism*, Routledge, 1998.

Nayar, Pramod, *Postcolonial Literature: An Introduction*, Pearson: Longman, 2008.

Walder, Dennis, *Post-Colonial Literatures in English: History, Language, Theory*, Blackwell, 1996.

Dodewar, Anil, *Chinua Achebe's Novels, A Study of Culture and Gender*, Prestige Books International, 2022

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**M.A. Part II (English) Fourth Semester
Paper 4T4 (B) (Elective) Disability Studies**

Paper Objectives

1. To understand the many modes of intersection between literature and disability.
2. To destabilize established theoretical paradigms to literary criticism and provide a fresh approach to analysing all literary texts.
3. Re-reading both canonical and modern works from the lens of disability studies.

Learning Outcomes

1. Students will be exposed to a new emerging field of literary studies.
2. Students will be able to adopt interdisciplinary approach in their understanding of literary texts under the rubric of disability studies.
3. They will be sensitized to the most pressing issues of our age about aging, empathy, minority status, social care and citizenship.

UNIT I

Background Topics: Ableism, Extraordinary bodies, Normate, medical model of disability, social model of disability, interactionist model

Text for Detailed Study: Alice Hall: *Literature and Disability*; Chapter 1. Disability Studies Chapter 2. An Introduction to Disability Studies

UNIT II

Background Topics: Neuro-novel, narrative prosthesis, ablenationalism, dismodernism, crip, supercrips

Text for Detailed Study: John Steinbeck: *Of Mice and Men*

UNIT-III

Background Topics: Intersectionality of disability studies, disability and feminism, disability aesthetics, disability and postcolonial theory, Foucault's bio-power, disability as subject position

Text for Detailed Study (Short Stories): 1. D.H. Lawrence: *The Blind Man* 2. Raymond Carver: *Cathedral*

UNIT-IV

Background Topics: Ocularcentric epistemologies, visual politics, disability life writing, cripple poetics, disability and impairment, crip poetry

Text for Detailed Study: 1. John Milton: *On His Blindness* 2. Willfred Owen: *Disabled* 3. Neil Marcus: *Disabled Country*

Reference Books for Further Reading

Anita Ghai: *Disability in South Asia, Knowledge and Experience*. Sage Publications Pvt. Ltd

Dan Goodley: *Disability Studies. An Interdisciplinary Introduction*. Sage Publication Pvt. Ltd.

Gerard Goggin and Christopher Newell, *Disability in Australia: Exposing a Social Apartheid* Sydney;

University of New South Wales Press, 2005

Miles Beauchamp, Windy Chung, Aligender, Magliner. *Disabled Literature: A Critical Examination of*

Portrayal of Individuals with Disabilities in selected works of Modern and Contemporary American Literature. New York. Brown Walker Press.

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**M.A. Part II (English) Fourth Semester
Paper 4T4 (C) (Elective) History of English Language – II**

Paper Objectives

1. The study of this paper will help the learners to understand the influence of foreign elements to the growth and development of English Language.
2. The study of this paper will help the learners to understand the semantics of English language.
3. To help the learners understand the changes that has occurred in English grammar over the ages.

Learning Outcomes

1. The students will appreciate the remarkable ability of English language to form new words by borrowing new words from foreign languages.
2. The students will learn the semantics of English language and how the language has undergone changes in the meaning of the words along with the addition of new words in the process of development.
3. The students can assess the significant ways in which the language continues to evolve to meet the requirement of its users.

Unit I

Foreign Elements in English Language – Introduction, the Scandinavian, the French, the Latin, the Indian influence.

Unit II

Word Making in English – Introduction, Derivation (Native Affixes, Foreign Affixes, and Diminutives), Back Formation and Shortening, Composition, Conversion, New words from the Names of Places and Persons, Obscure words, Root Creation, Folk Etymology

Unit III

Semantics – Introduction, Generalization of Meanings, Restriction of Meaning, Multiplication of Meaning, Degeneration of Meaning, Elevation of Meaning, Simple Substitution of New Meanings, Isolation of meaning, Concretization of Meaning, Euphemism, Loss of Intensity, Metaphorical Substitution

Unit IV

The Historical Development of English Grammar – Introduction, the S-ending in Nouns, Disappearance of the Old Word-Order, Numerals, the Pronominal System, the History of the Forms in -ing, the History of the Verbal Ending -s, the History of the Tense System, the Syntax of the Infinitive English as a World Language

Reference Books for Further Reading

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.
Bough, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.
Potter, Simeon. *Our Language*. Penguin Books, 1976.
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co. Pvt. Ltd., 1989.

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Pattern of question papers

A. Pattern of Question Paper except for Paper No.1T4, 2T4, 3T4, 3T5 (C), 4T4 (C)

1. There will be four units in each paper
2. Question paper will consist of five questions and all questions shall be compulsory
3. First Four long answer questions (to be attempted in about 800 words) will be on four units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the four units having equal weightage without internal choice.

B. Pattern of Question Papers No.1T4, 2T4, 3T4

1. There will be two units in each paper.
2. Question paper will consist of three questions and all questions shall be compulsory.
3. First two long answer questions (to be attempted in about 800 words) will be on two units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the two units having equal weightage without internal choice.

C. Pattern of Question Papers for Paper No. 3T5 (C), 4T4 (C)

1. There will be four units
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question out of two from each unit)
4. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.

D. General Rules and Regulations

- (i) Each paper of 4 credits will be of 3 hours duration.
- (ii) Each paper of 2 credits will be of 2 hours duration
- (iii) Maximum marks allotted are 80 for theory and 20 for internal assessment.

E. The students for internal assessment will be judged in accordance with the following framework:

Activity	Classroom seminar presentation	Home Assignment	Viva voce conducted on submitted HA	Participation in departmental activities
Marks	05	05	05	05

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Absorption Scheme

1. Students appearing in M.A. I (Semester-I Examination to be held in Winter 2022 examination and all Ex-students appeared earlier shall be given additional 3 Attempts i.e. Winter examination of 2023 and Summer and Winter examination of 2024. Those who fail to clear M.A.I examination (of the Semester Old CBCS (NEP) Syllabus) shall have to opt in New Education Policy (NEP)-20 Semester Pattern in the new syllabus of Semester-I to be implemented from the academic session 2023-24.
2. Students appearing in M.A-II (Semester-III) Examination to be held in Winter Examination of 2023 and all Ex students shall be given 3 additional chances i.e. winter 2023 and summer & winter examination of 2024. Those who fail to clear the M.A-I & II examinations as per the scheme above, shall have to opt for the papers from the New Education Policy 20 Program being implemented from academic session 2023-24 in Semester - I.
3. The candidates who exhaust the attempts permissible and are yet unable to get through the old syllabus will have the option to select the alternatives as given in the following tables from the new syllabus.

Semester I

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
IT1	English Poetry from Chaucer to Milton	IT1	English Poetry from Chaucer to the Eighteenth Century
IT2	The Renaissance Drama	IT2	English Drama from the Elizabethan Age to Restoration Period
IT3 (A)	Indian Writing in English-I	IT5 (B)	Travel Literature
IT3 (B)	Indian Diasporic Fiction-I	IT5 (B)	Travel Literature
IT3 (C)	Indian Writing in Translation	IT5 (B)	Travel Literature
IT3 (D)	Indian Literary Criticism	IT5 (A)	Asian Literature
IT4 (A)	The English Novel-I	IT3	The English Novel-I
IT4 (B)	Literature and Gender	IT5 (B)	Travel Literature
IT4 (C)	Cultural Studies-I	IT5 (A)	Asian Literature
IT4 (D)	The English Prose	IT5 (A)	Asian Literature

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Semester II

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
2T1	Restoration and Eighteenth-Century English Literature	2T1	English Poetry from the Romantic to Postmodern Age
2T2	Modern English Drama	2T2	Modern English Drama
2T3 (A)	Indian Writing in English-II	2T5 (C)	Tribal Studies and Literature
2T3 (B)	Indian Diasporic Fiction-II	2T5 (C)	Tribal Studies and Literature
2T3 (C)	European Fiction and Drama	2T5 (A)	American Literature
2T3 (D)	Asian Literature	2T5 (A)	American Literature
2T4 (A)	The English Novel-II	2T3	The English Novel-II
2T4 (B)	Comparative Literature	2T5 (B)	Trauma Studies
2T4 (C)	Cultural Studies-II	2T5 (C)	Tribal Studies and Literature
2T4 (D)	English Language Teaching	2T5 (C)	Tribal Studies and Literature

Semester III

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
3T1	Romantic and Victorian Poetry	3T5 (B)	Pandemic Studies and Literature
3T2	Literary Criticism and Theory-I	3T2	Literary Criticism and Theory-I
3T3 (A)	Nineteenth Century American Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (B)	Trauma Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (C)	Pandemic Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (D)	English Comedies	3T5 (B)	Pandemic Studies and Literature
3T4 (A)	Communicative English-I	3T5 (B)	Pandemic Studies and Literature
3T4 (B)	Postcolonial Literature	3T5 (B)	Pandemic Studies and Literature
3T4 (C)	The History of English Language-I	3T5 (C)	The History of English Language-I
3T4 (D)	Dalit Literature-I	3T5 (B)	Pandemic Studies and Literature

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Semester IV

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
4T1	Twentieth Century English Poetry	4T1	Indian Diaspora Writings
4T2	Literary Criticism and Theory-II	4T2	Literary Criticism and Theory-II
4T3 (A)	Twentieth Century American Literature	4T4 (B)	Disability Studies
4T3 (B)	African American Literature	4T4 (B)	Disability Studies
4T3 (C)	Disability Studies	4T4 (B)	Disability Studies
4T3 (D)	Film Studies	4T4 (B)	Disability Studies
4T4 (A)	Communicative English-II	4T4 (B)	Disability Studies
4T4 (B)	Research Writing and Presentation Skills in English Studies	4T4 (B)	Disability Studies
4T4 (C)	The History of English Language-II	4T4 (C)	The History of Language-II
4T4 (D)	Dalit Literature-II	4T4 (B)	Disability Studies

Tentative Schedule Recommended for the paper wise Completion of Syllabus

Work Load: Four/Two lectures per week of one hour each for each paper

Activity to achieve Paper Objectives and get desired Learning Outcomes	Number of Lectures required (4 credit paper)	Number of Lectures required (2 credit paper)
Bridging present paper with information students have on the subject	01	00
Introducing Question Paper Pattern	01	00
Background Topics (04 lectures for each unit = 16 lectures of one hour each)	16	08
Topics for detail study (08 lectures for each unit = 32 lectures of one hour each)	32	16
Classroom Seminar	04	04
Submission of Assignments	01	00
Viva Voce	01	00
Test Examination (01 lecture of one hour for each unit)	04	02
Semester wise Lectures for each paper	60	30

Note: For the paper with 2 credits, submission of assignments and conducting viva-voce should be carried out with equal distribution of number of students in the papers of 4 credit.

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GUIDELINES

1. The students shall undergo on-job training (internship/apprenticeship) for 3 to 4 weeks in semester II of the programme. They shall spend the said period in the institution to upskill themselves, and the report and certificate of the same be submitted to the Head of the Department. The students must complete on-job training (OJT)/Internship of 4 credit during summer break after completion of the second semester of the first year. They shall prepare and submit the comprehensive report of internship they undergo on day to day basis. The report shall be submitted to the department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the same will carry 20 marks.
2. As to Field Project, the students shall conduct field project on the issue which the Head of the Department deem relevant to society in general. They shall conduct survey, collect data and make interpretation and analysis of the same. They must come up with some convincing conclusions and recommendations. They shall submit the report to the Head of the Department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the will carry 20 marks.
3. In semester III and semester IV, the students shall undertake Research Project which carries 4 and 6 credits respectively. The project shall be conducted under the supervision of the faculty member and be approved by the Head of the Department.
4. Four credit research project in semester III shall have 100 marks including project itself and the internal assessment (Project 80 marks + 20 internal assessment). And passing marks shall be 40, project and internal assessment together.
5. Six credit research project in semester IV shall have 150 marks including project itself and the internal assessment (Project 120 marks + 30 marks internal assessment). And passing marks shall be 75, project and internal assessment together. The project shall be undertaken under the supervision of the faculty member and the project be approved by the Head of the Department. The students shall submit the report of the research project before the commencement of the theory examination of the semester concerned.
6. The students can carry out separate research projects in semester III and semester IV or they can continue the research project of semester III in semester IV. If the students wish to continue semester III research project in semester IV, they shall ensure that they strictly follow the conditions below:

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

राष्ट्रसंत तुकडोजी महाराज नागपुर विश्वविद्यालय, नागपुर
बी.ए.सेमेस्टर I (CBCS)
हिन्दी साहित्य
राष्ट्रीय शिक्षा नीति 2020 अनुसार
शैक्षणिक सत्र 2022-23 से प्रस्तावित

पाठ्यपुस्तक: साहित्य विविधा
सम्पादक: डॉ संतोष गिरहे, डॉ श्यामप्रकाश पांडे
प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- प्रश्न पत्र का उद्देश्य विद्यार्थी में आधुनिक काल में कथा जैसी महत्वपूर्ण विधा के विविध सोपानों से परिचित कराना।
- विद्यार्थी को हिंदी गद्य विधा में निहित सामाजिक चिंतन की बारीकियों से अवगत कराना।
- कथा विवेचन और विश्लेषण की क्षमता का विकास हो सकेगा।
- इस प्रश्नपत्र का आशय विद्यार्थी को विषय के इतिहास से परिचित कराना तथा हिन्दी साहित्य की परंपरा का परिचय कराना।
- विद्यार्थी को आदिकाल से लेकर रीतिकाल तक के साहित्यकारों, प्रवृत्तियों, चिंतन पद्धतियों का बोध प्राप्त हो सकेगा।

इकाई -I

1. मलबे का मालिक (कहानी)- मोहन राकेश
2. साहित्य जनसमूह के हृदय का विकास है (निबंध)- बालकृष्ण भट्ट
3. प्रेमचंद: लहमी में जन्म एवं अंतिम बीमारी (जीवनी) (कलम का सिपाही से)- अमृतराय
4. अध्यक्ष महोदय (व्यंग्य निबंध)- शरद जोशी

इकाई -II

1. रजिया (रेखाचित्र)- रामवृक्ष बेनीपुरी
2. मैं नर्क से बोल रहा हूँ ! (व्यंग्य)- हरिशंकर परसाई
3. साहित्य में प्रासंगिकता का प्रश्न (निबंध) - निर्मल वर्मा

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4. आस्था और रोमांच की यात्रा (यात्रा वृत्तान्त) – पवन चौहान

इकाई -III

आदिकाल की पृष्ठभूमि, काल विभाजन एवं नामकरण, प्रमुख प्रवृत्तियाँ (सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य, रासो साहित्य, लौकिक साहित्य)
आदिकाल की विशेषताएँ, प्रमुख कवियों का परिचय

इकाई -IV द्रुत वाचन

अ) निम्नलिखित रचनाकारों का संक्षिप्त परिचय-

1. प्रतापनारायण मिश्र
2. यशपाल
3. आचार्य रामचंद्र शुक्ल
4. उषा प्रियंवदा

ब) निम्नलिखित रचनाओं का संक्षिप्त परिचय

1. जागो फिर एक बार ! (कविता) - सूर्यकांत त्रिपाठी 'निराला'
2. आकाशदीप (कहानी) - जयशंकर प्रसाद
3. वसंत आ गया है (निबंध) - डॉ. हजारीप्रसाद द्विवेदी
4. हाशिए पर कुछ नोट्स (जीवनी) (एक साहित्यिक की डायरी से) - मुक्तिबोध

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-

1. आदिकालीन किन्हीं दो कवियों की पी.पी.टी. द्वारा प्रस्तुति।
2. आदिकालीन किन्हीं दो कवियों का सचित्र जीवन परिचय संकलन एवं प्रस्तुतिकरण।

➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

कोर्स के परिणाम

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- विद्यार्थियों में विषय की गहन समझ विकसित होगी।
- उनकी भाषिक दक्षता बढ़ेगी। आलोचनात्मक-विवेचनात्मक चेतना विकसित होगी।
- उनमें सामाजिक जागरूकता आएगी तथा जीवन-संघर्ष के प्रति स्वस्थ दृष्टि विकसित होगी।
- उनमें जीवन-मूल्यों की समझ तथा उनके संरक्षण की प्रवृत्ति बढ़ेगी।
- उनमें बहुभाषिक, बहु-सांस्कृतिक समस्याओं को समझने की प्रवृत्ति बढ़ेगी।

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए.सेमेस्टर II (CBCS)

हिन्दी साहित्य

राष्ट्रीय शिक्षा नीति 2020 अनुसार
शैक्षणिक सत्र 2022-23 से प्रस्तावित

पाठ्यपुस्तक: साहित्य विविधा

सम्पादक: डॉ संतोष गिरहे, डॉ श्यामप्रकाश पांडे

प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- साहित्यिक विधाओं के माध्यम से विद्यार्थी में कौशल विकसित करना। जिनके प्रशिक्षण से वह जीवन में कई क्षेत्रों से परिचित हो सकेगा।
- हिन्दी नाटक और रंगमंच ऐसी गद्य विधा है जिसके विवेचन-विश्लेषण से सामाजिक दायित्व का बोध प्राप्त हो सकेगा।
- प्रश्नपत्र का उद्देश्य विद्यार्थी में काव्य की समझ और आस्वाद क्षमता का विकास करना।
- कवियों एवं कविताओं के वैचारिक धरातल से विद्यार्थी को जन-जन से जोड़ना।

इकाई -I & II

बकरी (नाटक) – सर्वेश्वरदयाल सक्सेना (वाणी प्रकाशन, नई दिल्ली)

इकाई -III

महाकाव्य

खण्डकाव्य

उपन्यास

कहानी

नाटक

एकांकी

आत्मकथा

जीवनी

साक्षात्कार

29/08/2022
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इकाई -IV द्रुत वाचन

अ) निम्नलिखित रचनाकारों का संक्षिप्त परिचय-

1. सुभद्राकुमारी चौहान
2. हरिवंशराय बच्चन
3. नंददुलारे वाजपेयी
4. कमलेश्वर

ब) निम्नलिखित रचनाओं का संक्षिप्त परिचय

1. रोटी और संसद (कविता) - 'धूमिल'
2. बादलों के घेरे (कहानी) - कृष्णा सोबती
3. अग्नि की उड़ान (आत्मकथा) - डॉ. ए. पी. जे. अब्दुल कलाम
4. सोना (संस्मरण) - महादेवी वर्मा

- विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:- कक्षा में किसी भी एक रोचक कहानी का भावपूर्ण पठन करना।
- अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

कोर्स के परिणाम :-

- विद्यार्थियों को पठित विधा का विस्तृत परिचय होगा, उनमें साम्य-वैषम्य का बोध विकसित होगा।
- उनमें सामाजिक समस्याओं के चित्रण का, उनको देखने का दृष्टिकोण विकसित होगा।
- उनकी भाषिक दक्षता विकसित होगी।
- उनमें सामूहिक चेतना का विकास/बोध होगा।
- उनमें मानवीय मूल्यों की समझ विकसित होगी।

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

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बी. ए. सेमेस्टर I (CBCS)
हिन्दी (अनिवार्य)
राष्ट्रीय शिक्षा नीति 2020 अनुसार
शैक्षणिक सत्र 2022-23 से प्रस्ताविक

पाठ्यपुस्तक: साहित्य सृजन
सम्पादक: डॉ. मधुलता व्यास, डॉ. राजेन्द्र मालोकर
प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- वैचारिक लेखन के माध्यम से विद्यार्थी को नवीन चिंतन धारा की ओर अग्रेषित करना।
- विचार या विचारधारा के बारे में सम्यक जानकारी विकसित करना।
- प्रश्नपत्र के माध्यम से हिन्दी के प्रतिनिधि लेखक या साहित्यकार की रचनात्मकता और विचारों से सीधे विद्यार्थी को जोड़ना।
- साहित्यकार के व्यक्तित्व, जीवन और विचार से विद्यार्थी को बोध कराना।

इकाई -I निबंध

सामान्य विषय पर निबंध
निबंध साहित्य: परिभाषा, स्वरूप, तत्व एवं प्रकार

इकाई -II गद्य विभाग

1. संत साहित्य की ऐतिहासिक भूमिका (निबंध) - रामविलास शर्मा
2. सलाम (कहानी) - ओमप्रकाश वाल्मीकि
3. आवाज का नीलाम (एकांकी) - डॉ. धर्मवीर भारती
4. पहला सफेद बाल (व्यंग्य) - हरिशंकर परसाई

इकाई -III पद्य विभाग

1. मनुष्यता - मैथिलीशरण गुप्त
2. जीवन नहीं मरा करता है - गोपालदास 'नीरज'
3. जो शिलाएँ तोड़ते हैं - केदारनाथ अग्रवाल
4. हँसो हँसो जल्दी हँसो - रघुवीर सहाय

29/06/2022

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इकाई-IV द्रुत वाचन

1. नमक का दारोगा (कहानी)–प्रेमचंद
2. चोरी और प्रायश्चित (आत्मकथा)–महात्मा गांधी
3. माँ पर नहीं लिख सकता कविता –डॉ. चंद्रकांत देवताले
4. एक अजीब- सी मुश्किल –कुँवर नारायण

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-

'आवाज का नीलाम' एकांकी नाटक का विद्यार्थियों द्वारा अभिनय के साथ प्रस्तुतिकरण ।

➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन ।

कोर्स के परिणाम :-

- विद्यार्थियों को पठित विषय का समग्र बोध प्राप्त होगा ।
- उन्हें साहित्य और जीवन के सम्बन्धों तथा उनके प्रति विवेचनात्मक दृष्टि का ज्ञान होगा ।
- उनका विभिन्न सामाजिक स्थितियों, दशाओं, मूल्यों से परिचय होगा ।
- उनमें जीवन को देखने की तार्किक दृष्टि का विकास होगा ।
- उनमें मानवीय मूल्यों, बुराइयों, कमियों, खूबियों के प्रति संतुलित दृष्टि का विकास होगा ।

आधार ग्रन्थ- व्यावहारिक हिन्दी – रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए.सेमेस्टर II (CBCS)

हिन्दी (अनिवार्य)

राष्ट्रीय शिक्षा नीति 2020 अनुसार
शैक्षणिक सत्र 2022-23 से प्रस्ताविक

पाठ्यपुस्तक: साहित्य सृजन

सम्पादक: डॉ.मधुलता व्यास, डॉ.राजेन्द्र मालोकर

प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- हिंदी गद्य की विधागत विशेषता के साथ प्रतिनिधि रचनाओं के प्रासंगिक पक्षों से जोड़ना।
- सामाजिक चिंतन-मनन की प्रक्रिया का विकास करना।
- आधुनिक कवियों के परिचय द्वारा विद्यार्थी की काव्यचेतना तथा काव्य-विश्लेषण के सामर्थ्य का विस्तार करना।
- विद्यार्थी को कविता के साथ कवियों की दार्शनिक दृष्टि और समाज में उनकी प्रासंगिकता का भी बोध प्राप्त करना।

इकाई -I गद्य विभाग

- 1.सिलिया (कहानी)- सुशीला टाकभौरै
- 2.भारतीयता (निबंध)-अज्ञेय
- 3.एकलव्य ने अंगूठा दिखाया (हास्य व्यंग्य) -हरिशंकर परसाई
- 4.बयालीस के ज्वार की उन लहरों में (रिपोर्टाज)- कन्हैयालाल मिश्र 'प्रभाकर'

इकाई -II पद्य विभाग

- 1.चल पड़े जिधर दो डग, मग में - सोहनलाल द्विवेदी
- 2.हम दीवानों की क्या हस्ती - भगवतीचरण वर्मा
- 3.बहुत दिनों के बाद - नागार्जुन
- 4.बस्स ! बहुत हो चुका - ओमप्रकाश वाल्मीकि

इकाई -III

पत्र लेखन: सरकारी, अर्द्धसरकारी, आवेदन पत्र

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पारिभाषिक शब्दावली: अंग्रेजी से हिन्दी एवं हिन्दी से अंग्रेजी शब्द

इकाई -IV द्रुत वाचन

1. झाँसी की रानी (कविता)– सुभद्राकुमारी चौहान
2. किस्सा जनतंत्र (कविता)– 'धूमिल'
3. यह देश एक है (निबंध)– रामधारी सिंह 'दिनकर'
4. गदर खत्म होइ गया (एकांकी)– लक्ष्मीनारायण लाल

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:-

उपरोक्त कार्यालयीन पत्रों का प्रारूप (नमूना) तैयार करना।

पारिभाषिक शब्दावली में से प्रति शीर्षक 10 शब्दों का संकलन करना।

➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

कोर्स के परिणाम :-

- विद्यार्थियों को पठित गद्य विधाओं का विस्तृत परिचय होगा, उनमें लेखकीय शैली की समझ विकसित होगी।
- उन्हें प्रकृति और समाज की विविध दशाओं का परिचय होगा।
- उनमें समाज को देखने का विवेचनात्मक दृष्टिकोण विकसित होगा।
- उनमें मानवीय मूल्यों तथा भाषा के प्रयोग की समझ बढ़ेगी।
- उनमें परिस्थितियों को देखने, समझने और प्रस्तुत करने का दृष्टिकोण विकसित होगा।

आधार ग्रन्थ- व्यावहारिक हिन्दी – रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद

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आवेदक:-
29/08/2022

अभिनिमिषी
29/8/2022



बी.ए. सेमेस्टर-I (CBCS)
प्रयोजनमूलक हिन्दी (Functional Hindi)
राष्ट्रीय शिक्षा नीति 2020 अनुसार
सत्र 2022-2023 से प्रस्तावित
पेपर : प्रयोजनमूलक हिन्दी -I (ऐच्छिक)

पाठ्यक्रम के उद्देश्य

- विद्यार्थियों को प्रयोजनमूलक हिन्दी के स्वरूप से अवगत कराना ।
- हिन्दी की संवैधानिक स्थिति से परिचित कराना ।
- हिन्दी भाषा और देवनागरी लिपि की जानकारी देना ।

पाठ्यक्रम के परिणाम(COs)

प्रस्तुत पाठ्यक्रम का अध्ययन करने पर विद्यार्थी -

1. विद्यार्थी विविध क्षेत्र में हिन्दी के प्रयोग की जानकारी दे पाएगा ।
2. विद्यार्थी राजभाषा सम्बंधित संवैधानिक प्रावधानों की जानकारी दे सकेगा ।
3. विद्यार्थी हिन्दी भाषा की प्रकृति और देवनागरी लिपि की विशेषताओं को बता सकेगा ।
4. विद्यार्थी अपने लेखन कार्य में हिन्दी वर्तनी का प्रयोग करने में सक्षम होगा ।

इकाई-I प्रयोजनमूलक हिन्दी: स्वरूप एवं व्याप्ति

प्रयोजनमूलक हिन्दी: अर्थ एवं परिभाषाएं
प्रयोजनमूलक हिन्दी की विशेषताएं एवं उपयोगिता
प्रयोजनमूलक हिन्दी: विविध क्षेत्र

इकाई-II राजभाषा हिन्दी-संवैधानिक स्थिति

राजभाषा हिन्दी: संकल्पना, अर्थ एवं स्वरूप
राजभाषा हिन्दी-संवैधानिक प्रावधान
राजभाषा संबंधी अधिनियम
राजभाषा हिन्दी संबंधी शिक्षण योजनाएं

इकाई-III हिन्दी भाषा एवं देवनागरी लिपि का सामान्य परिचय

हिन्दी भाषा की प्रकृति

10

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हिन्दी भाषा का स्वरूप
देवनागरी लिपि का परिचय
देवनागरी लिपि की विशेषताएँ

इकाई-IV हिन्दी व्याकरण

मानक हिंदी वर्तनी
वाक्य संरचना- पदक्रम और पदबंध, लिंग, वचन, कारक, विशेषण, उपसर्ग, प्रत्यय
हिन्दी शब्द समूह- तत्सम, तद्भव, देशज और विदेशी (आगत)
हिन्दी की उच्चारण प्रणाली-अक्षरों का उच्चारण, अनुस्वार व अनुनासिक

➤ **विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:-**

1. तत्सम, तद्भव, देशज और विदेशी (आगत) प्रति शीर्षक दस शब्दों का संकलन।
2. राजभाषा और राजभाषा अधिकारी पद से सम्बंधित विविध योजनाओं की जानकारी शासकीय वेबसाइट से संकलित करना।

➤ **अध्ययन-अध्यापन पद्धति:-** समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

सन्दर्भ:

1. राजभाषा प्रबंधन विविध आयाम- डॉ. दामोदर खडसे
2. बैंको में प्रयोजनशील हिंदी- डॉ. अनील तिवारी
3. राजभाषा हिंदी विवेचन और प्रयुक्ति – डॉ. किशोर वासवानी
4. प्रयोजनमूलक हिंदी – दंगल झालटे
5. प्रयोजनमूलक हिंदी संरचना और प्रयोग- डॉ. माधव सोनटके
6. प्रयोजनमूलक हिंदी की नई भूमिका- डॉ. कैलाशनाथ पाण्डेय
7. प्रयोजनमूलक हिंदी-रमेश जैन
8. हिन्दी व्याकरण- कामताप्रसाद गुरु
9. भाषा विज्ञान- भोलानाथ तिवारी
10. राजभाषा हिंदी- कैलाशचंद्र भाटिया
11. संघ की राजभाषा – हरिबाबू जगन्नाथ

[Signature]

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11/08/2022

29/8/2022



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

12. हिन्दी भाषा उद्भव, विकास और रूप- डॉ. हरदेव बाहरी
13. भाषा विज्ञान के अधुनातन आयाम एवं हिन्दी भाषा- डॉ. अम्बादास देशमुख
14. जनसंचार और पत्रकारिता - डॉ. ओमप्रकाश शर्मा

[Handwritten signatures and dates]
29/08/2022
29/8/2022



बी.ए. सेमेस्टर-II (CBCS)
प्रयोजनमूलक हिन्दी (Functional Hindi)
राष्ट्रीय शिक्षा नीति 2020 अनुसार
सत्र 2022-2023 से प्रस्तावित
पेपर : प्रयोजनमूलक हिन्दी -II (ऐच्छिक)

पाठ्यक्रम के उद्देश्य

- विद्यार्थियों को कार्यालयीन हिन्दी के स्वरूप एवं प्रक्रिया से अवगत कराना ।
- विद्यार्थियों को सरकारी कार्यालयों में पत्राचार की जानकारी देना ।
- विद्यार्थियों को कार्यालयीन हिन्दी की कार्य-प्रणाली से अवगत कराना ।
- विद्यार्थियों में आलेखन कला-कौशल विकसित करना ।

पाठ्यक्रम के परिणाम(COs)

प्रस्तुत पाठ्यक्रम का अध्ययन करने पर विद्यार्थी -

1. विद्यार्थी कार्यालयीन हिन्दी के स्वरूप एवं प्रक्रिया से अवगत होगा ।
2. विद्यार्थी कार्यालयी पत्रों के विविध प्रकार एवं प्रयोगों के बारे में बता पायेगा ।
3. विद्यार्थी कार्यालय में टिप्पण का महत्त्व बता सकेगा ।
4. विद्यार्थी में 'आलेखन लेखन' की कला में निपुणता प्राप्त कर सकेगा ।

इकाई-I कार्यालयीन हिन्दी

कार्यालयीन हिन्दी: स्वरूप एवं प्रकृति
कार्यालयीन हिन्दी का महत्त्व
कार्यालयीन हिन्दी की विशेषताएँ

इकाई-II कार्यालयीन पत्राचार

कार्यालयीन पत्राचार - स्वरूप एवं सिद्धांत
कार्यालयीन पत्राचार की उपयोगिता
कार्यालयीन पत्राचार के प्रकार -

13



- सरकारी पत्र (Official Letter)
- अर्धसरकारी पत्र (Demi-Official Letter)
- ज्ञापन (Memorandum)
- परिपत्रक (Circular)
- पृष्ठांकन (Endorsement)
- अनुस्मारक (Reminder)
- स्वीकृति (Acknowledgement)
- निविदा (Tender)
- सूचना (Notice)
- प्रतिवेदन (Report)

इकाई-III टिप्पण लेखन

टिप्पण लेखन का अर्थ एवं उद्देश्य
टिप्पण लेखन के सामान्य नियम
टिप्पण लेखन के प्रकार
टिप्पण लेखन की भाषा-शैली
टिप्पण की विशेषताएँ

इकाई-IV आलेखन

आलेखन का अर्थ एवं उद्देश्य
आलेखन(मसौदा) तैयार करने के सामान्य नियम
आलेखन के गुण
आलेखन की भाषा शैली
आलेखन की विशेषताएँ

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-
14
29/08/2022
29/8/2022



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Yeshwant Mahavidyalaya, Wardha

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उपरोक्त किन्हीं चार कार्यालयीन पत्रों का प्रारूप (नमूना) तैयार करना ।

- अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन ।

संदर्भ:-

1. बैंकों में हिंदी पत्राचार- दंगल झाल्टे
2. प्रयोजनमूलक हिंदी –विनोद गोदरे
3. राजभाषा प्रबंधन विविध आयाम – डॉ. दामोदर खडसे
4. हिन्दी पत्रकारिता: विविध आयाम – वेदप्रताप वैदिक
5. कामकाजी हिंदी –सूर्यप्रसाद दीक्षित
6. जनसंचार और पत्रकारिता – डॉ. ओमप्रकाश शर्मा
7. उत्तरआधुनिक मीडिया तकनीक – हर्षदेव

D
शाह
29/08/2022
अमानिगाय
29/8/2022



बी.ए. सेमेस्टर-III(CBCS)

अनिवार्य हिन्दी

पाठ्य पुस्तक- साहित्य कुसुम

शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य कुसुम

सम्पादक: डॉ.संतोष गिरे, डॉ. श्यामप्रकाश पांडे, डॉ.राजेन्द्र मालांकर, डॉ. गजानन चोलेनवार

प्रकाशक: राधाकृष्ण प्रकाशन, विल्सी

इकाई १ गद्य विभाग

१. मानस की धर्मभूमि (निबंध) – आ. रामचंद्र शुक्ल
२. गुण्डा (कहानी)- जयशंकर प्रसाद
३. शान्तिनिकेतन में (यात्रा साहित्य)- राहुल सांकृत्यायन
४. कलिंग विजय (एकांकी)- जगदीशचन्द्र माथुर

इकाई २ पद्य विभाग

१. कबीर (साध्वी)-कबीरदास
२. सूरदास (पद) –सूरदास
३. हिमालयी तुंग श्रृंग से –जयशंकर प्रसाद
४. पुष्प की अभिलाषा-माखनलाल चतुर्वेदी

इकाई ३ अन्य पाठ्य सामग्री

अ. समाचार लेखन-अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा

ब. चित्रापन लेखन- अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा

इकाई ४ द्रुत वाचन

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

१. शिवमंगल सिंह 'सुमन'
२. मनोहर श्याम जोशी
३. रवीन्द्र कालिषा
४. चित्रा मुद्गल

ब. निम्नलिखित रचनाओं का सामान्य परिचय

१. रामप्रसाद बिस्मिल की आत्मकथा(आत्मकथा)- रामप्रसाद बिस्मिल
२. कदम मिलाकर चलना होगा(कविता)- अटल बिहारी वाजपेयी
३. महाभारत की एक सांझ (एकांकी)-भारतभूषण अग्रवाल
४. चापसी(कहानी)- उषा प्रियंवदा

3/1/23

12/6/23

Shakti

20/7/23



बी.ए. सेमेस्टर-III

अनिवार्य हिन्दी (CBCS)

प्रश्न का प्रारूप एवं अंक विभाजन

शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा.	
'अ' समाचार लेखन से तीन प्रश्न पूछे जायेंगे, जिसमें से किसी दो प्रश्न के उत्तर लिखना अनिवार्य है.	२X४=८
'ब' विज्ञापन लेखन से तीन प्रश्न पूछे जायेंगे, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ४ यह प्रश्न चौथी इकाई से पूछा जायगा.	
'अ' के अंतर्गत किसी तीन रचनाकारों का सामान्य परिचय पूछा जायेगा, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
'ब' के अंतर्गत किसी तीन रचनाओं पर सामान्य प्रश्न पूछे जायेंगे, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टोप:

- प्रश्न पत्र ८० अंकों का होगा.
- २० अंक आन्तरिक मूल्यांकन के होंगे, (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
- परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकजुट (Combined) ४०% अंक प्राप्त करना अनिवार्य होगा.

12/6/23



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए. सेमेस्टर-III
हिन्दी साहित्य (CBCS)
पाठ्य पुस्तक- साहित्य शिखर
शैक्षणिक सत्र २०२२ - २०२३ से प्रस्तावित

इकाई १ एवं २

चित्रलेखा (उपन्यास)- भगवतीचरण वर्मा, राजकमल प्रकाशन, नई दिल्ली

इकाई ३ हिन्दी साहित्य का इतिहास(मध्यकाल)

भक्तिकाल: नामकरण, वर्गीकरण, भक्ति का उदय और विकास
संत साहित्य: सामान्य प्रवृत्तियां तथा प्रमुख कवि
सूफी साहित्य का उदय, विकास, सामान्य प्रवृत्तियां एवं प्रमुख कवि
राम भक्ति शाखा का उदय, विकास, विशेषताएं एवं प्रमुख कवि
कृष्ण भक्ति शाखा का उदय, विकास, विशेषताएं एवं प्रमुख कवि

इकाई ४

१. रस- अर्थ, परिभाषा, प्रकार एवं अवयव
२. अलंकार- शब्द अलंकार- अनुप्रास, यमक, श्लेष एवं चक्रोक्ति
अर्थालंकार- उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति
३. शब्द शक्ति- अभिधा, लक्षणा, व्यंजना
४. काव्य गुण- माधुर्य, ओज, प्रसाद
५. काव्य दोष - अक्रमत्व, अप्रतीतत्व, प्राग्व्यत्व

सन्दर्भ ग्रन्थ

१. हिन्दी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल
२. हिन्दी साहित्य का इतिहास -सं. डॉ. मंगेन्द्र
३. हिन्दी साहित्य युग और प्रवृत्तियां -डॉ. शिवकुमार शर्मा
४. हिन्दी साहित्य का आलोचनात्मक इतिहास-डॉ. रामकुमार वर्मा
५. भारतीय एवं पाश्चात्य काव्यशास्त्र-डॉ. गणपतिचन्द्र गुप्त
६. भारतीय काव्यशास्त्र- डॉ. योगेन्द्रप्रताप सिंह
७. काव्यशास्त्र- डॉ. भागीरत मिश्र
८. षट्कवि: चिन्तेचिन्तात्मक अध्ययन खंड १, २- डॉ. ओमप्रकाश शर्मा

अभिहित

10/6/23
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बी.ए. सेमेस्टर-III

हिन्दी साहित्य(CBCS)

प्रश्न का प्रारूप एवं अंक विभाजन

शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित

प्रश्न १ चित्रलेखा उपन्यास पर आधारित दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है. १X१६=१६

प्रश्न २ चित्रलेखा उपन्यास पर आधारित दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है. १X१६=१६

प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा, जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.

४X४=१६

प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा, जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.

४X४=१६

प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.

४X४=१६

टीप:

१. प्रश्न पत्र ८० अंकों का होगा.
२. १० अंक आन्तरिक मूल्यांकन के होंगे. (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४०% अंक प्राप्त करना अनिवार्य होगा.

अ.स.

अ.स.
12/6/22

अ.स.

अ.स.

अ.स.

अ.स.

अ.स.



बी.ए. सेमेस्टर-IV
अनिवार्य हिन्दी(CBCS)
पाठ्य पुस्तक- साहित्य कुसुम
शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य कुसुम
सम्पादक: डॉ.मनोष गिर्हे, डॉ. श्यामप्रकाश पांडे, डॉ.राजेंद्र मालोकर, डॉ गजानन पोलनवार
प्रकाशक: राधाकृष्ण प्रकाशन,दिल्ली

इकाई १ गद्य विभाग

१. आचरण की सभ्यता (निबंध) - सरदार पूर्णसिंह
२. चीफ की दावत (कहानी)- भीष्म साहनी
३. जीप पर सवार इल्लियों (व्यंग्य)- शरद जोशी
४. उसने कहा था (कहानी)-चंद्रधर शर्मा 'गुलेरी'

इकाई २ पद्य विभाग

१. तुलसी (पद) - तुलसीदास
२. बिहारी (दोहे) - बिहारी
३. हिरोशिमा-अज्ञेय
४. बीर साबरकर -कुमार हरीश

इकाई ३ अन्य पाठ्य सामग्री

- अ. सविधान में हिन्दी
- ब. महाबरे एवं लोकोक्तियाँ (कहावतें)

इकाई ४ द्रुत वाचन

आ. निम्नलिखित रचनाकारों का सामान्य परिचय

१. नामवर सिंह
२. स्वदेश भारती
३. ममता कालिया
४. राजेश जोशी

ब. निम्नलिखित रचनाओं का सामान्य परिचय

१. युवकों का समाज में स्थान (निबंध)- आचार्य नरेन्द्र देव
२. जहाँ लक्ष्मी कैद है (कहानी)- राजेंद्र यादव
३. विकलांग श्रद्धा का दौर(व्यंग्य)- हरिशंकर परसाई
४. जागो फिर एक बार (कविता)-सूर्यकान्त त्रिपाठी 'निराला'

(Handwritten signatures and dates)
12/6/23



बी.ए. सेमेस्टर-IV
हिन्दी साहित्य(CBCS)
प्रश्न का प्रारूप एवं अंक विभाजन
शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ तीसरी इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा. जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.	४X४=१६
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टीपः

१. प्रश्न पत्र ८० अंकों का होगा.
२. २० अंक आन्तरिक मूल्यांकन के होंगे. (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४० % अंक प्राप्त करना अनिवार्य होगा.

(Handwritten signatures and dates)
12/6/23



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए. सेमेस्टर-IV

हिन्दी साहित्य (CBCS)

पाठ्य पुस्तक- साहित्य शिखर

शैक्षणिक सत्र २०२२ - २०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य शिखर

सम्पादक: डॉ.संतोष गिहें, डॉ. श्यामप्रकाश पांडे, डॉ.राजेंद्र मालोकर, डॉ गजानन पोखरेनवार

प्रकाशक: राधाकृष्ण प्रकाशन,दिल्ली

इकाई १

कबीरदास

जायसी

इकाई २

तुलसीदास

सूरदास

इकाई ३

बिहारी

रहीम

इकाई ४ द्रुत वाचन- इसके अंतर्गत निम्नलिखित रचनाकारों का संक्षिप्त परिचय अपेक्षित है.

संत नामदेव, रैदास, नानक देव,मीराबाई, रसखान, केशवदास, धनानंद,भूषण

(Handwritten signatures and dates)
12/06/22



बी.ए. सेमेस्टर-IV
अनिवार्य हिन्दी(CBCS)
प्रश्न का प्रारूप एवं अंक विभाजन
शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा.	
•अ' संविधान में हिन्दी से तीन प्रश्न पूछे जायेंगे, जिसमें से किसी दो प्रश्न के उत्तर लिखना अनिवार्य है.	२X४=८
•ब' मुहावरे एवं कहावतों पर सात प्रश्न पूछे जायेंगे जिसमें में से किन्ही पांच के अर्थ लिखकर वाक्य में प्रयोग करना अनिवार्य है.	२X४=८
प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा.	
•अ' के अंतर्गत किसी तीन रचनाकारों का सामान्य परिचय पूछा जायेगा, जिनमें से किन्ही दो का उत्तर लिखना अनिवार्य है.	२X४=८
•ब' के अंतर्गत किसी तीन रचनाओं पर सामान्य प्रश्न पूछे जायेंगे, जिनमें से किन्ही दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टीपः

१. प्रश्न पत्र ८० अंकों का होगा.
२. २० अंक आन्तरिक मूल्यांकन के होंगे. (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मीखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४०% अंक प्राप्त करना अनिवार्य होगा.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'



BOARD OF HISTORY

**RASHTRASANT TUKADOJI MAHARAJNAGPUR UNIVERSITY,
NAGPUR**

**CURRICULUM FRAMEWORK FOR
THREE/ FOUR YEAR
GRADUATE PROGRAM IN HISTORY**

(As Per NEP 2020)

(Effective from Academic Year 2024-25)

(As Approved by Board of Studies on 28/08/2023)



UG DEGREE PROGRAMME - (Major – History)

Sr.No.	Heading	Particulars
1	Title of the Program	B.A. (Major - History)
2	Eligibility for admission	As per University Rule
3	Passing Marks	40 percent in each course (Continuous assessment)
4	Ordinances / Regulations (if any)	As per Direction No. 15 of 2023, RTMNU and G.R. No. NEP-2020 /CR No. 09 VISHI SHIKANA-3, Shikana, Dated April20, 2023, Govt. of Maharashtra.
5	No. of Years / Semesters	Three Years / Six Semesters and Four Year/ Eight semesters
6	Level	U.G. Certificate (One Yrs.), U.G. (Two Yrs.), DiplomaU.G. Degree(Three Yrs.),and U.G. Honors/Honors with Research(Four Yrs.)
7	Pattern	Semester Wise 80 % weightage to theory and 20 % Internal assessment
8	Status	Revised
9	To be implemented from the Academic Year	From Academic Year 2024-25



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
 NAAC Reaccredited Grade 'B'

TOTAL CREDITS & ITS DISTRIBUTION:
 B.A. Program OPSix or Eight semesters

Type of Course	SEM-I	SEM-II	SEM-III	SEM-IV	SEM-V	SEM-VI	SEM-VII (Hon)	SEM-VIII (Hon)	SEM-VII (Res)	SEM-VIII (Res)	Total Credit
Major	1 Course * 4 Credits =4	1 Course * 4 Credits =4	2 Course * 4 Credits =8	2 Course * 4 credits =8	2 Course * 4 Credits =8	2 Course * 4 credits =8	1 Course * 4 Credits =12	3 Course * 4 credits =12	2 Course * 4 Credits =8	2 Course * 4 credits =8	72
Major Electives	-	-	-	-	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	16
Minor	-	1 Course * 2Credits =2	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 Course * 4 Credits =4	1 RM * 4Credits =4	-	1 RM * 4Credits =4	-	20+4
OE	2*2 =4	2*2 =4	2	2	-	-	-	-	-	-	12
VSC	1 Course * 2 Credits =2	1 Course * 2 Credits =2	1 Course * 2 Credits =2	-	1 Course * 2Credits =2	-	-	-	-	-	08
SEC	1 Course * 2 Credits =2	1 Course * 2 Credits =2	-	1 Course * 2 Credits =2	-	-	-	-	-	-	06
AEC, VEC, IKS	AEC:2 VEC:2	AEC:2 VEC:2	-	-	-	-	-	-	-	-	02
OIT, FP, CC, RP	CC:2	CC:2	FP:2 CC:2	CC:2	FP/CCP:2	OIT:4	-	OPE:4	RP:4	RP:4	08 4-4 08 12
Total Credits	22	22	26	26	20	20	20	20	20	20	168-176

OR

Exit Option After 1st Year - Award of UG Certificate in Major with 40-44 Credits and an additional 4 credits core NSQF course-Internship OR continue with Major or Minor

Exit Option After 2nd Year - Award of UG Diploma Major and Minor with 90-98 Credits and an additional 4 credits core NSQF course-Internship OR continue with Major or Minor

Exit Option After 3rd Year - Award of UG Degree in Major with 120-132 Credits OR continue with Major or Minor

Exit Option After 4th Year - UG Honours Degree in Major and Minor with 160-176 Credits

Exit Option After 4th Year - UG Degree Honours with Research Degree with 160-176 Credits

STRUCTURE OF THE CREDITS, TEACHING & EXAMINATION:

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25

First Year: Semester I (UG CERTIFICATE)

Sr. No.	Course Type	The program/Name of the Paper	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme				Credit	
				Teaching Hours Per Week			Theory *(C,D)/Continuous Internal Evaluation					
				Theory	Practical	Total	Theory	Practical	Interval (C/D)	Total Marks		Minimum Passing Marks
1	Major Mandatory	History of India: (Earliest Time to 550 A.D)	UGHIMM1	4	-	4	80	-	20	100	40	4
		Idea of Bharat	UGHIMM2	2	-	2	40	-	10	50	20	2
2	OE-1	Refer Minor Basket/Groups		4	-	4	80	-	20	100	40	4
3	VSC-1	Archives in India	UGHIVSCI	4	4	-	50	50	100	50	50	2
4	SEC-1	Refer SEC Basket		4	4	-	50	50	100	50	50	2
5	AEC-1	English		1	2	3	50	-	50	100	50	2
6	VEC-1	Refer VSC Basket		2	-	2	40	-	10	50	20	2
7	IKS	Ancient Knowledge System	UGHIKS1	2	-	2	40	-	10	50	20	2
8	CC-1	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
Total =				15	14	29	290	150	260	700	320	22



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
 NAAC Reaccredited Grade 'B'

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25

Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory * (CIE) / Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major/Mandatory	History of India: (550 AD to 1206 AD)	UGH2MM3	4	-	4	80	-	20	100	40	4
		Understanding the Heritage	UGH2MM4	2	-	2	40	-	10	50	20	2
2	Minor (Choose any)	Refer Minor Basket/Groups		2	-	2	40	-	10	50	20	2
3	OE-2			4	-	4	80	-	20	100	40	4
4	VSC-2	Museums in India	UGH2VSC2	-	4	4	-	50	50	100	50	2
5	SEC-2	Refer SEC Basket		-	4	4	-	50	50	100	50	2
6	AFC-2	Marathi		1	2	3	50	-	50	100	50	2
7	VFC-2	Refer VFC Basket		2	-	2	40	-	10	50	20	2
8	CC-2	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
Total =				15	14	29	280	190	270	750	340	22

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2025-26

Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory * (CIE) / Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major/Mandatory	History of Medieval India: (1206 to 1526 AD)	UGH3MM5	4	-	4	80	-	20	100	40	4
		Art and Architecture in Ancient India	UGH3MM6	2	-	2	40	-	10	50	20	2
2	Minor (Choose any)	Refer Minor Basket/Groups		4	-	4	80	-	20	100	40	4
3	OE-3	Refer OE Basket		2	-	2	40	-	10	50	20	2
4	VSC-3	Cultural Heritage of India	UGH3VSC3	-	4	4	-	50	50	100	50	2
5	AFC-3	English		1	2	3	50	-	50	100	50	2
6	FP-1	Field Project	UGH3FP1	-	4	4	-	100	-	100	50	2
7	CC-3	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
Total =				13	14	29	290	200	210	700	320	20



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
 NAAC Reaccredited Grade 'B'

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2025-26:

Second Year: Semester IV (UG DIPLOMA)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(UE)/Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CI)	Total Marks	Minimum Passing Marks	
1	Major/Mandatory	History of Medieval India: (1526 to 1707 AD)	UGH4MM7	4	-	4	80	-	20	100	40	4
		Art and Architecture in Medieval India	UGH4MM8	2	-	2	40	-	10	50	20	2
2	Minor (more than Major)	Refer Minor Basket/Groups		4	-	4	80	-	20	100	40	4
3	OE-4	Refer OE Basket		2	-	2	40	-	10	50	20	2
4	SEC-3	Refer SEC Basket		-	4	4	-	50	50	100	50	2
5	AEC-4	Marathi		1	2	3	50	-	50	100	50	2
6	CEP-1	Community Engagement Program		-	4	4	-	50	50	100	50	2
7	CC-4	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
Total =				13	14	27	290	150	260	700	320	20

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27

Third Year: Semester V (UG DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(UE)/Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CI)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: (1707 to 1857 AD)	UGH5MM9	4	-	4	80	-	20	100	40	4
2	Major Elective	Indian National Movement (1920 to 1947 AD)	UGH5ME1	4	-	4	80	-	20	100	40	4
	Major Elective	History of World Civilization (Earliest time to Early Medieval Times)	UGH5ME2	4	-	4	80	-	20	100	40	4
4	Minor (more than Major)	Refer Minor Basket/Groups		4	-	4	80	-	20	100	40	4
5	VSC-4	Heritage Tourism in Maharashtra	UGH5VSC4	-	4	4	-	40	10	50	20	2
6	EP/CEP	Field Project/Community Engagement Program	UGH5FP2	-	4	4	-	40	10	50	20	2
Total				16	8	24	320	80	100	500	200	20



Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27

Third Year: Semester VI (UG DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *CIE/Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India (1858-1920 AD)	UGH6MM0	4	-	4	80	-	20	100	40	4
2	Major Electives	India After Independence (1948 to 2000 AD)	UGH6ME3	4	-	4	80	-	20	100	40	4
		History of the World (13 th to 1805 AD)	UGH6ME4	4	-	4	80	-	20	100	40	4
3	Minor (not more than Minor)	Refer Minor Basket/Groups		4	-	4	80	-	20	100	40	4
4	OJT	On Job Training	UGH6OJT1	-	8	8	-	100	-	100	50	4
Total =				16	8	24	320	100	80	500	210	20

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28

Fourth Year: Semester VII (UG HONOURS DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *CIE/Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	UGH7MM1	4	-	4	80	-	20	100	40	4
		History of Marathas-I (1600 to 1707 AD)	UGH7MM2	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	History of Modern World (1805 to 1945 AD)	UGH7MM3	4	-	4	80	-	20	100	40	4
		Peasant Movement in India: (1757 to 1947 AD) OR Tribal History of Central India: (1200 to 1800 AD) OR Economic History of India (1757 to 1857 AD)	UGH7ME5	4	-	4	80	-	20	100	40	4
3	Minor	Research Methodology	UGH7RM1	4	-	4	80	-	20	100	40	4
Total =				20	-	20	400	-	100	500	200	20



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Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28

Fourth Year: Semester VIII (UG HONOURS DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory % (CI) / Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CI)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	UGHRMM14	4	-	4	80	-	20	100	40	4
		History of Marathas-I (1707 to 1818 AD)	UGHRMM15	4	-	4	80	-	20	100	40	4
		History of Modern World (1945 to 2000 AD)	UGHRMM16	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	Labour Movement in India: (1757 to 1947 AD) OR Tribal Revolts in India: (1757 to 1947 AD) OR Economic History of India: (1858 to 1947 AD)	UGH8ME5	4	-	4	80	-	20	100	40	4
3	OJT2	On Job Training	UGH8OJT2		4	4	-	100	-	100	50	4
Total =				16	4	20	320	100	80	500	210	20

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28

Fourth Year: Semester VII (UG HONOURS WITH RESEARCH DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory % (CI) / Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity (RP)	Internal (CI)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	UGH7MM11	4	-	4	80	-	20	100	40	4
		History of Modern World: (1805 to 1945 AD)	UGH7MM12	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	History of Marathas-I (1600 to 1707 AD) OR Peasant Movement in India: (1757 to 1947 AD) OR Tribal History of Central India: (1200 to 1800 AD) OR Economic History of India: (1757 to 1857 AD)	UGH7ME5	4	-	4	80	-	20	100	40	4
4	Minor	Research Methodology	UGH7RM1	4	-	4	80	-	20	100	40	4
5	RP	Research Project	UGH7RP1		4	4	-	50	50	100	50	4
Total =				16	4	20	320	50	130	500	210	20



Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28

Fourth Year: Semester VIII (UG HONOURS WITH RESEARCH DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory %/CI/Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity (PI)	Internal (CI)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	UGH8MM13	4	-	4	80	-	20	100	40	4
		History of Modern World: (1945 to 2000 AD)	UGH8MM14	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	History of Marathas-II (1707 to 1818 AD) OR Labour Movement in India: (1757 to 1947 AD) OR Tribal Revolts in India: (1757 to 1947 AD) OR Economic History of India: (1858 to 1947 AD)	UGH8ME6	4	-	4	80	-	20	100	40	4
4	RP	Research Project	UGH8RP2	-	8	8	-	100	100	200	100	8
Total =				12	8	20	240	100	160	500	220	20





**RASHTRASANT TUKADOJI MAHARAJ,
Nagpur University, Nagpur
HISTORY (U.G.) SYLLABUS
Implement from Academic session: 2024-25**

B.A. (HISTORY) First Year- Diploma		
	Semester-I	Semester-II
Major-1	History of India (Earliest Time to 550 AD)	History of India (550 AD to 1206 AD)
Major-2	Idea of Bharat	Understanding the Heritage
OE-1		
IKS	Indian Knowledge System	---
VSC-1	Archives in India	VSC-2 Museums in India
SEC-1	---	---
AEC-1		AEC-2
CC-1		CC-2
B.A. (HISTORY) Second Year - Certificate		
	Semester-III	Semester-IV
Major-1	History of the Medieval India (1206 to 1526 AD)	History of Medieval India (1526 to 1707 AD)
Major-2	Art and Architecture in Ancient India	Art and Architecture in Medieval India
OE-		
Minor (Other than Major)	---	---
VSC-3	Cultural Heritage of India	---
SEC	---	---
CEP		CEP
CC-3		CC-4
B.A. (HISTORY) Third Year - Degree		
	Semester-V	Semester-VI
Major-1	History of India (1707 to 1857 AD)	History of India (1858-1920 AD)
Major Elective (Any One)	Indian National Movement (1920- 1947 AD) OR History of World Civilization (Earliest time to Early Medieval Times)	India After Independence (1948-2000 AD) OR History of the World (13 th C. to 1805 AD)
OE		OE
Minor (Other than Major)	---	---
VSC -4	Heritage Tourism of Maharashtra	---
FP/CEP	----	OJT



B.A. (HISTORY) Fourth Year –Honors Degree		
	Semester-VII	Semester - VIII
Major-1	Historiography	Trends and Theories of History
Major-2	History of Marathas-I (1600 to 1707 AD)	History of Marathas-II (1707 to 1818 AD)
Major-3	History of Modern World (1805 to 1945 AD)	History of Modern World (1945 to 2000 AD)
Major Elective (Any One)	Peasant Movement in India (1757 to 1947 AD) OR Tribal History of Central India (1200 to 1800 AD) OR Economic History of India (1757 to 1857 AD)	Labour Movement in India (1757 to 1947 AD) OR Tribal Revolts in India (1757 to 1947 AD) OR Economic History of India (1858 to 1947 AD)
Minor (Subject Specific)	Research Methodology	OJT
B.A. (HISTORY) Fourth Year –Honors with Research		
	Semester-VII	Semester - VIII
Major-1	Historiography	Trends and Theories of History
Major-2	History of Modern World (1805 to 1945 AD)	History of Modern World (1945 to 2000 AD)
Major Elective (Any One)	History of Marathas-I (1600 to 1707 AD) OR Peasant Movement in India (1757 to 1947 AD) OR Tribal History of Central India (1200 to 1800 AD) OR Economic History of India (1757 to 1857 AD)	History of Marathas-II (1707 to 1818 AD) OR Labour Movement in India (1757 to 1947 AD) OR Tribal Revolts in India (1757 to 1947 AD) OR Economic History of India (1858 to 1947 AD)
Minor (Subject Specific)	Research Methodology	
RP	Research Project	Research Project



SEMESTER – I

MAJOR MANDATORY-1 (4 Credit)

UGHIMMI - HISTORY OF INDIA: (FROM EARLIEST TIMES TO 550 A.D.)

Learning Outcome: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

Course Outcome:

CO1. The student will learn literary sources of Ancient India.

CO2. The students will acquire knowledge on Vedic period and rise of Jainism and Buddhism culture.

CO3. The student will know the rise of Empires.

CO4. The student will learn administration, and know about art and architecture.

UNIT- I

- Literary Sources of the Ancient Indian History.
- Harappa Civilisation- Extent Urban Planning, Religion, Social and Economic Conditions, Decline.
- Early Vedic & Post Vedic Age- Various Theories of Aryan's Homeland, Political, Socio-Religious developments.

UNIT- II

- Age of Religious Movements- Jainism & Buddhism.
- Mourya Empire - Chandragupt Mourya & Ashok Mourya, Mourya Administration and Social, Economic Condition.
- Sangam Age – Sangam Literature, Society and Culture

UNIT- III

- Kushanas - Political Achievement, Social, Economic and Cultural Conditions.
- Satvahanas - Political Achievement, Social, Economic and Cultural Conditions.
- Gupta Empire - Samudragupta, Chandragupta-II 'Vikramaditya', Kumargupta- I.

UNIT- IV

- Gupta Empire - Administration, Social, Economic Conditions.
- Gupta Empire- Art and Architecture, Literature, Development of Science and Technology.
- Vakataks- Political Achievement and Cultural Development.

Books Recommended:

- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Chara ki Rooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.



3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial
4. Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
5. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N.Mukherjee
6. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
7. Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
8. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
9. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskrit Nirantarta, Kitab Ghar publication, New Delhi, 2007
10. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
11. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
12. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
13. Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
14. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
15. Raychaudhary, H.C.: Political History of Ancient India.
16. Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
17. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
18. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
19. Srivastva, B: दक्षिण भारत का इतिहास, Varanasi, 2010.
20. Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyan books, New Delhi, 2018.
21. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002
22. A. L. Basham, The Wonder That was India (Mumbai, Rupa, 1971)
23. D.N. Jha and K.M. Shrimali, Prachin Bharat Ka Itihas (Delhi, Hindi, Directorate 1990)
24. Kalambe Chitralekha, Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-I, Swayam Prakashan, Mumbai, 2017
25. Kalambe Chitralekha, Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-II, Swayam Prakashan, Mumbai, 2017



MAJOR MANDATORY-2 (2 Credit)

UGH1MM2 - IDEA OF BHARAT

Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Course Outcome:

- CO1. The student will understand the concept of Bharatvarsha, its geography and Akhand Bharat.
CO2. The student will know their cultural roots and ancient Indian philosophy.

UNIT- I

- Understanding of Bharatvarsha- Aryavarta, Jambudweep, Indica, Hindustan
- Geographical concept of Akhand Bharat
- The concept of Janpada & Gram Swarajya

UNIT- II

- Salient features of Indian Art & Culture
- Indian perception of Dharma and Darshan
- The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world

Books Recommended:

- A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- Bhagvadatt: बृहद भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
- G. Arrhenius: Evolution for space
- Govind Chandra Pandey: भारतीय संस्कृती, हिन्दी ग्रंथ अकादमी, भोपाल, 2008
- Govind Chandra Pandey: वैदिक संस्कृती, लोक भारती प्रकाशन, दिल्ली
- Kapil Dev Dwivedi: वेदो मे विज्ञान , विश्व भारती अनुसंधान परिषद, 2014
- Narendra Mohan: भारतीयसंस्कृतत, प्रभातप्रकाशन, तदल्ली, 2011
- Rajbali Pandey: भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998
- Satish Chand Mittal: भारतीय संस्कृती के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
- Shri Arvind: भारतीय संस्कृति के आधार, पांडेचेरी
- Vasudev Sharan Aggarwal: पान्निनी कालीन भारतवर्ष, पृथ्वी प्रकाशन वाराणसी
- Will Durant: The Story of civilization, five communications, US, Jan. 1993(11 Vol)
- R.K Mookherjee: The Fundamental Unity of India



MINOR-IKS (2 Credit)

UGHIIKSI –ANCIENT KNOWLEDGE SYSTEM

Course Objectives: This paper aims at introducing the students to the Ancient Indian wisdom preserved in the Sanskrit and Pali texts. It also introduces the students to the important ethical ideas contained in the Indian traditions. It also investigates if there are certain epistemic ideas in those texts that addresses present concerns like environmental degradation.

Course Outcome:

CO1. The students will understand the Ancient Indian wisdom preserved in ancient texts. The students will know important ethical ideas contained in the Indian traditions.

CO2. The student will be able to investigate certain epistemic ideas in those texts. The learner will be able to relate the nature and human relations.

Unit-I Ancient Literature

- Vedas, Aryanaka, Brahmins, Upanishad, Puranas and Indian Epics
- Tripitaka, Agama, Lokayat
- Arthashastra, Natyashastra, Rajtarangini

Unit-II Conceptual Universe in the Indian intellectual tradition

- Purusharthas
- Ahimsa in Hinduism, Buddhist and Jain tradition
- Environmental Ethics (Eco-Dharma)

Books Recommended:

- Literary Cultures in History: Reconstructions from South Asia - Pollock, Sheldon
- The Ramayana of Valmiki: An Epic of Ancient India, Vol. 1. - Goldman, Robert P.
- History of Dharmasastra - Kane, P. V.
- The Classical Law of India - Lingat, Robert
- The Asrama System- Olivelle, Patrick
- The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India- Pollock, Sheldon
- Hinduism and Environmental Ethics - Christopher G. Framarin
- Hinduism and Nature - Nandhita Krishna
- Dharma - Badrinath Chaturvedi
- Philosophical Foundations of Hinduism – A. Ramamurty
- Upanishads - Patrick Olivelle
- Foundation of Indian Culture Vol. I - G. C. Pande
- Foundation of Indian Culture Vol. II - G. C. Pande
- Indian Philosophy Vol. I - S. Radhakrishnan
- Indian Philosophy Vol. II - S. Radhakrishnan
- A History of Indian Literature (Three volumes) - M. Winternitz (Translated from German to English by S. Ketkar)
- Mahabharata - Kamala Subramaniam
- The Arthashastra, Kautilya- L.N. Rangarajan



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18. The Origins & Development of Classical Hinduism-A.L. Basham
19. Dharma Its Early History in Law, Religion, and Narrative-Alf Hiltebeitel
20. The Religion of India The Sociology of Hinduism and Buddhism- Max Weber
21. The Buddha and His Dhamma-Dr. B.R. Ambedkar
22. Change and Continuity in Indian Religion-J. Gonda
23. The Secret of the Veda- Sir Aurobindo
24. Questioning Ramayanas A South Asian Tradition - Paula Richman
25. The Indian Epics Retold -R.K. Narayan
26. Dharma and Development the Future of Survival - MakarandParanjape
27. The Hinduism Omnibus-Nirad C. Chaudhuri and others
28. The Experiential Dimension of Advaita Vedanta- Arvind S



VSC-1 (2 Credit)

UGHIVSC1 - ARCHIVES IN INDIA

Course Objectives: The aim of introducing this paper is to highlight the facts pertaining to the nature and importance of Archives. The students will learn the preservation of records and records management. The student will also understand the functions and administration of National Archives and regional Archives.

Course Outcome:

CO1. The student will understand the meaning and definition of Archive. The student will know the history, uses and importance of Archive.

CO2. The students will come to know the best Museums in India. The student will also know the various government & private Archives.

UNIT- I

- Concepts of Archives; Definition - Archives and Records
- History of Archives in India.
- Types of Archives- Types of Records
- Uses of archives

UNIT- II

- Best Museums in India
- Indian Historical Record Commission - The National Archives, Delhi
- Maharashtra State Archives –Mumbai, Nagpur
- Private Archives –Vidarbha Sansodhan Mandal, Itihas Sanshodhan Mandal, Dhule

Books Recommended:

- Agrawal Usha- Directory of Museums in India, New Delhi, 2000
- Anderson, G.(ed) Reinventing the Museums: Historical & Contemporary perspectives on the paradigm shift, Oxford, Altamira Press, 2004
- Black G. The Engaging Museum: Developing Museums for Visitor Involvement, London, Rutledge, 2005
- Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
- Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
- BobadeB.R. Museums and Archives-Preservation and Management and Digital networking, Pacific Pub, Delhi
- Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
- Bobade B.R., Encyclopedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
- Flower, Sir William Henry, Essay on Museums, Macmillan & Co. Limited, London, 1898
- Handley, Thomas Holbein, Handbook to Jeypore Museum, Calcutta Central Press Museum, 2005



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11. Jeyraj, Dr. V. Museology Heritage Management, Director of Museums, Government Museum 2005
12. Murray, David, Museums their History and their use, vol.I, James Maclehose & Sons, Glasgow, 1904
13. Shrivastav, Alok (ed) puratatvadhiniyamevamniyam, puratatv, abhilekhagaarevamsangrahalayasanchalanalay, Madhya Pradesh, 1998
14. Shukla, Dr.Girishchandra, Sangrahalayavighyan, MotilalBanarasidas, Delhi, 2002
15. GaneshanD., Bharat keVividhSangrahalaya, Pilgrims Prakashan, Varanasi, 2006
16. Sahay, Shivswaroop, Sangrahalaykiaur, MotilalBanarasidas, Varanasi, 2005
17. Agrawal, o. p. Kala Vastuani Grantalaysahityache Jatan, National Book Trust India, 2012
18. Baliga B.S. Guide to Records preservation in the Madras Record Office
19. Bharbaga K.D. An Introduction to National Archive
20. Dodwell H Report on the Madras Records
21. Harinarayana, The Science of Archive Keeping
22. Hilary Jenkinson, A manual of Archives Administration
23. Longwell W.H., The Conservation of Books and Documents
24. SalianGhose, Archives Keeping
25. Sundara Raj(Ed.) A Manual of Archival Systems and the World of Archives, Siva Publications, Chennai, 1999



SEMESTER- II

MOJOR MANDATORY-3 (4 Credit)

UGH2MM3 - HISTORY OF INDIA: (550 TO 1206 A.D.)

Learning outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They will be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

Course outcome:

CO1. The students will learn and able to analyse the transition of Indian society.

CO2. The students will able to delineate changes in the realm of polity and culture.

CO3. The students will know the administration and art and architecture of south India.

CO4. The students will understand the society and religion of medieval India.

UNIT-I

- Harshavardhan - Political, Religious and Cultural Developments.
- Rajput Dynasty- Origin of Rajput, Various Theories.
- Chahaman and Pratihars - Political and Cultural Achievement.

UNIT- II

- Solanki and Pal: Political and Cultural Achievement.
- Chalukyas of Vatapi - Political Achievement, Art & Architecture.
- Rashtrakutas of Manyakheta – Political Achievement, Art & Architecture.

UNIT- III

- Tripartite Struggle – Causes and Consequences.
- Cholas - Political Achievement, Administration, Art & Architecture.
- Pallava and Pandya - Political Achievement, Art & Architecture.

UNIT- IV

- Society and Religion in Pre Medieval India.
- Pre Medieval India: Fine Arts, Architecture, Sculpture, Paintings.
- Emergence and Spread of Bhakti Movement.

Books Recommended:

- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Chara ki Rooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial
- Pandey, Rajbali: Prachin Bharat, Vishwavidyalaya Prakashan, revised edition, Varanasi, 2010.



5. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N.Mukherjee
6. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
7. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
8. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskrit Nirantarta, Kitab Ghar publication, New Delhi, 2007
9. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
10. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
11. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
12. Majumdar, R.C. and Altekar, A. S. Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
13. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
14. Pathak Vishudhanand: उत्तर भारत का राजनैतिक इतिहास (600-1200 A.D) हिन्दी संस्थान, उत्तरप्रदेश 1973
15. Raychaudhary, H.C.: Political History of Ancient India.
16. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
17. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
18. Srivastva, B: दक्षिण भारत का इतिहास, चौखम्बा प्रकाशन, Varanasi, 2010.
19. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyan books, New Delhi, 2019.
20. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002
- A. L. Basham, The Wonder That was India (Mumbai, Rupa, 1971)
21. D.N. Jha and K.M. Shrimali, Prachin Bharat Ka Itihas (Delhi, Hindi, Directorate 1990)
22. B. P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
23. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
24. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
25. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016



MOJOR MANDATORY-4 (2 Credit)

UGH2MM4 –UNDERSTANDING HERITAGE

Course Objectives: The objective of this course is to sensitize the learners on the heritage value of Indian archaeology and its cultural diversity. The students would learn the various policy measures in India for the conservation and preservation of heritage values and approaches.

Course Outcome:

CO1. The learner will be able to access the core concepts of heritage conservation and management.

CO2. The learner will examine various products and contemporary stakeholders shaping the heritage tourism of India.

UNIT-I

- a. Definition of Heritage and Tourism
- b. Scope of study, Development of Heritage Tourism
- c. India- Art and Architectural Heritage
- d. Living Art and Crafts

UNIT-II

- a. Prehistoric sites; Mansar; Indian Festivals
- b. Forts-Sitabuldi, Nagardhan, Ambagarh,
- c. Significance of Museums, Case study, Field Visit report

Books Recommended:

1. Romila Thaper – Ancient Indian Social History, Orient Longman Pvt., Ltd., 2010
2. Meenakshi Kanna – Cultural History of Medieval India, Social Science Press, 2007
3. Thilip M. Menon – Cultural History of Modern India, 2012
4. Auboyer J – Daily Life in Ancient India, 1965
5. Alldin .B.R – The Birth of Indian Civilization, 1968
6. Romila Thaper – The Cultural Past
7. Asher, Catherine, B. Architecture of Mughal India
8. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoomik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum



VSC-2 (2 Credit)

UGH2VSC2 - MUSEUMS IN INDIA

Course Objectives: The paper has been designed to help the students to acquire knowledge on different types of museums.

Course Outcome:

CO1. The course will equip the student with practical knowledge in Museology along with theory.

CO2. The course will enhance the awareness about heritage preservation and its institutional methods.

UNIT-I Introduction to Museum

- a. Concepts and History of Museums in India
- b. Types of Museums, their scope and functions.
- c. Best Museums in India
- d. Heritage education; museum and accessibility

UNIT-II Collection, Documentation and Significance

- a. Collection: field exploration, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
- b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- c. Significance of Museums, Case study, Field visit report

Books Recommended:

1. Aiyappan and Satyamurti S.T.- Handbook of Museum Technique
2. AnupamaBhatnagar, Museums, Museology and New Museology
3. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
4. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
5. Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub, Delhi
6. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
7. Bobade B.R., Encyclopaedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
8. Balakrishna, Bibliography on Museology
9. D.P. Ghosh, Studies in Museology
10. J.N. Basu, Indian Museums and MovementAshraf K.M. Life and condition of the People of Hindustan, 1200-1500
11. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
12. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum



SEMESTER- III

MAJOR MANDATORY-5 (4 Credit)

UGH3MM5 - HISTORY OF MEDIEVAL INDIA:(1206 TO 1526 AD)

Learning outcome: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the sixteenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

Course Outcome:

CO1. The will know the literary sources of Sultanate period and the efforts of establishing power.

CO2. The students will acquire the knowdege of administrative and other policies.

CO3. The students will analyse the development of medieval India

CO4. The student will know about the Vijaynagar empire and southern powers.

UNIT-I

- a. Literary Sources of the Sultanate Period.
- b. Establishment of Delhi Sultanate - Qutbu-Din Aibak, Iltutmish.
- c. Razia Sultana, Balban- Blood and Iron Policy, Theory of Kingship.

UNIT-II

- a. Alauddin Khilji – Administrative Reforms, Theory of Kingship, Market Control Policy.
- b. Muhammad-Bin-Tughlaq – Major Experiments, Firoz Tughlaq – Administration.
- c. Lodhi and Surs - Downfall of Delhi Sultanate.

UNIT-III

- a. Development of Painting, Music, Literature and Architecture during Delhi Sultanate.
- b. Bhakti Movement.
- c. Sufism.

UNIT-IV

- a. Vijaynagar Empire- Political Achievement, Relation with Bahamani Dynasty.
- b. Vijaynagar Empire- Administration, Social, Economic Conditions, Art and Architecture.
- c. Downfall of Bahamani Dynasty.

Books Recommended:

1. A History of South India from Pre-historic times to the fall of Vijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri



2. Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup, 1992) N. Karashima
3. Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
4. Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra
5. Peasant State and Society in Medieval South India (Delhi, OUP, 1980) - Burton, Stein,
6. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
7. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
8. Madhya Kalin Bharat 750-1540, Part-I (Delhi, Hindi Directorate, 1983)-H.C. Verma
9. A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
11. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
12. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
13. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
14. Ishwari Prasad : Medieval India (English or Hindi version)
15. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
16. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
17. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
18. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
19. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
20. R.C. Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
21. R.C. Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
22. R.P. Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
23. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
24. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
25. V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
26. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
27. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974
28. Dr. Satish Chandra Mittal: मुस्लिम शासक तथा भारतीय जनसमाज, Suruchi Prakashan, 2014



MAJOR MANDATORY-6 (2Credit)

UGH3MM6 - ART AND ARCHITECTURE IN ANCIENT INDIA

Course Objectives: The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments would be thrown open to the students to understand the heritage monuments of this country in right perspectives. The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. The student will be taught the art and architecture of ancient period.

Course Outcomes:

CO1. The student will acquire the knowledge on the origin and development of Indian Art and Architecture. The students will understand the significance of Art and Architecture in India.

CO2. The learner will know the various schools of Art and Architecture. This course will generate employment opportunities to the students as guides in the department of Tourism.

UNIT-I

- a. Harappan age art and architecture
- b. Mauryan art and Architecture
- c. Sunga-Satavahana art and architecture

UNIT-II

- a. Mathura School; Gandhara School; Amrawati School
- b. Gupta Art: Mathura style; Vakataka Art, Sarnath Style; Chalukya Art
- c. Rashtrakuta Art, Gurjara-Pratihara Art, Pallava Art

Books Recommended:

1. Agarwal V.S. 1965 Studies in Indian Art, Varanasi: VishwavidyalayaPrakashan
2. Agarwal V.S. 1965 Masterpieces of Mathura Art, Varanasi: PrithviPrakashan
3. Balasubramaniam S.R. 1960, Early Chola Temples, Bombay: Orient Longman
4. Balasubramaniam S.R. 1960, LaterChola Temples, Mudgala Trust
5. Brown, Percy, Indian Architecture Buddhist and Hindu period, Vol. I Bombay 1959
6. DhawalikarM.K.,LateHinayan caves of Western India, Deccan College Post Graduate and Research Institute Pune, 1984,
7. Deglurkar, G.B., Temple Architecture and sculpture in Maharashtra, Nagpur, 1974
8. Saundarrajan, K.V., The Cave Temples of the Deccan, Archeological Survey of India, 1881, New Delhi
9. Nagaraju, S., Buddhist Architecture of Western India, Agamkalapublishan,Delhi,
10. 1981[19]
11. Pramod Chandra, On the Study of Indian Art, Howard University Press,Cambridge1983
12. Saraswati, S.K., A Survey of Indian Sculpture, Calcutta, 1957
13. Spink, Walter M., Art of South India/ Deccan, Delhi 1980
14. Sarkar, H., Studies in Early Buddhist Architecture of India, Mumbai, 1966Marathi
15. Mate, M.S, PrachinBharatiya Kala, Pune



VSC-3 (2 Credit)

UGH3VSC3 –CULTURAL HERITAGE OF INDIA

Course Objectives: The paper is design to make the students their own cultural roots and Indian culture as a whole. The will also find the answers for their queries as why India is so different. Thus, they will come to know the unity in diversity.

Course Outcome:

CO1. The student will come to know the Indian Culture. The will also understand their cultural roots.

CO2. They will examine the origin of Indian Culture. The students will know about the layers of culture in India.

UNIT-I Indian Culture

- a. Features of Indian Culture, Significance of Geography on Indian Culture
- b. Tribes, Varna and Jati, Untouchability, Varna-Ashrama, Sanskara, Family and Marriage in India
- c. Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimansa

UNIT-II Performing Arts: Music, Dance and Drama

- a. Concept of Performing Arts
- b. Divisions of Indian classical music: Hindustani and Carnatic, Modern Indian Music and Folk Music
- c. Dances of India: Bharatnatyam, Kuchipudi, Kathkali etc

Books Recommended:

1. RomilaThaper – Ancient Indian Social History , Orient Longman Pvt., Ltd.,2010
2. MeenakshiKanna – Cultural History of Medieval India ,Social Science Press , 2007
3. ThilipM.Menon – Cultural History of Modern India , 2012
4. Auboyer.J – Daily Life in Ancient India , 1965
5. Alldin .B.R – The Birth of Indian Civilization, 1968
6. RomilaThaper – The Cultural Past
7. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum



SEMESTER- IV

MAJOR MANDATORY-7 (4 Credit)

UGH4MM7 - HISTORY OF MEDIEVAL INDIA:(1526 TO 1707 AD)

Learning outcome: Students will be able to identify the significant political developments in the History of India during the sultanate and Mughal period. Outline the changes and continuities in the administration, art, architecture, science and technology, literature, bhakti and Sufi movement. Delineate the development of trade and urban complexes during this period.

Course Outcome:

CO1. Students will be able to identify the significant political developments in the History of India

CO2. The student will know the various Mughal policies.

CO3. The student will learn about the various developments during Mughal period.

CO4. The students will know the transitional changes during the period.

UNIT- I

- Literary Sources of the Mughal Period.
- The political Condition of India before Babur's Invasion, Establishment of Mughal Rule in India.
- Sher Shah Sur – Establishment of Second Afghan Empire and Administrative Reforms.

UNIT- II

- Mughal Empire - Rajput Policy, Religious Policy.
- Mughal Empire – North-West Frontier Policy, Central Asia Policy.
- Mughal Empire - Deccan Policy, Downfall of Mughal Empire.

UNIT- III

- Mughal Administration and Mansabdari System.
- Development of Mughal and Regional Paintings, Music.
- Architecture, Development of Literature.

UNIT- IV

- Bhakti and Sufi Movements.
- Social Conditions during Mughal Period.
- Mughal Period- Trade and Commerce, Science and Technology.

Books Recommended:

- A History of South India from Pre-historic times to the fall of Vijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri
- Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup, 1992) N. Karashima
- Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
- Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra



5. Peasant State and Society in Medieval South India (Delhi, OUP, 1980) - Burton, Stein,
6. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
7. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
8. Madhya Kalin Bharat 750-1540, Part-I (Delhi, Hindi Directorate, 1983)-H.C. Verma
9. A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
11. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
12. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
13. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
14. Ishwari Prasad : Medieval India (English or Hindi version)
15. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
16. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
17. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
18. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
19. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
20. R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
21. R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
22. R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
23. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
24. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
25. V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
26. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
27. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974
28. Dr. Satish Chandra Mittal: मुस्लिम शासक तथा भारतीय जनसमाज, Suruchi Prakashan, 2014



MAJOR MANDATORY-8 (2 Credit)

UGH4MM8 -ART AND ARCHITECTURE IN MEDIEVAL INDIA

Course Objectives: The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. This paper is a continuation of the earlier paper on art and architecture.

Course Outcomes:

CO1. The student will understand the cultural history through the study of forms, techniques, and growth of Indian art and architecture.

CO2. The student will know the regional art and architecture. The student will be able to identify the various styles of art and architecture. The learner will also know Sultanate and Mughal art and architecture.

UNIT-I Northern and Western India: Art and Architecture

- a. Paramara; Chandela, Pala-Sena
- b. Western Chalukya and Solanki
- c. Western Indian Manuscript painting

UNIT-II Sultanate, Mughal and Southern India: Art and Architecture

- a. Delhi; Gujarat, Deccan; Malwa; Bengal
- b. Fatehpur Sikri, Agra, Delhi; Mughal Painting
- c. Chola; Pandya, Hoysala; Vijayanagar, Kakatiya; Nayaka

Books Recommended:

1. Brown, Percy, Indian Architecture (Islamic period), Vol. 2, Bombay, 1964.
2. Brown, Percy, 'Monuments of the Mughul Period', Cambridge History of India, Vol. IV, Cambridge, 1937.
3. Brown, Percy, Indian Painting under the Mughals, A.D. 1550-1750, Oxford, 1924.
4. Barrett, D. & Gray, B., Paintings of India, Lausanne, 1963.
5. Fergusson, J., History of Indian and Eastern Architecture, Revised by J. Burgess
6. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
7. Basham A.L., The Illustrated Cultural History of India, OUP,
8. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
9. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
10. Brown Percy, Indian Architecture (Islamic Period)
11. Deshpande M.N. Care of Cultural Heritage, New Delhi
12. Grover, Satish, The Architecture of India
13. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum



SEMESTER- V

MAJOR MANDATORY -9 (4 Credit)

UGH5MM9 - HISTORY OF INDIA: (1707 TO 1857AD)

Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

Course Outcome:

CO1. The students will trace the India of mid 18th century and know the initial British efforts to establish power.

CO2. The students will learn about the colonial policies towards Indian states.

CO3. The students will examine the causes and consequences of socio-religious, peasant and tribal movements and the revolt of 1857.

CO4. The students will learn the constitutional developments during British rule.

UNIT- I

- India in the Mid-18th Century - Political, Social-Economic Conditions.
- Establishment of East India Company's Rule - Battle of Plassey and Buxar
- Expansion of the Company's Rule with War - Mysore, Marathas and Punjab.

UNIT- II

- Expansion of the Company's Rule with Diplomacy - Subsidiary Alliance and Doctrine of Lapse.
- Economic Policy of East India Company - Dual Government, Land Revenue System.
- Commercialization of Agriculture, De-Industrialization.

UNIT- III

- Social-Religious Movements.
- Popular Resistance to Company's Rule - Peasant and Tribal Revolts.
- Revolt of 1857- Causes, Nature and Consequences.

UNIT- IV

- Growth of Press- English and Indian Languages.
- Regulating Act of 1773, Pitts India Act of 1784.
- Charter Act-1813, 1833, 1853.

Books Recommended:

- A.C Banerjee : The New History of modern India (1707-1947)
- B.D. Basu : Rise and Fall of British Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India



7. Desai A.R: India's Path of Development
8. Desai, A.R. : Social Background of Indian Nationalism
9. Dodwell : A Sketch of the History of India
10. Dutta,K.K : Social History of Modern India
11. Freedenberg, R.E : Land Control and Social Structure in India
12. Prasad & Subedar: History of Modern India (English or Hindi)
13. J.N Farquhar : Modern Religious Movements in India
14. J.N. Sarkar : Mughal Economy
15. Kesvan Veluthat : Political Structure of Early Medieval South India
16. M. Athar Ali : Mughal Nobility under Aurangzeb
17. Mishra, B.B : Administrative History of modern India
18. Nobora Karashima : South Indian History and Society
19. P.J. Marshall : The Eighteenth century in Indian History
20. R.C Majumdar ; British Paramountacy and Indian Renaissance (Part I)
21. R.P Dutt : India Today
22. R.P. Tripathi : The Rise and Fall of Mughal Empire
23. Ramsay Muir: The making of British India
24. Sarkar Sumit ; Modern India
25. R. Jeffery, J Masseloss: From Rebellion to the Republic
26. Paul Brass: The Politics of India since Independence
27. K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
28. Dutta. K.K: Social History of Modern India
29. Desai A.R.: Social background of Indian Nationalism
30. Desai A.R.: India's Path of Development
31. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
32. Tara Chand: History of Freedom Movement in India, Vol. 1,2
33. S.R Mehrotra: The Emergence of Indian National congress
34. Bipan Chandra and Others: Freedom Struggle
35. Gerard Delanty & Krishna Kumar, Nations & Nationalism
36. Sen Sunil K. : Agrarian Relations in India, 1793-1947
37. Singh, G.N : Constitutional Development of India
38. Stein Burton : The Making of Agrarian Policy in British India, 1770-1900
39. Stewart Gordon : The Marathas 1600-1818
40. Thomas Metcalf : Ideologies of the Raj
41. Thompson & Garret : Rise and Fulfilment of British Rule in India



MAJOR ELECTIVE-1 (4 Credit)

UGH5ME1 - INDIAN NATIONAL MOVEMENT: (1920 TO 1947AD)

Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

Course Outcome:

CO1. The student will understand the factors leading to the rise of Gandhian Movements and constitutional development in India.

CO2. The student will be able to analyse the contribution of Revolutionary's, Peasants, labour movements and development of Depressed Class movement.

CO3. The student will know about the different movements along with Contribution of Subhas Chandra Bose and significance of INA and RIN to freedom struggle.

CO4. The student will know about the gradual administrative changes that finally led to independence.

UNIT-I

- a. Non Cooperation Movement, Simon Commission, Nehru Report.
- b. Civil Disobedience Movement, Round Table Conferences.
- c. Government of India Act, 1935.

UNIT-II

- a. Revolutionary Movement.
- b. Peasants and Depressed Class Movements.
- c. Labour Movement and Formation of Trade Unions.

UNIT-III

- a. Cripps Mission, Quit India Movement- 1942.
- b. Subhash Chandra Bose and Indian National Army (INA).
- c. INA Trials & RIN Mutiny.

UNIT-IV

- a. Wavell Plan, Cabinet Mission.
- b. Mountbatten Plan and Independence Act, 1947.
- c. Circumstances leading to Partition.

Books Recommended:

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.



3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly; An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
11. Mushirul Hasan; From Company to the Republic: A story of Modern India
12. Parul Brass; The Politics of India since Independence.
13. R. Jeffery; J Masseless, From Rebellion to the Republic.
14. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
15. R.P. Dutt, India Today.
16. Ramachandra Guha The Fissured Land.
17. Shekher Bandopadhyya :Plassy to Partation Orient Black Swan(Hindi & English)
18. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
19. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
20. Thomas Metcalf; Ideologies of the Raj.
21. Urvashi Butalia; The Other side of Silence.
22. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
23. R. Jeffery, J Masseless: From Rebellion to the Republic
24. Paul Brass: The Politics of India since Independence
25. K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
26. Dutta. K.K: Social History of Modern India
27. Desai A.R.: Social background of Indian Nationalism
28. Desai A.R.: India's Path of Development
29. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
30. Vallabh Bhai Patel: Correspondence, Writings and Speeches
31. Satya Rai: भारत मे उपनिवेशवाद और राष्ट्रवाद का उद्य
32. D. Agrow: Moderates and Extremist in the Indian National Movement
33. M.N. Gupta: History of the revolutionary Movement in India
34. Penderal Moon: Divide and Quit
35. Sumit Sarkar: आधुनिक भारत
36. Tara Chand: History of Freedom Movement in India, Vol. 3
37. S.R Mehrotra: The Emergence of Indian National congress
38. Bipan Chandra and Others: Freedom Struggle
39. Gerard Delanty & Krishna Kumar, Nations & Nationalism



OR

MAJOR ELECTIVE-1 (4 Credit)

UGH5ME1 - HISTORY OF THE WORLD CIVILIZATION:(EARLIEST TIMES TO EARLY MEDIEVAL TIMES)

Learning Outcome: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Harappa, Mesopotamia, Greece, China, Maya, Roman and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

Course Outcome:

- CO1. The student will know the evolution of human society.
- CO2. The students will learn about ancient world civilizations.
- CO3. The students will learn about Great world civilizations
- CO4. The students will understand the developments in European history.

UNIT- I

- a. Harappa Civilization: Extent, Urban Planning, Social and Economic Conditions, Art and Architecture.
- b. Egyptian Civilization: Political Development, Art and Architecture.
- c. Mesopotamia Civilization- Sumerian and Babylonian: Society, Religion, Law, Architecture, Administration.

UNIT- II

- a. Chinese Civilization: Polity, Society, Science and Technology.
- b. Maya Civilization: Polity, Society, Art, Religion, Decline.
- c. Persian Civilization: Political, Social and Economic Condition.

UNIT- III

- a. Greece: Athens and Sparta.
- b. Rome Civilization: Expansion, Imperial Age, Roman Republic and Roman law.
- c. Rise, Establishment and Growth of Christianity.

UNIT- IV

- a. Birth and Expansion of Islam and its impact.
- b. Crusades and their impact on Europe.
- c. Rise and Growth of European Feudalism and its Decline.

Books Recommended:

1. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press 1951.
6. Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.



7. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
8. Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
9. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
10. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
11. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
12. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
13. A.H. M. Jones, Athenian Democracy, Oxford, 1969.
14. A.H. M. Jones, The Roman Economy, Oxford, 1974.
15. Amar Farooqi, Ancient Social Formations (also in Hindi), Delhi, 2001.
16. Antony Andrews, Greek Society, Harmondsworth, 1991.
17. Antony Andrews, The Greeks, London, 1968.
18. Barbara Bender, Farming in Prehistory, London, 1977.
19. Brian Fagan, Peoples of the Earth: An Introduction to World Prehistory, 11th Edition, 2004.
20. Bruce Trigger, et al, Ancient Egypt: A Social History, Cambridge, 1983.
21. D. Rindos, The Origins of Agriculture, New York, 1984.
22. D.R. Harris (ed) The Origin and Spread of Agriculture and Pastoralism in Eurasia, London, 1966.
23. D.R. Harris and G. Hillman, Foraging and Farming, London, 1989.
24. D.T. Potts, Mesopotamian Civilization: the Material Foundation, London, 1997.
25. E. Leacock and R. Lee (eds), Politics and History in Band Societies, Cambridge, 1982.
26. E. M. Balsden, The Story of Empire,
27. F. Dahlberg, Women the Gatherer, London, 1981.
28. G. Alföldy, The Social History of Rome, London, 1985.
29. G. Dalton (ed), Tribal and Peasant Economies, New York, 1967.
30. G.E.M. de Ste Croix, The Class Struggle in the Ancient Greek World, Ithaca, 1987.
31. George, Roux, Ancient Iraq, Third Edition, Harmondsworth, 1992.
32. H.J.M. Claessen and P. Skalnik (eds), The Early State, the Hague, 1978.
33. J. Gledhill, B. Bender, and M.J. Larsen (eds), State and Society, London, 1988.
35. J. Middleton and D. Tait, Tribes without Rulers, London, 1958.
36. J.N. Postgate, Early Mesopotamia: Society and Economy at the Dawn of History, London, 1992.
37. K. Polanyi et. al, Trade and Market in Early Empires, Glencoe, 1957.
38. L. De Blois and R. J. Van Der Spek, An Introduction to the Ancient World (Second Edition), New York, 2008.
39. M.D. Sahlins, Tribesmen, Englewood Cliffs, 1969.
40. M.I. Finley, Ancient Economy, Berkley, 1973.
41. M.I. Finley, Politics in Ancient World, Cambridge, 1983.
42. Perry Anderson, Passages from Antiquity to Feudalism, London, 1978.
43. R.B. Lee and I de Vore (eds), Man the Hunter, Chicago, 1968.



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44. R.F. Wenke and D.J. Olszewski, Patterns in Prehistory: Humankind's First Three Million Years, fifth edition, Oxford, 2007.
45. Radcliff Brown, The Andman Islander, 1922.
46. S. N. Eisenstadt, The Decline of Empires, New Jersey, 1967.
47. V. Gordon Childe, Man Makes Himself, With an Introduction by Sally Green, Bradford-on-Avon, 1981.
48. V. Gordon Childe, What Happened in History, Penguin, 1942.



VSC-4 (2 Credit)

UGH5VSC4 –HISTORICAL TOURISM IN MAHARASHTRA

Course Objectives: The Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. The paper is designed to make the students know their heritage. The paper will also serve the purpose of making awareness about importance of historical monuments and various tourist places in Maharashtra.

Course Outcome:

CO1. The student will learn about caves, forts, hill stations and palaces of socio religious significance. The students will know the importance of Historical monuments as tourist destination.

CO2. The student will learn about the various cultural tourism in Maharashtra.

UNIT –I Tourist places

- Cave monuments: Ajanta, Ellora, Gharapuri; Forts: Raigad, Janjira, Daulatabad, Sitabuldi, Nagardhan
- Hill Stations, Lakes and Costal Areas: Chikhaldara, Mahabaleshwar, Lonar Lake Forest Tourism; Tadoba, Pench;
- Places of Socio-Religious significance: Pandharpur, Nasik, Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)

UNIT –II Cultural Tourism

- Fairs and Festivals: Ganesh Festival, Nashik KumbhMela, Pola-Marabats Festival, Gokul Ashtami –Dahi Handi Festival
- Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminus, Dikshabhumi, Mansar archaeological Site
- Intangible heritage- Gond Paintings, Paithani Saaris, Kolhapuri Chappals, Powada, Lavani, Bharud

Books Recommended:

- A Culture of History of India - Basham, A.L. (Ed)
- The Art and Architecture of India - Rowland, B.
- Studies in Jaina Art, Banaras - Shah, U.P.
- Indian Architecture (Buddhist & Hindu) - Brown Percy
- Cultural Tourism in India-Its Scope and Development -Alchevs, F.Q.
- Tourist India - Kaul, S.N.
- Tourism and Hotel Industry in India -Anand M.M.
- Tourism Development: Principals and practices - Bhatia, A. K.
- Tourism Development in India -Leela Shelly
- Tourism Management -Wahab, S.
- Successful Tourism Planning and Management - Seth, P.N.



SEMESTER- VI

MAJOR MANDATORY-10 (4 Credit)

UGH6MM10 - HISTORY OF INDIA: (1858 TO 1920AD)

Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality.

Course Outcome:

CO1. The students will understand the change of power and know about socio-religious, tribal and peasants' movements.

CO2. The students will understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologies.

CO3. The students will know the leadership of Lokmanya Tilak and Jinha and the contribution of Revolutionary movement.

CO4. The Students will examine the Colonila Acts and know the early satyagrahas of Mahatma Gandhi.

UNIT- I

- a. Betterment of Government of India Act 1858, Queen's Proclamation.
- b. Socio-Religious Movements.
- c. Peasant and Tribal Revolts.

UNIT- II

- a. Rise of Indian Nationalism, Foundation of Local Organization.
- b. Establishment Indian National Congress and Moderates Politics.
- c. Rise and Growth of Extremists Politics- Swadeshi Movement, Home Rule Movement.

UNIT- III

- a. Lokmanya Tilak's Contribution in National Movement.
- b. Revolutionary Movement.
- c. Muslim League - Ideology and Program.

UNIT- IV

- a. Morley-Minto Act, 1909.
- b. Montagu-Chelmsford Act, 1919.
- c. Mahatma Gandhi- Concept of Satyagrah and Early Satyagrah.

Books Recommended:

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002



4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
11. Mushirul Hasan; From Company to the Republic: A story of Modern India
12. Parul Brass; The Politics of India since Independence.
13. R. Jeffery; J Masseless, From Rebellion to the Republic.
14. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
15. R.P. Dutt, India Today.
16. Ramachandra Guha The Fissured Land.
17. Shekher Bandopadhyaya :Plassy to Partation Orient Black Swan(Hindi & English)
18. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
19. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
20. Thomas Metcalf; Ideologies of the Raj.
21. Urvashi Butalia; The Other side of Silence.
22. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
23. R. Jeffery, J Masseless: From Rebellion to the Republic
24. Paul Brass: The Politics of India since Independence
25. K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
26. Dutta. K.K: Social History of Modern India
27. Desai A.R.: Social background of Indian Nationalism
28. Desai A.R.: India's Path of Development
29. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
30. Vallabh Bhai Patel: Correspondence, Writings and Specches
31. Satya Rai: भारत मे उपनिवेशवाद और राष्ट्रवाद का उद्य
32. D. Agrow: Moderates and Extremist in the Indian National Movement
33. M.N. Gupta: History of the revolutionary Movement in India
34. Penderal Moon: Divide and Quit
35. Sumit Sarkar: आधुनिक भारत
36. Tara Chand: History of Freedom Movement in India, Vol. 3
37. S.R Mehrotra: The Emergence of Indian National congress
38. Bipan Chandra and Others: Freedom Struggle
39. Gerard Delanty & Krishna Kumar, Nations & Nationalism



OR

MAJOR ELECTIVE-2 (4 Credit)

UGH6ME2 - INDIA AFTER INDEPENDENCE: (1948 TO 2000AD)

Course Objectives: The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on International relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

Course Outcome-

CO1. The student will understand the Integration and making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the Political crises and mass movements in India.

CO3. The student will crucially analyse the development in the science and technology, economic, education and agriculture sector.

CO4. The Students will be enabled to analyse Non Align movement and international relations.

UNIT- I

- a. Integration of Princely States: Hyderabad, Junagarh and Jammu and Kashmir.
- b. Making of the Indian Constitution: Framing of Indian Constitution, Basic Features.
- c. Reorganization of the States- Dhar Committee, JVP Committee, Fazal Ali Commission.

UNIT- II

- a. Political Crises in State: Tamil Nadu, Assam and Punjab.
- b. Social Movements, Women's Movements and Empowerment.
- c. J. P. Movement, Emergency- Causes and Consequences.

UNIT- III

- a. Development of Science and Technology, Modern Education System and Policies.
- b. Indian Economic Development: Industrialization, Liberalization and Globalization.
- c. Agriculture Reforms: Bhoodan Movement, Green Revolution.

UNIT- IV

- a. Non-Alignment Movement.
- b. India- China War- 1962, India-Pakistan War- 1965, 1971 and 1999.
- c. Role of India in U.N.O., SAARC and Commonwealth.

Books Recommended:

1. Balbushevik, A. & Dyakov, A.M.: A Contemporary History of India
2. Basu, D. D.: Shorter Constitution of India
3. Bettelheim: Charles, India Independent
4. Bipin Chandra Pal: Essay on Contemporary India,
5. Bipin Chandra Pal: India's Struggle for Independence
6. Chahal, S.K.: Dalits Patronized



7. D.R. Gadgil: Policy Making in India
8. Davies, H.A.: Outline History of the World
9. Fisher, H.A.L: A History of Europe
10. Gaur, Madan, India: 40 Years after Independence
11. Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization
12. Jaisingh, Hari, India and Non-Aligned World: Search for A New Order
13. Kothari, Rajni: Democratic Policy and Socialist Change in India
14. Langer, W.L.: European Alliances and Alignments
15. Majumdar, Datta and Ray Chowdhary: Advanced History of India
16. Moon, Penderal: Divide and Quit
17. Nanda, B.R., Gandhi: A Biography
18. Nanda, B.R., Jawaharlal Nehru: A Biography
19. Omvedt, Gail, Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India
20. Palmer, R.A. and Cotton Joel, A History of Modern World
21. Rao, U. Bhaskar, The Story of Rehabilitation
22. Rolls, Eric, History of Economic Thought
23. Sarkar, Sumit, Modern India
24. Satyamurti, T.V., India Since Independence
25. Srinivas, M.N.:Social Change in Modern India
26. Tara Chand: History of the Freedom Movement in India, Vol. IV
27. V.P. Menon: The Story of Integration of the Indian States
28. Ananya Vajpeyi, Righteous Republic: The Political Foundations of Modern India,
29. Arjun Appadurai, Domestic Roots of India's Foreign Policy 1947-1972.
30. A.P.J Abdul Kalam, Ignited Minds Unleashed the Power within India.
31. Bipan Chandra, et al (ed). India after Independence.
32. Durgadas. India, From Curzon to Nehru and After.
33. Francine Franke, India's Political Economy, 1947-2004.
34. Granville Austin, Indian Constitution: Cornerstone of a Nation.
35. H.K. Jain, The Green Revolution: History Impact and Future.
36. H.V. Hodson (ed.). The Great Divide: Britain, India, Pakistan.
37. Jaspreet Bindra, The Tech Whisper: On Digital Transformation and the Technologies that Enabled it.
38. J.C. Aggarwal, Landmarks in the History of Modern India Education (7th Edition).
39. Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67.
40. K. Rajan. Indian Economy, The Post Reform Scenario.
41. Kumkum Sangari & Sudesh Vaids (eds). Recasting women: Essays in Colonial History.
42. Morris Jones, W.H., Government and Politics of India, London, 1964.
43. M.S. Swaminathan, From Green to Evergreen Revolution: Indian Agriculture - Performance and Challenges.
44. Brahmadeva Mukerjee, Community Development of India.
45. Neera Desai & Usha Thakkar (eds). Women In Indian Society.
46. Paul Brass, The Politics of India Since Independence, 1994.



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47. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India.
48. Ramachandra Guha, India After Gandhi: A History (3rd Edition).
49. Rajni Kothari, Politics in India.
50. R.N. Sharma & R.K. Sharma, History of Education in India.
51. Ruchir Sharma, Breakout Nations. In Pursuit of the Next Economic Miracles.
52. R.V. Vaidyanatha Ayyar, History of Education Policymaking in India, 1947 -2016.
53. Shobana, D., et al., Education Systems in India: Issues, Challenges and Problems.
54. Sukhamoy Chakravarty, Development Planning: The Indian Experience.
55. U.R. Ghai, Indian Political System.
56. U.R. Ghai, International Politics Theory and Practice.
57. Sunil Khilnani, The Idea of India.
59. V. Nath, Economic Development and Planning in India.
60. G.N. Singh, Constitutional Development of India



OR

MAJOR ELECTIVE-2 (4 Credit)

UGH6ME2 - HISTORY OF THE WORLD: (13TH CENTURY TO 1805 AD)

Learning outcome: To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

Course Outcome:

- CO1. The student will understand modern nation state system.
- CO2. The learner will know economic developments of modern world.
- CO3. The students will examine various revolutions that led to modernization.
- CO4. The students will learn the significance of French Revolution.

UNIT- I

- a. Europe in the 13th Century and fall of Constantinople.
- b. Renaissance: Role of City and States, Art and Architecture.
- c. Age of Reformation.

UNIT- II

- a. Economic Origins of the Modern World: Rise of Mercantilism and Commercial Revolution.
- b. The beginning of Colonialism all over the world.
- c. Rise of Absolute Monarchy in Europe: France and Britain.

UNIT- III

- a. Scientific Revolution and Agricultural Revolution.
- b. Glorious Revolution – 1688.
- c. American Revolution – 1776.

UNIT- IV

- a. Industrial Revolution.
- b. French Revolution – 1789.
- c. European Exploitation of Asia.

Books Recommended:

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
2. Anderson, M.S.: Europe in the 18th Century
3. Andrews Stuart: Eighteenth century Europe
4. Butterfield: H. The Origins of Modern Europe
5. Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
6. Elton G.R: Reformation in Europe
7. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
8. Hale J.R.: Renaissance Europe



9. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
10. Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
11. Hilton Rodney: Transition from Feudalism to Capitalism
12. Koleshwar Rai: (1991) पश्चिम का उदय (उत्तर मध्यकालीन यूरोप 1453- 1783)
13. Kriedte Peter: Peasants, Landlords and merchant capitalist
14. Lal Bahadur Verma: (1998), यूरोप का इतिहास (पुनर्जागरण से क्रान्ति तक) नई दिल्ली प्रकाशन संस्थान
15. Miskimm Harry: The Economy of Later renaissance
16. Parthsarathi Gupta: (1983) आधुनिक पश्चिम का उदय, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
17. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
18. Rice F.: The Foundations of Early Modern Europe
19. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
20. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
21. Singh Heeralal And Ram Vriksh Singh: (2011), आधुनिकयूरोपकाइतिहास, इलाहाबाद
22. The Cambridge: Economic History of Europe Vol I to Iv
23. Vimal Inderpal: (1968), आधुनिक यूरोप(1453- 1789), आगरा लक्ष्मीनारायण अग्रवाल, इलाहाबाद, किताब महल
24. John Acton, Lectures on Modern History, London
25. M.S. Anderson, Europe in the 18th Century.
26. Stuart Andrews, Eighteenth century Europe: The 1680's to 1815.
27. Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy 1000-1700.
28. G.R. Elton, Reformation in Europe.
29. H.A.L Fisher, History of Europe: Vol-I.
30. J.R. Hale, Renaissance Europe, 1480-1520.
31. John Hale, The Civilization of Europe in the Renaissance.
32. C.J.H. Hayes, A Cultural and Political History of Europe (Vol. I) (1500-1830).
33. C.D.Hazen, A History of Europe in Modern Times.
34. Rodney Hilton, Transition from Feudalism to Capitalism.
35. Peter Kriedte, Peasants, Landlords and merchant capitalists.
36. John Merriman, A History of Modern Europe: From the Renaissance to the Present.
37. Harry Miskimm, The Economy of Later renaissance.
38. Meenaxi Phukan, Rise of Modern West, Trinity Press Pvt. Ltd.
39. F.Rice, The Foundations of Early Modern Europe.
40. Geoffrey V.Scamell, The First Imperial age: European Overseas Expansion, 1500-1715.
41. Ferdinand Schevill, History of Modern Europe.
42. The Cambridge, Economic History of Europe Vol I to IV.



SEMESTER-VII (HONOURS)
MAJOR MANDATORY-11 (4 Credit)
UGH7MM11 - HISTORIOGRAPHY

Course Objectives: The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

Course Outcome:

- CO1. The student will understand the meaning; allied and auxiliary subject of history.
- CO2. The student will understand Western Historiography.
- CO3. The student will come to know the Indian Historiography.
- CO4. The student will learn the different approaches to History.

UNIT-I Introduction

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

UNIT-II Western Historiography

- a. Greco – Roman: Herodotus, Thucydides.
- b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
- c. Imperialists: James Mill, Vincent Arthur Smith,

UNIT-III Indian Historiography

- a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
- b. Medieval India : Kalhana, Alberuni, Barani
- c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

UNIT-IV Approaches to History

- a. Marxists : E.P. Thompson, E.H. Carr
- b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
- c. Cambridge Historiography and their interpretation of Indian history.

Books Recommended:

1. A Critical Method in Historical Research and Writing - H.C. Hocket
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar–Harbans Mukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar



11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniah
14. History, Historical Thoughts and Historiography –Aroop Chakravarti
15. History, its Theory and Method-Sheikh Ali
16. IbnKhalidun - Syed FaridAlatas
17. Idea of History - R.G. Collingwood
18. IGNOU Materials
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
21. Philosophy of History - G. Kuppuram
22. Research Methodology - K.N. Chitnis
23. Research Methodology - Satish Bajaj
24. The Greek and Roman Historians - Timothy E. Duff
25. The Histories - Herodotus (Tr.George Rawlinson)
26. The Muqaddimah–IbnKhalidun (Tr. Franz Rosenthal)
27. The Philosophy of History -G.W.F. Hegel
28. The Portable Greek Historians - M.I. Finley
29. The Travels of Ibn Battuta - H.A.R. Gibb
30. Theories of History - Patrick Gardiner
31. What is History-E.H.Carr
32. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori



MAJOR ELECTIVE-12 (4 Credit)

UGH7MM12 - HISTORY OF THE MARATHAS-I (1600 TO 1707AD)

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country.

CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

UNIT-I

- Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
- Rise of the Marathas
- Concept of Maharashtra Dharma

UNIT-II

- Shivaji's Relations with AdilShahi
- Shivaji's Relations with the Mughals
- Significance of Shivaji's Coronation

UNIT-III

- Sambhaji's Relations with the Portuguese
- Sambhaji's Relations with the Siddis of Janjira
- Sambhaji's Relations with the Mughals

UNIT-IV

- The Maratha War of Independence
- Civil, Judicial administration
- Military and Naval Administration

Books Recommended:

- Maharashtra in the Age of Shivaji -A.R.Kulkarni
- Maratha Administration in the 18th Century -T.T.Mahajan
- The Rise of the Maratha Power -M.G. Ranade
- Administrative System of the Marathas -S.N.Sen
- Military System of the Marathas -S.N.Sen
- Judicial System of the Marathas -V.T.Gune
- History of the Marathas Vol I&II -Grant Duff
- House of Shivaji -J.N. Sarkar
- Shivaji and His Times -J.N. Sarkar
- ShivajiThe Great -Dr. Balkrishna



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11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai
13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihas kalatil Rajyakarbharacha Abhyas (1600-80) -S.N. Joshi
3. Shivakaleen Maharashtra -A.R.Kulkarni
4. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
5. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachatrapati -T.J. Shezwalkar
7. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
8. Shivacharitrachi Roopresha -T.J. Shezwalkar
9. Chatrapati Shivaji Maharaj Yanche Charitra–Kekaskar
10. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.



MAJOR ELECTIVE-13 (4 Credit)

UGH7MM13 - HISTORY OF MODERN WORLD: (1805 TO 1945AD)

Learning outcome: The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations.

Course Outcome:

CO1. The students will be able to analyze the historical developments in the World between 1805 -1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace.

CO4. The student will examine the causes of crises of world politics.

UNIT- I

- Counter-Revolution in France- Age of Napoleon Bonaparte.
- Nationalism in Europe - Unification of Italy and Germany.
- New Imperialism- Causes and Consequences.

UNIT- II

- Foreign Policy of Bismarck and Kaiser William-II.
- First World War- Causes, Course, Consequences, Treaty of Versailles.
- Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

UNIT- III

- Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
- Formation of the League of Nations: Organizations, Achievements & Failures.
- World Economic Depression of 1929-1932.

UNIT- IV

- Rise of Nazism in Germany- Internal and Foreign Policy.
- Growth of Fascism in Italy- Internal and Foreign Policy.
- Second World War – Causes, Course, Consequences.

Books Recommended:

- Aldrich, Robert Greater France: A history of French Overseas Expansion
- Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
- Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) briefoverview
- Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)



5. Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
6. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
7. Bury, J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
8. Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
9. Crawley, C.W Ed.The New Cambridge Modern History, Vol. 14: Altas (1972)
10. Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
11. Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
12. Gooch, G.P History of modern Europe 1878-1919 (1923)
13. Grab, Alexander Napoleon and the Transformation of Europe (2003)
14. Grant & Temperley: Europe in the Nineteenth and twentieth century's.
15. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
16. Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
17. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
18. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
19. Ketelbey, C.D.M A history of Modern Times (English or Hindi)
20. Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
21. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
22. Lipson Europe in the Nineteenth and Twentieth centuries
23. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
24. Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopaedia of the Age of Industry and Empire (5 vol. 2005)
25. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
26. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
27. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
28. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
29. Saimi Hannu: 19th Century Europe A cultural History (2008)
30. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
31. Steinberg, Jonathan: Bismarck A Life (2011)
32. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) advanced history and analysis of major diplomacy
33. Wesseling, H.L The European Colonial Empire 1815-1919 (2015)



34. Bhatnagar and Gupta: आधुनिक युरोपका इतिहास (भाग-2)
35. K.S Lal: आधुनिक युरोप का इतिहास (भाग-2)
36. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई दिल्ली प्रकाशन संस्थान
37. Parthsarathi Gupta: (1983) आधुनिक पश्चिम का उदय, नईदिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
38. Parthsarathi Gupta: (1983) युरोप का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
39. James Jole: युरोप 1870 से, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
40. Parthsarathi Gupta: ब्रिटेन का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
41. Banarasi Prasad Saxena: अमरीका का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
42. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001
43. Bennis F. Lee : Europe Since 1914
44. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
45. Carsten. F.L (1982) : The Rise of Fascism University of California Press
46. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
47. Contemporary History of the World by Edwin Augustus Grosvenor
48. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
49. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
50. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign Policies. 1933-1945 Rowman & Little field
51. Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
52. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
53. FP Walters: A History of the League of Nations (oxford 1965)
54. Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941-1947 Columbia University Press
55. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
56. Henry Kitchell Webster : Early European History

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - PEASANT MOVEMENTS IN INDIA: (1757 TO1947AD)



Course Objectives: The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

Course Outcome:

- CO1. The student will be familiarize with the condition of the peasants.
- CO2. The student will be educated about peasant problems.
- CO3. The learner will know the exploitative nature of British rule.
- CO4. The student will able to identify the causes for the peasant uprisings.

UNIT-I

- a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- b. British and the exploitation of the Peasantry–Pauperisation& De-peasantization,
- c. Natural Calamities & its impact,

UNIT-II

- a. British efforts for improvement of Irrigation system,
- b. Land revenue, Illegal extractions
- c. British administrative apparatus versus the peasantry

UNIT-III

- a. Landless Labour, Marginal Farmers & Tribal Farmers,
- b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
- c. Zamindari and ryotwari tenants

UNIT-IV

- a. Peasant Unrest in early part of British rule- Forms, Content & results.
- b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
- c. Peasant Movement during Gandhian era

Books Recommended:

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.
11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.



OR

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: (1200 TO 1800AD)

Course Objectives: India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

Course Outcome-

- CO1. Students will come to know the Gonds were the dominant rulers of middle India.
- CO2. The students will come to know medieval tribal kingdoms.
- CO3. Student will know the achievements and contribution of Gond rulers.
- CO4. The students will be able to analyse the important institutions like revenue, governance, and policies

UNIT- I Gond Dynasty of Garha-Mandla

- a. Origin and Historical background of Gond Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

UNIT-II Gond Dynasty of Deogarh and Kherla

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla –Narsingh Rai
- c. Achievements of Gond kings-Jatba, Bakhta Buland Shah

UNIT- III Gond Dynasty of Chanda

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

UNIT- IV- Administration and Art and Architecture of Gonds

- a. General administration; Fort administration
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture

Books Recommended:

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N. Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D. Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu

Marathi/Hindi

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Raje -Dr B. R. Andhare



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3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur Prantachaltihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
11. Warhadcha Itihas-YadhavMadhav Kale



OR

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - ECONOMIC HISTORY OF INDIA: (1757 TO 1857AD)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2. They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

UNIT -I

- a. Nature of Rural and Urban Economy in mid-18th Century
- b. European Economic Interest in India
- c. Commercial Policy of East India Company

UNIT -II

- a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
- b. Artisans and Industrial Production, Rural Indebtedness
- c. Commercialisation of Agriculture, Effects on Indian Agriculture

UNIT -III

- a. Policy of De-Industrialisation, Effects on Indian Industry
- b. Introduction of Railways and its impact on Indian Economy
- c. Changing Nature of Trade

UNIT-IV

- a. Foreign Capital Investment in India
- b. Nature and forms of resistance
- c. Pre-1857-peasant, tribal revolts

Books Recommended:

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai
9. Modern India -Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee



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12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra



MINOR-RM (4 Credit)

UGH7RM1 - RESEARCH METHODOLOGY

Course Objectives: The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

Course Outcome- Students will be able to

CO1. The learner will understand the meaning; definition and type of research.

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. The student will know the challenges of writing objective history, uses and ethics of history writing.

UNIT-I

- History: Nature, Scope and Value – Social Necessity of History
- Meaning of Research; Definition, Objectives of Research, Nature, Limitations
- Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

UNIT-II

- Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
- Methods of data Collection-Reference; Interview, Survey, Questionnaires
Primary and Secondary Sources
- Analytical Operations- Review of literature; Internal and external criticism

UNIT- III

- Synthetic Operation –Causation; Generalization, Formulation of final argument
- Concluding Operations- Report writing; Logical arrangement of chapters; Bibliography ;Footnotes ;Endnotes; References and appendices
- Style- APA; Plagiarism

UNIT- IV

- Challenges of Objectivity; Historicism
- Oral History; Local History; Regional History
- Uses of History; Ethics in Research

Books Recommended:

- R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004
- The Modern Research - Barzon Jacques and Henry Graff
- E.H. Carr, What is History, Penguin 2008
- G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
- E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
- L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002
- William Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
- Michel De Certeau, The writing of History, Columbia University Press, 1988
- Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013



11. Ludmilla Jordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इतिहासाचे तत्वज्ञान – सदाशिव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र – प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती – हाडेबीम.
4. इतिहासलेखनशास्त्र – गायकवाड, हनमतेसरदेसाई
5. इतिहासतंत्र आणि तत्वज्ञान – शांता कोठेकर
6. इतिहासशास्त्र : संशोधन, लेखनपरंपरावअध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र – पत्कीश्री. ना.
8. इतिहासलेखनशास्त्र – राजडेरकार सुहास
9. इतिहासलेखनशास्त्र – सातभाई श्रीनिवास
10. इतिहासाचे तत्वज्ञान – डॉ. प्रशांत देशमुख



SEMESTER-VIII (HONOURS)

MAJOR MANDATORY-14 (4 Credit)

UGH8MM14 - TRENDS AND THEORIES OF HISTORY

Course Objectives: The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

Course Outcome:

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject.

CO3. The student will examine the ideologies of renowned historians of the times.

CO4. The students will understand the various facets in history writing.

UNIT –I Modern Approaches to History

- a. Positivism
- b. Annals
- c. Post-Modernism

UNIT –II Trends During Colonial Period in India

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography

UNIT –III Trends in post-colonial period

- a. Marxist Historiography in India
- b. Dalit Historiography
- c. Tribal Historiography

UNIT–IV Recent Trends in Historiography

- a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- b. Business Historiography- Tirthankar Roy
- c. Feminist Historiography in India- Uma Chakravarti

Books Recommended:

1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
2. A textbook of Historiography- E. Sreedharan
3. An Introduction to Indian Historiography -A.K.Warder
4. Beginning Postmodernism- Tin Woods
5. French Historical Method- Traian Stoianovich.
6. Global History of Modern Historiography- George G. Iggers & Edward Wang.
7. Historians and Historiography in Modern India -S.P.Sen (ed)
8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm



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12. On History- FernandBraudel
13. Power/Knowledge- Michel Foucault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakrvarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakrvarti
18. The archaeology of Knowledge- Michel Foucault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857–2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

Marathi/ Hindi

1. Itihas Mhanaje Kay -E.H.Carr
2. Itihasek Shastra - PrabhakarDeo
3. Itihas Lekhan Shastra -B.N. Sardesai
4. Itihas Tantraani Tatvagyan –Shanta Kothekar
5. Itihas Darshan-Parmanand Singh
6. Itihas Kya Hai -E.H.Carr



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MAJOR MANDATORY-15 (4 Credit)
UGH8MM15 - HISTORY OF THE MARATHAS-II (1707 TO 1818AD)

Course Objectives: The purpose of the paper is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha polity, to understand basic components of the Maratha administrative structure. The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Course Outcome-

CO1. The student will be able to analyse the administrative system of the Marathas to acquaint the student with the nature of Maratha polity.

CO2. The student will understand the basic components of the Maratha administrative structure.

CO3. The students will know the role played by the Marathas in the context of India, the changing nature of Maratha State.

CO4. The students will understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

UNIT-I

- a. Accession of Shahu as Chhatrapati
- b. Acquisition of Sanads by Balaji Vishwanath
- c. Peshwa Bajirao I-Expansion of Maratha Power in North India

UNIT-II

- a. Third Battle of Panipat –Causes and Effects
- b. Peshwa Madharao I, Restoration of Maratha Power in North India
- c. Anglo- Maratha Wars, Downfall of the Maratha Power

UNIT-III

- a. Nature of Maratha Confederacy
- b. Civil and Judicial Administration
- c. Military Administration

UNIT-IV

- a. Trade and Commerce
- b. Social and Economic Conditions
- c. Art and Architecture

Books Recommended:

1. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
2. The Founding of Maratha Freedom -S.R. Sharma
3. Study's in Maratha History -A.R. Kulkarni
4. The Marathas -A.R. Kulkarni
5. New History of the Marathas -G.S. Sardesai
6. Rise of the Peshwas-H.N. Sinha
7. Eighteenth Century Deccan –Setu Madhav Pagadi
8. Glimpses of Maratha Socio-Economic History-K.N. Chitnis
9. Peshwa Madhavrao I -Bannerjee
10. Bundelkhand Under the Marathas -B.R. Andhare



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11. Maratha Architecture -Mate

Marathi, Hindi

1. Marathi Riyasat (All Volumes) -G.S.Sardesai
2. Peshwa Daftar (All Volumes)
3. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
4. Panipat 1761 -T.J. Shezwalkar
5. Peshwa- Nizam Sambandh -T.J.Shezwalkar
6. Marathyacha Samajik, Arthikva Sanasritik Itihas-B.N. Sardesai
7. Akhercha Peshwa -SumanVaidya
8. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S.Sawant
9. Marathekaleen Sansthava Vichar -Gaekwad, Hanmane, Sardesai,Thorat
10. Maratho Ka Naya Itihas- G.S.Sardesai



MAJOR ELECTIVE-16 (4 Credit)

UGH8MM16 - HISTORY OF MODERN WORLD: (1945 TO 2000 AD)

Learning outcomes: This course seeks to delineate some important aspects of the twentieth-century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focuses on world politics in the post-war period that saw a new type of war as manifested in the Cold War. Students will also get to know how nationalism, a core issue of 20th-century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold War on the other- culminating in the rise of a unipolar world system.

Course Outcomes:

CO1. The students will learn world politics in the post war period.

CO2. The students will get to know how nationalism triggered national liberation movements.

CO3. The students will understand from Eurocentric to ideologically polarized Super Power centric politics.

CO4. The learner will know the world wide human concerns.

UNIT- I

- a. United Nation Organization (U.N.O.) - Structure, Achievements and Failures.
- b. Decolonization in Asia and Africa- Causes, Consequences.
- c. Cold War- Causes, Growth and Major Crises.

UNIT- II

- a. NATO, SEATO, Warsaw Pact- Structure, Objectives and Implications.
- b. Establishment of Israel, Arab - Israel Conflict.
- c. European Union- History, Formation, Structure and Objectives.

UNIT- III

- a. Afro-Asian Movement: Bandung Conference and Non-Alignment Movement.
- b. Reforms of Gorbachev in USSR and Disintegration of Socialist Block- Causes and Consequences.
- c. United States of America (U.S.A.) - Unipolar Power.

UNIT- IV

- a. The Apartheid Movement in South Africa.
- b. Human Rights and Civil Rights Movement.
- c. Globalization and its Impact.

Books Recommended:

1. Bipolarism and Debates on the origins of the Cold War –Yalta and Potsdam Conference
2. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.
3. The USSR in World Politics: Molotov Plan, COMECON, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw Pact.
4. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in IndoChina and the Vietnam War, Cuban Missile Crisis
5. Emergence of the Third World World and Non –Aligned Movement



6. De-Stalinisation and its aftermath in the East European Countries, Détente-Thaw in Cold War.
7. Impact of the emergence of Peoples' Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950's-1970's)
8. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya Bangladesh.
9. West Asian Crisis: Birth of Israel, Arab-Israel conflict(1948-1973)Camp David Accord(1978).
10. Disintegration and Decline of the Soviet Union: Glasnost, Perestroika,,Crisis of Socialist Regimes in other socialist countries (Reunification of Germany, Velvet Revolution in Czechoslovakia), End of Cold War and the Rise of a Unipolar World System, Globalization since 1990s.
11. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the USA, End of Anti-Apartheid Movement in South Africa (1994).
12. Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.
13. Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.
14. David Reynolds, One world divisible: A global history since 1945. New York, 2000
15. Edward Crankshaw, The New Cold War : Moscow vs. Peking, Penguin Books, 1963.
16. Issac Dentscher, Russia, China, and the West, Penguin Books, 1949.
17. Eric Hobsbawm, The Age of Extremes : The Short Twentieth Century, London, 1994.
18. Eric Hobsbawm, Globalisation, Democracy and Terrorism, London, 2007.
19. Gail Collins, When Everything Changed: the Amazing Journey of American Women from 1960 to the Present, New York : Little, Brown and Co., 2009.
20. Henry Heller, The Cold War and the New Imperialism, New York, 2007.
21. John Merriman, A History of Modern Europe From Renaissance to the Present, London, 1996.
22. Joseph E. Stiglitz, Globalization and its discontents, Penguin 2002
23. Kathleen A. Laughlin and Jacqueline L. Castledine, Breaking the wave : women, their organizations, and feminism, 1945-1985 New York : Routledge, 2011.
24. Mark Newman , The Civil Rights Movement , Edinburgh University Press, 2004
25. Norman Lowe, Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.
26. Peter Calvocoressi, World Politics 1945 – 2000, New Delhi, 2006.
27. P. Eric Louw, The Rise, Fall, and Legacy of Apartheid, Praeger, 2004
28. Ryan M. Irwin Gordian Knot: Apartheid and the Unmaking of the Liberal World Order, Oxford University Press, 2012
29. Wayne C. McWilliam and Harry Piotrowsky, The World since 1945: A History of International Relations, New Delhi, 2018.
30. Wini Breines, Trouble Between Us: an Uneasy History of White and Black Women in the Feminist Movement New York : Oxford University Press, 2006.



MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - LABOUR MOVEMENT IN MODERN INDIA: (1757 TO 1947AD)

Course Objectives: The paper is designed to make aware the students about the origin of industries, capital class and the labours in India. The paper will also reveal the exploitative nature of the British rule. It will also convey the need of labour movements and subsequent legal changes occurred. The paper will also explain labours participation in the National movements and their contribution in freedom struggle.

Course Outcome:

CO1. The students will know the origin and development of labour class and their movement.

CO2. The students will understand the conditions and position of the labours.

CO3. The students will examine the causes of Labours participation in National Movement.

CO4. The learner will know that how labours were exploited by the British.

UNIT- I

- Labour Movement – Different Perspectives and their limitations-Sources of the history of Labour Movement.
- Industrial development in India and Beginning of the Capitalist Class and Working Class.
- Working Class Movement.

UNIT-II

- Early Trade union activities in India – Formation of individual trade unions,
- Bombay Workers strike in 1908
- October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

UNIT- III

- Formation of AITUC; Labour Movement in 1920; Industrial Labour in Non-Cooperation Movement, 1920-22
- Great Economic Depression & its impact; 1929-Congress Socialist Party and Labour Movement, 1934-39
- Meerut Conspiracy Case, Left in Trade Union Movement; Civil Disobedience Movement, 1930-34

UNIT- IV

- Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
- Trade Union Movement before and during Second World War; Quit India' Movement, 1942
- Communist & Congress conflict in trade union movement, INA Trails 1945, RIN Strike 46-47

Books Recommended:

- Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
- Basu, Deepika.,The Working Class in Bengal: Formative Years, Calcutta, 1993.
- Chandra Bipan,Colonialism and Nationalism in India, New Delhi, 1979.



4. Chakrabarty, Dipesh, Rethinking Working-Class History: Bengal, 1890–1940, Princeton, N.J.:Princeton University Press,1989.
5. Chandavarkar, Rajnarayana.,The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
6. Chattergi, Rakhahari.,Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
7. Chopra, P.N., (ed.),Historic Judgement on Quit India Movement: Justice Wickenden's Report, Delhi, 1989.Dilip Simeon., The Politics of Labour under Late Colonialism: Workers, Unions and the State in ChotaNagapur, 1928-1939, Delhi, 1995.
8. Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
9. Gerschenkron, A.,Economic Backwardness in Historical Perspective, Harward University Press, 1976.
10. Gupta, Ranajit Das., Labour and Working Class in Eastern India: Studies in Colonial History, Calcutta, 1994.
11. Habib, Irfan.,Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
12. -----"Capitalism in History", Social Scientist, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
13. Karnik, V.B., Indian Trade Unions; A Survey, Bombay, 1968.
14. -----Strikes in India, Bombay, 1968.
15. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad, 1957.
16. Mathur, J.S., Indian Working Class Movement, Allahabad, 1964.
17. Newman, Richard.,Workers and Unions in Bombay, 1918-1929, Canberra, 1981.
18. Oversteet Gene, D., and Windmiller, Marshall.,Communism in India, University of California,1960.
19. A.R.Desai, Social Background of Indian Nationalism.
20. SumitSarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
21. D. N. Dhanagare, Peasant Movement in India.
22. K.B.Panikar, An Outline of the History of the AITUC.
23. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
24. R. Vlyanovsky, Agrarian India between the World Wars.
25. R.P.Dutt, India Today.
26. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
27. Shirin Mehta, The Peasantry and Nationalism.
28. Shiva Chandra Jha, The Indian Trade Union Movement.
29. SukomalSen, Working Class in India.
30. Sunil Sen., Peasant Movement in India.



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OR

MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - TRIBAL REVOLTS IN INDIA: (1757 TO 1947AD)

Course Objectives: The paper is designed to introduce contribution of Tribal communities in nation building to students. The paper emphasise on different tribal revolts that took place in India prior to independence. It further explains the British policies towards tribes and discusses causes and consequences of Tribal revolts in India.

Course Outcome-

- CO1. The student will know the tribals and their previous livelihood.
- CO2. The students will know contribution of Tribal communities in nation building
- CO3. The students will know the different tribal revolts that took place in India.
- CO4. Students will understand the British policies towards tribes and can examine the causes and consequences of Tribal revolts in India.

UNIT-I Tribals and their early struggles

- a. Tribals and their History
- b. Tribal settlement, Land and forest and their life
- c. Land and Forest policies of British

UNIT-II Land and Forest based Movements-Causes and impact

- a. Halba Revolt (1774-79), The Bhumji Revolt(1832-33)
- b. Santhal Hul Revolt (1855-57), Khond Rebellion (1850)
- c. Bhil Revolt (1857-58), Birsa Munda Revolt (1895-1900)

UNIT-III Identity and Culture based Movements-causes and impact

- a. Muria Revolt (1876), Bhumkal Baster Revolt (1910)
- b. Gond and Kolam Revolt (1941)
- c. MahadeoKoli Revolt (1828-50); Warli Revolt (1947)

UNIT-IV British and Tribal Leadership

- a. Tribes during 1857- Raja Shankar Shah & Raghunath Shah; Surendrasay
- b. Tribes during National Movements-Jungle Satyagraha; Warli Revolt (1945)
- c. Baburao Shedmake; Tantia Bhil, Rani Gaidinliu

Books Recommended:

1. State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
2. Insurgency and Counter Insurgency-V. K. Anank
3. Social Movements in India -(Ed.) Burman, B.K.Roy
4. The History of Indian Revolt- Richard burton
5. Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
6. Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
7. History of Santhal Revolt -Digambar Chakravarti
8. Anti-British Plots and movements before 1857- K.K.Datta
9. The Santhal Insurrection - K.K. Datta
10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henningham



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12. Primitive Rebels- E. J. Hobsbawn
13. Bandits- E. J. Hobsbawn
14. History of Santhal Rebellion of 1855- W.W. Hunter
15. Kol Insurrection in Chota Nagpur- J.C. Jha
16. The Revolt of Chota Nagpur- J.C. Jha
17. Tribal Revolts in India under British Raj- L.P. Mathur
18. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
19. Tribal Movements and political history of India- D.M. Praharaj
20. Tribal Revolts- Rajhavaiah
21. Munda's and their country- S.C. Roy
22. The Dust-Storm and the Hanging Mist- K.S. Sinha
23. Tribal Revolts- B.K. Sharma
24. Tribal Freedom Fighters of India- Publication Division, Govt of India
25. Social movements in Tribal India- S.N. Choudhary
26. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
27. Adivasis and the raj- Sanjukta Das Gupta
28. Tribal Movements in India Vol I & II - (ed) K.S. Singh
29. Bharat Ke Adivasi Vidroh- Suresh Mishra
30. The Great Tribal Warriors of Bharat, Tushin Sinha



OR

MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - ECONOMIC HISTORY OF INDIA: (1858 TO 1947AD)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

UNIT-I

- a. Agricultural Policy
- b. Famine Policy
- c. Growth of Industries- Cotton, Jute, Iron and Steel

UNIT-II

- a. Emergence of Working Class
- b. Trade Union Movement
- c. Labour Legislations

UNIT-III

- a. Nature of External Trade
- b. Capital and Capital Class
- c. Drain of Wealth

UNIT-IV

- a. Main Trends in the Movement of Prices
- b. Population Growth—trends
- c. Movement of National Income

Books Recommended:

1. Famines in Colonial India -Brahmanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram



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6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

Marathi, Hindi

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra



SEMESTER-VII (RESEARCH)
MAJOR MANDATORY-11 (4 Credit)
UGH7MM11 - HISTORIOGRAPHY

Course Objectives: The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

Course Outcome:

- CO1. The student will understand the meaning; allied and auxiliary subject of history.
- CO2. The student will understand Western Historiography.
- CO3. The student will come to know the Indian Historiography.
- CO4. The student will learn the different approaches to History.

UNIT-I Introduction

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

UNIT-II Western Historiography

- a. Greco – Roman: Herodotus, Thucydides.
- b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
- c. Imperialists: James Mill, Vincent Arthur Smith,

UNIT-III Indian Historiography

- a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
- b. Medieval India : Kalhana, Alberuni, Barani
- c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

UNIT-IV Approaches to History

- a. Marxists : E.P. Thompson, E.H. Carr
- b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
- c. Cambridge Historiography and their interpretation of Indian history.

Books Recommended:

1. A Critical Method in Historical Research and Writing - H.C. Hocket
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar-Harbans Mukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar



11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniah
14. History, Historical Thoughts and Historiography –Aroop Chakravarti
15. History, its Theory and Method-Sheikh Ali
16. IbnKhalidun - Syed FaridAlatas
17. Idea of History - R.G. Collingwood
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
21. Philosophy of History - G. Kuppuram
22. Research Methodology - K.N. Chitnis
23. Research Methodology - Satish Bajaj
24. The Greek and Roman Historians - Timothy E. Duff
25. The Histories - Herodotus (Tr.George Rawlinson)
26. The Muqaddimah-IbnKhalidun (Tr. Franz Rosenthal)
27. The Philosophy of History -G.W.F. Hegel
28. The Portable Greek Historians - M.I. Finley
29. The Travels of Ibn Battuta - H.A.R. Gibb
30. Theories of History - Patrick Gardiner
31. What is History-E.H.Carr
32. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori



MAJOR MANDATORY-12 (4 Credit)

UGH7MM12 - HISTORY OF MODERN WORLD: (1805 TO 1945AD)

Learning outcome: The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations.

Course Outcomes:

CO1. The students will be able to analyze the historical developments in the World between 1805 -1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace.

CO4. The student will examine the causes of crises of world politics.

UNIT- I

- a. Counter-Revolution in France- Age of Napoleon Bonaparte.
- b. Nationalism in Europe - Unification of Italy and Germany.
- c. New Imperialism- Causes and Consequences.

UNIT- II

- a. Foreign Policy of Bismarck and Kaiser William-II.
- b. First World War- Causes, Course, Consequences, Treaty of Versailles.
- c. Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

UNIT- III

- a. Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
- b. Formation of the League of Nations: Organizations, Achievements & Failures.
- c. World Economic Depression of 1929-1932.

UNIT- IV

- a. Rise of Nazism in Germany- Internal and Foreign Policy.
- b. Growth of Fascism in Italy- Internal and Foreign Policy.
- c. Second World War – Causes, Course, Consequences.

Books Recommended:

1. Aldrich, Robert Greater France: A history of French Overseas Expansion
2. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
3. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) briefoverview



4. Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
5. Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
6. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
7. Bury, J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
8. Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
9. Crawley, C.W Ed.The New Cambridge Modern History, Vol. 14: Altas (1972)
10. Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
11. Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
12. Gooch, G.P History of modern Europe 1878-1919 (1923)
13. Grab, Alexander Napoleon and the Transformation of Europe (2003)
14. Grant & Temperley: Europe in the Nineteenth and twentieth century's.
15. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
16. Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
17. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
18. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
19. Ketelbey, C.D.M A history of Modern Times (English or Hindi)
20. Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
21. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
22. Lipson Europe in the Nineteenth and Twentieth centuries
23. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
24. Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopaedia of the Age of Industry and Empire (5 vol. 2005)
25. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
26. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
27. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
28. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III; The Nineteenth century (2001)
29. Saimi Hannu: 19th Century Europe A cultural History (2008)
30. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
31. Steinberg, Jonathan: Bismarck A Life (2011)



32. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) advanced history and analysis of major diplomacy
33. Wesseling, H.L The European colonial Empire 1815-1919 (2015)
34. Bhatnagar and Gupta: आधुनिक युरोप का इतिहास (भाग-2)
35. K.S Lal: आधुनिक युरोप का इतिहास (भाग-2)
36. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई दिल्ली प्रकाशन संस्थान
37. Parthsarathi Gupta: (1983) आधुनिक पश्चिम का उदय, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
38. Parthsarathi Gupta: (1983) युरोप का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
39. James Jole: युरोप 1870 से, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
40. Parthsarathi Gupta: ब्रिटेन का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
41. Banarasi Prasad Saxena: अमरीका का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
42. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001
43. Bennis F. Lee : Europe Since 1914
44. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
45. Carsten. F.L (1982) : The Rise of Fascism University of California Press
46. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
47. Contemporary History of the World by Edwin Augustus Grosvenor
48. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830, Cambridge University Press.
49. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
50. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign Policies, 1933-1945 Rowman & Little field
51. Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
52. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
53. FP Walters: A History of the League of Nations (oxford 1965)
54. Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941-1947 Columbia University Press
55. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
56. Henry Kitchell Webster : Early European History
57. Jules Michelet, Mary Charlotte, Mair Simpson : A summary of Modern history



MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - HISTORY OF THE MARATHAS-I (1600 TO 1707AD)

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country.

CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

UNIT-I

- a. Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
- b. Rise of the Marathas
- c. Concept of Maharashtra Dharma

UNIT-II

- a. Shivaji's Relations with AdilShahi
- b. Shivaji's Relations with the Mughals
- c. Significance of Shivaji's Coronation

UNIT-III

- a. Sambhaji's Relations with the Portuguese
- b. Sambhaji's Relations with the Siddis of Janjira
- c. Sambhaji's Relations with the Mughals

UNIT-IV

- a. The Maratha War of Independence
- b. Civil, Judicial administration
- c. Military and Naval Administration

Books Recommended:

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. ShivajiThe Great -Dr. Balkrishna
11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai



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13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihas kalatil Rajyakarbharacha Abhyas (1600-80) -S.N. Joshi
3. Shivakaleen Maharashtra -A.R.Kulkarni
4. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
5. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachhatrapati -T.J. Shezwalkar
7. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
8. Shivacharitrachi Roopresha -T.J. Shezwalkar
9. Chatrapati Shivaji Maharaj Yanche Charitra-Kekaskar
10. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.



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OR

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - PEASANT MOVEMENTS IN INDIA: (1757 TO 1947AD)

Course Objectives: The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

Course Outcome:

- CO1. The student will be familiarize with the condition of the peasants.
- CO2. The student will be educated about peasant problems.
- CO3. The learner will know the exploitative nature of British rule.
- CO4. The student will able to identify the causes for the peasant uprisings.

UNIT-I

- a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- b. British and the exploitation of the Peasantry–Pauperisation& De-peasantization,
- c. Natural Calamities & its impact,

UNIT-II

- a. British efforts for improvement of Irrigation system,
- b. Land revenue, Illegal extractions
- c. British administrative apparatus versus the peasantry

UNIT-III

- a. Landless Labour, Marginal Farmers & Tribal Farmers,
- b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
- c. Zamindari and ryotwari tenants

UNIT-IV

- a. Peasant Unrest in early part of British rule- Forms, Content & results.
- b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
- c. Peasant Movement during Gandhian era

Books Recommended:

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.



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11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.



OR

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: (1200 TO 1800AD)

Course Objectives: India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

Course Outcome-

- CO1. Students will come to know the Gonds were the dominant rulers of middle India.
- CO2. The students will come to know medieval tribal kingdoms.
- CO3. Student will know the achievements and contribution of Gond rulers.
- CO4. The students will be able to analyse the important institutions like revenue, governance, and policies

UNIT- I Gond Dynasty of Garha-Mandla

- a. Origin and Historical background of Gond Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

UNIT-II Gond Dynasty of Deogarh and Kherla

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla –Narsingh Rai
- c. Achievements of Gond kings-Jatba, BakhtaBuland Shah

UNIT- III Gond Dynasty of Chanda

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

UNIT- IV- Administration and Art and Architecture of Gonds

- a. General administration; Fort administration
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture

Books Recommended:

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N.Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu



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Marathi/Hindi

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Raje -Dr B. R. Andhare
3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur PrantachaItihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
11. Warhadcha Itihas-YadhavMadhav Kale



OR

MAJOR ELECTIVE-3 (4 Credit)

UGH7ME3 - ECONOMIC HISTORY OF INDIA: (1757 TO 1857AD)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2. They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

UNIT-I

- a. Nature of Rural and Urban Economy in mid-18th Century
- b. European Economic Interest in India
- c. Commercial Policy of East India Company

UNIT-II

- a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
- b. Artisans and Industrial Production, Rural Indebtedness
- c. Commercialisation of Agriculture, Effects on Indian Agriculture

UNIT-III

- a. Policy of De-Industrialisation, Effects on Indian Industry
- b. Introduction of Railways and its impact on Indian Economy
- c. Changing Nature of Trade

UNIT -IV

- a. Foreign Capital Investment in India
- b. Nature and forms of resistance
- c. Pre-1857-peasant, tribal revolts

Books Recommended:

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol LII) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai



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9. Modern India – Sumit Sarkar
10. Railways in Modern India - Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

Marathi/Hindi

12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra



MINOR-RM (4 Credit)

UGH7RM1- RESEARCH METHODOLOGY

Course Objectives: The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

Course Outcome- Students will be able to

CO1. The learner will understand the meaning; definition and type of research.

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. The students will know the challenges of writing objective history, uses and ethics of history writing.

UNIT-I

- History: Nature, Scope and Value – Social Necessity of History
- Meaning of Research; Definition, Objectives of Research, Nature, Limitations
- Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

UNIT-II

- Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
- Methods of data collection-Reference; Interview, Survey, Questionnaires
Primary and Secondary Sources
- Analytical Operations- Review of literature; Internal and external criticism

UNIT- III

- Synthetic Operation –Causation; Generalization, Formulation of final argument
- Concluding Operations- Report writing; Logical arrangement of chapters;
Bibliography ;Footnotes ;Endnotes; References and appendices
- Style- APA; Plagiarism

UNIT- IV

- Challenges of Objectivity; Historicism
- Oral History; Local History; Regional History
- Uses of History; Ethics in Research

Books Recommended:

- R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004
- The Modern Research - Barzon Jacques and Henry Graff
- E.H. Carr, What is History, Penguin 2008
- G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
- E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
- L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon
Publication, 2002



8. William Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013
11. Ludmilla Jordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इतिहासाचे तत्वज्ञान – सदाशिव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र – प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती – हाडेबीम.
4. इतिहासलेखनशास्त्र – गायकवाड, हनमते सरदेसाई
5. इतिहास तंत्र आणि तत्वज्ञान – शांता कोठेकर
6. इतिहासशास्त्र : संशोधन, लेखनपरंपरा व अध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र – पत्कीश्री. ना.
8. इतिहासलेखनशास्त्र – राजडेरकार सुहास
9. इतिहासलेखनशास्त्र – सातभाई श्रीनिवास
10. इतिहासाचे तत्वज्ञान – डॉ. प्रशांत देशमुख



SEMESTER-VIII RESEARCH

MAJOR MANDATORY-13 (4 Credit)

UGH8MMI3 - TRENDS AND THEORIES OF HISTORY

Course Objectives: The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

Course Outcome:

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject.

CO3. The student will examine the ideologies of renowned historians of the times.

CO4. The students will understand the various facets in history writing.

UNIT –I Modern Approaches to History

- Positivism
- Annals
- Post-Modernism

UNIT–II Trends During Colonial Period in India

- Orientalist Historiography
- Imperialist Historiography
- Nationalist Historiography

UNIT–III Trends in post-colonial period

- Marxist Historiography in India
- Dalit Historiography
- Tribal Historiography

UNIT–IV Recent Trends in Historiography

- Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- Business Historiography- Tirthankar Roy
- Feminist Historiography in India- Uma Chakrvarti

Books Recommended:

- A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
- A textbook of Historiography- E. Sreedharan
- An Introduction to Indian Historiography -A.K.Warder
- Beginning Postmodernism- Tin Woods
- French Historical Method- Traian Stoianovich.
- Global History of Modern Historiography- George G. Iggers & Edward Wang.
- Historians and Historiography in Modern India -S.P.Sen (ed)



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8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm
12. On History- Fernand Braudel
13. Power/Knowledge- Michel Foucault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakravarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakravarti
18. The archaeology of Knowledge- Michel Foucault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857-2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

Marathi/ Hindi

1. Itihas Mhanaje Kay -E.H.Carr
2. Itihasek Shastra - PrabhakarDeo
3. Itihas Lekhan Shastra -B.N. Sardesai
4. Itihas Tantraani Tatvagyan -Shanta Kothekar
5. Itihas Darshan-Parmanand Singh
6. Itihas Kya Hai -E.H.Carr



MAJOR ELECTIVE-14 (4 Credit)

UGH8MM14 - HISTORY OF MODERN WORLD: (1945 TO 2000 AD)

Learning outcomes: This course seeks to delineate some important aspects of the twentieth-century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focuses on world politics in the post-war period that saw a new type of war as manifested in the Cold War. Students will also get to know how nationalism, a core issue of 20th-century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold War on the other- culminating in the rise of a unipolar world system.

Course Outcomes:

CO1. The students will learn world politics in the post war period.

CO2. The students will get to know how nationalism triggered national liberation movements.

CO3. The students will understand from Eurocentric to ideologically polarized Super Power centric politics.

CO4. The learner will know the world wide human concerns.

UNIT- I

- a. United Nation Organization (U.N.O.) - Structure, Achievements and Failures.
- b. Decolonization in Asia and Africa- Causes, Consequences.
- c. Cold War- Causes, Growth and Major Crises.

UNIT- II

- a. NATO, SEATO, Warsaw Pact- Structure, Objectives and Implications.
- b. Establishment of Israel, Arab - Israel Conflict.
- c. European Union- History, Formation, Structure and Objectives.

UNIT- III

- a. Afro-Asian Movement: Bandung Conference and Non-Alignment Movement.
- b. Reforms of Gorbachev in USSR and Disintegration of Socialist Block- Causes and Consequences.
- c. United States of America (U.S.A.) - Unipolar Power.

UNIT- IV

- a. The Apartheid Movement in South Africa.
- b. Human Rights and Civil Rights Movement.
- c. Globalization and its Impact.

Books Recommended:

1. Bipolarism and Debates on the origins of the Cold War –Yalta and Potsdam Conference
2. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.
3. The USSR in World Politics: Molotov Plan, COMECON, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw Pact.



4. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in IndoChina and the Vietnam War, Cuban Missile Crisis
5. Emergence of the Third World World and Non –Aligned Movement
6. De-Stalinisation and its aftermath in the East European Countries, Détente-Thaw in Cold War.
7. Impact of the emergence of Peoples' Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950's-1970's)
8. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya Bangladesh.
9. West Asian Crisis: Birth of Israel, Arab-Israel conflict(1948-1973)Camp David Accord(1978).
10. Disintegration and Decline of the Soviet Union: Glasnost, Perestroika,Crisis of Socialist Regimes in other socialist countries (Reunification of Germany, Velvet Revolution in Czechoslovakia), End of Cold War and the Rise of a Unipolar World System, Globalization since 1990s.
11. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the USA, End of Anti-Apartheid Movement in South Africa (1994).
12. Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.
13. Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.
14. David Reynolds, One world divisible: A global history since 1945. New York, 2000
15. Edward Crankshaw, The New Cold War : Moscow vs. Peking, Penguin Books, 1963.
16. Issac Dentscher, Russia, China, and the West, Penguin Books, 1949.
17. Eric Hobsbawm, The Age of Extremes : The Short Twentieth Century, London, 1994.
18. Eric Hobsbawm, Globalisation, Democracy and Terrorism, London, 2007.
19. Gail Collins, When Everything Changed: the Amazing Journey of American Women from 1960 to the Present, New York : Little, Brown and Co., 2009.
20. Henry Heller, The Cold War and the New Imperialism, New York, 2007.
21. John Merriman, A History of Modern Europe From Renaissance to the Present, London, 1996.
22. Joseph E. Stiglitz, Globalization and its discontents. Penguin 2002
23. Kathleen A. Laughlin and Jacqueline L. Castledine, Breaking the wave : women, their organizations, and feminism, 1945-1985 New York : Routledge, 2011.
24. Mark Newman , The Civil Rights Movement , Edinburgh University Press, 2004
25. Norman Lowe, Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.
26. Peter Calvocoressi, World Politics 1945 – 2000, New Delhi, 2006.
27. P. Eric Louw, The Rise, Fall, and Legacy of Apartheid, Praeger, 2004
28. Ryan M. Irwin Gordian Knot: Apartheid and the Unmaking of the Liberal World Order, Oxford University Press, 2012
29. Wayne C. Mcwilliam and Harry Piotrowsky, The World since 1945: A History of International Relations, New Delhi, 2018.
30. Wini Breines, Trouble Between Us: an Uncasy History of White and Black Women in the Feminist Movement New York : Oxford University Press, 2006.



MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - HISTORY OF THE MARATHAS-II (1707 TO 1818AD)

Course Objectives: The purpose of the paper is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha polity, to understand basic components of the Maratha administrative structure. The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Course Outcome-

CO1. The student will be able to analyse the administrative system of the Marathas to acquaint the student with the nature of Maratha polity,

CO2. The student will understand the basic components of the Maratha administrative structure.

CO3. The students will know the role played by the Marathas in the context of India, the changing nature of Maratha State.

CO4. The students will understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

UNIT-I

- Accession of Shahu as Chhatrapati
- Acquisition of Sanads by Balaji Vishwanath
- Peshwa Bajirao I-Expansion of Maratha Power in North India

UNIT-II

- Third Battle of Panipat –Causes and Effects
- Peshwa Madharao I, Restoration of Maratha Power in North India
- Anglo- Maratha Wars, Downfall of the Maratha Power

UNIT-III

- Nature of Maratha Confederacy
- Civil and Judicial Administration
- Military Administration

UNIT-IV

- Trade and Commerce
- Social and Economic Conditions
- Art and Architecture

Books Recommended:

- The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
- The Founding of Maratha Freedom -S.R. Sharma
- Study's in Maratha History -A.R. Kulkarni
- The Marathas -A.R. Kulkarni
- New History of the Marathas -G.S. Sardesai
- Rise of the Peshwas-H.N. Sinha
- Eighteenth Century Deccan –Setu Madhav Pagadi
- Glimpses of Maratha Socio-Economic History-K.N. Chitnis
- Peshwa Madhavrao I -Bannerjee



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10. Bundelkhand Under the Marathas -B.R. Andhare
11. Maratha Architecture -Mate

Marathi, Hindi

1. Marathi Riyasat (All Volumes) -G.S.Sardesai
2. Peshwa Daftar (All Volumes)
3. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
4. Panipat 1761 -T.J. Shezwalkar
5. Peshwa- Nizam Sambandh -T.J.Shezwalkar
6. Marathyacha Samajik, Arthikva Sanasritik Itihas-B.N. Sardesai
7. Akhercha Peshwa -SumanVaidya
8. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S.Sawant
9. Marathekaleen Sansthava Vichar -Gaekwad, Hanmane, Sardesai,Thorat
10. Maratho Ka Naya Itihas- G.S.Sardesai



OR

MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - LABOUR MOVEMENT IN MODERN INDIA: (1757 TO 1947AD)

Course Objectives: The paper is designed to make aware the students about the origin of industries, capital class and the labours in India. The paper will also reveal the exploitative nature of the British rule. It will also convey the need of labour movements and subsequent legal changes occurred. The paper will also explain labours participation in the National movements and their contribution in freedom struggle.

Course Outcome:

- CO1. The students will know the origin and development of labour class and their movement.
- CO2. The students will understand the conditions and position of the labours.
- CO3. The students will examine the causes of Labours participation in National Movement.
- CO4. The learner will know that how labours were exploited by the British.

UNIT-I

- a. Labour Movement – Different Perspectives and their limitations-Sources of the history of Labour Movement.
- b. Industrial development in India and Beginning of the Capitalist Class and Working Class.
- c. Working Class Movement.

UNIT-II

- a. Early Trade union activities in India – Formation of individual trade unions,
- b. Bombay Workers strike in 1908
- c. October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

UNIT-III

- a. Formation of AITUC; Labour Movement in 1920; Industrial Labour in Non-Cooperation Movement, 1920-22
- b. Great Economic Depression & its impact; 1929-Congress Socialist Party and Labour Movement, 1934-39
- c. Meerut Conspiracy Case, Left in Trade Union Movement; Civil Disobedience Movement, 1930-34

UNIT-IV

- a. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
- b. Trade Union Movement before and during Second World War; Quit India' Movement, 1942
- c. Communist & Congress conflict in trade union movement, INA Trails 1945, RIN Strike 46-47



Books Recommended:

1. Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
2. Basu, Deepika.,The Working Class in Bengal: Formative Years, Calcutta, 1993.
3. Chandra Bipan,Colonialism and Nationalism in India, New Delhi, 1979.
4. Chakrabarty, Dipesh, Rethinking Working-Class History: Bengal, 1890–1940, Princeton, N.J.:Princeton University Press,1989.
5. Chandavarkar, Rajnarayana.,The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
6. Chattergi, Rakhahari.,Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
7. Chopra, P.N., (ed.),Historic Judgement on Quit India Movement: Justice Wickenden's Report, Delhi, 1989.Dilip Simeon., The Politics of Labour under Late Colonialism: Workers, Unions and the State in ChotaNagapur, 1928-1939, Delhi, 1995.
8. Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
9. Gerschenkron, A.,Economic Backwardness in Historical Perspective, Harward University Press, 1976.
10. Gupta, Ranajit Das., Labour and Working Class in Eastern India: Studies in Colonial History, Calcutta, 1994.
11. Habib, Irfan.,Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
12. -----"Capitalism in History", Social Scientist, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
13. Kamik, V.B., Indian Trade Unions; A Survey, Bombay, 1968.
14. -----Strikes in India, Bombay, 1968.
15. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad, 1957.
16. Mathur, J.S., Indian Working Class Movement, Allahabad, 1964.
17. Newman, Richard.,Workers and Unions in Bombay, 1918-1929, Canberra, 1981.
18. Oversteet Gene, D., and Windmiller, Marshall.,Communism in India, University of California,1960.
19. A.R.Desai, Social Background of Indian Nationalism.
20. SumitSarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
21. D. N. Dhanagare, Peasant Movement in India.
22. K.B.Panikar, An Outline of the History of the AITUC.
23. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
24. R. Vlyanovsky, Agrarian India between the World Wars.
25. R.P.Dutt, India Today.
26. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
27. Shirin Mehta, The Peasantry and Nationalism.
28. Shiva Chandra Jha, The Indian Trade Union Movement.
29. SukomalSen, Working Class in India.
30. Sunil Sen., Peasant Movement in India.



OR

MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - TRIBAL REVOLTS IN INDIA: (1757 TO 1947AD)

Course Objectives: The paper is designed to introduce contribution of Tribal communities in nation building to students. The paper emphasise on different tribal revolts that took place in India prior to independence. It further explains the British policies towards tribes and discusses causes and consequences of Tribal revolts in India.

Course Outcome-

CO1. The student will know the tribals and their previous livelihood.

CO2. The students will know contribution of Tribal communities in nation building

CO3. The students will know the different tribal revolts that took place in India.

CO4. Students will understand the British policies towards tribes and can examine the causes and consequences of Tribal revolts in India.

UNIT-I Tribals and their early struggles

- Tribals and their History
- Tribal settlement, Land and forest and their life
- Land and Forest policies of British

UNIT-II Land and Forest based Movements-Causes and impact

- Halba Revolt (1774-79), The Bhumji Revolt (1832-33)
- Santhal Hul Revolt (1855-57), Khond Rebellion (1850)
- Bhil Revolt (1857-58), Birsa Munda Revolt (1895-1900)

UNIT-III Identity and Culture based Movements-causes and impact

- Muria Revolt (1876), Bhumkal Baster Revolt (1910)
- Gond and Kolam Revolt (1941)
- MahadeoKoli Revolt (1828-50)

UNIT-IV British and Tribal Leadership

- Tribes during 1857- Raja Shankar Shah & Raghunath Shah; Surendrasay
- Tribes during National Movements-Jungle Satyagraha; Warli Revolt (1945)
- Baburao. Shedmake; Tantia Bhil, Rani Gaidinliu

Books Recommended:

- State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
- Insurgency and Counter Insurgency-V. K. Anank
- Social Movements in India -(Ed.) Burman, B.K.Roy
- The History of Indian Revolt- Richard burton
- Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
- Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
- History of Santhal Revolt –Digambar Chakravarti
- Anti-British Plots and movements before 1857- K.K.Datta
- The Santhal Insurrection - K.K. Datta



10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henningham
12. Primitive Rebels- E. J. Hobsbawn
13. Bandits- E. J. Hobsbawn
14. History of Santhal Rebellion of 1855- W.W. Hunter
15. Kol Insurrection in Chota Nagpur- J.C. Jha
16. The Revolt of Chota Nagpur- J.C. Jha
17. Tribal Revolts in India under British Raj- L.P. Mathur
18. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
19. Tribal Movements and political history of India- D.M. Praharaj
20. Tribal Revolts- Rajhavaiah
21. Munda's and their country- S.C. Roy
22. The Dust-Storm and the Hanging Mist- K.S. Sinha
23. Tribal Revolts- B.K. Sharma
24. Tribal Freedom Fighters of India- Publication Division, Govt of India
25. Social movements in Tribal India- S.N. Choudhary
26. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
27. Adivasis and the raj- Sanjukta Das Gupta
28. Tribal Movements in IndiaVol I & II - (ed) K.S. Singh
29. Bharat KeAdivasiVidroh- Suresh Mishra
30. The Great Tribal Warriors of Bharat, TushinSinha



OR

MAJOR ELECTIVE-4 (4 Credit)

UGH8ME4 - ECONOMIC HISTORY OF INDIA: (1858 TO 1947AD)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

UNIT-I

- a. Agricultural Policy
- b. Famine Policy
- c. Growth of Industries- Cotton, Jute, Iron and Steel

UNIT-II

- a. Emergence of Working Class
- b. Trade Union Movement
- c. Labour Legislations

UNIT-III

- a. Nature of External Trade
- b. Capital and Capital Class
- c. Drain of Wealth

UNIT-IV

- a. Main Trends in the Movement of Prices
- b. Population Growth—trends
- c. Movement of National Income

Books Recommended:

1. Famines in Colonial India -Brahmanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram



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6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

Marathi, Hindi

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra



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RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

CURRICULUM FRAMEWORK FOR ONE/ TWO YEAR POST GRADUATE PROGRAM IN HISTORY


(As per NEP 2020)

(Effective from Academic Year 2023-24)

(As Approved by Board of Studies on 4/07/2023)

M.A. HISTORY PROGRAMME

Sr. No.	Heading	Particulars
1	Title of the Program	M.A. (History)
2	Eligibility for admission	As per University Rule
3	Passing Marks	40 percent in each course (Continuous assessment + End Semester Examination)
4	Ordinances / Regulations (if any)	As per Direction No 1 of 2023, RTMNU and G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023, Govt. of Maharashtra.
5	No. of Years / Semesters	Two Years / Four Semesters and One Year/ Two semester
6	Level	P.G. Diploma and P.G. Degree Two/One
7	Pattern	Semester 80% weightage to theory and 20 % Internal assessment
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2023-24


Dr. S.I. Koreh
Chairman (Bos)



Guidelines for M.A. (History) Programme

PREAMBLE:

The structure and Credit distribution of M.A. and Ph.D. Program and the syllabus of M.A. has been revised by the Board of Studies in History by keeping in view of the vide G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023 and the recent trends in the subject of History. The revised structure and syllabi of M.A. History will be made effective **from the Academic Year 2023-24**. A broad overview of the structure and other details of the course is given below.

DETAILS OF M.A. HISTORY PROGRAM:

The M.A. (History) program will be a full time Two Year (across Four Semester) PG Program with Exit Option after successfully completion of one year (two semester) for the students, admitted after completion of three year UG Program, and One Year P.G. Program for those, who admitted after completion of four years (eight semesters) U.G. program, which will begin with effect from effect from Academic Year 2027-28.

Program Outcomes (POs):

The Outcomes of M.A (History) program have been classified into Domain specific and Domain independent outcomes as listed in 6(a) and 6(b):

(a) Domain Specific:

1. A critical understanding of historiographical developments from the inception to professionalization of the discipline and acquainting students with trends and basic theories in the subject.
2. A comprehensive understanding of the epistemological and methodological distinctiveness of history as a discipline and construe ability to reflect on the interrelations with other disciplines thus encouraging innovative research in developing historical models.
3. Development of conceptual understanding of the subject that enables the students to critically evaluate scholarly writings in history and extend their ability for analytical thinking, criticism, evaluation and interpretation.
4. Enable students to understand the finer nuances of the subject and enhance ability, motivation and interest to pursue further research in History and prepare them for competitive exams and subject related professional skills.
5. An ability to understand how emergence of new ideologies in world reflect historical transitions and understand changing political, economic, social policies in different time and space that make today's world.
6. An ability to understand various concepts, thoughts, movements and shifts of power that shape history till the present and enlighten students on the crises period and peace processes that sustained civilizations.
7. An overview of history of the Nation and the World and introduction to landmark events, their analysis and contemporary relevance.
8. Develop research skills and guide to students on the expertise on a particular school of thought/area in historical studies.



(b) Domain Independent:

1. An ability to reflect in-depth historical knowledge and demonstrate awareness of current historical debates.
2. The ability to present structured thoughts and make quality presentation of ideas that show updated knowledge of the subject History and develop eminent style of writing.
3. The ability to use a wide range of bibliographical tools (on paper and in electronic form) to locate and critically evaluate appropriate sources and materials for the study of history.
4. The ability to locate and critically evaluate archival, printed or electronic source-material for the investigation of specific historical questions.
5. The ability to formulate and sustain independent historical arguments, to provide appropriate evidence to support them, including quantitative and visual evidence, and to reference the sources of the evidence used.
6. The ability to develop professional skills, inform on specializations in the subject, aid better understanding of contemporary society, caution on specific events by study of past events, careful predictions, and bring awareness of social responsibility.
7. The ability to identify an area of historical enquiry and engage in independent historical research.
8. The ability to engage in independent and extended research within a defined area of historical enquiry, to construct and sustain a logical and where possible original argument based on information collected, and to present the findings in research project form, with a recognized historical apparatus.

DURATION:

The course shall be a full time course. The duration of M.A. course shall be of Two years (across Four Semesters) with Exit Option after successfully completion of one year (two semester) for the students, admitted after completion of three year UG Program. And One Year P.G. Program for those, who admitted after completion of four years (eight semesters) U.G. program.

M.A. Part I: SEMESTER – I comprising of Four mandatory (3*4 +1*2), one elective course (1*4), and one RM (1*4).

M.A. Part I: SEMESTER –II comprising of Four mandatory (3*4 +1*2), one elective course (1*4), and one OJT/FP (1*4).

M.A. Part II: SEMESTER – III comprising of Four mandatory (3*4 +1*2), one elective course (1*4), and one RP (1*4).

M.A. Part II: SEMESTER –IV comprising of Three mandatory (3*4), one elective course (1*4), one RP (1*6).



TOTAL CREDITS & ITS DISTRIBUTION:

A student enrolled for M.A. Program should acquire a total of 88 credits over four semesters. Twenty Two Credits for each Semester. Some papers will be of 04 credits and one mandatory paper will be of 02 credits.

TYPE OF COURSE	SEM-1	SEM-2	SEM-3	SEM-4
Mandatory	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12
	1 Courses x 2 credit = 2	1 Courses x 2 credit = 2	1 Courses x 2 credit = 2	-
Elective	1 Course x 4 credit = 4	1 Course x 4 credit = 4	1 Course x 4 credit = 4	1 Course x 4 credit = 4
RM	1 Course x 4 credit = 4	-	-	-
OJT/FP	-	1 course = 4 credit = 4	-	-
Research Project (RP)	-	-	RP -1 x 4 credit = 4	RP-1x 6 credit = 6
Total credit	22	22	22	22
Exit option: PG Diploma (44 Credits) after Three Year UG Degree			For One Year P.G. Degree (after Four Year UG Degree) Total 44 credits	
For Two year P.G. Degree Total 88 credits				

Incentive credits:

The students can earn extra incentive credits participating in conferences/ NCC/NSS/Games & Sports/Cultural Activities/ Technical competitions/ innovation competition at University/ State/ National/ International level and other activities prescribed in the following table-

a. Various components for calculating the marks out of 100 are as below:

SN	Components of marks	Marks
1	Online certificate course of min 3 credits offered by MOOCs / SWAYAM-NPTEL/ other platforms approved by Academic council (Scored >= 60% / Successfully Passed)	100/50
2	Research/innovation competitions organized by institute of repute/Govt. of India/Professional bodies. (Winner/Participated)	100/50
3	Patent granted/published/filed jointly with Department	100/70/40
4	Research paper accepted for publication in indexed journal/UGC approved journals (Marks will be distributed amongst authors)	100/50
5	Inter Collegiate University Level Competitions (Winner/Participation)	100/50
6	All office bearers of College Clubs/ Departmental Association	40
7	Participation in Inter-University / National level competitions	100
8	Participation in NSS/NCC Activities	50
9	Organization of Co-curricular & extra-curricular activities	40
10	Completion of Swachhha Bharat Abhiyan Internship	100
11	Working on Industry based final year Project	80



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b. Award of marks and conversion to Grade points for incentive marks shall be done as below:

Grade Points	Range of Marks
10	Above 90 % to 100 %
9	Above 80 to 90 %
8	Above 70 to 80 %
7	Above 60 to 70 %
6	Above 55 to 60 %
5	Above 50 to 55%
0	Less than 50 %



Structure of Teaching & Examination for M.A. History															
S.No	Course Type	Course code	Semester-I	Title of Paper	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme							
					Teaching Hours per Week			Theory	Practical	D/H	Max Marks	Minimum in Passing grade Letter/ Points	Theory	Practical	Total
					Theory	Tutorial	Total								
1	Mandatory	MHR1T01		Historiography	4	-	4	4	80	20	C(5)	-	-	-	100
2	Mandatory	MHR1T02		Ancient India-I(From earliest time to 12 th Century)	4	-	4	4	80	20	C(5)	-	-	-	100
3	Mandatory	MHR1T03		Medieval India-I (1206-1757)	4	-	4	4	80	20	C(5)	-	-	-	100
4	Mandatory	MHR1T04		Archival Studies	2	-	2	2	40	10	C(5)	-	-	-	50
5	Elective (Choose any one)	MHR1T05A		Tribal History of Central India (1200-1800)	4	-	4	4	80	20	C(5)	-	-	-	100
		MHR1T06B		Peasant Movement in India (1757-1947)	4	-	4	4	80	20	C(5)	-	-	-	100
		MHR1T07C		Cultural History of Maharashtra	4	-	4	4	80	20	C(5)	-	-	-	100
6	RM	MHR1T08		Research Methodology	4	-	4	4	80	20	C(5)	-	-	-	100
Total					22	-	22	22	440	110	C(5)	-	-	-	550

Structure of the credits, Teaching & Examination:



Structure of Teaching & Examination for M.A. History													
S No	Course Type	Course code	Title of Paper	Teaching Hours per Scheme			Examination Evaluation & Assessment Scheme						
				Theory	Practical	Total	Theory		D/H	Practical		Total	
							Max Marks	Minimu m Passing grade Letter/ Points		Max Marks	Minimu m Passing grade Letter/ Points		
Teaching Hours per Week		Total Credits		Theory		Practical		Total					
1	Mandatory	MHR2T01	Ancient India-I (From Earliest time to 12 th Century)	4	-	4	80	20	C(5)	-	-	-	100
2	Mandatory	MHR2T02	Medieval India-II (1206-1757)	4	-	4	80	20	C(5)	-	-	-	100
3	Mandatory	MHR2T03	India Under the Company's Rule (1757-1857)	4	-	4	80	20	C(5)	-	-	-	100
4	Mandatory	MHR2T04	Massology	2	-	2	40	10	C(5)	-	-	-	50
5	Elective (Choose any one)	MHR2T05A	Tribal Revolts in India (1757-1947)	4	-	4	80	20	C(5)	-	-	-	100
		MHR2T06B	Labour Movement in India (1757-1947)	4	-	4	80	20	C(5)	-	-	-	100
		MHR2T07C	Trends and Theories of History	4	-	4	80	20	C(5)	-	-	-	100
6	OJT/FP	MHR2T08	On-Job Trainings- Internship/Apprenticeship or FP, Field Project	-	2*	2	-	-	-	4 [#]	80	20	100
Total				18	2	20	360	90	C(5)	4	80	20	550

Note: *Contact hours (average per week) of the teacher for supervision and guidance in case of FP.
expected to spend (average per week) by the students for field work in case of FP.
If students go for OJT, he/she will have to complete total 120 hrs. training.



Structure of Teaching & Examination for M.A. History														
S No	Course Type	Course code	Title of Paper	Teaching Hours per Scheme			Examination Evaluation & Assessment Scheme							
				Theory	Practical	Total	Theory		D/	Practical		Total		
							Max Marks	Minimu in Passing Grade Letter/ Points		Max Marks	Minimu in Passing Grade Letter/ Points			
				Theory	Practical	Total	Max Marks	Minimu in Passing Grade Letter/ Points	D/	Max Marks	Minimu in Passing Grade Letter/ Points			
1	Mandatory	MHR3T01	History of the Marathias (1630-1707)	4	-	4	4	80	20	C (5)	-	-	-	100
2	Mandatory	MHR3T02	India Under British Rule (1858-1947)	4	-	4	4	80	20	C (5)	-	-	-	100
3	Mandatory	MHR3T03	Modern World (1900-1950)	4	-	4	4	80	20	C (5)	-	-	-	100
4	Mandatory	MHR3T04	Constitutional History of India (1773-1947)	2	-	2	2	40	10	C (5)	-	-	-	50
5	Elective (Choose any one)	MHR3T05A	History of Medieval Vidarbha (1200-1857)	4	-	4	4	80	20	C (5)	-	-	-	100
		MHR3T06B	Economic History of India (1757-1857)	4	-	4	4	80	20	C (5)	-	-	-	100
		MHR3T07B	State in Ancient and Medieval India	4	-	4	4	80	20	C (5)	-	-	-	100
6	RP	MHR3T08	Research Project	-	2*	2	4	-	-	-	4 [#]	80	20	100
Total				18	2	20	22	360	90	C (5)	4	80	20	550

Note: *Contact hours (average per week) of the teacher for supervision and guidance for RP.
expected to spent (average per week) by the students for Research work.



Structure of Teaching & Examination for M.A. History															
S.No	Course Type	Course code	Title of Paper	Teaching Hours per Scheme			Examination Evaluation & Assessment Scheme								
				Semester -IV		Total Credits	Theory			Practical					
				Thy	Prac		Total	Thy	Prac	Total	Thy	Prac	Total		
Year	tical/ Tutorial	Year	Internal	Practical	Internal	Practical	Internal	Practical	Internal	Practical					
1	Mandatory	MHR4T01	History of the Marathas (1707-1818)	4	-	4	80	20	-	-	-	-	-	-	100
2	Mandatory	MHR4T02	India after Independence (1947-2010)	4	-	4	80	20	-	-	-	-	-	-	100
3	Mandatory	MHR4T03	Contemporary World (1951-2010)	4	-	4	80	20	-	-	-	-	-	-	100
4	Elective (Choose any one)	MHR4T04A	History of Modern Vidarbha (1857-1960)	4	-	4	80	20	-	-	-	-	-	-	100
		MHR4T05B	Economic History of India (1858-1947)	4	-	4	80	20	-	-	-	-	-	-	100
		MHR4T06C	State in British India	4	-	4	80	20	-	-	-	-	-	-	100
		MHR4T07	Research Project	-	2*	2	-	-	-	-	8*	20	8	20	20
5	RP			16	2	20	320	80	8	80	80	20	20	550	
Total						22									

Note: *Contact hours (average per week) of the teacher for supervision and guidance for RP
expected to spend (average per week) by the students for Research work.



Rules and Regulations:

1. These guidelines for M.A. (History) Program shall be governed by the vide G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023 and Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
2. **Eligibility for Admission:** Graduate from any recognized university is eligible for admission in M.A.(History) Program (Program Code: MHR). Candidates from other Universities seeking admission in history are required to obtain an Eligibility Certificate from Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and submit original documents along with Migration Certificate.
3. **Admission quota:** 70 percent from RTMNU and 30 percent from other Universities. Reservation of seats is as per Government of India and Government of Maharashtra rules.
4. **Duration of the Program:** The academic programs of History shall be a full time Two Year (across Four Semester) PG Program with one Exit Option after successfully completion of one year (1st and 2nd semester) and the one-year Master's Degree Program for four year/ eight semesters U.G. students will begin with effect from Academic Year 2027-28.
5. The academic programs in History shall be based on semester system; two semesters (July - Dec and Jan-June) in a year with vacations as declared by the University in the academic calendar.
6. **On-the-job training/internship/ FP:** Under the One-year PG Diploma program, and two-year master's Degree program, the students must complete on-the-job training/internship of 04 credits during summer break, after completion of the second semester (within one week) of the first year in History.
7. **Research Project:** The students will have to undertake a research project of 4 credits in Semester III and a research project of 6 credits in Semester IV in the second year of the two-year master's degree program. This is also applicable to the students admitted to one-year PG program after completion of four year UG Program.
8. **Exit option:** The exit option at the end of one year of the Master's degree program will commence from Academic Year 2024-25. Students who have joined a two-year Master's degree program may opt for exit at the end of the first year and earn a PG Diploma.
9. **Medium of Instruction:** The medium of instruction shall be English, Marathi & Hindi (as per the availability of medium in the institution)
10. **Seats distribution:** The seat distribution shall be as per university guidelines from time to time.
11. **Curriculum Structure:** The curriculum is based on Choice Based Credit System



(CBCS) and shall consist of Mandatory and elective courses.

- i) An elective course in history program shall run through classes, only if minimum 5 students register for it in a regular semester.
- ii) The second semester of the program includes OJT-On Job Training (internship/Apprenticeship) or Field Project (FP) of four credits.
- iii) The Third and Fourth Semester of the program includes Project work of Four (04) and 6 credits respectively which has to be undertaken by all the students.
- iv) Project work shall be evaluated by mid-term seminar/s, the quality of work carried out, project report submission and the viva-voce examination.

12. Guidelines for Continuous Internal Evaluation and End Semester Examination:

Course: Every course offered will have two components associated with the teaching-learning process, namely (a) L – Lecture, (b) T – Tutorial, and (c) P-Practical, Where L - Stands for Lecture session & T - Stands for Tutorial session consisting of participatory discussion/self-study/desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

One Lecture/Tutorial hour per week shall be assigned one credit over a period of one semester of 16 weeks for teaching – learning process. The total duration of a semester is 20 weeks inclusive of end semester examination

A course shall have either one or all two components. That means a course may have only lecture component, or combination of both the components. The total credit earned by a student at the end of the semester upon successfully completing the course is equal to L + T of each paper.

13. In a semester a student shall be evaluated for his/her academic performance in a theory (Lecture/ Tutorial) course through Continuous Assessment, Mid Semester Examinations and End Semester Examination.
14. The M.A (History) program will be based on continuous assessment and Mid semester examination of the students carrying a weightage of 20 percent and end semester examination carrying a weightage of 80 percent.
15. The framework of continuous assessment and Mid Semester Examinations will be as in-

Table 1

Sr. No	Evaluation method	Marks
01	Mid Term Examination	05
02	Home assignments / open book tests /seminars /group discussions /quizzes (Any two)*	05
03	Active participation in all Departmental Activities like Viva voce, Seminar, workshops, university programs, etc.	05
04	Overall conduct as a responsible student, mannerism & articulation and leadership qualities in organizing related academic actives.	05
	Total Marks	20



- The teacher of the concerned subject shall decide the task to be assigned to the students for home assignment, viva-voce test, and seminar, presentation.
- One Lecture/Tutorial hour per week shall be assigned one credit over a period of one semester of 16 weeks for teaching – learning process. The total duration of a semester is 20 weeks inclusive of end semester examination
- A course shall have either one or all two components. That means a course may have only lecture component, or combination of both the components. The total credit earned by a student at the end of the semester upon successfully completing the course is equal to L + T of each paper.

16. Evaluation criteria for Field Project/ OJT/Internship:

In case the student is going for OJT or Internship he/she needs to inform the Head of the department about it at least 2 weeks in advance of the start of end semester examination. The said OJT/Internship will carry 4 credits and should be of 120 hours to be completed in maximum period of 4 weeks. Those students who wish to carry a field project instead of OJT/Internship will be finalized the topic of the field project in consultation with the subject teacher. The supervisor shall be allotted by the subject teacher in consultation with the Head of the Department.

The evaluation of the Field Project/ OJT/Internship will be based on the project report submitted by the students and viva-voce thereafter. The project report should be forty to fifty pages and has to be submitted within 2 weeks of the completion of Field Project/ OJT/Internship. The Field Project/ OJT/Internship shall carry 100 marks.

17. Research Project: The students have to undertake a research project in Semester III and IV of 04 and 06 credits respectively. The design of the research project will be as follows:

Semester III: The student will be required to identify and define the research problem, review literature of at least thirty research works and design the research methodology for conducting research. A synopsis and presentation of the work has to be done before the end semester examination. The research project shall carry 100 marks. The topic of the research project will be finalized in consultation with the supervisor who will oversee the research work through contact hours. The supervisor shall be allotted by the subject teacher in consultation with the Head of the Department.

Semester IV: The student will continue the research project in Semester IV on the research topic submitted in Semester III. During the semester the student shall do data collection, data analysis and report writing of the selected research topic. The final research project report should be of 90 to 100 pages. The research project shall carry 150 marks. The evaluation shall be done as follows:

Sr. No.	Assessment Parts	Maximum Marks Allotted
1	Internal Assessment through presentation and Viva-voce	20 %
2	Research Paper / Research Report	80%
	Total	100%



18. Mid Semester Examinations will be conducted as per schedule in the Academic Calendar. Mid Semester Examination will be normally of at least of two-hour duration.
19. End Semester Examination will be conducted as per schedule in academic calendar. End semester examinations will be of three-hour duration. The duration of examination may vary as per the need of the theory course.
20. A student who skips continuous assessment or a part thereof shall be awarded zero marks under the respective subject teacher. However, the Principal may take decision on such issues whenever required.
21. A student who remains absent for End Semester Examination, shall be awarded zero marks in end semester examination.
22. If a student gets 'FF' or 'T' grade shall be allowed to appear for the make-up examination. The make-up examination shall be conducted within fifteen days from the declaration of results of the end semester examination. Make up examination shall be for end semester examination of that academic year only. The Grade applicable to students in make-up examination will be one level below the actual grade obtained by the student in make-up exam.
23. An examinee securing 'FF' or 'Z' grade in any course of an examination of the M.A (History) program shall have an option to forego his/her continuous assessment marks in a course or courses. In such cases he/she shall be examined for total marks comprising theory/practical end semester examination and continuous assessment together, at his/her successive attempt at the examination. Such an option can be availed by an examinee in case he/she is appearing for the successive attempts at the examination as ex-student for that particular course.
24. The option of forego cannot be availed by examinee in an examination in case he/she is appearing for the examination as regular student for that particular course. A student who is detained from appearing in an examination in a course(s) for lack of attendance can exercise the option of forego in successive attempts at the examination.
25. To avail this, the examinee would indicate the same in his or her 'Application for the examination' and the option once exercised, shall be 'Final and Binding' on the examinee concerned for all the subsequent examinations in that course. For the examinee opting for forego, his/her marks in continuous assessment shall be ascertained proportionately on the basis of his/her marks in the end semester theory examination of that course and in equal proportion on the basis of his/her marks in practical examination.
26. For the courses (compulsory/ elective/any other course) of M.A. (History) program which are closed by the college/department from 2023-24 academic session and onwards, number of attempts to pass these courses will be provided (as and when the examination is conducted) as per the prevailing norms of the university pattern. After



that, the student will have to appear for the examination of equivalent course as per the absorption and equivalence scheme.

27. **Structure of the End semester examination questions paper:** The end semester examination shall carry 80 marks for a four (04) credit course and shall carry 40 marks for a two (02) Credit course. The Board of Studies of the History has suggested the following paper pattern for end semester examination of 80/40 marks:

Section A	Four questions	16/8 marks each	(All compulsory)
Section B	Four questions	4/2 marks each	(All compulsory)

Section A: Four Questions of 16/8 marks each (All compulsory-with OR option to each question) will be based on remembering and understanding cognitive level of blooms taxonomy.

Section B: Four Short Answer Questions of 4/2 marks each (All compulsory-one from each unit), will be based on analytical cognitive level of blooms taxonomy.

28. **The Grading System:** For every course taken by a student he/she is assigned a grade based on his/her combined performance in all components of evaluation scheme of a course Theory/Practical. The grade indicates a qualitative assessment of the student's performance and is associated with equivalent number called a grade point

The academic performance of a student shall be graded on a ten-point scale following guidelines given in Table-1 which is as per the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Table 2: STRUCTURE OF GRADING OF ACADEMIC PERFORMANCE

Academic Performance	Grades	Grade Points
Outstanding	O	10
Excellent	A+	9
Very Good	A	8
Good	B+	7
Above Average	B	6
Pass	C	5
Fail	FF	0
Incomplete	I	Subsequently to be changed into the grade earned.
Withdrawal	W	-
Non completion of course requirement	Z	-
Extension (in projects only)	X	-



Explanation:

'FF' Grade

- The 'FF' grade denotes poor performance amounting to failure.
- A student has to repeat all courses in which he/she obtains 'FF' grade, till a passing grade is obtained within the prescribed duration.
- For the elective courses in which 'FF' grade has been obtained, the student may take the same course or any other course from the same elective group. If the course is not offered/available in the current semester, he will have to take it whenever it is offered by the department and then appear for the examination.

'I' Grade

This grade indicates an '*Incomplete*' course requirement due to absence in End Semester Examination. The grade is required to be converted in to a regular letter grade as per the regulations.

'W' Grade

This refers to withdrawal from the course as per the regulations.

'X' Grade

This grade is awarded for incomplete Project work and will be converted to a regular grade on the completion of the Project work and its evaluation.

'Z' Grade

This grade stands for non-completion of course requirement.

29. The letter Grades (up to 'CD' grade in theory courses and up to 'CC' grade in practical courses) awarded to a student in all the credit courses shall be converted into a SGPA and CGPA, to be calculated as given in R28 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
30. A student passing a course in Makeup examination shall be treated as having cleared the course in First Attempt.
31. **Award of Grade Based on Absolute Marks System:** The award of grades based on absolute marks out of 100 (in case of 4 credit course) or 50 (in case of 2 credit course) as the case maybe shall be made as follows for transfer of marks of university scheme to the Grades. Grade points will be computed as earlier.

Table 3

Percentage of Marks	Grade	Grade Point
Above 90 % to 100 %	O	10
Above 80 to 90 %	A+	9
Above 70 to 80 %	A	8
Above 60 to 70 %	B+	7
Above 55 to 60 %	B	6
50 to 55%	C	5
Less than 50 %	FF	0



32. **Award of Degree:** The Degrees shall be awarded by Rashtrasant Tukadoji Maharaj Nagpur University on the recommendations of the Academic Council/ Governing Body.
33. **Grade Card:** The grade card shall be issued at the end of the semester to each student and will contain the following:
- The credits for each course registered for that semester.
 - The grade points and letter grades obtained in each course.
 - The total number of credits earned by the student up to the end of that semester in each of the course.
 - The SGPA and the CGPA. Refer R.29 and R.30 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023) for computation of grades from the marks and conversion to the SGPA & CGPA.
34. Grade card will not indicate class or division or rank.
35. Wherever required the conversion of CGPA to percentage of marks will be done as per R30 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023)
36. Improvement of Grade/CGPA while undertaking M.A (History) Program and after the completion of the program will be as per R 29 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023).
37. An examinee securing 'FF' or 'Z' grade in any course of an examination shall have an option to forego his/her continuous assessment marks in a course or courses. In such cases he/she shall be examined for total marks comprising theory/practical end semester examination and continuous assessment together, at his/her successive attempt at the examination. Such an option can be availed by an examinee in case he/she is appearing for the successive attempts at the examination as ex-student for that particular course. The Option of forego cannot be availed by examinee in an examination in case he/she is appearing for the examination as regular student for that particular course. A student who is detained from appearing in an examination in a course (s) for lack of attendance can exercise the option of forego in successive attempts at the examination.
- To avail this, the examinee would indicate the same in his or her 'Application for the examination' and the option once exercised, shall be 'Final and Binding' on the examinee concerned for all the subsequent examinations in that course.
- For the examinee opting for forego, his/her marks in continuous assessment shall be ascertained proportionately on the basis of his/her marks in the end semester theory examination of that course and in equal proportion on the basis of his/her marks in practical examination.
38. The details Syllabus is as below:



MHRIT01

HISTORIOGRAPHY

Course Objectives: The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

Course Outcome:

- CO1. The student will understand the meaning; allied and auxiliary subject of history.
 - CO2. The student will understand Western Historiography.
 - CO3. The student will come to know the Indian Historiography.
 - CO4. The student will learn the different approaches to History.
-

Unit-I Introduction

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

Unit-II Western Historiography

- a. Greco – Roman: Herodotus, Thucydides.
- b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
- c. Imperialists: James Mill, Vincent Arthur Smith,

Unit-III Indian Historiography

- a. Ancient Indian-Banabhatta ; Medieval Arab Historian-IbnKaldun
- b. Medieval India : Kalhana, Alberuni, Barani
- c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

Unit-IV Approaches to History

- a. Marxists : E.P. Thompson, E.H. Carr
- b. **Annals:** Marc Bloch, Ferdinand Braudel; **Subaltern-**Ranjit Guha.
- c. Cambridge Historiography and their interpretation of Indian history.



Books Recommended-(English)

1. A Critical Method in Historical Research and Writing - H.C. Hockett
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar-HarbansMukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar
11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniam
14. History, Historical Thoughts and Historiography -AroopChakravarti
15. History, its Theory and Method-Sheikh Ali
16. IbnKhalidun - Syed FaridAlatas
17. Idea of History - R.G. Collingwood
18. IGNOU Materials
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
21. Philosophy of History - G. Kuppuram
22. Research Methodology - K.N. Chitnis
23. Research Methodology - Satish Bajaj
24. The Greek and Roman Historians - Timothy E. Duff
25. The Histories - Herodotus (Tr.George Rawlinson)
26. The Muqaddimah-IbnKhalidun (Tr. Franz Rosenthal)
27. The Philosophy of History -G.W.F. Hegel
28. The Portable Greek Historians - M.I. Finley
29. The Travels of Ibn Battuta - H.A.R. Gibb
30. Theories of History - Patrick Gardiner
31. What is History-E.H.Carr
32. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. *ItihasTantraAniTatvagyan* - ShantaKothekar
2. *ItihasacheTatvagyan*- SadashivAathvale
3. *ItihasLekhanShastra*- Gaikwad,Sardesai,Hanmane
4. *SanshodhakachaMitra*- G.H.Khare
5. *ItihasLekhan* - Sreedharan
6. *ItihasLekhan,Avadharna,VidhayenevamSadhan* -B. K. Shrivastava
7. *Bharat KePramukhItihaskar* -Dr. S.L. Nagori. KantaNagori



MHRIT02

ANCIENT INDIA-I (From earliest time to 12th century)

Course Objectives:

The paper is designed to make students aware of the sources of History of Ancient India. It will also give an overview of the political scenario of Ancient India as it plays an important role in shaping other dimensions of human existence; social and cultural.

Course Outcomes:

- CO1. The student will be able to develop critical understanding.
 - CO2. The student will understand the various dimensions shaping human life.
 - CO3. The student will possess a clear insight into the chronological progression of ancient India.
 - CO4. The student will learn Ancient Polity of whole India.
-

Unit-I

- a. Sanskrit, Pali sources
- b. Sangam Literature as source of History
- c. Foreign Accounts.- Fa-hien, Xuanzang

Unit-II

- a. Indus Valley Civilization-Culture & Expansion
- b. Vedic Society
- c. Sixteen Mahajanpadas

Unit-III

- a. Maurya and Gupta Polity
- b. Post Gupta.-Harshavardhana
- c. GurjarPratiharas- Rise to Power

Unit-IV

- a. Palas-Rise to Power
- b. Cholas- Rise to Power
- c. Rajputs- Rise to Power

Books Recommended- (English)

1. Ancient India -Majumdar R.C.
2. Aspects of Political Ideas and Institutions in Ancient Indian - Sharma, R.S.
3. Early India, A Concise History -Jha, D.N.
4. From Lineage to State, Oxford India Paperbacks -Thapar, R.
5. Hindu Polity - K.P. Jaiswal
6. History of South India -Sastri, K.A.N.



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7. India's Ancient Past - Sharma R.S.
8. Interpreting Early India - Thapar R.
9. The History and Culture of the Indian People, Volume 1-5 - Majumdar R.C.

Marathi/Hindi

1. *PrachinBhartachasanshiptihasaaniPriyadarshi Ashok, (2017) Vol I & II-*, swyamPrakashan, Dr.ChitralekhaKalambe&ShaliniKalambe,
2. *Aspects of Ancient Indian Political Ideas and Institutions-Sharma, R.S., tr.* PrachinBharatatilRajakiyaVicharaniSanstha - Ranade P.
3. *MauryottarwaGuptakalinRajasvapadhati- G.B. Deglurkar*
4. *Prachin Bharat (in Hindi and Marathi)-Jha, D.N.*
5. *Prachin Bharat meinRajnitikVicharevamSanstha-SharmaR.S.*



MHR1T03 MEDIEVAL INDIA-I (1206-1757)

Course Objectives: The paper is designed to make students aware of broad Political situation of Medieval India from 13th to 18th Century. The paper will enable to the students to understand the changes that came in the Indian polity with the coming of the Turks.

Course Outcome: The student shall be able to

- CO1. Critically evaluate the literary sources of history.
 - CO2. Examine the policies and reforms of the Sultans and Mughals.
 - CO3. Know important institutions like revenue, governance, and policies.
 - CO4. Debate on various theories relating to the decline of kingdoms.
-

Unit-I Sources

- a. Literary Sources- Tarikh-i-Hind, Fatwa-i-Jahangiri
- b. Baburnama; Ain-i-Akbari of AbulFazal
- c. Travelers Account- IbnBhatuta, NiccolaoManucci

Unit-II Delhi Sultanate

- a. Iltutmish, Qutub-ud-din Aibak- Administration, Theory of Kingship
- b. Balban&Razia- Theory of Kingship; The Khiljis-Market regulations
- c. The Tughlaqs-Muhammad Bin; Firuz Shah; Downfall of Sultanate

Unit-III The Mughlas

- a. Babur; Humayun-Contest with Afghans
- b. Akbar-Religious policy, Din-i-Ilahi, Jahangir-Mansabdari
- c. Shahajahan-Central Asian Policy; Aurangzeb-Deccan Policy, Religious Policy, Causes of Decline

Unit-IV Administrative Structure

- a. Islamic Theory of State and its application in India
- b. The administrative structure of Sultanate-Provincial, Military, Revenue
- c. The administrative structure of the Mughals- Provincial, Military, Revenue



Recommended Books-(English)

1. Aziz Abdul, The Mansabdari System and the Mughal Army
2. Banerjee, S.K. HumanyunBadshah
3. Dorn, History of Afghans
4. Habibulla, A.B.M., Foundation of Muslim rule in India
5. Lal K.S., History of the Kjljis
6. Mazumdar, Roy Choudhary and Datta, An Advanced History of India, Vol. II
7. Erskine, W., History of India under Babur and Humanyun
8. Hasan, Ibn, The Central Structure of the Mughals
9. R. C. Jauhari, FirozTughlaq
10. M. Husain, Tughlaq Dynasty
11. M. Husain, Rise and fall of Muhammad Tughlaq
12. Malleson B., Akbar
13. Mukhia , Harbans, Historian and Historiography during the reign of Akbar
14. Nizami and Habib, Delhi Sultanate, Vol.I& II
15. Prasad Ishwari, A short history of Muslim rule in India
16. Nizami, K.A., Akbar and Religion, 1990
17. The History and Culture of the Indian People, Vol. 5,6,7-Majumdar R.C.
18. History of India (1000-1707 A.D.) - Srivastava A.
19. Advanced study in the history of Medieval India (Vol. 1 to3) -Mehta J.L.
20. Political Economy of Commerce, Southern India, 1550-1650 -Subrahmanyam, S.
21. Medieval India (2 vols.)- Chandra Satish (also available in Hindi).
22. Aspects of Society and Economy in Medieval India -Chitnis, K.N.
23. Essays in Indian History - Towards a Marxist Perspective - Habib, I.
24. Religion, State and society in Medieval India - Hasan, S. Nurul
25. The State in India, 1000-1700 -Kulke, H. (ed.)
26. PdBeni, History of Jahangir
27. Qureshi, I.H., The Administration of Sultanate

Marathi/ Hindi

1. *MadhyayuginBharatiyaSankalpanawaSanstha* -Chitnis, K.N.
2. *Madhyakaleen Bharat: Rajniti,SamajAturSanskar-* Chandra S.
3. *Madhyakaleen Bharat*, Mahajan V.D.
4. *Uttar Madhyakalin Bharat*, Pandey A.B.
5. *MadhyakalinBhartiyaSamaj*, Ojha, P.N.



MHRIT04

ARCHIVAL STUDIES

Course Objectives: The aim of introducing this paper is to highlight the facts pertaining to the nature and importance of Archives. The students will learn the preservation of records and records management. The student will also understand the functions and administration of National Archives and regional Archives.

Course Outcome:

CO1. The student will understand the meaning and definition of Archive as well as its history, uses and importance of Archive.

CO2. The students will come to know the best Museums in India and also know the various government & private depositories.

Unit - I

- Concepts of Archives; Definition - Archives and Records
- History of Archives in India.
- Types of Archives- Types of Records
- Uses of archives

Unit - II

- Best Museums in India
- Indian Historical Record Commission - the National Archives, Delhi
- Maharashtra State Archives –Mumbai, Nagpur
- Private Archives –*Itihas Sanshodhan Mandal*, Dhule

Recommended Books- (English)

- Agrawal Usha- Directory of Museums in India, New Delhi, 2000
- Anderson, G.(ed) Reinventing the Museums: Historical & Contemporary perspectives on the paradigm shift, Oxford, Altamira Press, 2004
- Black G. The Engaging Museum: Developing Museums for Visitor Involvement, London, Rutledge, 2005
- Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
- Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
- Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
- Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
- Bobade B.R., Encyclopedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
- Flower, Sir William Henry, Essay on Museums, Macmillan & Co. Limited, London, 1898



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10. Handley, Thomas Holbein, Handbook to Jeypore Museum, Calcutta Central Press Museum, 2005
11. Jeyraj, Dr. V. Museology Heritage Management, Director of Museums, Government Museum 2005
12. Murray, David, Museums their History and their use, vol.I, James Maclehose & Sons, Glasgow, 1904
13. Shrivastav, Alok (ed) puratatvadhiniyamevamniyam, puratatv, abhilekhagaarevamsangrahalayasanchalanalay, Madhya Pradesh, 1998
14. Shukla, Dr.Girishchandra, Sangrahalayavighyan, MotilalBanarasidas, Delhi, 2002
15. GaneshanD., Bharat keVividhSangrahalaya, Pilgrims Prakashan, Varanasi, 2006
16. Sahay, Shivswaroop, Sangrahalaykiaur, MotilalBanarasidas, Varanasi, 2005
17. Agrawal, o. p. Kala VastuaniGrantslayszhityacheJatan, National Book Trust India, 2012
18. Baliga B.S. Guide to Records preservation in the Madras Record Office
19. Bharbaga K.D. An Introduction to National Archive
20. Dodwell H Report on the Madras Records
21. Harinarayana, The Science of Archive Keeping
22. Hilary Jenkinson, A manual of Archives Administration
23. Longwell W.H., The Conservation of Books and Documents
24. SalianGhose, Archives Keeping
25. Sundara Raj(Ed.) A Manual of Archival Systems and the World of Archives, Siva Publications, Chennai, 1999



MHR1T05A TRIBAL HISTORY OF CENTRAL INDIA (1200 TO 1800)

Course Objectives: India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

Course Outcome-

- CO1. Students will come to know the Gonds were the dominant rulers of middle India.
 - CO2. The students with come to know medieval tribal kingdoms.
 - CO3. Student will know the achievements and contribution of Gond rulers.
 - CO4. The students will able to analyses the important institutions like revenue, governance, and policies
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Unit- I Gond Dynasty of Garha-Mandla

- a. Origin and Historical background of Gond Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

Unit-II Gond Dynasty of Deogarh and Kherla

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla –Narsingh Rai
- c. Achievements of Gond kings-Jatba, BakhtaBuland Shah

Unit- III Gond Dynasty of Chanda

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

Unit- IV- Administration and Art and Architecture of Gonds

- a. General administration; Fort administration
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture

Books Recommended-(English)

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N.Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.



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5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra

Marathi/Hindi

1. Chandrapurchaltihis- A.J. Rajurkar
2. DeogadcheGondRaje -Dr B. R. Andhare
3. DeogarhkeGondRajya -Suresh Mishra
4. Garha- MandlakeGondRajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Kingdom of Chanda-KedarNathThusu
7. GondLokanchaltihis-YadhavMadhav Kale
8. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
9. Nagpur Prantachaltihis-YadhavMadhav Kale
10. Shree SuklaAbhinandanGratha-BiyaniBrijlal
11. Vcerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
12. Warhadchaltihis-YadhavMadhav Kale



MHR1T06B PEASANT MOVEMENTS IN INDIA (1757-1947)

Course Objectives: The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

Course Outcome:

- CO1. The student will be familiarize with the condition of the peasants.
 - CO2. The student will be educated about peasant problems.
 - CO3. The student will able to identify the causes for the peasant uprisings.
 - CO4. The learner will know the peasant participation in National movement.
-

Unit-I

- a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- b. British and the exploitation of the Peasantry–Pauperisation& De-peasantization,
- c. Natural Calamities & its impact,

Unit-II

- a. British efforts for improvement of Irrigation system,
- b. Land revenue, Illegal extractions
- c. British administrative apparatus versus the peasantry

Unit-III

- a. Landless Labour, Marginal Farmers & Tribal Farmers,
- b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
- c. Zamindari and ryotwari tenants

Unit-IV

- a. Peasant Unrest in early part of British rule- Forms, Content & results.
- b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
- c. Peasant Movement during Gandhian era

Recommended Books:

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.
11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.



MHR1T07C CULTURAL HISTORY OF MAHARASHTRA

Course Objectives: The paper is introducing to make the student aware about the regional history within a broad framework of Indian culture. Maharashtra state is known as progressive state. Therefore, it is felt to enable the student to understand the different facets of Marathi culture.

Course Outcome: The student will

CO1. Understand the diversity of the human existence as influenced by geographical location, race, ethnicity, cultural traditions etc.

CO2. Understand the regional history within a broad framework of Indian culture.

CO3. Understand the different facets of Marathi culture.

CO4. Critically examine the major social, cultural, literary aspects shaping Maharashtra.

Unit- I Maharashtra as a cultural region

- Physical and geographical features
- Origin of Marathi people & Language
- Nomenclature of Maharashtra

Unit-II Movements and cults: philosophy and teaching

- Nath, Mahanubhv
- Varkari, Ramdasi
- Datta, Sufi, Shakt

Unit-III Literature

- Bhakti
- Panditi
- Shahiri, Folk

Unit-IV Makers of Modern Maharashtra

- BalshastriJambhekar
- Gopal Ganesh Agarkar
- SavitribaiPhule

Books Recommended-(English)

- Social Policy and Social Change in Western India -Ballhatchet, Kenneth.
- Maharashtra - A Profile, Pune - Bhagvat, A.K.
- The Quotidian Revolution - Novetzke Christian Lee
- Creative Pasts - DeshpandePrachi
- Savitribai Phule Pioneer of Women Empowerment-Gopu Sudhakar.



6. A Forgotten Liberator: The Life and Times of Savitribai Phule-Braj Ranjan Mani and Pamela Sardar
7. Rise of the Maratha Power- M.G. Ranade
8. Mysticism in Maharashtra- R.D. Ranade
9. Life of Tukarama- Justin Abbott

Marathi/Hindi

1. Maharashtra Saraswat, Vol. I and II - Bhave, V.L.
2. MaharashtraatilPanch Bhakti Sampradaya-Gosavi, R.R.
3. Marathi Samskruti -Karve, Iravati.
4. YadavaKalin Maharashtra -Panse, M.G.
5. Maharashtra Samskruti -Sahastrabuddhe, P.G.
6. Maharashtra Jeevan, Vols. I and II -Sardar, G.B. (ed.),
7. SantVangmayachiSamajikPhalashruti -Sardar, G.B.
8. MaharashtrachaSamajika – SanskritikaItihas -Shenolikar,H.S., and Deshpande, P.N.
9. Panch Santa Kavi -Tulpule, S.G.
10. Gopal Ganesh Agarkar - ArvindGanachari
11. SavitribaiPhule–SamagraWangmay- Mali M.G.
12. YugprvartakBalshastriJambhekar- KalaniKaruttva- Upadhye N.
13. Prachin Marathi VangmayanchaItihas(five volimes)- A.N. Deshpande



MHRIT08

RESEARCH METHODOLOGY

Course Objectives: The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

Course Outcome- Students will be able to

CO1. The learner will understand the meaning; definition and type of research.

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. To know the challenges of writing objective history, uses and ethics of history writing.

Unit-I

- History: Nature, Scope and Value – Social Necessity of History
- Meaning of Research; Definition, Objectives of Research, Nature, Limitations
- Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

Unit-II

- Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
- Methods of data collection-Reference; Interview, Survey, Questionnaires
Primary and Secondary Sources
- Analytical Operations- Review of literature; Internal and external criticism

Unit-III

- Synthetic Operation –Causation; Generalization, Formulation of final argument
- Concluding Operations- Report writing ; Logical arrangement of chapters;
Bibliography ;Footnotes ;Endnotes; References and appendices
- Style-MLA, APA; Plagiarism

Unit-IV

- Challenges of Objectivity; Historicism
- History as Science/ scientific study
- Uses of History Ethics in Research



Books Recommended-(English)

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002
8. William Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013
11. LudmillaJordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इतिहासाचे तत्वज्ञान – सदाशिव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र – प्रदीप आग लावे
3. शास्त्रीय संशोधन पद्धती – हाडेबी म.
4. इतिहास लेखन शास्त्र – गायकवाड, हनमते सरदेसाई
5. इतिहास तंत्र आणि तत्वज्ञान – शांता कोठेकर
6. इतिहास शास्त्र : संशोधन, लेखन परंपरा व अध्यायन- देव प्रभाकर
7. इतिहास अध्यापन पद्धती व तंत्र – पत्की श्री. ना.
8. इतिहास लेखन शास्त्र –राजडेरकार सुहास
9. इतिहास लेखन शास्त्र – सातभाई श्रीनिवास
10. इतिहासाचे तत्वज्ञान – डॉ. प्रशांत देशमुख



MHR2T01

ANCIENT INDIA-II (From earliest time to 12th Century)

Course Objectives:

To understand the origin and growth of Varna and Caste system. To take an overview of the development of art and architecture in India till 12th Century A.D. To get familiar with the literary trends during the period. To understand the growth of agriculture, industries, trade and urbanization

Course Outcome: The student will able to

- CO1. Know the origin and growth of Varna and Caste system.
 - CO2. To take an overview of the development of art and architecture in India.
 - CO3. Get familiar with the literary trends during the period.
 - CO4. Understand the growth of agriculture, industries, trade and urbanization.
-

Unit -I Society

- a. Social Stratification- Varna and Caste system
- b. Position of Women, Position of Sudras
- c. Ashram Vyavastha, Sanskar, Marriage

Unit-II Art & Architecture

- a. Temple Architecture- Nagara and Dravida Style, Cave temples
- b. Sculpture- Gandhara School, Mathura school and Amravati School
- c. Paintings

Unit -III Literature

- a. Education Centres- Nalanda
- b. Sanskrit & Sangam Literature
- c. Pali, Prakrit Marathi

Unit-IV Economy and Trade

- a. Ownership of Land, Agriculture
- b. Trade & Trade Routes
- c. Guild System, Urbanization

Books Recommended-(English)

1. A History of Ancient and Early Medieval India: from the Stone Age to the 12th century - Singh, Upinder
2. A History of Architecture in India- Tadgell, Christopher



3. A History of Classical Poetry, Sanskrit – Pali – Prakrit- Lienhard, Siegfried
4. A History of Indian Literature - Jan Gonda
5. A History of Indian Literature, 500-1399- Sisir Kumar
6. Ajanta: History and Development- Spink, Walter
7. Amaravati: Buddhist Sculpture from the Great Stupa- Weatherhill. Knox, Robert
8. Ancient India: a Complex Study - Bongard-Levin, J.M.
9. Ancient Indian Social History: Some Interpretations - Thapar, Romila
10. Approach to Nature in Indian Art and Thought- Sivaramamurti, C.
11. Aspects of Rural Settlements and Rural Society in Early Medieval India- Chattopadhyaya, B.D.
12. Caste and Class in India- Ghurye, G.S
13. Caste: Origin, Function and Dimensions of Change- Jaiswal, Suvira
14. Dharma: Studies in its Semantics, Cultural and Religious History- Olivelle, Patrick
15. Early Medieval Indian Society: A study in Feudalisation- Sharma, R.S.
16. Economic Life in Northern India in the Gupta period (c. AD300–550) - Maity, S. K.
17. Encyclopaedia of Indian Temple Architecture, Vol.I (South India) in four parts- Dhaky, M.A., Meister, Michael et al
18. Essays in Classical and Modern Hindu Law- Derrett, J.Duncan
19. History and Culture of the Indian People Vol 1 to 5. - R.C. Majumdar
20. Indian Architecture (Buddhist and Hindu)- Brown, Percy.
21. Invisible Women, Visible Histories - Rangachari, D.
22. Jaina Art and Architecture, 3 Vols. - Ghosh, A. ed
23. Land System and Rural Society in Early medieval India- Sahu, B.P. (ed.)
24. Material Culture and Social Formations in Ancient India- Sharma, Ram Sharan
25. Perspectives in Social and Economic History of Ancient India- Sharma, R. S.
26. Perspectives in Social and Economic History of Early India- Sharma, Ram Sharan
27. Social Changes in Early Medieval India (c.AD 500-1200) - Sharma, Ram Sharan
28. Social Dimensions of Early Buddhism- Chakravarti, Uma
29. Social Formations of Early South India- Gurukkal, Rajan
30. Social Formations of Early South India- Gurukkal, Rajan
31. Society and Culture in Northern India in the Twelfth Century- Yadava, B.N.S.
32. Studies in Indian Temple Architecture- Chandra, Pramod (ed)
33. Studies in South Indian Temple Complex- T.V.Mahalingam
34. The Making of Early Medieval India- Chattopadhyaya, Brajadulal
35. The Position of Women in Hindu Civilisation- Altekar, A.S.
36. Trade and Traders in Early India - Chakrabarti, Ranabir
37. Trade and Traders in Early India Manohar- Chakrabarti, Ranabir.
38. Trade, Ideology and Urbanization- Champakalakshmi, R.
39. Truth, Myth and Politics in Ancient India- Mabbet, I.W.
40. Women in Early Indian Societies- Kumkum Roy (Ed.)
41. Indo-Roman Trade : From Pots to Pepper- Tomber, Roberta
42. Trade and Traders in Early India- Chakravarti, Ranabir
43. Trade in Early India- Chakravarti, Ranabir, ed.



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Marathi/Hindi

1. *Prachin Bhartacha sanshipt Itihasaani Priyadarshi Ashok*, (2017) Vol I & II-, swayam Prakashan, Dr. Chitralekha Kalambe & Shalini Kalambe,
2. *Bharatiya Vivah Sansthaka Itihas-* Rajwade, Vishwanath Kashinath
3. *Prachin Bharat* - Jha, D.N.
4. *Prachin Bharatatil Rajakiya Vicharani Sanstha* –Pandharinath Ranade
5. *Prachin Bharat mein Rajnitik Vicharevam Sanstha*- Sharma, R.S.



MHR2T02 MEDIEVAL INDIA-II (1206-1757)

Course Objectives: To understand the origin and growth of Varna and Caste system. To take an overview of the development of art and architecture in India till 12th Century A.D. To get familiar with the literary trends during the period. To understand the growth of agriculture, industries, trade and urbanization.

Course Outcome: The student will able

CO1. To understand the origin and growth of Society.

CO2. To take an overview of the development of art and architecture in Medieval India

CO3. To get familiar with the literary trends during the period.

CO4. To understand the growth of agriculture, industries, trade and urbanization.

Unit-I Society

- Social Stratification- Hindus/ Muslims Nobility and commoners
- Position of Women; Position of Hindus
- Food and Dress, Amusements

Unit-II Art & Architecture

- During Sultanate period-Delhi; Gujarat; Deccan; Malwa; Bengal
- During Mughal period- Fatehpur-Sikri, Agra, Delhi;
- Paintings-Mughal; Rajasthani; Pahari

Unit -III Literature

- Persian Literature
- Sanskrit
- Regional Languages

Unit-IV Economy and Trade

- Agriculture and Industries
- Inland and Foreign trade
- Urbanization

Books Recommended- (English)

- Studies in Islamic Culture in the Indian Environment- Ahmad, Aziz
- Medieval India: Researches in the History of India, 1200-1750- Habib, Irfan
- Politics and Society during the Early Medieval Period- Habib, M.
- Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
- Medieval India: The Study of a Civilization- IrfanHabib
- The State and Society in Medieval India- J.S. Grewal
- Mughal Relations with the Indian Ruling Elite - I.H. Siddiqui



8. Agra: Economic and Political Study of a Mughal Suba (1580-1707) - K.K. Trivedi
9. Mughal Religious Policies, the Rajputs and the Deccan - Satish Chandra
10. Indian Merchant and Eurasian Trade, 1600-1750- S.F. Dale
11. The Making of Early Medieval India - Brajdu Lal Chattopadhyaya
12. Medieval India: The Study of a Civilization - Irfan Habib
13. Religion in Indian History - Irfan Habib
14. The Mughals of India - Harbans Mukhia
15. Religious Policy of the Mughal Emperors - S.R. Sharma
16. Mughal Architecture - E.M. Koch
17. Urban Glimpses of Mughal India: Agra, the Imperial Capital (16th and 17th centuries) - L.P. Gupta
18. State, Religion and Society in Medieval India - Nurul Hasan
19. Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
20. The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries - H. Fukazawa
21. The Economy of Mughal Empire c. 1595: A statistical Study - Shireen Moosvi
22. Indian Merchants and the Decline of Surat C 1700-1750 - Ashin Das Gupta
23. Mughal Nobility under Aurangzeb - M. Athar Ali
24. Economic History of India (1200-1750) - Tapan Raychaudhuri & Irfan Habib
25. Social Life in Medieval Rajasthan, 1500-1800 A.D. - G.N. Sharma
26. Some Aspects of Socio-Economic History of Rajasthan - G.S.L. Devra
27. Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665- 1735- R.P. Rana
28. Historians and Historiography During the Reign of Akbar - Mukhia, Harbans
29. History and Culture of the Indian People, Vol 7- R.C. Majumdar.
30. Advanced Study in the History of Medieval India: Volume II Mughal Empire (1526-1707) - J L Mehta.

Marathi/Hindi

1. *Madhyayugin Bharatiya Sankalpanawa Sanstha* - Chitnis, K.N.
2. *Akbar te Aurangzeb* - Rajendra Banahatti
3. *Akbarkalin Hindustan* - Sunanda Kogekar
4. *Aurangzeb* - S.G. Kolarkar
5. *Mughalkalin Mahsul Padhati* - P.L. Saswadkar



MHR2T03 INDIA UNDER COMPANY'S RULE (1757-1857)

Course Objectives: The paper aims to enable students to understand foundation and consolidation of English East India Company rule in India between 1757 to 1857. The paper covers events that lead to establishment of Company rule in India and study policies and Acts that brought Indian Colonisation. The paper further emphasise on social and educational influence of western thinking on Indian orients.

Course Outcome:

- CO1. The students will understand foundation and consolidation of English East India Company rule in India.
- CO2. The learner will know the early British policy towards Indian states.
- CO3. The student will know the various Acts that brought Indian Colonisation.
- CO4. The student will critically examine the social and educational influence of western thinking on Indian orients.

Unit-I

- a. India in the mid-18th Century
- b. Battles of Plassey and Buxar
- c. Anglo-Sikh Wars, Anglo- Mysore War

Unit-II

- a. Subsidiary Alliance System
- b. Policy of Annexation of Indian States
- c. Doctrine of Lapse

Unit-III

- a. Regulating Act of 1773
- b. Pitt's India Act of 1784
- c. Charter Acts 1813, 1833, 1853

Unit-IV

- a. Introduction of Western Education; Development of Press in India
- b. Raja Ram Mohan Roy, Brahma Samaj
- c. Revolt of 1857- Causes and Nature

Books Recommended-(English)

1. An Advanced History of India - R.C. Majumdar, Raychaudhari, K. K. Dutta
2. Modern India - Bipan Chandra
3. The Cambridge History of India - H.H.Dodwell
4. Indian Society and the Making of the British Empire - C. A. Andrews



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5. Social Background of Indian Nationalism - A. R. Desai
6. From Plassey to Partition –Shekhar Bandopadhyaya
7. Social Conditions in Eighteenth Century India –Pushpa Suri
8. British Paramountcy and Indian Renaissance - R. C. Majumdar Vol I, II

Marathi, Hindi

1. *Adhunik Bhartacha Itihas 1757-1857* -Dr.Vaidya and Dr.Kothekar,
2. *Adhunik Bharat kaitihas*- Bipan Chandra
3. *Plassey Se VibhajanTak*-ShekharBandopadhyaya
4. *Adhunik Bharat* –DinanathVarma



MHR2T04 MUSEOLOGY

Course Objectives: The paper has been designed to help the students to acquire knowledge on different types of museums.

Course Outcome:

CO1. The course will equip the student with practical knowledge in Museology along with theory.

CO2. The course will enhance the awareness about heritage preservation and its institutional methods.

UNIT-I Introduction to Museum

- a. Concepts and History of Museums in India
- b. Types of Museums, their scope and functions.
- c. Best Museums in India
- d. Heritage education; museum and accessibility

UNIT-II Collection, Documentation and Exhibition Planning

- a. Collection: field exploration, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
- b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- c. Type of exhibits, target audience, concept develop storyline, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme. Lighting, labels and scripts, evaluation.

Recommended Books:

1. Aiyappan and Satyamurti S.T.- Handbook of Museum Technique
2. AnupamaBhatnagar, Museums, Museology and New Museology
3. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
4. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
5. Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
6. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
7. Bobade B.R., Encyclopaedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
8. Balakrishna, Bibliography on Museology
9. D.P. Ghosh, Studies in Museology
10. J.N. Basu, Indian Museums and Movement



Yeshwant Rural Education Society's

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11. M. L. Nigam, Museums in India, Fundamentals of Museology
12. Moley Grace, Museums Today
13. S.F. Morkham and Hangraores H., Museums of India
14. S.J. Baxi and V.P. Dwivedi, Modern Museums
15. Shrivastav, Alok, (Ed.) *PuratatvadhiniyamevamNiyam, Puratatv, AbhilekhagaarevamSangrahalayasanchanalaya, M.P. 1998*
16. ShuklaGirishchandra, *SangrahalayaVigyan. MotilalBanarasidas, Dilli, 2002*
17. Ganeshan D., *Bharat keVividhSangrahalaya, Pilgrim Prakashan, Varanasi, 2006*
18. SahayShivswaroop, *SangrahalayakiAur, MotilalBanarasidas, 2005*
19. Agrawal O.P. *Kala vastuaniGrantahalaySahityacheJatan, NBT, 2012*



MHR2T05A TRIBAL REVOLTS IN INDIA (1757-1947)

Course Objectives: The paper is designed to introduce contribution of Tribal communities in nation building to students. The paper emphasise on different tribal revolts that took place in India prior to independence. It further explains the British policies towards tribes and discusses causes and consequences of Tribal revolts in India.

Course Outcome-

- CO1. The student will know the tribals and their livelihood.
 - CO2. The students will know contribution of Tribal communities in nation building
 - CO3. The students will know the different tribal revolts that took place in India.
 - CO4. Students will understand the British policies towards tribes and can examine the causes and consequences of Tribal revolts in India.
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Unit-I Tribals and their early struggles

- a. Tribals and their History
- b. Tribal settlement, Land and forest and their life
- c. Land and Forest policies of British

Unit-II Land and Forest based Movements-Causes and impact

- a. Halba Revolt(1774-79),The Bhumji Revolt(1832-33)
- b. Santhal Hul Revolt(1855-57), Khond Rebellion (1850)
- c. Bhil Revolt(1857-58), Birsa Munda Revolt(1895-1900)

Unit-III Identity and Culture based Movements-causes and impact

- a. Muria Revolt(1876), Bhumkal Baster Revolt(1910)
- b. Gond and Kolam Revolt(1941)
- c. Mahadeo Koli Revolt(1828-50)

Unit-IV British and Tribal Leadership

- a. Tribes during 1857- Raja Shankar Shah &Raghunath Shah; Surendrasay
- b. Tribes during National Movements-Jungle Satyagraha; Warli Revolt (1945)
- c. Baburao Shedmake:Tantia Bhil, Rani Gaidinliu

Books Recommended- (English)

1. State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
2. Insurgency and Counter Insurgency-V. K. Anank
3. Social Movements in India -(Ed.) Burman, B.K.Roy
4. The History of Indian Revolt- Richard burton



5. Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
6. Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
7. History of Santhal Revolt –Digambar Chakravarti
8. Anti-British Plots and movements before 1857- K.K.Datta
9. The Santhal Insurrection - K.K. Datta
10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henningham
12. Primitive Rebels- E. J. Hobsbawn
13. Bandits- E. J. Hobsbawn
14. History of Santhal Rebellion of 1855- W.W. Hunter
15. Kol Insurrection in Chota Nagpur- J.C. Jha
16. The Revolt of Chota Nagpur- J.C. Jha
17. Tribal Revolts in India under British Raj- L.P. Mathur
18. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
19. Tribal Movements and political history of India- D.M. Praharej
20. Tribal Revolts- Rajhavaiah
21. Munda's and their country- S.C. Roy
22. The Dust-Storm and the Hanging Mist- K.S. Sinha
23. Tribal Revolts- B.K. Sharma
24. Tribal Freedom Fighters of India- Publication Division, Govt of India
25. Social movements in Tribal India- S.N. Choudhary
26. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
27. Adivasis and the raj- Sanjukta Das Gupta
28. Tribal Movements in India Vol I & II - (ed) K.S. Singh
29. Bharat Ke Adivasi Vidroh- Suresh Mishra
30. The Great Tribal Warriors of Bharat, Tushin Sinha
31. Bharat ke Prasiddh Adivasi Andolan – Dr. S. I. Koreti



MHR2T06B LABOUR MOVEMENT IN MODERN INDIA (1757-1947)

Course Objectives: The paper is designed to make aware the students about the origin of industries, capital class and the labours in India. The paper will also reveal the exploitative nature of the British rule. It will also convey the need of labour movements and subsequent legal changes occurred. The paper will also explain labours participation in the National movements and their contribution in freedom struggle.

Course Outcome:

- CO1. To understand the changing position of Dalit at conceptual and practical level of social transformation, from 19th c. till today.
- CO2. To know the constitutional rights for safeguarding the interests of the oppressed.
- CO3. To critically analyse the Dalit literature which provides space for understanding of Dalit consciousness and adds new dimensions in understanding 'Dalit'.
- CO4. The learner will know the various dimensions of debates over some issues.

UNIT I

- a. Labour Movement – Different Perspectives and their limitations-Sources of the history of Labour Movement.
- b. Industrial development in India and Beginning of the Capitalist Class and Working Class.
- c. Working Class Movement.

UNIT-II

- a. Early Trade union activities in India – Formation of individual trade unions,
- b. Bombay Workers strike in 1908
- c. October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

UNIT III

- a. Formation of AITUC; Labour Movement in 1920; Industrial Labour in Non-Cooperation Movement, 1920-22
- b. Great Economic Depression & its impact; 1929-Congress Socialist Party and Labour Movement, 1934-39
Meerut Conspiracy Case, Left in Trade Union Movement; Civil Disobedience Movement, 1930-34

UNIT IV

- a. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
- b. Trade Union Movement before and during Second World War; Quit India' Movement, 1942
- c. Communist & Congress conflict in trade union movement, INA Trails 1945, RIN Strike 46-47



Recommended Books:

1. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
2. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
3. Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.
4. Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890-1940*, Princeton, N.J.:Princeton University Press,1989.
5. Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
6. Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
7. Chopra, P.N., (ed.), *Historic Judgement on Quit India Movement: Justice Wickenden's Report*, Delhi, 1989. Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in ChotaNagapur, 1928-1939*, Delhi, 1995.
8. Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
9. Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harward University Press, 1976.
10. Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.
11. Habib, Irfan., *Essays in Indian History: Towards a Marxist Perception*, New Delhi, 1995.
12. ----- "Capitalism in History", *Social Scientist*, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
13. Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.
14. ----- *Strikes in India*, Bombay, 1968.
15. Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.
16. Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.
17. Newman, Richard., *Workers and Unions in Bombay, 1918-1929*, Canberra, 1981.
18. Oversteet Gene, D., and Windmiller, Marshall., *Communism in India*, University of California, 1960.
19. A.R.Desai, *Social Background of Indian Nationalism*.
20. SumitSarkar, *Modern India, 1885-1947*, Mac Millan, Delhi, 1983.
21. D. N. Dhanagare, *Peasant Movement in India*.
22. K.B.Panikar, *An Outline of the History of the AITUC*.
23. R. Vlyanovsky and Others, *Industrial Revolution and Social Progress in India*.
24. R. Vlyanovsky, *Agrarian India between the World Wars*.
25. R.P.Dutt, *India Today*.
26. S. Choudhary, *Peasants and Workers Movement in India.(1905-1929)*
27. Shirin Mehta, *The Peasantry and Nationalism*.
28. Shiva Chandra Jha, *The Indian Trade Union Movement*.
29. SukomalSen, *Working Class in India*.
30. Sunil Sen., *Peasant Movement in India*.



MHR1T07C TRENDS AND THEORIES OF HISTORY

Course Objectives: The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

Course Outcome:

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject.

CO3. The student will examine the ideologies of renowned historians of the times.

CO4. The students will understand the various facets in history writing.

Unit –I Modern Approaches to History

- a. Positivism
- b. Annals
- c. Post-Modernism

Unit –II Trends During Colonial Period in India

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography

Unit –III Trends in post-colonial period

- a. Marxist Historiography in India
- b. Dalit Historiography
- c. Tribal Historiography

Unit –IV Recent Trends in Historiography

- a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- b. Business Historiography- Tirthankar Roy
- c. Feminist Historiography in India- Uma Chakravarti

Books Recommended- (English)

1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
2. A textbook of Historiography- E. Sreedharan
3. An Introduction to Indian Historiography -A.K.Warder
4. Beginning Postmodernism- Tin Woods
5. French Historical Method- TraianStoianovich.
6. Global History of Modern Historiography- George G. Iggers& Edward Wang.



7. Historians and Historiography in Modern India -S.P.Sen (ed)
8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm
12. On History- Fernand Braudel
13. Power/Knowledge- Michel Foucault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakravarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakravarti
18. The archaeology of Knowledge- Michel Foucault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857-2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

Marathi/ Hindi

1. *Itihas Mhanaje Kay* -E.H.Carr
2. *Itihasek Shastra* - Prabhakar Deo
3. *Itihas Lekhan Shastra* -B.N. Sardesai
4. *Itihas Tantraani Tatvagyan* -Shanta Kothekar
5. *Itihas Darshan*-Parmanand Singh
6. *Itihas Kya Hai* -E.H.Carr



MHR3T01 HISTORY OF THE MARATHAS-I (1630-1707)

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country.

CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Unit-I

- Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
- Rise of the Marathas
- Concept of Maharashtra Dharma

Unit-II

- Shivaji's Relations with AdilShahi
- Shivaji's Relations with the Mughals
- Significance of Shivaji's Coronation

Unit-III

- Sambhaji's Relations with the Portuguese
- Sambhaji's Relations with the Siddis of Janjira
- Sambhaji's Relations with the Mughals

Unit-IV

- The Maratha War of Independence
- Civil, Judicial administration
- Military and Naval Administration

Books Recommended- (English)



1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. Shivaji The Great -Dr. Balkrishna
11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai
13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

1. *Chatrapati Shivaji Raje Yanchi Bakhar*-S.N. Joshi(ed.)
2. *Arvachin Maharashtra itihās kalatil Rajyakarbhāracha Abhyās (1600-80)* -S.N. Joshi
3. *Shivakaleen Maharashtra* -A.R.Kulkarni
4. *Marathyancha Itihās*- A.R.Kulkarni and G.H.Khare
5. *Adnyapatra and Rajnītee* -S.N. Joshi and L.M. Bhingare
6. *Shri Shivachhatrapati* -T.J. Shezwalkar
7. *Shri Chatrapati Shivaji Maharaj* -V.S.Bendre
8. *Shivacharitrachi Roopresha* -T.J. Shezwalkar
9. *Chatrapati Shivaji Maharaj Yanche Charitra*—Kekaskar
10. *Shree Raja Shiv Chhatrapati* - MehendaleGajanan B.



MHR3T02 INDIA UNDER BRITISH RULE (1858-1947)

Course Objectives: The paper is designed to evaluate the consolidation of British rule in India. It will further analyse social-religious reform movements in Modern India. The paper will introduce the students about the beginning of nationalism, its growth and different nationalistic ideologies. The students will be introduced to the different movements under the various leadership.

Course Outcome:

- CO1. The student will able to evaluate the consolidation of British rule in India.
 - CO2. The student will analyse social-religious reform movements in Modern India.
 - CO3. The students will come to know about the beginning of nationalism, its growth and different nationalistic ideologies.
 - CO4. The students will be introduced to the different movements under different leaders.
-

Unit -I

- a. Effects of the Revolt of 1857
- b. Queen's Proclamation, Act of 1858
- c. Indian Council Acts- 1861, 1892

Unit -II

- a. Arya Samaj, Ramkrishna Mission, Satya Shodhak Samaj.
- b. Emergence of Indian Nationalism, Foundation of Congress
- c. Moderates and Extremists within the Congress

Unit -III

- a. Emergence of Mahtama Gandhi- Early Satygrahas in India
- b. Non-cooperation movement and Civil Disobedience movement
- c. Quit India Movement

Unit -IV

- a. Role of Revolutionaries - V.D. Savarkar, Bhagat Singh, Chandrashekhhar Azad
- b. Subhash Chandra Bose and Indian National Army
- c. Independence and Partition



Books Recommended- (English)

1. History of Modern India -A.L. Shrivastava
2. Crucial Decades of 20th Century IV Volumes -M.K. Kher
3. Modern India -Grover and Sethi
4. Eighteen Fifty Seven – Surendra Nath Sen
5. Modern Religious Movements in India -J.N. Farquhar
6. Renascent India from Ram Mohan to Gandhi -H.C.E. Zacharia
7. Social and Religious Movements in the Nineteenth Century -C.S. Srinivasachari
8. British Paramountcy and Indian Renaissance Vol III -R.C. Majumdar
9. Struggle for Freedom -R.C. Majumdar
10. Freedom Struggle -Bipan Chandra, AmleshTripathi, BarunDey

Marathi/Hindi

1. *Adhunik Bharata chaltihas (1858-1920)* -SumanVaidya, Shanta Kothekar
2. *Adhunik Bharata chaltihas* -Sardesai, Nalawade
3. *Adhunik Bharat (1920-1947)* - SumanVaidya, Shanta Kothekar
4. *Adhunik Bharat Kaltihas* - R.L.Shukla



MHR3T03 MODERN WORLD (1900-1950)

Course Objectives: The paper on modern World is designed to make students aware of the broader currents which defined the coming of the idea of the modernism. The paper emphasise on political changes taken place in World after European renaissance followed by policy of imperialism. The paper aims to enable students to understand transitional change and how world map was redefined. The students shall be introduced to rise and development of various ideological structures in world, how it affected international relations and consequential effects.

Course Outcome:

CO1. The students will be aware of the broader currents which defined the coming of the idea of the modernism.

CO2. The student will know the transitional changes and how world map was redefined.

CO3. The students will understand the rise and development of various ideological structures in world, how it affected international relations and consequential effects.

CO4. The learner will know the world between two world wars.

Unit- I

- a. First World War: Origin, Course, Nature and consequences
- b. Paris Peace conference and peace settlement
- c. League of Nations-Organization, Functions, Achievements and failure

Unit- II

- a. The making of the Russian Revolution of 1917
- b. Planned Economy in Soviet Russia
- c. China under Kuomintang Rule

Unit- III

- a. Rise of Nazism in Germany
- b. Fascism in Italy
- c. Militarism in Japan

Unit- IV

- a. Second World War- Origin, Course, Nature and Impact on Europe
- b. Formation of U. N. O.
- c. Palestine Problem, Establishment of Israel

Books Recommended-(English)

1. A History of Modern Times - C.D.M. Kettleby
2. European History since 1870 - F.W.Benns



3. Europe since 1870 – Sidney H. Zabol
4. The Age of Conflict, 1914 to the Present -Alberg and Alberg
5. International Relations (Part I, Part II) - M.G.Gupta
6. The World since 1919 - W.C. Langsam
7. Modern World History - Norman Lowe
8. Europe and the World 1789- 1945 - S.N.Sen
9. Twentieth Century World - L.P. Mathur
10. History of Modern Europe - V.D.Mahajan
11. Modern World - B.V.Rao

Marathi, Hindi

1. *Adhunik Jag*- Dr SumanVaidya
2. *Adhunik Europe cha Itihas*-Dr. A.R. Kulkarni
3. *Europe Ka Adhunik Itihas*– SatyaketuVidyalankar
4. *Antarrashtriya Sambandh*– HaridattaVedalkar
5. *Antarrashtriya Sambandh*–MadanGopal Gupta
6. *Adhunik Vishwaka Itihas*- DinanathVarma
7. *Beesavi SadiKa Vishva*-Dr. Sanjeev Jain
8. *Visavya Shatkateel Jag* -Dr.Y.N. Kadam



MHR3T04 CONSTITUTIONAL HISTORY OF INDIA (1773 -1947)

Course Objectives: The paper is designed for students to make them know the constitutional developments in India. To enrich the knowledge of the students with the form of Government by which they are governed. To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

Course Outcome:

CO1. The students will understand the constitutional development of India during the British rule.

CO2. The students will understand the development of democratic institutions in India.

Unit -I

- a. Regulating Act of 1773 ; Pitt's India Act of 1784
- b. Government of India Act of 1858; Proclamation of Queen Victoria
- c. Indian Council's Act of 1861 ; Indian Council's Act of 1892
- a. Morley-Minto Reforms of 1909; Montague-Chelmsford Reforms of 1919

Unit -II

- a. Simon Commission and Nehru Report ; Round Table Conferences
- b. Government of India Act of 1935
- c. Cripps Mission, Wavell Plan, Cabinet Mission
- d. Indian Independence Act of 1947

Recommended Books: (English)

1. Agrawal R.C., Constitutional Development and National Movement in India
2. Desikachari S.V., Readings in Constitutional History of India
3. Gangules N., Constitutional Development in India
4. Gupta D.G., Indian National Movement and Constitutional Development
5. Kapoor A.C. Select Constitutions
6. Mahajan V.D. Constitutional History of India
7. Pylee M.V., Constitutional History of India (1600-2010)
8. Sikri S.L., A Constitutional History of India
9. A. C. Banerjee, The Constitutional History of India (Vol-I) 1600-1858
10. A.C. Banerjee, The Constitutional History of India (Vol-II) 1858-1919
11. B.B. Mishra, Central Administration of the East India Company, (1773-1834)
12. B.B. Mishra, The Administrative History of India (1834-1946)
13. B.B. Mishra, The Judicial Administration of the East India Company in Bengal
14. G.N. Singh, Indian Constitutional and National Development
15. J. K. Mittal, Constituent Assembly of India



MHR3T05A HISTORY OF MEDIEVAL VIDARBHA (1200-1857)

Course Objectives: The paper is designed to introduce the students with regional history of Vidarbha. The students will come to know about the regional political history of the Vidarbha region and merger of Nagpur into East India Company's empire.

Course Outcome:

- CO1. The students will know the Gond rule in Vidarbha.
 - CO2. The student will examine the various political transitions in Vidarbha.
 - CO3. The students will come know about the regional political history of the Vidarbha region.
 - CO4. The learner will know how Nagpur was transferred to British.
-

Unit-I

- a. Emergence of Gond Power
- b. Gond Dynasty of Chandrapur- Bhim BallalShah, Suraj Ballal Shah
- c. Gond Dynasty of Devgad- Jatba, BakhtBuland

Unit-II

- a. Establishment of Bhosle Rule - Raghuj I
- b. Raghuj I -Bengal Expeditions
- c. Janoji—Relations with the Peshwa, Nizam

Unit-III

- a. Mudhoji - Relations with the Peshwa, Nizam and the English
- b. Raghuj II - Relations with the English
- c. Appa Saheb Bhosle - War with the English

Unit- IV

- a. Accession of Raghuj III
- b. Annexation of Nagpur
- c. Nagpur during the revolt of 1857

Books Recommended-(English)

1. History of Freedom Movement in Madhya Pradesh- D.P.Mishra
2. The Lost Empire- R.P. Pandhey
3. Maharashtra State Gazetteer Nagpur
4. British Relations with the Nagpur State in the 18thCentury- C.U.Wills
5. History of the Central Provinces and Berar- J.N.Sil
6. The Gazetteer of the Central Provinces of India- Charles Grant
7. Colonialism in an Indian Hinterland, The Central Provinces 1820-1920 -D.E.U.Baker



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8. Raghujii Bhosale and His Times (1818-1853)-P.P. Joshi
9. Berar Under the Mughals- M.Y. Quddusi
10. BhosaleRaghujii II of Nagpur- R.K.Dubey
11. Nagpur Affairs- T.J.Shezwalkar
12. Janoji Bhosale and His Times- S.G .Kolarkar

Marathi/Hindi

1. *Nagpur Rajyacha Udai ani Aasthapana* –Prabhakar Gadre
2. *Vidarbha Ka Sanskritik Itihas*- Nathulal Gupta
3. *Vidarbha Aitihasic evam Bhaugolik Prishtabhumi*-Dr.Chandrashekhar Gupta
4. *Nagpur Nagari Trishatabd iltihas Granth*
5. *Gond Lokancha Itihas*- Chitale
6. *Berar Madhya pran tMarichika* –Prayagdutta Shukla
7. *Shukla Abhinandan Granth*-MaheshwariBiyani (Ed.)
8. *Raje Raghujii*-G.M.Purandhar
9. *Sena dhurandhar Mudhoji Bhosale* -B.R.Andhare
10. *Doosare Mudhoji alias Appa Saheb Bhosale* 1796-1840- B.R.Andhare



MHR3T06B ECONOMIC HISTORY OF INDIA (1757-1857)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2. They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

Unit -I

- a. Nature of Rural and Urban Economy in mid-18th Century
- b. European Economic Interest in India
- c. Commercial Policy of East India Company

Unit -II

- a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
- b. Artisans and Industrial Production, Rural Indebtedness
- c. Commercialisation of Agriculture, Effects on Indian Agriculture

Unit -III

- a. Policy of De-Industrialisation, Effects on Indian Industry
- b. Introduction of Railways and its impact on Indian Economy
- c. Changing Nature of Trade

Unit -IV

- a. Foreign Capital Investment in India
- b. Nature and forms of resistance
- c. Pre-1857-peasant, tribal revolts

Books Recommended- (English)

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt



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5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai
9. Modern India –Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

Marathi/Hindi

12. *Adhunik Bharatka Arthik Itihas*- Shreedhar Pandey
13. *Bharat KaArthik Itihas* -Agnes Thakur
14. *Adhunik Bharat kaArthikItihas* -Girish Mishra



MHRJT07C STATE IN ANCIENT AND MEDIEVAL INDIA

Course Objectives: The paper takes an overview of Ancient and Medieval state organization with a view to understand, reinterpret and present them in historical perspective. It enables students to understand intellectual trends in the ancient and medieval world; help students to better understand of Indian administrative system through international perspective.

Course Outcomes:

CO1. The students will overview the Ancient and Medieval state organization with a view to understand, reinterpret and present them in historical perspective.

CO2. The student will be empowered to understand intellectual trends in the ancient and medieval world.

CO3. The students will be able to better understand the Indian administrative system.

CO4. The learner will know the foreign accounts on Indian administration.

Unit- I

- a. Sixteen Mahajanpadas –Monarchy, Republics
- b. Socio-Economic Basis of the Mauryan State, Nature and Functions
- c. Gupta Polity, Socio Economic Basis of the State, Administrative Organisation.

Unit- II

- d. a. State under the Cholas
- e. b. Vijayanagar State- Nature and Structure
- f. c. Bahamani State- Nature and Structure

Unit- III

- g. a. Islamic Theory of State
- h. b. State under the Sultans of Delhi—Nature and Functions
- i. c. Mughal State Administrative Institutions, Mansabdari System

Unit- IV

- j. a. Accounts of Fahien, Hiuen-Tsang
- k. b. Accounts of Nicolo Conti, Chau-ju-Kua
- l. c. Accounts of Ibn Batuta, Manucci



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

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Books Recommended: - (English)

1. Ancient India -V.D. Mahajan
2. From Lineage to State –Romila Thapar
3. State and Government in Ancient India -A.S. Altekar
4. Medieval India -Satish Chandra
5. A Forgotten Empire(Vijaynagar) -Robert Sewell
6. The Wonder That Was India -A.L.Basham
7. History of South India –Nilkanth Shastri
8. Some Aspects of Muslim Administration -R.P.Tripathi
9. Ancient India -R.C.Majumdar
10. Some Aspects of Political Ideas and Institutions in Ancient India -R.S.Sharma
11. Ancient and Medieval India -K.S.Sardesai
12. Medieval India -Satish Chandra
13. The Mughal Empire -A.L.Shrivastava
14. Marathi, Hindi
15. Pracheen Bharat Ka Itihas :DwijendranarayanJha, KrishnamohanShreemali
16. Vijaynagar Smarak Granth-D.V.Potdar
17. Bhartiya Rajya Ramavatar -Sharma and Sushma Yadav
18. MadhyakaleenBharat :PrashasanSamajevamSanskriti -Neeraj Shrivastava
19. Madhayakaleen Bharat Vol I II -Harishchandra Varma



MHR4T01 HISTORY OF THE MARATHAS-II (1707-1818)

Course Objectives: The purpose of the paper is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha polity, to understand basic components of the Maratha administrative structure. The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Course Outcome-

CO1. The student will be able to analyse the administrative system of the Marathas to acquaint the student with the nature of Maratha polity.

CO2. The student will understand the basic components of the Maratha administrative structure.

CO3. The students will know the role played by the Marathas in the context of India, the changing nature of Maratha State.

CO4. The students will understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Unit-I

- Accession of Shahu as Chhatrapati
- Acquisition of Sanads by Balaji Vishwanath
- Peshwa Bajirao I-Expansion of Maratha Power in North India

Unit-II

- Third Battle of Panipat – Causes and Effects
- Peshwa Madhavrao I, Restoration of Maratha Power in North India
- Anglo- Maratha Wars, Downfall of the Maratha Power

Unit-III

- Nature of Maratha Confederacy
- Civil and Judicial Administration
- Military Administration

Unit-IV

- Trade and Commerce
- Social and Economic Conditions
- Art and Architecture



Books Recommended- (English)

1. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
2. The Founding of Maratha Freedom -S.R. Sharma
3. Study's in Maratha History -A.R. Kulkarni
4. The Marathas -A.R. Kulkarni
5. New History of the Marathas -G.S. Sardesai
6. Rise of the Peshwas-H.N. Sinha
7. Eighteenth Century Deccan –Setu Madhav Pagadi
8. Glimpses of Maratha Socio-Economic History-K.N.Chitnis
9. Peshwa Madhav Rao I -Bannerjee
10. Bundelkhand Under the Marathas -B.R. Andhare
11. Maratha Architecture -Mate

Marathi, Hindi

1. *Marathi Riyasat* (All Volumes) -G.S. Sardesai
2. *Peshwa Daftar* (All Volumes)
3. *Marathyancha Itihas* -A. R. Kulkarni and G.H. Khare
4. *Panipat 1761* -T.J. Shezwalkar
5. *Peshwa- Nizam Sambandh* -T.J.Shezwalkar
6. *Marathyacha Samajik, Arthikva Samasritik Itihas*-B.N. Sardesai
7. *Akhercha Peshwa* -SumanVaidya
8. *Marathyacha Prashasaklya, Samajikva Arthik Itihas* -B.S. Sawant
9. *Marathekaleen Sansthava Vichar* -Gaekwad, Hanmane, Sardesai, Thorat
10. *Maratho Ka Naya Itihas*- G.S. Sardesai



MHR4T02 INDIA AFTER INDEPENDENCE (1948-2010)

Course Objectives: The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on International relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

Course Outcome-

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the new economic initiatives propagated in independent India.

CO3. The student will critically analyse the International relations of India with its neighbours.

CO4. he Students will be enabled to analyse development of democratic culture in the princely states.

Unit-I

- a. Integration of Indian Princely States, Role of Sardar Patel
- b. Making of Indian Constitution, Drafting Committee
- c. Salient Features of Indian Constitution; Reorganization of States

Unit-II

- a. Beginning of Planned Economy and Liberalization
- b. Agricultural Policy
- c. Industrial Policy

Unit-III

- a. Policy of Non- Alignment – Role of Pt. J. Nehru and Indira Gandhi
- b. Relations with U.S.S.R., China
- c. Relations with U.S.A., Pakistan

Unit-IV

- a. National Political Parties–Congress, Jansangh- Bharatiya Janata Party- Establishment and Works; Republican Party
- b. Emergence of Regional Parties- Assam Ganaparishad, AIDMK
- c. Indian Mass Movements-1980-2000



Books Recommended-(English)

1. India after Independence -Bipan Chandra
2. The Politics of India since Independence -Paul Brass
3. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
4. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
5. Economic History of India -V.B.Singh
6. The Economic History of India (Vol I, II) -R.C.Dutt
7. Fifty Years of Modern India -V.D. Mahajan
8. History of Education in Modern India 1757-2007 -S.C.Ghosh
9. In the Shadows of Naga Insurgency- Jelle J.P. Wouters
10. India After Liberalization- BimalJalan

Marathi, Hindi

1. *Swatantra Bharatacha Itihas (1947-2000)* –SumanVaidya, Shanta Kothekar
2. *Azadike Baadka Bharat 1947-2000* -Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee
3. *Samkaleen Bharat* -Bipan Chandra
4. *Bharatiya Shashanaur Rajniti* -(ed) Basukinath Chaudhary, Yuvaraj Kumar
5. *Adhunik Bharat kaitihas* –Dhanpati Pandey



MHR4T03 CONTEMPORARY WORLD (1951 TO 2010)

Course Objectives: The paper is designed to acquaint students with the post-World Wars period and enable them to understand contemporary world from the historical perspective. The aims to accustom students to understand contemporary political transformations, redefining of world map and international dependency.

Course Outcome:

CO1. The will know the post-World Wars period and understand contemporary world from the historical perspective.

CO2. The student will understand contemporary political transformations, redefining of world map and international dependency.

CO3. The learner will know the transition of changing world.

CO4. The student will critically examine the world politics in contemporary perspective.

Unit -I

- Origin and Course of Cold War
- Berlin Problem, Korean War, Vietnam War
- Disarmament

Unit - II

- Rise of Socialist Bloc in Europe
- Disintegration of Socialist Bloc
- Fail of Soviet State in Russia

Unit -III

- Decolonization in Asia and Africa
- Apartheid Problem
- Internal Developments in People's Republic of China

Unit -IV

- Formation of European Union
- Rise of Unipolar World
- Globalization

Books Recommended-(English)

- Europe 1945 to 1970 -Waterlow and Evans
- Modern Europe in World Perspective -E.N. Anderson



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3. Globalization -Malcoin Waters
4. History of the Modern World From the late 19th to early 21st Century -ArjunDev and Indira ArjunDev

Marathi/Hindi

1. *Jagatikikaran* - ChandrakantKelkar
2. *Jagatikikaran* – NaliniPandit
3. *Samkaleen Vishwa Kalthas* : 1890 se 2008 tak -ArjunDev and Indira ArjunDev
4. *Veesavya Shatakateel Jag* -Y.N. Kadam
5. *Beesavi Sadi ka Vishva 1890 se 2000 tak* -Sanjeeva Jain
6. *Adhunik Vishva Ka Itihas*- DeenanathVarma



MHR4T04A HISTORY OF MODERN VIDARBHA (1854-1960)

Course Objectives: The paper is designed to introduce the students with regional history of Vidarbha in modern times. The students are informed on contribution of Vidarbha to main scale national movements, development of political and socio-cultural consciousness and emergence and contribution of local organizations.

Course Outcome-

- CO1. The student will know the regional history of Vidarbha in modern times.
CO2. The students will understand the contribution of Vidarbha to main scale national movements.
CO3. The student will be able to examine the development of political and socio-cultural consciousness and emergence and contribution of local organizations.
CO4. The learner will know the various social welfare activities in Vidarbha.
-

Unit-I

- Formation and Administration of Central Provinces and Berar
- Sarvajanik Sabha, Gorakshan Sabha, Educational Institutions
- Congress Sessions – 1891, 1897, 1920

Unit-II

- Non Cooperation Movement, Civil Disobedience Movement
- Quit India Movement –Ashti, Chimur, Yawli
- First Congress Ministry under Dr.N.B. Khare

Unit-III

- Separate Vidarbha Movement
- Dalit Movement
- Samyukta Maharashtra Movement

Unit-IV

- Social Welfare Activities—Missionary Work, Matru Seva Sangh, Anandvan, Gurudev Seva Mandal
- Rashtriya Swayam Sevak Sangh
- Dhamma Chakra Pravartan



Books Recommended:(English)

1. Changing Leadership in an Indian Province: Central Provinces and Berar- D.E.U.Baker
2. Freedom Movement in Madhya Pradesh -D.P. Mishra
3. History of Educational Development in Vidarbha 1882-1923 -S. Shabbir
4. BhosleRaghuji II of Nagpur -R.K.Dubey
5. JanojiBhosle and his Times -S.G.Kolarkar
6. Nagpur Affairs -T.J.Shezwalkar
7. Political Ideas and Leadership in Vidarbha -P.L.Joshi
8. My Political Memoirs -N.B.Khare
9. Glimpses of Freedom Struggle : Politics in C.P.and Berar -S.Johari
10. Raghuji III and his Times(1818-1853) -P.P.Joshi
11. The Lost Empire -R.P.Pandhey

Marathi, Hindi

1. *Maharashtrateel Congresscha Swatantraya Ladha* -SumanVaidya and Shanta Kothekar
2. *Vidarbhaacha Itihas*- Kolarkar and Purandhare
3. *Prachin Bharat va Vidarbha* -P.N.Phadke
4. *Nagpur Rajyacha Udaiani Sthapana*-PrabhakarGadre
5. *Bhoslekaleen Nagpur* -B.R. Andhare
6. *Doosare Raghuji Bhosle*-B.R.Andhare
7. *Akhercha Nanasaheb SubhaTeesare Raghuji Bhosale*-B.R.Andhare
8. *Adhunik Vidarbhaacha Itihas 1847-1950* -N.A.Vakkani
9. *Vaidarbhiya Mahilanche Swatantraya Sangramateel Sahakarya*-Dr.Damayanti Pathak
10. *Nagpur NagariTrishatabdi Granth*- NMC nagpur
11. *Vidarbhaacha Itihas* -S.G.Kolarkar
12. *Adhunik Vidarbha Ka Itihas* -N.A. Vakkani
13. *Madhya Prant me Swadheenta Andolan*-D.P.Mishra
14. *Shukla Abhinandan Granth*-Maheshwari Biyani(ed)
15. *Nagpur Nagar evam Swatranta Andolan*-NandkishoreVyas
16. *Chandrapurcha Itihas*-A.J.Rajurkar
17. *Nagpurkar Bhosaleyanchi Bakhar*-Y.M.Kale (ed.)



MHR4T05B ECONOMIC HISTORY OF INDIA (1858 TO 1947)

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

Unit-I

- a. Agricultural Policy
- b. Famine Policy
- c. Growth of Industries- Cotton, Jute, Iron and Steel

Unit-II

- a. Emergence of Working Class
- b. Trade Union Movement
- c. Labour Legislations

Unit-III

- a. Nature of External Trade
- b. Capital and Capital Class
- c. Drain of Wealth

Unit-IV

- a. Main Trends in the Movement of Prices
- b. Population Growth—trends
- c. Movement of National Income



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Books Recommended-(English)

1. Famines in Colonial India -Brahmanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram
6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

Marathi, Hindi

1. *Bharat ka Arthik Itihas*- Agnes Thakur
2. *Adhunik Bharat ka ArthikItihas* -DhanpatiPandey
3. *Adhunik Bharat ka Arthik Itihas*-Girish Mishra



MHR4T6C STATE IN BRITISH INDIA

Course Objectives: The paper intends to make an in-depth study of various aspects of British administrative policies in India. It will also enhance the students with ideological developments in the field of statesmanship.

Course Outcome:

CO1. The student will know the in-depth study of various aspects of British administrative policies in India.

CO2. It will also enhance the students with ideological developments in the field of statesmanship.

CO3. The learner will understand the British Policy towards Native States.

CO4. The student will know the process of the making of Indian Constitution.

Unit- I

- Nature of State Apparatus---Secretary of State in India, India Council, Governor-in-Council
- Civil Administration-Police, Civil Services
- Judicial Administration

Unit- II

- Concepts of Swarajya, Home Rule
- Dominion Status, Complete Independence
- Two- Nation Theory

Unit- III

- British Policy towards Native States 1857—1921
- British Policy towards Native States 1921—1947
- Integration of Indian Princely States

Unit- IV

- Making of Indian Constitution-Aims and Objectives
- Salient Features of Indian Constitution
- Reorganisation of States

Books Recommended (English)

- Modern India –Sumit Sarkar
- Modern India -Bipan Chandra
- Constitutional Development and Indian National Movement -R.C. Agrawal
- History of Modern India -Grover and Grover
- Marathi, Hindi
- Bhartiya Rajya-Ramavatar Sharma and SushmaYadav



RTM Nagpur University, Nagpur

Choice Based Credit System

Syllabus for B.A: 1st Semester

To be effective from the Academic Session 2022-23

MICRO ECONOMICS

Course Outcomes:

After completing this course, the students will be able to Learn the basic principles of microeconomic theory. They shall be able to understand efficiency and equity of consumption and production as well as cost and firms' policy in market behaviour. They will also be able to analyse demand by households and supply of goods and services by business firms. They will also be able to understand interaction of demand and supply in various market structures. Moreover, students will also be made aware of evaluating how microeconomic concepts can be applied to analyse the real-life situation. Lastly, they will gain and develop the skill to think practically in to economic domain like economists. They can also think on distribution shares of various factors of production and shall also be able to think about maximum welfare of community.

UNIT -I: Subject matter of Economics

20 Lecture Hrs.

1. What is Economics? Definition of Economics, Scope and methods of microeconomics, Wealth and Well-being, Scarcity and allocation Principle, Difference between Micro-economics and Macro-economics
2. Principles of Micro Economics: Principles of Decision making and Principles of economic interaction- Trade off and opportunity cost, Market failure and Market power, Purchasing power parity

UNIT- II: Demand and Supply

20 Lecture Hrs.

1. Elementary theory of Demand- Concept of Utility, Law of Demand, Determination of Household demand and market demand, Movement along and shift of the demand curve, Elasticity of Demand- Types and measurement, Factors affecting elasticity, Relationship between elasticity of demand and revenue
2. Elementary Theory of Supply: Law of Supply, Factors influencing supply, Movement along and shift of the supply curve

UNIT- III: Production Function

20 Lecture Hrs.

1. Production- Definition of Costs, Cost Functions and its properties, General concept of Production function; Concept of total product marginal product, Return to factor and returns to scale- Isoquants, General concept of homogenous production function and its properties
2. Firms, Market & prices- Elementary theory of pricing, Competition and market structures, Price determination under perfect competition, Monopoly- Anti- Trust Policy, Monopolistic competition, Equilibrium of the firm and industry



UNIT- IV: Theory of Distribution & Welfare

20 Lecture Hrs.

1. Theory of Distribution- Modern Theory of Distribution- concept, explanation & Criticism.
2. Welfare Economics- Pigouvian & Paretian analysis of maximum economic welfare & their limitations, New Welfare Economics- Compensations criteria of Hicks & Kaldor

Suggest Readings:

1. G.S Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Edition
2. Karl E. Case and Ray C. Fair (2007): Principles of Economics, 8th Edition, Pearson Education Inc.
3. Jhingan M.L. Micro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
4. Seth M.L. Micro Economics, Laxmi Narain Agrawal Educational Publishers, Agra.
5. Sunil Bhandari, Micro Economics Theory, New Central Book Agency (P) Ltd., Kalkatta.
6. Dr. Deepashree, Micro Economics Theory, Sultan Chand & Son, New Delhi.
7. C. Sryyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India) 2010 Delhi, India.
8. B. Dangles Bernheim and Michel d. Whinston, Micro economics, Tata Mc Graw-Hill (India) 2009.
9. Gauld, J.P. and Edward, P.L. Micro Economics Theory, Richard, Irwin Homewood.
10. डॉ. गजानन पाटील, सूक्ष्म अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
11. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळापुणे अँड कंपनी पब्लिशर्स, नागपूर
12. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिंपळापुणे प्रकाशन
13. डॉ. रा.य. माहोरे, अर्थशास्त्राचे सिद्धांत
14. डॉ. एच. पी. सिंह, वी. पी. मित्तल, व्याप्टि आर्थिक सिद्धांत, संगीव प्रकाशन, मेरठ.



RTM Nagpur University, Nagpur

Choice Based Credit System

Syllabus for B.A: 2nd Semester

To be effective from the Academic Session 2022-23

MACRO ECONOMICS

Course Outcomes:

After completing this course, the students will be able to Learn various concepts of GDP and relationship between National Income and welfare of people. They will further be able to understand factors determine domestic productivity, employment level of prices and interest rates. They will be able to apply basic concepts to analyse the situations of inflation and business cycles. Further they will be able to evaluate the role of monetary and fiscal policy of Government to fight inflation or to stabilise business cycles. Lastly, they will have ability to understand the relationship between consumption function and investment in economy and shall be able to give suggestion for promoting investment.

UNIT – I: Introduction to Macroeconomics

20 Lecture Hrs.

1. Why study Macro-Economics? Limitations of Macroeconomics, Microeconomics and Macroeconomics approaches, Basic issues studied in macroeconomics, measurement of GDP, GNP, NDP, NNP and GNI, Concept of corporate Income & Savings, Personal Income & Disposable Personal Income & personal savings, Real and nominal GDP, National Income as a measure of Welfare
2. Aggregate Demand and Aggregate Supply, Definitions of Aggregate Demand curve and Aggregate supply Equilibrium of National Economy at less than full employment

UNIT- II: Money and Value of Money

20 Lecture Hrs.

1. Definition of Money- M1, M2, M3 and M4 function of money
2. Value of Money: Quantity theory of Money - Cash, Transaction, Cash Balance and Keynesian approaches, Value of money and Index Number of prices

UNIT- III: Inflation, Employment and Unemployment

20 Lecture Hrs.

1. Inflation- Meaning, Causes, Effects and Methods of check inflation
Deflation – Meaning, Causes, Methods of checking deflation, Depression and Stagflation
2. Unemployment- Employment & Unemployment, Natural rate of Unemployment, Structural Unemployment-Frictional-Cyclical Unemployment, Involuntary and voluntary unemployment



UNIT -IV: Consumption and Investment

20 Lecture Hrs.

1. Keynesian consumption function, Saving and investment function- Propensity to consume & save, Determinants of consumption functions.
2. Investment- Autonomous and induced investments, Measures to increase investment, Decisions to investments, Marginal efficiency of capital and rate of interest.

Suggest Readings:

1. Jhingan M.L., Macro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
2. Seth M.L. Laxmi Narain Agrawal Educational Publishers, Agra.
3. Sikdar, S., Principles of Macro Economics, Oxford University Press, 2nd Edition, 2011.
4. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
5. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळपुरे अँड कंपनी पब्लिशर्स, नागपूर
6. ग.ना. शामरे, अर्थशास्त्राची मूलतत्वे, पिंपळपुरे प्रकाशन
7. डॉ. रा.य. माहारे, अर्थशास्त्राचे सिद्धांत
8. डॉ. एच. पी. सिंह, वी. पी. मित्तल, समष्टि आर्थिक सिद्धांत, संजीव प्रकाशन, मेरठ.
9. Mukharjee, Sampat, Macro Economics- A Global perspective New Central Book Agency (P) Ltd. London, New Delhi, Guwahati.
10. Dornbush, Fischer and Startz, Macro economics, Mc Graw Hill, 11th Edition 2010.
11. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7th Edition, 2011.
12. N. Gregory, Mankiw, Micro Economics, Worth Publishers, 2010.
13. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
14. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
15. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
16. Errol D'Souza, Macroeconomics, Pearson Education, 2009



RTM NAGPUR UNIVERSITY NAGPUR

B.A – Economics

_____ Semester Examination

ECONOMICS (Name of Paper)

Time: Three Hours}

{Maximum Marks:80

Instruction for Candidates:

1. All questions are to be attempted.
2. All questions carry equal marks.
3. When writing the answer to the sub-questions in the main questions, write the number of the main questions and the sub-question.

Paper Pattern:

1. Answer **Any Two** of the following questions in **Four to Five pages** each: (8x2=16)
 - a) Theory Question - From Unit – I
 - b) Theory Question - From Unit – II
 - c) Theory Question - From Unit - III
 - d) Theory Question - From Unit – IV

2. Answer **Any Four** of the following questions in **15-20 sentences** each: (4x4=16)
 - a) Theory Question - From ANY Unit
 - b) Theory Question - From ANY Unit
 - c) Theory Question - From ANY Unit
 - d) Theory Question - From ANY Unit
 - e) Theory Question - From ANY Unit
 - f) Theory Question - From ANY Unit

Note: The teachers who set the paper should prepare questions based on which all the units will be covered.

3. Answer **ALL** of the following questions in **5 or 6 sentences** each: (8x2=16)
 - a) Theory Question - From Unit - I
 - b) Theory Question - From Unit - I
 - c) Theory Question - From Unit - II
 - d) Theory Question - From Unit – II
 - e) Theory Question - From Unit - III
 - f) Theory Question - From Unit - III
 - g) Theory Question - From Unit - IV
 - h) Theory Question - From Unit – IV

4. Which of the following statements is **Correct/True or Incorrect/False**: (4x4=16)
 - a) Draft sentences from ANY units
 - b) Draft sentences from ANY units
 - c) Draft sentences from ANY units
 - d) Draft sentences from ANY units

Note: The teachers who set the paper should prepare questions based on which all the units will be covered.



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5. Choose the correct options from the following **multiple-choice** questions: (8x2=16)
- a) Draft sentences from Unit -I
 - b) Draft sentences from Unit -I
 - c) Draft sentences from Unit -II
 - d) Draft sentences from Unit -II
 - e) Draft sentences from Unit -III
 - f) Draft sentences from Unit -III
 - g) Draft sentences from Unit -IV
 - h) Draft sentences from Unit -IV



RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 3rd Semester

To be effective from the Academic Session 2022-23

CORE BANKING AND FINANCE

Course Outcomes:

1. This course will enable the students to analyse various trends in Banking and Financial institutions.
2. Students will be able to compare different types of banking institutions for their efficiency in providing finance to the various categories of industries and businesses.
3. The study of the technology of core banking and retail banking will make students to be employable in banking systems and they will find opportunities to seek the jobs in banking and finance sector.
4. The students will be able to understand the role of various types of banking and financial institutions and shall be give suggestions for improvement
5. The course will make students to understand major policy debates on monetary policy and shall be able to give suggestions.
6. The study of money market and financial markets will make to understand basic theoretical foundations of their working and promote to study the methodological functioning of these markets which will open opportunities for them to get employments.

SYLLABUS

UNIT – I: CORE Banking System & Solution

System of CORE Banking in India, History, Meaning, Objectives, Need, Features of CORE Banking, Advantages to Consumers and Bank, Elements of CBS-Internet & Mobile Banking, ECS in India – NEFT, RTGS, Electronic Funds Transfer point of sale (EFTPOS), Role of RBI in payment systems, Society for worldwide Interbank Financial Telecommunications

E-Banking

Concept, Meaning, Need & scope of E-Banking, Models of E-Banking, Advantages and Constraints in E-Banking, Advent of E-Banking in India, Impact of E-Banking on Commercial Banks, E-Banking Products – ATM, Credit Card, Point of sale (POS), Debit Cards, Smart Cards, E-money, D-MAT account, MICR cheque transactions, Risk in E- Banking and management

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UNIT – II: Retail Banking

Meaning, Features, Significance, History, Role of Retail Banking, Retail & Wholesale Banking system, Bank customer relationship

Retail Banking Services

Banking Services – Personal, Corporate, Business, Recovery process in Retail Banking, Opportunities & Challenges in Retail Banking in India

UNIT – III: Banking & Financial Institutions in India

Commercial Banks and functions, Cooperative Banks, Regional Rural Banks and their role in credit supply, Reforms in Banking and Finance, Credit rating in India, Credit creation by commercial banks, Nationalisation of commercial banks, Non-performing Assets (NPA)

Reserve Bank of India – Traditional and Developmental Functions, Monetary Policy, Objectives, Instruments, RBI's Rural and Industrial Finance

UNIT – IV: Money and Financial Markets

Structure, Developed and Underdeveloped Money Markets, Money market in India – Importance, Features, Instruments, Measures to strengthen money market in India

Capital Markets in India

Stock exchange, Importance of stock exchanges, National and Bombay stock exchanges – Sensex and NIFTY, Methods of floating new issues, Types of shares and debentures, The Securities and Exchanges Board of India (SEBI), Objectives and role

Recommended Books:

1. Reddy C.N, Electronic & Internet Banking, Rearl Books, Delhi
2. Raydher C.S, E-Commerce & E-Banking, Himalya Publishing House, New Delhi
3. Loloyd B Thomas, Money, Banking & Financial Markets, McGraw Hill Primis Custom Publishing House
4. Vasu Deva, E-Banking, Common Wealth, New Delhi
5. A Gajendran, Banking & Financial System, Vrinda Publication Ltd., Delhi
6. Bhole, L M (2001), Financial Markets and Institutions, Tata Mcgraw Hill, Delhi
7. Uppal RK & Pooja (2015), Transformation in Indian Banks-Search for better tomorrow, Sarup Book Publisher Private Ltd., New Delhi
8. Mehrotra, Shyam Ji (2011), New Dimensions of Bank Management, Skylark Publications, New Delhi
9. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
10. डॉ. रामदास माहोरे, मौद्रिक अर्थशास्त्र, साईज्योती प्रकाशन, नागपूर

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Yeshwant Rural Education Society's

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NAAC Reaccredited Grade 'B'

RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 4th Semester

To be effective from the Academic Session 2022-23

INDIAN ECONOMY

Course Outcomes:

1. This course will use appropriate analytical frameworks to review major trends in economic indicators in the India in post-independence period.
2. It will examine various paradigm shifts and turning points in policy debates in India.
3. It enables students to examine sector specific policies and their impacts in shaping trends in key economic indicators in India. And they will be able to give constructive suggestion for further developments.
4. The course will be able to highlight major policy debates and evaluate the Indian empirical evident to update the major changes of Indian Economy.

SYLLABUS

UNIT – I: ECONOMIC DEVELOPMENT SINCE INDEPENDENCE

Major features of Indian Economy, Post-independence period changes in composition of National Income and employment, Income inequality

Natural resource base of Indian Economy, Population: Size, Growth, Composition and its implications for Indian Economy, Human Development Index, Gender development

index, Sustainable development, Goals, Inclusive growth in Indian economy, Unemployment, Poverty Multi-dimensional poverty and poverty alleviation in India

Five-year Plans: Objectives and Achievements and NITI Aayog

UNIT – II: INDIAN AGRICULTURE

Nature and role of agriculture in Indian Economy, Cropping pattern, Production and productivity trends, Agricultural holdings and Land Reforms, Agricultural inputs and Green Revolution, Agricultural Finance, Agricultural Marketing and Agricultural Price Policy in India, Cooperative movement and Indian Agriculture, Food security and Public Distribution System in India

UNIT – III: INDUSTRIAL SECTOR IN INDIA

Structure, performance and problems of Industries in India, Public Sector and Private Sector Industries in India. MSME Industries, Industrial Finance, Monopoly and Concentration of Industries, Industrial Sickness in India, Industrial Labour, Industrial Relations and Social security in India

UNIT – IV: INTERNATIONAL SECTOR & INDIAN ECONOMY

Composition and direction of India's Foreign Trade, Balance of Payments, Foreign Trade Policy, Multilateral and Bilateral trade of India, BRICS and Its impact on Indian Economy, Effect of L.P.G, GATT and WTO, Effect of WTO on Indian Economy, TRIPS and TRIMS, Foreign Direct Investment, Multinational Corporation, Trade agreements



Recommended Books:

- 1) Agrawal A.N.- Indian Economy, Vishwa Prakashan, New Age International Ltd. New Delhi.
- 2) Mishra S. K. & V. K. Puri- Indian Economy- Himalay Publication
- 3) Ruddar Datt and Sundharam- Indian Economy, S-Chand, New Delhi
- 4) Bimal Jalan -Problems of Indian Economy
- 5) रुद्र दत्त एच के.पी.एम. सुंदरम, भारतीय अर्थव्यवस्था
- 6) मिश्रा एच पुरी - भारतीय अर्थव्यवस्था, हिमालय प्रकाशन, नई दिल्ली
- 7) डॉ. गजानन पाटील, भारतीय अर्थव्यवस्था, कस्तुरी प्रकाशन, नागपूर
- 8) डॉ. रामदास माहोरे, भारतीय अर्थव्यवस्था, साईज्योती प्रकाशन, नागपूर

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RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Fifth Semester

DEVELOPMENT AND INTERNATIONAL ECONOMICS

Course Outcome:

To explain development and economic growth theories, international trade theories and related economic development theories.

Learn hardcore economic prescriptions to development, concerns hitherto related to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining with reference to various economics.

The student will be acquired with economic concepts and models of international trade as well as trade policies.

Student will become aware about international trade blocks and their importance.

Syllabus:

Unit 1 : Economics of Growth and Development

Meaning of economic Growth and Development, Indicators and measurement of economic development- human development index, inequality adjusted HDI - gender equality index, Multi-Dimensional Poverty Index. Inclusive growth, Sustainable Development Goals and Objectives.

Unit 2 :Theories of Economic Growth and Development

Theories of Adam Smith, David Ricardo, Karl Marx and Schumpeter

Lewis model of Unlimited Supply, Theories of Nurkse, Balance Growth Strategy and Hirschman's Unbalance Growth Strategy, Hydel model, Harrod-Domer growth model, Kaldor's growth model.

Unit 3 :Theories of International Trade

Meaning, Salient Features and Importance of International and inter-regional Trade, Ricardo, Haberler, Heckscher-Ohlin and J. S. Mill's Theory of International Trade. Role of dynamic factors, i.e., changes in tastes, technology and factor endowments. Terms of Trade and Gains from Trade

Unit 4 :India's International Trade

Composition and Direction of India's International Trade, Foreign Trade Policy, Export Promotion, Bilateral, Multilateral, Free and Preferential Trade Agreements. GATT and WTO, WTO and India, MNC's and FDI.



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Books Recommended:

1. Jhingan M.L., International Trade and Finance, 2014, Vrinda Publication, New Delhi.
2. Cherunilum Francis (2008), International Economics, Tata McGraw Hill.
3. Mithani D.M., International Economics, Himalaya Publishing house, Nagpur.
4. Salvatore Dominick (2002), International Economics, (Latest edition), John Wiley and Sons, Singapore
5. Feenstra Robert C. (2004), International Trade: Theory and Evidence, Princeton, University Press, Princeton.
6. Grimwade Nigel (2001). International Trade, (Latest edition), Routledge, London.

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RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Sixth Semester

CONSUMER ECONOMICS

Course Outcome:

They get an opportunity to learn about the practical aspects of money management. The knowledge of this aspect would be useful to them in planning their future status as family leaders in dealing with these vital issues.

About the importance of money savings and investment etc so that they can enlighten their elders in managing the family income systematically.

To learn practical aspects of the market and the way in which they can use their knowledge in developing appropriate buying strategies and in learning how to face the problem of consumer grievances etc.

The learning of the various aspects specified in the course content will help the students in developing them as good managers of family income and also as wise customers in the market. The tools of redressal of consumer grievances and the legal steps involved in consumer protection have very useful sources of information in facing the problems as consumers and in fighting against unfair trade practices of the traders and manufactures.

Syllabus:

Unit 1 : Principles of Consumer economics

Consumer in microeconomics. Consumer buying behaviour-definition and types, factors affecting consumers behaviour- cultural, social, personal, psychological.

Consumer product information, product advertising- definition and methods. Economic models of household consumption, pattern of household consumption.

Consumer sovereignty. Consumer confidence, economic indicators, revealed preference theory, role of buying process, product differentiation in market, consumer awareness.

Unit 2 : Consumer and Welfare

Types of consumers primary, secondary, tertiary and Apex, Conspicuous consumption, permanent income hypothesis, impact of e-commerce, consumer and social policy, financial management, consumer's financial and economic well-being.

Consumer education, consumer fraud due to advertising, miss representation about goods and services, inferior quality of products, inadequate medical services. Government policies and consumer well-beings. Consumer Movement in India.

Unit III : Consumer Protection

Rights given to consumers, Consumer Protection Act 1986- salient features, objectives, meaning of consumer protection, consumer protection councils, Consumer Disputes Redressal Agencies, Difference between CPA 1986



and 2019. Scope of Consumer Protection Act. Quality and Standardization- role of ISI, Indian Standard Mark, AG mark, Hall mark, Licensing, Role of International Organization for Standardization.

Unit IV : Role of Regulatory Authorities and leading cases decided under CPA

RBI and Banking Ombudsman, IRDA and Insurance Ombudsman, TRAI, The Food Safety and Standards Authority of India (FSSAI), Electricity Regulatory Commission, Real Estate Regulatory Authority.

Leading cases decided under CPA by supreme court related to medical negligence, banks, insurance, housing and real estate, electricity and Telecom services, Education and defective products.

Books Recommended:

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. (2007) *Consumer Affairs*, Universities Press.
2. Choudhary, Ram Naresh Prasad (2005). *Consumer Protection Law Provisions and Procedure*, Deep and Deep Publications Pvt Ltd.
3. G. Ganesan and M. Sumathy. (2012). *Globalisation and Consumerism: Issues and Challenges*, Regal Publications
4. Suresh Misra and Sapna Chadah (2012). *Consumer Protection in India: Issues and Concerns*, IIPA, New Delhi
5. Rajyalaxmi Rao (2012), *Consumer is King*, Universal Law Publishing Company
6. Girimaji, Pushpa (2002). *Consumer Right for Everyone* Penguin Books.
7. *The Consumer Protection Act, 1986 and its later versions.*



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STRUCTURE AND CREDIT DISTRIBUTION OF POST GRADUATE DEGREE PROGRAM

MA Economics (All Affiliated College)

From the Academic Session 2023-24

PG Diploma after 3 Years Degree

Year	Level	Semester (2 Years)	Major			RM	OJT/FP	RP	Cumulative Credit
			Mandatory	Credit	Electives (Choose Any One)				
	6.0	Semester - I	1. Micro-Economic Theory - I 2. Macro-Economic Theory - I 3. Statistics for Economics 4. Maharashtra Economy	4 4 4 2	1. Agricultural Economics 2. Industrial Economics 3. Mathematics for Economics	Research Methodology	-	-	22
		Credit	14	4	4	-	-	22	
		Semester - II	1. Micro-Economic Theory - II 2. Macro-Economic Theory - II 3. Economics of Micro-Finance 4. Economics of Industrial Organization	4 4 4 2	1. Applied Econometrics 2. Labour Economics 3. Political Economy	-	On Job Training/Apprenticeship or Field Projects	-	22
		Credit	14	4	-	4	-	22	
Cumulative Credit for PG Diploma			28	8	4	4	-	44	

Exit Option : PG Diploma (44 Credits) after 3 years UG Degree

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Year	Level	Semester (2 Years)	Major			RM	OJT/FP	RP	Cumulative Credit
			Mandatory	Credit	Electives (Choose Any One)				
	6.0	Semester - III	1. Economics of Development & Growth - I 2. International Trade - Theory & Policy 3. Economics of Money & Banking 4. Economics of Sustainable Development	4 4 4 2	1. Indian Public Finance 2. Indian Economy - Issues & Policies 3. Economics of Environment	-	-	Research Project	22
		Credit	14	4	-	-	4	22	
		Semester - IV	1. Economics of Development & Growth - II 2. International Trade & Investment 3. Urban & Rural Economy	4 4 4	1. Entrepreneurship Development 2. Energy and Infrastructure Economics 3. Welfare Economics	-	Research Project	-	22
		Credit	12	4	-	-	6	22	
		Cumulative Credit for PG Diploma	26	8	-	-	10	44	
Cumulative Credit for 2 Year PG Degree			54	16	4	4	10	88	
2 Years - 4 Semester (88 Credits) after Three Year UG Degree or 1 Year : Two Semester PG Degree (44 Credits) after Four Year UG Degree									
	8.0	Course Work	4	Training in Teaching/Education/ Pedagogy	4	-	-	Ph.D Work	
		Course Work	4						
		Course Work	4						
		Credit	12	4	4	-	-	16	

Abbreviations: OJT - On Job Training; Internship/Apprenticeship; FP - Field Projects; RM - Research Methodology; RP - Research Project; Cumulative Credits : Cum.Cr

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NAAC Reaccredited Grade 'B'

RTM Nagpur University, Nagpur

New Syllabus as per NEP – 2020

Implementation from the Academic Session 2023-24

Post Graduate Syllabus in Economics

M.A (Part-I) First Semester Examination

(Under Choice Based Credit System/CBCS)

MAJOR - MANDATORY – 1

(Credit – 4)

MICRO-ECONOMIC THEORY – I

Learning Objectives:

1. To provide a good understanding and a base to students in applying the concepts and methods of micro-economics in practical field
2. To equip the students themselves in a comprehensive manner with various aspects of micro-economic theory.
3. To develop the ability to synthesize knowledge

Learning Outcomes:

1. The knowledge of consumer behavior enables the students in recommending rational buying decisions and will also help to suggest firm to design suitable marketing strategies.
2. Students get equipped with knowledge and skill in suggesting effective decisions under uncertain market situations
3. Students understand the importance of time application and household management
4. The students will develop the skill for converting technical information into economic relationship between input and output
5. The students will develop skill to identify homogeneity level in production function and be able to estimate production function and shall be able to estimate level of output.
6. The course will help students to give recommendations on allocation of quantities of different factors of production to achieve economies of production and use of learning curves
7. The students will learn about maintain existence of firm in markets and shall be able to recommend to earn profit.



Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Advances in the theory of Consumer Behavior - Derivation of demand curve by using of indifference curve approach and revealed preference approach- Hicksian Revision of demand theory, modern utility analysis of choices involving risk and uncertainty- Bernoulli, Neuman-Morgenstern, Friedman-savage, Hypothesis
2	Theory of Production and Cost – Relation between return to factor and return to scale – multi product firm- production function-Cobb-Douglas, CES, VES; technical change and production function, Concept of Cost – Derivation of short-run and long-run cost curves- total, average and marginal- economies and diseconomies of scale and cost curves, Modern development in cost theory
3	Theory of Firm and Price-Output determination in various market structures – marginal analysis as an approach to price and output determination: Perfect competition – short run and long run equilibrium of firm and industry, monopoly short run and long run equilibrium, price determination, degree of monopoly power, regulation and control of monopoly, Oligopoly – non-collusive oligopoly, kinked demand curve model – collusive Oligopoly – Cartels, mergers, price leadership models, Monopolistic Competition, firm and group equilibrium with product differentiation and selling costs analysis, excess capacity
4	Advanced approaches to pricing and optimization – Advanced approaches to pricing and optimization – composite demand and composite supply pricing- Average or full cost pricing – Mark-up pricing, limit pricing - Bains and Silos-Labini model

Books for References:

1. Koutsoyiannis, A. (2005) - Modern Microeconomics, Macmillan press, London
2. Layard, P.R.G. and Walters, A.W. (2001) - Microeconomic Theory, McGraw Hill, London.
3. Sen A(2005). - Microeconomics: Theory and Application, Oxford University Press, New Delhi
4. Stigler, G (2008). - Theory of Price, PHI, New Delhi
5. Varian, H.R.(2005) - Microeconomic Analysis, W.W.Norton, NewYork
6. Mankiw, N.G. (2009), Economics: Principles and Applications, Cengage Learning, India edition
7. Baumol, W.J.(1998): Economic Theory and Operations Analysis, Prentice Hall of India Private Limited
8. Henderson, J.M. & Quandt, and R.E.: Micro Economic Theory, McGraw Hill.
9. Nicholson Walter (2007)- Microeconomic Theory, The Drydon Press, London
10. E.K. Browning and J.M. Browning (2003) - Microeconomics; Theory and Applications, Kalyani Publisher, New Delhi.
11. Maddala, G.S. and Miller, E.: Microeconomics, Theory and Applications; McGraw Hill
12. Pindyck, R.S., Rubinfeld, D.L. & Mehta: Micro Economics, Pearson Education
13. Salvatore. D.: Micro Economics, Theory and Applications, Oxford University Press.
14. Hall Varian: 'Micro Economic Analysis,' Viva
15. Snyder and Nicholson: 'Micro Economics- Basic principles and Extensions' Cengage learning

2



MAJOR - MANDATORY - 2

(Credit – 4)

MACRO-ECONOMIC THEORY – I

Objectives of the course: -

1. To make students aware of macro – economic models and macro-economic Trends as well as thoughts
2. To deal with international aspects on macro level
3. To critically evaluate the validity of macro models

Learning Objectives of the course: -

1. To demonstrate a good understanding of macro- economic principles, concepts and theories
2. To demonstrate an understanding of implications of Macro-economic decisions and shall be able to form model macro-economic theory
3. To integrate theoretical knowledge to analyse trade-off in deployment of resources to alternate ends and the implications them on society.
4. To make predictions on the happening of different economic things in the different phases of trade cycle and shall be able to derive suggestions.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Macro-economic variables - General review of classical and Neoclassical economic analysis, systems, Keynesian system – various concepts and measurements of aggregate income and expenditure- Circular flow of four sector model - Rules for computing GDP- Various concepts interpreting GDP
2	Demand and Supply of Money – Quality theory of money, Patinkin's views on the relationship between money and prices, Restatement of quantity theory of Money by Milton Friedman – Liquidity approach to money, Radcliffe-Sayers thesis and Gurley – Shaw thesis
3	Theories of Consumptions and Investment – Classical of Consumption – The Psychological law of Consumption — Permanent Income Hypothesis – Life Cycle Hypothesis, Normal income Hypothesis, Investment Multiplier, Working and weaknesses Investment Function - MEC and rate of interest, Accelerator
4	Monetary and Fiscal Policies – Objectives and instrument of monetary policy, Effectiveness of monetary policy during inflation and deflation, Recent changes in monetary policy Fiscal Policy – Objectives and instruments of fiscal policy, Effects of taxation, Public expenditure, Pump priming, Compensatory spending, Public works, Public debt, Problems and limitations of fiscal policy, Monetary and fiscal policy mix, Mundellian Model of internal and external stability

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Books for References:

1. Rosalind Levacic and Alexander Rebmann (1982), *Macroeconomics: An Introduction to Keynesian Neoclassical Controversies*, Macmillan.
2. Errol D'Souza (2008), *Macroeconomics*, Pearson.
3. David Romer (1996), *Advanced Macroeconomics*, McGraw-Hill.
4. David, G Pierce and Peter J Tysome (1985), *Monetary Economics: theories, evidence and policy*, Butter worths.
5. Laidler, D.E.W. (1984), *The Buffer Stock Notion in Monetary Economics*, *Economic Journal* 94, 17-34.
6. N. G. Mankiw: *Macroeconomics*, Pearson.
7. A. B. Abel and B. S. Bernanke: *Macroeconomics*, Pearson
8. Dorndusch, Fischer and Startz: *Macroeconomics*, Tata McGraw Hill.
9. Richard T. Froyen: *Macroeconomics*, Pearson
10. Errol D'Souza: *Macroeconomics*, Pearson
11. David Romer: *Advanced Macroeconomics*, 4th edition, McGraw Hill, 2012
12. Sunil Bhaduri: *Macroeconomic Theory*, New Central Book Agency. 2. Soumyen Sikdar: *Principles of Economics*, Oxford.

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4



MAJOR - MANDATORY – 3

(Credit – 4)

STATISTICS FOR ECONOMICS

Learning Objectives:

1. To empower the students to master over the technique of classification and analyze data to prove different hypothesis intended to be tested.
2. To provide a tool kit to students to handle massive data and draw inferences from it.
3. To enable the students to interpret the data in nut shell by a averaging, precenting and arranging into different classes through the process of classification
4. To help the student to draw the conclusion in the form of standard deviations, skew nesses and through various co-relations and regressions.
5. To equip the students to represent data in pectoral form and to make it understandable to common masses.

Learning Outcomes:

1. The students will develop the knowledge to interpret the complex statistical tables in graphs given in publish media.
2. The regressions technique shall enable students to predict the future values up to certain time limits.
3. The statistical help in compression and confirm the sample results into population result.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Introduction to Statistics, Data Presentation and Indian Statistics Statistics in Practice- Application- Data Sources, Descriptive Statistics, Statistical Inference. Basic Statistical concepts – Population, Sample, Parameter and Statistics, Variables and Data, Data Measurement levels- Nominal, Ordinal, Interval and Ratio, Computer and Statistical Analysis Construction of Frequency Distribution- Classification and Tabulation of Data, Graphs and Charts Indian Statistics: CSO, NSSO, Recent Population Census, Agricultural and Industrial Statistics
2	Descriptive Statistics: Numerical Measures Measures of Central Tendency: - Arithmetic Mean, Median, Mode, Geometric, Harmonic Mean, Percentiles and Quartiles Measure of Variability: Range, Interquartile Range, Mean Deviation, Variance, Standard Deviation, Coefficient of Variation Measures of shape – Skewness
3	Correlation, Regression Analysis and Index Number Correlation Analysis: Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Karl Pearson's Coefficient of Correlation, Coefficient of Concurrent Deviation, Spearman's Rank Correlation

5



	Regression Analysis: Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Simple Linear Regression Model, Least Squares Method Index Number Time and Factor Reversal Test
4	Sampling Distributions and Statistical Inference Sampling - Methods of Sampling – Random and Non-random, Hypothesis Testing – Meaning, Types, level of Significance, One Tailed and Two Tailed Test, Critical Values and Significant Values. Type I and Type II Errors Test of Significance – Small Sample and Large Sample, Chi-Square test and test of 't' test, Analysis of Variance

Books for References:

1. Gupta S.C and Mrs. Indira Gupta: Business Statistics: Himalaya Publishing House; Delhi
2. Gupta, S.C., Fundamentals of Applied Statistics, S. Chand & Sons New Delhi.
3. Gupta, S.P., Introduction to Statistical Methods., S. Chand & Sons New Delhi.
4. King, W.I: The Elements of Statistical Methods; The Macmillan Co. New York.
5. Anderson, Sweeney and Williams, Statistics for Business and Economics, Cengage Learning publication, New Delhi.
6. Elhance, D.N, Practical Problems in Statistics, Kitab Mahal, Allahabad
7. Dr. Gajanan Patil, Fundamental Statistics, Kasturi Publication, Nagpur

E



MAJOR - MANDATORY - 4

(Credit – 2)

ECONOMY OF MAHARASHTRA

Learning Objectives:

This paper provides a detailed account of various sectors of economy of Maharashtra i.e. natural resources, population, agriculture, industry, infrastructure, fiscal policy and human development. These units will introduce the various challenges faced by the economy of Maharashtra and efforts of the Government to tackle them.

Learning Outcomes:

Students get acquainted with all varied sectors of the economy of Maharashtra. Awareness on challenges to be faced and measures to tackle the challenges

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Features of State Economy – Geographical structure, administrative set-up, Demographic characteristics, State income, Land, forest, Climate and rainfall, Health, Education, Livestock, Banking, Worker population ratio, Availability of drinking water and sanitation facility, Sector wise real GVA and real GDP, Public distribution system, Beneficiaries under National food security Act - 2013, Deposits and credit of all schedules commercial banks
2	Sector wise Development in Maharashtra – Number and area of operational holdings in the state, Area and production of principal crops, Electrification of agricultural pumps, Loan disbursed by various institutions to agriculture, Exports of agricultural produce from State Industrial investment in the state - Industrial units in MIDC, Textile production in the State, Annual survey of industries, No of working factories and employment, Co-operative societies in Maharashtra, Co-operative sugar factories, Progress of health and educational facilities in the state, Transport and communication facilities in the state, Classification of workers as per 2011 Census.

Books for References:

1. Jungale Mangala (2008): Maharashtrachi Arthvyavastha (Marathi), Prashant Publications, 17, Stadium Shopping Centre, Opp. State Bank, Jalgaon –age No. 9 to 19.
2. Kurulkar R. P. (1997): Maharashtrachi Arthvyavastha (Marathi), Vidya Prakashan, Ruikar Marg, Nagpur. Page No. 153 to 179.

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3. Munagekar Bhalchandra (2003) :The Economy of Maharashtra – Changing Structure and Emerging Issues, Dr. Ambedkar Institute of Social and Economic Change, Mumbai.
4. Patil J. F. (2010) : Suvarna Mahotsavi Maharashtrachi Badalati Arthvyavastha (Marathi), Abhijit Pratap Pawar, Sakal Papers Ltd., 595, Budhwar Peth, Pune-411002Page No. 41 to 57.
5. Pansare Govind (2012) :Maharashtra Arthik Pahani – Paryayi Drushtikon (Marathi), Shramik Pratishthan, Red Plug Bldg.,Bindu Chowk, Kolhapur, Page No. 159 to 195.
6. World Bank (2002) India: Maharashtra Reorienting Govt. to Facilitate Growth and Reduce Poverty.
7. Government of Maharashtra: Economic Survey of Maharashtra, Various Issues.

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8



ELECTIVES – 1

(Credit – 4)

AGRICULTURAL ECONOMICS

Objectives:

1. To provide an understanding to the students about nature and functioning of agrarian economy of India.
2. To enable students to apply economic principles to traditional subsistence agriculture.
3. To equip students to understand process of value generation in agriculture.

Learning Outcomes:

1. The knowledge of nature of Indian Agriculture will enable students to derive suggestions for planning farm operations, for acquiring farm inputs and marketing strategy for selling farm output.
2. It will develop the skills to students for under technical information into economic relation between inputs and output in agriculture.
3. The students will enable to understand the economies of the production and marketing of agricultural products and shall be enable to draw suggestion for practical use.
4. It will help the students to analyse the implication on agricultural policy of government and shall enable them to make practical suggestions for improvement in traditional Indian agriculture.
5. Students are equipped with the knowledge of the emergence of different organizational structures of the farming in India.
6. It will develop the skill in students for analyzing business phenomenon in agriculture in terms of transactions and cost savings.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	Agriculture and the Economy - Agriculture and economic development – Role of agriculture in Economy, Theories of Agricultural Development – Schultz's views on Transformation of Traditional Agriculture, Lewis, Ranis and Fie models, organizational aspects of farming-Traditional peasant farming, commercial farming, conditions of Indian farmers, farm management
2	Production function in Agriculture – Law of variable return and returns to scale in agriculture, rational and Irrational stages in agricultural production function, problem of allocation of resources and least cost combination in agriculture, optimum combination of two products in agriculture Risk and uncertainty in agriculture, WTO and Indian Agriculture- Farm size and agricultural productivity; Mechanization in agriculture; Research and extension in Agriculture, Agricultural technology and green revolution

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3	Marketing of agriculture produce – Demand and Supply of agricultural products – factors affecting the demand for agricultural products, supply behaviour of agricultural products-Individual and aggregate supply of farm products, Behaviour of agricultural prices-Instability of agricultural prices, agricultural price policy of government, Agricultural Marketing – Approaches to agricultural marketing; problems of agricultural marketing; price spread, marketing margin; marketing efficiency, marketing integration, institutions and organization for agricultural marketing, processing of agricultural products,
4	Factor Market for Agriculture –Role of Land, labour and capital in farming, Land Tenancy and efficiency of farming-Land rental contract relationship, Labour market for agriculture – categories of labour, wage good and labour market – Agricultural Credit - characteristics of agricultural, Credit Sources of agricultural credit, Labour in agriculture, Role of land in agriculture, Non-agricultural uses of land

Books for References:

1. Subba Reddy, P.Raghu Ram, T.V. Neelakanta Sastry and I. Bhavani Devi(2008): 'Agricultural Economics' Oxford
2. Sadhu, A.N. & A. Singh: Fundamentals of Agricultural Economics, Himalaya publishing House, Bombay.
3. Soni, R.N.: Leading Issues in Agricultural Economics, Sobhanlal Nagin Chand & Co. Jalandhar
4. Debraj Ray(2012) : 'Development Economics' Oxford India
5. Basu, Kaushik: 'Agrarian Questions' Oxford India 6. Bruch L. Gardner and Gordon C. Rausser : Handbook of Agricultural Economics, North Holland

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ELECTIVES – 2

(Credit – 4)

INDUSTRIAL ECONOMICS

Objectives:

1. To make the students aware of new concepts and dynamics in the field of Industries
2. To equip students to understand traditional organizations and modern organization in Industrial establishments
3. To aware students about the process of making investment decisions in Industries.
4. To equip students about industrial locations, finance marketing and pricing
5. To enlighten students about on present Trends in Indian Industrial scenario

Learning Outcomes:

1. The knowledge of Industrial organizations shall enable the students to analyse locational factors of industry and it will enable them to draw suggestions for new proposals of industry.
2. It may promote them to undertake start up schemes on basis local resources and global market. It may enable them to be employment given, rather them employment demanders.
3. The study of industrial financing, accounting and risk analysis will be helpful for students to catch up the opportunities in the field of finance and insurance, where their ample scope for work.
4. Understanding about industrial combination and integration will make them able to analyse public policy and give fruitful suggestions.
5. The students learn about the reasons for existence and expansion of firm and shall be able to analyse efficiency of firms, to offer constructive suggestions.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Industrial Economics and Industrial Organization - Meaning, scope, need and significance of industrial economics, A new concepts about firm and industry, Business motives- profit maximization, sales maximization, maximization of growth, value maximization and managerial motivations, Industrial Organization- types of industrial organizations, private partnership, company, cooperative and public sector, choice of organizational form.
2	Industrial location; expansion and efficiency – Factors affecting industrial location, Theories of Industrial location - Sargant Florence, Weber's Theory, Industrial expansion- Diversification, Vertical integration and mergers, Industrial Efficiency – Productive efficiency and economic efficiency, Future strategy for Industrial growth in India

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3	<p>Industrial Pricing, Investment decisions– Industrial pricing in practice, Cost-plus pricing, variable cost pricing, Target Rate of Return pricing, group pricing and pricing in public enterprises.</p> <p>Nature and types of investment decisions- methods of project evaluation, payback method, NPV and IRR, Social cost benefit analysis, Risk and Uncertainty in Project Appraisal</p> <p>Industrial Finance - Need for finance – short term and long term, sources of finance-internal and external, commercial and development banks, Role of foreign capital</p>
4	<p>Indian Industrial Sector – Evolution of Indian Industries, Industrial policy in India, small scale Industries, in India, MSME, Industrial sickness, Industrial relations, Private sector industries in India</p>

Books for References:

1. Barthwal, R. "Industrial Economics", Wiley Eastern.
2. Bain, J., "Industrial Organization", John Wiley.
3. Panagariya, A., "India – The Emerging Giant"
4. Sen, A., "Industrial Organisation", Oxford
5. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi
6. Divine, P.J. and R.M. Jones et. al. (1976), An Introduction to Industrial Economics, George Allen and Unwin Ltd., London
7. Cherunilam, F. (1994), Industrial Economics: Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai
8. Harndeen, J.B. (1975), The Economics of Corporate Economy, Dunellen Publishers, New York
9. P. Bellafame and M. Peitz: Industrial Organization and Market Structure 10. Government of India, Economic Survey (Annual)
10. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.
11. Brahmananda, P.R. and V.R. Panchamukhi (Eds) (1987), The Development Process of the Indian Economy, Himalaya Publications
12. Barthwal, R.R. (1992), Industrial Economics: An Introductory Text Book, Wiley Eastern Ltd. New Delhi.
13. Cherunilam, F. (1994), Industrial Economics: Indian Perspective, (3rd Edition), Himalaya Publishing House, Mumbai
14. Kuchhal, S.C. (1980), Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad.
15. Reserve Bank of India, Report on Currency and Finance (Annual). And Government of India, Economic Survey (Annual).

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ELECTIVES – 3

(Credit – 4)

MATHEMATICS FOR ECONOMICS

Objectives:

1. To make students able to apply methods of mathematics to draw meaningful conclusions from economics data
2. To use mathematical methods to analyse correct economy occurrences
3. To use mathematic techniques for optimization and prediction in economic analysis

Learning Outcomes:

1. The knowledge of mathematical methods will enable students for making the practical suggestions to the optimum consumer and producers' decisions.
2. The students will be able to understand allocation and management of scarce resources.
3. Students will develop the skill to determine homogeneity or non-homogeneity of production function and to estimate the output level for the given input level.
4. Through mathematical predictions, students shall be enabled to find out the cost reduction potential to stand in cur-throat-competitive markets or oligopolistic markets.
5. The knowledge of mathematics shall be useful for students to apply game theory in economic analysis to the markets for obtaining maximum benefits of situation.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Sets, Functions and Basic Functions - Properties of sets, relations and functions – different forms of functions and graphs- limits and continuity of functions- Basic rules of differentiation, Derivation of implicit functions – and their application in elasticities , costs and revenues, rules of differentiation, partial differentiation, Problem of maxima and minima in single and multivariable functions-application of differentiation in economics rules of integration and their application to economic problems – Derivation of functions from marginal functions
2	Linear Algebra and Matrices – Matrices and their applications – Determinants, minors, co-factors and inverse of matrices – Crammers rules- matrices and vectors-Eigen vectors-use in input-output analysis
3	Differential and Integral Calculus – Application of partial differentiation in first and higher order partial derivatives – total derivatives – economic application of partial differentiation on elasticity of demand, Homogeneous function, Euler's theorem cobb-dongles and CES Production functions.

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	Integral Calculus – Rules of integration, Indefinite and Definite integrals, economic applications, - Integration as total function of economic functions and marginal functions – uses in consumer and producer surplus
4	Linear Programming and Optimal Control Theory – Linear Programming – Problem (LLP) and formulation of LPP – Solution of LPP by using graphical and simplex method – duality in LPP- Properties and economic interpretation shadow prices Optimal Control Theory – Calculus of variation and optimal control problem- contrast, state and co-state variables, Hamiltonian – current value and present value, economic application

Books for References:

1. Sydsaeter, Knut and Peter Hammond (2006), Essential Mathematics for Economic Analysis, 2nd Ed. Financial Times, Prentice Hall: Harlow, England.
2. Yamane, Taro (1975), Mathematics for Economists, PHI, New Delhi.
3. Allen, R.G.D. (1974), Mathematical Analysis for Economists, Macmillan Press, New Delhi.
4. Gupta, S.C. (1993), Fundamentals of Applied Statistics., S.Chand, NewDelhi.
5. Chiang, A.C. (1986), Fundamental Methods of Mathematical Economics, McGraw Hill, New York.
6. Handry, A.T. (1999), Operations Research, PHI, New Delhi.



RESEARCH METHODOLOGY

(Credit - 4)

Objectives of the course: -

This course aims at providing the foundation for research methodology. The course is designed to impart basic skills of research and its methodologies. Identify appropriate research topics, review of literature, research gap. Select and define appropriate research problem and parameters. This course also imparts data collection methods, data processing, analysis and interpretation of results. Prepare a project proposal. (To undertake a project) Organize and conduct research (advanced project) in a more appropriate manner. Write a research report and thesis. Prepare a research proposal. (Grants)

Learning Objectives of the course: -

Upon successful completion of this course, students will be able:

1. To help students to develop a thorough understanding of the fundamental theoretical ideas about the research.
2. To help students develop a thorough understanding of the issues involved in research designs and data collection.
3. To help students to understand the importance of sampling methods and analysis of data.
4. To train students in learning how to test hypothesis using computer applications and acquire skills for writing research reports.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Introduction of Research Methodology Research methodology -meaning, objectives, nature scope and types of research - social- Fundamental, Applied and Action research. Social survey- meaning characteristics, scope, objectives of social survey, steps and types of social research. planning of social survey, merits and demerits of survey. Review of Literature – Meaning, purpose, Style of writing the literature reviews, Citation. Hypothesis -meaning characteristics of good hypothesis, types, importance and limitations. Research design- meaning objectives and types- Applied, Analytical, Exploratory, Descriptive, Diagnostic, Experimental and Case study.
2	Data Collection methods Data collection - Primary and Secondary, Sources of primary data - Observation Questionnaire, Schedule, Interview. Merits and demerits of primary data. Sources of secondary data- personal documentary- letters, diary, life history, public documentary sources- published documents, unpublished, documents, Merits and demerits of secondary sources. Merits and demerits of Observation, Schedule, personal interview, mail survey method
3	Sampling and Data Processing Meaning of sampling, characteristics of good sampling, merits and demerits of sampling, types of sampling – probability and non-probability, sampling process,

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	problems of sampling, Determination of Sample Size. Measurement concept in research, Criterion for good research – Reliability, Validity and Practicality. Data Preparation and preliminary analysis - introduction, validating and editing, coding, data entry, data cleaning and data mining, tabulation.
4	Hypothesis Testing and Report Writing Use of statistical techniques for data analysis in research, Mean, Mode, Median, Mean deviation, Standard deviation, Correlation and association. Testing of hypothesis-parametric and non-parametric test. Computer Application, result interpretation, Report writing -objectives, types, content of report, characteristics of good report. Research ethics.

Books for References:

1. Wilkinson and Bhandarkar -Methodology and Techniques of Social research –Pauline, Young-Scientific Social Surveys and Research.
2. Kothari R.C. Research Methodology, Methods and Techniques, New Age International Publishers, 11nd revised edition, reprint 2008.
3. Mahore R. Y, Research Methodology, Thakur Publishers, Pune.
4. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition
5. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.

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RTM Nagpur University, Nagpur
M.A (Economics) First to Fourth Semester Examination
Post-Graduate in Economics Paper Pattern
Implementation Syllabus as per NEP 2023-24
(Under Choice Based Credit System/CBCS as per NEP)

_____ Name of Subject

Time: Three Hours}

{Maximum Marks:80

Instruction for Candidates:

1. All questions are to be attempted.
2. All questions carry equal marks.
3. Draw neat diagrams wherever necessary.
4. When writing the answer to the sub-questions in the main questions, write the number of the main questions and the sub-question.

Paper Pattern:

1. Answer of the following questions: (8x2=16)
 - a) Question - From Unit - I OR From Unit - I
 - b) Question - From Unit - II OR From Unit - II
2. Answer of the following questions: (8x2=16)
 - a) Question - From Unit - III OR From Unit - III
 - b) Question - From Unit - IV OR From Unit - IV
3. Write **ALL** of the following Short Notes: (4x4=16)
 - a) Question - From Unit - I
 - b) Question - From Unit - II
 - c) Question - From Unit - III
 - d) Question - From Unit - IV
4. Answer **ALL** of the following questions: (8x2=16)
 - a) Question - From Unit - I
 - b) Question - From Unit - I
 - c) Question - From Unit - II
 - d) Question - From Unit - II
 - e) Question - From Unit - III
 - f) Question - From Unit - III
 - g) Question - From Unit - IV
 - h) Question - From Unit - IV
5. Which of the following statements is **Correct or Incorrect** with explanation: (4x4=16)
 - a) Draft sentences from Unit -I
 - b) Draft sentences from Unit -II
 - c) Draft sentences from Unit -III
 - d) Draft sentences from Unit -IV

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RTM Nagpur University, Nagpur

New Syllabus as per NEP – 2020

Implementation from the Academic Session 2023-24

Post Graduate Syllabus in Economics

M.A (Part-I) Second Semester Examination

(Under Choice Based Credit System/CBCS)

MAJOR - MANDATORY – I

(Credit – 4)

MICRO-ECONOMIC THEORY – II

Learning Objectives:

To identify the characteristic differences between various market structures, and discuss differences in their operations; Analyze resource markets to understand the decision-making of resource allocation and interrelationships among key markets in the economy. To know through distribution of resources how incomes are earned in the production of goods and services and that the value of the productive factor reflects its contribution to the total product. Welfare economics focuses on the optimal allocation of resources and goods and how the allocation of these resources affects individual and the Society through various theories. To understand the role of the government in Economy whenever market fails.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. The students will be familiar with the Various types of markets through their price and cost.
2. They will be able to explain the role of markets and understand how it impacts individuals and the Market.
3. They will be able to understand the distribution of income in society through the theories of Wage determination, Rent, Interest, and Profit.
4. Students will be able to understand why there is a need to have the welfare for society and individuals.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Pricing of the factors of the Production Ricardian and Modern Theory of Rent, Marginal Productivity Theory of Distribution, Wage Determination under Collective Bargaining, Classical Theory of Interest, Loanable Funds Theory and Liquidity Preference Theory of Interest, Theories of Profit



2	Theories of Distribution Ricardian Theory of Distribution, Marxian Theory of Distribution, Kaleck's Theory of Distribution, Kaldor's Theory of Distribution, Neo-classical Theory of Distribution, Technological Progress and Factor shares in Income
3	Welfare Economics Meaning of Welfare Economics, Individual and Social Welfare, Concepts of Social Welfare, Value Judgement in Welfare Economics, Concept and Conditions of Pareto Optimality, Pareto Criterion of Social Welfare, Marginal conditions of Pareto optimum, Amartya Sen's Critique of Pareto Optimality. Perfect Competition and Pareto Optimality, New Welfare Economics, Compensation principle, Kaldor-Hicks Welfare Criterion, Scitovsky's Double Criterion of Welfare, Criticism on Compensation Principle, Public Goods and Market Failure, Theory of Second-Best, Bergson-Samuelson Social Welfare Function. Arrow's Theory of Social Choice, Impossibility Theorem. Amartya Sen on Arrow's Impossibility Theorem, Rawls' Concept of Social Justice and Welfare Criterion
4	Asymmetric Information and Limit Pricing Information Problem and Market with Asymmetric Information, Asymmetric Information and Market failure, problem of Moral Hazard, Spence Model of Signaling, The Principal-Agent Problem, Theory of Limit Pricing- Sylos-Labini Model, Modigliani's Model, Theory of Games- Prisoners' Dilemma

Books for References:

1. Ahuja H. L., (latest version) Advanced Economic Theory: Microeconomics Analysis, 13th Edition, S. Chand and Co. Ltd., New Delhi.
2. Jhingan M. L., (Latest version) Micro Economic Analysis, Vrinda Publications
3. Koutsoyiannis, A.: Modern Microeconomics, 2nd ed., Macmillan Press, London.
4. Baumol, W.J. (1982), Economics Theory and Operations Analysis, Prentice Hall of India, New Delhi.
5. Dewett K. K., (latest version), Modern Economic Theory, S. Chand & Company Ltd., Revised Edition.
6. Kreps, David M (1990): A Course in Microeconomic Theory, Princeton University Press, Princeton.
7. Sen, A. (1999): Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
8. Stigler, G. (1996): Theory of Price, 4th ed., Prentice Hall of India, New Delhi.
9. Varian, H. (2000): Microeconomic Analysis, W.W. Norton, New York.



MAJOR - MANDATORY – 2

(Credit – 4)

MACRO-ECONOMIC THEORY – II

Learning Objectives:

The course intends to explain the concept of money supply and various theories of demand for money from classical to modern school of thought. The students shall be able to understand the determinants of interest rates and theories of interest rate determination, identify the reasons, types, and effects of inflation and policies used to control inflation. It will also explain business cycles, their theories and measures to control business cycles in an economy.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Components of money supply and approaches to demand money
2. Understand the classical and modern views on interest and policy impact.
3. Use their knowledge to understand and evaluate the impact of inflation and causes business cycles and controlling measures.
4. Use the knowledge of the subject for employment in competitive examinations, banks and financial institutions.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Theories of Employment and Growth Classical theory of Employment, Keynesian Theory of Employment, Steady Growth, Basic Principles, Models of Steady Growth, Domar Model, Harrod Model, Joan Robinson's Model, Golden Age Model, Solow's Model, Acceleration Principle, Secular Stagnation, Hansen's Thesis
2	Neo-classical and Keynesian Synthesis Neo-classical and Keynesian views on interest; The IS-LM model; Extension of IS-LM model with government sector; Relative effectiveness of monetary and fiscal policies; ISLM model in open economy, Monetary approach to balance of payments. Capital flows with fixed exchange rate, trade and capital flows with flexible exchange rate and critical look at IS-LM model
3	Theory of Inflation Meaning and Types of Inflation, Demand Pull and Cost Push Theories of Inflation, Inflation and Under developed Economies, Effects of Inflation and deflation, Classical, Keynesian and Monetarist approaches to inflation; Structuralist Theory of Inflation, Measures to control inflation and deflation, Phillips curve, short run and long run Phillips Curve, Tobin's modified Phillips curve, Quantitative Testing of Inflation
4	Theories of Business Cycles Under consumption Theories, Purely Monetary Theory, Monetary Over Investment Theory Non-Monetary Over Investment Theory, Innovation Theory, Mitchell's Theory, The Cob-Web Theory, Theory of Inventory Cycle, Hicks' Theory of Business Cycle. Global Recession, Control of Business Cycles



Books for References:

1. Dornbusch, Fischer, Stratz, Macroeconomics, (Revised Edition), Tata McGraw-Hill. New Delhi
2. Ahuja H. L. Macroeconomics Theory and Policy, S. Chand and Co. Ltd New Delhi.
3. Mankiw, N. G. Macroeconomics, (Revised Edition), Worth Publications. New York. Blackhouse,
4. R. and A. Salansl (Eds.) (2000), Macroeconomics and the Real World (2 Vols), Oxford University Press, London.
5. D'Souza, Errol (2009), Macroeconomics, Pearson Education, Delhi.
6. Gupta R.D. and Rana A.S. (1998): Post-Keynesian Economics, Kalyani Publishers, Ludhiana.
7. Jhingan, M.L.(2020) : Macro Economics, Vrunda Publications, New Delhi.
8. Keynes, J.M (1936): General Theory of Employment, Interest and Money.
9. Gupta, R. D. (1982), "Keynes and Post Keynesian Economics," Kalyani Publishers, Ludhiana.
10. Mithani D. M., (2020), Money, Banking, International trade and public finance, Himalaya Publications, Nagpur.
11. Rakshit, M. (1998), Studies in the Macroeconomics of Developing Countries, Oxford University Press, New Delhi.
12. Rana and Verma, (2016), Macro Economic Analysis, 11th edition, Vishal Publication Jalandhar, Delhi.
13. डॉ. रामदास माहोरे (2018), व्यापार चक्राचे सिध्दांत, साई ज्योती प्रकाशन



MAJOR - MANDATORY – 3

(Credit – 4)

ECONOMICS OF MICRO-FIANCE

Learning Objectives:

To equip the students themselves in compressive manner with various aspects of micro finance activities to be undertaken by banks. To help the students in understanding traditional methods of financing micro enterprises under MSME in India. To understand the effects of micro finance on process of disbursing and recovering the loans through social pressure of SHGS

Learning Outcomes:

1. Basics of micro-finance and various activities conducted through various schemes and institutions in India.
2. Role of NBFCs for the development of microfinance.
3. Regulatory measures used for the development of microfinance.
4. Financial and social performance of microfinance and important institutions of microfinance in India

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Micro-finance- Role and Problems Micro-finance origin, definition, Types, Objectives, Features, Principles, Benefits and Criticisms, Micro-finance Institutions and their types, Micro Finance Companies in India, Challenges faced by micro-finance institutions Self Help Group and Micro Finance, government schemes for self-help groups in India, Deendayal Antyodaya Yojana, National Livelihood mission, and poverty Alleviation Programmes, Importance of SHGs, Benefits to Members, Women, Banks, Government, Voluntary Agencies and Society, Microfinance and Women Empowerment
2	Financial Planning of MFIs Financial Management of MFIs, Credit risk, types of credit risk, Integrated risk management, Non-banking financial companies and micro-finance, Types of NBFCs, Non-banking Financial Companies in India Difference between Bank finance and microfinance, Development in the Microfinance sector, Concerns in the microfinance sector related to consumer protection
3	Regulatory approaches towards Microfinance Need to review the current regulatory framework, Microfinance credit lending models, participatory rural approach concepts and prerequisites, Conducting Participatory Assessment, Tools and techniques of Participatory Assessment. Microfinance release protection and guarantee program, Role of Asian Development Bank, Role of Foreign Financial institutions in Microfinance
4	Financial and Social Evaluation Financial rating, measurement of indicators and financial performance analysis, Social performance management definition and principles, social performance analysis, NABARD and microfinance, Role of major banks and financial institution in Microfinance Impact of Microfinance on people and societies, the status of Microfinance in India, Critical study of Microfinance in India, Top Microfinance institutions in India.



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Books for References:

1. Rutherford Stuart, (2000), 'The Poor and their Money,' Oxford University Press, Delhi.
2. Yunus Muhammad, (2008) 'Creating a World Without Poverty: Social Business and the Future of Capitalism, Public Affairs, New York.
3. Patil R. M., (2011) 'Impact of Microfinance through Self-Help Groups,' Discovery Publishing Pvt. Ltd. Delhi
4. Shrinivasan, N. (2010), 'Micro Finance in India: State of the Sector Report 2010,' Sage Publication, New Delhi
5. Watkins Todd A., (2020) 'Introduction to Microfinance', World Scientific Publisher, Chennai
6. Das Puspita, (2014) 'Empowerment and Microfinance ', Biotech Publisher.
7. V. Rengarajan, (2013), 'Microfinance Principles and Approaches' Notion Publication



MAJOR - MANDATORY – 4

(Credit – 2)

ECONOMICS OF INDUSTRIAL ORGANISATION

Learning Objectives:

This paper will make aware learners about the factors helping industry organization, other areas support it, market structure, also to focus on financial institutions, public policies and theories of location. It also focuses on aspects related to industrial growth.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Develops students' understanding of the historical background of industrial development, industrialization and antitrust law.
2. Have a knowledge of various concepts of market power and business strategies.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Introduction Industrial Organization – Meaning, Objectives, types and Functions, Demand and Supply for Industrial Organization, Different Approaches of the study of Industrial Organizations, Macro Economic Models, Public Policy related to Economic Regulation and Antitrust Law, Collusion – Signaling, Mergers and Acquisitions, Industrial Policy
2	Market Power Market Power and Product Quality, Product Differentiation, Price Discrimination, Durable Goods and Experience Goods, Business Strategies and Strategic Behaviour – Meaning, Principles and Applications, Secondary Markets and their relationship with Primary Markets, Examples of Industrial Organizations.

Books for References:

1. Luis M. B. Cabral (2017), 'Introduction to Industrial Organization, 2nd ed., The MIT Press.
2. Jean Tirole (1988), 'The Theory of Industrial Organization', Cambridge, The MIT Press.
3. Bain J. S. (1959), 'Industrial Organization', 2nd ed. New York, Wiley.
4. Bresnahan, T. F. (1959), 'Empirical Studies of industries with Market Power in Handbook of Industrial Organization', Vol. 2 e. R. Schmalensee and R. D. Wing, Amsterdam, North Holland.
5. Paul Belle Flamme and Martin Peitz (2015), 'Industrial Organization, Markets and Strategies', 2nd ed., Cambridge University Press.
6. Basu, S. K., K. C. Basu, B. Rajiv, (2012), 'Industrial Organization and Management', Prentice Hall India Learning Private Ltd.
7. Barthwal R. R. (2007), 'Industrial Economics: An Introductory Text Book', New Age International Pub.
8. Lynne Pepall (1998), 'Industrial Organization Contemporary Theory and Practice', South Western.
9. Don E. Waldman, Elizabeth J. Jensen (2019), 'Industrial Organization: Theory and Practice', 5th ed., Routledge.
10. William G. Shepherd, Joanna M. Shepherd (2003), 'Economics of Industrial Organization'. Waveland Press, Inc.



ELECTIVES – 1

(Credit – 4)

APPLIED ECONOMETRICS

Objectives:

The basic objective of the course is to provide knowledge on Econometric applications of Economic theory. This course is designed to define meaning of Econometrics, steps in Empirical Economic Analysis, Different types of data involved In Econometric Analysis. The course involved Simple and Multiple Linear regression model. Basic concept of dummy variable model which will be helpful for future research work with qualitative data. The course also focused on the application of simultaneous equation model and Time Series analysis

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- 1) Students will have adequate competency in the areas of economic theory and methods
- 2) Use basic econometric estimation techniques such as Ordinary Least Squares to estimate single and general regression models.
- 3) Impacts for the violation of the important assumptions for the application of OLS regression.
- 4) Students will acquire applications of dummy variable techniques and estimation of the dummy variable model.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	Basic Econometrics Econometrics- Meaning, Nature, Scope, Importance. Methodology of Econometrics, Structure of Economic Data, Simple and General linear regression model – Assumptions, Estimation (through OLS approach) and properties of estimators; Gauss-Markov theorem; Concepts and derivation of R-square and adjusted R- square
2	Problems in Regression Analysis and Dummy Variable Problems in Regression -Multicollinearity, Autocorrelation Heteroscedasticity-Meaning, Nature, Consequences and Remedial Measures, Model Specification and Diagnostic Testing Dummy Variable – Meaning, Nature, Importance and Limitation, Use of Dummy Variable Technique in two and more than two categories Dummy Variable Trap, Interaction effects, Seasonal Analysis, Piecewise Linear Regression,
3	Dynamic Econometric Models Lagged Variables and distributed lag models – Meaning, Nature, Importance and Estimation Koyck Approach to Distributed Lag Models- the Adaptive Expectation model and Partial Adjustment Model, Estimation of Autoregressive Models, Method of Instrumental variables, Almon Approach to Distributed Lag Models, Causality in Economics



4	Simultaneous Equation Models and Time Series Analysis Simultaneous Equation Model – Meaning, Nature, Consequences, Simultaneous equation bias and inconsistency of OLS estimates; The Identification Problem- Rules of Identification – Order and Rank Conditions Concepts - Stationary, Non-Stationary, Unit roots, Co-integration, Spurious regression, Random Walk Model. Dickey-Fuller and Phillips-Perron approaches to Unit Root test Forecasting with AR, MA and ARIMA Modeling, Box-Jenkins methodology- Identification, Estimation and Diagnostic Test
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Books for References:

1. Gujarati D.N., Basic Econometrics, McGraw Hill, New Delhi.
2. Dougherty C (1992), Introduction to Econometrics, oxford University Press, New York.
3. Koutsoylannis, A. (1977), Theory of Econometrics (2nd ed), The Macmillan Press Ltd., London.
4. Madani, G.M.K. (2000): Introduction to Econometrics: Principles and applications, Oxford University Publications.
5. William H. Greene. (2008) Econometric Analysis. Pearson Education Publication New Delhi
6. Wooldridge, J., (2009) Introductory Econometrics: A Modern Approach, Cengage Learning Publication.
7. Dhanasekaran K., (2014) Econometrics (Ed. 2), Vrinda Publication, New Delhi.



ELECTIVES – 2

(Credit – 4)

LABOUR ECONOMICS

Objectives:

Students in this course will be exposed to issues pertaining to the labour market, employment policies, wage theories, trade unions and collective bargaining and labour and industry relations. This paper will specifically address to, National Labour Commission in India, Migration and the Impact of Globalization, Rationalization, Exit Policy, the Need for Safety Nets, Technological Change and Modernization of Employment in Organized Private Industry, Concepts of Wage Theories, Industrial Disputes, Labour (Trade) Unions are particularly focused in this subject. This paper exposes students to theoretical as well as empirical issues relating to the labour market with special reference to India.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Command an in-depth understanding of rural-urban labour problem & Demand-Supply for Labour in relation to the growth of the Labour market.
2. Acquire a basic understanding of the recent reforms in Labour Legislation and the Status of labour poverty & discuss the Role of Government in Employment, Unemployment & Schemes.
3. A critical understanding of the history of work and theory of Wage theories & Determination.
4. Analyze the relationship between Industrial Relations & State Labour Affairs & Students will develop an understanding of labour as a social relation of production.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	Labour and Labour Markets Labour Economics-Definition, Nature and Scope, The Genesis and nature of labour problems, socio-economic importance of labour problems, economic development and labour, Labour problems in a developing economy, Labour problems of agricultural, industrial, women and child labour, labour in unorganized sector, measures taken by government to solve labour problems. Industrial labour and labour Market in India, Economic and Social characteristics, of industrial labour in India, Migratory character, Low level of Literacy, Low degree of unionization, High rates of absenteeism and Labour turnover, characteristics and growth of labour market in India
2	Labour-Management Relations Trade unionism and Structure, Functions and Role of Trade Unions, Rise and Growth of Trade Unions, Trade Unions and Economic Development, Determinants of Trade Union Growth, Nature and Types of Trade Union Leadership, Industrial peace and Industrial Unrest, their implications Industrial Disputes – Meaning, forms, Causes and consequences. Right to Strike and Lockout, Prevention and Settlement of Industrial disputes, Industrial Relations in Public



	Secor, Causes of Poor Industrial relations in Public Sector, Machinery for Resolving Disputes in Public Sector
3	Remunerative Aspect Demand for and supply of labour, effectiveness of the forces of demand and supply of labour, wages - definition, types, characteristics and efficiency of labour, theories of wages determination, classical and neo-classical theories, demand and supply theory, wage determination under imperfect competition. Exploitation of labour, wages differentials, types and setting of wage differentials, system of wage payments and Incentives.
4	Welfare of Employees Concepts and Social objectives of welfare state, social security, aims and methods of providing social security, social insurance-origin , growth, elements and importance, social security in India – need, social security schemes in India, Workmen's Compensation Act 1923, Maternity Benefit Act, Employees Provident Fund and Miscellaneous Provisions Act 1952, Housing of Industrial Labour, Unemployment Causes, Types, effects, exit policy and remedial measures, National Labour Commission, Manpower Planning, International Labour Organization,- aims, constitution and various committees.

Books for References:

1. Bhagoliwal T.N. (2002), Economics of Labour and Industrial Relations: Sahitya Bhavan, Agra.
2. Bhatia, S.K. (2005), Constructive Industrial Relations and Labour Laws, B.R. World of Books, New Delhi.
3. Das N. (1960), Unemployment, Full Employment and India, Asia Publishing House, Bombay.
4. Datt, G. (1996), Bargaining Power Wages and Employment: An Analysis of Agricultural Labour Markets in India, Sage Publications, New Delhi.
5. Datt, Rudra (2005), Economic Reforms and Employment, BRW, New Delhi.
6. Deshpande and J C Jandesara (Ed.), Wage Policy and Wage Determination in India, Bombay University, 1970
7. Deshpande L.K., Brahmananda P.R. and E.A.G Robinson (eds), Employment Policy in a Developing Economy, vol.I & II, Macmillan, London, (1983).
8. Ghose, Ajit. K. (2003), Jobs and Incomes in Globalizing World, ILO, Geneva.
9. Hajela, P.D. (1998), Labour Restructuring in India: A Critique of the New Economic Policies, Common Wealth Publishers, New Delhi.
10. Kumar Anil, (2005), Labour Welfare and Social Security, BBW, New Delhi



ELECTIVES – 3

(Credit – 4)

POLITICAL ECONOMY

Objectives: This course explores changes in the organization of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development. This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Command an in-depth understanding of Economic systems and its achievements and failures.
2. Acquire a basic understanding of functioning of mixed economy, role of public sector and issues.
3. A critical understanding of the functioning of socialist economy and impact of New Economic Policy.
4. Analyze the success and failure of planning in India

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	Introduction and Historical Overview Different types of Economic systems and their broad features, Capitalism, Communism and Mixed Economy, Economic freedom under these three economies, Achievements and failures of capitalism, Transformation of capitalism into welfare State.
2	Mixed Economies and their problems Why mixed economy, Role of public sector, Deficiencies of public sector, coordination between public and private sectors, public sector in India and Radical change in Approach, Features of Sweden's Mixed Economy
3	The Socialism and New Perspectives Evolution and growth of Socialism, Marxian Socialism, Liberalization, privatization and globalization, Impact of LPG on Indian economy, inequality and exclusion. Gender in work, issues in environment and sustainability, Sustainable Development Goals and India's achievements, Role of state
4	Economic Planning in India Definition and meaning of planning, Characteristics of economic planning, Role of planning in developed and developing countries, Types of planning, Types of planning on the basis of economic system, time element, region and finance or real output, broad features of India's socialist pattern, Gandhian economics, Economic philosophy of Sarvodaya and its limitations, Role of NITI Aayog

Books for References:

1. Fran Tonkiss, Contemporary Economic Sociology: Globalisation, Production, Inequality, Routledge India 2008



2. G. Gereffi, J. Humphrey and T. Sturgeon, 2005, —The Governance of Global Value Chains Review of International Political Economy, Volume 12
3. Andrew Glyn, —Challenges to Capital, In Capitalism Unleashed: Finance, Globalization and Welfare, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.
4. Gary Dymksy, 2005, —Financial Globalization, Social Exclusion and Financial Crisis, International Review of Applied Economics, Vol. 19
5. E. Stockhammer, —Financialization and the Global Economy, in G. Epstein and M.H. Wolfson (ed.) The Political Economy of Financial Crises, Oxford University Press, 2010.
6. J. Gurley, "The Materialist Conception of History", in R. Edwards, M. Reich and T. Weisskopf (ed.), The Capitalist System, 2nd edition, 1978.
7. O. Lange, Political Economy, vol. 1, 1963,.
8. R.L. Heilbroner, "Capitalism", in The New Palgrave Dictionary of Modern Economics, Macmillan, 1987.
9. P. Sweezy, The Theory of Capitalist Development, Monthly Review Press, 1942,
10. Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), The Dictionary of Marxist Thought, OUP, Indian edition, Maya Blackwell, 2000.
11. J. Schumpeter, Capitalism, Socialism and Democracy, George Allen and Unwin 1976,
12. P. Baran (1957), The Political Economy of Growth, Pelican edition, 1973.
13. Amit Bhaduri, —Nationalism and Economic Policy In the Era of Globalization, Deepak Nayyar (ed), Governing Globalization: Issues and Institutions, OUP, 2002



RTM Nagpur University, Nagpur
M.A (Part-II) Third Semester Examination
Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS -NEP)

CORE SUBJECTS

I. ECONOMICS OF DEVELOPMENT AND GROWTH – I

Objectives of the course: -

The course will introduce students with exciting and challenging branch of economics in fast moving, global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of developing economies by students.

There is a need for synchronization that necessitates considerable restructuring and continuous adoption in tune with the specific socio-economic setting of these countries by students.

The program will empower the students to understand the nature of development which will be more sustainable and equitable. The modules incorporated here are intended to serve the purpose.

Learning Objectives of the course: -

1. To equip the students with theoretical and empirical material for increasing their capability to understand the basic problems faced by developing societies.
2. To develop conceptual clarity on various aspects of development with in student community.
3. To enable students to identify the strategic factors in development of less developed countries (LDC's)
4. To make students capable to evolve new strategies for achieving sustainable development and inclusive growth.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Economic Development An Overviews Economic Growth and Development meaning and indicator factors determining the economic Growth and Development- Characteristics of developing and developed countries- Vicious Circle of poverty, Poverty and underdevelopment. Measurement of Economic Development – Conventional measurement, HDI, GDI, MPI and PQLI, Basic needs approach, Hunger Entitlement and capabilities Human Development and Economic Development – Development Gap – Convergence pf Development levels
2	Theories Of Economic Growth Basic features of modern economic Growth, Growth models Harrod Domar Model, Solow-Model, Meade's Model, Golden Rule of accumulation, Kaldors Model, Kuznets hypothesis about economic growth and income distribution, Theories of balanced and unbalanced economic growth, Theories of Social and technological dualism



3	Theories of Economic Development Classical theories of Economic Development Schumpeter's theory of Development, Marxian theory of Economic Development. Neo classical theory of counter revolution, Dualism, Centre-periphery model, Gunnar Myrdals theory of Economic development.
4	Problems and Policies Population and Human Capital in Economic Development Population and growth trends, Population and economic development, Human capital formation, Technological change and development, Choice of technique, Environmental and development Environmental degradation, Externalities and market failures

Books for References:

- 1) Debraj Ray (1998) – Development Economics- Princeton University Press.
- 2) Michael P Tudaro (2017) Economic Development – Pearson Education
- 3) Misra and Puri – Growth and development- Himilaya Publication (2007) Mumbai.
- 4) Foster, Greer and Thorbecke- Poverty Measures- Institute of International Economic Policy- Suite
- 5) Gunnar Myradol – Economic theory of Underdeveloped region – (1957) London Duckworth.
- 6) Enclyclopedia Britanika- Development theory, the neoclassical theory of counter revolution.
- 7) Dov cherimichovsky and Linda Zangil- Micro Economic Theory of Howeholds- World Bank Documents.
- 8) Jean Marie Baland- Natural Resources and Economic Growth – Oxford Adademic Pub.

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2. INTERNATIONAL TRADE : THEORY AND POLICY

Objectives of the course:

After completion of this syllabus the students will be able to demonstrate mastery of International economic theory and empirical techniques that make up the body of knowledge as embodied in professional practice and communication.

Further they will be able to articulate economic arguments using classical and contemporary economic literature on aspects of international trade. Moreover, they can acknowledge and describe the influences of social and political institutions on international trade of a country as well as influences on individual citizens.

It will enable students to successfully pursue careers in Government agencies, the corporate and financial sectors in the international trade of India. It also enable them to development organization, the media and also for further academic research in the field of international trade.

Learning Objectives of the course:

1. To provide a deep understanding about the broad principles and theories which tend to govern the free flow of trade in goods, services and capital – both short term and long-term at global level.
2. To prepare the students about the relevance and limitations of the principles, studied in different modules of this syllabus.
3. To enable the students to examine the impact of trade policies followed both at national and international level.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Nature And Theories of International Trade Meaning features and importance of International Trade; International and interregional Trade, Comparative cost theory of International Trade, Opportunity cost and reciprocal demand theory of international trade, Heckscher- Ohlin theorem, Leontiff paradox, Factor- Price equalization theory- Dynamic factors i.e. change in testes, technology and factors endowment.
2	Recent Advances In Theories of International Trade Rybezynski theorem, Karvis theory of availability, Linder's theory, Posner's technology Gap theory, Vernon's Product Cycle theory, Gravity model of International Trade, Krugman's theory of Economic Geography, Kenen's and Emmanuel theory of International Trade.
3	Balance Of Payments And Foreign Exchange System Balance of payments, concepts and components, Balance of trade and balance of payments, Disequilibrium in balance of payment, causes, effects and adjustment mechanism of balance of payments, Foreign Exchange rate determination – Traditional



-	and modern theories, Fixed and flexible exchange rates, Merits and demerits, Exchange control – objective and methods of exchange control, Customs Union – theories of Custom unions
4	International Trade and Economic Growth Effect of growth on trade, Effect of growth on technical progress, Terms of trade, factors affecting terms of trade, Effects of terms of trade, Tariffs – Meaning, types and effects, Non-tariff barriers and trade Restrictions and economic development.

Books for References:

- 1) Krugman and Obsfield – International Economics- theory and Policy (2000) fifth edition – Pub- Addison Wesley –
- 2) Carbaugh R. J. (1994) International Economics (11th Edition) Pub – Thomson South Western, New Delhi.
- 3) Jhingan M.L. – International Trade and Finance – 2014 – Virnda Publication, New Delhi.
- 4) Mithani D.M. – International Economics, Himalaya Publishing House Nagpur
- 5) Salvatore D. (2002) International Economics, John Wiley and sons, Singapore.

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ELECTIVE COURSE SUBJECTS - I

I. RESEARCH METHODS IN ECONOMICS

Objectives of the course: -

This course aims at providing the foundation for research methodology. The course is designed to impart basic skills of research and its methodologies. Identify appropriate research topics, review of literature, research gap. Select and define appropriate research problem and parameters. This course also imparts data collection methods, data processing, analysis and interpretation of results. Prepare a project proposal. (To undertake a project) Organize and conduct research (advanced project) in a more appropriate manner. Write a research report and thesis. Prepare a research proposal. (Grants)

Learning Objectives of the course: -

Upon successful completion of this course, students will be able:

1. To help students to develop a thorough understanding of the fundamental theoretical ideas about the research.
2. To help students develop a thorough understanding of the issues involved in research designs and data collection.
3. To help students to understand the importance of sampling methods and analysis of data.
4. To train students in learning how to test hypothesis using computer applications and acquire skills for writing research reports.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Introduction of Research Methodology Research methodology -meaning, objectives, nature scope and types of research - social- Fundamental, Applied and Action research. Social survey- meaning characteristics scope objectives of social survey, steps and types of social research. planning of social survey, merits and demerits of survey. Review of Literature – Meaning, purpose, Style of writing the literature reviews, Citation. Hypothesis -meaning characteristics of good hypothesis, types, importance and limitations. Research design- meaning objectives and types- Applied, Analytical, Exploratory, Descriptive, Diagnostic, Experimental and Case study.
2	Data Collection methods Data collection - Primary and Secondary, Sources of primary data - Observation Questionnaire, Schedule, Interview. Merits and demerits of primary data. Sources of secondary data- personal documentary- letters, diary, life history, public documentary sources- published documents, unpublished, documents, Merits and demerits of secondary sources. Merits and demerits of Observation, Schedule, personal interview, mail survey method



3	Sampling and Data Processing Meaning of sampling, characteristics of good sampling, merits and demerits of sampling, types of sampling – probability and non-probability, sampling process, problems of sampling. Determination of Sample Size. Measurement concept in research, Criterion for good research – Reliability, Validity and Practicality. Data Preparation and preliminary analysis - introduction, validating and editing, coding, data entry, data cleaning and data mining, tabulation.
4	Hypothesis Testing and Report Writing Use of statistical techniques for data analysis in research, Mean, Mode, Median, Mean deviation, Standard deviation Correlation and association. Testing of hypothesis-parametric and non-parametric test. Computer Application, result interpretation, Report writing -objectives, types, content of report, characteristics of good report. Research ethics.

Books for References:

1. Wilkinson and Bhandarkar -Methodology and Techniques of Social research –Pauline, Young-Scientific Social Surveys and Research.
2. Kothari R.C. Research Methodology, Methods and Techniques, New Age International Publishers, Ind revised edition, reprint 2008.
3. Mahore R. Y. , Research Methodology, Thakur Publishers, Pune.
4. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition
5. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.



ELECTIVE COURSE SUBJECTS - II

I. ECONOMICS OF MONEY & BANKING

Objectives of the course:

This course aims at providing the basic concept and role of money in economic development. This course will help students to know about the value determination of money. This course also imparts the functioning of the central and commercial banks with their role in economic development.

Learning Objectives of the course:

After completion of this course, students will be able to:

1. Understand nature, function and significance of the money
2. Understand the determination of the value of the money and functioning of the money market.
3. Understand the role and function of commercial banks and its importance in the economic development.
4. Understand the functioning and impact of the monetary policy in the development of a county.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Nature and significance of money, Origin and development of money, definition of money, classification of money, merits and demerits of standard and token coins, functions of money, Monetary standard – metallic and paper standard. Domestic and international gold standards, their merits and demerits, causes of breakdown of gold standard, methods of note issue, Paper currency standard, note issue, characteristics of a good currency system. Significance of money. Digital Rupee.
2	Determination of value of Money The commodity theory, the quantity theory and Cambridge approach, critical evaluation of Cambridge equation, real balance approach, the Chicago school and the Keynesian theory. Money market, constituents of Indian Money Market. The London and New York Money Market
3	The Commercial Banks History of commercial banks, definition, principles and functions of commercial banks, credit creation of commercial banks, limits to the powers of commercial banks to create credit. Unit banking and branch banking, Chain banking and group banking, Nationalization of commercial banks, Priority sector financing, Role of commercial banks in economic development, challenges and trends in banking, non-performing assets and their classification.
4	The Central Bank Introduction and need for a central bank, definition and principles of central banking. Functions of central banks, credit control, monetary policy, objectives, monetary policy during depression and inflation, demonetization, objectives, merits and demerits. Evaluation of the role of monetary policy. Recent changes in monetary policy, money supply- concepts, components and determinants.

Books for References:

1. Bhole L M, Financial Institutions & Markets, Tata McGraw, New Delhi.



2. Mithani D. M., Money Banking, International Trade & Public Finance, Himalaya Publishing House, New Delhi, 2022.
3. Khan M.Y., Indian Financial System, Tata McGraw Hill, New Delhi.
4. Pathak Bharti, 2009, Indian Financial System, Pearson Education Publication, New Delhi
5. Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New Delhi, 2009.
6. RBI Bulletin and various RBI Report.
7. E. Gordon & K. Natrajan, Banking Theory, Law and Practice, Himalaya Publishing House, New Delhi.
8. Basava K.D., Money, banking and international trade, Vidyavahini Prakashan
9. Seth M.L., Money, Banking, International Trade Public Finance, Lakshmi Narayan Agrawal, Agra.

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2. FINANCIAL ECONOMETRICS

Objectives of the course:

This course aims at providing the foundation for financial econometrics. The course is designed to impart basic tools of modern time series analysis. This course will also impart the various techniques of time series analysis and forecasting.

Learning Objectives of the course:

At the end of the course, students should be able to:

1. Understand the basics of financial econometrics and time series analysis
2. Interpret functional forms of regression model with time series data.
3. Understand linear time series models and ARIMA models
4. Understand multivariate time series analysis, forecasting and ARCH Model

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Introduction – Financial Econometrics, returns in financial modelling, econometric packages for modelling financial data. Brief overview of classical linear regression model Classical time series analysis – utility of time series analysis – components of time series data – measurement of trend, seasonality and cycles – moving averages and smoothing techniques to time series analysis - classical time Series decomposition models – additive and multiplicative models – forecasting using smoothing techniques and time series decomposition methods – applications in finance.
2	Tools of modern time series analysis – stochastic and stationary process – tests of stationary – trend vs difference stationary process – Dickey-Fuller and augmented Dickey-Fuller tests – spurious regression and co-integration of time series – Engle-Granger test – CRDW test – error correction mechanism.
3	Univariate time series analysis and forecasting – linear time series analysis – autocorrelation function and partial auto-correlation function – auto-regressive (AR) models, moving average (MA) models, Box-Jenkins (BJ) ARMA and ARIMA models – identification – estimation and forecasting with ARIMA models – economic applications.
4	Multivariate time series analysis and forecasting – vector autoregressive (VAR) models – advantages and problems – estimation and forecasting with VAR – impulse response function – Johansen Co-integration test on VAR – Granger causality test – applications in finance. Modelling volatility and auto-correlation in time series – motivation and test for non-linearity – historical and implied volatility – auto-regressive conditional heteroscedasticity (ARCH) model – generalized ARCH model – applications in finance.

Books for References:

1. D.N. Gujarati and Sangeetha: Basic Econometrics, Tata McGraw-Hill.
2. Chris Brooks: Introductory Econometrics for Finance, Cambridge University Press.
3. T.M.J.A. Cooray: Applied Time Series – Analysis and Forecasting, Narosa Publications.



2. INDIAN PUBLIC FINANCE

Objectives of the course:

It will make the students aware of emerging trends in public expenditure and public revenue of the three tier government in India i.e. Union government, State Government and Local Government.

The students will be knowing the various criteria for making public investments and evaluation of them. Moreover, it will familiarize the students with various processes involved in preparation and execution of the Budget by Government at various levels in India.

The students will be knowledgeable about trends and problems of public debts in India. They will be able to analyze the effects of public borrowing at internal and external level in India.

The study of this course will make the students to know the economics of Public Enterprises in India shall also be aware about current concepts like Public Private Participation (PPP) and the evaluation of working of PPP.

It will enable the students to have thorough understanding of the key issues that centres around Federal Fiscal relations in India and will impart an advanced level of knowledge about emerging trends in Local Self-Government Institutions in the backdrops of Liberalization, Privatization and Globalization (LPG) Process working in India.

Learning Objectives of the course:

The Course will be imparted to the students with the following objectives –

1. To acquaint the students with the recent development public expenditure and revenue.
2. To familiarize the students with Budgeting process and to analyse the consequences of the budget proposals.
3. To give knowledge to the students about the effects of internal and external debts of Government.
4. To make students to understand economic effects of public enterprises and public Private Partnership.
5. To aware students about the Financial Federalism given under Indian Constitutions.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	PUBLIC FINANCE IN INDIA Concept of Public Finance, difference between Public Finance and Private finance. Theoretical explanation of the growth of public sector, public goods and externalities. Structure and Growth of public expenditure of Centre and States in India- Absolute Growth and growth in relations to GNP – Classification of public expenditure – Causes and effects of public expenditure in India. Classification and sources of public revenue – relative share of each source- Tax reforms in India –Recent trends in Direct taxes – VAT and GST
2	BUDGETING AND PUBLIC DEBTS IN INDIA Types of budgets – concepts of Planning Programming And Budgeting System (PPBS) – Zero Base Budget (ZBB)-Gender budgeting- Target Based Budgeting – Process of Budgeting in India- stages of preparation, presentation and execution of budget– FRBM Act 2003, Theoretical aspects of public debts – Classical, Keynesian and modern theories of burden of public debts- Reasons for increasing public debt in India– Burden of Internal and External Public



	debts in India, Redemption of Public debts of Centre and States in India – Management of Public Debts in India- Principles of public Debt management
3	Public Enterprises and Public Utilities in India Concept of PE Objectives and characteristics of Public Enterprises, – Role of Public Sector Undertakings (PSUs) – Pricing policies – Peak Load Pricing, Administered Price Mechanism (APM) – Problems of public enterprises, Public utilities major fields of PU, Theories of Public utilities pricing Changing perspectives towards (PSU- Disinvestment of PSU – Public Private Partnership (PPP) Policy- Privatization in India
4	Federal Finance in India What is Federal? Finance problems and Principles of Federal Finance – Indian constitutional Provisions for Federal Finance- Pattern, Functions and Grant Designs under Indian Fiscal Federation – Major issues of federal financing, Fiscal imbalances, - Vertical and Horizontal Efficiency vs. Equity Considerations- Finance Commission – recent trends in criteria of devolution – Problems of Central loans and grants to States in India, Suggestions for improvements in federal finance in India, Functions of local bodies NITI Aayog – Local Finance –Finances of local bodies, financial problems of local bodies

Books for References:

- 1) Ahluwalia and IMD Little – Indians Economic Reforms and Development (1998) – Oxford University press (OUP) New Delhi.
- 2) Amaresh Bagachi – Reading in Public Finance – Oxford University Press (OUP) New Delhi.
- 3) Anuradha Barua – Public Expenditure Design making – Indian experience – SAGE publications, New Delhi
- 4) Economic Survey – Various years, Govt. of India.
- 5) Challia R. J. – Growth of Indian Public Debt (1992) – The Indian Economy Problems
- 6) Govt of India – Report on Disinvestment by the disinvestment
- 7) Govinda Rao – Political Economy of Federation in India. – Oxford India paperback – New Delhi.
- 8) O. P. Bhatt – Perception towards PSU – Economic Times, Bureau
- 9) Ramkrishna Nallathiga – Tiebout's Theory – Pub. Research Gate.

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ELECTIVE COURSE - III

1. Skill Based Programme

Skill Based Programmes at Post-Graduate for M.A Economics for THIRD Semester

(For 2 Credit)

Course Name: 1. Human Development
2. Welfare Economics

(Choose any one of the above 1 or 2)

Credit: 2 (Two)

Objectives: The main objective of this course are –

Along with Master Degree program skill-based programs are cognitive and professional skills which will be acquired by the students.

The Skill Enhancement Courses (SEC) are designed to provide value based and/or skill-based knowledge.

The career opportunities that are offered by skills of economics are hugely valuable for public, private and non-profit sector. The program expect to train professionals who will bring their abilities in students, with commitments in development sector.

Programme Outcomes:

- 1) It will help students academic and career goals.
- 2) It will help to recognize professional attitudes develop by students.
- 3) It will prepare the students to face interviews for seeking employment.
- 4) Students will become more independent learners and critical thinkers.
- 5) Learners will be more self-directed, self-reliant and proactive.

1. HUMAN DEVELOPMENT

Units	Topic	Contact Hours		
		Lectures	Tutorials	Practical's
1	Nature and Measurement Of Human Development Components of human Development – Usefulness of Human Resource Development – Human Development related to, economic Development, Gender Development and Human Rights. Human Development Index, Poverty Index, Limitations of Human Development Measure.	5	-	-
2	Human Developments In India Status of human development in India and Inter-state comparison. Human Development and Backward Classes- Human Development Expenditure in India- Human Development and Economic Well-being, Millennium Development Goals for human development.	5	-	-

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Books for References:

- 1) National Human Development Report, Government of India.
- 2) UNDP- Human Development Reports, Annual Reports.
- 3) Dutta – Ruddra (2022) – Human Development and Economic Development – Deep and Deep Pub., New Delhi.

2. WELFARE ECONOMICS

Units	Topic	Contact Hours		
		Lectures	Tutorials	Practical's
1	Basic Concepts of Welfare Economics Nature of Welfare economics- Marshallian and Pigovian Welfare Economics, Optimum Resource allocation and Welfare Maximization. Pareto Optimality – Optimum conditions of consumption, production and exchange, Compensation Criteria – Contribution of Barone, Kaldar, Hicks and Scitovsky's double Criteria.	5	-	-
2	Recent Development In Theory of Welfare Concept of community indifference map- Value judgment and welfare economics, Bergson's social welfare function, Arrows impossibility theorem – Problem of Public goods, Externalities of Production and Consumption, Divergence between private costs and social costs and their welfare effects.	5	-	-

Books for References:

- 1) Baumol W.J. – Welfare economics and theory of state, Longman, London.
- 2) Hlae Myint – Theories of Welfare Economics.
- 3) Fieldman A. M. – Welfare Economics and social choice theory- Pub- Martinus Nijhot – Boston.
- 4) Nicolas B- Economic Theory and welfare state- Edward Elgar Publishing U.K.
- 5) Arrow K.J. – Social choice and Individual Values- Yale University Press, New haven.
- 6) Quirt J and Sapasrik- Introduction to General equilibrium theory and Welfare Economics.

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2. PROJECT

Procedure for the Project (M.A Economics 3rd Semester)

Guidelines for the students' projects:

1. Students shall be required to undertake a research-based project. The project topics would be related to the course studied by the student in the previous semester.
2. The topics/title of the project would be decided mutually by the guiding /supervising teacher and the Head of Department. The suggestions of the supervising/guiding teacher should be taken into account.
2. Student should select the topic for their project work. The teacher should guide the students regarding the contents to be incorporated in the chapter. The teacher should also conduct the vive-voce to be based on the selection of topic, contents in the chapter and students' understanding of the topic they have selected.
4. The project report/dissertation must be written in different chapters as per the suggested framework by the guiding/supervising teacher.
5. The project report/dissertation should be written in at least 40 pages and must be submitted before the end of the Fourth Semester Examination.

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RTM Nagpur University, Nagpur
M.A (Part-II) Fourth Semester Examination

Post Graduate Syllabus in Economics

(Under Choice Based Credit System/CBCS)

Core Subjects

1. Economics of Development & Growth - II

Learning Objectives:

The learning objectives of this course are to introduce students to the domestic and international measures of economic development, problem of poverty and inequality and critical evaluation of economic planning with Indian perspective. Also, to develop analytical and critical thinking skills and use it to judge the appropriateness of policy options. Develops research skills including: data collection; interpretation by way of analytical commentary; demonstrated ability to support analysis through empirical evidence and draw critical conclusions and develop presentation skills.

Learning Outcomes:

Upon completion of this course, students should be able to:

1. Acquire a basic understanding of the concepts, issues and domestic & international measures of economic development.
2. Acquire skills and technique to measure economic development
3. Apply an analytical framework to understand the problems of Urbanization and Migration.
4. Acquire skills in conducting research related to international aspects of development through IMF, WTO and Foreign Investment.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Measures for Economic Development Capital formation and Economic Development Role of Agriculture and Industry in economic Development Human Capital formation and economic Development Institutional Structure and economic Development, Deficit Finance and Eco Development Poverty and income inequality in developing countries, Problem of Unemployment.
2	Important Aspects of Economic Development Entrepreneurship and Economic Development, Role of State and Economic Development Foreign Trade and Foreign Capital and Economic Development, Commercial policy and Economic Development Foreign Direct Investment and Economic Development, Role of Multinationals and Economic Development, Sustainable Development Goals (SDGs)



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

3	Urbanization and Development Causes and effects of Urbanization, Harris-Todaro Model of Rural- Urban Migration, Migration and development, Policies for urban informal sector, women in the informal sector, The microfinance revolution, rural- urban in equality in development.
4	International Aspect of Development Foreign portfolio investment and developing countries, Role of IMF and IBRD – agriculture and WTO. Impact of WTO on Indian Economy, TRIPS and TRIMS. Nature of Private foreign Investment, their merits and demerits.

Books for References:

1. Todaro, Michael P. and Stephen C. Smith, Economic Development, 8e. Delhi: Pearson Education, 2003.
2. Misra, S. K. and Puri, Growth and Development, Mumbai: Himalaya Publishers, 2005.
3. Thirlwall, A.P. Growth and Development 8e. New York: Palgrave McMillan, 2005.
4. Meier, Gerald M. and James E. Rauch, Leading issues in Economic Development, 8e. New Delhi: Oxford University Press.
5. Jhingan M.L. (2015) The Economics of Development and Planning. Vrinda Publication (P) Ltd, New Delhi



2. International Trade & Investment

Learning Objectives:

The course provides insights into theoretical structure as well as trade policies related international economics. The main objective of the course is to develop conceptual framework about various restrictions and its impact. The course will also impart the knowledge about the economic integration and various international organizations. This will also help to understand balance of payment and determination of the exchange rate. To know the importance of the foreign capital.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Need and importance of trade restriction. Optimum rate of the restrictions.
2. Different economic integrations and regional trading arrangements.
3. Role of foreign trade in economic development and Composition and Direction of India's foreign trade.
4. Importance of the foreign capital to any country and will be able to take the decision about the foreign investments.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Trade Restrictions: Free Trade vs. protection. Tariffs: Classification, and effects of tariff- The Partial Equilibrium & General Equilibrium Analysis of a Tariff. The Optimum Tariff. The Stolper Samuelson Theorem on effect of tariff. Non-Tariff Trade Barriers: import quotas, voluntary export restraints, exchange control, subsidies and countervailing measures and commodity agreements. State Trading; International Cartels; Dumping.
2	Economic Integration Economic Integration: meaning and types. Static and Dynamic effects of a customs union and free trade areas, Regional Trading Arrangements – SAFTA, NAFTA, EFTA, ASEAN, European Union. Recent Development in Economic Integration
3	India's Foreign Trade Value of Exports and Imports, Composition of Exports and Imports, Export Promotion Policy, Recent Export- Import Policy, Direction of Foreign Trade
4	Important Aspects of Foreign Trade International Debt Problem, Measures to solve debt Crisis, G-20 and India, BRICS and India, Foreign Direct Investment, Multinational Corporations, Bilateral, Multilateral, Free and Preferential Trade Agreements.

Books for References:

1. Jhingan M.L., International Trade & Finance, 2014, Vrinda Publication, New Delhi.
2. Cherunilum Francis (2008), International Economics, Tata McGraw Hill.
3. Mithani D.M., International Economics, Himalaya Publishing house, Nagpur.
4. Salvatore Dominick (2002), International Economics, (Latest edition), John Wiley and Sons, Singapore
5. Feenstra Robert C. (2004), International Trade: Theory and Evidence, Princeton, University Press, Princeton.

**I. Elective Course Subjects****I. Rural Development & Management****Learning Objectives:**

The specific objectives of rural development subject are: Study about raising the standard of living of people in rural areas, Study about alleviating poverty in rural areas and improving the quality of life of the people, Study about development of both farming and non-farming activities so as to generate gainful employment, Study about changing the attitudes of the rural people towards transformation of village community. Study about provision of social infrastructure such as drinking water, health-care, education, sanitation, housing, road, electrification, etc., and Study about maximum utilization of local resources without adversely affecting the environment.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. On successful completion of the course, the student will be able to -
2. Gain insight into the socio-economic structure of rural India.
3. Understand the prospects and problems of rural development in India.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Nature and Scope of Rural Development Rural Development; Concept, Objectives, Indicators, Importance, & Challenges of Rural Development Rural-Urban Development- Linkages, Disparity and Relationship, Characteristics of the Rural Sector Role of Agricultural Technology, Allied Sector Role of Non-Agricultural sub-sector- Nature of changes since Independence- Challenges & opportunities. Rural Infrastructure: need, status and development. Approaches to development: Gandian and PURA. Rural Administrative Machinery- 73rd Constitutional Amendment
2	Problem of Rural Development Rural Poverty- Concept, Measurement, Regional Pattern, Causes and remedial measures; Rural Unemployment- Concept, Measurement and Types. Regional Pattern and Causes of Unemployment, rural labour problem, Rural Migration- causes and implications Small-scale & Cottage Industries - Progress and Problems and Remedial Measures. Problem of Inequality in rural India, Magnitude, causes & remedial measures
3	Financing Rural Development: Rural Indebtedness – Problems, effects/ remedies & present situation Rural Financial structure - Role of Co-operatives, Commercial Banks and non-institutional sources of credit, RRBs-Working of RRBs and its role in Rural Development NABARD, Land Development Bank, State Co-operative Banks, SHGs. Microfinance institutions in India, Kisan Credit Cards



4	Rural Development Strategies and Programmes Diversification of Agriculture-Dairy Farming, Fishery, and Farm Forestry Rural Industrialization- Importance, Programmes, Technological change Review of Poverty Alleviation and Employment Generation Programmes in India, Wage Employment Programmes - IRDP- DWCRA- NREP- TRYSEM, MGNERGA, SJGRY 20-point programme & Rural Housing programmes, Community Development Programme National Programmes of Rural Development, Indira Awas Yojna Food & nutrition security & programme NGO - Concept, Objectives, Indicators, Importance and role
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Books for References:

1. Desai, Vasant - Study of Rural Economics, Himalaya Publishing Company, New Delhi.
2. Kanak Kanti Bagchi – Employment and Poverty Alleviation Programmes in India – An Appraisal (2 vols) (Abhijeet Publications, New Delhi)
3. Mishra Puri – Indian Economy, Himalaya Publishing House, Mumbai.
4. Gupta P.K., –Agriculture Economics, Vrinda publication private limited, New Delhi
5. Desai, Vasant Fundamentals of Rural Development, New Delhi: Rawat Publications, 1991
6. Narwani, G.S. Training for Rural Development, New Delhi: Rawat Publications, 2002.
7. Dr. Sundaram, I. Satya. Rural Development. Mumbai: Himalaya Publishing House, 2002.
8. Datt, Sundaram - Indian Economy, S. Chand and Company, New Delhi.



2. Political Economy

Learning Objectives:

This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development. This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

Learning Outcomes:

1. To understand the use of political economy as one of the ways of knowing the idea of the global.
2. To help students comprehend the importance of space time compression that is crucial to understanding globality.
3. To help students communicate effectively, through speaking and writing, about ideas and concepts relating to political economy so as to establish the global interconnectedness between historical events and the contemporary world

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Introduction and Historical Overview Different types of Economic systems and their broad features, Capitalism, Communism and Mixed Economy, Economic freedom under these three economies. Achievements and failures of capitalism, Transformation of capitalism into welfare State.
2	Mixed Economies and their problems Why mixed economy, Role of public sector, Deficiencies of public sector, co-ordination between public and private sectors, public sector in India and Radical change in Approach, Features of Sweden's Mixed Economy,
3	The Socialism and New Perspectives Evolution and growth of Socialism, Marxian Socialism, Liberalisation, Privatisation and Globalisation, Impact of LPG on Indian economy, inequality and exclusion. Gender in work, issues in environment and sustainability, Sustainable Development Goals and India's achievements, Role of state.
4	Economic Planning in India Definition and meaning of planning, Characteristics of economic planning, Role of planning in developed and developing countries, Types of planning, Types of planning on the basis of economic system, time element, region and finance or real output, broad features of India's socialist pattern, Gandhian economics, Economic philosophy of Sarvodaya and its limitations, Role of NITI Aayog.



Books for References:

1. Fran Tonkiss, *Contemporary Economic Sociology: Globalisation, Production, Inequality*, Routledge India 2008
2. G. Geroffi, J. Humphrey and T. Sturgeon, 2005, —The Governance of Global Value Chains *Review of International Political Economy*, Volume 12
3. Andrew Glyn, —Challenges to Capital, in *Capitalism Unleashed: Finance, Globalization and Welfare*, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.
4. Gary Dymksy, 2005, —Financial Globalization, Social Exclusion and Financial Crisis, *International Review of Applied Economics*, Vol. 19
5. E. Stockhammer, —Financialization and the Global Economy, in G. Epstein and M.H. Wolfson (ed.) *The Political Economy of Financial Crises*, Oxford University Press, 2010.
6. J. Gurley, "The Materialist Conception of History", in R. Edwards, M. Reich and T. Weisskopf (ed.), *The Capitalist System*, 2nd edition, 1978.
7. O. Lange, *Political Economy*, vol. 1, 1963.
8. R.L. Heilbroner, "Capitalism", in *The New Palgrave Dictionary of Modern Economics*, Macmillan, 1987.
9. P. Sweezy, *The Theory of Capitalist Development*, Monthly Review Press, 1942,
10. Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), *The Dictionary of Marxist Thought*, OUP, Indian edition, Maya Blackwell, 2000.
11. J. Schumpeter, *Capitalism, Socialism and Democracy*, George Allen and Unwin 1976,
12. P. Baran (1957), *The Political Economy of Growth*, Pelican edition, 1973.
13. Amit Bhaduri, —Nationalism and Economic Policy in the Era of Globalization, Deepak Nayyar (ed), *Governing Globalization: Issues and Institutions*, OUP, 2002



II. Elective Course Subjects

1. Environmental Economics

Learning Objectives:

It examines the elements of environmental economics. Topics include the environmental problems of Industrial and Agricultural development, use of Natural resources and its sustainability. To provide simple yet rigorous frameworks to understand real environment problems facing by the world and individual countries. To understand policies being implemented by the government to improve the green and clean environment level. To understand the forces for and against the agglomeration of economic activities. To provides basic understanding about Mechanism for environment regulation and Environment protection laws in India. Also, to develop their analytical and critical thinking skills to judge the appropriateness of Sustainable development policy options.

To prepare students for more advanced studies in Environmental economics.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. On completion of the course students would be able to realize the importance and influence of environment on the economy including the quality of manpower. Arouse their feelings to make cleaner environment so as to achieve harmonious development.
2. Understand that environmental problem is not the problem of a single country or region but a global problem and issue.
3. Demonstrate the scientific management of waste materials; realize the role and importance of individuals to keep the environment clean.
4. Explain linkages between Economic development, Population and Environment, Poverty and the Environment.
5. Acquire quantitative skills by working with the mathematical models that show how to allocate environmental goods optimally.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Elements of Environmental Economics Meaning, Subject matter, Nature and Scope of Environmental Economics; Economic Development and the Environment, Population and Environmental Linkages. Economy, Ecology and Environmental Interaction- Ayrees Kneese's Material Balance Model. Leontief's Environmental extended Input-Output Model. Environmental Quality as public goods, Market Failure.
2	Environmental Problems of Industrial and Agricultural Development: Environmental Problems of Industrial development: Water Pollution, Air Pollution, Noise Pollution, Special Economic Zones and Environmental Issues, Green Marketing, Environmental Auditing.



	Environmental Problems of Agricultural development- Salinity, water logging, desertification of land, Excess use of water, fertilizers and pesticides, Approaches to Sustainable Agriculture Management.
3	Economics of Natural Resource Management and Sustainable Development Economics of Renewable Resources; Resource Scarcity as Limits to Growth; Pricing of Resources; Energy and Economic Development. Sustainable Development- Meaning, Rules of Sustainable Development- Indicators of sustainable development, Mechanism for environment regulation in India; Environmental laws and their Implementation-Policy instruments for controlling water and air pollution-Forestry policy.
4	Environmental Problems and Environmental Policy in India: Rural and Urban environmental problems – Population and the Environment, Poverty and the Environment, Housing and Slums and the Environment, Rural Sanitation Scheme, Trade and environment, issues of Climate Change, Environmental Policy in India- Environment protection laws in India. Central Pollution Control Board, State and Local Bodies and Environment protection.

Books for References:

1. Zingan M.L. and Sharma, Environmental Economics, Vrinda Publication, New Delhi
2. Ali, S. A. (1979), Resources for Future Economic Growth, Vikas Publishing House, New Delhi.
3. Baumol, W.J. and W.E. Oates (1988), The Theory of Environmental Policy (2nd edition), Cambridge University Press, Cambridge.
4. Bhattacharya, R.N. (Ed) (2001), Environmental Economics; An Indian Perspective, Oxford University Press, New Delhi.
5. Chopra, K. (1998), Valuation of Bio-diversity within Protected Areas: Alternative Approach and a case study, Institute of Economic Growth, Delhi.
6. Chopra, K., Kadekodi G.K. and M.N. Murthy: The Management of Common Property Resources, SAGE, New Delhi.
7. Garge, M. R. (Ed.) (1996), Environmental Pollution and Protection, Deep and Deep Publications, New Delhi.
8. Hanley, N., J.F. Shogern and B. White (1997), Environmental Economics in Theory and Practice, Macmillan.
9. Kolstad C.D.(1999), Environmental Economics, Oxford University Press, New Delhi.
10. Lodha, S. L. (Ed.) (1991), Economics of Environment, RBSA Publishers, Jaipur.
11. Markandeya, A. and M. N. Murty (2000), Cleaning up the Ganges: Cost-Benefit Analysis of Ganga Action Plan, Oxford University Press, New Delhi.
12. Mehta, S.S Mundle and U. Sankar: Controlling pollution: Incentives and Regulation, SAGE, New Delhi – 1995
13. Murthy, M.N, A. James and S. Misra: The Economics of Water pollution in India: Oxford University Press, New Delhi, 1995
14. Pearce, D.W. and R. Turner (1991), Economic of Natural Resource Use and Environment, John Hopkings University Press, Baltimore.
15. Rajlaxmi & Brinda (1994) Environomics, Allied Publishers Limited, Madras
16. Rathore, M. S. (Ed.) (1996), Environmental and Development, Rawat Publications Jaipur.
17. Sankar, U. (Ed), (2001, Environmental Economics, Oxford, University Press, New Delhi.
18. Singh, G. N. (Ed.) (1991), Environmental Economics, Mittal Publications, New Delhi
19. Singh, Katar and Anil Shishodia; Environmental Economics; Theory and Applications, Sage Publications, New Delhi, 2007.
20. Tripathy, S.M. and Sumakar Panda, Fundamentals of Environmental Studies, Vrinda Publications, Delhi.
21. World Bank: World Development Report, 1992: Environment and Development Oxford University Press, New Delhi



2. Economics of Health & Education

Learning Objectives:

The course applies standard economic theories to understand how individuals make education choices and thinking in evaluating education policies. The paper explains the benefits of education and cost of education and its development in India. It studies the expenditure pattern of government and emergence of private sector in education. Health economics is the study of how scarce healthcare resources are allocated among competing interventions and among groups in society. An introduction to key concepts of health economics like the demand for and supply of health services, fundamentals of markets and the price mechanism with a focus on the healthcare market. An introduction to economic evaluation in healthcare, with an emphasis on identifying, measuring, valuing and analyzing health outcomes and costs.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Interpret and appropriately apply the key concepts of economics within the context of the health system.
2. Debate the relative merits of equity considerations in setting priorities for a health system.
3. Understand the importance of human capital, difference between the private and social cost of education.
4. Understand methods used by economists to evaluate education policies.
5. Define the return to education and understand its empirical estimates.
6. Understand and evaluate the expenditure and link between education – poverty, income distribution and employment.

Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	Demand for and Supply of Health Health care- Definition, characteristic, holistic approach, benefits, types of treatments Nature of Demand for Supply of Health, Determinants of Demand & good health Pricing of HealthCare Services-Drugs, Hospitals; Cost of Health Care Services; Market Failure; components of healthcare systems National health policy, Planning & health committees Role of NGO's In Healthcare Systems
2	Financing Health Care Financing of health care and resource constraints, PHC- Health Status Indicators and measurement, A review of per capita private and public expenditure on health services. Economic Reforms and Health Sector. WHO- role & Need for a social health insurance for the poor, disabled and the aged. The role of development financing institutions in financing health services. Health insurance Policy in India-Insurance- definition, nature, characteristics, functions, types, importance, classification, advantages, Principles. Rural healthcare system in India
3	Economics of Education Education- Meaning, need, objective, Meaning of Economics of Education, Demand for Education-Private Demand and Social Demand; Determinants of Demand; Costs of Education-Expenditure on Education; Private Costs and Social Costs; Benefit of Education- Direct and Indirect Benefits; Private and Social Benefit; Cost-Benefit Analysis, Difference between Cost-Benefit and Cost-Effectiveness Analysis. rate of return to investment in education, Current scenario of education system



4	Education and Economic Development in India Objectives of Educational Planning; A Review of Educational Development in India – Primary, Secondary, Vocational, Higher, Technical and Adult Education; Educational Policy in India; Expenditure on Education and Improvement in Literacy in India; Educational Development Policy and Employment in India. Globalization and higher education, National Knowledge Commission Effects of educational financing on income distribution Effects of education, Ability and family background on earnings, Poverty and income distribution, Education and employment- Concept, Merit-Demerit Indian Knowledge System, challenges and advantages of National Education Policy 2020.
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Books for References:

1. Agarwal, Pawan, Higher Education in India: The need for Change.
2. Aggarwal and Aggarwal, Educational Planning in India, Vol.I, Delhi.
3. Banerjee D., Social Cultural and Foundations of Health Services Systems of India, Inquiry, Supplement to Vol. XII June.
4. Banerjee D., Poverty, Class and Health Culture in India Vol.I, Prachi Prakashan, New Delhi.
5. Baru, R.U., Private Health Care in India; Social Characteristics and Trends, Sage Publications, New Delhi.
6. Berman, P. and M.E Khan, Paying for Indian's Health Care, Sage Publications, New Delhi.
7. Berman, R. (Ed), Health Sector Reform in Developing Countries: Making Health Development Sustainable, Boston: Harvard Series on Population and International Health.
8. Das Gupta M., Chen, L. C. and Krishna, T. N, Health, Poverty and Development in India, Oxford University Press, Delhi.
9. Feldstein M.S., Economic Analysis of Health Service Efficiency, North Holland, Amsterdam.
10. Hanley, N., J.F. Shogren and B. White, Environmental Economics in Theory and Practice, Macmillan.
11. Kapur, Devesh and Mehta, Pratap Bhanu, Indian Higher Education Reform: From Half-Baked
12. Krishnakumar T. and Rao K.N., Financing of Health Services in India: Perspectives and Issues", Department of Economics, University of Hyderabad,
13. Mc Mohan, W.W., Education and Development; Measuring the Social Benefits, Oxford University Press, Oxford.
14. Murthy M.N., A. James ; and S.Misra, The Economics of water Pollution in India, Oxford University Press, new Delhi.
15. Padmanabhan, C.B., Financial Management in Education, Select Books, New Delhi.
16. Pancharukhi, P.R., Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol.VI, Infrastructure, Allied, Delhi.
17. Rao, V.K.R.V, Education and Human Resources Development, Allied Publishers Bombay.
18. Sengupta R.P, Ecology and Economics: An approach to Sustainable Development, Oxford University Press, New Delhi.
19. Sri Prakash, Cost of Education: Theoretical Exploration and Empirical Prognostication,
20. Tilak, J, B.G., The Economics of Inequality in Education, Sage Publishers, New Delhi
21. Tilak, J.B.G., Education for Development in Asia, Sage Publications, New Delhi.
22. Vaizey, J., Economics of Education, Faber and Faber, London.
23. Woodhall, M., Cost Benefit Analysis in Educational Planning, UNESCO, Paris.
24. World Bank, The Financing Health Services of Developing Countries: An Agenda for reform, World Bank Policy Study, Washington



III. Elective Course

1. Project Work/Dissertation

Credit = 2

Period = 30 Hrs.

The objective of this paper would be to expose the student's pursuing MA in Economics to the real world outside and develop their writing and presentation skills. The students would be therefore required to do field work and submit a dissertation/project report.

General Guidelines for Project work:

Project work is an integral part of academic curriculum of the Department. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure. The project work serves the twin purposes of providing critical economic and business insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

The MA students in the final semester would be required to do project work/dissertation. The project work is to be related to the specialization area chosen by the student. For example, a student who has chosen International Economics as specialization will have to do a project/field work related to International Economics and submit a dissertation. Dissertation would be based on the field work conducted by the student and would be evaluated by Internal Examiners appointed by the Department for marks of 75 (Seventy-five). Remaining 25 (Twenty-five) marks would be for Viva-Voce that will be conducted by the Department as per the rules and regulations of the University. 50% in the viva would be given to the field work done by the candidate and 50% on the project dissertation submitted.

Components of Project Evaluation	Marks
Internal Evaluation	25
Dissertation (External)	50
Viva-Voce (External)	25
Total	100

Project/Dissertation evaluation shall be conducted at the end of the programme. Project/Dissertation evaluation shall be conducted by one external examiner and one internal examiner. The components and mark division for internal and external assessment shall be decided by the respective Board of Studies.

The student may be allowed to choose his theme either in a concept area or in an application area. Live project may be encouraged to make student feel the problem, describe it & document in the language of research.

Objectives:

- To provide an opportunity for students to apply theoretical concepts in real life situations;
- To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks



Tentative Framework:

1. Selection of a Topic
2. Chapter -1: Conceptual Framework
3. Chapter – 2: Review of Literature and Methodology
 - Research Gap
 - Significance of the Study
 - Formulation of Research Questions /Issues
 - Research objectives
 - Data source (Primary/Secondary)
 - Coverage (Universe/ Sample & period of study)
 - Tools of analysis (Analytical Framework)
 - Relevance of the study
 - Limitations of the study
 - Chapter outlines
4. Chapter -3: Secondary data based
5. Chapter -4: Data analysis and Interpretation
6. Chapter -5: Conclusion Chapter
7. Bibliography
8. Appendice

Length of the Project:

1. Report length 40 to 60 pages excluding App2.
2. Alignment: Justify
3. Font: Times New roman
4. Font size: 12
5. Line spacing: 1.5



General Instructions:

As per the University BOS decision:

- 1 The project work must be guided by teachers with research experience.
- 2 The project work will be carried out in the fourth semester, but the guide allocation and topics will be finalized in the third semester
- 3 The topics assigned by the respective guides for the project work shall be approved by the department council in third semester.
- 4 The project work dissertation will be evaluated for 70 Marks and there will be viva for 30 Marks.
- 5 The Viva will be conducted by the concerned BOE in the presence of the guide.
- 6 Project may also include field work/internship. The modalities can be worked out by the concerned teacher with the approval of department council

The Concerned Guides are requested to see that the

1. The final project must pass through test of plagiarism/similarity test by an accepted software eg., Turnitin or Urkund or any other standard software.
2. The similarity index should not exceed 20%.
3. The text of the project work must have a certificate of originality by the Guide/Supervisor



2. Internship

Credit = 2

Period = 30 Hrs.

Curricular internship are learning activities that allow students to obtain credits contemplated in the course structure diagram of their degree programme, which also allow to acquire practical skills and make initial contact with the world of work.

The Internship selection process starts in the month of December. Selection is typically based on the written tests, student research papers, and personal interview. Students are required to submit a project report of their internship and present this report to a panel of faculty for evaluation.

Students are eligible for internships, which must be carried out as part of their degree programme. For this Course Internship is an optional learning activity. The optional internship must necessarily be added to the curriculum in the periods proposed for the selection of elective courses.

1. Postgraduate student can undergo an internship for a minimum period of five days (30 hours) at a Centre identified by the concerned department.
2. Each department shall identify a teacher in charge for internship.
3. The department shall select institutions for internship.
4. At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has underwent, duly certified by the tutor and Head of the institution where the internship has been undertaken.
5. Students undergoing skill training programme shall submit a training completion cum attendance certificate and a report of the training he/she has underwent, duly certified by the trainer, teacher co-ordinator of the programme from the concerned department and the head of the department concerned.
6. Upon receipt of the internship completion cum attendance certificate completion cum attendance certificate and a report of the training, the teacher in charge of internship/skill training programme shall prepare a list of students who have completed the internship and a list of students who failed to complete the programme. Head of the department shall verify the lists and forward the lists to the office of Director, Board of Examination and Evaluation.



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation

M.A in Economics (New NEP 2023-24)

Semester – II (4 Credits)

GUIDELINES FOR ON-JOB TRAINING (OJT)/APPRENTICESHIP

Learning Outcomes:

1. Develop work habits and attitudes necessary for job success.
2. Develop communication, interpersonal and other critical skills in the job interview process.
3. Build a record of work experience.
4. Acquire employment contacts leading directly to a full-time job following graduation from college.

General Guideline:

1. Every student admitted to M.A (Economics) Second Semester is compulsorily required to undergo this course bearing 4 credits.
2. At the end of second semester, all students will have to undergo summer training of 6-8 weeks (120 Hours) with an Industrial, Business or service organisation.
3. Each student will be required to submit a detailed report to the Department/College/Institute for the work undertaken during this period within 7 days of completion of the training (following which the evaluation and assessment for OJT/Apprenticeship will be done by the college/institute concerned. The report submitted must be according to the learning outcomes and in tune with the rubric for evaluation.
4. College/institute is required to assign Supervisor/Mentor to students for OJT who will guide the students in attaining the outcomes of this course.
5. The open defence seminar of a student shall be evaluated by the supervisor/mentor assigned to a student (as an internal examiner) and an external examiner appointed by the college/institute.
6. Appointment of external examiner from the nearby college /organisation should be done by the Principal where a student has completed his/her OJT. However, the Principal may appoint any other industry professional or subject expert as an external examiner if required.
7. The internal and external examiner shall jointly evaluate the report submitted by the student and her/his seminar and shall immediately submit the evaluation report in the prescribed format provided along with.
8. The college/institute shall submit marks obtained by students to the university as per prevalent system.



MANAGEMENT OF OJT

1. A letter for the Head of the Institution or Organisation where OJT is proposed should be prepared by the Teacher. The format for the letter is given as Annexure 1.
2. An agreement should be signed between the Principal and the representative of the Industry or Organisation. The format for agreement is given as Annexure 2.
3. Teachers or Trainers should communicate to students about the documents that need to be maintained for OJT as per the format. The format for Student Attendance Sheet, Student Logbook and OJT Report are given as Annexures 3 to 5.
4. Principal/Menter shall endorse and sign the documents to facilitate OJT. He/she should also routinely check with the subject teacher on the progress of OJT via meetings/emails.
5. Teachers or Trainers should collect OJT related data and maintain the same in the college.
6. The Principal/Menter should visit OJT site, at least two times during the training period to collect first-hand information from the students and the Trainers or Supervisors.
7. Principal/Menter should ensure that students carry their ID cards while going for OJT and are dressed in college uniform or the uniform suggested by the Instructor/Trainer.
8. Principal/Menter should monitor that adequate measures have been taken to ensure the safety and security of students during OJT.
9. Principal/Menter should monitor the status and progress of OJT by interacting periodically with the students, Teacher and Trainer and the representative of the Industry or Organisation.
10. An OJT completion certificate is to be given by the Industry or Organisation to the Students or Trainees who have successfully completed OJT. The format for certificate is given as Annexure 7.
11. The report of the OJT should be included in the portfolio of the student and the peer's review.
12. The report of the OJT should be submitted to the university by the college.



TRAINING PLAN FORM

1. Training Title: _____
2. Target Group: _____
3. Date: _____ Day(s): _____ Times: _____
4. Location: _____
5. Goal of Training: _____
6. Learning Outcomes: _____

Instructors/Trainers Details: _____

7. Training Materials to be used: (including that required for Children with Special Needs): _____
8. Logistics: _____
9. Arrangements made for hiring Translators and/or sign language interpreters (for Children with Special Needs): _____
10. Arrangement for Refreshment/Food during training sessions: _____
11. Any other information: _____

Handwritten signatures and initials:
G. W. S. (with initials below)
R. P. S. (with initials below)
M. S. (with initials below)
M. S. (with initials below)
M. S. (with initials below)



Annexure I

Format of Letter for Organisation of OJT in an Industry/Enterprise/Organisation

Date: _____

To, _____

Sub: On-the-Job Training in your Industry/ Enterprise/ Organisation - reg.

Dear Sir/Madam,

The _____ (name of the college) is implementing the scheme of OJT. Under this scheme, there is a provision for conducting On-the-Job Training (OJT) of 6-8 weeks (120 Hours). The primary objective of OJT is to enable the students to acquire skills by getting hands-on-training in the real work environment.

We have identified your esteemed Organisation/ Industry/ Establishment for imparting OJT to the students of ____ (PG). Around ____ (no.) students would be participating in the OJT. We would like to seek your cooperation in organizing the OJT at your organisation.

On hearing from you, the Teacher _____ (name) will be contacting you with details of the training you are requested kindly facilitate OJT of students in your organisation.

With kind regards,

(Name of Principal)

Copy to: (Name of the Teacher)

Encl.: as above



Annexure 2

Format of Agreement between School Principal and Representative of Industry/Organisation

AGREEMENT

This agreement is made between the Principal college and representative of the Industry or Organisation for On-the-Job training with provision to be made by the Industry/Enterprise or Organisation on the following:

1. Assigning a Trainer or Supervisor for On-the-Job Training of students by the Industry/Organisation.
2. Engaging students on subject-specific work and providing required guidance or support to ensure their learning.
3. Monitoring the attendance and work completed by students on daily basis.
4. Provide experience letter/certificate of On-the-Job Training to students on completion of the training.
5. In case students need to extend beyond agreed hours, prior intimation shall be taken from Principal.
 - (i) Abide by Prevention of Sexual Harassment Act (POSH) for students undergoing training.
 - (ii) Information shall be provided to trainees regarding working conditions of the job, such as physical requirements potential hazards, health risks, noise levels, etc.

Signature of Representative
Industry/ Organisation

Signature of The Principal

Date:

As per the POSH Act, 'sexual harassment' includes unwelcome sexually tinted behaviour, whether directly or by implication, such as (i) physical contact and advances, (ii) demand or request for sexual favours, (iii) making sexually remarks, (iv) showing pornography, or (v) any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.

5



Annexure 3

Format for Students' Attendance during OJT

Attendance Sheet

1. Student Name: _____
2. Subject/Job Role : _____
3. College Name: _____
4. College Address: _____
5. Type of Work Assigned: _____

Total No. of Hours Spent on OJT:	Signature of Trainer or Supervisor (with date)	Signature of Vocational Teacher/Trainer (with date)
Details of Work Done		

(Handwritten signatures and initials at the bottom of the table)



Annexure 4

Format for Student's Logbook

1. Student Name: _____
2. Trade/Subject: _____
3. College Name: _____
4. College Address: _____
5. Industry/Enterprise/Organisation: _____
6. Address: _____
7. Type of Work Assigned: _____
8. Date: _____

1. I observed / worked on the following activities in this week.
2. I learnt the following things in this week.
3. I faced the following challenges during this week (if any).

Name & signature of the student

Name & Address
Signature of Trainer/Supervisor

CC: Principal of the College

[Handwritten signatures and initials in the logbook section]



Annexure 5

Format for Preparation of Report on OJT by Students

Students are required to prepare the report of what they learnt during On-the-Job Training (OJT). The report will be included in the student portfolio. Students shall include the following information in the OJT report:

Sr. No.	Section	Expected Details
1	Introduction	<ul style="list-style-type: none">• Title of the Report• Student Name, College, Grade, Roll No.• Name of Job Role/ Subject
2	OJT Overview	<ul style="list-style-type: none">• Employer/Workplace Details • Name of OJT Site, Address, Website, Supervisor Name• Brief Profile of the Organization (Government Private, Business Activity, etc.) • OJT Dates (Start and End), Timings, Number of Hours completed.
3	OJT Details	<ul style="list-style-type: none">• Activities Performed and Observations made during OJT• List of Tools and Equipment used during OJT• Key Learnings and Challenges faced during OJT• Any innovative work done during OJT

[Handwritten signatures and initials in Marathi script, including 'Rajesh', 'S', 'Pr', 'Informatics', and 'WSSS']



Annexure 6

Format for OJT Completion Certificate

This is to certify that _____ [name of the Student],
pursuing his/ her subject / course in _____
successfully completed On-the-job Training (OJT) at
_____ and completed _____ hours of
OJT from _____ (date) to _____ (date)

He/ she has participated in the following activities/ tasks

- 1.
- 2.
- 3.
- 4.
- 5.

Place:

Date:

Signature

Name & Designation of
Authorized Signatory

Name of Industry/Enterprise/Organisation

Office Stamp

[Handwritten signatures and stamps]



Annexure 7

Format for Submission of Feedback by Students

Feedback Form

The students shall be submitting the feedback form to the Teachers and give their response on scale from 1 to 5.

(1- Not at All, 2- Very Little, 3- Somewhat, 4-Quite a Bit, 5-Great Deal)

Sr. No	Questions	1	2	3	4	5
1	Was the training place clean and attractive					
2	Were the sessions objectives and the intended learning outcomes clearly stated					
3	Was the Instructor/ Trainer punctual during sessions					
4	Did the Instructor/Trainer related the topic with tasks					
5	Were learning or training resource materials provided for the training					
6	Did this OJT help you to connect your knowledge with skills with that you acquired during schooling					
7	Did this OJT help you to acquire new skills					


Name & Signature of the Student



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation
M.A in Economics (New NEP 2023-24)

Semester – II (4 Credits)

GUIDELINES FOR FIELD PROJECT

Learning Outcome:

The Field Project is one of the three critical field practice components of MA Economics programme which aims to enhance the research and analytical skills of students and their ability to engage with a social issue in-depth.

General Guideline:

1. A student is also allowed to conduct a Field Project. However, such a Field Project need to have a duration of 6-8 weeks (120 Hours) and a student is required to submit the report to college/institute as mentioned in OJT.
2. Students can design a development project of their interest in a rigorous and systematic way over a period of three months. They are guided throughout the process by faculty mentors.
3. Post graduate students have to successfully complete field projects within the semester. Field project is worth 4 credits.

Evaluation Report of Field Project

Components	Marks
Faculty Supervisor (Overall work)	50 Marks
Field Work	30 Marks
External Viva Voce Examination	20 Marks
Total	100 Marks

[Handwritten signatures and initials in blue ink, including a large signature that appears to be 'M. K. ...']



Kindly award marks for each item in the columns provided below:

Sr. No.	Items	Maximum Marks	Marks Awarded
1	Punctuality and Regularity	10	
2	Commitment, Interest & Motivation in acquiring knowledge from Field work	10	
3	Attitude towards the Economic behaviour	10	
4	Proficiency in economic Skills (Communication, Networking etc.)	10	
5	Ability to adhere to Social Values and Ethical Standards	10	
6	Competency in applying theoretical knowledge in practice	10	
7	Competency in practicing the Methods of Society (as applicable to the Agency)	10	
8	Ability to maintain positive relationship with others (Staff of the Agency)	10	
9	Self-Discipline and positive personal behaviour	10	
10	Ability to comply with the requirements and the norms of the Organisation (Initiative and willingness to take up Responsibilities, Team Work etc. in the projects/ programmes involved in)	10	
	TOTAL	100	

[Handwritten signatures and initials are present in this section, including names like 'Rajesh', 'S. S.', and 'S. S.']



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation

M.A in Economics (New NEP 2023-24)

Semester – III & IV (4 Credits)

GUIDELINES FOR RESEARCH PROJECT/DISSERTATION

Credit – 4/6 (120 hrs./180 hrs)

Guidelines for Project Work

As a part of the curriculum students are required to take up a research Project work. This project will be assessed on the submission of the hard copy of project report. The hard copy of project report should submit to the Principal and Principal will sent it to the university as per the university process.

It is an intensive study on a topic. It explores the subject in depth and elucidates information about the problem investigated, the methods used to solve the problem, the results of the investigation and the conclusions inferred and a set of recommendations that can be implemented.

The project taken for study can be related to a particular organization. It can be comparison study of many organizations. A project should preferably be conducted in the organization where the student is employed (in case of employed student). Before embarking on the Project study, the student should identify the problem he intends to study and know the subject under study. He can facilitate this by reading material on the intended study. As a case study, the student can select his own organization in which he is employed (in case of employed student) or choose some other organization or could take up an industry vertical. If the topic selected happens to be a general one, then the student can do research from the internet or go through books/periodicals and obtain relevant information for his project.

The study should highlight its application in day to day functioning or in a specific area of your specialization field. The data collected could be primary i.e., gathered by your own observation, or it may be secondary i.e. taken from the records of the organization where the research is being undertaken like balance sheets, control figures, performance reports, sales reports etc. Students must ensure that the project undertaken must be an original study.

Guidelines for Dissertation

The dissertation is worth 90% of the total mark for the dissertation module. There is no minimum word length and concise expositions are encouraged. The dissertation should be a maximum length of 70 – 80 typed pages in Times New Roman, excluding acknowledgements, appendices, footnotes, words in graphs, tables, notes to tables and the bibliography. Note there is a limit of 15 pages for the appendices, footnotes, and tables. Abstract words, quotations and citations count towards the word limit.

We recommend that you use Microsoft Word for the finalisation of Project report / dissertation. The first page of the dissertation itself should include the title, your name along with roll no. and date, Name of the Supervisor, University and College name should also be



mention properly, any preface and acknowledgements. Pages and sections must be numbered. Every dissertation will normally include:

- Introduction
- Research Methodology (Research Problem, Objectives, Hypothesis, & Research Design etc.)
- Literature Review (Reputed Books, Reference Books, Journals, Articles, etc.)
- Data collection
- Data Analysis /Results/Discussion/Policy
- Conclusion (Findings, Recommendations, Further Research Scope)
- References

References should be collected at the back in alphabetical order and should contain sufficient detail to allow them to be followed up if required: at a minimum you should cite author, date of publication, and title of book or article, journal of publication or book publishing company.

STRUCTURE OF THE PROJECT REPORT

- a) **INTRODUCTION** - To the topic under study and the related information should be given.
- b) **BACKGROUND** - A brief background about the company/organization under study, like Name, Location etc. and also relevant details like organization structure, existing systems related to the particular subject under study and a brief write up of the problem you want to study in that organization.
- c) **METHODOLOGY** - It forms the crux of the report. It should clearly identify the Problem, the main objectives of the study, the scope which indicates the usefulness of the project, how applicable it is, and how it can be used by the organization for improved performance.
 - 1) Review of literature can be done included, which indicates the research done so far with regard to the particular subject.
 - 2) The relevant data gathered should be presented in the form of tables, graphs, flow charts etc.
 - 3) Detailed discussion about the present practices related to the subject. If new practices/augments have been introduced, a discussion of the same may be done.
 - 4) Analysis of the data collected or the effect of the new practices on the existing one.
- d) **CONCLUSIONS & RECOMMENDATIONS:**

Based on the study done, what conclusions/inferences can be drawn? Recommendations are based on the conclusions of the study. It is important to indicate that a set of recommendations should follow from the conclusions inferred. The recommendations should have value to the organization. If possible quantify the benefits

[Handwritten signatures and initials]



that can be gained from following the recommendations. Indications as to what other techniques can be applied to improve the systems viz. Cost saving techniques, precautions.

e) **LIMITATIONS** of the study if any should be highlighted.

IMPORTANT GUIDELINES FOR WRITING THE PROJECT

1. Students should use simple and good English/Marathi while writing the report. Avoid grammatical errors.
2. The report should be typed in English/Marathi standard fonts as per the Ph. D. Direction of the RTMNU.
3. The problem and objectives should be specific and clearly stated. Avoid ambiguity.
4. No aspects of the structure of the report should be omitted.
5. Important to include Bibliography and List of tables.
6. The report should also include Certificate from the guide (if help from a guide has been taken) and acknowledgements (if any)
7. Plagiarism certificate should mandatorily attach with the report.
8. The report should be in about 70-80 pages minimum.
9. CD / Pen drive of the Final Report should attach.

OTHER DETAILS TO BE CONTAINED IN THE REPORT

The following should be included in the Project Report in the same sequence as given below:

- 1) Acknowledgment - to all those who have helped the student complete the project.
- 2) Certificate from the guide (if help from a guide has been taken) (See appendix I)
- 3) Table of contents, chapter wise with the appropriate page numbers.
- 4) Actual project content following the given format.
- 5) Bibliography - It is important for students to list the Books

MARKS FOR THE PROJECT

The project work will carry 100 marks. The minimum for passing will be 50% for the project work. Procedure in case of non-submission of Project report: Students who could not submit their project report even after the above period:

- a) They will be required to pay re-exam fee of the university.
- b) Their project will be evaluated only in the next semester.
- c) Their marks as well as certificates will be issued in next semester i.e. the entire process will be late by six months.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Appendix - 1

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Master of Arts (M.A – Economics)

TITLE OF PROJECT/ DISSERTATION

A PROJECT WORK SUBMITTED TO (INSERT NAME OF DEPARTMENT) IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF (INSERT THE TYPE
OF DEGREE) IN (INSERT AREA OF SPECIALISATION HERE)

BY

NAME OF STUDENT

ROLL NO.

NAME OF THE SUPERVISOR

COLLEGE NAME

DATE (MONTH YEAR)

[Handwritten signatures and names in Marathi script, including 'Rajesh', 'Anand', and 'Anand']

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Dissertation Acknowledgement

In your acknowledgements, you should first thank the members of academia who contributed to your research, including:

1. Funding bodies,
2. Supervisors,
3. Professors,
4. Editors,
5. Proofreaders,
6. Research participants

However, generally, this example follows a common structure:

Typical Order	Acknowledgement Category
1	Supervisors/Advisors
2	Collaborators
3	Friends for distraction or moral support
4	Significant Other
5	Parents/Family

[Handwritten signatures and names in blue ink, including 'Infante' and others.]



DECLARATION

Student's(s') Declaration I/We hereby declare that the information contained in the project report is the result of my/our own efforts and due citation have been made. I/ We further declare that it contains no material previously published by another person nor material which has been accepted for the award of any other degree or diploma in the University, or elsewhere except where due acknowledgement has been made.

SIGNATURE..... DATE

Supervisor's (s') Certification Certified by: Name of Supervisor

SIGNATURE..... DATE

Head of Department's Certification

Certified by: Name of HOD SIGNATURE.....

DATE

External Examiner's Signature (optional)

In the case where External Examiners are involved, the Examiners must also sign the report.
Name of External Examiner:

SIGNATURE..... DATE

Important Note: - Student can use standard format of the certificates which are available at the Ph. D. Cell, RTMNU website.



NEED FOR THE SEMESTER SYSTEM

Under the so-called conventional system of higher education governed by the old and unchanged University Act, largely shaped by the state Government keeping in view the convenience and state of mind of the majority of the mediocre learners, the undergraduate colleges entrusted with the task of catering to the needs of higher education in society, have been constrained to operate freely towards achieving their goal of both quantity and quality in higher education. Any kind of innovative change in the form of introduction of the new papers having potentials for job market or ensuring skills for the jobs in demand seems to be almost impossible owing to their lack of academic autonomy. Perhaps due to the same reason the colleges are unable to initiate some reforms in the examination and evaluation patterns largely warranted in the interest of the students' community as well as the institution. In the present crisis in higher education the semester-oriented syllabi and the corresponding examination system would be just a boon to the undergraduate colleges affiliated to Rashtrasant Tukadoji Maharaj Nagpur University by ensuring the teaching faculties as much academic autonomy as required for the change and reform in the curriculum, internal and external examination patterns and evaluation of the students from time to time.

With the commencement and implementation of semester pattern U.G. Syllabi there can be higher academic autonomy resulting into more creativity and thoughtful engagement of the teachers for academic pursuit. The colleges can hopefully bring about some meaningful changes in terms of more quantity of students admitted as well as the quality in the academic performance.

OBJECTIVES OF SEMESTER SYSTEM IN SOCIOLOGY

Sociology as one of the most dynamic disciplines is primarily involved in the study of society and the social structure characterizing society. Conventionally the interest of sociology has been on knowing the intricacies of the older institutions such as family, marriage, kinship, religion and many other aspects such as group, culture, norms, values, education, stratification, etc., gaining momentum in the process of building up of a society. The focus in sociology has always been on understanding the web of social relationship and interaction which go into making the society a stronger social fabric. The theories claiming an overriding influence in sociology till the recent past have been mainly of structural-functional and conflict perspective and said to characterize the mainstream society. The structural-functional and conflict theories as a part of the mainstream society operate as the two extremes opposing each other on the basis of their respective laws of operation which mostly remain fixed or unchanged in their own right. But sociology today does not seem to remain confined to the fixed boundaries determined by the laws of structural-functionalism and social conflict. The subject has now acquired enormous flexibility and thus entered into the realms of other social sciences. It has in general assumed an interdisciplinary character. Some of the early areas of interest now either have started losing their importance or giving way to the new thrust areas of study. The prevailing scenario at the global level makes the subject oblivious of one dominant culture, order, system of values, ideas and thought. Sociology at present engages itself in focusing more on the emerging trends of multiculturalism, post-structuralism, post-modernism, hyper-modernity and globalization. The theory at present emerges to be increasingly characterized as synthetic or integrative rather than deterministic. The trend now accommodates more of a soft approach and avoids as much of a hard core approach as it can. The proposed semester pattern syllabus in sociology at the undergraduate level has been planned keeping in mind the growing acceptance for the new trends, facts of life and orientations within the domain of sociology as a science of society. The learners of



sociology, the students and teachers, now will have ample scope to know and understand the subject in a broad perspective. The U.G. course under semester pattern syllabi will aim at the following objectives in general:-

1. To make students understand the nature of sociology and its nexus with other disciplines.
2. To make students understand the recent concepts surfacing in the studies of sociologists and social scientists.
3. To make students know the current issues, problems and the measures to address them in right perspective.
4. To sustain the interest of the students in terms of making them capable of fitting into the job market.
5. To develop a multi-disciplinary interest and a broad perspective among the students to understand the intricacies of the concepts, issues and problems brought by the papers.

YEAR OF COMMENCEMENT OF THE SEMESTER PATTERN SYLLABI

The semester pattern syllabi shall come into force from the academic year 2020-2021 for the students seeking enrollment in B.A. Semester I and Semester II. For B.A. Semesters III & IV, and V & VI, the admissions shall be given in the academic years 2021-2022 and 2022-2023, respectively. This suggests for successive implementation of the U.G. semester pattern syllabi for all three years.

STRUCTURE OF THE SEMESTER PATTERN SYLLABI

1. The semester pattern syllabi shall give sufficient opportunity for continuous internal evaluation of the students (CIE).
2. The whole course shall be of full-time course of three years duration equally divided among six semesters.
3. Each semester shall have only one paper having four units. The students, on the whole, in order to complete B.A. degree, shall have to give examinations for 600 marks in the subject of sociology.
4. The system shall be based on continuous external evaluation based on a descriptive written examination of 80 marks (External) and internal evaluation of 20 marks in each paper of a semester.

CODE/SCHEME OF EXAMINATION

Students shall undergo the following process of examination:

Written Examination:

1. There shall be a written examination of descriptive type in each paper at the end of every semester.
2. Each paper shall be of 80 marks of 3 hours duration.
3. The question paper shall contain in all total 4 questions among which only first question shall be in the long form with an internal choice, carrying 20 marks. The second, third and fourth questions shall be of short forms wherein second and third questions shall have four questions each (A, B, C and D) with an internal choice (E, F, G and H), carrying 20 marks each at the rate of 5 marks for each short question.



4. The question number four shall also consist of four questions with 5 marks each but without an internal choice.
5. Each paper shall be of 80 full marks in which each question, whether in long form or

PASSING MARKS

1. The students shall be required to score a minimum of 32 marks out of 80 in order to pass in the external examination in each paper.
2. The minimum passing marks in the internal evaluation shall be 8 out of 20 in each paper.
3. This means the passing marks both in the written (external) examination and internal evaluation shall be considered separately.

ABSORPTION OF FAILURE CANDIDATES

1. The failure students of all B.A. I, II & III of old and annual pattern syllabi shall be given two consecutive terms such as one in winter and another in summer to clear their papers.



Semester I

Sociology: An Introduction

Objectives of the Paper:

1. This paper intends to induct the students to sociology as the beginner of the subject.
2. The paper thus aims to expose the students to the basic concepts in sociology.

1. Understanding Sociology:

- A. Sociology: Its meaning, definition and characteristics as a science.
- B. Relationship of sociology with other social sciences: Anthropology, History, Political Science and Economics.

2. Basic Concepts in Sociology:

- A. Groups, reference groups, association, institution, community and society.
- B. Development of human societies: **Pre-modern societies** (hunting and gathering societies, pastoral and agrarian societies.) **Modern industrial Society:** Its characteristics- Secularism, Industrialism, Urbanism, Democracy.
- C. Society and Individual: A mutual relationship.

3. Socialization:

- A. Meaning, processes and importance of socialization.
- B. Agencies of socialization: Family, education, religion, peer group and mass media.
- C. Socialization and Construction of Caste, Class, Gender and Religion

4. Social structure:

- A. Elements of social structure: Group-Subgroup, Norms and Values, Roles, and Status
- B. Functions and dysfunctions of social Structure.
- C. Forms of Social Structure: Patriarchal, Feudal Caste, Capitalist Class

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. दध, भ्ररभ, फडकड आरु सडनडकक, सभररशररर - वरररभ आरु सकलनुनर, ऑ.सी. नरररशस, नरगनड



Semester II

Sociology: Themes and Perspectives

Objectives of the Paper:

1. This paper intends to orient the students to certain basic perspectives in sociology.
2. The paper also intends to make students know in details about culture, stratification and mobility and the deviant patterns and social control in society.

1. Culture and Society:

- A. Meaning, definition and characteristics of culture.
- B. Elements of culture: Cognitive elements, beliefs, values and norms, and signs.
- C. Culture and ways of individual behavior and personality.

2. Social Deviation and Social Control:

- A. Social deviance and conformity: Meaning and definition, causes of and measures to check deviant behavior. Factors promoting conformity.
- B. Anomie and social deviation, social structure and social deviation.
- C. Social Control: Meaning, definition and means – formal and informal means.

3. Social Stratification:

- A. Difference between Social differentiation and social stratification.
- B. Social Stratification: Meaning, definition and unequal distribution of Powers and Authorities
- C. Forms of Social Stratification: Caste, Class and Gender
- D. Functions and dysfunctions of social stratification.

4. Concept of Gender

- A. Definition and Meaning of Gender
- B. Distinctive categories of Gender: Male, Female, LGTBQA
- C. Issues in Gender rights: human, economic, political, health

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, W.M. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
12. दध, भ्ररररर, डडडड डडडड डडडडडड, डडडडडडडडडड - डडडड डडडड डडडडडडडडडड, डडी डडडडडडडडडड.
13. डडडडडड, डडडडड, डडडडडडडडडड - डडडड डडडड डडडडडडडडडड, डडी डडडडडडडडडड.



Semester III
Foundations of Sociological Thought

Objectives of the Paper:

1. The paper aims at orienting the students to the basic sociological thoughts of the great masters of sociology.
2. The paper also intends to help the students to shape their thoughts and ideas and also addressing many current sociological issues and problems.

1. Emergence of Sociology as a Discipline:

- A. Socio-Economic and Political Conditions leading to the Emergence of Sociology
- B. Renaissance and Sociology: Enlightenment, Reason, Empiricism, Idealism, Rationalism, Humanism and Attitude of Scientific Enquiry

2. Founders of Sociology: I

- A. August Comte: Views on positivism and law of three stages of society.
- B. Herbert Spencer: Organic analogy, theory of social evolution, military and industrial society.

3. Founders of Sociology: II

- A. Charles Horton Cooley: Looking-Glass Self, primary group - its characteristics and importance
- B. Emile Durkheim: Types of suicide, religion and its functions.

4. Founders of Sociological Thought: III

- A. Karl Marx: Capitalism and its criticism, class and class struggle
- B. Max Weber: Types of social action, types of authority and bureaucracy.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. आगरा, प्रदीप, भरत सभाजशास्त्रीम विचार, की साईनाथ एकाशन, नागपुर



Semester IV
Indian Sociological Tradition

Objectives of the Paper:

1. The paper intends to make the students understand the seminal ideas and thoughts reflected in the works of Indian Sociologists.
2. The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian society.

1. Theoretical Roots of Caste in India:

- A. **B.R. Ambedkar:** Origin of caste and its social, political and economic criticism.
- B. **G. S. Ghurye:** Characteristics of caste and the emergence of sub-castes.

2. Social Change from Indian Perspective:

- A. **M.N. Shrinivas:** Dominant caste –Meaning and implication, Sanskritization—as a factor of social change, mobility and development.
- B. **D.P. Mukherjee:** Historical Dialecticism, Indian tradition and social change.

3. Indian Society and Contemporary Change:

- A. **R.K. Mukherjee:** Values, symbols, personality and change.
- B. **S.C. Dubey:** Values in modernity; modernity, Indian society and social change.

4. Gender and Society in India:

- A. **Tarabai Shinde:** Characteristics and criticism of patriarchy in Indian society
- B. **Jyotirao Phule and Savitribai Phule:** Patriarchy and issues of women's right, Women's education: need and objectives.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendiz Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharbant.
17. आगराळी, प्रदीन, भरबत सभाजशास्त्रीम विचाराय, वी साईनाथ प्रकाशन, नागपूर
18. आगराळी सरोज, जोतीयाळी पर माच सामाजिक विचाराय, सगाळीा प्रकाशन, लखनऊ



Semester V
Indian Society: The Structural Issues

Objectives of the Paper:

1. The paper aims at acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
2. The paper also aims to bring into fore the issues and problems concerning the tribes and rural communities in India.

1. Indian Society, Structure and Inequality

- A. Caste as a structure of inequality and discrimination.
- B. Problems of Scheduled Castes and Other Backward Castes.
- C. Constitutional Provisions for Scheduled Castes.
- D. Mandal Commission for Other Backward Castes.

2. Family in Contemporary India:

- A. Intra and inter generational conflict; Meaning, causes and measures to check them.
- B. Crime against women: Domestic violence, Dowry Deaths, Rape
- C. Problems of elderly people.

3. Tribal Issues and Problems in India:

- A. Tribal problems: Education, development and agrarian problem.
- B. Social mobility and change: Hinduization, Democratization, Politicization
- C. Reservation among the tribals, Provision of Schedule V, PESA & Forest Act.

4. Rural Community in India:

- A. Migration: causes and consequences
- B. Unemployment: causes and consequences
- C. Farmers' suicide & its impact on family

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. आगराकर, पदीन, जन आँकड़ा संग्रह, ए.सी. साईनाथ प्रकाशन, नागपुर



Semester VI
Current Social Problems in India

Objectives of the Paper:

1. The paper is based on the problems the society in India is facing at present.
2. The paper thus intends to make the students know the nature, causes and consequences of those problems as well as the measures to put a check on them.

1. Education in contemporary India:

- A. Educational status among different communities in India.
- B. Gender bias in education in India: Obstacles to women's education.
- C. Problems of education among SCs, STs and Other Backward Castes and the measures to resolve it.

2. Displacement and Rehabilitation:

- A. Displacement: Meaning, causes and consequences.
- B. Rehabilitation: Concept, problems and plans.

3. Intolerance, Riot and Crime:

- A. Caste, religious and cultural intolerance.
- B. Communal riots, caste and ethnic conflict.
- C. Measures to check intolerance, riots and crime.

4. Epidemic: Social Issues & Policy Intervention

- A. Meaning and concept of epidemic and pandemic, health as social construction
- B. Emerging Socio-economic problems in epidemic and policies to contain epidemic.
- C. Issues in epidemic: migrant labor, poor and deprived sections

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'



POST GRADUATE PROGRAM IN SOCIOLOGY

RASHTRASANT TUKDOJI MAHARAJ
NAGPUR UNIVERSITY, NAGPUR

POST GRADUATE (CBCS) (NEP) SEMESTER
SYLLABUS

2023-2024

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POST GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester I

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/ point (40%)	Total	
					Internal Evaluation	End SEM Exam.			
6.0	Major	Mandatory	PGSO1M01	Classical Sociological Thinkers	4	20	80	B/6	100
			PGSO1M02	Perspective on Indian Society - I	4	20	80	B/6	100
			PGSO1M03	Constitution and Social Change in India	4	20	80	B/6	100
	Elective	RM	PGSO1M04	Sociology of Religion - I	2				
			PGSO1E05	G1P1: Family, Kinship and Marriage	4	20	80	B/6	50
			PGSO1E06	G2P1: Gender and Society.	4	20	80	B/6	100
			PGSO1E07	G3P1: Sociology of Social Movement					
			PGSO1E08	G4P1: Sociology of Education					
			PGSO1M09	Quantitative Research Methodology OR Qualitative Research Methodology	4	20	80	B/6	100
	Cumulative Credit/ Marks			22				550	

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.
 RM: Research Methodology, RP: Research Project, CS: 40%

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POST GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester II

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/point (40%)	Total		
					Internal Evaluation	End SEM Examination				
6.0	Major	Mandatory	PGSO2M01	Contemporary Sociological Theory	4	20	80	B/6	100	
			PGSO2M02	Perspectives on Indian Society-II	4	20	80	B/6	100	
			PGSO2M03	Sociology of Change and Development	4	20	80	B/6	100	
			PGSO2M04	Sociology of Religion - II	2					
	Elective		PGSO2E05	G1P2: Rural and Urban Transformation	4	40	50	B/6	50	
			PGSO2E06	G2P2: Women in Indian Society			60	B/6	100	
			PGSO2E07	G3P2: Social Movement in India						
			PGSO2E08	G4P2: Education and Society in India						
	OJT/FP		PGSO2M09	Field project FP						
	Cumulative Credit/ Marks				4		100		B/6	100
Cumulative Credit for PG diploma (Sem. 1+2)				22					550	
Exit option: PG Diploma (40 Credits) after three years UG Degree				44						

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters. RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship CS: 40 %

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POST GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester III

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
	Major	Mandatory				Internal Evaluation	End SEM Exam		
6.5			PGSO3M01	Modern Sociological Theories	4	20	80	B/6	100
			PGSO3M02	Feminist Sociological Thinkers	4	20	80	B/6	100
			PGSO3M03	Globalisation and Society	4	20	80	B/6	100
			PGSO3M04	Social Problems in Contemporary India	2		50	B/6	50
		Elective	PGSO3E05	G1P3: Sociology of Social Stratification	4	40	60	B/6	100
			PGSO3E06	G2P3: Sociology of Social Exclusion					
			PGSO3E07	G3P3: Media and Society					
			PGSO3E08	G3P3: Environment and Society					
			PGSO3M09	Research Project	4		100	B/6	100
	RP				66			580	
		Cumulative Credit/ Marks							

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.
 RP: Research Project
 C5: 40%

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POST GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester IV

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total	
					Internal Evaluation	End SEM Examination			
6.5	Major	Mandatory	PGSO4M01	Postmodern Social Theories	4	20	80	B/6	100
			PGSO4M02	Recent trends in Social Theories	4	20	80	B/6	100
	Elective	PGSO4E03	Economy and Society	4	20	80	B/6	100	
		PGSO4E04	G1P4: Sociology of Marginalized Communities	4	20	80	B/6	100	
		PGSO4E05	G2P4: Science, Technology and Society	4	20	80	B/6	100	
		PGSO4E06	G3P4: Culture and Symbolic Transformation	4	20	80	B/6	100	
	RP	PGSO4E07	G4P4: State, Politics and Development	4	20	80	B/6	100	
			PGSO4M08	Research Project	6	150	150	B/6	150
		Cumulative Credits/ Marks		22	150	150	B/6	550	
		2 Year - 4 Semester PG degree		88					

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

OR
 1 Year- 2 Sem PG Degree (40 credits) after four year of UG degree

RP: Research Project, CS: 40%

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 PGSO4M08
 PGSO4E07
 PGSO4E06

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RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

P.G. CBCS (NEP) Semester Pattern Syllabi of S O C I O L O G Y

STRUCTURE OF THE CBCS (NEP) SEMESTER PATTERN P.G. PROGRAM

The P.G. CBCS semester pattern shall come into force from the academic year 2023 - 2024 for the students seeking enrollment in semester I. While the students of semester III and semester IV shall go through the CBCS semester pattern examinations.

1. The CBCS (NEP) semester pattern P.G. PROGRAM shall give sufficient opportunity to the students of all departments for choice of subjects as shown in major electives.
2. The whole course shall be of full-time course of two years duration.
3. The semester I, II and III shall have four major mandatory papers (compulsory papers) and one core elective paper (optional papers) in four groups offering wider choice to the students to opt for any one group of them. The semester IV shall have three major mandatory papers (compulsory papers). There shall be again one core elective paper, which is in continuation of the group, which opt in first semester.
4. In semester I, students shall have a choice to choose any one of the course from RM (Research methodology) which he want to use in research projects of semester III & IV. RM is mandatory course.
5. In semester II, student himself shall engage in fieldwork and submit a fieldwork report to the institution/department. Based on hours engage in fieldwork and report submitted to institution/department, his/her credits will be evaluated. University will provide the direction time to time on the process of evaluation of fieldwork and other issues related to this course.
6. In semester III and IV, student shall avail a course RP (Research Project) which is mandatory and divided into two parts. The courses Research Project - I and Research Project - II, which shall opt by students, are the part of Semester III and Semester IV simultaneously. Student in the guidance of supervisor shall decide the topic of this course. The conditions of supervisor-ship and other issues will be decided by university time to

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time.

7. 2100 marks, i.e. 88 credits in order to be awarded M.A. degree in Sociology by RTM Nagpur University.
8. The CBCS P.G. course shall be based on continuous internal evaluation of the students out of 20 marks in each paper (except 2 credits paper), along with the external evaluation based on a descriptive written examination of 80 marks by the university.

Regarding 2 credits papers, University or Board of studies will declare the policy as per further notifications.

CODE OF EXAMINATION

Written Examination:

1. There shall be a written external examination of descriptive type in each paper at the end of every semester.
2. Each 4-credit paper shall be of 80 marks of external examination of 3 hours duration and 2-credit papers shall be of 50 marks of external examination of 2 hours duration.
3. The question paper shall contain 5 questions (four long questions and one short question) with an internal choice except for the short question. The short question shall be put like A, B, C and D at the question No. 5 i.e. the last question of the paper. The students shall have to answer all questions including all A, B, C and D of Q No.5.
4. Each question shall carry an equal value of 16 marks in 4-credit course and 10 marks in 2-credit course.

Nature of Internal Evaluation:

1. There shall be an internal evaluation of each student of 20 marks in each theory paper at the end of every semester in 4-credit course. It should be note that there is no internal evaluation in 2-credit courses.
2. Out of 20 internal marks in each theory paper, 10 marks shall be for Home Assignment and another 10 marks for daily attendance, viva-voce test and seminar presentation of the students based on the course content. The viva-

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voce tests and seminar presentations shall be conducted by a committee consisting of the Head of the Department/Principal of the college/Director of the Institute or Centre running the P.G. Course and the teacher of the concerned subject.

3. The teacher of the concerned subject shall decide the task to be assigned to the students for home assignment, viva-voce test and seminar presentation. The students' evaluation shall be done on consensus among all the members of the committee conducting the viva-voce test and seminar presentation.

Passing Marks

1. The students shall be required to score a minimum of 40 marks in each paper out of 100 including internal marks in order to pass in the examination.

2. Scheme of Marking for Research Paper - I and II

A. Examination and Evaluation scheme for field Project (FP)

Sr.	Contents	hours	Marks Distribution
1	Orientation of Field Project	10 (2*5)	-
2	Field Work	96hours (16*6)	40
3	Field Diary	Related to FW	10
4	Report Writing	12 hours (2*6)	20
5	Presentation	2 hours	10
6	Internal Viva-voce	---	20

Internal Viva-voce conducted on the objectives of Field project with Power point Presentation. Its Field Diary and Field Report should be consider a basic document for viva-voce.

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B. EXAMINATION SCHEME FOR RESEARCH PAPER - I : DISTRIBUTION OF 80 MARKS

*Research method adopt as per Research Method Paper (RM) avail in Semester I.

Sr. No.	Topic	Maximum Marks Allotted
1	Introduction (Theoretical Framework)	25
2	20 Research reviews	15
3	Research Gap	05
4	Formulation of Research Question	05
5	Formulation of objectives and tentative hypothesis	10 (5 marks each)
6	Research Method* - Justification of selection of sample & sample size & tools of data collection	15
7	Proper referencing and /or Bibliography (Use of APA Method)	05

Note: Internal Marks (max. 20) should be allotted according to his library work

C. EXAMINATION SCHEME FOR RESEARCH PAPER - II : DISTRIBUTION OF 80 MARKS

* For analysis of data in quantitative methods SPSS and for qualitative method Atlas-ti is prescribing.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Sr. No.	Topic	Maximum Marks Allotted
1	Making of proper Questionnaire	10
2	Socio-economic Background of Respondents* (Chapter 1)	10
3	Chapters According to Objectives* (proper presentation with related referencing) (min. 3 chapters)	30 (10 per chapter)
4	Presentation of Data in Tables and Cross tables form	10
5	Presentation of Data in Graphical Form	10
6	Final Chapter i.e. Conclusion	05
7	Proper referencing and /or Bibliography (Use of APA Method)	05

Note: Internal Marks (max. 20) should be allotted according to his pilot study, field work, etc.

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PROGRAM OUTCOMES FOR MA SOCIOLOGY PROGRAM

Targeted Graduated Attributes: Disciplinary Knowledge, Critical thinking, Problem solving, Analytical Reasoning, Communication Skill, Teamwork, Moral and Ethical Awareness

1. **P01** The student will be able to develop aptitude to manifest wide and extensive knowledge in the field of sociology.
2. **P02** Courses are designed in such a way that constitutional values will be imparted to students.
3. **P03** It develops the way to substantiate critical reading of literary text in order to conduct research in the field of sociology.
4. **P04** Students will be able to gain life skills as well as advanced skills necessary for professional advancement.
5. **P05** It also develops the ability of intensive research, investigation and critical analysis, usually in response to specific research question and hypothesis.
6. **P07** Courses in the program in sociology designed in such a way that the student must gain the knowledge of requirement of job market and skills required for job market in advancing societies.

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COURSE WISE COURSE-OUTCOME

SEMESTER FIRST

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO1M01	CLASSICAL SOCIOLOGICAL THINKERS	<ol style="list-style-type: none"> 1. Students develop critical thinking and analytical skills. 2. To learn to analyze complex social phenomena, understand the underlying structures of society, and critically evaluate different perspectives on social issues. 3. To enable students to approach social problems and phenomena with a deeper understanding and the ability to analyze them from multiple angles, leading to informed decision-making and problem-solving in various personal, academic, and professional contexts.
PGSO1M02	PERSPECTIVES ON INDIAN SOCIETY - I	<ol style="list-style-type: none"> 1. To develop cultural awareness and sensitivity towards diverse social perspectives and experiences in India. 2. students will gain insights into the complexities of Indian society, particularly with regards to tribes, caste, gender, family, and kinship. 3. enable students to understand and appreciate the diverse cultural practices, beliefs, and social structures that exist in India.
PGSO1M03	CONSTITUTION AND SOCIAL CHANGE IN INDIA	<ol style="list-style-type: none"> 1. To develop students' constitutional literacy and understanding. 2. To critically analyze the constitutional provisions related to education, employment, health, social justice, individual rights, minority rights, and the rights of weaker sections. 3. Students will develop a deep appreciation for the constitutional framework that guides the social, economic, and political aspects of Indian society, equipping them to participate actively in democratic processes and advocate for social change.
PGSO1M04	SOCIOLOGY OF RELIGION - I	<ol style="list-style-type: none"> 1. To develop a comprehensive understanding of the sociology of religion as a scientific discipline. 2. Explore the relationship between religion and morality, religious beliefs, and values, and gain insights into different ideologies such as theism, atheism, secularism, and fundamentalism.
PGSO1E05	GTP1 : FAMILY, KINSHIP AND MARRIAGE	<ol style="list-style-type: none"> 1. To develop a comprehensive understanding of family, kinship, and marriage theories and concepts, including structural-functionalism, alliance theory, and cultural approaches. Examine constitutional laws related to inheritance, succession, and authority within families.

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		<ol style="list-style-type: none"> To analyze power dynamics, gender relations, and changing gender roles within families, investigate the conditions of children, youth, and families, with a focus on the influence of gender on power dynamics. Study the intersection of family, laws, and violence, including domestic violence, crimes against women, and honor killings within the context of marriage, family, and caste dynamics.
PGS01E06	G3P1 : GENDER AND SOCIETY	<ol style="list-style-type: none"> To develop a comprehensive understanding of the social construction of gender, including the role of patriarchy and socialization in shaping gender norms and expectations. Explore the dilemmas associated with gender, such as the tension between biology and gender, equality and difference, and the public and private spheres. To examine different feminist theories, including liberal feminism, Marxist feminism, radical feminism, and black feminism.
PGS01E07	G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT	<ol style="list-style-type: none"> To develop a comprehensive understanding of social movements by exploring reform, revival, revolutionary, protest, and counter movements and to examine theories of social movements. To analyze the relationship between social movements and social transformation. Study the scenario of social movements in India, examining leadership, organizations, and the role of ideology. Analyze different types of ideology associated with social movements and their impact on guiding movements and creating social unrest.
PGS01E08	G4P1 : SOCIOLOGY OF EDUCATION	<ol style="list-style-type: none"> To examine the influence of gender, caste, and class on education and recognize the significance of studying the sociology of education in understanding social dynamics. To analyze traditional perspectives of education. To understand the key concepts and theories proposed by these sociologists in relation to education and to explore new theoretical perspectives in the sociology of education.
PGS01M09	RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH OR RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH	<ol style="list-style-type: none"> To develop a comprehensive understanding of social research, including its meaning, nature, and ethical considerations. Explore the formulation of research problems, research design, sampling techniques, and data collection methods. Understand the fundamentals of quantitative and qualitative research approaches. To gain practical skills in data analysis and interpretation for both quantitative and qualitative research.

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COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO2M01	CONTEMPORARY SOCIOLOGICAL THEORY	<ol style="list-style-type: none"> To gain a comprehensive understanding of contemporary sociological theories by exploring the works of influential theorists. To examine key sociological perspectives, including structuralism, functionalism, conflict theory, and symbolic interactionism. Analyze the anthropological perspectives within structuralism, the concept of analytical functionalism within functionalism, the role of conflicts in social dynamics within conflict theory.
PGSO2M02	PERSPECTIVES ON INDIAN SOCIETY - II	<ol style="list-style-type: none"> studying perspectives on social change and development, students can develop a deep understanding of the factors that shape Indian society. To analyze and navigate the complexities of social, economic, and political transformations in their personal and professional lives. Develop a critical understanding of power dynamics and social movements.
PGSO2M03	SOCIOLOGY OF CHANGE AND DEVELOPMENT	<ol style="list-style-type: none"> To Develop a comprehensive understanding of social change and its dynamics. To critically analyse and interpret social change processes in contemporary societies, including India. Explore different approaches to development and their implications.
PGSO2M04	SOCIOLOGY OF RELIGION - II	<ol style="list-style-type: none"> To Develop a critical understanding of To explore the place of religion in rational dialogue, its function in society, its social construction, and its manifestation as a social practice. to critically analyze the complexities of religion in contemporary social contexts and develop a nuanced perspective on its significance.
PGSO2E05	G1P2 : RURAL AND URBAN TRANSFORMATION	<ol style="list-style-type: none"> To Develop a comprehensive understanding of rural community changes. To explore the ruralization of tribes, migration patterns, and mutual adaptations. to analyze the complexities of rural communities, including caste-tribal settlements and their implications for social dynamics.
PGSO2E06	G2P2 : WOMEN IN INDIAN SOCIETY	<ol style="list-style-type: none"> To Develop a comprehensive understanding of the changing profile of women in India examine the demographic profile, gender gaps, and the intersection of gender with caste, class, and religion.

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		<ol style="list-style-type: none"> to critically analyze the social, cultural, and structural factors that shape women's experiences in Indian society. to Examine the dynamics of patriarchy and women's experiences in India
PGSO2E07	G3P2 : SOCIAL MOVEMENT IN INDIA	<ol style="list-style-type: none"> To Develop a comprehensive understanding of social movements in India. To explore the interplay between caste, class, and social movements, understanding the diverse factors that mobilize individuals and groups for social change. to critically analyze the context, drivers, and outcomes of social movements in India.
PGSO2E08	G4P2 : EDUCATION AND SOCIETY IN INDIA	<ol style="list-style-type: none"> To Develop a comprehensive understanding of the socio-historical context of education in India. To explore the significance of education in shaping social, cultural, and economic aspects of Indian society. to critically analyze the influences and legacies of different historical periods on the present education system.
PGSO2M09	FIELD PROJECT	<ol style="list-style-type: none"> To Develop practical research skills. To learn research design, data collection techniques, and data analysis methods relevant to their specific field of study. To practical training enhances students' research skills, critical thinking abilities, and problem-solving capacities, which are valuable in various professional contexts.

SEMESTER THREE

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO3M01	MODERN SOCIOLOGICAL THEORY	<ol style="list-style-type: none"> To Develop a comprehensive understanding of contemporary sociological theories. To explore concepts such as agency and structure, culture and agency, signifier and deconstructionism, knowledge and power, critical social theories, and phenomenological and ethnomethodological perspectives. Enhance critical thinking and analytical skills.
PGSO3M02	FEMINIST SOCIOLOGICAL THINKERS	<ol style="list-style-type: none"> To Develop a comprehensive understanding of feminist sociological theories. To explore existentialist perspectives on gender, critiques of traditional gender roles, politics of sexuality, reconstructions of historical materialism, psychoanalysis and feminism, intersectionality, and deconstructions of sex and gender. Foster critical thinking and awareness of gender issues.

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PGSO3M03	GLOBALIZATION AND SOCIETY	<ol style="list-style-type: none"> To Develop a critical understanding of globalization. To explore different perspectives on globalization, including Westernization, Easternization, Americanization, and Anti-Americanization. critically analyze the role of the nation-state, civil society, cultural hybridization, and cultural convergence in shaping the global structure.
PGSO3M04	SOCIAL PROBLEMS IN CONTEMPORARY INDIA	<ol style="list-style-type: none"> To Develop a comprehensive understanding of social problems in India. To explore the issues of casteism, atrocities, unequal distribution of power, gender inequality, and its socio-economic and political consequences. To analyze the challenges posed by population growth, urbanization, and their impact on health, habitat, natural resources, and socio-economic conditions.
PGSO3E05	G1P3 : SOCIOLOGY OF SOCIAL STRATIFICATION	<ol style="list-style-type: none"> To Develop a comprehensive understanding of social stratification. To explore the distinction between social inequality and biological/natural inequality, recognizing that social stratification is a product of social processes rather than inherent biological differences. to critically analyze the mechanisms and consequences of social stratification in different societies.
PGSO3E06	G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION	<ol style="list-style-type: none"> To Develop a comprehensive understanding of social exclusion. to critically analyze the mechanisms and consequences of social exclusion in diverse contexts. Analyze social categories and social exclusion; Students engage with various social categories and their relationship with social exclusion.
PGSO3E07	G3P3 : MEDIA AND SOCIETY	<ol style="list-style-type: none"> To Develop a comprehensive understanding of media in society. To explore theories of mass media, including the pluralist, Marxist, and neo-Marxist perspectives, which provide different frameworks To Analyze the role and influences of media.
PGSO3E08	G4P3 : ENVIRONMENT AND SOCIETY	<ol style="list-style-type: none"> To Develop a comprehensive understanding of the environment and its impact on society. enables students to critically analyze the interdependencies between society and the environment. Analyze the social dimensions of environmental issues.
PGSO3M09	RESEARCH PROJECT	<ol style="list-style-type: none"> To equip students with the necessary skills and knowledge to effectively write a comprehensive research report. writing a research report, students will

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		develop essential skills in research methodology, critical analysis of literature
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COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO4M01	POSTMODERN SOCIAL THEORIES	<ol style="list-style-type: none"> To Explore and analyze postmodern perspectives on society. Critically evaluate the implications of postmodern social theories
PGSO4M02	RECENT TRENDS IN SOCIAL THEORIES	<ol style="list-style-type: none"> To Explore and critically analyze recent trends in social theories. Examine the impact of information technology and digital society.
PGSO4M03	ECONOMY AND SOCIETY	<ol style="list-style-type: none"> To develop a nuanced understanding of the interconnections between economic systems, social structures, and power dynamics. to critically analyze key economic concepts, debates, and emerging trends, enabling them to navigate and contribute to socio-economic environments.
PGSO4E04	G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES	<ol style="list-style-type: none"> To Understand the concept of marginalized communities and the bases of marginalization. To explore the socio-economic and political factors that contribute to marginalization, including discrimination, deprivation, exploitation, segregation, and poverty. Examine marginalized communities in India and explore means of eradicating marginality.
PGSO4E05	G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY	<ol style="list-style-type: none"> To Explore the historical development of science and technology. To analyze changing notions of time and space, including the shift from physical to virtual spaces. Examine the social implications of science and technology.
PGSO4E06	G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION	<ol style="list-style-type: none"> gain a critical awareness of the complexities of cultural dynamics and their implications for various aspects of society. to develop skills in cultural analysis, allowing them to navigate and contribute to the ever-evolving cultural landscape, understand the interplay of cultural forces with religion, politics, and societal trends.
PGSO4E07	G4P4 : STATE, POLITICS AND DEVELOPMENT	<ol style="list-style-type: none"> To develop interest politics, understanding the concepts of interest, ideology, and political factions. to provide a solid foundation in state, politics, and development, enabling them to comprehend the complexities of political systems, analyze social issues, and contribute to societal progress and transformation.
PGSO4M08	RESEARCH PROJECT	<ol style="list-style-type: none"> To equip students with the necessary skills

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		<p>and knowledge to effectively write a comprehensive research report.</p> <p>2. writing a research report, students will develop essential skills in research methodology, critical analysis of literature, academic writing, and proper citation. These skills are highly valuable in academic and professional settings, including research careers, policy-making, and further studies at the graduate level.</p>
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	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO1M01	CLASSICAL SOCIOLOGICAL THINKERS	4
	PGSO1M02	PERSPECTIVES ON INDIAN SOCIETY - I	4
	PGSO1M03	CONSTITUTION AND SOCIAL CHANGE IN INDIA	4
	PGSO1M04	SOCIOLOGY OF RELIGION - I	2
ELECTIVE (select any GROUP which will Continue in next semesters)	PGSO1E05	G1P1 : FAMILY, KINSHIP AND MARRIAGE	4
	PGSO1E06	G2P1 : GENDER AND SOCIETY	
	PGSO1E07	G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT	
	PGSO1E08	G4P1 : SOCIOLOGY OF EDUCATION	
RM	PGSO1M09	RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH OR RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH	4

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	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO2M01	CONTEMPORARY SOCIOLOGICAL THEORY	4
	PGSO2M02	PERSPECTIVES ON INDIAN SOCIETY - II	4
	PGSO2M03	SOCIOLOGY OF CHANGE AND DEVELOPMENT	4
	PGSO2M04	SOCIOLOGY OF RELIGION - II	2
ELECTIVE (Continue the group as per previous semester)	PGSO2E05	G1P2 : RURAL AND URBAN TRANSFORMATION	4
	PGSO2E06	G2P2 : WOMEN IN INDIAN SOCIETY	
	PGSO2E07	G3P2 : SOCIAL MOVEMENT IN INDIA	
	PGSO2E08	G4P2 : EDUCATION AND SOCIETY IN INDIA	
FP	PGSO2M09	FIELD PROJECT	4

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SEMESTER THREE

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO3M01	MODERN SOCIOLOGICAL THEORY	4
	PGSO3M02	FEMINIST SOCIOLOGICAL THINKERS	4
	PGSO3M03	GLOBALIZATION AND SOCIETY	4
	PGSO3M04	SOCIAL PROBLEMS IN CONTEMPORARY INDIA	2
ELECTIVE (Continue the group as per previous semesters)	PGSO3E05	G1P3 : SOCIOLOGY OF SOCIAL STRATIFICATION	4
	PGSO3E06	G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION	
	PGSO3E07	G3P3 : MEDIA AND SOCIETY	
	PGSO3E08	G4P3 : ENVIRONMENT AND SOCIETY	
RP	PGSO3M09	RESEARCH PROJECT	4

SEMESTER FOUR

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO4M01	POSTMODERN SOCIAL THEORIES	4
	PGSO4M02	RECENT TRENDS IN SOCIAL THEORIES	4
	PGSO4M03	ECONOMY AND SOCIETY	4
ELECTIVE (Continue the group as per previous semesters)	PGSO4E04	G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES	4
	PGSO4E05	G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY	
	PGSO4E06	G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION	
	PGSO4E07	G4P4 : STATE, POLITICS AND DEVELOPMENT	
RP	PGSO4M08	RESEARCH PROJECT	6

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MANDATORY PAPERS

PAPER CODE : PGSO1MD1

CLASSICAL SOCIOLOGICAL THINKING

Unit 1. Karl Marx:

- A. Class Formation and Class Struggle
- B. Dialectical Materialism and the Theory of Social Change
- C. Alienation, Surplus Value and Exploitation

Unit 2. Max Weber:

- A. Social Action: Theory and Types of Social action
- B. Protestant Ethic in the Emergence of Modern Capitalism
- C. Ideal Types of Authorities and Bureaucracy

Unit 3. Emile Durkheim:

- A. Social Facts: Its Characteristics and importance
- B. Division of Labour: Its Causes and Functions, Mechanical and Organic Solidarity
- C. Religion: Sacred and Profane elements in the Context of Religion

Unit 4. Sigmund Freud

- A. Theory of Personality and dream
- B. Theory of Religion
- C. Psychosexual development, Femininity

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendix Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos and Martin Holborn, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharvart.


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PAPER CODE : PGSO1M02

PERSPECTIVES ON INDIAN SOCIETY - I

Unit 1. Perspectives on Tribe

- A. G.S. Ghurye : Tribes as Backward Hindus and Their Future
- B. Virginius Xaxa : Tribes as Indigenous People of India

Unit 2. Perspectives on Caste

- A. B.R. Ambedkar : Caste as a Socio-Cultural, Economic and Political System, Ways of Annihilation of Caste
- B. Gopal Guru : Humiliation in Caste; Experiencing Caste and Everyday Social

Unit 3. Perspectives on Gender

- A. Kamala Bhasin : Masculinity, Patriarchy and Gender
- B. Uma Chakravatri : Gendering Caste

Unit 4 Family and Kinship

- A. Irawati Karve: Kinship Organization in India.
- B. Patricia Uberof: Family, Kinship and Marriage.

Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End It, Penguin Books.
6. Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
10. Uberof Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Kamla. 2000, Understanding Gender, Kali for women.
12. Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.

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15. Xaxa Virginus. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
16. Xaxa Virginus. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
17. Xaxa Virginus & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
22. Karve, Inwati. 1961, Hindu Society: An Interpretation, Poona, Deccan College.
23. Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
28. Tylor, Stephen: India; An Anthropological Perspective.
29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
31. Ambedkar, B.R. Speeches and Letters, Bombay.
32. Sinha, Surajit. 1980, Tribes and Indian Civilization, In Manin India.
33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

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PAPER CODE : PGSO1M03

CONSTITUTION AND SOCIAL CHANGE IN INDIA

1. Understand the Objectives of Indian Constitution
 - A. Welfare state and Socialism : Education, Employment, Health and Social Justice
 - B. Secularism : Rights of Individual, Minorities and Weaker Section, Development Scientific Perspective (Directive Principles)
 - C. Constitution as Social Document : Constitutional Values: Values in Preamble, Fundamental Duties and Directive principles
2. Constitution and Transformation in India
 - A. Social Transformation : Capitals & Changes in Caste, Gender and Women's Rights; Marital Laws, Education Rights
 - B. Economic Transformation : Changes in Occupational Structure, Labour laws and Property Rights
 - C. Political Transformation: Democratic-Electoral Politics, 73rd Amendment: Grassroots' Democracy, Emergence of caste Politics
3. Constitutional Development and Indian Society
 - A. Social Structure and Constitution: Social Structure as an inhibitor of Constitutional development with reference to Caste, Religion and Gender
 - B. Cultural and Constitution : Emergence of Multiculturalism and Secular Culture
 - C. Class and Constitution : Industrialization, Migration and Urbanization
4. Modernization, Globalization and Constitution
 - A. Values of Modernization in Indian Constitution
 - B. Globalization and Indian Constitution : Critical Analysis - Rise in Inequality and degradation of Welfare State
 - C. Media and Constitution: Right to Expression, Monopolization of Media and Control of Political opinions.

Reference Books

1. Indian Constitution
2. Oxford Handbook of Indian Constitution, OUP
3. Indian Social Structure and Change, K.L. Sharma, Rawat



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4. Constitutional Debates Debates
5. Introduction to Indian Constitution : D.D. Basu,
6. Liberalism, Constitutionalism and Democracy, Russel Hardin, OUP
7. Evolution of a Revolution, U-ann Thio and Kevin YL. Tan, Routledge
8. The Constitution of Society, Anthony Giddens, Polity Press, Cambridge
9. A Constitutional Hhistory of India, A.S. Keith, , Methuen & Co. Ltd. London
10. Working a Democratic Constitution: The Indian Experience, Granville Austin , OUP
11. Discourse and Social Change, Norman Fairclough, Polity Press, Cambridge
12. Dynamics of Caste and Law: Dalit Oppressions and Constitutions, Cambridge
13. Deterring Democracy, Noam Chomsky, RHUK
14. Politics and Ethics of Indian Constitution, Rajiv Bhargav, OUP
15. Democracy in India, N.G Jayal, OUP
16. Makers of Modern India, R. Gunah, penguin
17. Law and Social Transformation in India, Oliver Mendelsohn, OUP

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PAPER CODE : PGSO1M04

SOCIOLOGY OF RELIGION - I

Unit 1. Introduction:

- A. Sociology of religion: Religion as a science
- B. Religion and morality, religious beliefs and values
- C. Theism, atheism, secularism and fundamentalism

Unit 2. Sociological Perspectives on Religion:

- A. Durkheim: Religion for integration
- B. Weber: Religion, rationality and development
- C. Karl Marx: Religion as illusion

Suggested Readings:

1. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
3. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
4. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
5. Baird, Robert D. (ed.) 1995 (3rd edition) Religion in Modern India, Delhi, Manohar.
6. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I, Hyderabad, Orient Longman.
7. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
8. Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
9. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
10. Shalir Moyn (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
11. Turner Bryan. S., 1991 (2nd edition) Religion and Social Theory, London, Sage Publications.
12. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.

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ELECTIVE COURSES

Important Note : Opt any group as an elective course throughout whole PG program. Once you opt a group, cannot be change in any further semesters. In following coding, 'G' stands for group (i.e. G1 means group 1) and 'P' stands for paper/course (i.e. P1 means course/paper 1).

PAPER CODE : PGSO1E05

G1P1 : FAMILY, KINSHIP AND MARRIAGE

Unit 1. Theory and some concepts.

- A. Theoretical Approaches: Structural-Functionalist, Alliance and Cultural
- B. Constitutional laws of inheritance, succession and authority

Unit 2. Power and Gender dynamics

- A. Condition of Child, youth and family
- B. Gender relations and power dynamics
- C. Gender and gender role in transition, sexuality in India and reproduction-controlling fertility, zero child and delayed parenting.

Unit 3. Change in marriage Family and support System

- A. Changing Marriage practices in contemporary society and emerging patterns of marriage.
- B. Emergent forms of family - Single parent family, Consensual Unions.
- C. Changing care and support system at the age of globalisation and emerging problems.

Unit 4. Laws, Family and violence

- A. Family Laws- Hindu and Muslim.
- B. Domestic violence and Crime against women -Causes and Consequences
- C. Honour killing - causes and pattern maintenance (marriage, family and caste).

Suggested Readings:

- Schwartz Mary Ann & Scott BarBara, *Marriage and Families: Diversity and Change*, 3rd ed., Prentice Hall, New Jersey, 1999.
- MacLionis & Ken Plummer, *Sociology: Global Introduction*, 5th Ed. Pearson
- Harsiambo M., *Sociology: Themes and Perspective*, 8th Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7th ed., Wiley, 2013.
- Patel Tulsi, ed., *The Family in India: Structure and Practice*, Sage India, 2005.

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Imtiaz Ahmad, ed., *Family, Kinship and Marriage among Muslims in India*, Manohar Publishers & Distributors, 2020.
Breman Jan, *Beyond Patronage and Exploitation*, Oxford India Paperback, 1993.
Uberoi Patria, ed., *Family, Kinship and Marriage in India*, Oxford in India Reading, 1993.
Ahuja Ram, *Social Problems in India*, 5th ed., Rawat Publication.
Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.

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PAPER CODE : PGSO1E06

G2P1 : GENDER AND SOCIETY

Unit 1. Social Construction of Gender:

- A. Socialization and gender construction, patriarchy and gender construction
- B. Dilemmas: Gender vs. biology, equality vs. difference, private vs. public

Unit 2. Feminist Theories:

- A. Liberal Feminism, Marxist Feminism
- B. Radical Feminism, Black Feminism

Unit 3. Gender Inequality in society:

- A. Unequal distribution of power and authorities
- B. Patriarchal concept of labor and sexual division of labor,
- C. Political participation and male dominance

Unit 4. Strategies to Overcome Gender Inequality:

- A. Contemporary women's movement
- B. Women's participation in politics and decision making
- C. Women empowerment: Equal opportunity and development

Suggested Readings:

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering. Berkely University of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.
8. Kumkum Roy (ed.) 2005 Women in early Indian Society, Manohar Publishers and Distributors, New Delhi.
9. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
10. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
11. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
12. Shulamitz, Reinhartz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
13. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)

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14. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
15. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
16. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
17. Agarwal, B, 1994; A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
18. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
19. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
20. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
21. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
22. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
23. Omvedt Gail, 1975, Caste, Class and Wome's Liberation in India, Bulletin of Concerned Asian Scholars.
24. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune

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PAPER CODE : PG501E07

G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT

Unit 1. Understanding Social Movements:

- A. Defining Features and Types of Social Movements, viz. Reform, Revival, Revolutionary, Protest, Counter Movements
- B. Theories of Social Movement : Relative deprivation theory, structural strain theory, resource mobilization theory and political process theory

Unit 2. Social Movements and Social Transformation:

- A. Bases of Social Movements: Caste, Class, Gender, Religion and Ethnicity
- B. Issues in Social Movement: social structure and social movement, identity, culture and social movement, socio-economic and political interests and social movement

Unit 3. Scenario of Social Movements in India:

- A. Leadership and organizations in social movements
- B. Ideology in social movements: Types of ideology and social movements, ideology guiding movement and creating unrest

Unit 4. Social Movements in the Contemporary Times:

- A. Media and social movement, public opinion social movement, democracy and social movement
- B. Diffusion, absorption, and fragmentation of social movement
- C. Counter movements and social transformation

Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, Oxford University Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, DUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, Sage.
5. Gommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements In India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Seliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
10. Gommen T.K., 1972, Charisma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.
12. Shah Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage.

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PAPER CODE : PG503E08

G4P1 : SOCIOLOGY OF EDUCATION

Unit 1. Understanding the Importance of Sociology of Education:

- A. Definition, meaning and scope of sociology of education
- B. Education: gender, caste and class
- C. Significance of sociology of education

Unit 2. Traditional Perspectives of Education:

- A. Functionalist perspectives: Emile Durkheim and Talcott Parsons
- B. Conflict perspectives: Bowles & Gintis, and Paul Willis

Unit 3. Sociology of Education and New Theoretical Perspectives:

- A. Social democratic perspective
- B. Postmodern perspective: Robin Usher and Richard Edwards
- C. Feminist Perspective

Unit 4. Education and Society:

- A. Education: socialization, social identities
- B. Education, social mobility, social change and development
- C. Education: market and employment

Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
2. Acker, S, 1994, Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
3. Banks, Olive, 1971, Sociology of Education, (2nd Ed.), London: Betsford.
4. Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
5. Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Croom Helm.
6. Brint, Steven, 1998, Schools and Societies, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Uttam B. Bhoite, 2009, Higher Education in India: A System on the Verge of Chaos, Sociological Bulletin, Vol.58, No.2, May-August.
8. Channa, Karuna, 1988, Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman.
9. Chanana, Karuna, 1979, „Towards a Study of Education and Social Change“. In Economic and Political Weekly, 27, 14 (4): 157-64.
10. B.K. Swain, 1998, Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Mumbai.
11. Chitnis, Soma and P.G. Albach, 1993, Higher Education Reform in India, Experience and

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- Perspectives, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, Family, Class and Education: A Reader, London: Longman.
 13. Dreze, Jean and Amartya Sen, 1995, Indian Economic Development and Social Opportunity, Oxford: OxfordUniversity Press.
 14. Gandhi, M.K., 1962, Problems of Education, Ahmedabad: Navjeevan Prakashan.
 15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.
 16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, Education, Culture, Economy and Society, Oxford, OxfordUniversity Press.
 17. Jejeebhoy, Shireen, 1995, Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press.
 18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, Sociology of Educating, London: Cassell, Third Edition.
 19. Robinson, P., 1987, Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul.
 20. Sen, Amartya, 1992, Inequality re-examined, Delhi: Oxford University Press.
 21. Shatrugan, M., 1988, Privatising Higher Education, EPW. Pp. 2624.
 22. Ahmad Karuna, 1984, Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
 23. Durkheim, Emile, 1956, Education and Sociology, New York, Free Press.
 24. Friere, Paulo, 1972, Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
 25. Halsey, A.K. et.al., 1961, Education, Economy, and Society: A reader in the Sociology of Education, New York: Free Press.
 26. Jayaram, N, 1990, Sociology of Education in India, Jaipur: Rawat Publication.
 27. Jefferey, R. and Alaka M. Basu, 1996, Girls' Schooling, Women's Autonomy and fertility Change in South Asia, New Delhi: Sage.
 28. Kamat, A.R., 1985, Education and Social Change in India, Bombay: Somalya.
 29. Karabel, J. and A.H. Halsey (eds.) 1977, Powers and Ideology in Education, New York: OxfordUniversity Press.
 30. Naik, J.P., 1975, Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.
 31. Tyler, William, 1977, The Sociology of Educational Inequality, London: Methuen.

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MANDATORY RM

Important Note: Mandatory RM Course (i.e. Research Methodology) has two options, i.e. Quantitative Method in Social Research and Qualitative Method in Social Research. Student can opt that RM Course which he/she has to be applying in his/her research project of Semester Three and Semester Four of this PG program.

PAPER CODE : PGSO1M09

RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH

Unit 1. Understanding Social Research:

- A. Meaning and nature of social research, research ethics and plagiarism
- B. Formulation of problem in social research, social survey and social research, research review and research gap
- C. References and citation in social research: APA, MLA, etc.

Unit 2. Quantitative Social Research:

- A. Objectives and hypotheses
- B. Exploratory, descriptive, diagnostic and experimental designs
- C. Sampling methods: Techniques and types

Unit 3. Methods of Data Collection in Quantitative Research:

- A. Observation: Participatory and Non-participatory, merits and demerits
- B. Questionnaire: Open and close ended questions, merits and demerits of questionnaire
- C. Structured interview: Its merits and demerits
- D. Use of Digital tools: Google Form, Survey Sparrow, Formplus, JotForm, Epocollect5

Unit 4. Analysis and Interpretation of Data in Quantitative Research:

- A. Use of SPSS in Calculation of Central Tendencies, Standard deviation and Correlations
- B. Issues in the presentation and interpretation of quantitative data
- C. Testing of hypothesis

Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., Methodology and Techniques of Social Research,

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- Himalaya Publishing House, Mumbai, (Reprint, 2004)
2. Bryman, Alan, Quality and Quantity in Social Research, UnwinHyman, London, 1988.
 3. Hughes, John., The Philosophy of Social Research, Longman, London, 1987.
 4. D.A.de Vaus, Surveys in Social research, George Relen and Unwin, London, 1986.
 5. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
 6. Madge, John., The Origins of Scientific Research, Tavistock, London, 1970.
 7. Punch, Keith, Introduction to Social Research, Sage Publications, New Delhi, 1986.
 8. Srinivas, M.N. and A.M. Shah, Field Worker and the Field, Oxford University press, New Delh, 1979.
 9. Betellie A., and T.N. Madan, Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House Pvt. Ltd., New Delhi, 1975.
 10. Barnes, John A., Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth, Penguin, 1979.
 11. Mulherjee, P.N., Methodology in Social Research: Dilemma and Perspectives, Sage Publications, New Delhi, 2000.
 12. Shipman, Martin, The limitations of Social Research, Longman, London, 1988.
 13. Sjoberg, Gidden and Roger Nett., Methodology for Social Research, Rawat publications, Jaipur.
 14. Smeler, Nell J., Comparative Methods in Social Science.
 15. Goret, Henry. E., Statistics in Psychology and Education, David Mckay, Indian Publication, Bombay, Tenth Reprint, 1981.
 16. Moser, C.A., Survey Methods in Social Investigation, Heinemann, 1971.
 17. Somekh, B and Lewin, C., (eds.), Research Methods in Social Sciences, Vistaar Publication, New Delhi, 2003.
 18. Giri, Ananta K., (ed.), Creative Social Research: Rethinking Theories and Methods, Vistaar Publication, New Delhi, 2004.
 19. Whyte, W.F., Street Corner Society.
 20. Daniel Bell, Doing Sociological Research.
 21. Bhandarkar, P.L., Samajik Sanshodhan Padhati (Marathi).

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PAPER CODE : PGSO1M09

RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH

1. Introduction to Qualitative Research:
 - A. Difference between Quantitative and Qualitative Research, triangulation of method
 - B. Ethics in qualitative research
 - C. Research questions: Types, sensitizing concept and concept map
2. Research Designs in Qualitative Research:
 - A. Construction of Research Design: Components, Linear and Circular Process
 - B. Case Studies, Comparative Studies, Retrospective Studies, Oral History
 - C. Snapshot and Longitudinal studies
3. Sampling and Data Collection:
 - A. Theoretical sampling, Purposive sampling and Focus groups
 - B. Interviews: Focused, Semi-Standardized, Problem-centered, Expert and Ethnographic, In-depth interviews, Narrative Interviews, Episodic Interviews
 - C. Digital Research data tools: VisionsLive, LiveMinds, Kernwert, FocusVision, FlexMR, itracks, Recollective
4. Analysis and Interpretation:
 - A. Documentation: Transcription, coding-types and content analysis
 - B. Data analysis: theoretical triangulation Content Analysis, techniques and tools, Atlas-ti, NVivo
 - C. Issues in presenting, analyzing and interpreting qualitative data

Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., *Methodology and Techniques of Social Research*, Himalaya Publishing House, Mumbai, (Reprint, 2004)
2. Hughes, John., *The Philosophy of Social Research*, Longman, London, 1987.
3. D.A.de Vaus, *Surveys in Social research*, George Relem and Unwin, London, 1986.
4. Bose, Pradip Kumar, *Research Methodology*, ICSSR, New Delhi.
5. Nudge, John., *The Origins of Scientific Research*, Tavistock, London, 1970.
6. Barnes, John A., *Who Should Know What? Social Science, Privacy and Ethics*, Harmondsworth, Penguin, 1979.
7. Mukherjee, P.N., *Methodology in Social Research: Dilemma and Perspectives*, Sage Publications, New Delhi, 2000.
8. Moser, C.A. and Kalton, G, *Survey Methods in Social Investigation*, Heinemann, 1971.
9. Bhandarkar, P.L., *Samajik Sanshodhan Padhati* (Marathi).

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Yeshwant Mahavidyalaya, Wardha

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MANDATORY PAPERS

PAPER CODE : PGSO2M01

CONTEMPORARY SOCIOLOGICAL THEORY

Unit 1. Structuralism:

- A. A.R. Radcliffe-Brown : Anthropological Perspective
- B. Claude Levi-Strauss : Language, Mind and Society

Unit 2. Functionalism:

- A. Bronislaw Malinowski : Anthropological Approach
- B. Robert K. Merton : Paradigms and Codification
- C. Talcott Parsons : Analytical Functionalism

Unit 3. Conflict Theory :

- A. Ralf Dahrendorf : Conflicts in Industrial Society
- B. Lewis Coser : Conflict Functionalism

Unit 4. Symbolic Interactionism

- A. G.H. Mead : Mind, Self and Society
- B. Erving Goffman : Dramaturgy

Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory, Vol. I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP, 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.
7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6th Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory, Sixth Edition, Pearson Education, 2005.
10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010

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PAPER CODE : PGSO2M02

PERSPECTIVES ON INDIAN SOCIETY - II

Unit 1. Social Change in Indian Society

- A. Avijit Pathak: Secular Modernity, Culture as an Arena of Struggle.
- B. Dipankar Gupta : Modernization of Social, Economic and Political Life

Unit 2. Perspectives on Development

- A. Amartya Sen: Development as Freedom, Capability, Choice and Social Welfare.
- B. Abhijeet Banerjee: Experimental Approach in Development Economics, Development and Poverty Elevation, Universal Ultra Basic Income.

Unit 3. Power Politics and Social Change

- A. A R Desai: Social Background of Indian Nationalism, Peasant Struggles and Transformation
- B. M.K. Gandhi: Swadeshi, Satyagrah, Basic Education, Issue of untouchability

Unit 4. Civilization Perspective

- A. Surjit Sinha: Tribe-Caste Continuum, Tribe-Peasant Continuum. Tribal Movements.
- B. N.K. Bose : Indian civilization and tribal assimilation in Hindu main stream

Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duffo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End It, Penguin Books.
6. Banerjee Abhijit; Duffo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
10. Liberal Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Karmia. 2000, Understanding Gender, Kali for women.
12. Bhasin Karmia. 2004, Exploring Masculinity, Women Unlimited.

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13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.
15. Xaxa Virginius. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
16. Xaxa Virginius. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
17. Xaxa Virginius & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
22. Karve, Irwati. 1961, Hindu Society: An Interpretation, Poona, Deccan College.
23. Nomin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
28. Tylor, Stephen: India: An Anthropological Perspective.
29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
31. Ambedkar, B.R. Speeches and Letters, Bombay.
32. Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

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PAPER CODE : PGSD2M03

SOCIOLOGY OF CHANGE AND DEVELOPMENT

Unit 1. Understanding Social Change:

- Related concepts of social change: evolution, progress, growth, development and transformation
- Theories of social change: socio-psychological and conflict theories
- Factors of social change: demographic, economic, religious, bio-tech, info-tech and media

Unit 2. Processes of Social Change in Contemporary India:

- Sanskritization and Westernization
- Modernization and Secularization
- Industrialization, Migration and Urbanization

Unit 3. Approaches to Development:

- Modernization approach
- Dependency approach
- Neo-liberal approach (MNCs, TNCs, WTO)

Unit 4. Social Structure and Development:

- Structure as a facilitator/inhibitor of development
- Culture as an aid or impediment to development
- Development and displacement, sustainable development

Suggested Readings:

- Bryce F. Ryan, Social and Cultural Change, The Ronald Press Company, New York, 1969.
- Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Peen State Press.
- Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul.
- Abraham, M.F., 1990, Modern Sociological Theory: An Introduction, New Delhi, OUP.
- Agarwal, B., 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press.
- Appadurai, Arjun, 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi, OUP.
- Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
- Desai A.R., 1985, India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter 2). 9. Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co, Bombay.
- Giddens Anthony, 1996, "Global Problems and Ecological Crisis", in Introduction to Sociology, 11nd Edition, New York, W.W. Norton & Co.
- Harrison, D., 1989, The Sociology of Modernization and Development, New Delhi, Sage.

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Yeshwant Mahavidyalaya, Wardha
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12. Haq, Mahbub Ul, 1991, Reflections on Human Development, New Delhi, OUP.
13. Moore Wilbert E., and Robert Cook, 1967, Social Change, New Delhi, Prentice-Hall of India.
14. Sharma S.L., 1980, "Criteria of Social Development", Journal of Social Action, Jan-Mar.
15. Sharma S.L., 1986, Development: Socio-Cultural Dimensions, Jaipur, Rawat (Chapter I).
16. Sharma S.L., 1994, "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin, Vol.39, Nos. 1 & 2, pp. 33-51.
17. Srinivas M.N., 1966, Social Change in Modern India, Berkley, University of Berkley.
18. Symposium on Implications of Globalization, 1995, Sociological Bulletin, Vol.44, (Articles by Mathew, Panin and Pathy).
19. UNDP. Sustainable Development, New York, OUP.
20. World Bank. 1995, World Development Report, New York.
21. Amin, Samir, 1979, Unequal Development, New Delhi, OUP.
22. Giddens Anthony, 1990, The Consequences of Modernity, Cambridge, Polity Press.
23. Kieley, Ray and Phil Marfleet (eds.), 1998, Globalization and the Third World, London, Routledge.
24. Sharma, S.L., 1992, "Social Action Groups as Harbingers of Silent Revolution", Economic and Political weekly, Vol. 27, No. 47.
25. Sharma, S.L., 1994, "Perspectives on Sustainable Development in South Asia: The Case of India" in Samad (ed.), Perspectives on Sustainable Development in Asia, Kuala Lumpur, ADIPA.
26. Sharma, S.L., 2000, "Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach", Sociological bulletin, Vol.49., No.1.
27. UNDP, 1997, Human Development Report, New York, Oxford University Press.
28. Wallerstein Immanuel, 1974, The Modern World System, New York, OUP.
29. Waters, Malcolm, 1995, Globalization, New York, Routledge and Kegan Paul.
30. World Commission on Environment and Development, 1987, Our Common Future, (Brundland Report), New Delhi, OUP.
31. Daniel Lerner. The Passing of Traditional Society, Glencoe: The Free Press, 1958.
32. Alan Peshkin and Ronald Cohen. The Values of Modernization, Journal of Developing Areas, Vol. 2, 1967.
33. Leslie A. White. The Evolution of Culture: The Development of Civilization to the Fall of Rome, New York: McGraw-Hill, 1959.
34. Julian Steward. Theory of Culture Change: The Methodology of Multilinear Evolution, University of Illinois Press, 1955.
35. Alex Inkeles, The Modernization of Man, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
36. Myron, Weiner. Modernization: The Dynamics of Growth (ed.), New York: Basic Books, 1966.
37. S.C. Dube. Modernization and its adaptive Demands on Indian Society, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
38. S.C. Dube, Understanding Change, Vikas Publishing House Pvt. Ltd., New Delhi, 1992.
39. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
40. Moor, Wilbert and Robert Cook, Social Change, New Delhi: Prentice-Hall of India, 1967.

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PAPER CODE : PGSO2M04

SOCIOLOGY OF RELIGION - II

Unit 1. Religion in Contemporary Society:

- A. Jürgen Habermas: The place of religion in rational dialogue
- B. Niklas Luhmann: Religion as function
- C. Peter L. Berger and Thomas Luckmann: Religion as social construction
- D. Pierre Bourdieu: Religion and social practice

Unit 2. Religion in Public Sphere:

- A. Religious nationalism
- B. Religion and political power
- C. Religious movements
- D. Proselytism

Suggested Readings:

1. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
3. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
4. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
5. Baird, Robert D, (ed.) 1995 (3rd edition) Religion in Modern India, Delhi, Manohar.
6. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I),Hyderabad, Orient Longman.
7. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
8. Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
9. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
10. Shakti Mohan (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
11. Turner Bryan. S., 1991 (2nd edition) Religion and Social Theory, London, Sage Publications.
12. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.

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ELECTIVE COURSES

Important Note : Continue your elective's group in second seminar. For example, if you opt G1P1 in first semester, then opt G1P2 in second. It is equally applicable to all four groups.

PAPER CODE : PGSOZE05

G1P2 : RURAL AND URBAN TRANSFORMATION

Unit I : Changing Rural Community

- A. Changing Inter-Community Relations - Decline of Jajmani System, From Caste to Class, Impact of Globalization and Democratic Politics, Caste violence, Caste-Tribal Conflicts
- B. Caste-Tribal Settlement - Ruaralization of Tribes, Migration of Tribes-Castes, Secured Forests, Mutual Adaptations

Unit II : Changing Agrarian System

- A. Changing Agrarian Economy - Decline of Agrarian System, Factors of De-Peasantization of Rural Population and impact, Factors of Migration to cities and Impact.
- B. Changing Agrarian Relations - Factors responsible for Changing Agrarian Social Structure, Inter-community relations and violence. Land Ownership & Change in Agrarian Relations, Emergence of Class relations in rural society, Agrarian Unrest and Peasant Movements

Unit III : Changing Urban Community

- A. Urbanism - Concept and Meaning, Development of Urbanity, Factors and Impact Urbanization
- B. Towns, Cities and Mega-Cities - Concepts, Development and Variance in Issues, Industries, Service Sectors and Businesses as Factors and Network-BUILDER of Urbanization.

Unit IV : Changing Human Relations in Urban Society

- A. Urban Middle Class - Factors of Emergence and its Impact. Township - Emergence of Gated Communities and Exclusiveness. Changing Neighborhood within gated communities.

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B. Slums - Factors of Development and issues. Bastis in Cities - Ethnic, Class, Religion and Caste based issues of settlement of Bastis. Different Urban Movements and Urban Violence.

Suggested Reading:

1. Beyond Hindu and Muslim: Multiple identity in Narratives from village India, Peter Gottschalk, OUP, 2000
2. Caste, Class and Power, Andre Betelleie, University of California Press, 1965
3. New Directions in the Sociology of Global Development, Vol 11, Fredrick H. Buttel & Philip McMichael, Elsevier, Amsterdam, 2005
4. City, Phil Hubbard, Routledge, New York, 2006
- Urbanization unlimited: A Thematic Journey, Johannes Fiedler, Springer, New York, 2004
5. The City, Gary Bridge & Sophie Watson, Wiley-Blackwell, Chichester, 2011
6. Cosmopolitan Urbanism, J. Binnie, J. Holloway and others, Routledge, London, 2006
7. Cities and Urban Cult

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PAPER CODE : PG502E06

G2P2 : WOMEN IN INDIAN SOCIETY

Unit 1. The Changing Profile of Women in India:

- A. The changing status of women in pre-colonial, colonial and post-colonial India
- B. The demographic profile - the gender gap (Census, NSS) C. Gender in caste, class and religion

Unit 2. Patriarchy and Women in India:

- A. Women's role in decision making: family, health and reproductive behavior.
- B. Women's situation in India: Socio-cultural taboos, economic and political deprivation, sexual exploitation, etc.

Unit 3. Women and Social Institutions:

- A. Education: Gender based participation in educational institutions
- B. Economy: Sexual division of labour, unequal payments, and marginalization of women
- C. Polity: Gender based participation in politics; reservations for women and political empowerment

Unit 4. Women and Social Issues:

- A. Development
- B. Communalism
- C. Crime and violence
- D. Education, employment and empowerment

Suggested Readings:

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering, BerkelyUniversity of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, CambridgeUniversity Press.
8. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.

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9. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
10. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
11. Shulamitz, Reinharz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
13. Vali, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
14. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in Gender Identity, New Delhi, Orient Longman.
16. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
21. Omvedt Gali, 1975, Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune.

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PAPER CODE : PGSO2E07

G3P2 : SOCIAL MOVEMENTS IN INDIA

Unit 1. Understanding Social Movements in India:

- A. History and origin of social movements in India
- B. Causes and consequences of social movements
- C. Caste, class and social movements in India

Unit 2. Traditional Social Movements:

- A. Peasant and tribal Movements
- B. Women's movement
- C. Trade union and nationalist movements

Unit 3. New Social Movements:

- A. Dalit and ethnic movements
- B. Students' Movements
- C. Ecological and environmental movements

Unit 4. Consequences of Social Movements:

- A. Social movements, state and civil Society in India
- B. Social movements, social change and development

Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, Oxford University Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, sage.
5. Dommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Selliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
10. Dommen T.K., 1972, Charisma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.

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PAPER CODE : PGSO2E08

G4P2 : EDUCATION AND SOCIETY IN INDIA

Unit 1. Socio-historical Context of Education in India:

- A. Education in pre-colonial and colonial India
- B. Education in post-colonial and modern India
- C. Significance of education in India

Unit 2. Equality of Educational Opportunity:

- A. Educational diversities and disparities: region, tribe, caste, gender and rural urban community
- B. Equity and equality: positive discrimination and constitutional provisions
- C. Debate of equity, excellence and efficiency

Unit 3. Issues in education:

- A. Privatization of education
- B. Intervention of state in education
- C. Education, scientific attitudes and modernization

Unit 4. State and Education in India:

- A. Basic education and social development
- B. Education: skill development, globalized market and social mobility
- C. Crisis in higher education system, governance and finance

Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
2. Acker, S, 1994, Gendered Education: Sociological Reflections on Women,, Buckingham: Open University Press.
3. Banks, Olive, Sociology of Education, (2nd Ed.), London: Batsford, 1971.
4. Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
5. Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Croom Helm.
6. Brint, Steven, 1998, Schools and Societies, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Uttam B. Bhoite, 2009, Higher Education in India: A System on the Verge of Chaos, Sociological Bulletin, Vol.58, No.2, May-August.
8. Channa, Karuna, 1988, Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman.
9. Chanana, Karuna, 1979, „Towards a Study of Education and Social Change“. In Economic and Political Weekly, 27, 14 (4): 157-64.
10. B.K. Swain, 1998, Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Mumbai.

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11. Chitnis, Suma and P.G. Albach, 1993, Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, Family, Class and Education: A Reader, London: Longman.
13. Dreze, Jean and Amartya Sen, 1995, Indian Economic Development and Social Opportunity, Oxford: Oxford University Press.
14. Gandhi, M.K., 1962, Problems of Education- Ahmedabad: Navjeevan Prakashan.
15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.
16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, Education, Culture, Economy and Society, Oxford, Oxford University Press.
17. Jejeebhoy, Shireen, 1995, Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press.
18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, A Sociology of Educating, London: Cassell, Third Edition.
19. Robinson, P., 1987, Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul.
20. Sen, Amartya, 1992, Inequality re-examined, Delhi: Oxford University Press.
21. Shatrugan, M., 1988, Privatising Higher Education, EPW. Pp. 2624.
22. Ahmad Karuna, 1984, Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
23. Durkheim, Emile, 1956, Education and Sociology, New York, Free Press.
24. Friere, Paulo, 1972, Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
25. Halsey, A.K. et.al., 1961, Education, Economy, and Society: A reader in the Sociology of Education, New York: Free Press.
26. Jayaram, H, 1990, Sociology of Education in India, Jaipur: Rawat Publication.
27. Jefferey, R. and Alaka M. Basu, 1996, Girls' Schooling, Women's Autonomy and fertility Change in South Asia, New Delhi: Sage.
28. Kamat, A.R., 1985, Education and Social Change in India, Bombay: Somaiya.
29. Karabel, J. and A.H. Halsey (eds.) 1977, Powers and Ideology In Education, New York: OxfordUniversity Press.
30. Naik, J.P., 1975, Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.
31. Tyler, William, 1977, The Sociology of Educational inequality, London: Methuen.

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MANDATORY : FP

PAPER CODE : PGSO2M09

FIELD PROJECT

Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 96 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

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MANDATORY PAPERS

PAPER CODE : PGSO3M01

MODERN SOCIOLOGICAL THEORY

Unit 1 : Structuration

- A. Anthony Giddens : Agency and Structure
- B. Margaret Archer : Culture and Agency

Unit 2. Post-structuralism

- A. Jacques Derrida - Signifier, significant & Deconstructionism
- B. Michel Foucault - Knowledge and Power, Archaeology of Knowledge

Unit 3. Critical Theories

- A. George Lukacs, Antonio Gramsci, Louis Althusser
- B. Max Horkheimer, Theodor Adorno, Herbert Marcuse

Unit 4. Phenomenology & Ethnomethodology

- A. Phenomenology : Alfred Schutz, Peter Berger
- B. Ethnomethodology : Harold Garfinkel, Clifford Geertz

Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory, Vol.I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP. 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins. 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.
7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6th Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory. Sixth Edition, Pearson Education, 2005.
10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010

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PAPER CODE : PGSO3M02

FEMINIST SOCIOLOGICAL THINKERS

Unit 1 : Classical Liberal Feminism

- A. Simone de Beauvoir : The Second Sex - existentialist perspective
- B. Betty Friedan : The Feminist mystique and critique on Freud

Unit 2 : Radical Feminism

- A. Kate Millett : Politics and Revolution of Sexuality
- B. Shulamith Firestone Reconstruction of Historical Materialism and Dialectics of Sex

Unit 3 : Marxist and Socialist Feminism

- A. Juliet Mitchell : Women's Estate, Psychoanalysis and Feminism
- B. Sheila Rowbotham : Critique of Marxism and Marxist Feminism

Unit 4 : Post Modern and Black Feminism

- A. Judith Butler : Deconstruction of Sex and Gender, Politics of Gender
- B. Issues in Black feminism and inequality in oppression

Suggested Reading

- Simon de Beauvoir, The Second Sex, Penguin Books, (1981)
- Simon de Beauvoir, The Ethics of Ambiguity, Philosophical Library, New York (1947)
- Shulamith Firestone, the Dialectics of Sex : The case for Feminist Revolution, Frogmore, Paladin
- Betty Friedan, The Famine Mystique, Penguin, Harmondsworth, 1979
- Betty Friedan, The Second Stage, Summit Books, New York, 1981
- Kate Millett, Sexual Politics, Ballantine Books, New York, 1980
- Juliet Mitchell, Women's Liberation, Marxism and the Socialist Family, in Bikku Parekh's the Concept of Socialism, Ambika Publication, Delhi, 1976
- Juliet Mitchell, Psychoanalysis and Feminism, Penguin Books, Harmondsworth, 1974
- Juliet Mitchell, Women the Longest Revolution, Pantheon Books, New York, 1984
- Sheila Rowbotham, Socialist Feminism, Pluto Press, London, 1978
- Sheila Rowbotham, Women, Resistance and Revolution, The penguin, London, 1972
- Stevi Jackson and Jackie Jones, Contemporary Feminist Theories, Rawat, Jaipur, 2011
- Stantle James and Abena Busia, Theorizing Black Feminism, Routledge, 1993
- Sara Salih, Judith Butler, Routledge, New York, 2002
- Gill Jagger, Judith Butler: Sexual Politics, Social Change and Power of Performative, Routledge, 2008

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PAPER CODE : PGSD3M03

GLOBALIZATION AND SOCIETY

Unit 1. Understanding Globalization:

- A. Concept: definition and distinctive characteristics of globalization
- B. Processes of globalization: Westernization, Easternization, Americanization and Anti-Americanization

Unit 2. Global Structure:

- A. Neo-liberalism and Neo-Marxian alternatives, nation-state, imagined community
- B. Civil Society, cultural hybridization, cultural convergence

Unit 3. Agencies of Globalization

- A. Economic agencies, viz. Multinational Corporations (MNCs), WTO; Political agencies, viz. Government & Non-Governmental Organizations (NGOs)
- B. Cultural Agencies: Mass Media & ICT

Unit 4. Challenges of Globalization:

- A. Inequality, poverty, rural-urban & majority-minority divide
- B. Religious fundamentalism, conflict over natural resources

Suggested Readings:

1. Appadurai, Arjun, 1997, *Modernity at Large: Culture Dimensions of Globalization*, New Delhi, OxfordUniversity Press.
2. Applebaum R. and Robbison W., 2005, *Critical Global Studies* Routledge, New York.
3. Cohen Robin and Shirin M, (ed), *Global Social Movements*, The Athlone Press, London.
4. Dubhashi P.R., 2002, *Peoples Movement against Globalism Capitalism: EPW Feb. 9.*
5. Drezem Jean and Amartya Sen, 1996, *Indian Economic Development and Social Opportunity*, Delhi, OUP.
6. Giddens Anthony, 2000, *Runawat World: How globalization is reshaping our lives*, Routledge, New York.
7. Escobar, Arturo, 1995, *Encoustering Development: The Making and Unmaking of the Third World*, Princeton, Princeton University Press.
8. Hoogvelt, Ankie, 1997, *Globalization and the Post-Colonial World - The New Political Economy of Development*, London, Macmillan.
9. Hoogvelt, Ankie, 1998, *The Sociology of Development*, London, Macmillan.
10. Jha Avlnash, 2000, *Background to Globalization*, Centre for education and Documentation, Mumbai.
11. Kofman and Young, 2003, *Globalization, Theory and Practice*, Continuum, London.

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12. Kiely, Ray and Phil Marfleet (eds.) 1998, Globalization and the Third World, London, Routledge.
13. Lechner F. and Boli J. (ed), 2000, The globalization, Blackwell Oxford.
14. Preston, P.W., 1996, Development Theory - An Introduction, Oxford, Blackwell.
15. Schuurman Frans J. (ed), 2002, Globalization and Development Studies, Sage Publications, New Delhi.
16. Waters, Malcolm, 1996, Globalization, London, Routledge.

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PAPER CODE : PG503M04

SOCIAL PROBLEMS IN CONTEMPORARY INDIA

Unit 1. Problem of inequality:

- A. Casteism and atrocities: Unequal distribution of power, oppression and discrimination, caste struggle and atrocities; **Inclusive policy**: Political Reservations and Reservation in education and Government Services, SC & OBC Commission, Atrocity Act
- B. Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization

Unit 2. Population, Space and Social problems:

- A. Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socio-economic and political problem; rapid modernization and use of technology
- B. Environment, social problems and solutions to social problems

Suggested Readings:

1. Jagan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Nandan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems-Five Perspectives, (2nd Edition), OUP, New York, 1981.

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- Mencher, J. „The Caste System Upside Down“, in Dipankar Gupta (ed.): Social Stratification (93-109), Delhi:OUP, 1991.
- Vasanth and Kannabiran K. „Caste and Gender: Understanding Dynamics of Power and Violence“, in Anupama Rao (ed.) Gender and Caste (249-60), Delhi: Kali For Women.
- Weber, M. 1978. Economy and Society, Berkeley: University of California Press, (Vol. 1, Part-1, Chapter 4.; Vol. 2, Part-2, Chapter 9, Section 6).
- Wesolowski, W. 1979. Classes, Strata and Power, London: Routledge and Kegan Paul. (Chapters 1 and 3)
- Wright, Olin E. 1985. Classes, London: Verso (Chapter 3)
- Marx, K. 1975. The Poverty of Philosophy, Moscow: Progress Publishers (Chapter 2, Section 5).
- Milliband, R. 1983. Class, Power and State Power, London: Verso (Chapter 1).
- Betelle, A. 1983. The Idea of Natural Inequality and other Essays, Delhi: OUP, pp. 7-32
- Sen, A. 1990. „Gender and Cooperative Conflicts“, in Irene Tinker (ed.): Persistent Inequalities (123-49), New York: OUP.
- Pairwala, R. 2000. „Family: Power Relations and Power Structures“, in C. Kramarae and D. Spender (eds.): International Encyclopedia of Women: Global Women's Issues and Knowledge, vol.2: 669-74), London: Routledge.
- Nazumdar, V and Sharma, K. 1990. „Sexual Division of Labour and the Subordination of Women: A Reappraisal from India“, in Irene Tinker (ed.): Persistent Inequalities (185-97), New York: OUP.
- Chakravarti, U. 1995. „Gender, Caste, and Labour“, EPW, 30 (36): 2248-56.
- Kapadia, K. 1996. Sive and Her Sisters: Gender, Caste, and Class in Rural South India, Delhi: OUP. (Part 3).
- Chowdhry, P. 1997. „Enforcing Cultural Codes: Gender and Violence in Northern India“, EPW, 32(19): 10119-28.

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PAPER CODE : PG503E06

G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION

Unit 1. Understanding the Concept of Social Exclusion:

- A. Meaning, definition and nature of social exclusion
- B. Western Theories: Marxist - Capitalism and social exclusion, Amartya Sen: Deprivation and social exclusion

Unit 2. Social Categories and Social Exclusion:

- A. Caste and social exclusion
- B. Gender, patriarchy and social exclusion
- C. Ethnicity and social exclusion, with reference to tribes

Unit 3. Socio-Revolutionary Movements and Social Exclusion in India:

- A. Mahatma Jyotibha Phule and Savitribai Phule
- B. Chhatrapati Shahu Maharaj and Dr. B.R. Ambedkar
- C. Periyar Ramasamy,

Unit 4. Social Exclusion and Inclusive Policies in India:

- A. Education, natural/ecological resources and weaker sections
- B. Privatization and politics of inclusive policies
- C. Positive discriminations and social exclusion
- D. Empowerment and social exclusion

Suggested Readings:

- Ram, Ahuja. Society in India, Rawat Publications, 2004.
- Rao, Shankar. Sociology of Indian Society, S. Chand and Company, New Delhi, 2004.
- Ghurye, G.S. Caste and Race in India, Popular Prakashan, Bombay, 1969.
- Guha, Ranjit. (ed.), Subaltern Studies: Writings on South Asian History and Society, Oxford, Delhi, 1982.
- Michael, Haralambos. Sociology: Themes and Perspectives, 13th edition, OUP, Delhi, 1994.
- Forbes, G. Women in Modern India, New Delhi: Cambridge University Press, 1998.
- Oakley, Ann. Sex, Gender and Society, New York: Harper and Row, 1972.
- Malcolm. Globalization, London: Routledge, 1996.
- Betelle, Andre. The Backward Classes in Contemporary India, Delhi, OUP, 1992.

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PAPER CODE : PGSO3E07

G3P3 : MEDIA AND SOCIETY

Unit 1 : Understanding Media in Society:

- A. Mass Media: the concept, definition and forms of mass media
- B. Theories of Mass Media: Pluralist, Marxist, Neo-Marxist

Unit 2 : Role and Influences of Media

- A. Hypodermic, normative, interpretative and structured interpretative model
- B. Hyper reality, interpretative community, violence and media

Unit 3 : Images and Social Group in Media:

- A. Representation of gender, caste, class & religion
- B. Children, Gender, Sexuality and Media Effect

Unit 4 : Media in Globalized World:

- A. Media, Market and Popular Culture
- B. Capitalist and state ideology in Media

Suggested Readings:

1. Asa Briggs and Peter Burke, A Social History of the Media, Polity Press, Cambridge, 2005.
2. Benjamin, W. The Work of Art in the age of Mechanical Reproduction, Illuminations, New York, Schocken Books, 1969.
3. Williams, R. Communications, Penguin: Harmondsworth, 1962.
4. Hall, S. „Cultural studies: two paradigms“, Media, Culture and Society, 1980.
5. Herman, Edward S. and Chomsky, Noam. Manufacturing Consent: The Political Economy of Mass Media, Pantheon Books, 1988.
6. John Corner. Dick Pels (eds.), Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism, London: Sage, 2000.
7. Desai, A.R. The Role of the Press in the Development of Indian Nationalism, in Social Background of Indian Nationalism, Bombay: Popular Prakashan, 1948.
8. Kohli, V. The Indian Media Business, London: Sage, 2003.
9. Jeffrey, Robbin. India's Newspaper Revolution. Capitalism, Politics and the Indian language, New York: Martins Press, 2000.
10. Kumar, K.J. Mass Communication in India, Jaico Publishing House, 2010.
11. Gans, H.J. Deciding What's News, Northwestern University Press, 2004.
12. Appadurai, Arjun. Modernity at Large: The Cultural Dimensions of Globalization, OUP, 1996.
13. Sohat, Ella and Robert Stam. Unthinking Eurocentrism: Multiculturalism and the Media, Routledge, 1994.
14. Uberoi, Patricia. Freedom and destiny: gender, family, and popular culture in India, OUP, 2006.
15. Hall, Stuart. "The Whites of their eyes: racist ideologies in the media." In Gail Hynes and Jean M. Hume eds Gender, race, and class in media: a text reader, Sage, 2003.



16. Said, Edward. *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*, New York; Pantheon, 1981.
17. C. Berry and F. Martin. (eds.), *Mobile Cultures: New Media in Queer Asia*, Duke University press, 2003.
18. Khan, R. and D. Keller. "New Media and Internet Activism: From the "Battle of Seattle to Blogging." *New Media and Society*, 2004.

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PAPER CODE : PGSO3E08

G4P3 : ENVIRONMENT AND SOCIETY

Unit 1: Environment and human ecology

- A. Diverse forms of Social and Cultural Ecology
- B. Technological change, Agriculture and Biodiversity.
- C. Environmental pollution, Public Health and Disability.

Unit 2: Ecology and Human response

- A. Ecological degradation and migration
- B. Development, displacement and rehabilitation.
- C. Disaster and community response

Unit 3: Environment and Indigenous people.

- A. Indigenous knowledge system and ethno-medicine
- B. Forest policies, Adivasis and exclusion
- C. Climate change, epidemics and international policies.

Unit 4. Unequal distribution of resources.

- A. Gender and environment.
- B. Water and social exclusion.
- C. Environmental movements.

Suggested Reading

- Macionis & Ken Plummer, *Sociology: Global Introduction*, 5th Ed. Pearson
- Haralambos M., *Sociology: Themes and Perspective*, 8th Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7th ed., Wiley, 2013.
- Ahuja Ram, *Social Problems in India*, 5th ed., Rawat Publication.
- Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.
- Sen Amartya and Dreze Jean, *Indian Development: Selected Regional Perspectives*, Oxford, 2010.
- Banerjee Debidas, *Globalisation, Industrial Restructuring and Labour Standards: Where India Meet the Global*, 2005, Sage India.
- Sikdar Soumyen, *Contemporary Issues in Globalisation: An Introduction to Theory and policy in India*, Oxford India, 2003.
- Sklair Leslie, *Globalisation: Capitalism and Its Alternatives*, 3rd ed., Oxford, 2002.
- Bhagwati Jagdish, *In Defence of Globalisation*, Oxford India, 2004.
- Bhalla Surjit S., *Imagine There's No Country: Poverty, Inequality and Growth in the Era of Globalisation*, Penguin India, 2003.

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Bhattacharya Malini, Globalisation: perspectives in Women's Studies, Tulika Books, 2004.
D'Souza Rohan, ed., Environment, Technology and Development: Critical Subversive Essays, Orient
Black Swan, 2012.
Newton Tim, Nature and Sociology, Orient Black Swan, 2012.
Hannigan John, Environmental Sociology, 2nd ed., Manohar Publishers & Distributors, 2008.

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MANDATORY RP

Important Note: Mandatory RP Course (i.e. Research Project) is continuous process which start at third semester and end in fourth semester with same topic. The research methodology adopted in this process is same which opt in first semester of this course. The first part (which describe in course syllabus) should be completed and evaluated in third semester only and end part of this project should be submitted and evaluated in fourth semester only.

PAPER CODE : PGSO3M09

RESEARCH PROJECT

Student should submit a report of 50 - 60 pages to University which content the following topics.

1. Introduction

- Sociological Theory related to Topic (should cover concept / variables which are focused in topic, theory / theories related to concept/s i.e. Variables)
- Introduction of respondents / population / stake-holders (which are the subjects of research)
- Geographic area (which are involve in field survey)
- References ; APA referencing should be follow writing

2. Review of Literature (should follow the standard procedure)

- Categorization of Review of Literature (according to topic and subjects i.e. stake-holders) (nearby 20)
Regional level context / National level context / International level/context
- Significance of the study
- Research Gap
- Statement of Problem
- Relevance of Study

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F. References; APA referencing should be follow at the time of writing

3. **Research Methodology** (the subtopics of methodology should be framed according to quantitative / qualitative methods which used for study)

A. Universe and field of study

B. Research Design

C. Research questions (for qualitative study)

D. Objectives (maximum four)

E. Hypothesis (for quantitative study)

F. Sample design of research, techniques of data collection (field work)

G. References ; APA referencing should be follow writing

4. Bibliography

Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research as they opt in Semester-I

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MANDATORY PAPERS

PAPER CODE : PG504M01

POSTMODERN SOCIAL THEORIES

Unit 1 : Early Theorizing of Post-modernity

- A. Jean Francois Lyotard : Language game, knowledge in Computerised society
- B. Zygmunt Bauman : Society of Consumers, Morality & Violence

Unit 2 : Structure in Complex Society - I

- A. Pierre Bourdieu : Capitals - Construction of Habitus and Field
- B. Jürgen Habermas : Colonialization of Life World

Unit 3: Structure in complex Society - II

- A. Ulrich Beck : Risk Society, Democratization of Science
- B. Anthony Giddens : Globalization and de-traditionalization

Unit 4 : Post Modern theories

- A. Jean Baudrillard : Symbolic Exchange, Hyper-reality
- B. Fredric Jameson : Cultural Logic of Late Capitalism, Commodity Culture and Consumer Society

Suggested Reading

1. Braaten, Jane. 1991. *Habermas's Critical Theory of Society*. Albany: State University of New York Press.
2. Alexander, Jeffrey C, 1987, *Twenty Lectures: Sociological Theory since World War II*, New York, ColumbiaUniversity Press.
3. Craib, Ian, 1992, *Modern Social Theory: From Parsons to Habermas* (2nd edition), London, Harvester Press.
4. Collins Randall, 1997 (Indian edititon), *Sociological Theory*, Jaipur and New Delhi, Rawat Publications.
5. Giddens Anthony, 1983, *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysts*, London, Macmillan.
6. Kuper Adam and Jessica Kuper (ed.), *The Social Science Encyclopedia*, London and New York: Routledge.
7. Ritzer George, 1992, *Sociological Theory*, New York, McGraw-Hill.
8. Sturrock John, (ed.), 1979, *Structuralism and since: From Levi-Strauss to Derrida*, Oxford, OUP.
9. John Rex, *Key Problems of Sociological Theory*, Routledge, London.
10. Turner, Jonathan H., 1995, *The Structure of Sociological Theory*, Jaipur and New Delhi, Rawat Publications.
11. Zeitlin, Irving M., 1998, *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur and New Delhi, Rawat Publications.
12. Skidmore William, *Theoretical Thinking in Sociology*, CambridgeUniversity Press.
13. Narendra Kumar Sindhi, 1998, *Samajsashtriya Sidhanta: Vivechan abam Bakhya*, Rawat Publications (in Hindi).
14. S.L. Doshi, and M.S. Trivedi, 1996, *Uttar Samajsashtriya Sidhanta*, Rawat Publications.



PAPER CODE : PGSO4M02

RECENT TRENDS IN SOCIAL THEORIES

Unit 1 : Cultural Theories

- A. Gayatri Spivak and the Subaltern, Slavoj Zizek - Strategic essentialism and Subaltern
- B. Edward said - Culture and Imperialism Paul Virilio and Hypermodernism

Unit 2 : Theories of Globalization

- A. George Ritzer: Hyperrationality, McDonaldization and Americanization
- B. Ernesto Laclau and Chantal Mouffe - Hegemony and Radical Democracy

Unit 2 : Information and Network Theories

- A. Manuel Castells: Theory of Network Society.
- B. Donna Haraway: Theory of Cyborg, Tentacular Thinking: Anthropocene, Capitalocene, Chthulucene.

Unit 4 : Theories of Future / Digital Society

- A. Paul Levinson : Society in Cyber Space
- B. Ori Schwarz: The digital objectification of social life

Suggested Reading

- August, V. (2022). Network concepts in social theory: Foucault and cybernetics. *European Journal of Social Theory*, 25(2), 271-291.
- Bell, W. (1996). The Sociology of the Future and the Future of Sociology. *Sociological Perspectives*, 39(1), 39-57. <https://doi.org/10.2307/1389342>
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Contemporary sociological theory*. John Wiley & Sons.
- Deborah Eade (Ed.). 2002. *Development and Culture: Selected Essays from Development in Practice*. Oxford: Oxfam GB in association with World Faiths Development Dialogue
- Fuchs, C. (2007). *Internet and society: Social theory in the information age* (Vol. 9). Routledge.
- Gary Alan Fine, *Tiny Publics: A Theory of Group Action and Culture* (New York: Russell Sage, 2012).
- Jayapalan, N. (2014). *Sociological Theories*. New Delhi: Atlantic Publishers & Distributors (P) LTD.
- Lawrence Harrison and Samuel Huntington (Eds.). 2001. *Culture Matters: How Values Shape Human Progress*. New York: Basic Books.
- Mannheim, K. (1952). The Problem of Generations. In P. Kecskemeti (Ed.), *Essays on the Sociology of Knowledge* (pp. 276-320). London: Routledge and Kegan Paul.
- Ori Schwarz 2021. *Sociological Theory for Digital Society: The Codes that Bind Us Together*. Publisher: Polity ISBN: 9781509542970

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Singer, J. A., & Salovey, P. (1988). Mood and memory: Evaluating the Network Theory of Affect. *Clinical Psychology Review*, 8(2), 211-251. [https://doi.org/10.1016/0272-7358\(88\)90060-8](https://doi.org/10.1016/0272-7358(88)90060-8)

Ziauddin Sardar. 2004. *Introducing Cultural Studies*. Cambridge: Icon Books Ltd.

Paul Levinson, *Digital Maciuhan*, Routledge, New York, 1999

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PAPER CODE : PG50-4M03
ECONOMY AND SOCIETY

Unit 1. Concepts and Debates

- A. Concepts: Exchange, Gift, capital, Labour, Market, Consumption
- B. Digital economy, E-commerce
- C. Mode of production debates - Socialist, Capitalist and neo-liberal

Unit 2. Property relations and Social setting.

- A. Property and property relations in family and society
- B. Property and exclusion (Socio-Political) and
- C. Business and family - in Traditional and Neo-liberal society.

Unit 3. State and emerging trends in the age of neo-liberalisation

- A. State and Market: Welfare-ism and Neoliberalism
- B. Models of economic development
- C. Global business and Corporates
- D. Tourism - Immerging trends and Indian condition.

Unit 4. Labour in the era of neo-liberalism.

- A. Factory and industry system - in liberal and neo-liberal era.
- B. Changing nature of labour relations in global market of labour.
- C. Gender and labour relations - prospects and exploitation

Bibliography

- Macionis & Ken Plummer, *Sociology: Global Introduction*, 5th Ed. Pearson
- Haralambos M., *Sociology: Themes and Perspective*, 8th Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7th ed., Wiley, 2013.
- Ahuja Ram, *Social Problems in India*, 5th ed., Rawat Publication.
- Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.
- Sen Amartya and Dreze Jean, *Indian Development: Selected Regional Perspectives*, Oxford, 2010.
- BalKrishnan Pulapre, ed., *Economic Reforms and growth in India*, Orient Black Swan, 2012.
- Tonkss Fran, *Contemporary Economic Sociology: Globalisation, Production & Inequality*, Manohar Publishers & Distributors, 2006.
- Banerjee Debdis, *Globalisation, Industrial Restructuring and Labour Standards: Where India Meet the Global*, 2005, Sage India.

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- Sikdar Soumyen, Contemporary Issues in Globalisation: An Introduction to Theory and policy in India, Oxford India, 2003.
- Sklair Leslie, Globalisation: Capitalism and its Alternatives, 3rd ed., Oxford, 2002.
- Bhagwati Jagdish, In Defence of Globalisation, Oxford India, 2004.
- Bhalla Surjit S., Imagine There's No Country: Poverty, Inequality and Growth in the Era of Globalization, Penguin India, 2003.
- Bhattacharya Malini, Globalization: perspectives in Women's Studies, Tulika Books, 2004.

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ELECTIVE COURSES

Important Note : Continue your elective's group in second seminar. For example, if you opt G1P1 in first semester, then opt G1P2 in second and G1P3 in third. As well, avail G1P4 in fourth semester. It is equally applicable to all four groups.

PAPER CODE : PG504E04

G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES

Unit 1. Understanding Marginalized Communities and the Bases of Marginalization

- The meaning and definition of marginalized communities
- Bases of marginalization: socio-economic and political, discrimination, deprivation, exploitation, segregation and poverty

Unit 2. Theories of Marginalization

- Caste theory of marginalization
- Racial theory of marginalization
- Religious and cultural theory of marginalization
- Economic (Marxist) theory of marginalization

Unit 3. Marginalized Communities in India:

- SCs, STs, OBCs, women and minorities
- Socio-economic status, mobility and problems among the marginalized communities

Unit 4. Means of Eradicating the Situation of Marginality:

- Education, employment and political participation
- Access to health and civic amenities
- Socio-cultural assimilation and absorption

Suggested Readings:

- Ahuja, Ram. Indian Social System, Rawat Publications, Jaipur, 1993/2002.
- Beteille, Andre. Backward Classes and the New Social Order, OUP, Delhi, 1981.
- Beteille, Andre. The Backward Classes in Contemporary India, OUP, Delhi, 1992. Charsley, S.R. and G.K. Karanth (Eds.), Challenging Untouchability, Sage Publications, Delhi, 1998.
- Chaudhuri, S.N. Changing status of depressed castes in contemporary India, Daya Publishing House, Delhi, 1988.

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5. Gore, M.S. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, Sage, New Delhi, 1993.
6. Gupta, Dipankar. *Social Stratification*, OUP, New Delhi, 1991.
7. Jogdand, P.G. *New Economic Policy and Dalits* (Jaipur: Rawat)2000.
8. Jogdand, P.G. *Dalit Movement in Maharashtra*, Kanak Publications, New Delhi, 1991.
9. Mane Suresh. *Glimpses of Socio-Cultural Revolts in India*, Samruth Bharat, Mumbai, 2006.
10. Omvedt, Gail. *Dalit Visions: The anti-caste movement and the construction of an Indian Identity*, Orient longman, New Delhi, 1990.
11. Omvedt, Gail. *Dalits and the Democratic Revolution*, Sage, New Delhi, 1999.
12. Dommen, T.K. *Protest and Change: Studies in Social Movements*, Sage, Delhi, 1990.
13. Shah, Ghansham. *Social Movements in India: A Review of Literature*, Sage, Delhi, 1990.
14. Singh, K.S. *The Scheduled Castes*, Anthropological Survey of India, Delhi, 1998.
15. Singh, K.S. *The Scheduled Tribes*, OUP, Delhi, 1995.
16. Thorat, Sukhadeo. *New Economic Policy and its Impact on Employment and Poverty of the Scheduled Castes*, 1997, (PuneUniversity).
17. Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Manohar, New Delhi, 1995.
18. Venugopal, C.N. *Ideology and Society in India: Sociological Essays*, Criterion Publications, New Delhi, 1988.

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PAPER CODE : PG504E05

G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY

Unit 1 : History of Technological Development

- A. Meaning of Science and Technology. Science and Technology - from Past to Present
- B. Changing notions of Time and Space - physical to virtual. Flows/currents in S&T, Boundaries of S&T

Unit II : Science, Technology and Society

- A. Virtual Community - meaning, relations with digitalization of life-world, Media - print, electronics, visual and social
- B. Technology and Changing family relations, changing food habits and changing health system

Unit III : Science, Technology and State

- A. E-Governance and Surveillance of Society - Aadhar, PAN Card, etc. Linking. Emerging Political Processes - media socialization, opinion generation, controlling media, fake news, IT Cells, etc.
- B. State Policy - E-Centric governance, digital and non-digital population, digitally excluded and included population

Unit IV : Science, Technology and Cyber Crime

- A. Crime against Person - hacking of sites, mails, apps, etc. Selling personal data. Financial crime. Intrusion in digital gazettes, morphing, crime against women
- B. Crime against Society: viral rumors or fake news, data theft, pornography, etc.

Suggested Reading

1. Who controls the internet: Illusions of Borderless World, Jack Goldsmith and Tim Wu, OUP, 2006,
2. Sociology in the age of the internet, Allison Cavanagh, McGrawhill & Open University Press, New York, 2007
3. Internet and Social Inequalities, James C. Witte and Susan E. Mannon, Routledge, New York, 2010
4. Globalization: the Basic Text, George Ritzer, Wiley-Blackwell, 2010
5. After Habermas: New Perspectives on the Public Sphere, N. Crossley and J.M. Roberts, Blackwell Pub. 2010

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6. Information Technology and Development, Jeffrey James, Routledge, London, 2004
7. Cyberprotest: New Media, Citizens and Social Movements, W.V. DeDonk, B.D. Loader and others, Routledge, London, 2004
8. News Culture, Stuart Allan, Open University Press, Berkshire, 2004

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PAPER CODE : PG504E06

G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION

Unit I : Cultural Studies

- A. Meaning and elements of Culture - Cognitive Elements, Beliefs & Practices, Signs & Symbols, Norms and Values
- B. Material and Non-material Culture - Cultural lag, Civilization and Culture, Technology and Changing Material Culture

Unit II : Culture and Religion

- A. Religious Economy : Economy of Religious Culture, Pilgrimage and Religious Tourism, Commodification of Rituals
- B. Culture of Religion : Religious Organizations, New Religious Movements, Piety and Spirituality, Moral Economy

Unit III : Politics of Culture

- A. Cultural Politics : Communalism and Secularism, Politics of Culture, Culture in Politics
- B. Cultural Identity and Mobilization. Culture in Ethics and Morality. Culture of Gender and Body

Unit IV : Cultural Trends

- A. Formal and informal Education as a conductor and producer of culture. Arts and Aesthetics
- B. Sports and Culture, Culture and Environment

Suggested Readings

1. Jim McGaugan, 2014 Rethinking Cultural Policies, Open University Press, Berkshire.
2. M.G. Durham and Douglas M. Kellner 2006 Media and Cultural Studies, Blackwell Pub, Malden.
3. James Curran and David Morley, 2006 Media and Cultural Theory, Routledge, London.
3. John Haiman, 1998 Talk is Cheap: Sarcasm, Alienation and Evolution of Language, OUP.
4. Melissa Gregg, 2006 Cultural Studies' Affective Voices, Palgrave, Hampshire.
5. Angela McRobbie 2005 The Uses of Cultural Studies, Sage, London.
6. Francis Mulhern 2000 Culture/Metaculture, Routledge, New York.
7. Chris Jenks 1993 Culture, Routledge, London.

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PAPER CODE : PGSO4E07

G4P4 : STATE, POLITICS AND DEVELOPMENT

Unit I: Development of Polity

- A. From Tribe to Nation-State - Concepts of Ancient Republics, City-State, State, Nation-State. From Chieftainship to Grass-root Democracy. Nature of Distribution of Political Powers and Authorities
- B. Development of Governance: Bureaucracy, Governance and Development of Society, Development and Relationship of Law and Society. Corruption

Unit II: Politics and Issues of Society

- A. Development of Political Culture - the Role of Media, Social Media, Political Parties and Political Processes. Role of International Development Organization in Local Politics.
- B. Public Policy and State: Health, Education, Livelihood and Gender-based Development.

Unit III: State and Interest Politics

- A. Interest Politics: Interest, Ideology and Political Fractions. Interest and Pressure Group Politics.
- B. Reservation: as share in Power and Authorities, Politics in Reservation, Politics for Reservation, Politics of Reservation.

Unit IV: Social Movements and Protest

- A. Movements : Types of Movements. Movements and Rights & Redistribution of Powers. Bases of Movements - Caste, Ethnicity, Ideology, Disability, Religion and Region.
- B. Democracy and Civil Society : Concept, Meaning and Importance of Civil Society, The issue of Citizenship and Civil Society. Role of NGOs and Leadership in Power Politics, Concept of Activism and its role in Protest Movements.

Suggested Reading

1. Social Justice and Enlightenment, Pradeep Kumar Bose & Samir Kumar Das, Sage, New Delhi, 2009
2. Human Rights and Social Justice in a Global Perspectives, Susan C. Mapp, OUP, 2008
3. Gender and Justice in Multicultural Liberal States, Monique Deveaux, OUP, 2006

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4. The Modern State, Christopher Pierson, Routledge, London, 1996
5. State and Society, J. Giedhill, Barbara Bender and Others, Routledge, London, 1988
6. The Blackwell Companion of Social Movements, D.A. Snow and Others, Blackwell, Oxford, 2006
7. Dispensing Power: Social Movements as Anti-State Forces, Raul Zibechi, AK Press, Oakland, 2010
8. Social Movements: Identity, Culture and the State, D.S. Meyer, Nancy Whittier and others, OUP, 2002
9. The Globalization of Corporate Media Hegemony, Lee Artz and Yahya Kamalipour, State University of New York state, Albany, 2003

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MANDATORY RP

Important Note: Mandatory RP Course (i.e. Research Project) is continuous process which start at third semester and end in fourth semester with same topic. The research methodology adopted in this process is same which opt in first semester of this course. The first part (which describe in course syllabus) should be completed and evaluated in third semester only and end part of this project should be submitted and evaluated in fourth semester only.

PAPER CODE : PG504M08

RESEARCH PROJECT

Student should submit a report in 100-110 pages to University which content the following topics infollowing format to be followed in preparing Research Paper - II after field study as per research topic sanctioned in semester III for Research Paper - I

1. Socio-economic Background of Respondents
(it should content the age, income, caste, class, religion, etc. as per requirement of research topic)
While interoperation of data, relevant theories or references should be used in body text.
2. Chapters related to Objectives (maximum four chapters)
Chapters should be separately formulated according to objectives of study
While interoperation of data, relevant theories or references should be used in body text.
3. Final Chapter (Conclusion / summery and suggestions)
4. appendix
 - A. Tables
 - B. Graphs
 - C. Interview schedule / questionnaire / Interview Guide
 - D. Bibliography

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Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research in Semester- I

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Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**RASHTRASANT TUKDOJI MAHARAJ
NAGPUR UNIVERSITY, NAGPUR**

SYLLABUS

GEOGRAPHY

B.A. FIRST YEAR

**SEMESTER PATTERN
(Choice Based Credit System)**

With Effect From: June, 2022

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Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR
Choice Based Credit System (CBCS) Course Structure

Subject-Geography
B.A. First Year (New Pattern)
with effect from: June, 2022

Semester	Core Course	Paper No.	Name of the Paper	Lectures/Week	Total No. of Lect. Per Sem.	CA	ESE	Total Marks	Minimum Passing Marks	Credits
I	CCGEOG-I	I	An Introduction to Physical Geography	04	60	10	40	50	20	02
	CCGEOG-II	II	Practical Geography	02	30	10	40	50	20	02
Semester - I Total				06	90	20	80	100	40	04
II	CCGEOG-III	I	Geomorphology	04	60	10	40	50	20	02
	CCGEOG-VI	VI	Practical Geography	02	30	10	40	50	20	02
Semester - II Total				06	90	20	80	100	40	04

(CC= Core Course, CA= Continuous Assessment (Internal), ESE= End Semester Examination).

1. Teaching work load shall be four periods per week for each theory paper and two periods per batch per week for practical.
2. Strength of students for each practical batch shall not be more than 16 (Sixteen).
3. Students shall not be allowed for Practical Examination without certified Practical Record.
4. Total periods for each theory paper shall be 60 per semester.
5. Total periods for practical paper shall be 30 per semester.
6. Practical examination will be held at the end of every Semester.

(2)





Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

Question Paper Model and Scheme of Marking

Subject: **GEOGRAPHY**

B. A. First Year (Semester I and II) **Theory**

(w. e. f. June 2022)

		Marks: 40
Q.1	Descriptive type question (Unit- I)	(15)
OR		
	Descriptive type question (Unit- II)	
Q.2	Descriptive type question (Unit-III)	(15)
OR		
	Descriptive type question (Unit-IV)	
Q.3	Write a short note on <i>any two</i> of the following	(10)
	a) Short note (Unit-I)	
	b) Short note (Unit-II)	
	c) Short note (Unit-III)	
	d) Short note (Unit-IV)	

(3)



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

Question Paper Model and Scheme of Marking

Subject: **GEOGRAPHY**

B. A. First Year (Semester I) Practical (Paper III)

(w. e. f. June 2022)

		Marks: 40
Q.1	a) Types of Map	(04)
	b) Uses of Map	(06)
Q.2	a) Meaning, Definition & Types of Scale (any One)	(04)
	b) Representation of Scale Verbal, Numerical, Linear / Graphical (any One)	(06)
Q.3	a) Conversion of Scale & Construction of Scale (any One)	(04)
	b) Coordinates and Graticules (any One)	(06)
Q.4	Practical Record and Viva-voce	(10)



B. A. First Year
Subject: Geography
Semester – I
Paper- CCGEOG-I

An Introduction to Physical Geography

Marks: 50

Credits: 02

Periods: 60

Salient Features

1. The aim of this course is to introduce the students with basic concepts of physical geography. To know the development of various branches physical geography.

Utility

1. To help students to know the formation and nature of solar system, oceans, continents and landforms

Learning Objectives

1. To know the formation of continents and Oceans
2. To study the rotation and revolution of the earth and its impact

Pre-requisites

1. Books, Maps, Globe, Models
 2. ICT
-

Unit: 1 Introduction

- A. Definition, Nature and Scope of Physical Geography
- B. Branches of Physical Geography
- C. Importance of Study of Physical Geography

Unit: 2 Solar System

- A. Solar System and its Origin
 - i. Solar System
 - ii. Nebular Theory of Laplace
 - iii. Tidal Hypothesis of Jeans and Jeffery

Unit: 3 Formation of Oceans and Continents

- A. Continental Drift Theory
- B. Plate Tectonic Theory

Unit: 4 Landforms and Rotation and Revolution of the Earth

- A. First Order – Ocean and Continents
- B. Second Order – Mountain, Plateau, Plain and Their Types
- C. Rotation and Revolution of the Earth
 - i. Rotation- Formation of Day and Night
 - ii. Revolution- Formation of Seasons
 - iii. Solar Eclipse and Lunar Eclipse



REFERENCES

- 1) Clyton. K. (1986) 'Earth Crust' Adus Brooks London.
- 2) Davis W.M. (1909) - 'Geographical Essay' Ginnia Co.NewYork
- 3) Garland G.D. (1966) - 'Continental Drift' Uni. of Toronto press- Canada.
- 4) Goh Cheng leong (2018) Certificate Physical and Human Geography, Oxford University Press, New Delhi
- 5) Majid Hussain (2001) -'Principals of Physical Geography' Rawat Publication, Jaipur.
- 6) Monkhouse (1951) - 'Principle of Physical Geography' Mc Graw Hill Pub-New York.
- 7) Savinder Singh (1998) - 'Physical Geography' Prayag Pub. Allahabad.
- 8) Steers J.A. (1958) - 'Earth Crust' Adus Brooks London
- 9) Strahler A.N. (1968) - 'Physical Geography' Easten P. Ltd. New Delhi
- 10) Tikka R. N. (1998)- 'Physical Geography' Keedar Nath Ram Nath &Co. Meerut
- 11) Wegner A. (1924) -'The Origin of Continents and Oceans' Mathhen & Co. Ltd. London.
12. तावडे मोहन द. 'प्राकृतिक भूगोल', कॉन्टीनेंटल प्रकाशन, पुणे -30
13. मगर जयकुमार, 'भूरुपशास्त्राची मुलतत्त्वे', अॅकडमिक एंटरप्राईजेस, औरंगाबाद
14. दाते सु. प्र. आणि दाते संजिवनी, प्राकृतिक भूगोल, विद्या प्रकाशन, नागपूर
16. डॉ. शेटे शंकरराव, डॉ. फुले सुरेश व डॉ. शहापूरकर ओमप्रकाश ' प्राकृतिक भूगोल', अभीजित पब्लिकेशन, लातूर
- 17 सिंग सविंद्र ' भौतिक भूगोल का स्वरुप' प्रवालिका पब्लीकेशन, इलाहाबाद
- 18 हुसैन माजिद 'भौतिक भूगोल' रावत पब्लीकेशन, जयपूर
- 19 गौतम अल्का ' भौतिक भूगोल' रस्तोगी पब्लीकेशन, मेरठ



B. A. First Year
Subject: Geography
Semester – I
Paper- CCGEOG - II
Practical Geography

Marks: 50

Credits: 02

Periods: 30

Salient Features

1. The aim of this course is to introduce the students with types of maps, scales, relief and landforms

Utility

1. To develop skills among the students to decipher the landforms using contours and to convert the scales

Learning Objectives

1. To develop abilities among the students to interpret the toposheets, calculate time using longitudes.
2. To learn the techniques of showing the relief and landforms

Pre-requisites

1. Books, Maps, Globe, Models
 2. ICT
-

Unit: I Introduction to Map

- A. Map: Meaning and Definition
- B. Type of Maps
- C. Uses of Map
- D. Elements of Map

Unit : II Scale

- A. Meaning and Definition
- B. Type of Scale
- C. Representation of Scale

- i. Verbal/ Statement
- ii. Numerical/ RF
- iii. Linear/ Graphical

Unit III: Conversion and Construction of Scale

- iv. Verbal to Numerical and Numerical to Verbal

- D. Construction of Scale

(7)



- v. Simple Scale
- vi. Time and Distance Scale
- vii. Diagonal Scale

Unit: 4 Coordinates and Graticules

- i. Latitudes and Longitudes
- ii. Local Time, Standard Time and Time Zones
- iii. International Date Line

Reference Books:

1. Khan, S.A. : Text Book of Practical Geography.
2. Mishra, R.P. & Ramesh, A. : Fundamentals of Cartography.
3. Monkhouse, F.J. & Wilkinson, H.R. : Maps and Diagrams.
4. Singh R.L. : Elements of Practical Geography.
5. शर्मा जे.पी. : 'प्रयोगात्मक भूगोल' रस्तोगी प्रकाशन मेरठ
6. कुंभार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
7. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
8. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्याक्षिक भूगोल , पिंपळापूरे प्रकाशन , नागपूर
9. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
10. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रायक्षिक भूगोल'



B. A. First Year
Subject: Geography
Semester – II
Paper- CC GEOG - III
Geomorphology

Marks: 50

Credits: 04

Periods: 60

Salient Features

1. The aim of this course is to introduce the students with interior of the earth, rocks, and endogenic and exogenic forces and their resultant landforms

Utility

1. To help students to know the evolutionary process of various features of landforms

Learning Objectives

1. To develop skills among the students to identify the landforms and their agents
2. To have the knowledge of types rocks and weathering

Pre-requisites

1. Books, Maps, Globe, Models, Rock Samples
 2. ICT
-

Unit: 1 Introduction

- A. Definition, Nature and Scope of Geomorphology
- B. Geomorphology and its Influence on – Settlement and Land use

Unit: 2 Interior of the Earth, Rocks and Weathering

- A. Interior of the Earth
- B. Classification of Rocks According to Origin
 - i. Igneous
 - ii. Sedimentary
 - iii. Metamorphic
- C. Types of Weathering
 - i. Mechanical
 - ii. Chemical
 - iii. Biological

Unit: 3 Endogenic Forces

- A. Endogenic Forces
 - i. Types of Folds and Faults
 - ii. Earthquake - Meaning, Causes and Effects

Unit: 4 Exogenic Forces

- A. Cycle of Erosion
- B. Landforms Associated With
 - i. River
 - ii. Glacier
 - iii. Wind



References

- 1) Clyton. K. (1986) - 'Earth Crust' Adus Brooks London.
- 2) Davis W.M. (1909) - 'Geographical Essay' Ginnia Co.
- 3) Dayal P (1946) - 'A text book of Gemorphology' Shukla Book Depot Patana
- 4) Garland G.D. (1966) - 'Continental Drift' Uni. of Toronto press- Canada.
- 5) Hodgson J.H. (1964) - 'Earthquakes and Structure' Prentice Hall inc.
- 5) Kale V.A & Gupta (2001) - 'Elements of Geomorphology' Oxford Uni. Press
- 6) Majid Hussain (2001) - 'Principals of physical Geography' 'Rawat; Publication, Jaipur
- 7) Monkhouse (1951) - 'Principle of Physical Geography' Mc Graw Hill Pub-New York
- 8) Pitty A.F. (1971) - 'Introduction of Geomorphology' Adus Brooks London.
- 9) Savinder Sīng (1998) - 'Physical Geography' Prayag Pub. Allahabad.
- 10) Strahler A.N. (1968) - 'Physical Geography' Easten P. Ltd. New Delhi.
- 11) Steers J.A. (1958) - 'Earth Crust' Adus Brooks London
- 12) Wegner A. (1924) - 'The Origin of Continents and Oceans' Mathhen & Co. Ltd. London.
- 13) Wooldridge & Morgan (1966) - 'An Outline of Geomorphology' Longman London.
- 14) तावडे मोहन द. 'भूरुपशास्त्र', कॉन्टीनेंटल प्रकाशन , पुणे -30
- 15) मगर जयकुमार , 'भूरुपशास्त्र', विद्या प्रकाशन, नागपूर
- 16) फुले सुरेश, 'भूरुपशास्त्र', विद्याभारती प्रकाशन , लातूर
- 17) दाते सु. प्र. आणि दाते संजिवनी, प्राकृतिक भूगोल, विद्या प्रकाशन , नागपूर
- 18) डॉ. शेटे शंकरराव , डॉ. फुले सुरेश व डॉ. शहापूरकर ओमप्रकाश ' प्राकृतिक भूगोल', अभीजित पब्लिकेशन , लातूर
- 19) नागतोडे डॉ. पी.एन., डॉ. शेख आणि दुधपचारे डॉ. योगेश 'भूरुपशास्त्र व सागरशास्त्र', विद्या प्रकाशन, नागपूर
- 20)



**B. A. First Year Subject: Geography
Semester – II Paper- CCGEOG - IV
Practical Geography**

Marks: 50

Credits: 02

Periods: 30

Salient Features

1. The aim of this course is to introduce the students with methods of showing relief, landforms and Introduction to Survey of India Map.

Utility

2. To develop skills among the students to decipher the landforms using contours and Use of Topographical Maps.

Learning Objectives

3. To develop abilities among the students to interpret the toposheets, calculate time using longitudes
4. To learn the techniques of showing the relief and landforms

Pre-requisites

3. Books, Maps, Globe, Models
 4. ICT
-

Unit 1 : Methods of Showing Relief

- i. Hachures, Layer Tint, Spot Height, Bench Mark, Trigonometric Point and Contours

Unit: 2 Methods of Showing Landforms

- i. Representation of different landforms by Conturs Conical Hill, Plateau, Ridge, 'V' and 'U' Shaped Valley and Cliff
- ii. Identification of Slopes Using Contour Lines

Unit: 3 Drawing of Profile

- i. Serial profile
- ii. Superimposed profile
- iii. Composite profile

Unit: 4 Introduction to Indian Topographical Maps.

1. Indexing and conventional signs and symbols (OS)
2. Grid references.
3. Locational and Relief aspects of the area
 - a. Latitudinal & Longitudinal extension
 - b. Contour interval
 - c. Maximum and Minimum heights



Reference Books:

1. Khan, S.A. : Text Book of Practical Geography.
2. Mishra, R.P. & Ramesh, A. : Fundamentals of Cartography.
3. Monkhouse, F.J. & Wilkinson, H.R. : Maps and Diagrams.
4. Singh R.L. : Elements of Practical Geography
5. शर्मा जे.पी. : 'प्रयोगात्मक भूगोल' रस्तोगी प्रकाशन मेरठ
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7. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
8. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिंपळापूर प्रकाशन , नागपूर
9. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
10. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रात्यक्षिक भूगोल'



RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR
Choice Based Credit System (CBCS) Course Structure

Subject-Geography

B.A. Second Year (Semester III & IV)
with effect from: June, 2023

Semester	Core Course	Paper No.	Name of the Paper	Lectures/ Week	Total No. of Lect. Per Sem.	CA	ESE	Total Marks	Minimum Passing Marks	Credits
I	CCGEOG- V	V	Introduction to Climatology	04	60	10	40	50	20	02
	CCGEOG- VI	VI	Practical Geography	02	30	10	40	50	20	02
Semester - III Total				06	90	20	80	100	40	04
II	CCGEOG- VII	VII	Introduction to Human Geography Part - I	04	60	10	40	50	20	02
	CCGEOG- VIII	VIII	Practical Geography	02	30	10	40	50	20	02
Semester - IV Total				06	90	20	80	100	40	04

(CC= Core Course, CA= Continuous Assessment (Internal), ESE= End Semester Examination).

1. Teaching work load shall be four periods per week for each theory paper and two periods per batch per week for practical.
2. Strength of students for each practical batch shall not be more than 16 (Sixteen).
3. Students shall not be allowed for Practical Examination without certified Practical Record.
4. Total periods for each theory paper shall be 60 per semester.
5. Total periods for practical paper shall be 30 per semester.
6. Practical examination will be held at the end of every Semester.



B. A. Second Year

Subject Geography

Semester – III

Paper- CCGEOG-V Introduction to Climatology

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 60

Introduction to Climatology

Unit – I		Hours
	<ul style="list-style-type: none">Weather and Climate.definition and significance of climatology ,Element of weather and climate.Composition and structure of Atmosphere.	15
Unit – II	<ul style="list-style-type: none">Atmospheric TemperatureInsolationGlobal Energy BudgetVertical and Horizontal distribution of temperature.	15
Unit – III	<ul style="list-style-type: none">Atmospheric Pressure and windsVertical and Horizontally distribution of pressurePlanetary, Periodic and Local winds.	15
Unit – IV	<ul style="list-style-type: none">Atmospheric pressureHumidity, Evaporation and condensationType of precipitationHydrological Cycle.	15

Suggested Reading

1. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
2. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
3. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey.
5. Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi.
6. Trewartha G. T. and Horne L. H., 1980: An Introduction to Climate, McGraw-Hill.
7. Gupta L S(2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
8. Lal, D S (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
9. Vatal, M (1986): Bhautik Bhugol, Central Book Depot, Allahabad
10. Singh, S (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad



B.A Second Year (Semester III) Geography
Paper CCGEOG –VI
Practical Geography

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 30

Practical Geography

Unit – I	Preparation of climatic maps and diagrams	Hours
	a) Preparation of Isopleths showing temperature, Air Pressure and Rainfall.	8
	b) Construction of Histograms, Hythergraphs, Windrose Diagram & Tylor's Climograph.	
Unit – II	Study of Indian daily weather maps for following seasons	8
	a) Rainy Season	
	b) Winter	
	c) Summer	
Unit – III	Study of Following weather Instruments	7
	a) Maximum and Minimum thermometer	
	b) Barometer	
	c) Dry and Wet thermometer	
	d) Rain Gauge, Anemometer and Wind wane	
Unit – IV	Instrumental Survey Plain Table Survey Methods and Types	7

Plan of Practical Examination

The following plan will be strictly followed to test the skill developed by students

- 1) Preparation of Climatic maps
 - a) Isopleths Maps (6 Marks)
 - b) Climatic Diagrams (8 Marks)
- 2) Study of Indian daily weather maps (6 Marks)
- 3) Surveying (6 Marks)
- 4) Weather Instruments (4 Marks)
- 5) Viva-Voce (5 Marks)
- 6) Practical Record, Attendance and Punctuality (5 Marks)

Internal Test Examination (10 Marks)



Suggested Reading

1. Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
7. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) Prayogtmak Bhugol, Central Book Depot, Allahabad
13. कुमार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
14. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
15. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिपळापुरे प्रकाशन , नागपूर
16. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
17. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रात्यक्षिक भूगोल'



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Second Year

Subject Geography

Semester – IV

Paper- CCGEOG-VII Introduction to Human Geography Part-I

Marks: 50 (40+10 Internal)

Credits: 02

Periods: 60

Introduction to Human Geography Part-I

UNIT-I		Hours
	<ul style="list-style-type: none">Meaning, Definition and Scope of Human Geography,Branches of Human GeographyRatzel's Contribution to Human Geography	15
UNIT-II	<ul style="list-style-type: none">Human races—Basis of Classification,Races of World and India by G. Taylor	15
UNIT-III	<ul style="list-style-type: none">Man-Environment relationship—Determinism, Possibilism, Neo-determinismHuman adaptation to Environment—Eskimo and Gond	15
UNIT-IV	<ul style="list-style-type: none">Primary economic activities—Shifting and Subsistence Agriculture,Hunting and Gathering, Fishing	15

Suggested Reading

1. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice–Hall India.
2. Hartshorn R., 1959: Perspectives of Nature of Geography, Rand MacNally and Co.
3. Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
4. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
5. Johnston R; Gregory D. Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
6. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
7. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
8. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan, Allahabad.
9. Hussain, Majid (2012) Manav Bhugol, Rawat Publications, Jaipur



**B.A Second Year (Semester IV) Geography
Paper CCGEOG –VIII
Practical Geography**

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 30

Practical Geography

Unit	Description	Hours
Unit-I	Construction, Merits, Demerits, Characteristics and Uses of following projection a) Simple Cylindrical Projection b) Cylindrical Equal Area Projection c) Conical Projection with One standard Parallel d) Conical Projection with Two standard Parallel	8
Unit-II	Use of Statistical Methods Measurement of dispersions a) Mean Deviation b) Quartile Deviation c) Standard Deviation	8
Unit-III	Use of Bar graphs and Line Graphs (Simple, Multiple and Compound) for following Data Population, Agriculture, Industry and Transport	7
Unit-IV	Field study of Weather Station /Topographical features.	7

Plan of Practical Examination

The following plan will be strictly followed to test the skill developed by students

1	(a) Construction projection	(8 Marks)
	(b) Merits, Demerits, Characteristics and Uses	(2 Marks)
2	Statistical Methods (Two Examples)	(4 Marks)
3	(a) Use of Bar Graphs	(4 Marks)
	(b) Use of Line Graphs	(4 Marks)
4	Field study of Weather Station /Topographical features.	(4 Marks)
5	Viva-Voce	(5 Marks)
6	Practical Record, Attendance and Punctuality	(5 Marks)

Internal Test Examination

(10 Marks)



Yeshwant Rural Education Society's
Yeshwant Mahavidyalaya, Wardha
NAAC Reaccredited Grade 'B'

Suggested Reading

1. Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
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13. कुंभार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
14. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
15. नागतोडे , लानेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिंपळापूरे प्रकाशन , नागपूर
16. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
17. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रायक्षिक भूगोल'



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Rashtrasant Tukadoji Maharaj
Nagpur University, Nagpur

SEMESTER SYSTEM SYLLABUS

FOR

B.A. I

MUSIC

(VOCAL AND INSTRUMENTAL)

(WITH EFFECT FROM 2022 -23 AND ONWARDS)

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24/7/22
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Semester Pattern
B. A. - Part I
INDIAN MUSIC
(Vocal and Instrumental)

- 1) There should be 6 periods for practical and 2 periods for theory in each week.
(दर आठवड्याला प्रात्यक्षिकासाठी ६ तासिका व संगीत शास्त्रासाठी २ तासिका असाव्यात.)
- 2) There should be maximum 7 students per batch.
(एका वेळी एका तुकडीत कमाल ७ विद्यार्थी / विद्यार्थिनी असावे.)
- 3) Due to natural differences in voice, boy and girl students should have separate batches for music practical periods.
आवाजाच्या नैसर्गिक फिननेमुळे विद्यार्थी व विद्यार्थिनींचा प्रात्यक्षिकाचा वर्ग वेगळा असावा.
- 4) One practical period of 48 Minutes shall be counted equal to one lecture period of 48 Minutes.
(४८ मिनिटांची प्रात्यक्षिकाची एक तासिका ४८ मिनिटांच्या शास्त्राच्या एका तासिकेसमान मानली जाईल)

Notes:-

- 1) Acoustic (Manual) taanpura is mandatory in practical classes as well as practical exam.
- 2) The Harmonium accompaniment for vocal music will not be allowed.
- 3) Tabla player's accompaniment is mandatory in practical classes, as well as in practical exam. Only external students are allowed to arrange their own tabla accompanist in practical exam.
- 4) Following instruments can be offered for Exam in instrumental music:

a) Violin	e) Bin	i) Sanai	m) Guitar
b) Dilruba	f) Got-bin	j) Flute	n) Keyboard
c) Israj	g) Sitar	k) Tabla	
d) Sarangee	h) Sarod	l) Harmonium	
- 5) A) Candidate offering instrumental music should study and practice मसौलखानी गत instead of विलंबित ख्याल and रजाखानी गत instead of हुत ख्याल. Candidates are expected to know the history of their instrument, parts, related technical terms and method of tuning.
B) Syllabus for Tabla is given at the end separately.
- 6) Candidates should submit the checked practical record book at the time of practical exam.
- 7) Bhatkhande system of notation will be followed.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Part I
Semester I

Practical Test
(Approximately half an Hour) Marks - 40

Course outcomes:

1. Students will be able to perform alankars.
2. Students will be able to perform Sargam geet, Lakshana geet.
3. Students will be able to perform Chhota khayal / rajakhani gat and outline of Bada khayal / masitkhani gat.
4. Students will be able to express prescribed taals on tali.

1. The candidate should learn and practice 10 alankars of shuddha swaras.
(शुद्ध स्वरांचे 10 अलंकार)

2. Sargam and Lakshana Geet in each form of the following Ragas:

i) Yaman ii) Kafi iii) Tilang iv) Bhairav

3. Vilambit Khayal / Masit Khani Gat with detailed Gayaki in **any one** of the prescribed Ragas. Drut Khayal or Raja Khani Gat with Gayaki in all the prescribed Ragas.

4. One Dhrupad with Dugun and a Tarana from prescribed Ragas.

5. Study of following Talas with dugun.

i) Trital ii) Ektal iii) Choutal iv) Dadra

6. Any one form of light music.

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B. A. Part I
Semester I
Theory

Time - Two hours **Marks - 40**

Course outcomes:

1. Students will get basic knowledge of Swar, Alankar, Rag and Tal.
 2. Students will get knowledge of terminologies regarding music.
 3. Students will get knowledge of Tanpura, Tabla, Harmonium and Electronic Tanpura, Tabla.
 4. Students will be able to read and write notation of compositions in Pt. Bhatkhande Notation system.
-

Unit I (Marks: 08)

- 1) Definition, Genesis and Development of Music.
- 2) Mathematical derivation of 72 Thaats by Pt. Venkatmakhi.

Unit II (Marks: 12)

- 1) Study of theoretical details of Ragas prescribed for practical course (Yaman, Kafi, Tilang, Bhairav) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish / Gat) prescribed in the practical course.
- 3) Writing of Talas (Trital, Ektal, Choutal, Dadra) with dugun and chougun.

Unit III (Marks: 08)

- 1) General knowledge of the biographies and the contribution of the following Musicians:
 - Pt. Vishnu Narayan Bhatkhande
 - Amir Khusro
- 2) Classification of Instruments, with detailed knowledge of Taanpura, Tabla & Harmonium.

Unit IV (Marks: 12)

- 1) General knowledge of the musical compositions –
 - a) Dhrupad b) Khayal c) Tarana d) Ghazal e) Bhajan
- 2) Definitions of following terms:
Aroha, Avaroha, Pakad, Sthayee, Antara, Sargangeet, Lakshangeet, Vadi, Samvadi, Anuvadi, Vivadi, Vama, Alankar, Saptak, Thaats and its rules, Varjya

6

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29/7/2022



swar, Vakra swar, Shuddha - Vikrit swar, Tali, Khali, Matra, Sam, Taal, Theka, Laya and its kinds, Avartan.

Suggested activities:

1. Participation in activities organized in the college.
2. Assignment and project
3. Collection of raga-based songs.
4. Listening sessions of classical music.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Part I
Semester II

Practical Test
(Approximately half an Hour) Marks - 40

Course outcomes:

1. Students will be able to perform Chhota khayal / rajakhani gat and Bada khayal / masitkhani gat with gayaki / gatakari.
 2. Students will be able to perform tarana and dhrupad with its dugun.
 3. Students will be able to express prescribed taals on tali.
-
7. The candidate should learn and practice 10 alankars of shuddha swaras:
(शुद्ध स्वरांचे 10 अलंकार)
- 1) Sargam and Lakshan Geet in each from of the following Ragas.
i) Bhupali ii) Alhaiya bilawal iii) Vrindawani Sarang iv) Bhairavi
 - 2) Vilambit Khyal / Masit Khani Gat with detailed Gayaki in **any two** of the prescribed Ragas. Drut Khyal or Raja Khani Gat with Gayaki in all the prescribed Ragas.
 - 3) One Dhamar with Dugun and a Tarana from prescribed Ragas.
 - 4) Study of following Talas with dugun:
i) Tilwada ii) Zaptal iii) Dhamar iv) Keharwa
 - 5) Any one form of light music.

Handwritten signatures and date:
G. H. Acharya
M. S. Acharya
27/7/2022
A. S. Acharya



**B. A. Part I
Semester II**

Time - Two hours

Theory

Marks - 40

Course outcomes:

1. Students will get detailed knowledge of that system.
2. Students will get knowledge of prescribed ragas and talas.
3. Students will get knowledge of terminologies regarding music.
4. Students will get acquainted with the contribution of great musicians.

Unit I (Marks: 08)

- 1) Mathematical derivation of 484 Ragas from one Thaata on the basis of Raga Jati.
- 2) Place of Music in Fine Arts.

Unit II (Marks: 12)

- 1) Study of theoretical details of Ragas prescribed for practical course (Bhupali, Alhaiya bilawal, Vrindavani Sarang, Bhairavi) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish)/ Gats prescribed in the practical course.
- 3) Writing of Talas (Tilwada, Zaptal, Dhamar and Keharawa) with dugun and chougun.

Unit III (Marks: 08)

- 1) General knowledge of the biographies and the contribution of the following Musicians:
 - Pt. Vishnu Digambar Paluskar
 - Nayak Gopal
- 2) Raga Samay Siddhant

Unit IV (Marks: 12)

- 1) General knowledge of the musical compositions:
 - a) Dhamar b) Tappa c) Thumri d) Hori e) Chaturang
- 2) Definition of Technical terms:

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Nad, Shruti, Swar, Elementary Study of sound: Musical sound, Noise, Kampan gati, Andolan sankhya, Pitch, Magnitude and Timber or Quality; Purvanga, Uttaranga, Alap – Tan, Grah, Ansh, Nyas, Rag and its rules, Meend (sut), Ghasit, Krintan, zam – zama, Khatka, Murki,

Suggested activities:

1. Group discussion on various topics in the syllabus.
2. Short essays on various topics in the syllabus.
3. Collection of raga-based songs.
4. Listening sessions of classical music.

Handwritten notes:
Nad, Shruti, Swar
Magatwa
Khatka
22/11/2022



B) Semester Pattern Syllabus for Tabla Practical
B. A. Part I
Semester I **Marks: 40**

Notes:-

- 1) Tabla Solo playing along with Lehara, independently at least for 15 minutes – 2
Quaida of chatasra jati with 3 palta each; rela; bedam, damdar and chakradar tihal,
tukda, mukhda etc. (चतस्र जातीचे २ कायदे – ३-३ पलट्यांसहित, रैला, बैरम, दमदार व चक्रदार
तिहार, तुकडे व मुखडे इ.)
- 2) Practice of tuning the Tabla.
- 3) Candidates should submit the checked practical record book at the time of
practical exam.

Marks distribution for Tabla Practical Exam

1) Practical record book	05
2) Solo tabla playing with lehara	10
3) Theka and dugun of tala etc.	05
4) Oral rendition (पठन) and simple quidas	04
5) Rendition of rare talas	04
6) Material for laggi wadan	04
7) Knowledge of talas, playing style and general impression	04
8) Accompaniment	04
Total Marks	40

Marking distribution

Theory Paper	---	40 marks
Internal Assessment (Theory)	---	10 marks
Practical Exam	---	40 marks
Internal Assessment (Practical)	---	10 marks
Total	---	100 marks

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.

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Atiyade
Muralidhar
Rohit
29/11/2022
Srinivas
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Tabla Practical

Course outcomes:

1. Students will be able to play syllables (वर्ण) on Tabla and Dagga.
 2. Students will be able to play thekas with different layakaries.
 3. Students will be able to render prescribed talas orally.
 4. Students will be able to render at least two variations of theka and laggi of prescribed talas.
- 1) Practice of Producing the Syllables (वर्ण) on Tabla and Dagga (दायाँ & बायाँ) :
 - a. Syllables played with right hand,
 - b. Syllables played with left hand and
 - c. Syllables played with both hands
 - 2) Study of the Thekas of the following Talas with Dugun, Tigun and Chougun:
 - i) Trital ii) Zaptal iii) Dadra
 - 3) Study of the Thekas with simple compositions and their oral renderings (पढेंत) in the following talas:
 - i) Choutal ii) Roopak iii) Deepchandi
 - 4) Uncommon tala: (Theka with dugun only) Matta Tal (9 & 18 matra)
 - 5) Vistar (Quida (कायदा), Rela, Patla (पल्ला) Gat (गत) Tihai, Tukdas and Mukhadas etc.) of the following Talas with oral rendering (पढेंत):
 - i) Trital ii) Zaptal
 - 6) At least two variations of the Theka and Laggis of Dadra and Kaharva tal.
 - 7) Recognizing the sum of a Tal and Song.

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G. H. Tal
29/7/2022
Rohit
M. S. Tal
29/7/2022
Rohit



Semester Pattern Syllabus for Tabla Theory

B. A. Part – I

Semester I

Time: 2 hours

Marks - 40

Course outcomes:

1. Students will get acquainted with the origin of tabla, its transformation and classification.
2. Students will get acquainted to basic terminologies of tabla.
3. Students will be able to right and read notation of all talas prescribed.
4. Students will be able to describe the diagram of tabla – dagga.
5. Students will get acquainted with the contributions of great table artists.

Unit I (08 Marks)

- 1) The origin and history of Tabla, its evolution and transformation in the present form.
- 2) Technique of producing different syllables (वर्ण) on Tabla and Dagga (दायाँ-बायाँ)

Unit II (12 Marks)

Definitions of the following terms: Sangeet, Swar, Matra, Laya, Avarthan, Theka, Dugun, Tigun and Chougun, Kism, Uthan, Laggi, Paran, Peshkar.

- 1) Method of writing notation of all Talas Prescribed in practical syllabus.
- 2) Solo playing – general idea and simple rules.

Unit III (08 Marks)

- 1) Importance of Sam-Kal, Khali-Bhari, Vibhag etc. in Tal.
- 2) Classification of Musical Instruments with description of Tat – vitat (तत् – वितत्) and Avanaddha vadya.

Unit IV (12 Marks)

General idea of parts of tabla – dagga with diagram.

- 1) Comparative study of the features and application of Damdar, Bedam and Chakradar talas.
- 2) Life history and Contribution to the field of Tabla of the following :-
Pt. Samtprasad (Gudai maharaj), Ustad Allarakha, Khalifa Wajid Hussain

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Suggested Activities:

1. Group discussion on various topics from the syllabus.
2. Short essay on various topics from the syllabus.
3. Listening sessions of Tabla wadan of various Gharanas.

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G. M. Acharya
M. S. Acharya
H. S. Acharya
S. S. Acharya
29/7/2021



Semester Pattern Syllabus for Tabla Practical
B. A. Part I
Semester II

Marks: 40

Notes:-

1. Tabla Solo playing along with Lehara, independently at least for 15 minutes – 2 Quaida of chandasra jati with 3 palta each; rela; bedam, damdar and chakradar tihai, tukda, mukhda etc. २ कायदे – चतस्र जातीचे (३-३ पलटायांसहित), रेल, बेदम, दमदार व पककरदार तिहाई, तुकडे व मुखडे इ.
2. Practice of tuning the Tabla.
3. Candidates should submit the checked practical record at the time of practical exam.

Tabla Practical

Course outcomes:

1. Students will be able to play various varnas prescribed in the syllabus.
2. Students will be able to orally render thekas with simple compositions.
3. Students will be able to play prescribed talas in detail.
4. Students will be able to recognize sum of tala in a song.

Tabla Practical

1. Practice of Producing the Syllables (वर्ण) on Tabla and Dagga (दर्या & बायाँ)
तिरकिट, किटाक, तक्का, चिरचिर, मदिगन, बडधातित, धागेतित
- 1) Study of the Thekas of the following Talas with Dugun, Tigun and Chougun:
i) Ektal ii) Tilwada iii) Kaharava
- 2) Study of the Thekas with simple compositions and their oral renderings (परंत) in the following talas:
i) Tevra ii) Dhamar ii) Dhumal
- 3) Uncommon talas: (Theka with dugun only) Pancham Sawari (15 Matra)
- 4) Vistar (Peshkar, Quida, Rela, Patla, Gat, Tihai, Tukdas and Mukhadas etc.) of the following Talas with oral rendering (परंत):
i) Trital ii) Ektal.
- 5) At least two variations of the Theka and Laggis of Dadra and Kaharva tal.
- 6) Recognizing the sum of a Tal and Song; ability to play lehara on harmonium.

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Semester Pattern Syllabus for Tabla Theory

B. A. Part I

Semester II

Time: 2 hours

Marks - 40

Course outcomes:

1. Students will get acquainted to various Gharanas of Tabla.
2. Students will get knowledge of various terminologies of tabla.
3. Students will get knowledge of Ghana and Sushir types of instruments.
4. Students will be acquainted to various perspectives of accompaniment.

Unit I (08 Marks)

1. Elementary knowledge of all Gharanas of Tabla, details of any one gharana.
2. Technique of producing (निकास) different syllables (any four)
गिरकिट, किटतक, तकडा, चिरधिर, गदिगन, कडधातिट, धगेतिट

Unit II (12 Marks)

1. Meaning and Explanation of the distinctive Features and application of the following:- Quida (कायदा) Gat (गत) Mukhada (मुखडा), Rela, Tukada (तुकडा) Mohara (मोहरा) Tihai (तिहाई), Bol and Palta.
2. Writing notation of all Tala, Quida, Rela etc. Prescribed in practical syllabus.
3. Solo playing – general idea and simple rules.

Unit III (08 Marks)

1. Importance of Peshkar, Quida, Rela, Gat, Chakradhar, Paran in Solo tabla playing.
2. Classification of Musical Instruments with description of Ghana and Sushir Vadya.

Unit IV (12 Marks)

1. General rules of tabla tuning.
2. General idea about tabla accompaniment with गायन, वादन व नृत्य its rules.
3. Comparative study of the features and application of Damdar (दमदार) Bedam (बेदम) and Chakkradar Tihais (चक्रदार तिहाई).
4. Life history and Contribution to the field of Tabla of the following artists: -
Pt. Ram Sahay Mishr, Pt. Ayodhya Prasad, Pt. Purushottamdas Pakhwaji

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Suggested activities:

1. Group discussion on various topics from the syllabus.
2. Short essay on various topics from the syllabus.
3. Listening sessions of Tabla wadan of various Gharanas.

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S. M. A. S.
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Books recommended:

1. पं. वि. ना. भातखंडे: हिंदुस्थानी संगीत क्रमिक पुस्तक मालिका, भाग १ ते ४.
2. पं. व्ही. एन. पटवर्धन : राग विज्ञान भाग १ ते ५
3. पं. वि. ना. भातखंडे : हिंदुस्थानी संगीत पध्दती, भाग २ ते ४ विष्णु शर्मा
4. शांती श्रीखंडे : संगीत शास्त्र दर्पण १, २
5. महेश नारायण सक्सेना : संगीत शास्त्र भाग १,२
6. Bandhopadhyaya : Sitar Marga, Part I & II
7. Pt. Rajabhaya Poochwale: Dhruopad, Dhammar Gayaki
8. S.K.Chaubey: Indian Music Today
9. Pt. Bhatkhande : A short Historical Survey of Northern Indian Music.
10. Pt. Bhatkhande: A comparative study of Indian Music of 16th, 17th and 18th Century.
11. प्रो. बी. आर. देवधर : राग संग्रह भाग १ ते ३
12. श्री. गौडवोले : तबला शास्त्र - ताल दीपिका
13. श्री किरपेकर : ताल वैभव
14. संगीत कार्यालय हाथरस - तालअंक
15. Dr. G. H. Taralekar : History of Indian Musical Instruments.
16. डॉ. नारायण मंगळकर - संगीत शास्त्र विजयिनी
17. श्री. ना. वि. पंडित : क्लायलिन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मितो मंडळ)
18. अ. वि. वेंडेकर : हार्मोनियम (म.वि.प्र.नि.मं)
19. श्री. अरविंद मुळगावकर : तबला (म.वि.प्र.नि.मं)
20. कै. चैतन्य देसाई : संगीत विषयक संस्कृत ग्रंथ (म.वि.प्र.नि.मं)
21. सत्यनारायण वशिष्ठ: कायदा और पेशकार
22. सत्यनारायण वशिष्ठ: ताल मार्वंड
23. सत्यनारायण वशिष्ठ: तबलेपर दिल्ली और पुरव
24. प्रभूलाल गर्ग 'वसंत' : संगीत विशारद (संगीत कार्यालय हाथरस)
25. ताल प्रभाकर प्रश्नोत्तरी : श्री. गिरिशचंद्र श्रीवास्तव
26. ताल परिवय भाग १, २, ३ : श्री. गिरिशचंद्र श्रीवास्तव
27. डॉ. आबान मिस्त्री : तबला एवं पखवाज के घराने एवं परम्पराएँ
28. पं. रामाश्रय झा - अभिनव गौतमजली भाग १ ते ५, संगीत सदन प्रकाशन इलाहाबाद

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28/7/2022



Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS) from Academic Session 2023-24.

B.A (Psychology) – Semester I

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme Total Hours	Examination Scheme				Total Marks	Credits
					Max. Marks (TH/Practical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC1	English Communication - I	1T2	40	80	20	100	40	100	4
2	CC2	Fundamentals of Psychology - I	1T3	40	80	20	100	40	100	4
3	CC3	Fundamentals of Psy - II	1T3	40	80	20	100	40	100	4
4	AECC1	Environment Science	1T4	20	80	20	100	40	100	2
5	GE1	Biopsychology	1T5	40	80	20	100	40	100	4
6	P1	Practicals based on Basic Mental Processes	1P1	40	80	20	100	40	100	2
Total				220	400	200	600	240	600	20

*** Semester end examination**

Note :

1. Duration of each theory class should be of 1 hr.
2. TH = Theory, IM = Internal Marks.
3. Minimum marks for passing the subject will be 40.
4. Practical and theory will be counted as two separate papers and needs to be clear separately.
4. There would be combined passing for Written Exam. and internal assessment taken together.
5. There would be combined passing for Practical Exam. and internal assessment taken together.
5. One credit is equivalent to 10 hour of Teaching for theory courses and 20 hours for practical.

B.A (Psychology) – Semester II

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme Total Hours	Examination Scheme				Total Marks	Credits
					Max. Marks (TH/Practical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC4	English Communication -2	2T1	40	80	20	100	40	100	4
2	CC5	Social Psychology- I	2T2	40	80	20	100	40	100	4
3	CC6	Social Psychology- II	2T3	40	80	20	100	40	100	4
4	AECC 2	Emotional Intelligence	2T4	20	80	20	100	40	100	2
5	GE2	Human Development	2T5	40	80	20	100	40	100	4
6	P2	Practicals based on Social Psychology & Case Study	2P1	40	80	20	100	40	100	2
Total				220	400	200	600	240	600	20

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**Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS)
from Academic Session 2023-24.**

B.A (Psychology) – Semester I

Prescribed Question Paper Format for Written Exam

For all courses *except English Communication I, English Communication II and all Practicals*, following format shall be used for setting question papers;

Q.1 Very short answer type questions 8 questions (2 questions from each unit) of 2 marks each = $8 \times 2 = 16$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q2. Short answer type questions 8 questions (2 questions from each unit) of 3 marks each = $8 \times 3 = 24$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q3. Long answer type questions (with internal choice) (Unit I)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q4. Long answer type questions (with internal choice) (Unit II)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q5. Long answer type questions (with internal choice) (Unit III)

- A. 5 marks

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- B. 5 marks
Or
C. 10 marks

Q6. Long answer type questions (with internal choice) (Unit IV)

- A. 5 marks
B. 5 marks
Or
C. 10 marks

Prescribed Question Paper Format for Practical Exam

Component	Marks
Conduct of Experiment / Test (External Examiner)	25
Report of Experiment / Test (Internal Examiner)	25
Viva- Voce (External Examiner)	25
Record Book (Internal Examiner)	25

Evaluation of Internal Marks-

Theory & Practical Internal-

- Attendance - 05
- 01 Assignment /02 Presentation - 10
- Class Conduct - 05

R. J. Jaisani *Prad* *Prad* *Zmunda*



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Syllabus

Semester I

CC1: English Communication –I

Course Outcomes

CO1	The student's will be able to express their emotions and ideas in English in spoken and written form.
CO2	The students will be able to analyze and discuss and debate on different topics on the basis of the prescribed prose and poems
CO3	The students will be able to make use of ICT and social media in more constructive manner
CO4	The students will be able to develop logical reasoning and will be able to form and give their personal opinions and take decisions on various topics
CO5	The students will be able to speak, converse, deliver a speech, narrate and describe in English.

Prescribed Text: INSPIRATIONS -Raghav Publishers

UNIT- 1 –Prose: Home coming Dr. Tapati Dey, The Lighthouse Keeper of Aspinwall - Henry Sienkiewicz, Ilya's - Leo Tolstoy

Unit- 2 – Prose: Social Media- Dr.Sujata Chakravorty, World of Advertising- Dr.Pranjali Kane, OYO -Reinventing Hospitality.

Unit – 3: (A) Communication: Communication Process, Sender, Channel, Message, Receiver and Response, Types of Communication – According to mode – Oral and Written. According to Medium – Electronic and Print. According to number of participants – Dyadic and Group. According to Direction – One way and Two way. According to purpose – General and Business (Specific). (B) Communication – Business Manners – Body Language, Gestures, Telephonic etiquette, Email etiquette

Unit – 4: Business Correspondence - Business Letter Writing- Enquiries and replies, Placing and fulfilling orders, Complaints and follow-up letters, Sales letters, Circular letters, Application for employment, Claim and Adjustment Letters.

Language Study: Grammar:-Use Correct Tense Forms of the Verb, Preposition, Articles, and Punctuation. Enriching Vocabulary: Synonyms and Antonyms, Change of Word from Noun to Adjective & vice-versa.

Reference Books:

Prescribed Textbook: INSPIRATIONS - Raghav Publishers

Business Communication and Management - Dr.K.R.Dixit (Vishwa Publishers, Nagpur)

Business Communication: Urmila Rai, S.M. Rai- (Himalaya Publishing House)

Business Correspondence and Report Writing - R. C. Sharma & Krishna Mohan (Tata McGraw Hill)

Developing Communication Skills - Krishna Mohan & Meera Baneji (Macmillan)



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A Course in English Grammar by R.N.Bakshi - Orient Longman, 2003-2007.

Grammar for All. N Ramlingam, Himalaya Publishing House, 2nd Edition 2014.

English Grammar - N.D.V. Prasada Rao (S.Chand)

Developing Communication Skills - Krishna Mohan & MeeraBane1ji (Macmillan)

QUESTION PAPER PATTERN- ENGLISH COMMUNICATION I

Time:3 Hrs

Maximum Marks - 80

Q. 1

(A) TWO out of THREE SAQs from prose section of Unit-I (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit-I (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I (1x4) = 04 Marks

Q.2.

(A) TWO out of THREE SAQs from prose section of Unit-II (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit -II (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I (1x4) = 04 Marks

Q 3

(A) ONE LAQ out of TWO from Unit II (A) (1x8) = 08 Marks

(B) TWO SAQs out of THREE from Unit III (B) (2 x 4) = 08Marks

Q 4.

(A). ONE out of TWO Letters

Application for Employment/ Enquiries and replies/Quotations/ Placing and fulfilling orders)
from Unit IV (A) 08 Marks

(B). ONE out of TWO Letters

Complaints and follow-up letters. Sales letters. Circular letters, Claim and Adjustment Letters/)
from Unit IV (B) 08 Marks

Q 5 (A). EIGHT out of TEN Grammar items prescribed in Unit IV (8x 1) = 08 Marks

(B) Two Questions on each component from Enriching Vocabulary Unit IV = 08 Marks

N.B.

LAQ- Long Answer Questions to be answered in about 150-200 words

SAQ-Short Answer Questions to be answered in about 75-100 words approximately.

VSAQ- Very short answer questions to be answered in one or two sentences.

INTERNAL ASSESSMENT OF SUBJECT-ENGLISH: 20 MARKS

The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics from Unit I and 2 from the prescribed text.

R. J. Phadnis

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Students may be given freedom to submit a creative writing assignment on human Values / world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5

= 10 Marks

PowerPoint Presentation/Oral Presentation

= 5 Marks

Attendance

= 5 Marks

TOTAL-20 MARKS

RJ Amari

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CC02 - Fundamentals of Psychology - I

Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit 1: Introduction to Psychology: What is psychology? Objectives of study of Psychology, Historical development, Fields and Methods of psychology, observation method, case study method, survey research method, experiment method; Approaches of Psychology – Behaviourism, Cognitive, Biological, Psychoanalytic, Humanistic.

Unit 2: Cognitive Processes – I (a) Attention: Concept, Types, Division of attention, (b) Sensation: Process and brief intro. To sensory organs, Perception: Concept, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions. (c) Thinking: Process & Components, mental imagery, concept formation, (d) Process and steps involved in Decision Making & Problem Solving, Creative Thinking

Unit 3: Cognitive Processes – II (a) Learning: Types of learning, Methods of learning- Conditioning, observational, Insightful Learning, Latent Learning; (b) Memory: Meaning, Process, Stages, Types of memory Concept of Forgetting, causes of forgetting, improving memory. and

Unit 4: Cognitive Processes – III (a) **Motivation:** Motivation, Definition, Concept of homeostasis, Types of motives, Maslow's theory of hierarchy. (b) **Emotions:** Components, Theories, Internal & External Correlates of psychology

Readings:

- Baron, R. & Misra, G. (2013). Psychology. Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

R. J. Misra

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CC03: Fundamentals of Psy - II

OBJECTIVE:

Provide an overview of the basic psychological processes related with intellectual, personality and moral development

Unit 1: Mental Processes - I (a) Intelligence -Definition, Theories of Intelligence- Two Factor Theory, Gardner's theory, Thurstone Theory, Guilford's SOI model., Determinants of Intellectual Development, Mental Retardation and Learning Disability

Unit 2 - Mental Processes - II (a) Personality- Definition, Concept, Determinants of Personality Development, Different Perspectives and Theories of Personality-Pschoanalytic: Freud, Psycho-Social: Erikson, Humanistic: Rogers, Type: Hippocrates, Sheldon, Kretschmer, Jung, Trait: Eysenk, Allport, Cattell

Unit 3 - Psychometric Evaluation of Intelligence & Personality - Concept of I. Q., C. A., M. A., Distribution of IQ in population, History of Psychological Testing, Types of Psychological Tests (Verbal, Non-Verbal, Psychometric, Projective, Computer Based), Introduction to various Intelligence Tests, Personality Tests, Aptitude Tests

UNIT 4: Applications of psychology

(a) Psychology for Education & Career (School & Educational Psychology, Career Counseling), (b) Psychology at Workplace (Organizational & Industrial Psychology, OD, OB, HRM Work- Stress and Health Issues, Work-Life Balance), (c) Psychology for Families (Child Psychology, Developmental Psychology, Psychology for Parenting, Premarital Counseling, Family Counseling, Counseling to Addicts, Geriatric Psychology)

(d) Psychology for Human Health & Well-Being (Clinical & Counseling Psychology, Biopsychology, Psychopathology, Medico-Psychology), (e) Psychology for Community (Social Psychology, Psychology and Law, Forensic Psychology, Psychology and Technology, Digital Addiction, Psychology for crisis and rehabilitation)

Readings:

1. Baran, R. A. (1995): Psychology: The Essential Science, New Delhi, Allyn and Bacon.
2. Benjamin, L. T. (1997): History Of Psychology: Original Sources and Contemporary Research. New Delhi: McGraw-Hill Companies.
3. Chadha, N. K. Seth, S. (2014): The Psychological Realm: An introduction. Pinnacle learning, New Delhi.
4. Ciccarelli, S. & Meyer, G. E. (2008). Psychology. Pearson, New Delhi

Dr. [Signature] *[Signature]* *[Signature]* *[Signature]*



5. Feldman, S. R. (2009): Essentials of Understanding Psychology, Tata McGraw Hill, New Delhi.
6. Kalpan, R. M. and Saccuzzo, D. P. (2005): Psychological Testing: Principal, Application and Issues, 6th Edition, Cengage Learning Inc Private Limited, New Delhi.
7. Lahye, B. B. (2003): Psychology: An Introduction. New Delhi: Tata Hill.
8. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). Introduction to Psychology. McGraw-Hill
9. Anastasi, A. (2016) Psychological Testing 7/e (Adaptation), Pearson Education India

Zmudo R. G. Aras *Adarsh* *Aras* *Zmudo*



AECC01:- Environmental Science

Course Outcome

CO1	The Students will be able to recognise the importance of environmental studies and various natural resources
CO2	The students will be able to illustrate various types of pollution and its causes and their control measures
CO3	The students will be able to point out the reasons of population growth and its impact on environment.
CO4	The students will be able to identify and explain the Social issues affecting environment
CO5	The students will be able to relate the environmental issues and act on their own level to protect it.

Unit 1: Introduction to Environment Studies: Definition, Scope importance, Need for public awareness, sustainable development, Natural Resources- renewable and non- renewable resources, role of individual in conservation of natural resources(Forest, water, land, energy, mineral)

Unit 2: Environment Pollution: Types of pollution- air, water, soil, noise, thermal and Nuclear, causes effects and control measures, Global warming, green house effect, Ozone layer depletion, Acid rains

Unit 3: Human Population: Global population growth, variations among nations, Population explosion- causes and impact, Family welfare Programs-methods of sterilization; Infectious diseases, water related diseases, risk due to chemicals in food, Cancer and environment

Unit 4: Social Issues in Environment: Construction of dams: problems and concerns of resettlement, rehabilitation of affected people; Environmental ethics- issues and possible solutions, resource consumption patterns and need for equitable utilization; Equity disparity in western and eastern countries; Urban and rural equity issues; Need for gender equity.

Reference Books:

1. A text book of environmental by K M Agrawal, P K Sikdar, S C Deb", published by Macmillan
2. Environment management by N K Uberoi", published by Excel Books
3. Environment management by Dr. Swapan Deb", published by Jaico Publishing House.
4. Environmental Management by S K Agrawal", published by A.P.H. publishing Corporation.

Handwritten signatures: Ghod, P. K. Uberoi, R. Swapan, Zomuta



GE1 - BIOPSYCHOLOGY

OBJECTIVES:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission. Methods of studying of Brain function

Unit 3: Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit 4: Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Readings:

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
- Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.

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NAAC Reaccredited Grade 'B'

P1 - Practicals based on Basic Mental Processes

Any Five

1. Substitution learning
2. Habit interference
3. Knowledge of results
4. Maze learning
5. Recall and recognition
6. Division of attention
7. Muller- Layer Illusion
8. Alexander Pass Along Test
9. Koh's Block Design Test
10. Personality Test

Prof. R. J. Amari
Prof. R. J. Amari
R. J. Amari
Prof. R. J. Amari



Semester – II

CC04 - English Communication - II

Course Outcomes

CO1	The students will be able to discover the writing styles of different authors
CO2	The students will be able to connect the different authors views and opinions
CO3	The students will be able to illustrate various business correspondences
CO4	The students will be able to choose various grammar tools in modern correspondence
CO5	The students will be able to speak, converse, deliver a speech, narrate and write in English.

Unit 1: Prose: The Dispenser of Holy Water- Guy de Maupassant, After Twenty Years – O.Henry, The Wall- Dr.Sunilkumar Navin

Unit 2: Prose: Beware. You are Being Tracked! - Dr.Supantha Bhattacharyya, What is integrity? Subroto Bagchi, Unsung Women Achievers of Contemporary India - Dr.Subhashree Mukherjee

Unit 3: (A) Business Communication: Elements of communication Objectives of communication Essentials of effective communication Barriers to effective communication Suggestions to overcome the barriers. (B) - Business Communication & Correspondence, Memorandum Writing, Notice, Agenda and Minutes Writing Advertisements for: Rent, Sale, Situations Vacant, Credit letters-Granting/Refusing Credit, and Letter to the Bank for Overdraft Facility.

Unit 4: (A) Grammar: Subject-Verb-Agreement, Pronouns and Possessive Adjectives; Spotting errors and rewriting sentences correctly.(B) Language Study: Views and Opinions (Current, Social, Cultural, Political); Synonyms & Antonyms (based on the exercises at the end of the prescribed lessons from INSPIRATIONS), One Word Substitute based on lessons in INSPIRATIONS.

Readings:

- INSPIRATIONS- Raghav Publishers
- Business Communication and Management- Dr. K. R. Dixit (Vishwa Publishers, Nagpur)
- Business Communication: Urmila Rai, S. M. Rai - (Himalaya Publishing House)
- Business Correspondence and Report Writing - R. C. Sharma & Krishna Mohan (Tata McGraw- Hill)
- Developing Communication Skills - Krishna Mohan & Meera Banerjee (Macmillan)
- English Grammar - N. D. V. PrasadaRao (S.Chand)

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QUESTION PAPER PATTERN – English Communication –II

Time: 3 Hours

Max. Marks: 80

N.B.

VSAQ-Very Short answer questions to be answered in one or two sentences

SAQ-Short answer questions to be answered in 75-100 words

PRQ-Personal Response questions to be answered in 75-100 words

Q.1.

(A) TWO out of THREE SAQs from prose section or Unit-I (2x4) = 08 Marks

(B) TWO VSAQs from prose section or Unit -I (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I(1 x4) = 04 Marks

Q.2.

(A) TWO out of THREE SAQs from prose section of Unit-II (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit -II (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -II (1 x4) = 04 Marks

Q.3

A. One LAQ out of TWO from Unit III (A) (1 x8) = 08 Marks

B. TWO SAQs out of THREE from Unit III (B) (2x4) = 08 Marks

Q4.

A. ONE out of TWO Letters = 08 Marks

(Credit letters - Granting/Refusing Credit. Letter to Bank for overdraft facility)

Q 5.

A. EIGHT out of TEN Grammar items in Unit IV (A) = 08 Marks

B. Views and Opinions on Current Topics = 08 Marks

C. Questions from Unit IV (B) = 08 Marks

(Four items out of six on meanings of the Synonyms, Antonyms – [1x 4 Marks] and Four items out of six on One Word Substitute –[1 x 4 Marks])

INTERNAL ASSESSMENT OF SUBJECT -ENGLISH:

20 MARKS

The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics based on the Units I & II from the prescribed text book.

Students may be given freedom to submit a creative writing assignment on human values/world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5 = 10 Marks

PowerPoints Presentation/Oral Presentation-5 Marks Attendance = 5 Marks

TOTAL= 20 MARKS



CC05 - Social Psychology- I

Objective:

Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society

Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Unit 1: Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology, Objectives of study of Social Psychology, Levels of Social Behaviour

Unit 2: Understanding and evaluating the social world: (a) Concept of Self and Development of Self concept, Self-esteem, (b) Social Perception & Cognition: Impression Management (self-presentation); Social identity, (c) Attribution: Concept, Theories of Attribution, Errors in Attribution, (d) Locus of Control: Internal & External

Unit 3: Social Interaction- (a) **Attitude:** Nature and Functions of Attitude; Attitude and Behaviour- KAP Studies (Knowledge-Attitude-Performance), Attitude Formation, Attitude Change, Cognitive Dissonance, (b) **Prejudices :** Nature and Components of Prejudices, Acquisition and Reduction of Prejudices.

Unit 4: Behavior in social perspective - (a) Prosocial Behaviour: Personal, Situational and Socio-cultural determinants of Prosocial Behaviour, Bystander Effect, Theoretical Explanation of Pro - Social Behaviour.(b) **Aggression –** Social and Personal Determinants of Aggression, Prevention and Control of Aggression.

Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux, K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing

Kassin, S., Fein, S., & Markus, H.R. (2008). Social psychology. New York: Houghton Mifflin.

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.

Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

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CC06: - Social Psychology- II

Objective:

To understand social interactions and individual and inter-group dynamics

Unit 1 - Communication - Definition and Concept of Communication, Communication Model, Verbal and Non-Verbal Communication, Non-Verbal Cues in Social Life, Recognizing Deception, Barriers in Communication, Skills Involved in Communicating and Listening,

Unit 2- Groups and Individuals- Group - Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness.

Unit 3- Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

Unit 4 - Psychology and Social Issues - Antisocial Behavior (i) Corruption and bribery, Juvenile delinquency, terrorism (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

Reading-

Srinivas, M.N. (1966). Social change in modern India, -Bombay: Allied

Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept

Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, DivyaPrakashani, Bhubaneswar

Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi PrachiPrakashan

Dube, S.C. (1987) Modernization and Development. ND: Sage

Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept

Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological

Perspective. New Delhi: New Age International

Chand *Devi* *Rajmani* *Somita*



AEECO2 Emotional Intelligence

Objective:

To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1:

Introduction: Emotional Intelligence, Models of Emotional Intelligence, EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Importance of Emotional Intelligence.

Unit 2:

Knowing one's And Others' Emotions: Levels of emotional awareness, recognizing emotions in oneself, The universality of emotional expression, Perceiving emotions accurately in others

Unit 3:

Managing Emotions: The relationship between emotions, thought and behaviour, Techniques to manage emotions.

UNIT 4:

Applications: Workplace, Relationships, Conflict Management, Effective Leadership.

Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

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GE02: Human Development

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

UNIT 1: Introduction a) Concept of Human Development b) Theories, themes and research designs

UNIT 2: Periods of Life-Span Development a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood

UNIT 3: Domains of Human Development a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development

UNIT 4: Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context

Reading:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.
Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Readings:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

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Psychology Practicum based on Applied Psychology Any 3

1. Attitude Scale
2. Prejudice Scale
3. Aggression Scale
4. Self-Concept Scale
5. Test on Family Environment/ Parent – Child Relationships
6. Test on Parenting style/ Parent Child Communication
7. Problem Checklist for Children

&

Compulsory - 01 Case study for every study

Zomuto R. G. Masagi *Zomuto* *Abhishek* *Chal*



Yeshwant Rural Education Society's

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NAAC Reaccredited Grade 'B'

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

SYLLABUS FOR
B. A. (CBCS)
Subject - PSYCHOLOGY
Class – SECOND YEAR

TO BE IMPLEMENTED FROM
THE SESSION 2023-24

Somnata *[Signature]* *Dr. [Signature]* *[Signature]* *R. J. Amarni*
3/08/23



B.A. PSYCHOLOGY SEMESTER 3

COURSE TITLE: Social & Community Psychology

COURSE OUTCOMES:

1. Knowledge of social psychology and related terminology.
2. Understanding the relationship between the person and the situation and its influence on attitudes, prejudice, aggression, communication, and Community Well Being.
3. Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
4. Apply social psychological principles to real-world issues.

UNIT 1- INTRODUCTION TO SOCIAL PSYCHOLOGY

- Brief history of Social Psychology, Scope of Social Psychology, Goals of Social Psychology,
- Levels of social behavior,
- Concept of Attribution, Fundamental Attribution Error, Locus of Control
- Socialization: Importance & Process

UNIT 2- ATTITUDE AND PREJUDICE

- Attitude: Definition and formation of attitude. Theories: Balance theory, Cognitive dissonance theory.
- Prejudice: Nature and components of prejudice. Acquisition and reduction of prejudice.

UNIT 3- AGGRESSION & COMMUNICATION

- Aggression: Nature, types, determinants, prevention and control of aggression.
- Communication: Definition, types, process, barriers and effective communication.

UNIT 4 – COMMUNITY WELL BEING

- Stress: Meaning and Causes, Consequences and managing stress.
- Mental Health: Concept, Well Being: Components
- Positive Psychology: Development of Positive Psychology, Classification of Character Strength & Virtues

Books for Reading:

- Baron, R. A., Byrne, D. & Bhardwaj, G. (2010): Social Psychology (12th Ed). New Delhi, Pearson
- Chadha, N.K. (2012): Social Psychology, McMillan, New Delhi
- Misra, G. (1990): Applied Social Psychology, New Delhi, Sage
- Myers, D. G. (2008): Social Psychology. New Delhi: Tata McGraw-Hill
- Natu, S., Vaidya, A. (2010): Samajik Manasshastra, Manasi Rajhansa, Pune
- Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha
- Perلمان, D. and Cozby, P. C. (1983): Social Psychology. New York: CBS College Publishing.



- Taylor, S. E., Peplau, L. A. & Sears, D. O. (2006): Social Psychology (12th Ed). New Delhi, Pearson.
- Jain, M. (2022), Positive Psychology, Sakaratmak Manovigyan, Amit Publication
- Baumgardner, S.; Crothers, M. (2014), Positive Psychology, Pearson Education, India
- Lopez, Pedrotti, Synder (2021), Positive Psychology: The Scientific and Practical Explorations of Human Strengths, SAGE Publications India Pvt Ltd
- Snyder, R. & Scaneloez, (2007) Positive Psychology: Scientific and Practical Explorations of Human Strengths, Sage Publication, New Delhi

Psychology Practical

(2 Classes per Week) (Batch Size- 16 Students)

- **Tests & Experiments**
 1. Test of Attitude Measurement
 2. Aggression Scale
 3. Prejudice Scale
 4. Social Maturity Scale
 5. Koh's Block Design Test
 6. Self-Concept Scale
 7. Frustration Test
 8. Adjustment Inventory
 9. Test on EQ/EI
 10. Stress Scale

SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks

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Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

INTERNAL ASSESSMENT (20 Marks)

DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):

1	Activity (Any 2)	3 Marks for each
1.1	Discussion in Class on any current social event	
1.2	Speech on given topic (Stress Management, Well Being)	
1.3	Role Play/ GD (Topic- Attitudinal Change)	
1.4	Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

DISTRIBUTION OF PRACTICAL INTERNAL ASSESSMENT (Max. Marks- 10):

1	Activity - Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

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B.A. PSYCHOLOGY SEMESTER 4

COURSE TITLE: Organizational, Consumer & Counseling Psychology

COURSE OUTCOMES:

1. Understand the theoretical frameworks of psychology that can be applied to make an organization more effective and efficient.
2. Demonstrate an appreciation of the field of psychology as it relates to helping clients recognize their unique potential.
3. Develop analytical and critical thinking skills that will allow them to apply their knowledge to solve problems in a variety of settings.
4. Embrace an approach to support lifelong learning.

Theory Course - (4 Classes per Week)

UNIT 1 – INTRO. TO ORGANIZATIONAL PSYCHOLOGY

- Development of Org. Psychology, Goals of studying Org. Behavior
- **Work Motivation:** Concept, Theories – Maslow's Theory, Herzberg's Two factor theory, X & Y Theory, Equity Theory
- **Job satisfaction-** Factors affecting Job satisfaction, Enhancing Job satisfaction.

UNIT 2- CONSUMER BEHAVIOR

- Consumer Behavior: Meaning & Nature, Principals & Importance of studying consumer behavior
- Concept of Advertisement, Psychological Objectives of advertisement, Attention getting devices used in advertisement

UNIT 3 – COUNSELLING PSYCHOLOGY

- Meaning, Purpose, and Goals of Counselling
- Process of Counselling
- Counselor-Client Relationship

UNIT 4- COUNSELING APPLICATION

- Family and Couple Counseling,
- Counseling to Adolescents,
- Pre-marital Counseling
- Career Counselling,
- Alcohol and Drug Abuse counselling,
- Crisis Intervention Counselling

Books for Reference:

1. Pandit, Kulkarni and Gore (1999), Upayojit Manasashastra, Pimpalapur Pub. Nagpur
2. Barlinge & Latkar (1999), Upayojit Manasashastra, Pimpalapur Pub. Nagpur

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3. Aamodt, M.G. (2001): Industrial Organizational Psychology. India: Cengage Learning.
4. Chadha, N. K. (2007): Organizational Behavior. Galgotia; New Delhi.
5. Greenberg, J. and Baron R. A. (2007): Behavior in Organization. (9thEd), India; India; Dorling Kindersley.
6. Luthans, F. (2009): Organizational Behaviour. New Delhi McGraw Hill.
7. Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha
8. Muchinsky, P. (2006): Psychology applied to work: An introduction to industrial and organizational psychology, N C; Hyper graphic Press.
9. Pareek, U. (2010): Understanding organizational behaviour. Oxford University Press.
10. Belkin G.S. (1988) Introduction to counselling, W.G. Brown Publisher
11. Nelson J. (1982) The Theory and Practice of Counselling Psychology, New York, Holt Rinehart & Winston
12. S. Narayana Rao, (1991) Counselling and Guidance, Tata McGraw hill Publication

Psychology Practical (Course Code – PSYMJPRO2)

(2 Classes per Week) (Batch Size- 16 Students)

- **Tests & Experiments (Any FOUR)** Teaching Hours - - 12
 1. Occupational Stress Index
 2. Work Motivation Questionnaire
 3. Organizational Climate Inventory
 4. Job Satisfaction Scale
 5. Occupational Self Efficacy Scale
 6. Mental Work and fatigue
 7. Counseling Need Scale
 8. Aptitude Test/Battery
 9. Interest Inventory
 10. Test Parenting Style/Parent-Child Relationship
- **Group Visit to any Organization (Compulsory)**

SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

- | | |
|---|---------|
| Q. 01- Long Answer Question with one Option | 8 Marks |
| Q. 02- Long Answer Question with one Option | 8 Marks |

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- Q. 03- Two Short Notes Question with one option 8 Marks
Q. 04- Two Short Notes Question with one option 8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory) 8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks
Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

INTERNAL ASSESSMENT (20 Marks)

DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):

1	Activity (Any 2)	3 Marks for each
	1.1 Reading (Issues related to Applications of Counseling)	
	1.2 Assignment/Presentation/Role Play/GD (1. Advertisements OR 2. Counseling Process/Goals)	
	1.3 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

DISTRIBUTION OF INTERNAL ASSESSMENT (Max. Marks- 10):

1	Activity) Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

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Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RASTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

SYLLABUS FOR
B. A. (CBCS)

Subject - PSYCHOLOGY

Class – THIRD YEAR

TO BE IMPLEMENTED FROM
THE SESSION 2024-25

R. J. Jaiswal
Amit

Dr. Jaiswal

Dr. Jaiswal

Dr. Jaiswal



SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Viva on Research Project (External Examiner)	10 Marks
Viva on Research Methodology (External Examiner)	10 Marks
Report of Research Project (Internal Examiner)	10 Marks
Participation in Research Project (Internal Examiner)	10 Marks

INTERNAL ASSESSMENT (20 Marks)

DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):

1	Activity (Any 2)	3 Marks for each
	1.1 Reading (02 Research Papers)	
	1.2 Assignment/Presentation (Research Methodology)	
	1.3 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

DISTRIBUTION OF INTERNAL ASSESSMENT (Max. Marks- 10):

1	Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Participation in Research Work	2 Marks
4	Attendance	2 Marks

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B.A. PSYCHOLOGY SEMESTER 6

COURSE OUTCOMES:

1. Understand the problems in defining and measuring 'abnormality' and explain different models of abnormality.
2. Critically evaluate approaches to the treatment of psychological health problems.
3. Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness, and developmental disorders.
4. Demonstrate an understanding of the psychotherapy as they relate to treatment and prevention modalities.

UNIT 1- INTRODUCTION TO ABNORMAL PSYCHOLOGY

- The Concept of Normality and Abnormality
- Approaches to Abnormality- Statistical-Evaluative-Practical Approach
- Classification of abnormal behavior: DSM V
- Childhood Disorder- Introduction to ADHD, LD, Autism

UNIT 2- PSYCHOLOGICAL DISORDER – 1

- Anxiety Disorder - Panic Disorder, Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder
- Psychosomatic Disorders- Conversion Reaction, Hypochondriasis
- Dissociative Disorder: Amnesia, Fuge Stages, Multiple Personality Disorder

UNIT 3- PSYCHOLOGICAL DISORDER – 2

- Mood Disorder: Major Depression, Bipolar Affective Disorder
- Schizophrenia: Primary Symptoms of Schizophrenia. Types of Schizophrenia.

UNIT 4 – PSYCHOTHERAPIES

- Psychoanalytical Therapy
- Cognitive Approach: REBT, CBT
- Humanistic Approach: Client-Centered Therapy
- Behavioral Approach: Operant Conditioning, Behavior Modification
- Indian Approach: Patanjali's Ashtang Yoga

Books for Reading :

- Lamm A. (1997) Introduction to Psychopathology, New York, sage
- Buss A.A. (1999) Psychopathology, N. Y., Jnon wiley
- Sarason I.G. & Sarason B.R. (1993) Abnormal Psychology- The Problem of Maladaptive Behaviour, 7th edition, prentice Hall, New York
- प्रा. श्री. वंदित, डॉ कुलकर्णी डॉ गोरे, (1999) व्यावहारिक मानसशास्त्र, पिंपळपुरे अ‍ॅन्ड कं. पब्लिशर्स, नागपूर

Psychology Practical

(2 Classes per Week) (Batch Size- 16 Students)

• Tests & Experiments (ANY Four)

1. Test on Anxiety
2. Positive Mental Health Scale
3. Mental Health Scale
4. Well Being Scale
5. Psychopathology Scale
6. Test on LD/ADHD
7. Problem Behavior Checklist
8. Defense Mechanism Inventory
9. Scale on Depression
10. Coping Strategies Scale

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SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks
Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

INTERNAL ASSESSMENT (20 Marks)

DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):

1	Activity (Any 2)	3 Marks for each
	1.1 Case Study Activity	
	1.2 Speech on given topic (Ashtang Yog, REBT)	
	1.3 Role Play/ GD (Topic- Psychological Disorder)	
	1.4 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

DISTRIBUTION OF PRACTICAL INTERNAL ASSESSMENT (Max. Marks- 10):

1	Assignment on given topic	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

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NAAC Reaccredited Grade 'B'

B.Sc. HOME SCIENCE

SEMESTER -I

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NAAC Reaccredited Grade 'B'

**B.Sc. HOME SCIENCE SEMESTER –I
PAPER-I
Fundamentals of Food Science and Nutrition-I
(1T-1)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives :-

1. To understand the functions of food and the role of various nutrients, their requirements and effect of deficiency and excess.
2. To promote basic knowledge pertaining to various food groups and nutrients.
3. To make students familiar with the different methods of cooking, their advantages and disadvantages.
4. To develop ability to improve the nutritional quality of food.

THEORY

COURSE CONTENT

UNIT- I

INTRODUCTION TO FOOD AND NUTRITION

1. Basic terms used in Food and Nutrition. Definitions-Foods, Nutrition, Optimum nutrition, Nutritional status, Nutrients and Health
2. Functions of food-Physiological, psychological and social
3. Characteristics of basic food groups and their contribution to the diet
4. Nutrients and their type (Macronutrient / Micronutrient)
5. Thermodynamic effect of food (SDA)
6. Scope of Nutrition

UNIT- II

BALANCED DIET AND RDAs

Balanced Diet

1. Definition
2. Concept of balanced diet
3. Factors affecting balanced diet



Recommended Dietary Allowances (RDAs) of the ICMR for the different food groups for various life stages.

4. Energy: Definition and factors affecting BMR. Units of measuring food energy: Calorie, kilo-calorie, joule, kilo-joule and mega- joule

Energy measurement of food (Bomb calorimeter)

UNIT- III

CARBOHYDRATES AND FIBRE

1. Carbohydrates – Definition, classifications, functions, sources, digestion and absorption and deficiency states.

2. Fibre- Definition, Types of dietary fibre and sources.

Role of fibre in prevention of diseases

UNIT- IV

MACRONUTRIENTS

1. Protein- Definition, classifications, functions, sources, digestion and absorption and deficiency states Protein sparing action of carbohydrates

2. Fats - Definition, classifications, functions, sources, digestion and absorption and deficiency states.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

1. Food Presentation and Table Setting.

2. Preparation of Ingredients: Pre-preparation, methods of mixing, methods of cooking.

3. Simple cooking- preparation, serving, calculation of cost and yield

a. Appetizers: Soups (any 2).

b. Starters: a) Paneer Preparations b) Samosa c) Kabab d) Cutlet (any 2).

c. Salad: a) Sprouted b) Vegetable c) Fruits (any 2).

d. Raita: (any 2).

e. Snacks: Pakoras, Namkin, Sandwiches, Idli, Dhokla (any 2)

BOOKS RECOMMENDED

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Shastri & Balasubramanian S.C., National Institute of Nutrition, 1993

2. **Food Science, Chemistry and Experimental Foods:** Dr.M.Swaminathan, The Bangalore Printing and Publishing Co. Ltd. 1995.

3. **Essentials of Food and Nutrition, Vol.I** (Fundamental aspects): Dr.Swaminathan, 2nd edition BAPPCO, 1985

4. **Applied Nutrition:** R. Rajlakshami Oxford & IBH Pub. Co.pvt Ltd, 3rd edition, 1981.

5. **Foods and Nutrition:** The Educational Planning Group, Delhi, Arya Publishing House. 3rd edition, 1991.



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6. **Food Chemistry:** Meyer, L.H. CBS Publishers & Distributors, Delhi, 1987.
7. **Scope manual on Nutrition:** Latham M.C., McGandy, McCann M.B. & Stare F.J. Published by the Upjohn Co, Kalamazoo, Michigan, 2nd edition. The Upjohn Co, Kalamazoo, Michigan 1972.
8. **Every Day Indian Processed foods:** K.T. Achaya, National Book Trust, India, 1984
9. **The book of Ingredients:** Philip Dowell & Adrian Bailey, Michael Joseph, Ltd, 1980.
10. **Indian Food Composition Tables:** Longvah T, AnanthanR, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

B.Sc HOME SCIENCE SEMESTER - I
PAPER -II
Fundamentals of Human Development
(1T-2)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives :

1. To make the students aware of science of Human Development.
2. To make student aware of methods of studying human behaviour.

Theory :

Unit I –

1. What is Human Development? Definition of HD, why do we need to study HD?
2. Brief history and interdisciplinary nature
3. HD as a scientific discipline
4. Scope of the subject
5. Opportunities for roles and employment
 - researcher : on issues related to HD
 - educationist : ranging from pre-school to University
 - planner of policies or programs related to child and family welfare
 - implementing interventions for different aspects related to HD (include special educators, personnel in agencies catering to all age groups i.e. from crèches to old homes)
6. Settings available
 - Early child hood care & Education – Creche, pre-school centres, day care centres, hobby centre, early stimulation programme
 - ICDS – anganwadi
7. Family & Child Welfare Programmes



8. Children with special needs.

Unit II – Growth & Development

1. Meaning of growth & development, Principles of growth & development
2. Domains of development
3. Stages of development
4. Context of development
 - a) Genetic inheritance : introduction to genes and number of chromosomes, Genotype and Phenotype.
 - b) Context of development: Family, SES, gender and culture(Bronfenbrenners contextual view)
5. Needs & Rights of children.

Unit III:- Prenatal development –

- Conception & stages, Factors influencing
- Complications / hazards during pregnancy
- Prenatal care, child birth
- At risk Babies
- Child friendly hospitals.

Unit IV– Neonate

- Physical characteristics.
- Abilities – sensory & perceptual
- Adjustments & reflexes
- Care of the newborn
- Immunization.

INTERNAL ASSESSMENT (Refer Direction)

Preparation of workbook(any one)

Care during pregnancy

Needs and rights of children

Total Marks	20
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Practicals

1. Methods of child study –
 - Anthropometry, Observation, Interview, Questionnaire, Case study, Projective, Psychological tests, Sociometry, Longitudinal and cross sectional approach
2. A survey of cultural practices related to pregnancy
3. Plan & develop activities to facilitate development in different domains and submit a flip / album of activities.

References :

- Santrock, J.W. (2006). Child development New York : Mc Graw Hill.



- Swaminathan, M. (1998), The first five years : A critical perspective on early childhood care and education in India. New Delhi : Sage .

B.Sc. HOME SCIENCE SEMESTER – I

PAPER – III

Fundamentals of Textile & Clothing

(1T-3)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES :

1. To get acquainted with basic knowledge of textile fibers.
2. To acquire knowledge of various principles of clothing constructions, and their application.

Unit I :

1. Scope of textile and Importance of clothing .:
2. Classification of textile fibers, General and essential properties of textile fibers
3. Manufacturing process of natural fibers.:-Cotton, silk, wool , Linen(Flex).
4. Physical and chemical properties of natural fibres

Unit II :

1. Manufacturing process, of man made fibers :- viscose rayon, nylon, polyester
2. Physical and chemical properties of man made fibres
3. Latest fibres :- Introduction and use of - Organic cotton , Bamboo , Soy, Lyocel, Metallic, Lycra(spandex)

Unit III :

1. Factors affecting clothing : Age, Climate, Occasion, Occupation and Fashion.
2. Introduction to Tools for Garment construction- Measuring tools, marking tools, Cutting tools, sewing tools, Pressing tools,
3. Sewing machine –parts, functions, care

Unit IV : Clothing

1. General principles of clothing construction .Process of Taking body measurements for different garments,
2. Importance of drafting method .



3. Preparation of Cloth for clothing construction. Cutting & stitching according to design and textures of fabric (plaids, stripes, border and bold designs).

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

1. Demonstration of taking body measurements.
2. Drafting, cutting & stitching of :-Apron, Baby Frock
3. Embroidery album Decorative stitches - chain, herringbone, stem, running, lazy-daisy, satin, French knot, bullion stitch, buttonhole(Make 4 samples of combination of 2 decorative stitches)
4. Introduction to a sewing machine with a demonstration and practice of learning the running of sewing machine on paper on straight lines, curved lines and corners

References:

- DeulkarDurga - Household Textile and Laundry Work, Orient Longman, Delhi.
- Dantyagi S. - Fundamentals of Textile and their care. Orient Longman, Delhi.
- Dorling Kindersley- The complete Book of Sewing, London, New York.
- Dorothy Siegart, Lyle-Modem Textiles, John Wiley and Sons.Inc New York
- Doongaji. S and Deshpande R - Basic Process of Clothing Construction.
- Erwin, Mabel and kinchen- Clothing for Modern ,Mac Milan publishing, New York.
- Fabrics science by Joseph Puzzuto
- Modern textiles by Dorothy Siegart Lyle
- Understanding fabric from fiber to finished cloth by Dbbie and Giollo
- Understanding textiles by Phyllis G. Tortora and Billie J Collier
- Corbman,P.B., Textiles-Fibre to Fabric, Gregg Division/McGraw Hill Book Co.,US, 1985.
- Joseph M.L.,Essentials of Textiles (5th Edition), Holt, Rinehart and Winston Inc.,Florida, 1988.



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Yeshwant Mahavidyalaya, Wardha

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B.Sc. HOME SCIENCE SEMESTER – I

Paper – IV

(Fundamentals of Family Resource Management)

(1T-4)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objective :

- 1) To develop good taste through the study of basic elements and principles of design
- 2) To develop aesthetic sense and to be good art consumer

COURSE CONTENT: Theory

UNIT I – Fundamentals of Art

A)

1. Introduction to Fundamentals of Art
 2. Meaning of Art
 3. Elements of Art
- i) Line ii) Form iii) Colour iii) Texture vi) Space v) Light vi) Pattern vii) Idea

B) Design in current life style

1. Aesthetic sense and its importance
2. Importance of good taste
3. Objectives of design –i) Beauty ii) Expressiveness iii) Functionalism
4. Concept of Design
5. Types of design:
 - i) Structural ii) Decorative iii) Naturalistic iv) Stylized v) Geometric
 - vi) Abstract vii) Modern viii) Traditional

UNIT II – Introduction to Management

A) Management

1. Introduction
2. Definition
3. Basic concept of management
4. Nature and role of management in changing world,
5. Need of management in day to day life

B) Motivating Factors of Human Life

1. **Values:** a) Definition b) Importance c) Classification ---i) Intrinsic ii) Instrumental iii) Human



needs values

2. **Goals:** a) Definition b) Importance of goal setting c) Classification—Short term, Intermediate, Long term, Mean-end goal.
3. **Standard:** a) Definition b) Importance c) Classification—i) Conventional ii) Flexible iii) Qualitative iv) Quantitative

UNIT III–Interior Decoration

1. Meaning and Definition of Interior Decoration
2. Importance of interior decoration
3. Essential factors in interior decoration
4. Interior decoration of various rooms
5. Material required for decoration

UNIT IV– Principles of Design in Interior

- 1) Harmony
 - a) Definition and importance
 - b) Harmony of line and shape
 - c) Harmony of texture
 - d) Harmony of idea
 - e) Harmony of colour
 - f) Application in Interior decoration
- 2) Balance
 - a) Definition and importance
 - b) Types of balance – Formal, Informal
 - c) Application in Interior decoration
- 3) Rhythm
 - a) Definition and importance
 - b) Method of obtaining rhythm
 - c) Application in interior decoration
- 4) Proportion
 - a) Definition and importance
 - b) Proportion and space
 - c) Proportion and line
 - d) Proportion and scale
 - e) Application in interior decoration
- 5) Emphasis
 - a) Definition and importance
 - b) What to emphasis
 - c) How to emphasis



- d) How much to emphasis
- e) Where to emphasis
- f) Application in interior decoration

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

Experiment No. 1 – Line direction

- a) Vertical b) Horizontal c) Zigzag d) Diagonal e) Curved

Experiment No. 2- Types of design

- a) Structural and Decorative
 - i) Naturalistic and stylized
 - iii) Geometric and Abstract
 - ii) Modern and Traditional

Experiment No.3- Principles of Art

- Harmony
- Balance
- Proportion
- Rhythm
- Emphasis

ACTIVITIES

Accessories in interiors (Any one)

- a) Greeting Cards b) Macramé work
- c) Door Mats d) Roti Rumal
- e) Ceramic Work

Books Recommended

- 1) Goldstein H/ Goldstein v – Art in Everyday Life Macmillan co, New York 4th Edition
- 2) Mann M- Home Furnishing, weley Easterly Pvt Ltd.
- 3) SundarajText Book of Household arts orient long man, Bombay
- 4) Good year &Klohar Managing for effective living John Wiley and Sons.
- 5) Gross-crandall-knollManagement for Modern families Prentice Hall, Inc. New Jersey.
- 6) Nickell- Rice- Tucker, Management in family living John Wiley & Sons.
- 7) Swanson Bettye Introduction to Home Management McMillan Pub. House.Inc.New York



B.Sc. HOME SCIENCE SEMESTER – I
PAPER - V
Fundamentals of Home Science Extension
(1T-5)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives :-

- 1) To understand meaning & need of Home Science extension
- 2) To understand meaning and importance of Rural Sociology.
- 3) To know the Society in respect of Social Problems.

Theory:

Unit – I

1. **Education** :- : Meaning & definitions of education, concept, need, types of education - formal, informal & non-formal education, variation between formal & non-formal education.
2. **Extension education**:-
Meaning, definitions, origin of extension education, objectives, principles, fields & essential links in the chain
of Rural Development.

Unit – II

3. **Home Science**.-Meaning, Definitions of Home Science, Philosophy of Home Science objectives of Home Science, Scope of Home Science, fields, Characteristics of Home Science in Colleges & Universities.
4. **Home Science Extension** :-Meaning & Definitions of Home Science Extension, Concept of Home Science Extension, Philosophy, Objectives and Characteristics of Home Science Extension.

Unit- III

5. **Rural Sociology** :-Meaning of sociology and Rural Sociology, Scope of Rural Sociology, Elements of Rural Sociology in India, Importance of the Study of Rural Sociology.
6. **Rural Society** :-Meaning of Rural Society, Importance of Rural Society, Characteristics of Rural Society, rural social groups, Classification of Social groups, Formal & informal institutions in Rural Society.

Unit – IV



7. **Social Problems** :-Meaning & Definitions of social problems, Importance of knowledge of Social problems, Difference between urban and rural social problems.
8. **Poverty and Rural Social Problems** :-Meaning and causes of poverty, Problems of Over Population, Caste tension, Problem of Unemployment, Poor Health & sanitation. Problems of tribals and its solutions.

Total Marks	20
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INTERNAL ASSESSMENT (Refer Direction)

Practical

1. Writing of a circular letter to communicate effectively to masses.
2. Preparation of extension bulletin on any home science.
3. Handling and operation of camera for extension photography.
4. Preparation and presentation of charts.
5. Collection and use of photographs on development aspects.

Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata. 1999.
3. Chandra.A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education. 1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.

B.Sc. HOME SCIENCE SEMESTER –I

PAPER –VI

Ecology and Environment -I

(1T-6)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

OBJECTIVES:

1. To get acquainted with the physical environment and its components
2. To know the methods to protect the environment and conserve natural Resources.

Theory:



UNIT –I:

ECOSYSTEM

1. Ecology- Definition, types.
2. Ecosystem – Definition, components and types. Detail structure of grassland and pond ecosystem
3. Food chain, food web and ecological pyramids

UNIT –II

ENVIRONMENT

1. Definition, elements of environment (Atmosphere, Hydrosphere, Lithosphere)
2. Biogeochemical cycles – oxygen cycle, carbon cycle, Nitrogen and Hydrological cycle.

UNIT- III

NATURAL RESOURCES

1. Definition, types, renewable & Non- Renewable resources
2. Conservation of wild life, forest resources, Afforestation , water management
3. Study of National parks & sanctuaries – Tadoba, Kanha, Nagzira, Bhar

Unit – IV

POLLUTION

1. Definition, sources, prevention and control measures of Air, Water, Noise, Soil and Radioactive Pollution. Pollution control through various laws.
2. Acid rain, green house effects, Ozone depletion and global warming.
3. Toxic effects of heavy metals – lead, Chromium and mercury.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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Practicals:

1. Determination of Hydrogen Ion Concentration (pH) of Water and Wastewater.
2. Detection of dissolved oxygen in a given water sample by Winkler's method
3. Estimation of Acidity of Water
4. Estimation of Chlorides of Water
5. To prepare plan and layout of a garden.

Books Recommended:

1. Environmental Biology by P.D. Sharma



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2. Ecology & Environment by P.D. Sharma
3. Environmental Pollution by S.S. Dara

B.Sc. HOME SCIENCE –SEMESTER I
Paper VII
BASIC CHEMISTRY-I
(1T-7)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

COURSE CONTENT :THEORY

UNIT-I

- (a) Water:** Sources, impurities, hard and soft water, hardness, temporary and permanent hardness, disadvantages of hard water for domestic purpose,
- (b) Methods of purification of water for domestic purpose** (i) Screening, ii) sedimentation, iii) coagulation, iv) gravity sand filter and pressure filtration and v) sterilization: boiling, chlorination (chlorine gas, bleaching powder, chlorine tablet), ozonization, and ultraviolet radiation

Unit-II

- (a) Alloy:** Definition, Classification of alloy (ferrous and Non-ferrous), purpose of making an alloy
- (b) Effect of alloying various elements on properties of steel, composition and uses of stainless steel and brass.**

Unit-III

- a) Theory of Valency:** Electrovalency, Co-valency, and co-ordinate valency and its properties, with examples like formation of sodium chloride (NaCl), Magnesium oxide (MgO), Hydrogen(H₂), Oxygen (O₂), Sulphurdioxide (SO₂).
- b) Physical Properties of Liquids:** Surface tension (definition, determination of surface tension by Stalagmometer method). Viscosity (definition, determination by Ostwald's Viscometer) Factors affecting surface tension and viscosity.

Unit-IV



- (a) **Colloids:** Definition, types of colloidal systems, Types of colloidal solution, methods of preparation, properties (Tyndall Effect, Brownian Movement, Electrophoresis, Electro-osmosis) and colloids in daily life (applications)
- (b) **Emulsion and gel:** definition, types, methods of preparation, properties and their applications.

INTERNAL ASSESSMENT (Refer Direction)

Theory IA Marks	10
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Practicals:

A) Volumetric analysis:

1. Single acid base titration, Determine the Normality and weight per liter.
2. Determination of total and permanent hardness of water by EDTA titration.

B) Physical Experiments .

- 1) Determination of viscosity of given liquid by Ostwald's Viscometer.
- 2) Determination of Surface tension of given liquid by Stalagmometer.
- 3) Preparation of colloidal solution of starch.

BOOK RECOMMENDED:

1. Text-Book of organic Chemistry: B; S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
4. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd. 1987.
5. Text Book of Organic Chemistry by J. L. Finar, Longman Publication.



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**B.Sc. HOME SCIENCE SEMESTER I
PAPER -VIII
Applied Physics and Basic Computer I
(1T-8)**

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

Objectives: To refresh concepts in Physics and Computers.

Unit-I

Measurements and units: Definition of Physics, need of physics, Physical quantities, Necessity of measurement of quantities, FPS, CGS, MKS and SI systems of units (Main features of each system of units and comparison of these systems of units), necessity of a SI system of units, Concept of least count of a measuring instrument, significant figures. Concept and definition of scalar and vector quantities.

Unit- II

Fundamental and derived quantities: Concept of fundamental and derived quantities. Definitions of : Distance, displacement, area, volume, mass, density, speed, velocity, momentum, acceleration, force, work done, pressure, kinetic energy, potential energy, temperature, potential difference, current, resistance, power (electrical and mechanical). SI and CGS units of these quantities. Classification of these quantities as scalar and vector quantities.

Unit- III

Mechanics: Statements of Newton's laws of motion, and two examples each. Definition of uniform circular motion. Concept, definition and examples of centripetal force and centrifugal force. Concept and definition of friction, types of friction (static and dynamic), friction as an advantage and disadvantage (at least five situations), measures to minimize undesired friction (use of lubricants, washers, ball bearings, surface coating, surface polishing, design modification etc.)

Unit- IV

Computer Basics: Characteristics of computers, Uses of computer in various fields, basic components of a computer system (block diagram), working of each block. Unit of memory (Bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte). concept of software and hardware.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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Practicals:

1. Use of Vernier Calipers to determine dimensions of a given object.



2. Use of Screw Gauge to determine dimension of a given object.
3. Comparison of measurements with Scale, Vernier Callipers and Screw Gauge.
4. Determination of density of a solid object.
5. Use of Travelling Microscope to determine inner diameter of a Capillary tube.
6. Determination of coefficient of Static Friction between two surfaces in contact.
7. Use of keyboard as an input device for computer to enter text in note pad. Save and print the file.
8. Use of mouse as an input device for computer to draw different shapes in 'Paint'. Save and print the file.

Reference Books:

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
5. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
6. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
7. Comdex computer course, Vikas Gupta, PM Publication, New Delhi

B.SC HOME SCIENCE SEMESTER - I

PAPER - IX

English and Communication Skills-I

(1T-9)

Total Marks	100
Theory	80
Internal Assessment	20

Objectives :

1. To prepare the students to communicate effectively and fluently in English.
2. To enable students listening, speaking reading and writing.



3. To strengthen grammatical accuracy
4. To prepare the students to deal with customers, professional, counselors in correct grammatical, idiomatic English.
5. To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation etc.

Theory :

Unit I :

1. Listening Skills

- a. Importance of Listening Skills
- b. Developing Listening Skills

2. Business Proposals:

- a. The terminology used for formal commercial dealings like beauty parlour, boutique, diet counseling, Nursery and KG,
- b. Drafting Business Proposals (To draft a proposal for setting up a new venture or new business)
- c. Written Communication with banks, applying for loans and or extension of credit, etc.
- d. Activities related to Listening Skill
Situational listening Skills (Meeting, Dialogue, Seminars etc) To make a proposal

Unit II

2. Voice training and expression
(Effective Public Speaking)
2. Paragraph writing on any given topic
3. Articles

Unit III

1. Correction of Errors
2. Precis Writing
3. Comprehension Passage
4. Active and Passive Voice
5. *Goal Setting*



Unit IV

1. Preposition
2. Advertisement Copy
3. Publicity Handouts
4. Time Management
5. Official/ Business Letter writing
6. Sales Letter
7. Enquiry Letter
8. Quotation Letter
9. Complaint Letter
10. Adjustment Letter
11. Letter to the editor of a newspaper
12. E-mail writing , Adding a Question Tag

Internal Assessment(IA):

Total Marks : 20

- a) Situational listening Skills (Meeting, Dialogue, Seminars etc)
- b) To make a proposal
- c) Three minutes Presentation
- d) Paragraph writing
- e) Précis Writing
- f) Comprehension Passage
- g) Grammar Exercise h) Advertisement Copy i) Letter writing

Reference Books:

1. Professional Communication Skills : By Pravin S.R.Bhatia, A.M Sheikh: S.Chand and company
2. English Grammar Composition and Effective Business Communication By M.A. Pink, S.E.Thomas : S.Chand
3. You can Win Shiv Khera
4. 7 Habits of Highly effective people :Steven Corey
5. Enjoying EverydayEnglish ,A.Rama Krishna Rao. Sangam Publication
6. Applied English Grammar and Composition Dr. P.C.Das New Central Book Agency(P) Ltd
7. Malgudi Days by R.K. Narayan



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B.Sc. HOME SCIENCE

SEMESTER -II

20



B.SC. HOME SCIENCE SEMESTER –II
PAPER-I
Fundamentals of Food Science and Nutrition-II
(2T-1)

Total Marks	150
Theory+ IA	80+20 = 100
Practical +IA	40+10 = 50

OBJECTIVES:

1. To understand the functions of food and the role of various nutrients, their requirements and effect of deficiency and excess.
2. To promote basic knowledge pertaining to various food groups and nutrients.
3. To make students familiar with the different methods of cooking, their advantages and disadvantages.
4. To develop ability to improve the nutritional quality of food.

THEORY

COURSE CONTENT

Unit- I

Vitamins -Classification of Vitamins

Fat Soluble Vitamins:

Functions, Sources and Deficiency of:

- 1) Vitamin A 2) Vitamin D 3) Vitamin E 4) Vitamin K

Unit- II

Water Soluble Vitamins:

Functions, Sources and Deficiency of: i) Thiamine (B₁) ii) Riboflavin (B₂)

iii) Niacin (B₃) iv) Pyridoxine (B₆) v) Biotin vi) Folic Acid

vii) Cyanocobalamin (B₁₂) viii) Vitamin C

Unit- III

Minerals

Functions, Sources and Deficiency of:

Major Mineral -1) Calcium 2) Phosphorous 3) Iron 4) Iodine

B) Trace element- 1) Sodium 2) Potassium 3) Magnesium 4) Zinc

Unit -IV

Water and Methods of Cooking

Water: Functions of water in human body, water balance, sources of water, effect of dehydration and its prevention.

Methods of Cooking:

1. Objectives of cooking food



2. Advantages of cooking food
3. Different cooking methods and different cooking media
4. Effect of different cooking methods on nutritive value of food

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

Simple cooking- preparation, serving, calculation of cost and yield.

- a) **Cereals:** – Plain Rice, Pulao, Sweet Rice MasaleBhat (any 2)
- b) Chapati, Puri, Paratha, Missi Roti, PuranPoli, Bhakri (any 2).
- c) **Pulse Preparation:** Whole, Dehusk and Sprouted (any 2).
- d) **Vegetable Preparation:** Dry Curries and Baked (any 2).
- e) **Fruit Preparation:** Fresh, Dried Baked and Steamed (any 2).
- f) **Milk Preparation:** Porridge, Desserts, Curds, and Paneer Preparation (any 2).
- g) **Egg Preparation:** Boiled, Fried, Poached and Custard (any 2)

Total Marks	40+10=50
Presentation	10
Cooking	10
Sensory Evaluation	10
Record	10
IA	10

Total Marks	10
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INTERNAL ASSESSMENT

Any one of the following:

1. Market survey of the food commodities as per food groups and their cost.
2. Latest Kitchen appliances in the market-their use and upkeep (any 5).
3. Scrap Book: Related to food groups, sources, deficiencies of various nutrients.

Books Recommended

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Shastri & Balasubramanin S.C., National Institute of Nutrition, 1993
2. **Food Science, Chemistry and Experimental Foods:** Dr.M.Swaminathan, The Bangalore Printing and Publishing Co. Ltd. 1995.
3. **Essentials of Food and Nutrition, Vol.I (Fundamental aspects):** Dr.Swaminathan, 2nd edition BAPPCO, 1985.
4. **Applied Nutrition:** R. Rajlakshmi Oxford & IBH Pub. Co.pvt Ltd, 3rd edition, 1981.
5. **Foods and Nutrition:** The Educational Planning Group, Delhi, Arya Publishing House. 3rd edition, 1991.
6. **Food Chemistry:** Meyer, L.H. CBS Publishers & Distributors, Delhi, 1987.
7. **Scope manual on Nutrition:** Latham M.C., McGandy, McCann M.B. & Stare F.J. Published by the Upjohn Co, Kalamazoo, Michigan, 2nd edition. The Upjohn Co, Kalamazoo, Michigan 1972.
8. **Indian Food Composition Tables:** Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



B.Sc HOME SCIENCE SEMESTER - II
PAPER -II
Development In Early Years
(2T-2)

Total Marks	150
Theory + IA	80 +20= 100
Practical + IA	40+10= 50

Objectives :

1. To understand growth and development during infancy & early childhood
2. To study the factors influencing development during infancy and early childhood years
3. To understand development in key areas – physical, motor, cognitive language, social & emotional development .

Theory :

Unit I – Introduction to the early years :

1. Significance of the early years
2. Concept of developmental tasks & milestones
3. Play - meaning and importance and types of play
4. Infancy – Physical growth and development – body size, skeletal growth ,motor development(development of posture, learning to walk) factors influencing and facilitating motor development.

Unit II- Infancy :-Socio – Emotional, Cognitive & Language Development

1. Socio – emotional development – family, socialization, attachment, infant emotions, influences on social – emotional development
2. Cognitive development – sensory motor development, factors influencing cognitive development
3. Language development – Language acquisition during infancy,
4. Factors influencing language development, facilitating language development.

Unit – III Early Childhood : Physical motor, Social – Emotional development.

1. Physical growth and development – body size, skeletal growth, physiological changes, factors influencing and facilitating physical growth
2. Motor development – gross and fine motor development, factors influencing and facilitating motor development.
3. Social and emotional development – relationships with family , peers teachers



4. Self concept, self esteem and gender identity.

Unit IV : Early Childhood : Cognitive and Language development.

1. Cognitive development :- Characteristics and accomplishments, factors influencing cognitive development
2. Language development – Characteristics and accomplishments, factors influencing and facilitating language development .
3. Moral feelings, moral reasoning and moral behavior.

INTERNAL ASSESSMENT (Refer Direction)

Preparation of workbook (any one)

Hazards of infancy

Hazards of early childhood

Total Marks	20
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Practical Examination.

Total Marks	40+10
Preparation of worksheets	10
Preparation of teaching aid	10
2 Questions	05
Activities for Stimulating Development	05
Record Book	10
Internal Assessment	10

Practicals:

1. Visit to nursery school to observe infrastructural set up , teaching methods and activities
2. Preparation of teaching aids for nursery school children (4 teaching aids).
3. Preparation of a creative activities album :
4. Painting – Finger, stencil, blow, string, splatter, single / multiple water wash, rag, sponge, cotton, large brush etc.
5. Printing : Block, cork, vegetables, cord, leaf, finger, palm, thumb foot printing
6. Activities with crayon & chalk crayon, wet chalk drawing
7. Modelling & Sculpture – Clay, dough, Plasticine
8. Paper activities –
9. Paper tearing, crumpling, twisting, collage, mosaic, paper cutting, pasting, origami.
10. work sheets

INTERNAL ASSESSMENT

Total Marks	10
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1 . Preparation of workbook on

- Early childhood centre



References :

1. Bee H., (1995). The Developing Child> Harper Collins College Publishers
2. Berk, L. (2006). Child Development, New York : Allyn & Bacon.
3. Cole, M. &cole, S.R. (1996). The Development of children W.H.
4. Freeman and company.
5. Santrock (2006). Child Development . New York : Mc. Graw – Hill

**B.SC. HOME SCIENCE SEMESTER – II
PAPER – III
SEWING TECHNIQUES
(2T-3)**

Total Marks	150
Theory + IA	80 + 20
Practical +IA	40+10

OBJECTIVES:

1. To understand the importance and necessity of various construction techniques for different fabrics, and to acquire the skills to apply those construction techniques in a sample form
2. To acquire knowledge and skill regarding stitching techniques for various garment components such as plackets, pockets, cuffs, collars, and fasteners which are ultimately used for stitching of any garments

Unit I :

1. Types of Yarn – Simple, novelty, textured yarns. Yarn twist,
2. Spinning Process- Mechanical- Ring spinning, Open-end spinning.
3. Chemical spinning – Dry, wet, melt.

Unit II

1. Introduction to Seams –Plain ,French, Lapped Flat fell, double channel,
2. Tucks-Pin ,Cord, Shell,Cross
3. Pleats – Knife, box, inverted , stitch down. ,
4. Gathers – Machine and hand gathers
5. Types of Sleeves

Unit III :

1. Trimmings : Types and uses of -Belts, Fringes, Frills, Ruffles
2. Types and uses of –Yokes ,Collars ,Pockets,
3. Types of Fasteners – Zipper, Buttons, Hooks and loops, Velcro.

Unit IV :

1. Fashion accessories –Types and uses of-- Head gears, Foot wear, Hand bags, Types and use of jewelry



2. Surface ornamentation –Types and application of- Appliqué, Quilting, smoking, ribbon work, embroidery

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

Total Marks	40+10
Drafting r	10
Stitching ⁱⁱ _c	15
Sample t	05
Record	10
IA	10

- I. Make samples of
 - i. Surface ornamentation- Appliqué, Quilting, smoking.
 - ii. Drafting cutting and stitching of :-Baba suit, Romper
 - iii. Make any one fashion accessory-Head gears, Hand bags, Jewelry.
 - iv. French seam, lapped seam, Flat fell seam, Double channel seam

INTERNAL ASSESSMENT

Total Marks	10
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1. Preparation of sample book based on trimmings, fasteners.
2. Preparation of Charts/ Assignments.

REFERENCE BOOKS:

1. Aswani K.T. Fancy Weaving Mechanism, Mahajan Books, Ahmedabad.
2. DeulkarDurga - Household Textile and laundry work, Atmaram and sons, Delhi,
3. Dongorkemy Kamala S.- The Romance of Indian Embroidery, Thakur and Co. Bombay.
4. Dorothy Siegart, Lyle - Modern Textiles, John Wiley and Sons. Inc New York.
5. Nisbet H. - Grammer of Textile Design, Taraporwala and Sons, Bombay
6. PanditSavitri - Indian Embroidery, its variegated charms.
7. Complete Guide to Sewing-Readers Digest, The reader's digest association, 1976
8. Complete Book of Sewing, Alison Smith Dorling Kindersley, 1999
9. Singer Sewing Book, Gladys Cunningham, The Singer Company



**B.Sc. HOME SCIENCE SEMESTER II
PAPER – IV
Interior Decoration & Design
(2T-4)**

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

Objective:

- 1) To develop skill in using colors to create different effects in space, with the use of various color schemes.
- 2) To learn techniques of using color in different media
- 3) To give knowledge of flowers / floral decoration and arrangement

COURSE CONTENT: Theory

Unit I – Importance of colour in Interior Decoration

A. Detail Study of Prang colour system:

- i. Characteristics or dimensions of colour
 - a. Hue, b. Value, c. Intensity
- ii. Classification of color
 - a. Primary, b. Secondary, c. Intermediate, d. Tertiary, e. Quaternary, f. Neutral
- iii. Warm & cool colours
- iv. Advancing & Receding colours
- v. Colour wheel

Unit: - II-Colour Schemes:

- A. Related colour scheme:
 - a. Monochromatic, b. Analogous
- B. Contrast colour scheme:
 - a. Complementary, b. Double complementary, c. Split complementary, d. Triad, e. Neutral
- C. Colour schemes for different rooms
 - a. Kitchen and dining, b. Drawing room /Living room, c. Bed room

Unit III – Decorating Interior & Exterior

A. Floral Decoration:

- a) Definition and Importance
- b) Objectives
- c) Material Required

B. Flower Arrangement



- a) Application of Elements of Art in flower Arrangement
- b) Application of Principles of Art in Flower Arrangement.

C. Use of Flower arrangements:

- a) Personality
- b) Occasion
- c) Placement in rooms
- d) Flowers as gift
 - a) Bouquet
 - b) Spray of flowers
 - c) Potted

Unit IV – Types of flower arrangement

- a) Traditional
- b) Oriental / Japanese
- c) Modern
- d) Floating
- e) Miniature
- f) Dry

B. Artificial Flower Arrangement:

- i. Method of making Artificial Flower
- ii. Material required for artificial flower arrangement

C. Do's & Don'ts in flower arrangement

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

- 1- Classes of colors
- i) Primary ii) Secondary iii) Intermediate



- 2- Colour Wheel
- 3- Warm & cool colours
- 4- Value Scale
- 5- Monochromatic colour scheme
- 6- Analogous colour scheme
- 7- Complementary colour scheme
- 8- Double complementary colour scheme
- 9- Triad colour Scheme
- 10- Types of flower decoration / Arrangement
 - i) Single stick ii) Small Bunch iii) Miniature iv) Modern

Total Marks	40+10
Classes of Colours	10
Colour Scheme	10
Flower decoration	10
Record	10
IA	10

INTERNAL ASSESSMENT

Accessories in interior (Any two)

- 1) Accessories in home decoration (Creative Art)
- 2) Floral Carpets
- 3) Artificial Flowers
- 4) Rangoli-Using various types of materials

Total Marks	10
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Note-Workshop to be conducted to teach new article.

Books Recommended

- 1) Goldseiu H. &Goldstaia V –Art in Every day life,Machllian co, New york 4th Edition
- 2) Mann M- Home Management Kalyani Publishers, New Delhi
- 3) Soundaraj S - Text book of House hold Arts, orient Longman, Bombay.



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B.Sc HOME SCIENCE SEMESTER II
PAPER - V
Social Survey and Community Development
(2 T-5)

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

OBJECTIVES :

1. To impart knowledge of community development.
2. To develop awareness regarding community development programmes.
3. To assess the methods of social and social research.
4. To gain the knowledge about gender and development.

Theory :

UNIT - I

1. History of Community Development :
Definition, objectives of community development programme, essential elements of community development, limitations of community development, Similarities and dissimilarities between community development and extension education.
- 2 Elements of community development :
Role of community development worker, major elements involved in India's community development and extension process, difference between an extension worker and a community development worker.

UNIT - II

1. Community development programmes :
 - a) Shriniketan rural reconstruction
 - b) Gurgaon experiment
 - c) Marthandum project
 - d) Gandhian constructive programme
2. History of extension activities :
 - a) Etawah pilot project
 - b) Indian village service
 - c) Firka development scheme
 - d) Nilokheri experiment

UNIT - III

1. Social Survey :
Definition, importance of social survey, types of social survey, steps involved in social survey, variation between social survey and social research.
2. Social Research :
Definition, importance of social research, tools of data collection- questionnaire, observation, interview and schedule methods

UNIT - IV

1. Gender and Development :



Sex ratio, Human resource development index, Barriers to women's access to inputs and services related to legal rights, employment and equal pay.

2. Poverty Alleviation Programmes : Efforts taken by Government agencies for eradication of poverty - a) National Rural Health Mission b) Integrated Child Development Services c) Efforts by Department of Women and Child Development

INTERNAL ASSESSMENT (Refer Direction)

Practicals :

1. Framing of questionnaire to collect data on any developmental issue.
2. Preparation of handmade slides.
3. Handling and operation of slide projector for projection of slides.
4. Preparation of news story.
5. Preparation of 10 Pages album on rural development.

Total Marks	40+10
Writing	10
Teaching Aid	10
Presentation	10
Record	10
IA	10

INTERNAL ASSESSMENT

Total Marks	10
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1. Report on socioeconomic survey of 5 families in rural /slum area

Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
3. Chandra. A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education, 1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.



**B.Sc. HOME SCIENCE SEMESTER -II
PAPER -VI
Ecology & Environment - II
(2T-6)**

Total Marks	75
Theory + IA	40 + 10 = 50
Practical + IA	20 + 5 = 25

Theory:

UNIT - I GARDENING

1. Definition, types of garden, Importance of garden, Nursery Development and entrepreneurship and its importance. Common diseases and pests in garden plants and their control.
2. Ornamental garden – definition, important parts of garden, plan and layout of ornamental garden.
3. Kitchen garden – Definition, cultivation techniques of Brinjal, Tomato, chilli, cauliflower.

UNIT -II PLANT PROPOGATION

1. Definition, various methods used in plant propagation for some garden plants.
2. Garden Implements and accessories, Budding, Grafting and layering methods, selection of plants and their certification.
3. After care of budded and grafted plants. Fertilizers used in garden.

UNIT- III MUSHROOM CULTIVATION

1. Introduction of mushroom, types suitable for cultivation. Preparation and culture of spawn.
2. Cultivation technique of oyster Mushroom, cultivation technique of white Button Mushroom, cultivation technique of Paddy Straw Mushroom.
3. Economic importance of Mushroom cultivation as a small scale industry.

UNIT – IV VERMICULTURE & VERMI COMPOSTING

1. Introduction of earthworm, distribution and ecology
2. Vermiculture, food habits and uses of earthworm
3. Vermicompost, chemical composition of worm cast, economic importance of Vermiculture



INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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Practicals

1. Study of garden implements and accessories
2. Potting
3. Methods of plant propagation:
 1. Budding
 2. Grafting
4. Study and identification of common garden flowers and vegetables seeds.
5. Use of common fungicides and insecticides in garden
6. Detection of free CO_2 in given water sample
7. Detection of hardness of given water sample

Total Marks	20+5
Experiment	05
Spotting	05
Propogation	05
Record	05
IA	05

INTERNAL ASSESSMENT

Total Marks	05
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Survey on Study of Ecosystem: Types of Plants, or Types of insects available in your surroundings.

Books Recommended:

1. Plant propogation (New age International Publisher) by M.K. Sandhu
2. Mushrooms for livelihood (Kalyani Publisher) by Dr. Vijay Khader's
3. Plant Nursery Management: How to start and operate a Plant Nursery –Ray P.K.
4. The complete technology Book on Vermiculture&Vermicompost –NPCS Board of Consultants & Engineers
5. How to start a Worm farm:Guide to Vermiculture, Vermicomposting and worm farming – SolucinousTainas



B.Sc. HOME SCIENCE - SEMESTER II

Paper VII

BASIC CHEMISTRY-II

(2T-7)

Total Marks	75
Theory + IA	40+ 10 = 50
Practical + IA	20+05= 25

COURSE CONTENT

THEORY

Unit-I

- Fuels:** Definition, classification, characteristics of good fuel, calorific value, preparation of Gobar gas.
- Crude petroleum and its refining by fractional distillation, cracking of petroleum, composition and application of LPG, Precautions while using LPG

Unit-II

- Acid and base:** Concept of acid, base (Arrhenius theory and Lowry and Bronsted Theory), Conjugate pair, neutralization reaction.
- pH and pH scale, Buffer solution -Definition ,types, preparation, properties and its applications in everyday life.

Unit-III

- Organic Compounds:** Definition, saturated and unsaturated hydrocarbon, classification of organic compounds based on their structure and functional groups. Definition of alkane, alkene and alkyne with examples.
- Homologous series, IUPAC nomenclature of alkane, Laboratory preparation, chemical properties and uses of methane and ethylene.

Unit-IV

- Corrosion:** Definition, atmospheric corrosion (Corrosion by oxidation and by other gases). Factors causing atmospheric corrosion,
- Methods for protection of metals from corrosion (Galvanizing, tinning and electroplating).

INTERNAL ASSESSMENT (Refer Direction)

Practical
Practical A

Total Marks	25
Practical A	5
Practical B	5
Record	5
Viva Voce	5
Practical IA	05



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1. Titration of strong acid vs. strong base (Acid-base double titration)
2. Determination of pH of different solutions by using pH meter/ pH paper.

Practical B

1. Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones.
2. Preparation of acidic and basic buffer solution.

INTERNAL ASSESSMENT

Theory IA Marks	10
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1. Assignment book/ workbook for topics from syllabus (all four units)

BOOK RECOMMENDED:

1. Text-Book of organic Chemistry: B; S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
4. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
5. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd. 1987.
6. Text Book of Organic Chemistry by J. L. Finar, Longman Publication.

B.Sc. HOME SCIENCE SEMESTER II

PAPER -VIII

Applied Physics and Basic Computer - II
(2T-8)

Total Marks	75
Theory + IA	40 + 10 = 50
Practical +IA	20 + 5 = 25

Objectives: To revise concepts in Physics (Electricity, Optics) and Computers.

Theory:

Unit-I

Basic Electricity: Concept of electric charge, electric field, potential difference, current, resistance and statement of Ohm's law. Laws of series and parallel combinations of resistances (numericals based on Ohm's law and series and parallel combination of resistances) Examples of good and bad conductors of electricity.

Unit-II

Light - I: Nature of light as an electromagnetic wave, primary colors, velocity and wavelength of light, colors of objects. Concept of reflection, refraction of light and laws of reflection and refraction of light. Concept of dispersion of light in prism, Concept and definitions of refractive index of a



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material (discuss any two definitions), concept of transparent, translucent and opaque materials with three examples each.

Unit-III

Light - II: Definition of lens, types of lens (convex, concave), concept of focus and focal length of lens, application of convex and concave lens, concept of power of lens and diopter.

X-Rays: Definition of x-rays, production, properties and their applications.

Definition of radioactivity: properties of α , β and γ rays. Applications of radioactivity.

Unit-IV

Computer Hardware: Concept of Mother Board, Computer Memory: RAM, ROM, Cache, External memory devices: Hard Disk (magnetic disk), CD, DVD, Pen drive/flash drive. Printers: principle and working of impact printers (dot matrix) and non impact printers (Inkjet and LASER printer). Scanner (principle and working), Concept of USB and HDMI ports

INTERNAL ASSESSMENT (Refer Direction)

Practicals

1. Measurement of Voltage at various points in a given DC electric circuit using dc voltmeter.
2. Measurement of Voltage at various points in a given DC electric circuit using multi-meter.
3. Verification of values of given resistances by using multi-meter.
4. Experimental verification of Ohm's Law.
5. Experimental verification of series and parallel combination of resistances using multi-meter.
6. Determination of refractive Index of a material of glass slab.
7. Determination of Focal Length of a given convex lens.
8. Determination of refractive index of a material of a prism.
9. Scan a document, save it in JPEG (Joint Photographic Experts Group) format and print it.
10. Scan a document, save it in PDF (Portable Document Format) and print it.

Total Marks	20 + 5
Experiment	10
Viva	05
Record	05
IA	05

INTERNAL ASSESSMENT

1. Assignment book/ workbook for topics from syllabus (all four units)

Total Marks	10
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Reference Books:

1. Principles of physics (vol. I & II) – Halliday & Resnik



- Principles of physics – Subramanyam, Brijwal
- How things work (vol. I & II), INDUS (Harper Collins India)
- Electrician Theory, A. K. Mittal, Arihant Publication, Meerath.
- Basic Electrical Engineering, M. L. Anwani, Dhanpat Rai & Co. (P) Ltd.
- Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
- Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
- Computer fundamental (concepts, system & application) Praddeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
- Comdex computer course, Vikas Gupta, PM Publication, New Delhi.

B.Sc. HOME SCIENCE SEMESTER - II

PAPER - IX

English and Communication Skills-II

(2T-9)

Total Marks	100
Theory	80
Internal Assessment	20

Objectives :

- To prepare the students to communicate effectively and fluently in English.
- To enable students listening, speaking reading and writing.
- To strengthen grammatical accuracy
- To prepare the students to deal with customers, professional, counselors in correct grammatical, idiomatic English.
- To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation etc.

Theory :

Unit I :

- Bio-data /Resume
- Job Application
- Tenses
- Direct and Indirect Speech

Unit II :

- Technical report writing
Official Report Writing
 - Report on College Gathering
 - Newspaper Report
- Stress Management

Unit III :

- Dialogue writing



- 2) Group Discussion
- 3) Role Playing
- 4) Degrees of Comparison
- 5) Transformation of Sentences
- 6) Health and Hygiene

Unit IV :

- Creating a write up for an event:
 - 1) Notices
 - 2) Press no
- Professional Manners and Etiquettes
 - 1) Personal Interview Techniques
 - 2) Meeting Agendas and
 - 3) Minutes writing
 - 4) Simple, Compound, Complex Sentences

INTERNAL ASSESSMENT :

Total Marks - 20

- a) Writing a Bio-data and Job Application
- b) Grammar exercise
- c) Report Writing
- d) Dialogue writing
- e) Group Discussion
- f) Role Playing
- g) Notices/Press Notes
- h) Mock personal interviews
- i) Mock Professional situations
- j) Grammar exercise

Reference Books:

1. Professional Communication Skills : By Pravin S.R.Bhatia, A.M Sheikh: S.Chand and company
2. English Grammar Composition and Effective Business Communication By M.A. Pink, S.E.Thomas : S.Chand
3. You can Win Shiv Khera
4. 7 Habits of Highly effective people :Steven Corey
5. Enjoying EverydayEnglish ,A.Rama Krishna Rao. Sangam Publication
6. Applied English Grammar and Composition Dr. P.C.Das New Central Book Agency(P) Ltd
7. Malgudi Days by R.K. Narayan



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SEMESTER -III

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B. Sc. HOME SCIENCE SEMESTER III

PAPER - I

Community Nutrition

(3T-1)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES:

- 1) To orient students to the basic principles of nutritional assessment as applied to the study of community nutrition.
- 2) To understand the importance of nutrition education.
- 3) To develop an understanding the role of micro-organism in food.
- 4) To prepare standardized recipes for specific age groups and calculate the nutrients.

THEORY

COURSE CONTENT:

UNIT-I

1. Malnutrition

- a) Definition and types of malnutrition
- b) Causes and symptoms of malnutrition
- c) Nutritional problems due to malnutrition
- d) Prevalence of malnutrition in India

UNIT -II

Nutritional Assessment

1. Assessment of Nutritional Status:

- a) Anthropometry
- b) Diet Survey
- c) Clinical Assessment
- d) Laboratory methods (Biochemical)

Limitations and interpretation of all the above parameters

2. Role of National organizations and International organizations: (ICAR, ICMR, NIN, CFTRI) and (FAO, WHO, UNICEF, CARE) in community nutrition and health

UNIT - III

1. Nutrition Education

- a) Meaning, importance and objectives of nutrition education
- b) Methods and evaluation of nutrition education
- c) Problems involved in organizing nutrition education programme for the community and how to solve them

2. National Nutrition Programme: a) ICDS b) MDM Programme c) National Nutrition Anemia Prophylaxis Programme (NNAPP) and d) Vitamin A Prophylaxis Programme (VAPP) e) Goiter Control



UNIT - IV

Principles underlying and food preservation: Improving shelf life and nutritional quality of food

1. Food Preservation

- A) Importance of food preservation.
- B) General Principles and Methods of Food Preservation
 - a) High/Low temperature (pasteurization/refrigeration/deep freezing)
 - b) Drying (sun-drying / mechanical drying)
 - c) Radiation
 - d) Preservatives

2. Food Fermentation

Role of Microorganisms as food fermenting agent for products such as, Idli, Curd, Butter, Cheese and Bread. Nutritive value of fermented foods

3. Leavening Agent: Microbiological Chemical and Natural Leaveners

4. Food Additives

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

1. Conversion of Weights and Volumes of raw foods to cooked food (any 5)
 2. Weights and Measures - Standard and household measure for raw food
 3. High calorie and High protein recipes (any 2)
4. Low calorie recipes (any 2)
 5. Preparation and Calculation of nutritive value of:
 - a) Fermented recipes-Idli, Dosa, Dhokla, Uttappam and Appe (any 2)
 - b) Baked products: Cake, Biscuits, Nankhatai and Cookies (any 2)

REFERENCES

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Sastri and Balasubramanian S.C. National Institution, 1993.
2. **Understanding Nutrition:** Whitney E.N. & Rolfes S.R. 8th Edition West/Wordsworth. 1999.
3. **Dietetics:** B Sri Lakshmi, New Age International (P) Ltd., Publishers 3rd 2000.



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4. **Nutrition and Dietetics** :Shubhangini A.Joshi, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1992.

5. **Nutritional Research**: Current Scenario and Future Trends Editor: K. Krishnaswamy, Oxford and IBH Publication Co. Pvt. Ltd., 2000

6. **Nutritional Problems of India**: Shukla P.K., Prentice Hall of India Pvt. Ltd., Delhi 1982

7. **The Science of Food**: An Introduction to Food Science, Nutrition and Microbiology: Gaman P.M. & Sherrington K.B. 2nd Edition. Pergamon Press, 1989.

8. **Indian Food Composition Tables**: Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

B.SC HOME SCIENCE SEMESTER - III
PAPER -II
Development in Late Childhood and Adolescence
(3T-2)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES :

- To understand development in late childhood and adolescence
- To study significant changes during late childhood to adolescence
- To gain knowledge of issues concerning late childhood and adolescence.

Theory :

Unit – I:-

I) Early Childhood Care and Education

1. Meaning, need and importance, aims and objectives, principles, scope of ecce.
2. Types of preschool programmes- play centres, day care, KG, balwadi, anganwadi, mobile crèche, Montessorie.

II) Late childhood:- Physical, Motor, social emotional development.



- Developmental tasks of late childhood. Physical development – Changes in body size, nutrition and health, physical fitness
- Motors Skills, Factors influencing
- Changes in emotional development, coping with stress

Development of self- understanding, understanding others, self-esteem and self-concept, self - efficacy, self-regulation , industry vs inferiority

- Relationships with family peers, teachers
- Influence of school and media.

Unit II- Late Childhood : Cognitive and language.

- Cognitive development - theoretical perspectives on cognitive development (Piagets and Vygotsky) factors influencing cognitive development
- Intelligence and creativity, influences on intelligence and creativity
- Development of language in late childhood, bilingualism / Multilingualism, influences on language development
- Moral development – Perspectives on morality, influences on moral reasoning and behaviour.

Unit III - Early adolescence / Puberty (12-16 Years)

- Puberty – Sub stages of puberty, primary sex characteristics and secondary sex characteristics, effects of puberty changes,
- sex education
- Adolescence :- Development tasks and theoretical perspectives.
- Physical and physiological changes .

Unit IV – Adolescence : Cognitive, Language & Moral Development.

- Perspective on cognitive development
- Development of intelligence and creativity
- Adolescent language
- Self and Identity at adolescence
- Family relationships – parents, grandparents & significant others
- Peer relationships.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Preparation of Workbook Juvenile Delinquency

Practicals:

1. Participation in Nursery school (With Lesson Plans)



2. Studying various hazards related to late childhood and adolescence.
3. Exercises on life skill development

References :

- Berk, L.E. (2007). Development through the life span (4thed)
Allyn & Bacon :
- Rice, E.P., (1999). The Adolescent : Development, Relationships & culture (9thed). Allyn & Bacon, Boston
- Santrock, J.B., (2006). Lifespan Development (10thed) . Mc. GrawHill.Sharma N.(1999). Understanding adolescence. New Delhi : NBT

B.Sc. HOME SCIENCE SEMESTER – III
Textile Design
PAPER – III
(3T-3)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives

1. To acquire knowledge of various methods of fabric construction.
2. To develop creativity in designing for prints.
3. To impart knowledge of traditional textiles of India.
4. Create awareness of different dyeing and printing techniques.

Theory

Unit I :

- 1 Design – Types, Repeats of design, Types of motifs from India.
- 2 Elements of design and their effects- Line, shape, Color and Texture.
- 3 Principles of design and their effects- Proportion, Balance, Emphasis, Rhythm, Harmony
- 4 Develop designs for saree, Dress material and dupatta, bedcover, curtain by using different designs.

Unit II :

- 1 Methods of fabric contractions : Weaving, - handloom, its parts and operation.
Types of weaves, basic weaves, decorative weaves.-Dobby,Jacquard, pile, Swivel, Lappet
- 2 Introduction to Knitting – Types of knitting, advantages and disadvantages of knitting.



- 3 Non wovens : Bonded fabric, Felt -types and manufacturing process and their uses.
- 4 Other methods of fabric constructions – Netting, lace making, braiding.

Unit III :

1. Finishes, Importance of finishes : General finishes – Scouring, bleaching, singeing, sizing, mercerizing, tentering, calendaring.
2. Special finishes: Special calendaring, napping, flame proofing, water proof and water repellency, wrinkle resistances.

Unit IV :

1. Regional embroidery : History, stitches, Motifs, colour, material , threads used in Kantha of Bengal, Chamba of Himachal Pradesh, Kasuti of Karnataka, Kashida of Kashmir.
2. Phulkari of Panjab, Chikankary of Uttarpradesh, Manipuri from Manipur, Kathiyawadi of Gujrat

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

1. Make an embroidery album of Kantha of Bengal, Chamba of Himachal Pradesh, Kasuti of Karnataka, Kashida of Kashmir, Phulkari of Panjab, Chikankari of U.P Manipuri, Kathiawadi of Gujrat
2. Develop designs for saree, Dress material and dupatta, bedcover, curtain by using different design with different colours.

BOOKS RECOMMENDED

- Chattopadhyaya, K., Handicrafts of India, All India Handicrafts Board, New Delhi, 1975.
- Ikat textiles of India Chelna Desai, Chronicle Books, San Francisco, 1988
- Silk Brocades Yashodhara Roli & Janssen BV, New 2003
- Hand-woven Fabrics of India, Jaslen Dhamija and Jyotindra Jain, Mapin Publishing Pvt. Ltd. Ahmedabad, 1989
- Tie-Dyed textiles of India, Veronica Murphy & Rosemary Crill, Victoria & Albert Museum, London, 1991
- Traditional Indian costumes and Textiles, Parul Bhatnagar, Abhishek Publication, Chandigarh, 2004
- Designs for a life time Usha Shrikant, Samata Enterprise, Mumbai, 2002
- Marsh, J.T., An Introduction to Textile Finishing, B.I. Publishers, 1979
- Corbman, P.B., Textiles-Fibre to Fabric, Gregg Division/McGraw Hill Book Co., US, 1985
- Potter MD and Corbman BP, Textiles: Fibres to Fabric – Published by McGraw Hill Inc, U.S.A
- Usha Shrikant - Ethnic Embroidery of India, Samaia Enterprises, Mumbai.



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William Watson - Textile Design and colour, Longman Green and Co. London.

B.Sc. Home Science Semester III
PAPER – IV
Housing and Interior Decoration
(3T-4)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives

- 1 To develop understanding regarding housing needs, Principles, Planning of house
- 2 To experiment with space, Preparing house plans .
- 3 To develop graphic skills to express ideas in design, forms, knowledge of landscaping and economic use of space.

COURSE CONTENT: Theory

Unit I a) Concept of Housing

b) Importance of Housing

c) Family Housing Needs – (i) Protection (ii) Economic Needs (iii) Affectional (iv) Social

(v) Standards of Living (vi) Housing Goals (vii) Style (viii) Function

(ix) Occupation (x) Physical and Mental Health

d) Selection of Site for House -(i) Physical features (ii) Type of soil (iii) Hygienic Conditions

(iv) Practical convenience (v) Legal point of view

(vi)Economic Conditions

e) Principles of house planning - (i) Orientation (ii) Aspect (iii) Prospect (iv) Privacy

(v) Grouping (vi) Roominess (vii) Furniture (viii) Sanitation

(ix) Circulation (x) Economy

Unit II a) Factors affecting house planning: (i) Income (ii) Occupation (iii) Size of the family(iv) Socio-economic status of the family

b) Study of various rooms in the house with respect to:

(i) Living area: (a) Verandah (b) Drawing room

(ii) Sleeping area: (a) Bedroom (b) Guestroom



(iii) Service area: (a) Staircase (b) Toilet (c) Dining room

(d) Store room

(e) Kitchen-Types of kitchen: (a) One wall

(b) Two wall (c) U-shape (d) L-shape

(f) Storage facility in different rooms:

Unit III- Arrangement of Furniture

1.a) Selection of furniture: (i) Expressiveness (ii) Styles (iii) Beauty (iv) Utility (v) Comfort (vi) Flexibility (vii) Durability (viii) Cost

b) Material Required for construction: (i) Wood (ii) Metal and alloy (iii) Plastic (iv) Glass (v) Willow, rattan, cane.

c) Care of furniture

2. (a) application of art elements and principles in arrangement.

(b) Various kinds of Architectural symbols used in scale drawing.

(c) Arrangement in different rooms- (i) Living (ii) Dining (iii) Bedroom

Unit IV (a) Bonsai- (i) History (ii) Preparation of soil (iii) Selection of plants (iv) Potting and repotting (v) Different styles (vi) Selection of containers (vii) Care

(b) Landscaping- (i) Importance (ii) How a professional landscape design can enhance home

(iii) Selecting landscape plants (iv) Selecting landscape structures/materials

(v) Installing driveways and walkways (vi) Lighting (Outdoors) (vii) Garden ornaments

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

Exp. No. 1: Symbols of various kinds of furniture used in scale drawing.

Exp. No. 2: Arrangement of furniture with the help of symbol in Drawing room.

Exp. No. 3: Arrangement of furniture with the help of symbol in Bed room.

Exp. No. 4: Cleaning of different metals copper, silver, iron, brass, Aluminium.

Exp. No. 5: Care and cleaning of furniture

Accessories in Home Decoration (any two)

1) Articles made out of low cost / waste material

(a) Fabric painting, oil, water, nib, knife, sand, glass, stain glass etc.

(b) Wax work / candles etc.

2) Preparation of bonsai.

3) Visit to Landscape /rock garden.

Books Recommended:

1. Agan T. C. - 'The House' Oxford and I. B. H. publishing Co.

2. Ann Reilly; Susan A. Roth - 'The Home Landscape', Home planners Inc. Tucson, Arizona.



3. Deshpande R. S. – 'Modern Indian Homes in India', United Book Corporation, Poona, 2nd Edition.
4. Deshpande R. S. – 'Build your own Home', United Book Corporation, Poona, 4th Edition.
5. Deshpande R. S. – 'Low Cost Housing', United Book Corporation, Poona, 4th Edition.
6. Goldstin H. / Goldstein V. – 'Art in Everyday Life' MacMillan Co., New York, 4th Edition.
7. Pak – Tin & Helan Yeap – 'Feng Shui – Health Harmony' B.Jain Publishers Pvt Ltd., New Delhi, 1998.
8. Rutt A. – 'Home Furnishing', Wiley Eastern Pvt.Ltd., New Delhi, 2nd Edition.

B.Sc HOME SCIENCE SEMESTER - III

PAPER – V

Extension Communication Techniques

(3T-5)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives:

1. To impart knowledge of extension teaching.
2. To develop awareness about extension learning.
3. To assess the extension teaching methods and approaches.
4. To gain the knowledge about art of presentation and devices useful in effective communication.

Theory:

UNIT - I

1. Extension teaching :
Definition of extension teaching, steps involved in extension teaching, factors contributing to extension teaching, principles of extension teaching and desirable traits of a teacher for effective extension work.
2. Extension teaching process :
Teaching plan, Role of teacher in different levels, functions of teaching in extension education.

UNIT - II

3. Extension learning process:
Definition of extension learning, Learning experience, Laws of learning, principles of learning, factors affecting learning, ideal learning situation to achieve success.



4. Psychology of learning :
Types of learning, Group psychology and its effect on learning, Principles of group dynamics, Psychological factors in adult learning.

UNIT - III

5. Extension teaching methods :
Meaning, importance, functions, classification of various extension teaching methods, factors to be considered in selection and use of extension teaching methods.
6. Approaches in Extension :
Meaning, Strong and weak points of interpersonal, group and mass approach.
- Interpersonal approach : Home visit, office call, personal letter and telephone call.
 - Group approach : Demonstrations, field trips, group discussions.
 - Mass approach : Campaign, Exhibition, Television, Radio.

UNIT IV

7. Art of Presentation :
Meaning, five basic steps of presentation and equipment of campaign work.
8. Selection of teaching aids : Selection, preparation and use of various teaching aids.
Devices useful for effective communication: Over Head projector, opaque projector, DVD, LCD,

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practicals

- Preparation and presentation of flannel cutouts for effective communication.
- Method demonstration for communication.
- Preparation of Poster on home science aspects.
- Handling and operation of opaque projector for teaching.
- Study of Mahila Mandal or MahilaBachatGhat (SHG) to analyze working pattern, and submission of report.

Books Recommended :

- Supre. S. V, An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
- Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
- Reddy Adivi. A. Extension Education, Shree Laxmi Press, Bapatia, Guntur, A.P.



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4. Singh J. K., Mass Media and Information Technology, Mangaldeep Publication, Jaipur.
5. Kumar K. J. L., Mass Communication in India, Jaico Publishing House, Mumbai.
6. Audio Visual Aids for Co-operative Education and Training, FAO Publications.

B.Sc. (HOME SCIENCE) SEMESTER- III

PAPER VI
Applied Physiology- I
(3T-6)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

Objectives :

1. To understand the structure and function of various organs of human body.
2. To promote the basic knowledge of first aid.

UNIT-I

1. Animal Cell- Definition, structure & function in brief.
2. Tissue- Classification, Definition and function.

UNIT-II

1. Locomotor System- Definition, classification and functions of bones, types of joints.
2. Sense Organs- Definition, structure and functions of eye, ear, tongue, nose and skin.

UNIT-III

1. The Blood-
 - a. Definition, composition and functions of blood.
 - b. Clotting of blood.
 - c. Common blood groups, 'Rh' factor and its importance.
2. Lymphatic system- Structure & functions of organs of Lymphatic system, lymph.

UNIT-IV

1. Nervous system- Definition, structure and functions of Central Nervous System.
 - i. The synapse and neurotransmitters.
 - ii. Functions and Autonomic Nervous System and Peripheral Nervous System.
2. First Aid- Definition of First Aid, First Aid Kit, Importance of First Aid. First Aid in some accidental conditions- Snake bite, Dog bite, Drowning, Burns, Electric Shock.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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PRACTICALS

1. Study of Microscope.
2. Identification of bones, their joints and its classification.
3. Application of Triangular Bandage and Roller Bandage.
4. Artificial Respiration.



REFERENCES-

1. Community Health and Nursing- BasavanPhappa B.T.
2. Practical Pathology- Chaturvedi O.U.
3. Human Anatomy- Chaurasia
4. Medical Physiology- Guyton
5. Hygiene and Public Health- Ghosh P.
6. A.B.C. of Nursing in the Home- Gravelious E.M.
7. Manual of First Aid- Gupta
8. Nursing- George
9. Anatomy and Physiology for Nurses- Jain A.K.
10. Practical Guide to First Aid- Keech P.
11. Anatomy and Physiology for Nurses- Pearce
12. Essentials of Community Health Nursing- J.E. Park
13. Practical First Aid- Park
14. Home Nursing- Prabhu V.
15. Anatomy for Nurses- Prasad
16. Anatomy and Physiology in Health and Nurses- Ross & Wilson

B.Sc. HOME SCIENCE SEMESTER III

PAPER –VII

APPLIED CHEMISTRY-I

(3T-7)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

THEORY

Unit-I

- a) **Carbohydrates:** Definition, classification, open chain structure of glucose and fructose. Manufacture of cane sugar, optical isomerism of asymmetric carbon atom, plane polarised light, dextro and leavo rotatory compounds.
- b) **Lubricants:** Introduction, function of lubricant, Classification of lubricants: Liquid lubricant (animal and vegetable oil, mineral or petroleum oil, blended oil), Semisolid lubricant (greases), Solid lubricant (graphite).

Unit-II

- a) **Fermentation:** Definition, ideal conditions for fermentation, application of fermentation.
- b) Preparation of vinegar and ethanol by fermentation process.

Unit-III

- a) **Oils and Fats:** Definition, difference between oils and fats, saponification value, iodine value, rancidity and hydrogenation of oils.



- b) Refining of edible oil, naturally occurring fatty acids (saturated and unsaturated), essential and non essential fatty acids. Omega names of MUFA and PUFA.

Unit-IV

- a) **Soap** : Definition, types of soap, Industrial method of preparation of soap, cleansing action of soap.
- b) **Detergent**: Introduction and Definition, classification, composition of common detergent (solid and liquid), Difference between soap and detergents.

INTERNAL ASSESSMENT (Refer Direction)

Theory IA Marks	10
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PRACTICALS

Practical A.

- 1 Preparations of cosmetics: i) Shampoo (simple and herbal) ii) Perfumes
- 2 Preparation of dyes and drug:
 - a.Methyl salicylate from salicylic acid.
 - b.Orange dye from beta naphthol and aniline or p-toluidine
- 3.Use of physical balance.

Practical B

1. Determination of total fatty acid present in given sample of soap.
2. Determination of total alkali present in given sample of soap

BOOK RECOMMENDED:

1. Text Book of Organic Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
4. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
5. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd 1987.
6. Text Book of Organic Chemistry by J. L. Finar, Longman Publication,
7. Synthetic Dyes by G R Chatwal, Himalaya Publishing House, New Delhi.
8. Synthetic Drug by G R Chatwal and Anand, Himalaya Publishing House, New Delhi.
9. Organic Chemistry of Natural Products Vol. I and II, by G. R. Chatwal, Himalaya Publishing House, New Delhi.
10. Perfumes, Cosmetics, Soaps Vol. I, II and III by W. A. Poucher, Ninth Edition, Chapman and Hall Publication (1975)
11. New Cosmetic Science by Takeo Mitsui, Elsevier, 1997.



PAPER -VIII
Applied Physics & Computer Application -I
(3T-8)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

Theory:

Objectives: To learn about electrical safety , Heat , Appliances and Operating systems and word processing software (MS WORD) and database creation and management software (MS EXCEL)

Unit-I

Electricity and personal safety: Concept of ac and dc voltage, frequency and voltage of ac supply in India, Electrical Safety and Precautions, Safety devices in use of electricity : fuse, earthing, earthing methods, circuit breakers, MCBs (Miniature Circuit Breakers for domestic electric supply), lightning conductor), Management of electrical hazards (shocks, burns, fire).

Unit-II

Transmission of Heat: Concept of Heat, Modes of heat transfer: conduction, convection and radiation (with at least three examples each). Concept of Temperature; Fahrenheit, Celsius and Kelvin) and Conversion of temperature among them. Examples of good and bad conductors of heat(at least three each)

Unit -III

Appliances: Principle, construction and working of: pressure cooker, thermos flask, solar cooker, Mercury thermometers (laboratory thermometer, clinical thermometer).
Heating effect of electric current, thermostatic control and automation with bimetallic strip, principle, construction and working of immersion heater, storage type geyser, and electric press.

Unit- IV

Computer Applications: Concept of operating system, important features of popular operating systems (WINDOWS, UNIX and LINUX).

Microsoft WORD: Applications of MS-Word, Study of different commands: Open a new document, Open a saved document, Typing text, selecting text, copy-paste, cut-paste, saving file, closing file, renaming a file, page layout (margin, orientation, page size), creating header & footer, applying fonts, font size, Bold, Italic and Underline, preview document, printing a page/printing a document.

Microsoft EXCEL: Applications of MS-Excel, Opening of worksheet, selecting cells, entering and editing text, entering numbers, Entering and editing formulas, inserting rows and columns in worksheet, create database.



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INTERNAL ASSESSMENT (Refer Direction)

Practicals

Total Marks	10
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1. Use of multi-meter to measure voltage and frequency of ac supply.
2. Measurement of temperature and it's inter-conversion in other scales.
3. To find the efficiency of an electric heater.
4. Calibration of bimetallic strip and verification of automation.
5. Open MS-Office, create file in MS Word and perform various operations in it
6. Open MS-Office, create file in MS Excel and enter given data in it, creating a worksheet in excel
7. Visit to science center.
8. Visit to industries making/repairing home appliances.

Reference Books:

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Study of electrical appliances and devices, K. B. Bhatia, Khanna Publishers, New Delhi.
5. Electrician Theory, A. K. Mittal, Arihant Publication, Merath.
6. Basic Electrical Engineering, M. L. Anwani, Dhanpat Rai & Co. (P) Ltd.
7. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
8. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
9. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B . Publication
10. Comdex computer course, Vikas Gupta, PM Publication, New Delhi.
11. Operating System, Dr. S. B. Kishor, Das GanuPrakashan, Nagpur.



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B.Sc. HOME SCIENCE

SEMESTER -IV

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B. Sc. HOME SCIENCE - SEMESTER IV

PAPER - I
Nutrition for Life Span
(4T-1)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

OBJECTIVES:

- 1) To learn principles of meal planning.
- 2) To plan and calculate balanced diets for family members.

THEORY

COURSE CONTENT:

UNIT-I

Family Meal Management 1) Meal Planning:

- a) Definition of RDA , Recommended set- up , Reference persons and RDA
- b) Use and importance of RDA and Food Value Tables in meal
- c) Principles and advantages of meal planning
- d) Factors affecting meal planning
- e) Food fads and fallacies.

Diet planning with reference to special individual requirements:

2) Nutrition during adulthood:

- a) Balanced diet for Adult man and women.
- b) Nutritional requirements
- c) Dietary guidelines for adults

UNIT-II

1) Nutrition during pregnancy:

- a) Physiological changes during pregnancy
- b) Desirable weight gain
- c) Nutritional requirements
- d) Diet during pregnancy
- e) Complications during pregnancy
- f) Dietary guidelines for pregnancy

2) Nutrition during lactation:

- a) Nutritional requirements of a lactating mother, factors affecting milk secretion, galactagogue foods.
- b) Diet during lactating period.

UNIT - III

1) Nutrition during infancy:

- a) Growth and development during infancy b) Nutritional requirements



- c) Types of milk fed to infants
- d) Advantages of breast feeding
- d) Bottle feeding
- e) Weaning
- f) Supplementary foods
- 2) **Nutrition during: 1. Preschool children 2. School going children**
- a) Growth and development b) Nutritional requirements c) Dietary guidelines for children d) Packed Lunches

UNIT - IV

- 1) **Nutrition during Adolescence:** a) Growth and Development during adolescence.
- b) Nutritional requirements.
- c) Dietary guidelines for adolescent.
- 2) **Geriatric nutrition (age over 60 years) :** a) Changes occurring during ageing
- b) Nutritional requirements
- c) Diet during old age
- d) Dietary guidelines for old age

INTERNAL ASSESSMENT (Refer Direction)

PRACTICALS

Total Marks	20
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Meal Planning for various groups

Planning, Calculation and Preparation of a whole days model meal for

- Adult Women/Man
- Pregnant women
- Lactating women
- Weaning recipes for Infants (any five)
- Preschool children
- School going children
- Adolescent girl/boy
- Old Person

Total Marks	40+10=50
Planning	10
Calculation	10
Cooking	10
Presentation	05
Record	05
IA	10

- b) Planning, calculation and preparation of Packed Lunch for a school going children (any five)

INTERNAL ASSESSMENT

Total Marks	10
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Any one of the following:



- 1) Visit to Balwadi to record anthropometric measurements and write a report (Sample Size: 25)
- 2) Conduct nutrition education programme in school (any one Class) .
- 3) Conduct a survey to check the school lunches/ mid-day meals.
- 4) Conduct a survey of adult man/women and maintain record of BMI (Sample size:50).
- 5) To run a canteen.
- 6) Certificate course in food preservation.

References

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Sastri & Balasubramanian S.C. National Institution, 1993.
2. **Understanding Nutrition:** Whitney E.N. & Rolfes S.R. 8th Edition West/Wordsworth. 1999
3. **Dietetics:** B Srilakshmi, New Age International (P) Ltd., Publishers 3rd
4. **Nutrition and Dietetics :** Shubhangini A. Joshi, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1992
5. **Nutritional Research:** Current Scenario and Future Trends Editor: K. Krishnaswamy, Oxford and IBH Publication Co. Pvt. Ltd., 2000
6. **Nutritional Problems of India:** Shukla P.K., Prentice Hall of India Pvt. Ltd., Delhi 1982
7. **The Science of Food:** An Introduction to Food Science, Nutrition and Microbiology: Gaman P.M. & Sherrington K.B. 2nd Edition. Pergamon Press, 1989.
8. **Indian Food Composition Tables:** Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



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B.SC HOME SCIENCE SEMESTER - IV
PAPER -II
Development in Adulthood
(4T-2)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

Objectives :

- To understand the dimensions of development in adulthood.
- To reflect on the concerns of the family and society with respect to the individual in adulthood.
- To develop awareness of diversity in adult life styles in different socio-cultural contexts.

Theory :

Unit I : Introduction to Adulthood

1. Concept and sub divisions of adulthood
2. Adult roles and expectations in different cultures
3. Diversity in adult life style.

Early Adulthood

1. Developmental tasks of early adulthood
2. Physical changes
3. Cognitive development
4. Psycho-social development– self, identity, marriage and family, parenthood, work and gender relations.

UNIT II : Middle Adulthood

1. Physical development. Changing physiology and health. Adapting to physical changes, midlife changes/crisis, menopause in women, health concerns
2. Cognitive development – attention, memory, cognitive skills in middle age, experience and expertise, adult intelligence
3. Psycho-social changes-Issues of middle age- generativity vs. stagnation, concerns in middle age, career development and planning for retirement, civic roles and responsibilities .

Unit III : Late Adulthood

1. Physical Development in late adulthood and physiological aspects of aging: health concerns; Disability during old age
2. Cognitive changes in late adulthood, understanding dementia and other concerns of the elderly
3. Psycho-social development, adjustment to aging, changing economic situation, occupational continuity and change, Leisure and recreation.



4. Perspectives on death.

Unit IV: Elderly in India

1. Magnitude of elderly in India
2. Problems of elderly.
3. Retirement ,types and its impact, Retirement homes
4. Provisions, Policies and Programmes for the elderly.

Internal Assessment (Refer Direction) 20 marks

Preparation of Workbook

- Hazards of Adulthood

Total Marks	40 + 10
Psychological Testing	15
2 Questions	20
Record	05
Internal Assessment	10

Practicals:

Psychological testing: Introduction to psychological testing, characteristics, reliability, validity, norms and standardization. Types of tests, and uses of tests

- Psychological tests : personal stress inventory, vocational interest inventory, emotional maturity scale and adjustment inventory.
- Visits to settings such as homes for senior citizens .

Internal Assessment

Preparation of work book (any one)

Problems of menopausal women.

Adjustments and problems of elderly.

References :

- Lefrancois, G. R. (1996). The Life Span. Wadsworth Publication Company: USA: California.
- Rice, F. (1992). Human Development: A Life Span Approach. Prentice Hall.
- Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin
- Santrock, J. W. (1997). Life Span Development. NewYork: Brown & Benchmark .



**B.S.C. HOME SCIENCE SEMESTER – IV
PAPER – III
SURFACE ORNAMENTATION TECHNIQUES
(4 T-3)**

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

OBJECTIVES-

- To provide comprehensive knowledge about the concepts of dyeing and printing of textiles.
- To foster understanding of traditional Indian embroideries-motifs used, colour combinations used etc.

Unit I :

1. Dyes : Classification- Natural and synthetic ,different types of dyes – direct, acid, basic, reactive, sulphur, vat, azo and natural dyes (vegetable, animal, mineral and mordents used) .
2. Dyeing- Introduction, classification, Methods of dyeing: stock, yarn, piece and union and cross dyeing ,garment dyeing ,Common dyeing defects

Unit II :

1. Difference between Dyeing and Printing
1. Styles of printing – Direct, Resist, Discharge
3. Methods of printing – Block, stencil, Roller, Screen, Digital, Flock
4. Common printing defects and their remedy

Unit III :

1. Preparation of cloth for printing, types of ingredients used in printing, types of different thickeners , After treatment of printed goods,.
2. Paitnings: Kalamkari, Madhubani, Warli.
3. Prints : Sanganeri print fabrics, bagru print fabrics

Unit IV : Traditional textiles of India

3. Traditional Indian Textiles -Sarees :Bandhani, Patola, Chanderi, Paithani, Dacca, Brocades, Kashmiri Shawls.
4. Costumes of different states of India – Maharashtra, Punjab, Gujrat, Rajasthan,

INTERNAL ASSESSMENT (Refer Direction)



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Total Marks	20
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PRACTICAL

1. Dyeing with direct dyes- cotton
2. Tie and dye technique
3. Make sample and article of screen, block, stencil and batik

Total Marks	40+10
Design	15
Printing	10
Embroidery	05
Record	10
IA	10

INTERNAL ASSESSMENT

1. Preparation of sample book based on syllabus.

BOOKS RECOMMENDED

- 1 Potter MD and Corbman BP. Textiles: Fibres to Fabric – Published by McGraw Hill Inc. U.S.A
- 2 Usha Shrikant - Ethnic Embroidery of India, SamaiaEnterprises , Mumbai.
- 3 William Watson - Textile Design and colour, Longman Green and Co. London.
- 4 Vastrashilpvigyan by Vimla Sharma. Loyal Book Depot Meerut.
- 5 Vastrashastra: Prof. VimalAdhau Maharashtra VidhyapeethGranthNirmitMandalasathi, Vidhya Books Aurangabad.
- 6 VastravigyanavamParidhan - Dr. Vrunda Singh PanchsheelPrakashan Jaipur.
- 7 VastravigyanavamParidhan - Dr. PrarnilaVermaBihaar Hindi Granth Academy Bhopal.
- 8 VasiraShilpVigyan :Vimla Sharma ,.
- 9 VastravigyanKeMulSiddhant- Dr. G.P. Sheeri - Vinod PustakMandir Agra



B.Sc. HOME SCIENCE SEMESTER IV

PAPER – IV

Housing and Home Furnishing

(4 T-4)

Total Marks	150
Theory	80
Internal Assessment	20
Practical	40
Internal Assessment of practical	10

Objective

1. To gain knowledge about the role of internal amenities in contributing for satisfying family living
2. To learn technique that will help one to construct some furnishing items, relative to their function and beauty.

COURSE CONTENT THEORY

UNIT I -Waste management

- A) Meaning & Importance, ii. Need, iii. Types of waste, iv. Preparation of manure from household waste, v. Preparation of vermi-compost

Internal Amenities

- A. House Drainage – Bath water, Laundry water, House cleaning water.
B. Methods of house drainage – Dilution, Purification, Soakage pits.
C. Waste Disposal –
i. Types of Refuse – Dry, Solid, Liquid
D. Methods of waste disposal – Tipping or dumping, Taking in to the sea, Compost formation, Burning, Conservancy system
E. Use of drainage water for kitchen garden

UNIT II –Lighting

- A. Natural Lighting
B. Artificial Lighting – Candles, Oil Lamp, Kerosene Lamp, Gas Lighting, Electric Lighting.
C. Principles of Lighting – Intensity, Steady, Glare, Colour, Safety, Economy.
D. Types of Lighting – Direct, Semi-direct, Indirect, Semi-indirect

Unit III- House planning

- A. Different symbols used in house plans
B. House plans for different income levels-
i. Higher, ii. Middle, iii. Lower



C. Vastushastra-

- i. Importance, ii. Placements of rooms, iii. Location of well, Placements of Doors

Unit IV –Home Furnishing and Floor Coverings

A. HomeFurnishing –

- i. Necessity of curtains , ii. Types of curtains, iii. selection of curtains, iv. Making and Hanging of curtains, v. Care and maintenance of curtain

B. Carpet and Rugs –

- a) Factor affecting the selection of carpets and rugs-
i. Character, ii. Styles, iii. Pattern, iv. Texture , v. Durability, vi. Cost, vii. Colour, viii. Size;
b) Types of carpets and rugs.
c) Care of carpets and rugs.

C. Wall Treatment –

- i. Wallpapers, Paints, ii. Tiles.

D. Accessories in Interior –

- i. Hanging of pictures, ii. Relation of pictures to room, iii. Other Accessories

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

- 01: Drawing of Architectural symbols for house Plan.
02: Drawing of floor Plan for low income group.
03: Drawing of Floor Plan for middle income group.
04: Drawing of Floor Plan for high income group.
05: Draw one wall kitchen.
06: Draw two wall kitchen.
07: Draw 'U' shaped kitchen.
08: Draw 'L' shaped kitchen.
09: Working drawing of landscape design.
10: Preparation of manure from green waste
11: Preparation of vermi-compost

Total Marks	40+10
Floor Plans	10
Draw kitchens	10
Landscape Drawing	10
Record	10
IA	10

INTERNAL ASSESSMENT

Any two of the following

- (a)Accessories in Home Decoration (any two)
Ceramic work / Clay Modeling /Pottery painting
(b)Visit to ideal house/ideal kitchen



(c) Preparation of sample book on furnishing materials and types of curtains.

Books Recommended:

- Agan T. C. – 'The House' Oxford and I. B. H. publishing Co.
Ann Reilly; Susan A. Roth – 'The Home Landscape', Home planners Inco, Tucson, Arizona.
Deshpande R. S. – 'Modern Indian Homes in India', United Book Corporation, Poona, 2nd Edition.
Deshpande R. S. – 'Build your own Home', United Book Corporation, Poona, 4th Edition.
Deshpande R. S. – 'Low Cost Housing', United Book Corporation, Poona, 4th Edition.
Goldstein H. / Goldstein V. – 'Art in Every day Life' MacMillan Co., New York, 4th Edition.
Pak – Tin & Helan Yeap – 'Feng Shui – Health Harmony' B.Jain Publishers Pvt Ltd., New Delhi, 1998.
Rutt A. – 'Home Furnishing', Wiley Eastern Pvt.Ltd., New Delhi, 2nd Edition.
Shrivastav – 'Remedial Vastu Shastra', Manoj Publication, Delhi, 2001

B.Sc HOME SCIENCE SEMESTER - IV

PAPER - V

Media In Extension

(4 T -5)

Total Marks	150
Theory + IA	80 + 20= 100
Practical + IA	40+10=50

Objectives :

1. To develop understanding regarding communication techniques.
2. To develop concept and learn process of communication.
3. To understand the concept of mass communication.
4. To comprehend the concept of advertisement in extension.
5. To develop the understanding of journalism.

Theory:

UNIT - I

1. Communication Techniques :
Meaning, Definition of Communication, Functions of Communication, Importance of effective communication, Key elements involved in effective Communication process, Critical factors affecting Communication process.
2. Mass Communication and media:
Meaning and importance of mass Communication, Barriers in mass communication, Characteristics of mass Media.



UNIT – II

1. Media in Extension :

Meaning of media, Cone of experience, Classification of media- Electronic media, print media, Folk media.

2. Electronic media :

Radio as mass medium, Impact of Radio, Advantages and limitations of radio. Television as mass medium for education and development, Impact of television, advantages and limitations of Television .

UNIT - III

i. Print media :

Types of print media, Impact of print media, Advantages and limitations of print media. Techniques of effective writing. Written communication- Newspaper, script writing.

ii. Folk media:

Folk forms as mass media, Indian folk forms- folk songs, folk dramas, puppets. Impact of folk media.

UNIT IV

1. Advertisement as Mass Media.

Meaning and scope of Advertisement, Planning of Advertisement layout, Format of advertisement, Role of Advertisement and its impact on consumers.

2. Journalism in Extension.

Meaning of news, Principals of news, Methods of collecting news, Qualities and duties of Editors and Reporters.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical :

1. Preparation of radio script.
2. Preparation and presentation of flash cards for communication.
3. Preparation of handmade puppets.
4. Preparation of computerized or handmade advertisement on any issue
5. Report of a pilot survey on women's problems.

Total Marks	40 +10
Spotting	10
Teaching Aid	10
Presentation	10
Record	10
IA	10

INTERNAL ASSESSMENT

Report on survey of media availability in 5 households of rural/slum areas.

Books Recommended :



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1. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
2. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
3. Reddy Adivi. A. Extension Education, Shree Laxmi Press, Bapatla, Guntur, A.P.
4. Singh J. K., Mass Media and Information Technology, Mangaldeep Publication, Jaipur.
5. Kumar K. J. L., Mass Communication in India, Jaico Publishing House, Mumbai.
6. Mehta D. S., Mass Communication and Journalism in India, Allied Publishers Pvt. Ltd., Chennai.

B.Sc. (HOME SCIENCE) SEMESTER-IV

PAPER VI
Applied Physiology -II
(4T-6)

Total Marks	75
Theory + IA	40 + 10 = 50
Practical +IA	20 + 05 = 25

Objectives :

1. To understand the structure and function of various organs of human body.
2. To promote the basic knowledge of first aid.

UNIT-I

Heart-

- i. Structure of Heart.
- ii. Functions of valves.
- iii. Coronary blood supply.
- iv. Structure and function of artery, vein and capillaries.

UNIT-II

Respiratory System-

- i. Structure and functions of respiratory system.
- ii. Mechanism of Respiration.
- iii. Transport of oxygen in brief.

UNIT-III

1. Digestive System-

- i. Brief study of alimentary canal.
- ii. Accessory glands of digestion.
- iii. Process of digestion and absorption.

2. Excretory System-

- i. Structure and functions of excretory organs.
- ii. Formation of Urine.



UNIT-IV

1. Reproductive System-
 - i. Male and Female reproductive organs, their structure and functions.
 - ii. Physiology of Menstrual cycle.
2. Endocrine Glands- Structure and function of pituitary gland, thyroid gland and adrenal gland in brief.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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PRACTICALS-

1. Study of Microscopic slides of common organs-
T.S. of Liver, Pancreas, Intestine, Lungs, Testis,
Ovary, Kidney, V.S. of Skin, T.S. of Artery and Vein.
2. Determine Blood Group and 'Rh' type by slide method.
3. Preparation of blood slide and staining by Leishman's stain.
4. Measurement of pulse rate and temperature by using clinical thermometer.
5. Study of different systems by charts or models.
6. Determination of bleeding time and clotting time.

Total Marks	20 + 5
Experiment -1	04
Experiment -2	03
Spotting	06
Bandage Demo	02
Record	03
Viva Voce	02
IA	05

INTERNAL ASSESSMENT

Preparation of Drawing Charts on any four systems.

REFERENCES-

- Community Health and Nursing- BasavanPhappa B.T.
- Practical Pathology- Chaturvedi O.U.
- Human Anatomy- Chaurasia
- Medical Physiology- Guyton
- Hygiene and Public Health- Ghosh P.
- A.B.C. of Nursing in the Home- Gravelious E.M.
- Manual of First Aid- Gupta
- Nursing- George
- Anatomy and Physiology for Nurses- Jain A.K.



- Practical Guide to First Aid- Keech P.
- Anatomy and Physiology for Nurses- Pearce
- Essentials of Community Health Nursing- J.E. Park
- Practical First Aid- Park
- Home Nursing- Prabhu V.
- Anatomy for Nurses- Prasad
- Anatomy and Physiology in Health and Nurses- Ross & Wilson

B.Sc. HOME SCIENCE SEMESTER IV

PAPER VII

APPLIED CHEMISTRY-II

(4T-7)

Total Marks	75
Theory + IA	40 +10 =50
Practical +IA	20+05=25

COURSE CONTENT:

THEORY

Unit-I

- Polymers:** Definition, addition and condensation polymerization, preparation and uses of polyethylene, PVC, Nylon-6, Nylon-66 and polyester.
- Rubber:** Definition, chemical nature and vulcanization, synthetic rubber (Buna-S) and uses.

Unit-II

- Dyes :** Definition, Witt's theory of colour and constitution, classification of dyes based on their functional group- i) Nitro ii) Nitroso and iii) Azo.
- Aromatic Chemistry:** 1) Benzene (Kekule structure of benzene, preparation from petroleum, Chemical properties: Nitration, Sulphonation, Friedel-Craft Alkylation, catalytic halogenations, formation of BHC and uses)
2) Nitrobenzene: (Laboratory method of preparation, Chemical properties: Reduction, Nitration, Sulphonation, and uses)
3) Aniline: (Laboratory method of preparation, chemical properties: Salt formation, diazotization, carbyl amine reaction, Nitration, Sulphonation, halogenation and uses)
4) Phenol: (Preparation from Cumene, chemical properties: Salt formation, Fries migration, Catalytic hydrogenation, Condensation, Condensation with formaldehyde, nitration, halogenations, and uses)

Unit-III

- Cosmetics:** Definition, functions and ingredients of shampoo, face powder, cold cream, lipstick, hazards of cosmetics.
- Drugs:** Preparation and uses of following drugs: i) Aspirin ii) Paracetamol and iii) oil of winter green.

Unit-IV



- Essential oils:** Definition, occurrence and methods of extraction of essential oils. Eucalyptus oil, Rose oil, Lavender essential oil
- Perfumes:** Definition, characteristics of perfume, composition of perfumes, formulation of any two perfumes.

Total Marks	10
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INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20+05
Practical A	05
Practical B	5
Viva	5
Record	5
Practical IA	05

PRACTICAL

Practical A

- Preparation of Soap
- Preparation of liquid detergent
- Preparation of solid detergents
- Preparation of phenyl

Practical B

Identification and colour reactions of Carbohydrates: Glucose, fructose, sucrose and starch

INTERNAL ASSESSMENT

Any one of the following :

- Educational visits to various factories and chemical laboratories in India.
- Assignment book/ workbook for topics from syllabus (all four units)

BOOK RECOMMENDED:

- Text Book of Organic Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
- Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
- A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
- A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
- Polymer Science by V.R. Gowarikar, Wiley Ester Ltd 1987.
- Text Book of Organic Chemistry by J. L. Finar, Longman Publication,
- Synthetic Dyes by G R Chatwal, Himalaya Publishing House, New Delhi.
- Synthetic Drug by G R Chatwal and Anand, Himalaya Publishing House, New Delhi.
- Organic Chemistry of Natural Products Vol. I and II, by G. R. Chatwal, Himalaya Publishing House, New Delhi.
- Perfumes, Cosmetics, Soaps Vol. I, II and III by W. A. Poucher, Ninth Edition, Chapman and Hall Publication (1975)
- New Cosmetic Science by Takeo Mitsui, Elsevier, 1997.



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B.Sc. HOME SCIENCE SEMESTER IV

PAPER –VIII
Applied Physics & Computer Application -II
(4 T-8)

Total Marks	75
Theory + IA	40 +10 =50
Practical + IA	20+05=25

Objectives: To learn about electricity, effects of electric current, electrical appliances and MS power point and internet.

Theory

Unit- I

Electromagnetic Induction and its Application: Concept and statement of Faraday's laws of electromagnetic induction, Transformer (working principle and construction), transformation ratio (turns ratio, Voltage ratio and Current ratio), efficiency of transformer, types of transformer and applications of transformer. Electricity from generator to home, Definition of kilowatt hour unit for consumption of electricity.

Unit -II

Home Appliances: Motor based appliances: Principle, construction, working, defects and remedies of: mixer- grinder, fan, cooler, hair dryer, vacuum cleaner, washing machine, and refrigerator.

Microwave oven: concept of microwave heating, principle and working of Induction Cooker.

Unit- III

Chemical effect of electric current: Chemical effect of electric current, electrolyte, electrolysis, electrolysis of copper sulphate and water, Faraday's law of electrolysis, relation between chemical equivalent and electrochemical equivalent, uses of electrolysis, primary cells, (Daniel cell, Leclanche cell), secondary cells (Lead acid accumulator).

Unit- IV

Computer Applications:

MS Power point:- applications of MS Power point, creating presentation, adding slides in presentation, deleting slide, creating masters, formatting text, color to fonts, inserting auto-shapes, inserting pictures, inserting sound, inserting videos, slide show.



Internet:- Internet, Internet connection (Broadband, Dial-up and wireless connection), Web browsers (Internet explorer, Mozilafirefox, Google chrome and Opera), World Wide Web, Search engine, E-mail.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
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Practical

Total Marks	20+5
Experiment	10
Viva	05
Record	05
IA	05

1. Study of transformer and determination of turn's ratio
2. To measure power of an appliance and calculate time for 1 kWh unit of electric energy consumption.
3. To determine electrochemical equivalent (ECE) of copper using copper voltameter.
4. To find E_1/E_2 of two cells by potentiometer.
5. Measurement of voltages of given dry batteries of different voltages.
6. Creating e-mail id and use of internet to send/ receive e-mails.
7. Creating and enhancing Power Point Presentation
8. Create slides using different slide layouts
9. Working with shapes, lines, text and objects: creating rectangles, squares, circles, ellipse, polygon etc.

INTERNAL ASSESSMENT

Total Marks	05
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1. Assignment book/ workbook for topics from syllabus (all four units)

Reference Books:

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Study of electrical appliances and devices, K. B. Bhatia, Khanna Publishers, New Delhi.
5. Electrician Theory, A. K. Mittal, Arihant Publication, Meerath.
6. Basic Electrical Engineering, M. L. Anwani, Dhānpat Rai & Co. (P) Ltd.
7. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
8. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
9. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
10. Comdex computer course, Vikas Gupta, PM Publication, New Delhi.



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B.Sc. HOME SCIENCE

SEMESTER -V

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**B.Sc. HOME SCIENCE SEMESTER V
PAPER-I
DIET THERAPY -I
(5 T-1)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES:

1. To provide knowledge about the causes and symptoms of various diseases.
2. To understand the role of diet in the management of these conditions.
3. To plan, calculate and prepare diets for various diseases.

COURSE CONTENT: THEORY

UNIT-I

Diet Therapy

1. Introduction to diet therapy:

1) Applications of principles of diet therapy:

- a) Diet counselling
- b) Role of dietician in health care
- c) Dietetic care in hospital patients: its importance

2) Therapeutic adaptations of the normal diet:

- a) Soft diet
- b) Clear Liquid diet
- c) Liquid diet
- d) Bland diet
- e) Low fibre diet
- f) High fibre diet

3) Modes of feeding:

- a) Enteral
- b) Parenteral

UNIT-II

Weight Management: Overweight and Obesity

Causes, symptoms and principles of dietary management of overweight and obesity

1) Obesity

- a) Types and causes of obesity
- b) Assessment for obesity
- c) Dietary management of obesity
- d) Complications of obesity
- e) Role of exercise

2) Underweight

- a) Definition
- b) Causes of underweight
- c) Dietary management of underweight



UNIT-III

1) Gastrointestinal disorders:

Causes, symptoms and principles of dietary management of gastro- intestinal disorders

- a) Peptic ulcer
- b) Diarrhoea
- c) Constipation
- d) Ulcerative colitis

UNIT-IV

1) Liver disorders and Gall bladder disorders:

Causes, symptoms and principles of dietary management of liver disorders

- a) Functions of the liver
- b) Viral Hepatitis
- c) Cirrhosis of liver
- d) Hepatic coma
- 2) Functions gall bladder
- a) Cholecystitis
- b) Cholelithiasis

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

Preparation and Evaluation of Therapeutic adaptations of the Normal Diet

Liquid Diets (Full Clear)

Soft Diet

Planning, Calculation and Preparation for the following disorders:

1) Weight Management:

- a) Obesity
- b) Underweight

2) Gastrointestinal Disorders:

- a) Peptic Ulcer
- b) Diarrhoea
- c) Constipation

3) Liver Disorders:

Jaundice: Mild to Moderate



REFERENCES

1. **Nutritive Value of Indian Foods:**Gopalan C, Rama Sastri&Balasubramanian, S.C.National Institute of Nutrition, 1993.
2. **Krause's Food Nutrition and Diet therapy:**L. Kathleen Mahan,Sylvia Escottstump.19th edition, W.B. Saunders Co.1996.
6. **Normal & Therapeutic Nutrition:**Corinne H. Robinson & M.R Lawer,15thEdition1997.
4. **Clinical Dietetics:**F.P. Antia, 2ndEdition. Oxford University Press 1973.
5. **Text book of Human Nutrition:** Editors:Bamji M.S. Rao N.P Reddy V. Oxford &IBH pub. Co. pvt.Ltd.1996.
6. **Dietetics:**Srilakshmi B, 3rdEdition, New Age International (p) Ltd., 2000.
7. **Manual of Nutrition and diet Therapy:**Grills &Bosscher, Macmillan Pub.Co. Inc.1981.
8. **Essentials of Nutrition and Diet Therapy:** Williams S.R. Times Mirror/ MosbyCollege Pub.1990.
9. **Nutrition & Dietetics:**Shubhangini A. Joshi. Tata McGraw - Hill Pub. Co. Ltd.,New Delhi 1992.
10. **Indian Food Composition Tables:**Longvah T, AnanthanR,Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

B.SC HOME SCIENCE SEMESTER - V
PAPER -II
Family Dynamics and Developmental Assessment
(5T-2)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives :

- To make students aware of importance of family & marriage
- To introduce to the students concept of developmental assessment.

Theory :

Unit I - Marriage

- Meaning and definition,
- Marriage as an institution : goals, rituals, philosophy and functions
- Readiness for Marriage : Psychological, Social, Physiological and Economical
- Preparation for Marriage
- Selecting a suitable partner
- Premarital association
- Premarital guidance and counselling



Unit II - Family

- Meaning definition and structure of family.
- Changing trends in family constitution, roles, demand and responsibilities.
- Nuclear and joint families - Structure, role, interaction and hierarchy of dominance in joint and nuclear families.
- Influence of different disciplinary patterns, maternal deprivation, and overprotection in child development.
- Areas of adjustment within the family at different stages of family life cycle.
- Crisis in family life – unemployment, prolonged illness, death, separation, desertion, divorce, violence and distress and birth of handicapped child.

Unit III - Developmental assessment

- Definition, purpose and importance of assessment
- Sources of information :Interview,case study,check list,rating scales and observation
- Developmental milestones – definition and developmental milestones of children from 0 to 6 years.
- Assessment below 2 years
- Tools & techniques used for assessment- TDSC, DASII, DDST, DOC,
- Neurological evaluation
- Assessment of visual & hearing impairment.

Unit IV- Early Developmental Stimulation

- Definition, aims, importance,
- Role of parents.
- Newborn stimulation in NICU & at Home.
- Sensory training, early stimulation programmes
- Developmental delay – meaning and risk factor
- Early intervention for the developmental delay.

INTERNAL ASSESSMENT (Refer Direction)

A small project on assessment of stress of adolescents of working and non- working women.

Total Marks	20
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Practical

- Observation of milestones in a child (0 to 6 years) and the identification of developmental status and presentation in workbook format
- Learning and preparation of different activities for stimulation - tactile auditory, motor, language, visual & cognitive
- Psychological test (marriage attitude scale , parent child relationship scale, CPM and SFBT).



References :

s

- Corsor, Rose (1975); The family, its structure and functions, New York, Mac Publishing Co.
- Guppy, G R (1976) ; Family and social change in Modern India, New Delhi, Vikas pu.co.
- Rao P & Rao V N (1982), Marriage – The family & women in India, New Delhi, Vikas pu.co.
- Shrivastava, Ak (1986); Social class & Family life in India.
- Freeman, Theory & practice of psychological testing, Oxford & IBH pu.co. New Delhi.
- Anna Anastasi, Psychological testing .

B.Sc. HOME SCIENCE SEMESTER-V

PAPER-III

Advanced Pattern Making

(5T-3)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES-

1. To develop skill in designing and making paper pattern for different garment.
2. To orient students in detail the principles of draping fabric on the dress form.

UNIT-I:

- Introduction to methods of pattern- Drafting, flat pattern and Draping with its advantages and disadvantages.
- Darts – Definition, Terminology and Types of darts.
- Methods of dart manipulation-slash and spread, method and pivot method.

UNIT-II:

- Application of elements of design(shape, line, colour and texture) and principles (Balance, Rhythm, Proportion, Emphasis & Harmony) of design on dress.(Silhouette)
- Fit-Definition of fit, principles of fit (Ease, grain, line set & balance)
- Fitting problems and their remedies on different body parts viz. Bust, waist, Hips, Neck and Shoulder.

UNIT-III

- Pattern Grading – Definition, terminology, Principles & Methods of pattern grading– Nested, Track and Computerised. Pattern marking.
- Pattern envelope-front of envelope, back of envelope and inside envelope.
- Pattern layout-definition, importance of layout and types of layout.



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UNIT- IV

Creation of following parts of garment using basic block of skirt, sleeves and collar.

- Skirts – pleated, gathered, circular and flared.
- Collars – Peterpan, Mandarin, Shirt Collar and Sailor Collar
- Sleeves – Puff Sleeve, Bell Sleeve and Leg-o-mutton

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

1. Drafting cutting stitching and designing of following garments by using different types of fabric.
 - a) Casual wear (Skirt and Top)
 - b) Saree blouse plain / katori
2. Draping on dress form
 - a) Basic front and back bodice of skirt.
 - b) Dart manipulation
 - c) Yokes and collars.
 - d) Flared, pleated and hip yoke skirt.

BOOKS RECOMMENDED

- Bains, S. and Hutton, J., Singer Sewing Book, Hamlyn, London, 1972
- Patternmaking for Fashion Designers, Lori A. Knowles, 2006, Fairchild Publications Inc.
- Principles of Flat Pattern Design, 4th Edition, Nora M. MacDonald, Fairchild Publications Inc., 2009.
- Armstrong, Helen., Pattern Making for Fashion Design, Harper Collins Publishers., 1997.
- Verma, Gayatri, Cutting and Stitching Practical, Asian Publishers, Darya
- Gang, New Delhi, 2007. (Hindi Book)
- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
- Constantino, M, Fashion Marketing, BT Batsford, London, 199



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B.Sc. HOME SCIENCE SEMESTER V

PAPER – IV

Resource Management - I

(5T-4)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	50

Objective

1. To recognize the importance of wise use of resources in order to reach personal and family goals.
2. To make students realize the importance of motivating factors in management –values, goals and standards.
3. To give opportunity to develop ability to take rational decisions.

COURSE CONTENT THEORY

UNIT I - Management

- A. The Management Process:-
 - i. Definition, Importance and Scope
 - ii. Planning –
 - a. Importance & need for planning
 - b. Types: - 1) Use- Single, Repeat 2) General, Specific
 - c. Levels – 1) Master planning 2) Operational Planning 3) Day to day planning
 - 4) Sequencing & Ordering
- B. Implementation -
 - i. Controlling/ Execution of plan
 - ii. Energizing- checking the progress
 - iii. Adjusting the plan
- C. Evaluative feedback
 - i. Importance
 - ii. Types-
 - a. Formal
 - b. Informal
 - c. Self
 - iii. Methods of evaluation
- D. Relation between planning, controlling & evaluation
- E. Principles of Management-

80



- i. Division of Work, ii. Authority and Responsibility, iii. Discipline, iv. Unity of Command, v. Unity of Direction, vi. Interest, vii. Fair Remuneration, viii. Centralization, ix. Scalar Chain, x. Work Order, xi. Equality, xii. Stability, xiii. Co-operation, xiv. Initiative

UNIT II Family Resources

A. Resources -

- i. Definition, ii. Role of resources, iii. Scope of resources
- iv. Classification –
 - a. Human Resources
 - 1) Time
 - 2) Energy
 - 3) Interest
 - 4) Ability or skill
 - 5) Knowledge
 - 6) Attitude
 - b. Non-human –
 - 1) Money
 - 2) Material goods
 - 3) Community Facilities

B. Factors affecting family resources.

C. Characteristics of resources.

UNIT III Decision Making –

- A. Definition and Importance
- B. Role and scope of decision making
- C. Process of decision making
- D. Types – i. Individual, ii. Group, iii. Habitual, iv. Intellectual
- E. Factors affecting decision making

UNIT IV-Time Management

- A. Definition
- B. Nature & Importance of time
- C. Specific aids or tools of time management – i. Work Production Curves, ii. Rest and sleep periods
- D. Process of managing time – i. Planning, ii. Implementation, iii. Evaluative feedback
- E. Leisure – i. Meaning, ii. Importance, iii. Activities



INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

Diagrammatic Representation of the following:

- a) Management Process
- b) Family Resources
- c) Decision Making

Arrange exhibition/Visit to exhibition / Trade show – Report

2. Giving seminars on related topics

3. Recycling of old clothes

- a) Traveling Bags
- b) Purses
- c) Door mats

A. Assignment on related topics

Books Recommended:

1. Good year & Klohar 'Managing for effective living' John Wiley and Sons.
2. Gross-crandall-knoll 'Management for Modern families' Prentice Hall, Inc. New Jersey.
3. Nickell- Rice- Tucker, 'Management in family living' John Wiley & Sons.
4. Swanson Bettye 'Introduction to Home Management McMillan Pub. House. Inc. New York.
5. BorkarSunita 'Introduction to Resource Management', Himalaya Publishing House.
6. Sounderaraj Stella 'A textbook of Household Arts' Orient longman.
7. Rudramurthy B., Extension in Planned Social Change, Allied Publishers Pvt. Ltd., Chennai.



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B.Sc HOME SCIENCE SEMESTER – V
PAPER – V
Programme Planning And Building In Extension
(5T-5)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

Objectives :

1. To develop understanding about Programme planning.
2. To understand the need for programme planning.
3. To develop understanding of community organization.
4. To know the significance of adoption process in community development.
5. To comprehend the communication of innovations.

Theory :

Unit - I

1. Programme planning for extension work :
Definition, characteristics of programme planning process, importance of extension programmes, Steps in programme planning process.
2. Programme building in extension :
Principles of programme planning, professional abilities needed by programme planners, role of officials and non-officials in programme planning

Unit - II

1. Community organization :
Definition and concept of community organization, principles of community organization, methods of community organization.
2. Communication of innovations:
The SMCRE model, Diffusion, Relation between Communication and diffusion, definition of innovation, characteristics of innovations.

Unit - III

1. Innovation decision process :
Innovation Decision Process, Innovativeness, Stages involved in adoption process, Classification of adopters, Characteristics of Adopters, Rate of adoption.
2. Information from communication media:
Sources of information regarding communication media, adoption stages and information sources, important factors related to adoption of practices.

Unit IV

1. Group Mobilization :
Definition of groups, occasions of group association, groups in rural communities, principles of working with groups.



2. Change agent :

Meaning, traits of change agents, role of change agents working towards ensuring change.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

1. Report on assessment of working pattern of change agent.
2. Power point presentation on any home science aspect.
3. Programme planning for one day event.
4. Survey on comparative study of household practices .e.g. difference between old and new innovation in nutrition, health, textiles, child rearing practices.
5. Organizing Exhibition for display of articles related to home science.

Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata:1999.
3. Chandra. A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Waghmare S. K., Teaching Extension, Prashant Publishers, Vallabh Vidyanagar.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.

B.Sc. Home Science Semester V

PAPER- VI

**Nutritional Biochemistry- I
(5T-6)**

OBJECTIVES

This course will enable the students to :

1. Develop an understanding of the principals of biochemistry (as applicable to human nutrition)
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds.
3. Understand the biological processes and systems as applicable to human nutrition.
4. Apply the knowledge acquired to human nutrition and dietetics.

COURSE CONTENT: Theory

UNIT I: Carbohydrates



1. Definition and Classification: Mono, Di, Oligo, and Polysaccharides with at least two examples of each class.

Monosaccharides –

- 1) based on number of carbon atoms (Triose, Tetrose, Pentose, Hexose),
- 2) based on functional group (Aldo and Keto derivatives)

2. Structure and sources of

- Monosaccharides : glucose, fructose, galactose.
- Disaccharides – maltose, lactose, sucrose.

3. Reducing and Non reducing Sugars

4. Polysaccharides –Classification: Homopolysaccharides&Heteropolysaccharides

Sources, structure, physical properties and uses of starch, glycogen, cellulose and difference between them.

5. Asymmetric Carbon Atom. D and L configuration reference compound glyceraldehydes.

6. Formation of Glycoside bonds in glucose and fructose.

7. Alpha and Beta structure of glucose and fructose.

8. Pyranose structure of glucose and fructose.

UNIT II: Proteins

1. Amino Acids : Basic Structure of Amino Acid and formation of peptide bond

Classification : 1) Polar , Non-polar.

2) Essential and Non-essential amino acid

3) Glucogenic and Ketogenic

2. **Proteins:** 1. Definition and classification of proteins (based on solubility, based on functions)

2. Structure : Basic idea of primary, secondary and tertiary structure of protein.

Unit III : Lipids

1. Fatty Acids :Essential and non essential fatty acids

Types of Fatty Acids : SFA, MUFA, PUFA, Omega -3 and Omega -6 Fatty Acids.

Cis Fatty Acids and Trans Fatty acids.

2. Lipids : Definition and Classification

Unit IV

1. Nucleic Acids

Structure of a mononucleotide. Bases found in nucleic acids. Difference between RNA and DNA and their functions. Structures of DNAs & RNAs. Base pairing rule.

2 Protein synthesis:- Mechanism of protein synthesis (i) Transcription (ii) Translation.

3 Difference between m-RNA, r-RNA, t-RNA and their functions.

4 Introduction and Definition of :

a. High Energy compounds :a] ATP b] ADP

b. Inborn errors of metabolism : a]Sickle cell anemia b]Gout

INTERNAL ASSESSMENT (Refer Direction)

PRACTICALS

Total Marks	20
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I. QUALITATIVE ANALYSIS

1. Colour Reactions of Carbohydrates.
 1. Fructose
 2. Maltose
 3. Sucrose
2. Colour Reactions of Cholesterol

II. QUANTITATIVE ANALYSIS

1. Estimation of Glucose by Benedict's Method.

III. SMALL EXPERIMENT

1. Isolation of Casein from Milk.

IV. EXPERIMENTS WITH ENZYMES

1. Inversion (Hydrolysis) of Sucrose by Yeast Invertase.

References :

1. West E. S., Todd W.R., Mason H.S. & Van Bruggen J.T. (1974) : 4th Ed. Text book of biochemistry, Amerind Pub Co Pvt Ltd.
2. White A., Handlar P., Smith E.L, Stelten, D.W. (1959) : 2nd Ed. Principles of Bio-chemistry, McGraw Hill Book Co.
3. Murray R K Granner, D.K., Mayes, P.A. & Rodwell V.W. (1993) : 23rd Ed. Harper's Biochemistry. Lange medical book.
4. Lehninger, A.L, Nelson D.L. & Cox M.M. (1993) : 2nd Ed. Principles of Bio-chemistry, CBS Publishers & distributors.
5. Devlin, T.M. (1986) : 2nd Ed. Text book of biochemistry with Clinical correlations, John Wiley and sons.
6. Stryer, L. (1995) : Biochemistry, Freeman WH and Co.
7. U. Satyanarayan and U Chakrapani : 2008 Fundamentals of Biochemistry, Books & Allied Pvt. Ltd, Calcutta Trueman R. Patricia 2007 Nutritional Biochemistry MJP Pub, Chenna



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B.Sc. (HOME SCIENCE) SEMESTER- V
PAPER VII
(5T-7)
Health Science and Hygiene

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

OBJECTIVES

1. To understand basic concept of microorganisms
2. To impart knowledge of measures taken for prevention and control of diseases.
3. To promote basic knowledge of role of disinfection in health

UNIT-I

Infectious disease Epidemiology-

- i. Definition of Infection, contamination, host, communicable and non-communicable diseases, source of infection, Incubation period, types of communicable and non-communicable diseases.
- ii. Modes of transmission of disease- Direct and Indirect.
- iii. Measures of Disease Prevention and Control.

UNIT-II

A. Health Education- Aims, Objectives, Principles, Role of Communication in Health Education.

B. Disinfection-

- i. Definition of disinfection, sterilization, disinfectant, antiseptic, deodorant.
- ii. Types of disinfection.
- iii. Types of disinfectants-a. Natural agents
b. Physical agents
c. Chemical agents

Chemical agents- Phenyle, Savlon, Bleaching Powder, Potassium Permanganate, Lime, Spirit, Iodine, Dettol.

Insecticides- DDT, BHC powder.

UNIT-III

1. International Health Organisation- WHO, UNICEF
2. Implication of drug addiction, Narcotics, Alcoholism, smoking, their control and prevention.

UNIT-IV

Family planning and demography.

- a. Definition, necessity, advantages, and methods of family planning.
- b. Birth rate, Death rate and Census.
- c. Geriatrics.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

1. Study of common insecticides and disinfectants- Phenyle, Dettol, DDT, BHC powder, Potassium Permanganate, Bleaching Powder.
2. Identification of RBC and WBC by using Leishman's stain.
3. Demonstration of RBC & WBC count by using Hemocytometer.

REFERENCES-

1. Textbook of Paediatrics- Aghor
2. Community Health and Nursing- BasavanPhappa B.T.
3. Textbook Microbiology for Nurses- Baveja C.P.
4. Practical Pathology- Chaturvedi O.U.
5. Textbook of Medicine- P.C. Das
6. Handbook of Paediatrics- Desai
7. Hygiene and Public Health- Ghosh P.
8. Textbook of Preventive and Social Medicine- K. Park
9. Textbook of Preventive and Social Medicine- J.E. Park
10. Essentials of Community Health Nursing- J.E. Park
11. Textbook of Obstetrics and Gynaecology- D.C. Dutta
12. Textbook of Medical Microbiology- Anantnarayan



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B.Sc. HOME SCIENCE

SEMESTER -VI

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**B.Sc. HOME SCIENCE SEMESTER VI
PAPER-I
Diet Therapy-II
(6T-1)**

Total Marks	150
Theory +IA	80 +20
Practical+IA	40+10

OBJECTIVES:

1. To provide knowledge about the causes and symptoms of various diseases.
2. To understand the role of diet in the management of these conditions.
3. To plan, calculate and prepare diets for various diseases.

COURSE CONTENT: THEORY

UNIT-I

1. Conditions Requiring Nutritional Support:

Causes, symptoms and principles of dietary management of some of the special conditions requiring Nutritional support:

- a) Fevers: Short and long
 - b) Anaemia: Types
 - c) Surgery: Pre and postoperative care
 - d) Burns: Types, degree
 - e) Cancer: Types of Cancer, carcinogens
- 2. Food Allergy:** Common food allergens

UNIT-II

1) Diabetes Mellitus:

Causes, symptoms and principles of dietary management of diabetes mellitus:

- a) Normal blood glucose level
 - b) Types of diabetes mellitus
 - c) Treatment: Oral Hypoglycemic drugs and Insulin
 - d) Role of diet in the management of IDDM and NIDDM
 - e) Complications of diabetes mellitus
- 2) Food Exchange List:** Use of food exchange list in meal planning of diabetic people

UNIT- III

Hypertension:

Causes, symptoms and principles of dietary management of hypertension

- a) Normal blood pressure and types of hypertension
- b) Role of sodium/ salt in hypertension
- c) Role of diet in management of hypertension

Coronary Heart Diseases:

Causes, symptoms and principles of dietary management of coronary heart diseases:

- a) Risk factors for CHD
- b) Dietary principles of CHD
- c) Atherosclerosis
- d) Lifestyle modification

UNIT- IV



Renal Disorders:

Causes, symptoms and principles of dietary management of some of the special conditions requiring nutritional support:

- Glomerulonephritis
- Nephrotic syndrome
- Acute and chronic Renal failure
- Importance of dialysis.
- Renal calculi

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

Planning, Calculation and Preparation for the following disorders:

- Fever: Short and long duration
- Anaemia: Iron Deficiency
- Diabetes (NIDDM)
- Hypertension
- Coronary Heart diseases
- Kidney disorders
 - Nephritis
 - Nephrosis

Total Marks	40+10
Planning	10
Calculation	10
Cooking	10
Viva	05
Record	05
IA	10

INTERNAL ASSESSMENT

Any one of the following

- Seminar on any one topic from syllabus
- Preparation of scrap Book
- Power point presentation
- To run a canteen
- Visit to Health club

Total Marks	10
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REFERENCES

- Nutritive Value of Indian Foods:**Gopalan C, Rama Sastri&Balasubramanian, S.C.National Institute of Nutrition, 1993.
- Krause's Food Nutrition and Diet therapy:** L Kathleen Mahan, Sylvia Escottstump. **19th edition, W.B. Saunders Co.1996.**
- Normal & Therapeutic Nutrition:** Corinne H. Robinson & M.R **Lawer,15th Edition 1997.**
- Clinical Dietetics:** F.P. Antia, 2nd Edition. Oxford University Press 1973.
- Text book of Human Nutrition:** Editors:Banji M.S. Rao N.P Reddy V. Oxford & IBH pub. Co. pvt.Ltd.1996.
- Dietetics:**Srilakshmi B, 3rd Edition, New Age International (p) Ltd., 2000.
- Manual of Nutrition and diet Therapy:** Grills &Bosscher, **Macmillan Pub.Co. Inc. 1981.**
- Essentials of Nutrition and Diet Therapy:** Williams S.R. Times Mirror / **Mosby College Pub.1990.**
- Nutrition & Dietetics:**Shubhangini A. Joshi , Tata McGraw - Hill Pub. Co. Ltd., New Delhi 1992.
- Indian Food Composition Tables:**Longvah T, AnanthanR,Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



B.SC HOME SCIENCE SEMESTER - VI

PAPER -II

Care and well-being in Human Development (6T-2)

Total Marks	150
Theory + IA	80 +20
Practical + IA	40+10

Objectives :

- To understand the significance of care and well-being in human development
- To understand the concerns at different stages of life
- To explore the availability of services and institutions that promote care and wellbeing.

Theory :

Unit I : Care and Human Development

1. Definition, concept and relevance of care
2. Vulnerable periods in life that require care
3. Principles of care giving
4. Holistic concept of well-being
5. Promoting well-being
6. Relationship between care and well-being
7. Subjective well- being.

Unit II : Care and Well-being in Childhood

1. Critical issues during infancy(preterm birth, feeding problems, ,congenital disabilities,sleep problems, colicky,constipation,developmental delay etc)
2. Critical issues during early childhood years (sleeping concerns, eating concerns, behavioural concerns, emotional concerns, speech concerns, caries, infections and illness, autism, anemia, Developmental delay etc)
3. Critical issues during middle childhood (school concerns, behavioural concerns, peer concerns, emotional concerns, risk taking behavior, weight/height concerns, tics,etc)
4. Critical issues during adolescence(school concerns, social concerns,vocational concerns ,emotional concerns, substance abuse, dangerous behaviour ,excessive risk taking, body image, eating disorders,obesity, chronic illness etc).
5. Health care; nutritional and psychological counseling across the childhood stages.

Unit III : Care and Well-being in Adulthood

1. Adults as caregivers and their needs
2. Wellness model by Bill Hettler,
3. Experiencing wellness at different stages and work domains of adulthood
4. Care needs of elderly



5. Health and nutritional care across adulthood stages
6. Spiritual and psychological well-being.

Unit IV : Policies, Services and Programmes

1. Community resources for well-being
2. Provisions, and services that promote well-being
3. School health programmes
4. Counselling services for individuals and families

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practicals

1. Observation of an infant in natural settings to understand their care needs
2. Interview of a young mother of a preschool child as a caregiver.
3. Visits to :
A counseling centre/clinic,
4. Psychological tests (self- concept inventory, behaviour orientation scale and 16 PF).

Total Marks	40 +10
Psychological Testing	15
2 Questions	15
Record Book	05
Viva	05
Internal Assessment	10

INTERNAL ASSESSMENT

1. Preparation of workbook on any one :
 - Spiritual and psychological well being
 - Disciplinary patterns of child rearing

2.Oral presentation on any given topic :

References :-

- Chelsea, C., Fielder, D., Komilzoda, S. &Pathmanathan, I. (2009). Child health policy and programming for marginalized communities. New Delhi: UNICEF
- Davar, B.V. (Ed.) (2001). Mental health from a gender perspective. New Delhi: Sage.
- Ghosh, S. (1981). The Feeding & Care of Infant & Young Children. New Delhi: Voluntary Health Association of India.
- Swaminathan, M. (1985). Who cares? : A study of child care facilities for low income working women in India. New Delhi: Centre for Women's Development Studies.



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B.Sc. HOME SCIENCE SEMESTER-VI

PAPER-III

Fashion Designing

(6T-3)

Total Marks	150
Theory + IA	80 + 20
Practical +IA	40+10

Objectives

- To understand the concept related to elements and principles of design.
- To understand terminology related to fashion.
- To acquaint the students with the basic factors influencing fashion.
- To foster an understanding of international designers and their work. To learn basic fashion designing process and apparel manufacture,
- To gain Knowledge of fashion marketing and merchandising.

UNIT-I

- Origin of clothing, theories of clothing-Modesty, Protection, Adornment, Identification, Religious.
- Definition of fashion, History of fashion, Terminology of fashion, Origin of fashion designing.
- Principles of fashion movement, classification of fashion, Theories of fashion adoption- Trickle up, Trickle down and Trickle across.

UNIT-II

- Fashion cycle and its stages, flow chart of fashion design process.
- Role of fashion professionals –(i) Fashion designers, (ii) Fashion Technologist, (iii) Fashion Merchandiser
- Factors influencing fashion-Economic factor, Psychological factors, Social factors, cultural factors, geographical factors and technological factors.

UNIT-III

- Fashion leaders, Fashion Followers, Fashion Victims, Fashion Innovators, Fashion motivators.
- Fashion Forecasting
- Study of different departments of garment industry and their working.

UNIT-IV

- Fashion Marketing- Introduction, definition & importance of fashion marketing.
- Fashion Merchandising- Introduction, definition & importance of fashion merchandising.
- Market Trends, Sources of Fashion Inspiration, Fashion Advertising and its medias.

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Total Marks	20
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INTERNAL ASSESSMENT (Refer Direction)

PRACTICAL

1. Drafting cutting stitching and designing of following garments by using different types of fabric.
2. Evening wear (Salwar / Chudidar/ Plazzo& kurta)
3. Cocktail wear
4. Use of computer in fashion designing.

Total Marks	40+10
Drafting	10
Stitching	20
Record Book	10
IA	10

INTERNAL ASSESSMENT

- i) Designing and making one fashion accessories (Purse/Belts/Fashion Jewellery / Scarves/Stole etc.)
- ii) Visits to fashion institute, export house and study tour.

BOOKS RECOMMENDED:

Kaur Navneet, comdex Fashion Design vol 1 Fashion concept SDR Printer Delhi

- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
- Fringes, G.S. (1999), Fashion from Concept to Consumer, 6th edition, NJ, Prentice Hall.
- Jarnow, J. Dickerson Kitty G (1987), Inside the Fashion Business, New Jersey, Merrill, Prentice Hall.
- Mc. Kefvey, K., Muslow, J., Fashion Forecasting (2008) Wiley Blackwell
- Tate, S.L. and Edwards, M.S.(1982) The Complete Book of Fashion Design, New York, Harper & Row Publication.
- Stephens Frings Gini, 2007, Fashion: From Concept to Consumer (9th Edition), Prentice Hall
- Genova Aneta 2011, Accessory Design, Fairchild Pubns; 1 edition
- Schaffer Jane, Saunders Sue 2012, Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series
- Lau John 2012, Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, A Publishing; 1 edition
- The Dynamics of Fashion, Elaine Stone, Fairchild Publication, 2008
- Frings Gini, Fashion From Concept to Consumer, (5th Edition), Prentice Hall



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B.Sc. HOME SCIENCE SEMESTER VI

PAPER – IV

Resource Management -II

(6T-4)

Total Marks	150
Theory	80
Internal Assessment	20
Practical	40
Internal Assessment of practical	10

Objective

1. To give opportunity to develop ability to manage various resources.
2. To develop ability to apply management principles in experimental house and in day today life experience and various small events.
3. To develop ability to apply work simplification techniques.
4. To make them aware of intelligent choice of consumer goods.

UNIT – I : Energy Management

- A. Energy Management Meaning, Importance
- B. The efforts used in Home making activities
- C. Energy requirements for household tasks
- D. Forms and effects of fatigue
- E. Process of managing energy -
 - i. Planning
 - ii. Implementing
 - iii. Evaluating feedback

UNIT – II

A. Work Simplification

1. Definition and Importance
2. Techniques – i. Process chart, ii. Operation chart, iii. Pathway char

B. Ergonomics –

- i. Meaning and importance, ii. Definition, iii. Role and scope of ergonomics in home,
- iv. Anthropometric dimension

UNIT – III - Finance / Money Management

- A. Concept of Income
- B. Planning – i. Definition, ii. Importance of family finance plan/Budget – steps in making budget



- C. Implementing
- D. Evaluative feedback
- E. Account keeping
 - i. Definition & Importance
 - ii. Types of account keeping
- F. Consumer
 - i. Definition and roles
 - ii. Intelligent choice of consumer goods
 - iii. Consumer credit-credit purchase
 - iv. Consumer protection

UNIT – IV

A) Event Management

- 1) Meaning and importance
- 2) Definition
- 3) Planning implementation and review of –
 - a. Family function – Birthday, Engagement, Anniversaries, Wedding reception
 - b. Formal meeting – Seminar, Conference
 - c. Exhibition/ trade show
 - d. Product launch meeting – product display
 - e. Theme special

B) Entrepreneurship

- 1) Meaning and definition
- 2) Concept and importance
- 3) Women entrepreneurship
- 4) Types of women entrepreneurship

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practical

1. Time plan for college going students, working and non-working women.
2. Work simplification techniques applied to any activity – Pathway – process – Operation chart.
3. Establishing Budget making & actual spending (for any event)
4. Account keeping – (any event)

Total Marks	40 +10
Time plan	10
Work simplification techniques	10
Budget making	10
Record Book	10
IA	10



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INTERNAL ASSESSMENT

- Arrange any one Event
- Project report on self-employment

Books Recommended:

- Good year & Klohar 'Managing for effective living' John Wiley and Sons.
- Gross-crandall-knoll 'Management for Modern families' Prentice Hall, Inc. New Jersey.
- Nickell- Rice- Tucker, 'Management in family living' John Wiley & Sons.
- Swanson Bettye 'Introduction to Home Management McMillan Pub. House. Inc. New York.
- BorkarSunita' Introduction to Resource Management', Himalaya Publishing House.
- Neeta Baporikar "Entrepreneurship Development & Project Management" Himalaya Publishing House
- Successful Event Management by Anton Shone, Bryn Parry II Edition Cengage Learning Pvt.Ltd.

B.Sc HOME SCIENCE SEMESTER VI
PAPER V
Community Development and Management
(6 T-5)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40 + 10

Objectives :

- To understand the importance of leadership in extension work.
- To developed the concept of teaching methods.
- To understand the necessity of co-ordination in extension work.
- To understand the concept of development communication.
- To understand administration, supervision and evaluation for extension work.

Theory :

Unit - I

- Leadership in Extension :
Definition of leadership, Methods of selecting local leaders for extension work, traits of leaders, role of local leaders in extension work.
- Motivation for extension work



Definition of motivation, importance of motivation for extension work, basic elements to motivate home makers, techniques of motivation,

Unit - II

1. Extension Training :
Meaning & Importance of training, need of training, Types of training for extension workers, principles of training.
2. Coordination for extension work :
Importance of coordination, necessity of team work, aspects of coordination, practical difficulty of team work and its solutions.

Unit III

1. Development communication :
Meaning and definition of development communication, approaches for development communication, constraints in development communication.
2. Participatory Approach in Development Communication :
Meaning of PADC, types of participation of people in development process, participatory approaches, PRA and RRA techniques.

Unit - IV

1. Extension Administration and Supervision :
Meaning of administration and supervision, concept, principles of good administration, necessity of administration, traits desirable in extension administrators or supervisors.
2. Extension monitoring evaluation :
Meaning of monitoring evaluation, Importance of monitoring evaluation, types of evaluation, methods of evaluating extension programmes.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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Practicals:

Practice of public speaking,

1. Preparation of Television script.
2. Handling and operation of Overhead Projector.
3. Preparation and presentation of computerized transparency.
4. Organizing and conducting seminar on home science aspects.

Total Marks	40+10
Spotting	10
Teaching Aid	10
Presentation	10
Viva	05
Record	05
IA	10

INTERNAL ASSESSMENT

Report on Survey of Health & hygiene conditions of 5 households of rural/ slum areas.



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Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe, S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata.1999.
3. Chandra.A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education.1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama, O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
7. Rudramurthy B., Extension in Planned Social Change, Allied Publishers Pvt: Ltd, Chennai.



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B.Sc. Home Science Semester VI
PAPER- VI
Nutritional Biochemistry-II
(6 T-6)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

OBJECTIVES

This course will enable the students to :

1. Develop an understanding of the principals of biochemistry (as applicable to human nutrition)
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds,
3. Understand the biological processes and systems as applicable to human nutrition.
4. Apply the knowledge acquired to human nutrition and dietetics.

COURSE CONTENT: Theory

Unit I Metabolism

1. **Metabolism** : Introduction to Anabolism and Catabolism & its relation to nutrition.
2. **Carbohydrate Metabolism** :Absorption, transport and assimilation of Carbohydrates.
3. **Protein Metabolism** : Absorption, transport and assimilation of Proteins.
4. **Lipid Metabolism** : Absorption, transport and assimilation of Lipids.

Unit II Carbohydrate Metabolism

1. Introduction, definition and significance of intermediary metabolism :
 1. Glycolysis,
 2. Kreb's cycle (Detail process of energy and enregetics.)
 3. Glycogenesis,
 4. Gluconeogenesis.
2. **Definition** : Blood sugar regulation : hypoglycemia, hyperglycemia and renal threshold. Glucose Tolerance Test.

Unit III. Protein Metabolism

1. Introduction, definition, process and importance of:-
 - i) Transamination
 - ii) Oxidative Deamination,
 - iii) Urea Formation.
2. **Enzymes** : Classification according to IUB system. Effect of temperature and pH on the activity of enzymes

Unit IV: Lipid Metabolism :

1. Lipid profile (Cholesterol, Bile acids, Triglycerides) & Health status.
2. Definition of : Lipogenesis and Hyperlipidemia.
3. Formation of Ketone bodies in diabetics.
4. Elementary idea of Beta Oxidation



INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS

I. QUALITATIVE ANALYSIS

- a. Colour Reactions of Carbohydrates.
 1. Glucose
 2. Lactose
 3. Starch
- b. Colour Reactions of Proteins.
 1. Albumin
 2. Casein
 3. Gelatin

Total Marks	40+10
Qualitative	10
Quantitative	10
Small experiment	10
Record	05
Viva	05
IA	10

II. QUANTITATIVE ANALYSIS

1. Sorenson's Amino Acids Titration (Formol Titration)

III. SMALL EXPERIMENT

1. Preparation of Potato Starch :
Solubility test and Colour Reactions

IV. EXPERIMENTS WITH ENZYMES

1. Action of Ptyalin (Salivary Amylase) on Starch.

INTERNAL ASSESSMENT

Any one of the following :

1. Seminar on any one topic
2. Preparation of Drawing Book based on any one topic
3. Power Point Presentation

References :

1. West E. S., Todd W.R., Mason H.S. & Van Bruggen J.T. (1974) : 4th Ed. Text book of biochemistry, Amerind Pub Co Pvt Ltd.
2. White A., Handlar P., Smith E.L, Stelten, D.W. (1959) : 2nd Ed. Principles of Bio-chemistry, McGraw Hill Book Co.
3. Murray R K Granner, D.K., Mayes, P.A. & Rodwell V.W. (1993) : 23rd Ed. Harper's Biochemistry. Lange medical book.
4. Lehninger, A.L, Nelson D.L. & Cox M.M. (1993) : 2nd Ed. Principles of Bio-chemistry, CBS Publishers & distributors.
5. Devlin, T.M. (1986) : 2nd Ed. Text book of biochemistry with Clinical correlations, John Wiley and sons.
6. Stryer, L. (1995) : Biochemistry, Freeman WH and Co.



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7. U. Satyanarayan and U Chakrapani : 2008 Fundamentals of Biochemistry, Books & Allied Pvt Ltd, Calcutta
8. Trueman R. Patricia 2007 Nutritional Biochemistry MJP Pub, Chennai

B.Sc. (HOME SCIENCE) SEMESTER- VI

PAPER VII
Public Health
(6T-7)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

Objectives :

1. To understand basic concept of microorganisms
2. To impart knowledge of measures taken for prevention and control of diseases.
3. To promote basic knowledge of role of disinfection in health

UNIT-I

- a. General concept of Bacteria and viruses-
 - i. Structure of bacterial cell, classification of bacteria.
 - ii. Structure of virion and types of viruses.
- b. Grain staining.
- c. Non-communicable diseases-
 - Diabetes mellitus
 - Nephrotic syndrome

UNIT-II

Diseases caused by bacteria, viruses and protozoa.

1. Water, food and milkborne diseases- Hepatitis, Cholera, Typhoid, Dysentery.
2. Airborne diseases- Tuberculosis, poliomyelitis, measles.

UNIT-III

Parasitic infections-

- a. Mode of infection, life cycle, harmful effects, prevention and control of following infections-
 - i. Amoebiasis (Entamoeba Histolytica)
 - ii. Ascariasis (Roundworm)
- b. Mode of infection, life cycle, harmful effects, prevention and control of diseases caused by insects.
 - i. Malaria (Plasmodium vivax and Plasmodium falciparum)
 - ii. Filariasis (Wuchereria Bancrofti)

UNIT-IV

Immunity-

- a. Definition



- b. Classification- Natural and Acquired Immunity, Active and Passive Immunity.
- c. Mechanism Of Immunity (in brief)- Humeral and cellular Immunity.
- d. Vaccines, Routine immunization schedule.
- e. Antibiotics- Definition and classification of antibiotics.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
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PRACTICALS-

1. Examination of slides of microorganisms- Staphylococci, Streptococci, Mycobacterium Tuberculosis, E-coli, Malarial Parasite, Filarial Parasite.
2. Urine examination- Physical and Chemical examination like sugar, Albumin, Acetone & bile salts.
3. Estimation of Haemoglobin percentage by Sahli's and Haemometer.
4. Study of life cycle of parasites by charts. (Entamoeba Histolytica, Roundworm, Plasmodium vivax and Plasmodium falciparum, Wuchereria Bancrofti)

Total Marks	40 + 10
Experiment -1	10
Experiment -2	10
Spotting	10
Record	05
Viva	05
IA	10

INTERNAL ASSESSMENT

Total Marks	10
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Survey on communicable or non-communicable diseases in your locality.

REFERENCES-

1. Textbook of Paediatrics- Aghor
2. Community Health and Nursing- Basavan Phappa B.T.
3. Textbook Microbiology for Nurses- Baveja C.P.
4. Practical Pathology- Chaturvedi O.U.
5. Textbook of Medicine- P.C. Das
6. Handbook of Paediatrics- Desai
7. Hygiene and Public Health- Ghosh P.
8. Textbook of Preventive and Social Medicine- K. Park
9. Textbook of Preventive and Social Medicine- J.E. Park
10. Essentials of Community Health Nursing- J.E. Park
11. Textbook of Obstetrics and Gynaecology- D.C. Dutta
12. Textbook of Medical Microbiology- Anantnarayan.



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**DEPARTMENT OF HOME SCIENCE
(TEXTILE AND CLOTHING)
RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY,
NAGPUR**

Eligibility for M.Sc Home Science Textile and Clothing (Semester I)

For admission to the M.Sc. Semester I in Home Science Textile and Clothing a candidate shall have offered B.Sc. (Home Science), B.F.D. of the University or of any statutory University recognized equivalent thereto

PROGRAMME OUTCOMES:

1. Students will be able to understand the Weaving process required in textile industry.
2. Student will learn about the printing and dyeing process and methods. Student will understand about corporate social responsibility in textile industry.
3. Knowledge of Textile Processing Techniques: Students will learn about different textile processing techniques, such as weaving, knitting, nonwoven manufacturing, dyeing, finishing, and coating, and their significance in producing functional and high-performance textiles.
4. Advanced knowledge of textile materials: Understanding the properties, characteristics, and behavior of various natural and synthetic fibers used in textiles and clothing.
5. Clothing technology: Gaining expertise in different aspects of garment manufacturing, including pattern-making, cutting, sewing, and finishing techniques.
6. Textile and apparel design: Developing skills in textile and clothing design, pattern development, and fashion illustration.
7. Textile chemistry: Understanding the chemical processes involved in dyeing, printing, and finishing textiles.
8. Textile testing and quality control: Learning methods for testing the quality, performance, and durability of textiles and garments.



9. Fashion marketing and merchandising: Acquiring knowledge of marketing strategies, retail management, and merchandising in the fashion industry.
10. Apparel production management: Understanding the production processes, supply chain management, and logistics related to the textile and clothing industry.
11. Sustainable textiles: Exploring eco-friendly and sustainable practices in the textile and fashion industry, including recycling and up cycling.
12. Textile and clothing research: Developing research skills to explore innovative techniques, trends, and materials in the field.
13. Professional development: Enhancing communication skills, leadership abilities, and teamwork through various projects and presentations.
14. Entrepreneurship in textiles and clothing: Understanding the requirements and challenges of starting and managing a business in the textile and clothing sector.
15. Textile and clothing regulations: Learning about safety standards, regulations, and compliance in the textile and fashion industry.
16. Student will learn about the printing and dyeing process and methods as well as Student will understand about corporate social responsibility in textile industry.
17. Students will be able to evaluate the performance and quality of technical textiles, considering factors such as strength, durability, flexibility, thermal resistance, chemical resistance, and other relevant properties.
18. Understanding the relevant industry standards and regulations pertaining to technical textiles will be a part of the course, ensuring compliance with safety, environmental, and performance requirements.



Yeshwant Rural Education Society's
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Scheme of teaching and examination for M. Sc. HOME SCIENCE TEXTILE AND CLOTHING (CBCS) As
 per NEP 2020

Structure and Credit Distribution of PG Degree Program for Two years

Choice Based Credit System (Semester Pattern)

With Effect from 2023-2024

M. Sc. Home Science TEXTILE AND CLOTHING Semester I												
Course Category	Code	Theory / Practical	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
			Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
								SEE	CIE		Theory	Practical
DSC	MTC1T01	Paper 1: Advance Textile Science	4	-	4	4	3	80	20	100	40	-
DSC	MTC1T02	Paper 2: Advanced Pattern Making and Grading	4	-	4	4	3	80	20	100	40	-
DSE	MTC1T03	Paper 3: Electives (Choose any one) (a) Technical Textile and Processing (b) Textile Chemistry (c) Equivalent MOOC course	4	-	4	4	3	80	20	100	40	-
RM	MTC1T04	Paper 4: Research Methods and Statistics	4	-	4	4	3	80	20	100	40	-
DSC	MTC1P01	Practical 1 Advance Textile Science	-	4	4	2	4	50	25	75	-	30
DSC	MTC1P02	Practical 2: Advanced Pattern Making and Grading	-	4	4	2	4	50	25	75	-	30
DSC	MTC1P03	Practical 3: Computer Aided Design	-	4	4	2	4	-	50	50	-	20
TOTAL			16	12	28	22	-	420	180	600	160	80

CIE = Continuous Internal Evaluation and SEE = Semester End Examination

1. Minimum passing marks in each head (Theory [SEE + CIE], Practical [SEE + CIE]) will be 40% of the maximum marks prescribed.
2. From Elective group, students will opt for only one paper.
3. There should be minimum Ten (10) students for Elective offered for this specialization.



M. Sc. Home Science TEXTILE AND CLOTHING Semester II												
Course Category	Code	Theory / Practical	Teaching scheme (Hours / Week)				Examination Scheme					
			Theory	Practical	Total	Credits	Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
								SEE	CIE		Theory	Practical
DSC	MTC2T05	Paper 5: Textile Testing and Quality Control	4	-	4	4	3	80	20	100	40	-
DSC	MTC2T06	Paper 6: Fashion Designing and Advance Draping	4	-	4	4	3	80	20	100	40	-
DSE	MTC2T07	Paper 7: Electives (Choose any one) (a) Statistical Analysis in Textile and Clothing (b) Data Analysis and Computer Application (c) Equivalent MOOC course	4	-	4	4	3	80	20	100	40	-
OJT	MTC2P04	Practical 4: On Job Training / Field Project (Internship)	-	8	8	4		80	20	100	-	40
DSC	MTC2P05	Practical 5: Textile Testing and Quality Control	-	4	4	2	4	50	25	75	-	30
DSC	MTC2P06	Practical 6: Fashion Designing and Advance Draping	-	4	4	2	4	50	25	75	-	30
DSC	MTC2P07	Practical 7: Introduction to E-Marketing		4	4	2	4		50	50		20
TOTAL			12	20	32	22	-	420	180	600	120	120

CIE = Continuous Internal Evaluation and SEE = Semester End Examination

1. Minimum passing marks in each head (Theory [SEE + CIE], Practical [SEE + CIE]) will be 40% of the maximum marks prescribed.
2. From Elective group, students will opt for only one paper.
3. There should be minimum Ten (10) students for Elective offered for this specialization.



M. Sc. Home Science TEXTILE AND CLOTHING Semester III												
Course Category	Code	Theory / Practical	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
			Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
								SEE	CIE		Theory	Practical
DSC	MTC3T08	Paper 8: Garment Manufacturing and Quality Control	4	-	4	4	3	80	20	100	40	-
DSC	MTC3T09	Paper 9: Entrepreneurship Development in Textile and Clothing	4	-	4	4	3	80	20	100	40	-
DSE	MTC3T10	Paper 10: Elective (Choose any one) (a) Organizational Behavior (b) Sustainability in Textile and Fashion (c) Equivalent MOOC course	4	-	4	4	3	80	20	100	40	-
DSE	MTC3P08	Practical 8: Garment Manufacturing and Quality Control	-	4	4	2	4	50	25	75	-	30
DSE	MTC3P09	Practical 9: Portfolio Making	-	4	4	2	4	50	25	75	-	30
DSE	MTC3P10	Practical 10: Entrepreneurship Development in Textile and Clothing	-	4	4	2	4	-	50	50	-	20
RP	MTC3RP11	Practical 11: Research Project (Design) Review of Literature & Presentation	-	8	8	4	3	80	20	100	-	40
TOTAL			16	12	28	22	-	420	180	600	120	120

CIE = Continuous Internal Evaluation and SEE = Semester End Examination

1. Minimum passing marks in each head (Theory [SEE + CIE], Practical [SEE + CIE]) will be 40% of the maximum marks prescribed.
2. From Elective group, students will opt for only one paper.
3. There should be minimum Ten (10) students for Elective offered for this specialization.



M. Sc. Home Science TEXTILE AND CLOTHING Semester IV												
Course Category	Code	Theory / Practical	Teaching scheme (Hours / Week)				Credits	Examination Scheme				
			Theory	Practical	Total	Duration in hrs.		Max. Marks		Total Marks	Minimum Passing Marks	
								SEE	CIE		Theory	Practical
DSC	MTC4T11	Paper 11: Fashion Business Management	4	-	4	4	3	80	20	100	40	-
DSC	MTC 4T12	Paper 12: Advanced Inorganic Chemistry	4	-	4	4	3	80	20	100	40	-
DSE	MTC 4T13	Paper 13: Elective (Choose any one) (a) Fashion Communication (b) Fashion Forecasting & Product Development (c) Equivalent MOOC course	4	-	4	4	3	80	20	100	40	-
DSE	MTC4P12	Practical 12: Current Trends and Issues in Textile and Clothing	-	4	4	2	2	50	25	75	-	30
DSE	MTC4P13	Practical 13: Fashion Business Management	-	2	2	1	1	-	25	25	-	10
DSE	MTC4P14	Practical 14: Seminar	-	2	2	1	1	-	25	25	-	10
RP	MTC4RP 15	Practical 15: Research Project (RP)	-	12	12	6	6	100	75	175	-	70
TOTAL			12	20	32	22	-	390	210	600	120	120

CIE = Continuous Internal Evaluation and SEE = Semester End Examination

1. Minimum passing marks in each head (Theory [SEE + CIE], Practical [SEE + CIE]) will be 40% of the maximum marks prescribed.
2. From Elective group, students will opt for only one paper.
3. There should be minimum Ten (10) students for Elective offered for this specialization.



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SEMESTER - I

Paper I:

ADVANCE TEXTILE SCIENCE

Subject Code: MTCIT01

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES

1. To enable students to study the essential and desirable properties of textile fiber.
2. To acquire the knowledge of different types of fibers and yarns.
3. To gain knowledge of weaving
4. To develop skills in textile design.
5. To train students in printing and dyeing methods.

UNIT I

1. Introduction to Textiles- Classification, essential and desirable-properties of textile fibers.
2. Natural fibers- Cultivation, Manufacturing process, Physical & Chemical properties.
3. Man-made fibers- Cultivation, Manufacturing process, Physical & Chemical properties.
4. Classification of different types of yarn. Types of yarns, simple yarn, ply yarn-novelty and fancy yarns, types of textured yarns.

UNIT II

1. Weaving Introduction – Passage of material through power loom- primary, secondary, and auxiliary motions.
2. Knitting Introduction- weft knitting & warp knitting- basic principles and operations.
3. Basic weaves like Plain, twill & sateen. Derivatives of basic weaves. Methods of weave representation, repeat of weave, relation between weave, draft and peg plan. Prepare a peg plan for basic weave & its variation.
4. Dobby Jacquard Weaves. Comparison between Dobby & Jacquard

UNIT III

1. Basic Concept of Dye and Pigment. Classification of dyes. Influence of pre-treatment on dyeing preparation.



2. Classification of direct dye, principles, and method of application of direct dye. Faults and remedies in direct dyeing.
3. Important steps involved in reactive, vat and Sulphur dyes, faults and remedies.
4. Dyeing of wool and silk with basic and acid dye. Dyeing of blends, cross dyeing & union dyeing.

UNIT IV

1. Preparation of cloth for printing, ingredients used and their functions,
2. Different types of thickeners used in printing, preparation of printing paste, general principles of printing.
3. Study of machinery used for printing such as table, roller stencil, flat bed screen, rotary screen faults and remedies in printing.
4. Styles of printing and their fixation methods.

Internal Assessment - Will be based on assignments related to four units

REFERENCES-

1. Fiber to fabric, Begnard P. Corbman, McGrawHillInternatinaleditins.
2. Principles of weaving-R.Marks& A. T. C. Robinson.
3. Knitting technology-D.B. Ajronkar
4. Clarke W. :An Introduction to Textile Printing.
5. Shenai V. A. History of Textile Design.
6. Shenai V. A. Principles and practice of dyeing.
7. Watson : Textile design and color, universal publishing corporation.
8. Storey J. Manual of dyes and fabric.
9. Russ S. S. Fabric printing by hand studio visata Ltd., London 1964.



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SEMESTER - I

Paper 2:

ADVANCED PATTERN MAKING AND GRADING

Subject Code: MTCIT02

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES

1. To enable students to select design and draft patterns for various garments based on body measurements.
2. To gain experience in handling different fabrics and advanced construction techniques.
3. To teach students in detail the principles of grading for patterns.
4. To develop an understanding of the terminology and techniques of pattern grading.
5. To apply computerized grading with the help of software.

UNIT -I

1. The Basic Principles of Pattern Production. Introduction to pattern making, tools and equipment used for pattern making. Importance of body measurements and standard body measurement charts. Taking and comparing measurements. Problems causes and remedies.
2. Different types of sewing machines, selection of fabrics for clothing construction, preparation of fabric of cutting, types of layout, layouts of different types of garment, working with different fabrics.

UNIT - II

1. Working with patterns: Pattern making – principles and terminology used in methods of making patterns, Drafting, Flat pattern technique. Use of commercial patterns. Reading pattern envelope, Commercial paper pattern – preparation details. Designing envelope front and back. Importance of Guide Sheet.
2. Fitting problems, principles of a good fit, Pattern alteration, lengthening and shortening patterns, making bust, shoulder, crotch length alteration, increasing and decreasing waistline and hipline, neckline and sleeve alteration.



UNIT-III

1. Concept and Principles of Grading. Basic Size Charts – studying size charts, identifying growth areas, size increments and their application for grading.
2. Terminology of grading. Types of grading. Techniques of pattern grading-: The draft grade or Nested grade, the track single size grade.
3. Advantages and disadvantages of these techniques, instructions for grading.

UNIT – IV

1. Application of grading techniques for basic drafts.
 - Children's Basic Blocks – Bodice, sleeve.
 - Women's Basic Blocks – Bodice sleeve, skirt, Grading of collars, lapels and yokes.
 - Men's Basic Blocks – Bodice, sleeve, trousers, collar grading of collars.
 - Pattern manipulation for different style lines and its grading. Princess line, empire line, low waist line, strapless bodice.
2. Introduction to computer grading. Standard size grading. Grade rule libraries. Digitizing patterns and grading. Grading techniques included in program

Internal Assessment - Will be based on assignments related to four units

References:

1. Patricytaylor J.,martyshobenM,|Grading for the fashion industry| Stanley Thomas (Publishers) Ltd.1990
2. HandrodJack.,|Professional pattern grading for women's,Men's and Children's apparell,redendo bench
3. StruinPamela,|Pattern Drafting for Dressmaking|Augustan Delhi 1995
4. Martin M,Shoben and JenetP.Ward,|Pattern Cutting and Make for Outer wear|Butter worth heinmannLtd,Oxford 1987
5. Aldrich Winifrd,|Metric Pattern cutting|Blackwell science, London,1995
6. Designing Patterns – A Fresh Approach to Pattern Cutting,Hilary C Cambell
7. Principals of Flat Pattern Design(3rd edition) Nora M MacDonald, USA 2001
8. Metric Pattern Cutting for Children wear /women's wear /men's wear – Winifred Aldrich,Blackwell Science ,Om Book Services,New Delhi



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SEMESTER-I

PAPER 3: ELECTIVE-I
TECHNICAL TEXTILE AND PROCESSING

Subject Code: MTC1T03-I

Maximum Marks:100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. To develop understanding of non-apparel application of textiles
2. To understand different segments of technical textiles.
3. Differentiate between conventional and technical textiles and processing details

UNIT I

1. Introduction: Definition and scope of technical textiles and its classification, Market Size and Future Trends of Technical Textiles,
2. Technical Textiles Fibers, Yarn and Fabrics comparison with conventional textiles i.e.fabric, yarn or fiber, Technologies used in manufacturing Technical Textiles.

UNIT II

1. Geotextiles: Geosynthesis, Properties, Evaluation, and Application.
2. Classification of Medical Textiles, Description of different medical textiles.
3. Brief idea about different types of protective clothing.
4. Functional requirements of textiles in defense.

UNIT III

1. Functional requirement of different types of product and their construction in sports and recreation textiles.
2. Application of textiles in automobiles, requirement and design for different tires, airbags and belts.
3. Methods of production and applications of sewing threads, cords and ropes.

UNIT IV

1. Filtration textiles- Definition of filtration parameters, theory of dust collection and solid liquid separation.



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2. Functional requirements and types of textiles used for paper making, agriculture, electronics, canvas covers and tarpaulins.
3. Advanced processing technologies for technical textiles.
4. Textile Structure and Surfaces, Finishing and Coating in technical textile production.

Internal Assessment - Will be based on assignments related to four units.

References :

1. Handbook of Technical Textiles (Woodhead Publishing Series in Textiles) : Horrocks, A R, Anand, Subhash C
2. Wellington Sears Handbook of Industrial Textiles by S. Adanur,
3. Performance of Textiles by Lyle.
4. Industrial Textiles – Horrocks



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SEMESTER-I

PAPER 3: ELECTIVE-II

TEXTILE CHEMISTRY

Subject Code: MTC1T03-II

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. To acquire the advanced knowledge of different kinds of natural and man made fiber.
2. To increase awareness of the students regarding the chemistry of cellulose, protein and synthetic fiber.
3. To gain knowledge about different textile dyes & its dyeing process.

UNIT – I

1. Classification of textile fibers. Textile fiber identification by chemical method. Chemical properties of textile fiber.
2. Polymer Chemistry - Polymerization process, Functionality: Linear and cross linked polymer. Condensation and addition polymers. Polymerization techniques.
3. Characteristics of Fiber, Forming Polymers, Melt, Dry & Wet Spinning method. Fiber Structure, Formation and arrangement of Crystalline and Amorphous region in fiber and their influence on various properties of fibers -.

UNIT –II

- 1 Chemistry of cellulose fibers-Molecular structure of cellulose L.S. and C.S. of cotton. Capillary Structure of cellulose, swelling, reaction of cellulose, oxy cellulose and hydro cellulose.
- 2 Chemical properties and reaction of cellulose. Mercerization, Esterfication and Etherification. Process, treatment with liquid ammonia.
- 3 Properties and uses of regenerated cellulose fibers, viscose rayon and cupramonium rayon, highwets modulus rayon, Polynosic fibers, cellulose acetates rayon's.



UNIT-III

- 1 Protein fiber - Molecular structure of protein. Microscopic view of wool and silk. Physical chemical and thermal properties of wool and silk. Degumming and weighting of silk.
- 2 Felting of wool, shrink proofing of wool.
- 3 Synthetic fibers: Nylon, Polyester, Acetate, acrylic, their molecular structure, microscopic view. Blends – properties, uses and analysis.

UNIT – IV

- 1 Dye Stuff Chemistry. Color theory difference between a coloured compound and a dye Suitable for textiles.
- 2 Classification of dyes. Azoic, Aniline black. Acid, Basic, Mordant, Disperse, Vat, Reactive, direct, pigment. Brief, introduction about chemical constitution, properties methods of application and suitability of various dyes to different fibers and their blends.

Internal Assessment - Will be based on assignments related to four units.

References :

1. Cookett, S. R. & Hilton K.A. Basic Chemistry of Textile
2. Hatsuch Bruce, E. Textile Chemistry in Laboratory.
3. Hatsuch Bruce B. Introduction to Textile Chemistry
4. Howard L. Meedles, Textile Fibers, Dyes, Finishes and Processess.
5. Moncrieff R. W. Man made fibers.
6. M.D. Pottemand Corbman, B.P. Fiber to Fabric.
7. Peter R.H. Textile Chemistry Vol. I
8. The Chemistry of fibers. R.Mishra S. P.
9. A text book of Fabric science and technology .New Age International.



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SEMESTER-I

PAPER 4:

RESEARCH METHODS AND STATISTICS

Subject Code: MTC1T04

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES :

1. To understand the significance and research methodology in Home Science research.
2. To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
3. To understand and apply the appropriate technique for the measurement scale and design.

UNIT I

- Definition of research
- Objectives of research
- Scope of research in home science
- Types of research
- Anthropological and epidemiological research
- Research process
- Defining the research problem
- Formulation of research hypotheses
- Research design
 - o Meaning
 - o Important concepts relating to research design
 - o Different research designs
 - o Important experimental designs

UNIT II

- Measurement and scaling
 - o Classification of measurement scales
 - o Goodness of measurement scales
 - o Scaling techniques
- Questionnaire designing
 - o Criteria for questionnaire designing
 - o Questionnaire design procedure
- Data collection
 - o Collection of primary data
 - o Collection of secondary data



UNIT III

- Sampling considerations
 - o Sampling concepts
 - o Sampling vs non-sampling error
 - o Probability sampling design
 - o Non-probability sampling design
 - o Determination of sample size

UNIT IV

- Hypothesis testing
 - o Rationale for hypothesis testing
 - o A general procedure for hypothesis testing
 - o One-tailed and two-tailed tests
 - o Errors in hypothesis testing

Internal Assessment - Will be based on assignments related to four units

References:

1. Best J. W. (1983) : Research Education, Prentice Hall, New Delhi..
2. Business statistics by J. K. Sharma, Pearson Education
3. C.R. Kothari : Research Methodology (Methods & Techniques)
4. Garrett, H. : Statistics In Education And Psychology.
5. Good, Carter, Scales and Douglas: Methods of Research.
6. M.H.Gopal : Introduction to Research Methodology for Social Sciences.
7. Philips, B.S.(1977): Social Research Strategy And Tactics, Mae Millan.
8. Research Methodology – Concepts and Cases, by Chawla, Deepak & Sondhi Neena



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SEMESTER-I

PRACTICAL-I

ADVANCE TEXTILE SCIENCE

Subject Code: MTC1P01

Total Marks: 75

Practical Examination: 50

Internal Assessment: 25

COURSE OUTCOMES:

1. To enable students to identify different fiber & fabrics material.
2. To get the knowledge of how to determine fabric specification.
3. To enable students to dye & print in the lab.
4. To get an idea about the industrial dyeing & printing process.

Practicals:

1. Identification of fibers by microscope, Burning & chemical method.
2. Application of dyes and variation of shade. Direct dye for cotton, dyeing of viscose rayon, silk and wool, manmade fibers, vat dye for cotton.
3. Analysis of fabric- identification of different weave, fabric count.
4. Construction of sample of basic weave and figure weave on loom.
5. Preparation of samples of different types of printing block, screen, batik stencil, tie and dye.
6. Drawing and painting of different types of design for saree, dress material, bed cover, curtain etc.

REFERENCES-

1. Fiber to fabric, Begnard P. Corbman, McGrawHillInternatinaleditins.
2. Principles of weaving-R.Marks& A. T. C. Robinson.
3. Knitting technology-D.B. Ajronkar
4. Clarke W. :An Introduction to Textile Printing.
5. Shenai V. A. History of Textile Design.
6. Shenai V. A. Principles and practice of dyeing.
7. Watson : Textile design and colour, universal publishing corporation.
8. Storey J. Mannual of dyes and fabric.
9. Russ S. S. Fabric printing by hand studio visata Ltd., London 1964.



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SEMESTER-I

PRACTICAL-II

ADVANCED PATTERN MAKING AND GRADING

Subject Code: MTC1P02

Total Marks: 75

Practical Examination: 50

Internal Assessment: 25

Practical:

1. Designing cutting and stitching of following garments

- a. Party wear (Any one garment)
- b. House coat / night suit with shawl collar.
- c. Skirt with jacket & top
- d. Trousers

2. Computer Grading

- a. Preparation of basic patterns and their grading using software.
- b. Application of grading on any two fashion garments of the following :
 - c. Children's wear
 - d. Women's wear
 - e. Men's wear
- f. Commercial pattern envelope
 - g. Envelope front – illustration front and profile view of garments, pattern name, pattern number, type of size.
 - h. Envelope back – illustration of back view of garments, suggested fabric, yardage charts, size charts, notions and trimmings.
 - i. Inside the envelope – construction, guide sheet ,graded pattern sheets(tissue pattern).
 - j. Calculation of material required.

3. Preparation of a resource book on high fashion fabric.



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References:

1. Patrici Taylor J., Martys Hoben M., |Grading for the fashion industry| Stanley Thomas (Publishers) Ltd. 1990
2. Handrod Jack., |Professional pattern grading for women's, Men's and Children's apparell, redendo bench
3. Struin Pamela, |Pattern Drafting for Dress Making| Augustan Delhi 1995
4. Martin M. Shoben and Jenet P. Ward, |Pattern Cutting and Make for Outer wear| Butter worth heinmann Ltd, Oxford 1987
5. Aldrich Winifred, |Metric Pattern cutting| Blackwell science, London, 1995
6. Designing Patterns – A Fresh Approach to Pattern Cutting, Hilary C Cambell
7. Principals of Flat Pattern Design (3rd edition) Nora M MacDonald, USA 2001
8. Metric Pattern Cutting for Children wear /women's wear /men's wear – Winifred Aldrich, Blackwell Science, Om Book Services, New Delhi.



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SEMESTER-I
PRACTICAL-III
COMPUTER AIDED DESIGN
Subject Code: MTC1P03

Internal Assessment: 50

Practical:

1. Presentation using Microsoft PowerPoint (Choose relevant topic).
2. Making of Cost Sheets and Specification Sheet on Microsoft Excel.
3. Basic understanding of Corel Draw :
 - Developing Croqui figures for men, women and children using Photoshop/ Corel Draw.
 - Designing of Brand Logo
 - Textile different weaves and Textile Prints
4. Photoshop- Working with layer styles, image editing and special effects, file format.
5. Learn tools and designing in Canva: Brand Creative's and Boards.
6. Design presentations sheets -Mood Board, Theme Board, Client Board, Swatch Board, Illustration sheet, Measurement sheet, Fabric and color sheet.



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SEMESTER II

TEXTILE AND CLOTHING (Home Science)



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SEMESTER-II

PAPER 5:

TEXTILE TESTING AND QUALITY CONTROL

Subject Code: MTC2T05

Maximum Marks:100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. To acquire knowledge of various physical properties of textiles.
2. To develop an understanding of utility of different physical testing equipment.
3. To develop an understanding of the principals involved in different testing methods of textiles.

UNIT -I

- 1 Introduction, objectives, importance of standards, different types of standard based on established science.
- 2 Introduction to international bodies such as I.S.O 9001, A.S.T.M., AATCC, OEKOTEX, SA8000, GOTS & ISI.
- 3 Selection of textile material for research based on textile testing methods.
- 4 Random Sampling procedure for determination of properties of fibers, yarn and fabric.

UNIT -II

- 1 **Fiber Testing-** Definition, objective and methods of testing. Staple length, mean length. Short fiber percentage. Fineness, maturity, tensile strength and elongation at break interpretation of results.
- 2 **Yarn Testing-** Definition, objective method of testing, to test-count denier twist, diameter, tensile strength, elongation at break, stress strain curves, elastic recovery, yarn appearance, evenness, interpretation of results.

UNIT -III

- 1 Fabric dimensions and properties Fabric thickness - measurement of thickness of fabrics. Fabric weight per unit area and per unit length.



- 2 Crimp of yarn, fabric crimp and fabric properties faults in fabric measurements of crimp percentage.
- 3 Measurement of air permeability, air permeability of fabrics, fabric drape. Drape meter,
- 4 Crease resistance and Crease recovery, Abrasion testing of abrasion resistance.
- 5 Different Color fastness tests.

UNIT – IV

- 1 **Fabric Testing:** Fabric Pilling measurement by pilling tester, Assessment of pilling.
- 2 Flammability some definitions and terms used relating to flammability, flame proof material, factors affecting flame resistance.
- 3 **Water and fabric relationship:** Water repellent wetting of fabric in rain method of testing spray and shrinkage test.

References :

- 1 J. E. Booth- Principle of Textile Testing – Meanness Butterworths London.
- 2 Grower & Hamley – Handbook of Textile Testing and quality control wileg.
- 3 John H. Skihltle – Textile Testing – Chemical Publishing Co. Inc. Brooklyn, New york.
ISI Specifications. A.S.T.M. Standards.
- 4 Here J.W.S. and Paters P.H. The Physical Testing of Textile Fibres. The Textile Institute Heinmann 1975



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SEMESTER-II

PAPER 6:

FASHION DESIGNING AND ADVANCE DRAPING

Subject Code: MTC2T06

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. To help the students to know and develop innovative designs.
2. To draw signature fashion stylization and to explore mediums and novelty techniques.
3. To teach students in detail the principles of draping fabric on the dress form for pattern making.

UNIT -I

- 1 Introduction to Fashion Designing, History and evolution of fashion design, Changes and development in fashion,
- 2 Design research and sources of ideas - film T. V., painting, historic costume etc., Types of silhouette.
- 3 Study of shaping devices such as -gathers, pleats, darts, yokes, pockets, cowls, princess line, sleeves, collars etc.
- 4 Study of fashion accessories. **Color-** Definition, Color theories -Prang color chart, and Munsel system. Color harmonies - Design principles applied to color in dress design.

UNIT -II

- 1 **Fashion Illustration:** Fashion figure drawing and proportions, sketching of different fashion figures.
- 2 Application of Principles and elements of design, planning wardrobes for different age groups.
- 3 **Design:** Definition, types - structural and decorative design and their requirements.
- 4 High -end fabric rendering techniques for different fabrics and textures, Exploring different design styles and aesthetics



NIT –III

- 1 **Advanced Draping Techniques:** Principles of draping, Preparation of adhesive dress form Equipment needed, and preparation of fabric for draping, preparation of dress form.
- 2 Making basic bodice and skirt block front & back Dart manipulation, pleats, trucks and gathers, Neckline variation, armhole variation, waistline variation , yokes , collars and cowls.

UNIT – IV

- 1 Draping methods for various garment types, Draping of bodies - Two dart bodice, princess bodice, double breasted, basic cowls and variation.
- 2 Draping of skirts - Flared skirt, pleated skirt, hip yoke skirt.
- 3 Draping of collars - Mandarin collar, Peter Pan collar, band collar, shawl collar, Chinesecollar.
- 4 Draping of sleeves - basic sleeve, Raglan sleeve, kimono sleeve, dolman sleeve.

References:

1. Fashion Sketch Book Written & Illustrated by BinaAbling, Fair child publications,New York.
2. "Inside the Fashion Business" 4th edition by Jeanntte.A.Jaranow, Mirianr.Guerreiro and Beatrice Judelle, Macmillan publishing company, New York.
3. Mary Mathews, "Practical clothing construction". Part II Cosmic press, Madras.
4. Mr.Jimsoy and Hariet "Art and Fashion in clothing solution", Iowa state, University Press, Iowa.
5. Drake Micholas, Fashion Illustration today.
6. KojjiroKamagai Children Fashion Illustration Dec. 1990.
7. KojjiroKamagai, Fashion Illustratin @ L. Expressing Texture 1988
8. Hllihouse M.S. and Mansfield E.A. Dress Design- Draping and Flat Pattern London,U.S.A. Houghton Meffin Co.



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SEMESTER-II

PAPER 7: ELECTIVES-I

STATISTICAL ANALYSIS IN TEXTILE AND CLOTHING

Subject Code: MTC2T07-I

Maximum Marks:100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. To understand the significance and research methodology in Home Science research.
2. To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
3. To understand and apply the appropriate technique for the measurement scale and design.

UNIT I

- Concept of statistics
- Scope of statistics
- Classification and tabulation of data
 - o Introduction, meaning and objectives of classification
 - o Types of classification
 - o Formation of discrete frequency distribution
 - o Formation of continuous frequency distribution
 - o Tabulation of data
 - o Parts of a table
 - o General rules for tabulation
 - o Types of tables
- Diagrammatic and graphical presentation
 - o Significance of diagrams and graphs
 - o General rules for constructing diagrams and graphs
 - o Types of diagrams
 - o Graphs
 - o Graphs of frequency distributions
- Measure of central tendency
 - o Mean
 - o Median
 - o Mode

UNIT II

- Measures of dispersion
 - o Range



- o Quartile deviation
- o Mean deviation
- o Standard deviation

- Concept of normal distribution curve and probability
- The meaning and importance of normal distribution
- Measurement of normal probability distribution
- Skewness
- Kurtosis
- Correlation analysis
- Significance of the study of correlation
- Types of correlation
- Methods of studying correlation
- Scatter diagram method
- Graphic method
- Karl Pearson's coefficient of correlation
- Rank method
 - Regression analysis
 - o Types of regression models
 - o Assumptions for a simple linear regression model
 - o Parameters of simple linear regression model
 - o Methods to determine regression coefficients
 - Method of normal equations
 - Deviations method
 - o Assumptions in multiple linear regression
 - Estimating parameters of multiple regression model
 - Least squares method

UNIT III

- Student's t test for small samples for
 - o Testing differences in proportions
 - o Testing differences in means
- Large sample test (C. R. Test) for testing significance of difference between mean of two groups
- Analysis of variance
 - o One way ANOVA
 - o Two-way ANOVA

UNIT IV

- Chi-square test
 - o Chi-square distribution
 - o Chi-square test statistic
 - o Application of chi-square test



- Equal probability type
- Normal distribution type

- 2 X 2 contingency tables type
- Chi-square test of independence
- Computer applications in data analysis
 - o Use of MS-Office for research
 - o Graphic representation
 - o Use of SPSS for data analysis

Internal Assessment - Will be based on assignments related to four units

References:

1. Business statistics by J. K. Sharma, Pearson Education.
2. C.R. Kothari : Research Methodology (Methods & Techniques)
3. Daryab Singh Principles of Statistics, Atlantic Publishers & Distributors.
4. Garrett, H. : Statistics In Education And Psychology.
5. Gupta S.P. (1970): Statistical Methods, S. Chand Company, New Delhi.
6. Shukla, M.C. And Gulshan S.S. (1970): Statistics Theory And Practice, S. Chand New Delhi.
7. Sinha S.L. L Statistics In Psychology And Education, Anmol Publications Pvt. Ltd., New Delhi.
8. Statistics by Andy Field, SAGE Publication.



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SEMESTER-II

PAPER 7: ELECTIVE-II
DATA ANALYSIS AND COMPUTER APPLICATIONS
Subject Code: MTC2T07-II

Maximum Marks: 100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. To understand the significance and research methodology in Home Science research.
2. To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
3. To understand and apply the appropriate technique for the measurement scale and design.

UNIT I

Conceptual understanding of statistical measures. Classification and tabulation of data. Measurement of central tendency, measures of variation.

UNIT II

Frequency distribution, histogram, frequency, polygons, ogive.

- a. Binomial distribution
- b. Normal distribution - use of normal probability tables
- c. Parametric and non-parametric tests.

UNIT III

Testing of hypotheses. Type I and Type II errors. Levels of significance

- a. Chi-square test. Goodness of fit. Independence of attributes 2×2 and $r \times c$ contingency tables.
- b. Application of student t' test for small samples. Difference in proportion for means and difference in means.

Correlation, coefficient of correlation, rank correlation.

UNIT IV

Regression and prediction. Analysis of variance - one way and two-way classification.



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References:

- 1 Edwards: Experimental Design in Psychological Research.
- 2 Garrett, Henry E. (1971): Statistics in Psychology and Education, David Haley & Co.
- 3 Kerlinger: Foundation of Educational Research.
- 4 SPSS/PC for the IBM PC / XT, SPSS Inc.
- 5 Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.



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SEMESTER-II

PRACTICAL - IV

ON JOB TRAINING /INTERNSHIP / FIELD PROJECT

Subject Code: MTC2P04

Maximum Marks:100

Practical: 80

Internal Assessment: 20

Students will have to do internships in the Textile and Clothing Industry and submit reports.



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SEMESTER-II

PRACTICAL-V

TEXTILE TESTING AND QUALITY CONTROL

Subject Code: MTC2P05

Maximum Marks: 75

Theory: 50

Internal Assessment: 25

Practical:

1. Identification of textile fibers by microscope, burning and chemical test.
2. Quantitative estimation of mixtures of blends.
3. Besley's Yarn Count Balance.
4. Crease Recovery Tester.
5. Twist Tester.
6. Abrasion Resistance Tester.
7. Pilling Tester.
8. Stiffness Tester.
9. Bursting Strength Tester.
10. Determination of shrinkage
11. Different color fastness tests.
12. Moisture Content
13. Water Absorbency

References:

- 5 J. E. Booth- Principle of Textile Testing – Meanness Butterworths London.
- 6 Grower & Hamley – Handbook of Textile Testing and quality control wileg.
- 7 John H. Skihfle – Textile Testing – Chemical Publishing Co. Inc. Brooklyn, New york.
ISI Specifications. A.S.T.M. Standards.
- 8 Here J.W.S. and Paters P.H. The Physical Testing of Textile Fibres. The Textile Institute
Heinmann 1975



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SEMESTER-II

PRACTICAL-VI

FASHION DESIGNING AND ADVANCE DRAPING

Subject Code: MTC2P06

Maximum Marks: 75
Theory: 50
Internal Assessment: 25

Practical:

1. Application of principles of design in dress designing.
2. Sketches with various patterns and styles in garment on basic croquis for men, women and children such as - casual wear, Formal wear, Ethnic wear, Party wear, Sportswear, Maternity wear, physically challenged.
3. Application of principles of design in dress designing.
4. Planning wardrobe for different age groups.
5. Manipulating fabric and creating innovative drapes and incorporating draping in design development
6. Creating and constructing new styles in the following garment by draping method.
1) Skirt -Top/Blouse, 2) Frock, 3) Evening dress, 4) Party wear dress, 5) Bias cut dress.

References :

1. Fashion Sketch Book Written & Illustrated by BinaAbling, Fair child publications, New York.
2. "Inside the Fashion Business" 4th edition by Jeannite.A.Jaranow, Mirianr.Guerreiro and Beatrice Judelle, Macmillan publishing company, New York.
3. Mary Mathews, "Practical clothing construction". Part II Cosmic press, Madras.
4. Mr.Jimsoy and Hariet "Art and Fashion in clothing solution", Iowa state, University Press, Iowa.
5. Drake Micholas, Fashion Illustration today.
6. KoijiroKamagai Children Fashion Illustration Dec. 1990.
7. KoijiroKamagai, Fashion Illustratin @ L. Expressing Texture 1988
8. Hllihouse M.S. and Mansfield E.A. Dress Design- Draping and Flat Pattern London,U.S.A. Houghton Meffin Co.



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SEMESTER-II

PRACTICAL-VII

INTRODUCTION TO E-MARKETING

Subject Code: MTC2P07

Internal Assessment: 50

COURSE OUTCOMES:

- 1 On studying this unit, the students will be able to understand the concept of e-marketing.
- 2 Students will develop the concept of e- marketing research.
- 3 The Students will be able to build an understanding of search engines and their utility in the digital marketing area.

Contents

1. Website Development on Google My Business.
2. Creating and managing social media accounts (e.g., Facebook, Twitter, Instagram)
3. Developing a social media content strategy
4. Monitoring social media metrics and analytics
5. Email automation: setting up autoresponders and drip campaigns

Internal Assessment

1. Development of the website.
2. Running Social Media Campaigns
3. Analytics of the Website and social media Pages

References

1. Internet Marketing: Start to Finish, Catherine Joun, Dunlie Greiling, Pearson, 2012.
2. Facebook Marketing: Designing Your Next Marketing Campaign, Justin Levy, Pearson, 2011.
3. Advertising, Promotion and other Aspects of Marketing, Terence Shimp, Craig Andrews, Cengage Learning, 2016.
4. Online Retailing: A New Paradigm, The ICFAI University Press, 2008.



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SEMESTER -III

M.Sc. Home Science (Textile and Clothing)



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SEMESTER - III

Paper 8:

GARMENT MANUFACTURING AND QUALITY CONTROL

SUBJECT CODE: MTC3T08

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. To enhance hand-on experience in garment construction and quality assessment.
2. To develop students understanding of various quality control techniques and standards.

UNIT –I

1 Introduction to Garment manufacturing technology

- Structure of Garment Manufacturing Unit.
- Process Departments: Sampling department- importance of sampling department, objectives, types of sample prototype, fit sample, pp sample, size set, production sample, shipment sample. Introduction to Spec sheet and its importance, Technical design reading, Tech pack analysis & objective, creating tech pack.
- Cutting department: Machineries, fabric spreading, pattern laying, marker preparation, sorting, numbering & bundling, fusing department- methods of fusing, fusing machines.
 - Production department: selection of production system- progressive bundle system, unit production system, modular manufacturing, piece work. Production planning, Linear manufacturing process.
- Finishing & pressing department, trimming department, packing department
- Apparel accessories & components - fasteners, labels, support materials, decorative trims, tapes & packing materials

UNIT –II

2. Garment Construction Techniques

- Study of different garment types and their construction methods (e.g., tops, bottoms, dresses, outerwear)
- Introduction to advanced construction for various body types.
- Exploring finishing techniques and embellishments



UNIT –III

3. Introduction to Quality Control in Garment Construction

- Importance and benefits of quality control in the fashion industry
- Quality Standards in Garment Construction
- Defect Analysis -Common defects in garment construction
- Identifying and categorizing defects
- Root cause analysis and defect prevention strategies

UNIT – IV

4. Inspection Techniques

- Quality inspection at different stages of production.
- Pre-production inspection and sampling. In process quality inspection, objectives methods, advantages, inspection methodology, final inspection, random inspection, general inspection method for shirts, trouser and kids garments.
- In-process inspection and quality control checkpoints
- Final inspection and shipment audit. Introduction to export documentation, objectives, terminologies, principle documents, auxiliary documents, risk cover, insurance, ECGC, quality control and pre-shipment inspection, export credit, short, medium, long term credit, packing credit, negotiation of bills, payment procedures in export trade.

References:

1. Introduction to clothing prod. Mgmt. by A J Chuter (Blackwell series)
2. Garment technology for Fashion designers by Gerry (Cooklin Blackwell)
3. Herold Carr & B.Latham -Technology Of Clothing Manufacture – Blackwell Publishing Ltd – Second Edition
4. A.J. Chuter., " Introduction to Clothing Production Management ", Blackwell Scientific Publications
5. David J. Tyler., " Materials Management in Clothing Production ", Blackwell Scientific Publications
6. Jacob Solinger., " Apparel Manufacturing Handbook Company (1980).
7. Peyton B .Carr.H, Latham. B., " The Technology of Clothing Manufacture ", Blackwell Scientific Publications 1988).



SEMESTER - III

Paper 9:

**ENTREPRENEURSHIP DEVELOPMENT IN
TEXTILE AND CLOTHING**

Subject Code: MTC3T09

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

- 1 The student will be able to understand the basics of Entrepreneurship Development and study various challenges faced by entrepreneur.
- 2 The student will be able to analyses the functions of entrepreneurs, and learn about entrepreneurial behavior and various factors influencing individual behavior
- 3 The student will know initiative taken by governments to encourage entrepreneurship development

UNIT -I

Entrepreneurship Development

Concept of Entrepreneurs, Characteristics of an Entrepreneur, functions of an entrepreneur, types of entrepreneurs, Role of entrepreneurs in economic development, Concept of Entrepreneurship Development. Factors affecting Entrepreneurship Development

UNIT II

Textile Industries and Principles of Marketing

History of textile Industry, Importance of textile industries in Indian Economy, problems faced by textile industries, prospects of textile industries National textile policy. Principles of marketing and merchandising for domestic and export market.

UNIT III

Small Scale Industry and Project Selection

Small Enterprises meaning and definition ,problems of SSIs ,Project Identification and Selection (PIS) - Meaning of project, project identification, project selection, contents of project reports, formulation of project reports.



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UNIT IV

Institutional & Financial Support

Need for institutional support, various institutions supporting entrepreneurship in India – MIDC,

MSME, MCED, DIC and Financial support to entrepreneurs: Commercial banks etc.

References:

- 1) Entrepreneurship in Textiles and Apparel: The Ultimate Handbook for Clothing Startups" by Archana Dhawan Bajaj.
- 2) Fashion for Profit: A Professional's Guide to the Fashion and Textile Business" by Frances Harder
- 3). Kuratko- Entrepreneurship – A Contemporary Approach, (Thomson Learning Books)
- 4) Small-Scale Industries and Entrepreneurship. Desai, Vasant (2003).
- 5) Himalaya Publishing House, Delhi. 4. S.S. Khanka – Entrepreneurial Development (S. Chand & Co.)



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SEMESTER-III
PAPER 10:
ELECTIVE-I
ORGANIZATIONAL BEHAVIOR

Subject Code: MTC3T10-I

Maximum Marks: 100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. Students will be able to **explain** the concept of Organisation Design and **determine** the factors that affect Organisation Design.
2. Students will be able to **identify** the components of Individual Behavior and **apply** the concept of Learning, Perception, Attitudes and values.
3. The student will be able to **distinguish** between the various theories of motivation and their application in organizations and also be able to **apply** these theories to practical problems in organizations.
4. The students will be able to **justify** how organizational change and conflict affect working relationships within organizations and **demonstrate** how to apply relevant theories to solve problems of change and conflict within organizations

UNIT 1

Organization Design

Definition, need and importance of organizational behavior – Nature and scope – Frame work, Understanding Organizations-Basics of an organizational design-Organization and stakeholders-Organizations and environmental influences-Organizational strategy-Organizational design - Alternative Structures-**Management process** - Authority and Responsibility Relationship; organizational control mechanisms; Organizational decision-making, Challenges and Opportunities for Organizational Behavior, OB and Emotional Intelligence

UNIT 2

Organizational Behavior

Introduction, Nature, Process, Importance, Foundations of individual behavior-Ability, Attitudes, Job Satisfaction, Personality, Values, **Perception** Factors Influencing Perception, Attribution Theory of Perception, Issues Involved in Perception, Halo Effect, Attitude, and Values: Beliefs and



Attitudes with Managerial Implications

UNIT 3

Motivation– Stress Management, Concept of stress, Sources & Effects of stress on humans, Management of Stress; Concept and Functions, Early theories, contemporary theories, Concept, types of motivation and Theories-Maslow, Herzberg, Mc Gregor.

Leadership- Concept, Leadership styles and Theories- Trait Theory, Path Goal Theory, Blake Mouton-Managerial Grid, Communication: Concept of two-way & Open Communication

UNIT 4

Group and Team Behavior

Foundations of Group behavior-Group development; Group properties: Roles, norms, status, size and cohesiveness, Group decision making, Techniques.

Teams-Type and Team Dynamics Conflict and Change-Understanding organizations- Managing organizational culture, Managing organizational conflict, power & politics; Organizational life cycle and Organizational change

References

1. Organisational Behavior – Stephen Robbins; Timothy Judge, Seema Sanghi; Pearson Prentice Hall Publication, 13th Edition, ISBN 978-81-317-2121-6, Chapter 16 Principles of Management, T. Ramaswamy,
2. 1st Edition, Himalaya Publishing House pvt Ltd. Chapter No. 7,8,11
3. Organisational Behavior – Stephen Robbins; Timothy Judge, Seema Sanghi; Pearson Prentice Hall Publication, 13th Edition, ISBN 978-81-317-2121-6, Chapter 2,3,4&5
4. Organisational Behavior – Stephen Robbins; Timothy Judge, Seema Sanghi; Pearson Prentice Hall Publication, 13th Edition, ISBN 978-81-317-2121-6, Chapter 6,7,12&13
5. Organisational Behavior – Stephen Robbins; Timothy Judge, Seema Sanghi; Pearson Prentice Hall Publication, 13th Edition, ISBN 978-81-317-2121-6, Chapter 9&10



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SEMESTER-III

PAPER 10:

ELECTIVE-II

SUSTAINABILITY IN TEXTILE AND FASHION

Subject Code: MTC3T10-II

Maximum Marks: 100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

- 1 Learn the emerging trends in the field of textile and allied area to resolve the environmental issues of textile industry
- 2 To understand different sustainable textile materials.
- 3 To explore and investigate the possibilities in sustainable and ethical fashion

Unit I

1. Introduction to Sustainable Textile Materials and Production: Concept, Definition, Need and requirements of sustainable textile materials.
2. Ecological Aspects in Fiber production: Eco-Fiber and their production with reference to organic cotton and its comparison. With conventional cotton, Ecological aspects in the production of bamboo, hemp and other allied fibers, the genetic modification of cotton and its impact on environment and naturally colored cotton production and its benefits.

Unit II

1. Ecological Consideration in Spinning and Weaving Area;
2. Fluff and noise generation and its impact, Plant design considerations to minimize the noise, Role of humidification for minimizing fluff generation and maintain the heat balance. Design aspects for controlling the noise, Comparison of old and modern plants with respect to noise and fluff generation
3. Ecological Aspects in Wet Processing:
4. Comparison between old and modern pre and post wet processing techniques, Banned dyes, Banned Auxiliaries, Substitute chemicals and their norms.



Unit III

1. Innovations in sustainable materials and technologies associated to the fashion design industries: Bamboo/pineapple/other innovative materials, Recycled and up-cycled materials
2. Renovation and restoration: Up-cycling and recycling within the fashion design industries.
3. Ethical issues within the fashion design industries associated to: Labor, Conditions, Health & Safety, Remuneration, Waste management.

Unit IV

1.Environmental Legislations in Textile Production : Environmental protection, International and National policy regarding environmental protection, Protective applications, Legislation, Pollution measurement problems, Environmental auditing, eco-labeling-Oeko Tex Standards, Concept of COTP etc.

References :

1. Environmental impact of textiles, Keith Slater, Woodhead Publishers, June 2003.
2. Shastree N.K., „Environmental resource management, noise pollution: standards and control”, Anmol Publication Pvt. Ltd., New Delhi.(1997)
3. M.P. Poonia& S.C. Sharma, Environmental Studies, Khanna Publishing House, 2018.
4. O.P. Gupta, Energy Technology, Khanna Publishing House, 2018.



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SEMESTER-III

PRACTICAL-8

GARMENT MANUFACTURING AND QUALITY CONTROL

Subject Code: MTC3P08

Maximum Marks: 75
Theory: 50
Internal Assessment: 25

COURSE OUTCOMES:

1. To develop skill in transforming designs to drafting.
2. To develop skill in evaluating design, fitting and quality defects in garment.
3. To know about specific garments that society needs from apparel manufacturer.
4. To impart skills in apparel production in an Industrial set-up.

1. Children's Garment

- 1) A- line Frock
- 2) Fancy frock
- 3) Skirt-top
- 4) Boy shirt /Night suit

2. Women's Garment

- 1) Skirt - Top
- 2) Maxi dress
- 3) Evening gown
- 4) Salwar - kameez
- 5) Palazzo - top

3. Men's Garment

- 1) Shirt
- 2) Kurta
- 3) Dhoti



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4. Special Purpose Garment

- 1) Physically challenged
- 2) Maternity / Lactation Period.

References :

1. <https://style2designer.com/apparel/adaptive-clothing-best-for-physically-disabled-fashion-lovers/>
2. Clothing and textiles for disabled and elderly people Harriet Meinander & Minna Varheenmaa VTT Processes
3. James R.Evans & William M.Lindsay, The Management and Control of Quality, (Edition), South-Western (Thomson Learning), 2002
4. Feigenbaum.A.V. "Total Quality Management, McGraw-Hill, 1991.
5. Oakland.J.S. "Total Quality Management Butterworth – Heinemann Ltd., Oxford. 1989.



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SEMESTER-III

PRACTICAL-9

PORTFOLIO MAKING

Subject Code: MTC3P09

Maximum Marks: 75

Theory: 50

Internal Assessment: 25

COURSE OUTCOMES:

- To make students understand the importance and significance of portfolios and presentations
- To impart practical skills for portfolio presentations
- Students will learn a variety of ways to depict the work in the portfolio
- Students will learn a comprehensive process of creating a design portfolio
- Working towards a final portfolio with various creative projects done during the past semesters.
- Learn Design research on current trends and forecasts and chosen inspiration
- Learn to create mood boards/ look boards.

INTRODUCTION: A portfolio is a lifelong asset of a designer. This module is a dedicated to help the students build a design portfolio that will enable them to showcase their creativity in the industry. Through Design Collection the students will be able to express their point of view as a designer for the first time through a full cohesive collection of garments.

Subject: Portfolio Development in Fashion

UNIT: I

1) Introduction to Fashion Portfolio Development:

Understanding the importance of a fashion portfolio in the industry.

Identifying the purpose and target audience of a fashion portfolio.

2) Research and Concept Development:

Conducting fashion research to gather inspiration and relevant information.

UNIT: II

1. Developing creative concepts based on research findings.
2. Fashion Sketching and Illustration Techniques:
3. Learning fundamental drawing techniques for fashion sketches.

UNIT: III

1) Exploring various illustration styles and their applications in portfolio development.

Technical Drawing and CAD Skills:



2) Acquiring knowledge of technical drawing principles for garment construction.

Utilizing computer-aided design (CAD) software for creating technical fashion drawings.

3) Mood Boards and Visual Storytelling:

Creating compelling mood boards to communicate design concepts and aesthetics.

Developing visual narratives through the arrangement of images, textures, and colors.

UNIT: IV

1) Garment and Accessories Presentation:

Demonstrating the ability to showcase fashion designs through mock-ups, prototypes, and samples.

Understanding the importance of proper garment and accessory presentation techniques.

2) Photography and Styling for Portfolio:

Learning basic photography skills to capture high-quality images of fashion designs.

Understanding how to style and present garments effectively for portfolio purposes.

3) Portfolio Organization and Presentation:

Structuring and organizing the fashion portfolio to create a cohesive and visually appealing layout.

FINAL PRESENTATION:

Presenting the portfolio professionally, both in print and digital formats.

How students will go about it:

- Students will actively participate in lectures, discussions, and practical sessions to gain a comprehensive understanding of fashion portfolio development.
- They will engage in research activities to explore fashion trends, designers, and relevant concepts.
- Through hands-on exercises, they will practice fashion sketching, technical drawing, and CAD skills.
- Students will curate mood boards and experiment with visual storytelling techniques. They will work on garment and accessory presentations, focusing on quality and attention to detail.
- Photography and styling sessions will allow students to capture and present their designs effectively.

Towards the end of the course, students will organize their portfolio in a professional and visually appealing manner, both in print and digital formats.

Note: The syllabus may vary depending on the specific curriculum and course duration.



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References-

1. Drake/ Spooone/Greenwald —Retail fashion Promotion and Advertising!
2. Gini Stephens Frings — Fashion- from concept to consumer! Pearson Education
3. Jarnow, J and KG Dickenson, —Inside the Fashion Business! Prentice Hall, 1997
4. JerliganEasterling —Fashion Merchandising And Marketing' Pearson Education
5. Polly Guerin — Creative fashion Presentations! Fairchild Publications



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SEMESTER-III

Practical 10

Entrepreneurship Development in Textile and Clothing

Subject Code:MTC3P10

Internal Assessment: 50

Practicals:-

(1) Related Experience:-

- I) Visit to small scale industry.
- II) Visit Agencies that finance SSI

(2)Project:-Survey of local market to know needs of consumer

- (I) Formation of project proposal. Report on visits.
- (II) Report on visits

(3) Practical: Preparation of Articles based on following-

- (I)Dyeing, printing, embroidery. Garment manufacturing, soaps, detergents, stain removers.
- (II)Minimum two articles from the above are to be prepared and organize exhibition-cum-sale of the prepared products.

Reference book

- 1) Entrepreneurship in Textiles and Apparel: The Ultimate Handbook for Clothing Startups" by Archana Dhawan Bajaj.
- 2)Fashion for Profit: A Professional's Guide to the Fashion and Textile Business" by Frances Harder
- 3). Kuratko- Entrepreneurship – A Contemporary Approach, (Thomson Learning Books)
- 4) Small-Scale Industries and Entrepreneurship. Desai, Vasant (2003).
- 5) Himalaya Publishing House, Delhi. 4. S.S. Khanka – Entrepreneurial Development (S. Chand & Co.)



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SEMESTER - III
PRACTICAL 11:
Research Project (Design)
Review of Literature & Presentation
SUBJECT CODE: PGTC3RP1

Maximum Marks: 100
Practical: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. Students should get an idea about research work.
 2. Students should have an idea about how to write research project work.
 3. Students should develop project presentation skill.
- The student will have to carry out the research-based project work instead of practical from third semester in the department. The student will be attached to any of the national/ regional/ private research institute/organization, if required. The student in consultation with supervisor will finalize the topic of the project work at the beginning of the third semester.
 - Students must prepare Synopsis of the project work in which detail plan of work is mentioned. Below mentioned points should be covered compulsorily in Synopsis.
 - Introduction
 - Purpose/scope of study/project work
 - Objectives of study /project work
 - Limitation of the Work
 - Hypothesis of Work/Study
 - Methodology
 - Bibliography
 - Prepare Synopsis report with content mentioned above in printed form & submit.
 - Prepare presentation based on synopsis in power point at the end of session & present in front of internal & external for assessment.



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SEMESTER IV

M.Sc. Home Science (Textile and Clothing)



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SEMESTER – IV
PAPER - II
Fashion Business Management
Subject Code-MTC4T11

Maximum Marks: 100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. To introduce students to the fundamentals of the fashion industry and its various sectors.
2. To develop critical thinking and problem-solving skills within the context of fashion business management.
3. To understand the process of fashion merchandising, including product development and assortment planning

Unit 1:

Introduction to Business Management, Types of Business, Principles of business , Use of Business in Fashion Industry, Business Communication, Fundamentals of Management, Evolution of fashion business and management

Unit 2:

Fashion Marketing and Consumer Behavior, Principles of marketing applied to fashion, Consumer behavior and its impact on fashion marketing, Fashion Merchandising and Fashion brand management, Factors influencing consumer behavior , Assortment planning and buying strategies

Unit 3:

Retail Management in the Fashion Industry, Retail formats and store management, Visual merchandising and store layout, Fashion prediction and Trend Analysis, Techniques for fashion forecasting, Trend analysis and its application in the fashion industry

Unit 4:

Fashion Digital Marketing and E-Commerce, Digital marketing strategies for fashion brands, E-commerce platforms and online retailing in fashion, Managing sustainability and ethics in the luxury fashion sector, Social media marketing



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References:

- By Mike Easey , Fashion marketing
- By Philips Kotler, Marketing management
- By Maria Constantino, Fashion Marketing and PR
- By Nicholas Alexender, international Retailing
- By V. D Dudeja, Professional Management of Fashion Industry
- By Lynda Gamans, Retailing Principles



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SEMESTER – IV

PAPER 12

Current Trends and Issues in Textile and Clothing

Subject Code : MTC4T12

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. To create awareness regarding current trends, issues and researches related to Textile and Clothing.
2. To acquire the knowledge regarding the current trends in textile.
3. To gain knowledge regarding the trends, innovations in Textile & Clothing over the world.

Unit 1

Current trends & issues in Textile & Clothing.

Current trends & issues in Apparel & Clothing designing

e.g. Trends with respect to colors, Print & patterns, Clothing Style, accessories etc.

Unit 2

Current trends & issues in Fashion Communication and Marketing. Different tools of fashion communication e.g. Advertisement, News paper, Television, Internet,

Fashion show etc. Fashion communication tools in Retail store, MBO or COCO shops, Websites on Textile and Fashion Designing.

Unit 3

New addition & innovation in Garment production.

Current garment production industries in India and abroad.

Unit 4

National textile policy.

Foreign trade policy.



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References:-

- National Textile Policy 1986, 2000.
- Mishra & Puri, Indian Economy, Himalaya Pub. House Journals – Cloth exclusive, Business India, Business today.
- News Papers – Economics Times, Financial Experts and Apparel online.
- Industry Published Journals / News letters from SASMIRA, WWEPC, HHEC.
- Economic Surveys, Govt. of India.



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SEMESTER – IV

Paper 13: Electives

Electives-I

Fashion Communication

Subject Code : MTC4T13-I

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

COURSE OUTCOMES:

1. This course is designed to provide students of fashion studies with a basic understanding of the principles and concepts of fashion communication. Through a combination of theoretical knowledge and practical examples.
1. Students will explore the various elements involved in effectively communicating fashion messages, including visual and verbal communication, media platforms, branding, and consumer engagement.

Unit 1: Introduction to Fashion Communication

- Definition and scope of fashion communication
- Importance of effective communication in the fashion industry
- Historical overview of fashion communication
- Role of fashion communication in building brand identity

Unit 2: Visual Communication in Fashion

- Understanding the power of visuals in fashion communication
- Elements of visual communication (color, composition, typography)
- Visual merchandising and its impact on consumer experience
- Fashion photography and its role in fashion communication

Unit 3: Verbal Communication in Fashion

- Importance of effective verbal communication in fashion
- Fashion journalism and its role in disseminating fashion information
- Fashion writing and its various forms (press releases, blog posts, social media)
- Public speaking and presentation skills for fashion professionals

Unit 4: Media Platforms and Consumer Engagement



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- Overview of traditional and digital media platforms in fashion communication
- Social media and its influence on fashion branding and consumer engagement
- Fashion advertising and its strategies
- Fashion events and their role in creating buzz and engaging consumers

Assessment Methods:

Class participation and discussions

Individual or group presentations

Written assignments (essays, reports, reflections)

Practical projects (visual displays, social media campaigns)

References:

- "Fashion Communication: From Basics to Brilliance" by Aneta Genova
- **Principles of Marketing** by **Philip T. Kotler (Author), Gary Armstrong (Author), Prafulla Agnihotri (Author)**
- Fashion Advertising and Promotion by Jay and Ellen Diamond – Fairchild Publications.
- Fashion Advertising and Promotion by A. Winters and Stanley Goodman.
- Advertising Management – Concepts and Cases by Manendra Mohan.



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SEMESTER – IV

Paper 13: Electives-II

Fashion Forecasting & Product Development

Subject Code : MTC4T13-II

Maximum Marks: 100
Theory: 80
Internal Assessment: 20

COURSE OUTCOMES:

1. To develop understanding about the concept of Fashion forecasting.
2. To study Fashion forecasters are responsible for attracting consumers
3. To understand helping retail businesses and designers sell their brands
4. To Study and understand important points gathering data on fashion trends, how they operate, and how they affect business.

Content - Theory

UNIT - I

Introduction to Fashion forecasting: Importance of forecasting, Principles of forecasting, long term forecasting, short term forecasting, Fashion Trend Forecasting, Textile and Colour Forecasting, Factors Influencing Colour Forecast, Colour Forecasting, colour palette, Inspiration, Theme and Mood.

Importance of Fashion Forecaster: Role and responsibilities of a Fashion Forecaster, Fashion forecasting experts, Diffusion of Innovation Characteristics of Innovation and Novelty, The Consumer Adoption Process, Introduction to Style sight Fashion Forecaster, fashion colour forecasters, fashion trend forecasters.

UNIT – II:

Principle of fashion, Fashion Movement, Theories of Fashion Pendulum, Fashion Cycles & Wave Dynamics. Theories of Fashion Adoption, Fashion Eras, Subcultural Fashion, Fashion trends.

The Global Fashion Industry - trends, theories and eras. Fashion Statements



UNIT – III

Fashion Product Development Process in the Fashion Industry: Product Development strategies, Consumer research Sales Forecasting, Brand marketing and retailing. Marketing vs Branding. Fashion Stylist. Merchandiser, fashion brands and agencies, runway shows, trade shows, newspapers & magazines information.

Product development -line planning line presentation. Fashion product development software:

UNIT – IV

Relationship with Selling and marketing: Cultural Component: Macro trends in fashion. Strategic component: Market Research, Strategic Marketing, Product Strategy, Efficiency Analysis, Style Codes, Luxury. Technical Component: Online Fashion marketing & communication, Fast Fashion and Trends, Product Management, Purchasing, Logistics and Suppliers, Product Analysis and Guidelines, A Sustainable Product. Project Component: Mystery Product Shopping, Trend Analysis, Strategic Product Project.

References

1. Assael, Henry. Consumer Behavior: A Strategic Approach. Boston: Houghton Mifflin, 2004.
2. Brannon, Evelyn L. Fashion Forecasting, 2nd ed. NY: Fairchild Publications, 2005.
3. Crane, Diana. Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing. Chicago: U of Chicago Press, 2000.
4. Fehrman, Kenneth. Color: The Secret Influence. Upper Saddle River, NJ: Prentice Hall, 2004.
5. Feisner, Edith Anderson. Color Studies. NY Fairchild Publications, 2006.
6. Keiser, Sandra J. Beyond Design: The Synergy of Apparel Product Development. NY: Fairchild Publications, 2003.
7. Lieberman, Stanley. Matter of Taste: How Names, Fashions, and Culture Change. New Haven: Yale University Press, 2000.
8. Stone, Elaine. The Dynamics of Fashion, 2nd ed. NY: Fairchild Publications, 2003



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SEMESTER – IV

Practical 12

Current Trends and Issues in Textile and Clothing

Subject Code – PMTC4P12

Maximum Marks: 75

Practical: 50

Internal Assessment: 25

COURSE OUTCOMES:

- To acquire the knowledge about current trends in Textile, clothing & fashion.

Practical :-

1. Presentations on assigned topics covered under theory through various means of communication.
2. Presentation on current trends in color in winter & summer collection.
3. Presentation on current trends in Prints & patterns.
4. Presentation on current trends in clothing style
5. Presentation on interior decoration & designing of Clothing store to impact customer.
6. Presentation based on Current issue of Textile & clothing industry.



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SEMESTER – IV

Practical 13:

Fashion Business Management

Subject Code-MTC4P13

Internal Assessment: 25

1. Industry Visits: Organizing visits to fashion businesses, such as fashion retailers, showrooms, manufacturing facilities, or fashion trade shows. This allows students to observe and interact with professionals in the industry, understand the operations and processes.

(Write a report on Industrial visit)

2. Fashion Show or Exhibition Planning: Organizing and managing a fashion show or exhibition as a class project. This involves various aspects such as event planning, model casting, sourcing designers or brands, marketing the event, and executing the actual show or exhibition.

(Write a report on Industrial visit)

3. Market Research and Analysis: Conducting market research projects to understand consumer behavior, trends, and market demand. This may involve collecting and analyzing data, creating surveys, interviewing potential customers, and presenting findings and recommendations.

(Write a report on Industrial visit)

- By Mike Easey , Fashion marketing
- By Philips Kotler, Marketing management
- By Maria Constantino, Fashion Marketing and PR
- By Nicholas Alexander, international Retailing
- By V. D Dudeja, Professional Management of Fashion Industry
- By Lynda Gamans, Retailing Principles



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Practical 14

SEMINAR

Subject Code : MTC4P14

Internal Assessment: 25

COURSE OUTCOMES:

- 1) To impart knowledge regarding the origin and development of textiles.
- 2) To make the students aware of the basic textile and clothing concepts.

The seminar includes scope and innovations in textile and clothing.

Prepare Seminar report and presentation related to Textiles and clothing that should be delivered to fulfill internal assessment criteria.



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TEXTILE AND CLOTHING
SEMESTER – IV
MTC4RP15
RESEARCH PROJECT
(MAJOR)

Maximum Marks: 175

Practical: 100

Internal Assessment: 75



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DETAILED SYLLABUS
OF
B.A.LL.B. 5 YEARS
DEGREE PROGRAMME



Format and Distribution of Marks in the Question Papers of the End Semester Examination & Instructions

1] For all subjects except Legal language and English:

Every Question Paper of Theory Subject of 80 marks except that of Legal Language and English shall be modelled on the following Pattern:

1. There shall be 9 questions in all, generally covering all units in the syllabus.
2. Out of that Question No1 will be compulsory and shall consist of short notes type questions. The students must attempt any four (4) short notes out of six (6). Question no 1 shall be of 20 marks.
3. All other questions shall have to be answered in the descriptive. They shall be of 10 marks each, and out of which the students will be required to solve any six (6).

2] For Papers in the English Subject of all Semesters (i.e., English I to IV) :

1. There will be three sections in the Question paper namely, Section A, Section B and Section C.
2. The Question paper shall have 10 questions in all.
3. Question No.1 and one Question each from Section B and Section C shall be compulsory.
4. 5 Questions out of the remaining 7 questions have to be answered in the descriptive.

3] For Paper in the Subject of Legal Language & Legal Writing:

1. There will be two sections in the Question paper namely, Section A and Section B.
2. The Question paper shall have 10 questions.
3. Question No.1 in Section A and Question no.10 of Section B shall be compulsory and shall be of 10 marks each.
4. Question No.10 shall be divided as 10(a) and 10(b) and shall carry 5 marks each (10 marks in all)
5. All other questions shall be as per the instructions given in the question paper and any 6 questions have to be answered out of the remaining 8 questions, each carrying 10 marks.
6. The question relating to Legal Terminology shall have 6 choices out of which candidate shall be required to write any 5. Each of the terminology shall carry 2 marks.
7. The question relating to legal maxims shall have 4 choices out of which the candidate shall be required to answer any 2. Each of the maxim shall carry 5 marks.



B.A. LL. B I SEMESTER 5 YEARS PROGRAMME
ENGLISH LANGUAGE AND COMMUNICATION SKILLS-I
CORE COURSE (CC) : 1.1

COURSE OBJECTIVES: The English language is a necessary tool for a student of law as well as student learning the subjects of humanities or Arts. This paper covers prose, Grammar, writing skills. It focuses on imparting knowledge of communication skills.

LEARNING OUTCOMES: A student shall acquire the skills of reading, comprehension and the nuances of grammar in language. The student shall learn composition and writing skills. The basic understanding of how to communicate shall enable the student in the soft and essential skill of expression and articulating topics to an audience.

SECTION: A

UNIT: I

(30) Marks

- Essentials of Education–Sir R. Livingstone
- Child Marriage–M. K. Gandhi
- The Verger – Somerset Maugham
- A Tiger for Malgudi–R. K. Narayan
- Marriage is a Private Affair – Chinua Achebe
- The Golden Watch–Mulk Raj Anand
-

UNIT: II

English Grammar

(10) Marks

Sentence, Phrase & Clause, Noun, Pronoun, Verb, Adverb & Adjectives, Prepositions & Conjunctions, Articles & Modals, Punctuation & Capital Letter, Tenses, One Word Substitution.

SECTION B – LANGUAGE WRITING

UNIT: III

- Composition
- An essay of about 500 words on any Socio-Legal topics.

(10) Marks



UNIT: IV

Professional Writing

(10) Marks

- Formal Letters and Applications for development of writing skills with emphasis on the area of legal study.

SECTION C - Communication Skills

UNIT: V

Introduction to communication

(20) Marks

- Definition; importance of communication skills for a professional; verbal, nonverbal and paralinguistic communication; the communication model; Written v/s oral communication
- Non-verbal Communication-Writing a professional letter, avoiding repetition, sexist language, removing unnecessary words.

SUGGESTED READINGS

1. High School English Grammar and Composition by Wren and Martin, S. Chand & Company Ltd.
2. Foundation English by R. K Dwivedi and A. Kumar, Macmillan India Ltd. publication.
3. Formulas of English Grammar (for the students of law) by Indu Prakash, New Era Law publications, Delhi.

Text book prescribed -

1. EASY ENGLISH edited by Suresh Chandra, S. Chand publication.
2. SESAME (An Anthology of English prose) etd. By K. K. Reddy, S. Chand publication

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POLITICAL SCIENCE-I

CORE COURSE (CC): 1.2

COURSE OBJECTIVE : The objective of this paper is to introduce the students to some of the fundamental concepts in Political Theory. It introduces students with the rationale for studying the discipline by building their knowledge about some of the major concepts that constitute it. The paper consists of concepts that are particularly important for a student of law as debates around questions pertaining to these concepts are foundational to the formation of law and policy.



LEARNING OUTCOME : By introducing students to myriad of perspectives regarding important questions pertaining to the political, social, economic and legal aspect of an individual's life, this paper enhances the critical and analytical thinking of the students.

UNIT: I

Nature and Scope of Political Science; Law – Meaning, Source; Relation of Political Science with Law

UNIT: II

State: Theories of Origin of State – Divine Rights theory, Social Contract theory – Hobbes, Locke, Rousseau; Elements of State; Distinction between State, Society, Nation, Government, Association; Sovereignty – Meaning, Characteristics and Austin's theory of Sovereignty.

UNIT: III

Justice – Meaning and Nature; Types - Political, Economic, Social, Distributive, Substantive, Procedural

UNIT: IV

Liberty – Meaning, Nature, Specific Kinds – Negative and Positive; J.S. Mill's theory of Liberty

UNIT: V

Equality – Meaning, Nature, Specific Kinds; Equality, Liberty and Justice; Egalitarianism: Background inequalities and differential treatment, Affirmative action; Marx

UNIT: VI

Political Obligation and Political Participation Pluralism in Democracy; Multiculturalism

SUGGESTED READINGS:

1. An Introduction to Political Theory - O.P. Gauba
2. Political Theory - S.R. Myneni
3. Contemporary Political Theory – J.C. Johari
4. Principles of Political Science – R. C. Agarwal
5. On Liberty – J.S. Mill
6. Western Political Thought – J. P. Suda



B.A. LL. B I SEMESTER 5 YEARS PROGRAMME

HISTORY-I: ANCIENT AND MEDIEVAL HISTORY OF INDIA

CORE COURSE (CC): 1.3

COURSE OBJECTIVES: This course is an introductory paper intending to introduce Ancient and Medieval history of India to the students. The course also intends to give a brief about the different sources and the changing trends in the ancient and medieval history. The course introduce scenario from different types of states like Vedic, Mauryan, Haptas administration till the advent of Islam in India.

LEARNING OUTCOME: After completing this course students are expected to have a fair knowledge about the ancient history and medieval history. The students will have wide ranging idea on the different sources of the early India and their mode and different way of interpretation in the process of historical reconstruction.

UNIT: I

Sources of Ancient History

- Archaeological sources
- Literary Sources
- Foreign Sources

UNIT: II

Nature of the State in Ancient India

Types of States-Monarchy and Republic

- Vedic Administration
- Mauryan Administration
- Gupta's Administration

UNIT: III

Religious movements in Ancient India

- Buddhism
- Jainism



UNIT: IV

Judicial Administration in Ancient India

- Ancient Law givers
- Judges and Jury system
- Royal courts
- Crimes and Punishment

UNIT: V

Advent of Islam and Delhi Sultanate

- Teachings of Prophet Mohammad
- Political administration of Delhi Sultanate
- Political administration of Mughals
- Political administration of Vijaynagar empire

UNIT: VI

Rise of Maratha Power

- Early life and career of Shivaji
- Maratha Administration under Shivaji

UNIT: VII

Judicial Administration in Medieval India

- Sources of Law
- Popular law courts
- Judicial procedures

UNIT: VIII

Advent of Islam into India

- Invasion of Mohammad-Bin-Qasim in India.
- Mahmud Ghazni's invasion in India
- Muhammad Ghori-Battle of Tarain.

SUGGESTED READINGS:

1. A.S. Alteker: State and Government in Ancient India.
2. Beni Prasad: State in Ancient India
3. R.C. Majumdar: Ancient India
4. D.D. Kosambi: The Culture and Civilization of Ancient India



5. R.K. Mookerjee: Hindu Civilization
6. K.L. Khurana: Ancient India
7. K.P.Jaiswal: Hindu Polity
8. Beni Prasad: The Political Theory in Ancient India
9. D.R. Bhandarkar: Some Aspects of Ancient Indian Polity
10. Nagendra Singh: Juristic Concepts of Ancient Indian Polity
11. Nagendra Nath: Law Aspects of Ancient Indian Policy
12. A.K.Sen: Studies in Ancient Indian Political Thought

B.A. LL. B I SEMESTER 5 YEARS PROGRAMME

LEGAL LANGUAGE

CORE COURSE (CC): 1.4

COURSE OBJECTIVES: Legal Language is the tool in the hands of a Lawyer whereby he can articulate and express himself. This course imparts a knowledge of the fundamentals of law and the characteristics and scope of legal language. It covers the area of Fundamentals of legal writing, Legal terminologies and Legal Maxims while preparing the students in the skill of synopsis writing and case comments.

LEARNING OUTCOMES: On a proper study and learning of the language of Law, a student shall acquire a knowledge of the commonly used legal terminologies and legal maxims. The student shall be enabled to understand the need, characteristics and scope of language in their practice as an Advocate. They shall learn the skill of fundamental principles of legal writing, synopsis writing and case comments.

SECTION: A

UNIT: I-GENERAL STUDY OF LAW

- Definition of Law
- Functions of law
- Kinds of Law
- Classification of Law
- Sources of Law
- Rights and Remedies



UNIT: II-CHARACTERISTICS OF LEGAL LANGUAGE

- Meaning of Legal Language
- Scope and Domain of Legal Language
- Problems of Legal Language

UNIT: III-FUNDAMENTAL PRINCIPLES OF LEGAL WRITING

Concision, clarity and cogency

- Simplicity of structure
- Title
- Heading
- Use of italics
- Numbers
- Definition of terms
- Contractions
- Use of first person
- Ellipses & alterations
- Citations, references and footnotes

UNIT: IV-LEGAL TERMINOLOGY

Ad hoc, Ad interim, Animo attestandi, Alibi, Ad valorem, Ambiguitas – patent, Ambiguitas – latents, Amicus Curiae, Animus possidenti, Bona Fide(s), Corpus juris civilis, Caveat emptor, De facto, De jure, Detenu, En masse, Ex officio, Ex-cathedra, Ex-parte, Ex-gratia, En-route, Ens legis, Ex post facto, Factum valent, In pari delicto, In pari material, In lieu of, In personam, In rem, Inter se, Impasse, In situ, Inter alia, In toto, Ipso facto, Intra vires, Jure Divino, Jus in rem, Jus ad rem, Jus tertii, Jus in re aliena, Jus in re propria, Jus gentium, Jus natural, Laissez faire, Legalis homo, Lex loci, Locus standi, Magnum bonum, Magnum opus, Mala fides, Modus operandi, Mutatis and mutandis, Note bene, Novus homo, Onus probandi, Obiter dictum, Prima facie, Quid pro quo, Res integra, Res nullius, Sine qua non, Socius criminis, Sans, Status quo, Suo motu, Ultra vires, Vox populi vox dei.

UNIT: V-LEGAL MAXIMS

- Actus dei nemini facit injuriam
- Actus non facit reum nisi mens sit rea
- Actus personalis moritur cum persona



- Audi alteram partem
- Communis error facit jus
- Damnum sine injuria
- Delegates non potest delegare
- Ex turpi causa non oritur action
- Falsus in uno falsus in omnibus
- Generalia specialibus non derogant
- Ignorantia facit excusat ignorantia juris non excusat
- Injuria sine damno
- Nemo dat quod non habet
- Novus actus interveniens or nova causa interveniensNoscitur a sociis
- Par in partem imperium non habet
- Qui facit per alium facit per se
- Respondeat superior
- Res ipsa loquitur
- Res non potest peccare
- Ubi jus ibi idem remedium
- Vigilantibus et non dormientibus, jura subveniunt
- Volenti non fit injura

SECTION: B

UNIT:VI-SYNOPSIS WRITING AND CASE COMMENTS

- Synopsis writing of paragraphs from case laws or judgements
- Case Comments.

(At least 6 exercises in each to be done)

SUGGESTED READINGS :

1. Peter Tiersma, Legal Language (UniversityofChicagoPress,1999).
2. Legal Language and Legal Writing–S.C. Tripathi.
3. Legal Language, Legal writing and general English – Prof. Dr. Saria Gupta and B. P. Agrawal



4. Outline of Legal language in India–Dr. Anirudh Prashad
5. Legal Language and Legal rights–S.N. Mishra
6. Legal language and Legal rights–Tandon

INSTRUCTIONS FOR THE LEGAL LANGUAGE PAPER:

1. There will be two sections in the Question paper namely, Section A and Section B.
2. The Question paper shall have 10 questions.
3. Question No.1 in Section A and Question no.10 of Section B shall be compulsory and shall be of 10 marks each.
4. Question No.10 shall be divided as 10(a) and 10(b) and shall carry 5 marks each (10 marks in all)
5. All other questions shall be as per the instructions given in the question paper and any 6 questions have to be answered out of the remaining 8 questions, each carrying 10 marks.
6. The question relating to Legal Terminology shall have 6 choices out of which candidate shall be required to write any 5. Each of the terminology shall carry 2 marks.
7. The question relating to legal maxims shall have 4 choices out of which the candidate shall be required to answer any 2. Each of the maxim shall carry 5 marks.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B I SEMESTER 5 YEARS PROGRAMME

SOCIOLOGY-I

ELECTIVE COURSE (EC): 1.1

COURSE OBJECTIVES: Sociology provides critical insight and perspective to the solution of social problems. Sociology has changed our outlook with regard to the problems of crime, its causes and consequences. This paper introduces the concept of sociology, social groups, social change, process of social change, theories of deviance and scope of sociology and law.

LEARNING OUTCOMES: A student of this subject shall be able to understand the concept of Sociology and its relationship to law, the nature and process of social change, theories of deviance and its functions. It will help them to understand the interdependence of law, society and sociology.



UNIT: I –INTRODUCTION

- Nature, Definition and Scope of Sociology
- Relationship of Sociology with Other Social Sciences

UNIT: II -SOCIETY AND SOCIAL GROUPS

- Definition, Meaning, Features and Importance of Social Groups
- Primary and Secondary Groups: Distinctive Features and Importance
- In Groups and Out Groups: Distinctive Features and Differences
- Pressure Groups: Definition, Features and Functions
- Society and Community: Meaning, Features and Differences

UNIT: III -SOCIAL CHANGE, PROCESSES OF CHANGE, SOCIAL CONTROL AND DEVIANCE

- Social Change: Definition, Factors and Mechanisms of Social Change
- Urbanization: Concept, Features, Factors and Impacts
- Globalization: Concept, Features, Factors and Impacts
- Meaning and definition of Social Control
- Means of Social Control

UNIT: VI -PHYSIOLOGICAL AND PSYCHOLOGICAL THEORIES

- Deviance- a functional perspective
- Meaning and Functions of Deviance
- The function of deviance
- Who makes the Law?
- Who breaks the Law?
- Who gets caught?
- Who enforces the Law?
- Society without crime

UNIT: V- SOCIOLOGY OF LAW

- Definition and Subject Matter
- Scope of Sociology of Law
- Relationship between Law and Sociology: Subject Matter and Interdependence.



SUGGESTED READINGS:

1. C N Shankar Rao, *Sociology, Principles of Sociology with an Introduction to Sociological Thought*, S. Chand Publication.
2. Baxi.U. (2009) *Towards the Sociology of Law*, New Delhi: Satwahain Publications
3. Oommen, T. K. and Venugopal, C.N. (1993). *Sociology of Law*, Eastern Book
4. H.K. Rawat, *Sociology Basic Concepts*
5. Haralambos, M. and Heald, R.M. *Sociology Themes and Perspectives*, New Delhi: OUP
6. Sudha Dixit: *Indian Society and Indian Social Problems*.
7. G. R. Madam: *Indian Social Problems Vol-I and II*
8. Ram Ahuja: *Social Problem in India*

B.A. LL. B I SEMESTER 5 YEARS PROGRAMME

ECONOMICS-I

ELECTIVE COURSE (EC): 1.2

COURSE OBJECTIVES: The course is designed to emphasize the importance of making choices between desirable alternatives. The study of economics provides tools to make these choices in such areas as employment, economic growth, price stability, and trade. Understand theories and principles in microeconomics including price theory, market structure and trade-offs, comparative advantage, factor markets, consumer theory, public goods, externalities and market failure. Apply these principles to analyze economic issues. Understand theories and principles in macroeconomics including national income accounting, models of output determination, models of aggregate demand and supply, the money market, fiscal policy and monetary policy. Apply these principles to analyze economic issues. Communicate through presentations about specific economic issues.

LEARNING OUTCOMES: Students are expected to demonstrate a command of basic characteristics of the global economy by using this knowledge to critically evaluate economic outcomes, a command of basic economic theory by using this theory to make predictions and to analyze alternative economic policy options, the ability to communicate in both oral and written forms by presenting arguments and evidence clearly and concisely, the ability to understand moral reasoning with respect to economic issues by recognizing the implicit value conflicts present in all economic policy debates, the ability to engage in problem solving using basic economic theory, the ability to engage in critical thinking as a part of the analysis of economic problems.



UNIT: I -INTRODUCTION:

- Definition, scope, basic assumptions, nature of economic laws, various economic functions.
- Types of economic studies- macro and micro.
- Relation between Macro and Micro.
- Relevance to law.

UNIT: II -CONSUMER BEHAVIOUR:

- Principle and concepts relating to utility,
- Indifference curve with its properties
- Consumer's equilibrium
- Basic principle in Demand and Supply – Demand functions and demand curve, elasticity in demand curve (with applications), supply functions and elasticity,
- Principle of substitution,
- Law of Equi-marginal utility, Consumer surplus.

UNIT: III- THEORY OF PRODUCTION AND COST:

- Factors of production - land, labour, capital and organization, production function,
- Factor substitution, return to scale and return to factor,
- Different concepts of cost and revenue with inter-relation (with applications).

UNIT: IV- MARKET STRUCTURE AND PRICE DETERMINATION:

- Features of Perfect competition, Imperfect competition, Monopoly, duopoly, oligopoly and monopsony,
- Price determination.

UNIT: V- BANKING:

- Functions of commercial Banks,
- Functions of Reserve Bank,
- Credit creation and credit control,
- Cooperative bank.

SUGGESTED READINGS:

1. Ahuja H.L., Advanced Economic Theory: Microeconomics Analysis, 13th Edition, S. Chand and Co. Ltd., New Delhi.
2. Jhingan M. L., Micro Economics Analysis, Vrinda Publications.
3. Dewett K. K., Modern Economic Theory, S Chand and Co. Ltd., New Delhi.



4. Koutsoyiannis A., (1979) Modern Microeconomics, 2nd edition, Macmilian Press, London.
5. Sen A., (1999) Microeconomics: Theory and Application, Oxford University Press, London.
6. Seth M. L., Microeconomics.

B.A.LL. B I SEMESTER 5 YEARS PROGRAMME

SEMINAR COURSE-I

SKILL BASED COURSE (SC): 1.1

COURSE OBJECTIVES: This course has been designed with the objective of developing the analytical, writing and presentation skills of students of law. It requires students to write papers on socio-legal topics so that students develop the capacity to think, analyse as well as research on such themes. It also expects students to make presentations of their papers, so that their presentation skills (writing as well as speaking) can be developed.

LEARNING OUTCOMES: The expected outcome of this course is that students will be better equipped to appreciate socio-legal problems and critically analyse them. This will help students as future lawyers to think of ways in which such problems can be better addressed.

The student will be expected to do the following as a part of this course:

- i. Write at least two papers of minimum 2000 words each on socio-legal topics of contemporary relevance, as may be approved by the teacher in-charge
- ii. Make class presentations on the said topics as a part of the Seminar course
- iii. Maintain a record of all the papers and submit the same to the college.

MODE OF ASSESSMENT:

The students will be evaluated on the basis of originality and quality of papers written as well as the presentations on the same (writing and speaking skills) done in the classes held during the entire duration of the semester. This will count for the internal evaluation of the students (40 marks)

Additionally, the students will also be evaluated at the end of the semester by an external examiner appointed by the University, for all the papers submitted to the college. It shall be mandatory for all students to present themselves before the external examiner for the viva voce. (10 marks)

There shall however be no end semester theory examination on this course



B.A. LL.B. II SEMESTER 5 YEARS PROGRAMME
ENGLISH LANGUAGE AND COMMUNICATION SKILLS- II
CORE COURSE (CC): 2.1

COURSE OBJECTIVES: The English language is a necessary tool for a student of law as well as student learning the subjects of humanities or Arts. This paper covers prose, Grammar, writing skills. It focuses on imparting knowledge of communication skills.

LEARNING OUTCOMES: A student shall acquire the skills of reading, comprehension and the nuances of grammar in language. The student shall learn composition and writing skills. The basic understanding of how to communicate shall enable the student in the soft and essential skill of expression and articulating topics to an audience.

SECTION: A

UNIT: I

(30) Marks

- Socrates–J. B. Neilson
- On the rule of the Road –A.G. Gardiner
- An Astrologer's Day – R K Narayan
- The First Case – M.K. Gandhi
- Tolstoy's Home K.P.S. Menon
- How to Make a Speech–Edgar I. Baker
- The role of Universities–Jawaharlal Nehru

SECTION: B

UNIT: II- LANGUAGE WRITING

Composition

- An essay of about 500 words on any subject of contemporary legal interest (10) Marks
- Paraphrase and Precis Writing (10) Marks

UNIT: III -PROFESSIONAL WRITING

- Presenting a Counter-view of the given topic in a paragraph of 300 words to develop argumentative skills (10) Marks



SECTION: C

UNIT: IV–COMMUNICATION SKILLS

1. Conversation practice; Pronunciation; Correct Usage and Common Errors; Spelling rules;
2. Oral Presentations; Body language in the communication process; The advocate as conductor: painting the picture; my physical presence; where do I look; masking my anxiety; what do I call people opening statements; agendas; questioning my witnesses; helping the decision maker to understand.

SUGGESTED READINGS:

1. High School English Grammar and Composition by Wrenand Martin, S. Chand Publication.
2. English for Law students by Uma Shankar Singh, Allahabad Law Agency Publication.
3. The Law and the Lawyers–M.K. Gandhi
4. Developing Communication skills by Mohanand Banerji
5. SESAME edited by K. K. Reddy, S. Chand publication.

B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

POLITICAL SCIENCE-II

CORE COURSE (CC): 2.2

COURSE OBJECTIVE: The objective of this paper is to strengthen a student's knowledge about the political structure as it is established in India. It aims to enable them to compare it with prominent alternative political institutions and thereby contemplate on the pros and cons of each of these systems. It also introduces the students with the fundamentals of policy making.

LEARNING OUTCOME: By educating students with different forms of political institutions and India's political structure, this paper enables them to critically analyze working of Indian political system and reflect upon what improvements, if any, can be made to the same. It turns them into more informed citizens. It also provides exposure to the field of public policy to the students.



UNIT: I

Organs of Government:

Legislature – functions and methods

Executive – Types, Functions

Judiciary – Functions, Independence, Judicial review, PIL, Judicial activism

UNIT: II

Unitary form, Federal form, Confederation – meaning, differences, merits and demerits

Parliamentary, Presidential form of government – features, merits and demerits

UNIT: III

Rule of Law

Separation of Powers; Checks and balances

UNIT: IV

Political Parties – Importance, Types, Functions; Party Systems

Elections –Electoral systems - Types of election system (First Past the Post, Proportional Representation, Mixed Representation), Election Commission in India

UNIT: V

Public Policy – Concept, relevance and approaches; Formulation, implementation and evaluation

SUGGESTED READINGS:

1. Indian Polity – M. Laxmikanth
2. Principles of Political Science - R. C. Agarwal
3. T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 The Oxford Handbook of Public Policy, OUP,2006



B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

HISTORY-II: INDIAN LEGAL HISTORY

CORE COURSE (CC): 2.3

COURSE OBJECTIVES: The primary objective of this course is to give the students of law a detailed historical account of the events which have prominently impacted our laws and legal system, as we see them today. It aims to take the students through the evolution of legal institutions in British India, the nationalist freedom movements, the strategies used by our freedom fighters to win independence for India etc. as these provide a canvas to the understanding of the present-day laws and legal system that governs us. It also aims to help students understand the kind of courts established by the Britishers in India as well as the laws enacted by the Britishers for ruling India. It also aims to help students appreciate to what extent do present day laws and judicial traditions relate to those during the colonial rule in India. The basic objective of this course thus is to anchor the understanding of students about current day laws, functioning of legal and judicial institutions in stronger foundations by presenting to them their evolution through the historical past in India.

LEARNING OUTCOMES: After studying this course, students are expected to be fully aware of the modern history of India and how and in what ways it has impacted our Constitution making and legal and judicial systems of the present day. It is also expected to equip students with the ability to think about which strategies used by the British rulers need to be abandoned in independent India. Another expected outcome of this course is that students will get a sounder understanding of the systems governing us today.

UNIT: I-ADVENT OF THE EUROPEANS

- The Portuguese, Dutch, English, French
- Battle of Plassey
- Battle of Buxar
- Daul Government in Bengal

UNIT: II- ADMINISTRATIVE STRUCTURE UNDER THE EAST INDIA COMPANY.

- Administrative reforms under Lord Warren Hastings.
- Lord Cornwallis and his permanent land settlement
- Administrative reforms under Lord William Bentinck.
- Lord Wellesley's subsidiary alliance system.



- Lord Dalhousie's administrative measures with special reference to his policy of Doctrine of Lapse.

UNIT: III-SOME LANDMARK CASES AND IMPORTANT ACTS OF EAST INDIA COMPANY.

- Regulating act of 1773
- Act of settlement of 1781
- Raja Nandakumar's Case (1775)
- The Patna Case (1777-79)

UNIT: IV-GROWTH OF EDUCATION AND MEANS OF COMMUNICATION UNDER THE BRITISH AND THE REVOLT OF 1857

- Development of Railways
- English education in India.
- Woods Dispatch as the Magna Carta of Modern Education in India.
- Revolt of 1857 and Queen's Proclamation Act of better Governance:

UNIT-V- SOCIO-RELIGIOUS REFORMS MOVEMENTS

- Brahma Samaj
- Arya Samaj
- Prathna Samaj
- Ramakrishna Mission
- Theosophical Society
- Brahma Samaj
- Lower Caste Movement and Dr. B.R. Ambedkar

UNIT: VI- ADMINISTRATION UNDER CROWN'S RULE AND RISE OF NATIONALISM IN INDIA.

- Lord Lytton, Lord Rippon, Lord Curzon.
- Rise of INC and causes leading to the rise of Nationalism in India.
- Moderates and Extremists.

UNIT: VII-STRUGGLE FOR FREEDOM UNDER GANDHIJI

- Non-Co-operation Movement
- Civil Disobedient Movement
- Quit India Movements



UNIT: VIII- CONSTITUTIONAL DEVELOPMENTS.

1909-Indian Council Act

1919-Government of India Act

- Simon commission
- Nehru Report
- Government of India Act 1935

SUGGESTED READINGS:

1. B.L. Grover and S. Grover: A New Look at Modern Indian History
2. V.D. Mahajan: Modern Indian History from 1707 to the Present Day
3. B.B. Mishra: Administration of East India Company
4. Majumdar, Ray Chaudhari and Dutta: An Advanced History of India
5. M.P. Jain; Outlines of Indian Legal History
6. M.P. Jain: Constitutional Law of India
7. M. Rama Jois; Legal and Constitutional History of India
8. A.B. Keith: Constitutional History of India
9. J.K. Mittal: Indian Legal and Constitutional History
10. K.B. Keshwani: History of Modern India
11. P.K. Mishra: Political History of India
12. P.E. Robert: History of British India
13. S.C. Sarkar and K.K. Dutta: Modern India History
14. R.P. Manasi: British in India

B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

LAW OF CONTRACT-I

CORE COURSE (CC): 2.4

COURSE OBJECTIVES: This course is designed to acquaint a student with the conceptual and operational parameters of various general principles relating to contract law. It aims to equip the students with the basics of contract law so as to enable them to deal effectively with the various disputes related to contracts. The objective of this course is to provide the students with practical legal knowledge of general business law issues. To equip the students to understand the legal services required in a corporate office so that they can gain insight of practice as a lawyer in society.



LEARNING OUTCOMES : At the end of this course, students will be able to know the context and rationale of formation of Contracts. The student will identify the general principles and doctrines that guide contractual obligations. Exhibit an understanding of the legal concepts involved contracts and determine what rights and duties parties acquire under such contracts. The student will know the significance of contracts in day-to-day commercial activities and their impact on the social and economic field. The student will understand the evolution of contract law and compare Indian and English Law, the general principles and definition of contract, understand and analyze essentials of contracts and various national and international judicial decisions pertaining to law of contracts. The student will be able to understand the basic concepts and provisions relating to discharge of contracts. The student will develop effective, critical and problem-solving skill by understanding remedies available to breach of contract. The student will acquire contemporary knowledge, basic concepts, emerging ideas such as E- contract, evolving theories, latest technique, ever changing procedures and practices in the field contract law.

UNIT: I

- Formation of Contract; Agreement and Contract; Definitions & Classification Offer and Acceptance, Invitation to Offer
- Revocation – Essential elements
- Consideration –Nudum Pactum- Essential elements – Privity of Contract
- Exceptions – Unlawful Consideration and its effect
- Contractual Ability — Time and Place of Contract

UNIT: II

- Capacity to Contract: Minors Agreements and its effects, Persons of unsound mind, Persons disqualified by Law.
- Free Consent; Coercion - Undue influence, Misrepresentation – Fraud, Mistake
- Legality of Object
- Void Agreements
- Wagering Agreements – Its exceptions
- Contingent Contracts
- Quasi Contracts
- E-contracts - Legal effect of E-contracts



UNIT: III

- Discharge of Contracts and its various Modes
- By performance
- Discharge by Agreement
- By operation of Law
- By frustration (Impossibility of Performance)
- By Breach (Anticipatory and Actual)

UNIT: IV

- Remedies for Breach of Contracts
- Damages – Remoteness of damages – Ascertainment of damages
- Injunction – When granted and when refused
- Restitution
- Specific performance when granted and when not granted

SUGGESTED READINGS:

1. Anson: Law of Contract, Clarendon Press, Oxford, 1998.
2. Krishnan Nair: Law of Contract, S. Gogia & Co., Hyderabad 1995.
3. G.C.V. Subba Rao: Law of Contract, S. Gogia & Co., Hyderabad 1995.
4. T.S.Venkatesa Iyer: Law of Contract, revised by Dr. Krishnama Chary, S. Gogia & Co.
5. Avtar Singh: Law of Contract, Eastern Book Company, Lucknow, 1998
6. Law of Contract by Mulla, Lexis Nexis
7. S.K. Kapoor: Law of Contract, Central Law Agency

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

SOCIOLOGY-II

ELECTIVE COURSE (EC): 2.1

COURSE OBJECTIVES: Sociology provides critical insight and perspective to the solution of social problems. This paper brings to light the socio legal issues that affect the society. It introduces the Institution of Family, its problems, vulnerable classes and their problems. The paper introduces the concept of sociology of gender while highlighting the recent trends in digital sociology.

LEARNING OUTCOMES: A student of this subject shall be able to understand the various aspects of contemporary socio-legal issues and its relationship to law, the nature and process of Family, its functions, problems and the problems of vulnerable classes in the society. It will enable them to appreciate the concept of sociology of gender, disparities in gender and the new trending concept of digital sociology.

UNIT: I- CONTEMPORARY SOCIO-LEGAL ISSUES

- Decriminalization of Homo sexuality: Socio-legal Dimensions
- Drug Abuse: Factors, Implications and Legal Interventions
- A Discourse on Sustainable Development: Socio-legal Issues and Challenges
- Juvenile Delinquency: Factors and Implications
- Socio-legal Issues of Privacy and Surveillance

UNIT: II- THE FAMILY

The family - A Universal social institution

- Universal functions of family
- Basic and irreducible functions of family
- Characteristics, types, functions of family,
- Changes in modern family,
- Disorganization of family,
- Modern families and their problems.

UNIT: III- PROBLEMS OF THE VULNERABLE CLASSES

- Problems of the Scheduled Castes
- Problems of the Scheduled Tribes



- Problems of the Other Backward Classes
- The reservation policy in India to solve their problems
- Problems and Status of Women, Children and the Legal Control.

UNIT: IV- SOCIOLOGY OF GENDER

- Subject Matter, Scope and Development
- Social Construction of Gender
- Sexual Division of Labour
- Indian Family Structure and Gender Disparity
- Terminology: Sex and Gender, Patriarchy, Matriarchy, Gender Sensitization, Transgender, Gender Socialization, Sexuality

UNIT 5 - DIGITAL SOCIOLOGY

- Introduction to Digital Life
- A sociological analysis of digital technology, digital media, and the social relations they engender

SUGGESTED READINGS:

1. Deflem, M. (2008). *Sociology Of Law: Visions of a Scholarly Tradition*. Cambridge: Cambridge University Press
2. Harlambos, M. and Heald, R.M. (2010). *Sociology Themes and Perspectives*, New Delhi: OUP
3. Kolaskar, A. S. And Dash, M. (2012). *Women and Society: The Road to Change*. New Delhi. OUP.
4. Ray. R. (2012). *Handbook of Gender*. New Delhi: OUP.
5. Bishwanath Ghosh: *Contemporary social problem of India*
6. R. N. Sharma: *Social problems in India*
7. Sudha Dixit: *Indian Society and Indian Social Problems*
8. Deborah Lupton, *Digital Sociology* (2014), Routledge.



B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

ECONOMICS-II

ELECTIVE COURSE (EC): 2.2

COURSE OBJECTIVES: Acquire quantitative skills used in economic analyses. Graduate study in economics, public policy, international development, business administration, finance, and law. Students can build their career in banking, finance, business, industry, government, taxation, international relations, international polices, land and agriculture, labour and public policy. Students may also opt a major subject as economics in the field of law such as finance, legal studies, corporate. This program provides students with a meaningful educational experience that is suitable for employment in a wide variety of occupations in business or government, and for continued study in graduate schools in law.

LEARNING OUTCOMES: Students are expected to demonstrate the importance of national income and social accounting and to analyse the business cycle and inflation, the ability to concisely elaborate the economic development and growth, the ability to understand the problem of agrarian and industrial economy in India. This will also help in developing the understanding regarding India's Balance of payments; Foreign Capital and Aid India's Exchange Rate Policy; Foreign Exchange Reserves, Multinational Corporation, FERA and FEMA and features of international organisation: IMF, GATT, WTO, ABD, SAARC.

UNIT: I- NATIONAL INCOME AND SOCIAL ACCOUNTING:

- Concept and methods of National Income with difficulties (with applications).
- Basic concepts of social accounting.

UNIT: II- BUSINESS CYCLE AND INFLATION:

- Meaning and Phases of business cycle-Inflation, Deflation, Disinflation, and Reflation with its causes, effects and measures.
- Effects of stagflation
- Concept of multiplier and accelerator.



UNIT: III- ECONOMIC DEVELOPMENT AND GROWTH:

- Concept of development,
- Features and indicators of economic development – vicious cycle of poverty and determination of BPL.
- Indicators of development and growth.
- Concept of Sustainable Development,
- Concept of Inclusive Growth and its Impact and Challenges on Indian Economy.
- Centre State financial relations.

UNIT: IV-PROBLEM OF AGRARIAN AND INDUSTRIAL ECONOMY IN INDIA

- Role of agriculture in Indian economy,
- Technological aspects- Agricultural inputs and shifts production function,
- Regional disparities of Indian, Agriculture price policy, Sources of Agricultural Credit- Institutional Credit and Non- Institutional Sources,
- Policies for Sustainable Agriculture,
- Problems of Agricultural Labour,
- Agricultural Crisis in India,
- Importance and problems of Industry.
- Industrial dispute and its settlement Mechanism in India.
- Significance and problems of Industrial and labour legislation

UNIT: V- INTERNATIONAL TRADE

- India's Balance of payments; Foreign Capital and Aid India's Exchange Rate Policy;
- Foreign Exchange Reserves, Multinational Corporation, FERA and FEMA;
- BRICS and its impact on Indian Economy
- Export Promotion,
- Export-Import Policy,
- Foreign Direct Investment and Foreign Portfolio Investment
- Globalisation and its impact on Indian economy;
- Features of international organisation: IMF, GATT, WTO, ABD, SAARC.



SUGGESTED READINGS:

1. Datt R. and K.P.M. Sundharam (2002): Indian Economy, S. Chand and Co. Ltd, New Delhi.
2. Misra S.K. and V.K. Puri (latest), Indian Economy, Himalaya, Publishing house, Mumbai.
3. Dhingra I. C., March of The Indian Economy.
4. Bhagwati Jagdish and Arvind Pangariya: Reforms and Economic Transformation In India, Axford University.
5. Singh Ramesh, Indian Economy.
6. Kapila Uma: Indian Economy: Performance and Policy academic foundation.
7. Jhingan M. L., International economics and finance, (2014), Vrinda Publication, New Delhi.
8. Bhagwati J., (1981), International economics, International Thompson Publishing, New York.
9. Soderston Bo (1991), International economics, The Macmillan Press Ltd., London.
10. Mithani D. M. (2003), International economics, Himalaya Publishing House, Mumbai.
11. Desai S. S. M. and N. Bhalerao (2003), International economics, Himalaya Publishing House, Mumbai.
12. Ellsworth P. T., The International economy
13. Gottfried V, I

B.A. LL. B II SEMESTER 5 YEARS PROGRAMME

SEMINAR COURSE-II

SKILL BASED COURSE (SC): 2.1

COURSE OBJECTIVES: This course has been designed with the objective of developing the analytical, writing and presentation skills of students of law. It requires students to write papers on socio-legal topics so that students develop the capacity to think, analyse as well as research on such themes. It also expects students to make presentations of their papers, so that their presentation skills (writing as well as speaking) can be developed.

LEARNING OUTCOMES: The expected outcome of this course is that students will be better equipped to appreciate socio-legal problems and critically analyse them. This will help students as future lawyers to think of ways in which such problems can be better addressed.



The student will be expected to do the following as a part of this course:

- i. Write at least two papers of minimum 2000 words each on socio-legal topics of contemporary relevance, as may be approved by the teacher in-charge
- ii. Make class presentations on the said topics as a part of the Seminar course
- iii. Maintain a record of all the papers and submit the same to the college.

MODE OF ASSESSMENT:

The students will be evaluated on the basis of originality and quality of papers written as well as the presentations on the same (writing and speaking skills) done in the classes held during the entire duration of the semester. This will count for the internal evaluation of the students (40 marks)

Additionally, the students will also be evaluated at the end of the semester by an external examiner appointed by the University, for all the papers submitted to the college.

It shall be mandatory for all students to present themselves before the external examiner for the viva voce. (10 marks)

There shall however be no end semester theory examination on this course.

B.A. LL. B III SEMESTER 5 YEARS PROGRAMME ENGLISH AND LEGAL WRITING-I CORE COURSE (CC): 3.1

COURSE OBJECTIVES: The English language is a necessary tool for a student of law as well as student learning the subjects of humanities or Arts. This paper covers prose, composition, comprehension and writing skills. It focuses on imparting knowledge of Legal writing skills.

LEARNING OUTCOMES: A student shall acquire the skills of reading, comprehension and the nuances of composition and comprehension in language. The student shall learn composition and legal writing skills. The basic understanding of how to translate basic legal terminologies shall enable the student in the essential skill of learning the law in the vernacular and articulating topics to an audience.



SECTION: A

UNIT: I

(30 marks)

- The Cop and the Anthem – O Henry
- Murder – Arnold Bennet
- Shyness my Shield – M.K. Gandhi
- How I became a Public Speaker – G.B. Shaw

SECTION: B

UNIT: II

- Unseen passage

(10 marks)

UNIT: III

- Writing a job application, making a C.V. and facing interview.
- Writing Agenda, General notices, Minutes and Resolutions.

(10 Marks)

SECTION: C

LEGAL WRITING

UNIT: IV- TRANSLATION

- Legal Terminologies into Marathi/Hindi

(10 Marks)

Cause List ;Contempt of Court ;Accomplice ; Accused ; Acquit ; Arrest ;Assault ;Bail ;Capital punishment ;Cause of action ;Charge ;Coercion ;Contributory negligence; Conviction; Cross-examine; Deceit; Discharge; Extradition; Hostile witness; Judgment; Mens rea; Motive; Negligence; Parole; Penalty; Perjury; Plea; Probation; Prosecution; Remand; Reprieve; Sedition; Summary trial; Warrant; Affidavit; Intestate; Mortgage; Lease; Exchange; Affidavit; Conveyance; Maintenance; Permanent alimony; Charge; Claim; Validity; Vested interest; Contingent interest; Estoppel; Condition Precedent; Condition subsequent; Adoption; Succession; Legitimate; Adultery; Consummation; Desertion; Conjugal rights; Amendment; Appeal; Appellate jurisdiction; Appellant; Appeal; Alibi; Agency; Affidavit; Adverse possession; Admission; Adjudicate; Adjournment; Ad hoc; Arbitrator; Arbitration; Breach of contract; Bona fide; Bigamy; Bailment; Bail; Cause of action; Caveat; Cognizance; Conviction; Conveyance; Consent; Decree

- Professional Writing

Report Writing–Officials Reports, Newspaper Reports, and Legal Reports. (Case Law based)



UNIT: V – LEGAL WRITING

Legal essay of 1000 words.

(10 Marks)

SUGGESTED READINGS:

1. The Law and Literature; Selected and Edited by Shakuntala Bharvani; Himalaya Publishing House.
2. Life and Language; An anthology of English Prose and Poetry; Oxford University Press.
3. English for Law students by Uma Shanker Singh, Allahabad Law Agency Publication.

B.A. LL. B III SEMESTER 5 YEARS PROGRAMME

POLITICAL SCIENCE-III

CORE COURSE (CC): 3.2

COURSE OBJECTIVE: This paper builds upon the prior understanding of students regarding the nature and value of theoretical inquiry in the domain of political issues, foundations of which were laid by Paper I. It provides exposure to students about different ideologies and consequently with different ways of perceiving socio-economic and political questions.

LEARNING OUTCOMES: This paper enhances a student's ability to interpret any political and socio-economic issue with multiple lenses. It enhances their critical thinking and analysis skill.

UNIT: I

Rights – Meaning, Nature, Specific Kinds, Theories of Rights, Rights and Duties

UNIT: II

Power – Meaning, Types; Power, Authority and Legitimacy; Types of Authority

UNIT: III

Nation and Nationalism

UNIT: IV

Citizenship – Meaning, Nature, Theories – Libertarian, Communitarian



UNIT: V

Ideology – Liberalism, Communism, Capitalism, Socialism, Feminism

UNIT: VI

Democracy – Meaning; Essential features; Historical Development; Types – Procedural, Deliberative, Participatory and Representative

SUGGESTED READINGS:

1. An Introduction to Political Theory - O.P. Gauba
2. Political Theory - S.R. Myneni
3. Contemporary Political Theory – J.C. Johari
4. Principles of Political Science – R. C. Agarwal

B.A. LL. B III SEMESTER 5 YEARS PROGRAMME

LAW OF TORTS

CORE COURSE (CC): 3.3

COURSE OBJECTIVES: The course is designed in such a way that the students shall understand the different concepts of civil wrongs, the difference between torts, contract and crime. To understand the relationship between law of Torts and morality in reference to Doctrine of Justice, Equity and Good Conscience. They shall understand the important doctrines and underlying principles of tortious liability like Ubi Jus Ibi Remedium, Injuria Sine Damnum and Damnum Sine Injuria etc. They will learn the significant judgements which have literally changed the lives of the people almost throughout the world like Donoghue V. Stevenson, Ashby V. White etc. They will understand the development of law of Torts in India.

LEARNING OUTCOMES: Students will learn the aim, scope and objects of Law of torts and even the changing notions like how the object of Deterrence is achieved through incorporation of Exemplary Damages. They will gain the knowledge about the basic legal rights of every human being. They will learn the recent development in the area of law of torts and its relevance in contemporary era. They will apply the knowledge gained to the day-to-day life situations. This subject will definitely improve the analytical and critical thinking of the students so also it will



develop their ability to have healthy debates, discussions and deliberations. So that they will be in a position to give solutions to the day-to-day problems which may arise into the society. This subject will enhance even their research-based skill.

UNIT: I

- Evolution of Law of Torts, Common Law developments
- Principles of justice, Equity and Good Conscience
- Nature, Scope, Characteristics and Objects of Law of Torts
- Distinction between Tort and Contract, Tort and Crime

UNIT: II

- Principles of Liability- Fault & No-fault Liability
- Essential elements of Torts
- Malfeasance, Misfeasance & Non-feasance
- Place of Intention, malice & Motive under law of torts
- Justifications/ General Defenses in Tort

UNIT: III

- Actio Personalis Moritur Cum Persona
- Extinguishment of liability
- Capacity & Parties in Torts: Who may sue and who may not be sued

UNIT: IV

- Defamation as a tort and crime
- Trespass to Land and Trespass to person
- Negligence, Doctrine of Contributory Negligence; Res Ipsa Loquitur
- Nuisance
- Liability; Liability of State (Doctrine of Sovereign immunity); Vicarious liability, Strict Liability and Absolute Liability

UNIT: V

- Legal Remedies: Doctrine of Causation, Remoteness of Damages (Test of Directness to test of Foreseeability); Judicial Remedies: Damages, Injunction, Specific Restitution of Property; Extra-Judicial Remedies.



SUGGESTED READINGS:

1. D.D. Basu, The Law of Torts, Kamal, Calcutta.
2. D.M. Gandhi, Law of Tort, Eastern Book Company Lucknow.
3. Ratanlal and Dhirajlal, The Law of Tort, Universal Publishers, Delhi.
4. J. N. Pandey, Law of Tort, Central Law Publication Allahabad.
5. Salmond and Heuston –On the Law of Torts (2000) Universal, Delhi.
6. W.V.H. Rogers, Winfield & Jolowicz on Tort, Sweet & Maxwell, London.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B III SEMESTER 5 YEARS PROGRAMME

LAW OF CONTRACT-II

CORE COURSE (CC): 3.4

COURSE OBJECTIVES: This course aims to provide the students with practical legal knowledge of general business law issues. It aims at providing contemporary knowledge, principles, basic concepts, emerging ideas, evolving theories, latest technique, ever changing procedures & practices in the field of Law. This course is designed to introduce the students to some of the specific contracts that are pervasive and play a significant role in the day-to-day commercial transactions besides the law that governs them. Such specific contracts range from contracts of Indemnity and Guarantee to Bailment and Pledge and to Agency. The focus of the course would be to ingrain in the students a critical understanding of the context and importance of such contracts from an economic, social and legal perspective. The course includes Indian Contract Act, 1872, Sale of Goods Act, Indian Partnership Act, Limited Liability Act. It further aims at providing students the various judgements of the Courts in India and other relevant legal material

LEARNING OUTCOMES: At the end of this course, students will be able to know the context and rationale of specific contracts of Indemnity, Guarantee, Bailment, Pledge and Agency. It will be helpful for them to identify the principles and doctrines that guide such contracts. The study exhibits



an understanding of the legal concepts involved in such contracts. Students will be able to determine what rights and duties parties acquire under such contracts. Students will know the relation of such specific contracts in our day-to-day commercial activities and their impact on the social and economic front. It will help them to understand the circumstances under which performance of such contracts is required or excused. It will be possible for them to identify the situations that constitute breach of contract in such specific contracts and the remedies available for breach.

UNIT: I

- Contract of Indemnity – Documents/Agreements of Indemnity - Definition, Nature and Scope - Rights of indemnity holder – Commencement of the indemnifier's liability
- Contract of Guarantee – Definition, Nature and Scope – Difference between contract of indemnity and Guarantee – Rights of surety – Discharge of Surety – Extent of Surety's liability – Co-surety.
- Contract of Bailment – Definition – Kinds – Duties of Bailer and Bailee – Rights of Finder of goods as Bailee – Liability towards true owner – Rights to dispose of the goods.
- Contract of pledge – Definition – Comparison with Bailment – Rights and duties of Pawnor and Pawnee

UNIT: II

- Agency:
- Definition & Creation of Agency
- Kinds of Agents & Distinction between Agent and Servant
- Rights and Duties of Agent
- Relation of Principal with third parties
- Extent of Agents authority
- Personal liability of Agent
- Termination of Agency

UNIT: III

- Indian Partnership Act, 1932:
- Definition, Nature, Mode of determining the existence of Partnership
- Registration of Firms
- Types of partners
- Types of Partnership



- Rights and Duties of partner
- Relation of partners with third parties
- Joint and Several liability
- Admission of partners – Retirement – Expulsion – Death
- Dissolution of Firm
- Salient Features of Limited Liability Partnership Act, 2008.

UNIT: IV

Sale of Goods Act, 1930:

- The Contract of sale
- Conditions and Warranties
- Passing of property
- Transfer of title
- Performance of the Contract
- Rights of Unpaid Seller against goods
- Remedies for Breach of Contract

UNIT: V

- Government Contracts: Government as a Contracting Party, Constitutional provisions, Force majeure clause and Arbitration Clause
- Standard Form of Contract: Nature, advantages, principles of protection against exploitation

SUGGESTED READINGS:

1. Avtar Singh - Law of Contract
2. J. P. Verma - The Law of Partnership in India
3. Saharay H. K - Indian Partnership and Sale of Goods Act
4. Krishnan Nair - Law of Contract Hire Purchase Act
5. Pollock and Mulla - Indian Contract Act

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B III SEMESTER 5 YEARS PROGRAMME

INDIAN CONSTITUTIONAL LAW-I

CORE COURSE (CC): 3.5

COURSE OBJECTIVES: This Course aims at introducing students of law to the basic nature, aims and objectives of the Constitution of India. The course seeks to make students understand the concepts of fundamental rights, Directive Principles of State Policy and Fundamental Duties as laid out in the Constitution of India. Its main objective is to make students aware of what rights have been guaranteed, their importance in the entire Constitutional design and most importantly their ever-widening scope through judicial interpretation. The course also seeks to introduce the students to the inter-relationship between fundamental rights and Directive Principles of State Policy and how the line between the two is slowly diminishing through court's activist engagement.

LEARNING OUTCOMES: After studying this course, students will understand the kinds, importance and scope of fundamental rights under the Indian Constitution. They will also be able to appraise the role played by the courts in widening the horizons of each of these rights. Another expected outcome of studying this course is that students will be able to understand the expansion in the rights jurisprudence of the courts and approaches adopted by the judiciary in discharging their role as custodians and guardians of fundamental rights of the people.

UNIT: I

- Historical Background to the Framing of the Indian Constitution: General Idea about the Constituent Assembly of India.
- Preamble–Nature &Significance
- Salient Features of the Constitution of India
- Citizenship under the Indian Constitution

UNIT: II

- Fundamental Rights: Its meaning, nature & significance; Relationship of Fundamental Rights and Human Rights
- State: Definition and Judicial Interpretation
- Law: Meaning of Law and Judicial Review; Laws inconsistent with, or in derogation of Fundamental Rights; Doctrine of Eclipse; Doctrine of Severability.



UNIT: III

Right to Equality: Articles 14-18 and Judicial Interpretation thereof:

- Concept and Significance of the Right to Equality: Equality before Law and Equal Protection of Laws; Doctrine of Reasonable Classification; New doctrine of Equality: Equality and Arbitrariness; Judicial Interpretation of the Right to equality
- Prohibition Against Discrimination
- Equality in Public Employments
- Abolition of Untouchability
- Abolition of Titles

UNIT: IV

Right to Freedoms: Articles 19-22 and Judicial Interpretation thereof:

- Freedoms and the Reasonable Restriction on the exercise of those freedoms under Article 19
- Protection against ex-post facto laws; Protection against Double Jeopardy; Privilege against Self-Incrimination
- Right to Life and Personal Liberty
- Right to Education
- Protection Against Arrest and Preventive Detention

UNIT: V

Right Against Exploitation: Articles 23, 24: Judicial Interpretation thereof

- Prohibition against Forced Labour
- Prohibition against Child Labour

Right to Freedom of Religion: Articles 25-28: Judicial Interpretation thereof

- Concept of Secularism
- Religious freedom of the Individual & Religious Denominations
- Restrictions on Right to freedom of religion; Essential Religious Practices Test
- State responsibility in matters of religion

Cultural and Educational Rights: Articles 29 & 30: Judicial Interpretation thereof



UNIT: VI

Right to Constitutional Remedies: Article 32 and Judicial interpretation thereof

- Writ Jurisdiction–Meaning, nature and significance
- Article 32 and the different kinds of writs
- Article 226–Its nature and comparison with Article 32
- Public Interest Litigation

UNIT: VII

Directive Principles of State Policy

- Concept of Welfare State and Social Justice
- Meaning, Nature and Significance of Directive Principles – Non-justiciability of Directive Principles
- Relationship between Fundamental Rights and Directive

Principles Fundamental Duties

- General nature
- Enforceability of Fundamental Duties.

SUGGESTED READINGS:

1. MP Jain, Indian Constitutional Law, Wadhwa & Company, Nagpur
2. VN Shukla, Constitution of India, Eastern Book Company, Lucknow
3. Granville Austin, Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi
4. H M Seervai, Constitutional Law of India (3 Volumes) Universal Law Publishing Co Pvt Ltd
5. G C V Subba Rao, Indian Constitutional Law, S Gogia & Company, Hyderabad
6. J N Pandey, Constitutional Law of India, Central Law Agency, Allahabad
7. Dr. D D Basu, Introduction to the Constitution of India, Lexis Nexis.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



**B.A. LL. B III SEMESTER 5 YEARS PROGRAMME
PUBLIC SPEAKING AND COMMUNICATION SKILLS
SKILL BASED COURSE (SC): 3.1**

COURSE OBJECTIVES: This course has been designed with the objective of grooming public speaking and communication skills of students of law. It aims to provide a platform to the students on a regular basis throughout the duration of the semester so that these skills can be sharpened through repeated exposure.

LEARNING OUTCOMES: Since speaking skills are an integral raw material of a lawyer's craft, the expected outcome of this course is that it will develop the necessary confidence and sharpen the presentation skills of students. The same will be useful to future lawyers in shaping their argumentation skills in courts of law.

As a part of this course the students are expected to engage into different kind of activities like elocutions, debates, extempore speaking, turn-coat, group discussions etc as may be directed by the teacher in charge throughout the duration of the semester. The teacher in-charge will allot different topics for the aforesaid topics. A minimum of two hours per week shall be allocated by colleges for these activities.

MODE OF ASSESSMENT:

The students shall be evaluated on the basis of their overall performance in these activities throughout the semester - content, body language, fluency of language, confidence etc. (40 marks)

At the end of the Semester, the students shall additionally be evaluated by an external examiner on these skills.

All students shall have to compulsorily present themselves before the external examiner for this evaluation (10 marks).

There shall however be no end semester theory examination for this course.



B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

ENGLISH AND LEGAL WRITING-II

CORE COURSE (CC): 4.1

COURSE OBJECTIVES: The English language is a necessary tool for a student of law as well as student learning the subjects of humanities or Arts. This paper covers prose, composition, comprehension and writing skills. It focuses on imparting knowledge of Legal writing skills.

LEARNING OUTCOMES: A student shall acquire the skills of reading, comprehension and the nuances of composition and comprehension in language. The student shall learn composition and legal writing skills. The basic understanding of how to translate basic legal terminologies shall enable the student in the essential skill of learning the law in the vernacular and articulating topics to an audience.

SECTION: A

UNIT: I

1. The Greek Interpreter. – Arthur Conan Doyle
2. A Jury of her Peers – Susan Glaspell
3. My Lost Dollar – Stephen Leacock
4. The Role of Universities – Jawaharlal Nehru.

SECTION: B

LEGAL WRITING

UNIT: II

Paraphrasing and Precis writing of a passage on the topic of law.

UNIT: III

Article writing on a subject of law (Contemporary issue)

SECTION: C

TRANSLATION

UNIT: IV

Translating Legal Terminologies into Marathi/Hindi

Deponent; Domicile; Divorce; Deponent; Defendant; Deed; Decree; Damages; Execution; Ex post facto; Ex parte; Equitable mortgage; Easement; Forfeiture; Foreclosure; False representation; Guarantee; Hypothecation; Hostile witness; Hearsay evidence; Intestate; Interlocutory Application;



Intangible property; Indigent person; Judgement debtor; Judgement creditor; Judgement; Joint and several liability; Jurisdiction; Juvenile offender; Judicial separation; Judicial precedent; Litigation; Litigant; Life imprisonment ; Lien; Licence; Libel; Liability; Leasehold; Lease; Motive; Mortgagor; Mortgagee; Mortgage; Molestation; Misrepresentation; Misconduct; Miscarriage of justice; Mediation; Malice; Malfeasance; Notice; Negotiable instrument; Negligence; Order; Offer; Pecuniary jurisdiction; Pleadings; Pre Emption; Public nuisance; Proviso; Prosecution; Promissory note; Probation; Probate; Precedent; Power of attorney; Remand; Restitution; Respondent; Remedy; Summary; Void; Voidable; Warrant; Warranty

UNIT: V

Translating a legal passage of about 500 words from English to Hindi or Marathi.

SUGGESTED READINGS:

1. Developing Communication skills by Mohanand Banerji
2. Winning Advocacy by Hugh Selby and Graeme Blank p75-110
3. The Law and Literature; Selected and Edited by Shakuntala Bharvani; Himalaya Publishing House.
4. SESAME edited by K.K. Reddy, S. Chand publication.
5. 'English for Law Students' by Uma Shanker Singh published by Allahabad Law Agency.

B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

POLITICAL SCIENCE-IV

CORE COURSE (CC): 4.2

COURSE OBJECTIVE: This paper introduces students to the contribution of Indian thinkers to the domain of political theory. It provides them with an alternative and native perspective with which political issues can be analyzed.

LEARNING OUTCOME: This paper creates a dent at the Eurocentric approach of Political theory. It informs students about important indigenous literature dealing with functioning of the State and society.



UNIT: I

Mahabharat – Shantiparva, Rajadharam; Veda and Smriti

UNIT: II

Manu – State and Social Laws

UNIT: III

Kautilya– State

UNIT: IV

Pandita Ramabai – Gender

UNIT: V

Political ideas of Gandhi – Swaraj, Ahimsa, Trusteeship; Decentralization; Civil Disobedience

UNIT: VI

Political ideas of Ambedkar – Social Justice

SUGGESTED READINGS:

1. Political Theory - S.R. Myneni
2. Indian Political Thought – J. P. Suda
3. P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp. 150-155.
4. M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.
5. Hind Swaraj – M.K.Gandhi
6. B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.



B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

LAW OF CRIMES

CORE COURSE (CC): 4.3

COURSE OBJECTIVES: The course is designed in such a way that the students shall understand the historical background of inception of Criminal Law in India. They shall understand to critically analyze the concept of crime and shall be in a position to appreciate the changing notion of Crime in 21st Century. They will learn to interpret different judgements which changed the criminal policy of the country Ex. Judgments of Homosexuality, Adultery, Suicide etc. They will understand the cardinal principles of criminal law like Mens Rea, Abetment, Conspiracy and Attempt. They will understand the punitive policy of the country and different theories of punishment. They will also understand the specific offences provided under the Indian Penal Code like, Offences against Human Body, Offences against Property, Offences against Women, Offences against State, Offences against and by public servants etc.

LEARNING OUTCOMES: Students will learn to apply the provisions of Indian Penal Code to different real-life situations and will be in a position to understand the determining factors which will constitute an offence. The study of Indian Penal Code, being the major Penal Code of the Country will help them in their future endeavors as lawyers, judges, law officers or any other legal field. This subject will sensitize the students on different socio legal issues of contemporary relevance like Dowry Harassment, Prohibition of Indecent Representation of Women, Rape, Custodial Rape, Marital Rape, euthanasia, adultery and its decriminalization, homosexuality and its decriminalization etc.

UNIT: I

- Development of Law of Crimes in India
- The Concept and meaning of crime
- Distinction between crime and tort
- Principles of Criminal Liability-Actus Reus and Mensrea
- Stages of crime
- Application of the Indian Penal Code- Territorial and Extra Territorial application
- General Explanations
- Kinds of Punishment.



UNIT: II

- General exceptions under Indian Penal Code, 1860
- Abetment
- Criminal Conspiracy
- Attempt to Commit Offence

UNIT: III

Offences affecting human body:

- Culpable Homicide and Murder
- Hurt and Grievous Hurt
- Wrongful restraint and Wrongful confinement
- Criminal force and Assault
- Kidnapping and abduction
- Suicide

UNIT: IV

- Offences Against Women: Eve teasing, Rape, Custodial rape, relevant provisions under Criminal Amendment Act, 2013 & 2018; Dowry Death.
- Offences relating to Marriage – Cruelty by Husband and relatives of Husband, Bigamy
- Adultery and its de-criminalization
- Homosexuality and its de-criminalization

UNIT: V

Offences against Property: Theft, Extortion, Robbery & Dacoity, Cheating, Mischief, Criminal Trespass, Criminal misappropriation and Criminal breach of trust.

- Offences by or relating to public servants.
- Offences against the State.
- Offences against Public Peace and Tranquility.

SUGGESTED READINGS:

1. Ratan Lal and Dhiraj Lal: Indian Penal Code, Wadhwa & Co., 2000.
2. Achutan Pillai: Criminal Law, Butterworth Co., 2000.
3. Gour K.D.: Criminal Law - Cases and Materials, Butterworth Co., 1999.
4. Kenny's: Outlines of Criminal Law, (1998 Edition)
5. Smith & Hogan 's Criminal Law, Oxford
6. Glanvill Williams- Criminal Law, Universal Law Publishing Co.



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

LEGAL PHILOSOPHY-I

CORE COURSE(CC): 4.4

COURSE OBJECTIVES: This course has been designed with the objective of giving students of law an exposure to legal philosophy and how different philosophical approaches shape decision making of the courts every day. It includes a study of different approaches to justice, which occupy a central place in ethics and in legal and political philosophy. The course also addresses the inter-relationship between law and morality and helps appreciate how moral considerations often play a pivotal role in resolving some legal questions and issues.

LEARNING OUTCOMES: An expected learning outcome of studying this course is that it will develop in students a more holistic and critical insight to a better understanding and appreciation of the law. Students will develop a more stable understanding of the proper function and purpose of law in human society and will be able to critically appraise the judgments of courts of law. It will also equip the students of law with the ability to critically analyse the complex social, legal, political and moral dilemmas of the contemporary age and make reasoned choice between competing alternatives.

UNIT I LAW & LEGAL PHILOSOPHY

- Meaning, nature and purpose of law
- Two approaches of legal philosophy: Analytical and normative
- Criteria of legal validity: whether moral considerations impact validity

UNIT II LAW AND LEGAL PHILOSOPHY

- Moral content of law
- Obligation to obey the law
- Can disobedience to law be sometimes justified



UNIT III LAW & JUSTICE

- Concept of Dharma in Indian thought
- Social, economic and political justice
- Remedial and distributive justice

UNIT IV: BRIEF OUTLINES OF DIFFERENT APPROACHES TO JUSTICE

- Plato and Aristotle on Justice
- Utilitarianism: Bentham & Mill
- John Rawls

UNIT V: LAW AND MORALS

- Similarities and differences between law and morals
- Inter-relationship between law and morality
- Can morals be enforced through law?
 - (i) Hart-Devlin debate
 - (ii) Shaw vs Director, Public Prosecutions (1962) case
- Public morality vs Constitutional morality

SUGGESTED READINGS:

- Lloyd on Jurisprudence
- Contemporary Political Theory: J C Johari
- Naz Foundation vs Govt of NCT Delhi
- Navtej Singh Johar vs Union of India

B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

INDIAN CONSTITUTIONAL LAW-II

CORE COURSE (CC): 4.5

COURSE OBJECTIVES: This Course is designed with the objective of making students understand the structuring of the government and its institutions as also their powers and functions under the Constitutional scheme. It aims at providing to the students a detailed study about the functioning of Parliamentary Democracy, federalism etc. It also seeks to educate students of law on the three pillars of the government, emergency powers and the need and importance of amendment provisions in the Constitution of India.



LEARNING OUTCOMES: After studying this course, students should be able to understand how India functions as a Parliamentary democracy as also the uniqueness of the federal model adopted in India. Students are also expected to get a crystal-clear idea about the institution of the judiciary and powers of Constitutional courts in the country. Another expected outcome of this course is that students will understand the nature of emergency powers and how it impacts the normal fabric of the Constitution. Students will also get a clear idea about the amending procedure and the historical account of how battles in courts relating to property rights led to the coinage of the basic structure doctrine, which is a tall standing canon of Constitutional law.

UNIT: I

Executive under the Indian Constitution

- President and Union Council of Ministers
- Powers and functions of the office of the President
- Governor and State Council of Ministers–Dual capacity of the Governor
- Powers and functions of the Governor

Legislature under the Indian Constitution

- Union and State Legislatures- Composition, Powers, Functions
- Privileges of the members of legislature; Privileges and Fundamental Rights
- Anti-Defection law-X schedule

UNIT: II

Judiciary under the constitution

Supreme Court of India

- Appointment of Judges
- Powers and Jurisdictions of the Supreme Court: Original, Appellate and Advisory Jurisdiction– Articles 131, 32, 136, 143
- Articles 141, 142

High Courts

- Appointment and Transfer of Judges
- Powers and Jurisdiction of the High Courts Articles 226 & 227

Independence of Judiciary & Judicial Accountability



UNIT: III

- Concept of Co-operative and Competitive Federalism
- Centre State Relations- Legislative, Administrative and Financial Relations
- Article 370 and its abrogation

UNIT: IV

- Freedom of Interstate Trade, Commerce and Intercourse
- Services under the State- All India Services; Doctrine of Pleasure & Its Exceptions

UNIT: V

Emergency

- Need of Emergency Provisions
- Different kinds of Emergency-National, State and Financial emergency
- Impact of Emergency on Federalism and Fundamental Rights

UNIT:VI

Amendment of the Constitution:

- Need of provisions for Amendment of the Constitution
- Power and procedure of amendment of the Indian Constitution
- Amendability of Fundamental Rights & the Basic Structure Theory

SUGGESTED READINGS:

1. MP Jain, Indian Constitutional Law, Wadhwa & Company, Nagpur
2. VN Shukla, Constitution of India, Eastern Book Company, Lucknow
3. Granville Austin, Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi
4. H M Seervai, Constitutional Law of India (3 Volumes) Universal Law Publishing Co Pvt Ltd
5. G C V Subba Rao, Indian Constitutional Law, S Gogia & Company, Hyderabad
6. J N Pandey, Constitutional Law of India, Central Law Agency, Allahabad
7. Dr. D D Basu, Introduction to the Constitution of India, Lexis Nexis.



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B IV SEMESTER 5 YEARS PROGRAMME

CASE STUDY-I

SKILL BASED COURSE (SC): 4.1

COURSE OBJECTIVES: This course is aimed to compel the students to read the original cases so that they will learn to interpret the law with the help of real-life cases.

LEARNING OUTCOME: This course will help students to develop problem solving skills by studying the original cases and will develop their ability to think analytically & critically. They will be in a position to apply the law to the day-to-day live examples.

1. Students are expected to study minimum 3 reported cases of contemporary relevance, as may be allotted by the teacher in charge.
2. Throughout the semester, teacher shall assess the students on the basis of following criteria:
3. (40 marks)
 - i. Written submission of critical analysis of the case and
 - ii. Their ability to present the facts of the case, analytical and critical thinking, understanding the law point etc.
4. Additionally, the students will also be evaluated by the external examiner at the end of the semester.
5. It shall be mandatory for all students to present themselves before the external examiner for this evaluation. (10 marks)
6. There shall be no end semester theory examination for this course.



B.A. LL. B V SEMESTER 5 YEARS PROGRAMME

FAMILY LAW-I (HINDU LAW)

CORE COURSE (CC): 5.1

COURSE OBJECTIVE: Hindu law is a special branch of law which deals with the personal life of Hindus. It acquaints the students with difference sources of Hindu law. The Course Covers the concept of Hindu Family, Evolution of family law and ancient and modern sources of Hindu law and their schools. The course also covers the institutions of marriage under Hindu law and grounds of matrimonial remedies. The course is designed to analyze and discuss the laws relating to succession, adoption, inheritance, guardianship. It also covers the establishment of Family Courts, its power, composition, jurisdiction and functions.

LEARNING OUTCOMES: The student will be able to analyze various Laws applicable to Hindu, their sources, concept of marriage, and various matrimonial remedies available in case of a legal dispute under the Hindu law. This will help students understand the various provisions relating to Hindu adoption, maintenance, succession and Hindu guardianship. this enables with the understanding of the establishment of Family Courts, its power, composition, jurisdiction and functions.

UNIT: I

1. Introduction
2. Concept of Hindu
3. Sources of Hindu Law – Modern and Ancient
4. Two Principal Schools of Hindu Law
5. Application of Hindu Law.

UNIT: II

1. Concept& Nature of Marriage
2. Evolution of the Institution of Marriage and Family
3. Hindu Marriage Act, 1955
4. Matrimonial Remedies - Maintenance and Alimony;
5. Customary Practices and legislative provisions relating to dowry prohibition.



UNIT: III

1. Meaning of Hindu undivided family.
2. Mitakshara Joint Family - Formation and Incidents
3. Property under both Schools
4. Karta: His Position, Powers, Privileges and Obligations - Debts – Doctrine of Pious Obligation
5. Partition and Reunion.

UNIT: IV

1. Inheritance and Succession
2. Historical perspective of traditional Hindu Law relating to Inheritance
3. Hindu Succession Act, 1956.
4. Stridhan- Woman 's Property.
5. Recent State and Central Amendments to Hindu Succession Act;
6. Gifts and Testamentary Succession – Wills.

UNIT: V

1. Law relating to Hindu Minority and Guardianship
2. Kinds of Guardians; Duties and Powers of Guardians;
3. A detailed study of Hindu Adoption and Maintenance Act, 1956;
4. Maintenance: Traditional Rights and Rights under Hindu Adoption & Maintenance Act 1956.

UNIT: VI

1. Family Courts Act, 1984: Salient Feature; Constitution of Family Court; Jurisdiction; Powers; Appeals & Revisions
2. Emerging Trends: Counseling, Role of NGO 's, Lok Adalts in Settlements of Disputes relating to marriage and Divorce
3. Uniform Civil Code (Article 44 of the Indian Constitution)

SUGGESTED READINGS:

1. Paras Diwan, Family Law of Marriage and Divorce in India (1984). Allahabad Law Agency.
2. Subzari's, Hindu Law (ancient & modified). Ashok Grover & Sons, Aurangabad
3. Mulla's, Principles of Hindu Law, Butterworth co.



4. Diwan Paras, Modern Hindu Law, Allahabad Law agency, Faridabad.
5. Subbba Rao, G C V, Family Law
6. Saharaaj, H K Laws of Marriage and Divorce, Eastern Law House
7. Singh Jaspal, Hindu Law of Marriage & Divorce, pioneer publication.
8. Dr. Anjali Hastak, Empowerment of women through Property Rights in Hindu Law, SPARC publ, Chandrapur

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B V SEMESTER 5 YEARS PROGRAMME

POLITICAL SCIENCE-V

CORE COURSE(CC): 5.2

COURSE OBJECTIVE: This paper introduces students to the fundamentals of the nature of international relations and politics. It informs students about historically important international events and how they have influenced contemporary world politics.

LEARNING OUTCOME: This paper provides the tools to students with which they can critically analyze politics in the international realm. It builds their knowledge pertaining to political issues beyond the Indian territory.

UNIT: I

International Relations - Meaning, Theories – Realism, Idealism, Game theory; Role of International Law in IR

UNIT: II

National Power - Elements, National Interest – Kinds, Methods for promotion

Foreign Policy – meaning, objectives, determinants

Indian Foreign Policy - Major policies; Relation with US, USSR, China, South Asia



UNIT: III

War; Cold war and New cold war – impact on International Relations, Détente – impact, factors that promoted, non-alignment - meaning, relevance; Arms race, Arms trade, Disarmament

UNIT: IV

Diplomacy – Types, Immunities and Privileges of diplomats

UNIT: V

United Nations – origin, objectives, principles, organs – General Assembly, Security Council, ICJ - Functions

SUGGESTED READINGS:

1. J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press
2. International Relations – Dr. S. R. Myneni
3. Mastering Modern World History – Norman Lowe
4. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1), pp. 4–19.
5. David Scott (ed.), Handbook of India's International Relations, London: Routledge
6. International Relations and World Politics – S.N. Dhar
7. US and Pakistan 1947-2004, Diplomatic Relations – Dr. Uma Chaterji

B.A. LL. B V SEMESTER 5 YEARS PROGRAMME

COMPANY LAW

CORE COURSE (CC): 5.3

COURSE OBJECTIVES: In the contemporary era with vast increase in trade and commerce every person is affected by trade related activities either directly or indirectly. Hence, with that aspect in mind this course has been designed with the purpose to familiarize the students with the basic tenants of Corporate Law and develop their legal acumen to analyze the provisions of law. To acquaint the students with the legal provisions, guidelines and case laws on the subject of corporate law, to inform the students regarding the formation and winding up of company, the concept of share, debentures and management of the company.



LEARNING OUTCOME: The proposed outcome of this course will help the students in acquainting with the legal provisions, guidelines and case laws on the subject of corporate law, familiarize them with the procedure of documentation for a company, inform the students of their rights and duties under the Companies Act and develop the ability to efficiently identify and apply the provisions of law in realistic scenarios.

UNIT: I

- Origin and development of Company Law in India
- Meaning, Features and Kinds of Companies
- Advantages and Disadvantages of Incorporation

UNIT: II

- Formation of Company: Registration and Incorporation
- Promoters- Meaning, duties and liability and pre-incorporation Contracts
- Prospectus -Meaning and contents, Liabilities and Remedies for misrepresentation,
- Memorandum and Article of Association: Meaning, importance and Content
- Alteration of Memorandum, & Article of association,
- Binding force of Memorandum and Articles of Association,
- Doctrine of Ultra vires, Doctrine of Constructive Notice, Doctrine of Indoor Management; Doctrine of Lifting the Corporate Veil

UNIT: III

- Shares –Definition, Types, Dematerialized shares (DEMAT), Allotment and Statutory restrictions
- Transfer and transmission of shares and buy back of shares
- Debentures – Definition, Kinds, remedies of debenture holders, Fixed and Floating charges
- Concept of Insider Trading

UNIT: IV

- Management of Company
- Concept of Corporate Governance and CSR
- Directors– Types, Position, Qualification, Disqualification, Appointment and Removal, Powers, Duties, Civil and criminal Liability of Directors
- Other Key Managerial persons (KMPs)
- Meetings – Kinds, Essential Elements of Meeting, Voting



UNIT: V

- Protection of Minority rights, Rule in Foss vs. Harbottle with Exceptions
- Prevention of Oppression and Mismanagement;

UNIT:VI

- Winding up of Company -Meaning, Voluntary Winding-up, Grounds for compulsory winding up;
- Appointment, Powers and Duties of Liquidator
- Amalgamation, Take over, Mergers

UNIT: VII

- NCLT, NCLAT, SFIO, Regional Directors, ROC: Functions and powers

SUGGESTED READINGS:

1. Ashwin Labnnai Shah, Lectures on Company Law, Tripathi Pvt. Ltd.; Mumbai
2. Avtar Singh, Indian Company Law, Eastern Book Company, Luknow
3. Ramaiya, Guide to Companies Act (Vol. 1 & 2), Wadhwa & Company, Nagpur
4. S. M. Shah, Lectures on Company Law, Tripathi, Bombay
5. S.S. Gulshan, Company Law, Excel Books
6. Dr. N. V. Paranjape, Company Law, Central Law Agency
7. B.K. Sen Gupta, Company Law, Eastern Law House, Kolkata 8. R. R. Pennington, Company Law, Butterworths.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B V SEMESTER 5 YEARS PROGRAMME

LEGAL PHILOSOPHY-II

CORE COURSE (CC): 5.4

COURSE OBJECTIVES: This course has been designed with a focus on the interplay between ethics and law. It introduces the students of law with applied ethics, and in particular, invites their attention to important issues in legal ethics, medical ethics and bioethics. One of the key objectives of this course is to enable students of law to appreciate how ethical considerations play an important role in deciding legal controversies before courts. It also aims to give an opportunity to students of law to look at some popular ethically intertwined issues of the present age like surrogacy, euthanasia, abortions etc.

LEARNING OUTCOMES: After successful completion of this course, students of law will be able to understand the interplay between law and ethics and appreciate how ethical considerations impact decision-making of court in crucial ways. It will also enable students of law to understand the diverse moral dilemmas involved in specific issues covered herein and which ethical arguments have been endorsed and recognized by legislatures and courts. It will also equip the students of law with the ability to critically analyse the complex social, legal, political and moral dilemmas of the contemporary age and make reasoned choice between competing alternatives.

UNIT I: APPLIED ETHICS - LEGAL ETHICS AND MEDICAL ETHICS

- Nature and Scope of Applied Ethics
- Primary duties of lawyers; Lawyers as Professionals: Some moral issues
- Problems before Legal ethics
- Medical ethics – Development and Principles

UNIT II: STATE RESPONSIBILITY AND PUNISHMENT

- The ethics of punishment: Retributive, preventive and reformative aspects of punishment; the ethics of capital punishment
- What justifies punishment by the State
- When is State's paternalistic interference into lives of citizens justified –
Seat belt laws, helmet rules, laws against suicide, sexual conduct between consenting adults in private, law's restriction on the sale of guns, cigarettes, intoxicating drinks etc.



UNIT III: ETHICAL ISSUES IN MATTERS OF LIFE AND DEATH

- Abortions
- Surrogacy: Altruistic and Commercial
- Euthanasia: Active and Passive

UNIT IV: MORAL/ETHICAL CONSIDERATIONS IN SOME MATTERS

- Organ Transplant and Organ Donation
- Live-in relationship

UNIT V: EQUALITY

- Equality – concept, basis and implication
- Sexual differences and sexual equality
- Forms of human diversity and equality
 - (i) Transgenders and the problem of exclusion
 - (ii) Persons with disability and the problem of exclusion

SUGGESTED READINGS:

1. Indian Philosophical Quarterly
2. Volume 44, Journal of the Department of Philosophy – Savitribai Phule Pune University
3. Practical Ethics – Peter Singer
4. Freedom's Law: The Moral Reading of the American Constitution: Ronald Dworkin
5. Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom: Ronald Dworkin

B.A. LL. B V SEMESTER 5 YEARS PROGRAM

ENVIRONMENTAL LAW

CORE COURSE(CC): 5.5

COURSE OBJECTIVES: The objective of the course is to provide a basic level understanding of the legislative framework of environmental regulation, its implementation and adjudication and to enable students to identify core environmental issues and legal and institutional responses to them, to



analyze the role of judiciary in environmental protection, to introduce the basic concepts and principles of environmental law and to analyze these principles as tools of environmental protection, where the laws and policies fall short, to understand development of environmental law in an international perspective, specifically developed and developing countries perspective.

LEARNING OUTCOMES: The course gives students the opportunity to grapple with contemporary legal debates in environment law. The primary learning outcome is to sensitize the students towards human activities that adversely affect the environment and the need for regulation of such activities. Students will develop a thorough understanding of practice and procedure followed by various environmental law enforcing agencies/bodies. Students will be able to pursue environmental litigation before the National Green Tribunal and assist the Tribunal as a researcher or in any other capacity.

UNIT: I

- Meaning and Concept of Environment, Environment Pollution
- Ozone depletion, Global Warming Climate Change
- Causes and effects of Environment degradation
- Ancient Indian approach towards Environment Protection.

UNIT: II

- International Environmental Regime
- Stockholm Declaration on Human Environment, 1972
- United Nations Conference on Environment and Development 1992,
- Role of UNEP for the Protection of Environment
- Kyoto Protocol 1997
- Biodiversity Convention 1992,
- Wetlands, COP25

UNIT: III

- The Air (Prevention and Control of Pollution) Act 1981
- The Water (Prevention and Control of Pollution) Act 1974
- The Environment (Protection) Act 1986
- Noise Pollution Regulations and Control Rules, 2000



UNIT: IV

- The Laws relating to Preservation Conservation and Protection of forest and wild life Biodiversity Act - Salient features and authorities under the Act
- Hazardous Waste Management and Handling Rules, 1989
- Municipal Solid Waste Management and Handling Rules 2000
- Biomedical Waste Management and Handling Rules 1998

UNIT: V

- Common Law Remedies- Trespass, negligence
- Theories of strict Liability and absolute Liability
- Sustainable Development, Intergenerational Equity, Polluter Pays Principle, Precautionary Principle, Doctrine of Public Trust, National Green Tribunal

UNIT: VI

- Relevant Provisions of Fundamental Rights and Directive Principles of State Policy of the Constitution of India and Article 51A (g)
- Right to wholesome environment
- Right to development
- Role of Indian Judiciary in the evolution of environmental jurisprudence.

SUGGESTED READING:

1. Dr. N. Maheshwara Swamy: A Text Book on Environmental Law
2. P. Leela Krishna: Environmental Law in India
3. Dr. Padma: Environmental Protection and the Law
4. Divan and Rosencranz: Environmental Law and Policy in India
5. S. Shantha Kumar's: Introduction to Environmental Law
6. Dr. S.R. Myneni: Environmental Law
7. Paras Divan: Studies on Environmental Cases
8. V.K. Krishna Iyer: Environment Pollution and Law

NOTE: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus



B.A. LL. B V SEMESTER 5 YEARS PROGRAM

COURT VISIT

SKILL BASED COURSE (SC): 5.1

COURSE OBJECTIVES: This course will help the students to gain practical knowledge as how law works in Courts. They will witness the original proceedings before the courts and different roles assigned to Court officers. They will observe the day-to-day functioning of the courts like how criminal proceedings/ civil proceedings etc. are conducted.

LEARNING OUTCOMES: Through this Course students will be in a position to learn the practical application of theoretical knowledge gained during the whole programme. Thus, they will be in a position to understand, how the knowledge learnt needs to be implemented in real life situations.

1. Students are expected to visit Family Court, Labour & Industrial Court, District Court and High Court under the supervision of the teacher in charge.
2. They are expected to witness at least 15 proceedings for the successful completion of this course.
3. Throughout the semester, the teacher shall assess the students on the basis of following criteria: (40 marks)
 - i. Their observation skills during their visits to different courts.
 - ii. Their attendance, regularity and punctuality.

At the end of the semester, the students shall be assessed on the basis of the diary maintained by them in such form as may be stipulated by the concerned college and viva conducted by the external examination. (10 marks)

It shall be mandatory for students to appear for the Viva Voce Examination.

There shall be NO end semester theory examination for this course.



B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

FAMILY LAW-II

MUSLIM LAW

CORE COURSE (CC): 6.1

COURSE OBJECTIVE: Muslim law is a special branch of law which deals with the personal life of Mohammedan. The Course Covers the concept of Muslim Family, Evolution of family law and source of Muslim law and their schools. The course also covers the institutions of marriage under Muslim law and grounds of matrimonial remedies. The course is designed to analyze and discuss the above issues relating to Muslim personal law.

LEARNING OUTCOMES: The student will be able to analyze various provision of Muslim law, their sources, concept of marriage, and various matrimonial remedies available in case of a legal dispute under the Muslim personal law and will be able to develop social, moral and ethical values in family matters.

UNIT: I

- Advent of Islam & Development of Islamic Law
- Schools and Sources of Islamic Law
- The Shariat Act, 1937.

UNIT: II

- Concept of Marriage (Nikah): Definition, object and nature
- Essential requirements of a Muslim marriage, Classification of marriage
- Legal effects of valid, void and irregular marriage
- Muta marriage
- The Muslim Women (Protection of Rights on Marriage Act, 2019)
- Dower
- Divorce (Talaq); Modes of Divorce; Divorce under the Dissolution of Muslim Marriages Act, 1939; Legal Effects of Divorce.

UNIT: III

- Guardianship: Meaning and Kinds of Guardianship
- Parentage- Legitimacy and Acknowledgement- Special Rules regarding Legitimacy; Acknowledgement of Paternity; Conditions of a valid acknowledgement; Effects of acknowledgement; Distinction between Acknowledgement and Adoption.



UNIT: IV

- Maintenance: Persons entitled to maintenance-a) wife b) children c) aged/infirm parents
- Maintenance of divorced women-provisions under the Criminal Procedure Code 1973; Maintenance of divorced Muslim Women under the Muslim Women (Protection of Rights on Divorce) Act, 1986.
- Relevant provisions for maintenance under Domestic Violence Act.

UNIT: V

- Will and Inheritance: Will-Meaning, difference between will and gift, Will made in death-bed or during illness;
- Muslim law of Inheritance- General Principles of Inheritance; Classes of Heirs-Shia and Sunni schools.

UNIT: VI

- Pre-emption
- Law of Gifts
- Law of Wakf (The Waqf Act, 1995)

SUGGESTED READINGS:

1. A.A.A Fyzee- Outline of Mohammedan Law.
2. A.M Bhattacharjee-Muslim Law and Constitution, Eastern Law House, Calcutta.
3. Purohit DR. Nishi, The principles of Mohammedan Law, Orient publications.
4. Mulla- Mohammedan Law Butterworth Co.
5. Paras Diwan - Family Law, Allahabad Law Agency, Faridabad
6. Qureshi, M.M- Muslim Law.
7. Myneni, S R, Muslim Law.
8. Hidayatulla, M, Principles of Mohammedan Law.
9. Qazal Basha Yawer, Principles of Muslim Law, Modern Law house.

NOTE: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

POLITICAL SCIENCE-VI

CORE COURSE (CC): 6.2

COURSE OBJECTIVE: The objective of this paper is to introduce the myriad of contemporary issues plaguing world politics. It brings to light the continuing impact of colonization and informs students about how post-colonial nations have challenged the status quo. It educates them about the structure of prominent international political as well as economic institutions. It informs them about causes and consequences of various international conflicts. More importantly, it educates students about strategies of peaceful resolution of these conflicts.

LEARNING OUTCOME: This paper broadens a student's understanding of global politics and its impact on domestic politics. It exposes them to crucial contemporary problems faced by the world, thereby broadening their perspective. It provides them with tools with which they can dissect various aspects of a conflict as well as introduces them to the field of conflict resolution.

UNIT: I

Colonialism, Decolonization; Neo-Colonialism

UNIT: II

NIEO

UNIT: III

WTO, IMF, World Bank

UNIT: IV

Contemporary Global Issues:

Globalization; Transnational Corporations; Climate Change; International Terrorism, Post 9/11 developments; Migration; Refugees, Racialism

UNIT: V

Peace and Conflict resolution

What is Conflict: Introduction to International Conflict Resolution

International Conflict Resolution Theory: Models developed by Johan Galtung, William Zartman.



SUGGESTED READINGS:

1. A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan
2. J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press
3. A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98
4. T. Cohn, (2009) Global Political Economy: Theory and Practice, pp. 130-140 (IMF), 208-218(WTO)
5. Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29

B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

JURISPRUDENCE

CORE COURSE (CC): 6.3

COURSE OBJECTIVES: This course is designed to serve as a general introduction to jurisprudence. Its objective is to help students take a panoramic view of the law by studying the science of law. During the semester, this course will consider the philosophical nature of law, legal reasoning and argument, and concepts such as rights, duties, liability, personhood etc. For theory, the course will require students to look into the approaches of different schools of jurisprudence towards the concept of law. Also, the course will require the students of law to study feminist jurisprudence, the contextual background in which it emanated and how they lived experiences of women have shaped different approaches to the struggle towards the achievement of gender equality.

LEARNING OUTCOMES: After studying this course, the students are expected to be equipped with an understanding of different philosophical approaches that have shaped the understanding of law. Another expected outcome of this course is that students are expected to be equipped with the capacity to critically appraise the majority decisions as well as dissents in judgments of the courts about which theoretical approach they reflect. Students are also expected to get a fair idea about the evolving nature of the notion of law and how it changes with time, place and culture. A very important outcome of studying this course is strengthening the legal acumen of students by broadening their outlook towards law and legal concepts; which in turn, is expected to help them make legally sound and cogent arguments in courts.



UNIT: I

- Meaning, Nature and Value of Jurisprudence
- Sources of Law: Legislation, Precedent and Custom; Comparison between legislation and precedent.
- Administration of Justice: Civil and Criminal

LEGAL THEORY

UNIT: II

- Natural Law School of Jurisprudence- General Approaches: Ancient, Medieval and Modern
- Analytical School of Jurisprudence
 - John Austin's theory of Law
 - Primary and Secondary Rules- Prof.H.L.A.Hart's Concept of Law
 - Pure theory of Law-Prof. Hans Kelsen
- School of Legal Realism-Justice Oliver Holmes' Bad Man Theory

UNIT: III

- Historical School of Jurisprudence
 - Savigny and the concept of Volkgeist
 - Legal Fiction- Sir Henry Maine
- Sociological School of Jurisprudence
 - Roscoe Pound's theory of Social Engineering

CONCEPTUAL JURISPRUDENCE

UNIT- IV

- Legal Rights and Duties
 - Characteristics of Legal rights,
 - Hohfeld's Analysis of Rights
 - Kinds of Legal Rights
- Persons
 - Definition and Kinds
 - Legal status of: Animals, Unborn persons, Dead persons, Idols



UNIT-V:

- Liability
 - Meaning, nature and Kinds
 - Difference between Civil and Criminal liability
 - Liability for negligent acts
 - Exemptions from liability

UNIT-VI:

- Ownership
 - Meaning and essentials
 - Kinds of Ownership
- Possession
 - Meaning and Scope
 - Essential elements; Possession in fact and possession in law
 - Possessory remedies
- Property
 - Meaning and kinds
 - Modes of acquiring property

UNIT VII:

- Gender Jurisprudence
 - Feminist jurisprudence
 - Emerging jurisprudence with regard to sexual minorities

SUGGESTED READINGS:

1. Salmond: Jurisprudence, Universal Publishers.
2. Paton: Jurisprudence
3. Allen: Law in the Making, Universal Publishers.
4. Mahajan V.D.: Legal Theory and Jurisprudence, Eastern Book Company, Lucknow.
5. Dias: Jurisprudence, Aditya Books.
6. RamaJois, Legal and Constitutional History of India, Universal Law Publication, Delhi.



NOTE: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus

B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

INTELLECTUAL PROPERTY LAW

CORE COURSE (CC): 6.4

COURSE OBJECTIVES: Intellectual property may be thought of as different forms of legal rights over creativity or innovation. Intellectual Property is also a global concern, with complex interrelationships between the different forms of Intellectual Property and the process of reform of those rights. In doing so, this course will provide opportunities for students to explore key policy themes: the globalization of trade; the rise of information technology; the scientific revolutions in agriculture, medicine and biotechnology. This course will therefore also attempt to ensure students are equipped to understand and respond to changes in intellectual property and able to contribute to the process of reform.

LEARNING OUTCOMES: Upon successful completion, students will have the knowledge and skills to have an understanding of the fundamental legal principles relating to Patents, copyright, patents, designs, trademarks and unfair competition. This will also help him to recognize the importance of IP and to educate the pupils on basic concepts of Intellectual. They will learn the procedure of obtaining Patents, Copyrights, Trade Marks & Industrial Design. He will also understand current and emerging issues relating to the intellectual property protection, including those relating to indigenous knowledge, biotechnology and international trade.

UNIT-I

- Meaning, Nature, Rationale behind protecting IP; Classification of Intellectual Property,
- The main forms of Intellectual Property — Copyright, Trademarks, Patents, Designs, Geographical Indications, Semiconductors and Integrated Circuits, Plant Varieties, Traditional Knowledge.
- Jurisprudential Theories



- a) Locke's Theory on IPR (Labour Theory).
- b) Hegel's Theory on IPR (Personality Theory).
- c) Incentive Theory

UNIT: II

- Introduction to the leading international instruments concerning Intellectual Property Rights
 - a) The Berne Convention;
 - b) Universal Copyright Convention;
 - c) The Paris Union;
 - d) Patent Cooperation Treaty
 - e) Madrid Agreement
- The World Intellectual Property Organization (WIPO)
- TRIPS – Relevant Provisions.

UNIT: III

The Copy Right Act, 1957

- Meaning of copyright —Copyright in literary, dramatic and musical works, computer programmes and cinematograph films
- Neighbouring rights —Rights of performers and broadcasters, etc.
- Registration of Copyright; Term of Copyright;
- Ownership and Assignment of copyright — Author's special rights
- Notion of infringement —Criteria of infringement — Infringement of copyright in films, literary and dramatic works
- Fair Use
- Authorities under the Act — Remedies for infringement of copyright

UNIT: IV

Intellectual Property in Trademarks

- The Trade Marks Act, 1999— Definition of Trademarks — Service Mark, well known Trade Mark, Collective & Certification Marks; Distinction between Trademark and Property Mark - Registration — Passing off- Infringement of Trademark — Criteria of Infringement — Remedies – Trademark and Domain Name Interface.



UNIT: V

Patents

- Definition of Patents; — Patentable Inventions
- Kinds of Patents
- Procedure for obtaining patent
- The Patents Act, 1970: Recent amendments
 - Rights and obligations of a patentee
 - Term of patent protection
 - Use and exercise of rights
 - Exclusive Marketing Rights
 - Infringement of patent rights and remedies available.

UNIT: VI

- Geographical indication under GI Act 1999, Definition, rationale for protection, Term of protection, Registration Process, infringement and remedies. Landmark cases
- Plant varieties
- Traditional knowledge.

SUGGESTED READINGS:

- 1) G.B. Reddy – Intellectual property Rights & Law, Gogia Law agency Hyderabad.
- 2) Comish W.R. Intellectual Property, Patents, Trademarks, Copyrights and Allied Rights.
- 3) Vikas Vashisht – Law and Practice of intellectual Property, (1999), Bharat Law House Delhi.
- 4) P. Narayanan – Intellectual Property Law, (1999), (ed), Eastern Law House, Calcutta.
- 5) Bibeck Debroy – (ed), Intellectual Property Rights, (1998), Rajiv Gandhi Foundation, Delhi.
- 6) Comish W.R. – Intellectual Property, (3rd Edn), (1996), Sweet & Maxwell.
- 7) W.R. Mann – Transfer of Technology (1982).
- 8) Mata Din – Law of Passing Off and Infringement Action of Trademarks (1986).
- 9) P.S. Sangal & Kishore Singh – Indian Patent System and Paris Convention – Legal

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B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

LAND LAWS

ELECTIVE COURSE (EC): 6.1

COURSE OBJECTIVES: The objective of this paper is to focus on the classification of lands, the concept of ownership and relevant provisions of The Maharashtra Regional and Town Planning Act, 1966, The Maharashtra Land Revenue Code, 1966. The course provides the detailed knowledge of land law reforms, broad concept of agriculture, relationship between land and man, concepts and applications including analysis of tenure holders, their interests, rights and liabilities, ownership, possession, succession, surrender, abandonment, mortgage, lease and the use of modern techniques for demarcation and digitalization of Revenue Records and procedure of the Revenue Courts. It also deals with consolidation of holdings, mutation proceedings and local authorities at village level.

LEARNING OUTCOMES: On successful completion of this course students will be able to explain the notion of agricultural land and apply land law concepts relating to tenure holders, ownership, possession, succession, surrender, abandonment, mortgage, lease and tenancies. They will be able to learn about maintenance and revision of village record, gain knowledge about the concept of land revenue and its assessment, understand about the procedure of Revenue Courts and remedies in case of any illegal encroachment and get a deep insight about the management of land and other property by local authorities.

UNIT: I

- Classification of lands
- Ownership of Land, absolute and limited ownership (tenancy, lease etc.)
- Doctrine of Eminent Domain
- Doctrine of Escheat and Bona Vacantia
- Constitutional Remedies – Right to Property
- Implications of 73rd & 74th Constitution Amendment Act, 1993

UNIT: II

- The Right to Fair Compensation and Transparency in Land Acquisition,
- Rehabilitation and Resettlement Act 2013
- Definitions
- Determination of Social Impact and Public Purpose



- Preliminary Investigation for determination of Social Impact and Public Purpose
- Special Provision to Safeguard Food Security
- Notification and Acquisition
- Rehabilitation and Resettlement Award
- Procedure and Manner of Rehabilitation and Resettlement
- National Monitoring Committee for Rehabilitation and Resettlement
- Establishment of Land Acquisition, Rehabilitation and Resettlement Authority
- Apportionment of Compensation, Payment and Temporary Occupation of Land
- Offence and Penalties.

UNIT: III

- The Maharashtra Regional and Town Planning Act, 1966
- Definitions
- Provisions Relating to Regional Plan
- Establishment of Region and alteration of limits
- Constitution, Power and Duties of Regional Planning Board
- Regional plan; Contents, Procedure and Publication of Regional plan
- Development Plan; Contents, Procedure and Publication
- Interim development plan
- Penalty for Unauthorized development
- Preparation and Contents of Town Planning scheme;
- New Town Development Authority

UNIT: IV

- The Maharashtra Land Revenue Code, 1966
- Revenue Officers
- Chief Controlling Authority, Revenue Officer in districts and their power and duties
- Classes of persons holding land - Disposal of intestate occupancies-Occupancies to be transferable and restriction on transferability;
- Procedure for Conversion of use of land from one purpose to another
- penalty for using land without permission
- Procedure for Construction of Water Course Through Others Land
- Removal of encroachment of land vesting in Government, regularization of encroachment
- Summary eviction, Relinquishment of alienated land- Right to relinquished land



UNIT: V

- The Maharashtra Land Revenue Code, 1966
- Penalty for default of payment of land revenue
- Process of recovery of arrears, Arrest and Detention of defaulter
- Boundary and Boundary Marks
- Fixation, Determination and demarcation of Boundaries, disputes regarding boundaries
- Straightening out crooked boundaries
- Land record, Record of right, Register of Mutation
- Nistar patrak and Wajib-UI Arz
- Appeal, Revision and Review, Maharashtra Revenue Tribunal

UNIT VI

- Key features of the Laws dealing with, while purchasing or selling of land /immovable properties by individual, organization etc.
- Indian Registration Act 1908 (Section 17, 18 and 19)
- Role of Local authorities while regulating and administering the Land records -MHADA, City survey property card, Role of Surveyor in urban infrastructure development, Nagar Parishad, Municipal Corporation and Improvement Trust.

SUGGESTED READINGS:

1. A. K. Gupte and Dighe, The Maharashtra Land Revenue Code ,1966Hind Law House, Pune
2. Sameer Tendulkar and H. M. Bhatt, MRTP Act 1966, Noble Law House, Mumbai
3. Bare Act, The Maharashtra Land Revenue Code ,1966
4. Bare Act, MRTP Act 1966
5. Bare Act, The Land Acquisition Act,1894
6. R. Choudhari, The Land Acquisition Act, Orient Law agency, Allahabad
7. A. B. Puranik, Law of Land Acquisition & Compensation, III rd Edition, Orient, Allahabad.
8. S. R. Majumdar, The Maharashtra Regional Town Planning Act, Bhupesh Publication.
9. Bare Acts of Indian Registration Act 1908 MHADA,1976

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

LAW OF TRUST

ELECTIVE COURSE (EC): 6.2

COURSE OBJECTIVE: The objective of the course is to acquaint the students with the concept of general equity evolution of law thereto coupled with fusion of law and equity with stress on concept of trust and Indian trust Act, 1882. To enable the students in understanding duties, rights, liabilities and power of trustee and beneficiary. This course aims to let the student know the provision of Termination of Trust.

LEARNING OUTCOME: This course acquaints the students with the general equitable principles some of which are already finding mention in various statute and in addition students can acquire in depth knowledge of institutions like trust. The student will aware of the relevant provisions of special legislation namely Bombay Public Trust Act, 1950

UNIT: I- EQUITY

- Origin, Growth & Concept of Equity
- Development of law: common law and equity.
- Relation between Equity & Common Law
- Maxims of Equity

UNIT: II- TRUST (INDIAN TRUST ACT 1882)

- The concept of trust
- Distinction of Trust with agency and contract
- Development of Trust Law
- Creation of Trust
- Definition, Rules, Classifications.
- Benefits of Trust
- Charitable & Religious Trust

UNIT: III- TRUSTEE: DUTIES OF TRUSTEES & RIGHTS OF TRUSTEES, POWERS OF TRUSTEES

- **Duties:** Execution, Acquaintance with the nature of property, Duties in respect of title, Duty of care, Conversion, Impartiality, Prevention of waste, keeping of accounts and giving of information, Investment, Sale, Liability for breach of trust.



- **Rights:** Title deed, Reimbursement, Indemnity, Seeking direction from court, Settlement of accounts, General authority.
- **Powers:** Sale, varying of investment, Property of minors, giving receipts, Power to compound, compromise and settle, Exercising authority on death or disclaimer of one of the trustees, Suspension of trustee's power.
- Disabilities of trustees

UNIT: IV- RIGHTS AND LIABILITIES OF BENEFICIARIES.

- Rights: Rents and profits, Specific execution, Inspection and information, Transfer, Suit for execution, to have proper trustees, right to compel the trustee to do the duties, Rights on wrongful purchase or acquisition by trustees, follow up of trust properties in the hands of third parties, Blending of property by trustee, Wrongful application of trust property by partner trustee for partnership purposes.
- Liabilities of beneficiaries.
- Discharge of Trustees
- Appointment of New Trustees
- Extinction of Trust

UNIT: V-CONSTRUCTIVE TRUSTS: THE EQUITABLE AND FIDUCIARY RELATIONSHIP.

- Transfer without intent to dispose beneficial interest.
- Trust incapable of execution and trusts executed fully without exhausting property the cypress doctrine.
- Transfer and request for illegal purpose.
- Transfer pursuant to rescindable contract.
- Debtor becoming creditor's representative.
- Advantage from undue influence.
- Advantage by qualified owner.
- Property acquired with notice of existing contract.
- Purchase by person contracting to buy property to be held on trust.
- Possession of property without whole beneficial interest.
- Duties of constructive trustees.
- Right to bonafide purchasers



UNIT: VI—SPECIAL LEGISLATION (REFER TO BPT ACT, 1950- RELEVANT PROVISIONS)

- Charitable and religious trust
- Registration of public trust
- Budget Accounts and Audit
- Public Trust Administration Fund
- Offences and penalties

SUGGESTED READINGS:

1. M. P Tandon's, Indian Trust Act 1882 (with Fiduciary Relations), Allahabad Law Agency
2. S. Krishnamurthy Aiyar and Harbans Lal Swin, Principles and Digest of Trusts Laws (1998), University Book Agency, Allahabad.
3. R.H. Mandsley and E.H. Burn, Trust and Trustees: Cases and Materials (1978) Butterworths, London.
4. R.E. Megarry and P.V. Baker, Snell 's principles of Equity (1964) ELBS, sneet and Maxwell.
5. Philip H. Pettit, Equity and Law of Trust (1970)
6. Bombay Public Trust Act, 1950

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VI SEMESTER 5 YEARS PROGRAMME

INTERNSHIP

SKILL BASED COURSE (SC): 6.1

COURSE OBJECTIVES: This course has been included with the objective of giving an exposure to the students of law to the way work is practically carried out in a lawyer's office. It aims to introduce the students with the basics of legal practice like seeking instructions from clients, drawing relevant facts, drafting of legal deeds, maintaining the case files, management of the office etc.



LEARNING OUTCOMES: After completing this skill-based course, the students are expected to become aware of all practical issues in the legal profession. They will know how files are maintained, how the office is arranged and managed, how a cause-list can be checked, maintaining court diary, filing work in court etc. The most important outcome of this course will be to prepare them for their professional life ahead through practical exposure to a lawyer's office.

Each registered student shall have to complete an internship with any trial/Appellate Advocate during the entire period of the Semester. The internship shall require the student to attend a lawyer's chamber for a minimum of two hours per week during the Semester. However, this shall have to be done after class hours and no exemption from attendance of classes shall be granted by colleges for the same.

Also, students shall maintain an internship diary in such form as may be stipulated by the College. They shall note therein all details of their observations and what they have learnt by attending the office. The diary shall be signed by the teacher in charge who shall be updated on a regular basis of your progress.

MODE OF ASSESSMENT:

The students shall be evaluated on a continuous basis by the teacher in charge for this activity during the course of the semester (40 marks)

Additionally, the student shall also be assessed at the end of the Semester by an external examiner. (10 marks)

It shall be mandatory for the students to appear for the viva voce examination.

There shall be NO end semester theory examination for this course

B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME

LABOUR LAW-I

CORE COURSE (CC): 7.1

COURSE OBJECTIVES: The course aims at providing fundamental knowledge and exposure to the Industrial Relations and related aspects prevailing in industries and to familiarize the students with various labour legislation applicable to industries.



LEARNING OUTCOMES: After the completion of the course the student shall be able to describe fundamental concepts and nature of Industrial Relation. Understand the nature and role of trade union for workers and industries. To study the relevance of collective bargaining and its impact on employee employer relations. To understand industrial dispute and ways to resolve them. To study the application of various industrial legislation in India

UNIT: I

Labour Capital conflicts - evolution of Labour laws- 21st century challenges to labour Laws in India- the Gig Economy and issues with the sector, Unorganized works, Gig workers and their rights- Constitutional Perspectives of Labour welfare and security

UNIT: II

Concept of Collective bargaining and its relevance in present day web-based Fissured employment
Trade Unions: History of Trade Union Movement - The Trade Union Act 1926 – Definitions - Registration – Rights and Liabilities of Registered Trade Unions – Immunities – Amalgamation and dissolution of Unions – The Trade Union (Amendment) Act,2001, Trade Union under Chapter III of The Industrial Relation Code,2020, Registrar of Trade Union

UNIT: III

Industrial Relation in India- Its Concept, evolution and definition- An overview on the laws dealing with IR as covered under the repealed Act, The Industrial Dispute Act,1947, The Industrial Dispute (Central) Rules,1957,

UNIT: IV

Salient features of the Industrial Relation Code, 2020, Various Definitions, Definition of Industry - Industrial Dispute – Individual Dispute – Workman –Worker-Bi-Partite Forums-Works Committee-Grievance Redressal Committee., Notice of Change- reference of disputes to Arbitration - Mechanism for Resolution of Industrial Disputes -Procedure and powers of arbitrator, conciliation officer, Tribunal and National Industrial Tribunal. - Conciliation and adjudication of dispute.

UNIT: V

Provisions of Strikes and Lock-Outs—Illegal Strikes and Lockout, Prohibition of financial aid to illegal strikes or lock-outs, Lay-Off, Retrenchment and Closure, Workers Laid off For Compensation, Special Provisions Relating to Lay-Off, Retrenchment and Closure in Certain Establishments-Worker Re-Skilling Fund-Unfair Labour Practices-Offences and Penalties-Special Provision for Adjudication as To Whether Conditions of Service, Etc., Changed During Pendency of Proceedings.



UNIT: VI

Standing Orders - Concept and Nature of Standing Orders – scope and coverage- Certification process – its operation and binding effect –Provision of standing Orders under Chapter IV of The Industrial Relation Code,2020 Making of model standing orders by Central Government and temporary application. Preparation of draft standing orders by employer and procedure for certification., Power of Certifying Officer and Appellate Authority, Provision of Appeals, Duration and Modification of Standing Orders-. Disciplinary Proceedings in Industries - Charge sheet – Explanation – Domestic enquiry - Enquiry officer – Enquiry report – Punishment – Principles of Natural Justice.

SUGGESTED READINGS:

1. Srivastava: Law of Trade Unions, Eastern Book Company, Lucknow
2. Goswami: Labour and Industrial Law, Central Law Agency.
3. R.F. Rustomji: Law of Industrial Disputes: Asia Publishing House, Mumbai
4. S.N. Mishra: Labour and Industrial Law
5. J.N. Malik: Trade Union Law
6. Khan& Khan: Labour Law, Asia Law House, Hyderabad
7. S.C. Srivastava: Industrial Relations and Labour Law, Vikas Publishing House
8. Amitav Ghosh: GIG ECONOMY IN INDIA RISING: GEN X-Millennial-Z, Evince pub Publishing; 1st Edition (11 August 2020)

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME

CIVIL PROCEDURE CODE

CORE COURSE (CC): 7.2

COURSE OBJECTIVES: This paper is designed to study the importance of procedural law in civil matters. Its main object is to acquaint the students with the various stages through which a civil case passes through, and the connected matters. Civil Procedure Code is a procedural law which is applied of daily the courts and lawyers. Every law student should have knowledge of civil procedure



when he goes out to practice as a lawyer. Though, it is true that one gains expert knowledge of civil procedure through experience. However, it is necessary to have a good understanding of the subject before one enters the profession. The course also includes law of limitation, which fixes a period within which a case has to be filed.

LEARNING OUTCOMES: Students graduating with 'Civil Procedure Code & Limitation Act' will be able to know the detail procedure for redressal of civil rights, understand, where the suit is to be filed? The essential forms and procedure for institution of suit, the documents in support and against, evidence taking and trial, dimensions of an interim order, the peculiar nature of the suits, the complexities of executing a decree and provisions for appeal and revision are all matters which a lawyer for any side is to be familiar with and to have good grounding in the subject before one enters the profession

UNIT: I

- Codification of Civil Procedure and Introduction to CPC — Principal features of the Civil Procedure Code
- Hierarchy of courts
- Suits; Parties to Suit; Framing of Suit — Institution of Suits — Bars of Suit
- Doctrines of Sub Judice and Res Judicata
- Place of Suing — Transfer of suits
- Territorial Jurisdiction; Cause of Action' and Jurisdictional Bars
- Summons; Service of Foreign summons.

UNIT: II

- Pleadings: Contents of pleadings; Forms of Pleading; Striking out / Amendment of Pleadings
- Plaint: Essentials of Plaint - Return of Plaint; Rejection of Plaint
- Production and marking of Documents; Written Statement; Counter claim — Setoff; Framing of issues.

UNIT: III

- Appearance and Examination of parties & Adjournments
- Ex-Parte Procedure
- Summoning and Attendance of Witnesses — Examination — Admissions —
- Production, Impounding, Return of Documents Hearing; Affidavit
- Judgment and Decree; Concepts of Judgment, Decree, and Interim Orders and Stay; Injunctions



- Appointment of Receivers and Commissions; Costs
- Execution; Concept of Execution; General Principles of Execution; Power of Execution; Power of Executing Courts; Procedure for Execution; Modes of Execution
- Arrest and detention; Attachment and Sale.

UNIT: IV

- Suits in Particular Cases; Suits by or against Government; Suits relating to public matters; Suits by or against minors, persons with unsound mind, - Suits by indigent persons – Interpleader suits
- Summary Suit.
- Consequences of Death, marriage and insolvency of Parties, in Civil Suit.
- Appeals, Reference, Review and Revision — Appeals from Original Decrees;
- Appeals from Appellate Decrees; Appeals from Orders; General Provisions
- Relating to Appeals.

UNIT: V

- Law of Limitation — Concept of Limitation; Object of limitation – General Principles of Limitation
- Extension: Condonation of delay; Sufficient Cause — Computation of limitation
- Acknowledgment and Part-payment; Legal Disability; Provisions of the
- Limitation Act, 1963 Articles for appeal, revision, reference, review, possession, bringing legal heirs on record.

SUGGESTED READINGS:

1. Mulla, Code of Civil Procedure Code (1999) Universal, Delhi.
2. C.K. Thakkar, Code of Civil Procedure Code (2000) Universal, Delhi.
3. M.R. Mallik (ed) B.B. Mitra, On Limitation Act (1998) Eastern, Lucknow.
4. P.K. Majumdar and R. P. Kataria, Commentary on The Code of Civil Procedure Code- 1908, Universal, Delhi.
5. P.K. Mukharjee, Limitation Act, Allahabad Law Agency.
6. Shailendra Malik, Code of Civil Procedure, Allahabad Law Agency.
7. Dr. Avtar Singh, Code of Civil Procedure, Central Law Publication, Allahabad.
8. Sarkar's Commentary on The Civil Procedure Code, Dwivedi, Allahabad Law Agency.
9. AIR Commentaries on Limitation Act, W.W. Chitaley, AIR Ltd., Nagpur.



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME

PUBLIC INTERNATIONAL LAW

CORE COURSE (CC): 7.3

COURSE OBJECTIVES: This course aims to focus on the relations between states, international organizations and other legal actors within the public international legal framework. It explores competing notions of sovereignty, and the dilemma of conflict resolution between parties under international law. Special attention will be paid to the recognition of states and the consequent obligations of states, the law of treaties, and topical issues in international law, for example criminal justice, refugees, the law of the sea, and human rights. Students requires to gain knowledge of the public international legal framework, and be exposed to a range of controversial debates which reflect the highly politicized nature of international law. A blended learning format will enable active learning and encourage student engagement with topical issues.

LEARNING OUTCOME: On successful completion of the course students will be able to understand thorough and contextual knowledge of public international law doctrine, principles and the role of legal institutions, in the areas covered during the course, the capacity to identify contentious issues in public international law, and apply legal doctrine to solve problems. A critical perspective on the relationship between public international law and the politics of the international community. A reflective understanding of the significance of notions of justice, sovereignty and rights within the international legal framework. Will inculcated the ability to conduct high-level legal research, exploring primary and secondary materials, and provide critical analysis of problems and questions.

UNIT I:

- Origin, Development and Definition of International Law
- Nature and Basis of International Law



- Sources of International Law
- Relationship between Municipal Law and International Law (Monism, Dualism, British, American and Indian Practice)
- Subjects of international law

UNIT II:

- State: essential characteristics of a State in International Law
- Sovereignty of States, Kinds of states, Rights and duties of states
- State succession: Definition and Kinds of Succession
- Consequences of state succession
- Succession in respect of International Organization
- State Jurisdiction
- State Territory and modes of acquisition and loss of state territory

UNIT III:

- Responsibility of states, kinds and consequences.
- Recognition: Definition of State Recognition
- Recognition of Government
- Theories and Modes of Recognition
- Legal Effects of Recognition

UNIT IV:

- Extradition & Asylum
- Nationality
- Diplomatic agents, Consuls and other representatives
- Formation of treaties
- Mode of consent, Reservation and termination.

UNIT V:

- League of Nations
- The United Nations Organization: Preamble, purposes and principles of UN Charter
- UN principal organs and their composition and functions
- Specialized agencies: UNESCO, WHO, ILO, IMF.
- Settlement of international disputes.



UNIT VI:

- The Legal Regime of the Seas
- Evolution of the Law of the Sea
- United Nations Convention on the Law of the Seas
- Maritime Belt, Contiguous Zone, Continental Shelf, Exclusive Economic Zone
- The High Seas
- Land Locked States
- International Tribunal for the Law of the Sea

SUGGESTED READINGS:

1. J. G. Starke- An Introduction to International Law.
2. P.W. Bowett- International Institutions.
3. J. B. Brierly - The Law of Nations.
4. D. H. Harris - International Law (Cases and Materials).
5. Oppenheim - International Law (Volume I, Peace)
6. S. K. Kapoor - International Law and Human Rights.
7. Agrawal H O-International Law & Human Rights, Central Law Publication, Allahabad.
8. Rebecca Wallace, International Law
9. Brownlie, Principles of International law
10. M.P. Tandon, Public International Law, ALA.

NOTE: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME

BANKING LAW

ELECTIVE COURSE (EC): 7.1

COURSE OBJECTIVES: The students will become familiar with the Banking Laws and with the legal and regulatory laws which apply to the banks. The learners will be able to understand various services offered, risks faced by banks and also will understand banking innovations after nationalization. They will also understand various principles, provisions that govern banking companies. They will gain a comprehensive understanding of the ECommerce landscape, current and emerging business models and the technology and infrastructure underpinnings of the banking business. They will be able to develop an understanding on Bankers Books Evidence Act. They will gain an understanding on the importance of security, privacy and ethical issues as they relate to E-Commerce. They will be able to describe fundamental concepts behind modern e-banking/mobile banking technologies. Students can pursue Banking law specialization at the Undergraduate and the Postgraduate level.

LEARNING OUTCOMES: The main learning outcome of this course is to provide the student an understanding of legal and regulatory aspects of banking. This course studies the purpose and the functions of central banks and monetary policies and how they have evolved over time. Students are introduced to the tools of monetary policy and to the rules that central banks follow. Students will know the relevant provisions Law relating to Negotiable Instruments, 1881 Act (Read with the amended Act of 2002).

UNIT: I

Indian Banking Structure:

- Origin and Evolution of Banking Institutions
- Advent of Foreign Banks in India
- Different kinds of banks and their functions
- Banking Companies in India
- Banking Regulation Act, 1949

UNIT: II

The Central Bank of India:

- Evolution of Central Bank
- RBI - Constitution, Management and Functions



- Monopoly of currency issue
- Control of RBI over non-banking companies
- Financial companies
- Non-financial companies

UNIT: III

Employment of funds

- Loans and Advances
- Guarantees
- Advances secured by Collateral securities
- Agency Services
- Financing of Exports
- Special Banking Services
- Advances to Priority Sectors and Credit Guarantee schemes
- Securitization Act, 2002. (SARFAESI Act, 2002); Debt recovery and non-performing assets

UNIT: IV

Banker and customer Relationship

- Definition of banker and customer
- General relationship and Special relationship
- Banker 's duty of secrecy
- Banker's duty to honor cheques
- Banker's lien, and banker's right to set off
- Appropriation of payments - Garnishee order
- Customer's duties towards his banker.
- Opening of New Accounts
- Special types of customers - Minor 's A/C, Joint A/C, Partnership A/C, Company's A/C, Married women 's A/C, Trust A/C, Joint Hindu family A/C - Illiterate persons, lunatics, executors
- Precautions required in case of administrators, clubs, societies and charitable institutions to open an account

UNIT: V

Law relating to Negotiable Instruments, 1881 Act (Read with the amended Act of 2002):

- Negotiable Instruments - Kinds - Holder and holder in due course - Parties -Negotiation- Assignment - Presentment - Endorsement - Liability of parties -Payment in due course - Special rules of evidence - Material alteration - Noting and protest - Paying banker and collecting banker



- Penal provisions under NI Act
- Banker's Book Evidence Act, 1891.

UNIT: VI

Recent trends of Banking System in India

- E-Banking - Internet banking, Mobile banking, ATM banking, Computerized banking
- Credit card, debit/smart cards
- Safe deposit vaults
- E- banking services – retail services – wholesale services
- E- Cheque-authentication
- Cyber Evidence
- Banking Ombudsman.

SUGGESTED READINGS:

1. M. L. Tannan- Law of Banking.
2. M. S. Parthasarathy (Ed.), Khergamvala - Negotiable Instruments Act.
3. Taxman: Law of Banking, India Law House
4. R.N. Chaudhary, Banking Laws, Central Law Publications, Allahabad.
5. Avtar Singh – Negotiable Instruments Act.
6. Basu - Review of Current Banking: Theory and Practice.
7. Paget- Law of Banking.
8. L. C. Goyle- The Law of Banking and Bankers.
9. Relevant provisions of Information Technology Act, 2000
10. Reforms in Indian Banking and Recommendations of Committees

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus



B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME

INSURANCE LAW

ELECTIVE COURSE (EC): 7.2

COURSE OBJECTIVES: The course aims to provide the knowledge regarding the relevant provisions of The Insurance Laws (Amendment) Act 2015, Empowerment of IRDAI, Health Insurance, Consumer Welfare, Insurance Regulatory Authority Act, 1999: Its role Powers and Functions of the Insurance Regulatory and Development Authority. To explain the classification and nature of insurances contracts. This aims to provide the rules regarding general insurance, life insurance, fire insurance and Marine Insurance.

LEARNING OUTCOME: Students graduating with Insurance Law will be able to understand and describe the scope and object of Insurance through a critical analysis of the subject, will help in analyzing the merits and demerits of Insurance, its process from adopting till claimant. It provides the details, of conceptual parameters of Insurance law in the context of the development of the general principles of law and judicial interpretation and explain and address various obstacles and barriers experienced by individuals before, during, and after adopting insurance with the help of case laws

UNIT: I- INTRODUCTION

- Nature- Definition
- History of Insurance- History and development of Insurance in India
- Insurance Act, 1938 – The Insurance Laws (Amendment) Act 2015, Empowerment of IRDAI, Health Insurance, Consumer Welfare
- Insurance Regulatory Authority Act, 1999: Its role Powers and Functions of the Insurance Regulatory and Development Authority.
- Rights and Liabilities of Insurer and Insured person,
- Life Insurance Contract – Nature and Scope, Establishment and Functioning of LIC.

UNIT: II- CONTRACT OF INSURANCE

- Classification of contract of Insurance
- Nature of various Insurance Contracts-
- Principles of utmost good faith – non disclosure – Misrepresentation in Insurance Contract
- Insurable Interest



- Premium: Definition-method of payment, days of grace, forfeiture, return of premium, Mortality
- The risk –Meaning and scope of risk, Causa Proxima, Assignment of the subject matter.

UNIT: III- LIFE INSURANCE:

- Nature and scope of Life Insurance
- Kinds of Life Insurance.
- The policy and formation of a life insurance contract- Event insured against Life Insurance contract- Circumstance affecting the risk- Amount recoverable under the Life Policy- Persons entitles to payment- Settlement of claim and payment of money
- Life Insurance Corporation Act, 1956- Insurance against third party rights
- General Insurance Act, 1972
- The Motor Vehicles Act, 1988 – Sec. (140-176), Nature and scope- Absolute or no fault liabilities, Third party or compulsory insurance of motors vehicles- Claims Tribunal- Public Liability Insurance –Legal aspects of Motor Insurance –Claims – Own Damages Claims – Third Party Liability Claims.

UNIT: IV-FIRE INSURANCE:

- Nature and scope of Fire Insurance –
- Basic Principles – Conditions & Warranties – Right & Duties of Parties – Claims Legal Aspects.
- Introduction to Agriculture Insurance – History of Crop Insurance in India – Crop Insurance Underwriting, Claims, Problems associated with Crop Insurance – Cattle Insurance in India.

UNIT: V-MARINE INSURANCE:

- Nature and Scope, Classification of Marine policies-
- Insurable interest, Insurable values-
- Marine insurance and policy - Conditions and express warranties- Voyage deviation- Perils of sea- Loss- Kinds of Loss- The Marine Insurance Act, 1963 (Sections 1 to 91).

SUGGESTED READINGS:

1. K. S. N. Murthy and K. V. S. Sharma - Modern Law of Insurance in India.
2. M. H. Srinivasan - Principles of Insurance Law.
3. E. R. Hardy Ivamy - General Principles of Insurance Law, relevant Chapters.



4. Insurance Act, 1938.
5. The Marine Insurance Act, 1963.
6. General Insurance (Business) (Nationalization) Act, 1972.
7. The Life Insurance Corporation Act, 1956.
8. Motor Vehicle Act, 1988.
9. M.N. Srinivasan, Principles of Insurance Law (1997), Ramaiya Publishers
10. Avatar Singh: Law of Insurance, Eastern Book Company, Lucknow
11. K.S.N. Murthy and KVS. Sharma: Modern Law of Insurance in India, (2002), Butterworths, Delhi

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

**B.A. LL. B VII SEMESTER 5 YEARS PROGRAMME
ALTERNATE DISPUTE RESOLUTION AND INTERNSHIP
(CLINICAL PAPER-I)
SKILL BASED COURSE (SC): 7.1**

COURSE OBJECTIVES: The objective of this course is to Acquire expertise in the skills and techniques necessary for effective dispute resolution. It will enable students to understand and reflect critically on key theoretical and practical dimensions of dispute processes, including the role played by the Hon'ble Judiciary in interpreting the Arbitration and Conciliation Act, 1996 and the Legal Services Authorities Act, 1987. Also enables students to adopt a comparative approach, the key differences between Alternative Dispute Resolution mechanisms and Judicial Adjudication and the skills and elements involved in Negotiation, Mediation and Conciliation. The student will understand the provisions related to reference of disputes to alternative dispute mechanisms under the Code of Civil Procedure (CPC), 1908. [Section 89].

LEARNING OUTCOMES: Students will develop an ability to situate dispute resolution processes in their wider social, political and theoretical and professional contexts and the ability to analyze a conflict situation and to select the appropriate dispute resolution strategy, to negotiate effectively and



an ability to conduct or participate appropriately in a mediation process. The course aims at defining the benefits and drawbacks of ADR as compared to litigation and its legal basis. It will develop a thorough understanding of the arbitration as a method of dispute resolution. It helps to understand the legal and regulatory framework governing both domestic and International Commercial Arbitration Agreement and the legal framework for enforcement of Arbitral Awards. Students will be able to acquire theoretical and practical understanding of Lokpal and Lokayukta. They will learn the latest development in the field of ADR and the various foreign awards like New York Convention and Geneva Convention. Students will be able to understand effective resolution of dispute through Conciliation process.

The course will be taught through classroom instruction in association with the Practicing Lawyers. However, there is no end semester theory examination for this Course. Students have to prepare a record covering the topics specified in Unit-I to III of Section -A and assigned to the students. The student shall be required to attend and observe the proceedings of Lok Adalats, Family Courts, Tribunals and other ADR Systems and shall record at least 10 proceedings in the diary. The record and Report shall be submitted within the stipulated time to the evaluation Committee constituted by the College with a Full Time Teacher and Practicing Advocates. The mode of Assessment shall be as follows: -

- | | |
|---|------------|
| A) Record on Topics from Unit I to III
(Internal marks to be awarded by the evaluation Committee) | - 40 Marks |
| B) Diary on Lok Adalat, Family Court, Tribunals & other ADR Proceedings
(To be awarded by both External & Internal Examiner jointly) | - 40 Marks |
| C) Viva – Voce
(To be awarded by both External & Internal Examiner jointly) | - 20 Marks |

UNIT-I: ALTERNATE DISPUTE RESOLUTION

- Characteristics, Advantages and Disadvantages; Unilateral — Bilateral — Triadic (Third Party) Intervention
- Techniques and processes: Negotiation — Conciliation — Arbitration — Distinction between Arbitration, Conciliation and Negotiation.

UNIT-II: THE ARBITRATION AND CONCILIATION ACT, 1996:

- Historical Background and Objectives of the Act
- Definitions of Arbitration, Arbitrator, Arbitration Agreement
- Appointment of Arbitrator & Termination of Arbitrator



- Proceedings in Arbitral Tribunal -- Termination of Proceedings
- Arbitral Award -- Setting aside of Arbitral Award — Finality and Enforcement of Award
- Appeals – Enforcement of Foreign Awards.
- Conciliation – Appointment of Conciliators
- Powers and Functions of Conciliator; Procedure
- Settlement of disputes through conciliation.

UNIT-III: OTHER ALTERNATIVE DISPUTE RESOLUTION SYSTEMS:

- Tribunals
- Lokpal and Lokayukta
- Lok Adalats
- Family Courts.
- Section 89 and Order X, Rules 1A, 1B and 1C of Civil Procedure Code.

NOTE:

- ATTENDANCE AND COMPLIANCE TO ALL THE AFORESAID COMPONENTS IS COMPULSORY.
- THE STUDENTS WILL HAVE TO SCORE ATLEAST 40% OF MARKS IN EACH OF THE ABOVE COMPONENTS.

SUGGESTED READINGS:

1. O.P. Tiwari: *The Arbitration and Conciliation Act* (2nd Edition): Allahabad Law Agency.
2. Johar's: *Commentary on Arbitration and Conciliation Act, 1996*: Kamal Law House.
3. Acharya N.K.: *Law relating to Arbitration and ADR*, Asia Law House, Hyderabad
4. Tripathi S.C.: *Arbitration, Conciliation and ADR*, Central Law Agency, Allahabad.
5. Avatar Singh: *Arbitration and Conciliation*, Eastern Law Book House, Lucknow.
6. KSR Murthy: *An introduction to ADR Mechanism*, Gogia Law Agency, Hyderabad
7. P.C. Rao: *Alternate Dispute Resolution*, 2001 Edition, Universal Book Traders, New Delhi.
7. S.D. Singh: *Alternate Dispute Resolution*, Universal Book Traders, New Delhi.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable,



students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME

LABOUR LAW-II

CORE COURSE (CC): 8.1

COURSE OBJECTIVES: The course aims at providing knowledge of the labour welfare and security which is of paramount importance in Industrial Relations solutions. Thus, to enable the students to have a good base in labour laws this subject focuses on Social and wage legislation in judicial setup. To know learn the laws relating to Industrial Relations social security and working condition.

LEARNING OUTCOMES: Students will know the development and judicial setup of labour laws they will learn the salient features of welfare and Wage legislation and also to integrate the knowledge of labour law in general human resource practice students will learn the laws relating to industrial relation social security and working conditions and to learn the enquiry procedure and industrial discipline

UNIT: I- THE REMUNERATIVE ASPECTS

- Wages – Concepts of wages - Minimum, Fair, Living Wages - Wage and Industrial Policies with reference to the newly enacted Code on Wages, 2019,
- Provisions of Payment of Wages Act 1936 - Timely payment of wages – Authorized deductions–Claims
- MinimumWagesAct1948 -Definitions-Types of wages-Minimum rates of wages
- Procedure for fixing and revising Minimum Wages–Claims–Remedy.

UNIT: II- BONUS

- Concept: Right to claim Bonus–Full Bench Formula–Bonus Commission
- Payment of Bonus Act 1965 - Application – Computation of gross profit, Available, Allocable surplus
- Eligibility of Bonus- Disqualification of Bonus-seton–setoff of Allocable surplus
- Minimum and Maximum Bonus–Recovery of Bonus.



UNIT: III- EMPLOYEES SECURITY AND WELFARE- WITH REFERENCE TO THE NEWLY ENACTED CODE ON SOCIAL SECURITY, 2020

- Law relating to workmen 's compensation - The Employee's Compensation Act 1923 – Definitions -Employer 's liability for compensation – Nexus between injury and employment - payment of compensation - penalty for default
- Employees State Insurance Act 1948 – Application - Benefits under the Act -Adjudication of disputes and claims– ESI Corporation.
- Unorganized Workers' Social Security Act, 2009
- Sexual Harassment of Women at Workplace Act, 2013

UNIT: IV- EMPLOYEES PROVIDENT FUND AND MISCELLANEOUS PROVISIONS ACT, 1952

- Contributions; Schemes under the Act; Benefits.
- The Maternity Benefit Act 1961-Definitions-Application-Benefits.
- The Payment of Gratuity Act 1972 – Definitions – application - Payment of gratuity - eligibility–forfeiture –Nomination- Controlling authorities.

UNIT: V- THE FACTORIES ACT, 1948

- Chapters dealing with Health, Safety and Welfare of Labour.
- Provisions Relating to Hazardous Processes
- Working Hours of Adults Employment of Young Persons
- Salient features of the Child Labour (Prohibition and Regulation) Act 1986.

SUGGESTED READINGS:

1. S.N. Misra, Labour and Industrial Laws, Central law publication 22nd edition. 2006.
2. N.G. Goswami, Labour and Industrial Laws, Central Law Agency.
3. Khan & Kahan, Labour Law-Asia Law house, Hyderabad
4. K.D. Srivastava, Payment of Bonus Act, Eastern Book Company
5. K.D. Srivastava, Payment of Wages Act
6. K. D. Srivastava, Industrial Employment, 1987(Standing order)
7. S. C. Srivastava, Treatise on Social Security
8. V.J. Rao, Factories Law



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME

CRIMINAL PROCEDURE CODE

CORE COURSE (CC): 8.2

COURSE OBJECTIVES: The Criminal Procedure code was enacted many years ago. It has undergone many changes. It is too enormous for classroom discussion. But the students should have a fair idea about how the code works as a main spring of the criminal justice. With this perspective the course is designed to make the student understand how the Criminal Procedure code controls and regulates the working of the machinery set up for the investigation and trial of offence.

LEARNING OUTCOMES: On completion of this course the students will be able to distinguish between criminal procedural law and substantive law, evaluate the structure, hierarchy and working of criminal courts in India; comprehend the role of functionaries like the Police, Magistrates, Courts, etc., analyze important concepts like 'Offence', 'Charge', 'Bail', 'Examination of Witnesses', 'Appeals' etc. The students will be able to describe the basic procedures relating to FIRs, Complaint, Police Report, Inquiry, Search and Seizure, enables them to explain different kinds of Trials such as warrant case, summons case, and summary and their respective stages; Assess provisions regarding the maintenance of wife, children and parents under the Cr.P.C.

UNIT: I – Introduction

- Object, extent, Nature and scope of Criminal Procedure
- Preliminary Considerations –
 - a. Classification of offences
 - b. Distinction between Investigation, Inquiry and Trial
 - c. Constitution of Criminal Courts and Its Power
 - d. Functionaries under the Code (Police, Public Prosecutor)



UNIT: II – Arrest

- Meaning and purpose of arrest
- Arrest with a warrant
- Arrest without a warrant
- Arrest by a private Person
- Arrest of a woman
- Arrest how made

UNIT: III - Maintenance of Wives, Children and Parents

- Essential conditions for granting maintenance
- Jurisdiction of Magistrates
- Alteration of allowance
- Cancellation of the order of the maintenance

UNIT: IV – Search and Seizure

- Search with a warrant
- Search without warrant
- General provisions relating to searches
- Illegalities in a search and its consequences

UNIT: V – Investigation

- Meaning and purpose of Investigation
- Who can investigate?
- When police can investigate?
- Information to the police
- F.I.R. and procedure after the recording of the F.I.R
- Evidentiary value of statements made to the police
- Investigation in the case of unnatural deaths and suicides, in police custody etc.

UNIT: VI – Charge and Trials

- Framing of charge
 - Form and content of charge
 - Separate charges for distinct offences
 - Discharge - pre-charge evidence
- Trials- Trial before a court of session



- Trial of warrant cases
- Procedure for trial in a summons case
- Summary trials
- Plea Bargaining

UNIT: VII – Bail, Appeal, Reference, Revision and Transfer

- Bail: concept, purpose: constitutional overtones
- When release on bail is mandatory?
- When release on bail is Discretion?
- Anticipatory bail
- Law relating to bail in the light of amendment in the Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act in the light of Section 14-A.
- Appeal, Reference, Revision and Transfer --Appeal
- Reference to High Court
- Revision
- Transfer of cases
- Inherent power of High court under section 482.
- Limitation For Taking Cognizance of Certain Offences

SUGGESTED READINGS:

1. Ratanlal Dhirajlal, Criminal Procedure Code (1999) Universal, Delhi.
2. K I Vibhute, Durga Das Basu Criminal procedure Code, 1973, Lexis Nexis.
3. S C Sarkar, Sarkar the Code of Criminal Procedure Code, Lexis Nexis.
4. K D Gaur, Textbook on the Code of Criminal Procedure, Universal Law Publishing.
5. S N Mishra, The Code of Criminal Procedure, Central Law Publications.
6. Chandrasekharan Pillai (ed.) Kelkar's Outlines of Criminal

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME

LAW OF EVIDENCE

CORE COURSE (CC): 8.3

COURSE OBJECTIVES: To provide learners with detailed knowledge and skills in the rules of evidence and procedure as they apply to civil and criminal trials as might be relevant to a person working in a legal office, an insurance company or associated fields in the public or corporate sectors. Knowledge of the rules of evidence will enable analysis and evaluation of evidence available in connection with the preparation of a case for trial.

LEARNING OUTCOME: after completion of the course the students will be able to analyze and define the concept and general nature of evidence, and illustrate the different types of evidence and court procedures relating to evidence, analyze the different types of evidence with reference to: real, oral, direct, circumstantial, original, hearsay, primary, secondary, documentary, it will further be able to specify the standard of proof in civil and criminal cases, determine and analyze the standard of proof and burden of proof in civil and criminal cases, and specify types of presumptions, and also analyze and evaluate the rules governing examination in chief, cross examination and re-examination, and establish the procedures in the conduct of a civil or criminal trial.

UNIT: I

- Introduction to Law of Evidence
- The Indian Evidence Act, 1872 — Salient features of the Act
- Other acts which deal with evidence. (Special reference to C.P.C., Cr.P.C., IT Act)
- Meaning and kinds of Evidence
- Interpretation clause — May Presume, shall presume and Conclusive proof - Fact, Fact in issue and Relevant facts
- Distinction between Relevancy and Admissibility
- Standard or Degree of Proof in Civil / Criminal Proceeding
- Doctrine of *Res Gestae*— Motive, preparation and conduct — Conspiracy — When Facts not otherwise relevant become relevant — Right and custom — Facts showing the state of mind etc.



UNIT: II

- Admissions & Confessions: General Principles concerning Admissions
- Differences between "Admission" and "Confession"
- Confessions obtained by inducement, threat or promise
- Confessions made to police officer - Statement made in the custody of a police officer leading to the discovery of incriminating material — Admissibility of Confessions made by one accused person against co-accused.
- Dying Declarations and their evidentiary value
- Other Statements by persons who cannot be called as Witnesses
- Admissibility of evidence of witnesses in previous judicial proceedings in subsequent judicial proceedings.

UNIT: III

- Relevancy of Judgments — Opinion of witnesses — Expert's opinion — Opinion on Relationship especially proof of marriage
- Facts which need not be proved
- Oral and Documentary Evidence - General Principles concerning oral evidence and documentary evidence
- Primary and Secondary evidence
- Modes of proof of execution of documents
- Presumptions as to documents
- General Principles regarding Exclusion of Oral by Documentary Evidence.

UNIT: IV

- Rules relating to Burden of Proof
- Presumption as to Dowry Death
- Estoppel —Kinds of estoppel —Res Judicata, Waiver and Presumption.

UNIT: V

- Competency to testify
- Privileged communications
- Testimony of Accomplice
- Examination in Chief, Cross examination and Re-examination — Leading questions Lawful questions in cross examination; Compulsion to answer questions put to witness.



- Hostile witness — Impeaching the credit of witness
- Refreshing memory — Questions of corroboration
- Improper admission and rejection of evidence.

SUGGESTED READINGS:

1. Batuk Lal: *The Law of Evidence*, 13th Edition, Central Law Agency, Allahabad, 1998.
2. M. Munir: *Principles and Digest of the Law of Evidence*, 10th Edition (in 2 vols), Universal Book Agency, Allahabad, 1994.
3. M Monir: *Textbook on Law of Evidence*, Universal Law Publishing 2012.
4. Avtar Singh: *Principles of the Law of Evidence*, 11th Edn. Central Law Publications.
5. V. Krishnama Chary: *The Law of Evidence*, 4th Edn. S.Gogia & Company, Hyderabad.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME

HEALTH LAW

ELECTIVE COURSE (EC): 8.1

COURSE OBJECTIVES: This course is designed in such a manner as to make students understand the use of health law in contemporary legal practice. This will help them to understand the interrelationship between two noble professions i.e., law and medicine. They will understand the right to health provided under International and national policies, especially under the Constitution of India. They will also learn different laws associated with the issue of health and which are of utmost importance for the smooth functioning of life. The students will also understand the different aspects of health and legal and ethical issues surrounding some important contemporary issues like surrogacy, malnutrition, euthanasia etc. They will also learn some other important topics relating to medical profession where there is a direct interrelationship between law and medicine like, medical confidentiality, informed consent and the relationship between doctor and patient in this complex era. They will also learn some important bodies of medical profession like Medical Council of India.



LEARNING OUTCOME: Undoubtedly there is a direct relationship between law and medicine today. Law regulated medical practice by structuring the delivery and financing services by different ways like regulating licensing services, restrictions on practice, and by providing remedies in case of wrong or malpractices by medical practitioners. So, students will learn all these important factors under health law. The student will learn the liability of doctors to the patient under all relevant laws. This will help them in understanding the health law policy in India which will further help them to practice in the area of health law which is very demanding field these days. At the same time students will learn the different ethical and legal issues involved in medico legal cases which will help them to be empathetic and will definitely improve their skill and will help them to be successful in healthcare law practice.

UNIT: I- INTERRELATIONSHIP BETWEEN LAW AND MEDICINE

- Right to Health-
- International Perspective- UDHR, 1948 (Art.25); ICESCR, 1966(Art.12): Declaration of Geneva, 1948.
- Constitutional Perspectives- Fundamental Rights- Right to Health care, Right to Life, Right to Clean Environment, Right to Emergency Medical Care.
- Directive Principles of State policies- Art. 39(a), 47, 48-A.

UNIT: II- HEALTH- LEGISLATIVE PERSPECTIVE

- Drugs and Cosmetics Act,1940
- The Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994
- The Transplantation of Human Organs Act, 1994
- The Medical Termination of Pregnancy Act, 1971 (MTP (Amendment) Act, 2021)
- Overview of the Mental Health Act, 1987

UNIT: III- PUBLIC HEALTH AND LAW

- Overview of-AIDS and Law
- Offences Affecting Public Health under IPC

UNIT: IV- MEDICAL PROFESSION AND LAW

- Doctor- Patient Relationship
- Informed Consent



- Medical Confidentiality
- Medical Negligence- Liability: Civil, Criminal and Liability under Consumer Protection Act, 1986.
- Indian Medical Council and Association
- Regulation of Bio-Medical Waste

UNIT: V- CONTEMPORARY ISSUES

- Surrogacy- Social, Legal & Ethical Issues
- Euthanasia in India
- Malnutrition in India

SUGGESTED READINGS:

1. M.P. Jain, *Indian Constitutional Law*, Wadhwa & Co, Nagpur.
2. Dr.U. Chandra, *Human Rights*, Allahabad Law Agency.
3. Dr. Nandita Adhikari, *Law and Medicine*, Central Law Publications, Allahabad.
4. Shyam Divan, Armin Rosencranz, *Environmental Law and Policy in India*, Oxford University Press.
5. Dr. Lily Shrivastava, *Law and Medicine*, Paper Back, Universal Law Publishing Co.
6. P.K. Sasidharan, *Healthy India*, notionpress.com, Chennai.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME

LAW OF CONSUMER PROTECTION

ELECTIVE COURSE (EC): 8.2

COURSE OBJECTIVES: The objective of the course is to understand several Consumer Rights against exploitation by tracing out the growth and origin of consumer movement at international and national level. The students will be able to gain knowledge about several rights available to consumers and the redressal mechanism under the Consumers protection and other related laws.



LEARNING OUTCOMES: After successful completion of the course the students will be able to build an in-depth understanding of consumer movement in India and its different phases. It will help the student to develop capacities about the new consumer protection legislation. It will demonstrate the capacity in dealing with the new age challenges such as e-commerce under the consumer law regime. It will help the students to develop the research skills with the help case studies and landmark decisions. Students will be able to appraise the role of mediation in redressal mechanism and able to appreciate the best global practices in consumer protection regime.

UNIT: I

- Brief History of Consumer Movements in India
- Concept of Consumerism
- Consumer Rights and UN guidelines on consumer protection
- The Consumer Protection Law in India: Consumer Protection Act 2019 Basic Concepts and Definitions- Appropriate Laboratory, Complainant, Complaint, Defects, Deficiency, Design, Misleading advertisements, Product Service provider, Service, Hoarding, Spurious goods, Infringing privacy, Goods Hazardous to Life & Safety, Unfair Trade Practices, Restrictive Trade Practices.
- Meaning of Consumer
- Rights of Consumers
- Kinds of consumer disputes: Defect in goods, Deficiency in services
- Product Liability: Meaning, Product liability action, Liability of product manufacturer, Liability of product service provider, Liability of product sellers, Exceptions to product liability action

UNIT: II

- Organizational set-up under the Consumer Protection Act:
- Advisory Bodies: Consumer Protection Councils at the Central, State and District Levels;
- Establishment of Central Consumer Protection Authority
- Powers and functions of Central Authority
- Adjudicatory Bodies: District commission, State Commissions, National Commission: Their Composition, Powers, and Jurisdiction (Pecuniary and Territorial), Appeal provisions.
- Role of Supreme Court under the CPA with important case law.



UNIT: III

- Offences and Penalties: Punishment for false or misleading advertisement, Punishment for manufacturing for sale or storing, selling or distributing or importing products containing adulterant, Punishment for manufacturing for sale or for storing or selling or distributing or importing spurious goods, Compounding of offences,
- Measures to prevent unfair trade practices in e-commerce, direct selling, etc.

UNIT: IV

- E Commerce- Need and importance
- E-Commerce and Consumer Protection
- Prospects and challenges of Ecommerce and its effect on consumer Need
- Importance of E-Education
- Consumer Protection in E-Banking
- Recent Emerging Issues in E-Commerce

UNIT: V

- Mediation: Establishment of consumer Mediation cell
- Duties of Mediator
- Procedure for Mediation
- Settlement Through Mediation

UNIT: VI

- Emergence of new Consumer Movements: Green Consumerism, Cyber Consumerism
- Role of Media in Consumer protection

SUGGESTED READINGS:

1. J.N. Boriwala, Commentry on Consumer Protection Act, 1986, Universal Pub. Delhi.
2. P.K. Majumdar, The Law of Consumer Protection in India (1998), Orient Publishing Co., New Delhi.
3. R.M. Vats, Consumer and the Law (1994), Universal, Delhi,
4. Agarwal, V.K. "Consumer Protection in India" Deep & Deep Publication, New Delhi, 1989



5. Pushpa Girimaji (2013), Misleading advertisements and Consumer, New United Process, New Delhi.

6. Premavathy Seetharaman and Mohini Sethi (2002), Consumerism: Strategies and Tactics, CBS Publishers and Distributors, New Delhi.

8. Consumer Protection Act- Bare Act

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

**B.A. LL. B VIII SEMESTER 5 YEARS PROGRAMME
DRAFTING, PLEADING, CONVEYANCING AND INTERNSHIP
(CLINICAL PAPER-II)
SKILL BASED COURSE (SC): 8.1**

COURSE OBJECTIVES: This course is designed to support undergraduate students in developing their drafting, pleading and conveyancing skills and to assist them in defining the various modes of legal terminologies and rules associated with it. It will give students a general introduction to number of basic documents, its methodologies, its challenges and its organization. Students will be introduced to a range of pleading tools and will be equipped to plan and organize their drafting, as well as to plead them in front of Court.

LEARNING OBJECTIVE: To acquaint the students with the teaching of law, rules of pleading, various deeds between the Parties. The course also focuses on interactive and learner-centric methods of seminar, discussion and learning through clinical legal education, to provide insight into the aspects of choosing appropriate legal terminologies while drafting a contract or agreement. It aims at providing the understanding and developing hands-on skills in drafting, pleading and conveyancing including law-finding, legal analysis, use of formats and legal writing.

Class-room instruction and simulation exercises on the following items shall be extended. However, there is no end semester theory examination for this course.



UNIT: I- DRAFTING

General Principles of Drafting and relevant Substantive Rules shall be taught.

UNIT: II- PLEADINGS:

(i) Civil—Plaint, Written Statement, Interlocutory Application, Original Petition, Affidavit, Execution Petition, Memorandum of Appeal and Revision.

(ii) Petition under Article 226 and 32 of the Constitution of India - Drafting of Writ Petition and PIL Petition.

(iii) Criminal— Complaint, Criminal Miscellaneous Petition, Bail Application, Memorandum of Appeal and Revision.

Unit: III-Conveyancing

Sale Deed, Mortgage Deed, Lease Deed, Gift Deed, Promissory Note, Power of Attorney, Will, Trust Deed

Practical Exercises

Apart from teaching the relevant law, the course includes not less than 15 (fifteen) practical exercises in drafting of pleadings carrying a total of 45 marks (3 marks for each) and 15 (fifteen) exercises in conveyancing carrying another 45 marks (3 marks for each exercise) and remaining 10 marks for viva-voce. These 30 exercises shall be recorded. Each student shall be served with different problems for the purpose of exercise. These exercises shall be assessed and marks may be allotted. These exercises shall be evaluated by a common committee consisting of-

- (i) Principal of the College/the concerned teacher as Internal Examiner
- (ii) External Examiner appointed by the University
- (iii) An Advocate with 10 years' experience at the Bar.

The same committee will also conduct viva-voce on the above concepts.



NOTE:

- ATTENDENCE AND COMPLIANCE TO ALL THE AFORESAID COMPONENTS IS COMPULSORY.
- THE STUDENTS WILL HAVE TO SCORE ATLEAST 40% OF MARKS IN EACH OF THE ABOVE COMPONENTS.

SUGGESTED READINGS:

1. R.N. Chaturvedi: *Pleadings and Conveyancing*, Central Law Publications.
2. De Souza: *Conveyancing*, Eastern Law House.
3. Tiwari: *Drafting, Pleading and Conveyancing*, Central Law Agency.
4. Mogha: *Indian Conveyancer*, Eastern Law House.
5. Mogha: *Law of Pleadings in India*, Eastern Law House.
6. Shiv Gopal: *Conveyancing, Precedents and Forms*, Eastern Book Company
7. Narayana P.S.: *Civil Pleadings and Practice*, Asia Law House.
8. Narayana P.S.: *Criminal Pleadings and Practice*, Asia Law House.
9. Noshirvan H. Jhabvala: *Drafting, Pleadings, Conveyancing & Professional Ethics*. Jamhadar & Companies.
10. R.D. Srivastava: *The Law of Pleadings, Drafting and Conveyancing*, Central Law Agency

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME

INTERPRETATION OF STATUTES

CORE COURSE (CC): 9.1

COURSE OBJECTIVES: Statutory interpretation is the process by which legislative instruments are given meaning so that they can be understood and applied. This subject will systematically examine the body of law that is relevant when determining the intention of Parliament as expressed in legislative instruments. The rules, approaches and practices required by statute or developed at



common law are considered and applied to both state and federal legislation. In addition to developing students' interpretation skills the subject will also focus on legal research and opinion writing.

LEARNING OUTCOMES: On successful completion of this course, a student will be able to know what are the techniques adopted by courts in construing statutes, the importance of the law-making process in the present context, also what are the matters to be reckoned with by legislature while enacting laws? This will help in understanding and analyzing the judicial interpretation, construction of words, phrases and expressions.

UNIT: I- INTRODUCTION

- Law making: The role of Legislature, Executive and Judiciary.
- Meaning and scope of the term "Statute".
- The Process of Law Making (The draft, bill, Act, Assent & operation).
- Parts of a Statute & Classification of Statutes
- Meaning, nature and scope of the term "Interpretation".
- Need and Purpose of Interpretation
- Difference between Interpretation and Construction.

UNIT: II- GENERAL THEORIES

- Presumptions and Considerations in interpretation
- Basic Principles
 - The Function of the Court is to interpret the law and not to legislate
 - Intention of Legislature
 - Statute must be read as a whole
 - Statute to be workable and effective
 - Plain Language must be given effect irrespective of consequences

UNIT-III: RULES OF INTERPRETATION

- Literal/Grammatical Rule of Construction
- Golden Rule of Construction
- Mischief Rule of Construction (Rule in Heydon's Case)
- Rule of Harmonious Construction.
- Strict and Liberal Construction



UNIT-IV: SUBSIDIARY RULES OF CONSTRUCTION

- Same word same meaning, use of different words,
- Rule of Last Antecedent,
- Non-Obstinate Clause,
- legal fiction,
- Mandatory and Directory Provisions,
- Conductive and Disjunctive words 'or'/'and',
- Construction of general words - Noscitur A Socis; Rule of ejusdem generis, Words of rank, Redendo Singula Singulis etc.

UNIT-V: AIDS TO CONSTRUCTION

Understanding the need and importance of Aids to constructions

- Internal Aid to Construction Preamble, Definition, Sections, Heading, Marginal Notes, Punctuation, Illustrations, Provisions, Explanation and Schedule.

UNIT VI: EXTERNAL AID TO CONSTRUCTION

Parliamentary History, Historical Facts and surrounding circumstances, socio-political and economic developments, reference to other statutes, contemporaneous exposition and other external aids.

UNIT-VII: INTERPRETATION WITH RESPECT TO SUBJECT MATTER AND PURPOSE

- Constructions of Penal & Remedial Statutes
- Constructions of Welfare Statutes
- Construction of Substantive and Procedural Statutes.

UNIT-VIII: THE GENERAL CLAUSES ACT, 1897

- Rules of Construction under the General Clauses Act, 1897
- Repeal: Effect of Repeal: Temporary and Perpetual Statutes: Their expiry and repeal
- Prospective and Retrospective Operation of statutes
- Effect of amendment to statutes,
- Revival of repealed enactments



SUGGESTED READINGS:

1. G.P. Singh: Principles of Statutory Interpretation, Lexis Nexis, 14th Edn., 2016.
2. Vepa P. Sarathi: Interpretation of Statutes, Eastern Book Co, 5th Edition, 2010.
3. Maxwell: Interpretation of Statutes, Butterworths Publications, 1976, 12th Edition.
4. N.S. Bindra's: Interpretation of Statutes, Lexis Nexis, 12th Edition
4. Crawford: Interpretation of Statutes, Universal Publishers.
6. Cross, Statutory Interpretation
7. Avtar Singh: Introduction to Interpretation of Statutes, Butterworth Wadhwa
8. B.M. Gandhi: Interpretation of Statutes, 2nd Edition, Eastern Book Co.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME

TRANSFER OF PROPERTY

CORE COURSE (CC): 9.2

COURSE OBJECTIVES: Property is an important jurisprudential concept which has various facades. The object of this subject is to explore into those various concepts by dealing various principles laid down in Transfer of Property Act, 1882 with a contemporary analysis. The subject would also deal with several other laws concerned with Jurisprudential aspect of Law, Various doctrines, essential features of Sale, Easements and Transfer of Property Amendment Act, 2002.

LEARNING OUTCOME: These subject analyses the basic principles of property law through jurisprudential theories. This also explain about the basic principles and doctrines of Transfer of Property Act, 1882.it helps to understand the various modes of transferring a property and get accustomed to the drafting of various deed such as sale deed, mortgage deed.

UNIT: I

- Meaning and concept of property
- Kinds of property



- Meaning and Definition of Transfer of property
- Transferable and non-transferable property
- Who can transfer?
- Operation of transfer
- Mode of transfer- Conditional transfer, Void and unlawful conditions, Condition precedent and condition subsequent
- Vested and contingent interest
- Transfer to unborn person

UNIT: II

- Doctrine of Election
- Covenants
- Transfer by ostensible owner
- Doctrine of Feeding the Grant by Estoppel
- Doctrine of Lis Pendens
- Fraudulent Transfer
- Doctrine of Part-performance.

UNIT: III

- Sale - Essential features
- Mode of Sale
- Rights and liabilities of parties.
- Mortgage – Meaning
- Kinds of Mortgages
- Rights and liabilities of mortgagor and mortgagee
- Marshalling and Contribution
- Charges.

UNIT: IV

- Lease - Essential features
- Kinds of leases
- Sec 106 as amended by The Transfer Of Property (Amendment) Act, 2002
- Rights and liabilities of lessor and lessee
- Termination of lease
- Forfeiture



- Exchange
- Gifts – Definition
- Different types of gifts
- Registration of Gifts
- Transfer of Actionable Claims.

UNIT: V

- Easements — Definition of easement
- Distinction between Lease and License
- Dominant and Servient Tenements.
- Acquisition of property through testamentary succession
- Will
- Codicil
- Capacity to execute Will
- Nature of bequests
- Executors of Will
- Rights and Obligations of Legatees.

SUGGESTED READINGS:

1. Mulla: Transfer of Property, Butterworths Publications.
2. Subba Rao GCV: Commentaries on the Transfer of Property Act.
3. Krishna Menon: Law of Property.
4. Upadhy's Common Matrix of Transfer of Property

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME

CHILD AND LAW

CORE COURSE (CC): 9.3

COURSE OBJECTIVES: The objective of the course is to make the law students understand the impact of social context of children laws. This course provides the foundation for study of constitutional provisions relating to child rights and particular legislations dealing with child protection, juvenile justice, child labour and sensitive issues like sexual abuse by exploring legal and social perspectives along with the international legal standards and human rights laws.

LEARNING OUTCOMES: After the completion of this course students will be able to understand the concept and extent of child rights provided under International conventions, evaluate the role of the law in regulating relationships between parent, child, and the state through constitutional mechanism and domestic legal framework, understand the procedure and applicability of child law in society, apply their legal acumen in situations involving child law issues and contemporary challenges like child sexual and drug abuse, and analyze past, present, and future national policy developments in terms of notional issues and their effect on child rights.

UNIT I: INTERNATIONAL CONVENTIONS AND PRINCIPLES OF THE UN FOR THE CHILD RIGHTS

- The Declaration on the Rights of the Child, 1959
- The United Nations Convention on the Rights of the Child, 1989(UNCRC);
- Guiding principles for enjoyment of all rights: Right relating to Life, survival and development, Protection from violence, abuse or neglect, right to education to fulfil their potential, Child parent relationship, Expression of their opinions

UNIT II: CHALLENGES AND ISSUES RELATING TO CHILDREN

- The problem of sex tourism
- Child pornography
- Online violence-Cyberbullying, Sexual Exploitation & Abuse



UNIT III: CONSTITUTIONAL PROTECTION TO CHILDREN IN INDIA

- Right to Education (Article 21 A),
- Right to equality (Article 14),
- Right against discrimination (Article 15),
- Right to personal liberty and due process of law (Article 21), Right against exploitation and child abuse (Article 23) and (Article 24),
- Right to early childhood care and education to all children until they complete the age of six years (Article 45) Right to nutrition and standard of living and improved public health (Article 47).

UNIT IV: PROTECTION OF CHILD: PROTECTIVE LEGISLATIVE MECHANISM (BECAUSE THESE ARE THE CORE LEGISLATIONS IN PROTECTION OF CHILD RIGHTS)

- The Juvenile Justice (Care and Protection) Act (2000, amended in 2015);
- The Prohibition of Child Marriage Act (2006);
- The Protection of Children from Sexual Offences Act (2012), and
- The Child Labor (Prohibition and Regulation) Act (1986
- The Immoral Traffic (Prevention) Act, 1987
- Right of Children to Free and Compulsory Education Act, 2009 (RTE) 2009
- Adoption Regulation, 2017 (Adoption (First Amendment) Regulations, 2021)

UNIT V: NATIONAL POLICIES REGARDING CHILDREN

- National Policy for Children, 1974
- National Policy on Education, 1986
- National Policy on Child labour, 1987
- National Health policy, 2002

UNIT VI:

- The Commissions for Protection of Child Rights Act, 2005- National and State Commissions for Children



SUGGESTED READINGS:

1. Asha Bajpai, Childrens Rights in India
2. Gertrud Lenzer, „EditorViolence against Children, Making Human Rights real, Published by Taylor& francis Ltd.
3. Kieran Walsh, The Development of Child Protection Law & Policy- Children, Rik and Modernities, Published by Routledge, 2021.
4. Mamta Rao, Laws Relating to Women & Children, EBC Publications
5. Mamta Rao, Laws Relating to Women & Children, EBC Publications
6. Nuzhat Parveen Khan, Women and Child Related Laws by LexisNexis
7. Ved Kumari, The Juvenile Justice System in India- from Welfare to Rights, Oxford India.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

**B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME
LAW RELATING TO RIGHT TO INFORMATION AND RIGHT
TO PUBLIC SERVICES
ELECTIVE COURSE (EC): 9.1**

COURSE OBJECTIVES: The course is designed to focus on the signification of RTI in Indian democracy, international conventions on the same and constitutional basis. It aims to analyze the obligations of Public Authorities, Functions -Record Management and Appellate Authority thereunder and Guidelines for Information Officers, their powers and functions. To familiarize students with the relevant provisions of Maharashtra Right to Public Services Act, 2015

LEARNING OUTCOMES: It is important for the students to understand the significance of right to information in the changing scenario. This help in understanding the role of the Government in enacting RTI Act in 2005 which allows transparency and autonomy and access to accountability in Public Authority. At the end of the study the students will understand and analyze the important



definitions, Public Authorities and their obligations, information which is exempted from disclosure, Constitution of information commissions and their powers and penalties.

UNIT: I

- Scope and Significance of Right to Information in Democracy
- International Conventions dealing with RTI
- Constitutional Basis for Right to Information
- Aims and Objectives of the Right to Information Act, 2005
- Definitions- Appropriate government, Competent Authority, Information, Public Authority, Record, Right to Information.

UNIT: II

- Right to Information and obligations of Public Authorities, Functions -Record Management- Mandatory disclosure of Information, Publication of details of PIOs and Appellate Authority- Guidelines for Information Officers.
- Public Information Officer: Identification and designation of PIOs/APIOs, Duties and responsibilities-Onus on the PIOs-Procedure and steps involved.
- Request for obtaining Information and Disposal of Request, Exemption from Disclosure of Information Severability, Third Party Information
- Non-Applicability of the Act to certain State Organisations.
- Right of the Citizen-Types of help to be extended to the citizen-Time Frame-Exemptions.

UNIT: III

- Information Commission- Central and State Commissions: Appellate Authority-Information Commission-Role of Appellate Authority-Dissemination of information
- Powers and Functions of the Information Commissions
- Appeal and Penalties: Imposing penalty / recommending disciplinary action against erring PIOs etc. The First Appeal and The Second Appeal process and the Commissions mandate for the same-The power of Information Commissions with regard to enforcing compliance of public authorities with the provisions of the RTI Act.



UNIT: IV

- RTI and Good Governance- Role of Civil Society Organizations and Media- Records Management for Effective Information Management -The importance of records management.
- Best practices- A study of decisions rendered by state commissions and central Commission in the following areas of Police, Revenue, PWD, Irrigation, Secretariat, BSNL, Posts and Telegraphs, Scheduled Banks, CPWD, Income Tax Department, Central Excise Department, Local Authorities.
- The broad issues relating to the keeping, maintaining, managing and destructing. Supreme Court of India on Right to Information

UNIT: V

Maharashtra Right to Public Services Act, 2015.

- Definitions: Chief Commissioner, Competent Authority, Department, local authority, Public Authority.
- Public services: Designated Officers, Appellate Authorities, stipulated time limit to be notified; Right to obtain public services within stipulated time limit, Use of Information Technology for delivery of public services
- Appointment of Appellate Authorities
- Appeal Provisions
- Penalty: Procedure for recovery of penalty, Procedure for fixing responsibility on Designated Officer for repeated failures
- Maharashtra State Right to Service Commission: Constitution, Term of office and conditions of service, Removal of Chief Commissioner or Commissioners, Powers and functions of Commission, Appeal to Commission. Annual report.

SUGGESTED READINGS:

- 1) N.K. Jain, Right to Information Concept, Law, Practice, Regal Publication, New Delhi
- 2) Raj Kumar Pruthi, Manual of Right to Information Act, Pentagon Press, New Delhi
- 3) Prof (Dr) S. V. Joga Rao, Law Relating to Right to Information, Pentagon Press, New Delhi



- 4) N.K. Acharya, Right to Information Act, 2005, Edi 5th, Asia Law House, Hyderabad
- 5) Dr. J. N. Barowalia, Commentary on Right to Information Act, 1st Edi 2006, Universal Law Publication, New Delhi
- 6) Right to Information Act, Bare Act
- 7) Maharashtra Right to Public Services Act, 2015 Bare Act.

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME
LAW RELATING TO REAL ESTATE AND RENT CONTROL
ELECTIVE COURSE (EC): 9.2

COURSE OBJECTIVES: Students will gain a theoretical approach about Real Estate regulation and development in Maharashtra. This will help to understand and study the various aspects of RERA, regulatory authorities its powers and functions. Students will also gain the knowledge about regulations and rules of letting out a property while discussing the Maharashtra Rent Control Act, rights of tenants and Landlord as well, authorities to resolve the Differences between the Tenant and Landlord.

LEARNING OBJECTIVES: The knowledge of Real Estate Regulation will be supportive to get better practical approach in the real estate in Maharashtra. The Study of aspects of Maharashtra Rent Control Act will help to understand procedural aspects of Rent agreements, fair rent controls and eviction controls.

UNIT: I

Meaning and Definitions- Real Estate Project, Real Estate Agent, Estimated Cost of Real Estate Project, Development, Development Works, External Development Works, Internal Development Works, Sanctioned Plan, Planning Area, Apartment, Building, Carpet Area, Common Area, Garage, Commencement Certificate, Completion Certificate, Occupancy Certificate, Person, Allottee-in relation to a real estate project, Promoter, Advertisement, Agreement for Sale, Appropriate Government.



UNIT: II

Salient Features of the Real Estate (Regulation and Development) Act, 2016, Advantages of RERA, Responsibilities of the appropriate Government, Registration of Real Estate Project and Registration of Real Estate Agents, Project Exempted from Registration, Functions of Real Estate Agents, Functions, Obligations and Duties of Promoter, Transfer of title, return of amount and compensation, Right and Duties of Allottees

UNIT: III

The Real Estate Regulatory Authority, Central Advisory Council, The Real Estate Appellate Tribunal, Offences, Penalties and Adjudication, Finance, Accounts, Audits and Reports, Bar of Jurisdiction.

UNIT: IV

The Maharashtra Rent Control Act, 1999- Objects and Reasons, Application and Exemption, Definitions, Fixation of Standard Rent and Permitted Increase, Relief Against Forfeiture, Recovery of possession, Special Provision for Recovery of Possession in Certain Cases.

UNIT: V

Sub-Tenancies and Other Matters Concerning Tenancies, Jurisdiction of Courts, Suits, Appeals, Practice and Procedure, Summary Disposal of Certain Applications, Cognizable Offences, Offences by Companies, Right and duties of Tenant and Landlord, The Maharashtra Rent Control Rules, 2017 (relevant provisions)

SUGGESTED READINGS:

1. The Real Estate (Regulation and Development) Act, 2016, by Ajar Rab Ed.1, 2019.
2. Real Estate (Regulation and Development) Act, 2016 (RERA), Published By The Institute Of Company Secretaries Of India.
3. Bare Act- Real Estate (Regulation and Development) Act, 2016.
4. Bare Act- The Maharashtra Rent Control Act, 1999. The Maharashtra Rent Control Rules, 2017.
5. The *Maharashtra Rent Control Act, 1999 & Rules, 2017*. By Sunil Dighe, Publisher Snow White Publications Pvt. Ltd., 2022 Ed.



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

**B.A. LL. B IX SEMESTER 5 YEARS PROGRAMME
PROFESSIONAL ETHICS AND INTERNSHIP
(CLINICAL PAPER-III)
SKILL BASED COURSE (SC): 9.1**

COURSE OBJECTIVES: This course is designed with a main purpose of making law students on the verge of completing their law course to get acquainted with, analyze and critically examine such rules of professional ethics and conduct. The legal philosophy underlying professional ethics, the rights and concomitant duties of Advocates and the role played by Bar Councils in regulating legal profession will be the core Module of the course. Furthermore, the knowledge of responsibilities and sanctions is indispensable for an advocate to have a better professional career, especially in the present era.

COURSE OUTCOMES: After successful completion of this course the students will familiarize with the legal provisions, guidelines, and judicial decisions on the subject of professional conduct for lawyers, acquaint with the opinions of the Bar Council of India on professional misconduct. The students will be informed of their Rights as advocates, the concomitant duties and limitations thereof. This will help in developing the ability to efficiently identify ethical issues and dilemmas in realistic scenarios, and to propose well-reasoned and articulate resolutions to those issues and dilemmas.

The course will be taught through classroom instruction in association with the Practicing Lawyers. However, there is no end semester theory examination for this Course. Students have to prepare a record covering the topics specified in Unit-I to IV of Section -A and assigned to the students & a Report on 50 select opinions of Disciplinary committee of Bar Council of India and 10 Major judgments of the Supreme Court relating to the Contempt of Court specified in Section B. The record and Report shall be submitted within the stipulated time to the evaluation Committee constituted by the College with Full Time Teacher and Practicing Advocates. The mode of Assessment is as follows:



A) Record on Topics from Unit I to IV **40 Marks**

(Internal marks to be awarded by the evaluation Committee)

B) Report on opinions of Disciplinary committee of Bar Council of India & judgments of the Supreme Court **40 Marks**

(to be awarded by both External & Internal Examiner jointly)

C) Viva – Voce **20 Marks**

(to be awarded by both External & Internal Examiner jointly)

SECTION –A

UNIT-I

- The legal profession and its responsibilities;
- The equipment of the lawyer;
- Conduct in court;
- Professional conduct in general;
- Privileges of a lawyer;

UNIT-II

- Seven lamps of advocacy
- Advocates duties towards public, clients, court, and other advocates and legal aid ;
- Bar Council Code of Ethics.

UNIT-III

- Disciplinary proceedings
- Professional misconduct
- Disqualifications
- Functions of Bar Council of India/State Bar Councils in dealing with the disciplinary proceedings • Disciplinary Committees -- Powers and functions - Disqualification and removal from rolls. Contempt of Court Act, 1972



SECTION –B

Selected major judgments of the Supreme Court:

1. *In the matter of D. An Advocate*, AIR 1956 SC 102.
2. *P.J. Ratnamv. D.Kanikaram*, AIR1964 SC 244.
3. *N.B. Mirzanv. The disciplinary committee of Bar Council of Maharashtra and Another*, AIR 1972 SC 46.
4. *Bar Council of Maharashtrav. M.V. Dabholkar, etc.*, AIR 1976 SC 242. *5.V.C. Rangadurai v. D.Goplan and others*, AIR 1979 SC 201.
6. *Chandra Shekhar Soniv. Bar Council of Rajasthan and Others*, AIR 1983 SC 1012.
7. *In Re an Advocate*, AIR 1989 SC 245.
8. *In Re Vinay Chandra Mishra*, 1995 (Vol-I) IBR 118.
9. *Supreme Court Bar Associationv. Union of India*, AIR 1998 SC 1895.
10. *Ex-Capt. Harish Uppalv. Union of India*, AIR 2003 SC 739.
- 11 Any other recent judgments of Supreme Court selected and given by concerned teacher

Selected opinions of the Bar council of India

1. DC Appeal No. 16/93 1998 (Vol.1) IBR 135
2. BCI Tr. Case No.40/91 1998 (Vol.1) IBR139
3. DC Appeal No. 8/94 1998 (Vol. 1) IBR 153
4. DC Appeal No. 20/94 1997 (Vol. 3 &4) IBR 193
- 5 BCI Tr. Case No. 76/95 1997 (Vol. 3 &4) IBR 201
- 6 DC Appeal No.43/96 1997 (Vol. 3 &4) IBR 207
- 7 DC Appeal No.18/91 1997 (Vol. 1 & 2) IBR 271
- 8 DC Appeal No.24/90 1996 (Vol.1) IBR 135
- 9 DC Appeal No.19/93 1996 (Vol.1) IBR 152
- 10 BCI Tr. Case No.104/90 1996 (Vol.1) IBR 155
- 11 BCI Tr. Case No.52/89 1994 (Vol.1) IBR 187
- 12 BCI Tr. Case No.127/88 1992 (Vol. 3 &4) IBR 125
- 13 BCI Tr. Case No.39/87 1992 (Vol. 3 &4) IBR 147
- 14 BCI Tr. Case No.39/89 1992 (Vol. 3 &4) IBR 149
- 15 BCI Tr. Case No.16/88 1989 (Vol.1) IBR 99
- 16 BCI Tr. Case No.2/88 1989 (Vol.1) IBR 102
- 17 BCI Tr. Case No.52/88 1989 (Vol.2) IBR 110



- 18 DC Appeal No.41/87 1989 (Vol.2) IBR 122
- 19 BCI Tr. Case No.29/81 1989 (Vol.2) IBR 245
- 20 DC Appeal No.14/88 1989 (Vol.2) IBR 258
- 21 BCI Tr. Case No.14/80 1989 (Vol.2) IBR 264
- 22 DC Appeal No.24/87 1989 (Vol.2) IBR 273
- 23 DC Appeal No.46/86 1989 (Vol.2) IBR 280
- 24 DC Appeal No.3/88 1989 (Vol.2) IBR 285
- 25 BCI Tr. Case No.2/80 1989 (Vol.2) IBR 289
- 26 BCI Tr. Case No.10/86 1989 (Vol. 3 &4) IBR 520
- 27 BCI Tr. Case No.101/88 1989 (Vol. 3 &4) IBR 524
- 28 DC Appeal No.23/88 1989 (Vol. 3 &4) IBR 532
- 29 DC Appeal No.35/87 1989 (Vol. 3 &4) IBR 536
- 30 BCI Tr. Case No.27/88 1989 (Vol. 3 &4) IBR 542
- 31 BCI Tr. Case No.6/84 1989 (Vol. 3 &4) IBR 560
- 32 BCI Tr. Case No.24/86 1989 (Vol. 3 &4) IBR 563
- 33 DC Appeal No.10/88 1989 (Vol. 3 &4) IBR 572
- 34 DC Appeal No.45/74 1988 (Vol. 1 &2) IBR 182
- 35 DC Appeal No.23/87 1989 (Vol.1& 2) IBR 187
- 36 DC Appeal No.6/81 1988 (Vol.1& 2) IBR 193
- 37 BCI Tr. Case No.16/86 1988 (Vol.1& 2) IBR 197
- 38 DC Appeal No.41/86 1988 (Vol.1& 2) IBR 200
- 39 DC Appeal No.33/86 1988 (Vol. 3 &4) IBR 354
- 40 DC Appeal No.21/85 1988 (Vol. 3 &4) IBR 359
- 41 BCI Tr. Case No.43/82 1988 (Vol. 3 &4) IBR 364
- 42 DC Appeal No.28/86 1988 (Vol.3& 4) IBR 374
- 43 DC Appeal No.64/74 1987 (Vol.2) IBR 314
- 44 DC Appeal No.30/84 1987 (Vol.2) IBR 319
- 45 DC Appeal No.40/86 1987 (Vol.3) IBR 488
- 46 DC Appeal No.10/86 &10A/86 1987 (Vol.3) IBR 491
- 47 DC Appeal No.7/86 1987 (Vol.3) IBR 496
- 48 DC Appeal No.7/81 1987 (Vol.4) IBR 735
- 49 DC Appeal No.12/86 1987 (Vol.4) IBR 745
- 50 BCI Tr. Case No.57/87 1987 (Vol.4) IBR 753
- 51 Any other recent opinion/decision of Disciplinary committee of BCI, selected and given by concerned teacher



NOTE:

- ATTENDENCE AND COMPLIANCE TO ALL THE AFORESAID COMPONENTS IS COMPULSORY.
- THE STUDENTS WILL HAVE TO SCORE ATLEAST 40% OF MARKS IN EACH OF THE ABOVE COMPONENTS.

SUGGESTED READINGS:

1. K.V. Krishnaswamy Iyer- Professional Conduct and Advocacy.
2. B.S. Raman- Accountancy.
3. N. R. Madhava Menon- Clinical Legal Education.
4. Dr. B. Malik- Art of Lawyer (New Delhi, Universal Book Agency, 1999) – Relevant articles
5. Contempt of Court Act, 1971
6. Myneni S.R.: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation, Asia Law House, Hyderabad.
7. Gupta S.P.: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation, Asia Law House, Hyderabad.
8. Kailash Rai: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation, Allahabad Law Agency.
9. Siroh: Professional Ethics, Central Law Publications, Allahabad.
10. Ramachandra Jha: Selected Judgements on Professional Ethics published by Bar Council of India Trust, 2002.
11. Dr. G.B. Reddy: Practical Advocacy of Law, 2nd Ed. 2005. Gogia Law Agency. Hyderabad

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.



B.A. LL. B X SEMESTER 5 YEARS PROGRAMME

ADMINISTRATIVE LAW

CORE COURSE (CC): 10.1

COURSE OBJECTIVE: The objective of this course is to give the students an insight into the development of administrative law, to make them appreciate the concepts and principles of administrative law and to help them understand the functioning of the administrative organizations as per the standards of democratic governance, transparency, and accountability. It involves the study of attainment of social-welfare objectives through bureaucratic activities. This course further lays emphasis on understanding the doctrines and guiding principles under administrative laws through which executive decision-making is approved, controlled, and challenged. It enlightens the student about the role of tribunals and the role of the judiciary in undertaking judicial review by invoking different grounds of interference.

LEARNING OUTCOMES: After successful completion of this course, the students will be able to understand the characteristics and nature of the administrative law distinct from the Constitutional Law, to apply fundamental principles of administrative law like Rule of Law, Separation of powers, natural justice, and their different types to appreciate the reasons for the growth of delegated legislation and administrative discretion and the functioning of the authorities making subordinate legislations within the ambit of the power conferred to them, to examine the functioning of the statutory bodies established for administering justice like Administrative Tribunals, Ombudsman, Lokayuktas, Lokpal etc.

UNIT: I

- Nature and Scope of Administrative Law
- Meaning, Definition and Evolution of Administrative Law
- Reasons for growth of Administrative Law
- Distinction between Administrative law and Constitutional Law

UNIT: II

- Rule of Law: Interpretation of Dicey's Principle of Rule of Law; Modern trends in the Indian context
- Theory of Separation of Powers — Position in India, UK and USA



UNIT: III

- Delegated Legislation: Meaning, Reasons for the growth and Classification of delegated legislation
- Judicial and Legislative Control of Delegated legislation
- Administrative Adjudication
- Meaning and Reasons for emergence
- Control mechanism
- Classification of Administrative actions: Legislative, Quasi-judicial, Administrative and Ministerial functions

UNIT: IV

- Principles of Natural Justice
- Judicial Control of Administrative Action: Grounds of Judicial Control
- Judicial Review and Writ Jurisdiction: Articles 32, 226, 227, 136 and 13
- Administrative discretion and its control.

UNIT: V

- Ombudsman: Lokpal and Lok Ayukta
- Liability of the State in Torts and Contracts; Rule of Promissory Estoppel
- Commissions of Inquiry
- Central Vigilance Commission
- Public Corporations and their control mechanisms.

SUGGESTED READINGS:

1. M.P. Jain and S.N. Jain, Principles of Administrative Law, Wadhwa and Company, Nagpur.
2. Dr. S. P. Sathe, Administrative Law, Butterworths, New Delhi.
3. Durga Das Basu and A.K.Nandi, Administrative Law, Kamal Law House, Calcutta.
4. H.W.R. Wade and Christopher Forsyth, Administrative Law, Clarendon Press, Oxford
5. A. K. Shrivastav, Administrative Law (2 Vols.), Delhi Kamal Prakashan
6. Indian Law Institute, Cases and Materials on Administrative Law in India
7. J.C. Garner, Administrative Law, Butterworths, New Delhi



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B X SEMESTER 5 YEARS PROGRAMME

LAW OF TAXATION

CORE COURSE (CC): 10.2

COURSE OBJECTIVES: This Course is designed to offer the students the legal understanding of basic concept of income, importance of income tax and annual finance act, exempted income, person and policy and philosophy of taxation; to analyze different types of taxation policy and its outcome; and to examine the Wealth and corporation taxation and its impact.

LEARNING OUTCOMES: At the end it is expected that the student will be able to understand and interpret the various approaches, policy and philosophy of taxation, and how far the state power of taxation affect individual, institution; and explore the various functional theories, doctrine and principles working in the backdrop of taxation structure in India.

UNIT: I

- Direct Taxes at a glance: - Taxes -types of taxes, its characteristics and objectives. The cannons of taxes. Direct vs. Indirect taxation. The background of Indian taxation system and its structure.
- Constitutional basis of power of taxation -Arts. 265 to 289.
- Tax administration.
- The vital statistics and layout of tax.

UNIT: II:

- Basic Concepts of Income Tax
- Overview of Finance Bill; Basic concepts like assessment year, previous year, income, person, assessee.; distinguish between capital receipt and revenue receipt; Residential Status & basis of charge; scope of total income; basic steps in computation of tax liability; rates of tax.



UNIT: III

- Heads of Income and Computation-Income from Salary, Income from House Property- Profits and Gains of Business or Profession-Capital Gains and Income from other sources.
- Income exempts from taxes

UNIT: IV:

- Clubbing of Income;
- Set off and Carry Forward of Losses
- Deductions from Gross Total Income & Rebate and Relief

UNIT: V

- Computation of total income and tax liability of various entities: Individual, HUF, Firm, Company, etc.;
- Alternate minimum tax

UNIT: VI

Law and Procedure

- P.A.N. — Filing of Returns — Payment of Advance Tax — Deduction of Tax at Source (TDS) -- Double Tax Relief
- Law and Procedure for Assessment- Kinds of Assessment, Penalties, Prosecution, Appeals and Grievances -- Authorities.
- Offences under Income Tax Act
- Case Laws, Case Studies and Practical Aspects.

Unit-VII:

Indirect Taxes

- Concept of indirect tax at a glance- Indirect tax in India- An overview; Administration of Indirect Taxation India;
- Basics of Goods and Service Tax- Basic concept and overview of GST; Constitutional framework of GST; GST Model- CGST / IGST / SGST / UTGST; Taxable Event; Concept of supply including composite and mixed supply; Levy and collection of CGST and IGST;
- Composition scheme & Reverse Charge; Exemptions under GST.



SUGGESTED READINGS:

1. Bharat's Law House: Income Tax Act and Rules
2. Dr. Vinod K.Singhania: Student Guide to Income Tax, Taxman, Allied Service Pvt. Limited.
3. Dr. Gurish Ahuja: Systematic Approach to Income Tax, Bharat Law House Pvt. Limited. Taxman, Basis of GST
4. Taxman, GST Made Easy
5. Handbook of GST in India
6. Rakesh Garg, Sandeep Garg - Bloomsbury India
7. Dr. Sanjiv Agarwal: Goods & Services Tax, Laws, Concepts and Impact Analysis, Bloomsbury & Sanjeev Malhotra
8. Dr. Yogendra Bangur: Comprehensive Guide to Tax Laws, Aadhya Prakashan

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus

B.A. LL. B X SEMESTER 5 YEARS PROGRAMME CYBER LAW

CORE COURSE (CC): 10.3

COURSE OBJECTIVES: After completing the course, students will be familiar with concepts related to cyber world. Cyber Law in general will develop their understanding on various facets of cybercrimes. Problems arising out of online transactions insist them to find solutions. It will help them to understand Intellectual property issues in the cyber space and the growth and development of the law Regulation of cyber space at national and international level, ethical standards in cyber laws and intellectual property issues.

LEARNING OUTCOMES: The learning outcome of the course is to develop understanding about E-commerce, E-Contracting and Information Technology Act. In view of the important developments that have taken place in the cyber space student will be able to understand and acquire a critical understanding of Cyber Law. Students will develop in-depth understanding and techniques to deal with Frauds, Deceptions, other Cyber Crimes and important regulations pertaining to the issue of dispute resolutions. It will make them conversant with the social and Intellectual Property



Issues emerging from Cyberspace. Students will be able to explore the Legal and Policy Developments in various Countries to Regulate Cyberspace. It will help them in understanding the relationship between e-commerce and cyberspace. I will increase in depth Knowledge of Information Technology Act and legal frame work of right to privacy, data security and data protection.

UNIT: I-FUNDAMENTALS OF E-COMMERCE AND E-CONTRACTING

- Fundamentals of Computer and Web Technology
- Electronic data Interchange
- Salient Features of E-commerce
- Advantages and Limitations of E-Commerce
- Models of E-commerce
- Salient features of E-contract
- Formation of E-contracts and Types
- Need for Cyber Law

UNIT: II- INFORMATION TECHNOLOGY ACT

- Concept of Digital Signatures & Electronic Signatures
- Technical issues: Cryptography, Concept of Public key and Private Key, Process of Formation and Verification.
- Legal issues: Definition, Recognition and Authentication of digital & Electronic signature under IT Act, Certification Authorities and their role, Public Key Infra structure under the IT Act E-contracting under IT Act

UNIT: III- CYBER CONTRAVENTIONS

- Different Types of Civil Wrongs under the IT Act, 2000

UNIT: IV-CYBER CRIMES AND THE IT ACT, 2000

- Understanding Cyber Crimes
- Types of Cyber Crimes,
[Hacking, Cyber Stalking, Cyber Pornography, Cyber Terrorism, Cyber Defamation, Digital Forgery, Identity Theft & Fraud]
- Different Offences under the IT Act, 2000



UNIT: V-INTELLECTUAL PROPERTY ISSUES IN CYBERSPACE

- Interface with Copyright Law and Patent Law,
- Trademark and Domain name related issues.

UNIT: VI- DISPUTE RESOLUTION IN CYBERSPACE

- Concept of Jurisdiction in cyberspace
- Issues of Jurisdiction in cyber-Space
- Jurisdiction under ITAct,2000
- Dispute Resolutions

UNIT: VII-CONSTITUTIONAL & HUMAN RIGHTS ISSUES IN CYBERSPACE

- Freedom of Speech and Expression in Cyberspace
- Right to Access Cyberspace–Access to Internet
- Right to Privacy
- Right to Data Protection

SUGGESTED READINGS:

1. Kamlesh N. & Murali D. Tiwari (Ed), IT and Indian Legal System, Macmillan India Ltd, New Delhi
2. K.L. James, The Internet: A User's Guide (2003), Prentice Hall of India, New Delhi
3. Chris Reed, InternetLaw-Text and Materials, Universal Law Publishing Co, New Delhi
4. VakulSharma, Handbook of Cyber Laws, Macmillan India Ltd, New Delhi
5. S.V. Joga Rao, Computer Contract & IT Laws (in 2 Volumes), 2005 Prolific Law Publications, New Delhi
6. T. Ramappa,Legal Issues in Electronic Commerce, Macmillan India Ltd, New Delhi
7. Indian Law Institute, Legal Dimensions of Cyber Space, New Delhi
8. Pankaj Jain & Sangeet Rai Pandey, Copyright and Trademark Laws relating to Computers, Eastern Book Co, New Delhi
9. Farouq Ahmed, Cyber Law in India
10. S.V. Joga Rao, Law of Cyber Crimes and Information Technology Law, 2007, Wadhwa & Co, Nagpur
11. Rodney D. Ryder, Guide to Cyber Laws, Wadhwa and Company, Nagpur.



Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

**B.A. LL. B X SEMESTER 5 YEARS PROGRAMME
GENDER AND LAW
ELECTIVE COURSE (EC): 10.1**

COURSE OUTCOMES: The Objective of Gender and law Studies is for students to learn to recognize, examine social practices and traditional concepts that revolve around gender, sexuality, and sexual orientation, as well as understanding how gender is a persuasive factor in people's lives from a social, legal, and economic perspectives by examining different legislations and constitutional provisions.

LEARNING OUTCOMES: After successful completion of this course students will be able to understand the Notion of gender and Problems and issues relating to gender in order to analyze women, gender, and sexuality in meaningful ways, to examine the constitutional provisions and judicial interpretations with respect to various Gender related rights, to enhance research capabilities that addresses practical issues of gender in relation to race, ethnicity, class, sexuality, privilege, and power. Demonstrate an understanding of gender with respect to family laws and crimes based on gender. Engage in promoting social justice and human rights by organizing awareness, skill training and capacity building programs for different classes of women, men, and transgenders.

UNIT I – Introduction to Gender

- Concept of gender: Male; Female and the Third Gender
- Problems and issues relating to gender
- The Changing Social Construction of Gender
- Transgender Activism: The Transgender Persons (Protection of Rights) Act, 2019



UNIT 2–Gender and the Constitution

- Gender Equality and women empowerment
- Equal Pay for Equal Work
- Right to Dignity and Right to Identity
- Art.21 and Reproductive autonomy.

UNIT 3 – Legislative Framework for Gender Justice

- The PCPNDT ACT,1994 as Amended in 2002.
- Protection of Women from Domestic Violence Act, 2005.
- Sexual Harassment of Women at Workplace, (Prevention, Prohibition and Redressal) Act, 2013.

UNIT 4 – Gender Discrimination and Family Laws

- Divorce: Provisions under Hindu, Muslim, Parsi and Christian Laws.
- Maintenance: Provisions under Hindu law, Muslim law and Cr.P.C .

UNIT 5 – Gender Based Crimes

- Rape
- Outraging Modesty of women
- Honour Killing
- Indecent representation of women

UNIT 6 – National Commission of Women

SUGGESTED READINGS:

1. Asha Bhandari, Rekha Meha, Women, Justice and the Rule of Law, Serial Publications, New Delhi;
2. Amita Dhanda, Archana parashar, Editors, Engendering Law, Essays in Honour of Lotika Sarkar, EBC Publications;
3. Dr. Surinder Medratta on Crime against Women and The Law, Delhi Law House
4. Dr. S.K. Mukherjee: Laws Relating to Sexual Harassment & Sexual Offences, Kamal Publications, New Delhi;
5. Dr. Sarojini Saxena: Femijuris(Law relating to Women in India)
6. Dr. Archana Parsher: Women and Social Reform



7. Dr. Paras Diwan: Dowry and protection to married women
8. Dr. G.B.Reddy: Women and Law, 2nd Edn. Gogia Law Agency, Hyderabad;
9. Krishna Pal Malik, Women & Law, Allahabad Law Agency;
10. Lalita Dhar Parihar, Women & Law, From Impoverishment to Empowerment- A Critique, Eastern Book Company;
11. Mary Wollstonecraft: A Vindication of the rights of women.
12. S.P. Sath: Towards Gender Justice.
13. V.K. Dewan, Laws relating to Offences Against Women, Asia Law House, Heyderabad
14. Dr. Vijay Sharma: Protection to woman in Matrimonial home

NOTE: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus.

B.A. LL. B X SEMESTER 5 YEARS PROGRAMME

HUMAN RIGHTS

ELECTIVE COURSE (EC): 10.2

COURSE OBJECTIVES: The course provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues. This course aims to explore some aspects of the diverse and increasingly complex body of international law of human rights that has both national and international application.

LEARNING OUTCOMES: After studying this course, students will be able to understand the historical growth of the idea of human rights and can demonstrate an awareness of the international context of human rights. It will also help to understand the importance of the Human Rights Act 1998 and analyse and evaluate concepts and ideas.

UNIT: I

- Human Rights: Meaning, Evolution of Human Rights
- Ancient and Natural law perspective
- Classification of Human Rights



- Generations of Human Rights
- Sources of International Human Rights Law
- Importance and Significance of Human Rights

UNIT: II

- U.N. Charter and Human Rights
- Universal Declaration of Human Rights and its legal significance
- International Covenant on Economic, Social and Cultural Rights, 1966
- International Covenant on Civil & Political Rights, 1966
- The Vienna Conference on Human Rights
- Human Rights Council

UNIT: III

- Regional Conventions on Human Rights: The European Convention on Human Rights, 1950
- The American Convention on Human Rights, 1969 With Additional Protocols
- African Charter on Human and Peoples Rights
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- International Convention on Genocide, Apartheid, Slave Trade, Trafficking in Person and Prostitution.

UNIT: IV

- Human Rights in India
- Human Rights and Indian Constitution
- The Protection of Human Rights Act, 1993
- National Human Rights Commission
- State Human Rights Commission
- National Commission for Minorities
- National Commission for Safai karamcharis
- National Commission for Women
- National Commission for Backward Classes and National Commission for Schedule Castes and Schedule Tribes
- Judicial activism & Protection of Human Rights in India
- Role of Non-Governmental organization in the Promotion and Protection of Human Rights



UNIT: V

• International Conventions on Human Rights and Vulnerable Groups:

- Disabled Persons,
- Indigenous Persons,
- Persons with HIV- AIDS,
- Women & Children,
- Refugees,
- Aged Persons,
- Minorities and Tribal
- Collective Rights- Right to Development
- Right to Self Determination
- Right to Healthy Environment

SUGGESTED READINGS:

- 1 Wallace, International Human Rights, 1996 Sweet & Maxwell
2. Theodor Meron (ed.), Human Right in International Law
3. S.K. Kapoor, Human Right under International Law & Indian
4. Dugmarti Rao, HIV/AIDS and Law, Ethics and Human Rights, Discovery Publishing House, New Delhi.
5. Dr. H.O.Agrawal, International Law and Human Rights, Central Law Publication
6. Dr. Awasthi and Kataria, Law Relating to Protection of Human Rights

Note: In view of the fact that many legislative amendments and court decisions could be handed down on the topics covered hereinabove after this syllabus has been made applicable, students are expected to study all such latest amendments and court decisions on the topics mentioned in the aforesaid syllabus



B.A. LL. B X SEMESTER 5 YEARS PROGRAMME

MOOT COURT AND INTERNSHIP

(CLINICAL PAPER- IV)

SKILL BASED COURSE (SC): 10.1

COURSE OBJECTIVES: Practical paper of Moot Court, includes actual Mooting on given propositions drafted by lawyers based on some actual case, as well as the practical paper covers client counseling, which is done in lawyers chamber or NGOs, or being attached to some company legal department. The students have to study one civil and criminal case and maintain a daily record of the court visits and other legal work they are entrusted by the senior lawyer. Mooting is an exercise that helps a law student develop all of the necessary habits and grasp all of the court's policies and processes to better prepare him for his future. One of the most beneficial aspects of mooting is that it allows you to meet and socialize with a large number of people from all around the world. As students from various schools and institutions come together to represent themselves, it provides an opportunity for them to gain exposure to the outside world.

LEARNING OUTCOME:

1. Writing and Researching Skills: Participating in moot court contests helps students to improve their research abilities because it is based on their research that they will be arguing their case and defending their side, as well as constructing a good moot court memorial on which the opposing team will raise objections and interrogate them. This can also help them to improve their skills in adapting to sudden situations and dealing with uncomfortable scenarios.

2. Building Self-Belief: Mooting helps a person gain confidence in talking and presenting their point of view to others. It aids in the development of a person's confidence to the point where they are not afraid to question or speak in front of others and can effectively fight cases.

3. Practical Experience: Mooting assists students who are studying law by providing practical implications and knowledge that they would not find in books and would be unaware of, as practical and theoretical knowledge is like two sides of the same coin, and to pass the hurdle you must study both of them, even though they appear to be the same but are opposite in reality.



4. Collaboration: Moot court contests are held at the school or institutions that host them, and teams from several colleges compete. The team consists of three students, one of whom serves as the researcher and the other two as presenters, expressing opposing viewpoints. This teaches students how to work successfully as a team and examine their strengths and weaknesses, as well as how to improve them to reach optimum efficiency. It also teaches you how to work with people who are different from you and how to collaborate with them.

This paper has three components of 30 marks each and viva-voce for 10 marks.

(A) Moot Court (30 marks): Every student is required to participate in at least three moot courts in the X Semester with 10 marks for each. The moot court work will be on an assigned problem and it will be evaluated for 5 marks for written submissions and 5 marks for oral advocacy.

Marks will be given on the basis of written submission and oral advocacy. Written submissions shall include brief summary of facts, issues involved, provisions of laws and arguments, citation, prayer, etc. Marks for oral advocacy may be awarded for communication skills, presentations, language, provisions of law; authorities quoted, court manners, etc. Written Memorials submitted by the students shall be kept by the College for Further Verification.

The performance of student in the moot court shall be evaluated by a committee consisting of (i) Principal of the College (ii) an Advocate with 10 years' experience at the Bar; and (iii) the teacher concerned.

(B) Observance of Trial in two cases, one Civil and one Criminal (30 marks):

Students are required to attend courts to observe at least one civil and one criminal case. They shall maintain a record and enter the various steps observed during their attendance on different days in the court. The Court Observation Record submitted by the students should be evaluated by a committee consisting of (i) Principal of the College/the concerned teacher (ii) External Examiner appointed by the University and (iii) an Advocate with 10 years' experience at the Bar. Court attendance shall be compulsory and details shall be recorded in a Record Book kept therefor. This may be carried under the supervision of a teacher of the college. This scheme will carry 30 marks.

(C) Interviewing Techniques and Pre-Trial Preparations and Internship/Court Visit Diary (30 marks):

Each student should observe two 'interview sessions' of clients either in the Lawyer 's Office or in the Legal Aid Office and record the proceedings in a diary, which will carry 15 marks. Each student



has to further observe the preparation of documents and court papers by the Advocate and the procedure for the filing of the suit / petition. This shall be recorded in the diary which will carry 15 marks. The diary shall clearly indicate the dates on which the above observations are made and they shall be authenticated by the advocate concerned. Evaluation of the above diary shall be made by the committee consisting of (i) Principal of the College/the concerned teacher (ii) University Representative appointed by the Controller of Examinations in consultation with the Chairman, Board of Studies in Law, and (iii) an Advocate with 10 years' experience at the Bar.

(D) Viva-voce (10 marks):

There shall be viva-voce examination on all the above three components. The Viva-voce Board consisting of (i) Principal of the College/the concerned teacher (ii) University Representative appointed by the Controller of Examinations in consultation with the Chairman, BOS in Law; and (iii) an advocate with 10 years' experience at the Bar shall evaluate the student in the Viva. The proceedings of the viva-voce shall be recorded.

NOTE:

- ATTENDANCE AND COMPLIANCE TO ALL THE AFORESAID COMPONENTS IS COMPULSORY. THE STUDENTS WILL HAVE TO SCORE ATLEAST 40% OF MARKS IN EACH OF THE ABOVE COMPONENTS.
- THE ABOVE RECORDS, DIARY CERTIFIED BY THE UNIVERSITY REPRESENTATIVE APPOINTED BY THE CONTROLLER OF EXAMINATIONS IN CONSULTATION WITH THE CHAIRMAN, BOS IN LAW SHALL BE SUBMITTED TO THE UNIVERSITY FOR FURTHER VERIFICATION.

SUGGESTED READINGS:

1. Dr. Kailash Rai: *Moot Court Pre-Trial Preparation and Participation in Trial Proceedings*, Central Law Publication.
2. Amita Danda: *Moot Court for Interactive Legal Education*, Gogia Law Agency, Hyderabad.
3. Blackstone's: *Books of Moots*, Oxford University Press.
4. Mishra: *Moot Court Pre-Trial Preparation and Participation in Trial Proceedings*, Central Law, Allahabad.

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