

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
CBCS – UG SYLLABUS SUBJECT REVIEW COMMITTEE MEETING
Structure of B. A. HISTORY under CBCS w.e.f. 2015-16

Revised in April, 2016

| Year | Semester | Paper | Name of Paper | Hours/Week | Credits | Marks | |
|------|----------|-------|---|------------|---------|---------|---------|
| | | | | | | Mid Sem | Sem End |
| 1 | 1 | 1 | Ancient Indian History & Culture (From earliest times to 600 A.D) | 5 | 4 | 25 | 75 |
| | 2 | 2 | Early Medieval Indian History & Culture (600 A.D to 1526 A. D.) | 5 | 4 | 25 | 75 |
| 2 | 3 | 3 | Late Medieval & Colonial History of India (1526 to 1857 A. D.) | 5 | 4 | 25 | 75 |
| | 4 | 4 | Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.) | 5 | 4 | 25 | 75 |
| 3 | 5 | 5 | Age of Rationalism and Humanism* The World Between 15 th & 18 th Centuries | 5 | 4 | 25 | 75 |
| | | 6 | History & Culture of Andhra Desa (from 12 th to 19 th Century A.D.)* | 5 | 4 | 25 | 75 |
| | 6 | 7 | Electives** | 5 | 4 | 25 | 75 |
| | | 8 | Cluster Electives** (sets of three papers each) | 5 | 4 | 25 | 75 |

*Papers 5 & 6 (III Year): Syllabi will be sent shortly

**Papers 7&8 (III Year): Titles and Syllabi will be sent shortly

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

B. A. HISTORY

I Year B. A. Programme (UG) Courses – Under CBCS

Semester – I

Paper – I (Core Paper)

ANCIENT INDIAN HISTORY & CULTURE (from earliest times to 600 A.D)***(Indian History and Culture from Earliest Times to 647 A.D)***

| | |
|------------|---|
| Unit - I | Survey of Sources: Literary & Archaeological Sources; Influence of Geography on History; Unity in Diversity; Traces of Stone Age Cultures (Circa 3,50,000 B. C to 3,000 B. C); Indus Valley Civilization (Circa 3000 B. C to 1,500 B. C): Origin, Extent, Salient Features. |
| Unit - II | Vedic Age & Religious Reform Movements (Circa 1500 B. C to 600 B. C): Society, Polity, Economy, Culture during early and later Vedic period; Jainism and Buddhism: Causes, Doctrines, Spread, Importance and Impact. |
| Unit - III | Transition from Territorial States to Emergence of Empires (Circa 600 to Century to 300 B. C): Rise of Mahajanapadas – Causes for Magadha's Success; Persian and Macedonian Invasions; Mauryan Empire: State, Imperial Administration, Economy, Ashoka's Dhamma, Art & Architecture, Significance & Downfall. |
| Unit - IV | Conditions during 200 B. C to 300 A. D.: Central Asian Contacts – Kushanas – Aspects of polity, society, Economy, Religion, Art & Architecture; The Age of Satavahanas: Pattern of Administration – Social, Economic, Religious & Cultural Developments; Sangam Age: The Three Early Kingdoms (Chola, Chera & Pandya) – Society, Language & Literature. |
| Unit - V | India between 300 A. D & 600 A. D.: The Rise and Growth of Guptas: Administration, Society, Economy, Religion, Art, Literature and Science & Technology – Decline. |

References:

| | |
|----|--|
| 1 | A.L. Basham, The Wonder That Was India |
| 2 | D.N.Jha, Ancient India |
| 3 | D.D.Kosambi, An Introduction to the Study of Indian History |
| 4 | D.P.Chattopadhyay, Science and Society in Ancient India |
| 5 | B.N.Mukherjee, The Rise and Fall of the Kushana Empire |
| 6 | K.A. Nilakantha Shastri, A History of South India |
| 7 | R.C.Majumdar, K.K.Dutta & H.C.Roy Chowdhuri (ed.), Advanced History of India |
| 8 | Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC |
| 9 | Romila Thapar (et. al). India: Historical Beginnings and the Concept of the Aryan |
| 10 | M.L.K. Murthy, <i>Pre-and Protohistoric Andhra Pradesh upto 500 B.C.</i> , New Delhi, 2003 |

Study Tour: Study tour to local museum or at least to nearby historical sites is to be conducted.

Students should be asked to prepare an inventory of items preserved in the museum and their usage.

Students can be asked to create a calendar charting the dates of key events. This can be applied to an historical event or the sequence of events.

B. A. HISTORY

I Year B. A. Programme (UG) Courses – Under CBCS

Semester – II

Paper – II (Core Paper)

EARLY MEDIEVAL INDIAN HISTORY & CULTURE (600 A.D to 1526 A. D.)

(Indian History and Culture from 647 to 1526 A.D)

| | |
|------------|--|
| Unit - I | Harsha & His Times: Administration, Religion – Hiuen Tsang -Polity, Society, Economy and Culture from 7 th to 11 th Century A. D. under Chalukyas of Badami & Eastern Chalukyas of Vengi. |
| Unit - II | Age of later Pallavas during 7 th & 8 th Centuries A. D.: Contribution to Cultural Development & Art & Architecture; The Chola Empire from 9 th to 12 Century A. D.: Rise of the Empire, Administration and Cultural Life. |
| Unit - III | Conditions in India on the eve of Turkish Invasions; Early Invasions: Traces of Arab Invasion, Ghazni & Ghori; Delhi Sultanate (1206 to 1290 A.D.) under Slave Dyanasty. |
| Unit - IV | Delhi Sultanate (1290 to 1526 A.D.): Khaljis: Expansion & Consolidation, Administrative & Economic Reforms - The Tughlaqs - Decline & Disintegration of the Delhi Sultanate; Administration, Society, Economy, Technology, Religion, Art & Architecture under the Sultanate. |
| Unit - V | Cultural Development in India between 13 th & 15 th Centuries A. D.: Impact of Islam on Indian Society and Culture – Bhakti and Sufi Movements – Emergence of Composite Culture. |

References:

| | |
|----|--|
| 1 | Basham, A.L (ed) A Cultural History of India |
| 2 | Champakalakshmi, R Trade, Ideology and Urbanization : South India 300 BC – AD 1300 |
| 3 | Chandra, S History of Medieval India (800 – 1700) |
| 4 | Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994) |
| 5 | Habib, Irfan, Medieval India: The Study of a Civilization |
| 6 | Habibullah, A.B.M, The Foundation of Muslim Rule in India |
| 7 | Kumar Sunil, The Emergence of the Sultanate of Delhi |
| 8 | Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c |
| 9 | K.A. Nilakanta Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara |
| 10 | K.A.Nilkanta Sastri, The Cholas |
| 11 | Shireen Moosvi, The Economy of the Mughal Empire |
| 12 | Stein, B Peasant, State & Society in Medieval South India |
| 13 | Yazdani, G. (ed) The Early History of the Deccan |
| 14 | R.C.Majumdar, The Age of Imperial Kanauj |

Project: Students may be asked to prepare a project on influence of Islam and Hinduism in their respective areas.

Encourage students to write their autobiography or biography of their inspiring personalities

B. A. HISTORY
 II Year B. A. Programme (UG) Courses – Under CBCS
 Semester – III
 Paper – III (Core Paper)
LATE MEDIEVAL & COLONIAL HISTORY OF INDIA (1526 to 1857 A. D.)
(History and Culture of India (1526 – 1857))

| | |
|------------|--|
| Unit - I | India from 1526 to 1707 A. D.: Emergence of Mughal Empire - Sources, Conditions in India on the eve of Babur's invasion, Brief Summary of Mughal Polity – Sher Shah & Sur Interregnum – Expansion & Consolidation of Mughal Empire – Rise of Marathas & Peshwas. |
| Unit - II | Administration, Economy, Society and Cultural Developments under the Mughals – Disintegration of Mughal Empire. |
| Unit - III | India under Colonial Hegemony : Beginning of European Settlements – Anglo-French Struggle – Policies of Expansion - Subsidiary Alliance & Doctrine of Lapse - Consolidation of British Empire in India up to 1857 A. D. |
| Unit - IV | Economic Policies of the British (1757-1857): Land Revenue Settlements – Commercialization of Agriculture – Impact of Industrial Revolution on Indian Industry ; Administration of the Company – Regulating Charter Acts; Cultural & Social Policies: Humanitarian Measures & Spread of Modern Education |
| Unit - V | Anti-Colonial Upsurge –Peasant & Tribal Revolts - 1857 Revolt – Causes, Nature & Consequences. |

References:

| | |
|---|---|
| 1 | Bipan Chandra, Modern India |
| 2 | Bipan Chandra, Rise and Growth of Economic Nationalism in India |
| 3 | C.A.Bayly, Indian Society and the Making of the British Empire |
| 4 | Harbans Mukhia, The Mughals of India |
| 5 | Irfan Habib, Medieval India: The study of a Civilization |
| 6 | L.P.Sharma, The Mughal Empire |
| 7 | R.P.Dutt, India Today |
| 8 | Sathis Chandra, Essays on Medieval Indian History |
| 9 | Tripathi R.P., The Rise & Fall of the Mughal Empire |

Project Work: Students should be asked to identify structures belonging to Mughal period or colonial period and present status.

Make students to create a collage or collection of images related to a topic.

Images can be hand drawn, printed, or clipped from a magazine or newspaper.

B. A. HISTORY
 II Year B. A. Programme (UG) Courses – Under CBCS
 Semester – IV
 Paper – IV (Core Paper)
SOCIAL REFORM MOVEMENT & FREEDOM STRUGGLE (1820 to 1947 A.D.)
(History and Culture of India (1857 – 1947))

| | |
|------------|--|
| Unit - 1 | Social, Religious & Self-Respect Movements: Social & Cultural Awakening – Brahma Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission, Aligarh Movement – Emancipation of Women – Struggle Against Caste: Jyotiba Phule, Narayana Guru, Periyar, Dr. B. R. Ambedkar. |
| Unit - II | Growth of Nationalism in the 2 nd Half of 19 th Century – Impact of British Colonial Policies under Viceroy's Rule and the Genesis of Freedom Movement – Birth of Indian National Congress. |
| Unit - III | Freedom Struggle from 1885 to 1920: Moderate Phase — Partition of Bengal - Emergence of Militant Nationalism – Swadeshi & Boycott Movement – Home Rule Movement. |
| Unit - IV | Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement – Revolutionary Movement – Subhas Chandra Bose. |
| Unit - V | Muslim League & the Growth of Communalism – Partition of India – Advent of Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai Patel. |

References:

| | |
|----|---|
| 1 | Anil Seal, Emergence of Indian Nationalism |
| 2 | Banerjee, Sekhar, From Plassey to Partition |
| 3 | Bayly, C A., Indian Society and Making of the British Empire |
| 4 | Brown, Judith: Gandhi's Rise to Power |
| 5 | Chandra, Bipan, et. al., India's Struggle for Independence |
| 6 | Chatterjee, Jaya, Bengal Divided: Hindu Communalism and Partition 1932-1947 |
| 7 | Desai, A. R. : Social Background to Indian Nationalism |
| 8 | Dutt, R.P., India Today |
| 9 | Joshi, P.C., Rammohun and the Forces of Modernisation in India |
| 10 | Sarkar Sumit: Modern India 1885 to 1947 |
| 11 | Stokes, Eric, Peasants and the Raj |
| 12 | R.C. Majumdar, The Struggle for Freedom, Bharatiya Vidhya Bhavan Series |

Project Work: As part of Internal Assessment, Project Work may be given on regional or local history related to culture, economy, struggles, land relations, cultural institutions and their influence on the society.

They can also be asked to create a play centered on any event in social reform movement or freedom struggle.

Model Question Paper Recommended

COURSE: B. A. HISTORY (CBCS) MODEL QUESTION PAPER & PATTERN

Max. Marks: 75

Time: 3 hrs
(Total: 20 Marks)

SECTION A

Matching (5 Marks: 5 x 1)

| A | | B |
|---|-----|---|
| 1 | () | A |
| 2 | () | B |
| 3 | () | C |
| 4 | () | D |
| 5 | () | E |

Multiple Choice (5 Marks: 5 x 1)

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Fill in the Blanks (5 Marks: 5 x 1)

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

SECTION B

(Total: 3x5=15 Marks)

(Answer any **three questions**. Each answer carries **5 marks**
(At least 1 question should be given from each Unit)

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

SECTION C

(Total: 3x15 = 45 Marks)

(Answer any **three questions**. Each answer carries **15 marks**
(At least 1 question should be given from each Unit)

| |
|----|
| 1. |
| 2. |
| 3. |

| | |
|----|--|
| 4. | |
| 5. | |
| 6. | |

@ @ @ @ @

(Code:)

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX University

xxth Semester End Examination

II B. A., HISTORY

Paper IV - XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Max. Marks: 75

Time: 3 hrs

SECTION A

(Total: 20 Marks)

Matching (5 Marks: 5 x 1)

- | A | | B |
|--|-----|---|
| 1. Servants of Indian Society సర్వెంట్స్ అఫ్ ఇండియన్ సొసైటీ | () | a. V.D.Savarkar వి. డి. సావర్కర్ |
| 2. Home Rule League హోం రూల్ లీగ్ | () | b. Subash Chandra Bose సుబాష్ చంద్ర బోస్ |
| 3. Gaddhar Party గద్దర్ పార్టీ | () | c. Lala Hardayal లాల హర్దయాల్ |
| 4. Free Indian Society ఫ్రీ ఇండియన్ సొసైటీ | () | d. Gokhale గోఖలే |
| 5. Indian National Army ఇండియన్ నేషనల్ ఆర్మీ | () | e. Anne Besant అనిబెసంట్ |

Multiple Choice (5 Marks: 5 x 1)

1. When did Portuguese rule came to end in India?
మన దేశమున పోర్చుగీసు పాలన ఎప్పుడు అంతమయ్యెను?
- a.1612 b. 1947 c. 1962 d. 1565

2. Battle of Baxar took place in the year ____.

బక్షార్ యుద్ధం జరిగిన సంవత్సరం ____.

- a. 1526 b. 1556 c. 1757 d. 1764

3. First Viceroy of India was -----.

ఇండియా ప్రథమ వైస్రాయ్ ఎవరు?

- a. Canning b. Rippon c. Lytton d. Curzon
కానింగ్ రిప్పన్ లిట్టన్ కర్జన్

4. Who wrote the book 'My Experiments with Truth'?

'My Experiments with Truth' అను గ్రంథమును రచించినది ఎవరు?

- a. Sardar Patel b. Sarojini Naidu c. Rajaji d. M.K.Gandhi
సర్దార్ పటేల్ సరోజినీ నాయుడు రాజాజీ M K గాంధీ

5. Individual Sathyagraha was started in the year ----.

వ్యక్తి సత్యాగ్రహం జరిగిన సంవత్సరం -----.

- a. 1940 b. 1942 c. 1943 d. 1946

Fill in the Blanks (5 Marks: 5 x 1)

1. First Governor of Portuguese Company was -----.
పోర్చుగీసు కంపనీ మొదటి గవర్నర్ ఎవరు?
2. ----- gave the title 'Raja' to Ram Moham Roy.
రామమోహనరాయ్ కు 'రాజా' అను బిరుదు ఇచ్చినది -----.
3. ----- wrote the book 'Annihilation of Caste'.
'కుల నిర్మూలన' పుస్తక రచయిత ----.
4. Salt Sathyagraha started from this area ----.
ఉప్పు సత్యాగ్రహం ఇక్కడ నుండి ప్రారంభం అయ్యింది ----.
5. ----- is called as 'Frontier Gandhi'.
----- ని 'సరిహద్దు గాంధీ' అంటారు.

SECTION B

(Total: 3x5=10 Marks)

(Answer any **three questions**. Each answer carries **5 marks**
ఏ మూడు ప్రశ్నలకైన జవాబులు వ్రాయండి. ప్రతి జవాబుకు 5 మార్కులు)

1. Give a brief account of Permanent Revenue Settlement.
శాశ్వత భూమి శిస్తు సంస్కరణ గురించి క్లుప్తంగా వివరించండి.
2. Narrate the contribution of William Bentinck in India.
భారతదేశంలో విలియం బెంటింక్ యొక్క కృషి ని తెలుపండి.
3. Write short notes on Brahma Samaj.
బ్రహ్మసమాజం గురించి క్లుప్తంగా వివరించండి.
4. Describe Home Rule Movement.
హోం రూల్ ఉద్యమం గూర్చి వ్రాయండి.
5. What were the causes for the downfall of Mughal empire?
మొఘల్ సామ్రాజ్య పతనమునకు గల కారణములు ఏవి?
6. Describe the conditions in India during Moghal rule.
మొఘల్ కాలమునాటి భారతదేశ పరిస్థితులను వర్ణించండి.

SECTION C

(Total: 3x15 = 45 Marks)

(Answer any **three questions**. Each answer carries **15 marks**
ఏ మూడు ప్రశ్నలకైన జవాబులు వ్రాయండి. ప్రతి జవాబుకు 15 మార్కులు)

1. How did Robert Clive establish British rule in India?
మన దేశమున రాబర్ట్ క్లైవ్ ఏ విధముగా ఆంగ్ల రాజ్య స్థాపన చేసినో తెలుపండి?
2. Give an account of main features of Regulating Charter Acts.
రేగులేటింగ్ చార్టర్ చట్టాల ముఖ్య అంశాలను వివరించండి.
3. What were the reasons and results of 1857 revolt?
1857 తిరుగుబాటు కారణాలు, ఫలితాలు వివరించండి.
4. Describe the reforms of Rippon.
రిప్పన్ యొక్క సంస్కరణలను వర్ణించండి.
5. Explain the role played by Gandhiji in freedom struggle.
స్వాతంత్ర్యోద్యమంలో గాంధీజీ పోషించిన పాత్ర ఎట్టిది?
6. Why is Sardar Vallabhai Patel called as Builder of Modern India?
నవ భారత నిర్మాత అని సర్దార్ వల్లభాయ్ పటేల్ ను ఎందుకు అంటారు?

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A.P. State Council of Higher Education
Revised Common Framework of CBCS for Colleges in Andhra Pradesh
 w.e.f..2015-16 (Revised in April, 2016)

Table-1: B.A. / B.Com SEMESTER - I

| Sno | Course | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|---------------|--------------|----------------|---------|
| 1 | First Language (Tel/Hin/Urdu/Sans...) | 100 | 25 | 75 | 4 | 3 |
| 2 | Second Language English | 100 | 25 | 75 | 4 | 3 |
| 3 | <i>Foundation Course – 1</i> Human Values & Professional Ethics | 50 | 0 | 50 | 2 | 2 |
| 4 | <i>Foundation Course -2</i> Environmental Studies | 50 | 0 | 50 | 2 | 2 |
| 5 | DSC 1 Paper -1 (Core) | 100 | 25 | 75 | 5 | 4 |
| 6 | DSC 2 Paper -1 (Core) | 100 | 25 | 75 | 5 | 4 |
| 7 | DSC 3 Paper -1 (Core) | 100 | 25 | 75 | 5 | 4 |
| | Total | 600 | - | - | 27 | 22 |

#DSC: Domain (Discipline/Subject) Specific Course (Paper),
 Foundation Course: value or skill related

*At the college (The marks split between Formal Test and Co-curricular activities may be decided by the University concerned).

**Syllabus size shall be in accordance with the number of teaching hours

Table-2: B.A. / B.Com SEMESTER - II

| Sno | Course | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|---|-------------|--------------|--------------|----------------|---------|
| 1 | First Language (Tel/Hin/Urdu/Sans...) | 100 | 25 | 75 | 4 | 3 |
| 2 | Second Language English | 100 | 25 | 75 | 4 | 3 |
| 3 | <i>Foundation course – 3</i> ICT - I | 50 | 0 | 50 | 2 | 2 |
| 4 | <i>Foundation course – 4</i> CSS – I | 50 | 0 | 50 | 2 | 2 |
| 5 | DSC 1 Paper -2 (Core) | 100 | 25 | 75 | 5 | 4 |
| 6 | DSC 2 Paper -2 (Core) | 100 | 25 | 75 | 5 | 4 |
| 7 | DSC 3 Paper -2 (Core) | 100 | 25 | 75 | 5 | 4 |

| | | | | | |
|-------|-----|---|---|----|----|
| Total | 600 | - | - | 27 | 22 |
|-------|-----|---|---|----|----|

Table-3: B.A. / B.Com SEMESTER - III

| Sno | Course | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|---------------------------------------|-------------|--------------|--------------|----------------|---------|
| 1 | First Language (Tel/Hin/Urdu/Sans...) | 100 | 25 | 75 | 4 | 3 |
| 2 | Second Language English | 100 | 25 | 75 | 4 | 3 |
| 3 | Foundation Course - 5 ICT – 2 | 50 | 0 | 50 | 2 | 2 |
| 4 | Foundation course - 6 CSS – 2 | 50 | 0 | 50 | 2 | 2 |
| 5 | DSC 1 Paper -3 (Core) | 100 | 25 | 75 | 5 | 4 |
| 6 | DSC 2 Paper -3 (Core) | 100 | 25 | 75 | 5 | 4 |
| 7 | DSC 3 Paper -3 (Core) | 100 | 25 | 75 | 5 | 4 |
| | Total | 600 | - | - | 27 | 22 |

Table-4: B.A. / B.Com SEMESTER - IV

| Sno | Course | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours** | Credits |
|-----|--|-------------|---------------|--------------|------------------|---------|
| 1 | Foundation Course – 7 CSS – 3 | 50 | 0 | 50 | 2 | 2 |
| 2 | Foundation Course – 8 Analytical Skills | 50 | 0 | 50 | 2 | 2 |
| 3 | Foundation Course – 9 Entrepreneurship | 50 | 0 | 50 | 2 | 2 |
| 4 | Foundation course – 10 Leadership Education | 50 | 0 | 50 | 2 | 2 |
| 5 | DSC 1 Paper -4 (Core) | 100 | 25 | 75 | 5 | 4 |
| 6 | DSC 2 Paper -4 (Core) | 100 | 25 | 75 | 5 | 4 |
| 7 | DSC 3 Paper -4 (Core) | 100 | 25 | 75 | 5 | 4 |
| | Total | 500 | - | - | 23 | 20 |

*Analytical Skills: To be taught by Maths/Stat Teachers (may be partly by English Teachers)

Entrepreneurship: To be taught by Commerce Teachers

Leadership Education: To be taught by Telugu Teachers

Table-5: B.A. / B.Com SEMESTER - V

| Sno | Course | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--------------------------|-------------|--------------|--------------|----------------|---------|
| 1 | DSC 1 Paper -5 (Core) | 100 | 25 | 75 | 5 | 4 |
| 2 | DSC 2 Paper -5 (Core) | 100 | 25 | 75 | 5 | 4 |
| 3 | DSC 3 Paper -5 (Core) | 100 | 25 | 75 | 5 | 4 |
| 4 | DSC 1 Paper -6 (Core) | 100 | 25 | 75 | 5 | 4 |
| 5 | DSC 2 Paper -6 (Core) | 100 | 25 | 75 | 5 | 4 |
| 6 | DSC 3 Paper -6 (Core) | 100 | 25 | 75 | 5 | 4 |
| | Total | 600 | - | - | 30 | 24 |

*Sem- I to V: All core papers in Domain Subjects

Table-6: B.A. / B.Com SEMESTER – VI

| Sno | Course | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|--------------|--------------|----------------|---------|
| 1 | Elective -1: DSC 1, Paper -7 | 100 | 25 | 75 | 5 | 4 |
| 2 | Elective -1: DSC 2, Paper -7 | 100 | 25 | 75 | 5 | 4 |
| 3 | Elective -1: DSC 3, Paper -7 | 100 | 25 | 75 | 5 | 4 |
| 4 | Elective -2: DSC 1, Paper -8 (Applied/Inter-domain/Gen Elec) | 100 | 25 | 75 | 5 | 4 |
| 5 | Elective -2: DSC 2, Paper -8 (Applied/Inter-domain/Gen Elec) | 100 | 25 | 75 | 5 | 4 |
| 6 | Elective -2: DSC 3, Paper -8 (Applied/Inter-domain/Gen Elec) | 100 | 25 | 75 | 5 | 4 |
| | Total | 600 | - | - | 30 | 24 |

*7th paper of each of the domain specific subjects (1st paper of semester VI) will be a domain related Elective. More than one Elective may be offered giving choice to students. The Electives may be of Domain specific applied or advanced (specialization) in nature. The number of Electives may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view.

** Applied Elective: It is desirable that around 25% of syllabus is taught by field experts. The college has to make such an arrangement.

*8th paper of each of the domain specific subjects (2nd paper of semester VI) will also be an Elective. The Electives may be of Inter-domain Clusters** - each Cluster having three papers with or without project work. or General in nature. The number of Clusters may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view. It is desirable that around 25% of syllabus is taught by field experts.

***Cluster: In the last semester, for paper-8, each domain subject has one elective totaling three papers for each student. Electives may be given as Clusters of three papers each for each subject. A student can opt for all the three papers of the same subject (cluster or stream) including or excluding project work for a wider learning experience. The student will not study the other two domain subjects for paper-8.*

Total Credits for BA/B.Com Courses: 134