PROGRAMME GUIDE

Bachelor of Arts
(BA General)

July 2019 and January 2020 Sessions

Indira Gandhi National Open University
New Delhi
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November, 2019

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Dear Learner,

Welcome to IGNOU and the degree programme in Bachelors of Arts. As you have joined one of the world’s largest university imparting education through Open and Distance mode, it is necessary that that you are well aware of the university and how it functions. You will also be keen to know in some detail about the programme you have joined and the way in which the university imparts instruction. This Programme Guide gives you the necessary information that will help you in knowing the university and pursuing the programme. We therefore advice you to keep this Programme Guide safely till you complete the Programme.

The second part of the Programme Guide gives the syllabus of all the courses that are on offer in this programme. This will you help you, among other things, in choosing Discipline Specific Electives, Generic Electives and Skill Enhancement courses suiting your interest, need, and career goals.

Programme Coordinator,
Bachelor of Arts (BAG)
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PART I
PROGRAMME DETAILS
1. THE UNIVERSITY

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

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

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

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

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

The 21 Schools of Study which design and develop academic programmes and courses at different levels are:

- School of Agriculture (SOA)
- School of Computer and Information Sciences (SOCIS)
- School of Continuing Education (SOCE)
- School of Education (SOE)
- School of Engineering and Technology (SOET)
- School of Extension and Development Studies (SOEDS)
- School of Foreign Languages (SOFL)
- School of Gender and Development Studies (SOGDS)
- School of Health Sciences (SOHS)
- School of Humanities (SOH)
- School of Interdisciplinary and Trans-disciplinary Studies (SOITS)
- School of Journalism and New Media Studies (SOJNMS)
• School of Law (SOL)
• School of Management Studies (SOMS)
• School of Performing and Visual Arts (SOPVA)
• School of Sciences (SOS)
• School of Social Sciences (SOSS)
• School of Social Work (SOSW)
• School of Tourism and Hospitality Service Management (SOTHSM)
• School of Translation Studies and Training (SOTST)
• School of Vocational Education and Training (SOVET)

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

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

2. **BACHELOR OF ARTS (BAG)**

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

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

The Bachelor of Arts programme is a broad based programme with a mix of disciplinary, interdisciplinary and skill based courses. It is designed to provide the learners with the information and skills necessary to understand and analyse their world by introducing them to the main themes and topics of disciplines in Humanities, Social Sciences and Sciences.
The Programme Code of this Bachelor of Arts is BAG. The programme has a number of disciplines and courses from different Schools of Studies. The following twelve Disciplines are part of the programme this year:

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

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

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

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

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

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

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

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

2.1 Core Courses (CC)

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

Each core course is of six credits. These courses cover more than half of the programme, 72 credits (12 courses x 6 credits) out of 132 credits of the programme.
There is a language core course in each of the first four semesters of the programme. In the first semester, you have a choice of language core courses to choose from. In the next three semesters, the choice is limited to either Hindi or English languages. The courses that are currently on offer are given below in Table 2.2.

**Table 2.2 Core Courses (Languages)**

<table>
<thead>
<tr>
<th>Language</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td>BHDLA 135 हिंदी भाषा : विविध प्रयोग</td>
<td>BHDLA 136 हिंदी भाषा : लेखन कौशल</td>
</tr>
<tr>
<td>English</td>
<td>BEGLA 135 English in Daily Life</td>
<td>BEGLA 136 English at the Workplace</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>BSKLA 135 संस्कृत भाषा और साहित्य</td>
<td>—</td>
</tr>
<tr>
<td>Urdu</td>
<td>BUDLA 135 Study of Modern Urdu Prose and Poetry</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Semester</td>
<td></td>
<td>Fourth Semester</td>
</tr>
<tr>
<td>Hindi</td>
<td>BHDLA 137 हिंदी भाषा : संप्रेषण कौशल</td>
<td>BHDLA 138 हिंदी साहित्य : विविध विधाएं</td>
</tr>
<tr>
<td>English</td>
<td>BEGLA 137 Language Through Literature</td>
<td>BEGLA 138 Reading And Speaking Skills</td>
</tr>
</tbody>
</table>

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

**Table 2.3 Core Courses (Discipline)**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>BANC 131 Anthropology and Research Methods</td>
</tr>
<tr>
<td>Economics</td>
<td>BECC 131 Principles of Microeconomics-I</td>
</tr>
<tr>
<td>History</td>
<td>BHIC 131 History of India from the Earliest Times Up To C. 300 CE</td>
</tr>
<tr>
<td>Public Administration</td>
<td>BPAC 131 Perspectives on Public Administration</td>
</tr>
<tr>
<td>Psychology</td>
<td>BPCC 131 Foundations of Psychology</td>
</tr>
<tr>
<td>Pol Science</td>
<td>BPSC 131 Introduction to Political Theory</td>
</tr>
<tr>
<td>Sociology</td>
<td>BSOC 131 Introduction to Sociology</td>
</tr>
<tr>
<td>English</td>
<td>BEGC 131 Individual and Society</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Hindi</td>
<td>BHDC 131 हिंदी साहित्य का इतिहास</td>
</tr>
<tr>
<td>Urdu</td>
<td>BUDC 131 Study of Prose and Poetic Forms in Urdu Literature</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>BSKC 131 संस्कृत पद्य-साहित्य</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BMTC 131 Calculus</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>BANC 133 Fundamentals of Social and Cultural Anthropology</th>
<th>BANC 134 Fundamentals of Archaeological Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>BECC 133 Principles of Macroeconomics-I</td>
<td>BECC 134 Principles of Macroeconomics-II</td>
</tr>
<tr>
<td>History</td>
<td>BHIC 133 History of India from c.1206 to 1707</td>
<td>BHIC 134 History of India from 1707 to 1950</td>
</tr>
<tr>
<td>Public</td>
<td>BPAC 133 Administrative System at Union Level</td>
<td>BPAC 134 Administrative system at State and District Levels</td>
</tr>
<tr>
<td>Administration</td>
<td>PSRC 133 Administrative System at Union Level</td>
<td>PSRC 134 Administrative system at State and District Levels</td>
</tr>
<tr>
<td>Psychology</td>
<td>BPCC 133 Psychological Disorders</td>
<td>BPCC 134 Statistical Methods and Psychological Research</td>
</tr>
<tr>
<td>Pol Science</td>
<td>BPSC 133 Comparative Government and Politics</td>
<td>BPSC 134 Introduction to International Relations</td>
</tr>
<tr>
<td>Sociology</td>
<td>BSOC 133 Sociological Theories</td>
<td>BSOC 134 Methods of Sociological Enquiry</td>
</tr>
<tr>
<td>English</td>
<td>BEGC 133 British Literature</td>
<td>BEGC 134 Reading the Novel</td>
</tr>
<tr>
<td>Hindi</td>
<td>BHDC 133 आधुनिक हिंदी कविता</td>
<td>BHDC 134 हिंदी गद्य साहित्य</td>
</tr>
<tr>
<td>Urdu</td>
<td>BUDC 133 Origin and Development of Urdu Language</td>
<td>BUDC 134 Study of Urdu Nazm</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>BSKC 133 संस्कृत नाटक</td>
<td>BSKC 134 संस्कृत व्याकरण</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BMTC 133 Real Analysis</td>
<td>BMTC 134 Algebra</td>
</tr>
</tbody>
</table>

As mentioned earlier, the BA programme gives you an option to study any two disciplines of your choice. However, you must note that some disciplines of this programme (like Mathematics and Psychology) lay down some preconditions or have special features. For instance, the core and discipline specific courses of Mathematics have the pre-requisite of mathematics as a subject at 10 plus 2. However, this pre-requisite is only recommendatory in nature. The discipline of Psychology has no such pre-requisite qualifications, but all its core courses require the learner to take up at least two credits worth of laboratory work or tutorials. As laboratory work is not available in all Study Centres, the University may allot you the nearest Study Centre with laboratory facility or ask you to attend counseling and tutorial sessions at such a Centre.
### 2.2 Discipline Specific Elective Courses

Discipline Specific Elective Courses are on offer in the fifth and sixth semesters of the programme. These six credit courses are intra-disciplinary in nature. The Discipline Specific Electives (DSEs) are specific (or specialised or advanced or supportive) to the discipline or subject of study. They provide an extended scope. The programme has four DSEs, two from each of the two disciplines that you have opted to study. They carry 24 credits (2+2 courses x 6 credits). The DSEs on offer in the fifth and sixth semesters are given in Table 2.4 below:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>BANE 145 Applied Anthropology</td>
<td>BANE 146 Anthropology of Indigenous People</td>
</tr>
<tr>
<td>Economics</td>
<td>BECE 145 Indian Economy-I</td>
<td>BECE 146 Indian Economy-II</td>
</tr>
<tr>
<td>History</td>
<td>BHIE 141 History of China c.1840-1978</td>
<td>BHIE 142 History of Environment</td>
</tr>
<tr>
<td></td>
<td>BHIE 143 History of Modern East Asia : Japan (c.1868-1945)</td>
<td>BHIE 144 Traditions of History Writing in India</td>
</tr>
<tr>
<td></td>
<td>BHIE 145 Some Aspects of European History 1789-1945</td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td>BPAE 141 Right to Information</td>
<td>BPAE 142 Organisational Behaviour</td>
</tr>
<tr>
<td></td>
<td>BPAE 143 Administrative System in BRICS</td>
<td>BPAE 144 Social Policies and Administration</td>
</tr>
<tr>
<td>Psychology</td>
<td>BPCE 145 Counseling Psychology</td>
<td>BPCE 146 Industrial/ Organisational Psychology</td>
</tr>
<tr>
<td>Pol Science</td>
<td>BPSE 141 Gandhi and the Contemporary World</td>
<td>BPSE 142 India’s Foreign Policy in a Globalising World</td>
</tr>
<tr>
<td></td>
<td>BPSE 143 State Politics in India</td>
<td>BPSE 144 Introduction to South Asia</td>
</tr>
<tr>
<td></td>
<td>BPSE 145 Democracy and Development in Northeast India</td>
<td>BPSE 146 Conflict Resolution and Peace building</td>
</tr>
<tr>
<td>Sociology</td>
<td>BSOE 141 Urban Sociology</td>
<td>BSOE 142 Indian Sociological Traditions</td>
</tr>
<tr>
<td></td>
<td>BSOE 143 Environmental Sociology</td>
<td>BSOE 144 Reading Ethnographies</td>
</tr>
<tr>
<td></td>
<td>BSOE 145 Religion and Society</td>
<td>BSOE 146 Marriage, Family and Kinship</td>
</tr>
<tr>
<td>English</td>
<td>BEGE 141 Understanding Prose</td>
<td>BEGE 142 Understanding Drama</td>
</tr>
<tr>
<td></td>
<td>BEGE 143 Understanding Poetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEGE 145 Soft Skills</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>BHDE 141 अभिमन्यु मूलक विरिय और हिंदी साहित्य</td>
<td>BHDE 142 राष्ट्रीय काव्यधारा</td>
</tr>
<tr>
<td></td>
<td>BHDE 143 प्रेमचंद</td>
<td>BHDE 144 छायावाद</td>
</tr>
<tr>
<td></td>
<td>BHDE 145 कवीर</td>
<td>BHDE 146 छायावादोत्तर हिंदी कविता</td>
</tr>
</tbody>
</table>
2.3 Ability Enhancement Compulsory Courses

Ability Enhancement Compulsory Courses are of four credits each. As the name suggests, the Ability Enhancement Compulsory Courses (AECCs) are compulsory for all learners. There are two AECCs on offer, one each in the first and second semesters. The first AECC is an awareness course which is intended to sensitize the learners with environmental issues and introduce them to the policies and practices put in place to address environmental concerns at the local, national and global level. The other AECC, available in the second semester are BEGAE 182- English Communication Skills and BHDAE 182- हिंदी भाषा और संप्रेषण. These courses introduce the learners to the theory, fundamentals and tools of communication and develop in them vital communication skills which should be integral to personal, social and professional interactions.

2.4 Skill Enhancement Courses

Skill Enhancement Courses (SECs) are also ability enhancement courses. These courses seek to build specific skills set in some applied functional area of daily life. Each Skill Enhancement Course (SEC) is of four credits. These courses are on offer from the third semester onwards. A number of SECs are on offer in each semester. You will have to opt for only one SEC each semester from the common pool. SECs that are available from the common pool in each semester are given in Table 2.5 below:

<table>
<thead>
<tr>
<th>Table 2.5 Skill Enhancement Courses (SECs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
</tr>
<tr>
<td>BANS 183 Tourism Anthropology</td>
</tr>
<tr>
<td>BPCS 183 Emotional Intelligence</td>
</tr>
<tr>
<td>BPCS 185 Developing Emotional Competence</td>
</tr>
<tr>
<td>BEGS 183 Writing and Study Skills</td>
</tr>
<tr>
<td>BHDS 183 अनुवाद सिद्धांत और प्रविधि</td>
</tr>
</tbody>
</table>
<pre><code>                                                         | BSOS 184 Techniques of Ethnographic Film Making |
                                                         | BHDS 184 रेडियो लेखन                     |
</code></pre>
<p>| <strong>Fifth Semester</strong>                         | <strong>Sixth Semester</strong>                    |
| BPCS 187 Managing Human Resources          | BPAS 186 Stress and Time Management    |
| BSOS 185 Society through the Visual        | BPCS 188 Application of Social Psychology |
| BEGS 185 English Language Teaching         | BEGS 186 Business Communication       |
| BHDS 185 टेलीविजन लेखन                    | BHDS 186 समाचार संकलन और लेखन       |</p>
2.5 Generic Electives

Generic Electives (GEs) are the other type of electives that are on offer in the fifth and sixth semesters of the programme. These courses are inter-disciplinary in nature. They provide an exposure to other disciplines/subjects nurturing the proficiency and understanding of social and scientific phenomena. Choose any one Generic Elective from the common pool of GEs that are available in each semester.

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGG 171 Media &amp; Communication Skills</td>
<td>BEGG 172 Language and Linguistics</td>
</tr>
<tr>
<td>BEGG 173 Academic Writing And Composition</td>
<td>BEGG 174 Creative Writing</td>
</tr>
<tr>
<td>BHDG 173 पाठ्यक्रम : समाचार पत्र और फीचर लेखन पाठ्य</td>
<td>BHDG 174 पाठ्यक्रम : सर्जनात्मक लेखन के विविध क्षेत्र पाठ्य</td>
</tr>
<tr>
<td>BPAG 171 Disaster Management</td>
<td>BPAG 172 Governance: Issues and Challenges</td>
</tr>
<tr>
<td>BPAG 173 E–governance</td>
<td>BPAG 174 Sustainable Development</td>
</tr>
<tr>
<td>BPCG 171 General Psychology</td>
<td>BPCG 172 Youth, Gender and Identity</td>
</tr>
<tr>
<td>BPCG 173 Psychology for Health and Well Being</td>
<td>BPCG 174 Psychology and Media</td>
</tr>
<tr>
<td>BPCG 175 Psychology for Living</td>
<td>BPCG 176 Psychology of Gender</td>
</tr>
<tr>
<td>BSOG 171 Indian Society: Images and Realities</td>
<td>BSOG 176 Economy and Society</td>
</tr>
<tr>
<td>BSOG 173 Rethinking Development</td>
<td>BGDG 172 Gender Sensitisation: Society and Culture</td>
</tr>
</tbody>
</table>

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

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

3. PLANNING YOUR BACHELOR STUDIES

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

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

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

4. FEE STRUCTURE AND SCHEDULE OF PAYMENT

Fee Structure: A total of ₹7200/- is to be paid for the Bachelor of Arts Programme, @ ₹2400/year. In the First year, in addition to ₹2400/-, a Registration fee of ₹200/- also has to be paid. The programme fee should be paid only by means of Debit Card/Credit Card through online mode only. Fee once paid is not refundable.

Psychology courses have a Practicum component. Learners opting for Psychology are required to pay an extra fee of ₹600/-. The University can revise the programme fee. In that case, the revised fee shall be payable by you as per the schedule of payment notified by the university.

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

Schedule for Re-Registration

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

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

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

5. INSTRUCTIONAL SYSTEM

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

The University follows a multi-media approach for instruction. It comprises of
- Self-Learning Material
- Audio-video programmes transmitted through radio and television
- Teleconferencing sessions
- Face-to-face counselling at Study Centres by Academic Counsellors
- Assignments/ Tutorials/ Practicals/ Dissertation/ Project work

5.1 Course Material

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

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

Each Unit is structured in a way to facilitate self-study by you. Each Unit begins with learning
Objectives which will give you an idea on what you are expected to learn from the Unit. The
Introduction provides an overview of the major theme of the unit. An attempt is made to forge
a link with the topics of the previous Units and the topic to be covered in the Unit. This is
followed by the main text, which is divided, into various sections and subsections. At the end of
each section we have provided questions for self-evaluation under the heading of Check Your
Progress. You should attempt this part, as it will help you in assessing the immediate absorption
and check your understanding of the topic. Questions in Check Your Progress are for your
practice only, and you should not submit answers to these questions to the University for
assessment. Hint answers to the Check Your Progress exercises are provided at the end of the
unit. We have not provided the full length answers, as we would like to encourage you to write
in your own words and not rely on memorizing the course material.
The section **Let Us Sum Up/Summary/Conclusion** gives a brief account of what has been discussed in the Unit. This summary enables you to recall the main points covered in the Unit. Each unit ends with **References** which gives the list of books and articles that have been consulted to prepare the unit. In addition, at the end of each Block/Course, a list of **Suggested Readings** is given. Some of these books listed in this section will be available in the Study Centre library.

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

**Dispatch of Study Material**

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

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

**5.2 Academic Counselling**

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

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

Face-to-face counselling will be provided to you at the Study Centre assigned to you. You should note that the academic counselling sessions will be very different from the usual classroom teaching or lectures. Academic counsellors will not be delivering lectures or speeches. They will try to help you to overcome difficulties, which you face while studying for this programme. In these sessions, you must look into the subject-based difficulties and any other issues arising out of such difficulties. Besides, some of the audio and video material that is available at that time will be played in the counselling sessions. The University normally organizes six to seven academic counseling sessions for a 4-credit and nine to ten sessions for a six credit course. In case there are less than 10 students in a Study Centre, then intensive counselling sessions will be held which essentially means that 40 per cent of the prescribed counselling sessions will be conducted within a week’s time.
Before you go to attend the academic counselling sessions, please go through your course material and note down the points to be discussed. Unless you have gone through the Units, there may not be much to discuss. Try to concentrate on relevant and important issues. Try also to understand each other’s points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your academic counsellors.

5.3 Study Centre

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

Every Study Centre will have:

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

A Study Centre will have six major functions:

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

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

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

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

**Information and Advice:** At the Study Centre, you will get relevant information regarding the courses offered by the University, academic counselling schedules, examination schedule, etc. You will also get guidance in choosing your elective and application oriented courses.

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

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

5.4 Interactive Radio Counselling

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

5.5 Gyan Darshan

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

Currently, the Gyanadarshan Channel is available on the following DTH platforms:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>DTH Platform</th>
<th>TV Channel No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Airtel</td>
<td>442</td>
</tr>
<tr>
<td>2.</td>
<td>Tata Sky</td>
<td>755</td>
</tr>
<tr>
<td>3.</td>
<td>SunDirect</td>
<td>596</td>
</tr>
<tr>
<td>4.</td>
<td>Den</td>
<td>526</td>
</tr>
<tr>
<td>5.</td>
<td>In Digital</td>
<td>297</td>
</tr>
<tr>
<td>6.</td>
<td>Hathway</td>
<td>473</td>
</tr>
<tr>
<td>7.</td>
<td>Independent TV</td>
<td>566</td>
</tr>
</tbody>
</table>

5.6 Gyan Vani

Gyan Vani is an educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education and Extension Education. There will be programmes on various aspects and courses of Bachelor of Arts. The schedule of the programmes is uploaded on the University website.
5.7  Teleconference/EDUSAT

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

6.  EVALUATION

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

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
<td>10</td>
<td>≥ 85</td>
</tr>
<tr>
<td>A+ (Excellent)</td>
<td>9</td>
<td>≥ 75 to &lt; 85</td>
</tr>
<tr>
<td>A (Very Good)</td>
<td>8</td>
<td>≥ 65 to &lt; 75</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>7</td>
<td>≥ 55 to &lt; 65</td>
</tr>
<tr>
<td>B (Above Average)</td>
<td>6</td>
<td>≥ 50 to &lt; 55</td>
</tr>
<tr>
<td>C (Average)</td>
<td>5</td>
<td>≥ 40 to &lt; 50</td>
</tr>
<tr>
<td>D (Pass)</td>
<td>4</td>
<td>≥ 35 to &lt; 40</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0</td>
<td>&lt; 35</td>
</tr>
<tr>
<td>Ab (Absent)</td>
<td>0</td>
<td>Absent</td>
</tr>
</tbody>
</table>
You are required to score at least 35% marks (Grade D) in both continuous evaluation (assignments) as well as the term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to claim the B.A. degree. The scores of continuous evaluation and term-end examination are not complementary to each other for qualifying a course.

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

6.1 Assignments

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

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

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

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

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

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

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

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

If you do not get a pass grade in any assignment, you have to submit it again. Get fresh assignments
from the Student Zone tab of the University website. However, once you get the pass grade in an
assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to
re-evaluation except for factual errors, if any, committed by the evaluator. The discrepancy noticed
by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him/her to the Student Evaluation Division at Headquarters.

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

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

SPECIFIC INSTRUCTIONS FOR TUTOR MARKED ASSIGNMENTS (TMA)

1) Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.

2) Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet.

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

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

<table>
<thead>
<tr>
<th>ENROLMENT NO.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAMME TITLE : ....................... NAME : ..........................</td>
</tr>
<tr>
<td>COURSE CODE : ....................... ADDRESS : ..........................</td>
</tr>
<tr>
<td>COURSE TITLE : .......................</td>
</tr>
<tr>
<td>ASSIGNMENT CODE : ....................... SIGNATURE : ..........................</td>
</tr>
<tr>
<td>STUDY CENTRE : ....................... DATE : ..........................</td>
</tr>
</tbody>
</table>

3) Read the assignments carefully and follow the specific instructions, if any, given on the assignment itself about the subject matter or its presentation.

4) Go through the Units on which the assignments are based. Make some points regarding the
question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question, give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numerical problems, use proper format and give working notes wherever necessary.

5) Use only fool-scap size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left and at least 4 lines in between each answer. This may facilitate the evaluator to write useful comments in the margin at appropriate places.

6) Write the responses in your own hand. Do not print or type the answers. Do not copy your answers from the Units/Blocks sent to you by the University. It is advised to write your answers in your own words as it will help in grasping the study material.

7) Do not copy from the response sheets of other students. If copying is noticed, the assignment will be rejected.

8) Write each assignment separately. All the assignments should not be written in continuity.

9) Write the question number with each answer.

10) The completed assignment should be submitted to the Coordinator of the Study Centre allotted to you. TMAs submitted at any other place will not be evaluated.

11) After submitting the TMA, get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.

12) In case you have requested for a change of Study Centre, you should submit your TMA only to the original Study Centre until the change of Study Centre is notified by the University.

13) If you find that there is any factual error in evaluation of your assignments e.g. any portion of your assignment response has not been evaluated or the total of score recorded on your assignment response is incorrect, you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.

6.2 Term End Examination

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

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

The University conducts term end examinations twice a year i.e., in June and December. You can take the term-end examination (TEE) only after completing one year of study. The TEE for the 1st, 2nd and 3rd years will be conducted at the end of each year. The TEE for semesters 1 and 2 will be held together at the end of the first year. Similarly, in the second and third years of the programme, the TEE for third and fourth semesters (second year course) and for fifth and sixth
semesters (Third year course) will be conducted together. If you are unable to appear in any TEE, you may appear in next December or June.

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

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

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

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

Submission of Online Examination Form

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

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

Examination Fee and Mode of Payment

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

Examination Fee
₹ 150/- per theory course
₹ 150/- per practical course

Mode of Payment
Credit Card/Debit Card/Net Banking

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

Hall Ticket for Term End Examination

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

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

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

**Examination Date Sheet**

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

**Declaration of Result**

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

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

**Early Declaration of Result**

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

**Re-Evaluation of Examination Scripts**

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

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

**Improvement in Division/Class**

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

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

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

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

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

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

## 7. OTHER USEFUL INFORMATION

**Scholarships and Reimbursement of Fees**

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

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

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

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

**Change or Correction of Address**

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

**Change of Study Centre**

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

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

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

**Change of Regional Centre**

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

**Issue of Duplicate Grade Card/Mark sheet**

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

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

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

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

**Re-admission**

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

a) Take admission afresh in the Programme like other students by fulfilling the admission criteria and paying requisite fee for the Programme.

b) Apply to the University for the transfer of credits you have earned under the old enrolment with applicable fee.

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

**Simultaneous Registration**

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

**Migration Certificate**

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

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

**Refund of Fees**

The refund request will be considered as under:

a) Before the last date for submission of admission form Programme fee will be refunded after deduction of ₹200/-

b) Within 15 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹500/-

c) Within 30 days from the last date for submission of admission form-Programme fee will be refunded after deduction of ₹1,000/-. 

d) After 30 days from the closure of the last date- No refund will be allowed.
e) The last dates for submission of admission form will be considered separately i.e. last date without late fee and last date with late fee. However, late fee, if any, will not be refunded.

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

**Disputes on Admission and other University Matters**

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

### 8. SOME USEFUL ADDRESSES

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

<table>
<thead>
<tr>
<th>1</th>
<th>Identity Card, Fee receipt, Bonafide Certificate, Migration, Scholarship forms</th>
<th>Concerned Regional Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Non-receipt of study material</td>
<td>Material Production and Distribution Division</td>
</tr>
<tr>
<td>3</td>
<td>Schedule/information regarding Exam form, Entrance test, Date-sheet, IGNOU Hall ticket</td>
<td>Asst. Registrar (Exam-II), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068E-mail: <a href="mailto:evaluationsed@ignou.ac.in">evaluationsed@ignou.ac.in</a>, Ph. 29536743, 29535924-32 / Extn-2202, 2209</td>
</tr>
<tr>
<td>4</td>
<td>Result, Re-evaluation, Grade Card, Provisional Certificate, Early declaration of Result, Transcript</td>
<td>Dy. Registrar (Exam.III), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068E-mail <a href="mailto:sedgrievance@ignou.ac.in">sedgrievance@ignou.ac.in</a> Ph. 29536103, 29535924-32/Extn. 2201, 2211, 1316</td>
</tr>
<tr>
<td>5</td>
<td>Non-reflection of Assignment Grades/Marks</td>
<td>Asst. Registrar (Assignment), SED, Block-3, Room No-12, IGNOU, Maidan Garhi, New Delhi-110068E-mail : <a href="mailto:assignments@ignou.ac.in">assignments@ignou.ac.in</a> Ph. 29535924, Extn-1312, 1319, 1325</td>
</tr>
<tr>
<td>6</td>
<td>Original Degree/Diploma/Verification of Degree/Diploma</td>
<td>Dy. Registrar (Exam.I), SED, Block-9, IGNOU, Maidan Garhi, New Delhi-110068E-mail <a href="mailto:evaluationsed@ignou.ac.in">evaluationsed@ignou.ac.in</a> Ph. 29535438, 29535924-32/Extn-2224, 2213</td>
</tr>
<tr>
<td>7</td>
<td>Student Grievances related to evaluation</td>
<td>Asst. Registrar (Student Grievance), SED, Block-3, IGNOU, Maidan Garhi, New Delhi-110068E-mail <a href="mailto:sedgrievance@ignou.ac.in">sedgrievance@ignou.ac.in</a> Ph. 29532294, 29535924-32/Extn-1313</td>
</tr>
<tr>
<td>8</td>
<td>Academic Content</td>
<td>Director of the School concerned</td>
</tr>
<tr>
<td>9</td>
<td>Student Support Services and Student Grievances, Pre-admission inquiry of various courses in IGNOU</td>
<td>Regional Director, Student Service Centre, IGNOU, Maidan Garhi, New Delhi-110068 E-mail <a href="mailto:ssc@ignou.ac.in">ssc@ignou.ac.in</a> Ph. 29535714, 29533869, 2953380Fax-29533129</td>
</tr>
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Most of the operations of the University are online. Wherever you are required to submit a hard copy, the University has made available different application forms on its website. Download these forms from the Student Zone of the University website.
PART II
SYLLABI OF COURSES
CORE COURSES

A) LANGUAGES

HINDI

हिंदी भाषा: विविध प्रयोग (BHDLA 135) 6 credits

यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में हिंदी भाषा के विविध प्रयोगों की जानकारी दी जाएगी। विविध विषयों के अंतर्गत विज्ञान, सामाजिक विज्ञान, कला आदि क्षेत्रों की भाषा के स्वरूप और विशेषताओं का ज्ञान, विषयानुकूल पारिस्थितिक शब्द-अर्थ और निर्माण के सिद्धांतों का परिचय, भाषा बोध और भविष्यवाणि का विकास, विषय प्रतिपादन की क्षमता का विकास आदि का अध्ययन कराया जाएगा। पाठ्यक्रम में विविध विषयों की भाषा के स्वरूप, लक्षण, भविष्यवाणि की शैली, पारिस्थितिक शब्द आदि की भी जानकारी दी जाएगी। इसके साथ ही विश्लेषणात्मक भाषा; स्वरूप और लक्षण; औपचारिक लेखन; प्रारूपों के स्वरूप का अध्ययन भी कराया जाएगा।

हिंदी भाषा: लेखन कौशल (BHDLA 136) 6 credits

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

शब्द और मुहूर्त; संवाद शैली; सरकारी पत्राचार तथा टिप्पणी और प्रारूप; समाचार लेखन और संपादकीय; अनुवाद; संशोधन, भाव पर्यालोक और निबंध लेखन; प्रभावी लेखन; प्रचार (कंपोजिशन की तैयारी); पुनर्वर्तन (संशोधन, भाव पर्यालोक आदि); वर्णनात्मक लेखन (Descriptive Writing); आख्यानपर्यक लेखन (Narrative Writing); तारिक लेखन (Expository Writing).

हिंदी भाषा: संप्रेषण कौशल (BHDLA 137) 6 credits

यह पाठ्यक्रम 6 क्रेडिट का है। इसमें निम्नलिखित विषयों को शामिल किया गया है:

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

लिखित संप्रेषण
1) पत्र लेखन
2) संचार के लिए लेखन—मीडिया के लिए लेखन
3) कार्यात्मक लेखन-रिपोर्ट, कार्यवृत्त आदि
4) सर्जनात्मक लेखन: कीचर, निबंध,कहानी आदि
English in Daily Life (BEGLA 135) 6 credits

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

English at the Workplace (BEGLA 136) 6 credits

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

Language through Literature (BEGLA 137) 6 credits

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

Reading and Speaking Skills (BEGLA 138) 6 credits

Reading and Speaking Skills is a 6 credits course. The focus of this course is to understand the reading process and improve our reading strategies. Various types of texts will be discussed i.e. expository, descriptive, narrative, argumentative and persuasive. The highlight of the speaking skills would be various contexts of conversation, formal, informal and telephone conversation. Other speaking activities such as stories, dialogues, debates, discussions, meetings and presentations will be practiced. In this course we would also highlight pronunciation.
Study of Modern Urdu Prose and Poetry (BUDLA 135) 6 Credits

جدید اردو نثر اور جدید اردو شاعری کا مطالعہ

جدید اردو نثر اور جدید اردو شاعری BUDLA 1st Semester: کے کورس 135 کی تفصیلات درج ذیل ہے: پہلی کورس 6 کی بیٹھتی اس کے 2 بلاک اور 15 اکائیاں ہیں جس کے لئے آپ کو 180 گھنٹے پڑھنی ہیں کے لئے اپنے مصروف رکھنے پر آپ کو مصروف رکھنے پر۔

Block 1. Jadeed Urdu Nasr
Block 2. Jadeed Urdu Shairi

بلکا1. جدید اردو نثر
1. جدید اردو نثر کا ارتقاء
2. سر سید احمد خال کی مضمون نگاری اور "امید کی خوشی"
3. ایبالکلام ازاد کی انشا کی اسلامی نگاری اور "چھتیاں جزئی کی کہانی"
4. پریم چند کی افسانہ نگاری اور "شطرنج کے کھلاڑی"
5. رشید احمد صدیقی کی مزاح نگاری اور "پرچمیان"
6. الطاف حسین حالی کی سوانح نگاری اور "پاد گار" غالب
B) DISCIPLINES

ANTHROPOLOGY

Anthropology and Research Methods (BANC 131) 6 Credits

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

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

SYLLABUS

THEORY

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

Block 2  Origin and Development of Anthropology
Unit 4  History and Development of Anthropology
Unit 5  Anthropology in India
Unit 6  Fieldwork Tradition in Anthropology
**Fundamentals of Biological Anthropology (BANC 132) 6 Credits**

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

The course presents an introduction to the discipline of biological anthropology as a whole. The course is divided into four blocks, where the first block covers topics on basic fundamentals of biological anthropology, its subfields, relationship, applications and approaches. The second block emphasises on the concept and theories of human evolution, variations in major races of the world etc while the third block provides a comparative study of primates and non-primates. The last and the fourth block, gives a brief overview of major approaches of biological anthropology including human growth and development, human genetics and human ecology. This course will develop a theoretical grounding of students in subfields of biological anthropology, fundamentals of human evolution, living primates and classification of major races of the world. Students will also learn how modern humans are shaped through the process of hominisation. Furthermore, this course will help the students in understanding the uniqueness of humans in the context of other living primates.

**SYLLABUS**

**THEORY**

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

**Block 2  Human Evolution and Variation**
- Unit 6  Theories of Organic Evolution
- Unit 7  Basic Concepts of Evolution
- Unit 8  Defining Race and Major Races of the World
- Unit 9  Criteria and Classification of Race
Fundamentals of Social and Cultural Anthropology (BANC 133) 6 Credits

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

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

SYLLABUS

THEORY

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

Block 2  Basic Concepts
Unit 4  Society
Unit 5  Culture
Unit 6  Institutions I: Kinship, Family and Marriage
Unit 7  Institutions II: Economic, Political and Religious
Unit 8  Gender and Society

Block 3  Theoretical Perspectives
Unit 9  Classical Theories
Unit 10  Theories of Structure and Function
Unit 11  Contemporary Theories
Fundamentals of Archaeological Anthropology (BANC 134) 6 Credits

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

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

SYLLABUS

THEORY

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

Block 2 Dating Methods and Reconstruction of the Past
Unit 5 Dating Methods
Unit 6 Methods of Climatic Reconstruction
Unit 7 Cenozoic Era with Special Reference to Quaternary Period

Block 3 Understanding Prehistoric Cultures
Unit 8 Prehistoric Technology
Unit 9 Prehistoric Typology
Unit 10 Cultural Chronology
Unit 11 Earliest Evidences of Culture in the World

ECONOMICS

Principles of Microeconomics-I (BECC 131) 6 credits

This course introduces the student to the basic principles of microeconomics. It discusses demand and supply, theories of consumer behaviour and the theory of production and cost.
### Principles of Microeconomics-II (BECC 132)

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

### SYLLABUS

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Principles of Macroeconomics – I (BECC 133)

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

SYLLABUS

Block 1  Issues in Macroeconomics and National Income Accounting
Unit 1   Issues and Concepts
Unit 2   National Income Accounting
Unit 3   Measuring Economic Performance

Block 2  Determination of GDP
Unit 4   Classical and Keynesian Systems
Unit 5   Keynesian Model of Income Determination

Block 3  National Income Determination for an Open Economy with Government
Unit 6   Fiscal Policy
Unit 7   External Sector

Block 4  Money in a Modern Economy
Unit 8   Functions of Money
Unit 9   Demand for Money
Unit 10  Monetary Policy

Principles of Macroeconomics –II (BECC 134)  6 credits

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

SYLLABUS

Block 1  IS-LM Analysis
Unit 1   Equilibrium in the Real Sector
Unit 2   Equilibrium in the Monetary Sector
Unit 3   Neoclassical Synthesis

Block 2  GDP and Price Level in Short Run and Long Run
Unit 4   Aggregate Demand
Unit 5   Aggregate Supply
Unit 6   Equilibrium Output and Prices

Block 3  Inflation and Unemployment
Unit 7   Inflation: Concept, Types and Measurement
Unit 8   Causes and Effects of Inflation
Unit 9   Phillips Curve
Block 4  Balance of Payments and Exchange Rate

Unit 10  Balance of Payments
Unit 11  Exchange Rate Determination

**ENGLISH**

**Individual and Society (BEGC 131) 6 credits**

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

**Selections From Indian Writing: Cultural Diversity (BEGC 132) 6 credits**

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

**British Literature (BEGC 133) 6 credits**

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

**Reading the Novel (BEGC 134) 6 credits**

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

**हिंदी**

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

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

काल विमाजन एवं नामकरण, आदिकल्पन काय धाराएँ : सिद्ध, नाथ एवं जैन साहित्य, प्रमुख रासो काय, आदिकल्पन हिंदी साहित्य की सामाजिक विशेषताएँ, महत्त्व आंदोलन : सामाजिक— सांस्कृतिक पृष्ठभूमि, प्रमुख निर्गुण कवि, प्रमुख संगीत कवि, भविष्काल की सामाजिक विशेषताएँ, रीतिकला की ऐतिहासिक पृष्ठभूमि, रीतिविख्यात, रीतिसिद्ध तथा रीतिमुक्त कवि, 1857 का स्वतंत्रता संघर्ष और हिंदी नवजागरण, भारतेंदु युगीन साहित्य की विशेषताएँ, महादीप प्रसाद द्विवेदी और उनका युग, द्विवेदी युग के प्रमुख गद्य लेखक और कवि, हिंदी में गद्य विषयों का उद्वंद और विकास : उपन्यास, कहानी, नाटक, निबंध।
History of India from the Earliest Times (BHIC 131) 6 credits

Up to C. 300 CE

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

It is with these priorities and issues in mind that the Course BHIC 131: History of India from the Earliest Times up to c. 300 CE has been prepared for you. The purpose of this Course is to familiarize you with the stages in the
way the history of India has unfolded from the earliest times till c. 300 CE. The Course is divided into 17 Units, each taking up a major topic, theme or development which is considered significant during the aforementioned period. The emphasis is on transition from one phase to another, cultural characteristics, evolution of regional patterns and also the changes in polity, economy, religion and society as one advances and progresses chronologically within the temporal span charted out in this Course. The Units follow one after the other in sequential coherence. The historical developments subsequent to c. 300 CE will be taken up in the next Course BHIC 132: History of India from c. 300 CE to 1206.

SYLLABUS

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

History of India from c. 300 to 1206 (BHIC 132) 6 Credits

Chronologically, this is in continuation to the course BHIC 131: History of India from the Earliest Times up to c. 300 CE. It gives a historical overview of major polities that emerged and made their mark during this period both in the northern and southern India. It begins with the Guptas and the Pushyabhutis followed by the Pallavas, the Pandyas, the Kalachuris, the Kadambas, the Chalukyas, the Cholas, the Hoysalas and concluding with the Rajputs, the Rashtrakutas, the Arabs, the invasions of Mahmud Ghazni and Mohammad Ghouri. It also encapsulates the economic, social and cultural history that this period exhibit, demonstrate and reflect. This applies to land holdings, revenue systems, agrarian relations, social structure, gender relations, growth and development of art, language and literature, coming up of religion and the ensuing religious trends etc. Hence, it offers an in-depth insight into significant transition from the early historic to the early medieval period of Indian history. We need to understand and study this shift as the students of Indian history. This Course covers 16 Units arranged and ordered both thematically and sequentially.

SYLLABUS

Unit 1 Rise and Growth of the Guptas.
Unit 2 Economy, Society, Culture and Polity: the Guptas
Unit 3 The Pushyabhutis and the Rise of Harsha.
Unit 4 Kingdoms in the Deccan and the South.
Unit 5 The Pallavas, the Pandayas and the Kalachuris.
History of India from 1206-1707 (BHIC 133)  6 credits

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

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

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

SYLLABUS

**Theme 1  Political Structures**

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

**Theme 2  Military and Administrative Systems**
History of India from 1707 to 1950 (BHIC 134) 6 credits

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

SYLLABUS

Unit 1 Interpreting the 18th Century
Unit 2 Emergence of Independent States
Unit 3 Establishment of Colonial power
Unit 4 Expansion and Consolidation of Colonial Power upto 1857
Unit 5 Revolt of 1857
Unit 6 Colonial Economy: Agriculture
Unit 7 Colonial Economy: Trade and Industry
Unit 8 Economic Impact of Colonial Rule
Unit 9 Socio-Religious Movements in the 19th century
Unit 10 Emergence and Growth of Nationalism
Unit 11 Nationalist Movement under Mahatma Gandhi
Unit 12 Communalism: Genesis, Growth and Partition of India
Unit 13 Advent of Freedom: Constituent Assembly, Establishment of Republic
Mathematics is deeply rooted in the activities of our daily life. At the same time it is also known as an abstract discipline. Indeed, mathematics has two aspects – functional and philosophical. It has wide applications in various areas of the sciences, social sciences, humanities, engineering, technology, commerce and agriculture. It is also a philosophy with intrinsic beauty and logical validity. In view of this, mathematics is being introduced as a discipline in the Bachelor’s Degree programme. We are offering the following mathematics courses as part of this programme. The pre-requisite for any of these courses is knowledge of mathematics that is imparted at the senior secondary (+2) level or an equivalent level.

**Calculus (BMTC 131) 6 Credits**

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

**SYLLABUS**

**Block 1 Essential Preliminary Concepts**

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

**Block 2 Limit and Continuity**

Unit 6 Real Number
Unit 7 Limit
Unit 8 Continuity

**Block 3 Differentiation**

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

**Block 4 Applications of Differentiation**

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

**Block 5 Integration**

Unit 17 Introduction to Integration
Unit 18 Methods of Integration
Differential Equations (BMTC 132) 6 Credits

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

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

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

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

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

SYLLABUS

**Block 1** Functions of Two and Three Variables

Unit 1 \( \mathbb{R}^2, \mathbb{R}^3 \)

Unit 2 Limit and Continuity \( \mathbb{R}^2 \) and \( \mathbb{R}^3 \).

Unit 3 First Order Partial Derivatives and Differentiability

Unit 4 Higher Order Partial Derivatives

Unit 5 Chain Rule and Homogeneous Functions

**Block 2** Ordinary Differential Equations of First Order

Unit 6 Introducing Differential Equations

Unit 7 Solving First Order and First Degree Differential Equations

Unit 8 Linear Differential Equations

Unit 9 First Order Differential Equations of Degree Greater than One

**Block 3** Second and Higher Order Ordinary Differential Equations

Unit 10 Higher Order Linear Differential Equations

Unit 11 Method of Undetermined Coefficients

Unit 12 Differential Equations with Variable Coefficients

Unit 13 Method of Differential Operators

**Block 4** First Order Partial Differential Equations

Unit 14 Simultaneous Differential Equations

Unit 15 Total differential equations

Unit 16 Linear Partial Differential Equations

Unit 17 First Order Partial Differential Equations
Real Analysis (BMTC 133) 6 Credits

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

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

SYLLABUS

Block 1 Structure of \( \mathbb{R} \)
Unit 1 Thinking and Communicating Mathematics
Unit 2 Mathematical Reasoning
Unit 3 Algebraic Structure of \( \mathbb{R} \)
Unit 4 Topological Structure of \( \mathbb{R} \)

Block 2 Sequences
Unit 5 Convergence of Sequences
Unit 6 Important Theorems on Limits

Block 3 Infinite Series
Unit 7 Convergence of Series
Unit 8 Tests for Convergence
Unit 9 Alternating Series

Block 4 Continuity and Differentiability of Functions
Unit 10 Continuity
Unit 11 Differentiability
Unit 12 Applications
Unit 13 Higher Order Derivatives

Block 5 Integrability of Functions
Unit 14 Riemann Integrable Functions
Unit 15 Properties of Riemann Integrable Functions
Unit 16 Important Theorems (Fundamental Theorem of Calculus, Mean Value theorems).

Block 6 Sequences and Series of Functions
Unit 17 Sequences of Functions
Unit 18 Series of Functions

Algebra (BMTC 134) 6 Credits

This course comprises 4 blocks. Through this course you will be familiarised with several algebraic systems, namely, groups, rings and fields. The first two blocks focus on group theory, and in the next two blocks you will study rings and fields.
As you go through the course, you will get acquainted with various methods of algebra. You will also see how several different algebraic objects can actually be studied in one go by using these methods. This study will, of course, help you develop your abilities to think mathematically and to appreciate the beauty of mathematics.

SYLLABUS

Block 1 Introduction to Groups
Unit 1 Some Preliminaries
Unit 2 Groups
Unit 3 Subgroups
Unit 4 Cyclic Groups

Block 2 Normal Subgroups and Group Homomorphisms
Unit 5 Lagrange’s Theorem
Unit 6 Normal Subgroups
Unit 7 Quotient Groups
Unit 8 Group Homomorphisms
Unit 9 Permutation Groups
Unit 10 (Optional) Sylow Theorems

Block 3 Introduction to Ring Theory
Unit 11 Rings
Unit 12 Subrings
Unit 13 Ideals
Unit 14 Ring Homomorphisms

Block 4 Integral Domains and Fields
Unit 15 Integral domains
Unit 16 Ring of Polynomials
Unit 17 (Optional) Special Integral Domains

POLITICAL SCIENCE

Introduction to Political Theory (BPSC 131) 6 Credits

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

SYLLABUS

Block 1 Introducing Political Theory
Unit 1 What is Politics?
Unit 2 What is Political Theory?
Block 2  Concept
Unit 3  Liberty
Unit 4  Equality
Unit 5  Justice
Unit 6  Rights

Block 3  Concepts
Unit 7  Democracy
Unit 8  Gender
Unit 9  Citizenship
Unit 10  Civil Society and State

Block 4  Debates in Political Theory
Unit 11  Democracy vs. Economic Growth
Unit 12  Liberty vs. Censorship
Unit 13  Protective Discrimination vs. Principle of Fairness
Unit 14  Family, Law and State

Indian Government and Politics (BPSC 132)  6 Credits

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

SYLLABUS

Block 1  Approaches to Study Indian Politics
Unit 1  Liberal
Unit 2  Marxist
Unit 3  Gandhian

Block 2  Indian Constitution
Unit 4  Basic Features
Unit 5  Fundamental Rights
Unit 6  Directive Principles of State Politics and Fundamental Duties

Block 3  Institutions
Unit 7  Legislature
Unit 8  Executive
Unit 9  Judiciary

Block 4  Society and Politics
Unit 10  Caste, Class and Tribe
Comparative Government and Politics (BPSC 133) 6 Credits

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

SYLLABUS

Block 1 Introduction
Unit 1 Comparative Analysis- Nature, Scope and Utility
Unit 2 Methods of Comparative Political Analysis

Block 2 Comparing Regimes
Unit 3 Authoritarian and Democratic Regimes
Unit 4 Civilian and Military Regimes

Block 3 Forms of Government
Unit 5 Parliamentary and Presidential Systems
Unit 6 Federal and Unitary Systems

Block 4 State in Comparative Perspective
Unit 10 State in Developed and Developing Countries
Unit 11 State-Civil Society Relations
Unit 12 State in the Era of Globalization
Unit 13 Contemporary Debates on the Nature of State

Block 5 Patterns of Political Participation and Representation
Unit 7 Political Parties and Party Systems
Unit 8 Pressure Groups
Unit 9 Electoral Processes

Introduction to International Relations (BPSC 134) 6 Credits

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

Block 1 Introduction
Unit 1 Understanding International Relations
Unit 2 Basic Concepts-Elements of National Power, National Interest, Collective Security, Balance of Power
Unit 3 Evolution of International System (Up to the World War II)

Block 2 Approaches
Unit 5 Realism
Unit 6 Systems Approach
Unit 7 Dependency Theory
Unit 8 Constructivism

Block 3 Developments in International Relations
Unit 9 Origins and Phases of the Cold War
Unit 10 End of the Cold War and its Impact on IR
Unit 11 Emerging Centers of Power
Unit 12 Globalization

Block 4 International Organizations
Unit 13 Role and Functions of the United Nations
Unit 14 International Economic Organizations
Unit 15 Regionalism and New Regionalism

PSYCHOLOGY

Foundations of Psychology (BPCC 131) 6 Credits
The course is offered in the first semester. Psychology is concerned with the study of behavior and mental processes. The course aims to provide an overview of the basic processes of human behavior, theories and methods in psychology, as well as application of psychology in everyday life. The course will acquaint the learner to the different aspects of human behavior and will help him/her to develop better understanding about the key psychological concepts, and its current applications. The course also includes laboratory work. In this, the learner will conduct an experiment and administer a test from the topics covered in theory which will give hands on experience of measuring and interpreting human behavior.

Introduction to Social Psychology (BPCC 132) 6 Credits
The course is offered in the second semester. The present course will help the learner to understand the individual in society, the interpersonal processes, the group dynamics and the cultural influences on social behavior. The course will help the learner to get a better understanding of society and relevance of human behavior in society. The course will involve tutorial classes, which will be activity based and will help in developing the ability to relate knowledge to day-to-day life experiences.

Psychological Disorders (BPCC 133) 6 Credits
The course is offered in the third semester. This course aims to provide an understanding of various psychological disorders and their treatments. The course will familiarise the learner to the basic concepts of abnormality, classification of disorders, theoretical perspectives of the disorders and treatment approaches. The course includes
tutorials which are activity based and will help in developing the ability to relate knowledge to day-to-day life experiences.

**Statistical Methods and Psychological Research (BPCC 134) 6 Credits**

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

**PUBLIC ADMINISTRATION**

**Perspectives on Public Administration (BPAC 131) 6 Credits**

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

An important part of the Course is its emphasis on the Contemporary Perspectives which focuses on New Public Management, Good Governance, Post-modern and Feminist Approaches. In a bid to look for an alternative public administration paradigm, the Units on Postmodernism and Feminist Approaches lay emphasis on the neglected epistemes of knowledge such as Phenomology, Critical Thinking, Discourse Analysis, Deconstruction, Deterritorialization, Gender Equality, Patriarchical Thought Patterns and Participation of Women in Workforce. The Course is comprehensive and analytical in its treatment of approaches.

**SYLLABUS**

**Block 1 Conceptual and Classical Perspectives**

Unit 1 Concept and Significance of Public Administration
Unit 2 Scientific Management Approach
Unit 3 Administrative Management Approach
Unit 4 Bureaucratic Approach

**Block 2 Behavioural, Systems and Socio-psychological Perspectives**

Unit 5 Human Relations Approach
Unit 6 Decision Making Approach
Unit 7 Systems and Socio-psychological Approach

**Block 3 Public Policy Perspective**

Unit 8 Public Policy Approach
Unit 9 Policy Sciences Approach

**Block 4 Political and Social Perspectives**

Unit 10 Ecological Approach
Administrative Thinkers (BPAC 132) 6 Credits

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

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

SYLLABUS

Block 1  Indian Thinkers
Unit 1   Kautilya
Unit 2   Mahatama Gandhi

Block 2  Classical Thinkers
Unit 3   Woodrow Wilson
Unit 4   Frederick W. Taylor
Unit 5   Henri Fayol
Unit 6   Max Weber
Unit 7   Mary Parker Follett

Block 3  Behavioural and Systems Thinkers
Unit 8   Elton Mayo
Unit 9   Chester Barnard
Unit 10  Herbert A. Simon

Block 4  Socio-psychological Thinkers
Unit 11  Abraham Maslow
Unit 12  Rensis Likert
Unit 13  Fredrick Herzberg
Administrative System at Union Level (BPAC 133) 6 Credits

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

SYLLABUS

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

Block 2 Parliamentary Democracy in India
Unit 5 Indian Federalism
5(A) Legislature
5(B) Executive
5(C) Judiciary

Block 3 Institutional Framework
Unit 6 Cabinet Secretariat
Unit 7 Central Secretariat
Unit 8 All India and Central Services
Unit 9 Administrative Tribunals

Block 4 Commissions
10(A) NITI Aayog
10(B) Union Public Service Commission
10(C) Election Commission
10(D) Finance Commission
10(E) Central Vigilance Commission
10(F) Administrative Reforms Commission

Block 5 Concept and Role of Civil Society
Unit 11 Concept and Role of Civil Society

Block 6 Regulatory Bodies
12(A) Telecom Regulatory Authority of India
12(B) Pension Fund Regulatory and Development Authority
12(C) Food Safety and Standards Authority of India
Administrative System at State and District Levels (BPAC 134) 6 Credits

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

**SYLLABUS**

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**SANSKRIT**

संस्कृत पद्धति-साहित्य (BSKC 131) 6 Credits

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

खण्ड 1 - संस्कृत पद्धति-साहित्य का इतिहास
खण्ड 2 - सर्पबंधम्
खण्ड 3 - शिशुसपालवधम्
खण्ड 4 - नीतिशास्त्रकम्

इस पाठ्यक्रम के अन्यमें द्वारा आप महाकाव्य एवं खण्डकाव्य की उत्पत्ति तथा विकास को बता सकेंगे। आप संस्कृत साहित्य के प्रमुख महाकाव्यों जैसे कालिदास, भारद्वज, श्रीरंग, जयदेव आदि के जीवन-कृत्त, कर्तव्य और शैलीगत वैशिष्ट्य से परिचित
SOCIOMETRY

Introduction to Sociology (BSOC 131) 6 Credits

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

SYLLABUS

Block 1 Nature and Scope of Sociology

Unit 1 Emergence of Sociology and Social Anthropology
Sociology of India (BSOC 132) 6 Credits

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

SYLLABUS

Block 1  India as a Plural Society
Unit 1  Unity and Diversity in India
Unit 2  Changing India

Block 2  Social Structures and Practices
Unit 3  Tribe
Unit 4  Caste
Unit 5  Class

Block 3  Social Institutions and Change
Unit 6  Family, Marriage and Kinship
Unit 7  Religion

Block 4  Social Identities and Change
Unit 8  Dalit Movements
Unit 9  Gender based Movements
Unit 10  Tribal and Ethnic Movements

Block 5  State, Society and Religion
Unit 11  Communalism
Unit 12  Secularism

Sociological Theories (BSOC 133) 6 Credits

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

Block 1 Karl Marx
Unit 1 Philosophical Foundations of Karl Marx’s Work
Unit 2 Dialectical Materialism
Unit 3 Class and Class Struggle

Block 2 Emile Durkheim
Unit 4 Philosophical Foundations of Emile Durkheim’s Work
Unit 5 Social Fact
Unit 6 Forms of Solidarity

Block 3 Max Weber
Unit 7 Philosophical Foundations of Max Weber’s Work
Unit 8 Social Action and Ideal Types
Unit 9 Power and Authority

Block 4 Karl Marx, Emile Durkheim and Max Weber: Comparative Perspective
Unit 10 Religion
Unit 11 Economy
Unit 12 Society, Class and Solidarity

Methods of Sociological Enquiry (BSOC 134) 6 Credits

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

SYLLABUS

Block 1 The Logic of Social Research
Unit 1 Research in Social Sciences
Unit 2 Theory and Research
Unit 3 Issues of Objectivity in the Social Sciences
Unit 4 Reflexivity

Block 2 Methodological Perspectives
Unit 5 Comparative Method
Unit 6 Historical Method
Unit 7 Ethnographic Method
Unit 8 Interpretative (Structuralist and Post Modernist)
Unit 9 Feminist Perspective

Block 3 Modes of Enquiry
Unit 10 Quantitative
Unit 11 Qualitative
Unit 12 ICT in Social Research
بی. ای. 1st سمیترکے کورس“131 بی. ای. 1st سمیترکے کورس“131 اردو ادب مین نثری وشعری اصناف کا مطالعہ۔ کی تفصیلات درج ذیل بی. ای. 131 اردو ادب مین نثری وشعری اصناف کا مطالعہ۔ کی تفصیلات درج ذیل بی. ای. 131

Block 1. Afsanwi Asnaf
Block 2. Ghair Afsanwi Asnaf
Block 3. Sheyri Asnaf

بلاک 1 افسانوی اصناف
داستان: تعلیم، سماجی محورکات، مختصر تاریخ
1. ناول: تعلیم، مختصر تاریخ، اجزائے ترکیبی
2. افسانہ: تعلیم، مختصر تاریخ اور اجزائے ترکیبی
3. اردو ثرا: فن اور روایت

بلاک 2 غیر افسانوی اصناف
5. اردو ممن مکتوب نگاری
6. اردو ممن طنز ومزاح، انشاہ، اور مضمون نگاری
7. اردو ممن خاک، نگاری: فن اور روایت
8. اردو ممن سوانح نگاری، خود نوشت اور سفرنامہ کی روایت اور فن

بلاک 3 شعری اصناف
9. قصیدہ تعلیم، اجزائے ترکیبی اور مختصر تاریخ
10. مثنوی: تعلیم، اجزائے ترکیبی اور مختصر تاریخ
11. غزل: بیان، تعلیم اور ارتقا
12. مثیہ: تعلیم، اجزائے ترکیبی اور مختصر تاریخ
13. جدید اردو نظم: تعلیم اور ارتقا
14. اردو کے دیگر شعری اصناف

Study of Urdu Classical Ghazal (BUDC 132) 6 credits

کلاسیکی اردو غزل کا مطالعہ

بی. ای. 132 کلاسیکی اردو غزل کا مطالعہ۔ کی تفصیلات درج ذیل بی. ای. 132 کلاسیکی اردو غزل کا مطالعہ۔ کی تفصیلات درج ذیل بی. ای. 132
1. غزل کا فن، مقبولیت اور ارتقا
2. اردو غزل کا آغاز اور ارتقا
3. غزل کی مقیمویت کے اسباب
4. اردو غزل کا تہذیبی، سیاسی، سماجی اور اقتصادی پس منظر
بلک 2. 
1. غزل کی تعریف اور بینت
2. اردو غزل کا آغاز اور ارتقا
3. غزل کی مقیمویت کے اسباب
4. اردو غزل کا تہذیبی، سیاسی، سماجی اور اقتصادی پس منظر
بلک 3. 
1. غزل کا فن، مقبولیت اور ارتقا
2. اردو غزل کا آغاز اور ارتقا
3. غزل کی مقیمویت کے اسباب
4. اردو غزل کا تہذیبی، سیاسی، سماجی اور اقتصادی پس منظر
Origin and Development of Urdu Language (BUDC 133)  6 credits

اردو زبان کا آغاز و ارتقا

BUDC کے 3rd سے 4th سیمریک کے کورس "133-134" کی تفصیلات درج

بلک 1. حمص اول
1. جدید ابتدائی زبانی اور اردو کے ابتدائی نقوش
2. اردو کی ابتدائی اور ارتقا کے سماجی محركات
3. اردو کے مخاڈ سے متعلق مختلف نظریات
4. اردو کے فروع مین صوفیات کے کرام کا حمص
5. اردو اور کیپ ہیزی بولی کا رشتہ
6. اردو بندی اور بندوستانی

بلک 2 حمص دوم
7. اردو زبان کے اولین نقوش اور دکانی اردو
8. شمالی بند مین اردو اور نثر اور شاعری کا ارتقا

Study of Urdu Nazm (BUDC 134)  6 credits

اردو نظم کا مطالعہ

BUDC کے 4th سیمریک کے کورس "134" کی تفصیلات درج

بلک 1. سیما آقسام اور خودسیات
بلک 2. سیما زائل شوہر کی نازم گویا کی کھوسیات - پہلی
بلک 3. سیما زائل شوہر کی نازم گویا کی کھوسیات - دوم
DISCIPLINE SPECIFIC ELECTIVES

ANTHROPOLOGY

Applied Anthropology (BANE 145) 6 Credits

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

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

SYLLABUS

THEORY

Block 1  Introducing Applied Anthropology
Unit 1  History of Applied Anthropology
Unit 2  Approaches to the Study of Applied Anthropology
Unit 3  Ethics in Applied Anthropology
Indigenous people constitute 5,000 distinct peoples with a population of more than 370 million, spread over 90 different countries in the globe. Whereas in India 705 ethnic groups with a population of 104.3 million are notified as Scheduled Tribes who are called indigenous people spread across different parts of the country. According to 2011 census they comprise 8.6% of the total population of India. Indigenous people have been a major focus of the anthropology since it emerged as a scientific discipline. Anthropologists have spent their professional lives working with indigenous people by writing about their culture, which is considered as the public domain of anthropological study.

The first block of this course focuses on the concept of indigenous people and their distribution in India and around the world. It also discusses the classification of indigenous people. The second block presents an understanding of the various physical and biological characters among the indigenous people of India. Under the third block, the learner will be exposed to how culture has changed and social transformation has taken place among Indigenous people. It also discusses the tribe-caste continuum in India. The last and the fourth block covers in detail the indigenous knowledge and different methods of preservation of natural resources. Forest policy and tribal rights have also been taken into account in this block.

**SYLLABUS**

**THEORY**

**Block 1**  
**Introduction to Indigenous People**  
Unit 1  Concept, Meaning and Definition of Indigenous people  
Unit 2  Global Distribution of Indigenous People  
Unit 3  Indigenous Peoples of India  
Unit 4  Classification of Indigenous People

**Block 2**  
**Physical and Biological Variation among Indigenous Population**  
Unit 5  Major Morphological and Anthropometric Characteristics  
Unit 6  Serological and Biochemical Variation  
Unit 7  Dermatoglyphics and other Biological Traits
Indian Economy-I (BECE 145) 6 credits

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

SYLLABUS

Block 1 Economic Development Since Independence
Unit 1 Economy at the Time of Independence
Unit 2 Development Paradigms
Unit 3 Structural Changes
Unit 4 Resources and Constraints

Block 2 Population and Human Development
Unit 5 Demographic Features
Unit 6 Education Sector
Unit 7 Health and Nutrition

Block 3 Growth and Distribution
Unit 8 Poverty
Unit 9 Inequality
Unit 10 Employment and Unemployment

Block 4 International Comparisons
Unit 11 Growth and Structural Changes
Unit 12 Social and Economic Development
Unit 13 Trade and Balance of Payment
Unit 14 Governance and Institutions
Indian Economy-II (BECE 146) 6 credits

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

SYLLABUS

Block 1  Macroeconomic Policies
Unit 1  Monetary Policy
Unit 2  Fiscal Policy
Unit 3  Trade and Investment Policy
Unit 4  Labour Laws and Regulations

Block 2  Agricultural Sector
Unit 5  Performance of Agricultural Sector
Unit 6  Agrarian Relations and Market Linkages
Unit 7  Capital Formation and Productivity
Unit 8  Agricultural Policy

Block 3  Industrial Sector
Unit 9  Industrial Growth and Policy
Unit 10  Small Scale Industries

Block 4  Services Sector
Unit 11  Features of Services Sector
Unit 12  Policy Issues for Services Sector

ENGLISH

Understanding Prose (BEGE 141) 6 credits

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

Understanding Drama (BEGE 142) 6 credits

This course will introduce you to the origins of Drama. It will further dwell on the growth and development of Drama. Different types of Drama that existed in various stages in history will also be discussed. The course will explore representative works by well known dramatists from different periods and engage students in an in-depth analysis and critical reading of these dramatic texts. In the plays in this course, emphasis is given to structure, technique, dialogue, themes, symbols, motifs and character development.
Understanding Poetry (BEGE 143) 6 credits

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

Soft Skills (BEGE 145) 6 credits

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

HINDI

अस्तित्वाधुलक विमर्श और हिंदी साहित्य (BHDE 141) 6 credits

यह पाठ्यक्रम 6 युनिट का है। इस पाठ्यक्रम में निम्नलिखित विषयों को शामिल किया गया है।

- विषयों की सूची:
  - क) दलित विमर्श: अक्षारणा और आंदोलन, फुले, अम्बेडकर, लोहिया आदि
  - ख) स्त्री विमर्श: अक्षारणा और मुक्ति आंदोलन (पाश्चात्य और भारतीय संदर्भ)
  - ग) आदिवासी विमर्श: अक्षारणा और आंदोलन

- विमर्शाधुलक कथा साहित्य:
  - क) ओमप्रकाश वाल्मीकि — सलाम
  - ख) हरिराम मीणा— धूपी तपे तीर (पृष्ठ संख्या: 158 — 167)
  - ग) सुमित्रा कुमारी सिन्हा— व्यक्तित्व की भूमिका

- विमर्शाधुलक कविता:
  - क) दलित कविता: अछूतान्द (दलित कहाँ तक पड़े रहेंगे), माता प्रसाद (सोनवा का पिजरा), कुसम बियोगी (अभ्र की रेखाएं)
  - ख) स्त्री कविता: 1. कीर्ति चौधरी (सीमा रेखा) 2. कार्यालयी (सात भाइयों के बीच चंपा)
  - ग) अनामिका (बेजगाह) निर्मला पुतल (उतनी दूर मत व्याहना बाबा)

- विमर्शाधुलक अन्य गद्य विधारे:
  - क) प्रभा खेलान: अन्या से अन्या, पृष्ठ 28—42 तक
  - ख) तुलसीदास: मुर्दहिया (चौधरी चाचा से प्रारंभ, पृष्ठ संख्या 125 से 135)
  - ग) महादेवी वर्मा: स्त्री के अर्थ स्वातंत्र्य का प्रश्न
  - घ) डॉ. धर्मवीर: अभिशप्त चित्तन से ईतिहास चित्तन की ओर
History of China c. 1840-1978 (BHIE 141) 6 credits

This course is designed to provide a general introduction to Chinese modern history and its connection with the world. This survey of Chinese history begins with the Opium war, its encounter with the western imperialism, reforms and rebellions within China, rise of nationalism and cultural movement, foundation of the People’s Republic of China in 1949 and ends with the developments in China after 1949. We will follow a chronological line providing the major developments in modern China beginning with the Opium War, the Taiping Rebellion, the Boxer Revolt,
the collapse of the Qing dynasty, the Chinese Revolution of 1911, the “New Culture” movement, rise of nationalism, war against Japan, the communist movement in China and thereafter. This will help in understanding significant developments and forces that have shaped modern China.

**SYLLABUS**

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

**History of Environment (BHIE 142) 6 credits**

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

**SYLLABUS**

Unit 1 Studying Environmental concerns in History – A perspective and a not on periodisation  
Unit 2 Environment and Early Societies I – Hunting, Gathering, Nomadic Civilizations  
Unit 3 Environment and Early Societies II – River Valley Civilizations  
Unit 4 Environment issues in the medieval ages in India  
Unit 5 Environmental issues in the early modern society  
Unit 6 Indian Philosophy and Environment  
Unit 7 Conservation through the ages  
Unit 8 Colonialism and Environment – Green Imperialism  
Unit 9 Debates on Environment and health  
Unit 10 Development and Environmental concerns in post-colonial societies  
Unit 11 Gender Social Groups and Environment  
Unit 12 Role of UN, NGOs etc., in the shaping of the Environmental movement – Greenpeace etc.  
Unit 13 Forest Rights Act 2006  
Unit 14 Issues of Water and Minerals
History of Modern East Asia: Japan (c. 1868-1945) (BHIE 143) 6 credits

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

SYLLABUS

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

Traditions of History Writing in India (BHIE 144) 6 credits

The main focus of this course will be on the expression of historical consciousness in historical writings across genres. Historical consciousness changes over time and this course will address the temporal dimension by discussing examples from early to early medieval, medieval and modern periods of Indian history. We will also be discussing regional traditions as they emerged towards the early medieval period. The course will discuss how historical consciousness takes different forms and finds expression in society and societal change. How past has been transmitted; how it signifies the present; the questions of legitimacy and continuity; mythical beginnings and validation are some of the themes that will be addressed.

SYLLABUS

Block 1 Past and History
Unit 1 What is History?

Block 2 History Writing in Early India
Unit 2 Myths, Dana-Stuti, Gatha, Akhyana and the Transition to Epic and Itihasa Purana Tradition
Unit 3 Buddhist and Jain Traditions
Unit 4 Katha and Charitas
Unit 5 Inscriptions and Prashastis
Unit 6 Kalhana

Block 3 History Writing in South India
Unit 7 Sangam Literary Tradition
Unit 8 Amuktamalyada and Rayavachakamu

71
Some Aspects of European History 1789-1945 (BHIE 145) 6 credits

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

SYLLABUS

Unit 1 The Modern State and Political Culture
Unit 2 Radical Action by the Masses
Unit 3 Formation of Modern French State
Unit 4 Intellectual Trends
Unit 5 European Political Mobilizations, 1830-1848
Unit 6 New Political Systems
Unit 7 Industrialization 1750-1850
Unit 8 Industrialization 1851-1914
Unit 9 Nationalism and the Nation State
Unit 10 Liberal Democracy
Unit 11 The Socialist World
Unit 12 Colonialism and Imperialism
Unit 13 Rise of Fascism and Nazism
Unit 14 Two World Wars
Linear Algebra (BMTE 141)  6 credits

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

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

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

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

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

SYLLABUS

Block 1  Vector Spaces

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

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

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

Block 2  Basis and Dimension

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

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

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

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

Block 3  Linear Transformations

Unit 8  Linear Transformation, Linear Operators and Linear Functionals, Range and Kernel of a Linear Transformation, Injective and Surjective Transformations, Rank and Nullity, Rank-Nullity Theorem, Computing bases for Kernel and Range of a Matrix using Row Reduction (As an Application of earlier material in Unit 7 on Computing Bases of Subspaces using Row Reduction).
Unit 9  Algebra of Linear Transformations including Composition of Linear Transformations, L(U,V) is a vector space, Quotient Spaces, Fundamental Theorem of Homomorphism.

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

**Block 4  Eigenvalues and Eigenvectors**

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

Unit 12  The Algebraic Eigenvalue Problem, Characteristic Polynomial, Obtaining Eigenvalues and Eigenvectors of Matrices and Linear Transformations, Diagonalisation, Criterion for Diagonalisation, examples of operators with repeated Eigenvalues.

Unit 13  Minimal Polynomial, Application of ‘If the minimal polynomial has distinct roots, the matrix is diagonalisable’ (without proof), Characteristic Polynomial of an Operator, Cayley Hamilton Theorem with proof, Computing the inverse of an operator using Cayley Hamilton Theorem.

**Block 5  Inner Product Spaces**

Unit 14  Inner Product, Norm, Orthogonality, Gram-Schmidt Orthogonalisation process.

Unit 15  Linear functionals on inner product space, Adjoint of an Operator, Self Adjoint Operators, Unitary Operators, Hermitian and Unitary Matrices, Eigenvalues of Hermitian and Unitary Operators/Matrices, Orthogonality of Eigenvectors of Hermitian Matrices.

Unit 16  Definition and Standard Equation of a conic, Representation of equation of a Conic in Matrix Form, Determination of the Conics using eigenvalues and eigenvectors, Orthogonal Canonical Reduction, Normal Canonical Reduction, Computational Examples.

**Numerical Analysis (BMTE 144) 6 credits**

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

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

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

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

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

Block 1  Solution of Nonlinear Equations in One Variable
Unit 1  Errors and Approximation
Unit 2  Iterative Methods for Locating a Root
Unit 3  Chord Methods for Finding Roots
Unit 4  Approximate Roots of Polynomial Equations

Block 2  Solution of Systems of Linear Equations
Unit 5  Direct Methods
Unit 6  Inverse of a Square Matrix
Unit 7  Iterative Methods
Unit 8  Eigenvalues and Eigenvectors

Block 3  Interpolation
Unit 9  Lagrange’s Form
Unit 10  Newton’s Form of The Interpolating Polynomial
Unit 11  Interpolation at Equally Spaced Points

Block 4  Numerical Differentiation, Integration and Solution of Differential Equations
Unit 12  Numerical Differentiation
Unit 13  Numerical Integration
Unit 14  Numerical Solution of Ordinary Differential Equations

POLITICAL SCIENCE

Gandhi and the Contemporary World (BPSE 141) 6 credits

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

SYLLABUS

Block 1  Introducing Gandhi
Unit 1  Gandhi: Life and Times
Unit 2  Gandhi’s Conception of Modern Civilisation and Alternative Modernity
Unit 3  Gandhi’s Critique of Development

Block 2  Gandhi’s Political Concerns and Ideas
Unit 4  Swaraj
Unit 5  Swadeshi
India’s Foreign Policy in a Globalising World (BPSE 142) 6 credits

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

SYLLABUS

Block 1 Introduction
Unit 1 Evolution of India’s Foreign Policy
Unit 2 Determinants of India’s Foreign Policy
Unit 3 Principles and Objectives of India’s Foreign Policy
Unit 4 Making of India’s Foreign Policy: Institutions and Mechanisms

Block 2 India’s Policy towards Major Powers
Unit 5 India’s Policy towards USA
Unit 6 India’s Policy towards Russia
Unit 7 India’s Policy towards China

Block 3 India’s South Asia Policy
Unit 8 India’s Policy towards Pakistan
Unit 9 India Policy towards other Neighbours

Block 4 India and the Regions
Unit 10 India’s Act East Policy
Unit 11 India and Central Asia and West Asia
Unit 12 India’s Policy towards Africa and Latin America

Block 5 India’s Concerns in the Globalising World
Unit 13 Security Concerns
Unit 14 Environmental Concerns
Unit 15 Economic Concerns
**State Politics in India (BPSE 143) 6 credits**

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

**SYLLABUS**

**Block 1**  
**Introduction**  
Unit 1  Development of State Politics in India  
Unit 2  Approaches to the Study State Politics

**Block 2**  
**Federalism**  
Unit 3  Union-State Relations: Legislative, Economic and Administrative  
Unit 4  State-Local Relations  
Unit 5  State Autonomy  
Unit 6  Sub-Regional Autonomy and Governance

**Block 3**  
**Development and State Politics**  
Unit 7  State Development Models  
Unit 8  Migration

**Block 4**  
**Party Systems and Electoral Politics**  
Unit 9  State Party Systems  
Unit 10  Electoral Politics  
Unit 11  Leadership

**Block 5**  
**Identity Politics**  
Unit 12  Dalits, OBCs and Women  
Unit 13  Linguistic and Ethnic Groups  
Unit 14  Regions and Tribes  
Unit 15  New Social Groups

**Introduction to South Asia (BPSE 144) 6 credits**

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

**SYLLABUS**

**Block 1**  
**South Asia: An Introduction**  
Unit 1  South Asia as a Region  
Unit 2  Struggle for Independence and Nationalism in South Asia
Block 2  Society and Polity in South Asia
Unit 3    Diversity and Pluralism in South Asia
Unit 4    Political Structures and Processes in India, Pakistan and Bangladesh
Unit 5    Political Structures and Processes in Sri Lanka and the Maldives
Unit 6    Political Structures and Processes in Afghanistan, Bhutan and Nepal

Block 3  Issues in Development
Unit 7    Human Development and Regional Imbalances in South Asia
Unit 8    Migration and Development
Unit 9    Environment and Development

Block 4  Conflict and Cooperation in South Asia
Unit 10   Armed Conflicts in South Asia
Unit 11   Territorial Disputes
Unit 12   Waters Disputes and Water Sharing
Unit 13   Civil Society in South Asia
Unit 14   SAARC
Unit 15   Dynamics of South Asian Security

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

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

SYLLABUS

Block 1  Introduction
Unit 1    Making of the Region
Unit 2    Socio-Cultural and Ethnic profile of the region
Unit 3    Economic profile of the region

Block 2  Constitutional Provisions and Governance
Unit 4    Constituent Assembly Debates
Unit 5    Special Provisions for the Northeast
Unit 6    Regional and District Councils

Block 3  Identity Politics
Unit 7    Migration, Refugee and Citizenship
Unit 8    Autonomy Movements
Unit 9    Ethnicity and Politics of recognition

Block 4  Party Politics and Elections
Unit 10   Political Parties and Party System
Conflict Resolution and Peace Building (BPSE 146) 6 credits

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

SYLLABUS

Block 1 Conflict: Theoretical Constructs
Unit 1 Meaning and Concept of Conflict
Unit 2 Sources of Conflict
Unit 3 Types and Levels of Conflict
Unit 4 Theories of Conflict

Block 2 Conflict Management
Unit 5 Methods of Conflict Resolution
Unit 6 Role of Government and Civil Society
Unit 7 Role of International and Trans–National Institutions

Block 3 Peace Building
Unit 8 Meaning and Significance
Unit 9 Approaches
Unit 10 Post–Conflict Construction and Rehabilitation (Case Studies –Local, Sub –National and International)

Block 4 Contemporary Peace Initiatives
Unit 11 Inter –Faith Dialogue
Unit 12 Peace Initiative Models (King, Mandela, Sharp, Bhave and JP)

PSYCHOLOGY

Counseling Psychology (BPCE 145) 6 Credits

It is a Discipline Specific course and is offered in the fifth semester. The course will introduce the students to the related concepts of counseling, guidance and psychotherapy. It will help them to understand the approaches and techniques of counseling. Further, the students will also learn about various psychotherapies and ethical issues in the counseling profession.
Industrial/ Organisational Psychology (BPCE 146) 6 Credits

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

PUBLIC ADMINISTRATION

Right to Information (BPAE 141) 6 Credits

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

SYLLABUS

Block 1 Right to Information: An Introduction
Unit 1 Right to Information: Evolution, Concept, Achievements and Limitations

Block 2 The Right to Information Act, 2005
Unit 2 The Right to Information Act, 2005: An Overview
Unit 3 The Right to Information Rules, 2012
Unit 4 The Central Information Commission
Unit 5 The State Information Commission

Block 3 Implementation of the Right to Information Act, 2005: Issues and Challenges
Unit 6 Administrative Efficiency, Transparency and Accountability through Right to Information Act, 2005: Issues and Challenges
Unit 7 Role of the Central Information Commissioner, State Information Commissioners and Public Authorities: Expectations and Constraints
Unit 8 The RTI Act, 2005: Constraints in Implementation at the District Level
Unit 9 Role of Media
Unit 10 Role of Civil Society Organisations

Block 4 Towards Governance through Right to Information: Initiatives and Impact
Unit 11 Significance of Right to Information for Governance
Unit 12 Judgments of the Supreme Court and High Court: Instrument for facilitating RTI Enforcement
Unit 13 Success Stories: Efforts to realise Transparency and Accountability
Unit 14 Case Studies: Social Audit in Rajasthan and Maharashtra
Unit 15 Bridging the gap between Rights and their Enforcement

Organisational Behaviour (BPAE 142) 6 Credits

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

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

Block 2  Understanding Individual Behaviour
Unit 3  Employee Attitudes and Job Satisfaction
Unit 4  Theories of Learning

Block 3  Organisational Behaviour: Major Facets
Unit 5  Motivation: Concept and Theories
Unit 6  Nature of Group Dynamics
Unit 7  Team Work: Nature, Effectiveness and Impediments
Unit 8  Communication: Meaning, Nature and Process
Unit 9  Leadership: Concept and Theories

Block 4  Life in Organisations and Organisational System
Unit 10  Organisational Conflict: Meaning, Process and Types
Unit 11  Negotiation: Concept, Process, and Approaches
Unit 12  Change: Process and Management
Unit 13  Organisational Culture: Meaning, Types and Nature
Unit 14  Organisational Change and Development: Concept, Importance, and Techniques
Unit 15  Stress Management
Unit 16  Models: Challenges and Opportunities

Administrative System in BRICS (BPAE 143)  6 Credits

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

SYLLABUS

Block 1  Constitutional Framework and Structure of Government in BRICS
Unit 1  BRICS: Constitutional Framework
Unit 2  Legislature
Unit 3  Executive
Unit 4  Judiciary
This Course deals with an introduction to social policy and administration and also discusses the functions, principles, and models of the same. How do the social policies address the Sustainable Development Goals in social sector like poverty alleviation, education, health, ecology, youth, gender, housing, disadvantaged, and children is being examined. Role of various institutions, commissions, and institutes like the Ministry of Social Justice and Empowerment, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Institute of Social Defence, National Institute of Public Cooperation and Child Development, and Central Social Welfare Board are also being discussed.
Unit 12  Role of Central Social Welfare Board
Unit 13  Role of Civil Society: Case Studies
**Block 4  Social Entrepreneurship**
Unit 14  Social Entrepreneurship

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**SANSKRIT**

आयुर्वेद के मूल आधार  (BSKE 141)  
6 Credits

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

**खण्ड 1  आयुर्वेद का परिचय**
**खण्ड 2  चरकसंहिता: सूत्र-स्थानाम्**
**खण्ड 3  लैतिसीयोपनिषद्**

इस पाठ्यक्रम के आध्यात्म के पश्चात आप आयुर्वेद की पद्धतियों तथा प्रमुख आयुर्वेददार्शाओं जैसे चरक, सुभृत, भावमिश्र आदि का परिचय प्राप्त करेंगे। आप चरकसंहिता के सूत्र-स्थानाम भाग के अंतर्गत वर्णित विषय जैसे सन्तोष का विमोचन, 6 ऋग्वेदों का सवाभाष, शरीर की दशा तथा भोजन करने के नियम से परिचित होंगे। आप लैतिसीयोपनिषद् की मुद्राबली से परिचित होंगे।

रंगमंच और नाट्यकला  (BSKE 142)  
6 Credits

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

**खण्ड 1  रंगमंच: प्रकार और निर्माण**
**खण्ड 2  नाटक: बल्ल, नेता और रस**
**खण्ड 3  भारतीय रंगमंच की परम्परा और इतिहास**

इस पाठ्यक्रम के आध्यात्म के पश्चात आप रंगमंच के प्रकार जैसे विकृष्ट, नक्सम, अवर आदि के विषय में बता सकेंगे तथा नाटक के मूलभूत तत्त्वों नाटक की परम्परा, अभिनय, संवाद आदि के विषय में जानकारी प्राप्त करेंगे। इसके साथ ही आप प्राचीनतावस्था के काल से चली आ रही रंगमंच की परम्परा और उसके इतिहास के विषय में बताने में सक्षम होंगे।

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**SOCIOLOGY**

**Urban Sociology (BSOE 141)**  
6 credits

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

**SYLLABUS**

**Block 1  Introducing Urban Sociology**
Unit 1  Urban Sociology: Nature and Scope
Unit 2  Urbanization and Urbanism
Unit 3  City
Block 2 Perspectives in Urban Sociology
Unit 4 Ecological- Spatial
Unit 5 Political Economy
Unit 6 Network
Unit 7 Cultural

Block 3 Migration, Occupation and Settlements
Unit 8 Migration
Unit 9 Occupation
Unit 10 Slum
Unit 11 Neighborhood and Gated Communities

Block 4 Cultural Politics of Urban Space
Unit 12 Consumer, Culture and Leisure
Unit 13 Caste, Class, Ethnicity and Gender

Indian Sociological Traditions (BSOE 142) 6 credits

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

SYLLABUS

Block 1 History and Development of Indian Sociological Traditions
Unit 1 Major Influences on Indian Sociological Traditions
Unit 2 Major Schools of Indian Sociological Traditions

Block 2 Sociologists in India-1
Unit 3 Radhakamal Mukerjee
Unit 4 G S Ghurye
Unit 5 D P Mukerji
Unit 6 N K Bose
Unit 7 Verrier Elwin

Block 3 Sociologists in India-2
Unit 8 Irawati Karve
Unit 9 A R Desai
Unit 10 M N Srinivas
Unit 11 Ramkrishna Mukherjee
Unit 12 Leela Dube
Environmental Sociology (BSOE 143)  
6 credits

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

**SYLLABUS**

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</tbody>
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Reading Ethnographies (BSOE 144)  
6 credits

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

**SYLLABUS**

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</table>
Religion and Society (BSOE 145)  

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

**SYLLABUS**

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

Block 2  Religion in India  
Unit 5  Pluralism, Equality and Fraternity: The Constitutional Foundations  
Unit 6  Hinduism  
Unit 7  Islam  
Unit 8  Christianity  
Unit 9  Sikhism  
Unit 10  Buddhism  
Unit 11  Religion among Tribes

Block 3  Religion, Community and State  
Unit 12  Religious Pluralism and Syncretic Traditions  
Unit 13  Secularism and Secularization  
Unit 14  Communalism and Fundamentalism  
Unit 15  Civil Religion
Marriage, Family and Kinship (BSOE 146)  6 Credits

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

SYLLABUS

Block 1  Introducing Basic Concepts
Unit 1  Marriage
Unit 2  Family
Unit 3  Kinship

Block 2  Studying Kinship
Unit 4  Descent
Unit 5  Alliance
Unit 6  Fictive

Block 3  Family and Household
Unit 7  Structure and Change: Factors and Dynamics
Unit 8  Reimagining Families

Block 4  Contemporary Issues in Marriage, Family and Kinship
Unit 9  Choice and Regulation in Marriage
Unit 10  Power and Discrimination in the Family
Unit 11  New Reproductive Technologies
Unit 12  Marriage and Migration

Social Stratification (BSOE 148)  6 Credits

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

SYLLABUS

Block 1  Introduction to Social Stratification
Unit 1  Basic Concepts
Unit 2  Bases of Social Stratification

Block 2  Approaches
Unit 3  Marxian
Unit 4  Weberian
Unit 5  Functionalist
Unit 6  Interactional and Attributional Theories

Block 3  Dimension of Social Stratification
Unit 7  Race and Ethnicity
Unit 8  Caste and Class
Unit 9  Gender and Inequality
Block 4  Social Mobility and Reproduction
Unit 10  Concept and Forms of Mobility
Unit 11  Factors and Forces of Mobility
Unit 12  Cultural and Social Reproduction

URDU

Study of Poet Mirza Ghalib (BUDE 141) 6 Credits

مرزا غالب کا خصوصی مطالعہ

بی. اے یو 5th سموئیٹ کے کورس “مرزا غالب کا خصوصی مطالعہ” کی تفصیلات درج ذیل بیں۔ یہ کورس 6 کریٹ کا ہے اور 11 اکتوبر کے بین جس کے نے 180 گھنٹے پڑھائے کے نے اپنے کو مصروف رکھنا ہوگا۔

Block 1. Ghalib ke Swanehi Kwayef
Block 2. Ghalib Ki Khususiyaat Part-I
Block 3. Ghalib Ki Khususiyaat Part-II

بلاک 1 سوانحی کوائف
1. انسویہن صدی کا ادبی، تذبیحی و معاصرتی ماحول
2. غالب کی سوانحی اور شخصیت
3. غالب کی معاصرین

بلاک 2. غالب کی خصوصیات (حص، اول)
4. غالب کا شعري اسلوب
5. غالب کی غزل گونی

6. یہ نہ تھی بماری قسمت کس وصال یار بوتا
   بونی تاخیر تو کچھ باعث تاخیر بھی تھا
   دل ہو تو یہ نہ سنگ و خشت
   آہ کو چاندی اک عمر اثر بونے تک
   بس کہ دشوار ہے بے بر کام کا آسان بونا
   پہر مجھہ دیدہ تر ہاد آیا
   درد منت کئی دوا نہ بوا

بلاک 3. غالب کی خصوصیات (حص، دوم)
7. قصیدہ "درب جز جلؤؤ یکانی معشوق نبی" کے منتخب
8. خطوط غالب کی خصوصیات
9. منتخبی خطوط غالب
10. غالب کی انفرادیت
11. غالب کی انفرادیت
Block 1. Part 1st

Block 2. Part IInd

 DETAILS OF ABILITY/SKILL ENHANCEMENT COURSES

A) ABILITY ENHANCEMENT COMPULSORY COURSES

ENGLISH

Environment Studies (BEVAE 181)

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

Block 1 An Introduction to Environment and Environmental Issues

Unit 1 Our Environment

Concept of environment; Different components of environment and their relationship; Human-
environment relationship: concept of Sustainability and Sustainable development; Multidisciplinary nature of the environmental studies, its scope and importance.

Unit 2 Ecosystems
What is an ecosystem? (Concept of ecosystem, Components of ecosystem-producer consumers, decomposers); Structure and function of ecosystem; Energy flow in ecosystem: trophic levels, food chains, food web, and ecological pyramid; Ecological succession.

Unit 3 Major Ecosystems
Forest, grassland, desert and aquatic ecosystems: Case studies.

Block 2 Natural Resources
Unit 4 Land and Water
Renewable and non-renewable resources; Land as a resource; Land-use change; Land degradation; Soil erosion and desertification; Conservation and management of land resources: Case studies. Water as a resource; Over-exploitation of surface and ground water; Floods and droughts; International and inter-state conflict over water; Conservation and Management of water resource: Case studies.

Unit 5 Forest Resources
Forest as a resource; Deforestation and its Causes; Impact of mining and dam building on environment, forest, biodiversity and tribal populations; Conservation and management of forest resources: Case studies.

Unit 6 Biodiversity: Value And Services
Levels of biodiversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hot spots; India as a mega-biodiversity nation; Endangered and endemic species of India; Ecosystem and biodiversity services: ecological, economic, social ethical, aesthetic informational value.

Unit 7 Energy Resources
Renewable and non-renewable energy sources; uses of alternate energy sources; growing energy needs; conservation and management of energy resources: Case studies.

Block 3 Environmental Issues and Concerns
Unit 8 Biodiversity: Threats and Conservation
Threats to biodiversity: habitat loss, poaching of wildlife, Human-wildlife conflicts in Indian context, biological invasions; Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.

Unit 9 Environmental Pollution and Hazard
Definitions; Types, causes, effects and controls of: air, water, soil and noise pollution; Nuclear Hazard. Hazard and Pollution Case Studies (human health risks).

Unit 10 Waste Management
Solid waste management: Control measures of urban and industrial waste. Case Studies.

Unit 11 Global Environmental Issues
Global warming, climate change, ozone layer depletion, acid rain and their impact.

Block 4 Protecting our Environment: Policies and Practices
Unit 12 Environmental Legislation
Environment Protection Act; Air (Prevention & control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act, International Agreements: Montreal protocols and conventional on Biological Diversity (CBD).
Unit 13  Human Communities and Environment

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected person case studies. Disaster Management; Natural Disasters: Floods, earthquake, cyclones and landslides.

Unit 14  Environmental Ethics

Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies.

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

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

English Communication Skills (BEGAE 182)  4 credits

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

HINDI

हिंदी भाषा और संप्रेषण (BHDAE 182)  4 credits

इस पाद्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित विषयों का अध्ययन कराया जाएगा। यह पाद्यक्रम 4 क्रेडिट का है। इस पाद्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित निम्नलिखित विषयों को शामिल किया गया है:

- हिंदी भाषा का विकास, भाषा की परिभाषा, प्रकृति एवं विविध रूप;
- हिंदी भाषा की विशेषताएँ: क्रिया, विभिन्न, सर्थनाम, विशेषण एवं अध्ययन संबंधी;
- हिंदी की वर्ण-प्रयोग;
- स्वर एवं विश्लेषण;
- स्वर के प्रकार—हृदय, दीर्घ तथा संयुक्त;
- विश्लेषण के प्रकार—स्वरों, अप्रत्याय, अवस्था, अवत्याय, बहुस्था, घोष तथा अधी.
- वर्गों का उच्चारण स्थान;
- कन्ध, तालय, मूड, दर्शन, औषधि तथा दर्शनीय;
- बलात्काश, संगम, अवस्था तथा संधि;
- भाषा संप्रेषण के चरण: श्रवण, अभिव्यक्ति, वाचन तथा लेखन;
- हिंदी वाक्य रचना, वाक्य और उपवाक्य;
- वाक्य भंड और वाक्य का रूपान्तर.

B) SKILL ENHANCEMENT COURSES

ANTHROPOLOGY

Tourism Anthropology (BANS 183) 4 Credits

In the industrial sector today tourism is the fastest growing. Human beings with their innate curiosity and the urge to know what lies beyond their immediate horizons have ventured to far off places since time immemorial. Tourism is intrinsic to human desire to travel and explore thus, every human being at one point of time or the other has explored as a tourist, be it going on a short vacation, pilgrimage etc. Tourism affects not only the lives of the people who visit places as a tourist but also has a huge impact on the spaces visited that is the host communities their social and economic lives, the natural environment, artistic productions and so on. Thus, anthropology is intricately associated with tourism.
In this course we will try to understand the anthropology of tourism and tourists. It’s development through an anthropological lens to understand the commodification of culture owing to tourism. The course will also take into account the tangible and intangible heritages and the new emerging avenues in the field of tourism anthropology.

SYLLABUS

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

Block 2 Emerging Trends In Anthropology and Tourism
Unit 6 Political Economy of Tourism
Unit 7 Tourism versus Heritage Sites
Unit 8 Tangible and Intangible Heritage
Unit 9 Ecotourism
Unit 10 New Directions in the Anthropology of Tourism

Public Health and Epidemiology (BANS 184) 4 Credits

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

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

SYLLABUS

Block 1 Essentials in Epidemiology and Public Health
Unit 1 Epidemiology
Unit 2 Public Health
Unit 3 Environmental Health
Unit 4 Epidemiology of Disease

Block 2 Psychological, Behavioural, and Social Issues in Public Health and Management
Unit 5 Influence of Social Factors on Health and Illness
Unit 6 Theory and Methods of Public Health
Unit 7 Management of Health Care Programmes by Indian Government and NGO’s:

Block 3 Research and Statistical Methods in Public Health
Unit 8 Research Methods and Statistical Tools
Unit 9 Data Analysis
Unit 10 Advanced Statistics
Data Analysis (BECS 184)  4 credits

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

SYLLABUS

Block 1  Review of Mathematical and Statistical Concepts
Unit 1  Mathematical Concepts
Unit 2  Statistical Concepts
Unit 3  Introduction to Statistical Software

Block 2  Data Collection and Presentation of Data
Unit 4  Data Collection: Methods and Sources
Unit 5  Tools of Data Collection
Unit 6  Data Presentation

Block 3  Analysis of Quantitative Data
Unit 7  Univariate Data Analysis
Unit 8  Bivariate Data Analysis
Unit 9  Multivariate Data Analysis
Unit 10  Composite Index Numbers

Block 4  Analysis of Qualitative Data
Unit 11  Participatory Method
Unit 12  Content Analysis

ENGLISH

Writing and Study Skills (BEGS 183)  4 credits

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

English Language Teaching (BEGS 185)  4 credits

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

Business Communication (BEGS 186)  4 credits

Business Communication (4 credits) will give you an understanding of a business organization and the jobs and responsibilities which are part of it. It will also deal with communication in the business context i.e., internal business correspondence, external business correspondence, project proposals and business reports, and so on.
अनुवाद सिद्धांत और प्रविष्टि (BHDS 183) 4 credits

यह पाद्यक्रम 4 क्रेडिट का है। इस पाद्यक्रम में निम्नलिखित विद्युओं को शामिल किया गया है:

अनुवाद का अर्थ, स्थान एवं प्रकृति; अनुवाद कार्य की आवश्यकता एवं महत्व; बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका। अनुवाद के प्रकार: साहित्यिक अनुवाद, भावानुवाद, क्रांतिकालीन एवं सांस्कृतिक अनुवाद; अनुवाद प्रक्रिया के तीन चरण: विवेशण, अंतर्गत एवं पूर्वरूपित; अनुवाद की भूमि के तीन पक्ष-पाठक की भूमिका (अंतर्गतिनी की) हिन्दी भाषा के भूमिका (अंतर्गतिनी की प्रक्रिया) एवं रचना की भूमिका (अंतर्गतिनी की प्रक्रिया)। सर्जनात्मक साहित्य के अनुवाद की अध्यायां, सर्जनात्मक साहित्य के अनुवाद तथा तकनीकी अनुवाद में अंतर; गद्यानुवाद एवं काव्यानुवाद में संस्कृति के भेद; किसी दूसरे अनुवादित क्रियाओं का समीक्षण एवं अध्ययन।

रेडियो लेखन (BHDS 184) 4 credits

यह पाद्यक्रम 4 क्रेडिट का है। इस पाद्यक्रम में निम्नलिखित विद्युओं को शामिल किया गया है:

रेडियो लेखन : एक परिचय, ऐतिहासिक परिशोध, संकेत और कोड, दृश्य संकेतों का श्रेय संकेतों में परिवर्तन (रेडियो स्पीकर)। जनसामान्य तक पहुँचाना: रेडियो और जनसंचार, रेडियो समाचार रेलवे, रेडियो और जनसंचार, रेडियो समाचार रेलवे, रेडियो लेखन के महत्व: रेडियो नाटक, रेडियो के लिए उपयोगी और कहानियों का रूपांतरण, समारोह और कार्यक्रम, अकेले देखा हाल (कोमेडी)। रेडियो और शिखर: शिखर के में रेडियो की भूमिका, बच्चों के लिए रेडियो, स्कूल के लिए प्रसारण, अनुवादित शिखर में रेडियो की भूमिका, नवा शिखर प्राणाली में रेडियो की भूमिका।

टेडिविजन लेखन (BHDS 185) 4 credits

यह पाद्यक्रम 4 क्रेडिट का है। इस पाद्यक्रम में निम्नलिखित विद्युओं को शामिल किया गया है:

पक्षी लेखन के मूल आधार: दृष्टि भाषा की विशेषता, पक्षी लेखन की विशेषता, रचनात्मक लेखन और पक्षी लेखन, पक्षी की भाषा, पक्षी में पत्र। टेडिविजन के लिए लेखन: टेडिविजन भाषा की विविधता विषय, टेडिविजन लेखन की पारंपरिक शादवाली, संगीत लेखन, पक्षी लेखन। वातावरिक लेखन: कथा, दृश्य विवाह, धारावाहिक लेखन में संगीत, धारावाहिक लेखन में पत्र। वृत्तिक्रिया टेडिविजन वृत्तिक्रिया के रूप के पत्र, दृष्टि और कमेरे। वृत्तिक्रिया: अनुभव। साहित्यिक घटनाओं का स्पष्टार्थ: कहानी का स्पष्टार्थ, उपयोग का स्पष्टार्थ, नाटक का स्पष्टार्थ।

समाचार संकलन और लेखन (BHDS 186) 4 credits

इस पाद्यक्रम में समाचार संकलन और लेखन से संबंधित प्रमुख विद्युओं का अध्ययन कराई जाएगा। यह पाद्यक्रम 4 क्रेडिट का है। इस पाद्यक्रम में समाचार संकलन और लेखन से संबंधित निम्नलिखित विद्युओं को शामिल किया गया है:

समाचार: अवकाश, परिशोध, वृन्दावनी तत्त्व, समाचार और संवाद, संस्कृति, समाचार मूल्य। समाचार का अर्थ। समाचार संकलन और लेखन: सिद्धांत और मार्गरित बातें। वित्तीय और जनसमुदाय की दृष्टियों। समाचार का वैज्ञानिक। खोज, वैज्ञानिक, अनुसंधान समाचार। संवादाधिकारी: भूमिका, अहंकार, श्रेणियां, प्रकार एवं व्यवहार-सहित। नियोजित के क्षेत्र और प्रकार: कभानिक, कामायिक, मानव और प्रशासन, विशेष, इस्लामिक, अपारित और व्यवहार, दुर्गापूजा एवं नृत्य आदि, ग्रंथ, कृति, विकास, अर्थ और व्यवहार, बैराज और समृद्धि, संगीत, भारत, तात्त्विक और संस्कृति, विवाह, अनुसंधान एवं तकनीकी विषय, नेतृत्व, प्रत्यावर्धन, मानविक और अन्य सामाजिक विषय और क्षेत्रों से संबंधित नियोजित। इसक्षेत्रिक मानकों में प्राप्त समाचारों का पुर्तानन। तीत्र: अर्थ, प्रकार, लिखित की कला, महत्व। शीर्षक: अर्थ, प्रकार, लिखित की कला, महत्व। रिपोर्ट: कला और विज्ञान के रूप में विवेशण, प्रस्तुतिकला और भाषा-शैली।
### PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Emotional Intelligence (BPCS 183)</strong></td>
<td>4</td>
</tr>
<tr>
<td>The course is offered in the <em>third semester</em>. This course will help the learner to know the concept of Emotional Intelligence (EI) and introduce the various components of emotional competencies. Various models of EI and their assessment will be described. Further, the course will cover the applications of EI in various settings and strategies to improve EI.</td>
<td></td>
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<tr>
<td><strong>School Psychology (BPCS 184)</strong></td>
<td>4</td>
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<tr>
<td>The course is offered in the <em>fourth semester</em>. The course aims to introduce the basic concepts related to school psychology. Topics covered include scope and objectives of school psychology, developmental factors in children, children with special needs, emotional and behavioural problems in school children, psychological interventions in school, policies related to protection of child rights and safety. At the end of the course, the learner will be familiar with the key concepts related to school psychology and will be aware about child well-being in school setting.</td>
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</tr>
<tr>
<td><strong>Developing Emotional Competence (BPCS 185)</strong></td>
<td>4</td>
</tr>
<tr>
<td>The course is a skill enhancement course and is offered in the <em>third semester</em>. The course will introduce the concept of emotion and highlight the relationship between emotional intelligence and emotional competence. Further, it will help the learners know and acquire different strategies to develop emotional competencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Managing Stress (BPCS 186)</strong></td>
<td>4</td>
</tr>
<tr>
<td>The course is a skill enhancement course and is offered in the <em>fourth semester</em>. The present course will help the learners to understand the concept, nature and manifestation of stress. Further, it will acquaint them with the different strategies of managing stress. Thus the course content will mainly focus on the concept of stress, its sources and effect. Further, it will also focus on various stress management techniques.</td>
<td></td>
</tr>
<tr>
<td><strong>Managing Human Resources (BPCS 187)</strong></td>
<td>4</td>
</tr>
<tr>
<td>The course is a skill enhancement course and is offered in the <em>fifth semester</em>. The course will help the learner to understand the main concepts related to human resource management and related techniques. Besides various human resource practices including selection, placement, performance appraisal and many more aspects will help the learner to get a better understanding of managing human resource.</td>
<td></td>
</tr>
<tr>
<td><strong>Application of Social Psychology (BPCS 188)</strong></td>
<td>4</td>
</tr>
<tr>
<td>The course is a skill enhancement course and is offered in the <em>sixth semester</em>. The course will help the learner to apply principles of social psychology to understand and deal with social issues.</td>
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</tbody>
</table>

### PUBLIC ADMINISTRATION

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Logistics Management (BPAS 184)</strong></td>
<td>4</td>
</tr>
<tr>
<td>Logistics Management is the part of supply chain management that involves planning, implementing, controlling the movement, storage of goods and services and related information between the point of origin and the point of consumption to meet the needs of the customers. This Course on ‘Logistics management’ attempts to introduce the learners to the concept, principles of logistics, logistics management cycle. The important components of logistics management that includes procurement of material and inventory control, handling, packaging, transportation, warehousing, storage, information monitoring are analysed. The emerging trends in the area of logistics management that encompasses customer satisfaction, green logistics, issues pertaining to outsourcing logistics management and its challenges are examined in the course.</td>
<td></td>
</tr>
</tbody>
</table>
**SYLLABUS**

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

**Block 2  Logistics Management: Components**
- Unit 5  Procurement of Material and Inventory Control
- Unit 6  Material Handling and Packaging
- Unit 7  Transportation, Warehousing and Storage
- Unit 8  Information Monitoring
- Unit 9  Logistics Information System

**Block 3  Logistics Management: Emerging Trends**
- Unit 10  Customer Satisfaction
- Unit 11  Green Logistics
- Unit 12  Outsourcing Logistics Management: Issues
- Unit 13  Effective Logistics Management: Challenges

**Stress and Time Management (BPAS 186)  4 Credits**

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

**SYLLABUS**

**Block 1  Understanding Stress and Time Management**
- Unit 1  Understanding Stress
- Unit 2  Understanding Time Management

**Block 2  Stress and Poor Time Management**
- Unit 3  Workplace Stress: Major Causes
- Unit 4  Waste of Time: Distractions at Workplace
- Unit 5  Poor Time Management: Effects on Job Performance
- Unit 6  Stress and Health: Effects of Stress on Health

**Block 3  Towards Stress and Time Management**
- Unit 7  Time Wasters and Time Savers
- Unit 8  Stress Management: Effective Methods and Approaches
- Unit 9  Time Management: Effective Methods and Approaches
- Unit 10  Stress and Time Management: Towards Happiness and Success
Techniques of Ethnographic Film Making (BSOS 184) 4 credits

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

SYLLABUS

Block 1 Introduction to Sociological and Anthropological Filmmaking
Unit 1 Sociology, Anthropology and Filmmaking: The Text and the Image
Unit 2 Different Modes of Filmmaking

Block 2 Understanding the use of Camera in Social Research
Unit 3 The Filmmaker and the Filmed: Relationship and understanding ‘ethics’
Unit 4 Editing and Construction of Meaning
Unit 5 Understanding multiple shots and camera movement
Unit 6 Tools for Film Editing

Block 3 Filming Oral testimonies, Interviews and Interaction: Case Studies
Unit 7 Final Film Projects

Society through the Visual (BSOS 185) 4 Credits

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

SYLLABUS

Block 1 Introduction to the Sociological Study of the Visual
Unit 1 Understanding society through visual
Unit 2 Making sense of visuals

Block 2 Sociology and the Practice of Photography
Unit 3 Image making through photography
Unit 4 Photography, self and society
Unit 5 Photography as a tool of research

Block 3 Video and Film in Sociology
Unit 6 Representing through video and film
Unit 7 Film and video as research tool

Block 4 Sociology, Multimedia and Hypermedia
Unit 8 Society, Multimedia and Hypermedia
Unit 9 Multimedia and Hypermedia as tool of research
**GENERIC ELECTIVE**

**ENGLISH**

**Media and Communication Skills (BEGG 171) 6 credits**

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

**Language and Linguistics (BEGG 172) 6 credits**

We use language all the time. Have you ever asked yourself the questions: What is language? Is it something unique to the human species? Does language only exist for social reasons? What about people who speak multiple languages? In this Course Language and Linguistics (6 credits) we attempt to answer some of these questions. We then focus on the sounds, word formation and sentence structures of the English language.

**Academic Writing and Composition (BEGG 173) 6 credits**

As students we often need to turn in assignments which include essays, reports, projects, summaries, reviews and so on. We feel under-confident while doing so and lose marks not because we do not know the subject but because we are not trained in the process of writing for academic purposes. In this course (6 credits) we discuss the difference between academic and non-academic writing and different kinds of academic writing. We also revise different ways of writing paragraphs and composition, summary writing, note making and note taking and book and media reviews. Issues such as copyright and plagiarism are also discussed.

**Creative Writing (BEGG 174) 6 credits**

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

**Hindi**

**BHDG 173 पाठ्यक्रम : समाचार पत्र और फीचर लेखन पाठ्य**

इस पाठ्यक्रम में समाचार पत्र और फीचर लेखन से संबंधित प्रमुख विद्युओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 6 क्रेडिट का है। इस पाठ्यक्रम में अधिकतम 18 इकाइयाँ होंगी। इस पाठ्यक्रम में समाचार पत्र और फीचर लेखन से संबंधित विद्युओं को शामिल किया गया है: समाचार पत्रों की दुनिया, समाचार पत्र के लिए लेखन की फ़ॉर्मॅटियाँ, समाचारकीय पुस्तक के लिए लेखन, समाचार संस्करण, तैयारी और समाचार, फीचर लेखन की विशेषताएं, यात्रा लेखन: विषय का चयन और प्रस्तुति; समाचार और सांस्कृतिक फीचर: विषय का चयन और प्रस्तुति; आधिक फीचर: विषय का चयन और प्रस्तुति; विज्ञान, पर्यावरण और स्वास्थ्य सम्बन्धी फीचर: विषय का चयन और प्रस्तुति; खेल-कूद में फीचर: विषय का चयन और प्रस्तुति; समुदाय सम्बन्धी फीचर: विषय का चयन और प्रस्तुति; महिलाओं के सम्बंध में लेखन, बच्चों के संबंध में लेखन, किशोर, युवा और बुजुर्ग वर्ग के लिए लेखन, शहरी वर्ग के लिए लेखन, ग्रामीण वर्ग के लिए लेखन,
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCG 171</td>
<td>General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>BPCG 172</td>
<td>Youth, Gender and Identity</td>
<td>6</td>
</tr>
<tr>
<td>BPCG 173</td>
<td>Psychology for Health and Well being</td>
<td>6</td>
</tr>
<tr>
<td>BPCG 174</td>
<td>Psychology and Media</td>
<td>6</td>
</tr>
<tr>
<td>BPCG 175</td>
<td>Psychology for Living</td>
<td>6</td>
</tr>
<tr>
<td>BPCG 176</td>
<td>Psychology of Gender</td>
<td>6</td>
</tr>
</tbody>
</table>

**General Psychology (BPCG 171) 6 Credits**

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

**Youth, Gender and Identity (BPCG 172) 6 Credits**

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

**Psychology for Health and Well being (BPCG 173) 6 Credits**

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

**Psychology and Media (BPCG 174) 6 Credits**

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

**Psychology for Living (BPCG 175) 6 Credits**

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

**Psychology of Gender (BPCG 176) 6 Credits**

It is a Generic Elective course and is offered in the fifth semester. The course will help the learner to understand the concept of gender. The course will also introduce to the measurement of gender roles and attitudes. With the help of this course, the learner will be familiarised to psychology and construction of gender, gender roles and attitudes.
Disaster Management (BPAG 171) 6 Credits

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

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

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

SYLLABUS

**Block 1 Introduction**
- Unit 1 Meaning and Classification of Disasters
- Unit 2 Hazard, Risk and Vulnerability
- Unit 3 Natural and Man-made Disasters
- Unit 4 Disaster Profile of India

**Block 2 Disaster Management: Concepts and Institutional Framework**
- Unit 5 Disaster Management: Act, Policy and Institutional Framework
- Unit 6 Disaster Management Cycle with focus on Preparedness, Prevention and Mitigation
- Unit 7 Disaster Relief and Response
- Unit 8 Damage Assessment
- Unit 9 Rehabilitation, Reconstruction and Recovery

**Block 3 Inter-relationship between Disasters and Development**
- Unit 10 Climate Change
- Unit 11 Disasters and Development

**Block 4 Disaster Management: Cross-Cutting Issues**
- Unit 12 Relevance of Indigenous Knowledge
- Unit 13 Community Based Disaster Management
- Unit 14 Disaster Management Strategies
- Unit 15 Disaster Management: Case Studies

Governance: Issues and Challenges (BPAG 172) 6 Credits

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

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

**SYLLABUS**

**Block 1**  
**Government and Governance: Concepts**  
Unit 1 Globalisation: Role of State, Market and Civil Society  
Unit 2 Governance: Conceptual Dimensions  
Unit 3 Governance Framework in India  
Unit 4 Stakeholders in Governance

**Block 2**  
**Governance and Development**  
Unit 5 Changing Dimensions of Development  
Unit 6 Strengthening Democracy through Governance

**Block 3**  
**Governance: Emerging Perspectives**  
Unit 7 Governance Challenges and Changing Role of Bureaucracy  
Unit 8 Information and Communication Technology and Governance  
Unit 9 Role of Media  
Unit 10 Corporate Governance  
Unit 11 Sustainable Human Development  
Unit 12 Transparency and Accountability

**Block 4**  
**Local Governance**  
Unit 13 Decentralisation and Local Governance  
Unit 14 Inclusive and Participative Governance

**Block 5**  
**Good Governance Initiatives in India**  
Unit 15 Public Service Guarantee Act, Citizen’s Charter, Right to Information, Corporate Social Responsibility

**E-governance (BPAG 173) 6 credits**

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

**SYLLABUS**

**Block 1**  
**E-governance-A Conceptual Framework**  
Unit 1 Concept, Models, Roles, and Significance  
Unit 2 ICT-Components and Applications  
Unit 3 Information Systems

**Block 2**  
**Role of ICT in Administration**  
Unit 4 Transforming Administrative Culture  
Unit 5 E-governance in Government Departments/Institutions/Agencies
Sustainable Development (BPAG 174) 6 Credits

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

SYLLABUS

Block 1 Concept of Sustainable Development

Unit 1 Meaning, Nature and Scope of Sustainable Development
Unit 2 Major Components of Sustainable Development
Unit 3 Approaches to Sustainable Development
Unit 4 Goals of Sustainable Development

Block 2 Development, Sustainability and Climate Change

Unit 5 Concept of Global Commons and Climate Change
Unit 6 International Conventions on Sustainable Development
Unit 7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities

Block 3 Health, Education and Food Security

Unit 8 Relationship between Sustainable Development and Food Security
Unit 9 Role of Green and Converging Technologies toward Health, Sanitation and Food Security
Unit 10 Role of Education in Sustainable Development

Block 4 Sustainable Development: A Way Forward

Unit 11 Role of Policy Innovations in Sustainable Development
Unit 12 Recognition of Ecological limits of Equity and Justice
Unit 13 Alternative ways of Resource Generation and Capacity Enhancement
Indian Society: Images and Realities (BSOG 171) 6 credits

This course seeks to provide an interdisciplinary introduction to Indian society.

SYLLABUS

Block 1 Ideas of India
Unit 1 Civilization and Culture
Unit 2 India as Colony
Unit 3 Nation, State and Society

Block 2 Institutions and Processes
Unit 4 Village India
Unit 5 Urban India
Unit 6 Language and Religion
Unit 7 Caste and Class
Unit 8 Tribe and Ethnicity
Unit 9 Family and Marriage
Unit 10 Kinship

Block 3 Critiques
Unit 11 Class, Power and Inequality
Unit 12 Resistance and Protest

Rethinking Development (BSOG 173) 6 credits

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

SYLLABUS

Block 1 Unpacking Development
Unit 1 Understanding Development
Unit 2 Factors and Instruments of Development
Unit 3 Developed, Developing and Underdeveloped

Block 2 Theorising Development
Unit 4 Modernisation, Urbanisation and Industrialisation
Unit 5 Perspectives on Development
Unit 6 World System Theory
Unit 7 Human and Social Perspective
Unit 8 Environmental Perspective
Unit 9 Feminist Perspective
Economy and Society (BSOG 176) 6 Credits

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

SYLLABUS

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

Block 2  Forms of Exchange
Unit 4  Reciprocity and Gift
Unit 5  Exchange and Money

Block 3  Mode of Production
Unit 6  Hunting and Gathering
Unit 7  Pastoralists and Horticulturists
Unit 8  Domestic Mode of Production
Unit 9  Peasants
Unit 10  Capitalism
Unit 11  Socialism

Block 4  Contemporary Issues
Unit 12  Globalisation
Unit 13  Development

GENDER STUDIES

Gender Sensitization: Society and Culture (BGDG 172) 6 credits

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

After reading this Course, you should be able to:

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

**SYLLABUS**

**Block 1 Conceptualizing Gender**
Unit 1 Understanding Gender and Related Concepts
Unit 2 Gender and Sexualities
Unit 3 Masculinities
Unit 4 Gender in Everyday Life

**Block 2 Gender and Family**
Unit 5 Family and Marriage
Unit 6 Motherhood

**Block 3 Gender and Work**
Unit 7 Gendering Work
Unit 8 Gender Issues in Work and Labour Market

**Block 4 Health and Gender**
Unit 9 Reproductive Health and Rights
Unit 10 Gender and Disability

**Block 5 Gender, Law and Society**
Unit 11 Gendered Based Violence
Unit 12 Sexual Harassment at Workplace

**Block 6 Gender, Representation and Media**
Unit 13 Language and Gender
Unit 14 Gender and Media
Unit 15 Reading and Visualizing Gender