About the Program

The program typically refers to a Bachelor of Arts degree that is offered through distance learning, allowing students to study remotely without the need to attend traditional in-person classes. These programs are often designed to accommodate the needs of working professionals or individuals who are unable to commit to a full-time, on-campus program due to various reasons such as job commitments, family responsibilities or geographical constraints. Chhatrapati Shahu Ji Maharaj University, a category-1 and NAAC A++ university is offering those students a best and easy path to develop their skills. Program isof 3 years i.e.6 semesters. The Bachelor of Arts program is a broad- based program with a mix of disciplinary based courses. It is designed to provide the learners with the information and skills necessary to understand and analyses their world by introducing them to the main themes and topics of disciplines in Languages ,Arts, Humanities and Social Sciences.

Vision of the University

To enlighten and empower humanity by nurturing future leaders and change agents for universal development and societal transformation.

Mission of the University

To work towards sustainable excellence in global standards of academia, technology-centric learning, robust research ecosystem, institutional distinctiveness and harmonious social diversity.

I. **Mission and Objectives:** The mission and objectives of an open program for a Bachelor of Arts (BA) would be tailored to cater to a diverse range of learners who seek accessible, flexible, and high-quality education with a mix of disciplinary based coursesin Languages , Arts ,Humanities and Social Sciences.Here's a proposed framework for the mission and objectives:

1. **MissionStatement:**
   The mission of open Bachelor of Arts (BA) program typically revolves around providing accessible and flexible education to students who may not have the means or opportunity to attend a traditional on-campus program. Here are some key components that often define the mission of such programs:

   - The mission of the open BA programs prioritize flexibility in learning pathways, allowing students to tailor their educational journey to their individual needs, interests, and circumstances. This flexibility may involve self-paced study and modular course offerings.

   - In line with the philosophy of open education, the program often promote lifelong learning by encouraging students to engage in continuous personal and professional development. The mission may include providing opportunities for ongoing education and skill enhancement beyond the completion of the BA degree.

   - Open BA programs aim to empower individuals by providing them with the knowledge, skills, and credentials needed to pursue their personal, academic, and career goals. By offering accessible and affordable education, these programs contribute to social mobility and equitable opportunities for all.

2. **Program Objectives**:

The objectives of an open Bachelor of Arts (BA) program are designed to align with its mission of promoting universal access, flexibility, inclusivity, and empowerment. Here are some common program objectives for an open BA program:

- To ensure that the program is accessible to individuals from diverse backgrounds, including those who may face barriers to traditional higher education, such as geographic location, financial constraints, or prior educational experiences.

- To deliver a high-quality educational experience with engaging course content and rigorous academic standards.

- To implement inclusive teaching practices and learning materials that accommodate diverse learning styles, backgrounds, and abilities, ensuring that all students have equitable opportunities for success.

- To offer personalized support and guidance to students throughout their academic journey, including academic advising, mentorship, and access to resources for academic and career development.

- To continuously evaluate and improve the program based on feedback from students, faculty, and stakeholders, ensuring that it remains responsive to the evolving needs of learners and the broader community.

Program Outcomes:

The outcomes of an open Bachelor of Arts (BA) program reflect the knowledge, skills, and competencies that students are expected to acquire by the time they complete their degree. These outcomes are aligned with the program's objectives and are designed to prepare graduates for success in their personal, academic, and professional lives. Following are program outcomes for an open BA program:

- **Critical Thinking and Analysis:** Graduates will exhibit the capacity to assess arguments, ideas, and information critically from a variety of sources as well as to examine complicated problems from several angles.
- **Ethical Reasoning:** Graduates will be able to apply ethical reasoning to real-world scenarios and will comprehend ethical practices and principles pertinent to their field of study.
- **Adaptability and Resilience**: Graduates will be flexible and resilient in both their personal and professional life, able to adjust to change, learn from failures, and persevere in the face of difficulties.
- **Problem-Solving Abilities**: Graduates will possess the ability to recognize difficulties, put forth original solutions, and put into practice successful tactics to deal with challenging situations in a variety of settings.
- **Professional Development:** Graduates will have the abilities and knowledge required to seek higher education or start a prosperous career in their chosen profession, preparing them for future study or entry into the workforce.

Program Learning Outcomes:

The program learning outcomes (PLOs) of an open Bachelor of Arts (BA) Program outline the quantifiable knowledge, skills, and abilities that students should be able to demonstrate by the time they finish their degree. These results are usually in line with the goals of the program and are intended to equip graduates for success in a range of educational, professional, and social settings. Following are learning outcomes:

- **Critical Thinking:** Graduates will exhibit the capacity to assess arguments, data, and information from a variety of sources critically and to formulate well-reasoned conclusions after conducting thorough research.
- **Effective Communication:** Graduates will be able to modify their communication style to fit various audiences and goals and communicate successfully in written, oral, and digital modes.
  Research Skills: Graduates will be highly skilled in conducting research, including developing research questions, identifying and assessing pertinent sources, and compiling data to bolster claims.
  Cultural Awareness: Graduates will show that they have an awareness of various cultures, viewpoints, and experiences.
- **Ethical Reasoning:** Graduates will be able to apply ethical reasoning to real-world scenarios and will have a thorough understanding of ethical practices and principles pertinent to their field of study.
- **Interdisciplinary Viewpoint:** Graduates will possess the ability to synthesize information and ideas from several fields to evaluate challenging problems and provide novel solutions.
- **Adaptability and Resilience:** Graduates will exhibit resilience and flexibility in both their personal and professional lives by being able to adjust to change, learn from mistakes, and persevere in the face of difficulties.
- **Career Readiness:** Graduates will possess the abilities and knowledge necessary to seek postsecondary education or start a prosperous career in industries including business, education, government, non-profit organizations, or the arts. They will also be ready for additional study or entry into the profession.

II. Relevance of BA Program in Chhatra Pati Shahu Ji Maharaj University Kanpur's Mission and Objectives

Chhatrapati Shahu Ji Maharaj University Kanpur, a premier landmark of higher education in Uttar Pradesh is named after the great social reformer Chhatrapati Shahu Maharaj also known as Rajarshi Shahu. It is a well-established and respected educational community where students of all backgrounds study and work together in a congenial and encouraging academic atmosphere. The university is geared to provide maximum scholastic benefit to each individual student and nurture them to achieve their full potential and evolve as a responsible global citizen. The University understands the need of literacy in India & firmly believes that education has to bespread to the general masses. To reach with the above motive of service to the every corner of India, the CSJM

University is starting its Dronacharya Centre of Open & Distance Education (D-CODE) from the session 2024-25.

- **Multidisciplinary Education:** A Bachelor's degree program often covers a broad spectrum of topics, including political science, economics, sociology, literature, and history. The goal of CSJMU to promote holistic education is in line with this interdisciplinary approach.
- **Understanding of Culture and Society:** BA programs explore different societies, cultures, and historical settings. This is in line with CSJMU's aim to promote cultural awareness and an appreciation of many points of view.
- **Critical Thinking and Analytical Skills:** The success of both academic and professional endeavors depends on critical thinking, analysis, and communication skills, all of which are emphasized in BA degrees. In order to equip its students for the difficulties of the modern world, CSJMU strives to cultivate these kinds of skills in them.
- **Research and Innovation:**

  The university prioritizes research and innovation, an open BA program can support this objective by encouraging scholarly inquiry, promoting interdisciplinary research collaborations, and fostering the dissemination of research findings in humanities and related fields. The program can serve as a hub for intellectual exchange, innovation, and knowledge creation, contributing to the advancement of economic knowledge and practice.

Overall, the relevance of an open BA program to Chhatrapati Shahu Ji Maharaj University, Kanpur's mission and objectives lies in its potential to expand access to quality education, promote lifelong learning and community engagement, foster research and innovation, and contribute to the university's broader goals of academic excellence and societal development. By aligning the program with the university's values and priorities, it can serve as a valuable resource for learners, faculty, and communities both within and beyond the university's campus.

III. Nature of prospective target group of learners:

In an open program for a Bachelor of Arts (BA), the prospective target group of learners is even more diverse compared to traditional programs. Here's an overview of the nature of the prospective target group:

1. **Non-Traditional Students:** Open BA program often attract students who do not fit the typical mold of full-time, on-campus learners. This may include working professionals, parents, caregivers, or individuals with other commitments that prevent them from pursuing a traditional, full-time academic program.

2. **Flexible Learners:** Prospective students of the program tend to value flexibility in their education. They prefer this study options that allow them to balance their studies with work, family, or other responsibilities. As such, they may appreciate program that offer asynchronous learning, self-paced courses.

3. **Lifelong Learners:** This program often appeals to individuals who view education as a lifelong pursuit. These learners may be motivated by personal or intellectual curiosity rather than specific career goals. They seek opportunities to deepen their understanding of economics and engage in scholarly discourse outside of a formal academic or professional context.

4. **Career Advancers:** Some prospective students in open BA programs are looking to advance their careers or transition to new roles within the field of economics or related areas. They may already have some professional experience but seek additional credentials or specialized knowledge to enhance their career prospects.

5. **Global Learners:** This program has the potential to attract a geographically diverse student body, including learners from different countries and cultural backgrounds. These students may be seeking an internationally recognized qualification or wish to gain insights into economic issues from a global perspective.

6. **Economically Diverse Students:** The program appeals to students from diverse socioeconomic backgrounds who seek affordable and accessible educational opportunities. These learners may appreciate programs that flexible payment options to make education more accessible.

7. **Skill Up-graders:** Some prospective students may enroll in an open BA program to upgrade their skills or transition to new career paths within humanities or related fields.

8. **Specialized Learners:** This program attracts the students with specific interests or career goals within a mix of disciplinary based coursesin Languages ,Humanities, Social Sciences. These learners may seek programs that offer specialized tracks, concentrations, or elective courses tailored to their areas of interest.

Overall, the nature of the prospective target group in an open BA program is characterized by diversity in terms of background, motivations, and goals. As such, these programs should be designed to cater to the unique needs and preferences of a wide range of learners, offering flexible learning options, accessible resources, and opportunities for personalized academic and professional development.

IV. Appropriateness of program to be conducted in Open and Distance Learning mode to acquire specific skills and competence

Conducting a Bachelor of Arts (BA) Program in an Open and Distance Learning (ODL) mode can be highly appropriate for acquiring specific skills and competence for several reasons:

1. **Flexibility:** This program offers flexibility in terms of time, location, and pace of learning. Learners can access course materials, lectures, and assignments remotely, allowing them to balance their studies with work, family, or other commitments. This flexibility enables learners to acquire new skills and competence without having to put their careers or personal lives on hold.

2. **Accessibility:** This program is accessible to a wider range of learners, including those who may face barriers to traditional, on-campus education due to geographical, financial, or personal constraints. Learners from diverse backgrounds and locations can enroll in the program without having to relocate or commute to a physical campus, thereby increasing access to education and opportunities for skill development.

3. **Self-paced Learning:** ODL program often employs self-paced learning approaches, allowing learners to progress through the curriculum at their own speed. This self-directed learning model empowers learners to take control of their education, focus on

areas of interest or weakness, and allocate time and resources according to their individual learning needs and preferences.

4. **Applied Learning Opportunities:** This program incorporates practical, hands-on learning opportunities to help learners apply theoretical concepts to real-world situations. Virtual simulations, case studies, group projects, and internships can provide learners with practical experience, problem-solving skills, and industry-relevant competencies that are essential for success in the field of economics.

5. **Cost-Effectiveness:** This program is more cost-effective compared to traditional on-campus programs, as they typically require fewer physical resources and infrastructure. Additionally, learners can save on expenses related to transportation, accommodation, and other incidental costs associated with attending classes in person.

Overall, conducting an BA Program in an Open and Distance Learning mode can be highly appropriate for acquiring specific skills and competence, as it offers flexibility, accessibility, self-paced learning, technology-enhanced instruction, applied learning opportunities, personalized support, and cost-effectiveness. These features make ODL program an attractive option for learners seeking to enhance their skills and competencies while balancing their professional and personal commitments.

V. Instructional Design of Open and Distance Learning mode to acquire specific skills and competence:

Designing the instructional framework for an Open and Distance Learning (ODL) mode of Bachelor of Arts (BA) program to acquire specific skills and competence requires careful consideration of various factors to ensure effectiveness, engagement, and learner success. Here's a structured approach to instructional design for such a program:

A. Curriculum Design

The curriculum of the Bachelor of Arts program, designed with the help of industry expertise, Bloom's taxonomy and faculty knowledge, provides students with a comprehensive and up-to-date education in the field of business administration. By incorporating the latest knowledge and trends, the curriculum ensures that students are prepared for the demands of the modern business world. Bloom's Taxonomy is used to build learning objectives that focus on developing higher order thinking skills, such as critical analysis, problem solving, and evaluation, which helps students gain a deeper

understanding of economic concepts. The expertise and subject knowledge of faculty adds depth and breadth to the curriculum, providing students with the tools they need to succeed in their future careers. With a strong emphasis on practical learning and real-world applications, the curriculum of the Bachelor of Arts equips students with the skills and knowledge needed to succeed in today's competitive business environment.

The open Bachelor of Arts program has a number of disciplines and courses from different Schools of Studies. At present, the following seven Disciplines are part of the program:

1. Education
2. Economics
3. English
4. Political Science
5. Hindi
6. History
7. Sociology

Semester-wise Course Credits Distribution

Table- Year-wise Structure of UG Programs

		Subject I	Subject II	Subject III	Subject IV	Vocational	Co-Curricular	Industrial Training/ Survey Research Project	{Minimum Credits}	{Cummulative Minimum Credits} Required for Award of Certificate/Diploma Degree
		Major	Major	Major	Minor Elective	Minor	Minor	Major		
		4/5/6 Credits	4/5/6 Credits	4/5/6 Credits	4/5/6 Credits	3 Credits	2 Credits	4 Credits		
Year	Sem.	Humanities	Humanities	Humanities	Language or Education	Vocational/ Skill Development Course	Co-Curricular Course (Qualifying)	Inter/Intra Faculty related to main Subject		
1	I	Th-1 (5+1) or	Th-1 (5+1)	Th-1 (5+1)	1 (5+1)				46	{46} Certificate in Faculty
	II	Th-1 (5+1) or	Th-1 (5+1)	Th-1 (5+1)						
2	III	Th-1 (6) or Th-1 (4) + Pract – 1 (2)	Th-1 (6) or Th-1 (4) + Pract – 1 (2)	Th-1 (6) or Th-1 (4) + Pract – 1 (2)	1 (4/5/6)	3			46	{92} Certificate in Facult8y
	IV	Th-1 (6) or Th-1 (4) + Pract – 1 (2)	Th-1 (6) or Th-1 (4) + Pract – 1 (2)	Th-1 (6) or Th-1 (4) + Pract – 1 (2)						
3	V	Th-2 (5) or Th-2 (4) + Pract – 1 (2)	Th-2 (5) or Th-2 (4) + Pract – 1 (2)				1	1 (Qualifying)	40	{132} Certificate in Faculty
	VI	Th-2 (5) or Th-2 (4) + Pract – 1 (2)	Th-2 (5) or Th-2 (4) + Pract – 1 (2)				1	1 (Qualifying)		

छत्रपति शाहू जी महाराज विश्वविद्यालय कानपुर
CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY KANPUR
आरोह तमसो ज्योतिं

Semester-wise Titles of the Courses Compulsory in BA Course with their Credits

Year	Semester	Course Code	Course Title	Theory/ Practical	Credits
1	I	Z010101TODL	Food, Nutrition & Hygene	Theory	
1	I	VOC101TODL	Office Automation Using MS Office-I	Theory	3
1	II	Z020201TODL	First Aid & Health	Theory	
1	II	VOC201TODL	Office Automation Using MS Office -II	Theory	3
2	III	Z030301TODL	Human Values & Environment Studies	Theory	
2	III	VOC301TODL	Office Automation Using MS Office -III	Theory	3
2	IV	Z040401TODL	Physical Education & Yoga	Theory	
2	IV	VOC401TODL	Office Automation Using MS Office -IV	Theory	3

1. Semester-wise Titles of the Courses in BA (Education) with their Credits

Year	Semester	Course Code	Course Title	Theory/ Practical	Credits
1	I	E010101TODL	Conceptual Framework of Education	Theory	4
1	I	E010102PODL	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	II	E010201TODL	Development and challenges of Indian Education System	Theory	4
1	II	E010202PODL	Prepare a profile of any School (Class 6^{th} - 12^{th}) - Government / aided / Private.	Practical	2
2	III	E010301TODL	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E010302PODL	Practical: Review a book written By prominent educational thinkers included in the course I.	Practical	2
2	IV	E010401TODL	Psychological Perspectives of Education	Theory	4
2	IV	E010402PODL	Course Title: Practical: Case study of a Special Child	Practical	2
3	V	E010501TODL	Course Title: Educational Assessment	Theory	4
3	V	E010502TODL	Course Title: Educational Statistics	Theory	4
3	V	E010503PODL	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/ Aptitude	Practical	2

Year	Semester	Course Code	Course Title	Theory/ Practical	Credits
3	V	E010501RODL	Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR Visit to any type of University: A. It's profile preparation. B. Report on its administrative structure.	Project	3
3	VI	E010601TODL	Educational Administration and Management	Theory	4
3	VI	E010602TODL	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E010603PODL	I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2
3	VI	E010601RODL	Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.	Project	3

2.Semester-wise Titles of the Courses in BA (Economics) with their Credits

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1	**I**	A080101TODL	Principle of Micro Economics	Theory	6
1	**II**	A080201TODL	Principles of Macro Economics	Theory	6
2	**III**	A080301TODL	History of Economic Thought	Theory	6
2	**IV**	A080402TODL	Money, Banking and Public Finance	Theory	6
3	**V**	A080501TODL	Economic Growth and Development	Theory	5
3	**V**	A080502TODL/ A080503TODL	**Optional Paper (Any-1)** Environmental Economics Or International Economics	Theory	5
3	**V**	A080504RODL	Elementary Statistics based Project	Practical	3
3	**VI**	A080601TODL	Indian economy and Economy of Uttar Pradesh	Theory	5
3	**VI**	A080602TODL/ A080603TODL	**Optional Paper (Any-1)** Agriculture Economics Or Elementary Mathematics	Theory	5
3	**VI**	A080604RODL	Dissertation/Project on Local issues with economic focus plus presentation of PPT on Dissertation	Project	3

3.Semester-wise Titles of the Courses in BA (English) with their Credits

Year	Sem.	Course Code	PaperTitle	Theory/ Practical	Credits
B.A.1	I	A040101TODL	English ProseandWritingSkills	Theory	06
B.A.1	II	A040201TODL	EnglishPoetry	Theory	06
B.A.2	III	A040301TODL	BritishandAmericanDrama	Theory	06
B.A.2	IV	A040401TODL	IndianLiteratureinTranslation	Theory	06
B.A.3	V	A040501TODL	Classical Literature & History of EnglishLiterature	Theory	05
B.A.3	V	A040502TODL	Fiction	Theory	05
B.A.3	VI	A040601TODL	Indian&NewLiteraturesinEnglish	Theory	05
B.A.3	VI	A040602TODL	Anyoneofthefollowing: • LiteratureinFilms&MediaStudies • MediaandJournalisticWriting	Theory	05
		A040603TODL		Theory	

4 Semester-wise Titles of the Courses in BA (Political Science)with their Credits

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	I	A060101TODL	Indian National Movement & Constitution of India	Theory	4
1	I	A060102PODL	Awareness of Rights &Law	Practical	2
1	II	A060201TODL	Political Theory & Concepts	Theory	6
2	III	A060301TODL	Political Process in India	Theory	4
2	III	A060302PODL	Field Work Tradition in Social Sciences	Practical	2
2	IV	A060401TODL	Western Political Thought	Theory	6
3	V	A060501TODL	Comparative Government and Politics (UK, USA, Switzerland & China)	Theory	4
3	V	A060502TODL	Principles of Public Administration	Theory	4
3	V	A060503PODL	Public Policy Formulation and Administration In India	Practical	2
3	V	A060504RODL	Project-1	Project	3
3	VI	A060601TODL	Indian Political Thought	Theory	5
3	VI	A060602TODL	International Relations And Politics	Theory	5
3	VI	A060603RODL	Project-2	Project	3

5 Semester-wise Titles of the Courses in BA (Hindi)with their Credits

Year	Sem.	Course Code	PaperTitle	Theory/Practical	Credits
B.A.1	I	A010101TODL	हिन्दी काव्य	लिखित	06
B.A.1	II	A010201TODL	कार्यालयी हिन्दी और कम्प्यूटर	लिखित	06
B.A.2	III	A010301TODL	हिन्दी गद्य	लिखित	06
B.A. 2.	IV	A010401TODL	हिन्दी अनुवाद	लिखित	06
B.A. 3.	V	A010501TODL	साहित्यशास्त्र और हिन्दी आलोचना	लिखित	05
B.A. 3.	V	A010502TODL	हिन्दी का राष्ट्रीय काव्य	लिखित	05
B.A. 3.	VI	A010601TODL	भाषा विज्ञान, हिन्दी भाषा तथा देवानागिरी लिपि	लिखित	05
B.A. 3.	VI	A010602TODL	लोक साहित्य एवं लोक संस्कृति	लिखित	05

6 Semester-wise Titles of the Courses in BA (History)with their Credits

Year	Sem.	Course Code	PaperTitle	Theory / Practical	Credits
1st	I	A050101TODL	AncientandEarlyMedievalIndia (Till 1206 A.D.)	Theory	6
1st	II	A050201TODL	HistoryofMedievalIndia (1206 A.D. -1757 A.D.)	Theory	6
2nd	III	A050301TODL	History ofModern India (1757A.D.–1857 A.D.)	Theory	6
2nd	IV	A050401TODL	HistoryofModernIndia (1857A.D.–1950A.D.)	Theory	6
3rd	V	A050501TODL	NationalisminIndia.	Theory	5
3rd	V	A050502TODL **Optional**	HistoryofModernworld (1453A.D.–1815A.D.)	Theory	5
		A050503TODL **Optional**	SocialandEconomicHistoryofMedieval India (1200A.D.-1700A.D.)	Theory	5
		A050504TODL **Optional**	EthicsinHistory	Theory	5
3rd	V	A050501RODL	Project 1	Project	3
3rd	VI	A050601TODL	EraofGandhiandMassMovement.	Theory	5
3rd	VI	A050602TODL **Optional**	HistoryofModernWorld (1815 A.D.- 1945A.D.)	Theory	5
		A050603TODL **Optional**	SocialandEconomicHistoryofMedieval India (1700A.D.-1900A.D.)	Theory	5
		A050604TODL **Optional**	History anditsProfessionalUtility	Theory	5
3rd	VI	A050601RODL	Project 2	Project	3

7 Semester-wise Titles of the Courses in BA (Sociology)with their Credits

Year	Sem.	Course / Paper	Course Code	Paper Title	Theory/ Practical	Credits
1	I	1	A070101TODL	Introduction to Basic concept of Sociology	Theory	6
1	I	1	A070201TODL	Society in India: Structure, Organization & Change	Theory	4
2	II	2	A070202PODL	Writing skill development on topics of Contemporary Sociological Importance	Practical	2
2	III	1	A070301TODL	Social Change & Social Movements	Theory	6
2	IV	2	A070401TODL	Social Problem & Social Development in India	Theory	4
2	IV	3	A070401RODL	Project on Sustainable Society	Project	2
3	V	1	A070501TODL	Pioneers of Western Sociological Thought	Theory	4
3	V	2	A070502TODL	Research Methodology in Social Sciences	Theory	4
3	V	3	A070503PODL	Practical Application of Research Methodology Project Work	Practical	2
3	VI	1	A070601TODL	Pioneers of Indian Sociology	Theory	5
3	VI	2	A070602TODL	Gender and Society	Theory	5
3	VI	3	A070603RODL	Field Work/Case Study/Project Work	Practical	3

B. Detailed Syllabus - Annexure-1

C. Duration of the Programme: 03 years; divided into 06semesters.

D. Faculty and Support Staff requirement:

Academic Staff

1-Programme Coordinator, 1- Course Coordinator, 1-Course Mentor per batch of 50 students

E. Instructional Delivery mechanisms & Identification of Media

The teaching methodology of this subject will be different from other traditional methodologies. Courses (regular/physical) are held at the university. A student-centered and student-friendly approach is required in distance courses. This is also important because learning and teaching are delivered through print media rather than face-to-face communication.

(i) Self-learning materials (SLM) should be developed in print media.

- Self Learning Material (SLM) will be self-explanatory, self-sufficient, self-directed, self-motivated and self-assessable.
- The SLM will contain a complete course description including an overview of the modules, as well as objectives, activities, tasks and additional resources.
- There must be a description of the approved value for each unit or unit of the course.
- There should be clear guidelines regarding academic integrity and netiquette expectations regarding activities, discussions, and plagiarism.
- The level and style of presentation and language should be simple and appropriate to facilitate e-learning.
- The content must be interactive with the appropriate use of graphics, animation simulations, etc. to keep students interested.

(ii) Student support service systems

The main goal of student support service systems is to promote independent or independent study. Study among distance learners in the absence of regular face-to-face teaching. All the time Educational support will be provided to students. Support will be available all the time in the following areas:

- Information, tips and advice about the programme.
- Advice before admission, during admission, and after admission.
- Introduction for new students.

- Provide academic advising schedules and practice schedules.
- Evaluate students and exchange feedback.
- Support with other academic and administrative inquiries such as registration and examination Rating, comments, etc**.**

VI Procedure for Admissions, Curriculum Transaction and Evaluation

The purpose of distance BA Program by CSJM University , Kanpur is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. The programs /courses may be termed open mode for award of Degree. Eligibility criteria, program /course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines

Procedure for Admission

10+2 or its equivalent in any stream can apply for admission

VII Library Resources:

Access online study materials and resources is indeed a significant concern for many students, especially those who may not have easy access to physical libraries or who prefer the convenience and flexibility of online resources. CSJM University is making educational materials more accessible online.

VIII Cost estimate of the program and the provisions

Suggested Fee for BA program is as per the CSJM University norms (These cost include Self Learning Material cost, Learning Management System maintenance cost and Subject Matter Expert cost).

Curriculum Transaction and Evaluation

The marking is divided into two parts:

A. For continuous internal assessment (CIA) through projects and assignment writings, and
B. For end semester evaluation through offline examination.

IX Quality assurance mechanism and expected programme outcomes

A. Quality assurance mechanism

The openBA program is attuned to the latest pedagogies and prepares you for many contours your professional life might take.

- The key points which make our offered programme much better in terms evaluation criteria:
- The programme is being offered by NAAC A++ ranked Chhatrapati shahu Ji Maharaj University, Kanpur.
- Highly qualified faculty who bring professional experience into the classroom.
- Relevant courses those are immediately applicable to the workplace.
- Dedicated student support services.
- Flexible ways to learn.

B. Programme Learning Outcomes

- **Advanced Understanding:** Demonstrate an advanced understanding of theories, concepts, institutions, and processes across local, national, and international levels.
- **Research Skills:** Develop proficiency in conducting independent research, including designing research projects, collecting and analyzing data, and critically evaluating scholarly literature.
- **Critical Analysis:** Apply critical thinking skills to analyze and evaluate complex issues, theories, and arguments, and develop well-reasoned perspectives.
- **Specialization Proficiency**: Gain expertise in a specialized area of arts , humanities and social sciences and apply theoretical insights to real-world contexts.
- **Methodological Competence:** Demonstrate proficiency in both quantitative and qualitative research methods, including statistical analysis, survey design, case studies, and textual analysis.
- **Ethical Awareness:** Recognize and address ethical issues in research and practice, and adhere to professional standards of conduct in academic and professional settings.
- **Global Perspective**: Develop a global perspective on social , economic and political issues, understanding the interconnectedness of processes and the implications of globalization for governance and policymaking**.**

Annexure-1

Bachelor of Arts

EDUCATION

BA 1st Year, Semester: I Course I (Theory)			
CoreCourse:E010101TODL, **Title:** Conceptual Framework of Education			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I Conceptual Basis of Education	**Unit 1: Education: Meaning, Nature, and Concept** **Unit 2:** Factors Affecting Education, AgenciesofEducation **Unit 3: Aims of Education:** Individualistic, Social, Democratic, and Vocational **Unit 4: Prachin Bhartiya Gyan Parampara:** The Way of Life, Concept of Guru and Shiksha, Vidya - Gyan –Teaching, Training vs. Education.		
Block IIFunctionsof Education	**Unit 1: General Functions:** Transmission of Cultural Heritage, Acquisition of Skills, Acquisition and Generation of Human Values. **Unit 2: Developmental Functions:** Individual, Social, and National Development **Unit 3: Specific Functions:** Education for Leisure. Education for National Integration, Education for International Understanding, and Education for HRD.		
Block III IndianConstitutionand dEducation	**Unit 1:** Inculcation of Constitutional Values through Education. **Unit 2:** Constitutional Provisions for Education.		
Block IV PreprimaryEducation	**Unit 1:** Concept, Objective, Importance of Pre-primaryEducation. **Unit 2:** Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten. **Unit3:** Background and Present Scenario of Pre-primary Education in India. **Unit 4:** NEP 2020 and Pre-primary Education.		
Block V Primary, Secondary and Higher Education	**Unit 1:** Primary and Secondary Education: Concept, Aim, and Importance of Primary and Secondary Education. **Unit 2:** Primary and Secondary Education: Present Scenario of Primary and Secondary Education in India. **Unit 3:** Higher Education: Concept, Need and Objectives of Higher Education, **Unit 4:** Higher Education: Types of Universities; Central, State, Private, Open. Present Scenario of Higher Education in India.		
Block VI Different Guiding/Regulatory Bodies of the Education System InIndia	**Unit 1:** Education Ministry (MHRD), UNESCO, NCERT, SCERT **Unit 2:** DIET, NIOS, NIEPA, NCTE **Unit 3:** UGC, NAAC, IQAC. **Unit 4:** AICTE, International Boards, National Boards, CBSE, State Board. 07		

Course Outcomes: the students will be able to -

- Understand the meaning, nature, scope, and aims of education.
- Explain the factors of education and their interrelationship.
- Become aware of different agencies of education that influence education.
- Be acquainted with the Constitutional values and Educational provisions.
- Distinguish between different levels of the Education System.
- Explain the present status of different levels of Education.
- Identify the level of Education and concern governing/regulatory bodies.
- Differentiate the needs and importance of different levels of Education.

SuggestedReadings:

- तोमरएलआर; प्राचीनभारतीयशिक्षापद्धति, सुरूचिप्रकाशन, नईदिल्ली।
- https://www.mycoursebook.in/shiksha-ke-darshanik-avom- samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html
- https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text
- टी.रेमटं, शिक्षा 2004https://archive.org/details/in.ernet.dli.2015.482904
- प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स,
- पी.वीकाणे, धर्मशास्त्रकाइतिहास, उत्तरप्रदेशदिल्लीसंस्थान, लखनऊ।
- सलूजा, सी.के. शिज्ञक्षाएकविवेचनादिल्ली, रविबुक्स. (फुलबुक)
- Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
- Barrow, R., & Milburn, G. A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. 1986
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011
- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. The school and society. USA: The University of Chicago Press. 1915
- Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut, 2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
- Pandey R.S. Principles of Education, Agra, Vinod PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. 'Education in India' , NBT, N, Delhi, 2014.
- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

BA 1st Year, Semester: I Course II (Practical)			
CoreCourse:E010102PODL **Title:** Read the Preamble of the Indian Constitution, and understand and analyze its basic ideas of Justice, Equality, Liberty, and Fraternity. Prepare a report and present what you have conceptualized.			
Credit: 2	**CIA: 15**	**ESE: 10**	**Max. Marks: 25**
Blocks	**Units**		
Block I Indian Constitution: General Orientation	**Unit 1:** IndianConstitution:Introductionand Background.		
Block II Indian Constitution: Formulation	**Unit 2:** ConstituentAssemblyandTimelineof FormationofIndianConstitution.		
Block III Indian Constitution: Articles and its Interpretation	**Unit 3:** ImportantArticlesof the IndianConstitution		
Course Outcomes: the students will be able to - • Develop a stronger orientation toward research • Conceptualize the basic elements of the Indian Constitution			
SuggestedReadings: • *https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text* • प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स			

BA 1st Year, Semester: II Course I (Theory)			
CoreCourse:E010201TODL, **Title:** Development and Challenges of the Indian Education System			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I AncientEducationSystem	**Unit 1:Vedic and Buddhist Period:** Main Characteristics, Aims of Education, Merits, and Demerits of Education System, Contribution to Modern Indian Education. **Unit 2:** Viewpoints of Travelers Towards Ancient Indian System.		
Block II Educationin the MedievalPeriod	**Unit 1:** Main Characteristics and Aims of Education. **Unit 2:** Merits and Demerits of the Education System. **Unit 3:** Contribution to Modern Indian Education.		
Block III EducationinColonial and Post-Independent Era	**Unit 1:** Colonial Era: Charter Act of 1813 to 1833 and Oriental Occidental Dispute, MacAulay Minute Filtration Theory, Wood Dispatch **Unit 2:** Colonial Era: Hunter Commission, Indian University Commission Gokhale Bill, Sadler Commission, Wardha Yojna **Unit 3:** Radha Krishna Ayog Commission, Mudaliar Commission, Kothari Commission **Unit 4:** National Policy of Education 1986, 1992 and 2020		
Block IV Problems of Education at Different Levels	**Unit 1: PreprimaryEducation;** Unsatisfactory Conditions of Preprimary Schools, Training of Preprimary Teachers. **Unit 2: PreprimaryEducation;**Unavailability of Teaching Material, Loopholes of Supervision and Administration, Problem of Uniformity, **Unit 3: Elementary and SecondaryEducation;** Problems of Access and Equity, Problems of Multilingualism, Child's Home Language and the Language of School- Classroom, Textbooks, etc. **Unit 4: Elementary and SecondaryEducation;** Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus. Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF. Problems due to the Cyber World and IncreasingStress.		
Block V ProblemsOfHigherEducation	**Unit1:** Problems of Access - Gender (Masculine, Feminine, and Transgender) and Caste, Class, Religion, Region. **Unit 2:** Problem of Over-emphasis on the Examination System in India, Information Explosion and its Validation. **Unit 3:** Problem-related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition.		

Course Outcomes: the students will be able to -

- Understand the development of Indian Education during different ages,
- Analyze the trends of Education running in the different educational systems.
- Narrate the major contributions of Indian Educational Heritage in the different fields of study.
- Discuss the views of foreign travelers about Indian cultural and educational heritage.
- Identify the problems of Indian education at different levels of education.
- Assess the root cause of challenges faced by Indian education system.

SuggestedReadings:

- चैबेएस.पी., भारतीयशिक्षाकाइतिहास।
- जौहरीएवंपाठक, भारतीयशिक्षाकाइतिहास, विनोदपुस्तकमंदिर, आगरा।
- अग्निहोत्रीआर. आधुनिकभारतीयशिक्षाःसमस्याएंऔरसमाधान, राजस्थानहिन्दीग्रंथअकादमी, 1994।
- पांडेयआर.एस., शिक्षाकीसमसामयिकसमस्याएं, विनोदपुस्तकमंदिर, आगरा।
- https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u
- Altekar A. S. Education in Ancient India. Varanasi, Nandkishore& Brothers. 1963
- Bakshi S.R.& Mahajan, L.Encyclopedic History of Indian Culture and Religion:Education in ancient India, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. Access to Elementary Education: Analytical Overview, New Delhi: OUP. 2011
- Human Development Report retrieved from http://hdr.undp.org/en/reports/
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. Ancient Indian Education: Brahamanic and Buddhist. Delhi, MotilalBanarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Singh, Bhanu Pratap, Aims of Education in India: Vedic, Buddhist, Medieval, Bristish and Post-Independence, Delhi, Ajanta Publications. 1990

BA 1st Year, Semester: II Course II (Practical)			
CoreCourse:E010202PODL **Title:** Prepare a profile of any School(Class6th-12th)Government/aided/Private			
Credit: 2	**CIA: 15**	**ESE: 10**	**Max. Marks: 25**
Blocks	**Units**		
Block I School Profile: General Orientation	**Unit 1:** School:NeedandImportance		
Block II Types of Schools	**Unit 2:** TypesofSchoolsonAccountofAdministration		
Block III School: Creation and Development	**Unit 3:** Whatis a schoolprofileandhowtocreateit?		
Course Outcomes: the students will be able to - • Develop a stronger orientation towards research • Conceptualize the school profile preparation.			
SuggestedReadings: • *https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text* • प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स			

BA 2nd Year, Semester: III Course I (Theory)			
CoreCourse:E010301TODL, **Title:** Philosophical- Sociological-Political-Economic Perspectives of Education			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I EducationAndPhilosophy	**Unit 1:** Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. **Unit 2:** Branches of Philosophy and Education.		
Block II AncientIndian & Western Philosophies	**Unit 1:** Ancient Indian Philosophies; Vedant. Bhagavad Geeta. **Unit 2:** Idealism, Naturalism, Pragmatism		
Block III ProminentEducational Thinkers	**Unit 1:** Indian:Mahatma Gandhi, Swami Vivekanand., B.R. Ambedkar. **Unit 2:** Rousseau, Dewey.		
Block IV Society, School, and Education	**Unit 1:** Indian Society; Pluralism and Diversity in Indian Society. Social Stratification of Indian Society: Caste, Class, Gender. **Unit 2:** School as Social Organization, Social Change and Education, Social Mobility and Education		
Block V PoliticalPerspectivesofEducation	**Unit 1:** Fundamental Rights **Unit 2:** Fundamental Duties **Unit 3:** Directive Principles of State Policy		
Block VI Economic PerspectivesofEducation	**Unit 1:** Education as a Development Indicator. **Unit 2:** Education for Sustainable Development **Unit 3:** UN Millennium development goals VS Sustainable development goals.		

Course Outcomes: the students will be able to -

- Define Education and Philosophy.
- Explain the difference between Darshan and Philosophy.
- Identify significant features of the Indian and Western philosophies.
- Illustrate the relevance of the Indian and Western philosophical for moderneducational system and society.
- Compare the Indian and Western Philosophical thoughts.
- Define pluralism and diversity in Indian society.
- Relate Education with Political and Economic issues.
- Distinguish between Fundamental Rights and duties.
- Value role of Education for Sustainable Development

SuggestedReadings:

- कमरके. शिक्षाऔरज्ञान, दिल्ली, ग्रंथशिल्पी, 2002।

- सलूजासीके., शिक्षादर्शन, हिंदीमाध्यमकार्यान्वयननिदेशालय, नईदिल्ली।
- धंकरआर. शिक्षाऔरसमाज, हरियाणा, आधारप्रकाशन, 2006।
- ओडएल.के, शिक्षाकीदार्शनिकपृष्ठभूमि, राजस्थानहिन्दीग्रंथअकादमी, 1994।
- पांडेयके.पी., शिक्षाकेदार्शनिकएवंसामाजिकआधार, वाराणसीविश्वविद्यालय, प्रकाशन।
- Archer,M.S.*SocialOriginsofEducationalSystems,*NewDelhi:Sage.1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education,* New Jersey:PrenticeHall Inc.,Englewood Cliffs.12Hours.1962
- Cohen,B.*EducationalThought:AnIntroduction.*Macmillan,Britain.1969
- Dewey, J. *The School and Society.* Chicago, The University of Chicago Press.1915
- Durkheim,E.*EducationandSociology.*NewYork:TheFreePress.1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education.* Delhi: SahityaChayan.1994
- Freire,P.*PedagogyoftheOppressed.*London,PenguinBooks.N.p.1970
- Kneller, G.F. *Foundations of Education.* London and New York, John Wileyand Sons,Inc. 1963
- *Kumar,K.ThePoliticalAgendaofEducation:AStudyofColonialistandnationalist Ideas.*NewDelhi,SagePublications.1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education.* New Delhi,ChanakyaPublications.1985
- Shukla, S. C. and Kaul, R. (eds.)*Education, Development andUnderdevelopment,*NewDelhi: Sage.1998

BA 2nd Year, Semester: III Course II (Practical)			
CoreCourse:E010302PODL **Title:** Review a book written by prominent educational thinkers included in the Course I			
Credit: 2	**CIA: 15**	**ESE: 10**	**Max. Marks: 25**
Blocks	**Units**		
Block I Book Review: General Orientation	**Unit 1:** What is Book review?		
Block II Indian Thinkers	**Unit 2:** Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.		
Block III Western Thinkers	**Unit 3:** Introduction and the discussion of the books written by Rousseau and Dewey		
Course Outcomes: • Develop a stronger orientation toward research • Understand the concept of Book review.			
SuggestedReadings: • *https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text* • प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स			

BA 2nd Year, Semester: IV Course I (Theory)			
CoreCourse:E010401TODL, **Title:** Psychological Perspectives of Education			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I EducationAndPsychology	**Unit 1:**Psychology: Concepts and Scopes **Unit 2:**Relations of Education and Psychology **Unit 3:** Importance of Educational Psychology **Unit 4:**Methods of Studying Educational Psychology		
Block II The Process of Development	**Unit 1:Development:** Meaning, Nature and Concept **Unit 2:**Growth and Development **Unit 3:** Stages of Development **Unit 4:Forms of Development:** Physical, Mental, Emotional, Social, Motor Development, Language Development		
Block III Understanding Learning	**Unit 1:** Learning: Meaning, Nature, and Factors, Various Learning Styles **Unit 2:** Learning Theories: Pavlov's ClassicalConditioning Theory, Skinner's OperantConditioning Theory, Thorndike's Trial andError Theory, Gestalt Theory and theirEducational Implications **Unit 3:** Transfer of Learning and its Classroom implications		
Block IV Foundations of Behaviors	**Unit 1:**Sensation, Perception, and Concept Formation **Unit 2:**Instincts, Motivation, Memory, Attention and Interest **Unit 3:** Thinking, Reasoning and Imagination **Unit 4:** Habit & Fatigue		
Block V Individual Differences	**Unit 1:** Individual Differences: Meaning, Types, and Causes of IndividualDifferences, Individual Differences and Education **Unit 2:** Children with Special Needs: Mentally Retarted, Gifted Children, Divyang (Handicapped)		
Block VI Mental Health & Adjustment	**Unit 1:** Mental Health: Concept and Need, Affecting Factors of Mental Health, Mental Health and Education **Unit 2:**Adjustment: Meaning and Process		

Course Outcomes: the students will be able to -

- ●Define Education and Psychology.
- ● Relate Education and Psychology
- ● Compare characteristics and needs of different stages of development.
- ● Name different approaches of learning.
- ● Distinguish between different psychological traits.
- ● Identify Individual Differences.
- ●Examine the importance of Mental Health.
- ●Illustrate the Teaching Learning Process.

Suggested Readings:

- Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishinghouse
- Bhatnagar Suresh (n.d.). *Advanced Educational Psychology,* Lal Book Depot,Meerut.
- Bigge, Morris. L (1971). *Learning theories for teachers.* New York: Harper&Row.
- Chauhan S.S. (1978). *Advanced educational psychology.* Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology.* New Delhi, Deep& DeepPublications.
- *Dececco John, P. The Psychology of Learning and Instruction. New Delhi,Prentice Hall of India. 1968*
- Hilgand, E.R. &Bower, S.H., (1975). *Theories of Learning.* Englewood CliffsNew Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.* NewDelhi, Tata McGraw-Hill Publishing Co. Ltd.
- *Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir. 1986*
- Mazur, J.E. (1994). *Learning and behaviour.* Englewood Cliffs. New Jersey;Prentice Hall.
- Rani, A. (2011). *Psychology of learning Behavior.* New Delhi, Centrum Press.

<table>
<tr><td colspan="4">BA 2nd Year, Semester: IV
Course II (Practical)</td></tr>
<tr><td colspan="4">CoreCourse:E010402PODL, Title: Case study of a Special Child</td></tr>
<tr><td>Credit: 2</td><td>CIA: 15</td><td>ESE: 10</td><td>Max. Marks: 25</td></tr>
<tr><td>Blocks</td><td colspan="3">Units</td></tr>
<tr><td>Block
I
Case Study: General Orientation</td><td colspan="3">Unit 1:What is a Case Study? And its steps</td></tr>
<tr><td>Block
II
Special Children</td><td colspan="3">Unit 2 Special Children: Types and characteristics</td></tr>
<tr><td colspan="4">Course Outcomes: the students will be able to -
• Develop an stronger orientation towards research
• Identify the different special children.
• Prepare a case study.</td></tr>
<tr><td colspan="4">SuggestedReadings:
• Dash M. (1994). Educational Psychology. New Delhi, Deep& Deep Publications.
• Hurlock, E. B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</td></tr>
</table>

BA 3rd Year, Semester: V Course I (Theory)			
CoreCourse:E010501TODL, **Title:** Educational Assessment			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I Basics of Assessment	**Unit 1:Assessment, Measurement, Evaluation:**Concept, Features and Difference **Unit 2:**Physical ***vs*** Psychological Measurements **Unit 3:** Continuous and Comprehensive Education: Meaning, Aims and Aspects		
Block II Test and Norms	**Unit 1:Achievement Tests:**Meaning, Aims and Types, Subjective *vs* Objective tests, **Unit 2:**Characteristics of a Good Test **Unit 3:Norms:** Meaning and Significance, Marks ***vs*** Grades, Credit System		
Block III Intelligence & its Measurement	**Unit 1:Intelligence:** Meaning, Nature, and Factors Affecting Intelligence **Unit 2:EmotionalIntelligence:** Meaning, Nature & Importance **Unit 3:Measurement ofIntelligence:** Various Classifications; Verbal-Nor Verbal, Individual and Group Test		
Block IV Personality	**Unit 1:**Personality: Meaning, Nature & Concept **Unit 2:**Types of Personality **Unit 3:** Theories of Personality		
Block V Assessment of Personality	**Unit 1:** Objective Technique **Unit 2:** Subjective Technique **Unit 3:** Projective Technique		
Block VI Aptitude and its Measurement	**Unit 1:** Aptitude: Meaning, Concept, Types & Characteristics **Unit 2:**Measurement of Aptitude		

Course Outcomes: the students will be able to -

- Define assessment measurement and evaluation.
- Enumerate and Illustrate Characteristics of a good test.
- Classify different psychological tests.
- Test Intelligence/Personality/Aptitude of a subject.

Suggested Readings:

- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc.1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*
- *Norris, N. Understanding Educational Evaluation, Kogan Page Ltd. 1990*
- *Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychologyand Education. New York, Johan Wiley and Sons Inc. 1969*
- *Secolsky,C. Handbook on Measurement and Evaluation in Higher Education. U.K. Routledge. 2011*
- *Sindhu,K.S. New approaches to measurement and evaluation, New Delhi, Sterling Publication. 2007*
- *Singh, H.S. Modern educational testing. New Delhi: Sterling Publication. 1974*

BA 3rd Year, Semester: V Course II (Theory)			
CoreCourse:E010502TODL, **Title:** Educational Statistics			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I An Introduction to Statistics	**Unit 1:**History of Statistics **Unit 2:**Definition and Need of Statistics **Unit 3:**Types of Statistics **Unit 4:** Symbols in Statistics		
Block II Data Organization & Presentation	**Unit 1:Organization of Data:**Simple array, Frequency array, Frequency Distribution **Unit 2:Class Interval:** Inclusive and Exclusive **Unit 3: Graphical Presentation:** Bar Diagram, Histogram and Pie Chart		
Block III Measures of Central Tendency and Relative Positions	**Unit 1:Central Tendency:** Definition, Uses, Computation of; Mean,Median, Mode **Unit 2:Relative Position:** Concept of Relative Position, Percentile Rank, Percentile		
Block IV Measures of Variability	**Unit 1:Range:** Definition, Uses and Computation **Unit 2:Quartile Deviation:** Definition, Uses and Computation **Unit 3:Mean Deviation:** Definition, Uses and Computation **Unit 4:Standard Deviation:** Definition, Uses and Computation		
Block V Correlation	**Unit 1:Correlation:** Meaning, Uses and Types **Unit 2:Spearman's Rank Difference Method:** Uses and Computation **Unit 3:Karl Pearson's Product Moment Method:**Uses and Computation		

Course Outcomes: the students will be able to -

- Define Statistical terms.
- Prepare graphical charts.
- Interpret the results various operations of statistics.
- Survey and collect data.
- Analyze the data with Suitable Statistical methods.

Suggested Readings:

- Agresti& Finlay, *Statistical Methods for the Social Sciences.* New Jersey, Prentice Hall. 2010
- Garret H.E., Psychological Tests, Methods, and ResultsNabu Press, 2011.
- Garret H.E., Statistics in Psychology and Education, Paragon International Publishers, 2005(Hindi& English)
- Ott and Longnecker. Statistical methods and data analysis. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH *& Co. 2012*
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences.* Boston, Allyn and Bacon. 1988

BA 3rd Year, Semester: V Course III (Practical)			
CoreCourse:E010503PODL, **Title:** Administration and Interpretationof Score of a psychological test-Achievement/Intelligence/Personality/Aptitude			
Credit: 2	**CIA: 15**	**ESE: 10**	**Max. Marks: 25**
Blocks	**Units**		
Block I Psychological Tests: General Orientation	**Unit 1:**Psychological Test: Types and Utility for Guidance and Counselling		
Block II Psychological Tests: Administration	**Unit 2:** How to administer and Interpret score of Achievement/Intelligence/ Personality/Aptitude		
Course Outcomes: the students will be able to - • Develop a stronger orientation towards research • Understand and Administer different Psychological Tests			
SuggestedReadings: • Dash M. (1994). *Educational Psychology.* New Delhi, Deep& Deep Publications. • Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.* New Delhi, Tata McGraw-Hill Publishing Co. Ltd.			

<table>
<tr><td colspan="4">BA 3rd Year, Semester: V
Course IV (Practical)</td></tr>
<tr><td colspan="4">CoreCourse:E010501RODL, Title: Research Project Proposal</td></tr>
<tr><td>Credit: 3</td><td>CIA: 50</td><td>ESE: 50</td><td>Max. Marks: 100</td></tr>
<tr><td>Blocks</td><td colspan="3">Units/Topics</td></tr>
<tr><td>Block
I
Research Project Proposal:
General Orientation</td><td colspan="3">Unit 1:Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.
OR
Visit to any type of University:
A. It’s profile preparation.
B. Report on its administrative structure.</td></tr>
<tr><td colspan="4">Course Outcomes:the students will be able to -
• Develop a stronger orientation toward research
• Understand the basics of research
• Develop an attitude toward research
• Collect and analyze data.</td></tr>
<tr><td colspan="4">SuggestedReadings:
• Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976</td></tr>
</table>

BA 3rd Year, Semester: VI Course I (Theory)			
CoreCourse:E010601TODL, **Title:** Educational Administration and Management			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I Educational Organization, Administration & Functions	**Unit 1:Educational Organization:**Meaning and Types Characteristics **Unit 2:Educational Administration:**Meaning, Concept, and Types of EducationalAdministration, Administration ***vs*** Management, Principles of Educational Administration, Administrative Skills **Unit 3:** POSDCoRB		
Block II Development of Educational Administration & Management	**Unit 1:**Classical School **Unit 2:**New Classical School **Unit 3:** New Management		
Block III Educational Planning & Leadership	**Unit 1:Educational Planning:** Meaning and Nature of Educational Planning, Approaches of Educational Planning **Unit 2:Leadership:** Meaning, Nature, and Styles of Leadership **Unit 3:** Centralization ***vs*** Decentralization **Unit 4:** Decision Making		
Block IV Educational Finance & Supervision	**Unit 1:Educational Finance:** Need, Significance and Sources **Unit 2:Educational Supervision:** Meaning, Nature and Types, Inspection vs Supervision		

Course Outcomes: the students will be able to -

- Describe different Educational Organizations.
- Compare Administration, Management and Supervision.
- Differentiate between inspection and supervision.

Suggested Readings:

- Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management(n.p.).
- Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag,
- Sharma, R.A. (n.d.). Education Administration and Management. Meerut, LoyalBook Depot.
- Sukhiya, S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwalpublication.
- http://mhrd.gov.in/school-education
- http://mhıd.gov.in/schemes-1

BA 3rd Year, Semester: VI Course II (Theory)			
CoreCourse:E010602TODL, **Title:** Milestones and New Dimensions of IndianEducation			
Credit: 4	**CIA: 25**	**ESE: 75**	**Max. Marks: 100**
Blocks	**Units**		
Block I Programs, Schemes, and Institutions	**Unit 1:Programmes:**RTE, NMEICT, PMMMNMTT **Unit 2:Schemes:**Mid-day Meal, ICDS, SSA, RMSA, RUSA **Unit 3:Institutes:**Shanti Niketan, Chitrakoot Gramodaya Vishwavidyalaya, Pondicherry Ashram, Navodaya Vidyalaya		
Block II Technology, Initiatives & Innovations	**Unit 1:ICT:** Meaning, Type, Concept, Needs and Approaches **Unit 2: Computers and Internet** **Unit 3:Initiatives:** EDUSAT, EDUCOM, MOOCS, SWAYAM OERs, e-journals and e-Magazines, NAD, NIRF, e-Pathshala.		
Block III Social & Cultural Trends in Education	**Unit 1:Social Trends:** Inclusion, Human Rights, Values and Morals, Women Empowerment **Unit 2:Cultural Trends:** Social Media, Demographic Changes, Globalization and Peace		
Block IV Environment and Education	**Unit 1:Environment:**Environment and Ecosystems, Environmental Pollution, Ozone layer depletion, Greenhouse effect, Global Warming. **Unit 2: Environment and Education:**Environmental Education: Concept, Aims andImportance, Awareness towards Environmental Issues, Conservation of Natural Resources andUtilization of Non-Conventional Resources		

Course Outcomes: the students will be able to -

- List and differentiate the different education programs and schemes.
- Use MOOCs and SWAYAM.
- Collect and use material from OERs.
- Review e-journals and e-magazines.

Suggested Readings:

- *Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education anddevelopment. New Delhi, New Concepts. 1996*
- *Aggarwal J.C. Essentials of Educational Technology - Learning Innovations.New Delhi, Vikas Publications. 1995*
- *Kumar, K.L. Educational Technology, New Delhi, New Age International (P)Ltd. Publishers. 2000*
- *Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVYPub. 2007*
- *Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989*
- *Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamalpublications. 2001*
- *Sampath, K. et. Al. Introduction to Educational Technology, New Delhi,Sterling Publishers. 1998*
- *Sharma, B. L., &Maheswari, B. K. Education for environmental and humanvalue. Meerut, R.Lall Books Depot. 2008*
- *Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing2009*
- *Corporation. Underwood, Jean D.M., and Underwood, G. Computers andlearning - helping children acquire thinking skills, Oxford, Basil Blackwell.1990*

BA 3rd Year, Semester: VI Course III (Practical)			
CoreCourse:E010603PODL **Title: I.** Visit to an Anganwadi Centre andreport preparation. **II.** Write and submit an article on any trendingSocio-Cultural-Environmental Issue			
Credit: 2	**CIA: 15**	**ESE: 10**	**Max. Marks: 25**
Blocks	**Units**		
Block I ICDS: General Orientation	**Unit 1:**ICDS (Integrated Child Development Services): Introduction		
Block II Anganwadi	**Unit 2:** Anganwadi: Introduction, Structure, Supervision, Utility, Challenges		
Block III Writing Articles: General Orientation	**Unit 3:** How to write an article: steps and ethics		
Block IV Review of Related Literature	**Unit 4:** Sources of literature and their usage		

Course Outcomes: the students will be able to -

- Develop a stronger orientation towards research.
- Understand and Conceptualize ICDS and Anganwadi.
- Understand current issues and write an article.

<table>
<tr><th colspan="4">BA 3rd Year, Semester: V
Course IV (Practical)</th></tr>
<tr><td colspan="4">CoreCourse:E010601RODL, Title: Research Project Proposal</td></tr>
<tr><td>Credit: 3</td><td>CIA: 50</td><td>ESE: 50</td><td>Max. Marks: 100</td></tr>
<tr><td>Blocks</td><td colspan="3">Units/Topics</td></tr>
<tr><td>Block
I
Research Project Proposal:
General Orientation</td><td colspan="3">Unit 1:Visit any Distance Education center. Interview its Administrator and five students. Compare the Distance Education and Regular Education and prepare a report.
OR
For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child..</td></tr>
<tr><td colspan="4">Course Outcomes: the students will be able to -
• Develop an stronger orientation towards research
• Understand Basic methods of research and different research tools</td></tr>
<tr><td colspan="4">SuggestedReadings:
• Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976
• NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</td></tr>
</table>

ECONOMICS

B.A. (Economics)
Semester: I Paper -1

Core Course: A080101TODL Principles of Micro-Economic

Credit:6	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- The students are familiarized with basic concepts of microeconomics such as laws of demand and supply and elasticity etc so that he/she can comprehend them & familiarize with day today happenings.
- The students learn and understand the concepts of consumer behaviour like cardinal utility and ordinal utility analysis.
- The students learn and understand application of Indifference curve analysis in deriving demand curves, price effect, income effect and substitution effect.
- The students learn and understand the Theory pf production-iso-quants, laws of returns to scale, law of variable proportion.
- The students learn, understand and compare between the Traditional and modern theory of cost.
- Demonstrate an understanding, usage and application of basic economic principles.
- Describe and apply the methods for analysing consumer behaviour through demand and supply, elasticity and marginal utility.
- To analyze the behavioural patterns of different economic agents regarding profit, price, cost etc.
- The decision-making process in different market situations such as perfect competition, monopolistic competition, monopoly and oligopoly markets.
- To deal with the advance theoretical issues and their practical applications of distribution theories.
- General equilibrium, economic efficiency and market failure.

Blocks	**Units**
Block-1: Utility Demand analysis	**Unit-1**: Introduction of Micro-economics and Problem of Scarcity , opportunity cost; production possibility frontier; economic systems **Unit-2**: Demand and Supply :law of demand. determinants of demand, shifts of demand versus movements along a demand curve. market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities. **Unit-3:** Consumer Theory: Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint. Theory of Revealed Preference
Block-2: Cost and Production	**Unit-1:**Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition **Unit-2:** Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long **run** adjustments. **Unit-3:**a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency
Block-3: Market Structure	**Unit-1:** Perfect Competition: Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition.

	Unit-2: Monopolistic Competition: Assumptions, SR& LR price and output determinations under monopolistic competition, economic efficiency and resource allocation. **Unit-3**: Monopoly competition: short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly **Unit-4:** oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government. Markets and Market Failure Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.
Block-4: Input Market and Welfare Economics	**Unit-1:** Input markets: demand for inputs; labour markets, land markets, profit maximization condition in input markets, Input demand curves, distribution of Income. **Unit-2:** Welfare Economics: Concept & Definition of Welfare Economics. Normative & PositiveEconomics. Concepts of Social Welfare. Role of Value Judgment in Welfare Economics. Individual & Social Welfare. Pareto Optimality, Conditions of Pareto Optimality. New Welfare Economics: Kaldor-Hicks Welfare Criterion. Scitovsky Paradox & Scitovsky's Double Criterion. Grand Utility Possibility Frontier. Social

Suggested Reading

- Ahuja ,H.L(2013) : Advanced Economic Theory", S.Chand& Company. Shastri,Rahul.A (1999): Microeconomics", Orient Blackswan.
- Ahuja, H.L (2012) : UcchatarArthikSiddhant", S.Chand& Company, New Delhi.
- Dwivedi, D.N (2011) :Microeconomics-Theory & Applications", Pearson.
- Lal, S.N (2013):ArthshastraKeSiddhant", Shiva Publishing House, Allahabad.
- Seth, M.L (2012) : ArthshastraKeSiddhant", Laxmi Narayan Publications, Agra
- Lipsey, Richard & Chrystal, Alec (2011): Economics", Oxford University Press Publications, New Delhi.
- Pindyck, Robert. S., Rubinfield. Daniel. L., Mehta. Prem. L (2009): Microeconomics", Pear son.
- Salvatore, Dominic (2010) : Principles of Microeconomics", Oxford University Press Publications, New Delhi.
- Samuelson, Paul. A& Nordhaus, William. D (2010): Economics", Tata McGraw Hill.
- Koutsoyiannis, A (2008) (2nded): Modern Microeconomics", Macmillan.
- Stonier, A.W & Hague. Douglas. C (2003) (5th ed.): A Text Book of Economic Theo', Pearson.

B.A. (Economics) Semester: II Paper -1			
Core Course: A080201TODL (Principles of Macro-Economic)			
Credit:6	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- Students are able to explain national income, comprehend calculation methods of national income, and concepts related to national income.
- Students are able to comprehend classical theory of employment and the Keynesian approach.
- Students are able to comprehend the concept of multiplier and it's working.
- Students are able to understand the relationship between inflation and employment.
- Students are able to relate factors determining national income such as consumption, saving and investment.
- Students are able to analyse different phases of trade cycle, demonstrate various trade cycle theories, understand the impact of cyclical fluctuation on the growth of business, and lay policies to control trade cycle.

Blocks	Units
Block-1: National Income	**Unit-1:**: What is macroeconomics? Macroeconomic issues in an economy. Macro vs. Micro Economics, Limitations of Macroeconomics; Introduction to National Income. Concepts of GDP. **Unit-2:** : National Income Accounting: Concepts.,Measurement of National Income: Income, expenditure, product or Value added methods and related aggregates: nominal and real Income; limitations **Unit-3:** Circular Flow of Income and expenditure in tow, three, and four-sector economy, National Income and Economic Welfare; Green Accounting.
Block-2: Theory of Employment.	**Unit-1:** Classical Theory of Employment. **Unit-2:** Aggregate Demand and Aggregate Supply Functions; The Principle of Effective Demand Marginal Propensity to Consume; Factors Influencing Consumption Spending.
Block-3: Savings and Investment	**Unit-1**: The Investment Multiplier and its Effectiveness in LDCs **Unit-2:** Mono Theory of investment - Autonomous and Induced Investment **Unit-3:** Marginal Efficiency of Capital; Savings and Investment - Ex Post and Ex Ante, Equality and Equilibrium. **Unit-4:** Principle of Accelerator.
Block-4: IS-LM & Inflation	**Unit-1:** IS-LM Analysis: Derivations of the IS and LM functions **Unit-2:** IS-LM and aggregate demand; shifts in the AD curve. **Unit-3:** Inflation and Unemployment Concept of inflation; determinants of inflation; **Unit-4:** Phillips Curve in short run and long run.

Suggested Readings:

- Ackley.G (1976) : Macroeconomics: Theory And Policy, Macmillan, New York.
- Ahuja. H.L (2012) : Macroeconomics: Theory and Policy , S. Chand &Company, New Delhi.
- Almja, H.L (2012) : SamastiArthshastra , S. Chand &Company, New Delhi.
- Lal, S.N (2012) : SainastibhaviVisleshan , Shiva Publishing House, Allahabad.
- Branson, W.A (1989) : Macroeconomics Theory And Policy, Harper & Row.
- D.L. (1969) : Advanced Macroeconomics, McGraw Hill, New York.
- Dombusch, Rudiger&startz. Richard (2012): Macroeconomics, Tata McGraw Hill Education.
- Dwivedi, D.N (2010) : Macroeconomics: Theory and Policy , Tata McGraw Hill Education.
- Gupta. R.D. & Rana, A.S. (2009) : Keynes post-Keynesian Economics, Kalyant Publishers, New Delhi
- Hansen A.H (1953) : A Guide To Keynes, McGraw Hill.
- Jhingan, M.L (2010): Macroeconomics , Vrinda Publications. New Delhi.
- Jhingan, M.L (2012) : SamastiArthshastra , Vrinda Publications, New Delhi.
- Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Sikdar, Saumyen (2011) : Principles of Macroeconomics , Oxford University Press, New Delhi.
- Surrev. M.J.C (1976) : Macroeconomic Themes, Oxford University Press. Romer.

B.A. (Economics) Semester: III Paper -1			
Core Course: A080301TODL (History of Economic Thought)			
Credit:6	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved overtime.
- Introducing students to the critical comparison of the contributions of the main schools of economics.
- To introduce & highlight before the students about Indian Economic Thinkers and their valuable contribution in th field of Economics.
- The classical, the marginalize revolution and its application to the theories of general and partial equilibrium. the current macroeconomic debate between the neo-classical and the Keynesian School.

Blocks	Units
Block-1:	**Unit-1:** Katutilya, Dada Bhai Naoroji, RC Dut, BR Ambedkar, RM Lohia, Gandhian Economic. **Unit-2:** Pt. DeenDayalUpadhyay, J.K. Mehta, A K Sen, Bhagwati.
Block-2:	**Unit-1:** Early Period: Economic thought of Plato and Aristotle Doctrines of Just Cost and Just Price. **Unit-2:** Mercantilism: Main Characteristics; Thomas Munn-Physiocracy Natural Order, Primary of Agriculture, Social Classes, Tableau Economiqu, Taxation, Turgot-Economic Ideas of Petty, Locke and Hume.
Block-3:	**Unit-1**: Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, **Unit-2:** Views on Trade, David Ricardo, Distribution, Ideas on International Trade; Thomas R. Malthus, Theory of Gluts **Unit-3:** German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, **Unit-4:** Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill.
Block-4:	**Unit-1:** Marshall as a Great Synthesizer: Role of Time in Price Determination, **Unit-2:** Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter. **Unit-3:** The Precursors of Marginalism, Cournot, Gossen **Unit-4:** The Marginalist Revolution: Jevons, Walras and Menger - Bohm-Bawark, Wicksell and Fisher; Economic Ideas of Wicksteed and Weiser

Suggested Reading

- Bhatia, FLL : History of Economic Thought ,Vikash Publishing House.
- Blackhouse, R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
- Ganguli, B.N (1977) : Indian Economic Thought ; A 19th Century Perspective, Tata Mcgraw Hill.
- Hajela.T.N (2011) : AarthikVicharonKaItihas , Ane Books.
- Hajela, T.N (2011): History of Economic Thought , Ane Books.
- Hunt, E.K &Lautzenheiser, Mark (2011): History of Economic Thought: A Critical Perspective, Phi Learning.
- Jhingan, M.L (2008): AarthikVicharonKaItihas , Vrinda Publications, New Delhi.
- Kautilya (1992), The Arthashastra, Translated And Introduced By L.N. Rangarajan, Penguin Books.
- Loknathan, V (2009) : History of Economic Thought , S.Chand& Company.
- Roll, Eric : History of Economic Thought, Faber.
- Schumpeter, J.A(1954): History of Economic Analysis, Oxford University Press, New York.
- Sinha, V.C (2011) : AarthikVicharonKaItihas , Mayur Publication
- Staley, Charles. E, "A History of Economic Thought: From Aristole To Arrow", Blackwell Publishing.

B.A. (Economics)

Semester: IV Paper -1

Core Course: A080401T :(Money, Banking and Public Finance)

Credit:6	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcomes:

- Understand simple concepts related with monetary economic and banking theory.
- Correlate and apply to current & key models and concepts of monetary economics and banking theory.
- Appreciate the potential importance of monetary phenomenon in the economy.
- Understand the sources of finance both public and private.
- Demonstrate the role of government to correct market failures and possible advantage of public financing.
- Understand the possible burden, benefits and distribution of various types of taxes among various classes of people, know the general trend and impact on general welfare and arouse them to suggest good and bad tax system.

Blocks	**Units**
Block-1: Money	**Unit 1:** Money and Value of Money- Meaning, functions and classification;Gresham's Law. **Unit 2:** Role of Money in Capitalist, Socialist and Mixed Economies; Monetary Standards- Metallic and Paper Systems of Note Issue **Unit 3:** Quantity Theory of Money- Cash Transaction and Cash Balance Approaches: The Keynesian Approach. **Unit 4:** Supply of Money: Definitions- Determinants of Money Supply- High Powered Money and Money Multiplier- Indian Currency system.
Block-2: Banking	**Unit 1:** Commercial Banking: Meaning and types; Functions of Commercial Banks: The process of Credit Creation – Purpose and Limitations: Liabilities and Assets of banks; Evolution of Commercial Banking in India after Independence; A Critical Appraisal of the Progress of Commercial Banking after Nationalization; Recent Reforms in Banking Sector in India. **Unit 2:** Functions of a Central Bank; Quantitative and Qualitative Methods of Credit Control- Bank Rate Policy, Open Market Operations, Variable Reserve Ratio and Selective Methods; Role and Functions of the Reserve Bank of India; Objectives and Limitations of Monetary Policy with Special Reference to India.
Block-3: Public Finance	**Unit 1:** Nature and Scope of Public Finance: Meeting and Scope of Public Finance: Distinction between Private and Public Finance; Public Goods Vs. Private Goods; The Principle of Maximum Social Advantage; Market Failure; Role of the Government **Unit 2:** Public Expenditure: Meaning, Classification and Principle of Public Expenditure; Canons and Effects of Public Expenditure; Trends in Public Expenditure and Causes of Growth of Public Expenditure in India. **Unit 3:** Taxation: Sources of Public Revenue; Taxation- Meaning, Canons and Classification of Taxes; Division of Tax Burden- The Benefit and Ability-To-Pay Approaches; Impact and Incidence of Taxes; Taxable Capacity; Effects of Taxation; Characteristics of A Good Tax System.
Block-4: Fiscal Policy	**Unit 1:** Fiscal Policy: Components, Instruments, Objectives, Role of Fiscal Policy in Developed and Developing Countries, **Unit 2:** Budget Structure of the the Government of India, State Budget- Sources of Revenues and Expenditures **Unit 3:** Major Tax Reforms in India, Fiscal Federalism in India: Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of Local Bodies.

Suggested Readings:

- Bagchi, Amaresh (2005) : Readings in Public Finance, Oxford University Press.
- Cullis, John & Jones Phillip (2009) : Public Finance and Public Choice, Oxford University Press.
- Eyler, Robert (2009): Money and Banking-AN International Text, Routledge.
- Gupta, Janak Raj (2011): Public Economics in India Theory and Practice, Atlantic.
- Gupta, S.B. (2009): Monetary Economics-Institutions, Theory & Policy , S.Chand & Company, New Delhi.
- Head, J.C. (1974): Public Goods and Public Welfare, Durshan, NC, Duke University Press.
- Inge Kaul Pedro Conceicao (2006): The New Public Finance, Oxford University Press.
- Jhingan, M.L. (2012): Monetary Economics, Vrinda Publications, New Delhi.
- Jhingan, M.L. (2012): Maudrik Arthashastra, Vrinda Publications, New Delhi.
- Johnansen, Life (1965): Public Economics, Chicago: Rand Mcnally
- Khanna, Perminder (2005): Advanced Study in Money and Banking: Theory and Policy Relevance in the House, Allahabad

B.A. (Economics) Semester: V			
Core Course: A080501TODL : Economic Growth and Development			
Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcomes:

- Students should be able to comprehend the concept and meaning of economic growth and economic development.
- Students should be able to distinguish between economic growth and economic development.
- Students should be able to comprehend the issues and challenges in economic growth and development.
- Students should be able to comprehend and explain the concept of poverty and human development & the related concepts.
- Students should be familiar with the approaches to development.
- Students should be able to understand and explain the factors and variable of economic development.
- Students are able to understand how international factors facilitate and impede economic development.

Blocks	Units
Block-1: Economic Growth and Development	**Unit 1 :** Economic Growth and Development : Meaning and Measurement of Economic Growth and Development-Measuring Development and Development Gap, GDP, GNP, Per Capital Income, Factors affecting Economic growth and Development. **Unit 2:** Poverty :Concept of Poverty and Inequality, Vicious cycle of poverty, Lorenz Curve, Gini Coefficient Concept of human development, Human Development Index, Physical Quality of Life Index, Quality of Life Indices. Hunger Index. Happiness Index, Development and Sustainability, Concept of Sustainable Development. Millennium Development goals.
Block-2: Growth Model & Demography	**Unit 1** Growth Model **:**Lewis model of labour surplus economy, Rosentein Rodan's theory of Big Push, Nelson's level equilibrium trap, balanced vs Un-balanced growth, Rostow's stages of growth. Harrod and Domar Growth models **Unit 2 :**Demography :Theory of Demographic Transition, Population as Limits to Growth. The Concept of Inclusive Growth- with Reference to India, Market Failure and Government Failure, Food Security, Education, Health and Nutrition, Gender and Development.
Block-3: Development Models	**Unit 1:** Development & Underdevelopment: an Overview: The Characteristics and Explanations of Underdevelopment- Various Circle of Poverty, Circular Causation, Dualism-Social, Technological, Financial, Organizational, Model of Dual Economy, Lewis, Ranis-Fei, Jorgenson, Dependency Theories of Underdevelopment. **Unit 2:** Models of Technical Progress, Embodied and Disembodied Technical Progress, Neutral Technical Progress- Hicks, Harrod, Solow, Kaldor, Mirrlees, Technical Progress Function, Arrow's Learning by Doing Approach to Economic Growth.
Block-4: International Trade	**Unit 1:**Accumulation Endogenous growth, Intellectual capital, Role of Learning, Education and Research, Explanations of Cross country Differentials in Economic Growth, Information Paradigm-Stiglitz **Unit 2:International Trade**, Aid and Finance in the Development of Developing Countries- with special references to India. FDI & FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries-with Special Reference to India.

Suggested Readings:

- Barro, Robert J and Xavier Sala- I- Martin, Economic Growth, The MIT Press. Cambridge, Latest Edition.
- Basu, Kaushik (2010): Analytical Development Economics: The Less Developed Economy, Oxford University Press.
- Dasgupta, Dipankar: Growth Theory, Oxford University Press, 2007.
- Ghatak, S., An Introduction to Development Economics. Allen and Unwin London, Latest edition.
- Hayami, Y., Development Economics, Oxford University Press, New York, 2010 (5th Impression)
- Hayami, Yujiro & Godo, Yoshihisa (2005) : Development Economics: From the Poverty to the Wealth of Nations, Oxford University Press.
- Hendrik Van Den Berg, Economic Growth and Development, McGraw-Hill International Edititon, 2005
- Jhingan, M.L. (2013): Economics of Development and Planning, Vrinda Publications, New Delhi.
- Jhingan. M.L. (2013): Vikas ka Arthshastra Awam Niyojan, Vrinda Publications, New Delhi.
- Lal, S.N. (2012): Vikas Niyojan Awam Paryavaran, Shiva Publishing House, Allahabad.
- Lekhi, R.K. (2013): Economics of Development and Planning, Kalyani Publishers, New Delhi.
- Meier, G.M. , Leading Issues in Economics Development, Oxford University Press, New Delhi, Latest edition.
- Mishra, S.K & Puri, V.K (2012): Economics of Development and Planning, Himalaya Publishers, Mumbai
- Ray Debraj, Development Economics, Oxford University, Press, Latest Edition
- Singh, Kartar & Shishodia (2007): Environmental Economics, Theory and Applications, SageIndia.
- Singh, S.R. (2012): Environmental Economics, APH Publishing Corporation, Delhi.
- Somashekar, N.T: Development Economics, New Age Publication (Latest Edition)
- Taneja, M.L. & Myer, R.M. (2011): Arthshastra Ki Yojnaye Awam Vistaar, Visha Publishing Com pany, Jalandar (New Delhi).
- Thir1wall, A.P. , Growth and Development with Special Reference to Developing Economies, Macmillan, U.K., 1999.
- Todaro, Michael. P & Smith, Stephen. C (2011) : Economic Development, Pearson.

B.A. (Economics)
IIIrd Year

Course-I (Theory)Optional Paper
Semester: V

Code: A080502TODL (Environmental Economics)

Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcomes:

- Students should be familiar with the basic concepts of ecology environment and economy.
- Students to understand the solution to environment problems- the command and control approach, market based methods, tax tradable pollution permit, etc, carbon trading.
- Students should be familiar with the concept of Sustainable development, environment impact assessment CO 5 : Global and local environmental concerns.
- Students should be comprehend the Local Issues of Economic Bearing related to environment & development.
- Student should realize the importance and influence of environment on the economy including the quality of manpower.
- Students should realize the importance to make cleaner environment so as to achieve harmonious development.
- Students should comprehend that environmental problem is not the problem of a single country or region but a global problem/issue.
- Demonstrate an awareness of economic growth, issues in globalization and provide grounding in major growth strategies and development.

Blocks	**Units**
Block-1: Environmental Issues and Problems	**Unit 1:** Introduction: Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics: Pare optimality and market failure in the presence of externalities; property rights and other approaches. **Unit 2:** The Design and Implementation of Environmental Policy: Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.
Block-2: Environmental Valuation Methods and Applications	**Unit 1:** Environmental Valuation Methods and Applications: Valuation of non-market goods and services – theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. **Unit 2:** Sustainable Development: Concepts; measurement; perspectives from Indian experience.
Block-3: Externality	**Unit 1:** The Theory of Externality- Positive & Negative Externality; Public Goods; Private Goods; Public Bads; Market Failure and Pigouvian Solution- Pigouvian Tax; Coase's Theorem And Property Rights; Eco-Labelling; Eco-Efficency. **Unit 2:** Social Limits to Growth Model: Green Accounting: Environmental Valuation- Meaning, Need for Environment Valuation, Methods of Environmental Valuation: Difficulty in Measuring Environmental Values. Environmental Damages and its valuation.
Block-4: Indian Constitution and the Environment	**Unit 1:** Indian Constitution and the Environment: Environmental Management-Meaning and Concept, Objectives and Goals, Obstacles: Environmental Impact Assessment; Environmental Education and Awareness-Dilemma of Environmental Ethics and Practical Problems, Environmental Education in India. **Unit 2:** Population and Environment: Trade and Environment in the WTO Regime; Climate Change- Meeting and Concept, Ozone Depletion, Acid Rain, Global Warming and Greenhouse Effect; Indian Environment Issues and Legislations; Role of Judiciary in Environmental Protection and Conservation; International Environmental Issuesand Ligislations, Carbon Trading.

Suggested Readings:

- Bharucha, Erach : Paryavaran Adhyann, Orient Blackswan.
- Bhattacharya, Rabindra Nath (2002): Environmental Economics – An Indian Perspective, Oxford University Press.
- Eugine, T (2005) : Environmental Economics, Vrinda publication, Delhi.
- Jhingan, M.L.& Sharma, C.K. (2009) : Environmental Economics Theory Mgt & Policy. Vrinda publication, Delhi.
- Kolstad, Charles, D (2012): Intermediate Environmental Economics, Oxford University Press.
- Nagre, Vijay-H (2012): Environmental Economics, Chandralok Prakashan.
- Singh, Kartar & Shishodia (2007): Environmental Economics: Theory and Applications, Sage India.
- Singh, S.R. (2012): Environmental Economics, APH Publishing Corporation, Delhi.
- Smith, Stephen (2011): Environmental Economics : A Very Short Introduction Oxford University Press.
- Tripathi, Days Shanker: Paryaavaran Addhyayan, Motilal Banarsidass Pvt. Ltd.

B.A. (Economics)

IIIrd Year

Course-I (Theory)Optional Paper

Semester: V

Course: A080503TODL (The International Economics)

Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcomes:

- Students should be able to understand and explain the concept, need, significance and scope of international economics.
- Students should be familiar with the approaches of international trade.
- Students should be familiar with and are able to explain the economic integration at the global level and the formation of groups.
- Students are familiar with the international organizations and their objectives, Students should be able to analyse the importance and relevance of these international organizations.

Blocks	**Units**
Block-1: Trade Theories	**Unit 1:** Need, Significance and Scope of International Economics, Early Trade Theory-Mercantilism; The Classical Theories of Trade- Adam Smith, David Ricardo: Opportunity Cost Approach; Terms of Trade- Meaning and Concepts, Factors affecting Terms of Trade; Mill's Reciprocal Demand Analysis. **Unit 2:** Free Trade and Protection- Meaning of Free Trade, Arguments For and Against Free Trade, Meaning of Protection, Arguments for Protection-Economic and Non-Economic Arguments: Protection and Less Developed Countries.
Block-2: Economics Integration & Balance of Payments	**Unit 1:** Theories and Forms of Economics Integration-Meaning & Benefits: Forms of Economic Integration- Custom Union: Production Involved in the Formation of Customs Union: Political Economy of Protection; SAFTA, BRICS, IBSA **Unit 2:** Balance of Payments-Concepts ; Adjustment Mechanisms of Balance of Payments- Adjustments Through Variations in Exchange Rates, Devaluation and Balance of Payments Adjustment, The Elasticity Approach, Marshall-L Condition.
Block-3: Theories of Trade & International Financial Institutions	**Unit 1:** Heckscher-Ohlin Theorem, The Leontief Paradox, Post-Heckscher-Ohlin Theories of Trade- Technological Gap Model; The Krugman Model, Effects of Growth on International Trade- Production & Consumption Effects, Export Pessimism, Immiserising Growth; Gains from Trade-Meaning and Types, Factors Determining Gains fron **Unit 2:** International Financial Institutional- IMF , World Bank, ADB: GATT, WT TRIPS & TRIMS, WTO and India; UNCTAD, North-South Trade Dialogue, South-South Cooperation; Globalization; FDI.
Block-4: Foreign Exchange	**Unit 1:** Qunatitative Restrictions: Quoto-Meaning, objectives, Types and Effects of Import Quotas: Tariffs- Meaning Types and Effects of Tariffs: Non-Tariff Barriers- Meaning, Classification and Types. **Unit 2:** Foreign Exchange-Meaning and Instruments, Exchange Rate Determination, Mint Par Parity theory, Purchasing Power Parity Theory, Hedging, Foreign Exchange Rate Policy- Fixed, Flexible & Multiple Exchange Rate System; Convertibility of Rupee in Current Account and Capital Account, Move Towards Capital Account Convertibility; Global Financial Crisis.

Suggested Readings:

- Agarwal, Babita (2009): Antarrastriya Arthshastra, Omega Publications.
- Bhatia, H.L.(2006) : International Economics, Vikash Publishing House.
- Cherunilam, Francis (2008): "International Economics" Tata McGraw Hill Eduation.
- Field, Alfred.J & Appleyard, Dennsi R (2013) : International Economics, McGraw Hill Education.
- Gerber, James(2012): International Economics, Pearson.
- Jhingan, M.L (2011): Antarrastriya Arthshastra, Vrinda Publications, New Delhi.
- Krugnan, Paul. R & Obstfeld, Maurice (2008): International Economics, Pearson.
- Lal, S.N (2012) : Antarrastriya Arthshastra, Shiva Publishing House, Allahabad.
- Mannur, H.G. (2001): International Economics: Trade & Finance, Wiley Publishers.
- Salvatore, Dominick (2012): International Economics: Trade & Finance, Wiley Publishers.
- Sinha, V.C., Sinha, Pushpa & Sinha, Vivek (2011) : Antarrastriya Vyapar Avam Vitt, Mayur Publications.
- Vaishya, M.C. & Singh, Sudama (2006) : International Economics , Oxford & IBH Publishing House, Delhi.

B.A. (Economics)3rd Year Sem. V Course III (Project)			
Core Course: A080603R (Elementary Statistics based Project)			
Credit:3	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- Students to be familiar with the concepts in Statistics.
- The concepts comprehended by the students shall be put to use in practice.
- The students become familiar with the practical aspects of preparing a questionnaire/interview schedule and putting them in usage.
- The information data collected by the students should be analyzed with the help of Statistical Tolls taught so as to drive inferences.
- The students shall experience the practical aspect of the theory of statistics being taught in the class room environment.
- The students are able to use statistical tools vis-à-vis given real Life situation.
- Practical work to be based on the topics covered in the contents given below.

Blocks	Units
Block-1: Basic Concepts of Statistics	**Unit 1:** Introduction to Basic Concepts in Statistics: Population, Sample, Parameter, Data-Meaning & types, Questionnaire, Schedule & Interview Schedule (meaning, concept & types), **Unit 2:** Frequency Distribution, Cumulative frequency: Graphic and Diagrammatic representation of data.
Block-2: Central Tendency &Measure of Dispersion	**Unit 1:** Measures of Central Tendency – Mean, Median, Mode, Geometric mean and Harmonic mean. (Meaning, concept, properties & methods of measurement-in-brief). **Unit 2:** Measure of Dispersion: Range, Mean Deviation, Standard deviation, Coefficient of Variation, Quartile deviation, Skewness and Kurtosis (Meaning: concept, properties & methods of measurement-in brief)
Block-3: Correlation, Regression, Sampling& Hypothesis	**Unit 1:** Correlation: Meaning, Concept, Types & Properties, **Unit 2:**Methods of Regression: Meaning and Concept. Least squares method. Interpretation of Regression Coefficients. **Unit 3:** Meaning, concept & Types of Sampling **Unit 4:**Meaning & concept of Hypothesis & hypothesis testing.
Block-4: Time Series & Index Number	**Unit 1:** Time Series: Concept, Meaning & Components – Determination of Regular, Trend and Seasonal Indices. **Unit 2:** Index Number: Concept, Classification of Index Numbers-price relative, quantity relative, value relative & special purpose (in brief). Consumer Price Index (CPI), Whole Sale Price Index (WPI), Methods of Construction of Index Numbers- i Unweighted & ii Weighted indices (in brief). Test of Adequancy of Index Number Formulae (in brief).

Suggested Readings:

- Elhance, D.L. (2010) : Sankhiki Ke Siddhant (Hindi), Kitab Mahal.
- Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research.
- Gupta, S.P. (2011): Statistical Methods, Sultan Chand & Sons. Delhi.
- Hazarika, Padmalochan (2006): Essential Statistics for Economic and Commerce, Akansha Publishing House.
- Kothari, C.R: Research Methodology: Methods & Techniques. New Age International Publishers ISBN (13) : 978-81-224-2488-1
- Leighton, Thomas (2011): Using Statistics in Economics, Tata McGraw Hill, Education
- Lind, Wather & Marchal (2013): Basic Statistics for Business & Economic, McGraw Hill Education.
- Newbold, Paul (2008): Statistics for Business and Economics, Pearson Education.
- Richard. I. Levin. H. Siddiqui Masood S. Rubin David Sanjay Rastogi (2017):_ Statistics for Management. Pearson. ISBN- 10 8184957491
- Sharma, J.K. (2011): Business Statistics "Pearson Education.

B.A. (Economics) 3rd Year Semester: VI Course I (Theory)			
Core Course: A080601TODL (Indian Economy & Economy of Uttar Pradesh			
Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- Students should be able familiar with the basic characteristics of Indian economy.
- Students should be able familiar with the it's potential on natural resources of Indian economy and the economy of Uttar Pradesh.
- Students are able to understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.
- Students are able to develop an understanding about Uttar Pradesh, its demographic feature, natural resources.
- Students should be familiar with the rural development of Uttar Pradesh over the period of time.
- Students should be familiar with the industrial development in India and in Uttar Pradesh.

Blocks	Units
Block-1: Structure and Features of Indian Economy	**Unit 1:** Structure and Features of Indian Economy: Indian Economy as a Developing Economy: Comparative Development of Indian States. **Unit 2:** Agricultural Sector: Institutional Reforms, Technological Change in Agriculture, Terms of Trade between Agriculture and Industry: Agricultural Policy, Policies for Sustainable Agriculture, Agarian Crisis and Agriculture Labour.
Block-2: Industrial Sector & Planning in India	**Unit 1:** The Industrial Sector: Industrial Policy: Public Sector Enterprises and their Performance, Privatization and Disinvestment debate, Small, Medium and Large-scale Sector, Industrial Labour, Trade Union Movement. **Unit 2:** Planning in India: Objectives and Strategy of Planning: Success story of Indian Plans: Strategy of Inclusive Growth, Resource mobilization for Development.
Block-3: Economic Growth & Development of Uttar Pradesh.	**Unit 1:** Nature, Features, Demographic Profile, Status of Natural Resources, Major Factors affecting growth and development in Uttar Pradesh. Economic and non-economic factors in economic development of Uttar Pradesh. **Unit 2:** Sectoral growth pattern in Uttar Pradesh; Economic growth in Uttar Pradesh and Indian Economy: A comparison: Infrastructural development of Uttar Pradesh
Block-4: Agricultural Policy and Strategies in Uttar Pradesh	**Unit 1**:Pattern of land-holding and irrigation; production and productivity in agriculture, Farm mechanization, Crop diversification, agriculture credit, Agricultural policy and strategies in Uttar Pradesh, Rural Development in Uttar Pradesh **Unit 2:** Problems and Policies, Major industries in Uttar Pradesh, Pattern of Industrial Development in Uttar Pradesh, Industrial Policy in Uttar Pradesh, Growth pattern of Services sector, sector and its linkages of other sectors of UP Economy, Micro, Small, Medium Enterprises (MSMEs) in Uttar Pradesh, One product. One product One District (OPOD).

Suggested Readings:

1. Agarwal. M.K (2009): Uttar Pradesh ka Arthik Vikas. New Royal Book Company.
2. Annual Financial Statement (Budget) of the Government of Uttar Pradesh Published in different years & the latest.
3. Annual Financial Statement (Budget) of the Government of Uttar Pradesh Published in different years & latest.
4. Annual Financial Statement (Budget) various years & Latest published by the Government of India.
5. Economic Surveys, Government of India (Hindi/English).
6. Indian Economy by Mishra & Puri. Himalaya Publishing House (Hindi/English)
7. India Economy ka Uma Kapila, Academic Foundation.
8. Indian Economy. Rudra Dutt & Sunderam. S Chand & Company (Hindi/English)
9. Mishra, Arvind Narayan & Atul Chandra (2018): The Economy of Uttar Pradesh, Guntenberg Publication ISBN: 9789386240224, 9789386240224
10. Mishra, Arvind Narayan & Atul Chandra (2018): The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224
11. Publications of the Government of Uttar Pradesh.
12. Publications of the Government of Uttar Pradesh.
13. Uttar Pradesh Human Development Report, UNDP, 2008.
14. Uttar Pradesh Human Development Report, UNDP, 2008.
15. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission Government of India, 2014.
16. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission, Government of India, 2014.

B.A. (Economics) 3rd Year Semester: VI Course II (Optional) (Theory)			
Course: A080602TODL (Agriculture Economics)			
Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- Students should be able to comprehend and explain the approaches to economic development with respect to dualistic development.
- Students should be able to understand and explain the basics of agriculture economics.
- Students should be familiar with labour issues in agriculture sector.
- Students should be able to explain the significance of agriculture in the economic growth and economic development of an economy and in case of Indian Economy.
- Students should be familiar with the institutional initiates to strengthen the rural and agricultural development to achieve self sufficiency.
- Students should be able to comprehend the role of credit in the development of agriculture in a country like India and the significance of Institutional mechanism in this regard.

Blocks	Units
Block-1: Models of Agriculture Development& Production Function	**Unit 1:** Models of Agriculture Development: Physiocrats approach, W.A. Lewis model, Fei & Ranis Model, Schultz Theory of Agricultural Development, Jorgenson's Dual Economy Model **Unit 2:** Agricultural Production Function: Supply Response, Farm Size, Returns to Scale and Productivity, Cobweb Theorems. Farm Size and Productivity Debate; Theoretical And Empirical Findings. Agricultural Price Policy in India.
Block-2: Labour in Agriculture & Current Issues in Indian Agriculture	**Unit 1:**Labour in Agriculture- Interlocking of Factor Markets, Labour and Work Force in Rural Farm and Non-Farm Sectors, Agriculture Labour- Problem and Policy, Concept and Measurement of Rural Poverty & Employment Poverty Alleviation Programmes (in brief-the Objectives, Achievements & The Shortcomings). **Unit 2:** Current Issues in Indian Agriculture- Poverty & Food Security in India, Agro- Subsidies in India, Subsidy Vs Public Investment, Export
Block-3: Role of Agriculture in Economic Growth and Development	**Unit 1:** Role of Agriculture in Economic Growth and Development in India, Backward, Forward, Linkage between Agriculture and Industry, Approaches towards Agriculture And Allocation of Resources under Different Plans in India. Employment Elasticity in Indian Agriculture Challenges & Issues Regarding Agricultural Area Expansion, Production and Productivity in India (With Focus on Post Reform (Post 1991 & 1995) Period. **Unit 2:** Land Reforms in India & Its Contemporary Relevance, Green Revolution and the Need for Second Generation, Green Revolution, Role of Infrastructural Support-Irrigation, Power, Seeds Fertilizers, Marketing Support System and Roads in Agricultural Development in India.
Block-4: Role of Credit in Agricultrual Development &Agricultural Marketing	**Unit 1:**Role of Credit in Agricultrual Development, Institutional & Non-Institutional Sources of Credit in India, Cooperative Movement in India (In Brief), Role of Schedule Commerical Banks, Lead Banks, Regional Rural Banks and NARBAD to Promote Agricultural Development. **Unit 2:** Agricultural Marketing: Meaning and Concept. Structural of Agricultural Markets in India, Issues and Challenges in the Marketing of Agricultural Products in India (With Focus on the Post Reform Period-Post 1991). Agricultural Diversification: Meaning, Concept & Issues. Farm Incomes and Employment in Indian Agriculture.

Suggested Readings:

1. Bardhan, P. (1984) Land, Labour and Poverty: Essays in Economic Development, OUP, New Delhi.
2. Bhaduri A. (1984). The Economic Structure of Backward Agriculture: Macmillan, Delhi.
3. Bhalla, G.S., (2007) Indian Agriculture since Independence, National Book Trust, India.
4. Bharadwaj, K. (1974), Production Conditionin India Agriculture; OUP, Cambridge.
5. Black, J.D. (1953) Introduction to Economics for Agriculture, Macmillan.
6. Dantawala, M.L. et al. (1991): Indian Agricultural Development since Independence, Oxford & IBH. New Delhi.
7. Dash, Mrutyunjay (2013): Agricultural Economics, Anmol Publications.
8. Ghatak, Sand K. Ingerscant (1984), Agriculture and Economic Development; Select Books. New Delhi.
9. Griffin, K. (1973): Political Economy of Agarian Change.
10. Gupta, P.K. (2012): Agricultural Economics, Vrinda Publications, Delhi.
11. Gupta, P.K. (2012): Krishi Arthsastra, Vrinda Publications Delhi.
12. Khusro, A.M. (1973), The Economics of Land Reforms and Farm Size in India, MacMillan.
13. Kumar, N.S. Ravi (2010): Agricultural Economics, Neha Publishers
14. Lekhi, R.K. (2013): Agricultural Economics, Kalyani Publishers
15. Lekhi, R.K. (2013): Krishi Arthsastra, Kalyani Publishers
16. Mahajan, Ashwani (2010): Agricultural Economics, Centrum Press.
17. Mellor, J.W., The Economics of Agricultural Development, Vora and Co., Bombay, 1964.
18. Raghavan and L. Sarkar (Eds.) (1966): Poverty and Employment: New Delhi.
19. Raj, CHH (1993): Agricultural Growth, Rural Poverty and Environmental Degradation in India, OUP, DewDelhi.
17. Rao, CHH. (1975): Technological Change and Distribution of Gains in Indian Agriculture, MacMillan.
18. Rudra, A. (1982): India Agriculture Economics: Myths and Reality: Allied Publishers, New Delhi.
19. Sarap Kailish (1991): Interlinked Agarian Markets in Rural India, Sage Publication, New Delhi.
20. Schultz T.W. (1964): Transforming Traditional Agriculture, Yale University Press.
21. Soni, R.N. (2011): Krishi Arthshastra Ke Mukhya Vishav, Vishal Publishing Company, Jalandhar (New Delhi)
22. Soni, R.N. (2011): Leading Issues in Agricultural Economics, Vishal Publishing Company, Jalandhar (New Delhi)
23. Sunder, I (2010): Principles of Agricultural economics, Neha Publishers
24. Talathi, J.M (2008): Introduction to Agricultural Economics and Agribusiness Management, Ane Books.
25. Taylor, H.C. (1949): Outlines of Agricultural Economics, MacMillan.
26. Verma, N.M.P. (1990), Irrigation Change and Agricultrual Development, Uppal, New Delhi.

B.A. (Economics) 3rd Year Sem. VI Course III (Optional)			
Course: : A080603TODL(Elementary Mathematics)			
Credit:5	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- Students should be familiar with the basis concepts of mathematics and their application in economics.
- Students are able to comprehend & explain the concepts of straight Lines slope etc of mathematics and its application in economics.
- Students should be able to understand basics of differential & its application in economics.
- Students should be able to understand and work with matrices and determine if a given square matrix is invertible.
- Learn about and work with vector spaces and subspaces.
- Students are able to understand and work with the concepts of linear programming & graphic methods.

Blocks	Units
Block-1: Basic Concepts Mathematics	**Unit 1:**Basic Concepts: Variables, Sets, Functions, Equations, Identities, Systems of Equations. **Unit 2:** Application of Straight Line System, Slope of the Line, Homogeneous Function.
Block-2: Role of Mathematical Techniques in Economic Analysis	**Unit 1:**Role of Mathematical Techniques in Economic Analysis, Theory of Numbers, Indices and Factorization **Unit 2:** Progression, Growth Rate, Equilibrium
Block-3: Basics of Calculus	**Unit 1:**Basics of Calculus: Rules of Differentiation of a Function: Maxima and Minima **Unit 2:** Elasticities; Inter-relationship among Total, Marginal and Average Cost and Revenues; Constrained Optimisation Problem; Integration of a Function, Consumer's and Producer's Surplus
Block-4: Matrix & Linear Programming	**Unit 1:**Matrix and Determinants: Various types of Matrices, Determinants, Inverse of a Matrix, Crammer's Rule **Unit 2:** Concept of Linear Programming – Graphic Methods.

Suggested Readings:

1. Agarwal, D.R. (2009): Mathematics for Economics, Vrinda Publications, Delhi Livernols, John.
   Rees. Ray. & Hoy, Michael (2012): Mathematics for Economics, PHI Learning.
2. Agarwal, D.R. "Prarambhik Ganitiya Arthshastra (Hindi), Vrinda Publications, Delhi.
3. Allen, R.G.D (2008): Mathematical Analysis for Economics, AITBS.
4. Bhardwaj, R.S. (2006): Mathematical for Economic and Business. ExcelBooks.
5. Chiang, A.C. & Wainwright, Kevin (2013) : Fundamental Methods of Mathematical Economics "McGraw Hill Publications".
6. Dowling, Edward. T (2005) : Schaum's Easy Outlineo Flnroduction to Mathematical Economics, Tata Mcgraw HillEducation.
7. Madnani, G M K : Mathematics for Economics, Sultan Chand & Sons
8. Mishra, J.P. "Ganiteeya Arthshastra", Pratiyogita Sahitya.
9. Rosser, Mike (2003) : Basic Mathematics for Economics, Routledge.
10. Seth, M.L. "Arthshastramei Prarambhik Ganit", Laxmi Narayan Publication, Agra.
11. Sharma, J.K. (2007): Business Mathematics, Ane Books Pvt. Ltd.
12. Yamane, Taro (2007): Mathematics for Economics: An Elementary Survey, PHI Learning.

B.A.- 3rd Year (Economics) Sem. VI Course VI (Project/Dissertation)			
Course: A080604RODL (Project/Dissertation)			
Credit:3	**CIA:25 Marks**	**ESE:75 Marks**	**Maximum Marks: 100**

Course Outcome:

- The objective of introducing Dissertation/Project at the graduation level is to familiarise, acquaint and experience the local issues of economic implication of focused on economic welbeing and behaviour of consumers/citizens.
- It aims at enabling the students to use and apply the learned economic principles vis-à-vis local economic issues.
- To enable them to learn preparation of questionnaire/interview schedule.
- The Template/Format of the Dissertation/Project shall be developed by the respective Department.
- The idea behind this is to develop economic thinking in the students through direct experience to real Life.

Blocks	Units
Block-1:	**Unit 1:** Dissertation Topic on the Local/Current Issues with Economic Focus Plus Presentation using Ppt. Dissertation Report will be prepared using Statistical/Research Techniques. Surveys. Questionnaire/interview schedule. Questionnaire/Interview Schedule must be attached with the report as annexure.

Suggested Readings:

1. Chobey, Varanya (2018): Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it. ISBN-132:978-1974673162.
2. Greenlaw, Steven A (2005): A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Harcourt (HMH).
3. Kothari, C R (2013) : Research Methodology, New Age International Publishers.
4. Pallawi, Neha & Surendra Khatri (2018) : Sodh Pravidhi, National Publishing House. ISBN: 9788180181726, 818018172374873805
5. Sharma, Vinay Mohan (2018) : Sodh Pravidhi, Mayur Books.
6. Thomson. Williams (2011) : A Guide for the Young Economics, MIT Presss.

ENGLISH

Programme/Class:**CERTIFICATE**	Year:**FIRST**	Semester:**FIRST**
Subject:**ENGLISH**		
CourseCode: - **A040101TODL**	CourseTitle: **EnglishProseandWritingSkills**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Understand Indian English Writing as a new form of Indian culture and voice in whichIndiaconversesregularly.Theywillbeabletounderstandcontributionsofvariousauthorsinthegrowth ofIndian English Writing.
- Understand the formal qualities of a text, intricacies of structure, stylistics and figurativeelements foundin thetext.
- AnalysethedifferenceintheprosetechniquesofdifferentwritерslikeAddison,LambandBacon.
- Makeuseofwordchoices,wordorder,figurativelanguageandimagerytoconveymeaning/emotion.
- IdentifythewritingsofclassicproseandshortstorywriterslikeChekhov,MaupassantandO'Henry.
- Understandtheprominenceoflogicandreasoninthe18thcenturyBritishliterature.
- Describetheliterarytermsrelatedto prose.
- GetawideexposureofeminentwriterslikeKalam,AmartyaSen,AnitaDesai,Woolfand M.R.Anand.
- Understandthesocial,historicalandpoliticalbackgroundsoftheshortstorywriterslikeAntonChekhovthroughtheelaborateandallegoricaldescriptionsintheprescribedtext.
- Identifythecontent, language,style, toneandstructureofthe essaysand shortstory.
- Comprehendtheculture,author'sbiographyandhistoricalcontextoftheprescribedproseworks.
- Performbasicfunctionsofawordprocessor,ExcelspreadsheetandPowerPointpresentationpractically.
- Doonlinecommunicationlikecontentwritingandblogging.
- Doofficialcommunicationbywritingofficialletters/complaintletters.
- Practicallyexploretheircreativegeniusincreatingblogsandpersonalwebsitesforvocationalpurposes

Credits: **06**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**6-0-0**.

Block	**Unit**
I Introduction to Indian Writing in English	**Unit 1. Indian Writing in English: An Overview** **Unit 2.Contributions** of Sri Aurobindo, Rabindranath Tagore**,** K. S.Venkataramani, Bhabani Bhattacharya, R. K. Narayan, MulkRajAnand,SarojiniNaidu,KamalaMarkandayaandNayantara Sahgal, etc. towards the growth of Indian writingin English.

II **Short Story**	**Unit 1. Elements of Short Story:** Plot, Characterization, NarrativeTechniqueand Structure **Unit 2. ShortStories** 1. O'Henry-*TheLast Leaf* 2. AntonChekhov-*TheLament* 3. GuydeMaupassant-*TheTerror* 4. M.R.Anand-*TheBarber's TradeUnion* 5. R.KNarayan-*Underthe BanyanTree* AnitaDesai-*Games atTwilight*
III **Prose**	**Unit 1. Types of Prose & Prose Style:** Autobiography, Biography,Memoir;Travelogue;PeriodicalEssay;FormalEssay;PersonalEssay. **Unit 2. Prose Devices:** Theme; Point of View; Sentence Pattern;Imagery; Tone or Mood; Analogy, Anecdote; Antithesis;Aphorism;Diction; Inversion;HumourandPathos. **Unit 3. Prose** 1. FrancisBacon-**Of Studies* 2. CharlesLamb-**Dream Children* 3. JosephAddison-**Sir Rogerat theChurch* 4. VirginiaWoolf-**Professionsfor Women* 5. A.P.J.Kalam-**PatriotismBeyondPolitics&Religion*(from*Our IgnitedMinds*) 6. Amartya Sen- * *Tagore & His India (*from *TheArgumentativeIndian)*
IV **Computer & Writing skills**	**Unit 1.** PowerPointPresentation **Unit 2.** Letter writing – formal, informal/ Letters of Inquiry/Complaints, Grievance Redressal Letters & Right toInformation(RTI) **Unit 3.** Preparing Resumes/CV using Microsoft Word/ Letter ofAcceptance/Resignation(Job) **Unit 4.** Online Writing (Blogging, Content Writing, Effective E-mailWriting)

SuggestedReadings:

- Ahluwalia,J.P.,"ModernNewsStructureinPrintMediaandElectronicMedia",Adyayan Publishers,NewDelhi,2007
- Daiches,D.,"ACritical HistoryofEnglishLiterature",SupernovaPublishers,2010.
- Compton-Rickett,A.,"AHistoryofEnglishLiterature" NabuPress,2010.
- Boulton,M.,"TheAnatomyofProse",Kalyani,NewDelhi,1982.
- Chambers, E.,"The Development ofEnglish Prose", OxfordUniversityPress, London,1957.
- Berman,J.,"ACompaniontoVirginiaWoolf",JohnWiley andSons,2016.
- Kalam,A.P.J.,"IgnitedMinds:UnleashingthepowerwithinIndia"Penguin,2014.
- SenA.,"TagoreandHisIndia",The NewYorkReviewofBooks,1997.
- Dorner,J., "Writingforthe Internet",OxfordUniversityPress,NewYork,2002.
- Majumdar,P.K.,"CommentaryontheConsumerProtectionAct",PrenticeHall,NewDelhi,1992.
- Norton,P.,"Introduction toComputers",TataMcGrawHill,NewDelhi,2005.
- http://www.gutenberg.org/files/3090/3090-h/3090-h.htm
- Read,H.,"EnglishProseStyle",Pantheon,New York,1981.
- Walker,H.,"EnglishEssaysandEssayists",J.M. DentandSonsLtd.,London,1928.

- Williams,W.E.,"ABookofEnglishEssays",PenguinBooks,Harmondsworth,1948.
- https://www.youtube.com/embed/l-kbE7oyUWU
- https://www.youtube.com/embed/Cb7IbraaIm4
- https://rtionline.gov.in/index.php
- http://consumerhelpline.gov.in/consumer-rights.php
- www.jaagore.com/know-your-police/procedure-of-filing-fir
- www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Thiscoursecanbeoptedasan electivebythe studentsof following subjects:

Opento all

SuggestedContinuousEvaluationMethods:

ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest.The marks shall beasfollows:

Practical/Project/Assignment	**10Marks**
InternalClassTest	**15Marks**

Courseprerequisites: **Opento all**

Suggestedequivalentonlinecourses:

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FurtherSuggestions:

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(Textsmarkedwith *arefordetailedstudy)

Programme/Class:**CERTIFICATE**	Year:**FIRST**	Semester:**SECOND**
Subject: **ENGLISH**		
CourseCode: - **A040201TODL**	CourseTitle:**EnglishPoetry**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Understandthebasicterminologyandpracticalelementsofpoetry
- Comprehendthemeaningof words,phrasesandsentencesin agivencontext
- Analysetheunderlyingmeaning of apoem byusing theelementsof poetry
- Identifytherepresentativepoetsand writersof16th,17th, 18thand 19thand 20thcentury
- Identifythedevicesused by thepoet,themood, theatmosphere,thevoice,thestanzaicform,rhymepattern andmetrescheme
- ExaminethedifferencebetweenShakespeareanandMiltonicsonnetforms
- Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo-classicalpoetry
- ReflectondidactichumanvaluesasvirtuallymirroredinThomasGray'spoem
- Understandthe conceptofnatureasstated bytheromanticpoetsinliterature
- Appreciatethesimplicityandlucidityofexpressionofpoetsinromanticliterature
- Understandtheliterarytermsused bytheVictorianpoets
- Analysetheexisting conflictbetweenfaith anddoubtin Victoriansociety
- Discussthesignificance of theliteraryperiod ofthetext byanalysingthe effectsofthemajorevents of that period
- Understandthedifferencebetweenreason andimagination,literatureandrevolution
- Exposedtothetrendsin20th centurypoetryof Eliot,Yeatsand Larkin

Credits: **06**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**6-0-0**.

Block	Unit
I FormsofPoetry	**Unit 1. FormsofPoetry** TheSonnet, TheElegy, TheOde, TheEpic, TheBallad, TheLyric, TheDramaticMonologue, Allegory **Unit 2. Stanza Form** TheHeroicCouplet, BlankVerse, TheSpenserianStanza, TerzaRima
III Poetry	**Unit 1. PoeticDevice** Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds ofMetre;Stressed&UnstressedSyllables;FiguresofSpeech; Irony;Inversion;NegativeCapability; Juxtaposition
III Poetry	**Unit 2. Poetry** **1.** William Shakespeare – **Let Me Not to the Marriage ofTrueMinds*(Sonnet No.116) **Or** JohnMilton -**On His Blindness* **2.** JohnDonne-**Presence in Absence* **3.** AlexanderPope -**Essayon Man* **4.** ThomasGray-**ElegyWritteninaCountryChurchyard* **5.** WilliamWordsworth-**TheWorldis TooMuch withUs* **6.** JohnKeats-* *Odeon aGrecian Urn*

VI Victorian and Modern Poetry	**Unit 1.** AlfredLordTennyson-**Break,Break,Break* **Or** ElizabethBarretBrowning-**HowDoILoveThee?* **Unit 2.** MatthewArnold-**DoverBeach* **Unit 3**. RobertBrowning-**MyLast Duchess* Unit 4. T.S.Eliot-**TheLoveSong of J. Alfred Prufrock* Unit 5. W.B.Yeats-**TheLakeIsle of Innisfree* Unit 6. PhilipLarkin-**ChurchGoing*
IV Prosody	**Unit 1. Rhetoric and Prosody** **Unit 2. PracticalCriticism** IntroductiontoPractical Criticism OneStanzafromPoetryforPracticalCriticism

SuggestedReadings:

- Abrams,M.H.&Harpham,G.G.,"AGlossaryofLiteraryTerms",CengageLearning,Delhi,2015.
- Ford,B.,"TheNewPelicanGuidetoEnglishLiterature4:FromDrydentoJohnson",Penguin, 2000.
- Daiches,D.,"ACritical HistoryofEnglishLiterature",SupernovaPublishers,2010.
- Compton-Rickett,A.,"AHistoryofEnglishLiterature"NabuPress,2010.
- Abrams,M.H.,"EnglishRomanticPoets",OxfordUniversityPress,NewYork,1975.
- Bhattacharyya,A.,"StudiesinEnglishRhetoricandProsody",BooksWay,NewDelhi,2014.
- Boulton,M.,"TheAnatomyofPoetry",Kalyani, NewDelhi,1979.
- Bowra,C.M.,"TheRomantic Imagination",OxfordUniversityPress,Delhi,1961.
- Chandler,J.(ed.),"TheCambridgeHistoryofEnglishRomanticLiterature",CambridgeUniversityPres s, Cambridge, 2009.
- Gardener,H.,"TheMetaphysicalPoets",PenguinClassics,Delhi,1960.
- Murry,J.M.,"TheProblemsofStyle",OxfordUniversityPress,London,1922.
- Shakespeare,W.,"Shakespeare'sSonnets-ArdenShakespeare",Bloomsbury,UK,2013.
- Thwaite, A., "Twentieth-century English Poetry: An Introduction" HeinemannEducational,1978.

Thiscoursecanbeoptedasan electivebythe studentsof following subjects: **Opento all**	
SuggestedContinuousEvaluationMethods: ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest.Themarks shall beas follows:	
Project/Assignment	**10Marks**
InternalClassTest	**15Marks**
Courseprerequisites:	**Opento all**
Suggestedequivalentonlinecourses: ……	
FurtherSuggestions: ……	

(Textmarkedwith* arefor detailedstudy)

B.A. II [Diploma in English]ProgrammeSpecificOutcomes(PSOs)

Thelearners willbe able to:

- Comprehend and learn to critically and aesthetically analyse works in British &Americandrama
- Recognize the elements of drama and analysing and identifying the plot types,characteranalysis,thematicexplanationsandidentifyingthesettingsandunderstandthestructureofaplayandlearnthedramaticdevicesusedinwritingaplay
- Analyse and evaluate different drama by discussing the significance of theliteraryageoftheparticulartextandbyanalysingtheeffectsofmajoreventsofthat period
- UnderstandthesocialandartisticmovementsthatshapedtheBritishandAmericandramaand theatre
- Comprehend the dramatic techniques to understand the development of dramainAmerica
- Understandtheprocessofcommunicatingandinterpretinghumanexperiencesthrough literary representation using historical contexts and disciplinarymethodologies.
- Comprehendtranslationasauseful bridgebetweenvariouslinguisticregions
- Understandthehistoryandsignificanceoftranslation,inIndiancontext
- Recognizethe natureandscopeof translation
- HelpthestudentstorecognizethedistinctshiftfromEurocentricliteraturetoIndianliteratureintranslation
- Providestudentsatasteofdiverseliterarypracticesemanatingfromdifferentregionsand sections ofIndia.
- Identifyandusesome of thetools oftechnologyfortranslation.

Programme/Class: **DIPLOMA**	Year: **SECOND**	Semester: **THIRD**
Subject: **ENGLISH**		
CourseCode: - **A040301TODL**	CourseTitle: **BritishandAmericanDrama**	

CourseOutcomes:
Aftercompletingthiscourse, thestudentswill be ableto:

- Developanunderstanding ofvarious typesofdrama &related literaryterms
- Learnthecoreelementsofstructuresuchasexposition,complicationandresolutionordenouement
- Tracetheorigin andgrowthofdramain England andAmerica
- Comprehendthepolitical,economic,socialandintellectualbackgroundleadingtotheriseofdramain EnglandandAmerica
- AnalyseandappreciatetherepresentativeworksofBritishandAmericanDrama
- ComprehendthegeneralfeaturesofShakespeareanplays
- DevelopaninterestinShakespeareanlanguage,hisuseofimages,supernaturalelements,musicand the word play
- Demonstrate the ability to contextualize the works of American dramatists, interpret thethematic and stylistics elements of the plays and appreciate their literary worth, socialrelevanceand timelessappeal
- Comprehend the trends in modern drama through the study of poetic drama and problemplays

Credits: **06**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**6-0-0**.

Block	Unit
I Introduction to Drama	**Unit 1. DramaTypes** Tragedy&Types;Comedy&Types;Tragi-Comedy;Expressionist Drama; Drama of Ideas; Poetic Drama; ClosetDrama;TheProblem Play; Theatreof Absurd **Unit 2. Elements of Drama** Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism
II Literary Terms (Drama)	**Unit 1.** Flashback;Foil;Foreshadowing;Hubris;Hyperbaton;Motif;Nemesis;Periphrasis;Portmanteau ;Prologue;Epilogue **Unit 2.** BlockyofTime;Place&Action;Setting;Spoonerism;Stage, Direction;Syntax;Theme;Understatement;Verisimilitude.
III British Drama	**Unit 1. William Shakespeare- *Othello** **Unit 2. G.B. Shaw- Arms & the Man** **Unit 3. Goldsmith- She Stoops to Conquer**
IV American Drama	**Unit 1. T.S. Eliot- *Murder in the Cathedral** **Unit 2. Tennessee Williams- A Street Car Named Desire** **Unit 3. Arthur Miller- The Price**

SuggestedReadings:

- Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford UniversityPress,New York, 1965.
- Boulton,M.,"TheAnatomyofDrama",Kalyani, NewDelhi,1980.
- Brooks,V.W.,"The WriterinAmerica",E.P.DuttonandCo.Inc., NewYork,1953.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington,1969.
- Golden,W.C.,"ABrief HistoryofEnglishDramafromtheEarliesttotheLatestTimes",Forgotten Books, London, 2018.
- Krasner,D.,Ed.,"ACompaniontoTwentiethCenturyAmerican Drama",BlackwellCompanions, 2007.
- Kernan, A.B.,"TheModernAmericanTheatre", PrenticeHall,NewJersey,1967.
- Kitchin,L.,"DramainSixties",Faberand Faber, London,1966.
- Nicoll,A.,"AHistoryofEnglishDrama",CambridgeUniversityPress,Cambridge,2009.
- https://www.youtube.com/embed/whvEeYQ3ZKg
- https://www.youtube.com/embed/NtsBzRd7Mcs
- https://www.youtube.com/embed/ReOOYnIj2mI
- https://www.youtube.com/embed/oA78Lh7RGy4
- https://www.youtube.com/embed/ajmt0BLnI14

Thiscoursecanbeoptedasan electivebythe studentsof following subjects:
Opento all

SuggestedContinuousEvaluationMethods:

ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest.Themarks shall beas follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Course prerequisites:	**Open to all**

Suggestedequivalentonlinecourses:
……..

FurtherSuggestions:
……..

(Textsmarkedwith *arefordetailedstudy)

Programme/Class: **DIPLOMA**	Year: **SECOND**	Semester: **FOURTH**
Subject: **ENGLISH**		
CourseCode: - **A040401TODL**	CourseTitle:**IndianLiteraturein Translation**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Developa comparativeperspectivetostudythetexts
- Understandthehistoryof translationandvariousformsoftranslations
- Analyse the translation tools to make use of technology like computer and mobile in theprocessof translation
- Attainaccessibilitytoregionalliteraryforms
- ContextualizethetextsofJaishankarPrasad, AmritaPritam,andTagoreintheirrespectivesocial and cultural milieu
- Developaninsight into thephilosophy ofKabirthrough hisverses
- Gainahistoricalvisionofthepartitiontraumaand thecontemporaryissuesofthetribalpeoplethrough the writings ofBhisham Sahni and Mahasweta Devi
- Developaninsightabout Indian familialconflictsandsocialevils
- EnhancejobopportBlockiesbyfosteringtranslationskills
- Understand Indianconsciousnessandreviewthepastthroughtranslatedtexts

Credits: **06**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek): **6-0-0**.

Block	Unit
I Introduction to Translation	**Unit 1. Introducing Translation**: A Brief History and SignificanceofTranslationinaMultilinguisticandMulticulturalSociety likeIndia **Unit 2.** LiteraltranslationVersusFreetranslation **Unit 3.** Using Tools of Technology for Translation: Computer / MobileTranslation, Software or Translating Different Kinds of TextswithDifferingLevelsofComplexity andforTransliteration
II Translated Fiction	**Unit 1.** Rabindranath Tagore, *The Home and the World,* tr.SurendranathTagore **OR** Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr.KhushwantSingh (NewDelhi:TaraPress, 2009) **Unit 2.** Bhisham Sahni-*AmritsarAaGaya* **Unit 3. M**ahasweta Devi-*TheHunt*
III Translated Poetry	**Unit 1.** Jayshankar Prasad, *Aansu (The Garden of Loneliness)*, tr.CharlesS.J.White(Delhi:Motilal Banarasidas,2006) **Unit 2.** Kabir: *The English Writings of Rabindra Nath Tagore* (1994,Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2,8,12, 53, 69)
IV Translated Drama	**Unit 1.** MohanRakesh-*AdheAdhure*(HalfwayHouse) **Unit 2.** Vijay Tendulkar-*Kanyadan*

V Translation Practice	**Unit 1.** 1. OnePassage forTranslation (Hindi to English) 2. OneStanzafor Translation(Hindi toEnglish) **Unit 2.** 1. OnePassage forTranslation (English to Hindi) OneStanzafor Translation(English to Hindi)

SuggestedReadings:

- Baker,M.,"InOtherWords:ACourseBookonTranslation",Routledge,NewYork,2001.
- Chaudhuri,Sukanta,"TranslationandUnderstanding",OUP,NewDelhi.
- Gargesh,R.&Goswami, K.K.,"Translationand Interpreting:ReaderandWorkbook",OrientLongman, New Delhi, 2007.
- Lakshmi,H.,"ProblemsofTranslation",BooklingsCorporation,Hyderabad,1993.
- Newmark,P.,"ATextbookofTranslation",PrenticeHall,London,1988.
- Toury,G.,"TranslationAcrossCultures",BahriPublications,NewDelhi,1984.
- SukritaP.Kumar,"NarratingPartition",Indialog, Delhi,2004.
- Tendulkar,V.,"Kanyadan",OUP,1996.
- https://www.ijsr.net/archive/v5i9/ART20161838.pdf
- https://www.youtube.com/embed/DNohmWH21OY
- https://www.youtube.com/embed/UmDqN7zWPhs

Thiscoursecanbeoptedasan electivebythe studentsof following subjects:

Opento all.

SuggestedContinuousEvaluationMethods:

ContinuousInternalEvaluationshallbebasedonProject/AssignmentandOral/PowerPointPresentation. Themarks shall beas follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites:	

Suggestedequivalentonlinecourses:

- NPTEL–Translation StudiesandTheory –IITKanpur

NPTEL::HumanitiesandSocialSciences -TranslationStudiesandTheory

- SWAYAM-Modern Indian WritinginTranslation

ModernIndian WritinginTranslation-Course(nptel.ac.in)

FurtherSuggestions:

……..

Open to all

B.A. III [B.A. in English]ProgrammeSpecificOutcomes(PSOs)

Thelearners willbe able to:

- Comprehend and analyse how English literature has evolved throughcenturies establishing a perception of its literary history in chronologicalorder
- Developanappreciationforthewesternclassicalliterature.
- Generate awareness towards the problems of interpreting Indian Culture viathe English Language and acquaintance with the work of significant IndianwritersofPoetry, Prose,Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities ofthewritersfromEurope,NorthandSouthAmerica,Canada,and Africa
- Recognise the evolution of certain thematic trends reflected in the narrativeandlinguisticexperimentationof thewritersof 'NewLiteratures'
- Appraisethe emergence offemalenarrativesinartandliterature
- Understanddistinctivefeaturesofnovels,shorterfictionandessaysandrelatethetexts and contexts to reallife
- Getaholisticideaof thedistinctive featuresof Indian fictionWritinginEnglish
- Develop a comprehensive knowledge of the British and Indian fiction throughthe works of different representative writers of different ages and do acomparative study into classics as well as Popular fiction in contemporaryIndia
- Trace the development of Indian writing in English and understand variouscharacteristicsofIndian literaturein English
- Examine and present a review or critical appraisal of adaptations of textualnarrativesintofilmsothattheymaychooseanalternativecareerindramatics,film-making, reviewandwriting.
- Assist the student in the development of core skills in other media like TV,RadioandInternet.

Programme/Class:**DEGREE**	Year:**THIRD**	Semester:**FIFTH**
Subject: **ENGLISH**		
CourseCode: - **A040501TODL**	CourseTitle: **ClassicalLiterature& HistoryofEnglishLiterature**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Developanunderstandingofthehistorical backgroundofGreekandRomanliteratureandhistory
- Recognisethegreatworksofunparalleled classicalwriterslikePlato,HomerandSophocles
- Developanunderstandingoftheevolutionof EnglishLiterature,theconcept,causesandimpactof Renaissanceand Reformation
- TracetheoriginanddevelopmentofEnglishdramathroughMiracleandMoralityplaysandtheplays of UniversityWits
- Developanacquaintancewithmajorreligious,politicalandsocialmovementsfrom15thto20thcentury and theirinfluenceon English literature
- Comprehendthebasicdifferenceandspecialcharacteristicsofthemajorliterarytendenciesof various ages and develop familiarity with major literary works by British writers in thefieldof Poetry, Drama and Fiction
- Understand the characteristics of Elizabethan and Metaphysical poetry and special featuresofNeo-classical ageandits literature
- Identify the reasons of the emergence of prose and novels and the decline of drama inEngland inthe18th century
- Comprehend the role of French Revolution in the evolution of romanticism in Englishliterature
- Interpretthe characteristicsofVictorian ageandthegrowthofliteratureintheage
- Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties
- Comprehendthetrends inthepoetry, dramaandfiction of20th centuryEnglishliterature

Credits: **05**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek): **5-0-0**.

Block	Unit
I Classical Literature: An Overview	**Unit 1. HistoricalBackground** TheEpic, BirthofTragedy, Comedy and Tragedy in Classical Drama, The Athenian City State, Literary Cultures in Augustan Rome **Unit 2. Classical Drama** Sophocles-*OedipusRex*
II Classical Prose and Poetry	**Unit 1. Prose** Plato-*TheRepublic*(BookVII) **Unit 2. Poetry** Homer-*TheIliad*(BookI)
III History of English Literature (From Chaucer to 18th Century)	**Unit 1. EnglishLiteraturefromChaucertoRenaissance** *TheageofChaucer,TheDarkAges,RenaissanceandReformation;MiracleandMoralityPlay; UniversityWits;ElizabethanPoetry; MetaphysicalPoetry* **SeventeenthCentury&EighteenthCentury** *Neo-Classicism,GrowthoftheNovel;PrecursorsofRomanticism;FrenchRevolution;GrowthofRomanticLiterature(Prose, Poetry,Drama andNovel)*

VII History of English Literature (From Romantic Age to 20th Century)	**Unit 1. TheRomanticAge&NineteenthCentury** *GrowthofVictorianLiterature(Prose,Poetry,DramaandNovel);Pre-RaphaelitePoetry;NaughtyNineties* **Unit 2. TheTwentiethCentury** *Georgian Poetry, Imagism and Symbolism; Twentieth CenturyNovel- Psychological Novel, Stream of Consciousness Novel;TwentiethCenturyDrama;DramaofIdeas;EpicTheatre;Feminism.*

SuggestedReadings:

- Albert,E.,"HistoryofEnglishLiterature",OxfordUniversityPress,London,2015.
- Homer:TheIliad,(BookI)tr.E.V.RieuHarmondsworth:Penguin, 1985.
- Sophocles:Oedipus,theKing,tr.RobertFaglesinSophocles:TheThreeThebanPlaysHarmondsworth:Penguin, 1984.
- GilbertMurray,A HistoryofAncientGreekLiterature,AndesitePress,2017.
- Plato,TheRepublic,Book X, tr.Desmond LeeLondon:Penguin, 2007.
- Gregory,J. (ed.)TheBlackwellCompanion toGreek Tragedy.Oxford, 2005.
- Cuddon,J.A.,"DictionaryofLiteraryTermsandLiteraryTheory",PenguinBooks,London,1999.
- Drabble,M.,(ed.),"TheOxfordCompaniontoEnglishLiterature",OxfordUniversityPress,Oxford, 1996.
- Prasad,B.,"ABackgroundtotheStudyofEnglishLiterature",TrinityPress,NewDelhi,2014
- Harmon&Holman.,(ed.),"AHandbooktoEnglishLiterature",PrenticeHall,NewYork,1996.
- Wynne-Davies,M.,"TheBloomsburyGuidetoEnglishLiterature",PrenticeHall,New York,1990.
- https://www.youtube.com/embed/y1XAcDWrfWs
- https://www.youtube.com/embed/y4Cg3L4dN40

This course can be opted as an elective by the students of following subjects: Open to all

Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites	Tostudythiscourse,astudentmusthavepassed/opted**EnglishinB.A.II**

Suggestedequivalentonlinecourses:
……..

FurtherSuggestions:
……

Programme/Class: **DEGREE**	Year:**THIRD**	Semester:**FIFTH**
Subject:**ENGLISH**		
CourseCode: - **A040502TODL**	CourseTitle:**Fiction**	

CourseOutcomes:
Aftercompletingthiscourse, thestudentswill be ableto:

- Developan understandingof thegrowthof novelform and itsvarious types
- Enhancetheirreadingskillsandunderstand howtorepresenttheirexperienceandideascritically,creatively,andpersuasivelythrough the medium ofEnglishlanguage
- Getacquaintedwithdifferentcultures,mythsand socialconservationthroughthereadingofselected novels of Britain, America andIndia
- Learnhumanvaluesandbehaviouralpatternfromtheprescribednovelsanddevelopanunderstandingo f thehuman race
- Exposed to the unflattering portrayal of the contemporary Indian society through popularworksofIndianfiction writers in English

Credits: **05**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**5-0-0**.

Block	Unit
I Fiction: An Overview	**Unit 1. LiteraryTerms:**Plot,Characterization,NarrativeTechnique&Structure, Elements ofnovel, **Unit 2. Earlier Trends in fiction:** Picaresque Novel, Historical Novel,GothicNovel,EpistolaryNovel,RegionalNovel,Domesticnovel. **Unit 3. Trends in 20th & 21st Century Fiction**: Detective Novel,Science Fiction, Meta Fiction, Utopia, Dystopia,Mythological Fiction, Campus Fiction, Space Fiction, *Chiclit*,Junk Fiction
II British Fiction	**Unit 1.** CharlesDickens-*ATale ofTwoCities* **OR** ThomasHardy- *Farfrom theMaddingCrowd* **Unit 2.** JaneAusten-*PrideandPrejudice* **OR** GeorgeEliot-*Mill ontheFloss*
III American Fiction	**Unit 1.** Toni Morrison-*TheBluest Eye* OR HarperLee-*ToKill aMockingBird* **Unit 2.** ErnestHemingway-*TheOldManand theSea* **OR** JohnSteinbeck-*TheGrapesof Wrath*
IV Indian Popular Fiction	**Unit 1.** ArvindAdiga-*TheWhite Tiger* **Unit 2.** SanjayChitranshi-*Dalit,DynastyandShe* **OR** SudhaMurthy-*Dollar Bahu*

SuggestedReadings:

- Forster,E.M., "AspectsoftheNovel",Penguin,London,2005.
- Toliver&Calderwood,"PerspectivesonFiction",OxfordUniversityPress,NewYork,1970.
- Wynne-Davies,M.,"TheBloomsburyGuidetoEnglishLiterature",PrenticeHall,NewYork,1990.
- https://www.youtube.com/embed/O7DeTnf0_yM
- https://www.youtube.com/embed/4IijTINyHK8
- https://www.youtube.com/embed/a4JH8ssrAFY
- https://www.youtube.com/embed/HJJlXOS3gJ8
- https://www.youtube.com/embed/6q9_EbDrUgQ
- https://www.youtube.com/embed/2yN_X-zkC-E
- Bloom,H.,"ToniMorrison'sTheBluestEye",ChelseaHouse,1999.
- Heavilin, Barbara A., "The Critical Response to John Steinbeck's The Grapes of Wrath",GreenwoodPress, 2000.

Thiscoursecanbeoptedasan electivebythe studentsof following subjects:

Opento all

SuggestedContinuousEvaluationMethods:

ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest.The marks shall beas follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites:	Tostudythiscourse,astudentmusthavepassed/opted**English**in**B.A.II**

Suggestedequivalentonlinecourses:

- https://onlinecourses.nptel.ac.in/noc21_hs28/preview

FurtherSuggestions:

……..

Programme/Class: **DEGREE**	Year: **THIRD**	Semester: **SIXTH**
Subject: **ENGLISH**		
CourseCode: - **A040601TODL**	CourseTitle: **Indian&NewLiteraturesin English**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Developanunderstandingoftheindianfreedomstruggle,thecontemporarypolitical,socialandeconomic scenario and the also thetrauma of the partition
- Developanunderstandingofthethemes,stylesandpoeticsensibilitiesofpoetslikeToruDutt,Nissim Ezekiel, Jayant Mahapatraand KekiN. Daruwala
- Criticallyanalysethedramaasamediumofexplorationofexistingsocialissuesandprejudicesthroughthe workof dramatistslikeMaheshDattaniand AsifCurrimbhoy
- Understandthesocio-cultural-politicalconditionsofthecontemporaryIndiaasexploredinthefiction of writers likeKamalaMarkandaya
- Analyseandevaluatethedifferenceinthethemeandbackgroundoftheworksofindianwritersin Englishand the Englishwriters alreadystudiedin theprevious years
- Demonstrate,throughdiscussionandwriting,anunderstandingofsignificantculturalandsocietalissues presentedin Indian English literature
- Appraisethevaluesand issuesarisingfrom colonialism
- Familiarizethemselveswiththesimilar(yetdifferent)socio-historicconditionsreflectedintheliteratureof thevarious colonies
- Comprehendhow'NewLiteratures'incorporatesverydifferentliteraryproducts,eachwithitsown cultural, social and geographical specificity
- Comprehend and analyse the poetic discourses of poets like Pablo Neruda, MargaretAtwood, Judith Wright, Patrick White and Sujata Bhatt and the variations in their themes,stylesand responsiveness
- Address the identity issues and marginalization through a study of the works of IndiraGoswamiand Naipaul

Credits: **05**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**5-0-0**.

Block	Unit
I **Prose**	**Unit 1.** MahatmaGandhi-*HindSwaraj:*XVII-PassiveResistance,XVIII-Education **Unit 2.** UrvashiButalia:'*Memory'*from*TheOtherSideofSilence: VoicesfromthePartitionofIndia* **Unit 3.** Frantz Fanon- *Black Skin, White Masks* Chapter 4 NiveditaMenon-*SeeingLikeaFeminist* Chapter2
II **Poetry**	**Unit 1.** Toru Dutt: *Lakshman Nissim Ezekiel: *A Poem of Dedication Jayanta Mahapatra: *Hunger Keki N. Daruwala: *Mother **Unit 2.** Pablo Neruda: *If You Forget Me Margaret Atwood: *Spellings Patrick White: *Voss Judith Wright: *The Company of Lovers
III **Fiction**	**Unit 1.** Kamala Markandaya- Nectar in a Sieve Mulk Raj Anand- Untouchable **Unit 2.** Nadine Gordimer- A Guest of Honour **Unit 3.** V.S. Naipaul- A House for Mr. Biswas

	OR Indira Goswami- The Moth-Eaten Howdah of the Tusker
IV **Drama**	**Unit 1.** Wole Soyinka- *The Lion and the Jewel **OR** Trey Anthony- 'da Kink in My Hair **Unit 2.** Mahesh Dattani- *Seven Steps Around the Fire Asif Currimbhoy- The Doldrummers

SuggestedReadings:

- Butalia,Urvashi.,"TheOtherSideofSilence:VoicesfromthePartitionofIndia",PenguinRandomHouseIndia, 2017.
- Boehmer,E.,"EmpireWriting:AnAnthologyofColonialLiterature1870-1918",OxfordUniversityPress, Oxford,1998.
- Chinweizu,I.,"DecolonisingtheAfricanMind", Pero,Lagos,1987.
- Ngugiwa,T.,"Homecoming:EssaysonAfricanandCaribbeanLiterature,CultureandPolitics",Heinemann Educational Books, London, 1972.
- Fanon, Frantz,"BlackSkin,WhiteMasks",PerseusBooksGroup,Revisededition,2007.
- Menon,Nivedita.,"SeeingLikeaFeminist",PenguinIndia,2012.
- Anand,MulkRaj,"Untouchable",Penguin India, 2001.
- Rowland,S.W.,"PostcolonizingtheCommonwealth:StudiesinLiteratureandCulture",LaurierUniversityPress,Ontario, 2000.
- Rao, A.V. KrishnaandMenon, M.,'KamalaMarkandaya: A Critical Study of HerNovels1954-1982(IndianWritersSeries)', BR PublishingCorporation, 1997.
- GoswamiI.andSatarawalaK.,'IndiraGoswamiandHerFictionalWorld:TheMothEatenHowdah of theTusker',BR Publishing Corporation, 2002.
- Soyinka,Wole.,"TheLionandtheJewel"OUP,1974.
- Anthony,Trey.," 'daKinkinMyHair",PlaywrightsCanada,2005.

This course can be opted as an elective by the students of following subjects:
Open to all

Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites:	Tostudythiscourse,astudentmusthavepassed/opted**EnglishinB.A.II**.

Suggestedequivalentonlinecourses:……

FurtherSuggestions: ……

(Textsmarkedwith *areforddetailedstudy)

Programme/Class: **DEGREE**	Year: **THIRD**	Semester: **SIXTH**
Subject: **ENGLISH**		
CourseCode: - **A040602TODL**	CourseTitle: **Literaturein Films& MediaStudies**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Developanunderstandingofthetechnical terminologyassociatedwithfilmandmediastudies
- Interpret filmsastextandevaluatethemcritically
- Appraisetheprocess of adaptionoftextsintofilms
- Recognizethenuancesoffilmnarration
- Assessvariousfilmgenresandtheircharacteristics
- Appreciatetheworksofprescribedwritersandthedirectorsaswellwhodirectedtheiradaptations
- Exercise critical viewing and develop reading skills in determining the success ofadaptationsandpresenttheirassessmentsthrough avarietyofmediumsincludingpresentationsand essays

Credits: **05**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**5-0-0**.

Block	**Unit**
I Introduction to Film Studies	**Unit 1.** Film Studies: An Overview **Unit 2.** JamesMonaco,'TheLanguageof Film:SignsandSyntax',in*How to Read a Film: The World of Movies, Media &Multimedia* (NewYork: OUP, 2009)Chapter-3,pp.170-249
II Drama into Film	**Unit 1.** William Shakespeare- *The Comedy of Errors*, and itsadaptation ***Angoor***(1982film;Directedby Gulzar) **Unit 2.** WilliamShakespeare-*Macbeth*,anditsadaptation**Maqbool** (2003film,directedbyVishalBhardwaj)
III Novel/Short Story into Film	**Unit 1.** R.N.Tagore-*Kabuliwala*anditsadaptation**Kabuliwala**(1961film;Directed by HemenGupta) **Unit 2.** KhushwantSingh-*Train toPakistan*,and itsadaptation ***TraintoPakistan***(1998film;DirectedbyPamelaRooks) **U nit 3.** ChetanBhagat-*The3Mistakesof MyLife*,and itsadaptation ***KaiPoChe***(2013film,directed byAbhishekKapoor)
IV Film Writing and Movie Review	**Unit 1.** Script Writing, Dialogue Writing **Unit 2.** Movie Review, Editing, Narration

SuggestedReadings:

- Boyum,J.G.,"DoubleExposure",Seagull,Calcutta,1989.
- Cartmell,D.&Whelehan,I.,"TheCambridgeCompaniontoLiteratureonScreen",CambridgeUniversity Press, Cambridge, 2007.
- Corrigan,Timothy,J."AShortGuidetoWritingaboutFilm",Pearson India,2009.
- Dix,Andrew,"BeginningFilmStudies",VivaBooks,NewDelhi,2010.
- Hutcheon,L.,"ATheory ofAdaptation",Routledge,NewYork,2006.
- John,M.D.&Hawkes,P.,"Adaptation:StudyingFilmandLiterature",McGraw-Hill,NewYork,2005.
- Mcfarlane,B.,"NoveltoFilm:AnIntroductiontotheTheoryofAdaptation",ClarendonPress,UK, 1996.
- Thomas,L.,AdaptationStudiesatCrossroads,"Adaptation",CambridgeUniversityPress,Cambridge,200

7.	
Thiscoursecan beoptedas anelectiveby the studentsof following subjects: **Opento all**	
SuggestedContinuousEvaluationMethods: ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest. The marks shall beas follows:	
Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites:	**Opento all**
Suggestedequivalentonlinecourses: ……..	
FurtherSuggestions: ……..	

(Textsmarkedwith *arefordetailedstudy)

Programme/Class: **DEGREE**	Year: **THIRD**	Semester: **SIXTH**
Subject:**ENGLISH**		
CourseCode: - **A040603TODL**	CourseTitle: **MediaandJournalisticWriting**	

CourseOutcomes:

Aftercompletingthiscourse, thestudentswill be ableto:

- Understanddifferenttypesofjournalismandtheir importance.
- Comprehendvariousprinciplesofmasscommunication.
- Differentiatebetweenvariousformsofmedia&journalisticwritingandreporting.
- Understandthe meaningand natureof publicspeaking.
- Identifysocial medianorms andonlinejournalism.
- Writeinvariousjournalisticformatseffectively.
- Understandthe meaningand natureof publicspeaking.
- Editreportsandcreate engagingadvertisements.

Credits: **05**	Paper:**CoreCompulsory**
Max.Marks:**25+75**	Min.PassMarks:**……**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**5-0-0**.

Block	Unit
I **Media & Journalism: An Overview**	**Unit 1. AnIntroductionto Media &Journalism** MediaandSociety PrinciplesofMassCommunication&JournalismToolsof GatheringInformation MisinformationandDisinformation **Unit 2.Introduction to Cyber Media and SocialMedia** SocialMedia TypesofSocialMediaOnlineJourna lism BasicsofCyberMedia
II **Core Skill**	**Unit 1. Print Media** WrittenEnglish:Précis,Paragraph,Essay News Reporting: Parts of a news report, 5Ws, Headline writing,TypesofLeads,and Report writing. **Unit 2. CoreSkillsinElectronicMedia** PublicSpeaking News Production, Reporting and Presentation for RadioNewsProduction/ Reporting forTelevision NewsPresentation:Basicprinciples-objectivity,accuracy,speed,clarity and integrity.
III **Reporting and Editing**	**Unit 1. Basics of Reporting** News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter Types of reports. **Unit 2. Basics of Editing** Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors.

IV **Feature Writing and Advertisement**	**Unit 1. Basics of Feature Writing** Types of features: Obits, Reviews, Columns, Trend stories. **Unit 2. Advertisement** Types of Advertisements Advertising Ethics How to create advertisements/storyboards

SuggestedReadings:

- Kamath.MV.*ProfessionalJournalism,*NewDelhi,Vikas PublishingHouse, 1980.
- Mencher,Melvin. *BasicNewsWriting,*New Delhi,UniversalBookStall,1992.
- Menon,P.K.*Practical Journalism,* Jaipur,Avishkar Publishers,2005.
- Parthasarathy,Rangaswami.*BasicJournalism,*NewDelhi,MacMillanIndiaLtd.1989.
- Parthasarathy,Rangaswami.*HereistheNews!ReportingfortheMedia,*NewDelhi,SterlingPublishers, 1994.
- Prasad,Sharada.RukunAdvani(etal)*EditorsonEditing,*NewDelhi,NationalBookTrust, 2004.
- Selvaraj,Madhur.*NewsEditingandReporting,*NewDelhi,DominantPublishers,2005.
- Saxena,Ambrish.*FundamentalsofReportingandEditing*,NewDelhi,KanishkaPublishers, 2007.
- Bayan,R.,*WordsthatSell:Morethan6000EntriestoHelpYouPromoteYourProducts,Services,andIdeas,* McGraw-Hill Education;2nd edition, 2006.

Thiscoursecanbeoptedasan electivebythe studentsof following subjects:
Opento all

SuggestedContinuousEvaluationMethods:
ContinuousInternalEvaluationshallbebasedon Project/AssignmentandInternalClassTest. The marks shall beas follows:

Project/Assignment	**10Marks**
InternalClasstest	**15Marks**
Courseprerequisites:	**Opento all**

Suggestedequivalentonlinecourses:

- https://onlinecourses.nptel.ac.in/noc21_cs28/preview
- https://onlinecourses.swayam2.ac.in/cec21_ge13/preview

POLITICAL SCIENCE

BA 1st Year, Sem.-I

Paper-I

B.A. ISemesterI:PaperI			
CoreCourse:A060101TODLIndian National Movement & Constitution of India			
Credit:4	**CIA:25**	**ESE:75**	**Max. Marks:100**
Course Outcome: Acquaintance to Indian National Movement & Constitution of India is indispensable for a student to make sense of Indian Political System. The course is designed to provide a overview of Indian freedom struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.			
BlockI	**Unit 1:** Genesis, Growth and the Politico-Cultural Trends in the Indian National Movement **Unit 2:** Stages of Constitutional Development **Unit 3:** Making of the Constitution **Unit 4:** Citizenship		
BlockII	**Unit 1:** Fundamental Rights, Fundamental Duties **Unit 2:** Directive Principles Of State Policy **Unit 3:** Relation between Fundamental Rights & Directive Principles **Unit 4:** Process Of Amendment		
BlockIII	**Unit 1:** Union Legislature and Executive: Parliament, Speaker, President, Prime Minster **Unit 2:** State Legislature and Executive: Legislative Assembly, Governor, Chief Minister		
BlockIV	**Unit 1:** Judiciary: Supreme Court, High Court, Writs, Judicial Review **Unit 2:** PIL, Judicial Reforms **Unit 3:** Federalism in India **Unit4:** Centre-State Relations: Administrative, Legislative & Financial, Election Commission		

This course can be opted as an elective by the student of any subject.

SuggestedReadings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kinderslcy Pearson Pvt. Ltd. India
2. Basu D. (2012) 'Introduction to the Constitution of India' LexisNexis New Delhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi
4. BiswalTapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajnetik Prakriya' Orient Blackswan New Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution` National Book Trust, New Delhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvl. Ltd. New Delhi

BA 1st Year, Sem.-I

Paper-II
(Practical)

B.A. ISemesterI:PaperII			
CoreCourse:A060102PODLAwareness of Rights & Laws			
Credit:2	**CIA:25**	**ESE:75**	**Max. Marks:100**

Course Outcome- This paper intends to arm the student with basic digital and legal awareness where by the student can leverage this in the job market. It also intends to make the student aware of his basic legal rights which would help him to standup and help others.

BlockI	**Unit 1:** Preamble of Indian Constitution **Unit 2:** Equality Before Law & Equality of Opportunity **Unit 3:** Freedom of belief, Expression & Dissent **Unit 4:** Cyber Crime, State & Cyber security
BlockII	**Unit 1:** Rights & Obligations, Right to Education **Unit 2:** Correlation Between Rights & Duties **Unit 3:** Justiciability Of Fundamental Rights **Unit 4:** Digital Empowerment through social networking sites, Citizen's Charter
BlockIII	**Unit 1: Legislature-**Gender sensitivity **Unit 2:**Unity in Diversity **Unit 3: Executive-** State and Government, Nation Building, Affirmative Action, **Unit 4: Judiciary-**Universal Human Rights
BlockIV	**Unit 1:** Govt. Policies & Campaigns, **Unit 2:** Practical Teachings, **Unit 3:** Right to Information **Unit4:**Lokpal

This course can be opted as an elective by the student of any subject.

SuggestedReadings:

1. https://www.digitalindia.gov.in/services
2. https://rtionline.gov.in/
3. https://www.india.gov.in/topics/law-justice
4. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New Delhi: OUP
5. Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV

BA 1st Year, Sem.-II
Course-I
(Theory)

B.A. ISemesterII:PaperI			
CoreCourse:A060201TODL**Political Theory & Concepts**			
Credit: 6	**CIA:25**	**ESE:75**	**Max. Marks:100**
Course Outcome- Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory which is relevant for any in depth study and research.			
BlockI	**Unit 1:** Political Science: Definition, Nature, Scope ,Methods & Relations With Other Social Science, **Unit 2:** Approaches to the study of Pol. Science. Traditional approaches : Institutional, Historical, Sociological, Philosophical **and** Normative **Unit 3:** Modern Approaches: Behaviouralism, Post Behaviouralism **Unit 4: Modernism & Post Modernism**		
Block II	**Unit 1: State:** Definition and Elements, **Unit2:Theories of Origin of State:** Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. **Unit 3: Theories of state:** Idealistic theory, Liberal theory, Socialist theory and Welfare theory **Unit 4: Sovereignty:** Monism and Pluralism. **Law:** Definition: Source, Classification. **Punishment :Theories** of punishment		
Block III	**Unit 1:** Liberty, Equality, Justice, Power, Influence, Authority, Legitimacy, Obligation, **Unit 2:** Rights, Duties, Pol. Culture, Political participation, Pol. development & Pol. modernization, **Unit 3:** De-colonization and Neo Colonialism, **Unit 4:** Nationalism, Cultural Nationalism, Globalization, Human right, Feminism		
Block IV	**Unit 1:** Parliamentary System, Presidential System, Federal vs Unitary, Political Parties, Pressure Groups, **Unit 2: Organs of Govt:** Executive, Legislature, Judiciary. **Unit 3:** Constitution, Constitutionalism Democracy, Totalitarianism, Public Opinion, **Unit 4:** Social Justice, Secularism, Decentralization, Theories of Representation.		

SuggestedReadings:

1. AC Kapoor, Principals of political science.
2. Eddy Ashirwatham, political theory, S Chand Delhi,2009
3. JC Johari, Modern political theory. (Hindi and English Both)
4. CEM Joad, Introduction to modem political theory.
5. R.0 Aggarwal, Political Theory, S Chand
6. R. Bhargav& A. Acharya, Political theory: and introduction, Pearson 2008
7. Amal Ray & Mohit Bhattacharya, Political Theory: An introduction, Pearson 2008 New Delhi
8. R.G. Aggarwal, Political Theory, S.Chand 2001 New Delhi.
9. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi

BA 2nd Year, Sem.-III
Paper-II
(Theory)

B.A. IISemester III:PaperII			
CoreCourse:A060301TODL**Political Process in India**			
Credit:4	**CIA:25**	**ESE:75**	**Max. Marks:100**
Course Outcome: Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train& acclimatize the student will the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.			
BlockI	**Unit 1:** Process of Democratization in Post-Colonial India, **Unit 2:** Dimensions of Democracy: Social, Economic, Political, Factors Shaping the Indian Political System since Independence. **Unit 3:** Federalism, Coalition, Political parties, **Unit 4:** Party System In India		
BlockII	**Unit 1:** Impact of Democratic Decentralization: Urban and Local self-government **Unit 2: 7**3rd and 74th Amendment of Indian Constitution, **Unit 3:** Pressure Groups, Determinants of Voting Behavior, Caste& Politics **Unit 4:** Need of Electoral Reforms, The Politics of Secession and Accommodation		
BlockIII	**Unit 1:** Religion & Politics in India, **Unit 2:** Debates on Secularism **Unit 3:** Affirmative Action Policies With Respect To Women, Caste**&**Class		
BlockIV	**Unit 1:** Challenges of Nation Building: Ethnicity, Language, Regionalism, **Caste,** **Unit 2:** Majority and Minority Communalism, Corruption; **Unit 3:** Politics of Defection, **Unit 4:** Politics of President rule		

NOTE: This Course Can Be Opted As An Elective By The Student Of Any Subject

Suggested Readings :

1 Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2 Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3 Granville Austin Working a Democratic Constitution: The Indian. Experience, Oxford University Press, New Delhi, 1999
4 JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5 Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6 Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
7 Kothari Rajni, 'Bharat mein Rajneeti: KalaurAaj' Vani Prakashan New Delhi, 2007
Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
8 Singh, M.P. and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns 'Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

BA 2nd Year, Sem.-III

Paper-II
(Practical)

B.A. IISemester III:Paper II			
CoreCourse:A060302PODLField Work Tradition In Social Sciences			
Credit:2	**CIA:25**	**ESE:75**	**Max.Marks:100**
Course Outcome : This paper intends to train students in carrying out empirical studies and field work which would help him in research. This would sensitize him to the precautions that is required to carry a empirical study on socially relevant topics.			
BlockI	**Unit 1:** Uniqueness of Social Sciences **Unit 2:** Fact Value Dichotomy **Unit 3:** Ethnocentrism, Participant Observation, Value Neutrality		
BlockII	**Unit 1:** Empirical Research: Meaning, Types, Methods **Unit 2:** Identification of Research Problem, **Unit 3:** Formulation of Hypothesis **Unit 4:** Research Design		
BlockIII	**Unit 1:** Modern Liberal Nationalism **Unit 2:** Gopal Krishan Gokhale, Dadabhai Naroji, **Unit 3:** Surendranath Bannerji, Sir Syed Ahmad Khan		
BlockIV	**Unit 1:** RadicalNationalism **Unit 2:** LalaLajpatRai,BalGangadharTilak,Bipin Chandra Pal, **Unit 3:** Vir Savarkar, Subhash Chandra Bose		
BlockV	**Unit 1:** SpiritualNationalism-SriAurobindoGhosh,PtDeenDayalUpadhayaya **Unit 2:** CulturalNationalism-RabindraNathTagore		
BlockVI	**Sarvodaya,Marxism,andSocialism:** **Unit 1:** MahatmaGandhi**,**B.R. Ambedkar**,** **Unit 2:** M.N.Roy,J.P.Narayan. **Unit 3:** R.M.Lohia, J.L.Nehru		

Suggested Readings :

1. R. KUMAR, Research Methodology: A Step by step guide for beginners, Pearson
2. P.N. Mukhergee, Methodology in social research, Sage publication, New Delhi
3. V.K. Srivastav, Methodology and Fieldwork, Oxford University Press New Delhi
4. R.N. Trivedi & DP Shukla, Research Methodology, College Book Depot, Jaipur
5. J. Galtunj, Theories and method of Social research, London
6. P.V. Young, Scientific Social survey, New York, Parentice Hall Inc

BA 2nd Year, Sem.-IV
Paper-I

Programme/Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	A060401TODL	Course Title	**Western Political Thought**		
This course introduces the students to the ancient, medieval and modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.					
Credits-6		Max. Marks : 100		Min. Passing Marks :33	
Total No. of Lectures – Tutorials – Practical (in hours per week) : 6-0-0					

Unit	**Topic**
Block I	Unit 1: Plato, Unit 2: Aristotle Unit 3: Thomas Aquinas Unit 4: St. Augustine
Block II	Unit 1: Machiavelli, Unit 2: Jean Bodin Unit 3: Thomas Hobbes Unit 4: John Locke Unit 5: J.J. Rousseau
Block III	Unit 1: Immanuel Kant, Unit 2: Edmund Burke, Unit 3: Jeremy Bentham Unit 4: T.H. Green
Block IV	Unit 1: G W Hegel, Unit 2: Karl Marx. Unit 3: Mary Wollstonecraft Unit 4: Simone De Beanvoir
Block V	Unit 1: Rosa Luxemburg Unit 2: John Rawls Unit 3: Michael J. Oakeshott Unit 4: Hannah Arendt

Suggested Readings:

1. E. Baker, The political Thought of Plato and Aristotle, Metheun, 1906.
2. J. Coleman, A History of Political Thought : From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, 2000.
3. K. Nelson, Brain, Western Political Thought: From Socrates to the Age of Idealogy, Pearson, 1996.
4. Jha, Shefali, Western Political Thought (From Plato to Marx), Pearson.
5. C. Macpherson, The Political Theory of Possessive Individualism: Hubbes to Locke, Oxford University Press, Ontario.
6. Kolakowski, Lcszek, Main Currents of Marxism, Oxford University Press, 1978.
7. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press.

BA 3rd Year, Sem.-V

Paper-I

Programme/Class	Degree	Year	**B.A. III**	Semester	V
Subject	Political Science				
Course Code	A060501TODL	Course Title	**Comparative Government and Politics UK, USA, Switzerland & Vietnam**		
Course Outcome : Politics is the mirror of the society. This paper will help the student in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is widely used method of scientific knowledge. This would help the student to find out why a certain system is appropriate and suitable to a given society.					
Credits-4		Max. Marks : 100		Min. Passing Marks :33	
Total No. of Lectures – Tutorials – Practical (in hours per week) : 4-0-0					

Block	**Topic**	**No. of Lectures**
Block I	Unit 1: Nature, Scope, Approaches and Utility of Comparative Study of Politics Unit 2: Dharma and the idea of Dharma Rajya	
Block II	Unit 1: Capitalism and The idea of Liberal Democracy Unit 2: Socialism and The Working of Socialist State Unit 3: Decolonization, Political Development, Political Culture	
Block III	Unit 1: Salient Features of The British Constitution and Examination of the Relationship between the Executive and Legislature and Role of Judiciary in UK Unit 2: Essential Features of the constitution of USA, Unit 3: Composition Powers and Functions of the Executive, Legislature and Judiciary in USA	
Block IV	Unit 1: Essential Features of Vietnamese Constitution Unit 2: Legislature, Executive and Judiciary, Vietnam Communist Party Unit 3: Plural Executive, Direct Democracy, Referendum, Initiative, The Administrative System of Switzerland	

Suggested Readings:

1. A.C. Kapoor & K. K. Mishra, Select Constitutions , S. Chand 2001, New Delhi.
2. V.D. Mahajan, Constitution of the world, S. Chand 2001, New Delhi.
3. J.C. Johari: New Comparative Govt. Lotus, 2008.
4. S.E. Finer, Compartivegovts.
5. Bryce, Modern democracies.
6. Herman finer, Theory and practice of Modern government.
7. Vidya Bhushan & Vishnu Bhagwan. World constitution, sterling publications 1998.
8. J. Kopstein and M. lichbach, comparative politics: interests identities and institutions in a changing global order.
9. M. Mohanty, comparative political theory and third world sensitivity.

BA 3rd Year, Sem.-V
Paper-II

Programme/Class	Degree	Year	**B.A. III**	Semester	V
Subject	Political Science				
Course Code	A060502TODL	Course Title	**Principles of Public Administration**		
Course Outcome : Administration being essential to every organization, this course aims to acquaint a student with fundamentals of public administration to. This would provide him an insight regarding the principles of administration in general and help him to bring out the best from existing set up. This would help him to prepare for administrative examinations too.					
Credits-4		Max. Marks : 100		Min. Passing Marks :33	
Total No. of Lectures – Tutorials – Practical (in hours per week) : 4-0-0					

Block	Topic
Block I	Unit 1: Meaning, nature, scope, significance, and Evolution of Public Administration Unit 2: Theories Organization: Scientific Management, Classical, Bureaucratic, Human Relations, Decision Making, Ecological Principles of Organisation
Block II	Unit 1: Chief Executive: Types and Function, Line, Staff, Auxiliary agencies, Departments, Public Corporation, Boards and Commissions, Independent Regulatory Commissions Unit 2: Concept of Budget, Formation & Execution of Budget, Account and Audit
Block III	Unit 1: Administrative Law, Delegated Legislation, Administrative Tribunals Unit 2: New public administration, New Public Management, New Public Service Approach, Good Governance
Block IV	Unit 1: Development administration, Comparative Public Administration Unit 2: Evolution of Indian Administration- Ancient, Medieval, Modern

Suggested Readings:

1. Maheshwari & Awasthi, Public Administration, Agra.
2. Mohit Bhattacharya, Public admin, Jawahar, New Delhi.
3. C.P. Bharmi, Lok Prashasan ke Siddhant..
4. A. Avasthi & S.R Maheshwari, Public Administration, Agra.
5. F.A. Nigro & G.I. Nigro, Modern Public Administration, New York, 1980.
6. Dimock & Dimock Public Administration.
7. W.F. Willoughby, Principles of Public Administration.

BA 3r Year, Sem.-V
Paper-III
(Practical)

Programme/Class	Degree	Year	B.A. III	Semester	V
Subject	Political Science				
Course Code	A060503PODL	Course Title	**Public Policy Formulation & Administration in India**		
Course Outcome : It aims to provide interface between public policy and administration in India. The essence of this paper appreciate the translation of governing philosophy into programmes and policies. Students will ab understand Political Process as well as Policy formulation process and the difficulties in impleme Programmes and Policies promised in Manifestoes.					
Credits-4		Max. Marks : 100		Min. Passing Marks :33	
Total No. of Lectures – Tutorials – Practical (in hours per week) : 2-0-0					

Block	Topic
I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as a Emerging field of Study, Impact of Globalization Policy Making Process in India Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non Government Organization, Government Agencies, International Agencies Niti Aayog, Legislature, Executive, Judiciary, Bureaucracy, Techniques of Policy Implementation
II	Policy Evaluation: Concept of Policy Evaluation Survey & Sampling Agencies, Independent Studies Groups Criteria for Policy Evaluation: Problem, Needs, Accountability, Good Governance Major Constraints in Policy Formulation & Implementation.
III	Policy Invention- Case Studies/ Mock Parliament: Panchayati Raj, NEP, MANREGA, Environmental Policies, Welfare Plans for Women & Weaker Sections, Feedback from Stake Holders.
IV	Working and Role of Parliament in Actual Public Policy Formulation.

Suggested Readings:

1. Arora R. K. & Goyal R. 'Indian Public Administration', Vishwa Prakashan 2008 New Delhi.
2. Basu Rumki, (ed. 2015) 'Democracy and Good Governance: Reinventing the Public Service Delivery System in India' Bloomsbury, New Delhi.
3. Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, New Delhi.
4. Chakrabarty Bidyut & Chand Prakash(2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd. Hyderabad.
5. Chakbarty Bidyut & Chand Prakash (2017) 'Public Administration in a Globalizing World: Theories & Practices' SAGE, New Delhi.
6. Jayal, N.G. (1999) 'Democracy and The State: Welfare, Secular and Development in Contempo in India', Oxford, Oxford University Press, New Delhi.
7. Sharma M.P. & Sadan B.L. 'LokPrashasan: Siddhant evam Vyavhar' Kitab Mahal, Allahabad.
8. Singh, H & Singh M. 'Public Administration in India, Theory and Practice', Sterling Publication 1990, New Delhi.

This course can be opted as an Elective by the Student of Any Subject.

BA 3rd Year, Sem.-V
Paper-IV
Project-1

Programme/Class	Certificate	Year	III	Semester	V
Subject	**Political Sceince**				
Course Code	A060504RODL	Course Title	Project Work I		
Course Outcome – This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest.					
Creditis- 3	Max. Marks : 100		Min. Passing Marks : 33		
Total No. of Lectures- Tutorials – Practical (in hours per week)- (0-0-3)					

Suggested Topics	**No. of Lectures (1 hr. each)**	**No. of Practical (2 hrs. each)**
A project on the working of any representative body, starting from parliament down to the panchayat. A project on study of issues involved in national, state or local election and post-facto analysis.	15	15

The topics are to be decided in consultancy with the faculty and the above are only suggestions. Any topic of socio political economic significance can be taken up as a project.

BA 3rd Year, Sem.-VI
Paper-I

B.A. IIISemester VI:PaperI	
CoreCourse:A060601TODLIndian Political Thought	
Credit:5 **CIA:25** **ESE:75** **Max.Marks:100**	
This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shaped the normative thinking on India.	
BlockI	**Unit 1:** Ancient Thought: Manu Kautilya, Agganna Sutta, Jaina Traditions, **Unit 2:** Medieval Thought: Barani, **Unit 3:** Medieval Thought: Abul Fazal
BlockII	**Unit 1:** Thinking & Ideas in Modern India: Reform tradition Raja Ram Mohan Roy, MG Ramade, **Unit 2:**Thinking & Ideas in Modern India: Sir Syed Ahmed Khan, Vivekananda & Pandita Ramabai **Unit 3: Political & Social Visions**: M.K. Gandhi, Jawahar Lal Nehru, BG Tilak
BlockIII	**Unit 1: Political & Social Visions**: Jyotiba Phule, Tarabai Shinde. **Unit 2: Political & Social Visions**: Dr. BR Ambedkar & Periyar. **Unit 3: Political, Social & Economic Visions**: MN Roy, Jayaprakash Narayan **Unit 4: Political, Social & Economic Visions**: Kamladevi Chattopdhyaya and Dr. Ram Manohar Lohia.
BlockIV	**Unit 1: Political, Social & Culture Visions:** VD Savarkar **Unit 2: Political, Social & Culture Visions:** MS Golwakar & Mohd. Iqbal **Unit 3: Political, Social & Civilizational Visions:** Bankim Chandra, Rabindranath Tagore, Ananda Coomaraswamy.

SuggestedReadings:

1. K.P. Jaiswal: Hindu Polity(English & Hindi), Banglore: Banglore Printing &Publishing Co., 1955.
2. N.C. Bandopadhyaya: Development of Hindu Polity and Political Theory, New Delhi: Munshiram & Manoharlal, 1980
3. S. Collins, (ed), Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy, 2001 4. A. Fazl, The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57. 1873
4. V. Mehta, 'The Imperial Vision: Sarni and Faze, in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134- 156., 1992
5. Habib, Irfan (1998) `ZiyaBarni's Vision of the State', in The Medieval History Journal, Vol. 2, (1), pp 19-36.
6. Mehta, V. R. Foundations of Indian Political Thought, Manohar, 1992.

BA 3rd Year, Sem.-VI
Paper-II

B.A. IIISemester VI:PaperII	
CoreCourse:A060602TODL**International Relations & Politics**	
Credit:5 **CIA:25** **ESE:75** **Max.Marks:100**	
Course Outcome: This course seeks to equip students the basic tools for understanding International relations. It also introduces major events and developments that have shaped the contemporary International system. It aims to capture the changing dynamic of the international politics by taking up burning and relevant issues which have potential to alter its contours.	
BlockI	**Unit 1:** Definition, Nature & Scope of International Politics, Approaches & Theories, **Unit 2:** Idealism, Realism, Neo Realism, Decision-Making, System Theory & Game Theory, **Unit 3:** The National State System: National Power, National Interest **Unit 4:** The National State System: Collective Security, Balance of Power
BlockII	**Unit 1:** Diplomacy, Disarmanent & Arms Control & Nuclear Proliferation **Unit 2:** United Nations, New World Order, **Unit 3:** 20th Century of International relation: World War I & II, **Unit 4:** Cold War & Post Cold Ware International Relations.
BlockIII	**Unit 1:** A critical Appraisal of India's Foreign Policy Post Independence, **Unit 2:** Evaluation of Politics in South Asia, South East Asia, West Asia, Indo-Pacific Region **Unit 3:** Evolution of International Economic System from Bretton Woods to W.T.O.. The North South and the South-South Dialogue. **Unit 4:** Regional Trade Development Cooperation, Strategic Partnership: EU, QUAD, IORA, ASEAN, BRICS, BIMSTEC, SAARC, SCO & Mekong-Ganga Cooperation
Block IV	**Unit 1:** Globalization: Concept, feature, effects and its impact on sovereignty of states. **Unit 2:** Alternative perspective on globalization, Ascendency of China, Multipolar world **Unit 3:** Great Debates in International Relations: End of Ideology, Clash of Civilization,Cross Border Terrorism & Non State Actor, Human Rights **Unit 4:** Great Debates in International Relations: Politics of Environment, Traditional & Non Traditional Security Threats

SuggestedReadings:

1. Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
2. Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press. UK 4th edition 2007 W. Bello, DE globalization, Zed Books, London.
3. Ghosh Pen (2017) 'International Relations' PHI Learning Pvt. Ltd. New Delhi.
4. Heywood, Andrew (2014) 'Global Politics' 2nd Edition, Palgrave Macmillan Foundations, New York.
5. Biswal Tapan (2016) International Relations' Orient Blackswan Pvt. Ltd. Hyderabad
6. Ghosh Peu (2017) 'International Relations, PHI Learning Pvt. Ltd. Delhi
7. Khanna, V. N (2014) international Relations' Villas Publishing House Noida, U.P.
8. Virmani, R.C. (2007) 'Contemporary International Relations' Geetanjali Publishing House New Delhi.
9. Heywood, Andrew (2014) 'Global Politics' Palgrave Macmillan New York.

BA 3rd Year, Sem.-VI
Paper-III

Programme/Class:**Degree**	Year : Third	Semester : Sixth
Subject: **Political Science**		
Course Code: A060603RODL	Course Title : **PROJECT WORK(2)**	
Course Outcome: This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest.		
Credits: 3	Max. Marks: 100	Min. Passing Marks :33
Total No. of Lectures - Tutorials - Practical (in hours per week) 0-0-3)		
Suggestive Topics		
A project on the formulation and execution of various governmental programs and schemes ranging from **Beti Bachao Beti Padhao, Swachta Bharatabhiyan, Ekbharat Shresth Bharat, Ujala, Skill India, Jan Dhan Yojna, Ayushman Bharat, Digital India Mission, Namami Gange etc.**		

The topics are to be decided in consultancy with the faculty and the above are only suggestions. Any topic of socio political economic significance can be taken up as a project.

HINDI

PROGRAMME/CLASS : CERTIFICATE	BA-I YEAR	SEMESTER-I
Subject: **Hindi**		
CourseCode: - **A010101TODL**	CourseTitle:**हिन्दी काव्य**	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**

इस पाठ्यक्रम के अध्ययन से विद्यार्थी भारतीय ज्ञान परंपरा के अंतर्गत आदिकालीन, मध्यकालीन हिंदी काव्य का इतिहास, इतिहास लेखन की परंपरा एवं विकास के विविध रूपों और आधुनिक काव्य के इतिहास का साक्षात्कार कर सकेंगे।

Block	Unit Details
Block I	**Unit 1- भारतीय ज्ञान परंपरा के अंतर्गत आदिकालीन एवं मध्यकालीन हिंदी काव्य का इतिहासः इतिहास लेखन की परंपरा एवं विकासः** ➢ भारतीय ज्ञान परंपरा और हिन्दी साहित्य, हिंदी साहित्य का काल विभाजन, नामकरण एवं साहित्यिक प्रवृत्तियाँ। ➢ सिद्ध साहित्य, जैन साहित्य, रासो साहित्य, नाथ साहित्य और लौकिक साहित्य। भक्ति आंदोलन के उदय के सामाजिक एवं सांस्कृतिक कारण, भक्तिकाल के प्रमुख संप्रदाय और उनका वैचारिक आधार, निर्गुण और सगुण कवि और उनका काव्य। रीति काल की सामाजिक, सांस्कृतिक पृष्ठभूमि, नामकरण, प्रवृत्तियाँ एवं परिप्रेक्ष्य रीतिकालीन साहित्य के प्रमुख भेद (रीतिबद्ध, रीति मुक्ति, प्रमुख कवि और उनका काव्य। **Unit 2- आधुनिक कालीन काव्य का इतिहासः** ➢ सामाजिक, सांस्कृतिक पृष्ठभूमि, नामकरण एवं प्रवृत्तियाँ, 1857 का प्रथम स्वतंत्रता संग्राम और सांस्कृतिक पुनर्जागरण, हिंदी नवजागरण, भातेंदु युग, द्विवेदी युग एवं छायावाद की प्रवृत्तियाँ एवं अवदान ➢ उत्तर छायावाद की विविध वैचारिक प्रवृत्तियाँ, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता, प्रमुख साहित्यकार रचनाएँ और साहित्यिक विशेषताएँ
Block II	**Unit 1- आदिकालीन कविः** ➢ **विद्यापतिः** (विद्यापतिपदावली–संपा. आचार्य रामलोचन शरण) क. राधा की वंदना, ख. श्रीकृष्ण प्रेम (35), ग. राधा प्रेम–(36) ➢ **गोरखनाथः** (गोरखबानीः संपादक पीताम्बरदत्त बड़थ्वाल गोरखबानी सबद (संख्या 2,4,7,8,16), पद (राग रामश्री 10,11) ➢ **अमीर खुसरोः** (अमीर खुसरो–व्यक्तित्व एवं कृतिव : डा0 परमानंद पांचाल) कव्वाली–घ (1), गीत–ड.(4), (13), दोहे–च (पृष्ठ 86), 05 दोहे–गोरी सोवे, खुसरो रैन, देख मैं, चकवा चकवी, सेज सूनी। **Unit 2-भक्तिकालीन सगुण कविः** ➢ **सूरदासः** (भ्रमरगीत सार–संपा. आचार्य राम चन्द्र शुक्ल) (पद संख्या–07, 21, 23, 24, 26) ➢ **गोस्वामी तुलसीदासः** (श्री रामचरित मानस–गोस्वामी तुलसीदास, गीता प्रेस गोरखपुर) अयोध्या काण्ड–दोहा संख्या 28 से 41

Block III

Unit 1-भक्तिकालीन निर्गुण कवि: कबीर:

- (**कबीरदास**–संपा. श्यामसुंदर दास)
  क. गुरूदेव को अंग–01, 06, 17, 20
  ख. बिरह को अंग – 04, 10, 12, 20, 33
- **मलिक मोहम्मद जायसी**: (मलिक मोहम्मद जायसी–संपा.–आचार्य राम चन्द्र शुक्ल)
  मानसरोवर खंड (01 से 06 पद तक)

Unit 2-रीतिकालीन कवि:

- **केशवदास:**
  (कविप्रिया (प्रिया प्रकाश)–लाला भगवानदीन)
  तृतीय प्रकाश– 1, 2, 4, 5
- **बिहारी लाल:**
  (बिहारी रत्नाकर–जगन्नाथ दास रत्नाकर)
  प्रारंभ के 10 दोहे
- **घनानंद:**
  (घनानंद ग्रन्थावली–संपा., विश्वनाथ प्रसाद मिश्र) सुजानहित–1, 4, 7

Block IV

Unit 1-आधुनिककालीन कवि:

- **भारतेंदु हरिश्चन्द्र:** मातृभाषा प्रेम पर दोहे, रोकहूँ जो तो अमंगल होय, ब्रज के लता पता मोहि कीजे
- **जयशंकर प्रसाद:** कामायनी के श्रद्धा सर्ग के प्रथम दस पद, आंसू के प्रथम पांच पद।
- **सूर्यकांत त्रिपाठी 'निराला':** वर दे वीणा वादिनि वर दे, तुलसीदास (प्रारंभ के दस पद), वह तोड़ती पत्थर।
- **सुमित्रानंद पन्त:** मौन निमंत्रण, प्रथम रश्मि, यह धरती कितना देती है।
- **महादेवी वर्मा:** बीन हूँ मैं तुम्हारी रागिनी भी हूँ, फिर विकल हैं प्राण मेरे, यह मन्दिर का दीप इसे नीरव जलने दो।

Unit 2- (अ) छायावादोत्तर कवि और हिन्दी साहित्य में शोध:

- **अज्ञेय:** नदी के द्वीप, यह दीप अकेला, कलगी बाजरे की।
- **मुक्तिबोध:** विचार आते हैं, भूल गलती
- **नागार्जुन:** अकाल और उसके बाद, बादल को घिरते देखा है
- **धर्मवीर भारती:** बोआई का गीत, कविता की मौत (दूसरा सत्पक, सम्पादक अज्ञेय)
- **धूमिल:** मोचीराम, रोटी और संसद

संदर्भ ग्रंथ:

1. डॉ. नगेंद्र, (संपा.), हिंदी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1976
2. बच्चन सिंह, हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नई दिल्ली, 1996
3. शुक्ल, रामचंद्र, हिंदी साहित्य का इतिहास, लोक भारती प्रकाशन, इलाहाबाद, 2019
4. तिवारी, रामचंद्र, हिंदी गद्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992
5. चतुर्वेदी, रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, 2019
6. सिंह, नामवर आधुनिक साहित्य की प्रवृत्तियाँ, राजकमल प्रकाशन, नई दिल्ली, 2014
7. ओझा, डॉ. दुर्गाप्रसाद एवं राय, डॉ. अनिल, छायावादोत्तर काव्य प्रतिनिधि रचनाएं, प्रकाशन केंद्र लखनऊ, 2014
8. ओझा, डॉ. दुर्गाप्रसाद, आधुनिक हिंदी कविता, प्रकाशन केंद्र, लखनऊ, 2014
9. ओझा, डॉ. दुर्गाप्रसादएवं कुमार, डॉ. राजेश, आधुनिक काव्य प्रतिनिधि रचनाएँ, प्रकाशन केंद्र, लखनऊ, 2014
10. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य का आदिकाल, बिहार राष्ट्रभाषा परिषद, पटना, 96, तृतीय संस्करण
11. .भटनागर, डॉ. रामरतन, प्राचीन हिन्दी काव्य, इंडियन प्रेस लिमिटेड, प्रयाग, 1952
12. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की भूमिका, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1940

13. श्रीवास्तव, डॉ. रणधीर, विद्यापति : एक अध्ययन, भारतीय ग्रन्थ निकेतन, नयी दिल्ली, 1994
14. सिंह, डॉ. शिवप्रसाद, विद्यापति, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1957
15. वर्मा, रामकुमार, संत कबीर, साहित्य भवन लिमिटेड, इलाहाबाद, 1943
16. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1946
17. वर्मा रामकुमार,कबीर का रहस्यवाद, साहित्य भवन, इलाहाबाद, 1944
18. वर्मा, रामलाल, जायसी : व्यक्तित्व एवं कृतित्व, भारतीय ग्रन्थ निकेतन , दिल्ली, 1979
19. पाठक, शिवसहाय, मलिक मोहम्मद जायसी और उनका काव्य, साहित्य भवन, इलाहाबाद
20. शर्मा मुंशीराम, सूरदास का काव्य वैभव, ग्रन्थम प्रकाशन, कानपुर, 1965
21. किशोरीलाल, सूर और उनका भ्रमरगीत, अभिव्यक्ति प्रकाशन, इलाहाबाद, 1993
22. वाजपेयी, नन्ददुलारे, सूर संदर्भ, इंडियन प्रेस लिमिटेड, प्रयाग
23. त्रिपाठी रामनरेश, तुलसीदास और उनकी कविता (भाग–), हिन्दी मंदिर, प्रयाग, 1937
24. दीक्षित राजपति, तुलसीदास और उनका युग,ज्ञानमंडल लिमिटेड,वाराणसी, 1953
25. सिन्हा डॉ. अरविन्द नारायण, विद्यापति : युग और साहित्य, विनोद पुस्तक मन्दिर, आगरा
26. डॉ.नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, दिल्ली
27. चतुर्वेदी रामस्वरूप, हिन्दी साहित्य और संवेदना का विकास, राजकमल प्रकाशन, नयी दिल्ली
28. त्रिगुणायत गोविन्द, कबीर की विचारधारा, साहित्य निकेतन, कानपुर
29. उपाध्याय विशम्भर नाथ, सूर का भ्रमरगीत : एक अन्वेषण, विनोद पुस्तक मन्दिर, आगरा
30. किशोरीलाल, घनानन्द : काव्य और आलोचना, साहित्य भवन, इलाहाबाद
31. भटनागर रामरतन, केशवदास : एक अध्ययन, किताब महल , इलाहाबाद, 1947
32. शर्मा किरणचन्द्र, केशवदास : जीवनी , कला और कृतित्व,भारती साहित्य मन्दिर, दिल्ली, 1996
33. डॉ. नगेन्द्र, कामायनी क्र अध्ययन की समस्याएँ, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, 1962
34. शर्मा, रामविलास, निराला की साहित्य साधना, भाग–2, राजकमल प्रकाशन, नयी दिल्ली, 1984, द्वितीय संस्करण
35. गौड़, राजेंद्र सिंह, आधुनिक कवियों की काव्य साधना, श्रीराम मेहता एंड संस, आगरा, 1953
36. सक्सेना, द्वारिका प्रसाद, हिन्दी के आधुनिक प्रतिनिधि कवि, विनोद पुस्तक मन्दिर, आगरा
37. कुमार विमल, छायावाद का सौन्दर्यशासत्रीय अध्ययन, राजकमल प्रकाशन, नयी दिल्ली, 1970
38. तिवारी, भोलानाथ, प्रसाद की कविता, साहित्य भवन, प्रयागराज
39. डॉ. नगेन्द्र, सुमित्रानंदन पन्त, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, 1962
40. शर्मा, रमेश, पन्त की काव्य साधना, साहित्य निकेतन, कानपुर
41. तिवारी, विश्वनाथ प्रसाद, समकालीन हिन्दी कविता, राधाकृष्ण प्रकाशन, नयी दिल्ली
42. चतुर्वेदी, रामस्वरूप, अज्ञेय का रचना संसार, राधाकृष्ण प्रकाशन, नयी दिल्ली
43. सिंह, विजयबहादुर, नागार्जुन का रचना संसार, सम्भावना प्रकाशन, हापुड़, 1982
44. अष्टेकर, कटघरे का कवि धूमिल, पंचशील प्रकाशन, जयपुर
45. नवल, नंदकिशोर, मुक्तिबोध, साहित्य अकादेमी, नयी दिल्ली
46. त्रिपाठी, डॉ. हंसराज, आत्मसंघर्ष की कविता मुक्तिबोध, मानस प्रकाशन, प्रतापगढ़
47. सिंह, शम्भूनाथ, छायावाद युग, सरस्वती मन्दिर प्रकाशन, वाराणसी, 1962
48. अज्ञेय, दूसरा सप्तक, प्रगति प्रकाशन, नयी दिल्ली, प्रतीक प्रकाशन माला, 1954
49. बिसारिया, डॉ. पुनीत, प्राचीन हिन्दी काव्य, श्री नटराज प्रकाशन, दिल्ली, 2007
50. बिसारिया, डॉ. पुनीत, अर्वाचीन हिन्दी काव्य, श्री नटराज प्रकाशन, दिल्ली, 2007
51. बिसारिया, डॉ. पुनीत, काव्य वैभव, राजकमल प्रकाशन, नयी दिल्ली, 2018
52. बिसारिया, डॉ. पुनीत, काव्य मज्जूषा, राजकमल प्रकाशन, नयी दिल्ली, 2017
53. सिंह, डॉ, उदयप्रताप, नाथ पंथ और गोरखबानी, आर्यावर्त्त संस्कृति संस्थान, दिल्ली, 2014
54. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007

This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

1. कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य। 2. वाचन।
Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma. सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)
Suggested equivalent online courses: .....
Further Suggestions: .....

At the End of the whole syllabus any remarks/ suggestions:.....
.....

PROGRAMME/CLASS : CERTIFICATE	BA-I YEAR	SEMESTER-II
Subject: **Hindi**		
CourseCode: - **A010201TODL**	CourseTitle: **कार्यालयी हिन्दी और कम्प्यूटर**	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**.

इस पाठ्यक्रम के अध्ययन से विद्यार्थी कार्यालयी हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्र, कार्यालीय हिन्दी में प्रयुक्त परिभाषिक शब्दावली, कार्यालयी हिन्दी पत्राचार, कार्यालयी हिन्दी पत्राचार, प्रारूपण, टिप्पण, संक्षेपण, पल्लवन एवं प्रतिवेदन, हिन्दी भाषा में कम्प्यूटर प्रौद्योगिकी, हिन्दी भाषा और ई–शिक्षण आदि के महत्व को समझ सकेंगे।

Block	Unit Details
Block-I	**Unit-I कार्यालयी हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्रः** ➢ कार्यालयी हिन्दी की संकल्पना। ➢ उद्देश्य एवं क्षेत्र ➢ कार्यालयी हिन्दी तथा सामान्य हिन्दी का सम्बन्ध। ➢ कार्यालयी हिन्दी की संभावनाएं ➢ कार्यालयी कार्यकलाप की सामान्य जानकारी **Unit-II कार्यालीय हिन्दी में प्रयुक्त परिभाषिक शब्दावलीः** ➢ शब्दावली निर्माण के सिद्धांत ➢ कार्यालीय हिन्दी की पारिभाषिक शब्दावली ➢ कार्यालयों एवं अधिकारियों के नाम ➢ पदनाम, संबोधन आदि, प्रशासनिक एवं विधिक शब्दावली
Block-II	**Unit-I कार्यालयी हिन्दी पत्राचारः** ➢ आवेदन पत्र ➢ सरकारी पत्र ➢ अर्द्धसरकारी पत्र ➢ कार्यालय आदेश ➢ परिपत्र ➢ अधिसूचना ➢ कार्यालय ज्ञापन ➢ विज्ञापन ➢ निविदा ➢ संकल्प ➢ प्रेस विज्ञप्ति **Unit-II प्रारूपण, टिप्पण, संक्षेपण, पल्लवन एवं प्रतिवेदन** ➢ प्रारूपण का अर्थ, सामान्य परिचय, प्रारूण लेखन की पद्धति। ➢ टिप्पण का अर्थ, सामान्य परिचय, टिप्पण लेखन की पत्रद्धति, टिप्पण और टिप्पणी में अंतर ➢ संक्षेपण का अर्थ, सामान्य परिचय, संक्षेपण की पद्धति ➢ पल्लवन का अर्थ, सामान्य परिचय, पल्लवन के सिद्धांत, पल्लवन और निबंध ➢ लेखन में अंतर प्रतिवेदन का अर्थ, साामन्य परिचय एवं प्रयोग

Block- III	**Unit-1 हिन्दी भाषा और कम्प्यूटर का विकासक्रमः** ➢ कम्प्यूटर का सामान्य परिचय और इतिहास ➢ कम्प्यूटर में हिन्दी भाषा के विकास का इतिहास ➢ कम्प्यूटर में हिन्दी का भविष्य **Unit-2 हिन्दी भाषा में कम्प्यूटर प्रौद्योगिकी** ➢ इन्टरनेट और हिन्दी, ई मेल ➢ हिन्दी में उपलब्ध सॉफ्टवेयर एवं वेबसाइट, हिन्दी से संबंधित विभिन्न वेबसाइटें। सोशल मीडिया पर हिन्दी लेखन कौशल।
Block IV	**Unit-I हिन्दी भाषा और ई शिक्षणः** ➢ इन्टरनेट पर उपलब्ध पत्र–पत्रिकाएँ ➢ इन्टरनेट पर उपलब्ध दृश्य–श्रृव्य सामग्री ➢ ब्लॉग, फेसबुक पेज, ई पुस्तकालय सामग्री ➢ सरकारी तथा गैर सरकारी चैनल (ज्ञानदर्शन, ई पाठशाला, स्वयं, मूक्स आदि) ➢ पॉडकास्ट, आभासी कक्षाएं। **Unit-II हिन्दी कम्प्यूटर टंकण एवं शार्टहैण्ड का सैद्धांतिक पक्ष और हिन्दी साहित्य में बोध** ➢ हिन्दी भाषा में विभिन्न फॉण्ट ➢ यूनिकोड ➢ स्पीच टू टेक्स्ट प्रौद्योगिकी ➢ हिन्दी पीपीटी स्लाइट एवं पोस्टर निर्माण
	सन्दर्भ ग्रन्थ : 1. सागर, रामचंद्र सिंह, कार्यालय कार्य विधि, आत्माराम एंड संस, नयी दिल्ली, 1963 2. शर्मा, चंद्रपाल, कार्यालयीन हिन्दी की प्रकृति, समता प्रकाशन, दिल्ली, 1991 3. प्रज्ञा पाठमाला, राजभाषा विभाग, गृह मंत्रालय, भारत सरकार, नयी दिल्ली 4. गोदरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली, 2009 5. झाल्टे, दंगल, प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली, 2016, पंचम संस्करण 6. सोनल्क्के, डॉ. माधव, प्रयोजनमूलक हिन्दी : प्रयुक्ति और अनुवाद, वाणी प्रकाशन, नयी दिल्ली 7. भाटिया, कैलाश चन्द्र, प्रयोजनमूलक हिन्दी : प्रक्रिया और स्वरूप, तक्षशिला प्रकाशन, नयी दिल्ली, 2005 8. जैन, डॉ. संजीव कुमार, प्रयोजनमूलक कामकाजी हिन्दी एवं कम्प्यूटिंग, कैलाश पुस्तक सदन, भोपाल 9. मल्होत्रा, विजयकुमार, कम्प्यूटर के भाषिक अनुप्रयोग, वाणी प्रकाशन, नयी दिल्ली 10. गोयल संतोष, हिन्दी भाषा और कम्प्यूटर, श्री नटराज प्रकाशन, दिल्ली 11. हरिमोहन, आधुनिक जनसंचार और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली 12. हरिमोहन, कम्प्यूटर और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली 13. शर्मा, पी. के., कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा सिद्धांत, डायनामिक पब्लिकेशन्स, नयी दिल्ली 14. संजय द्विवेदी (संपा.), सोशल नेटवर्किंग : नए समय का संवाद, नेहा पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नयी दिल्ली 15. शुक्ल सौरभ, नए जमाने की पत्रकारिता, विजडम विलेज पब्लिकेशन्स, दिल्ली 16. कुमार सुरेश, इन्टरनेट पत्रकारिता, तक्षशिला प्रकाशन, नयी दिल्ली 17. श्रीवास्तव गोपीनाथ, कम्प्यूटर का इतिहास और कार्यविधि, सामयिक प्रकाशन, नयी दिल्ली 18. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007
This course can be opted as an elective by the students of following subjects: इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।	
Suggested Continuous Evaluation Methods: लिखित परीक्षा, परियोजना इकर्ई, दक्षता परीक्षण।	
Suggested Continuous Evaluation Methods: कार्यालय की कार्यविधि का कार्यालयों में जाकर प्रायोगिक ज्ञान प्राप्त करना, कम्प्यूटर की मूलभूत जानकारी प्राप्त करना, प्रायोगिक	

एवं परियोजना कार्य, कम्प्यूटर टाइपिंग, पीपीटी एवं पोस्टर बनाना। Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma. सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)
Suggested equivalent online courses: .....
Further Suggestions: .....

At the End of the whole syllabus any remarks/

suggestions:.....

PROGRAMME/CLASS : CERTIFICATE	BA-II YEAR	SEMESTER-III
Subject: **Hindi**		
CourseCode: - **A010301TODL**	CourseTitle: **हिन्दी गद्य**	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**

TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**.

इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी गद्य साहित्य का इतिहास, हिन्दी गद्य की महत्वपूर्ण विधाओं का संक्षिप्त परिचय, हिन्दी उपन्यास, हिन्दी कहानी, हिन्दी नाटक एवं एकांकी, हिन्दी निबन्ध अन्य गद्य विधाओं आदि से परिचित हो सकेंगे|

Block	Unit Detail
Block-I	**Unit-1 हिन्दी गद्य साहित्य का संक्षिप्त इतिहासः** ➢ हिन्दी कहानी का उद्भव और विकास ➢ हिन्दी उपन्यास का उद्भव और विकास ➢ हिन्दी नाटक का उद्भव और विकास ➢ हिन्दी आलोचना का उद्भव और विकास ➢ हिन्दी की अन्य गद्य विधाओं का उद्भव और विकास **Unit-2 हिन्दी गद्य की महत्वपूर्ण विधाओं का संक्षिप्त परिचयः** ➢ कहानी ➢ उपन्यास ➢ नाटक ➢ एकांकी ➢ आलोचना ➢ निबंध ➢ यात्रा वृतान्त ➢ संस्मरण ➢ रेखाचित्र ➢ डायरी ➢ रिपोर्ताज ➢ आत्मकथा ➢ जीवनी ➢ व्यंग
Block-II	**Unit- 1 हिन्दी उपन्यास** ➢ झाँसी की रानीः वृन्दावनलाल वर्मा, विद्यार्थी संस्करण, संपादक, डा0 पुनीत बिसारिया, प्रभात प्रकाशन, नयी दिल्ली। **Unit- 2 हिन्दी कहानी** ➢ पंच परमेश्वर–प्रेमचन्द ➢ पाजेब–जैनेन्द्र ➢ गैंग्रीन–अज्ञेय ➢ परदा–यशपाल ➢ तीसरी कसम–रेणु ➢ पिता–ज्ञान रंजन

Block-III	**Unit- 1हिन्दी नाटक एवं एकांकी:** • **नाटक–** ➢ धुवस्वामिनी–जयशंकर प्रसाद • **एकांकी–** ➢ दीपदान–डॉ0 रामकुमार वर्मा ➢ लक्ष्मी का स्वागत–उपेंद्रनाथ अश्क **Unit- 2 हिन्दी निबन्ध** ➢ भारतवर्षोन्नति कैसे हो सकती है– भारतेन्दु हरिश्चन्द्र ➢ मित्रता– आचार्य रामचन्द्र शुक्ल ➢ उत्तरा फाल्गुनी के आसपास– कुबेरनाथ राय ➢ तुम चन्दन हम पानी– डॉ0 विद्यनिवास मिश्र
Block -IV	**Unit-1 अन्य गद्य विधाएं–प्रथम खण्ड:** ➢ रेखाचित्र (गिल्लू–महादेवी वर्मा) ➢ संस्मरण (तीस बरस का साथी–राम विलास शर्मा) ➢ जीवन अंश (कलम का सिपाही–अमृत राय) ➢ रिपोर्ताज (ऋण जल धन जल–रेणु) ➢ व्यंग्य (भोलाराम का जीव–हरिशंकर परसाई) **Unit-2 अन्य गद्य विधाएं–द्वितीय खण्ड:** ➢ यात्रा वृत्तांत (मेरी तिब्बत यात्रा–राहुल सांकृत्यायन) ➢ डायरी (एक लेखक की डायरी–मुक्तिबोध) ➢ इन्टरव्यू (मैं इनसे मिला, श्री सूर्यकान्त त्रिपाठी निराला–पद्म सिंह शर्मा कमलेश) ➢ आत्मकथा अंश (जूठन–ओमप्रकाश वाल्मीकि)
	संदर्भ ग्रंथ : 1. तिवारी. रामचंद्र, हिन्दी निबंध और निबंधकार, विश्वविद्यालय प्रकाशन, वाराणसी , 2007 2. सिंह बच्चन, आधुनिक हिन्दी साहित्य का इतिहास, लोक भारती प्रकाशन, प्रयागराज, 2019 3. शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी , 1992 4. तिवारी, रामचंद्र, हिन्दी गद्य का इतिहास, लोक भारती प्रकाशन, प्रयागराज, 2019 5. सिंह, नामवर, आधुनिक साहित्य की प्रवृत्तियां, राजकमल प्रकाशन, नयी दिल्ली, 2018 6. चतुर्वेदी, रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज, 2018 7. के. सत्यनारायण (संपा.) दृश्य सप्तक, दक्षिण भारत हिन्दी प्रचार सभा, मद्रास, प्रथम संस्करण, सन 1975 8. दस एकांकी, श्रीराम मेहरा एंड कंपनी, आगरा 9. वर्मा, डॉ. रामकुमार, आठ एकांकी नाटक, स्रोत : ई पुस्तकालय 10. हरिश्वंद्र भारतेंदु, अंधेर नगरी, वाणी प्रकाशन, नयी दिल्ली 11. प्रसाद जयशंकर, ध्रुवस्वामिनी, वाणी प्रकाशन, नयी दिल्ली 12. गुप्ता सोमनाथ, हिन्दी नाटक साहित्य का इतिहास, इंद्रा चन्द्र नारंग, इलाहाबाद, तीसरा संस्करण, 1951 13. ओझा, डॉ. दशरथ, हिन्दी नाटक : उद्भव एवं विकास, राजपाल एंड संस, दिल्ली 14. रस्तोगी गिरीश, हिन्दी नाटक का आत्मसंघर्ष, लोकभारती, इलाहाबाद 15. ओझा, डॉ. दशरथ, हिन्दी नाटक : उद्भव और विकास, राजपाल एंड संस, दिल्ली 16. त्रिपाठी सत्यवती, आधुनिक हिन्दी नाटकों में प्रयोगधर्मिता, राधाकृष्ण प्रकाशन, नयी दिल्ली 17. किशोर ब्रजराज, हिन्दी नाटक और रंगमंच, जनप्रिय प्रकाशन 18. रस्तोगी गिरीश, समकालीन हिन्दी नाटककार, राजकमल प्रकाशन, नयी दिल्ली 19. कुमार, सिद्धनाथ, हिन्दी एकांकी की शिल्प विधि का विकास, साहित्य भवन लिमिटेड, इलाहाबाद 20. महेंद्र, डॉ. रामचरण, एकांकी और एकांकीकार, वाणी प्रकाशन, नयी दिल्ली 21. महेंद्र, डॉ. रामचरण, हिन्दी एकांकी, उद्भव और विकास, साहित्य प्रकाशन, दिल्ली 22. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007

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This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

1. कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य
2. वाचन।

Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma.
सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:
.....

Further Suggestions:
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PROGRAMME/CLASS : CERTIFICATE	BA-II YEAR	SEMESTER-IV
Subject: **Hindi**		
CourseCode: - **A010401TODL**	CourseTitle:**हिन्दी अनुवाद**	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc..**		

इस पाठ्यक्रम के अध्ययन से विद्यार्थी अनुवादन की अवधारणाः प्रक्रिया, प्रकार, सीमाओं और अनुवाद के सामाजिक–सांस्कृतिक संदर्भ आदि विषयों से परिचित हो सकेंगे।

Block	Unit Detail
Block-I	**Unit -1 अनुवादन की अवधारणाः** ➢ अनुवादः परिभाषा, स्वरूप ➢ अनुवाद का महत्व ➢ अनुवाद के अन्य रूपः लिप्यंतरण, मशीनी अनुवाद आदि ➢ अनुवादन के गुण, दायित्व और अपेक्षाएं ➢ अनुवाद में रोजगार की संभावनाएं**Unit -2 अनुवाद के क्षेत्रः** ➢ प्रक्रिया ➢ प्रकार ➢ सीमाएँ ➢ अंग्रेजी–हिन्दी अनुवाद की समस्याएं और समाधान
Block- II	**Unit-1 अनुवाद का सामाजिक–सांस्कृतिक संदर्भः** ➢ संस्कृति, साहित्य और भाषा ➢ अनुवाद और संस्कृति ➢ अनुवाद और समाज ➢ अनुवाद और भाषा ➢ बहुभाषिक समाज में अनुवाद **Unit-2 अनुवाद के साधनः** ➢ अनुवाद में कोश का महत्व ➢ कोशों के प्रकार ➢ कोशों के उपयोग ➢ संकेत प्रणाली ➢ शब्दकोश के उपयोग ➢ थिसॉरस के उपयोग ➢ पर्यायकोश के उपयोग ➢ उच्चारणकोश के उपयोग ➢ भाषिककोष के उपयोग ➢ परिभाषाकोश के उपयोग ➢ विश्वकोश के उपयोग ➢ साहित्यकोश के उपयोग ➢ मिथककोश के उपयोग ➢ पुराणकोश के उपयोग

Block- III	**Unit-1 परिभाषिक शब्दावली:** ➢ परिभाषिक शब्दः तात्पर्य तथा लक्षण ➢ सामान्य शब्दों तथा पारिभाषिक शब्दों की अनुवाद में भूमिका ➢ पारिभाषिक शब्दावली निर्माण के सिद्धांत पारिभाषिक शब्दावली निर्माण की प्रक्रिया।**Unit-2 अनुवाद का पुनरीक्षण, मूल्यांकन तथा समीक्षा** ➢ पुनरीक्षण ➢ मूल्यांकन ➢ समीक्षा
Block- IV	**Unit-1 अनुवाद सैद्धांतिक–एक:** ➢ (हिन्दी से अंग्रेजी) ➢ सामाजिक विषयों का अनुवाद ➢ सर्जनात्मक अनुवाद **Unit-2 अनुवाद सैद्धांतिक–दो:** ➢ (अंग्रेजी से हिन्दी) ➢ सामाजिक विषयों का अनुवाद ➢ सर्जनात्मक अनुवाद

संदर्भ ग्रंथ :

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2. समीर श्री नारायण, अनुवाद की प्रक्रिया, तकनीक और समस्याएं, राजकमल प्रकाशन, दिल्ली, 2012
3. पालीवाल डॉ. रीतारानी, अनुवाद की प्रक्रिया और परिदृश्य, वाणी प्रकाशन, नई दिल्ली, 2016
4. गुप्ता डॉ. गार्गी , तिवारी डॉ. भोलानाथ, अनुवाद का व्याकरण, भारतीय अनुवाद परिषद दिल्ली, 994
5. कुमार डॉ. सुरेश, अनुवाद सिद्धांत की रुपरेखा, वाणी प्रकाशन, नई दिल्ली, 2006
6. तिवारी भोलानाथ , चतुर्वेदी महेन्द्र, काव्यानुवाद की समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1980
7. कुमार, डॉ. सुरेश, अनुवाद और पारिभाषिक शब्दावली, केन्द्रीय हिन्दी संस्थान, आगरा, 1997
8. तिवारी भोलानाथ , चतुर्वेदी महेन्द्र, पारिभाषिक शब्दावली : कुछ समस्याएं, शब्दकार प्रकाशन, दिलली, 1973
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16. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007.
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18. https://rajbhasha.gov.in/hi/hindi-vocabulary(विभिन्न पारिभाषिक एवं शब्दकोश)
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20. https://www.oxfordlearnersdictionaries.com/us/(अंग्रेजी–हिन्दी–शब्दाकोश)

This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

Course prerequisites: To study this course, a student must have had the subject …….. in class/12th/ certificate/diploma. सामान्य हिन्दी भाषा का ज्ञान अपेक्षित
Suggested equivalent online courses: …….. Further Suggestions: सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

PROGRAMME/CLASS : CERTIFICATE	BA-III YEAR	SEMESTER-V
Subject: **Hindi**		
CourseCode: - **A010501TODL**	CourseTitle:**साहित्यशास्त्र और हिन्दी आलोचना**	
इस पाठ्यक्रम के अध्ययन से विद्यार्थी साहित्यशास्त्र एवं आलोचना के अर्थ, महत्व और उनके विषय – क्षेत्र से परिचित हो सकेंगे तथा वे हिन्दी आलोचना के रूप में भारतीय एवं पाश्चात्य काव्यशास्त्र के आधुनिक विकास के विविध रूपों और दिशाओं का साक्षात्कार कर सकेंगे।		
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**.		

Block	Unit Detail
Block-1	**Unit-1 भारतीय काव्यशास्त्र :** ➢ काव्य प्रयोजन ➢ काव्य लक्षण ➢ काव्य हेतु ➢ काव्य का स्वरूप ➢ काव्य की आत्मा **Unit-2 भारतीय काव्य सिद्धांतः** ➢ अंलकार सिद्धांत ➢ रीति सिद्धांत ➢ रस सिद्धांत ➢ ध्वनि सिद्धांत ➢ वक्रोक्ति सिद्धांत ➢ औचित्य सिद्धांत
Block-2	**Unit-1 साहित्यशास्त्रीय अवधारणाएँ** ➢ काव्य रूप ➢ काव्य गुण ➢ शब्द शक्ति ➢ काव्य दोष **Unit-2 नाट्शास्त्रः** ➢ भारतीय नाट्यशास्त्र का सामान्य परिचय ➢ वृत्ति ➢ अभिनय ➢ रूपक ➢ कथा ➢ नेता या नायक ➢ नायिका ➢ रंगमंचीय विशेषताएं
Block- 3 **Block- 3**	**Unit-1 पाश्चात्य काव्यशास्त्र** ➢ अरस्तू: अनुकरण सिंद्धांत, विरेचना सिद्धांत ➢ कॉलरिजः कल्पना और फैंटेसी ➢ वड्र्सवर्थि काव्यभाषा सिद्धांत ➢ रिचर्डस का संप्रेषण सिद्धांत ➢ टी.एस. इलियट का निर्वैयक्तिकता का सिद्धांत **Unit-2 हिन्दी आलोचना का इतिहास तथा सैद्धांतिकीः** ➢ हिन्दी आलोचना का विकास ➢ सैद्धांतिक आलोचना

	➢ स्वछन्दतावादी आलोचना ➢ मार्क्सवादी आलोचना ➢ मनोविश्लेषणवादी आलोचना
Block- 4	**Unit-1 समीक्षा की विचारधाराएँ:** ➢ नयी समीक्षा ➢ नक्शास्त्रवाद ➢ आभिजात्यवाद और नव्य अभिजात्यवाद ➢ कलावाद ➢ विम्बवाद ➢ प्रतीकवाद ➢ संरचनावाद तथा उत्तर संरचनावाद ➢ विखण्डन **Unit-2 आलोचना एवं आलोचना दृष्टि :** ➢ रामचन्द्र शक्लः काव्य में लोकमंगल ➢ प्रेमचंदः साहित्य का उद्देश्य ➢ प्रसादः छायावाद और यथार्थवाद ➢ हजारी प्रसाद द्विवेदीः आधुनिक साहित्य–नई मान्यताएं ➢ डॉ. नागेन्द्रः मेरी साहित्यक मान्यताएं ➢ रामविलास शर्माः तुलसी साहित्य में सामन्त विरोधी मूल्य ➢ नामवर सिंहः कहानीः नई और पुरानी ➢ मुक्तिबोधः नई कविता का आत्मसंघर्ष

संदर्भ ग्रंथ :

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5. मिश्र, भगीरथ, काव्यशात्र , विश्वविद्यालय प्रकाशन, वाराणसी,
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This course can be opted as an elective by the students of following subjects:

इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:

लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

पुस्तक समीक्षा

Course prerequisites: To study this course, a student must have had the subject …….. in class/12th/ certificate/diploma.

सामान्य हिन्दी भाषा का ज्ञान अपेक्षित

Suggested equivalent online courses:

……..

Further Suggestions:

PROGRAMME/CLASS : CERTIFICATE	BA-III YEAR	SEMESTER-V
Subject: **Hindi**		
CourseCode: - **A010502TODL**	CourseTitle: **हिन्दी का राष्ट्रीय काव्य**	
हिन्दी की राष्ट्रीय काव्य चेतना से जुड़े कवितयों की रचनाओं के माध्यम से विद्यार्थियों में राष्ट्र के प्रति अनुराग जाग्रत करना।		
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**.		

Block	Unit Detail
Block-1	**Unit-1 वीरगाथा काल का राष्ट्रीय कविता:** ➢ चंदबरदाईः पृथ्वीराज रासों के रेवा तट समय के अंश (चढ़त राज पृथ्वीराज। ➢ जगनिकः आल्हखण्ड नैनागढ़ की लड़ाई अथवा आल्हा का विवाह खण्ड (प्रथम पांच सुमिरन अंश (गया न कीन्हीं जिन कलजुग मां... भयानक सार) अंतिम पांच अंश (भोर भुरहरे.... लड़िहैं खूब बीर मलखान)। **Unit-2 भक्ति एवं रीतिकाल का राष्ट्रीय काव्यः** ➢ गुरू गोविन्द सिंहः देहु शिवा वर मोहि इहे, बाण चले तेई कुंकुम मानो, यों सुनि के बतियान तिह की। ➢ भूषणः इन्द्र जिमि जम्भ पर, बाने फहराने, निज म्यान में मयूखैं, दारून दहत हरनाकुम बिदारिबे कों।
Block-2	**Unit-1 भारतेंदु एवं द्विवेदीयुगनी राष्ट्रीय कविः** ➢ भारतेंदु हरिश्चंद्रः उन्नत चितहवै आर्य परस्पर प्रीत बढावें, बल कलाकौशल की अमित विद्या वत्स भरे मिल लहै, भीतर भीतर सब रस चूसै, सब गुरूजन को बरो बतावैं। ➢ अयोध्या सिंह उपाध्याय ''हरिऔध––ः कर्मवरी, जन्मभूमि ➢ मैथिलीशरण गुप्तः आर्च, मातृभूमि। **Unit-2 छायावाद युगीन राष्ट्रीय काव्यः** ➢ जयशंकर प्रसादः प्रयाण गीत (हिमाद्रि तुंग श्रृंग), अरुण यह मधुमय देश हमारा ➢ सूर्यकांत त्रिपाठी "निराला" : भारती वंदना (भारत विजय विजय करे), जागो फिर एक बार ➢ माखनलाल चतुर्वेदीः पुष्प की अभिलाषा, जवानी ➢ सुभद्रा कुमारी चौहानः वीरों का कैसा हो बसंत, झाँसी की रानी
Block-3	**Unit-1 छायावादोत्तर राष्ट्रीय काव्यः** ➢ बालकृष्ण शर्मा नवीनः कवित कुछ ऐसी तान सुनाओ, कोटि कोटि कंठो से निकली आज यही स्वर धारा है। ➢ रामधारी सिंह 'दिनकर' : शहदी स्तवन (कलम आज उनकी जय बोल), हिमालय ➢ श्यामलाल गुप्त 'पार्षद'': झंडा गीत (विजयी विश्व तिरंगा प्यारा) **Unit-2 समकालीन राष्ट्रीय काव्य का प्रथम चरणः** ➢ श्यामनारायण पाण्डेयः चेतक की वीरता, राणा प्रताप की तलवार ➢ द्वारिका प्रसाद महेश्वरीः उठो धरा के अमर सपूतों, वीर तुम बढ़े चलो ➢ गोपालदास व्यास : खूनी हस्ताक्षर, शहीदों में तू नाम लिखा ले रे? **Unit-1 समकालीन राष्ट्रीय काव्य द्वितीय चरणः** ➢ सोहन लाल द्विवेदीः मातृभूमि, तुम्हें नमन (चल पड़े जिधर दो डग मग में)

	➢ अटल बिहारी बाजपेयीः कदम मिलाकर चलना होगा, उनकी याद करें। ➢ डॉ0 रमेश पोखरियाल 'निशंक' : मातृ वंदना, हम भारतवासी
Block-4	**Unit-2 हिन्दी फ़िल्मी गीतों में राष्ट्रीय काव्यः** ➢ कवि प्रदीपः आज हिमालय की चोटी से फिर हमने ललकारा है (किस्मत–1943) ➢ कवि प्रदीपः ऐ मेरे वतन के लोगों ज़रा आँख में भर लो पानी (गैर फ़िल्मी) ➢ कवि प्रदीपः हम लाए हैं तूफ़ान से कश्ती निकाल के (जागृति–1954) ➢ कवि प्रदीपः आओ बच्चों तुम्हें दिखाएँ झांकी हिंदुस्तान की (जागृति–1954) ➢ साहिर लुधियानवीः ये देश है वीर जवानों का (नया दौर–1957) ➢ प्रेम धवन : छोड़ो कल की बातें कल की बात पुरानी (हम हिन्दुस्तानी– 1964 ➢ नीरज : ऐ मेरे प्यारे वतन (काबुलीवाला–964) ➢ कैफ़ी आज़मीः कर चले हम फ़िदा जाने तन साथियों (हकीकत–1964) ➢ राजेन्द्र कृष्णः जहाँ डाल–डाल पर सोने की चिड़िया करती है बसेरा (फ़िल्म– सिकंदर–आज़म– 1965) ➢ गुलशन बावराः मेरे देश की धरती सोना उगले (उपकार : 1967) ➢ इन्दीवरः है प्रीत जहाँ की रीत सदा (पूरब और पश्चिम–1974) ➢ प्रसून जोशीः देस रंगीला रंगीला देस म्हारा रंगीला (फ़ना–2006)

नोटः सेशनल अथवा सत्रीय परीक्षा (प्रायोगिक कार्य) :
सत्रीय परीक्षा में विद्यार्थी को आन्तरिक मूल्यांकन के अंतर्गत 25 अंक की प्रायोगिक परीक्षा देनी होगी, जिसके अंतर्गत विद्यार्थियों को निम्नलिखित फिल्मों में से कोई एक फिल्म देखकर उसकी समीक्षा करनी होगी अथवा उसमें वर्णित सन्देश परियोजना कार्य के रूप में, आन्तरिक मूल्यांकन हेतु जमा करना होगा–

आनंदमठ
हकीकत
उपकार
शहीद
गाँधी
उरीः द सर्जिकल स्ट्राइक
केसरी

संदर्भ ग्रंथः

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5. आल्हखण्ड, ई पुस्तकालय डॉट कॉम
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10. ब्रजरत्न दास, भारतेंदु ग्रंथावली, वाराणसी
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12. पालीवाल, डॉ. कृष्णदत्त, मैथिलीशरण गुस ग्रंथावली, वाणी प्रकाशन, नयी दिल्ली, सन 2008
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16. अरुण, डॉ. योगेन्द्रनाथ शर्मा एवं कन्डियाल, बेचौन, हिमवंत का राष्ट्रीय कवि शनिशंकश, अनंग प्रकाशन, दिल्ली, 2020
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18. kavitakosh.org
19. epustakalay.com
20. ndl.iitkgp.ac.in (National digital Library of India)
21. hindigeetmala.net

This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:
1. फिल्म विशेष के सन्देश पर परियोजना कार्य
2. वाचन

Course prerequisites: To study this course, a student must have had the subject …….. in class/12th/ certificate/diploma.
सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:
……..

Further Suggestions:

PROGRAMME/CLASS : CERTIFICATE	BA-III YEAR	SEMESTER-VI
Subject: **Hindi**		
CourseCode: - **A010601TODL**	CourseTitle: **भाषा विज्ञान, हिन्दी भाषा तथा देवनागिरी लिपि**	
भाषा के अंगों, हिन्दी भाषा के उद्भव तथा विकास और देवनागरी लिपि के स्वरूप की जानकारी प्राप्त होगी। विद्यार्थियों को हिन्दी की वैज्ञानिक एवं वैधानिक स्थिति से परिचित कराना।		
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**		

Block	Unit Detail
Block-I	**Unit-1 भाषा एवं भाषा विज्ञान का सामान्य परिचयः** ➢ भाषाः परिभाषा, स्वरूप, अभिलक्षण ➢ भाष विज्ञानः परिभाषा, प्रकार, क्षेत्र, शाखाएँ **Unit-2 भाषिक संरचना तथा स्तरः** ➢ ध्वनि ➢ शब्द ➢ रूप ➢ वाक्य ➢ प्रोक्ति ➢ अर्थ
Block-II	**Unit-1 हिन्दी भाषा की उत्पत्ति तथा विकासः** ➢ पृष्ठभूमि ➢ अपभ्रंश ➢ अवहट्ट ➢ पुरानी हिन्दी ➢ मानक हिन्दी **Unit-2 हिन्दी शब्द सम्पाद और उसके मूल स्रोतः** हिन्दी ध्वनियों का वर्गीकरण आधार–वाह्य प्रयत्न, आभ्यंतर, उच्चारण, स्थान, प्राणत्व और अनुनासिकता
Block- III	**Unit-1 हिन्दी की उपभाषाओं तथा बोलियों का परिचयः** ➢ पश्चिमी हिन्दी ➢ पूर्वी हिन्दी ➢ पहाड़ी हिन्दी ➢ राजस्थानी हिन्दी ➢ बिहारी हिन्दी **Unit-2 हिन्दी की वैधानिक तथा संवैधानिक स्थितिः** ➢ राजभाषा आयोग ➢ राजभाषा अधिनियम तथा उनका विश्लेषण ➢ संवैधानिक प्रावधान तथा उनका विश्लेषण
Block- IV	**Unit- 1 देवानागिरी लिपिः** ➢ नामकरण ➢ उद्भव और विकास ➢ विशेषताएं

Block- IV	➢ वैज्ञानिकता ➢ समस्या ➢ सुधार **Unit- 2 क्षेत्रीय बोली का विशेष अध्ययनः** ➢ क्षेत्रीय बोली का विकास क्रम ➢ क्षेत्रीय बोली का साहित्यिक विकास

संदर्भ ग्रंथः

1. शर्मा आचार्य देवेन्द्रनाथ, भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दरियागंज, नयी दिल्ली, 1972
2. द्विवेदी कपिल देव, भाषा–विज्ञान एवं भाषा–शास्त्र विश्वविद्यालय प्रकाशन, वाराणसी, 1980
3. तिवारी भोलानाथ, हिंदी भाषा का इतिहास, वाणी प्रकाशन, नई दिल्ली, 1987
4. त्रिपाठी सत्यनारायण, हिंदी भाषा और लिपि का ऐतिहासिक विकास, विश्वविद्यालय प्रकाश, वाराणसी 1981
5. शर्मा राजमणि, हिंदी भाषाः इतिहास एवं स्वरूप, वाणी प्रकाशन, नई दिल्ली, 2014
6. तिवारी भोलनाथ, भाषा विज्ञान, किताब महल, इलाहाबाद, 1999
7. वर्मा डॉ0 धीरेन्द्र, हिंदी भाषा और लिपि, हिन्दुस्तानी एकेडमी, प्रयोग 1951
8. बाहरीहरदेव, हिन्दी भाषा, अभिव्यक्ति प्रकाश, दिल्ली, 2017
9. बाहरी हर देव, हिन्दी उद्भव, विकास और रूप, किताब महल, इलाहाबाद, 42वां संस्करण, 2018

This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:
कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य।

Course prerequisites: To study this course, a student must have had the subject …….. in class/12th/ certificate/diploma.
सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:
……..

Further Suggestions:

PROGRAMME/CLASS : CERTIFICATE	BA-III YEAR	SEMESTER-VI
Subject: **Hindi**		
CourseCode: - **A010602TODL**	CourseTitle: **लोक साहित्य एवं लोक संस्कृति**	
भारतीय संस्कृति में जनश्रुति से निर्मित साहित्य के महत्वपूर्ण योगदान से विद्यार्थियों को परिचित कराना तथा लोक संस्कृति के विकास से विद्यार्थियों को अवगत कराना।		
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE) 10+30**
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):**3-0-0 or 2-1-0 Etc.**.		

Block	Unit Detail
Block-I	**Unit-1 लोक साहित्य का सामान्य परिचयः** ➢ लोक साहित्यः परिभाषा, क्षेत्र, वर्गीकरण **Unit-2 लोक साहित्य और शिष्ट साहित्यः** ➢ लोक साहित्य और शिष्ट साहित्य का पारस्परिक संबंध
Block-II	**Unit-1 लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकताः** ➢ लोक साहित्य में लोक संस्कृति का चित्रण, लोक संस्कृति औा राष्ट्रीय एकता। **Unit-2 लोक साहित्य का संकलन, संरक्षण एवं सवर्धनः** ➢ लोक साहित्य संकलन, संरक्षण एवं संवर्द्धन, राष्ट्रीय जीवन में लोक साहित्य का महत्व।
Block-III	**Unit-1 लोक साहित्य की विविध विधाएँः** ➢ लोक गीत, लोक कथा, लोक नाट्य एंव लोक संगीत **Unit-2 लोक का प्रकीर्ण साहित्यः** ➢ लोकोक्तियाँ, मुहावेर एवं पहेलियाँ–परंपरा एवं महत्व
Block-IV	**Unit-1 हिन्दी लोक साहत्यि का विकास क्रमः** ➢ हिंदी को लोक साहित्य, इतिहासः अध्ययन की सीमाएँ एवं आवश्यकताएँ, हिंदी का लोक साहित्य और बोलियाँ। **Unit-2 हिन्दी के विभिन्न क्षेत्रीय (आंचलिक) लोक साहित्य का परिचय** ➢ (इस इकाई में सम्बन्धित विश्वविद्यालय/संस्था अपनी सुविधानुसार आंचलिक लोक साहित्य के बारे में अध्ययन कराएंगे।)

संदर्भ ग्रंथः

1. प्रसाद, डॉ. दिनेश्वर, लोक साहित्य और संस्कृति ,लोक भारती प्रकाशन ,प्रयागराज, 1973
2. शर्मा, डॉ.श्रीराम, लोक साहित्य सिद्धांत और प्रयोग, विनोद पुस्तक मंदिर ,आगरा, 1973
3. सक्सेना, डॉ. उषा,लोक साहित्य एवं लोक संस्कृति, राजभाषा प्रकाशन ,दिल्ली, 2007
4. उपाध्याय,कृष्णदेव, लोक साहित्य की भूमिका ,साहित्य भवन प्राइवेट लिमिटेड , प्रयागराज, 1957
5. सुमन, रामनाथ, संपादक,सम्मेलन पत्रिका, लोक संस्कृति विशेषांक, प्रयागराज, संवत 2010
6. मिश्र, प्रो. चितरंजन एवं ओझा, दुर्गाप्रसाद, समकालीन हिंदी एवं अवधी कविता ,प्रकाशन केंद्र, लखनऊ, 2019
7. मिश्र, डॉ. श्रीधर,भोजपुरी लोक साहित्य रू सांस्कृतिक अध्ययन ,हिंदुस्तानी एकेडमी, प्रयागराज, 1974
8. यादव, डॉ वीरेंद्र सिंह, भारत का लोक सांस्कृतिक विमर्श, कौटिल्य बुक्स ,नई दिल्ली, 2018
9. बिसारिया, डॉ.पुनीत एवं यादव,डॉ.बीरेंद्र सिंह, भोजपुरी विमर्श, निर्मल पब्लिकेशन्स, दिल्ली,2009
10. डॉ. सत्येंद्र लोक साहित्य विज्ञान ,शिवलाल अग्रवाल कंपनी,आगरा, 1974
11. बिसारिया, डॉ.पुनीत, बुन्देली महिमा, राजकमल प्रकाशन, नयी दिल्ली, 2017

12. बिसारिया, डॉ.पुनीत, बुन्देली काव्य धारा, राजकमल प्रकाशन, नयी दिल्ली, 2019
13. उपाध्याय,कृष्णदेव,भोजपुरी लोक का अध्ययन,हिन्दी प्रचारक पुस्तकालय,वाराणसी, 1949
14. सत्येन्द्र, ब्रज की लोक कहानियां, ब्रज साहित्य मंडल, मथुरा।
15. सत्येन्द्र, ब्रज लोक साहित्य का अध्ययन, साहित्य रत्न भंडार, आगरा।
16. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लि0, नयी दिल्ली, 2007

This course can be opted as an elective by the students of following subjects:
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।

Suggested Continuous Evaluation Methods:
लिखित परीक्षा, परियोजना इकई, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:
1. कृति विशेष का भाषिक विश्लेषण पर परियोजना कार्य।
2. वाचन

Course prerequisites: To study this course, a student must have had the subject …….. in class/12th/ certificate/diploma.
सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:
……..

Further Suggestions:

HISTORY

PROGRAMME/CLASS :CERTIFICATE	BA-I YEAR	SEMESTER-I
Subject: History		
Course Code:A050101TODL	Course Title :Ancient and Early Medieval India (Till 1206 A.D.)	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपाठ्यक्रमकेअंतर्गतविद्यार्थीगणभारतमेंपाषाणकालसेलेकरतुर्कीआगमनतकहुएराजनीतिक, सामाजिक, धार्मिक, दार्शनिक,
सांस्कृतिकएवंआर्थिकपरिवर्तनोंसे परिचित होंगेसाथहीसाथइतिहासलेखनकीविभिन्नप्रविधियोंसेपरिचित होंगे।

Block	Unit Details
Block I	**Unit –1**. Introduction to ancient History, Short brief History of Pre Historic age Early State formation in South India
Block II	**Unit –I.** Indian Knowledge System, Eminent Historians of India. Kallhan, R.C. Majumdara, Jadunath Sarkar, V.D. Savarkar, K.P. Jaiswal etc.
BLOCK III	**Unit –I.** Indus Valley Civilization **Unit – II.** Vedic **Unit –III**. later Vedic 10period
BLOCK IV	**Unit –I**. Rise of Magadh Empire and Maurya Dynasty, **Unit –II**. Chandraagupt, Bindusar and Ashok the Great **Unit –III.** Kautilya and his Arthsshastra
BLOCK V	**Unit- I.** Gupta Dynasty- Chandragupt, Samudragupt, Chandragupt `Vikrmaditya' Golden Era of Ancient India
BLOCK VI	**Unit –I**. Age of Harsh Vardhan **Unit –II.** Rise of Rajput States – Pratihar, Chalukya Parmar and Chauhan
BLOCK VII	Customs, rituals and beliefs of Hindus Culture & Tradition of Ancient Indian History
BLOCK VIII	**Unit –I.** Rise of Feudalism in India , **Unit –II.** Adventure of Islam Invasion of Mahmood Ghaznabi and Md Gori

PROGRAMME/CLASS :CERTIFICATE	BA-I YEAR	SEMESTER-II
Subject: History		
Course Code:**A050101TODL**	Course Title : HistoryofMedievalIndia (1206 A.D - 1757 A.D)	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपाठ्यक्रमकेअंतर्गतविद्यार्थीगणभारतमेंतुर्कीआगमनसेलेकरमुगलतकहुएराजनीतिक, सामाजिक, धार्मिक,
दार्शनिकएवंसांस्कृतिकपरिवर्तनोंसेपरिचितहोसकेंगेसाथहीसाथभारतऔरपश्चिमकेबीचउभरतेहुएसंबंधोंसेभीपरिचितहोसकेंगे

Block	Unit Details
Block I	**Unit –I**. The Early Turks **Unit – II** The Khiljis **Unit –III** The Tuglaqs
Block II	**Unit –I** The Lodhis **Unit- II** Sultanate period, Administration, Religion, Policies and etc.
BLOCK III	**Unit- I** The Mughals (Babar and Humayun) **Unit-II** Interlude of Shershah Suri with special reference to administration and land revenue system
BLOCK IV	**Unit –I** Akbar to Shahjahan Mansabdari, Relation with Rajpoot and Maharana Pratap Religious Policy **Unit-II** Aurangzeb and Rajput Religious and Deccan Policy **Unit – III** Decline and disintegration of Mughals
BLOCK V	**Unit –I** Rise of Marathas Under Shiva Ji Administration, Revenue System, Concept of Hindu Pad – Pad Shahi and later Mughals
BLOCK VI	**Unit-I** Development of Architecture and painting in Mughals Period **Unit- II** Development of Sufism in India **Unit – III** Bhakti Movement Re strengthening in North India

PROGRAMME/CLASS :CERTIFICATE	BA-2nd YEAR	SEMESTER-III
Subject: History		
Course Code:**A050301TODL**	Course Title : HistoryofModernIndia (1757A.D– 1857A.D)	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपाठ्यक्रमकेअंतर्गतविद्यार्थीगणभारतमेंयूरोपीयआगमनसेलेकर 1857 केविद्रोहतकहुएब्रिटिशसाम्राज्यवादकेविस्तारकेविभिन्नचरणोंसेतथासमकालीनपरिस्थितियोंमेंकिस ब्रिटिशराजस्वप्रणालीभारतीयशोषणकाकारणबनीऔरकिनपरिस्थितियोंमेंभारतीयनवजागरणपुनर्जागरणप्रारंभहुआ, जैसेमुद्दोंसेपरिचित हो सकेंगे

Block	Unit Details
Block I	**Unit 1** Arrival of European Companies: Rivalry for Control. **Unit 2** Ascendancy of British East India Company : Plassey and Buxar and its Impact.
Block II	**Unit 1** TerritorialExpansionofEastIndiaCompany:1770-1813 **Unit 2**TerritorialExpansionofEastIndiaCompany:1813-1856.
BLOCK III	**Unit 1** RiseofPunjab underRanjeet Singh:conquestsand administration. **Unit 2** RiseofHyderabadandMysorein18th century.
BLOCK IV	**Unit 1** Systemduringcolonialperiod **Unit 2** LandRevenuesystem Permanentsettlement, Raiyatwari Mahaalwari system.
BLOCK V	**Unit 1** IndianRenaissance:Reformandrevivals. **Unit 2** Revolt of 1857

PROGRAMME/CLASS :CERTIFICATE	BA-2nd YEAR	SEMESTER-IV
Subject: History		
Course Code:**A050401TODL**	Course Title : HistoryofModernIndia (1857A.D–1950 A.D)	
CREDITES: 6	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपाठ्यक्रमकेअंतर्गतविद्यार्थीगणभारतमेंयूरोपीयआगमनसेलेकर 1857 केपश्चातब्रिटिशराजनीतिकनीतियोंकेअध्ययन ,भारतमेंब्रिटिशशिक्षाऔररेलवेकेविकासकेविभिन्नचरणोंसे, भारतमेंसंवैधानिकविकाससे , ब्रिटिशकीफूटडालोराजकरोकिनीतिकेकारणअस्तित्वमेंसंप्रदायवादसेतथाआजादीकेपश्चातदेशीरियासतोंकेभारतीयसंघमेंविलयकीप्रकिया से अवगत होंगे

Block	Unit Details	No. of The Lectures
Block I	**Unit 1** Lord Lytton **Unit 2** Lord Ripon **Unit 3** Lord Curzon **Unit 4** Partition of Bengal.	
Block II	**Unit 1** Commercialization of Agriculture and its Impact on India. **Unit 2** Development of Railway and its Impact.	
BLOCK III	**Unit 1** Development of Education in Colonial India.	
BLOCK IV	**Unit 1** Morley-Minto reforms, Govt. of India Act 1919 and 1935.	
BLOCK V	**Unit 1** Rise and Development of Communalism in India. **Unit 2** Mergers of Princely states after Independence **Unit 3** Role of Sardar Vallabh bhai patel	

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-V
Subject: History		
Course Code:**A050501TODL**	Course Title :Nationalism in India.	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

एकछात्रकेलिएभारतीयआधुनिकइतिहासऔरराष्ट्रवादकीसमझविकसितकरनेकेलिएभारतीयराष्ट्रीयआंदोलनसे परिचितहोनाअपरिहार्यहै।यहपाठ्यक्रमछात्रोंकोभारतीयस्वतंत्रतासंग्रामऔरभारतीयराष्ट्रवादकीप्रमुखअवधारणा ओंकाअवलोकनप्रदानकरनेकेलिएडिज़ाइनकियागयाहै,
जोउन्हेंएककर्तव्यनिष्ठनागरिककेरूपमेंविकसितकरेगा।यहपेपरस्वतंत्रताआंदोलनकेइतिहासकोइसतरहसेकवर करताहैकिप्रत्येकखंड, जिसनेदेशकीआजादीमेंमहत्वपूर्णभूमिकानिभाई, कोछात्रोंसेपरिचितकरायाजाताहै।

Block	Unit Details
Block I	**Unit 1** First war of Independence: Causes, Impact and Nature.
Block II	**Unit 1** Factor leading to the growth of Nationalism in India. **Unit 2** TheoriesofNationalism:ViewsofGandhiandTagore
BLOCK III	**Unit 1**Earlyphase:theIdeology,Programme andPolicyofModerates. **Unit 2** Extremistphase:Riseanddevelopmentof ExtremistinIndia.
BLOCK IV	**Unit 1**SwadeshiMovement **Unit 2** CongresssplitatSurat **Unit 3** RiseofMuslimLeague:Demandsand Programme.
BLOCK V	**Unit 1** NationalawakeningduringFirstWorld **Unit 2** LucknowPact **Unit 3** Home rule Movement.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-V
Subject: History		
Course Code:A050502TODL (Optional)	Course Title :History of Modern World (1453 A,D, - 1815 A.D.)	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

यहपेपरएकधार्मिकसमाजसेआधुनिकराष्ट्र-राज्यप्रणालीतकआधुनिकयूरोपकीसमझविकसितकरनेकेलिएडिज़ाइनकियागयाहै।पुनर्जागरणऔरउसकेयूरोपीयसमाज, अर्थव्यवस्था, राजनीतिऔरसंस्कृतिपरपरिणामऔरसबसेबढ़कररोमनकैथोलिकचर्चकेटूटनेसेराष्ट्र-राज्यकाविकासहुआऔरनईविचारधाराओंकाउदयहुआजिसकीपरिणतिफ्रांसीसीक्रांतिकेरूपमेंहुई, जिसेआखिरीकीलमानाजाताहै।मध्यकालीनताबूतऔरयूरोपीयसंदर्भमेंआधुनिकसमयकापहलाउद्गम स्थल।यहपेपरयूरोपमेंनेपोलियनयुगकोभीकवरकरताहै।

Block	Unit Details
Block I	**Unit 1** Political and Religious structure of Europe in the early 15th Century **Unit 2** Renaissance: Its Causes, Feature and Impact.
Block II	**Unit 1** ReformationMovementinEuropeandRole ofMartinLuther. **Unit 2** Religiouswarfare: TheThirty YearsWar.
BLOCK III	**Unit 1** Glorious Revolution and Development of Cabinet system in England. **Unit 2** Industrial Revolution in 18th Century.
BLOCK IV	**Unit 1**FrenchRevolution:Causes, SignificanceandImpactonworld.
BLOCK V	**Unit 1** NapoleonBonaparte:Reforms, ContinentalSystemandHisForeignPolicy.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-V
Subject: History		
Course Code:A050503TODL (Optional)	Course Title : SocialandEconomicHistoryofMedievalIndia (1200A.D- 1700 A.D)	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपेपरमेंमध्यकालीनभारतकेसामाजिक, आर्थिकऔरसांस्कृतिकपहलूकोशामिलकियागयाहै।इसपेपरमेंछात्रकोमध्यकालीनभारतकेसंतोंसेपरिचितकराया जाएगाजिन्होंनेभक्तिआंदोलनकामार्गदिखायाऔरतुर्कऔरमुगलहमलोंकेदौरानभारतीयसंस्कृतिऔरधर्मकोविक सितकिया।इसमेंमध्यकालीनभारतीयइतिहासमेंमहिलाओंकीस्थितिकोभीशामिलकियागयाहै।तुर्क, तैमुर, मुगलऔरअफगानीआक्रमणोंकेबावजूदभारतीयअर्थव्यवस्थाकापूरेविश्वकीअर्थव्यवस्थामेंबड़ायोगदानथा, यहबातइतिहासकेअध्येताओंकोभीमालूमहोगी।

Block	Unit Details	No. of The Lectures
Block I	**Unit 1** Social condition during Sultanate Period. **Unit 2** Women's Condition during Sultanate Period.	
Block II	**Unit 1** Sufism and Bhakti Movement in India.	
BLOCK III	**Unit 1**MarketControlPolicyandRevenuesystemofAllauddinKhilji. **Unit 2** LandRevenueSystemduring Sultanate Period. **Unit 3** TradeandCommerceduring SultanatePeriod.	
BLOCK IV	**Unit 1**LandRevenueSystemduring Mughal Period.**Unit 2**TradeandCommerceduring MughalPeriod.	
BLOCK V	**Unit 1** Social condition during Mughal Period. **Unit 2** Women's Condition during Mughal Period.	
BLOCK VI	**Unit 1**DevelopmentofBankingsystemduringMughalPeriod. **Unit 2**DevelopmentofIndustryduringMughal Period.	

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-V
Subject: History		
Course Code:A050504TODL (Optional)	Course Title : Ethics in History	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

छात्रोंकेमनमेंनैतिकमूल्योंकोविकसितकरनेकेलिएइतिहासउत्कृष्टस्थितिमेंहै।शंकराचार्य, बुद्ध, राम, महाराणाप्रताप, गुरुनानक, स्वामीदयानंद, स्वामीविवेकानंद, महात्मागांधी, अरबिंदोऔरराधाकृष्णनआदिजैसेमहानसंतों,
नायकोंऔरसुधारकोंकीजीवनकहानियोंकेसाथवेदऔरगीताकाअध्ययनछात्रोंकोसच्चा,
साहसीबननेकेलिएप्रोत्साहितकरताहै। , न्यायप्रियऔरनिःस्वार्थ।

Block	Unit Details
Block I	**Unit 1** Introduction of Ethics- History. **Unit 2**DeterminantsofEthics,Normativeand AppliedEthics
Block II	**Unit 1** Different earlyIndianapproachtounderstandEthics. **Unit 2**Thesurvey ofearlyIndianEthics-study ofVed andGeeta.
BLOCK III	**Unit 1**Dharma andRationality. **Unit 2** The BhaktiMovement.
BLOCK IV	**Unit 1**Ideasand Ethical Philosophy ofAurobindo **Unit 2**Ideasand Ethical PhilosophyofGandhi and Radhakrishnan

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-V
Subject: History		
Course Code:A050501RODL	Course Title :Research Methodology, Tour and Study of Maps	
CREDITES: 5	**MAX. MARKS** 100(50ProjectReport+50 Research Analysis)	**MIN PASSING MARKS** 40

छात्रसमझसकेंगे

· अनुसंधानपद्धतिकागहनज्ञान।

· ऐतिहासिकस्थानोंकेबीचभिन्नता.

· विभिन्नप्राकृतिकऔरसांस्कृतिकपरिवेशवालेलोगोंकेसाथबातचीत।

· दौराकियेजारहेऐतिहासिकक्षेत्रकाअध्ययन।

· टूररिपोर्टतैयारकरना।

Block	Unit Details
Block I	**Unit 1** Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report; Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc. Tour in-charge will also explain all the steps and methods for preparing Tour report.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-VI
Subject: History		
Course Code:A050601TODL (Compulsory)	Course Title : EraofGandhiandMass Movement.	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

यहपेपरछात्रोंकोगांधीवादीदर्शन, उच्चउपकरणोंऔरतकनीकोंसेपरिचितकरानेकेलिएडिज़ाइनकियागयाहै, जिन्होंनेभारतमेंएकजनआंदोलनकीशुरुआतकी।यहपेपरक्रांतिकारीआंदोलनकारियोंऔरगांधीवादीकार्यक्रमोंकेउद यकोकवरकरताहैजिन्होंनेबीसवींसदीमेंभारतीयराष्ट्रीयआंदोलनकामार्गप्रशस्तकिया।इसकासमापनराष्ट्रीयआंदो लनमें 'नेताजी' सुभाषचंद्रबोसकीमहत्वपूर्णभूमिकाकेसाथहुआ।

Block	Unit Details
Block I	**Unit 1** EntryofGandhiandTheNon Co-operationMovement. **Unit 2** Non- Cooperation Movment
Block II	**Unit 1** RiseofRevolutionaryMovementinIndiawithspecialreferencetoHRA,. **Unit 2** HSRA and Trial of Bhagat Singh
BLOCK III	**Unit 1**RiseofRevolutionaryMovementoutsideIndiawithspecialreferenceto Gadar Party.
BLOCK IV	**Unit 1**Simoncommission,Nehrureport, **Unit 2**TheCivilDisobedienceMovement
BLOCK V	**Unit 1** TheQuitIndiaMovement. **Unit 2** ConstitutionalCrisis:CrippsandCabinetMission.
BLOCK VI	**Unit 1**SubhasChandraBoseand Indian National Army. **Unit 2** MountbattenPlan **Unit 3**PartitionandIndependence.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-VI
Subject: History		
Course Code:A050602TODL(Optional)	Course Title : HistoryofModernworld (1815A.D- 1945A.D)	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

यहपेपरछात्रोंकोयूरोपमेंहुएतीव्रपरिवर्तनोंसेपरिचितकरानेकेलिएडिज़ाइनकियागयाहै।राष्ट्रीयताओंकीस्थितिऔर राजत्वकेपारंपरिकसिद्धांतकोचुनौतीदेनेवालीनईव्यवस्थाकेउदयपरविशेषजोरदियागयाहै।यहप्रथमविश्वयुद्धकी ओरलेजानेवालीनईविचारधाराओंकायुगहै,
जिससेइतिहासकेअध्ययनकोपरिचितकरायाजानाचाहिए।यहपेपरदोविश्वयुद्धोंकेबीचआधुनिकविश्वकेइतिहास कोशामिलकरताहै।यहएकऐसायुगहैजबविश्वइतिहासमेंयूरो-
केंद्रितइतिहाससेबदलावआरहाहै।इनअशांतसमयोंमेंलोकतांत्रिकऔरउदारआदर्शकेविकल्पकेरूपमेंअधिनायकवा दकाउदयदेखागया,
क्योंकिद्वितीयविश्वयुद्धकमसाम्राज्यवादीसंघर्षऔरदोविचारधाराओंकाटकरावअधिकथा।यहकालअंतर्राष्ट्रीयए जेंसियोंकेगठनकाभीगवाहहैऔरसबसेबढ़करइसीकालमेंउपनिवेशवादीऔरसाम्राज्यवादीढाँचाढहगया।

Block	Unit Details
Block I	**Unit 1**UnificationofGermany **Unit 2** UnificationofItaly.
Block II	**Unit 1** Causesleadingto Firstworldwar. **Unit 2** ParisPeace Convention andtreatyof Versailles.
BLOCK III	**Unit 1** League of Nations: Organization, Achievements and Failure. **Unit 2** Rise of Communism in Russia: The Bolshevik Revolution.
BLOCK IV	**Unit 1** Riseof Dictatorship:Mussolini **Unit 2**Riseof Dictatorship: Hitler.
BLOCK V	**Unit 1**Unitedstatesin world affairs:EconomicDepression and NewDealpolicyof F.D.Roosevelt. **Unit 2** Factorleading forSecond World War **Unit 3** U.N.O.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-VI
Subject: History		
Course Code:A050603TODL (Optional)	Course Title : SocialandEconomicHistoryofEarlyModern India(1700A.D- 1900 A.D)	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

इसपेपरमेंआधुनिकभारतकेसामाजिक, आर्थिकऔरसांस्कृतिकपहलूकोशामिलकियागयाहै।इसपेपरमेंछात्रकोऔपनिवेशिकभारतमेंसामाजिकऔरधार्मिकसुधारआंदोलनसेपरिचितकरायाजाएगा।भारतकापतनहस्तशिल्प, भूमिराजस्वप्रणालीऔरकृषिकाव्यावसायीकरण 18वींऔर 19वींशताब्दीकेभारतकीप्रमुखविशेषताएँहैं।बैंकिंगऔररेलवेकेविकासनेइंग्लैंडमेंभारतीयधनकेनिष्कासनमेंमहत्व पूर्णभूमिकानिभाईथी।इनसभीपहलुओंकोइसपेपरशीर्षककेअंतर्गतशामिलकियागयाहै।

Block	Unit Details
Block I	**Unit 1**SocialandReligiousReformationMovement. **Unit 2** ReformsinMuslim society.
Block II	**Unit 1** LandRevenueSystemduringcolonialperiod **Unit 2** PermanentSettlement **Unit 2** RaiyatwariandMahaalwari system.
BLOCK III	**Unit 1** DeclineofIndianHandicraftin Britishperiod. **Unit 2** CommercializationofAgricultureanditsImpacton India.
BLOCK IV	**Unit 1** Theory ofDrainof Wealth.
BLOCK V	**Unit 1** DevelopmentofRailway and itsImpact. **Unit 2** DevelopmentofBanking Systemin ColonialPeriod.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-VI
Subject: History		
Course Code:A050604TODL(Optional)	Course Title : History anditsProfessionalUtility	
CREDITES: 5	**MAX. MARKS (CIA+ESE) 25+75**	**MIN PASSING MARKS (CIA+ESE)10+30**

यहपेपरइतिहासकेछात्रोंकेबीचइतिहासकेअनुप्रयोगकोपेशकरनेकेलिएडिज़ाइनकियागयाहै, विभिन्नइकाइयोंकोअभिलेखागार, संग्रहालयऔरपुस्तकालयोंकेउपयोगकेबारेमेंडिज़ाइनकियागयाहै।इतिहासऔरइसकीव्यावसायिकउपयोगिताइस पेपरकेपीछेकेंद्रीयविचारहै।यहपेपरइतिहासकेपर्यावरणीयपहलूकेसाथ-साथभारतमेंविज्ञानऔरप्रौद्योगिकीकेविकासकाऐतिहासिकसर्वेक्षणभीशामिलकरताहै।

Block	Unit Details
Block I	**Unit 1** Use of Archives and Museums. **Unit 2** Use of Map in History. **Unit 3** Importance of Libraries
Block II	**Unit 1**LocalHeritage,Templesand Shrines. **Unit 2** TourismforArchitecturalMonuments. **Unit 3** Preservation ofEnvironment inHistory.
BLOCK III	**Unit 1** A Historical Survey of development of Science and Technology in India. **Unit 2** Use of History in Journalism: Print and Electronic Media.

PROGRAMME/CLASS :CERTIFICATE	BA-3rd YEAR	SEMESTER-VI
Subject: History		
Course Code:A050501RODL	Course Title : Research Methodology, Tour and Study of Maps	
CREDITES: 5	**MAX. MARKS** 100(50ProjectReport+50 Research Analysis)	**MIN PASSING MARKS** 40

छात्रसमझसकेंगे

· भारतीयइतिहासमेंप्रयुक्तभाषाओंकागहनज्ञान।

· विभिन्नभाषाओंकेऐतिहासिकपहलूमेंभिन्नता।

· विभिन्नभाषाओंऔरसांस्कृतिकपरिवेशवालेलोगोंकेसाथबातचीत।

· भ्रमणकियेजारहेविभिन्नभाषाओंकेऐतिहासिकक्षेत्रकाअध्ययन।

· भाषाविश्लेषणरिपोर्टतैयारकरना।

Block	Unit Details
Block I	**Unit 1** Student has to prepare research report on any language of Historical importance of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report; Meaning, types and significance of Historical Languages, Literature review and formulation of research design of the language. Techniques of writing and reading of the selected language.

छत्रपति शाहू जी महाराज विश्वविद्यालय कानपुर
CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY KANPUR
आरोह तमसो ज्योतिः

SOCIOLOGY

BA 1st Year, Sem.-I

Course I
(Theory)

Core Course: A070101TODL Introduction to Basic concept of Sociology			
Credit:6	CIA:25	ESE:75	Max. Marks:100
The sociological perspective, which entails analyzing society and social processes from a methodical and critical vantage point, should be understood by students.			
Block I	Unit 1: Meaning of Sociology Unit 2: Nature and Scope of Sociology Unit 3: History of emergence of Sociology in India Unit 4: Relationship of Sociology with other Disciplines		
Block II	Unit 1: Society, Community, and Institutions Unit 2: Association, Social Group, Human and Animal Society Unit 3: Family, Kinship, Marriage. Unit 4: Education, State & Religion		
Block III	Unit 1: Pluralism and Multiculturalism Unit 2: Cultural Relativism. Unit 3: Socio-Cultural Process: Cooperation, Conflict, Competition Unit 4: Socio-Cultural Process: Acculturation, Assimilation and Integration.		
Block IV	Unit 1: Social Structure, Status and Role. Unit 2: Folkways and Mores. Sanctions and Values. Unit 3: Social Stratification: Meaning, Forms and Basis. Unit 4: Social Mobility Meaning and Types.		

Suggested Readings:

1 Berger, P. 1963. An Invitation to Sociology: A humanistic Perspective.
2 Bottomore, T.B. 1973. Sociology: A guide to problems and Literature (Hindi version available).
3 Davis. Kingsley. 1973. Human Society.
4 Giddens. Anthony 2009. Introduction to Sociology.

5 Haralambos M. Sociology: Themes and Perspectives (Hindi Version Available).
6 Inkeles. Alex 1987. What is Sociology.
7 Maclver, R.M. and Charles H. Page 1949. Society: An Introduction Analysis (Hindi Version Available).
8 Mills. C.W. 1959. The Sociological Imagination.
9 Thakur, Navendu 2016. Samaj Shastra E. Parichay.

Course Outcomes:

1. Through the application of sociological principles, students will be able to study a wide range of social phenomena, including political institutions, economic structures, family dynamics, and educational systems.

2. Fundamental ideas in sociology, such as socialization, culture, social structure, social institutions, social stratification, and social change, will be introduced to the students.

BA 1st Year, Sem.-II

Course I

(Theory)

Core Course: A070201TODL Society in India: Structure, Organization & Change.			
Credit:6	CIA:25	ESE:75	Max. Marks:100
The primary objective of the course "Society in India: Structure, Organization & Change" is to give students a thorough understanding of the dynamics, social structure, and organizational framework of Indian society. The intricacies of Indian society, encompassing its historical evolution, social structures, and cultural variety, will be well comprehended by the students.			
Block I	Unit 1: The structure and composition of Indian Society: Village, Town, City, and Rural. Unit 2: Urban linkages, Unity and diversity in Indian Society. Unit 3: Ideological, Historical, Structure Unit 4: Functional Perspective to study Indian Society.		
Block II	Unit 1: Cultural and Ethnic diversity, Unit 2: Diversities in respect of language, caste, region and religious beliefs and practices. Unit 3: Tribal Communities in India, Geographical distribution, Unit 4: problems of Assimilation, Integration and Assertion, Backwardness and underdevelopment tribes.		
Block III	Unit 1: Pluralism and Multiculturalism Unit 2: Cultural Relativism. Unit 3: Socio-Cultural Process: Cooperation, Conflict, Competition Unit 4: Socio-Cultural Process: Acculturation, Assimilation and Integration.		
Block IV	Unit 1: Basic Institutions of Indian Society Unit 2: Social Classes in India. Unit 3: Population Unit 4: Change and Transformation in Indian Society.		

Suggested Readings:

1 Bose, N.K. 1967, Culture and Society in India.
2 Dube, S.C. ,1958. India's Changing Villages.
3 Karve, Irawati, 1961. Hindu Society: An Interpretation.
4 Srivas, M.N., 1963. Social change in Modern India.

Course Outcomes:

1. Students will be able to examine and comprehend the functions of important Indian social institutions, including the family, kinship networks, governmental structures, religious institutions, and caste connections.
2. The variety of social structures and cultural practices found in India's various regions will be appreciated by the students, who will also gain an understanding of how regional dynamics impact more general patterns of social organization and change.

BA 2nd Year, Sem.-III
Course II
(Practical)

Core Course: A070202PODL Writing skill development on topics of Contemporary Sociological Importance			
Credit:2	CIA:25	ESE:75	Max. Marks:100
To acquaint students with current sociological ideas, research, and debates on issues that are relevant to society today, including globalization, inequality, technology, migration, health, education, and social justice.			
Block I	Unit 1: The structure and composition of Indian society. Unit 2: Village, Town, and City. Unit 3: Rural Urban Linkages Unit 4: Unity and diversity in Indian Society.		
Block II	Unit 1: Indological Perspective to study Indian Society Unit 2: Historical Perspective to study Indian Society Unit 3: Structure Unit 4: Functional Perspective to study Indian Society		
Block III	Unit 1: Cultural and Ethnic diversity. Unit 2: Diversity in respect of language. Unit 3: Diversity in respect of Unit 4: Diversity in respect of caste, region and religious beliefs and practices.		
Block IV	Unit 1: Tribal Communities in India: Geographical distribution. Unit 2: Problem of Assimilation, Integration and Assertion Unit 3: Backwardness in Tribe Unit 4: Underdevelopment in Tribe.		

Suggested Readings:

1 J. Jenefer, Quinn. S. Brown R. 2011. Writing for Sociology, University California Berkeley.
2 Uberoi, Patries. 1993. Family Kiship and Marriage India.
3 https://ww.etehisforme.com/guide/haward/how-to=cited....
4 https://ligguides.ru.nl/apaEN/reference-exampls-ooks-and-reports

5 Collected Essays, By. M.N. Srivas with a foreword by A.M. Shah Delhi, Oxford University Press 02.

Course Outcomes:

1. Students will gain the capacity to evaluate sociological theories, concepts, and research findings critically and to successfully incorporate these analyses into their writing.

2. In order to bolster their arguments and assertions, students will show that they are adept at locating, analyzing, and synthesizing empirical evidence and sociological literature from a variety of academic sources.

Core Course: A070301TODL Social Change & Social Movements			
Credit:6	CIA:25	ESE:75	Max. Marks:100
Objective for the course "Social Change & Social Movements" is to examine the dynamics, processes, and effects of social change in addition to the role that social movements play in both initiating and responding to societal transformations. o give students a theoretical and practical grasp of social change, covering its origins, workings, and effects in diverse social settings.			
Block I	Unit 1: Concept, Meaning of Social Change. Unit 2: Nature and Factors of Social change Unit 3: Change in structure and Change of Structure. Unit 4: Types of Social change: Evolution, Development, Progress and Revolution.		
Block II	Unit 1: Theories of Social Change: Linear, Cyclical Demographic Unit 2: Theories of Social Change: Economic (Conflict), Information technology and Social change Unit 3: Processes of Social Change in India: Sanskritization, Westernization, Modernization. Unit 4: Concept and Impact of Secularization and Globalization, parochialization and Universalization.		
Block III	Unit 1: Concept and Meaning of Social Movement. Unit 2: Nature, Definition and Characteristics of Social Movements. Unit 3: Social movement and Social Change. Unit 4: Types of social movements Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement.		
Block IV	Unit 1: Theories of Social Movement in India: Structural-Functional. Marxist. Unit 2: Theories of Social Movement in India: Resource Mobilization Theory, New Social Movement Unit 3: Social movement in India: Peasant Movement, and Labor Movement Unit 4: Social movement in India: Dalit Movement, Women's movement, Environment movement.		

Suggested Readings:

1 Social changes : WF Ogburn.

2 Theories of Social Change. A Critical appraisal-Reymond Boundon.
3 The theory of social change- John Mcleish
4 Social change in India: Crisis and resilience-Yogendra Singh
5 Social Movement and Social Transformation-MSA Rao
6 Protest and Change : Studies in Social Movement - TK Oommen.
7 Social movements in India - Ghanshyam Shah

Course Outcomes:

1. Students will be able to examine the processes of social change.
2. Students will be able to theorise about social change.
3. Students will be able to examine the social movement.
4. Students will be able to theorise the various types of social movements in India.

BA 2nd Year, Sem.-IV
Course I
(Theory)

Core Course: A070401TODL Social Problem & Social Development in India			
Credit:4	CIA:25	ESE:75	Max. Marks:100
The Objective of this course is to acquaint students with the various features of Social Problems and Social Development in India.			
Block I	Unit 1: Deviance. Unit 2: Corruption in Public life Unit 3:Cyber Crime, Drug Addiction Unit 4: Suicide, and Terrorism.		
Block II	Unit 1: Structural Problems: Poverty, Caste Inequality. Unit 2: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits Unit 3: Familial Problem: Dowry, Domestic Violence, Divorce. Unit 4: Intra and Inter Generational Conflict, Problem of Elderly.		
Block III	Unit 1: Concept of Development Economics Unit 2: Social and Human Development Unit 3: Theories of Development: Smelser, Lerner, Rostow, Unit 4: Under Development Dependency and Uneven Development		
Block IV	Unit 1:Issues of Development: Agrarian Crisis, Unit 2: Issues of Development: Human Resource Development & Skilled Unemployment Unit 3: Ecology and Development: Unit 4:Sustainable development		

Suggested Readings:

1. Cloward, R., 1960, Delinquency and Opportunity.
2. Charles, L.C. Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lenert.
3. Cohen, Albert. K. 1955, Delinquent Boys: The Culture of the gang.
4. H, Travis, 1969, Causes of Delinquency.
5. E, Sutherland, D. Cressey, D.F. Luckenbill, 1934, Principle of Sociology.
6. Betellie, Andre, 1974: Social Inequality.
7. Gill, S.S., 1998: The Pathology of Corruption.
8. Lewis, Oscar, 1966: Culture of Poverty, Scientific American, Vol. II & V.
9. Gadgil, Madhav and Guha. Ramchandra, 1996: Ecology and Equity: The use and Abuse of Nature in Contemporary India.10. Berreman, G.D. , 1979: Caste and Other Inequalities: Essays in

Inequality. 11. Browing Haleli, Webster(ed), 1996, Understanding Contemporary Society: Theories of the Present
12. Desai A.R., 1971: Essays on Modernization of Underdeveloped Societies.
13. Datt and Sundaram, 2008. Indian Economy
14. Eade D and Ligteringen E, Debatting Development. 2006, - NGOs and the Future
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-1994.
16. Escobar Arturo, 1995: Encountering Development, The Making and Unmaking of the Third World.
17. Ghosh J, Never Done and Poorly Paid: Women's Work in Globalizing India.
18. जे.पी. सिंह, आधुनिक भारत का समाज

Course Outcomes:

1. After this course the students will be able to understand the problems in the Indian Society in the context of global issues.

BA 2nd Year, Sem.-IV
Course II
(Project)

Core Course: A070401RODLProject on Sustainable Society			
Credit:4	CIA:25	ESE:75	Max. Marks:100
The Objective of this course is to engage students directly in practical knowledge about the conducting research project.			
Block I	Unit 1: Research Project: Definition & Concept, Unit 2: Selection of Research Topic related to Social Problems Unit 3: Social Development Unit 4: Sustainable Development		
Block II	Unit 1:How to develop Research Proposal and its Implementation		
Block III	Unit 1: Methods & Techniques for conducting scientific study Writing of Bibliography		
Block IV	Unit 1:Research Project final draft and writing of findings Unit 2: Presentation of Research Project		

This is an elective course open for all.

Suggested readings:

1.Goode and Hatt, 2006: Methods in Social Research
2. Young Pauline, 1988 Scientific Social Surveys and Research
3.Silverman David. 1985: Gower, Vermont Qualitative Methodology and sociology.
4.Sachdev Meetali, 1987: Qualitative Research in Social Sciences
5. https://w.w.w westiminister. ac.uk/study/postgraduate/research-degree-requirements/how-to-write your-research-proposal.

Course Outcomes: The syllabus designed to introduce students to the emergine social problems and the concept and issues of development in Indian Society. The project work will

engage students directly in practical knowledge about the conducting research project. This project work will help learners to know about the issue of sustainability and policies & programmes.

BA 3rdYear, Sem.-V
Course I
(Theory)

Core Course: A070501TODL Pioneers of Western Sociological Thought			
Credit:5	**CIA:25**	**ESE:75**	**Max. Marks:100**
The course objective is to provide an overview about the emergence of western sociological thoughts and approaches of western thinkers.			
Block I	Unit 1: Emergence of Sociology Unit 2: Social and Political Reform Movements Unit 3: Revolution: French Revolution and Industrial Revolution		
Block II	Unit 1: Auguste Comte Unit 2: Herbert Spencer Unit 3: Emile Durkheim Unit 4: Vilfredo Pareto		
Block III	Unit 1: Karl Marx Unit 2: Class Struggle: Theory of Alienation Unit 3: Max Weber Unit 4: Social Action, Power and Authority		
Block IV	Unit 1: G.H Mead Unit 2: Talcott Parsons Unit 3: Social System: Pattern Variable Unit 4: R.K. Merton		

Suggested Readings:

1. Giddens Anthony, 1989: Sociology, Polity Press, Cambridge.
2. Kalberg Stephen. 2002: The Protestant Ethic and Spirit of Capitalism, IIIrd edition.
3. Kamernka Eugene, 1983: The protable Marx, Penguin.
4. Kalberg Stephen, 1994: Connecting Issues in Comparative Historical Studies Today
5. Lukes Steven, Durkheim: Life and Works: A Critical Study, 1973.

6. Morrison Ken, Marx, Durkheim, Weber- Formation of Modern Social Thought, Sage Publication, New Delhi, 1995.
7. Ritzer George, Sociological Theory, McGraw Hill, New York, 2000.
8. Tucker K.N. 2002, Classical Social Theory.
9. Wilhelm Outhwaite and Mulkay M. Social Theory & Social Criteism.
10. एम.एल.दोषी एवं पी.सी. जैन, मुख्य समाजशास्त्रीय विचारक, रावत पब्लिकेशन

BA 3rdYear, Sem.-V
Course II
(Theory)

Core Course: A070502TODL Research Methodology in Social Sciences			
Credit:5	**CIA:25**	**ESE:75**	**Max. Marks:100**
In this paper students will explore research methodology and research methods in social science. The main purpose of the course is to develop a scientific and humanistic approach towards the research work in the subject.			
Block I	Unit 1: Social Research: Concept, Nature & Types of Social Research, Unit 2: Steps of Scientific Research, Formulation of Research Problem. Unit 3: Research Design: Meaning, Types and Importance Unit 4: Hypothesis: its types and Sources		
Block II	Unit 1: Objectivity & its Problems Unit 2: Objectivity Versus Subjectivity Unit 3: Value Neutrality Ethical Issues in Social Research Unit 4: Plagiarism and CopyRight		
Block III	Unit 1: Types of Research Unit 2: Basic and Applied Research Unit 3: Data Collection Unit 4: Case Study		
Block IV	Unit 1: Techniques of Data Collection Unit 2: Primary and Secondary Data Unit 3: Classification and Presentation of Data Unit 4: Overview of Statistics in Sociology		

Suggested Readings:

1. Babbie Earl, 2004: The Practice of Social Research. (10th ed.)
2. Burawoy M and Joseph Blum (ed), 2000: Global Ethnography: Forces, Connections and Imaginations.
3. Bryman Alan, 2000 Social Research Methods.
4. Carol Grbich, 2000: New Approaches in Social Research, Sage Publication
5. Devine and Heath, 1999: Sociological Research Methods in Context: Palgrave
6. Denzin Norman, Lincoin Yvonna (ed), 2006. Handbook of Qualitative Research.
7. Goode and Hatt, Methods in Social Research

8. Giddens Anthony, 1976: New Rules of Sociological Research
9. Mulkay Michael, 1979: Science and the Sociology of Knowledge, George Allen and Unwin Ltd.
10. Silverman David, 1985: Qualitative Methodology and sociology, Gower, Vermont.
11. Sachdev Meetali, 1987: Qualitative Research in Social Sciences, Raj Publishing, Jaipur.
12. Williams Malcolm, 2004: Science and Social Science, Routledge, New York
13. Young Pauline, Scientific Social Surveys and Research Practice.
14. जे.पी. सिंह सामाजिक अनुसंधान की विधिया¡

Course Outcomes: The course of Research Methodology in Social Sciences/Sociology is structured in a way that it makes students understand and comprehend the research problems, research techniques and nevertheless the course intends to develop objective as well as subjective inquiry into the areas of Sociological studies.

BA 2nd Year, Sem.-V

Course III
(Practical)

Core Course: **A070503T: Practical Application of Research Methodology Project Work.**			
Credit:4	CIA:25	ESE:75	Max. Marks:100
The primary objective of this paper will be to apply the research methodology in real time project works so the problem will be well comprehended by the students.			
Block I	Unit 1: Social Research: Meaning and Definition Unit 2: Basic Steps in Social Research		
Block II	Unit 1:Formulation of Hypothesis and Selection of Research Problem		
Block III	Unit 1: Use of techniques of data collection Unit 2: Construction of Interview Schedule, Questionnaire, Unit 3: Case study method, Unit 4:Observation method.		
Block IV	Unit 1: Classification and Presentation of data Unit 2: Use of coding method Unit 3: Classification of Data, Unit 4: Preparation of tables, Graphs, Bar and Pie diagram		

This is elective courses open for all

Suggested Readings:

1. Bagchi, Kanak, K, 2000: Research Methodology in Social Sciences: A Practical Guide.
2. Daniel, Stockemer, 2019: Quantitative Methods for the Social Sciences
3. Kara, Helen: Creative Research Methods in the Social Sciences A Practical Guide
4.जे.पी.सिंह, सामाजिक अनुसंधान की विधियां

Course Outcomes: Research Methodologies comprise an important part in the course structure of Sociology, hence the course is designed in such a way that students will learn the basic and useful techniques of research which will be beneficial in exploring the research questions and formulation of

Research Design. The student will learn how to construct schedules, questionnaires and applicability of other research methods.

BA 3rd Year, Sem.-VI
Course I
(Theory)

Core Course: **A070601TODL Pioneers of Indian Sociology.**			
Credit:5	CIA:25	ESE:75	Max. Marks:100
The course outline has been delineated in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities.			
Block I	Unit 1: G.S. Ghurye: Caste, Indian Sadhus, Rural-urban Community, Unit 2: D.N. Majumdar: Caste, Tribal Integration Unit 3: Radhakamal Mukherjee Unit 4: Social Structure of Values: Social Ecology		
Block II	Unit 1: D.P. Mukherjee Unit 2: Indian Culture and Diversities: Modernity, Indian Youth, Marxology Unit 3: Irawati Karve Kinship in India Unit 4: I.P. Desai: Indian Family		
Block III	Unit 1: M.N. Srinivas: Sanskritization: Westernization: Secularization: Dominant Caste Unit 2:S.C. Dube: Indian Village: Tradition: Modernization and Development		
Block IV	Unit 1: A.R. Desai: Social Background of Indian Nationalism Unit 2: Marxist Approach to Study Indian Society Unit 3: Rama Krishna Mukherjee; Dynamics of Agrarian Class Structure Unit 4: Andre Beteille: Class and Power: Agrarian Structure		
This is elective courses open for all			

Suggested Readings:

1. D.N. Dhanagare, 1999. Themes and Perspectives in Indian Sociology.
2. Das Veena, 1995: Critical Events, An Anthropological Perspective on Contemporary India.
3. David Ludden, 2000: Critique of Subaltern Studies.
4. Dube, S.C, 1990. Indian Society
5. Gail Omvedt, 2002. Sociological Perspectives and Indian Sociology.
6. T.S. Pawale & S.D. Patil, Basic Sociological Concepts
7. Ghurye, G.S. 2000 1932, Caste and Race in India.
8. Pramanik, S.K. 2001, Sociology of G S Ghurye.
9. Majumdar, D.N. 1944 The Fortunes of Primitive Tribes
10. Saksena, H.S. 2017, Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian Anthropology.
11. Madan, T.N. 2011, Sociological Traditions: Methods and Perspectives in the Sociology of India.

12. Madan, T.N. 2013, Sociology at the University of Lucknow: The First Half Century (1921-75)
13. Oommen, T.K. 2015- Radhakamal Mukherjee on Social Ecology: Filling up some blanks.
14. Sociological Bulletin, Vol. 64, No. 1 (January- April 2015), pp. 15-35.
15. Mukherjee, D.P. 2002, Indian Culture
16. Mukherjee, D.P. 2002, Diversities: Essays in Economics. Sociology and Other Social Problems.
17. Desai I.P. 1964: Some aspects of family in Mahuva.
18. Karve, Irawati, 1953 Kinship Organisation in India, (Deccan College Monograph Series, 11.)
19. Uberoi, Patricia, Nandini Sundar and S Deshpande, 2007. Anthropology in the East Founders of Indian Sociology and Anthropology.
20. बी. के. नागला : भारतीय समाजशास्त्रीय चिंतन

Course Outcomes: The learner will be able to grasp information and knowledge about the approaches and theoretical framework adopted by the Indian Sociologists and simultaneously they will know about the History of Sociology in India and Sociological traditions.

Course II
(Theory)

Core Course: A070602TODLGender and Society .			
Credit:5	CIA:25	ESE:75	Max. Marks:100
The course is gender sensitive and is directed towards engaging students to learn and rethink about gender issues.			
Block I	Unit 1: Gender (Culture) vs Sex (Biology), Equality vs Difference, Unit 2: Social Construction of Gender, Unit 3: Women in Family, Socialization and Gender, Feminist Movement, Unit 4: Understanding Gender Inequalities- Caste and Class.		
Block II	Unit 1: Gender Perspective : J Liberal, Marxian, Socialist, Redical Unit 2: Patriarchy and Gender. Unit 3: Sexual Division of Labour Unit 4: Masculinity vs Femininity		
Block III	Unit 1: Women and Society in India: Demographic Proflie, Population and Gender, Unit 2: Gender and Migration Unit 3: Women in Economy (Work and Property Rights), Unit 4: Women and Power & Subordination, Women and Education, Women and Health		
Block IV	Unit 1: Crime against Women Unit 2: Constitutional Safeguards and Provisions regarding Women. Unit 3: Programmes and Policies regarding upliftment of Women, Personal laws, Law as tool of emancipation of women, Unit 4:Women Rights its Human Rights, Gender and Human Rights.		

Suggested Readings:

1. Bhasin Kamala, 2000 Understanding Gender, Kali for Women
2. Basu Aparna, 1999 Women's Education in India in Ray and Basu (ed) From Independence Towards Freedom
3. Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited.
4. Chakravarty Uma, 2003, Gendering easte through a feminist iense Stree, Calcutta.
5. Courting Disaster, PUDR Report, 2003
6. Davis Kathy, Evans Mary, Lorber. J (edit), 2006: Handbook of Gender and Women Studies
Demont Sara, 2003, Feminist Sociology

7. Feminist Concepts. Contribution to women's Studies Series, Part-I, II, III, RCWS Mumbai
Geetha V. 2007, Patriarchy, Stree, Calcutta.
8. Geetha V, 2002, Gender, Stree, Calcutta
9. Kimmel Michael, The Gendered Society, Oxford, NY. 2008
10. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.
11. भारत में घरेलू हिंसा, 2017, रिंकी भट्टाचार्य
12ण घरेलू हिंसा से महिलाओं का संरक्षण अधिनियम एवं संरक्षण, 2020, युनिवर्सिल लॉ पब्लिशर

Course Outcome: The course will introduce students to the core gender issue and will equip them to come with suggestions which would be directed towards gender equity.

BA 3rd Year, Sem.-VI
Course III
(Project)

Core Course:A070603TODLField Work/Case Study/Project Work			
Credit:3	CIA:25	ESE:75	Max. Marks:100
The syllabus is designed to introduce students to get themselves engaged in the field work and project work so that they are equipped with the practical knowledge about the field work and research project.			
Block I	Unit 1: Selection of research problem Unit 2: Concept of Universe and Units		
Block II	Unit 1: Research Design Unit 2: Use of Census and Sampling method to select units of study.		
Block III	Unit 1: Estimation of resources: Time money, human resource, Unit 2: Conducting field survey, Necessary gadgets and equipments		
Block IV	Unit 1: Conducting field survey, Necessary gadgets and equipments Unit 2: Presentation of data, Report writing.		
Suggested continuous Internal Evaluation Methods: Project File evaluation, main focus on presentation, content and proper use of research methodology, Viva.			

Suggested Readings:

1. Czarnjawska, Barbara, 2014: Social Science Research: From Field to Desk.
2. Pereeman, Ellen, Curran, Sara, R. 2006: A Handbook for Social Science Field Research.
3. Wadds P. Apoifis, N Schmedl S. Spurway K., 2020 Navigating Field Work in the Social
4. त्रिपाठी सतेन्द्र एवं श्रीवास्तव ए के. सामाजिक अनुसंधान एवं सांख्यिकी, रावत पब्लिकेशंस, जयपुर।

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