



**SCHEME OF EXAMINATION
&
DETAILED SYLLABUS**

Bachelor of Arts (BA)*

**(3/4 Years UG (Hons.) Program with Multiple Entry / Exit and CBCS as per NEP-2020)
(w.e.f. 2023-24)**

**School of Distance Learning and Online Education
(SDLOE)**

Approved by CIQA and Academic Council vide Resolution No. 45.03 dated March 2, 2023

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B.A. Program

1. Introduction

BA (Hons.) is a 4 years undergraduate program with multiple entry and exit provisions and multidisciplinary approach as per the recommendations of NEP-2020. A student will have the option to take exit after 3 years with BA (Pass) degree. The program is offered in semester mode as per CBCS framework. The students have the choice to select 3 major specializations out of History, Political Science, Economics, Psychology, Sociology and Hindi Literature in addition to compulsory courses as per the UGC recommended credit framework for UG Programs. The course structure for the program includes Ability Enhancement Compulsory Courses (AECC), Core Courses, Multidisciplinary Courses, Skill Enhancement Courses (SEC) and Value Added Courses (VAC).

2. Program Mission and Objectives

Jagan Nath University, Jaipur has been established by an Act of the Rajasthan State Legislature (Act No. 19 of 2008), approved under section 2(f) by the UGC Act, 1956, accredited by **NAAC (2nd Cycle) with "A" grade** in 2022 and is member of the Association of Indian Universities (AIU).

The University is offering **UG and PG** programs in the areas of Engineering & Technology, Architecture, Management, Law, Agriculture, Pharmacy, Physiotherapy, Paramedical Sciences, Education, Arts and Vocational Studies. The **Ph.D.** programs are offered in select disciplines. The University has approval from various Statutory Regulatory Authorities (CoA, BCI, NCTE and PCI) for programs in respective disciplines.

The University has evolved a **comprehensive academic system** which incorporates the latest guidelines of NEP-2020 including CBCS, outcome based assessments, skill development, industry partnerships, holistic eco-system, research, extension activities with focus on promoting quality higher education and employability among students.

The Bachelor of Arts (BA) program has also been structured accordingly supported by state-of-the-art infrastructure and extensive use of ICT resources for achieving objectives of quality education, employability and human values among learners to produce good citizenship and skilled manpower.

The objectives of the Bachelor of Arts (BA) program are:

- To offer students a robust and broad-based academic exposure at graduate level.
- To help students develop an interdisciplinary, integrated and holistic outlook towards knowledge and problem solving.

- To strengthen analytical and creative abilities of students.
- To enhance various writing, presentation and digital skills of students.
- To prepare a fertile ground for various post graduate courses.
- To improve employability of students.

3. Relevance of Program with Jagan Nath University, Jaipur Mission and Goals

The University Vision and Mission Statements read as under:

Vision

To develop the University as a Centre of Excellence for higher education and research committed towards quality education, skill development, industry integration and holistic eco-system for global competencies among youth and sustainable development of the Nation.

Mission

The University aspires to achieve its vision by:

- I. Innovative, job-oriented and professional academic programs for capacity building in view of the emerging trends of the economy.
- II. Enable students equipped with knowledge and competences to perform successfully in modern organizations in India and abroad.
- III. Training students in generic and life skills in addition to core discipline subjects to enhance employability in job market and for entrepreneurship.
- IV. Engaging students and faculty in research, extension services, consultancy, community development projects, curricular and extra-curricular activities for holistic education.
- V. Promoting use of digital technologies and self-learning resources like MOOCs, Coursera, Virtual Labs, Online Resources, Self-Learning, etc. for enriching information and knowledge.
- VI. Inculcating a culture of excellence among students and faculty.
- VII. Developing a sense of ownership and pride among employees to achieve organizational targets as well as their personal goals.
- VIII. Developing curriculum, training and internship programs to enhance global competencies of absolvents.
- IX. Blending skill, entrepreneurship and capacity building for sustainable development coherent with environmental and economic sustainability.

Keeping in view the socio-economic realities of majority of the population in the focusing on the rugged and difficult terrain of the region and the need and aspirations of the youth in the region is one of the missions of the ICDEOL and it tries to encourage student enrolment from among the learners from tribal and distant places in Rajasthan. Regular Mode of Education is not sufficient enough to reach this goal. This Bachelor of Arts course helps the learners to upgrade their healthy life style and to attain some sort of employment.

State of Rajasthan and need for quality education to youth, particularly from rural sector, Jagan Nath University plans give a comprehensive education model through distance/online mode and train them for employability in job market and entrepreneurship.

4. Instructional Design

The instructional design for BA Program is as per the recommendations of NEP-2020 with Multiple Entry/Exit and Choice Based Credit System (CBCS). The guidelines issued by the UGC regarding Curriculum and Credit Framework for Undergraduate Programs have been followed in framing curriculum design and the program structure consists of Ability Enhancement Compulsory Courses (AECC), Major Core, Multidisciplinary, Skill Enhancement and Value Added Courses. The student will have the choice to select 3 major specializations out of 6 and will have the option to take exit after 1st year with UG Certificate, after 2nd year with UG Diploma, after 3rd year with UG Degree and after 4th year with UG Degree (Hons.) with Research and UG (Hons.) with academic scores.

5. Expected Program Outcomes

The following are the expected program outcomes:

- PO1 Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- PO2 Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- PO3 Cooperation/Team work:** Ability to work effectively and respectfully with

diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- PO4 Multicultural Competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- PO5 Information/digital Literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- PO6 Moral and ethical awareness:** Discuss different values, morality, social service and accept responsibility for the society.
- PO7 Lifelong learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadcast context to knowledge explosion and technological change.
- PO8 Leadership qualities and team work:** Enable and apply to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.
- PO9 Research Skills:** Describe different research methods, Equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.
- PO10 Self-directed Learning:** Contract scripts for seminars, lesson plans and online content.
- PO11 Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
- PO12 Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

6 Curriculums Design: Programs Offered

The proposed framework for UG Bachelor of Arts (BA) is as under:

Jagan Nath University
Program Structure for 4 Years Bachelor of Arts Program as per NEP 2020

Multiple Entry / Exit and Choice Based Credit System

Year	Semesters	Ability Enhancement Compulsory Courses (AECC)	Core Courses (Including SEC/Electives)	Multidisciplinary Courses	Value Added Courses	Field Project/ Internship	Total Credits
I Yr	I	English-I (4 Credits)	Course I (from any three streams) (4 × 3 = 12 Credits)		Environmental Studies (4 Credits)		20
	II	English-II (4 Credits)	Course II (4 × 3 = 12 Credits)	Constitutional Values (4 Credits)			20
Exit Option with UG Certificate in relevant Discipline/Subject after Completion of IstYear (2 Semesters), provided the student secure 4 credits during Summer Internship after IInd Semester.							
II Yr	III	Hindi-I (4 Credits)	Course III (4 × 3 = 12 Credits)		Computer Applications (4 Credits)		20
	IV	Hindi-II (4 Credits)	Course IV (4 × 3 = 12 Credits)	Cyber Crimes (4 Credits)			20
Exit Option with UG Diploma in relevant Discipline/Subject after Completion of IInd Year (4 Semesters), provided the student secure 4 credits during Summer Internship after IVth Semester.							
III Yr	V	Universal Human Values (4 Credits)	Course V (4 × 3 = 12 Credits)		New Venture Development (4 Credits)		20
	VI	Communication Skills (4 Credits)	Course VI (4 × 3 = 12 Credits)	Critical Thinking (4 Credits)			20
Total Credits (Upto VI sem)		AECC (24 Credits)	Core courses (72 Credits)	SEC (12 Credits)	VAC (12 Credits)		Total (120 Credits)
Exit Option with UG Degree in relevant Discipline/Subject after Completion of IIIrd Year (6 Semesters)							
UG Degree (Hons.) with Research							
(Only for Students Securing 75% Marks and above in the first six Semesters)							
IV Yr	VII	Research Methodology (4 Credits)	Course VII (4 × 3 = 12 Credits)			Minor Research Project (4 Credits)	20
	VIII	Synopsis Writing & Seminar (4 Credits)				Dissertation (16 Credits)	20
Total Credits		AECC (32 Credits)	Core Courses (84 Credits)	SEC (12 Credits)	VAC (12 Credits)	(18 Credits)	Total (160 Credits)
UG Degree (Hons.)							
(For Students Completing First Six Semesters)							
IV Yr	VII	Research Methodology (4 Credits)	Course VII (4 × 3 = 12 Credits)			Research Project (4 Credits)	20
	VIII		Course VIII (4 × 3 = 12 Credits)			Field Project (8 Credits)	20
Total Credits		AECC (28 Credits)	Core Courses (96 Credits)	SEC (12 Credits)	VAC (12 Credits)	(12 Credits)	Total (160 Credits)

List of Major Specializations Courses Offered

1. History
2. Political Science
3. Economics
4. Sociology
5. Psychology
6. Hindi Literature

6.1 Program structure and detailed syllabus

The course structure is as per the framework given above. The list of core courses in each major specialization is as under:

List of Courses in Different Areas of Specialization (Semester-wise)

Semester	Specialization Groups												Credits
	History (G-I)		Political Science (G-II)		Economics (G-III)		Sociology (G-IV)		Psychology (G-V)		Hindi Literature (G-VI)		
	Course	Category	Course	Category	Course	Category	Course	Category	Course	Category	Course	Category	
I	History of Ancient India	Core	Foundations of Political Science	Core	Micro Economic Theory	Core	Introduction to Sociology	Core	Introduction to Psychology	Core	History of Hindi Literature	Core	4
II	History of Medieval India	Core	Indian Political Thinkers	Core	Macro Economics Theory	Core	Sociological Theories and Concepts	Core	Theories of personality	Core	Hindi Language and Grammar	SEC	4
III	History of Modern India	Core	Modern Political Theory and Comparative Politics	Core	Indian Economic –I	Core	Societies in India	Core	Education Psychology	SEC	Prayojan Parak Hindi	Core	4
IV	Main Streams of Cultural History In India	SEC	Modern Indian Political Thought	Core	Indian Economic – II	Core	Social Problems in India	Core	Development Psychology	Core	Kavya Shastra	Core	4
V	Medieval Indian Culture	Core	Western Political Thinkers	Core	Environmental Economics	SEC	Indian Social System	Core	Social Psychology	Core	Reetikaal	Core	4
VI	History of Modern World	Core	Indian State Politics	SEC	History of Economic Thought	Core	Sociology of Villages	SEC	Counseling Psychology	Core	Aadikal and Bhaktikal	Core	4
VII	Indian National Freedom Movement	Elective	Comparative Political Institutions	Elective	Public Finance	Elective	Social Thinkers	Elective	Clinical Psychology	Elective	Kahani and Upanayas	Elective	4
VIII	History of Ecology and Environment	Elective	International Relations	Elective	International Economics	Elective	Logic and Methods of Sociological Research	Elective	Psychological Testing	Elective	Natak and Ekanki	Elective	4

- Note: 1. Students have the option to choose combination of any three areas of specialization. The choose of specialization area to be finalized in First Semester, which will remain the same in other semesters.
2. All the above courses are of four credits each.

Course Structure

Semester I

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-101	English-I	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-102(G-I)	History of Ancient India	4	70	30	100
DLBA-103(G-II)	Foundations of Political Science	4	70	30	100
DLBA-104(G-III)	Micro Economic Theory	4	70	30	100
DLBA-105(G-IV)	Introduction to Sociology	4	70	30	100
DLBA-106(G-V)	Introduction to Psychology	4	70	30	100
DLBA-107(G-VI)	History of Hindi Literature	4	70	30	100
Value Added Course					
DLBA VAC 001	Environmental Studies	4	70	30	100
Total		20	350	150	500

Semester II

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-201	English-II	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-202(G-I)	History of Medieval India	4	70	30	100
DLBA-203(G-II)	Indian Political Thinker	4	70	30	100
DLBA-204(G-III)	Macro Economics Theory	4	70	30	100
DLBA-205(G-IV)	Sociological Theories and Concepts	4	70	30	100
DLBA-206(G-V)	Theories of Personality	4	70	30	100
DLBA-207(G-VI)	Indian Language in Grammer	4	70	30	100
Multidisciplinary Course					
DLBA-208	Constitutional Values	4	70	30	100
Total		20	350	150	500

Semester III

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-301	Hindi-I	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-302(G-I)	History of Modern India	4	70	30	100
DLBA-303(G-II)	Modern Political Theory and Comparative Politics	4	70	30	100
DLBA-304(G-III)	Indian Economic –I	4	70	30	100
DLBA-305(G-IV)	Societies in India	4	70	30	100
DLBA-306(G-V)	Education Psychology	4	70	30	100
DLBA-307(G-VI)	Prayojan Parak Hindi	4	70	30	100
Value Added Course					
DLBA VAC 002	Computer Application	4	70	30	100
Total		20	350	150	500

Semester IV

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-401	Hindi-II	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-402(G-I)	Main Streams of Cultural History In India	4	70	30	100
DLBA-403(G-II)	Modern Indian Political Thought	4	70	30	100
DLBA-404(G-III)	Indian Economic –II	4	70	30	100
DLBA-405(G-IV)	Social Problems in India	4	70	30	100
DLBA-406(G-V)	Development Psychology	4	70	30	100
DLBA-407(G-VI)	Kavya Shastra	4	70	30	100
Multidiciplinary Course					
DLBA-408	Cyber Crime	4	70	30	100
Total		20	350	150	500

Semester V

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-501	Universal Human Value	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-502(G-I)	Medieval Indian Culture	4	70	30	100
DLBA-503(G-II)	Western Political Thinkers	4	70	30	100
DLBA-504(G-III)	Environmental Economics	4	70	30	100
DLBA-505(G-IV)	Indian Social System	4	70	30	100
DLBA-506(G-V)	Social Psychology	4	70	30	100
DLBA-507(G-VI)	Reetikaal	4	70	30	100
Value Added Course					
D LBA VAC 003	New Venture Development	4	70	30	100
Total		20	350	150	500

Semester VI

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-601	Commucation Skill	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-602(G-I)	History of Modern World	4	70	30	100
DLBA-603(G-II)	Indian State Politics	4	70	30	100
DLBA-604(G-III)	History of Economic Thought	4	70	30	100
DLBA-605(G-IV)	Sociology of Villages	4	70	30	100
DLBA-606(G-V)	Counseling Psychology	4	70	30	100
DLBA-607(G-VI)	Aadikal and Bhaktikal	4	70	30	100
Multidiciplinary Course					
DLBA-608	Critical Thinking	4	70	30	100
Total		20	350	150	500

Semester VII
BA (Hons.) with Research

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-701	Research Methodology	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-702(G-I)	Indian National Freedom Movement	4	70	30	100
DLBA-703(G-II)	Comparative Political Institutions	4	70	30	100
DLBA-704(G-III)	Public Finance	4	70	30	100
DLBA-705(G-IV)	Social Thinkers	4	70	30	100
DLBA-706(G-V)	Clinical Psychology	4	70	30	100
DLBA-707(G-VI)	Kahani and Upanayas	4	70	30	100
Field Project / Internship					
DLBA-708	Minor Research Project	4	70	30	100
Total		20	350	150	500

Semester VIII
BA (Hons.) with Research

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-801	Synopsis Writing with Seminar	4	70	30	100
Field Project / Internship					
DLBA-808	Disseration	16	250	150	400
Total		20	320	180	500

Semester VII BA (Hons.)

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-701	Research Methodology	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-702(G-I)	Indian National Freedom Movement	4	70	30	100
DLBA-703(G-II)	Comparative Political Institutions	4	70	30	100
DLBA-704(G-III)	Public Finance	4	70	30	100
DLBA-705(G-IV)	Social Thinkers	4	70	30	100
DLBA-706(G-V)	Clinical Psychology	4	70	30	100
DLBA-707(G-VI)	Kahani and Upanayas	4	70	30	100
Field Project / Internship					
DLBA-708	Research Project	4	70	50	100
Total		20	350	150	500

Semester VIII BA (Hons.)

Course Code	Course	Credits	Marks		
			External	Internal	Total
Core/SEC/Elective Courses (Any three of the following)					
DLBA-802(G-I)	History of Ecology and Environment	4	70	30	100
DLBA-803(G-II)	International Relations	4	70	30	100
DLBA-804(G-III)	International Economics	4	70	30	100
DLBA-805(G-IV)	Logic and Methods of Sociological Research	4	70	30	100
DLBA-806(G-V)	Psychological Testing	4	70	30	100
DLBA-807(G-VI)	Natak and Ekanki	4	70	30	100
Field Project / Internship					
DLBA-808	Field Project	8	150	50	200
Total		20	360	140	500

Note : Select among Core courses combination of three course - I History, II Political Science, III, Economic, IV Sociology, V Psychology, VI Hindi Literature

Semester I

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-101	English-I	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-102(G-I)	History of Ancient India	4	70	30	100
DLBA-103(G-II)	Foundations of Political Science	4	70	30	100
DLBA-104(G-III)	Micro Economic Theory	4	70	30	100
DLBA-105(G-IV)	Introduction to Sociology	4	70	30	100
DLBA-106(G-V)	Introduction to Psychology	4	70	30	100
DLBA-107(G-VI)	History of Hindi Literature	4	70	30	100
Value Added Course					
DLBA VAC-108	Environmental Studies	4	70	30	100
Total		20	350	150	500

DLBA-101: English-I

Objective

The Objective of this course is to develop capability of the student to write and speak in English correctly being the back bone of legal education.

Course Contents

Unit I	Transformation & Analysis of Sentence Elements of a sentence, Subject, predication, object, Types of Sentence: Simple
Unit II	Compound And Complex
Unit III	Transactions of Sentences: • Direct and indirect Narration • Active and Passive Voice
Unit IV	Usage of Nouns, Pronouns
Unit V	Verbs, Adverbs
Unit VI	Adjectives, Conjunctions
Unit VII	Tenses Simple Past tense, Simple Present Tense, Simple future Tense, Past Continuous
Unit VIII	Present continuous, Future continuous, Past perfect, Present Perfect, Future Perfect
Unit IX	Past Perfect continuous, Present Perfect continuous, Future perfect continuous
Unit X	Comprehension passage Inferring facts, opinions
Unit XI	Reasons, conclusion
Unit XII	General statements from Comprehension passage
Unit XIII	Application & Letter (Official-formal and informal)
Unit XIV	Application & Letter (Personal)
Unit XV	<i>Paragraph writing</i> (for developing better writing skill)

Text books:

Wren and Martin-English Grammar

Course Outcomes:

CO	Statement
	After completion of the course the students will be able to
CO1	Understand the types and transactions of sentences
CO2	Interpreting general grammatical usage of nouns , pronouns , verbs , adverbs , adjectives and conjunctions
CO3	Understand the usage of all types of tenses
CO4	Summarizing and journaling comprehension passage
CO5	Articulating paragraph writing , applications and letter writing.

DLBA-102(G-I): History of Ancient India

Course Objectives:

- Provide Knowledge of Ancient History
- Looking Back at Ancient History
- Inclusion of Ancient History
- Recognizing History's Sources
- Awakened Interest in Ancient History

Unit-I

Main sources of the history of India upto 1200 A.D

Unit-II

A brief survey of Prehistoric cultures in India. The Indus-Saraswati civilization origin, extent, salient features, decline and continuity

Unit-III

The Vedic age - Vedic literature, polity, society, economy and religion. A brief survey of Iron age cultures in India. Rise of Janapadas and Mahajanapadas - monarchies and republics

Unit-IV

Rise of Magadhan imperialism upto the Mauryas. Jainism and Buddhism-origins, teachings, contribution.

Unit-V

The Mauryan empire - main sources. Chandragupta Maurya and Ashoka. Ashoka's Dhamma - its nature and propagation

Unit-VI

Mauryan state and administration, society and economy, art and architecture. Decline of the Mauryas

Unit-VII

The post-Mauryan period (c. 200 B.C. to 500 A.D.) achievements of the Sungas, Satavahanas, Sakas and Kushanas

Unit-VIII

Social, Religious and Economic life and development of literature and arts during the post-Mauryan period

Unit-IX

The Sangam age - literature, society, economy, and culture.

Unit-X The Gupta empire achievements of Samudragupta, Chandragupta II Vikramaditya, Skandagupta. State and administrative institutions

Unit-XI

Social and economic life. Religious thought and institutions. Developments in literature, arts and sciences. Post-Gupta period upto 750 A.

Unit-XII

D. - achievements of the Vardhanas, Chalukyas and Pallavas

Unit-XIII

Tripartite Struggle. The Imperial Cholas and their achievements

Unit-XIV

A study of social and economic changes and a brief survey of cultural life during the period c. 750 to

1200 A. D.

Books Recommended (अनुशंसितपुस्तकें):

1. H. D. Sankalia Dilip K. Chakrabarti: Prehistory of India, Murtshiram Manoharlal, New Delhi, 1977
India: An Archaeological History (Pelaolithic Beginnings to Early Historic Foundations), Oxford University Press, New Delhi, 1999
2. B. B. Lal: India 1947-1997: New Light on the Indus Civilisation, Delhi, 1998
3. R.K. Mookerji: Chandragupta Maurya and His Times, Delhi, 1952 (also in Hindi) Aśoka, Delhi, 1972 (also in Hindi)
4. B. N. Puri: India under the Kushanas, Bombay, 1965
5. RE. Mayumdar & Altekhar: The Vakataka-Gupta Age (also in Hindi) Harsha & his times, Varanasi, 1970
6. Bag Nath Sharma: KAN. Sastri (Ed.) Age of the Nandas & Mauryas (also in Hindi), A History of South India (also in Hindi) The Cholas (also in Hindi)
7. Romila Thapar: A History of India, Vol 1, Penguin, 1966 (also in Hindi) Aśoka & the Decline of the Mauryas, 3rd impression, Delhi, 1999
8. Upinder Singh: A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century), Pearson Longman, Delhi, 2009

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Ancient History.	L1
CO2	Develop knowledge about Ancient History.	L3
CO3	Illustrate about Inclusion of Ancient History.	L2
CO4	Evaluate the History's Sources.	L5
CO5	Classify Awakened Interest in Ancient History.	L4

DLBA-103(G-II) : Foundations of Political Science

Course Objectives:

- Explain and Discuss the Perspective of Political Science.
- Explain the Behaviouralism.
- Gain knowledge about the approaches.
- Understand the political systems.
- Understand the Political Ideologies

Unit-I

Traditional and Contemporary : Traditional and Contemporary Perspective of Political Science,

Unit-II

Behaviouralism: Behaviouralism and Post- Behaviouralism,

Unit-III

Approach: Inter-disciplinary Approach,

Unit-IV

Relation: Relation of Political Science with other Social Science,

Unit-V

Power: Concept: Power, Authority, Legitimacy

Unit-VI

Political System: Political System, Political Development,

Unit-VII

Democracy: Democracy and Dictatorships,

Unit-VIII

Theories: Theories of Representations,

Unit-IX

Rule of Law: Rule of Law and Constitutionalism, organs of Government and their Functions (with reference to recent trends.)

Unit –X

Political Ideologies: Political Ideologies: Liberalism,

Unit-XI

Idealism: Idealism, Marxism,

Unit-XII

Socialism: Democratic Socialism,

Unit- XIII

Feminism: Anarchism and Feminism

Unit- XIV

Modernization: Political Modernization,

Unit- XV

Political Parties: Political Parties, Pressure Groups,

Books recommended:

1. Asirvatham : Political theory (Hindi and English editions) Mac Iver: The Modern State
2. Appadorai: Substance of Politics (Hindi and English editions)
3. S.B Dubey: Rajnitik Shastra Ke Sidhant
4. V.k. Arora: Rajniti Vigyan (Gadodia Pustak Bhandar, Bikaner) J.C Johri: Principles of Political science
5. Chandradev Prasad: Political ideas

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Find the Perspective of Political Science	L2
CO2:	Demonstrate the Behaviouralism	L3
CO3:	Identify the approaches	L4
CO4:	Compare the political systems	L3
CO5:	Asses the Political Ideologies.	L3

DLBA-104(G-III): Micro Economics Theory

Course Objectives:

This course enables the students:

1. To explain the basics of economics and describe its application in managerial problems.
2. To demonstrate the effect of demand and cost on business decisions and make a relation between cost and production.
3. To analyze different types of market and explain pricing decisions in the markets.

Course Contents :

Unit I	Definition, methodology and scope of economics Forms of economic analysis –
Unit II	Micro vs. macro, partial vs. general, static vs. dynamic, positive vs. normative, short run vs. long run. Basic concepts and precepts – economic problems, economic rationality, optimality
Unit III	Economic organization – market, command and mixed economy Relation between economics and law- economic offences and economic legislation
Unit IV	Theories of demand- demand function, law of demand
Unit V	Basic demand application and its uses in modern world
Unit VI	Concept of utility and utility theory-utility approach, indifference curve approach
Unit VII	Law of supply, supply- Chain function
Unit VIII	Price determination; shift of demand and supply, Elasticity of demand and supply; consumer surplus
Unit IX	Applications of demand and supply –tax floor and ceilings; applications of indifference curves- tax, labor and work
Unit X	Concepts of Production- production is quadrant, returns, returns to factor, returns to scale
Unit XI	Cost and revenue concepts
Unit XII	Classification of markets-pure and perfect competition; monopolistic and imperfect competition; monopoly, duopoly and oligopoly; cartels; Concept of Dumping- to be substantiated with the cases of International Courts of Justice, Competition law
Unit XIII	Labor supply and wage determination
Unit XIV	Role of trade unions and collective bargaining in wage determination; minimum wage legislation
Unit XV	Exploitation of labor The theory of rent, interest and profits

Text Books:

1. Gould and Lazear Micro Economic Theory; AITBS; 1989
2. Lipsey Introduction to Positive Economics; ELBS
3. Samuelson Economics;

Suggest Readings

1. Bilas Microeconomic theory; McGraw Hill Intedn; 2nd edition

2. Hirshleifer Price Theory and Applications; Prentice Hall; 1978
3. Myneni, S.R. Principles of Economics; Allahabad law Agency; Faridabad
4. Dewett, K.K. Modern Economic Theory

Course Outcomes:

CO	Statement	Bloom's Level
	After the completion of this course, students will be able to:	L2
CO1	Analyze economic problems and can correlate scarcity with the requirements	L3
CO2	Evaluate demand and can analyze cost in order to optimize cost-production combination.	L2
CO3	Understand the effects of supply and make a relation between supply and production.	L3
CO4	Recognize the existing market and can take appropriate decisions	L2
CO5	Analyze different theories of determination of factor prices, rent, interest, wages and profit	

DLBA-105(G-IV): Introduction to Sociology

Course Objectives:

- To develop understanding about the Origin of Sociology.
- To understand the need for sociology.
- To develop the ability to justify the humanistic perspectives.
- To gain knowledge about the social structure.
- To understand the culture.

Unit-I

Origin of Sociology: Origin of Sociology, Meaning

Unit-II

Subject Matter: Subject Matter and Scope of Sociology

Unit-III

Sociology: Sociology and other Social Sciences

Unit-IV

Humanistic Perspectives: Scientific and Humanistic Perspectives

Unit-V

Concepts in Sociology: Basic Concepts in Sociology

Unit-VI

Society: Society, Community, Social Group

Unit-VII

Social Structure: Institution, Social Structure Social System

Unit-VIII

Status and Role: Status and Role, Social Action

Unit-IX

Culture: Culture, Norms and Values

Unit-X

Social Processes: Associative and Dissociative Social Processes

Unit-XI

Social Stratification: Social Stratification: Concept, Forms and Theories (Functional and Marxist).

Unit-XII

Social Change: Social Change and Mobility: Concept and Forms,

Unit-XIII

Theories of Social Change: Theories of Social Change (Linear, Cyclical).

Unit-XIV

Socialization: Socialization: Concept, Stages and Theories (Sigmund Freud, G.H. Mead and C.H. Cooley).

Essential Readings: (in English):

1. Beteille Andre, 2002: Sociology: Essay on Approach and Method, New Delhi: OUP
2. Bottomore, T.B. 1972: Sociology: A Guide to Problems and Literature,
3. Bombay: George Allen and Unwin (India). (Hindi Edition also)
4. Davis, Kingsley, 1981: Human Society, Delhi: Surjeet Publications.
5. Giddens Anthony, 2005: Sociology, London, Polity Press
6. Harlambos, M: 1998: Sociology: Themes and Perspectives. New Delhi: Oxford
7. Inkeles, Alex. 1987: What is Sociology? New Delhi: Prentice-Hall of India Pvt Ltd. 8. Jayaram,

- N. 1988: Introductory Sociology, Madras: Macmillan India.
9. Johnson, Harry M. 1995: Sociology: A Systematic Introduction. New Deihi: Allied Publishers.
 10. Rawat, H.K. 2007: Sociology: Basic Concepts, Rawat Publications, Jaipur.
 11. Rawat, H.K. 2013: Contemporary Sociology, Rawat Publications, Jaipur McGraw Hill.
 12. Schaefer, Richard T. and Robe i P. Lamun. 1999: Sociology, NewDelhi, Tata
 13. Singh J.P. 2008: Sociology: Concepts and Theories, Prentice-Hall of India Pvt. Ltd.

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Define the concept of Origin of Sociology.	L1
CO2	Understand the need for sociology.	L2
CO3	Understand the humanistic perspectives .	L6
CO4	Apply appropriate social structure	L3
CO5	Understand the culture.	L2

DLBA-106(G-V): Introduction to Psychology

Course Objectives:

- To understand the concepts of basic Psychological process.
- To understand the application of psychological concepts in daily routine problems.
- To understand key concepts and Intelligence.
- To create awareness about the thinking and of memory Problem Solving
- To develop Knowledge about Learning.

Unit I: Basic Introduction of Psychology

Introduction: Definition and Goals of Psychology; History- Structuralism, Functionalism, Behaviorism, Gestalt and Psychoanalysis;

Unit II: Modern Perspectives

Modern perspectives-Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Evolutionary and Socio- Cultural;

Unit III: Methods

Methods- Observation, Case Study, Surveys and Experimental.

Unit IV: Sensation

Sensation: Sensation- Meaning, Sensory Receptors, Sensory Thresholds, Habituation and Sensory Adaptation.

Unit V: Perception

Perception- Meaning, Constancies- Size, Shape and Brightness, Gestalt Principles, Factors Influencing Perception

Unit VI: Consciousness

Consciousness: Definition and Function, Altered States of Consciousness-Sleep, Dreams, Hypnosis.

Unit VII: Learning

Learning: Meaning and Nature; Theories-Classical Conditioning, Trial and error learning, Operant Conditioning, Cognitive Learning, Observational learning; Verbal Learning.

Unit VIII: Memory

Memory: Meaning and Models- Level of Processing, Information processing and parallel Distributed Processing; STM and LTM, Forgetting Curve and Causes of Forgetting.

Unit IX: Intelligence

Intelligence: Definition and Nature, Theoretical approaches-, Spearman, Guilford, Cattell, Sternberg, Gardner; Measurement of Intelligence.

Unit X: Thinking and Motivation

Thinking and Problem Solving: Basic Elements of Thought: Mental imagery, Concepts, Reasoning and Decision Making.

Unit XI: Method and Problem Solving

Problem Solving: Trial and Error, Algorithms, Heuristics, Insight; Barriers to problem Solving; Methods of problem solving.

Unit XII: Motivation

Motivation: Motivation Meaning and Approaches'- Instinct, Drive-reduction, Arousal, Incentive and Humanistic.

Unit XIII: Emotion

Emotion: Emotion Elements: Physiology, Expression and Subjective Experience;

Unit XIV: Theories

Theories- Cannon-Bard, James-Lang, Schechter-Singer, Opponent- Process.

Unit XV: Personality

Personality: Definition; Type Theories and Trait Theories-Allport, Cattell, McCrae and Costa; Personality Assessment- Self-report Inventory, Projective Tests and Behavioral Assessments.

Books Recommended:-

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology: Indian Edition. Calcutta: Oxford & I.B.H. Publication.
- Baron. R.A. (2003). Psychology. Ellyn and Bacon. New Delhi prentice Hall India.
- Gehrig, R.J. Zimbardo, P.G. (2005) Psychology and Life/ New Delhi: Pearson Education.
- Ciccarelli, S.K. & G.E. (2006). Psychology New Delhi: Pearson

Course outcome:-

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about mental disorder.	L1
CO2	Develop knowledge about Theoretical Perspectives.	L3
CO3	Illustrate about anxiety, Obsessive Compulsive and Trauma Stressor related Disorders.	L2
CO4	Evaluate the Somatic Symptoms and Dissociative Disorders.	L5
CO5	Classify Schizophrenia and Other Psychotic Disorders.	L4

DLBA-107(G-VI): हिन्दी साहित्य का इतिहास

उद्देश्य:-

1. आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत होंगे।
2. हिन्दी गद्य का उद्भव विकास एवं कहानी आंदोलन से छात्र परिचित होंगे।
3. छात्र हिन्दी निबंध एवं नाटकों के विकास के चरणों अध्ययन करेंगे।
4. दलित लेखन/साहित्य के विकास से छात्र अवगत होंगे।

इकाई. I आदिकाल

आदिकाल : नामकरण, प्रमाणिकता, का प्रश्न,

इकाई. II विविध प्रवृत्तियाँ,

विविध प्रवृत्तियाँ, नाथ जैन और रासो काव्य

इकाई. III मध्यकाल

मध्यकाल : भक्ति आन्दोलन—उदय के कारण, भक्ति आन्दोलन का अखिल भारतीय स्वरूप और उसका अन्तःप्रादेशिक वैशिष्ट्य,

इकाई. IV हिन्दी संत—कान्य

हिन्दी संत—कान्य : प्रमुख विशेषताएँ, प्रमुख संत कवि,

इकाई. V हिन्दी सूफी काव्य:

हिन्दी सूफी काव्य: हिन्दी में प्रेमाख्यानों की परम्परा, सूफी प्रेमाख्यानक का स्वरूप,

इकाई. VI हिन्दी कृष्णकाव्य:

हिन्दी कृष्णकाव्य: विविध सम्प्रदाय, कृष्णभक्ति शाखा के कवि और काव्य,

इकाई. VII हिन्दी राम—काव्य

हिन्दी राम—काव्य : विविध सम्प्रदाय: रामभक्ति शाखा के कवि और काव्य

इकाई. VIII रीतिकाल:

रीतिकाल: नामकरण, प्रवृत्तियाँ, रीतिबद्ध, रीतिमुक्त, रीतिसिद्ध कवि तथा नीतिकाव्य

इकाई. IX आधुनिक काल का काव्य:

आधुनिक काल का काव्य:

भारतेन्दु और उनका मण्डल, विशेषताएँ

इकाई. X आधुनिक काल का काव्य:

आधुनिक काल का काव्य:

महावीरप्रसाद द्विवेदी और उनका युग, विशेषताएँ

इकाई. XI प्रमुख काव्यधाराएँ

प्रमुख काव्यधाराएँ : छायावाद, प्रगतिवाद,

इकाई. XII प्रमुख काव्यधाराएँ

प्रमुख काव्यधाराएँ : प्रयोगवाद, नयी कविता और साठोत्तर कविता।

इकाई. XIII आधुनिक काल का गद्य साहित्य

आधुनिक काल का गद्य साहित्य उपन्यास, कहानी, नाटक, निबंध तथा अन्य विधाओं का इतिहास।

इकाई. XIV राजस्थान के प्रमुख संत

राजस्थान के प्रमुख संत — भक्त सम्प्रदाय और उनका साहित्य: परिचयात्मक अध्ययन।

नाथ पंथ, रसिक, विश्नोई, जयनाथी,

इकाई. XV राजस्थान के प्रमुख संत

राजस्थान के प्रमुख संत — निरंजनी, निम्बार्की, दादूपंथी, चरणदासी, गूदड़पंथी तथा रामस्नेही।

संदर्भ पुस्तकें—

1. गुप्त, मैथलीशरण (2003) साकेत (प्रेस).चितगाँव झांसी, साहित्य सदन प्रकाशन।

2. प्रसाद, जयशंकर, कामायनी, इलाहाबाद, भारती भंडार लीडर प्रेस।
3. पंत, सुमित्रानंदन (2006) पल्लव, नई दिल्ली, राजकमल प्रकाशन।
4. चतुर्वेदी, राजेश्वर प्रसाद, निराला और राग विराग, आगरा, विनोद पुस्तक मन्दिर
5. शर्मा, रामविलास (1976) रागविराग निराला (संस्करण) इलाहाबाद, लोकभारती प्रकाशन।
6. रत्नाकर, जगन्नाथदास (2009) बिहारी रत्नाकर (संस्करण) जयपुर, साहित्यागार प्रकाशन।
7. दास, श्यामसुन्दर (सम्पा.) (2016) कबीर ग्रंथावली, जयपुर, साहित्यागार प्रकाशन।
8. शुक्ल, रामचन्द्र (2003) सूरदास (संस्करण) जयपुर, अनुप्रकाशन 9. शुक्ल-रामचन्द्र (सम्पा.) (2015) भ्रमरगीत सार, महाकवि सूरदास, जयपुर, मलिक एण्ड कम्पनी।

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत हों सकेगे।	L1
CO2	हिन्दी गद्य का उद्भव विकास एवं कहानी आंदोलन से छात्र परिचित हों सकेगे।	L1
CO3	छात्र हिन्दी निबंध एवं नाटकों के विकास के चरणों अध्ययन करें सकेगे। ।	L2
CO4	दलित लेखन/साहित्य के विकास से छात्र अवगत हों सकेगे।	L3
CO5	आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत हों सकेगे।	L5

Course Delivery methods

CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

DL VAC 001: Environmental Studies

Course Objective

It is concerned with the exploration, investigation and development of an understanding of the natural, human and social dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical and responsible attitudes.

Course Contents :

Unit I	Ecosystem – Introduction- Abiotic and Biotic components. Structure and functions of Ecosystem – Food Chain, Food web, Ecological pyramids, Energy flow and biogeochemical cycles
Unit II	Biodiversity – Values, Type and levels of Biodiversity. Causes of depletion. Conservation of biodiversity
Unit III	Water Pollution – Sources of water, water quality standards, type of pollutants – its sources and effects
Unit IV	Air Pollution – composition of atmosphere, Air quality standards, Sources and adverse effects of air pollution, Greenhouse effect, global warming, acid rain, ozone depletion,
Unit V	Noise Pollution – Introduction, Level of noise, Sources and adverse effects of noise, Control of noise pollution
Unit VI	Solid Waste Management Municipal waste – Introduction, classification of solid waste, composition and characteristics of solid waste
Unit VII	Collection conveyance and disposal of solid waste, recovery of resources. Sanitary land filling, Vermi-composting, incineration
Unit VIII	Biomedical waste – Generation, collection and disposal.
Unit IX	Non-Conventional energy sources Introduction, renewable sources of energy; Potential of renewable energy resources in India.
Unit X	solar energy, wind energy, Energy from ocean, energy from biomass, geothermal energy and nuclear energy
Unit XI	Social Issues and Environmental Impact Assessment (EIA)
Unit XII	Sustainable development – Water Conservation, Rain Water Harvesting
Unit XIII	Public awareness and environmental education
Unit XIV	Environmental Legislations in India – Environmental Protection act-1986
Unit XV	Air (Prevention and control of Pollution) act, water (Prevention and control of Pollution) act, wildlife protection act, Forest conservation act

Text Books:

1. Agarwal Shikha, Suresh Sahu, Environmental Engineering and Disaster Management, Dhanpat Rai & Co., 2010
2. Brunner R.C., Hazardous Waste Incineration, McGraw Hill Inc. 1989.

Suggested Readings:

1. . Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
2. Cunningham, W.P, Cooper, T.H. Gorhani, E & Hepworth, M.T., Environmental Encyclopedia, Jaico Publishing House, Mumbai, 2001.

Course Outcome:

CO	Statement
	After completion of this course, students will be able to:
CO1	Recognise the impact of environmental depletion especially on ecosystem and biodiversity
CO2	Identify factors causing land, water , air and noise pollution
CO3	Determine the effects of pollution
CO4	Develop keen understanding of non conventional energy source , solid waste management and technologies for sustainable development
CO5	Understand the environment legislations in India

Semester II

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-201	English-II	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-202(G-I)	History of Medieval India	4	70	30	100
DLBA-203(G-II)	Indian Political Thinker	4	70	30	100
DLBA-204(G-III)	Macro Economics Theory	4	70	30	100
DLBA-205(G-IV)	Sociological Theories and Concepts	4	70	30	100
DLBA-206(G-V)	Theories of Personality	4	70	30	100
DLBA-207(G-VI)	Indian Language in Grammer	4	70	30	100
Multidisciplinary Course					
DLBA 208	Constitutional Values	4	70	30	100
Total		20	350	150	500

DLBA-201: English-II

Course objectives:

- Introducing students to phonetics and enabling them to consult dictionaries for correct pronunciation (sounds and word stress)
- Reinforcing selected components of grammar and usage
- Strengthening comprehension of poetry, prose and short-stories
- Strengthening compositional skills in English for paragraph writing. CVs and job applications.

Unit I: Phonetics and Translation

Phonetic Symbols and Transcription of Words., Translation of 5 Simple sentences from Hindi to English from English to Hindi, Translation of 05 Words from Hindi to English from English to Hindi.

Unit II: Grammar and Usage

Elements of Sentence, Transformation of Sentence (a) Direct and Indirect Narration (b) Active and Passive Voice, Modals.

Unit-III: Tense

Tense, Punctuation of a Short Passage.

Unit IV: Comprehension

Following Essays and Stories in Essential Language skills edition compiled by Macmillan for University of Rajasthan General English B.A./B.Com./B/Sc.

Candidates will be required to answer 5 questions out of ten questions from the prescribed texts.

Sujata Bhastt	Voice of the Unwanted Girl
Ruskin Bond	Night Tran for Deoli
M.K.Gandhi	The Birth of Khadi
J.L.Nehru	A Tryst with Destiny
A.P.J. Abdul Kalam	Vision for 2020

The candidates will be required to answer 5 questions form an unseen passage

One vocabulary question of 10 words from the given passage.

Unit V: Compositional Skills

Letters- Formal and Informal, CV's Resume and Job applications and Report, Paragraph Writing

References:-

.Sasikumar, V., Dutta and Rajeevan A Couse in Listening and speaking _ I Foundation Books. 2005.

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communicatoin. OUP 2004

Judith Leigh. CVs and Job Applications.OUP. 2004

Arthur Waldhorn and Arthur Zeiger, English Made Simple, UPa and Co.

Gunashekar Ed. A Foundation English Course for Undergraduates. Book I, CIEFL, Hyderabad.

Quirk and Greenbaum: A University Grammar of English Longman, 1973

Course Outcomes:

CO1:	Understand the concepts of Phonetics and Translation.
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CO2:	Learn and understand usage of grammar.
CO3:	Enhance language skills and vocabulary.
CO4:	Learn an ability to put ideas in a proper sequence.
CO5:	Enhance ability to write.

DLBA-202(G-I): History of Medieval India

Course Objectives:

- Provide Knowledge of Medieval History
- Looking Back at Medieval History
- Inclusion of Medieval History
- Recognizing History's Sources
- Awakened Interest in Medieval History

Unit-I

A survey of the sources of the period of Delhi Sultanate. Turkish invasions and Rajput resistance

Unit-II

Establishment and consolidation of Delhi Sultanate. Khalji imperialism and Tughlaq innovations

Unit-III

Growth of Provincial kingdoms. Contribution of Bahamani and Vijayanagar kingdoms.

Unit-IV

A survey of the sources of the Mughal period: Foundations of the Mughal Empire

Unit-V

Rise of Sher Shah Suri and his administration. Expansion and consolidation of the Mughal empire under Akbar

Unit-VI

Role of Nur Jahan Junta' in Mughal politics. Mughal policy towards Rajputs, Sikhs, Deccan kingdom, Marathas

Unit-VII

Persia and Central Asia. Religious policy of the Mughals. Rise of Shivaji and expansion of the Marathas upto 1761. Fall of the Mughal Empire.

Unit-VIII

A critical evaluation of the main features and processes of the polity, society, conomy and culture during medieval times (c. 1200-1761 A.D).

Unit-IX

Nature of State. Growth of administrative and agrarian systems. Economy: agriculture, industry, trade, banking, urban centres

Unit-X

Society social classes ulema, nobility, peasantry, slavery

Unit-XI

Status of women." Bhakti Movement

Unit-XII

Maharashtra Dharma, Sufism, Sikhism. Developments in art, architecture, and literature

Unit-XIII

Economy: agriculture, industry, trade, banking, urban centres

Unit-XIV

Efforts at cultural synthesis and growth of composite culture:

Books Recommended (अनुशंसितपुस्तकें):

1. **K. S. Lal**, History of the Khaljis, Allahabad, 1960. Theory and Practice of Muslim State in India, Delhi, 1999
2. **Hermann Kulke (ed.)**: The State in India, 1000-1700 A.D., Delhi, 1997 The Tughlaq Dynasty.
3. **Mahdi Husain**, The Rise and Fall of Muhammad Bin Tughlaq
4. **Satish Chandra**, Medieval India - From Sultanate to the Mughals; Part I, Delhi Sultanate (1205-1526), Part II; Mughal Empire: (1526-1748) Delhi, 1997 (also in Hindi):
5. **K. M. Ashraf**, Life and Conditions of the People of Hindustan (1200-1550 A.D), Delhi, 1970.
6. **RP Tripathi**, Rise and Fall of the Mughal Empire (also in Hindi), Allahabad, 1963 Some Aspects of Muslim Administration, Allahabad, 1964 ApanRaychaudhuri fan Habib (ed.).
7. **John F. Richards**, c. 1200-1750 A D., Delhi, 1984 The Mughal Empire, Delhi, 1993
8. **Jadunath Sarkar**, Mughal Adiministration, Delhi, 1972
9. **Irfan Habib**, Agrarian System of Mughal India, 1526-1707, Mumbai, 1963, Religious Policy of the Mughal Empire (also in Hindi), Agra, 1972
10. **S. R. Sharma**, Burton Stein Cambridge Economic History of India, Vol. 1, Vijayanagar, 1989, Peasant State and Society in Medieval, South India, Delhi, .1980
11. **H. K. Sherwani**, The Bahamani Kingdom New History of the Marathas, Vol. G. S. Sardesai, A. L. Srivastava Medieval Indian Culture (also in Hindi), Agra, 1960

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Medieval History.	L1
CO2	Develop knowledge about Medieval History.	L3
CO3	Illustrate about Inclusion of Medieval History.	L2
CO4	Evaluate the History's Sources.	L5
CO5	Classify Awakened Interest in Medieval History.	L4

DLBA-203(G-II): Indian Political Thinkers

Course Objectives:

- To gain an understanding of the thinkers Manu , Rajamohan Roy, Kautilya
- To understand the political thinkers Swami Vivekanand, Gopal Krishan Gokhale.
- To gain knowledge of constitution in political system .
- To develop the understanding about Jawahar Lal Nehru, . Bhim Rao Ambedkar
- To understand the Jai Prakash Narain, Deen Dayal Upadhyay

Unit-I

Manu

Unit-II

Kautilya

Unit-III

Shukra.

Unit-IV

Raja Rammohan Roy

Unit-V

Swami Dayananda Saraswati

Unit-VI

Gopal Krishan Gokhale

Unit-VII

Bal Gangadhar Tilak

Unit-VIII

Swami Vivekanand.

Unit-IX

Mohandas Karamchand Gandhi

Unit-X

Jawahar Lal Nehru

Unit-XI

Bhim Rao Ambedkar

Unit-XII

M.N.Roy

Unit-XIII

Jai Prakash Narain

Unit-XIV

Deen Dayal Upadhyay.

Books recommended: -

1. Awasthi and Awasthi : Pratinidhi Bhartiya Rajnitik Chintan V.P Verma : Aadhunik Bhartiya Rajnitik Avam Samajik Chintan
2. Purshotam Nagar: Aadhunik Bhartiya Chintan.
3. Vishnoo Bhagavan Pramukh Bhartiya Rajnitik Vicharak (Adarch Prakashan, Chaura :
4. Rasata, Jaipur)
5. N.P. Verma : Indian Political Thought Vol. I&II
6. J.P. Sood: Main Currents of Indian Political Thought.

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Find the recent the thinkers Manu	L2
CO2:	Demonstrate the political thinkers	L3
CO3:	Identify the constitution in political system	L4
CO4:	Compare the Jawahar Lal Nehru, . Bhim Rao Ambedkar.	L1
CO5:	Asses the Jai Prakash Narain, Deen Dayal Upadhyay .	L3

DLBA-204(G-III): Macro Economics Theory

Course Objectives

This course enables the students:

1. To impart knowledge about Indian financial system and Indian financial market and its assets
2. To develop knowledge Money market and its players and instruments along with legal framework of Indian financial system
3. To introduce organizational structure of RBI and Monetary Policy

Course contents

Unit I

Functions for money, classification, supply and demand for money, Effects of money on output and prices. Inflation and deflation.

Unit II

Money policy. Money markets and capital markets.

Unit III

Commercial banking- function, organization and operations. central banking – functions and credit control. Non-Banking financial institutions- meaning, role, between Banks and NBFI.

Unit IV

Concept causes and policy measures of poverty.

Unit V

Features of business cycles.

Unit VI

Economic interpretation of unemployment

Unit VII

Debate on state v. Markets. Public v. Private sector.

Unit VIII

Economic planning in India- meaning, significance of planning, size of the plans, strategy of plans, pattern of resources allocation, assessment of performance during plans.

Unit IX

Infrastructure and development.

Unit X

Free trade and protection. Fixed and flexible exchange rates

Unit XI

Balance of trade and balance of payments

Unit XII

International institutions- IMF, World Bank & WTO.

Unit XIII

New economic policy

Unit XIV

Structural adjustment programme (SAP) Second Generation Reforms

Unit XV

Regional Trading Blocks and Bilateral Trade Treatise

Text books:

1. Dwivedi D.N. :Macroeconomics Tata McGraw Hill; 2005
2. Shapiro E. :Macroeconomic Analysis Tata McGraw Hill; 2003
3. Seth M.L.: Money, Banking, International Trade and Public Finance.

Reference books

1. Dewett, K.K. Modern Economic Theory;
2. Myneni, S.R. Principles of Economics: Allahabad Law Agency, Faridabad
3. Bhatia, H.L. Public Finance;
4. Mishra, S.K. and V.K. Puri: Modern Macroeconomic Theory; Himalaya Publishing House; 2003
5. Jhingan, M.L. Macroeconomic Theory.

Course Outcomes:

CO	Statement	Bloom's Level
CO1	Analyze the macroeconomic concepts & their relation to micro economic concept & its affect on the business & economy.	L2
CO2	Understand the concept of poverty, and Unemployment, evaluate & analyze these concepts and apply them in various changing situations in industry. Students would be able to apply various techniques of economics for better utilization of resources.	L3
CO3	Understand the issues in economic development and able to analyze the effect of infrastructure and economic policies on the economic development of a country.	L2
CO4	Understand the concept of international trade and able to analyze its impact on the growth of a country	L3
CO5	Understand & evaluate the New Economic Policies of Liberalisation, Globalisation and related issues.	L2

DLBA-205(G-IV): Sociological Theory & Concepts

Objectives of the Course:

- To gain an understanding of the concept, meaning, nature of sociological theory.
- To understand the approaches of sociology.
- To gain knowledge of conflict theory.
- To develop the understanding of social learning theory.
- To understand the radical sociology

Unit.I Sociological Theory

Nature and Meaning of Sociological Theory: Scientific and Humanistic Perspective

Unit.II Sociological Approaches

Major Sociological Approaches: Historical Approach

Unit.III Structural Functional

Unit.IV Ethno methodological

Unit.V Phenomenological Approach

Unit.VI Theory of Social Exchange

Unit.VII Theory of Conflict

Unit.VIII Symbolic Interactionism

Unit.IX Conventional

Unit.X Radical Sociology

Unit.XI Feminist Theory

Unit.XII Critical Theory

Unit.XIII Social learning Theory

Unit- XIV Social Phenomenology

Unit- XV Social Action Theory

Books Recommended:

1. Harold Garfinkel and Harvey Sack (ed.)
2. Harold Garfinkel : Studies in Ethnomethodology.
3. John C. Mcknney and E.A. Tiryakian : Theoretical Sociology: Perspectives and Development
4. Peter M. Blau Exchange and Power in Social Life
5. Hornans G.C. : Social Behaviour Its Elementary Forms.
6. Hans Peter, Dritzal

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Define the meaning and nature of Sociology.	L1
CO2	Understand the approaches of sociology.	L2
CO3	Understand the conflict theory.	L6
CO4	Apply the social learning theory	L3

CO5	Explain the radical sociology .	L2
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DLBA-206(G-V): Theories of Personality

Course Objectives:

- To understand the psychoanalytic theories.
- To understand knowledge about neo-analytic and ego theories.
- To develop knowledge about biological theories.
- To know about cognitive and social cognitive theories.
- To develop knowledge about Humanistic and Existential Theories.

Unit I: Biological and Cultural Determinants of Personality.

Introduction: Definition, History and Basic Issues. Biological and Cultural Determinants of Personality.

Unit II: Psychoanalytic Theories of Freud and Modern Developments.

Psychoanalytic Theories: Freud and Modern Developments.

Unit III: Neo-Analytic and Ego Theories Jung and Adler

Neo-Analytic and Ego Theories: Jung, Adler.

Unit IV: Humanistic and Existential Theories of Horney and Erikson

Neo-Analytic and Ego Theories: Horney and Erikson.

Unit V: Biological Theories

Biological Theories: Genetic Effects and Temperament: Socio-biological and Evolutionary Factors.

Unit VI: Behaviorist and Learning Theories of Watson

Behaviorist and Learning Theories of Watson.

Unit VII: Behaviorist and Learning Theories of Skinner

Behaviorist and Learning Theories of Skinner.

Unit VIII: Behaviorist and Learning Theories of Dollard

Behaviorist and Learning Theories of Dollard.

Unit IX: Behaviorist and Learning Theories of Miller.

Behaviorist and Learning Theories of Miller.

Unit X: Cognitive and Social Cognitive Theories of Kelly

Cognitive and Social Cognitive Theories of Kelly.

Unit XI: Cognitive and Social Cognitive Theories of Seligman

Cognitive and Social Cognitive Theories of Seligman.

Unit XII: Cognitive and Social Cognitive Theories of Rotter and Bandura.

Cognitive and Social Cognitive Theories of Rotter and Bandura.

Unit XIII: Trait Theories

Trait Theories: Cattell, Allport and Big Five Mode.

Unit XIV: Humanistic and Existential Theories

Humanistic and Existential Theories: Fromm, Rogers and Maslow.

Unit XV: Person-Situation Integrationist Theories

Person-Situation Integrationist Theories: Sullivan, Murray and Mischel.

References:

1. Hall, J. & Lindzey, G. (1978). Theories of Personality. New York: Wiley.
2. Friedman, H.S. & Schustack, M.W. (2003). Personality : Classical Theories and Modern Research. New Delhi: Pearson Education

3. Hurlock, E. (2003). Development Psychology. New York. McGraw Hill.
4. Papalia, S. & Feldman, C. (2002). Adult Development and Aging. Delhi: Tata McGraw Hill.

Course outcome:-

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about psychoanalytic theories.	L1
CO2	Develop knowledge about neo-analytic and ego theories.	L3
CO3	Illustrate about biological theories.	L2
CO4	Classify the cognitive and social cognitive theories.	L4
CO5	Evaluate Humanistic and Existential Theories.	L5

DLBA-207(G-VI): भारतीय भाषाएँ एवं व्याकरण

उद्देश्य—

- विद्यार्थियों को नवीन गद्य विधा, परिचित कराना।
- विद्यार्थियों में कहानी लेखन कौशल विकसित करना।
- विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।
- नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
- विद्यार्थियों को नवीन उपन्यास विधा से परिचित कराना।

इकाई I हिन्दी भाषा

भारतीय भाषाएँ और हिन्दी, हिन्दी भाषा का उद्भव एवं विकास: अवहट्ट और पुरानी हिन्दी का संबंध, काव्य-भाषा के रूप में अवधि और ब्रज का विकास, खड़ी बोली का साहित्यिक भाषा के रूप में रूपान्तर, स्वाधीनता आंदोलन में हिन्दी का राष्ट्रभाषा के रूप में विकास।

इकाई II राजभाषा के रूप में हिन्दी:

नियोजन, विकास और समस्याएँ, संवैधानिक प्रावधान, हिन्दी भाषा का विस्तार, शिक्षा, ज्ञान और तकनीक की भाषा,

इकाई III हिन्दी भाषा-प्रयोग के रूप

हिन्दी भाषा-प्रयोग के रूप : बोली, मानक भाषा, सम्पर्क आदि। राजभाषा-राष्ट्रभाषा, संचार (तकनीक) भाषा।

इकाई IV हिन्दी और उसकी बोलियाँ:

हिन्दी और उसकी बोलियाँ:

अवधी, ब्रज, खड़ी बोली तथा राजस्थानी समूह (मारवाड़ी, मेवाती, ढूँढाड़ी, हाड़ौती, मेवाड़ी, बागड़ी और मालवी)

इकाई V मानक हिन्दी

मानक हिन्दी के प्रमुख व्याकरणिक अभिलक्षण

इकाई VI देवनागरी लिपि:

नामकरण, उद्भव, विकास, विशेषताएँ, हिन्दी ध्वनियों एवं देवनागरी लिपि का मानकीकरण, मानक लिपिमाला (वर्णमाला)

इकाई VII व्याकरण

अर्थ स्वरूप और इतिहास, हिन्दी के प्रमुख वैयाकरण, हिन्दी व्याकरण के स्रोत।

इकाई VIII शब्द संरचना :

संधि, उपसर्ग, प्रत्यय और समास

इकाई IX शब्द-प्रकार

अर्थ, स्रोत और संरचना के आधार पर

इकाई X शब्द-शुद्धि

शब्द-शुद्धि

इकाई XI वाक्य संरचना

वाक्य : अर्थ स्वरूप एवं प्रकार

इकाई XII पद-परिचय,

पद-परिचय, संज्ञा, सर्वनाम, विशेषण, क्रिया और क्रिया-विशेषण के प्रकार एवं प्रकार्य

इकाई XIII वाक्य-प्रकार:

वाक्य-प्रकार: सरल, संयुक्त एवं मिश्र

वाक्य-विन्यास: उद्देश्य एवं विधेय

इकाई XIV व्याकरणिक कोटियाँ:

व्याकरणिक कोटियाँ: वचन, लिंग, पुरुष, कारक और वाच्य आदि

इकाई XV वाक्य-शुद्धि

वाक्य-शुद्धि

पुस्तकें

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी उपन्यास: लक्ष्मीसागर वाष्णीय, राधाकृष्ण प्रकाशन नई दिल्ली
3. हिन्दी कहानी: स्वरूप और संवेदना—राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4. कहानी: नई कहानी—नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दी साहित्य का इतिहास नगेन्द्र मयूर पेपर बैक्स नोएडा
6. हिन्दी कहानी: अन्तरंग पहचान—रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7. हिन्दी उपन्यास: एक अंतर्धारा—रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली
8. कथाकार वृंदावन लाल वर्मा—शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों को नवीन गद्य विधा, परिचित हो सकेंगे।	L1
CO2	विद्यार्थियों में कहानी लेखन कौशल विकसित हो सकेगा।	L4
CO3	विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाया जा सकेगा।	L5
CO4	नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित हो सकेंगे।	L1
CO5	विद्यार्थियों को नवीन उपन्यास विधा से परिचित करवाया जा सकेगा।	L2

DL BA 208 : Constitutional Values

Course Objectives: On the completion of the course, the learners will be able to:

Understand the values of Constitutional form of Governance those are to safeguard the human rights of every citizen of the Country and to pursue the analytical and critical study of the Constitution of India in terms of these values with its functional dimensions carried out in course of time through the instrumentalities of the State since the inception of the Constitution of India.

Unit I	Lassize faire theory - concept of Freedom Liberty, Equality, Fraternity, Secularism, Socio-Economic Justice, Universal franchise
Unit II	Human Dignity. Rule of law, Sovereignty, limited government, separation of powers, federalism, Individual rights.
Unit III	Constitutional governance in India: Republican Democracy Legal values of democracy; Freedom, Equality, Separation of Power and Rule of Law , Freedom and Equality
Unit IV	Right to life (Article 21) Right of persons in custody and preventive detention laws (Articles 22) Freedom of religion (Articles 25-28) Cultural and educational Rights of Minorities (Articles 29-30) Right to Equality (Articles 14-18) discriminatory justice Fundamental freedoms (Articles 19)
Unit V	Legal values of democracy; Separation of Power and Rule of Law Parliament and State Legislatures; Union and State Executive List challenges to separation of power in India context
Unit VI	Rule of Law; Independent and integrated judiciary- Power of Judicial Review; theory of basic structure Right to constitutional Remedies, Writs
Unit VII	Socio-Economic Justice and Universal Franchise Preamble; Directive principles of the State (Articles 36-51)
Unit VIII	Fundamental duties (Article 51 A) Role of Election Commission in Democratic Process

Text Books:

1. V.N. Shukla, *Constitution of India*, Eastern Book Agency, 2014
2. M.P. Jain, *Indian Constitutional Law*, Lexis Nexis, 2013

Suggested Readings:

1. D.D. Basu, *Introduction to the Indian Constitution of India*, Prentice Hall of India Private Ltd., New Delhi, 1994
2. H. M. Seervai, *Constitutional Law of India*, Universal Law Publishing Co., Reprint, 2013
3. Glanville Austin, *Indian Constitution-Cornerstone of the Nations*, Oxford University Press, 1999
4. P.M. Bakshi, *The Constitution of India*, Universal Law Publishing Co., 2014

Course Outcomes: - At the end of the course, a student will be able to understand:

CO1	Concept of 'State' in reference to the fundamental rights.
CO2	The fundamental rights and the procedure for compliance of fundamental rights and Writ jurisdiction of Supreme Court and high court under Article 32 and 226.
CO3	The duty of state and inter- relationship between fundamental rights and directive principles. (L1)Apply the theories of Basic Structure in general.
CO4	State responsibility towards its citizens
CO5	Detailed analysis of directive principles and its enforcement.

Semester III

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-301	Hindi-I	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-302(G-I)	History of Modern India	4	70	30	100
DLBA-303(G-II)	Modern Political Theory and Comparative Politics	4	70	30	100
DLBA-304(G-III)	Indian Economic –I	4	70	30	100
DLBA-305(G-IV)	Societies in India	4	70	30	100
DLBA-306(G-V)	Education Psychology	4	70	30	100
DLBA-307(G-VI)	Prayojan Parak Hindi	4	70	30	100
Value Added Course					
DLBA VAC 002	Computer Application	4	70	30	100
Total		20	350	150	500

DLBA-301: Hindi-I

उद्देश्य :-

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा-कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई.1

साहित्य खण्ड— 'क': गद्य-पद्य की निर्धारित रचनाएँ

गद्य भाग—

- | | |
|--------------|--|
| 1. कहानी | — प्रेमचन्द —बड़े भाई साहब, विजयदान देथा—सिकंदर और कौआ |
| 2. संस्मरण | — कन्हैयालाल मिश्र 'प्रभाकर'— बयालिस के ज्वार की उन लहरो में |
| 3. रेखाचित्र | — रामवृक्ष बेनीपुरी— रजिया |
| 4. विज्ञान | — गुणाकर मुले—शनि सबसे सुन्दर ग्रह |
| 5. निबंध | — अगरचन्द नाहटा— राजस्थान की सांस्कृतिक धरोहर |
| 6. व्यंग्य | — शरद जोशी— जीप पर सवार इल्लियों |
| 7. पर्यावरण | — अनुपम मिश्र— आज भी खरे हैं तालाब |

इकाई.2

पद्य भाग: — (कबीर ग्रंथावली से सं.— श्यामसुंदर दास)

- | | |
|-----------------------|---|
| 1. कबीर | — साखी सं.— गुरुदेव को अंग— 7,12,26,30,
सुमरन को अंग— 10, 17, 24, 26
विरह को अंग— 2,6,10,18 |
| 2. सूरदास सूरसागर सार | — सं. डॉ. धीरेन्द्र वर्मा
विनय भक्ति पद सं.— 21,33
गोकुल लीला पद सं. 55, 58
वृंदावन लीला पद सं.— 10,28
उद्धव संदेश पद सं. 77,79 |
| 3. तुलसीदास | — विनय पत्रिका, गीताप्रेस, गोरखपुर पद सं.— 87, 88,90,156,158 |
| 4. मीरा | — पदावली सं. — नरोत्तम स्वामी पद सं.— 1,3,4,5,10 |
| 5. रहीम (दस दोहे) | — रहीम ग्रंथावली संपादक विद्यानिवास मिश्र, गोविन्द रजनीश
(दोहावली) 186,191,211,212,214,218,219,220,223,224 |

इकाई.3

- | | |
|---|--|
| 6. मैथिलीशरण गुप्त | — मनुष्यता, हम राज्य लिए मरते हैं (गीत—साकेत के नवम सर्ग से) |
| 7. सुमित्रानंदन पंत | — नौका विहार |
| 8. सूर्यकान्त त्रिपाठी निराला | — वह तोड़ती पत्थर |
| 9. सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' | — हिरोशिमा |
| 10. रामधारी सिंह दिनकर | — विपथगा, समर शेष है |

इकाई.4

खण्ड — 'ख'

व्याकरण/व्यावहारिक हिन्दी खण्ड

- | | |
|------------------|--|
| 1. निबन्ध लेखन | — शब्द सीमा 300 शब्द |
| 2. कार्यालयी लेख | — शासकीय — अर्द्धशासकीय पत्र, कार्यालय ज्ञापन, विज्ञप्ति |

एवं कार्यालय आदेश, अधिसूचना, पृष्ठान्कन

3. संक्षेपेण —
4. पल्लवन —
5. शब्द निर्माण प्रविधि—
6. शब्द शुद्धि एवं वाक्य शुद्धि

— इकाई.5

7. मुहावरे एवं लोकोक्ति —
8. पारिभाषिक भाषावली —
9. शब्द के प्रकार — संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण

संदर्भ ग्रन्थ—

1. काव्य संचय, संपादक—डॉ. शम्भू नाथ पान्डे— अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक— डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर।
3. हिन्दी व्याकरण एवं रचना, डॉ राघव प्रकाश, जयपुर।
4. हिन्दी व्याकरण एवं रचना, डॉ भोला नाथ तिवाड़ी।
5. सुबोध हिन्दी व्याकरण एवं रचना, डॉ नरेन्द्र भानावत, अल्का पब्लिकेशन अजमेर।

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।	L1
CO2	श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।	L1
CO3	हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।	L2
CO4	हिन्दी की विद्याओं एवं उनके व्यावहारिक शिक्षक की संस्थितियों का ज्ञान देना।	L1
CO5	हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।	L2
CO6	हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।	L3

DLBA-302(G-I): History of Modern India

Course Objectives:

- Knowledge of Modern History
- Identify the Sources of Modern History
- Knowledge of Step by Step Deployment of Modern History
- To Arose Interest in the Study of Modern History
- To Recognize the Growing Environmental of Modern History

Unit-I

India in the mid-eighteenth century. Maratha confederacy, its strength and weakness - clash with' the British and decline of the Marathas

Unit-II

Expansion and consolidation of the British rule Bengal, Mysore, Awadh, Sind and. Punjab

Unit-III

Subsidiary Alliance and Doctrine of Lapse. Establishment of Parliamentary control over East India Company

Unit-IV

Regulating Act and Pitt's India Act

Unit-V

Land revenue settlements permanent, ryotwari and mabalwari

Unit-VI

Popular resistance to British rule: outbreak of 1857.-- causes, nature and results.

Unit-VII

British policy after 1858 - development of British Paramountcy

Unit-VIII

Nature of colonial economy - commercialization of agriculture, decline of cottage industries

Unit-IX

Drain of wealth and India's poverty

Unit-X

Renaissance, its nature and scope - Socio- religious reform movements - Brahma Samaj, Arya Samaj, Ramkrishna Mission

Unit-XI

Indian Freedom Struggle -the first phase: Emergence of Indian Nationalism

Unit-XII

Formation of the Indian National Congress

Unit-XIII

Moderates and Extremists - Gokhale and Tilak. Economic nationalism

Unit-XIV

Home Rule Movement. Beginning of Muslim communalism and the Muslim League

Books Recommended (अनुशंसितपुस्तकें):

1. **BisheshwarPrasad**, Bondage and Freedom, Vol. I and Vol. II
2. **C. A. Bayly**, Indian Society and the Making of the British Empire, Cambridge University Press, 1987.
3. **Sumit Sarkar**, Modern India, 1885-1947, Delhi, 1995 (also in Hindi) Nationalism and Colonialism in Modern India, Delhi, 1981
4. **Bipan Chandra**, ... Peasant Struggles in India: Delhi, 1979
5. Social and Religious Reform Movement in Modern India;
6. **R. Desai**, Kenneth Jones..New Cambridge History, 1989
7. **Ravindra Kumar (ei)**, Social History of Modern India, Delhi, 1983, Emergence of Indian Nationalism, Cambridge University
8. **Anil Seal**, Press, 1971, RanjitGuha & Gayatri C. Spivak (ed.): Selected Subaltern Studies, Delhi, 1988
9. J. Krishnamurti (ed.) :
10. **प्रा.एस.जैन**, Women in Colonialindia, Oxford University Press, 1989 आधुनिकभारतकाइतिहास.

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Modern History.	L1
CO2	Develop knowledge about Sources of Modern History.	L3
CO3	Illustrate about Step by Step Deployment of Modern History.	L2
CO4	Evaluate the the Study of Modern History.	L5
CO5	Classify Growing Environmental of Modern History.	L4

DLBA-303(G-II): Modern Political Theory and Comparative Politics

Objectives of the Course:

- To understand the modern political theory. .
- Students can learn about the Post Behaviouralism.
- To learn about socialization.
- To develop knowledge about Group Theory
- To understand the types of government.

Unit.I Recent Trends in Political Theory: Shift from Traditional

Unit.II Modern Political Theory

Unit.III Behaviouralism in Political Theory, Meaning

Unit.IV Nature, Role & Limitations

Unit.V Post Behaviouralism, Development of Political Science.

Unit.VI Systems Theory (Easton),

Unit.VII Structural Functional (Almond and Coleman)

Unit.VIII Political Modernization and Political Development

Unit.IX Political Socialization

Unit.X Political Culture

Unit.XI Group Theory

Unit.XII Distributive Approach (Lasswell)

Unit.XIII Institutions and Dynamics: Democracy and Dictatorship, Parliamentary and Presidential, Federal and Unitary

Unit- XIV Types of government, Organs of Government their functions and interrelationships

Unit- XV Party system , Pressure groups and Public opinion.

Books Recommended:

Kymlicka, Will. "Contemporary Political Philosophy: An Introduction," OUP, New Delhi, 2002

Rawls John, "A Theory of Justice", OUP, New York, 1971

Nozick, Robert, "Anarchy, State and Utopia," Basic Books, New York, 1974

Bakaya, Santosh, "The Political Theory of Robert Nozick," Kalpaz Publications, Delhi, 2006

Heater, Derek, "What is Citizenship", Blackwell, New York, 2000

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Define the modern political theory.	L1
CO2:	Demonstrate the Post Behaviouralism.	L3
CO3:	Identify the socialization.	L4
CO4:	Compare the types of government.	L3
CO5:	Asses the Group Theory.	L3

DLBA-304(G-III): Indian Economic-I

Course objectives:

- To understand and evaluate the national income and growth.
- To make awareness among the students about various human resources.
- To understand the agricultural products and various policies.
- To develop ideas for foreign technology.

Unit I: Indian Economy and National Income

Characteristics of Indian Economy.

Unit II: Natural Resources:

Natural Resources: Land, Minerals Water, Forest power resources.

Unit III: National Income

National Income: Growth, trends structural transformation during plan period.

Unit IV: Population:

Population: Demographic trends in India, Occupational structure.

Unit V: Human Resource

Human resource development indicators (Literacy, health, nutrition etc.)

Unit VI: Family planning

Family planning, family welfare programmes.

Unit VII: National population

National population policy.

Unit VIII: Agriculture and Food security

Role and importance of agriculture in the Indian economy, Linkage between agriculture and other sectors of the economy.

Unit IX: Growth and recent trends in agricultural

Growth and recent trends in agricultural sector, land reforms, changes in cropping pattern.

Unit X: Green revolution irrigation HYV seeds

Green revolution irrigation HYV seeds, fertilizers and farm mechanization, institutional credit for agriculture.

Unit XI: Marketing of agricultural products

Marketing of agricultural products, Agricultural price policy, and Capital formation in Indian agriculture. Food security for management.

Unit XII: Impact of globalization on Indian

Impact of globalization on Indian agriculture and future challenges.

Unit XIII: Industrialization and Policy

Role and pattern of industrialization, growth, trends and review of industrial growth under planning

Unit XIV: Industrial policy

Industrial policy in pre and post liberalization period.

Role and performance of public sector in India, disinvestment of public sector enterprises.

Privatization and economic reforms, Micro, small and medium enterprises, Role importance and major issues of MSMEs.

Unit XV: Foreign investment and foreign technology

Foreign direct investment in India, policy trend and impact, globalization and Indian economy.

Labor relations and labor reforms since 1991.

References:-

1. Rudra Dutt and sundaram: Indian economy. S.chand (Latest Ed.) (Hindi and English)
2. A.N. Agrawal: Indian Economy. New Age International pub Limited (Latest Ed.) (Hindi and English)
3. Laxmi Narayan Nathuramka: Bhartiya Arthshastra, College book house (Latest Ed.).
4. Mishra & Puri: Indian economy, Himalaya publishing House (Latest Ed.) (Hindi and English)
5. Uma Kapila: Indian Economy, Academic Foundation.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	Understand and evaluate the national income and growth.	L2
CO2	Make awareness among the students about various human recourses.	L3
CO3	Understand the agricultural products and various policies.	L2
CO4	Develop ideas for foreign technology.	L3
CO5	Understand and evaluate the national income and growth.	L2

DLBA-305(G-IV): Societies in India

Course Objectives:

- To develop the understanding about Indian Society.
- Acquire a conceptual understanding Textual and Field.
- To Acquire and learn Indian Society Family .
- To develop knowledge Kinship Forms and Challenge
- To evolve Problems before Indian Society.

Unit-I Indian Society

Sociological Understanding of Indian Society

Unit-II Textual and Field

Textual and Field-View Traditions G.S. Ghurye and M.N. Srinivas

Unit-III Marxian Tradition

Civilization and the Marxian Tradition: N.K. Bose and D.P. Mukerji

Unit-IV Society Family

Basic Institutions of Indian Society Family

Unit-V Marriage and Kinship

Marriage and Kinship: Meaning

Unit-VI Kinship Forms

Kinship Forms and Challenge.

Unit-VII Caste and Class

Caste and Class: Meaning

Unit-VIII Changing Patterns

Forms and Changing Patterns.

Unit-IX Problems Indian Society

Challenges & Problems before Indian Society

Unit-X Communalism

Casteism, Communalism, Regionalism

Unit-XI

Regionalism

Unit-XII

Corruption

Unit-XIII

Drug Abuse

Unit-XIV

Crime against Women and Children.

Problems of Ageing. Essential Readings: (in English):

1. Ahuja, Ram, 1993: Indian Social System, Jaipur: Rawat Publications.
2. Ahuja, Ram, 2002: Society in India: Concepts, Theories and Recent Trends, Jaipur: Rawat Publications.
3. Ahuja, Ram, 2014: Social Problems in India, Jaipur Rawat Publications.
4. Atal, Yogesh, 2008: Changing Indian Society, Jaipur: Rawat Publications.
5. Bose, N.K. 1967: Culture and Society in India, Bombay: Asia Publishing House.
6. Bose, N.K, 1975: Structure of Hindu Society, New Delhi,
7. Dube, S.C. 1990: Society in India, New Delhi: National Book Trust.
8. Mandelbaum, D.G., 1970:

Society in India, Bombay Popular Prakashan

9. Nagla, B.K. 2013: Indian Sociological Thought, Jaipur: Rawat Publications
10. Sharma K.L., 2007, Indian Social Structure and Change, Jaipur: Rawat Publications
11. Singh, Yogendra, 1994: Modernization of Indian Tradition, Jaipur: Rawat Publications
12. Srinivas, M.N., 1963: Social Change in Modern India, California: University of California Press.
13. Srinivas, M.N., 1980: India: Social Structure, New Delhi: Hindustan Publish

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Define the concept of Indian Society.	L1
CO2	Understand the concept of Textual and Field.	L2
CO3	Understand the learn Indian Society Family .	L6
CO4	Apply Kinship Forms	L3
CO5	Understand the Problems before Indian Society.	L2

DLBA-306(G-V): Education Psychology

Course Objectives:

- To understand the relevance of psychological perspective of education.
- To get acquainted with the process of cognitive aspects of an individual .
- To understand the paradigms of learning.
- To know about the personality and motivation.
- To development knowledge about applications of psychology to health and education .

Unit I: Education Psychology

Meaning and concerns of education psychology, Contribution of various schools with reference to teaching – learning: Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalytic, Humanistic, and Constructivism.

Unit II: Methods of Psychology

Survey, Observation, Clinical, Case Study and Experimental.

Unit III: Growth and Development

Concept of Growth & Development of the learner (Physical, Social, Mental & Emotional Development) and their Implications for learning.

Unit IV: Heredity and Environment

Role of heredity and environment in Growth & Development Individual differences : - meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).

Unit V: Cognitive Development

Cognitive process – Perception, Attention, Memory, Development of concepts, Logical – Reasoning, Critical – Thinking, Development of concepts, Strategies for Teaching concepts, Problem – Solving, Decision – Making, Study of consciousness : Sleep, Wake Schedule, Dream, Stimulus Deprivation, Role of meditation in quality sleep.

Unit VI: Critical Appraisal

Critical appraisal of views of Piaget, Bruner & Vygotsky with reference to multiple school contexts of Bharat.

Unit VII: Intelligence

Nature, Impact of Heredity and environment on intelligence, concept of intelligence according to Indian culture, impact of culture of intelligence, theories (multiple intelligence, triachic, Fluid and crystallized, PASS (Planning, Attention – Arousal and simultaneous successive model), Types of intelligence – Emotional, Social, Spiritual and Artificial.

Unit VIII: Creativity

Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity and Co-relation of creativity with intelligence.

Unit IX: Learning

Meaning, affecting factors, types and learning styles

Unit X: Learning Theories

Learning theories with educational implication: Hull's Reinforcement theory, Guthrie's Theory, Tolmen's Theory, Verbal Learning, Concept Learning, Skill Learning.

Unit XI: Transfer of Learning

Factors, theories & their implication for teachers.

Unit XII: Personality

Definition and nature, theories – Psychoanalytical : classical and Neo-Freudian, Humanistic : Roger and Maslow's, Biological, Genetic : Eysenck Arousal Theory and Zuckerman's Theory, Social – Cognitive Theory : Bandura's Theory,.

Unit XIII: Personality Traits

Personality Traits by Carl – Jung’s – (Extroversion v/s introversion, Sensing v/s Intuition, Thinking v/s Feelings, Perceiving v/s judging), Measurement of Personality.

Unit XIV: Motivation

Instinct, Need, Drive, Motives, Maslow’s Need Hierarchy, Reinforcement, Punishment – reward, Achievement Motivation by Mc-Clelland and educational implications, interest and aspiration, Measurement of Motivation.

Unit XV: Adjustment

Concept and definition, factors affecting, adjustment (Frustration & Conflict), mechanism of adjustment, Ego-Defense mechanism, Identification and education of mal-adjusted children.

References:

- Fontane, David (1981). Psychology for Teachers, London, McMillan Press Ltd.
- Gage and Berlinger. (1984). Educational Psychology, Boston, Houghton Mifflin Co.
- Hayes, J.R. (1978). Cognitive Psychology: Thinking and creating. Homewood, Illinois: The Dorsey Press.
- Henson K.T. & Eller B.F. (1999). Educational Psychology for Effective Teaching. Wadsworth, Publishing Co. Belmont (U.S.A.).
- Lahey B.B. (1998). Psychology: An Introduction. Tata McGraw-Hill Publishing Co.Ltd. New Delhi.
- Olson, M.H. & Hergenhahn (2013). Theories of Learning. New Delhi: PHI Learning Pvt.Ltd.
- Salvin R.E. (1997). Educational Psychology (Theory & Practice): London, Allan & Bacon.
- Santrock John W. (2001). Educational Psychology, McGraw Hill (International Edition) Boston.

Course outcome:-

The students will be able to:		
CO	Statement	Bloom’s Level
CO1	Know about psychological perspective of education.	L1
CO2	Develop knowledge about cognitive aspects of an individual .	L3
CO3	Illustrate about paradigms of learning.	L2
CO4	Evaluate the personality and motivation.	L5
CO5	Classify applications of psychology to health and education.	L4

DLBA-307(G-VI): प्रयोजन परक हिन्दी

उद्देश्य—

1. भारती यसंधान में प्रदत्त मौलिक अधिकार एवं मानवाधिकार की जानकारी देना।
2. छात्र-छात्राओं में समाचार लेखन एवं समाचार पत्र की प्रस्तुतिका कौशल विकास करना।
3. आवश्यकता अनुसार विद्यार्थी को लेखों का अनुवाद करने में सक्षम बनाना।
4. रेडियो टी.वी. विडियो आदि जन संचार माध्यमों का ज्ञान कराना।

इकाई. I प्रयोजनपरक हिन्दी

प्रयोजनपरक हिन्दी : अवधारणा और विविध क्षेत्र

इकाई.II प्रयोजनपरक हिन्दी

प्रयोजनपरक हिन्दी के सर्जनात्मक आयाम

इकाई.III माध्यम लेखन:

विविध संचार माध्यम : परिचय एवं कार्यविधि

श्रव्य माध्यम : रेडियो

इकाई. IV श्रव्य-दृश्य माध्यम :

श्रव्य-दृश्य माध्यम : टेलीविजन और फिल्म

तकनीकी माध्यम : इंटरनेट

इकाई. V मिश्र माध्यम :

मिश्र माध्यम : विज्ञापन

समाचार पत्र

इकाई. VI उपर्युक्त माध्यमों का भाषिक विन्यास और वैशिष्ट्य

उपर्युक्त माध्यमों का भाषिक विन्यास और वैशिष्ट्य

संचार माध्यमों की प्रकृति और चरित्र

इकाई.VII रेडियो-लेखन:

रेडियो-लेखन: उद्घोषणा, कार्यक्रम-संयोजन (कंपेयरिंग) समाचार, धारावाहिक, फीचर, रिपोर्ट, रेडियो नाटक, अवयव, रूप और प्रविधि।

इकाई.VII टेलीविजन एवं फिल्म लेखन :

टेलीविजन एवं फिल्म लेखन : वाचन, कार्यक्रम-संयोजन, डाक्यूमेंट्री, टेलीड्रामा, संवाद-लेखन, पटकथा-लेखन : प्रक्रिया और प्रेषण।

इकाई.IX इंटरनेट :

इंटरनेट : सामग्री-सृजन, संयोजन एवं प्रेषण।

विज्ञापन लेखन : उद्देश्य और स्वरूप, विज्ञापन में नैतिकता और संस्कृति माध्यमगत वैशिष्ट्य

इकाई. X साहित्यिक कृतियों का माध्यम

साहित्यिक कृतियों का माध्यम-रूपान्तरण।

इकाई.XI अनुवाद:

अनुवाद:

1. अनुवाद की परिभाषा, स्वरूप और महत्त्व

2. अनुवाद : प्रकार

इकाई.XII अनुवाद:

1. अनुवाद – प्रक्रिया

2. अनुवाद और समतुल्यता

इकाई.XIII अनुवाद:

अनुवाद कार्य की प्रकृति

इकाई.XIV अनुवाद: समीक्षा

अनुवाद समीक्षा

अनुवाद की समस्याएँ : पारिभाषिक शब्दावली, साहित्यानुवाद एवं अन्य प्रमुख क्षेत्र

इकाई.XV अनुवाद: कार्य:

अनुवाद कार्य: अंग्रेजों से हिन्दी में अनुवाद, प्रशासनिक एवं पारिभाषिक शब्दावली का हिन्दी अनुवाद।

संदर्भ ग्रन्थ—

1. गुप्ता, ओम (2010) पत्रकारिता और कानून, नई दिल्ली
2. गुप्ता-ओम (2002) प्रसारण और फोटो पत्रकारिता, नई दिल्ली, कनिष्क पब्लिशर्स।
3. शर्मा, आलोक, ठाकुरदत्त (2000) हिन्दी पत्रकारिता और दूरसंचार, नई दिल्ली, वाणी प्रकाशन।
4. गोदरा, विनोद. (2000). हिन्दी पत्रकारिता-स्वरूप और सन्दर्भ, नई दिल्ली, वाणी प्रकाशन।
5. अगनानी, कन्हैयालाल. (1998) पत्रकारिता के मूल सिद्धान्त, राजस्थान, हिन्दी ग्रन्थ अकादमी।
6. भानावत, संजीव (1993) प्रेस कानून और पत्रकारिता, जयपुर, सिद्धश्री प्रकाशन।

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	भारती संधान में प्रदत्त मौलिक अधिकार एवं मानवाधिकार की जानकारी हो सकेगी।	L1
CO2	छात्र-छात्राओं में समाचार लेखन एवं समाचार पत्र की प्रस्तुतिका कौशल विकसित हो सकेगा।	L4
CO3	आवश्यकता अनुसार विद्यार्थी को लेखों का अनुवाद करने में सक्षम बनाया जा सकेगा।	L3
CO4	रेडियो टी.वी. विडियो आदि जन संचार माध्यमों का ज्ञान कराना।	L3
CO5	भारती संधान में प्रदत्त मौलिक अधिकार एवं मानवाधिकार की जानकारी हो सकेगी।	L4

DL VAC 002 : Computer Application

Objectives of the course

- To equip student in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Unit I: Information Communication Technology in Education

- Concept, Importance, Meaning & Nature of Information & Communication Technology.
- Need of Information & Communication Technology in Education.
- Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology
- Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management
- Challenges in integrating Information communication Technology in school Education.

Unit II: Introduction to Computer

- General awareness about functioning of Computer
- Generation, Characteristics, Types of computers and uses of Computer
- Brief introduction of working computer using the block diagram.
- Hardware
- Input device- Key Board, Mouse, Scanner, Microphone and digital Camera
- Output device- Monitor, Printer, Speaker and Screen Image projector
- Storage device – Hard Disk, CD & DVD and Mass Storage Device (Pen drive)

Unit III: Computer Software

- Operating System – Concept and function
- Application software (Its uses in education)
- Word Processors
- Power point presentation
- Spread sheet
- Viruses & their management

Unit IV: ICT supported teaching/learning strategies, Internet and Intranet

- CAL – Computer Assisted Learning
- PBL – Project Aided Learning
- Technology Aided learning

Unit V: E- Learning

- E- Learning -Concept & Nature
- Web Based Learning
- Virtual Classroom
- Concept, need & importance

- Facilities available for Communication
- Email, Chat and online conferencing
- E- Library, websites, blog, Wikipedia
- Search Engines- Concept and uses

Assignment / Sectional (Any one of the following)

- Preparing on CD on any topic related to Syllabus.
- Prepare five slides any one subject related topic.
- Report on web based learning environments.
- Analysis of multimedia packages.
- Prepare a report on effective teaching learning process with ICT.

References:-

1. Kulsum, Dr. Umme (2014) : Information Communication Technology in Teacher Education, H.P. Bhargaava, Agra
2. Bhargava, H.P. Bhargaava House, Agra
3. Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan
4. Singh, V.P. and Singh, Meenakshi (1999), Computer Terms and Definitions, New Delhi
5. Rajsekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
6. Roblyer, M.D. (2008). Intergating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India
7. Singh, Kmal. D., & Kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Fundamental terms and the concepts of information Technology
CO2:	Use the MS office.
CO3:	Apply the electronic spreadsheets.
CO4:	Use the internet technology
CO5:	Understand different Ethical and legal matters

Semester IV

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-401	Hindi-II	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-402(G-I)	Main Streams of Cultural History In India	4	70	30	100
DLBA-403(G-II)	Modern Indian Political Thought	4	70	30	100
DLBA-404(G-III)	Indian Economic –II	4	70	30	100
DLBA-405(G-IV)	Social Problems in India	4	70	30	100
DLBA-406(G-V)	Development Psychology	4	70	30	100
DLBA-407(G-VI)	Kavya Shastra	4	70	30	100
Multidiciplinary Course					
DLAB 408	Cyber Crime	4	70	30	100
Total		20	350	150	500

DLBA-401: Hindi-II

उद्देश्य:-

1. आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत होंगे।
2. हिन्दी गद्य का उद्भव विकास एवं कहानी आंदोलन से छात्र परिचित होंगे।
3. छात्र हिन्दी निबंध एवं नाटकों के विकास के चरणों अध्ययन करेंगे।
4. दलित लेखन/साहित्य के विकास से छात्र अवगत होंगे।

इकाई. I शब्दशुद्धि

शब्दशुद्धि

इकाई. II वाक्यशुद्धि

वाक्यशुद्धि

इकाई. III पारिभाषिक शब्दावली

पारिभाषिक शब्दावली (अंग्रेजी शब्दों के हिन्दी समानार्थक शब्द)

इकाई. IV संक्षेपण

संक्षेपण

इकाई. V पल्लवन

पल्लवन

इकाई. VI वाक्यांश के लिए सार्थक शब्द

वाक्यांश के लिए सार्थक शब्द

इकाई. VII प्रारूप

प्रारूप

इकाई. VIII शब्द युग्मःअर्थ

शब्द युग्मःअर्थ - भेद

इकाई. IX निबन्ध

निबन्ध

इकाई. X लोकोक्तियाँ तथा मुहावरे

लोकोक्तियाँ तथा मुहावरे

इकाई. XI पत्रलेखन

पत्रलेखन

इकाई. XII शब्द शक्ति:

अभिधा, लक्षणा, व्यंजना

इकाई. XIII अलंकार

अलंकार

इकाई. XIV छंद

छंद

इकाई. XV रस

रस

संदर्भ पुस्तकें—

1. गुप्त, मैथलीशरण (2003) साकेत (प्रेस).चिटगाँव झांसी, साहित्य सदन प्रकाशन।
2. प्रसाद, जयशंकर, कामायनी, इलाहाबाद, भारती भंडार लीडर प्रेस।
3. पंत, सुमित्रानंदन (2006) पल्लव, नई दिल्ली, राजकमल प्रकाशन।
4. चतुर्वेदी, राजेश्वर प्रसाद, निराला और राग विराग, आगरा, विनोद पुस्तक मन्दिर
5. शर्मा, रामविलास (1976) रागविराग निराला (संस्करण) इलाहाबाद, लोकभारती प्रकाशन।
6. रत्नाकर, जगनाथदास (2009) बिहारी रत्नाकर (संस्करण) जयपुर, साहित्यागार प्रकाशन।
7. दास, श्यामसुन्दर (सम्पा.) (2016) कबीर ग्रंथावली, जयपुर, साहित्यागार प्रकाशन।
8. शुक्ल, रामचन्द्र (2003) सूरदास (संस्करण) जयपुर, अनुप्रकाशन 9. शुक्ल—रामचन्द्र (सम्पा.) (2015) भ्रमरगीत सार, महाकवि सूरदास, जयपुर, मलिक एण्ड कम्पनी।

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत हों सकेगे।	L1
CO2	हिन्दी गद्य का उद्भव विकास एवं कहानी आंदोलन से छात्र परिचित हों सकेगे।	L1
CO3	छात्र हिन्दी निबंध एवं नाटकों के विकास के चरणों अध्ययन करें सकेगे।।	L2
CO4	दलित लेखन/साहित्य के विकास से छात्र अवगत हों सकेगे।	L3
CO5	आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत हों सकेगे।	L5

DLBA-402(G-I) : Main Streams of Cultural History in India

Course Objectives:

- Overview of Main Streams of Cultural History in India
- Identifying Main Source of Cultural History in India
- Knowledge of Main Streams of Cultural History in India
- To Wake Up Interest in Cultural.
- To understand about Social Reform.

Unit-I

Meaning of Culture, Essence and characteristics of Indian Culture.

Unit-II

Religion and Culture: Vedic religion, Buddhism and Jainism

Unit-III

Vaishnavism and Saivism. Bhakti Movement.

Unit-IV

Islam and Sufism in India Philosophy and Culture: Upanishadic thought, Bhagvadgita

Unit-V

Literature and Culture: significance of Ramayana

Unit-VI

Mahabharata and Puranas. Contribution of Kalidas, Tulsidas, and Ravindranath Tagore

Unit-VII

Social Institutions and Culture: Social ideals of ancient India varna, ashrama, samskaras, purushartha

Unit-VIII

Social Reform Movements of the 19th and 20th centuries.

Unit-IX

Ancient India varna, ashrama, samskaras, purushartha. Social Reform Movements of the 19th and 20th centuries.

Unit-X

Art and Culture Characteristics of Indian Art. Styles of temple architecture

Unit-XI

A brief study of temples at Abu, Khajuraho, Orissa, Pallava and Chola temples

Unit-XII

Painting, through the ages rock paintings,

Unit-XIII

Ajanta paintings, Mughal painting

Unit-XIV

Science and Culture: Contributions of Aryabhatta, Varahamihira, Charaka and Susruta

Unit-XIV

Social Reform Movements of the 19th and 20th centuries.

Books Recommended (अनुशंसितपुस्तकें):

1. **G. C. Pande**, Foundations of Indian Culture, Vol. 1 and if Meaning and Process, of Culture
2. **R. G. Bhandarkar**, Vaishnavism, Saivism and other Minor Religious Systems.
3. **Rajbali Pandey**, Hindu Samskara (The Social and Religious Study of the Hindu Sacraments), (also in Hindi), Varanasi Medieval Indian Culture (also in Hindi). Indian Art, Varanasi.
4. **L. Srivastava**, V.5. Agrawala. Krishna Dev Temples of North India (also in Hindi), NBT, New Delhi
5. **K. R. Srinivasan**, Temples of South India (also in Hindi), NBT, New Delhi The Wonder that was India (also in Hindi)

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Main Streams of Cultural History in India.	L1
CO2	Develop knowledge about Main Source of Cultural History in India.	L3
CO3	Discuss about Main Streams of Cultural History in India.	L2
CO4	Evaluate the Interest in Cultural.	L5
CO5	Classify Social Reform.	L4

DLBA-403(G-II): Modern Indian Political Thought

Course Objectives:

- To gain an understanding of the thinkers Manu , Rajamohan Roy, Kautilya
- To understand the political thinkers Swami Vivekanand, Gopal Krishan Gokhale.
- To gain knowledge of constitution in political system .
- To develop the understanding about Jawahar Lal Nehru, . Bhim Rao Ambedkar
- To understand the Jai Prakash Narain, Deen Dayal Upadhyay

Unit-I Manu

Unit-II Vyas

Unit-III Raja Ram Mohan Roy

Unit-IV BR. Ambedkar

Unit-V Valmiki

Unit-VI Kautilya

Unit-VII Dayanand Saraswati

Unit-VIII Jay Prakash Narayan

Unit-IX Vivekananda

Unit-X Tilak

Unit-XI Gokhale

Unit-XII M. K. Gandhi

Unit-XIII M.N. Roy, Jawahar Lal Nehru, BR. Ambedkar,

Unit-XIV M.N. Roy

Recommended Books:

1. D.D. Kosambi, Culture and Civilizations in Ancient India, Vikas, 1980
2. V.P. Verma, Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi, Motilal Banarsidass, 1974 L.N. Ghoshal, A History of Indian Political Ideas, London, Oxford University Press, 1959.
3. K.P. Jayaswal, Hindu Polity, Calcutta, Butterworth, 1924. Jha Rakesh Kumar, Religion, Dharma, and Polity, Concept Publication Ltd. New Delhi 2012 Arvind, Sharma, Classical Hindu Thought : An Introduction Oxford, 2000 V.P. Varma, Modern Indian Political Thought, Laxmi Narain Agarwal, Agra

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Define the thinkers Manu , Rajamohan Roy, Kautilya.	L1
CO2:	Demonstrate the political thinkers.	L3
CO3:	Identify the constitution in political system.	L4
CO4:	Compare the Jawahar Lal Nehru, . Bhim Rao Ambedkar.	L3
CO5:	Assess the Jai Prakash Narain, Deen Dayal Upadhyay .	L3

DLBA-404(G-III): Indian Economic-II

Course Objective:

- To understand the Basic features of Indian Economy.
- To develop the knowledge about the Structure of Indian Economy.
- To understand the concept of economic growth
- To analysis the Poverty in India.

Unit I: Foreign Foreigner trades

Size, composition and direction of India's export and imports

Unit II: Traditional Export

Structural changes in India's exports: Changes in commodity composition, Move towards value addition.

Unit III: Moving away from traditional exports

Moving away from traditional exports towards new manufactured products.

Unit IV: Export Services

Exports of services, Causes and measures to correct unfavorable balance of trade, foreign trade policy.

Unit V: Trends of India's balance of payments

Trends of India's balance of payments, current account and capital account. IMF and WTO.

Unit VI: Unemployment and Poverty

Problems and challenges of Indian economy.

Unit VII: Concepts and measurement

Unemployment and poverty- Concepts and measurement of unemployment.

Unit VIII: Strategies and policy for employment

Strategies and policy for employment generation.

Unit IX: Poverty in India

Magnitude and determinants of poverty in India: State level poverty ratios, anti poverty programmers

Unit X: Role of MNREGA

Role of MNREGA.

Unit XI: Inflation policy:

Inflation policy: Trends in whole sale prices and consumer prices, fiscal reforms,

Unit XII: Fiscal policy

Fiscal policy: FRBM Act, Fiscal deficit and worsening state finances.

Unit XIII: Economic Progress

Planning in India: Objective of planning, plan financing, developments strategy.

Unit XIV: Review of economic progress

Review of economic progress under the plans.

Unit XV: Evolution of NITI Aayog

Evolution of NITI Aayog, critical appraisal of 12th five year plan.

Books References:-

1. Rudra Dutt and sundaram: Indian economy. S.chand (Latest Ed.) (Hindi and English)
2. A.N. Agrawal : Indian Economy. New Age International pub Limited (Latest Ed.) (Hindi and English)
3. Laxmi Narayan Nathuramka: Bhartiya Arthshastra, College book house (Latest Ed.).
4. Mishra & Puri: Indian economy, Himalaya publishing House (Latest Ed.) (Hindi and English)
5. Uma Kapila: Indian Economy, Academic Foundation.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	Understand the Basic features of Indian Economy.	L2
CO2	Develop the knowledge about the Structure of Indian Economy.	L3
CO3	Understand the concept of economic growth	L2
CO4	Analysis the Poverty in India.	L5
CO5	Understand the Basic features of Indian Economy.	L2

DLBA-405(G-IV): Social Problem in India

Objectives of the Course:

- To understand the problems of society. .
- Students can learn about the corruption.
- To learn about poverty and unemployment.
- To develop knowledge about beggary, prostitution.
- To understand the community.

Unit.I Social Problems

objectives, Introduction meanings and definition of social problems, social problems characteristics, the origin of social problem

Unit.II Crime

Type of the source of solution of social problems, methods the study of social problems. Civil Society and Crime – objectives Introduction, civil society of ecology, meaning and definition of the crime, classification crime, crimes common factor theory of crime, crime in India

Unit.III Juvenile Delinquency

Group conflict and juvenile delinquency – objectives, preamble, group conflict, juvenile delinquency, the nature and factors of juvenile delinquency, juvenile delinquency treatment, prevention of juvenile delinquency

Unit.IV Corruption

Objectives, preamble, meanings and definitions of corruption, corruption sociology, psychology of corruption, format for corruption, Areas of corruption, result achieved against corruption measures, suggestion to protest corruption

Unit.V Poverty

Poverty – objectives, introduction, the concept of poverty measurement, extension and magnitude of poverty, causes of the poverty the problems of poverty, poverty prevention plans.

Unit.VI Unemployment

Unemployment – objectives, preamble, meaning and definitions of unemployment, types of unemployment in India, unemployment measures adopted for the control, treatment of unemployment.

Unit.VII Alcoholism

objectives, introduction, the concept of result of alcoholism the process of becoming alcoholic, bad effect due to problems with alcoholism, treatment and control of alcoholism.

Unit.VIII AIDS

objectives, introduction, the concept of AIDS, the magnitude of AIDS, the emergence of the AIDS epidemic, AIDS development step, the result of AIDS AIDS control

Unit.IX Organizations

Non- governmental organizations, the role of protective programs.

Unit.X Beggary

Objectives, preamble, types begging, due to the elimination of beggary, antisocial group, beggary meaning and definitions

Unit.XI Prostitution

DLBA-406(G-V): Development Psychology

Course Objectives:

- To identify the human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- To evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
- To understand the adolescences and old age Physical Changes.
- To understand the impact and importance of media.
- To know about Family and Peers, Media and Schooling.

Unit I: Introduction of Human Development

Human Development: Definition and Themes of Development, Method of studying Development

Unit II: Theories of Human Development

Theories of Human Development: Psychoanalytic, Learning and Cognitive Development Theories.

Unit III: Prenatal period

Prenatal period : Characteristics and period of Prenatal Development; Hazards during prenatal period.

Unit IV: Infancy

Characteristics of infancy; Adjustment to Postnatal Life.

Unit V: Early and Late Childhood

Early and Late Childhood: Characteristics and Developmental Tasks; Personality Development in Early and Late Childhood

Unit VI: Introduction of Adolescences

Adolescences: Characteristics and Adolescences, Social Changes during Adolescences; Adolescences Interests.

Unit VII: Sex Behavior and Personality

Sex Interests and Sex Behavior; Personality Changes during Adolescences.

Unit VIII: Adulthood

Adulthood: Characteristics and Developmental Tasks.

Unit IX: Vocational and Marital Adjustment

Vocational and Marital Adjustment; Adjustment to parenthood.

Unit X: Old Age

Old Age: Mental Ability and Interests in Old Age; Changes in motor abilities;

Unit XI: Adjustment and Physical Change

Adjustment to Physical Changes; Adjustment to Retirement and Changes in Family Life.

Unit XII: Parenting style in child

Family: Socialization within the family; Parenting style and development variations in child rearing.

Unit XIII: Family Transitions.

Family Transitions, Vulnerable Families and child Mal-treatment.

Unit XIV: Peers

Peers: Importance of peer Relations.

Unit XV: Peers and Socialization

Influences on peer sociability-peer Group, Peer Relation and Socialization.

Unit V: Media and Schooling

Television, Computer, Schooling.

References:-

- Berk, L.E. (2003). Child Development. Delhi: Prentice-Hall.
- Santrock, J.W. (1999). Lifespan Development. New York. McGraw Hill.
- Hurlock, E. (2003). Development Psychology. New York. McGraw Hill.
- Papalia, S. & Feldman, C. (2002). Adult Development and Aging. Delhi: Tata McGraw Hill.
- Berk, L.E. (2010). Development through the Life Span. Delhi: Pearson Education.
- Sigeman, C. K. & Rider, E. A. (2009). Human Development. New Delhi: Thomson.

Course Outcome:-

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about the human development, such as physical, cognitive, social and emotional development throughout the lifespan.	L1
CO2	Develop knowledge about core concepts, strengths, and weaknesses of the major theories of lifespan development.	L3
CO3	Illustrate about the adolescences and old age Physical Changes.	L2
CO4	Evaluate the impact and importance of media.	L5
CO5	Know about Family and Peers, Media and Schooling.	L1

DLBA-407(G-VI): काव्यशास्त्र

उद्देश्य—

1. विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।
4. विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी देना।

इकाई I विविध सम्प्रदाय: रस :

विविध सम्प्रदाय

रस : स्वरूप और अवयव, रस—निष्पत्ति साधारीकरण और सह्य,

इकाई II अलंकार :

अलंकार : अर्थ, स्वरूप और काव्योपयोगिता।

इकाई III ध्वनि, रीति, वक्रोक्ति

ध्वनि, रीति, वक्रोक्ति

इकाई IV काव्य हेतु, काव्य प्रयोजन,

काव्य हेतु, काव्य प्रयोजन, काव्य के तत्व—भाव, विचार, कल्पना, काव्य—गुण और काव्य—दोष।

इकाई V विभिन्न रसों का लक्षण

विभिन्न रसों का लक्षण उदाहरण सहित परिचय।

इकाई VI काव्य—उपादान:

काव्य—उपादान:

इकाई VII शब्द शक्ति:

अभिधा, लक्षणा, व्यंजना

इकाई VIII अलंकार :

अलंकार : स्वरूप और भेद, अलंकारों की काव्योपयोगिता, प्रमुख अलंकार : यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, संदेह, भ्रांतिमान, दृष्टान्त, व्यतिरेक, विरोधाभास, असंगति, विशेषेक्ति, विभावना, अन्योक्ति और मानवीकरण।

इकाई IX छंद :

छंद : संघटक तत्व और प्रकार, हिन्दी में बहुप्रयुक्त कुछ छंदों का परिचय (लक्षण—उदाहरण): कवित्त, सवैया, दोहा, सोरठा, अरिल्ल, चौपाई, बरवै, रोला, उल्लाला, छप्पय और कुण्डलिया।

इकाई X बिम्ब, प्रतीक, फैंटेंसी और मिथक

बिम्ब, प्रतीक, फैंटेंसी और मिथक

इकाई XI साहित्य के विविध रूप: पद्य

पद्य — महाकाव्य,

इकाई XII साहित्य के विविध रूप: पद्य

खण्डकाव्य,

इकाई XIII साहित्य के विविध रूप: पद्य

मुक्तक, काव्य,

इकाई XIV साहित्य के विविध रूप: पद्य

गीति—प्रगीति

इकाई XV साहित्य के विविध रूप: गद्य

गद्य — एकांकी, आत्मकथा, रेखाचित्र, संस्मरण, रिपोर्टाज और जीवनी आदि।

पुस्तकें:

1. जयशंकर प्रसाद, आचार्य नंद दुलारे वाजपेयी, भारती भंडार, इलाहाबाद
2. निराला की साहित्य साधना (भाग 1,2,3) डॉ रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
3. छायावाद : पुनर्मूल्यांकन सुमित्रानंदन पंत, लोकभारती प्रकाशन, इलाहाबाद
4. कविता के नये प्रतिमान—डॉ नामवरसिंह राजकमल प्रकाशन, नई दिल्ली
5. अज्ञेय और आधुनिक रचना समस्या, डॉ रामस्वरूप चतुर्वेदी, लोक भारती प्रकाशन, इलाहाबाद
6. हिन्दी साहित्य का इतिहास—संपादक डॉ नगेन्द्र मयूर पेपर बैक्स, नोयडा
7. हिन्दी साहित्य का इतिहास—आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
8. आधुनिक साहित्य की प्रवृत्तियाँ— डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
9. काव्यशास्त्र— भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
10. हिन्दी काव्य सिद्धान्त— रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
11. काव्यशास्त्र— डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
12. काव्य प्रदीप— रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों आधुनिक काव्य से परिचित हो सकेंगे।	L1
CO2	विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी प्राप्त हो सकेगी।	L3
CO3	विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाया जा सकेगा।	L2
CO4	विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी प्राप्त हो सकेगी।	L5

DL VAC 004: Cyber Crime

Course Objectives:

1. Concepts of cyber Law
2. Providing elementary understanding the authorities under IT Act
3. Penalties & Offences under IT Act
4. Cyber Space Jurisdiction
5. Scope of Cyber Laws.

Unit I	Meaning and Nature of Cyber Crimes, Evolution of Cyber Crimes, types of Computer Crimes
Unit II	Cybercrime: Online based Cyber Crimes - Phishing and its Variants - Web Spoofing and E-mail Spoofing, Cyber Stalking, Web defacement, Spamming
Unit III	Security policies violations, Crimes related to social media, ATM, Online and Banking Frauds. Intellectual Property Frauds. Cyber Crimes against Women and Children.
Unit IV	Cyber Crimes & Cloud Computing; Different types of tools used in cybercrimes – Password cracking; Random passwords; virus and its types – Cyber Criminal syndicates.
Unit V	Information Technology Act, 2000: Information Technology (amendment) Act, 2008- Aims and Objects - Overview of the Act.
Unit VI	Electronic Governance, Electronic Evidence
Unit VII	Digital signatures, Digital Signature Certificates, Duties of Subscribers, Role of Certifying Authorities
Unit VIII	Penalties and Adjudication: The Cyber Regulations Appellate Tribunal

Suggested Readings;

1. N.S Nappinai – Technology Laws, 1st Ed LexisNexis (2017)
2. Apar Gupta, Commentary on Information Technology Act (2016).
3. Justice Yatindra Singh, Cyber Laws, Universal Law Publishing, UP, 2016.
4. Farouq Ahmed, Cyber Law in India, Allahabad Law Agency, 2015
5. Karnika Seth, Computers, Internet and New Technology Laws-A Comprehensive Reference Work With Special Focus On Developments In India, LexisNexis, Nagpur, 2016.

Course Outcome:

CO	Statement
CO1	Understands the scope of Cyber world
CO2	Student knows the essential legal provisions of internet-governance.
CO3	The student knows various legal provisions of cyber-crimes and the mechanism of their
CO4	Providing an elementary understanding of IPR in cyber world
CO5	Making the student comprehend the working of various Agencies of cyber-crimes in India

Semester V

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-501	Universal Human Value	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-502(G-I)	Medieval Indian Culture	4	70	30	100
DLBA-503(G-II)	Western Political Thinkers	4	70	30	100
DLBA-504(G-III)	Environmental Economics	4	70	30	100
DLBA-505(G-IV)	Indian Social System	4	70	30	100
DLBA-506(G-V)	Social Psychology	4	70	30	100
DLBA-507(G-VI)	Reetikaal	4	70	30	100
Value Added Course					
DL VAC 005	New Venture Development	4	70	30	100
Total		20	350	150	500

DLBA-501: Universal Human Values

Objectives:

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realize one's potentials.

Course Contents :

Unit I	Love & Compassion Introduction: What is love? Forms of love—for self, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living Love and compassion and inter-relatedness, Love, compassion, empathy, sympathy and non-violence, Individuals who are remembered in history for practicing compassion and love.
Unit II	Narratives and anecdotes from history, literature including local folklore Practicing love and compassion: What will learners learn/gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?, Sharing learner's individual and/or group experience(s)
Unit III	Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others), Individuals who are remembered in history for practicing this value Narratives and anecdotes from history,
Unit IV	literature including local folklore, Practicing Truth: What will learners learn/gain if they practice truth? What will learners lose if they don't practice it?, Learner's individual and/or group experience(s) Simulated situations
Unit V	Non-Violence Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence, Ahimsa as non-violence and non-killing, Individuals and organisations that are known for their commitment to nonviolence
Unit VI	Narratives and anecdotes about non-violence from history, and literature including local folklore, Practicing non-violence What will learners learn/gain if they practice nonviolence? What will learners lose if they don't practice it? , Sharing learner's individual and/or group experience(s) about non-violence
Unit VII	Righteousness & Peace Introduction: What is righteousness? ,Righteousness and <i>dharma</i> , Righteousness and Propriety, Individuals who are remembered in history for practicing righteousness, Narratives and anecdotes from history, literature including local folklore, Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?,
Unit VIII	Sharing learners' individual and/or group experience(s), Simulated situations, Case studies ,Introduction: What is peace? Its need, relation with harmony and balance ,Individuals and organisations that are known for their commitment to peace, Narratives and Anecdotes about peace from history, and literature including local folklore, Practicing peace:
Unit IX	What will learners learn/gain if they practice peace? What will learners lose if they don't practice it? ,Sharing learner's individual and/or group experience(s) about peace ,Simulated situations,Case Studies

Unit X	Service & Renunciation (Sacrifice) Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living, persons in distress or disaster.
Unit XI	Individuals who are remembered in history for practicing this value. Narratives and anecdotes dealing with instances of service from history, literature including local folklore
Unit XII	Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don't practice it? Sharing learners' individual and/or group experience(s) regarding service. Simulated situations. Case studies Introduction: What is renunciation? Renunciation and sacrifice.
Unit XIII	Self-restraint and Ways of overcoming greed. Renunciation with action as a form of renunciation Individuals who are remembered in history for practicing this value.,
Unit XIV	Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation., Practicing renunciation and sacrifice:
Unit XV	What will learners learn/gain if they practice Renunciation and sacrifice? What will learners lose if they don't practice it? , Sharing learners' individual and/or group experience(s), Simulated situations Case studies

Text Books:

1. Mookerji Radha Kumud, Ancient Indian Education,
2. Motilal Banarasidass Saraswati Swami Satyananda,
3. Asana Pranayama Mudra Bandha, Bihar School of yoga Joshi Kireet, Education for Character Development, Dharma Hinduja Center of Indic Studies Joshi Rokeach (1973).
4. The Nature of Human Values. New York: The Free Press Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo

Course Outcomes:

CO	Statement
	After the completion of this course, students will be able to:
CO1	Know about universal human values and understand the importance of values in individual, social circles, career path, and national life
CO2	Understand from case studies of lives of great and successful people who followed and practised human values
CO3	Adapt self-actualisation
CO4	Become conscious practitioners of human values.
CO5	Apply their potential as human beings and conduct themselves properly in the ways of the world.

DLBA-502(G-I): Medieval Indian Culture

Course Objectives:

- Overview of Main Streams of Medieval Cultural History in India
- Identifying Main Source of Medieval Cultural History in India
- Knowledge of Main Streams of Medieval Cultural History in India
- To Wake Up Interest in Medieval Cultural
- To know about Sanatan Dharma.

Unit-I

Salient features of Sarcenic, Hindu and Indo-Muslim style or architecture

Unit-II

The Provincial style of architecture during the Sultanate period (Rajasthan, Mandu, Gujarat, Jaunpur)

Unit-III

The Mughal architecture

Unit-IV

Synthesis of the Indian and Persian styles of painting

Unit-V

Evolution of the Mughal Provincial and regional styles of painting

Unit-VI

A brief survey of the development in performing arts

Unit-VII

Drama, dance and music

Unit-VIII

Origins and historical background of the Bhakti Movement

Unit-IX

Majna preachers of Bhakti-Sant tradition, Nathpanthis, Kabir, Nanak, Tulsidas and Nanadev

Unit-X

Impact of the Bhakti Movement. Sufism in India-concepts and practices, saints and centres.

Unit-XI

Developments in languages and literature Persian language and genres of Persian literature-histories, memoirs, travelogues

Unit-XII

A study of the work of Amir Khusrau and AbulFazal Sanskrit Rebirth

Unit-XIII

Regional Languages and literature. A study of Naina's Khyat. Rise of Urdu literature

Unit-XIV

A survey of Hindu-Muslim cultural synthesis and growth of composite culture. !

Recommended Readings:

1. **AL. Scivastava**, Medieval Indian Culture (Also in Hindi) Yousuf Husain : Glimpses of Medieval Indian Culture.
2. **P.M. Chopra**, Some Aspects of Society and Culture during the Mughal Age
3. **K.M. Ashraf**, Life and Condition of the People of Hindustan (also in Hindi) Sped Athar Abbas Rizvi: History of Sufism, Vol. I Charlotte Vaudeville: Myths, Saints of Legends in Medieval India
4. **Percy Brown**, Indian Architecture, VOL II : History of Indian and Eastern Architecture Fergusson
5. **S.K. Saraswati** : Indo-Islamic Architecture, 2 Vols.
6. **Catherine Asher**, Architecture of Mughal India Percy Brown : Indian Painting under the

Mughals

7. **Milo Beach** Mughal and Rajput Paintings

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Main Streams of Medieval Cultural History in India.	L1
CO2	Develop knowledge about Main Source of Medieval Cultural History in India.	L3
CO3	Illustrate about Main Streams of Medieval Cultural History in India.	L2
CO4	Evaluate the Medieval Cultural .	L5
CO5	Discuss about Sanatan Dharma.	L2

DLBA-503(G-II) : Western Political Thinkers

Course Objectives:

- To Knowledge about the Plato, Aquinas
- To develop knowledge about the Hobbes, Locke.
- To gain knowledge about the Bentham . J.S. Mill.
- To understand the Karl Marks.
- To enable students to obtain the knowledge and skills of reading and writing skills

Unit-I

Plato

Unit-II

Aristotle

Unit-III

Aquinas

Unit-IV

Machiavelli

Unit-V

Hobbes

Unit-VI

Locke

Unit-VII

Rousseau.

Unit-VIII

Bentham

Unit-IX

J.S. Mill

Unit-X

Karl Marx

Unit-XI

Harold J. Laski.

Unit-XII

George Wilhelm

Unit-XIII

Immanuel Kant

Unit-XIV

Edmund Burke

Books recommended :

1. A. Hacker: Political Theory
2. G.H. Sabine: History of Political Theory
3. C. L. Wayper : Political Thought
4. Foster: Master of Political Thought Vol. I

5. Jones : Master of Political Thought Vol. II Lancaster : Master of Political Thought Vol. III
6. Chaddha Pramukh Rajnitik Vicharak (Adarsh Prakashan)
7. P.D. Sharma: Pratinidhi Rajnitik Vicharak Pukh Raj Jain: Katipay Pramukh Rajnitik Vicharak

Course outcomes:

At the end of the course, the student will be able to:

CO1	Define the Plato, Aquinas	L2
CO2	Discuss the Hobbes, Locke	L1
CO3	Identify the Bentham . J.S. Mill.	L4
CO4	Analyze the Karl Marks	L3
CO5	Understand the Burke.	L3

DLBA-504(G-III): Environmental Economics

Objectives:

- In this course students are introduced to the economic way of thinking with reference to environmental issues.
- The students will learn how economics provides insight on the cause and management of Environmental damage

Unit I: Introduction of Environmental Economics

Environmental Economics: An Introduction, Review of Microeconomics and welfare economics.
The theory of externalities, pareto optimality and market failure in the presence of externalities.

Unit II: Property right

Property right and the coase theorem:

Unit III: Sustainable development

Sustainable development: Concept and measurement.

Unit IV: Development and Environment

Development and Environment: The environment Kuznets curve:

Unit V: Trade and environment problems

Trade and environment problems, Tran's boundary.

Unit VI: Environmental Problems

Environmental problems: Global warming

Unit VII: Climate change.

Climate change.

Unit VIII: Method of environment valuation

Method of environment valuation: Hedonic pricing, contingent valuation method

Unit IX: Travel cost

Travel cost method.

Unit X: International environment policy

International environmental policy: Conventions and treaties.

Unit XI: UN effort to protect

UN effort to protect the environment, Stockholm, Rio, Johannes burg agenda 21.

Unit XII: Environmental Governance in India

OECD Environmental committee report Kyoto,

Unit XIII: convention on- Biodiversity

Convention on- Biodiversity,

Unit XIV: Paris climatic

Paris climatic conventions.

Unit XV: Environmental Governance in India

Environmental Governance in India WTO and environment.

Books References:

1. Charles Kolsted, Intermediate Environmental economics, Oxford university press, 2nd edition, 2010.
2. Robert n. Stavins (ed), economics of the environment: selected readings, W.W.Northon, 5th edition, 2005.
3. Roger Permian, Yue Ma, James McGillivray and Michael common, Natural Resource and Environmental economics, Pearson education/ Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992 Environmental economics: A survey, Journal of economics literature, volume 50, PP.675-760.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	Introduced to the economic way of thinking with reference to environmental issues.	L1
CO2	The students will learn how economics provides insight on the cause and management of Environmental damage	L3
CO3	Introduced to the economic way of thinking with reference to environmental issues.	L1
CO4	The students will learn how economics provides insight on the cause and management of Environmental damage	L4
CO5	Introduced to the economic way of thinking with reference to environmental issues.	L5

DLBA-505(G-IV): Indian Social Systems

Course Objectives:

- To develop the understanding about the synthesis of culture.
- To gain knowledge about the modernization and westernization.
- To Acquire and learn about the Caste, Marriage, Family.
- To develop knowledge about the Indian social systems.
- To understand about the social changes in India.

Unit-I

Synthesis of Culture

Unit-II

Tradition

Unit-III

Westernization

Unit-IV

Modernization

Unit-V

Hindu Social System: Varnashram

Unit-VI

Caste, Marriage, Family

Unit-VII

Status of Women.

Unit-VIII

Muslim Social System

Unit-IX

Economic development and Modernization

Unit-X

Economic Caste and Politics

Unit-XI

Indian Social System

Unit-XII

Sanskritization

Unit-XIII

Modernization

Unit-XIV

Nature and Direction of Social Change in India.

Books Recommended:

1. M.N. Srinivas: Social Change in Modern India.
2. K.M. Pannikar: Hindu Society at Cross Roads.
3. Alien Ross: Hindu Family in its, Urban Setting.
4. A.S. Altekar: Position of Women in Ancient India.
5. I. Ahmed: Marriage and Family among Muslims. 6. I. Ahmed: Social Stratification among Muslims.
7. Y. Singh: Modernization of Indian Tradition.
8. K.M. Kapadia: Marriage and Family in India.
9. G.S. Ghurye: Caste, Class and Occupation in India.

10. Prabhu P.N.: Hindu Social Organization.
11. Rajni Kothari: Caste and Politics.
12. I.P. Desai: Some Aspects of Family in Mahuva.
13. Karve H.: Hindu Samaj Me JatiVyavastha.
14. C.T. Khan: Inter Caste and Inter Community Marriage in India.
15. Deepankar Gupta (Ed.) Caste
16. K.L. Sharma: Caste and Class in India.

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Describe the synthesis of culture	L2
CO2	Understand the concept of modernization and westernization.	L6
CO3	Develop and evaluate caste, marriages in social structure.	L6
CO4	Define the Indian social systems.	L1
CO5	Analysis the impact of social changes in India.	L4

DLBA-506(G-V): Social Psychology

Objectives:

- To understand the social psychology.
- To enable students to develop an understanding of social motivation and social attitude.
- Develop proficiency in critical thinking and self-determined learning...
- To gain knowledge Prejudice and public opinion.
- To understand the social change.

Unit I: Introduction of Social psychology

Introduction: History, Scope, Goals and Methods; Social psychology as an Applied science.

Unit II: Social Cognition

Social cognition: Schemas, Mental Frame work for Organization social information; Heuristics and automatic processing.

Unit III: Potential Sources of Errors in Social Cognition

Potential sources of errors in social cognition; Affect and cognition.

Unit IV: Social Motivation

Social Motivation and Interpersonal Attraction: Social Motivation; Meaning and Types.

Unit V: Theories of Achievement Motivation

Theories of Achievement Motivation, Interpersonal Attraction-Meaning, Determinant and Theories.

Unit VI: Social Attitude

Social Attitude: Development and Function; Attitude change and Measurement of Attitude.

Unit VII: Groups and Organization

Groups and Organization: Basic Characteristics of Group Structure; Norms and Ideology, Performance in Group and Individual Situation.

Unit VIII: Cooperation and Conflict

Cooperation and Conflict, Decision making in Groups.

Unit IX: Leadership

Leadership: Origin and Attributes of leadership; Functions, Types and theories of leadership.

Unit X: Prejudice and Stereotype

Prejudice and Stereotypes: Prejudice- Meaning and Origin; Stereotypes- Beliefs about Social Groups, Reasons of forming and using Stereotypes.

Unit XI: Techniques for countering

Techniques for countering prejudice and stereotype.

Unit XII: Public Opinion

Public Opinion and propaganda: Public opinion: Meaning, Formation and Measurement.

Unit XIII: Propaganda

Propaganda: Meaning, Nature and principles, Effect of Media on Propaganda, Propaganda as Effective Tool.

Unit XIV: Social Tension

Social Tension and social change: Social Tension- Meaning, Types, Causes and Effects; Methods of reducing social Tension.

Unit XV: Social Change

Social Change- Meaning, Characteristics and Agents; Resistance to social change and Effects of social change.

Books References:-

- Baron, R.A. and Byrne, D. (2010). Social psychology (11th edition), New Delhi; Person education.
- Mohammad, S. (2009). Samaj manovigyan. New Delhi: Motilal Banarsi Das.
- Myers, D. (2007). Social psychology. New Delhi: Cengage learning.
- Singh, A. K. (2009). Samaj manovigyan ke ruprekha. New Delhi: Motilal Banarasi Das.
- Taylor, S. E., David, L. A. & Sears, O. (2009). Social psychology. New Delhi: Pearson Education.

Course Outcomes: -

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Define the social psychology.	L1
CO2	Demonstrate the motivation and social attitude.	L2
CO3	Explain the leadership.	L2
CO4	Analyze the Prejudice and Stereotypes.	L4
CO5	Classify the social tension and social change.	L5

DLBA-507(G-VI): रीतिकाल

उद्देश्य—

- 1 विद्यार्थियों को रीति कालिन काव्य से परिचित करवाना।
- 2 विद्यार्थियों को विभिन्न कवियों की काव्य शैली की जानकारी देना
- 3 विद्यार्थियों को विभिन्न कवियों की भाषा शैली से परिचित करवाना।

इकाई. I केशवदास

केशवदासरामचन्द्रिका – राम वंदना – पूरण पुराण अरू..... देती मुक्तिको.....

इकाई. II सूर्योदय वर्णन –

अरुण गात अति प्रात.... दिन भामिनी की भाल को।

व्योम में मुनि देखिए..... तिक्षिता तिनकी हुई।

इकाई. III पंचवटी वर्णन –

पंचवटी वर्णन – 1. फल फूलन पूरे रति मधु जाने

2. सब जात फटी धूर मधु जाने

सोभित दडंक की रुचि जनु मूरति लसै।

इकाई. IV हनुमान लंका गमन

हनुमान लंका गमन – 1. हरि केसो वाहन हनुमान चलयों लंक को।

इकाई. V बिहारी (20 दोहे)

बिहारी (दोहे)

- मेरी भव बाधा हरौ.....
- तजि तीरथ हरि राधिका
- नाथ अचानक ही उठै बिन पावक
- कहत नटत रीझत खिझत
- नेहन नैनन को कछु उपजी बड़ी बलाय
- पाय महावर दैन को नाइन बैठी आय

इकाई. VI बिहारी (दोहे)

- मंगल बिन्दु सुरंग मुख शशि केसर
- अंग-अंग नग जगमगत दीपशिखा सी देह.....
- भूसन भारु संभारि है.....
- कीनै हू कोटिक जतन अब कह.....
- या अनुरागी, चित्त की
- जद्यपि सुंदर सर पुनि सगुना दीपक देह.....
- कहा कहौं वाकीदसा हरि प्राणन केइस.....
- पत्रा ही तिथि पाइए वा घर के चहूँ पास
- निस अंधियारी नील पटु, पहरें चलि पियगेह.....
- औंधाई सीसी सुमुखि विरह अगन बिललात....

इकाई. VII बिहारी (दोहे)

- इति जावत उत जात सखि.....
- लाल तुम्हारे बिरह की अगन अनूप अपार....
- कहलाने एकत बसत अहि मयूर मृग बाघ....
- कनक कनक ते सौ गुनी मादकता अधिकाय....
- कौ कहि सकै बडेन सौ लरवै बड़ी हू भूल.....
- नहि पराग नहि मधुर मधु.....

- मरत प्यास पिंजरा परयौ सुआ समय के फेर....
- जगत जनायौ जेहि सकुल सोहरि
- तो लगि या मन सदन में....

इकाई. VIII देव

देव

- जाकै न काम न क्रोध विरोध....
- कोऊ कहौ कुलटा कुलीन अकुलीन कहौ....
- रावरौ रूप भरि नैनन.....
- गंग—तरंगिन बीच बरंगिनि.....
- ऐसे जु हौ, जानत कि जैहे तु विषय के संग.....
- डार द्रुम पालना बिछौना नव पल्लव के....

इकाई. IX देव

- जब तै कुंवर कान्ह रावीर कला—निधान....
- राधिका कान्ह को ध्यान करै तब कान्ह....
- माखन सों मन दूध सौ जोबन...
- को बचिहै यह बैरी बसन्त पै आवत...

इकाई. X भूषण

भूषण

- साजि चतुरंग—सैन अंग मैं उमंग धारि सरजा सिवाजी जंग जीतन चलत है।
- बाने फहराने घहराने घंटा गजन के नाही ठहराने रावरने देसदेस को।
- बेद राखे बिदित पुरान परसिद्ध राखे राम—नाम राख्यो अति रचना सुघर में।
- उतरि पलंग तें न दियो हैं धरा पै पग तेऊ सगबग निसिदिन चली जाती हैं।
- ऊँचे घोर मंदर के अंदर रहनवारी ऊँची घोर मंदर के अंदर रहाती है।

इकाई. XI भूषण

- अतर गुलाब चोवा चंदन सुगंध सब सहज सरीर की सुबास बिकसाती है।
- सोंधे को अधार किसमिस जिनको अहार चार अंक—अंक मुख चंदके समानी है।
- आपस की फूट ही तें सारे हिंदुवान टूटे टूट्यो कुल रावन अनीति अति करतें।
- भुज—भुजगेस की बैसंगिनी भुजंगिनी सी खेदि खेदि खाती दीह दारुन दलन के।
- अति सौंधे भरी सुखमा सु खरी मुख ऊपर आई रहीं अलकैं।

इकाई. XII धनानंद

धनानंद

1. छवि कौ सदन, मोदमंडित बदन—चन्द
2. भोर, ते सांझ लौ कानन ओर निहारित बावरी नैक न हारति।
3. सोएँ न सोयबो, जागे न जाग, अनोखियै लाग सु अँखिन लागी
4. नित द्यौस खरी, उर मांझ अरी, छवि रंग—भरी मुरि चाहनि की
5. अन्तर उदेग—दाह, अँखिन प्रवाह—आँसू
6. नैनन मैं लगे जाय, जागै सु करेजे बीच
7. दिननि के फेर सों, भयो है हेर—फेर ऐसी
8. कौन की सरन जैये आप त्यों काहू पैये
9. जासौं प्रीति ताहि निदुराई सों निपट नेह,
10. मीत सुजान अनीत करो जिन, हा हा न हूजियै मोहि अमोहि

इकाई. XIII आलम

आलम

1. रुचिर बरन चीरु चन्दन चरित्र सुचि....
2. अँखियाँ भली जू ऐसे अँसुवानी धारै, नातो.....
3. चाहती सिंगार तिन्हें सिंगी को सगाई कहा,....
4. बारैं तें न पलक लगत बिनु साँवरे ते,
5. सीत रिपु भीत भई छाती राती ताती तई,....

6. लता प्रसून डोल बोल कोकिला अलपा केकि,
7. पालन खेलत नन्द ललन छलन बलि,
8. दैहों दधि मधुर धरनि धरयो छोरि खैहैं,....
9. नीके न्हाइ धोई धूरि पैठो नेव, बैठो आनि,.....
10. गोरस सुढौरी लिये संभु ताको मत दिये,

इकाई. XIV पद्माकर

पद्माकर

1. कूलन में, केलिन, कछारन में, कुंजन में,
2. औरै भाँति कुंजन में गुंजरत भौरे-भीर,
3. चंचला चमाकैं चहूँ ओरन तैं चाह-भरी,
4. आयी हौ खेलन फाग इहाँ वृषभानपुरी तैं सखी संग लीने।....
5. सीज ब्रज चंद पै चली यों मुखचंद जा को,
6. ऐसी न देखी सुनी सजनी धनी बाढ़त जात बियोग की बाधा।...
7. तीर पर तरनि-तनूजा के तमाल-तरे,
8. फहरे निसान दिखानि जाहिर, धवल दल बक पांत से।.....
9. सिर कटहिं, सिर कटि धर कटहिं, धर कटि सुहय कटि जात है..
10. किल किलकत चंडी, लहि निज खंडी, उमडि, उमंडी, हरषिति है...

इकाई. XV सेनापति

सेनापति

1. राखति न दोपै पोपै पिंगल के लच्छन कौं,
2. बानी सौं सहित सुबरन मुँह रहै जहाँ
3. करत कलोल स्त्रुति दीरघ, अमोल, तोल,
4. कालिंदी की धार निरधार है अधर, गन
5. सौहे संग आलि, रही रति हु के उर सालि,
6. मालती की माल तेरे तन कौ परस पाइ,
7. मानहु प्रबाल ऐसे ओठ लाल लाल, भुज,
8. बरन बरन तरु फूले उपवन बन,

सहायक पुस्तकें –

1. शर्मा, मुंशीराम (1958) भक्ति का विकास, वाराणसी, चौखम्बा विद्याभवन
2. बड़थवाल, पीताम्बरदत्त (सं. 2007) हिन्दी काव्य में निर्गुण सम्प्रदाय. लखनऊ, अवध पब्लिशिंग हाउस
3. प्रेमशंकर (1979) भक्तिकाव्य की सामाजिक सांस्कृतिक चेतना, नई दिल्ली, दि मैकमिलन कंआफ इंडिया लि
4. मलिक, मोहम्मद (1971) वैष्णव भक्ति आन्दोलन का अध्ययन, नई दिल्ली, राजपाल एण्ड सन्स
5. शुक्ल, कृष्णशंकर (1971) केशव की काव्यकला, बनारस, सुलभ पुस्तकमाला कार्यालय
6. ओम प्रकाश (1978) बिहारी, दिल्ली, राजपाल एण्ड सन्स

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों को रीति कालिन काव्य से परिचित करवाया जा सकेगा।	L1
CO2	विद्यार्थियों को विभिन्न कवियों की काव्य शैली की जानकारी प्राप्त हो सकेगी।	L5
CO3	विद्यार्थियों को विभिन्न कवियों की भाषा शैली से परिचित का अवसर प्राप्त हो सकेगा।	L2
CO4	विद्यार्थियों रीति कालिन काव्य से परिचित हो सकेंगे।	L3

DL VAC 005 : New Venture Development

Course Objectives:

Entrepreneurship is about creating and building something of value from practically nothing. The challenges of forming an organization and marshalling the resources necessary to capitalize on a high potential opportunity indeed are daunting. But beyond this startup phase, the issues related to managing a growing organization while considering a multitude of new stakeholders. This course examines the problems and issues confronting entrepreneurs beyond the start-up of a new venture. After taking this course, students should be able to :

- Identify key skills required by entrepreneurs for new venture creation.
- Anticipate factors affecting feasibility of a new venture.
- Evaluate the managerial skill requirements associated with the progression of a company through the growth lifecycle

Course Contents:

Unit I	The evolution of the concept of entrepreneurship, John Kao's Model on Entrepreneurship, entrepreneur's role, task and personality, types of entrepreneurship, Importance of entrepreneurship. Developing creativity and understanding innovation, stimulating creativity; Organizational actions that enhance/hinder creativity,
Unit II	Managerial responsibilities, Creative Teams; Sources of Innovation in Business; Managing Organizations for Innovation and Positive Creativity. Recognizing Opportunities and Generating Ideas, Entry strategies: New product, Franchising, Buying an existing firm, Franchising; advantages/disadvantages of franchising; types of franchise arrangements; franchise evaluation checklist
Unit III	Feasibility Analysis : Marketing, Technical and Financial Feasibility analysis, Industry and Competitor Analysis
Unit IV	Assessing a New Venture's Financial Strength and Viability, Writing a Business Plan, Developing an Effective Business Model
Unit V	Preparing the Proper Ethical and Legal Foundation, Building a New-Venture Team, Leadership; Corporate Entrepreneurship, Social Entrepreneurship
Unit VI	Strategic planning for business; Steps in strategic planning, Forms of ownership – Sole proprietorship; partnership; limited liability partnership and corporation form of ownership; advantages/disadvantage. Managing growth; Valuation of a new company, Harvesting and Exit Strategies
Unit VII	Arrangement of funds; Traditional sources of financing, Loan syndication, Consortium finance, role played by commercial banks, appraisal of loan applications by financial institutions, Alternate Source of Funding: Venture capital, Angel Investment, Crowd Funding, Boot Strapping, Business Incubators, Government grants and Subsidies
Unit VIII	Financial schemes offered by various financial institutions and study of Government Schemes that support Entrepreneurs, Start-ups, MSMEs, any new venture, rules and regulations governing support by these institutions.

Text Books:

1. Lisa Gundry ,Jill Kickul ; Entrepreneurship Strategy : Changing Patterns in New Venture Creation, Growth, and Reinvention, Sage Publications, 2006
2. Barringer B.R. and Ireland R.D., 2006. Entrepreneurship: Successfully Launching New Ventures. Pearson: New Jersey.

Suggested Readings :

1. Dynamics of Entrepreneurial Development and Management; by V Desai,
2. Stephen Spinelli, Robert J. Adams New Venture Creation: Entrepreneurship for the 21st Century McGrawHill
3. Arya Kumar , Entrepreneurship: Creating and Leading an Entrepreneurial Organization Pearson

Course Outcomes

CO	Statement
CO1	Understand and develop creative skills essential for being an entrepreneur
CO2	Perform feasibility analysis to identify potentially successful new venture.
CO3	Develop effective teamwork and leadership skills
CO4	Develop an understanding about strategic planning & management of a venture
CO5	Identify funding options for setting up a new venture

Semester VI

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-601	Commucation Skill	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-602(G-I)	History of Modern World	4	70	30	100
DLBA-603(G-II)	Indian State Politics	4	70	30	100
DLBA-604(G-III)	History of Economic Thought	4	70	30	100
DLBA-605(G-IV)	Sociology of Villages	4	70	30	100
DLBA-606(G-V)	Counseling Psychology	4	70	30	100
DLBA-607(G-VI)	Aadikal and Bhaktikal	4	70	30	100
Multidiciplinary Course					
DL VAC 006	Critical Thinking	4	70	30	100
Total		20	350	150	500

DLBA-601: Communication Skills

Course Objectives:

1. To identify common communication problems that may be holding learners back
2. To identify what their non-verbal messages are communicating to others
3. To understand role of communication in teaching-learning process
4. To learn to communicate through the digital media
5. To understand the importance of empathetic listening
6. To explore communication beyond language.

Course Contents

Unit I	Techniques of effective listening
Unit II	Listening and comprehension, Probing questions
Unit III	Barriers to listening
Unit IV	Speaking: Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors
Unit V	Meaning of non-verbal communication, Introduction to modes of non-verbal communication, Breaking the misbeliefs ,
Unit VI	Open and Closed Body language, Eye Contact and Facial Expression Hand Gestures, Do's and Don'ts, Learning from experts, Activities-Based Learning
Unit VII	Techniques of effective reading, Gathering ideas and information from a given text: Identify the main claim of the text, Identify the purpose of the text, Identify the context of the text, Identify the concepts mentioned,
Unit VIII	Evaluating these ideas and information: Identify the arguments employed in the text
Unit IX	Identify the theories employed or assumed in the text, Interpret the text: understand what a text says, To understand what a text does, To understand what text means.
Unit X	Clearly state the claims, Avoid ambiguity, vagueness, unwanted generalisations and oversimplification of issues, Provide background information, Effectively argue the claim, Provide evidence for the claims,
Unit XI	Use examples to explain concepts, Follow convention, Be properly sequenced, Use proper signposting techniques, Be well structured: Well-knit logical sequence, Narrative sequence, Category groupings.
Unit XII	Different modes of Writing: E-mails, Proposal writing for Higher Studies Recording the proceedings of meeting: Any other mode of writing relevant to learners
Unit XIII	Role of Digital literacy in professional life: Trends and opportunities in using digital technology in workplace, Internet Basics, Introduction to MS Office tools: Paint, Office, Excel ,.PowerPoint
Unit XIV	Introduction to social media websites, Advantages of social media, Ethics and etiquettes of social media.
Unit XV	How to use Google search better, Effective ways of using Social Media, Introduction to Digital Marketing

Text Books:

1. SenMadhucchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
2. Silvia P. J. (2007), *How to Read a Lot*, American Psychological Association, Washington DC

Suggested Readings:

1. Public Speaking, Michael Osborn and Suzanne Osborn, Biztantra
2. Handbook of Practical Communication Skills-Chrissie Wrought, published by Jaico Publishing House.

Course Outcomes:

CO	Statement
	After completion of this course, students will be able to:
CO1	Adapt effective listening skills
CO2	Learn and demonstrate effective speech.
CO3	Learn and demonstrate effective reading skills
CO4	Know and practice effective writing skills
CO5	Understand and recognize the importance of digital literacy and social media

DLBA-602(G-I): History of Modern World

Course Objectives:

- Knowledge of Modern World History
- Identify the Sources of Modern World History
- Knowledge of Step by Step Deployment of Modern World History
- To Arose Interest in the Study of Modern World History
- To Recognize the Growing Environmental of Modern World History

Unit-I

Renaissance and the beginning of the modern era. Reformation and Counter- Reformation

Unit-II

Economic changes - Feudalism to Capitalism. The American Revolution - causes, nature and consequences

Unit-III

The French Revolution - causes, main events, and impact. Evaluation of Napoleon Bonaparte. Industrial Revolution - causes, processes and impact.

Unit-IV

Rise of Nationalism in the 19th century. National unification of Germany and Italy

Unit-V

Age of conservatism and Revolutions of 1850 and 1848 in Europe Growth of Imperialism and Colonialism

Unit-VI

Exploitation of New World with special reference to countries of Asia and Africa. Eastern question and its complexities for Europe

Unit-VII

Nature of European Imperialism in China. Revolution of 1911 in China - principles of Sun-yat-sen. Modernisation of Japan in the 19th century. First World War - causes and consequences. League of Nations.

Unit-VIII

The Russian Revolution of 1917. The Great Economic Depression and Recovery

Unit-IX

Fascism in Italy and Nazism in Germany. Second World War

Unit-X

United Nations Organisation objectives, achievements, limitations

Unit-XI

The Chinese Revolution of 1949. Cold War.),

Unit-XII

Africa Apartheid to Democracy

Unit-XIII

Emergence, of Third World and Non-Alignment. Arab World (Egypt), South-East Asia (Vietnam

Unit-XIV

Soviet Disintegration and the Unipolar World. Globalisation and its impact

Books Recommended gultagere):

1. **G. Dickens**, The Age of Humanism and Reformation, New Jersey, 1972, From Reformation to Industrial Revolution, Penguin, 1970 Christopher Hill:

2. **H. B. Parks**, The United States of America-A History, Indian Reprint, Calcitta, 1976
3. **Georges Lefebvre**, Coming of the French Revolution, Princeton, 1989
4. **D. Hazer**, Modern Europe to 1945, Indian Reprint, Delhi, 1977
5. **David Thompson**, Europe since Napoleon, Penguin, 1966
6. **George Vernadsky**, A History of Russia, 1961
7. **Harold M. Virlacke**, A History of the Far East in Modern Times, Indian Reprint Ludhiana
8. **J. P. Taylor**, The Origins of the Second World War
9. **H. A. Davies**, Outlinte History of the World, 1968
10. **J. E. Swain**, A History of World Challisation, Indian Reprint, New Delhi, 1994
11. **Louis L. Synder**, The Making of Madera Meii, Princeton, 1967 अमेरिका का इतिहास पढ़ना 1972

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Modern World History.	L1
CO2	Develop knowledge about Sources of Modern World History.	L3
CO3	Illustrate about Step by Step Deployment of Modern World History.	L2
CO4	Evaluate the Study of Modern World History.	L5
CO5	Classify the Growing Environmental of Modern World History.	L4

DLBA-603(G-II): Indian State Politics

Course Objectives:

- To gain an understanding of the democracy.
- To understand the princely states.
- To gain knowledge of constitutional framework .
- To develop the understanding about elections.
- To understand the Jai Public opinion and media.

Unit-I Democracy

Background: Trend in the go'th Of Nationalism and Democracy British

Unit-II Princely States

India and Princely States

Unit-III Linguistic States

Linguistic States-Structure-Organization and aftermath

Unit-IV Constitutional Framework

Constitutional Framework of Governance of States

Unit-V Governor

Office of the Governor, Chief Minister and council of Ministers

Unit-VI State Legislature

State Legislature; Political Parties and general

Unit-VII Role of Caste

Role of Caste, Religion

Unit-VIII Elections

Elections; the pattern of party alliances; gains and short- falls in general elections

Unit-IX General elections

Falls in general elections; Patterns of leadership in states.

Unit-X Trade Unions

Major Pressure Groups in India with special reference to Trade Unions

Unit-XI Public opinion

Public opinion in India

Unit-XII Media

The Media its role and unpact;

Unit-XIII Commerce

Chambers of Commerce

Unit-XIV State Politics

Region and language in State Politics.

Recommended Books:

1. Iqbal Narain & Other (Eds.): State Politics in India.
2. Ganvile Austin: The Indian Constitution :,Comer Stone of a Nation.
3. VP. Menon: The Story of the Integration of Indian States..
4. K. Santhanam : Union-State Relations in India. H.M. Jam: State Governments. A.R. Desai : Social Background of Indian Nationalism.
5. Harish Chandra Bharat main Rajyon ki Rajneeti.
6. C.H. Phillips (Ed.): Politics and Society in India.

7. Rajni Kothari & others: Party System and Election Studies.
8. R.L. Hardgrave: The Dravidian Movement.
9. Ramkirshan Nair : How the Communists Came to Power in Kerala..
10. G.K. Bhargava: After Nehru-India's New Image.
11. M.A. ihangiani: Jana Sangh and Swatantra.
12. E.M.S. Nambodripad: The National Question in Kerala.
13. L.P. Sinha : The Left in India. Sission: The Congress Party in Rajasthan.

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Define the concept of democracy.	L1
CO2	Understand the princely states	L2
CO3	Understand the constitutional framework.	L6
CO4	Apply appropriate elections	L3
CO5	Understand the Public opinion and media	L2

DLBA-604(G-III): History of Economics Thought

Course Objectives:

- To enable the students to know about Mercantilism and natural order
- To make them aware about Economic Development
- To make them familiar with Different Theories
- To acquaint them with some Critics of classical school and Theories

Unit I

Mercantilism and natural order: View on trade. Money prices, Wages and employment, Physiocracy

Unit II

Mercantilism and natural order: Primacy of agriculture, Net product and circulation of wealth

Unit III

Mercantilism and natural order: Theory taxation and role of government.

Unit IV

Economic Development-I: Adam smith-Views on division of labor, Theory of values according to smith.

Unit V

Economic Development-II: Capital accumulation, Distribution, International trade. Economic development, Critiques of Adam smith.

Unit VI

Different Theories-I: T.R. Malthus- Theory of production. Theory of Gluts.

Unit VII

Different Theories-II: David Ricardo-Theory of value distribution, foreign trade, Economic development.

Unit VIII

Different Theories-II: Theory of Rent.

Unit IX

Critics of classical school and Theories-I: Classical School- Sismondi, Robert Owen, Friedrich List. J.S- Theory of value. View on production and dis

Unit X

Critics of classical school and Theories-II: Karl Marx- Efforts at scientific socialism. Theory of Money

Unit XI

Critics of classical school and Theories-II: Theory of capital accumulation and crisis distribution.

Unit XII

Different schools and Economics Ideas-I: German Historical school.

Unit XIII

Different schools and Economics Ideas-I: Mathematical school and the development of Marginalism.

Unit XIV

Different schools and Economics Ideas-II: Neo-classical school- Marshall, pigou and Keynes.

Unit XV

Different schools and Economics Ideas-I: Economics Ideas of Kautilya, Dadabhai Naroji, Mahatma Gandhi, J.K Mehta, B.R Ambedkar an Deendayal Upadhayaya.

Books recommended:

1. Louise Hancy. History of Economic Thought. Surjit publication, New Delhi.
2. Eric Roll: History of Economic Thought, Faber and faber (Rupa)

3. Gide and Rist: History of Economic Doctrine.
4. M.R blau: Economic Theory in Retrospect, History of Economic Thought form Adam smith to J.M. Keynes, (5TH Edition). Cambridge University press Cambridge.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	know about Mercantilism and natural order	L1
CO2	Make them aware about Economic Development	L3
CO3	Make them familiar with Different Theories	L2
CO4	Acquaint them with some Critics of classical school and Theories	L3
CO5	Enable the students to know about Mercantilism and natural order	L5

DLBA-605(G-IV): Sociology of Villages

Course Objectives:

- To develop the understanding about Rural Sociology.
- Acquire a conceptual understanding Peasant Society.
- To Acquire and learn social structure.
- To develop knowledge formal and informal Administrative Structures
- To evolve impact of Urbanization.

Unit-I Rural Sociology

Introduction to Rural Sociology

Unit-II Development

Concept of Rural Sociology & its Development

Unit-III Village

Basic Concepts: Village

Unit-IV Society

Peasant Society

Unit-V Agrarian Structure

Agrarian Structure, Little, Great & Multiple traditions

Unit-VI Urban Continuum

Rural-Urban Continuum

Unit-VII Economy & Polity

Features of Economy & Polity in relation to village

Unit-VIII Social Structure

Social Structure of Village

Unit-IX Family

Family, Caste, Kinship and Gender

Unit-X Village Life

Religion and Village Life

Unit-XI Administrative Structures

Formal and Informal Administrative Structures: Village Panchayats, Caste Panchayat

Unit-XII Poverty

Agrarian Distress in Villages: Suicide, Indebtedness, Poverty

Unit-XIII Movement in India

Agrarian Movement in India

Unit-XIV Village Systems

Impact of Urbanization & Globalization in Village Systems

Essential Readings: (in English):

1. Desai A.R., 1959: Rural Sociology India, Popular Prakashan, Bombay.
2. Rao M.S.A., 1874: Urban Sociology in India, Orient Longman, New Delhi.
3. Desai A.R., 1979: Rural Sociology. India in Transition, Popular Prakashan, Bombay.
4. D'Souza Alfred, 1978: The Indian City, Poverty, Ecology and Urban Development, Manohar Publication, New Delhi.
5. RamkrishanaMukarjee, 1957: The Dynamics of Rural Society, Berlin.

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Describe the rural sociology	L2
CO2	Understand the concept of peasant society.	L6
CO3	Develop the knowledge about the social structure .	L6
CO4	Define the formal and informal administrative structures.	L1
CO5	Evolve impact of Urbanization.	L6

DLBA-606(G-V): Counseling Psychology

Course Objectives:

- To understand the impact of introduction of counseling process.
- To know about counseling – related activities.
- To demonstrate understanding of the psychoanalytical and humanistic approach.
- To gain the knowledge about the cognitive and behavioral approach.
- To develop knowledge about counseling in a multicultural society.

Unit I: Concept of Counseling

Introduction: Meaning, Purpose and Goals; History and Current Trends in Counseling.

Unit II: Counseling Process and Relationships

Counseling Process and Counseling Relationships: Nature and Determinants: Steps of Counseling, Process;

Unit III: Initial Interview

Initial Interview: Types and Conduction, Exploration and the Identification of Goals.

Unit IV: Personal and Professional Aspects

Personal and Professional Aspects: Personality and Background of the Counselor.

Unit V: Professional Counseling

Professional Counseling – related activities; Ethical and legal aspects: Ethics, morality.

Unit VI: Law and Counseling

law and Counseling, Professional Codes of Ethics and Standards; Ethical decisions.

Unit VII: Psychoanalytical and Psychodynamic Approach

Psychoanalytical and Psychodynamic Approach: Freudian, Neo-Freudian and Modern.

Unit VIII: Humanistic Approach

Humanistic Approach: Existential and Client-centered.

Unit IX: Cognitive and Behavioral Approach

Cognitive and Behavioral Approach: Rational Emotive, Transaction Analysis and Behavior Modification.

Unit X: Counseling with Diverse Population

Counseling with Diverse Populations: Aged Populations, Gender-based Counseling.

Unit XI: Group Counseling and Crisis Intervention Counseling

Group Counseling and Crisis Intervention Counseling.

Unit XII: Multicultural Counseling

Counseling in a Multicultural Society: Counseling across culture and ethnicity, History of Multicultural Counseling.

Unit XIII: Issues in Multicultural Counseling

Issues in Multicultural Counseling, Counseling with specific Cultural groups.

Unit XIV: Career Counseling

Career Counseling over the Life Span: Importance of Career Counseling.

Unit XV: Scope of Career Counseling

Scope of Career Counseling and Careers, Career Information, Career Counseling with Diverse Populations.

References:

1. Gladding, S.T. & Batra, P. (2018). Counseling A Comprehensive Profession. New Delhi: Pearson Publication.
2. Gibson, R.L. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance. New Delhi: Pearson India Education.
3. George, R.L. & Cristiani, T.S. (1994). Counseling Theory and Practice. New Delhi: Prentice – Hall.
4. Gelso, C.G. & Fretz, B. (2007). Counseling Psychology; Practices, Issues and Interventions. New Delhi : Cengage Learning.
5. Capuzzi, S. (2008). Counseling and Psychotherapy. New Delhi: Pearson

Course outcome:-

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about counselling process.	L1
CO2	Develop knowledge about counselling – related activities.	L3
CO3	Illustrate about psychoanalytical and humanistic approach.	L2
CO4	Evaluate the cognitive and behavioural approach.	L5
CO5	Classify counselling in a multicultural society.	L4

DLBA-607(G-VI): आदिकाल और भक्तिकाल

उद्देश्य—

1. आदिकाल एवं भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. साहित्य के विभिन्न रूपों की जानकारी प्रदान करना।
3. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।
4. विभिन्न साहित्य काव्यशैलियों से रचनात्मक अनुभव प्राप्त करना।
5. विभिन्न काव्य परम्परा को जानना

इकाई I ढोला मारू रा दोहा

ढोला मारू रा दोहा

संपादक नरोत्तम दास स्वामी

दोहा संख्या — 119 से 133 तक

इकाई II

विद्यापति — संपादक

- शिवप्रसाद सिंह
- नन्दक नन्दन — विद्यापति पदावती
- सुन जसिया ऊबन बजाऊ विपिन बसिया
- विरह व्याकुल मृदुल तरुतर
- कुंज भवन से चल भेलि हे
- सखि हे कतऊं न देख मधाई

इकाई III

चन्दबरदाई

- संपादक—पृथ्वीराज रासौ, संपादक—हजारी प्रसाद द्विवेदी, नामवत सिंह

इकाई IV

कैमास करनाटी प्रसंग — 1 से 5 छंद

इकाई V

कबीर दास

- कबीर ग्रंथावली संपादक — श्याम सुन्दर दास
- विरह को अंग साखी संख्या — 7,8,9,11,12,13,14,15,16,17
- पद — दुलहन गावहु मंगल चार
- गोविन्द हम ऐसी अपराधी
- पंडित वाद वदन्ते झूठा
- कोई जाणैगा जाणनहारा
- न जाने मिलन गोपाला

इकाई VI

सूरदास

- पद सूरसागर सार — सं. डॉ. धीरेन्द्र वर्मा
- ऊधो अखियां अति अनुरागी
- उपमा एक न नैन गही
- ऊधो मन नाहीं दस—बीस
- निर्गुण कौन देस को वासी
- हमारे हरि हारिल की लकरी
- उर में मारवन चोर गड़े
- मधुकर श्याम हमारे चोर
- ऊधौ भली करी ब्रज आए
- लखियत कालिन्दी अति कारी

इकाई VII

तुलसीदास

- छंद कवितावली – गीता प्रेस गोरखपुर
- पुरते निकसी रघुवरी वधू
- जल को गए लक्खन है लरिका
- रानी मैं जानि अजानी महा
- सुन सुंदर बैन सुधारस साने
- कोपि दशकंध तव प्रलय पयोध बोले
- पावक पवन पानी मानु हिग कातु जम्मु

इकाई VIII जायसी

जायसी

- गजवासि बटा भलै भूमि
- जायीस ग्रंथावली, सं. – रामचन्द्र शुक्ल

इकाई IX

- सिंहलद्वीप कवर्णन खण्ड, प्रारम्भ के 6 अंश
- सिंहल दीप कथा अब गांउ..... भासा लेहि दर्ई कर नाभु

इकाई X मीरा

मीरा

- मीरा मुक्तावली सं. – नरोत्तम स्वामी
- पद संख्या – 14, 15, 16, 20, 23, 28, 31, 32

इकाई XI मीरा

मीरा

- मीरा मुक्तावली सं. – नरोत्तम स्वामी
- पद संख्या – 14, 15,

इकाई XII मीरा

मीरा

- मीरा मुक्तावली सं. – नरोत्तम स्वामी
- पद संख्या – 16, 20,

इकाई XIII मीरा

मीरा

- मीरा मुक्तावली सं. – नरोत्तम स्वामी
- पद संख्या – 23, 28,

इकाई XIV मीरा

मीरा

- मीरा मुक्तावली सं. – नरोत्तम स्वामी
- पद संख्या – 31, 32

इकाई XV रसखान

रसखान

- रसखान रचनावली सं. – विद्यानिवास मिश्र
- सुजान रसखान अंश से प्रथम 8 छंद

पुस्तकें:

1. हिन्दी साहित्य का इतिहास— संपादक डॉ नगेन्द्र, डॉ हरदयाल मयूर पेपर बैक्स नोएडा।
2. हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल नागरी प्रचारिणी सभा काशी।
3. हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर मुंबई।
4. कबीर ग्रंथावली संपादक श्यामसुंदरदास
5. जायसी —पद्मावत, संपादक, आचार्य रामचन्द्र शुक्ल
6. मीरा ग्रंथावली संपादक कल्याण सिंह शेखावत
7. रसखान ग्रंथावली संपादक विद्यानिवास मिश्र
8. सूरदास — संपादक — आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास — रामचन्द्र शुक्ल

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	आदिकाल एवं भक्तिकालीन काव्य एवं कवियों से परिचित करवाया जा सकेगा।	L1
CO2	साहित्य के विभिन्न रूपों की जानकारी प्रदान हो सकेगी।	L3
CO3	विभिन्न साहित्यकारों की काव्यशैलियों से परिचित हो सकेगी।	L2
CO4	विभिन्न साहित्य काव्यशैलियों से रचनात्मक अनुभव प्राप्त कर सकेगे।	L4
CO5	विभिन्न काव्य परम्परा को जान सकेंगे।	L5

DL BA.608: हिन्दी भाषा एवं व्याकरण

Credits: 4

Course Code: DLBA. (Hindi) 106

External: 70

(Marks)

Internal: 50

(Marks)

उद्देश्य—

- विद्यार्थियों को नवीन गद्य विधा, परिचित कराना।
- विद्यार्थियों में कहानी लेखन कौशल विकसित करना।
- विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।
- नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
- विद्यार्थियों को नवीन उपन्यास विधा से परिचित कराना।

इकाई I हिन्दी भाषा

भारतीय भाषाएँ और हिन्दी, हिन्दी भाषा का उद्भव एवं विकास: अवहट्ट और पुरानी हिन्दी का संबंध, काव्य-भाषा के रूप में अवधि और ब्रज का विकास, खड़ी बोली का साहित्यिक भाषा के रूप में रूपान्तर, स्वाधीनता आंदोलन में हिन्दी का राष्ट्रभाषा के रूप में विकास।

इकाई II राजभाषा के रूप में हिन्दी:

नियोजन, विकास और समस्याएँ, संवैधानिक प्रावधान, हिन्दी भाषा का विस्तार, शिक्षा, ज्ञान और तकनीक की भाषा,

इकाई III हिन्दी भाषा-प्रयोग के रूप

हिन्दी भाषा-प्रयोग के रूप : बोली, मानक भाषा, सम्पर्क आदि। राजभाषा-राष्ट्रभाषा, संचार (तकनीक) भाषा।

इकाई IV हिन्दी और उसकी बोलियाँ:

हिन्दी और उसकी बोलियाँ:

अवधी, ब्रज, खड़ी बोली तथा राजस्थानी समूह (मारवाड़ी, मेवाती, ढूँढाड़ी, हाड़ौती, मेवाड़ी, बागड़ी और मालवी)

इकाई V मानक हिन्दी

मानक हिन्दी के प्रमुख व्याकरणिक अभिलक्षण

इकाई VI देवनागरी लिपि:

नामकरण, उद्भव, विकास, विशेषताएँ, हिन्दी ध्वनियों एवं देवनागरी लिपि का मानकीकरण, मानक लिपिमाला (वर्णमाला)

इकाई VII व्याकरण

अर्थ स्वरूप और इतिहास, हिन्दी के प्रमुख वैयाकरण, हिन्दी व्याकरण के स्रोत।

इकाई VIII शब्द संरचना :

संधि, उपसर्ग, प्रत्यय और समास

इकाई IX शब्द-प्रकार

अर्थ, स्रोत और संरचना के आधार पर

इकाई X शब्द-शुद्धि

शब्द-शुद्धि

इकाई XI वक्य संरचना

वाक्य : अर्थ स्वरूप एवं प्रकार

इकाई XII पद-परिचय,

पद-परिचय, संज्ञा, सर्वनाम, विशेषण, क्रिया और क्रिया-विशेषण के प्रकार एवं प्रकार्य

इकाई XIII वाक्य-प्रकार:

वाक्य-प्रकार: सरल, संयुक्त एवं मिश्र

वाक्य-विन्यास: उद्देश्य एवं विधेय

इकाई XIV व्याकरणिक कोटियाँ:

व्याकरणिक कोटियाँ: वचन, लिंग, पुरुष, कारक और वाच्य आदि

इकाई XV वाक्य-शुद्धि

वाक्य-शुद्धि

पुस्तकें

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी उपन्यास: लक्ष्मीसागर वाष्णीय, राधाकृष्ण प्रकाशन नई दिल्ली
3. हिन्दी कहानी: स्वरूप और संवेदना-राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4. कहानी: नई कहानी-नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दी साहित्य का इतिहास नगेन्द्र मयूर पेपर बैक्स नोएडा
6. हिन्दी कहानी: अन्तरंग पहचान-रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7. हिन्दी उपन्यास: एक अंतर्घात-रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली
8. कथाकार वृंदावन लाल वर्मा-शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों को नवीन गद्य विधा, परिचित हो सकेंगे।	L1
CO2	विद्यार्थियों में कहानी लेखन कौशल विकसित हो सकेगा।	L4
CO3	विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाया जा सकेगा।	L5
CO4	नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित हो सकेंगे।	L1
CO5	विद्यार्थियों को नवीन उपन्यास विधा से परिचित करवाया जा सकेगा।	L2

Semester VII
BA (Hons.) with Research

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-701	Research Methodology	4	70	30	100
Core/SEC/Elective Courses (Any three of the following)					
DLBA-702(G-I)	Indian National Freedom Movement	4	70	30	100
DLBA-703(G-II)	Comparative Political Institutions	4	70	30	100
DLBA-704(G-III)	Public Finance	4	70	30	100
DLBA-705(G-IV)	Social Thinkers	4	70	30	100
DLBA-706(G-V)	Clinical Psychology	4	70	30	100
DLBA-707(G-VI)	Kahani and Upanayas	4	70	30	100
Field Project / Internship					
DLBA-708	Minor Research Project	4	70	30	100
Total		20	350	150	500

DLBA-701: Research Methodology

Course Objectives

The course enables the students:

1. Develop an understanding of Role of Business Research, Process of Research and types of research.
2. Explain the mechanism for defining the Research problems and develop Research Proposals.
3. Develop an understanding of merits and limitations of various research designs, types of data and methods of data collection.

Course Contents

Unit I	Meaning, Objective and Types of Research;
Unit II	Criteria of good Research; Defining of Research Problem;
Unit III	The Research Process: an overview.
Unit IV	Introduction of Research Proposal, Types of Research Proposals
Unit V	Meaning and need of Research design
Unit VI	Classification of Research design: Exploratory research studies, Descriptive Research studies and Experimental research studies;
Unit VII	Sampling: Basic Concepts: Defining the Universe, Concepts of Statistical Population, Sample, Characteristics of a good sample. Sampling Frame, Sampling errors, Non Sampling errors
Unit VIII	Probability and Non Probability Sampling. Primary and Secondary data,
Unit IX	Methods of collection of primary data, Questionnaire design and administration, Collection of Secondary data
Unit X	Data Analysis: Editing, Coding, Tabular representation of data. Graphical Representation of Data. Hypothesis,
Unit XI	Concept of Hypothesis Testing – Logic & Importance. One sample test: z test, t test and Chi square test
Unit XII	Two sample test: z test, t test and Chi square test. Analysis of Variance (ANOVA)
Unit XIII	Interpretation, Significance of report writing
Unit XIV	Types of research report, Different steps in writing report;
Unit XV	Presentation of report: Communication dimensions

Text Books:

1. Kothari, C. R., Research Methodology – Methods and Techniques, New Age International (P) limited Publishers, New Delhi.

Suggested Readings:

1. Business Research Methods; S.N. Murthy & U. Bhojanna; Excel Books, New Delhi
2. Business Research Methods; Donald R Cooper and Pamela S Schindler; Tata McGraw Hills, New Delhi.

3. Business Research Methods – William G. Zikmund; 7th Ed. VII Indian Reprint 2008; Cengage, New Delhi.

Course Outcomes:

CO	Statement
CO1	Gain the Knowledge & understanding of concept / fundamentals for different types of research.
CO2	Applying relevant research techniques.
CO3	Evaluating relevant data collection techniques and displaying of data collected
CO4	Classifying different techniques of sampling and Evaluating statistical analysis which includes t test, z test, ANOVA technique in doing research.
CO5	Applying Interpretation and prepare research report.

DLBA-702(G-I) : Indian National Freedom Movement

Course Objectives:

- To Provide Knowledge of Indian National Movement
- To Knowledge Activity Step by Step Indian National Movement
- To the Knowledge of Indian Nation Movement Independent Freedom Fighters
- To Knowledge British Carpet to India
- Understand the instill respect Indian National Movement

Unit-I

Approaches to Indian Nationalism Conceptual debates

Unit-II

Emergence of organized nationalism. Political Associations and the Indian National Congress

Unit-III

Contribution of Moderates and Extremists to the National Movement

Unit-IV

Swadeshi Movement. Home Rule Movement Constitutional Developments upto 1919. Role of Terrorists and Revolutionaries with Special Reference to Chandra Shekhar and Bhagat Singh

Unit-V

Rise of Gandhi. Gandhi's career, ideology and methods of mass bilisation

Unit-VI

Nature of Gandhian Movements - Non-Cooperation Movement

Unit-VII

Civil Disobedience Movement and Quit India Movement

Unit-VIII

The Left Movements - Socialists and Communists. States' Peoples' Movements.

Unit-IX

Growth of Separatism - Aligarh Movement, Muslim League

Unit-X

Hindu Mahasabha. Subhash Chandra Bose and the Indian National Amy

Unit-XI

Peasants and Workers' Movements.

Unit-XII

The Act of 1935. Communal Politics and Partition

Unit-XIII

Depressed Classes Movements

Unit-XIV

Women in the Indian National Movement

Unit-XV

Transfer of Power and Indian Independence (15 August, 1947)

Recommended Readings:

1. **F. Majumdar (ed.)**, The History and Culture of the Indian People Al Seal
2. **A.B. Desai**, Vol. XI-Struggle For Freedom : Emergence of Indian Nationalism Social Background of Indian Nationalism
3. **S.R. Malhotra**, Emergence of the Indian National Congress

4. **Andrews & Mukerjee**, The Rise and Growth of the Congress British Policy towards Indian Nationalism
5. **B.L. Grover**, Amallesh Tripathi The Extremist Challenge Wolpert Tilak and Gokhale Aligarh Movement
6. **M.S. Jain M.S. Jain**, Muslim Rajanitik Chintanka Itihas (in Hindi)
7. **Lal Bahadur**, The Muslim League
8. **L.P. Sinha**, The Left Wing in India Gandhi - A Biography
9. **B.R. Nanda**, The Transfer of Power in India V.P. Menon
10. **Tarachand**, History of the Freedom Movement-3 vols.
11. **M.R. Pande**, Source Material for History of the Freedom Movement in India., 2 Vols.
12. **Dipan Chandra**, India Nationalism and Colonialism in Modern
13. **Judith Brown**, Mohandas K. Gandhi: Gandhi's rise to Power, 1915-22 The Story of My Experiments with Truth (An Autobiography)
14. **Peter Hardy**, Muslims of British India
15. **Manskirul Hasan (ed.)**, India's Partition.
16. **John & McLane**, Indian Nationalism and the Early Congress

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about Indian National Movement.	L1
CO2	Develop knowledge about Step by Step Indian National Movement.	L3
CO3	Illustrate about Indian National Movement Independent Freedom Fighters.	L2
CO4	Identify the British Carpet to India.	L3
CO5	Explain the Instil respect Indian National Movement.	L4

DLBA-703(G-II): Comparative Political Institutions

Objectives of the Course:

- To understand the modern political theory. .
- Students can learn about the Post Behaviouralism.
- To learn about socialization.
- To develop knowledge about Group Theory
- To understand the types of government.

Unit.I Recent Trends in Political Theory: Shift from Traditional

Unit.II Modern Political Theory

Unit.III Behaviouralism in Political Theory, Meaning

Unit.IV Nature, Role & Limitations

Unit.V Post Behaviouralism, Development of Political Science.

Unit.VI Systems Theory (Easton),

Unit.VII Structural Functional (Almond and Coleman)

Unit.VIII Political Modernization and Political Development

Unit.IX Political Socialization

Unit.X Political Culture

Unit.XI Group Theory

Unit.XII Distributive Approach (Lasswell)

Unit.XIII Institutions and Dynamics: Democracy and Dictatorship, Parliamentary and Presidential, Federal and Unitary

Unit- XIV Types of government, Organs of Government their functions and interrelationships

Unit- XV Party system , Pressure groups and Public opinion.

Books Recommended:

Kymlicka, Will. "Contemporary
Political

Philosophy: An Introduction, "OUP, New Delhi, 2002

Rawls John, "A Theory of Justice", OUP, New York, 1971

Nozick, Robert, "Anarchy, State and Utopia", Basic Books, New York, 1974

Bakaya, Santosh, "The Political Theory of Robert Nozick", Kalpaz Publications, Delhi, 2006

Heater, Derek, "What is Citizenship", Blackwell, New York, 2000

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Define the modern political theory.	L1
CO2:	Demonstrate the Post Behaviouralism.	L3
CO3:	Identify the socialization.	L4
CO4:	Compare the types of government.	L3
CO5:	Asses the Group Theory.	L3

DLBA-704(G-III) : Public Finance

Objectives-

- To make aware to public finance in Detail.
- Knowledge about theories of social goods.
- Deep Knowledge about the Policy and Budget.
- To develop knowledge and skills regarding the direct and indirect taxes.
- To gain knowledge about Public Expenditure.

Unit I: Public Finance

Nature and scope of public finance: Role of government in the economy, Wagner's Law optimal Budgeting.

Unit II: Principal of maximum social advantage

Principal of maximum social advantage, public expenditure- cannons of public expenditure, Peacock Wiseman hypothesis.

Unit III: Theories of social Goods

Theory of social goods.

Unit IV: Indivisibility of consumption

Indivisibility of consumption impossibility of exclusion

Unit V: Essentiality and least aggregate sacrifice.

Essentiality and least aggregate sacrifice.

Unit VI: Direct and Indirect Taxes

Impact, incidence and shifting of taxation under monopoly and perfect competition.

Unit VII: Direct versus indirect taxes an elementary approach

Direct versus indirect taxes an elementary approach, effects of taxation on production, growth and distribution.

Unit VIII: Policy and Budget

Theory of public debt. Economic effects of public debt, debt Burden.

Unit IX: Fiscal policy:

Fiscal policy: Meaning objective and its role as compensatory

Unit X: Anti inflationary policy

Anti inflationary policy

Unit XI: Concept of balanced budget

Concept of balanced budget multiplier

Unit XII: Public Expenditure

Economic and Functional classification on budget of government of India.

Unit XIII: Major trends in public expenditure

Major trends in public expenditure, Tax revenue and non tax revenue and non tax revenue of the central government.

Unit XIV: Deficit financing concept of budget

Deficit financing concept of budget,

Unit XV: Deficits trends in internal and external debt of India

Deficits trends in internal and external debt of India

References:-

1. R.A. Musgrave, theory of public finance.

2. R.A. Musgrave and P.Musgrave, public finance in theory and practice.
3. S. Ganguli public finance.
4. H.L.Bhatia, public Finance.
5. D.N. Dwidi. (Ed) Reading in Indian public finance (Relevant chapters).
6. Prem prakesh Sharma, sarvajank vitike siddhant.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	To make aware to public finance in Detail.	L1
CO2	Knowledge about theories of social goods.	L3
CO3	Deep Knowledge about the Policy and Budget.	L2
CO4	To develop knowledge and skills regarding the direct and indirect taxes.	L3
CO5	To gain knowledge about Public Expenditure.	L5

DLBA-705(G-IV) : Social Thinkers

Course Objectives:

- To gain an understanding of the thinkers Karl Marx, Max Weber
- To understand the thoughts of E. Durkheim, N.K Bose.
- To gain knowledge of constitution in political system .
- To develop the understanding about Irawati Karve, A.R Desai, M.N Srinivas
- To understand the Verrier Elwin, Talcott Parsons

Unit-I

Karl Marx

Unit-II

D.P. Mukherjee

Unit-III

Max Weber

Unit-IV

R.K. Mukherjee

Unit-V

E. Durkheim

Unit-VI

G.S. Ghurye

Unit-VII

N.K Bose

Unit-VIII

Irawati Karve

Unit-IX

A.R Desai

Unit-X

M.N Srinivas

Unit-XI

Ramkrishna Mukherjee

Unit-XII

Verrier Elwin

Unit-XIII

Leela Dube

Unit-XIV

Talcott Parsons

Books Recommended:

1. Robert A. Nisbet 2. Gerth and Mills: Emile Durkheim.
3. Sorokin P. : Essays on Max Weber : Contemporary Sociological Theories.
4. Becker, H.: Sociological Thought from Lore to Science. : Main Currents in Sociological Thought 2 Vols.
5. Aroo, R. International Encyclopedia of Social Sciences
7. Martindale, D. Nature and Types of Sociological Theory.
8. Gurvitch and Moore : Twentieth Century Sociology
9. Bottomore, T.B.: Karl Marx.
10. David Mc Lelan, T. Abel
12. Anthony Giddens: Marxism after Marx.

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Find the recent the thinkers thoughts Karl Marx, Max Weber	L2
CO2:	Demonstrate the thoughts of E. Durkheim, N.K Bose	L3
CO3:	Identify the constitution in sociological system	L4
CO4:	Understanding about Irawati Karve, A.R Desai, M.N Srinivas.	L3
CO5:	Asses the Verrier Elwin, Talcott Parsons .	L3

DLBA-706(G-V): Clinical Psychology

Course Objectives:

- To understand about mental disorder.
- To develop an understanding of theoretical perspectives.
- To know about anxiety, obsessive compulsive and trauma stressor related disorders.
- To gain knowledge about somatic symptoms and dissociative disorders.
- To know about schizophrenia and other psychotic disorders.

Unit I: Mental Disorder

Mental Disorder: Definition, Indicators of Abnormality, Different Models and Classification.

Unit II: Formal and Diagnostic

Formal and Diagnostic Classification, DSM-5 and ICD-10 Classification Systems, Mental Health Professionals

Unit III: Causal Factors

Causal Factors: Risk Factors and Causes: Necessary, Sufficient and Contributory causes; Diathesis-Stress Models.

Unit IV: Theoretical Perspectives

Theoretical Perspectives: Biological, Psychological, Psychodynamic, Behavioral, Cognitive Behavioral.

Unit V: Bio-Psychological Approach.

Humanistic & Existential, Social, Cultural, Eclectic and Bio-psychological Approach.

Unit VI: Clinical Assessment and Diagnosis

Clinical Assessment and Diagnosis: Basic Elements in Assessment, Social or Behavioral History; Physical, Neurological,

Unit VII: Assessment

Neuropsychological, Psychosocial Assessment. Ethical Issues in Assessment

Unit VIII: Anxiety, Obsessive Compulsive and Trauma Stressor related Disorders

Anxiety, Obsessive Compulsive and Trauma Stressor related Disorders; Types, Clinical Picture and Causal Factors.

Unit IX: Mood and Eating Disorders

Mood Disorders and Eating Disorders: Types, Clinical Picture and Causal Factors.

Unit X: Somatic Symptoms and Dissociative Disorders

Somatic Symptoms and Dissociative Disorders: Types, Clinical Picture and Causal Factors.

Unit XI: Personality Disorders

Personality Disorders: Types, Clinical Picture and Causal Factors.

Unit XII: Schizophrenia and Other Psychotic Disorders

Schizophrenia and Other Psychotic Disorders; Types, Clinical Picture and Causal Factors.

Unit XIII: Psychological Treatment

Psychological Treatment: Behavioral Therapy, Cognitive and Cognitive-Behavioral Therapy

Unit XIV: Psychological Therapy

Humanistic & Existential Therapy, Psychodynamic Therapy, Couples and Family Therapy

Unit XV: Eclecticism and Integrated Approaches

Eclecticism and Integrated Approaches.

Books Recommended:

1. Butcher, J.N., Hooley, J.M. & Mineka, S. (2017), Abnormal Psychology. Noida : Pearson India Education.
2. Oltmanns, T.F. & Emery, R.E. (2017). Abnormal Psychology, Noida : Pearson India Education.
3. David, B.H. & Durand, V.M. (2007). Abnormal Psychology, New Delhi : Thomson.
4. Ray, W.J. (2015), Abnormal Psychology, New Delhi: Sage.

Course outcome:-

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about mental disorder.	L1
CO2	Develop knowledge about theoretical perspectives.	L3
CO3	Illustrate about anxiety, obsessive compulsive and trauma stressor related disorders.	L2
CO4	Evaluate the somatic symptoms and dissociative disorders.	L5
CO5	Classify schizophrenia and other psychotic disorders.	L4

DLBA-707(G-VI) : कहानी एवं उपन्यास

उद्देश्य—

- विद्यार्थियों को नवीन गद्य विद्या, कहानी एवं उपन्यास से परिचित कराना।
- विद्यार्थियों में कहानी एवं उपन्यास कौशल में निपुण बनाना।
- विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।
- विद्यार्थियों में उपन्यास पठन एवं चिन्तन का कौशल विकसित करना।

इकाई-I उपन्यास

उपन्यास — पचपन खंभे लाल दीवारें (उषा प्रियंवदा)

इकाई-II कहानी

चन्द्रधर शर्मा गुलेरी — उसने कहा था

इकाई-III कहानी

प्रेमचंद — नमक का दरोगा

जय शंकर प्रसाद — मधुवा

इकाई-IV कहानी

जैनेन्द्र — पाजेब

यशपाल — खच्चर और आदमी

इकाई-V कहानी

मोहन राकेश — मलबे का मालिक

मन्नू भण्डारी — सजा

इकाई-VI कहानी

शेखर जोशी — दाज्यू

रांगेय राघव — गदल

इकाई-VII गद्य की विधाएं

गद्य की विधाएं

डायरी — हरिवंश राय बच्चन — प्रवास की डायरी : कुछ पन्ने

इकाई-VII संस्मरण

संस्मरण — अश्रेय — बसन्द के अग्रदूत : निराला

इकाई-IX यात्रा

यात्रा — धर्मवीर भारती — ठेले पर हिमालय

इकाई-X आत्मवृत्त

आत्मवृत्त — शानी — गर्दिश के दिन

इकाई-XI रेखाचित्र

रेखाचित्र — महादेवी वर्मा — सोना

इकाई-XII हिन्दी उपन्यास

हिन्दी उपन्यास व कहानी स्वरूप और परिभाषा

इकाई-XIII हिन्दी उपन्यास

हिन्दी उपन्यास व हिन्दी कहानी का विकास

इकाई-XIV हिन्दी गद्य

हिन्दी गद्य का विकास,

इकाई-XV गद्य की विविध विधाएं

गद्य की विविध विधाएं

संदर्भ ग्रन्थ—

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी कहानी स्वरूप और संवेदना—राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस, नई दिल्ली
3. हिन्दी उपन्यास लक्ष्मीसागर वार्षीय, राधाकृष्ण प्रकाशन, नई दिल्ली
4. हिन्दी कहानी अन्तरंग पहचान—रामदरश मिश्र राजकमल प्रकाशन, नई दिल्ली
5. हिन्दी उपन्यास एक अंतर्गता—रामदरश मिश्र राजकमल प्रकाशन, नई दिल्ली

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों नवीन गद्य विद्या, कहानी एवं उपन्यास से परिचित हो सकेंगे।	L1
CO2	विद्यार्थियों कहानी एवं उपन्यास कौशल में निपुण हो सकेंगे।	L5
CO3	विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाया जा सकेगा।	L4
CO4	विद्यार्थियों को नवीन गद्य विद्या, कहानी एवं उपन्यास से परिचित कराया जा सकेगा।	L1
CO5	विद्यार्थियों में उपन्यास पठन एवं चिन्तन का कौशल विकसित हो सकेगा।	L4

Semester VIII
BA (Hons.) with Research

Course Code	Course	Credits	Marks		
			External	Internal	Total
Ability Enhancement Compulsory Course (AECC)					
DLBA-801	Synopsis Writing with Seminar	4	70	30	100
Field Project / Internship					
DLBA-808	Disseration	16	250	150	400
Total		20	320	180	500

**Semester VIII
BA (Hons.)**

Course Code	Course	Credits	Marks		
			External	Internal	Total
Core/SEC/Elective Courses (Any three of the following)					
DLBA-802(G-I)	History of Ecology and Environment	4	70	30	100
DLBA-803(G-II)	International Relations	4	70	30	100
DLBA-804(G-III)	International Economics	4	70	30	100
DLBA-805(G-IV)	Logic and Methods of Sociological Research	4	70	30	100
DLBA-806(G-V)	Psychological Testing	4	70	30	100
DLBA-807(G-VI)	Natak and Ekanki	4	70	30	100
Field Project / Internship					
DLBA-808	Field Project	8	150	50	200
Total		20	360	140	500

DLBA-802(G-I): History of Ecology and Environment

Course Objectives:

- Understanding ecology and environment System.
- Knowledge of villages and environment.
- Knowledge of Water management system.
- To Environment Ecological and environmental awareness.
- To Environmental concerns in the literature

Unit-I

Understanding ecology and environment - meaning, contents and significance. Ecology and Environment of Stone age cultures in India

Unit-II

Chalcolithic villages and environment. Settlement archaeology. Expansion of Agriculture. Harappan cities ecosystem and environmental factors

Unit-III

Indus and Saraswatirivers. Water management system at Dholavira. Disaster management in Harappan cities. A survey of ecology and environment as reflected in Vedic literature

Unit-IV

Rise of Magadha empire-role of environment Ecological and environmental awareness during Mauryan, post-Mauryan and Gupta periods. A resume of environment and ecology in ancient Indian ethos, philosophy and literature.

Unit-V

Environmental concerns in the literature, inscriptions and other source material of early medieval Indian history (c. 700-1200. A.D.). Issues of Ecology and Environment during the period of Delhi Sultanate and in Mughal age

Unit-VI

Jahangir's concerns. Advent of the British in India. Focus on the preservation and promotion of environment: establishment of institutions like Survey of India

Unit-VII

Geographical Survey of India, Agricultural experimental Farms, etc.; promotion of eco- tourism like developing hill stations, wild life sanctuaries, etc. Post- independence Environment policy and concerns; Chipko movement.

Unit-VIII

Palaeo-environment in Rajasthan. Eco-system of Kalibanga, Ahar and Ganeshwar cultures. Geographical zones of ancient Rajasthan (forests, mountains, desert, riversystems)

Unit-IX

Flow of Vedic Saraswatiriver in Rajasthan and its disappearance

Unit-X

History of the desiccation and desertification of Rajasthan- Agrarian and irrigational concerns in medieval and modern Rajasthan

Unit-XI

Role of Folk deities and cults of Rajasthan in environment preservation.

Unit-XII

Environment Management in Rajasthan

Unit-XIII

Khéjadli Movement. Tribes of Rajasthan and environmental issues

Unit-XIV

Promotion of eco-tourism wild life sanctuaries Ranthambor, Sariska

Unit-XV

Ghana Bird Sanctuary; promotion of hill forts

Recommended Readings:

1. Richard H. Grove, Vinita Damodaran, Satpal Sangwan (ed.): Nature and the Orient -The Environmental History of South and Southeast Asia, Oxford University Press, July 2000
2. Madhav Gadgil, Ramachandra Guha: The Use and Abuse of Nature (An Ecological History of India), OUP, September 2004.
3. Joan Marlier-Alier: The Environmentalism of the Poor (A Study of Ecological Conflicts and Valuation), OUP, March 2005 Prabhas C. Sinha (ed.): Encyclopedia of Ecology, Environment and Pollution (set of 15 vols.)
4. K. C. Chang Settlement Archaeology
5. K. Butzer: Environment and Archaeology J. D. Bernal: Science in History
6. K. A. Chowdhary et al: Ancient Indian Agriculture and Forestry in Northern India Lalaji Gopal: Aspects of History of Agriculture in Ancient India
7. M. S. Randhawa A History of Agriculture in India A. Cunningham Ancient Geography of India B. C. Law: Historical Geography of Ancient India
8. D.C. Sircar Studies In Ancient and Medieval Geography of India OR.

Course outcomes

The students will be able to:		
CO	Statement	Bloom's Level
CO1	Know about ecology and environment System.	L1
CO2	Develop knowledge about villages and environment.	L3
CO3	Illustrate about Water management system.	L2
CO4	Evaluate the Environment Ecological and environmental awareness.	L5
CO5	Classify Environmental concerns in the literature.	L4

DLBA-803(G-II) : International Relations

Course Objectives:

- To Knowledge about the international developments.
- To develop knowledge about the UNO, USA, EUROPE.
- To gain knowledge about the policy.
- To understand the trends and issues.
- To enable understand the global and environment issues.

Unit-I Post War International Development

Post War International Development: Cold War & its different Phases

Unit-II , U.N.O.

U.N.O: Organization, Working and role

Unit-III U.S.A

U.S.A and Third World, Collapse of Communist Block

Unit-IV Europe

Reorganisation of Europe

Unit-V Indian Foreign Policy

Indian Foreign Policy Determinants of Foreign Policy

Unit-VI India and UN

India and UN, NAM and its relevance in Contemporary World

Unit-VII Policy

India's Look East Policy

Unit-VIII India's relations

India's relations with neighbourhood & with major powers (U.S.A., Russia, and China) India in Contemporary multi-polar world.

Unit-IX Trends and Issues

Contemporary Trends and Issues in International Politics, Politics of West Asia

Unit-X New International Economic

New International Economic Order, Associations of Regional Co-operation in Asia ASEAN, - SAARC, BRICS, IBSA,

Unit-XI Demand for reform

Demand for reform in UN & India for permanent seat of UN

Unit-XII Global Issues

Contemporary Global Issues Human Rights

Unit-XIII Environmental Issues

Environmental Issues, Gender Justice,

Unit-XIV Terrorism

Terrorism, Nuclear Proliferation.

Books recommended:

1. Black & Thomas Foreign Policy
2. Jordan Connel Smith: Patterns of the post World War 1982
3. S.M. Dhar: International Problem & World Politics since 1949
4. Denil S. Papp: Soviet Perception of the Developing world in 1980
5. Haridutt Vedleanker : International Politics
6. Dr. Mathuralal Sharma: International Relation (since 1945)
7. Dinanath Verma : Antar Rashtriya Sambandha
8. Mahendra Kumar: Theoretical Aspects of International Politics
9. P.K. Chaddha: Antar Rashtriya Sambandh (Adarsh Prakashan Choura Rasta, Jaipur)

10. Palmer and Perkins: International Relation
11. Hans Morgenthau: Politics among Nation
12. Babulal Fadiya: Antar Rashtriya Sambandh
13. Pukhraj Jain: Antar Rashtriya Sambandh

Course outcomes:

At the end of the course, the student will be able to:

CO1:	Analysing international developments	L2
CO2:	Analysing about the UNO,USA, EUROP.	L3
CO3:	Providing knowledge about the policy.	L4
CO4:	Explaining the trends and issues	L3
CO5:	Assessing the global and environment issues.	L3

DLBA-804(G-III) : International Economic

Course Objective:

1. To make aware of. National and International Trade
2. Knowledge about Foreign exchange market:
3. Deep Knowledge about International Economic.

Unit I: National and International Trade:

National and International Trade: Basis of international trade,

Unit II: Classical theory

Classical theory of international trade.

Unit III: Adam Smith

Adam Smith, David Ricardo, J.S Mill neo classical theory of international trade.

Unit IV: Harberler Modern theory of trade

Harberler Modern theory of trade, Hackscher ohlin theory,

Unit V: Empirical tests of classical and modern trade theory.

Empirical tests of classical and modern trade theory.

Unit VI: Concept of community indifference curve

Concept of community indifference curve, Offer curve, Edge worth-Box, diagram and gains from trade.

Unit VII: Terms of trade various types of trade

Terms of trade various types and factors affecting terms of trade.

Unit VIII: International trade policy:

International trade policy: Methods of protection- tariff and quota (Partial and general equilibrium effects).

Unit IX: New protectionism:

New protectionism: Non tariff trade barriers (NTBs) and their economic effects, economic integration: various forms customs union (Partial and general equilibrium analysis).

Unit X: Trade problem of developing countries

Trade problem of developing countries, international capital labor movement motives and welfare effects.

Unit XI: Foreign exchange market

Foreign exchange market: Theories of exchange rate determination, Mini parity PPP theory.

Unit XII: Monetary approach concepts of hedging

Monetary approach concepts of hedging, speculation, Arbitrage and currency swaps.

Unit XIII: Balance of Payments:

Balance of Payments: Definition and disequilibrium, balance of payments, adjustment mechanisms automatic system

Unit XIV: Policy issues

Policy issues, approaches absorption approach.

Unit XV: Exchange control:

Exchange control: objective and methods, WTO conflicting interests of developing and developed nations.

References:-

1. P. Krugman, M. Obstfeld and M.J Melitz: International economics, Theory and policy, Pearson education.
2. Rana and Verma: International economics (Hindi and English edition), Vishal publishing House.
3. H.G Mannur: International economics, Vikas publishing House Pvt.Ltd.
4. B.O. Soderston and Geoffery Reed: International economics, Palgrave Macmillan.
5. D Salvatore: International economics, John Wiley & sons.
6. P.T. Elsworth and J.C.Leith: The international economy, Macmillan.

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	To make aware of. National and International Trade	L1
CO2	Knowledge about Foreign exchange market:	L1
CO3	Deep Knowledge about International Economic.	L2
CO4	Knowledge about Foreign exchange market:	L3
CO5	To make aware of. National and International Trade	L5

DLBA-805(G-IV) : Logic and Methods of Sociological Research

Course Objectives:

- To gain an understanding of the social research.
- To understand the concept of research projects.
- To gain knowledge about the research design.
- To develop the understanding about the hypothesis
- To understand the selection of data collection.

Unit-I Social Research

Nature of Social Research

Unit-II Research Project

Selection and formulation of a Research Project

Unit-III Research Design

Research Design: Exploratory

Unit-IV Experiment

Descriptive and Experimental

Unit-V Hypothesis

Hypothesis: Qualities of a testable-hypothesis

Unit-VI Construction of hypothesis

Construction of hypothesis, Types, Sources.

Unit-VII Sources of data collection

Sources of data collection: Primary and Secondary

Unit-VIII Methods and Techniques

Methods and Techniques: Survey, Case study

Unit-IX P.R.A

P.R.A. (Participatory Rural Appraisal)

Unit-X Questionnaire

Observation, Questionnaire and Schedule

Unit-XI Interview

Interview, Probability and Sampling

Unit-XII Central tendency

Measures of Central tendency

Unit-XIII Measures

Mean, Median, Mode

Unit-XIV Standard Deviation

Dispersion: Standard Deviation: Coefficient of Variation

Books Recommended:

1. Good and Hatt, Methods in Social Research.
2. Young P.V.: Scientific Social Surveys and Research.
3. Bailey F.: Methods of Social Research.
4. Babbie Eare: The Practice of Social Research.
5. Singleton and Strait: Approaches to Social Research.
6. Krishnaswamy: Methodology of Research in Social Science.
7. Trivedi and Shukla : Research Methods (Hindi)
8. Selitz, Johoda and Others: Research Methods in Behavioural Science.
9. Madge, J.: The Tools of Social Sciences.
10. Morris Rosenberg: The Logic and Survey Analysis.

Course outcomes:

At the end of the course, the student will be able to:

CO	Statement	Bloom's Level
CO1	Describe the social research	L2
CO2	Understand the concept research projects.	L6
CO3	Develop and evaluate the research design.	L6
CO4	Define the hypothesis.	L1
CO5	Analysis and selection of data collection.	L4

DLBA-806(G-V) : Psychological Testing

Objectives:

- To train students in various psychological assessment techniques.
- To impart skills necessary for selecting and applying different tests for different purposes.
- To understand the problems and test construction.
- To develop skills of standardization and intelligence.
- To understand the attitude and personality of tests.

Unit I: Psychological Testing and Assessment

Psychological Testing and Assessment: - Definition, Difference between Testing and Assessment.

Unit II: Tools of Psychological Assessment

Tools of Psychological Assessment Interview, Case History Data, behavioral Observation, Computers as tools.

Unit III: Psychological Scaling

Psychological Scaling: Kinds, Characteristics and Uses of Scaling.

Unit IV: Psychological Tests

Psychological Tests: Nature, Functions and Current Uses.

Unit V: Kind of Tests

Kinds of Tests: Individual and Group Test. Characteristics of a Good Test.

Unit VI: Problems in the Test Administration

Problems in the Test Administration: Testing Program, Professional Ethics, Controlling the Use of Psychological Test.

Unit VII: Problems of Report and Administration

Problems of Report and Administration; Guidelines for Testing Programs.

Unit VIII: Problems of Test Construction

Problems of Test Construction; Drafting and Compilation of Test Items, Item Analysis.

Unit IX: Reliability and Validity

Issues of Reliability, Validity and Need for Cross Validation.

Unit X: Test Standardization

Test Standardization: Procedure, Establishment of Norms, Interpretation and Application of Test Scores, Prediction Value of Test.

Unit XI: Test of Intelligence

Test of Intelligence: Nature and Types – Verbal Tests, Non-language Tests, Performance Test, Test for Measuring Adult Intelligence, Special Tests; Culture Fair Tests.

Unit XII: Tests of Interest

Tests of Interest: Interest Tests- Educational and Vocational.

Unit XIII: Tests of Aptitude

Tests of Aptitude: Attitude Tests; Aptitude Tests; Academic Tests – Achievement Tests.

Unit XIV: Tests of Personality

Tests of Personality: Self-Report Test, Inventories, Projective Techniques – Verbal, Non-verbal, T.A.T. and Rorschach.

Unit XV: Situational Tests and Expressive Techniques

Situational Tests and Expressive Techniques.

References:-

1. Anastasi, A. & Urbina, S. (2017). Psychological Testing. Nodia : Pearson India Education.
2. Gregory, R.J. (2017). Psychological Testing: Nodia: Pearson India Education.
3. Cohen, R.J., Swerdlik, M.E. & Struman, E.D. (2017). Psychological testing and Assessment (Chennai: MC Graw Hill)

Course Outcomes: -

The student- teachers will be able to:		
CO	Statement	Bloom's Level
CO1	Find the various psychological assessment techniques.	L1
CO2	Understand and explain the different tests of psychology.	L2
CO3	Identify the problems of test construction.	L3
CO4	Categorize the tests of standardization and intelligence.	L4
CO5	Develop the attitude and personality of tests.	L6

DLBA-807(G-VI) : नाटक एवं एकांकी

उद्देश्य—

- विद्यार्थियों को नाटक एवं एकांकी की सामान्य जानकारी से परिचित कराना।
- विद्यार्थियों में प्रसिद्ध नाट्यकारों एवं एकांकी रचयिताओं की जानकारी प्रदान करना।
- विद्यार्थियों को नाटक एवं एकांकी के उद्भव से परिचित कराना।
- विद्यार्थियों में नाटक विद्या का विकास करना।

इकाई—I नाटक—1

नाटक— कोणार्क: जगदीश चन्द्र माथुर

इकाई—II नाटक—2

नाटक— कोणार्क: जगदीश चन्द्र माथुर

इकाई—III एकांकी

रामकुमार वर्मा — उत्सर्ग

इकाई—IV एकांकी 1

भुवनेश्वर — ताँबे के कीड़े

इकाई—V एकांकी 2

भुवनेश्वर — ताँबे के कीड़े

इकाई—VI एकांकी

उपेन्द्र नाथ अशक — नया—पुराना

इकाई—VII एकांकी

विष्णु प्रभावकर — ममता का विष

इकाई—VIII एकांकी

लक्ष्मी नारायण लाल — काल पुरुष और अजन्ता की नर्तकी

इकाई— IX एकांकी

धर्मवीर भारती — आवाज का नीलाम

इकाई— X एकांकी

सुरेन्द्र वर्मा — हरी घास पर घंटे भर

इकाई— XI एकांकी

सुरेन्द्र वर्मा — हरी घास पर घंटे भर

इकाई—XII नाटक का उद्भव

नाटक का उद्भव

इकाई—XIII नाटक का विकास

नाटक का विकास

इकाई—XIV एकांकी का उद्भव

एकांकी का उद्भव

इकाई—XV एकांकी का विकास

एकांकी का विकास

संदर्भ ग्रन्थ—

1. हिन्दी का गद्य साहित्य— डॉ. रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
2. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
3. हिन्दी नाटक— डॉ. बच्चन सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली
4. प्रसाद के नाटक— डॉ. सिद्धनाथ कुमार, अनुपम प्रकाशन, पटना

Course Outcomes:-

CO	Statement	Bloom's Level
CO1	विद्यार्थियों को नाटक एवं एकांकी की सामान्य जानकारी प्राप्त हो सकेगी।	L2
CO2	विद्यार्थियों को प्रसिद्ध नाट्यकारों एवं एकांकी रचियताओं की जानकारी प्रदान हो सकेगी।	L3
CO3	विद्यार्थियों को नाटक एवं एकांकी के उद्भव से परिचित करवाया जा सकेगा।	L2
CO4	विद्यार्थियों में नाटक विद्या का विकास हो सकेगा।।	L3
CO5		