

**SEMESTER – I**  
**BASIC COMPUTER SKILLS**

**1. Course Description:****Programme: BA/B.Sc./B.Com./BMS****Max. Hours: 30****Course Code: U24/BCS/AECC/101****Hours per week: 2****Type of course: AECC****Max. Marks: 50****No. of credits: 2****2. Course Objectives:**

To impart a basic level understanding of working of a computer and its usage.

**3. Course Outcome:**

On completion of the course the student will be able to:

**CO1: *Interpret*** basics of computers and *Use* word processing software

(Cognitive levels – 3)

**CO2: *Define*** Internet Technologies and *Use* Spreadsheets and Presentation Software

(Cognitive level – 3)



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**4. Course Content:****MODULE I: BASICS OF COMPUTERS AND WORD PROCESSING (15 Hrs)**

**Understanding Of Computer:** Introduction to computers - functions, features, classification; Computer Architecture - components; Computer Hardware - input devices, output devices; Computer Memory -primary memory, secondary memory, cloud; Computer Software - system software, application software, special purpose software, system utilities, open-source software, and proprietary software; Operating Systems - functions, types, real time operating systems,

**Windows Ui And Word Processing:** Windows desktop – icons, task bar, start menu, understanding of local system drives, folders and files – creating, viewing, renaming, deleting; MS-Word - opening , closing, saving of documents, title bar, ribbon and tabs, ruler; text creation and manipulation – insert, delete, select, cut, copy and paste, find and replace, correct errors - spell; formatting text – font size, size, colour, bold, underline, italic, changing text case, text alignment; creating first line indent of paragraphs; formatting page – inserting header and footer, page breaks; modifying page layout - changing page orientation , page size, page margins; tables – inserting, adding and deleting rows and columns, converting text to table, working with lists, using symbols as bullets, printing documents

**MODULE II: INTRODUCTION TO INTERNET TECHNOLOGY, SPREADSHEETS AND PRESENTATION SOFTWARE (15Hrs)**

**Overview of Internet and Future Technology:** Internet – advantages and disadvantages of internet; Terms related to internet – WWW, web page, website, web browser, web address and URL, blog, search engine; Services of Internet – chatting, e-mail, video- conferencing, e-learning, e-banking, e-shopping, e-reservation; Social networking sites – LinkedIn, Facebook, Instagram; Computer Security – sources of cyber-attack, malware, threats to computer security, solutions to computer security threats; Future Technology – Internet of Things(IoT), Big Data Analytics, Virtual Reality, Artificial Intelligence,

**Spreadsheet and Presentation Software:** Spreadsheets - Workbook, worksheet, MS Excel vs Google sheets; basics of spreadsheet – enter, select, delete, move, copy and paste data, fill numbers, text, date; adding borders to cells, functions – count, sum, average; formulas – simple, relative reference, absolute reference, printing worksheet; Presentation – introduction to slide, placeholder, notes, adding slides, changing layouts of slides, applying styles and background, adding text box and pictures, adding animations, setting slide transitions, saving single slide as image, saving presentation in different formats (ppt, pdf, video)

**5. References:**

1. Microsoft Office Step by Step (Office 2021 and Microsoft 365), Joan Lambert, 1<sup>st</sup> edition, 2022
2. Computer Basics with Office Automation, Archana Kumar, Wiley publications, 2019
3. Introduction to Computers, Peter Norton, McGraw-Hill , 2012.
4. Fundamentals of Computers, Reema Thareja, 2<sup>nd</sup> Edition 2019.

**6. Syllabus Focus**

**a) Relevance to Local, Regional, National and Global Development Needs**

<b>Local /Regional/National /Global Development Needs</b>	<b>Relevance</b>
GLOBAL DEVELOPMENT	Basic computer skills such as word processing, spreadsheets, presentations, and the internet, are essential for most jobs and are considered valuable skills in the workforce. Good computer skill aligns with an individual's career goals and enhances productivity and effectiveness in the workplace.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

<b>SD/ED/EMP</b>	<b>Syllabus Content</b>	<b>Description of Activity</b>
SD, EMP	Module 1	Assignment
SD, EMP	Module 2	Skill practical test

**7. Course Assessment Plan**

**a) Weightage of Marks in Formative and Summative Assessments**

<b>Formative Assessment - FA (40%)</b>	<b>Summative Assessment - SA (60%)</b>
<b>CIA-20 marks Mini project/Assignment/ Problem solving/Case studies</b>	<b>End Semester Exam-30 Marks</b>

  
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## b) Model Question Paper - End Semester Exam

**BASIC COMPUTER SKILLS**

**Course Code: U24/BCS/AEEC/101**  
**Credits: 2**

**Max Time: 1 Hr**  
**Max. Marks: 30**

**Answer any 5 of the following:**

**5 X 6 = 30 M**

1. Explain Computer Architecture.
2. Differentiate between Primary and Secondary Memory.
3. Explain functions of an Operating System.
4. Define types of Software.
5. Write a short note on the Internet.
6. List and explain the services of the Internet.
7. Explain with example the concept of IoT.
8. Explain various threats to computer systems.

Prepared by	Checked & verified by	Approved by
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**SEMESTER - II****BRITISH LITERATURE (18<sup>th</sup> -19<sup>th</sup> CENTURY)****1. Course Description**

Programme: BA

Course Code: U24/LIT/DSC/201

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5 hrs

Max. Marks: 100

**2. Course Objectives**

- To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
- To introduce the emergence and genre of English Novel from 18<sup>th</sup> -19<sup>th</sup> century British literature to the learners.
- To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.

**3. Course Outcomes**

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

CO1: Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts. (Understanding)

CO2: Interpret the trends and use of poetic diction. (Understanding)

CO3: Illustrate the state of contemporary times in the 18th and 19th centuries. (Understanding)

CO4: Analyse the use of social commentary and the rise of the realist novel. (Analysing)

CO5: Summarize the genre of farcical comedy/social satire. (Understanding)

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#### 4. Course Content

### MODULE I: HISTORY OF LITERATURE, CONCEPTS AND MOVEMENTS

(15 Hrs)

Neoclassicism, Periodical Essay, Romanticism, Development of Novel

### MODULE II: POETRY

(15 Hrs)

John Keats- "Ode to a Nightingale"

Alexander Pope - "Sound and Sense"

### MODULE III: PROSE

(15 Hrs)

Richard Steele "The Club at the Trumpet"

Charles Lamb "Modern Gallantry"

### MODULE IV: NOVEL

(15 Hrs)

Jane Austen - *Northanger Abbey*

### MODULE V: DRAMA

(15 Hrs)

Oscar Wilde - *The Importance of Being Earnest*

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## 5. References

1. Austen, Jane. *Northanger Abbey*. London: Penguin Books Ltd. 1996. (Originally published in 1803).
2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, [allpoetry.com/Sound-and-Sense](http://allpoetry.com/Sound-and-Sense).
3. Steele, Richard. *The Club at the Trumpet (1709-1710)*.  
[www.civilizationis.com/smartboard/shop/steele/chap2.htm](http://www.civilizationis.com/smartboard/shop/steele/chap2.htm)
4. Keats, John. "Ode to a Nightingale by John Keats | Poetry Foundation." Poetry Foundation, [www.poetryfoundation.org/poems/44479/ode-to-a-nightingale](http://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale)
5. Wilde, Oscar. *The Importance of Being Earnest*. Mineola, New York: Dover Publications. 1990. (Originally performed in 1895).
6. Bradbury, M., & Palmer, D (eds.). (1979). *The Contemporary English novel*. London: Edward Arnold Publishers Ltd. Hunt, John Dixon (Ed.), *Pope: The Rape of the Lock, a Casebook*. 1968. London: Macmillan.
7. Muir, Edwin. *The Structure of the Novel*. London: Chatto & Windus Ltd. 1979.
8. Richetti, John (ed.). *The Cambridge Companion to the Eighteenth Century Novel*. Cambridge: Cambridge University Press. 1998.

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## 6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding how to behave and respond to one another
Regional	Learning about the many hierarchies in society
National	Being conscious and observant about the world around you
Global Development	Understanding the way of life of 8 <sup>th</sup> and 19 <sup>th</sup> century England

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	<i>Northanger Abbey</i>	Social Commentary
ED	Periodical Essay	Publishing history
EMP	Modern Gallantry	Opinion writing

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Group Discussions on characters
2.	Participative	Oral presentations- Internal Assessment
3.	Experiential learning	Role Play -students assuming characters and enacting the play

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination- 60%
CO1	CIA2-Oral presentation	Semester End Written Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/ Objective test	
CO5	CIA2-MCQs/ Objective test	

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b) Model Question Paper- End Semester Exam:

**BRITISH LITERATURE (18 TH -19 TH CENTURY)**

**SEMESTER II**

Course Code: U24/LIT/DSC/201

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

**SECTION - A**

**I. Answer the following (250 words)**

**5 x 10 = 50 M**

1. Discuss Neoclassicism

OR

2. Discuss the Periodical Essay

3. Show how Keats's poet's dream-world contrasts with the one in which he actually lives.

OR

4. Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".

5. Describe the members of "The Club at the Trumpet."

OR

6. How does Lamb bring out the hollowness of modern gallantry in his essay?

7. In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?

OR

8. Explain the relationship between Henry and Catherine in "Northanger Abbey".

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9. Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?

OR

10. Do you think Oscar Wilde presents any version of true love in his play? Does the extent to which Gwendolen and Cecily are self-centred, affect our reading of the play?

### SECTION - B

II. Write any FIVE questions

5 x 2 = 10 M

11. What was Richard Steele like in *The Club at the Trumpet*?

12. What does Ms. Prism insist Cecily study, before she sets out for a walk?

13. "Or emptied some dull ...had sunk." What is Lethe? Why does Keats invoke its image?

14. Briefly explain the significance of the title, "Importance of being earnest"

15. List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.

16. Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.

17. Do you think Catherine Morland a typical Austen Heroine? How would you use facts to explain your answer?

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**SEMESTER - II**

**CONSTITUTION AND POLITICS OF INDIA**

**1. Course Description**

Programme: BA  
Course Code: U24/POL/DSC/201  
Course Type: DSC  
No. of credits: 5

Max. Hours: 75  
Hours per week: 5  
Max. Marks: 100

**2. Course Objectives**

- To acquaint the students with the process of the formation of the Indian state
- To evaluate the various features and institutions of the Indian political system
- To evaluate key issues in Indian politics

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Evaluate the basic philosophical foundations of the Constitution of India (**Understand**)

CO2: Justify why the Indian federal system is unique (**Analyze**)

CO3: Identify the various national and regional political parties in India and illustrate the evolution of the party system in India (**Analyze**)

CO4: Analyze the emergent issues in India politics (**Evaluate**)

CO5: Evaluate the role of social movements (**Evaluate**)

  
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**4. Course Content****Module I - The Constitution of India (15 Hours)**

1. Formation of Constituent Assembly
2. Philosophical basis of the Constitution
3. Salient Features of the Constitution

**Module II - Functioning of the Government (15 hours)**

1. Features of the Indian Federation
2. Centre-State Relations
3. Functioning of the Union Executive, Legislature and Judiciary

**Module III - India's Party System (15 Hours)**

1. Evolution of the Party System
2. Rise of Regional Political Parties
3. Coalition Politics

**Module IV - Major issues in Indian Politics (15 Hours)**

1. Language
2. Religion
3. Caste

**Module V - Regional and Social Movements in India (15 Hours)**

1. Secessionist and Non- Secessionist Movement in India - an overview
2. Women's Movement
3. Environmental Movement - an overview

**5. References**

1. Austin, Granville. (1979) – *The Indian Constitution: Corner stone of a Nation*. New Delhi: Oxford University Press.
2. Basu, D.D (2009) – *Constitution of India*. Wadhwa: Nagpur. Lexis Nexis Butterworth.
3. Bhargava, R. (2008) (ed) – *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press.
4. Chandra, Bipin Mukherjee, Mridula and authors (2012) – *India's Struggle for Independence*. New Delhi: Penguin Books of India.
5. Chandra, Bipin. (2008) – *India since Independence*. New Delhi: Penguin Books of India.

6. Brass, Paul. (1999) – *The Politics of India since Independence*. New Delhi: Cambridge University Press.

7. Jayal, N.G. and Mehta, P.B. (ed) (2010) – *The Oxford Companion to Politics*. New Delhi: Oxford University Press.

8. Rao, M.S. (2002) – *Social Movements in India*. New Delhi: Manohar Publishers.

9. Shah, Ghanshyam (2004) – *Social Movement in India*. New Delhi: Sage India

10. Baruah, Sanjib (2012). *Ethno-nationalism in India: A Reader*. New Delhi: OUP

## 6. Syllabus Focus

### a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The Course will examine the state formation process and the functioning of the government at the national level
Regional	The Course addresses the rise of regional political parties as well as several regional movements and

### b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module IV and V	Research Paper Writing
EMP	Module I and II	Group Discussions, Assignment

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom/Quiz
2.	Participative Learning	Presentation
3.	Problem Solving	Case Studies based assignment

### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

**SEMESTER -II**

**CONSTITUTION AND POLITICS OF INDIA**

**TIME: 2hrs**  
**MAX.MARKS: 60**

**Course Code: U24/POL/DSC/201**

**Section A**

**Answer the following**

**Marks – 5x10 = 50**

1. The Preamble is the Soul of the Constitution - Justify  
OR
2. Identify and elaborate the defining features of the Constitution of India
3. Indian Constitution is Federal in Nature by Unitary in Soul - explain with examples

OR

4. Critically Evaluate the role of the President of India
5. Trace the evolution of Coalition Politics in India  
OR
6. Regional political parties played a pivotal role in Indian politics. Do you agree? Justify.
7. Identify the key issues surrounding language politics in the Country

Or

8. What is the importance of Caste and religion in the politics of this Country?
9. Critically analyse the role of the Women's movement in bringing about changes in gender related laws in India

OR

10. Write a note on the secessionist movement in India.



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## SECTION B

Answer Any Five Questions

Marks – 5x2 =10

11. Government of India Act, 1935
12. Art. 352
13. BJP
14. Mandal Commission
15. Chipko Movement
16. Jharkhand Movement
17. Lok Sabha

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A(No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2



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## SEMESTER - II

## HISTORY OF MEDIEVAL INDIA

## 1. Course Description

Programme: B.A  
 Course Code: U24/HIS/DSC/201  
 Course Type: DSC  
 No. of credits: 5

Max. Hours: 75 Hrs  
 Hours per week: 5  
 Max. Marks: 100

## 2. Course Objectives

- To learn and analyse about the transition from historic centuries to the medieval period.
- To able to delineate changes in the realm of polity society and economy.
- To study the growth of composite culture and newer forms of art and architecture.

## 3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Comprehend the political social economic impact of the advent of a new religion and culture in India. (UNDERSTAND)
- CO2: Analyse the growth of Culture and Philosophy in Medieval India. (APPLY)
- CO3: Evaluate the impact of the Mughal rule on Society and Religion in India. (EVALUATE)
- CO4: Examine the rise of the regional kingdoms of the country. (ANALYSE)
- CO5: Assess the socio-political contribution of Maratha Confederacy. (EVALUATE)

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#### 4. Course Content

##### **MODULE I: - Advent of Islam and its Impact in India** **15 hours**

Pre-Medieval India-Polity-Society-Culture-Establishment of Muslim rule in India the Delhi Sultanate-sources-policies and impact -with special reference to Alauddin Khilji and Mohamad Bin Tughlaq- Evaluation of Delhi Sultanate - Impact on Culture, Language, Literature, Religion, Art and Architecture.

##### **MODULE II: Growth of Indian Philosophy and Religious Movements** **15 hours**

Advaita, Dvaita and Vishishta Advaita philosophy - Bhakti movement and Sufism

##### **MODULE III: Mughal Era** **15 hours**

The Political conditions in India on the eve of advent of Mughals – Babur- Sher Shah-Inter-regnum- Sur's administration - Akbar's Rajput and Religious policy and Administration - Shah Jahan's reign –Art and Architecture. Aurangzeb's - policies and Impact, Evaluation of the Mughal Empire in India and Causes for their decline

##### **MODULE IV: Kingdoms of the Deccan and Kalinga** **15 hours**

Kakatiya's-The Vijayanagara and the Bahmani's - Deccan Sultanate; Bijapur, Golkonda, Bidar, Berar and Ahmednagar – Rise, Expansion and Disintegration; Eastern Gangas and Gajapatis.

##### **MODULE V: Maratha Confederacy** **15 hours**

Rise of the Marathas & the foundation of Swaraj by Shivaji; its expansion under the Peshwas; Mughal – Maratha relations, Maratha Confederacy, Causes of Decline.

## 5. References

1. Chandra, Satish., History of Medieval India (800 – 1700) Vol. I & II.
2. Chattopadhyay, B.D., The Making of Early Medieval India. (Delhi, 1994)
3. Habib, Irfan (ed) Medieval India – Research in the History of India, 1200-1750, Delhi, 1992
4. Majumdar, R.C. et al (eds), History and Culture of the Indian People Vol. IV & VI
5. Majumdar, R.C, A Comprehensive History of India Vol.III.
6. Nilakantha Shastri, K.A. A History of South India, Madras, 1974 (4th edition)
7. Pandey, A.B., Early Medieval India, Allahabad, 1977.
8. Sherwani H.K. and P.M. Joshi, The History of Medieval Deccan, 1295-1724, Hyderabad, 1973.

## 6. Syllabus Focus

### a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need)  Maximum 15 words
National	Underscores attributes of Medieval Indian society, culture, economy and polity so as to understand complexities in India's progress as a nation.
Regional	Highlights interplay of regional and central powers in shaping country's characteristic identity.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

<b>SD/ED/EMP</b>  <b>(Mention any ONE of the above at a time )</b>	<b>Syllabus Content</b>  <b>(Mention Module No. or part content applicable)</b>	<b>Description of Activity</b>  <b>(Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)</b>
SD	Module II	Knowledge Quiz
SD	Module III	Assignment writing
SD	Module IV	Presentation

**7. Pedagogy**

<b>S. No</b>	<b>Student Centric Methods Adopted</b>	<b>Type / Description of Activity</b>
1.	Participative Learning	Group Discussion
2.	Experiential learning	Field Trip
3.	Problem solving	Assignment -case study

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

<b>CO</b>	<b>Continuous Internal Assessments CIA - 40%</b>	<b>End Semester Examination-60%</b>
CO1	CIA 1-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Presentation	
CO4	CA 2- Skill test	
CO5	CA 2- Assignment	

**b) Model Question Paper- End Semester Exam**

## HISTORY OF MEDIEVAL INDIA

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Describe the socio-cultural contribution of Delhi Sultanate	CO 1	BL 2
2	Module 1	Explain the administrative military and market reforms of Alauddin Khilji	CO 1	BL 2
3	Module 2	Identify the causes for the rise of Bhakti and Sufi movement	CO 2	BL 3
4	Module 2	Develop an explanation to support Advaita philosophy	CO 2	BL 3
5	Module 3	Give an estimate of Akbar	CO 3	BL 6
6	Module 3	Give a critique of Aurangzeb's policies	CO 3	BL 6
7	Module 4	Examine the causes for the rise of Vijayanagar empire	CO 4	BL 3
8	Module 4	Distinguish between the rule of Rudramma and Ganapati deva	CO 4	BL 3
9	Module 5	Evaluate the contribution of Early Peshwas to empire building	CO 5	BL 6
10	Module 5	Assess the contribution of Shivaji to Maratha identity	CO 5	BL 6
SECTION B - ANSWER ANY 5 OUT OF 7 ( To compulsorily have ONE question from each module)			5 Q X 2 M = 10 M	
11	Module 1	Razia Sultana	CO 1	BL 1
12	Module 2	Adi Shankaracharya	CO 2	BL 1
13	Module 3	Battle of Chunar	CO 3	BL 1
14	Module 4	Pratap Rudra II	CO 4	BL 1
15	Module 5	Ashtapradhan	CO 5	BL 1
16	Module 1	Alai Darwaza	CO 1	BL 1
17	Module 5	Shanivar Wada	CO 5	BL 1