# BACHELOR OF ARTS (BA)

## (OPEN AND DISTANCE LEARNING)

# PROGRAMME PROJECT REPORT (PPR)

SHAHU JI MAHARAJ UNIVE



DRONACHARYA-CENTER FOR ONLINE AND DISTANCE EDUCATION [D-CODE] CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY KALYANPUR, KANPUR (UP)-208024 Accredited with Grade A++ by NAAC & UGC Category-I University

### **ABOUT THE UNIVERSITY**



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

### VISION

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

### MISSION

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



Shri Ram Nath Kovind Former President of India



Shri Ajeet Doval National Security Advisor of India Governor of Karnataka & Comptroller & to Prime Minister



Bharat Ratna Shri Atal Bihari Bajpai Former Prime Minister of India



Shri T.N Chaturvedi Auditor General of India





Dr. Harsh Vardhan Union Cabinet Minister



Shri Sanjay Kothari Secretary to the President & Central Vigilance Commissioner



Indian Playback Singer



Shri Gopal Das Neeraj Indian poet; Author of Hindi literature



Shri Nripendra Misra Principal Secretary to the Prime Minister of India



Shri Mohammad Kaif Former Indian Cricketer



Shri David Dhawan Director of Hindi films



Shri Irshad Mirza Indian Industrialist

### 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 is of 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 courses in Languages, Arts ,Humanities and Social Sciences. Here's a proposed framework for the mission and objectives:

### 1. Mission Statement:

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 courses in 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 oncampus 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
- Economics 2.
- 3. English
- Political Science 4.
- Hindi 5.
- History 6.
- 7.



### Semester-wise Course Credits Distribution

		Subject I	Subject II	Subject III	Subject IV	Vocation al	Co- Curricular	Industrial Training/ Survey Research Project		
		Major	Major	Major	Minor Elective	Minor	Minor	Major		{Cummulative
		4/5/6 Credits	4/5/6 Credits	4/5/6 Credits	4/5/6 Credits	3 Credits	2 Credits	4 Credits	{Minimu m	Required for Award of
Yea r	Se m.	Humaniti es	Humaniti es	Humaniti es	Language or Education	Vocation al/ Skill Develop ment Course	Co- Curricular Course (Qualifyin g)	Inter/Intra Faculty related to main Subject	Credits}	Certificate/Diploma Degree
	I	Th-1 (5+1) or	Th-1 (5+1)	Th-1 (5+1)			198			
1	II	Th-1 (5+1) or	Th-1 (5+1)	Th-1 (5+1)	1 (5+1)	Щ		8	46	{46} Certificate in Faculty
	III	Th-1 (6) or Th-1 (4) + Pract – 1	Th-1 (6) or Th-1 (4) + Pract = 1	Th-1 (6) or Th-1 (4) + Pract = 1		X)	Ť	भुषुर :		
2	IV	(2) Th-1 (6) or Th-1 (4) + Pract = 1	(2) Th-1 (6) or Th-1 (4) +	(2) Th-1 (6) or Th-1 (4) +	1 (4/5/6)	3			46	{92} Certificate in Facult8y
	v	(2) Th-2 (5) or Th-2 (4) + Pract – 1 (2)	Th-2 (5) or Th-2 (4) + Pract – 1 (2)	(2)		ग्मसो IAHAR		1 (Qualifying)		{132} Certificate in
3	VI	Th-2 (5) or Th-2 (4) + Pract – 1 (2)	Th-2 (5) or Th-2 (4) + Pract – 1 (2)				1	1 (Qualifying)	40	Faculty

### **Table- Year-wise Structure of UG Programs**

Year	Semester	Course Code	Course Title	Theory/ Practical	Credits
1	Ι	E010101T	Conceptual Framework of Education	Theory	4
1	Ι	E010102P	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	E010201T	Development and challenges of Indian Education System	Theory	4
1	II	E010202P	Prepare a profile of any School (Class 6 <sup>th</sup> - 12 <sup>th</sup> ) - Government / aided / Private.	Practical	2
2	III	E010301T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E010302P	Practical: Review a book written By prominent educational thinkers included in the course I.	Practical	2
2	IV	E010401T	Psychological Perspectives of Education	Theory	4
2	IV	E010402P	Course Title: Practical: Case study of a Special Child	Practical	2
3	V	E010501T	Course Title: Educational Assessment	Theory	4
3	v	E010502T	Course Title: Educational Statistics	Theory	4
3	V	E010503P	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/ Aptitude	Practical	2

### 1. <u>Semester-wise Titles of the Courses in BA (Education) with their Credits</u>

Year	Semester	Course Code	Course Title	Theory/ Practical	Credits
3	V	E010501R	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	E010601T	Educational Administration and Management	Theory	4
3	VI	E010602T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E010603P	<ul> <li>I. Visit to an Anganwadi Centre and report preparation.</li> <li>II. Write and submit an article on any trending Socio-Cultural Environmental Issue.</li> </ul>	Practical	2
3	VI	E010601R	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	Ι	A080101T	Principle of Micro Economics	Theory	6
1	II	A080201T	Principles of Macro Economics	Theory	6
2	III	A080301T	History of Economic Thought	Theory	6
2	IV	A080402T	Money, Banking and Public Finance	Theory	6
3	V	A080501T	Economic Growth and Development	Theory	5
3	V	A080502T/ A080503T	Optional Paper (Any-1) Environmental Economics Or International Economics	Theory	5
3	V	A080504R	Elementary Statistics based Project	Practical	3
3	VI	A080601T	Indian economy and Economy of Uttar Pradesh	Theory	5
3	VI	A080602T/ A080603T	Optional Paper (Any-1) Agriculture Economics Or Elementary Mathematics	Theory	5
3	VI	A080604R	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	Paper Title	Theory/ Practical	Credits
B.A. 1	Ι	A040101T	English Prose and Writing Skills	Theory	06
B.A. 1	II	A040201T	English Poetry	Theory	06
B.A. 2	III	A040301T	British and American Drama	Theory	06
B.A. 2	IV	A040401T	Indian Literature in Translation	Theory	06
B.A. 3	V	A040501T	Classical Literature & History of English Literature	Theory	05
B.A. 3	V	A040502T	Fiction	Theory	05
B.A. 3	VI	A040601T	Indian & New Literatures in English	Theory	05
DA 2	VI	A040602T	Any one of the following:	Theory	05
B.A. 3	V I	A040603T	<ul> <li>Literature in Films &amp; Media Studies</li> <li>Media and Journalistic Writing</li> </ul>	Theory	- 05

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	Ι	A060101T	Indian National Movement & Constitution of India	Theory	4
1	Ι	A060102P	Awareness of Rights & Law	Practical	2
1	II	A060201T	Political Theory & Concepts	Theory	6
2	III	A060301T	Political Process in India	Theory	4
2	III	A060302P	Field Work Tradition in Social Sciences	Practical	2
2	IV	A060401T	Western Political Thought	Theory	6
3	V	A060501T	Comparative Government and Politics (UK, USA, Switzerland & China)	Theory	4
3	V	A060502T	Principles of Public Administration	Theory	4
3	V	A060503P	Public Policy Formulation and Administration In India	Practical	2
3	V	A0605 <mark>04R</mark>	Project-1	Project	3
3	VI	A060601T	Indian Political Thought	Theory	5
3	VI	A060602T	International Relations And Politics	Theory	5
3	VI	A060603R	Project-2	Project	3

### **<u>4</u>** Semester-wise Titles of the Courses in BA (Political Science) with their Credits

### 5 <u>Semester-wise Titles of the Courses in BA (Hindi)with their Credits</u>

Year	Sem.	Course Code	Paper Title	Theory/	Credits
		·		Practical	
B.A. 1	Ι	A010101T	हिन्दी काव्य	लिखित	06
B.A. 1	II	A010201T	कार्यालयी हिन्दी और कम्प्यूटर	लिखित	06
B.A. 2	III	A010301T	हिन्दी गद्य मस्त	लिखित	06
B.A. 2.	IV	A010401T	हिन्दी अनुवाद	लिखित	06
B.A. 3.	V	A010501T	साहित्यशास्त्र और हिन्दी आलोचना	लिखित	05
B.A. 3.	V	A010502T	हिन्दी का राष्ट्रीय काव्य	लिखित	05
B.A. 3.	VI	A010601T	भाषा विज्ञान, हिन्दी भाषा तथा देवानागिरी लिपि	लिखित	05
B.A. 3.	VI	A010602T	लोक साहित्य एवं लोक संस्कृति	लिखित	05

### 6 <u>Semester-wise Titles of the Courses in BA (History)with their Credits</u>

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1 <sup>st</sup>	Ι	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	Theory	6
1 <sup>st</sup>	II	A050201T	History of Medieval India (1206 A.D1757 A.D.)	Theory	6
2 <sup>nd</sup>	III	A050301T	History of Modern India (1757 A.D. – 1857 A.D.)	Theory	6
2 <sup>nd</sup>	IV	A050401T	History of Modern India (1857A.D. – 1950 A.D.)	Theory	6
3 <sup>rd</sup>	V	A050501T	Nationalism in India.	Theory	5
3 <sup>rd</sup>	3 <sup>rd</sup> V A05050 Option		History of Modern world (1453 A.D. – 1815A.D.)	Theory	5
		A050503T Optional	Social and Economic History of Medieval India (1200A.D 1700 A.D.)	Theory	5
		A050504T Optional	Ethics in History	Theory	5
3 <sup>rd</sup>	V	A050501R	Project 1	Project	3
3 <sup>rd</sup>	VI	A050601T	Era of Gandhi and Mass Movement.	Theory	5
3 <sup>rd</sup>	VI	A050602T Optional	History of Modern World (1815 A.D 1945A.D.)	Theory	5
		A050603T Optional	Social and Economic History of Medieval India (1700A.D 1900 A.D.)	Theory	5
		A050604T Optional	History and its Professional Utility	Theory	5
3 <sup>rd</sup>	VI	A050601R	Project 2	Project	3

### 7 <u>Semester-wise Titles of the Courses in BA (Sociology)with their Credits</u>

Year	Sem.	Course /	Course	Paper Title	Theory/	Credits
		Paper	Code	-	Practical	
1	Ι	1	A070101T	Introduction to Basic concept of Sociology	Theory	6
1	II	1	A070201T	Society in India: Structure, Organization & Change	Theory	6
2	III	2	A070202P	Writing skill development on topics of Contemporary Sociological Importance	Practical	2
2	IV		A070301T	Social Change & Social Movements	Theory	6
2	IV	25	A070401T	Social Problem & Social Development in India	Theory	4
2	IV	3	A070401R	Project on Sustainable Society	Project	4
3	V	-	A070501T	Pioneers of Western Sociological Thought	Theory	5
3	V	2	A070502T	Research Methodology in Social Sciences	Theory	5
3	V	3	A070502T	Practical Application of Research Methodology Project Work	Practical	4
3	VI	1	A070601T	Pioneers of Indian Sociology	Theory	5
3	VI	2	A070602T	Gender and Society	Theory	5
3	VI	3	A070603T	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 open BA 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 1 <sup>st</sup> Year, Semester: I Course I (Theory)									
Core C	Core Course: E010101T, Title: Conceptual Framework of Education								
Credit: 4 CIA: 25 ESE: 75 Max. Ma									
Blocks		Units							
Block I Conceptual Basis of Education	Unit 1: Education: Meaning, Nature, and Concept Unit 2: Factors Affecting Education, Agencies of Education Unit 3: Aims of Education: Individualistic, Social, Democratic, and Vocational Unit 4: Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of and Shiksha, Vidya - Gyan – Teaching, Training vs. Education.								
Block II Functions of Education	<ul> <li>Unit 1: General Functions: Transmission of Cultural Heritage, Acquisition of Skills Acquisition and Generation of Human Values.</li> <li>Of Unit 2: Developmental Functions: Individual, Social, and National Development</li> <li>Init 3: Specific Functions: Education for Leisure. Education for National Integration Education for International Understanding, and Education for HRD.</li> </ul>								
Block III Indian Constitution and Education	<b>Unit 1: Inculcation of Constitut</b> <b>Unit 2: Constitutional Provision</b>	<b>Unit 1:</b> Inculcation of Constitutional Values through Education. <b>Unit 2:</b> Constitutional Provisions for Education.							
Block IV Preprimary Education	Unit 1: Concept, Objective, Imp Unit 2: Some Models of Pre-pr Unit 3: Background and Presen Unit 4: NEP 2020 and Pre-prin	portance of Pre-primaryEc imary Education: Dalton, T t Scenario of Pre-primary ary Education.	lucation. Montessori, Kindergarten. Education in India.						
Block V Primary, Secondary and Higher Education	EducationBlock VVrimary, Secondary d Higher EducationUnit 1: Primary and Secondary Education: Concept, Aim, and Importance of Prin 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, U4: 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 In IndiaUnit 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.

- तोमर एलआर; प्राचीन भारतीय शिक्षा पद्धति, सुरूचि प्रकाशन, नई दिल्ली।
- https://<u>www.mycoursebook.in/shiksha-ke-darshanik-avom-</u>samajshastriya-siddhant-raman-biharilal-rastogi-publication.html
- <u>https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text</u>
- टी.रेमटं, शिक्षा 2004<u>https://archive.org/details/in.ernet.dli.2015.482904</u>
- प्रभात कुमार, भारत का संविधान, प्रभात पेपर बैक्स,
- पी.वी कॉणे, धर्मशास्त का इतिहास, उत्तर प्रदेश दिल्ली संस्थान, लखनऊ।
- सलूजा, सी.के. श्रिक्षा एक विवेचना दिल्ली, रवि बुक्स. (फुलबुक)
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- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
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- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
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- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
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- 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 1 <sup>st</sup> Year, Semester: I								
Course II (Practical)								
Core Course: E010102P								
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	Credit: 2 CIA: 15 ESE: 10 Max. Marks: 25							
Blocks	Units							
Block I	Unit 1: Indian Constitution: Introduction and Background.							
Indian Constitution: General Orientation								
Block	<b>Unit 2:</b> Constituent Assembly and Timeline of Formation of Indian							
п		Constitution	1.					
Indian Constitution:	Indian Constitution:							
Formulation								
Block			2					
	Unit 3: Im	portant Articles of the	e Indian Constitution					
Indian Constitution:								
Articles and its								
Interpretation								
Course Outcomes: the students	will be able to -		5					
• Develop a stronger or	entation toward resear	rch						
Conceptualize the basic elements of the Indian Constitution								
Suggested Readings: 💦 🥢	ि प्रमन्	The second						
• <u>https://www.india.gov.in/my-</u>	government/constitution	on-india/constitution-	-india-full-text					
<ul> <li>प्रभात कुमार, भारत का संविधान</li> </ul>	, प्रभात पेपर बैक्स							
S OF MAHAKAS S								

BA 1 <sup>st</sup> Year, Semester: II Course I (Theory)							
Core Course: E010201T, Title: Development and Challenges of the Indian Education System							
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100				
Blocks		Units					
Block I Ancient Education System	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 Education in the Medieval Period	Unit 1: Main Characteristics Unit 2: Merits and Demerits Unit 3: Contribution to Mod	J <b>nit 1:</b> Main Characteristics and Aims of Education. J <b>nit 2:</b> Merits and Demerits of the Education System. J <b>nit 3:</b> Contribution to Modern Indian Education.					
Block III Education in Colonial 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						
Block IV Problems of Education at Different Levels	<ul> <li>Unit 4: National Policy of Education 1986, 1992 and 2020</li> <li>Unit 1: Preprimary Education; Unsatisfactory Conditions of Preprimary Sch Training of Preprimary Teachers.</li> <li>Unit 2: Preprimary Education; Unavailability of Teaching Material, Loopl of Supervision and Administration, Problem of Uniformity,</li> <li>Unit 3: Elementary and Secondary Education; Problems of Access and Eq Problems of Multilingualism, Child's Home Language and the Language</li> <li>Access and Equipation School- Classroom, Textbooks, etc.</li> <li>Unit 4: Elementary and Secondary Education; Mass vs Class- Gap in Stand Financial Load on Parent, Syllabus.</li> <li>Problem of Non-Availability of Technical and Vocational Guidance at Second Level and NSQF.</li> </ul>						
Block V Problems Of Higher Education	Unit 1: Problems of Access Caste, Class, Religion, Regio Unit 2: Problem of Over Information Explosion and it Unit 3: Problem-related w Unemployment and Competi	- Gender (Masculine, Feminine, on. r-emphasis on the Examination ts Validation. ith Students- Aimlessness, Into ition.	and Transgender) and on System in India, olerance, Aggression,				

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.

- चैबे एस.पी., भारतीय शिक्षा का इतिहास।
- जौहरी एवं पाठक, भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर, आगरा।
- अग्निहोत्री आर. आधुनिक भारतीय शिक्षाः समस्याएं और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी, 1994।
- पांडेय आर.एस., शिक्षा की समसामयिक समस्याएं, विनोद पुस्तक मंदिर, 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 <u>http://hdr.undp.org/en/reports/</u>
- 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
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- 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 1 <sup>st</sup> Year, Semester: II Course II (Practical)				
Title: Prenare a profil	<b>Core Course:</b> E010202P			
Cuedite 2	CLASS 0 - 12 ) Government / aided / Filvate			
	CIA: 15 ESE: 10 Max. Marks: 25			
Blocks	Units			
Block I	Unit 1: School: Need and Importance			
School Profile: General Orientation				
Block	Unit 2: Types of Schools on Account of Administration			
II Tanan ƙƘabash	X HE1			
Types of Schools				
BIOCK	<b>Unit 3:</b> What is a school profile and how to create it?			
School: Creation and				
Development				
<b>Course Outcomes:</b> the students will be able to -				
• Develop a stronger orientatio	n towards research			
Conceptualize the school property of the	file preparation.		~	
Suggested Readings: 💋 🦳		~~~~~		
<ul> <li><u>https://www.india.gov.in/my- government/constitution-india/constitution-india-full-text</u></li> <li>प्रभात कुमार, भारत का संविधान, प्रभात पेपर बैक्स</li> </ul>				
SHAMU JI MAHARAJ UNIUL BAI				

	BA 2 <sup>r</sup> Cor	<sup>nd</sup> Year, Semester: III urse I (Theory)		
Core Course: E01	<b>Core Course:</b> E010301T, <b>Title:</b> Philosophical- Sociological-Political-Economic Perspectives of Education			
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100	
Blocks	Units			
Block I Education And Philosophy	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 Ancient Indian & Western Philosophies	Unit 1: Ancient Indian Unit 2: Idealism, Natur	Philosophies; Vedant. Bhagavad Geeta. alism, Pragmatism		
Block III Prominent Educational Thinkers	U <b>nit 1:</b> Indian: <u>Mahatma Gandhi, Swami Vivekanand.</u> , B.R. Ambedkar. U <b>nit 2:</b> 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 Political Perspectives of Education	Unit 1: Fundamental Rights Unit 2: Fundamental Duties Unit 3: Directive Principles of State Policy			
Block VI Economic Perspectives of Education	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 Define Education • Explain the difference • Identify significate • Illustrate the released • Society. • Compare the Independence	he students will be able to on and Philosophy. erence between Darshan ant features of the Indiar evance of the Indian and dian and Western Philos	to - and Philosophy. n and Western philosophies. Western philosophical for modern educati ophical thoughts.	onal system and	

- Relate Education with Political and Economic issues.
- Distinguish between Fundamental Rights and duties.Value role of Education for Sustainable Development

- कमर के. शिक्षा और ज्ञान, दिल्ली, ग्रंथ शिल्पी, 2002।
- सलूजासी के., शिक्षा दर्शन, हिंदी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
- धंकर आर. शिक्षा और समाज, हरियाणा, आधार प्रकाशन, 2006।
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- पांडेय के.पी., शिक्षा के दार्शनिक एवं सामाजिक आधार, वाराणसी विश्वविद्यालय, प्रकाशन।
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- Cohen, B. Educational Thought: An Introduction. Macmillan, Britain. 1969
- Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915
- Durkheim, E. Education and Sociology. New York: The Free Press. 1956
- Elmhirst, L.K. Rabindranath Tagore: Pioneer in Education. Delhi: SahityaChayan.1994
- Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970
- Kneller, G.F. Foundations of Education. London and New York, John Wileyand Sons, Inc. 1963
- *Kumar, K. The Political Agenda of Education: A Study of Colonialist andnationalist Ideas.* New Delhi, Sage Publications.1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment,* New Delhi: Sage. 1998



BA 2 <sup>nd</sup> Year, Semester: III Course II (Practical)			
Core Course: E010302P			
Title: Review a book writ	tten by prominent educa	tional thinkers inclu	ded 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	<b>Unit 2:</b> 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.         Suggested Readings:         • <u>https://www.india.gov.in/my- government/constitution-india/constitution-india-full-text</u> • प्रभात कुमार, भारत का संविधान, प्रभात पेपर बैक्स			

	BA 2	2 <sup>nd</sup> Year, Semester: IV Course I (Theory)	
	Core Course: E010401T	, <b>Title:</b> Psychological Perspectives	of Education
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100
Blocks	Units		
Block I Education And Psychology	Unit 1: Psychology: Concep Unit 2: Relations of Education Unit 3: Importance of Educa Unit 4: Methods of Studying	its and Scopes on and Psychology ational Psychology g Educational Psychology	
Block II The Process of Development	Unit 1: Development: Mean Unit 2: Growth and Develop Unit 3: Stages of Development Unit 4: Forms of Development	ning, Nature and Concept oment ent <b>nent:</b> Physical, Mental, Emotional, S	Social, Motor Development,
Block III Understanding Learning	Unit 1: Learning: Meaning, Unit 2: Learning Theorie Conditioning Theory, Thorn Implications	Nature, and Factors, Various Learnings: Pavlov's Classical Conditioning dike's Trial and Error Theory, Gestal	ng Styles g Theory, Skinner's Operant lt Theory and their Educational
Block IV Foundations of Behaviors	Unit 1: Sensation, Perception Unit 2: Instincts, Motivation Unit 3: Thinking, Reasoning Unit 4: Habit & Fatigue	n, and Concept Formation n, Memory, Attention and Interest g and Imagination	*
Block V Individual Differences	Unit 1: Individual Differenc Individual Differences and E Unit 2: Children with Speci (Handicapped)	es: Meaning, Types, and Causes of I Education ial Needs: Mentally Retarted, Gifted	ndividual Differences, Children, Divyang
Block VI Mental Health & Adjustment	Unit 1: Mental Health: Con and Education Unit 2: Adjustment: Meanin	cept and Need, Affecting Factors of ng and Process	Mental Health, Mental Health
Course Outco • Define Edu • Relate Edu • Compare c	<b>mes:</b> the students will be ab ucation and Psychology. ucation and Psychology characteristics and needs of di	le to - ifferent 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.

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- Bhatnagar Suresh (n.d.). Advanced Educational Psychology, Lal Book Depot, Meerut.
- Bigge, Morris. L (1971). *Learning theories for teachers*. New York: Harper &Row.
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- 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 Cliffs New Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, 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.



BA 2 <sup>nd</sup> Year, Semester: IV Course II (Practical) Core Course: E010402P, Title: Case study of a Special Child			
Blocks	Units		
Block I Case Study: General Orientation	Unit 1: What is a Case Study? And its steps		
Block II Special Children	Unit 2 Special Children: Types and characteristics		
<ul> <li>Course Outcomes: the students will be able to -</li> <li>Develop an stronger orientation towards research</li> <li>Identify the different special children.</li> <li>Prepare a case study.</li> </ul>			
<ul> <li>Suggested Readings:</li> <li>Dash M. (1994). Educational Psychology. New Delhi, Deep&amp; Deep Publications.</li> </ul>			

• Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

	BA	3 <sup>rd</sup> Year, Semester: V Course I (Theory)	
	Core Course: E01	0501T, Title: Educational Assessment	
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100
Blocks		Units	
Block I Basics of Assessment	Unit 1: Assessment, Measur Unit 2: Physical vs Psycholog Unit 3: Continuous and Con	rement, Evaluation: Concept, Features gical Measurements pprehensive Education: Meaning, Aims	and Difference and Aspects
Block II Test and Norms	Unit 1: Achievement Tests: Unit 2: Characteristics of a C Unit 3: Norms: Meaning and	Meaning, Aims and Types, Subjective Good Test I Significance, Marks vs Grades, Credit	vs Objective tests, System
Block III Intelligence & its Measurement	Unit 1: Intelligence: Meanin Unit 2: Emotional Intelliger Unit 3: Measurement of In and Group Test	g, Nature, and Factors Affecting Intellig ice: Meaning, Nature & Importance telligence: Various Classifications; Ver	gence bal-Nor Verbal, Individual
Block IV Personality	Unit 1: Personality: Meaning Unit 2: Types of Personality Unit 3: Theories of Personali	ty	
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, C Unit 2: Measurement of Apti	Concept, Types & Characteristics tude	
Course Outc • Define ass • Enumerat • Classify d • Test Intel Suggested Res	omes: the students will be at sessment measurement and ev e and Illustrate Characteristics lifferent psychological tests. ligence/Personality/Aptitude c adings:	ble to - an	
<ul> <li>Anastasi,</li> <li>NCERT C</li> <li>Norris, N.</li> <li>Thorndike Johan Wite</li> <li>Secolsky, C</li> <li>Sindhu, K.</li> </ul>	A. Psychological Testing. Nev Surriculum and Evaluation, Nev Understanding Educational I e, E.L., & E.P., Hagen. Measu ley and Sons Inc. 1969 C. Handbook on Measurement S. New approaches to measur	v York, Macmillan Publishing Co. Inc. I ew Delhi, NCERT 1990 Evaluation, Kogan Page Ltd. 1990 rement and Evaluation in Psychology a t and Evaluation in Higher Education. U ement and evaluation, New Delhi, Sterli	'976 nd Education. New York, J.K. Routledge. 2011 ing Publication. 2007

• Singh, H.S. Modern educational testing. New Delhi: Sterling Publication. 1974

BA 3 <sup>rd</sup> Year, Semester: V Course II (Theory)			
Core Course: E010502T, Title: Educational Statistics			
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100
Blocks	Units		
Block I	Unit 1: History of Statistics Unit 2: Definition and Need	of Statistics	
An Introduction	Unit 3: Types of Statistics	c.	
Block	Cint 4. Symbols in Statistic	5	
IIDataOrganization&&Definition&DefinitionBIndicationIndicationIndicationBIndicationIndicationIndicationIndicationIndicationDefinitionIndication			
Block         III         Measures of         Central         Tendency and         Block         III         Measures of         Central         Tendency and         Block         Block         III         Measures of         Central         Tendency and         Belative			
Positions Block IV Measures of Variability	Unit 1: Range: Definition, U Unit 2: Quartile Deviation: Unit 3: Mean Deviation: De Unit 4: Standard Deviation	ses and Computation Definition, Uses and Com finition, Uses and Compu : Definition, Uses and Co	nputation tation omputation
Block       Unit 1: Correlation: Meaning, Uses and Types         V       Unit 2: Spearman's Rank Difference Method: Uses and Computation         Correlation       Unit 3: Karl Pearson's Product Moment Method: Uses and Computation			
Course Outco Define Sta Prepare gr Interpret t Survey an Analyze t	<b>mes:</b> the students will be able atistical terms. raphical charts. he results various operations of a collect data. he data with Suitable Statistic.	e to - of statistics. al methods.	
Suggested Readin Agresti& F Garret H.E Ott and Lo Patel, R.S. Shavelson	gs: Finlay, <i>Statistical Methods for the</i> L., Psychological Tests, Methods, L., Statistics in Psychology and Ec ngnecker. Statistical methods and <i>Statistical techniques for data an</i> R.J. <i>Statistical reasoning for the</i>	e Social Sciences. New Jerse and ResultsNabu Press, 20 lucation, Paragon Internatio d data analysis. CA: Duxbur nalysis. (n.p.) Academic Pul e behavioral sciences. Bosto	ey, Prentice Hall. 2010 11. nal Publishers, 2005(Hindi& English) ry Pacific Grove, 2001 blishing GmbH & Co. 2012 on, Allyn and Bacon, 1988

• Shavelson, R.J. Statistical reasoning for the behavioral sciences. Boston, Allyn and Bacon. 1988
BA 3 <sup>rd</sup> Year, Semester: V Course III (Practical)				
	Core Course: E010	503P,		
Title: Administration	and Interpretation of S	Score of a psycholog	gical test-	
Achiever	ment/Intelligence/Perso	onality/Aptitude	1	
Credit: 2	CIA: 15 ESE: 10 Max. Marks: 25			
Blocks	Units			
Block				
Ι	Unit 1: Psychologic	al Test: Types and	Utility for Guidance	
<b>Psychological Tests: General</b>		and Counselling		
Orientation		_		
Block II	Block II Unit 2: How to administer and Interpret score of			
Psychological Tests:	Achievement/Intelligence/ Personality/Aptitude			
Administration				
Course Outcomes: the students will be able to -				

- Develop a stronger orientation towards research
- Understand and Administer different Psychological Tests

- 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.

BA 3 <sup>rd</sup> Year, Semester: V Course IV (Practical)				
Core Course: E010501R, Title: Research Project Proposal				
Credit: 3	CIA: 50 ESE: 50 Max. Marks: 100			
Blocks		<b>Units/Topics</b>		
Block	Unit 1: Collection of	Data related to Educ	ation, application of	
I	suitable statistical methods, analysis and interpretation of			
<b>Research Project Proposal:</b>	result.			
General Orientation	OR			
	Visit t	o any type of Univer	sity:	
	A. It's profile preparat	tion.		
	B. Report on its admir	nistrative structure.		
Course Outcomes: the students will be able to -				
• Develop a stronger orientatio	n toward research			
• Understand the basics of research				
• Develop an attitude toward research				
• Collect and analyze data.				
Suggested Readings:				

• Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976

	BA 3 <sup>rd</sup> y Cou	Year, Semester: VI Irse I (Theory)		
	Core Course: E010601T, Ti	tle: Educational Administration and M	anagement	
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100	
Blocks	Units			
Block	Unit 1. Educational Organi	ization. Maaning and Types Character	istics	
l Educational	Unit 2. Educational Admi	nistration: Meaning Concept and T	isues Supes of Educational	
Organization.	Administration Administra	ation vs Management Principle	s of Educational	
Administration	Administration, Administrati	ve Skills	s of Educational	
& Functions	Unit 3: POSDCoRB			
DL	a 1151	राज विकुत्र		
Block	31			
Development of	Unit 1: Classical School			
Educational	Unit 2: New Classical Schoo	l S		
Administration	Unit 3: New Management			
& Management				
Block	Unit 1: Educational Plan	nning: Meaning and Nature of Ec	ducational Planning,	
III Educational	Approaches of Educational Planning			
Educational Planning &	Unit 2: Leadership: Meaning	g, Nature, and Styles of Leadership		
Leadership	Unit 4: Decision Making			
Block	Unit 1. Educational Finance	at Need Significance and Sources		
IV	Unit 2. Educational Finance	ervision: Meaning Nature and Ty	where Inspection ve	
Educational	Supervision	cryision. Meaning, Nature and Ty	ypes, inspection vs	
Finance &	Supervision			
Supervision	aat the students will be able to			
Course Outcom	ifferent Educational Organization	tions		
Compare A	dministration Management a	nons.		
Differentia	te between inspection and sup	pervision		
Suggested Rea	dings.			
Bhatnagar	SS& Gunta PK (Education)	al Administration and Management (n	n)	
<ul> <li>Khawas, E.</li> </ul>	Accountability and Ouality A	Assurance: New Issues for Academic	p.).	
Inquiry, Int	ternational Handbook of High	er Education, vol. (1) Springer Verlag,		
• Sharma, R.	A. (n.d.). Education Administ	ration and Management. Meerut, Loyal	l Book Depot.	
• Sukhiya, S.	.P. (n.d.) Vidyalaya Prashasha	n Avam Sangathan. Agra, Agarwal put	olication.	
• <u>http://mhrd</u>	l.gov.in/school-education			
• <u>http://mhid</u>	.gov.in/schemes-1			

~	BA 3 <sup>rd</sup> Y Cou	Year, Semester: VI rse II (Theory)	
Core	Course: E010602T, Title: M	ilestones and New Dimensions of Indian E	ducation
Credit: 4	CIA: 25	ESE: 75	Max. Marks: 100
Blocks		Units	
Block I Programs, Schemes, and Institutions	Unit 1: Programmes: RTE, Unit 2: Schemes: Mid-day M Unit 3: Institutes: Shanti Ni Ashram, Navodaya Vidyalaya	NMEICT, PMMMNMTT Ieal, ICDS, SSA, RMSA, RUSA ketan, Chitrakoot Gramodaya Vishwavidya a	alaya, Pondicherry
Block II Technology, Initiatives & Innovations	Unit 1: ICT: Meaning, Type, Unit 2: Computers and Inte Unit 3: Initiatives: EDUSAT Magazines, NAD, NIRF, e-Pa	, Concept, Needs and Approaches <b>rnet</b> <b>C</b> , EDUCOM, MOOCS, SWAYAM OERs, athshala.	e-journals and e-
Block III Social & Cultural Trends in Education	Unit 1: Social Trends: Empowerment Unit 2: Cultural Trends: So	Inclusion, Human Rights, Values and cial Media, Demographic Changes, Global	Morals, Women
Block IV Environment and Education	Unit 1: Environment: Enviro depletion, Greenhouse effect, Unit 2: Environment and Ed Importance, Awareness towar and Utilization of Non-Conve	Global Warming. <b>ducation:</b> Environmental Education: Conce rds Environmental Issues, Conservation of I entional Resources	lution, Ozone layer ept, Aims and Natural Resources
Course Outco List and dif Use MOOC Collect and Review e-jo Suggested Reac Agarwal, S. New Conce Aggarwal, S. New Conce Aggarwal, S. New Conce Aggarwal, S. New Conce Suggested Reac Agarwal, S. New Conce Sagarwal, S. Publication Kumar, K.I Kaushal, S. Laxmi S. In Reddy, P. K Sampath, K Sharma, B. Depot. 2000 Singh, Y. K.	<b>mes:</b> the students will be able ferentiate the different education Cs and SWAYAM. Use material from OERs. Journals and e-magazines. <b>Hings:</b> .P. and Aggarwal, J.C. Enviro pts. 1996 J.C. Essentials of Education by 1995 L. Educational Technology, Net & Mahapatra. Emerging Tree novations in Education, Delhi C. & Reddy, N. D. Environment C. et. Al. Introduction to Educat L., & Maheswari, B. K. Educat B Teaching of environmental scien . Underwood, Jean D.M., and U Is. Oxford. Basil Blackwell, 1990	e to - ion programs and schemes. onmental protection, education and develop al Technology - Learning Innovations. ww Delhi, New Age International (P) Ltd. Pu nds in Inclusive Education. Delhi, IVY Pub. Sterling Publishers. 1989 tal Education. Hyderabad: Neelkamal publistical Education. Hyderabad: Neelkamal publistical Technology, New Delhi, Sterling Publisher tion for environmental and human value. Me tion for environmental and human value. Me tion for environmental and human value. Me	pment. New Delhi, New Delhi, Vikas ublishers. 2000 2007 lications. 2001 blishers. 1998 eerut, R.Lall Books ing children acquire

BA 3 <sup>rd</sup> Year, Semester: VI Course III (Practical)					
	Core Course: E010603	3P			
Title: I. Visit to an Anganwadi Centre and	l report preparation.				
<b>II.</b> Write and submit an article on any	y trending Socio-Cultu	ral-Environmental Is	sue		
Credit: 2	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	<b>Unit 3:</b> How to write an article: steps and ethics				
Block IV Review of Related Literature	Unit 4: Sources of lite	erature and their usag	je		
		- vä			
Course Outcomes: the students will be al	ole to -				
• Develop a stronger orientation toward	ls research.				
• Understand and Conceptualize ICDS	and Anganwadi.				
• Understand current issues and write a	n article.				
REAL SUMMERS					

BA 3 <sup>rd</sup> Year, Semester: V Course IV (Practical)			
Core Course: E010601R, Title: Research Project Proposal			
Credit: 3	CIA: 50	ESE: 50	Max. Marks: 100
Blocks	·	<b>Units/Topics</b>	
Block I Research Project Proposal: General Orientation	Block       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		
Course Outcomes: the students will be able to -			
<ul> <li>Develop an stronger orientation towards research</li> <li>Understand Basic methods of research and different research tools</li> </ul>			

- Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976
- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990

# **ECONOMICS**

	1 1 apci -1			
Core Course: A0801011 Pri	Core Course: A080101T Principles of Micro-Economic			
Credit:6 CIA:25 Marks ESE:75 Marks Maximum Marks: 100				
<ul> <li>Course Outcome:</li> <li>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 &amp; familiarize with day today happenings.</li> <li>The students learn and understand the concepts of consumer behaviour like cardinal utility and ordinal utility analysis.</li> <li>The students learn and understand application of Indifference curve analysis in deriving demand curves, price effect, income effect and substitution effect.</li> <li>The students learn and understand the Theory pf production-iso-quants, laws of returns to scale, law of variable proportion.</li> <li>The students learn, understand and compare between the Traditional and modern theory of cost.</li> <li>Demonstrate an understanding, usage and application of basic economic principles.</li> <li>Describe and apply the methods for analysing consumer behaviour through demand and supply, elasticity and marginal utility.</li> <li>To analyze the behavioural patterns of different economic agents regarding profit, price, cost etc.</li> <li>The decision-making process in different market situations such as perfect competition, monopoly and oligopoly markets.</li> <li>To deal with the advance theoretical issues and their practical applications of distribution theories.</li> </ul>				
	Units			
BlocksUnit-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				
Unit-1: Production: behaviour of p functions, law of variable proportion minimizing equilibrium condition Unit-2: Costs: costs in the short run, maximizations, minimizing losses, sh diseconomies of scale, long <b>run</b> adjus Unit-3: a. Consumer and Producer T Externalities, marginal cost pricing, i information: adverse selection, moral Unit-1: Perfect Competition: Assump demand and revenue; equilibrium of the supply curve: increasing, decreasing a	rofit maximizing firms, produ ns, choice of technology, isoqu costs in the long run, revenue nort run industry supply curve, e stments. Theory in Action nternalising externalities, public hazard, social choice, governm ptions: theory of a firm under pe the firm in the short run and lor and constant cost industries. We	ction process, production ant and isocost lines, cost and profit economies and c goods; imperfect nent inefficiency erfect competition, ng run; long run industry elfare: allocative		
	CIA:25 Marks s are familiarized with basic concepts y etc so that he/she can comprehend th s learn and understand application of income effect and substitution effect. s learn and understand the Theory p portion. s learn, understand and compare betwee e an understanding, usage and applicat d apply the methods for analysing co u utility. the behavioural patterns of different ex making process in different mark monopoly and oligopoly markets. the advance theoretical issues and th ilibrium, economic efficiency and ma unit-1: Introduction of Micro-econom production possibility frontier; econo Unit-2: Demand and Supply :law of versus movements along a demand cr supply, shifts of supply versus move equilibrium. Applications of demand surplus, producer surplus. Elasticity: determinants of price elasticity, other Unit-3: Consumer Theory: Budget cr Diamond-water paradox, income and curves, derivation of demand curve fr Revealed Preference Unit-1: Production: behaviour of p functions, law of variable proportion minimizing equilibrium condition Unit-2: Costs: costs in the short run, maximizations, minimizing losses, sh diseconomies of scale, long <b>run</b> adju Unit-1: Perfect Competition: Assump demand and revenue; equilibrium of supply curve: increasing, decreasing efficiency under perfect competition.	Concernment         ESE:75 Marks           CIA:25 Marks         ESE:75 Marks           s are familiarized with basic concepts of microeconomics such as lay yet co that he/she can comprehend them & familiarize with day tode is learn and understand the concepts of consumer behaviour like cardin as learn and understand the concepts of consumer behaviour like cardin income effect and substitution effect.           s learn and understand the Theory pf production-iso-quants, laws or portion.           s learn, understand and compare between the Traditional and modern e an understanding, usage and application of basic economic principle d apply the methods for analysing consumer behaviour through den u utility.           he behavioural patterns of different economic agents regarding profit n-making process in different market situations such as perfect of monopoly and oligopoly markets.           n the advance theoretical issues and their practical applications of dist illibrium, economic efficiency and market failure.           Unit-1: Introduction of Micro-economics and Problem of Scarcity , production possibility frontier; economic systems           Unit-2: Demand and Supply : law of demand, determinants of demar versus movements along a demand curve, market demand, law of su supply, shifts of supply versus movements along a supply curve, ma equilibrium. Applications of demand and supply: price rationing, pri surpuls, producer surplus, Elasticity: price elasticity of demand, cale determinants of price elasticity, other elasticities.           Unit-3: Consumer Theory: Budget constraint, concept of utility, dim Diamond-water paradox, income and substitution effects; consumer curves, derivation of demand curve from indifference curve and bud Reveal		

	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		
	<b>Unit-4:</b> 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.		
	Unit-1: Input markets: demand for inputs; labour markets, land markets, profit maximization		
	condition in input markets, Input demand curves, distribution of Income.		
Block-4:	Unit-2: Welfare Economics: Concept & Definition of Welfare Economics. Normative &		
Input Market	Positive Economics. Concepts of Social Welfare. Role of Value Judgment in Welfare		
and Welfare	Economics. Individual & Social Welfare. Pareto Optimality, Conditions of Pareto Optimality.		
Economics	New Welfare Economics: Kaldor-Hicks Welfare Criterion. Scitovsky Paradox & Scitovsky's		
	Double Criterion. Grand Utility Possibility Frontier. Social		

- 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: A080201T (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.

understand	the impact of eyenear fuetuation on the growth of busiless, and my policies to conta	for trade cycle.	
Blocks	Units		
	Unit-1: What is macroeconomics? Macroeconomic issues in an economy. Macro	o vs. Micro	
	Economics Limitations of Macroeconomics: Introduction to National Income. Co	oncepts of	
Plack 1.	GDP	Sheep to of	
DIUCK-1:	Unit 2: National Income Accounting: Concents Measurement of National Incom	maiInaama	
National Income	Unit-2: National income Accounting: Concepts., Measurement of National incom	me: mcome,	
	expenditure, product or Value added methods and related aggregates: nominal and	d real Income;	
	limitations		
	Unit-3: Circular Flow of Income and expenditure in tow, three, and four-sector e	conomy,	
	National Income and Economic Welfare; Green Accounting.		
Block-2:	Unit-1: Classical Theory of Employment.		
Theory of	Unit-2: Aggregate Demand and Aggregate Supply Functions; The Principle of Eff	ffective	
Employment.	Demand		
<b>F</b> - • <b>J</b> • • • •	Marginal Propensity to Consume; Factors Influencing Consumption Spending.		
	Unit-1: The Investment Multiplier and its Effectiveness in LDCs		
Block-3:	Unit-2: Mono Theory of investment - Autonomous and Induced Investment		
Savings and	Unit-3: Marginal Efficiency of Capital; Savings and Investment - Ex Post and Ex	Ante,	
Investment	Equality and Equilibrium.		
	Unit-4: Principle of Accelerator.		
	Unit-1: IS-LM Analysis: Derivations of the IS and LM functions		
Block-4:	Unit-2: IS-LM and aggregate demand; shifts in the AD curve.		
IS-LM &	<b>Unit-3:</b> Inflation and Unemployment Concept of inflation: determinants of inflation:		
Inflation	Unit-4: Phillips Curve in short run and long run		
	chief in Finiships Carl of in Short fun und fong fun.		

- '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: A080301T (History of Economic Thought)					
Credit:6	CIA:25 Marks ESE:75 Marks Maximum Marks: 100				
<ul> <li>Course Outcome:</li> <li>To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved overtime.</li> <li>Introducing students to the critical comparison of the contributions of the main schools of economics.</li> <li>To introduce &amp; highlight before the students about Indian Economic Thinkers and their valuable contribution in th field of Economics.</li> <li>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.</li> </ul>					
Blocks		Units			
Block-1:	-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:	Block-2:       Unit-1: Early Period: Economic thought of Plato and Aristotle Doctrines of Just Cost and Just Price.         Block-2:       Unit-2: Mercantilism: Main Characteristics; Thomas Munn-Physiocracy Natural Order, Primary of Agriculture, Social Classes, Tableau Economiqu, Taxation, Turgot- Economic Ideas of Detty, Locks and Human				
Block-3:       Unit-1: Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution,         Block-3:       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;					
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					

- 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. Semeste	(Economics) er: IV Paper -1	
Core Course: A080401T : (Money, Banking and Public Finance)			
Credit:6	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
Course Outcome Understar Correlate Appreciat Understar Demonstr Understar people, kr system.	s: nd simple concepts related with monetary and apply to current & key models and c e the potential importance of monetary p nd the sources of finance both public and rate the role of government to correct main ind the possible burden, benefits and distr now the general trend and impact on gene	v economic and banking theory. concepts of monetary economics a phenomenon in the economy. private. rket failures and possible advanta ibution of various types of taxes a eral welfare and arouse them to su	and banking theory. ge of public financing. among various classes of uggest good and bad tax
BIOCKS	omits महाराज	192912	
Block-1: Money	<ul> <li>Unit 1: Money and Value of Money- Meaning, functions and classification;Gresham's Law.</li> <li>Unit 2: Role of Money in Capitalist, Socialist and Mixed Economies; Monetary Standards- Metallic and Paper Systems of Note Issue</li> <li>Unit 3: Quantity Theory of Money- Cash Transaction and Cash Balance Approaches: The Keynesian Approach.</li> <li>Unit 4: Supply of Money: Definitions- Determinants of Money Supply- High Powered Money and Money Multiplier- Indian Currency system.</li> </ul>		
Block-2: Banking	<ul> <li>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.</li> <li>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</li> </ul>		
Block-3: Public Finance	Unit 1: Nature and Scope of Public Fin Distinction between Private and Public The Principle of Maximum Social Adv Unit 2: Public Expenditure: Meaning, Canons and Effects of Public Expenditure of Growth of Public Expenditure in Ind Unit 3: Taxation: Sources of Public Re Classification of Taxes; Division of Ta Approaches; Impact and Incidence of T	ance: Meeting and Scope of Public Finance; Public Goods Vs. Priva antage; Market Failure; Role of the Classification and Principle of Pu- ure; Trends in Public Expenditure lia. evenue; Taxation- Meaning, Cano x Burden- The Benefit and Abilit Caxes; Taxable Capacity; Effects	lic Finance: te Goods; he Government blic Expenditure; e and Causes ns and y-To-Pay of Taxation;
Block-4:	Characteristics of A Good Tax System. Unit 1: Fiscal Policy: Components, Ins Developed and Developing Countries,	truments, Objectives, Role of Fis	cal Policy in
Fiscal Policy	<b>Unit 2:</b> Budget Structure of the the Go State Budget- Sources of Revenues and <b>Unit 3:</b> Major Tax Reforms in India, F Federal Fiscal Imbalances and the Role	vernment of India, l Expenditures iscal Federalism in India: Union-S e of Finance Commission. Finance	State Fiscal Relations, es of Local Bodies.

- 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			
C	ore Course: A080501T : Econor	nic Growth and Developmen	t
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
<ul> <li>Course Outcomes:</li> <li>Students should be able to comprehend the concept and meaning of economic growth and economic development.</li> <li>Students should be able to distinguish between economic growth and economic development.</li> <li>Students should be able to comprehend the issues and challenges in economic growth and development.</li> <li>Students should be able to comprehend and explain the concept of poverty and human development &amp; the related concepts.</li> <li>Students should be familiar with the approaches to development.</li> <li>Students should be able to understand and explain the factors and variable of economic development.</li> <li>Students are able to understand how international factors facilitate and impede economic development.</li> </ul>			
Blocks	स मलग	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.         Unit 1 Growth Model :Lewis model of labour surplus economy, Rosentein Rodan's theory		
Block-2: Growth Model & Demography	stages of growth. Harrod and Domar Growth models <b>Unit 2 :</b> 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	<ul> <li>Unit 1: Development &amp; 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.</li> <li>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.</li> </ul>		
Block-4: International Trade	<ul> <li>Function, Arrow's Learning by Doing Approach to Economic Growth.</li> <li>Unit 1: Accumulation Endogenous growth, Intellectual capital, Role of Learning, Education and Research, Explanations of Cross country Differentials in Economic Growth, Information Paradigm-Stiglitz</li> <li>Unit 2: International Trade, Aid and Finance in the Development of Developing Countries- with special references to India. FDI &amp; FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries-with Special Reference to India</li> </ul>		

- 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 (5<sup>th</sup> 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.
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- 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) HIrd Vear				
	Course-I (Theory)Optional Paper				
		Code: A080502T (Envi	er: v ronmental Economics)		
	Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100	
Co	ourse Outcomes:				
•	Students should be fa	miliar with the basic concepts of	ecology environment and ec	conomy.	
•	Students to understan	d the solution to environment pro	blems- the command and co	ontrol approach, market based	
	methods, tax tradable	pollution permit, etc, carbon trad	ing.		
•	Global and local envi	miliar with the concept of Sustain ronmental concerns.	hable development, environr	nent impact assessment CO 5 :	
•	Students should be co	omprehend the Local Issues of Eco	onomic Bearing related to en	nvironment & development.	
•	Student should realize manpower.	e the importance and influence of	environment on the econom	ny including the quality of	
•	Students should realize	ze the importance to make cleaner	environment so as to achie	ve harmonious development.	
•	Students should comp	prehend that environmental proble	em is not the problem of a si	ngle country or region but a	
	global problem/issue.				
•	Demonstrate an awar	eness of economic growth, issues	in globalization and provide	e grounding in major growth	
	Blocks	Units			
	DIOCKS			·	
	Block-1: Environmental Issues and Problems	<ul> <li>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.</li> <li>Unit 2:</li> <li>The Design and Implementation of Environmental Policy: Overview, Pigouvian taxes an effluent fees, tradable permits, implementation of environmental policies in India an international experience; transboundary environmental problems; economics of climat</li> </ul>			
	Block-2.	Unit 1: Environmental Valuatio	n Methods and Applications	s: Valuation of	
	Environmental	non-market goods and services -	- theory and practice; measu	rement methods;	
	Valuation	cost-benefit analysis of environm	nental policies and regulation	ons.	
	Methods and	Unit 2: Sustainable Development: Concepts; measurement; perspectives from Indian			
	Applications	experience.	alltho		
Block-3: Externality		<ul> <li>Unit 1: The Theory of Externality- Positive &amp; Negative Externality; Public Goods;</li> <li>Private Goods; Public Bads; Market Failure and Pigouvian Solution- Pigouvian Tax;</li> <li>Coase's Theorem And Property Rights; Eco-Labelling; Eco-Efficency.</li> <li>Unit 2: Social Limits to Growth Model: Green Accounting: Environmental</li> <li>Valuation- Meaning, Need for Environment Valuation, Methods of Environmental</li> <li>Valuation: Difficulty in Measuring Environmental Values. Environmental Damages and its valuation.</li> </ul>			
Block-4: Indian Constitution and the Environment		Unit 1: Indian Constitution and Management-Meaning and Conc Environmental Impact Assessm Awareness-Dilemma of Environ Environmental Education in Ind Unit 2: Population and Environ Climate Change- Meeting and G Global Warming and Greenhous Legislations; Role of Judiciary in International Environmental Issu	the Environment: Environm cept, Objectives and Goals, lent; Environmental Educati mental Ethics and Practical ia. ment: Trade and Environme Concept, Ozone Depletion, A se Effect; Indian Environme n Environmental Protection lesand Ligislations, Carbon	nental Obstacles: on and Problems, nt in the WTO Regime; Acid Rain, nt Issues and and Conservation; Trading.	

- 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: A080503T ( The Inter	national Economics)	
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
<ul> <li>Course Outcomes: <ul> <li>Students should be able to understand and explain the concept, need, significance and scope of international economics.</li> <li>Students should be familiar with the approaches of international trade.</li> <li>Students should be familiar with and are able to explain the economic integration at the global level and the formation of groups.</li> <li>Students are familiar with the international organizations and their objectives, Students should be able to analyse the importance and relevance of these international organizations</li> </ul> </li> </ul>			
Blocks	Units		
Block-1: Trade Theories	<ul> <li>Unit 1: Need, Significance and Scope of International Economics,</li> <li>Early Trade Theory-Mercantilism; The Classical Theories of Trade-</li> <li>Adam Smith, David Ricardo: Opportunity Cost Approach;</li> <li>Terms of Trade- Meaning and Concepts, Factors affecting Terms</li> <li>of Trade; Mill's Reciprocal Demand Analysis.</li> <li>Unit 2: Free Trade and Protection- Meaning of Free Trade, Arguments</li> <li>For and Against Free Trade, Meaning of Protection, Arguments for</li> <li>Protection-Economic and Non-Economic Arguments: Protection and</li> <li>Less Developed Countries</li> </ul>		
Block-2: Economics Integration & Balance of Payments	<ul> <li>Unit 1: Theories and Forms of Economics Integration-Meaning &amp; Benefits: Forms of Economic Integration- Custom Union: Production Involved in the Formation of Customs Union: Political Economy of Protection; SAFTA, BRICS, IBSA</li> <li>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-Learner Condition.</li> </ul>		
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 from Tradeenational nancial titutionsUnit 2: International Financial Institutional- IMF , World Bank, ADB: GATT, WTO- TRIPS & TRIMS, WTO and India; UNCTAD, North-South Trade Dialogue, South-South Cooperation; Globalization; FDI.		
Block-4: Foreign Exchange	FDI.Block-4: Foreign ExchangeUnit 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.Block-4: Foreign ExchangeUnit 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.		

- 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	CIA:25 Marks ESE:75 Marks Maximum Marks: 100				
<b>Course Outcome:</b>						
• Students to be f	amiliar with the concepts in Statist	cs.				
• The concepts co	omprehended by the students shall	be put to use in practice.				
• The students be	come familiar with the practical as	pects of preparing a questionnal	re/interview schedule and putting them			
in usage.						
• The information	h data collected by the students sho	build be analyzed with the help of	of Statistical Tolls taught so as to drive			
The students sh	all appariance the practical aspect of	of the theory of statistics being t	aught in the class room any ironment			
<ul> <li>The students site</li> <li>The students are</li> </ul>	an experience the practical aspect of a sheat to use statistical tools vis à x	is given real Life situation	aught in the class room environment.			
Practical work t	to be based on the tonics covered in	the contents given below				
• Flactical work t	to be based on the topics covered in	the contents given below.				
Blocks	Units					
	Unit I: Introduction to Basic	Concepts in Statistics: Popula	ation, Sample, Parameter,			
Block-1:	Data-Meaning & types, Quest	onnaire, Schedule & Intervie	ew Schedule (meaning,			
Basic Concepts of	concept & types),					
Statistics	Unit 2: Frequency Distribution	n, Cumulative frequency: Gi	raphic and Diagrammatic			
representation of data.						
Unit 1: Measures of Central Tendency – Mean, Median, Mode, Geometric mean and						
Block-2:	Harmonic mean. (Meaning, concept,					
Central Tendency	properties & methods of measurement-in-brief).					
& Measure of	Unit 2: Measure of Dispersion: Range, Mean Deviation, Standard					
Dispersion	n deviation, Coefficient of Variation, Quartile deviation, Skewness and Kurtogis (Meaning: concept, properties & methods of measurement in brief)					
Kurtosis (Meaning: concept, properties & methods of measurement-in brief)						
Block-3:	<b>Unit 1:</b> Correlation: Meaning,	Concept, Types & Propertie	s,			
Correlation,	Unit 2:Methods of Regression	: Meaning and Concept. Lea	st squares method.			
Regression,	Interpretation of Regression C	oefficients.	<b>~</b>			
Sampling &	Unit 3: Meaning, concept & Types of Sampling					
Hypothesis	Hypothesis Unit 4: Meaning & concept of Hypothesis & hypothesis testing.					
	Unit 1: Time Series: Concept,	Meaning & Components – I	Determination of Regular, Trend			
	and Seasonal Indices.					
Block-4:	Unit 2: Index Number: Conce	pt, Classification of Index Nu	umb <mark>e</mark> rs-price			
Time Series &	relative, quantity relative, value	e relative & special purpose	(in brief). Consumer Price			
Index Number	Index (CPI), Whole Sale Price	Index (WPI), Methods				
	of Construction of Index Num	bers- i Unweighted & ii Wei	ighted			
	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			
Core Course:	A080601T (Indian Economy & I	Economy of Uttar Pradesh	
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
Course Outcome:			
<ul> <li>Students should be able familiar with the basic characteristics of Indian economy.</li> <li>Students should be able familiar with the it's potential on natural resources of Indian economy and the economy of Uttar Pradesh.</li> </ul>			
• Students are at	ble to understand the importance, of	causes and impact of popula	tion growth and its distribution,
translate and re	the develop on understanding she	nent.	applie feature national recourses
Students are at     Students should	d be familiar with the rural develor	out Ottar Pradesh, its demographic operations of Litter Products over it	the period of time
Students should     Students should	d be familiar with the industrial develop	velopment in India and in Ut	tar Pradesh
Blocks	Units	verophient in mula and in Ot	
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)		

- 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) 3 <sup>rd</sup> Year Semester: VI Course II (Optional ) (Theory)				
Course: A080602T (Agriculture Economics)				
Credit:5 CIA:25 Marks ESE:75 Marks Maximum Marks: 10				
<ul> <li>Course Outcome:</li> <li>Students should be able to comprehend and explain the approaches to economic development with respect to dualistic development.</li> <li>Students should be able to understand and explain the basics of agriculture economics.</li> <li>Students should be familiar with labour issues in agriculture sector.</li> <li>Students should be able to explain the significance of agriculture in the economic growth and economi development of an economy and in case of Indian Economy.</li> <li>Students should be familiar with the institutional initiates to strengthen the rural and agricultural development to achieve self sufficiency.</li> <li>Students should be able to comprehend the role of credit in the development of agriculture in a country lik India and the significance of Institutional mechanism in this regard.</li> </ul>				
Blocks	Units	198		
Block-1: Models of Agriculture Development & Production Function	<ul> <li>Unit 1: Models of Agriculture Development: Physiocrats approach,</li> <li>W.A. Lewis model, Fei &amp; Ranis Model, Schultz Theory of Agricultural</li> <li>Development, Jorgenson's Dual Economy Model</li> <li>Unit 2: Agricultural Production Function: Supply Response, Farm Size,</li> <li>Returns to Scale and Productivity, Cobweb Theorems. Farm Size and Productivity</li> <li>Debate; Theoretical And Empirical Findings. Agricultural</li> <li>Price Policy in India.</li> </ul>			
Block-2: Labour in Agriculture & Current Issues in Indian Agriculture			is, rs, urement mmes ). d Security nent,	
Block-3: Role of Agriculture in Economic Growth and Development	<ul> <li>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 &amp; Issues Regarding Agricultural Area Expansion, Production and Productivity in India (With Focus on Post Reform (Post 1991 &amp; 1995) Period.</li> <li>Unit 2: Land Reforms in India &amp; 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.</li> </ul>			
Support System and Roads in Agricultural Development in India.Block-4: Role of Credit in Agricultrual Development & Agricultural MarketingUnit 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 Products in India, Issues and Challenges in the Marketing of Agricultural Diversification: Meaning, Concept & Issues. Farm Incomes and Employment in Indian Agriculture.				

- 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.
- 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: : A080603T( Elementary Mathematics)				
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100	
Course Outcome:	·			
Students should	l be familiar with the basis conce	pts of mathematics and their ap	plication in economics.	
Students are ab	le to comprehend & explain the	concepts of straight Lines slo	pe etc of mathematics and its	
application in e	conomics.		•	
Students should	be able to understand basics of a	differential & its application in	economics.	
Students should	d be able to understand and wo	rk with matrices and determin	e if a given square matrix is	
invertible.				
Learn about and	d work with vector spaces and su	bspaces.		
Students are ab	le to understand and work with th	e concepts of linear programmi	ng & graphic methods.	
Blocks	Units			
Block-1:	Block-1: Unit 1: Basic Concepts: Variables, Sets, Functions, Equations, Identities,			
Basic	Systems of Equations.			
Concepts	Unit 2: Application of Straight Line System, Slope of the Line, Homogeneous Function.			
Mathematics				
<b>Block-2:</b> Unit 1: Role of Mathematical Techniques in Economic Analysis,		vis,		
Role of	Theory of Numbers, Indices an	d Factorization		
Mathematical	<b>Unit 2:</b> Progression, Growth R	ate, Equilibrium		
Techniques in				
Economic				
Analysis	Unit 1. Pasies of Calculus: Bu	les of Differentiation of a Fund	ion	
Dlash 2	Maxima and Minima	les of Differentiation of a Funct		
Block-3: Degies of	Unit 2: Flasticities: Inter-relati	onshin among Total Marginal	and	
<b>Basics of</b> Colorbus Average Cost and Revenues: Constrained Optimisation Problem:		m.		
Calculus	Integration of a Function, Consumer's and Producer's Surplus			
	Unit 1: Matrix and Determinar	ts: Various types of Matrices. I	Determinants. Inverse of a	
Block-4: Motwiy	Matrix, Crammer's Rule	, in the second s		
wiaurix &	Unit 2: Concept of Linear Prog	gramming – Graphic Methods.		
Linear				
Programming	17 O GU			
~ g				

- 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: A080604R	(Project/Dissertation)		
Credit:3 CIA:25 Marks ESE:75 Marks Maximum Marks: 100				
Course Outcome				

#### **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.

- 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: CEI	RTIFICATE	Year: FIRST	Semester: FIRST
Subject: <b>FNCLISH</b>			
Course Code: - A040101T Code: - A040101T Course Code: - A040101T Code: - A04010			
<ul> <li>Course Outcomes:</li> <li>After completing this c</li> <li>Understand Indiconverses regular growth of Indian</li> <li>Understand the elements found</li> <li>Analyse the difference background backgroun</li></ul>	<ul> <li>Linguish Prose and Writing Skills</li> <li>Course Outcomes:</li> <li>After completing this course, the students will be able to:</li> <li>Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authorsin the growth of Indian English Writing.</li> <li>Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.</li> <li>Analyse the difference in the prose techniques of different writers like Addison, Lamb and Bacon.</li> <li>Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li> <li>Identify the writings of classic prose and short story writers like Chekhov, Maupassant andO' Henry.</li> <li>Understand the prominence of logic and reason in the 18th century British literature.</li> <li>Describe the literary terms related to prose.</li> <li>Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.</li> <li>Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text.</li> <li>Identify the content, language, style, tone and structure of the essays and short story.</li> <li>Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li> <li>Do online communication like content writing and blogging.</li> <li>Do official communication by writing official letters/complaint letters.</li> <li>Practically explore their creative genius in creating blogs and personal websites for wordional and processor.</li> </ul>		
Max. Marks: 25+75		Min. Pass Marks:	
Total No. of Lectures-Tu	torials-Practical (	in hours per week): 6-0-0.	
Block	Unit		
I Introduction to Indian Writing in English	U <b>nit 1. Indian V</b> Unit 2. Cont Venkataraman Sarojini Naidu	Writing in English: An Overvie ributions of Sri Aurobindo, Ra i, Bhabani Bhattacharya, R. K. , Kamala Markandaya andNaya the growth of Indian writing i	ew bindranath Tagore, K. S. Narayan, MulkRaj Anand, antara Sahgal, etc. towards n English.

	Unit 1. Elements of Short Story: Plot, Characterization, Narrative Technique		
II	and Structure		
Short Story	Unit 2. Short Stories		
	1.O' Henry- The Last Leaf		
	2. Anton Chekhov- The Lament		
	3. Guy de Maupassant- The Terror		
	4. M.R. Anand- The Barber's Trade Union		
	5.R.K Narayan- Under the Banyan Tree		
	Anita Desai- Games at Twilight		
	Unit 1. Types of Prose & Prose Style: Autobiography, Biography,		
III	Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.		
Prose	Unit 2. Prose Devices: Theme; Point of View; Sentence Pattern; Imagery;		
	Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction;		
	Inversion; Humour and Pathos.		
	Unit 3. Prose		
	1. Francis Bacon- *Of Studies		
	2. Charles Lamb- *Dream Children		
	3. Joseph Addison- *Sir Roger at the Church		
	4. Virginia Woolf- *Professions for Women		
	5.A.P.J. Kalam- *Patriotism Beyond Politics & Religion(from Our		
le l	Ignited Minds)		
	6. Amartya Sen- * Tagore & His India (from The		
	Argumentative Indian)		
	Unit 1. Power Point Presentation		
	Unit 2. Letter writing – formal, informal/ Letters of Inquiry/Complaints,		
IV	Grievance Redressal Letters & Right toInformation (RTI)		
Computer &	Unit 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/		
Writing skills	Resignation (Job)		
	Unit 4. Online Writing (Blogging, Content Writing, Effective E-mail		
	writing)		
Suggested Deadings			

Ahluwalia, J.P., "Modern News Structure in Print Media and Electronic Media", Adyayan • Publishers, New Delhi, 2007

- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010. •
- Compton-Rickett, A., "A History of English Literature" Nabu Press, 2010. •
- Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982. •
- Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957. •
- Berman, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016. •
- Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014.
- Sen A., "Tagore and His India", The New York Review of Books, 1997.
- Dorner, J., "Writing for the Internet", Oxford University Press, New York, 2002. •
- Majumdar, P.K., "Commentary on the Consumer Protection Act", Prentice Hall, NewDelhi, 1992. •
- Norton, P., "Introduction to Computers", Tata McGraw Hill, New Delhi, 2005. •
- http://www.gutenberg.org/files/3090/3090-h/3090-h.htm •
- Read, H., "English Prose Style", Pantheon, New York, 1981.
- Walker, H., "English Essays and Essayists", J.M. Dent and Sons Ltd., London, 1928. •

• Williams, W.E., "A Book of English Essays"	, Penguin Books, Harmondsworth, 1948.	
• <u>https://www.youtube.com/embed/l-kbE7oyUWU</u>		
• https://www.youtube.com/embed/Cb7IbraaIn	<u>14</u>	
• https://rtionline.gov.in/index.php		
• http://consumerhelpline.gov.in/consumer-righ	<u>its.php</u>	
• www.jaagore.com/know-your-police/procedu	re-of-filing-fir	
• www.consumercomplaints.in/municipal-corp	oration-of-delhi-b100274	
This course can be opted as an elective by the stu Open to all	dents of following subjects:	
Suggested Continuous Evaluation Methods:		
Continuous Internal Evaluation shall be based on	Project/Assignment and Internal ClassTest. The	
marks shall be as follows:		
Practical/Project/Assignment	10 Marks	
Internal Class Test	15 Marks	
Course prerequisites: Open to all		
Suggested equivalent online courses:		
Europhane Conservation on		
Further Suggestions:		
(Texts marked with * are for detailed study)		
	0~	

Programme/	Class: CERTIFICATE	Year: FIRST	Semester: SECOND		
Subject: ENGLISH					
Course Code	Course Code: - A040201T Course Title: English Poetry				
Course Out	Course Outcomes:				
After comple	eting this course, the stude	nts will be able to:			
• Unde	erstand the basic terminolo	gy and practical elements of	poetry		
• Com	prehend the meaning of w	ords, phrases and sentences in	n a given context		
• Anal	yse the underlying meanin	g of a poem by using the eler	nents of poetry		
• Ident	tify the representative poet	s and writers of 16th, 17th, 1	8th and 19th and 20th century		
• Ident	tify the devices used by the	poet, the mood, the atmosph	here, the voice, the stanzaicform,		
rhym	ne pattern and metre schem	e			
• Exan	nine the difference betwee	n Shakespearean and Miltoni	c sonnet forms		
Com	prehend the experimental	poetry of Metaphysical age a	nd the characteristics of Neo-		
class	ical poetry				
• Refle	ect on didactic human valu	es as virtually mirrored in Th	omas Gray's poem		
• Unde	erstand the concept of natu	re as stated by the romantic p	ooets in literature		
Appr	eciate the simplicity and h	cidity of expression of poets	in romantic literature		
• Unde	erstand the literary terms u	sed by the Victorian poets			
Anal	yse the existing conflict be	tween faith and doubt in Vic	torian society		
• Disc	uss the significance of the	literary period of the text by	analysing the effects of themajor		
even	ts of that period				
• Unde	erstand the difference betw	een reason and imagination,	literature and revolution		
• Expo	osed to the trends in 20th c	entury poetry of Eliot, Yeats	and Larkin		
C	redits: 06	Paper: Core	Compulsory		
Max. Marks:	25+75	Min. Pass Ma	rks:		
Total No. of	Lectures-Tutorials-Practic	al (in hours per week): 6-0-0			
Block	Unit		S		
	Unit 1. Forms of Poetry				
T	The Sonnet, The Elegy, T	he Ode, The Epic, The Ballac	1, The Lyric, The Dramatic Monologue,		
	Allegory				
Forms of	Unit 2. Stanza Form	Unit 2. Stanza Form			
Poetry	Ine Heroic Couplet, Blank Verse, The Spenserian Stanza, Terza Rima				
ш	Unit 1. Poetic Device Structure: Tone: Theme: Phythm: Phyme Scheme, Kinds of Matro: Strassod & Unstrassod				
Poetry	Structure; 1 one; 1 neme; Knythm; Knyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables: Figures of Speech: Irony: Inversion: Negative Capability: Invtaposition				
	Synaples, Figures of Specen, nony, inversion, regative Capability, Juxtaposition				
III	Unit 2 Poetry				
Poetrv	1. William Shakesr	peare – *Let Me Not to the M	arriage of True Minds (Sonnet		
	<b>1.</b> withiam Snakespeare – "Let Me Not to the Marriage of True Minds (Sonnet No. 116) <b>Or</b>				
	John Milton - *On His Blindness				
	2. John Donne - *	Presence in Absence			
III	3. Alexander Pope	- *Essay on Man			
Poetry	4. Thomas Gray- * Elegy Written in a Country Churchyard				
	5. William Wordsworth-* The World is Too Much with Us				
	6. John Keats-* Ode on a Grecian Urn				

	Unit 1. Alfred Lord Tennyson- *Break, Break, Break Or				
VI	Elizabeth Barret Browning- *How Do I Love Thee?				
Victorian	Unit 2. Matthew Arnold- *Dover Beach				
and Modern	<b>nUnit 3.</b> Robert Browning- * <i>My Last Duchess</i>				
Poetry	y Unit 4. T.S. Eliot- * <i>The Love Song of J. Alfred Prufrock</i>				
	Unit 5. W.B. Yeats- *The Lake Isle of Innisfree				
	Unit 6. Philip Larkin- * <i>Church Going</i>				
IV Prosody	Unit 1. Rhetoric and Prosody				
	Unit 2. Practical Criticism				
	Introduction to Practical Criticism				
	One Stanza from Poetry for Practical Criticism				
Suggested R	eadings:				
• Abra	ms, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi,				
2015					
• Ford,	B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson",				
Peng	uin, 2000.				
Daicl	nes, D., "A Critical History of English Literature", Supernova Publishers, 2010.				
Comp	pton-Rickett, A., "A History of English Literature" Nabu Press, 2010.				
• Abra	• Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.				
• Bhatt	acharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi,2014.				
• Boult	ton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.				
• Bown	• Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.				
• Chan	dler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge				
University Press, Cambridge, 2009.					
• Gard	• Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960.				
• Murry, J.M., "The Problems of Style", Oxford University Press, London, 1922.					
• Shak	espeare, W "Shakespeare's Sonnets-Arden Shakespeare" Bloomsbury UK 2013				
• Thwa	nite A "Twentieth-century English Poetry: An Introduction"				
Heine	emannEducational, 1978.				
Tiento					
This course o	an be opted as an elective by the students of following subjects:				
Open to all					

# Open to all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Internal ClassTest. The MIL Ho. marks shall be as follows:

Project/Assignment	10 Marks			
Internal Class Test	15 Marks			
Course prerequisites:	Open to all			
Suggested equivalent online courses:				
Further Suggestions:				

### (Text marked with \* are for detailed study)

### B.A. II [Diploma in English] Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and learn to critically and aesthetically analyse works in British & American drama
- Recognize the elements of drama and analysing and identifying the plot types, character analysis, thematic explanations and identifying the settings and understand the structure of a play and learn the dramatic devices used in writinga play
- Analyse and evaluate different drama by discussing the significance of the literary age of the particular text and by analysing the effects of major events ofthat period
- Understand the social and artistic movements that shaped the British and American drama and theatre
- Comprehend the dramatic techniques to understand the development of drama in America
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Comprehend translation as a useful bridge between various linguistic regions
- Understand the history and significance of translation, in Indian context
- Recognize the nature and scope of translation
- Help the students to recognize the distinct shift from Eurocentric literature toIndian literature in translation
- Provide students a taste of diverse literary practices emanating from different regions and sections of India.
- Identify and use some of the tools of technology for translation.

Programm	ne/Class:	Year:	Semester:		
DIPLO	OMA	SECOND	THIRD		
	Subject: ENGLIS	Н			
Course Code: -	Course Code: - A040301T Course Title: British and American Drama				
<b>Course Outcon</b>	nes:				
After completin	g this course, the studer	nts will be able to:			
Develop	o an understanding of va	arious types of drama & related	literary terms		
Learn the denouer	ne core elements of stru nent	cture such as exposition, com	plication and resolution or		
• Trace th	e origin and growth of	drama in England and America			
Compredition drama in	hend the political, econe n England and America	omic, social and intellectual bac	ckground leading to the riseof		
Analyse	and appreciate the repr	esentative works of British and	l American Drama		
Compre	hend the general feature	es of Shakespearean plays			
• Develop and the	o an interest in Shakesp word play	earean language, his use of in	nages, supernatural elements, music		
<ul> <li>Demons and styl appeal</li> <li>Comprete</li> </ul>	strate the ability to contract is contract of the plant of the plant of the plant of the plant of the trends in model.	extualize the works of America tys and appreciate their literary ern drama through the study of	n dramatists, interpret the thematic worth, social relevance and timeless		
- Compre			poede dialità di problem piays		
Cred	its: 06	Paper: Core Cor	npulsory		
			-74		
Max. Marks: 25	i+75	Min. Pass Marks			
Total No. of Le	ctures-Tutorials-Practic	al (in hours per week): 6-0-0.			
Plook	<b>T</b> T •4				
DIOCK	Unit				
	C C				
т	Unit 1. Drama Types				
I Introduction to	Tragedy & Types; Co	medy & Types; Tragi-Comed	y; Expressionist Drama; Drama of		
Drama	Ideas; Poetic Drama; C Unit 2 Flomonts of D	loset Drama; The Problem Play	y; Theatre of Absurd		
Drama	Unit 2. Elements of Drama Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism: Euphony: Malapropism				
II Unit 1 Elashback: Foil: Foreshadowing: Hubris: Hyperbaton: Motif:Nemesis:					
Literary Terms Periphrasis: Portmanteau: Prologue: Epilogue					
(Drama)	(Drama) Unit 2. Blocky of Time; Place & Action; Setting; Spoonerism; Stage, Direction; Syntax; Theme; Understatement; Verisimilitude.				
III	Unit 1. William Shaka	espeare- *Othello			
British Drama	British Drama Unit 2 C B Shaw, Arms & the Man				
	Unit 3. Goldsmith- Sh	e Stoops to Conquer			
IV	Unit 1. T.S. Eliot- *M	urder in the Cathedral			
American	ican Unit 2. Tennessee Williams- A Street Car Named Desire				
Drama	ama Unit 3. Arthur Miller- The Price				

- Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford UniversityPress, New York, 1965.
- Boulton, M., "The Anatomy of Drama", Kalyani, New Delhi, 1980.
- Brooks, V.W., "The Writer in America", E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.
- Golden, W.C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books, London, 2018.
- Krasner, D., Ed., "A Companion to Twentieth Century American Drama", Blackwell Companions, 2007.
- Kernan, A.B., "The Modern American Theatre", Prentice Hall, New Jersey, 1967.
- Kitchin, L., "Drama in Sixties", Faber and Faber, London, 1966.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009.
- <u>https://www.youtube.com/embed/whvEeYQ3ZKg</u>
- <u>https://www.youtube.com/embed/NtsBzRd7Mcs</u>
- <u>https://www.youtube.com/embed/ReOOYnIj2mI</u>
- https://www.youtube.com/embed/oA78Lh7RGy4
- https://www.youtube.com/embed/ajmt0BLnI14

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	10 Marks
Internal Class test	15 Marks
Course prerequi <mark>s</mark> ites:	Open to all
Suggested equivalent online courses:	site S
Further Suggestions:	$\sim \rightarrow \approx \sim \sim$

#### (Texts marked with \* are for detailed study)

Program <b>DIPI</b>	me/Class: 20MA	Year: SECOND	Semester: FOURTH		
Subject: ENGLISH					
Course Title: Indian Literature in Translation					
Course Code:	Course Code: - A040401T				
After completi	ng this course the student	s will be able to			
Devel	on a comparative perspecti	ve to study the texts			
Unders	<ul> <li>Develop a comparative perspective to study the texts</li> <li>Understand the history of translation and various forms of translations</li> </ul>				
Analys	<ul> <li>Analyse the translation tools to make use of technology like computer and mobile in theprocess</li> </ul>				
of tran	slation	arary forms			
Attall     Contax	accessionity to regional in	Icialy IOIIIIS	n and Tagora in their		
	tive social and cultural mil	ikar Prasad, Amrila Prilar	n, and Tagore in their		
	on an insight into the philo	sonhy of Kabir through hi	C VATCAS		
Gain a	historical vision of the par	tition trauma and the con	temporary issues of the tribal people		
throug	h the writings of Bhisham	Sahni and Mahasweta De	vi		
Develo	p an insight about Indian	familial conflicts and soci	al evils		
• Enhand	ce job opportBlockies by f	ostering translation skills			
• Unders	stand Indian consciousness	and review the past through	igh translated texts		
Cra	dite: 06	Paper: Cor	e Compulsory		
			e compuisory		
Max. Marks: 2	5+75	Min. Pass I	Marks:		
Tot	al <mark>No. of Lectu</mark> res-Tutoria	ls-Practical (in hours per	week): 6-0-0.		
Block		Unit			
I Introduction to Translation	Unit 1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India Unit 2. Literal translation Versus Free translation Unit 3. Using Tools of Technology for Translation: Computer / MobileTranslation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration				
	Unit 1. Rabindranath Tag	ore, The Home and the W	orld, tr.Surendranath		
II	Tagore				
Translated		OR			
Fiction	Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr.Khushwant Singh				
	(New Deini: Lara Press, 2009)				
	Unit 3. Mahasweta Devi- The Hunt				
III	<b>Unit 1.</b> Javshankar Prasad	1. Aansu (The Garden of I	Coneliness), tr.Charles S.J.		
Translated	White (Delhi: Motilal Banarasidas, 2006)				
Poetry	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)				
VI	<b>Unit 1.</b> Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House)				
Translated	Unit 2. Vijay Tendulkar- Kanyadan				
Drama					
	Unit 1.				
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V	1. One Passage for Translation (Hindi to English)				
Translation Proctice	2. One Stanza for Translation (Hindi to English)				
Fractice	Unit 2.				
	1. Une Passage for Translation (English One Stanza for Translation (English to Hin	i to Hindi)			
Suggested Rev	Olle Staliza for Translation (Eligitsh to Tim				
• Baker	aungs. M "In Other Words: A Course Book on Ti	anslation" Routledge New York 2001			
Chaudl	huri. Sukanta. "Translation and Understand	ing". OUP. New Delhi.			
Garges     Longm	sh, R. & Goswami, K.K., "Translation and In nan, New Delhi, 2007.	nterpreting: Reader and Workbook", Orient			
Lakshr	ni, H., "Problems of Translation", Bookling	s Corporation, Hyderabad, 1993.			
Newma	ark, P., "A Textbook of Translation", Prenti	ce Hall, London, 1988.			
• Toury,	G., "Translation Across Cultures", Bahri P	ublications, New Delhi, 1984.			
• Sukrita	a P. Kumar, "Narrating Partition", Indialog,	Delhi, 2004.			
Tendul	lkar, V., "Kanyadan", OUP, 1996.				
• <u>https://</u>	/www.ijs <mark>r.net/archive/v5i9/ART20161838.</mark> r	odf			
• <u>https://</u>	www.youtube.com/embed/DNohmWH210	<u>IY</u>			
• <u>https://</u>	www.youtube.com/embed/UmDqN7zWPh				
This course car	n be opted as an elective by the students of	following subjects:			
Open to all.					
Suggested Co	ntinuous Evaluation Methods:				
Continuous Int	ternal Evaluation shall be based on Project/	Assignment and Oral/PowerPoint			
Presentation. T	The marks shall be as follows:				
Project/Assig	nment	10 Marks			
Internal Class	s test	15 Marks			
Course prerequ	uisites:				
Suggested equ	ivalent online courses:				
• NPTE	EL – Translation Studies and Theory –IIT K	anpur			
NPTEL:: Hum	panities and Social Sciences - Translation St	udies and Theory			
SWA	VAM Modern Indian Writing in Translati				
	Y it is Translation Course (artel es i				
Modern Indian	Writing in Translation - Course (nptel.ac.ii	<u>1)</u>			
Further Sugge	stions:				
Open to all					

## B.A. III [B.A. in English] Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronologicalorder
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture viathe English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India
- Trace the development of Indian writing in English and understand various characteristics of Indian literature in English
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that they may choose an alternative career in dramatics, film -making, review and writing.
- Assist the student in the development of core skills in other media like TV, Radio and Internet.

Programme/Class: DEGREE		Year: THIRI	)	Semester: FIFTH
Subject: ENGLISH				
Course Code: - A040501T Course Title:			Title:	
Classical Literature & History of English Literature			tory of English Literature	
After completing	this course, the students wil	l be able to:		
Develop	an understanding of the histo	rical background	of Greek and I	Roman literature andhistory
Recognis     Sophocle	se the great works of unparalles	eled classical wri	ters like Plato,	Homer and
Develop     of Renai	an understanding of the evo ssance and Reformation	lution of English	Literature, the	concept, causes and impact
• Trace the plays of	e origin and development of E University Wits	inglish drama thro	ough Miracle ar	nd Morality plays and the
• Develop century a	an acquaintance with major i and their influence on English	eligious, política n literature	and social mo	vements from 15th to20th
Compret     ages and     Drama a	l develop familiarity with m	ajor literary wor	stics of the majo	r literary tendencies of various vriters in the field of Poetry,
Understa     classical	and the characteristics of Eliz age and its literature	abethan and Meta	aphysical poetr	y and special featuresof Neo-
• Identify the 18th	the reasons of the emergence century	e of prose and no	vels and the de	cline of drama in England in
Compreh	ne <mark>nd the role o</mark> f French Revol	ution in the evolu	ution of romant	ic <mark>ism in Engli</mark> sh literature
• Interpret	the characteristics of Victori	an age and the gr	owth of literatu	re in the age
Apprecia     Nineties	ite the special characteristics	of the poetry of F	Pre-Raphaelites	and Naughty-
Compreh	hend the trends in the poetry,	drama and fiction	n of 20th centur	y English literature
Cre	edits: <b>05</b>	~~~~~	Paper: Core C	ompulsory
Max. Marks: 25+75 Min. Pass Marks:			ks:	
Total	No. of Lectures-Tutorials-Pra	actical (in hours p	per week): 5-0-	0.
Block	Unit	ें तमर्जी	55	
I	Unit 1. Historical Backgrou	ınd		
Classical	The Epic, Birth of Tragedy,	Comedy and Tra	gedy in Classic	al Drama, The Athenian City
Overview	State, Literary Cultures in Au	igustan Rome		
	Unit 2. Classical Drama			
	Sophocles- Oedipus Rex			
	Unit 1. Prose			
Classical Prose	assical Prose Plato- The Republic (Book VII)			
anu i oeti y	Unit 2. Poetry			
	Homer- The Iliad (Book I)			
тт	Unit 1. English Literature f	rom Chaucer to	Renaissance	/ X/ I IX I.
III History of	The age of Chaucer, The Dar Day, University Witz, Elizab	k Ages, Renaissai acthan Baatmy M	ice and Reform	ation; Miracle and Morality
English	r my, University Wils; Elizat Savantaanth Contumy & Fic	btoonth Conturn	eiapnysicai P00 v	ε <i>ιι y</i> \
Literature	Neo-Classicism. Growth of the	he Novel: Precur	y sors of Romant	icism: French Revolution
(From Chaucer	Growth of Romantic Literatu	re (Prose, Poetry	v, Drama and $N$	lovel)
to 18 <sup>th</sup> Century)	~			

VII History of English Literature (From Romantic Age to 20 <sup>th</sup> Century)	Unit 1. The Romantic Age & Nineteenth Growth of Victorian Literature (Prose, Poet Naughty Nineties Unit 2. The Twentieth Century Georgian Poetry, Imagism and Symbolism; Stream of Consciousness Novel; Twentieth Feminism.	C <b>entury</b> try, Drama andNovel); Pre-Raphaelite Poetry; Twentieth Century Novel- Psychological Novel, Century Drama; Drama of Ideas; Epic Theatre;	
Suggested Read	lings:		
• Albert, E	E., "History of English Literature", Oxford U	niversity Press, London, 2015.	
• Homer: 7	The Iliad, (Book I) tr. E.V. Rieu Harmondsw	orth: Penguin, 1985.	
Sophocle     Harmone	es: Oedipus, the King, tr. Robert Fagles in dsworth: Penguin, 1984.	Sophocles: The Three Theban Plays	
• Gilbert N	Murray, A History of Ancient Greek Literatu	re, Andesite Press, 2017.	
• Plato, Th	e Republic, Book X, tr. Desmond Lee Lond	on: Penguin, 2007.	
Gregory,	, J. (ed.) The Blackwell Companion to Greek	Tragedy. Oxford, 2005.	
• Cuddon,	J.A., "Dictionary of Literary Terms and Liter	ary Theory", Penguin Books, London, 1999.	
• Drabble,	• Drabble, M., (ed.), "The Oxford Companion to English Literature", Oxford UniversityPress,		
Oxford,	Oxford, 1996.		
• Prasad, B., "A Background to the Study of English Literature", Trinity Press, New Delhi,2014			
• Harmon & Holman., (ed.), "A Handbook to English Literature", Prentice Hall, New York, 1996.			
• Wynne-I	Davies, M., "The Bloomsbury Guide to En	glish Literature", Prentice Hall, New York,	
1990.			
• https://w	• https://www.youtube.com/embed/y1XAcDWrfWs		
• <u>https://w</u>	• https://www.youtube.com/embed/y4Cg3L4dN40		
This course can	be opted as an elective by the students of	following subjects: Open to all	
Suggested Cont Continuous Inte marks shall be a	inuous Evaluation Methods: ernal Evaluation shall be based on Project as follows:	t/ Assignment and Internal Class Test. The	
Proje	ct/Assignment	10 Marks	
Inter	nal Class test	15 Marks	
Cours	se prerequisites	To study this course, a student must have passed/opted English in B.A. II	
Suggested equiv	valent online courses:		

# Further Suggestions:

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Programme/Class: DEGREE		Year: THIRD	Semester: FIFTH
Subject: ENGLISH			
Course Code:	- A040502T	Course Title: Fiction	l
Course Outcomes:			
After complet	ing this course, the students wil	l be able to:	
Devel	op an understanding of the grov	with of novel form and its	various types
• Enhan critica	ce their reading skills and unde lly, creatively, and persuasively	rstand how to represent to through the medium of	their experience and ideas English language
Get ac selecte	quainted with different cultures ed novels of Britain, America an	s, myths and social conse nd India	ervation through the reading of
Learn     unders	human values and behavioural standing of the human race	pattern from the prescrib	bed novels and develop an
Expos of Indi	ed to the unflattering portrayal ian fiction writers in English	of the contemporary Ind	ian society through popularworks
Cre	edits: 05	Paper: Core Co	ompulsory
Max. Marks: 2	25+75	Min. Pass Mar	ks:
Total No. of L	ectures-Tutorials-Practical (in l	hours per week): 5-0-0.	
Block	de la	Unit	8
Ι	Unit 1. Literary Terms: Plot,	Characterization, Narra	tive Technique & Structure,
Fiction: An	Elements of novel,		20
Overview	Unit 2. Earlier Trends in fict	ion: Picaresque Novel, I	Historical Novel, Gothic Novel,
	Episiolary Novel, Regional Novel, Domestic novel.		
	Unit 3. Trends in 20th & 21s Fiction Utopia Dystopia Myt	t Century Fiction: Dete	ective Novel, Science Fiction, Meta
	Fiction	nological litetion, Camp	Sus Tiellon, Space Tiellon, <i>Emeth</i> , Junk
II	I Unit 1.		
British	ritish Charles Dickens- A Tale of Two Cities		
Fiction	OR Thomas Hardy Ear from the Madding Crowd		
	Unit 2.	nuuung Crowu	
	Jane Austen- Pride and Prejud	lice	IL HE
	OR		
	George Eliot- Mill on the Flos	S	
ш	Unit I. Toni Morrison The Bluest Eve	2	
American	OR		
Fiction	iction Harper Lee- To Kill a Mocking Bird		
Ernest Hemingway- The Old Man and the Sea OR			
	John Steinbeck- The Grapes of Wrath		
IV Indian	Unit 1. Arvind Adiga- The Wh	nite Tiger	
Ponular	Onit 2. Sanjay Chitranshi- Dal	ut, Dynasty and She	
Fiction Sudha Murthy- Dollar Bahu			

#### Suggested Readings:

- Forster, E.M., "Aspects of the Novel", Penguin, London, 2005.
- Toliver & Calderwood, "Perspectives on Fiction", Oxford University Press, New York, 1970.
- Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, NewYork, 1990.
- <u>https://www.youtube.com/embed/O7DeTnf0\_yM</u>
- <u>https://www.youtube.com/embed/4IijTINyHK8</u>
- <u>https://www.youtube.com/embed/a4JH8ssrAFY</u>
- <u>https://www.youtube.com/embed/HJJIXOS3gJ8</u>
- <u>https://www.youtube.com/embed/6q9\_EbDrUgQ</u>
- <u>https://www.youtube.com/embed/2yN\_X-zkC-E</u>
- Bloom, H., "Toni Morrison's The Bluest Eye", Chelsea House, 1999.
- Heavilin, Barbara A., "The Critical Response to John Steinbeck's The Grapes of Wrath", Greenwood Press, 2000.

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 ClassTest. The

marks shall be as follows:

Project/Assignment	10 Marks		
Internal Class te <mark>st</mark>	15 Marks		
Course prerequis <mark>ites:</mark>	To study this course, a student must have passed/opted English in B.A. II		
Suggested equivalent online courses:			
<ul> <li><u>https://onlinecourses.nptel.ac.in/noc21_hs28/preview</u></li> </ul>			
Further Suggestions:			

Programme/0	Class: <b>DEGREE</b>	Year: THIRD	Semester: SIXTH		
	Subject: ENGLISH				
Course Code: -	A040601T	Cours Indian & New Lit	Course Title: Indian & New Literatures in English		
Course Outcon	nes:				
fter completin	g this course, the students will be	able to:			
Develop     economi	• Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition				
<ul> <li>Develop Nissim I</li> </ul>	velop an understanding of the themes, styles and poetic sensibilities of poets like ToruDutt,				
• Critically prejudic	y analyse the drama as a mediu es through the work of dramatists	m of exploration of exist like Mahesh Dattani and A	ing social issues and Asif Currimbhoy		
• Understa fiction o	nd the socio-cultural-political con f writers like Kamala Markandaya	ditions of the contemporar	y India as explored inthe		
• Analyse in Engli	and evaluate the difference in the sh and the English writers already	e theme and background o studied in the previous ye	f the works of Indianwriters		
• Demonstrissues pr	trate, through discussion and writi resented in Indian English literatur	ng, an understanding of si	gnificant cultural andsocietal		
Appraise	the values and issues arising from	n colonialism			
• Familiar literature	ize themselves with the similar ( e of the various colonies	(yet different) socio-histo	cic conditions reflected in the		
<ul> <li>Compretent</li> <li>Compretent</li> </ul>	social and geographical specificit	porates very different litera y	ry products, each withits own		
<ul><li>Wright,</li><li>Address</li></ul>	Patrick White and Sujata Bhatt and the identity issues and marginalized	d the variations in their the zation through a study of	mes, styles and responsiveness the works of Indira Goswami		
and Naij	paul				
Cred	its: <b>05</b>	Paper: Core Compuls	ory		
lax. Marks: 25	+75	Min. Pass Marks:			
otal No. of Le	ctures-Tutorials-Practical (in hour	s per week): <b>5-0-0</b> .			
Block	Unit	रिष्टार्ग हिंद			
T	Unit 1. Mahatma Gandhi- Hind	Swaraj: XVII- Passive Re	sistance,XVIII- Education		
1	Unit 2. Urvashi Butalia: 'Memo	ry' from The Other Side of	Silence: Voices from the		
Prose	Partition of India Unit 3. Frantz Fanon- Black Skin, White Masks Chapter 4				
	Nivedita Menon- Seeing Like a	Feminist Chapter 2			
II	U <b>nit 1.</b> Toru Dutt: *Lakshman				
Poetry	Nissim Ezekiel: *A Poem of De Jayanta Mahapatra: *Hunge	dication r Keki N. Daruwala: *	Mother		
	Unit 2. Pablo Neruda: *If You Forget	Ме			

\*Spellings Patrick White:

\*Voss

III

Fiction

Margaret Atwood:

Unit 1.

Judith Wright: \*The Company of Lovers

**Unit 2.** Nadine Gordimer- A Guest of Honour **Unit 3.** V.S. Naipaul- A House for Mr. Biswas

Kamala Markandaya- Nectar in a Sieve

Mulk Raj Anand- Untouchable

	<b>OR</b> Indira Goswami- The Moth-Ea	ten Howdah of the Tusker	
	Unit 1		
IV	Unit 1. Wole Sovinka- *The Lion and the Jewel		
-	OR		
Drama	Trey Anthony- 'da Kink in My	Hair	
	Unit 2.		
	Mahesh Dattani- *Seve	n Steps Around the Fire	
	Asif Currimbhoy- The D	oldrummers	
Suggested Read	ings:		
<ul> <li>Butalia, U House In</li> </ul>	Jrvashi., "The Other Side of Sile dia, 2017.	ence: Voices from the Partition of India", PenguinRandom	
Boehmer,     Universit	E., "Empire Writing: An Anth y Press, Oxford, 1998.	ology of Colonial Literature 1870-1918", Oxford	
Chinweiz	u, I., "Decolonising the African	Mind", Pero, Lagos, 1987.	
<ul> <li>Ngugi wa Politics",</li> </ul>	a, T., "Homecoming: Essays of Heinemann Educational Books	African and Caribbean Literature, Culture and Literature, Culture and Literature, Culture and Literature, London, 1972.	
• Fanon, Fr	antz, "Black Skin, White Masks	", Perseus Books Group, Revised edition, 2007.	
Menon, N	livedita., "Seeing Like a Femini	st", Penguin India, 2012.	
• Anand, M	Iulk <mark>Raj, "Untouch</mark> able", Pengu	in India, 2001.	
• Rowland, Universit	• Rowland, S.W., "Postcolonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.		
• Rao, A.V 1982 (Inc	• Rao, A.V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels1954- 1982 (Indian Writers Series)', BR Publishing Corporation, 1997.		
• Goswami Howdah	i I. and Satarawala K., 'Indira G of the Tusker', BR Publishing C	oswami and Her Fictional World: The MothEaten	
• Soyinka,	Wole., "The Lion and the Jewe	l" OUP, 1974.	
• Anthony,	Trey., "'da Kink in My Hair",	Playwrights Canada, 2005.	
This course can	be opted as an elective by the	students of following subjects:	
Open to all			
Suggested Cont	inuous Evaluation Methods:		
Continuous Inte marks shall be s	ernal Evaluation shall be base	d on Project/Assignment and Internal Class Test. The	
	is follows.		
Project/	Assignment	10 Marks	
Interna	ll Class test	15 Marks	
Course p	prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.II</b> .	
Suggested equiv	alent online courses:		
Further Suggest	ions:		

## (Texts marked with \* are for detailed study)

Programme/C	lass: DEGREE	Year: THIRD	Semester: SIXTH
	Subject: ENGLISH	·	
Course Code: - A040602T		Course Title: Literature in Films & Media Studies	
Course Outcomes After completing th Develop an Interpret fil Appraise th Recognize t Assess varie Appreciate adaptations Exercise cri and presen essays	this course, the students will be able to: understanding of the technical termine ms as text and evaluate them critically e process of adaption of texts into film the nuances of film narration ous film genres and their characteristic the works of prescribed writers and the stitical viewing and develop reading skill at their assessments through a variety	i ology associated with fil is cs e directors as well who d is in determining the suc y of mediums including	m and mediastudies lirected their ccess of adaptations gpresentations and
Cred	its: 05	Paper: Core Com	pulsory
Max. Marks: <b>25</b> + <b>7</b>	5	Min. Pass Marks:	
Total No. of Lectur	res-Tutorials-Practical (in hours per w	eek): <b>5-0-0</b> .	
Block I Introduction to	Block       Unit         I       Unit 1. Film Studies: An Overview         Unit 2. James Monaco, 'The Language of Film: Signs and Syntax', inHow to Read a Film: The World of Movies, Media & Multimedia (New York: OUP, 2009) Chapter-3, pp.170-249		
II Drama into Film	Unit 1. William Shakespeare- <i>The Comedy of Errors</i> , and itsadaptation <i>Angoor</i> (1982 film; Directed by Gulzar) Unit 2. William Shakespeare- <i>Macbeth</i> , and its adaptation <b>Maqbool</b> (2003 film_directed by Vishal Bhardwai)		
III Novel/Short Story into Film	Unit 1. R.N.Tagore- Kabuliwala and Hemen Gupta) Unit 2. Khushwant Singh- Train to P film; Directed by Pamela Rooks) U nit 3. Chetan Bhagat- The 3 Mistak Kai Po Che (2013 film, directed by A	its adaptation <b>Kabuliwa</b> l <i>akistan</i> , and its adaptatic <i>ces of My Life</i> , and its ada abhishek Kapoor)	<b>la</b> (1961film; Directed by on <i>Train to Pakistan</i> (1998 aptation
IV     Unit 1. Script Writing, Dialogue Writing       Film Writing and Movie Review     Unit 2. Movie Review, Editing, Narration			
Suggested Readin • Boyum, J.G • Cartmell, I Cambridge • Corrigan, T • Dix, Andrew • Hutcheon, I • John, M.D. 2005.	gs: G., "Double Exposure", Seagull, Calcur D. & Whelehan, I., "The Cambridge University Press, Cambridge, 2007. "imothy, J. "A Short Guide to Writing a w, "Beginning Film Studies", Viva Bo L., "A Theory of Adaptation", Routled & Hawkes, P., "Adaptation: Studying I	tta, 1989. e Companion to Literat about Film", Pearson Inc ooks, New Delhi, 2010. Ige, New York, 2006. Film and Literature", Mc	ture on Screen", lia, 2009. Graw-Hill, NewYork,

- Mcfarlane, B., "Novel to Film: An Introduction to the Theory of Adaptation", ClarendonPress, UK, 1996.
- Thomas, L., Adaptation Studies at Crossroads, "Adaptation", Cambridge University Press, Cambridge, 2007.

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 InternalClass Test.

The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all
Suggested equivalent online courses:	โล้าระเวลา
Further Suggestions:	19E

## (Texts marked with \* are for detailed study)



Programme/	Class: DEGREE	Year: THIRD	Semester: SIXTH	
	Subject: ENGLISH		L	
Course Co. Inc.	A 0.40/02T	Course T	`itle:	
Course Code: - A	40406031	Media and Journa	listic Writing	
<b>Course Outcom</b>	nes:			
After completing	g this course, the students will be able	to:		
• Underst	and different types of journalism and t	heir importance.		
Compre	hend various principles of mass comm	unication.		
Differen	tiate between various forms of media	& journalistic writing and	reporting.	
• Underst	and the meaning and nature of public s	speaking.		
• Identify	social media norms and online journal	lism.		
• Write in	various journalistic formats effectivel	у.		
• Underst	and the meaning and nature of public s	speaking.		
Edit rep	orts and create engaging advertisemen	ts.		
Cre	dits: 05	Paper: Core Comp	ulsorv	
Max. Marks: 25	+75	Min. Pass Marks:		
Total No. of Lec	tures-Tutorials-Practical (in hours per	week): <b>5-0-0</b> .		
Block	Unit			
			3	
т	Unit 1. An Introduction to Media &	Journalism		
Media &	Principles of Mass Communication &	Iournalism Tools of		
Journalism: An	Cathering Information	Journalisin Loois of		
Overview	Misinformation and Disinformation			
	Unit 2 Introduction to Cyber Medi	a and SocialMedia		
	Social Media			
	Types of Social MediaOnline			
	Journalism			
	Basics of Cyber Media			
П	Unit 1. Print Media			
	Written English: Précis, Paragraph, Es	ssay		
Core Skill	News Reporting: Parts of a news report, 5Ws, Headline writing, Types of			
	Leads, and Report writing.	dia		
	Unit 2. Core Skills in Electronic Media Public Speaking			
	News Production, Reporting and Pres	entation for RadioNews		
	Production/ Reporting for Television			
	News Presentation: Basic principles-objectivity, accuracy, speed, clarity and			
	integrity.			
III	Unit 1. Basics of Reporting			
Dama 4	News Value, News Gathering, Readers' interest, qualities and aptitude necessary for			
Keporting and	a reporter			
Lutung	Types of reports.			
	Unit 2. Basics of Editing Dringinlag of editing aditorial radius, rate of the Editor, rate of the News Edit			
	role of Chief Sub-editor role of Sub-e	ditors	uie mews Luitol,	
	Principles of editing, editorial policy, role of Chief Sub-editor, role of Sub-e	role of the Editor, role of editors.	the News Editor,	

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

#### Suggested Readings:

- Kamath. M V. Professional Journalism, New Delhi, Vikas Publishing House, 1980.
- Mencher, Melvin. *Basic News Writing*, New Delhi, Universal Book Stall, 1992.
- Menon, P. K. Practical Journalism, Jaipur, Avishkar Publishers, 2005.
- Parthasarathy, Rangaswami. Basic Journalism, New Delhi, MacMillan India Ltd. 1989.
- Parthasarathy, Rangaswami. *Here is the News! Reporting for the Media*, New Delhi, Sterling Publishers, 1994.
- Prasad, Sharada. Rukun Advani (et al) *Editors on Editing*, New Delhi, National BookTrust, 2004.
- Selvaraj, Madhur. *News Editing and Reporting*, New Delhi, Dominant Publishers, 2005.
- Saxena, Ambrish. *Fundamentals of Reporting and Editing*, New Delhi, KanishkaPublishers, 2007.
- Bayan, R., Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas, McGraw-Hill Education; 2nd edition, 2006.
- 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 InternalClass Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all
Suggested equivalent online courses:	

- 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. I Ser	nester I : Paper I					
	Core Course: A060101T Indian National Movement & Constitution of India					
Credit:4	CIA:25	ESE:75	Max. Marks:100			
Course O	utcome: Acquaintance to Indian	National Movement & Co	onstitution of India is indispensable			
for a stud	ent to make sense of Indian Po	litical System. The course	e is designed to provide a overview			
of Indian	freedom struggle and key con-	cepts of the Indian const	itution to the student, which would			
evolve hi	m into a conscientious citizen.					
	Unit 1: Genesis, Growth and the	Politico-Cultural Trends in	the Indian National			
BIOCK I	Movement					
	Unit 2: Stages of Constitutional	Development				
	Unit 3: Making of the Constituti	on J down				
	Unit 4: Citizenship					
Block II	Unit 1: Fundamental Rights, Fur	idamental Duties				
DIOCK II	Unit 2: Directive Principles Of S	tate Policy				
	Unit 3: Relation between Fundar	nental Rights & Directive I	rinciples			
	Unit 4: Process Of Amendment		e de la companya de la			
	Unit 1: Union Legislature and E	xecutive: Parliament, Speak	cer, President, Prime			
	Minster					
Block III	Unit 2: State Legislature and Exc	ecutive: Legislative Asseml	oly <mark>, Governor, C</mark> hief			
	Minister					
	Unit 1: Judiciary: Supreme Cour	t, High Court, Writs, Judici	al Review			
BIOCK IV	Unit 2: PIL, Judicial Reforms					
	Unit 3: Federalism in India					
	Unit4: Centre-State Relations: A	dministrative, Legislative &	& Financial, Election Commission			

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

- 1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley 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)

Core Course: A060102P Awareness 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.         Block I       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       Unit 1: Rights & Obligations, Right to Education         Block II       Unit 2: Correlation Between Rights & Duties         Unit 4: Digital Empowerment through social networking sites, Citizen's Charter         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information	B.A. I Ser	B.A. I Semester I : Paper II						
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.         Block I       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 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 Unit 1: Legislature- Gender sensitivity Unit 2: Unity in Diversity         Block III       Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns, Unit 3: Right to Information		Core Course: A0	60102P Awareness of Ri	ghts & Laws				
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.         Block I       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         Block II       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         Unit 1: Legislature- Gender sensitivity Unit 2: Unity in Diversity       Unit 2: Unity in Diversity         Block III       Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns, Unit 3: Right to Information Unit 4: Leptende	Credit:2	Credit:2 CIA:25 ESE:75 Max. Marks:100						
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. Block I Block I 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 Unit 4: Cyber Crime, State & Cyber security Block II 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 Unit 1: Legislature- Gender sensitivity Unit 2: Unity in Diversity Block III Block III Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights Block IV Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information	Course O	utcome- This paper intends to arm	n the student with basic di	gital and legal awareness where by the				
<ul> <li>which would help him to standup and help others.</li> <li>Block I</li> <li>Unit 1: Preamble of Indian Constitution         <ul> <li>Unit 2: Equality Before Law &amp; Equality of Opportunity</li> <li>Unit 3: Freedom of belief, Expression &amp; Dissent</li> <li>Unit 4: Cyber Crime, State &amp; Cyber security</li> </ul> </li> <li>Block II</li> <li>Unit 1: Rights &amp; Obligations, Right to Education         <ul> <li>Unit 2: Correlation Between Rights &amp; Duties</li> <li>Unit 3: Justiciability Of Fundamental Rights</li> <li>Unit 4: Digital Empowerment through social networking sites, Citizen's Charter</li> </ul> </li> <li>Block III</li> <li>Unit 1: Legislature- Gender sensitivity</li> <li>Unit 2: Unity in Diversity</li> <li>Block III</li> <li>Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         <ul> <li>Unit 4: Judiciary- Universal Human Rights</li> </ul> </li> <li>Block IV</li> <li>Unit 1: Govt. Policies &amp; Campaigns,         <ul> <li>Unit 2: Practical Teachings,             <li>Unit 3: Right to Information</li> <li>Unit 3: Right to Information</li> </li></ul> </li> </ul>	student ca	n leverage this in the job market. I	t also intends to make the	student aware of his basic legal rights				
Block I       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         Block II       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         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information	which wo	uld help him to standup and help o	thers.					
Block I       Unit 2: Equality Before Law & Equality of Opportunity         Unit 3: Freedom of belief, Expression & Dissent         Unit 4: Cyber Crime, State & Cyber security         Block II       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         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information	D1 1 I	Unit 1: Preamble of Indian Con	stitution					
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Block II       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         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information		Unit 4: Cyber Crime, State & C	yber security					
Block II       Unit 2: Correlation Between Rights & Duties         Unit 3: Justiciability Of Fundamental Rights         Unit 4: Digital Empowerment through social networking sites, Citizen's Charter         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information	Plock II	Unit 1: Rights & Obligations, R	ight to Education					
Unit 3: Justiciability Of Fundamental Rights         Unit 4: Digital Empowerment through social networking sites, Citizen's Charter         Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information	DIOCK II	Unit 2: Correlation Between Rig	ghts & Duties					
Block III       Unit 1: Legislature- Gender sensitivity         Unit 2: Unity in Diversity         Block III       Unit 3: Executive- State and Government, Nation Building, Affirmative Action,         Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns,         Unit 2: Practical Teachings,         Unit 3: Right to Information		Unit 4: Digital Empowerment th	rough social networking	sites Citizen's Charter				
Unit 2: Unity in Diversity         Block III         Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights         Block IV         Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information		Unit 1: Legislature- Gender sen	sitivity	Sites, Childen's Charter				
Block III       Unit 3: Executive- State and Government, Nation Building, Affirmative Action, Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information		Unit 2: Unity in Diversity						
Unit 4: Judiciary- Universal Human Rights         Block IV       Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information         Unit 4: Judiciary- Universal Human Rights	Block III	Unit 3: Executive- State and Go	vernment, Nation Buildi	ng, Affirmative Action,				
Block IV Unit 1: Govt. Policies & Campaigns, Unit 2: Practical Teachings, Unit 3: Right to Information		Unit 4: Judiciary- Universal Human Rights						
Unit 2: Practical Teachings, Unit 3: Right to Information	$D_{1} = 1 - T_{1}$	Unit 1: Govt. Policies & Campa	igns,	~~~				
Unit 3: Right to Information	BIOCK IV	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.

- 1. https://www.digitalindia.gov.in/services
- 2. <u>https://rtionline.gov.in/</u>
- 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 1<sup>st</sup> Year, Sem.-II Course-I (Theory)

B.A. I Sen	nester II: Paper	·I					
Core Cou	rse: A060201T	Political Theory & Co	ncepts				
C	redit: 6	CIA:25	<b>ESE:75</b>	Max. Marks:100			
Course Out	come- Understar	nding Political theory is integral	l and indispensable fo	r a comprehensive and			
critical stud	y of political sci	ence. The course is designed to	train a student in the	foundational issues of			
political the	olitical theory which is relevant for any in depth study and research.						
<b>Block I</b> Unit 1: Political Science: Definition, Nature, Scope ,Methods & Relations With							
DIOCK I	Other Social Science,						
	Unit 2: Appr	oaches to the study of Pol. Sc	ience. Traditional ap	proaches :			
	Institutional,	Historical, Sociological, Phil	osophical <b>and</b> Norm	native			
	Unit 3: Mod	ern Approaches: Behaviouralist	n, Post Behaviouralis	m			
	Unit 4: Mod	ernism & Post Modernism	978				
Dicals II	Unit 1 <mark>: State</mark>	Definition and Elements,					
Бюск П	Unit <mark>2: The</mark> or	Unit2: Theories of Origin of State: Divine theory, Force theory, Social Contract,					
Evolutionary theory and Marxists theory.							
	Unit 3: Theo	ries of state: Idealistic the	ory, Liberal theory,	Socialist theory and			
	Welfare theo	ry					
	Unit 4: Sover	reignty: Monism and Pluralis	m. Law: Definition:	Source,			
	<b>Classification</b>	n. <b>Punishment :Theories</b> of p	ounishment				
	Unit 1: Liber	ty, Equality, Justice, Power, I	Influence, Authority,	Legitimacy,			
	Obligation,						
Block III	Unit 2: Right	s, Duties, Pol. Culture, Politic	cal participation,				
	Pol. develop	ment & Pol. modernization,					
	Unit 3: De-co	olonization and Neo Colonialis	sm,				
	Unit 4: Natio	nalism, Cultural Nationalism,	Globalization, Hum	an <mark>ri</mark> ght, Feminism			
	Unit 1: Parlia	amentary System Presidentia	1 System Federal vs	Unitary Political			
	Parties, Press	sure Groups.	r bystein, r ederur va	, o multip, i o multur			
Block IV	Unit 2: Orga	uns of Covt: Executive Legis	lature Indiciary				
		ins of Gove. Executive, Legis					
	Onit 3: Cons	utution, Constitutionalism D	emocracy, 1 otalitari	anisin, Public			
	Opinion,	ADDALLARA	Un.				
	Unit 4: Socia	l Justice, Secularism, Decentra	alization, Theories of	Representation.			

- 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 2<sup>nd</sup> Year, Sem.-III Paper-II (Theory)

B.A. II Seme	B.A. II Semester III : Paper II					
Core Course	e: A060301T Political Proc	ess in India				
Credit:4	CIA:25	ESE:75	Max. Marks:100			
<b>Course Outcome</b> : 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.						
Block I	Unit 1: Process of Democratiz Unit 2: Dimensions of Democratiz Indian Political System since Unit 3: Federalism, Coalition, Unit 4: Party System In India	zation in Post-Colonial cracy: Social, Economic Independence. Political parties,	India, c, Political, Factors Shaping the			
Block II	Unit 1: Impact of Democratic Decentralization: Urban and Local self- government Unit 2: 73rd 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					
Block III	Unit 1: Religion & Politics in India, Unit 2: Debates on Secularism Unit 3: Affirmative Action Policies With Respect To Women, Caste & Class					
Block IV	Unit 1: Challenges of Nation 1 Unit 2: Majority and Minority Unit 3: Politics of Defection, Unit 4: Politics of President ru	Building: Ethnicity, Lar Communalism, Corrug ale	nguage, Regionalism, <b>Caste,</b> otion;			

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

- 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
- 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 2<sup>nd</sup> Year, Sem.-III

#### Paper-II (Practical)

B.A. II Sem	ester III: Paper II		
	Core Course: A060302	P Field Work Tradition Ir	Social Sciences
Credit:2	CIA:25	ESE:75	Max. Marks:100
Course Out	tcome : This paper intends to tra	ain students in carrying o	ut empirical studies and field work
which would	d help him in research. This wou	ald sensitize him to the pr	ecautions that is required to carry a
empirical st	udy on socially relevant topics.		
	Unit 1: Uniqueness of Social So	ciences	
Block I	Unit 2: Fact Value Dichotomy		
	Unit 3: Ethnocentrism, Participa	ant Observation, Value N	eutrality
	Unit 1: Empirical Research: Me	eaning, Types, Methods	
Block II	Unit 2: Identification of Researce	ch Problem,	
	Unit 3: Formulation of Hypothe	esis	
	Unit 4: Research Design	CINI 1980	
	Unit 1: Modern Liberal Nationa	alism (98)	
Block III	Unit 2: Gopal Krishan Gokhale	, Dadabhai Naroji,	
	Unit 3: Surendranath Bannerji,	Sir Syed Ahmad Khan	· 2
Block IV	Unit 1: Radical Nationalism		
	Unit 2: Lala Lajpat Rai, Bal	Gangadhar Tilak, Bipi	n Chandra Pal,
	Unit 3: Vir Savarkar, Subhash (	Chandra Bose	
Block V	Unit 1: Spiritual Nationalism- S	ri Aurobindo Ghosh, Pt I	Dee <mark>n Dayal Upad</mark> hayaya
	Unit 2: Cultural Nationalism- R	abindra Nath Tagore	
	Sarvodaya, Marxism, and Soc	ialism:	
Block VI	Unit 1: Mahatma Gandhi, 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 2<sup>nd</sup> Year, Sem.-IV Paper-I

Programme/Class	Diploma	Year	II	Semester	IV	
Subject	Political Scienc	e				
Course Code	A060401T	Course Title	Western Poli	tical 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: 1	00	Min. Passing	Marks :33	
Total No. of Lecture	s – Tutorials – P	ractical (in hours	s per week) : 6-	0-0		
Unit	Торіс					
Block I	Unit 1: Plato,					
	Unit 2: Aristo	tle				
	Unit 3: Thom	as Aquinas				
	Unit 4: St. Au	gustine	1			
Block II	Unit 1: Machi	avelli,				
	Unit 2: Jean E	Bodin				
	Unit 3: Thoma	as Hobbes				
	Unit 4: John I	Locke				
	Unit 5: J.J. Ro	ousseau		8		
Block III	Unit 1: Imma	nuel Kant,				
6	Unit 2: Edmu	nd Burke,				
	Unit 3: Jerem	y Bentham				
	Unit 4: T.H. C	breen				
Block IV	Unit 1: G W H	legel,				
	Unit 2: Karl Marx.					
	Unit 3: Mary Wollstonecraft					
	Unit 4: Simon	Unit 4: Simone De Beanvoir				
Block V	Unit I: Rosa I	Unit 1: Rosa Luxemburg				
	Unit 2: John F	awis				
	Unit 3: Micha	el J. Oakeshott				
	Unit 4: Hanna	in Arenat	VIII.			

- 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	Semest	er	V
Subject	Political Scienc	e				
Course Code	A060501T	Course Title	e Comparative Government and Politics UK, USA, Switzerland & Vietnam			d Politics tnam
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: 1	00	Min.	Passing 1	Marks :33
Total No. of Lecture	es – Tutorials – P	ractical (in hours	s per week) : 4-	0-0		
Block	Topic	HEILIN	148972		No. of	Lectures
Block I	Unit 1: Nature Politics Unit 2: Dharn	e, Scope, Approa	aches and Utility	y of Com a	parative	Study of
Block II	Unit 1: Capita Unit 2: Social Unit 3: Decol	lism and The id ism and The Wo onization, Politic	ea of Liberal De orking of Social cal Developmer	emocracy ist State at, Politic	al Cultur	re
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,					
	and Judiciary	in USA				ogisiatare
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 3<sup>rd</sup> Year, Sem.-V Paper-II

Programme/Class	Degree	Year	B.A. III	Semester	V	
Subject	Political Science	e				
Course Code	A060502T	Course Title	Principles of	Public Administ	tration	
<b>Course Outcome</b> : 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 : 1	00	Min. Passing	Marks :33	
Total No. of Lecture	s – Tutorials – Pi	cactical (in hours	per week) : 4-0	)-0		
Block	6	महाराज	Topic			
Block I	Unit 1: Meani Administratio Unit 2: Theori Bureaucratic, Organisation	ng, nature, scope n les Organization Human Relation	e, significance, a Scientific Man s, Decision Mal	and Evolution of agement, Classic king, Ecological	Public cal, Principles of	
Block II	Unit 1: Chief agencies, Dep Independent F Unit 2: Conce Audit	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: Develo Unit 2: Evolut	Unit 1: Development administration, Comparative Public Administration Unit 2: Evolution of Indian Administration- Ancient, Medieval, Modern				

- 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	e					
Course Code	ourse CodeA060503PCourse TitlePublic Policy Formulation & Administration in India						
<b>Course Outcome</b> : 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 : 1	00	Min. Passing	Marks :33		
Total No. of Lecture	s – Tutorials – Pr	ractical (in hours	per week) : 2-0	0-0			
Block			Topic				
I	Definition, Sc as a Emerging Process in Ind Major Determ Mass Media, I International A Niti Aayog, L Policy Implem	ope, Types & Si g field of Study, J lia linants: Political Non Governmen Agencies egislature, Exect nentation	gnificance of th Impact of Globa Parties, Interest t Organization, utive, Judiciary,	e Public Policy, 1 lization Policy M Groups, Pressur Government Age Bureaucracy, Te	Public Policy Making e Groups, encies, echniques of		
	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.				/,		
111	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 3<sup>rd</sup> Year, Sem.-V Paper-IV Project-1

Programme/Class	Certificate	Year		III	Sem	nester	V
Subject	<b>Political Scein</b>	ce					
Course Code	A060504R	Course Tit	le	Project Wor	k 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. Passin	g Ma	urks : 33	
Total No. of Lectur	res- Tutorials – I	Practical (in	hou	rs per week)	- (0-0	)-3)	
Suggested Topics	170	REICIC	No hr.	of Lectures each)	: (1	No. of Pr hrs. each	actical (2 )
A project on the working of any representative body, starting from parliament down to the panchayat.15A project on study of issues involved in national, state or local election and post- facto analysis.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 3<sup>rd</sup> Year, Sem.-VI Paper-I

B.A. III Semeste	er VI: Paper I					
Core Course: A	060601T Indian Politica	al Thought				
Credit:5	<b>CIA:25</b>	<b>ESE:75</b>	Max. Marks:100			
This course is to	familiarize the students	with the larger political	and social thinking and ideas in			
Ancient, mediev	al and Modern India. De	esigned in a way to he	lp students engage with various			
ideological dispe	nsations that came to sha	aped the normative thin	iking on India.			
	Unit 1: Ancient Though	ht: Manu Kautilya, Agg	ganna Sutta, Jaina Traditions,			
Block I	Unit 2: Medieval Thou	ght: Barani,				
	Unit 3: Medieval Thou	ght: Abul Fazal				
	Unit 1: Thinking & Ide	as in Modern India: Re	form tradition Raja Ram Mohan			
Block II	Roy, MG Ramade,					
	Unit 2: Thinking &	Ideas in Modern In	dia: Sir Syed Ahmed Khan,			
	Vivekananda & Pandita	Ramabai				
	Unit 3: Political & Soc	cial Visions: M.K. Gan	<mark>dhi, Ja</mark> wahar Lal Nehru, BG			
	Tilak					
	Unit 1: Political & Soc	vial Visions. Ivotiba Ph	ule Tarabai Shinde			
	Unit 2: Political & Soc	cial Visions: Dr. BR At	nbedkar & Perivar.			
Block III	Unit 3: Political, Socia	ll & Economic Visions	: MN Roy, Jayaprakash Narayan			
	Unit 4: Political, Socia	al & Economic Visions	s: Kamladevi Chattopdhyaya and			
		Dr. Ram Manohar I	Lohia.			
	Unit 1: Political, Socia	l & Culture Visions: '	VD Savarkar			
Block IV	Unit 2: Political, Social & Culture Visions: MS Golwakar & Mohd. Iqbal					
	Unit 3: Political, Socia	l & Civilizational Visi	ions: Bankim <mark>C</mark> handra,			
	Rabindranath Tagore, A	Ananda Coomaraswamy	/.			

- 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
- 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 3<sup>rd</sup> Year, Sem.-VI Paper-II

B.A. III Sen	nester VI: Paper II						
	Core Course: A0606	602T International Relat	tions & Politics				
Credit:5	CIA:25	<b>ESE:75</b>	Max. Marks:100				
<b>Course Out</b>	come: This course seeks to	equip students the basic	tools for understanding International				
relations. It a	relations. It also introduces major events and developments that have shaped the contemporary International						
system. It ai	ms to capture the changing dy	ynamic of the internation	nal politics by taking up burning and				
relevant issu	es which have potential to alter	t its contours.					
	Unit 1: Definition. Nature & S	Scope of International Po	litics, Approaches & Theories.				
	<b>Unit 2:</b> Idealism, Realism, Ne	o Realism. Decision-Mal	king. System Theory & Game				
Block I	Theory,	,					
	Unit 3: The National State Sy	stem: National Power, Na	ational Interest				
	Unit 4: The National State Sy	stem: Collective Security	y, Balance of Power				
	Unit 1: Diplomacy, Disarman	ent & Arms Control & N	uclear Proliferation				
	Unit 2: United Nations, New	World Order,					
Вюск П	Unit 3: 20 <sup>th</sup> Century of Interna	ational relation: World W	ar I & II,				
	Unit 4: Cold War & Post Cold	d Ware International Rela	ations.				
	Unit 1: A critical Appraisal of	f India's Foreign Policy P	ost Independence,				
	Unit 2: Evaluation of Politics	in South Asia, South Eas	st Asia, West Asia, Indo-Pacific				
Block III	Region						
	<b>Unit 3:</b> Evolution of Internation	onal Economic System fr	om Bretton Woods to W.T.O The				
	North South and the South-So	uth Dialogue.					
	Unit 4: Regional Trade Devel	opment Cooperation, Stra	ategic Partnership: EU, QUAD,				
	IORA, ASEAN, BRICS, BIM	STEC, SAARC, SCO &	Mekong-Ganga Cooperation				
Block IV	Unit 1: Globalization: Concer	ot, feature, effects and its	impact on sovereignty of states.				
	Unit 2: Alternative perspectiv	e on globalization, Ascen	idency of China, Multipolar world				
Unit 3: Great Debates in International Relations: End of Ideology, Clash of Civilization,							
	Cross Border Terrorism & No	n State Actor, Human Rig	ghts				
	Unit 4: Great Debates in Inter	national Relations: Politi	cs of Environment, Traditional &				
	Non Traditional Security Thre	ats <u>~~</u>					

- 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.
- Heywood, Andrew (2014) 'Global Politics' 2<sup>nd</sup> 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 3<sup>rd</sup> Year, Sem.-VI Paper-III

Programme/Class: Degree		Year : Third	Semester : Sixth
Subject: Political Science			
Course Code: A060603R		Course Title : <b>PROJECT WORK(2)</b>	
<b>Course Outcome</b> : 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)			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, Ayus <mark>hman Bharat, Digital India Missio</mark> n, 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.





PROGRAMME/CLASS : CERTIFICATE		BA-I YEAR	SEMESTER-I	
		Subject: Hindi		
Course C	ode: - A010101T	Course Title: f	हेन्दी 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, मध	ध्यकालीन हिंदी काव्य का इतिहास, इतिहास	
लेखन की पर	रंपरा एवं विकास के विविध रूपों	और आधुनिक काव्य के इतिहास का साथ	क्षात्कार कर सर्कगे	
Block	Unit Details			
	Unit 1- भारतीय ज्ञान परंपरा	के अंतर्गत आदिकालीन एवं मध्यकालीन	। हिंदी काव्य का इतिहासः इतिहास लेखन	
Block I	का परपरा एव विकासः > भारतीय ज्ञान परंपरा प्रवृत्तियाँ। > सिद्ध साहित्य, जैन सा के सामाजिक एवं सांस्व सगुण कवि और उनव परिप्रेक्ष्य रीतिकालीन सां Unit 2- आधुनिक कालीन काव > सामाजिक, सांस्कृतिक पुनर्जागरण, हिंदी नवज > जत्तर छायावाद की वि साहित्यकार रचनाएँ अं Unit 1- आदिकालीन कविः > विद्यापतिः (विद्यापति पदावली–संप शरण)	और हिन्दी साहित्य, हिंदी साहित्य का हित्य, रासो साहित्य, नाथ साहित्य और क कृतिक कारण, भक्तिकाल के प्रमुख संप्रदा ठा काव्य। रीति काल की सामाजिक, सां ताहित्य के प्रमुख भेद (रीतिबद्ध, रीति मुवि <b>य का इतिहासः</b> पृष्ठभूमि, नामकरण एवं प्रवृत्तियॉ, 1857 तागरण, भातेंदु युग, द्विवेदी युग एवं छाया विध वैचारिक प्रवृत्तियॉ, प्रगतिवाद, प्रयोग रे साहित्यिक विशेषताएँ 1. आचार्य रामलोचन	काल विभाजन, नामकरण एवं साहित्यिक लौकिक साहित्य। भक्ति आंदोलन के उदय य और उनका वैचारिक आधार, निर्गुण और रंकृतिक पृष्ठभूमि, नामकरण, प्रवृत्तियाँ एवं त, प्रमुख कवि और उनका काव्य। का प्रथम स्वतंत्रता संग्राम और सांस्कृतिक वाद की प्रवृत्तियाँ एवं अवदान वाद, नई कविता, समकालीन कविता, प्रमुख	
Block II	<ul> <li>भाराखा प्रेम-(36)</li> <li>गोरखबानीः संपादक पी गोरखबानीः संपादक पी गोरखबानी सबद (संख्या (राग रामश्री 10,11)</li> <li>अमीर खुसरो-व्यक्तित्व (अमीर खुसरो-व्यक्तित्व परमानंद पांचाल) कव्वाली-घ (1), गीत-ड. (पृष्ठ 86), 05 दोहे-गोरी देख मैं, चकवा चकवी, से Unit 2-भक्तिकालीन सगुण</li> <li>सूरदासः (भ्रमरगीत सार-उ ) गोस्वामी तुलसीदासः (श्री रामचरित मानस-गोर्ग गीता प्रेस गोरखपुर) अयोध्या काण्ड-दोहा संख्या</li> </ul>	ताम्बरदत्त बड़थ्वाल ( 2,4,7,8,16), पद (4), (13), दोहे–च सोवे, खुसरो रैन, ाज सूनी। <b>कविः</b> संपा. आचार्य राम चन्द्र शुक्ल) (पद संख्य स्वामी तुलसीदास, व्या 28 से 41	T—07, 21, 23, 24, 26)	

	Unit 1-भक्तिकालीन निगुण कविः कबीरः		
	(कबीरदास-संपा. श्यामसुंदर दास)		
	क. गुरूदेव को अंग–01, 06, 17, 20		
	ख. बिरह को अंग — 04, 10, 12, 20, 33		
	मलिक मोहम्मद जायसीः (मलिक मोहम्मद जायसी–संपा.–आचार्य राम चन्द्र शुक्ल)		
Block	मानसरोवर खंड (01 से 06 पद तक)		
	Unit 2-रीतिकालीन कविः		
	> केशवदासः		
	(कविप्रिया (प्रिया प्रकाश)—लाला		
	भगवानदीन)		
	तृतीय प्रकाश— 1, 2, 4, 5		
	🕨 बिहारी लालः		
	(बिहारी रत्नाकर–जगन्नाथ दास रत्नाकर)		
	प्रारंभ के 10 दोहे		
	> घनानंदः अस्ति राजा 198		
	(घनानंद ग्रन्थावली–संपा., विश्वनाथ प्रसाद		
	मिश्र) सजानहित–1. 4. 7		
	Unit 1-authermalia and		
	Cint I-आयुनिययरान कर.		
	• गारापु हारस्य द्र. गांगुगाया क्रंग पर पहि, रायरहू जा सा जनगण हाय, क्रंज पर सरा गांह प्रांज क्रांग्रांक्य प्रयाद: क्रांग्राची के शता गर्म के प्रथम त्या पत आंग के प्रथम मांच पता.		
	जयराजर प्रसाद. कानावना के अखा सन के प्रथन दस पद, आसू के प्रथन पाव पद।		
	सूर्यकात त्रिपाठा निरालाः वर द वाणा वादान वर द, तुलसादास (प्रारम क दस पद), वह ताड़ता पत्थर।		
	🕨 सुामत्रानद पन्तः मान निमंत्रण, प्रथम राश्म, यह धरता कितनी दती ह		
	महादेवी वर्माः बीन हू मैं तुम्हारी रागिनी भी हू, फिर विकल हैं प्राण मेरे, यह मन्दिर का दीप इस नीरव		
	जलने दी।		
Block			
	Unit 2- (अ) छायावादोत्तर कवि और हिन्दी		
	साहित्य में शोधः		
	अज्ञेयः नदी के द्वीप, यह दीप अकेला, कलगी बाजरे की।		
	मुक्तिबोधः विचार आते हैं, भूल गलती का प्रियंग्रे के प्रति के प्र के प्रति के प्		
	नागार्जुनः अकाल और उसके बाद, बादल को घिरते देखा है		
	धर्मवीर भारतीः बोआई का गीत, कविता की मौत (दूसरा सत्पक, सम्पादक अज्ञेय)		
	> धूमिलः 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.	ू तेवारी, रामचंद्र, हिंदी गद्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992		
5.	वतर्वेदी, 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. दर्गाप्रसाद एवं राय, डॉ. अनिल, छायावादोत्तर काव्य प्रतिनिधि रचनाएं. प्रकाशन केंद्र लखनऊ. 2014		
8	ओझा डॉ दर्गाप्रसाद आधनिक हिंदी कविता प्रकाशन केंद्र लखनरू २०१४		
9	थोद्या ऱ्या उपरापर, आवुरापर एक समार		
10	नेतेती दत्तांग्रे प्रसाद २५ सुराह, ज. राजरा, जानुहास साल्य त्राताहाल रतनाडु, त्रप्रारा प्रथ्न, राखनज, 2014 तेतेती दत्तांग्रे प्रसात दिन्ती साहित्य का आतिकाल बिराज जल्दभाषा गणिषत पत्रना ०० तनीज संस्कृणा		
10.	क्षत्रवा, वजारा त्रसाय, १९:या सालस्य या जार्ययास, १४९९ राष्ट्रताया यास्यय, ४८:११, ४७, पृसाय संस्थरण भटनाग्रज्ज् जमजनन पानीन दिन्टी काला रंटियन प्रेज क्रिमिटेन प्रणग ४०६०		
12	गणगार, ज. रागरराग, प्रायाग रहाया प्राय्त, शुरुषा प्रतारागणणण्ड, प्रयाग, 1992 टेरोटी टजारी गम्राट टिन्टी मारिटा की भूमिका टिन्टी गुरू रत्नाकर कार्याच्या पानर्च 4040		
12.	क्षपपा, हणारा प्रसाप, हिन्दा साहत्य का मूमका, हिन्दा ग्रन्थ रत्नाकर कायालय, मुम्बइ, 1940 भीनाम्बन जॉ जाण्णीन जिनामनि साम आजगत अन्तरीय सन्त निर्देतन जमी निर्मात कर		
15.	त्रापास्तप, डा. रणधार, ावघापात - एक अध्ययन, मारताय ग्रन्थ निकतन, नयी दिल्ली, 1994		

सिंह, डॉ. शिवप्रसाद, विद्यापति, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1957 14. वर्मा, रामकुमार, संत कबीर, साहित्य भवन लिमिटेड, इलाहाबाद, 1943 15. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1946 16. 17. वर्मा रामकुमार,कबीर का रहस्यवाद, साहित्य भवन, इलाहाबाद, 1944 वर्मा. रामलाल, जायसी : व्यक्तित्व एवं कृतित्व, भारतीय ग्रन्थ निकेतन , दिल्ली, 1979 18. पाठक, शिवसहाय, मलिक मोहम्मद जायसी और उनका काव्य, साहित्य भवन, इलाहाबाद 19. 20. शर्मा मुंशीराम, सूरदास का काव्य वैभव, ग्रन्थम प्रकाशन, कानपुर, 1965 21. किशोरीलाल, सूर और उनका भ्रमरगीत, अभिव्यक्ति प्रकाशन, इलाहाबाद, 1993 22. वाजपेयी, नन्ददलारे, सुर संदर्भ, इंडियन प्रेस लिमिटेड, प्रयाग त्रिपाठी रामनरेश, तूलसीदास और उनकी कविता ( भाग–), हिन्दी मंदिर, प्रयाग, 1937 23. दीक्षित राजपति, तूलसीदास और उनका युग,ज्ञानमंडल लिमिटेड,वाराणसी, 1953 24. सिन्हा डॉ. अरविन्द नारायण, विद्यापति : यूग और साहित्य, विनोद पुस्तक मन्दिर, आगरा 25. डॉ.नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, दिल्ली 26. चतुर्वेदी रामस्वरूप, हिन्दी साहित्य और संवेदना का विकास, राजकमल प्रकाशन, नयी दिल्ली 27. त्रिगुणायत गोविन्द, कबीर की विचारधारा, साहित्य निकेतन, कानपुर 28. 29. उपाध्याय विशम्भर नाथ, सूर का भ्रमरगीत : एक अन्वेषण, विनोद पुस्तक मन्दिर, आगरा किशोरीलाल, घनानन्द : काव्य और आलोचना, साहित्य भवन, इलाहाबाद 30. भटनागर रामरतन, केशवदास : एक अध्ययन, किताब महल , इलाहाबाद, 1947 31. शर्मा किरणचन्द्र, केशवदास : जीवनी , कला और कृतित्व,भारती साहित्य मन्दिर, दिल्ली, 1996 32. 33. डॉ. नगेन्द्र, कामायनी क्र अध्ययन की समस्याएँ, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, 1962 शर्मा, रामविलास, निराला की साहित्य साधना, भाग–2, राजकमल प्रकाशन, नयी दिल्ली, 1984, द्वितीय संस्करण 34 गौड़, राजेंद्र सिंह, आधुनिक कवियों की काव्य साधना, श्रीराम मेहता एंड संस, आगरा, 1953 35. सक्सेना, द्वारिका प्रसाद, हिन्दी के आधुनिक प्रतिनिधि कवि, विनोद पुस्तक मन्दिर, आगरा 36. कमार विमल, छायावाद का सौन्दर्यशासत्रीय अध्ययन, राजकमल प्रकाशन, नयी दिल्ली, 1970 37. तिवारी, भोलानाथ, प्रसाद की कविता, साहित्य भवन, प्रयागराज 38. डॉ. नगेन्द्र, समित्रानंदन पन्त, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, 1962 39. शर्मा, रमेश, पन्त की काव्य साधना, साहित्य निकेतन, कानपुर 40. तिवारी, विश्वनाथ प्रसाद, समकालीन हिन्दी कविता, राधाकृष्ण प्रकाशन, नयी दिल्ली 41. चतुर्वेदी, रामस्वरूप, अज्ञेय का रचना संसार, राधाकृष्ण प्रकाशन, नयी दिल्ली 42. 43. सिंह, विजयबहादर, नागार्जुन का रचना संसार, सम्भावना प्रकाशन, हापुड, 1982 अष्टेकर, कटघरे का कवि धूमिल, पंचशील प्रकाशन, जयपुर 44. नवल, नंदकिशोर, मुक्तिबोध, साहित्य अकादेमी, नयी दिल्ली 45. 46. त्रिपाठी, डॉ. हंसराज, आत्मसंघर्ष की कविता मुक्तिबोध, मानस प्रकाशन, प्रतापगढ सिंह, शम्भूनाथ, छायावाद युग, सरस्वती मन्दिर प्रकाशन, वाराणसी, 1962 47. अज्ञेय, दूसरा सप्तक, प्रगति प्रकाशन, नयी दिल्ली, प्रतीक प्रकाशन माला, 1954 48. 49. बिसारिया, डॉ. पुनीत, प्राचीन हिन्दी काव्य, श्री नटराज प्रकाशन, दिल्ली, 2007 बिसारिया, डॉ. पुनीत, अर्वाचीन हिन्दी काव्य, श्री नटराज प्रकाशन, दिल्ली, 2007 50. बिसारिया, डॉ. पुनीत, काव्य वैभव, राजकमल प्रकाशन, नयी दिल्ली, 2018 51. बिसारिया, डॉ. पुनीत, काव्य मज्जूषा, राजकमल प्रकाशन, नयी दिल्ली, 2017 52. 53. सिंह, डॉ, उदयप्रताप, नाथ पंथ और गोरखबानी, आर्यावर्त्त संस्कृति संस्थान, दिल्ली, 2014 बिसारिया, डॉ. पूनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007 54. This course can be opted as an elective by the students of following subjects: इंटरमीडिएट अथवा समकक्षे परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं। Suggested Continuous Evaluation Methods: लिखित परीक्षा, परियोजना इकर्इा, 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	
Course Co	de: - A010201T		Course Title: कार्यालयी हिन्दी और कम्प्यटर
С	REDITES: 6	MAX. MARKS (CIA+ESE) 25+75	MIN PASSING MARKS (CIA+ESE) 10+30
Total No. o इस पाठ्यक्रम कार्यालयी हि प्रौद्योगिकी, हि	f Lectures-Tutorials-Pra के अध्ययन से विद्यार्थी कार्याल न्दी पत्राचार, कार्यालयी हिन्दी इन्दी भाषा और ई–शिक्षण आदि	ctical (in hours per week): <b>3-0-(</b> यी हिन्दी का स्वरूप, उदे्श्य एवं क्षेत्र, क पत्राचार, प्रारूपण, टिप्पण, संक्षेपण, पल के महत्व को समझ सकेंगे	<b>0 or 2-1-0 Etc.</b> . गर्यालीय हिन्दी में प्रयुक्त परिभाषिक शब्दावली, लवन एवं प्रतिवेदन, हिन्दी भाषा में कम्प्यूटर
Block	Unit Deta	nils	
Block-I	Unit-I कार्यालयी हिन्दी का र	वरूप, उद्देश्य एवं क्षेत्रः संकल्पना। संभावनाएं की सामान्य जानकारी प्रयुक्त परिभाषिक शब्दावलीः सिद्धांत पारिभाषिक शब्दावली रियों के नाम दे, प्रशासनिक एवं विधिक शब्दावली	
Block-II	Unit-I कार्यालयी हिन्दी पत्र > आवेदन पत्र > सरकारी पत्र > अर्द्धसरकारी पत्र > कार्यालय आदेश > परिपत्र > परिपत्र > परिपत्र > परिपत्र > अधिसूचना > कार्यालय ज्ञापन > विज्ञापन > विज्ञापन > विज्ञापन > निविदा > संकल्प > प्रेस विज्ञप्ति Unit-II प्रारूपण, टिप्पण, संब > प्रारूपण का अर्थ, साम > संक्षेपण का अर्थ, साम > संक्षेपण का अर्थ, साम > पल्लवन का अर्थ, साम > लेखन में अंतर प्रतिवे	चारः तमस्मि तमस्मि मान्य परिचय, प्रारूण लेखन की पद्धति। ान्य परिचय, टिप्पण लेखन की पद्धति। ान्य परिचय, टिप्पण लेखन की पद्धति, ान्य परिचय, संक्षेपण की पद्धति मान्य परिचय, संक्षेपण की पद्धति मान्य परिचय, संक्षेपण की पद्धति मान्य परिचय, संक्षेपण की पद्धति	. टिप्पण और टिप्पणी में अंतर वन और निबंध

	कम्प्यूटर का सामान्य परिचय आर इतिहास क्रम्प्रचर में निजी भाषा के निकास का वनिवास	
	कम्प्यूटर में हिन्दी मीषी के विकास की इतिहास	
Block- III		
	Unit-2 हिन्दा भाषा म कम्प्यूटर प्राद्यागिका	
	इन्टरनट आर हिन्दा, इ मल	
	हिन्दा म उपलब्ध साफ्टवयर एव वबसाइट, हिन्दा स संबाधत विभिन्न वबसाइट।	
D1 1 IV	सांशल माडिया पर हिन्दा लखन कांशल।	
Block IV	Unit-1 हिन्दा भाषा आर इ शिक्षणः	
	> ====================================	
	$\blacktriangleright$ start dy dy a start from the st	
	🔎 ब्लाग, फसबुक पज, इ पुस्तकालय सामग्रा	
	संरकारी तथा गर संरकारी चनल (ज्ञानदेशन, इ पाठशाला, स्वय, मूक्स आदि)	
	> पाडकास्ट, आमासा कक्षाए।	
	Unit-II हिन्दी कम्प्यूटर टकण एव शाटहण्ड का सद्धातिक पक्ष आर हिन्दी साहित्य में बाध	
	$\blacktriangleright$ $\forall$	
	मिन्दा पापाटा स्लाइट एव पास्टर निमाण मान्द्र्य मान्द्र पान्द्र्य मान्द्र पान्द्र पापाटा स्लाइट एव पास्टर निमाण	
	सन्दन प्रन्थ . 1. जागर रामचंट सिंह कार्यालय कार्य विधि शात्माराम पंट संस नगी टिल्ली 1062	
	1. सागर, रामयद्र गर्सह, प्रायालय फाय पिव, आरमाराम २७ स.स. गया पुरला, 1965 २. शर्मा चंटपाल कार्यालयीन दिन्दी की प्रकृति अमता प्रकाशन दिल्ली 1001	
	2. राना, पद्रपाल, प्रापलियान हिन्दा का प्रपूर्गत, तनता प्रपत्रन, विल्ली	
	3. गोटरे हॉ विचोट प्रयोजनमलक हिन्दी वाणी प्रकाशन नरी दिल्ली 2009	
	5 झाल्टे दंगल परोजनमलक हिन्दी सिद्धांत और परोग वाणी प्रकाशन नरी दिल्ली 2016 पंचम संस्करण	
	6. सोनलको डॉ. माधव प्रयोजनमलक हिन्दी : प्रयक्ति और अनवाद वाणी प्रकाशन नयी दिल्ली	
	7 भाटिया कैलाश चन्द्र प्रयोजनमलक हिन्दी : प्रक्रिया और स्वरूप तक्षशिला प्रकाशन नयी दिल्ली 2005	
	8 जैन डॉ संजीव कमार प्रयोजनमलक कामकाजी हिन्दी एवं कम्प्यटिंग कैलाश पस्तक सदन भोपाल	
	9 मल्होत्रा विजयकमार कम्प्यटर के भाषिक अनप्रयोग वाणी प्रकाशन नयी दिल्ली	
	10. गोयल संतोष, हिन्दी भाषा और कम्प्यटर, 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 अ	थवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन	
कर सकते हैं।		
Suggested (	Continuous Evaluation Methods:	
लिखित परीक्षा, परियोजना इकर्ड़ा, दक्षता परीक्षण।		
Suggested Continuous Evaluation Methods:		
कार्योलय 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।	
0		

Course prerequisites: To study this course, a student must have had the subject

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

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PROGRAMME/CLASS : CERTIFICATE		ME/CLASS : TICATE	BA-II YEAR	SEMESTER-III
			Subject: Hindi	
Course Co	ode: - A	A010301T	Course Title: f	हेन्दी गद्य
CREDITES: 6		TES: 6	MAX. MARKS (CIA+ESE) 25+75	MIN PASSING MARKS (CIA+ESE) 10+30
Total No	. of Le	ctures-Tutorials-P	Practical (in hours per week): 3-	0-0 or 2-1-0 Etc
इस पाठ्यक्रम परिचय, हिन्दी	के अध्य उपन्यार	यन से विद्यार्थी हिन्दी ग न, हिन्दी कहानी, हिन्दी	ाद्य साहित्य का इतिहास, हिन्दी गद्य की नाटक एवं एकांकी, हिन्दी निबन्ध अन्य	महत्वपूर्ण विधाओं का संक्षिप्त गद्य विधाओं आदि से परिचित हो
सकग	TT . •4			
Block	Unit	Detail	· · · · · · · · · · · · · · · · · · ·	
	Unit-1	l हिन्दी गद्य साहित्य क	ग सक्षिप्त इतिहासः	
		ाहन्दा कहाना का उद्भ	नव आर विकास	
		हिन्दी उपन्यास का उ	द्भव आर विकास	
		हिन्दी नाटक का उद्भ	व आर विकास	
		हिन्दी की शन्म महा दि	भूमप और पिकास	
Block-I	Unit 2	ाहादा की जाव गंध गंध टिन्टी गटा की महला	पयाओं को उप्नेय और पिकास	
		द हिन्दा गंध का महत्य कटानी	पूर्ण वियाला का सालप्त परिवयः	
		प्रहागा		
		जन्मत		
		vaia		
		आलोचना		
		निबंध		
		यात्रा वतान्त		
		संस्मरण		
	$\triangleright$	रेखाचित्र		
	$\succ$	डायरी		
	$\succ$	रिपोर्ताज		
	$\succ$	आत्मकथा		
	$\succ$	जीवनी		
	≻	व्यंग		
	Unit	1 दिन्दी जाञाय	- minimum	
		• 1 ।हन्दा ७५न्यास टाँग्री की जनी तन्ता	प्रत्याल वर्मा विद्यार्थी संस्कृतगा संगादक	रा० गनीन विद्यारिया गथान गढाणन
		जारा। पंग रागाः पृष्पाः नयी दिल्ली।	गणाल पंग, पियाजा रार्परांग, राषायप्र,	७७ युनास विसारिया, प्रमास प्रयम्भन,
	IInit_	े हिन्दी कहानी		
Diastr II		2 छि.या परमेश्वर-पेमचन्द	ŗ	
BIOCK-II		पात्तेव-त्तैनेन्ट		
		गैंग्रीन–अज्ञेय		
		परदा–यशपाल		
		तीसरी कसम–रेण		
	$\triangleright$	पिता–ज्ञान रंजन		

	Unit-	f 1 हिन्दी नाटक एवं एकांकीः
	•	नाटक–
		धवस्वामिनी—जयशंकर प्रसाद
	•	uninh_
Block-III		्यायत्र दीपदान—डॉ∩ रामकमार वर्मा
DIOCK III		
	I Init	
	Omt	- ४ ।हिप्पा ।गंधेण्य अग्राजनर्णाच्चनि केंगो हो गाकनी है, अग्रानेच्च हतिष्ठाच्च
		नीररापयीग्नीरा येस हा संयरा ह— नीररान्दु हारश्यन्द्र
		$-\frac{1}{2}$
		े उत्तरी फल्गुनी के असिपसिन कुंबरनीथ रीय
		तुम यन्दन हम पाना– डा० विद्यानवास मिश्र
	Unit-2	1 अन्य गद्य विधाएं–प्रथम खण्डः
	$\succ$	रेखाचित्र (गिल्लू–महादेवी वर्मा)
	$\succ$	संस्मरण (तीस बरस का साथी–राम विलास शर्मा)
	$\succ$	जीवन अंश (कलम का सिपाही–अमृत राय)
	$\triangleright$	रिपोर्ताज (ऋण जल धन जल-रेणु)
Block -IV	$\triangleright$	व्यंग्य (भोलाराम का जीव–हरिशंकर परसाई)
DIOCK IV	T T *4	
	Unit	
		$\frac{1}{2}$
		डायरा (एक लखक का डायरा-मुक्तिबाध)
		इन्टरव्यू (म इनस मिला, श्री सूयकान्त त्रिपीठा निराला–पद्म सिंह शमा कमलेश)
		आत्मकथा अंश (जूठन–आमप्रकाश वाल्माकि)
	संदर्भ ग्र	थः
	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 प्रवृत्तिया, राजकमल प्रकाशन, नयी दिल्ली, 2018
	6.	चतुर्वदी, रामस्वरूप, गद्द विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज, 2018
	7.	क. सत्यनारायण (सपा.) दृश्य सप्तक, दाक्षण भारत हिन्दा प्रचार सभा, मद्रास, प्रथम संस्करण, सन
	8.	दस एकाका, श्रीराम महरा एड कपना, आगरा
	9.	वमा, डा. रामकुमार, आठ एकाका नाटक, स्नात : इ पुस्तकालय निवनंत व्यवसेंग कोंग्रेज नगरी, नगरी, नगरी, नगरी, जिन्ही
	10.	$\mathcal{E}$
	11.	प्रसाद जयशकर, व्हवस्थानिन, योग प्रकाशन, नया दिल्ला गाना गोपनाथ, निजी गानक गानिना का ननिनाम तंत्रा नान गांग, ननगरागत नी प्रमा गंगकाण
	12.	गुप्ता सामनाथ, ाहन्दा नाटक साहत्य का इतिहास, इद्रा यन्द्र नारंग, इलाहाबाद, तासरा संस्करण, 1051
	40	ाउन ओसा जॉ टप्राय्श दिन्टी नाटक र उट्टत गतं तिकाम जनगाल गंट मंग्र टिल्ली
	13.	जात्रा, जा. परारज, 1814ा गाएफ र उद्धप ९५ गपफात, राजपाल ९७ तत्त, 14एला रस्तोगी गिरीष्ठा हिन्दी नाटक का आत्मसंप्रार्फ लोकभारती टलाटाबाट
	14.	ओझा हॉ दशरथ हिन्दी नाटक : उदभव और विकास राजपाल एंड संस दिल्ली
	16	त्रिपाठी सत्यवती आधनिक हिन्दी नाटकों में प्रयोगधर्मिता राधाकष्ण पकाशन नयी दिल्ली
	17	किशोर ब्रजराज, हिन्दी नाटक और रंगमंच जनप्रिय प्रकाशन
	18	रस्तोगी गिरीश, समकालीन हिन्दी नाटककार, राजकमल प्रकाशन, नयी दिल्ली
	19	कमार, 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, उदभव और विकास. साहित्य प्रकाशन. दिल्ली
	22	बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्टीब्यटर्स प्राइवेट लिमिटेड. नयी
		दिल्ली, 2007
23. बिसारिया, डॉ. पुनीत, प्रकीर्ण विविधा, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2018 24. बिसारिया, डॉ. पुनीत, निबंध निकष, शब्द सेतु प्रकाशन, नयी दिल्ली, 2009 25. बिसारिया, डॉ. पुनीत, निबंध संग्रह, श्री नटराज प्रकाशन, नयी दिल्ली, 2007 26. 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:		
रागांड course can be opted as an elective by the students of following subjects.		
इटरनाडिर्ट जववी रागवन्दा परोदा उरराज पर पुर्व रागरत वियावी इस पाउ्वक्रम का वयन कर प्रकृते हैं।		
Suggested Continuous Evaluation Methods:		
लिखित परीक्षा, परियोजना इकर्झा, दक्षता परीक्षण।		
Suggested Continuous Evaluation Methods:		
1. कति 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:		

PROGRAMME/CLASS : CERTIFICATE		BA-II YEAR		SEME	CSTER-IV	
Subject: Hindi						
Course Co	ode: -	A010401T	Subject. 1	Course Title	हिन्दी अनवाद	
CREDITES: 6			MAX. MARI 25	KS (CIA+ESE) 5+75	MIN PASS (CIA	SING MARKS A+ESE) 0+30
Total No	. of Le	ectures-Tutorials-P	Practical (in hou	irs per week): 3-	0-0 or 2-1-0	Etc.
इस पाठ्यक्रम	के अध्य	यन से विद्यार्थी अनुवादन	। की अवधारणाः प्रब्रि	<sup>5</sup> या, प्रकार, सीमाओं अ	और अनुवाद के स	ामाजिक–सांस्कृतिक
संदर्भ आदि वि	षयों से	परिचित हो सकेंगे				
Block		Unit D	etail			
	Unit	-1 अनवादन की अवध	ारणाः			
	⊳ ►	अनवादः परिभाषा. स्वर	ज्ञप			
	×	अनवाद का महत्व	ন্যাল			
	$\triangleright$	अनुवाद के अन्य रूपः	लिप्यंतरण, मशीनी	अनुवाद आदि		
Block-I	$\triangleright$	अनुवादन के गुण, दार	ये <mark>त्व औ</mark> र अपेक्षाएं			
	$\succ$	अनुवाद में रोजगार की	ो संभावनाएं			
	Unit	t -2 अनुवाद के क्षेत्रः				
	$\triangleright$	प्रक्रिया				
	$\succ$	प्रकार				
	Þ	सीमाएँ				
		<mark>अंग्रेजी–हिन</mark> ्दी अनुवाद	की समस्याएं और	समाधान		
Block- II	Unit	-1 अनुवाद का सामाजि	क—सांस्कृतिक संदभ	f:		
	≻	संस्कृति, साहित्य और	भाषा			
		अनुवाद और संस्कृति				
		अनुवाद और समाज				
		अनुवाद और भाषा				
		बहुभाषिक समाज म अ	ानुवाद			
	Unit	-2 अनुवाद के साधनः				
	$\triangleright$	अनुवाद में कोश का म	ाहत्व 			
	$\succ$	कोशों के प्रकार				
	$\triangleright$	कोशों के उपयोग				
		संकेत प्रणाली				
		शब्दकोश के उपयोग				
		थिसारस के उपयोग				
		पयायकाश के उपयाग	<del>}</del>			
		उच्चारणकाश क उपय	•  -			
		गापककाष के उपयोग मुजिभाषात्नोष के उपयो	ा			
		नारनानापगरा पर ७५य। तिष्ठतकोषा के ज्यायोग	1.1			
		साहित्यकोश के उपयोग	ग			
		मिथककोश के उपयोग	, r			
	×	पुराणकोश के उपयोग				
Block-I Block- II		अनुवादः परिभाषा, स्वर अनुवाद का महत्व अनुवाद के अन्य रूपः अनुवाद के अन्य रूपः अनुवाद के गुण, दानि अनुवाद में रोजगार के <b>-2 अनुवाद के क्षेत्रः</b> प्रक्रिया प्रकार सीमाएँ अंग्रेजी–हिन्दी अनुवाद <b>-1 अनुवाद का सामाजिन्</b> संस्कृति, साहित्य और संस्कृति, साहित्य और अनुवाद और समाज अनुवाद और समाज अनुवाद और समाज अनुवाद और समाज अनुवाद और समाज अनुवाद और साधनः अनुवाद और साधनः अनुवाद में कोश का म कोशों के उपयोग संकेत प्रणाली शब्दकोश के उपयोग धिसॉरस के उपयोग घिसॉरस के उपयोग परिभाषाकोश के उपयो परिभाषाकोश के उपयो मिथककोश के उपयोग साहित्यकोश के उपयोग साहित्यकोश के उपयोग	हप लिप्यंतरण, मशीनी येत्व और अपेक्षाएं ो संभावनाएं की समस्याएं और कसांस्कृतिक संदभ् भाषा मनुवाद महत्व	अनुवाद आदि समाधान रि	a an age of an and a second and a	

	Unit-1 परिभाषिक शब्दावलीः						
	परिभाषिक शब्दः तात्पर्य तथा लक्षण						
	> सामान्य शब्दों तथा पारिभाषिक शब्दों की अनुवाद में भूमिका						
	पारिभाषिक शब्दावली निर्माण के सिद्धांत						
Block-	• III पारिभाषिक शब्दावली निर्माण की प्रक्रिया।						
	Unit-2 अनुवाद का पुनरीक्षण, मूल्यांकन तथा समीक्षा						
	≻ पुनरीक्षण						
	मूल्यांकन						
	≻ समीक्षा						
	Unit-1 अनुवाद सैद्धांतिक–एकः						
	> (हिन्दी से अंग्रेजी)						
	सामाजिक विषयों का अनुवाद						
	> सर्जनात्मक अनुवाद						
<b>Block-</b>	· IV Unit-2 अनुवाद सैद्धांतिक-दोः						
	(अंग्रेजी से हिन्दी) के प्रतिदिधि विश्वित के किंग्रे के सिंह के सिं सिंह के सिंह के सि						
	सामाजिक विषयों का अनुवाद						
	> सर्जनात्मक अनुवाद						
संदर्भ	ग्रंथ :						
1.	तिवारी भोलाना <mark>थ, अनुवाद विज्ञा</mark> न, शब्दकार प्रकाशन, दिल्ली, 1972						
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. गागी , 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 समस्याएँ, शब्दकार प्रकाशन, दिल्ली, 1980						
7.	7. कुमार, डॉ. सुरेश, अनुवाद और पारिभाषिक शब्दावली, केन्द्रीय हिन्दी संस्थान, आगरा, 1997						
8.	तिवारी भोलानाथ , चतुर्वेदी महन्द्र, पारिभाषिक शब्दावली : कुछ समस्याए, शब्दकार प्रकाशन, दिलली, 1973						
9.	9. तिवारा भोलानाथ ,कुमार कृष्ण , कार्यालयी अनुवाद की समस्याए, शब्दकार प्रकाशन, दिलली,1987						
10.	). चौधरी डॉ. प्रवीण, कार्यालयी भाषा और अनुवाद, विनय प्रकाशन, अहमदाबाद,2012						
11.	$2 \leq 7 \sqrt{2}$ प्रतिचंद, भाषा दक्षता (भाग धर्चस 04), किताबधर प्रकाशन, दिल्ला,2018						
12.	टडन पूरनचन्द्र एव सठा डा. हराश कुमार,अनुवाद क विविध आयाम, तक्षाशला प्रकाशन, नइ दिल्ला,2005 जंनीपानम गीन हैंन्द्रों में अनुवाद प्रविधि भारतीय अनुवाद प्रविधन विन्ती 1004						
13.	कुयापादम साता.षका म अनुपाद प्रापाध,मारताय अनुपाद पारषद,दिल्ला,1994 कियाचिया, टॉ. प्रचीन, शचताद और दिन्दी प्रादित्य, शनंग प्रकाशन, दिल्ली, 2018						
14.	विसारिया, डा. पुगारा, अनुपाद जार हिन्दा साहर्प, जगग प्रयोगना, दिल्ली, 2016 अगवाल क्रम्म अनुवाद शिला : समकालीन सन्दर्भ साहित्य सहकार प्रकाशन दिल्ली, 1000						
15.	बिसारिया हाँ पनीत शोध कैसे करें अटलांतिक पब्लिशर्म एंड डिस्टीबाटर्म पार्टतेट लिमिटेड नयी दिल्ली						
10.							
	https://shabdo.upli.upli.org/(%0;=====0)						
17.	<u>nttps://snabdavaii.rbi.org.in/</u> (बाकग शब्दावला)						
18.	https://rajbhasha.gov.in/hi/hindi-vocabulary (विभिन्न पारिभाषिक एवं शब्दकोश)						
19.	https://www.collinsdictionary.com/hi/dictionary/english-hindi						
	(अंग्रेजी–हिन्दी–शब्दाकोश)						
20.	https://www.oxfordlearnersdictionaries.com/us/ (अंग्रेजी–हिन्दी–शब्दाकोश)						
This	s course can be opted as an elective by the students of following subjects:						
इटरमी	ाडएट अथवा समकक्ष परीक्षा उत्तीण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।						
Sugge लिखित	ested Continuous Evaluation Methods: परीक्षा परियोजना दकर्दा दक्षता परीक्षण।						
TH GU	Suggested Continuous Evaluation Methods						
L	Suggested Continuous Evaluation Methous.						

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 :		BA-III YEAR	SEMESTER-V
		Subject: Hindi	
Course Co	ode: - A010501T	Course Title: सा	हित्यशास्त्र और हिन्दी आलोचना
इस पाठ्यक्रम	न के अध्ययन से विद्यार्थी साहित	यशास्त्र एवं आलोचना के अर्थ, महत्व अ	ौर उनके विषय – क्षेत्र से परिचित
हो सकेंगे तथ	ग वे हिन्दी आलोचना के रूप में	भारतीय एवं पाश्चात्य काव्यशास्त्र के अ	ाधुनिक विकास के विविध रूपों और
दिशाओं का	साक्षात्कार कर सकेंगे	1	Γ
		MAX. MARKS (CIA+ESE)	MIN PASSING MARKS
C	CREDITES: 5	25+75	(CIA+ESE)
T ( 1 ) ]			
Total No	. of Lectures-Tutorials-P	ractical (in hours per week): 3-	0-0 or 2-1-0 Etc
Block	Unit	Detail	
	Unit-1 भारतीय काव्यशास्त्र :	ATT B	
	> काव्य प्रयोजन		
	काव्य लक्षण		
	काव्य हेतु		
	काव्य का स्वरूप		
	काव्य की आत्मा		8
Block-1	Unit-2 भारतीय काव्य सिद्धां	तः	3
	अंलकार सिद्धांत		E C
	> रीति सिद्धांत		1 A
	> रस सिद्धांत		
	> ध्वनि सिद्धात		
	> वक्राक्त सिद्धात		
	> आाचत्य सिद्धात	U	<u> </u>
	Unit-1 साहित्यशास्त्राय अवध	भारणाए	
	काव्य रूप		ST I I I I I I I I I I I I I I I I I I I
	भाष्य गुण भारत शक्ति		
Block-2	> काव्य दोष		
	Unit-2 नाटशास्त्र:		
	<ul> <li>भारतीय नाटयशास्त्र</li> </ul>	का सामान्य परिचय	
	> वृत्ति		
	अभिनय		
	> रूपक		
	> कथा		
	🕨 नेता या नायक		
	> नायिका		
	🕞 🕨 रगमचीय विशेषताए		
Block- 3	Unit-1 पाश्चात्य काव्यशास्त्र		
	अरस्तूः अनुकरण सिद्ध जननन्त्र करण सिद्ध	द्वात, विरचना सिद्धात न रूभेन्स	
	भ कालारजः कल्पना आ क्रियनर्ग्वर्णि नगरणगणग	र फटस। निप्तांच	
Block- 3	<ul> <li>पङ्सवाथ काव्यमाषा</li> <li>रिज्ञर्टन का नगरेगाण कि</li> </ul>	। राखात के टांन	
DIOCK- J	<ul> <li>रिपछत्त फा तप्रपण ।</li> <li>टीएस दलिगट का </li> </ul>	पञ्चाप नेर्वेयक्तिकता का सिद्धांत	
	Unit-2 हिन्दी आलोचना का र	इतिहास तथा सैन्द्रांतिकी:	

	🕨 हिन्दी आलोचना का विकास						
	सैद्धांतिक आलोचना						
	🕨 स्वछन्दतावादी आलोचना						
	> मार्क्सवादी आलोचना						
	🕨 मनोविश्लेषणवादी आलोचना						
	Unit-1 समीक्षा की विचारधाराएँ:						
	▶ नयी समीक्षा						
	▶ नक्शास्त्रवाद						
	▶ आभिजात्यवाद और नव्य अभिजात्यवाद						
	> विस्तवाद						
	> प्रतीकतार						
	🖌 प्रतिप्रियोद						
	<ul> <li>सरवनापाद तथा उतार सरवनापाद</li> <li>विख्यानन</li> </ul>						
Вюск- 4							
	Unit-2 आलोचना एव आलोचना दृष्टिः						
	रामचन्द्र शक्लः काव्य में लोकमगल						
	🕨 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						
	> मक्तिबोधः नई कविता का आत्मसंघर्ष						
संदर्भ ग्रंथ :							
<u>।</u> 1 शम	िदेवेन्द्र नाथ पाश्चात्य काव्यशास्त्र मयर पेपर बैक्स नोएडा 2002						
2 नव	ल नंदकिशोर हिंदी आलोचना का विकास राजकमल प्रकाशन नई दिल्ली 1984						
3 सिंह	इ. बच्चन भारतीय एवं पाश्रनात्य काव्यशास्त्र का तलनात्मक अध्ययन हरियाणा साहित्य अकादमी चंडीगढ						
198	$\varphi_{i}$ and $\varphi_{i}$ in the second se						
 ⊿ 田×	म् संभागित्र्यं प्राप्तचात्यं कार्यायात्रं विश्वविद्यालयं प्रकाशनं वाराणसी 1988						
4. 142 5 田8	म भगीरथ, नारपारप प्राप्यसात्र, पि पापपारप प्रपत्रसा, पारानसा, 1900						
5. । 6 जिप	ग, गगरेव, फाव्यसात्र , विध्वाययं प्रकारत, परिवर्ता,						
0. 179	गण, पश्चपाय, हिंदा जालायगा, राजपश्च प्रकारांग, पड़ा दुल्ला, 1992 गण हॉ जामचन्द्र भारतीय एवं एफ्ट्रान्स काराणपत्र की कार्यवया चोकभारती एकाणन ट्रन्सटावाट वतीय						
	तारा, डा. रामवन्द्र, मारताय ९५ पारंचात्व काव्यशास्त्र का रूपरखा, लाकमारता प्रकाशन, इलाहाबाद, तृताय जन्म						
रनर-	4739, 2010 ਸ਼ਹਿਸ ਤੱ ਸ਼ਹਿਤ ਸ਼ਾਇ ਨੇ ਤੋਰ ਤਰਤਾਇਤ ਸ਼ਹਿਸ਼ਾਸ਼ ਸੰਤ ਇਹੀਰਸਤਸ਼ ਸਤਰੇਤ ਹਿਸਿਰੇਤ ਰਹੀ ਹਿਤਰੀ 2007						
8. 194	नारियो, डा. पुनात, शांध कस कर, अटलातिक पाब्लशस एड डिस्ट्राब्यूटस प्राइपट लिमिटड, नया दिल्ला, 2007						
9.	१, निमला, पश्चित्यि साहित्य, चिन्तन, रधिाकृष्ण प्रकशिन, नया दिल्ला, 1990						
This cou	rse 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 परीक्ष	ा, परियोजना इकर्ड़ा, दक्षता परीक्षण।						
Suggested Continuous Evaluation Methods.							
पस्तक समीक्षा							
Course prerequisites: To study this course a student must have had the subject							
in alogg/12th/ agettificate/dials a student must have had the subject							
In class/12/11/ certificate/dipioina.							
מויזויא וציאו יוואו אויז אוויז אאומעו מיזי געניין אוויז אוויז אוויז אוויז אוויז אוויז אוויז אוויז געניין געניין געניין געניין געניין געניין געניין גענ							
Suggested equivalent online courses:							
	Further Suggestions:						

PROGRAMME/CLASS : CERTIFICATE		BA-III YEAR		SEMESTER-V	
		Subject: H	Iindi		
Course Co	Course Code: - A010502T			Course Title: 1 का राष्ट्रीय काव्य	
हिन्दी की रा करना।	ष्ट्रीय काव्य चेतना से जुड़े कवि	तयों की रचनाओं	के माध्यम से विद्यार्थि	यों में राष्ट्र के प्रति अनुराग जाग्रत	
С	CREDITES: 5	MAX. MAR 25	MARKS (CIA+ESE) 25+75 MIN PASSING (CIA+ES 10+30		
Total No	of Lectures-Tutorials-P	ractical (in hou	urs per week): 3-	0-0 or 2-1-0 Etc.	
Block	Unit De	etail	R.		
	Unit-1 वीरगाथा काल का रा	ष्ट्रीय कविताः	192973		
Block-1	<ul> <li>चंदबरदाईः पृथ्वीराज</li> <li>जगनिकः आल्हखण्ड (गया न कीन्हीं जिन मलखान)।</li> </ul>	रासों के रेवा तट र नैनागढ़ की लड़ाई कलजुग मां भया	समय के अंश (चढ़त र अथवा आल्हा का हि नक सार) अंतिम पांच	राज पृथ्वीराज। वेवाह खण्ड (प्रथम पांच सुमिरन अंश । अंश (भोर भुरहरे लड़िहैं खूब बीर	
	Unit-2 भक्ति एवं रीतिकाल व > गुरू गोविन्द सिंहः दे की। > भषणः दन्द जिमि जम	का राष्ट्रीय काव्यः हु शिवा वर मोहि म पर बाने फहराने	इहे, बाण चले तेई कुं निज म्यान में मयखें	कुम मानो, यों सुनि के बतियान तिह दारून दहत हरनाकम बिदारिबे कों।	
	Unit-1 भारतेंद्र एवं द्विवेदीयग	नी राष्ट्रीय कविः	, गण जाग ग गपूछ,	्यालग पठत ठरनायुरन विपतारव यम	
Block-2	<ul> <li>भारतेंदु हरिश्चंद्र: 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।</li> <li>अयोध्या सिंह उपाध्याय ''हरिऔध—: कर्मवरी, जन्मभूमि</li> <li>मैथिलीशरण गुप्तः आर्च, मातृभूमि।</li> </ul>				
	UIII-2 छायावाद युगान राष्ट्राय काव्यः > जयशंकर प्रसादः प्रयाण गीत (हिमादि तंग श्रंग) अरुण यह मधमय देश हमारा				
	<ul> <li>सूर्यकांत त्रिपाठी "निराला" : भारती वंदना (भारत विजय विजय करे), जागो फिर एक बार</li> <li>माखनलाल चतुर्वेदी: पुष्प की अभिलाषा, जवानी</li> <li>सभदा कमारी चौहान: वीरों का कैसा हो बसंत झाँसी की रानी</li> </ul>				
	Unit-1 छायावादोत्तर राष्ट्रीय	काव्य:			
	<ul> <li>बालकृष्ण शर्मा नवीनः कवित कुछ ऐसी तान सुनाओ, कोटि कोटि कंठो से निकली आज यही स्वर धारा है।</li> </ul>				
Block-3	<ul> <li>रामधारी सिंह 'दिनकर प्रयामलाल गुप्त Unit-2 समकालीन</li> <li>श्यामनारायण पाण्डेयः</li> <li>हारिका प्रसाद महेश्वर रोपालदास व्यास : रा</li></ul>	र' : शहदी स्तवन ( 'पार्षद'': झं <b>राष्ट्रीय काव्य का !</b> चेतक की वीरता, री: उठो धरा के अ बूनी हस्ताक्षर, शहीव	(कलम आज उनकी ज ंडा गीत (विज <b>प्रथम चरणः</b> राणा प्रताप की तलव मर सपूतों, वीर तुम ब दों में तू नाम लिखा वे	ाय बोल), हिमालय जयी विश्व तिरंगा प्यारा) ार ढ़े चलो ने रे?	
	Unit-1 समकालीन राष्ट्रीय क	ाव्य 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।					
Block-4	🕨 डॉ० रमेश पोखरियाल 'निशंक' : मातृ वंदना, हम भारतवासी					
	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 चिडि़या करती है बसेरा					
	(फिल्म– सिकंदर–आजम– 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 (फना–2006)					
<b>नोटः</b> संशनव	न अथवा संत्रीय परीक्षा (प्रायोगिक कार्य) :					
सत्रीय परेक्षि	ा में विद्यार्थी को आन्तरिक मूल्याकन के अंतर्गत 25 अंक की प्रायमिक परीक्षा देनी होगी, जिसके अंतर्गत					
विद्यार्थिया व	न निम्नलिखित फिल्मा में से कोई एक फिल्म देखकर उसका समाक्षा करना होगा अर्थवा उसमें वीणत सन्दर्श					
पारयाजना व	भय के रूप में, आन्तरिक मूल्याकन हेतु जमा करना होगा <del>ं</del> –					
आनदमठ						
हकाकत						
अपकार जनीन						
राष्ट्राप गॉली						
ਗਯ ਤਿਹੀ• ਟ ਸ਼ਹਿ	र्गतन्त्र स्टाहक					
ठरान् ५ साजपणल रह्नाइफ केसरी						
973131						
संदर्भ गंथ:	जिमसा के जिससा के जिस					
1 तित	गरी उदयनारायण वीर काव्य भारती भण्डार प्रयाग प्रथम संस्करण संवत 2005 वि					
्र चंद	बरदाई, पथ्वीराज रासो मोहनलाल विष्णलाल पंड्या और श्याम सन्दर दास, नागरी प्रचारणी सभा, वाराणसी,					
	म संस्करण, सन 1906.					
3. सिं	इ, शांता, चंदबरदाई, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2017					
4. कृम	पुर, अयोध्याप्रसाद गुप्त, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2014					
5. आ	न्हखण्ड, ई पुस्तकालय डॉट कॉम					
6. श्य	ामसुंदरदास (संपा.), परमाल रासो, नागरी प्रचारणी सभा, वाराणसी, प्रथम संस्करण					
७. सिं	ह, डॉ. महीप, गुरु गोविन्द सिंह और उनका काव्य, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, सन 1969, प्रथम					
संर	करण					
8. बोर	ा, राजमल, भूषण, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2017					
9. मिश	भ, आचार्य विश्वनाथ प्रसाद, वाणी वितान, वाराणसी, संवत 2010 वि .					
10. রিড	ारत्न दास, भारतेंदु ग्रंथावली, वाराणसी					
11. गिर	रीश, गिरिजदत्त शुक्ल, महाकवि हरिऔध, अरुणोदय पब्लिशिंग हाउस, प्रयाग, सन 1932					
12. पार	नीवाल, डॉ. कृष्णदत्त, मैथिलीशरण गुस ग्रंथावली, वाणी प्रकाशन, नयी दिल्ली, सन 2008					
13. व्या	स, विनोद शंकर(संपा.), प्रसाद और उनका साहित्य, विद्या भास्कर बुक डिपो, वाराणसी					
14. वार	नपेयी, नददुलारे, जयशंकर प्रसाद, लीडर प्रेस, इलाहाबाद					
15बि	सारिया, डॉ. पुनीत, भारतीय सिनेमा का सफरनामा, अटलाटिक पब्लिकेशन्स प्राइवेट लिमिटेड, नयी दिल्ली, 2014					

- 16. अरुण, डॉ. योगेन्द्रनाथ शर्मा एवं कन्डियाल, बेचौन, हिमवंत का राष्ट्रीय कवि श्निशंकश, अनंग प्रकाशन, दिल्ली, 2020
- 17. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांतिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007
- 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 इकर्ड़ा, 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						
Course Code: - <b>A010601T</b> भाषा के अंगों, हिन्दी भाषा के उद्भव तथा विकास और को दिन्दी की वैचार्सिक एवं			Cou भाषा विज्ञान, हिन्दी देवनागरी लिपि के स्वरूप की वेधानिक स्थिति से परिचित व	urse Title: भाषा तथा देवनागिरी लिपि गे जानकारी प्राप्त होगी। विद्यार्थियों कराना।			
CREDITES: 5		MAX. N	ARKS (CIA+ESE) 25+75	MIN PASSING MARKS (CIA+ESE) 10+30			
Total No	o. of Lectures-Tutorials-P	ractical (i	n hours per week): 3-	0-0 or 2-1-0 Etc.			
Block	Unit Det	tail					
Block-I	Unit-1 भाषा एवं भाषा विज्ञान > भाषाः परिभाषा, स्वरूप > भाष विज्ञानः परिभाषा Unit-2 भाषिक संरचना तथा > ध्वनि > शब्द > रूप > वाक्य > प्रोक्ति > अर्थ	ा का सामान्य म, अभिलक्षण , प्रकार, क्षेत्र, स्तरः	<b>। परिचयः</b> . शाखाएँ	and the			
Block-II	Unit-1 हिन्दी भाषा का उत्पात > पृष्ठभूमि > अपभ्रंश > अवहट्ट > पुरानी हिन्दी > मानक हिन्दी Unit-2 हिन्दी शब्द सम्पाद अं हिन्दी ध्वनियों का वर्गीकरण आ	त तथा विक रे उसके मूर धार-वाहय !	<b>ल स्रोतः</b> प्रयत्न, आभ्यंतर, उच्चारण, स्	थान, प्राणत्व और अनुनासिकता			
Block- III Block- IV	Unit-1 हिन्दी की उपभाषाओं > पश्चिमी हिन्दी > पूर्वी हिन्दी > पहाड़ी हिन्दी > राजस्थानी हिन्दी > बिहारी हिन्दी Unit-2 हिन्दी की वैधानिक स > राजभाषा आयोग > राजभाषा आधीनियम त > संवैधानिक प्रावधान तझ Unit- 1 देवानागिरी लिपिः > नामकरण > उद्धव और विकास > विशेषताएं	<b>तथा बोलि</b> र <b>तथा संवैधानि</b> था उनका वि था उनका वि	यों का परिचयः क स्थितिः गश्लेषण श्लेषण				

	🕨 वैज्ञानिकता				
	> समस्या				
Block- IV	> सुधार				
	Unit- 2 क्षेत्रीय बोली का विशेष अध्ययनः				
	क्षेत्रीय बोली का विकास क्रम				
	क्षेत्रीय बोली का साहित्यिक विकास				
संदर्भ ग्रंथः					
<ol> <li>1. शर्मा</li> </ol>	आचार्य देवेन्द्रनाथ, भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दरियागंज, नयी दिल्ली, 1972				
2. द्विवे	दी कपिल देव, भाषा–विज्ञान एवं भाषा–शास्त्र विश्वविद्यालय प्रकाशन, वाराणसी, 1980				
3. तिवा	री भोलानाथ, हिंदी भाषा का इतिहास, वाणी प्रकाशन, नई दिल्ली, 1987				
4. त्रिप	ाठी 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. तिव	री भोलनाथ, भाषा विज्ञान, किताब महल, इलाहाबाद, 1999				
7. वर्मा	डाँ० धीरेन्द्र, हिंदी भाषा और लिपि, हिन्दुस्तानी एकेडमी, प्रयोग 1951				
8. बाहर	रीहरदेव, हिन्दी भाषा, अभिव्यक्ति प्रकाश, दिल्ली, 2017				
9. बाहर	री हर देव, हिन्दी उद्ध <mark>व, विकास औ</mark> र रूप, किताब महल, इलाहाबाद, 42वां संस्करण, 2018				
This cou	rse can be opted as an elective by the students of following subjects:				
इंटरमीडिएट	ं अथवा समकक् <mark>ष परीक्षा उत्तीर्ण कर चुके</mark> समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।				
Suggested	l Continuous Evaluation Methods:				
लिखित परीक्ष	n, परियोजना इकर्झा, दक्षता परीक्षण।				
Suggested	Continuous Evaluation Methods:				
कृति विशेष के	भाषिक विश्लेषण पर परियोजना कार्य।				
Course pre	requisites: To study this course, a student must have had the subject				
in cl	ass/12th/ certificate/diploma.				
सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)					
Suggested	equivalent online courses:				
Further Sug	ggestions:				

PROGRAMME/CLASS : CERTIFICATE		BA-III YEAR		SEMESTER-VI			
	Subject: Hindi						
Course Code: - A010602T Course Title:				urse Title:			
		के प्रवच्याण	लोक साहित गोगनान में निनार्थी में उन्ने प	त्य एव लोक संस्कृति गिनिन करणा नुश्य रोक संसकति के			
गरिताय संस्कृ विकास से वि	गत म जनश्रुति स निमित साहत्य द्यार्थियों को अवगत कराना।	क महत्वपूर्ण	यागदान स विद्यार्थियां का प	।।राचत कराना तथा लाक संस्कृति क			
CREDITES: 5MAX. MARKS (CIA+ESE) 25+75MIN PASSING MAR (CIA+ESE) 10+30				MIN PASSING MARKS (CIA+ESE) 10+30			
Total No.	of Lectures-Tutorials-Prac	ctical (in h	ours per week): <b>3-0-0</b>				
Block		Unit	Detail				
Block-I	Unit-1 लोक साहित्य का सा <ul> <li>लोक साहित्य परिभाषा</li> </ul> Unit-2 लोक साहित्य और शिष्ट लोक साहित्य और शिष्ट	मान्य परिचयः , क्षेत्र, वर्गीक ष्ट साहित्यः : साहित्य का	रण पारस्परिक संबंध	2			
Block-II	Unit-1 लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकताः         > लोक साहित्य में लोक संस्कृति का चित्रण, लोक संस्कृति औा राष्ट्रीय एकता।         Block-II         Unit-2 लोक साहित्य का संकलन, संरक्षण एवं संवर्धनः         > लोक साहित्य संकलन, संरक्षण एवं संवर्द्धन, राष्ट्रीय जीवन में लोक साहित्य का महत्व।						
Block-III	Unit-1 लोक साहित्य की विविध विधाएँ: <ul> <li>लोक गीत, लोक कथा, लोक नाट्य एंव लोक संगीत</li> </ul> Block-III <li>Unit-2 लोक का प्रकीर्ण साहित्य:</li> <li>लोकोक्तियाँ, मुहावेर एवं पहेलियाँ—परंपरा एवं महत्व</li>						
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         का परिचय         > (इस इकाई में सम्बन्धित विश्वविद्यालय / संस्था अपनी सुविधानुसार आंचलिक लोक साहित्य के बारे में अध्ययन कराएंगे।)						
संदर्भ ग्रंथः 1. प्रसा 2. शर्मा 3. सकर 4. उपा 5. सुमन् 6. मिश्र 7. मिश्र 8. याद 9. बिस 10. डॉ. 11. बिस	द, डॉ. दिनेश्वर, लोक साहित्य और , डॉ.श्रीराम, लोक साहित्य सिद्धांत सेना, डॉ. उषा,लोक साहित्य एवं ले ध्याय,कृष्णदेव, लोक साहित्य की भृ न, रामनाथ, संपादक,सम्मेलन पत्रिव , प्रो. चितरंजन एवं ओझा, दुर्गाप्रस , डॉ. श्रीधर,भोजपुरी लोक साहित्य व, डॉ वीरेंद्र सिंह, भारत का लोक ारिया, डॉ.पुनीत एवं यादव,डॉ.बीरेंद्र सत्येंद्र लोक साहित्य विज्ञान ,शिवय ारिया, डॉ.पुनीत. बन्देली महिमा रा	र संस्कृति ,ल और प्रयोग, ोक संस्कृति, [मिका ,साहित हा, लोक संस्कृ ता, लोक संस्कृ ता, सांस्कृतिक सांस्कृतिक जि सिंह, भोजपुज लाल अग्रवाल जकमल प्रका	क भारती प्रकाशन ,प्रयागराज, विनोद पुस्तक मंदिर ,आगरा, 1 राजभाषा प्रकाशन ,दिल्ली, 200 य भवन प्राइवेट लिमिटेड , प्रया कृति विशेषांक, प्रयागराज, संवत न हिंदी एवं अवधी कविता ,प्रक क अध्ययन ,हिंदुस्तानी एकेडमी, वेमर्श, कौटिल्य बुक्स ,नई दिल्ल रो विमर्श, निर्मल पब्लिकेशन्स, 1 कंपनी,आगरा, 1974 शन, नयी दिल्ली, 2017	1973 973 7 गराज, 1957 2010 1शन केंद्र, लखनऊ, 2019 प्रयागराज, 1974 नी, 2018 देल्ली,2009			

- 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 इकर्ड़ा, 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:





PROGR	AMME/CLASS	BA	-I YEAR	SEMESTER-I				
:CEI	Subject: History							
Course Co	de: A050101T		Course Title : And 1206 A.D.)	ient and Early Medieval India (Till				
CREDITE	2S: 6	MAX. MARKS (CIA+ESE) 25+75		MIN PASSING MARKS (CIA+ESE)10+30				
इस पाठ्यक्र सामाजिक, लेखन की वि	ग्म के अंतर्गत विद्यार्थी धार्मिक, दार्शनिक, सां वेभिन्न प्रविधियों से <mark>परि</mark>	गण भारत में प स्कृतिक एवं उ चित होंगे।	गाषाण काल से लेकर क आर्थिक परिवर्तनों से प	नुकीं आगमन तक हुए राजनीतिक, रिचित होंगे साथ ही साथ इतिहास				
Block	Unit Details	3		92				
Block I	Unit -1. Introduct Short brief History	ion to ancien of Pre Histo	t History, pric age Early State 1	formation in South India				
Block II	<b>Unit</b> – 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		
	Sub	ject: History			
Course Co	ode: A050101T	Course Title : History of M India (1206 A.D - 1757 A	/Iedieval .D)		
CREDIT	ES: 6	MAX. MARKS (CIA+ESE) 25+75	MIN PASSING MARKS (CIA+ESE)10+30		
इस पाठ्यक्रम के अंतर्गत विद्यार्थीगण भारत में तुर्की आगमन से लेकर मुगल तक हुए राजनीतिक, सामाजिक, धार्मिक, दार्शनिक एवं सांस्कृतिक परिवर्तनों से परिचित हो सकेंगे साथ ही साथ भारत और पश्चिम के बीच उभरते हुए संबंधों से भी परिचित हो सकेंगे					
Block	Unit Details				
Block I	Unit –I. The Early Turks				
	Unit – II The Khiljis				
	<mark>Unit –III T</mark> he Tuglaqs				
	Unit –I The Lodhis				
Block II	Unit- II Sultanate period, Adı	ninistration, Religion, Polic	cies and etc.		
BLOCK III	Unit-I The Mughals (Babar Unit-II Interlude of Shershah land revenue system	r and Humayun) Suri with special reference	e to administration and		
	Unit –I Akbar to Shahjahan		X I		
BLOCK	Mansabdari, Relation with Ra	jpoot and			
IV	Maharana Pratap Religious P	olicy			
	Unit-II Aurangzeb and Rajpu	tNIVL'			
	Religious and Deccan Policy				
	Unit – III Decline and disintegration of Mughals				
DLOCK	Unit –I Rise of Marathas Un	der Shiva Ji			
BLUCK	Administration, Revenue System, Concept of Hindu Pad – Pad Shahi and later				
•	Mughals		1 1 2 1 1		
BLOCK	Unit-I Development of Archi	tecture and painting in Mug	hals Period		
VI	Unit- II Development of Suf	ism in India	r 1'		
Unit – III Bhakti Movement Re strengthening in North India					

PRO	GRAMME/CLASS	BA-2 <sup>nd</sup>	YEAR		
:	CERTIFICATE			SEMESTER-III	
		Subject: His	tory		
Course Co	ode: A050301T		Course Title	: History of Modern India	
			(1757 A.D –	1857 A.D)	
CREDIT	ES: 6	MAX. MA	RKS	MIN PASSING MARKS	
		(CIA+ESE	) 25+75	(CIA+ESE)10+30	
इस पाठ्यव्र	<b>pम के अंतर्गत विद्यार्थीगण भा</b> ग	रत में यूरोपीय	आगमन से लेव	<b>p</b> र 1857 के विद्रोह तक हुए	
ब्रिटिश सार	म्राज्यवाद के विस्तार के विभिन्न	। चरणों से तथ	<mark>। समका</mark> लीन प	गरिस्थितियों में किस ब्रिटिश	
राजस्व प्रण	nली भारतीय शोषण का कारण	<mark>। बनी और कि</mark>	न परिस्थितियों	में भारतीय नवजागरण	
पुनर्जागरण	। प्रारंभ हुआ, ज <mark>ैसे मुद्दों से पर</mark> ि	चेत हो सकेंगे			
0	Unit Details		192		
Block	line -				
<b>Block I</b>	Unit 1 Arrival of Europea	n Companies	: Rivalry for	Control.	
	Unit 2 Ascendancy of Brit	tish East Indi	a Company : ]	Plassey and Buxar and its	
	Impact.			2	
Dia ale II	Unit 1 Territorial Expansi	on of East In	dia Company	: 1770-1813	
BIOCK II	Unit 2 Territorial Expansio	on of East Inc	lia Company:	1813-1856.	
<b>PI OCK</b>	Unit I Rise of Punjab und	ler Ranjeet Si	ingh: conques	ts and administration.	
DLUCK	Unit 2 Rise of Hyderabad	and Mysore	in 18 <sup>th</sup> centur	y	
111	Unit 1 System during cold	nial period			
BLOCK	Unit 2 Land Revenue syst	em			
IV	Permanent settlem	nent,			
	Raiyatwari	,			
	Mahaalwari system	m.	XC		
	Unit 1 Indian Renaissance	e: Reform and	d revivals.		
BLOCK	Unit 2 Revolt of 1857				
V	· ·//Alm	D -	, upper		

PRC :	OGRAMME/CLASS CERTIFICATE	BA-2 <sup>nd</sup> YEAR		SEME	STER-IV		
	Subject: History						
Course Code: A050401T Course Code: A050401T Course Code: A050401T Course Title : History of Modern India (1857A.D – 1950 A.D)				of 1950			
CREDITES: 6MAX. MARKS (CIA+ESE) 25+75MIN PAS MARKS (CIA+ESE)			MIN PAS MARKS (CIA+ES]	SING E)10+30			
इस पाठ्यक्र नीतियों के उ विकास से , पश्चात देशी	इस पाठ्यक्रम के अंतर्गत विद्यार्थीगण भारत में यूरोपीय आगमन से लेकर 1857 के पश्चात ब्रिटिश राजनीतिक नीतियों के अध्ययन ,भारत में ब्रिटिश शिक्षा और रेलवे के विकास के विभिन्न चरणों से, भारत में संवैधानिक विकास से , ब्रिटिश की फूट डालो राज करो कि नीति के कारण अस्तित्व में संप्रदायवाद से तथा आजादी के						
Block	Unit Details			8	No. of The Lectures		
Block I	Unit 1 Lord Lytton Unit 2 Lord Ripon Unit 3 Lord Curzon Unit 4 Partition of Bengal.		Ĩ	विन न			
Block II	Unit 1 Commercialization Unit 2 Development of R	n of Agricultu ailway and it	are and its Imp s Impact.	pact on India.			
BLOCK Unit 1 Development of Education in Colonial India.							
<b>BLOCK</b> Unit 1 Morley-Minto reforms, Govt. of India Act 1919 and 1935.							
BLOCK VUnit 1 Rise and Development of Communalism in India.BLOCK Unit 2 Mergers of Princely states after Independence Unit 3 Role of Sardar Vallabh bhai patel							

PRO :	GRAMME/CLASS CERTIFICATE	BA-3rd	<sup>I</sup> YEAR	SEMESTER-V	
	S	ubject: Hi	istory		
Course Co	ode: A050501T		Course Title India.	: Nationalism in	
CREDITES: 5		MAX. M (CIA+ES	ARKS SE) 25+75	MIN PASSING MARKS (CIA+ESE)10+30	
एक छात्र के लिए भारतीय आधुनिक इतिहास और राष्ट्रवाद की समझ विकसित करने के लिए भारतीय राष्ट्रीय आंदोलन से परिचित होना अपरिहार्य है। यह पाठ्यक्रम छात्रों को भारतीय स्वतंत्रता संग्राम और भारतीय राष्ट्रवाद की प्रमुख अवधारणाओं का अवलोकन प्रदान करने के लिए डिज़ाइन किया गया है, जो उन्हें एक कर्तव्यनिष्ठ नागरिक के रूप में विकसित करेगा। यह पेपर स्वतंत्रता आंदोलन के इतिहास को इस तरह से कवर करता है कि प्रत्येक खंड, जिसने देश की आजादी में महत्वपूर्ण भूमिका निभाई, को छात्रों से परिचित कराया जाता है।					
Block	Unit Details		$\langle \rangle$	8	
Block I	Unit 1 First war of Indepe	endence: Cau	ises, Impact ar	nd Nature.	
Block II	Unit 1 Factor leading to th Unit 2 Theories of Nation	ne growth of alism : View	<sup>°</sup> Nationalism i vs of Gandhi a	in India. nd Tagore	
BLOCK III	K Unit 1 Early phase: the Ideology, Programme and Policy of Moderates. Unit 2 Extremist phase: Rise and development of Extremist in India.				
BLOCK IV	Unit 1 Swadeshi Movement         Unit 2 Congress split at Surat         Unit 3 Rise of Muslim League: Demands and Programme.				
BLOCK V	Unit 1 National awakening during First World Unit 2 Lucknow Pact Unit 3 Home rule Movement.				

Subject: History         Course Code: A050502T (Optional)         Course Title : History of Modern World (1453 A,D, - 1815 A.D.)         CREDITES: 5         MAX. MARKS (CIA+ESE) 25+75         MAX. MARKS (CIA+ESE) 25+75         WIN PASSING MARKS (CIA+ESE) 10+30         are dury up with the standard standa	PRC :	OGRAMME/CLASS CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-V	
Course Code: A050502T (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         यह पेपर एक धार्मिक समाज से आधुनिक राष्ट्र-राज्य प्रणाली तक आधुनिक यूरोप की समझ विकसित करने के लिए डिज़ाइन किया गया है। पुनर्जागरण और उसके यूरोपीय समाज, अर्थव्यवस्था, राजनीति और संस्कृति पर परिणाम और सबसे बढ़कर रोमन कैथोलिक चर्च के टूटने से राष्ट्र-राज्य का विकास हुआ और नई विचारधाराओं का उदय हुआ जिसकी परिणति फ्रांसीसी क्रांति के रूप में हुई, जिसे आखिरी कील माना जाता है। मध्यकालीन ताबूत और यूरोपीय संदर्भ में आधुनिक समय का पहला उद्गम स्थल। यह पेपर यूरोप में नेपोलियन युग को भी कवर करता है।         Block       Unit Details         Block II       Unit 1 Political and Religious structure of Europe in the early 15 <sup>th</sup> Century Unit 2 Religious warfare: The Thirty Years War.         Unit 1 Reformation Movement in Europe and Role of Martin Luther.       Unit 1 Glorious Revolution and Development of Cabinet system in England.         BLOCK III       Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK V       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	Subject: History					
CREDITES: 5       MAX. MARKS (CIA+ESE) 25+75       MIN PASSING MARKS (CIA+ESE) 10+30         यह पेपर एक धार्मिक समाज से आधुनिक राष्ट्र-राज्य प्रणाली तक आधुनिक यूरोप की समझ विकसित करने के लिए डिज़ाइन किया गया है। पुनर्जागरण और उसके यूरोपीय समाज, अर्थव्यवस्था, राजनीति और संस्कृति पर परिणाम और सबसे बढ़कर रोमन कैथोलिक चर्च के टूटने से राष्ट्र-राज्य का विकास हुआ और नई विचारधाराओं का उदय हुआ जिसकी परिणति फ्रांसीसी क्रांति के रूप में हुई, जिसे आखिरी कील माना जाता है। मध्यकालीन ताबूत और यूरोपीय संदर्भ में आधुनिक समय का पहला उद्रम स्थल। यह पेपर यूरोप में नेपोलियन युग को भी कवर करता है।         Block       Unit Details         Block I       Unit 1 Political and Religious structure of Europe in the early 15 <sup>th</sup> Century Unit 2 Renaissance: Its Causes, Feature and Impact.         Unit 1 Reformation Movement in Europe and Role of Martin Luther.         Unit 2 Religious warfare: The Thirty Years War.         Unit 1 Glorious Revolution and Development of Cabinet system in England.         Unit 2 Industrial Revolution: Causes, Significance and Impact on world.         BLOCK IV       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	Course Code: A050502T (Optional)			Course Titl Modern Wo 1815 A.D.)	e : History of rld (1453 A,D, -	
(CIA+ESE) 25+75MARKS (CIA+ESE)10+30यह पेपर एक धार्मिक समाज से आधुनिक राष्ट्र-राज्य प्रणाली तक आधुनिक यूरोप की समझ विकसित करने के लिए डिज़ाइन किया गया है। पुनर्जागरण और उसके यूरोपीय समाज, अर्थव्यवस्था, राजनीति और संस्कृति पर परिणाम और सबसे बढ़कर रोमन कैथोलिक चर्च के टूटने से राष्ट्र-राज्य का विकास हुआ और नई विचारधाराओं का उदय हुआ जिसकी परिणति फ्रांसीसी क्रांति के रूप में हुई, जिसे आखिरी कील माना जाता है। मध्यकालीन ताबूत और यूरोपीय संदर्भ में आधुनिक समय का पहला उद्गम स्थल। यह पेपर यूरोप में नेपोलियन युग को भी कवर करता है।BlockUnit 1 Political and Religious structure of Europe in the early 15th Century Unit 2 Renaissance: Its Causes, Feature and Impact.Block IIUnit 1 Reformation Movement in Europe and Role of Martin Luther. Unit 2 Religious warfare: The Thirty Years War.BLOCKUnit 1 French Revolution: Causes, Significance and Impact on world.BLOCKUnit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	CREDI	ГЕS: 5	MAX. M	ARKS	MIN PASSING	
(CIA+ESE)10+30         ug Uut vot ulffa Harsen			(CIA+ES	E) 25+75	MARKS	
यह पेपर एक धार्मिक समाज से आधुनिक राष्ट्र-राज्य प्रणाली तक आधुनिक यूरोप की समझ विकसित करने के लिए डिज़ाइन किया गया है। पुनर्जागरण और उसके यूरोपीय समाज, अर्थव्यवस्था, राजनीति और संस्कृति पर परिणाम और सबसे बढ़कर रोमन कैथोलिक चर्च के टूटने से राष्ट्र-राज्य का विकास हुआ और नई विचारधाराओं का उदय हुआ जिसकी परिणति फ्रांसीसी क्रांति के रूप में हुई, जिसे आखिरी कील माना जाता है। मध्यकालीन ताबूत और यूरोपीय संदर्भ में आधुनिक समय का पहला उद्गम स्थल। यह पेपर यूरोप में नेपोलियन युग को भी कवर करता है।         Block       Unit Details         Block I       Unit 1 Political and Religious structure of Europe in the early 15 <sup>th</sup> Century Unit 2 Renaissance: Its Causes, Feature and Impact.         Block II       Unit 1 Reformation Movement in Europe and Role of Martin Luther. Unit 2 Religious warfare: The Thirty Years War.         BLOCK       Unit 1 Glorious Revolution and Development of Cabinet system in England. Unit 2 Industrial Revolution in 18th Century. III         BLOCK       Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.					(CIA+ESE)10+30	
ug dux vø ulffø turin til signa til ugen til turing turing i turing i turing ture turing ture turing ture turing ture turing turing turing turing						
Block       Unit Details         Block I       Unit 1 Political and Religious structure of Europe in the early 15 <sup>th</sup> Century Unit 2 Renaissance: Its Causes, Feature and Impact.         Block II       Unit 1 Reformation Movement in Europe and Role of Martin Luther.         Block II       Unit 2 Religious warfare: The Thirty Years War.         Block II       Unit 1 Glorious Revolution and Development of Cabinet system in England.         BLOCK       Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK       Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign         Policy.       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign	यह पेपर एक धार्मिक समाज से आधुनिक राष्ट्र-राज्य प्रणाली तक आधुनिक यूरोप की समझ विकसित करने के लिए डिज़ाइन किया गया है। पुनर्जागरण और उसके यूरोपीय समाज, अर्थव्यवस्था, राजनीति और संस्कृति पर परिणाम और सबसे बढ़कर रोमन कैथोलिक चर्च के टूटने से राष्ट्र-राज्य का विकास हुआ और नई विचारधाराओं का उदय हुआ जिसकी परिणति फ्रांसीसी क्रांति के रूप में हुई, जिसे आखिरी कील माना जाता है। मध्यकालीन ताबूत और यूरोपीय संदर्भ में आधुनिक समय का पहला					
Block IUnit 1 Political and Religious structure of Europe in the early 15th Century Unit 2 Renaissance: Its Causes, Feature and Impact.Block IIUnit 1 Reformation Movement in Europe and Role of Martin Luther. Unit 2 Religious warfare: The Thirty Years War.BLOCKUnit 1 Glorious Revolution and Development of Cabinet system in England. Unit 2 Industrial Revolution in 18th Century.BLOCKUnit 1 French Revolution: Causes, Significance and Impact on world.BLOCKUnit 1 Napoleon Bonaparte: Reforms, Continental System and His ForeignBLOCKUnit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign	Block	Unit Details		ΪX/		
Unit 2 Renaissance: Its Causes, Feature and Impact.         Unit 1 Reformation Movement in Europe and Role of Martin Luther.         Unit 2 Religious warfare: The Thirty Years War.         Unit 1 Glorious Revolution and Development of Cabinet system in England.         Unit 2 Industrial Revolution in 18th Century.         III         BLOCK         IV         Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK         IV         BLOCK         V         Policy.	Block I	Unit 1 Political and Relig	ious structur	e of Europe in	the early 15 <sup>th</sup> Century	
Block II       Unit 1 Reformation Movement in Europe and Role of Warth Europe.         Block II       Unit 2 Religious warfare: The Thirty Years War.         Unit 1 Glorious Revolution and Development of Cabinet system in England.         Unit 2 Industrial Revolution in 18th Century.         III         BLOCK         IV         Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK         IV         BLOCK         V         Policy.		Unit 2 Renaissance: Its Ca Unit 1 Reformation Move	auses, Featur	e and Impact.	of Martin Luther	
BLOCK       Unit 1 Glorious Revolution and Development of Cabinet system in England.         Unit 2 Industrial Revolution in 18th Century.         III         BLOCK         IV         Unit 1 French Revolution: Causes, Significance and Impact on world.         BLOCK         IV         Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign         Policy.	Block II	Unit 2 Religious warfare:	The Thirty	lears War.	or wartin Lutier.	
BLOCK       Unit 1 French Revolution: Causes, Significance and Impact on world.         IV       Unit 1 Napoleon Bonaparte: Reforms, Continental System and His Foreign         BLOCK       Policy.	BLOCK III	Unit 1 Glorious Revolution and Development of Cabinet system in England.         K         Unit 2 Industrial Revolution in 18th Century.				
BLOCK Policy.	BLOCK IV	Unit 1 French Revolution: Causes, Significance and Impact on world.				
	BLOCK	Unit 1 Napoleon Bonapar Policy.	te: Reforms,	Continental S	ystem and His Foreign	

PROC :C	GRAMME/CLASS CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEM	ESTER-V	
	S	Subject: His	tory			
Course Code: A050503T (Optional)		)	Course Titl Economic I India (1200	e : Social a History of M A.D- 1700	and Medieval A.D)	
CREDITES: 5		MAX. MARKS (CIA+ESE) 25+75 (CIA		MIN PAS MARKS (CIA+ES	SSING E)10+30	
इस पेपर में मध्यकालीन भारत के सामाजिक, आर्थिक और सांस्कृतिक पहलू को शामिल किया गया है। इस पेपर में छात्र को मध्यकालीन भारत के संतों से परिचित कराया जाएगा जिन्होंने भक्ति आंदोलन का मार्ग दिखाया और तुर्क और मुगल हमलों के दौरान भारतीय संस्कृति और धर्म को विकसित किया। इसमें मध्यकालीन भारतीय इतिहास में महिलाओं की स्थिति को भी शामिल किया गया है। तुर्क, तैमुर, मुगल और अफगानी आक्रमणों के बावजूद भारतीय अर्थव्यवस्था का पूरे विश्व की अर्थव्यवस्था में बड़ा योगदान था, यह बात इतिहास के अध्येताओं को भी मालम होगी।						
Block	Unit Details			<b>4</b> 4	No. of The Lectures	
Block I	Unit 1 Social condition	during Sult	anate Period	riod		
Block II	Unit 1 Sufism and Bhakti Movement in India.					
BLOCK III	Unit 1 Market Control Policy and Revenue system of Allauddin Khilji. Unit 2 Land Revenue System during Sultanate Period. Unit 3 Trade and Commerce during Sultanate Period					
BLOCK IV	Unit 1 Land Revenue System during Mughal Period. Unit 2 Trade and Commerce during Mughal Period.					
BLOCK V	Unit 2 Vide and Confinerce during Mughal Period. Unit 2 Women's Condition during Mughal Period.					
BLOCK VI	Unit 1 Development of Unit 2 Development of	<ul><li>Unit 1 Development of Banking system during Mughal Period.</li><li>Unit 2 Development of Industry during Mughal Period.</li></ul>				

PRO	OGRAMME/CLASS :CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-V	
		Subject: Hist	tory		
Course Co	de: A050504T (Optional)		Course Title :	Ethics in History	
CREDITES: 5 MAX. MAR (CIA+ESE)		RKS 25+75	MIN PASSING MARKS (CIA+ESE)10+30		
छात्रों के मन में नैतिक मूल्यों को विकसित करने के लिए इतिहास उत्कृष्ट स्थिति में है। शंकराचार्य, बुद्ध, राम, महाराणा प्रताप, गुरु नानक, स्वामी दयानंद, स्वामी विवेकानंद, महात्मा गांधी, अरबिंदो और राधाकृष्णन आदि जैसे महान संतों, नायकों और सुधारकों की जीवन कहानियों के साथ वेद और गीता का अध्ययन छात्रों को सच्चा, साहसी बनने के लिए प्रोत्साहित करता है।, न्यायप्रिय और निःस्वार्थ।					
Block	Unit Details				
Block I	Unit 1 Introduction of Ethic	s- History.	989/3		
	Unit 2 Determinants of Ethi	ics, Normative	and Applied H	Ethics	
Block II	Unit 1 Different early Indian approach to understand Ethics.				
BLOCK III	<ul> <li>K Unit 1 Dharma and Rationality.</li> <li>Unit 2 The Bhakti Movement.</li> </ul>				
DLOCK	Unit 1 Ideas and Ethical Phi	losophy of Au	robindo		
BLOCK IV	V Unit 2 Ideas and Ethical Philosophy of Gandhi and Radhakrishnan				
REAL START SUMMERSING					

PR	OGRAMME/CLASS :CERTIFICATE	BA-3rd	<sup>1</sup> YEAR	SEMESTER-V			
	Subject: History						
Course Co	ode: A050501R		Course Title Methodology Maps	: Research y, Tour and Study of			
CREDITES: 5		MAX. MARKS 100 (50 Project Report + 50 Research Analysis)		MIN PASSING MARKS 40			
छात्र समझ सकेंगे • अनुसंधान पद्धति का गहन ज्ञान। • ऐतिहासिक स्थानों के बीच भिन्नता. • विभिन्न प्राकृतिक और सांस्कृतिक परिवेश वाले लोगों के साथ बातचीत। • दौरा किये जा रहे ऐतिहासिक क्षेत्र का अध्ययन।							
Block	Unit Details						
Block I	Unit 1 Student has to prepare	research repo	rt on any releva	nt topic of his/her			
	interest in consultation with Su	ipervisor. Sup	pervisor will tea	heh following to their			
	students for enabling students	to prepare res	search report;				
	Meaning, types and significan	ce of Researc	ch, Literature re	eview and formulation of			
	research design, research prol	blem, objectiv	ves, 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 explai	n all the steps	s and methods f	for preparing Tour report.			
		MAHAR	AJUN				

PRO :	GRAMME/CLASS CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-VI	
Subject: History					
Course Co	ode: A050601T (Compulsor	ту)	Course Title Mass Mover	: Era of Gandhi and nent.	
CREDITES: 5		MAX. MAI (CIA+ESE)	RKS ) 25+75	MIN PASSING MARKS (CIA+ESE)10+30	
यह पेपर छात्रों को गांधीवादी दर्शन, उच्च उपकरणों और तकनीकों से परिचित कराने के लिए डिज़ाइन किया गया है, जिन्होंने भारत में एक जन आंदोलन की शुरुआत की। यह पेपर क्रांतिकारी आंदोलनकारियों और गांधीवादी कार्यक्रमों के उदय को कवर करता है जिन्होंने बीसवीं सदी में भारतीय राष्ट्रीय आंदोलन का मार्ग प्रशस्त किया। इसका समापन राष्ट्रीय आंदोलन में 'नेता जी' सुभाष चंद्र बोस की महत्वपूर्ण भूमिका के साथ हुआ।					
Block	Unit Details		7	<b>A</b>	
Block I	Unit 1 Entry of Gandhi ar Unit 2 Non- Cooperation	nd The Non C Movment	o-operation I	Movement.	
Block II	Unit 1 Rise of Revolutionary Movement in India with special reference to HRA,. Unit 2 HSRA and Trial of Bhagat Singh				
BLOCK III	Unit 1 Rise of Revolutionary Movement outside India with special reference to Gadar Party.				
BLOCK IV	OCKUnit 1 Simon commission, Nehru report,IVUnit 2 The Civil Disobedience Movement				
BLOCK V	CKUnit 1 The Quit India Movement.Unit 2 Constitutional Crisis : Cripps and Cabinet Mission.				
BLOCK VI	Unit 1 Subhas Chandra Bose and Indian National Army. Unit 2 Mountbatten Plan Unit 3 Partition and Independence.				

PR	OGRAMME/CLASS			
	:CERTIFICATE	BA-3 <sup>rd</sup> YEAR SEMESTER-VI		SEMESTER-VI
		Subject: His	tory	
Course Cod	e: A050602T (Optional)		Course Title :	History of Modern world
CDEDITE	S. <b>F</b>	MAV MAD	(1815A.D- 194 VS	5A.D)
CREDITES: 5		(CIA+ESE)	ns 25+75	(CIA+ESE)10+30
		(011/101)		(011/202)10/00
यह पेपर छ	ात्रों को यूरोप में हुए तीव्र परिवर्त	नों से परिचित व	कराने के लिए डि	ज़ाइन किया गया है। राष्ट्रीयताओं
की स्थिति उ	की स्थिति और राजत्व के पारंपरिक सिद्धांत को चुनौती देने वाली नई व्यवस्था के उदय पर विशेष जोर दिया			
गया है। यह	गया है। यह प्रथम विश्व युद्ध की ओर ले जाने वाली नई विचारधाराओं का युग है, जिससे इतिहास के अध्ययन को			
परिचित कर	परिचित कराया जाना चाहिए। यह पेपर दो विश्व यद्धों के बीच आधनिक विश्व के इतिहास को शामिल करता है।			
यह एक ऐसा यग है जब विश्व इतिहास में यरो-केंद्रित इतिहास से बदलाव आ रहा है। इन अशांत समयों में				
लोकतांत्रिक और उदार आदर्श के विकल्प के रूप में अधिनायकवाद का उदय देखा गया, क्योंकि द्वितीय विश्व				
यत्व कम सामाज्यवादी संघर्ष और दो विचारधाराओं का टकराव अधिक था। यह काल अंतर्राष्ठीय एजेंसियों के				
गठन का भी गताह है और सबसे बढ़कर इसी काल में उपनिवेशतादी और सामाज्यतादी दाँचा दह गया।				
Block	Unit Details			
Block I	Unit 1 Unification of Germa	any		
	Unit 2 Unification of Italy.			
	Unit 1 Causes leading to Fir	st world war		
Block II	Unit 2 Paris Peace Conventi	on and treaty	of Versailles.	
	Unit 1 League of Nations: C	Organization, A	Achievements a	nd Failure.
BLOCK	Unit 2 Rise of Communism	in Russia: Th	e Bolshevik Re	volution.
III				
	5.2			
	Unit 1 Rise of Dictatorship:	Mussolini		
BLOCK	Unit 2 Rise of Dictatorship:	Hitler.		
1 V	Unit 1 United states in work	d affairs · Eco	nomic Depress	ion and New Deal policy of
BLOCK	F D Roosevelt	d arrans . Leo	nonne Depress	ion and itew Dear poney of
V	Unit 2 Factor leading for Se	cond World V	Var	
	Unit 3 U.N.O.			
		or MAHAI	NHO -	

PRO :	GRAMME/CLASS CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-VI	
		Subject: His	tory		
Course Code: A050603T (Optional)			Course Title History of Ea India(1700A	: Social and Economic arly Modern D- 1900 A.D)	
CREDITES: 5		MAX. MA (CIA+ESE	RKS ) 25+75	MIN PASSING MARKS (CIA+ESE)10+30	
इस पेपर में में छात्र को का पतन हर प्रमुख विशेष निभाई थी।	इस पेपर में आधुनिक भारत के सामाजिक, आर्थिक और सांस्कृतिक पहलू को शामिल किया गया है। इस पेपर में छात्र को औपनिवेशिक भारत में सामाजिक और धार्मिक सुधार आंदोलन से परिचित कराया जाएगा। भारत का पतन हस्तशिल्प, भूमि राजस्व प्रणाली और कृषि का व्यावसायीकरण 18वीं और 19वीं शताब्दी के भारत की प्रमुख विशेषताएँ हैं। बैंकिंग और रेलवे के विकास ने इंग्लैंड में भारतीय धन के निष्कासन में महत्वपूर्ण भूमिका निभाई थी। इन सभी पहलओं को इस प्रेपर शीर्षक के अंतर्गत शाणिल किया गया है।				
Block	tic	Unit Det	ails	<b>S</b>	
Block I	Unit 1 Social and Religious Reformation Movement.         Unit 2 Reforms in Muslim society.				
Block II	Unit 1 Land Revenue System during colonial period Unit 2 Permanent Settlement Unit 2 Raivatwari and Mahaalwari system.				
BLOCK III	Unit 1 Decline of Indian Handicraft in British period.Unit 2 Commercialization of Agriculture and its Impact on India.				
BLOCK IV	Unit 1 Theory of Drain of Wealth.				
BLOCK V	Unit 1 Development of Railway and its Impact. Unit 2 Development of Banking System in Colonial Period.				

PRO	DGRAMME/CLASS :CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-VI		
Subject: History						
Course Coo	de: A050604T(Optional)		Course Title : History and its Professional Utility			
CREDITES: 5 MAX (CIA		MAX. MAF (CIA+ESE)	RKS 25+75	MIN PASSING MARKS (CIA+ESE)10+30		
यह पेपर इति इकाइयों को और इसकी के साथ-साथ	यह पेपर इतिहास के छात्रों के बीच इतिहास के अनुप्रयोग को पेश करने के लिए डिज़ाइन किया गया है, विभिन्न इकाइयों को अभिलेखागार, संग्रहालय और पुस्तकालयों के उपयोग के बारे में डिज़ाइन किया गया है। इतिहास और इसकी व्यावसायिक उपयोगिता इस पेपर के पीछे केंद्रीय विचार है। यह पेपर इतिहास के पर्यावरणीय पहलू के उपश अपन में विचान और पौरोगिती के विकास का प्रेनिटाणिक मर्वेश्वम भी आणिल करना है।					
Block	Unit Details		19/			
Block I	Unit 1 Use of Archives and	Museums.				
	Unit 2 Use of Map in Histor	y.				
	Unit 3 Importance of Librar	les and Shrine				
Block II	Unit 2 Tourism for Architec	tural Monume	ents.			
	Unit 3 Preservation of Environment in History.					
BLOCK	Unit 1 A Historical Survey of	of developmen	t of Science an	d Technology in India.		
111	Unit 2 Use of History in Jou	irnalism: Print	and Electronic			

PR	OGRAMME/CLASS :CERTIFICATE	BA-3 <sup>rd</sup>	YEAR	SEMESTER-VI		
	S	ubject: Histo	ry			
Course Co	de: A050501R		Course Title : Tour and Stud	Research Methodology, ly of Maps		
CREDITES: 5		MAX. MAI 100 (50 Proj 50 Research	RKS ect Report + Analysis)	MIN PASSING MARKS 40		
छात्र समझ • भारतीय इ • विभिन्न भा • विभिन्न भा • भ्रमण कि • भाषा विश्व	छात्र समझ सकेंगे • भारतीय इतिहास में प्रयुक्त भाषाओं का गहन ज्ञान। • विभिन्न भाषाओं के ऐतिहासिक पहलू में भिन्नता। • विभिन्न भाषाओं और सांस्कृतिक परिवेश वाले लोगों के साथ बातचीत। • भ्रमण किये जा रहे विभिन्न भाषाओं के ऐतिहासिक क्षेत्र का अध्ययन।					
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.					

# SOCIOLOGY

# BA 1<sup>st</sup> Year, Sem.-I Course I (Theory)

	Core Course: A070101T Introduction to Basic concept of Sociology				
Credit:6		CIA:25	ESE:75	Max. Marks:100	
The sociolog and critical v	tical perspectiv vantage point, s	e, which entails analyzi should be understood by	ng society and social pr students.	ocesses from a methodical	
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: Socia Unit 2: Folky Unit 3: Socia Unit 4: Socia	I Structure, Status and F vays and Mores. Sanction I Stratification: Meanin I Mobility Meaning and	Role. ons and Values. g, Forms and Basis. I 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 1<sup>st</sup> Year, Sem.-II Course I (Theory)

Core	e Course: A070201T Society in India: Structure, Organization & Change.				
Credit:6		CIA:25	ESE:75	Max. Marks:100	
The primary	y objective of	the course "Society in	n India: Structure, Org	ganization & Change" is to	
give student	ts a thorough	understanding of the	dynamics, social struc	ture, and organizational	
framework	of Indian soci	ety. The intricacies of	f Indian society, encor	npassing its historical	
evolution, s	ocial structur	es, and cultural variet	y, will be well compre	hended by the students.	
	Unit 1: The	structure and compos	ition of Indian Society	v: Village,	
Block I	Town, City,	and Rural.			
	Unit 2: Urba	an linkages, Unity and	diversity in Indian So	ociety.	
	Unit 3: Ideological, Historical, Structure				
	Unit 4: Functional Perspective to study Indian Society.				
	Unit 1: Cultural and Ethnic diversity,				
	Unit 2: Diversities in respect of language, caste, region and religious				
Block II	beliefs and p	practices.		A	
	Unit 3: Trib	al Communities in Inc	dia, Geographical dist	ribution,	
	Unit 4: prob	lems of Assimilation,	Integration and Asser	tion,	
	Backwardness and underdevelopment tribes.				
	Unit 1: Pluralism and Multiculturalism				
	Unit 2: Cultural Relativism.				
Black III	Unit 3: Socio-Cultural Process: Cooperation, Conflict, Competition				
DIUCK III	Unit 4: Socio-Cultural Process: Acculturation, Assimilation and				
	Integration.				
	Unit 1: Basic Institutions of Indian Society				
	Unit 2: Social Classes in India.				
Block IV	Unit 3: Popu	ulation			
Diven I V	Unit 4: Cha	nge and Transformation	on 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: A070202P Writing skill development on topics of Contemporary Sociological Importance						
Credit:2 CIA:25			ESE:75	Max. Marks:100		
To acquaint to society to social justic	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	<ul> <li>Unit 1: Cultural and Ethnic diversity.</li> <li>Unit 2: Diversity in respect of language.</li> <li>Unit 3: Diversity in respect of</li> <li>Unit 4: Diversity in respect of caste, region and religious beliefs and practices.</li> </ul>					
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 <u>https://ligguides.ru.nl/apaEN/reference-exampls-ooks-and-reports</u>
- 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.

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 in India: Sanskritization, Westernization, Modernization.           Block II         Unit 1: Theories of Social Change in India: Sanskritization, Westernization, Modernization.           Unit 4: Concept and Impact of Secularization and Globalization, parochialization and Universalization.         Unit 1: Concept and Meaning of Social Movement. Unit 4: Concept and Meaning of Social Movement. Unit 2: Nature, Definition and Characteristics of Social Movements. Unit 4: Types of social movements Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement.           Block III         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           Block III         Unit 1: Theories of Social Movement in India: Peasant Movement, and Labor Movement Unit 4: Social movement in India: Dalit Movement, Wom	Core Course: A070301T Social Change & Social Movements								
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		Unit 4: Social movement in India: D	alit Movement, Women	's movement,					
Environment movement.		Environment movement.							
buggested Readings:	Suggested Re	adings:							
MAHAKAJ V		I MAH							

#### **Suggested Readings:**

- 1 Social changes : WF Ogburn.
- 2 Theories of Social Change. A Critical appraisal-Reymond Boundon.
- The theory of social change- John Mcleish 3
- 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 2<sup>nd</sup> Year, Sem.-IV Course I (Theory)

Co	re Course	e: A070401T Social Pro	blem & Social Devel	opment in India
Credit:4		CIA:25	ESE:75	Max. Marks:100
The Objective of	of this cou	rse is to acquaint student	s with the various feat	tures of Social Problems and
Social Develop	ment in Ir	ndia.		
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.			ard Classes and Dalits orce. Iderly.
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 2<sup>nd</sup> Year, Sem.-IV Course II (Project)

	Core Course: A070401R Project on Sustainable Society					
Credit:4	CIA:25 ESE:75 Max. Marks:100					
The Object	tive of this course is to engage	students directly in pract	ical knowledge about the conducting			
research pr	oject.					
	Unit 1: Research Project: Defin	nition & Concept,				
Block I	Unit 2: Selection of Research	Copic related to Social Pro	oblems			
	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	TELOT 192978				
Block IV	Unit 1:Research Project final dra	aft and writing of finding	s			

## 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: A070501T Pioneers of Western Sociological Thought					
Credit:5	Credit:5 CIA:25 ESE:75 Max. Marks				
The course thoughts a	e objective is to pr nd approaches of	ovide an overview western thinkers.	w about the emerger	nce of western sociological	
	Unit 1: Emergen	ce of Sociology			
Block I	Unit 2: Social an	d Political Reform	n Movements		
	Unit 3: Revolution	on: French Revolu	ition and Industrial	Revolution	
Block II	Unit 1: Auguste ComteUnit 2: Herbert SpencerUnit 3: Emile DurkheimUnit 4: Vilfredo ParetoUnit 1: Karl MarxUnit 2: Class Struggle: Theory of AlienationUnit 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: A070502T Research Methodology in Social Sciences							
Credit:5		CIA:25	ESE:75	Max. Marks:100			
In this par	oer students w	ill explore research metho	dology and research meth	ods in social science.	Гhe		
main purr	ose of the co	urse is to develop a scientit	fic and humanistic approa	ch towards the research	h work		
in the sub	ject.		are and normalized approx				
	Unit 1: Soci	al Research: Concept, Nat	ure & Types of Social Re	search,			
Block I	Unit 2: Step	os of Scientific Research, F	ormulation of Research P	roblem.			
	Unit 3: Rese	earch Design: Meaning, Ty	pes and Importance				
	Unit 4: Hypothesis: its types and Sources						
Unit 1: Objectivity & its Problems							
	Unit 2: Obje	Unit 2: Objectivity Versus Subjectivity					
Block II	Unit 3: Value Neutrality Ethical Issues in Social Research						
	Unit 4: Plag	arism and CopyRight					
	Unit 1: Typ	es of Research		3			
Block III	Unit 2: Basi	ic and Applied Research					
	Unit 3: Data Collection						
	Unit 4: Case Study						
	Unit 1: Tecl	nniques of Data Collection					
Block IV	Unit 2: Primary and Secondary Data						
	Unit 3: Classification and Presentation of Data						
	Unit 4: Overview of Statistics in Sociology						
					1		

#### Suggested Readings:

- 1. Babbie Earl, 2004: The Practice of Social Research. (10<sup>th</sup> 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 2<sup>nd</sup> 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 so the probl	objective of th em will be well	is paper will be comprehended	e to apply the research by the students.	methodology in real time pro	oject works
Block I	Unit 1: Social Unit 2: Basic S	Research: Mean Steps in Social I	ning and Definition Research		
Block II	Unit 1:Formula	ation of Hypoth	esis and Selection of F	Research Problem	
Block III	Unit 1: Use o Unit 2: Const Unit 3: Case Unit 4:Observ	f techniques of ruction of Inter study method, vation method.	data collection view Schedule, Questi	onnaire,	
Block IV	Unit 1: Classi Unit 2: Use o Unit 3: Classi Unit 4: Prepa	fication and Pr f coding metho fication of Data ration of tables	esentation of data d a, , Graphs, Bar and Pie c	liagram	

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: A070601T Pioneers of Indian Sociology.					
Credit:5	CIA:25	ESE:75	Max. Marks:100		
The course out about the estee the Indian soci	line has been delineated in a med Indian Pioneers of Sociol ety and its complexities.	nanner that the student of logy, who largely used in	f Sociology is able to gather knowledge adigenous methodology to understand		
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 E Unit 2: Marxist Approach to Unit 3: Rama Krishna Mukh Unit 4: Andre Beteille: Class	Background of Indian Na Study Indian Society herjee; Dynamics of Agra s and Power: Agrarian S	tionalism arian Class Structure tructure		

#### 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.

(Theory)				
Core Course: A070602T Gender and Society .				
Credit:5		CIA:25	ESE:75	Max. Marks:100
The course is gender issue	s gender sensit s.	ive and is directed	l towards engaging stu	dents to learn and rethink about
Block I	<ul><li>Unit 1: Gender (Culture) vs Sex (Biology), Equality vs Difference,</li><li>Unit 2: Social Construction of Gender,</li><li>Unit 3: Women in Family, Socialization and Gender, Feminist Movement,</li><li>Unit 4: Understanding Gender Inequalities- Caste and Class.</li></ul>			
Block II	<ul> <li>Unit 1: Gender Perspective : J Liberal, Marxian, Socialist, Redical</li> <li>Unit 2: Patriarchy and Gender.</li> <li>Unit 3: Sexual Division of Labour</li> <li>Unit 4: Masculinity vs Femininity</li> </ul>			
Block III	<ul> <li>Unit 1: Women and Society in India: Demographic Proflie, Population and Gender,</li> <li>Unit 2: Gender and Migration</li> <li>Unit 3: Women in Economy (Work and Property Rights),</li> <li>Unit 4: Women and Power &amp; Subordination, Women and Education, Women and</li> <li>Health</li> </ul>			
Block IV	Unit 1: Crime Unit 2: Const Unit 3: Progr as tool of em Unit 4:Wome	e against Women citutional Safegua ammes and Polic ancipation of wor en Rights its Hum	rds and Provisions rega ies regarding upliftmer nen, an Rights, Gender and	arding Women. It of Women, Personal laws, Law Human Rights.

# Course II

#### 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 3<sup>rd</sup> Year, Sem.-VI Course III (Project)

Core Course: A070603T Field Work/Case Study/Project Work				
Credit:3		CIA:25	ESE:75	Max. Marks:100
The syllabus work so that	is designed to they are equip	introduce student ped with the pract	s to get themselves engical knowledge about t	aged in the field work and project he 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।

# **PROGRAMME UNDER D-CODE, CSJM UNIVERSITY, KANPUR**

# **ONLINE MODE**

# Master of Computer Applications (MCA)

- Bachelor of Computer Application (BCA)
- M.Com
- B.Com.
- Master of Business Administration (MBA)
- Bachelor of Business Administration (BBA)

# **OPEN AND DISTANCE LEARNING MODE (ODL)**

- Master of Computer Applications (MCA)
- Bachelor of Computer Application (BCA)
- Master of Business Administration (MBA)
- Bachelor of Business Administration (BBA)
- M.Com., B.Com.
- MA (Education, MA Economics, MA Philosophy, MA Hindi, MA English)
- MA Political Science
- Mathematical Science, English)

# **PROGRAMME UNDER REGULAR MODE AT CSJM UNIVERSITY CAMPUS, KANPUR**

# ATAL BIHARI VAJPAYEE SCHOOL OF LEGAL STUDIES

L.L.B. (Hons.), L.L.M., B.A. L.L.B. (Hons.), B.B.A. L.L.B. (Hons.), Certificate Course in Intellectual Property Rights (IPR)

#### SCHOOL OF ADVANCED AGRICULTURE SCIENCES & TECHNOLOGY

M.Sc. (Ag) Horticulture (Fruit Science)/ Agronomy/Horticulture (Vegetable Science)/ Horticulture (Floriculture & Land Scaping) M.Sc. (Food Science & Technology), B.Sc. (Hons.) Agriculture

## SCHOOL OF ARTS, HUMANITIES & SOCIAL SCIENCES

MA in Rural Management & Extension, M.A. (Hindu Studies), Master of Arts in Public Health, M.A. (Journalism and Mass Communication), Lateral entry, M.A. (Film Making), M.A. (Digital Journalism), M.A. Economics, Master of Social Work, M.A. Sociology, M.A. Jyotirvigyan, Master of Library & Information Science, (M. Lib. & I.Sc.), B.A. (Hons.) Sociology, B.A. (Hons.) Psychology, B.A. (Hons.) Economics, B.A. (Hons) Philosophy, B.A. Political Science (Hons), B.A. (Combination), Bachelor of Library & Information Science (B. Lib. & I.Sc.), B.A. (Journalism and Mass Communication), PG Diploma in Guidance and Counselling, Diploma in Digital Humanities, Post Graduate Diploma in Journalism and Mass Communication (PGDJMC), Certificate in Social Media, Certificate in TV Journalism, Diploma in Karmkand

# SCHOOL OF BASIC SCIENCES

M.Sc. Physics/Chemistry/Industrial Chemistry/Mathematics, M.Sc./MA Geography, B.Sc. (Hons.) Physics,/Chemistry,/Mathematics, B.Sc. (Physics, Chemistry, Mathematics). B.Sc. (Physics, Chemistry, Geography), B.Sc. (Physics, Chemistry, Computer Applications), B.Sc. (Chemistry, Mathematics, Geography), B.Sc. (Chemistry, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Geography), B.Sc. (Physics, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Geography), B.Sc. (Physics, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Geography), B.Sc. (Physics, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Geography), B.Sc. (Physics, Mathematics, Statistics)

# SCHOOL OF BUSINESS MANAGEMENT

MBA, M.Com, Master of Hospital Management (MHA), BBA, B.Com. (Hons.)

## **SCHOOL OF CREATIVE & PERFORMING ARTS**

Master of Fine Arts (Painting/Applied Arts/Sculpture), Master of Arts (Drawing & Painting), M.A. Music (Vocal/Instrumental-Tabla/Instrumental-Sitar), Master of Performing Arts (Kathak), Bachelor of Fine Arts (Painting/Applied Art/Sculpture), Bachelor of Performing Arts (Kathak, Bachelor of Performing Arts (Tabla), Bachelor of Performing Arts (Vocal), Certificate Course (Painting/Applied Art/Sculpture/Photography/Graphic Design/3D Animation/3D Modelling), Diploma in Kathak

## SCHOOL OF ENGINEERING AND TECHNOLOGY

M.Tech. Program in Nano-Science and Nano Technology, M. Tech. in Computer Science and Engineering, M. Tech. in Electronics and Communication Engineering, Master of Computer Application (MCA), Integrated M.Sc. Electronics (Specialization in VLSI and IOT), B. Tech. in Computer Science and Engineering, B. Tech. in Computer Science and Engineering (Artificial Intelligence), B. Tech. in Information Technology, B. Tech. in Electronics and Communication Engineering, B. Tech. in Chemical Engineering, B. Tech. in Chemical Engineering (Lateral entry), B. Tech. in Mechanical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Chemical Engineering, B. Tech. in Mechanical Engineering, B. Tech. in Chemical Engineering, Diploma in Chemical Engineering, Diploma in Electrical Engineering, Diploma in Mechanical Engineering, Diploma in Mechanical Engineering, Diploma in Mechanical Engineering, Diploma in Mechanical Engineering, Diploma in Fashion Technology

## SCHOOL OF HEALTH SCIENCES

Master of Physiotherapy (M.P.T.) in Orthopaedics/Sports/Cardiopulmonary Disorders/ Neurology, M.Sc. Human Nutrition (M.Sc. HN), M.Sc. Medical Laboratory Technology, (M.Sc.MLT) in Clinical Biochemistry/Medical Microbiology and Immunology /Pathology, Bachelor of Physiotherapy (BPT), B.Sc. in Medical Laboratory Technology (B.Sc. MLT), B.Sc. Medical Microbiology (B.Sc. MM), Bachelor in Medical Radiologic and Imaging Technology (BMRIT). Bachelor of Optometry (B. Optom.), B.Sc. in Human Nutrition (B.Sc. HN), Certificate Course in Garbh Sanskar.

## SCHOOL OF HOTEL MANAGEMENT

Master of Hotel Management and Catering Technology (MHMCT), Bachelor of Hotel Management and Catering Technology (BHMCT), Diploma in Front Office/Food & Beverage Service/Food Production/Bakery & Confectionery

# SCHOOL OF LANGUAGES

M.A. English, M.A. Hindi, M.A. Sanskrit, B.A. (Hons.) English, B.A. (Hons.) Hindi, B.A. (Hons.) Sanskrit, B.A. Combination,

# Certificate Course in Russian/German/French

#### SCHOOL OF LIFE SCIENCES AND BIOTECHNOLOGY

M.Sc. Integrated Biotechnology, M.Sc. Life Sciences, M.Sc. Biotechnology, M.Sc. Biochemistry, M.Sc. Microbiology, M.Sc. Environmental Science and Technology, M.Sc. Environmental Science and Technology (Lateral Entry), M.Sc. Botany (Plant Sciences), B.Sc. (Hons) Biotechnology, B.Sc. (Hons) Biological Sciences, B.Sc. (Biochemistry, Botany, Zoology), B.Sc.- Integrated Biotechnology

#### SCHOOL OF PHARMACEUTICAL SCIENCES

M. Pharm. (Pharmaceutics), M. Pharm. (Pharmaceutical Chemistry), M. Pharm. (Pharmacology, B. Pharm., B. Pharm. (lateral entry), D. Pharm

## **SCHOOL OF TEACHER EDUCATION**

M.Ed., M.P.Ed. (Master of Physical Education, M.Sc. Yoga, M.A. Yoga, B.Ed., B.P.Ed. (Bachelor of Physical Education, B.P.E.S. (Bachelor of Physical Education & Sports), B.Sc. Yoga, P.G.D.Y.ED. (Post Graduate Diploma in Yoga Education )

































