

Programme Project Report

Center for Distance and Online Education Program (CDOE)

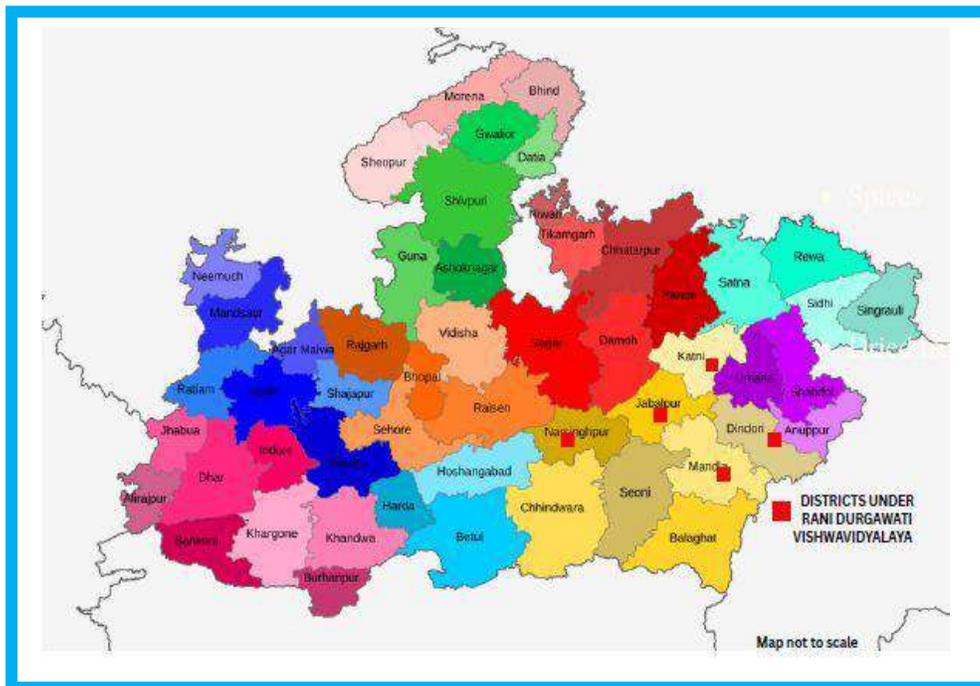
Rani Durgavati Vishwavidyalaya

Rani Durgavati Vishwavidyalaya was established on the 12th of June 1956. The achievements of the University has been recognized and documented by the National Assessment and Accreditation Council in 2024, when it awarded a high rating of “A Grade” with CGPA score 3.22.

IMP - To be updated

The 26 departments offer a diverse bouquet of 63 academic programmes, including Ph.D, D.Sc. and D.Litt. degrees in 29 subjects, as well as 18 undergraduate programmes. The University has 163 affiliated colleges, including 3 colleges recognized as having "Potential for Excellence" and 8 autonomous colleges. University also runs several centers like Academic Staff College, Community College, Women’s Study Center, We Walk, Gurunanak Vidyapeeth.

Today, the outreach and impact of the University have increased manifold, covering five sprawling districts namely Jabalpur, Katni, Mandla, Dindori and Narsinghpur, which has rich tribal heritage and culture covering a population of over one crore.



Districts under Rani Durgawati Vishwavidyalaya

Recognizing the marginalized socio-economic profile of these tribal and non-tribal districts, Rani Durgavati Vishwavidyalaya (RDVV) decided to establish a Center for Distance and Online Education (CDOE) Program to democratize education for the marginalized populations of both tribal and non-tribal districts.

Programs vision :

The primary vision for starting the Distance and Online Education programs at the university is "**Knowledge Without Borders.**" Our vision is to dismantle the geographical and social barriers . By launching the Bachelor of Arts and Postgraduate Programs, such as M.A. in English and M.S.W., through Distance and Online Education, Rani Durgavati Vishwavidyalaya is not merely offering a degree; instead, it is extending a bridge of opportunity to the most remote corners of our society.

Pogramme's Mission:

- 1.To democratize higher education by establishing a sustainable Center of Distance and Online Education framework within tribal and non tribal districts.
- 2.To empower socially, economically and educationally marginalized sections of the society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation through ODL and regular modes of education.
- 3.To proactively reach out to the Rural women folk ,adolescent girls, and life long learners who have been excluded from the regular educational system.
4. To spread more literacy in the society.

Objectives of Distance and Online Education Program :

- Empowering Tribal Communities: Given the significant tribal population within the Mahakoshal area under Rani Durgavati Vishwavidyalaya, the ODL mode will specifically benefit deprived and marginalized groups.
- Dual Degree Opportunities: In alignment with the National Education Policy (NEP), students will be able to take advantage of dual degree arrangements, enhancing their academic qualifications simultaneously.
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- **Support for Working Professionals:** The program is designed to allow working individuals to pursue and earn a university degree without interrupting their professional careers.
- **Education at the Doorstep:** Rani Durgavati Vishwavidyalaya will be able to deliver quality education directly to the doorsteps of those who have been deprived of access to formal learning.
- **Expected Outcome of the Program:**
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 - **Knowledge Expansion:** Pursuing BA, MA, and MSW degrees will significantly broaden the learners' knowledge base across various social and academic disciplines.
 - **Professional Expertise:** Learners gain practical insights and advanced understanding of social issues.
 - **Job Opportunities :** The program teaches skills that help students find better jobs in the future.
 - **Easy Access:** Students from remote areas can study without traveling to the city.
 - **Helping Everyone:** People from **marginalized groups** (who have fewer resources) can finally afford a university degree.
 - **Study While Working:** Students can keep their jobs while they learn because the schedule is flexible.
 - **Top-Notch Materials: High-Quality SLMs** (books and online notes) that help students learn effectively on their own.
 - **Skill Development:** The program produces graduates with the skills needed for the modern job market.
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- **Affordability:** Lower tuition fees make it easier for students to complete their degrees without heavy debt.

Nature of prospective target group of learners :

Distance and Online Education programs are designed to reach people who cannot attend a regular college. This flexible way of learning is built for a wide range of students, including:

- ❖ **Working Professionals:** People who want to earn a degree while keeping their jobs.
- ❖ **Homemakers ,Women and Adolescent Girls :** Those who want to study while managing family and household duties.
- ❖ **Rural & Tribal Communities:** Students living in remote areas where colleges are far away.
- ❖ **Urban Learners:** People in cities looking for a flexible and time-saving study schedule.
- ❖ **Persons with Disabilities:** Students who need a comfortable and accessible learning environment at home.
- ❖ **Lifelong Learners:** Anyone who wants to continue their education and grow their knowledge at any age.

Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence :

By offering many different courses, distance education helps more people in society learn to read, write, and gain knowledge. It gives all kinds of people the power to improve their thinking and learn new job skills from anywhere, without the need for long-distance commuting.

Instructional Design:

Distance and Online Education teaching model is built on different core pillars like : Self-Learning Materials, Internal Assessments, Viva and Theory Sessions, Personal Contact Programs. These are combined with Assignments and Multi-Media & Electronic Support to make sure students learn skills and upgrade knowledge.

1. Self-Learning Materials (SLM) :

To bridge the gap created by the absence of traditional classroom lectures, these Self-Learning Materials are specifically crafted to act as a personal mentor for the student. Their primary goal is to simplify complex topics, making them easy to grasp during independent study.

Following of all necessary statutory clearances, Rani Durgavati Vishwavidyalaya has decided to launch **Distance and Online Education** programs in the following disciplines:

Undergraduate Level (Annual Program Basis) :

- Bachelor of Arts (B.A.) with combinations in Hindi Literature, History, Economics, and Sociology including -Ability Enhancement Course: Hindi and English Skills.
- Skill Enhancement Program: Personality Development, Value Added Course: Bharat Bodh (भारत बोध), Multidisciplinary Subject: Tourism and Travel Management.

- **Post Graduate Level (Annual Program Basis) :**

M.A. – English Literature
Master in Social Work (M.S.W.)

The Self-Learning Materials (SLM) for the subjects mentioned above have been developed by expert teams from various colleges affiliated with Rani Durgavati Vishwavidyalaya , as well as by in-house faculties.

The phases of SLM development are outlined below:

1. Preliminary Consultation: The process began with consultative meetings with Academicians, Administration of the University and Regional Directors of IGNOU to establish the framework for SLM development.

2. Committee Approvals :

Formal meetings were held with the Chairpersons and members of the Boards of Studies to finalize the syllabus and the structure of the study materials. Following this, official approval was granted by both the Faculty Meeting and the Executive Council to ensure all academic standards are satisfied.

3. Identifications of SLM Members : Writers, Editors, Proof Readers identified by Core Committee.

4. Establishments of Editorial Board and Subject Expert Groups.

5. National Level Workshop for Writers, Editors, Proof Readers.

5.1. National Level Workshop Following the initial consultations, a National Level Workshop was organized by Rani Durgavati Vishwavidyalaya (RDU). This workshop featured:

Key Resource Persons: Experts from IGNOU Delhi and the Jabalpur Regional Centre.

Academic Participants:

A total of 62 Faculty Members, including Senior Professors, Associate Professors, and Assistant Professors from various colleges of Jabalpur and In-house Faculties.

6. Allotment of Unit/Units to Writers.

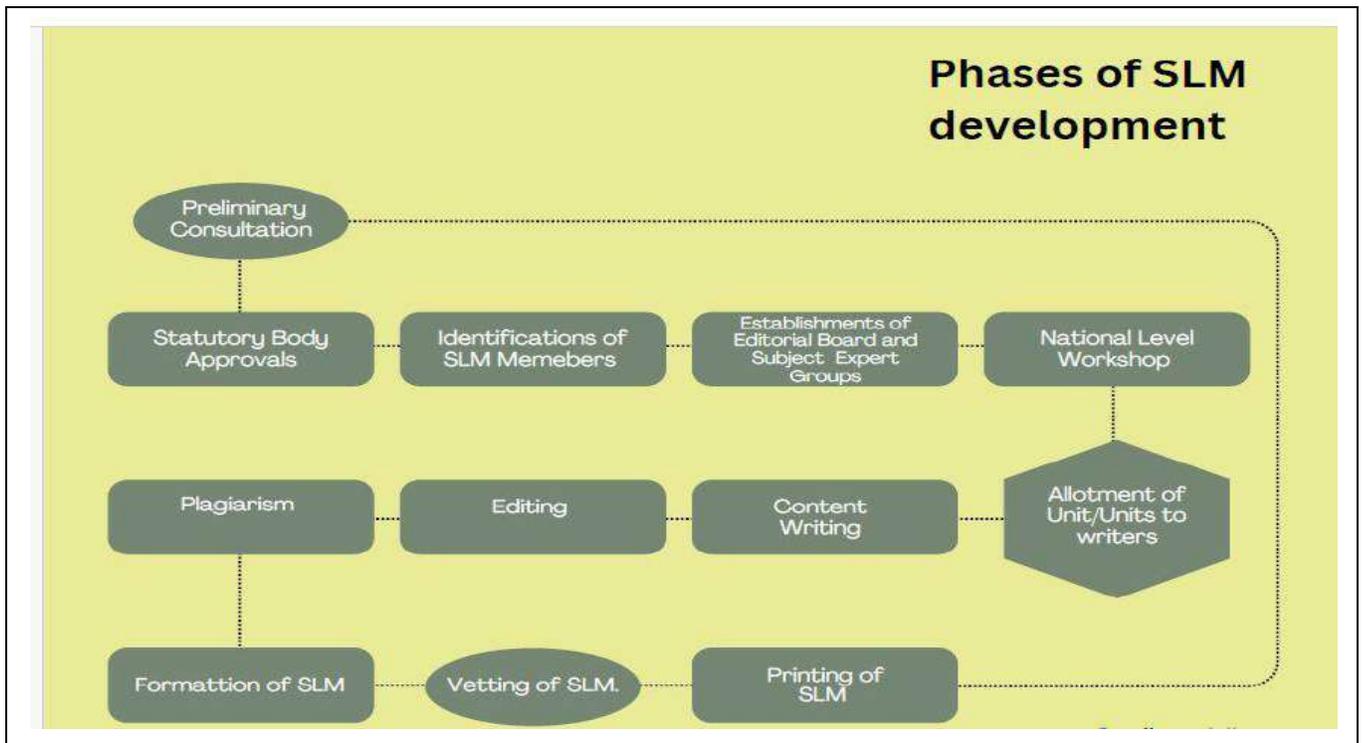
7. Content Writing

8. Editing and Plagiarism.

9. Formatting of SLM

10. Vetting of SLM.

11. Printing of SLM (to be done)



Outline of the SLM Format :

Unit Structure:

1.0 Objectives:

1.1. Introduction:

1.2 Topic:

1.2.1 Subtopic/s:

1.3 Topic:

1.3.1 Subtopic/s:

1.4. Topic:

1.4.1 Subtopic/s:

1.5 Topic:

1.5.1 Subtopic/s:

1.6. Topic:

1.6.1 Subtopic/s:

1.7 Let's summarize: :

1.8 Glossary of the Terms :

1.9 Reference list :

1.10 Progress Review :

(Kindly see Annexure 1 for Details (Format of Self Learning Materials))

Standard Fonts and Size :

Language	Font	Size
Hindi	Kriti Dev	14
English	Times New Roman	12

2. Continuous Internal Assessment (CIA):

A student's academic journey is tracked through mandatory activities, including **Assignment Work**, and **Personal Contact sessions**. As outlined in the syllabus, participation in these components is essential; students earn marks not only for their final output but also for their consistent attendance

and active engagement in every session. This comprehensive monitoring system ensures that every learner remains on the path to success.

A) Personal Contact Programs :

The Personal Contact will act as a very important link between the CDOE and the students. This system **will make sure** that even though students are learning from far away, they **will still get** the academic support they need. For theory-based subjects, the CDOE will organize sessions 12 to 16 hours of interaction per course. These sessions will generally be scheduled on Saturdays and Sundays over a span of 2 to 3 months to accommodate working students. While attending these classes will be highly recommended to help clarify difficult topics. To ensure students stay

informed as the course progresses, all schedules and locations will be updated regularly on the official website.

B) Assignments :

Assignments are key part of Distance and Online Education programs because its provide a way to measure progress. Since students learn mostly on their own, assignments serve as a mandatory tool to assess their comprehension and writing abilities. Each assignment will include a combination of questions and case studies related to the subjects.

Each student will receive specific questions and problems for their course assignments. Responses will be written based on self-learning materials, discussions with academic counselors/Faculties. Every course will include one mandatory assignment, which will be submitted to the CDOE within the required time frame.

The assignment papers will be sent with the study materials, it will also be available for download from the CDOE website. Plenty of time will be provided to study, research, and discuss topics before the final answers are prepared. After submission, an evaluator will grade the work and will provide helpful feedback on strengths and weaknesses. These assignments will carry a 30% weightage, which will be added to the final grade for each course. Students will be required to adhere to the following requirements for their assessments:

Guidelines for Writing Assignments will be as follows :

1. • **Preliminary Title Page:** This section will encompass the candidate's name, enrollment credentials, Title of the Program/Topics, assignment and course codes,the CDOE details, current contact information,date and year of submission .
- **The Introduction:** A short and simple overview of the topic.
- **The Main Body:** Headings ,sub headings and bullet points will be used to make the information easy to read .

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- **Visuals and Examples:** as per the requirements neat diagrams will be drawn with real-life examples
- **The Conclusion:** A brief summary will be written at the end to wrap up the main ideas.
- Page Numbers: Every page will be numbered properly.
- Be Original: Direct copying from study books/net or other students must be avoided.
- **Word Count:** The specified word limits (like 100 to 500 words) will be followed strictly.
- **Original Language:** Answers **will be written** in the student's own words.
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- **Paper type :** learners will use standard A4-sized lined sheets, writing will be restricted to a single side of the paper only. Avoid using thin sheets.
- **Wrting Format:** All assignments will be accepted in a handwritten format, whereas digital or printed documents will be declined. Furthermore, Assignments will be drafted using only blue or black ink, as the use of decorative colors like red or green will be strictly prohibited.
- **Evaluation and Binding :** a blank space or margin of 2–3 cm will be maintained on the left edge of every page, which will be reserved for teacher remarks.
- **ID card and Question papers :** A clear photocopy of the institutional ID card and the official question paper will be attached to the assignments.

Online/Offline Submission:

Learners may submit their assignments personally at the office or the option to submit online will also be available. The following instructions must be followed during the submission process:

- **Separate Folders:** Each course must have its own file or folder. Different subjects must not be tied or bound together.
- **Scanning Quality:** A high-quality scanner app (such as Adobe Scan or Microsoft Lens) will be used. The text must be easy to read.

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- **File Format:** Every assignment will be saved as a **PDF**.
- **Single Document:** All parts of the assignment (the cover page, ID card, question paper, and answers) will be combined into one single PDF file. Sending multiple separate images is not allowed.
- **Submission Receipt:** A signed acknowledgment slip will be collected from the CDOE after submission of the assignments.
- **Deadlines:** Assignments will be handed in 1–2 weeks before the final date. This helps avoid last-minute rushes or busy crowds at the office.

C) Viva Voce:

- Following the submission of assignments, the **Viva Voce** plays a vital role in the academic evaluation process. Its primary purpose is to verify the authenticity of the student's work, ensuring that the submitted assignments are original and personally researched.
- Each session will be scheduled to last for a **maximum of thirty minutes**.

3. : Multi-Media & Electronic Support (Learning Management System):

In the **Center for Distance and Online Education (CDOE)** program, **Multi-Media & Electronic Support (Learning Management System)** will refer to the various digital technologies used to bridge the gap between the CDOE and the Learners.

The Learning Management System will serve as follows :

The CDOE will provide audio and video lessons to help students understand the course better. These programs will explain difficult topics more clearly than a book alone. Each video will usually last between 25 and 30 minutes. Educational broadcasts will be through the recorded lectures provided via Drive links.

- **Discussion Forums:** Online message boards where students and mentors will be discuss specific academic topics. Faculty will monitor student progress and performance in real-time, utilizing data-driven insights to provide personalized feedback.
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- **Digital Assignment Submission:** Portals where students will be upload scanned assignments for evaluation and feedback.
- **Interactive Webinars:** Live video classes where Faculties will explain topics and Learners can ask questions via chat or microphone.
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- **Pre-recorded Video Lectures:** High-quality video lessons uploaded to the university portal or YouTube, allowing students to pause, rewind, and re-watch complex topics.
- **Integrated Digital Distribution:** The CDOE will centralize all course materials, assignments, and academic schedules within a single electronic hub, ensuring students have 24/7 access to their curricula.
- **Data-Driven Progress Monitoring:** Faculty will utilize advanced analytics to track student performance and engagement in real-time, allowing for immediate interventions and personalized academic support.
- **Multichannel Communication:** Formal dialogue will be streamlined through integrated e-mail and instant chat systems, fostering a continuous and responsive feedback loop between learners and Mentors .
- **Immersive Virtual Presence:** High-definition video conferencing platforms, such as Zoom and Teams, **will bridge** the physical gap, providing a "live classroom" experience that brings remote learners into the heart of the campus.

Telephonic & Electronic Instruction:

The use of Telephonic and Electronic Instructions refers to the official methods by which students and faculty interact to perform administrative and academic actions without being physically present on campus.

4. Practical Exposure Class (PEC) – Not Applicable.

5. Internship & Industry Integrated Learning (IIIL) – Not Applicable

Examination :

The B.A. program will follow an annual examination pattern. Under this system, the CDOE will conduct examinations once a year. For the Calendar Batch, the annual exams will be held in December, while for the Academic Batch, the exams will take place in June

Eligibility and Documentation:

Participation in all upcoming examinations will remain provisional, contingent upon the fulfillment of all eligibility criteria. The CDOE will verify that all requisite documents have been submitted and all outstanding fees or dues have been cleared before authorizing any candidate to sit for the exams.

Issuance of Admit Cards

CDOE will issue Admit Cards (Roll No. Slips) and the official date sheet approximately 15 days prior to the start of the examination period. These documents will be delivered either via registered email or provided by hand. Should a candidate fail to receive their Admit Card within this window, the Center of Distance and Online Education (CDOE) must be contacted immediately to resolve the issue.

Examination Centers :

The Center of Distance and Online Education (CDOE) will determine the specific locations for the examinations. These examination centers will be situated within the University premises, where all necessary facilities will be made available to ensure a smooth and standardized testing process.

Hall Ticket :

All candidates must appear for their examinations at the university premises. The University will provisionally issue Hall Tickets (Admit Cards/Roll Number Slips) and exam date sheets only to those who have fulfilled the eligibility criteria, cleared all outstanding fees, and submitted the required documentation. Students can conveniently download these essential documents directly from the CDOE portal or the official university web portal.

5. Faculty and support staff requirement :

Sn.	Academic Level	No. of Post Required	Administrative Level	No. of Post Required
1.	Professor	01	Assistant Registrar-Exam	01
2.	Associate Professor	02	Assistant Registrar-General Section	01
3.	Assistant Professor	06	Computer Programmar	01
4.	Program Coordinator	02	Computer Technical Staff	02
5.			Supporting Staff	02

Procedure for admission, curriculum transaction and evaluation :

Admission Procedure :

Minimum Qualifications :

The CDOE will mandate that all candidates seeking entry into the aforementioned Bachelor of Arts (B.A.) will have successfully completed their 10+2 (Intermediate) credentials or an equivalent qualification from a recognized academic board. This ensures a foundational academic standard for all incoming scholars.

Age Limit :

CDOE **will ensure** that its programs remain inclusive and highly accessible to a broad spectrum of society. There **will be no restrictive age limit** for enrollment, a policy specifically designed to empower learners from diverse walks of life—ranging from career-oriented working professionals to dedicated individuals across all urban and rural populations.

Application Protocols and Information Access :

Prospective applicants intending to enroll in any academic discourse offered by the Centre for Distance and Online Education (CDOE) at Rani Durgavati Vishwavidyalaya, Jabalpur, will be required to navigate the digital enrollment portal to complete the formal application process. It will be incumbent upon every candidate to meticulously validate their adherence to the specific eligibility benchmarks for their chosen discipline prior to the final submission of their credentials.

The institution will maintain a centralized digital repository on the official CDOE-RDU website. This platform will serve as an exhaustive reference point, providing transparent and up-to-date insights into pedagogical structures, comprehensive curricula, credit durations, and standardized fee schedules."

Provisional Admission :

Every enrollment will be classified as provisional until the applicant has entirely satisfied the prescribed eligibility mandates.

Institutional Authority and Regulatory Amendments:

The Centre for Distance and Online Education shall retain the authority to implement essential amendments, as it sees fit, concerning admission requirements, academic frameworks, syllabi, course timelines, financial structures, and scheduled notifications. All such revisions will be formally communicated through the official university portal.

Mandatory Applicant Compliance

It **will be mandatory** for all applicants to perform a comprehensive review of the guidelines outlined in the institutional prospectus prior to initiating their formal application. This ensures that every candidate is fully apprised of the protocols governing their chosen course of study.

Admission Procedure for CDOE Programs:

Joining the distance learning programs at Rani Durgavati Vishwavidyalaya will be a simple online process. Applicants will follow these easy steps to complete their enrollment:

Enrollment Procedures :

1. Official Notifications and Public Outreach:

The Centre for Distance and Online Education (CDOE) will initiate the admission cycle through a broad-scale communication campaign. This stage is designed to ensure that all prospective learners are fully informed of upcoming opportunities through a comprehensive network of Mass Media and digital platform like Print Media, University Web Portal, Social Media & SMS.

2. Create an Online Account :

First, the Applicant will visit the official CDOE section of RDU website. Applicants will sign up by entering a name and email to create an Applicants account. This account will be the main way for the Applicant to communicate with the university.

3. Fill Out the Application Form :

Next, the Applicant will log in and choose the desired course of study (such as B.A. or a Master's degree). Applicants will provide personal details and academic history. It will be necessary to ensure all information matches official school certificates.

4. Upload Photos and Documents :

All required certificates **will need to be uploaded** digitally alongside the completed form. These usually include:

- 10th and 12th-grade marksheets.
- A valid ID card (such as an Aadhar card, Driving Licence).
- A recent passport-size photograph.

5. Tracking and Validation :

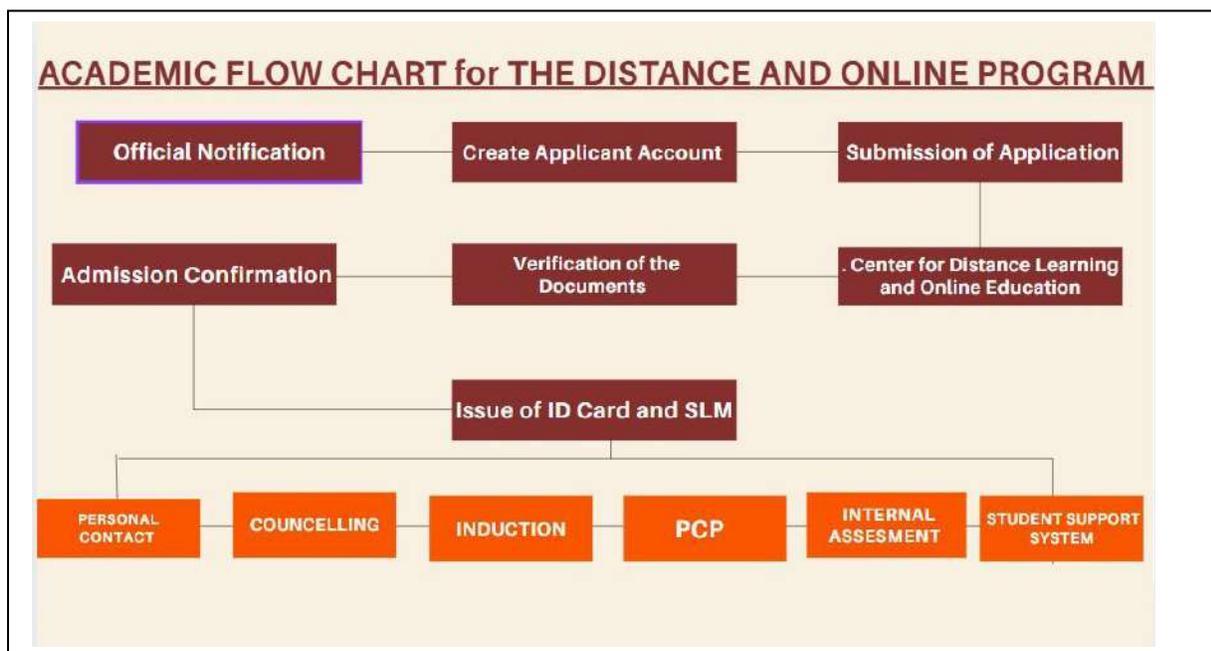
- Notification: Formal confirmation of admission will be communicated through the registered mobile number and email address provided during signup.

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- **Error Rectification:**
- If inconsistencies or discrepancies are flagged, applicants will need to be resolved within the designated period. Failure to address these issues will result in the automatic rejection of the application.

6. Get Admission Confirmation:

CDOE office will review all submitted documentation. Once the records are validated, candidates will proceed to pay the required fees via Net Banking, Debit/Credit cards, and UPI.

Once provisional admission is granted, applicants will be permitted to download their formal Admission Letter from the online portal.



Fee Structure: All students **will be** required to remit their annual fees through the designated online portal. Furthermore, the CDOE **will extend** Scholarship, **fee reimbursement, fee concessions** benefits to eligible candidates as per the prevailing government norms.

The following fee structure **will be** applicable for the Undergraduate (UG) programs under the CDOE mode for the academic sessions.

Fee Distribution Schedule:

Academic & Admission Charges: BA First Year 5000/- PER YEAR		Amount
1	Enrollment/Registration Fee	Rs.1000/-
2	Admission Processing Fee	Rs.500/-
3	Instructional & Tuition Fee	Rs.450/-
4	Self-Learning Material (SLM) Fee	Rs.700/-
5	Administrative Liaison Charges	Rs.200/-
6	Postal & Dispatch Charges	Rs.250/-
7	University Development Fund (Distance)	Rs.200/-
Examination & Certification		
1.	Term-End Examination (TEE) Fee	Rs.700/-
2	Internal Assessment	Rs.300/-
3	Provisional Passing Certificate (PPC)	Rs.250/-
4	Degree/Convocation Fee	Rs.250/-
5	Examination Development Fund	Rs.200/-
TOTAL		Rs.5000/-

Evaluation Structure :

Theory Assessment : For the theory component, the CDOE will assign a 70% weightage to the Term-End Examination (Final Theory Examination), while continuous assessment via assignments will account for the remaining 30%. Students will complete one assignment for each theory course. These examinations will be conducted twice a year, specifically in June and December.

To successfully complete the programme, students will be required to demonstrate consistent proficiency across all evaluation metrics. Specifically, a minimum of 40% marks must be secured in every individual component of the course, including the term-end examinations, continuous assessments through assignments.

Guidelines for the Term-End Examination (TEE):

Final exams will take place twice a year, in June and December. A student's first exam date depends on when they joined the university.

Those who start in the January session will be eligible for their first exams in December. Students who begin in the July session will be able to take their first exams the following June.

After completing this first year, students will be allowed to take exams during any later June or December session, as long as they finish their degree within the allowed time limit.

First, an official enrollment in the required courses is necessary, and the registration must be active and not expired.

Additionally, all course assignments must be turned in before the exams begin, and the official exam form must be submitted before the deadline.

Core Papers :

External Assessment: Term End Examination					Internal Assessment
Section	Question Type	Total Words	Number of Questions x Marks	Total Marks	Assignment/Viva
Section A	Very Short Answer (Total 05 questions)	50 words each	05 x 02	10	--
Section B	Short Answer (Total 04 questions)	200 words each	04x7	28	--
Section C	Long Answer (Total 04 questions)	500 words each	02x16	32	--
Total =100				70	30

Skill and Knowledge Enhancement Papers : Ability Enhancement Course (AEC) , Skill Enhancement Course (SEC) Value Added Course (VAC), and Multidisciplinary Subject (MDC)

These papers consist of 3 to 5 units, and the total marks for the paper will be **100**.

Section	Question Type	Number of Questions x Marks	Total Marks
Section A	Very Short Answer-(Total 5 questions -50 words)	05 x 04	20
Section B	Short Answer (Total 5 questions -200 words)	05 x 10	50
Section C	Long Answer (Total 02 questions -400 words)	02 x 15	30
Total			100

Tentative Cost estimation of the Programme :

A) Cost estimate: Approx. Rs. 15,00000/-

(The projected costs are subject to final enrollment figures.)

Budgetary Heads: Expenditure will as the following areas:

- ❖ Assistance for Human Resource.
- ❖ Development of Course Material and Quality Assurance.
- ❖ Student Support Services.
- ❖ Staff Training and Development.
- ❖ Technology Support.
- ❖ Vocational Education and Training.
- ❖ Library.
- ❖ Research and Development.
- ❖ e-Content and e-Learning.

Curriculum Design :

Rani Durgavati Vishwavidyalaya to ensure the academic quality of Undergraduate (UG) Programs officially adopted the National Education Policy (NEP) 2025-26 syllabus . This move will ensure that academic quality remains consistent with the standards prescribed by the Government of Madhya Pradesh.

At present, since the updated version for the Undergraduate (UG) First Year is available so detailed syllabus of different First Year subjects is being provided in the Program Project Report (PPR). Following the declaration of the syllabus for the second year and onwards by the Department of Higher Education, Government of Madhya Pradesh in February 2026, the updated versions for all subsequent years will be incorporated accordingly.

Credit System:

The CDOE will follow the 'Credit System' for all of its programmes. Each credit in will be equivalent to 30 hours of learner study comprising all learning activities (i.e., reading and comprehending the print material, listening to audio, watching video, attending counselling sessions, teleconference and writing assignment responses).

Course Type	Credit (40)
Paper 1	6
Paper 2	6
Paper 3	6
Paper 4	4
Paper 5	4
Ability Enhancement Course (AEC) -Hindi	2
Ability Enhancement Course (AEC) –English	2
Skill Enhancement Course (SEC) - Personality Development	2
Multidisciplinary Subject (MDC) - Tourism and Travel Management.	2
Value Added Course (VAC) –Bharat Bodh	2
Assignments	4

Medium of Instruction:

At the inception of the Center for Distance and Online Education initiative will deliver its academic programs primarily through the Hindi language. This linguistic framework is intentionally designed to cater to the regional demographic, ensuring that the instructional materials and pedagogical delivery remain clear and effective for all enrolled scholars.

Academic Completion Timelines:

To support the diverse needs of the Learners, the CDO will offer a highly adaptable academic schedule. This flexibility is designed to ensure that professional responsibilities or personal commitments do not hinder educational progress. The Learner may complete their chosen program within the following stipulated timeframes:

1. Undergraduate Programs (B.A.)

The Bachelor of Arts program is structured to provide a robust foundational education with an extended completion window:

Minimum Duration: 3 Years (The standard period for completion).

Maximum Duration: 6 Years (The total time permitted to fulfill all degree requirements).

Examination Pattern : Examination Pattern will be follow the Annual System.

Following are the Subjects Combinations:

Groups	Subjects Combinations	Code
Group A	Economics, History, Sociology Ability Enhancement Course: Hindi and English Skills. Skill Enhancement Program: Personality Development. Value Added Course: Bharat Bodh Multidisciplinary Subject: Tourism and Travel Management.	A-01
Group B	Economics Sociology Hindi Literature Ability Enhancement Course: Hindi and English Skills. Skill Enhancement Program: Personality Development. Value Added Course: Bharat Bodh Multidisciplinary Subject: Tourism and Travel Management.	B-02
Group C	History Sociology Hindi Literature Ability Enhancement Course: Hindi and English Skills. Skill Enhancement Course : Personality Development. Value Added Course: Bharat Bodh Multidisciplinary Subject: Tourism and Travel Management.	C-03
Group D	History Economics Hindi Literature Ability Enhancement Course: Hindi and English Skills. Skill Enhancement Program: Personality Development. Value Added Course: Bharat Bodh	D-04

Ability Enhancement Course: Hindi and English Skills.

Skill Enhancement Program: Personality Development.

Value Added Course: Bharat Bodh

Multidisciplinary Subject: Tourism and Travel Management.

Students Support System :

The Grievance Redressal Committee:

The Grievance Redressal Committee will function as a transparent and formal platform for students to report academic issues like missing assignment grades, late results, or undelivered course materials. Acting as a judicial safeguard, the committee protects the interests of remote learners and prevents student isolation by offering a fair, time-bound resolution process. It will serve as follows :

- **Accountability:** The committee ensures the university meets regulatory standards by investigating technical glitches, fee issues, and administrative failures.
- **Student Support:** Remote learners gain a formal platform to address academic concerns, including delayed marks and missing materials.
- **Judicial Safeguard:** As an unbiased mediator, the committee protects student rights and prevents isolation through a fair, time-bound resolution process.
- **Integrity:** This mechanism serves as a vital bridge between the institution and its geographically dispersed students, ensuring their educational interests are always protected.

Help Desk:

Before signing up, the university **will provide detailed advice** to help potential learners about the courses, Content, syllabus ,cost of the programs, Future Prospects etc.

Once students enroll, Help Desk of the CDOE **will provide continuous support** through the following services:

- **Digital On boarding:** Staff **will assist** students in downloading their digital ID cards and setting up their online profiles.
- **System Training:** The university **will show** learners how to navigate the online study website and use all digital learning tools.
- **Schedule Management:** Guidance **will be provided** to help students follow the Course calendar and meet important deadlines.
- **Examination Assistance:** A dedicated help desk **will answer** all questions regarding final exams, grading methods, and results.
- **Certification Support:** The support team **will manage** the process of issuing official certificates and degrees upon completion.
- **Academic and Admin Resolution:** This framework **will ensure** that learners receive help with both their studies and their paperwork throughout the entire program.

Quality Assurance and Expected Programme Outcomes:

The university will strictly follow the guidelines set by the University Grants Commission (UGC) for Distance and Online Education.

Outside experts will be invited to check the programs, and a Board of Studies will look over the lessons from time to time. To get more ideas for improvement, the university will hold workshops and meetings with other teachers.

The university will also talk to employers and professionals to make sure the courses help students get jobs. Every year, the university will ask students for their honest feedback on study materials and support services to make things better. Lastly, training programs will be organized regularly to help teachers improve their skills.

Establishment of Centre for Internal Quality Assurance (CIQA):

- The University has established the Centre for Internal Quality Assurance for offering programmes in Open and Distance Learning mode and/or Online mode. The main
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- aim of the CIQA is to maintain the quality in the courses offered through Distance and online mode.
- **Composition:**
- The Centre for Internal Quality Assurance (CIQA) committee is led by the Kulguru of the University, who acted as the Chairperson. The core team includes three senior Professors of HEI. To ensure outside perspective, two external experts with deep knowledge of distance and online education are included as members. The committee also incorporates officials from the Administration and Finance departments to handle the practical and budgetary sides of the programs. Finally, the Director of the CIQA serves as the Member Secretary, coordinating all activities and documentation for the group.

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Section B:

Details of the Program

BA Economics

Year - First Year

Programs Code- BAECO

Session: 2025-26

Code	Course Type	Course Title	Scheme of Examination		
			TTE	IA	Total
BECO 111	Paper 1	Micro Economics I	70	30	100
BECO 112	Paper 2	Macro Economics	70	30	100
BECO 113	Paper 3	An Introduction to Indian Economy	70	30	100
BECO 121	Paper 4	Introduction to Indian Agricultural	70	30	100
BLECO 122	Paper 5	Agricultural Marketing and Finance in India	70	30	100

Syllabus - Economics (B.A.First Year)

Paper I - Micro Economics I

Course Learning outcomes (CLO):

- After completing this course, students will be able to understand rational behaviour and basic concepts of microeconomics from ancient Indian and modern perspectives.
- Students will be able to explain the behaviour of consumers and producers and their optimal decisions and the optimal production decisions by firms and industry in markets.

Learning microeconomics is an effective way to gain an understanding of many factors that affect us in the real world such as purchasing patterns, consumption behaviour, output pricing and factor pricing.

- Finally, it is important to understand microeconomics to learn about the basic principles of economics from ancient Indian perspective and modern perspective.

Unit I: Introduction to Economics in Indian knowledge system

1. The concept of economics under the Indian knowledge system - Thoughts of Brihaspati, Shukracharya, Kautilya, Mahatma Gandhi, Deendayal Upadhyaya and J.K.Mehta
2. Scope, and nature of economics under the Indian knowledge system
3. Relationship of economics with other subjects according to Indian knowledge system
4. Economic analysis under the Indian Indian knowledge system.

Fundamental concepts of economics according to Indian knowledge system such as goods, value, price, economic laws, consumerism, rational behaviour, service attitude.

Unit II: Introduction to Western Economics

1. The perspective of modern economists
2. Definition, meaning, scope, and nature of economics, Definition of Microeconomics
3. Relationship of economics with other social science subjects
4. Normative and Positive Approach of economics
5. Methods of economic analysis - Induction and Deduction
6. Fundamental concepts - Goods, Price, Value, Rational Behaviour, Economic Laws, Needs, And Choices

7. Central Problem of economy and the Production Possibility Curve

Unit III: Consumer behavior

1. Utility: Indian concepts
2. Utility: Cardinal approach, Total Utility and Marginal Utility, Law of Diminishing Marginal Utility
3. Law of Equi-Marginal Utility
4. Consumer Savings: Indian and Western concepts
5. Utility: Ordinal approach
6. Analysis of Indifference curves – definition, meaning and characteristics
7. Consumer Equilibrium
8. Income and substitution, Price effects
9. Behavioural approach - revealed preference theory

Unit IV: Demand and Supply

1. The concept of Demand and Supply
2. The law of demand and its exceptions - Giffen goods. Elasticity of demand - price, income, and cross elasticity
3. The law of supply and elasticity of supply

Unit V: Production

1. Concept of production according to Indian Knowledge System
2. Production function
3. Law of variable proportions
4. Returns to scale
5. Iso product curve - meaning and characteristics

6. Producer's equilibrium
7. Economies of scale
8. Concepts of revenue and cost - total, average and marginal

Recommended supporting books/texts/reading material:

1. Rigveda, Yujurveda, Samveda, Atharvaveda
2. Kautilya Arthashastra
4. Ahuja H.L.- Principles of Microeconomics, S. Chand and Company, New Delhi latest edition.
5. Barla C.S., -Microeconomics, National Publishing House, Jaipur latest edition.
6. Jhingan M.L. -Microeconomics- Vrinda Publication New Delhi.

Paper II - Macro Economics

Course Learning Outcomes (CLO):

- ❖ Explain the difference between macroeconomics and microeconomics, common macroeconomic variables, national income and determination of output and employment in classical and Keynesian approaches.
- ❖ Understand the consumption and investment function of an economy and derive IS-LM curves and use the framework to explain the working of an economy.
- ❖ Explain the concept, measurement and effects of inflation, deflation and the various theories of trade cycle.

Unit I: Ancient Indian Concept of Macro Economics

Indian Concepts of Macro Economics.

Concept of National Income.

Ancient Indian Concept of Income, Loan and Charity.

Important Economic Policies in Context of Kautilya.

Ancient Indian Approach towards Wealth and its distribution.

Unit II: Concept of Macro economics

Definition of Macro economics, subject matter, importance and limitations.

Interrelationship between Microeconomics and Macroeconomics.

Macroeconomic variables: Stock and Flow.

Circular Flow of Income.

Definition and different concepts of National Income.

Methods of measuring National Income.

Social Accounting of National Income.

National Income and Economic Welfare.

Unit III: Concept and Determination of employment

Kautilya's concept of employment.

Classical theory of employment: Say's Market Law, Pigou's point of view.

Keynes' employment theory: Aggregate Demand Function, Aggregate Supply Function and Effective Demand.

Applicability of Keynes' employment theory in developing countries.

Psychological law of consumption.

Consumption function: Marginal propensity to consume, average propensity to consume, marginal propensity to save, average propensity to save.

Law of accelerator and multiplier.

Unit IV: Investment

Indian philosophy regarding investment.

Investment: meaning, types and motivation.

Marginal Efficiency of Capital (MEC).

Marginal Efficiency of Investment (MEI).

Keynes's Liquidity Preference Theory.

Determination of equilibrium IS curve in real sector and equilibrium LM curve in monetary sector: IS-LM Model.

Monetary policy: meaning, tools and effectiveness.

Fiscal policy: meaning, tools and effectiveness.

Unit V: Inflation and Deflation / Business Cycle

Meaning of inflation and deflation and stagflation.

Types and effects of inflation.

Theories of inflation: Demand-Push inflation and Cost-Push inflation; measures to control inflation.

Phillips Curve.

Measurement of inflation in India: Wholesale Price Index (WPI), Consumer Price Index (CPI), GDP Deflator.

Meaning and various stages of business cycle.

Major theories of business cycle.

Learning Resources:

Shapiro E. Macro Economic Analysis. Galgotia Publications, New Delhi.

Jhingan M.L. Macro Economics. Vrinda Publications, New Delhi.

Allen R.G.D. Macro Economic Theory - A Mathematical Treatment. Macmillan Press, London.

Schaum's Series Macro Economic Theory. McGraw Hill, Singapore.

Vaish M.C. Macro Economic Theory. Vikas Publishing House Pvt. Ltd., New Delhi.

Mithani D.M. Macro Economics. Himalaya Publishing Company, Mumbai.

Billington, R. (1997) Understanding Eastern Philosophy P.43, Routledge.

Ganguli K. (1896) Mahabharat, Shanti Parv.

Ganguli K. (1896) Mahabharat, Sabha Parv.

Griffiths R. (1886) Hymns of the Rigveda.

Heim, M. (2004) Theories of the Gift in South Asia, Hindu, Buddhist and Jain Reflection on Dana. pp 4-5 Routledge.

Kangle, R. (1965) The Kautilya's Arthashastra 1st Edition, part 1 to part III, Motilal Banarsidas. Knapp, S. (2006) The Power of the Dharma, an Introduction to Hinduism and Vedic Culture; Universe, New York.

Paper III – An Introduction to Indian Economy

Course Learning Outcomes (CLO):

- ❖ Sharpen analytical skills by highlighting a broad overview of the current and ancient Indian economy.
- ❖ Become familiar with issues related to agriculture, industry, foreign trade, economic planning and various economic problems of India.
- ❖ Become acquainted with a broad overview of Madhya Pradesh economy.
- ❖ Develop, analyse and interpret events and issues related to Indian economy.

Unit I: Introduction to Ancient Indian Economy

Salient features of Ancient Indian Economy.

Ancient Indian concept of National Income.

Concepts of natural resources in Ancient India.

Indian Knowledge System regarding: (a) Agriculture, (b) Industry, (c) Internal and International Trade concept and key features, (d) Division of labour, (e) Trade centers and transportation.

Unit II: Introduction to Indian Economy

Characteristics of Indian Economy.

Trends and sectoral composition of National Income.

Sectoral distribution of workforce.

Natural resource endowments: land, water, livestock, forest and minerals; infrastructure.

Composition: power, transport and communication.

Demographic features: population composition, size and growth rates.

Problems and causes of over-population and population policy.

Unit III: Indian Economy - Agriculture and Industry Nature, importance and characteristics of Indian agriculture; land use pattern and land reforms.

Trends in agricultural production and productivity; Green Revolution (objectives, achievements and failures); new technology in agriculture.

Agriculture finance, insurance and marketing.

Traditional industries of India.

Industrial development of India after independence and industrial policies of India; role of public sector and private sector in industrialization.

MSME: definition, characteristics and its role.

Start-up India, Make in India and AatmNirbhar Bharat and Vikshit Bharat@2047; Digital India Mission.

Unit IV: Foreign Trade and Development

India's foreign trade: importance, composition and direction.

Role of foreign direct investment and multinational corporations.

Disinvestment in India.

Planning in India.

NITI Aayog: structure and functioning.

Analysis of the economic status in India; analysis of the employment status in India.

Major social welfare schemes of Government of India: Swachh Bharat Mission Scheme, Ujjwala Yojana, Ayushman Bharat, Atal Pension Yojana, Prime Minister Garib Kalyan Yojana.

Unit V: Economy of Madhya Pradesh

Salient features of Madhya Pradesh's economy.

Natural resources of Madhya Pradesh: land, forest, water and minerals.

Trends and regional disparities in agriculture sector of Madhya Pradesh; organic farming and polyhouse in Madhya Pradesh.

Infrastructure development in Madhya Pradesh: power, transport and communication.

Industrial development in Madhya Pradesh.

Development of tourism in Madhya Pradesh.

Major social welfare schemes of Madhya Pradesh Government.

Recommended Learning Resources:

Mishra and Puri - Indian Economy, Himalaya Publishing House, New Delhi.

Rudra Dutt and Sundaram - Indian Economy, S. Chand and Company, New Delhi.

Rudra Dutt - Vikas, Garibievam Samta, Deep and Deep Publication Pvt. Ltd., New Delhi.

J.P. Mishra - Indian Economy, Sahitya Bhawan Publication, Agra.

Panagariya, Arvind (2020) - India Unlimited: Reclaiming the Lost Glory, Harper Collins Publishers India.

Hariharan, N.P. (2008) - Lights and Shades of Indian Economy, Vishal Publishing Co., Jalandhar.

Uma Kapila (20th Edition) (2009) - Indian Economy since Independence, Academic Foundation, New Delhi.

Reserve Bank of India - Annual Reports.

Annual Economic Survey, Government of India (Latest).

Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (1987) - The Development Process of the Indian Economy, Himalaya Publishing House, Bombay.

Government of India, Planning Commission, 12th Five Year Plan, New Delhi.

Madhya Pradesh Economic Survey 2024-2025, Directorate of Economics and Statistics, Bhopal, Madhya Pradesh.

Paper IV - Introduction to Indian Agricultural

Course Learning Outcomes (CLO):

- ❖ Sharpen analytical skills by highlighting a broad overview of the current and ancient agriculture.
- ❖ Become familiar with the issues related to agriculture.
- ❖ Become acquainted with a broad overview of Madhya Pradesh agriculture.
- ❖ Develop, analyse and interpret events and issues related to Indian agriculture.

Unit I: Introduction to Ancient Indian Agriculture

Salient features of Ancient Indian Agriculture.

Agricultural practices in Indian Knowledge System.

Cropping pattern in Ancient India.

Agro based industries in Ancient India.

Agricultural mechanization in Ancient India; means of irrigation in Ancient India.

The role of agriculture in the foreign trade of Ancient India.

Unit II: Introduction to Indian Agriculture

Characteristics of Indian Agriculture.

Nature, importance and characteristics of Indian agriculture; land use pattern, size of land holdings in India and land reforms.

Cropping pattern in India.

Trends in agricultural production and productivity.

Green Revolution: objectives, achievements and failures; Second Green Revolution in India.

Unit III: Systems related to Indian agriculture

New technology in agriculture.

Agriculture price policy in India.

Agricultural labour in India and their problems.

Unit IV: Policies, Development Programmes and Other Issues Related to Indian Agriculture

Agricultural policies in India.

Agricultural development programmes in India.

World Trade Organization and Indian Agriculture.

Contribution of Indian agriculture to foreign trade.

Agro based industries in India; food processing industries in India; organic farming in India.

Unit V: Agriculture of Madhya Pradesh

Salient features of Madhya Pradesh's agriculture. Reserve Bank of India - Annual Reports. Annual Economic Survey, Government of India (Latest).

Change in cropping pattern of Madhya Pradesh.

Trends and regional disparities in agriculture sector of Madhya Pradesh.

Agricultural development programmes in Madhya Pradesh.

Organic farming and poly house in Madhya Pradesh.

Recommended Learning Resources

Agrawal N.L. - Bhartiya Krishi ka Arth tantra, Rajasthan Hindi Granth Academy, Jaipur.

Mishra Jaiprakash - Krishi Atyashastra, Sahitya Bhavan Publication, Agra.

Gupta S.B. - Krishi Arthashastra, SDBP Publication, Agra.

Panagariya, Arvind (2020) - India Unlimited: Reclaiming the Lost Glory, Harper Collins Publishers India. Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (1987) - The Development Process of the Indian Economy, Himalaya Publishing House, Bombay

Hariharan, N.P. (2008) - Lights and Shades of Indian Economy, Vishal Publishing Co., Jalandhar.

Uma Kapila (20th Edition) (2009) - Indian Economy since Independence, Academic Foundation, New Delhi.

Paper v - Agricultural Marketing and Finance in India

Course Learning Outcomes (CLO):

- ❖ Sharpen analytical skills by highlighting a comprehensive overview of current and ancient agricultural marketing and finance system.
- ❖ Become familiar with issues related to agricultural marketing and finance system.
- ❖ Become familiar with a comprehensive overview of Madhya Pradesh agricultural marketing and finance system.
- ❖ Develop, analyze and interpret events and topics related to Indian agricultural marketing and finance system.

Unit I: Introduction to Ancient Indian Agriculture Marketing and Finance

Salient features of Ancient Indian Agriculture.

Forms of agricultural markets in ancient India.

Salient features of Ancient Indian Agriculture Finance.

Sources of Agricultural Finance in Ancient India.

Contribution of agriculture in international marketing of ancient India.

Unit II: Introduction to Indian Agriculture Marketing

Meaning and definition of agricultural marketing.

Various systems and features of agricultural marketing in India.

Problems and suggestions of agricultural marketing in India.

Cooperative marketing in India.

Unit III: Agricultural Finance in India

Need of agricultural finance in India.

Sources of agricultural finance in India: Non-institutional sources, Regional Rural Banks, Co-operative Societies, Commercial Banks.

National Bank for Agriculture and Rural Development (NABARD).

Problems of agricultural finance and suggestions for improvement.

Unit IV: Other issues related to agricultural marketing and financial system

Consumer food security in agricultural marketing system; Food Corporation of India.

Agricultural storage system in India.

Futures trading and Indian agriculture.

Contribution of information technology to modern agricultural marketing and finance system; e-NAM platform.

Unit V: Agricultural Marketing and Finance in Madhya Pradesh

Agricultural marketing in Madhya Pradesh.

Madhya Pradesh State Agricultural Marketing (Mandi) Board: functions and working system.

Agricultural finance in Madhya Pradesh.

Recommended Learning Resources :

Agrawal N.L. - Bhartiya Krishi ka Arth tantra, Rajasthan Hindi Granth Academy, Jaipur.

Mishra Jaiprakash - Krishi Atyashastra, Sahitya Bhavan Publication, Agra.

Gupta S.B. - Krishi Arthashastra, SDBP Publication, Agra.

Panagariya, Arvind (2020) - India Unlimited: Reclaiming the Lost Glory, Harper Collins Publishers India.

Hariharan, N.P. (2008) - Lights and Shades of Indian Economy, Vishal Publishing Co., Jalandhar.

Uma Kapila (20th Edition) (2009) - Indian Economy since Independence, Academic Foundation, New Delhi.

Reserve Bank of India - Annual Reports.

Annual Economic Survey, Government of India (Latest).

Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (1987) - The Development Process of the Indian Economy, Himalaya Publishing House, Bombay.

Government of India, Planning Commission, 12th Five Year Plan, New Delhi.

Details of the Program

BA History

Year - First Year

Programs Code- BAHST

Session: 2025-26

Code	Course Type	Course Title	Credit	Scheme of Examination		
				TTE	IA	Total
BHST 111	Paper 1	Bharat Bodh	6	70	30	100
BHST 112	Paper 2	History of Ancient India	6	70	30	100
BHST 113	Paper 3	History of INDIA (606 AD to 1205 AD)	6	70	30	100
BHST 121	Paper 4	Indian Social Institutions	4	70	30	100
BHST 122	Paper 5	Indian Economic Institution	4	70	30	100

Syllabus – History (B.A.First Year)

Paper I - Bharat Bodh

Course Learning outcomes (CLO):

- ❖ Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
- ❖ Students can gather knowledge about the society, culture, religion and political history of ancient India.
- ❖ Students will also acquire knowledge of changing socio-cultural scenarios of India.
- ❖ By studying this paper, students will get to know about the golden past of India and feel proud to be an Indian.

Unit I: Bharat Bodh

Bharatvarsha - An Introduction. Eternity of Bharat.

The Glory of Indian Literature:

(a) Vedic Text - Vedas, Vedangas, Brahman, Aranyak Upanishads, Epics, etc.

(b) Shramana Texts - Jain and Buddhist Literature.

Unit II: Indian Knowledge Tradition: Script and Culture

Historical view in the Indian Knowledge Tradition.

Evolution of language and Script: Sanskrit, Pali, Prakrit, Brahmi and Kharoshthi Scripts.

Salient features of Indian Culture.

Salient features of Indian Art.

Unit III: Indian Polity and Society

Polity in India - Concept of Gram Swarajya.

Janpada, Mahajanpada and Republic.

Vasudhaiv Kutumbhkam - A View: Family, Society, Nation, and the World.

Unit IV: Indian Science and Technology

Astronomy - Indian Time Calculation.

Concept of Health: Ayurveda, Yoga and Naturopathy.

Value-Based Understanding of Nature and Environmental Conservation.

Unit V: Indian Economic Concepts and Traditions (Varta)

Indian Economic Behaviour: The Concept of Shubh Labh, Agriculture, Animal Husbandry, Industry.

Economic Institutions of India: Shreni, Nigam and the Evolution of Currency.

Indian Economic Thinkers: Brihaspati, Shukra, Kamandaka, Kautilya and Others.

Learning Resources

Basham, A.L.: The Wonder that was India, Rupa, Delhi 1994.

Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd., Delhi, 2014.

Dharampal: The Beautiful Tree, Other India Press, Delhi 1995.

Mookerji, Radha Kumud: Indian Shipping, Pub. South Asia Books, 1999.

Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London.

Mookherjee, R.K.: The Fundamental Unity of India.

Mahadevan, B.: Indian Knowledge System, Vinayak Prakashan, New Delhi.

Suggested Digital Platforms / Web Links

<https://vidyaonline.org/dl/cultddk.pdf>

<https://www.livescience.com/28634-indian-culture.html>

<https://www.india-in-your-home.com/Ancient-India-Culture.html>

<https://www.indianculture.gov.in/rarebooks/ancient-indian-historical-tradition>

<https://www.culturalindia.net/indian-history/ancient-india/index.html>

Paper II - HISTORY OF ANCIENT INDIA

Course Learning Outcomes (CLO):

- ❖ Students will learn to analyse the various stages of evolution and development of man in the Prehistoric, Protohistoric and Historic Age.
- ❖ Students will be able to have an in-depth knowledge about the ancient civilizations of India like Indus-Saraswati Civilization, Vedic civilization, Later Vedic Civilization, etc., and compare them with other contemporary civilizations of the world.
- ❖ Students will be able to explain in detail about golden past of India during the Mauryan and Gupta period, their conquests, art, architecture and literature, etc.

Unit I: Prehistoric and Protohistoric Period

History: Meaning, Nature, Scope and Significance.

Sources of Indian History.

Prehistoric period: Stone Age culture - Tools, Technology and Paintings.

Protohistoric India: Indus / Saraswati Civilization - Social, Religious and Economic Life.

Knowledge of Town Planning and different Arts.

Unit II: Vedic Culture

Vedic Period - Social, Political, Economic and Religious Life.

Shramana Culture: Jain and Buddhist tradition.

Mahajanapadas and Republics in 6th century BC.

Rise of Magadha.

Foreign Invasion and Resistance.

Unit III: Mauryan Period

Mauryan Dynasty - Sources.

Chandragupta Maurya.

Asoka and Dhamma.

Mauryan Administration.

Decline of Mauryan empire.

Unit IV: Post Mauryan Period

Shunga Dynasty - Sources and Pushyamitra Shunga.

Kanv Dynasty.

Satvahana Dynasty - Sources and Gautamiputra Shatkarni.

Kushana Dynasty - Sources and Kanishka.

Unit V: Gupta Period

Gupta Dynasty - Sources.

Chandragupta I.

Samudragupta.

Chandragupta II (Vikramaditya).

Kumargupta and Skandgupta.

The Gupta Culture: Golden Age.

Learning Resources:

Majumdar, R.C.: The History and Culture of Indian People Vol. I, Vedic Age, Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People Vol. II, The Age of Imperial Unity, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People Vol. III, The Classical Age, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. IV, The Age Imperial Kanauj, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. V, The Struggle for Empire, Bhartiya Vidya Bhavan, Bombay, 1954.

Jayaswal, Vidula: Bhartiya Itihas Ke Adi Chara ki Rooprekha, Delhi, 1987.

Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, Varanasi, 2010.

Raychaudhary, H.C.: Political History of Ancient India, 1996. Also, in Hindi.

Sastri, K.A. Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar Publication, New Delhi, 2007.

Tripathi, R.S.: History of Ancient India, Motilal Banarasidas, Delhi. Also in Hindi.

Suggestive Digital Platforms / Web Links

<https://knowindia.gov.in/culture-and-heritage/ancient-history.php>

Paper III - HISTORY OF INDIA (606 AD to 1205 AD)

Course Learning Outcomes (CLO):

- ❖ Students will learn to analyse the various clans of the Rajput period as well as South Indian dynasties.
- ❖ Students will be able to explain in detail about glorious past of India during the Rajput period and their conquests, art, architecture and literature, etc.
- ❖ Students will be able to write meaningful essays on the brave and courageous Rajput clans and the South Indian dynasties of India.

Unit I: Post Gupta Period

Pushyabhuti Dynasty: Sources.

Harshvardhan: Military Campaigns, Administration and Religious Achievements.

Karkotak, Utpal and Lohar Dynasty of Kashmir.

Arab-Islamic Invasion of India: Mohammad Bin Qasim and Indian Resistance.

Unit II: Early Medieval Dynasties of Central India

History of the Rajputs: Different Theories.

Major Rajput Dynasties: Gurjar Pratihara, Chandela Dynasty, Parmara, Kalchuri and Tomar Dynasty.

History and Culture.

Unit III: Other Dynasties of Northern India

Chalukyas (Solanki).

Gahadwal.

Chahman.

Kachchapghat.

Pal and Sen Dynasty.

History and Culture.

Unit IV: Dynasties of Southern India

Major Dynasties of South India: Pallava, Chalukya, Rashtrakuta, and Chola Dynasty.

History and Culture.

Unit V: Greater India and Turk Islamic Invasions of India

Greater India: Expansion of Indian Culture in South East Asia.

Turk-Islamic Invasions: Mehmud Ghaznavi, Mohammad Ghori and Indian Resistance.

Learning Resources:

Majumdar, R.C.: The History and Culture of Indian People Vol. I, Vedic Age, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People Vol. II, The Age of Imperial Unity, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People Vol. III, The Classical Age, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People Vol. IV, The Age Imperial Kanauj, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People Vol. V, The Struggle for Empire, Bhartiya Vidya Bhavan, Bombay, 1954.

Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987.

Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, Varanasi, 2010.

Raychaudhary, H.C.: Political History of Ancient India, 1996. Also, in Hindi.

Sastri, K.A. Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar Publication, New Delhi, 2007. Suggested Digital Platforms / Web

Link <https://knowindia.gov.in/culture-and-heritage/ancient-history.php>

Paper IV- Indian Social Institutions

Course Learning Outcomes (CLO):

- ❖ The student may know deeply about ancient Indian social institutions like Ashram, Sanskar, Purusharth, marriage and education.
- ❖ By studying this, they will be able to develop Indian social values.

Unit I: Sources of Indian Social Institutions

Factors of Sanatan Hindu Religion: Shruti, Smriti, Puran, Bhashya, Teeka and Nibandh, Shaddarshan and Oral Traditions.

Unit II: Social Life System

Ashram system: Four Ashrams - Brahmacharya, Grihastha, Vanaprastha, Sannyasa.

Tri Rins - Deva Rin, Rishi Rin, Pitra Rin.

Four Purusharthas - Dharma, Artha, Kama, and Moksha.

Unit III: Basis of the Development of Personality

16 Sanskar - Meaning, Importance, Expansion and Purpose of Sanskars.

Unit IV: Indian Education System

Inclusive nature of Education, its Objectives and Ideals.

Principles of Teaching.

Teacher-student Relationship.

Major Educational Centres and Institutions.

Ancient Indian Skill and Professional Education.

Unit V: Family - Incredible Concept

Meaning, Concept and Nature.

Family.

Socio-cultural Structure.

Learning Resources:

Majumdar, R.C.: The History and Culture of Indian People Vol. I, Vedic Age, Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People Vol. II, The Age of Imperial Unity, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People, Vol. III, The Classical Age, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. IV, The Age Imperial Kanauj, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. V, The Struggle for Empire, Bhartiya Vidya Bhavan, Bombay, 1954.

Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987.

Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, Varanasi, 2010.

Raychaudhary, H.C: Political History of Ancient India, 1996. Also, in Hindi.

Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974.

Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar publication, New Delhi, 2007.

Venkteshwara S.V.: Indian Culture through the Ages, Gyan Publishing House.

Sarkar V.K.: India from Mohan Jodaro to the age of Ramkishan - Vivekanan, Gyan Publishing House.

Mukherji, R. K.: Ancient Indian Education, MLBD, New Delhi.

Additional Hindi references as per syllabus.

Suggestive Digital Platforms / Web Links

<https://knowindia.gov.in/culture-and-heritage/ancient-history.php>

Paper V-Indian Economic Institution

Course Learning Outcomes (CLO):

- ❖ The student will know deeply about ancient Indian economic institutions like agriculture, occupation, skill development, trade, commerce guilds and other financial institutions.
- ❖ By studying these contents, the students will be able to develop the Indian knowledge system in their lives.

Unit I: Sources of Indian Economic Institutions and Agriculture

Agriculture: Neo Palaeolithic Age, Indus-Saraswati Civilization, Chalcolithic Age, Vedic Period, Mauryan Period, Gupta Period and Post-Gupta Period.

Unit II: Occupation and Skill Development

Stone Age: Hunting.

Indus-Saraswati Civilization: Town planning and occupational system.

Occupations and traditional skills in Vedic Period.

Unit III: Trade and Commerce

Development of trade and commerce in India.

Major trade organizations from the Indus-Saraswati Civilization, Vedic Period to the Post-Gupta Period.

Sarthavaha, Guilds and Economic Units.

Unit IV: Tax System

Taxation system during the Vedic periods.

Major tax systems from the 6th century BCE to 600 CE (Mauryan period, Gupta period, etc.).

Unit V: Exchange System

Currency and barter exchange.

Import-Export.

Foreign Trade.

System of Weights and Measurements.

Learning Resources:

Majumdar, R.C.: The History and Culture of Indian People, Vol. I, Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People, Vol. II, The Age of Imperial Unity, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History and Culture of Indian People, Vol. III, The Classical Age, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. IV, The Age Imperial Kanauj, Bhartiya Vidya Bhavan, Bombay, 1954.

Majumdar, R.C.: The History of Indian People, Vol. V, The Struggle for Empire, Bhartiya Vidya Bhavan, Bombay, 1954.

Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charnaki Rooprekha, Delhi, 1987.

Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, Varanasi, 2010.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar Publication, New Delhi, 2007.

Suggestive Digital Platforms / Web Links

<https://knowindia.gov.in/culture-and-heritage/ancient-history.php>

Details of the Program

BA - Sociology

Year - First Year

Programs Code- BASOC

Session: 2025-26

Code	Course Type	Course Title	Credit	Scheme of Examination		
				TTE	IA	Total
BSOC111	Paper 1	Basic Concepts of Sociology	6	70	30	100
BSOC 112	Paper 2	Indian Social-Cultural Institutions and Processes.	6	70	30	100
BSOC 113	Paper 3	Fundamental Introduction to Indian Society	6	70	30	100
BSOC 121	Paper 4	Introduction of Sociology	4	70	30	100
BSOC 122	Paper 5	Indian Society	4	70	30	100

Syllabus - Sociology (B.A.First Year)

Paper I - BASIC CONCEPTS OF SOCIOLOGY

Course Learning outcomes (CLO):

- ❖ The course is designed to incorporate all the key concepts of sociology which would enable students to understand and analyze social phenomenon in a scientific manner.
- ❖ Studying sociological concepts equips students with better understanding about society.
- ❖ Students will know about social perspectives embedded in the Indian Knowledge System and its importance in contemporary India.

- ❖ Students will be aware about social philosophy described in classical Indian texts.
- ❖ This course gives knowledge about sociology as a subject and its development in India.
- ❖ Students may explore career opportunities as social science experts in fields like social policy, welfare, and NGOs.
- ❖ Systematic study of basic concepts of sociology develops analytical thinking about social phenomenon in real-life situations.
- ❖ Students will be able to understand the relationship between individual and society.
- ❖ The course gives an insight towards analytical understanding of various forms of social structure and social systems and their implications.

Unit I: Social Structure and System

Meaning, characteristics, types and base of Social Structure and Social System.

Indian concept of society: three-tier social structure – Aranyak village and Nagar (Urban).
Social System.

Unit II: Social Perspective Embedded in the Indian Knowledge System

Fundamental elements of social thought in Indian philosophy:

Realization of oneness (Ekatmbodh).

Swadharma.

Social Harmony.

Community Spirit (Samudayikta).

Unit III: Introduction of Sociolog

Sociology: Meaning, definition, nature, scope and importance.

Origin of Sociology and development of Sociology (with special reference to India).

Sociology and occupation.

Unit IV: Sociological Concepts

Meaning, characteristics, types:

Society and Community.

Association and Institution.,Social Group.

Unit V: Culture and Values Paradigm

Culture: Meaning, characteristics, types, components.

Concept of cultural lag.

Culture and civilization.

Social norms, values and paradigm.

Learning Resources:

Ahuja Ram & Ahuja Mukesh (2008): *Sociology Vivechan evam Pariprekshya*, Rawat Publication, Jaipur.

Bhadauriya S.S. & Patil Ashok D. (2021): *Prathamik Avdharnaen*, MP Hindi Granth Academy, Bhopal.

Dixit Dhruv Kumar: *Introduction to Basic Concepts of Sociology*, Agra Book International, Agra.

Gupta Bajrang Lal & Bhala Lakshmi Narayan (2018): *India of Vivekananda's Dreams*, Prabhat Publication, Delhi.

Krishna Gopal (2013): *Saint Tradition of India and Social Harmony*, MP Hindi Granth Academy, Bhopal.

Bottomore, T.B. (1972): *Sociology: A Guide to Problems and Literature*, Bombay: George Allen and Unwin (India).

Fulcher & Scott (2003): *Sociology*, New York: Oxford University Press.

Giddens, Anthony (2005): *Sociology*, Polity Press.

Haralambos & Holborn (2000): *Sociology*, London: Harper-Collins.

Inkeles, Alex (1987): *What is Sociology?* New Delhi: Prentice-Hall of India.

MacIver and Page (1974): *Society: An Introductory Analysis*, New Delhi: Macmillan & Co.

Rawat H.K. (2015): *Sociology Basic Concept*, Rawat Publication, Jaipur.

Paper II - Indian Social-Cultural Institutions and Processes.

Course Learning Outcomes (CLO):

- ❖ 1.The course is designed with the objective to provide knowledge about unique feature of socio-cultural diversity of Indian Society and social process that plays crucial role in formation of system .
- ❖ 2.By studying this course students be able to know about various forms of marriage family and kinship in India
- ❖ 3.Theoretical knowledge about socialization process enable students to understand the process of transformation of human being into social being.
- ❖ 4.Conceptual understanding of various types of social process enrich analytical capabilities amongst students to deal with various social issues.
- ❖ The course enable students to critically analyze the implications of disintegrative social process.
- ❖ The course enable students to understand social change forces like modernization, sanskritization and urbanization

Unit I - Indian Social Institutions

1. Family System: Meaning, Characteristics, Types and Importance
2. Marriage Institution: Meaning, Characteristics, Types, Importance, Marriage in Vedic Tradition
3. Kinship: Meaning, Characteristics, Importance

Unit II - Socialization

1. Socialization: Meaning, Characteristics, Types
2. Steps of Socialization
3. Major Agencies of Socialization in India
4. Theories of Socialization

Unit III Associative Social Processes & interrelationship

1. Social Process: Meaning, Characteristics, Types

2. Associative Social Processes (Meaning, Characteristics, Importance)

2.1. Co-operation

2.2. Accommodation

2.3. Assimilation

Unit IV Western influence social processes and concepts (meaning, characteristics, negative Consequences)

1. Competition

2. Conflict

3. Social deviation

4. Cultural Confusion

Unit V- Processes of Socio-Cultural Change (Meaning, Characteristics, factors and Consequences)

1. Sanskritization

2. Urbanization

3. Modernization

Suggested Readings:

- ❖ 10. Ahuja, Ram (2001): Indian Social System, New Delhi, Rawat Publication.
- ❖ 11. Bierstedt, Robert (1970) Social Order . Tata mcGraw Hill Publication Company limited,New Delhi.
- ❖ 12. Dube, S.C. (1988) Modernization and Development: the Search for Alternative Paradigm, Vistar ,New Delhi
- ❖ 13. Dube, S.C. (1992): Understanding Change. Vikas Publishing House: New Delhi.
- ❖ 14. Gillin J.L. and Gillin J.P. (1948)An Introduction to Sociology, New York mac millan .
- ❖ 15. Gisbert P.(2010): Fundamental of Sociology, New Delhi,OrientBlackswan.
- ❖ 16. Seema,Sangwan (Nitin2023): Essential Sociology,LexisNexis,Delhi.

Paper III- Fundamental Introduction to Indian Society

Course Learning outcomes (CLO):

- ❖ To Understand the Conceptual perspectives of Indian Society According to Indian Knowledge System.
- ❖ To Identify & Analyze the Basics of Indian Social Groups and Indian Social Institutions.
- ❖ To Acquire Operational and Theoretical Knowledge of Social Norms and Social Stratification in India.
- ❖ To Develop Critical Thinking & Decision Making for the Operation of Indian Social System.
- ❖ To Develop Ethical & Moral practices of Indian Society.

Unit I Conceptual Perspectives of Indian Society According to Indian Knowledge System

1. Historical Development of Indian Society: Vaidic period, Medieval Period, Modern period.
2. Types of Indian Community: Rural, Urban & Tribal.
3. Indian Social Institutions: Family, Marriage, Kinship, Education, Religion.

Activities: Presentation, Question & Answer, Script writing (Conduct any one activity from above).

Unit II -Basic Understanding of Indian Social Groups and Indian Social Institutions

1. Society: Meaning, Definition, Nature, Types, Functions and Sociological Theories of Society.
2. Social Institution: Meaning, Definition, Characteristics, Importance.
3. Community: Meaning, Definition, Characteristics.
4. Social Group: Meaning, Definition, Characteristics, Importance.

Unit III -Operational & Theoretical Knowledge of Social Norms and Social Stratification in India

1. Types of Group: Primary Group, Secondary Group, Reference Group.
2. Social Norms: Meaning, Definition, Characteristics and its Role in Indian Society.
3. Meaning, Definition & Characteristics: Culture, Traditions, Folkways, Customs, Mores.
4. Roles and Status: Meaning, Definition, Characteristics and Importance.

Unit IV - Critical Thinking & Decision Making of Indian Social System

1. Social Stratification: Concept, Importance and Forms in Indian Society.
2. Meaning, Definition, Characteristics and its Role in Society: Caste, Varna, Class, Race, Social Mobility.
3. Social Structure: Meaning, Definition, Characteristics.
4. Social System: Meaning, Definition, Characteristics, Structure and Function in Indian Society.

Unit V- Ethical & Moral Practices of Indian Society

1. Social Process: Meaning, Definition, Characteristics, and Importance.
2. Social Control: Concept, Types and process.
3. Social Change: Meaning, Definition, Characteristics.
4. Process of Social Change: Socialization, Sanskretization, Westernization, Modernization.

Suggested Readings:

1. Ahuja, Ram, "Social problems in India", Rawat publication, 2nd Jaipur 2014
2. Baviskar, B. S. and Tulsi Patel, "Understanding Indian Society: Past and Present", Orient Blackswan, Private Limited, New Delhi, 2011.
3. Bhusan, Vidya & Sachdev, "An Introduction to Sociology", Kitab Mahal, Allahabad (2006)
4. Davis, K, "Manav Samaj", Kitab Mahal, Allahabad -1973

5. Dubey, S.C., "Indian Society", National Book Trust, New Delhi - 1995
6. Gupta, Dipankar, "Interrogating Caste: Understanding Hierarchy & Difference in Indian Society", Penguin, Delhi -2000
7. Gupta, M L, "Samaj Shastra" Sahitya Bhavan Publication, Agra 2010
8. Horton, P.S & Hunt, C.L. "Sociology", Tata McGraw Hill, New Delhi - (2005).
9. Jain, Shobhita, "Bhart Mein Parivar - Vivah Aur Natedari", Rawat Publication, Jaipur
10. Johnson, HM, "Sociology A Systematic Introduction", Allied Publishers, Bombay
11. Karve, Irawati, "Hindu Society: An Interpretation", Deccan College, Pune - 1961
12. Karve, Irawati, "Kinship Organization in India", MunshiramManoharlal Publishers, 1990.
13. Kapadia, K.M, "Marriage and family in India", Oxford University Press.
14. Madan, GR "Indian Social Problem", Vol. 1 and 2, Vivek Prakashan, Delhi
15. Mukerji, D.P. Diversity, Delhi: Peoples Publication House, 1958.
16. Shankar Rao, CN "Sociology", S Chand & Company, New Delhi - 2006
17. Singh, K.S. "People of India", Oxford University Press

Paper IV - Introduction of Sociology

Course Learning Outcomes (CLO):

- ❖ Students will be introduced to the fundamental principles of social thought and social philosophy in the Indian knowledge tradition.
- ❖ Students will be able to understand the concept of Sociology and its origin and development as a discipline in the Indian context.
- ❖ Students will comprehend the basic concepts of sociology, their structure, and nature.
- ❖ Students will be familiar with the nature and various dimensions of social groups, social organization, status, and role.
- ❖ Students will understand the interrelationship and forms of social stratification and social class structure.

Unit I Social thought embedded in the Indian knowledge tradition

1. Concept of Rina in Indian philosophy
2. Concept of Swadharma and Karma
3. Concept of Purusharth

Unit II- Introduction to Sociology

1. Sociology: meaning, nature, scope
2. Origin of sociology, development of sociology (in the context of India)
3. Importance of Sociology

Unit III- Basic concepts – (meaning, characteristics)

1. Society and community
2. Society and institution
3. Social structure and function.

Unit IV- Basic concepts – (meaning, characteristics, types, importance)

1. Social Group, Primary and Secondary group

2. Status and Role

3. Social System

Unit V- Social stratification and Social mobility

1. Social Stratification: meaning, characteristics, basis

2. Social classes in India: Peasant, Industrial and Middle class

3. Social mobility: meaning, characteristics, types, factors

Suggested Readings:

1. Bierstedt, Robert(1970): The Social Order, New Delhi: Tata McGraw-Hill Publishing Co. Ltd.,
2. Bottomore, T.B.(1972), Sociology, New York: Vintage Books.
3. Giddens, Anthony,(1993 and 1998) Cambridge: Polity Press, Sociology.
4. Ginsberg, M.,(1979) Sociology, Delhi: Surjeet Publications,
5. Inkeles, Alex(1977), What is Sociology?, New Delhi: Prentice-Hall of India Pvt. Ltd.,
6. Johnson, H.M.(1983), Sociology, New Delhi: Allied Publishing Pvt. Ltd.,
7. MacIver, R.M. and Page, Charles H(1985), Society, New Delhi: Macmillan India Ltd.
8. Nayar, P.K.B. (Eds.), Sociology in India: Retrospect and Prospect, Delhi: B.R. Publishing Corporate.

Paper V- Indian Society

Course Learning Outcomes(CLO):

- ❖ Students will be able to understand the social philosophy of Indian society, the concept of unity, and the demographic scenario.
- ❖ Students will understand various dimensions of tribal social life and their environmental consciousness.
- ❖ Students will comprehend various aspects of rural lifestyle, family structure, and folk cultural traditions.
- ❖ Students will be introduced to urban society, the concept of urban planning, and its challenges.
- ❖ Students will understand the sociological discourse on women's empowerment, youth stress, and child protection.

Unit I Indian concept of society as three their social structure-Arayak village and Nagar (Urban)

1. Major Characteristics of Vedic philosophy

1.1. Realization of oneness (Ekatmbodh)

1.2. Social harmony

1.3. Unity in diversity

2. Philosophical foundation of various religions

Unit II - Arayak Society and Culture (in the context of Madhya Pradesh)

1. Concept of tribes

2. Tribal art and culture of Madhya Pradesh

3. Environmental consciousness in tribal society

Unit III - Rural society and culture

1. Joint family

2. Caste system

3. Folk culture and tradition

Unit IV- Urban Society and Planning

1. City : meaning, characteristics, types
2. Challenges of urban society and planning

Unit V -Sociological Discourse (Meaning, factors, consequences, resolution)

1. Restoration of women power
2. Demographic Scenario
2. Youth Stress
3. Child Protection: Challenges

Suggested Readings:

1. Bierstedt, Robert(1970): The Social Order, New Delhi: Tata McGraw-Hill Publishing Co. Ltd.,
2. Bottomore, T.B.(1972), Sociology, New York: Vintage Books.
3. Giddens, Anthony,(1993 and 1998) Cambridge: Polity Press,,Sociology.
4. Ginsberg, M.,(1979) Sociology, Delhi: Surjeet Publications,
5. Inkeles, Alex(1977), What is Sociology?, New Delhi: Prentice-Hall of India Pvt. Ltd.,
6. Johnson, H.M.(1983), Sociology, New Delhi: Allied Publishing Pvt. Ltd.,
7. MacIver, R.M. and Page, Charles H(1985), Society, New Delhi: Macmillan India Ltd.
8. Nayar, P.K.B. (Eds.), Sociology in India: Retrospect and Prospect, Delhi: B.R. Publishing Corporate.

पाठ्यक्रम - हिंदी साहित्य-

प्रथम वर्ष

कार्यक्रम कोड - BAHND

सत्र : 2025-26

Code	Course Type	Course Title	Credit	Scheme of Examination		
				TTE	IA	Total
BAHND 111	Paper 1	हिन्दी व्याकरण एवं रचनात्मक लेखन/बोध	6	70	30	100
BAHND 112	Paper 2	भारतीय ज्ञान परम्परा	6	70	30	100
BAHND 113	Paper 3	आधुनिकहिन्दीकाव्य	6	70	30	100
BAHND 121	Paper 4	कार्यालयीन हिन्दी एवं भाषा के उपयोगिता	4	70	30	100
BAHND 122	Paper 5	आधुनिक गीत - नवगीत	4	70	30	100

पाठ्यक्रम - हिंदी साहित्य प्रथम वर्ष

पेपर 1 - हिन्दी व्याकरण एवं रचनात्मक लेखन/बोध

पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम):

- ❖ इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी भाषा के व्याकरण की परम्परा से परिचित होंगे। साथ ही प्राचीन वैयाकरणों के योगदान से परिचित हो सकेंगे।
- ❖ विद्यार्थी हिन्दी की अपार शब्द संपदा से परिचित हो सकेंगे।
- ❖ विद्यार्थियों के भाषिक ज्ञान में वृद्धि होगी।
- ❖ रचनात्मक कौशल में दक्षता होगी जिससे उन्हें रोजगार की अनेक संभावनायें मिलेगी।

इकाई-I हिन्दी भाषा और व्याकरण : परिचयात्मक पृष्ठभूमि -

(i) हिन्दी भाषा का उद्भव और विकास

(ii) हिन्दी व्याकरण के विकास के परिप्रेक्ष्य में भारतीय ज्ञान परम्परा

(iii) संस्कृत एवं हिन्दी व्याकरणों का संक्षिप्त परिचय-पतंजलि, पाणिनि, कात्यायन, केशवदास, नागपथी, सुनीतिकुमार चाटुर्ज्य, कामता प्रसाद गुरु

(iv) भाषा और व्याकरण का अन्तर्सम्बंध

इकाई-II वर्ण-प्रकरण -

(i) वर्ण-विचार

(ii) वर्तनी शोधन

(iii) सन्धि प्रकरण

इकाई-III शब्द-सम्पदा -

- (i) शब्द-संरचना एवं शब्द-रचना
- (ii) शब्द-भेद (संज्ञा, सर्वनाम, विशेषण आदि)
- (iii) शब्द-रूप (विलोम, पर्याय, अनेकार्थी, मुहावरे आदि)
- (iv) पारिभाषिक एवं मानक शब्दावली
- (v) समास

इकाई-IV वाक्य-रचना -

- (i) वाक्य-विन्यास (पदक्रम)
- (ii) वाक्य के भेद (रचना एवं प्रयोग के आधार पर)
- (iii) वाक्य शुद्धि
- (iv) विराम चिह्न (परिचय एवं प्रयोग)

इकाई-V रचनात्मक बोध -

- (i) अपठितांश (गद्य-पद्य)
- (ii) पत्र-लेखन
- (iii) संक्षेपण एवं पल्लवन
- (iv) अनुवाद प्रकरण
- (v) निबन्ध-निर्देशन

अनुशंसित अध्ययन संसाधन:

1. गुरु कामता प्रसाद, डॉ. 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद

2. उदयशंकर, रमेश, डॉ. 'स्वतंत्रता संग्राम और हिन्दी साहित्य' म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
4. पाठक, पृथ्वीनाथ, डॉ. 'बृहद सामान्य हिन्दी', विद्या मोर प्रकाशन, नई दिल्ली
5. चक्रवर्ती, पी.वी., डॉ. 'भारतीय संस्कृति का विकास' म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
6. श्रीवास्तव, रचनात्मक, डॉ. हिन्दी भाषा का समाजशास्त्र, राधाकृष्ण प्रकाशन नई दिल्ली
7. उपाध्याय, राजकुमार, डॉ. 'हिन्दी साहित्य के इतिहास लेखन की समीक्षा' म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल
8. शास्त्री, सुन्दरलाल 'उपनिषदों में तात्त्विक संवाद' म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल
9. तिवारी, शैलनाथ 'हिन्दी भाषा', किताब महल, इलाहाबाद
10. तिवारी शैलनाथ, 'हिन्दी भाषा' का इतिहास, वाणी प्रकाशन, नई दिल्ली
11. नवीन वाग्देव प्रसाद, डॉ. 'हिन्दी भाषा और रचनात्मक साहित्य', भारतीय भवन, पटना
12. मिश्रा, विश्वनाथ, 'भारतीय परम्परा', म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
13. गौतम, ए.जी., डॉ. 'श्री रामचरित मानस में अध्यात्म एवं विज्ञान' म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
14. वाचरी, हरदेव, डॉ. 'व्यावहारिक हिन्दी व्याकरण और रचना' अभिव्यक्ति प्रकाशन, इलाहाबाद
15. वाचरी हरदेव, डॉ. 'शब्द-अर्थ और प्रयोग' अभिव्यक्ति प्रकाशन, इलाहाबाद

पेपर 2- भारतीय ज्ञान परम्परा

पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम):

- ❖ इस पाठ्यक्रम के अध्ययन से विद्यार्थी भारतीय ज्ञान परम्परा के साथ साथ प्राचीन एवं मध्य युगीन हिन्दी काव्य की सुदीर्घ परम्परा से परिचित होंगे।
- ❖ प्रसिद्ध रचनाओं के अध्ययन से देश की सामाजिक एवं सांस्कृतिक पृष्ठभूमि से परिचित होंगे।
- ❖ विद्यार्थियों के व्यक्तित्व का विकास होगा, उनकी जीवन दृष्टि का विस्तार होगा जिससे वह जीवन एवं जीवन मूल्यों को समझने में सक्षम होंगे।
- ❖ रचनात्मक कौशल में दक्षता होगी जिससे उन्हें रोजगार की अनेक संभावनायें मिलेगी।

इकाई I- हिंदी साहित्य और भारतीय ज्ञान परम्परा

- (i) भारतीय ज्ञान परम्परा की अवधारणा
- (ii) भारतीय ज्ञान परम्परा में साहित्य चिंतन
- (iii) प्राचीन हिंदी साहित्य में भारतीय ज्ञान परम्परा

इकाई-II हिन्दी साहित्य का इतिहास - पृष्ठभूमि एवं प्रमुख कवि

- (i) काल विभाजन एवं नामकरण
- (ii) आदिकाल : सामाजिक-सांस्कृतिक पृष्ठभूमि
- (iii) आदिकालीन साहित्य : प्रमुख प्रवृत्तियाँ
- (iv) आदिकालीन प्रमुख कवि : समीक्षा एवं व्याख्या

गोरखनाथ, चंदबरदाई

गोरखनाथ : गोरखबानी सबदी

1. मनसा मेरो व्यापार बाँधो
2. अबधू बोल्या तत बिचारी

चंदबरदाई : कनवज समय

1. चाटि तरंग चहदान । पान फेरी परदहार
2. हंस न्यास दुबरो । मुति लम्है न चुनउतह
3. पुरे न लग्गी आरि । भारी लट्यां ग पिट्टउ पर

गतिविधियाँ -

1. हिन्दी साहित्य के आदिकाल की प्रवाह तालिका (फ्लो चार्ट) बनाना।
2. काव्य पाठ एवं रचनाओं की मौलिक समीक्षा
3. विद्यार्थियों के विचार आमंत्रित करना, तथा समसामयिक चर्चा करवाना।

इकाई-III भक्तिकाल - निर्गुण भक्तिकाल एवं प्रमुख कवि

- (i) भक्ति आंदोलन - सामाजिक सांस्कृतिक पृष्ठभूमि
- (ii) निर्गुण भक्ति काव्य एवं प्रवृत्तियाँ
- (iii) प्रमुख कवि एवं काव्य - कबीर, रैदास, (ज्ञानाश्रयी शाखा)

कबीर : साखी (गुरुदेव का अंग)

- (i) सतगुरु सवाँन को सगा
- (ii) सतगुरु के सखने करें

(iii) सतगुरु साँचा सुरहिं

(iv) पीछे लगा जाइ था

(v) ज्ञान प्रकरण गुरु मिल्या

पद -

(i) दुलहनी गावह मंगलाचार

(ii) पंडित बाद बढंत झूठा

(iii) लोक भति के मोरा रे

रैदास -

(i) राम दिन सौंसे गाठो न छूटे

(ii) अति दुर्लभ सतसंग रे भाई

(iii) तेही मोही मोही तोही अंतर कैसा

(iv) जोड़ तुम काठिय कहो हम मोरा

जयासी (प्रेमाश्रयी शाखा)

मानसरोवरक खण्ड

(i) एक दिवस पखो - तिथि आई ..

(ii) खेलत मानसरोवर गई

(iii) मिलहीं रहहीं जब कबहि छड़िगे

इकाई-IV सगुण भक्ति काव्य एवं प्रमुख कवि

(i) सगुण भक्ति काव्य : प्रमुख प्रवृत्तियाँ

(ii) प्रमुख कवि : तुलसी, सूर, मीराबाई

तुलसीदास

(i) ज दयालु दीन हो, दानी, हो भिखारी

(ii) ऐसी मृदुला या मन की

(iii) कह रघुपति सुनु गुनिनि बाता

प्रेम सहित सब कथा सुनाई।

सूरदास

1. अवगुननि गति कछु कहत न आये।

2. मैया मोहि दाऊ बहुत खिजायो।

3. सूरदास चढक्यो सौं कहियो।

4. बिन गोपाल बैरिन भई क्यूँ।

मीराबाई पद

1. मन थे परस हरि रे चरण।

2. पगड्या हमारे कब से बेर बितायूं।

3. होरी खेलत हैं गिरधारी।

4. पायोजी में तो राम रतन धन पायो।

5. छेलो हरा तो चरन दहिगणों झायो।

इकाई-V रीतिकाल : पृष्ठभूमि एवं प्रमुख कवि

(i) रीतिकाल : सामाजिक-सांस्कृतिक पृष्ठभूमि

(ii) रीतिकाल : प्रमुख वेद (रीतिबद्ध, रीति सिद्ध, रीतिमुक्त)

(iii) रीति-काव्य : प्रमुख प्रवृत्तियाँ

(iv) प्रमुख कवि - केशव, भूषण, बिहारी, घनानन्द

अन्य कवि - रहीम, रसखान

व्याख्या -

केशव

1. सिंध तरंगो उनको बनरा

2. पेट चट्यो पलना पलका

3. हायो न सायो न छोड़े

4. पाहन न पहिनी करि

भूषण

1. भली भिशाखड निराकर निसारख निसाचरहिरु

2. उरें पाससाहज के गजन के उठट छूटे

3. ज्यों बिखराज जलदखै को समर भूमि

4. चले चंदन धनवान ओ कुन्दकलान

5. हेरक हररट सानि गेवर गरहट सम

बिहारी

1. मेरी भवन-बाधा हरो,

2. रूप-सौन्दर्य, कांति, कटाक्ष, कर मुरली

3. कोउ कोटिक सौरभ, कोउ लाख हजार

4. नर को अरु नल-नीर की

5. तो पर वारों उरबसी

6. अंजो तरंगना हो रही, श्रुति चेतन इक रंग

7. झोंगे पट में झूलली

8. ओठे चढ़े न है सखी

9. डिगत पानि डिगुलाल गिर

10. या अनुरागिन चित्त की गति.....

घनानन्द

1. अति सूधो सनेह को मारग

2. परकाजहि देह को हाथ किए

3. असर में बारी भी प्यासनि को सो अन्तर है

4. चंद चकोर को चाह करे, हम ओझेल

रहीम

1. रहीमन विपदा हूँ भली जे.
2. रहीमन वे नर वृथा
3. रहीमन धागा प्रेम का
4. खीरा सिर ते काटिए
5. जे रहीम उत्तम प्रकृति
6. कदली सीप भुजंग मुख

रहीमन देखि बड़ेन को लघु न दीजिए डार

रसखान

1. मानुष हों तो वही रसखान
2. शेठ गनों सुरेश विशेष
3. या लटकी अरु कामरिया
4. हार मेरो अति शोभित
5. सुनियत सबकी कहियत न कछु

अनुशंसित अध्ययन संसाधन

संदर्भ ग्रंथ -

1. संत शैवर जीवनी एवं पदावली-संपादन- मिश्र, अशोक आदिवासी लोक कला अकादमी, भोपाल
2. सिंह, कुंवरपाल डॉ. - भक्ति आन्दोलन-इतिहास और संस्कृति, वाणी प्रकाशन, नई दिल्ली

3. वर्मा, हजारीप्रसाद, 'सुगम हिन्दी', म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
4. वर्मा धीरेंद्र, डॉ. 'रससागर सार' - संत शैवरचन्द्र प्रकाशन मंदिर दिल्ली
5. गोरक्षनी, तुलसीदास 'श्रीरामचरितमानस' - गीताप्रेस गोरखपुर
6. गोरक्षनी, तुलसीदास विनय पत्रिका - गीताप्रेस, गोरखपुर
7. केशवदास, रामचंद्रिका - टीकाकार-लल्लू भावनानी, प्रकाशन केन्द्रीय, लखनऊ
8. नगेंद्र डॉ. संपादक, 'हिन्दी साहित्य का इतिहास', सिंगल पब्लिकेशन हाउस, नई दिल्ली
9. नगेंद्र, डॉ. 'रीतिकाल की भूमिका' नेशनल पब्लिशिंग हाउस, नई दिल्ली
10. मिश्र, विश्वनाथ प्रसाद - घनानन्द का काव्य, भारती सरोवर, इलाहाबाद
11. मिश्र, विश्वनाथ प्रसाद, रहीम ग्रंथावली, वाणी प्रकाशन, नई दिल्ली
12. पाण्डेय नेगेंद्र, 'भक्ति आन्दोलन और संस्कृत काव्य' - वाणी प्रकाशन, नई दिल्ली
13. रससागर जगन्नाथदास, बिहारी सतसई - रत्न पब्लिकेशन वाराणसी
14. शर्मा रामकिशोर, शर्मा सुनीता कुमार, मीराबाई की संपूर्ण पदावली - र. लोकभारती प्रकाशन, इलाहाबाद
15. शुक्ल, रामचंद्र - हिन्दी साहित्य का इतिहास, प्राग भारती नई दिल्ली
16. शुक्ल, रामचंद्र - पदावली, लोकभारती प्रकाशन, इलाहाबाद
17. पाण्डेय, राजबली - हिन्दी साहित्य का बृहद इतिहास, नागरी प्रचारिणी सभा, वाराणसी

पेपर 3 - आधुनिक हिन्दी काव्य

पाठ्यक्रम अध्ययन की उपलब्धियां (कोर्स लर्निंग आउटकम):

- ❖ विद्यार्थी इस पाठ्यक्रम के अध्ययन से **भारतीय ज्ञान परम्परा एवं संस्कृति** से परिचित होंगे।
- ❖ विद्यार्थी भारतीय जीवन मूल्यों को समझने एवं **आत्मनिर्भर** बनने में सक्षम होंगे।
- ❖ भारतीय नैतिक मूल्य विद्यार्थियों के व्यक्तित्व एवं **चरित्र निर्माण** में सहायक होंगे, जो भारतीय समाज एवं सशक्त राष्ट्र निर्माण का आधार है।
- ❖ साहित्य सृजन, शैक्षणिक क्षेत्र, एवं अन्य कलात्मक क्षेत्रों में **रोजगार के अवसर** प्राप्त होंगे।

इकाई-1: भारतीय ज्ञान परम्परा एवं आधुनिक हिन्दी काव्य

आधुनिक काल: सामाजिक-सांस्कृतिक पृष्ठभूमि।

भारतीय ज्ञान परम्परा एवं आधुनिक हिन्दी काव्य का अंतर्संबंध।

भारतेन्दु युगीन काव्य एवं प्रवृत्तियाँ।

प्रमुख कवि एवं उनका काव्य (समीक्षा एवं व्याख्या):

भारतेन्दु हरिश्चन्द्र: "रोबहु सब मिलिके आवहु भारत भाई... हा! हा! भारत दुर्दशा न देखी जाई।"

प्रतापनारायण मिश्र: "जय जय जगत शिरोमणि भारत।"

इकाई-2: द्विवेदी युगीन काव्य: प्रवृत्तियाँ एवं प्रमुख कवि

द्विवेदी युगीन काव्य: सामाजिक-सांस्कृतिक पृष्ठभूमि।

प्रमुख कवि एवं काव्य (समीक्षा एवं व्याख्या):

अयोध्या सिंह उपाध्याय 'हरिऔध': "गीता बोली", "एक बूंद"।

राम नरेश त्रिपाठी: "वह देश कौन सा है"।

जगन्नाथ दास 'रत्नाकर': (गंगावतरण एवं अन्य पद)।

मैथिलीशरण गुप्त: "सकल की नसों में फड़कता पुण्य रक्त-प्रवाह..."।

इकाई-3: छायावादी काव्य: प्रवृत्तियाँ एवं प्रमुख कवि

छायावादी काव्य: युगीन पृष्ठभूमि एवं प्रमुख प्रवृत्तियाँ।

प्रमुख कवि एवं काव्य:

जयशंकर प्रसाद: "प्रकृति के यौवन का श्रृंगार..."।

सुमित्रानंदन पंत: "ताज", "ग्रामश्री"।

सूर्यकांत त्रिपाठी 'निराला': "वह तोड़ती पत्थर", "जागो फिर एक बार-2"।

महादेवी वर्मा: "में नीर भरी दुख की बदली", "चिर सजग आँखें"।

इकाई-4: छायावादोत्तर हिन्दी काव्य: प्रवृत्तियाँ एवं प्रमुख कवि

छायावादोत्तर युगीन काव्य की पृष्ठभूमि, प्रमुख काव्य आंदोलन एवं प्रवृत्तियाँ।

प्रमुख कवि:

रामधारी सिंह दिनकर: "है बहुत बरसती धरती पर अमृत की धार..."।

अज्ञेय: "हम नदी के द्वीप हैं", "हमारा देश"।

बालकृष्ण शर्मा 'नवीन': "अरे तुम हो काल के भी काल", "हम अभिनन्दन"।

नागार्जुन: "कालिदास सच-सच बतलाना", "सिंदूर तिलकित भाल"।

इकाई-5: साठोत्तर हिन्दी काव्य: प्रवृत्तियाँ एवं प्रमुख कवि

साठोत्तर हिन्दी काव्य: युगीन पृष्ठभूमि एवं प्रमुख प्रवृत्तियाँ।

प्रमुख कवि:

गजानन माधव मुक्तिबोध: "भूल गलती"।

भवानी प्रसाद मिश्र: "निश पद, देह उपेय"।

नरेश मेहता: "मुक्ति"।

कुँवर नारायण: "शेष का वर्ष"।

अनुशंसित अध्ययन संसाधन (Books & Resources)

अशोक चक्रधर: 'भारतीय ज्ञान परम्परा', म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल।

रामचंद्र शुक्ल: 'हिन्दी साहित्य का इतिहास', म.प्र. हिन्दी ग्रंथ अकादमी।

हजारी प्रसाद द्विवेदी: 'हिन्दी साहित्य की भूमिका' एवं 'हिन्दी साहित्य: उद्भव और विकास'।

सच्चिदानंद हीरानंद वात्स्यायन अज्ञेय: 'दूसरा सप्तक', भारतीय ज्ञानपीठ।

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पेपर 4 - कार्यालयीन हिन्दी एवं भाषा के उपयोगिता

पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO):

- ❖ इस पाठ्यक्रम के माध्यम से विद्यार्थी कार्यालयीन कार्यों की मूलभूत जानकारी प्राप्त करेंगे तथा कार्यालयीन पत्राचार करने में सक्षम होंगे।
- ❖ विद्यार्थी पत्र लेखन की भारतीय परम्परा को जान सकेंगे।
- ❖ नई तकनीकी के माध्यम से ज्ञान विज्ञान के क्षेत्र में विशेषज्ञता प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा कम्प्यूटर में दक्षता होने से रोजगार प्राप्ति के अवसर मिलेंगे।

इकाई-1 कार्यालयीन हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्र:

- कार्यालयीन हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्र: ऐतिहासिक परिप्रेक्ष्य
- कार्यालयीन हिन्दी तथा सामान्य हिन्दी का संबंध एवं अंतर
- हिन्दी के प्रयोगानुकूल संदर्भ: कार्यालयीन, साहित्यिक, वाणिज्यिक, वैज्ञानिक, तकनीकी, विधि एवं कानूनी, जनसंचार माध्यम आदि।
- राजभाषा हिन्दी और मानक हिन्दी

इकाई-2 कार्यालयीन हिन्दी पत्राचार:

- पत्र लेखन की भारतीय परम्परा
- शासकीय एवं अर्द्धशासकीय पत्र
- कार्यालयीन आदेश
- परिपत्र
- अधिसूचना

- कार्यालयीन ज्ञापन
- विज्ञापन
- निविदा
- संकल्प
- प्रेस विज्ञप्ति एवं अन्य कार्यालयीन पत्र
- प्रारूपण, टिप्पणी, संक्षेपण, पल्लवन, प्रतिवेदन स्वरूप, विशेषता एवं उदाहरण

इकाई-3 हिन्दी में शब्द संसाधन एवं सॉफ्टवेयर:

- हिन्दी में उपलब्ध सॉफ्टवेयर एवं विभिन्न की-बोर्ड, टंकणकारी लिपि के विभिन्न प्रोजेक्ट, यूनिकोड, हिन्दी टाइपिंग, पीडीएफ, पोस्टर निर्माण, स्पीच टू टेक्स्ट एवं टेक्स्ट टू स्पीच
- हिन्दी से संबंधित वेबसाइट, ई-मेल, इंटरनेट पर उपलब्ध पत्र-पत्रिकायें

इकाई-4 कम्प्यूटर एवं इंटरनेट में हिन्दी भाषा एवं टंकणकारी लिपि के अनुप्रयोग:

- कम्प्यूटर का परिचय
- कम्प्यूटर में हिन्दी भाषा के विकास का इतिहास
- ब्लॉगिंग एवं सोशल मीडिया पर हिन्दी लेखन : कोरा, फेसबुक, ट्विटर एवं अन्य प्लेटफार्म
- ई-गवर्नेंस
- विराम चिन्ह, अशुद्धि-शोधन एवं प्रूफ शोधन

भाग-स अनुशंसित अध्ययन संसाधन

अनुशंसित सहायक पुस्तक/ग्रंथ/अन्य पाठ्य संसाधन/पाठ्य सामग्री:

संदर्भ ग्रंथ-

1. सिंह, अजय कुमार, "दूरसंचार विभाग की हिन्दी", वाणी प्रकाशन न्यू दिल्ली 2014
2. मैथिलीशरण, "प्रयोजनमूलक हिन्दी: प्रक्रिया और स्वरूप", सहायिका प्रकाशन, नई दिल्ली 2005
3. श्रीवास्तव, गोपालचंद्र, "कम्प्यूटर का इतिहास और कार्यालय", रामचंद्र प्रकाशन, नई दिल्ली
4. शर्मा, दयाचंद्र, "कार्यालयीन हिन्दी की प्रकृति", सहायता प्रकाशन, दिल्ली 1991
5. झा, दुर्गा, "प्रयोजनमूलक हिन्दी: सिद्धांत और प्रयोग", वाणी प्रकाशन, नई दिल्ली, 2016, पंचम संस्करण
6. "राजभाषा शब्दावली", राजभाषा विभाग, गृह मंत्रालय, भारत सरकार, नई दिल्ली
7. तिवारी, "भोलानाथ", "हिंदी भाषा का इतिहास", वाणी प्रकाशन, नई दिल्ली
8. साहू, बिन्देश, डॉ. माधव, "प्रयोजनमूलक हिन्दी: प्रक्रिया और अवधारणा", वाणी प्रकाशन, नई दिल्ली
9. भार, रामचंद्र सिंह, "कार्यालय कार्य-पद्धति", ओरिएंट लॉन्गमैन, नई दिल्ली 1963
10. मल्होत्रा, विजयकुमार, "कम्प्यूटर के भौतिक अनुप्रयोग", वाणी प्रकाशन, नई दिल्ली
11. गोदरे, डॉ. विनोद, "प्रयोजनमूलक हिन्दी", वाणी प्रकाशन, नई दिल्ली, 2009
12. मिश्र, डॉ. शिव विश्वनाथ, "भारतीय पत्रकारिता", राम प्रकाशन, भोपाल
13. द्विवेदी, वेद प्रकाश, "राम राम का संवाद: सौजन्य संवाद", हिन्दुस्तान, नई दिल्ली
14. जैन, डॉ. सतीश कुमार, "प्रयोजनमूलक कार्यालयीन हिन्दी एवं टंकणकारी", कैलाश पुस्तक सदन, भोपाल

15. कुमार, संदीप, “हिन्दी भाषा और कम्प्यूटर”, भीम प्रकाशन, नई दिल्ली
16. शर्मा, सुरेश, “इंटरनेट पत्रकारिता”, विद्यासागर प्रकाशन, नई दिल्ली
17. सुरेश, “जनसंचार और पत्रकारिता”, डिज़ाइन मीडिया पब्लिकेशन्स, दिल्ली
18. हरिशंकर, “अधिसूचना अनुसंधान और हिन्दी”, विद्यासागर प्रकाशन, नई दिल्ली
19. हरिशंकर, “कम्प्यूटर और हिन्दी”, वाणी प्रकाशन, नई दिल्ली
20. “भारतीय ज्ञान परम्परा”, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल

2. अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक

1. www.wikipedia.org
2. www.egyankosh.ac.in
3. www.youtube.com
4. <https://epgp.inflibnet.ac.in>

पेपर 5- आधुनिक गीत - नवगीत

पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)

- ❖ विद्यार्थी इस पाठ्यक्रम के अध्ययन से भारतीय ज्ञान परम्परा एवं संस्कृति से विमुख होंगे।
- ❖ विद्यार्थी भारतीय जीवन मूल्यों को समझने एवं आत्मनिर्भर बनने में सक्षम होंगे।
- ❖ भारतीय नैतिक मूल्य विद्यार्थियों के व्यक्तित्व एवं चरित्र निर्माण में सहायक होंगे जो भारतीय समाज एवं सशक्त राष्ट्र निर्माण का आधार हैं।
- ❖ साहित्य सृजन, शैक्षणिक क्षेत्र, अन्य कलात्मक क्षेत्रों में रोजगार के अवसर प्राप्त होंगे।

इकाई-1 भारतीय ज्ञान परम्परा और गीत

- गीत : स्वरूप एवं पारिभाषिक विमर्श
- गीत के मूल तत्व एवं विषय वस्तु
- गीत का उद्भव और विकास : ऐतिहासिक परिप्रेक्ष्य
- विभिन्न गीत आंदोलन

इकाई-2 नवगीत की अवधारणा : नवता का निकष

- नवगीत और गीत का अंतर्संबंध
- नवगीत : भाव एवं विषयगत नवीनता
- गीत-नवगीत : साम्य-वैषम्य

इकाई-3 स्वतंत्रता पूर्व के आधुनिक गीतकार

सोहनलाल द्विवेदी

वंदना के इन स्वर में -----

सीमाओं के पहरुए -----

हरिवंश राय बच्चन

जो बीत गयी सो बात गयी

युग

नरेन्द्र शर्मा

मेरा मन

अब-बस-हीन-दीन थी निराशा -----

नीरज

हिम्मत ना हार रे

एक दिन भी जो मर त ताज -----

इकाई-4 स्वतंत्रोत्तरकालीन गीत-नवगीतकार

श्यामवातर वाणी

सगायी को शहर पी गये

आओ गुलाब बाँटें

चन्द्रसेन विराट

सबसे पहले देश हमारा

निर्माण बुलाते हैं इनको

विनोद निगम

सबकी उड़ती अलग हवाएँ -----

फूलों के नगरों सा देश

माहेश दिवाकर

धूप में जब भी जलते हैं पाँव -----

धीरे धीरे फैल रही है सीमाएँ -----

इकाई-5 गीत समीक्षा : रचनात्मक भावभूमि

- प्रमुख गीत समीक्षक : सूर्य और रवि
- गीत - पत्रिकाओं की विकास यात्रा
- गीत रचना : अभ्यास कार्य

अनुशंसित अध्ययन संसाधन:

संदर्भ ग्रंथ -

संपादक, केद्र, अशोक 'भारतीय ज्ञान परम्परा' मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल

उपेन्द्र, पारस, "सुन मेरी देह की पुकार", प्रभात प्रकाशन, आगरा

चक्रवर्ती, डॉ. पी.वी. "भारतीय संस्कृति में विज्ञान की तत्व" मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल

रघुवीर, ओमशंकर, "नवगीत स्वरूप और विश्लेषण", अनमोल पब्लिकेशन, गाजियाबाद

उपाध्याय, राजकुमार, डॉ. "हिन्दी साहित्य के इतिहास लेखन की समीक्षा" मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल

गौतम, राजबली, "हिन्दी नवगीत", वाणी प्रकाशन नई दिल्ली

गौतम, राजबली, “नवगीत का धर्मशास्त्र”, वाणी प्रकाशन, दिल्ली

निगम, विनोद, “गीत हैं लेकिन गायेंगे”, म.प्र. साहित्य परिषद भोपाल

मिश्र, डॉ. विद्यानिवास “भारतीय परम्परा” मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल

सिंह, श्याममूर्ति, “हिन्दी नवगीत”, वाणी प्रकाशन नई दिल्ली

श्रीवास्तव, डॉ. “गीत रस गागर”

द्विवेदी, सोहनलाल, “मुक्तिगंधा”, नेशनल पब्लिशिंग हाउस दिल्ली

बच्चन, हरिवंश राय, “मेरी श्रेष्ठ कविताएँ”

बच्चन, हरिवंश राय बच्चन के लोकप्रिय गीत - हिन्द पॉकेट बुक्स प्रकाशन

2. अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक

1. www.kavitakosh.org

2. www.hindisamay.com

3. <https://epgp.inflibnet.ac.in>

4. hindiwi.org

Syllabus - English Language and Indian Culture

(Ability Enhancement Course)

(B.A.First Year)

Programs Code- BFCE 102

Credit - 2

Session: 2025-26

Course Type	Course Title
Unit I	Understanding Indian Culture
Unit II	Comprehension Skills
Unit III	Basic Language Skills
Unit IV	Writing Skills
Unit V	Situational Conversation- Context, Audience, Purpose, Type, Register

Course Learning outcomes (CLO):

- ❖ Imbibe values which make them aware of national heritage and making them responsible citizens
- ❖ critically read texts to identify main ideas, infer meanings, and assess the author's purpose.
- ❖ use grammar and vocabulary effectively for communication
- ❖ write appropriate correspondence and reports for various professional and social contexts.
- ❖ Prepare for various competitive exams by developing their English Language competence

Unit I : Understanding Indian Culture

1. Rabindranath Tagore - "Where the mind is without fear"
2. Swami Vivekananda - "Chicago Speech (1893)"
3. R.K Narayan - "Astrologer's Day"
4. Introduction to Sundarkand of Valmiki's Ramayan
5. A.L Basham: "The wonder that was India" (an excerpt)

Unit II : Comprehension Skills

1. Reading Techniques: Skimming, Scanning
2. Identifying the Main Idea and Theme
3. Making Inferences and Drawing Conclusions
4. Analysing unseen passages on Indian history, society, and art.

Unit III : Basic Language Skills

Grammar:

1. Parts of Speech
2. Articles
3. Subject-Verb Agreement
4. Tenses and their application

Vocabulary:

1. Synonyms, Antonyms, Homonyms, and Homophones
2. One-word substitutes
3. Word formation: Suffixes and Prefixes

Unit IV : Writing Skills

1. The Writing Process: Pre-writing, Drafting, Revising, and Editing.

2. Paragraph Writing: Structure, Topic Sentence, and Coherence.

3. Letter writing: Formal/Informal

Unit V : Situational Conversation- Context, Audience, Purpose, Type, Register

1. Meeting/Greeting - Introducing Self; Introducing people to one another

2. Apologies/Responses

3. Enquiring about a Course/ Requesting Information

4. Agreeing/Disagreeing (with a Proposal)

Learning Resources:

Textbooks, Reference Books, Other Resources

1. Tagore, R. (1912). Gitanjali (Song Offerings). London: Macmillan.

“Where the Mind is Without Fear” is Poem No. 35 in this collection.

2. Complete Works of Swami Vivekananda. Vol. 1. Advaita Ashrama (Publication Department of Ramakrishna Math, Belur Math, Kolkata).

3. Swami Tapasyananda, Sundarkandam of Srimad Valmiki Ramayana. Sri ram Krishna Math, Madras

4. Narayan, R.K. Malgudi Days. Indian Thought Publications; 1st edition (11 December 2019); ISBN-10 : 9788185986173

5. Cultural Heritage of India by S. Radhakrishnan & Haridas Bhattacharyya (ed.)

6. A Course in English Grammar and Composition by Geetha Nagaraj

7. Functional English by Dr. P. Kiranmai Dutt and Geetha Rajeevan (Foundation Books / Cambridge India)

8. Communicative English by E. Suresh Kumar, P. Sreehari, and J. Savithri (Orient Black Swan)

9. Practical English Usage by Michael Swan (Oxford)

10. Modern English Grammar by N. Krishnaswamy, Macmillian Publication

11. Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises” by Francoise Grellet (Cambridge)

12. Writing Skills by Norman Coe, Robin Rycroft & Pauline Ernest (Cambridge)

Suggested Equivalent Online Course

1. NPTEL Course - “Communication Skills” (by IIT Kharagpur)

<https://nptel.ac.in/courses/109/106/109106175/>

2. Swayam Course - “English Language for Competitive Exams” (by IIT Madras)

आधारभूत पाठ्यक्रम - हिंदी भाषा और संस्कृति

बी.ए. प्रथम वर्ष

कार्यक्रम कोड -

क्रेडिट - 2

सत्र : 2025-26

इकाई संख्या	इकाई शीर्षक
इकाई I	भारतीय ज्ञान परम्परा में हिंदी भाषा
इकाई II	गद्यात्मक एवं व्यंग्यात्मक लेख
इकाई III	वैचारिक सन्दर्भ
इकाई IV	हिन्दी व्याकरण - उपसर्ग/प्रत्यय
इकाई V	हिन्दी व्याकरण -हिंदी के प्रमुख विराम चिन्ह

पाठ्यक्रम अध्ययन की उपलब्धि (लर्निंग आउटकम) (CLO):

- ❖ 1 - भारतीय ज्ञान परम्परा से विद्यार्थियों को अवगत एवं लाभान्वित करवाना।
- ❖ 2 - इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी के प्रसिद्ध रचनाकारों एवं उनकी रचनाओं से परिचित हो सकेंगे।
- ❖ 3 - पाठ्य सामग्री के माध्यम से विद्यार्थी हिन्दी भाषा एवं संस्कृति, लोकसंस्कृति एवं राष्ट्रीय भावना से परिचित हो सकेंगे।
- ❖ 4 - व्याकरण एवं ज्ञान का बोध।
- ❖ 5 - सामान्य शब्दावली और विशेष शब्दावली के अध्ययन द्वारा भाषा एवं सांस्कृतिक बोध का विकास करना। विशेष शब्दावली (बीज शब्द / की वर्ड) से परिचित करवाते हुए बोध स्तर को विकसित करना।

इकाई - 1

1. भारतीय ज्ञान परम्परा : एक परिचय
2. भारतीय ज्ञान परम्परा और हिन्दी भाषा
3. आदि शंकराचार्य - जीवन व दर्शन

इकाई - 2

1. मैथिलीशरण गुप्त - परिचय

पाठ : मातृभूमि (कविता)

2. सूर्यकांत त्रिपाठी निराला - परिचय

पाठ : भारत वंदना (कविता)

3. प्रेमचन्द - परिचय

पाठ : भारत के खिलाड़ी (कहानी)

इकाई - 03

1. वैचारिक - भारतीय भाषाओं में राम

2. आचार्य रामचन्द्र शुक्ल : परिचय

पाठ : उत्साह (गद्यात्मक निबंध)

3. रामधारी सिंह दिनकर : परिचय

पाठ : भारत एक है (सांस्कृतिक लेख)

4. शरद जोशी : परिचय पाठ : अफसर (व्यंग्य)

इकाई - 04

हिन्दी व्याकरण

1. शब्द रचना : उपसर्ग एवं प्रत्यय
2. शब्द प्रकार : तत्सम, तद्भव, देशज, विदेशी, संकर, तथा निर्मित शब्द
3. पर्यायवाची, विलोमार्थी
4. अनेक शब्द के लिए एक शब्द

इकाई - 05

हिन्दी व्याकरण

1. हिन्दी के प्रमुख विराम चिन्ह
2. संक्षेपण
3. बीज शब्द - धर्म, अहिंसा, भाषा, अवधारणा

सार बिन्दु (की वर्ड) / टैग

मैथिलीशरण गुप्त : मैथिलीशरण गुप्त की कविता - मातृभूमि

सूर्यकांत त्रिपाठी निराला : सूर्यकांत त्रिपाठी निराला : भारत वंदना

प्रेमचन्द : प्रेमचन्द - भारत के खिलाड़ी

रामधारी सिंह दिनकर : भारत एक है।

आचार्य रामचन्द्र शुक्ल : उत्साह निबंध

भारतीय ज्ञान परम्परा : भारतीय ज्ञान परम्परा और हिन्दी भाषा

धर्म क्या है ?

शब्द रचना

शब्द प्रकार

पर्यायवाची शब्द

विलोम शब्द

अनेक शब्द के लिए एक शब्द

विराम चिन्ह

संक्षेपण

(भाग - स)

अनुशंसित अध्ययन संसाधन

पाठ्य पुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन

1. प्रेमचन्द - मानसरोवर : खण्ड - 3
2. आचार्य रामचन्द्र शुक्ल - चिन्तामणि : भाग - 1
3. शरद जोशी - "कहा जाता है" (व्यंग्य संग्रह)
4. डॉ. वासुदेव नन्दन प्रसाद : आधुनिक हिन्दी व्याकरण और रचना, भारती भवन, चौक रावड़ी रोड, पटना - बिहार
5. डॉ. राजेन्द्र चतुर्वेदी, हिन्दी व्याकरण - उपकार प्रकाशन, आगरा उ.प्र.

6. भारतीय ज्ञान परम्परा – विविध आयाम

सम्पादक – प्रो. सरोज शर्मा, शिक्षा प्रकाशन – नई दिल्ली

7. शुक्ल डॉ. स्मृति “भारतीय ज्ञान परम्परा के विविध संदर्भ” (शोधजिंग) उच्च शिक्षा विभाग म.प्र.
शासन भोपाल

8. प्राचीन भारतीय ज्ञान परम्परा

लेखक – डॉ. अश्विन कुमार राठौर

प्रकाशक – श्री सौरभ, प्रकाशन – नागपुर

9. हिन्दी ज्ञान कोश

Syllabus - (B.A.First Year)
Travel and Torism Management

Programs Code- BMDC 101

Credit - 2

Session: 2025-26

Course Type	Course Title
Unit I	Introduction to Tourism Sales
Unit II	Tourism Products and Services
Unit III	Sales Techniques and Approaches
Unit IV	Customer Relationship Management
Unit V	Preparing Sales Presentations

Course Learning outcomes (CLO):

Students will be able to:

- Understand the basics of sales in the tour and travel industry
- Develop effective communication and interpersonal skills
- Learn about tourism products and services
- Explore sales techniques and customer relationship management

Unit I : Introduction to Tourism Sales

- Overview of the tourism industry
- Role of sales in tourism
- Key concepts: tourism products, customers, and sales process
- Atithi Devo Bhava: The Indian code of hospitality.

Principles of Sales and Marketing

- Difference between sales and marketing
- The sales cycle
- Types of tourism sales (retail, wholesale, online)
- Cultural and Spiritual Tourism sales- promoting heritage, religious, wellness and eco-tourism with cultural sensitivity.

Unit II : Tourism Products and Services (09)

- Types of tourism products (packages, accommodations, attractions)
- Features and benefits
- Customization of tourism products

Customer Profile and Target Market

- Identifying target markets
- Customer needs and preferences
- Understanding customer behavior

Communication Skills for Sales

- Verbal and non-verbal communication
- Listening skills

- Building rapport with clients
- Sanskrit and Regional language phrases in tourism communication.

Unit III : Sales Techniques and Approaches (09)

- Consultative selling
- Storytelling (Katha Parampara)
- Upselling and cross-selling
- Handling objections

Digital Sales Tools

- Use of social media and online platforms
- Website and email marketing
- Introduction to CRM systems

Selling Tour Packages

- Designing attractive packages
- Presenting and explaining packages to customers

Unit IV : Customer Relationship Management (09)

- Building long-term client relationships
- Follow-up and After-sales service
- Handling customer complaints
- Understanding ancient Indian guest treatment and service ethics as a foundation for tourism sales and customer relationship.

Ethical and Cultural Considerations

- Dharma centric sales ethics
- Cultural sensitivities in tourism sales

- Effective cross-cultural communication

Unit V : Preparing Sales Presentations

- Creating effective sales pitches
- Visual aids and demonstrations

Review and Case Studies

- Analyzing successful sales campaigns
- Lessons learned from failures

Suggested Reading:

Reference Books

- Ian Yeoman & Grant McAdam, *Tourism Marketing and Management*, Routledge, London, UK, 2014
- David Jobber & Geoffrey Lancaster, *Selling and Sales Management*, McGraw-Hill Education, New York, 2015 (10th Edition)
- Brian Tracy, *The Art of Selling and Selling Techniques*, AMACOM, New York, USA, 2006
- John Fletcher & Alan Fyall, *Tourism Principles and Practice*, Pearson Education Limited, Harlow, UK, 2018 (6th Edition)
- Philip Kotler, *Online Marketing for Tourism & Hospitality*, Pearson Education, Harlow, UK, 2016
- David J. Pike, *Tourism Marketing: Frameworks, Practices, and Cases*, Routledge, London, UK, 2016

Online resources

- <https://egyankosh.ac.in/bitstream/123456789/11574/3/Unit-6.pdf>

Syllabus – Personality Development
Skill Enhancement Course (B.A.First Year)

Programs Code- BSEC-101

Credit - 2

Session: 2025-26

Course Type	Course Title
Unit I	Indian Knowledge System and Personality
Unit II	Personality Development
Unit III	Communication Skills and Personality Development

Course Learning outcomes (CLO):

- ❖ Cultivate skills for successful life
- ❖ Understand the importance of human values
- ❖ Develop core skills for employability
- ❖ Develop effective communication skills
- ❖ Realize the role of technology in personality development.

Unit I : Indian Knowledge System and Personality

1. Personality - Meaning, characteristics and importance
2. Human values and personality development - Empathy, compassion, spirit of service
3. Components of personality development in the Indian knowledge system.

Unit II : Personality Development

1. Agencies of Personality Development :

- Family Atmosphere - Parenting style, family values and emotional support.
- Peer Group - Team Spirit, Self image, Social learning
- Formal Education - Scout and guide, N.S.S., N.C.C., Sports
- Personal Efforts and Yoga - Self motivation, Goal, meditation and sound health.

2. Barriers of Personality Development

Unit III : Communication Skills and Personality Development

1. Communication Skills: Meaning, Characteristics , types, importance.
2. Role of communication Skills in Personality Development- Stage confidence, Body language, Voice modulation

Learning Resources:

Text Books, Reference Books, Other resources

1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi.
2. Covey, Stephen. (1989). The 7 Habits of Highly Effective People. NY: Free Press
3. Hindle, Tim (2003). Reducing Stress. Essential Manager series. Dk Publishing.
4. Lucas, Stephen (2001). Art of Public Speaking. Tata - Mc-Graw Hill, New Delhi.
5. माडडन, स्तिट्ट, "व्यक्ततत्त्िका विकास", आनंद पेपरबैतस।

आधारभूत पाठ्यक्रम - भारत बोध

बी.ए. प्रथम वर्ष

कार्यक्रम कोड -

क्रेडिट - 2

सत्र : 2025-26

इकाई संख्या	इकाई शीर्षक
इकाई I	भारतीय इतिहास और सांस्कृतिक विरासत
इकाई II	भारतीय संविधान और नागरिक दायित्व
इकाई III	भारतीय ज्ञान परंपरा और शिक्षा दृष्टिकोण
इकाई IV	भारत का जीवन-दर्शन और सतत भविष्य की अवधारणा
इकाई V	समकालीन भारत और वैश्विक भूमिका

पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम):

- ❖ भारत के ऐतिहासिक, सांस्कृतिक और संवैधानिक स्वरूप की मूलभूत समझ विकसित करना।
- ❖ भारतीय शिक्षा पद्धति, ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति छात्रों में संवेदनशीलता उत्पन्न करना।
- ❖ भारत की स्वतंत्रता संग्राम, लोकतांत्रिक विकास और वैश्विक भूमिका को समझने में सहायता करना।

संविधान में निहित दायित्व एवं अधिकारों की जानकारी देकर छात्रों को जिम्मेदार नागरिक बनाना।

इकाई I : भारतीय इतिहास और सांस्कृतिक विरासत

- सिंधु, वैदिक, और शास्त्रीय काल की विशेषताएँ
- सह-अस्तित्व और बहुलता की भारतीय अवधारणा
- सांस्कृतिक प्रतीक: धर्म, स्थापत्य, संगीत, नाट्य, लोककथाएं
- "वसुधैव कुटुम्बकम्", "सर्वे भवन्तु सुखिनः" जैसे सूत्रों की आधुनिक प्रासंगिकता

इकाई II : भारतीय संविधान और नागरिक दायित्व

- वैदिक राजधर्म और आधुनिक संविधान
- मूल अधिकार और कर्तव्य: धर्म-कर्तव्य-नैतिकता
- युवा नागरिक और लोकतांत्रिक भागीदारी
- शिक्षा का राष्ट्रनिर्माण में योगदान

इकाई III : भारतीय ज्ञान परंपरा और शिक्षा दृष्टिकोण

- भारतीय ज्ञान के स्रोत: वेद, उपनिषद, दर्शन, स्मृति, लोक-साहित्य
- गुरुकुल परंपरा: शिष्य-केंद्रित शिक्षण, वाचिक परंपरा और स्मृति आधारित अध्ययन
- शिक्षा का उद्देश्य: आत्मोत्कर्ष एवं लोकसंग्रह
- शिक्षक की भूमिका: "आचार्य देवो भवः", चरित्र निर्माण, सामाजिक पुनर्निर्माण में योगदान

इकाई IV : भारत का जीवन-दर्शन और सतत भविष्य की अवधारणा

- भारतीय जीवन-दृष्टि: पुरुषार्थ चतुष्टय, आश्रम व्यवस्था और कर्तव्य आधारित नैतिकता

प्रकृति के साथ सामंजस्य: यज्ञ, पंचमहाभूत, ऋतचक्र और पर्यावरण संतुलन

- भारतीय अर्थदर्शन: अर्थशास्त्र, स्वदेशी, श्रम-संस्कृति और लोक-उद्यम
- सतत विकास और पर्यावरणीय न्याय की भारतीय अवधारणा
- स्वदेशी से "आत्मनिर्भर भारत" तक की यात्रा

इकाई V : समकालीन भारत और वैश्विक भूमिका

- स्वतंत्रता संग्राम में धार्मिक, सांस्कृतिक और बौद्धिक नेतृत्व की भूमिका
- भारत का योगदान: अंतरिक्ष विज्ञान, योग, कूटनीति, शांति दर्शन
- "आत्मनिर्भर भारत": परंपरा और नवाचार का समन्वय
- वैश्विक परिप्रेक्ष्य में भारत: "सॉफ्ट पावर", बहुध्रुवीय विश्व में भूमिका

पाठ्यपुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन

संदर्भ ग्रंथ सूची

1. काट्टर, इंदुमती भारतीय शिक्षा: संकल्पना एवं स्वरूप/ पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद।
2. कुमार, कृष्णा प्राचीन भारतीय शिक्षा पद्धति/ श्री सरस्वती सदन, दिल्ली।
3. सज्जा, चंद किरण (2023) शिक्षा: भारतीय परिप्रेक्ष्य/ संस्कृत संवर्धन प्रतिष्ठान, नई दिल्ली।
4. कपुर, कपिल एवं सिंह, अवधेश कुमार (संपादक) (2005) Indian Knowledge Systems (खंड 1-2)/ इंडियन इंस्टिट्यूट ऑफ एडवांस्ड स्टडी, शिमला; डी.के. प्रिंटवर्ल्स, नई दिल्ली।
5. स्वरूप, देवदत्त। संस्कृति एक: नाम-रूप अनेक/ प्रतिमा प्रकाशन, नई दिल्ली।

6. स्वरूप, देवदत्त (संपादक) (2010) राष्ट्रीय शिक्षा आंदोलन का इतिहास (हिंदी संस्करण)/ प्रतिमा प्रकाशन, नई दिल्ली।

7. अग्रवाल, वासुदेव शरण (संपादक) (2023) राष्ट्र, धर्म और संस्कृति (निबंध संग्रह)/ प्रभात प्रकाशन, नई दिल्ली।

8. मिश्रा, रामेश्वर 'पंकज' (2024) अद्वितीय समाजशास्त्र/ प्रभात प्रकाशन, नई दिल्ली।

9. पाण्डेय, ओम प्रकाश (संपादक) (2023) भारत वैभव/ राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।

10. मूलारामप्प, बी.वी. भारतीय विज्ञान परंपरा/ राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।

ई स्रोत

<https://www.youtube.com/watch?v=VUOyldPX8h4>

<https://www.youtube.com/watch?v=1livkUGieFA&list=PLIGFNXUDXOeholQwkZ2ekqaxY3PDtoDq-&index=4>

<https://www.youtube.com/watch?v=SuMnvLxc9ic>

<https://www.youtube.com/watch?v=iPuRqFImoSc>

https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL_a1TI5CC9RG8WPaNNDOK6ViSdhe0KsHE&index=6

https://www.youtube.com/watch?v=9PLs_N6WbxE

Details of the Program

Syllabus – M.A.- English Literature

Semester – I

Programs Code- MAENG

Session: 2025-26

Assesment Scheme :

External Assessment: Term End Examination					Internal Assessment
Section	Question Type	Total Words	Number of Questions x Marks	Total Marks	Assignment/Viva
Section A	Very Short Answer (Total 05 questions)	50 words each	05 x 01	05	--
Section B	Short Answer (Total 05 questions)	200 words each	05x03	15	--
Section C	Long Answer (Total 05 questions)	500 words each	05×08	40	--
Total =100				60	40

Code	Course Type	Title	Cred it	Scheme of Examination		
				TTE	IA	Total
MENG 101	Paper 1	Poetry	5	60	40	100
MENG 102	Paper 2	Drama	5	60	40	100
MENG 103	Paper 3	Fiction	5	60	40	100
MENG 104	Paper 4	Prose	5	60	40	100
ASSENG-01			2			

Imp -to be done (discuss with Sir)

Academic & Admission Charges: MA ENGLISH – 3000/- PER SEMESTER		Amount
1	Enrollment/Registration Fee	
2	Admission Processing Fee	
3	Instructional & Tuition Fee	
4	Self-Learning Material (SLM) Fee	
5	Administrative Liaison Charges	
6	Postal & Dispatch Charges	
7	University Development Fund (Distance)	
Examination & Certification		
1.	Term-End Examination (TEE) Fee	
2	Internal Assessment	
3	Provisional Passing Certificate (PPC)	
4	Degree/Convocation Fee	
5	Examination Development Fund	
	Total	

M.A. - English Literature

Semester: I

Course Learning outcomes (CLO):

- ❖ 1. Demonstrate critical understanding of major poetic forms such as lyric, narrative, dramatic, elegy, ode, satire and their structural, thematic, and stylistic features.
- ❖ 2. Analyze representative poems within each poetic form, identifying devices such as metaphor, symbolism, rhythm, and tone to interpret deeper meanings and emotional nuances.
- ❖ 3. Evaluate the relationship between form and function in poetry by contextualizing texts within relevant literary, cultural, and philosophical movements.
- ❖ 4. Develop comparative and interpretive skills by engaging with diverse poetic traditions and cultural spectrums, enhancing literary appreciation and scholarly argumentation.

Unit I: Lyric Poetry

Topics: John Donne – The Good-Morrow, The Sun Rising; William Blake – The Lamb, The Tyger; Emily Dickinson – Because I could not stop for Death; W. H. Auden – Funerals Blues

Unit II: Narrative Poetry

Topics: Geoffrey Chaucer – Prologue, The Canterbury Tales; Robert Frost – The Death of the Hired Man

Unit III: Dramatic Poetry

Topics: T. S. Eliot – The Love Song of J. Alfred Prufrock; W. H. Auden – A Grammarian's Funeral

Unit IV: Ode, Elegy

Unit V: Didactic, Satirical, Allegorical Poetry (15 lectures)

Topics: Alexander Pope – The Rape of the Lock; W. H. Auden – The Unknown Citizen

Suggested Readings:

1. Abrams, M. H. A Glossary of Literary Terms. Cengage Learning, Boston, USA, 2015. 11th Edition./ . Gill, R. Mastering English Literature. Red Globe Press (Macmillan), London, UK, 2006. 2nd Edition.
2. Cuddon, J. A. The Penguin Dictionary of Literary Terms and Literary Theory. Penguin Books, London, UK, 2003. 5th Edition.
3. Ford, B. (Ed.). The New Pelican Guide to English Literature. Penguin Books, London, UK, 1983. . Bennett, A. & Royle, N. An Introduction to Literature, Criticism and Theory. Routledge, London, UK, 2013. 6th Edition.
4. Wain, J. (Ed.). The Oxford Anthology of English Literature. Oxford University Press, London, UK, 1990.
5. Greenblatt, S. et al. (Eds.). The Norton Anthology of English Literature. Vols I & II. W. Norton & Company, New York, USA, 2018. 10th Edition.

Publishers, Delhi, India, 2021.

Details of the Program

Syllabus – M.A.- English Literature

Semester – II

Programs Code- MAENG

Session: 2025-26

Code	Course Type	Title	Credit	Scheme of Examination		
				TTE	IA	Total
MENG 201	Paper 1	Aesthetic and Literature	5	60	40	100
MENG 202	Paper 2	Popular Literature	5	60	40	100
MENG 203	Paper 3	Post Colonial Writings	5	60	40	100
MENG 204	Paper 4	Ancient Indian Literature	5	60	40	100
ASSENG-02			2			

Paper II Drama

Course Learning Outcomes (CLO):

- ❖ 1. Recognize and define major types of drama and their formal elements.
- ❖ 2. Interpret and critique representative plays within historical and cultural contexts.
- ❖ 3. Compare themes and structures across dramatic forms such as tragedy, comedy, and satire.
- ❖ 4. Apply theoretical frameworks (e.g., Aristotelian poetics, New Historicism, Feminist Theory) to analyze plays.
- ❖ 5. Develop academic writing and oral presentation skills through performance-based and analytical tasks.

Unit I: Tragedy (15 lectures)

Topics: Sophocles – Oedipus Rex (Classical Greek Tragedy); William Shakespeare – Hamlet (Elizabethan Tragedy)

Unit II: Comedy

Topics: Ben Jonson – The Alchemist (City Comedy); William Congreve – The Way of the World (Restoration Comedy)

Unit III: Revenge Tragedy & Jacobean Drama (15 lectures)

Topics: Thomas Kyd – The Spanish Tragedy (Revenge Tragedy); Marlowe – Jew of Malta

Unit IV: Comedy of Manners and Sentimental Comedy (15 lectures)

Topics: Oliver Goldsmith – She Stoops to Conquer

Unit V: Absurd Drama (15 lectures)

Topics: Harold Pinter – The Dumb Waiter

Suggested Readings:

1. Nicoll, A. World Drama: From Aeschylus to Anouilh. Harrap Publishers, London, UK, 1976. 5th Edition.
2. Bradbrook, M. C. Themes of English Drama. Cambridge University Press, Cambridge, UK, 1980. 3rd Edition.
3. Cambridge, UK. C. Themes of English Drama. Cambridge University Press, Cambridge, UK, 1960. 1st Edition.
4. Styan, J. L. The Elements of Drama. Cambridge University Press, Cambridge, UK, 1960. 1st Edition.
5. Wells, S. & Orlin, L. C. Shakespeare: An Oxford Guide. Oxford University Press, Oxford, UK, 2003. 1st Edition.
6. Carlson, M. Theories of the Theatre: A Historical and Critical Survey. Cornell University Press, Ithaca, USA, 1993. 2nd Edition.
7. Esslin, M. The Theatre of the Absurd. Methuen, London, UK, 2005. 1st Edition.
8. Waincott, R. H. & Fletcher, A. C. A Critical Study of Pinter. International, Delhi, India, 2005. 1st Edition.

Suggested equivalent online courses: <https://www.nptel.ac.in/courses/109/106/109106124/>

Details of the Program**Master of Social Work**

Semester - I

Programs Code- MASOW

Session: 2025-26

External Assessment: Term End Examination					Internal Assessment
Section	Question Type	Total Words	Number of Questions x Marks	Total Marks	Internship /Viva
Section A	Very Short Answer (Total 05 questions)	50 words each	05 x 01	05	--
Section B	Short Answer (Total 05 questions)	200 words each	05x03	15	--
Section C	Long Answer (Total 05 questions)	500 words each	05x08	40	--
Total =100				60	40

Code	Course Type	Title	Credit (22)	Scheme of Examination		
				TTE	IA	Total
MSOW 101	Paper 1	Introduction to Social Work	5	60	40	100
MSOW 102	Paper 2	Origin and Development of Social Work in India	5	60	40	100
MSOW 103	Paper 3	Indian Society	5	60	40	100
MSOW 104	Paper 4	Social Problems and Legal Literacy	5	60	40	100
Internship -01			2			

Imp -to be done (discuss with Sir)

Academic & Admission Charges: MSW 125000/-/- PER SEM		Amount
1	Enrollment/Registration Fee	
2	Admission Processing Fee	
3	Instructional & Tuition Fee	
4	Self-Learning Material (SLM) Fee	
5	Administrative Liaison Charges	
6	Postal & Dispatch Charges	
7	University Development Fund (Distance)	
Examination & Certification		
1.	Term-End Examination (TEE) Fee	
2	Internal Assessment	
3	Provisional Passing Certificate (PPC)	
4	Degree/Convocation Fee	
5	Examination Development Fund	
TOTAL		

Semester I:

Learning Outcome :

- ❖ Understand the historical roots and evolution of Social Case Work & Group Work in India.
- ❖ Understand the Components of Social Case Work and Group Work.
- ❖ Explain the skills of Social work Case & Social Group Work.
- ❖ Analyse the Professional education of Social Case work & Social Group Work in India.
- ❖ Evaluate the role of Social Case Work & Social Group Work in addressing contemporary social issues.

First Paper: Introduction to Social Work

❖ Unit I & II: Concept of Social Work

- Concept, definition, and characteristics of Social Work.
- Objectives and principles of Social Work.
- Scope and functions of Social Work.
- History of Social Work in U.K., U.S.A., and India.

❖ Unit III: Philosophy of Social Work

- Basic norms and philosophy of Social Work.
- Gandhian philosophy of Social Work.

❖ Unit IV: Human Development

- Concept, definition, and process of human development.
- Factors affecting human development.
- Life span perspective: Prenatal, Childhood, Adolescence, Adulthood, and Old Age.

❖ Unit V: Field Work in Social Work

- Concept and objectives of field work.
- Problems faced by students in placement and importance of record-keeping.
- Role of Social Workers in Schools and Hospitals.

Paper II : Origin and Development of Social Work in India

The learning outcomes for the **Origin and Development of Social Work in India** are outlined below based on the program structure: (CLO)

- **Historical Evolution:** Students will be able to trace the transition of social welfare in India from traditional religious charity and "State" initiatives to a modern, structured profession.
- **Religious and Cultural Foundations:** Learners will understand the specific contributions of Hinduism, Jainism, Christianity, and Tribal traditions to the development of social work practices in the Indian context.
- **Impact of Social Movements:** Students will be able to analyze how various social movements and NGOs have historically shaped the landscape of social service and advocacy in India.
- **Gandhian Perspective:** Learners will develop a deep understanding of the Gandhian concept of an "Ideal Society" and the specific methods and techniques of social work derived from his philosophy.
- **Professionalization and Career Growth:** Students will identify the emergence of social work as a formal profession in independent India and recognize the expanding career opportunities within the national development sector.
- **Role in National Development:** Learners will evaluate the participation of professional social workers in driving national development and addressing contemporary social challenges.

- **Unit I:** Development of Social Work practice in India; History through State, Social Movements, and NGOs.
- **Unit II:** Religion and Social Work: Indian context (Hinduism and Tribes).
- **Unit III:** Jainism, Christianity, and Social Work.
- **Unit IV:** Gandhian concept of Social Work; Conception of an Ideal Society; Historical perspective, methods, and techniques.
- **Unit V:** Professional Social Work in Independent India; Participation in National Development; Career prospects.

Third Paper: Indian Society

The learning outcomes for the **Indian Society** are designed to provide students with a sociological understanding of the environment in which social work is practiced. Upon completion of this course, students will be able to:

- **Understand Traditional Knowledge Foundations:** Define and explain core social concepts within the Indian knowledge tradition, such as Social Harmony (Samajik Samrasata), Swadharma, and the global outlook of Vasudhaiva Kutumbakam.
- **Analyze Social Structures:** Differentiate between fundamental sociological constructs, including Society, Community, Association, Institution, and Social Groups, while identifying their unique characteristics.
- **Evaluate Social Dynamics:** Explain the various social processes that shape interactions, such as cooperation, competition, conflict, adjustment, and assimilation.
- **Apply Sociological Concepts to Social Work:** Articulate the relationship between sociology and social work practice, specifically how sociological perspectives help in solving contemporary social problems.
- **Assess Social Control and Change:** Identify the mechanisms of social control and analyze the factors—such as urbanization, industrialization, and globalization—that drive social change and development in modern India.
- **Understand Socialization and Leadership:** Describe the process and types of socialization and evaluate the role of leadership and its changing characteristics in a developing society.

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- **Unit I:** Concepts of Indian Knowledge Tradition; Social Harmony, Swadharma, and Vasudhaiva Kutumbakam; Sociological concept of society.
- **Unit II:** Meaning and characteristics of Society, Community, Association, Institution, and Social Groups; Social Structure and Stratification; Social processes (Cooperation, Competition, Conflict, Adjustment, Assimilation).
- **Unit III:** Relationship between Sociology and Social Work; Social Problems: concepts, types, and solving issues through practice.
- **Unit IV:** Sociological Concepts: Meaning and types of Social Control.
- **Unit V:** Socialization process; Social Change: factors and process; Urbanization, Leadership, Industrialization, and Globalization effects.

Fourth Paper: Social Problems and Legal Literacy : Upon completing this course, students will be able to:

- **Identify and Categorize Social Issues:** Define the concept, characteristics, and underlying causes of various social problems affecting Indian society.
- **Analyze Vulnerability:** Understand the socio-economic dynamics and specific challenges faced by the "weaker sections" of society.
- **Evaluate Youth and Child Welfare:** Analyze critical issues such as child marriage, juvenile delinquency, child labor, and drug abuse, while evaluating efforts made to resolve these problems.

- **Address Gender-Based Concerns:** Critically examine problems specific to women, including domestic violence, gender inequality, and the nature of crimes committed against women.
- **Assess Environmental and Population Pressures:** Understand the impact of illiteracy, corruption, population growth, and environmental degradation on social stability.
- **Apply Legal Literacy:** Demonstrate a fundamental understanding of Human Rights, the role of the National Human Rights Commission (NHRC), and basic legal frameworks like the CRPC and Civil Procedure Code.
- **Unit I:** Concept, characteristics, and causes of social problems; Weaker sections of society.
- **Unit II:** Problems related to Children and Youth: Child marriage, Juvenile delinquency, Child labor, Drug abuse, and Youth unrest.
- **Unit III:** Women-related problems: Crime against women, Domestic violence, and Gender inequality.
- **Unit IV:** Environment and Population issues: Pollution, Corruption, and Illiteracy.
- **Unit V:** Human Rights and Legal Literacy: Concepts, violations, and remedies; NHRC; CRPC and Civil Procedure Code; PIL and RTI.
- **Suggestive Readings :**
- Pilling. S. (1991). Rehabilitation and Community Care. London: Routledge.

- Sen, R. & Kun Klen. (2003). *Stir it Up: Lessons in Community Organising and Advocacy*. New York: Jossey Boss.
- Trivedi, Tanuja Jnanada Prakashan. (2014). (P & D) *Resource mobilization for social Work*, published by Jnanada Prakashan in association with Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh : Assisted by Text Book Promotion Society of India, ISBN: 978817139604.
- Suggestive Readings :
- Gangrade, K.D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.
- Kumar, S. (2008). *Methods for Community Participation*. New Delhi: Vistar Publications. Mishra, P.D. (1992). *Social Work – Philosophy and Methods*. New Delhi: Inter India Publications.
- Moorthy, M.V. (1966). *Social Action*. Bombay: Asia Publishing House.
- Mukherji, B. (1960). *Community Development in India*. New Delhi: Orient Longman. Murray, G. R. (1967). *Community Organization Theory, Principles, and Practice*, New York: Harper & Row.
- 1. Batten, T.R. (1964). *Communities and their Development*. London: Oxford Publisher.
- 2. Britto, G.A.A. (1984). *Social Action and Social Work Education in the Eighties*, in H.Y. Siddiqui (ed) *Social Work and Social Action*, Harnam Publications.

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- 3. Chittaranjan, D. (2012). Resource Mobilisation Through SHGs in Urban Villages. Concept Publishing Company.
- G.R.Madan - Social work
- Jainendra Kumar Jha - An Introduction to Social Work
- Samaj Karya - Dr.Surendra Singh & P.D.Mishra
- Ram Babu Gupta - Child Psychology
- Suggested equivalent online courses:
- IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.
- Cox , M. Fred et. al. (2005). Strategies of Community Organization. 4th Edition. New Delhi: Peacock Publishers.
- Davis, M. (2000). The Blackwell Encyclopaedia of Social Work (eds.). Massachusetts: Blackwell Publishers.
- Dubois, B. K.K. Miley. (1992). Social Work-An Empowering Profession. Boston Allyn & Bacon Publications.
- . Friedlander, W.A. (1977). Introduction to Social Welfare. New Delhi: Prentice Hill.

Semester II

Code	Course Type	Title	Credit (22)	Scheme of Examination		
				TTE	IA	Total
MSOW 201	Paper 1	Psychological Perspectives in Social Work	5	60	40	100
MSOW 202	Paper 2	Social Group Work and Community Management/Development	5	60	40	100
MSOW 203	Paper 3	Labour Welfare and Industrial Social Work	5	60	40	100
MSOW 204	Paper 4	Social Work Skills	5	60	40	100
Internship -01			2			

Paper I : Psychological Perspectives in Social Work :

Upon completing this course, students will be able to:

- **Integrate Psychology and Social Work:** Understand the foundational concepts of social psychology and articulate how psychological theories apply to the practical field of social work.
- **Analyze Human Behavior:** Identify and explain the various factors that influence human behavior, including the roles of culture, personality, heredity, and environmental surroundings.
- **Understand Socialization Processes:** Evaluate the institutions of socialization and apply theories of social learning to understand how individuals develop within a society.
- **Evaluate Social Dynamics:** Describe the psychological underpinnings of collective social behaviors, such as the formation of public opinion, the nature of crowd behavior, and the mechanics of how rumors spread and can be controlled.
- **Assess Social Conflict and Control:** Analyze the nature of social conflicts and the role of law, religion, and custom as mechanisms for social control and the management of social deviance.

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- **Unit I:** Introduction to Social Psychology: Concept, scope, and human behavior.
- **Unit II:** Factors affecting behavior: Culture, Personality, Heredity, Environment, and Social learning.
- **Unit III:** Social Behavior: Public opinion, Crowd behavior, and Rumors.
- **Unit IV:** Social Control and Conflict: Law, Religion, Customs, and Social deviance.
- **Unit V:** Group discussion on community conflict; Mental health applications; National character and integration.
- **Suggestive Readings :**
- Pilling. S. (1991). Rehabilitation and Community Care. London: Routledge.
- Sen, R. & Kun Klen. (2003). Stir it Up: Lessons in Community Organising and Advocacy. New York: Jossey Boss.
- Trivedi, Tanuja Jnanada Prakashan. (2014). (P & D) Resource mobilization for social Work, published by Jnanada Prakashan in association with Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh : Assisted by Text Book Promotion Society of India, ISBN: 978817139604

Paper II : Social Group Work and Community Management/Development

The learning outcomes for the course **Social Group Work and Community**

Management/Development (Paper Code: SWD-106) focus on equipping students with the skills to facilitate group dynamics and lead community-level interventions.

Upon completing this course, students will be able to:

- **Understand Group Dynamics:** Identify the fundamental characteristics and the vital importance of social groups in the context of human development and social work.
- **Apply Group Work Models:** Trace the history of group work and apply various theories and models to facilitate the different stages of group development and formation.
- **Develop Leadership and Life Skills:** Demonstrate leadership power, specialized techniques, and life skill education relevant to managing and guiding social groups effectively.
- **Master Community Organization:** Define the core concepts and value orientations of community organization, understanding its history as a primary method of social work.
- **Implement Practice Models:** Utilize specific practice models and approaches for community organization to address local needs and advocate for change.
- **Execute Strategic Social Action:** Apply an integrated approach to social action, using specific strategies and skills to drive community development.
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- **Plan and Manage Programs:** Design and implement program planning within a community framework to ensure sustainable social development
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- **Unit I:** Introduction to Group Work; Characteristics and importance of social groups.
- **Unit II:** History, principles, and models of Group Work; Stages of group development and leadership skills.
- **Unit III:** Program planning in Social Work; Introduction to Community Organization.
- **Unit IV:** History and models of Community Organization as a method of Social Work.
- **Unit V:** Social Work for Community Development; Integrated approach to Social Action; Strategies and skills.
- **Suggestive Readings :**
- Gangrade, K.D. (1971). Community Organisation in India. Bombay: Popular Prakashan.
- Kumar, S. (2008). Methods for Community Participation. New Delhi: Vistar Publications.
- Mishra, P.D. (1992). Social Work – Philosophy and Methods. New Delhi: Inter India Publications.
- Moorthy, M.V. (1966). Social Action. Bombay: Asia Publishing House.
- Mukherji, B. (1960). Community Development in India. New Delhi: Orient Longman.
- Murray, G. R. (1967). Community Organization Theory, Principles, and Practice, New York: Harper & Row.

Paper III : Labour Welfare and Industrial Social Work

The learning outcomes for the course **Labour Welfare and Industrial Social Work** (Paper Code: SWD-107) focus on developing expertise in managing the human element within industrial settings and ensuring the well-being of the workforce.

Upon completing this course, students will be able to:

- **Analyze Labour Welfare Frameworks:** Define the concept, necessity, and scope of labour welfare while understanding its historical evolution and modern dimensions.
- **Manage Wage and Salary Systems:** Understand the principles of wage administration, factors affecting wage structures in India, and the impact of incentive schemes and profit-sharing on productivity.
- **Facilitate Industrial Relations:** Identify the causes of industrial unrest and master the mechanisms for the prevention and settlement of industrial disputes within the Indian legal framework.
- **Evaluate Trade Unionism:** Explain the functions and structures of trade unions, analyze the challenges faced by the trade union movement in India, and understand the importance of collective bargaining.
- **Implement Social Security Legislation:** Demonstrate a working knowledge of key Indian labour laws, including the **Employee Insurance Act, Provident Fund Act, Maternity Benefit Act, and the Payment of Gratuity Act.**
- **Promote Worker Participation:** Understand the conceptual overview and practical benefits of involving workers in management processes to improve industrial harmony.
- **Apply Social Work in Industry:** Bridge the gap between social welfare principles and industrial needs, ensuring that social security and welfare functions are effectively executed for the workforce.

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- **Unit I:** Labour Welfare: Meaning, need, objectives, scope, and historical perspective.
- **Unit II:** Wage and Salary Administration: Principles, structure, and workers' participation in management.
- **Unit III:** Industrial Relations and Disputes: Causes, prevention, and settlement mechanisms in India.
- **Unit IV:** Role of Trade Unions: Meaning, types, problems, and Collective Bargaining.
- **Unit V:** Social Welfare and Security: ESI Act, EPF Act, Maternity Benefit Act, and Payment of Gratuity Act.

Paper IV: Social Work Skills

The learning outcomes for the course **Social Work Skills** (Paper Code: SWD-108) focus on mastering the methodological tools and participatory techniques required for effective field intervention and research.

Upon completing this course, students will be able to:

- **Implement Participatory Research:** Define and apply the concepts and significance of Participatory Research, understanding its typology, barriers, and limitations.
- **Master PRA/PLA Methods:** Utilize the principles and methods of Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) in field settings.

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- **Conduct Development Assessments:** Execute participatory observations and evaluations, including self-assessment tools and sustainability analysis for institutional and project stability.
- **Apply Diverse Approaches:** Employ specialized approaches such as SARAR (Self-esteem, Associative strength, Resourcefulness, Action planning, and Responsibility) and Appreciative Inquiry.
- **Utilize Observation Techniques:** Identify the components and types of professional observation to accurately assess social situations.
- **Maintain Professional Records:** Understand the purpose and characteristics of systematic recording and content management in social work.
- **Produce Professional Documentation:** Develop high-quality documentation by understanding its various types, features, and importance in the social work profession.
- **Unit I:** Participatory Research: Concept, and development , Approaches to Participation: PLA, RRA .
- **Unit II:** Participation in Development: Participatory Rural Appraisal (PRA) Methods
- **Unit III:** Self-assessment tools, and sustainability analysis.
- **Unit IV:** Techniques of Participation: Observation components and Recording purposes.
- **Unit V:** Documentation: Types, characteristics, and importance.
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- **Suggested Readings:** 1. Batten, T.R. (1964). Communities and their Development. London: Oxford Publisher.
- 2. Britto, G.A.A. (1984). Social Action and Social Work Education in the Eighties, in H.Y. Siddiqui (ed) Social Work and Social Action, Harnam Publications.
- 3. Chittaranjan, D. (2012). Resource Mobilisation Through SHGs in Urban Villages. Concept Publishing Company.
- 4. Christopher & Thomas William. (2006). Community Organisation And Social Action. New Delhi: Himalayan Publications.

Annexure 1:



Self Learning Material
Rani Durgavati Vishwavidyalaya

A Grade by NAAC

Programme -Title

Programme Code :



Center for Distance and Online Education (CDOE)
Rani Durgavati Vishwavidyalaya
Jabalpur (M.P.)

Course Code :
Semester / Year :

-Paper Title -

Self-learning Material Development Team:

Program Coordinator : Name----- Designation----- Institution-----

Course Coordinator : Name----- Designation----- Institution-----

Unit 1 – Title ----- Page No.

Author Name----- Designation..... Name of Institution.....

Review Team Member/s : Name----- Designation----- Institution-----

Unit 2 – Title ----- Page No.

Author Name----- Designation..... Name of Institution.....

Review Team Member/s : Name----- Designation----- Institution-----

Unit 3 – Title ----- Page No.

Author Name----- Designation..... Name of Institution.....

Review Team Member/s : Name----- Designation----- Institution-----

Unit 4 – Title ----- Page No.

Author Name----- Designation..... Name of Institution.....

Review Team Member/s : Name----- Designation----- Institution-----

Unit 5 – Title ----- Page No.

Review Team Member/s : Name----- Designation----- Institution-----

Paper Name -

Unit Name -

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Learning Outcome of the Course:

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Course Introduction :

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Unit 1 Title :

Unit Structure:

1.0 Objectives:

1.1. Introduction:

1.2 Topic:

1.2.1 Subtopic/s:

1.3 Topic:

1.3.1 Subtopic/s:

1.4. Topic:

1.4.1 Subtopic/s:

1.5 Topic:

1.5.1 Subtopic/s:

1.6. Topic:

1.6.1 Subtopic/s:

1.7 Let's summarize: :

1.8 Glossary of the Terms :

1.9 Reference list :

1.10 Progress Review :

Note:

1. If required, subtopic/s of the topic may also be given.
2. The number of topics and subtopic/s may be increased or decreased as needed.

Unit Name-

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1.0 Objectives:

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1.1 Introduction :

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Unit Name-

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1.2 Topic:

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1.2.1 Subtopic/s:

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Progress Review 1.2 / 1.2.1:

(Any one type of questions, varying from True-False, Very short form questions, Objective type questions, Match the columns, Fill in the blanks, etc should be given for progress review after each topic.)

Note to learners: Please write your answers in the space provided below. Possible correct answers are given at the end of the unit.

Unit Name-

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1.3 Topic:

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1.3.1 Subtopic/s:

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Progress Review 1.3 / 1.3.1:

(Any one type of questions, varying from True-False, Very short form questions, Objective type questions, Match the columns, Fill in the blanks, etc should be given for progress review after each topic.)

Note to learners: Please write your answers in the space provided below. Possible correct answers are given at the end of the unit.

Unit Name-

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1.4 Topic:

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1.4.1 Subtopic/s:

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Progress Review 1.4 / 1.4.1:

(Any one type of questions, varying from True-False, Very short form questions, Objective type questions, Match the columns, Fill in the blanks, etc should be given for progress review after each topic.)

Note to learners: Please write your answers in the space provided below. Possible correct answers are given at the end of the unit.

Unit Name-

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1.5 Topic:

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1.5.1 Subtopic/s:

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Progress Review 1.5 / 1.5.1:

(Any one type of questions, varying from True-False, Very short form questions, Objective type questions, Match the columns, Fill in the blanks, etc should be given for progress review after each topic.)

Note to learners: Please write your answers in the space provided below. Possible correct answers are given at the end of the unit.

Unit Name-

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1.6 Topic:

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1.6.1 Subtopic/s:

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Progress Review 1.6 / 1.6.1:

(Any one type of questions, varying from True-False, Very short form questions, Objective type questions, Match the columns, Fill in the blanks, etc should be given for progress review after each topic.)

Note to learners: Please write your answers in the space provided below. Possible correct answers are given at the end of the unit.

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