

**Scheme of Examination and Courses of
Reading for B.A. (Prog.) based on NEP**

SEMESTER-VI



**SCHOOL OF OPEN LEARNING
University of Delhi**

*Syllabus Applicable for the students seeking admission to
B.A.(Prog.) Course from 2022-2023 onwards*

B.A. (PROGRAMME) SEMESTER-VI

DSC-11 (MINOR PAPER)

Note : Opt for the same Discipline as Sem-I

Economics: Indian Growth and Development
Education: Introduction to Educational Research
English: Women Writings
Hindi: Sahitya Chintan
History: History of India 1858-1947
Mathematics: Probability and Statistics
Political Science: Perspectives on Public Administration
Sanskrit: Sanskrit Literature : Katha Kavya
Urdu: Development of Urdu Language and Literature

DSC-12 (MAJOR PAPER)

Note : Opt for the same Discipline as Sem I

Economics: Intermediate Macroeconomics II : Policy Issues
Education: Research Methods in Education
English: Literature and Disability
Hindi: Vimarsh Ki Samajiki aur Hindi Sahitya
History: History of Europe 1870-1945
Mathematics: Elementary Mathematical Analysis
Political Science: Comparative Political Systems
Sanskrit: Indian Aesthetics
Urdu: Urdu Tanz-o-Mazah

Discipline Specific Elective (DSE)

Choose one of Discipline opted in Sem. I

Economics: Research Methodology for Economics
Education: Primary Education in India
English: Research Methodology
Hindi: Shodh Pravidhi
History: Basics of Historical Research Methodology
Mathematics: — Research Methodology
Political Science: Research Methods in Politics
Sanskrit: Basic Skills for Research Paper and Dissertation

GENERIC ELECTIVE (GE)

Choose Any one other than subject opted as Core/Discipline in Sem. I

Commerce : E-filing of Returns

Economics : Law and Development

English: Life and Literature

Hindi: Hindi Sahitya aur Bhartiya Mulya-Bodh

History : Gender in Modern World

Mathematics : Introduction to Mathematical Modeling

Political Science : Introduction to Public Policy

Punjabi : Punjabi Nibandh Sahit*

Sanskrit: Contributions of the Indian Knowledge System

Urdu: Poet Iqbal*

SKILL ENHANCEMENT COURSE (SEC)

Choose any one (not opted before)

1. **Commerce**: Finance for Everyone
2. **English**: Communication in Everyday Life
3. **Hindi**: रंगमंच
4. **Education**: Communication in Professional Life
5. **SEC Committee**: Personality Development and Communication
6. **English**: Business Communication
7. **Computer Science**: Basic IT Tools
8. **Management** : Digital Marketing
9. **Computer Science**: Social Media Marketing

* Will uploaded later

**B.A.(Prog.) Economics
Semester VI
Discipline Specific Core Course-(Minor)**

DSC-11 : Indian Growth and Development

EC(1268)-15.12.2023

Category III

**Economics Courses for Undergraduate Programme of study with Economics
as one of the Core Disciplines**

(B.A. Programmes with Economics as non-Major or Minor discipline)

**DISCIPLINE SPECIFIC CORE COURSE -6 (DSC-6): Indian Growth
and Development**

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------|----------|---------------------|----------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Indian Growth and Development – ECON018 | 4 | 3 | 1 | 0 | Class 12th | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- Using appropriate analytical frameworks, this course reviews major trends in economic indicators of macro and development issues and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- This course intends to give an introduction to students as to how they could explore problems related to the Indian economy by familiarizing them with the research studies on areas relating to economic development and policy in India with an emphasis on contemporary debates.

Learning outcomes

The Learning outcomes of this course are as follows:

- The students should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress.
- The students will acquire ability to explore current policy debates and contribute to policy making in an informed way using relevant databases.

Syllabus

UNIT I: Economic Growth since Independence

Major features of the economy at independence; growth under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment

UNIT II: Sectoral Performances and Concerns

Issues in agriculture, industry and services.

UNIT III: Inclusive Growth - trends and patterns, Distributional Issues and Policies Demography, Poverty and Unemployment

UNIT IV: Economic Policies and their Impact

Evolution of macroeconomic framework applied in Indian economy and its impact, fiscal policy; financial and monetary policies; trade and investment policy, five-year plans

Recommended readings

- Ahluwalia, M. S. (2019), “India’s economic reforms: Achievements and Next Steps”,
- *Asian Economic Policy Review*, 14(1), 46-62.
- Bosworth, B., Collins, S. M., & Virmani, A. (2007). *Sources of growth in the Indian economy*. Working Paper no. 12901, NBER.
- Pulapre Balakrishnan, (2007), “The Recovery of India: Economic Growth in the Nehru Era”, *Economic and Political Weekly*, November 10-23, 2007.
- Krishnamurty, K. (2002), Macroeconometric Models for India: Past, Present and Prospects *Economic and Political Weekly*, October 19, 2002.
- Arvind Subramanian and Josh Felman (2021) India’s Stalled Rise-How the State Has Stifled Growth, *Foreign Affairs* on 14.12.2021.
- Acharya, S. and Mehrotra, S. (2020), The Agricultural Market Reforms: Is there a trade-off between efficiency and equality? Working Paper Series, Institute of Human Development.
- Shah, Mihir (2007), Rural Credit in 20th Century India: Overview of History and Perspectives, *Economic and Political Weekly*, Vol. 42, Issue No. 15, 14 April 2007.
- Nagaraj R (2013), India’s Dream Run Understanding the Boom and Its Aftermath,
- *Economic and Political Weekly* Vol 48, No. 20, May 18, 2013.
- Chanda, R. (2019), India’s Services Sector; trends, opportunities and challenges, in Uma Kapila (ed.), *Indian economy-2: Macroeconomic policies, Sectoral Developments and Performance*.
- Dipak Mazumdar and Sandip Sarkar (2009) “The Employment Problem in India and the Phenomenon of the ‘Missing Middle’ *The Indian Journal of Labour Economics*, Vol. 52, No. 1, 2009
- Chakraborty, Achin, (2015), Reforming Labour Markets in States: Revisiting the Futility Thesis, *Economic and Political Weekly*, May 16.
- Thomas, J. J. (2020). ‘Labour Market Changes in India, 2005–18’, *Economic and Political Weekly*, 55(34), 57.
- James, K.S., & Srinivas Goli (2016), “Demographic Changes in India: Is the Country Prepared for the Challenge?” *Brown Journal of World Affairs*, Fall/Winter 2016, Volume XXIII, Issue I.
- Desai, S. (2015), “Demographic deposit, dividend and debt”, *The Indian Journal of Labour Economics*, 58, 217-232.
- Drèze, J and Khera, R., 2016, ‘Recent Social Security Initiatives in India’ Available at <http://dx.doi.org/10.2139/ssrn.2800699>.
- Vijay Joshi, (2016), *India’s Long Road: The Search for Prosperity*, Allen Lane, Gurgaon, Ch 2.
- Rakesh Mohan, (2019), *Moving India to a new Growth Trajectory: Need for a Comprehensive Big Push*, Brookings India, Section 1 and 2, 9-30.
- Jagdish Bhagwati and Arvind Panagariya, (2012), *India’s Tryst with Destiny*, Collins Business, Noida, pp. 4-5, 32-38.
- Panagariya A (2020), *India Unlimited: Reclaiming the Lost Glory*, Chapter 2.
- Jean Dreze and Amartya Sen, (2013), *India: An Uncertain Glory*, Allen Lane, chapters 2, 3 (pp. 72-80 only).
- Kumar, R., & Patibandla, M. (2009). *Institutional dynamics and the evolution of the Indian economy*, Springer.
- McCartney, M. (2019). *The Indian Economy*. Agenda Publishing Limited.
- Goyal, A. (Ed.). (2019). *A Concise Handbook of the Indian Economy in the 21st Century*. Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-11 (Minor Paper) Introduction to Educational Research

COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A. Programme Courses for Undergraduate Programme of Study with Education discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE - 11 (DSC-11): Research I-Introduction to Educational Research

Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|--------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research I- Introduction to Educational Research DSC-11 | 4 | 3 | 1 | - | • Class XII th Pass | • No Pre-requisite |

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the idea of research and its conceptual foundations.
- Conceptualize the relevance of research design in diverse social context.
- Critically understand the process of research and different research methods.

Learning Outcomes

After completion of the course, student will be able to:

- Acquire critical thinking skills and professional capacities regarding research.
- Understand different inquiry methods and approaches to explore diverse realities.
- Design and administer a research in systematic way.
- Organize complex research experiences in written account.

Syllabus DSC-11

Unit 1: Understanding Conceptual Foundations of Research (12 Hours)

- Introduction to the idea of research
- Generic research skills such as critical and analytical thinking and problem solving to various contexts
- Contextualizing research in diverse contexts
- Situating ethics and integrity in researchers' life

Unit 2: Fundamentals of Designing a Research (23 Hours)

- Understanding research design
- Developing abilities to conceptualize research design
- Understanding the process of locating research problem
- Importance of literature review in research
- Research question, Objectives and Hypothesis
- Understanding sampling and tools
- Understanding data analysis and organizing research experience

Unit 3: Investigating Different Realities: Types and Nature of Different Research Methods

- Introduction to qualitative research and its methods
- Introduction to quantitative research and its methods
- Introduction to mixed method research and its methods

Practicum/ Suggested Projects / Assignments (Any Two)

- Research based projects and assignments.
- Critical analysis of literature on any issues/theme.
- Data collection Tasks based on interview and observation skills.
- Identification tasks of different independent and dependent variables.
- Design and administer a mini research in university or otherwise regarding any issue .

Note: On the basis of the above, the teacher may design his/her own relevant assignments and projects.

Essential/Recommended Readings

- Aikin, M.C.(Ed.).(1992). *Encyclopedia of educational research*(6th ed.). New York: Macmillan

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *Craft of Research*. London: The University of Chicago Press.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. 5th Ed. Thousand Oaks, CA: Sage.
- Flick, U. (2015). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Thousand Oaks, CA: Sage
- Kumar, S. (2019). *Action Research and Qualitative Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2018). Framework to Theorization: A Ray of Hope in Qualitative Research, *HIGHBROW Bi-annual Multidisciplinary Journal of Research*, SatyaSai College for Women, Bhopal
- Koul, L. (2007). *ShaikshikAnusandhan Ki Karyapranali*. Vikas Publishing
- Koul, L. (2020). *Methodology of Educational Research*. India: Vikas publishing
- Merriam, B. S. & Tisdell, J. E. (2015). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: John Wiley & Sons. 978-1119003618

Teaching Learning Process:

The Course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis. Collaborative learning tasks, enhancing reading comprehension of core writings in the area and developing innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be through end semester examination.

Key words

Education, Research, Designing Research

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC 18: Women Writings | 4 | 3 | 1 | 0 | Passed Class XII with English | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I

1. Alice Walker: *The Color Purple*

UNIT – II

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'

3. Begum Rokheya: 'Sultana's Dream'

4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'

6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'

7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Prog.) With Hindi as NON-MAJOR

Semester VI : DSC-11

साहित्य चिंतन

| Course Code & title | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|-------------------------|---------|-----------------------------------|----------|----------------------|-----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSC-11 साहित्य चिंतन | 4 | 3 | 1 | 0 | 12 th pass | — |

पाठ्यक्रम के उद्देश्य (Course Objectives):

- विद्यार्थियों को विभिन्न विधाओं से परिचित कराना।
- साहित्य के अवधारणात्मक पदों का समुचित ज्ञान कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- विद्यार्थी साहित्य की आधुनिक विधाओं से परिचित हो सकेंगे।
- साहित्य के अवधारणामूलक पदावली का ज्ञान प्राप्त हो सकेगा।

इकाई 1 : काव्य की प्रमुख आधुनिक विधाओं का सामान्य परिचय

- आख्यानपरक कविता
- प्रगीतात्मक कविता
- मुक्तछंद, छंदमुक्त कविता
- नवगीत

इकाई 2 : गद्य की प्रमुख आधुनिक विधाओं का सामान्य परिचय

- उपन्यास
- कहानी
- नाटक
- निबंध
- अन्य गद्य विधाएँ – आत्मकथा, जीवनी, संस्मरण, रेखाचित्र, यात्रा वृतांत, डायरी।

इकाई 3 : आलोचना के अवधारणात्मक पदों का सामान्य परिचय – 1

- लोकमंगल की अवधारणा
- पुनर्जागरण
- आधुनिकता और आधुनिकता बोध
- अनुभूति की प्रामाणिकता

इकाई 4 : आलोचना के अवधारणात्मक पदों का सामान्य परिचय – 2

- बिंब, प्रतीक और मिथक
- विसंगति
- विडंबना

सहायक ग्रंथों की सूची:

1. अमरनाथ, डॉ.; हिंदी आलोचना की पारिभाषिक शब्दावली, राजकमल प्रकाशन, नई दिल्ली ।
2. सिंह, डॉ. बच्चन; हिंदी आलोचना के बीज शब्द, वाणी प्रकाशन, नई दिल्ली ।
3. सिंह, डॉ. नामवर; कविता के नए प्रतिमान, राजकमल प्रकाशन, नई दिल्ली ।
4. शुक्ल, आचार्य रामचंद्र; चिंतामणि (भाग 1 एवं 2), लोकभारती प्रकाशन, प्रयागराज ।
5. वर्मा, धीरेंद्र; हिंदी साहित्य कोश (भाग-1, पारिभाषिक शब्दावली), ज्ञानमंडल लिमिटेड, वाराणसी ।
6. अवस्थी, मोहन; आधुनिक हिंदी काव्य-शिल्प, हिंदी परिषद प्रकाशन, प्रयागराज ।

Category III

BA (Prog.) with History as Non-Major

Credit distribution, Eligibility and Pre-requisites of the Course

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| History of India 1858 – 1947 | 4 | 3 | 1 | 0 | Class XII | History of India V |

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

On completion of this course the student shall be able to:

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

6. Revivalist / Reformist Movements of the 19th century
7. Phule, Ambedkar and the Caste question
8. Women
9. Peasants, Tribal and the Caste movements
10. Arya Samaj

Unit II: Economy under the colonial state:

4. Drain of Wealth
5. Modern Industries and Industrialization
6. Indian capitalist class

Unit III: Nationalist Politics:

5. Rise and Growth of Nationalism
6. Foundation of Indian National Congress
7. 'Moderates' and 'Extremists' Nationalists
8. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

5. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
6. Subhas Chandra Bose and INA
7. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
8. Nationalist politics in southern India

Unit V: Towards Freedom:

3. Overview of the growth of communal politics
4. Freedom and Partition

Practical component (if any) - NIL**Essential/recommended readings**

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste.

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुनक भारत का इततहास. Hyderabad: Orient Longman.

- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन तनिशालर, तिल्ली तवश्वतवद्यालर, तिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class.

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, • भट्टाचार्या, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांनि तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement.

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.

- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय रािनीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नविगरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकराँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय राष्ट्र वािकी सामातिक पृष्ठभूतम, सेि प्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A.

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.
- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', Social Scientist, Vol. 39, No.7/8, July-August2011.
- Blackburn, Stuart. (2001) Print, Folklore and Nationalism in Colonial South India. Delhi, Permanent Black.
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन

- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ाान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent.

- Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.
- Brown, Judith. (1972). Gandhi's Rise to Power, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). The Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. ·
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. ·

- Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
 - Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
 - Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
 - Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
 - Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
 - Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
 - Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
 - Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
 - Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
 - Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
 - Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
 - चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 6 (Discipline A-6): PROBABILITY AND STATISTICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------|---------|-----------------------------------|----------|---------------------|---------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Probability and Statistics | 4 | 3 | 0 | 1 | Class XII pass with Mathematics | NIL |

Learning Objectives: The primary objective of this course is to:

- Make the students familiar with the basic statistical concepts and tools which are needed to study situations involving uncertainty or randomness.
- Render the students to several examples and exercises that blend their everyday experiences with their scientific interests to form the basis of data science.

Learning Outcomes: This course will enable the students to:

- Understand some basic concepts and terminology-population, sample, descriptive and inferential statistics including stem-and-leaf plots, dotplots, histograms and boxplots.
- Learn about probability density functions and various univariate distributions such as binomial, hypergeometric, negative binomial, Poisson, normal, exponential, and lognormal.
- Understand the remarkable fact that the empirical frequencies of so many natural populations, exhibit bell-shaped (i.e., normal) curves, using the Central Limit Theorem.
- Measure the scale of association between two variables, and to establish a formulation helping to predict one variable in terms of the other, i.e., correlation and linear regression.

SYLLABUS OF DISCIPLINE A-6

UNIT-I: Descriptive Statistics, Probability, and Discrete Probability Distributions

Descriptive statistics: Populations, Samples, Stem-and-leaf displays, Dotplots, Histograms, Qualitative data, Measures of location, Measures of variability, Boxplots; Sample spaces

and events, Probability axioms and properties, Conditional probability, Bayes' theorem, and independent events; Discrete random variables & probability distributions, Expected values; Probability distributions: Binomial, geometric, hypergeometric, negative binomial, Poisson, and Poisson distribution as a limit.

UNIT-II: Continuous Probability Distributions

Continuous random variables, Probability density functions, Uniform distribution, Cumulative distribution functions and expected values, The normal, exponential, and lognormal distributions.

UNIT-III: Central Limit Theorem and Regression Analysis

Sampling distribution and standard error of the sample mean, Central Limit Theorem, and applications; Scatterplot of bivariate data, Regression line using principle of least squares, Estimation using the regression lines; Sample correlation coefficient and properties.

Practical (30 hours): Software labs using Microsoft Excel or any other spreadsheet.

- 1) Presentation and analysis of data (univariate and bivariate) by frequency tables, descriptive statistics, stem-and-leaf plots, dotplots, histograms, boxplots, comparative boxplots, and probability plots ([1] Section 4.6).
- 2) Fitting of binomial, Poisson, and normal distributions.
- 3) Illustrating the Central Limit Theorem through Excel.
- 4) Fitting of regression line using the principle of least squares.
- 5) Computation of sample correlation coefficient.

Essential Reading

1. Devore, Jay L. (2016). Probability and Statistics for Engineering and the Sciences (9th ed.). Cengage Learning India Private Limited. Delhi. Indian Reprint 2022.

Suggestive Reading

- Mood, A. M., Graybill, F. A., & Boes, D. C. (1974). Introduction to the Theory of Statistics (3rd ed.). Tata McGraw-Hill Pub. Co. Ltd. Reprinted 2017.

Category III

Political Science Courses for Undergraduate Programme of study with Political Science as one of the Core Disciplines (B.A. Programmes with Political Science as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-6A): Perspectives on Public Administration

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Perspectives on Public Administration MDSC-6A | 4 | 3 | 1 | - | Passed Class XII | Nil |

Learning Objectives

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the non-mainstream trends, including feminism and perspectives from the Global South on public administration.

Learning outcomes

On completion of this course, the student can be expected to

- have a comprehensive understanding of the conceptual roots of the discipline of Public Administration
- understand how theorising is done in this discipline
- how new perspectives like that of gender influence the orientation of both theory and practice in the discipline.

SYLLABUS OF MDSC-6A

UNIT – I

Public Administration as a Discipline

- a. Ancient Roots of Public Administration: Perspectives from India (Kautilya's Arthashastra)
- b. Modern PA: An overview of the theoretical journey
- c. Principles of Public Administration
- d. Theorising Public Administration

UNIT – II

Mainstream/ Traditional Theoretical Perspectives:

- a. Scientific management (F.W.Taylor)
- b. Ideal-type bureaucracy (Max Weber)
- c. Human relations theory (Elton Mayo)
- d. Rational decision-making (Herbert Simon)
- e. Ecological approach (Fred Riggs)

UNIT – III

Contemporary Theoretical Perspectives

- a. New Public Management, New Public Service
- b. Multiple Perspectives on Governance: Good Governance, Collaborative Governance, Network Governance, Digital Governance

UNIT – IV

Gender Perspectives on Public Administration

- a. Gender and Governance
- b. Gender sensitivity and participation in administration

Essential/recommended readings

Unit 1. Public Administration as a Discipline

- a. Ancient Roots of Public Administration

Kumar, A. Administration in Kautilya's Arthashastra in M.M. Shankhder & G. Kaur *Politics in India* Deep and Deep Publications, New Delhi, 2005, pp. 83-94.

Muniyapan, B. Kautilya's Arthashastra and Perspectives on Organizational Management *Asian Social Science* Vol. 4, No. 1 January 2008, PP. 30-34.

- b. Modern PA: An overview of the theoretical journey

D. Rosenbloom, R. Kravchuk. and R. Clerkin (2022), *Public Administration: Understanding Management, Politics and Law in Public Sector*, 9th edition, Routledge, New York, pp. 1-40.

W. Wilson (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101.

- c. Principles of Public Administration

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, Ch 2 (Paradigms of Public Administration).

- d. Theorising Public Administration

F. H. George, K. B. Smith, C. W. Larimer and M. J. Licari (2015) *The Public Administration Theory Primer, Chapter* Introduction: The Possibilities of Theory, Routledge.

Unit 2. Mainstream/ Traditional Theoretical Perspectives:

D. Gvishiani (1972) *Organisation and Management*, Moscow: Progress Publishers.

F. Taylor (2004), 'Scientific Management', in J. Shafritz, and A. Hyde (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth.

P. Mouzelis (2003), 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press.

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana (eds.) (2010), *Administrative Thinkers*, Sterling Publishers.

M. Weber (1946), 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology* Oxford: Oxford University Press.

Warren G. Bennis (1973), *Beyond Bureaucracy*, Mc Graw Hill.

R. Arora (2003) 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press.

F. Riggs (1964) *Administration in Developing Countries: The Theory of Prismatic Society* Boston: Houghton Mifflin.

Unit 3. Contemporary Theoretical Perspectives

a. New Public Management, New Public Service

S.P. Osborne, & K. Mclaughlin, New Public Management in Context in S.P. Osborne, K. Mclaughlin & E. Ferlie (eds). *New Public Management: Current Trends and Future Prospects*, Routledge, London and New York, 2002, pp.7-33.

b. Multiple Perspectives on Governance

A. Manoharan and M. Holzer, *E-Governance and Civic Engagement: Factors and Determinants of E-Democracy*, IGI Global: PA, USA, 2012.

S. Dhal, *E-Governance and Citizen Engagement: New Directions in Public Administration*, New Delhi: Sage Publishers, 2022.

Unit 4. Gender Perspectives on Public Administration

C. Stivers, *Gender Images in Public Administration: Legitimacy and the Administrative State*, California: Sage, 2002, Introduction.

A. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012.

S. Dhall, Public Policy Discourse and Sexual Minorities: Balancing Democratic Aspirations, Political Expediency and Moral Rights, *Indian Journal of Public Administration*, Jan-March 2022.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Prog.) with SANSKRIT AS Non-Major/ Minor

DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B 5: DSC-6: Sanskrit Literature: Katha-Kavya

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course |
|---|---------|-----------------------------------|----------|--------------------|----------------------|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| (Discipline B 5) Sanskrit Literature: Katha-Kavya DSC – 6 | 04 | 3 | 1 | 0 | 12th Passed | Working Knowledge of Sanskrit |

Learning Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Katha Kavya through texts Pañcatantram and Hitopadesh with the General Introduction to Sanskrit Literature

Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Katha Kavya of Sanskrit language & Literature. They will also learn various aspects and forms of Sanskrit as one of the modern Indian Language through the practice of easy and simple Sanskrit texts of Katha Kavya. The stories prescribed in the texts will help the students to develop an understanding of the moral and ethical values that will be useful in their day today life situations and asset of life. They will be familiar with the general history of Sanskrit Literature and with the style and contents of the works of eminent literary figures. This course will enhance the skill of chaste Sanskrit pronunciation as well as competence and performance of language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

Syllabus

Unit-I:

Panchatantram: Aparikshitakarakam (पंचतन्त्रम्: अपरीक्षितकारकम्)

Kshapanakakatha (क्षपणककथा), Brahmaninakulkatha (ब्राह्मणीनकुलकथा), Lobhavishta-Chakradharkatha (लोभाविष्टचक्रधरकथा)

Unit-II:

Sinha-Karakabrahmankatha (सिंहकारकब्राह्मणकथा)

Murkha-brahmanakatha (मूर्खब्राह्मणकथा)

Matsyamandukkatha (मत्स्यमण्डूककथा)

Rakshashrgalkatha (राक्षसशृगालकथा)

Unit-III

Hitopdesah : Mitralabhah (हितोपदेश: : मित्रलाभः)

Vriddhavyagraha-Lubdhvirakatha (वृद्धव्याघ्र-लुब्धविप्रकथा)

Unit-IV

Tradition of Kathakavya in Sanskrit Literature

(संस्कृतसाहित्य में कथाकाव्य की परम्परा)

Origin and Development of Kathakavya

(कथाकाव्य का उद्भव और विकास)

Panchtantra, Hitopdesa, Kathasaritsagar, Vetalphavimsatika, Simhasanadwatrimika and Purusapariksha

(पंचतन्त्र, हितोपदेश, कथासरित्सागर, वेतालपञ्चविंशतिका, सिंहासनद्वात्रिंशिकाश् और पुरुषपरीक्षा)

Essential/recommended readings:

7. पञ्चतन्त्रम्, श्रीविष्णुशर्माप्रणीत, व्याख्याकार-पाण्डेय, श्रीश्यामाचरण, मोतीलाल बनारसीदास, वाराणसी, दिल्ली, प्रथम संस्करण: वाराणसी, 1975
8. हितोपदेश, श्रीनारायणपण्डितविरचित, सम्पादक-प्रो. बालशास्त्री, चौखम्बा सुरभारती प्रकाशन, वाराणसी, संस्करण, 2015
9. पञ्चतन्त्रम्, श्यामाचरण पाण्डेय (व्या.), विष्णु शर्मा, मोतीलाल बनारसीदास, दिल्ली, 1975
10. M.R. Kale, Pancatantram (ed. and trans.), Motilal Banarasidass, Delhi 1999
11. Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.
12. हितोपदेश, पण्डित जीवानन्द विद्यासागर, सरस्वती प्रेस कलकत्ता ।

Suggested Readings:

8. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।
9. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
10. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

11. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi
12. उमाशंकर शर्मा 'ऋषि', संस्कृत साहित्य का इतिहास, चौखम्बा सुरभारती, वाराणसी
13. Dasgupta S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
14. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

Category III

Multidisciplinary Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE -6 (DSC-6) – :DEVELOPMENT OF URDU LANGUAGE AND LITERATURE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|---------------------|------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Development of Urdu Language and Literature | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of development of Language and Literature.
- To give knowledge of relationship between society language and literature.
- To give basic knowledge of phonetics and morphology and its importance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-6

UNIT – I (15 Hours)

1. Urdu Zuban ka Aaghaz-o-Irteqa
2. Urdu ke Ibtada se Mutalliq Mukhtlif Nazariyat
3. Dakan mein Urdu Shairike Ibtedai Naqoosh

UNIT – II (15 Hours)

1. Shumali Hind mein Urdu Shairike Ibtedai Naqoosh
2. Dabistan-e-Delhi
3. Dabistan-e-Lucknow

UNIT – III (15 Hours)

1. Fort William College ki AdabiKhidmaat
2. Delhi College ki AdabiKhidmaat

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

1. Tareekh-e-Adab-e-Urdu – Jameel Jalibi
2. MuqqademaTareekh-e-Zaban-e-Urdu – Masood Husain Khan
3. Hindustani Lesaniyat – Mohiuddin Qadri Zor
4. Punjab mein Urdu – Mahmood Khan Shirani
5. Dakanmein Urdu – Naseeruddin Hashmi
6. Do Adabi School – Ali Jawad Zaidi
7. Lucknow ka Dabistan-e-Shairi – Abul Lais Siddiqui
8. Delhi ka Dabistan-e-Shairi – Noorul Hasan Hashmi
9. Marhoom Delhi College – Maulvi Abdul Haq
10. Urdu ki LisaniTashkeel – Mirza Khalil Ahmad Beg
11. Fort William College ki AdabiKhidmaat – Ubaida Begam

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

Economics Courses for Undergraduate Programme of study with Economics as one of the Core Disciplines (B.A. Programmes with Economics as Major discipline)

DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11): Intermediate Macroeconomics II: Policy Issues

| Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|--|----------|---------------------|----------|------------------------|----------------------|--------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Intermediate Macroeconomics II: Policy Issues – ECON011 | 4 | 3 | 1 | 0 | Class 12th | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- This course trains the students in policy issues faced by macroeconomists in the real world.
- It discusses issues in monetary and fiscal policies as well as exchange rate dynamics.
- It also introduces the students to the financial system and dynamics of financial crises.
- The students are introduced to macroeconomic concepts in the context of open economies and the policy issues therein.

Learning outcomes

The Learning outcomes of this course are as follows:

- This course enables students to analyse the functioning of macroeconomic policies in the real world in both closed and open economies, understand the dilemmas faced by the policymakers both in the domestic economy and in the globalised world.

Syllabus

UNIT I: Fiscal and monetary policies

Active or passive monetary policies; time inconsistency, monetary policy objectives and targets; rules versus discretion, IS-PC-MR model, fiscal policy, the government budget constraint; government debt and Ricardian equivalence.

UNIT II: Financial markets and crisis

Introduction to financial markets, Financial crises and liquidity trap

UNIT III: Issues in open economy

Short-run open economy models; Mundell-Fleming model, Exchange rate determination; purchasing power parity, asset market approach, Dornbusch's overshooting model; monetary approach to balance of payments, International financial markets.

Recommended readings

- Blanchard, O. (2006). *Macroeconomics*, 4th, 6th and 7th ed. Pearson Education.
- Salvatore, D. (2007), *International Economics*, Wiley.
- Dornbusch, R., Fischer, S. (1994). *Macroeconomics*, 6th ed. McGraw-Hill.
- Mishkin, Frederic (2012). *Macroeconomics: Policy & Practice*, Pearson.
- Jones, C. (2016). *Macroeconomics*, 4th ed. W. W. Norton.
- Carlin, Wendy and Soskice, David (2015) *Macroeconomics: Institutions, Instability and the Financial System*. Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE - 12 (DSC-12): RESEARCH 2- RESEARCH METHODS IN EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|--------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research 2- Research Methods in Education DSC-12 | 4 | 3 | 1 | - | • Class XII th Pass | • No Pre-requisite |

Learning Objectives

The Learning Objectives of this course are as follows:

- Enhance the conceptual understanding and application of research
- Developing analytical and reflective skills for conducting any research
- Conceptualising different aspects and steps involved in research
- Conducting research in diverse social realities

Learning Outcomes

After completion of the course student will be able to:

- Explore different ways/ approaches to understand the social realities, issues and opportunities
- To decide the nature of research relevant for their study
- To design and administer research in the context of their respective discipline
- Deliberate on the ethical issues related to research
- Critically evaluate any research in the light of various relevant parameters of credibility
- Equipped with the skills and competencies required for academic research writing

Syllabus DSC-12

Unit 1: Research in Education

- Nature of discipline and research
- Methodological approaches/ Methods of Educational Research: Historical, Descriptive, Case Study, Action, Ethnographic, Experimental,
- Research: Ethics, Rigour (Credibility, Transferability, Dependability) and quality
- Role of researcher: Subjective vs Objective

Unit 2: Guidelines for Conducting Research

- Quantitative Research and Statistical Analysis: Data and its representation; Descriptive Statistical Measures; Measures of Central Tendency, Variability and Relationship; Limitation of Statistical tools.
- Qualitative Research and Interpretation: Advantages and Limitations; Ethical responsibility and validation process;

Unit 3: Designing and conducting research

- Identifying the research problem and formulating research questions
- Locating in a Paradigm
- Process of writing review of literature
- Sample Selection- Probability and Non-probability
- Types of research tools and rationale for selecting it
- Approaches for analysis
- Writing a Research Report

Practicum/ Suggested Projects / Assignments (Any Two)

- Identifying a dissertation and describe the design of its research
- Critically analyse any research paper/article
- Select a topic of your choice, conduct a mini action / survey research and write a report
- Organise a viva session among groups on the basis of conducted action research

Note: On the basis of the above given suggestions , teachers can design their own appropriate assignments and projects.

Essential/Recommended Readings

- Blaikie, N., & Priest, J. (2017). *Social research: Paradigms in action*. John Wiley & Sons.
- Check, J., & Schutt, R. K. (2011). *Research methods in education*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE.
- Killam, L. (2013). *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Laura Killam.
- Koepsell, D. (2017). *Scientific integrity and research ethics: An approach from the ethos of science*. Springer.
- Mellinger, C. D., & Hanson, T. A. (2016). *Quantitative research methods in translation and interpreting studies*. Routledge.
- Myers, J. L., Well, A., & Lorch, R. F. (2010). *Research design and statistical analysis*. Routledge.
- O'Dwyer, L. M., & Bernauer, J. A. (2013). *Quantitative research for the qualitative researcher*. SAGE Publications.
- Saldana, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.
- Willis, J. W., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. SAGE.
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications.

Teaching Learning Process:

The Course will be facilitated through different pedagogical techniques and methods such as interactive sessions, experimentation, critical analysis of already conducted researches, discussion, focus group discussions, debates, reading extensively related to research and developing and conducting creative projects and dissertations. Critical, reflective and analytical thinking, reading and writing skills will be encouraged.

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17) : Literature and Disability

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC 17: Literature and Disability | 4 | 3 | 1 | 0 | Passed Class XII with English | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes 'the normal' as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.
- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7

4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.

5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40

2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49

3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211

5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60

6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

BA (Prog.) with Hindi as MAJOR
Semester VI : DSC-12
विमर्श की सामाजिकी और हिंदी साहित्य

| Course Code & title | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|----------------------|-----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSC-12 विमर्श की सामाजिकी और हिंदी साहित्य | 4 | 3 | 1 | 0 | 12 th pass | — |

पाठ्यक्रम का उद्देश्य (Course Objective):

- विद्यार्थियों को अस्मिता का सैद्धांतिक और व्यावहारिक ज्ञान प्रदान करना ।
- प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनशील बनाना ।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- विद्यार्थी अस्मितामूलक विमर्श की सैद्धांतिकी से परिचित होंगे ।
- विभिन्न अस्मिताओं से संदर्भित सामाजिक परिवेश को समझ सकेंगे ।
- अस्मितामूलक साहित्य के अध्ययन से संवेदनशील बनेंगे ।

इकाई 1 : विमर्शों की सामाजिकी

- विमर्श की सामाजिक अवधारणा एवं स्वरूप विकास
- दलित विमर्श, स्त्री विमर्श एवं आदिवासी विमर्श : अवधारणा एवं स्वरूप विकास

इकाई 2 : विमर्शमूलक कहानी

- अपना गाँव – मोहनदास नैमिशराय
- स्त्री सुबोधिनी – मन्नू भण्डारी
- बाबा, कौए और काला धुआँ – रणेंद्र

इकाई 3 : विमर्शमूलक कविता

- दलित कविता : अछूत की शिकायत – हीरा डोम, ठाकुर का कुआं – ओम प्रकाश बाल्मीकी
- आदिवासी कविता : गुलदस्ते की जगह बेसलरी की बोटलें, उतनी दूर मत ब्याहना बाबा! – निर्मला पुतुल
- स्त्री कविता : पानदान, हंडा – नीलेश रघुवंशी

इकाई 4 : विमर्शमूलक गद्य विधाएं

- घर-बाहर – महादेवी वर्मा
- पिजरे की मैना – चंद्रकिरण सोनरेक्सा (अंतिम 50 पृष्ठ)
- सीता रत्नमाला – जंगल से आगे (पृष्ठ 57-70)

सहायक ग्रंथों की सूची:

16. अंबेडकर वांगमय (भाग-1), डॉ. अंबेडकर प्रतिष्ठान, नई दिल्ली ।
17. वाल्मिकी, ओमप्रकाश; दलित साहित्य का सौंदर्यशास्त्र, राधाकृष्ण प्रकाशन, नई दिल्ली ।
18. गुप्ता, रमणिका; आदिवासी अस्मिता का संकट, सामयिक प्रकाशन, नई दिल्ली ।
19. टेटे, वंदना; आदिवासी दर्शन और साहित्य, नोशन प्रेस, दिल्ली ।
20. नेगी, डॉ. स्नेहलता; आदिवासी समाज और साहित्य, अनुज्ञा प्रकाशन, दिल्ली ।
21. मीणा, गंगा सहाय; आदिवासी चिंतन की भूमिका ।
22. नेगी, डॉ. स्नेहलता; आदिवासी साहित्य का स्त्री पाठ, विकल्प प्रकाशन, दिल्ली ।
23. खेतान, प्रभा; उपनिवेश में स्त्री, राजकमल प्रकाशन, नई दिल्ली ।
24. बोउआर, सीमोन द; स्त्री उपेक्षिता, हिंद पॉकेट बुक्स, नई दिल्ली ।
25. वर्मा, महादेवी; श्रृंखला की कड़ियां, राधाकृष्ण प्रकाशन, दिल्ली ।
26. देसाई एवं ठक्कर, मीरा एवं उषा (धूसिया, डॉ. सुभी, अनुवादक); भारतीय समाज में महिलाएं
27. सिंह, सुधा; ज्ञान का स्त्रीवादी पाठ, ग्रंथ शिल्पी, दिल्ली ।
28. सेठी, रेखा; स्त्री कविता: पक्ष और परिप्रेक्ष्य, राजकमल प्रकाशन, दिल्ली ।
29. मालिक, प्रो. कुसुमलता; अंतिम जन तक, दोआबा प्रकाशन, दिल्ली ।
30. बेचैन, डॉ. श्यौराज सिंह; मूकनायक के सौ साल और अस्मिता संघर्ष के सवाल, एकेडमिक पब्लिकेशन, दिल्ली ।

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1870 – 1945

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------------|----------|-----------------------------------|----------|---------------------|-----------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| History of Europe: 1870 – 1945 | 4 | 3 | 1 | 0 | 12th Pass | NIL |

Learning Objectives

This paper offers a historical overview of the consolidation of capitalist industrialization in the late nineteenth century, and its impact in terms of facilitating the age of ‘new imperialism’. Among the key case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It details the formation of defensive alliances and power blocs, as well as contentious international issues that led up to First World War. The paper proceeds to discuss the crucial aspects of the post-War Peace Settlement, and the emergence of ultra-nationalist regimes prior to the Second World War. The course of the Second World War and important developments stemming from it are also highlighted in the paper.

Learning outcomes

Upon completion of this course the student shall be able to:

- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.
- Delineate the reasons for the outbreak of the Second World War, and the course of the War.
- Analyse the key, immediate repercussions of the Second World War

SYLLABUS OF DSC-2

Unit-I: The European economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

Unit II: European politics, 1870-1918

1. Political developments in the Russian Empire (1905 revolution; February and October revolutions of 1917)
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

Unit III: Europe between the World Wars

1. The Post-War Peace Settlement (treaties, League of Nations and International Labour Organization); Comintern on national liberation struggles and fascism; economic crisis-the Great Depression of 1929
2. Growth of Fascism (Italy) and Nazism (Germany)
3. Spanish Civil War

Unit IV: Catastrophe of WWII

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: In this Unit, the students will discuss the industrial, technological, and commercial innovations that characterized the latter half of the nineteenth century, and which backed the ambitions of the emerging nation-states in Europe. An overview will be provided of the growth the capitalism in its imperialist phase.

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-18: pp.701-706]
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapter-9].
- लालबहादुरिुरवमा।रूरोपकाइततहासः फ्ांसीसीक्रांततसेतितीर्तवश्वरुद्धतक।
- पाथासारथीगुप्ता (संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- तिवेशतविर, मीनाभारिि, वंिनाचौधरी(संपािक)।आधुतनकरूरोपकाइततहासः आर्ामऔरतिशाएं।Hindi Madhyam Karyanvayan Nideshalaya, DU

Unit-2: At the end of this rubric the student will be to trace the nature of imperialist rivalries and identify the intense competition that informed repeated conflagrations on certain international affairs / regions. Students will be familiarized with historical analyses of the First World War, as well as the revolutionary possibilities which emerged in the Russian empire during the First World War.

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [relevant chapter on the 'Eastern Question' and Balkan nationalism].
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 13, 15 & 16, 18 & 19].
- Waller, Bruce (ed.). Themes in Modern European history 1830–90. London and NY: Routledge. 1990. [Chapters 2,3 & 4]
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861–1917. Lancaster Pamphlet. Third Edition.
- लालबहादुर शास्त्री। यूरोप का इतिहास: फ्रांसीसी क्रांतिसे तिसरे तश्वरुद्ध तक। पाठसाथीगुप्ता
- (संपादित)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- मिस्सोल। यूरोप 1870 से। अनुवादित: स्नेहमहानि। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-3: In this Unit, the students will examine the emergence of key international institutions within the context of the Peace Settlement and post-War order First World War. Within the backdrop of fast changing European society and economic downturn of 1929, the students will be familiarized with the emergence of ultra-nationalist movements in Europe, in particular the growth of fascism in Italy and Germany. The Unit will also proceed to provide an overview of the Spanish Civil War which represented a showdown between the fascist and the Left forces before the outbreak of the Second World War.

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. (1998, 2000). Hitler and Nazi Germany. Questions and Analysis in History. London and New York: Routledge.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 20 to 23, 26 & 27].
- Forrest, Andrew. The Spanish Civil War. Questions and Analysis in History. London and New York: Routledge.
- Maul, David. The International Labour Organization: 100 Years of Global Policy. De Gruyter and ILO. 2019 ["Antecedents" & Chapter-1: The Washington

Conference, An International Organization in the Making, The Invention of Tripartism, Standard-setting in the 1920s]

- लालबहादुर शास्त्री द्वारा रचित 'यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक'।
- पाठासारथी गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- डेविस। यूरोप 1870 से। अनुवादक: स्नेहमहालिंग। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-4: In this Unit, the students will examine the factors that facilitated the outbreak of the Second World War. It will also explore the War's overall trajectory in terms of the role of civilian resistance to military occupation and fascism. The students will be able to delineate the important developments in terms of the formation of the United Nations and the start of the Cold War. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-21, Chapter-22: 870-880].
- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Henig, Ruth. Origins of the First World War. London and NY: Routledge. 2003.
- Redfern, Neil. (2017). "The Comintern and Imperialism: A Balance Sheet," Journal of Labour and Society, 20(1): 42-60
- लालबहादुर शास्त्री द्वारा रचित 'यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक'।
- पाठासारथी गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- डेविस। यूरोप 1870 से। अनुवादक: स्नेहमहालिंग। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Suggestive readings

- Hayes, Paul (ed.). Themes in Modern European History 1890–1945. London and NY: Routledge and Taylor & Francis. 1992. [Chapters 5 & 6].
- Hobsbawm, E.J. Nation and Nationalism Cambridge: CUP. 1970
- Merriman, John. History of Modern Europe. Vol. II. Third edition. New York and London:
- W.W. Norton & Company. [Chapter-19]
- Porter, Andrew. European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. 1994.
- Thompson, David. (1957, 1966). Europe since Napoleon. Penguin.
- तिवेश तविर, मीना भारिणी, वंशिका चौधरी (संपादक)। आधुनिक यूरोप का इतिहास: आराम और विश्राम। Hindi Madhyam Karyanvayan Nideshalaya, DU
- स्नेहमहालिंग। यूरोप का इतिहास: 1870-1914। प्रगत प्रकाशन।

- ए.के. तमत्तल।आधुतनक रूरोप का इततहासः 1789 से 1945 तक।सातहत्यभवनप्रकाशन

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B.A. (Prog.) Semester-VI with Mathematics as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): ELEMENTARY MATHEMATICAL ANALYSIS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|---------------------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Elementary Mathematical Analysis | 4 | 3 | 1 | 0 | Class XII pass with Mathematics | Discipline A-5: Elements of Real Analysis |

Learning Objectives: The primary objective of this course is to introduce:

- Sequential criterion for limits and continuity of real-valued functions.
- Riemann integral of real-valued function f on $[a, b]$ using Darboux sums.
- Pointwise and uniform convergence of sequences and series of functions. **Learning**

Outcomes: This course will enable the students to:

- Apply sequential continuity criterion for the proof of intermediate value theorem.
- Understand the basic tool used to calculate integrals.
- Apply uniform convergence for term-by-term integration in power series expansion.

SYLLABUS OF DSC-6

UNIT-I: Continuous Functions

Sequential criterion for limits and continuity of functions, Continuity on intervals, Intermediate value theorem and applications; Uniform continuity.

UNIT-II: The Riemann Integral

Riemann integration, criterion for integrability and examples; Integrability of continuous and monotone functions, Algebraic properties of the Riemann integral, Fundamental theorem of calculus (first form).

UNIT-III: Uniform Convergence

Sequences and series of functions: Pointwise and uniform convergence, Uniform Cauchy criterion, Weierstrass M-test, Implications of uniform convergence in calculus; Power series, Radius and interval of convergence, Applications of Abel's theorem for power series.

Essential Reading

1. Denlinger, Charles G. (2011). Elements of Real Analysis. Jones & Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.

Suggestive Readings

- Bartle, Robert G., & Sherbert, Donald R. (2011). Introduction to Real Analysis (4th ed.). John Wiley & Sons. Wiley India Edition 2015.
- Ross, Kenneth A. (2013). Elementary Analysis: The Theory of Calculus (2nd ed.). Undergraduate Texts in Mathematics, Springer. Indian Reprint.

DISCIPLINE SPECIFIC CORE COURSE (DSC-6B): Comparative Political Systems

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Comparative Political Systems MDSC-6B | 4 | 3 | 1 | - | Passed Class XII | Nil |

Learning Objectives

The aim of this course is to train students in the application of comparative methods to the study of different political systems with respect to institutions and their functioning in these countries from a comparative perspective. Students will be familiarised with the defining features like political tradition, state formation, constitution and division of power, structure of government, electoral system, political parties, party system, and the contemporary social and economic challenges in these societies.

Learning outcomes

This paper will provide students with a comprehensive understanding of a range of political systems from different continents in a historical context. The students will engage in studying different countries in detail with reference to their political tradition and state formation, constitution and division of power, political parties and elections, political economy and contemporary challenges. The critical analysis of different political systems will delineate the institutional structures, processes and their functioning in these systems. The course content would also help students develop analytical skills to understand not just the similarities and differences but the uniqueness of some cases as well that highlight how the matrix of diverse determinants and variables result in different discourses in different countries.

SYLLABUS OF MDSC- 6B

UNIT – I
United Kingdom

UNIT – II
United States of America

UNIT – III
Brazil

UNIT – IV

Russia

UNIT – V

China

UNIT – VI

South Africa

UNIT – VII

Israel

THEMES

A. Political Traditions and Constitutional Development

B. Society and Economy: Nature of state

C. Party and electoral system

D. Unitary and Federal System

Essential/recommended readings

Patrick H. O’Neil, Karl Fields and Don Share (2010), *Cases in Comparative Politics*, 3rd Ed., W. W. Norton & Company: New York and London. pp. 31-74 (Britain), 75-114 (US), 200-244 (Japan), 245-284 (Russia), 285-326 (China), 450-489 (Brazil), and 490-530 (South Africa).

John McCormick (2010), *Comparative Politics in Transition*, 6th Ed., Wadsworth: Boston, MA. pp. 50-97 (United States), 98-147 (Britain), 148-194 (Japan), 210-257 (Russia), 258-304 (China).

G. Bingham Powell, Jr., Russell J. Dalton, Kaare W. Strom (2015), *Comparative Politics Today: A World View*, 11th Ed., Pearson: Edinburgh Gate. 172-217 (Britain), 318-359 (Japan), 360-407 (Russia), 408-455 (China), 506-555 (Brazil), 702-749 (United States).

(Richard Rose, Dennis Kavanagh)

Unit 1. United Kingdom

P. Rutland (2007), ‘Britain’, in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

Joel Krieger (2019), ‘Britain’, in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 38-83.

Duncan Watts (2006), *British Government and Politics: A Comparative Guide*, Edinburgh University Press: Edinburgh.

Unit 2. United States of America

Louis DeSipio (2019), ‘The United States’, in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 324-368.

John G. Geer, Wendy J. Schiller, Jeffrey A. Segal, and Dana K. Glencross (2012), *Gateways to Democracy: An Introduction to American Government*, The Essentials, Cengage Learning: Boston, MA, pp. 36-71 (The Constitution), 284-317 (Political Parties), 360-407 (Congress), 418-453 (The Presidency)

Unit 3. Brazil

Alfred P. Montero (2019), 'Brazil', in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 369-414.

Frances Hagopian (2019), 'The Political Economy of Inequality', in Barry Ames (eds.), *Routledge Handbook of Brazilian Politics*, Routledge: New York, pp. 375-390.

Unit 4. Russia

Joan DeBardeleben (2019), 'The Russian Federation', in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 555-606.

Eric Shiraev (2021), *Russian Government and Politics*, 3rd Ed., Red Globe Press: London, pp. 22-67 (Political and Tradition Soviet State), 71-88 (The Executive Branch), 119-132 (Political Parties).

Graeme Gill and James Young (eds.), *Routledge Handbook of Russian Politics and Society*, Routledge: Oxon, pp. 71-80 (The Russian Constitution), 81-91 (Presidency), 102-114 (The Duma's Electoral System), 115-128 (Political Parties).

Unit 5. China

William A. Joseph (2019), 'China', in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 653-700.

Michael Dillon (2009), *Contemporary China: An Introduction*, Routledge: New York, pp. 10-20, 137-160.

Elizabeth Freund Larus (2012), *Politics and Society in Contemporary China*, Lynne Rienner Publisher: London, pp. 81-114

Unit 6. South Africa

Tom Lodge (2019), 'South Africa', in Mark Kesselman, Joel Krieger and William A. Joseph (eds.), *Introduction to Comparative Politics: Political Challenge and Changing Agendas*, 8th Ed., Cengage Learning: Boston, MA, pp. 462-508.

Anthony Butler (2004), *Contemporary South Africa*, Palgrave Macmillan: New York, pp. 6-30.

Unit 7. Israel

Don Peretz (1983) *The Government and Politics of Israel*, second ed., Wetview Press: Boulder.

Gregory S. Mahler (2016) *Politics and Government in Israel, The Maturation of Modern State*, third ed., Rowman and Littlefield, Lanham.

Sunil K. Choudhary (2018) *The Changing Face of Parties and Party Systems*, Palgrave Macmillan.

Additional Readings:

Kenneth Newton and Jan W. van Deth (2010), *Foundations of Comparative Politics: Democracies of the Modern World*, 2nd Ed., Cambridge University Press: Cambridge.

Jeffrey Kopstein and Mark Lichbach (eds.) (2005), *Comparative politics: Interests, identities, and Institutions in a Changing Global Order*, 2nd Ed., Cambridge University Press: Cambridge.

Robert Singh (2003), *American Government: A Concise Introduction*, SAGE Publications: London, pp. 25-45 (The US Constitution), 46-73 (Political Parties), 153-176 (Congress).

P. W. Preston (eds.) (2003). *Contemporary China: The Dynamics of Change at the start of new millennium*, Routledge Curzon: London.

Paul E. Johnson, Gary J. Miller, John H. Aldrich (1994), *American Government: People, Institutions and Policies*, Cengage Learning: Boston, MA.

Vicki L. Hesli (2007), *Governments and Politics in Russia and the Post-Soviet Region*, Houghton Mifflin Company: Boston.

Note: Examination scheme and mode shall be as prescribed by the

UGCF for Multidisciplinary Courses of Study

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B 6:
DSC-12: Indian Aesthetics**

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course |
|---|---------|-----------------------------------|----------|--------------------|-----------------------|-------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| (Discipline B 6) Indian Aesthetics DSC - 12 | 04 | 3 | 1 | 0 | Passed in Semester-IV | Working Knowledge of Sanskrit |

Learning Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.

Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

Syllabus

Unit-I:

Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature and components : vāya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty(Saundarya) : ramaṇīyatā, śucitā, lāvaṇya, cārutā, kānti, vicchitti, madhuratā, mugdhatā, maṇohāritā, śrī.

Unit-II:

Aesthetic experience (Rasa)

Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayātā, alaukikatā)

Unit-III

The process of Aesthetic experience (Rasa)

Constituents of rasa: bhāva (human feelings and emotions) vibhāva (causes or determinants), anubhāva (voluntary gestures), sāttvika bhāva (Involuntary gestures), vyabhicāri bhava (transitory states) and sthāyibhāva (basic mental states), sahr̥daya / sāmājika (Connoisseur / Spectator). anukārya, anukartā, sādharmaṇīkaraṇa (Generalization), four mental stages of rasa realization: vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation). number of rasas according to Bharat

Unit-IV

Aesthetic elements (saundarya - tattva)

Art as the mode of expression of saundarya –in fine arts (Architecture, Sculpture and Painting), Main aesthetic elements of literary arts (Poetry and Drama) : alaṅkāra, rīti, dhvani, vakrokti & aucitya.

Prominent thinkers of Indian Aesthetics

Bharata, Bhāmaha, Vāmana, Daṇḍī, Ānandavardhana Abhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Vishvanātha and Jagannātha.

Essential/recommended readings:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).
2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,
3. Upadhyaya, Baladeva, *Sanskrit Ālocanā* (for six schools)
4. Pandey, Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 2008
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, पृ० 5—12, 22—34, 37-42, 42-60, 61-76
6. पाण्डेय कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.
7. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.

Suggested Readings:

1. Gnoli, R. : *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi.
2. उपाध्याय बलदेव संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
3. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ, 1998

6. पाण्डेय, कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज वाराणसी 1967, 1978.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) – : URDU TANZ-O-MAZAH

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Urdu Tanz-o-Mazah | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of light essay particularly Urdu Tanz-o-Mazah, which is very useful to develop some one's personality in very easy way.
- To give knowledge of Tanz-o-Mazah in poetic form which has same importance like prose.
- To give a glimpse of a new kind of literature with special reference to Urdu Tanz-o-Mazah.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Knowledge about Tanz o Mazah
- Critically analyze the nuances of Urdu humour and satire.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-12**UNIT – I (15 Hours)**

1. Tanz-o-Mazah: Tareef aur Ahmiyat
2. Urdu Nasr meinTanz-o-Mazah
3. Urdu ShairimeinTanz-o-Mazah
4. Patras ki Tanz-o-Mazah Nigari

UNIT – II (15 Hours)

1. Rasheed Ahmad Siddiqui ki Tanz-o-Mazah Nigari
2. Mushtaq Ahmed Yusufi ki Tanz-o-Mazah Nigari
3. Akbar Allahabadi ki Tanz-o-Mazah Nigari

UNIT – III (15 Hours)

1. Kutte, Savere jo kal aankh meri khuli – Patras Bukhari
2. Charpai, Murshid – Rasheed Ahmad Siddiqui
3. Caesar, Mata Hari aur Mirza - Mushtaq Ahmed Yusufi
4. Barq-e-Kalisa, Qata-Khuda Hafiz Muslmano ka Akbar, Qata- IshratiGhar ki Mohabt ka mazabhoolgaye.

(Matn ki Tadrees)

Practical component (if any) - NIL
Essential/recommended readings

Suggestive readings

1. Urdu AdabmeinTanz-o-Mazah – WazeerAagha
2. Tanziyat-o-Muzahekaat – Rasheed Ahmad Siddiqui
3. Azadi kebaadurdu Nasr meinTanz-o-Mazah – Nami Ansari
4. Urdu AdabmeinTanz-o-Mazah – Khalid Mahmood
5. Akbar Allahabadi – Khwaja Mohammad Zakariya
6. Sahib-e-TarzNigar: Mustaq Ahmed Siddiqui – Mazhar Ahmad

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Discipline Specific Elective 15 (DSE-15): Research Methodology for Economics

| Semester | Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|----------|---|---------|---------------------|----------|---------------------|-----------------------------------|--------------|
| | | | Lecture | Tutorial | Practical/ Practice | | |
| VI/VII | Research Methodology for Economics – ECON044 | 4 | 3 | 1 | 0 | Class 12th Pass | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- The course offers the conceptual and methodological issues in details that go into successful conduction of a scientific research.
- That includes the theoretical and methodological approaches in measurement, proposing and testing hypotheses, scientific communication and the ethical issues in the practice of science.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will lean framing research problems, identifying gaps in literature and scientific approaches to conduct both theoretical and empirical research.
- This course will build the capacity to conduct research in the fourth year at the undergraduate level.

Syllabus

UNIT I: Starting a Research Paper (9 hours)

Forming an economic hypotheses; Components of a Research Paper

UNIT II: Sources of Data and Literature (9 hours)

Familiarizing students with a wealth of Secondary Datasets that are available;

Exposing students to the basics of compiling data from Websites; outlets and search engines to study the literature

UNIT III: Creating New Data (9 hours)

Surveys and Experiments

UNIT IV: Analyzing Data (9 hours)

Data Discovery; Causal Inference; Big Data

UNIT V: Writing a Research Paper (9 hours)

Style of writing a Research Paper and Communicating the Results

Recommended readings

- Jacobson, M., Neugeboren, R. H. (2005). Writing Economics. United States: Harvard University. (link)
- Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. United Kingdom: Penguin Publishing Group.

- Greenlaw, S. A. (2005). *Doing economics : a guide to understanding and carrying out economic research*. Boston: Cengage Learning.
- Thomson, W. (2001). *A Guide for the Young Economist*. United States: MIT Press.
- Glewwe, Paul; Todd, Petra. 2022. *Impact Evaluation in International Development : Theory, Methods and Practice*. Washington, DC: World Bank. (link)
- John A. Rice (2007). *Mathematical Statistics and Data Analysis*, 3rd ed. Thomson Brooks/Cole.
- Deaton, Angus. *The analysis of household surveys (reissue edition with a new preface): A microeconomic approach to development policy*. World Bank Publications, 2019.
- Haaland, Ingar, Christopher Roth, and Johannes Wohlfart. "Designing information provision experiments." *JEL* forthcoming
- Duflo, Esther, and Abhijit Banerjee, eds. *Handbook of field experiments*. Volumes 1& 2. Elsevier, 2017
- List, John A. "Why Economists Should Conduct Field Experiments and 14 Tips for Pulling One Off." *The Journal of Economic Perspectives*, vol. 25, no. 3, American Economic Association, 2011, pp. 3-15,(link).
- Huntington-Klein, N. (2021). *The effect: An introduction to research design and causality*. Chapman and Hall/CRC.
- John Cochrane's Writing Group Webpage (link)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2B (DSE-2B) PRIMARY EDUCATION IN INDIA

Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------|---------|-----------------------------------|----------|---------------------|---------------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| PRIMARY EDUCATION IN INDIA DSE -2B | 4 | 3 | 1 | - | Completed 4 Core Courses in Education | • No Pre-requisite |

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the different levels of education in India and the status of primary education in it.
- Understand the development of primary education in India and the need for Universalisation of primary Education
- To describe the constitutional provisions, educational policies, and curriculum frameworks in understanding the context and status of primary education in India.

Learning Outcomes

After completion of the course, student will be able to:

- Critically reflect on the various policy documents towards the historical development of primary education in India.
- Analyse the guiding principles in the universalisation of primary education and the challenges to SarvaShikshaAbhiyaan (SSA) scheme.
- Explain the quality concerns in the context of teaching and learning at the primary level of education in India.

Syllabus DSE-2B

45 Hours

Unit 1 Development of Primary Education in India

(18 Hours)

- Primary Education in India's Educational structure; Schools in India: types and affiliation; The Constitutional provisions; The Right to Free and Compulsory Education Act 2009
- Recommendations of Educational Policies: National Policy on Education (1968); National Policy on Education (1986) and its Programme of Action (1992); and National Education Policy (2020).
- Role of centre government for guiding policy, national initiatives, and responsibilities of state governments- Ministry of Education (NCERT), Ministry of social justice and empowerment (RCI), State Department of education (SCERTs), District level (DIETs, BRC, CRC)
- Decentralization of authority- Role of Panchayati Raj Institutions, Urban local bodies, School management Committees
- International Agencies: UNICEF, UNESCO, WHO

Unit 2: Programmes in Primary Education and their Implementation (14 Hours)

- National Curriculum Frameworks for school education- 1975, 1986, 2000, 2005.
- Centrally and state sponsored schemes and projects: Assumptions, implementation, and impact on enrolment and quality in primary education.
- Centrally sponsored schemes- IEDC (Integrated Education for Disable Children, 1974), Operation Black board, MLL (Minimum Levels of Learning), DPEP (District Primary Education Programme), KGBV (Kasturba Gandhi BalikaVidyalaya), SSA (SarvaShikshaAbhiyaan), Mid-day meal scheme
- State Projects – LokJumbhish, Nali Kali, ShikshaKarmi

Unit 3: Curriculum, Pedagogy, Assessment and Inclusion in Primary Education

- Principles of curriculum development at primary level: relevance, contextual, integration
- Pedagogy at Primary level: flexibility, child centred, joyful
- Assessment at Primary level: CCE, school based assessment
- Inclusion: Need, concept, Challenges of bringing all children to same school
- Professional Development of Teachers at primary level

Practicum/ Suggested Projects / Assignments (Any Two)

Students are expected to engage with any two of the following or such similar activities:

- Collaborative group project to compare various curriculum frameworks with reference to primary education

- Visit to different types of primary school, observe and document in detail the setting, overall learning environment, teaching-learning pedagogies, assessment strategies, facilities available in school.
- Design a weekly plan for teaching –learning of primary school children for any concept keeping the principles of curriculum in mind.
- Conduct a survey/interview with primary school teachers about their role and responsibilities in the school, expectation of students and their parents, and their job satisfaction.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ghosh, S. C. (2007). History of education in India. Delhi: Rawat Publications.
- Narulla & Naik (2000). A Student's History of Education in India. New Delhi: Macmillan India Ltd. Also available in Hindi
- PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.

Policies and Documents

- Government of India (2009). *The right of children to free and compulsory education act, 2009*. The Gazette of India: Extraordinary. (Part II, Sec 1. August). https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf
- Government of India (2020). *National education policy 2020*. Ministry of Human Resource Development. New Delhi: Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Government of India (1992). *Programme of action*. Ministry of Human Resource development. <http://14.139.60.153/bitstream/123456789/372/1/Policy-programme%20of%20Action%201992%20Final%20.pdf>
- MHRD, GoI. (1986). National Policy on Education, 1986. New Delhi: GoI.
- MHRD, GoI. (1992). National Policy on Education 1986: Programme of Action 1992. New Delhi: GoI.
- MHRD, GoI. (2020). National Education Policy projects/ assignments. 2020. New Delhi: GoI.
- Ministry of Education, GoI. (1966). Report of the Education Commission (1964-66): Education and National Development. New Delhi: MoE.
- Ministry of Education, Government of India (1968). National Policy on Education, 1968. New Delhi: GoI.
- National Council of Educational Research and Training. (2005). *National Curriculum Framework -2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position Paper on Early childhood education*. New Delhi: NCERT.

Audio-Visual Material:

- Stanley ka Dabba. 2011. Amole Gupte
- Taare Zameen Par. 2007. Directed by Aamir Khan.
- I am Kalam. 2010. Directed by Nila Madhab Panda.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination. Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Key words

Primary Education, Pre-service, Continuous Professional Development, Educational Policies, National Curriculum Framework.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|-----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-13 Research Methodology | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

SYLLABUS OF DSE-13:

UNIT – I

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

UNIT – II

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

UNIT – III

4. Workshop on Topic Development

5. Workshop on Research Proposal

Note: During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

Practical component:

Writing a Research Paper (2000 to 2,500 words)

Essential/recommended readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

BA (Hons.) Hindi
Semester VI : DSE
शोध प्रविधि

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|----------------------|--|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE शोध-प्रविधि | 4 | 3 | 1 | 0 | Class 12 th pass with Hindi | — |

पाठ्यक्रम के उद्देश्य (Course Objectives):

- साहित्यिक शोध से परिचित कराना।
- शोध के नए आयामों का ज्ञान देना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- विद्यार्थियों में साहित्यिक शोध के ज्ञान का विस्तार होगा।
- शोध के प्रतिमानों से परिचित होकर शोध-कार्य कर सकेंगे।

इकाई 1 : शोध की अवधारणा

(9 घंटे)

- शोध : अवधारणा और स्वरूप
- शोध का क्षेत्र एवं शोध-प्रविधि
- शोध की प्रक्रिया

इकाई 2 : प्रमुख शोध पद्धतियाँ

(12 घंटे)

- भाषा-वैज्ञानिक, समाजशास्त्रीय, मनोवैज्ञानिक, तुलनात्मक शोध, पाठालोचन

इकाई 3 : शोध प्रक्रिया के विविध चरण

(12 घंटे)

- विषय चयन
- सामग्री संकलन
- तथ्य विश्लेषण
- रूपरेखा निर्माण
- शोध प्रबंध लेखन

इकाई 4 : शोध संबंधित अन्य पक्ष

(12 घंटे)

- शोध संबंधी समस्याएं
- एक अच्छे शोधार्थी के गुण
- शोध के साधन और उपकरण
- संदर्भ सूची निर्माण

सहायक ग्रंथों की सूची:

1. सिन्हा, सावित्री; अनुसंधान का स्वरूप ।
2. सिन्हा एवं स्नातक, सावित्री एवं विजयेन्द्र; अनुसंधान की प्रक्रिया ।
3. शर्मा, विनयमोहन; शोध प्रविधि, नैशनल पब्लिशिंग हाउस, नई दिल्ली ।
4. सिंह, सरनाम; शोध प्रक्रिया एवं विवरणिका, आत्माराम एंड संस, नई दिल्ली ।
5. अरोड़ा, हरीश; शोध प्रविधि और प्रक्रिया, के. के. पब्लिकेशन्स, नई दिल्ली ।
6. त्रिपाठी, विनायक; शोध प्रविधि : अवधारणा एवं तकनीक, ओमेगा पब्लिकेशन, नई दिल्ली ।
7. पांडेय एवं पांडेय, गणेश एवं अरुण; राधा पब्लिकेशन, नई दिल्ली ।
8. गणेशन, एस. एन.; अनुसंधान प्रविधि : सिद्धांत और प्रक्रिया, लोकभारती प्रकाशन, प्रयागराज ।

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Basics of Historical Research Methodology

NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|-----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Fundamentals of Historical Methodology DSE – No.# | 4 | 3 | 1 | - | 12 th Pass | NIL |

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning Outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

Unit II: Issues and problems in historical research

5. Facts and inference
6. Explanation and historical research
7. Objectivity and history writing
8. History writing and relations of power

Unit III: Sources and interpretation

4. Types of historical sources: their use and limitations
5. Analytical frames in historical research
6. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

3. Selecting a topic and preliminary work
4. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). (Teaching Time: 9 hours)

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Bloch, Marc. (1992). The Historian's Craft, Manchester University Press. Reprint ("Introduction," pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, "The Nature of History," and Ch.6, "History and Related Studies").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. (Teaching Time: 12 hours)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, "The Historian at Work: The Writing of History," pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, "Causation in History").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, "The Critical Philosophy of History-Part I" and Ch.4, "The Critical Philosophy of History-Part II").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, "The Historian and His Work," and Ch.4, "Explanation and History").
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, "Partisanship").

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). (Teaching Time: 12 hours)

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, "The Nature and Variety of Historical Sources", Ch.5, "Beyond Textual Sources", and Ch.7, "Engaging with Primary Sources").
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, "The Raw Materials" and Ch.5, "Using the Sources").
- Black, J., MacRaild, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, (iii) research ethics, dangers of plagiarism and styles of referencing/citation. (Teaching Time: 12 hours)

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, "Finding Your Sources", Ch.4, "Getting the Most out of History Books", Ch.6, "Exploring Changing Interpretations" and Ch.7, "Engaging with Primary Sources").
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), "Plagiarism and Social Sciences," *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, "Studying History").
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History").
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, "The Emergence of Modern Historical Thinking," Ch.1, "History and/as Science," and Ch.3, "Forms of History").
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press ("Fact and Relevance, History and the Social Sciences in Historical Study").
- Sarkar, Sumit (1997), "The Many Worlds of Indian History", *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History")

- the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
 - Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4(iii): RESEARCH METHODOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------|---------|-----------------------------------|----------|---------------------|---------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research Methodology | 4 | 3 | 0 | 1 | Class XII pass with Mathematics | NIL |

Learning Objectives: The main objective of this course is to:

- Prepare the students with skills needed for successful research in mathematics.
- Develop a basic understanding of how to pursue research in mathematics.
- Prepare students for professions other than teaching, that requires independent mathematical research, critical analysis, and advanced mathematical knowledge.
- Introduce some open source softwares to carry out mathematical research.
- Impart the knowledge of journals, their rankings and the disadvantages of rankings.

Learning Outcomes: The course will enable the students to:

- Develop researchable questions and to make them inquisitive enough to search and verify new mathematical facts.
- Understand the methods in research and carry out independent study in areas of mathematics.
- Write a basic mathematical article and a research project.
- Gain knowledge about publication of research articles in good journals.
- Communicate mathematical ideas both in oral and written forms effectively.

SYLLABUS OF DSE - 4(iii)

UNIT– I: How to Learn, Write, and Research Mathematics

How to learn mathematics, How to write mathematics: Goals of mathematical writing, general principles of mathematical writing, avoiding errors, writing mathematical solutions and proofs, the revision process, What is mathematical research, finding a research topic, Literature survey, Research Criteria, Format of a research article (including examples of mathematical articles) and a research project (report), publishing research.

UNIT- II: Mathematical Typesetting and Presentation using LaTeX

How to present mathematics: Preparing a mathematical talk, Oral presentation, Use of technology which includes LaTeX, PSTricks and Beamer; Poster presentation.

UNIT- III: Mathematical Web Resources and Research Ethics

Web resources- MAA, AMS, SIAM, arXiv, ResearchGate; Journal metrics: Impact factor of journal as per JCR, MCQ, SNIP, SJR, Google Scholar metric; Challenges of journal metrics; Reviews/Databases: MathSciNet, zbMath, Web of Science, Scopus; Ethics with respect to science and research, Plagiarism check using software like URKUND/Ouriginal by Turnitin.

Essential Readings

1. Bindner, Donald, & Erickson Martin (2011). A Student's Guide to the Study, Practice, and Tools of Modern Mathematics. CRC Press, Taylor & Francis Group.
2. Committee on Publication Ethics- COPE (<https://publicationethics.org/>)
3. Declaration on Research Assessment.
https://en.wikipedia.org/wiki/San_Francisco_Declaration_on_Research_Assessment
4. Evaluating Journals using journal metrics;
(<https://academicguides.waldenu.edu/library/journalmetrics#s-lg-box-13497874>)
5. Gallian, Joseph A. (2006). Advice on Giving a Good PowerPoint Presentation (<https://www.d.umn.edu/~jgallian/goodPptalk.pdf>). MATH HORIZONS.
6. Lammport, Leslie (2008). LaTeX, a Document Preparation System, Pearson.
7. Locharoenrat, Kitsakorn (2017). Research Methodologies for Beginners, Pan Stanford Publishing Pte. Ltd., Singapore.
8. Nicholas J. Higham. Handbook for writing for the Mathematical Sciences, SIAM, 1998.
9. Steenrod, Norman E., Halmos, Paul R., Schiffer, M. M., & Dieudonné, Jean A. (1973). How to Write Mathematics, American Mathematical Society.
10. Tantau, Till, Wright, Joseph, & Miletić, Vedran (2023). The BEAMER class, Use Guide for Version 3.69. TeX User Group.
(<https://tug.ctan.org/macros/latex/contrib/beamer/doc/beameruserguide.pdf>)
11. University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations 2018 (The Gazette of India: Extraordinary, Part-iii-Sec.4)

Practical (30 hours): Practical work to be performed in the computer lab of the following using any TeX distribution software:

1. Starting LaTeX, Preparing an input file, Sequences and paragraphs, Quotation marks, Dashes, Space after a period, Special symbols, Simple text- generating commands, Emphasizing text, Preventing line breaks, Footnotes, ignorable input.
2. The document, The document class, The title page, Sectioning, Displayed material, Quotations, Lists, Displayed formulas, Declarations.
3. Running LaTeX, Changing the type style, Accents, Symbols, Subscripts and superscripts, Fractions, Roots, Ellipsis.
4. Mathematical Symbols, Greek letters, Calligraphic letters, Log-like functions, Arrays, The array environment, Vertical alignment, Delimiters, Multiline formulas.
5. Putting one thing above another, Over and underlining, Accents, Stacking symbols, Spacing in math mode, Changing style in math mode, Type style, Math style.
6. Defining commands, Defining environments, Theorems.
7. Figure and tables, Marginal notes, The tabbing environment, The tabular environment.
8. The Table and contents, Cross-references, Bibliography and citation.
9. Beamer: Templates, Frames, Title page frame, Blocks, Simple overlays, Themes.
10. PSTricks
11. Demonstration of web resources.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: Research Methods in Politics

NOTE: 'Research Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research Methods in Politics DSE-11 | 4 | 3 | 1 | - | Passed Class XII | Nil |

Learning Objectives

The course would serve as the first formal introduction to the basics of social science research in the specific context of the discipline of Political Science. As an elementary course to introduce the students to the fundamentals of research in the study of politics, the purpose of the course is twofold - first, to familiarise students with the different methodologies to study the discipline of politics; second, to walk them through the application of these methods through selected texts. By the time this course is offered, the students would be familiar with the salient analytical frameworks and arguments in the discipline. This course offers the students the opportunity to understand the methods by which these frameworks were arrived, the tools that were used to make them comprehensible, and the debates that the arguments spawned. The course is divided into three parts. The first will introduce the student to some key debates. The second takes them through the praxis of research by asking elementary questions such as, how to conceptualize a research problem, how to formulate research questions, etc. The third aims to introduce them to specific methodologies by using the strategy of reading a well-known work to discern the method used accompanied by an article that reflects upon that method.

Learning outcomes

On successful completion of the course, students would demonstrate:

- Preliminary training in basic elements of social science research
- Familiarity with how to conceptualize a research problem
- Familiarity with diverse methodologies used in the study of politics
- Skills to identify and understand the use of specific methodologies in a text

SYLLABUS OF DSE-11

UNIT – I

Introduction

- a. Human Enquiry and Social Science Research
- b. What is political inquiry? Why do we need it?
- c. Issues of objectivity and Interpretation in political enquiry
- d. Epistemological Debate- Quantitative and Qualitative analysis

UNIT – II

Conceptualizing Research

- a. Review of Literature
- b. Formulation of a research problem
- c. Framing research questions
- d. Sources and citations

UNIT – III

Methods in the study of politics and their application?

- a. Empirical
- b. Discourse Analysis
- c. Archival
- d. Ethnography

Essential/recommended readings

I. Introduction

G. King, R. Keohane, and S. Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, New Jersey: Princeton University Press, pp. 1-12.

A. MacIntyre (1971) 'Is the Science of Comparative Politics possible?', in *Against the Self Images of Age, Essays on Ideology and Philosophy*, London: Schocken Books, pp.8-26.

E Babbie (2008) Human Enquiry and Science, in *The Basics of Social Research*(4th Edn.), Thomson Wordsworth pp. 3-29.

H. Sandra and O. Heath (2020), Objectivity and Values, in *Political Research: Methods and Practical Skills (revised edition)*, Oxford: Oxford University Press, pp. 64-91.

A Bryman (1984), The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology, *The British Journal of Sociology*, Vol. 35 , Issue 1, pp. 75- 92.

L. Rudolph and S. Rudolph (2010) 'An Intellectual History of the Study of Indian Politics', in N.Jayal and P. Mehta, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.555-586.

Sudipta Kaviraj (1978), 'How not to study method?', in S. Kaviraj, P. Chatterjee, S. K. Chaube, S. Datta Gupta eds., *The State of Political Theory: Some Marxist Essays*, Calcutta: Research India Publications, Calcutta, pp.1-33

D Vaid (2013), Perspectives on Methods in Political Science. *Studies in Indian Politics*, Vol 1(1), pp. 103-107.

2. Conceptualizing Research

Bala J (2020), An Overview of Longitudinal Research Designs in Social Sciences. *Studies in Indian Politics*, Vol. 8(1), pp. 105-114.

E Babbie (2008) Research Design, in *The Basics of Social Research* (4th Edn.), Thomson Wordsworth, pp. 94- 128.

H. Sandra and O. Heath (2020) Asking Questions: How to Find and Formulate Research Questions, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: Oxford University Press, pp. 93-122.

M Mohanty, Preparing a Research Proposal, available at <http://www.polscience.du.ac.in/web4/uploads/PDF/academics/PhD/Preparing%20a%20Research%20Proposal%20Manoranjan%20Mohanty.pdf>

3. Methods in the study of politics and their application

Empirical

A. Datta and D Vaid (2018). Mind the Gap?: Navigating the Quantitative and the Qualitative in Survey Research. *Studies in Indian Politics*, Vol 6(1), pp. 140-145.

S. Kumar, & P. Rai (2013) *Measuring Voting Behaviour in India*, New Delhi: Sage Publications, pp.1-12.

FR Jensenius, G Verniers (2017) Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, Vol 5(2), pp. 269-275

N Ummareddy, and A. Alam. (2021) What Do Preambles Do? A Study of Constitutional Intent and Reality. *Studies in Indian Politics*. Vol 9 (2), pp. 221-238.

Discourse Analysis

J. Gee (2010) *An Introduction to Discourse Analysis: Theory and Method*, London: Routledge, pp.2-10.

H. Sandra and O. Heath (2020), Textual Analysis, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: OxfordUniversity Press, pp. 364-392.

A Phadnis and A. Kashyap. (2019), The Politics of Historical Personalities: Textual Analysis of Speeches by the Indian Prime Ministers, *Working Paper at IIM Indore*, WP/02/2018 19/HSS

Archival

K. Paul, G. Gray, and L. Melvin (eds.) (2009) 'Introduction', in *An American Political Archives Reader*, Maryland: The Scarecrow Press.

S. Hazareesingh and K. Nabulsi (2008) 'Using Archival Data to Theorise about Politics', in David Leopold and Mark Stears (eds.), *Political Theory: Methods and Approaches* Oxford: Oxford University Press, pp. 150-170.

Ethnography

H. Sandra & O. Heath (2012) *Political Research: Methods and Practical Skills*, Oxford: OxfordUniversity Press, pp. 287-304.

Y. Yadav (2020), 'On Ethnography: What Work Does "Fieldwork" Do in the Field of Elections', in Y. Yadav ed. *Making Sense of Indian Democracy*, Ranikhet: Permanent Black, pp. 300-324.

S Kumar (2014) The Promise of Ethnography for the Study of Politics. *Studies in Indian Politics*, Vol 2(2), pp. 237-242

Additional Reading:

D. Easton (1969) 'The New Revolution in Political Science', in *The American Political Science Review*, Vol. LXIII (4), pp.1051-1061.

S. Wolin (1969) 'Political Theory as a Vocation', in *The American Political Science Review*, Vol.LXIII (4), pp.1062-82.

D. Marsh and G. Stoker (2010) *Theory and Methods in Political Science*, 3rd Edition, Palgrave Macmillan.

D. E. McNabb (2009), *Research Methods for Political Science: Quantitative and Qualitative Methods*, Armonk: M.E. Sharpe [Eastern Economy Edition]

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

General Elective Course- 6.5 (GE-6.5): E-Filing of Returns

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| E-Filing of Returns GE-6.5 | 4 | 2 | 0 | 2 | Pass in Class XII | NIL |

Learning Objectives

The course aims to equip students with the practical skills required for filing of returns under Income Tax Laws.

Learning Outcomes

After completing of the course, learners will be able to:

1. Examine the basic concepts of income tax applicable to an individual assessee.
2. Explain the provisions when business or professional income is computed on estimated basis.
3. Demonstrate e filing of return.
4. Analyse the provisions of TDS.
5. Demonstrate e filing of TDS returns.

SYLLABUS OF GE-6.5

Unit 1: Income tax: An overview (5 hours)

Incomes taxable under different heads, deductions available from gross total income, computation of total income and tax liability of individuals, PAN and due date of filing of income tax return; Provisions related to advance payment of tax; New tax regime for individuals; Reliefs for an individual.

Unit 2: Maintenance of accounts, audit, and taxation on presumptive basis (7 hours)

Provisions of maintenance of accounts by certain persons carrying on profession or business [Sec.44AA]; Provisions of audit of accounts of certain persons carrying on business or profession [Sec.44AB]; Special provision for computing profits and gains of business on presumptive basis [Sec.44AD]; Special provision for computing profits and gains of profession on presumptive basis [Sec.44ADA]; Special provision for computing profits and gains of business of plying, hiring or leasing goods carriages [Sec. 44AE].

Unit 3: e-Filing: Conceptual framework and filing of Income Tax Returns (9 hours)

Meaning and merits of e-Filing; Filing of income tax returns in ITR-1, ITR-2, ITR-3, ITR-4, ITR-5 and ITR-U.

Unit 4: Tax Deducted at Source

Provisions relating to TDS; Schedule for deposit of TDS; Schedule for submission of TDS returns; Exemption from TDS: Form 13, 15G and 15H; Form 16, AIS.

Unit 5: e-Filing of TDS returns

Prescribed forms for filing of TDS returns; Practical workshop on e-filing of TDS returns [Form24Q and Form 26Q].

Practical Exercises (60 hours):

The learners are required to:

1. Discuss basic concepts of Income taxable under Income-tax Act, 1961 from the official website of Government of India.
 - a. Explain relevant provisions to understand basic concepts of income tax applicable to an individual assessee.
 - b. Give hands-on simulating exercise relating to due dates and advance payment of income tax.
2. Refer to the Finance Act to know about the amendments done in various provisions of the Income-tax Act, 1961.
3. Explain the process of e-filing by showing the video e-filing 2.0 guided tour on the official website of Income Tax department, Government of India.
4. Do hands-on training to furnish Income Tax Return (ITR) on the official e-filing website of the Government of India i.e., www.incometax.gov.in.
5. Do hands-on training to furnish TDS returns at <https://www.incometax.gov.in/iec/foportal/>
6. Demonstrate e filing of TDS returns.

Suggested Readings:

- Ahuja, G., & Gupta, R. (2021). *Systematic approach to income tax*. Delhi, India: Flair Publications Pvt.Ltd.
- Das, A. N., & Agnihotri, M. (2022). *Computerised Accounting and E-Filing of Tax Returns*. Kolkata, India: Tee Dee Publications.

- Lodha, R. (2022). *Computerised Accounting and E-Filing of Tax Returns*. Kolkata, India: Lawpoint Publications.
- Mittal, N. (2022). *Concept building approach to income tax law & practice*. Delhi, India: Cengage Learning India Pvt. Ltd.
- Panwar, V. & Mahajan, J. (2023). *Introduction to E-Filing of Returns (with practical workshops using Java and Excel utilities)*. Delhi, India: Scholar Tech Publication.
- Singhanian, V. K., & Singhanian, M. (2021). *Students' guide to income tax*. University ed.. Delhi, India: Taxmann Publications Private Limited.

Additional Resources:

- Income-tax Act, 1961
- www.incometaxindia.gov.in

Note: Suggested readings will be updated by the Department of Commerce and uploaded on the Department's website.

Generic Elective (GE-21): Law and Development

| Semester | Course title & Code | Credits | Duration (per week) | | | Eligibility Criteria | Prerequisite |
|------------|--------------------------------------|----------|---------------------|----------|---------------------|----------------------|------------------------|
| | | | Lecture | Tutorial | Practical/ Practice | | |
| IV/VI/VIII | Law and Development – ECON071 | 4 | 3 | 1 | 0 | Class 12th | ECON001/ECON025 |

Course Objectives:

- Law is widely thought of a prerequisite to economic development. The course focuses on how property rights play a central role in economic development and individuals invest if they can reap the future benefits of their investments as well formation of assets with collateral.
- The course deals with the questions, where property rights come from, how they are made and evolve, why, by whom and in what manner attributes of property rights are grafted onto different objects, claims, or assets.
- More specifically, the course covers key areas such as property rights, business transactions, and industrial promotion, with guidance for pro-development legislation in each.

Course learning outcomes:

- The students will acquire understanding the efficacy of laws and institutions in the modern economies for property rights and debt that helped equity and transparency for economic development.
- The students will learn the facility in comparative law, approaches to legal institutionalism, and law and political economy.

Content (unit-wise):

Unit 1 : Introduction

The Importance of Laws and institutions for Economic Development

Unit 2 : Property Rights and Economic Development

Property rights and their role in resource allocation (Market and non-market mechanism for land transfer); Intellectual Property Rights (IPRs) Patents, Copyright and Trademarks. Cost and benefits of private IPRs; Individual rights vs common good

Unit 3 : Legal Frameworks for Business Transactions and Economic Development

Economics of Contract Law Legal contract; Role of Contracts for functioning of markets; Incomplete contracts; Efficient contracts; Damages measures and their efficiency properties.

Unit 4 : Law and Industrial Promotion as Tools for Economic Development

Anti-trust laws, Competition Policy; Legal Process: Litigation – its causes and consequences; Benefits of legal certainty

• Suggested Readings:

- Lee, Yong-Shik (2017) "General Theory of Law and Development," Cornell

International Law Journal: Vol. 50 : No. 3 , Article 2. Available at:
<https://scholarship.law.cornell.edu/cilj/vol50/iss3/2>

- Cooter, Robert and Thomas Ulen, Law and Economics, Sixth Edition, Addison Wesley 2013, ISBN 9780132540650. Free here Law and Economics, 6th edition (jku.at)
- Lee, Y.S., Call for a New Analytical Model for Law and Development (September 16, 2016). Law and Development Review, Vol. 8, No. 2 (June 2015), 1-67, Available at SSRN: <https://ssrn.com/abstract=2839943>
- Lee, Y.S.; General Theory of Law and Development; <https://ww3.lawschool.cornell.edu/research/Ifinal.pdf>
- Trubek, D. M., & Santos, A. (Eds.). (2006). The new law and economic development: a critical appraisal. Cambridge University Press.
- Dam, K. W. (2007). The law-growth nexus: The rule of law and economic development. Brookings Institution Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE-15 Life & Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

SYLLABUS OF GE-15

UNIT – I

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

UNIT – II

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

UNIT – III

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.

2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.

3. Richard Bach: *Jonathan Livingston Seagull*. 1970

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Prog.) Hindi
Semester VI : GE
हिंदी साहित्य और भारतीय मूल्य-बोध

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|-----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी साहित्य और भारतीय मूल्य-बोध | 4 | 3 | 1 | 0 | 12 th pass | — |

पाठ्यक्रम का उद्देश्य (Course Objectives):

- विद्यार्थियों को भारतीय मूल्य-बोध की परंपरा से परिचित कराना ।
- हिंदी साहित्य में निहित सामाजिक, सांस्कृतिक, पारिवारिक, धार्मिक भारतीय मूल्य संपदा से परिचित कराना ।
- हिंदी साहित्य में अनुस्यूत भारतीय मूल्यों के महत्त्व को समझाना ।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

- विद्यार्थी प्राचीन भारतीय मूल्यों की जीवंत परंपरा से परिचित हो सकेंगे ।
- हिंदी साहित्य में अनुस्यूत भारतीय मूल्य-बोध के स्वरूप की जानकारी प्राप्त कर सकेंगे ।
- हिंदी साहित्य की विविध विधाओं में वर्णित भारतीय मूल्यों को आत्मसात कर सकेंगे ।

इकाई 1 : भारतीय मूल्य-बोध का स्वरूप

- मूल्य-बोध की भारतीय अवधारणा
- सामाजिक मूल्य
- राष्ट्रीय-सांस्कृतिक मूल्य
- पारिवारिक मूल्य

इकाई 2 : हिंदी काव्य और भारतीय मूल्य-बोध (संक्षिप्त परिचय)

- 'रामचरित मानस' में उद्धाटित भारतीय सांस्कृतिक मूल्य
(केवट प्रसंग, भरत मिलाप प्रसंग, राम-लक्ष्मण-परशुराम संवाद प्रसंगों के आधार पर)
- 'भारत भारती' और राष्ट्रीय सांस्कृतिक मूल्य

- 'रश्मिर्थी' और भारतीय पारिवारिक और सामाजिक मूल्य

इकाई 3 : हिंदी की प्रमुख कहानियों में वर्णित भारतीय मूल्य

- आहुति – प्रेमचंद
- हार की जीत – सुदर्शन
- डिप्टी कलक्टरी – अमरकांत

इकाई 4 : हिंदी के प्रमुख निबंधों में वर्णित भारतीय मूल्य

- आचरण की सभ्यता – सरदार पूर्ण सिंह
- शिक्षा का उद्देश्य – डॉ. संपूर्णानंद
- रहिमन पानी राखिए – विद्यानिवास मिश्र

सहायक ग्रंथों की सूची:

1. भारती, डॉ. धर्मवीर; मानव-मूल्य और साहित्य, भारतीय ज्ञानपीठ ।
2. अग्रवाल, वासुदेव शरण; कला और संस्कृति, लोक भारती प्रकाशन, प्रयागराज ।
3. अग्रवाल, वासुदेव शरण; भारत की मौलिक एकता, राष्ट्रीय पुस्तक न्यास, भारत ।
4. वर्मा, सुरेंद्र; भारतीय जीवन मूल्य, पार्श्वनाथ विद्यापीठ ग्रंथमाला, वाराणसी ।
5. गुप्ता, डॉ. बजरंग लाल; भारतीय सांस्कृतिक मूल्य, प्रभात प्रकाशन, दिल्ली ।
6. पांडेय, गोविंद चंद्र; मूल्य मीमांसा, राका प्रकाशन, प्रयागराज ।
7. राय, गोपाल; हिंदी कहानी का इतिहास, राजकमल प्रकाशन, नई दिल्ली ।

GENERIC ELECTIVES (GE-2): Gender in Modern World

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|------------------------|---------|-----------------------------------|----------|---------------------|-----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Gender in Modern World | 4 | 3 | 1 | 0 | 12 th Pass | NIL |

Learning Objectives

The course seeks to introduce students to the location of gender in the historical pasts of the modern world. It focusses on different regions and locations, and analyses complexities of historical issues involving women's representation, mass movement and gendered mobilization.

Learning outcomes

After the completion of the course the students would be able to

- Understanding larger histories of patriarchy and feminism
- Analyse gender realities in international contexts
- Discuss issues of gender in world history in comparative frames
- Delineate women's movements across different regions of the world

SYLLABUS OF GE-2

Unit I: Historicizing Gender: Patriarchy, Matriarchy and Feminism

Unit II: Gender in the French Revolution: Women's participation; iconography

Unit III: Liberal Democratic Women's movements: Case Studies- Britain/ USA/South Africa

Unit IV: Women in the Socialist, Communist & Other Political Mobilization-Russian Revolution/ Chinese Revolution/ West Asia

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with a special focus on patriarchy and feminism.

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History*, Vol. 1, no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapters 1 and 10).
- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- Smith, Bonnie G. (Ed.). (2008). *Encyclopedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.
- Millet, Kate. (2000). *Sexual Politics*. Urbana and Chicago: University of Illinois Press. pp. 23-58.

Unit II. The focus in the unit is on the significant role played by women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective.

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in
- Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of women's movement across different countries in 19th and 20th century such as Britain/ USA/South Africa. It bears testimony to developing women's consciousness in the realm of suffrage movement, rights, and law.

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American*
- *Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press. (Introduction)
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press. Chapter 4, pp. 70-95.
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press. (Introduction)
- Lodge, Tom. (1983). *Black Politics in South Africa since 1945*. New York: Longman Group Limited. Chapter-6, pp. 139-152.

Unit IV. The focal point in the unit is to analyze the question of Gender in the Russian Revolution or the Chinese revolution or West Asia. Questions of women's agency, participation and mobilization will be discussed.

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming*

Visible: Women in European History. New York: Monthly Review Press, pp. 370-399.

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press. Chapter 3 & 7, pp. 71-95 & 174-200.
- Mernissi, F. (1987). *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press. Chapter 1 & 2, pp. 56-116.
- Moghadam, V. M. (2003). "Islamist Movements and Women's Responses". In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, pp. 151-92.

Suggestive readings -

- Bose, R.B. (1995). "Feminism, Women and the French Revolution". *Historical Reflections/Reflexions Historiques*. Vol. 21, No. 1. pp. 187-205. Berghahn Books.
- Landes, Joan, B. *Women and the Public Sphere in the Age of the French Revolution*.
- Morgan, Sue. (2006). "Introduction: Writing Feminist History: Theoretical Debates and Critical Practices". In Sue Morgan. (eds.). *The Feminist History Reader*. Routledge, pp. 1- 47.
- Scott, Joan W. (1986). "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, vol, 91. No. 5, pp. 1053-75.
- Melzer, Sara E. and Leslie W. Rabine. (1992). "Introduction". In Sara E. Melzer and Leslie
- W. Rabine. (eds.) *Rebel Daughters: Women and the French Revolution*. New York: Oxford University Press, pp. 3-11.
- Tilghman, Carolyn. (2011). "Staging Suffrage: Women, Politics and The Edwardian Theatre". *Comparative Drama*, vol. 45, no. 4, pp. 339-60.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COMMON POOL OF GENERIC ELECTIVES (GE) Semester-VI COURSES OFFERED
BY DEPARTMENT OF MATHEMATICS**

Category-IV

GENERIC ELECTIVES (GE-6(i)): INTRODUCTION TO MATHEMATICAL MODELING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|--|----------|-----------------------------------|----------|------------------------|--|--|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to Mathematical Modeling | 4 | 3 | 0 | 1 | Class XII pass with Mathematics | GE-3(i): Differential Equations |

Learning Objectives: The main objective of this course is to introduce:

- Compartmental models and real-life case studies through differential equations, their applications and mathematical modeling.
- Choosing the most appropriate model from competing types that have been fitted.
- Fitting a selected model type or types to the data and making predictions from the collected data.

Learning Outcomes: The course will enable the students to:

- Learn basics of differential equations and compartmental models.
- Formulate differential equations for various mathematical models.
- Construct normal equation of best fit and predict the future values.

SYLLABUS OF GE-6(i)

UNIT-I: Compartmental Models

Compartmental diagram and balance law; Exponential decay, radioactive dating, and lake pollution models; Case study: Lake Burley Griffin; Drug assimilation into the blood; Case study: Dull, dizzy or dead; Exponential growth, Density-dependent growth, Equilibrium solutions and stability of logistic equation, Limited growth with harvesting.

UNIT-II: Interacting Population Models and Phase-plane Analysis

SIR model for influenza, Predator-prey model, Ecosystem model of competing species, and model of a battle.

UNIT-III: Analytic methods of model fitting and Simulation

Fitting models to data graphically; Chebyshev approximation criterion, Least-square criterion: Straight line, parabolic, power curve; Transformed least-square fit, Choosing a best model. Monte Carlo simulation modeling: Simulating deterministic behavior (area under a curve, volume under a surface); Generating random numbers: middle-square method, linear congruence; Simulating probabilistic behavior.

Essential Readings

1. Barnes, Belinda & Fulford, Glenn R. (2015). *Mathematical Modelling with Case Studies, Using Maple and MATLAB* (3rd ed.). CRC Press, Taylor & Francis Group.
2. Giordano, Frank R., Fox, William P., & Horton, Steven B. (2014). *A First Course in Mathematical Modeling* (5th ed.). CENGAGE Learning India.

Suggestive Readings

- Albright, Brian, & Fox, William P. (2020). *Mathematical Modeling with Excel* (2nd ed.). CRC Press, Taylor & Francis Group.
- Edwards, C. Henry, Penney, David E., & Calvis, David T. (2015). *Differential Equations and Boundary Value Problems: Computing and Modeling* (5th ed.). Pearson.

Practical (30 hours)- Practical / Lab work to be performed in Computer Lab: Modeling of the following problems using Mathematica/MATLAB/Maple/Maxima/Scilab etc.

1. Plotting the solution and describe the physical interpretation of the Mathematical Models mentioned below:
 - a. Exponential decay and growth model.
 - b. Lake pollution model (with constant/seasonal flow and pollution concentration).
 - c. Case of single cold pill and a course of cold pills.
 - d. Limited growth of population (with and without harvesting).
 - e. Predatory-prey model (basic volterra model, with density dependence, effect of DDT, two prey one predator).
 - f. Epidemic model of influenza (basic epidemic model, contagious for life, disease with carriers).
 - g. Ecosystem model of competing species
 - h. Battle model
2. Random number generation and then use it to simulate area under a curve and volume under a surface.
3. Write a computer program that finds the least-squares estimates of the coefficients in the following models.
 - a. $y = a x^2 + b x + c$
 - b. $y = a x^n$
4. Write a computer program that uses Equations (3.4) in [3] and the appropriate transformed data to estimate the parameters of the following models.
 - a. $y = b x^n$
 - b. $y = b e^{a x}$
 - c. $y = a \ln x + b$
 - d. $y = a x^2$
 - e. $y = a x^3$.

GENERIC ELECTIVES (GE-8): Introduction to Public Policy

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to Public Policy GE-8 | 4 | 3 | 1 | - | Passed Class XII | NIL |

Learning Objectives

The paper seeks to provide an understanding to the concept of Public Policy. Public Policy is a proposed course of action of a government to realize its socio-economic objectives. The essence of public policy lies in its effectiveness in translating the governing philosophy into programmes and policies and making it a part of community living. This course will help to understand the complexities of public policy and its interaction with the socio-economic structure.

Learning outcomes

By the end of this course a student will acquire the following knowledge and skills.

- Contextualization of knowledge;
- Praxis and technique;
- Critical Thinking;
- Research and Communication

SYLLABUS OF GE-8

UNIT – I

Public Policy

- Concept, Characteristics and Significance
- Determinants of Public Policy
- Policy Impact: Socio-Economic

UNIT – II

Theoretical Approaches to Public Policy

- Elite Theory
- Group Theory
- Incremental Theory
- Rational Choice Theory

UNIT – III

Process of Public Policy

- (a) Policy Formulation
- (b) Policy Implementation
- (c) Policy Evaluation

UNIT – IV

Public Policy: Case Studies

- (a) Education – National Education Policy (NEP) 2020
- (b) Health – National Health Mission (NHM)
- (c) Employment – Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA)
- (d) Economic Empowerment – Pradhan Mantri Jan-Dhan Yojana (PMJDY), Direct Benefit Transfer (DBT)

Essential/recommended readings

Unit 1

Anderson, J. (1975) Public Policy making. New York: Thomas Nelson and Sons Ltd.

Dye, T. (2002) Understanding Public Policy. New Delhi: Pearson.

Unit 2

Henry, Nicholas (2019) Public Administration and Public Affairs. New York: Routledge.

Simon, Herbert A. (1997) Administrative Behavior. New York: MacMillan.

Unit 3

Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling.

Self, Peter (1972) Administrative Theories and Politics. London: Allen and Unwin.

Unit 4

National Education Policy (NEP) 2020, Ministry of Human Resource Development, Government of India.

National Health Mission, Ministry of Health, Government of India.

Mahatma Gandhi National Rural Employment Guarantee Act-2005, Ministry of Rural Development, Government of India.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GE-16: Contributions of the Indian Knowledge System

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the Course | | | Eligibility criteria | Prerequisite of the course |
|--|---------|-----------------------------------|----------|---------------------|----------------------|-------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Contributions of the Indian Knowledge System | 04 | 3 | 1 | 0 | Twelfth Passed | Working Knowledge of Sanskrit |

Learning Objectives

This Course aims to Gain an understanding of the historical development of the Indian knowledge system, including its foundation in the Vedic period, evolution during the Upanishadic era, synthesis in the classical age.

It will explore the key dimensions of the Indian knowledge system, including philosophy and spirituality, mathematics and astronomy, medicine and Ayurveda, linguistics and grammar, arts and literature, and social sciences and governance.

It will recognize the relevance of the Indian knowledge system in the modern world, including its spiritual and philosophical significance, scientific and technological applications, integration with modern education, and the potential for global exchange and cross-cultural learning.

Learning outcomes

After completion of this course, students will be able to-

- Develop a deeper awareness and appreciation for the rich and diverse knowledge system that has evolved in India over thousands of years. They will gain insights into the historical development, key dimensions, and contributions of the Indian knowledge system, leading to a greater understanding of its cultural and intellectual significance.
- Promote cross-cultural dialogue by showcasing the Indian knowledge system to a wider audience. It highlights the potential for exchanging ideas, perspectives, and insights between different cultures and knowledge systems. This can foster mutual understanding and collaboration, promoting global learning and innovation.
- Recognize the value of integrating traditional wisdom with contemporary knowledge and practices. This can inspire the development of new interdisciplinary approaches and solutions to complex problems.
- Become more aware of the importance of safeguarding traditional knowledge. This may lead to initiatives aimed at preserving and reviving traditional practices and teachings, ensuring their continuity for future generations.
- Gain insights into the need for responsible adaptation, taking into account cultural sensitivity, intellectual property rights, and the preservation of indigenous knowledge systems.

The comprehensive overview of the Indian knowledge system provided in the paper can serve as a foundation for further research and study. It can inspire scholars, researchers, and students to delve deeper into specific areas of interest within the Indian knowledge system and contribute to the ongoing exploration and understanding of this vast body of wisdom.

Detailed Syllabus

Unit: I

Contributions of the Indian Knowledge System

- 1.1 Metaphysical and Philosophical Insights
- 1.2 Advancements in Mathematics and Astronomy
- 1.3 Holistic Approach to Medicine and Well-being
- 1.4 Linguistic Analysis and Grammar Structures
- 1.5 Artistic Expressions and Literary Masterpieces

Unit: II

Relevance of the Indian Knowledge System Today

- 2.1 Spiritual and Philosophical Relevance
- 2.2 Scientific and Technological Applications
- 2.3 Integrating Traditional Wisdom
- 2.4 Global Exchange and Cross-Cultural Learning

Unit: III

Challenges and Future Directions

- 3.1 Preservation and Documentation
- 3.2 Reviving Traditional Knowledge in Contemporary Contexts
- 3.3 Ethical Considerations and Responsible Adaptation
- 3.4 Embracing the Past to Shape a Harmonious Future

Essential/recommended readings

10. "The Vedas"
11. "The Yoga Sutras of Patanjali"
12. "The Arthashastra" by Chanakya
13. "The Bhagavad Gita"
14. "The Ramayana" by Valmiki
15. "The Mahabharata"
16. "The Science of Yoga" by I.K. Taimni
17. "Indian Architecture: Buddhist and Hindu Periods" by Percy Brown
18. "Indian Music: A Brief Introduction" by Guy L. Beck

These reference books and essential readings will serve as valuable resources for unveiling the richness of the Indian knowledge system, covering various aspects of philosophy, literature, spirituality, arts, and sciences. They offer insights into the profound wisdom and multidimensional heritage of India.

Reference readings

1. "India: A Sacred Geography" by Diana L. Eck -
2. "The Lost River: On the Trail of the Sarasvati" by Michel Danino
3. "Indian Philosophy: A Very Short Introduction" by Sue Hamilton.
4. "The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
5. "The Cultural Heritage of India" edited by Kapila Vatsyayan

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

Skill Enhancement Course (SEC)

Commerce : Finance for Everyone

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | 2 | 1 | | 1 | | |

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer an integrated approach to the understanding of concepts and applications of financial planning.
- To help the students in their financial planning.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of financial literacy and the institutions providing financial services.
- After studying this course, students will be able to prepare a financial plan, budget and manage personal finances.
- After studying this course, students will be able to open, avail and manage services offered by banks.
- After studying this course, students will be able to open, avail and manage services offered by post offices.
- After studying this course, students will be able to plan for life insurance and property insurance.
- After studying this course, students will be able to choose instruments for investment in shares.

SYLLABUS OF SEC-29

Unit 1: Introduction, Financial Planning and Budgeting

Meaning, importance and scope of financial literacy; Prerequisites of financial literacy – level of education, numerical and communication ability; Various financial institutions – banks, insurance companies, post offices, mobile app based services. Need of availing of financial services from banks, insurance companies and postal services. Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal budget, family budget, business budget and national budget; Procedure for financial planning and preparing a budget; Budget surplus and budget deficit, Avenues for savings from surplus, Sources for meeting the deficit.

Unit 2: Banking Services

Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – savings bank account, term deposit, current account, recurring deposit; pan card, address proof, KYC norm; Various types of loans – education loan, consumer durable loan, vehicle loan, housing loan, short term, medium term, long term, microfinance, bank overdraft, cash credit, mortgage, reverse mortgage, hypothecation, pledge, Agricultural and related interest rates offered by various nationalized banks; Cashless banking, e-banking, check counterfeit currency; CIBIL, ATM, net banking, RTGS, NEFT, IMPS, electronic clearance services (ECS), debit and credit card, app based payment system, bank draft and pay order; banking complaints and ombudsman.

Unit 3: Financial Services from India Post Office

Post office savings schemes: savings bank, recurring deposit, term deposit, monthly income scheme, kisan vikas patra, NSC, PPF, senior citizen savings scheme , sukanya samriddhi yojana ; india post payments bank. money transfer: money order, e-money order. instant money order, collaboration with the western union financial services; mo videsh, international money transfer service, money gram international money transfer, indian postal order.

Unit 4: Insurance Services

Life insurance policies: life insurance, term life insurance, endowment policies, pension policies, ULIP, health insurance plans, comparison of policies offered by various life insurance companies, comparison of policies offered by various health insurance companies. Property insurance policies. Post office life insurance schemes: postal life insurance and rural postal life insurance.

Unit 5: Stock Markets – Some Basic Concepts

Terms used in stock markets: SENSEX, NIFTY, primary markets, secondary markets, initial public offering(IPO), follow-on public offering (FPO), offer for sale (OFS), block deal, equity shares, preference shares, debentures, bonus shares, stock split, dividend, buyback, DEMAT

account, trading account, delivery instruction slip (DI Slips), blue chips, defensive stocks, face value, market value, market capitalisation, pre-opening session, trading session, opening price, closing price, business days, bull, bear, bull market, bear market, risk, stop loss, derivatives, call option, put option, hedge, holding period; Tax on short term capital gains and long-term capital gains, Mutual Fund and its various schemes.

Practical Exercises:

The learners are required to:

- visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure for availing of these services.
- carry out the comparative analysis of different types of life insurance policies.
- carry out the comparative analysis of different types of health insurance policies.
- prepare a personal and family budget for one/six/ twelve months on imaginary figures.

Suggested Readings:

- Avadhani, V. A. "Investment Management" Himalaya Publishing House Pvt. Ltd., Mumbai.
- Batra, J.K., Accounting and Finance for Non-finance Managers, Sage Textbook
- Chandra, P. "Investment Game: How to Win" Tata McGraw Hill Education, New Delhi.
- Kothari, R. "Financial Services in India-Concept and Application" Sage Publications India Pvt. Ltd., New Delhi.
- Milling, B. E. "The Basics of Finance: Financial Tools for Non-Financial Managers" Universe Company, Indiana,
- Mitra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. "Financial Planning" Sage Publications India Pvt. Ltd., New Delhi.
- Zokaityte, A. "Financial Literacy Education" Palgrave Macmillan, London.

Note: Learners are advised to use the latest edition of readings.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

All UG Courses
Skill Enhancement Course (SEC)

English : Communication in Everyday Life

Credits: 2

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Communication in Everyday Life | 2 | 0 | 0 | 2 | Class XII | NA |

Learning Objectives

The Learning Objectives of this course are as follows:

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve mediation skills.
- After studying this course, students will be able to building human relationships.
- After studying this course, students will be able to foster societal understanding & develop an independent perspective.
- After studying this course, students will be able to enhance social communication skills of students.

SYLLABUS

Course Contents:

UNIT 1

Theory of Communication

- Meaning, Features, Uses, Cycle, Feedback, Advantages
- Barriers
- 7 C's of Communication

UNIT 2

Listening Skills

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

UNIT 3

Speaking Skills

- Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions
- Group Discussion- Culture & History, Current Affairs, Society-related
- Public Speaking- Public Speech, Extempore

- Interview- Personal, Conversational, Public

UNIT 4

Reading Skills

- Close Reading
- Skimming
- Scanning

UNIT 5

Writing Skills

- Summarising
- Paraphrasing
- Note-making
- Essays- Expository Essay, Descriptive Essay, Narrative Essay
- Letter Writing- Formal Letter, Informal Letter
- Reports- Incidence, Newspaper, Organisational Report
- Analysis & Interpretation- Textual
- Intra & Inter-personal Skills - Monologue, Dialogue

Suggested Readings

- Chaudhary, Shoma. “Understanding Interviews, Billy Elliot is my Story, Only Less Happy”. Tehelka: The People’s Paper, 18 February 2006.
- Kumar, Dinesh. “Understanding Values, Our Muddled Generation”. The Hindu, 26 March 2006.
- Learning to Write I, “Free Writing”. In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.
- Learning to Write II, “Editing”. In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Learning to Write III, “What makes Good Writing Good”. In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.

Skill Enhancement Course (SEC)

Hindi : Rangmanch

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | 2 | | | 2 | | |

Course Objective:

- हिन्दी रंगमंच का सामान्य परिचय कराना ।
- नाट्य-प्रस्तुति की प्रक्रिया की जानकारी देना ।
- अभिनय के विभिन्न पक्षों से अवगत कराना ।
- रंगमंच के खेलों और गतिविधियों से अवगत कराना ।

Course Learning Outcomes:

- नाट्य-प्रस्तुति की प्रक्रिया से विद्यार्थी अवगत हो सकेगा ।
- रंगमंच की सामान्य जानकारी मिलने के उपरान्त इस क्षेत्र में विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी ।
- रंगमंचीय गतिविधियों से विद्यार्थी के व्यक्तित्व का विकास हो सकेगा ।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा ।

SYLLABUS OF SEC-42

यूनिट 1

(4 सप्ताह)

- भरत मुनि कृत नाट्यशास्त्र (संक्षिप्त परिचय)
- हिन्दी का पारंपरिक रंगमंच (संक्षिप्त परिचय)

यूनिट 2

(4 सप्ताह)

प्रस्तुति-प्रक्रिया: आलेख का चयन, अभिनेताओं का चयन, दृश्य-परिकल्पना (ध्वनि-संगीत-नृत्य-प्रकाश), पूर्वाभ्यास

यूनिट 3 (4 सप्ताह)
अभिनय की तैयारी: वाचिक, आंगिक, आहार्य, सात्विक

यूनिट 4 (2 सप्ताह)
आशु अभिनय, थिएटर गेम्स, संवाद-वाचन, शारीरिक अभ्यास, सीन वर्क

यूनिट 5 (1 सप्ताह)
मंच प्रबंधन: सेट, रंग-सामग्री, प्रचार-प्रसार, ब्रोशर-निर्माण

सन्दर्भ पुस्तकें:

- संक्षिप्त नाट्यशास्त्रम् - राधावल्लभ त्रिपाठी, वाणी प्रकाशन, दिल्ली, 2009
- रंग स्थापत्य: कुछ टिप्पणियाँ - एच. वी. शर्मा राष्ट्रीय नाट्य विद्यालय प्रकाशन, दिल्ली, 2004
- पारंपरिक भारतीय: रंगमंच अनंतधाराएँ - कपिला वात्स्यायन, अनुवाद - बदी उज़्जम्मा, नेशनल बुक ट्रस्ट, दिल्ली, 1995
- हिंदी रंगमंच का लोकपक्ष, सं प्रो. रमेश गौतम, स्वराज प्रकाशन, दिल्ली 2020
- मंच आलोकन - जी. एन. दासगुप्ता, अनुवाद - अजय मलकानी, नेशनल बुक ट्रस्ट, दिल्ली, 2006
- रंगमंच के सिद्धांत - सं महेश आनंद, देवेन्द्र राज अंकुर, राजकमल प्रकाशन, दिल्ली 2008

Examination Scheme & Mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Skill Enhancement Course (SEC)

Education : Communication in Professional Life

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | 2 | 2 | | | | |

Learning Objectives

The Learning Objectives of this course are as follows:

- To prepare the students for their upcoming professional fields.
- To inculcate the fundamentals of professional and business communication.
- To learn aspects of global communication.
- To enhance employability skills of the learners by enabling them to write effective resumes and face interviews with confidence

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve presentation skills to be learnt by effective use of verbal and non-verbal communication for the professional field.
- After studying this course, students will be able to acquire practical employability skills to be disseminated through focussed sessions on practical employable knowledge.
- After studying this course, students will be able to enhance professional communication.
- After studying this course, students will be able to improve persuasion and negotiation skills which will be useful for the professional field.

SYLLABUS OF SEC-2

THEORY

UNIT 1

- Theory of Business Communication (1 hr.) -
- Introduction
- What is Business Communication?
- Language of Business Communication
- Cultural Components – Cross-Cultural Communication, Cultural Shock, Stereotyping, Ethnocentrism
- Miscommunication & Effective Communication (1hr.)

UNIT 2

Writing Skills

- Summarising & Paraphrasing (1 hr.)
- Job-Oriented Skills- CV, Resume & Bio- Data, Job Application Letter (1hr.)
- Documentation (1)
- Advertisements & Invitation (1 hr.)
- Letter Writing- Applications, Business Letters (1 hr.)
- Report- Analytical Report, Project Report (1 hr.)

PRACTICE SESSIONS

Speaking Skills (14 hrs.)

- Presentation Skills- Oral Presentation, Ppt. Preparation, Ppt. Presentation (3 hrs.)
- Group Discussion (3 hrs.)
- Talks- Domain-specific, Ted-Talks, Business Meets, Motivational Talks (2 hrs.)
- Telephonic Skills (1 hr.)
- Persuasion Skills (1 hr.)
- Meeting & Negotiation (1 hr.)
- Interview- Promotion Interview, Job Interview, Business Interview (2 hrs.)
- Functions and activities of PR (1 hr.)

Listening Skills (5 hrs.)

- Netiquettes (1 hr.)
- Audio-book Listening & Discussions (3 hrs.)
- Note-taking (1 hr.)

Writing Skills (5 hrs.)

- Digital Communication in Social Space- Social Media Posts (Twitter, Facebook), Blog Writing, Review Writing (2 hrs.)
- Advertisement/Invitation/Poster Designing- Canva/MS Word/Coral (1 hr.)
- Memo, Office Order, Minutes (1 hr.)
- Making Online Academic/Work Profile- LinkedIn (1 hr.)

Total Hours for Theory= 8
Total Hours for Practice Sessions= 24
Total Hours of classes= 32

Suggested Readings

- Kaushik, J.C. and K.K. Sinha eds., English for Students of Commerce, Oxford University Press, New Delhi.
- Sethi, Anjana & Bhavana Adhikari, Business Communication, Tata McGraw Hill.
- Anjana Neira Dev, et.al, eds. Business English, Department of English, University of Delhi, 2011, Pearson Publications, New Delhi.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Skill Enhancement Course (SEC)

Personality Development and Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | 2 | 1 | | 1 | | |

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop inter personal and effective communication skills.
- To develop problem solving skills and understand its influence on behaviour and attitudes of individuals.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of oral and written communication in day-to-day working of the organisation.
- After studying this course, students will be able to develop inter personal skills and problem-solving skills.
- After studying this course, students will be able to understand the role of body language in effective communication.

SYLLABUS OF SEC-5

Unit 1

Introduction, need for Communication, Process of Communication, Written and Verbal Communication, Visual communication, Signs, Signals and Symbols, Silence as a Mode of Communication, Inter-cultural, Intra-cultural, Cross-cultural and International communication, Communication through Questionnaires, Business Letter Writing, Electronic Communication.

Unit 2

Business Cases and Presentations, Letters within the Organizations, Letters from Top Management, Circulars and Memos, Business Presentations to Customers and other

stakeholders, presenting a Positive Image through Verbal and Non-verbal Cues, Preparing and Delivering the Presentations, Use of Audio-visual Aids, Report Writing.

Unit 3

Barriers to Communication, Improving Communication Skills, Preparation of Promotional Material, Non-verbal communication, Body language, Postures and gestures, Value of time, Organizational body language, Importance of Listening, Emotional Intelligence. Working individually and in a team, Leadership skills, Leadership Lessons, Team work and Team building, Feedback, Feed forward Interpersonal skills – Delegation, Humour, Trust, Expectations, Values, Status, Compatibility and their role in building team – work Conflict Management – Types of conflicts, how to cope with conflict.

Unit 4

Negotiation Skills, Types of Negotiation, Negotiation Strategies, Selling skills – Selling to customers, Selling to Superiors Selling to peer groups, team mates and subordinates, Conceptual selling, Strategic selling, Selling skills – Body language.

Essential/recommended readings

- Kushal Jin – Business Communication, VK India.
- Krishnamacharyulu, C. S. G, Ramakrishnan Lalitha – Personality Development, Interpersonal Skills and Career Management, Himalaya Publishing.
- Corvette Budjac – Conflict Management: A Practical Guide to Developing Negotiation Strategies, Pearson.

Suggestive Readings

- Mitra, B. K., Personality Development and Soft Skills, Oxford University Press.
- Kumar Sanjay and Pushplata, Communication Skills, Oxford University Press.
- Mandal S. K., Effective Communication and Public Speaking, Jaico Publishing.

Note: Latest edition of the readings may be used

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Skill Enhancement Course (SEC)

English : Business Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | 2 | 1 | | 1 | | |

Learning Objectives

The Learning Objectives of this course are as follows:

- To train students to enhance written as well as oral communication in the corporate world.
- To help students in understanding the principles and techniques of business communication.
- To understand the use of electronic media for communication.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to explain the need for communication in management.
- After studying this course, students will be able to appreciate the need of effective writing for communication.
- After studying this course, students will be able to demonstrate the skill of effective report writing and summarizing annual reports.
- After studying this course, students will be able to analyse business correspondence and e-correspondence.
- After studying this course, students will be able to appreciate oral presentations.

SYLLABUS OF SEC-6

Unit 1: Introduction to the essentials of Business Communication

Meaning, process and functions. Need and importance. Medium: verbal & non-verbal communication. Channels: formal & informal. Levels of communication. Direction of communication: downward, upward, lateral, & diagonal. Effective communication: difficulties/barriers and solutions. Interactive and non-interactive techniques of communication. Listening as a tool of communication, Guidelines for effective listening.

Unit 2: Effective Writing

Guidelines for clear writing. References, bibliographical research tools. Citing methods, footnotes, discussion footnotes. Use of library and internet for collection, classification and interpretation of data and information.

Unit 3: Report Writing

Types of reports. Formal report: components and purpose. Organising information: outlining & numbering sections, section headings, sub-headings, & presentation. Writing reports on field work/visits to industries, business concerns. Summarising annual reports of companies: purpose, structure and principles. Drafting minutes.

Unit 4: Business Correspondence and E-Correspondence

Need and importance of business letters. Office memorandum, office circulars, notices and orders. Technology for communication. Effective IT communication tools. Electronic mail: advantages, safety and smartness in email. E-mail etiquettes.

Unit 5: Spoken English and Oral Presentation

Effective negotiation: elements, process and general guidelines. Telephonic conversation. Conducting & facing interviews. Conducting & participating in group decisions. Making presentations: content and organising. Features of a good presentation. Delivering a presentation.

Practical Exercises:

The learners are required to:

- learn how to summarise annual reports of companies.
- prepare presentations using power-point.
- participate in Group discussions and mock interviews.
- smartly draft business emails.

Essential/recommended readings

- C.B.Gupta (2019). Essentials of Business Communication, Sultan Chand & Sons.
- Kaul, A. Effective Business Communication, 2nd ed. PHI learning
- Lesikar, R.V. & Flatley, M.E. (2001). Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.(1992). The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.
- Meyer C,Dev(2021). Communicating for Results,Oxford University Press
- Quintanilla, Kelly M, (2021), Business and Professional Communication, 4e, Sage Textbook
- R. C. Bhatia (2008), Business Communication, Ane Books Pvt Ltd, New Delhi.
- Raman and Singh(2012). Business Communication. Oxford University Press
- Scot, O., Contemporary Business Communication. Biztantra, New Delhi.

Note: Learners are advised to use the latest edition of readings.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Skill Enhancement Course (SEC)

Computer Science : Basic IT Tools

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Basic IT Tools | 2 | 0 | 0 | 2 | Class XII | NA |

Learning Objectives

The Learning Objectives of this course are as follows:

- To enable students develop IT skills that are a pre-requisite in today's work environment.
- To equip them with basic computing skills that will enhance their employability in general.
- To enable the student to analyse and present information in a meaningful manner.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to use word-processor to generate documents with appropriate formatting, layout, review and referencing.
- By studying this course, students will be able to manage data in worksheets and workbooks and analyze it using spreadsheet functions and inbuilt formulas.
- By studying this course, students will be able to draw analysis on data using spreadsheets to make decisions.
- By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables.
- By studying this course, students will be able to manage data in database tables and use the same for generating queries, forms and reports.

SYLLABUS

Course Contents:

Unit 1: Introduction to Spreadsheets

Spreadsheets: Concept of worksheets and workbooks, creating, opening, closing and saving workbooks, moving, copying, inserting, deleting and renaming worksheets, working with multiple worksheets and multiple workbooks, controlling worksheet views, naming cells using name box, name create and name define; Exchanging data using clipboard, object linking and

embedding; Printing and Protecting worksheets: Adjusting margins, creating headers and footers, setting page breaks, changing orientation, creating portable documents and printing data and formulae; Implementing file level security and protecting data within the worksheet; Understanding absolute, relative and mixed referencing in formulas, referencing cells in other worksheets and workbooks, correcting common formula errors, working with inbuilt function categories like mathematical, statistical, text, lookup, information, logical, database, date and time and basic financial functions.

Unit 2: Data Analysis in Spreadsheets

Consolidating worksheets and workbooks using formulae and data consolidate command; Choosing a chart type, understanding data points and data series, editing and formatting chart elements, and creating sparkline graphics, Analysing data using pivot tables: Creating, formatting and modifying a pivot table, sorting, filtering and grouping items, creating calculated field and calculated item, creating pivot table charts, producing a report with pivot tables. Introduction to recording and execution of macros.

Unit 3: Word Processing

Introduction: Creating and saving your document, displaying different views, working with styles and character formatting, working with paragraph formatting techniques using indents, tabs, alignment, spacing, bullets and numbering and creating borders; Page setup and sections: Setting page margins, orientation, headers and footers, end notes and foot notes, creating section breaks and page borders; Working with tables: Creating tables, modifying table layout and design, sorting, inserting graphics in a table, table math, converting text to table and vice versa; Create newspaper columns, indexes and table of contents, Spell check your document using inbuilt and custom dictionaries, checking grammar and style , using thesaurus and finding and replacing text; Create bookmarks, captions and cross referencing, adding hyperlinks, adding sources and compiling and bibliography; Mail merge: Creating and editing your main document and data source, sorting and filtering merged documents and using merge instructions like ask, fill-in and if-then-else; Linking and embedding to keep things together.

Unit 4: Databases

Introduction to Database Development: Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, using field validation and record validation rules, Indexing, working with multiple tables, Relationships & Integrity Rules, Join Properties, Record manipulation, Sorting & Filtering; Select data with queries: Creating Query by design & by wizard (Select, Make Table, Append, Delete, Cross Tab, Update, Parameterized Query, Find Duplicate and Find Unmatched), Creating multi table queries, creating & working with table joins. Using operators & expressions: Creating simple & advance criteria; Working with forms: Creating Basic forms, working with bound, unbound and calculated controls, understanding property sheet, Working with Data on Forms: Changing Layout, creating Sub Forms, creating list box, combo box and option groups; Working with Reports: Creating Basic Reports, Creating Header & Footer, Placing Controls on reports, sorting & grouping, Creating Sub reports.

Essential/recommended readings

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

Suggestive readings

- Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.

Skill Enhancement Course (SEC)

Management : Digital Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Digital Marketing | 2 | 0 | 0 | 2 | Class XII | NA |

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.
- To familiarize the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the concept of digital marketing and its integration with traditional marketing.
- After studying this course, students will be able to understand customer value journey in digital context and behaviour of online consumers.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns.
- After studying this course, students will be able to examine various tactics for enhancing a website's position and ranking with search engines.
- After studying this course, students will be able to leverage the digital strategies to gain competitive advantage for business and career.

SYLLABUS

Unit 1: Marketing in the Digital World

Digital marketing: Concept, Features, Difference between traditional and digital marketing, Moving from traditional to digital Marketing; c

Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based-Display Advertising; Community Based-Social Media Marketing; Others-Affiliate, Email, Content, Mobile.

Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

Unit 2: Content and Email Marketing

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy
Email Marketing: Types of Emails in email marketing, Email Marketing best practices

Unit 3: Social Media Marketing and Display Marketing

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies)

Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format-Budget, Media, Ad Formats, Ad Copy.

Unit 4 Search Engine Marketing

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMI's 5P Customer Search Insights Model.

Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects-Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques

Search Advertising: Overview of PPC Process; Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension

Essential/recommended readings

- Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited

Suggested Readings

- Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
- Seema Gupta: Digital Marketing: Mcgraw Hill
- Ultimate guide to digital Marketing by Digital Marketer

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.

Skill Enhancement Course (SEC)

Computer Science : Social Media Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Social Media Marketing | 2 | 1 | 0 | 1 | Pass in XII | Pass in 'Digital Marketing' (SEC-Sem 1) |

Learning Objectives

- To provide basic knowledge of social media marketing concepts
- To enhance skills as social media marketer and start a career in social media marketing.

Learning Outcomes

After completion of the course, learners will be able to:

1. Evaluate the role of social media in marketing, advertising and public relations.
2. Assess the optimal use of various social media platforms for social media marketing.
3. Analyse the importance of social media for developing an effective marketing plan, and assess ways to measure its performance.
4. Describe practical skills required for creating and sharing content through online communities and social networks.
5. Demonstrate and appreciate social media ethics to use social media spaces effectively.

SYLLABUS:

Unit 1: Introduction to Social Media Marketing:

Social Media Marketing- Concept and Importance.

Social Media Platforms- Online communities and Forums; Blogs and Microblogs, Social Networks, other contemporary social media platforms: Goals, Role in Marketing and Use as listening tools. Trends in SMM. Social Media Influencers.

Unit 2: Social media marketing Plan and Performance Measurement:

SMM Plan- Setting Goals, Determining Strategies, Identifying Target Market, Selecting Tools, Selecting Platforms, Implementation: Measuring Effectiveness - Conversion rate, amplification rate, applause rate: on page and on post level.

Unit 3: Content Creation and Sharing using Case Campaigns:

Blogging, Streaming Video and Podcasting: Criteria and approach-70/20/10 with risk variants, 50-50 content, Brand Mnemonic, Brand story. Contextualising content creation. Social Media Ethics.

Practical Exercises:

The learners are required to:

1. Discuss the importance of social media in marketing, advertising and public relations by analysing

relevant case studies.

2. Examine the use of social media by your institution to improve alumni engagement.
3. Identify social media platforms for marketing a good, a service, an institution, an event and a person.
4. Promote any college event of your choice using social media. Measure the effectiveness of your campaign.
5. Create a blog/ vlog on any topic of your interest. Measure performance of your blog post.
6. Prepare a social media marketing plan for any product of your choice.
7. Prepare a calendar for scheduling various posts/campaigns via buffer or tweet deck. Find out the conversion rate, amplification rate, and the applause rate. Calculate the engagement rate and economic value/per visitor of the concerned campaigns.
8. Observe the engagement rate in twitter campaigns of your college and suggest improvements, if needed.
9. Assess the reviews/ratings, comments, likes, and dislikes of blog posts in the categories of health and nutrition, or yoga counselling, or family therapy.
10. Examine the twitter handles of Delhi Government or of Delhi University and find out how consistent they are in their reaction checks?
11. Design a social media plan for sensitising citizens for timely tax payments (Assuming that you are an honest tax-payer and feel that everyone should be like you).

Essential Readings

- Ahuja V(2015). Digital Marketing. Oxford University Press.
- Blanchard, O. (2011). Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization. United Kingdom: Pearson Education.
- Charlesworth, A. (2014). An Introduction to Social Media Marketing. United Kingdom: Taylor & Francis.
- Gupta, S. (2020). Digital Marketing. India: McGraw Hill Education (India) Private Limited.
- Johnson, S. (2020). Social Media Marketing: Secret Strategies for Advertising Your Business and Personal Brand on Instagram, YouTube, Twitter, And Facebook. A Guide to being an Influencer of Millions. Italy: AndreaAstemio.
- Keller, K. L., Kotler, P. (2016). Marketing Management. India: Pearson Education.
- Maity M(2022). Digital Marketing. Oxford University Press.
- Mamoria C.B, Bhatacharya A, Marketing Management. Kitab Mahal, Delhi
- Mathur, V. & Arora, S. Digital Marketing PHI Learning
- McDonald, J. (2016). Social Media Marketing Workbook: How to Use Social Media for Business. United States: CreateSpace Independent Publishing Platform.
- Parker, J., Roberts, M. L., Zahay, D., Barker, D. I., Barker, M. (2022). Social Media Marketing: A Strategic Approach. United States: Cengage Learning.
- Quesenberry, K. A. (2015). Social Media Strategy: Marketing and Advertising in the Consumer Revolution. United States: Rowman & Littlefield Publishers.
- Rishi, B., Tuten, T.L., (2020) Social Media Marketing, 3ed., Sage Textbook
- Setiawan, I., Kartajaya, H., Kotler, P. (2016). Marketing 4.0: Moving from Traditional to Digital. Germany: Wiley.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.