

## Semester I &amp; II

Name of the Programme : B.A. History

Course Code : HIS 100

Title of the Course : History of Goa (From Early Times to Liberation)

Number of Credits : 04

Effective from AY : 2024-25

|                               |   |              |
|-------------------------------|---|--------------|
| Pre-requisites for the course | Nil   |              |
| Course Objectives             | This course intends to: <ul style="list-style-type: none"> <li>● Provide knowledge about Goa's history</li> <li>● Know about the various dynasties that ruled Goa</li> <li>● Understand the impact of Portuguese rule in Goa</li> </ul>   |              |
| Content                       |   | No. of hours |
|                               | <b>Unit I Early Goa</b><br>a. Sources: Archaeological, Literary and Oral<br>b. Pre-historic Sites: Kushavati and Mhadel<br>c. Gaunkari  | 15           |
|                               | <b>Unit II</b><br><b>Dynasties: administration and cultural contribution</b><br>a. Bhojas<br>b. Kadambas<br>c. Vijayanagara and Adil Shahi  | 15           |
|                               | <b>Unit III</b><br>Portuguese rule in Goa<br>a. Conquest of Goa, New Conquests<br>b. Religious Policies of the Portuguese<br>c. Struggle for Liberation (1946-61)   | 15           |
|                               | <b>Unit IV</b><br>Impact of Portuguese rule<br>a. Education and Language<br>b. Food, Dress and Architecture<br>c. Uniform Civil Code  | 15           |
| Pedagogy                      | Lectures/Field Trips//Presentations/Group Discussions<br>Note: Field Trips will be part of this course  |              |
| References/Readings           | 1 Boxer, C. R. <i>The Portuguese Seaborne Empire 1415-1825</i> . London: Hutchinson, 1969.<br>2 Costa, Anthony da. <i>The Christianization of the Goa Islands 1510-1567</i> . Bombay: Heras Institute, 1965.<br>3 D' Souza, B. G. <i>Goan Society in Transition: A Study in Social Change</i> . Bombay: Popular Prakashan, 1975.<br>4 Fonseca, J. N. da. <i>An Historical and Archaeological Sketch of the City of Goa</i> , Reprint. New Delhi: Asian Educational Services, 1986.<br>5 Gune, V. T., ed. <i>Gazetteer of Goa, Daman and Diu. Vol. I</i> . Panaji: |              |



Semester I & II

Name of the Programme : Bachelor of Arts in Economics  
 Course Code : ECO 100  
 Title of the Course : Introduction to Economics  
 Number of Credits : 04  
 Effective From AY : 2023-24

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| <b>Pre-requisite for the course:</b>    | Same as Programme pre-requisites   |                     |
| <b>Course Objectives:</b>               | To introduce the students to the fundamental concepts of economics.  |                     |
| <b>Content:</b>                         |  | <b>No. of Hours</b> |
|   | <b>Unit I: Central concepts of Economics</b><br>Why Study Economics, Scarcity and efficiency: Definitions of Economics, The Scope of Economics, Microeconomics and Macroeconomics, The Logic of Economics: Positive and Normative Economics, Three problems of Economic Organisation; Market Command and Mixed Economies, Society's Technological Possibilities, Production Possibility Frontier, Opportunity Cost and efficiency. | 15                  |
|   | <b>Unit II: Microeconomics</b><br>Basic elements of Supply and Demand: Demand schedule, Market Demand, factors affecting demand and Shifts in the Demand curve; Supply Schedule, Supply Curve, Factors affecting supply, Shifts in the supply curve, Equilibrium of Supply and Demand: Effects of Shifts in Demand and Supply on Equilibrium.  | 15                  |
|   | <b>Unit III: Macroeconomics.</b><br>Overview of Macroeconomics, Birth of Macroeconomics, Objectives and Instruments, Tools of Macroeconomic Policy: Fiscal Policy and Monetary Policy, Concepts of GDP and NDP.  | 15                  |
|   | <b>Unit IV: Financial System/ Economic Growth and Economic Development.</b><br>The Modern Financial System: Functions of the Financial System, Evolution of Money, Components of the Money Supply, Demand for Money, Functions of Money.<br>Economic Growth and Economic Development: Meaning and Wheels (Human Economic Development: Human Resources, Natural Resources, Capital, Technological Change and Innovation)            | 15                  |
| <b>Pedagogy:</b>                        | Lectures/ Case Analysis/ Assignments/ Classroom Interaction/Quiz.  |                     |
| <b>Main Text:</b>                       | 1. Samuelson, P A and Nordhus, W D (2015): Economics, Tata McGraw – Hill Publishing Company Limited.   |                     |
| <b>Additional References/ Readings:</b> | 1. Case, E K , Fair, C R and Oster M S (2012), Principles of Economics, Pearson Publications. USA<br>2. Lipsey, R G (1992), An Introduction to Positive Economics, ELBS. London.   |                     |



Name of the Programme: Bachelor of Arts

Course Code: ENG-100

Title of the Course: Introduction to English Literature

Number of Credits: 04

Effective from AY: 2023-24

|   |  |   |            |   |            |  |            |   |            |
|---|--|---|------------|---|------------|--|------------|---|------------|
| <b>Pre-requisites for the Course:</b>   | <ul style="list-style-type: none"><li>• Basic knowledge of the English language</li><li>• An interest in reading literature</li><li>• Ability to express oneself in writing</li></ul>  |   |            |   |            |  |            |   |            |
| <b>Course Objectives:</b>   | <ul style="list-style-type: none"><li>• To develop an interest in literature among learners</li><li>• To acquaint the students with English literature</li><li>• To analyse the values in the prescribed texts</li></ul>   |   |            |   |            |  |            |   |            |
| <b>Content:</b>   | <table border="1"><tr><td><b>Unit 1 - Short Story</b><br/>H.H. Munro - "The Open Window"<br/>Katherine Mansfield - "A Cup of Tea"<br/>O. Henry - "The Gift of the Magi"<br/>James Thurber - "The Secret Life of Walter Mitty"</td><td>(15 hours)</td></tr><tr><td><b>Unit 2 - Poetry</b><br/>Michael Drayton - "The Parting"<br/>William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds"<br/>Ben Jonson - "On my First Son"<br/>William Wordsworth - "The World Is Too much With Us"<br/>Robert Frost - "Mending Wall"<br/>W.B. Yeats - "The Ballad of Father Gilligan"<br/>Rudyard Kipling - "If"<br/>Maya Angelou - "Still I Rise"</td><td>(15 hours)</td></tr><tr><td><b>Unit 3 - Novel</b><br/>George Orwell - <i>Animal Farm</i><br/>Ernest Hemingway - <i>The Old Man and the Sea</i></td><td>(20 hours)</td></tr><tr><td><b>Unit 4 - Drama</b><br/>Henrik Ibsen - <i>The Doll's House</i></td><td>(10 hours)</td></tr></table> | <b>Unit 1 - Short Story</b><br>H.H. Munro - "The Open Window"<br>Katherine Mansfield - "A Cup of Tea"<br>O. Henry - "The Gift of the Magi"<br>James Thurber - "The Secret Life of Walter Mitty" | (15 hours) | <b>Unit 2 - Poetry</b><br>Michael Drayton - "The Parting"<br>William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds"<br>Ben Jonson - "On my First Son"<br>William Wordsworth - "The World Is Too much With Us"<br>Robert Frost - "Mending Wall"<br>W.B. Yeats - "The Ballad of Father Gilligan"<br>Rudyard Kipling - "If"<br>Maya Angelou - "Still I Rise" | (15 hours) | <b>Unit 3 - Novel</b><br>George Orwell - <i>Animal Farm</i><br>Ernest Hemingway - <i>The Old Man and the Sea</i> | (20 hours) | <b>Unit 4 - Drama</b><br>Henrik Ibsen - <i>The Doll's House</i> | (10 hours) |
| <b>Unit 1 - Short Story</b><br>H.H. Munro - "The Open Window"<br>Katherine Mansfield - "A Cup of Tea"<br>O. Henry - "The Gift of the Magi"<br>James Thurber - "The Secret Life of Walter Mitty"   | (15 hours)   |   |            |   |            |  |            |   |            |
| <b>Unit 2 - Poetry</b><br>Michael Drayton - "The Parting"<br>William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds"<br>Ben Jonson - "On my First Son"<br>William Wordsworth - "The World Is Too much With Us"<br>Robert Frost - "Mending Wall"<br>W.B. Yeats - "The Ballad of Father Gilligan"<br>Rudyard Kipling - "If"<br>Maya Angelou - "Still I Rise" | (15 hours)   |   |            |   |            |  |            |   |            |
| <b>Unit 3 - Novel</b><br>George Orwell - <i>Animal Farm</i><br>Ernest Hemingway - <i>The Old Man and the Sea</i>  | (20 hours)   |   |            |   |            |  |            |   |            |
| <b>Unit 4 - Drama</b><br>Henrik Ibsen - <i>The Doll's House</i>   | (10 hours)   |   |            |   |            |  |            |   |            |
| <b>Pedagogy:</b>  | <ol style="list-style-type: none"><li>1) Reflective approach</li><li>2) Integrative approach</li></ol>   |   |            |   |            |  |            |   |            |
| <b>References/Readings:</b>   | <ul style="list-style-type: none"><li>• Abrams, M.H. <i>A Glossary of Literary Terms</i>, Cengage Learning, 2012.</li><li>• Green, David. <i>The Winged Word</i>. Macmillan India Ltd, 2009.</li><li>• Hemingway, Ernest. <i>The Old Man the Sea</i>. Arrow Books, 1993.</li><li>• Ibsen, Henrik. <i>The Doll's House</i>. Dover Publications, 1992.</li><li>• Iyengar, Srinivasa K.R. <i>Indian Writing in English</i>. Sterling Publishers, India.</li><li>• Orwell, George. <i>Animal Farm</i>. Oxford University Press, 2021.</li><li>• Ramachandran, C. N. and Achar Radha eds. <i>Five Centuries of Poetry</i>. Trinity Press. 1991.</li></ul>   |   |            |   |            |  |            |   |            |
| <b>Course Outcomes:</b>   | <p>On completion of the course, the student will be able to do the following:</p> <ul style="list-style-type: none"><li>• Read and appreciate literary texts</li><li>• Understand literary movements and the writers representing their times</li><li>• Get insights into the nuances of literary writing</li><li>• Appreciate and distinguish between major genres of literature</li></ul>  |   |            |   |            |  |            |   |            |



4. to comprehend the role of the police, courts, and prison as a means to enforce law, sanctions and punish criminal acts.



Name of the Programme: B.A. in Political Science  
 Course Code: POL – 111  
 Title of the Course: Basic Concepts in Political Science  
 Number of Credits: 04  
 Effective from AY: 2023-24

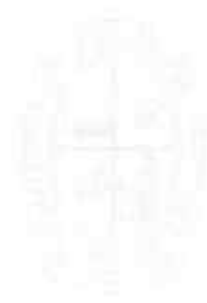
|                                |   |  |
|--------------------------------|---|--|
| Pre-requisites for the Course: | This subject can be opted by the student of any subject who qualified for the B.A. class.   |  |
| Course Objectives:             | The course aims to familiarize the students with the basic operative definitions in Political Science. It enables students to understand the fundamental aspects of state, nation, government, and civil society. It will enhance their ability to relate themselves to the day-to-day political happenings and develop interest in larger understanding of the study of Political Science.   |  |
| Content:                       | <ol style="list-style-type: none"> <li>1. <b>Introductory Concepts:</b> meaning of Political Science, politics, political system, public policy, political participation, political culture, political processes.</li> <li>2. <b>State and Nation:</b> meaning and elements of state, functions of the state; meaning of nation and nationalism, factors promoting nationalism.</li> <li>3. <b>Government:</b> meaning, organs of government; types of government- democracies and non-democracies.</li> <li>4. <b>Civil Society and Citizenship:</b> meaning, functions and characteristics of civil society, civil society organisations; definition of citizenship, the duties and obligations of citizens.</li> </ol> | No. of hours<br>15<br><br>15<br><br>15<br><br>15 |
| Pedagogy:                      | Lectures, seminars, assignments, group discussions, interactive sessions.   |  |
| References/ Readings:          | Gauba, O.P., <i>An Introduction to Political Theory</i> , Macmillan Publishers India Ltd, New Delhi, 2013.<br>Kapoor, A.C., <i>Principles of Political Science</i> , Sterling Publishers, New Delhi, 1985.<br>Heywood, Andrew, <i>Politics</i> , Third Edition, Palgrave Foundations, New York, 2009.<br>Tansey, Stephen D., <i>Politics: The Basics</i> , Second Edition, Routledge, London, 2003.<br>Bhargava, Rajeev and Ashok Acharya (eds), <i>Political Theory: An Introduction</i> , Pearson Longman, New Delhi, 2010.<br>Ramaswamy, Sushila, <i>Political Theory: Ideas and Concepts</i> , Second Edition, PHI Learning Private Limited, Delhi, 2015.   |  |
| Course Outcomes:               | At the end of the course: <ol style="list-style-type: none"> <li>1. The students will understand the basic concepts in Political Science.</li> <li>2. The students will be able to differentiate between State and Nation.</li> <li>3. The students will be able to understand the functioning of the organs of the Government.</li> <li>4. The students will be able to understand the issues of contemporary importance relating to Civil Society and Citizenship.</li> </ol>   |  |



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|                    | 4) तनेजा, जयदेव, समकालीन हिंदी नाटक और रंगमंच, तक्षशिला प्रकाशन, नयी दिल्ली, 2002<br>5) तनेजा, जयदेव, हिंदी नाटक : आज तक, तक्षशिला प्रकाशन, नयी दिल्ली,   |  |
| <b>अधिगमपरिणाम</b> | <ul style="list-style-type: none"><li>• हिंदी नाट्य साहित्य के प्रति रुचि जागृत होगी।</li><li>• हिंदी नाटक की प्रवृत्तियों का विवेचन तथा विश्लेषण कर सकेंगे।</li><li>• चयनित नाटकों का अध्ययन एवं विश्लेषण कर सकेंगे।</li><li>• रचना के माध्यम से मानवीय मूल्यों से परिचित होंगे।</li></ul> |  |



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|  | <ol style="list-style-type: none"><li>2. Identify tricks in solving problems quickly.</li><li>3. Employ various strategies to solve problems arising in various competitive exams.</li><li>4. Manage time in answering several questions appearing in the exam.</li></ol> |
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|                             | <p>Preparation of final account for Trading concerns: Trading and Profit &amp; Loss Account and Balance Sheet for a sole proprietor/Firm with basic adjustments;<br/>Accounts from Incomplete Records; Meaning, features, reasons and limitations of accounting from incomplete records. Determining profit and loss using statement of Affairs method.</p> <p>Accounting for Professionals: Preparation of Income and Expenditure Account and Balance sheet for Professionals (Doctors, Lawyers, Accountant)</p>   |  |
| <b>Pedagogy:</b>            | Lectures, Group discussions, Seminars, Case studies, Field work   |  |
| <b>Reference/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Ashok, S. (2012). Financial Accounting for Managers. Lexix Nexix Butterworths.</li> <li>2. David, H. and Robert, A. (2018). Accounting Text and Cases. Tata McGraw Hill Education Pvt Ltd.</li> <li>3. Hanif, M. and Mukharjee, A. (2019). Modern Accountancy. Tata McGraw Hill Pvt Ltd.</li> <li>4. Karthikayan, M., Karunakaran, M. (2013). Corporate Accounting. Discovery Publishing House Pvt Ltd.</li> <li>5. Khan and Jain (2013). Advanced Accountancy Vol I. Kalyani Publisher.</li> <li>6. Khan and Jain (2022). Management Accounting. Tata McGraw Hill Education Pvt Ltd.</li> <li>7. Latitha, R., and Rajsekaran, V. (2018). Financial Accounting. Pearson India Binding House.</li> <li>8. Maheshwari S.N, Maheshwari, S.K and Maheshwari S.K (2018). Advanced Accountancy Vol I. Vikas Publishing House Pvt Ltd.</li> <li>9. Maheshwari S.N, Maheshwari, S.K and Maheshwari S.K (2018). Corporate Accounting. Vikas Publishing House Pvt Ltd.</li> <li>10. Paul, S.K (2012). Accountancy. New Central Book Agency.</li> <li>11. Pillai, R.S and Bhagavati, U.S. (2011). Fundamentals of Advanced Accounting Vol I. S Chand and Co Pvt.</li> <li>12. Pipara Gyan B. (2023). Balance sheet Decoded. Taxmann Publications Private Limited</li> <li>13. Ramachandran N., Kumar Kakani, R. (2012). Financial Accounting for Management. Tata McGraw Hill Education Pvt Ltd.</li> <li>14. Shukla, M.C and Grewal, T.S (2017). Advanced Account Vol I. S Chand and Co Ltd.</li> <li>15. Shukla, M.C and Grewal, T.S (2017). Introduction to Accountancy. S Chand and Co Ltd.</li> <li>16. Stittle J., and Robert, W. (2008). Financial Accounting. Sage Publication.</li> </ol> |  |
| <b>Course Outcomes:</b>     | <p>After completion of this course, the learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain various terms used in accounting.</li> <li>2. Record accounting entries and prepare trial balance.</li> <li>3. Prepare profit and loss account and balance sheet from complete and incomplete records.</li> <li>4. Prepare Income and Expenditure Account and Balance sheet for Professionals</li> </ol>  |  |



|                                 |  |
|---------------------------------|--|
| <b>Reference/<br/>Readings:</b> | <ol style="list-style-type: none"> <li>1. Kotler, Philip. (2003). Marketing Management. Prentice Hall</li> <li>2. Kotler, P., Armstrong, G. and Agnihotri, P. (2018). Principles of Marketing (17th edition) Pearson Education. Indian edition.</li> <li>3. Kotler, P., Keller, K.L. Koshy, A. &amp; Jha. M. (2009). Marketing Management: A South Asian Perspective. (Thirteenth Ed). Pearson Education, New Delhi.</li> <li>4. Maheshwari, R.P., Jindal, Lokesh, (2011). Marketing Management Theory and Practice.</li> <li>5. Gandhi, J.C. (1987). Marketing a Managerial Introduction. Tata McGraw Hill.</li> <li>6. Etzel, M. J., Walker, B. J., Stanton, W. J., &amp; Pandit, A. (2010). Marketing (14th ed.). Mc Graw Hill.</li> <li>7. Patni, M. (2018). Digital Marketing (1st ed.). Literature house.</li> </ol> |
| <b>Course Outcomes:</b>         | <p>After completion of this course, the learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concepts of marketing.</li> <li>2. Develop the skills to analyze marketing mix.</li> <li>3. Familiarize about the current trends in marketing</li> <li>4. Discuss ethical and legal issues in marketing.</li> </ol>  |



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| <b>Course Outcomes:</b> | On completion of the course, the student will be able to do the following: <ul style="list-style-type: none"><li>● Elicit and show respect for the views of others as well as be culturally sensitive.</li><li>● Display emotional stability and self-confidence.</li><li>● Apply critical thinking skills through decision-making and problem-solving.</li><li>● Demonstrate effective written communication for an intended purpose and audience that follows genre/disciplinary conventions that reflect creation, organization, precision, and revision.</li></ul> |
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Name of the Programme : B.A. History  
 Course Code : HIS 141  
 Title of the Course : Introduction to Archaeology  
 Number of Credits : 1T+2P  
 Effective from AY : 2024-25

|                               |  |                     |
|-------------------------------|--|---------------------|
| Pre-requisites for the course | Nil  |                     |
| Course Objectives             | This course intends to: <ul style="list-style-type: none"> <li>● Highlight the basics of Archaeology and its practice</li> <li>● Explain the developments in Archaeology</li> <li>● Analyze the development of Archaeology in India</li> <li>● Evaluate contribution of leading archaeologists</li> </ul>  |                     |
|                               |  | <b>No. of Hours</b> |
| <b>Content</b>                | <b>Unit I</b><br>a. Definition, scope and classification.<br>b. Principles of Archaeology<br>c. Functions of an Archaeologist  | <b>7</b>            |
|                               | <b>Unit II</b><br>a. Development of Archaeology in India<br>b. Archaeology in India: Asiatic Society in Calcutta (Jones, Princep)<br>c. Role of Cunningham, Fleet, Marshall, Wheeler   | <b>8</b>            |
|                               | <b>Unit III (Practicals)</b><br>Journal Work and Field Work<br>1. Plot rivers in Goa on map<br>2. Sketch of any 2 stone tools found in Goa.<br>3. Mark the Pre-historic sites in Goa using State/taluka maps<br>4. Sketch any two pre-historic engravings found in Goa<br>5. Study the Iconography of any two ancient/medieval sculptures of Goa and write a detailed report.<br>6. Mark the sites protected by Dept of Archaeology of Goa state on map.<br>7. Mark the protected sites in Goa by ASI<br>8. Mark any 4 protected sites of pre-historic importance in India by ASI<br>9. Mark any 4 protected sites in Karnataka and Maharashtra each by ASI on the map.<br>10. List the UNESCO cultural sites in India under World Heritage List.<br>11. Interview any archaeologist/researcher who has worked or working using archaeology as the primary source. Write a detailed report of his/her findings/methodology.<br>12. Identify any two heritage sites of your area and write a detailed report of its features. The sites should not be notified as Protected Monument/Site by Dept. of Archaeology or ASI. | <b>60</b>           |



Name of the Programme : B.Sc. Computer Science  
 Course Code : CSC-142  
 Title of the Course : Multimedia and Web Design  
 Number of Credits :3 (1 T + 2 P)  
 Effective from AY : 2023-24

|                                |   |             |
|--------------------------------|---|-------------|
| Pre-requisites for the Course: | NIL   |             |
| Course Objectives:             | <ol style="list-style-type: none"> <li>1. To introduce the basic concepts of Multimedia and Web Designing</li> <li>2. To develop skills and competencies in image, video editing.</li> <li>3. To acquire and develop skills to create web pages using HTML, CSS, Bootstrap and JavaScript</li> </ol>  |             |
| Content:                       |   | No of hours |
|                                | <p><b>UNIT 1: Computer Graphics</b><br/>         Difference between Raster and Vector Graphics , Raster graphics : resolution, image compression, file formats, manipulation, Geometrical transformations, Vector graphics – fundamentals, file formats, shapes, transforms and filters.<br/> <b>Sound</b> : Sound Design, Audio Codec &amp; file formats, processing sound, compression<br/> <b>Video</b> Aspect Ratio Frame Size, Frame Rate, Regions, Video Codec &amp; Formats, Processing.</p> <p><b>Web Architecture, HTML :</b><br/>         Introduction to internet and web design. Basic concepts of web architecture. Introduction to hypertext mark-up language (html), creating web pages, lists, hyperlinks, tables, web forms, inserting images.</p> <p><b>Cascading style sheet (CSS) :</b><br/>         Concept of CSS, creating style sheet, Importing style sheets, CSS properties, CSS styling (background, text format, controlling fonts), CSS rules, Style Types, CSS Selectors, working with block elements and objects, working with lists and tables, CSS id and class, box model.</p> <p><b>Basics of JavaScript :</b><br/>         Document object model, data types and variables, functions, methods and events, controlling program flow, built-in objects and operators, validations.</p> | 15          |
| Pedagogy:                      | PowerPoint presentations, Practical Assignments   |             |
| References/ Readings:          | <p>Main Reading:</p> <ol style="list-style-type: none"> <li>1. Nigel Chapman, Jenny Chapman(2004), "<i>Digital Multimedia</i>", 2<sup>nd</sup> Edition, Wiley India Edition</li> <li>2. Laura Lemay ,Rafe Colburn , Jennifer Kyrnin(2016), "<i>Mastering HTML, CSS &amp; JavaScript Web Publishing</i>", 1<sup>st</sup> Edition, BPB Publications</li> </ol> <p>Additional Reading:</p> <ol style="list-style-type: none"> <li>1. Roger Parker(1997), "<i>One-Minute Designer</i>", Revised Edition, Hungry Minds Inc, U.S.</li> </ol>  |             |



- ix. Implement a checkbox (<input type="checkbox">) and a radio button (<input type="radio">), lists within a form.
- x. Create a navigation menu using semantic HTML tags such as <header>, <nav>, and <ul>.
- xi. Embed an audio or video file (<audio> or <video>) into your HTML document.

## CSS

Write CSS to ,

- i. Apply inline styles to a paragraph (<p>) to change its color and font size.
- ii. Link an external CSS file to your HTML document using the <link> tag.
- iii. Change the colour of text using CSS
- iv. Change the font family and font size of text using CSS
- v. Add a background color to an element using CSS
- vi. Add padding and margin to elements using CSS
- vii. Align text and elements using CSS properties
- viii. Change the border color, width, and style of an element using CSS
- ix. Style hyperlinks using CSS
- x. Apply styles to specific elements using class selectors in CSS
- xi. Create and style lists using CSS
- xii. Change the display and visibility of elements using CSS
- xiii. Control the size and position of elements using CSS properties
- xiv. Add shadows and gradients to elements using CSS
- xv. Apply styles to images using CSS
- xvi. Create and style basic CSS animations and transitions
- xvii. Override CSS styles using inline styles
- xviii. Include and use external CSS stylesheets in HTML documents
- xix. Use CSS pseudo-classes to style elements based on their state
- xx. Create and style basic CSS layouts using floats and clear properties
- xxi. Style form elements, such as input fields and buttons, using CSS

## Bootstrap

- i. Include Bootstrap in an HTML document using CDN , local files
- ii. Create a responsive grid layout using Bootstrap's grid system
- iii. Create and style navigation menus using Bootstrap's navbar component
- iv. Create and style buttons using Bootstrap's button classes
- v. Incorporate and style Bootstrap's predefined CSS classes for typography
- vi. Create and style forms using Bootstrap's form components
- vii. Create and style responsive images using Bootstrap's responsive image classes
- viii. Incorporate and style Bootstrap's modal dialogs
- ix. Use Bootstrap's responsive utilities to control visibility and alignment

## JavaScript

- i. Validate a user's input in a form using JavaScript
- ii. Write a JavaScript function that reverses a given string.
- iii. Implement a slideshow or image carousel using JavaScript.
- iv. Write a JavaScript program that finds the largest number in an array.
- v. Detect and handle browser events like clicks or keyboard input using JavaScript.
- vi. Write a JavaScript function that calculates the factorial of a given number.
- vii. use JavaScript to manipulate the CSS properties of an HTML element dynamically.

Note : Web design Practical can be done using VS code IDE



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|                         | <ol style="list-style-type: none"> <li>5. Chatwal G.R. &amp; Sharma H. (2005): A Textbook of Environmental Studies, Mumbai, Himalaya</li> <li>6. Clark R.S.: Marine Pollution, Oxford, Clarendon</li> <li>7. Cunningham W.P., Cooper T.H., Gorani E. &amp; Hepworth M.T. (2001): Environmental Encyclopaedia, Mumbai, Jaico.</li> <li>8. De A.K.: Environmental Chemistry, Wiley</li> <li>9. Desai R.J. (2003): Environmental Studies, Mumbai, Vipul, Goa University, Taleigao Plateau, Goa</li> <li>10. Gleick H.P. (1993): Water in Crisis, Stockholm Env't. Institute, OUP</li> <li>11. Hawkins R.E.: Encyclopedia of Indian Natural History, Mumbai, BNHS</li> <li>12. Heywood V.H. &amp; Watson R.T. (1995): Environment Protection and Laws, Mumbai, Himalaya</li> <li>13. Jadhav H. &amp; Bhosale V.M. (1995): Environment Protection and Laws, Mumbai, Himalaya</li> <li>14. McKinney M.L. &amp; Schoel R.M. (1996): Environment Science, Systems and Solutions, Web Enhanced Edition.</li> <li>15. Mhaskar A.K.: Matter Hazardous, Techno-Science Publications</li> <li>16. Miller T.G. Jr.: Environmental Science, Wadsworth</li> <li>17. Odum E.P. (1971): Fundamentals of Ecology, Philadelphia, W.B. Saunders</li> <li>18. Rao M.N. &amp; Datta A.K. (1986): Waste Water Treatment, Oxford &amp; IBH</li> <li>19. Santra S.C. (2004): Environmental Science, Kolkata, Central Book Agency</li> <li>20. Sharma B.K. (2001): Environmental Chemistry, Meerut, Goel Publishing House</li> <li>21. Townsend C., Harper J. &amp; Begon M.: Essentials of Ecology, Blackwell Science</li> <li>22. Trivedi R.K.: Handbook of Environmental Laws, Rules, Guidelines, Compliances and, Standards, Vol.1 &amp; 2, Enviro Media.</li> <li>23. Trivedi R.K. &amp; P.K. Goel: Introduction to Air Pollution, Techno-Science Publications</li> <li>24. Wagner K.D. (1998) Environmental Management, Philadelphia, W.B. Saunders Magazines</li> <li>25. Down to Earth, Centre for Science &amp; Environment, Survey of the Environment published by The Hindu</li> </ol> <p>E- resource<br/> <a href="http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf">http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf</a></p> |
| <b>Course Outcomes:</b> | <p>Students will have the ability to</p> <ol style="list-style-type: none"> <li>1. Distinguish between renewable and non-renewable resources</li> <li>2. Understand different ways to manage resources sustainability</li> <li>3. Appreciate the value of bio-diversity and its management</li> </ol>  |



### C. Digital & Technological Solutions

Name of the Programme: UG General Education Programmes

Course Code: VAC-110

Title of the Course: Awareness of Cyber Crimes and Security

Number of Credits: 02

Effective from AY: 2023-24

|                                      |   |          |
|--------------------------------------|---|----------|
| <b>Pre-requisites for the Course</b> | Nil   |          |
| <b>Course Objectives:</b>            | <p>This course is intended to:</p> <ul style="list-style-type: none"> <li>• Introduce to students the awareness of cybercrimes and cyber security – concepts, theory.</li> <li>• Covers various techniques which enable the student to analyse the threats and attacks due to cybercrimes.</li> <li>• Explains mitigation techniques and policies for cyber security.</li> </ul>  |          |
| <b>Content:</b>                      | <p><b>Unit 1: Cyber Crime against Individuals and Organisations</b><br/>           Cyber Crime- Overview, Internal and External Attacks, Attack Vectors. Cybercrimes against Individuals – E-mail spoofing and online frauds, Phishing and its forms, Spamming, Cyber-defamation, Cyberstalking, Cyber Bullying and harassment, Computer Sabotage, Pornographic offenses, Password Sniffing. Keyloggers and Screen loggers. Cyber Crimes against Women and Children.</p> <p>Cybercrime against organization – Unauthorized access of computer, Password Sniffing, Denial-of-service (DOS) attack, Backdoors and Malwares and its types, E-mail Bombing, Salami Attack, Software Piracy, Industrial Espionage, Intruder attacks. Security policies violations, Crimes related to Social Media, ATM, Online and Banking Frauds. Intellectual Property Frauds. Cyber Crimes against Women and Children.</p>  | 15 hours |
|                                      | <p><b>Unit 2: Global perspective on Cyber crimes and Cyber Security</b><br/>           A global perspective on cybercrimes, Phases of cyber-attack – Reconnaissance, Passive Attacks, Active Attacks, Scanning, Gaining Access, Maintaining Access, Lateral movement and Covering Tracks. Detection Avoidance, Types of Attack vectors, Zero-day attack, Overview of Network based attacks.</p> <p>Introduction to Cyber Security. Confidentiality, Integrity and Availability – Triad. Attacks: Threats, Vulnerabilities and Risk. Risk Management, Risk Assessment and Analysis. Information Classification, Policies, Standards, Procedure and Guidelines. Controls: Physical, Logical and Administrative; Security Frameworks, Defence in-depth: Layers of security. Identification and Authentication – Factors. Authorization and Access Controls- Models, Methods and Types of Access Control.</p> | 15 hours |
| <b>Pedagogy:</b>                     | Lectures/Tutorial   |          |
| <b>References/ Readings:</b>         | <ol style="list-style-type: none"> <li>1. Godbole Nina and Belapore Sunit; "Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives", Wiley Publications,2011.</li> <li>2. Jain Atul; "Cyber Crime: Issues, Threats and Management", 2004</li> </ol>  |          |



Name of the Programme: UG General Education Programmes

Course Code: VAC-116

Title of the Course : Life Skills

Number of Credits: 02

Effective from AY: 2023-24

|  |   |   |          |  |          |
|--|---|---|----------|--|----------|
| <b>Pre-requisites for the Course</b>   | Nil   |   |          |  |          |
| <b>Objectives:</b>   | <ol style="list-style-type: none"><li>1. To introduce the students to life skills</li><li>2. To understand the connection between emotional, social and thinking skills</li><li>3. To train the students in conducting life skills workshop with various stakeholders</li><li>4. To develop critical and creative thinking skills</li></ol>   |   |          |  |          |
| <b>Content:</b>  | <table border="0"><tr><td><b>Module 1: Need and Importance of Life Skills Education</b><ol style="list-style-type: none"><li>a. Introduction to the Concept of Life Skills</li><li>b. Benefits and application of Life Skills.</li><li>c. Matching Life Skills with one's behaviour.</li><li>d. Components of Life Skills (Social- Thinking-Emotional)</li><li>e. Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem.</li><li>f. Managing one's emotions/ feelings- Identifying common emotions.</li></ol></td><td>15 hours</td></tr><tr><td><b>Module 2: Social Skills</b><ol style="list-style-type: none"><li>a. Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, Resistance to Peer Pressure, Transactions with people around us (Negotiation), Assertiveness.</li><li>b. Effective Communication- Verbal and Non-Verbal communication (body language) Talking, Hearing vs Listening, Clarity and Optimal communication.</li><li>c. Empathy- Understanding of other people's circumstances, Extending support to others.</li><li>d. Coping with Stress- Sources of stress, Coping Strategies.</li></ol></td><td>15 hours</td></tr></table> | <b>Module 1: Need and Importance of Life Skills Education</b> <ol style="list-style-type: none"><li>a. Introduction to the Concept of Life Skills</li><li>b. Benefits and application of Life Skills.</li><li>c. Matching Life Skills with one's behaviour.</li><li>d. Components of Life Skills (Social- Thinking-Emotional)</li><li>e. Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem.</li><li>f. Managing one's emotions/ feelings- Identifying common emotions.</li></ol> | 15 hours | <b>Module 2: Social Skills</b> <ol style="list-style-type: none"><li>a. Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, Resistance to Peer Pressure, Transactions with people around us (Negotiation), Assertiveness.</li><li>b. Effective Communication- Verbal and Non-Verbal communication (body language) Talking, Hearing vs Listening, Clarity and Optimal communication.</li><li>c. Empathy- Understanding of other people's circumstances, Extending support to others.</li><li>d. Coping with Stress- Sources of stress, Coping Strategies.</li></ol> | 15 hours |
| <b>Module 1: Need and Importance of Life Skills Education</b> <ol style="list-style-type: none"><li>a. Introduction to the Concept of Life Skills</li><li>b. Benefits and application of Life Skills.</li><li>c. Matching Life Skills with one's behaviour.</li><li>d. Components of Life Skills (Social- Thinking-Emotional)</li><li>e. Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem.</li><li>f. Managing one's emotions/ feelings- Identifying common emotions.</li></ol>                    | 15 hours  |   |          |  |          |
| <b>Module 2: Social Skills</b> <ol style="list-style-type: none"><li>a. Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, Resistance to Peer Pressure, Transactions with people around us (Negotiation), Assertiveness.</li><li>b. Effective Communication- Verbal and Non-Verbal communication (body language) Talking, Hearing vs Listening, Clarity and Optimal communication.</li><li>c. Empathy- Understanding of other people's circumstances, Extending support to others.</li><li>d. Coping with Stress- Sources of stress, Coping Strategies.</li></ol> | 15 hours  |   |          |  |          |
| <b>Pedagogy:</b>   | Lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations/  |   |          |  |          |
| <b>References/ Readings:</b>   | <ol style="list-style-type: none"><li>1. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes – IX [Manual], Delhi</li><li>2. Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.</li><li>3. Karen, D. G., &amp; Eastwood A. (2008). (8thEdn.), Psychology for living- adjustment, growth and behaviour today, New Delhi: Pearson Education Inc.</li><li>4. McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.</li></ol>   |   |          |  |          |
| <b>Course Outcomes:</b>  | <ol style="list-style-type: none"><li>1. Students will be introduced to important Life Skills: Emotional, Social, Critical thinking, and Creative thinking.</li><li>2. Students will understand the connection between emotional, social and thinking skills.</li><li>3. Students will be able to understand the use of these skills and be able to use them in their own personal lives as well as in the helping profession.</li><li>4. Students will develop their critical and creative thinking skills.</li></ol>  |   |          |  |          |



Name of the Programme : BA Sociology  
 Course Code : SOC-100  
 Title of the Course : Invitation to Sociology  
 Number of Credits : 04  
 Effective from AY : 2023-24

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|---------------------------------------|--|---------------------|
| <b>Pre-requisites for the course:</b> | Nil  |                     |
| <b>Course Objectives:</b>             | The objectives of the course are:<br>1. to introduce the students to sociology as a social science;<br>2. to acquaint them with sociological perspectives; and<br>3. to highlight the importance of sociology today.   |                     |
| <b>Content:</b>                       | <b>I. Introduction</b><br>1.1 Idea of science<br>1.2 Sociology as a social science<br>1.3 Division of social sciences<br>1.4 Relevance/Uses of sociology   | <b>15<br/>Hours</b> |
|                                       | <b>II. Approaches to Sociology</b><br>2.1 Sociological Perspectives<br>2.2 Sociological Imagination<br>2.3 Applied Sociology   | <b>15<br/>Hours</b> |
|                                       | <b>III. Foundation of society</b><br>3.1 Society<br>3.2 Culture<br>3.3 Socialisation   | <b>15<br/>Hours</b> |
|                                       | <b>IV. Organizing Social Life</b><br>4.1 Social groups<br>4.2 Status and role<br>4.3 Deviance and Theory of Deviance<br>4.4 Social control   | <b>15<br/>Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, Discussions and debates  |                     |
| <b>References/ Readings:</b>          | 1. Barnard, A, Terry Burgess and Mike Kirby. (2003). <i>Sociology</i> . London: Cambridge University Press.<br>2. Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. (2013). <i>Sociology: Themes and perspectives</i> . London: Harper Collins Publishers Ltd.<br>3. Macionis, J. J. (2005). <i>Sociology</i> . New Delhi: Pearsons Hall of India.<br>4. Schaefer, R. T., and Lamm, R. P. (1999). <i>Sociology</i> . New Delhi: Tata-McGraw Hill. |                     |
| <b>Course Outcomes</b>                | 1. Students will be able to discern the relevance of sociology in contemporary times.<br>2. They are acquainted with basic concepts, different approaches to the study of society and develop an interest in the subject.<br>3. They develop skills to critically view and analyze the society around them.<br>4. They are sensitized to the foundation and organization of social life.   |                     |



Name of the Programme: B.A. Political Science

Course Code: POL - 100

Title of the Course: Introduction to Political Theory

Number of Credits: 04

Effective from AY: 2023-24

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| Pre-requisites for the Course: Nil |  |   |
| <b>Course Objectives:</b>          | The course aims:<br>to impart knowledge about the fundamentals of Political Science and theories of State and Sovereignty;<br>to make the learner aware of the basic concepts in the discipline of Political Science; and<br>to inculcate the democratic spirit amongst the learners.  |   |
| <b>Content:</b>                    | <ol style="list-style-type: none"><li>1. Introduction: Meaning, Nature and Scope of Political Science. Meaning of Political Philosophy, Political Thought and Political Theory. Relevance of Political Science.</li><li>2. Basic Political Concepts- Power, Authority, Citizenship, Rights, Security and Democracy.</li><li>3. Basic Political Values: Liberty, Equality, Justice- Meaning, Types and Relationship</li><li>4. State – Meaning, Elements of State, Development of State. Sovereignty- Meaning, Features and Kinds</li></ol>   | <b>No. of Hours</b><br><br>15<br><br>15<br><br>15<br><br>15 |
| <b>Pedagogy:</b>                   | Lectures, seminars, assignments, group discussions, interactive sessions.  |   |
| <b>References/Readings:</b>        | Andrew Heywood, <i>Politics</i> , Palgrave Macmillan, London, 1997.<br>B. C. Rout, ' <i>Political Theories Concepts &amp; Ideologies</i> ', S. Chand & Co. Ltd., Delhi, 1986.<br>B. K. Gokhale, ' <i>A Study of Political Theory</i> ', Himalaya Publishing House, Bombay, 1979.<br>Barrie Axford, Gary K Browning, Richard Huggins, Ben Rosamond, ' <i>Politics: An Introduction</i> ' London, Routledge 2005.<br>J. C. Johari, ' <i>Contemporary Political Theory</i> ', Sterling publishers Pvt. Ltd, New Delhi, 1996.<br>J. C. Johari, ' <i>Principles of Modern Political Science</i> ', Sterling Publishers, New Delhi 2009.<br>O.P.Gauba, ' <i>An Introduction to Political Theory</i> ', MacMillan Publishers, New Delhi, 2009<br>V. D. Mahajan, ' <i>Political Theory</i> ', Chand and Co. Ltd, Delhi, 2009 |   |
| <b>Course Outcomes:</b>            | <ol style="list-style-type: none"><li>1. Students will be able to understand the importance and relevance of the Political theories.</li><li>2. Students will be able to examine the important concepts in Political Science.</li><li>3. Students will be able to understand the relationship between Liberty, Equality and Justice.</li><li>4. Students will be able to understand the importance of State and its development.</li></ol>   |   |



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| <p><b>संदर्भ ग्रंथ सूची</b></p> | <ol style="list-style-type: none"> <li>1) श्रीवास्तव, परमानन्द, हिंदी कहानी की रचना-प्रक्रिया, लोकभारती प्रकाशन, इलाहाबाद, 2012</li> <li>2) त्रिपाठी, विश्वनाथ, कुछ कहानियाँ : कुछ विचार, राजकमल प्रकाशन, दरियागंज, दिल्ली, 2015</li> <li>3) मधुरेश, हिंदी कहानी का विकास, लोकभारती प्रकाशन, इलाहाबाद, 2014</li> <li>4) मिश्र, रामदरश, हिंदी कहानी : अंतरंग पहचान, वाणी प्रकाशन, नई दिल्ली, 2014</li> <li>5) राय, गोपाल, हिंदी कहानी का इतिहास, राजकमल प्रकाशन, दरियागंज, दिल्ली, 2016</li> <li>6) शर्मा, रामविलास, प्रेमचंद और उनका युग, राजकमल प्रकाशन, दिल्ली, 2016</li> </ol> |  |
| <p><b>अधिगम परिणाम</b></p>      | <ul style="list-style-type: none"> <li>• हिंदी कहानी के प्रति रुचि बढ़ेगी।</li> <li>• कहानी की अवधारणा और स्वरूप से परिचित होंगे।</li> <li>• हिंदी के प्रमुख कहानीकार तथा उनकी कहानियों से अवगत हो सकेंगे।</li> <li>• सृजनशीलता विकसित होगी।</li> </ul>   |  |



|                                |   |
|--------------------------------|---|
|                                | <ol style="list-style-type: none"> <li>11. Fernandes, Aureliano. <i>Cabinet Government in Goa, 1961-93</i>. Panaji: Maureen &amp; Camvet Publishers, 1997.</li> <li>12. Fonseca, Jose Nicolau da. <i>An Historical and Archaeological Sketch of the City of Goa</i>. New Delhi: 1975.</li> <li>13. Gune, V.T., <i>The Gazetteer of the union Territory of Goa, Daman and Diu: District Gazetteer, Part I</i>. Goa. Panaji: Government Press, 1971.</li> <li>14. Moraes, G.M. <i>Kadamba Kula</i>. New Delhi: Asian Educational Services, 1989. 14.</li> <li>15. Pereira, Antonio, <i>The Makers of Konkani Literature</i>. Pilar: Xaverian Press, 1982.</li> <li>16. Kamat, Pratima, <i>Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961</i>. Panaji: Institute Menezes Braganza, 1999.</li> <li>17. Mitragotri, V.R., <i>Socio-Cultural History of Goa from Bhojas to Vijayanagar</i>. Panaji: Institute Menezes Braganza, 1999.</li> <li>18. Pereira, Gerald, <i>An Outline of Pre-Portuguese History of Goa</i>. Panaji: Diario da Noite Press, 1973.</li> <li>19. Priolkar, A.K. <i>The Goa Inquisition</i>. Bombay: Bombay University Press, 1961.</li> <li>20. Pissurlencar, P.S.S., <i>The Portuguese and the Marathas</i>. Translated by P.R. Kakodkar. Bombay: State Board for Literature and Culture, Govt. of Maharashtra, 1975.</li> <li>21. Pinto, Celsa, <i>Concise History of Goa</i>. Saligão: Goa 1556, 2023. 20.</li> <li>22. Rao, R. P. <i>Portuguese Rule in Goa 1510-1961</i>. Mumbai: Asia Publishing House, 1963.</li> <li>23. Rubinoff, Arthur G. <i>The Construction of a Political Community: Integration and Identity in Goa</i>. New Delhi: Sage Publications, 1998.</li> <li>24. Saksena, R. N. <i>Goa: Into the Mainstream</i>. New Delhi: Abhinav Publications, 1974.</li> <li>25. Shastri, B. S., ed. <i>Socio-Economic Aspects of Portuguese Colonialism in Goa 19th and 20th Centuries</i>. Belgaum: Yerbal, 3 1990.</li> <li>27. Shastri, B. S., ed. <i>Goan Society Through the Ages</i>. New Delhi: Asian Publication Services, 1987.</li> <li>28. Shirodkar, P. P. <i>Goa's Struggle for Freedom</i>. New Delhi: South Asia Books, 1988.</li> </ol> |
| <p><b>Course Outcomes:</b></p> | <p>This Course will enable students to:</p> <ol style="list-style-type: none"> <li>1. Discuss the nature of local resistance to Portuguese colonialism in Goa.</li> <li>2. Summarise the efforts of the freedom fighters to free Goa from the Portuguese rule.</li> <li>3. Evaluate the transition from colonial rule to self-rule</li> <li>4. Gain knowledge on Goa through discussions, assignments, presentations, field trips, guest lectures and role play.</li> </ol>   |



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|                              | <p>Global Inequality, Why International Investment Can Increase Global Efficiency. Why International Investment Can Decrease Global Efficiency. Why International Investment Usually Aggravates Global Inequality. The Balance of Payments Accounts. Open Economy Macro Economics and IMF Conditionality Agreements.</p> <p><b>Module 4. Overview of Economic Models</b></p> <p><b>a. Macro Economic Models-</b> Bank Runs. International Financial Crises, International Investment in a Simple Corn Model. Banks in a Simple Corn Model. International Finance in an International Corn Model, Fiscal and Monetary Policy in a Closed Economy Macro Model. IMF Conditionality Agreements in an Open Economy Macro Model. Wage-Led Growth in a Long Run, Political Economy Macro Model.</p> <p><b>b. The Economics of Competition and Greed-</b> Free Enterprise Equals Economic Freedom – Not. Free Enterprise is Efficient – Not. Free Enterprise Reduces Economic Discrimination – Not. Free Enterprise is Fair – Not. Markets Equal Economic Freedom – Not. Markets Are Fair – Not. Markets Are Efficient – Not. What Went Wrong</p> <p><b>c. The Economics of Equitable Cooperation-</b> Beyond Capitalism.</p> | 15 |
| <b>Pedagogy:</b>             | Lectures/ case analysis/assignments/class room interaction/   |    |
| <b>References/ Readings:</b> | <p><b>Main Text Book:</b></p> <p>1. Robin Hahnel, ABC's of Political Economy, Pluto Press.</p> <p><b>Reference Readings:</b></p> <p>1. Dan Usher, Political Economy, Blackwell Publishing.</p> <p>2. James Mill, the Elements of Political Economy, Cosimo Classics.</p> <p>3. Niall Kishtainy, The Economics Book: Big Ideas Simply Explained, DK Publishing.</p>  |    |
| <b>Course Outcomes:</b>      | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. explain basic interlinkages between the economy and society</li> <li>2. understand the difference between the micro and macro economy</li> <li>3. differentiate the functioning of public institutions and markets</li> <li>4. assess how economic models may work</li> </ol>  |    |



Name of the Programme: Bachelor of Arts  
 Course Code: ENG-111  
 Title of the Course: Science-Fiction in English  
 Number of Credits: 04  
 Semester: I  
 Effective from AY: 2023-24

|                                       |   |  |
|---------------------------------------|---|--|
| <b>Pre-requisites for the Course:</b> | <ul style="list-style-type: none"> <li>• An interest in the genre of Science Fiction</li> <li>• The ability to read independently and also express oneself in writing</li> <li>• Confidence in interacting with peers and teachers to facilitate classroom activities</li> </ul>  |  |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>• To introduce the students to the genre of Science Fiction</li> <li>• To acquaint students with the concepts of 'future' and 'change' in science fiction</li> <li>• To explore the scientific temperament through the prescribed works</li> </ul>   |  |
| <b>Content:</b>                       | <b>Unit 1:</b><br>H.G. Wells - <i>The Time Machine</i><br><b>Unit 2:</b><br>Robert Louis Stevenson<br><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i><br><b>Unit 3:</b><br>Isaac Asimov - <i>I, Robot</i><br><b>Unit 4:</b><br>Andy Weir - <i>The Martian</i>  | (15 hours)<br><br>(15 hours)<br><br>(15 hours)<br><br>(15 hours) |
| <b>Pedagogy:</b>                      | 1) Reflective approach<br>2) Integrative approach   |  |
| <b>References/ Readings:</b>          | <ul style="list-style-type: none"> <li>• Hammond, John R. H.G. Wells' <i>The Time Machine: A Reference Guide</i> Author John R. Hammond, Praeger, 2004.</li> <li>• Prucher, Jeff. <i>Brave New Words: The Oxford Dictionary of Science Fiction</i>. Oxford University Press, 2006.</li> <li>• Rooney, Anne. <i>York Notes for GCSE</i>. Pearson Education Limited. 1st edition, 2015. ISBN-13: 978-1447982180</li> <li>• Smith, C. Curtis, editor. <i>Twentieth Century Science Fiction Writers</i>. St. James P, 1986.</li> <li>• Stevenson, Robert Louis. <i>Strange case of Dr. Jekyll and Mr. Hyde</i>. Jaico Publishing House, Bombay: 2014</li> <li>• Wolfe, Gary K. <i>Critical Terms for Science Fiction and Fantasy</i>. Greenwood, 1986.</li> </ul> |  |
| <b>Course Outcomes:</b>               | On completion of the course, the student will be able to do the following: <ol style="list-style-type: none"> <li>1. Understand the concepts related to science fiction</li> <li>2. Appreciate the dystopian/futuristic points of view</li> <li>3. Integrate the futuristic, imaginative world with the real-time world</li> <li>4. Critically analyse the literary devices used in science fiction</li> </ol>  |  |



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|                        | <p>3) S. C. Gupta, and V. K. Kapoor: <i>Fundamentals of Mathematical Statistics</i>, 12<sup>th</sup> Edition, S. Chand and Sons, Delhi, 2020.</p> <p>4) S. P. Gupta: <i>Statistical Methods</i>, S. Chand &amp; Sons, 2017.</p> <p>5) S. Bernstein, and R. Bernstein: <i>Schaum's Outlines: Elements of Statistics I – Descriptive Statistics and Probability</i>, McGraw Hill, 2020.</p>           |
| <b>Course Outcomes</b> | <p>The student will be able to,</p> <ol style="list-style-type: none"> <li>1. Understand concepts of sample v/s. population and Identify different types of scales.</li> <li>2. Distinguish between primary and secondary data and Organize the Statistical data.</li> <li>3. Calculate measures of central tendencies and variations.</li> <li>4. Interpret correlation and regression.</li> </ol> |



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|                             | century – Global gaming and Casino operations – Recent trends, The future of travel and tourism around the world   |
| <b>Pedagogy:</b>            | Lectures, Discussions, Presentations, Case Studies, Assignments, Class Activities  |
| <b>Reference/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Goeldner, C. R. &amp; Brent Ritchie, J. R. (2011). Tourism: Principles, Practices, Philosophies, Wiley India,</li> <li>2. Seth, P. N., &amp; Bhat, S. S. (2010). An Introduction to Travel and Tourism, Sterling Publishers Private Limited.</li> <li>3. Bhatia, K. (2010). An Introduction to Travel and Tourism, Sterling Publishers Private Limited.</li> <li>4. Bhatia, K. (2010). International Tourism, Sterling Publishers Private Limited.</li> <li>5. Cooper, C., Fletcher, J., Gilbert, D., &amp; Wanhill, S. (2008). Tourism: Principles and Practice, Pitman Publishing.</li> <li>6. Davison, R. (2008). Tourism. Pitman Publishing.</li> <li>7. Smith, M., &amp; Puczko, L. (2015). Health and Wellness Tourism.</li> </ol> |
| <b>Course Outcomes:</b>     | <p>After completion of this course, the learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop awareness about the concept of Tourism</li> <li>2. Explain various forms of Tourism.</li> <li>3. Identify the challenges for tourism development.</li> <li>4. Identify the latest developments in Tourism and Hospitality industry.</li> </ol>   |



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|                             | <p>institutions, Other agencies, Commercial Bank - Institutional aids for MSME's development – Role of SIDO, MSMEDI, NSIC, GIDC, EDC, DIC, GHRSSIDC, KVIC, EDI-India, NIESBUD, SIDBI, SFC, DRDA, GCCI and commercial banks (objectives, functions/schemes)</p> <p>Meaning, Need and Issues of Incentives. Incentives and Subsidies offered by Government of Goa and incentives and subsidies offered by Central Government. PMRY scheme, CMRY scheme, Seed Capital Assistance Scheme, Horticulture kiosk scheme in brief</p>   |
| <b>Pedagogy:</b>            | Lectures, Group discussions, Seminars, Case studies, Field work.   |
| <b>Reference/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Paul, B., &amp; Jim, D. H. (2010). Small Business Entrepreneurship. Palgrave Macmillan publishers.</li> <li>2. Vasant, D. (2003). Small Scale Industries and Entrepreneurship. Himalayan Publishing House.</li> <li>3. Suman, K. C. (2013). Micro Small and Medium Enterprises in India Hardcover. Raj Publications.</li> <li>4. Pednekar, A. P. (2013). Entrepreneurship Management. Himalaya Publishing House.</li> <li>5. Aneet, M. A. (2009). Small and Medium Enterprises in Transitional Economies, Challenges and Opportunities. DEEP and DEEP Publications.</li> <li>6. Poornima, M. C. (2019). Entrepreneurship Development Small Business Enterprises. Pearson.</li> <li>7. Khanka, S.S. (2017). Entrepreneurial Development, S. Chand. Delhi</li> <li>8. Norman, H, S., &amp; Jeffrey R. C. (2017). Essentials of Entrepreneurship and Small Business Management. Pearson.</li> </ol> |
| <b>Course Outcomes:</b>     | <p>After completion of this course, the learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of MSMEs.</li> <li>2. Elaborate the different stages of starting the MSMEs.</li> <li>3. Explain various functional areas of managing MSMEs.</li> <li>4. Identify the Institutional Support and incentives available to MSMEs</li> </ol>  |



Name of the Programme: B.A.

Course code: KON-142

Title of the Course: सूत्रसंचालन कौशल्यां (Anchoring Skills)

Number of Credits: 03

Effective from AY: 2023-24

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| Pre-requisites for the Course: | सूत्रसंचालनाची आवड आसची.   |   |
| Course Objectives:             | 1. सूत्रसंचालनाचें कौशल्य समजप.<br>2. व्यक्तिमत्व विकास जावप.<br>3. सभाधीटपण येवप.<br>4. वाचन आनी संभाशण हांचें म्हत्व समजप.   |   |
| Content:                       | 1 credit theory & 2 credit practical   | वरां  |
|                                | अ. सूत्रसंचालन कलेचो परिचय   | 02  |
|                                | आ. सूत्रसंचालनाचे प्रकार<br>1. धावतें वर्णन (रनींग कॉमेण्ट्री)<br>2. जाहीर सभेचें सूत्रसंचालन<br>3. दृक-श्राव्य माध्यमां खातीर सूत्रसंचालन साहित्यीक, संगितीक आनी हेर कार्यावळीचें सूत्रसंचालन   | 10  |
|                                | इ. सूत्रसंचालन संहिता लेखन   | 03  |
|                                | ई. भाशीक सूत्रताय आनी स्पश्टताय  | 10  |
|                                | उ. सूत्रसंचालनाची पूर्वतयारी आनी प्रत्यक्ष सराव<br>1. कार्यावळीचें स्वरूप समजप<br>2. संबंदीत विशयाचो पूर्वाभ्यास   | 10  |
|                                | ऊ. सूत्रसंचालन सादरीकरण शैली   | 10  |
|                                | ए. सूत्रसंचालन उपयोजन<br>(टीप: सत्रांत परिक्षे खातीर संहिता लेखन आनी सादरीकरण हया दोनूय नदरेंतल्यान प्रात्यक्षीक घेवचें.)  | 30  |
|                                | वट्ट   | 75  |
|                                | Pedagogy:  | व्याख्यान, अभ्यासिका, गट चर्चा, स्वाध्याय, स्व-अध्ययन |
| References/Readings:           | 1. कानिटकर, सचिन. सूत्र-सूत्रसंचालनाची, अमोल प्रकाशन, पुणे, 2012.<br>2. च्यारी, डॉ. रुपा. सूत्रसंचालन: एक अणभव, संजना पब्लिकेशन, सांगें, 2020.<br>3. टाकळकर, सारंग. उत्कृष्ट सूत्रसंचालन- व्यक्तिमत्व विकास, साकेत प्रकाशन प्रा. लि. औरंगाबाद, 2018. |   |
| Course Outcomes:               | 1. सूत्रसंचालना खातीर संहिता लेखन करपाक सक्षम जाता.<br>2. वाचन आनी संभाशण हांचें म्हत्व समजता.<br>3. सभाधीटपण येता आनी व्यक्तिमत्व विकास जाता.<br>4. प्रत्यक्ष सूत्रसंचालन करता.   |   |



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|                                 | <p>two artefacts in the accession register</p> <p>Practical No 9<br/>Types of labels in a Museum- criteria, visibility along with the student's suggestion.</p> <p>Practical No 10<br/>Case study of conservation practices/measures at any museum</p> <p>Practical No 11<br/>Case study of any one online virtual museum- importance, types of artefacts,</p> <p>Practical No 12<br/>Study of problems encountered by Museum authorities regarding funds, visitors etc and solutions</p> <p>Practical No 13<br/>Photo documentation of any one gallery of any museum</p> <p>Practical No 14<br/>Interview a curator/museum attendant/Director or any authority of any one museum in Goa- His Role</p> <p>Practical No 15<br/>Report on problems encountered by the authority in acquiring artefacts</p>  |  |
| <b>Pedagogy</b>                 | Lectures/Field Trips/Presentations/Group Discussions  |  |
| <b>References/<br/>Readings</b> | <ol style="list-style-type: none"> <li>1. Agarwal, O. P. <i>Essentials of Conservation and Museology</i>. Delhi: Sundeep Prakashan, 2006.</li> <li>2. Agarwal, Usha. <i>Directory of Museums in India</i>. Delhi: Sundeep Prakashan 2003.</li> <li>3. Agarwal, V. S. <i>Museums Studies</i>. Varanasi: Prithvi Prakashan, 1973.</li> <li>4. Ambrose, Timothy, and Crispin Paine. <i>Museum Basics</i>. Third Edition. NewYork: Routledge, 2012.</li> <li>5. Bhatnagar, Anupama. <i>Museum, Museology and New Museology</i>. Delhi: Sundeep Prakashan 1999.</li> <li>6. Chakrabarti, Lalima Dhar. <i>Managing Museums: A Study of the National Museum</i>. New Delhi, Sundeep Prakashan, 2007.</li> <li>7. Glaser, Jane R. <i>Museums: A Place to Work: Planning Museum Careers</i>. London: Rutledge, 1996.</li> <li>8. Guha-Thakurta, Tapati. <i>Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India</i>. New York: Columbia University Press, 2004.</li> <li>9. Punja, Shobita. <i>Museums of India</i>. New Delhi: Penguin Books India, 1998.</li> <li>10. Ripley, Sidney Dillon. <i>The Sacred Grove: Essays on Museums</i>.</li> </ol> |  |



Name of the Programme : B.Sc. Computer Science  
 Course Code : CSC-147  
 Title of the Course : Graphical User Interface Design  
 Number of Credits : 03 (1 T + 2 P)  
 Effective from AY : 2023-24

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|---------------------------------------|--|---------------------|
| <b>Pre-requisites for the Course:</b> | Nil  |                     |
| <b>Course Objectives:</b>             | This course is aim is to:<br>1. teach basic concepts of interface design.<br>2. train to create interface prototypes to test usability.<br>3. explain user personas and experiences.<br>4. teach to create user engaging interfaces  |                     |
| <b>Content:</b>                       |  | <b>No. of Hours</b> |
|                                       | <b>I. Introduction to UI/UX</b><br>UI and UX<br>An overview of the user interface's history<br>User experience (UX)<br>Similarities and Differences between UX and UI<br>The job of the user experience designer<br>The UI designer's job description  | <b>01</b>           |
|                                       | <b>II. User Persona for UX Design</b><br>User Flow in UX Design<br>User flow in UX<br>Tools to make a user experience flow<br>UX Design Prototypes<br>Creating a user experience prototype<br>Test designs prototypes<br>Wireframes in UX Design<br>Benefits and use of wireframes   | <b>02</b>           |
|                                       | <b>III. Basic visual design principles in UI Design</b><br>Creating attractive and functional interfaces<br>Definition of Design thinking<br>Design Thinking Phases<br>The Science of Creativity in the Brain<br>Advantages of intuition<br>Importance of Intuitive Design<br>Advantages and disadvantages of intuitive design<br>Characteristics and Benefits of Using User-Friendly Software | <b>03</b>           |
|                                       | <b>IV. Common tools for UI Designs</b><br>Using Balsamiq Wireframes<br>Creating Wireframes with Axure<br>Use Axure RP to Create Wireframes<br>Tips to achieve a good user interface and Experience   | <b>03</b>           |
|                                       | <b>V. Understanding what Typography is</b>   | <b>02</b>           |



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| 1 | <p>Exercises to Identify interface connectivity and establish interface connectivity between two different program modules.</p> <ul style="list-style-type: none"> <li>Choose any of the programming languages (like HTML, JavaScript, Bootstrap etc.), do create two separate programming files and establish the interface connectivity between both.</li> </ul>                               | 08 |
| 2 | <p>Exercises that will facilitate Understanding frontend and backend interface and implementation of both interfacing.</p> <ul style="list-style-type: none"> <li>Front –end and back-end interfacing languages used for interface design.</li> <li>HTML: HTML stands for Hypertext Markup Language. It is used to design the front-end portion of web pages using a markup language.</li> </ul> | 16 |
| 3 | <p>Exercises to create wireframes designs:-</p> <ul style="list-style-type: none"> <li>Modelling wireframes designs</li> <li>Implementing wireframes</li> </ul>  | 14 |
| 4 | <p>Exercises using font, color matching and typography:-</p> <ul style="list-style-type: none"> <li>Use of colors and contrasts</li> <li>Font suitability</li> <li>Matching content to target users</li> </ul>   | 10 |
| 5 | <p>Exercises using responsive design on :-</p> <ul style="list-style-type: none"> <li>Web pages</li> <li>Desktop software screens</li> <li>Smartphones/ Tabs and other handheld devices</li> </ul>   | 12 |



|                                |   |
|--------------------------------|---|
|                                | <p>5. Chatwal G.R. &amp; Sharma H. (2005): A Textbook of Environmental Studies, Mumbai, Himalaya</p> <p>6. Clark R.S.: Marine Pollution, Oxford, Clarendon</p> <p>7. Cunningham W.P., Cooper T.H., Gorani E. &amp; Hepworth M.T. (2001): Environmental Encyclopaedia, Mumbai, Jaico.</p> <p>8. De A.K.: Environmental Chemistry, Wiley</p> <p>9. Desai R.J. (2003): Environmental Studies, Mumbai, Vipul, Goa University, Taleigao Plateau, Goa</p> <p>10. Gleick H.P. (1993): Water in Crisis, Stockholm Env't. Institute, OUP</p> <p>11. Hawkins R.E.: Encyclopedia of Indian Natural History, Mumbai, BNHS</p> <p>12. Heywood V.H. &amp; Watson R.T. (1995): Environment Protection and Laws, Mumbai, Himalaya</p> <p>13. Jadhav H. &amp; Bhosale V.M. (1995): Environment Protection and Laws, Mumbai, Himalaya</p> <p>14. McKinney M.L. &amp; Schoel R.M. (1996): Environment Science, Systems and Solutions, Web Enhanced Edition.</p> <p>15. Mhaskar A.K.: Matter Hazardous, Techno-Science Publications</p> <p>16. Miller T.G. Jr.: Environmental Science, Wadsworth</p> <p>17. Odum E.P. (1971): Fundamentals of Ecology, Philadelphia, W.B. Saunders</p> <p>18. Rao M.N. &amp; Datta A.K. (1986): Waste Water Treatment, Oxford &amp; IBH</p> <p>19. Santra S.C. (2004): Environmental Science, Kolkata, Central Book Agency</p> <p>20. Sharma B.K. (2001): Environmental Chemistry, Meerut, Goel Publishing House</p> <p>21. Townsend C., Harper J. &amp; Begon M.: Essentials of Ecology, Blackwell Science</p> <p>22. Trivedi R.K.: Handbook of Environmental Laws, Rules, Guidelines, Compliances and, Standards, Vol.1 &amp; 2, Enviro Media.</p> <p>23. Trivedi R.K. &amp; P.K. Goel: Introduction to Air Pollution, Techno-Science Publications</p> <p>24. Wagner K.D. (1998) Environmental Management, Philadelphia, W.B. Saunders Magazines</p> <p>25. Down to Earth, Centre for Science &amp; Environment, Survey of the Environment published by The Hindu</p> <p>E- resource<br/> <a href="http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf">http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf</a></p> |
| <p><b>Course Outcomes:</b></p> | <p>Students will have the ability to</p> <ol style="list-style-type: none"> <li>1. Distinguish between renewable and non-renewable resources</li> <li>2. Understand different ways to manage resources sustainability</li> <li>3. Appreciate the value of bio-diversity and its management</li> </ol>   |



C. Digital & Technological Solutions

Name of the Programme: UG General Education Programmes

Course Code: VAC-110

Title of the Course: Awareness of Cyber Crimes and Security

Number of Credits: 02

Effective from AY: 2023-24

|                               |   |          |
|-------------------------------|---|----------|
| Pre-requisites for the Course | Nil   |          |
| Course Objectives:            | <p>This course is intended to:</p> <ul style="list-style-type: none"> <li>• Introduce to students the awareness of cybercrimes and cyber security – concepts, theory.</li> <li>• Covers various techniques which enable the student to analyse the threats and attacks due to cybercrimes.</li> <li>• Explains mitigation techniques and policies for cyber security.</li> </ul>  |          |
| Content:                      | <p><b>Unit 1: Cyber Crime against Individuals and Organisations</b><br/>           Cyber Crime- Overview, Internal and External Attacks, Attack Vectors. Cybercrimes against Individuals – E-mail spoofing and online frauds, Phishing and its forms, Spamming, Cyber-defamation, Cyberstalking, Cyber Bullying and harassment, Computer Sabotage, Pornographic offenses, Password Sniffing. Keyloggers and Screen loggers. Cyber Crimes against Women and Children.</p> <p>Cybercrime against organization – Unauthorized access of computer, Password Sniffing, Denial-of-service (DOS) attack, Backdoors and Malwares and its types, E-mail Bombing, Salami Attack, Software Piracy, Industrial Espionage, Intruder attacks. Security policies violations, Crimes related to Social Media, ATM, Online and Banking Frauds. Intellectual Property Frauds. Cyber Crimes against Women and Children.</p>  | 15 hours |
|                               | <p><b>Unit 2: Global perspective on Cyber crimes and Cyber Security</b><br/>           A global perspective on cybercrimes, Phases of cyber-attack – Reconnaissance, Passive Attacks, Active Attacks, Scanning, Gaining Access, Maintaining Access, Lateral movement and Covering Tracks. Detection Avoidance, Types of Attack vectors, Zero-day attack, Overview of Network based attacks.</p> <p>Introduction to Cyber Security. Confidentiality, Integrity and Availability – Triad. Attacks: Threats, Vulnerabilities and Risk. Risk Management, Risk Assessment and Analysis. Information Classification, Policies, Standards, Procedure and Guidelines. Controls: Physical, Logical and Administrative; Security Frameworks, Defence in-depth: Layers of security. Identification and Authentication – Factors. Authorization and Access Controls- Models, Methods and Types of Access Control.</p> | 15 hours |
| Pedagogy:                     | Lectures/Tutorial   |          |
| References/ Readings:         | <ol style="list-style-type: none"> <li>1. Godbole Nina and Belapore Sunit; "Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives", Wiley Publications,2011.</li> <li>2. Jain Atul; "Cyber Crime: Issues, Threats and Management", 2004</li> </ol>  |          |



Name of the Programme: UG General Education Programmes

Course Code: VAC-116

Title of the Course : Life Skills

Number of Credits: 02

Effective from AY: 2023-24

|                                      |  |                                 |
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| <b>Pre-requisites for the Course</b> | Nil  |                                 |
| <b>Objectives:</b>                   | <ol style="list-style-type: none"><li>1. To introduce the students to life skills</li><li>2. To understand the connection between emotional, social and thinking skills</li><li>3. To train the students in conducting life skills workshop with various stakeholders</li><li>4. To develop critical and creative thinking skills</li></ol>  |                                 |
| <b>Content:</b>                      | <p><b>Module 1: Need and Importance of Life Skills Education</b></p> <ol style="list-style-type: none"><li>a. Introduction to the Concept of Life Skills</li><li>b. Benefits and application of Life Skills.</li><li>c. Matching Life Skills with one's behaviour.</li><li>d. Components of Life Skills (Social- Thinking-Emotional)</li><li>e. Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem.</li><li>f. Managing one's emotions/ feelings- Identifying common emotions.</li></ol> <p><b>Module 2: Social Skills</b></p> <ol style="list-style-type: none"><li>a. Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, Resistance to Peer Pressure, Transactions with people around us (Negotiation), Assertiveness.</li><li>b. Effective Communication- Verbal and Non-Verbal communication (body language) Talking, Hearing vs Listening, Clarity and Optimal communication.</li><li>c. Empathy- Understanding of other people's circumstances, Extending support to others.</li><li>d. Coping with Stress- Sources of stress, Coping Strategies.</li></ol> | <p>15 hours</p> <p>15 hours</p> |
| <b>Pedagogy:</b>                     | Lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations/   |                                 |
| <b>References/ Readings:</b>         | <ol style="list-style-type: none"><li>1. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes – IX [Manual], Delhi</li><li>2. Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.</li><li>3. Karen, D. G., &amp; Eastwood A. (2008). (8thEdn.), Psychology for living- adjustment, growth and behaviour today, New Delhi: Pearson Education Inc.</li><li>4. McGregor, D. (2007). Developing thinking: developing learning - A guide to thinking skills in education. New York, USA: Open University Press.</li></ol>  |                                 |
| <b>Course Outcomes:</b>              | <ol style="list-style-type: none"><li>1. Students will be introduced to important Life Skills: Emotional, Social, Critical thinking, and Creative thinking.</li><li>2. Students will understand the connection between emotional, social and thinking skills.</li><li>3. Students will be able to understand the use of these skills and be able to use them in their own personal lives as well as in the helping profession.</li><li>4. Students will develop their critical and creative thinking skills.</li></ol>   |                                 |



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|                         | 7. Schwartz, Louis. Ed. <i>The Cambridge Companion to Paradise Lost</i> . Cambridge University Press, 2014.   |
| <b>Course Outcomes:</b> | <p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the socio-cultural milieu of the period from 14<sup>th</sup> to 17<sup>th</sup> centuries</li> <li>2. Identify /Enumerate the characteristics of Renaissance Humanism</li> <li>3. Demonstrate the ability to appreciate the literature of the period</li> <li>4. Critically analyze the literary texts</li> </ol> |



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|------------------------------------|--|
| <p><b>References/Readings:</b></p> | <ol style="list-style-type: none"> <li>1. आपटे, वा. शी. नाट्य व्यवहार, सदाशिव पेठ, बॅरी, गाडगीळ स्ट्रीट, पुणे, 1989</li> <li>2. काळे, नारायण .मराठी रंगभूमी प्रतिमा ,रुप आणि रंग अक्षय शनिवार पेठ पुणे : प्रकाशन, "सरस्वती सदन", 2001.</li> <li>3. कोसंबे, सत्यवान.गोमंत रंगभूमीची क्षमती, पणजी गोवा, कला आनी संस्कृती संचालनालय,,1999</li> <li>4. नायक, पुंडलीक. कोंकणी नाट्यस्पर्धेची 25 वर्सा. कला अकादमी गोवा.</li> <li>5. नायक, पुंडलीक नारायण. रंगपाट, वळवय गोंय: अपुरबाय प्रकाशन, .1988</li> <li>6. नायक, पुंडलीक .जैत. पुंडलीक नायक गौरव विशेषांक 2014, जैत प्रकाशन, 2014.</li> <li>7. वैरेकार, श्याम. (सं.) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.</li> <li>8. सुखठणकार, ज. रुपड्यांची रुपककथा (मराठी नाट्य कलेचे मूळ आणि कूळ) भडकमकर मार्ग मुंबई : धि गोवा हिंदू अॅसोसिएशन, गोमन्तधाम, 385, 400007.</li> <li>9. नायक, पुंडलीक., चोपडेकार, हनुमंत. कोंकणी रंगमाचयेचो इतिहास. मंगळूर : विश्व कोंकणी केंद्र, 2004</li> <li>10.जाग, दिवाळी - नातलां 2012.</li> </ol> |
| <p><b>Course Outcomes:</b></p>     | <p>CO 1 नाटक हया साहित्य प्रकारा विशीं गिन्यान मेळटा.<br/> CO 2 कोंकणी नाटकाची इतिहासीक वळख घडटा.<br/> CO 3 निम्न वेवसायीक रंगमाचये वयल्या वेंचीक कोंकणी नाटकाचो अभ्यास जाता.<br/> CO 4 कोंकणी नाटकाचो उपयोजीत अभ्यास जाता.</p>  |



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|                     | <ol style="list-style-type: none"> <li>2. गुप्त गणपतिचंद्र, हिंदी साहित्य का वैज्ञानिक इतिहास, लोकभारती प्रकाशन, इलाहाबाद.</li> <li>3. तिवारी, रामचन्द्र, गद्य साहित्य, विद्यापीठ प्रकाशन, 2009</li> <li>4. राय गोपाल, हिंदी कहानी का इतिहास भाग 1 और 2, राजकमल प्रकाशन, नई दिल्ली, 2016</li> </ol>         |
| <b>अधिगम परिणाम</b> | <ol style="list-style-type: none"> <li>1. हिंदी गद्य साहित्य के आरंभिक इतिहास से परिचित होंगे।</li> <li>2. कहानी, उपन्यास एवं एकांकी का अध्ययन करेंगे।</li> <li>3. प्रमुख रचनाओं के माध्यम से विचार-विमर्श के लिए प्रेरित होंगे।</li> <li>4. रचनाओं के माध्यम से मानवीय मूल्यों से परिचित होंगे।</li> </ol> |



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|                        | <ol style="list-style-type: none"> <li>5. Mirashi V. V. <i>The History and Inscriptions of The Satavahanas and The Western Kshatrapas</i>. Bombay: Maharashtra State Board for Literature and Culture 1981.</li> <li>6. Majumdar, R. C. <i>Classical Accounts of India</i>. Calcutta: Firma K. L. Mukhopadhyay, 1960.</li> <li>7. Sen, Shailendranath. <i>Ancient Indian History and Civilisation</i>. 2<sup>nd</sup> Edn. New Delhi: New Age International Publishers, 1999.</li> <li>8. Sen, Shailendranath, ed. <i>The History and Culture of the Indian People</i>. Vol. II. Bombay: Bharatiya Vidya Bhavan, 1960.</li> <li>9. Singh, Upinder. <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i>. Chennai: Pearson India, 2009.</li> <li>10. Tripathi Ramshankar. <i>History of Ancient India</i>. Delhi: Motilal Banarsidas, 1967.</li> </ol> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Understand the prehistoric and protohistoric cultures of India</li> <li>2. Estimate the developments of society in the 6<sup>th</sup> cent BCE.</li> <li>3. Construct the formation of Mauryan state and contributions of Satavahanas</li> <li>4. Analyse the socio-religious and scientific contributions of the Guptas</li> </ol>   |

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| <p><b>References/<br/>Readings:</b></p> | <ol style="list-style-type: none"> <li>1. Basu, D.D. (2022). <i>An Introduction to the Constitution of India</i> (26th Edition), Lexis Nexis, New Delhi.</li> <li>2. Chakrawarty, B., &amp; Pandey, R. (2008). <i>Indian Government and Politics</i>, Sage, New Delhi.</li> <li>3. Fadia, B.L. (2017). <i>Indian Government and Politics</i> (13th Revised Edition), Sahitya Bhawan, Agra.</li> <li>4. Ganesh, T.K. (2006). <i>News Reporting and Editing in Digital Age</i>, GNOSIS, Delhi.</li> <li>5. Ghosh, P. (2017). <i>Indian Government and Politics</i>, PHI Learning Pvt. Ltd., New Delhi.</li> <li>6. Kapur, Anup Chand. (2014). <i>The Indian Political System</i>, Visionias, New Delhi.</li> <li>7. Kashyap, S., Khanna, D.D., &amp; Kueck, G.W. (2018). <i>Reviewing the Constitution</i>, Shipra Publications, New Delhi.</li> <li>8. Khosla, M. (2012). <i>The Indian Constitution</i>, Oxford University Press, New Delhi.</li> <li>9. Laxmikant, M. (2023). <i>Indian Polity</i>, McGraw Hill Education, New Delhi.</li> <li>10. Narang, A.S. (2000). <i>Indian Government and Politics</i>, Gitanjali Publication, New Delhi.</li> </ol> <p>Suggested Online Link:</p> <ol style="list-style-type: none"> <li>1. <a href="https://ndl.iitkgp.ac.in/">https://ndl.iitkgp.ac.in/</a></li> <li>2. <a href="http://epgp.inflibnet.ac.in/">http://epgp.inflibnet.ac.in/</a></li> <li>3. <a href="http://egyankosh.ac.in/">http://egyankosh.ac.in/</a></li> <li>4. <a href="https://epathshala.nic.in/">https://epathshala.nic.in/</a></li> <li>5. <a href="https://rtionline.gov.in/">https://rtionline.gov.in/</a></li> <li>6. <a href="https://www.india.gov.in/topics/law-justice">https://www.india.gov.in/topics/law-justice</a></li> </ol> |
| <p><b>Course<br/>Outcomes:</b></p>      | <ol style="list-style-type: none"> <li>1. Students will be able to understand the making of the Indian constitution.</li> <li>2. Students will be familiarised with the theoretical and functional aspects of the Indian Parliamentary System.</li> <li>3. Students will be able to understand the constitutional arrangements that guide the state policy and protect people's rights.</li> <li>4. Students will examine the origin and development of such mechanisms in India.</li> </ol>  |



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| <b>Pedagogy:</b>             | Lectures/Case analysis/assignments/class-room interactions/group discussions/quiz/short assignments/class room presentation.  |
| <b>Main Text:</b>            | 1. Case, Karl E., Ray C. Fair and S. Oster (2014). <i>Principles of Economics</i> , 12 <sup>th</sup> Edition, Pearson Education, New Delhi  |
| <b>References/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Pindyck, Robert S., Rubinfeld, Daniel L. and Mehta, Prem L. (2009). <i>Microeconomics</i>. 7th Edition, Pearson Education. [Dorling Kindersle (India) Pvt. Ltd.] New Delhi</li> <li>2. Samuelson, Paul A. &amp; Nordhaus, William D. (2010). <i>Economics – 19<sup>th</sup> Ed.</i> Tata McGraw Hill, New Delhi.</li> <li>3. Salvatore, Dominick (2004), <i>Microeconomic Theory</i>, (Schaum's outlines) 3rd Edition, Tata McGraw Hill, New Delhi.</li> <li>4. Hyman N. David (1996) <i>Microeconomics</i>, 4th Edition, Irwin, USA.</li> <li>5. Pindyck, Robert S., Rubinfeld, Daniel L. (2009). <i>Study Guide for Microeconomics</i>. 8th Edition, Pearson Education. [Dorling Kindersle (India) Pvt. Ltd.] New Delhi.</li> <li>6. Tucker, Irvin, B. (1999), <i>Economics for Today</i>, 2nd Edition, South-western college publishing, Thomson Learning, Australia.</li> <li>7. Salvatore, Dominick (2004), <i>Principles of Microeconomics</i>, 5th Edition, Oxford University Press, UK.</li> <li>8. Gravelle, H. And R. Rees, (2004), <i>Microeconomics</i>, 2nd Edition, Pearson Education Pvt. Ltd, New Delhi.</li> <li>9. Stonier, Alfred, W. &amp; Douglas G. Hague, (2006), <i>A Text Book of Economic Theory</i>, 5th Edition, The English Language Book Society and Longman Group Ltd. London.</li> <li>10. Tucker, Irvin, B. (2022), <i>Microeconomics for Today</i>, Cengage Learning. Australia.</li> <li>11. Mankiw, Gregory, N. (2006), <i>Principles of Microeconomics</i>, 4th Edition, Cengage Learning, Australia.</li> <li>12. Lipsey, Richard, G. and K. Alec Chrystal, (2002). <i>Principles of Economics</i>, 9th Edition, Oxford University Press, New Delhi, London.</li> </ol> |
| <b>Course Outcomes:</b>      | <p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand consumer behaviour</li> <li>2. Explain the role of production and costs in output determination</li> <li>3. Assess operation of economy under perfect competition</li> <li>4. Evaluate operation of economy under monopoly</li> </ol>   |



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|                         | <p>8. Shah, Ghanshyam. 2009. <i>Social Movements in India</i>. New Delhi: Sage Publications.</p> <p>9. Srinivas M.N. 1996. <i>Caste: Its Twentieth Century Avatar</i>. New Delhi: Viking Penguin.</p> <p>10. Srinivas, M. N. 1992. <i>Social Change in Modern India</i>. Delhi: Orient Longman.</p>  |
| <b>Course Outcomes:</b> | <p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. grasp the antiquity of Indian civilization;</li> <li>2. discern the complexity and diversity of Indian society and culture;</li> <li>3. know the features of processing marking transitions in India; and</li> <li>4. understand the nature and extent of collective mobilisations in India.</li> </ol> |



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|                         | <ol style="list-style-type: none"> <li>3. Mauzo, Damodar. <i>These are my Children</i>. 'These are my Children'. trans. Xavier Cota. Katha. 2019.</li> <li>4. Naik, Jayanti. <i>The Salt of the Earth: Rustic Short Stories from Goa</i>. 'Biyantul: A CinderellaStory'.trans. Augusto Pinto. Golden Heart Emporium Books, 2017.</li> <li>5. Naik, Pundalik. <i>The Upheaval</i>. trans. Vidya Pai. OUP India, 2002.</li> <li>6. Nazareth, Peter. <i>Pivoting on the Point of No Return- Modern Goan Literature</i>. Goa1556 (co-publishers), 2010.</li> <li>7. Parienkar, Prakash. 'Varsal'.Trans. Vidya Pai. 2000.</li> <li>8. Sardessai, Manohar Rai. <i>History of Konkani Literature</i>. New Delhi: Sahitya Akademi. 2000.</li> <li>9. Sardessai, Manohar Rai. <i>My Song Ma Chanson O Meu Canto</i>. Goa, 2008.</li> <li>10. Shetty, Manohar. Ed. <i>Ferry Crossing: Short Stories from Goa</i>. New Delhi: Penguin Books India, 1998.</li> <li>11. Shetty, Manohar. Ed. <i>The Harvest and other Short Stories from Goa</i>. Institute Menezes Braganza. 2017.</li> </ol> |
| <b>Course Outcomes:</b> | <p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Get an overview of the Socio-political history of Goa</li> <li>2. Sensitize learners about the hybridity of Goan culture</li> <li>3. Create awareness with respect to the environment and economy of Goa</li> <li>4. Critically analyze the texts</li> </ol>   |



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|              | <p>मेरीभवबाधाहरौ, राधानागरिसोड़।</p> <ul style="list-style-type: none"> <li>● घनानन्द</li> </ul> <p>अतिसूधोसनेहकोमारगहैजहॉनेकुसयानपबॉकनहीं।-<br/>महीदूधसमगनबक भेद न जानै।</p> <ul style="list-style-type: none"> <li>● भूषण</li> </ul> <p>इंद्रजिमजंभपरबाइवज्यौंअंभपर-<br/>चोरीमनमें ठगोरीरूपहीमेंरहीनाहीं-</p>   |    |
|              | <p>4. स्वतंत्रतापूर्व काव्य</p> <ul style="list-style-type: none"> <li>● सखि, वे मुझ से कह कर जाते -मैथिली शरण गुप्त</li> <li>● ठुकरा दो या प्यार करो- सुभद्रा कुमारी चौहान</li> <li>● बाँधो न नाव इस ठाँव बंधु- सूर्यकांत त्रिपाठी 'निराला'</li> <li>● पुष्प की अभिलाषा -माखन लाल चतुर्वेदी</li> <li>● तब समझूँगा आया वसंत -शिवमंगल सिंह 'सुमन'</li> <li>● जो बीत गई सो बात गई- हरिवंशराय बच्चन</li> </ul>   | 15 |
|              | <p>5. स्वातंत्र्योत्तर काव्य (सन् 1960 तक)</p> <ul style="list-style-type: none"> <li>● अकाल और उसके बाद-नागार्जुन</li> <li>● मुझे कदम कदम पर - मुक्तिबोध</li> <li>● केतकी पूनो - अज्ञेय</li> <li>● गीतफरोश- भवानीप्रसादमिश्र</li> <li>● विदेह -भारतभूषण अग्रवाल</li> <li>● गुनाह का गीत- धर्मवीर भारती</li> </ul>  | 15 |
| अध्यापनविधि  | व्याख्यान, सामूहिक चर्चा, स्वाध्याय, संगोष्ठी, काव्य प्रस्तुति, कार्यशाला।  |    |
| संदर्भग्रंथ  | <ol style="list-style-type: none"> <li>1. राम किशोर शर्मा, आधुनिक कवि, लोक भारती प्रकाशन</li> <li>2. डॉ. नगेंद्र आधुनिक हिंदी कविता की मुख्य प्रवृत्तियां,नेशनल पब्लिशिंग हाउस,नई दिल्ली,सं. 1979</li> <li>3. डॉ. हरदयाल: आधुनिक हिंदी कविता,शब्दकार,दिल्ली,सं.1993</li> <li>4. सं.लीलाधर मंडलोई : कविता के सौंवरस,शिल्पायन प्रकाशन,नई दिल्ली,सं. 2013</li> <li>5. परमानंद श्रीवस्तव : कविता का अर्थात,वाणी प्रकाशन,नई दिल्ली,सं. 2008</li> <li>6. बच्चनसिंह : हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन,नई दिल्ली,सं. 2017</li> </ol> |    |
| अधिगम परिणाम | <ol style="list-style-type: none"> <li>1. हिंदी काव्य के प्रति रुचि बढ़ेगी।</li> <li>2. काव्य के विविध रूपों और कवियों से परिचित होंगे।</li> <li>3. काव्य के माध्यम से विविध सामाजिक सरोकारों के विश्लेषण की क्षमता विकसित कर सकेंगे।</li> <li>4. काव्य श्रवण, पठन और लेखन कौशल एवं सर्जनशीलता विकसित होगी।</li> </ol>  |    |



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|                        | <p>9. Sastri, K A. Nilakantha. <i>The Colas</i>. University of Madras, 2013.</p> <p>10. Sastri, K A. Nilakantha. <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagara</i>. Oxford India Paperbacks, 1997.</p>   |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Examine the political and cultural achievements of dynasties of South India</li> <li>2. Analyse the polity and administration under South Indian kings</li> <li>3. Evaluate the trade and economy of South India</li> <li>4. Asses the development of art and architecture during Vijayanagara rule</li> </ol> |



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|  | 4. The students will be able to observe the significance of international economic institutions and the challenges the state faces in modern times. |
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|                             | <p><b>The Economy's Influence on the Government Budget:</b> Automatic Stabilizers and Destabilizers, Full-Employment Budget.</p> <p><b>Module 4: Money Supply and the Reserve Bank of India</b></p> <p><b>An Overview of Money:</b> Definition of money, functions, types, RBI Indices of Money Supply, the Banking System in India;</p> <p><b>Monetary Policy and Credit Creation:</b> How do Banks create Money, a Historical Perspective- Goldsmiths, the modern Banking System, the creation of Money, the Money Multiplier; Role of Monetary Policy in inflation and employment management</p> <p><b>The Reserve Bank of India:</b> Functions of the RBI, Monetary Policy- meaning and instruments, Excess Reserves and the Supply Curve for Money.</p> | 15 |
| <b>Pedagogy:</b>            | Lectures/Case analysis/ assignments/ group discussions/ quiz/presentations   |    |
| <b>Main Text:</b>           | <ol style="list-style-type: none"> <li>1. Case, K. E., Fair, R. C., &amp; Oster, S. M. (2020). <i>Principles of Economics</i>. 13<sup>th</sup> edition, Prentice Hall.</li> <li>2. Handbook of Indian Economy, Reserve bank of India, Latest edition</li> </ol>  |    |
| <b>References/Readings:</b> | <ol style="list-style-type: none"> <li>1. Blanchard, Oliver and Johnson R. David (2021). <i>Macroeconomics</i>, 8<sup>th</sup> edition. Pearson Education, New Delhi.</li> <li>2. Froyen, R. T. (2013). <i>Froyen: Macroeconomics</i>. 10<sup>th</sup> edition, Pearson Higher Ed.</li> <li>3. Irvin Tucker (2022). <i>Macroeconomics for Today</i>, 11<sup>th</sup> edition, Cengage Publisher</li> <li>4. Mankiw, N. Gregory (2022). <i>Macroeconomics</i>. 11<sup>th</sup> edition, Macmillan Learning</li> <li>5. Samuelson, P. A., &amp; Nordhaus, W. D. (2021). <i>Macroeconomics</i>. 20<sup>th</sup> edition, Pearson</li> <li>6. <a href="https://www.indiabudget.gov.in/">https://www.indiabudget.gov.in/</a></li> </ol>                           |    |
| <b>Course Outcomes:</b>     | <p>The students will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the major macroeconomic concerns as well as be acquainted with the concept of National Income and develop problem solving skills.</li> <li>2. Measure and evaluate inflation, unemployment and understand key macroeconomic concepts like consumption, saving, investment, and the Paradox of Thrift.</li> <li>3. Analyze the role and importance of the Government's Fiscal Policy in a modern economy.</li> <li>4. Appreciate the role of the RBI and identify the key measures of credit control.</li> </ol>   |    |



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| <b>Course Outcomes</b> | <ol style="list-style-type: none"><li>1. Students will demonstrate a comprehensive understanding of the meaning, causes, types, and characteristics of social problems, showcasing the ability to critically analyze and identify social issues.</li><li>2. Students will be proficient in analyzing and comparing population trends in India and Goa, exhibiting the ability to interpret demographic data and draw informed conclusions.</li><li>3. Students will exhibit informed awareness of the complexities and implications of alcoholism, drug abuse, AIDS, and unemployment, demonstrating a capacity to assess and comprehend contemporary social challenges.</li><li>4. Students will develop critical thinking skills in understanding and evaluating communalism and terrorism, showcasing the ability to analyze case studies.</li></ol> |
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|                                | <p>हाउस, नई दिल्ली. 110002. 2009.</p> <p>7. येवकार अध्यक्षालें उलोवप. समग्र शणै गौयबाब खंड-1. शणै गौयबाब.</p> <p>8. लोक(संचार माध्यम): प्रस्तुती के रचनात्मक आयाम, डॉ. सत्यदेव त्रिपाठी, अमन प्रकाशन, कानपूर. 208012. 1994.</p> <p>9. विज्ञापन की दुनिया. कुमुद शर्मा, प्रतिभा प्रतिष्ठान नई दिल्ली. 2004</p> |
| <p><b>Course Outcomes:</b></p> | <p>CO 1 विद्यार्थ्यांक पत्रकारिता आनी संबंदीत घटकांचें गिन्यान मेळटा.</p> <p>CO 2 हेर सोशल मिडिया प्लॅटफोर्मा खातीर लेखन करता.</p> <p>CO 3 विद्यार्थी प्रसार माध्यमांतल्या उतरावळी कडेन संवकळीचे जाता.</p> <p>CO 4 विद्यार्थी प्रसार माध्यमांनी वावर करपाक सक्षम जाता.</p>                                    |



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|                       | <ul style="list-style-type: none"> <li>• तुमको देखा तो ये खयाल आया -जावेद अख्तर</li> <li>• तुम इतना जो मुस्कुरा रहे हो - कैफ़ी आज़मी</li> </ul>  |
| <b>अध्यापन पध्दति</b> | दृश्य श्रव्य प्रस्तुतीकरण, चर्चा, अतिथि व्याख्यान, व्यावहारिक प्रयोग   |
| <b>संदर्भ ग्रंथ</b>   | <ol style="list-style-type: none"> <li>1. कौशिक, शिवशरण, हिंदी गीत और गज़ल का समकालीन परिदृश्य, अध्ययन पब्लिशर्स, दिल्ली, 2011</li> <li>2. डॉ. विमल : हिंदी चित्रपट एवं संगीत का इतिहास, संजय प्रकाशन, नयी दिल्ली, 2010</li> <li>3. अस्थाना, रोहिताश्व, हिंदी गज़ल उद्भव और विकास, सामयिक प्रकाशन, दिल्ली, 2010</li> <li>4. सं. कमलेश्वर : हिन्दुस्तानी गज़लें, राजपाल एण्ड सन्ज, दिल्ली, 2010</li> <li>5. डॉ. सादिका असलम नवाब 'सहर': साठोतरी हिंदी गज़ल : शिल्प एवं संवेदना, प्रकाशन संस्थान, नयी दिल्ली, 2007</li> <li>6. डॉ सरदार मुजावर- राष्ट्रीय एकता और हिंदी गज़ल, वाणी प्रकाशन, 2002</li> <li>7. डॉ सरदार मुजावर- हिंदी गज़ल के विविध आयाम, वाणी प्रकाशन, 2003</li> <li>8. डॉ. मधु खराटे : साठोतरी हिंदी गज़ल, विद्या प्रकाशन, कानपुर, 2002</li> <li>9. डॉ. मधु खराटे : हिंदी गज़ल के प्रमुख हस्ताक्षर, विद्या प्रकाशन, कानपुर, 2012</li> <li>10. डॉ. मधु खराटे : दुष्यंतोत्तर हिंदी गज़ल, विद्या प्रकाशन, कानपुर, 2013</li> </ol> |
| <b>अधिगम परिणाम</b>   | <ol style="list-style-type: none"> <li>1. गीत एवं गज़ल की संकल्पना एवं स्वरूप से परिचित होंगे।</li> <li>2. विभिन्न रचनाकारों के गीतों एवं गज़लों से अवगत होंगे।</li> <li>3. गीत एवं गज़ल की रुचि में अभिवृद्धि होगी।</li> <li>4. गीत एवं गज़लों के विश्लेषण की क्षमता विकसित होगी।</li> </ol>  |



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|------------------------|---|
|                        | <p>9. Prakash, Om. <i>Food and Drinks in Ancient India</i>. Delhi: Munshi Ram Manohar, 1961.</p> <p>10. Sen, Collen Taylor. <i>Curry, A Global History</i>. London: Reaktion Books, 2009.</p>   |
| <b>Course outcomes</b> | <ol style="list-style-type: none"> <li>1. Understand the evolution of food history</li> <li>2. Gain knowledge of religious and regional influences on food</li> <li>3. Develop understanding of documenting food history</li> <li>4. Appreciate regional cuisines and variations</li> </ol> |



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|-------------------------------|---|
|                               | <ol style="list-style-type: none"> <li>7. Laurie, Schaffner. 2006. <i>Girls in Trouble with Law</i>. New Jersey: Rutgers University Press.</li> <li>8. Margaret A. Zahn (ed). 2009. <i>The Delinquent Girl</i>. Philadelphia: Temple University Press.</li> <li>9. Muncie, John. 2004. <i>Youth and Crime</i>. London, London: Sage Publications Ltd.</li> <li>10. Paul Knepper. 2007. <i>Criminological Theory and Social Policy</i>. London: Sage Publications.</li> <li>11. Peggy C. Giordano. 2010. <i>Legacies of Crime: Follow-Up of the Children of Highly Delinquent Girls and Boys</i>. England: Cambridge University Press.</li> <li>12. Sheila Brown &amp; Maquire Mike (ed). 2005. <i>Understanding Youth and Crime: Listening to Youth?</i> Budapest: Open University Press.</li> <li>13. Shoemaker, Donald J. 2010. <i>Theories of Delinquency: An Examination of Explanations of Delinquent Behavior (6th Ed.)</i>. Oxford: Oxford University Press.</li> <li>14. Srivastava I. &amp; Srivastava S. 2015. <i>Sociology: A Comprehensive Analysis related with Social Problems &amp; Crime</i>. Allahabad: Central Law Agency.</li> </ol> |
| <p><b>Course Outcomes</b></p> | <p>After completion of the course, the students will be:</p> <ol style="list-style-type: none"> <li>1. able to understand juvenile delinquency and its basic concepts;</li> <li>2. able to know different theories and explanations of juvenile delinquency;</li> <li>3. able to critically analyse the relationship between of juvenile delinquency and social groups and institutions and understand the social context/circumstances that lead to of juvenile delinquency; and</li> <li>4. able to comprehend the role of law, law enforcing agencies and social policies as a means to combat of juvenile delinquency.</li> </ol>   |



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|                       | 8. Mehra, Ajay. (2013). <i>Party System in India: Emerging Trajectories</i> , Lancers, New Delhi.   |
| <b>Course outcome</b> | <ol style="list-style-type: none"> <li>1. Students will be able to critically analyze the historical, cultural, and socio-economic factors shaping contemporary politics and social issues in India.</li> <li>2. Students will be able to evaluate the impact of political ideologies, policies, and governmental structures on social justice, human rights, and equality within the Indian context.</li> <li>3. Students will be able to demonstrate an understanding of the diverse perspectives and marginalized voices in Indian politics and society, including those of minority groups, women, and indigenous communities.</li> <li>4. Students will be able to formulate informed opinions and propose potential solutions to address pressing political and social challenges in India, integrating interdisciplinary knowledge and ethical considerations</li> </ol> |



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|                              | <p>Median, Mode), Relationship between Mean, Median and Mode;</p> <p>Measures Dispersion (Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation)</p> <p><b>Practical Exercise:</b> <i>Data Analysis using Quantitative Software: Introduction, Entering Data, Reading Data into software, Basic Data Function, Data Management, Data Analysis (Descriptive Statistics).</i></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Pilot Survey</li> <li>2. Data analysis – Graphical Representation</li> <li>3. Presentation on Measure of central tendency and dispersion</li> <li>4. Data Analysis using Quantitative Software</li> </ol>   |  |
| <b>Pedagogy:</b>             | Lectures/ case analysis/assignments/classroom interaction/lab practical   |  |
| <b>References/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Dr. O.R. Krishnaswami &amp; Dr. M. Ranganatham. (2018). Methodology of Research in Social Sciences. Himalaya Publishing House</li> <li>2. Kultar Singh. (2007). Quantitative Social Research Methods. Sage Publications India Pvt. Ltd.</li> <li>3. C.R. Kothari &amp; Gaurav Garg. (2019). Research Methodology Methods and Techniques-4<sup>th</sup> Ed. New Age International Publishers.</li> <li>4. D.S.Sancheti &amp; V.K.Kapoor: Statistics: Theory, Method &amp; Application. Sultan Chand &amp; Sons, New delhi.</li> <li>5. Goon, Gupta, Dasgupta: An outline of statistical Theory. Vol 1 and 2. Word Press, Calcutta. Statistics, 4th edition, by Freedman, Pisani, and Purves (W.W. Norton and Company, 2011.</li> </ol> |  |
| <b>Course Outcomes:</b>      | <p>The student will be able to</p> <ol style="list-style-type: none"> <li>1. undertake primary data collection</li> <li>2. design a questionnaire</li> <li>3. learn to pre-test, and design a sample for data collection</li> <li>4. able to store and archive data</li> </ol>  |  |



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| <b>Course Outcomes:</b> | CO 1 गोंयच्या परंपरीक वेवसायांची वळख जातली.<br>CO 2 गोंयच्या परंपरीक वेवसायांचें गिन्यान मेळटलें.<br>CO 3 परंपरीक वेवसायात जाल्ले आधुनिकतायेची जाण जातली.<br>CO 4 पारंपारीक वेवसायाक उर्बा दिता. |
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Name of the Programme: Bachelor of Commerce (Cost Accounting)

Course Code: COM-234

Title of the Course: Personal Investment and Tax Planning

Number of Credits: 03

Effective from AY: 2023-24

|                                       |   |           |
|---------------------------------------|---|-----------|
| <b>Pre-requisites for the Course:</b> | Nil   |           |
| <b>Course Objectives:</b>             | Objectives of the Course are:<br>1. To acquaint learners with basic aspects of personal investment planning.<br>2. To familiarize learners with basics of taxation.<br>3. To impart knowledge and develop skills for effective personal tax planning.   |           |
|                                       | <b>No. of Hours</b>   |           |
| <b>Content:</b>                       | <b>Unit 1: Introduction to Personal Investment Planning</b><br>Introduction to investment, importance of investment planning, risk and return on investment, savings v/s investments, power of compounding, inflation effect on investment. setting financial goals, steps to achieve financial goals, investment process, investment vehicles, investment strategies.  | <b>15</b> |
|                                       | <b>Unit 2: Basics of Taxation</b><br>Meaning of tax, types of taxes, concepts of Person, Previous Year, Assessment Year, Assessee, Assessment, Income, Gross Total Income, Permanent Account Number (PAN), Residential status, scope of income, heads of income, effect of taxes on investment. Deductions under Chapter VI-A - 80C, 80CCC, 80CCD, 80D, 80TTA, 80TTB, Computation of total income of individuals, tax rates, old & new tax regime, tax liability, tax calculation, types of Income Tax Returns for Individuals. | <b>20</b> |
|                                       | <b>Unit 3: Personal Tax Planning</b><br>Introduction and meaning of tax planning, objectives of tax planning, factors on which tax planning is done, tax saving schemes, tax evasion, tax avoidance, difference between tax planning, tax evasion and tax avoidance, apportionment of income between spouses governed by Portuguese Civil Code u/s 5A.  | <b>10</b> |
| <b>Pedagogy:</b>                      | Lectures, Group discussions, Seminars, Case studies, Field work   |           |
| <b>Reference/ Readings:</b>           | 1. Agarwal O.P. (2014), <i>Security Analysis &amp; Investment Managements</i> , Himalaya Publishing House, Delhi.<br>2. Ahuja, Girish and Ravi Gupta, <i>Systematic Approach to Income Tax</i> , Bharat Law House, Delhi.<br>3. Bhalla V.K., (2018), <i>Fundamentals of Investment Management</i> , Sultan Chand, New Delhi.<br>4. Devi. K., <i>Tax Planning Management</i> , Bookscape   |           |



Name of the Programme: Bachelor of Commerce (Cost Accounting)

Course Code: COM-232

Title of the Course: Fundamentals of Digital Marketing

Number of Credits: 03

Effective from AY: 2023-24

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Nil   |                     |
| <b>Course Objectives:</b>             | Objectives of the Course are:<br>4. To familiarise students with the basic knowledge of Digital Marketing.<br>5. To acquaint students with Website Design and Digital Campaigning.<br>6. To acquaint students with Social Media Marketing.  |                     |
|                                       |   | <b>No. of Hours</b> |
| <b>Content:</b>                       | <b>Unit 1: Introduction to Digital Marketing</b><br>Meaning, features and importance of Digital Marketing; Digital Marketing vs Traditional Marketing; Channels of Digital Marketing; Meaning of Influencer Marketing; Concept of Content Marketing; Concept of Search Engine Optimization (SEO).   | 15                  |
|                                       | <b>Unit 2: Website Design and Digital Campaigning</b><br>Basics of website design and development; Elements of a good website; Digital Campaigning – Meaning, Types, Paid, Owned, and Earned Media (POEM) Framework; Campaign planning and creative communications for social media platforms.  | 15                  |
|                                       | <b>Unit 3: Social Media Marketing</b><br>Fundamentals of Social Media Marketing and its significance; Platforms for Social Media Marketing:<br>YouTube Marketing: Basics of creating a video on YouTube; building a content strategy; gaining a subscriber and expanding the reach.<br>Facebook Marketing: Introduction to Facebook; creating an account in Facebook; creating a Facebook Business Page; Facebook Page Optimization; How to develop business through Facebook.<br>LinkedIn Marketing: Introduction to LinkedIn and its interface; creating personal LinkedIn profile; creating a Business Page on LinkedIn, Learn paid advertising with LinkedIn.<br>Instagram: How to create an account on Instagram; Instagram marketing for Brands; Importance of Instagram marketing.<br>X (Formerly Twitter): How to create an account on X; X marketing for Brands; X marketing best practices. | 15                  |
| <b>Pedagogy:</b>                      | Lectures, Group discussions, Seminars, Case studies, Field work   |                     |



Name of the Programme: Bachelor of Commerce (Cost Accounting)

Course Code: COM-231

Title of the Course: Fundamentals of Event Management

Number of Credits: 03

Effective from AY: 2023-24

|                                       |   |           |
|---------------------------------------|---|-----------|
| <b>Pre-requisites for the Course:</b> | Nil   |           |
| <b>Course Objectives:</b>             | Objectives of the Course are:<br>1. To acquaint learners with the fundamental concepts of event management and planning.<br>2. To provide learners with an understanding of event planning tools and event production process.<br>3. To create learner awareness on key areas in marketing of events<br>4. To enable learners with tools for effective event budgeting and event financing.   |           |
|                                       | <b>No. of Hours</b>   |           |
| <b>Content:</b>                       | <b>Unit 1: Event Management and Planning</b><br>Event management: Concept, Industry, Careers. Principles of event management. Size of Events- Mega events, Regional events, Major events, Minor events. Types of Events- Sporting events, Entertainment, art and culture events, Commercial events, Marketing and promotion events, Meetings, Exhibitions, Festivals, Family/Special events and Fundraising events. Issues/challenges in event management. Event evaluation. Event risks and laws.<br>Event Planning: Concept and designing of events. Preparing event proposal. Critical path and function sheets. Event pricing and management fees. Client meetings and event contracts. Planning and management of event team and crew. Event protocol. | <b>15</b> |
|                                       | <b>Unit 2: Event Production</b><br>Planning event resources. Event itinerary. Event planning tools and emerging technology. Event production concepts and requirements (technical and non-technical). Identifying event vendors, Negotiations and contracts with vendors. Scheduling and Checklists. Venue management- Selection, Staging, Lights and sound, Audio-Visual. Event safety and security.   | <b>15</b> |



Name of the Programme : BA Sociology  
 Course Code : SOC 241  
 Title of the Course : Academic Writing  
 Number of Credits : 03 (1T+2P)  
 Effective from AY : 2023-2024

|                                       |   |                 |
|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | Students who have attended Semester I & II of any under-graduate programme are eligible.  |                 |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. Introduce students to academic writing.</li> <li>2. Enhance student's competence in using academic writing styles for written assignments, reports, and research papers across disciplines.</li> </ol>  |                 |
| <b>Content:</b>                       | <b>I. Introduction to Academic Writing</b><br>1.1. Understanding academic writing conventions<br>1.2. Differentiating between academic and non-academic writing.<br>1.3. Forms of academic writing  | <b>5 Hours</b>  |
|                                       | <b>II. Sources of Data and Critical Thinking</b><br>2.1. Using library resources and online databases<br>2.2. Constructing well-reasoned arguments  | <b>5 Hours</b>  |
|                                       | <b>III. Citation and Referencing</b><br>3.1 Citing sources<br>3.2 Referencing Styles<br>3.2 Research Ethics and Plagiarism  | <b>5 Hours</b>  |
|                                       | <b>IV. (Practical Component)</b><br>4.1. Developing skills in reading and comprehension (15 Hours)<br>4.2. Preparing to write: choosing a title, making an outline, paragraph development (10 Hours)<br>4.3. Creating coherent and cohesive academic narratives (10 Hours)<br>4.4. Citation and referencing (15 Hours)<br>4.5. Proofreading, editing and revision (10 Hours)  | <b>60 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, demonstrations, discussions, field visits   |                 |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>1. Bailey, S. 2017. <i>Academic Writing A Handbook for International Students</i>. London: Routledge</li> <li>2. Edwards, M. 2015. <i>Writing in sociology</i>. SAGE Publications, <a href="https://dx.doi.org/10.4135/9781483384467">https://dx.doi.org/10.4135/9781483384467</a></li> <li>3. Israel M. 2014. <i>Research Ethics and Integrity for Social Scientists</i>. London: SAGE Publications</li> <li>4. Kail, B. and Kail, R. 2022. <i>Effective Writing for Sociology</i>. New York: Routledge</li> <li>5. Lahman. 2017. <i>Ethics in Social Science Research Becoming Culturally Responsive</i>. London: SAGE Publications</li> <li>6. Semalty A. 2021. <i>Academic Writing</i>. Hyderabad: BS Publications</li> <li>7. Sutherland-Smith, W. 2008. <i>Plagiarism, the Internet, and Student Learning Improving Academic Integrity</i>. London: Routledge</li> <li>8. Taylor, G. 2009. <i>A Student's Writing Guide: How to Plan and Write Successful Essays</i>. Cambridge: Cambridge University</li> </ol> |                 |



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| कार्यक्रम            | : स्नातक हिंदी                                 |
| पाठ्यक्रम            | : HIN- 241                                     |
| पाठ्यक्रम का शीर्षक  | : अनुवाद (Translation) (1 Theory+2 Practicals) |
| श्रेयांक             | : 03   |
| शैक्षिक वर्ष से लागू | : 2024-25                                      |

|                                |  |            |
|--------------------------------|--|------------|
| पाठ्यक्रम के लिए पूर्वापेक्षित | दो भाषाओं का ज्ञान होना अपेक्षित है।   |            |
| उद्देश्य                       | <ol style="list-style-type: none"> <li>1. अनुवाद स्वरूप एवं प्रकारों से अवगत कराना।</li> <li>2. अनुवादक के गुणों से परिचित कराना।</li> <li>3. अनुवाद प्रक्रिया का व्यावहारिक ज्ञान प्रदान कराना।</li> <li>4. अनुवाद कौशल को विकसित करना।</li> </ol>  |            |
| पाठ्य विषय                     | <ol style="list-style-type: none"> <li>1. अनुवाद : अवधारणा एवं स्वरूप <ul style="list-style-type: none"> <li>• अनुवाद के प्रकार एवं क्षेत्र</li> <li>• अनुवाद के साधन</li> <li>• अनुवादक के गुण</li> </ul> </li> </ol>   | घंटे<br>15 |
|                                | <ol style="list-style-type: none"> <li>2. अनुवाद की प्रक्रिया (व्यावहारिक प्रयोग) <ul style="list-style-type: none"> <li>• चयन</li> <li>• पठन</li> <li>• विश्लेषण</li> <li>• भाषांतरण</li> <li>• पुनरीक्षण</li> <li>• मिलान</li> <li>• समायोजन</li> </ul> </li> </ol>  | 30         |
|                                | <ol style="list-style-type: none"> <li>3. अनुवाद: व्यावहारिक प्रयोग <ul style="list-style-type: none"> <li>• साहित्यिक एवं कार्यालयीन अनुवाद करना आवश्यक है।</li> </ul> </li> </ol>  | 30         |
| अध्यापन विधि                   | व्याख्यान, सामूहिक चर्चा, संगोष्ठी, कार्यशाला, ई-माध्यम।   |            |
| संदर्भग्रंथ                    | <ol style="list-style-type: none"> <li>1. डॉ.मनोहरसराफ, डॉ. शिवाकांत गोस्वामी, अनुवादसिद्धांतएवंस्वरूप:, विद्याप्रकाशन,कानपुर, 1989</li> <li>2. डॉ. सुरेश सिंहल, अनुवाद संवेदना और सरोकार: संजय प्रकाशन, नई दिल्ली, 2006</li> <li>3. रीतारानी पालीवाल,अनुवाद प्रक्रिया एवं परिदृश्य: वाणी प्रकाशन, दिल्ली,2015</li> <li>4. डॉ. सुरेशकुमार,अनुवाद सिद्धांत की रूपरेखा: वाणी प्रकाशन,दिल्ली,2011</li> <li>5. डॉ. अर्जुन चव्हाण,अनुवाद चिंतन, अमन प्रकाशन, कानपुर,द्वितीय संस्करण 2020</li> </ol> |            |



Name of the Programme : B.A. English  
 Course Code : ENG-241  
 Title of the Course : Learning English Language through Literature  
 Number of Credits : 03 (01 theory + 02 practical)  
 Effective from AY : 2024-25

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|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | <ul style="list-style-type: none"> <li>An interest in reading literature</li> <li>An ability to appreciate imaginative thought</li> </ul>   |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>To introduce learners to different types of writing</li> <li>To cultivate an interest in learning language through literature</li> <li>To develop the skill of critical appreciation of texts</li> <li>To encourage creative use of language to express literary and non-literary ideas</li> </ul> |                     |
|                                       |   | <b>No. of Hours</b> |
| <b>Content:</b>                       | <b>Unit 1- Theory</b><br>Art of Composition<br>1. Paragraph writing- expansion of an idea, precis writing and summary writing<br>2. Essay writing- narrative, descriptive, reflective and discursive<br>3. Use of figurative language- figures of speech, phrases and idiomatic expressions   | <b>30</b>           |
|                                       | <b>Unit 2- Practical</b><br>Critical Appreciation of a poem, speech or a prose piece (Covert and overt meanings, symbolism, figures of speech, imagery, tone, humour, voice, interpretation of a point of view)   | <b>30</b>           |
|                                       | <b>Unit 3- Practical</b><br>Forms of writing<br>1. Story writing<br>2. Poetry writing<br>3. Feature writing   | <b>30</b>           |
| <b>Pedagogy:</b>                      | Interactive and collaborative approaches  |                     |
| <b>References/Readings:</b>           | 1. Bhasker, W. W.S.&N.S. Prabhu. <i>English Through Reading</i> . Laxmi Publications, 2014.<br>2. Deswal, Neerja & Pooja Khanna. <i>English Language Through Literature</i> . S Chand And Company Ltd, 2021.<br>3. Tickoo, M.L. and A. E. Subramaniam. <i>Current English for Language Skills</i> . Laxmi Publications. 2015.             |                     |
| <b>Course Outcomes:</b>               | By the end of the course students will be able to:<br>1. Communicate effectively through different types of writing<br>2. Comprehend complex writing patterns<br>3. Develop a distinct style of writing<br>4. Critically examine the ideas presented in different texts   |                     |



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|--------------|--|
|              | <p>6. हंसराज पाल और डॉ. मंजुलता शर्मा, व्यावसायिक संप्रेषण, हिंदी माध्यम कार्यान्वय, दिल्ली विश्वविद्यालय प्रकाशन, २०१२</p> <p>7. वैशना वारंग, संप्रेषणपरक हिंदी भाषा शिक्षण, प्रकाशन संस्थान, दरियागंज, नई दिल्ली 2022</p> <p>8. डॉ. प्रवीण अग्रवाल, अवीनाश कुमार मिश्र, संप्रेषण कौशल, साहित्य भवन पब्लिकेशन, दिल्ली</p> |
| अधिगम परिणाम | <p>1. संप्रेषण कौशल और नेतृत्व की क्षमता का विकास होगा।</p> <p>2. रोजगार के अच्छे अवसर प्राप्त कर सकेंगे।</p> <p>3. भाषा में प्रभावशाली ढंग से विचारों का आदान-प्रदान कर सकेंगे।</p> <p>4. सामूहिक संघ की भावना बढ़ेगी।</p>  |



|                             |   |           |
|-----------------------------|---|-----------|
|                             | 3. लेखनाचो सराव – प्रभावी लेख /प्रसंग/ खबर बरोवन घेवची.   |           |
|                             | <b>वट्ट</b>   | <b>30</b> |
|                             | टीप: हो पेपर पुरायपणान प्रत्यक्षीक स्वरुपाचो आशिल्ल्यान चार वरां दिवचीं.  |           |
| <b>Pedagogy:</b>            | व्याख्यान, अभ्यासिका, गट चर्चा, स्वाध्याय, स्व-अध्ययन   |           |
| <b>References/Readings:</b> | <ol style="list-style-type: none"> <li>1. आर्या, मानवती. आर्य कृष्ण चंद्र. "प्रभावी बोलण्याची 40 सूत्रे". गांधीनगर, औरंगाबाद: साकेत प्रकाशन.</li> <li>2. ताटके, नीलम. "कला संभाषणाची". पुणे: डायमंड पब्लिकेशन.</li> <li>3. मोघाशी, मधुकर. "व्यक्तिमत्व विकास आनी भाषा". स्नेहवर्धन प्रकाशन.</li> <li>4. शुक्ला आभा. सिंह जया. "संकल्प संप्रेशण कौशल्य". रुद्र प्रकाशन आणि वितरक. 2022.</li> <li>5. Carnegie, Dale. "How to win friends and influence people". Shahpur Jat, New Delhi: shrishti publishers &amp; distributors. 2020.</li> <li>6. Giblin, Les. "The art of dealing with people". Madhya Pradesh: Manjel publishing house. 2017.</li> <li>7. Lowndes, Leil. "How to talk to anyone". McGraw Hill LLC. 2003.</li> </ol> |           |
| <b>Course Outcomes:</b>     | <p>CO 1. विद्यार्थ्यांक शब्दीक, अशब्दीक आनी लिखित संभाषणाचें म्हत्व कळटलें.</p> <p>CO 2. प्रभावीपणान संभाषण करपाक शकतलीं.</p> <p>CO 3. संभाषण कौशल्य एक कला म्हण आपणावन त्या मळार काम करपाक शकतलीं.</p> <p>CO 4. दिसपटे दिर्घत कोंकणीचो वापर करूंक शकतलीं.</p>  |           |



## Semester IV

Name of the Programme : B.A. History  
 Course Code : HIS-202  
 Title of the Course : History of India (1206-1707 CE)  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                               |  |                     |
|-------------------------------|--|---------------------|
| Pre-requisites for the course | Nil  |                     |
| Course Objectives             | <ul style="list-style-type: none"> <li>• Understand the sources and the history of the Delhi Sultanate</li> <li>• Examine the administrative system of the medieval period</li> <li>• Interpret the contribution of the Mughals and Sher Shah</li> <li>• Evaluate the socio-religious aspects of medieval India</li> </ul>   |                     |
|                               |  | <b>No. of Hours</b> |
| Content                       | <b>Unit I Delhi Sultanate</b><br>1.1. Sources: Persian, Indian and European<br>1.2. Invasion of Muhammad Ghori, Foundation of Delhi Sultanate: The Slave dynasty: Qutb-ud-din Aibak, Iltutmish, Raziya Sultan and Balban<br>1.3. The Khilji and Tughluq dynasties : Alau-ud-din Khilji and Mohammad-bin Tughluq  | <b>15</b>           |
|                               | <b>Unit II The Mughal Empire</b><br>2.1. Foundation: Babur and Humayun, Sur Interlude<br>2.2. Consolidation and Expansion: Akbar, Aurangzeb<br>2.3. Downfall of the Mughal Empire  | <b>15</b>           |
|                               | <b>Unit III Administration and Economy</b><br>3.1. Administration: Central and Provincial; Mansabdari System<br>3.2. Economy: Industry, Trade and Commerce<br>3.3. Agriculture: Akbar's Land Revenue Reforms   | <b>15</b>           |
|                               | <b>Unit IV Society and Culture</b><br>4.1. Social Stratification, Position of Women, Slavery, Education<br>4.2. Art and Architecture<br>4.3. The Bhakti Movement and Sufism  | <b>15</b>           |
| Pedagogy                      | Lectures/Field Trips/Presentations/Group Discussions   |                     |
| References/Readings           | 1. Alam, Muzaffar, and Sanjay Subrahmanyam (eds.) <i>The Mughal State</i> , Delhi: O.U.P. 1998<br>2. Banerjee, Anil Chandra, <i>A New History of Medieval India</i> , New Delhi: S. Chand & Company Ltd., 1986<br>3. Chopra, P.N., <i>Some Aspects of Social Life during the Mughal Age (1526-1707)</i> Jaipur: Sterling Publishers, 1963.<br>4. Habib, Irfan, <i>Agrarian System of Mughal India</i> , Bombay: Asia Publishing House, 1963.<br>5. Kulke, Herman (ed.), <i>The State in India 1000-1700</i> . Delhi: OUP, 1995.<br>6. Majumdar, R.C.(ed.), <i>History and Culture of the Indian People</i> , Vol. no.VII, <i>The Mughal Empire</i> , Bombay: Bharatiya Vidhya Bhavan, 1984.<br>7. Majumdar, R.C., et.al., <i>An Advanced History of India</i> . London: Macmillan India Limited, 1960. |                     |



कार्यक्रम : स्नातक हिंदी  
 पाठ्यक्रम : HIN-203  
 पाठ्यक्रम का शीर्षक : रचनाकार का विशेष अध्ययन : भीष्म साहनी  
 (Study of Special Author: Bhishma Sahani)  
 श्रेयांक : 04  
 शैक्षणिक वर्ष से लागू : 2024-25

|                                   |  |      |
|-----------------------------------|--|------|
| पाठ्यक्रम के लिए<br>पूर्वापेक्षित | भीष्म साहनी के साहित्य का सामान्य ज्ञान अपेक्षित है।   |      |
| उद्देश्य                          | <ol style="list-style-type: none"> <li>1. भीष्म साहनी के जीवन एवं रचनात्मक अवदान से परिचित कराना।</li> <li>2. भीष्म साहनी की साहित्यिक दृष्टि को समझाना।</li> <li>3. भीष्म साहनी के साहित्यिक परिवेश से अवगत कराना।</li> <li>4. भीष्म साहनी द्वारा रचित अन्य विधाओं के महत्व को समझाना।</li> </ol>                             |      |
| पाठ्य विषय                        |  | घंटे |
|                                   | <ol style="list-style-type: none"> <li>1. रचनाकार- भीष्म साहनी           <ul style="list-style-type: none"> <li>• जीवन परिचय एवं परिवेश</li> <li>• कृतियों का सामान्य परिचय</li> <li>• भीष्म साहनी की साहित्यिक दृष्टि</li> </ul> </li> </ol>  | 10   |
|                                   | <ol style="list-style-type: none"> <li>2. कथा-साहित्य           <ul style="list-style-type: none"> <li>• कहानियाँ :               <ul style="list-style-type: none"> <li>-अमृतसर आ गया</li> <li>-चीफ की दावत</li> <li>-निशाचर</li> <li>-नीली आँखें</li> <li>-वाइचू</li> </ul> </li> <li>• उपन्यास : तमस</li> </ul> </li> </ol> | 20   |
|                                   | <ol style="list-style-type: none"> <li>3. नाटक           <ul style="list-style-type: none"> <li>• हानूश</li> </ul> </li> </ol>   | 15   |
|                                   | <ol style="list-style-type: none"> <li>4. आत्मकथा           <ul style="list-style-type: none"> <li>• आज के अतीत</li> </ul> </li> </ol>   | 15   |
| अध्यापन विधि                      | व्याख्यान, सामूहिक चर्चा, संगोष्ठी, दृश्य-श्रव्य, प्रस्तुति, नाट्य अभिनय आदि   |      |
| आधार ग्रंथ                        | <ol style="list-style-type: none"> <li>1. भीष्म साहनी, हानूश, राजकमल प्रकाशन, 2002</li> <li>2. भीष्म साहनी, 10 प्रतिनिधि कहानियाँ, किताबघर प्रकाशन, 2005</li> <li>3. भीष्म साहनी, तमस, राजकमल प्रकाशन, 1973</li> <li>4. भीष्म साहनी, आज के अतीत, राजकमल प्रकाशन, 2015</li> </ol>   |      |
| संदर्भ ग्रंथ                      | <ol style="list-style-type: none"> <li>1. खान, रहीम पठान, भीष्म साहनी का कहानी साहित्य (कथ्य एवं शिल्प), संजय प्रकाशन, 2021</li> </ol>   |      |



Semester IV

Name of the Programme : B.A. Political Science

Course Code : POL-202

Title of the Course : Public Administration

Number of Credits : 04

Effective from: 2023-2024

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Any student who is eligible for admission to second year of the Undergraduate Degree Programme.   |                     |
| <b>Course Objective:</b>              | <ol style="list-style-type: none"> <li>1. To understand the nature and scope of Public Administration;</li> <li>2. To comprehend the changing paradigms of Public Administration;</li> <li>3. To acquaint with the concept of Bureaucracy, Recruitment process and Importance of Training.</li> <li>4. To understand the meaning and Functions of Management</li> </ol>   |                     |
| <b>Content</b>                        |   | <b>No. of hours</b> |
|                                       | 1. Public Administration as a Discipline: Meaning, Nature, Scope, and Significance of the Public Administration; Public and Private Administration; Evolution of Public Administration as a Discipline; Changing nature of public administration (Comparative administration, Development administration, New Public Administration, New Public Management)   | 15                  |
|                                       | 2. Organization and its Principles: Organization: Meaning, Forms of Organizations; Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Centralization, Decentralization and Delegation; Basis of Organisation; Line, and Staff.   | 15                  |
|                                       | 3. Personnel Administration: Bureaucracy: Meaning, features and Types; Max Weber and Bureaucracy; Recruitment- process of Recruitment; Training- meaning, importance, Objectives. and Types.  | 15                  |
|                                       | 4. Management: Meaning and features; Functions and Importance; Types of Management; Theories of Management: Scientific management, Human Relation Theory.   | 15                  |
| <b>Pedagogy:</b>                      | Lectures, Group discussions, Assignments.   |                     |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>1. Basu, R. (1996). <i>Public Administration</i>. Sterling Publishers Private. New Delhi.</li> <li>2. Bhatia, S. K. (2004). <i>Management Thoughts Starters</i>. Think Inc. Publication. New Delhi.</li> <li>3. Bhattacharya, M. (1991). <i>Public Administration: Structure, Process and Behaviour</i>. The World Press, Calcutta.</li> <li>4. Bhattacharya, M. (1999). <i>New Horizons of Public Administration</i>. Jawahar Publications. New Delhi.</li> <li>5. Chopra, J. K. (2003). <i>Encyclopedia of Public Administration</i>. Commonwealth Publications. New Delhi.</li> <li>6. Goel, L. (2002). <i>Public Personnel Administration</i>. Deep &amp; Deep Publications. New Delhi.</li> </ol> |                     |



## Semester-IV

Name of the Programme : B.A. Sociology  
 Course Code : SOC 202  
 Title of the Course : Understanding Goa  
 Number of Credits : 04  
 Effective from AY : 2023-24

|                                       |   |                 |
|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | Students who have attended BA Sociology Semester III.   |                 |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. To explore the socio-cultural history of Goa.</li> <li>2. To acquaint students with syncretic beliefs and cultural aspects of Goa.</li> <li>3. To understand the contemporary issues and concerns in Goa.</li> </ol>  |                 |
| <b>Content:</b>                       | <b>I. Goa: Land and its People</b><br>1.1 The geographic and demographic profile<br>1.2 Socio-economic profile<br>1.3 <i>Gaunkari</i> and <i>Comunidade</i>   | <b>15 Hours</b> |
|                                       | <b>II. Goa through the Ages</b><br>2.1 Pre- Portuguese Society and Culture in Goa<br>2.2 Portuguese Colonial Rule and its impact on society and culture<br>2.3 Liberation Movement<br>2.4 Post – Liberation Goa: Language, Polity, and Economy  | <b>15 Hours</b> |
|                                       | <b>III. Understanding Goan Culture</b><br>3.1 Syncretic festivals in Goa<br>3.2 Cuisines of Goa<br>3.4 Goan folk culture performing art and Theatre   | <b>10 Hours</b> |
|                                       | <b>IV. Contemporary Issues and Livelihood Concerns</b><br>4.1 Agriculture<br>4.2 Fishing<br>4.3 Tourism<br>4.4 Mining   | <b>20 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, Discussions, debates  |                 |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>1. Alvares, Claude. 2002. <i>Fish Curry and Rice</i>. A Goa foundation publication</li> <li>2. Bragança. Pereira. De, A.B. 2008. <i>Ethnography of Goa, Daman and Diu</i>. Portugal: Viking.</li> <li>3. De Souza. R. Teotonio, 1990. <i>Goa Through the Ages: An Economic History</i>. New Delhi: Concept Publishing Co.</li> <li>4. Gomes. Olivinho. 2004. <i>Goa</i>. New Delhi: National Book Trust. India.</li> <li>5. Mascarenhas. Odette. 2014. <i>The Culinary Heritage of Goa</i>. Panaji: Broadway Book Centre.</li> <li>6. Mazarello, Wilmix Wilson 2000. <i>100 Years of Konkani Tiatro</i>. Panaji: Directorate of Art &amp; Culture, Government of Goa.</li> <li>7. Rodrigues, Da costa, Lourdes, Bravo, De, Maria. 2004. <i>Feasts, festivals, and observances of Goa</i>. Michigan: L &amp; L Publications.</li> </ol> |                 |



**Semester IV****Name of the Programme** : B.A. Konkani**Course code** : KON-202**Title of the Course** : कविता: सिद्धांत आनी उपयोजन (Poetry: Theory and Application)**Number of Credits** : 04**Effective from AY** : 2024-25

|                                       |   |      |
|---------------------------------------|---|------|
| <b>Pre-requisites for the Course:</b> | कविता ह्या साहित्य प्रकाराची वळख आसची.<br>कोंकणी कविता वाचिल्ल्यो आसच्यो.   |      |
| <b>Course Objectives</b>              | 1. विद्यार्थ्यांक कविता ह्या साहित्य प्रकाराची सिद्धांतीक म्हायती मेळप.<br>2. कविता ह्या साहित्य प्रकाराच्या उप-प्रकारां विशीं म्हायती मेळप.<br>3. कोंकणी कविता ह्या साहित्य प्रकाराची इतिहासीक म्हायती मेळप.<br>4. कोंकणींतल्या वेंचीक कवितांचो अभ्यास जावप. |      |
|                                       |   | वरां |
| <b>Content</b>                        | <b>अ. कवितेच्यो व्याख्या आनी स्वरूप</b><br><b>आ. कवितेचे प्रकार :</b><br>1. छंदबद्ध कविता<br>2. मुक्तछंद कविता  | 10   |
|                                       | <b>इ. काव्य अलंकार - व्याख्या आनी संकल्पना</b><br><b>ई. अलंकारांचे प्रकार (उपमा, रूपक, उत्प्रेक्षा, यमक, अनुप्रास आनी श्लेश)</b>  | 05   |
|                                       | <b>उ. कोंकणी कवितेचो उडटो इतिहास :</b> देवनागरी, रोमी, कन्नड, मल्याळम, अरबी लिपींतली कोंकणी कविता   | 15   |
|                                       | <b>ऊ. वेंचीक वीस कवितांचो अभ्यास:</b> आशय, विशय, आकृतीबंद आनी काव्यप्रकार हांच्या संदर्भांतल्यान शिकोवच्यो.   | 30   |
|                                       | <b>वट्ट</b>   | 60   |
| <b>Pedagogy</b>                       | व्याख्यान, अभ्यासिका, गट चर्चा, स्वाध्याय.  |      |



**SEMESTER IV**

Name of the Programme : B.A. English  
 Course Code : ENG-202  
 Title of the Course : British Literature: 18<sup>th</sup> and 19<sup>th</sup> Centuries  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                                       |   |           |
|---------------------------------------|---|-----------|
| <b>Pre-requisites for the Course:</b> | <ul style="list-style-type: none"> <li>• Knowledge of the socio-cultural and political milieu of 18<sup>th</sup> and 19<sup>th</sup> century English Literature</li> <li>• An interest in reading English Literature</li> <li>• Ability to analyze texts in English Literature</li> </ul>   |           |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>• To appreciate literary works of the eighteenth and nineteenth century</li> <li>• To identify the impact of social, economic and political factors of the eighteenth and nineteenth century on literature written during the period</li> <li>• To create awareness of the stylistic features of works prescribed in the syllabus.</li> <li>• To encourage independent reading of literary works of the period.</li> </ul>   |           |
|                                       | <b>No. of Hours</b>   |           |
| <b>Content:</b>                       | <b>Unit 1- Poetry</b><br>William Blake: "The Lamb"<br>"The Tyger"<br>Robert Burns: "My Luve is Like a Red, Red Rose"<br>William Wordsworth: "Lines Composed a few miles above Tintern Abbey"<br>S.T. Coleridge: "Kubla Khan"<br>John Keats: "Ode on a Grecian Urn"<br>P.B. Shelley: "To a Skylark"  | <b>20</b> |
|                                       | <b>Unit 2- Essay</b><br>Charles Lamb: "Bachelor's Complaint against Married People"<br>William Hazlitt: "On Going on a Journey"   | <b>10</b> |
|                                       | <b>Unit 3- Novel</b><br>Jane Austen: <i>Pride and Prejudice</i>   | <b>15</b> |
|                                       | <b>Unit 4- Novel</b><br>Charles Dickens: <i>Oliver Twist</i>  | <b>15</b> |
| <b>Pedagogy:</b>                      | Interactive and integrative approach  |           |
| <b>References/Readings:</b>           | <ol style="list-style-type: none"> <li>1. Chatterjee, Bhabatosh. <i>John Keats: His Mind &amp; Work</i>. Orient Longman.</li> <li>2. Daiches, David. <i>Critical History of English Literature</i> (Vol 4).</li> <li>3. Danby, John F. <i>The Simple Wordsworth: Studies in the Poems 1797-1807</i>. Routledge &amp; Kegan Paul: London.</li> <li>4. Ford, Boris. (Gen. ed.). <i>Pelican Guide to English Literature</i> (Vol. 5, 6).</li> <li>5. Gardner, Stanley. Ed. <i>Blake</i>. Evans Brothers Ltd.</li> <li>6. King, Desmond. <i>Shelley: His Thoughts &amp; Works</i>. Macmillan &amp; Co. Lt: London.</li> <li>7. Lamb, Charles. <i>Essays of Elia</i>. Pantianos Classics, 1915.</li> </ol> |           |



Name of the Programme : B.A. Economics  
 Course code : ECO-204  
 Title of the course : Indian Economy  
 Number of credits : 4  
 Effective from AY : 2024-25

|                                  |   |                           |
|----------------------------------|---|---------------------------|
| Pre - requisites for the course: | Same as Programme pre-requisites  |                           |
| Course Objectives:               | <ol style="list-style-type: none"> <li>To provide a basic understanding to the students on the development of Indian Economy in the pre-Independence period and post-Independence period.</li> <li>To analyse the demographic trends and Economic development in India.</li> <li>To acquaint the students with the impact of planning and economic reforms in India.</li> <li>To make the students understand the significance of productive sectors in the economy and their impact on key economic indicators.</li> </ol> |                           |
| Content                          | <b>Module I: Evolution of Indian Economy and Planning Process in India.</b><br>Features of Indian economy in the pre-independence and post-independence Period.<br>Meaning of Economic Planning: Objectives of Indian planning; Mixed Economy; Planning Commission; Development strategies -- Nehru -Mahalanobis Model (Features) and Rao-Manmohan Singh Model (Features) Transition from Planning Commission to NITI Aayog.  | No. of Hours<br><b>15</b> |
|                                  | <b>Module II: Demographic features and Economic Development</b><br>Demographic trends; Demographic Issues; National Population Policy 2000(features and measures).<br>Economic Development (meaning);Distinction between economic growth and economic development; Physical Quality Life Index;<br>Human Development Index; Gender Development Index, Happiness Index.  | <b>15</b>                 |
|                                  | <b>Module III: Economic Challenges faced by Indian Economy</b><br>Poverty, Unemployment, and Inequality of income (meaning, causes, effects, measures and any two policies; Interrelationship between poverty, unemployment and inequalities of income.   | <b>15</b>                 |
|                                  | <b>Module IV: Productive Sectors</b><br>Agriculture sector - Role of agriculture in Indian economy; Green Revolution; Land reforms; Agricultural marketing.   | <b>15</b>                 |



Name of the Programme : B.A. History  
 Course Code : HIS-204  
 Title of the Course : India's Struggle for Freedom (1857-1947)  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                              |  |                     |
|------------------------------|--|---------------------|
| Prerequisites for the course | Nil  |                     |
| Course Objectives            | <ul style="list-style-type: none"> <li>• Comprehend the socio-economic and political factors that led to the rise of Indian nationalism</li> <li>• Examine the key events that influenced the formation of various political associations</li> <li>• Analyse the phases of nationalism</li> <li>• Evaluate the developments that led to the transfer of power</li> </ul>   |                     |
|                              |  | <b>No. of Hours</b> |
| Content                      | <b>Unit I Growth of Nationalism and Reform Movements</b><br>1.1. Revolt of 1857: Causes and Consequences<br>1.2. Causes for the Rise of Nationalism<br>1.3. Socio-Religious Reform Movements in the 19 <sup>th</sup> Century   | <b>15</b>           |
|                              | <b>Unit II The Early Phase of National Movement</b><br>2.1 Early Political Associations, Foundation of Indian National Congress<br>2.2 Moderate Phase, Causes for the Rise of Extremism<br>2.3 Partition of Bengal and its Impact  | <b>15</b>           |
|                              | <b>Unit III The Changing Phase of Nationalism</b><br>3.1 Revolutionaries: Chandrashekhar Azad and Bhagat Singh<br>3.2 Home Rule Movement –Role of Tilak and Annie Besant<br>3.3 Non-Cooperation Movement and Civil Disobedience Movement   | <b>15</b>           |
|                              | <b>Unit IV Towards Freedom</b><br>4.1 Quit India Movement: Causes and Impact.<br>4.2 Subhash Chandra Bose: Azad Hind Fauz<br>4.3 Transfer of Power: Cabinet Mission Plan, Mountbatten Plan and Indian Independence Act   | <b>15</b>           |
| Pedagogy                     | Lectures/Field Trips/Presentations/Group Discussions   |                     |
| References/Readings          | 1. Bandopadhyaya, Shekar. <i>From Plassey to Partition</i> . New Delhi: Orient Longman, 2004.<br>2. Brown, Judith M. <i>Gandhi's Rise to Power, Indian Politics 1915-1922</i> . Cambridge University Press. 1972.<br>3. Chhabra G.S., ed. <i>Advanced Study in the History of Modern India</i> . 2 Vols. New Delhi: Sterling Publ. Pvt. Ltd., 1987.<br>4. Chand, Tara. <i>History of the Freedom Movement in India</i> . 4 Vols. New Delhi: Govt of India, 1983.<br>5. Chandra, Bipin et al. <i>India's Struggle for Independence</i> . New Delhi: Penguin Books, 1989.<br>6. Chopra P.N. B. N. Puri and M.N. Das. <i>A Social, Cultural and Economic History of India</i> . 3 Vols. Madras: Macmillian India Press, 1994. |                     |



कार्यक्रम : स्नातक हिंदी  
 पाठ्यक्रम: HIN- 204  
 पाठ्यक्रम का शीर्षक : लोकसाहित्य (Folk Literature)  
 श्रेयांक : 04  
 शैक्षणिक वर्षसे लागू : 2024-2025

|   |  |      |
|---|--|------|
| पाठ्यक्रम के लिए<br>पूर्वापेक्षित)  | कुछ नहीं   |      |
| उद्देश्य  | <ol style="list-style-type: none"> <li>1. लोकसाहित्य का परिचय कराना।</li> <li>2. लोकसाहित्य की विविध विधाओं की जानकारी देना।</li> <li>3. लोकगीत तथा लोककथा से अवगत कराना।</li> <li>4. लोकनाट्य तथा लोकगाथा का परिचय कराना।</li> </ol>  |      |
| पाठ्यविषय   | 1.   | घंटे |
|   | 2. लोकसाहित्य  | 15   |
|   | <ul style="list-style-type: none"> <li>• लोक एवं लोकसाहित्य अवधारणा एवं स्वरूप</li> <li>• लोकसाहित्य की विशेषताएँ</li> <li>• लोकसंस्कृति और लोकसाहित्य</li> <li>• लोकसाहित्य का महत्व</li> </ul>   |      |
|   | 2. लोकसाहित्य की विविध विधाएँ  | 15   |
|   | <ul style="list-style-type: none"> <li>• लोकगीत</li> <li>• लोककथा</li> <li>• लोकगाथा</li> <li>• लोकनाट्य</li> </ul>  |      |
| 3. लोकगीत तथा लोककथा: अवधारणा एवं स्वरूप  | 15   |      |
| <ul style="list-style-type: none"> <li>• राजस्थानी - लोकगीत</li> <li>• कोंकणी - लोककथा</li> </ul> |  |      |
| 4. लोकगाथा तथा लोकनाट्य: अवधारणा एवं स्वरूप   | 15   |      |
| <ul style="list-style-type: none"> <li>• अवधी - लोकगाथा</li> <li>• बुंदेलखंडी - नौटंकी</li> </ul> |  |      |
| अध्यापनविधि   | व्याख्यान, संगोष्ठी, सामूहिक चर्चा, दृश्य-श्रव्यप्रस्तुतिकरण, लोक कलाकारों से भेट वार्ता   |      |
| आधार ग्रंथ  | जयंती नायक, गोवा की लोककथाएँ, प्रभात प्रकाशन, 2021   |      |
| संदर्भग्रंथ   | <ol style="list-style-type: none"> <li>1. उषा सक्सेना, लोक साहित्य एवं लोक संस्कृति, राजभाषा प्रकाशन, दिल्ली, 2011</li> <li>2. डॉ.नन्दलाल कल्ला, हिंदी का प्रादेशिक लोक साहित्यशास्त्र-, राजस्थानी ग्रंथागार, जोधपुर, 2014</li> <li>3. विद्या चौहान, लोकगीतों की सांस्कृतिक पृष्ठभूमि, प्रगति प्रकाशन, 1972</li> </ol> |      |



Name of the Programme : B.A. Political Science  
 Course Code : POL-203  
 Title of the Course : Government & Politics of Goa  
 Number of Credits : 4  
 Effective from AY : 2023-24

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|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Any student who is eligible for admission to second year of the Undergraduate Degree Programme.   |                     |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>To familiarise the students with the developments that occurred in Goa after liberation.</li> <li>To understand the major reforms and issues that occurred in the state and their impact on Goan Society.</li> <li>To understand the styles of political leadership in Goa.</li> </ol>   |                     |
| <b>Content:</b>                       |   | <b>No. of Hours</b> |
|                                       | 1. Political Transition: Struggle for Liberation & Military Rule; Land Reforms (Tenancy Reforms 1964, Mundkar Act 1975); Comunalidades-Meaning, Uniform Civil Code.   | 15                  |
|                                       | 2. Elections & Political Leadership in Goa (1963-1984): Political Parties- Formation & Growth (Congress, MGP, UGP & BJP); Political Leadership (Bhauasaheb Bandodkar, Shashikala Kakodkar & Jack Sequeira).   | 15                  |
|                                       | 3. Political Instability and Political Leadership (1989-2019): Defection: Definition, causes and role of the Speaker; Coalition Governments- PDF, CDF & BJP coalitions; Political Leadership (Pratapsingh Rane & Manohar Parrikar).   | 15                  |
|                                       | 4. Contemporary Issues and Challenges: Tourism- Importance and impact on Goa; Migration- causes and its impact; Mining: Issues & Challenges; Environmental concerns; New age concerns : Elderly   | 15                  |
| <b>Pedagogy:</b>                      | Lectures, Group discussions, Assignments.   |                     |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>Almeida, J. C. (2013). <i>Goa: Administration and Economy Before and After 1962</i> (A. Fernandes, Ed.; First edition). Broadway Publishing House. Panaji, Goa.</li> <li>Alvares, C. A., Gadgil, V., &amp; Goa Foundation (Eds.). (2002). <i>Fish Curry and Rice: A Source Book on Goa, its Ecology, and Life Style</i> (4th rev. ed). Goa Foundation. Mapusa, Goa.</li> <li>Code of Comunalidades, Department of Revenue, Govt. of Goa</li> <li>Dantas, N. (Ed.). (1999). <i>The Transforming of Goa</i>. Other India Press. Goa.</li> <li>D'Souza, B. G. (1975). <i>Goan Society in Transition: A Study in Social Change</i>. Popular Prakashan. Mumbai.</li> <li>Fernandes, A. (1997). <i>Cabinet Government in Goa, 1961-1993: A Chronicled Analysis of 30 Years of Government and Politics in Goa</i>. Maureen &amp; Camvet Publishers.</li> <li>Gokhale, N. A. (2023). <i>Manohar Parrikar: Brilliant Mind, Simple Life</i>. Bloomsbury India. New Delhi.</li> </ol> |                     |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-204  
 Title of the Course : Gender and Society  
 Number of Credits : 04  
 Effective from AY : 2024-25

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|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | BA Sociology semester III.  |                 |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. To develop a comprehensive understanding of key concepts and theories related to gender and society.</li> <li>2. To critically analyze the social construction of gender roles and identities across different cultures and historical periods.</li> <li>3. To explore the role of power, privilege, and resistance in shaping gender relations and social change.</li> <li>4. To apply sociological frameworks to analyze contemporary issues and debates related to gender equality, discrimination, and social justice.</li> </ol>   |                 |
| <b>Content:</b>                       | <b>I. Introduction to Gender and Society</b><br>1.1. Defining gender and sex<br>1.2. Historical perspectives on gender roles<br>1.3. Theoretical frameworks: Feminism, Queer theory, Masculinity studies  | <b>15 Hours</b> |
|                                       | <b>II. Gender Socialization and Identity Formation</b><br>2.1. Socialization processes and gendered expectations<br>2.2. Gendered division of labour<br>2.3. Work-family balance and challenges<br>2.4. Intersections of gender with race, class, and sexuality   | <b>15 Hours</b> |
|                                       | <b>III. Gender Inequalities and Structures of Power</b><br>3.1. Patriarchy and its manifestations<br>3.2. Economic, political, and cultural dimensions of gender inequality<br>3.3. Intersection of power and privileges in different social groups   | <b>15 Hours</b> |
|                                       | <b>IV. Global Perspectives on Gender</b><br>4.1. Comparative analysis of gender norms and practices<br>4.2. Transnational feminist movements<br>4.3. Globalization and its impact on gender relations   | <b>15 Hours</b> |
| <b>Pedagogy</b>                       | Lectures, group discussions, tutorials.   |                 |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>1. Das, S. K., &amp; Mukherjee, S. (Eds.). 2018. <i>Gender and Social Change in India: Perspectives and Practices</i>. Kolkata: University of Calcutta Press.</li> <li>2. Desai, A., &amp; Patel, M. 2019. <i>Gender, Power, and Resistance: A Sociological Analysis</i>. Mumbai: Oxford University Press.</li> <li>3. Rao, S., &amp; Sharma, R. 2021. <i>Gender Identities in South Asia: Intersectional Perspectives</i>. Bangalore: Springer.</li> <li>4. Sen, A. 2020. <i>Gender Inequality: Exploring Sociological Perspectives</i>. New Delhi: Sage Publications.</li> </ol> |                 |



Name of the Programme : B.A. Konkani  
 Course Code : KON-204  
 Title of the Course : कोंकणी तियात्र: सिध्दांत आनी उपयोजन  
 (Konkani Tiatr: Theory and Application)  
 Number of Credits : 04  
 Effective From AY : 2024-25

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|---------------------------------|---|------|
| Pre- requisites for the Course: | नाट्य प्रकारा विशीं आवड आसची.<br>तियात्रा विशीं म्हायती आसची.   |      |
| Course Objectives:              | 1. 'तियात्र' ह्या कोंकणी नाट्य प्रकाराची वळख जावप.<br>2. कोंकणी तियात्राचो इतिहासीक नियाळ घेवप.<br>3. तियात्राचे सिध्दांतीक म्हायतीचें उपयोजन करप.<br>4. अभ्यासक्रमांतल्या कोंकणी तियात्राचें आस्वादन करप.                |      |
|                                 |   | वरां |
| Content:                        | 1. कोंकणी तियात्र<br>अ. तियात्र: संकल्पना<br>आ. तियात्राचे घटक<br>इ. तियात्राचे प्रकार : समाजीक, धर्मीक, राजकी, इतिहासीक, बालतियात्र ह्या प्रकारां वांगडाच तियात्र आनी खेळतियात्र हांची खाशेलपणां<br>ई. तियात्रांतले विशय | 12   |
|                                 | 2. कोंकणी तियात्राचो इतिहास<br>अ. तियात्राचो उगम आनी सुरवातेचो काळ<br>आ. गोंय सुटके उपरांतचो काळ<br>इ. एकविसाव्या शेंकड्यांतलो तियात्र (2020 मेरेन)   | 7    |
|                                 | 3. कोंकणी तियात्रांतले प्रवाह: सर्तींतलो, वेवसायीक आनी बिगर वेवसायीक तियात्र.   | 6    |
|                                 | 4. तियात्रांतलीं कांतारां: सोलो, दुपेट, त्रिवो, चवको, कोरल, कांतार आनी हेर कांतारां   | 5    |
|                                 | 6. वेंचीक नामनेचे तियात्रिस्त<br>अ. जुआंव आगुस्तीन फेर्नांडीस<br>आ. लुकाजीन रिबेरो<br>इ. रेजिना फेर्नांडीस<br>ई. एम. बाँयर<br>उ. आल्फ्रेड रोझ<br>ऊ. तोमाझीन कार्दोज<br>ए. प्रिन्स जेकब<br>ऐ. रोजफर्न्स                    | 10   |

Name of the Programme : B.A. English  
 Course Code : ENG-203  
 Title of the Course : Ecology and Literature  
 Number of Credits : 04  
 Effective from AY : 2024-25

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|---------------------------------------|--|---------------------|
| <b>Pre-requisites for the Course:</b> | Basic understanding of environmental issues  |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>To explore environmental concepts in literature</li> <li>To develop awareness about the connection between literature and the environment</li> <li>To assess ecological concerns as represented in the literary texts</li> <li>To highlight environmental issues through literary readings</li> </ul>   |                     |
|                                       |  | <b>No. of Hours</b> |
| <b>Content:</b>                       | <b>Unit 1</b><br>Gieve Patel: "On Killing a Tree"<br>Mamang Dai: "Small Towns and the River"<br>A.K Ramanujan: "A Flowering Tree"  | <b>10</b>           |
|                                       | <b>Unit 2</b><br>Amitav Ghosh: <i>The Hungry Tide</i>  | <b>20</b>           |
|                                       | <b>Unit 3</b><br>Rabindranath Tagore: <i>The Waterfall</i>   | <b>15</b>           |
|                                       | <b>Unit 4</b><br>Ruskin Bond: <i>The Lone Fox Dancing</i>  | <b>15</b>           |
| <b>Pedagogy:</b>                      | Interactive and integrative approach   |                     |
| <b>References/Readings:</b>           | <ol style="list-style-type: none"> <li>Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 4<sup>th</sup> ed., Vikas Book House, 2018.</li> <li>Bond, Ruskin. <i>The Lone Fox Dancing: My Autobiography</i>. Speaking Tiger, 2017.</li> <li>Curtin, Deane. <i>Environmental Ethics for a Postcolonial World</i>, Lanham MD: Rowman &amp; Littlefield, 2005.</li> <li>Ghosh, Amitav. <i>The Hungry Tide</i>. HarperCollins. 2005.</li> <li>Ramanujan, A. K. <i>A Flowering Tree and Other Oral Tales from India</i>. Penguin India, 2000.</li> <li>Tagore, Rabindranath. <i>The Waterfall</i>. Rupa &amp; Co., 2002.</li> </ol> |                     |
| <b>Course Outcomes:</b>               | By the end of the course, students will be able to: <ol style="list-style-type: none"> <li>Explain environmental challenges</li> <li>Identify environmental issues through literary narratives</li> <li>Evaluate environmental and ecological crises</li> <li>Enhance the level of consciousness towards environmental degradation</li> </ol>  |                     |



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|-------------------------|---|
|                         | <ol style="list-style-type: none"> <li>2. Samuelson, Paul A. &amp; Nordhaus, William D. (2010). <i>Economics</i> – 19<sup>th</sup> Ed. Tata McGraw Hill, New Delhi.</li> <li>3. Salvatore, Dominick (2004), <i>Microeconomic Theory</i>, (Schaum's outlines) 3rd Edition, Tata McGraw Hill, New Delhi.</li> <li>4. Hyman N. David (1996) <i>Microeconomics</i>, 4th Edition, Irwin, USA.</li> <li>5. Pindyck, Robert S., Rubinfeld, Daniel L. (2009). <i>Study Guide for Microeconomics</i>. 8th Edition, Pearson Education. [Dorling Kindersie (India) Pvt. Ltd.] New Delhi.</li> <li>6. Tucker, Irvin, B. (1999), <i>Economics for Today</i>, 2nd Edition, South-western college publishing, Thomson Learning, Australia.</li> <li>7. Salvatore, Dominick (2004), <i>Principles of Microeconomics</i>, 5th Edition, Oxford University Press, UK.</li> <li>8. Gravelle, H. And R. Rees, (2004), <i>Microeconomics</i>, 2nd Edition, Pearson Education Pvt. Ltd, New Delhi.</li> <li>9. Stonier, Alfred, W. &amp; Douglas G. Hague, (2006), <i>A Text Book of Economic Theory</i>, 5th Edition, The English Language Book Society and Longman Group Ltd. London.</li> <li>10. Tucker, Irvin, B. (2022), <i>Microeconomics for Today</i>, Cengage Learning.</li> </ol> |
| <b>Course Outcomes:</b> | <p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the outcomes in the presence of market imperfections</li> <li>2. Evaluate market failures and role of government</li> <li>3. Understand role of inputs</li> <li>4. Assess Impact of inequality and international trade.</li> </ol>   |



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|                        | 11. Hansen, Dale. <i>Egyptian Mythology: Tales of Egyptian Gods, Goddesses, Pharaohs, &amp; the Legacy of Ancient Egypt</i> . Atlanta, GA: Cascade Publishing, 2019.                    |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Understand the significance of the world's ancient civilisations.</li> <li>2. Analyse the trends in the early world civilisations.</li> </ol> |



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|  | <p>3. निबंधों के माध्यम से हिन्दी साहित्य और समाज में हुए परिवर्तन से अवगत होंगे।</p> <p>4. निबंध के लेखन के लिए प्रेरित होंगे।</p> |
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|-------------------------|--|
|                         | 8. Risse, M. (2023). <i>Political Theory of the Digital Age: Where Artificial Intelligence Might Take Us</i> . Cambridge University Press. New York.<br>9. Thomas, P. (2012). <i>Digital India: Understanding Information, Communication, and Social Change</i> . SAGE Publications. Thousand Oaks, Calif.   |
| <b>Course Outcomes:</b> | Students will be able to: <ol style="list-style-type: none"> <li>1. Understand the nature of the digital age and digital space.</li> <li>2. Comprehend the influence of digitalisation on political processes and components.</li> <li>3. Understand the shift in the traditional mode of politics and administrative reforms driven by digitalisation.</li> <li>4. Students will be able to understand the benefits and disadvantages of digitalisation.</li> </ol> |



Name of the Programme : B.A.  
 Course code : KON-205  
 Title of the Course : कोंकणी नेमाळ्यांचो इतिहास (History of Konkani Periodicals)  
 Number of Credits : 02  
 Effective from AY : 2024-25

|                                |   |      |
|--------------------------------|---|------|
| Pre-requisites for the Course: | कोंकणी नेमाळ्यांची वळख आसची.<br>कोंकणी नेमाळ्यांचें वाचन आसचें.   |      |
| Course Objectives:             | 1. कोंकणी नेमाळ्यांची वळख जावप.<br>2. देवनागरी, रोमी आनी कन्नड लिपींतल्या नेमाळ्यांचो नियाळ घेवप.<br>3. भाशेचे उदरगतींत कोंकणी नेमाळ्यांचें योगदान अभ्यासप.<br>4. कोंकणी डिजीटल नेमाळ्यांची मोलावणी करप.  |      |
| Content:                       |   | वरां |
|                                | अ. 1961 पयलींचीं कोंकणी नेमाळीं<br>1. विंगड विंगड लिपींतल्या कोंकणी नेमाळ्यांचो इतिहास<br>2. समाजीक, संस्कृतीक, राजकीय आनी पर्यावरणीय चळवळींत कोंकणी नेमाळ्यांचें योगदान  | 15   |
|                                | आ. 1961 उपरांतचीं कोंकणी नेमाळीं<br>1. छापील नेमाळीं<br>2. डिजिटल/ऑनलायन कोंकणी नेमाळीं<br>3. आयच्या कोंकणी नेमाळ्यांची सद्यस्थिती आनी आव्हानां.  | 15   |
|                                | वट्ट  | 30   |
| Pedagogy:                      | व्याख्यान, अभ्यासिका, गट चर्चा, स्वाध्याय, नेमाळ्यांच्या कार्यालयाक भेट, एका कोंकणी नेमाळ्यांच्या संपादकाचें व्याख्यान.   |      |
| References/ Readings:          | 1. कोंकणी भास, साहित्य आनी संस्कृताय. कोंकणी भाशा मंडळ- गोंय. 2003.<br>2. कोंकणी विश्वकोश:1, पान 509.<br>3. पाव्लू मोरास. जागरण, पयलो वांटो, कोंकणी संस्थो, मंगळूर, 2007.<br>4. SarDessai, ManoharRai. A History of Konkani Literature. Sahitya Akademi, 2000.<br>5. Paul, Moras, JAGRANN, Volume-II, Konkani Institute, St. Aloysius College, Mangalore, March 2007. |      |
| Course Outcomes:               | 1. कोंकणी नेमाळ्यांची वळख जाता.<br>2. देवनागरी, रोमी आनी कन्नड लिपींतल्या नेमाळ्यांचो नियाळ घेतात.<br>3. भाशेचे उदरगतींत कोंकणी नेमाळ्यांचें योगदान अभ्यासतात.<br>4. कोंकणी डिजीटल नेमाळ्यांची मोलावणी करतात.   |      |



**Name of the Programme** : B.A. Economics  
**Course Code** : ECO- 205  
**Title of the Course** : Development Economics - I  
**Number of Credits** : 2  
**Effective from AY** :2024-25

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| <b>Pre-requisites for the Course:</b> | Successfully completed Microeconomics-1 and Macroeconomics-1 or equivalent  |                    |
| <b>Course Objectives:</b>             | 1. To understand the various facets of economic development.<br>2. To analyse the theories of economic development.   |                    |
| <b>Content:</b>                       |   | <b>No of hours</b> |
|                                       | <b>Module I: Introduction</b><br>Why study economic development? Poverty in the less-developed world, The development enigma, Recent trends in economic growth, Why development, and why now? Economic growth and development require structural change, Barriers to development.   | <b>15</b>          |
|                                       | <b>Module II: Theories of Economic Development</b><br>The theory of the big push, A theory of balanced growth, Unbalanced growth, Growth with unlimited supplies of labour, Utilizing the economic surplus, Stages of growth theory.  | <b>15</b>          |
| <b>Pedagogy:</b>                      | Lectures, Group Discussions, Presentations, Short Assignments.  |                    |
| <b>References/ Readings:</b>          | <b>Main Text Book:</b> Cypher, J. M. & Dietz, J. L. (2020), The Process of Economic Development, Routledge, London.   |                    |
|                                       | 1. Todaro, Michael. P & Smith S. C. (2020), 13th Ed., Economic Development, Pearson, U.K.<br>2. Thirwal, A.P. and Lopez, P. P. Economics of Development: Theory and Evidence (2017), Bloomsbury Publishing India Pvt. Ltd., New Delhi.<br>3. Debraj Ray, Development Economics, (2009) Oxford University Press.<br>4. Ghatak, S. (2003) Introduction to Development Economics, Routledge, London. |                    |
| <b>Course Outcomes:</b>               | Upon completion of the course, the students will be able to:<br>1. Explain the difference between growth and development.<br>2. Compare, contrast and analyse the theories of economic development.<br>3. Assess balanced and unbalanced growth<br>4. Evaluate different stages of growth   |                    |



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|--------------------------------|---|
|                                | <ol style="list-style-type: none"> <li>7. Goel, S. L. (2002). <i>Public Financial Administration</i>. Deep &amp; Deep Publications. New Delhi.</li> <li>8. Haldipur, R. N., &amp; Singh, T. (1997). <i>Public Administration: Reflections and Explorations</i>. Kanishka Publishers, Distributors. New Delhi.</li> <li>9. Maheshwari, S. R. (2006). <i>Public Administration in India: The Higher Civil Service</i>. Oxford University Press, New Delhi, India.</li> <li>10. Nigro, F. A., &amp; Nigro, L. G. (1984). <i>Modern public administration</i> (6th ed). Harper &amp; Row. New Delhi.</li> <li>11. Patnayak, R. (2002). <i>Modern Public Administration</i>. Anmol Publications. New Delhi.</li> <li>12. Sharma, M. (2003). <i>Theory of Public Administration</i>. Anmol Publications. New Delhi.</li> <li>13. Sinha, P. S. N. (1996). <i>Public Services and Efficient Administration</i>. Commonwealth Publications. New Delhi.</li> <li>14. Srivastava, O. P. (1991). <i>Public Administration and Management</i>. Himalaya Publishing House. New Delhi.</li> <li>15. Tyagi, A. R. (1990). <i>Public Administration: AtmaRam &amp; Sons</i>. New Delhi.</li> <li>16. Vishnoo Bhagwan, &amp; Bhushan, V. (2007). <i>Public Administration</i>. S. Chand &amp; Co. New Delhi.</li> </ol> |
| <p><b>Course Outcomes:</b></p> | <ol style="list-style-type: none"> <li>1. The students will be able to understand the meaning, evolution and the changing nature of Public Administration.</li> <li>2. Students will be familiarised with the concept of organisation and various principles of Organization.</li> <li>3. Students will be able to comprehend the Recruitment process and importance of Training.</li> <li>4. The students will be able to explain the concept of management and critically evaluate the various theories of Management.</li> </ol>   |



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|  | <ol style="list-style-type: none"><li>2. understand key theoretical perspectives on social conflict;</li><li>3. identify instances of social conflict in different contexts; and</li><li>4. apply conflict resolution strategies to promote constructive social engagement.</li></ol> |
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|             | <ul style="list-style-type: none"> <li>• सत्रह साल की लड़की -नीलेश रघुवंशी</li> <li>• नदी, पहाड़ और बाजार -जसिंता के रकट्टा</li> <li>• देश -बद्री नारायण</li> </ul>   |
| अध्यापनविधि | व्याख्यान, सामूहिक चर्चा, दृश्य-श्रव्य प्रस्तुतिकरण, कार्यशाला  |
| आधारग्रंथ   | <ol style="list-style-type: none"> <li>1. रघुवीर सहाय, हँसो हँसो जल्दी हँसो, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, 1978</li> <li>2. सर्वेश्वर दयाल सक्सेना, प्रतिनिधि कविताएँ, राजकमल प्रकाशन, नयी दिल्ली, 1989</li> <li>3. केदारनाथ सिंह, प्रतिनिधि कविताएँ, राजकमल प्रकाशन, नयी दिल्ली,</li> <li>4. धूमिल, कल सुनना मुझे, वाणी प्रकाशन, नयी दिल्ली, 1999</li> <li>5. चंद्रकांत देवताले, लकड़ बग्घा हँस रहा है, वाणी प्रकाशन, नयी दिल्ली, 2000</li> <li>6. अरुण कमल, पुतली में संसार, वाणी प्रकाशन, नयी दिल्ली, 2004</li> <li>7. लीलाधर जगूड़ी कवि, ने कहा, किताबघर प्रकाशन, 2008</li> <li>8. नीलेश रघुवंशी, घरनिकासी, किताबघर प्रकाशन, नयी दिल्ली, 2009</li> <li>9. जानेन्द्रपति, कवि ने कहा, किताबघर, नयी दिल्ली, 2011</li> <li>10. नीलेश रघुवंशी, कवि ने कहा, किताबघर प्रकाशन, नयी दिल्ली, 2016</li> <li>11. बद्रीनारायण, तुमड़ी केशब्द, राजकमल प्रकाशन, 2019</li> <li>12. सूरजपाल चौहान 2007, कब होगी वह भोर, वाणी प्रकाशन, नयी दिल्ली,</li> </ol> |
| संदर्भग्रंथ | <ol style="list-style-type: none"> <li>1. डॉ. लक्ष्मीसागर वाष्णीय, स्वातंत्र्योत्तर हिन्दी साहित्य का इतिहास 2012 राजपाल एंड सन्स</li> <li>2. डॉ. मनोज सोनकर, साठोतरी हिंदी कविता : संवेदना एवं शिल्प, प्रकाशन संस्थान, नयी दिल्ली, 1994</li> <li>3. अरुणकमल, कविता और समय, वाणी प्रकाशन, नयी दिल्ली, 2002</li> <li>4. रामशरण जोशी, इक्कीसवीं सदी के संकट, राजकमल प्रकाशन, नयी दिल्ली, 2003</li> <li>5. डॉ. महेश तिवारी, हिंदी काव्य समीक्षा के प्रतिमान, वाणी प्रकाशन संस्थान, नयी दिल्ली, 2005</li> <li>6. परमानंद श्रीवास्तव, कविता का अर्थात्, वाणी प्रकाशन, नयी दिल्ली, 2008</li> <li>7. डॉ. सुभाष गंगवाल, भूमंडलीकरण एवं भारत, मंगलदीप पब्लिकेशंस, जयपुर, 2008</li> <li>8. डॉ. हरिनारायण ठाकुर, दलित साहित्य का समाज शास्त्र, भारतीय ज्ञानपीठ, नयी दिल्ली, 2009</li> </ol>  |
| अधिगमपरिणाम | <ol style="list-style-type: none"> <li>1. साठो तरी हिंदी कविता के युगीन परिवेश से अवगत होंगे।</li> <li>2. साठोतरी हिंदी कविता के प्रसिद्ध कवियों से परिचित होंगे।</li> <li>3. चयनित कविताओं में निहित जीवनमूल्यों का आकलन करेंगे।</li> <li>4. चयनित कविताओं के माध्यम से विविध विमर्शों तथा सरोकारों के विश्लेषण की क्षमता विकसित करेंगे।</li> </ol>  |



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|                        | <ol style="list-style-type: none"> <li>7. Kulkarni A. R. <i>Maharashtra in the Age of Shivaji</i>. Poona: Deshmukh and Co., 1969.</li> <li>8. Kulkarni, A. R. <i>Maratha Historiography</i>. New Delhi: Manohar Publishers, 2006.</li> <li>9. Pagdi, S. M. <i>Eighteenth Century Deccan</i>. Bombay: Popular Prakashan, 1963.</li> <li>10. Ranade, M. G. <i>Rise of the Maratha Power</i>. New Delhi: Publication Division, Govt. of India, 1974.</li> <li>11. Sardesai, G. S. <i>Main Currents of Maratha History</i>. Bombay: K. B. Dhavale, 1949.</li> </ol> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Discuss the historiography of Marathas, establishment of <i>Swarajya</i> by Shivaji, and the administration laid down by him.</li> <li>2. Analyse the Maratha-Mughal conflict.</li> <li>3. Examine the expansion of the Marathas under the Peshwas.</li> <li>4. Evaluate the Socio-economic and cultural achievements of the Marathas</li> </ol>  |

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|                         | <p>8. Marshall William H. <i>Byron, Shelley &amp; The Liberal</i>. University of Pennsylvania Press: Philadelphia.</p> <p>9. Sampson, George. Ed. <i>Hazlitt: Selected Essays</i>. Cambridge UP. 1917.</p>  |
| <b>Course Outcomes:</b> | <p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the pattern of development in the themes and literary techniques</li> <li>2. Assess the impact of social, economic and political factors on literature of the eighteenth and nineteenth century</li> <li>3. Analyse the literary works of the eighteenth and nineteenth century</li> <li>4. Critique the literary texts of the prescribed period of study</li> </ol> |



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| <p><b>References/<br/>Readings</b></p> | <ol style="list-style-type: none"> <li>1. वेरेंकार, श्याम आनी हेर. (संपा.) <i>कोंकणी भास, साहित्य आनी संस्कृताय</i>. विद्यानगर, मडगांव 403601 : कोंकणी भाशा मंडळ, मार्च 2003.</li> <li>2. सरदेसाय, डॉ. मनोहरराय. <i>स्वतंत्र गोंयांतली कोंकणी कविता</i>, मडगांव, गोंय : कोंकणी भाशा मंडळ, 1978.</li> <li>3. नागवेंकार, डॉ. हरिश्चंद्र. <i>आस्वादन</i>, मडगांव, गोंय : गोंयकार प्रकाशन, 1987.</li> <li>4. गांवकार, भालचंद्र. <i>साहित्य एक भासाभास</i>, फोंडें, गोंय : मित्र प्रकाशन, 1998</li> <li>5. बुडकुले, डॉ. किरण. <i>अक्षर सरिता</i>, आगशी, गोंय, बिम्ब प्रकाशन: 2009.</li> <li>6. बुडकुले, डॉ. किरण. <i>शतकान्तिका</i>, धर्म-लक्ष्मी, सांत लॉरेन्स, आगशी, गोंय: बिम्ब प्रकाशन, 2009.</li> <li>7. तेंडुलकार, एस.डी. पणजी, गोंय, <i>वालोर</i>, राजहंस वितरण, 1998.</li> <li>8. तडकोडकार, प्रियदर्शिनी. <i>कोंकणी साहित्य- मञ्जिरीa (नदर आनी नियाळ)</i>, सांता इनेझ, पणजी, गोंय:केदार प्रकाशन, कामत प्लाझा, 2005.</li> <li>9. सरदेसाय, डॉ. मनोहरराय आनी हळर्णकार, तानाजी. (संपा.) <i>कोंकणी विश्वकोश (खंड -1-4)</i> ताळगांव, गोंय विश्वविद्यालय, 1991, 1993, 1999 आनी 2000.</li> <li>10. पवार, डॉ. राजय. <i>कोंकणी कवितेचो इतिहास</i>, सानिका प्रोडक्शन, बोरी, फोंडें, गोंय, 2014.</li> <li>11. व्हिएगश, प्रा. किनी. आनी राजूत देसाय, प्रा. अकल्पिता (संकलन) <i>समकालीन भारतीय साहित्य</i>, श्रीस्थळ, काणकोण, गोंय:ॐ श्री दत्त पद्मजा प्रकाशन, 2013.</li> <li>12. वजरीकार, प्रकाश रमाकांत. <i>वज्रघात</i>. वजरी सांखळी, गोंय - 403 505 : प्राची प्रकाशन, जून 2010.</li> <li>13. <i>केरळांतलें कोंकणी साहित्य- एक परिचर्चा</i>, 'Gokul', West Nada, Palluruthy, Cochin 682 006 : Kerala Konkani Academy, May 1993.</li> <li>14. चंद्रलेखा. <i>समिक्षणात्मक आनी आलोचनात्मक लेख</i>. वास्को द गामा, गोवा 403 802, 2008.</li> <li>15. डिसौजा, डॉ. चंद्रलेखा. <i>कोंकणी काव्याची पृष्ठभूमि</i>. एच. सी. ठक्कर. दामोदराच्या देवळालागीं, स्वतंत्र पथ, वास्को-डा-गामा, गोंय 403 802, चिंतन प्रकाशन, 1994.</li> <li>16. सरदेसाय, डॉ. मनोहरराय. <i>साहित्य सुवाद</i>, पणजी, गोंय. राजहंस वितरण, 1993.</li> </ol> |
| <p><b>Course Outcomes</b></p>          | <ol style="list-style-type: none"> <li>1. विद्यार्थ्यांक कविता ह्या साहित्य प्रकाराची सिद्धांतीक म्हायती मेळटा.</li> <li>2. कविता ह्या साहित्य प्रकाराच्या उप-प्रकारां विशीं गिन्यान गावता.</li> <li>3. कोंकणी कविता ह्या साहित्य प्रकाराचो इतिहास समजता</li> <li>4. कोंकणींतल्या वेंचीक कवितांचो अभ्यास जाता.</li> </ol>   |



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|                             | <p><b>The IS Curve:</b> features, the IS Curve, slope of the IS Curve, shift in the IS Curve, Equilibrium in the Goods Market;</p> <p><b>The LM Curve:</b> features, the LM Curve, slope of the LM Curve, shift in the LM Curve, Equilibrium in Money Market;</p> <p><b>Simultaneous Equilibrium in Goods and Money Market</b></p> <p><b>Module 4: The Labor Market in the Macroeconomy</b></p> <p><b>The Labor Market:</b> Basic Concepts;</p> <p><b>The Classical View of the Labor Market:</b> The Classical Labor Market and the Aggregate Supply Curve, the Unemployment Rate and the Classical View;</p> <p><b>Unemployment:</b> Sticky Wages, Efficiency Wage Theory, Imperfect Information, Minimum Wage Laws;</p> <p><b>The Short-Run Relationship Between the Unemployment Rate and Inflation:</b> The Phillips Curve- A Historical Perspective, Aggregate Supply and Aggregate Demand Analysis and the Phillips Curve, Expectations and the Phillips Curve, Inflation and Aggregate Demand;</p> <p><b>The Long-Run Aggregate Supply Curve, Potential Output, and the Natural Rate of Unemployment:</b> The Nonaccelerating Inflation Rate of Unemployment (NAIRU)</p> | 15 |
| <b>Pedagogy:</b>            | Lectures/Case analysis/ assignments/ group discussions/ quiz/ presentations  |    |
| <b>Main Text:</b>           | Case, K. E., Fair, R. C., & Oster, S. M. (2020). <i>Principles of Economics</i> . 13 <sup>th</sup> edition, Prentice Hall.   |    |
| <b>References/Readings:</b> | <ol style="list-style-type: none"> <li>1. Blanchard, Oliver and Johnson R. David (2021). <i>Macroeconomics</i>, 8<sup>th</sup> edition. Pearson Education, New Delhi.</li> <li>2. Froyen, R. T. (2013). <i>Froyen: Macroeconomics</i>. 10<sup>th</sup> edition, Pearson Higher Ed.</li> <li>3. Irvin Tucker (2022). <i>Macroeconomics for Today</i>, 11<sup>th</sup> edition, Cengage Publisher</li> <li>4. Mankiw, N. Gregory (2022). <i>Macroeconomics</i>. 11<sup>th</sup> edition, Macmillan Learning</li> <li>5. Samuelson, P. A., &amp; Nordhaus, W. D. (2021). <i>Macroeconomics</i>. 20<sup>th</sup> edition, Pearson.</li> </ol>  |    |
| <b>Course Outcomes:</b>     | <p>The students will be able to</p> <ol style="list-style-type: none"> <li>1. Explain the key macroeconomic determinants of the demand for money.</li> <li>2. Evaluate the concepts of aggregate demand and aggregate supply and the manner in which macroeconomic equilibrium is attained.</li> <li>3. Appraise the IS-LM Model of Commodity Market and Money Markets.</li> <li>4. Analyze the relationship between unemployment, inflation, and the labor market, and understand how commodity, labor, and money markets interact to shape output, prices, and employment in the real economy.</li> </ol>  |    |



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|  | <ol style="list-style-type: none"><li>2. acquire an understanding of social skills in communication;</li><li>3. know the types of social etiquettes; and</li><li>4. locate etiquettes in global perspective.</li></ol> |
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| <b>Course Outcomes</b> | At the end of the course, students will be able to:<br>1. Demonstrate the ability to write for the print media<br>2. Enumerate the stages of news reporting<br>3. Differentiate between the different types of reports<br>4. Edit news reports |
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|                         | 6. Pandey I. M. (2015) Financial Management, 11th Edition ,Vikas Publishing House Pvt. Ltd. New Delhi   |
| <b>Course Outcomes:</b> | The student will be able to:<br>1. Explain Option Market.<br>2. Classify Option Valuation.<br>3. Analyze Future markets, swaps and Risk Management.<br>4. Relate International Diversification and Hedge Funds. |



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|                                  | इ. हेर मळांचेर   |    |
|                                  | <b>6. प्रत्यक्ष टंकलेखन (प्रात्यक्षीक)</b><br>अ. हस्तलिखितां दिवन टंकलेखन करून घेवचें<br>आ. केल्ल्या टंकलेखनाची पान मांडावळ करूंक लावची  | 30 |
|                                  | <b>वट्ट</b>  | 75 |
| <b>Pedagogy:</b>                 | व्याख्यान, अभ्यासिका, स्वाध्याय, प्रयोग  |    |
| <b>References/<br/>Readings:</b> | <ol style="list-style-type: none"> <li>1. बन्सल, राम, विज्ञाचार्य . कॅम्प्यूटॅक क्या, क्यों और कैसे: वाणी प्रकाशन, नयी दिल्ली, 2001.</li> <li>2. मिश्र, अमित, कुमार . इंटरनेट क्या?, क्यों?? और कैसे???: विक्रम प्रकाशन, ई-११/५, कृष्णानगर, दिल्ली, 2014.</li> <li>3. <a href="https://baraha.com/main.phpard.shtml">https://baraha.com/main.phpard.shtml</a></li> <li>4. <a href="https://groups.google.com/g/bvparishat/c/hDJS1ANWp_o">https://groups.google.com/g/bvparishat/c/hDJS1ANWp_o</a></li> <li>5. <a href="https://indiatyping.com/index.php/hindi-typing">https://indiatyping.com/index.php/hindi-typing</a></li> <li>6. <a href="https://play.google.com/store/apps/details?id=pro.pada.android.padaadevanagari&amp;hl=en_IN&amp;gl=US">https://play.google.com/store/apps/details?id=pro.pada.android.padaadevanagari&amp;hl=en_IN&amp;gl=US</a></li> <li>7. <a href="https://www.modular-infotech.com/html/downloads.html">https://www.modular-infotech.com/html/downloads.html</a></li> <li>8. <a href="https://www.modular-infotech.com/html/shreelipi.html">https://www.modular-infotech.com/html/shreelipi.html</a></li> </ol> |    |
| <b>Course<br/>Outcomes:</b>      | <ol style="list-style-type: none"> <li>1. देवनागरी संगणकीकरणाची खाशेलपणां समजतलीं</li> <li>2. कोंकणी भास आनी साहित्या खातीर संगणकाचो वापर कसो करप हें समजतलें</li> <li>3. कोंकणींतल्यान टंकलेखन आनी मांडावळ कौशल्यां विकसीत जातलीं.</li> <li>4. कोंकणी टंकलेखन एक वेवसाय म्हूण आपणावंक शकतलीं.</li> </ol>  |    |



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|------------------------|--|
|                        | <p>8. Clifford, J. <i>The Predicament of Culture</i>. Cambridge, MA: Harvard University Press, 1988.</p> <p>9. Cooper, C. <i>Progress in Tourism, Recreation and Hospitality</i>. New Delhi: CBS, 1992.</p> <p>10. Edenson, Tim. <i>Tourists at the Taj: Performing and Meaning at a Symbolic Site</i>. London: Routledge, 1998.</p> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Comprehend Heritage Tourism and its significance</li> <li>2. Locate Tourism destinations of India</li> <li>3. Analyze the impact of Heritage Tourism</li> <li>4. Design Heritage Tourism plan and itinerary</li> </ol>   |



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| <b>Pedagogy:</b>          | Lectures, Group Discussions, Guest Lectures, Assignments, Field Visits  |
| <b>References/Reading</b> | <ol style="list-style-type: none"> <li>1. Rumley, M. (2020). Modern-Day Strategies for Community Engagement. Purposely Created Publishing Group.</li> <li>2. Barrett, M., &amp; Zani, B. (2015). Political and Civic Engagement Multidisciplinary perspectives. Routledge.</li> <li>3. Block, P. (2009). Community: The Structure of Belonging. Berrett-Koehler Publishers.</li> <li>4. Hansson, E., &amp; Weiss, M. L. (2018). Political Participation in Asia. Routledge.</li> <li>5. Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (2012). The Handbook of Community Practice. SAGE Publications Inc.</li> <li>6. Wilson, P. (2019). The Heart of Community Engagement. Routledge.</li> <li>7. Wimmer, J., Wallner, C., &amp; Winter, R. (2019 ). (Mis)Understanding Political Participation. Routledge.</li> <li>8. Cordenillo, R. (2014). Inclusive Political Participation &amp; Representation. International Institute for Democracy and Electoral Assistance</li> <li>9. Information Resources Management Association. (2019). Civic Engagement and Politics: Concepts, Methodologies, Tools, and Applications. IGI Global.</li> </ol> |
| <b>Course Outcomes</b>    | <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Comprehend the significance of community engagement and political participation</li> <li>2. Understand the difference between community engagement and political participation.</li> <li>3. Learn strategies and skills to improve community engagement and political participation.</li> <li>4. To understand the importance of Inclusive community engagement &amp; Political participation.</li> </ol>   |



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|                     | Minds) पोर्टल पर उपलब्ध मुक्त ऑनलाइन पाठ्यक्रम (MOOCS)  |    |
|                     | <ul style="list-style-type: none"> <li>• कृत्रिम बुद्धिमत्ता (Artificial Intelligence) और हिंदी</li> </ul>  |    |
|                     | <b>4. व्यावहारिक प्रयोग</b> <ul style="list-style-type: none"> <li>• पत्र लेखन - व्यक्तिगत पत्र, व्यावसायिक पत्र तथा कार्यालयीन पत्र</li> <li>• प्रस्तुति कौशल - पावरपॉइंट प्रस्तुति, वीडियो निर्मिति</li> <li>• अंग्रेजी से हिंदी में अनुवाद - विभिन्न क्षेत्रों के दस्तावेजों का अनुवाद</li> <li>• देवनागरी लिपि में टंकण</li> <li>• सोशल मीडिया : लेखन एवं प्रस्तुतीकरण</li> </ul>   | 30 |
| <b>अध्यापन विधि</b> | व्याख्यान, चर्चा, पावरपॉइंट प्रस्तुति, दृश्य-श्रव्य माध्यमों का प्रयोग, तकनीकी विशेषज्ञों द्वारा प्रशिक्षण  |    |
| <b>संदर्भ ग्रंथ</b> | <ol style="list-style-type: none"> <li>1. डॉ. नरेश मिश्र : प्रयोजनमूलक हिंदी, राजपाल एंड सन्स, दिल्ली, सं. 2013</li> <li>2. डॉ. पी. लता : प्रयोजनमूलक हिंदी, लोकभारती प्रकाशन, इलाहाबाद, सं. 2015</li> <li>3. डॉ. कृष्णकुमार गोस्वामी : प्रयोजनमूलक भाषा और कार्यालयी हिंदी, कलिंगा प्रकाशन, दिल्ली, सं. 1992</li> <li>4. डॉ. अर्जुन चव्हाण : मीडिया कालीन हिंदी : स्वरूप एवं संभावनाएँ, राधाकृष्ण प्रकाशन पाइवेट लिमिटेड, दिल्ली, सं. 2005</li> <li>5. डॉ. विनोद गोदरे : प्रयोजनमूलक हिंदी, वाणी प्रकाशन, नई दिल्ली, सं. 1991</li> </ol> |    |
| <b>अधिगम परिणाम</b> | <ol style="list-style-type: none"> <li>1. छात्र प्रयोजनमूलक हिंदी की अवधारणा एवं स्वरूप से अवगत होते हुए उसका प्रयोग करने में सक्षम होंगे।</li> <li>2. छात्र व्यक्तिगत, व्यावसायिक एवं कार्यालयीन पत्र लेखन में निपुण होंगे।</li> <li>3. छात्र संगणक एवं इंटरनेट प्रयोग में कौशल हासिल करते हुए अपने कार्य में उसका उचित उपयोग कर पायेंगे।</li> <li>4. छात्र प्रयोजनमूलक हिंदी का व्यावहारिक प्रशिक्षण पाकर रोजगार अर्जन की दृष्टि से सक्षम होंगे।</li> </ol>   |    |



4. संभाषण कला संवर्धन करेंगे।



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|                 | <p>5. भावे, भूषण. साहित्य विमर्श, सतरी गोंय:शाल्मली क्रिएशन्स, 2016.</p> <p>6. भावे, भूषण.अनु. कोंकणी भाशा : प्रकृती आनी परंपरा पणजी गोंय: गोवा कोंकणी अकादेमी. 2013.</p> <p>7. लवंदे वसंत. कोंकणी भाशेचें अध्यापन, पणजी, गोंय: गोवा कोंकणी अकादेमी, 1995.</p> <p>8. वेरेंकार, श्याम. (संपा.) कोंकणी भास, साहित्य आनी संस्कृताय, मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.</p> |
| Course Outcomes | <p>1. विद्यार्थ्यांक कोंकणी भाशेचें मुळावें गिन्यान मेळटा.</p> <p>2. कोंकणी भाशेची मौखिक आनी लिखित कौशल्यां आत्मसात जाता.</p> <p>3. दिसपट्टे जिणेंत कोंकणी भाशेचो प्रभावी वापर करपाक कळटा.</p> <p>4. कोंकणी भाशेच्या व्याकरणा विशीं म्हायती मेळटा.</p>  |



Semester-V

Name of the Programme : B.A. Sociology  
 Course Code : SOC 300  
 Title of the Course : Foundations of Sociological Thought  
 Number of Credits : 04  
 Effective from AY : 2023-2024

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|-------------------------------|--|-----------------|
| Prerequisites for the course: | Should have completed BA Sociology Semester I to IV.   |                 |
| Course Objectives:            | This course is designed to introduce the students to the main ideas of the founding fathers of sociology and their contributions to emergence and institutionalisation of sociology as a distinctive academic discipline.  |                 |
| Content:                      | <b>1. The emergence of sociology</b><br>1.1. The Social Forces<br>1.2. The intellectual Forces<br>1.3. Comte: Positivism and the Law of Three Stages<br>1.4. Spencer: The Evolution of Society   | <b>20 Hours</b> |
|                               | <b>2. Emile Durkheim</b><br>2.1. Social Facts<br>2.2. The Division of Labour in Society<br>2.3. Suicide<br>2.4. Elementary Forms of Religious Life   | <b>15 Hours</b> |
|                               | <b>3. Karl Marx</b><br>3.1. The Dialectical Method and Historical Materialism<br>3.2. Theory of Class Conflict<br>3.3. Alienation<br>4. Marx on religion   | <b>10 Hours</b> |
|                               | <b>5. Max Weber</b><br>5.1. Types of Social Action<br>5.2. Classification of Authority<br>5.3. Verstehen<br>5.4. Religion and Rise of Capitalism   | <b>15 Hours</b> |
|                               | <b>Pedagogy:</b> Lectures, discussions, tutorials<br>Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)   |                 |
| <b>Basic Readings:</b>        | 1. Abraham, Francis and John Henry Morgan. 1987. <i>Sociological Thought</i> . Delhi: McMillan India Limited.<br>2. Beteille, A. 2005. <i>Sociology: Essays on Approach and Method</i> . New Delhi: Oxford University Press<br>3. Calhoun, C. et.al. (eds). 2002. <i>Classical Sociological Theory</i> . Blackwell<br>4. Coser, Lewis A. 1996. <i>Masters of Sociological Thought</i> (2nd edition); Jaipur: Rawat Publications.<br>5. Giddens, A. 1971. <i>Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber</i> . Cambridge: Cambridge University Press.<br>6. Ritzer, George. 2016. <i>Classical Sociological theory</i> . New Delhi: McGraw Hill Education (India) Private Limited. |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC 301  
 Title of the Course : Indian Sociology  
 Number of Credits : 04  
 Effective from AY : 2023-24

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|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | Students should have attended BA Sociology Semester IV.   |                 |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>To make students familiar with the origin and development of Indian Sociology.</li> <li>To acquaint them with the works of Indian sociologists.</li> <li>To sensitize them to the current debates around the status of sociology in India</li> </ol>                       |                 |
| <b>Content:</b>                       | <b>I. Emergence of Sociology in India</b><br>1.1 Origin and development<br>1.2 Indigenous social thought and renaissance<br>1.3 The culture and civilization of ancient India<br>1.4 Phases of the growth of sociology  | <b>10 Hours</b> |
|                                       | <b>II. Early Founders</b><br>2.1 Patrick Geddes<br>2.2 Govind Sadashiv Ghurye<br>2.3 Radhakamal Mukherjee<br>2.4 Dhurjati Prasad Mukherji<br>2.5 Akshay Ramanlal Desai  | <b>15 Hours</b> |
|                                       | <b>III. Macro Sociologists</b><br>3.1 M. N. Srinivas<br>3.2 Irawati Karve<br>3.3 Louis Dumont<br>3.4 Andre Bettelie<br>3.5 Shyama Charan Dube   | <b>15 Hours</b> |
|                                       | <b>IV. Prominent Sociologists/thinkers</b><br>4.1 Yogendra Singh<br>4.2 T. K. Oommen<br>4.3 Dipankar Gupta<br>4.4 B.R. Ambedkar<br>4.5 Ranajit Guha<br>4.6 David Hardiman   | <b>15 Hours</b> |
|                                       | <b>V. Sociology for India</b><br>5.1 Ideology, theory and method in Indian sociology<br>5.3 Debate on sociology for India   | <b>05 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, discussions, debates.   |                 |
| <b>References/ Readings:</b>          | <ol style="list-style-type: none"> <li>Bettelie, Andre. 1974. <i>Social Inequality</i>. New Delhi: Oxford University Press.</li> <li>Damle, Y. B. 1965. "For a Theory of Indian Sociology", in T. K. N. Unnithan et al. (eds.), <i>Sociology in India</i>, New Delhi: Prentice Hall of India Pvt. Ltd.</li> </ol> |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-303  
 Title of the Course : Introduction to Social Research  
 Number of Credits : 02  
 Effective from AY : 2023-2024

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|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | Knowledge of introductory sociology   |                 |
| <b>Course Objectives:</b>             | The objectives of the course are:<br>1. to make students familiar with the process of research in social sciences and provide them with an orientation to the research procedure.<br>2. to acquaint them with research methods as a means of understanding social reality and identify relevant tools and techniques used in studying social phenomena.<br>3. to guide students to work on research projects.   |                 |
| <b>Content:</b>                       | <b>I. Introduction</b><br>1.1 Nature, meaning and significance.<br>1.2 Basic steps to research<br>1.3 Values and social research  | <b>5 Hours</b>  |
|                                       | <b>II. Types of social research</b><br>2.1 Pure and applied<br>2.2 Historical and empirical<br>2.3 Descriptive, Exploratory and Experimental<br>2.4 Qualitative and Quantitative.   | <b>5 Hours</b>  |
|                                       | <b>III. Sources of data, Methods and Techniques of data collection</b><br>3.1 Primary and Secondary data<br>3.2 Interview method<br>3.3 Observation method<br>3.4 Ethnographic method   | <b>12 Hours</b> |
|                                       | <b>IV. Processing, Analysing and Interpretation of Data</b><br>4.1.Editing, Coding, classification and tabulation<br>4.2.Content analysis<br>4.3.Report writing   | <b>08 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, Discussions, debates. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)   |                 |
| <b>References/ Readings:</b>          | 1. Goode, W. J. &Hatt. 1981. <i>Methods in social research</i> . New York: McGraw Hill.<br>2. Gilham, B. 2005. <i>Case study research methods</i> . London: Continuum Publishers.<br>3. Gilham, B. 2005. <i>The research interviews</i> . London: Continuum Publishers.<br>4. Kothari, C. R. 1987. <i>Research methodology: Methods and techniques</i> . Delhi: Wiley Eastern Ltd.<br>5. Kothari, C. R. 2004. <i>Research methodology</i> . New Delhi: New Age International Ltd. Publishers. |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-302  
 Title of the Course : Sociology of Migration  
 Number of Credits : 04  
 Effective from AY : 2023-24

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|-------------------------------------|---|---------------------|
| <b>Prerequisites for the Course</b> | Knowledge of Introductory Sociology   |                     |
| <b>Course Objectives:</b>           | <ol style="list-style-type: none"> <li>To introduce the students to migration as an academic area of study and acquaint them with the different theoretical perspectives on migration.</li> <li>To develop an understanding of the historical background and mechanisms behind the migration process.</li> <li>To understand the causes, patterns of migration; and migration as an ongoing process in the world, India and Goa.</li> </ol>             |                     |
| <b>Content:</b>                     | <b>I: Migration as an area of Study</b><br>1.1 Meaning of migration and related concepts<br>1.2 Origin, Scope, and Significance of migration study<br>1.3 Approaches to understanding migration<br>1.4 Migration in India: A brief Overview   | <b>15<br/>Hours</b> |
|                                     | <b>II: Theories of Migration.</b><br>2.1 Push – Pull theory - Everette Lee<br>2.2 Concentric zone – Ernest Burgess<br>2.3 Study of International migration- Douglass Massey<br>2.4 Segmented assimilation theories- Alejandro Portes  | <b>10<br/>Hours</b> |
|                                     | <b>III: Migration: Exploring causes and patterns</b><br>3.1 Socio-cultural causes<br>3.2 Economic causes<br>3.3 Political causes<br>3.4 Types of migration: Voluntary and Involuntary   | <b>05<br/>Hours</b> |
|                                     | <b>IV: Understanding Migration dynamics in Goa</b><br>4.1 Colonial era<br>4.2 Post Liberation period<br>4.3 Emigration of Goa<br>4.4 Villagers perspective on emigration  | <b>15<br/>Hours</b> |
|                                     | <b>V: Investigating Impact of migration</b><br>5.1 Impact of migration on Family<br>5.2 Impact of migration on Society<br>5.3 Migration and Multiculturalism<br>5.4 Migration and Discrimination  | <b>15<br/>Hours</b> |
| <b>Pedagogy:</b>                    | Lectures, Discussions, field visits.  |                     |
| <b>Basic Readings:</b>              | <ol style="list-style-type: none"> <li>Amrith, S. S. 2011. <i>Migration and diaspora in modern Asia</i>. New Delhi: Cambridge University Press.</li> <li>Carvalho, S. 2010. <i>Into the Diaspora wilderness</i>. Goa: Goa 1556 &amp; Broadway Publishing House.</li> <li>Cohen, J. H., &amp; Srkeci, I. 2011. <i>Cultures of migration: the Global nature of contemporary mobility</i>. United States of America: University of Texas Press.</li> </ol> |                     |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-321  
 Title of the Course : Empowerment of Marginalised Groups  
 Number of Credits : 3T+1P=04  
 Effective from AY : 2023-24

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|-------------------------------------|--|------------------|
| <b>Prerequisites for the Course</b> | Knowledge of Introductory Sociology  |                  |
| <b>Course Objectives:</b>           | 1. To introduce students to the hierarchical structure of Indian society.<br>2. To Provide knowledge on the distinctiveness of sociological thoughts on the marginalized groups in India.<br>3. Sensitize students to issues pertaining to the marginalized groups and their sociological significance.  |                  |
| <b>Content:</b>                     | <b>1. Introduction</b><br>1.1 Meaning and forms of Marginalization<br>1.2 Current Status and Representation<br>1.3 Social Exclusion<br>1.4 Constitutional Provisions and Affirmative actions   | <b>15T Hours</b> |
|                                     | <b>2. Perspective on Marginalization</b><br>2.1 Jyotirao Govindrao Phule<br>Profile, major works/area of activism<br>2.2 Dr. B R Ambedkar<br>Profile, major work/ area of activism<br>2.3 Periyar E V Ramasamy<br>Profile, major works/area of activism  | <b>15T Hours</b> |
|                                     | <b>3. Marginalized groups in India: Issues and Concerns</b><br>3.1 Scheduled Caste<br>3.2 Scheduled Tribe and Nomadic Tribes<br>3.3 LGBTQ<br>3.4 Differently abled groups  | <b>15T Hours</b> |
|                                     | <b>4. Welfare of Marginalized group</b><br>4.1 Awareness and advocacy of Social Legislations<br>4.2 Socio-demographic profile of marginalized groups in the locality<br>4.3 Documenting Hygiene and Health Care Disparities among the Marginalized   | <b>30P Hours</b> |
| <b>Pedagogy:</b>                    | Lectures, Discussions, field visits.   |                  |
| <b>Basic Readings:</b>              | 1. Bhatia, K. L. 1994. <i>Law and Social Change Towards 21<sup>st</sup> Century</i> . New Delhi: Deep and Deep.<br>2. Chatterjee, C. and Sheoran, G. 2007. <i>Vulnerable Groups in India: The Centre for Enquiry into Health and Allied Themes (CEHAT)</i> , Mumbai.<br>3. Gupta, Dipankar. 1991. <i>Social Stratification</i> . New Delhi: Oxford University Press.<br>4. Jogdand, P. G. 2000. <i>New Economic Policy and Dalits</i> . Jaipur: Rawat.<br>5. Joseph, Sherry. 1996 <i>Gay and Lesbian Movement in India</i> . Economic and Political Weekly, 31(33) |                  |



Name of the Programme : B.A Political Science  
 Course Code : POL 302  
 Name of the course : Indian Political Thinkers  
 Number of Credits : 04  
 Effective from : 2023-24

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|--------------------------------------|---|---------------------|
| <b>Pre-requisite for the course:</b> | Any student who is eligible for admission to third year of the Undergraduate Degree Programme.  |                     |
| <b>Course Objective:</b>             | <ol style="list-style-type: none"> <li>1. To study ideas of ancient and modern Indian Thinkers</li> <li>2. To familiarize students to the key ideas of some eminent Indian political thinkers who continue to shape contemporary political discourse in the country today.</li> <li>3. To understand Renaissance and Reformation in India and role of key Indian thinkers in it.</li> <li>4. To understand the contribution of Indian Political Thinkers to the nationalist discourse.</li> </ol> |                     |
| <b>Content:</b>                      |   | <b>No. of hours</b> |
|                                      | <ol style="list-style-type: none"> <li>1. Kautilya, Raja Ram Mohan Roy, Gopal Krishna Gokhale<br/>           Kautilya- Saptanga Theory, Mandala Theory, Views on Finance<br/>           Raja Ram Mohan Roy- Social Reforms, Political Liberalism, Ideas on Education<br/>           Gokhale- Servants of Indian Society, Self-Government, Economic Ideas</li> </ol>   | <b>15</b>           |
|                                      | <ol style="list-style-type: none"> <li>2. Tilak, Swami Vivekananda, Aurobindo Ghosh<br/>           Tilak-Swaraj, National Education, Home Rule<br/>           Vivekananda-Cultural Nationalism, Universal Religion, Advice to youth<br/>           Aurobindo Ghosh-Passive Resistance, Nationalism, Ideas on Nation building</li> </ol>   | <b>15</b>           |
|                                      | <ol style="list-style-type: none"> <li>3. Savitribai Phule, Gandhi, Ambedkar,<br/>           Savitribai Phule- Female Education, Contribution to feminist Ideology, Social Reforms<br/>           Gandhi- Satyagraha, State, Ideas on Panchayati Raj<br/>           Ambedkar-Ideas on Social Justice, Views on religion, Contribution to Constitution of India</li> </ol>   | <b>15</b>           |
|                                      | <ol style="list-style-type: none"> <li>4. Maulana Azad, Nehru Ram Manohar Lohia<br/>           Maulana Azad- Hindu Muslim Unity, Liberty<br/>           Nehru- Secularism, Parliamentary Democracy,<br/>           Panchsheel Lohia-Four Pillar State, New Socialism, Sapta Kranti</li> </ol>   | <b>15</b>           |
| <b>Pedagogy:</b>                     | Lectures, Group Discussion, Assignment, Presentation  |                     |



Semester V

Name of the Programme : B. A. in Political Science

Course Code : POL-300

Title of the Course : India's Defence and Security

Number of Credits : 4

Effective from : 2023-24

|                                      |  |                     |
|--------------------------------------|--|---------------------|
| <b>Pre-requisites for the course</b> | Any student who is eligible for admission to third year of the Undergraduate Degree Programme.   |                     |
| <b>Course Objective</b>              | <ol style="list-style-type: none"> <li>To introduce the significance of India's National Security and strategic thought.</li> <li>To comprehend the Defence Policy of India.</li> <li>To familiarize with the structural arrangements of India's Defence Forces.</li> <li>To understand the vitality of different military alliances signed by India.</li> </ol>   |                     |
| <b>Content:</b>                      |  | <b>No. Of hours</b> |
|                                      | 1. Introduction to India's National Security: Concept, Objectives, Scope and Elements of National Security, Internal and External Security, Strategic Thought, India's Nuclear Security.   | 15                  |
|                                      | 2. India's Defence Policy: Definition and Objectives of Defence Policy, India's National Defence Policy and strategy: Military Doctrine, Defence Expenditure and Procurement, Defence Reforms.   | 15                  |
|                                      | 3. Organisation of India's Defence Forces: Indian Armed Forces, Indian Naval Forces, Indian Air Force, Second Line of Defence: Coast Guard, National Security Guards, Territorial Army, NCC; National Security Council & Intelligence Agencies.  | 15                  |
|                                      | 4. Military Alliances: Pacts, Peace Treaties, Defence Cooperations, Strategic Partnerships, Security Dialogues.  | 15                  |
| <b>Pedagogy:</b>                     | Lectures, Assignments, Quiz, Presentations   |                     |
| <b>References/ Reading</b>           | <ol style="list-style-type: none"> <li>Bajpai, K. (2023). <i>How Realist Is India's National Security Policy?</i>. Routledge, India.</li> <li>Basrur, R. (2022). <i>Minimum Deterrence and India's Nuclear Security</i>. Stanford University Press, California.</li> <li>Behera, L. K. (2021). <i>India's Defence Economy: Planning, Budgeting, Industry and Procurement</i>. Routledge, Oxon.</li> <li>Chadha, V. (2013). <i>Armed Forces Special Powers Act: The Debate</i>. Lancer's Books, New Delhi.</li> <li>Kavic, L. (2020). <i>India's Quest for Security: Defence Policies 1947-65</i>. University of California Press.</li> <li>Mishra, S. (2017), <i>Defence Beyond Design: Contours of India's Nuclear</i></li> <li>Mukherjee, A. &amp; Mohan, R. (2016), <i>India's Naval Strategy and Asian Security</i>. Routledge, Oxon.</li> </ol> |                     |



Name of the Programme : B.A. Political Science  
 Course Code : POL-303  
 Title of the Course : People's Movements in Goa  
 Number of Credits : 2  
 Effective From AY : 2023-24

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| <b>Prerequisite for the course:</b> | Any student who is eligible for admission to third year of Undergraduate Degree Programme.  |                     |
| <b>Course Objectives:</b>           | <ol style="list-style-type: none"> <li>1. To familiarise the students with movements that have occurred in Goa.</li> <li>2. To highlight the issues that people have participated.</li> <li>3. To study the impact of the movement on decisions of the Government.</li> </ol>   |                     |
| <b>Contents:</b>                    |   | <b>No. of Hours</b> |
|                                     | <ol style="list-style-type: none"> <li>1. Important Movements in Goa : Introduction, Types of Movements, Characteristics of Movements, Relevance, Opinion Poll, Ramponkar Agitation, Language, Statehood &amp; Medium of Instruction Controversy</li> </ol>   | 15                  |
|                                     | <ol style="list-style-type: none"> <li>2. Major agitations &amp; Issues in Goa: Nylon 6,6, SEZs, Regional Plan, UTTA agitation; Coal Agitation, Mhadei Bachao Abhiyan</li> </ol>  | 15                  |
| <b>Pedagogy:</b>                    | Lectures, Group Discussion, Critical Pedagogy, Textual Method, Panel Discussion   |                     |
| <b>References/ Readings:</b>        | <ol style="list-style-type: none"> <li>1. Abreu, S. &amp; Heredia, R. C. (2014). <i>Goa 2011: Reviewing and Recovering Fifty Years</i>. Concept Publishing Company.</li> <li>2. Alvarés, C. (2002). <i>Fish Curry and Rice</i>. Goa: A Goa Foundation Publication, Goa.</li> <li>3. Basu, R. (2012). Mining in Goa: Beyond Forest Issues. <i>Economic and Political Weekly</i>, 47 (3), 77-79.</li> <li>4. Basu, R. (2015). Catastrophic Failure of Public Trust in Mining: Case Study of Goa. <i>Economic and Political Weekly</i>, 50 (38), 44-51.</li> <li>5. D'Cruz, S. &amp; Raikar, A. (2004). Ramponkars in Goa: Between Modernisation, Government and the Deep Blue Sea. <i>Economic and Political Weekly</i>, 39 (20), 2048-2054.</li> </ol> |                     |
| <b>Course Outcomes:</b>             | <ol style="list-style-type: none"> <li>5. Students will be able to understand the key issues that have prompted people's movements in Goa .</li> <li>6. The students will be able to assess the successes and limitations of the same.</li> <li>7. The students will be able to develop a multidisciplinary perspective on people centric concerns in Goa.</li> </ol>   |                     |



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| <b>References/<br/>Reading</b> | <ol style="list-style-type: none"> <li>1. Arora, P. &amp; Grover, B. (2012). <i>Selected Western and Indian Political Thinkers</i>. Cosmos , Chandigarh.</li> <li>2. Chakrabarty, B. &amp; Pandey, R. K. (2009). <i>Modern Indian Political Thought: Text and Context</i>. SAGE Publications, New Delhi.</li> <li>3. Gauba, O. P. (2020). <i>Indian Political Thought</i>. National Paperbacks, New Delhi.</li> <li>4. Jayapalan, N. (2005). <i>Indian Political Thinkers</i>. Atlantic Publishers and Distributors, New Delhi.</li> <li>5. Mukhi, H. R. (1994). <i>Modern Indian Political Thought</i>. SBD Publisher, New Delhi.</li> <li>6. Rathod, P. B. (2005). <i>Modern Indian Political Thinkers</i>. Commonwealth Publishers, Delhi.</li> </ol> |
| <b>Course Outcomes:</b>        | <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. To analyze the central ideas of Indian Political Thinkers</li> <li>2. To compare the ideas of ancient and modern Indian thinkers.</li> <li>3. Examine the relevance of their ideas in contemporary period.</li> <li>4. Critically examine the ideas of Indian Political Thinkers</li> </ol>   |



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|                              | <ol style="list-style-type: none"> <li>4. Kothari, J. (2005). Criminal Law on Domestic Violence: Promises and Limits. <i>Economic and Political Weekly</i>, 40 (46), 4843-4849.</li> <li>5. Mathew, P. &amp; Bakshi, P. (2005) <i>Indian Legal System</i>. Indian Social Institute, New Delhi.</li> <li>6. Mathew, P. D. (1983). <i>On Your Rights if Arrested</i>. Indian Social Institute, New Delhi.</li> <li>7. Mohanty, M. &amp; et. al. (2011). <i>Weapon of the Oppressed: An Inventory of People's Rights in India</i>. Danish Books, Delhi.</li> <li>8. Shankaran, K. &amp; Singh, U. K. (2008). <i>Towards Legal Literacy</i>. Oxford University Press, New Delhi.</li> <li>9. Singh, G. (1995). Consumer Protection Act 1986 And Medical Profession In India: Conflicts And Controversies. <i>Journal of the Indian Law Institute</i>, 37 (3), 324-363.</li> <li>10. Vihan, R. (2013). The Protection Of Women From Domestic Violence In India: In Context Of Domestic Violence Act 2005. <i>The Indian Journal of Political Science</i>, 74 (1), 49-60.</li> <li>11. Wadehra, B. L. (2009). <i>Public Interest Litigation: A Handbook</i>. Universal Law Publishing, Delhi.</li> </ol> |
| <p><b>Course Outcome</b></p> | <ol style="list-style-type: none"> <li>1. Students will be able to analyze the foundational principles of democracy and their significance in shaping legal frameworks.</li> <li>2. Students will be equipped to critically evaluate the legal mechanisms that support and sustain democratic governance.</li> <li>3. Students will develop an understanding of their rights and responsibilities as citizens within a democratic society.</li> <li>4. Students will gain practical skills in legal literacy, enabling them to navigate legal systems and advocate for their rights effectively.</li> </ol>  |



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|                               | <p>4. गोमिश, ऑलिव्हीन्यु.कोंकणी सरस्पतिचो इतिहास (एक सुपुल्लो नियाळ) :चांदर, गोंय: कोंकणी सरस्पत प्रकाशन, 1989.</p> <p>5. गोमिश, ऑलिव्हीन्यु.सोळाव्या शेंकड्या आदलें कोंकणी रामायण, ताळगांव, गोंय:गोंय विद्यापीठ. 1996</p> <p>6. गोमिश, ऑलिव्हीन्युसंपा.कोंकणी मानसगंगोत्री चांदर, गोंय,कोंकणी सरस्पत प्रकाशन,2000</p> <p>7. नायक, प्रताप. संपा. सोळाव्या शेंकड्या आदलें कोंकणी महाभारत आदिपर्व,परवरी, गोंय: तॉमास स्टीवन्स कोंकणी केंद्र. 1990.</p> <p>8. पवार, राजय. कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता) बोरी फोंडें गोंय. सानिका प्रोडक्शन, 2014.</p> <p>9. भावे, भूषण. अनु. कोंकणी भाशा : प्रकृती आनी परंपरा पणजी गोंय:गोवा कोंकणी अकादेमी. 2013</p> <p>10. वेरेंकार, श्याम. (संपा).कोंकणी भास, साहित्य आनी संस्कृताय, मडगांव गोंय :कोंकणी भाशा मंडळ, 2003.</p> <p>11. A Description of Konkani - Thomas Stephens Konkani Kendra, Panaji, 1989.</p> <p>12. A History of Konkani Literature: Sardesai, Manohar Rai. New Delhi: Sahitya Academy, 2000.</p> |
| <p><b>Course Outcomes</b></p> | <p>CO 1. कोंकणी भाशेच्या इतिहासाची वळख जातली.</p> <p>CO 2. कोंकणी भाशेच्या चळवळीचें एक मुल्यांकन जातलें.</p> <p>CO 3. कोंकणी भाशेच्या उदरगतीच्या वेगवेगळ्या पांवड्यांचीम्हायती मेळटली.</p> <p>CO 4. कोंकणीचे अस्मितायेच्या चळवळीचें विश्लेशण जातलें.</p>   |



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| <b>Course Outcomes:</b> | <p>CO 1. कोंकणीचे व्याकरणीक रचणुकेंत प्रवीणताय मेळटा.</p> <p>CO 2. कोंकणी भाशेचे व्याकरणीक रचणुकेची व्यापक समजूत गावता.</p> <p>CO 3. कोंकणीच्या व्याकरणीक विश्लेशणाक घट्ट बुन्याद मेळटा.</p> <p>CO 4. व्याकरणीक साधनां आनी पददतींचो उपेग करून कोंकणी ग्रंथांचें विश्लेशण आनी अर्थ लावपाची कुशळटाय विकसीत जाता.</p> |
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|                                | <p>7. गांवकार, डॉ. अर्चना. 110 वखदी वनस्पती, सत्तरी, गोंय: शाल्मली क्रियेशन, 2013.</p> <p>8. गोन्सालवीस, मार्कोस. क्रिस्तांवांचो जागोर. पणजी, गोंय: गोवा कोंकणी अकादेमी, 2022.</p> <p>9. दांतश, इजिदोर. कोंकणी चलचित्रां- पुणे महाराष्ट्र: दांतश पब्लिकेशन्स, 2010. (देवनागरी)</p> <p>10. देशपांडे, कमलादेवीराव. म्हणी फाटली काणी खंड 1. मडगांव, गोंय: अस्मिताय प्रतिष्ठान, 1998.</p> <p>11. देशपांडे, कमलादेवीराव. म्हणीफाटलीकाणीखंड 2. मडगांव, गोंय: अस्मितायप्रतिष्ठान, 1998</p> <p>12. धारवटकार, शरद. कोंकणीचें अध्यापन, पणजी, गोंय: गोवा कोंकणी अकादेमी, 2016.</p> <p>13. धुंगट, मनोहर.कोंकणी म्हणीं सागर. पणजी, गोंय: गोवा कोंकणी अकादेमी, 1993.</p> <p>14. नायक, जयंती.आमोणें एक लोकजीण. पणजी, गोंय: गोवा कोंकणी अकादेमी,1993.</p> <p>15. फळदेसाय, पांडुरंग. कोंकणी लोकगितां. नवी दिल्ली: साहित्य अकादेमी,2022.</p> <p>16. बाळे, उषा. पोट पुजा, सांगें गोंय: संजना पब्लिकेशन्स, 2015</p> <p>17. बाळे, उषा. सणांखाणां, सांगें गोंय: संजना पब्लिकेशन्स, 2017</p> <p>18. भावे, भुषण. गोंयांतले पारंपारीक खेळ. फोंडे गोंय: पीईएस श्री रवी सिताराम नाईक कला आनी वाणिज्य महाविद्यालय, 2005.</p> <p>19. महाले, पद्मा, इश्टान्न, पणजी, गोंय: राजहंस वितरण, 1998.</p> <p>20. लवंदे, वसंत. कोंकणी भाशेचें अध्यापन, पणजी, गोंय: गोवा कोंकणी अकादेमी, 1995.</p> |
| <p><b>Course Outcomes:</b></p> | <p>CO 1 ललितेतर साहित्याचें स्वरूप आनी प्रकारांची विविधताय कळटली.</p> <p>CO 2 कोंकणींतल्या ललितेतर साहित्याची वळख जातली.</p> <p>CO 3 कोंकणींतल्या मुखेल ललितेतर साहित्यिकांचें योगदान समजतलें.</p> <p>CO 4 साबार विशयांतल्या ललितेतर साहित्याची मोलावणी करतले.</p>   |



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|                  | <p>बुक ट्रस्ट, 1998.</p> <p>13. हळर्णकार, तानाजी. (संपा) कोंकणी विश्वकोश (खंड १-४)ताळगांव गोंय: गोंय विश्वविद्यालय, 1991, 1993, 1999 आनी 2000.</p> <p>14. गावडे, रामनाथ. सावळ्यो कुळें गोंय : आदिमंत्र कलारंग प्रकाशन, 2003.</p> <p>15. गावडे, रामनाथ. युवकथा. कुळें गोंय : आदिमंत्र कलारंग प्रकाशन, 2006.</p> |
| Course Outcomes: | <p>CO 1. कथा हयासाहित्य प्रकाराची सिध्दांतीक म्हायती मेळटली.</p> <p>CO 2. कोंकणी कथेच्या इतिहासाची वळख जातली.</p> <p>CO 3. काळा प्रमाण कथेंत जाल्ले प्रयोग कळटले.</p> <p>CO 4. कोंकणींतल्या वेंचीक कथाकारांची वळख जातली.</p>   |



Semester V  
 Name of the Programme : B. A. History  
 Course Code : HIS-300  
 Title of the Course : Rise of the Modern West  
 No. of Credits : 04  
 Effective from AY : 2024-25

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|-------------------------------------|---|---------------------|
| <b>Prerequisites for the Course</b> | Nil   |                     |
| <b>Course Objectives</b>            | <ul style="list-style-type: none"> <li>• Acquaint students with motives of geographical exploration, key voyages and early colonisation</li> <li>• Understand changes following Renaissance, Reformation and Counter-Reformation</li> <li>• Evaluate the key aspects of Absolute Monarchy</li> <li>• Analyze the shift from an agrarian to an industrial economy</li> </ul>   |                     |
|                                     |   | <b>No. of Hours</b> |
| <b>Content</b>                      | <b>Unit I Europe in the 15th Century</b><br>1.1. European Expansion: Motives<br>1.2. Explorations: Prince Henry the Navigator, Christopher Columbus, Amerigo Vespucci, Vasco da Gama  | <b>15</b>           |
|                                     | <b>Unit II The Renaissance</b><br>2.1. Causes and Characteristics<br>2.2. Impact on: Languages and Literature; Science; Art and Architecture  | <b>15</b>           |
|                                     | <b>Unit III The Reformation</b><br>3.1. Causes and Consequences, Martin Luther, Huldrych Zwingli and John Calvin<br>3.2. Counter Reformation: Council of Trent, Society of Jesus, Inquisition   | <b>15</b>           |
|                                     | <b>Unit IV Europe in the 17th and 18th Centuries</b><br>4.1. Absolutist Monarchy: Louis XIV<br>4.2. Industrial Revolution – Causes and Consequences   | <b>15</b>           |
| <b>Pedagogy</b>                     | Lectures, Tutorials, Seminars, Panel Discussions, Assignments   |                     |
| <b>References/ Readings</b>         | <ol style="list-style-type: none"> <li>1. Gordon, B., John Stevenson and Mark Greengrass, eds. <i>The Swiss Reformation</i>. Manchester: Manchester University Press, 2003.</li> <li>2. Haskin, H. H. <i>Studies in Medieval Culture</i>. Oxford: OUP, 1929.</li> <li>3. Lenard, P. <i>Great Men of Science: A History of Scientific Progress</i>. New York: Macmillan, 1933.</li> <li>4. MacCulloch, Diarmaid. <i>The Reformation: A History</i>. London: Penguin Books, 2005.</li> <li>5. Morison, Samuel E. <i>The Great Explorers: The European Discovery of America</i>. New York: OUP, 1986.</li> </ol> |                     |



Name of the Programme : B.A. History  
 Course Code : HIS-302  
 Title of the Course : India Since Independence (1947-2000)  
 Number of Credits : 04  
 Effective from AY : 2024-25

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|------------------------------|---|--------------|
| Prerequisites for the course | Nil   |              |
| Course Objectives            | <ul style="list-style-type: none"> <li>Examine the building of Independent India with regard to its domestic policy</li> <li>Understand India's Foreign Policy vis a vis NAM and wars fought post-Independence</li> <li>Analyze the challenges faced by India in the late 20th century and beyond.</li> </ul>   |              |
|                              |   | No. of Hours |
| Content                      | <b>Unit I Establishment of the Republic</b><br>1.1. Integration of Princely States - Junagadh, Hyderabad, Kashmir<br>1.2. Features of the Constitution<br>1.3. Nehru's Domestic and Foreign Policy: Five Year Plans, India's Role in NAM  | 15           |
|                              | <b>Unit II Consolidation and Growth</b><br>2.1. Lal Bahadur Shastri - Domestic and Foreign Policy<br>2.2. Indira Gandhi - Domestic Policy and Emergency, Janata Party<br>2.3. Indo-Pak Wars - 1965, 1971  | 15           |
|                              | <b>Unit III Late 20th Century Challenges</b><br>3.1. Rajiv Gandhi - Domestic Policy; Educational Policy, 73rd and 74th Constitutional Amendments<br>3.2. New Economic Policy (1991)<br>3.3. India towards Nuclear Power – Pokhran II, Kargil War 1999   | 15           |
|                              | <b>Unit IV Social and Environmental Movements</b><br>4.1 Narmada Bachao Andolan<br>4.2 Green Revolution<br>4.3 Gender and Dalit Movements   | 15           |
| Pedagogy                     | Lectures/Field Trips/Presentations//Visual presentation, Group Discussions/Critical analysis/Assignments/Tests/Quiz   |              |
| References/Readings          | 1. Appadorai, A. <i>Contemporary India: Essays in Domestic and Foreign Policy</i> . New Delhi: South Asia Books, 1989.<br>2. Basu, D. D. <i>Introduction to the Constitution of India. XXIst Edition</i> . New Delhi: Lexis Nexis, 2018.<br>3. 2013. Benevalensky. <i>Non-Aligned Movement: From Belgrade to Delhi</i> . New Delhi: Vikas Publishing House, 1997.<br>4. Brass, Paul R. <i>Politics of India Since Independence</i> . New York: Cambridge University Press, 1992.<br>5. Chandra, Bipin and others. <i>India After Independence</i> . New Delhi: Penguin, 1999. |              |



Name of the Programme : B. A. History  
 Course Code : HIS-303  
 Title of the Course : Historical Method  
 No. of Credits : 02  
 Effective from AY : 2024-25

|                              |   |              |
|------------------------------|---|--------------|
| Prerequisites for the course | Nil   |              |
| Course Objectives            | <ul style="list-style-type: none"> <li>• Understanding the different stages of conducting research</li> <li>• Learning the skill of differentiating sources and gauging their authenticity</li> <li>• Acquiring the knowledge of developing research design</li> </ul>  |              |
|                              |   | No. of Hours |
| Content                      | <b>Unit I: Introduction to Research</b><br>1.1 Research: Meaning & Types - Qualitative & Quantitative<br>1.2 Research Process: Selection of Topic, Research Questions, Hypothesis, Research Design<br>1.3 Sources for History: Primary, Secondary, Oral, Ethnographic, Archaeological, Web resources and Journal Databases  | 15           |
|                              | <b>Unit II: Writing History</b><br>2.1 Evidence, Perspective & Interpretation<br>2.2 Research Ethics<br>References and Bibliography: Chicago  | 15           |
| Pedagogy                     | Lectures/ Tutorials/ Assignment-based Discussions/ Synergic Learning through visits to Goa Archives & Public & Private Museums  |              |
| References/ Readings         | <ol style="list-style-type: none"> <li>1. Blau, Adrian. "Uncertainty and the History of Ideas." <i>History and Theory</i>, 50 (October 2011): 358-372.</li> <li>2. Cajani, Luigi. "Periodisation" in Bentley, Jerry H., ed., <i>The Oxford Handbook of World History</i>. Oxford: OUP, 2011.</li> <li>3. Gangadharan, A. "The Problem of Periodisation in History." <i>Proceedings of the Indian History Congress</i>, 69 (2008), 862-871.</li> <li>4. Elton, Geoffrey R. <i>The Practice of History</i>. Second Edition. Hoboken, NJ: Wiley-Blackwell, 2001.</li> <li>5. Hamilton, A. (2022). "On Certainty on the Foundations of History as a Discipline." <i>Topoi</i>, 41(5), 979-985.</li> <li>6. Hampson, Norman. "Subjectivity and Objectivity in History." <i>Journal of the British Society for Phenomenology</i>, 7 (3) (1976): 184-188.</li> <li>7. Kaal, Harm and Jelle van Lottum. "Applied History: Past, Present, and Future." <i>Journal of Applied History</i>.</li> </ol> |              |
| Course Outcomes              | <ol style="list-style-type: none"> <li>1. Understand the various tools and techniques of research</li> <li>2. Undertake textual analysis and source criticism</li> </ol>  |              |



Name of the Programme : B. A. History  
 Course Code : HIS-301  
 Title of the Course : World Revolutions  
 No. of Credits : 04  
 Effective from AY : 2024-25

|                                     |  |                     |
|-------------------------------------|--|---------------------|
| <b>Prerequisites for the Course</b> | Nil  |                     |
| <b>Course Objectives</b>            | 1. Understand the decisive events of world history<br>2. Analyse the revolutions that have transformed world history<br>3. Comprehend socialism and its implementation in Russia<br>4. Evaluate the outcomes of world revolutions  |                     |
|                                     |  | <b>No. of Hours</b> |
| <b>Content</b>                      | <b>Unit I The Century of Revolution in England</b><br>1.1. The Stuarts: James I and Charles I<br>1.2. Oliver Cromwell, Charles II<br>1.3. Glorious Revolution - Consequences   | <b>15</b>           |
|                                     | <b>Unit II The American War of Independence</b><br>2.1. Causes<br>2.2. Main Events: Boston Tea Party, Philadelphia Congress, Declaration of Independence, Rights of Man<br>2.3. Consequences   | <b>15</b>           |
|                                     | <b>Unit III The French Revolution</b><br>3.1. Causes<br>3.2. Main Events: Summoning of the Estates General, Tennis Court Oath, Fall of Bastille, Achievements of the National Assembly (1789-91), Reign of Terror and Consequences<br>3.3. Rise of Napoleon, Concordat, Coronation   | <b>15</b>           |
|                                     | <b>Unit IV The Russian Revolutions</b><br>4.1. The Menshevik Revolution (1917): Causes and Consequences<br>4.2. Lenin and April Thesis<br>4.3. The Bolshevik Revolution (1917): Causes and Consequences  | <b>15</b>           |
| <b>Pedagogy</b>                     | Lectures, Tutorials, Seminars, Panel Discussions, Assignments  |                     |
| <b>References/ Readings</b>         | 1 Blair, Worden. <i>The English Civil Wars: 1640-1660</i> . London: Phoenix, 2009.<br>2 Carr, Edward. <i>The Bolshevik Revolution (1917-1923)</i> . Vol. II. New York: The Macmillan Co., 1952.<br>3 Dukes, Paul. <i>October and the World: Perspectives on the Russian Revolution</i> . New York: St. Martin's Press, 1979. |                     |



Name of the Programme : B.A History  
 Course Code : HIS-321  
 Title of the Course : Indian Culture and Heritage  
 Number of Credits : 04 (3T+1P)  
 Effective from AY : 2024-25

|                              |   |                     |
|------------------------------|---|---------------------|
| Pre-requisite for the course | Nil   |                     |
| Course Objectives            | <ul style="list-style-type: none"> <li>Describe the distinct culture and heritage of India</li> <li>Discuss spiritualism and the reform movements in India.</li> <li>Interpret the contribution to literature, science, art and architecture and education.</li> </ul>  |                     |
|                              |   | <b>No. of Hours</b> |
| <b>Content</b>               | <b>Unit I Introduction to Culture and Heritage</b><br>1.1 Culture and Heritage: Meaning and Significance<br>1.2 Influence of Geography on Indian Culture<br>1.3 Unity in Diversity  | <b>15</b>           |
|                              | <b>Unit II Literature, Art and Architecture</b><br>2.1. Epics, Jatakas, Arthasastra<br>2.2. Nationalist Literature: Swami Vivekananda and Rabindranath Tagore<br>2.3. Indo-European Architecture  | <b>15</b>           |
|                              | <b>Unit III Education</b><br>3.1. Gurukul System<br>3.2. Takshashila and Nalanda Universities<br>3.3. Muqtabas and Madrasah   | <b>15</b>           |
|                              | <b>Unit IV Practical Component</b><br>4.1. Documentation of any two heritage sites: House, Fort, Temple, Church, or Cave, highlighting the features/characteristics, archaeological importance, history<br>4.2. Design and develop a heritage walk or heritage field trip in a village/town/city covering important heritage structures.<br>4.3. Interview an architect/artist<br>4.4. Document the making of any one local handicraft: brass lamp making, terracotta works, clay idol making, basket weaving, etc. | <b>30</b>           |
| <b>Pedagogy</b>              | Lectures/ Presentations/ Group Discussions/ Experiential Learning   |                     |
| <b>References/ Readings</b>  | 1. Bandyopadhyay, Pranab. <i>Indian Culture and Heritage</i> . Calcutta: Book Club, 1991.<br>2. Chopra J. K. <i>Indian Heritage and Culture</i> . Noida: Bookland, 2013.<br>3. Kabir, Humayun. <i>The Indian Heritage</i> 1946. Delhi: Gyan Books Pvt. Ltd., 1946.<br>4. Mazumdar, Nogendranath, <i>A History of Education in Ancient India</i> . Chennai: Notion Press, 2017.  |                     |



सत्र V

कार्यक्रम: स्नातकहिंदी MAJORCOURSE

पाठ्यक्रम : HIN -300

पाठ्यक्रम का शीर्षक: हिंदी साहित्य का इतिहास : आदिकाल से रीतिकाल तक  
(History of Hindi Literature :Aadikal to Ritikal)

श्रेयांक: 04

शैक्षणिक वर्ष से लागू : 2025-26

|                                   |  |            |
|-----------------------------------|--|------------|
| पाठ्यक्रम के लिए<br>पूर्वापेक्षित | हिंदी साहित्य के आरंभिक साहित्य इतिहास की जानकारी आवश्यक है  |            |
| उद्देश्य                          | 1. हिंदी साहित्य - काल विभाजन एवं परिवेश से परिचित कराना ।<br>2. हिंदी साहित्य की परिवेशगत प्रवृत्तियों से अवगत कराना ।<br>3. हिंदी के काल खंडों के अनुसार रचनाकारों का परिचय कराना ।<br>4. हिंदी साहित्य के इतिहास के महत्व को समझना ।      |            |
| विषयवस्तु                         | 1. आदिकाल: परिचयात्मक अध्ययन<br>• सामाजिक, सांस्कृतिक, राजनीतिक परिवेश ।<br>• आदिकालीन विभिन्न काव्यधाराओं का प्रवृत्तिगत परिचय<br>(सिद्ध, नाथ, जैन तथा रासो काव्य)  | घंटे<br>15 |
|                                   | 2. भक्तिकाल : परिचयात्मक अध्ययन<br>• सामाजिक, सांस्कृतिक, राजनीतिक परिवेश ।<br>• भक्तिकालीन विभिन्न काव्यधाराओं का प्रवृत्तिगत परिचय-<br>-निर्गुण भक्तिकाव्य-संत काव्य एवं सूफी काव्य ।<br>-सगुण भक्तिकाव्य- रामभक्ति एवं कृष्णभक्ति काव्य । | 15         |
|                                   | 3. रीतिकाल: परिचयात्मक अध्ययन<br>• सामाजिक, सांस्कृतिक, राजनीतिक परिवेश ।<br>• रीतिकालीन काव्यधाराएँ: रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त<br>काव्य   | 15         |
|                                   | 4. प्रतिनिधि रचनाकार<br>सरहपा, स्वयंभू, गोरखनाथ, चंद्रबरदाई, विद्यापति, कबीर, रैदास,<br>जायसी, मीराबाई, सूरदास, तुलसीदास, केशव, बिहारी, मतिराम, देव,<br>पद्माकर, घनानन्द, भूषण ।   | 15         |
| अध्यापन विधि                      | व्याख्यान, सामूहिक चर्चा, संगोष्ठी, दृश्य-श्रव्य, प्रस्तुति, आदि   |            |
| संदर्भ ग्रंथ                      | 1. आ. रामचंद्र शुक्ल, हिंदी साहित्य का इतिहास, लोकभरती प्रकाशन,<br>इलाहाबाद 2002.<br>2. आ. हजारी प्रसाद द्विवेदी, हिंदी साहित्य का आदिकाल, राजकमल प्रकाशन,<br>3. हिंदी साहित्य का उद्भव एवं विकास, राजकमल प्रकाशन, नई दिल्ली, 2015.          |            |



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| कार्यक्रम             | : स्नातक हिंदी MAJOR COURSE                     |
| पाठ्यक्रम             | : HIN-301                                       |
| पाठ्यक्रम का शीर्षक   | : अस्मितामूलक विमर्श (Identity-Based Discourse) |
| श्रेयांक              | : 04  |
| शैक्षणिक वर्ष से लागू | : 2025-26                                       |

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|---|--|------|
| पाठ्यक्रम के लिए<br>पूर्वापेक्षित   | हिंदी साहित्य के वैचारिक पृष्ठभूमि की जानकारी आवश्यक है।   |      |
| उद्देश्य  | <ol style="list-style-type: none"> <li>1. अस्मितामूलक विमर्शों से परिचित कराना।</li> <li>2. कविताओं द्वारा स्त्री विमर्श से जुड़े प्रश्नों से अवगत कराना।</li> <li>3. आत्मकथा द्वारा दलित विमर्श से परिचित कराना।</li> <li>4. उपन्यास द्वारा किन्नर विमर्श को ज्ञात कराना।</li> </ol>  |      |
| पाठ्यविषय   |  | घंटे |
|   | 1. अस्मितामूलक विमर्श: अवधारणा, स्वरूप एवं महत्व <ul style="list-style-type: none"> <li>• स्त्री विमर्श, दलित विमर्श, आदिवासी विमर्श, किन्नर विमर्श, अल्पसंख्यक विमर्श, किसान विमर्श, वृद्धावस्था विमर्श और पर्यावरण विमर्श।</li> </ul>  | 10   |
|   | 2. स्त्री विमर्श : अवधारणा, स्वरूप एवं आंदोलन <ul style="list-style-type: none"> <li>• विशेष अध्ययन- स्त्री विमर्श पर चयनित कविताएं <ul style="list-style-type: none"> <li>&gt; कैद अपनी ही- स्नेहमयी चौधरी</li> <li>&gt; जब मैं स्त्री हूँ- रंजना जयसवाल</li> <li>&gt; खामोश रहनेवाली लड़कियां- हरप्रीत कौर</li> <li>&gt; पिता के घर में मैं- रुपम मिश्र</li> <li>&gt; कमाल की औरतें- शैलजा पाठक</li> <li>&gt; आप गुलाब कहते हैं जिन्हें- नाज़िश अंसारी</li> <li>&gt; एक औरत की पुकार- मनीषा कुलश्रेष्ठ</li> <li>&gt; बेजगह- अनामिका</li> </ul> </li> </ul> | 10   |
|   | 3. दलित विमर्श : अवधारणा, स्वरूप एवं आंदोलन<br>विशेष अध्ययन के लिए आत्मकथा: <ul style="list-style-type: none"> <li>• जूठन-ओमप्रकाश वाल्मीकि</li> </ul>   | 20   |
| 4. किन्नर विमर्श : अवधारणा, स्वरूप एवं आंदोलन<br>विशेष अध्ययन- के लिए उपन्यास <ul style="list-style-type: none"> <li>• तीसरी ताली -प्रदीप सौरभ</li> </ul> | 20   |      |
| अध्यापन पद्धति  | व्याख्या, कथा-कथन, समस्या निर्मूलन, दृश्य-श्रव्य प्रस्तुति, प्रश्न-मंजूषा, समूह चर्चा, अध्ययन भ्रमण।   |      |
| आधार ग्रंथ  | <ol style="list-style-type: none"> <li>1. जूठन-ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, 2015</li> <li>2. तीसरी ताली- प्रदीप सौरभ, वाणी प्रकाशन, 2011</li> </ol>   |      |



कार्यक्रम : स्नातक हिंदी MAJOR COURSE  
 पाठ्यक्रम : HIN-303  
 पाठ्यक्रम का शीर्षक : हिंदी आत्मकथा साहित्य (HINDI AUTOBIOGRAPHY LITERATURE)  
 श्रेयांक : 02  
 शैक्षणिक वर्ष से लागू : 2025-26

|                                |   |            |
|--------------------------------|---|------------|
| पाठ्यक्रम के लिए पूर्वापेक्षित | हिंदी के आत्मवृत्तांत की जानकारी आवश्यक है।   |            |
| उद्देश्य                       | <ul style="list-style-type: none"> <li>• आत्मकथा विधा से परिचित कराना।</li> <li>• आत्मकथाके स्वरूप एवं अवधारणासे परिचित कराना।</li> <li>• हिन्दी आत्मकथा के इतिहास से अवगत कराना।</li> <li>• आत्मकथा के माध्यम से लेखक के जीवन और परिवेश से ज्ञात कराना।</li> </ul>   |            |
| पाठ्य विषय                     | 1. हिंदी आत्मकथा: अवधारणा एवं स्वरूप <ul style="list-style-type: none"> <li>• आत्मकथा की परिभाषा</li> <li>• आत्मकथा के तत्व</li> <li>• आत्मकथा का इतिहास</li> </ul>   | घंटे<br>15 |
|                                | 2. विशेष अध्ययन के लिए निर्धारित आत्मकथा <ul style="list-style-type: none"> <li>• सुनहु तात यह अकथ कहानी -शिवानी</li> </ul>   | 15         |
| अध्यापन पद्धति                 | व्याख्या ,मंजूषा-प्रश्न ,श्रव्य प्रस्तुति-दृश्य ,समस्या निर्मूलन ,कथन-कथा ,समूह चर्चा।  |            |
| आधार ग्रंथ                     | सुनहु तात यह अकथ कहानी2007 ,दिल्ली ,राधाकृष्ण प्रकाशन ,शिवानी -   |            |
| संदर्भ ग्रंथ                   | <ol style="list-style-type: none"> <li>1. विश्वबन्धु शास्त्री विद्यालंकार -हिन्दी का आत्मकथा साहित्य ,राधा प्रकाशन, दिल्ली, 1984</li> <li>2. डॉ. बापुराव देसाई, हिंदी आत्मकथा विधा शास्त्र और इतिहास, गरिमा प्रकाशन, कानपुर,2011</li> <li>3. डॉ. सरजूप्रसाद मिश्र, हिंदी लेखिकाओं की आत्मकथाएँ, अमन प्रकाशन, कानपुर,2011</li> <li>4. डॉ रघुनाथ गणपति देसाई -महिला आत्मकथा लेखन में नारी , ए.बी.एस पब्लिकेशन, वाराणसी, 2012</li> <li>5. डॉ, क्राँति गायकवाड,समकालीन आत्मकथा और नारी जीवन, अन्नपूर्णा प्रकाशन, कानपुर,2009</li> </ol> |            |
| अधिगम परिणाम                   | <ol style="list-style-type: none"> <li>1. आत्मकथा विधा से परिचित होंगे।</li> <li>2. आत्मकथाके स्वरूप एवं अवधारणा को जानेगें।</li> <li>3. हिन्दी आत्मकथा के इतिहास से अवगत होंगे ।</li> <li>4. आत्मकथा के माध्यम से लेखक के जीवन और परिवेश से अवगत होंगे।</li> </ol>   |            |



|                   |   |
|-------------------|---|
| संदर्भ ग्रंथ सूची | <ol style="list-style-type: none"> <li>1. राजेश जोशी- एक कवि की नोटबुक, राजकमल प्रकाशन, सं.2004</li> <li>2. कुमार विमल(सं) - काव्य रचना प्रक्रिया, बिहार हिन्दी ग्रंथ अकादमी, पटना, सं. 1974</li> <li>3. डॉ.चंद्रप्रकाश मिश्र- मीडिया लेखन- सिद्धांत एवं व्यवहार, संजय प्रकाशन, दिल्ली,सं.2003</li> <li>4. रमेश गौतम(सं)- रचनात्मक लेखन, भारतीय ज्ञानपीठ, सं. 2016</li> <li>5. शुक्ल रामचंद्र, चिंतामणी भाग 1, 2, काशी प्रचारणी सभा,</li> </ol> |
| अधिगम परिणाम      | <ol style="list-style-type: none"> <li>1. रचनात्मक लेखन के विविध प्रकारों से परिचित होंगे।</li> <li>2. रचनात्मक कौशल विकसित होगा।</li> <li>3. रचनात्मक लेखन के लिए प्रेरित होंगे।</li> <li>4. रोजगार की दृष्टि से रचनात्मक लेखन के क्षेत्र में सक्षम बनेंगे।</li> </ol>   |



4. Analyse, interpret and cite from critics' interpretation



Name of the Programme : B.A. English  
 Course Code : ENG-303  
 Title of the Course : Modern Indian Writing in English Translation  
 Number of Credits : 02  
 Effective from AY : 2025-26

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | <ul style="list-style-type: none"> <li>• Knowledge of the diverse cultures of India</li> <li>• Interest in the literature of India</li> </ul>   |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>• To examine the aesthetics of translation</li> <li>• To scrutinize the nodal thematic preoccupations and trends like caste, gender and resistance in Modern India</li> <li>• To explore the linguistic peculiarities of select languages of India</li> <li>• To study the unique stylistic elements in the literary texts</li> </ul>  |                     |
|                                       |   | <b>No. of Hours</b> |
| <b>Content:</b>                       | <b>Unit 1: Short Stories</b><br>1. Premchand "The Shroud"<br>2. Ismat Chughtai "The Quilt"<br>3. Gurdial Singh "A Season of No Return"<br>4. Fakir Mohan Senapati "Rebati"  | <b>15</b>           |
|                                       | <b>Unit 2: Poetry</b><br>1. Rabindranath Tagore "Light, Oh Where is the Light?"<br>"When my Play was with thee"<br>2. G.M. Muktinodh "The Void"<br>"So Very Far"<br>3. Amrita Pritam "I Say Unto Waris Shah"<br>4. Thangjam Ibopishak Singh<br>"Dali, Hussain, or Odour of Dream, Colour of Wind"<br>"The Land of the Half-Humans"  | <b>15</b>           |
| <b>Pedagogy:</b>                      | Interactive and integrative approach  |                     |
| <b>References/Readings:</b>           | 1. Ambedkar, B. R. "Annihilation of Caste." <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i> . Vol. 1. Education Department, Government of Maharashtra, 1979.<br>2. Chughtai, Ismat. "The Quilt." <i>Lifting the Veil: Selected Writings of Ismat Chughtai</i> . M. Assaduddin, Translator. Penguin Books, 2009.<br>3. Devy, G. N. "Introduction to After Amnesia." <i>The G. N. Devy Reader</i> . Orient Black Swan, 2009. 1-5.<br>4. Kapse, Dhananjay. Ed. <i>Modern Indian Writing in English Translation: A Multilingual Anthology</i> . Worldview Critical Edition. Worldview Publications, 2016.<br>5. Mukherjee, Sujit. "A Link Literature for India." <i>Translation as Discovery</i> . Orient Longman, 1994. 34-45.<br>6. Muktibodh, G. M. "So Very Far." <i>The Oxford Anthology of Modern Indian Poetry</i> . Vinay Dharwadker and A. K. Ramanujan, Editors. Vishnu Khare and Adil Jussawalla, Translators. OUP, 2000. |                     |



Semester V

Name of the Programme : B.A. English  
 Course Code : ENG-300  
 Title of the Course : Literary Criticism: From the Classical to the Modern  
 Number of Credits : 04  
 Effective from AY : 2025-26

|                                       |  |    |
|---------------------------------------|--|----|
| <b>Pre-requisites for the Course:</b> | <ul style="list-style-type: none"> <li>Ability to analyze literary and critical writing</li> <li>Logical and critical thinking</li> </ul>  |    |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>To introduce students to the significant schools of literary criticism</li> <li>To familiarize students with western critics and their literary theoretical perspectives</li> <li>To acquire knowledge of basic concepts underlying select literary theories</li> <li>To comprehend literature through the application of critical inquiry</li> </ul>   |    |
|                                       | <b>No. of hours</b>  |    |
| <b>Content:</b>                       | <b>Unit 1: Classical</b><br>Plato: Platonic rejection of Literature<br>Aristotle: Justification of Literature<br>Notion of Imitation<br>Tragedy & Catharsis  | 15 |
|                                       | <b>Unit 2: Neoclassical</b><br>Dryden: "Of Dramatic Poesy"<br>Pope: "Essay On Criticism"   | 15 |
|                                       | <b>Unit 3: Romantic</b><br>William Wordsworth: "Preface" to the <i>Lyrical Ballads</i> (1802)<br>S.T. Coleridge: <i>Biographia Literaria</i> (Chapters IV, XIII and XIV)   | 15 |
|                                       | <b>Unit 4: Modern</b><br>T.S. Eliot: "Tradition and the Individual Talent" (1919)<br>Cleanth Brooks: "The Heresy of Paraphrase"<br>"The Language of Paradox"<br>in <i>The Well-Wrought Urn: Studies in the Structure of Poetry</i> (1947)  | 15 |
| <b>Pedagogy:</b>                      | Interactive and integrative approach   |    |
| <b>References/Readings:</b>           | <ol style="list-style-type: none"> <li>Abrams, M. H. <i>Glossary of Literary Terms</i>. Prism Publishers, 1999.</li> <li>Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford UP, 1971.</li> <li>Barrie, Peter. <i>Beginning Theory</i>. Manchester UP, 1995.</li> <li>Bennett, Andrew, and Nicholas Royce. <i>An Introduction to Literature, Criticism and Theory</i>, Routledge, 2016.</li> <li>Lewis, C. S. Introduction. <i>An Experiment in Criticism</i>. Cambridge UP, 1992.</li> <li>Wellek, Rene, and Stephen G. Nicholas. <i>Concepts of Criticism</i>. Yale U, 1963.</li> </ol> |    |
| <b>Course Outcomes:</b>               | By the end of the course, students will be able to: <ol style="list-style-type: none"> <li>Engage in a close reading of literary texts</li> <li>Identify and explain major trends in critical thought</li> <li>Acquire skills of summarizing and critiquing literary texts</li> </ol>  |    |



Name of the Programme : B.A. English  
 Course Code : ENG-321  
 Title of the Course : Creative Writing  
 Number of Credits : 04  
 Effective from AY : 2025-26

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Interest in creative writing  |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>To provide an introduction to Creative writing.</li> <li>To help discover the talent and urge for creative writing in young aspirants</li> <li>To encourage young students to write/appreciate literature</li> <li>To perceive the distinctness of creative writing from other forms of writing: viz. scientific, critical, journalistic, communicative</li> </ul>   |                     |
|                                       |   | <b>No. of hours</b> |
| <b>Content:</b>                       | <b>Unit 1</b><br><b>The Art of writing:</b><br>1. An introduction to various types of writing (literary; critical; journalistic; non-literary; theoretical; scientific; communicative), discussing and responding to specimens.<br>2. General characteristics of creative writing<br>3. Types of creative writing: literary prose, poetry, drama, fiction<br>4. Reading of select specimen pieces of creative writing<br>5. Discussion of genre and genre-based characteristics of select specimens | <b>15</b>           |
|                                       | <b>Unit 2</b><br><b>Major components of creative writing:</b><br>1. Theme, style, form, structure, vision<br>2. Discussion of model specimen - practical session on identifying subject matter, research for writing<br>3. Exercise on chosen themes  | <b>15</b>           |
|                                       | <b>Unit 3</b><br>1. Significance of grammar, punctuation, focus and rhythm in creative writing;<br>2. Brief introduction to the notion of the rhyme<br>3. Lyric, narrative and dramatic modes of writing  | <b>15</b>           |
|                                       | <b>Unit 4</b><br>1. Re-reading and re-writing creative work produced by the student<br>2. Self-editing, copy-editing and revision<br>3. Explore avenues for publication   | <b>15</b>           |
| <b>Pedagogy:</b>                      | Interactive, integrative and dramatization approach   |                     |
| <b>References/Readings:</b>           | 1. Books and Warren, <i>Fundamentals of good Writing: A Handbook of Modern Rhetoric</i> .<br>2. Dev, A. N., et al. <i>Creative writing: A Beginner's Manual</i> . Pearson, Delhi, 2009.   |                     |



Semester V

Name of the Programme : B.A. Economics  
 Course Code : ECO-300  
 Title of the Course : Basic Statistics  
 Number of Credits : 04 (3T+1P)  
 Effective from AY : 2024-25

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Same as Programme pre-requisites  |                     |
| <b>Course Objectives:</b>             | The objective of the course is to:<br>1. familiarize basic statistical concepts and<br>2. learn the tools for analyzing data<br>3. understand the use of spreadsheets   |                     |
| <b>Content:</b>                       |   | <b>No. of Hours</b> |
|                                       | <b>Unit 1: Introduction to Basic Statistics</b><br>Statistics: The Art and Science of Learning from Data; Using Data to Answer Statistical Questions, Sample Versus Population, Using Calculators and Computers.<br><b>Practical:</b> Introduction to spreadsheets, statistical functions in spreadsheets, data analysis in spreadsheets  | <b>15L</b>          |
|                                       | <b>Unit 2: Exploring Data with Graphs</b><br>Exploring Data with Graphs: Different Types of Data, Graphical Summaries of Data, Recognizing and Avoiding Misuses of Graphical.<br><b>Practical:</b> Generating and Interpreting graphs using spreadsheets  | <b>10L+10P</b>      |
|                                       | <b>Unit 3: Exploring Data with Descriptive Statistics</b><br>Different Types of Data, Measuring the Center of Quantitative Data, Measuring the Variability of Quantitative Data, Using Measures of Position to Describe Variability<br><b>Practical:</b> Generating and interpreting descriptive Statistics using spreadsheets  | <b>10L+10P</b>      |
|                                       | <b>Unit 4: Exploring Data with Associations:</b><br>Association: Contingency, Correlation, and Regression, The Association Between Two Categorical Variables, The Association Between Two Quantitative Variables, Predicting the Outcome of a Variable, Cautions in Analyzing Associations.<br><b>Practical:</b> Estimating measures of associations (correlation and simple regression) using spreadsheets; interpreting measures of association | <b>10L+10P</b>      |
| <b>Pedagogy:</b>                      | Lectures/ case analysis/assignments/classroom interaction/lab practical   |                     |
| <b>Main References</b>                | Alan Agresti, Christine Franklin, and Bernhard Klingenberg (2017) The Art and Science of Learning from Data, Fourth Edition, Pearson Education.   |                     |
| <b>Additional References</b>          | 1. <b>Black, Ken.</b> (2019). <b>Business Statistics:</b> For Contemporary Decision Making (10th). New York: West Publishing Company.<br>2. G.C. Beri (2005): Business Statistics, 2nd Edition, Tata McGraw Hill Publishing Company Ltd, Delhi<br>3. Ron C. Mittel Hammer (2013): Mathematical Statistics for Economics   |                     |



Name of the Programme : B.A. Economics  
 Course Code : ECO 302  
 Title of the Course : Research Methodology  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                              |  |             |
|------------------------------|--|-------------|
| Pre-requisite for the course | Same as programme pre-requisites   |             |
| Course Objective             | Equip students with<br>1. basic methods of social research<br>2. ability to design a research study<br>3. frame a hypothesis<br>4. basic report writing  |             |
| Unit                         | Content  | No of Hours |
| Content:                     | <b>I-Introduction and Research Design</b><br>Research: meaning, objectives, types and significance, criteria for good research, problems faced by researchers in India, steps involved in social science research.<br>Research Design: meaning, need, features and important concepts: dependent and independent variable, extraneous variable, control, treatments, experiment and research hypothesis. | 15          |
|                              | <b>II-Research Methods</b><br>Research methods: Case study, social survey and experimental method (meaning, features, importance and limitations)  | 15          |
|                              | <b>III -Hypothesis</b><br>Hypothesis: Meaning, features, importance and sources. Basic concepts concerning testing of hypothesis: null and alternative hypothesis, type I and type II errors, level of significance and two tailed and one tailed tests  | 15          |
|                              | <b>IV- Sampling Techniques and Report Writing</b><br>Sampling methods: Simple random, stratified, multistage, cluster and snow ball sampling. Sampling and non sampling errors.<br>Report writing: Significance, types and steps involved.   | 15          |
| Pedagogy                     | Lectures, case analysis, assignments and discussion  |             |
| References                   | <b>Main Text:</b><br>Research Methodology-methods and Techniques- C R Kothari and Gaurav Garg, New Age International (P) Limited, Publishers<br><b>Additional Readings:</b><br>1. Research Methods- Ram Ahuja, Rawat Publications.<br>2. Research Methodology and statistical Techniques-Santosh Gupta, Deep and Deep Publications New Delhi.  |             |
| Course Outcomes              | After the successful completion of the course, students will be able to,<br>1. undertake social science research.<br>2. evaluate different research methods.<br>3. create samples using different sampling methods<br>4. write reports based on analysis   |             |



Name of the Programme : B.A. Economics  
 Course Code : ECO 302  
 Title of the Course : Research Methodology  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                                     |  |                    |
|-------------------------------------|--|--------------------|
| <b>Pre-requisite for the course</b> | Same as programme pre-requisites   |                    |
| <b>Course Objective</b>             | Equip students with<br>1. basic methods of social research<br>2. ability to design a research study<br>3. frame a hypothesis<br>4. basic report writing  |                    |
| <b>Unit</b>                         | <b>Content</b>   | <b>No of Hours</b> |
| <b>Content:</b>                     | <b>I-Introduction and Research Design</b><br>Research: meaning, objectives, types and significance, criteria for good research, problems faced by researchers in India, steps involved in social science research.<br>Research Design: meaning, need, features and important concepts: dependent and independent variable, extraneous variable, control, treatments, experiment and research hypothesis. | 15                 |
|                                     | <b>II-Research Methods</b><br>Research methods: Case study, social survey and experimental method (meaning, features, importance and limitations)  | 15                 |
|                                     | <b>III -Hypothesis</b><br>Hypothesis: Meaning, features, importance and sources. Basic concepts concerning testing of hypothesis: null and alternative hypothesis, type I and type II errors, level of significance and two tailed and one tailed tests  | 15                 |
|                                     | <b>IV- Sampling Techniques and Report Writing</b><br>Sampling methods: Simple random, stratified, multistage, cluster and snow ball sampling. Sampling and non sampling errors.<br>Report writing: Significance, types and steps involved.   | 15                 |
| <b>Pedagogy</b>                     | Lectures, case analysis, assignments and discussion  |                    |
| <b>References</b>                   | <b>Main Text:</b><br>Research Methodology-methods and Techniques- C R Kothari and Gaurav Garg, New Age International (P) Limited, Publishers<br><b>Additional Readings:</b><br>1. Research Methods- Ram Ahuja, Rawat Publications.<br>2. Research Methodology and statistical Techniques-Santosh Gupta, Deep and Deep Publications New Delhi.  |                    |
| <b>Course Outcomes</b>              | After the successful completion of the course, students will be able to,<br>1. undertake social science research.<br>2. evaluate different research methods.<br>3. create samples using different sampling methods<br>4. write reports based on analysis   |                    |



Name of the Programme : B.A. Economics  
 Course Code : ECO-306  
 Title of the Course : International Economics  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                                    |   |                     |
|------------------------------------|---|---------------------|
| <b>Prerequisites of the course</b> | Successfully completed Microeconomics 1&2 and Microeconomics 1&2 or equivalent  |                     |
| <b>Course Objective</b>            | To equip the students with the understanding of International Economics.  |                     |
| <b>Content</b>                     |   | <b>No. of Hours</b> |
|                                    | <b>Module 1: Introduction to International Trade</b><br>International Trade, Migration and Foreign Direct Investment, Reasons for Trade, Ricardian Model, Determining the Pattern of International Trade, Solving for International Prices, Specific-Factors Model, Earnings of Labor, Earnings of capital and land   | <b>15</b>           |
|                                    | <b>Module 2: Trade and Resources</b><br>Heckscher-Ohlin Model, Testing the Heckscher-Ohlin Model, Effects of Trade on Factor Prices, Movement of Capital Between Countries: Foreign Direct Investment, Gains from Labor and Capital Flows,<br>New Explanations for International Trade: Basics of Imperfect Competition, Trade Under Monopolistic Competition, The North American Free Trade Agreement, Intra-Industry Trade and the Gravity Equation, A Model of Offshoring, | <b>15</b>           |
|                                    | <b>Module 3: Free trade and Protection under different market structures</b><br>A Brief History of the World Trade Organization, The Gains from Trade, Import Tariffs for a Small Country, Import Tariffs for a large country, Import Quotas, Tariffs and Quotas with Home monopoly, Tariffs with foreign Monopoly, Dumping, Policy response to dumping, Infant Industry Protection   | <b>15</b>           |
|                                    | <b>Module 4: International Trade Policies</b><br>WTO goals on Agricultural commodities, Export subsidies in a small and large home country, Production subsidies, Export subsidies, Export Quotas, High technology export subsidies, Multilateral Trade Agreements, Regional Trade Agreements, International agreements on labour issues, International Agreements on the Environment   | <b>15</b>           |
| <b>Pedagogy</b>                    | Lectures/ tutorials/assignments/self-study  |                     |
| <b>References</b>                  | <b>Core Readings:</b><br>Robert C. Feenstra and Alan M. Taylor, Fourth edition, International Economics, Worth publishers   |                     |
| <b>Course Outcomes</b>             | Upon successful completion of the course, students will be able to:   |                     |



Name of the Programme : B.A. Economics  
 Course Code : ECO-305  
 Title of the Course : Growth Economics  
 Number of Credits : 04  
 Effective from AY : 2024-25

|  |  |                     |
|--|--|---------------------|
| <b>Pre- requisites for the Course:</b> | Successfully completed Microeconomics 1&2 and Microeconomics 1&2 or equivalent   |                     |
| <b>Course Objective:</b>               | The paper aims to introduce the concept of economic growth, theories related to growth, the role of capital and innovation in the growth process and population and sustained growth rate.   |                     |
| <b>Content:</b>                        |  | <b>No. of Hours</b> |
|  | <b>Module 1</b><br>Introduction to Economic Growth<br>Meaning and importance of Economic Growth, Distinction between Growth and Development, Measuring Economic Growth, Factors of Economic Growth (Economic and Non-Economic), Economic Growth and Income Distribution (Kuznets Hypothesis), Empirical Regularities about Economic Growth, Stages of Growth, Meaning and Characteristics of Modern Economic Growth. | <b>15</b>           |
|  | <b>Module 2</b><br>Growth Models<br>Classical growth theories: Adam Smith and David Ricardo, Harrod-Domar model application to LDCs, Joan Robinson's model, Robert Solow's model of long-run Growth, New Endogenous Growth models: Solow-Swan model, Arrow's Learning by doing, Romer-Lucas.   | <b>15</b>           |
|  | <b>Module 3</b><br>Capital, Innovation and Growth Accounting<br>Introduction to capital and innovation, Measuring the Growth of total factor, Growth Accounting (Solow and Denison), Problems with Growth Accounting, Capital accumulation and Innovation, Meaning of Capital output ratio, Marx versus Kuznets pattern of Economic Growth, Technical progress (Hicks and Harrod), Understanding Growth Miracles.    | <b>15</b>           |
|  | <b>Module 4</b><br>Population and Sustained Growth<br>Population and Living Standards, Malthusian and Post Malthusian Era, Modern Growth Era, Population Growth in Solow Model, Investing in Education   | <b>15</b>           |



Name of the Programme : B.A. Economics  
 Course Code : ECO 324  
 Title of the Course : Indian Financial System  
 Number of Credits : 04  
 Effective from AY : 2024-25

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-Requisites for the course:</b> | Successfully completed Microeconomics 1&2 and Macroeconomics 1&2 or equivalent  |                     |
| <b>Course Objective:</b>              | To introduce students to<br>1. the basics of Financial System in India<br>2. the institutions that govern the system<br>3. how the system has evolved and its current status  |                     |
| <b>Content:</b>                       |   | <b>No. of Hours</b> |
|                                       | <b>Module 1: Financial System</b><br>Introduction: Formal Informal Financial Sectors, The Indian Financial System; Components of the Formal Financial System - Financial Institutions, Financial Markets, Financial Instruments, Financial Services, Interaction among Financial System Components; Functions of a Financial System; Key Elements of a well-functioning Financial System; Nature and role of Financial Institutions and Financial Markets<br><br>The Financial System and the Economy: Types of Economic Units, National Income Accounts - Classification of the Indian Economy, Flow of Funds Accounts (Concept); Trends in savings and Investment; Relationship Between the Financial System and Economic Growth (Key Highlights)<br><br>Reforms in Financial System: Indian Financial System in the Pre-Reforms Period; Objectives of Financial System Reforms - Financial Efficiency, Stability, and Integration                                    | <b>15</b>           |
|                                       | <b>Module 2: Financial Markets I</b><br>The Money Market: Introduction – Functions, benefits of an efficient money market, the Indian Money Market, Role of RBI in the Money market, steps to develop the money market in India; Money market instruments – Treasury Bills (Concept, Features, Types, Importance, Concepts – 91 days T-bills, 364 days T-bills, 182 days T-bills, 14 day T-bills), Commercial papers (Concept, Process, Guidelines for Issue, Size), Commercial Bills (Concept, Types, Features, Size), Certificate of Deposit (Concept, Guidelines for Issue, Size), Call/Notice Money Market (Concept, Call rate, MIBOR, Call Rates Volatility, Factor Influencing Call Money Market Rate); Link between the Money market and the monetary policy in India; Tools for managing liquidity in the money market (Concepts) – Reserve Requirement, Interest Rates, Bank Rates, Refinance from the Reserve Bank, Repos; Money market Derivatives (Concept) | <b>15</b>           |



|                               |   |
|-------------------------------|---|
|                               | The Debt Market: Link between the money Market and the Debt Market, Characteristics, Participants, Types of Instruments Traded; The private corporate debt market (Brief), The Public Sector Undertaking Bond market (Brief), Government Securities Market (Introduction & Importance; Issuers, investors, and types of government securities) New Financial Instruments (Explain discussion) |
| <b>Pedagogy:</b>              | Lectures/Case Analysis/Assignments/Classroom Discussions  |
| <b>Main Text:</b>             | 1. Pathak, B (2011): The Indian Financial System, Pearson Education   |
| <b>Additional References:</b> | 1. Sarkhel, J (2017): Indian Financial System and Financial Market Operations, McGraw Hill Education<br>2. Khan, M (2018): Indian Financial System, McGraw Hill Education<br>3. Bodie, Z (2024): Investments, McGraw Hill Education   |
| <b>Course Outcome:</b>        | The students will be able to:<br>1. Explain the different aspects of the Indian financial system<br>2. Evaluate components and institutions of the capital market<br>3. Distinguish between and highlight the importance of various financial market tools<br>4. Explain the role of derivatives in the financial system  |



Name of the Programme : B.A. English  
 Course Code : ENG-305  
 Title of the Course : Women's Writing  
 Number of Credits : 04  
 Effective from AY : 2025-26

|                                       |  |                     |
|---------------------------------------|--|---------------------|
| <b>Pre-requisites for the Course:</b> | Knowledge of the feminist movements<br>Interest in literature  |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>To give students a better understanding of women's writing</li> <li>To appreciate various perspectives in women's writing</li> <li>To consider the contribution of women writers in the development of the female perspective</li> <li>To critically analyze women's writing with the help of literary texts</li> </ul>   |                     |
|                                       |  | <b>No. of hours</b> |
| <b>Content:</b>                       | <b>Unit 1- Poetry</b><br>Emily Dickinson: "I cannot live with you"<br>"I'm wife"<br>"I've finished that"<br>Sylvia Plath: "Daddy"<br>"Lady Lazarus"<br>Eunice De Souza: "Advice to Women"<br>"Bequest"   | <b>15</b>           |
|                                       | <b>Unit 2- Novel</b><br>Alice Walker – <i>The Color Purple</i>   | <b>15</b>           |
|                                       | <b>Unit 3- Short Story</b><br>1. Charlotte Perkins Gilman: "The Yellow Wallpaper"<br>2. Katherine Mansfield: "Bliss"<br>3. Mahashweta Devi: "Draupadi" (tr. Gayatri Chakravorty Spivak)  | <b>15</b>           |
|                                       | <b>Unit 4- Essay</b><br>1. Mary Wollstonecraft, "A Vindication of the Rights of Woman" (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38<br>2. Ramabai Ranade, "A Testimony of our Inexhaustible Treasures", in 'Pandita Ramabai Through Her Own Words: Selected Works', tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.<br>3. Rashsundari Devi, Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., <i>Women's Writing in India</i> , vol. 1 (New Delhi: OUP, 1989) pp. 191–2. | <b>15</b>           |
| <b>Pedagogy:</b>                      | Interactive and integrative approach   |                     |
| <b>References/Readings:</b>           | 1. Barrett, Michèle, <i>Virginia Woolf: on Women &amp; Writing</i> , Women's P, 1979.<br>2. Gilbert, Sandra M. and Susan Gubar, <i>The Norton Anthology of Literature by Women : the Tradition in English</i> . W.W. Norton Limited, 2007.   |                     |



Name of the Programme : B.A. English  
 Course Code : ENG-322  
 Title of the Course : The Mechanics of Print and Digital Writing  
 Number of Credits : 04  
 Effective from AY : 2025-26

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre-requisites for the Course:</b> | Knowledge of technology and creative writing  |                     |
| <b>Course Objectives:</b>             | <ul style="list-style-type: none"> <li>• To familiarize students with writing skills for the different kinds of media</li> <li>• To train students to write with clarity, purpose and precision</li> <li>• To equip them with practical knowledge for the evolving writing ecology</li> <li>• To empower students with skills for employment</li> </ul>   |                     |
|                                       |   | <b>No. of Hours</b> |
| <b>Content:</b>                       | <b>Unit 1: Basics of writing and types of writing:</b><br>1. Writing mechanics- grammar, vocabulary, phrases and clauses<br>2. How to write- construction of clear, simple and precise sentences<br>3. Writing for the reader- role of the reader, and broadening the reader-response theory<br>4. Different kinds of writing- fiction, non-fiction (including historical writing, travel writing, memoirs), scientific writing, journalistic writing   | <b>15</b>           |
|                                       | <b>Unit 2: Exploring the new avenues for writing:</b><br>1. Difference between traditional print writing (newspapers, magazines, books, etc.) and writing in the age of the internet- need to adapt to change<br>2. Different forms of media- print, social media, websites, blogs, online platforms, etc.<br>3. Understanding writing for different media through examples.  | <b>15</b>           |
|                                       | <b>Unit 3: Customising online writing based on the online platform:</b><br>1. Long forms of writing- Language, writing styles, content, vocabulary, focus, title, introduction and conclusion- film review, blog posts, scientific writing, e-magazines- with a minimum of two examples each<br>2. Shorter forms of writing- language, writing styles, content, vocabulary, focus, caption- twitter feeds, poems, fan fiction, Instagram stories, facebook posts, etc.- with a minimum of two examples each<br>3. Photo and video writing- language, writing style, content, vocabulary, focus, caption, introduction, and conclusion, synchronizing content- video logging, photo blogging, etc. | <b>15</b>           |



कार्यक्रम : स्नातक हिंदी MAJOR COURSE  
 पाठ्यक्रम : HIN – 306  
 पाठ्यक्रम का शीर्षक : साहित्य : विचार एवं दर्शन (Literature : Thought and Philosophy)  
 श्रेयांक : 4  
 शैक्षणिक वर्ष से लागू : 2025-26

|                                |   |            |
|--------------------------------|---|------------|
| पाठ्यक्रम के लिए पूर्वापेक्षित | साहित्य-विचार और दर्शन का परिचय होना अपेक्षित है।   |            |
| उद्देश्य                       | <ol style="list-style-type: none"> <li>1. साहित्य- विचार एवं दर्शन से अवगत कराना।</li> <li>2. भारतीय एवं पाश्चात्य दर्शन से प्रभावित साहित्य से परिचित कराना।</li> <li>3. दर्शनशास्त्र, साहित्य और विचारधारा का अध्ययन कराना।</li> <li>4. साहित्य के माध्यम से मानवीय मूल्यों से परिचित कराना।</li> </ol>   |            |
| पाठ्यविषय                      | <b>1. भारतीय दर्शन : परिचयात्मक अध्ययन</b> <ul style="list-style-type: none"> <li>• वेद एवं उपनिषद</li> <li>• अद्वैतवाद, द्वैतवाद, विशिष्टाद्वैतवाद, शुद्धाद्वैतवाद, द्वैताद्वैतवाद</li> <li>• जैन दर्शन</li> <li>• बौद्ध दर्शन</li> <li>• गांधी दर्शन</li> </ul>   | घंटे<br>15 |
|                                | <b>2. भारतीय दर्शन पर आधारित रचनाएँ</b> <ul style="list-style-type: none"> <li>• कबीर के 5 दोहे (चयनित दोहे)           <ol style="list-style-type: none"> <li>1. जाके मुँह माथा नहीं, नाहीं रूप कुरूप।</li> <li>2. जल में कुम्भ कुम्भ में जल है बाहर भीतर पानी।</li> <li>3. कबीर माया मोहनी, मोहे जाँण सुजाँण।</li> <li>4. कबीर यहु जग कुछ नहीं, षिन धारा षिन मीठ।</li> <li>5. कबीर ऐसा यहु संसार है, जैसा सैंबल फूल</li> </ol> </li> <li>• सूरदास के 5 पद (चयनित पद)           <p>(सूरसागर संपादक नंददुलारे वाजपेयी ( दूसरा खंड ) दशम स्कंध पृष्ठ संख्या 1461)</p> <ol style="list-style-type: none"> <li>1. स्यामा स्याम छबि की साध 2140  2758  </li> <li>2. हम तुम सो बिनति करै, जनि आँखिनि भरौ गुलाल 2884  3502  </li> <li>3. कहा इन नैननि कौ अपराध 3252  3870  4-</li> <li>4. ऊधौ जोग जोग कहत, कहा जोग कीए 3702  43205-</li> <li>5. हरि रस तौ ब्रजवासी जानै 4049   4667</li> </ol> </li> </ul> | 15         |



कार्यक्रम : स्नातक हिंदी MAJOR COURSE  
 पाठ्यक्रम HIN-304  
 पाठ्यक्रम का शीर्षक : हिंदी साहित्य का इतिहास : आधुनिक काल (HISTORY OF HINDI LITERATURE: AADHUNIK KAL)  
 श्रेयांक : 4  
 शैक्षणिक वर्ष से लागू : 2025-26

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| पाठ्यक्रम के लिए पूर्वापेक्षित  | आधुनिक हिंदी साहित्य की जानकारी आवश्यक है।  |      |
| उद्देश्य  | <ol style="list-style-type: none"> <li>1. आधुनिक काल की परिस्थितियों से अवगत कराना।</li> <li>2. आधुनिक काल के विकास क्रम से परिचित कराना।</li> <li>3. आधुनिक काल के कवियों से परिचित कराना।</li> <li>4. रचनाओं के माध्यम से राजेश जोशी की काव्यदृष्टि से अवगत कराना।</li> </ol>                           |      |
| विषयवस्तु   |   | घंटे |
|   | <ol style="list-style-type: none"> <li>1. आधुनिक हिंदी काव्य का परिवेश           <ul style="list-style-type: none"> <li>• नवजागरण एवं समाज-सुधार आंदोलन</li> <li>• आधुनिक काल की सामाजिक, सांस्कृतिक, राजनीतिक एवं आर्थिक परिस्थितियाँ (1857-1947)</li> </ul> </li> </ol>                                 | 10   |
|   | <ol style="list-style-type: none"> <li>2. आधुनिक हिंदी काव्य: सामान्य प्रवृत्तियाँ           <ul style="list-style-type: none"> <li>• भारतेन्दुयुग</li> <li>• द्विवेदीयुग</li> <li>• छायावाद</li> <li>• प्रगतिवाद</li> <li>• प्रयोगवाद</li> <li>• नईकविता</li> <li>• समकालीन कविता</li> </ul> </li> </ol> | 20   |
| <ol style="list-style-type: none"> <li>3. प्रमुख रचनाकार- सामान्य परिचय<br/>           भारतेन्दुहरिश्चन्द्र, मैथिलीशरणगुप्त, सुभद्राकुमारी चौहान, जयशंकरप्रसाद, सुमित्रानंदन पंत, सूर्यकांतत्रिपाठी 'निराला', महादेवीवर्मा, नागार्जुन, दिनकर, अजेय, मुक्तिबोध, शमशेरबहादुरसिंह, कात्यायनी, आलोक धन्वा।</li> </ol> | 10  |      |



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| अधिगम<br>परिणाम | <ol style="list-style-type: none"><li>1. आधुनिक काल की परिस्थितियों से अवगत होंगे।</li><li>2. आधुनिक काल के विकास क्रम से परिचित होंगे।</li><li>3. आधुनिक काल के कवियों से परिचित होंगे।</li><li>4. रचनाओं के माध्यम से राजेश जोशी की काव्यदृष्टि से अवगत होंगे।</li></ol> |
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|              | 4. नाटक<br>• गिद्ध- विजय तेंडुलकर (मराठी)  | 15 |
| अध्यापन विधि | व्याख्यान, सामूहिक चर्चा, संगोष्ठी, दृश्य-श्रव्य प्रस्तुति आदि।  |    |
| आधार ग्रंथ   | 1. भू- देवता- केशव रेड्डी, राजकमल प्रकाशन, दिल्ली, 2019<br>2. गिद्ध - वसंतदेव देसाई, वाणी प्रकाशन, दिल्ली, 2018<br>3. मैं तुम्हें फिर मिलूँगी, अमृता प्रीतम, कृति प्रकाशन, 2014<br>4. भारतीय श्रेष्ठ कहानियाँ, सं. सन्हैयालाल ओझा और मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद, 2010                    |    |
| संदर्भ ग्रंथ | 1. डॉ.नगेंद्र, भारतीय साहित्य, प्रभात प्रकाशन, सं.2018<br>2. रामछबीला त्रिपाठी- भारतीय साहित्य, वाणी प्रकाशन, नई दिल्ली, सं.2014<br>3. मूलचंद गौतम(सं)-भारतीय साहित्य, राधाकृष्ण प्रकाशन,नई दिल्ली, सं.2009<br>4. डॉ.सियाराम तिवारी (सं.), भारतीय साहित्य की पहचान, वाणी प्रकाशन, नई दिल्ली, सं.2015 |    |
| अधिगम परिणाम | 1. भारतीय साहित्य की अवधारणा से परिचित होंगे।<br>2. भारतीय साहित्य के माध्यम से विविध संस्कृतियों से अवगत होंगे।<br>3. भारतीय साहित्यकारों की विचारधारा से परिचित होंगे।<br>4. भारतीयता की मूल संवेदना से जुड़ेंगे।  |    |



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|                     | <ul style="list-style-type: none"> <li>- गाइड (आर.के.नारायण के उपन्यास पर आधारित) (1965)</li> <li>- सद्गति (प्रेमचंद की कहानी पर आधारित) (1981)</li> <li>- परिणीता(शरतचंद्र चट्टोपाध्याय के उपन्यास पर आधारित) (2005)</li> <li>- आँकारा (विलियम शेक्सपियर के नाटक पर आधारित) (2006)</li> <li>• प्रमुख हिंदी गीतकार – <ul style="list-style-type: none"> <li>- साहिर लुधियानवी (प्यासा, कभी-कभी)</li> <li>- शैलेंद्र (अनाड़ी, गाइड)</li> <li>- गुलज़ार ( आँधी, इजाज़त)</li> </ul> </li> </ul>  |           |
|                     | <p><b>4. व्यावहारिक प्रयोग</b></p> <ul style="list-style-type: none"> <li>- सिनेमा आस्वादन (पाठ्यक्रम में चयनित फिल्मों के संदर्भ में)</li> <li>- पाठ पर आधारित पटकथा लेखन</li> <li>- संवाद लेखन</li> <li>- साहित्यिक कृति पर आधारित लघु- फिल्म निर्माण</li> </ul>  | <b>30</b> |
| <b>अध्यापन विधि</b> | व्याख्यान , चर्चा, दृश्य-श्रव्य प्रस्तुतीकरण, व्यावहारिक प्रयोग, तकनीकी विशेषज्ञों द्वारा मार्गदर्शन  |           |
| <b>संदर्भ ग्रंथ</b> | <ol style="list-style-type: none"> <li>1. ओझा अनुपम, भारतीय सिने सिद्धांत, राधाकृष्ण प्रकाशन, 2009</li> <li>2. वजाहत असगर , व्यावहारिक निर्देशिका-पटकथा लेखन, राजकमल प्रकाशन, 2011</li> <li>3. अग्रवाल प्रहलाद, हिंदी सिनेमा आदि से अनन्त, साहित्य भंडार, इलाहाबाद, 2014</li> <li>4. (सं)मृत्युंजय,सिनेमा के सौ वर्ष, शिल्पायन प्रकाशन, दिल्ली, 2008</li> <li>5. भारद्वाज विनोद, सिनेमा कल, आज और कल, वाणी प्रकाशन, 2006</li> <li>6. दुबे विवेक, हिंदी साहित्य और सिनेमा, संजय प्रकाशन , नई दिल्ली, 2009</li> <li>7. कुमार हरीश, सिनेमा और साहित्य, संजय प्रकाशन, दिल्ली, 2010</li> <li>8. क्षीरसागर गोकुल, सिनेमा और फिल्मांतरित हिन्दी साहित्य, विकास प्रकाशन कानपुर, 2023</li> </ol> |           |
| <b>अधिगम परिणाम</b> | <ol style="list-style-type: none"> <li>1. सिनेमा और साहित्य के स्वरूप तथा संबंध से परिचित होंगे।</li> <li>2. हिंदी सिनेमा के विकास तथा निर्माण-प्रक्रिया को जानेंगे।</li> <li>3. सिनेमा में साहित्य के सरोकारों को सोदाहरण समझेंगे।</li> <li>4. साहित्य के फिल्मांकन की प्रक्रिया, फिल्म-निर्माण तथा फिल्म-आस्वादन के व्यावहारिक पक्ष से अवगत होंगे।</li> </ol>   |           |



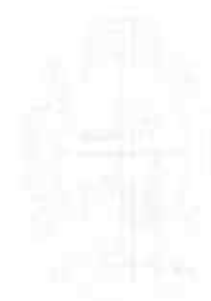
|                        |  |
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|                        | 8. Gokhale, B. K. <i>Modern Europe 1848-1960</i> . Pune: Himalaya Publishing House, 1987.<br>9. Hanson, V. D. <i>The Second World Wars: How the First Global Conflict Was Fought and Won</i> . New York: Basic Books, 2017.<br>10. Hobsbawn, Eric. <i>The Age of Empire: 1875-1914</i> . London: Abacus, 1994.<br>11. Mason, David. <i>A Concise History of Modern Europe</i> . Hyderabad: Orient Blackswan, 2012.<br>12. Rao, B. V. <i>History of Modern Europe</i> . New Delhi: Sterling Publishers Pvt. Ltd., 2012. |
| <b>Course Outcomes</b> | 1. Acquire familiarity with historical developments of Europe in the post Napoleonic era<br>2. Analyse path breaking events in European history<br>3. Understand the role of the key personalities in shaping their nations destinies<br>4. Assess the evolution of international peacemaking organisations and their conflict resolution processes.   |



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|                        | <p><i>International Relations</i>. Gurgaon: Cosmos Bookhive, 2016.</p> <p>5. Chatterjee. Partha. <i>Arms, Alliances and Stability: The Development of the Structure of International Politics</i>. Hoboken, NJ: Wiley Publishers, 1975.</p> <p>6. Clunan, Anne, Peter R. Lavoy, et al. <i>Terrorism, War, or Disease? Unraveling the Use of Biological Weapons</i>. Redwood, CA: Stanford University Press, 2008.</p> <p>7. Elmers, Ralf. <i>Cooperative Security and the Balance of Power in ASEAN and the ARF</i>. London: Routledge, 2003.</p> <p>8. Gosh, Amitabh. <i>The Unthinkable in Climate Change: A View from Asia on Literature and Politics</i>. Berlin: Heinrich Boll Stiftung Foundation, 2016.</p> <p>9. Ghosh, S. Partha. <i>Co-operation and Conflict in South Asia</i>. New Delhi: Manohar Publishers and Distributors, 2005.</p> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Recognize the importance of peace initiatives and summarise the causes of nuclear rivalry after 1945.</li> <li>2. Appreciate the importance of international trade and commerce in the 20<sup>th</sup> century.</li> <li>3. Appreciate the significance of nuclear non-proliferation initiatives.</li> <li>4. Design a plan to promote environmental sustainability.</li> </ol>  |



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|                        | <ol style="list-style-type: none"> <li>6. Lenz, L. <i>Power and Policy: America's First Steps to Super Power, 1899-1922</i>. New York: Algora Publishing, 2008.</li> <li>7. Masur, L. P. <i>The Civil War: A Concise History</i>. New York: Oxford University Press, 2011.</li> <li>8. Moser, J. E. <i>The Great Depression and the New Deal: A Concise History</i>. Ohio: Ashbrook Centre, 2017.</li> <li>9. Parks, H. B. <i>The United States of America: A History</i>. New York: Knopf, 1968.</li> <li>10. Rauchway, E. <i>The Great Depression and the New Deal</i>. New York: Oxford University Press, 2008.</li> </ol> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Identify the factors that led to a divided nation and</li> <li>2. Analyse the role of the USA in world politics</li> <li>3. Understand the efforts of USA to revive the economy and society after the Great Depression</li> <li>4. Appreciate the contribution of American leaders to promote social justice</li> </ol>   |



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|                        | <p><i>Saga</i>. New Delhi: Jain Book Agency, 2009.</p> <p>Reference Films</p> <ol style="list-style-type: none"> <li>1. Gandhi (1982) Dir.- Richard Attenborough.</li> <li>2. Elizabeth (1998) Dir-Shekar Kapur</li> <li>3. Manikarnika (2019) Dir. Honey Trehan</li> <li>4. The Legend of Bhagat Singh (2002) Dir. Rajkumar Santoshi</li> <li>5. Dr. Babasaheb Ambedkar (2000) Dir. Jabbar Patel</li> <li>6. Fidler on the Roof (1971) Dir.Norman Jewinson</li> </ol> |
| <b>Course Outcomes</b> | <ol style="list-style-type: none"> <li>1. Recognize the basic concepts of a films as the plot, sounds, storyline, silver screen and editing</li> <li>2. Summarize the theme of the film under study/review</li> <li>3. Critique the film's message to the public</li> <li>4. Apply the acquired knowledge to documentary- making and demonstrate the ability to work collectively</li> </ol>   |



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|                 | <p>4. नायक, प्रताप. (संपा.) <i>सोळाव्या शेंकड्या आदलें कोंकणी महाभारत आदिपर्व</i>, परवरी, गोंय: तॉमास स्टीवन्स कोंकणी केंद्र. 1990.</p> <p>5. पेरेरा, जुझे. <i>कोंकणी मंदाकिनी</i>, पणजी, गोंय: गोवा कोंकणी अकादेमी, 1996.</p> <p>6. भावे, भूषण. <i>साहित्य विमर्श</i>, सतरी गोंय: शाल्मली क्रिएशन्स, 2016.</p> <p>7. वेरेंकार, श्याम.(संपा.) <i>कोंकणी भास, साहित्य आनी संस्कृताय</i>, मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.</p> <p>8. सौंदे, नागेश. <i>कोंकणी भाशेचो इतिहास</i>- मुंबय : वासंती प्रकाशन, 1982.</p> <p>9. Dalgado : <i>The Man and the Scholar</i>: Antonio Pereira, Antonio Pereira, Baga, Calangute, Goa, 1982.</p> <p>10. Gomes, Olivinho J. F. <i>Old Konkani Language and Literature- A Portuguese Role</i>. Chandor - Goa: Konkani Sorospat Publication, 1999.</p> <p>11. Pereira, Antonio. <i>The Makers of Konkani Literature</i>: Antonio Pereira, Baga, Goa, 1982.</p> <p>12. Sardesai, Manoharrai. <i>A History of Konkani Literature</i>: New Delhi: Sahitya Akademi, 2000.</p> |
| Course Outcomes | <p>CO 1. कोंकणी भास आनी साहित्याची इतिहासीक वळख जाता.</p> <p>CO 2. कोंकणीतल्या मुलकी साहित्याचो नियाळ घेतात.</p> <p>CO 3. सोळाव्या आनी सतराव्या शेंकड्यांत मिशनरी पाद्रींनी केल्लो वावर स्पश्ट जाता.</p> <p>CO 4. पुनरुत्थानाच्या काळांतल्या कोंकणी साहित्याची वळख घडटा.</p>  |



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|                                | <p>2000.</p> <p>8. <a href="http://www.Wikipedia.encyclopaedia">www.Wikipedia.encyclopaedia</a></p> <p>9. तेंडुलकर,, एस. डी. <i>वालोेर</i>. पणजी गोंय : राजहंस वितरण, 1998.</p> <p>10. चोपडेकार, हनुमंत. <i>मोलावणी</i>. साखळी गोंय : भूमी प्रकाशन, 2022</p> <p>11. नागवेंकार, हरिश्चंद्र. <i>आस्वादन</i>. प्रियोळ गोंय : जाग प्रकाशन</p> <p>12. बुडकुले, डॉ. किरण. <i>साहित्य नियाळ: अंतरंग आनी कायारुपां</i>. 1998.</p> <p>13. सोद-तॉमास स्टिवन्स कोंकणी केंद्र,परवरी (हया नेमाळांतल्यान उजवाडा आयिल्ले वेंचीक निबंध)</p> <p>14. Foster, E.M. <i>Aspect of Novels</i>. Electronic editions, 2002.</p> <p>15. महाबळेश्वर सैल, <i>विनाशपर्व</i>. सांगे गोंय : संजना प्रकाशन, 2024</p> |
| <p><b>Course Outcomes:</b></p> | <p>CO 1. कोंकणी कादंबरी हया साहित्य प्रकाराची वळख जाता.</p> <p>CO 2. भारतीय कादंबरेची फाटभूंय समजता.</p> <p>CO 3. स्वतंत्र तशेंच अणकारीत कादंबरेचो अभ्यास जाता.</p> <p>CO 4. कोंकणी कादंबरेच्या साबार प्रवाहांची विस्कटावणी जाता.</p>   |



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|                                | <ol style="list-style-type: none"> <li>2. गोमीश, ऑल्विन. कोंकणी सरस्पतिचो इतिहास – एक सुपुल्लो नियाळ चांदर गोंय: कोंकणी सरस्पत प्रकाशन, 1989.</li> <li>3. पेरेइर, जुजे. कोंकणी भक्ति गीतां. पणजी गोंय: गोवा कोंकणी अकादेमी, 2004.</li> <li>4. बोरकार, सुरेश. कोंकणीच्यो बोलयो: शिक्षणाच्या आनी साहित्याच्या संदर्भांत. मडगांव – गोंय : जाग प्रकाशन. वर्स 36 : आंक 4 : जाने-एप्रील, 2010. (लेख पान 28).</li> <li>5. वेरेंकार, श्याम, सरदेसाय माधवी, म्हाळशी कमलाकार. कोंकणी भास, साहित्य आनी संस्कृताय. कोंकणी भाशा मंडळ: मडगांव – गोंय, 2003.</li> <li>6. सरदेसाय, माधवी. भासाभास. प्रियोळ, गोंय: जाग प्रकाशन, 1993.</li> <li>7. Almeida, Matthew, S. J. A Description of Konkani. Panaji – Goa: Thomas Stephens Konkani Kendr, 1989.</li> <li>8. Chambers, J. K. &amp; Trudgill, Peter. Dialectology. New York : Press Syndicate of the University of Cambridge, 1980.</li> <li>9. Chambers, J.K., P. Trudgill, and N. Schilling-Estes, (eds.). 2002. The Handbook of Language Variation and Change. Oxford: Blackwell Publishers Ltd.</li> <li>10. Danesi, Marcel. 2008. Language, Society and Culture. Introducing Anthropological Linguistics. Toronto; Canadian Scholars' Press.</li> <li>11. Fasold, R. Sociolinguistics of Language: Introduction to Sociolinguistics. Blackwell : Oxford.1990.</li> <li>12. Hudson, R.A. Sociolinguistics. Cambridge University Press.1979.</li> <li>13. Hymes, D. (Ed.). Language in Culture and Society. New York: Harper and Row.1964.</li> <li>14. Mesthrie, R., L. Swann, A. Denmert, &amp; M.L. William. Introducing Sociolinguistics. Edinburgh : Edinburgh University Press. 2009.</li> <li>15. Mills, S. (ed.). Language and Gender: Interdisciplinary Perspectives. London : Longman.1995.</li> <li>16. Miranda, Rocky V. "Caste, Religions and Dialect Differentiation in the Konkani Area." IJSL. 16 (1978): 77-91.</li> <li>17. Pandit, P. P. B. India as a Sociolinguistic Area. Puna: University of Poona.1972.</li> </ol> |
| <p><b>Course Outcomes:</b></p> | <p>CO 1 बोली, नोंदणी आनी शैली हयो संकल्पना समजून घेतात.</p> <p>CO 2 कोंकणीच्या समाजीक, प्रादेशीक आनी कार्यात्मक बोलींच्या बदलांची संकल्पना कळटा.</p> <p>CO 3 वेगवेगळ्या समाजीक क्षेत्रांत कोंकणी बोलींचो वापर करपा विशीं भासाभास करतात.</p> <p>CO 4 साहित्य, संगीत, माध्यम, लोकसंस्कृताय हातूंतल्या कोंकणी बोलींचें प्रतिनिधीक विश्लेशण जाता.</p>   |



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|                         | 2012.<br>4. Mallhi, N. Practical, <i>Proof reading Chandigarh Khalsa Publishers</i> , 1998.  |
| <b>Course Outcomes:</b> | CO 1 कौकणीतल्यान प्रशासकीय पावंड्यार वेवसायपत्र वेव्हाराची जाण जाता.<br>CO 2 साबार तरांची परिपत्रकां, आदेश, अर्ज लिखाण, उगडास पत्रां, इतिवृत्तां, नेमणूक पत्रां, अहवाल आदी मसुद्यांचें आकलन जाता.<br>CO 3 मंत्रीपदां, संचालनालयां, महामंडळां, आस्थापनां आनी कांय गिन्यानाचे फाटे हांच्या परिभाशीक उतरावळी विशीं गिन्यान मेळटा.<br>CO 4 कार्यालयीन उतरावळीची म्हायती मेळटा. |



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|--------------------------------|---|
|                                | <ol style="list-style-type: none"> <li>3. E.Barker, S. (1959). The Political Thought of Plato and Aristotle. Dover Publications. New York.</li> <li>4. Harmon, J. (1964). Political Thought from Plato to the present. McGraw-Hill.</li> <li>5. J.H.Burns. (1991). The Cambridge History of Political Thought 1450-1700. Cambridge University Press. Cambridge.</li> <li>6. Nelson, B. (2009). Western Political Thought. Pearson Education. Delhi.</li> <li>7. Ramaswami, S. (1999). A History of Political Thought: Plato to Marx. Prentice Hall. New Delhi.</li> <li>8. Rao, V. V. (1993). Ancient Political Thought. S. Chand and Company Ltd. New Delhi.</li> <li>9. Sabine, G.H. (1973). A History of Political Theory. Oxford and IBH Publishing CO. PVT. LTD. New Delhi.</li> </ol> |
| <p><b>Course Outcomes:</b></p> | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate an understanding of the historical development and evolution of Western political thought</li> <li>2. Students will be able to apply theoretical frameworks from Western political thought to contemporary political issues and debates</li> <li>3. Students will be able to articulate and defend their own interpretations of Western political thought</li> <li>4. Students will be able to develop critical insights into the working of state and society.</li> </ol>   |



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|                                | <p>9. Rajiv Sikri. (2014). Challenge and Strategy: Rethinking India's Foreign Policy. Sage. New Delhi.</p> <p>10. S. Mallavarappu, B.S. (2012). International Relations: Perspectives from the South Pearson. New Delhi.</p> <p>11. U.R. Ghai, K.K. G. (2018). India's Foreign Policy. New Academic Publishing Company.</p>  |
| <p><b>Course Outcomes:</b></p> | <ol style="list-style-type: none"> <li>1. The students will learn the various concepts connected to India's Foreign Policy</li> <li>2. The students will assess the challenges and prospects about India's relations with significant entities</li> <li>3. The students will be able to learn about India's major bilateral and multilateral engagements and the inherent political and economic challenges.</li> <li>4. The students will be able to critically analyze, and deliberate various issues, challenges, and concerns related to India's Foreign Policy</li> </ol> |



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|                             | <p>highlighting the conditions. Develop a short questionnaire to assess the availability and quality of healthcare and sanitation facilities in an urban neighbourhood)</p> <p><b>Unit 3 - Urban Governance Appraisal Tools:</b> Survey Method, Interview method and Focus Group Discussion.<br/> <i>(Practical Components: Empirical and anthropological investigation in the urban areas, focused group discussion with the authorities dealing with urban governance, reviewing the Reports on Urban Governance in Various states of India. Reviewing the books on Urban Governance in India or elsewhere in the world. Identification of Rurban Areas, writing stories on Urban People, Understanding the work of North Goa Planning and Development Authority and South Goa Development and Planning Authority, Presentations on Regional Plans, Design and conduct a structured survey on a chosen urban issue e.g., public transport usage, sanitation, or waste management, conduct interviews with municipal officials, community leaders, or residents to understand urban governance challenges. Analyse the data and present findings with graphs and charts)</i></p> | 11T + 7P |
|                             | <p><b>Unit 4 - Urban Development Programmes:</b> National Urban Health Mission, Pradhan Mantri Awas Yojana (PMAY) – Housing for all (Urban), Smart Cities Mission (SCM), Swachh Survekshan, Atal Mission for Rejuvenation and Urban Transformation (AMRUT), National Urban Livelihood Mission (Deendayal Antyodaya Yojana).<br/> <i>(Practical Components: creating awareness regarding the Urban Development Programmes through Skit-Plays, Blogs, Short Films, Posters. Reviewing the Urban Development Programmes on social media, designing a model urban development programme, engaging with the NGOs or civil society organisation who deal with the Urban Governance, surveying the implementation of the programmes)</i></p>   | 12T + 8P |
| <b>Pedagogy:</b>            | Lectures, Group Discussion, assignments and field trips   |          |
| <b>References/Readings:</b> | <p><b>Journals</b></p> <ol style="list-style-type: none"> <li>1. Bhattacharya, M. (2008). New Horizons of Public Administration. New Delhi, India: Jawahar Publications.</li> <li>2. Butsch, C., Sakdapolrak, P., &amp; Saravanan, V.S. (2012). Urban Health in India. <i>Internationales Asienforum</i>, 43(1-2), 13-32.</li> <li>3. Dietrich, G. (1986). Housing The Urban Poor. <i>Economic and Political Weekly</i>. 2(9). 376-379.</li> <li>4. John, D., Francis, K.M., &amp; Sabu P.J. (2019). Urbanization and Environmental Issues in India - An Intertemporal and Spatial Analysis. <i>International Journal of Research and Analytical Reviews</i>.6(2). 700-706.</li> <li>5. Kamble, P.S. (2014), Environmental Damage Cost on Urban India. <i>International Journal of Physical and Social Sciences</i>. 4(6). 484-504.</li> </ol>  |          |



Semester-VI

Name of the Programme : B.A. Sociology  
 Course code : SOC-304  
 Title of the Course : Contemporary Sociological Theories  
 Number of Credits : 04  
 Effective from AY : 2023-24

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| <b>Pre-requisites for the course:</b> | Should have knowledge of classical Sociological Theories  |                 |
| <b>Course Objectives:</b>             | The Course aims to:<br>1. Understand the emergence and development of modern sociological theories.<br>2. Explore the application of sociological theories in understanding social phenomena and processes.<br>3. Critically evaluate the strengths and limitations of different sociological perspectives.   |                 |
| <b>Content:</b>                       | <b>Chp.1. Macro-Sociological Thought</b><br>1.1. Background<br>Emergence and development of modern sociological theories<br>1.2. Structural Functionalism - Talcott Parsons and R.K. Merton<br>1.3. Conflict theory - Ralf Dahrendorf and Lewis Coser<br>1.4. Critical Theory- Jurgen Habermas<br>1.5. Criticism of functionalism, conflict theory and critical theory  | <b>15 Hours</b> |
|                                       | <b>Chp.2. Micro- Sociological Thought I</b><br>2.1. Origin- Chicago School<br>2.2. George Herbert Mead: symbolic interactionism and the self<br>2.3. Cooley: Looking Glass Self<br>2.4. Erving Goffman: Dramaturgical analysis and presentation of self<br>2.5. Ethnomethodology and conversation analysis  | <b>10 Hours</b> |
|                                       | <b>Chp. 3. Micro- Sociological Thought II</b><br>3.1. Exchange Theory: George Homans and Peter Blau<br>3.3. Network Theory<br>3.4. Rational Choice Theory   | <b>20 Hours</b> |
|                                       | <b>Chp. 4. Modern and Post-modern Sociological Thought</b><br>4.1. Introduction to Modernism and Post-Modernism<br>4.2. Feminist perspective: (power, patriarchy and social conflict)<br>4.3. Intersectionality and the study of multiple social identities<br>4.4. Pierre Bourdieu: Cultural capital, habitus<br>4.5. Micheal Foucault: Power, knowledge and sexuality | <b>15 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, discussions, audio-visual aids.   |                 |
| <b>References/ Readings:</b>          | 1. Bourdieu, P. 1986. <i>Distinction: A Social Critique of the Judgement of Taste</i> . Harward: Harvard University Press.<br>2. Goffman, E. 1959. <i>The Presentation of Self in Everyday Life</i> . Washington: Anchor Books.   |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-305  
 Title of the Course : Sociology of Tribes  
 Number of Credits : 04  
 Effective from AY : 2023-24

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| <b>Prerequisites for the course:</b> | Knowledge of introductory sociology  |                 |
| <b>Course Objectives:</b>            | The objective of this course is to provide a comprehensive profile of tribal groups in terms of their distribution and concentration, demographic features, social structure and cultural patterns.  |                 |
| <b>Content:</b>                      | <b>1. Understanding Tribes</b><br>1.1. The concept of tribe, features and classification<br>1.2. Tribe-Caste Continuum<br>1.3. The Ghurye-Elwin debate<br>1.4. Demographic profile: habitat, distribution and concentration of tribal people; tribal zones; sex ratio; status of women<br>1.5. Tribal society in Goa   | <b>15 Hours</b> |
|                                      | <b>2. Tribal movements</b><br>2.1 Colonial<br>2.2 Post-Independence Periods<br>2.3 Tribal unrest in Goa  | <b>10 Hours</b> |
|                                      | <b>3. Tribal Development in Post Independent India</b><br>3.1. Nehruvian and Elwinian approach to Tribal Development<br>3.2. Five Year Plans and Tribal Development<br>3.3. Emerging Developmental Initiatives<br>3.4. Tribal development in Goa   | <b>15 Hours</b> |
|                                      | <b>4. Problems of tribal people</b><br>4.1. Land alienation & Agrarian issues<br>4.2. Illiteracy, Poverty & Indebtedness<br>4.3. Unemployment  | <b>15 Hours</b> |
|                                      | <b>5. Some Recent Debates</b><br>5.1 Forests and Tribal Economy<br>5.2 Forest Right Act, 2006  | <b>05 Hours</b> |
| <b>Pedagogy:</b>                     | Lectures, discussions, tutorials, and field visits.  |                 |
| <b>Reference/ Readings:</b>          | 1. Dube, S.C. 1977. Tribal heritage of India New Delhi: Vikas.<br>2. Haimendorf, Christoph von. 1982. Tribes of India: The struggle for survival Oxford: Oxford University Press.<br>3. Hasnain, N. 1983. Tribes in India New Delhi: Harnam Publications.<br>4. Rao, M. S. A. 1979. Social movements in India. Delhi: Manohar.<br>5. Raza, Moonis and A. Ahmad. 1990. An atlas of tribal India. Delhi: Concept Publishing Company.<br>6. Sharma, Suresh. 1994. Tribal identity and modern world New Delhi: Sage.<br>7. Singh, K. S. 1982. Tribal movements in India, Vol. I and II New Delhi: Manohar.<br>8. Singh, K. S. 1984. Economies of the tribes and their transformation. New Delhi: Concept Publishing. |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-306  
 Title of the Course : Sociology of Environment  
 Number of Credits : 04  
 Effective from AY : 2023-24

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|---------------------------------------|---|-----------------|
| <b>Pre-requisites for the course:</b> | Nil   |                 |
| <b>Course Objectives:</b>             | 1. To sensitize students to the impact of environmental changes on human lives and societies.<br>2. To create consciousness regarding environmental protection and conservation.  |                 |
| <b>Content:</b>                       | <b>I Introduction</b><br>1.1 Concept and meaning of environment<br>1.2 Nature and the Environment<br>1.3 Sociology and the Environment  | <b>15 Hours</b> |
|                                       | <b>II Environment and Resources</b><br>2.1 Environment and Resources Relationship<br>2.2 Ecology, Ecosystem and Society (Interrelationship)<br>2.3 Resource Depletion and Resource Waste  | <b>15 Hours</b> |
|                                       | <b>III Development and Environment</b><br>3.1.Industrialization, Urbanization and Environmental Degradation<br>3.2.Depletion of Natural Resources<br>3.3.Sources of pollution<br>3.4.Development, Displacement and Rehabilitation   | <b>15 Hours</b> |
|                                       | <b>IV Contemporary Environmental Concerns</b><br>4.1 Deforestation and Ecological Crises<br>4.2 Global Warming and Water Crises<br>4.3 Mining and environmental concerns<br>4.4 Marine Ecosystem and Fishing Community<br>4.5 E-Waste management  | <b>15 Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, discussions, and tutorials  |                 |
| <b>References/ Readings:</b>          | 1. Alvares, Claude. 2002. <i>Fish, curry and rice: A sourcebook on Goa, its ecology and lifestyle</i> . Mapusa: The Goa Foundation.<br>2. Arnold, D. and Ramchandra Guha (eds.) 1995. <i>Nature, culture, imperialism; Essays on the environmental history of South Asia</i> . Oxford University Press, New Delhi.<br>3. Chaudhury, Sukant, K. 2014. <i>Sociology of environment</i> . New Delhi: Sage Publications.<br>4. Ghosh, G. K. 1995. <i>Environment and women development</i> . New Delhi: Ashish Publishing House.<br>5. Johri, Rakesh. 2008. <i>E-Waste: Implications, regulations and management in India and current global best practices</i> . New Delhi: TERI.<br>6. Giddens, Anthony and Sutton, Phillip W. 2013. <i>Sociology (7th Edition)</i> . New Delhi: Wiley. |                 |



Name of the Programme : B.A. Sociology  
 Course Code : SOC-322  
 Title of the Course : Sanitation and Waste Management  
 Number of Credits : 3T+ P=04  
 Effective from AY : 2023-2024

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| <b>Pre-requisites for the course:</b> | NIL  |                  |
| <b>Course Objectives:</b>             | 1. Understand the sociological significance of sanitation and waste management.<br>2. Evaluate the impact of sanitation disparities.<br>3. Study the role of policies, regulations, and governance structures in shaping sanitation and waste management.  |                  |
| <b>Content:</b>                       | <b>I Introduction</b><br>1.1. Definition of sanitation and waste management<br>1.2. Historical overview and evolution of sanitation practices<br>1.3. Theoretical frameworks for understanding sanitation and waste from a sociological perspective  | <b>15T Hours</b> |
|                                       | <b>II Social Inequities and Sanitation Disparities</b><br>2.1 Intersectionality and disparities in sanitation provision<br>2.2. Sanitation in urban and rural contexts<br>2.3 Consumerism  | <b>15T Hours</b> |
|                                       | <b>III Public Health and Environmental Impacts</b><br>3.1 The link between sanitation, public health, and disease prevention<br>3.2 Environmental consequences of improper waste management<br>3.3 Case study: Impact of sanitation-related diseases on communities<br>3.4 Government policies and regulations in sanitation and waste management  | <b>15T Hours</b> |
|                                       | <b>IV Innovative Approaches and Solutions</b><br>4.1 Emerging technologies in waste management<br>4.2 Community-driven approaches to waste reduction and recycling<br>4.3 Sustainable waste management practices- minimalism, eco-houses, solar power, composting<br>4.4 Corporate Social Responsibility in Waste Management   | <b>30P Hours</b> |
| <b>Pedagogy:</b>                      | Lectures, discussions, and audio-visual aids.  |                  |
| <b>References/ Readings:</b>          | 1. Freudenburg, W. R., & Wilson, K. B. 2002. 'Mining the Past: Strategies for Understanding the Sociology of Environmental and Technological Risks'. <i>Sociological Forum</i> , 17(3), 465-487.<br>2. Gandy, M. 2008. 'Waste Matters: New Perspectives on Food and Society.' <i>Sociological Review</i> , 56(4), 753-776.<br>3. Hawkins, G. 2006. <i>The Ethics of Waste: How We Relate to Rubbish</i> . Maryland: Rowman & Littlefield Publishers.<br>4. Heynen, N., Kaika, M., and Swyngedouw, E. 2006. <i>In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism</i> . London: Routledge. |                  |

