

**Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur**  
**BA/ B.Com./ B.Sc.**  
**Compulsory English and English Literature**  
**Course Outcomes (COs), Learning Outcomes (LOs)**  
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**1. Bachelor of Arts (B.A.) Part I Compulsory English First Semester**

**(To be implemented from the Academic Session 2022-23)**

**Alluring Aroma** (A Textbook of Compulsory English as per NEP 2020)

**Course Outcomes(COs)**

- Learners will be motivated through the Life Sketches of successful sportspersons
- Learners will understand the structure of sentences through prescribed grammar
- Learners will be able to draft an impressive application and resume for a job
- Learners will develop confidence in grasping and understanding the English language and its usage

**2. Bachelor of Arts (B.A.) Part I Compulsory English Second Semester**

**(To be implemented from the session 2022-23)**

**Alluring Aroma** (A Textbook of Compulsory English as per NEP 2020)

**Course Outcomes (COs)**

- Learners will be able to apply the basics of the English language.
- Learners will be able to ascend towards more complex reading and comprehension.
- There will be an enhancement in learner's vocabulary skills of the learners
- Learners will have improved drafting skills

**3. Bachelor of Arts (B.A.) Part II Compulsory English Third Semester**

**(To be implemented from the Academic Session 2023-24)**

**Endearing Essence** (A Textbook of Compulsory English as per NEP 2020) (Macmillan

Education)

### **Course Outcomes (COs)**

- Learners will be encouraged to nurture aspirations to be successful in their lives by finding a profession of their choice
- Learners will be made aware of civic sense and inspire to inculcate compassion towards others
- Learners will develop consciousness for environmental preservation
- Learners will be introduced to the idea of 'Work is Worship' and realize the importance of hard work

### **4. Bachelor of Arts (B.A.) Part II Compulsory English Fourth Semester**

**(To be implemented from the Academic Session 2023-24)**

**Endearing Essence** (A Textbook of Compulsory English as per NEP 2020) (Macmillan Education)

### **Course Outcomes (COs)**

- For learners, the achievements of the personalities will be a lesson for the students to emulate.
- The learners will gain the ability to lift themselves through motivational texts.
- The learners will develop an understanding of gender sensitization.
- There will be an improvement in learner's reading speed, presentation skills, and understanding of ethics, and values.

### **5. Bachelor of Arts (B.A.) Final Compulsory English Fifth Semester**

**(To be implemented from the Academic Session 2024-25)**

**Fascinating Fragrance** (A Textbook of Compulsory English as per NEP 2020) (Macmillan Education)

### **Course Outcomes (COs)**

- Learners will be able to accelerate the process of vocabulary enrichment and develop writing skills
- Learners will be able to inculcate voluntary restraints required for a successful democracy
- Learners will be able to garner a practical approach towards life
- Learners will be able to develop the ability of summarizing their thought processes

### **6. Bachelor of Arts (B.A.) Final Compulsory English Sixth Semester**

**(To be implemented from the Academic Session 2024-25)**

**Fascinating Fragrance** (A Textbook of Compulsory English as per NEP 2020)

(Macmillan Education)

#### **Course Outcomes (COs)**

- Learners will be able to explain ideas and concepts from their learning and will acquire ability to relate their learnings to real-life situations
- Learners will be able to implement strategies in different styles of writing through analytical skills
- Learners will be able to organize ideas into a written script using logical reasoning
- Learners will develop matured attitude towards social issues and respect human values, they will also inculcate professional and personal ethics and values in their personality
- Learners will be able understand the significance of bonding and human relationships

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**Syllabus Prescribed for Bachelor of Arts (B.A.) English Literature (To be implemented from the session 2022-23 and onwards)**

#### **1) BA SEM I & II English Literature**

**Textbook: Selections from Literatures in English of the 16th and 17th Centuries**

#### **Course Outcomes (COs)**

- To define the historical, socio-economic and cultural characteristics of the 16th and 17th Century England
- To summarize the writings of the selected poets and prose writers of the 16th and 17<sup>th</sup> Century England
- To examine the characters and dramatic situations as depicted in the prescribed plays of Shakespeare
- To formulate the outline of a research problem.
- To identify the prescribed work of art as per the literary genres and social setting of the 16th and 17 Century

## **2) BA SEM III, IV V & VI English Literature**

1) Textbook: **Selection of Literature from Romantic to Victorian Age**

2) Textbook: **Selections from Modern English Literature and Indian Writing in English**

### **Course Outcomes (COs)**

- To enhance the reading of poetry, drama and classics in all its contours
- To create awareness of poetry/drama and classics as a part of modern life
- To help students learn and practice critical thinking - develop problem solving/
- To put forward innovative and creative ideas with trained activities
- To help realize cultural differences and accept them as they are
- To understand the importance of Intercultural learning
- To educate students in both the originality and efficacy of the English language through the study of literature and other contemporary forms of culture.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

- To assist students in the development of intellectual, flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

## **BA SEM English Literature**

### **Learning Outcomes (LOs)**

- Students should be familiar with representative literary texts within a given historical,
  - Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
  - Students should be able to identify, analyze, interpret and describe the critical ideas, values,
  - Students should be able to put forth ideas, values, and themes which inform and impact culture and society, both now and in the past.
  - Students should be able to write analytically using language competencies
  - Students should be able to understand the different variety of literatures in all forms
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### **1. B.Sc. Compulsory English SEM-I**

**(To be implemented from the Academic Session 2020-21)**

Textbook: **Empowering Minds** by Board of Editors

#### **Course Outcomes (COs)**

By the end of this subject, the students will be able to:

1. Write an application for the various posts in the various companies or institutions.
2. Comprehend the unseen passage and to answer them to enhance the comprehensive skills.
3. Change the sentences in active to passive and passive to active voice.

## **2. B. Sc. Compulsory English SEM –II**

**(To be implemented from the Academic Session 2020-21)**

Textbook: **Empowering Minds** by Board of Editors

### **Course Outcomes (COs)**

By the end of this subject, the students will be able to:

1. Criticize the character of the village schoolmaster.
  2. Understand the paragraph and to develop the skills of comprehension.
  3. Justify the existence of democracy in the country.
  4. Identify the various factors in composing curriculum vitae.
- .....

## **B. Com SEM I, II, III, & IV Compulsory English**

Textbooks: 1) Epiphanies 2) Igniting Minds

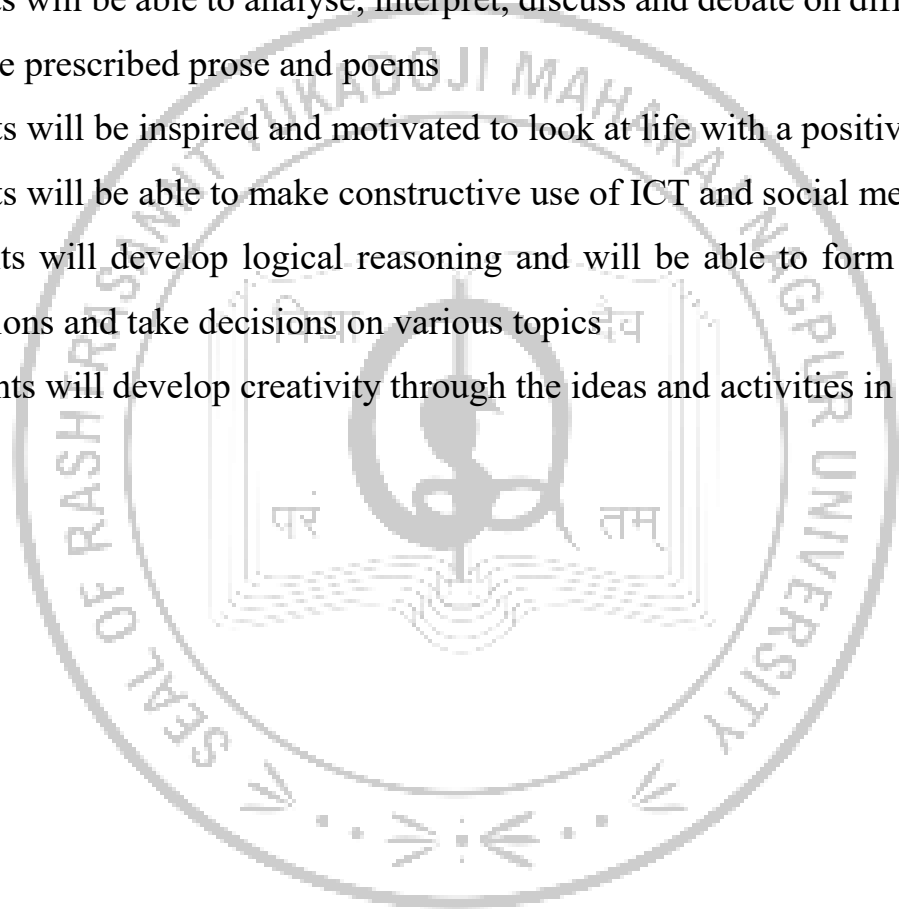
### **Course Objectives (COs)**

1. To be well versed in all the four language skills- Listening, Speaking, Reading and Writing.
2. To enhance their study skills
3. To familiarize the students with Business Communication skills and soft skills.
4. To develop insight and critical thinking through the prescribed prose and poems.
5. To inculcate 21 century skills in the students
6. To develop life skills in the students through ethics, morals and mould the character of the students through the diligently chosen texts.
7. To instil self-confidence in the students through inspiring examples of successful people.

### **Learning Outcomes (LOs)**

1. The students will be able to listen and comprehend the English Language through the prescribed poems and prose.

2. The students will be able to read with comprehension a fairly complex English text.
3. The students will be able to speak, converse, deliver a speech, narrate and describe in English.
4. The students will be able to express their emotions and ideas in English in spoken and written form.
5. The students will be able to draft various letters and reports.
6. The students will be able to analyse, interpret, discuss and debate on different topics on the basis of the prescribed prose and poems
7. The students will be inspired and motivated to look at life with a positive attitude.
8. The students will be able to make constructive use of ICT and social media.
9. The students will develop logical reasoning and will be able to form and give their personal opinions and take decisions on various topics
10. The students will develop creativity through the ideas and activities in the text.



**SHIVPRASAD SADANAND JAISWAL COLLEGE, ARJUNI / MOR**

**Tah. Arjuni / Mor, Dist: Bhandara**

**SUB.: - ECONOMICS**

➤ **COURSE OUTCOMES (CO) –**

**B.A. Part I - Sem I**

**Paper I – Microeconomics**

- CO1. To understand how market works, identify the various determinants of firms demand for factor services, monopoly and oligopoly in factor market equilibrium.
- CO2. To introduce the Student to the basic micro economics concepts like demand, supply production, cost and revenue and the theories explaining their determination. They will also be able to understand interaction of demand & supply in various market structures.
- CO3. To enable the student to apply the theories in analyzing real world micro issues.
- CO4. Understanding how different degrees of competition in a market affect pricing and output. Lastly, they will gain & develop the skill to think practically into economic domain like economists.

**B.A. Part I - Sem II**

**Paper I – Microeconomics II**

- CO1. To get a basic understanding about micro economics.
- CO2. To provide basic understanding on micro economics concepts, relating to markets, factor pricing, distribution and economics of uncertainty.
- CO3. Developing the knowledge about theories of economic growth & development and issues of economic planning.



## **B.A. Part II - Sem III**

### **Paper I – Macroeconomics I**

- CO1. To give an insights to the students about the basic concepts used in Macro economics. The students will be able to learn various concepts of GDP & relationship between National Income & Welfare of People.
- CO2. To illustrate the meaning of inflation, deflation and stagflation, identify different kind of inflation, causes and effects of inflation on the different sectors of the economy.
- CO3. To enable the Students to know the evaluation and role of money in the Economy.

## **B.A. Part II - Sem IV**

### **Paper I – Macroeconomics II**

- CO1. This paper gives and insight to the students about the basics concepts used in macro economics and policy alternatives.
- CO2. To enable the students to understand the theoretical framework and the working of an economy as a whole.
- CO3. To suggest the policy alternatives used in controlling the economy.
- CO4. Creating awareness about changing macro-economic policies and theories.

## **B.A. Part III - Sem V**

### **Paper I – Indian Economy I**

- CO1. To enable the students to have an understanding of the various issues of the Indian Economy.
- CO2. To enable the students to comprehend and critically appraise current issues and problems of Indian economy.
- CO3. The focus of this course is on the development of Indian Economy since Independence.

CO4. To understand the importance of planning undertaken by the government of India.

CO5. Developing the skill of data collection & use of sampling techniques in research.

### **B.A. Part III - Sem VI**

#### **Paper I – Indian Economy II**

CO1. To understand the importance of planning undertaken by the government of India.

CO2. Understanding the efficiency and equity implications of market interference.

CO2. To enable the Students to understand the basic concepts of development and Growth.

CO3. Developing research knowledge in economics.

#### ➤ **PROGRAM SPECIFIC OUTCOME (PSO) –**

PSO1. Acquire knowledge of economics theories and principles and their applications as well as identify the basic concepts and theories of microeconomics and macroeconomics.

PSO2. Understand and study the meaning, functions and role of central and commercial banks in the Indian economy.

PSO3. Understand the efficiency and equity implications of market Interference, including monetary policies of India.

PSO4. Determine economic variables including inflation, unemployment, poverty, GDP, balance of payments etc.

PSO5. Understand the behavior of financial and money markets and perform cost-benefit analysis for making investment decisions.

PSO6. Acquire knowledge about theories of economic growth, development and issues of economic planning.

**Dr. Sudhakar P. Zambre**  
Head, Dept. of Economics

**Shivprasad Sadanand Jaiswal College Arjuni/Mor. Dist. Gondia**  
**Bachelor of Arts ( B. A. ) : Department of Geography**  
**Course Outcomes ( COs )**

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| <b>1. B. A. Sem I (Theory) An Introduction to physical Geography</b>  |
| <ul style="list-style-type: none"><li>• The students will have a knowledge of physical geography in relation to its nature and scope, the concept of origin and evolution of topography.</li><li>• To help the students to know the formation and nature of solar system.</li><li>• Will be able to explain the formation of oceans and contents</li><li>• To understand the the landforms and Rotation and Revolution of the Earth.</li></ul>                                |
| <b>2. B. A. Sem I (Practical Geography)</b>   |
| <ul style="list-style-type: none"><li>• Student will acquire and understand the Introduction to map.</li><li>• Will be able to meaning of scale, type of scale, representation of verbal scale, numerical and linear scale.</li><li>• Understand after the scale do convervation and construction of scale.</li><li>• To develop ability among the student to interpret the toposheets, calculate time using longitudes.</li></ul>  |
| <b>3. B. A. Sem II (Theory) Geomorphology</b>   |
| <ul style="list-style-type: none"><li>• After completion of the unit 1<sup>st</sup> student will be acquiring knowledge about definition, nature and scope of geomorphology.</li><li>• Will be able to explain Interior of the earth, rocks and weathering.</li><li>• Student will have an overview of types of folds and faults, Earthquakes- meanin, causes and effects.</li><li>• To develop skill among the student to identify the landforms and their agents.</li></ul> |

#### **4. B. A. Sem II (Practical Geography)**

- To introduce the students with methods of showing relief, landforms and Introduction to survey of India map.
- To develop skills among the students to decipher the landforms using contours and use of topographical maps.
- Students will understand mechanism function of topographical maps
- To develop ability among the students to interpret the toposheets, calculate time using longitudes.

#### **5. B. A. Sem III (Theory) Geomorphology**

- The course will provide an understanding of the conceptual and dynamic aspects of landforms developments. Student will also learn the relevance of applied aspects of geomorphology in various fields.
- To introduce the concepts in geomorphology in adequate manner, many facts of surface relief features and Understand various aspects of their growth and evolution of the earth.

#### **6. B. A. Sem III (Practical)**

- Will be able to represents relief relief features of the plateau, hills, valleys, gorge, types of slope, plains and flood plains through type of profiles.
- Will become to express slope and gradients from a topographical maps.
- Will be able to democate basin with representation of basin relief through profiles and will be able to draw interpretations.

#### **7. B. A. Sem IV (Theory) Human Geography**

- Students will acquire an understanding regarding the relationship between prevailing geographic environment and cultural practices of human being.
- The students will describe what Geography and Human Geography are. Understand Human races in India, population dynamics and migration in the world, population policies in India etc.
- Student will acquire and understand relationship geography and culture.
- Student will read, understand interpreted and generate the map.

- Global human population pattern factor influencing the distribution and mobility of population including settlement and economic activities.

#### **8. B. A. Sem IV (Practical Geography)**

- The practical use of this syllabus is that students are able to show different objectives like population growth, population distribution, density etc. on maps. So that the students can develop knowledge regarding different mapping procedure like choropleth, thematic, Dot Maps and Graphs.
- Understand the different types of map projection and its classification and uses.

#### **9. B. A. Sem V (Theory) Geography of Maharashtra**

- Understand the Location of physiographic, natural, historical and political of Maharashtra.
- Understand the geographical area and administrative division of Maharashtra.
- To understand the major rivers, dams, minerals in Maharashtra.
- To understand the climate, soil and natural vegetation.

#### **10. B. A. Sem V (Practical Geography)**

- Understand the different Method of map enlargement and reduction.
- Understand the different techniques of Prismatic Compass Survey.
- Knowledge about the preparation of field book

#### **11. B. A. Sem VI (Theory) Geography of India**

- Study the major terrain elements of India, drainage system and their functional significance.
- Get the knowledge about the types of agriculture, Green revolution & regionalization of Indian agriculture.
- Understand the major types of industries in India. Iron & steel, Cotton textile & sugar industries, Industrial regions of India.
- To prepare the composition of domestic and international trade.

#### **12. B. A. Sem VI (Practical Geography)**

- Understand the socio-economic condition of village by survey method.

- Recognized the significance of geographic concept for understanding socio-economic process and outcomes.
- Students can acquire knowledge of different method of surveying and map making by using proper tools and techniques and can apply these knowledge in future research work. Dumpy level survey for the purpose to measures of spot height decided from the sea level.
- Introduce to students the introduction of modern techniques. Ex. Air photos, Remote Sensing and GIS
- Understand the meaning and computation of correlation, correlation of co-efficient by Karl Pearson's Method

**Shivprasad Sadanand Jaiswal College Arjuni/Mor. Dist. Gondia**

**Bachelor of Arts ( B. A. ) : Department of Geography**

**Program Special Outcomes ( PSOs )**

Completion of this programme the student will be able to :

**PSO 1 Academic Competence :**

- Demonstrate in-depth knowledge and understanding about the fundamental concepts, principles and theories in various field of geography.

**PSO 2 Personal & Professional Competence**

- Recognize and understand the various profession in branches of physical and human geography.
- Evaluate different theories in physical and human geography with various example.

**PSO 3 Research Competence**

- Apply new techniques in learning and evaluation such as computer application in presentation and in study.
- Develops various skills related to practical geography like map making and reading diagrams and model making etc.

**PSO 4 Entrepreneurial and competence**

Demonstrate true values of leadership, co-operation, hard work, team work etc. during field work, surveys and field visits.

**RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY,  
NAGPUR  
THREE YEARS UNDER-GRADUATE DEGREE COURSE (CBCS)  
(BACHELOF ARTS)  
IN  
HISTORY**

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**SYLLABUS FOR CHOICE BASED CREDIT SYSTEM  
(With effective from academic year 2022-2023)**

**A. OBJECTIVES OF THE COURSE**

The National Education Policy (NEP)-2020 is in force. One of the fundamental principles of it is a “substantial investment in a strong, vibrant public education system as well as encouragement and facilitation of true philanthropic private and community participation. The policy also mentions “peer tutoring” as voluntary activity for local communities where literate members of the community could commit to teaching other members of community. The vision given in the NEP for Higher Education Institutions (HEI) is that of a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research and community engagement. Towards the attainment of holistic and multidisciplinary education the flexible and innovative curricula of HEIs shall include credit-based courses and projects in the area of community engagement and service, environment education and value-based education.

History being a key subject focusing not only on past events, personalities and elite class only, it is now correlated interdisciplinary with economics, sociology, psychology, Public Administration, statistics, environment, global warming, terrorism, peace and war. Now the perspective towards national and world history has totally changed. New concepts, ideas and issues are addressed through the subject to the students by updating the subject. In this background the proposed undergraduate course in History has been designed to impart historical Past in the subject with concepts, theories, administrative systems, military systems, polity, economy, society and culture etc. Entire course scheme correlates basic knowledge of course, skill based programs (Online), Applied and Advanced courses with choices under professional electives, Advance/Creative type courses, Project Work and Internship.

**B. PROGRAMME OUTCOME**

1. To enable student to understand the background of our historic past, religion, customs, institutions, administration and so on.
2. To make student aware about the Social, Political, Religious and Economic conditions of the people.
3. To make them understand understand the history of world with comparative approach.
4. To develop analytical sense among the students to understand relationship between the past and the present times and bringing its contemporary relevance.



5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

### **C. ELIGIBILITY**

Admission and Promotion:

1. Students who have passed Standard XII of any recognized board shall be eligible for admission in the 1<sup>st</sup> Semester.
2. Candidates obtaining 'P' (Pass) Grades and above or at least passing fifty percent subjects of first and second semester shall be eligible to third semester. Candidate at least has to appear to be eligible for second semester. Same shall be applicable to third and fourth semesters. But the candidates getting cleared in all subjects shall only be eligible for admission in fifth semester and fifty percent subjects of third and fourth semesters.
3. Eligibility prescribed by the RTM Nagpur University and notified by rules and ordinances from time to time shall be applicable for admission in semesters.
4. The course shall be open for regular, full time students only.

### **C. DATE OF COMMENCEMENT AND ACADEMIC YEAR:**

1. Two consecutive i.e. one odd and one even semesters shall constitute an Academic Year.
2. New syllabus will come into force from the academic year 2022-23 for B.A. semester I and II, 2023-24 for III and IV and 2024-25 for V and VI semester.

### **D. PATTERN OF COURSE**

1. The new syllabus designed on semester pattern is based on Continuous Internal Evaluation (CIE) Scheme.
2. The entire course is full time consisting of Three Academic Years duration with total six semesters.
3. Each semester shall have one paper of History and for six papers for successful completion of B.A. program with History.
4. The papers shall be consisting basic knowledge of course, skill based program (Online), Applied and Advanced courses with choices under Professional, Electives, Advance/Creative type courses, Project Work and Internship (only for VI semester students).
5. B.A. program is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS).
6. Each semester shall be consisting 20 credits and for per year credits shall be 40 for B. A. program. For History per semester credits shall be 4 and per year 8.
7. The system is based on continuous internal evaluation having written and descriptive examination of 80 marks and internal evaluation of 20 marks per paper.
8. Entire course of B.A. shall be 3000 marks with History of 600 marks.

## **E. COURSES**

The B.A. program shall offer History with basic knowledge of course and skill based programme (online) as per guidelines.

## **F. PATTERN OF EXAMINATION AND QUESTION PAPER**

Student shall be evaluated at two levels as follows:

### **a. Written Examination:**

1. At the end of every semester Written Examination of descriptive type shall be conducted.
2. Each paper shall be of 80 marks having 3 hours duration.
3. Total five questions shall be there.
4. Question one and two shall be long questions with internal options.
5. Question three and four shall be short answer questions with internal options from same unit.
6. Question five shall be of objective type.
7. Question one to four shall be from any one of the units.
8. Fifth question shall be from all fourth units having equal weightage.
9. All the questions shall be compulsory.
10. Each question shall carry 16 marks.

### **b. Internal Evaluation:**

1. Internal evaluation shall cover each student in each paper.
2. Internal evaluation shall be of 20 marks.
3. Internal evaluation shall include regular attendance, participation in the classroom and college activities, assignment, seminar, presentation, research paper, project, book review and viva-voce etc.

## **G. MINIMUM STANDARD OF PASSING:**

The student shall have to secure minimum 40 marks out of 100 in the written and internal examination together per semester per subject.

## **H. CREDIT AND GRADE POINT SYSTEM:**

Each subject shall have 4 credits per semester and 8 per year. For each B.A. Program 20 per semester and 40 per year. Entirely, there shall be 120 credits for UG program. Grade Point System (as per UGC directives)

| <b>LETTERGRADE</b> | <b>GRADEPOINT</b>  |
|--------------------|--------------------|
| O                  | (Outstanding) 10   |
| A+                 | (Excellent) 09     |
| A                  | (Very Good) 08     |
| B+                 | (Good) 07          |
| B                  | (Above Average) 06 |
| C                  | (Average) 05       |
| P                  | (Pass) 04          |
| F                  | (Fail) 00          |
| <b>Absent</b>      | <b>00</b>          |

**I. ABSORPTION SCHEME:**

Absorption in any year any semester shall be subject to the rules, regulations passed by the university from time to time.

**J. CURRICULUM SCHEME:**

- Semester I: History of India from Earliest Times to 1525 A.D.
- Semester II: History of India from 1526 -1761 A.D.
- Semester III: History of India: 1764-1885 A.D.
- Semester IV: History of India: 1885-1947 A.D.
- Semester V: Modern World – 1789-1920 A. D.
- Semester VI: Modern World: 1920-1960 A. D.

**CLASS DISTRIBUTION AND EXAMINATION PATTERN FOR EACH PAPER**

| UNIT                  | Tentative Allotted Period | Allotted Marks |
|-----------------------|---------------------------|----------------|
| I                     | 20                        | 20             |
| II                    | 20                        | 20             |
| III                   | 18                        | 20             |
| IV                    | 17                        | 20             |
| Total Allotted Period | 75                        | 80             |
| Total Credit          | 4                         |                |

| Teaching Scheme<br>Hours/Week |   |   |       | Examination Scheme   |                   |                   | Total | Minimum<br>Passing<br>Marks |
|-------------------------------|---|---|-------|----------------------|-------------------|-------------------|-------|-----------------------------|
| L                             | T | P | Total | Duration<br>in Hours | Maximum Marks     |                   |       |                             |
|                               |   |   |       |                      | External<br>Marks | Internal<br>Marks |       |                             |
| 5                             | - | - | 5     | 3                    | 80                | 20                | 100   | 40                          |

# **B.A. FIRST YEAR**

## **Semester I**

### **PAPER 1T1**

## **HISTORY OF INDIA**

**(From earliest times to 1525 A.D.)**

### **Course Outcomes:-**

- CO1. Students understand the Indus river valley civilization and Vedic age in ancient India along with the origin and philosophy of two religions namely Buddhism and Jainism.
  - CO2. Students acquire knowledge about the legacy of prominent ancient dynasties in India namely Maurya, Gupta and Vakataka.
  - CO3. Students understand establishment and policies of early Islamic Sultanate dynasties in India such as Slave dynasty rulers, Khilji and Tughlaqs.
  - CO4. Students perceive knowledge on religious movements in medieval India and further get introduced to architectural style and marvels of Sultanate period.
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### **Unit – 1**

- a. The Harappan Civilization – Extent, Town Planning, Social, Religious Condition.
- b. Rig Vedic, Later Vedic Age – Polity, Society, Religious Condition
- c. Jainism, Buddhism – Origin, Tenets

### **Unit – 2**

- a. Chandragupt Maurya – Administration, Ashoka – His Conquests, Dhamma.
- b. The Gupta Dynasty – Chandra Gupta-I, Samudra Gupta, Chandragupta Vikramaditya
- c. Vakataka – Prabhavati Gupta, Pravarsen-I, Harisen, Cultural condition

### **Unit – 3**

- a. Iltutmish : Founder of Slave Dynasty, Balban- Blood and Iron Policy
- b. Alauddin Khilji : Administrative Policy
- c. Mohammad –bin-Tuglaq: His Experiments, Firoz Tuglaq – Administration

### **Unit – 4**

- a. Sufi cult – Tenets, Moinuddin Chisti
- b. Bhakti Movement – Main features, Kabir, Nanak
- c. Architecture of Sultanate period.

## Books Recommended:-

### English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R. C. Majumdar
4. Ancient India – V.D. Mahajan
5. Ancient Indian History & Culture - S.R. Sharma
6. Medieval India, from Sultante to the Mughals – Satish Chandra.
7. Delhi Sultanate – A.L. Shrivastava
8. Mughal Empire – A.L. Shrivastava
9. New History of the Marathas Vol. I – G.S. Sardesai.

### हिन्दी :-

10. प्राचीन भारत का इतिहास—डी. एन. झा और के. एम. श्रीमाली
11. प्राचीन भारत का इतिहास—दिनानाथ वर्मा
12. भारत का बृहत इतिहासभाग 1, 2 –श्री. नेत्र पाण्डे
13. दिल्ली सल्तनत— ए. एल. श्रीवास्तव
14. मुगल साम्राज्य – ए. एल. श्रीवास्तव
15. मराठों का नवीन इतिहास, खंड 1 –गो. स. सरदेसाई

### मराठी :-

16. प्राचीन भारत— अ. वि. विष्वरूपे
17. भारताचा इतिहास (प्राचीनकाळ ते 1605) – शण गो. कोलारकर
18. भारताचा प्राचीन व मध्ययुगीन इतिहास— फडनाईक
19. भारताचा इतिहास (प्रारंभापासून इ.स. 1760) – नी. सी. दीक्षित
20. मध्यकालीन भारत—ढवळे, बारगळ
21. मराठी सत्तेचा विकास व ऱ्हास—प्रा. ल. सासवडकर
22. प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास—आचार्य केषट्टीवार
23. मध्ययुगीन भारत—आचार्य केषट्टीवार
24. भारताचा इतिहास प्रारंभापासून 1760 पर्यंत—डॉ. धनंजय आचार्य

**B.A. FIRST YEAR**

**Semester II**

**PAPER 2T1**

**HISTORY OF INDIA: 1526 to 1761 A.D.**

**Course Outcomes:-**

- CO1. Students understand rise and establishment of Mughal dynasty in India.
- CO2. Students become acquaintance on the war of succession of Shahjahan, understand the Deccan Policy of Aurangzeb and get introduced to art and architecture in Mughal India.
- CO3. Students perceive knowledge on establishment of Maratha kingdom under the leadership of Chhatrapati Shivaji Maharaj, Maratha administration system and rule of Chhatrapati Sambhaji Maharaj.
- CO4. Students understand Marathas rule under Peshwas, their decline and consequential rise of English East India Company in India.
- 

**Unit – 1**

- a. Establishment of Mughal Power – Babur
- b. Sher Shah Suri – His Administrative Reforms
- c. Akbar – Religious Policy, Territorial Expansion

**Unit – 2**

- a. Shah Jahan – War of Succession
- b. Aurangzeb – Deccan Policy
- c. Art and Architecture

**Unit – 3**

- a. Shivaji – Relations with Deccan Powers and the Mughals
- b. Shivaji's Coronation and Administration
- c. Chhatrapati Sambhaji – His relations with Mughals

**Unit – 4**

- a. Maratha War of Independence, Accession of Shahu
- b. Third battle of Panipat – Causes and Consequences
- c. Establishment of East India Company's rule in India

## Books Recommended:-

### English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R.C. Majumdar
4. Ancient India – V. D. Mahajan
5. Ancient Indian History & Culture - S. R. Sharma
6. Medieval India, from Sultante to the Mughals – Satish Chandra.
7. Delhi Sultanate – A. L. Shrivastava
8. Mughal Empire – A. L. Shrivastava
9. New History of the Marathas Vol. I - G.S. Sardesai.

### हिन्दी :-

10. प्राचीन भारत का इतिहास—डी. एन. झा और के. एम. श्रीमाली
11. प्राचीन भारत का इतिहास—दिनानाथ वर्मा
12. भारतका बृहत इतिहास भाग 1, 2 –श्री. नेत्र पाण्डे
13. दिल्ली सल्तनत – ए. एल. श्रीवास्तव
14. मुगल साम्राज्य – ए. एल. श्रीवास्तव
15. मराठों का नवीन इतिहास, खंड 1 –गो. स. सरदेसाई

### मराठी :-

16. प्राचीन भारत— अ. वि. विष्वरूपे.
17. भारताचा इतिहास (प्राचीन काळ ते 1605) – श. गो. कोलारकर
18. भारताचा प्राचीन व मध्ययुगीन इतिहास— फडनार्ईक
19. भारताचा इतिहास (प्रारंभापासून इ.स. 1760) – नी. सी. दीक्षित
20. मध्यकालीन भारत—ढवळे, बारगळ
20. मराठी सत्तेचा विकास व ऱ्हास—प्रा. ल. सासवडकर
21. प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास—आचार्य केषट्टीवार
22. मध्ययुगीन भारत—आचार्य केषट्टीवार
23. भारताचा इतिहास प्रारंभापासून 1760 पर्यंत—डॉ. धनंजय आचार्य

## **B.A. SECOND YEAR**

### **Semester III**

#### **PAPER 3T1**

### **HISTORY OF INDIA: 1764 TO 1885 A.D.**

#### **Course Outcomes:-**

- CO1. Students understand early economic policies implemented by British Governor Generals in India.
  - CO2. Students understand expansionist policies adapted by different British Governor Generals in India.
  - CO3. Students perceive knowledge of causes and effects of first Great revolt in India against English East India Company and various social and religious movements during the period.
  - CO4. Students are able to analyze and understand various administrative policies introduced in India and subsequent rise of Indian nationalism with foundation of local organizations.
- 

#### **Unit: 1**

- a. Battle of Buxar – Treaty of Allahabad, Dual Government of Lord Clive
- b. Permanent Settlement, Ryotwari, Mahalwari System of Agriculture
- c. Commercialization of Agriculture

#### **Unit: 2**

- a. Subsidiary Alliance of Lord Wellesley
- b. Internal Reforms of Lord William Bentinck
- c. Doctrine of Lapse of Lord Dalhousie

#### **Unit: 3**

- a. Revolt of 1857 – Causes, Effects
- b. Brahmo Samaj, Prarthna Samaj, Arya Samaj
- c. Satya Shodhak Samaj, Depressed Class Movement

#### **Unit: 4**

- a. Lord Lytton's Administration
- b. Lord Ripon's Internal Reforms
- c. Rise of Indian Nationalism, Foundation of Local organizations



## Books Recommended

### English:-

1. The New look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes – Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

### हिन्दी :-

8. आधुनिक भारत—दीनानाथ वर्मा
9. आधुनिक भारत का इतिहास—ग्रोवर एवंम् यषपाल
10. आधुनिक भारत का इतिहास—आर. एल. शशक्ला
11. भारत का स्वतंत्रता शशशशशश—बिपनचंद्र
12. भारतीय स्वतंत्रता आन्दोलन का इतिहास, चार खण्ड—ताराचंद
13. आधुनिक भारत—बिपनचंद्र
14. आधुनिक भारत का इतिहास, दो खण्ड— धनपति पाण्डे

### मराठी :-

15. अर्वाचीन भारत— के. मु. केषट्टीवार
16. आधुनिक भारत —ढवळे, बारगळ
17. भारताचा इतिहास (1707 ते 1950) – शशक् कोलारकर
18. आधुनिक भारताचा इतिहास (1757 ते 1858) –डॉ.  
सुमनवैद्य, डॉ. कोटेकर
19. आधुनिक भारताचा इतिहास (1858 ते 1920) –डॉ.  
सुमनवैद्य, डॉ. कोटेकर
20. आधुनिक भारताचा इतिहास (1920 ते 1947) –डॉ.  
सुमनवैद्य, डॉ. कोटेकर
21. आधुनिक भारताचा इतिहास (1947 ते 1986) –डॉ.  
कोटेकर
22. आधुनिक भारताचा इतिहास—व्ही. के. जाधव

## **B. A. SECOND YEAR**

### **Semester – IV**

#### **PAPER – 4T1**

#### **HISTORY OF INDIA: 1885-1947 A. D.**

#### **Course Outcomes:-**

- CO1. Students understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologists.
  - CO2. Students understand the Indian National Movement under the leadership of Mahatma Gandhi and its impact in achieving independence.
  - CO3. Students perceive information on various missions proposed by British government and strengthening of nationalist ideas through voluntary organization.
  - CO4. Students gain knowledge on military efforts made under the leadership of Netaji Subhash Chandra Bose and establishment of INA, proposed Mountbatten Plan and India achieving its complete freedom through Indian Independence Act of 1947.
- 

#### **Unit: 1**

- a. Establishment of Indian National Congress
- b. Nature of Moderate Politics – 1885-1905
- c. Rise and Growth of Extremism – 1905-1920

#### **Unit: 2**

- a. Non Co-operation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement

#### **Unit: 3**

- a. Rashtriya Swaysevak Sangh (R.S.S.) Role in Nation building
- b. Cripps Mission
- c. Cabinet Mission Plan

#### **Unit: 4**

- a. Subhash Chandra Bose, I.N.A.
- b. Mountbatten Plan
- c. Indian Independence Act

## Books Recommended

### English:-

1. A New Look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes - Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

### हिन्दी :-

8. आधुनिक भारत—दीनानाथ तवर्मा
9. आधुनिक भारत का इतिहास—ग्रोवर एवंम् यषपाल
10. आधुनिक भारत का इतिहास—आर. एल.शशक्ला
11. भारतका स्वतंत्रता शशशशशश—बिपनचंद्र
12. भारतीय स्वतंत्रता आन्दोलन का इतिहास, चार खण्ड—ताराचंद
13. आधुनिक भारत—बिपनचंद्र
14. आधुनिक भारत का इतिहास, दो खण्ड— धनपति पाण्डे

### मराठी :-

15. अर्वाचीन भारत— के. मु. केषट्टीवार
16. आधुनिक भारत —ढवळे, बारगळ
17. भारताचा इतिहास (1707 ते 1950) – शशक् वेलारकरण
18. आधुनिक भारताचा इतिहास (1757 ते 1858)—डॉ. सुमन वैद्य, डॉ. कोटेकर
19. आधुनिक भारताचा इतिहास (1858 ते 1920)—डॉ. सुमन वैद्य, डॉ. कोटेकर
20. आधुनिक भारताचा इतिहास (1920 ते 1947)—डॉ. सुमन वैद्य, डॉ. कोटेकर
21. आधुनिक भारताचा इतिहास (1947 ते 1986)—डॉ. सुमन वैद्य, डॉ. कोटेकर
22. आधुनिक भारताचा इतिहास—व्ही. के. जाधव

**B.A. III OR FINAL YEAR**

**Semester V PAPER 5T1**

**MODERN WORLD : 1789-1920 A.D.**

**Course Outcomes:-**

- CO1. Students get introduced to landmark events in World history, policy of imperialism and changes in world political order.
- CO2. Students understand various wars in Asia that particularly involved China, Japan and Russia.
- CO3. Students understand diplomatic policies of Germany, causes of First World War and treaty signed between Germany and won Nations.
- CO4. Students understand the peacemaking efforts initiated in world and emergence of Socialist bloc in Russia.
- 

**Unit: 1**

- a. French Revolution
- b. European Colonialism of Asia and Africa
- c. Causes and consequences of Imperialism

**Unit: 2**

- a. Sino-Japanese War of 1894-1895
- b. Russo – Japanese War of 1904-1905
- c. Chinese Revolution of 1911

**Unit: 3**

- a. Foreign Policy of Bismarck and Kaiser William - II
- b. Causes of the First World War
- c. Treaty of Versailles

**Unit: 4**

- a. League of Nations - Structure
- b. League of nations – Achievements and failures
- c. Russian Revolution of 1917

## Books Recommended

### English:-

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – Sailendra Nath Sen.
3. Europe in 19<sup>th</sup> and 20<sup>th</sup> Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava

### हिन्दी :-

12. आधुनिक युरोप का इतिहास—व्ही. डी. महाजन
13. आधुनिक युरोप का इतिहास—सत्यकेतु विद्यालंकार
14. अन्तर्राष्ट्रीय संबंध —हरिदत्त वेदालंकार
15. आधुनिक विष्व का इतिहास—दीनानाथ वर्मा
16. बीसवीं सदी का विष्व—डॉ. संजिव जैन
17. एषिया का इतिहास—डॉ. अंबिकाप्रसाद शर्मा

### मराठी :-

18. आधुनिक युरोप भाग 2 – ब. म. मेहता
19. आंतरराष्ट्रीय संबंध भाग 1, 2 – म. गो. शशक्ला
20. आधुनिक भारताचा इतिहास (एस.चांद) –विद्याधर महाजन
21. आधुनिक जग—डॉ. कोलारकर, मंगेश प्रकाशन, नागपूर
22. युरोपचा इतिहास—डॉ. नी. सी. दीक्षित, पिंपळापुशश पब्लिकेशन, नागपूर
23. अर्वाचीन युरोप—डॉ. के. मु. केषट्टीवार
24. विसाव्या शतकातील जग नांदेड 2003 –डॉ. सुहास जोषी
25. आधुनिक जग भाग— 1 (1870 ते 1945) –डॉ. सुमनवैद्य आणि डॉ. कोठेकर
26. आधुनिक जग भाग— 2 (1945 ते 1980) –डॉ. सुमनवैद्य आणि डॉ. कोठेकर
27. आधुनिकचीन—जपानचाइतिहास—तानाजीराव निकम
28. चीन व जापान : राजकिय इतिहास—डॉ. यादव गुजर
29. आधुनिक जग— धनंजय आचार्य

**B.A. III OR FINAL YEAR**

**Semester VI**

**PAPER 6T1**

**MODERN WORLD: 1920-1960 A.D.**

**Course Outcomes:-**

- CO1. Students understand the implementation of socialist economic policies in Russia and foreign policies adapted by the dictators in Germany and Italy.
- CO2. Students understand international crisis and politics during inter two World War periods consequently leading to Second World War and its effects.
- CO3. Students comprehend the attempts to restore World peace through United Nations.
- CO4. Students understand shift of political grounds from Europe to West Asia and unifying attempt made by Asian countries to form third neutral front in order to evade involvement in Cold World War crisis.
- 

**Unit: 1**

- a. Soviet Russia – Five Year Plans
- b. Hitler – Foreign Policy
- c. Mussolini – Foreign Policy

**Unit: 2**

- a. Sino-Japanese War of 1937-39
- b. Causes of the Second World War
- c. U.N.O. – Structure, Achievements

**Unit: 3**

- a. Cold War
- b. NATO, SEATO, Warsaw Pact
- c. Decolonization of Asia

**Unit: 4**

- a. Establishment of Israel
- b. Non Alignment
- c. Suez Crisis

## Books Recommended

### English:-

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – SailendraNath Sen.
3. Europe in 19<sup>th</sup> and 20<sup>th</sup> Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava
12. A Short History of the Middle East – Somendra Lal Ray
13. Studies in World History – Satish Kumar

### हिन्दी :-

14. आधुनिक युरोप का इतिहास—व्ही. डी. महाजन
15. आधुनिक युरोप का इतिहास—सत्यकेतु विद्यालंकार
16. अन्तर्राष्ट्रीय संबंध —हरिदत्त वेदालंकार
17. आधुनिक विष्व का इतिहास—दीनानाथ वर्मा
18. बीसवीं सदी का विष्व—डॉ. संजिव जैन
19. एशिया का इतिहास—डॉ. अंबिकाप्रसाद वर्मा

### मराठी :-

20. आधुनिक युरोप भाग 2 – ब. म. मेहता
21. आंतरराष्ट्रीय संबंध भाग 1, 2 – म. गो. ष्णशुक्ला
22. आधुनिक भारताचा इतिहास (एस. चांद) –विद्याधर महाजन
23. आधुनिक जग—डॉ. कोलारकर, मंगेश प्रकाशन, नागपूर
24. युरोपचा इतिहास—डॉ. नी. सी. दीक्षित, पिंपळापुर पब्लिकेशन, नागपूर
25. अर्वाचीन युरोप—डॉ. के. मु. केषट्टीवार
26. विसाव्या शकातील जग नांदेड 2003 –डॉ. सुहास जोषी
27. आधुनिक जग भाग-1(1870 ते 1945)—डॉ. सुमन वैद्य आणि डॉ. कोटेकर
28. आधुनिक जग भाग- 2 (1945 ते 1980)—डॉ. सुमन वैद्य आणि डॉ. कोटेकर
29. आधुनिक चीन—जपानचा इतिहास—तानाजीराव निकम
30. चीन व जापान : राजकिय इतिहास—डॉ. यादव गुजर
31. आधुनिक जग— धनंजय आचार्य

**\*\* In addition for the purpose of Skill Enhancement there shall be a Skill Based Program (Online) for every year. Students have to opt it from SWAYAM/NPTEL/MOOC programs and time to time specified by RTM Nagpur University Nagpur. Few online programs are suggested as below:**

#### **Courses Link**

1. World Religions through their scriptures: <https://www.edx.org/xseries/harvardx-world-religions-through-scriptures>
2. Creating Modern China: The Republican Period to the Present  
[:https://www.edx.org/course/creating-modern-china-the-republican-period-to-the](https://www.edx.org/course/creating-modern-china-the-republican-period-to-the)
3. Visualizing Japan (1850's to 1930's): Westernization, Protest, Modernity  
[:https://www.edx.org/course/visualizing-japan-1850s-1930s-westernization-prote](https://www.edx.org/course/visualizing-japan-1850s-1930s-westernization-prote)
4. Globalization: Past and Future: <https://www.edx.org/course/globalization-past-and-future>
5. Pyramids of Giza: Ancient Egyptian Art and Archeology:  
<https://www.edx.org/course/pyramids-of-giza-ancient-egyptian-art-and-archaeol>
6. Sr. Secondary: History: [https://onlinecourses.swayam2.ac.in/nos22\\_sc34/preview](https://onlinecourses.swayam2.ac.in/nos22_sc34/preview)
7. Tribal South and Central India  
[:https://onlinecourses.swayam2.ac.in/nou22\\_hs54/preview](https://onlinecourses.swayam2.ac.in/nou22_hs54/preview)
8. Certificate Course in Environmental sustainability  
[:https://onlinecourses.swayam2.ac.in/nou22\\_ag16/preview](https://onlinecourses.swayam2.ac.in/nou22_ag16/preview)
9. Cultural Studies: [https://onlinecourses.swayam2.ac.in/aic19\\_as04/preview](https://onlinecourses.swayam2.ac.in/aic19_as04/preview)
10. Understanding Tribals: [https://onlinecourses.swayam2.ac.in/nou22\\_hs52/preview](https://onlinecourses.swayam2.ac.in/nou22_hs52/preview)
11. History of English Language: [https://onlinecourses.nptel.ac.in/noc22\\_hs102/preview](https://onlinecourses.nptel.ac.in/noc22_hs102/preview)



## Program Specific Outcomes - Sociology

- By knowing the structure of Indian society, the knowledge of social relationship in human society is obtained through the study of sociology.
- Various processes in the society like- social change, social control, abilities is build-up to know social issues.
- By knowing most of the problems, research can be done to reduce its severity and solve those problems
- Due to the social disasters that happen in the society, the tension in the society - human relations deteriorates the social relations. A sociologist can do the work of scientifically studying the issues present at that time.
- The study of Sociology is useful in planning welfare programs for the marginalized sections of the Indian society such as children, women, the elderly, Scheduled Castes, Scheduled Tribes, and the working class.
- A welfare program can be planned. The study of sociology is useful for this.

Sociology is of special importance from a professional point of view :

- (a) In the medical field i.e. in a hospital there is an appointment as a Medical Relationship Officer.
- (b) Appointed as Industrial relationship officer to maintain harmonious social relations of employer and workers in industrial sector.
- (c) Innovative opportunities for the study of rural society are available to sociologists.
- (d) Appointment as a teacher.
- (e) One can become a professor in a senior college.
- (f) Appointed as Cadre Development Officer.
- (g) Appointed as Social Welfare Officer.
- (h) Appointed as Jail Superintendent.
- (i) One can become a labour welfare officer.
- (j) You can become a child welfare officer.
- (k) Marriage counselling centre can be started.
- (l) The opportunities are available in the sector like orphanage centre, adult education, correctional centre, women centre, and family planning to sociologist.
- (m) In different projects of UGC, Universities, Indian council of Social Sciences and Research institute and other institutes the opportunity is available.

## **Course Outcomes - Sociology**

### Semester I- Sociology: An introduction

- (a) This paper intends to introduce the students to sociology as the beginner of the subject.
- (b) The paper thus aims to expose the students to the basic concepts in sociology.

### Semester II – Sociology: Themes and perspectives

- (a) This paper intends to orient the students to certain basic perspectives in sociology.
- (b) The paper also intends to make students know in details about culture stratification and mobility and deviant patterns and social control in society.

### Semester III Foundation of sociological Thought

- (a) The paper aim at orienting the students to the sociological thoughts of the great masters of sociology.
- (b) The paper also intends to help the students to shape their thoughts and ideas and also trying to look many current sociological issues and problems.

### Semester IV Indian Sociological Tradition

- (a) The paper intend to make the students understands the seminal ideas the thoughts reflected in the work of Indian sociologists.
- (b) The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian Society.

### Semester V – Indian Society: The structural Issues

- (a) The paper aims acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
- (b) The paper also aims to brings into force the issues and problems concerning the tribes and rural communities in India.

### Semester VI – Current Social Problem in India

- (a) The paper is based on the problems the society in India is facing at present.
- (b) The paper thus intends to make the students know the nature cause and consequences of those problems as well as the measures to put a check on them.