

PROGRAMME GUIDE

for

Bachelor's Degree Programme (B.A.)

Foundation, Elective and Application-Oriented Courses

**Please keep this Programme Guide safely till you complete the Programme.
You will need to consult it while working on the Programme.**



**Indira Gandhi National Open University
New Delhi**

Printed material is our backbone. Our study material is prepared by teams of experts keeping in view the interest of the learner group. Each course has a course Expert Committee with distinguished academics and professionals involved in the course preparation. The course material is written in such a manner that the students can study it by themselves with a little assistance from our Counsellors at the Study Centres. Further, text books and reference books are available in the libraries attached to the Study Centres and Regional Centres. Therefore, students will have no need for any cheap or condensed guides for following courses of IGNOU. In fact these may harm them. The University strongly advises the students not to take recourse to such type of guides.

Important Information

“The University sends study materials and assignments, wherever prescribed, to the students by registered post and if a student does not receive the same for any reason whatsoever, the University shall not be held responsible for that.”

“In case a student wants to have assignments, he/she can obtain a copy of the same from the Study Centre or Regional Centre or may download it from the IGNOU website—www.ignou.ac.in”

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Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

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PART – I

PROGRAMME DETAILS

1 THE UNIVERSITY

Indira Gandhi National Open University was established in September, 1985 by an Act of Parliament, with a view to democratise education, so that it covers large segments of population, vocations and professions. The primary emphasis is on innovation, flexibility and cost effectiveness. Thus it is a university with a difference.

The major objectives of the university are to:

- promote the educational well-being of the community;
- democratise higher education by providing easy access to all those who desire to improve their qualifications, skills and competence by taking education to the doorsteps of people living even in remote and rural areas;
- disseminate learning and knowledge through an innovative multi-media teaching-learning system;
- provide high quality education at all levels; and
- coordinate and determine the standards of Distance Education and Open University Systems throughout the country.

The salient features of this system of education are:

- Flexible admission rules;
- Study according to your own pace and convenience;
- Study at your own chosen place;
- Flexibility in choosing courses and combination of courses from a wide range of disciplines/subjects; and
- Use of modern and appropriate educational and communication technology.

Student support services are provided by the University through a network of study centres distributed all over the country. Study centres are the actual focal points to enable you to receive regular information and learning support. Each study centre provides you with library, audio and video facilities to help you in the learning process. Senior and experienced academics are engaged in face-to-face counselling at study centres. The study centres are generally located in existing educational institutions and normally function on all holidays and Sundays and also in the evenings on working days. Each study centre is supervised by a Coordinator. Regional centres have been set up in different parts of the country to coordinate the functioning of study centres.

2 PROGRAMME STRUCTURE FOR B.A.

The University follows the credit system for its programmes. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a four credit course involves 120 study hours and an eight credit course involves 240 study hours. **To successfully complete this programme, you will have to earn 96 credits over a period of 3 to 6 years depending on your convenience.** However, you will not be allowed to earn more than 32 credits in a year.

The Bachelor's Degree Programme has three major components:

1. Foundation Courses	24 credits
2. Elective Courses	64 or 56 credits
3. Application Oriented Courses	8 or 16 credits
TOTAL	<u>96 credits</u>

Environment Awareness Course

From the year 2005 the University has introduced a new course on environment. The course has been introduced in view of the directive of the Hon'ble Supreme Court of India to provide basic knowledge about environment to all Bachelor's Degree students. The course is intended to familiarise you with the current environmental concerns and their management. It is a non-credit course and there will be no examination for the course. We hope that this course will sensitize you about environment and the need to manage it. The syllabus of the course is provided at the end of this Programme Guide.

2.1 Foundation Courses

Foundation courses are compulsory for all students who want to obtain Bachelor's degree. You have to earn 24 credits of foundation courses. **To earn 24 credits in foundation courses, you have to take BSHF-101, BEGF-101 or FHD-2 and any one of the remaining language courses in the First Year and FST-1 in the Second Year.** The list of foundation courses is given below:

LIST OF FOUNDATION COURSES

Course Code	Course Title	Credits
Compulsory Courses		
BSHF-101	Foundation Course in Humanities and Social Sciences	8
FST-1	Foundation Course in Science and Technology	8
BEGF-101	Foundation Course in English-1	4
	Or	
FHD-2	Foundation Course in Hindi-2	4
And any one of the following courses		
FEG-2	Foundation Course in English-2	4
BHDF-101	Foundation Course in Hindi-1	4
FAS-1	Foundation Course in Assamese	4
FBG-1	Foundation Course in Bengali	4
FGT-1	Foundation Course in Gujarati	4
FKD-1	Foundation Course in Kannada	4
FML-1	Foundation Course in Malayalam	4
FMT-1	Foundation Course in Marathi	4
FOR-1	Foundation Course in Oriya	4
FPB-1	Foundation Course in Punjabi	4
FTM-1	Foundation Course in Tamil	4
FTG-1	Foundation Course in Telugu	4
FUD-1	Foundation Course in Urdu	4
BSKF-001	Foundation Course in Sanskrit	4
BMAF-001	Foundation Course in Maithili	4
BBHF-101	Foundation Course in Bhojpuri	4

2.2 Elective Courses

The elective courses are basically discipline based courses. Under the category of elective courses, you have to earn 56 to 64 credits.

The University offers Elective Courses in the following disciplines/subjects: English, Hindi, Urdu, Economics, History, Public Administration, Political Science, Psychology, Philosophy, Sociology, Commerce, Rural Development, Mathematics and Social Work. The elective courses in mathematics require a student to have studied mathematics upto the +2 level.

You must have already indicated your choice of elective courses for the first year. The availability of courses, in 2nd and 3rd years of study would be intimated to you. If you wish to do major in a particular discipline you will have to take courses worth 48 credits in that discipline (In Mathematics 40 credits). To get a B.Com. degree you will have to seek admission separately in B.Com.

The students can take only a maximum of 48 credits in a single discipline.

The list of elective courses available at present is given below:

LIST OF ELECTIVE COURSES

Course Code	Course Title	Credits
Commerce		
ECO-01	Business Organisation	4
ECO-02	Accountancy-I	4
ECO-03	Management Theory	4
ECO-05	Mercantile Law	4
ECO-06	Economic Theory	4
ECO-07	Elements of Statistics	4
ECO-08	Company Law	4
ECO-09	Money, Banking and Financial Institutions	4
ECO-10	Elements of Costing	4
ECO-11	Elements of Income-Tax	4
ECO-12	Elements of Auditing	4
ECO-13	Business Environment	4
ECO-14	Accountancy-II	4
Urdu		
BULE-001	Urdu Sakht Ke Anaasir	8
BULE-002	Urdu Zabaan Ki Tareekh	8
BULE-003	Urdu Shaeri	8
BULE-004	Urdu Fiction	8
BULE-005	Urdu Ki Gair Afsanvee Nasr	8
BULE-006	Urdu Adab Ki Tareekh	8
English		
BEGE-101*	From Language to Literature	8
BEGE-102*	The Structure of Modern English	8
BEGE-103*	Communication Skills in English	8

Course Code	Course Title	Credits
BEGE-104	English for Business Communication (Formerly EEG-4)	8
BEGE-105*	Understanding Prose	8
BEGE-106*	Understanding Poetry	8
BEGE-107*	Understanding Drama (Formerly EEG-7)	8
BEGE-108*	Reading the Novel	
Hindi		
EHD-01	Hindi Gadya	8
EHD-02	Hindi Kavya	8
EHD-03	Hindi Sahitya Ka Itihas Evam Sahitya Parichaya	8
EHD-04	Madhyakaleen Bhartiya Sahitya: Samaj aur Sanskriti	8
EHD-05	Adhunik Bharatiya Sahitya: Rashtriya Chetana aur Nav Jagran	8
EHD-06	Hindi Bhasha : Itihas aur Vartman	8
EHD-07	Hindi Samranchna	8
EHD-08	Prayojanmulak Hindi	8
Economics		
EEC-11	Fundamentals of Economics	8
BECE-002	Indian Economic Development: Issues & Perspectives	8
EEC-13	Elementary Statistical Methods and Survey Techniques	8
BECE-214	Agricultural Development in India (Revised Version of EEC-14)	8
BECE-016	Economic Development: Comparative Analyses & Contemporary Issues	8
BECE-107	Industrial Development in India	8
History		
EHI-01	Modern India 1857-1964	8
EHI-02	India: Earliest Times to the 8 th Century A.D.	8
EHI-03	India from 8 th to 15 th Century A.D.	8
EHI-04	India from 16 th to Mid 18 th Century	8
EHI-05	India from Mid 18 th to Mid 19 th Century	8
EHI-06	History of China and Japan 1840-1949	8
BHIE-107	Modern Europe (Mid 18 th to Mid 20 th Century)	8
Public Administration		
EPA-01	Administrative Theory	8
BP AE-102	Indian Administration	8
EPA-03	Development Administration	8
BP AE-104	Personnel Administration	8
EPA-05	Financial Administration	8
EPA-06	Public Policy	8
Political Science		
EPS-11	Political Ideas and Ideologies	8
BPSE-212	Government and Politics in India	8
EPS-03	Modern Indian Political Thought	8
EPS-15	South Asia: Economy, Society and Politics	8
EPS-06	Government and Politics in East and South-East Asia	8
EPS-07	International Relations	8
EPS-08	Government and Politics in Australia	8
EPS-09	Comparative Government and Politics	8

* Revised version of EEG-01, EEG-02, EEG-03, EEG-04, EEG-05, EEG-06, EEG-07, EEG-08

Course Code	Course Title	Credits
Sociology		
ESO-11	The Study of Society	8
ESO-12	Society in India	8
ESO-13	Sociological Thought	8
ESO-14	Society and Stratification	8
ESO-15	Society and Religion	8
ESO-16	Social Problems in India	8
Rural Development		
BRDE-101	Rural Development in Indian Context	8
Mathematics*		
MTE-01	Calculus	4
MTE-02	Linear Algebra	4
MTE-04	Elementary Algebra to be taken together	2
MTE-05	Analytical Geometry	2
MTE-06	Abstract Algebra	4
MTE-07	Advanced Calculus	4
MTE-08	Differential Equations	4
MTE-09	Real Analysis	4
MTE-10	Numerical Analysis	4
MTE-11	Probability and Statistics	4
MTE-12	Linear Programming	4
MTE-13	Discrete Mathematics	4
MTE-14	Mathematical Modelling	4
Social Work		
BSWE-004	Introduction to Family Education	8
BSWE-005	Introduction to HIV/AIDS	8
BSWE-006	Substance Abuse and Counselling	8
Philosophy		
BPY-001	Indian Philosophy : Part I	4
BPY-002	Logic: Classical and Symbolic	4
BPY-003	Ancient and Medieval Philosophy	4
BPY-004	Religions of the World	4
BPY-005	Indian Philosophy : Part II	4
BPY-006	Metaphysics	4
BPY-007	Ethics	4
BPY-008	Modern Western Philosophy	4
BPY-009	Contemporary Western Philosophy	4
BPY-0010	Epistemology	4
BPY-0011	Philosophy of Human Persons	4
BPY-0012	Philosophy of Science and Cosmology	4
BPYE-001	Philosophy of Religion	4
BPYE-002	Tribal and Dalit Philosophy	4
Psychology**		
BPC-001	General Psychology	4
BPC-002	Developmental Psychology	4
BPC-003	Research Methods in Psychology	4
BPC-004	Statistics in Psychology	4
BPC-005	Theories of Personality	4
BPC-006	Social Psychology	4
BPCL-007	Practicals in Psychological Testing	4
BPCL-008	Practicals in Experimental Psychology	4
BPCE-014	Psychopathology	4
BPCE-015	Industrial and Organisational Psychology	4
BPCE-017	Introduction to Counselling Psychology	4
	} Group I	

BPCE-011	School Psychology	Group II	4
BPCE-013	Motivation and Emotion		4
BPCE-018	Neuropsychology		4
BPCE-019	Environmental Psychology		4
BPCE-021	Forensic Psychology		4
BPCE-022	Practicum in Clinical Psychology or Counselling Psychology or Industrial and Organisational Psychology		4
BPCE-023	Internship in Psychology		4

* For taking mathematics courses study of the subject upto 10+2 level is compulsory. For doing a Major in Mathematics, MTE-1, MTE-2, MTE-4 to MTE-9 are compulsory core courses.

** Psychology electives are available in English medium only. For doing a Major in Psychology, you will have to opt for only one elective course from each Group I and Group II courses. Practicals (BPCL-007, BPCL-008, BPCL-022) and Internship in Psychology (BPCE-023) are for only those opting for doing a Major in Psychology. A separate fee of Rs.500/- is to be paid for practicals.

2.3 Application Oriented Courses

The third component of the B.A programme is Application Oriented Courses. These courses are developed to equip you with skills in some areas of your choice. You must select at least 8 credits worth of courses from this group. You are allowed to select a maximum of 16 credits from this group. If you have opted a total of 64 credits in elective courses, you should take only 8 credits under Application Oriented Courses. Alternatively, if you have taken only 56 credits in elective courses, you are allowed to take 16 credits in Application Oriented Courses. The detailed list of the Application Oriented Courses currently available is given below.

LIST OF APPLICATIONS ORIENTED COURSES

Course Code	Course Title	Credits
*AHE-1	Human Environment (Theory 6 Credits + 2 Credits Project)	8
*AMT-1	Teaching of Primary School Mathematics (6 Credits Theory + 2 Credits Project)	8
AST-1**	Statistical Techniques	4
AOR-1**	Operation Research	4
ACS-1	Consumer Studies	8
AMK-1	Marketing	4
AED-1	Export Procedures and Documentation	4
AOM-1	Office Organisation and Management	4
ASP-1	Secretarial Practice	4
ACC-1	Organising Child Care Services	8
ANC-1	Nutrition for the Community	8
ATR-1	Translation	8
BEGA-001	Introduction to the Media	4
	Or	
BHDA-101	Samachar Patra aur Feature Lekhan (Hindi)	4
BEGA-102	Writing for Radio (English)	4
	Or	
BRPA-101	Radio Lekhan (Hindi) (Formerly AWR-H)	4
CTE-3	Teaching Strategies (English)	4
CTE-4	Teaching English–Elementary School	4
	Or	
CTE-5	Teaching English – Secondary School	4
	(With CTE-3 take anyone CTE-4 or CTE-5)	
AEC-1 Ω	Environmental Chemistry (6 Cr. Theory + 2 Cr. Lab work)	8
*APM-1 ΩΩ	Integrated Pest Management (6 Cr. Theory + 2 Cr. Project)	8
BCOA-001	Business Communication and Entrepreneurship	4
	(English medium only)	

- Ω CHE-01, CHE-02 and CHE-03 (L) are the pre-requisite for this course.
 ΩΩ +2 level of Biology is a pre-requisite.
 * All these courses have a theory component of 6 credits and a project for 2 credits. The project is to be submitted in SR&E Division at IGNOU, Maidan Garhi, New Delhi – 110068.
 ** + 2 level of mathematics is a pre-requisite

Students are free to choose any Application Oriented Course from the list given above. However, they have to opt at least two 4 credit courses to make it 8 credit.

3 SCHEME OF STUDY

In order to enable you to complete Bachelor's Degree Programme within the minimum period of three years, you are allowed to take 32 credits worth of courses in each year. In the first year of study you should take 16 credits in Foundation Courses (BSHF-101, FEG-1 or FHD-2 and FEG-2 or BHDF-101 or any one of modern Indian languages), and 16 credits of Elective Courses. In the second year you should take 8 credit of Foundation Course (FST-1) and 24 credits of Elective Courses. In the third year you should take 24 credits of Elective Courses and 8 credits of Application Oriented Courses; alternatively, you can take 16 credits of Elective Courses and 16 of Application Oriented Courses. This scheme of study is clearly shown in the following table:

Year-wise Scheme of Study

Year of Study	Foundation Courses	Elective Courses	Application Oriented Courses	Total Credits
First Year	16 credits	16 credits	–	32 Credits
Second Year	8 credits	24 credits	–	32 credits
Third year	–	24 credits or 16 credits	8 credits or 16 credits	32 credits
Total	24 credits	56/64 credits	8/16 credits	96 credits

Admission in 2nd and 3rd year

After the first year, whether you pass/appear in the first year examination or not, you can seek admission for the second year by submitting online the course registration form with requisite programme fee within the re-registration time-schedule as notified by the university.

Similarly, at the end of the second year, irrespective of the fact that you have passed the second year or not, you can seek admission in the third year by submitting online the course registration form for the third year along with the third year programme fee.

Note: Even if the university does not send any communication for re-registration in 2nd year and 3rd year, you are advised to visit our website www.ignou.ac.in and re-register online.

3.1 How to Choose Courses?

We have explained above the number of credits to be obtained in various categories of courses, viz. Foundation, Elective and Application Oriented Courses. We explain below the choices available in all these groups.

Foundation Courses

You might have already indicated your choice for the Foundation Courses. In this category of courses you have a choice of 4 credits between BEGF-101 and FHD-2 and another choice of 4 credits from FEG-2, or BHDF-101 or any one of the modern Indian languages. The other two foundation courses, BSHF-101 and FST-01, are compulsory, and are to be taken in the First and Second Years, respectively. If you want to make any change in the choice of language courses, you can do it within a month of the receipt of the study material according to the procedure explained under point 8.

Elective Courses

You must have noticed that the list of elective courses is very vast and you have to choose courses worth 64 or 56 credits from this group. There can be two ways of selecting these courses.

- i) If you want to go for in depth study of one particular discipline or you want to pursue the same discipline for your postgraduate studies then you should select courses worth 48 credits from that discipline. In such a situation you will get a B.A. Major in that discipline. Rest of the credits you can earn by taking elective courses from other disciplines.
- ii) If you do not intend to specialise in one discipline you can choose courses from various disciplines. Here you will have to be careful. If you choose from many disciplines you might end up doing one course from each discipline which might not give you enough knowledge in any of the disciplines. You should try to select courses of your choice from not more than two or three disciplines. In this case you will get a B.A. General.

B.A. Major or General

If you wish to do B.A. Major in a particular discipline you must choose courses worth 48 credits in that discipline (for Mathematics 40 credits). If you choose a mix of courses from various disciplines you will get a B.A. general degree.

In Part II of this Programme Guide we have provided the detailed syllabi of each course. You are advised to go through these and decide which courses interest you.

Groups of Elective Courses

You would have already indicated your choice of elective courses for the 1st year. If you want to change any of the courses selected by you please change them according to the procedure explained under point 8. You should select the courses for 2nd year and 3rd year keeping the above points in view.

These courses would be available to you in a phased manner i.e., some would be available in the first year (courses listed in Group 1 and 2). A few more would be available in the 2nd year (Group 3 & 4) along with Group 1 & 2 and the remaining in the third year. This phasing has been done for the convenience of counselling and examination.

Grouping of Elective courses in Bachelors Degree Programme

GROUP-1

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE-101	From Language to Literature (Formerly EEG-1)	8
2.	EHD-1	Hindi Gadya	8
3.	EHD-5	Adhunik Bhartiya Sahitya : Rashtriya Chetana aur Nav Jagran	8
4.	EEC-11	Fundamentals of Economics (Formerly EEC1)	8
5.	EHI-1	Modern India 1857-1964	8
6.	BHIE-107	Modern Europe : Mid 18 th to Mid 20 th Century	8
7.	EPS-11	Political Ideas and Ideologies (Formerly EPS-1)	8
8.	EPA-1	Administrative Theory	8
9.	ESO-11	The Study of Society (Formerly ESO-1)	8
10.	ECO-1	Business Organization	4
11.	ECO-2	Accountancy-1	4
} To be taken together			} = 8
12.	MTE-1	Calculus	4
13.	MTE-4	Elementary Algebra	2
14.	MTE-5	Analytical Geometry	2
} To be taken together			} = 8
15.	BSWE-04	Introduction to Family Education	8
16.	BPY-001	Indian Philosophy Part 1	4
17.	BPY-002	Logic : Classical and Symbolic	4
} To be taken together			} = 8
18.	BULE-1	Urdu Sakht ke Anaasir	8
19.	BPC-001	General Psychology	4
20.	BPC-002	Developmental Psychology	4
} To be taken together			} = 8

GROUP-2

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE – 102	The Structure of Modern English (Formerly EEG-2)	8
2.	EHD – 2	Hindi Kavya	8
3.	BHDE-108	Prayojanmulak Hindi	8
4.	BECE-002	Indian Economic Development: Issues and Perspectives (Formerly EEC-12)	8
5.	EHI – 2	India : Earliest Times to the 8 th Century AD	8
6.	BPSE-212	Government and Politics in India (Formerly EPS-12)	8
7.	BPAE- 102	Indian Administration (Formerly EPA-2)	8
8.	BRDE –101	Rural Development in India	8
9.	ESO – 12	Society in India (Formerly ESO-2)	8
10.	MTE – 2	Linear Algebra	4
11.	MTE – 6	Abstract Algebra	4
		} To be taken together	} =8
12.	BPY- 03	Ancient and Medieval Philosophy	4
13.	BPY – 04	Religions of the World	4
		} To be taken together	} =8
14.	BULE-002	Urdu Zabaan Ki Tareekh	8
15.	BPC-003	Research Methods in Psychology	4
16.	BPC-004	Statistics in Psychology	4
		} To be taken together	} =8

GROUP –3

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE-103	Communication Skills in English (Formerly EEG-3)	8
2.	BEGE – 108	Reading the Novel (Formerly EEG-8)	8
3.	EHD – 3	Hindi Sahitya Ka Itihas evam Sahitya Parichaya	8
4.	EEC – 13	Elementary Statistical Methods and Survey Techniques (Formerly EEC-3)	8
5.	EHI - 3	India from 8 th – 15 th Century AD	8
6.	EPS - 3	Modern Indian Political Thought	8
7.	EPS – 8	Government and Politics in Australia	8
8.	EPA – 3	Development Administration	8
9.	ESO - 13	Sociological Thought (Formerly ESO-3)	8
10.	ECO – 5	Mercantile Law	4
11.	ECO – 7	Elements of Statistics	4
12.	MTE – 7	Advanced Calculus	4
13.	MTE – 8	Differential Equations	4
		} To be taken together	} =8
14.	BSWE-05	Introduction to HIV/AIDS	8
15.	BPY-005	Indian Philosophy : Part II	4
16.	BPY-008	Modern Western Philosophy	4
		} To be taken together	} =8
17.	BULE-003	Urdu Shairi	8
18.	BPC-005	Theories of Personality	4
19.	BPC-006	Social Psychology	4
		} To be taken together	} =8

GROUP –4

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE-105	Understanding Prose (Formerly EEG-5)	8
2.	BHDE-106	Hindi Bhasha : Itihas aur Vartman	8
3.	BECE -214	Agricultural Development in India (Formerly EEC-14)	8
4.	EHI - 4	India from 16 th to Mid 18 th Century	8
5.	EPS - 7	International Relations (Formerly EPS-4)	8
6.	BPAE-104	Personnel Administration	8
7.	ESO -14	Society and Stratification	8
8.	ECO - 3	Management Theory	4
9.	ECO - 6	Economic Theory	4
	OR	OR	
	ECO-13	Business Environment	4
10.	ECO-12	Elements of Auditing	4
11.	ECO-14	Accountancy-II	4
		} (Formerly ECO-4) To be taken together	} =8
12.	MTE - 9	Real Analysis	4
13.	MTE - 10	Numerical Analysis	4
		} To be taken together	} =8
14.	BSWE-06	Substance Abuse and Counselling	8
15.	BPY-006	Metaphysics	4
16.	BPY-007	Ethics	4
		} To be taken together	} =8
17.	BPYE-001	Philosophy of Religion	4
18.	BPYE-002	Tribal and Dalit Philosophy	4
		} To be taken together	} =8
19.	BULE-004	Urdu Fiction	8
20.	BPC-007*	Practicals in Psychological Testing	4
21.	BPC-008*	Practicals in Experimental Psychology	4
		} To be taken together	} =8

* These courses are a pre-requisite for those doing a Major in Psychology.

GROUP-5

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE –10 6	Understanding Poetry	8
2.	BHDE – 107	Hindi Samrachna	8
3.	BECE – 016	Economic Development: Comparative Analysis and Contemporary Issues	8
4.	EHI – 5	India from Mid 18 th to Mid 19 th Century	8
5.	EPS –15	South Asia : Economy, Society and Politics (Formerly EPS-5)	8
6.	EPA – 5	Financial Administration	8
7.	ESO – 15	Society and Religion (Formerly ESO-5)	8
8.	ECO – 8	Company Law	4
9.	ECO – 9	Money, Banking & Financial Institution	4
10.	MTE – 11	Probability and Statistics	4
11.	MTE – 12	Linear Programming	4
12.	BPY – 009	Contemporary Western Philosophy	4
13.	BPY – 010	Epistemology	4
14.	BPCE-014	Psychopathology	4
	or	or	
	BPCE-015	Industrial and Organizational Psychology	4
	or	or	
	BPCE-017	Introduction to Counselling Psychology	4
15.	BPCE-011	School Psychology	4
	or	or	
	BPCE-013	Motivation and Emotion	4
	or	or	
	BPCE-018	Neuropsychology	4
	or	or	
	BPCE-019	Environmental Psychology	4
	or	or	
	BPCE-021	Forensic Psychology	4
16.	BULE-005	Urdu Non Fiction	8
		* to be taken together	

GROUP-6

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGE-104	English for Business Communication (Formerly EEG-4)	8
2.	BEGE-107	Understanding Drama (Formerly EEG-7)	8
3.	EHD– 4	Madhyakaleen Bharatiya Sahitya : Samaj aur Sanskriti	8
4.	BECE –107	Industrial Development in India	8
5.	EHI – 6	History of China and Japan 1840-1949	8
6.	EPS – 6	Govt. and Politics in East and South East Asia	8
7.	EPS – 9	Comparative Government and Politics	8
8.	EPA– 6	Public Policy	8
9.	ESO–16	Social Problems in India (Formerly ESO-6)	8
10.	ECO–10	Elements of Costing	4
11.	ECO–11	Elements of Income Tax	4
12.	MTE–13	Discrete Mathematics	4
13.	MTE–14	Mathematical Modelling	4
14.	BPY–011	Philosophy of Human Person	4
15.	BPY–012	Philosophy of Science and Cosmology	4
16.	BPCE-022#	Practicum in Clinical Psychology or Practicum in Counselling Psychology or Practicum in Industrial & Organisational Psychology	4
17.	BPCE-023#	Internship in Psychology	4
18.	BULE-006	History of Urdu Literature	8

Note: The courses, ECO-12 & 14, EEC-11, BECE-002, EEC-13, EEC-14, BECE-015, BECE-016, EEC-19, BPAE-102, EPS-11, EPS-12, EPS-7, EPS-15, ESO-11, ESO-12, ESO-13, ESO-14, ESO-15, ESO-16, BHDF-101, BEGE-101, BEGE-102, BEGE-105, BEGE-108, BHDA-101, BRPA-101 & BSHF-101 are revised version of ECO-4, EEC-1, EEC-12, EEC-3, EEC-4, EEC-5, EEC-06, EPA-2, EPS-1, EPS-2, EPS-4, EPS-5, ESO-1, ESO-2, ESO-3, ESO-4, ESO-5, ESO-6, FHD-1, EEG-1, EEG-2, EEG-5, EEG-8, AFW-H, AWR-H, & FHS-1 respectively. **If you have opted any of these pre-revised courses earlier, please do not offer revised version. These will not be counted in your credits.**

Group – A1 (Application–oriented Courses)

S.No.	Course Code	Title of the Elective Course	Credits
1.	BEGA-001	Application–oriented Courses in : Introduction to the Media	4
2.	BHDA-101	OR Samachar Patra aur Feature Lekhan (Hindi)	4
	BEGA-102	Writing for Radio (English)	4
3.	BRPA-101	OR Radio Lekhan (Hindi) (Formerly AWR-H)	4
	ATR-1	Translation (Hindi 4 credits + English 4 credits)	8
4.	ACC-1	Organising Childcare Services	8
5.	ANC-1	Nutrition for the Community	8
6.	AHE-1	Human Environment (6 cr. Theory + 2 cr. Project)	8
7.	AMK-1*	Marketing	4
8.	AED-1*	Export Procedures and Documentation	4
9.	AOM-1*	Office Organisation & Management	4
10.	ASP-1*	Secretarial Practice	4
11.	AMT-1	Teaching of Primary School Mathematics (6 Cr. Theory + 2 Cr. Project)	8
12.	ACS-1	Consumer Studies	8
13.	CTE-3	Teaching Strategies	4
14.	CTE-4	Teaching English – Elementary School	4
	OR	OR	
	CTE-5	Teaching English – Secondary School (with CTE-3 take any one either CTE-4 or CTE-5)	4
15.	AST-1**	Statistical Techniques	4
16.	AOR-1**	Operations Research	4
17.	AEC-1Ω	Environmental Chemistry (6 Cr. Theory+2Cr. Lab work)	8
18.	APM-1	Integrated Pest Management (6 Cr. Theory+2Cr.Project)	8
19.	BCOA-001*	Business Communication and Entrepreneurship (English medium only)	4

Courses at Sl. No. 13 & 14 should be taken together

* Commerce based Application-oriented Courses. However, students are free to choose any Application-oriented Course(s) of their choice. Among 4 credit AoC(s), they have to choose at least two 4 credit courses to make up to 8 credits in total.

** +2 level of mathematics is a pre-requisite

Ω only for B.Sc. students. CHE-01, CHE-02 and CHE-03(L) are the pre-requisite for this course; however, this is not a compulsory directive ***

Note : MTE –01 is a pre-requisite for MTE-07 to MTE-10

MTE –07 is a pre-requisite for MTE-11

MTE –07 is a co-requisite for MTE-08

MTE –08 is a pre-requisite for MTE-14

*** B.A/B.Com/BTS students are advised not to prefer this AoC.

FOR B. A. STUDENTS			FOR B. Com. STUDENTS	
Course	II Year	III Year	II Year	III Year
Foundation Course	Compulsory course: FST-1 (8 Credits)	NIL	Compulsory Course: FST-1 (8 Credits)	NIL
Elective Course	24 credits 8 credits from Group 3 and 8 credits from Group 4 8 credits from Group 1 or 2	16 or 24 credits 8 credits each from Group 5 & Group 6 8 credits either from Group 1 to 4 or Group A1	Compulsory Courses: ECO-3, ECO-5, ECO-7, ECO-12 & ECO-14 (4 Cr. each = 20 credits) Optional Courses : Any one of the following : ECO-6 OR ECO-13 (4 credits each)	Compulsory Courses: ECO-8, ECO-9, ECO-10 & ECO-11 (4 credits each = 16 credits) and 8 credit course from any Elective from Group 1 to Group 6 or Group A1.
Application-oriented Course	NIL	Compulsory: 8 to 16 credit Course(s) from Group-A1	NIL	Compulsory: 8 to 16 credit courses from Group-A1

Note: BA students can take **maximum of 48 credits** in a single discipline.

The year-wise choices available to you are indicated in offer letters but generally Groups 1 & 2 are available in the first year. Group 1 to 4 in the second year and all the groups in the third year of study.

* A word of advice for those students interested in opting for elective course of Hindi. If a student is interested in Hindi Literature, then, she/he should opt for EHD-01, EHD-02 and EHD-03. If, however, the students' interest is language and linguistics, then she/he should opt for BHDE-106, BHDE-107 and BHDE-108. For students interested in Comparative Literature, EHD-04 and EHD-05 would be suitable options.

It may please be noted that examination of the elective courses will be conducted group wise. You should offer elective courses in such a way that overlapping is avoided. We suggest that you opt only one elective course from each group.

Application Oriented Courses (Compulsory)

As explained earlier, in the third year you have to take courses worth 8 or 16 credits from this group. While selecting these courses take care that they are of use to you in the profession you are working in or intend to take up in future.

All courses are in English and Hindi but AFW(E) and AWR(E) are different in English and Hindi versions. You can take either English or Hindi of each. Courses worth 8 credits are compulsory from this group. You can take either 8 or 16 credits from this group. (For detailed list see page 12).

3.2 Decide Your Time Schedule

The University offers a lot of flexibility and openness in the courses and duration for the completion of programmes. You can take full advantage of this flexibility. As indicated earlier you can finish this programme in 3 years if you clear 32 credits of courses every year. If you are not able to complete it within this period you can take a maximum of 6 years to complete it. It would be better if you plan it in a systematic way. For first three years you will receive study materials and assignments according to your options but it is upto you to decide which courses you would like to complete in a particular year. Completion of a course would involve studying the course, completing the assignments and obtaining pass marks in both assignments and term end examination. If you are busy elsewhere and not able to fully devote yourself to the programme you should fix your targets every year. If you feel that instead of 32 credits you would like to complete only 24 or 16 credits, plan it from the beginning of the year, study only those courses, submit the assignments for them and appear for term end examination. Carry over the rest to next year. Again next year, decide your goals for that year. Whenever you decide to do the previous year's course ask for fresh assignments in the beginning of the year, and submit them according to the schedule and appear in the term end examination. Through proper planning you can finish this programme according to your convenience.

4 FEE STRUCTURE AND SCHEDULE OF PAYMENT

The programme fee of Rs. 2600 is charged in the first year, which includes registration fee of Rs. 200. For second and third year, the fee would be at the rate of Rs. 2400 per year. The fee should be paid along with the filled in application form as per schedule online at our website www.ignou.ac.in

The University can revise the programme fee and revised fee shall be payable by you as per schedule of payment notified by the university.

Schedule for Re-Registration

	For July-Dec. Cycle	For Jan.-June Cycle	Late Fee (Rs.)
1.	1st February to 31st March	1st August to 1st October	Nil
2.	1st April to 30th April	3rd October to 31st October	200/- (to be sent to RC)
3.	1st May to 31st May	1st November to 30th November	500/-* (to be sent to SED)
4.	1st June to 20th June	1st December to 20th December	1000/-* (to be sent to SED)

The programme fee should be paid only by means of **Debit Card/Credit Card through online mode only.**

Timely payment of programme fees is the responsibility of the student. Students are expected to remit fee as early as possible without waiting for the last date. Non-payment of fee results in discontinuation of the despatch of study material. Such students will not be permitted to write the examinations and their admission may be cancelled. In case any student willfully appears in an examination without proper registration for a course, disciplinary action shall be taken against him as per rules of the University. Fee once paid is not refundable.

5 INSTRUCTIONAL SYSTEM

The methodology of instruction in this University is different from that in the conventional universities. The Open University System is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instruction is imparted through distance rather than face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of:

- Self-instructional print material
- Audio and video- cassettes
- Audio-video programmes transmitted through Doordarshan and Radio
- Teleconference/EDuSat
- Face-to-face counselling at Study Centres by academic counsellors
- Assignments
- Gyan Darshan (Airtel, Tatasky, Sun Direct Den, In digital Hathway)
- Gyan Vani Radio Channel available on DTH platform, DD Free Dish

5.1 Print Material

Print material is the primary form of instructional material, although there will be a few audio-video-programmes and counselling sessions. Therefore, you have to concentrate mainly on the printed materials that we send to you periodically. The printed material would be sufficient to write assignment responses and prepare for the term end examinations.

How to use Print Material

The print material prepared by the University is self instructional in nature. Each course has been divided into a number of Blocks, generally 8 Blocks for an 8 credit course and 4 or 5 Blocks for a 4 credit course. Each Block consists of a number of Units (lessons). Normally, all the Units covered in one Block have a thematic unity. The first page of each Block indicates the contents i.e., the number and titles of the Units covered in that Block. This is followed by a brief introduction to the Block. This Block introduction explains the total coverage of the Block as a whole as well as the coverage of each Unit in that Block.

Each Unit is structured to facilitate self study for you. The section on **Objectives** briefly states what we expect you to attain when you have completed the Unit. In **Introduction**, there is an attempt to forge a link with the topics of the previous Units and the topic to be covered in the present Unit. This is followed by the main body of the Unit, which is divided into various sections and sub-sections. In the main body there are a few self-check exercises under the caption **Check Your Progress**. Enough space is given for you to write your answers to the questions set in the self-check exercises. Answers to these exercises are given in the section **Answers to Check Your Progress Exercises** at the end of the Unit.

The section **Let Us Sum Up** summarises what has been said in the whole Unit. This summary enables you to recall the main points covered in the Unit. To facilitate comprehension, important

words/terms covered in the Unit are explained in the section **Key Words**. Some books for additional reading are suggested in the section **Some Useful Books**. For your reference purpose some of these books may be available in the study centre. The section Terminal Questions/Exercises is intended to give you an idea about the nature of questions that may be asked in term end examination. These questions and **Check Your Progress Exercises are for your practice only, and you should not submit answers to these questions to the University for assessment**.

Read the Units carefully and note down the important points. You can use the space in the margin of the printed pages for making notes and writing your comments. While reading the Units mark the words that you do not fully understand. Look for the meaning of such words under the section Key Words or in a dictionary. Read the Unit again and again until you have understood the point. You may also try to find it in earlier Units as it may be explained there. However, if you still do not understand something, consult your counsellor during the face-to-face sessions at the Study Centre for clarification.

Try to answer ‘**Check Your Progress**’ questions. These exercises will help you to reinforce the information/knowledge you gain through your first reading of the text. Proper comprehension of the Units and the points/notes made by you while reading through the Units would help you in answering the Check Your Progress Exercises given in the Units. Once you have written the answer in the blank space provided for each question, you can compare your answers with the answers given in the section ‘Answers to Check Your Progress Exercises’.

5.2 Interactive Radio Counselling

The University has started interactive counselling through AIR network all over India. You can participate in it by tuning in to your area Radio station. Experts from various discipline areas are available for this counselling. Students can put across their questions to these experts by using the telephone. The telephone numbers are announced by respective Radio Stations. This counselling is available on Sunday between 4 and 5 in the evening.

5.3 Gyan Darshan

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

Details of various platforms of Gyandarshan Chanal available on DTH platform

S.No.	DTH Platform	TV Channal No
1.	Airtel	442
2.	Tata Sky	755
3.	SunDirect	596
4.	Den	526
5.	In Digital	297
6.	Hathway	473

Weblink: <http://www.ignouonline.ac.in/gyandarshan/Gyandarshan.html>

5.4 Gyan Vani

It is an educational Radio Network providing programmes to facilitate learners on various aspect related to their courses.

Details of GyanVani Radio Channel available on DTH Platform

S.No.	DTH Platform	Radio Channel No.
1	DD free Dish	44

ht weblink: <http://ignouonline.ac.in/Gyandhara/>

Gyan Darshan and GyanVani Radio Channel are availables on C-band

Satellite : G Sat 10

Downlink frequency: 3031 Mhz

LNB Frequency : 5150 NHz

Symbol rate : 7200 SPS

Polarity : Vertical

FEC : 3/4

5.5 Teleconference/EDuSat

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

5.6 Counselling

In distance education, face-to-face contact between the learners and their tutors/counsellors is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It is also intended to provide you an opportunity to meet fellow students. There are experienced academic counsellors at the Study Centres to provide counselling and guidance to you in the courses that you have chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the academic session. **The counselling sessions are not compulsory.** However, they may be very useful in certain respects such as: to share your views on the subject with teachers and fellow students, comprehend some of the complex ideas or difficult issues, and get clarifications for many doubts which you would not otherwise try to raise, and consult academic counsellors for selecting courses of study.

Face-to-face counselling will be provided at the study centre assigned to you. You should note that the counselling sessions will be very different from the usual classroom teaching or lectures. Counsellors will not be delivering lectures or speeches. They will try to help you to overcome difficulties (academic as well as personal) which you face while pursuing this programme. In these sessions you must look into the subject-based difficulties and any other issues arising out of such difficulties. Besides, some of the audio and video cassettes that are available at that time will be played in the counselling sessions.

Before you go to attend the counselling sessions, please go through your course material and note down the points to be discussed. Unless you have gone through the Units, there may not be much to discuss. Try to concentrate on the relevant and the most important issues. Also try to understand each other's points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your counsellors.

Generally there will be 10 counselling sessions for an 8-credit course and 5 sessions for a 4-credit course. In some courses, such as Accountancy and Statistics there may be additional counselling sessions which will be communicated to you by the Coordinator of your Study Centre. **The detailed schedule of the counselling sessions will be made known to you by the Coordinator of your Study Centre.**

5.7 Study Centre

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

Every Study Centre will have:

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

A Study Centre will have six major functions:

- 1) **Counselling:** Face-to-face counselling for the courses will be provided at the Study Centres. Generally, as stated earlier, there will be 10 counselling sessions for an 8-credit course and 5 sessions for a 4-credit course.
The detailed programme of the counselling sessions will be sent to you by the Coordinator of your Study Centre.
- 2) **Evaluation of Assignments:** Tutor Marked Assignments (TMA) will be evaluated by the Counsellors appointed for different courses at the Study Centre. These assignments will be returned to you with tutor's comments and marks obtained. These comments will help you in your studies.
- 3) **Library:** For each course some of the books suggested under 'Some Useful Books' will be available in the Study Centre Library. All audio and video tapes are also available in the library.
- 4) **Information and Advice:** At the Study Centre you get relevant information regarding the courses offered by the University, counselling schedules, examination schedule, etc. You will also get guidance in choosing your elective and application oriented courses.
- 5) **Audio-Video Facilities:** The Centres are equipped with audio-video facilities to help you make use of the audio and video cassettes prepared for different courses. Media notes of these audio-video programmes will also be available at the Study Centre. This will help you to know the contents of each programme.
- 6) **Interaction with Fellow-Students:** At the Study Centres you get an opportunity to interact with fellow students.

Please bring all your Units and your folder of corrected assignments with you when you come for the counselling session.

6 MEDIUM OF INSTRUCTION

The Bachelor's Degree Programme is offered by the university through the medium of both Hindi and English. You have to give your option for the medium of instruction. However, for the present,

Psychology is on offer in English medium only. Change in medium is permitted within one month of first receipt of study material on payment of Rs. 350/- for 2 - 4 credit and Rs. 700/- for 8 credit per course or such amount as may be prescribed by the university from time to time by means of Demand Draft drawn in favour of IGNOU payable at New Delhi from any nationalised bank. Printed course material is sent to you in the medium of your option and assignments can be downloaded from our website www.ignou.ac.in. Similarly, you have to submit the assignments and attempt the term-end examination in the language you have opted for. Audio-Video programmes and counselling are also provided through the medium you prefer.

7 EVALUATION

The evaluation consists of two parts: i) continuous evaluation through assignments, and ii) term-end examination. In the final result all the assignments of a course carry 30% weightage while 70% weightage is given for term-end examination. University follows grading system for continuous evaluation as well as term-end examination. It is done on a five-point scale using letter grades, A,B,C,D,E. The university has decided to provide numerical marking also in the grade card and award of division for Bachelor's Degree Programme.

The following is the scheme of awarding divisions:

I Division	-	60% and above
II Division	-	50% to 59.9%
Pass	-	35% to 49.9%
Unsuccessful	-	Below 35%

The notional correlates of the letter grades and percentage of marks are as under:

Letter Grade	Qualitative Value	Point Grade	Equivalent % of Numerical Marks
A	Excellent	5	70% and above
B	Very Good	4	Above 55% and below 70%
C	Good	3	Above 45% and below 55%
D	Satisfactory	2	Above 35% and below 45%
E	Unsatisfactory	1	Less than 35%

You are required to score at least 35% marks (Grade D) in both continuous evaluation (assignments) as well as term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to claim the B.A. degree. The scores of continuous evaluation and term-end examination are not complementary to each other for qualifying a course.

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

7.1 Assignments

Assignments constitute the continuous evaluation. The submission of assignments is compulsory. The marks that you get in your assignments will be counted in your final result. Assignments of a course carry 30% weightage, while 70% weightage is given to the term-end examination. Therefore,

you are advised to take your assignments seriously. A simple omission on your part may cause inconvenience to you.

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

The main purpose of assignment is to test your comprehension of the learning materials you receive from us and also to help you get through the courses. The evaluators/counsellors after correcting the assignments send them back to you with their comments and marks. The comments guide you in your study and help in improving it. The content provided in the printed course materials should be sufficient for answering the assignments. Please do not worry about the non-availability of extra reading materials for working on the assignments. However, if you have easy access to other books, you may make use of them. The assignments are designed in such a way as to help you concentrate mainly on the printed course materials and exploit your personal experience.

For each course you have to do one Tutor Marked Assignment (TMA), which will be evaluated by the counsellor of your study center. You can get the fresh assignment (2018-19) by downloading from the website www.ignou.ac.in

Whenever you receive a set of material, check it immediately and ask for missing pages, if any, from **Material Production and Distribution Division (IGNOU, Maidan Garhi, New Delhi – 110068).**

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

You have to submit your assignment response sheets to the Coordinator of the Study Centre assigned to you. After evaluation these tutor marked assignments will be sent back to you with comments and marks (grade).

The University/Coordinator of the Study Centre has the right not to entertain or reject the assignments submitted after the due date. You are, therefore, advised to submit the assignments before the due date.

Do not forget to get back your duly evaluated tutor marked assignments alongwith a copy of the assessment sheet containing comments of the evaluator on your performance. This may help you to improve future assignments.

For your own record, retain a copy of all the assignment responses which you submit to the Coordinator. If you do not get back your duly evaluated tutor marked assignments along with a copy of assessment sheet containing comments of evaluator on your assignment within a month after submission, please try to get it personally from your study centre. This may help you to improve upon future assignments. Also maintain an account of the corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

If you do not get pass grade in any assignment, you have to submit it again. To get fresh assignments log on to our weblink - www.ignou.ac.in. However, once you get the pass grade in an assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to re-evaluation except for factual errors, if any, committed by the evaluator. The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him to the Student Evaluation Division at Headquarters. Score communicated by the study centre through any mode other than the award list will not be acceptable to the University for taking your score of assignments on your record.

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

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

SPECIFIC INSTRUCTIONS FOR TUTOR MARKED ASSIGNMENTS (TMA)

- 1) Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.
- 2) Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet.

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

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

ENROLMENT NO.:			
PROGRAMME TITLE:	.....	NAME:	.....
COURSE CODE:	.....	ADDRESS:	.....
COURSE TITLE:	.....	
ASSIGNMENT CODE:	.....	SIGNATURE:	.....
STUDY CENTRE:	.....	DATE:	.....

All Tutor Marked Assignments are to be submitted at the study center assigned to you.

- 3) Read the assignments carefully and follow the specific instructions, if any, given on the assignment itself about the subject matter or its presentation.
- 4) Go through the Units on which assignments are based. Make some points regarding the question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numericals, use proper format and give working notes wherever necessary.
- 5) Use only fool-scap size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left and at least 4 lines in between each answer. This may facilitate the evaluator to write useful comments in the margin at appropriate places.
- 6) Write the responses in your own hand. Do not print or type the answers. Do not copy your answers from the Units/Blocks sent to you by the University. If you copy, you will get zero marks for the respective question.

- 7) Do not copy from the response sheets of other students. If copying is noticed, the assignments of such students will be rejected.
- 8) Write each assignment separately. All the assignments should not be written in continuity.
- 9) Write the question number with each answer.
- 10) **The completed assignment should be sent to the Coordinator of the Study Centre allotted to you. Under any circumstances do not send the tutor marked response sheets to the Student Evaluation Division at Headquarters for evaluation.**
- 11) After submitting the assignment at the Study Centre get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.
- 12) In case you have requested for a change of Study Centre, you should submit your Tutor Marked Assignments only to the original Study Centre until the change of Study Centre is notified by the University.
- 13) If you find that there is any factual error in evaluation of your assignments e.g. any portion of assignment response has not been evaluated or total of score recorded on assignment response is incorrect you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.

7.2 Term-end Examination

As stated earlier, term-end examination is the major component of the evaluation system and it carries 70% weightage in the final result. You must fill and send your term-end examination form online before the last dates i.e. 31st March for June exam and 30th September for December exam.

The University conducts term-end examination twice a year i.e., in June and December. You can take the examination only at the end of the academic session. In the first year of your enrolment in B.A. you can take the examination of both the foundation courses and elective courses of first year only in June (for July session). If you do not appear in June then you can take the same in December or June of subsequent years. In the case of second year courses, you can take the examinations of the second year courses in December and June. The courses in which you want to appear in December, you are requested to submit its assignments before December, for submission of assignments is a pre-condition to appear in term-end-examination. In the 3rd year you can appear in all Electives in December provided you have submitted the assignments before December and Application Oriented Courses in June. These conditions apply for the year of enrolment. Whenever you are repeating examination you can appear either in June or December. You must note that no student would be eligible to complete the programme before 3 years of study and the student should complete the programme within the total span i.e. six years.

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

Eligibility for Examination

To be eligible to appear at the Term-end Examination in any course, you are required to fulfil the following four conditions.

- 1) You should have paid the registration fee for that year.
- 2) You should have opted and pursued the prescribed course.
- 3) You should have submitted the assignments for the respective course on time.
- 4) You should have submitted the examination form in time (which will be explained, later).

Examination Date Sheet

Examination date sheets (Schedule which indicates the date and time of examination for each Course) are sent to all the Study Centres. The same is also notified through IGNOU Newsletter from time to time and also being uploaded on the university website (www.ignou.ac.in). You are advised to see whether there is any clash in the examination dates of the Courses you wish to take i.e. examination of any two courses you wish to take are scheduled on the same day at the same time. If there is any clash, you are advised to choose one of them in that examination and the other course in the next examination (i.e., June or December as the case may be).

Examination Form

The filled examination form is to be submitted online at our website www.ignou.ac.in along-with the requisite fee the Examinaton fee should be paid through online mode either by the DebitCard/Credit card. The last date for submission of examination forms (without late fee) are 1st March to 31st March for the examination to be held in June and 1st September to 30th September for examinations to be held in December.

Before submission of the examination form along-with the requisite fee, a certificate from the coordinator (PIC) Programme study centre shall be obtained by the student after submission of assignment at the respective study centre for the course he/she wants to appear in the Term-End-Examination, without the above certificate the examination form will not be accepted.

The last dates for submission of examination form after due dates with late fee are as under:

DATES FOR SUBMISSION OF EXAM FORMS:				
FOR JUNE TEE	LATE FEE	FOR DEC TEE	LATE FEE	SUBMISSION OF EXAM FORM
1 March to 30 April	Nil	1 September to 31 October	Nil	www.ignou.ac.in
1 May to 10 May	Rs. 1000/-	1 November to 10 November	Rs. 1000/-	

For updates and recent notifications kindly visit University's website: www.ignou.ac.in

The examination form received after due dates or without late fee, wherever applicable, shall be rejected.

Admit Card

After receiving the examination forms from you, the University will send admit card to you before the commencement of examination. If you do not receive the admit card 10 days before the commencement of examinations, you may contact your Regional Centre or Student Evaluation Division at the Headquarters. The admit cards for term-end examination are available on the university website (www.ignou.ac.in) also. You can download the same from University website www.ignou.ac.in and the same would be valid provided you carry your Identity Card along with it. If your name is registered for examinations in the list sent to the Exam Centre, you can take the examination by showing your Identity Card (Student Card) to the examination centre superintendent, even if you have not received admit card or misplaced it.

Every student must bring identity card for appearing in Term-end examination along with the admit card.

Examination Centre

Your Study Centre is normally your examination center. The University at its discretion may allot you any examination centre other than your study centre. Change of examination centre is not generally permitted. In exceptional cases change of centre may be considered. For this students should apply one month in advance to Registrar, SED at IGNOU.

Your enrolment number is your Roll Number for examinations. Be careful in writing it. Any mistake in writing the Roll Number will result in non-declaration of your result.

Early Declaration of Result: The student can apply for early declaration of Term-End-Examination result with a fee of Rs. 1000/- per course. **The application for early declaration of result shall be entertained only if the student has been selected for any post or applied for further studies.** The student must compulsorily submit documentary evidence (proof) in support of the reason of early declaration of result to the concerned Evaluation Centre whose details are available on the University website.

Early Declaration is permissible in Term-End-Examination only. This facility is not applicable for Lab/Practical courses, Assignment, Workshop, Seminar etc. based courses. The Application for Early Declaration of result shall be entertained for final year courses or maximum of four backlogs courses only. Prescribed Fee @ Rs. 1000/- per course shall be payable by demand Draft in favour of "IGNOU" payable at the city where submitting the examination form. Application along-with the required fee must be submitted to the Evaluation Centre under which your examination centre falls. Format attached at the end of the prospectus.

Improvement in Division Class: The improvement of marks/grades is applicable only for the Bachelor's/Master's Degree Programmes, on completion of the programme. The students of Bachelor's Degree Programmes who fall short of 2% marks to secure 2nd and 1st division & the students of Master's Degree Programmes only, who fall short of 2% marks to secure overall 55% marks can apply for Improvement. Only one opportunity will be given to improve the marks/grades. Improvement is permissible in Term-End-Examination only. This facility is not applicable for Lab/Practical courses, Project, Assignment, Workshop, seminar etc. based courses. Under the Provision of improvement, a maximum of 25% of the maximum credits for successful completion of a programme shall be permitted. Students wishing to improve the marks will have to apply within six months from the date of issue of final statement of marks/grade card to them, subject to the condition that their registration for the programme/course being applied for improvement, is valid till the next term-end-examination in which they wish to appear for improvement.

In case of improvement, the month and year of completion of the programme will be changed to the Term-end-examination, in which students appeared for improvement. Students will be permitted for improvement of marks/grades provided the examination for the particular course, in which they wish to improve, is being conducted by the University at that time.

Application form must be submitted to **The Registrar, Student Evaluation Division, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068 within stipulated period.** Format attached at the end of the prospectus.

Re-evaluation of Term-end-Examination: After the declaration of result, if the students are not satisfied with the marks awarded, they can request the University to re-evaluate their Answer Scripts on payment of Rs. 750/- per course. The request for re-evaluation by the must be made within one month from the date of declaration of result to the concern Evaluation Centre in the prescribed format along-with the fee of Rs. 750/- per course in the form of Demand Draft in favour of IGNOU payable at the city where submitting the Re-evaluation form. Format attached at the end of the prospectus.

Obtaining Photocopy of Answer Scripts: After the declaration of result, if the students are not satisfied with the marks awarded, they can request the University for obtaining Photocopy of Answer Scripts on payment of Rs. 100/- per course. The request for obtaining Photocopy of Answer Scripts by the student must be made within 45 days from the date of declaration of result to the concern Evaluation Centre in the prescribed format along-with fee of Rs. 100/- per course in the form of Demand Draft in favour of IGNOU payable at the city where submitting the Photocopy form. Format attached at the end of the prospectus.

You can also check your result on internet at our website www.ignou.ac.in.

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

Evaluation of Project Work

Project work is a compulsory component of some of the courses. For example, the Human Environment (AHE-01) and the Teaching of Primary School Mathematics (AMT-01) are application oriented courses worth 8 credits each, of which 2 credits in each course are allotted for project work. It is mandatory for all the students to successfully earn the credits of the project work. To help the students, a detailed project guide is sent to them, in which different steps involved in doing a project are given, alongwith detailed examples. The Project work is to be submitted at **SE Division, IGNOU, Maidan Garhi, New Delhi – 110068**. The evaluation of Project Work is also done through this Division. Project report received on before 31 May will be declared along with June TEE result and those recieved therefore and up to 30 November will be accounted for December TEE.

8 OTHER USEFUL INFORMATION

8.1 IGNOU Newsletter

The University publishes newsletter in English as well as in Hindi. It is mailed to the students free of cost. All the important information relevant to the students is published in the newsletter.

8.2 Reservation of Seats

The University provides reservation of seats for scheduled castes, scheduled tribes and physically handicapped students as per the Government of India rules.

8.3 Scholarships and Reimbursement of Fees

Reserve categories viz., scheduled caste/scheduled tribe and physically handicapped students, have to pay the fees at the time of admission to the University along with other students.

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

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

8.4 Change of Courses, Programme and Medium of Instruction

Change of Course is possible within one month of the first receipt of study materials on payment of Rs. 350/- per course for 2 to 4 credits and Rs. 700/- for more than 4 credit course by Demand Draft drawn in favour of IGNOU payable at the city of the Regional Centre.

Change of Programme from B.A. to B. Com. Or B.Com. to B.A. is permitted only in the first year of study within one month of receipt of course material on payment of Rs. 600/- plus Rs. 350/- for 2 - 4 credit Course and Rs. 700/- for an 8 credit (per) Course by way of DD payable at New Delhi. For change of programme from B.A./B.Com to BTS, the student will be required to pay the difference of the fees in addition to Rs. 700/- as stated above. **Change of programme from B.A./B.Com. to B.Sc. is not permitted.**

Change of Medium is also permitted within one month of the first receipt of study material on payment of Rs. 350/- for 2 - 4 credit and Rs. 700/- for 6/8 credit per course by demand draft drawn in favour of IGNOU and payable at New Delhi.

For **change of course/programme/medium**, you should address your form (given in this programme guide) to the Registrar, Students Evaluation Division, IGNOU, Maidan Garhi, New Delhi – 110068 along with the demand draft of requisite fee. The student is required to return the study material already received to **Registrar (MPDD), IGNOU, Maidan Garhi, New Delhi-68**, by registered post or in person along with the request for change of medium.

8.5 Change or Correction of Address

There is a printed form for the change/correction of address. A copy of the same is given in this programme guide. In case there is any correction or change in your address, you are directed to make use of that printed form addressed to the Registrar SRD. You are advised not to write letter to any other officer in the University in this regard. Normally, it takes four to six weeks to effect the change. Therefore, you are advised to make your own arrangements to redirect the mail to the changed address during this period.

8.6 Change of Study Centre

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

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

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

8.7 Change of Regional Centre

When you want transfer from one Region to another, you have to write to that effect to the Regional Centre from where you seek a transfer marking copies to the Regional Centre where you would like to be transferred to and also to Registrar (SRD), New Delhi. Further, you have to obtain a certificate from the Coordinator of the Study Centre from where you are seeking transfer regarding the number of assignments submitted. The Regional Director from where you are seeking the transfer will transfer all records to the Regional Centre where you seek transfer under intimation to you and Registrar (SED). The records are normally sent by Registered Post to guard against loss in the postal transit.

Issue of Duplicate Grade Card/Mark sheet

A duplicate Grade Card is issued after a request is made on the prescribed form along with a draft of Rs. 200/- to be paid in favour of IGNOU, New Delhi. The form for the purpose is given in this Programme Guide.

Issue of Duplicate Degree Certificate

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

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

The form and the format for the purpose is given in the Programme Guide.

Re-admission

If you are not able to complete the programme in a maximum of 6 years, University has made a special provision for re-admission. The form and the guidelines are available in the Programme Guide. Kindly fill and submit it as per instructions. Kindly note that:

- a) The student has to take admission afresh in the Programme like other students by fulfilling the admission criteria and paying requisite fee for the Programme.
- b) He/she has to **apply to the University for transfer of the credit earned** by him/her under old enrolment with applicable fee.
- c) **Full credit transfer may be allowed if the syllabus and methodology now in vogue are similar to that governing the student under the old enrolment.**
- d) If BPP stream students fail to complete B.A. after the lapse of maximum duration of the Programme plus the grace period for re-admission on pro-rata basis, they need not repeat BPP again if they seek fresh admission to complete their programme. They would get admission directly in BDP and will be allowed maximum period as stipulated for BDP.

Simultaneous Registration

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

Migration Certificate

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

- 1) Application (can be obtained from the Head Office or photocopy of the same given in programme guide could be used.)
- 2) Attested copy of the marksheet.
- 3) Fee of Rs. 500/- in the form of demand draft drawn in favour of IGNOU payable at the city where Regional Centre is located.

Samples of various forms currently used in the University are provided in this Programme Guide. Whenever you need any of these please take a photocopy, fill it and send it to us.

CREDIT TRANSFER

Definitions

“Credit transfer” means allowing a student of another university to get enrolled in IGNOU for completing any equivalent degree/diploma programme on the basis of credits obtained by him/her from that University. A student thus enrolled need not appear in IGNOU examinations for such courses which are found equivalent to and for which appropriate credits would be deemed to have been acquired for purposes for fulfilling the IGNOU requirements for award of a degree/diploma.

Eligibility

The credit transfer scheme is applicable only to those candidates who have not completed their degree from any other recognized University yet willing to complete through IGNOU as per rules provided.

Modalities

- 1) Normally credit transfer will be applicable only from a diploma, bachelor's degree, master's degree to an equivalent diploma, bachelor's degree and a post graduate degree.
- 2) Credit transfer will be permissible only in the case of students coming from institutions established by an Act of Parliament or by an Act of State Legislature; or an institution "deemed to be university" or an "institution of national importance" or institutions recognized by statutory bodies like AICTE, ICMR, ICAR, CSIR, etc.
- 3) Credit transfer can be done only on the basis of individual courses and not on the basis of year to year courses as in conventional institutions.
- 4) In order to get a diploma/degree from IGNOU a student will be required to earn at least 50% credit from IGNOU. For example, a B.A. Student should earn at least 48 credits from IGNOU for an IGNOU degree.
- 5) The degree certificate or the marks list thus given to the students will specifically indicate the credits earned in IGNOU and those obtained from other institution.

Rules and Regulations for Credit Transfer

- 1) Student who want to avail credit transfer shall get registered with IGNOU for the programmes they want to study. All the applications for credit transfer should invariably be addressed to **Registrar, SED, IGNOU, Maidan Garhi, New Delhi-110068.**
- 2) The student have the choice to opt the electives of second year in the first year and third year in second year of their studies.
- 3) The students who will get credit transfer shall have the facility to complete the remaining credits in a period less than that prescribed for the completion of the degree programme. They need not pay the fees for the period not covered. The student availing credit transfer would be allowed to complete the programme early provided they do not offer more than 32 credits in a year.
- 4) IGNOU "Programmes" and "Courses" means "subjects" and "papers" respectively of conventional universities.
- 5) Students seeking credit transfer should apply directly to the **Deputy Registrar (SED) IGNOU, Maidan Garhi, New Delhi – 110068** enclosing a Demand Draft for Rs. 250/- per course drawn in the name of IGNOU and payable at New Delhi, attested copies of Marks sheet and attested copies of syllabus of such courses for which they want to seek credit transfer. Such cases will be examined separately by the Equivalence committee at the Headquarters of the university. **This process will take a minimum period of three months from the date of receipt of such requests along with all the relevant documents by the above concerned officer.**

Refund of Fees

Fee once paid will not be refunded under any circumstance. Programme fee may, however, be refunded if admission is not offered by IGNOU for any reason.

Disputes on Admission and other University Matters

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

How to Approach the University

During the course of your study you might require some additional information about rules and regulations. You must know whom to contact for specific information. We are providing information about these matters under the heading **Some Useful Addresses**.

The information about the suitable forms for specific purposes is also provided in section 9 of this programme guide. Whenever you need take a copy of the relevant form and send as per instructions given in the form.

SOME USEFUL ADDRESSES

1)	Non-receipt of study material	Registrar (MPDD) IGNOU, Maidan Garhi, N. Delhi
2)	Change of course/programme, examinations, examination centres, results, and other exam related matters.	Registrar (SED) IGNOU, Maidan Garhi, New Delhi – 110 068
3)	Admissions, Change of Address, fees, scholarships	Registrar SRD
4)	Counselling, Teleconferencing and Edusat schedule, Evaluation of Tutor Marked Assignments and return of assignments to students	Study Centre allotted to you/ Regional Centre of your region
5)	Counsellors and other problems relating to study centres	Assistant Director (Student Affairs) Regional Services Division, IGNOU, Maidan Garhi, New Delhi – 110 068
6)	Purchase of Audio/Video Tapes	Marketing Unit, EMPC IGNOU, Maidan Garhi New Delhi-110 068
7)	Academic Matters/queries on course material	Director of the School whose name is printed on the course material/material concerned Programme Coordinator

9 SOME FORMS FOR YOUR USE

In this Section we are enclosing the sample of some forms which are useful to you. Whenever you have to correspond with the University, please get the photocopy of the relevant form, fill it carefully and send as per instructions therein. The detailed instructions for all these forms are provided in this programme guide in different sections for reference. The following forms are enclosed:

1. Assignment remittance-cum-acknowledgement form
2. Intimation of non-receipt of study material
3. Application for credit transfer in Bachelor's Degree Programme
4. Application for Internal Credit Transfer (CT) in BDP (B.A./B.com/B.Sc./BTS/BSW) for those who have sought admission 'afresh'

5. Form for Improvement in Division/Class
6. Form for Re-evaluation of Answer Scripts
7. Form for obtaining photocopy of Answer Script
8. Form for duplicate degree
9. Form for duplicate grade card
10. Form for provisional certificate
11. Migration certificate form
12. Change of medium/elective/programme of study
13. Application for Change of Course for BDP students who have sought admission 'afresh' in order to complete the left over course(s).
14. Form for Early Declaration of Result
15. Re-admission Form for all programmes
16. Form for Official Transcript

Enrolment No.: <input type="text"/>	Programme: <input type="text" value="B.A./B.Com/B.Sc."/>
Name: <input type="text"/>	Medium: <input type="text" value="English/Hindi"/>
Course Code: <input type="text"/>	For Office Use only
S.No. <input type="text"/>	Sr. No. <input type="text"/>
<input type="text"/>	Date of Receipt: <input type="text"/>
<input type="text"/>	Name of Evaluator: <input type="text"/>
<input type="text"/>	Date of despatch to the Evaluator: <input type="text"/>
<input type="text"/>	Date of receipt from Evaluator: <input type="text"/>
Sig. of dealing Accountant	
Date: <input type="text"/>	

INDIRA GANDHI NATIONAL OPEN UNIVERSITY ASSIGNMENT REMITTANCE-CUM-ACKNOWLEDGEMENT FORM	
Enrolment No.: <input type="text"/>	Programme: <input type="text" value="B.A./B.Com/B.Sc."/>
Name: <input type="text"/>	Medium: <input type="text" value="English/Hindi"/>
Course Code: <input type="text"/>	
S. No. Assignment No. <input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Signature of the Student <input type="text"/>	
	FOR OFFICE USE ONLY
	Sr. No.: <input type="text"/>
	Signature of receiver <input type="text"/>
	Date: <input type="text"/>
	Seal

- Notes: 1. Submit this form to the coordinator of your study centre along with the assignment.
2. When you submit the assignment by post, enclose a self-addressed stamped envelop along with this.

To
Registrar
MPDD, IGNOU
Maidan Garhi
New Delhi-110068

Sub: Non-receipt of Study Material

Sir,

I have not received the study material expected of the following

Sl. No.	Course Code	Medium	Blocks

Other Details

- (a) Enrolment No..... (b) Name & Address
-
- (c) Programme.....
- (d) Medium.....
- (e) Year/Semester of registration for the above course.....

I hereby declare that above mentioned study material have not been received by me from any office of IGNOU. In case the above mentioned statement is found incorrect, I will be liable for any penalty imposed on me by the University. In case of received study material later. I will return the same to IGNOU Maidan Garhi, New Delhi-68 at my cost.

Signature of the Student



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068

Application for Credit Transfer in Bachelor Degree Programme

Please see instructions overleaf

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Enrolment No.

Programme of Study :

--

Name & Address

Details of Credit Transfer Fee paid:

D.D. No. _____ Date _____ Amount _____

Drawn on (Bank & Branch) _____

Payable in favour of Ignou, New Delhi (fee is Rs. 250/-per 8 credit course or a part thereof)

Details of course applied for Credit Transfer:					IGNOU Credit Equivalence Desired			
S. No.	Subject(s) Qualified	Maximum Marks	Percentage of Marks	Marks Obtained	Year of Passing	Course Code	Course Title	Credits

All of the Information provided above is true to the best of my knowledge Student Signature & Date:

(For office use only)

Recommendations of Schools:

Credit Transfer recommended for the following						Credit Transfer for the following courses not recommended				
Course Code	Course Title	Credits	Marks	Percentage	Signature of Director of School	Course Code	Course Title	Credits	Reasons for Rejection	Signature of Director of School

INSTRUCTIONS FOR SUBMISSION OF APPLICATION FOR CREDIT TRANSFER

1. Read the instructions given in your, Programme Guide carefully.
2. For B.A. Credit Transfer is allowed upto a maximum of 48 credits only.
3. Enclose the attested copies of the following alongwith the form:
 - Marks lists issued by the accredited Institute/University.
 - Syllabus of accredited Institute/University.
 - Prospecuts issued by the accredited Institute/University.
4. Pay the credit transfer fee at the rate of Rs. 250/- per 8 credits or part thereof by means of Debit Card/Credit Card through online mode.
5. Submit the filled in Credit Transfer Form to the following address:

Registrar (Student Registration Division)
Indira Gandhi National Open University
Maidan Garhi
New Delhi-110 068



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
 STUDENT REGISTRATION DIVISION
Maidan Garhi, New Delhi-110 068

Application for Internal Credit Transfer (CT) in BDP (B.A./B.com/B.Sc./BTS/BSW) for those who have sought admission 'afresh'

- Enrolment No. (Old) (New)
- Credit Transfer fee paid: Prog. DD No. Date Amount Bank.....
- Name & Address of student

Phone/Mobile (with STD Code)..... E-mail.....

4. Credit transfer sought for (only for courses successfully completed under old Enrolment Number)

Sl. No.	Course Code	Title of the Course	Credit	Overall Marks obtained
1	2	3	4	5

(for Office use only)		
CT granted	CT rejected	Remarks
6	7	8

Sl. No.	Course Code	Title of the Course	Credit	Overall Marks obtained
1	2	3	4	5

CT granted	CT rejected	Remarks
6	7	8

UNDERTAKING

I, _____, a student of BDP of IGNOU, request for Internal Credit Transfer of the courses successfully completed by me under old enrolment No. _____, as detailed above. I undertake **not to revise** the registration of these courses for credit transfer to any other programme of the university. Option exercised herein is firm and final. Self-attested copies of Marksheets/Grade Card are enclosed. I understand that **credit transfer will not be granted for the course(s) wherein the syllabus has been revised** by the university.

Signature of Student _____

Date _____

Mail this Credit Transfer form along with **Demand Draft** to:

The Registrar,
 Student Registration Division,
 Indira Gandhi National Open University,
 Block 3, Maidan Garhi, New Delhi-110068

Rules & Regulations

[Internal Credit Transfer (CT) for BDP (B.A/B.Com/B.Sc./BTS/BSW)]

- (i) **Full credit transfer would be allowed if the syllabus and methodology now in vogue are similar to that governing the student under the old enrolment.**
- (ii) **Credit transfer fee @ Rs.250/- per course**, is to be paid by means of Debit Card/Credit Card through online-mode.
- (iii) Students would be allowed to change the courses registered for the 1st year under new Enrol. No., against the left over courses of 2nd and/or 3rd year, **subject to maximum of 32 credits** in a given academic year, by remitting the prescribed fee. For this, they will have to apply separately in the prescribed Form (enclosed as **Annexure-I**). **A separate Demand Draft be submitted for change of course** (fee (@ **Rs. 350/- per course for 2 or 4 credit and @ Rs. 700/- per course for above 4 credits**).
- (iv) Under no circumstances students will be allowed to opt more than **32 credits in a year** under new Enrol. No.
- (v) A student is required to complete courses worth **96 credits only**, including the credit transfer allowed courses, for the award of Bachelor's degree (B.A/B.Com/B.Sc./BTS/BSW) under New Enrolment Number.
- (vi) If the dates of counselling and/or practical classes clash by way of merging the left over courses of 1st/2nd/3rd year, students are required to **apply for repeat/missed practical(s)** to the Regional Director concerned, **in the next cycle/ session**, as per University rules.
- (vii) Students are required to spend at least a **minimum of one year duration** to complete the left over courses in the new Enrolment Number, provided the courses do not exceed 32 credits. If the left over courses exceed 32 credits, the duration for completion of the programme would be extended further depending upon the no. of credits for the left over course(s).
- (viii) As usual, all Credit transfer cases of BOP would be directly handled by Student Registration Division (SRD) at Headquarters. If required, SRD will forward to the School concerned to examine the admissibility of credit transfer or otherwise.

* * * * *



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068**

APPLICATION FORM FOR IMPROVEMENT IN DIVISION/CLASS

(Rules & regulations are mentioned on the reverse side of this form. Please go through them carefully before filling up the form).

Prescribed dates for submission of form: 1st to 30th April for June Term-end Exam.
1st to 31st October for December Term-end Exam.

1. Name

2. Programme: Enrolment No.

3. Address

.....

..... Pin Code:

4. Term-end examination, in which programme completed June/December

Total marks/Overall point grade obtained Percentage obtained

.....

.....

(Please enclose photocopy of the statement of marks/grades card)

5. Course(s), in which improvement is sought: Course Code Course Code
1. 4.
2. 5.
3.

6. Fee details:
(The fee for this purpose is to be paid by means of Debit Card/Credit Card through online mode.)

No. of Course(s)..... X Rs. 750/- = Total Amount.....

Demand Draft No..... Date

Issuing Bank.....

7. Term-end examination, in which you wish to appear: June/December.....

8. Examination centre details, where you wish to appear in term-end examination:

Exam. Centre Code..... City/Town:.....

.....

UNDERTAKING

I hereby undertake that I shall abide by the rules & regulations prescribed by the University for improvement in Division/Class.

Date:.....

Signature:.....

Place:.....

Name:.....

RULES & REGULATION FOR IMPROVEMENT IN DIVISION/ CLASS

1. The improvement of marks/grades is applicable only for Bachelor's/Master's Degree Programmes, who have completed the programme. The eligibility is as under:
 - a) The students of Bachelor's/Master's degree programmes who fall short of 2% marks to secure 2nd and 1st division.
 - b) The students of Master's degree programmes only, who fall short of 2% marks to secure overall 55% marks.
2. Only one opportunity will be given to improve the marks/grade.
3. The improvement is permissible only in theory papers. No improvement is permissible in Practicals/ Lab courses, Projects, Workshops and Assignments etc.
4. Under the Provision of improvement, a maximum of 25% of the maximum credits required for successful completion of a programme shall be permitted.
5. Students wishing to improve the marks will have to apply within six months from the date of issue of final statement of marks/grade card to them, subject to the condition that their registration for the programme/course being applied for improvement, is valid till the next term-end examination in which they wish to appear for improvement. However, the students who have completed the programme as on the date of issue of this notification, wishing to improve can apply for improvement in the Term-end Examination as per following criteria:
 - a) The students mentioned at 1 (a) above in June.
 - b) The students mentioned at 1(b) above in June or December.
6. No student will be permitted to improve if maximum duration to complete the programme, including the re-admission period, has expired.
7. After appearing in the examination for improvement, better of the two examinations i.e. marks/grade already awarded and the marks/grade secured in the improvement examination will be considered. In such cases, the improved marks/grade can be incorporated only on surrender of the statement of marks/Grade Card, Provisional Certificate and Degree Certificate already issued to the student.
8. In case of improvement, the month and year of completion of the programme will be changed to the Term-end examination, in which students appeared for Improvement.
9. Students will be permitted for improvement of marks/grades provided the examination for the particular course, in which they wish to improve is being conducted by the University at that time.
10. Students wishing to improve their performance should submit the application in the prescribed format alongwith fee @ Rs. 750/- per course by means of Debit Card/Credit Card through online mode and send within the prescribed dates to the following address:

Registrar
Student Evaluation Division
Indira Gandhi National Open University
Maidan Garhi,
New Delhi-110068



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068**

APPLICATION FORM FOR RE-EVALUATION OF ANSWER SCRIPT

(Reles & regulations are mentioned on the reverse side of this form. Please go through them carefully before filling up the form).

Prescribed date for submission of form: within one nonth of declaration of result.

1. Name

2. Programme: Enrolment No.

3. Address
.....
..... Pin

4. Contact No:

5. Month and Year of the Examination:

6. Examination Centre Code:

7. Address of the Exam. Centre
.....

8. Courses in which Re-evaluation is sought	Course Code	Name of the Course
.....
.....
.....
.....

9. Fee detail:

(The fee for Re-evaluation of answer script is Rs. 750/- per course, which is to be paid through demand draft drawn in favour of 'IGNOU' & payable at the City of Evaluation Centre)

No. of Course(s):..... × Rs. 750/- = Total Amount:

Demand Draft No..... Date:.....

Issuing Bank:.....

Date:.....

(Signature of the student)

RULES AND REGULATIONS FOR RE-EVALUATION OF ANSWER SCRIPTS

1. The request for re-evaluation by the student must be made within one month of declaration of results.
2. The date of declaration of results will be calculated from the date on which the results are placed on the IGNOU website.
3. After re-evaluation, the better of the two scores of original marks/grade and marks/grade after re-evaluated will be considered.
4. The revised marks/grade after the re-evaluation shall be communicated to the student on receipt of re-evaluation result and result of re-evaluation will also be made available on the IGNOU website at www.ignou.ac.in. The minimum time required for re-evaluation shall be 30 days from the date of receipt of application.
5. Re-evaluation is permissible in TEE only and not in the Project/Dissertation Practicals/Lab courses, Workshops, Assignments and Seminar etc.
6. On the top of the envelope containing the prescribed application form.
7. The application form duly filled-in may be sent to the following address except CPE* & DPE* programme.
8. Application form must reach within the prescribed dated at the following address:

Sl. No.	Address of Evaluation Centre	Jurisdiction of Evaluation Centre
1.	Dy. Registrar Evaluation Centre Block-5, IGNOU, Maidan Garhi New Delhi-110068	All Examination Centres within Delhi-1, Delhi-2, Delhi-3, All Schools and Divisions at Hqs.
2.	Dy. Registrar Evaluation Centre, Periyar Thidal No. 50, EVK Sampath Road, Vepery Chennai-600007	All Examination Centres in Chennai, Hyderabad, Port Blair, Vijayawada, Trivandrum, Cochin, Bangalore, Madurai, Panaji, Nagpur and Sub-RC Vatakara.
3.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 2 nd Floor, Biscomaun Tower W. Gandhi Maidan, Patna-800001	All Examination Centres in Patna, Raipur, Bhuvneshwar, Korapur, Siliguri and Raghunathganj.
4.	Dy. Registrar Evaluation Centre IGNOU Regional Centre B-1/33, Sector-H, Aliganj Lucknow-226024	All Examination Centres in Lucknow, Varanasi, Aligarh, Dehradun, Noida, Karnal, Chandigarh, Khanna, Shimla, Jammu and Srinagar.
5.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 1 st Floor, MSFC Building 270, Senapati Bapat Road Pune-411016	All Examination Centres in Pune, Ahmedabad, Bhopal, Jabalpur, Jaipur, Rajkot and Mumbai.
6.	Dy. Registrar Evaluation Centre IGNOU Regional Centre H/No. 71, GMC Road, Christian Basti Guwahati-781005	All Examination Centres in Guwahati, Itanagar, Imphal, Shilong, Agartala, Gangtok, Kohima and Aizwal.
7.	Dy. Registrar IGNOU Regional Evaluation Centre "Mangolik", H/H-19/1, Baguipara PO-Aswini Nager, VIP Road Baguiati, Kolkata-700 159	All examination Centres in Kolkata, Darbhanga and Ranchi.

* For the photocopy (ies) of the answer script(s) CPE & DPE programme, the application form may be sent to the Regional Centre concerned.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068

APPLICATION FORM FOR OBTAINING PHOTOCOPY OF THE ANSWER SCRIPT

(Rules & Regulations are mentioned on the reverse side of this form. Please go through them carefully before filling up the form).

1. Name

2. Programme: Enrolment No.

3. Address

..... Pin Code:

4. Contact No.....

5. Detail of the course(s), for which photocopy of the answer script(s) is/are required:

(a) Term-end examination: June/December.....

(b) Exam Centre Code:

(c) Exam Centre Address:

(d) Course(s):.....

6. Fee details:

(The fee for this purpose is Rs. 200/- per course, which is to be paid through demand draft drawn in favour of IGNOU & payable at the city of Evaluation Centre).

No. of Course(s)..... × Rs. 200/- = Total Amount:.....

Demand Draft No..... Date

Issuing Bank.....

7. Self attested photocopy of the Identity Card: Attached/Not attached issued by the University.

UNDERTAKING

I hereby undertake that the answer scripts(s), for which photocopy(ies), applied for, belongs to me. For this purpose, I am enclosing self attested photocopy of my Identity Card issued by the University. In case, my statement is found false, the University may take action against me as deemed fit.

Date:.....

Signature:.....

Place:.....

Name:.....

RULES & REGULATION FOR Obtaining Photocopy of the Answer Script

1. The fee for photocopy of the answer script shall be Rs. 200/- (Rupees One Hundred Only) per course. Fee shall be paid in the form of a Demand Draft drawn in favour of IGNOU and payable at the city of the evaluation centre.
2. Application form without self attested photocopy of the Identity Card of the student will not be entertained.
3. Student's application form for photocopy(ies) of the answer script(s) shall reach the Concerned Authority (as mentioned below in the last para) alongwith the prescribed fee within 45 days from the date of declaration of results i.e. the date on which the result are placed on the IGNOU website.
4. The students, who find that any portion of the answer was not evaluated or any totaling error is noticed, may point out the same and submit their representation alongwith a copy of the answer script supplied to them within 15 days. No other query regarding evaluation of answer script shall be entertained.
5. The students, who intend to apply for photocopy(ies) of the answer script(s) may simultaneously apply for re-evaluation, if they so desire. The last date for submission of application for re-evaluation will not be extended to facilitate them to point out discrepancy in the evaluation.
6. The Application form duly filled-in may be sent to the following address except CPE & DPE programmes:

Sl. No.	Address of Evaluation Centre	Jurisdiction of Evaluation Centre
1.	Dy. Registrar Evaluation Centre Block-5, IGNOU, Maidan Garhi New Delhi-110068	All Examination Centres within Delhi-1, Delhi-2, Delhi-3, All Schools and Divisions at Hqs.
2.	Dy. Registrar Evaluation Centre, Periyar Thidal No. 50, EVK Sampath Road, Vepery Chennai-600007	All Examination Centres in Chennai, Hyderabad, Port Balair, Vijayawada, Trivandrum, Cochin, Bangalore, Madurai, Panaji, Nagpur and Sub-RC Vatakara.
3.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 2 nd Floor, Biscomaun Tower W. Gandhi Maidan, Patna-800001	All Examination Centres in Patna, Raipur, Bhuvneshwar, Korapur, Siliguri and Raghunathganj.
4.	Dy. Registrar Evaluation Centre IGNOU Regional Centre B-1/33, Sector-H, Aliganj Lucknow-226024	All Examination Centres in Lucknow, Varanasi, Aligarh, Dehradun, Noida, Karnal, Chandigarh, Khanna, Shimla, Jammu and Srinagar.
5.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 1 st Floor, MSFC Building 270, Senapati Bapat Road Pune-411016	All Examination Centres in Pune, Ahmedabad, Bhopal, Jabalpur, Jaipur, Rajkot and Mumbai.
6.	Dy. Registrar Evaluation Centre IGNOU Regional Centre H/No. 71, GMC Road, Christian Basti Guwahati-781005	All Examination Centres in Guwahati, Itanagar, Imphal, Shilong, Agartala, Gangtok, Kohima and Aizwal.
7.	Dy. Registrar IGNOU Regional Evaluation Centre "Mangolik", H/H-19/1, Baguipara PO-Aswini Nager, VIP Road Baguiati, Kolkata-700 159	All examination Centres in Kolkata, Darbhanga and Ranchi.

* For the photocopy (ies) of the answer script(s) CPE & DPE programme, the application form may be sent to the Regional Centre concerned.



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068**

**APPLICATION FOR ISSUE OF A DUPLICATE COPY OF
UNIVERSITY DEGREE**

NOTE: For instructions, please see reverse.

To

The Director,
Student Evaluation Division
Indira Gandhi National Open University
Maidan Garhi, New Delhi – 110 068.

Received Rs.....

Bank Draft No.

Dealing Assistant
IGNOU

Sir

I wish to have a duplicate copy of my Degree for the Bachelor Degree Programme for the following reasons:

.....
.....

The prescribed fee of Rs. 750/- is submitted herewith.

The required particulars are given below.

Name of Candidate (in Block letters in English)

(in Hindi)

Father's Name (in Block Letters):

Programme:..... Enrolment Number

Examination Passed in Term End Examination: June/December, 200.....

Result:..... Grade/Division

Name of the Study Centre :

Name of the Regional Centre :

& other particulars :

Full Permanent Address of Student :

I solemnly declare that the particulars given above are correct to the best of my knowledge.

Yours faithfully,

Signature of the Student

Postal Address:.....

.....

.....

Date:

I Certify that the above entries made by the applicant are correct.

Signature of Regional Director
With Stamp

**INSTRUCTIONS TO CANDIDATES FOR ISSUE OF DUPLICATE
COPY OF UNIVERSITY DEGREE/DIPLOMA/CERTIFICATE**

1. The form should be filled in duplicate legibly and signed by the candidate.
2. The form should be submitted through the Regional Director of the concerned Regional Centre through which the candidate appeared at the said examination, and the duplicate copy will be **sent through the Regional Director concerned.**
3. A duplicate copy of the Diploma, Degree or Certificate will be issued on submission of an affidavit signed by a First Class Magistrate together with an attested copy of the F.I.R. lodged with the nearest Police Station to this effect by the candidate on the grounds that either the original Diploma, Degree or Certificate has been irrecoverably lost, destroyed or defaced and on payment of the fee prescribed.
4. In very special cases subsequent copies of the Diploma, Degree or Certificate may be issued for not more than four times on submission of an affidavit of Rs. 10/- duly signed and certified by a First Class Magistrate to the effect that the Diploma, Degree or Certificate issued previously by the university has been lost or destroyed, and on payment of the fee as are prescribed for the issue of duplicate copy.

**FORM FOR AFFIDAVIT TO BE EXECUTED ON A NON-JUDICIAL STAMP PAPER OF
THE VALUE OF RS. 10/- BEFORE A FIRST CLASS MAGISTRATE**

I Son/Daughter of Shri
resident of

do hereby solemnly declare that the original Degree Certificate dated issued to me by the Director, Student Registration & Evaluation Division, Indira Gandhi National Open University, Maidan Garhi, New Delhi – 110 068 on my having passed the examination in under University Enrolment No. has been lost/destroyed.

I have filed an F.I.R. with Police Station and a copy of the same duly attested by a Gazetted Officer/First Class Magistrate is appended hereto.

I also undertake that if my Original Diploma/Degree/Certificate which has been lost, if put to any unfair use by the person who may lay hands on it. I shall stand for the damages, which may accrue from such use.

Deponent

Signature :

Address:.....

.....

Verification:

Verified at this day of 200..... that the contents of my affidavit are true to the best of my knowledge.

Deponent

SWORN BEFORE ME

Signature:.....

Designation:.....

Office Seal:.....

Fee for issuing a duplicate Diploma/Degree/Certificate is Rs. 600/- payable by means of demand draft in favour of IGNOU, New Delhi.

Note: To be filled in duplicate, original copy will be forwarded by Regional Director to Registrar SED and duplicate copy to be retained by the Regional Director for reference.



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068**

APPLICATION FORM FOR OBTAINING DUPLICATE GRADE CARD/MARK-SHEET

Name

Enrolment No.

--	--	--	--	--	--	--	--	--

Address

.....

.....

.....

Pin

--	--	--	--	--	--

Programme

Month and Year of the Exam

Centre from where appeared at
last examination

Bank Draft/IPO No. Dated

for Rs. 200/- in favour of IGNOU, New Delhi

.....
Signature

Date :

Note : Fee for duplicate grade card is Rs. 200/- The duplicate grade card/mark sheet will be sent by Registered post.

The filled in form with the requisite fee is to be sent to :

Registrar (SED)
Indira Gandhi National Open University
Maidan Garhi
New Delhi-110 068



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SR & E DIVISION
Maidan Garhi, New Delhi-110 068**

APPLICATION FORM FOR ISSUE OF PROVISIONAL CERTIFICATE

Enrolment No.:

--	--	--	--	--	--	--	--	--

Programme Title:

Regional Centre:

Name:

Father's Name:

Month and year of last examination in which you have completed the Programme

Mailing address:

.....

.....

.....

(Please Enclose a copy of your complete grade card.)

Filled in application Form should be sent to:

**Registrar (SED)
IGNOU
Maidan Garhi
New Delhi-110 068**

Date:.....

.....
Signature



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

(To be submitted to the concerned Regional Director)

APPLICATION FORM FOR ISSUE OF MIGRATION CERTIFICATE

(To be filled in by the Applicant – Before filling in the form, see instructions on reverse)

1. Name
2. Father's Name
3. Address
4. Particulars of last examination

Examination Passed (Programme)	Year of Passing	Enrolment No.	Marks Obtained	Grades Obatined

5. Name of the Regional Centre and Study Centre to which the Candidate attached
.....
6. Name of the University to which the candidate wants to migrate
.....

<u>Draft Details</u>			
Amount Rs.	D.D. No.	Date	
Bank Name &	Place of Issue		

1. I hereby declare that the information provided is correct to the best of my knowledge and I have paid all the fee due to the University.
2. I have not taken any migration certificate from the University before this.
3. I further certify that I have not enrolled with any other University/Institution after passing out from IGNOU up to this date.
4. In the event of any of the above information being found incorrect, the Certificate shall be liable for cancellation by the University.

Signature of the Applicant

(To be filled in by the Regional Centre/SRE Divison)

1. The information furnished by Shri/Smt. Km. is correct as per Grade Card.
2. He/She may be issued the Migration Certificate applied for

Date Dealing Assistant Section Officer

INSTRUCTIONS

1. A fee of Rs. 500/- should be remitted by way of a Demand Draft drawn in favour of IGNOU and payable at the city of the Regional Centre or New Delhi, as the case may be.
2. At the time of submission of the application for issue of Migration Certificate the applicant should attach zerox copy of consolidated Statement of Marks or Provisional Certificate issued by this University (duly attested) for verification.
3. Duplicate Migration Certificate can be issued on payment of Rs. 500/- only in case the same has been lost, destroyed or mutilated on submission of an Affidavit drawn up on a non-judicial stamp paper of the value of Rs. 10/- to be sworn before a Magistrate on the following format.

“I,..... son/daughter of resident of hereby solemnly declare that the Migration Certificate No. dated issued to me by the to enable me to join University has been lost and I did not join any other University on the basis of the same nor have I submitted the Migration Certificate for joining any other University”.

To,
 The Regional Director
 IGNOU Regional Centre

Change of Programme: Rs. 600/- + Rs. 350/- for 2-4 credit and Rs. 700/- for 6/8 credit per course
Change of Medium: Rs. 350/- + Rs. 350/- for 2-4 credit and Rs. 700/- for 6/8 credit per course
Change of Courses: Rs. 350/- for 2 or 4 credit per course 700/- for more than 4 credit per course
This is permitted within 30 days from receipt of first set of course material.

- SUB: 1. CHANGE OF PROGRAMME OF STUDY**
2. CHANGE OF MEDIUM OF STUDY
3. CHANGE OF COURSES OF STUDY
 (Tick the relevant)

Enrolment No.

1. Change of Programme : From..... To.....
2. Change of Medium: From..... To.....
3. Change of courses of study as per following details:

Course offered	From	To
Foundation Courses		
Elective Courses		
Application Oriented Courses		

Fee Details: Demand draft is to be made in the name of IGNOU payable at Delhi.

Demand Draft No. Date

Amount Rs. Drawn on

Signature :
 Name
 Address



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
STUDENT REGISTRATION DIVISION
Maidan Garhi, New Delhi-110 068

Application for Change of Course for BDP students who have sought admission 'afresh' in order to complete the left over course(s).

1. Enrolment No. (Old) (New)

2. Fee paid for change of course(s): Prog. DD No. Date Amount Bank.....
3. Name & Address of student

Phone/Mobile (with STD Code)..... E-mail.....

4. Change of course applied for:

Course offered	Course(s) registered	Change required	Remarks
1 Foundation Course	2	3	4
Elective Courses			
Application-oriented Courses			

Note:

- Under no circumstances student will be allowed to opt more than 32 credits in a year.
- Separate Demand Draft be prepared for change of course(s) favouring 'IGNOU' payable at New Delhi.
- If the dates of counselling and/or practical classes clash by way of merging the left over courses of 1st/2nd/3rd year, students are required to apply for repeat/ missed practical(s) to the Regional Director, in the next session, as per University rules.
- Application for change of course of BDP students who have sought admission 'afresh' in order to plete the left over course(s) would be directly handled by Student Registration Division (SRD).
- Please mail this Form along with DD to Registrar, SRD, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068

APPLICATION FORM FOR EARLY DECLARATION OF RESULT OF TERM-END EXAMINATION

(Rules & regulations are mentioned on the reverse side of this form. Please go through them carefully before filling up the form.)

1. Name:

2. Programme: Enrolment No.:

3. Address:
.....
..... Pin:

4. Reason for Early Declaration of Result:
.....
(enclose a copy of the documentary evidence specifying the reason for early declaration)

5. Course (s) detail for early evaluation:

Sl. No.	Course Code	Name of the Course
1.
2.
3.
4.

6. Exam Centre details, from where you have to appear/appeared at Term-end Examination:

Exam Centre Code: Address of Exam Centre:.....
.....
.....

5. Fee details:

(The fee for early declaration of result is Rs. 1000/- per course, which is to be paid through demand draft drawn in favour of IGNOU & payable at the city of Evaluation Centre).

No. of Course(s)..... × Rs. 1000/- = Total Amount:.....

Demand Draft No..... Date

Date:.....

(Signature of the Student)

RULES & REGULATION FOR EARLY DECLARATION OF RESULTS

1. Request for early declaration of results will be entertained for final semester/tear or maximum of 4 back-log courses only, subject to the following conditions:
 - (i) The student has been selected for higher study/employment and statement of marks/grade card is required to be produced to the institute by a particular date, which is before the prescribed dates of declaration of the University's results.
 - (ii) The student has completed all the other prescribed components except the term-end examination of the courses, for which early evaluation has been sought.
2. Application for early declaration, for the reasons such as to apply for recruitment/higher study/post and promotion purpose etc. will not be entertained.
3. Application without enclosing documentary evidence specifying the reason for early declaration will not be entertained.
4. Application form must reach at the following address before the date of the examination for the course(s) for which early evaluation is sought:

Sl. No.	Address of Evaluation Centre	Jurisdiction of Evaluation Centre
1.	Dy. Registrar Evaluation Centre Block-5, IGNOU, Maidan Garhi New Delhi-110068	Delhi-1, Delhi-2, Delhi-3, All Schools and Divisions at Hqs.
2.	Dy. Registrar Evaluation Centre, Periyar Thidal No. 50, EVK Sampath Road, Vepery Chennai-600007	Chennai, Hyderabad, Port Blair, Vijayawada, Trivandrum, Cochin, Bangalore, Madurai, Panaji, Nagpur, Sub-RC Vatakara
3.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 2 nd Floor, Biscomaun Tower W. Gandhi Maidan, Patna-800001	Patna, Raipur, Bhubaneshwar, Koraput, Siliguri, Raghunathganj
4.	Dy. Registrar Evaluation Centre IGNOU Regional Centre B-1/33, Sector-H, Aliganj Lucknow-226024	Lucknow, Varanasi, Aligarh, Dehradun, Noida, Karnal, Chandigarh, Khanna, Shimla, Jammu, Srinagar
5.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 1 st Floor, MSFC Building 270, Senapati Bapat Road Pune-411016	Pune, Ahmedabad, Bhopal, Jabalpur, Jaipur, Rajkot, Mumbai
6.	Dy. Registrar Evaluation Centre IGNOU Regional Centre H/No. 71, GMC Road, Christian Basti Guwahati-781005	Guwahati, Itanagar, Imphal, Shillong, Agartala, Gangtok, Kohima, Aizwal
7.	Dy. Registrar Evaluation Centre IGNOU Regional Centre Bikash Bawan, 4 th Floor, North Block Salt Lake, Kolkata-700091	Kolkata, Darbhanga, Ranchi



Dates for submission :
 1st Aug. to 31st Oct.
 or
 1st Feb. to 30th April

**STUDENT REGISTRATION AND EVALUATION DIVISION
 INDIRA GANDHI NATIONAL OPEN UNIVERSITY
 Maidan Garhi, New Delhi-110 068**

**RE-ADMISSION FORM FOR ALL PROGRAMMES
 (other than MP & MPB-Details as shown in Table-A)**

1. Name & Address of the Student:

.....

.....

E-mail:..... Mobile No.....

2. Programme Code:

3. Enrol. No:

4. Regional Centre Code:

5. Study Centre Code

6. Details of Course(s) not completed for which re-admission is sought.

S.No.	Course Code	Title of the Course	Credits	Course Fee (Rs.)
Total Rs.				

7. Details of re-registration for the missed year(s)/semester(s), if any:

Year(s) semester(s)	Course Code(s) of the missed year(s)/semester(s)	Re-registration fee (Rs.)

8. Please visit our website www.ignou.ac.in

Dated:

Signature of the Student

RULES & GUIDELINES FOR RE-ADMISSION

1. Re-admission is permissible in the following cases :
 - (a) Students who failed to complete the requirements in full or in part within the maximum span period prescribed.
 - (b) Students who failed to complete the requirement of attendance in practicals as prescribed in Programme curriculum within the maximum span period prescribed.
2. **Students who do not register for all years/semesters of a Programme and fail to pay the prescribed full Programme fee during the maximum duration of the Programme are also eligible for Re-admission, provided they pay full fee for the missed year(s)/ semester(s) as per rate applicable for the session for which they seek re-admission, in addition to the *pro-rata course fee for re-admission* as per rate given in Table-A for each of the course(s) they failed to successfully complete within the maximum period prescribed.**
3. Course fee paid for re-admission would be valid for a period of **six months/one year/two consecutive academic years or four consecutive semesters** only, as given below:
 - a) **Six months** – **for all Certificate Programmes of six months duration**
 - b) **One year** – **for all Diploma/PG Dip. Programmes of one year duration (including BLIS, MLIS, MADE etc.)**
 - c) **Two years** – **for all undergraduate and post-graduate programmes whose minimum duration is of 2 years and above.**
4. **The additional period indicated at point no.3 above will commence from the date of completion of the maximum duration of the Programme for which the registration was done initially.**
5. Students shall not be on rolls of the university beyond the additional period indicated at point no.3 above.
6. The credit earned by the student towards his/her courses and assignments successfully completed shall be retained for the revalidated period, provided the syllabus and methodology now in vogue are similar to the course(s) successfully completed earlier.
7. No study material will be supplied on re-admission. If the earlier study material is replaced, the student will be required to buy changed course material.
8. The students will be allowed to take re-admission in the old course(s) as long as the examination in the old course(s) is conducted by the University.
9. For the Programmes containing practical component, the norms of fee payable will be as decided by the respective Schools.
10. Students are required to pay the *pro-rata Re-admission fee* as per details given in Table-A, in lump sum, for all the courses they failed to successfully complete earlier. **Fee once paid will not be refunded under any circumstances.** Students of *BCA-MCA Integrated Programme* should pay the *pro-rata re-admission fee*, in lump sum, for all those courses of BCA as well as MCA that have not been successfully completed during the maximum duration of 8 years.
11. *Pro-rata fee* for Re-admission would be changed as and when the University revises the Programme fee for various Programmes.
12. Other conditions as prescribed by the University relating to the admission and re-admission shall remain the same.
13. The fees has to be made by Debit Card/Credit Card through online mode.

P.S.

The Following programmes have been wound-up and no term-end examination of the old syllabus courses will be conducted beyond Dec.2011 TEE, hence re-admission not allowed:

- (i) **BCA(old sylb) [Jan.1996, Jan.1997 & Jan.1998 batches]**
- (ii) **MCA(old syllabus) [pre-Jan. 2004 batches]**
- (iii) **CIC (However Re-admss will be applicable for CIC-2 & CIC-5 for B.Com & CBS students)**
- (iv) **BIT**
- (v) **ADIT**
- (vi) **MLIS (old sylb)**
- (vii) **BLIS (old sylb)**
- (viii) **B.Sc.(N) (old sylb)**



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

STUDENT EVALUATION DIVISION

Maidan Garhi, New Delhi-110 068

APPLICATION FORM FOR ISSUE OF OFFICIAL TRANSCRIPT

1. Name
2. Programme: Enrolment No.
3. Address
.....
..... Pin Code:
4. Purpose for which:.....
transcript is required.....
5. Fee details:
Rs. 250/- per transcript, if to be sent to the student/institute in India.

Rs. 500/- or US \$100 per transcript, if required to be sent to the Institute outside India by the University. (The requisite fee is required to be paid through demand draft drawn in favour of 'IGNOU' & payable at 'New Delhi'.)

No. of transcript(s) × Rs. 250/- Rs. 500/- or US \$100/- Total Amount Rs. required
Demand Draft No..... Date
Issuing Bank.....
6. Whether the transcripts to be mailed by the University: Yes/No (please tick)
7. Name & Address of the University/Employer (In capital letters) to whom transcript is required to be sent (attached a separate list, if required).
.....
.....
.....

Date:.....

(Signature of the student)

The filled in form with the requisite fee is to be sent to:

The Registrar
Student Evaluation Division
Indira Gandhi National Open University
Maidan Garhi
New Delhi-110068

Note: The students are required to enclose same number of legible photocopies of both sides of the statement of marks/grade card issued to them, as the number of transcripts required.



INFORMATION FOR STATISTICAL PURPOSE. STUDENTS ARE REQUIRED TO FILL UP THIS ANNEXURE COMPULSORILY

1. Name of Student:

2. Enrol. No:

3. Programme Code:

4. Category: (Cross (X) the appropriate Box only)

General SC ST OBC

5. Whether Kashmiri Migrant: (Cross (X) if applicable)

6. Whether Physically handicapped: (Cross (X) if applicable)

7. Whether minority: (Cross (X) if applicable)

8. Social Status: (Cross (X) the appropriate Box only)

Ex-service man War-widow Not applicable

9. Employment Status: Cross (X) the appropriate Box only)

Unemployed Employed IGNOU Employee KVS Employee

10. Religion: Cross (X) the appropriate Box only

Hindu Muslim Christian Sikh Jain Buddhist Parsi Jews Others
(please specify _____)

11. Details of Scholarship being received, if any.

(a) Amount (annually)

Rs.

(b) Govt./Deptt.

(c) Family income (yearly)

Rs.

PART – II

SYLLABI OF COURSES

1 DETAILS OF FOUNDATION COURSES

I Foundation Course in Humanities and Social Sciences (BSHF-101)

8 credits

Humanities and Social Sciences are disciplines which offer us the methodology to understand social reality. They also contribute towards analysing the future course of human development. It is by taking note of this role of these disciplines that the Foundation Course in Humanities and Social Sciences (BSHF-101) has been introduced as a compulsory course for the Bachelor's Degree.

The course is aimed at offering a basic notion of most of the social, economic, political, cultural and other related humanistic problems. We have revised the course to include changing social structures and developments like the post-industrial society and the process of India's integration with the globalised world. In certain fields the perspective is based on a world view of the various problems like apartheid, peace and conflict, ecology, pollution, etc. Yet, within this framework the main concern remains the search for our own past, an analysis of our present, and mankind's plan for the future. Thus, our unique struggle against colonialism, cultural renaissance, etc., are the themes related to social transformation and national integration. An attempt has also been made to familiarize you with the process of economic planning in India. This takes into account the strategies adapted and the problems related to economic development and growth.

SYLLABUS

Block 1: Human Society and its Evolution

- Unit 1 Studying Human Society
- Unit 2 Evolution of Humankind
- Unit 3 Emergence of the Modern World
- Unit 4 Post-Industrial Society

Block 2: Emergence of Modern India

- Unit 5 Pre-Colonial and Colonial India
- Unit 6 Indian National Movement
- Unit 7 Post-Independence India: Continuity and Change
- Unit 8 Emerging Challenges

Block 3: Social Systems

- Unit 9 Social Structure
- Unit 10 Social Institutions
- Unit 11 Marginalized Groups
- Unit 12 Social Change

Block 4: Political and Administrative System

- Unit 13 The Indian Constitution
- Unit 14 Democratic Processes
- Unit 15 Administrative Structure and Processes
- Unit 16 Governance: Issues and Strategies

- Videos:**
1. Tools: Survival and Development
 2. Unity and Diversity
 3. Women and Social Change in India

Block 5: Economic Development

- Unit 17 Features of the Indian Economy
- Unit 18 Planning in India
- Unit 19 Performance of the Indian Economy
- Unit 20 Economic Reforms in India

Block 6: Arts and Aesthetics

- Unit 21 Literature
- Unit 22 Fine Arts
- Unit 23 Dance and Music
- Unit 24 Theatre and Cinema (Indian)

Block 7: Contemporary Concerns and Challenges

- Unit 25 Human Security
- Unit 26 Education and Awareness
- Unit 27 Information and Communication Technology
- Unit 28 Peace and Conflict
- Unit 29 The Question of Environment

- Audios:**
1. Slavery in Ancient India
 2. Thought, Knowledge and Reason
 3. Education and Social Change in India

II Foundation Course in Science and Technology (FST-1)

8 credits

In the first few units of this course, we trace the history of science from very ancient times to the modern period. We then describe the interaction between science and society – the way science has grown in particular socio-economic conditions and, in turn, how it has influenced changes in the society. We explain the special nature of scientific knowledge, as also the scientific method. The units that follow deal with the world we live in, how it came into being, how life came into existence, the resources we have and our environmental concerns. We then go on to examine how science and technology can help us to solve some of the problems that we face in India like those of food, agriculture, health, etc. The study of the human mind and social behaviour will then be taken up along with the crucial role that information and communication play in the present day world. We will also explore the potentialities of modern scientific and technological developments. We will sum up by describing the role of science and technology in national development, especially in the Indian context.

In other words, this course attempts to make you aware of what science is and what it can do; how it has always been an integral part of human life and endeavour and its immense potential in solving our problems.

SYLLABUS

Block 1: History of Science

- Unit 1 Science as a Human Endeavour
- Unit 2 Science in the Ancient World
- Unit 3 Iron Age
- Unit 4 The Golden Age of Science in India

Block 2: Emergence of Modern Science

- Unit 5 Science in the Medieval Times
- Unit 6 Renaissance, the Industrial Revolution and After
- Unit 7 Science in Colonial and Modern India
- Unit 8 The Method of Science and the Nature of Scientific Knowledge

Block 3: Universe and Life – The Beginning

- Unit 9 Universe as a System
- Unit 10 Exploring the Universe
- Unit 11 Solar System
- Unit 12 Origin and Evolution of Life
- Unit 13 Evolution of Man

Block 4: Environment and Resources

- Unit 14 Ecosystem
- Unit 15 Component of Environment
- Unit 16 The Changing Environment
- Unit 17 Natural Resources

Block 5: Agriculture, Nutrition and Health

- Unit 19 Food and Agriculture
- Unit 20 Scientific Possibilities and Social Realities
- Unit 21 Food and Nutrition
- Unit 22 Health and Disease

Block 6: Information, Knowledge, Insight

- Unit 23 Mind and Body
- Unit 24 Psychological Aspect of Behaviour
- Unit 25 Information and Communication
- Unit 26 Modes of Communication

Block 7: Science, Technology and Development

- Unit 27 Science and Technology in Industry
- Unit 28 Technology and Economic Development
- Unit 29 Modern Developments in Science and Technology-I
- Unit 30 Modern Developments in Science and Technology-II

Block 8: New Perspectives

- Unit 31 Perceptions and Aspirations
- Unit 32 Science – The Road to Development
- Unit 18 Resources Utilisation, Planning and Management

- Videos:**
1. Method of Science (Block-2)
 2. A Window to the Universe (Block-3)
 3. The Story of a River (Block-4)
 4. Green Revolution (Block-5)
 5. Infectious Diseases (Block-5)
 6. Jean Piaget Development Stages of a Child (Block-6)
 7. INSAT (Block-6)

- Audios:**
1. Science and Society (Block-1)
 2. Astronomical Development in India (Block-3)
 3. Measuring Astronomical Distances (Block-3)
 4. Evolution of Man (Block-3)
 5. The Forest Ecosystem (Block-4)
 6. Population Pressure (Block-4)
 7. Common Misconceptions about Health (Block-5)
 8. Human Factors in Engineering (Block-6)
 9. New Information Order (Block-6)
 10. Technology and Self-Reliance (Block-7)
 11. Nuclear Disarmament (Block 7)

III Foundation Course in English (BEGF-101)

4 credits

This Course is assigned for credits and contains four blocks. Its objective is to improve the learner's proficiency in English by developing the skills in reading, writing, listening and speaking.

This course follows a cross curricular approach which will help you to improve your communicative and academic skills in English. In this way you will be able to understand your study material in other subjects with ease and efficiency.

SYLLABUS

Block 1: Units 1 – 4

- Reading Comprehension : Passages from George Orwell: Animal Farm; 'Human Environment' a Speech by Indira Gandhi;
A report: From a Cocoon with hope; Environmental concern about Ground water drying up.
- Grammar and Usage : Concord of Number and Person-I; Concord of Number and Person-II; Simple past tense; The Simple Past and the Present Perfect.

Block 2: Units 1-4

- Reading Comprehension : An article: Luggage through the decades; Eating Veggies in an interesting way; Mountaineering in India; An article: Assamese Enchantment
- Grammar and Usage : Order of Adjectives, Modals, Non-Finite Verbs, Gerunds and Participles, Use of Tenses.

Block 3: Units 1-4

- Reading Comprehension : Hornbill Festival of Nagaland; Rukmini Devi Arundale – A Life Dedicated to Art; Yakshagana; Culture and cross cultural communication.
- Grammar and Usage : If Conditional, Noun Clause, Articles (A, AN and The), The Passive Voice.

Block 4: Units 1-4

- Reading Comprehension : Passage on Stem Cells, A World of Four Senses by Ved Mehta; Ageing: An Emerging Challenge, Drugs of Abuse
- Grammar and Usage : Used to/get used to, Relative Clause, Expressing Future Time, Linkers and Gerunds

IV Foundation Course in English – 2 (FEG-2)

4 credits

The Foundation Course in English 2 is meant for students who do not take the Foundation Course in Hindi or any other Modern Indian Language. The main objective of the course is to develop your composition and study skills in English. The different kinds of composition included in this course are:

- paragraph writing
- expository composition
- argumentative composition
- narrative composition
- descriptive composition
- notes
- reports
- summaries

SYLLABUS

Block 1

- Unit 1 Writing Paragraphs 1: The topic sentence, developing the topic, coherence, punctuation
- Unit 2 Writing paragraphs 2: The development of a paragraph
- Unit 3 Writing a Composition
- Unit 4 Expository Composition
- Unit 5 Note-taking 1
- Unit 6 Writing Reports 1: Reporting Events

Block 2

- Unit 7 Argumentative Composition 1
- Unit 8 Argumentative Composition 2
- Unit 9 Note-taking 2
- Unit 10 Writing Reports 2: Reporting Meetings and Speeches
- Unit 11 Writing Summaries 1
- Unit 12 Writing Summaries 2

Block 3

- Unit 13 Writing Paragraphs 3: Chronological sequence: spatial relationship; class relationships
- Units 14-15 Narrative Composition
- Unit 16 Writing Reports 3: Reporting Interviews
- Unit 17 Writing Reports 4: Reporting Surveys
- Unit 18 Writing Summaries 3

Block 4

- Unit 19 Descriptive Composition 1: Describing persons
- Unit 20 Descriptive Composition 2
- Unit 21 Descriptive Composition 3
- Unit 22 Note-taking 3
- Unit 24 Summing Up

- Videos:**
1. Reporting Events and Interviews (Blocks 1-3)
 2. Describing Persons, Places and Objects (Block 4)

- Audios:**
1. Writing of Paragraphs (Block 1)
 2. Argumentative Composition (Blocks 2)
 3. Note Taking from Lectures (Blocks 4)

हिंदी में आधार पाठ्यक्रम को पढ़कर विद्यार्थी हिंदी बोलने, लिखने सामान्य संप्रेषण की दक्षता प्राप्त कर सकेंगे। पाठ्यक्रम 120 घंटे का होगा और इसमें 4 क्रेडिट होंगे। यह 24 इकाइयों में विभाजित होगा। पाठ्यक्रम का विभाजन निम्नलिखित ढंग से किया गया है :

1	भाषा—तत्त्व पर आधारित पाठ	:	4 इकाइयाँ
2	विभिन्न विषयों पर आधारित पाठ	:	10 इकाइयाँ
	मानविकी	:	4 इकाइयाँ
	सामाजिक विज्ञान	:	3 इकाइयाँ
	विज्ञान	:	3 इकाइयाँ
3	साहित्य की विभिन्न विधाओं पर आधारित पाठ	:	6 इकाइयाँ
4	प्रशासनिक हिंदी, नोटिंग, ड्रापिंग	:	4 इकाइयाँ
	संक्षेपण, पल्लवन, अनुवाद, पत्रलेखन एवं पत्रकारिता		

इन सभी इकाइयों में भाषा—कौशल बढ़ाने के लिए व्याकरण संबंधी अंश भी दिये गये हैं जिनमें हिंदी की शब्द रचना, वाक्य रचना, लेखन—विधि, शब्दकोश का प्रयोग आदि बताए गए हैं।

पाठ्य विवरण

इस पाठ्यक्रम में चार खंड हैं और प्रत्येक खंड में छह—छह इकाइयाँ हैं। ये चौबीस इकाइयाँ खंडवार आपको चार पुस्तिकाओं में उपलब्ध होंगी।

पाठ्यवस्तु का खंडों और इकाइयों में विभाजन निम्न प्रकार से है :

खंड 1 : भाषा तत्त्व और बोधन

- इकाई**
- 1 हिंदी की लिपि और वर्तनी का परिचय
 - 2 हिंदी की ध्वनियाँ
 - 3 विज्ञान के विषय का बोधन
 - 4 संस्कृति विषय का बोधन और शब्दकोश का उपयोग
 - 5 समाज विज्ञान विषय का बोधन और निबंध रचना का परिचय
 - 6 भाषण शैली

खंड 2 : वाचन और विविध विषय

- इकाई**
- 7 सामाजिक विज्ञानों की भाषा (इतिहास के संदर्भ में) तथा वर्तनी के कुछ नियम
 - 8 सामाजिक विज्ञानों की भाषा (राजनीति विज्ञान) तथा शब्द रचना
 - 9 मानविकी की भाषा (ललित कला) तथा विशेषण
 - 10 विज्ञान की भाषा तथा पारिभाषिक शब्द
 - 11 विज्ञान की भाषा का स्वरूप
 - 12 विधि एवं प्रशासन की भाषा तथा पारिभाषिक शब्द और अर्थ

खंड 3 : साहित्य का आस्वादन

- इकाई 13 कहानी : पूस की रात (प्रेमचंद)
14 व्यंग्य निबंध : वैष्णव की फिसलन
(हरिशंकर परसाई)
15 एकांकी : बहुत बड़ा सवाल (मोहन राकेश)
16 निबंध : जीने की कला (महादेवी वर्मा)
17 आत्मकथा : जूठन (ओमप्रकाश वाल्मीकि)
18 कविताएँ

खंड 4 : व्यावहारिक हिंदी और लेखन

- इकाई 19 शब्द और मुहावरे
20 संवाद शैली
21 सरकारी पत्राचार तथा टिप्पण और प्रारूपण
22 समाचार लेखन और संपादकीय
23 अनुवाद
24 संक्षेपण, भाव पल्लवन और निबंध लेखन

वीडियो कार्यक्रम :1 ध्वनि, लिपि और वर्तनी

- ऑडियो कार्यक्रम :1 भाषण शैलियाँ
2 भारतीय स्वाधीनता संग्राम और जन-आंदोलन
3 राजभाषा हिंदी
4 प्रेमचंद का साहित्य
5 हिंदी साहित्य का परिचय (भाग 1-2)

VI हिंदी में आधार पाठ्यक्रम-02 (एफ.एच.डी.-02)

4 क्रेडिट

हिंदी के आधार पाठ्यक्रम-02 में छात्र साहित्य की कुछ विशिष्ट विधाओं का अध्ययन करेंगे और लेखन और मौखिक सम्प्रेषण के विशिष्ट संदर्भों में सम्प्रेषण के विशिष्ट रूपों का अभ्यास करेंगे।

पाठ्यक्रम 4 क्रेडिट का है और इसमें 4 खंड होंगे। यह 24 इकाइयों में विभाजित होगा।

पाठ्यक्रम की रचना

इस पाठ्यक्रम में 4 खंड हैं और प्रत्येक खंड में 6-6 इकाइयाँ हैं। ये 24 इकाइयाँ खंडवार 4 पुस्तिकाओं में उपलब्ध होंगी। पाठ्यवस्तु का खंडों और इकाइयों में विभाजन निम्न प्रकार होगा :

पाठ्य विवरण

खंड 1 : भाषा और सम्प्रेषण

- इकाई 1 सम्प्रेषण के मूल तत्व
2 उच्चरित और लिखित भाषा : सम्प्रेषण के तत्व
3 आंगिक भाषा और सम्प्रेषण
4 सम्प्रेषण के विविध रूप (साक्षात्कार, भाषा, संवाद आदि)
5 भाषिक कला के विभिन्न पक्ष
6 संवाद कला के विभिन्न पक्ष

खंड 2 : लेखन कौशल

- इकाई 7** प्रभावी लेखन
8 रचना (कंपोजिशन की तैयारी)
9 पुनर्रचना (संक्षेपण, भाव पल्वन आदि)
10 वर्णानात्मक लेखन (Descriptive Writing)
11 आख्यानपरक लेखन (Narrative Writing)
12 तार्किक लेखन (Expository Writing)

खंड 3 : साहित्य : विविध विधाएँ

- इकाई 13** डायरी
14 पत्र
15 रिपोर्टाज
16 यात्रा वृत्तांत
17 जीवनी / रेखाचित्र
18 संस्मरण

खंड 4 : लिखित सम्प्रेषण

- इकाई 19** पत्र लेखन (औपचारिक)
20 संचार के लिए लेखन
21 कार्यालयी लेखन (रिपोर्ट, कार्यवृत्त आदि)
22 सर्जनात्मक लेखन (फीचर, निबंध, कहानी आदि)
23 वैयक्तिक लेखन (संस्मरण, डायरी, यात्रवृत्तांत)
24 भाषण के लिए लेखन (वार्तालाप, रेडियो वार्तालाप, समाचार, वाद-विवाद)

VII Foundation Courses in Modern Indian Languages (MIL)**8 credits**

Foundation Courses in the following Modern Indian Languages have been prepared by Indira Gandhi National Open University for the convenience of students who wish to study other Indian languages.

Foundation Course in Assamese	FAS-1	4 credits
Foundation Course in Bengali	FBG-1	4 credits
Foundation Course in Gujarati	FGT-1	4 credits
Foundation Course in Kannada	FKD-1	4 credits
Foundation Course in Malayalam	FML-1	4 credits
Foundation Course in Marathi	FMT-1	4 credits
Foundation Course in Oriya	FOR-1	4 credits
Foundation Course in Punjabi	FPB-1	4 credits
Foundation Course in Tamil	FTM-1	4 credits
Foundation Course in Telugu	FTG-1	4 credits
Foundation Course in Urdu	FUD-1	4 credits
Foundation Course in Sanskrit	BSKF-101	4 credits
Foundation Course in Maithili	BMAF-001	4 credits
Foundation Course in Bhojpuri	BBHF-101	4 credits

The objectives of the Foundation Course in these Modern Indian Languages is to help you improve your proficiency in the languages you opt by developing your skills in reading, comprehension and writing. The general approach followed in these courses is to teach you language through different kinds of textual materials taken from a number of disciplines pertaining to Humanities, Social Sciences and different forms of Literature. Due importance has been given to the use of language for administrative purposes as well.

SYLLABUS

The broad outline of the syllabus of our Foundation Courses in Modern Indian Languages is as under:

1. Essentials of the language
2. Scripts, vocabulary, word formation, sentence structure, idioms, proverbs, etc.
 - a) Humanities Ethics, Philosophy, Religion, Fine Arts, Culture, Folk Lore, etc.
 - b) Social Sciences History, Political Science, Sociology, Economics, Law, etc.
 - c) Sciences Space Biology Ecology, Environment, Geography, Geology, Physics, Astronomy, Science Computer Science, Energy etc.
3. Learning Language through Literary texts
 - a) Poems-Old & Modern Poetry
 - b) Short-story
 - c) One-act Play
 - d) Essay
 - e) Biography
4. Language for Administrative Purposes
 - Precis Writing
 - Noting and Drafting
 - Reporting

Note: A detailed break up of the syllabus into blocks and units is given in Block 1 booklet of the printed course material of each of the Modern Indian Languages.

2 DETAILS OF ELECTIVE COURSES

2.1 COMMERCE

I Business Organisation (ECO-01)

4 credits

This elective course on business organisation will enable you to develop familiarity with basic concepts relating to the organisation of business activities. This course consists of five blocks containing 18 units in all. After studying this course, you should be able to:

- Explain the nature of business organisation and identify various forms of organisation learn how business units are set up and financed
- Understand the ways and means of marketing the goods
- Explain how aids-to-trade facilitate the business operations
- Evaluate the role of government in business

SYLLABUS

Block 1: Basic Concepts and Forms of Business Organisation

- Unit 1 Nature and Scope of Business
- Unit 2 Forms of Business Organisation– I
- Unit 3 Forms of Business Organisation– II
- Unit 4 Business Promotion

Block 2: Financing of Business

- Unit 5 Methods of Raising Finance
- Unit 6 Long-term Financing and Underwriting
- Unit 7 Stock Exchanges

Block 3: Marketing

- Unit 8 Advertising
- Unit 9 Advertising Media
- Unit 10 Home Trade and Channels of Distribution
- Unit 11 Wholesalers and Retailers
- Unit 12 Procedure for Import and Export Trade

Block 4: Business Services

- Unit 13 Banking
- Unit 14 Business Risk and Insurance
- Unit 15 Transport and Warehousing

Block 5: Government and Business

- Unit 16 Government in Business
 Unit 17 Forms of Organisation in Public Enterprises
 Unit 18 Public Utilities Unit

- Videos:** 1. Working of a Stock Exchange (Block-2)
 2. Choice of Media for Advertising (Block-3)

- Audios:** 1. Role of Promoters (Block-1)
 2. Elimination of Middle Men
 3. Evils of Business Combinations and their Control (Block-4)
 4. Forms of Organisations in Public Enterprises (Block-5)

II Accountancy – I (ECO-02)**4 credits**

This course consists of five blocks containing 22 units in all. This course introduces you to the basic accounting concepts and framework. It also covers the preparation of accounts of non-trading concerns and those from incomplete records. After studying this course, you should be able to:

- understand the whole process of accounting
- work out the net result of business operations by preparing final accounts for both trading and non-trading concerns
- appropriate special features of accounting for consignments and joint ventures
- describe different methods of providing depreciation
- explain the need for making provisions and various kinds of reserves

SYLLABUS**Block 1: Accounting Fundamentals**

- Unit 1 Basic Concepts of Accounting
 Unit 2 The Accounting Process
 Unit 3 Cash Book and Bank Reconciliation
 Unit 4 Other Subsidiary Books
 Unit 5 Bills of Exchange

Block 2: Final Accounts

- Unit 6 Concepts Relating to Final Accounts
 Unit 7 Final Accounts – I
 Unit 8 Final Accounts – II
 Unit 9 Errors and their Rectification

Block 3: Consignment and Joint Ventures

- Unit 10 Consignments Accounts – I
 Unit 11 Consignment Accounts – II
 Unit 12 Consignment Accounts – III
 Unit 13 Joint Venture Accounts

- Videos:** 1. Bank Reconciliation statement in Practice (Block – I)
 2. How to prepare Final Accounts from Incomplete Records (Block-4)

Block 4: Accounts from Incomplete Records

- Unit 14 Self Balancing System
 Unit 15 Accounting from Incomplete Records–I
 Unit 16 Accounting from Incomplete Records–II
 Unit 17 Accounting from Incomplete Records–III

Block 5: Accounts of Non-trading Concerns, Depreciation, Provisions and Reserves

- Unit 18 Accounts of Non-trading Concerns – I
 Unit 19 Accounts of Non-trading Concerns – II
 Unit 20 Depreciation – I
 Unit 21 Depreciation – II
 Unit 22 Provisions and Reserves

- Audios:** 1. Effect of Errors and their Rectification on Profits (Block-2)
 2. Losses in Consignments (Block-3)
 3. Importance of Provisions and Reserves (Block-5)

III Management Theory (ECO-03)**4 credits**

This course introduces you to the fundamentals of management theory and covers the basic principles and functions of management. It consists of four blocks constraining 16 units in all. After studying this course, you should be able to:

- explain the nature and scope of management
- describe the evolution of management thought and state the basic principles and functions of management
- describe the planning process and various types of plans
- explain the basic concepts relating to organisation and describe various organisational structures
- analyse the concepts of delegation and decentralization
- explain basic aspects relating to staffing and directing functions of management
- explain the nature and importance of coordination
- describe the control process and various techniques used for controlling business operations

SYLLABUS

Block 1: Management: Introduction and Overview

- Unit 1 Nature and Scope of Management
- Unit 2 Approaches to the Study of Management
- Unit 3 Functions and Principles of Management

Block 2: Planning and Organising

- Unit 4 Fundamentals of Planning
- Unit 5 Plans, Policies, Schedules and Procedures
- Unit 6 Organising: Basic Concepts
- Unit 7 Departmentation and Forms of Authority Relationship

- Unit 8 Delegation and Decentralisation

Block 3: Staffing and Directing

- Unit 9 Staffing
- Unit 10 Directing
- Unit 11 Motivation
- Unit 12 Leadership
- Unit 13 Communication

Block 4: Coordination and Control

- Unit 14 Coordination
- Unit 15 Process of Control
- Unit 16 Techniques of Control

Video: 1. Communication for Motivation through Leadership (Block-3)

Audios: 1. Modern Approaches to Management Thought (Block-1)
2. Delegation and Decentralisation (Block-2)

IV Mercantile Law (ECO-05)

4 credits

This course deals with basic laws relating to business transactions. It consists of six blocks of 23 units covering the law of contracts, partnership, sale of goods and negotiable instruments. After studying this course, you should be able to:

- describe the essentials of a contract and explain the related rules in detail
- explain the rules relating to specific contracts of indemnity, guarantee, bailment, pledge and agency
- determine the existence of a partnership firm, describe the mutual rights and liabilities of partners, and explain the legal implications of the dissolution of a partnership firm
- explain the nature of contract of sale, describe the rules relating to transfer of ownership and delivery, and state the right of an unpaid seller

SYLLABUS

Block 1: General Law of Contracts - I

- Unit 1 Essentials of a Contract
- Unit 2 Offer and Acceptance
- Unit 3 Capacity of Parties
- Unit 4 Free Consent

Block 2: General Law of Contracts - II

- Unit 5 Consideration and Legality of Object
- Unit 6 Void Agreement and Contingent Contracts
- Unit 7 Performance and Discharge
- Unit 8 Remedies for Breach and Quasi Contracts

Block 3: Specific Contracts and Arbitration

- Unit 9 Indemnity and Guarantee
- Unit 10 Bailment and Pledge
- Unit 11 Contract of Agency

- Unit 12 Carriage of Goods

Block 4: Partnership

- Unit 13 Definition and Registration
- Unit 14 Rights and Liabilities of Partners
- Unit 15 Dissolution of Partnership Firm

Block 5: Sale of Goods

- Unit 16 Nature of Contract of Sale
- Unit 17 Conditions of Warranties
- Unit 18 Transfer of Ownership and Delivery
- Unit 19 Rights and an Unpaid Seller

(Block-1)

Audios: 1. Position of Surety in a Contract of Guarantee (Block-3)
2. Minor's Position in Relation to Contracts

Videos: 1. Measurement of Damages (Block-2)

V Economic Theory (ECO-06)

4 credits

This course is designed to provide you a working knowledge of relevant theoretical aspects of economics that are helpful in arriving at an optimum solution to business problems. This course consists of five blocks, containing 20 units in all.

After studying this course, you should be able to:

- explain the basic economic terms and concepts, and identify the fundamental problems of economic systems
- describe the features and functioning of various forms of economic systems
- describe various theories relating to consumer behaviour and demand theory describe various production theories
- narrate the concept of market structure and explain the price equilibrium under perfect and imperfect market conditions
- explain various theories relating to distribution of income i.e., wages, rent and profits

SYLLABUS

Block 1: Fundamental Problem of Economic System and Basic Concepts

- Unit 1 Fundamental Problems of Economic Systems
- Unit 2 Basic Concepts
- Unit 3 Economic Systems

Block 2: Consumer Behaviour and the Demand Theory

- Unit 4 Laws of Diminishing Marginal Utility and Equi-Marginal Utility
- Unit 5 Indifference Curve Analysis
- Unit 6 Consumer Demand
- Unit 7 Elasticity of Demand

Block 3: Theory of Production

- Unit 8 Production Function – I
- Unit 9 Production Function – II
- Unit 10 Law of Supply and Elasticity of Supply
- Unit 11 Theory of Costs and Cost Curves

Block 4: Theory of Price

- Unit 12 Equilibrium Concepts and Conditions
- Unit 13 Perfect Competition
- Unit 14 Monopoly
- Unit 15 Monopolistic Competition
- Unit 16 Oligopoly

Block 5: Distribution of Income

- Unit 17 Theory of Distribution
- Unit 18 Distribution of Income – I : Wages and Interest
- Unit 19 Distribution of Income – II : Rent and Profits
- Unit 20 Inequality of Income

Video: 1. Market Structure and Equilibrium under Non-perfect Situation (Block-4)

Audios: 1. Economic Systems (Block-1)
2. Production Function or Laws of Production (Block-3)

VI Elements of Statistics (ECO-07)

4 credits

This course introduces you to some basic statistical principles and methods which are helpful in the collection and analysis of numerical data. This course, comprising 16 units, is organized in four blocks. After studying this course, you should be able to:

- define statistics and explain its importance, scope and limitations
- explain the steps involved in statistical survey
- state the meaning and importance of accuracy and approximation in statistics
- identify the source of data and describe the methods of collecting data
- present the data in the form of tables, diagrams and graphs
- explain the concept of central tendency and compute it by using various measures
- compute the dispersion and skewness of data using various measures

SYLLABUS

Block 1: Basic Statistical Concepts

- Unit 1 Meaning and Scope of Statistics
- Unit 2 Organising a Statistical Survey
- Unit 3 Accuracy, Approximation and Errors
- Unit 4 Ratios, Percentages and Rates

Block 2: Collection, Classification and Presentation of Data

- Unit 5 Collection of Data
- Unit 6 Classification of Data
- Unit 7 Tabular Presentation

Block 3: Measures of Central Tendency

- Unit 8 Diagrammatic Presentation
- Unit 9 Graphic Presentation
- Unit 10 Concept of Central Tendency and Mean
- Unit 11 Median
- Unit 12 Mode

Block 4: Measures of Dispersion and Skewness

- Unit 13 Geometric, Harmonic and Moving Averages
- Unit 14 Measures of Dispersion - I
- Unit 15 Measures of Dispersion - II
- Unit 16 Measures of Skewness

Video: 1. Measures of dispersion (Block-4)

Audios: 1. Distrust of Statistics (Block-4)
2. Collection of Data (Block-2)

VII Company Law (ECO-08)

4 credits

This course on Company Law deals with basic rules relating to the formation of a company, its capital and management, and the modes of winding up a company. It consists of four blocks containing 14 units in all. After studying this course you should be able to:

- define a company and distinguish between a private limited company a public limited company
- explain the procedure of the formation of a company and describe the role of promoter in relation thereto
- describe the contents of principal documents and the rules for the alternation
- describe the rules regarding issue of shares and debentures
- explain the duties, powers and position of directors in the management of a company
- describe the duties of a company secretary
- explain the types of meetings and resolutions
- explain the modes of winding up a company

SYLLABUS

Block 1: Company and its Formation

- Unit 1 Nature and Types of Companies
- Unit 2 Public vs. Private Company
- Unit 3 Promoters
- Unit 4 Formation of a Company

Block 3: Capital and Management

- Unit 8 Shares and Loan Capital
- Unit 9 Allotment of Shares
- Unit 10 Membership of a Company
- Unit 11 Directors

Block 2: Principal Documents

- Unit 5 Memorandum of Association
- Unit 6 Articles of Association
- Unit 7 Prospectus

Block 4: Meetings and Winding Up

- Unit 12 Company Secretary
- Unit 13 Meetings and Resolutions
- Unit 14 Winding Up

Audios: 1. Doctrine of Indoor Management
2. Membership of a Company

VIII Money, Banking and Financial Institutions (ECO-09)

4 credits

This course introduces you to three interrelated aspects of monetary theory, banking theory and practice and international financial system. This course comprises of four blocks consisting 16 units in all. After studying this course, you should be able to:

- explain the nature, functions and significance of money
- describe various approaches to the study of demand for, and supply of money
- explain the concept, economic effect and control of inflation
- narrate the evolution, functions, significance and structure of banking
- explain the functioning of international financial system and the role of various international financial institutions

SYLLABUS

Block 1: Monetary Theory

- Unit 1 Money, Nature, Functions and Significance
- Unit 2 Demand for and Supply of Money
- Unit 3 Money and Prices
- Unit 4 Inflation

Block 2: Banking Theory and Practice

- Unit 5 Commercial Banking
- Unit 6 Commercial Banking in India
- Unit 7 Central Banking
- Unit 8 Reserve Bank of India
- Unit 9 Indian Money Market

Block 3: Non-Banking Financial Institutions in India

- Unit 10 Non-Banking Financial Intermediation An Overview
- Unit 11 Term Lending Financial Institutions All India Level
- Unit 12 Term Lending Financial Institutions State Level
- Unit 13 Agricultural Finance in India

Block 4: International Financial System

- Unit 14 International Financial System
- Unit 15 International Monetary Fund
- Unit 16 World Bank

Video: 1. Inflation – Causes, Effects and Remedies

Audios: 1. Role of RBI
2. World Bank-Objectives, Performance and Contributions

IX Elements of Costing (ECO-10)

4 credits

This course on costing introduces you to the basic principles of ascertaining the cost of a product, job and a contract. It also explain various methods of controlling the key elements of cost viz., material, labour and overheads. It consists of four blocks comprising 13 units. After studying this course, you should be able to:

- explain the nature and scope of costing
- identify various elements of cost and describe the methods of their ascertainment and control
- explain various methods of costing and their suitability for different industries
- prepare cost sheet showing total cost of product and job
- reconcile the profits shown by cost sheet with the profits as per financial accounts

SYLLABUS

Block 1: Basic Concepts

- Unit 1 Nature and Scope
- Unit 2 Concept of Cost and its Ascertainment

Block 2: Materials and Labour

- Unit 3 Procurement, Storage and Issue of Materials
- Unit 4 Inventory Control
- Unit 5 Pricing Issue of Materials
- Unit 6 Labour

Block 3: Overheads

- Unit 7 Classification and Distribution of Overheads
- Unit 8 Absorption of Factory Overheads
- Unit 9 Treatment of other Overheads

Block 4: Methods of Costing

- Unit 10 Unit Costing
- Unit 11 Reconciliation of Cost and Financial Accounts
- Unit 12 Job and Contract Costing
- Unit 13 Process Costing

X Elements of Income Tax (ECO-11)

4 credits

This course covers the basic framework of taxation in India. It mainly deals with the computation of total income of an individuals (excluding income from business) and the filing of returns by him. It consists of four blocks containing 13 units. After studying this course, you should be able to:

- explain the basic concepts of total income, previous year, assessment year, etc.
- describe the rules relating to the determination of residential status and the scope of total income
- explain the procedure of filling the Return

SYLLABUS

Block 1: Fundamentals

Unit 1	Basic Concepts - I
Unit 2	Basic Concepts - II
Unit 3	Residential Status and Tax Liability
Unit 4	Exempted Income

Block 2: Salaries

Unit 5	Salaries – I
Unit 6	Salaries – II
Unit 7	Salaries - III

Block 3: Other Heads of Income

Unit 8	Income from House Property
Unit 9	Capital
Unit 10	Income from the Sources

Block 4: Assessment of Individual

Unit 11	Deduction from Gross Total Income
Unit 12	Computation of Total Income
Unit 13	Filing of Return and Tax Authorities

Appendix: This will contain the latest amendments to the Income Tax Act 1961 in relation the course material.

XI Elements of Auditing (ECO-12)

4 credits

This course deals with basic concepts of auditing. It consists of four blocks of 12 units covering audit planning, internal control, vouching, verification and company audit.

After studying this course, you will be able to:

- describe the nature and scope of auditing
- explain the basic concepts of audit planning and internal control
- describe the conduct of vouching of various transactions and verification of certain assets and liabilities
- explain the role of company auditor and the procedure for audit for share capital, dividend, etc.
- explain the concepts of cost and management audit

SYLLABUS

Block 1: Fundamental of Auditing

Unit 1	Basic Concepts
Unit 2	Internal Control
Unit 3	Audit Planning

Block 2: Vouching and Verification

Unit 4	Vouching of Cash Transactions
Unit 5	Vouching of Trading Transactions and Impersonal Ledger
Unit 6	Verification and Valuation of Assets and Liabilities I
Unit 7	Verification and Valuation of Assets and Liabilities II

Block 3: Company Audit

Unit 8	Company Auditor
Unit 9	Company Auditor I
Unit 10	Company Auditor II

Block 4: Assessment of Individual

Unit 11	Auditor's Report
Unit 12	Cost and Management Audit

XII Business Environment (ECO-13)

4 credits

This course is designed to get you fully acquainted with the environment within which business has to be conducted. This course, comprising of 15 units, is organized in four blocks. After studying this course, you should be able to:

- explain the meaning and significance of different components of business environment
- describe the structure of Indian Economy
- examine various government policies having direct influence on the functioning of business in the country
- describe the economic policy and framework and its influence on the industry
- explain the role of foreign capital and evaluation India's foreign trade
- explain the concept of balance of payments and its importance
- state the implications of international trade relations

SYLLABUS

Block 1: Introduction of Business Environment

- Unit 1 Nature and Dimension of Business Environment
Unit 2 Economic Environment: An Overview
Unit 3 Structure of Indian Economy
Unit 4 Social and Cultural Environment

Block 2: Business and Government

- Unit 5 Role of Government in Business
Unit 6 Macro Economic Policies
Unit 7 Consumer Protection

Video: 1. Economic and Social Environment of Business (Block-1)

2. International Trade Relations (Block-4)

Block 3: Economic Policy and Framework

- Unit 8 Industrial Policy
Unit 9 Industrial Sickness
Unit 10 Industrial Relations
Unit 11 Small Scale Sector

Block 4: External Sector and Economic Reforms

- Unit 12 Foreign Investment and MNCs
Unit 13 India's Foreign Trade
Unit 14 Balance of Payment and EXIM Policy
Unit 15 International Trade Relations

Audios: 1. Role of Government in Business (Block-2)

XIII Accountancy – II (ECO-14)

4 credits

This course is an extension of ECO-02 (Accountancy –I) and consists of five blocks containing 19 units in all. It mainly deals with partnership and company accounts. After studying this course, you should be able to:

- prepare branch and departmental accounts
- prepare accounts for hire purchase transactions
- work out the distribution of profits amongst partners, and incorporate necessary changes in accounts on admission, retirement, death, etc., of a partner and the dissolution of partnership firm
- record transactions relating to shares and debentures of a company and prepare its final accounts
- analyse financial statements and prepare fund flow statement

SYLLABUS

Block 1: Branch and Departmental Accounts

- Unit 1 Branch Accounts – I
Unit 2 Branch Accounts – II
Unit 3 Departmental Accounts

Block 2: Hire Purchase Accounts

- Unit 4 Hire Purchase Accounts – I
Unit 5 Hire Purchase Accounts – II
Unit 6 Hire Purchase Accounts – III

Block 3: Partnership Accounts

- Unit 7 General Introduction and Distribution of Profits
Unit 8 Admission of a Partner
Unit 9 Retirement of a Partner

Videos: 1. Hire Purchase and Instalment Payment System (Block-2)

Unit 10 Dissolution of a Partnership Firm

Block 4: Company Accounts – I

- Unit 11 General Introduction
Unit 12 Record of Share Capital Transactions
Unit 13 Issues and Redemption of Debentures
Unit 14 Purchase of Business and Profits Prior to Incorporation

Block 5: Company Accounts – II

- Unit 15 Final Accounts – I
Unit 16 Final Accounts – II
Unit 17 Analysis of Financial Statements
Unit 18 Statement of Changes in Financial Position – I
Unit 19 Statement of Changes in Financial Position – II

2. Understanding the Financial Statement

Audios: 1. Accounting for Change in Profit Sharing Ratio (Block-3)
2. Redemption of Debentures (Block-4)
3. Statement of Sources and Application of Funds (Block-4)

2.2 हिन्दी

I हिंदी गद्य (बी.एच.डी.ई.-101)

8 क्रेडिट

इस पाठ्यक्रम में हिंदी गद्य की प्रमुख विधाओं का अध्ययन कराया गया है। यह 8 क्रेडिट का पाठ्यक्रम है और इसमें 40 इकाइयों को विषयानुसार छह खंडों में बाँटा गया है।

पाठ्यक्रम में हिंदी गद्य के उद्भव और विकास का परिचय दिया गया है। इससे संबंधित पहले खंड की दोनों इकाइयों को अद्यतन किए जाने के लिए आवश्यक संशोधन किए जाएँगे। पाठ्यक्रम में कहानी, उपन्यास, नाटक, निबंध तथा अन्य विधाओं से संबंधित प्रतिनिधि रचनाओं को सम्मिलित किया गया है विद्यार्थी को व्याख्या और विश्लेषण के माध्यम से रचना की अंतर्वस्तु और भाषा-शैली के विभिन्न पक्षों के बारे में बताया गया है ताकि विद्यार्थियों को रचनाओं की विशेषताओं को समझने में मदद मिले। पाठ्यक्रम का विवरण नीचे दिया गया है :

पाठ्य विवरण

खंड 1 :	हिंदी गद्य का स्वरूप और विकास	23	सबसे सस्ता गोस्त (असगर वज़ाहत) : वाचन और विश्लेषण
इकाई 1	हिंदी गद्य का विकास		
2	हिंदी गद्य की विविध विधाएँ	24	रात बीतने तक (मोहन राकेश) : वाचन और विश्लेषण
खंड 2 :	हिंदी कहानी	25	घीसा (महादेवी वर्मा) पर आधारित पटकथा (मन्नू भंडारी) : वाचन और विश्लेषण
इकाई 3	हिंदी कहानी : स्वरूप और विकास		
4	उसने कहा था (चंद्रधर शर्मा "गुलेरी") : वाचन		
5	उसने कहा था : विश्लेषण और मूल्यांकन	खंड 5 :	हिंदी नाटक
6	शतरंज के खिलाड़ी (प्रेमचंद) : वाचन एवं विश्लेषण	इकाई 26	हिंदी नाटक : स्वरूप और विकास
7	शरणदाता (अज्ञेय) : वाचन और विश्लेषण	27	ध्रुवस्वामिनी (जयशंकर प्रसाद) : वाचन एवं व्याख्या
8	ठेस (फणीश्वरनाथ रेणु) : वाचन और विश्लेषण	28	ध्रुवस्वामिनी : कथानक
9	वापसी (उषा प्रियंवदा) : वाचन और विश्लेषण	29	ध्रुवस्वामिनी : चरित्र-चित्रण
10	भैया एक्सप्रेस (अरुण प्रकाश) : वाचन और विश्लेषण	30	ध्रुवस्वामिनी : परिवेश तथा संरचना-शिल्प
खंड 3 :	हिंदी उपन्यास	31	प्रतिपाद्य और अभिनेयता
इकाई 11	हिंदी उपन्यास : स्वरूप और विकास	32	ध्रुवस्वामिनी : रचना दृष्टि की सार्थकता और नवीनता
12	निर्मला (प्रेमचंद) : वाचन एवं व्याख्या-I	खंड 6 :	हिंदी निबंध और अन्य विधाएँ
13	निर्मला : वाचन एवं व्याख्या-II	इकाई 33	हिंदी कथेतर गद्य : स्वरूप और विकास
14	निर्मला : कथावस्तु	34	स्वर्ग में विचार सभा का अधिवेशन (भारतेंदु हरिश्चंद्र) : वाचन और विश्लेषण
15	निर्मला : चरित्र-चित्रण	35	नाखून क्यों बढ़ते हैं (हजारी प्रसाद द्विवेदी) : वाचन
16	निर्मला : परिवेश, संरचना-शिल्प	36	नाखून क्यों बढ़ते हैं : विश्लेषण एवं मूल्यांकन
17	निर्मला : प्रतिपाद्य एवं प्रेमचंद का वैशिष्ट्य	37	घीसा (महादेवी वर्मा): वाचन और विश्लेषण
खंड 4 :	हिंदी एकांकी और अन्य दृश्य विधाएँ	38	पगडंडियों का जमाना (हरिश्चंद्र परसाई) : वाचन और विश्लेषण
इकाई 18	हिंदी एकांकी और अन्य नाट्य विधाएँ : स्वरूप और विकास	39	त्रिलोचन (फणीश्वरनाथ रेणु) : वाचन और विश्लेषण
19	श्रव्य-दृश्य माध्यमों के लिए लेखन	40	सिंध में सत्रह महीने (नागार्जुन) : वाचन और विश्लेषण
20	कौमुदी-महोत्सव (राम कुमार वर्मा) : वाचन		
21	कौमुदी महोत्सव : विश्लेषण और मूल्यांकन		
22	रीढ़ की हड्डी (जगदीशचंद्र माथुर): वाचन और विश्लेषण		

- वीडियो कार्यक्रम :** 1 "रीढ़ की हड्डी" का मंचन
2 उपन्यास (तीन भागों में)
3 हिंदी नाटक और रंगमंच (दो भागों में)
4 भारतीय उपन्यास की अवधारणा

- 3 कहानी में कथानक
4 उपन्यास और कहानी
5 निर्मला पर परिसंवाद
6 एकांकी में प्रतिपाद्य
7 नाट्य भाषा और संवाद
8 निबंध की भाषा-शैली (विविध निबंधों के आधार पर)
9 हिंदी गद्य का निखरता स्वरूप

- ऑडियो कार्यक्रम:** 1 कथा साहित्य (प्रश्नोत्तर रूप में)
2 प्रसाद : व्यक्ति और रचनाकार

II हिंदी काव्य (ई.एच.डी.-02)

8 क्रेडिट

- 1 इस पाठ्यक्रम में हिंदी काव्य के उद्भव और विकास का परिचय दिया जाएगा।
2 हिंदी काव्य परंपरा की विभिन्न प्रवृत्तियों-मध्यकालीन छंदबद्ध रचनाओं से लेकर आधुनिकयुगीन मुक्त छंद तथा अन्य काव्य-प्रयोगों का परिचय दिया जाएगा। इसके साथ ही प्रबंध, मुक्तक, गीति काव्य तथा अन्य काव्य-रूपों की भी चर्चा होगी।
3 इन प्रवृत्तियों और विधाओं के प्रतिनिधि रचनाकारों की रचनाओं का अध्ययन किया जाएगा।
4 काव्य कृतियों के अध्ययन के संदर्भ में विविध रचना पक्षों का परिचय देते हुए व्याख्या, विश्लेषण और मूल्यांकन का अभ्यास कराया जाएगा।

पाठ्यक्रम में आठ खंड हैं और कुल 39 इकाइयाँ हैं। इनमें आदि काव्य से लेकर समकालीन काव्य तक को सम्मिलित किया गया है।

पाठ्य विवरण

खंड 1 : आदि काव्य

- इकाई 1** हिंदी काव्य की पृष्ठभूमि (अपभ्रंश काव्य का परिचय)
2 हिंदी का आदि काव्य : स्वरूप एवं विकास

- 16 द्विवेदीयुगीन हिंदी काव्य : स्वरूप और विकास
17 मैथिलीशरण गुप्त
18 रामनरेश त्रिपाठी

खंड 2 : भक्ति काव्य

- इकाई 3** भक्ति काव्य : स्वरूप एवं विकास
4 कबीर का काव्य
5 जायसी का काव्य
6 मीराबाई
7 सूरदास
8 गोस्वामी तुलसीदास
9 रहीम का काव्य

खंड 5 : छायावाद

- इकाई 19** छायावाद : स्वरूप एवं विकास
20 जयशंकर प्रसाद
21 सूर्यकांत त्रिपाठी "निराला"
22 सुमित्रानंदन पंत
23 महादेवी वर्मा

खंड 3 : हिंदी रीति काव्य

- इकाई 10** रीतिकाव्य का स्वरूप एवं विकास
11 रीतिबद्ध काव्य : देव एवं पद्माकर
12 रीतिसिद्ध काव्य : बिहारी
13 रीतिमुक्त काव्य : घनानंद

खंड 6 : प्रगतिवाद

- इकाई 24** प्रगतिवाद : स्वरूप और विकास
25 केदारनाथ अग्रवाल
26 नागार्जुन

खंड 4 : आधुनिक काव्य (भारतेन्दु युग तथा द्विवेदी युग)

- इकाई 14** भारतेन्दुयुगीन हिंदी काव्य : स्वरूप और विकास
15 भारतेन्दु हरिश्चन्द्र

खंड 7 : प्रयोगवाद और नयी कविता

- इकाई 27** प्रयोगवाद और नयी कविता : स्वरूप और विकास
28 अज्ञेय
29 गजानन माधव मुक्तिबोध
30 भवानी प्रसाद मिश्र
31 सर्वेश्वरदयाल सक्सेना
32 नरेश मेहता

- 33 समकालीन कविता : स्वरूप और विकास
34 धूमिल

- वीडियो कार्यक्रम:** 1 राहों के अन्वेषी : अज्ञेय
2 छायावाद में राष्ट्रीय भावना
3 नयी कविता में आधुनिकता बोध

खंड 8 : प्रबंध काव्य

- इकाई** 35 प्रबंध काव्य : स्वरूप एवं विकास
36 'कुरुक्षेत्र' का वाचन
37 'कुरुक्षेत्र' का वस्तु पक्ष
38 'कुरुक्षेत्र' का अभिव्यंजना शिल्प
39 'कुरुक्षेत्र' का प्रतिपाद्य

- ऑडियो कार्यक्रम:** 1 पद्मावत का कथा सौन्दर्य
2 तुलसीदास में समन्वय भावना
3 द्विवेदी युग : जागरण सुधार की चेतना
4 अन्याय के विरोध में खड़ा कवि : दिनकर
5 क्रान्तिकारी कवि : निराला
6 वेदना का मर्म : महादेवी का गीति काव्य
7 मीरा की माधुर्य भक्ति

III हिंदी साहित्य का इतिहास एवं साहित्य परिचय (ई.एच.डी. -03) 8 क्रेडिट

- 1 इस पाठ्यक्रम में साहित्य के अध्ययन के संदर्भ में इतिहास संबंधी अवधारणा का परिचय दिया जायेगा और ऐतिहासिक पृष्ठभूमि में काल विभाजन की चर्चा की जाएगी और विभिन्न कालों की सामाजिक पृष्ठभूमि का परिचय कराया जाएगा।
- 2 आदिकाल से आधुनिक काल तक के साहित्य का ऐतिहासिक परिप्रेक्ष्य प्रस्तुत किया जाएगा।
- 3 आधुनिक साहित्य के संदर्भ में आधुनिक दृष्टि और समकालीन मूल्यों का परिचय दिया जाएगा।
- 4 साहित्य की प्रमुख प्रवृत्तियों एवं उनके प्रतिनिधि रचनाकारों और रचनाओं का परिचय दिया जाएगा।
- 5 साहित्य के विभिन्न अंगों एवं तत्वों का परिचय दिया जाएगा।
- 6 इस पाठ्यक्रम में कुल दस खंड हैं और 38 इकाइयाँ हैं। इसके आरंभिक 8 खंडों में साहित्य का इतिहास प्रस्तुत किया गया है और शेष दो खंडों में साहित्य का परिचय।

पाठ्य विवरण

हिंदी साहित्य का इतिहास

- खंड 1 :** हिंदी साहित्य के इतिहास की भूमिका
इकाई 1 साहित्य और इतिहास का अंतःसंबंध
2 काल विभाजन और नामकरण की समस्या
3 हिंदी साहित्य की पृष्ठभूमि

खंड 2 : आदिकालीन साहित्य

- इकाई** 4 आदिकालीन परिस्थितियों का अध्ययन
5 आदिकालीन काव्य की प्रमुख प्रवृत्तियाँ
6 रासो काव्य

खंड 3 : भक्तिकालीन काव्य

- इकाई** 7 भक्तिकालीन परिस्थितियों का अध्ययन
8 भक्तिकालीन काव्य की प्रमुख प्रवृत्तियों का परिचय
9 भक्ति काव्य का दार्शनिक आधार

खंड 4 : भक्तिकालीन काव्य की प्रमुख शाखाएँ

- इकाई** 10 निर्गुण ज्ञानमार्गी काव्यधारा
11 निर्गुण प्रेममार्गी (सूफी) काव्यधारा
12 सगुण कृष्ण भक्ति काव्यधारा
13 सगुण राम भक्ति काव्यधारा

खंड 5 : रीतिकालीन काव्य

- इकाई** 14 रीतिकालीन काव्य की परिस्थितियाँ
15 रीतिकालीन काव्य की सामान्य प्रवृत्तियाँ एवं विशेषताएँ
16 रीतिबद्ध काव्य तथा रीतिसिद्ध काव्य
17 रीतिमुक्त काव्य एवं अन्य प्रवृत्तियाँ

खंड 6 : आधुनिक हिंदी साहित्य

- इकाई** 18 आधुनिक युग की परिस्थितियाँ
19 आधुनिक युग का वैचारिक आधार
20 आधुनिक हिंदी साहित्य का आरंभ
21 भारतेन्दु युग
22 द्विवेदी युग

- खंड 7 : आधुनिक हिंदी काव्य**
इकाई 23 छायावाद
 24 छायावादोत्तर एवं प्रगतिशील काव्य
 25 प्रयोगवाद एवं नयी कविता
 26 समकालीन हिंदी काव्य

- खंड 8 : आधुनिक हिंदी गद्य**
इकाई 27 कथा साहित्य : कहानी एवं उपन्यास
 28 नाट्य साहित्य
 29 निबंध एवं अन्य गद्य विधाएँ
 30 हिंदी आलोचना का विकास

साहित्य परिचय

- खंड 9 : साहित्य एवं उसके अंग**
इकाई 31 साहित्य की परिभाषा एवं प्रयोजन
 32 रस का अर्थ, उसके विभिन्न अंग एवं काव्य में महत्त्व
 33 शब्द-शक्ति
 34 बिंब, प्रतीक एवं कल्पना तत्त्व

- खंड 10: छंद एवं अलंकार**
इकाई 35 छंद एवं उसके भेद-I
 36 छंद एवं उसके भेद-II
 37 अलंकार एवं उसके भेद-I
 38 अलंकार एवं उसके भेद-II

- वीडियो कार्यक्रम :** 1 प्रगतिशील साहित्य का उदय
 2 कबीर और निर्गुण भक्तिकाव्य
 3 काव्य और कला में रस
 4 नवजागरण का प्रवेश द्वार : भारतेन्दु युग
 5 नामवर सिंह होने का महत्त्व
 6 साहित्य में नव औपनिवेशिकता
 7 हजारी प्रसाद द्विवेदी और साहित्य की दूसरी परंपरा

- ऑडियो कार्यक्रम :** 1 आदिकाल : चारण-सामन्त चेतना
 2 रीतिकालीन काव्य में शृंगार निरूपण
 3 भक्ति का उद्गम एवं प्रवाह
 4 सूफी साहित्य : प्रेमधारा का मानवतावाद
 5 समकालीन कविता : परिचर्चा
 6 प्रयोगवाद : परम्परा और प्रयोग
 7 द्विवेदी युग:जागरण-सुधार युग की चेतना
 8 सृजन के रूप विधायक तत्त्व : बिम्ब, प्रतीक और कल्पना
 9 आचार्य रामचंद्र शुक्ल और हिन्दी आलोचना
 10 साहित्य का प्रयोजन
 11 छंद

IV मध्यकालीन भारतीय साहित्य : समाज और संस्कृति (ई.एच.डी. -04) 8 क्रेडिट

- 1 अध्येताओं को अविच्छिन्न धारा के रूप में मध्यकालीन भक्ति आंदोलन का परिचय कराना।
- 2 भक्ति की विभिन्न धाराओं सगुण-निर्गुण आदि का परिचय कराना। भक्ति के विभिन्न रूपों शैव, वैष्णव आदि का भी परिचय कराना।
- 3 भक्ति के सामाजिक, सांस्कृतिक और दार्शनिक आधारों का परिचय कराना।
- 4 उपर्युक्त तीनों उद्देश्यों के संदर्भ में हिंदी के साथ-साथ तमिल, मलयालम, तेलुगु, बांग्ला, पंजाबी, मराठी आदि भाषाओं के प्रमुख भक्त कवियों की प्रतिनिधि रचनाओं का अध्ययन कराना।
- 5 कबीर, जायसी, सूरदास, तुलसीदास, नरसी मेहता, नानकदेव, नामदेव, तुकाराम, नम्मालवार आदि प्रमुख भक्त कवियों के काव्य का अध्ययन कराना।
- 6 इस पाठ्यक्रम में कुल 9 खंड एवं 36 इकाइयाँ हैं।

पाठ्य विवरण

- खंड 1 : भक्ति का आविर्भाव**
इकाई 1 भक्ति का उदय
 2 भक्ति आंदोलन का विकास
 3 भक्ति साहित्य का परिचय

- खंड 2 : दक्षिणांचल भक्ति साहित्य-I**
इकाई 4 तमिल भक्ति काव्य – एक
 5 तमिल भक्ति काव्य – दो
 6 कन्नड़ भक्ति काव्य – एक
 7 कन्नड़ भक्ति काव्य – दो

खंड 3 : दक्षिणांचल भक्ति साहित्य-II

- इकाई** 8 तेलगु भक्ति काव्य – एक
9 तेलुगु भक्ति काव्य – दो
10 मलयालम भक्ति काव्य

खंड 4 : पश्चिमांचल भक्ति साहित्य

- इकाई** 11 मराठी भक्ति काव्य – एक
12 मराठी भक्ति काव्य – दो
13 गुजराती भक्ति काव्य – एक
14 गुजराती भक्ति काव्य – दो

खंड 5 : पूर्वांचल भक्ति साहित्य

- इकाई** 15 बांग्ला भक्ति साहित्य – एक
16 बांग्ला भक्ति साहित्य – दो
17 असमिया भक्ति साहित्य
18 ओड़िया भक्ति साहित्य

खंड 6 : उत्तरांचल भक्ति साहित्य

- इकाई** 19 कश्मीरी भक्ति काव्य
20 सिन्धी भक्ति काव्य
21 पंजाबी भक्ति काव्य

खंड 7 : हिंदी भक्ति साहित्य-I

- इकाई** 22 सिद्ध एवं नाथ साहित्य
23 ज्ञानाश्रयी काव्य-I
24 ज्ञानाश्रयी काव्य-II
25 ज्ञानाश्रयी काव्य-II
26 प्रेमाश्रयी सूफी काव्य
27 भारत में निर्गुण काव्य की परंपरा

खंड 8 : हिंदी भक्ति साहित्य-III

- इकाई** 28 भारत में राम भक्ति साहित्य
29 रामोपासक कवि : तुलसीदास-I
30 रामोपासक कवि : तुलसीदास-II

खंड 9 : हिंदी भक्ति साहित्य-III

- इकाई** 31 भारत में कृष्ण भक्ति साहित्य
32 कृष्णोपासक कवि सूरदास-I
33 कृष्णोपासक कवि सूरदास-II
34 कृष्णोपासक कवि : नंददास
35 कृष्णोपासक कवयित्री : मीरा
36 कृष्णोपासक कवि: रसखान

V आधुनिक भारतीय साहित्य : राष्ट्रीय चेतना और नवजागरण (ई.एच.डी.-05) 8 क्रेडिट

- 1 अध्येताओं को स्वतंत्रता आंदोलन के दौरान विकसित हुई राष्ट्रीय चेतना का परिचय कराना।
- 2 19वीं सदी में विकसित हुए नवजागरण आंदोलन की सामाजिक, सांस्कृतिक और वैचारिक पृष्ठभूमि से परिचय कराना।
- 3 उपर्युक्त संदर्भ में राजा राममोहन राय, ईश्वरचन्द्र विद्यासागर, रामकृष्ण परमहंस, ज्योतिबा फुले, स्वामी विवेकानंद, स्वामी दयानंद सरस्वती आदि के योगदान का परिचय देना।
- 4 स्वतंत्रता आंदोलन के दौरान लिखे गये विभिन्न भारतीय भाषाओं के साहित्य पर राष्ट्रीय चेतना और नवजागरण के प्रभाव का आकलन करना।

पाठ्य विवरण**खंड 1 : नवजागरण और राष्ट्रीय आंदोलन**

- इकाई** 1 आधुनिक युग की भूमिका
2 राष्ट्रीय स्वाधीनता आंदोलन का विकास
3 नवजागरण और राष्ट्रीय चेतना का विकास
4 भारतीय साहित्य में नवजागरण एवं राष्ट्रीय चेतना की अभिव्यक्ति

खंड 2 : पूर्वांचलीय साहित्य

- इकाई** 5 बांग्ला साहित्य-I
6 बांग्ला साहित्य-II
7 बांग्ला साहित्य-III
8 असमी साहित्य
9 ओड़िया साहित्य

खंड 3 : दक्षिणांचलीय साहित्य-I

- इकाई** 10 तमिल साहित्य-I
11 तमिल साहित्य-II
12 मलयालम साहित्य-I
13 मलयालम साहित्य-II

खंड 4 : दक्षिणांचलीय साहित्य

- इकाई** 14 तेलुगु साहित्य-I
15 तेलुगु साहित्य-II
16 कन्नड़ साहित्य-I
17 कन्नड़ साहित्य-II

खंड 5 :	पश्चिमांचलीय साहित्य	30	सियारामशरण गुप्त
इकाई	18 मराठी साहित्य-I	31	अयोध्या सिंह उपाध्याय "हरिऔध"
	19 मराठी साहित्य-II	32	रामनरेश त्रिपाठी
	20 गुजराती साहित्य-I		
	21 गुजराती साहित्य-II		
खंड 6 :	उत्तरांचलीय साहित्य		
इकाई	22 कश्मीरी साहित्य		
	23 सिंधी साहित्य		
	24 पंजाबी साहित्य		
	25 उर्दू साहित्य-I		
	26 उर्दू साहित्य-II		
खंड 7 :	हिंदी साहित्य-I		
इकाई	27 युगीन पृष्ठभूमि		
	28 भारतेन्दु हरिचन्द्र		
	29 मैथिलीशरण गुप्त		
		खंड 8 :	हिंदी साहित्य-II
		इकाई	33 प्रेमचंद
			34 जयशंकर प्रसाद
			35 सूर्यकांत त्रिपाठी "निराला"
			36 सुमित्रानंदन पंत
			37 महादेवी वर्मा
		खंड 9 :	हिंदी साहित्य-III
		इकाई	38 बालकृष्ण शर्मा "नवीन"
			39 माखनलाल चतुर्वेदी
			40 रामधारी सिंह "दिनकर"
			41 राष्ट्रीयता के विकास में आधुनिक भारतीय साहित्य का योगदान

वीडियो कार्यक्रम: 1 भारतीय उपन्यास की अवधारणा
2 साहित्य में नव औपनिवेशिकता

VI हिंदी भाषा : इतिहास और वर्तमान (बी.एच.डी.ई. -106)

8 क्रेडिट

इस पाठ्यक्रम के निम्नलिखित उद्देश्य हैं :

- 1 भारतीय भाषाओं के संदर्भ में हिंदी भाषा का स्थान निश्चित करना और उनमें सह-संबंध को स्पष्ट करना,
- 2 संस्कृत से आधुनिक हिंदी तक के विकास क्रम का परिचय देना,
- 3 आधुनिक युग की भाषा के रूप में हिंदी भाषा के संदर्भ और प्रकार्यों का विश्लेषण कराना,
- 4 विविध प्रकार्यों के संदर्भ में हिंदी भाषा के विकास की दिशाओं और समस्याओं से परिचित कराना, और
- 5 हिंदी भाषा की भूमिकाओं (प्रादेशिक, राष्ट्रीय और अन्तरराष्ट्रीय) का अवलोकन करना

पाठ्य विवरण

खंड 1 :	भारत की भाषाएँ और हिंदी	खंड 3 :	हिंदी भाषा के विविध रूप
इकाई	1 भाषा की परिभाषा	इकाई	9 हिंदी भाषा की अवधारणा
	2 भारतीय भाषाएँ और भारोपीय परिवार		10 हिंदी का जनपदीय आधार
	3 भारतीय आर्य भाषाएँ		11 हिंदी भाषा क्षेत्र की प्रमुख बोलियाँ
	4 हिन्दी भाषा		12 हिंदी, उर्दू और हिन्दुस्तानी
	5 भारतीय भाषाओं की मूलभूत एकता		13 बोलचाल की भाषा और लिखित भाषा
खंड 2 :	हिंदी भाषा का इतिहास	खंड 4 :	हिंदी के प्रकार्य
इकाई	6 संस्कृत भाषा	इकाई	14 हिंदी के विविध प्रकार्य
	7 पाली, प्राकृत और अपभ्रंश		15 हिंदी का प्रयोजनमूलक स्वरूप
	8 हिंदी भाषा का विकास		16 संपर्क भाषा हिंदी और हिंदी का अखिल भारतीय स्वरूप
			17 हिंदी का अन्तरराष्ट्रीय संदर्भ

- खंड 5 : शिक्षा में हिंदी**
इकाई 18 पाठ्यचर्या में भाषा
 19 माध्यमिक शिक्षा में हिंदी
 20 उच्च शिक्षा में हिंदी
 21 शिक्षा माध्यम भाषा के रूप में हिंदी
 22 शिक्षण सामग्री
 23 कार्यक्षेत्र में हिंदी : समस्याएँ और संभावनाएँ

- खंड 6 : संविधान में हिंदी**
इकाई 24 संविधान में हिंदी संबंधी उपबंध
 25 संवैधानिक व्यवस्था के अनुसार कार्यवाई
 26 राजभाषा अधिनियम और आदेश
 27 राजभाषा के विकास के विविध आयाम

- खंड 7 : विकास की दिशाएँ**
इकाई 28 आधुनिक संदर्भों के लिए हिंदी भाषा का विकास
 29 हिंदी का आधुनिकीकरण
 30 हिंदी और मानकीकरण की समस्या
 31 हिंदी भाषा और यांत्रिक साधन
 32 भाषा प्रौद्योगिकी

- वीडियो कार्यक्रम :** 1 हिंदी की बोलियाँ
 2 हिंदी के प्रकार्य

- ऑडियो कार्यक्रम :** 1 हिंदी भाषा : एक परिदृष्टि
 2 संस्कृत से हिंदी तक
 3 प्रयोजनमूलक भाषा
 4 भाषा : विकास की ओर
 5 शिक्षा और हिंदी
 6 राजभाषा हिंदी

VII हिंदी संरचना (बी.एच.डी.ई. -107)

8 क्रेडिट

- 1 इस पाठ्यक्रम में हिंदी की वर्णमाला से लेकर प्रोक्ति (Discourse) के स्तर तक भाषा का व्यावहारिक पक्ष उभारा गया है। पाठ्यक्रम के मुख्य बिंदु इस प्रकार हैं :
- 2 हिंदी के उच्चारण एवं वर्तनी की विशेषताओं को जानने के संदर्भ में हिंदी की ध्वनि संरचना का परिचय देना।
- 3 व्याकरणिक स्तर पर भाषा-विश्लेषण के उद्देश्य से पदबंध, उपवाक्य तथा वाक्य संरचनाओं का विश्लेषण करना।
- 4 प्रोक्ति की संकल्पना को समझाना।
- 5 हिंदी भाषा के सामाजिक संदर्भ और प्रयोगों की विशेषताओं से परिचित कराना।
- 6 हिंदी की लिपि, उसका विकास, देवनागरी का मानकीकरण तथा अन्य भाषाओं के लिए लिपिचिह्न और देवनागरी लिपि के महत्वपूर्ण पक्षों पर प्रकाश डालना।

पाठ्य विवरण

- खंड 1 : ध्वनि संरचना**
इकाई 1 भाषा की संरचनात्मक इकाईयाँ
 2 हिंदी की स्वर ध्वनियाँ
 3 हिंदी की व्यंजन ध्वनियाँ

- खंड 3 : वाक्य संरचना**
इकाई 9 हिंदी में पदबंध संरचना
 10 वाक्य संरचना : सरल वाक्य
 11 संयुक्त वाक्य
 12 मिश्र वाक्य
 13 प्रोक्ति संरचना

- खंड 2 : रूप रचना**
इकाई 4 शब्द और रूप
 5 रूप रचना : रूप सिद्धि
 6 रूप रचना
 7 संयुक्त शब्द तथा समस्त शब्द
 8 अनुकरणात्मक, ध्वन्यात्मक, पुनरुक्त शब्द आदि

- खंड 4 : शब्द और अर्थ**
इकाई 14 हिंदी की शब्दावली : स्रोतगत अध्ययन
 15 हिंदी की शब्दावली : अर्थगत अध्ययन
 16 पारिभाषिक शब्दावली
 17 मुहावरे तथा लोकोक्तियाँ

खंड 5 :	हिंदी का सामाजिक संदर्भ
इकाई 18	भाषा का सामाजिक संदर्भ
19	रिश्ते-नाते की शब्दावली
20	सर्वनाम और संबोधन रूप
21	कोड-मिश्रण एवं कोड-परिवर्तन
22	हिंदी भाषा की शैलियाँ

ऑडियो कार्यक्रम :	हिंदी भाषा का संरचनात्मक पक्ष
2	हिंदी की ध्वनि-व्यवस्था
3	शब्दों का स्वरूपगत विश्लेषण
4	हिंदी वाक्यों की संरचना (साक्षात्कार)
5	हिंदी भाषा की शब्द-संपदा
6	भाषायी संरचना और समाज (साक्षात्कार)
7	देवनागरी की विकास-यात्रा (परिचर्चा)

खंड 6 :	लिपि और वर्तनी
इकाई 23	लिपि का विकास और देवनागरी लिपि
24	देवनागरी लिपि और उसकी विशेषताएँ
25	देवनागरी का मानकीकरण: अन्य भाषाओं के लिपि-चिह्न
26	हिंदी वर्तनी की समस्याएँ

VIII प्रयोजनमूलक हिंदी (बी.एच.डी.ई. -108)

8 क्रेडिट

इस पाठ्यक्रम के उद्देश्य निम्नलिखित हैं :

- 1 हिंदी की भाषिक व्यवस्था और उसके मानक रूप से परिचय कराना।
- 2 प्रयोजनमूलक हिंदी के स्वरूप को स्पष्ट करना।
- 3 कार्यालय में प्रयुक्त हो रही हिंदी के स्वरूप पर प्रकाश डालना।
- 4 वैज्ञानिक और तकनीकी क्षेत्र में हिंदी की विभिन्न प्रयुक्तियों की चर्चा करना।
- 5 जनसंचार के विभिन्न माध्यमों में हिंदी के प्रयोग की जानकारी देना।
- 6 वाणिज्य, बैंकिंग, फिल्म समीक्षा और फैशन जगत में हिंदी के प्रयोग की जानकारी देना।

पाठ्य विवरण

खंड 1 :	हिंदी की भाषिक व्यवस्था और उसका मानक रूप
इकाई 1	मौखिक और लिखित भाषा का स्वरूप
2	लिपि-वर्तनी का मानक रूप
3	शब्द-संपदा और उसका मानकीकरण
4	आधारभूत वाक्य संरचना, भाषिक प्रयोग तथा मानक रूप
5	हिंदी: मानकीकरण और आधुनिकीकरण की प्रक्रिया
खंड 2 :	प्रयोजनमूलक हिंदी का स्वरूप
इकाई 6	सामान्य हिंदी, साहित्यिक हिंदी तथा प्रयोजनमूलक हिंदी
7	प्रयोजनमूलक हिंदी : प्रयुक्तियाँ और व्यवहार क्षेत्र
8	प्रयोजनमूलक हिंदी : वाक्य-संरचना
9	प्रयोजनमूलक हिंदी : पारिभाषिक शब्दावली
खंड 3 :	कार्यालय हिंदी-1
इकाई 10	संविधान में हिंदी और राजभाषा अधिनियम
11	राजभाषा : स्वरूप एवं कार्यान्वयन
12	कार्यालयी हिंदी की भाषिक प्रकृति
13	हिंदी की प्रशासनिक शब्दावली एवं अभिव्यक्ति
खंड 4 :	कार्यालय हिंदी-2
इकाई 14	प्रशासनिक पत्राचार के विविध रूप
15	टिप्पण-लेखन

16	मसौदा-लेखन
17	बैठकें और प्रतिवेदन
18	संक्षेपण/सार-लेखन
खंड 5 :	वैज्ञानिक और तकनीकी भाषा-रूप
इकाई 19	वैज्ञानिक और तकनीकी हिंदी की प्रयुक्ति
20	वैज्ञानिक तथा तकनीकी शब्दावली
21	पर्याय शब्द निर्माण, समानार्थी शब्द निर्धारण और प्रयोग
22	वैज्ञानिक और तकनीकी लेखन
खंड 6 :	जनसंचार माध्यम और हिंदी
इकाई 23	जनसंचार माध्यम : विविध आयाम
24	जनसंचार के विविध रूप : भाषिक प्रकृति
25	समाचार लेखन और हिंदी
26	विज्ञापन और हिंदी
खंड 7 :	अन्य प्रयुक्तियाँ
इकाई 27	वाणिज्य में हिंदी
28	बैंकिंग प्रणाली में हिंदी
29	फिल्म समीक्षा की हिंदी
30	विधि/न्याय के क्षेत्र में हिंदी
31	फैशन जगत में हिंदी

بی۔ اے اردو پروگرام

بی۔ اے سال اول: کے کورسز BULE-001 اردو ساخت کے عناصر، BULE-002 اردو زبان کی تاریخ و دستیاب ہیں۔

بی۔ اے سال دوم: کے کورسز BULE-003 اردو شاعری،

BULE-004 اردو فلشن، دستیاب ہیں۔ اور BULE-007

اردو کے سماجی و تہذیبی ادارے فعال تیار نہیں ہے مگر جلد ہی دستیاب ہو جائیں گے

نوٹ: نیچے دئے گئے کورسز تیار ہو رہے ہیں اس لئے برائے کرم انہیں اختیار نہ کریں۔ ان کورسز کے تیار ہونے پر آپ کو مطلع کر دیا جائے گا۔

بی۔ اے سال سوم: کے کورسز BULE-005 اردو کا غیر افسانوی

ادب، BULE-006 اردو ادب کی تاریخ، BULE-008 اردو

ادب میں عورت، BULE-009 اردو کا بھری ادب

بی۔ اے اردو پروگرام کورسز کی تفصیل اس طرح ہے۔

BULE-001 اردو ساخت کے عناصر کریڈٹ ۸

یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۵ بلاک اور ۱۲۳ کانیاں ہیں۔ جس کے لئے آپ کو ۲۴ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہوگا، یہ کورس اردو زبان کی بنیادی ساخت کا احاطہ کرتا ہے جس کی تفصیل اس طرح ہے:

☆ مخرج اور طریق ادائیگی کے اعتبار سے اردو زبان کا صوتی نظام

☆ اردو آوازوں کی ترتیب و تقسیم اور ان کی بنیادی شکلیں

☆ اردو کی صرفی ساخت: سادہ، پیچیدہ اور مرکب

☆ الفاظ کی بناوٹ: سابقہ، لاحقہ، تکرار، داخلی تبدیلی، غصب وغیرہ

☆ الفاظ کی درجہ بندی اور نحوی زمرے

☆ نحوی ساخت: ترکیبی ساخت کے اجزا، جملوں میں مطابقت کا

عمل اور سادہ مرکب جملوں کی ساخت

☆ لفظ و معنی و اصلاح سازی، دیسی و مستعار الفاظ، اصلاحی سازی

کے اصول اور اردو محاورے اور کہاوتیں

☆ اردو رسم خط، خطاطی و طغری نویسی کا فن اور رسم خط کا علامتی نظام

☆ اردو میں لسانیاتی تحقیق پر ایک نظر

نصاب

بلاک 1 اردو کا صوتی ساخت

اکائی 1 اردو کا صوتی نظام

2 اردو کی پانچ اہم آوازوں کے مخرج اور طریقہ ادائیگی

3 اردو آوازوں کی مرکزی تقسیم و ترتیب

4 اردو آوازوں کی بنیادی شکلیں

5 اردو خوشوں کی ساخت

بلاک 2 اردو کی صرفی ساخت

اکائی 6 الفاظ کی بناوٹ اور مرکب ساخت

7 الفاظ کی درجہ بندی: اسم

8 الفاظ کی درجہ بندی: صفات

9 الفاظ کی درجہ بندی: افعال

10 الفاظ کی درجہ بندی: ضمائر و فعل امدادی

بلاک 3 اردو کی نحوی ساخت

اکائی 11 الفاظ کے نحوی زمرے

12 اردو کی ترکیبی ساخت

13 اردو میں مطابقت کا عمل

14 جملوں کی ساخت

بلاک 4 لفظ و معنی (فرہنگیات)

اکائی 15 مستعار الفاظ

16 الفاظ اختراع کرنے کے اصول

17 اردو میں اصلاح سازی

18 اردو محاورے اور کہاوتیں

19 الفاظ کے معنی کی توضیحات

بلاک 5 اردو رسم خط، خطاطی اور طغری نویسی

اکائی 20 اردو رسم خط

21 اردو رسم خط کا علامتی نظام

22 رسم خط اور املا کے مسائل

23 خطاطی اور طغری نویسی

BLUE-002 اردو زبان کی تاریخ کریڈٹ 8

یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۵ بلاک اور ۱۲۰ کانیاں ہیں۔

جس کے لئے آپ کو ۲۴ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا

ہوگا۔ یہ کورس اردو زبان اور اس کی تاریخ سے متعلق اہم باتوں کی

جانکاری دیتا ہے موضوعات اس طرح ہے:

- بلاک 5 اردو میں لسانی تحقیق
 اکائی 16 اردو میں قواعد نو لسی کی روایت
 17 اصلاح کی تحریکیں اور معیار بندی
 18 اردو میں لغت نو لسی کی روایت
 19 اردو میں علمی و تعلیمی سرگرمیاں
 20 اردو بحیثیت ذریعہ تعلیم

BULE-003 اردو شاعری کریڈٹ ۸

یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۶ بلاک اور ۱۳۱ کاپیاں ہیں۔
 جس کے لئے آج پکھو ۲۴۰ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا
 ہوگا۔ اس کورس میں اردو شاعری کے آغاز اور ارتقا سے بحث ہے اور
 اردو کے نمائندہ شاعروں کے کلام کے جملہ پہلوؤں کا تجزیہ بھی کیا گیا ہے۔
 موضوعات اس طرح ہیں:

- ☆ اردو کی قدیم، کلاسیکی اور جدید شاعری کے نمائندہ شعرا
- ☆ نمائندہ شعرا کے کلام کے جملہ پہلوؤں کا تجزیہ
- ☆ شعری اصناف کے حوالے سے نمائندہ شعرا کے کلام کی
 خصوصیات: غزل، مرثیہ، قصیدہ، نظم، مثنوی
- ☆ دکنی شاعری کے اہم شعرا اور ان کے کلام کا جائزہ
- ☆ ۱۸ویں صدی میں غزل کی مقبولیت کے اسباب

نصاب

- بلاک 1 قدیم اردو شاعری (۱)
- اکائی 1 دکن میں اردو شاعری کی ابتدا اور ارتقا
- 2 قلی قطب شاہ کی شاعری
- 3 ولی دکنی کی شاعری
- 4 سراج اور نگ آبادی کی شاعری
- بلاک 2 قدیم اردو شاعری (۲)
- اکائی 5 شمال میں اردو شاعری کا ارتقا
- 6 جعفر زلی کی شاعری کے متن کا تجزیہ (انتخاب)
- 7 حاتم کی شاعری کے متن کا تجزیہ (انتخاب)
- 8 فائز کی شاعری کے متن کا تجزیہ (انتخاب)

- ☆ ہندوستانی زبانوں کے خاندان السنہ اور ہند آریائی زبانوں کا ارتقا
- ☆ اردو کا ماخذ اور اسکے ارتقا کے سماجی محرکات
- ☆ اردو کے عربی فارسی اور دوسرے لسانی رشتوں کی وضاحت
- ☆ اردو کی اصطلاح کی تحریکیں اور زبان کے معیار و انفرادیت
- ☆ اردو کی اہم بولیوں اور رسم خط کا تعارف
- ☆ اردو مشترکہ تہذیب کی علامت، اردو کی حکائی روایت اور برقی میڈیا
- ☆ اردو بحیثیت ذریعہ تعلیم، درس و تدریس کے مراکز، نشر و اشاعت
 کے ادارے اور اردو قومی و بین الاقوامی تناظر میں۔

نصاب

- بلاک 1 ہندوستان کا لسانی پس منظر
- اکائی 1 ہندوستان کا قدیم لسانی و تہذیبی پس منظر
- 2 ہند آریائی زبان کا ارتقا۔ الف
- 3 جدید ہند آریائی زبانیں
- 4 کھڑی بولی اور اردو

- بلاک 2 اردو زبان کا ارتقا
- اکائی 5 ماخذ سے متعلق مختلف نظریے
- 6 اردو ارتقا کے سماجی محرکات
- 7 اردو پر عربی و فارسی کے اثرات
- 8 اردو کی لسانی ساخت اور انفرادیت

- بلاک 3 اردو زبان اور اس کی بولیاں
- اکائی 9 زبان کی تعریف اور اردو
- 10 اردو کی بولیاں
- 11 اردو، ہندی اور ہندوستانی
- 12 اردو کے لسانی رشتے

- بلاک 4 اردو کی ترویج و اشاعت
- اکائی 13 اردو کی حکائی روایت
- 14 اردو مشترکہ تہذیب کی علامت
- 15 اردو اور برقی میڈیا

- ہوگا۔ اس کورس میں اردو فکشن سے متعلق مختلف معلومات فراہم کرائی گئی ہیں جن کی تفصیل اس طرح ہے۔
- ☆ اردو کے افسانوی ادب کا ارتقا: اسباب و محرکات
- ☆ اردو میں داستانوں، ناولوں، افسانوں اور ڈرامے کی روایت اور ان کے فنی محاسن
- ☆ داستان اور ناول میں فرق
- ☆ اردو ناولوں اور افسانوں میں ہیئت کے تجربے
- ☆ اردو فکشن کے اسالیب بیان
- ☆ داستان (انتخاب) افسانہ اور ڈرامے کے نمائندہ ادیب اور ان کی تخلیقات کے جملہ پہلوؤں کا تجزیاتی مطالعہ
- ☆ قرۃ العین حیدر کی ناول سیتا ہرن کا تعارف اور موضوع، ہیئت، اسلوب اور کردار نگاری کے اعتبار سے اس کا تجزیہ
- ☆ نصاب
- بلاک 1 اردو کی افسانوی نثر کا ارتقا
- اکائی 1 اردو نثر کے ابتدائی نقوش
- 2 اردو نثر کا ارتقا
- 3 افسانوی نثر کی اصناف کا ارتقا
- 4 اردو میں فکشن کی روایت
- بلاک 2 اردو داستانوں کی ابتدا اور ارتقا
- اکائی 5 داستان نگاری کا فن اور اردو داستانیں
- 6 ملاو جہی کی سب رس کے جملہ پہلوؤں کا تجزیاتی مطالعہ
- 7 میرامن کی باغ و بہار کے جملہ پہلوؤں کا تجزیاتی مطالعہ
- 8 رجب علی بیگ سرور کی فسانہ، عجائب کے جملہ پہلوؤں کا تجزیاتی مطالعہ
- 9 انشا اللہ خاں انشا کی رانی کیتی کی کہانی کا جملہ پہلوؤں کا تجزیاتی مطالعہ
- بلاک 3 اردو ناول نگاری
- اکائی 10 ناول نگاری کا فن
- 11 اردو ناول کا ارتقا
- 12 قرۃ العین حیدر کا تعارف اور فن
- 13 سیتا ہرن کا تجزیاتی مطالعہ: موضوع، تیکنیک، کردار، اسلوب (الف)
- بلاک 3 کلاسیکی اردو شاعری (۱)
- اکائی 9 کلاسیکی اردو شاعری کا ارتقا
- 10 سودا کی شاعری کے متن کا تجزیہ
- 11 میر درد کی شاعری کے متن کا تجزیہ
- 12 میر تقی میر کی شاعری کے متن کا تجزیہ
- 13 نظیر اکبر آبادی کی شاعری کے متن کا تجزیہ
- بلاک 4 کلاسیکی اردو شاعری (۲)
- اکائی 14 کلاسیکی اردو شاعری کا ارتقا
- 15 میر حسن کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 16 میر انیس کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 17 شیخ ناسخ کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 18 غالب کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 19 مومن کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- بلاک 5 جدید اردو شاعری (۱)
- اکائی 20 جدید اردو شاعری کا ارتقا
- 21 اکبر الہ آبادی کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 22 محمد اقبال کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 23 حسرت کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 24 فراق کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 25 جوش کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- بلاک 6 جدید اردو شاعری (۲)
- اکائی 26 جدید اردو شاعری کا ارتقا
- 27 اسرار الحق مجاز کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 28 فیض احمد فیض کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 29 راشد کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 30 اختر الایمان کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- 31 مجروح سلطان پوری کی شاعری کا تجزیاتی مطالعہ (انتخاب)
- BULE-004** اردو فکشن کریڈٹ ۸
- یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۶ بلاک اور ۲۶ کانیں ہیں۔ جس کے لئے آپ کو ۲۴ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا

14 سیتاہرن کا تجزیہ مطالعہ: تیکنیک، کردار، اسلوب (ب)

نصاب

- بلاک 1 جدید اردو نثر کا ارتقا
اکائی 1 جدید اردو نثر: اسباب و محرکات / عوامل
2 غیر افسانوی نثر کی اصناف کا تعارف
3 اردو کے اہم انشا پرداز اور ان کی تحریریں
4 اردو نثر کے اسالیب

- بلاک 4 اردو افسانہ نگاری (الف)
اکائی 15 مختصر افسانہ کا فن اور اردو افسانہ
16 شطرنج کے کھلاڑی از: پریم چند: موضوع، ہیئت، اسلوب
17 ٹوبہ ٹیک سنگھ از: سعادت حسن منٹو: موضوع، ہیئت، اسلوب
18 مہا لکشمی کا پل از کرشن چندر: موضوع، ہیئت، اسلوب

- بلاک 2 اردو میں مضمون نگاری
اکائی 5 مضمون نگاری کی روایت و ارتقا
6 سرسید کی مضمون نگاری ”بحث و تکرار“ کے حوالے سے
7 شبلی کی مضمون نگاری ”سرسید اور اردو لٹریچر“ کے حوالے سے
8 مہدی افادی کی مضمون نگاری ”فلسفہ حسن و عشق“ کے حوالے سے
9 محمد حسین آزاد کی مضمون نگاری

- بلاک 5 اردو افسانہ نگاری (ب)
اکائی 19 لاجوئی از: راجندر سنگھ بیدی: موضوع، ہیئت، اسلوب
20 آنندی از: غلام عباس: موضوع، ہیئت، اسلوب
21 ننھی کی نانی از: عصمت چغتائی: موضوع، ہیئت، اسلوب
22 پیتل کا گھنٹہ از: قاضی عبدالستار: موضوع، ہیئت، اسلوب

- بلاک 3 اردو میں انشائیہ نگاری
اکائی 10 انشائیہ نگاری کی روایت اور اس کا فن
11 محمد حسین آزاد خیال کے حوالے سے
12 حسن نظامی کی انشائیہ نگاری ”ماچس“ کے حوالے سے
13 ابوالکلام آزاد کی انشائیہ نگاری ”چڑیا چڑے کی کہانی“
14 مرزا محمود بیگ کی انشائیہ نگاری ”آنکھ کی شرم“
15 جاوید وششٹ کی انشائیہ نگاری ”روزن در“

- بلاک 6 اردو ڈراما: فن روایت اور تجزیہ
اکائی 23 اردو ڈراما فن اور روایت کے جملہ پہلوؤں کا تجزیاتی مطالعہ
24 اندر سبھا (امانت) کے جملہ پہلوؤں کا تجزیاتی مطالعہ
25 اتار کلی (انتیا علی تاج) کے جملہ پہلوؤں کا تجزیاتی مطالعہ
26 آگرہ بازار (حبیب تنویر) کے جملہ پہلوؤں کا تجزیاتی مطالعہ

- بلاک 4 اردو میں سوانح نگاری اور خودنوشت نگاری
اکائی 16 سوانح نگاری کی روایت اور فن
17 شبلی کی سوانح نگاری: ”الفاروق“
18 الطاف حسین حالی کی سوانح نگاری: ”یادگار غالب“ کے حوالے سے
19 جوش ملیح آبادی کی خودنوشت نگاری ”یادوں کی بارات“ کے حوالے سے

- BULE-005 اردو کا غیر افسانوی ادب** کریڈٹ ۸
یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۶ بلاک اور ۱۲۸ کاغذات ہیں۔
جس کے لئے آپ کو ۲۴ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا
ہوگا۔ اردو کی غیر افسانوی نثر کو جدید نثر بھی کہا جاتا ہے جس میں
مضمون، انشائیہ، سوانح، مکتوب اور دیگر اصناف میں سفر نامہ، رپورٹ
تاثر اور خاکہ وغیرہ آتے ہیں۔ یہاں غیر افسانوی نثر کی اصناف کو
متعارف کرایا گیا ہے اور ان کے فنی محاسن بھی بیان کئے گئے ہیں۔ اس
کورس کے موضوعات اس طرح ہیں:

- بلاک 5 دیگر نثری اصناف کا ارتقا
اکائی 20 غالب کی خطوط نگاری کے حوالے
21 اردو میں سفر نامہ کی روایت: صالحہ عابد حسین: ”سفر زندگی
کے لئے سوز و ساز“

- ☆ اردو میں جدید نثر کا ارتقا: اسباب و محرکات
☆ اردو کی غیر افسانوی نثر کی اصناف کی فنی خصوصیات
☆ اردو میں طنز و مزاح کی روایت اور اس کے نمائندہ ادیب
☆ غیر افسانوی نثر کے نمائندہ ادیبوں کی تخلیقات کا تجزیاتی مطالعہ
☆ طنز و مزاح ایک صنف یا اسلوب

22 اردو میں رپورٹ تاثر کی روایت: عصمت چغتائی: ”بمبئی سے بھوپال تک“
23 اردو میں خاکہ نگاری کی روایت: شاہد احمد دہلوی: خاکہ نگاری کے حوالے سے

بلاک 2 شمالی ہند میں اردو شاعری کا ارتقا
اکائی 6 دہلی میں اردو شاعری (ابتداء سے ۱۸۰۰ تک)
7 لکھنؤ میں اردو شاعری
8 دہلی میں اردو شاعری (۱۸۵۷ تک)
9 اردو شاعری کا جدید دور
10 تقسیم ہند کے بعد کی اردو شاعری

بلاک 6 اردو میں طنز و مزاح کی روایت اور اس کا فن
اکائی 24 طنز و مزاح کا فن

25 منشی سجاد حسین: ”حاجی بظول“

26 رشید احمد صدیقی: ”چارپائی“

27 پطرس بخاری: ”سائیکل“

28 شوکت تھانوی: ”سودیشی ریل“

بلاک 3 اردو نثر کا ارتقا
اکائی 11 اردو نثر کے ابتدائی نقوش
12 اردو کی افسانوی نثر کا ارتقا
13 اردو کی غیر افسانوی نثر کا ارتقا
14 اردو ڈرامہ
15 اردو نثر کے اسالیب

BULE-006 اردو ادب کی تاریخ کریڈٹ ۸

یہ کورس ۸ کریڈٹ کا ہے۔ اس کورس کے ۶ بلاک اور کل ۱۲۸ کائیاں ہیں جس کے لئے آپ کو ۲۴ گھنٹے پڑھائی کے لئے اپنے کو مصروف رکھنا ہوگا۔ یہ کورس اردو ادب اور اس کی تاریخ سے متعلق اہم باتوں کی جانکاری حاصل کراتا ہے۔ یہاں اردو شاعری اور نثر کے ارتقا کے علاوہ ادبی دبستانوں، تحریکات، رجحانات اور صحافت وغیرہ جیسے موضوعات بھی شامل ہیں۔ تفصیل اس طرح ہے:

بلاک 4 اردو ادب کے مختلف دبستان، شعری اصناف اور تنقید کا ارتقا
اکائی 16 دہلی کا دبستان شاعری
17 لکھنؤ کا دبستان شاعری
18 اردو ادب کے دیگر دبستان (عظیم آباد، رامپور اور آگرہ)
19 اردو کی شعری اصناف کا ارتقا
20 اردو تنقید کا ارتقا

☆ اردو ادب کے ابتدائی نقوش اور دکنی ادب

☆ شمالی ہند میں اردو شاعری کی روایت

☆ اردو کی افسانوی اور غیر افسانوی نثر کا ارتقا

☆ اردو ادب کے مختلف دبستان

☆ اردو ادب میں تحریکات و رجحانات و میلانات

☆ صحافت، پریس، ترجمہ اور نیا نظام تعلیم

بلاک 5 تحریکات اور رجحانات
اکائی 21 رومانوی تحریک
22 ترقی پسند تحریک
23 جدیدیت
24 نیا نظام تعلیم اور سید تحریک

نصاب

بلاک 6 صحافت، ترجمہ کی روایت اور چند اہم ادارے
اکائی 25 اردو صحافت کا ارتقا
26 اردو میں ترجمہ کی روایت
27 سماجی و تہذیبی ادارے
28 علمی و تحقیقی ادارے

بلاک 1 اردو ادب کے ابتدائی نقوش اور دکنی ادب

اکائی 1 شمالی ہند میں اردو ادب کے ابتدائی نقوش

2 دکنی زبان: آغاز و ارتقا

3 بمبئی دور

4 عادل شاہی دور

5 قطب شاہی دور

2.4 ENGLISH

I From Language to Literature (BEGE-101)

8 credits

This course is a revised version of EEG-01 (**Language Through Literature**). The course is assigned 8 credits and requires 240 hours of study on your part. The aim is to make you aware of some of the important aspects of English usage through a study of representative samples of writing in English.

The course is divided into 7 blocks of about 5 units each.

Blocks 1 and 2 deals with content vocabulary. Block 3 introduces you to structure words and Block 4 to phrasal verbs, word-formation etc. Blocks 5 and 6 deal with literary devices and rhetorical devices. In Block 7 you will be introduced to communicative function and grammatical structures.

SYLLABUS

Block 1: Content Vocabulary-1

- Unit 1 Extension of Meaning-1
- Unit 2 Extension of Meaning-2 Figures of Speech
- Unit 3 Multiple Meanings-1
- Unit 4 Multiple Meanings-2
- Unit 5 Overlap of Meaning-1
- Unit 6 Overlap of Meaning-2

Block 2: Content Vocabulary-2

- Unit 7 Confusion of Semantic and Structural Criteria
- Unit 8 Avoiding the Use of Wrong Analogies
- Unit 9 Study of Literary Texts-1
- Unit 10 Study of Literary Texts-2

Block 3: Structure Words

- Unit 11 Structure Words-1
- Unit 12 Structure Words-2: Articles
- Unit 13 Structure Words-3: Auxiliaries
- Unit 14 Structure Words-4: Prepositions
- Unit 15 Structure Words in Discourse-1
- Unit 16 Structure Words in Discourse-2

Block 4: Phrasal Verbs: Word-Formation

- Unit 17 Phrasal Verbs-1
- Unit 18 Phrasal Verbs-2
- Unit 19 Word-Formation-1
- Unit 20 Word-Formation-2

Block 5: Literary Devices

- Unit 21 Sound Patterns
- Unit 22 Figures of Speech-1
- Unit 23 Figures of Speech-2
- Unit 24 Figures of Speech-3
- Unit 25 Figures of Speech-4

Block 6: Rhetorical Devices

- Unit 26 An Introduction to Rhetoric
- Unit 27 Structure and Style
- Unit 28 Use of Repetition
- Unit 29 Use of Questions
- Unit 30 Study of a Text

Block 7: Communicative Functions and Grammatical Structures

- Unit 31 Languages Form and Function
- Unit 32 Using Language for Communicative Functions
- Unit 33 Doing Things with Language: Appropriateness
- Unit 34 Doing Things with Language: Politeness
- Unit 35 Requests, Offers and Invitations
- Unit 36 Examples From Literature

- Audios:**
1. Metaphors as Extension of Meaning (Block-1)
 2. Confusion of Semantic and Structural Criteria (Block-2)
 3. Phrasal Verbs (Block-4)
 4. Sound Patterns as Literary Devices

- (Block-5)
5. Rhetorical Devices and Examining Rhetoric-Parts I & II
 6. Language Form and Function
 7. Examining Rhetoric

- Videos:**
1. Structure Words in Discourse
 2. Figures of Speech

II The Structure of Modern English (BEGE-102)

8 credits

This course is assigned 8 credits and its objective is to acquaint the student with the structure of modern English. It provides a linguistic description of modern English at the levels of : i) phonetics and phonology, ii) morphology and iii) syntax. The course does not include much linguistic theory and deals with the structure of English in a practical way. The aim is to help the undergraduate student acquire a better understanding of how language operates and attain a reasonable level of accuracy in the use of the language, both in speech and in writing.

SYLLABUS

Block 1: Phonetics and Phonology-1

- Unit 1 An Introduction to Phonetics
- Unit 2 English Vowels-1
- Unit 3 English Vowels-2
- Unit 4 English Consonants-1
- Unit 5 English Consonants-2

Block 2: Phonetics and Phonology-2

- Unit 6 Word Stress
- Unit 7 Stress and Rhythm in Connected Speech
- Unit 8 Intonation-1
- Unit 9 Intonation-2
- Unit 10 Intonation-3

Block 3: Morphology-1

- Unit 11 Words and their Elements
- Unit 12 Morphology: Some more Basic Concepts
- Unit 13 Inflectional Morphology of English-1
- Unit 14 Inflectional Morphology of English-2
- Unit 15 Inflectional Morphology of English-3

Block 4: Morphology-2

- Unit 16 Derivational Morphology-1
- Unit 17 Derivational Morphology-2
- Unit 18 Derivational Morphology-3
- Unit 19 Word Compounding
- Unit 20 Other Word Formation Processes

Block 5: Syntax-1: Sentence Structure-1

- Unit 21 What is a Sentence?
- Unit 22 Basic Sentence Patterns
- Unit 23 The Subject
- Unit 24 The Nature of the Predicate: The Verb
- Unit 25 Objects and Complements

Block 6: Syntax-2: Sentence Structure-2

- Unit 26 Adverbials
- Unit 27 Negatives
- Unit 28 Questions
- Unit 29 Imperatives and Exclamations

Block 7: Syntax-3: Compound and Complex Sentences

- Unit 30 Clause Types and Sentence Types
- Unit 31 Compound Sentences
- Unit 32 Complex Sentences – 1
- Unit 33 Complex Sentences – 2
- Unit 34 Complex Sentences – 3

Block 8: Syntax-4: The Noun Phrase and the Verb Phrase

- Unit 35 The Noun Phrase – 1 The Head: Pre-modification
- Unit 36 The Noun Phrase – 2 Post-modification : The Relative Clause
- Unit 37 The Noun Phrase – 3 Post-modification : The Prepositional Phrase
- Unit 38 The Verb Phrase – 1 Lexical, Auxiliary and Prepositional Phrase
- Unit 39 The Verb Phrase – 2 Tense: Aspect; Modality

- Audios:**
1. An Introduction to Phonetics
 2. English Vowels
 3. English Consonants
 4. Word Stress
 5. Stress and Rhythm in Connected Speech
 6. Intonation-1: Tone Groups
 7. Intonation-2: Location of the Nucleus
 8. Tones on the Nucleus
 9. Morphology: The Basic Concepts
 10. Inflectional Morphology of English
 11. Derivational Morphology

III Communication Skills in English (BEGE-103)

8 credits

This course is assigned 8 credits and requires about 240 hours of study on your part. It aims at making you aware of how a communicative situation influences the choice of sentence structure and vocabulary.

This course is divided into 8 blocks of 5 units each, and includes the basic concepts in communication, formal and informal conversation, official communication, diaries, notes and use of English for media i.e. Print, T.V. and Radio.

Block 1 Some Concepts for Communication in English

- Unit 1 English in India, and the World
- Unit 2 Global English and Indian English
- Unit 3 The Globalization of Communication: A Global Village
- Unit 4 Globalization and Communication Skills
- Unit 5 Verbal and Non-verbal Communication

Block 2 Listening and Speaking in Informal Contexts

- Unit 6 Informal Interpersonal Functions
- Unit 7 Small Talk
- Unit 8 Making Enquiries/ Asking Questions
- Unit 9 Agreeing and Disagreeing
- Unit 10 Conversation Conventions

Block 3 Listening and Speaking in Formal Contexts

- Unit 11 Preparing for Interviews
- Unit 12 Interview and Job Search Etiquette
- Unit 13 Group Discussions and Meetings
- Unit 14 Oral Presentation Skills and Public Speaking-1
- Unit 15 Oral Presentation Skills and Public Speaking-2

Block 4 Writing

- Unit 16 Writing a CV or a Résumé
- Unit 17 Letters: Structure and Conventions
- Unit 18 The Language of Formal Letters
- Unit 19 Some Kinds of Formal Letters
- Unit 20 Job Related Letters

Block 5 Print Media

- Unit 21 Language of Formal Reports
- Unit 22 Some Kinds of Official Reports
- Unit 23 Writing Summaries and Notes
- Unit 24 Writing for Print - 1
- Unit 25 Writing for Print - 2

Block 6 Mediated Communication

- Unit 26 Mediated Communication
- Unit 27 The Radio
- Unit 28 Television
- Unit 29 Producing Content for Radio and Television
- Unit 30 Listening to English over the Media

Block 7 The World Wide Web and Corporate Communication

- Unit 31 Networks and Multimedia
- Unit 32 Writing for the World Wide Web
- Unit 33 Corporate Communications
- Unit 34 Using the Right Words: American or British
- Unit 35 Language Skills for Web Content Writing

Block 8 Using Language for Communication: Rhetoric and Argumentation

- Unit 36 The Non-literal Use of Language
- Unit 37 Rhetoric and Grammar
- Unit 38 A First Guide to Argumentation
- Unit 39 More Fallacies and Arguments in Advertising
- Unit 40 Presuppositions, Dilemmas and Language

IV English for Business Communication (BEGE-104)

8 credits

This course will prepare students for the work place. It will help them to apply for a job and to prepare and appear for an interview. It will also train them to function satisfactorily at the work place by giving them tools such as telephone skills, participating in meetings, making presentations, writing internal and external business correspondence, including projects proposals and reports.

SYLLABUS

Block 1 Recruitment-I

- Unit 1 Getting Ready for the Job Market
- Unit 2 Preparing a Portfolio
- Unit 3 Responding to Advertisements
- Unit 4 Writing a CV and Letter of Application

Block 2 Recruitment-II

- Unit 1 Preparing for Interviews
- Unit 2 Facing Interviews
- Unit 3 Phone and Walk - in Interviews
- Unit 4 Group Discussions

Block 3 Business Etiquette and Profiles

- Unit 1 Greetings
- Unit 2 Importance of Small Talk in Business
- Unit 3 Business Organizations
- Unit 4 Jobs and Responsibilities

Block 4 Using Telephone at the Workplace

- Unit 1 Features of Telephone Communication
- Unit 2 Making Arrangements and Appointments
- Unit 3 Leaving and Taking Messages
- Unit 4 Voice Mail, Video Conferencing and Conference Calls

Block 5 Writing Skills: Internal and External Business Correspondence

- Unit 1 Modes of Communication
 Unit 2 Internal Business Correspondence-I
 Unit 3 Internal Business Correspondence-II
 Unit 4 External Business Correspondence-I
 Unit 5 External Business Correspondence-II

Block 6 Making Presentations at the Workplace

- Unit 1 Presentation skills - I: Essentials of Presentation Skills
 Unit 2 Presentation Skills - II: Outlines and Structures

- Unit 3 Presentation Skills - III: Using Visual Aids
 Unit 4 Presentation Skills - IV: The ending
 Unit 5 Telephone presentations

Block 7 Participating in Meetings at the Workplace

- Unit 1 Setting the Agenda and Planning a Meeting
 Unit 2 Types of Meeting
 Unit 3 Conducting and Participating in Meetings-I: Role of the Chairperson
 Unit 4 Conducting and Participating in Meetings-II

Block 8 Proposals and Reports

- Unit 1 Basic Features of Proposals
 Unit 2 Project Proposals
 Unit 3 Reports-I
 Unit 4 Reports-I

SYLLABUS**V Understanding Prose (BEGE-105)****8 credits**

This is an 8 credit course on literature and requires roughly 240 hours of study. This course aims to introduce the student to some representative varieties and forms of prose.

SYLLABUS**Blocks 1: Varieties of Prose: Descriptive Prose**

- Unit 1 'Understanding Prose': An Introduction
 Unit 2 Descriptive Prose-I:
The War of the Worlds (H.G. Wells)
Out of Africa (Isak Dinesen)
 Unit 3 Descriptive Prose-II:
Inishfallen, Fare Thee Well (Sean O' Casey)
Mornings in Mexico (D.H. Lawrence)
 Unit 4 Descriptive Prose-III:
The Village (Mulk Raj Anand)
Bleak House (Charles Dickens)

Block 2: Varieties of Prose: Narrative Prose

- Unit 5 Narrative Prose-I:
The Blue Nile (Alan Moorehead)
From Heaven Lake (Vikram Seth)
 Unit 6 Narrative Prose-II
The Short Happy Life of Francis Macomber (Hemingway)
Ake (Soyinka)
 Unit 7 Narrative Prose-III:
A Folk Tale (A.K. Ramanujan)
The Inheritors (Golding)

Block 3: Expository Prose

- Unit 8 Expository Prose-I
Twelve Million Black Voices (Richard Wright)
 Unit 9 Expository Prose-II:
Men and Learning (Edmund Leach)
 Unit 10 Expository Prose-III:
The Artist (Rabindranath Tagore)
 Unit 11 Expository Prose-IV:
Notes on the English Character (E.M. Forster)

- Audios:** 1. Descriptive Prose
 2. Narrative Prose
 3. Expository Prose
 4. The Essay
 5. It was All About the Essay

Block 4: Forms of Prose: Short Story

- Unit 12 Introduction to the Short Story
 Unit 13 'The Mother' by Judah Waten
 Unit 14 'Grief' by Anton Chekov
 Unit 15 'The Other Woman' by Dina Mehta
 Unit 16 'The Legacy' by Virginia Woolf

Block 5: The Novel: *The Binding Vine*

- Unit 17 General Introduction to the Indian English Novel
 Unit 18 *The Binding Vine* by Shashi Deshpande: Plot
 Unit 19 Themes
 Unit 20 Characterisation
 Unit 21 Technique

Block 6: Non Fictional Prose I: Essays, Letters, Travelogues

- Unit 22 Francis Bacon "Of Great Place"
 Unit 23 Jamaica Kincaid "On Seeing England for the First Time"
 Unit 24 Charles Lamb's "A Dissertation upon Roast Pig"
 Unit 25 Jawaharlal Nehru – Letters to Indira Gandhi
 Unit 26 Bill Aitken – Travel by a Lesser Line

Block 7: Non Fictional Prose II: Biography, Autobiography, Diary and Speeches

- Unit 27 Boswell's *Life of Johnson* (Biography)
 Unit 28 Gandhi's *My Experiments with Truth* (Autobiography)
 Unit 29 Diary of Anne Frank
 Unit 30 Margaret Laurence's *My Final Hour*

6. The Short Story-1
 7. The Short Story-2

- Videos:** 1. Thomas Hardy—A Profile
 2. The Victorian Age

VI Understanding Poetry (BEGE-106)

8 credits

This is an 8 credit course on poetry in English. The first five deal with English poetry, the sixth, seventh and eighth with American and Indian poetry in English. In all, you will read about poems/excerpts from long poems starting from Shakespeare and Milton in the Seventeenth century, Dryden, Pope Johnson in the eighteenth century and few romantic poets, Victorian poets along with some American and Indian poets. The course is divided into eight blocks and the texts of the poems are printed in the blocks along with the study material.

SYLLABUS

Block 1 Early Modern English Poets

- UNIT 1 Why Read a Poem? and, How to Study *Understanding Poetry?*
- UNIT 2 On Metre, Scansion and, Prosody
- UNIT 3 William Shakespeare's Sonnets
- UNIT 4 John Milton
- UNIT 5 John Donne
- UNIT 6 Andrew Marvell

Block 2 The Long Eighteenth Century

- UNIT 7 John Dryden: *Mac Flecknoe*
- UNIT 8 Alexander Pope: *An Essay on Man*
- UNIT 9 Samuel Johnson: *The Vanity of Human Wishes*
- UNIT 10 Thomas Gray: *Elegy Written in a Country Churchyard*

Block 3 The Romantic Poets

- UNIT 11 William Wordsworth
- UNIT 12 S.T. Coleridge
- UNIT 13 Lord Byron
- UNIT 14 P.B. Shelley
- UNIT 15 John Keats

Block 4 The Great Victorian Poets

- UNIT 16 Alfred, Lord Tennyson
- UNIT 17 Robert Browning
- UNIT 18 Matthew Arnold
- UNIT 19 Gerard Manley Hopkins
- UNIT 20 Thomas Hardy and D.H. Lawrence

Block 5 The High Modernist, Postmodernist and Recent Poets

- UNIT 21 William Butler Yeats
- UNIT 22 T.S. Eliot
- UNIT 23 Philip Larkin
- UNIT 24 Ted Hughes
- UNIT 25 Seamus Heaney

Block 6 The American Poets-I

- UNIT 26 Ralph Waldo Emerson
- UNIT 27 Walt Whitman
- UNIT 28 Edgar Allan Poe
- UNIT 29 Henry Wadsworth Longfellow
- UNIT 30 Emily Dickinson

Block 7 The American Poets-II

- UNIT 31 Robert Frost
- UNIT 32 William Carlos Williams
- UNIT 33 Wallace Stevens
- UNIT 34 Langston Hughes
- UNIT 35 Allen Ginsberg

Block 8 Indian English Poets

- UNIT 36 Rabindranath Tagore and Sarojini Naidu
- UNIT 37 Nissim Ezekiel and Kamala Das
- UNIT 38 A.K. Ramanujan and Jayanta Mahapatra
- UNIT 39 Arun Kolatkar and Agha Shahid Ali
- UNIT 40 Dilip Chitre and Keki N. Daruwalla

- Audios:**
1. The Renaissance (4 Parts)
 2. From Renaissance towards Rationalism (5 Parts)
 3. Shelley and Keats (2 Parts)
 4. The Sound of Tennyson's Poems
 5. American Transcendentalism
 6. A.K.Ramanujan: A Poet of Perception
 7. Walt Whitman: Music and the Poetic Revolution

Video: Kamala Das

VII Understanding Drama (BEGE-107)

8 credits

This is an 8 credit course on drama in English. The first block deals with Introduction to Drama. Block 2 is a discussion on Shakespeare's play *Julius Caesar*. You will also study Arthur Miller's, *All My Sons*, Mohan Rakesh, *Halfway House*, Ngugi's *The Trial of Dedan Kimathi* and a contemporary Marathi play in English translation: *Ghashiram Kotwal* by Vijay Tendulkar. There are six blocks in all.

SYLLABUS

Block 1: Drama : An Introduction

- Unit 1 Drama and Theatre
- Unit 2 One Act Plays
- Unit 3 Aspects of Drama
- Unit 4 Different Types of Drama
- Unit 5 Developments in 20th Century Drama

Block 2: Julius Caesar

- Unit 6 Drama Around Shakespeare
- Unit 7 Shakespeare's Life and Works
- Unit 8 Structure and Style of the Play Julius Caesar
- Unit 9 Theme and Characterization

Block 3: Arthur Miller

- Unit 10 American Drama around Arthur Miller
- Unit 11 All My Sons: A Detailed Study
- Unit 12 Thematic Concerns in All My Sons
- Unit 13 Characterisation in All My Sons

Unit 26 Dramatic Techniques

- Audios:**
1. A Short History of One Act Play –Part 1
 2. A Short History of One Act Play – Part 2
 3. Ghashiram Kotwal – A Discussion
 4. Ibsen and Shaw: A Comparative Study
 5. Macbeth as Drama – Part I
 6. Macbeth as Drama – Part II
 7. The All Pervasiveness of Evil in

Block 4: Halfway House

- Unit 14 Mohan Rakesh: Life, Times, Works
- Unit 15 Halfway House: A Reading
- Unit 16 Middle Class Concerns in Halfway House
- Unit 17 Women and Society in Halfway House
- Unit 18 Dramatic Form in Mohan Rakesh's Halfway House

Block 5: The Trial of Dedan Kimathi

- Unit 19 African and Kenyan History and Drama in Kenya
- Unit 20 Ngugi Wa Thiong'O's Life, Literature and Ideology
- Unit 21 The Trial of *Dedan Kimathi* — Critical Summary
- Unit 22 The Trial of *Dedan Kimathi* — An Evaluation

Block 6: Ghashiram Kotwal: A Study Guide

- Unit 23 Ghashiram Kotwal
- Unit 24 Background and Plot
- Unit 25 Themes and Characterisation

Macbeth – Part I

8. The All Pervasiveness of Evil in Macbeth – Part II
9. Ibsen's A Doll's House - I
10. Ibsen's A Doll's House - II
11. Ibsen's A Doll's House - III
12. Understanding Bernard Shaw

- Videos:**
1. The Bishop's Candlesticks – Part 1
 2. The Bishop's Candlesticks – Part 2

VIII Reading the Novel (BEGE-108)

8 credits

This is an 8-credit course on the novel in English comprising 6 blocks. The first block will give you an introduction to the novel as a literary genre. The rest of the blocks deal with specific novels: *A Tale of Two Cities* by Charles Dickens, Chinua Achebe's *Things Fall Apart*, *Sunlight on A Broken Column* by Attia Hossain and Gopinath Mohanty's Oriya novel *Paraja* in English translation. The final block is a retrospective on the novel. We expect you to buy the novels or read them in your Study Centre library.

SYLLABUS

Block 1: The Novel: An Introduction

- Unit 1 The Novel: A Literary Genre
- Unit 2 Aspects of the Novel-I

- Unit 3 Aspects of the Novel-II
- Unit 4 Centextualising Kate Chopin's *The Awakening*
- Unit 5 Locating *The Awakening*: Background and Contexts
- Unit 6 Critical Responses to *The Awakening*
- Unit 7 Critical Approaches to *The Awakening*

Block 2: A Tale of Two Cities

- Unit 8 Introductory: *A Tale of Two Cities*
- Unit 9 Reading the Text – Books I & II
- Unit 10 Reading the Text – Book III
- Unit 11 The French Revolution
- Unit 12 Dickens’ Treatment of the French Revolution
- Unit 13 The Two Worlds of *A Tale of Two Cities*
- Unit 14 Dickens’ Humanism and Social Concerns

Block 3: Things Fall Apart

- Unit 15 Africa: A Brief Historical Survey
- Unit 16 The African Novel in English: An Introduction
- Unit 17 Literature and Society in Nigeria
- Unit 18 Chinua Achebe: Life and Works
- Unit 19 *Things Fall Apart*: Detailed Analysis
- Unit 20 Specific Features of *Things Fall Apart*

Block 4: Attia Hosain: Sunlight on a Broken Column

- Unit 21 Introduction to the Writer and the Indian Novel in English

- Unit 22 Reading Novel
- Unit 23 Theme and Women Character
- Unit 24 Structure of the Novel
- Unit 25 Critical Assessment

Block 5: Paaraja

- Unit 26 PARAJA: An Introduction
- Unit 27 The Cultural Context of *PARAJA*
- Unit 28 Tribal Life as Reflected in *PARAJA*
- Unit 29 *PARAJA*: A Novel in Translation
- Unit 30 Theme and Plot
- Unit 31 *PARAJA* in Indian English Literature

Block 6: The Novel: A Retrospective

- Unit 32 The Novel: A Conclusion
- Unit 33 Critical Perspectives on the Novel
- Unit 34 The Indian English Novel
- Unit 35 The Novel of the Diaspora
- Unit 36 Future of the Novel

- Audios:**
1. Socio-Cultural context of the Novel—*Sunlight on a Broken Column*
 2. The Art of Fiction (3 Parts)
 3. *Things Fall Apart* as a Modern Classic
 4. *The Scarlet Letter* (3 Parts)

- Videos:**
1. *A Tale of Two Cities*: The Art of Charles Dickens Part I
 2. *A Tale of Two Cities*: The Art of Charles Dickens Part II
 3. The Victorian Age

2.5 ECONOMICS

I Fundamentals of Economics (EEC-11)

8 credits

The course, Fundamentals of Economics (EEC 11), aims at exposing the learner to the basic concepts of economic theory. It is divided into 9 blocks, spanning over 21 units. Block-1 introduces the subject matter of economics along with the nature of basic economic concepts and the methodology adopted in the underlying theory. Block-2 analyses the behaviour of consumers while Block-3 is concerned with technical specifications of production and cost functions. Block-4 analyses behaviour of the producers under different forms of market organisation. The theories of factor pricing, that is, determination of wages, rent, interest and profits in the society is the concern of Block 5. These five blocks constitute the core of micro economic analysis. Next three blocks deal with what is popularly known as macro-economic analysis. Block 6 explains the idea of circular flows of money (and goods and services) in the society, and measurement of national income. In Block 7, we present various aspects of determination of income, employment and interest in the economy. Block 8 deals with the relationship between quantity of money and price level on the one hand and those between rate of change of prices and levels of unemployment on the other. In this context we discuss Classical, Keynesian and Modern versions of quantity theory of money and Philips curve. Finally, Block 9 introduces you to international and public economics. You will be exposed to theories concerning comparative cost of international trade, gains from trade, terms of trade and the structure of balance of payments accounts in the first unit of this block. The basic aspects of public finance, public goods, externalities and market failure, public revenue and expenditure will be explained in its second unit. It is a revised version of the earlier offered course EEC-01.

SYLLABUS

Block 1: Introduction of Economics

- Unit 1 Central Problems
- Unit 2 Basic Economics Concepts
- Unit 3 Methods of Economic Analysis

Block 2: Theory of Consumer Behaviour

- Unit 4 Demand Function and Elasticity
- Unit 5 Consumer Equilibrium: Cardinal and Ordinal Approaches

Block 3: Theory of Production and Costs

- Unit 6 Theory of Production
- Unit 7 Theory of Costs

Block 4: Market Structure

- Unit 8 Various Forms of
- Unit 9 Theory of Monopoly
- Unit 10 Monopolistic Competition

Block 5: Pricing in Factor Markets

- Unit 11 Marginal Productivity Theory of Distribution and Determination of Wages
 Unit 12 Rent, Interest and Profit

Block 6: Macroeconomic Aggregates

- Unit 13 Circular Flow and National Income
 Unit 14 National Income Measurement

Block 7: Determination of Income, Employment and Interest

- Unit 15 Equilibrium in Goods Market
 Unit 16 Equilibrium in Money Market
 Unit 17 Integration of Goods and Money Markets

Block 8: Money and Prices

- Unit 18 Theories of Demand for Money: Classical, Keynesian and Modern Versions
 Unit 19 Inflation and Unemployment

Block 9: Introduction to International Trade and Public Economics

- Unit 20 Topics in International Economics
 Unit 21 Public Economics

- Videos:** 1. National Income and its Distribution
 2. Underdevelopment and Economic Growth

- Audios :** 1. Economy and Economics (Part –I)
 2. Economy and Economics (Part –II)
 3. Money and Prices
 4. How the Consumer Decides
 5. The Income Shares in an Economy

II Indian Economic Development: Issues and Perspectives (BECE-002)

The course on *Indian Economic Development: Issues and Perspectives* (BECE 002) is being offered from January 2010 replacing its earlier version EEC 12: Indian Economic Development Since Independence. The course provides the essentials of understanding the developmental challenges faced by India during the six decades of its experience in economic planning. Besides providing with the required historical perspective of the challenges faced, to the extent that it is important to have an appreciation of the difficulties experienced in the earlier years, it especially focuses on the challenges being faced in the current times. The course consists of seven blocks spread over a total of 28 units. The block-wise focus in terms of their themes are as follows: Approaches to Development, Resources for Development, Fiscal and Monetary Issues, Agricultural Sector, Industry and Services Sector, External Sector Social Aspects of Development. A brief outline of the contents of each block is as follows.

SYLLABUS**Block 1: Approaches to Development**

- Unit 1 Alternative Paradigms of Development
 Unit 2 Thoughts on Development of Select Vintage Thinkers
 Unit 3 Growth and Structural Change
 Unit 4 Planning, Governance and Institutions

Block 2: Resources for Development

- Unit 5 Monetary and Financial Resources
 Unit 6 Physical, Natural & Environmental Resources
 Unit 7 Demographic Features
 Unit 8 National Statistical System

Block 3: Fiscal and Monetary Issues

- Unit 9 Monetary Policy
 Unit 10 Fiscal Federalism
 Unit 11 Taxation and Expenditure in India
 Unit 12 Fiscal Reforms

Block 4: Agricultural Sector

- Unit 13 Phases in Agricultural Development
 Unit 14 Impact of Green Revolution
 Unit 15 Agriculture, Productivity and Farmers' Welfare

Block 5: Industry and Services Sector

- Unit 16 Industrial Policy and Strategy
 Unit 17 Industrial Growth and Structure
 Unit 18 Foreign Investment
 Unit 19 Services Sector

Block 6: External Sector

- Unit 20 Trade and Development
 Unit 21 Empirical Aspects of Trade and Balance of Payments
 Unit 22 Regional Trading Arrangements
 Unit 23 WTO and Challenges of New Trading and Financial Systems

Block 7: Social Aspects of Development

- Unit 24 Education and Health
 Unit 25 Labour and Employment
 Unit 26 Gender Issues of Development
 Unit 27 Water and Development
 Unit 28 Global Economic Crisis

III Elementary Statistical Methods and Survey Techniques (EEC-13)

8 credits

The basic purpose of the course is to equip the learners with some important statistical tools, which would help them in analysis and interpretation of data. The course explains in a self-explanatory simple manner the fundamental ideas of statistical theory that are particularly appropriate for solving economic problems. It draws upon examples as far as possible from real life situations. It comprises 7 blocks with 20 units. It is a revised version of the earlier offered course EEC-03. Students who have already taken EEC-03 should not opt for EEC-13

SYLLABUS

Block 1: Data and its Presentation

- Unit 1 Basic Concepts
- Unit 2 Data Collection Methods
- Unit 3 Tabulation and Graphical Representation of Data

Block 2: Summarisation of Univariate Data

- Unit 4 Measures of Central Tendency
- Unit 5 Measures of Dispersion
- Unit 6 Measures of Skewness and Kurtosis

Block 3: Summarisation of Bivariate Data

- Unit 7 Presentation of Bivariate Data
- Unit 8 Correlation Analysis
- Unit 9 Regression Analysis

Block 4: Index Numbers, Time Series and Vital Statistics

- Unit 10 Index Numbers
- Unit 11 Deterministic Time Series and Forecasting
- Unit 12 Vital Statistics

Block 5: Probability and Probability Distributions

- Unit 13 Elementary Probability
- Unit 14 Probability Distributions -I
- Unit 15 Probability Distributions –II

Block 6: Sampling Theory and Survey Techniques

- Unit 16 Basic Concepts of Sampling
- Unit 17 Sampling Procedure

Block 7: Statistical Inference

- Unit 18 Statistical Estimation
- Unit 19 Testing of Hypothesis
- Unit 20 Chi-square Test for Nominal Data

IV Agricultural Development in India (BECE-214) (Revised Version of EEC-14)

8 credits

Agriculture is an important sector of the Indian economy. It not only fulfils the basic food needs of the people, but also provides inputs to non-agricultural sector, employment to majority and contributes to exports. In recent years, particularly after economic liberalization, Indian agricultural scenario has entered into a period of transition. It is gradually being realised that free trade is helpful in accelerating growth and efficiency of the economy and external trade on the basis of tariff system is proposed. In the post-WTO regime the Indian agricultural sector is facing major challenges from imports and exports of agricultural products.

We attempt to cover some of the important issues related to Indian agricultural development in this course. It comprises 27 units spread over eight blocks. Please note that this is a revised version of the earlier offered course EEC-14.

SYLLABUS

Block 1: Agriculture and Economic Development

- Unit 1 Agriculture and Economic Growth
- Unit 2 Land Utilisation and Cropping Pattern
- Unit 3 Water and Irrigation Resources

Block 2: Indian Agriculture: Institutional Perspectives

- Unit 4 Land and Agrarian Relations during the Pre-Independence Period
- Unit 5 Land and Agrarian Relations during the Post-Independence Period
- Unit 6 Panchayati Raj and Local Self Government

Block 3: Agricultural Development Through the Plans

- Unit 7 Role and Importance of Agriculture in Indian Economy
- Unit 8 Diversification Trends of Indian Agriculture
- Unit 9 Forestry in India: Linkage with Agricultural Sector
- Unit 10 Rural Industrialisation Programme

Block 4: Technological Changes in Indian Agriculture

- Unit 11 Green Revolution
- Unit 12 New Technology and Distribution of Gains

Block 5: State and Agricultural Sector

- Unit 13 Trends in Agricultural Productivity
- Unit 14 New and Emerging Agricultural Practices
- Unit 15 Capital Formation in Agriculture
- Unit 16 Agricultural Marketing in India
- Unit 17 Cooperative Movement in Legislations
- Unit 18 Institutional Finance, Contract Farming and Food Chain

Block 6: Issues in Agricultural Sector I

- Unit 19 Food Security
- Unit 20 Agricultural Price Policy and Food Inflation
- Unit 21 New Agricultural Strategy
- Unit 22 Environmental Impact of Agricultural Progress

Block 7: Issues in Agricultural Sector II

- Unit 23 Agricultural Taxation, Subsidies and Insurance
- Unit 24 Agricultural Labour and Wages
- Unit 25 Small Farmer's Distress and MGNAREGA

Block 8: Agriculture and International Context

- Unit 26 Foreign Trade in Agricultural Goods
- Unit 27 International Commitments

V Economic Development: Comparative Analysis and Contemporary Issues (BECE-016)

8 credits

This course purports to acquaint with the theme of Economic Development with country experiences in different settings in the twentieth century as well as contemporary and emerging global economic order, which will impact various countries in their course of development and progress. Divided in five blocks the course is designed to cover the various approaches followed by countries and experiences of major countries with each of the major approaches followed by them. Within capitalistic approach experiences of the United States, Japan and Western Europe, within socialistic approach experiences of the Soviet Union, China and Eastern Europe and within mixed economy approach, besides India, experiences of East Asian, Latin American and African countries are covered. Experiences of Scandinavian and Nordic countries are covered under approach of market socialism. But the narration of experiences is usually preceded by delineation of the approach in terms of its chief characteristics and institutions

However, the course also tries to cover the global economic order. Various sector reforms are analysed in this backdrop. There are no unmixed blessings in the economic arena and therefore, with a view to completing the theme, units on various challenges-national and international, global and local, technology and sustainability, have also been designed.

SYLLABUS

Block 1: Economic Growth and Development	Unit 12	The Indian Experience
Unit 1 Concept of Growth and Development	Unit 13	The Latin American and African Experiences
Unit 2 Theories of Growth		
Unit 3 Dual Economy Theories		
Unit 4 Social and Environmental Aspects of Development		
		Block 4 Emerging Global Economic Order
	Unit 14	Emerging Trading System
	Unit 15	Emerging Financial System
	Unit 16	Emerging Information and Technology Order
Block 2: Models of Development in the Twentieth Century-I	Unit 17	Economic Reforms and Their Implications: Agricultural Sector Reforms, Land Reforms, Labour Sector Reforms, Industrial Sector Reforms, Financial Sector Reforms, Trade Reforms
Unit 5 The Capitalistic Approach		
Unit 6 Experiences of United States, Japan and Western Europe		
Unit 7 The Socialistic Approach		
Unit 8 Experiences of Soviet Union, China and Eastern Europe		
Unit 9 Market Socialism: Experience of Scandinavian and Nordic Countries		
		Block 5 Emerging Challenges and Issues of Development in the 21st Century
	Unit 18	Globalisation, Liberalisation and Privatisation
	Unit 19	International Economic Issues-The Debt crisis, Terms of Trade Deterioration, Volatility of Exchange Rates, Private Capital Flows and Its Volatility
Block 3: Models of Development in the Twentieth Century II	Unit 20	Current Issues of Sustainable Development
Unit 10 The Mixed Economy Approach	Unit 21	Technological Challenges (ICT Developments)
Unit 11 The East Asian Experience (Asian tigers)	Unit 22	Governance and Decentralisation

VI Industrial Development in India (BECE-107)

8 credits

In the present era of globalisation, industrial development has become the key factor for sustaining a high growth path of countries. In this, the role of service sector and ICT industry has become more and more important. Before this era of globalisation, India has issued and worked under several industrial policy resolutions. Through these, two major issues have prevailed: one, the type of industrialisation that has to be followed (in which India adopted the Import Substituting Industrialisation policy) and, two, the extent to which the State should involve itself in the industrial development process. During the past nearly two and half decades of post-economic-liberalisation phase (i.e. post-

1991), the policy tilt has been towards promotion of ‘market economy’. Many changes have since taken place in the industrialisation process like: fragmentation of production processes, outsourcing and off-shoring and increasing role of informal sector enterprises. Against this background, the current course, viz. BECE 107, replaces its earlier course EEC 07 (both offered with the same title ‘Industrial Development in India’ but with different course codes) with the following course structure. The course consists of 34 units spread over 8 blocks as follows.

SYLLABUS

Block 1: Indian Industry and Economic Development

- Unit 1 Industry and Economic Development
- Unit 2 Industry and Sectoral Linkages
- Unit 3 Industrial Structure
- Unit 4 Economic Reforms and New Industrial Policy
- Unit 5 Industrial Classification and Sources of Data

Block 2: Boundary of Industry

- Unit 6 Organised and Unorganised Industrial Enterprises
- Unit 7 Industrial Growth and Pattern
- Unit 8 Major Large Scale Industries
- Unit 9 Micro, Small and Medium Enterprises

Block 3: Industrial Organisation and Ownership Structure

- Unit 10 Public Sector and Public Utilities
- Unit 11 Privatisation and Issues Relating to Disinvestment Policies
- Unit 12 Private Corporate Sector
- Unit 13 Industrial Competition and Competition Policy
- Unit 14 Corporate Governance, Business Ethics and Corporate Social Responsibility
- Unit 15 Industrial Regulation and Pricing Policies

Block 4: Industrial Productivity

- Unit 16 Concept and Measurement of Productivity
- Unit 17 Productivity in Indian Industries
- Unit 18 Economies of Scale and Scope

Block 5: Financing of Industry

- Unit 19 Financing Through Equity and Debt
- Unit 20 Financing for Industry
- Unit 21 Sources of External Financing
- Unit 22 FDI and Industrial Development

Block 6: Location and Dispersion

- Unit 23 Location of Industries
- Unit 24 Dispersion and Regional Disparity in India
- Unit 25 Industrial Clusters and SEZs

Block 7: Industrial Labour

- Unit 26 Employment Dimension of Indian Industry
- Unit 27 Industrial Regulation and Industrial Relations
- Unit 28 Industrial Wages
- Unit 29 Social Security for the Unorganised Enterprises
- Unit 30 Labour Standards and Industrial Growth

- Block 8: Challenges of Indian Industry**
 Unit 31 Globalisation, Competitiveness and Indian Industry
 Unit 32 Industrial Sickness and Underutilisation of Capacity

- Unit 33 Industrial Pollution and Sustainable Development
 Unit 34 Outsourcing and Fragmentation of Production Process

2.6 HISTORY

I Modern India 1857-1964 (EHI-01)

8 credits

History is not merely a study of the past but it also sheds light on the present to shape our future. In fact it helps us to understand contemporary social reality, for the present has evolved through the events and developments which occurred in the past. Similarly, the experiences of the past in relation to the present, guide us in determining the future course of our development. It is in this context that the History: Elective Course-I on Modern India has been introduced as a compulsory elective course for all those learners who take up History.

Dealing with a period (1857-1964) which is so full of complexities is not an easy task. Yet, we have attempted to familiarise you with the crucial issues of the period. We start by giving you a theoretical understanding of Imperialism and Colonialism and move on to study their impact on the economic, social, political and cultural life in India. As a result of colonial exploitation there emerged strong nationalist feelings among the Indians. Soon unorganised discontent took the shape organised resistance at an all-India level. This is termed as the Indian National Movement which culminated in the Independence of India on 15th August, 1947. Independence was not merely an achievement for India but a turning point for all the oppressed people of the world seeking freedom from foreign rule. Indian independence led to the weakening of the oppressive colonial system the world over. It is in this context that the National Movement in India has great international significance.

Various trends and ideologies that emerged during the National Movement in India have also been dealt with; the role of the leadership, consciousness among the oppressed and their role and popular struggles, etc.

Another aspect of the course is what we term as Contemporary History. An entire block has been devoted to themes like planning and development, land reforms and the theory of secularism in Independent India.

SYLLABUS

Block 1: Imperialism, Colonialism and Nationalism

- Unit 1 Imperialism and Colonialism: A Theoretical Perspective
 Unit 2 Imperialism: Its Effects
 Unit 3 The Rise of National Consciousness
 Unit 4 The Revolt of 1857
 Unit 5 Colonialism : The New Administrative System-Pre-and Post-1857
 Unit 6 Consolidation of the Raj: Frontier and Foreign Policy

Block 2: Emergence of Organised Nationalism

- Unit 7 Popular Uprisings: The Second Half of the 19th Century
 Unit 8 Social Reforms in 19th Century India
 Unit 9 Indian National Congress: Formation
 Unit 10 Indian National Congress: Moderates and Extremists
 Unit 11 Partition of Bengal and the Swadeshi Movement

Block 3: Radical Trends, Nationalism and Mahatma Gandhi

- Unit 12 Marxist and Socialist Thought
 Unit 13 First World War: Causes and Consequences
 Unit 14 The Russian Revolution: Causes, Course, and Significance
 Unit 15 Revolutionary Trends, Ghadar Party and Home Rule League
 Unit 16 Mahatma Gandhi: Emergence in Indian Politics and his Ideology

Block 4: Nationalism : The Interwar Years - 1

- Unit 17 Constitutional Reforms: 1892-1920
 Unit 18 Non-Cooperation and Khilafat Movements : 1919-1922
 Unit 19 The Akali Movement
 Unit 20 The Non-Brahmin Movement in Western and Southern India
 Unit 21 The Swarajists and Constructive Work
 Unit 22 Growth of Communalism up to the Second World War

Block 5: Nationalism: Inter-War Years-II

- Unit 23 Freedom Movement and Nationalist Literature
- Unit 24 Revolutionary and Terrorist Movement: Bhagat Singh and Chittagong Armoury Raid
- Unit 25 Civil Disobedience Movement: 1930-34
- Unit 26 Indian National Congress-Socialist Ideas: Role of Nehru and Bose
- Unit 27 Growth of Left: Communist Party of India and Congress Socialist Party
- Unit 28 Growth of Trade Union and Peasant Movements: 1920s-1930s

Block 6: Nationalism: Inter-War Years-III

- Unit 29 Constitutional Reforms: 1921-1935
- Unit 30 Elections of 1937 and Congress Ministries
- Unit 31 The Growth of Indian Capitalism: the Capitalist Class and the Freedom Struggle
- Unit 32 Popular Struggles in the Princely States
- Unit 33 World War-II: Causes, Course and Consequences

- Videos:**
1. In Search of History
 2. Historiography

Block 7: Towards a Sovereign State

- Unit 34 Indian Nationalism during World War-II Quit Indian Movement and INA
- Unit 35 Towards Independence: 1945-1947
- Unit 36 Communalism and the Partition of British India
- Unit 37 Establishment of a Democratic Polity

Block 8: Independent India: Towards Development 1947-1964

- Unit 38 Planning and Industrialisation in India
- Unit 39 Planning and Land Reforms - India
- Unit 40 Foreign Policy of India
- Unit 41 The Theory and Practice of Secularism in India 1947-1964

- Audios:**
1. Drain of Wealth
 2. Official Attitude Towards Congress
 3. Indian Revolutionary Movement: Early Phase till 1914
 4. Popular response towards Quit India Movement
 5. Peasants and Peasant Leadership

II India: Earliest Times to the 8th Century A.D. (EHI-02)**8 credits**

Gone are the days when the writing of Ancient Indian History consisted merely of the kings, their kingdoms and personal achievement. We are gradually moving towards new areas of enquiry and raising questions pertaining to various dimensions of society like, how did it evolve or develop and what changes took place?

It is with these priorities in mind that the course EHI-02 India: Earliest Times to the 8th Century A.D.-has been prepared for you. The purpose of this course is to introduce to you the major stage in the history of India from the earliest times to the mid 8th Century A.D. The course is divided in 9 Blocks and each block takes up a major theme or a period which is considered significant in the history of Ancient India. Emphasis is on transition from one phase to another, cultures and civilizations, their characteristics, evolution of regional patterns and finally changes in polity, economy, religion and society during this period. This course ends at 8th Century. Subsequent developments will be taken up in EHI-03.

SYLLABUS**Block 1: Environment and Early Patterns of Adaptation**

- Unit 1 India: Physical Features
- Unit 2 Regions in Indian History: Formations and Characteristics
- Unit 3 Hunter-gathers: Archaeological Perspective
- Unit 4 Origins of Agriculture and Domestication of Animals

Block 2: Harappan Civilization

- Unit 5 Antecedents, Chronology and Geographical Spread
- Unit 6 Material Characteristics
- Unit 7 Nature of Contacts

Unit 8 Society and Religion

Unit 9 Diffusion and Decline

Block 3: Evolution of Early Indian Society: 2000 B.C. to 1000 B.C.

- Unit 10 Chalcolithic and Early Iron Age-I
- Unit 11 Chalcolithic and Early Iron Age-II
- Unit 12 The Early Vedic Society
- Unit 13 Changes in the Later Vedic Phase

Block 4: India: 6th to 4th Century B.C.

- Unit 14 Janapadas and the Mahajanapadas
- Unit 15 Rise of Urban Centres
- Unit 16 Society and Economy

Unit 17	Buddhism, Jainism and other Religious Ideas	Unit 29	Agrarian Settlements and Agrarian Society – Peninsular India
Block 5: Polity, Society and Economy: 320 B.C. to 200 B.C.		Unit 30	Expansion of Trade and Urban Centres
Unit 18	Magadhan Territorial Expansion	Unit 31	Growth of Tamil Language and Literature
Unit 19	Economy of the Mauryan Empire	Block 8: Indian Polity: 300-800 A.D.	
Unit 20	Administrative Organisation and Relationship with Other Powers	Unit 32	Rise and Growth of Guptas
Unit 21	Ashoka's Policy of Dhamma	Unit 33	Economy, Society and Polity: Guptas
Unit 22	Disintegration of the Empire	Unit 34	Post-Gupta Kingdoms in North India
		Unit 35	Kingdoms in the Deccan and the South
Block 6: India : 200 B.C. to 300 A.D.		Block 9: Transition of Early Medieval India	
Unit 23	Northern-Western and Northern India	Unit 36	Changes in Economy
Unit 24	Expansion in Network of Trade and Urbanization	Unit 37	Changes in Society
Unit 25	Development in Religion	Unit 38	Structure of Polity
Unit 26	Art and Architecture	Unit 39	Developments in Religion
Block 7: State and Society in South India: 200 B.C. to 300 A.D.		Audios:	1. Literature as a Source of Ancient Indian History-I
Unit 27	Early State Formation in Deccan		2. Literature as a Source of Ancient Indian History-II
Unit 28	Early State Formation in Tamilaham	Videos:	1. Unearthing the Past
			2. Reconstruction of the Past

III India from 8th to 15th Century (EHI-03)

8 credits

Chronologically this is in continuation of the course EHI-02. It covers the economic, social and political history of the given period. The course has two distinct sections. The first section covers the period from 8th to 13th century. The second section covers the polity, economy and society of the Sultanate period. The regional states outside the Sultanate have also been dealt with. The course ends with the advent of Mughal rule in India. A study of the Mughal Empire will be taken up in course EHI-04.

SYLLABUS

Block 1: Early Medieval Economy: 8th-13th Century	Block 4: Establishment of Delhi Sultanate	
Unit 1	Agrarian Economy	
Unit 2	Urban Settlements	
Unit 3	Trade and Commerce	
Unit 4	Trading Communities and Organisations	
Block 2: Society and Culture: 8th-13th Century	Block 5: Indian Polity: The Sultanate	
Unit 5	Social Organisation	
Unit 6	Ideology	
Unit 7	Development of Regional Cultural Traditions	
Block 3: Indian Polity in its Regional Variations: 8th to 13th Century	Block 6: Economy of Delhi Sultanate	
Unit 8	Nature of Regional Politics	
Unit 9	Northern and Eastern India	
Unit 10	Western and Central India	
Unit 11	The Deccan	
Unit 12	South India	
	Unit 13	Rise of Turks and Mongols in Central Asia
	Unit 14	Establishment and Consolidation
	Unit 15	Territorial Expansion
	Unit 16	Administration of the Sultanate
	Unit 17	Formation of the Sultanate Ruling Class
	Unit 18	Problem, Crisis and Decline
	Unit 19	State and Economy
	Unit 20	Agrarian Structure
	Unit 21	Rise of Urban Economy, Trade and Commerce
	Unit 22	Technology and Crafts

Block 7: The Regional Powers: 13th to 15th Century

- Unit 23 Central and Eastern India
- Unit 24 Northern and Western India
- Unit 25 State, Administration and Economy in North India
- Unit 26 Regional Powers in South India and Deccan
- Unit 27 The Vijaynagar Empire
- Unit 28 The Bahmanis

Block 8: Society and Culture: 13th to 15th Century

- Unit 29 Socio-Religious Movement: Bhakti Movement
- Unit 30 Socio-Religious Movement: Sufi Movement
- Unit 31 Art and Architecture of Delhi Sultanate
- Unit 32 Art and Architecture of Regional States
- Unit 33 Language and Literature
- Unit 34 Lifestyle and Popular Cultures

IV India from 16th to Mid 18th Century (EHI-04)**8 credits**

This course introduces you to the antecedents of the Mughals in Central Asia and the circumstances that led to the establishment of the Mughal power in India. It takes into account various regional powers and their interaction with the Mughals. The characteristics features of Mughal polity, society and economy have been analysed taking into account the recent researches in these areas. Discussion on trade and commerce, culture and society provides a new perspective for understanding the history of this period. During this period India came into contact with European trading companies. We will also cover India's overseas trade during this period. The course ends with an analysis of the decline of the Mughal Empire and the formation of a number of regional states.

SYLLABUS**Block 1: India in the 16th Century**

- Unit 1 Political Formations in Central and West Asia
- Unit 2 Polity and Economy in North India
- Unit 3 Polity and Economy in Deccan and South India
- Unit 4 The Trading World of Asia and the Coming of the Portuguese

Block 2: Mughal Empire: Polity

- Unit 5 Growth of Mughal Empire: 1526-1556
- Unit 6 Expansion and Consolidation: 1556-1707
- Unit 7 Relations with Central Asia and Persia

Block 3: Regional Powers and the Mughals

- Unit 8 Ahmednagar, Bijapur and Golkonda
- Unit 9 The Deccan States and the Mughals
- Unit 10 Rise of the Marathas in the Seventeenth Century
- Unit 11 Rajput States

Block 4: Political Ideas and Institutions

- Unit 12 Mughal Theory of Sovereignty
- Unit 13 Mughal Ruling Class
- Unit 14 Mughal Administration: Central, Provincial and Local
- Unit 15 Mughal Administration: Mansab and Jagir

Block 5: State and Economy

- Unit 16 Mughal Land Revenue System
- Unit 17 Agrarian Relations: Mughal India

- Unit 18 Land Revenue System: Maratha, Deccan and South India

- Unit 19 Agrarian Relations: Deccan and South India
- Unit 20 Fiscal and Monetary System, Prices

Block 6: Production and Trade

- Unit 21 Agricultural Production
- Unit 22 Non-Agricultural Production
- Unit 23 Inland and Foreign Trade
- Unit 24 Personnel of Trade and Commercial Practices
- Unit 25 The European Trading Companies

Block 7: Society and Culture-I

- Unit 26 Population in Mughal India
- Unit 27 Rural Classes and Life-style
- Unit 28 Urbanisation, Urban Classes and Life-style
- Unit 29 Religious Ideas and Movements
- Unit 30 State and Religion

Block 8: Society and Culture-II

- Unit 31 Indian Languages and Literature
- Unit 32 Science and Technology
- Unit 33 Architecture
- Unit 34 Painting and Fine Arts

Block 9: India in the Mid -18th Century

- Unit 35 Decline of the Mughal Empire
- Unit 36 Rise of Regional Powers
- Unit 37 Potentialities of Economic Growth: An Overview

The course is designed to acquaint the student with the society and times of the early modern Indian period. Beginning with the background of Indian political scene just before the beginning of the British rule, the course takes the student to early years of British imperialism in India. In the process the student is familiarised with the political, social, cultural and economic impact of the British rule in the early years. The course also takes into account the ways in which the Indian society met the British challenge in the early years. Though an independent course, the course will complement EHI-01 which deals with the later years, i.e. 1857-1964.

SYLLABUS

Block 1: Rise of Regional Powers

- Unit 1 Indian Polity in the Mid 18th Century
- Unit 2 Bengal and Awadh
- Unit 3 The Maratha State System
- Unit 4 Mysore and Hyderabad
- Unit 5 The Punjab

Block 2: Capitalism and Imperialism

- Unit 6 Mercantile to Industrial Capitalism in Europe
- Unit 7 European Colonial Powers

Block 3: British Conquest and Consolidation

- Unit 8 The British in Eastern India up to Buxar
- Unit 9 Conflict and Expansion-South India
- Unit 10 Anglo-Maratha and Mysore Wars
- Unit 11 British Expansion: North India
- Unit 12 British Expansion Beyond Indian Frontiers
- Unit 13 Imperial Ideology: Orientalist Construction of India and the Utilitarians

Block 4: Colonial Economy

- Unit 14 Mercantile Policies and Indian Trade
- Unit 15 The New Land Settlements
- Unit 16 The Commercialisation of Agriculture
- Unit 17 De-Industrialisation in India
- Unit 18 Economic Impact of Colonial Rule

Block 5: Cultural Contours

- Unit 19 The Languages of Modern India
- Unit 20 Literature in the Indian Languages
- Unit 21 The Spread of English Education
- Unit 22 The Indian Mind and Western Knowledge: Growth of Critical Consciousness

Block 6: Impact of British Rule: Polity and Society

- Unit 23 Constitutional Developments (1757-1858)
- Unit 24 Administration and Law
- Unit 25 Social Policy and Indian Response

Block 7: Social and Cultural Change

- Unit 26 Reform Movement-I
- Unit 27 Reform Movement-II
- Unit 28 Social Discrimination and Disprivileged Groups

Block 8: Popular Revolts and Uprisings

- Unit 29 Tribal and Peasants Uprisings
- Unit 30 Revolt of 1857: Causes and Nature
- Unit 31 Revolt of 1857: Course and Aftermath

- Audios:**
1. Understanding the 18th Century India
 2. Women in the 19th Century India
 3. Mauritius

VI History of China and Japan (1840-1949) (EHI-06)

8 credits

The course deals with the history of China and Japan during the years 1840-1949. The emphasis is on the economy, society and polity of these countries and how the people responded to Western Imperialism.

SYLLABUS

Block 1: Society, Economy and Polity

- Unit 1 Land and People (East Asia)
- Unit 2 Society and Polity: China
- Unit 3 Society and Polity: Japan
- Unit 4 Traditional Economy: China and Japan
- Unit 5 Religion and Culture: China and Japan

Block 2: Western Imperialism

- Unit 6 The Opium Wars in China
- Unit 7 The Unequal Treaty System in China
- Unit 8 Japan and the West (up to the Meiji Restoration)

Block 3: Japan: Transition to Modernization

- Unit 9 Decline of Feudalism and the Meiji Restoration
- Unit 10 Modernization in Japan-1
- Unit 11 Modernization in Japan-2
- Unit 12 Modernization in Japan-3

Block 4: Rebellions, Reforms and Revolution

- Unit 13 Taiping Uprising
- Unit 14 Boxer Rebellion
- Unit 15 Self-strengthening Movement and Hundred Days Reforms
- Unit 16 Political Reforms in Japan
- Unit 17 The Chinese Revolution of 1911

Block 5: Foreign Relations

- Unit 18 Meiji Japan-I
- Unit 19 Meiji Japan-II
- Unit 20 Japan and World War-I
- Unit 21 China and World War-I

Block 6: Post World War-I Japan

- Unit 22 Rise of Political Parties
- Unit 23 Rise of Militarism
- Unit 24 Post World War-I Economy
- Unit 25 Japanese Imperialism upto Second World War
- Unit 26 Japan after World War-II

Block 7: Post Revolutionary China, 1911-21

- Unit 27 Post-Revolutionary Developments, 1911-19
- Unit 28 Cultural Movement
- Unit 29 Foreign Investment and Rise of the New Class
- Unit 30 Rise of Nationalism

Block 8: Communist Movement in China, 1921-49

- Unit 31 Formation of the Communist Party of China (CPC)
- Unit 32 United Front
- Unit 33 Kiangsi Soviet Experience
- Unit 34 CPC and the War with Japan
- Unit 35 The Chinese Revolution

VII Modern Europe (Mid Eighteenth to Mid Twentieth Centuries)–BHIE-107

8 credits

This course introduces students to European history from the mid 18th to the mid 20th centuries. During this time Europe became a world civilization, whose political, cultural, and economic power was extended over the four corners of the globe. It conquered and dominated the world through direct or indirect colonialism during the course of two centuries which this course deals with. Aim of this course is to explain why and how did this happen. How did modernity become identified with “western”? Modern could also be understood as a specific set of structures in politics, economy, society, international relations, and culture. As a survey course, it explores major landmarks in European political, ideological and economic development: the construction of the modern state, the French Revolution, liberalism, the coming of capitalism and the Industrial Revolution, social life, the growth of nationalism, the formation of overseas empires, socialism and the rise of labour, modern colonialism, the world wars, communism and fascism, decolonization, the Cold War, and the post world war developments. After studying this course students will learn how to evaluate the events, people and ideologies constituting modern Europe and to identify and analyse major developments, themes and concepts in European history from the mid 18th to the mid 20th centuries.

SYLLABUS

Block 1: The Origins of Modern Politics-I	Unit 17	Formation of Nation-States-2: Germany and Italy
Unit 1 The Modern State and Political Culture	Unit 18	Empires and Nation-States-1: Ottoman and Habsburg Empires
Unit 2 Radical Action by the Masses	Unit 19	Empires and Nation-States-2: The Russian Empires and Soviet Union
Unit 3 Formation of Modern French State		
Block 2: The Origins of Modern Politics-2		
Unit 4 Intellectual Trends		
Unit 5 Political Transition in Britain 1780-1850	Block 6: Colonialism and Imperialism	
Unit 6 European Political Systems	Unit 20	Colonialism and Imperialism
	Unit 21	Patterns of Colonial Domination-I
	Unit 22	Patterns of Colonial Domination-II
	Unit 23	Cultural Dimensions of Imperialism
Block 3: Industrialization in Europe		
Unit 7 Rise of Industrial Capitalism		
Unit 8 Industrialization 1750-1850	Block 7: The Crisis of the 20th Century-1	
Unit 9 Industrialization 1851-1914	Unit 24	Liberal Democracy
Unit 10 Industry and Urbanization	Unit 25	Counter Revolution-1: Fascism to Conservative Dictatorship
	Unit 26	Counter Revolution-2: National Socialism in Germany
	Unit 27	The Socialist World-I
	Unit 28	The Socialist World-II
Block 4: Modern Industrial Society		
Unit 11 Peasants, Artisans, Workers		
Unit 12 The Middle Class		
Unit 13 Transforming World of Women		
Unit 14 Education, Health and Leisure		
Block 5: The Nation-State System	Block 8: The Crisis of the 20th Century-2	
Unit 15 Nationalism and the Nation State	Unit 29	Crisis of Capitalism
Unit 16 Formation of Nation-States-1: British and French	Unit 30	Two World Wars
	Unit 31	Glimpse of Post-War World-I
	Unit 32	Glimpse of Post-War World-II.

2.7 PUBLIC ADMINISTRATION

I Administrative Theory (EPA-01)

8 credits

The University is offering the Elective Course 1 on Administrative Theory. The course would consist of 39 Units subdivided under six Blocks. The course intends to familiarise the students first by explaining to them the nature, scope and importance of Public Administration. Though human society has long been governed by some kind of an administrative system or the other, the discipline itself is rather a newcomer in the Social Sciences' family. The discipline of Public Administration has to be understood in terms of its relationship with other Social Sciences such as Political Science, Sociology, History, Law and Economics. These Social Sciences not only affect Public Administration, but in turn, are also influenced by Public Administration.

Public Administration, as we study today, is the product of certain evolutionary processes. It means that we have to study and analyse factors contributing to the evolution of Public Administration in recent times. Its true nature and function can be understood against the background of the nature of administration in various societies: ancient and modern, developing and developed, etc. This necessitates an understanding of Comparative Public Administration, Development Administration, etc. To understand the real nature of Public Administration, it is being argued that it must not be studied merely as a tool or technique but as something which is concerned with public good and therefore, with public policy.

Various scholars and authors have made an attempt to study Public Administration from various perspectives. Naturally, depending upon their times, environs, culture, history and technology, various approaches have been adopted for studying Public Administration by various scholars and practitioners of administration. One can get a total picture of the subject while studying and analysing various approaches such as the Classical approach, Human Relations approach, Systems approach, Behavioural approach, Social Psychological approach, Ecological approach, etc.

Generally, Public Administration in peoples' minds is identified with bureaucracy. The working of Public Administration is therefore to be understood in terms of the working of the bureaucracy, its meaning, and its nature.

Though bureaucracy in some form or other has been known to human society for a long time, its role and function and its nature in modern society has been conceptualised and explained by eminent academicians, theoreticians and thinkers such as Max Weber and Karl Marx. The working of bureaucracy in modern times has given rise to a variety of problems and issues. What kind of personnel are needed to run the modern bureaucracy? What is their relationship with the growing number of technical and professional personnel in administration? What should remain anonymous and neutral? These are issues which have to be analysed for understanding the nature of bureaucracy and its place in Public Administration.

When we visualise Public Administration, the most common form in which it manifests itself is an organisation. In a way, the growth and development of Public Administration is to be seen in terms of the changing nature of organisations from small to big, simple to complex, local to national and international. Today, we find that the organisation is the key to understand Public Administration; it means that the understanding of Public Administration can be enhanced through an understanding of the organisational dynamics and various concepts regarding organisation. This would include such general concepts and principles, as Division of Work and Coordination, Hierarchy, Span of Control, Unity of Command, Centralisation and Decentralisation, Delegation and Supervision, etc. There are other concepts which are also necessary to understand not only the formal structure of the organisation but also the communication and leadership which facilitate and explain the working relationship of human beings who constitute the organisation. The most common form of organisation found in Government are the Departments and Corporations. The principles on which these are organised, how authority and responsibility are placed, how the financial resources mobilised, allocated and utilised are some other aspects which need to be studied.

The age in which we are living is characterised by the concepts of accountability and responsibility. In the ultimate analysis all acts of omission and commission by administration have to be explained to the public i.e. the common person whom we call citizen in the modern political sense. As the term Public Administration illustrates – It is to be studied, analysed and understood in terms of all the actions and interactions that take place between the citizens and administration. This is the sum and substance of Public Administration – the subject matter of this course on Administrative theory.

SYLLABUS

Block 1: The Nature of Public Administration

- Unit 1 Public Administration: Meaning and Scope
- Unit 2 Importance of Public Administration
- Unit 3 Public Administration and other Social Sciences
- Unit 4 Evolution of Public Administration
- Unit 5 Comparative Public Administration
- Unit 6 Development Administration
- Unit 7 New Public Administration

Block 2: Public Organisations: The Paradigms

- Unit 8 Classical Approach – Luther Gulick and Lyndal Urwick
- Unit 9 Scientific Management – F.W. Taylor
- Unit 10 Human Relations Approach – Elton Mayo
- Unit 11 Systems Approach – Chester Barnard
- Unit 12 Behavioural Approach – Herbert Simon
- Unit 13 Social Psychological Approach – Douglas McGregor and Abraham Maslow
- Unit 14 Ecological Approach – Fred. W. Riggs

Block 3: Bureaucracy

- Unit 15 Meaning of Bureaucracy
- Unit 16 Max Weber
- Unit 17 Karl Marx
- Unit 18 Representative Bureaucracy
- Unit 19 Issues in Bureaucracy

Block 4: Concepts in Organisation-I

- Unit 20 Formal and Informal Organisations
- Unit 21 Division of Work and Coordination

- Unit 22 Hierarchy
- Unit 23 Span of Control
- Unit 24 Unity of Command
- Unit 25 Centralisation and Decentralisation

Block 5: Concepts in Organisation-II

- Unit 26 Delegation
- Unit 27 Supervision
- Unit 28 Communication
- Unit 29 Administrative Planning
- Unit 30 Authority and Responsibility
- Unit 31 Leadership

Block 6: Concepts in Organisation-III

- Unit 32 Chief Executive
- Unit 33 Line Agencies
- Unit 34 Staff and Auxiliary Agencies
- Unit 35 Budgeting
- Unit 36 Accountability
- Unit 37 Citizen and Administration
- Unit 38 Organisational Effectiveness
- Unit 39 Administrative Theory – An Evaluation

Video: Citizen and Administration.

- Audios:**
1. Introduction to Public Administration (Part I)
 2. Introduction to Public Administration (Part II)
 3. Development Administration (Part I)
 4. Development Administration (Part II)
 5. Issues in Bureaucracy
 6. Accountability
 7. Comparative Public Administration

II Indian Administration (BPAE-102)

8 credits

By now, you must be familiar with the meaning, nature, importance and scope of Public Administration. With this conceptual background it would now be easier for you to understand the system of administration in Indian context. The course aims to familiarise the learners with the functioning of Indian Administration. An attempt would be made to trace the evolution of administration in India.

The administration in India operates within the framework of the Constitution. The study of administration at the Central level necessitates an analysis of powers of the government, the division of work into Ministries and Departments. The Course will also include a study of the planning process and the role of the civil services. It is also necessary to know about the powers entrusted to the state governments, the role of the Governor, Chief Minister, State Legislature and the State Secretariat.

The District in India is a multiple field area. Majority of the States have a three-tier structure of Panchayati Raj. The District Collector is the kingpin of administration at this level. In urban areas various development authorities have been set up to tackle the variety of problems affecting the lives of citizens. These are crucial areas of administration requiring our attention.

Citizens increasingly come in touch with administration in their daily life. For removal of citizens' grievances, we have administrative tribunals, Central Vigilance Commission etc. Judicial writs are also instruments of redressal of citizens' problems.

New issues in administration are emerging such as relationship between the Centre and the states as well as the state and local bodies. Some other emerging crucial issues are problems of pressure groups, changing patterns of relationship between bureaucrats and ministers and between generalists and specialists.

SYLLABUS

Block 1: Historical Context		Block 4: Field and Local Administration	
Unit 1	Administrative System at the Advent of British rule	Unit 16	Field Administration
Unit 2	British Administration: 1757-1858	Unit 17	District Collector
Unit 3	Reforms in British Administration: 1858-1919	Unit 18	Police Administration
Unit 4	Administrative System under 1935 Act	Unit 19	Municipal Administration
Unit 5	Continuity and Change in Indian Administration – Post 1947	Unit 20	Panchayati Raj
Block 2: Central Administration		Block 5: Citizen and Administration	
Unit 6	Constitutional Framework	Unit 21	Socio-culture Factors and Administration
Unit 7	Central Secretariat: Organisation and Functions	Unit 22	Redressal of Public Grievances
Unit 8	Prime Minister's Office and Cabinet Secretariat	Unit 23	Administrative Tribunals
Unit 9	Union Public Service Commission/ Selection Commission	Unit 24	Judicial Administration
Unit 10	Planning Process	Block 6: Emerging Issues	
Unit 11	All India and Central Services	Unit 25	Centre-State Administrative Relationship
Block 3: State Administration		Unit 26	Decentralisation Debate
Unit 12	Constitutional Profile of State Administration	Unit 27	Relationship Between Political and Permanent Executives
Unit 13	State Secretariat: Organisation and Functions	Unit 28	Pressure Groups
Unit 14	Patterns of Relationship between the Secretariat and Directorates	Unit 29	Generalists and Specialists
Unit 15	State Services and Public Service Commission	Unit 30	Administrative Reforms
Videos:		1.	District Administration – Role of Collector
		2.	Police Administration
Audios:		1.	Continuity & Change in Indian Administration
		2.	Planning Process in India: Plan Formulation, Implementation, Monitoring and Evaluation (Part I)
		3.	Inadequacies of Centralised Planning: Some Remedial measures (Part II)

III Development Administration (EPA-03)

8 credits

The Elective Course 3 on Development Administration aims at familiarising the learners with formulation and implementation of development strategies in context of India. It deals with the meaning, scope and significance of Development Administration in the country. The system of planning within the framework of a mixed economy is analysed. The Course attempts to highlight the social background of bureaucracy, its expanding role and significance and its relationship with the politicians. The need for revitalisation of Panchayati Raj agencies, voluntary organisations and cooperatives is stressed. The course also gives an idea about the role of public and private sectors and development corporations in bringing about development.

SYLLABUS

Block 1: Concepts and Approaches

- Unit 1 Development Administration: Concept and Meaning
- Unit 2 Scope and Significance
- Unit 3 Evolution
- Unit 4 Growth of Development Administration

Block 2: Development Strategy and Planning

- Unit 5 India's Socio-economic Profile At Independence
- Unit 6 Mixed Economy Model and its Rationale and Significance
- Unit 7 Role of Planning
- Unit 8 Goals of Development

Block 3: Planning Process

- Unit 9 Planning Commission and National Development Council
- Unit 10 State Planning Machinery
- Unit 11 District Planning
- Unit 12 Grass Roots Planning

Block 4: Bureaucracy and Development

- Unit 13 Role of Bureaucracy
- Unit 14 Colonial Heritage of Indian Bureaucracy
- Unit 15 Social Background of Indian Bureaucracy

- Unit 16 Neutral vs Committed Bureaucracy
- Unit 17 Bureaucrats and Politicians and their Relationship
- Unit 18 Enhancing Bureaucratic Capability

Block 5: Decentralisation and Development

- Unit 19 Concept of Democratic Decentralisation
- Unit 20 Evolution and Role of Panchayati Raj
- Unit 21 Emerging Patterns of Panchayati Raj
- Unit 22 Problems and Prospects of Panchayati Raj
- Unit 23 Role of Voluntary Agencies
- Unit 24 Cooperatives and Development
- Unit 25 Specialised Agencies for Development

Block 6: Public Sector and Development

- Unit 26 Evolution and Expansion of Public Sector
- Unit 27 Forms of Public Enterprise
- Unit 28 Role of Development Corporations
- Unit 29 Administrative Problems of Public Sector

Video: 1. Role of Voluntary Organisations

Audios: 1. Bureaucracy at Grassroots
2. Administrative Problems of Public Sector

IV Personnel Administration (BPAE-104)

8 credits

The BPAE-104 Course namely 'Personnel Administration' of BA Public Administration Programme is the revised version of the earlier EPA-04 Course. The Course has six Blocks covering areas pertaining to 'Personnel Administration,' 'Civil Services in India,' 'Personnel Agencies,' 'Personnel Management: Policies and Practices,' 'Working Conditions, Conditions of Service,' and 'Employer-Employee Relations' respectively. The Course is of 8 credits.

SYLLABUS

Block 1: Personnel Administration

- Unit 1 Concept, Nature and Scope of Personnel Administration
- Unit 2 Functions and Significance of Personnel Administration

- Unit 3 Role of Public Services in Administrative System
- Unit 4 Characteristics of Public Personnel Administration in India

Block 2: Civil Services in India

- Unit 5 Civil Services in the Context of Modern Bureaucracy
- Unit 6 Bases of Bureaucracy
- Unit 7 Development of Public Services in India
- Unit 8 Classification of Services (Cadres)
- Unit 9 Generalists and Specialists

Block 3: Personnel Agencies

- Unit 10 Role and Functions of Department of Personnel/Union Public Service Commission/State Public Service Commission/Staff Selection Commission
- Unit 11 Central and State Training Institutes
- Unit 12 Administrative Tribunals
- Unit 13 Career Planning and Development

Block 4: Personnel Management: Policies and Practices

- Unit 14 Personnel Policy
- Unit 15 Recruitment (Reservation in Services)

- Unit 16 Promotion
- Unit 17 Training
- Unit 18 Performance Appraisal

Block 5: Working Conditions, Conditions of Service

- Unit 19 Salary Administration, Incentives and Other Benefits
- Unit 20 Conduct and Discipline
- Unit 21 Administrative Ethics and Integrity in Civil Services

Block 6: Employer-Employee Relations

- Unit 22 Employee Unions
- Unit 23 Joint Consultative Machinery
- Unit 24 Rights of Public Servants
- Unit 25 Motivation and Morale

Videos: Training of Higher Civil Servants**Audio:** Motivation and Morale**V Financial Administration (EPA-05)****8 credits**

This Elective Course 5 intends to familiarise the learners with the concept, nature and scope of financial administration. Finance is the life blood of every organisation and the efficient functioning of all the systems in the organisation depend to a large extent upon the effectiveness of financial system as every administrative act may have financial implications. The course deals with the objectives, principles of financial administration, and the important issue of centre-state financial relations. We will examine the fiscal policy, equity and social justice, meaning, characteristics of government budgeting, the evolution of budgetary system in India, and the budgetary process in India. The types of classification of government expenditure, the important theories and growth of public expenditure, shall be discussed in the course. The budgetary innovations in our financial system in the form of performance budgeting and zero base budgeting shall be dealt with. Mobilisation of resources assumes importance in our planned development efforts. The three important components of resource mobilisation i.e. tax and non-tax revenue, deficit financing, public debt management shall be highlighted. Investment of public funds is another important aspect of financial administration, which will be stressed in the course. Financial control which takes the form of legislative control, executive control is the area of focus in this course. We shall also deal with the accounting and auditing system in India and the important role of Comptroller and Auditor General of India. Since public enterprises play a significant role in our economic systems, we shall examine the financial administration of public enterprises, and the question of their accountability. Local government being the third tier of administration, the course attempts to explain the sources of finances and various issues relating to financial administration of urban and rural governments.

SYLLABUS**Block 1: Financial Administration: Basics and Objectives**

- Unit 1 Nature and Scope of Financial Administration
- Unit 2 Objectives and Principles of Financial Administration
- Unit 3 Mixed Economy
- Unit 4 Centre-State Financial Relations-I
- Unit 5 Centre-State Financial Relations-II

Block 2: Budgeting and Budgetary Systems-I

- Unit 6 Fiscal Policy, Equity and Social Justice
- Unit 7 Government Budgeting: Principles and Functions
- Unit 8 Indian Budgetary System

Block 3: Budgeting and Budgetary Systems-II

- Unit 9 Classification of Government Expenditure
- Unit 10 Public Expenditure: Theories and Growth
- Unit 11 Performance Budgeting
- Unit 12 Zero Base Budgeting

Block 4: Resource Mobilisation

- Unit 13 Sources of Revenue: Tax and Non-Tax
- Unit 14 Deficit Financing
- Unit 15 Public Debt Management and Role of Reserve Bank of India

Block 5: Investment of Public Funds

- Unit 16 Financial Appraisal
- Unit 17 Economic and Social Appraisal

Block 6: Financial Control

- Unit 18 Legislative Control
- Unit 19 System of Financial Committees
- Unit 20 Executive Control

Block 7: Accounts and Audit

- Unit 21 Accounting System in India
- Unit 22 Auditing System in India
- Unit 23 Role of the Comptroller and Auditor General (CAG)

Block 8: Financial Administration of Public Enterprises

- Unit 24 Financial Administration of Public Enterprises
- Unit 25 Financial Autonomy and Accountability of Public Enterprises

Block 9: Local Finance

- Unit 26 Financial Administration of Urban Governments
- Unit 27 Financial Administration of Rural Governments

- Audios:** 1. Mixed Economy
2. Public Expenditure: Theories and Growth

VI Public Policy (EPA-06)**8 credits**

The Elective Course 6 on Public Policy aims at familiarising the learners with the governmental rules and programmes, that is, the authoritative decisional output of a political system, known commonly as public policies. Public policy is expressed in a variety of forms, including laws, local ordinances, court decisions, executive orders, decisions of administrators and even unwritten understandings of what is to be done, being duly ratified by the government policy making agencies. Various significant facets of the overall process of public policy, by and large in the context of India, have been discussed in this course which has eight Blocks comprising 29 Units. It includes, the meaning, scope and objectives of public policy. Besides, the course attempts at explaining the policy formulation, implementation, evaluation and analysis mechanisms. Through different case studies, role of various government and non-governmental organs in formulation and implementation of some of the policies has been analysed. The course also gives an idea about the role of major determinants, viz: political parties, interest groups, social movements, mass media and international agencies in policy framing. Strategies and techniques for ascertaining policy impact, policy evaluation, and the policy analysis have been specifically emphasised.

SYLLABUS**Block 1: Introduction to Public Policy**

- Unit 1 Public Policy: Meaning and Nature
- Unit 2 Policy Cycle: Constraints in Policy Making
- Unit 3 Contextual Setting of Public Policy Making
- Unit 4 Importance of Public Policy Study: Modern Context
- Unit 5 Emerging Discipline of Policy Sciences

Block 2: Policy Making: Structures and Processes-I

- Unit 6 Inter-Governmental Relations
- Unit 7 Role of Political Executive
- Unit 8 Role of Bureaucracy
- Unit 9 Role of Legislature

Block 3: Policy Making: Structures and Processes –II

- Unit 10 Role of Judiciary
- Unit 11 Interaction Amongst Various Organs
- Unit 12 Policy Making Process in India: The Case Study of the Bonded Labour System (Abolition) Act 1976-I
- Unit 13 Policy Making Process in India: The Case Study of the Bonded Labour (Abolition) Act 1976-II

Block 4: Public Policy Making: Major Determinants

- Unit 14 Interest Groups and Policy-Making
- Unit 15 Political Parties and Policy-Making
- Unit 16 Mass Media
- Unit 17 Social Movements
- Unit 18 International Agencies

Block 5: Policy Implementation

- Unit 19 Role of Governmental Agencies in Policy Implementation-I
- Unit 20 Role of Governmental Agencies in Policy Implementation-II
- Unit 21 Role of Non-governmental Agencies in Policy Implementation
- Unit 22 Policy Implementation Problems

Block 6: Policy Interventions : Case Studies

- Unit 23 Land Reforms
- Unit 24 Anti-poverty Programmes
- Unit 25 Industrial Policy
- Unit 26 Panchayati Raj (Rural Development)

Block 7: Policy Impact and Evaluation

Unit 27 Policy Impact and Evaluation

Video: Public Policy: Issues in Policy Implementation**Audio:** Mass Media and Public Policy**Block 8: Models of Public Policy Making**

Unit 28 Policy-Making Approaches and Models of Policy Analysis

Unit 29 Policy Analysis: An Overview

2.8 POLITICAL SCIENCE**I Political Ideas and Ideologies (EPS-11)****8 credits**

This Course is a new version of the earlier elective course EPS –01: Introduction to Political Theory and Institutions. Like its predecessor, the present course is also an eight credit course. It has some of the old and some of the new giving it a suitable balance of contents. In the last decade or so, the world has seen many epochal events. New ideas and themes such as that of liberalisation, Globalisation, Human Rights, Multiculturalism etc. have come up. These have to be addressed at a theoretical and conceptual level in order that you have a better understanding of what is happening around you. It is because of this focus on ideas and ideologies that the course has been christened Political Ideas and Ideologies.

The Course is divided into eight blocks and thirty one units. The first block, as is the practice, is introductory in nature. Quite appropriately, it is titled ‘What is Political Theory and Why Do We Need It’. It has five units.

The next block deals with political traditions. You are, perhaps, aware that political theorising basically emerges from traditions of politics. Accordingly, in this block also comprising of five units, you will read about the Indian, Confucian, Arab-Islamic, Greco-Roman and Liberal/Marxist political traditions.

Block 3 of the course deals with the inter-relationship of the state and the individual –one of the fundamental concerns of the discipline of Political Science. This block has three units.

Block 4 concerns itself with the core political concepts of Power, Authority and Legitimacy. Also, it introduces you to the concept of Political Obligation.

The next block, Block 5 deals with the concepts of Rights, Equality, Liberty and Justice. A suitable understanding of these concepts is vital for comprehending various public policies for citizens’ welfare, especially those meant for weaker and marginalised sections of society.

The next block of the course, block 6, is on Democracy. Various forms of democracy have been discussed here.

The penultimate block, Block 7, concerns itself with different political ideologies. The last block, Block 8, is on ‘Contemporary Issues’. Secularism, Development, Globalisation and the State’s role in the context of affirmative action for the disadvantaged is touched upon here.

This course, unlike the earlier course, focuses more on ideas as against institutions. The slant is deliberate as it was felt that a course on theory should concentrate more on ideas and concepts. It is hoped that the present course will provide you with a more solid grounding in the basic theoretical concepts of the discipline of Political Science. Those students who have already taken EPS-01 should not offer this course.

SYLLABUS**Block 1: What is Political Theory and Why Do We Need It?**

Unit 1 Understanding the Political
 Unit 2 Theorising the Political
 Unit 3 The Need for Political Theory
 Unit 4 Conceptions of Political Theory
 Unit 5 Political Argument and Conceptual Analysis

Block 2 Political Traditions

Unit 6 Indian
 Unit 7 Confucian
 Unit 8 Arab- Islamic
 Unit 9 Greek-Roman
 Unit 10 Western: Liberal and Marxist

Block 3 Understanding the State
 Unit 11 Meaning and Nature of the State
 Unit 12 Sovereignty
 Unit 13 State, Civil Society and Community

Block 4 Power, Authority and Legitimacy
 Unit 14 Power
 Unit 15 Authority and Legitimacy
 Unit 16 Political Obligation and Revolution

Block 5 Rights, Equality, Liberty and Revolution
 Unit 17 Rights and Citizenship
 Unit 18 Equality
 Unit 19 Liberty
 Unit 20 Justice

Block 6 Democracy
 Unit 21 Direct and Participatory
 Unit 22 Representative
 Unit 23 Socialist

Block 7 Political Ideologies
 Unit 24 Individualism and Communitarianism
 Unit 25 Fascism
 Unit 26 Marxism
 Unit 27 Gandhism (Dharma, Swaraj, Sarvodaya and Satyagraha)

Block 8 Contemporary Issues
 Unit 28 State and Globalisation
 Unit 29 Secularism
 Unit 30 Development
 Unit 31 Disadvantaged and Affirmative Action

II BPSE - 212: Government and Politics in India

8 credits

The BPSE-212 (Government and Politics in India) is a revised version of the 8 credit course EPS-12 (Government and Politics in India). While the structure of the revised course (BPSE-212) retains the course structure of the EPS-12, it has incorporated the changes which have taken place in Indian politics since the introduction of the latter. This course has 7 blocks which consists of 32 units.

SYLLABUS

Block 1 Historical Background
 Unit 1 Consequences of Colonialism
 Unit 2 Responses of Indian Society
 Unit 3 National Movement
 Unit 4 Emergence of New Classes

Block 2 Philosophy of Indian Constitution
 Unit 5 Making of the Indian Constitution
 Unit 6 Basic Features
 Unit 7 Vision of Social Transformation
 Unit 8 Rights and Citizenship

Block 3 Institutional Framework
 Unit 9 What it Means to be a Parliamentary Democracy?
 Unit 10 Legislature
 Unit 11 Executive
 Unit 12 Judiciary
 Unit 13 Bureaucracy

Block 4 Federalism in India
 Unit 14 Nature of Indian Federalism
 Unit 15 Special Provisions for North – Eastern States, J & K, etc.
 Unit 16 Issues of Conflict and Cooperation in Indian Federalism

Unit 17 Autonomy Movements and State Re-organisation in India
 Unit 18 Local Self- Government Institution: Rural and Urban

Block 5 Party System and Elections in India
 Unit 19 Nature of Party System in India
 Unit 20 National and Regional Political parties
 Unit 21 Election
 Unit 22 Caste, Class and Politics in India
 Unit 23 Coalition Politics

Block 6 Social and Political Movements
 Unit 24 Women
 Unit 25 Dalits
 Unit 26 Tribals
 Unit 27 Environment
 Unit 28 Workers and Peasants

Block 7 Context of Indian State
 Unit 29 Globalisation and Liberalisation
 Unit 30 Secularism and Communal Challenge
 Unit 31 Democracy in Search of Equality
 Unit 32 Crime, Repression and Terror in Indian Politics

III Modern Indian Political Thought (EPS-3)

8 credits

In this course you will study the evolution of modern Indian political thought and the various strands within it in the context of political movements during the colonial period.

The colonial rule was qualitatively different from the earlier political formations. It was a period of political subjection, economic exploitation and cultural subordination of India. An effort to understand the character of colonial rule and to initiate a process of social regeneration, political progress and economic advance were the main concerns of the intellectuals in colonial India. The genesis of modern political thought was rooted in this concern.

Political thought of modern India was not a simple extension or direct reflection of European thought. Although European ideas had considerable impact on Indian mind, the influence of Indian intellectual tradition was also well marked. The ideas drawn from western tradition were evident in the political perspective of several intellectuals in colonial India; Ram Mohan Roy, Mahadev Govind Ranade, Gopal Krishan Gokhale and Jawaharlal Nehru are examples. At the same time there were others who drew upon the tradition of knowledge in India in shaping their ideas — Viresalingam Panthulu in Andhra Pradesh, Dayanand Saraswati in Punjab and Vishnu Bava Brahmachari in Maharashtra belong to this category.

The initial expression of modern Indian thought was embodied in the early efforts to bring about social and cultural regeneration. This phase was characterized by a critique of the Indian social and political institutions and practices. This critique was premised on liberal and democratic principles as practiced in England at that time. It was hoped that British rule would pave the way for liberal and democratic institutions in India through a slow process of change. The early social and political thought in colonial India was thus influenced by western liberalism. The most representative expression of this liberal thought can be discovered in the ideas of social reformers like Ram Mohan Roy and Mahadev Govind Ranade and moderate nationalists like Dadabhai Nauroji and Gopal Krishan Gokhale. A change from this perspective was, however, marked in the thought of militant nationalists like Bal Gangadhar Tilak and Aurobindo Ghosh and revolutionary socialists like Bhagat Singh and Chandra Sekhar Azad. They imparted a new meaning and direction to Indian nationalist thought not by asserting 'Swaraj as birth right' but by clearly setting out the goals of Indian nationalism. The first three blocks in this course would acquaint you with these aspects of the early Indian political thought.

Simultaneous to the evolution of nationalist thought was the development of an internal critique of Indian society. Jyotiba Phule, Narayana Guru Swami, Syed Ahmed Khan, Ramaswami Naicker and B.R.Ambedkar represented this trend. They articulated very strongly their opposition to cast and religious exploitation and underlined the importance of egalitarian principles for social and political advance. In Block IV you would study the ideas of some of them in detail.

A close nexus between religion and politics developed during the colonial rule, with disastrous consequences for social harmony and national unity. During the nineteenth century there was considerable emphasis on religious universalism which emphasized that all religions in the world are true. Keshub Chandra Sen has emphasized the universalist principle by asserting the "fatherhood of god and brotherhood of mankind." Later on religious distinction and cultural differences received greater attention. During the course of the twentieth century this trend of thought contributed to the emergence and growth of communalism. This aspect is dealt with in Block V.

A qualitative change in Indian political thought was ushered in by Mahatma Gandhi. He introduced new techniques of political struggle, advanced a critique of industrial civilization and provided a new content to the concept of swaraj. The Gandhian philosophy with emphasis on social service, satyagraha and non-violence became integral to the nationalist thought. The evolution and character of Gandhian thought is discussed in Block VI.

In its later phase the national movement witnessed the emergence of socialist ideas. Even before that the Indian intellectuals were familiar with socialist ideas. The Indian influence of utopian socialist thought was evident in the ideas of Bipan Chandra Chatterji and a few others in the nineteenth century. A couple of biographies of Karl Marx were written by Indians in the second decade of the twentieth century. However, Marxism became an important influence in political thought only after the Russian revolution. This was reflected in the ideas and activities of the Congress Socialists and the Communists. Blocks VII and VIII will examine in detail the evolution of socialist ideas and their connection with nationalism.

Thus the course will take you through the contours of political thought during the nineteenth and twentieth centuries. It will give you the necessary information and a framework of analysis to understand modern Indian political ideas.

SYLLABUS

Block 1: Background of Social and Political Thought

- Unit 1 Colonial Intervention in Society, Economy and Polity
- Unit 2 Modern Indian Political Thought: Issues and Approaches

Block 2: Socio-Political Reform in the 19th Century India

- Unit 3 Introduction
- Unit 4 Raja Ram Mohan Roy
- Unit 5 Justice M.G.Ranade
- Unit 6 Gopal Krishna Gokhale

Block 3: Militant Nationalism

- Unit 7 Introduction
- Unit 8 B.G.Tilak
- Unit 9 Sri Aurobindo
- Unit 10 Bhagat Singh

Block 4: Colonialism, Caste Order and the Tribal Societies

- Unit 11 Colonialism, Caste Order and Tribal Movements
- Unit 12 Jyotiba Phule (1827-1890)
- Unit 13 E.V. Ramaswami Naicker
- Unit 14 Dr. B.R.Ambedkar
- Unit 15 Anti Colonial Tribal Movements in India

Block 5: Politics and Religion in Modern India: the Interface

- Unit 16 Introduction
- Unit 17 Swami Dayanand Saraswati, Swami Vivekananda and V.D.Savarkar
- Unit 18 Sir Syed Ahmed Khan, Mohammad Iqbal, M.A. Jinnah and Abdul Kalam Azad

Block 6: Gandhism: Evolution and Character

- Unit 19 Concept of Swaraj, Satyagraha and Critique of Western Civilisation
- Unit 20 Sarvodaya and the Gandhian Alternative
- Unit 21 Gandhian Social Reform: Bhudan Movement

Block 7: Nationalism and Social Revolution-I (Socialism)

- Unit 22 Introduction
- Unit 23 Jawaharlal Nehru
- Unit 24 Subhash Chandra Bose
- Unit 25 Political Thought of JP and Narendra Dev
- Unit 26 Rammanohar Lohia

Block 8: Nationalism and Social Revolution-II (Communists)

- Unit 27 Introduction
- Unit 28 Communists and the Indian Movement (1925-47)
- Unit 29 M.N.Roy: Marxism and Radical Humanism
- Unit 30 Contemporary Marxist Thinking (Indian)
- Unit 31 Nationalism and Social Revolution – An Overview

IV South Asia: Economy, Society and Politics (EPS-15)

8 credits

The South Asia region spanning over forty lakh sq kms is the home of nearly one fifth of mankind. Having a continuous history of over seven thousand years, South Asia has a composite culture whose hallmark is unity in diversity. All the seven countries of this region-India, Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan and the Maldives-are multi-ethnic and multi-religious nations.

In the not too distant past, the region was economically among the richest in the world. However, European colonial intervention lasting over four centuries reduced the region to a state of poverty and underdevelopment.

In the immediate years after the World War II, the countries of the region emerged as independent nations after a sustained anti-colonial struggle. They embarked on an ambitious programme of development and change. Each country adopted its own course of development predominantly governed by its peculiar national conditions and ethos.

The relation's among the independent countries of South Asia were marked by both conflict and cooperation. While conflict emerged largely as a legacy of colonial rule (the policy of divide and rule and unnatural boundaries drawn at the time of decolonisation) and the cold war tensions between the Eastern and Western bloc of countries, cooperation flowed from common historical experiences, common problems (poverty, underdevelopment and the challenge of nation-building) and common aspirations (for a world order based on equality and justice).

The setting up of South Asian Association Regional Co-operation (SAARC) was an acknowledgement of our shared heritage and common future. However, because of the peculiar characteristics of the region (unequal size, uneven development and indo-centrism) and conflicts between the larger countries of the region, regional cooperation was slow to take off. We in South Asia have yet to developed a personality of our own in terms of South Asian community.

This course is intended to introduce you to the countries of South Asia and the major issues and challenges confronting these countries. Some of the recent international (the process of liberalisation and globalisation) and regional developments (the emergence of two nuclear weapon states) that have a bearing on understanding South Asian affairs are discussed. The course departs from the conventional mode of understanding government and politics in South Asia by focussing on the global and non-political developments as they impinge on government and politics. This course is a revised version of EPS-05. Those students who have already taken EPS-05 should not offer this course.

SYLLABUS

Block 1: South Asia as a Region

- Unit 1 Struggle for Independence and Nationalism in South Asia
- Unit 2 Human Development Profile

Block 2: Country Profiles: India

- Unit 3 India in the Global Power Structure
- Unit 4 India in the Global Economic Order
- Unit 5 India and its Neighbours

Block 3: Country Profiles: Pakistan

- Unit 6 Political Structures and Processes in Pakistan
- Unit 7 Economy and Society in Pakistan
- Unit 8 Military in the Politics of Pakistan

Block 4 Country Profiles: Bangladesh

- Unit 9 Political Structures and Processes in Bangladesh
- Unit 10 Economy and Society in Bangladesh

Block 5: Country Profiles: Nepal, Bhutan

- Unit 11 Political Structures and Processes in Nepal
- Unit 12 Economy and Society in Nepal
- Unit 13 Economy, Society and Politics in Bhutan

Block 6: Country Profiles: Sri Lanka, the Maldives

- Unit 14 Political Structures and Processes in Sri Lanka
- Unit 15 Economy and Society in Sri Lanka
- Unit 16 Ethnic Accommodation in the Politics of Sri Lanka
- Unit 17 Economy, Society and Politics in the Maldives

Block 7: Democracy in South Asia

- Unit 18 Human Rights
- Unit 19 Civil Society
- Unit 20 Challenges to Managing Pluralism

Block 8: South Asia in a Globalising World

- Unit 21 Liberalisation and SAP
- Unit 22 Globalisation and the State

Block 9: Regional Co-operation

- Unit 23 Poverty Alleviation and Rural Development
- Unit 24 SAARC

Block 10 Regional Security

- Unit 25 Dynamics of South Asian Security
- Unit 26 Nuclear Issues
- Unit 27 Resolution and Management of Conflict

V Government and Politics in East and South East Asia (EPS-06)

8 credits

The course is evident from the title itself concerns itself with government and politics of a part of the world that is increasingly becoming important; i.e., East and South East Asia. Indeed, the whole of Asia has in recent years witnessed great socio-politic-economic transformation in the post-war period. The end of colonialism saw the newly emergent countries of the region embark on the task of nation building. Each country chose to follow its own path guided by specificities of society, policy, economy et al. The experiences of various East and Southeast Asia countries thus provide interesting though varying insights into the factors determining their progress.

The present course consists of 8 blocks and a total of 27 units. Block 1 is introductory in nature and consists of 4 units. It acquaints the reader with the general contours of the East and South East Asian region and also tells him about the two major ethnic groups in the region, viz., the Chinese and the Indians. The next block is on China and comprises 3 units (5,6 and 7) on the communist giant's ideology, economic and political reforms and foreign policy. Block 3 on Japan again consists of 3 units (8,9 and 10) and deals with the modern economic miracle's history, politics and foreign policy. Next, we come to Block 4. This is titled 'Korean Peninsula' and consists of 3 units (11, 12 and 13) on evolution of modern Korea, its patterns of political and economic development and of course, the foreign policy. Block 5 'Government and Politics in South East Asia' — stretches from units 14 to 16 on Singapore, Malaysia and Philippines in that order. The next block, Block 6, covers Indonesia, Thailand and Burma (Unit 17, 18 and 19).

Block 7, is on Indo-China and has units on Vietnam, Cambodia and Laos (Unit 20, 21 and 22). The last block, Block 8, on Issues and Trends is perhaps the most important of the entire course and concerns itself with development, ethnicity and nation building, dynamics of state-civil society interaction and vital aspect of regional cooperation (Unit 23, 24, 25, 26 and 27).

SYLLABUS

Block 1: Introduction

- Unit 1 Introduction to the East Asian Region
- Unit 2 Introduction to the South East Asia Region
- Unit 3 Indians in Southeast Asia
- Unit 4 Chinese in Southeast Asia

Block 2: China

- Unit 5 Revolution and Ideology
- Unit 6 Economic and Political Reforms
- Unit 7 Foreign Policy

Block 3: Japan

- Unit 8 Historical Context: Nationalist Upsurge and Rise of Capitalism
- Unit 9 Politics: Structure and Processes
- Unit 10 Foreign Policy

Block 4: Korea

- Unit 11 Evolution of Modern Korea
- Unit 12 Patterns of Political and Economic Development
- Unit 13 Foreign Policy

Block 5: Government and Politics in South East Asia-I

- Unit 14 Singapore
- Unit 15 Malaysia
- Unit 16 Philippines

Block 6: Government and Politics in South East Asia-II

- Unit 17 Indonesia
- Unit 18 Thailand
- Unit 19 Burma

Block 7: South East Asia: Society and Politics in Indo-China

- Unit 20 Vietnam
- Unit 21 Cambodia
- Unit 22 Laos

Block 8: Issues and Trends

- Unit 23 Patterns of Economic Development in Southeast Asia
- Unit 24 Patterns of Political Development in East and Southeast Asia
- Unit 25 Ethnicity and National Building
- Unit 26 Dynamics of State and Civil Society in East and Southeast Asia
- Unit 27 Regional Co-operation with Special Reference to ASEAN

- Audios:**
1. India's Look East Policy
 2. Political System in Indonesia

VI International Relations (EPS-07)

8 credits

The learners of International Relations EPS-07, will be exposed to certain concepts such as Imperialism, Nationalism, Fascism and Revolutions. They will not only acquire knowledge about scope and approaches of international relations, but will understand basic concepts such as power and National Interest. The Course is divided into 7 blocks, carefully designed to enable our learners to have a clear idea of International Relations during the twentieth century.

SYLLABUS

Block 1: Understanding International Relations

- Unit 1 Why Study International Relations? Scope and Approaches
- Unit 2 Some Concepts: Imperialism, Nationalism, Fascism, Revolution
- Unit 3 Some Concepts: State System, Power, National Interest, Security

Block 2: Inter-War Period

- Unit 4 World War I: Clauses, Events and Consequences
- Unit 5 Bolshevik Revolution and its Impact

Block 3: Cold War Period

- Unit 6 World War II: Causes and Consequences (Emergence of super powers)
- Unit 7 Cold War: Meaning, Patterns and Dimensions
- Unit 8 Non-Aligned Movement
- Unit 9 Arms Race and Nuclear Threat
- Unit 10 Disarmament and Peace Movement

Block 4: Emergence of the Third World

- Unit 11 Colonialism and Patterns of National Liberation Movements
- Unit 12 Features of Third World States

Block 5: End of Cold War and its Aftermath

- Unit 13 The Gulf War
- Unit 14 Disintegration of the Socialist Bloc
- Unit 15 Perspectives on the Changing World Order

Block 6: Institutions and Organisations

- Unit 16 Restructuring of the U.N. System
- Unit 17 Globalisation of the Economy-IBRD, IMF and WTO
- Unit 18 Regional Organisations: European Union, ASEAN, SAARC, APEC, OIC, OAU

Block 7: Issues in Development

- Unit 19 Environment and Sustainable Human Development
- Unit 20 Human Rights and International Politics
- Unit 21 ETHNO-National, Conflicts/Patterns and Dimensions

- Unit 22 International Terrorism
- Unit 23 Revolution in Communications Technology

- Audios:** 1. Terrorism and International Politics
2. Non-Aligned Movement
3. The Changing World Order
4. Human Rights and International Politics

VII Government and Politics in Australia (EPS-08)**8 credits**

Australia, since its inception, has been playing an important role in world politics. Though earlier it was deeply connected with the western hemisphere, now it is moving closer to the neighbouring regions as well. The country has already established political, economic and cultural relations with the states of Asia and Africa. It is a member of the UN, Commonwealth and other international and regional bodies. The country performs its international obligations and takes necessary interest in all international issues. It is a peace-loving nation. Australia, therefore, strongly opposes the proliferation of nuclear weapons.

Indo-Australian bilateral relationship is cordial. Political, Economic and Cultural relations are growing at a faster rate. India is one of the important trading partners of Australia. Indian academics, artists, cultural messengers and businessmen visit the country in numbers. Many Indians have chosen Australia as their permanent home. Co-operation in the field of games and sports is well known. Both being cricket playing nations, cricket matches between them are played regularly. This bilateral relationship has grown because of certain obvious reasons. Australia is not a distant land. It is located on the perimeter of Asia and is one of the Indian Ocean countries. Beside the geographical proximity both are members of the Commonwealth. The two countries have also the federal system of government. Given their own peculiarities, India and Australia have been struggling to maintain the syncretic and composite values in what may be essentially described as multicultural societies. The study of the Government and Politics in Australia, therefore, merits attention in India.

This Course, has been so designed that the students may have an integrated and comprehensive knowledge of Australia. There are eight blocks in the Course. The blocks have again been divided into units. There are twenty seven units in all.

The first Block which is entitled “Introducing Australia” attempts to provide basic information about Australia. There are three units in the Block. Unit 1 Studies the physical geography and historical evolution of modern Australia. Unit 2 deals with natural resource endowments and the people’s endeavour to extract wealth out of the resources. Unit 3 discusses the population and demographical features of Australia. The second Block is on “Society and Culture”. Present day Australia is a multi-cultural society in which even the indigenous people whom they call aboriginals, enjoy almost the same rights and privileges which other Communities do. The Block consists of three units. While the first and the second units trace the evolution of multi-culturalism and the problems of the aboriginal population, the last unit analyses the Australian nationalism. Block three and four discuss the political developments in Australia. Block three entitled “Political Structure”, consists of four units. This Block will tell the learners about the evolution of the Australian Federation, the constitutional developments, institution building, federal system and administrative structure. In Block four, “Political Processes” there are three units which analyse the party system, electoral politics, political culture and the emerging trends in Australian Politics, Block five deals with the economic development. Block five, “Australian Economy” comprises three units. The Block will make students aware of Australia’s economic progress and discusses the evolution and features of Australian economy, investment and trade pattern, responsible for globalisation. Block six and seven explain Australia’s foreign policy and relations and its role in global politics. Block six, “Australia in World Affairs-I” comprises three units which analyse the foreign policy and Australia’s relations with the major powers. Block seven “Australia in World Affairs-II” consists of two units. Unit 21 discusses Australia and the regional groupings. The unit will also study the role of Australia’s participation and relations with various regional groupings. Unit 22 analyses the Indo-Australian Relations will covers the Indo-Australian economic relations, the nuclear policy and Australia’s attitude towards NPT, CTBT., etc. Block eight, “Issues and Trends in Contemporary Australia” consists of five units which consider the immigration and race relations, peace movement and human rights, gender issues, environmental issues and trends and internationalization of education.

The units in these blocks have been written for the learners, all of whom may not have had the opportunity of being taught regularly by teachers. Units have been structured to enable the learners to learn the content through the self instruction method. Each unit has been divided into a number of sections. At the end of each unit, unit summary, questions, answers, brief bibliography, etc. have been supplied to enable the learners to self-assess their performance. Audio and video cassettes supplementing the printed materials supplied in these eight blocks will be available separately at the Study Centres.

SYLLABUS

Block 1: Introducing Australia	Unit 20	Australia and Major Powers-II - Japan, China and European Union
Unit 1		Physical Settings
Unit 2		Resource Endowments
Unit 3		Population and Demographic Characteristics
Block 2: Society and Culture	Block 7: Australia in World Affairs-II	
Unit 4	Unit 21	Australia and Regional Groupings ASEAN and ARF APEC, Indian Ocean Rim, Association, for Regional Cooperation and the South Pacific Forum
Unit 5		Aboriginal Population: Land Rights
Unit 6	Unit 22	Australia and India
Unit 6		Emergence of Nationalism
Block 3: Political Structure	Block 8: Issues and Trends in Contemporary Australia	
Unit 7	Unit 23	Immigration and Race Relations
Unit 8	Unit 24	Peace Movement and Human Rights
Unit 9	Unit 25	Gender Issues
Unit 10	Unit 26	Environment Issues and Trends
Unit 10	Unit 27	Internationalisation of Education
Block 4: Political Processes	Audios:	
Unit 11	1.	An Introduction to Australia and Its Institutions
Unit 12	2.	Multiculturalism in Australia
Unit 13	3.	Australia towards India
Unit 14	4.	Australia towards South East Asia
	5.	Australia and North East Asia
	6.	Australia towards United States of America
	7.	Australia and Internationalisation of Education
	8.	Immigration and Race Relations in Australia
	9.	Australia's Foreign Policy
	10.	Economic Globalisation and Australia
Block 5: Australian Economy		
Unit 15		Australian Economy - Evolution and Features
Unit 16		Australian Economy - Patterns of International Trade and Investment
Unit 17		Integration into the Global Economy
Block 6: Australia in World Affairs-I		
Unit 18		Evolution of Australian Foreign Policy- Determinants and Features
Unit 19		Australia and Major Powers-I-USA & USSR/ Russia

VIII Comparative Government and Politics (EPS-09)

8 credits

Comparison is probably the oldest and most widely used method of acquiring scientific knowledge about any phenomenon. In Political Science use of comparison goes back to Aristotle who nearly 23 hundred years ago undertook a comparative study of governments of his time to arrive at a judgement about the best or the ideal state. Since then comparative method has gone through various phases, witnessed many developments and has acquired great rigour and sophistication. Comparative government and politics is no more limited to study of constitutions or systems of various governments and regimes or organs of governance. It is now more concerned with the understanding and analysis of issues, problems and phenomenon and arriving at general conclusions to find solutions or make policy suggestions. The present elective course on Comparative Government and Politics (EPS 09) has been designed and prepared with this approach and aim of making students aware of the recent issues and trends. The course consists of 30 units in 8 blocks as given below:

SYLLABUS

Block 1: Comparative Method and Approaches	Block 2: National Movements and Anti-Colonial Struggles
Unit 1	Unit 6
Unit 2	Unit 7
Unit 3	Unit 8
Unit 4	
Unit 5	

Block 3: Society, Economy and State

- Unit 9 Social Structures and Stratification
- Unit 10 Development Strategies
- Unit 11 Class Formation
- Unit 12 Social Bases of State Power

Block 4: Classification of Political Systems

- Unit 13 Modes of Classification of Political Regimes
- Unit 14 Characterisation of Political Regimes: Democratic and Authoritarian
- Unit 15 Civilian and Military Regimes
- Unit 16 Secular and Theocratic Regimes

Block 5: Institutions and Forms of Government

- Unit 17 Organs of State: Executive, Legislature and Judiciary
- Unit 18 Unitary and Federal Systems
- Unit 19 Republicanism: Contemporary Challenges

Block 6: Patterns of Political Participation and Representation

- Unit 20 Party Systems
- Unit 21 Pressure Groups
- Unit 22 Electoral Process

Block 7: Social Movements

- Unit 23 Workers
- Unit 24 Peasants
- Unit 25 Women
- Unit 26 Environment
- Unit 27 Human Rights

Block 8: Globalisation and Developing World

- Unit 28 Globalisation: Background and Features
- Unit 29 Impact of Globalisation on Developing Societies
- Unit 30 Responses of the Developing World

2.9 SOCIOLOGY

I The Study of Society (ESO-11)

8 credits

In the recent past, sociology has emerged as a very significant discipline among the social sciences. The studies made by sociologists cover wide-ranging areas, such as, riots to vast cross-cultural comparisons. Its contributions are widely acknowledged and used by other social sciences.

Sociology, with its own specific perspective, engages in both the general and the particular study of human social behaviour. In other words, it concentrates both on specific areas as well as an overview of social life. Secondly, some areas of human relationships are altogether left out by conventional social sciences and studied only under sociology. For example, social institutions of family, marriage and kinship in human societies are major themes of sociological studies. It provides a general understanding of society and culture which is not covered by any other social science course. It gives a deeper understanding of social change and social problem that affects society.

The first elective course in sociology: *The Study of Society* introduces you to the understanding of various social institutions and social processes in society.

There are eight blocks in this course. The first block tells you about the nature and scope of sociology. Blocks 2, 4, 5 and 6 deal with social institutions, such as, family, marriage, economy, polity and religion. Blocks 3 and 8 discuss the social processes, and the concepts of social role and social structure are discussed in Block 7. This is a revised version of

ESO-01. Those who have opted for ESO-01 need not opt for ESO-11.

SYLLABUS

Block 1: Understanding Sociology

- Unit 1 Nature and Scope of Sociology
- Unit 2 Basic Concepts in Sociology
- Unit 3 Simple Societies
- Unit 4 Complex Societies

Block 2: Groups and Institutions

- Unit 5 Family
- Unit 6 Marriage
- Unit 7 Kinship

Block 3: Socialisation and Education

- Unit 8 Nature of Socialisation
- Unit 9 Agencies of Socialisation
- Unit 10 Processes of Education
- Unit 11 Educational Institutions

Block 4: Economic Processes

- Unit 12 Economy and Technology
- Unit 13 Production Processes
- Unit 14 Distribution Pattern
- Unit 15 Consumption Pattern

Block 5: Political Processes

- Unit 16 Stateless Societies
- Unit 17 State in Traditional Societies
- Unit 18 State in Modern Societies
- Unit 19 State and other Institutions

Block 6: Culture and Religion

- Unit 20 Religious Beliefs and Practices
- Unit 21 Culture-I: Main Characteristics
- Unit 22 Culture-II: Diversity and Change
- Unit 23 Values
- Unit 24 Norms

Block 7: Social Structure

- Unit 25 Concepts of Social Structure
- Unit 26 Social Roles
- Unit 27 Social Networks
- Unit 28 Social Functions
- Unit 29 Social Stratification

Block 8: Social Control, Change and Development

- Unit 30 Social Control
- Unit 31 Social Deviance
- Unit 32 Social Conflict
- Unit 33 Social Change
- Unit 34 Social Development

- Videos:**
1. Simple Societies
 2. Social Change in India

- Audios:**
1. Understanding Society
 2. Economy and Society
 3. State and Society in India
 4. Culture, Society and Personality

II Society in India (ESO-12)**8 credits**

The second elective course in sociology, ESO-12, deals with the sociological perspective on society in India. Those opting for this course without a prior study of the basic principles of sociology are advised to first read ESO-11: *The Study of Society*. ESO-11 familiarises you to social institutions and social processes in society. It provides you with a set of guiding concepts which help in understanding societal structures and processes. In ESO-12 we have applied our knowledge of the general to the particular and looked at *Society in India* in a sociological frame. As our discipline covers many dimensions of social life you will find that ESO-12 gives you a comprehensive coverage of Indian society.

It is an interesting but at the same time not an easy task to describe Indian Society. There are many differences in various aspects of the life of the many groups in India. These differences are related mainly to diversity of people, caste, region and religion. The behaviour patterns of the people are influenced by the above factors and hence are different from each other. However, this is not denying some common elements among all people in India. People of India share a rich heritage of culture which provides a certain degree of stability to our society. This does not mean we are a static society. Our society is marked by both continuity and change. It is characterised by both planned as well as unplanned processes of social change. Our effort in this course is to make you look at the social institutions and social processes in India as sociologists see them.

We have referred to a number of ethnographic studies in the units of ESO-12 to illustrate the concepts and features of social structure and patterns of change, relating to Indian society. It should be remembered that these studies were made in particular places at particular point of time. Therefore they refer to specific aspects of Indian social life as perceived by both Indian and other sociologists and anthropologists. This means that one should not generalise about Indian society on the basis of just these studies. Secondly, as our society is in a constant state of rapid change even these examples may not apply forever. Examples should be read in relation to the context only. While revising ESO-02 and offering it as ESO-12, we focussed on currents of changes in society in India and updated all facts and figures desired from latest sources of information. Those students who have already taken ESO-02 should not offer this course.

SYLLABUS**Block 1: Social Structure – Rural and Urban**

- Unit 1 Unity and Diversity
- Unit 2 Rural Social Structure
- Unit 3 Village and the Outside World
- Unit 4 Patterns of Urbanisation
- Unit 5 Urban Social Structure

Block 2: Family Marriage and Kinship

- Unit 6 Family and its Types
- Unit 7 Marriage and its Change Patterns
- Unit 8 Kinship – I
- Unit 9 Kinship – II

Block 3: Economy and Polity

- Unit 10 Rural Economy
- Unit 11 Urban Economy
- Unit 12 Poverty – Rural and Urban
- Unit 13 National Politics
- Unit 14 Regional and State Politics

Block 4: Social Organisation

- Unit 15 Hindu Social Organisation
- Unit 16 Muslim Social Organisation
- Unit 17 Christian Social Organisation
- Unit 18 Sikh Social Organisation
- Unit 19 Zoroastrian Social Organisation

Block 5: Caste and Class

- Unit 20 Caste Structure and Regional Patterns
- Unit 21 Caste Continuity and Change
- Unit 22 The Scheduled Castes
- Unit 23 Class in India
- Unit 24 Backward Classes

Block 6: Tribes in India

- Unit 25 Tribes: Social Structure-I
- Unit 26 Tribes: Social Structure-II
- Unit 27 Religion in Tribal Societies
- Unit 28 Tribes and Modernisation in India

Block 7: Women and Society

- Unit 29 Status of Women
- Unit 30 Women's Movement
- Unit 31 Women and Work
- Unit 32 Women and Education
- Unit 33 Contemporary Women's Issues: Health and Legal Aspects

Block 8: Social Change

- Unit 34 Ethnic Relations and Conflicts
- Unit 35 Social Movements
- Unit 36 Development Planning and Change
- Unit 37 Ecology and the Future of Society

- Videos:**
1. Evergreen Tree
 2. The Koya Tribe

- Audios:**
1. The Muslim World
 2. The Working Woman
 3. New Face of Caste
 4. The Communal Divide

III Sociological Thought (ESO-13)**8 credits**

Course ESO-13 on *Sociological Thought* is designed to trace the development of systematic thinking about society. In order to know the types of society, their organisations, their working and the mode of change, we focus on emergence of sociology and development of functionalist theory of explaining social structure and processes.

Blocks 1 to 5 deal with the concepts and methods advanced by classical thinkers, like, Comte, Spencer, Marx, Durkheim and Weber. On these foundations were built new ways of analysing of social institutions and processes. Of the many such developments we select one – the study of functions, which was initiated by Durkheim. It was developed by the British social anthropologists, Malinowski and Radcliffe-Brown. Their ideas in relation to the studies of primitive tribes are discussed in Block 6. Later, as shown in Block 7, Parsons and Merton – the American Sociologists, formalised the approach for studying social systems. Thus, Blocks 6 and 7 illustrate the cumulative growth of sociology through the example of functional approach. Such exercises can be done for other concepts and theories by more interested students at post graduate level. In this course we remain with our founders and equip ourselves for belonging to their legacy. We enter sociology through them and try to know what they wrote about and also to get a taste of the questions they raised and attempts they made to answer them. This course (ESO-13) is the revised version of ESO-03. Those who have already opted for ESO-03 should not opt for ESO-13.

SYLLABUS**Block 1: Early Sociology**

- Unit 1 Emergence of Sociology in Europe
- Unit 2 Founding Fathers-I
- Unit 3 Founding Fathers-II
- Unit 4 History and Development of Sociology in India-I
- Unit 5 History and Development of Sociology in India-II

Block 2: Karl Marx

- Unit 6 Historical Materialism
- Unit 7 Forces, Relations and Mode of Production
- Unit 8 Class and Class Conflict
- Unit 9 Dialectics and Social Change

Block 3: Emile Durkheim

- Unit 10 Sociology as Science
- Unit 11 Comparative Method
- Unit 12 Collective Representations
- Unit 13 Forms of Solidarity

Block 4: Max Weber

- Unit 14 Ideal Types
- Unit 15 Religion and Economy
- Unit 16 Power and Authority
- Unit 17 Rationality

Block 5: Comparative Analysis

- Unit 18 Methodology–Durkheim, Marx and Weber
- Unit 19 Religion – Weber and Durkheim
- Unit 20 Division of Labour – Marx and Durkheim
- Unit 21 Capitalism – Weber and Marx

Block 6: Malinowski and Radcliffe-Brown

- Unit 22 Concept of Culture and Function– Malinowski
- Unit 23 Magic, Science and Religion–Malinowski
- Unit 24 Concept of Social Structure – Redcliffe-Brown
- Unit 25 Concept of Function – Radcliffe-Brown
- Unit 26 A Critique of Malinowski and Radcliffe-Brown

Block 7: Parsons and Merton

- Unit 27 The Concept of Social System – Parsons
- Unit 28 Functionalism and Social Change–Parsons

- Unit 29 Manifest and Latent Function – Merton
- Unit 30 Theory of Reference Group – Merton
- Unit 31 Critique of Parsons and Merton

- Audios:**
1. *The Manifesto of the Communist Party* by Marx and Engels
 2. Durkheim – *Man and his Times*
 3. Weber’s *Contribution to Sociology*
 4. *A Review of Argonauts of the Western Pacific* by B. Malinowski
 5. *A Review of The Andaman Islanders* by A. R. Radcliffe-Brown
 6. Parsons’ *Concept of Social System and Social Change*
 7. *A Review of Social Theory and Social Structure* by Robert K. Merton

IV Society and Stratification (ESO-14)**8 credits**

This course on Society and Stratification (ESO-14) is an entirely revised course keeping in mind the recent development in Stratification studies as a whole. The course introduces and explains social stratification both in theoretical terms as also the practical contemporary issues of ethnic stratification, gender differentiation and ethnicity. The course also gives special emphasis to explaining caste in Indian Society, marginalized communities, class in India and the issues relating to social mobility in its various aspects. In this revised course ESO-14 all the units have been written anew by eminent sociologists and various important contemporary areas have also been addressed. It will be greatly welcomed by the students wishing to study the relationship between society and stratification.

ESO-14 is a revised version of ESO-04. Students who have already taken ESO-04 should not opt for ESO-14. The course comprises of 8 blocks with 4 units each. These are as below:

SYLLABUS**Block 1: Introducing Social Stratification**

- Unit 1 Social Stratification: Meaning and Approaches
- Unit 2 Approaches to Social Stratification
- Unit 3 Caste and Class in India
- Unit 4 Stratification: Implication of Gender and Ethnicity

Block 2: Explaining Social Stratification

- Unit 5 Marx and Weber
- Unit 6 Parsons and Davis
- Unit 7 Coser and Dahrendorf
- Unit 8 Theories of Stratification: Towards a Synthesis Lenski, Luhmann, Berghe

Block 3: Ethnic Stratification

- Unit 9 Ethnicity as a Basis of Stratification
- Unit 10 Tribal Ethnicity: The North East
- Unit 11 Religious Ethnicity: The Case of the Punjab
- Unit 12 Linguistic Ethnicity in India

Block-4: Gender Differentiation and Ethnicity

- Unit 13 Gender as a Basis of Discrimination
- Unit 14 Formation of Gender Identities

- Unit 15 Gender Status and Power

- Unit 16 Women’s Empowerment: Some Illustrations

Block 5 Explaining Caste in Indian Society

- Unit 17 The Basis of Caste Hierarchy: Purity and Pollution
- Unit 18 Dimensions of Caste: Ritual and Power
- Unit 19 Caste Identity: Interactional Attributional and Approaches
- Unit 20 Caste Dynamics: Economic and Political

Block-6: Marginalized Communities and Stratification

- Unit 21 Status of Dalits
- Unit 22 Other Backward Classes
- Unit 23 Scheduled Tribes
- Unit 24 Marginalized Groups and their Changing Status

Block 7: Class in Indian Society

- Unit 25 Agrarian Class Structure
- Unit 26 Industrial Classes
- Unit 27 Middle Classes
- Unit 28 Class Conflict

Block 8: Social Mobility

Unit 29 Concept and Forms of Social Mobility

Unit 30 Social Mobility in Caste and Class

Unit 31 Factors and Forces of Social Mobility

Unit 32 Consequences of Social Mobility

V Society and Religion (ESO-15)**8 credits**

Religion is an extremely sensitive and emotive subject. It needs to be understood in the national as well as global contexts so that its damaging potential is held on leash and bridges of understanding are built between different religions. Most of us live in multi-religious societies, and the global society is multi-religious anyway. Recent history has shown that religion cannot be dismissed as a spent-up force. But it also shows that over-enthusiasm for religious revival can have grave consequence for the world order. This course on **Society and Religion (ESO-15)** seeks to enlarge mental horizons by providing understanding of the various aspects of religion for the human social order. It is divided into two parts. The first part, comprising Block 1 to 3, deals with the study of religion in a general and world-wide perspective. The second part, from Block 4 to 7, comes to grips with the plurality of religious system in India. **Block 1**, outlines the history and development of approaches to study religion. Evolutionist, functionalist and structuralist approaches are discussed in order to understand religious beliefs and symbols. **In Block 2**, describes the comparative approaches to the study of ritual. Two illustrative case studies of ritual are provided from Africa and Southeast Asia. **In Block 3**, attention is given to religious organisations and religious specialists. The role of religion is discussed in the context of social stability and change. **Block 4 and 5**, focus on socially established patterns of religious behaviour which is created by the people in a specific social setting. Religious Pluralism in India is taken up in some depth with reference to tribal religion, Hinduism, Jainism and Buddhism, Christianity, Islam and Sikhism. **Block 6**, outlines the profiles of some religious movements in India. Finally, **Block 7, Social Significance of Religion**, highlights the social significance of religious behaviour. This course does not deal with the metaphysical and theological aspects of religion. It concentrates on linkages of religion with society. Those readers of this course who are unfamiliar with sociological perspective are advised to first go through the course material material of **Sociological Thought (ESO-03)**.

SYLLABUS**Block 1: The Study of Religion**

Unit 1 Sociology and the Study of Religion

Unit 2 Evolutionary Theories of Religion

Unit 3 Functionalist Theories of Religion

Unit 4 Study of Religious Beliefs

Unit 5 Study of Religious Symbols

Unit 14 Religion: Social Stability and Change

Unit 15 Fundamentalism: Some Case Studies

Unit 16 Secularism and Secularisatio

Block 2: Perspectives on Religion

Unit 6 Comparative Sociological Theories of Ritual

Unit 7 Ritual I: A Case Study from Africa

Unit 8 Ritual II: A Case Study from South-East Asia

Unit 9 Civil Religion

Unit 10 Religion and the Economic Order

Unit 11 Religion and Politics/ State

Block 4: Religious Pluralism-I

Unit 17 Religious Pluralism in India as Fact and Value

Unit 18 Tribal Religion: Two Case Studies

Block 5: Religious Pluralism-II

Unit 19 Hinduism

Unit 20 Jainism and Buddhism

Unit 21 Christianity

Unit 22 Islam

Unit 23 Sikhism

Block 3: Religion and Related Aspects

Unit 12 Religious Organisations: Sects, Cults and Denominations

Unit 13 Religious Specialists: Shamans, Priests, Prophets

Block 6: Religious Movements – Medieval and Modern

Unit 24 Medieval Religious Movements I-Bhakti and Sufism

Unit 25 Medieval Religious Movements II-Veerashaivism

Unit 26 Modern Religious Movements I-Arya Samaj

Unit 27	Modern Religious Movements II- Ramkrishna Mission	Videos: 1. Religious Symbols, referring to Unit 4 and 5 of Block 1 2. Sociological Significance of Pilgrimages, referring to Unit 30 of Block 7
Block 7: Social Significance of Religion		
Unit 28	Life Cycle Rituals-I: Birth and Marriage	Audios: 1. Mahavira's Religion: Its Social Context, referring to Unit 20 of Block 5 2. The Social Factors of the Emergence of Hinduism, referring to Unit 19 of Block 5 3. The Social Factors of the Emergence of Sikhism, referring of Unit 23 of Block 5
Unit 29	Life Cycle Rituals-II: Death	
Unit 30	Social Significance of Pilgrimages	
Unit 31	Social Significance of Religious Festivals	
Unit 32	Fundamentalism, Communalism and Secularism	

VI Social Problems in India (ESO-16)

8 credits

The elective course ESO-06 on Social Problems in India aims to locate sociological dimensions of social problems in our country. It seeks to bring out the relevance of sociology in understanding social problems. This course is not oriented to social pathology. Rather, it aims at viewing social problems from the stand points of (a) relationship between society and the state (b) human rights (c) welfare state perspective in relation to intermediate structures and (d) disorganisation located in social and political contexts. Each social problem is viewed sociologically, in totality.

This course is divided into seven interdependent Blocks. Block 1 deals with theoretical issues and social framework pertaining to social problems in general and India is particular. Blocks 2 and 3 examine the patterns of transition in social structure in India with special reference to social demography, patterns of migration, urbanisation and changing family structure. The relationships of these transitions with the issues of the unemployment and problems of the industrial and rural labour are also analysed in these blocks. Block 4 deals with patterns of deprivation and alienation and their relationship with poverty, crime delinquency, drug-addiction, alcoholism, violence and terrorism. The issues related to identity, dignity and social justice of various social groups viz. children, youth, women, aged, scheduled castes, scheduled tribes, minorities and various other ethnic groups are highlighted in the next two blocks.

In recent years there has been a growing concern over ecological issues. The last block of this course deals with ecological issues in terms of access to, control and management of land, water and forest. Roles of State and other associations for ecological preservation are also examined in this block. This is the revised version of ESO-06. Those students who have already opted for ESO-06 should not opt for this course again.

SYLLABUS

Block 1: Social Framework

- Unit 1 Social Transformation and Problems
- Unit 2 Approaches and Alternative Paradigms
- Unit 3 The Indian Context

Block 2: Structure in Transition-I

- Unit 4 Social Demography
- Unit 5 Migration
- Unit 6 Urbanisation
- Unit 7 Changing Family Structure

Block 3: Structure in Transition-II

- Unit 8 Unemployment
- Unit 9 Labour: Industrial
- Unit 10 Labour: Rural
- Unit 11 Labour: Women
- Unit 12 Labour: Children

Block 4: Patterns of Deprivation and Alienation

- Unit 13 Poverty and its Social Dynamics
- Unit 14 Crime and Delinquency

- Unit 15 Drug Addiction and Alcoholism
- Unit 16 Violence and Terrorism

Block 5: Identity, Dignity and Social Justice-I

- Unit 17 Children
- Unit 18 Youth
- Unit 19 Women
- Unit 20 The Aged

Block 6: Identity, Dignity and Social Justice-II

- Unit 21 Scheduled Castes
- Unit 22 Scheduled Tribes
- Unit 23 Minorities
- Unit 24 Ethnicity

Block 7: Ecology and Resources

- Unit 25 Land: Access, Control and Management
- Unit 26 Water: Access, Control and Management
- Unit 27 Forest: Access, Control and Management
- Unit 28 Role of the State and Other Associations

2.10 RURAL DEVELOPMENT

I Rural Development in Indian Context (BRDE-101)

8 credits

The axiom “India lives in its villages” is as true today as it was over fifty years ago. The majority of our population lives in rural areas. Therefore, the development of our country has been inextricably linked with the development of its villages. Government of India also accords a high priority to Rural Development. The concept of rural development in a simple sense encompasses all kinds of qualitative transformation in the life of rural people and rural areas. Thus it is important that students should learn about rural development.

The course begins with an analysis of rural societies and then highlights on some of the important socio-economic problems affecting them. An attempt is made to conceptualise terms like development, rural development and rural development strategies. Later, the rural development experiences attempted from the beginning of this century to 1952, the year when the nationwide Community Development Programme was launched have been described. To give the student a wider perspective, rural development experiences of a few Asian countries have been given. In any programme of rural development, the administrative structure and institutions play an important part. Hence the student will read about these and also the role of people’s participation.

The course also covers rural development programmes and performance, familiarises the student with different rural development schemes implemented in India with special focus on poverty alleviation and area development schemes which aim at raising the incomes of the rural poor. An assessment of these programmes has been given so that the problems and issues become apparent.

The course also covers rural development planning and management, initially giving an overview of planning for rural development followed by a discussion on project identification, project formulation, project appraisal, project monitoring and evaluation which represent different stage of the process. Skills in regard to them are important for efficient management of projects.

SYLLABUS

Block 1: Rural Socio-Economic Structure and Development

- Unit 1 Rural Socio-Economic Structure
- Unit 2 Rural Development-Precepts and Practices
- Unit 3 Rural Development in India – A Retrospective
- Unit 4 Rural Development Experiences – An Asian Perspective

Block 2: Rural Development Administration and Institutions

- Unit 5 Rural Development Administration
- Unit 6 Commercial Banks and Rural Development
- Unit 7 Rural Cooperatives
- Unit 8 Special Agencies for Rural Development - Goals, Structure and Performance
- Unit 9 Panchayati Raj Institutions
- Unit 10 Voluntary Organisation and People’s Participation in Rural Development

Block 3: Asset Based Programmes and Performance

- Unit 11 Poverty Alleviation and Land Reforms Programme
- Unit 12 Integrated Rural Development Programme (IRDP)
- Unit 13 Area Development Programmes and Performance (DPAP+DPP)
- Unit 14 Minimum Needs Programme (MNP)

Block 4: Target Group-Oriented Programmes and Performance

- Unit 15 National Rural Employment Programmes (NREP)
- Unit 16 Rural Landless Employment Guarantee Programmes (RLEGP)
- Unit 17 Development of Women and Children in Rural Areas (DWCRA)
- Unit 18 Rural Technology and Training of Rural Youth for Self-Employment Programme (TRYSEM)

Block 5: Rural Development Planning

- Unit 19 Planning for Rural Development – An Overview
- Unit 20 Project Dimension, Identification and Formulation
- Unit 21 Project Appraisal-I (Technical Feasibility)
- Unit 22 Project Appraisal-II (Economic Feasibility)
- Unit 23 Project Appraisal-III (Financial Feasibility)

Block 6: Rural Development Management

- Unit 24 Management of Rural Development Projects -An Overview
- Unit 25 Planning and Management of Project Implementation
- Unit 26 Monitoring Development Projects
- Unit 27 Project Evaluation — Design and Method
- Unit 28 Changes in Knowledge, Attitude and Practice (KAP)

- Audios:**
1. Rural Development — Importance, Meaning and Approaches
 2. Credit for Rural Development (Block-2)
 2. Administrative Leadership for Rural Development (Block-2)
 3. Minimum Needs Programme (Block-3)
 4. Planning for Rural Development (Block-5)
 5. Planning and Management of Rural Development Projects (Block-6)
 6. Monitoring Development Projects (Block-6)

- Videos:**
1. Voluntary Organisations and Rural Development (Block-2)
 2. Reach Out and Touch (IRDP) (Block-3)
 3. Rural Water Supply (Block-3)
 4. Rural Women and Development (Block-4)
 5. Project Planning and Implementation (Block-6)
 6. Impact of Changing Attitudes (Block-6)

2.11 MATHEMATICS

Mathematics is deeply rooted in the activities of our daily life. At the same time it is also known as an abstract discipline. Indeed, mathematics has two aspects - functional and philosophical. It has wide applications in various areas of the Sciences, Social Sciences, Humanities, Engineering, Technology, Commerce and Agriculture. It is also a philosophy with intrinsic beauty and logical validity. In view of this, mathematics is being introduced as an elective in the Bachelor's Degree Programme.

We are offering the following elective courses. **The pre-requisite for any of these courses is a knowledge of mathematics that is imparted at the Senior Secondary (+2) level or an equivalent level.**

I Calculus (MTE-01)

4 credits

This is a first level course, consisting of four blocks, and is intended as a short introduction to calculus. Calculus is increasingly being recognised and accepted as a powerful tool in the exact sciences and social sciences. Its power stems from two sources – the derivative and the integral. In this course, we shall acquaint you with the basic techniques of differential and integral calculus. We shall also briefly trace the historical development of calculus.

After introducing the concept of the derivative in the first block, you shall study its geometrical significance in the second block. The third block introduces the other important concept, that of an integral. The last block will give you an idea about some applications of these concepts.

The present course deals with the calculus of functions of one variable. The calculus of several variables can be studied in a later course entitled “Advanced Calculus”

SYLLABUS

Block 1: Elements of Differential Calculus

- Unit 1 Real Numbers and Functions
- Unit 2 Limits and Continuity
- Unit 3 Differentiation
- Unit 4 Derivatives of Trigonometric Functions
- Unit 5 Derivatives of Some Standard Functions

Block 2: Drawing Curves

- Unit 6 Higher Order Derivatives
- Unit 7 The Ups and Downs
- Unit 8 Geometrical Properties of Curves
- Unit 9 Curve Tracing

Block 3: Integral Calculus

- Unit 10 Definite Integral
- Unit 11 Methods of Integration
- Unit 12 Reduction Formulas
- Unit 13 Integration of Rational and Irrational Functions

Block 4: Applications of Calculus

- Unit 14 Applications of Differential Calculus
- Unit 15 Area Under a Curve
- Unit 16 Further Applications of Integral Calculus

Video: Curves based on Block-2

II Elementary Algebra (MTE-04)

2 credits

This is a **first-level course** consisting of two blocks. The aim of this course is to introduce you to some simple algebra, which you will need for studying many of our other mathematics courses.

To start with, we introduce you to various sets, and in particular, to the set of complex numbers. Then we discuss algebraic methods for finding the roots of polynomials of degree less than 5. Next, we consider finite sets of linear equations and see how to solve them. One of the methods uses the concept of a determinant. We devote a unit to this concept and method. Finally, we look at some well-known inequalities which are used in mathematics and other sciences.

A special feature of this course is **an appendix in Block 1**. In this appendix we briefly discuss various mathematical symbols and methods of proof that you will use in any mathematics study that you undertake.

We give the detailed syllabus of the course below.

SYLLABUS

Block 1: Solutions of Polynomial Equations

Unit 1 Sets
Unit 2 Complex Numbers
Unit 3 Cubic and Biquadratic Equations

Block 2: Equations and Inequalities

Unit 4 Systems of Linear Equations
Unit 5 Cramer's Rule
Unit 6 Inequalities

Appendix : Some Mathematical Symbols and Techniques of Proof

III Analytical Geometry (MTE-05)

2 credits

This is a first-level course, which is intended as a short introduction to conics and conicoids. The pre-requisite for this course is the knowledge of some elementary two-dimensional coordinate geometry; though in the first unit we will briefly run through the amount of two-dimensional analytical geometry that we will need in the course.

The course consists of 3 blocks. In Block 1 we talk about conics and their properties. In Block-2 we discuss spheres, cones and cylinders. And finally, in Block 3, we take a detailed look at conicoids.

Apart from the mathematical interest that this course has, conics and conicoids are used in various areas of physics, astronomy, architecture, engineering and military science.

We give the detailed syllabus below.

SYLLABUS

Block 1: Conics

Unit 1 Preliminaries in Plane Geometry
Unit 2 The Standard Conics
Unit 3 General Theory of Conics

Unit 5 Spheres
Unit 6 Cones and Cylinders

Block 2: The Sphere, Cone and Cylinder

Unit 4 Preliminaries in Three-dimensional Geometry

Block 3: Conicoids

Unit 7 General Theory of Conicoids
Unit 8 Central Conicoids
Unit 9 Non-central Conicoids

IV Linear Algebra (MTE-02)

4 credits

This course consists of four blocks. It is intended as a short introduction to linear algebra. **We strongly recommend that you take MTE-04 and MTE-05 before doing this course.** We start the course by recalling some basic facts about sets, functions and fields. The second unit establishes the connection between geometry and linear algebra. We then go on to define the basic algebraic structure that linear algebra is built upon – vector spaces.

In Block 2 we have attempted to familiarise you with two connected concepts, linear transformations and matrices. We have discussed the connection between them as well as some of their properties.

In the last two blocks of this course we elaborate on some more properties of matrices and transformations, and end with the study of conics.

All the concepts given in the units are followed by a lot of examples as well as exercises that will help you to gauge your understanding of the material.

SYLLABUS

Block 1: Vector Spaces

- Unit 1 Sets, Functions and Fields
- Unit 2 Two and Three-Dimensional Spaces
- Unit 3 Vector Spaces
- Unit 4 Basis and Dimension

Block 2: Linear Transformations and Matrices

- Unit 5 Linear Transformations-I
- Unit 6 Linear Transformations-II
- Unit 7 Matrices-I
- Unit 8 Matrices-II

Block 3: Eigenvalues and Eigenvectors

- Unit 9 Determinants
- Unit 10 Eigenvalues and Eigenvectors
- Unit 11 Characteristic and Minimal Polynomials

Block 4: Inner Products and Quadratic Forms

- Unit 12 Inner Product Spaces
- Unit 13 Hermitian and Unitary Operators
- Unit 14 Real Quadratic Forms
- Unit 15 Conics

Video Programme Notes

Video : Linear Transformations and Matrices based on Block 2

V Abstract Algebra (MTE-06)

4 credits

This second level course consists of four blocks. In it we introduce you to certain algebraic systems, namely, groups, rings and fields. We devote the first two blocks of the course to group theory, and the next two to rings and fields.

As the course unfolds, you will see various methods of abstract algebra. You will also be able to see how useful these methods are for studying the structure of several algebraic systems simultaneously, briefly and quickly.

What you will study in this course is useful in branches of physics, chemistry and, of course, mathematics.

We suggest that you study Linear Algebra (MTE-02) before doing this course because we have taken some examples from there. In the last unit of this course we have also used some concepts from Block 1 of the Linear Algebra course.

SYLLABUS

Block 1: Elementary Group Theory

- Unit 1 Sets and Functions
- Unit 2 Groups
- Unit 3 Subgroups
- Unit 4 Lagrange's Theorem

Block 2: Some More Group Theory

- Unit 5 Normal Subgroups
- Unit 6 Group Homomorphisms
- Unit 7 Permutation Groups
- Unit 8 Finite Groups

Block 3: Elementary Ring Theory

- Unit 9 Rings
- Unit 10 Subrings and Ideals
- Unit 11 Ring Homomorphisms

Block 4: Integral Domains and Fields

- Unit 12 The Basics
- Unit 13 Polynomial Rings
- Unit 14 Special Integral Domains
- Unit 15 Irreducibility and Field Extensions

Video Programme Notes

Video: Groups of Symmetries (To be viewed after studying Block-2)

VI Advanced Calculus (MTE-07)

4 credits

As the name suggests, this is an advanced-level course on Calculus. **It assumes the knowledge of the course MTE-01 on Calculus.** This course stresses the Calculus of functions of several variables. But to start with, the concept of limit of a function of single variable is extended to cover infinite limits too. Next, we discuss L' Hopital's rule for the evaluation of limits of functions in indeterminate forms. After this we turn our attention to functions of several variables, with special emphasis on those of two or three variables. After briefly discussing the limits and continuity for these functions, we talk about the various ways of extending the concept of derivative to these functions. Partial derivatives, in particular, are discussed in detail. Taylor's theorem, maxima-minima, implicit and inverse function theorems are some of the other topics discussed here. We then study, double and triple integration, line integrals and related theorems like Green's theorem. The unitwise break up is as follows:

SYLLABUS

Block 1: \mathbf{R}_∞ and \mathbf{R}^n

- Unit 1 Infinite Limits
- Unit 2 L' Hopital's Rule
- Unit 3 Functions of Several Variables

Block 2: Partial Derivatives

- Unit 4 Limits and Continuity
- Unit 5 First Order Partial Derivatives and Differentiability
- Unit 6 Higher Order Partial Derivatives
- Unit 7 Chain Rule and Directional Derivatives

Block 3: Applications of Partial Derivatives

- Unit 8 Taylor's Theorem
- Unit 9 Jacobians
- Unit 10 Implicit and Inverse Function Theorems

Block 4: Multiple Integration

- Unit 11 Double Integration
- Unit 12 Triple Integration
- Unit 13 Applications of Multiple Integrals
- Unit 14 Line Integrals in \mathbf{R}^2

Media Note

Video: Double Integration (Block 4)

VII Differential Equations (MTE-08)

4 credits

This course consists of four blocks. It assumes the knowledge of the course MTE-01 on calculus and MTE-07 on advanced calculus. The first two blocks are devoted to ordinary differential equations (ODEs) and the last two blocks deal with the total and partial differential equations (PDEs).

We have started the course with the essentials and basic definitions related to differential equations. After discussing various methods of solving first order ODEs we have formulated various physical problems of first order. In Block-2 we have laid specific stress on the application of second order ODEs.

In the last two blocks we have discussed total and partial differential equations. Here we have taken linear, quasi-linear and non-linear PDEs and also given the products solution for three fundamental equations of mathematical physics viz. Laplace equation, heat equation and wave equation.

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

SYLLABUS

Block 1: Ordinary Differential Equations of First Order

- Unit 1 The Nature of Differential Equations
- Unit 2 Methods of Solving first Order and First Degree Equations
- Unit 3 Linear Differential Equations
- Unit 4 Differential Equations of First Order but not of First Degree

Block 2: Second and Higher Order Ordinary Differential Equations

- Unit 5 Higher Order Linear Differential Equations
- Unit 6 Methods of Undermined Coefficients
- Unit 7 Method of Variation of Parameters
- Unit 8 Method of Symbolic Operators
- Unit 9 Second Order Linear Differential Equations

Block 3: First Order Partial Differential Equations

- Unit 10 Curves and Surfaces
- Unit 11 Simultaneous Differential Equations
- Unit 12 Pfaffian Differential Equations
- Unit 13 Linear Partial Differential Equations
- Unit 14 Non-linear Partial Differential Equations

Block 4: Second and Higher Order Partial Differential Equations

- Unit 15 Homogenous Linear Partial Differential Equations with Constant Coefficients
- Unit 16 Non-homogeneous Linear Partial Differential Equations with Constant Coefficients
- Unit 17 Partial Differential Equations of Second Order

Video : Let's Apply Differential Equations (To be viewed after studying Blocks 1 and 2)

VIII Real Analysis (MTE-09)

4 credits

This course has been designed for those who have a working knowledge of the Calculus course and are ready for a more systematic rigorous treatment. The major objectives of this course are to bridge the gap between calculus and advanced calculus and to provide adequate knowledge of conceptual mathematics for those who wish to specialize in mathematics and pursue a career in mathematics. The unifying theme of the course is concerned with the concept of limit on the real line.

The first block consisting of four units which deals with the structure of a real number system. The sequences and series of real numbers are introduced and discussed in Block-2. This block consists of three units and the concept of Cauchy sequence is introduced. In Block-3, the general notion of the limit of a real-valued function has been introduced and the concepts of continuity and uniform continuity are discussed. The fourth block, consisting of three units, deals with differentiability, mean value theorem, etc. Finally, Block-5 discusses Riemann integration, sequence and series of functions and related results.

SYLLABUS

Block 1: Real Numbers and Functions

- Unit 1 Sets and Numbers
- Unit 2 Structure of Real Numbers
- Unit 3 Topology of Real Line
- Unit 4 Real Functions

Block 2: Sequences and Series

- Unit 5 Sequences
- Unit 6 Positive Term Series
- Unit 7 General Series

Block 3: Limit and Continuity

- Unit 8 Limit of a Function

- Unit 9 Continuity
- Unit 10 Properties of Continuous Functions

Block 4: Differentiability

- Unit 11 Derivatives
- Unit 12 Mean Value Theorems
- Unit 13 Higher Order Derivatives

Block 5: Integrability

- Unit 14 The Riemann Integration
- Unit 15 Integrability and Differentiability
- Unit 16 Sequences and Series of Functions

Video Programme: Limits – a glance through History

IX Numerical Analysis (MTE-10)

4 credits

This course of Numerical Analysis consists of four blocks. It assumes the knowledge of the course MTE-01 on Calculus. Number of results from Linear Algebra are also used in this course. We have stated these results wherever required. If you are interested in the details of these results you may refer to our Linear Algebra course (MTE-02).

In first block, we have dealt with the problem of finding approximate roots of a non-linear equation in one unknown. We have started the block with a recall of four important theorems from Calculus which are referred to throughout the course. After introducing the concept of 'error' that arise due to approximation, we have discussed two basic approximation methods namely, bisection method and fixed point iteration method and two commonly used methods namely, Secant and Newton-Raphson methods. In Block 2, we have considered the problem of finding the solution of system of linear equations. We have discussed both direct and indirect methods of solving system of linear equations.

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

In Block 4, using interpolating polynomials we have obtained numericals differentiation and integration formulas together with their error terms. After a brief introduction to difference equation, the numerical solution of the first order ordinary differential equation is dealt with. More precisely, Taylor series method, Euler's method and second, third and fourth order Runge-Kutta methods are considered with error terms for the solution of differential equations.

All the concepts given in the units are followed by a lot of examples as well as exercises. These will help you get a better grasp of the techniques discussed in this course. We have used a scientific calculator for doing computations throughout the course. While attempting the exercises given in the units, you would also need a calculator which is available at your study centre.

SYLLABUS

Block 1: Solution of Non-linear Equations in One Variable

- Unit 1 Review of Calculus
- Unit 2 Iteration Methods for Locating a Root
- Unit 3 Chord Methods for Finding Roots
- Unit 4 Approximate Roots of Polynomial Equations

Block 2: Solution of Linear Algebraic Equations

- Unit 5 Direct Methods
- Unit 6 Inverse of a Square Matrix
- Unit 7 Iterative Methods
- Unit 8 Eigenvalues and Eigenvectors

Block 3: Interpolation

- Unit 9 Lagrange's Form
- Unit 10 Newton's Form of the Interpolating Polynomial
- Unit 11 Interpolation at Equally Spaced Points

Block 4: Numerical Differentiation, Integration and Solution of Differential Equations

- Unit 12 Numerical Differentiation
- Unit 13 Numerical Integration
- Unit 14 Numerical Solution of Ordinary Differential Equations
- Unit 15 Numerical Solution of Differential Equations using Runge-Kutta Methods

X Probability and Statistics (MTE-11)

4 credits

Research workers in social and exact sciences collect information about their field of interest. This information has to be processed to make it meaningful. In this course we shall acquaint you with the concepts and methods used in the statistical analysis and interpretation of data. This analysis of obtained data is used to predict some parameters. We shall also discuss the reliability of such predictions. In the process you will be introduced to probability distributions.

You will also study some standard probability distributions which are frequently encountered. The concepts discussed in this course would help you to draw conclusions about the population on the basis of the data obtained from a sample. This course assumes the knowledge of MTE-07.

SYLLABUS

Block 1: Descriptive Statistics

- Unit 1 Frequency Distribution of a Character
- Unit 2 Measures of Central Tendency and Dispersion
- Unit 3 Skewness and Kurtosis
- Unit 4 Correlation and Regression

Block 2: Probability on Discrete Sample Space

- Unit 5 Sample Space of Random Experiment
- Unit 6 Probability on a Discrete Sample Space
- Unit 7 Discrete Random Variable and its Probability Distribution
- Unit 8 Standard Probability Distributions-I
- Unit 9 Standard Probability Distributions-II

Block 3: Distribution Theory

- Unit 10 Univariate Distributions
- Unit 11 Standard Continuous Distributions
- Unit 12 Bivariate Distributions
- Unit 13 Functions of Random Variables
- Unit 14 Limit Theorems

Block 4: Elements of Statistical Inference

- Unit 15 A General Introduction
- Unit 16 Point Estimation
- Unit 17 Testing of Hypotheses
- Unit 18 Common Test and Confidence Intervals

XI Linear Programming (MTE-12)

4 credits

Linear programming is one of the most important scientific developments of the present century. Since its inception in 1950, it has been used as a powerful tool to solve various complex problems faced by the business and the industrial sector. Most of the scientific computation done on the computers is devoted to the use of linear programming and its techniques. What is the nature of this remarkable tool? What kinds of problems does it solve? How are the techniques of linear programming applied to these problems? You will learn all this in this course on Linear programming. The main aim of this course is to discuss linear programming, its usefulness through its methods and to give a brief introduction of Games Theory. To learn linear programming and its techniques, you should have prior discussion on linear programming which begins in Block-2 with focus on simplex method. In Block-3, we have discussed some special linear programming problems, viz. transportation and assignment problems. Block-4 deals with the **Games Theory and its relationship with linear programming.**

SYLLABUS

Block 1: Basic Mathematics and Optimization

- Unit 1 Basic Algebra
- Unit 2 Inequalities and Convex Sets
- Unit 3 Optimization in two Variables
- Unit 4 Optimization in more than two variables

Block 2: Simplex Method and Duality

- Unit 5 Standard Forms and Solutions
- Unit 6 Simplex Method
- Unit 7 Primal and Dual
- Unit 8 Duality Theorems

Block 3: Special Linear Programming Problems

- Unit 9 Transportation Problems
- Unit 10 Feasible Solutions of Transportation Problems
- Unit 11 Computational Method for Transportation Problems
- Unit 12 Assignment Problems

Block 4: Games Theory

- Unit 13 Games with Pure Strategy
- Unit 14 Games with Mixed Strategy
- Unit 15 Graphical Method and Dominance
- Unit 16 Games and Linear Programming

XII Discrete Mathematics (MTE-13)

4 credits

This course deals with discrete objects (that is, finite sets of objects) and relationships among them. The discrete objects could be the students of IGNOU, the books in a library, the stars in the sky, and so on. This is a second-level course though our presentation only assumes the knowledge of 10+2 mathematics.

The study of discrete mathematics consists of several topics that are intuitively appealing, intellectually challenging, and have wide-ranging applications. Of these, we have chosen some topics with a view towards giving you a flavour of this recent area of mathematics. They are Mathematical Logic (including mathematical induction, the main technique of proof in discrete mathematics), combinatorics (the art of counting without actually counting!) and elementary graph theory (the study of elementary network diagrams).

SYLLABUS

Block 1: Elementary Logic

- Unit 1 Propositional Calculus
- Unit 2 Methods of Proof
- Unit 3 Boolean Algebra and Circuits

Block 2: Basic Combinatorics

- Unit 4 Combinatorics-An Introduction
- Unit 5 Partitions and Distributions
- Unit 6 More About Counting

Block 3: Recurrences

- Unit 7 Recurrence Relations
- Unit 8 Generating Functions
- Unit 9 Solving Recurrences

Block 4: Introduction to Graph Theory

- Unit 10 Basic Properties of Graphs
- Unit 11 Special Graphs
- Unit 12 Eulerian and Hamiltonian Graphs
- Unit 13 Graph Colourings and Planar Graphs

XIII Mathematical Modelling (MTE-14)

4 credits

Relationship between mathematics and the real world application of mathematics, have existed as long as mathematics itself. During the last few decades an enormous extension of the use of mathematics in other disciplines has occurred, and many new sciences have been mathematised. This course on Mathematical Modelling is an attempt to translate some of the real situations in mathematical terms. This course consists of four blocks. It assumes the knowledge of the course MTE-08 on Differential Equations.

First block is an introductory block. It introduces the reader to an overview of the modelling process from its logical starting point. It also deals with the art and the science aspects of mathematical modelling by answering the questions like. What is a mathematical model? Why should a model be developed? How to classify the models? It also focuses on various mathematical formulations and examples of their applications giving an overview of mathematical tools available for obtaining the solution to the problem under consideration.

In Block 2 we have considered mathematical modelling in the physical environment. Here we have illustrated mathematical modelling techniques by considering various physical examples. In the last two blocks we have discussed mathematical modelling in Biological and Social Environment.

SYLLABUS

<p>Block 1: Introduction to Mathematical Modelling</p> <p>Unit 1 Mathematical Modelling-An Overview</p> <p>Unit 2 Formulating A Model</p> <p>Unit 3 Solving and Interpreting a Model</p> <p>Block 2: Mathematical Modelling in the Physical Environment</p> <p>Unit 4 Motion in a Straight Line</p> <p>Unit 5 Planetary Motion</p> <p>Unit 6 Air Pollution</p>	<p>Block 3: Mathematical Modelling in the Biological Environment</p> <p>Unit 7 Blood Flow and Oxygen Transfer</p> <p>Unit 8 Single Species Population Model</p> <p>Unit 9 Two-Species Population Model</p> <p>Unit 10 Epidemics</p> <p>Block 4: Mathematical Modelling in the Socio-Economic Environment</p> <p>Unit 11 Some Models in Economics</p> <p>Unit 12 Conflict and Cooperation</p> <p>Unit 13 Investments</p> <p>Unit 14 Probabilistic Models</p>
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2.12 SOCIAL WORK

I Introduction to Family Education (BSWE–004)

8 Credits

This course gives basic information about family life education, sexual health education, social institution of marriage, policies and programmes for social welfare, issues in marital life and process of growing up. This course will be of immense use to every individual, without any distinction of caste, creed, sex, qualification and socio-economic status. The text has been meticulously prepared and gives comprehensive understanding of family life in the Indian context. This course will be useful to people interest in working with young people, NGOs, social development agencies and welfare sectors including school teachers and trainers of trainees (TOTs).

SYLLABUS

<p>Block 1: Family Life Education</p> <p>Unit 1 Concept of Family Life</p> <p>Unit 2 Family Life Education: Concept and Meaning</p> <p>Unit 3 Importance of Family Life Education</p> <p>Unit 4 Role of Home, School and Religion in Imparting Family Life Education</p> <p>Unit 5 Development of Personality and Moral Values in Life</p> <p>Block 2: Life Skill Education</p> <p>Unit 1 Basic Concepts in Life Skill Education</p> <p>Unit 2 Understanding Man and Woman</p> <p>Unit 3 Life Skill Education: Concept and Objectives</p> <p>Unit 4 Life Skill Education: Role of Home, School and Media</p> <p>Block 3: Process of Growing Up</p> <p>Unit 1 Male Reproductive System and Functioning</p> <p>Unit 2 Female Reproductive System and Functioning</p> <p>Unit 3 Early Stages of Human Growth: Biological, Social, Psychological and Developmental Aspects</p>	<p>Unit 4 Later Stages of Human Growth: Biological, Social, Psychological and Developmental Aspects</p> <p>Unit 5 Youth and their Concerns</p> <p>Block 4: Social Institution of Marriage</p> <p>Unit 1 Marriage and Family: Choosing Life Partner</p> <p>Unit 2 Marriage in India</p> <p>Unit 3 Society, Culture, Religion and Family Values</p> <p>Unit 4 Marital Life and Role Expectations</p> <p>Block 5: Policies and Programmes for Family Welfare</p> <p>Unit 1 Indian Family in Transition</p> <p>Unit 2 Family Planning Policies</p> <p>Unit 3 Family Planning Methods and Spacing between Live Births</p> <p>Unit 4 Medical Termination of Pregnancy and Issues Associated with it.</p> <p>Block 6: Major Problems in Marital Life</p> <p>Unit 1 Psycho-social Effects of Divorce, Separation and Migration</p> <p>Unit 2 Dowry Demands and Dowry Deaths</p> <p>Unit 3 Legal Issues Involved in Marriage</p>
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II Introduction to HIV/AIDS (BSWE–005)

8 credits

This course provides basic information about the what, why and how of HIV/AIDS. It also deals with the routes of HIV transmission, testing issues, socio-ethical issues regarding prevention and control, vulnerable population, HIV/AIDS education and care and legal aspects relating to HIV/AIDS. The entire material of this course has been prepared in the Indian context. This course will be useful to every individual whether they are students, family members or responsible citizens. The information and knowledge provided in this course will be of great use to people who are working in the areas of young people such as school teachers, counsellors, NGO functionaries and parents of adolescents.

SYLLABUS

Block 1: Basic Facts about HIV/AIDS	Unit 6	Life Skills in the Context of Adolescent Education
Unit 1 Global and National Scenario of HIV/AIDS		
Unit 2 HIV/AIDS Disease Profile		
Unit 3 Misconceptions of HIV/AIDS/STDs	Block 4: HIV/AIDS and Valnerable Population	
Unit 4 History of HIV/AIDS	Unit 1 HIV/AIDS and Women	
	Unit 2 HIV/AIDS and Children	
Block 2: HIV Transmission and Testing	Unit 3 HIV/AIDS and Substance Abuse	
Unit 1 Transmission of HIV through Sex	Unit 4 STDs and their Management	
Unit 2 Transmission of HIV through Blood	Unit 5 HIV/AIDS and Work Place	
Unit 3 Mother to Child Transmission of HIV		
Unit 4 HIV Testing and Issues Involved	Block 5: HIV/AIDS Education and Care	
Unit 5 Moral Issues on HIV Testing	Unit 1 HIV/AIDS and its Implication on Individual, Family and Community	
	Unit 2 HIV/AIDS Education and Behaviour Modification	
Block 3: HIV/AIDS Prevention: Socio-ethical Issues	Unit 3 Care of Person with HIV/AIDS	
Unit 1 HIV/AIDS Prevention and Control : Government Initiatives	Unit 4 Care of the Terminally Ill	
Unit 2 HIV/AIDS Prevention and Control : Personal Aspects		
Unit 3 Continuum of Care	Block 6: AIDS, Law and Human Rights	
Unit 4 Social Influence on HIV/AIDS Transmission and Prevention	Unit 1 HIV/AIDS and Law	
Unit 5 HIV/AIDS and Ethical Issues	Unit 2 Rights of People Living with HIV/AIDS (PHLAS)	
	Unit 3 HIV/AIDS Related International Legislations	

III Substance Abuse and Counselling (BSWE–006)

8 Credits

This course on Substance abuse and counselling, deals with details of alcohol and drug addiction which is a major problem among many people across the country. It provides factual information about the use of alcohol and drugs and its implications on individual, family and society; prevention and treatment of alcohol and drug addiction; basic information about communication; basics about counselling services in the area of HIV/AIDS, family and marriage; and other sensitive topics. This course will be highly useful to young people, parents of adolescents and those interested in working in the area of counselling, alcohol, drugs, social welfare and development sectors.

SYLLABUS

Block 1: Factual Information on Substance Abuse	Block 2: Substance Abuse and Its Implications
Unit 1 Relevance of Substance Abuse and HIV/AIDS	Unit 1 Link Between Alcohol, Drugs, STDs and HIV – its Relevance in the Present Day Context
Unit 2 Commonly Used Drugs and Target Groups	Unit 2 Consequences of Substance Abuse on the Individual
Unit 3 Extent of Prevalence of Substance Abuse and Trafficking in India	Unit 3 Impact of Substance Abuse on Family and on National Development
Unit 4 The Drugs Scenario – Global, Regional and National	Unit 4 The Narcotic Drugs and Psychotropic Substances Act 1985 (NDPS Act, 1985)
	Unit 5 Drug Demand Supply Reduction

Block 3: Prevention and Treatment of Alcohol & Drugs	Unit 4	Interpersonal, Group and Mass Communication
Unit 1	Treatment of Alcohol and Drug Dependence	Unit 5
Unit 2	Empowering through Education, counselling, Referral Services and Community Responses	Use of Media for Promotion of HIV and Family Education
Unit 3	Role of NGOs, National and International Bodies on Prevention and Control	Block 5: Basics of Counselling
Unit 4	Developing Skills and Competencies for Intervention Strategies	Unit 1
Block 4: Basics of Communication		Unit 2
Unit 1	Importance and Relevance of Information, Education and Communication (IEC) for HIV	Unit 3
Unit 2	Communication – Concepts, Types and Process	Unit 4
Unit 3	Traditional and Modern Media of Communication	Unit 5
		Practical Issues Involved in Counselling
		Block 6: Counselling in HIV and Family Matters
		Unit 1
		Unit 2
		Unit 3
		Unit 4
		Unit 5
		STD and HIV/AIDS Counselling
		Family and Pre-marital Counselling
		Counselling on Sexuality and Sensitive Issues
		Existing Trends in Counselling Services in India

2.13 PHILOSOPHY

1. Indian Philosophy : Part I (BPY-001)

4 credits

The Indian philosophy is expressed through a rich variety of thoughts and practices that have developed over more than three thousand years. There is no single Indian philosophy, but rather a plurality of ways of understanding and relating to Reality from a stock of widely held ideas reflected in the *Vedas* and the *Upanishads*, and particularly in the classical systems of Hinduism, Buddhism, and Jainism. Philosophy becomes thematic at various levels and in different contexts, in debates concerning the status of certain concepts as the soul, God, substances, universals, time, change, permanence/impermanence, one and many, etc. This Course helps a student to understand the different aspects and systems of Indian Philosophy in its long formation.

SYLLABUS

Block 1: Introduction to Indian Philosophy	Block 3: Upanishads - 2
Unit 1	Unit 1
Unit 2	Unit 2
Unit 3	Unit 3
Unit 4	Unit 4
	Unit 5
Block 2: Upanishads -1	Block 4: Heterodox Systems
Unit 1	Unit 1
Unit 2	Unit 2
Unit 3	Unit 3
Unit 4	Unit 4
Unit 5	

2. Logic : Classic and Symbolic Logic (BPY-002)

4 credits

Logic is the systematic study of the general structures of sound reasoning and valid arguments. It is the study of the methods and principles used to distinguish good (correct) from the bad (incorrect) reasoning. This does not mean that only a student of logic can reason well or correctly. To say so would imply that to run well one requires studying the physics and physiology. However it is true that a person who has studied logic is more likely to reason correctly than one who has never thought about the general principles involved in the activity. There are several reasons for that. First, the proper study of logic will enable the student to reason well, as practice can make one perfect. Second, the study of logic gives attention to the analysis of fallacies which are common and finds often natural mistakes in reasoning. Finally,

the study of logic will give the students techniques and methods for testing the correctness of different kinds of reasoning. Logic will provide us with criteria to correct reasoning with which we can test arguments for their correctness.

Block 1: Nature of Logic	
Unit 1	Nature and Scope of Logic
Unit 2	Concept and Term
Unit 3	Definition and Division
Unit 4	Proposition

Block 2: Reasoning	
Unit 1	Meaning and Kinds of Reasoning
Unit 2	Deductive Reasoning
Unit 3	Dilemma and Fallacies
Unit 4	Induction

Block 3: Symbolic Logic: Statements	
Unit 1	History and Utility of Symbolic Logic
Unit 2	Compound Statements and their Truth Values
Unit 3	Symbolizing of Statements
Unit 4	Truth-Functional Forms

Block 4: Symbolic Logic: Syllogisms	
Unit 1	Formal Proof of Validity: Rules of Inference
Unit 2	Formal Proof of Validity: Rules of Replacement
Unit 3	Conditional Proof and Indirect Proof
Unit 4	Quantification

3. Ancient & Medieval Western Philosophy (BPY-003)

4 credits

Ancient Western Philosophy is also known as Greco-Roman Philosophy or Greek philosophy, because it started in Greece, or rather with the proto-Greek people. Ancient Western Philosophy is also known as “Greek Miracle”. This Maritime colonial power began to flower as a centre of thought and creativity that it became a mark of all future thinking. ‘Ancient’ is a relative term. Usually it refers to things, events, persons, time which are removed from as in the past. Ancient Western Philosophy refers to the pioneers, the first to go and venture in a new field or territory. They were daring thinkers, who were ready to look at problems afresh, searching for new solutions. The Medieval Philosophy discussed the relation of faith to reason, the existence and unity of God, the object of theology and Metaphysics, and the problems of knowledge, of universals, and of individuation. The chief philosophical reflection was around human’s relationship with other human beings, the world, and God. It was a period of ‘tension’ between philosophy and theology of major monotheistic religions. During this era philosophy became a system, with well-established schools.

Block 1: Introduction to Philosophy	
Unit 1	Definition, Scope and Importance of Philosophy
Unit 2	Disciplines within Philosophy and their Complementarity
Unit 3	Methods in Philosophy
Unit 4	Notional Clarifications
Unit 5	An Overview of Western Philosophies

Block 2: Greek Philosophy: Early Philosophers	
Unit 1	Ionian and Pythagorean Philosophers
Unit 2	Eleatic and Atomistic Philosophers
Unit 3	Naturalistic and Sophistic Philosophers
Unit 4	Socrates

Block 3: Greek Philosophy: Classical Period	
Unit 1	Plato
Unit 2	Aristotle
Unit 3	Hellenism
Unit 4	Neo-Platonism

Block 4: Medieval Philosophy	
Unit 1	Early Medieval Philosophers
Unit 2	Augustine
Unit 3	Aquinas
Unit 4	Dun Scotus and William of Okham
Unit 5	Jewish and Islamic Philosophers

4. Religions of the World (BPY-004)

4 credits

Diversity is a lived experience. In our world and particularly in India, we experience diversity of religions, cultures, world-views, languages and customs. India is not only a ‘melting pot’ of diverse religions but place of mutual interaction, dialogue and appreciation of everything plural that forms the fabric of our country. In this course, we focus our attention on the experience of diversity of religions in our world and in our country and try to understand how we can respond to this dynamic scenario that invites a responsible and creative approach. Our response is based on the responses of many enlightened seers and thinkers who have raised the question of plurality of religions and attempted to present their positions in the face of diverse and often seemingly contradictory religions.

Block 1: Introduction to Religion	
Unit 1	Religion: Its Salient Features
Unit 2	Religious Experience
Unit 3	Sociology and Psychology of Religion
Unit 4	Religious Pluralism

Block 2: Religions of Indian Origin	
Unit 1	Hinduism
Unit 2	Buddhism
Unit 3	Jainism
Unit 4	Sikhism

Block 3 Religions of Middle-East Origin

Unit 1	Zoroastrianism
Unit 2	Judaism
Unit 3	Christianity
Unit 4	Islam

Block 4 Other Religions

Unit 1	Confucianism
Unit 2	Taoism
Unit 3	Shintoism
Unit 4	Tribal Religions

5. Indian Philosophy : Part II (BPY-005)**4 credits**

The Indian philosophy is expressed through a rich variety of thoughts and practices that have developed over more than three thousand years. There is no single Indian philosophy, but rather a plurality of ways of understanding and relating to Reality from a stock of widely held ideas reflected in the *Vedas* and the *Upanishads*, and particularly in the classical systems of Hinduism, Buddhism, and Jainism. Philosophy becomes thematic at various levels and in different contexts, in debates concerning the status of certain concepts as the soul, God, substances, universals, time, change, permanence/impermanence, one and many, etc. This Course helps a student to understand the different aspects and systems of Indian Philosophy in its long formation.

Block 1: Orthodox Systems -1

Unit 1	Nyaya Philosophy
Unit 2	Vaisesika Philosophy
Unit 3	Samkhya Philosophy
Unit 4	Yoga Philosophy
Unit 5	Mimamsa Philosophy

Block 2: Orthodox Systems - 2

Unit 1	Vedanta: An Introduction
Unit 2	Sankara
Unit 3	Ramanuja
Unit 4	Madhva
Unit 5	Saivism and Vaishnavism

Block 3: Indian Philosophical Movements

Unit 1	Bhakti Movement
Unit 2	Sufi Movement
Unit 3	Reform Movement
Unit 4	Ashram Movement

Block 4: Contemporary Indian Thinkers

Unit 1	Swami Vivekananda and Aurobindo
Unit 2	Mahatma Gandhi and Rabindranath Tagore
Unit 3	Pandit Jawaharlal Nehru and B. R. Ambedkar
Unit 4	S. Radhakrishnan and Amartya Sen
Unit 5	Philosophy of the Constitution of India

6. Metaphysics (BPY-006)**4 credits**

The word *meta* in Greek means above, after or beyond; this is the study of the nature of things above/after/beyond physics. Aristotle's papers included his works on physics and his treatises on ultimate reality. Since these untitled treatises of Aristotle were placed at the end of his famous work *ta phusika* (The Physics) people began to call them *meta ta phusika* (The Metaphysics). It is a branch of philosophy, which studies realities beyond physical things. Metaphysics is therefore after physics in so far as it goes beyond the physical nature of things to the being of things.

Block 1: Definition and Nature of Metaphysics

Unit 1	Etymology, Definition and Scope
Unit 2	Starting Point, Fundamental Notions and Principles
Unit 3	Methods
Unit 4	Brief History of Western Metaphysics
Unit 5	Brief History of Indian Metaphysics

Block 2: Metaphysical Structure of Finite Being

Unit 1	Being and Essence
Unit 2	Substance and Accidents
Unit 3	Matter and Form
Unit 4	Act and Potency

Block 3: Metaphysical Nature of Finite Being

Unit 1	Entity
Unit 2	Person
Unit 3	Knowledge
Unit 4	Freedom

Block 4: Notion of Being

Unit 1	Being as Analogous
Unit 2	Being as One
Unit 3	Being as True
Unit 4	Being as Good
Unit 5	Being as Beautiful

7. Ethics (BPY-007)

4 credits

The word 'ethics' is derived from the Greek word *ethos*, which means custom, a habitual way of acting, character etc. So, ethics is the science of character, habits of activity or conduct of human being. It is also known as Moral philosophy as it studies the principles or standards of human conduct. Human beings do not live and act at random. They follow certain patterns. These are adopted spontaneously, and in general these prototypes stem from models and attitudes adopted as historical and cultural factors. These are not mere charters as directives for life, but the shaping of one's life in accordance with certain *mores*/customs. The term *mores* in Latin means customs and manners and *moral* in moral philosophy is derived from this very term *mores*. Ethics is the science of morals or that branch of philosophy which is concerned with human character and conduct. An action was considered to be morally good or bad if it was in line with or against the customs and traditions of the particular era or society.

Block 1: Perspectives in Ethics -Western

Unit 1	An Introduction to Ethics
Unit 2	Ethics in Greek Philosophy
Unit 3	Ethics in Medieval Philosophy
Unit 4	Ethics in Modern Philosophy
Unit 5	Ethics in Contemporary Philosophy

Block 3: Moral Consciousness

Unit 1	Moral Experience
Unit 2	Virtues and vices
Unit 3	Analysis of human action
Unit 4	Norm of Morality
Unit 5	Natural and Moral Law

Block 2: Perspectives in Ethics –Indian

Unit 1	Ethics in Ancient Philosophy
Unit 2	Ethics in Medieval Philosophy
Unit 3	Ethics in Modern Philosophy
Unit 4	Ethics in Contemporary Philosophy

Block 4: Social Ethics

Unit 1	Suicide
Unit 2	Euthanasia
Unit 3	Abortion
Unit 4	Violence
Unit 5	Terrorism

8. Modern Western Philosophy (BPY-008)

4 credits

The focus of Modern Western philosophy was reason. This period was marked by separation of philosophy from theology and separation of philosophy from science. There are three main schools of philosophies, that of *Rationalism*, *Empiricism* and *Transcendentalism*. Rationalism was trying to give importance to reason. Method they used was deductive method. Important philosophers of this school were Rene Descartes, the father of modern western philosophy, Spinoza and Leibniz. Empiricism spoke about sense knowledge. The method of philosophizing was inductive method. Locke, Berkeley and Hume are eminent thinkers of this school. Transcendentalism tried to bring about a synthesis between Rationalism and Empiricism. Immanuel Kant is the main figure of this school.

Block 1: Renaissance and Enlightenment

Unit 1	Introduction to Modern Philosophy
Unit 2	Renaissance
Unit 3	Enlightenment
Unit 4	Socio-political Implication

Block 3: Empiricism

Unit 1	Locke
Unit 2	Berkley
Unit 3	Hume
Unit 4	Resume and Critical Appraisal

Block 2: Rationalism

Unit 1	Descartes
Unit 2	Spinoza
Unit 3	Leibniz
Unit 4	Resume and Critical Appraisal

Block 4: German Idealism

Unit 1	Kant -1
Unit 2	Kant -2
Unit 3	Hegel-1
Unit 4	Hegel -2

9. Contemporary Western Philosophy (BPY-009)

4 credits

If Modern Western Philosophy reached the astronomical heights of reason, the locus of Contemporary Western Philosophy was about discovering the meaning of human existence. It analyzed the existence of human being in a concrete and practical way, seeing existence as something grounded and caught up in concrete situations of life. Contemporary Western Philosophy is a journey in which, we visit many schools of philosophical thought to be arrived in theory and to be lived in action beginning from Pragmatism to Post-Modernism.

Block 1: Foundations of Contemporary Philosophy

Unit 1	Introduction to Contemporary Western Philosophy
Unit 2	Marx
Unit 3	Nietzsche
Unit 4	Freud

Block 2: Early Continental Philosophy

Unit 1	Husserlian Phenomenology
Unit 2	Heidegger
Unit 3	Theistic Existentialists
Unit 4	Atheistic Existentialists

Block 3: Later Continental Philosophy

Unit 1	Structuralism and Poststructuralism
Unit 2	Postmodernism
Unit 3	Hermeneutics
Unit 4	Critical Theory

Block 4: Analytical Philosophy

Unit 1	Logical Atomism
Unit 2	Logical Positivism
Unit 3	Wittgenstein
Unit 4	Ordinary Language Philosophy

10. Epistemology (BPY-010)**4 credits**

The word epistemology comes from the Greek word, ‘*episteme*’ meaning knowledge and *logos* meaning science or systematic way of studying. The term was first used in 1854 by J.F. Ferrier, who distinguished the two main branches of philosophy as Ontology and Epistemology. Epistemology as a distinct science is a recent development, beginning in the Modern period of philosophy with Descartes, and gaining prominence with the contemporary philosopher, Husserl (1859-1938). It is a branch of philosophy that deals with the problem of knowledge that is, it investigates the origin, structure, methods and the validity of knowledge. It answers the question, “How do we know?” This is the philosophy of knowledge concerned with such questions as; is knowledge of anything really possible, is our knowledge certain, how do we get our knowledge? What exactly is knowledge about, etc.

Block 1: Introduction to Epistemology

Unit 1	Definition and Nature of Epistemology
Unit 2	Brief History of Epistemology
Unit 3	Basic Concepts and Assumptions
Unit 4	Theories of Truth

Block 2: Sources of Belief

Unit 1	Perception
Unit 2	Hermeneutic/constructivist view of perception
Unit 3	Inference
Unit 4	Testimony

Block 3: Methods and Justification of Knowledge

Unit 1	Metaphysical Method of Aristotle and
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Unit 2	Aquinas
Unit 3	Foundationalism and Coherentism
Unit 4	Introducing some complexity
Unit 4	Popperian Method and Naturalized Epistemology

Block 4: The Knowing Subject

Unit 1	The Mirroring Mind (Descartes, Locke, Hume)
Unit 2	Revolt against the Mirroring Mind (Kierkegaard, Postmodern Trends, Feminists)
Unit 3	Not Mirrors but Maps (Knowledge and Human Interests- Habermas, Mesocosm)
Unit 4	Critical Appraisal and Synthesis

11. Philosophy of Human Person (BPY-011)**4 credits**

In philosophical language, the expression ‘Philosophical Anthropology’ has come into use only in recent decades. It was with Rene Descartes (1596-1650) with the affirmation of the anthropocentric perspective, that the human person became the centre and the focal point of philosophy. The centre of concern in modern and contemporary philosophy is the human individual and his/her problems. Human is the main concern of our time. We live in an anthropocentric world, where human person is considered as the centre and summit and measure of everything. **Philosophical Anthropology** deals with those vital and significant questions that touch our own very existence – Who am I? Why am I in this world? Where am I going?, etc.

Block 1: Approaches to the Study of Human Person

Unit 1	Introduction to the Philosophy of Human Person
Unit 2	Historical concept of Human Person
Unit 3	Different Approaches to the Study of Human Person - I
Unit 4	Different Approaches to the Study of Human Person -II

Block 2: Origin and End of Human Person

Unit 1	Theories of Origin of Life
Unit 2	Theory of the Origin of Human Person
Unit 3	Evolutionary Perspectives of Human Person
Unit 4	End of Human Person –Different Perspectives

Block 3:	Nature of Human Person
Unit 1	Human Person as a Bodily being
Unit 2	Human Person as a Spiritual being
Unit 3	Human Intellect and Knowing
Unit 4	Human Will and Freedom

Block 4:	Human Person and Society
Unit 1	Human Person as Inter-subjective
Unit 2	Human Person as Cultural and Linguistic
Unit 3	Human person and Human Rights
Unit 4	Gender Issues and Human Person

12. Philosophy of Science and Cosmology (BPY-012)

4 credits

This course includes the study of history of science, philosophy of science and scientific cosmology. The course surveys how science from its inception in the pre-Socratic period grew up to become the highly developed and sophisticated form of human knowledge today. Philosophy of science concentrates on the modern theories of relativity and quantum mechanics in order to bring out their philosophical implications. Finally, scientific cosmology focuses on the origin, development, nature and destiny of the universe in the light of contemporary scientific theories.

Block 1: Pre-Copernican Philosophy of Science and Cosmology

Unit 1	Introduction to Philosophy of Science and Cosmology
Unit 2	Pre-Socratic thinkers and their contribution
Unit 3	Socratic thinkers and their contribution
Unit 4	Philosophy of Science and Cosmology in the Middle Ages

Block 2: Mechanical Philosophy of Nature

Unit 1	Copernican Revolution and its Philosophical Implications
Unit 2	Philosophy of Nature of the Copernican Thinkers
Unit 3	Philosophy of Nature of Newton and his School
Unit 3	Mechanical Philosophy of Nature and its Implications

Block 3: Contemporary Philosophy of Science

Unit 1	Introduction to Contemporary Philosophy of Science
Unit 2	Logical Positivism: Basic ideas, implications and critique
Unit 3	Historicism (Social Constructivism): Basic ideas, persons, implications and Critique
Unit 4	Historical Realism: Basic ideas, persons, implications and critique

Block 4: Contemporary Philosophy of Nature/ Cosmology

Unit 1	Relativistic Revolution: Scientifico-philosophical Implications
Unit 2	Quantum Mechanical Revolution: Scientifico: Philosophical Implications
Unit 3	Finite/infinite Nature of the Universe
Unit 4	Scientific Theories on the Origin and End of the Universe and their Critique

13. Philosophy of Religion (BPYE-001)

4 credits

It is a philosophical thinking or reflection on religion by applying the philosophical method. It takes up basic problems relating to God / Absolute. It also speculates about the origin, nature and function of religion. The task of Philosophy of Religion is to explain as best as it can, in its own language and to the rational and intellectual parts of human beliefs, truths, the experience and the laws of religion. When Philosophy of Religion studies different religions, it finds that there is a fundamental unity that lies at the root of every religion with regard to three matters: faith in an Absolute Being of at least some kind, belief in the immortality of the soul, and the fundamental principles of morality. The course can help a person to respect other religions than one's own. Philosophy of Religion is an antidote to all kinds of dogmatism, fanaticism, irrationalism and superstitions in religions, which have been responsible for much abuse of its name.

Block 1: Nature and Origin of Religion

Unit 1	Meaning and Nature of Religion
Unit 2	Problem of Defining Religion
Unit 3	Theories of the Origin of Religion -I
Unit 4	Theories of the Origin of Religion -II

Block 2: Problem of Affirming God's Existence

Unit 1	Problem of Atheism and Agnosticism
Unit 2	Traditional Arguments for Gods existence
Unit 3	Modern Arguments for God's existence
Unit 4	Nature and Attributes of God

Block 3: Religious Language and Religious Experience

Unit 1	Religious Language -I
Unit 2	Religious Language -I
Unit 3	Religious Experience -I
Unit 4	Religious Experience - II

Block 4: Religious Pluralism and Post-modern Trends

Unit 1	Religious Pluralism
Unit 2	Religious Fundamentalism
Unit 3	Inter-religious Dialogue
Unit 4	Religious Trends of Post-modernism

14. Tribal and Dalit Philosophy (BPYE-002)

4 credits

Every society has its own philosophy or world-view which is given expression in a unique way. The expression is two-fold: the act of expression and what is expressed; the act of expression is visible but what is expressed is invisible. The invisibles are the meanings and values the people live by. The tribals and dalits cherish and reveal their philosophy in their cultural expressions. For instance, as most of them are agriculturalists, living in the lap of nature, they have a very practical philosophy of life. To them life is a long celebration, communitarian, and totally dependent on the Supreme Being. This is what they express through their festivals, rituals, songs and dances. These suggest the philosophy that work, however rewarding, is not the highest end of life but must contribute to personal human fulfillment. The course on “Tribal and Dalit Philosophy” is designed to study these and similar philosophical presuppositions and implications present in their societies.

Block 1: The Story of the Tribals

- Unit 1 Historical Roots of the Tribals
- Unit 2 Tribal Folklore and Cultural Expressions
- Unit 3 Impact of Scientific Culture and Globalization on the Tribals
- Unit 4 Social Organization and Administration of the Tribals

Block 2: The Philosophy of the Tribals

- Unit 1 Tribal World-View and Philosophy of Life
- Unit 2 Human Values and the Moral Sense of the Tribals
- Unit 3 Tribals Spiritual Outlook on Nature
- Unit 4 Tribal Life as Original Philosophizing

Block 3: The Story of Dalits

- Unit 1 The Story of the Term and of the People
- Unit 2 Dalit-Discrimination in Indian Scriptures
- Unit 3 Structural Violence against Dalits, and Constitutional Safeguards
- Unit 4 Dalit Historiography

Block 4: The Philosophy of Dalits

- Unit 1 Dalits' Outlook on Life and World
- Unit 2 Marginalization of Dalits and Its Deconstruction
- Unit 3 Dalits in the Light of Gramsci's Thought
- Unit 4 Philosophy of Liberation with Special Reference to Dalits

2.14 PSYCHOLOGY

I. General Psychology (BPC 001)

4 credits

Block 1: Introduction to Psychology, Objectives, Goals

- Unit 1 Introduction, definition and concept of psychology
- Unit 2 The branches and fields of psychology
- Unit 3 Systems and theories of psychology
- Unit 4 Application of psychology to different disciplines

Block 2: Biological Basis of Behaviour

- Unit 1 Theoretical perspectives of development (cognitive, evolutionary, learning, endocrinology, psychodynamic, social cognitive and sociocultural)
- Unit 2 Biological development. Development of the brain and nervous system
- Unit 3 Cognitive development: Attention, language, executive functions, environment influences, intelligence, heredity and environment influences
- Unit 4 Perceptual development: Critical periods, sensorimotor activities, sensory acuity, sensory deprivation.

Block 3: Sensation, Perception, Learning and Memory

- Unit 1 Definition and concept of sensation and perception

- Unit 2 Psychophysics: Threshold, signal detection theory.
- Unit 3 The visual system: Wave length, amplitude, structure of the eye, color vision theory, illusions, perception of pain – phantom limb explanation
- Unit 4 Learning and memory: Definition, characteristic features, observational, experimental learning, sensory, short term, and long term memory and information processing model

Block 4 Social Behavior

- Unit 1 Introduction to Social behaviour: Concept, perceiving and behaving, social interaction
- Unit 2 Intention, attitudes and interest: Development and management
- Unit 3 The Social distance concept: Status distance, behavioural distance, the socio cultural field space and forces
- Unit 4 Conflict in the social cultural field: The elements and process of social conflict, the Nature of Power, Social Power and Family Power

II. Developmental Psychology (BPC 002)

4 credits

Block 1: Life Span Development: Introduction

- Unit 1 Introduction: Life span development, definition, concept and characteristic features
- Unit 2. Theories of human development (Psychodynamic theory [Freud and Erikson], Humanistic Theory [Maslow and Rogers], Behaviourist Theory [Pavlov and Skinner], Cognitive theory [Piaget])
- Unit 3 Prenatal development, perinatal, antenatal and postnatal development
- Unit 4 Perceptual development, language development

Block 2: Development During Early and Late Childhood

- Unit 1 Physical and motor development, psychosocial development
- Unit 2 Relationship in early years (Attachment theory)
- Unit 3 Child-rearing practices
- Unit 4 Screening and assessment for developmental disorders

Block 3: Development During Adolescence

- Unit 1 Physical development and adjustment
- Unit 2 Sexual maturity in male and female, Identity, self concept and self esteem
- Unit 3 Relationships – Family and peer group
- Unit 4 Information processing and cognitive theory

Block 4: Development during adulthood, middle age and old age

- Unit 1 Physical, Psychological and Social changes
- Unit 2 Havighurst's developmental tasks in adulthood, middle age and old age
- Unit 3 Erikson's concept regarding adulthood, middle age and old age
- Unit 4 Concept and attitude towards successful aging, death and dying

III. Research Methods in Psychology (BPC 003)

4 credits

Block 1: Introduction to Research in Psychology

- Unit 1 Introduction to psychological research: Objectives and goals, problems, variables and hypotheses
- Unit 2 Introduction to psychological experiments and tests
- Unit 3 Steps in Research
- Unit 4 Types of Research and Methods of Research

Block 2: Research Designs

- Unit 1 Definition and description of research design, quality of research design
- Unit 2 Experimental design: Controlled group design, 2 – factor design
- Unit 3 Survey design
- Unit 4 Single subject design

Block 3: Tools of Data Collection

- Unit 1 Observation Method
- Unit 2 Interview and interviewing
- Unit 3 Questionnaire method
- Unit 4 Case study

Block 4: Report Writing

- Unit 1 Introduction to the topic
- Unit 2 Review of literature
- Unit 3 Methodology
- Unit 4 Result, analysis of the data and discussion of the data
- Unit 5 Summary and conclusion
- Unit 6 References in American Psychological Association format

IV. Statistics in Psychology (BPC 004)

4 credits

Block 1: Introduction to Statistics

- Unit 1 Introduction to statistics
- Unit 2 Descriptive statistics
- Unit 3 Inferential statistics
- Unit 4 Frequency distribution and graphical presentation

Block 2: Central Tendencies and Dispersion

- Unit 1 Concept of central tendency
- Unit 2 Mean, mode and median
- Unit 3 Concept of dispersion
- Unit 4 Range, mean deviation, standard deviation, quartile deviation

Block 3: Introduction to Correlation

- Unit 1 Introduction to parametric correlation
- Unit 2 Product moment coefficient of correlation
- Unit 3 Introduction to non parametric correlation
- Unit 4 Rank correlation (Rho and Kendall Rank Correlation)

Block 4: Significance of difference (chi-square and t-value)

- Unit 1 Significance of the difference of frequency: Chi-square
- Unit 2 Concept and calculation of chi-square
- Unit 3 Significance of differences between means (t-value)
- Unit 4 Normal distribution: Definition, characteristics and properties

V. Theories of Personality (BPC 005)

4 credits

Block 1: Introduction to Personality, Types and Traits

- Unit 1 Definition, origins and characteristic features of personality
- Unit 2 Factors influencing personality
- Unit 3 Theories of personality (types and traits)
- Unit 4 Assessment of personality: Description and tests of personality

Block 2: Psychodynamic and Humanistic Theories of Personality

- Unit.1 Introduction to Psychodynamic theories of personality
- Unit.2 Psychodynamic theories of personality (Freud, Erikson)
- Unit.3 Social psychological theories of personality (Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan)
- Unit.4 Humanistic theories of personality (Maslow, Rogers)

Block 3: Trait and Type Theories of Personality

- Unit 1 Trait and type theories of personality, differences between trait and type
- Unit 2 Allport's trait theory of personality
- Unit 3 Type A and B personality theory, trait theories of personality (Carl Jung and the Myers – Briggs test.)
- Unit 4 Eysenck personality theory and the Big 5 theories of personality

Block 4: Learning and Cognitive Theories of Personality

- Unit 1 Classical conditioning by Pavlov
- Unit 2 Operant conditioning by Skinner
- Unit 3 Dollard and Miller theory of personality
- Unit 5 Bandura's social cognitive theory of personality

VI. Social Psychology (BPC 006)

4 credits

Block 1: Introduction to Social Psychology

- Unit 1 Definition and concept of social psychology and research method in social psychology.
- Unit 2 Historical perspective of social psychology, social psychology and other related disciplines
- Unit 3 Social and person perception: Definition, description, structural and functional factors
- Unit 4 Cognitive basis and dynamics of social perception and person perception

Block 2: Attitudes and Behaviour

- Unit 1 Definition, concept, description, characteristic of attitude
- Unit 2 Components of attitude
- Unit 3 Predicting behavior from attitude and attitude as determinants of behaviour
- Unit 4 Effecting attitudinal change and cognitive dissonance theory, compliance of self perception theory and self affirmation.

Block 3: Group Dynamics

- Unit 1 Introduction to groups: Definition, characteristics, and types of groups
- Unit 2 Group process: Social facilitation, social loafing, group interaction, group polarization, group mind
- Unit 3 Group behaviour: Influence of norms, status and roles; introduction to crowd behavioural theory, crowd psychology (classical and convergence theories)
- Unit 4 Crowd psychology: Collective consciousness and collective hysteria.

Block 4: Culture and norms

- Unit 1 Definition of norms, social norms, need and characteristic features of norms
- Unit 2 Norm formation, factors influencing norms, enforcement norms, formation and social conformity.
- Unit 3 Autokinetic experiment in norm formation
- Unit 4 Norms and conformity experiment (Asch's line and length experiments)

VII. Practicals in Psychological Testing (BPCL 007)

4 credits

The purpose of this course is to help learners develop understanding about psychological testing and the overall assessment process. This course provides a broad overview of the psychological assessment of individuals and offers learners' opportunities to develop the skills required in administering psychological tests, scoring and interpretation of results.

- Principles of psychological testing (principles related to the administration of the test, scoring of the test and interpretation of test), principles related to report writing.
- Principles related to the administration of psychological test, e.g. being qualified and trained
- Counselling and clinical assessment (interview)
- Intelligence test (SPM)
- Passi test of Creativity

- Eysenck Personality Inventory
- Assessment of people with disability (Style of Learning and Thinking)

VIII. Practicals in Experimental Psychology (BPCL 008)

4 credits

Experiments in psychology make use of different instruments/apparatus to study different cognitive aspects such as sensation, perception, attention, memory, learning etc. They mainly focus on studying the cause and effect relationship between independent and dependent variables. This course will help the learners develop an understanding about various experiments conducted in Psychology.

- Psychophysics Experiments
- Memory Experiments (STM/LTM)
- Reaction Time Experiments
- Signal Detection Experiments
- Transfer of Learning Experiments
- Figure Ground Experiments
- Muller Lyer Illusion experiment

GROUP I

IX. Psychopathology (BPCE 014)

4 credits

Block 1. Introduction to Psychopathology

- Unit 1 Normal human experience
- Unit 2 Introduction to DSM IV and diagnostic Classification
- Unit 3 Etiology of psychopathology
- Unit 4 Assessment of psychopathology, interview and testing

Block 2. Childhood Psychopathology

- Unit 1 Child and adolescent disorder
- Unit 2 Learning disabilities
- Unit 3 Mental retardation
- Unit 4 Pervasive developmental disorders

Block 3. Mild mental disorders

- Unit 1 Anxiety disorders
- Unit 2 Somatoform and dissociative disorders
- Unit 3 Eating disorders
- Unit 4 Substance use disorder

Block 4. Severe mental disorders

- Unit 1 Schizophrenia and other psychotic disorders
- Unit 2 Personality disorders
- Unit 3 Paraphilias
- Unit 4 Mood disorder (Bipolar, major depression)

X. Industrial and Organisational Psychology (BPCE 015)

4 credits

Block 1: Introduction and Overview

- Unit 1 Introduction to industrial and organizational psychology
- Unit 2 Historical perspective of industrial and organizational Psychology
- Unit 3 Industrial and organizational psychology as related to other disciplines
- Unit 4 Human factors in industrial and organizational psychology

Block 2: Personnel Psychology

- Unit 1 Human resource management and development
- Unit 2 Identifying and measuring individual difference in job and people characteristics
- Unit 3 Psychological assessment and testing procedure, industrial and organisational testing
- Unit 4 Personality training and development, criterion development and performance appraisal

Block 3: Organisational Psychology

- Unit 1 Learning and motivation in organizations
- Unit 2 Organisational behaviour modification, application of theory of reinforcement
- Unit 3 Work stress, job satisfaction
- Unit 4 Psychological intervention

Block 4: Occupational Health Psychology

- Unit 1 Introduction to occupational health and stress factor in organization
- Unit 2 Occupational stress, burnout, health and well-being
- Unit 3 The aging work force, work hours and shift work
- Unit 4 Safety and accident prevention: Psychological intervention strategies

XI. Introduction to Counselling Psychology (BPCE 017)**4 credits****Block 1: Introduction to Counselling**

- Unit 1 Counselling: The art and science of helping
- Unit 2 Professional issues, ethics, education and training in counselling
- Unit 3 Counselling process: Counselling interview and counselling relationship
- Unit 4 Counselling in the Indian context

Block 2: Theories of Counseling

- Unit 1 Counselling theories and practice.
- Unit 2 Person centered theory of counselling
- Unit 3 Psychodynamic theory of counselling
- Unit 4 Behaviour and cognitive theory of counselling

Block 3: Application of Counselling in Different Settings

- Unit.1 Counselling children and adolescents
- Unit.2 Counselling in family areas
- Unit.3 Counselling in schools
- Unit.4 Counselling for HIV/AIDS

Block 4: Psychological Counselling other than Psychoanalysis

- Unit.1 Family counselling
- Unit.2 Cognitive behavioural approach to counselling
- Unit.3 Couples counselling
- Unit.4 Counselling in educational setting

GROUP 2**XII. School Psychology (BPCE 011)****4 credits****Block 1: Introduction to School Psychology**

- Unit 1 Introduction to school psychology
- Unit 2 Definition, concept, description, goals, objectives of school psychology
- Unit 3 School psychology: past, present and future
- Unit 4 School psychological services

Block 2: Developmental Factors in Children

- Unit 1 Concept of life span development
- Unit 2 Cognitive disability of children (mental retardation, learning disability)
- Unit 3 Exceptional child in school
- Unit 4 Assessment of children in schools for various behaviour problems

Block 3: Problem Behavior in School Children

- Unit 1 Classification of disorders in children in schools (For example, ADHD, scholastic backwardness, learning disability, violence and cruelty, absenteeism, truancy and delinquency)
- Unit 2 The etiology of problem behaviour in children
- Unit 3 Counselling for problem behavior
- Unit 4 Referrals and coaching

Block 4: Therapeutic Interventions with Children

- Unit.1 Play therapy
- Unit.2 Narrative therapy
- Unit.3 Solution focussed therapy
- Unit.4 Art therapy

XIII. Motivation and Emotion (BPCE 013)**4 credits****Block 1: Introduction**

- Unit 1 Concept and basic issues
- Unit 2 Definition of motivation and emotion.
- Unit 3 Needs, drives and motives
- Unit 4 Feelings, affection and emotion

Block 2: Theories of Motivation

- Unit 1. Theories of motivation (need theories, goal setting theory, attribution theory, drive theory and socio-cultural perspective on motivation)
- Unit 2 The component factors of motivation
- Unit 3 Types of motivation
- Unit 4 Motivation: Curiosity and exploratory behaviour

Block 3: Arousal, Stress and Motivation

- Unit 1 Concept of anxiety, arousal, and stress
- Unit 2 The general adaptation syndrome and motivation
- Unit 3 Stress and arousal
- Unit 4 Motivation as arousal

Block 4: Emotions

- Unit 1 Introduction to emotion, basic emotions and concept of emotions.
- Unit 2 Theories of emotion.
- Unit 3 Arousal learning and performance
- Unit 4 Management of emotions and psychological status

XIV. Neuropsychology (BPCE 018)

4 credits

Block 1: Introduction to Neuropsychology

- Unit 1 Introduction, definition and description of neuropsychology
- Unit 2 Neuropsychology and other disciplines
- Unit 3 Historical perspective of neuropsychology
- Unit 4 The domains of neuropsychology (Experimental and clinical neuropsychology)

Block 2: Brain Behaviour Interrelationship

- Unit 1 Neuropsychology methods
- Unit 2 Neuropsychology assessment and screening
- Unit 3 Neuropsychology test batteries
- Unit 4 Behavioural neuropsychology, brain fitness and activities that promote brain fitness

Block 3: Basics of the Central Nervous System

- Unit 1 Brain size and devaluation, genes, brain and behaviour
- Unit 2 The brain
- Unit 3 The cerebrum and the cerebral hemispheres and their functions
- Unit 4 Cerebral lobes and the limbic system

Block 4: Neurobiology and Behaviour

- Unit 1 Brain-behaviour relationship, consciousness and mind brain relationship
- Unit 2 Consciousness and neuro chemical process and higher cerebral functions
- Unit 3 Neurobiological and neuropsychological aspects in the development of memory, emotion and consciousness
- Unit 4 Nervous system disease

XV. Environmental Psychology (BPCE 019)

4 credits

Block 1: Introduction to Environmental Psychology

- Unit 1.1 Introduction to environmental psychology: concepts and description and relationship of environmental psychology to other disciplines.
- Unit 1.2 The nature and scope of environmental psychology
- Unit 1.3 Emotional relationships to place: Attachment and identity (environmental memory)
- Unit 1.4 Relationship to nature

Block 2: Environmental Psychology: Cognition and Perception

- Unit 1 Environmental attitudes, assessments and preferences
- Unit 2 Perception and cognition
- Unit 3 Privacy and human rights in regard to environment
- Unit 4 Personal space

Block 3: Environmental Psychology:

- Territoriality and Proximice**
- Unit 1 Territoriality and community design
- Unit 2 Crowding
- Unit 3 Urban public space
- Unit 4 Designing more habitable environments

Block 4: Environmental Psychology Applied to Different Setting

- Unit 1 Residential environmental psychology
- Unit 2 Educational environmental psychology
- Unit 3 Workplace environmental psychology
- Unit 4 Healthcare environmental psychology

XVI. Forensic Psychology (BPCE 021)

4 credits

Block 1: Introduction to Forensic Psychology and Criminal Behaviour

- Unit 1 Definition, description and concept of criminal psychology and forensic psychology
- Unit 2 Historical perspective of forensic psychology
- Unit 3 Forensic psychology and related fields
- Unit 4 Roles and functions of forensic psychology

Block 2: Approaches to Understanding Criminal Behaviour

- Unit 1 Young and adult offenders
- Unit 2 Causes underlying criminal behaviour
- Unit 3 Theories of crime
- Unit 4 Criminal responsibility

Block 3: Forensic Psychology Assessment and Evaluation

- Unit 1 Mental disability, malingering, mental illness, substance abuse evolution
- Unit 2 Competency to stand in the court and waiver of Miranda rights, and death penalty mitigation
- Unit 3 Forensic psychological assessment of criminal behavior
- Unit 4 Civil proceedings and commitment

Block 4: Forensic Psychology: Police and the Law

- Unit 1 Police psychology
- Unit 2 Assessment of witness and their statement
- Unit 3 Forensic psychology in criminal and civil legal proceedings, and juvenile crimes
- Unit 4 Assessment of risk, dangerousness and recidivism, criminal profiling

**XVII Practicum in Clinical Psychology / Practicum in Counselling Psychology/
Practicum in Industrial and Organizational Psychology (BPCE-022) 4 credits**

This is a 4 Credit course and is a compulsory component for BA (Major) in Psychology. The basic purpose of the course is to expose the learners to some important psychological tests based on the elective theory courses: Psychopathology (BPCE-014) Introduction to counselling psychology (BPCE-015) and Industrial & Organisational Psychology (BPCE-017). The learner opting for elective course, BPCE-014 will opt for practicum in clinical psychology. Learners who have opted for BPCE-015, will opt for practicum in counselling psychology. And finally, the learners who opt for BPCE-017, will opt for practicum in Industrial/Organisational psychology. The procedure and format is similar to the one followed while conducting practicum in BA Part-II.

(A) PRACTIUM IN CLINICAL PSYCHOLOGY 4 credits

- Mental Status Examination
- Clinical Interviewing
- PGI General Well-being Scale
- Medico Psychological Questionnaire
- Draw a Person Test

OR

(B) PRACTIUM IN COUNSELLING PSYCHOLOGY 4 credits

- Counselling and Clinical Assessment
- Adjustment Inventory for School Students
- Adjustment Inventory for College Students
- Differential Aptitude Test
- Interest Inventory
- Family Relationship Questionnaire

OR

(C) PRACTIUM IN INDUSTRIAL ORGANISATIONAL PSYCHOLOGY 4 credits

- The Big five Factor Scale
- Emotional Intelligence Scale
- Achievement Motivation Scale
- Authentic Leadership Scale
- Job Stress Survey

XVIII Internship in Psychology (BPCE-023)

Internship is an important component of the BDP-BA Psychology programme of IGNOU. It is a 4 Credit course and is compulsory for learners of BA Major in psychology. Internship is to be carried out for a minimum period of 120 hours by the learner. The academic counsellors with the help of the agency staff/supervisor, where the learners are placed for internship, will supervise the learners. This course will be carried out in any organisation/mental health clinic or hospital/school/counselling centre, etc., depending upon the area of specialisation course opted by the learner (BPCE-014/BPCE-015/BPCE-017). The details in this regard are given in Handbook on Internship.

3 DETAILS OF APPLICATION ORIENTED COURSES

I Human Environment (AHE-01)

8 credits (6 credits theory + 2 credits project)

The course on Human Environment has been developed by the School of Sciences, Indira Gandhi National Open University, New Delhi, India, in collaboration with Allama Iqbal Open University, Pakistan; Open University, Sri Lanka and Bangladesh Open University, Bangladesh. It aims at an overall awareness and concern about environment leading to a general comprehension of the principles of environmental conservation and development of a positive attitude towards environment. It introduces the concept of Human Environment in a holistic manner, explaining the principles governing ecosystems, human societies and population dynamics. It details out environment resources and occupational, residential and social environment of man. It goes on to describe how human activities like over-exploitation of biological resources, agriculture and urbanization have affected the environment and how these activities have resulted in extensive air and water pollution, and land degradation. Hazardous waste chemicals pose a potential health hazard. The ill effects of this changed environment on human health are then described along with their social and psychological aspects. While describing legislation pertaining to environment, stress has been laid on the role communities can play in conservation of the environment. A case has been built for management of the environment in a way which can lead to sustainable development.

Human Environment has been developed as an 8 credit Application-Oriented Course for the Bachelor's Degree Programme of Indira Gandhi National Open University. It can be offered by students of Science, Social Sciences or Humanities. Out of the 8 credits, 6 pertain to theory and 2 credits for a project which is a **compulsory component of the course**.

SYLLABUS

Block 1: Environment

- Unit 1 Introduction to Human Environment
- Unit 2 Climate and Resources
- Unit 3 Description of Ecosystems
- Unit 4 Non-Living and Living Components of Environment
- Unit 5 Social Environment and Population of Man

Block 2: Human Activities and Environment-I

- Unit 6 Impact of Man on Environment

- Unit 7 Effects of Over-exploitation of Biological Resources
- Unit 8 Effects of Agriculture on Human Environment
- Unit 9 Effects of Urbanisation

Block 3: Human Activities and Environment-II

- Unit 10 Atmospheric Pollution
- Unit 11 Water Pollution
- Unit 12 Land Degradation
- Unit 13 Hazardous Waste Chemicals

Block 4: Effects of Changed Environment on Man

- Unit 14 Environment and Human Health-I
- Unit 15 Environment and Human Health-II
- Unit 16 Social Implications of Development Projects
- Unit 17 Economic Implications of Changed Environment

Block 5: Management of Environment-I

- Unit 18 Changes of Environmental Management
- Unit 19 Development Environment

Unit 20 Environmental Conservation-I

Unit 21 Environmental Conservation-II

Block 6: Management of Environment-II

- Unit 22 Environmental Quality management
- Unit 23 Environmental Legislation
- Unit 24 Social Awareness about Environment
- Unit 25 Commonalities and Dissimilarities in Environmental Management

Epilogue**Project Guide**

The student is provided with a Project Guide which has guidelines for doing the project. It has also a number of suggested project topics from which the student can choose any one.

The project work will consist of environmental related activities suited to students with sciences as well as with social sciences or humanities background. Students with science background may prefer topics like soil or water analysis, analysis of food adulterants, etc. which involve laboratory work. Students of social sciences or humanities can choose topics based on field work or survey, e.g. survey of environment related diseases of man in a town, study of population growth with reference to a family and a city or settlement, etc. Three counseling sessions by the counselors are allotted to each student, for the project work guidance. A detailed project report prepared by you has to be submitted to the Student Registration and Evaluation Division atleast three months before the term-end examination for evaluation. The students have to obtain pass marks in project work in order to clear the AHE-I credits.

- Videos:**
1. Biosphere at a Glance
 2. Chilka Lake: Our National Heritage
 3. Biomagnification
 4. We the People: Man and Environment
 5. We the People: The Price We Pay
 6. We the People: Towards Sustainable Development

- Audios:**
1. Radiation: A Fact of Life
 2. Energy in Action

II Teaching of Primary School Mathematics (AMT-1)***8 credits**

This is an awareness level practical-oriented course, **which does not require any mathematics electives as a pre-requisite**. It aims to expose you to various ways in which mathematics can be taught to children upto the age of 10. **It is aimed at parents, pre-school and primary school teachers, and others who are interested in teaching children of this age group.**

The course is built around detailed examples of ways of communicating certain mathematical concept/skills/processes from the primary school syllabus to the children. They include way of teaching concepts that adults usually find difficult to understand and those that children take longer to understand. They provide several interesting activities for children also.

The course is presented in **5 blocks**, which include several exercises and small activities for you. After going through these blocks, you have to do **2 credits worth of project work**. You will be sent a **project guide** to help you with this component of the course.

SYLLABUS**Block 1: Aspects of Teaching Mathematics**

- Unit 1 Why Learn Mathematics?
- Unit 2 Knowing Your Learner
- Unit 3 Helping Children Learn Mathematics
- Unit 4 Classroom Practice

Block 2: Numbers (I)

- Unit 5 Learning to Count
- Unit 6 Ones, Tens and More
- Unit 7 Addition and Subtraction
- Unit 8 Multiplication and Division

* This course, along with another 8-credit course 'Learning Mathematics', forms the Certificate Programme in Teaching of Primary School Mathematics.

Block 3: Numbers (II)

- Unit 9 Negative Numbers
- Unit 10 Generalising Arithmetic to Algebra
- Unit 11 Developing Language

Block 4: Fractions

- Unit 12 Fractions of Which Whole?
- Unit 13 Types of Fractions
- Unit 14 Operations with Fractions
- Unit 15 Decimals

Block 5: Measurement

- Unit 16 Developing Spatial Concepts
- Unit 17 Measuring Size
- Unit 18 Measuring Angles
- Unit 19 Measuring Time

Project Guide**Audio:** Learning Mathematics Can Be Fun

- Videos:**
1. Doing Your Project-Part I
 2. Doing Your Project-Part II
 3. Maths Comes Alive in the Primary Classroom

III Statistical Techniques (AST-1)**4 credits**

This practical-oriented awareness level course aims to give you a basic idea about what statistics is. The focus is on techniques for collecting data, analyzing them and using the analysis to arrive at valid conclusions. All this is done in the context of real-life situations like finding out which districts are producing more of which crop, and due to what inputs, or finding the peak demand at a power plant, or studying epidemics. Through this course you will be exposed to various techniques of statistics for solving problems, not all of which may be of immediate use to you. However, learning about them will help you to understand how many conclusions related to large issues are arrived at. This course assumes a background of mathematics at the 10+2 level.

SYLLABUS**Block 1: Statistics and Probability**

- Unit 1 Descriptive Statistics
- Unit 2 Probability Concept
- Unit 3 Probability Distributions

Block 2: Statistical Inference

- Unit 4 Sampling Distributions
- Unit 5 Estimation
- Unit 6 Tests of Significance
- Unit 7 Analysis of Enumerated Data

Block 3: Applied Statistical Methods

- Unit 8 ANOVA
- Unit 9 Linear and Multiple Regression
- Unit 10 Forecasting and Time Series Analysis
- Unit 11 Statistical Quality Control

Block 4: Sampling

- Unit 12 Random Sampling
- Unit 13 Stratified Sampling
- Unit 14 Cluster Sampling and Multistage Sampling

IV Operation Research (AOR-1)**4 credits**

As the term suggests, *operations research* (or *operational research*, as the British call it) deals with the study of operating systems. An operating system may stand for any of the systems like the *city transport system* operated by the state government in your city, the drinking *water supply system* maintained by the city municipality, *the railways*, *the telecommunication system* in your country, *the education system*, *the administrative system*, or even simply your *body* which is also a complicated operating system. The science of operations research however deals only with operating systems made by human beings and therefore excludes natural systems such as the human body. A system, as you may understand, is a collection of individual units called components, which are related in a specific manner to one another and to the whole, and operate together. However, each of these components may be thought of as a system consisting of many units. Operations research studies the operation of such systems and the inter-relationship between the various components, using the approach and the methods of science with a view to predict and to control them for their maximum efficiency. In the course of several years of studying various operating systems, the OR scientists have proposed various models and theories. They have also developed various techniques to determine the operating conditions that ensures best performance of the system in a given well defined sense. In this course you will be learning some of these models and the techniques that have been developed.

Please note that the pre-requisite for this course is knowledge of mathematics at 10+2 level.

SYLLABUS

Block 1: Linear Programming and Applications

- Unit 1 Linear Programming Problem
- Unit 2 Simplex Method
- Unit 3 Duality and Sensitivity Analysis

Block 2: Integer and Dynamic Programming

- Unit 4 Specially Structured Linear Programming Problem
- Unit 5 Integer Linear Programming
- Unit 6 Dynamic Programming

Block 3: Sequencing, Scheduling and Inventory Models

- Unit 7 Sequencing
- Unit 8 Project Scheduling
- Unit 9 Inventory Models

Block 4: Queueing Models

- Unit 10 Basic Elements of Queueing Models
- Unit 11 Queueing Systems
- Unit 12 Simulation of Queueing Systems

V Application Oriented Course in Consumer Studies (ACS-01)

8 credits

An eight Credit Course on Consumer Studies designed by the School of Social Sciences aims at creating an overall awareness and training on consumer affairs with special emphasis on Consumer Protection. In view of rapid industrialization, production and consumption of consumer goods, need for trained consumer activists is being felt everywhere. After going through this Application Oriented Programme the student can be a consumer activist, participate and engage in non-governmental organizations, file and plead cases in Consumer Protection Courts and can comprises of 31 units in eight blocks. This is provided in print material and Audio/Video Programmes. The Programme consists of following blocks and units:

SYLLABUS

Block 1: Consumer: The Basics

- Unit 1 Who is a Consumer?
- Unit 2 Evolution of the Consumer
- Unit 3 Consumer Environment
- Unit 4 Consumer Dynamics

Block 2: Consumer Movement

- Unit 5 Origin and Growth
- Unit 6 Consumer Movement in India
- Unit 7 Consumer Movement in Selected Countries
- Unit 8 Consumer Movement : Features, Issues and Trends

Block 3: Consumer Protection

- Unit 9 Consumer Rights
- Unit 10 Consumer Responsibilities
- Unit 11 Empowering the Consumer
- Unit 12 Social Accountability

Block 4: Consumer Protection: Depth and Scope

- Unit 13 Consumer Behaviour in Market Economy
- Unit 14 Mass Media, Advertisement and their Impact on Consumers
- Unit 15 State and the Consumer
- Unit 16 Ecology, Environment and the Consumer

Block 5: Consumer Protection Act

- Unit 17 Evolution of Consumer Protection Laws
- Unit 18 Consumer Protection Act: Basic Features
- Unit 19 Consumer Rights and their Manifestations
- Unit 20 Limitation of C.P. Act

Block 6: Consumer Welfare Legislations

- Unit 21 Basic Legislative Framework for the Protection of Consumers
- Unit 22 Laws Relating to Protection of Consumers of Various Services
- Unit 23 Laws Relating to Food Adulteration, Medicines and Cosmetics

Block 7: Redressal of Consumer Grievances

- Unit 24 Consumer Complaints: Guidelines for filing
- Unit 25 Grievances Redressal: Alternatives
- Unit 26 Role of N.G.O.s in Grievance Redressal
- Unit 27 Public Interest Litigation

Block 8: Consumer Organisations

- Unit 28 Establishing a Consumer Organisation
- Unit 29 Strategies (Campaigning and Advocacy)
- Unit 30 Managing the Organisation
- Unit 31 International Organisation

VI Marketing (AMK-1)

4 credits

This is an application oriented course to provide you with practical knowledge of the basic aspects of marketing. This course consists of five blocks comprising 16 units in all. After studying this course, you should be able to:

- analyse the nature, scope and basic concepts of marketing
- explain the factors influencing consumer behaviour
- classify the products and explain the steps involved in the development of new products
- state the concept of product life cycle(PLC) and marketing implications of each stage
- explain factors influencing pricing policy and strategy
- develop proper channel and physical distribution strategy
- describe various components of promotion mix and describe the role of personal selling and advertisement.

SYLLABUS

Block 1: Basic Concepts of Marketing

- Unit 1 Nature and Scope of Marketing
- Unit 2 Market Environment
- Unit 3 Marketing and Marketing Segmentation
- Unit 4 Consumer Behaviours

Block 2: Product

- Unit 5 Product Concept
- Unit 6 New Product Development and PLC
- Unit 7 Branding and Packaging

Block 3: Pricing

- Unit 8 Objectives and Methods
- Unit 9 Discounts and Allowances

Block 4: Distribution

- Unit 10 Regulation of Prices
- Unit 11 Channels of Distribution – I
- Unit 12 Channels of Distribution –II
- Unit 13 Physical Distribution

Block 5: Promotion

- Unit 14 Promotion Mix
- Unit 15 Personal Selling and Sales Promotion
- Unit 16 Advertising and Publicity

Audio: Pricing Objectives and Policies (Block-3)

VII Export Procedures and Documentation (AED-1)

4 credits

This is an application oriented course on export procedures and documentation. It provides you with practical knowledge required for undertaking export business in India. This course consists of four blocks containing 16 units. After studying this course, you should be able to:

- explain the policy frame work for exports
- identify various documents to be prepared for export trade
- process an export order
- identify various sources of finance and explain the procedure for receiving export procedures
- describe the process of shipment of cargo
- identify and claim various incentives and assistance provided for export in India.

SYLLABUS

Block 1: Fundamentals of Export Business

- Unit 1 Introduction to Exports
- Unit 2 Policy Frame Work for Exports
- Unit 3 Export Sales Contracts
- Unit 4 Export Documents
- Unit 5 Processing of an Export Order

Block 2: Terms of Payment and Export Finance

- Unit 6 Terms of Payment
- Unit 7 Exchange Control Regulations
- Unit 8 Export Finance
- Unit 9 Export Credit Insurance
- Unit 10 Management of Exchange Risk

Block 3: Shipment of Export Cargo

- Unit 11 Preparing for Shipment
- Unit 12 Cargo Insurance
- Unit 13 Shipment of Export Cargo

Block 4: Export Incentives and Assistance

- Unit 14 Institutional set for Exports in India
- Unit 15 Export Incentives in India: An Overview
- Unit 16 Procedures for Claiming Incentives

Audios : 1. Method of Payment in Export Business
2. Customs Clearance of Export Cargo
3. Central Excise Clearance Formalities for Export

VIII Office Organisation and Management (AOM-1)

4 credits

This is an application oriented course on office organisation and management. It provides you with the practical knowledge of office procedures, records and equipment that may help you in supervising an office in any organisation. This course consists of five blocks comprising 20 units in all. After studying this course, you should be able to:

- explain the nature and scope of office management
- describe office systems and procedures
- handle filing and mail services
- explain the use of office equipment and computers
- show familiarity with various forms used in offices
- explain various aspects involved in office supervision

SYLLABUS

Block 1: Fundamentals of Modern Office Management

- Unit 1 Nature and Scope of Office Management
- Unit 2 Administrative Arrangements and Facilities
- Unit 3 Office Environment
- Unit 4 Office System and Procedures

Block 2: Records Maintenance and Mail Services

- Unit 5 Filing System I
- Unit 6 Filing System II
- Unit 7 Inward and Outward Mail
- Unit 8 Internal Communication
- Unit 9 External Communication

Block 3: Office machines and Data Processing

- Unit 10 Office Equipments and Machines I
- Unit 11 Office Equipments and Machines II
- Unit 12 Data Processing
- Unit 13 Use of Computers

Block 4: Office Stationery and Forms Management

- Unit 14 Office Stationery and Supplies
- Unit 15 Storage and control of Stationery
- Unit 16 Office Forms

Block 5: Office Supervision

- Unit 17 Office Supervisor
- Unit 18 Work Measurement and Standardisation
- Unit 19 Work Simplification
- Unit 20 Personnel Relations

IX Secretarial Practice (ASP-1)

4 credits

It is an application oriented course on secretarial practice. It provides you with the practical knowledge of the various functions performed by an office secretary. This course consists of four blocks comprising 14 units. After studying this course, you should be able to:

- explain the functions of various types of secretaries
- describe the position and duties of a company secretary
- explain the procedure and rules relating to the conduct of meetings
- describe legal provisions relating to various types of company meetings and resolutions
- write various types of business and of letters
- prepare office reports and précis

SYLLABUS

Block 1: Fundamentals of Secretarial Work

- Unit 1 Nature and Scope of Secretarial Work
- Unit 2 Secretarial Functions in Organisations
- Unit 3 Company Secretary

Block 2: Meetings

- Unit 4 General Principles of Meetings - I
- Unit 5 General Principles of Meetings - II
- Unit 6 Company Meetings – I
- Unit 7 Company Meetings – II

Block 3: Office Correspondence

- Unit 8 Principles of Letter Writing
- Unit 9 Business Correspondence – I
- Unit 10 Business Correspondence - II
- Unit 11 Business Correspondence – III

Block 4: Report and Précis Writing

- Unit 12 Office Reports
- Unit 13 Report Writing
- Unit 14 Précis Writing

X Organizing Child Care Services (ACC-1)

8 credits

This eight credit course comprises theory as well as practical work. It will orient you towards organizing child care centres like crèches, preschools and nursery schools. The theory deals with the basic concepts in Child Development. It describes the development of children from conception to six years of age as well as the play activities that children would find interesting at different ages. These play activities promote development in different areas. The course also explains the needs and rights of children and describes existing programmes of child care. The principles involved in organizing child care centres have also been discussed in detail.

To be able to plan play activities for children and organize child care centres successfully, it is important to know what children are like. Observing them and interacting with them gives a better understanding of children's thoughts and feelings and is, therefore, basic to developing skills to work with them. The practical work has been planned with this in view. The practical work has been described in the Practical Manual. As a part of practical work, you will be required to observe children in your neighbourhood or home and conduct play activities with them.

Thus, this course aims to help in

- developing a sensitivity towards the needs and rights of children
- understanding the development of children from birth to six years of age
- acquiring skills useful in day-to-day interaction with children
- planning play activities for children that will foster development
- understanding the principles of organizing child care centres

(If you find this introductory course interesting you can pursue the Diploma Programme in Early Childhood Care and Education for further specialization.)

The course comprises print material (including the Practical Manual) and audio/video programmes. The print material consists of the following:

SYLLABUS

Block 1: Introduction to Child Care and Development

- Unit 1 The Experience of Childhood
- Unit 2 Basic Concepts in Child Development
- Unit 3 The Principles of Development
- Unit 4 The Needs and Rights of Children
- Unit 5 The Importance of Play in Development

Block 2: The Child: Development in the First Twelve Months

- Unit 6 Prenatal Development and Care
- Unit 7 Physical, Motor and Sensory Development
- Unit 8 Cognitive Development: The Emergence of Thought
- Unit 9 Language Development: Learning to Speak
- Unit 10 Socio-Emotional Development: The Early Relationships
- Unit 11 Play Activities for Fostering Development

Block 3: The Child: Development during Toddlerhood (13-36 months)

- Unit 12 Physical and Motor Development : Increase in Mobility
- Unit 13 Cognitive Development: Towards Mental Representation and Symbolic Thinking
- Unit 14 Language Development: From Words to Sentences
- Unit 15 Socio-Emotional Development: Expanding Relationships and the Emerging Self
- Unit 16 Play Activities for Fostering Development

Block 4: The Child: Development during Preschool Years (3-6 years)

- Unit 17 Physical Growth and Motor Development
- Unit 18 Developing Cognitive Abilities and Understanding Concepts
- Unit 19 Enhancing Language Skills
- Unit 20 Social Relationships and Child Rearing

Block 5: Activities for Preschoolers–I

- Unit 21 Activities for Movement and Mobility
- Unit 22 Exploring the Environment
- Unit 23 Learning Some Concepts
- Unit 24 Furthering Language

Block 6: Activities for Preschoolers – II

- Unit 25 Art for Children
- Unit 26 Story Telling and Dramatization
- Unit 27 Rhythm: Music and Movement
- Unit 28 Nurturing Creativity

Block 7: Organizing a Child Care Centre

- Unit 29 Child Care Services in India
- Unit 30 Planning the Curriculum
- Unit 31 Setting up and Running a Centre
- Unit 32 Involving the Family and Community
- Unit 33 Evaluation

Practical Manual

- Videos :**
1. How to Plan a Good Preschool Centre or a Creche
 2. Narrating Stories to Children - Parts I & II (Eng. & Hindi)
 3. Let's Make Play Material -Parts I, II, III & IV
 4. A Day with Toddlers in a Crèche - Parts I, II & III

- Audios:**
1. Organizing Child Care Services – An Overview
 2. How to Set up and Manage a Child Care Centre
A Conversation with the Editor of the Course – Dr. S. Anandalakshmy.

XI Nutrition for the Community (ANC-1)

8 credits

Food is inseparably linked with life. Can you imagine a single day when you have not thought or talked about food? Several questions must have come to your mind. What foods should we eat? How much to eat? How can one meet his/her food needs within the family income? All these aspects are in fact a part of the fascinating study of nutrition. You may be familiar with nutrition as a discipline but may not have studied nutrition in an organized fashion so far. Now here is an opportunity for you to study about food and nutrition. This Course is a broad-based package covering the basics of nutrition as well as some of its major applications. If you find this course useful and interesting you can enroll for the Diploma Programme in Nutrition and Health Education.

You would, of course, be interested in knowing what specific things the course will help you to achieve. The course will help you to:

- select the right kinds of food keeping cost in mind
- plan reasonably priced nutritious meals/snacks for yourself and other members of your family
- familiarize yourself with the meal patterns typical of your region as well as other regions of the country
- recognize and identify common illnesses that arise out of eating the wrong types of food
- acquaint yourself with the various programmes organized by the government to tackle nutritional problems
- plan the production of suitable packed lunches and snacks in large quantities for distribution to individuals and institutions such as schools, colleges and offices

The course package comprises print material (including the practical manual), a practical kit and audio-video programmes.

The print material consists of the following:

SYLLABUS

Block 1: Basic Concepts in Nutrition-I

- Unit 1 Food, Nutrition and Health
- Unit 2 Macronutrients – I: Carbohydrates and Water
- Unit 3 Macronutrients – II: Proteins and Fats

Block 2: Basic Concepts in Nutrition – II

- Unit 4 Micronutrients I: Vitamins
- Unit 5 Micronutrients II: Minerals
- Unit 6 Planning Balanced Diets

Block 3: Meal Planning

- Unit 7 Principles of Meal Planning and Meal Planning for the Adult
- Unit 8 Meal Planning for Pregnant and Lactating Women
- Unit 9 Meal Planning for the Infant and Preschooler
- Unit 10 Meal Planning for the School Child and Adolescent

Block 4: Effective Utilization of Food Resources

- Unit 11 Food Budgeting
- Unit 12 Food Selection – I
- Unit 13 Food Selection – II
- Unit 14 Food Storage
- Unit 15 Food Preservation and Other Methods of Maximisation of Nutritional Benefit
- Unit 16 Food Safety

Block 5: Nutrition-Related Disorders

- Unit 17 Major Deficiency Diseases – I: PEM and Xerophthalmia
- Unit 18 Major Deficiency Diseases – II: Anaemia and Iodine Deficiency Disorders
- Unit 19 Other Nutritional Problems
- Unit 20 Nutrition and Infection
- Unit 21 Dietary Management of Obesity, Heart Disease and Diabetes
- Unit 22 Maternal Malnutrition

Block 6: Nutrition Programmes

- Unit 23 Nutrient Deficiency Control Programmes
- Unit 24 Supplementary Feeding Programmes
- Unit 25 Assessment of Nutritional Status

Block 7: Quantity Cooking

Section-A: Case Study – I: Office Packed Lunches

- Unit 26 Planning the Food Service Establishment
- Unit 27 Setting Up the Food Service Establishment
- Unit 28 Review of Progress of the Food Service Establishment

Section-B: Case Study – II: School Canteens

- Unit 29 Planning the Food Service Establishment
- Unit 30 Setting Up the Food Service Establishment
- Unit 31 Review of Progress of the Food Service Establishment

Practical Manual: The manual (in two parts) is a complete handbook prepared to supplement the theory blocks. It covers the practical activities related to these blocks. Most of them are thinking/planning type exercises. It has a few other activities which can be easily done at home. The manual will tell you how to weigh food; how to calculate the nutrient content of meals/dishes/snacks; how to plan balanced meals/snacks for individuals of various age groups and physiological states such as pregnancy and lactation. The manual also focuses on how to plan for small scale food production units.

- Videos:**
1. How the Body Handles Food
 2. Planning Balanced Diets
 3. Meal Planning in Pregnancy
 4. Nutrition Programmes
 5. Packed Meals and Snacks

- Audios:**
1. Nutrition for the Community – An Overview
 2. Food, Fads and Misconceptions.

XII अनुवाद (ए.टी.आर.-1)

8 क्रेडिट

आठ क्रेडिट का यह पाठ्यक्रम स्नातक स्तरीय कार्यक्रम के उन छात्रों के लिए है जो अंतिम वर्ष में अध्ययनरत होंगे। इस पाठ्यक्रम में कुल आठ खंड (39 इकाइयाँ) हैं। पहले दो खंडों में अनुवाद की सैद्धान्तिक पृष्ठभूमि का विवेचन किया गया है। विद्यार्थी इन दोनों खंडों का अंग्रेजी या हिन्दी में अध्ययन कर सकेंगे। शेष छह खंडों में तीन-तीन खंड हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी अनुवाद के व्यावहारिक पक्ष से संबद्ध हैं। इनमें विविध उदाहरण, अभ्यास तथा अन्य गतिविधियों पर बल दिया गया है। ये खंड जिस भाषा में यहां प्रस्तुत किए गए हैं उसी माध्यम से मुद्रित हैं।

पाठ्य विवरण

खंड 1 : अनुवाद की सैद्धान्तिक पृष्ठभूमि -1

- इकाई**
- 1 अनुवाद : प्रकृति और प्रकार
 - 2 भाषा, भाषा विज्ञान तथा अनुवाद
 - 3 अनुवाद की प्रक्रिया
 - 4 अनुवाद की महत्ता और प्रासंगिकता

खंड 2 : अनुवाद की सैद्धान्तिक पृष्ठभूमि -2

- इकाई**
- 5 अनुवाद के क्षेत्र
 - 6 अनुवाद तथा तकनीकी शब्दावली
 - 7 अनुवाद की समस्याएं
 - 8 पुनरीक्षण एवं मूल्यांकन
 - 9 अनुवाद के साधन

खंड 2 : वाक्य रचना तथा अर्थ संरचना (हिन्दी से अंग्रेजी)

- इकाई**
- 10 हिन्दी तथा अंग्रेजी वाक्य रचना का संरचनात्मक अध्ययन
 - 11 वाक्य-संरचना-1
 - 12 वाक्य-संरचना-2
 - 13 शब्द चयन तथा शब्द-संस्कार : विषयपरक तथा अभिव्यंजनापरक
 - 14 शब्द का सामाजिक तथा सांस्कृतिक परिप्रेक्ष्य
 - 15 अंग्रेजी तथा हिन्दी की अर्थ-संरचना

Block 4 : Syntactic and Semantic Structures (Hindi to English)

- Unit**
- 16 A Structural Study of Hindi and English Syntax
 - 17 Sentence Patterns-I
 - 18 Sentence Patterns-II
 - 19 Word Meanings: Referential and Expressive
 - 20 Socio-Cultural Contexts of Words
 - 21 Semantic Fields of Hindi and English

खंड 5 : मूल-पाठ विषयक अनुवाद (अंग्रेजी से हिन्दी)

- इकाई**
- 22 मानविकी तथा समाज-विज्ञान विषयों के अवतरणों के अनुवाद
 - 23 काव्यानुवाद : समस्याएं और सीमाएं
 - 24 नाट्यानुवाद : समस्याएं और सीमाएं
 - 25 कथा-साहित्य तथा अन्य विधाएं: समस्याएं एवं सीमाएं
 - 26 पत्रकारिता तथा सूचना साहित्य

Block 6 : Text-Based Translation

- Unit**
- 27 Introduction
 - 28 Textual Structure, Text and Transition: Literature
 - 29 Discourse to Discourse
 - 30 Multiple Translation: Problems

खंड 7 :	वैज्ञानिक, तकनीकी एवं कार्यालयी अनुवाद	Block 8 : Literary Translation (Hindi to English)
इकाई 31	वैज्ञानिक विषयों के अनुवाद	Unit 36 An Introduction to Literary Translation
32	तकनीकी विषयों के अनुवाद-I	Unit 37 Translatory Prose
33	तकनीकी विषयों के अनुवाद-II	Unit 38 Translating Drama
34	कार्यालयी अनुवाद-I	Unit 39 Translating Poetry
35	कार्यालयी अनुवाद-II	
Videos :	1 Translating Tagore - An Interview with William Radice	Audios : 1 Discourse and Translation
	2 Translation as a Profession	2 Translation and the Problem of Meaning
	3 नाट्यानुवाद : प्रस्तुति की समस्याएँ	3 Translation of Grammar
	4. Translation of Fiction	4 Problems of Translation
	5. Translation of Poems Part 1 and 2	

XIII Introduction to the Media (BEGA-001)

4 credits

This is an application oriented course and would prepare you for the employment market. The massive media explosion has changed the way in which we view our society. In this course we give you a bird's eye view of the various dimensions of mass media. We help you to acquire certain skills which are essential for anyone interested in media studies, i.e. reporting, editing, preparing layouts and designs.

SYLLABUS

Block 1: Aspects of Mass Communication

- Unit 1 Communication: Concept and Process
- Unit 2 Role of Mass Communication and Mass Media
- Unit 3 Different Mass Media and their Characteristics
- Unit 4 Language in Mass Media

Block 2: Basic Media Skills

- Unit 5 Skills of Media Writing
- Unit 6 Reporting
- Unit 7 Editing
- Unit 8 Media Layout and Design

Block 3: News and Non-News writing

- Unit 9 Introduction to Writing
- Unit 10 The Internet and Journalism
- Unit 11 Interview
- Unit 12 Features

Block 4: Opinion Writing

- Unit 13 Editorial Writing
- Unit 14 Special Articles
- Unit 15 Letters to the Editor and Feedback
- Unit 16 Reviews

Block 5: Range and Scope of Media Writing

- Unit 17 Major Subjects that Make Media Content
- Unit 18 Life Style Areas
- Unit 19 Public Internet Areas
- Unit 20 Marketing media Content, Advertising and Public Relations

- Videos:** 1. Writing for Women
2. A Publishing House at Work

- Audios:** 1. Selection of Top
2. Editing and Presentation
3. Writing Sports Features
4. Writing for Rural Audiences

XIV समाचार पत्र और फीचर लेखन (BHDA-101)

4 क्रेडिट

व्यवहारमूलक पाठ्यक्रम के अंतर्गत यह फीचर लेखन का पाठ्यक्रम है। इसका उद्देश्य छात्र-छात्राओं में समाचार पत्रों एवं पत्रिकाओं के लिए विभिन्न विषयों पर लेखन करने की क्षमता विकसित कराना है। इस पाठ्यक्रम में हमने विद्यार्थियों को फीचर लेखन से संबंधित कुछ सैद्धांतिक जानकारी दी है। यह भी बताया है कि लेख, समाचार, रिपोर्टाज आदि से फीचर किन अर्थों में भिन्न है तथा एक अच्छा फीचर लिखने के लिए किस तरह की योग्यता का होना आवश्यक है। इस पाठ्यक्रम में हमने कुछ विशेष क्षेत्रों में फीचर लेखन की विशिष्टता का सोदाहरण परिचय भी दिया है। इससे यह समझने में मदद मिलेगी कि फीचर कैसे लिखा जाता है। पुस्तक-समीक्षा, साक्षात्कार, यात्र-लेखन, सामाजिक, सांस्कृतिक, आर्थिक आदि विभिन्न समूहों से संबंधित फीचर लेखन पर इस पाठ्यक्रम में विचार किया गया है। इस पाठ्यक्रम में कुल 4 खंड और 20 इकाईयां हैं। यह चार क्रेडिट का पाठ्यक्रम है।

पाठ्य विवरण

खंड 1 :	समाचार पत्र और फीचर लेखन	11	समुदाय सम्बन्धी फीचर : विषय का चयन और प्रस्तुति
इकाई 1	समाचार पत्रों की दुनिया		
	2 समाचार पत्र के लिए लेखन की पद्धतियां		
	3 सम्पादकीय पृष्ठ के लिए लेखन	खंड 3 :	विशिष्ट वर्गों के लिए लेखन
	4 समाचार संकलन, लेखन एवं सम्पादन	इकाई 12	महिलाओं के सम्बन्ध में लेखन
	5 फीचर लेखन की विशेषताएं	13	बच्चों के सम्बन्ध में लेखन
		14	किशोर, युवा और बुजुर्ग वर्ग के लिए लेखन
खंड 2 :	विभिन्न क्षेत्रों में और विशिष्ट विषयों पर फीचर लेखन	15	शहरी वर्ग के लिए लेखन
इकाई 6	यात्रा लेखन : विषय का चयन और प्रस्तुति	16	ग्रामीण वर्ग के लिए लेखन
7	सामाजिक और सांस्कृतिक फीचर : विषय का चयन और प्रस्तुति	खंड 4 :	साहित्यिक लेखन, साक्षात्कार और व्यक्ति-चित्र
8	आर्थिक फीचर : विषय का चयन और प्रस्तुति	इकाई 17	पुस्तकों और पत्र-पत्रिकाओं की समीक्षा
9	विज्ञान, पर्यावरण और स्वास्थ्य सम्बन्धी फीचर : विषय का चयन और प्रस्तुति	18	नाट्य प्रस्तुतियों, फिल्मों और कला प्रदर्शनियों की समीक्षा
10	खेलकूद में फीचर : विषय का चयन और प्रस्तुति	19	साक्षात्कार : तैयारी, संपादन और संयोजन
		20	व्यक्ति-चित्र

XV Writing for Radio (BEGA-102)

4 credits

This course aims to give student an understanding of the medium of Radio, a brief theory of the signs and language by which it conveys its message, a survey of its target audience, the basic concepts of script writing for various Radios programmes and the use of Radio for education.

SYLLABUS

Block 1: The Medium

- Unit 1 An Introduction to Radio with a Historical Perspective
- Unit 2 Radio and Mass Communication
- Unit 3 Innovations in Radio
- Unit 4 The Impact of Radio
- Unit 5 Language of Radio

Block 2: Reaching the Public

- Unit 6 Public Service Announcements
- Unit 7 Scripting for News
- Unit 8 Genres of Radio
- Unit 9 Interviews and Discussions

Block 3: Creativity and Radio Broadcasts

- Unit 10 Radio Plays
- Unit 11 Adaptations for Radio
- Unit 12 Sports, Special Events and Entertainment
- Unit 13 Radio for Special Groups

Block 4: Radio and Education

- Unit 14 Role of Radio in Education
- Unit 15 School Broadcasts
- Unit 16 Radio and Higher Education (Distance Mode)

- Videos:**
1. Scripting for News
 2. Radio Plays

- Audios:**
1. The Medium
 2. Reaching the Public
 3. The Imagination
 4. Radio and Education

XVI रेडियो लेखन (BRPA-101)

4 क्रेडिट

इस पाठ्यक्रम में हम आपको रेडियो के लिए लिखना सिखाएंगे। वस्तुतः विद्यार्थियों को रेडियो के लिए लिखना सिखाना ही इस पाठ्यक्रम का मूल उद्देश्य है। इस पाठ्यक्रम के अंतर्गत उन तमाम पहलुओं पर विचार किया जाएगा जो रेडियो लेखन के लिए आवश्यक हैं। उन सिद्धांतों की संक्षिप्त चर्चा की जाएगी जिन्हें रेडियो लेखन के लिए जानना जरूरी है। इसके अतिरिक्त रेडियो लेखन के विभिन्न प्रकारों की भी जानकारी दी जाएगी, जैसे समाचारों के लिए लेखन, वृत्तचित्र/रूपक के लिए लेखन, कमेंट्री (आंखों देखा हाल) तैयार करना, बातचीत और साक्षात्कार की तैयारी आदि। इस पाठ्यक्रम के एक खंड में स्कूल और कॉलेज स्तरीय शिक्षा के प्रचार-प्रसार में रेडियो की भूमिका पर भी विचार किया जाएगा।

पाठ्य विवरण

खंड 1 :	माध्यम के रूप में रेडियो	11	जनसेवा प्रसारण, व्यावसायिक प्रसारण और विज्ञापन
इकाई 1	रेडियो – एक परिचय	खंड 3 :	रेडियो लेखन की अन्य विधाएं
2	रेडियो का इतिहास	इकाई 12	रेडियो नाटक और नाट्य रूपांतरण
3	रेडियो की शक्ति	13	रेडियो धारावाहिक
4	रेडियो के नए क्षितिज	14	मनोरंजन संबंधी कार्यक्रम
5	रेडियो की भाषा (संकेत और कोड)	15	आंखों देखा हाल (कमेंट्री)
6	रेडियो की विधाएं		
खंड 2 :	जन-सामान्य तक पहुंचना	खंड 4 :	रेडियो और शिक्षा
इकाई 7	रेडियो के कार्य	इकाई 16	शिक्षा के क्षेत्र में रेडियो की भूमिका
8	समाचार लेखन	17	अनौपचारिक शिक्षा में रेडियो लेखन
9	उद्घोषणा, कम्पीयरिंग, वार्ता, साक्षात्कार, परिचर्चा और वार्तालाप	18	अनौपचारिक शिक्षा के लिए रेडियो लेखन
10	डॉक्यूमेंट्री (वृत्त रूपक), फीचर (रूपक), पत्रिका और रिपोर्ट	19	दूर शिक्षा के लिए रेडियो लेखन
वीडियो कार्यक्रम :	1 रेडियो नाटक	ऑडियो कार्यक्रम :	1 रेडियो : प्रभावी जनसंचार माध्यम
	2 रेडियो समाचार लेखन		2 रेडियो और शिक्षा
	3 बच्चों के लिए रेडियो लेखन		3 रेडियो की विधाएं (चार भाग)
	4 रेडियो की भाषा		4 महिलाओं के लिए रेडियो लेखन

XVII Teaching Strategies (CTE-3)

4 credits

This course gives new insights about classroom strategies, in terms of classroom organisation and management. It deals with effective methods and strategies used in teaching in different skills of listening, speaking, reading and writing. There is also a theoretical update on the teaching of these four skills. An important part of a teacher's job is material selection, creation and adaptation. We have, therefore, devoted a whole block to this aspect.

SYLLABUS

Block 1: General Principles of Teaching-Learning	Unit 7	The Reading Process	
Unit 1	Planning Lessons: From Course Materials to Classroom Process	Unit 8	Developing Reading Skills
Unit 2	Classroom Management	Block 3: Activities-Speaking and Writing	
Unit 3	Monitoring Instruction - The Reflective Teacher	Unit 9	Speaking and Writing: Similarities and Differences
Unit 4	Action Research in Our Classroom	Unit 10	Some Approaches to Teaching the Spoken Language
Block 2: Activities-Listening and Reading		Unit 11	Classroom Activities (Speaking)
Unit 5	Language Learning Activities-1: Listening and Reading Comprehension	Unit 12	Emerging Trends in Teaching Writing
Unit 6	The Need for Teaching Listening Comprehension in the Classroom	Unit 13	Teaching Grammar

Block 4: Creating Materials

- Unit 14 Teaching Materials - Their Need and Justification
 Unit 15 Approaches to Materials Production
 Unit 16 Evaluating and Adapting Instructional Materials

- Audios:** 1. Planning Lessons
 2. Classroom Management
 3. The Role of Teacher
 4. The Usefulness of Cooperative Learning-I
 5. The Usefulness of Cooperative Learning-2
 6. Making Tests Useful and Enjoyable

CTE-04 OR CTE-05**4 credits**

The participant may choose any one course.

In both the courses we give a profile of the learners at the different stages, and the teacher's role in dealing with such learners. We also focus on the disadvantaged learners and learners with minor disabilities.

These courses are practical courses, where the different skills are taught by giving examples of actual activity types and teaching experiences in the class-room. These courses can be used as resource material by practising teachers which they can use in the classroom.

XVIII Teaching English - Elementary School (CTE-4)**4 credits****SYLLABUS****Block 1: Pupil and Teacher**

- Unit 1 The Learner at Primary School Level
 Unit 2 Teaching Underprivileged Learners
 Unit 3 Educating the Special Learner

- Unit 13 Developing and Implementing Reading Programmes

Block 2: Listening and Speaking

- Unit 4 Speaking
 Unit 5 Listening in the Primary School
 Unit 6 Listening for Perception - Auditory Discrimination Activities
 Unit 7 Listening for Comprehension
 Unit 8 Testing Speaking and Listening

Block 4: Teaching Writing and Grammar

- Unit 14 The Mechanics of Writing,
 Unit 15 Creating a Writing Environment
 Unit 16 The Writing Process with Beginners
 Unit 17 Process Writing at a More Advanced Level
 Unit 18 Types of Writing in the Primary School
 Unit 19 Teaching Grammar : New Type Activities and Games
 Unit 20 Evaluating Writing

Block 3: Reading Comprehension

- Unit 9 Teaching Reading : General Principles
 Unit 10 The Nature of Reading
 Unit 11 Teaching Reading Strategies
 Unit 12 Teaching Reading Comprehension Strategies

- Audios:** 1. Identifying the Special Learner
 2. Classroom Management - Elementary School
 3. The Role of Teacher - Elementary School
 4. Once upon a Time-1
 5. Once Upon a Time-2

XIX Teaching English - Secondary School (CTE-5)**4 credits****SYLLABUS****Block 1: Role of Learner and Teacher**

- Unit 1 The Learner at the Secondary School Level
 Unit 2 Teaching Underprivileged Learners
 Unit 3 Teaching Learners with Special Needs
 Unit 4 Helping the Learner to be Autonomous

- Unit 7 Developing Speaking Skills
 Unit 8 Speaking Activities
 Unit 9 Evaluating Listening and Speaking

Block 2: Listening Comprehension and Speaking

- Unit 5 Teaching Listening- 1
 Unit 6 Teaching Listening- 2

Block 3: Reading Comprehension

- Unit 10 Reading Comprehension-I
 Unit 11 Reading Comprehension-II
 Unit 12 Introducing Different Registers
 Unit 13 Teaching Vocabulary

Block 4: Teaching Writing and Grammar
Unit 14 The Writing Process
Unit 15 Different Types of Writing
Unit 16 Teaching Study Skills
Unit 17 Teaching Grammar : New Type Activities and Games
Unit 18 Assessing Writing Ability
Unit 19 Testing Grammar and Usage

Videos:	1. Drama Techniques in Language Learning
	2. Teaching Poetry Through Drama Techniques
	3. Teaching Prose Through Drama Techniques

Audios:	1. Reaching out to the Special Leamer
	2. Internet as a Resource, for Teachers of English

XX AEC-01: Environmental Chemistry

8 Credits

The Application Oriented Course, Environmental Chemistry is applicable to only those students who have taken at least 8 credits in chemistry. These elective courses are CHE-01, 02 and 03L. Environmental Chemistry is a multidisciplinary science which includes chemistry, physics, biology, agriculture, medical science, public health, health related engineering, etc.

This course is related to the study of sources of chemical species, reactions, effect and fate of three main components of environment i.e. atmosphere, water and soil. It is also related to the effect of human activities i.e. the effect of pollution on these components. Besides this the course also deals with the theoretical and practical aspects of analysis of these environmental components by using instrumental and non-instrumental methods.

SYLLABUS

Nature and Formation of Soil: Soil and its Importance; Soil Morphology: Characteristics of Soil Profile, Soil Horizons; Soil Genesis: Origin and Formation of Soil: Minerals and Rocks, Weathering and Soil Formation, Factors affecting Soil Formation; Soil Classification: Soil Types of India.

Soil Quality Parameters: Mechanical Parameters: Soil Texture and Methods of Analysis, Soil Textural Classes, Soil Aggregation and Soil Structure, Soil Aeration, Soil Water; Biological Parameters: Soil Flora, Soil Fauna, Beneficial Role of Soil Organisms; Physico-Chemical Parameters: Crystal Structure of Clays, Ion Exchange Property of Soils, Soil pH – Acidity and Alkalinity.

Soil Fertility and Productivity: Plant Nutrients: Macronutrients, Micronutrients, Availability of Nutrients in Soils, Chemical Methods of Estimating Available Nutrients, Soil pH and Nutrient Availability, Soil Fertility Evaluation, Concepts in Soil Fertility, Maximum Crop Yields; Management of Soil Productivity: Fertilizers and Fertilizer Management, Factors Affecting Fertilizer Requirements, Manures, Cultural Practices.

Water Resources: Units for Land Area and Rainfall: Global Distribution of Water: Water Resources of India: Annual Rainfall, River Systems in Our Country, River Basins, Groundwater Availability; Hydrological Cycle: Stages in Hydrological Cycle, Abnormal Properties of Water Helping the Operations of Hydrological Cycle, Importance of Hydrological Cycle; Hydrodynamics of Fresh Water Ecosystems: Crucial Issues Associated with Conservation and Management of Water Resources: Features Related to Water Availability and Usage, Need for Conservation and Management of Water Resources; Methods of Water Conservation and Management.

Water Characteristics: Physical Properties of Water Systems; Chemical Properties of Water Systems; Biological Properties of Water Systems; Factors Affecting Water Quality: Natural Factors, Human Activities, Biological Transformations; Solubility of Gases in Water; Carbonate Equilibrium.

Water Quality Criteria and Uses: Concerns for Water Quality: Water Quality Criteria for Various Purposes: Objectives, Criteria and Standards – Definition, Water Quality Criteria as Basis for Classification of Water Bodies; Factors that Influence Prescription of Criteria for Water Quality; Uses of Water Quality Criteria; Monitoring and Assessment – A Discussion: Water Quality Monitoring for Water Resources Management; Water Quality Monitoring System for Risk Assessment; A Comprehensive Scheme for Controlling River Water Quality; Uses of Monitoring Programmes; Analytical Techniques for Monitoring Water Quality: Physical and Chemical Methods of Monitoring; Biomonitoring; Need for Integrated Monitoring Mechanism.

Atmosphere: Its Nature and Importance: What is Atmosphere: Origin of Atmosphere; Regions of Atmosphere: Regions Based on Chemical Composition, Regions Based on Temperature, Regions Based on Chemical and Physical Properties; Composition of Atmosphere: Variation of the Gaseous Composition with Height; Variation of the Gaseous Composition with Latitude and Season; Atmospheric Effects and Reactions: Reactions in Atmosphere: Water in Atmosphere: Water Vapour; Precipitation; Greenhouse Gases: Carbon Dioxide; Nitrous Oxide, Methane, CFC/s and others; The Role of Greenhouse Gases; Measuring “Global Warming Potential” of Greenhouse Gases; How Extracting and Transporting Fossil fuel Releases Greenhouse Gases; Ozone Layer Depletion: Introduction; Scientific Background; Ozone Layer Depletion and Global Warming; Effect of Ozone Layer Depletion on Society; Effect of Ozone Layer

Depletion on Land Plants; Effect of Ozone Layer Depletion on Materials; The Impact of Ozone Layer Depletion on Air Pollution.

Meteorological Aspects of Air Pollution: Temperature: Stability and Instability; Air Pollution Ecosystem: Primary Meteorological Parameters: Wind Speed and Wind Direction; Turbulence; Variation of Wind Speed and Direction with Height and Surface Roughness; Secondary Meteorological Parameters: Influence of Stability (Vertical Temperature Structure on Stack Effluents); Valley Effects: Shoreline Winds: Modification of Thermal Structure by Bodies of Water: Influence of Hills: Persistence of Fog: Mixing Height: Scavenging Process: Meteorological Factors to be Considered in Industrial Location: Stack Design; Zoning; Zoning of Areas Around industries and Urban Areas for Better Land use Planning; Urban Meteorology.

Air Pollutants: Importance of Air: Composition of Air: Air Pollution Phenomenon: Air Pollutants and their Classification: Air Pollution Terminology: Effect of Air Pollution on Human Health: Air Pollution Episodes: Effect of Air Pollution on Animals: Effect of Air Pollution on Vegetation: Effect of Air pollution on Materials: Effect of Air Pollution on Visibility:

Air Quality Monitoring and Control: Active Sampling Methodologies: Basic Principles of Active Systems, Sampling apparatus; Requirements of Individual Components; Widely used Active Sampling Technique for Air Pollutants: Carbon monoxide, Carbon Dioxide, Sulphur Dioxide, Oxides of Nitrogen; Ozone: Green House Gases: Particulate matter

Industrial Effluents: Pollution Parameters and Treatment Methods: Pollution Parameters; Treatment Methods; Effluents from Food and Food Processing Industries – Dairy Waste: Sources of Waste; Methods for Reducing Wastewater Quantity; Treatment of Dairy Waste; Effluents from Petrochemicals: The Petrochemicals Industry; Waste Characteristics; Waste Disposal Treatment; Effluents from Textiles: The Textile Industry; Textile Waste Characteristics; Textile Wastewater Problems; Textile Waste Treatment; Effluents from Pulp and Paper Industry: The Pulp and Paper Industry; Effluent from Pulp and Paper Industry; Characteristics of Effluent; Suspended Solids Reduction; Sludge Dewatering and Disposal; Methods for the Reduction of Organics; Land Disposal by Irrigation and Seepage; Effluents from Tanneries: The Leather Industry; Tannery Waste Characteristics; Tannery Waste Treatment; Hazardous Wastes: Hazardous Waste Generation; Hazardous Waste Management.

Environmental Pollution due to Agrochemicals: Pesticides: Pesticides in the Environment, Effects of Pesticides in Ecosystem, Ways of Minimising Environmental Effects of Pesticides, Minimisation of Pesticides Residues, Alternative Methods of Pest Control; Environmental Pollution Due to Fertilisers: Nitrogen as Pollutant, Nitrate in Water and Food and Human Health, Nitrates and Plant Growth, Gaseous Emission, Phosphorous as Pollutant, Potassium as Pollutant, Heavy Metals as Pollutants; Strategies to Reduce Environmental Pollution due to Fertilisers: Manures as Pollutants.

Municipal and Domestic Wastes: Sewage and Other Water Borne Wastes: Generation and their General Characteristics, Sewage Generation, General Characteristics of Sewage, Sewage Analysis, Sewage Sampling; Solid Matters in Sewage: Determination of Solid Matters in Sewage; Organic Matters in Sewage: Carbon, Nitrogen and Sulphur Cycles in Nature, Determination of Organic Matters, Nutrients, Detergents and Surfactants, Mineral Matters in Sewage and their Determination; Gaseous and Volatile Matters in Sewage: Determination of Gases in Sewage; Hydrogen Ion Concentration and Temperature: Hydrogen Ion Concentration of Sewage, Temperature of Sewage; Living Matters in Sewage: Significance, Determination of Planktons; Microbial Contamination in Sewage: Microorganisms in Sewage, Removal of Microorganisms, Bacteria; Decomposition of Sewage: Anaerobic Treatment of Sewage, Aerobic Treatment of Sewage, Oxygen Requirement for Decomposition of Sewage; Sewage Treatment and Disposal: Sewage Characteristics, Sewage Treatment Process, Sewage Disposal; Diseases Through Sewage.

Effects of Soil and Water Pollution: Industrial Pollution Cycle and Adverse Effects; Water Related Diseases; Biological Hazards, Chemical and Radioactive Hazards; Water Related Disease and Seasonal Variation: Adverse Effects of Soil Pollution: Soil Pollution of Biological Disease Agents, Soil Pollution and Solid Waste Disposal, Soil Pollution by Toxic Chemicals.

Sampling Techniques and Preservation: Theory of Sampling; Collection of Samples: Gases, Liquids, Solids, Precautions; Containers; Collection of Water Samples: Preservation of Water Samples; Sampling of Soil.

Classical Techniques: Some Basic Concepts: Scale of Operation, Mol Concept, Concentration Units; Gravimetric Analysis: Precipitation, Calculations, Precipitation from Homogeneous Solution, Factors Affecting Solubility of Precipitates, Precipitants, Application of Gravimetric Analysis; Titrimetric Analysis: Gram Equivalent Weight, Calculations, Neutralization Titrations, Acid-Base Indicators, Oxidation-Reduction Titrations, Redox Indicators, Use of KMnO_4 as a Titrant, Use of $\text{K}_2\text{Cr}_2\text{O}_7$ as a Titrant, Titrations Involving the Use of Iodine, Complexometric Titrations, Titrations Involving the Use of EDTA, Precipitation Titrations;

Separation Techniques: Solvent Extraction: Chromatography – A History: Theory of Chromatography: Definition, Classification, Principle; Terminology of Chromatography: Mobile Phase, Stationary Phase, Sample, Components or Solute; Some Fundamental Concepts: Retardation Factor (R_f), Chromatogram, Resolution; Adsorption System: Thin Layer Chromatography: Preparation of TLC Plate, Development of Chromatogram, Detection of Spots, Identification of Components, Quantification; Column Chromatography: Paper Chromatography: Principle, Developing the Chromatogram, Detection of Spots, Quantification, Advantage, Limitations; Ion Exchange Chromatography: Ion Exchange Materials: Ion Exchange Process: Mechanism of Ion Exchange: Ion Exchange Capacity: Applications of Ion Exchange.

Electroanalytical Methods: pH Metry: Definition of pH, Measurement of pH, Colorimetric Measurement of pH; Electrometric Measurement of pH: Principle of Potentiometry, Electrodes, Measurement of pH using pH Meter, pH of Water and Waste Water, Acid Rains and pH, pH of Soils; Ion Selective Electrodes: Conductometry: Some Basic Concepts of Conductometry; The Measurement of Conductance: The Wheatstone Bridge Principle, Measurement of Conductance of a Solution, Experimental Measurement; Application of Conductometry.

Optical Methods: Basics of Spectroscopy: The Nature of Electromagnetic Radiation, Spectral Regions, Classification of Spectroscopic Methods; Absorption Methods: Fundamental Laws of Absorption

Methods, Absorbing Species; Ultraviolet-visible Spectrophotometry: Instrumentation, Some Typical Instruments, Analytical Techniques, Determination of Substances in Waters, Soil and Air; Emission Methods: Flame Photometry, Atomic Absorption Spectrophotometry.

Microbiological Examination of Water, Soil and Air: Microbiological Examination of Water: Hydrologic Cycle, Bacteriology of water, Water Quality Assays; Microbiological Examination of Soil: Microbial Populations, Method for Studying Soil Microorganisms; Microbiological Examination of Air.

Experiments

- Experiment 1: Sampling and Preservation of Soil and Water Samples;
- Experiment 2: Determination of pH and Conductance of Water and Soil;
- Experiment 3: Determination of Percent Organic Matter Content in a Soil Sample;
- Experiment 4: Determination of Available Nitrogen in a Soil sample;
- Experiment 5: Determination of Available Sulphur in a Soil Sample;
- Experiment 6: Determination of Extractable Phosphorus in a Soil Sample;
- Experiment 7: Determination of Extractable Manganese and Iron in a Soil Sample;
- Experiment 8: Estimation of Alkalinity of a Water Sample;
- Experiment 9: Estimation of Soluble Chlorides in Water;
- Experiment 10: Estimation of Soluble Sulphates in a Water Sample;
- Experiment 11: Estimation of Soluble Nitrates in a Water Sample;
- Experiment 12: Estimation of Dissolved Oxygen in a Water Sample;
- Experiment 13: Determination of Hardness in a Water Sample;
- Experiment 14: Determination of Chemical Oxygen Demand of a Water Sample;
- Experiment 15: Determination of Dust Fall, Rainfall and Humidity;
- Experiment 16: Detection of CO, and NO_x in Air/Gaseous Effluent;
- Experiment 17: Determination of SPM and NO₂ Concentration in Air/Gaseous Effluent;
- Experiment 18: Determination of SO₂ Concentration in Air/Gaseous Effluent;
- Experiment 19: Identification of Pesticides in Pesticide Residues.

XXI Integrated Pest Management (APM-01)

8 Credits
(6 Cr. Theory + 2 Cr. Project)

The course on Integrated Pest Management (IPM) has been developed by the School of Sciences, IGNOU. The course aims at an overall awareness about various types of pests (agricultural, medical, veterinary, stored grain) and

their management methods. The course highlights on integration of various pest management tactics in a compatible manner so as to minimize the use of pesticides. The need to incorporate basic ecological concepts in the design and implementation of pest management system is emphasized as each pest control technology has an impact on environment and society. Increased role of pest modeling, remote sensing, communication technology and increased use of ecofriendly pesticides, biopesticides will lead IPM to a bright future.

IPM has been developed as an 8 credit Application-orientated course for the Bachelor's Degree Programme of IGNOU. **Out of 8 credits, 6 pertain to theory and 2 credits for a project, which is a compulsory component of the course.** The theory course is presented in 5 blocks comprising 19 units in all. For project work worth 2 credits, you will be sent a separate project guide.

SYLLABUS

Block 1: Pests – An Introduction	Unit 11	Cultural and Behavioral Control Methods
Unit 1	Unit 12	Chemical Control
Unit 2	Unit 13	Biological Control
Unit 3		
Unit 4		
Block 2: Introduction, Quantitative Basis and Pest Modeling	Block 4: Methods of Pest Management–II	
Unit 5	Unit 14	Host Plant Resistance
Unit 6	Unit 15	Genetic Methods and Transgenics in IPM
Unit 7	Unit 16	Legislative Control
Unit 8		
Unit 9	Block 5: IPM Programmes–Development, Implementation and Future	
	Unit 17	IPM Programme–Developments, Adoption and Limitations
	Unit 18	Implementation of IPM Procedures and Practices
	Unit 19	Future Prospects of IPM
Block 3: Methods of Pest Management–I		Project Guide
Unit 10		

XXII Business Communication and Entrepreneurship (BCOA–001)

4 Credits

The Course on Business Communication and Entrepreneurship is one of the courses in the “Certificate in Business Skills”. This course consists of following two parts.

Part 1: Communication Skills for Business. This part aims at facilitating you in imitating your study on communication; and making you aware of how a communicative situation influences the choice of sentence structure and vocabulary.

Part 2: Entrepreneurship and Small Business. It explains how to become an entrepreneur, and how to develop and strengthen entrepreneurial qualities. It envelops the skills on basic market research, crises management, small business analysis, planning, organizing, financial management, manpower assistance and control.

SYLLABUS

Part 1: Communication Skills for Business	Part 2: Entrepreneurship and Small Business
Unit 1	Unit 5
Unit 2	Unit 6
Unit 3	Unit 7
Unit 4	Unit 8
	Unit 9

4 DETAILS OF ENVIRONMENT AWARENESS COURSE

An Introduction to the Environment (NEV-001)

Credits - Nil

This is a non-credit, awareness level course for the Bachelor's Degree students of the University. The study material, presented in two blocks, aims to improve understanding and enrich knowledge about the prevalent environmental concerns and management. These materials should be studied according to your convenience and pace. **There will be no examination for this course.**

The first block deals with interrelationships and functional dynamics of various components of the environment. The topical issues such as the status of natural resources, development and environment, environmental pollution, and environment-health relationship are also discussed in detail.

In the second block, the strategies and ways of managing the major regional and global environmental problems and the related emerging issues have been dealt with. In addition, the significance and salient aspects of environmental quality management, and the potential of eco-friendly technologies in addressing various environmental problems have been highlighted.

The broad course contents and unit titles are as follows:

SYLLABUS

Block 1: Environmental Concerns

- Unit 1 Why is Environment Important?
- Unit 2 Natural Resources
- Unit 3 Development and Environment
- Unit 4 Development and Environmental Pollution
- Unit 5 Environment and Human Health

Block 2: Environmental Management

- Unit 6 Conservation and Management of Environment
- Unit 7 Resource Management
- Unit 8 Environmental Quality Management
- Unit 9 Eco-friendly Technologies
- Unit 10 Global Issues and Concerns.

SCHEDULE TO REMEMBER

Dates for submission of Exam Forms (Examination Fee is Not Acceptable Through Challan)

FOR JUNE TEE	LATE FEE	FOR DEC TEE	LATE FEE	SUBMISSION OF EXAM FORM
1 March to 30 April	Nil	1 September to 31 October	Nil	www.ignou.ac.in
1 May to 10 May	Rs. 1000/-	1 November to 10 November	Rs. 1000/-	

For updates and recent notifications kindly visit University's website: www.ignou.ac.in

Attention for Student : The students can submit their examination form through online by paying through Debit/Credit Card and before submission of examination form may please read instruction/guidelines properly which is available on IGNOU website.

[For details see Sub-section 7.2 of the Programme Guide]

FEE FOR SERVICES

Sl. No.	Description	Indian Students	Fee to be paid SAARC countries students	Non-SAARC countries students
1.	Duplicate Grade Card	Rs. 200/-	Rs. 300/-	\$ 10
2.	Re-evaluation	Rs. 750/-	Rs. 1000/-	\$ 75
3.	Early Declaration of Result	Rs. 1000/-	Rs. 1000/-	\$ 50
4.	Improvement in Marks/Division	Rs. 750/-	Rs. 1500/-	\$ 60
5.	Degree Registration Fee	Rs. 400/-	Rs. 500/-	\$ 50
6.	Duplicate Degree	Rs. 750/-	Rs. 1000/-	\$ 50
7.	Official Transcript	Rs. 300/- + Rs. 200/- for dispatch to overseas	Rs, 600/- + Rs. 600/- for dispatch to overseas	\$ 60 + \$ 60 for dispatch to overseas
8.	Verification of Marksheet/Degree	Rs. 400/- Non-govt. offices Rs. 200/- of Govt. offices	Rs. 1000/-	\$ 100
9.	Late Fee of Examination (after last date for the dispatch to overseas first 20 days)	Rs. 300/-	Rs. 1000/-	\$ 50

PROGRAMME GUIDE

for

Bachelor's Degree Programme (B.A.)

Foundation, Elective and Application-Oriented Courses



**Indira Gandhi National Open University
New Delhi**

“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

—Indira Gandhi

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

—इन्दिरा गांधी

Online Admissions

Dear Learners,

Please visit <https://onlineadmission.ignou.ac.in/> and read General Instructions and Registration step for further actions.

In Programme available section, you may kindly choose the relevant programme for fees and course details.

The prospectus available at below URL:

<https://onlineadmission.ignou.ac.in/Upload/Prospectus2018English.pdf>

Still if you need more detail, Please read FAQ and Student user manuals available in below links:

FAQ: <https://onlineadmission.ignou.ac.in/FAQ.aspx>

Student user Manual:

<https://onlineadmission.ignou.ac.in/Upload/User Manual 1.0.pdf>