



# Department of Higher Education

## U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-1**

**Course Title: Food, Nutrition and Hygiene**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Dr. Nitu Singh Subject Expert	Associate Professor	Home Science	H.N.B.G.P.G.College, Naini, Prayagraj
2	Dr. Shivani Verma Subject Expert	Associate Professor	Home Science	K.M.G.G.P.G.College, Badalpur, G.B.Nagar

Programme /Class: Certificate	Year: First	Semester: First
Co-Curricular Course		
Course Code: Z010101T	Course Title: Food, Nutrition and Hygiene	
Course outcomes:		
<ul style="list-style-type: none"> <li>• To learn the basic concept of the Food and Nutrition</li> <li>• To study the nutritive requirement during special conditions like pregnancy and lactation</li> <li>• To learn meal planning</li> <li>• To learn 100 days Nutrition Concept</li> <li>• To study common health issues in the society</li> <li>• To learn the special requirement of food during common illness</li> </ul>		
Credits: 2		Compulsory
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total=30
<b>I</b>	Concept of Food and Nutrition (a) Definition of Food, Nutrients, Nutrition, Health, balanced Diet (b) Types of Nutrition- Optimum Nutrition, under Nutrition, Over Nutrition (c) Meal planning- Concept and factors affecting Meal Planning (d) Food groups and functions of food	8
<b>II</b>	Nutrients: Macro and Micro RDA, Sources, Functions, Deficiency and excess of (a) Carbohydrate (b) Fats	7

	(c) Protein (d) Minerals Major: Calcium, Phosphorus, Sodium, Potassium Trace: Iron, Iodine, Fluorine, Zinc (e) Vitamins Water soluble vitamins: Vitamin B, C Fat soluble vitamins: Vitamin A, D, E, K (f) Water (g) Dietary Fibre	
<b>III</b>	1000 days Nutrition (a) Concept, Requirement, Factors affecting growth of child (b) Prenatal Nutrition (0 - 280 days): Additional Nutrients' Requirement and risk factors during pregnancy (c) Breast / Formula Feeding (Birth – 6 months of age) Complementary and Early Diet (6 months – 2 years of age)	8
<b>IV</b>	Community Health Concept (a) Causes of common diseases prevalent in the society and Nutrition requirement in the following: Diabetes Hypertension (High Blood Pressure) Obesity Constipation Diarrhea Typhoid (b) National and International Program and Policies for improving Dietary Nutrition (c) Immunity Boosting Food	7
<b>Suggested Readings:</b> 1. Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018. 2. 1000Days-Nutrition_Brief_Brain-Think_Babies_FINAL.pdf 3. <a href="https://pediatrics.aappublications.org/content/141/2/e20173716">https://pediatrics.aappublications.org/content/141/2/e20173716</a> 4. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/</a> 5. वृंदा सिंह "आहार" 2015, तेहरवां 6. Sheel Sharma, Nutrition and Diet Therapy, Peepee Publishers Delhi, 2014, First Edition.		
<b>Suggested Continuous Evaluation Methods:</b> MCQs, Practical Diet/ Meal Planning, assignments Presentations, group Discussion, Case study, Survey		
<b>Suggested equivalent online courses:</b> <a href="https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition">https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition</a> Diploma in Human Nutrition-Revised Offered by Alison		



# Department of Higher Education

## U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-2**

**Course Title: First Aid and Health**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

### Syllabus Developed by:

S. No.	Name	Designation	Department	College/ University
1	Dr. Monisha Banerjee	Professor & Dean, Research	Zoology	University of Lucknow, Lucknow
2	Dr. Dinesh C. Sharma	Associate Professor	Zoology	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

### Co-curricular course

Programme/Class: Certificate	Year: First	Semester: Second
Co-Curricular Course		
Course Code: Z020201	Course Title: First Aid and First Aid and Health	
Course outcomes:		
<ul style="list-style-type: none"> <li>Learn the skill needed to assess the ill or injured person.</li> <li>Learn the skills to provide CPR to infants, children and adults.</li> <li>Learn the skills to handle emergency child birth</li> <li>Learn the Basic sex education help young people navigate thorny questions responsibly and with confidence.</li> <li>Learn the Basic sex education help youth to understand Sex is normal. It's a deep, powerful instinct at the core of our survival as a species. Sexual desire is a healthy drive.</li> <li>Help to understand natural changes of adolescence</li> <li>Learn the skill to identify Mental Health status and Psychological First Aid</li> </ul>		
Credits: 2 (1Theory+1 Practical)		Compulsory
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total= 15 Theory+ 30 Practical
I	<p><b>A. Basic First Aid</b></p> <ul style="list-style-type: none"> <li>Aims of first aid &amp; First aid and the law.</li> <li>Dealing with an emergency, Resuscitation (basic CPR).</li> <li>Recovery position, Initial top to toe assessment.</li> <li>Hand washing and Hygiene</li> <li>Types and Content of a First aid Kit</li> </ul> <p><b>B. First AID Technique</b></p> <ul style="list-style-type: none"> <li>Dressings and Bandages.</li> <li>Fast evacuation techniques (single rescuer).</li> <li>Transport techniques.</li> </ul> <p><b>C. First aid related with respiratory system</b></p> <ul style="list-style-type: none"> <li>Basics of Respiration.</li> </ul>	<p>2 (Theory) 10 (Practical)</p>

	<ul style="list-style-type: none"> <li>No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging,</li> <li>Swelling within the throat, Suffocation by smoke or gases and Asthma.</li> </ul> <p><b>D. First aid related with Heart, Blood and Circulation</b></p> <ul style="list-style-type: none"> <li>Basics of The heart and the blood circulation.</li> <li>Chest discomfort, bleeding.</li> </ul> <p><b>D. First aid related with Wounds and Injuries</b></p> <ul style="list-style-type: none"> <li>Type of wounds, Small cuts and abrasions</li> <li>Head, Chest, Abdominal injuries</li> <li>Amputation, Crush injuries, Shock</li> </ul> <p><b>E. First aid related with Bones, Joints Muscle related injuries</b></p> <ul style="list-style-type: none"> <li>Basics of The skeleton, Joints and Muscles.</li> <li>Fractures (injuries to bones).</li> </ul>	
II	<p><b>F. First aid related with Nervous system and Unconsciousness</b></p> <ul style="list-style-type: none"> <li>Basics of the nervous system.</li> <li>Unconsciousness, Stroke, Fits – convulsions – seizures, Epilepsy.</li> </ul> <p><b>G. First aid related with Gastrointestinal Tract</b></p> <ul style="list-style-type: none"> <li>Basics of The gastrointestinal system.</li> <li>Diarrhea, Food poisoning.</li> </ul> <p><b>H. First aid related with Skin, Burns</b></p> <ul style="list-style-type: none"> <li>Basics of The skin.</li> <li>Burn wounds, Dry burns and scalds (burns from fire, heat and steam).</li> <li>Electrical and Chemical burns, Sun burns, heat exhaustion and heatstroke.</li> <li>Frost bites (cold burns), Prevention of burns, Fever and Hypothermia.</li> </ul> <p><b>I. First aid related with Poisoning</b></p> <ul style="list-style-type: none"> <li>Poisoning by swallowing, Gases, Injection, Skin</li> </ul> <p><b>J. First aid related with Bites and Stings</b></p> <ul style="list-style-type: none"> <li>Animal bites, Snake bites, Insect stings and bites</li> </ul> <p><b>K. First aid related with Sense organs</b></p> <ul style="list-style-type: none"> <li>Basic of Sense organ.</li> <li>Foreign objects in the eye, ear, nose or skin.</li> <li>Swallowed foreign objects.</li> </ul> <p><b>L. Specific emergency satiation and disaster management</b></p> <ul style="list-style-type: none"> <li>Emergencies at educational institutes and work</li> <li>Road and traffic accidents.</li> <li>Emergencies in rural areas.</li> <li>Disasters and multiple casualty accidents.</li> <li>Triage.</li> </ul> <p><b>M. Emergency Child birth</b></p>	<p>2 (Theory) 10 (Practical)</p>
III	<p><b>Basic Sex Education</b></p> <ul style="list-style-type: none"> <li>Overview, ground rules, and a pre-test</li> <li>Basics of Urinary system and Reproductive system.</li> <li>Male puberty — physical and emotional changes</li> <li>Female puberty — physical and emotional changes</li> <li>Male-female similarities and differences</li> <li>Sexual intercourse, pregnancy, and childbirth</li> <li>Facts, attitudes, and myths about LGBTQ+ issues and identities</li> <li>Birth control and abortion</li> <li>Sex without love — harassment, sexual abuse, and rape</li> <li>Prevention of sexually transmitted diseases.</li> </ul>	<p>9 (Theory)</p>
IV	<p>Mental Health and Psychological First Aid</p> <ul style="list-style-type: none"> <li>What is Mental Health First Aid?</li> <li>Mental Health Problems in the India</li> <li>The Mental Health First Aid Action Plan</li> <li>Understanding Depression and Anxiety Disorders</li> <li>Crisis First Aid for Suicidal Behavior &amp; Depressive symptoms</li> <li>What is Non-Suicidal Self-Injury?</li> <li>Non-crisis First Aid for Depression and Anxiety</li> <li>Crisis First Aid for Panic Attacks, Traumatic events</li> <li>Understanding Disorders in Which Psychosis may Occur</li> <li>Crisis First Aid for Acute Psychosis</li> </ul>	<p>2 (Theory) 10 (Practical)</p>

	<ul style="list-style-type: none"> <li>• Understanding Substance Use Disorder</li> <li>• Crisis First Aid for Overdose, Withdrawal</li> <li>• Using Mental Health First Aid</li> </ul>	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Indian First Aid Manual-<a href="https://www.indianredcross.org/publications/FA-manual.pdf">https://www.indianredcross.org/publications/FA-manual.pdf</a></li> <li>• Red Cross First Aid/CPR/AED Instructor Manual</li> <li>• <a href="https://mhfa.com.au/courses/public/types/youthedition4">https://mhfa.com.au/courses/public/types/youthedition4</a></li> <li>• Finkelhor, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes Against Children Research Center. <a href="http://www.unh.edu/ccrc/pdf/CV192.pdf">www.unh.edu/ccrc/pdf/CV192.pdf</a></li> <li>• Kantor L. &amp; Levitz N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? PLoS ONE, 12 (7): e0180250.</li> <li>• Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.</li> <li>• Schwiengershausen, E. (2015, May 28). The Cut. <a href="http://www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html">www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html</a></li> <li>• Wiggins, G. &amp; McTighe, J. (2008). Understanding by design. Alexandria, VA: ASCD.</li> <li>• <a href="https://marshallmemo.com/marshall-publications.php#8">https://marshallmemo.com/marshall-publications.php#8</a></li> </ul>		
<p>Suggested Continuous Evaluation Methods:  Assignments, Presentation, Group Discussion, and MCQ</p>		
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online">https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online</a></li> <li>• <a href="https://www.firstaidforfree.com/">https://www.firstaidforfree.com/</a></li> <li>• <a href="https://www.coursera.org/learn/psychological-first-aid">https://www.coursera.org/learn/psychological-first-aid</a></li> <li>• <a href="https://www.coursera.org/learn/mental-health">https://www.coursera.org/learn/mental-health</a></li> </ul>		
<p>Further Suggestions:.....</p>		



# Department of Higher Education

## U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-3**

**Course Title: Human Values and Environment studies**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

### Syllabus Developed by:

S.No.	Name	Designation	Department	College University
1.	Dr. Ajai Prakash	Astt. Professor	Business Administration	University of Lucknow
2.	Dr. Manuka Khanna	Professor	Political Science	University of Lucknow
3.	Dr. Amita Kannaujia	Professor	Zoology	University of Lucknow
4.	Dr. Rashi Kesh	Sr. Astt. Professor	HRD, FMS	VBS Purvanchal University, Jaunpur
5.	Dr. Jyoti Prakash	Sr. Astt. Professor	Amity Inst. of Biotechnology	Amity University, Lucknow
6.	Prof. Nishant Kumar	Astt. Professor	Business Administration	Lucknow University, Lucknow

### Syllabus: Human Values and Environment studies

Programme/Class: Certificate	Year: Second	Semester: Third
Co-Curricular Course		
Course Code: Z030301	Course Title: Human Values and Environment studies	
Course outcomes: The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards <ul style="list-style-type: none"><li>• Building fundamental knowledge of the interplay of markets, ethics, and law,</li><li>• Look at various challenges faced by individual to counter unethical issues</li><li>• Look at core concepts for business ethics</li><li>• Look at core concepts of anti-corruption</li><li>• Look at core concepts for a morally articulate solution evolver to management issues in general,</li><li>• Issues of sustainable development for a better environment.</li><li>• To know how environmental degradation has taken place.</li><li>• Be aware of negotiations and international efforts to save environment.</li><li>• How to develop sustainably?</li><li>• Efforts taken up by UN in Sustainable Development.</li><li>• Efforts taken by India in Sustainable Development.</li></ul>		

<ul style="list-style-type: none"> <li>The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices. The course integrates various facets of human values and environment.</li> </ul>		
Credits: 2		
Max. Marks: 100	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0 As the course requires two areas of Human Values and Environment Studies institutions can even opt for a parallel delivery		
Unit	Topics	No. of Lectures Total=30
I	<b>Human Values-</b> Introduction- Values, Characteristics, Types ,Developing Value system in Indian Organisation , Values in Business Management , value based Organisation , Trans –cultural Human values in Management. Swami Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers.	02
	<b>Human Values and Present Practices</b> – Issues : Corruption and Bribe , Privacy Policy in Web and Social Media, Cyber threats ,Online Shopping etc. Remedies	02
	<b>Bribery Act, Introduction to sustainable policies and practices in Indian Economy.</b>	03
	<b>Principles of Ethics</b> <b>Secular and Spiritual Values in Management- Introduction-</b> Secular and Spiritual values, features , Levels of value Implementation. Features of spiritual Values , <b>Corporate Social Responsibility-</b> Nature, Levels ,Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates.	
II	<b>Holistic Approach in Decision making-</b> Decision making, the decision making process , The Bhagavad Gita: Techniques in Management , Dharma and Holistic Management.	03
	<b>Discussion through Dilemmas</b> –	03
	Dilemmas in Marketing and Pharma Organisations, moving from Public to Private – monopoly context , Dilemma of privatisation, Dilemma on liberalization, Dilemma on social media and cyber security , Dilemma on Organic food , Dilemma on standardization ,Dilemma on Quality standards.	02
III	<b>Case Studies</b>	
	Ecosystem: Concept, structure & functions of ecosystem : producer, consumer, decomposer, foodweb, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity Role of individual in Pollution control Human Population & Environment Sustainable Development India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship	7
IV	Environmental Laws? International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index Importance of Indian Traditional knowledge on environment	8

	Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal et.al</li> <li>2. JUSTICE: What's the Right Thing to Do? Michael J. Sandel.</li> <li>3. Human Values by A. N. Tripathi New Age International</li> <li>4. Environmental Management by N.K. Uberoi</li> <li>5. <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></li> <li>6. <a href="https://www.india.gov.in/my-government/schemes">https://www.india.gov.in/my-government/schemes</a></li> <li>7. <a href="https://www.legislation.gov.uk/ukpga/2010/23/contents">https://www.legislation.gov.uk/ukpga/2010/23/contents</a></li> <li>8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921</li> </ol>		
<p><b>Suggested Continuous Evaluation Methods:</b></p> <p>In addition to the theoretical inputs the course will be delivered through case studies and dilemmas. Assignments, Presentation, Group Discussions. This will instill in student a sense of decision making and practical learning. The course participants can be evaluated on the following structure.</p> <ul style="list-style-type: none"> <li>➤ Assignments ( 10)</li> <li>➤ Presentation (10)</li> <li>➤ Attendance ( 5)</li> <li>➤ Final exam ( 75)</li> </ul>		





## Department of Higher Education

### U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-4**

**Course Title: Physical Education and Yoga**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

**Syllabus Developed by:**

Name	Designation	Department	College/ University
Dr. Sheel Dhar Dubey	Assistant Professor	Physical education	DDU Govt. PG Collage, Lucknow
Dr. Gunjan Shahi	Assistant Professor	Physical education	MBP Govt. PG Collage, Lucknow

**Syllabus: Physical Education and Yoga**

Programme: Certificate	Year: First	Semester: Forth
Co-Curricular Course		
Course Code: Z040401	Course Title: Physical Education and Yoga	
Course outcomes: Students will learn the introduction of Physical Education, Concept of fitness and wellness, Weight management and lifestyle of an individual. The student will also learn about the relation of Yoga with mental health and value Education. In this course student will also learn about the aspects of the Traditional games of India.		
Credits: 2	Compulsory	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total=30
I	<b>Physical Education:</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, Aim and Objective.</li> <li>• Misconception About Physical Education.</li> <li>• Need, Importance and Scope of Physical Education in the Modern Society.</li> <li>• Physical Education Relationship with General Education.</li> <li>• Physical Education in India before Independence.</li> <li>• Physical Education in India after Independence.</li> </ul>	6 Theory

II	<p><b>Concept of Fitness and Wellness:</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition and Importance of Fitness and Wellness.</li> <li>• Components of Fitness.</li> <li>• Factor Affecting Fitness and Wellness.</li> </ul> <p><b>Weight Management:</b></p> <ul style="list-style-type: none"> <li>• Meaning and Definition of Obesity.</li> <li>• Causes of Obesity.</li> <li>• Management of Obesity.</li> <li>• Health problems due to Obesity.</li> </ul> <p><b>Lifestyle:</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition, Importance of Lifestyle.</li> <li>• Factor affecting Lifestyle.</li> <li>• Role of Physical activity in the maintains of Healthy Lifestyle.</li> </ul>	5 Theory 3 Practical
III	<p><b>Yoga and Meditation:</b></p> <ul style="list-style-type: none"> <li>• Historical aspect of yoga.</li> <li>• Definition, types scopes &amp; importance of yoga.</li> <li>• Yoga relation with mental health and value education.</li> <li>• Yoga relation with Physical Education and sports.</li> <li>• Definition of Asana, differences between asana and physical exercise.</li> <li>• Definition and classification of pranayama.</li> <li>• Difference between pranayama and deep breathing.</li> <li>• <b>Practical:</b> Asana, Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana.</li> <li>• Pranayam: Anulom, Vilom.</li> </ul>	2 Theory 6 Practical
IV	<p><b>Traditional Games of India:</b></p> <ul style="list-style-type: none"> <li>• Meaning.</li> <li>• Types of Traditional Games- <ul style="list-style-type: none"> <li>• Gilli- Danda</li> <li>• Kanche</li> <li>• Stapu</li> <li>• Gutte, etc.</li> </ul> </li> <li>• Importance/ Benefits of Traditional Games.</li> <li>• How to Design Traditional Games.</li> </ul> <p><b>Recreation in Physical Education:</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition of Recreation.</li> <li>• Scope and Importance of Recreation.</li> <li>• General Principles of Recreation.</li> <li>• Types of Recreational Activities.</li> <li>• Aerobics and Zumba.( Fir India Movement)</li> </ul>	2 Theory 6 Practical
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Singh, Ajmer, Physical Education and Olympic Abhiyan, “Kalayani Publishers”, New Delhi, Revised Addition, 2006</li> <li>• Patel, Shri krishna, Physical Education, “Agrawal Publishers”, Agra, 2014-15</li> <li>• Panday, Preeti, Sharirik Shiksha Sankalan, “ Khel Sanskriti Prakashan, Kanpur</li> </ul>		

- ✦ Kamlesh M.L., “Physical Education, Facts and foundations”, Faridabad P.B. Publications.
- ✦ B.K.S. Yengar, &quot;Light and Yog. Yoga Deepika&quot;, George Allen of Unwin Ltd., London,1981.
- ✦ BrajBilari Nigam, Yoga Power &quot;TheKpath of Personal achievement&quot;, Domen and Publishers, New Delhi, 2001.
- ✦ Indira Devi, &quot;Yoga for You&quot;, Gibbs, Smith Publishers, Salt Lake City, 2002 Domenand Publishers, New Delhi - 2001.
- ✦ Jack Peter, &quot;Yoga Master the Yogic Powers&quot;, Abhishek Publications, Chandigarh, 2004.
- ✦ Janice Jerusalem, &quot;A Guide To Yoga&quot;, Parragon Bath, Baiihe-2004.
- ✦ नारंग, प्रियंका, परम्परागत भारतीय खेल, " स्पोर्ट्स पब्लिकेशन" , नई दिल्ली, 2007

Suggested Continuous Evaluation Methods:

- Assignments ( 10)
- Presentation (10)
- Attendance ( 5)
- Final exam ( 75)

Suggested equivalent online courses:

- IGNOU.
- Rajarshi Tandan Open University.

Further Suggestions:.....



# Department of Higher Education

## U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-5**

**Course Title: Analytic Ability and Digital Awareness**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

### Syllabus Developed by:

S. N.	Name	Designation	Department	College/ University
1	Dr. Raj Kumar	Head	Mathematics, Faculty of Engg. & Technology	Veer Bahadur Singh Purvanchal Univ. Jaunpur- 222003 UP
2	Prof. Ashutosh Gupta	Director/ Professor	School of Science	U.P.Rajarshi Tandon Open University, Prayagraj
3	Prof. Manu Pratap Singh	Professor	Dept. of Computer Science	Dr. B. R. Ambedkar University, Agra
4	Dr. Brajesh Kumar	Associate Professor	Dept. of CS & IT	MJP Rohilkhand University, Bareilly

### Co-Curricular Course name: Analytic Ability and Digital Awareness

Programme/Class: <b>Bachelor of Science</b>	Year: <b>Third</b>	Semester: <b>Fifth</b>
Subject: <u>Co-Curricular Course</u>		
Course Code: Z050501	Course Title: <b>Analytic Ability and Digital Awareness</b>	
<b>Course outcomes (Analytic Ability):</b>		
<b>CO 1:</b> Familiarize with analogy, number system, set theory and its applications, number system and puzzles.		
<b>CO 2:</b> To understand the basics of Syllogism, figure problems, critical and analytical reasoning.		
<b>CO 3:</b> Familiarize with word processing application and worksheet .		
<b>CO 4:</b> To understand the basics of web surfing and cyber security.		
Credits: <b>2</b>		<b>Co-Curricular</b>
Max. Marks: <b>25+75</b>		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>2-0-0</b>		
Unit	Topic	No. of Lectures
<b>I</b>	Alphabet test, Analogy, Arithmetic Reasoning, Blood relations, Coding and Decoding, Inequalities, Logical Venn diagram, Seating Arrangements, Puzzles and Missing numbers	6L+2T+0P
<b>II</b>	Syllogism, Pattern completion and figure series, Embedded Figure and counting of figures, Cube & Dice, Paper cutting and folding, Data sufficiency, Course of Action, Critical Reasoning, Analytical and decision making	5L+2T+0P
<b>III</b>	<b>Computer Basics:</b> Block diagram of Digital Computer, Classification of Computers, Memory System, Primary storage, Auxiliary memory, Cache memory, Computer Software (System/Application Software), <b>MS Word Basics:</b> The word screen, Getting to word documents, typing and Revising text, Finding and Replacing, Editing and Proofing tools, Formatting text characters, Formatting Paragraph, Document templates., Page set up, tables, Mail Merge, Macros, protecting documents, printing a document.	2T+3P+3P

	<p><b>MS-Excel</b> Introduction, Worksheet basics, Creating worksheet, Heading information, Data &amp; Text, Date &amp; Time, Alphanumeric values, Saving &amp; quitting worksheet, Opening and moving around in an existing worksheet, Toolbars and Menus, Excel shortcut and function keys, Working with single and multiple workbook, Working with formulae &amp; cell referencing, Auto sum, coping formulae, Absolute &amp; relative addressing, Worksheet with ranges, Formatting of worksheet, Previewing &amp; Printing worksheet, Graphs and charts, Database, Creating and using macros, Multiple worksheets- concepts</p> <p><b>Introduction of Open Source Applications:</b> LibreOffice, OpenOffice and Google Docs etc.</p>	
<p><b>IV</b></p>	<p><b>Web Surfing:</b> An Overview: working of Internet, Browsing the Internet, E-Mail, Components of E-Mail, Address Book, Troubleshooting in E-Mail, Browsers: Netscape Navigator, Microsoft Internet Explorer, Google Chrome, Mozilla Firefox, Tor, Search Engines lik Google, DuckDuckGo etc, Visiting web sites: Downloading.</p> <p><b>Cyber Security:</b> Introduction to Information System, Type of information system, CIA model of Information Characteristics, Introduction to Information Security, Need of Information Security, Cyber Security, phishing, spamming, fake news, general issues related to cyber security, Business need, Ethical and Professional issues of security.</p>	<p>3P+ 4T</p>
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Sharma, A., "How to prepare for Data Interpretation and Logical Reasoning for the CAT" McGraw Hill Education Pvt. Ltd., New Delhi, India, 2011, Ed. 5, ISBN 978 2007 070 481</li> <li>2. Aggarwal, R.S., "A Modern Approach to Verbal and Non-verbal Reasoning" S. ChandPublishers New Delhi, India, 2010, ISBN 10: 8121905516</li> <li>3. Madan , Sushila, Introduction to Essential tools, Jain Book Agency, New Delhi/India, 2009, 5<sup>th</sup> ed..</li> <li>4. Goel, Anita, Computer Fundamentals, Pearson Education, India, 2012</li> <li>5. Michael E. Whitman and Herbert J. Mattord, "Principles of Information Security," Sixth Edition, Cengage Learning, 2017</li> </ol> <p><b>Note: Course Books published in Hindi may be prescribed by the Universities.</b></p>		
<p>This course can be opted as an elective by the students of following subjects: <b>"Co-Curricular"</b></p>		
<p>Suggested Continuous Evaluation Methods: <b>Max. Marks: 25</b></p> <ol style="list-style-type: none"> <li>1. <b>Assessment Type: Class Tests (Max. Marks 14)</b> <b>Suggested Usage:</b> Include all types of questions-essay, short answer, objective; Design to test all levels of domain; Exam Blue Print be prepared to ensure inclusion of all types &amp; levels of questions and proper sampling of content; Marking Criteria made known to students; Teacher should provide written feedback selectively and discuss answers in the class; Only Role/Code numbers , not names be written to avoid bias in marking; Display of model answer copies.  After Completion of Unit I and Unit II, a first class test of max. marks of 7 shall be conducted. After Completion of Unit III and IV, a second class test of max. marks of 7 shall be conducted. If any student does not appear in any one or both class test, a makeup test shall be conducted of max. marks of 5 instead of total 14 marks.</li> <li>2. <b>Assessment Type: Quizzes/ Objective Tests / Recognition Type (such as MCQs; True or False; Matching; Classifying) /Recall Type -Filling Blanks; One word / PhraseAnswers (Max Marks: 5)</b> <b>Suggested Usage:</b>Teachers be trained in construction, advantages, disadvantages and precautions while preparing different types of objective items; Go beyond factual information to High Order Thinking (HOT) Skills. It shall be "End of the class quiz".</li> <li>3. <b>Assessment Type: Assignments (Max Marks: 4)</b> <b>Suggested Usage:</b> Some class assignments shall be given to students at the end of each Unit. Note making techniques be taught to students; Not just direct questions from notes, but application analysis and synthesis of that knowledge.</li> <li>4. <b>Assessment Type: Group Discussion (Max. marks: 2)</b></li> </ol>		
<p><b>Course prerequisites:None</b></p>		
<p>Suggested equivalent online courses:</p>		
<p>Further Suggestions: None</p>		



# Department of Higher Education U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-6**

**Course Title: Communication Skills and Personality Development**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

### Syllabus Developed by:

S.N.	Name	Designation	Department	College/ University
1	Dr. Rachana Singh	Associate Professor	Psychology	Agra College, Agra
2	Dr. Ritu Narang	Assi. Professor	Dept. of Business Admin.	Lucknow University, U.P.
3	Mrs. Abha Chaudhary	Senior Trainer - India	Grooming and Personality Development	Aero Aviation Academy, Chandigarh

### Co-curricular Certificate course 'Communication Skills and Personality Development'

Programme: Certificate	Year: Third	Semester: Sixth
Co-Curricular Course		
Course Code: Z060601	Course Title: Communication Skills and Personality Development	
Course outcomes: <ul style="list-style-type: none"><li>To understand the concept of Personality.</li><li>To learn what personal grooming pertains.</li><li>To learn to make good resume and prepare effectively for interview.</li><li>To learn to perform effectively in group discussions.</li><li>To explore communication beyond language.</li><li>To learn to manage oneself while communicating.</li><li>To acquire good communication skills and develop confidence.</li></ul>		
Credits: 2		Compulsory
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		

Unit	Topics	No. of Lectures Total=30
I	<p style="text-align: center;"><b><i>PERSONALITY AND PERSONAL GROOMING</i></b></p> <p>Understanding Personality</p> <ul style="list-style-type: none"> <li>• Definition and Meaning of Personality</li> <li>• Types of Personality</li> <li>• Components of Personality</li> <li>• Determinants of Personality</li> <li>• Assessment of Personality</li> </ul> <p>Grooming Self</p> <ul style="list-style-type: none"> <li>• Dress for success</li> <li>• Make up &amp; skin care</li> <li>• Hair care &amp; styles for formal look</li> <li>• Art of accessorizing</li> <li>• Oral Hygiene</li> </ul>	<p style="text-align: center;">7</p> <p style="text-align: center;">All topics will include practical learning</p>
II	<p style="text-align: center;"><b><i>INTERVIEW PREPARATION AND GROUP DISCUSSION</i></b></p> <ul style="list-style-type: none"> <li>• Meaning and Types of Interview [ Face to Face, Telephonic, Video]</li> <li>• Interview procedure [ Opening, Listening, Closure]</li> <li>• Preparation for Interview</li> <li>• Resume Writing</li> <li>• LinkedIn Etiquette</li> <li>• Meaning and methods of Group Discussion</li> <li>• Procedure of Group Discussion.</li> <li>• Group Discussion simulation</li> <li>• Group discussion common error</li> </ul>	<p style="text-align: center;">8</p> <p style="text-align: center;">Mock Interviews Included</p>
III	<p style="text-align: center;"><b><i>BODY LANGUAGE AND BEHAVIOUR</i></b></p> <ul style="list-style-type: none"> <li>• Concept of human behavior</li> <li>• Individual and group behavior</li> <li>• Developing Self-Awareness</li> <li>• Behaviour and body language</li> <li>• Dimensions of body language: <ul style="list-style-type: none"> <li>Proxemics</li> <li>Haptics</li> <li>Oculesics</li> <li>Paralanguage</li> <li>Kinesics</li> <li>Sign Language</li> <li>Chromatics</li> <li>Chronemics</li> <li>Olfactics</li> </ul> </li> <li>• Cultural differences in Body Language</li> <li>• Business Etiquette &amp; Body language</li> <li>• Body Language in the Post Corona Era</li> <li>• Virtual Meeting Etiquette</li> <li>• Social Media Etiquette</li> </ul>	<p style="text-align: center;">7</p>

IV	<p style="text-align: center;"><b>ART OF GOOD COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communication Process</li> <li>• Verbal and Non-verbal communication</li> <li>• 7 C's of effective communication</li> <li>• Barriers to communication</li> <li>• Paralinguistics <ul style="list-style-type: none"> <li>Pitch</li> <li>Tone</li> <li>Volume</li> <li>Vocabulary</li> <li>Word stress</li> <li>Pause</li> </ul> </li> <li>• Types of communication <ul style="list-style-type: none"> <li>Assertive</li> <li>Aggressive</li> <li>Passive Aggressive</li> </ul> </li> <li>• Listening Skills</li> <li>• Questioning Skills</li> <li>• Art of Small Talk</li> <li>• Email Writing</li> </ul>	8
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Cloninger, S.C., "Theories of Personality : Understanding Person", Pearson, New York, 2008, 5<sup>th</sup> edition.</li> <li>2. Luthans F, "Organizational Behaviour", McGraw Hill, New York, 2005, 12<sup>th</sup> edition.</li> <li>3. Barron, R.A. &amp; Brian D, "Social Psychology", Prentice Hall of India, 1998, 8<sup>th</sup> edition.</li> <li>4. Adler R.B., Rodman G. &amp; Hutchinson C.C. , "Understanding Human Communication", Oxford University Press : New York, 2011.</li> <li>5. Suggestive digital platforms web links-</li> </ol>		
Suggested Continuous Evaluation Methods:		
Suggested equivalent online courses:		
Further Suggestions:		



## **B.A. (Drawing and Painting)**



**National Education Policy-2020**

**Common Minimum Syllabus for all U.P. State  
Universities**



**Department of Higher Education  
U.P. Government, Lucknow**

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State Universities

**BA (Drawing and Painting)**

**Semester-wise Titles of the Papers in BA (Drawing and Painting)**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1	I	A210101T	History of Art : Pre Historic to Rashtrakuta	Theory	4
1	I	A210102P	Drawing and color studies	Practical	2
1	II	A210201T	Fundamentals of Art	Theory	4
1	II	A210202P	Drawing and Sketching of Human Body	Practical	2
2	III	A210301T	History of Indian Art - Pala to Pandya & Nayaka Period	Theory	4
2	III	A210302P	Still Life	Practical	2
2	IV	A210401T	Aesthetics	Theory	4
2	IV	A210402P	Photography/Lettering	Practical	2
3	V	A210501T	History of Indian Art- Rajsthani, Mughal & Pahari Style	Theory	4
3	V	A210502T	History of Indian art- Development of Modern Art	Theory	4
3	V	A210503P	Head (Bust) Study with Pencil and Color	Practical	2
3	V	A210504R	Copy & Study of Notable Artist's Work	Project	3
3	VI	A210601T	History of Indian Art- Modern Art Group & Its Artists	Theory	4
3	VI	A210602T	Indian Folk & Tribal Art	Theory	4
3	VI	A210603P	Figurative Composition	Practical	2
3	VI	A210604R	Land Scape	Project	3

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow

Prof. PoonamTandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. DivyaNath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram ManoharLohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. ShwetaPandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Dr. Shweta Pandey	<i>Member Faculty Supervisory Committee – Arts and Humanities</i>	Institute of Fine Art	Bundelkhand University, Jhansi
2	Dr. Awadhesh Mishra	Assistant Professor	Fine Arts	Dr. ShakuntalaMisraNational Rehabilitation University, Lucknow, U.P.
3	Dr. Shraddha Shukla	Assistant Professor	Fine Arts & Music	DeenDayalUpadhyaya Gorakhpur University, Gorakhpur, U.P.
4	Dr. Ishwar Chandra Gupta	Associate Professor	Department of Painting	D. S. Degree college, Aligarh, U.P.
5	Dr. Uma Shankar Prasad	Associate Professor	Department of Drawing & Painting	S M P Govt. Girls P. G. College , Meerut U.P.

## B.A. (Drawing & Painting) SEMESTER WISE SYLLABUS

Year I

Paper 1

Theory

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: 1</b>
Subject: <b>B.A. Drawing &amp; Painting</b>		
Course Code: A210101T	Course Title: <b>History of Art : Pre Historic to Rashtrakuta</b>	
<b>Course Outcome:</b>		
Students will recognize and understand major monuments, artists, methods and theories, and be able to assess the qualities of works of art and architecture in their historical and cultural settings. How the then social problems should become subjects of Art		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
Unit	Topics	No. of Lectures
<b>I.</b>	<b>Primitive art with reference to Indian Painting</b> - Outline of History of man and civilization, with special reference to important cultures i.e. Pre-historic Painting ,	8
<b>II.</b>	Indus Valley	8
<b>III.</b>	Mauryan Period : Pottery, Sculptures & Architectures	8
<b>IV.</b>	Stupas : Sanchi, Bharhut, Amrawati, Nagarjunkonda & Dhamek etc.	8
<b>V.</b>	Gandhar & Mathura Sculptures	7
<b>VI.</b>	Gupta Period : Pottery, Sculptures & Architectures	7
<b>VII.</b>	Caves Art : Jogimara, Ajanta, Bagh, Sittanwasal, & Sigiriya	8
<b>VIII.</b>	Allora & Elephenta Caves	6
<b>Suggested Readings:</b>		

- भारतीय चित्रकला एवं मूर्तिकला का इतिहास: रीता प्रताप, राजस्थान हिन्दी ग्रन्थ अकादमी
- भारतीय चित्रकला का इतिहास : अविनाश बहादूर वर्मा, प्रकाश बुक डिपो,
- V.S. Agrawal – Indian Art
- V.S. Agrawal – Studies in Indian Art
- Edith Tomory – A History of Fine Arts in India and West
- V.S. Agrawal & Bhartiya Kala (Hindi)
- N.P. Joshi & Prachin Bharatiya Murtikala (Hindi)
- World Heritage Monuments and Related Edifices in India, Volume 1 ‘Alī Jāvīd, Tabassum Javeed, Algora Publishing, 2008
- Southern India: A Guide to Monuments Sites & Museums, by George Michell, Roli Books Private Limited, 1 mai 2013
- Ancient India, Ramesh Chandra Majumdar, Motilal Banarsidass Publ., 1977
- Bharatiya Sthapatya Evam Kala Art And Architecture Of Ancient India By Dr. Udaynarayan Upadhyay, Prof. Gautam Tiwari · 2007 Publisher: Motilal Banarsidass Publishers Pvt. Limited
- Bhartiya Vastukala Ka Itihas by Krishna Dutta Vajpai, 1979 , Hindi samiti , Lucknow , UP
- The Ancient and Medieval Architecture of India: a study of Indo-Aryan civilization by E. B. Havell, (1915). John Murray, London.
- J.C. Harle – Art of Indian Subcontinent
- A. Ghosh – Ajanta Murals
- 

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites: 10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year I**

**Paper 2**

**Practical**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: 1</b>
Subject: <b>B.A. Drawing &amp; Painting</b>		
Course Code: A210102P	Course Title: <b>Drawing and Color Studies</b>	
<b>Course Outcome:</b>		
Sketch and render objects (fruits, vegetables, leaf, geometrical shapes etc.) with various medium like Pencil, Pen, ink, water color, Poster color, Oil Pastel color, Dry Pastel, Charcoal Pencil, Color Pencils etc. Exhibit understanding of color (properties of colors, color wheel & color value) and use it judiciously in the creation of visual work.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Sketching of Object in various medium like Pencil, Charcoal and Pen & Ink, Pastel etc.	6
<b>II</b>	Drawing of Object in various medium like Pencil, Charcoal and Pen & Ink etc.	6
<b>III</b>	Color Tone of Geometrical Shape in Poster Color/Water color	6
<b>IV</b>	Color Tone of Still Objects in Poster Color/Water color	6
<b>V</b>	Color tone of Nature with Still Objects as a composition in Poster Color/Water Color	6
<b>Suggested Readings:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
1. Hayashi Studio, (1994), Water Colour Rendering, Graphic-Sha Publishing Co., Ltd.		
2. B. Edwards, (2004), Color by Betty Edwards: A Course in Mastering the Art of Mixing Colors, Penguin Group Inc, New York. ISBN: 1-58542-199-5.		
3. Feisner, E. (2006). Colour Studies, NY NY USA. Fairchild Publications		
4. Gerritsen Franz. (1983). Theory & Practise of color: A color based theory based on the laws of perception. Subsequent Edition Van Nostrand Reinhold Publication.		
5. Fraser, Tom & Banks Adam. (2004). Designers color Manual: The complete guide to color theory & application, San Francisco, USA. Chronicle Books		

6. Gonnella, Rose & Friedman Max. (2014) Design Fundamentals: Notes on color theory. 1st Edition. San Francisco, USA. Peach Pit Press

7. Recker, Keith & Eiseman Leatrice. (2011). Pantone: The twentieth century in color

8. Mollica, Patti. (2013). Color theory: An essential guide to color from basic principles to practical applications. 1st Edition. San Francisco USA. Walter Foster Publishing

9. Ungar Joseph. (1986). Rendering Mixed media. NY USA. Watson-Guption Publication INC U.S.

10. Kasprisin Ron (1999) .Design media: Technique for water color, pen & ink, pastel and colored marker. Hudson County New Jersey, USA. John Wiley & Sons.

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar : 5 Sessional work , Paper Size – 1/4 - (20 Marks)
- Attendance (5 Marks)

Course prerequisites: 10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year -I**

**Paper I  
Theory**

<b>Program/Class:</b> Certificate	<b>Year:</b> First	<b>Semester:</b> 2
<b>Subject: B.A. Drawing &amp; Painting</b>		
Course Code: A210201T	Course Title: <b>Fundamentals of Art</b>	
<b>Course Outcome:</b>		
Students get information about Definition of art. The art language is based on concepts called the “ELEMENTS and PRINCIPLES of Design”. Introduction to the basics elements of art, 5 Elements of art : Line Shape Color Texture Value		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I.	Definition of art, Shadanga : The Six Limbs of Indian Art	8
II.	Elements of Art : Line,Shape/Form, Color	8
III.	Taxture, Tone/Value, Space	8
IV.	Principles of Art : Unity, Harmony, Balance	8
V.	Emphasis, Rhythm/Movement , Perspective	8
VI.	Material & Methods : Lead Pencil, crayon, Charcoal, Pastel, Brushes, Papers, Boards	7
VII.	Technique of - Water Color Painting, Tempera Painting, Acrylic Color Painting, Oil Color Painting- Alla prima & Impasto.	7
VIII.	Gouache Painting, Fresco- Buon, Secco, Jaipur Fresco, Mosaic Painting	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"><li>• Art Fundamentals: Color, Light, Composition, Anatomy, Perspective and Depth - 3Dtotal publishing</li></ul>		



- Light for Visual Artists: Understanding & Using Visual Light in Art and Design - Richard Yot
- Color and light: A Guide for the Realist Painter - James Gurney
- Bridgman's Complete Guide to Drawing From Life - George B. Bridgman
- How to Draw: Drawing and Sketching Objects and Environments - Scott Robertson
- रूपप्रद कला के मूल आधार : अग्रवाल एंड शर्मा, अनु बुक प्रकाशन
- रूपांकन, गिरराज किशोर अग्रवाल, संजय प्रकाशन

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year I**

**Paper 2**

**Practical**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: 2</b>
Subject: <b>B.A. Drawing &amp; Painting</b>		
Course Code: A210202P	Course Title: <b>Drawing and Sketching of Human Body</b>	
<b>Course Outcome:</b> Students will learn the anatomical structure of human body to beautify their art work with expression , movement & rhythm .		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0(Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Sketching & Drawing of Hand and Leg Movement	6
<b>II</b>	Sketching & Drawing of Body Movement with Rhythm	6
<b>III</b>	Sketching & Drawing of Face Expression	6
<b>IV</b>	Depiction of Face Expression in Monochrome	6
<b>V</b>	Depiction of Body Movement in Monochrome	6
<b>Suggested Readings:</b> <b>The artwork will be produced in the studio of the department under the direction of the teacher.</b> <ul style="list-style-type: none"><li>• Drawing and Painting Expressive Little Faces Step-by-Step Techniques for Creating People and Portraits with Personality--Explor Watercolors,Inks, Markers, and More By Amarilys Henderson · 2020</li><li>• B. Edwards, (2004), Color by Betty Edwards: A Course in Mastering the Art of Mixing Colors, Penguin Group Inc, New York. ISBN: 1-58542-199-5.</li><li>• Hayashi Studio, (1994), Water Colour Rendering, Graphic-Sha Publishing Co., Ltd.</li><li>• Gerritsen Franz. (1983). Theory &amp; Practise of color: A color based theory based on the laws of perception. Subsequent Edition Van Nostrand Reinhold Publication.</li><li>• Feisner, E. (2006). ColourStudies, NY NY USA. Fairchild Publications</li><li>• Fraser, Tom &amp; Banks Adam. (2004). Designers color Manual: The complete guide to color theory &amp; application, San Francisco,USA. Chronicle Books</li><li>• Gonnella, Rose &amp; Friedman Max. (2014) Design Fundamentals: Notes on color theory. 1st</li></ul>		

Edition. San Francisco, USA. Peach Pit Press .

- The Head By Andrew Loomis · Published:1989 Publisher:Walter Foster Pub.Vastu-Silpa Kosha,
- Drawing the Human Head Anatomy, Expressions, Emotions and Feelings By Giovanni Colombo, Giuseppe Vigliotti, Published:August 2017,Publisher:Hoaki Books SL

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar : 5 Sessional work , Paper Size –  $\frac{1}{4}$  - (20 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

Year 2

Paper 1

Theory

<b>Program/Class:</b> Degree	<b>Year:</b> Second	<b>Semester:</b> 3
Subject: <b>B.A. drawing &amp; Painting</b>		
Course Code: A210301T	Course Title: <b>History of Art : Pala to Pandya &amp; Nayaka Period</b>	
<b>Course Outcome:</b> Students will recognize and understand major monuments, methods and theories, and be able to assess the qualities of works of art and architecture in their historical and cultural settings. How the then social problems should become subjects of Art.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
Unit	Topics	No. of Lectures
I	Pala Manuscript Painting, Jain Manuscript Painting, Gujarti Style, Apbhransh Style	8
II	Chalukya Period : Temple at Badami, Pattadkal and Aihole	8
III	Pallava Period : Ratha Temple, Shore Temple & Gangavtaran Pannel - Mahabalipuram, Kailashnath Temple- Kanchipuram	8
IV	Chola Period : Sculpture and Architecture - Bronze Sculpture, Brihadeshwar Temple at Tanjaur & Gangaikondcholpuram, Airawteswara Temple at Darasuram and Kumbheswar at Kumbhkonam.	8
V	Chandel Period - Khajuraho Temple	8
VI	Kalinga Architectures : Sun Temple- Konark, Lingraj Temple- Bhuwneshwar, Jagnnath Temple- Puri	7
VII.	Jain Temple of Mount Tabu & Ranakpur, Rajsthan.	7
VIII.	Hoysaleswara Temple- Halevid, Minakshi Temple- Madurai, Islamic Architecture.	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"><li>• भारतीय चित्रकला, वाचस्पति गरोला, मित्र प्रकशन, प्राइवेट इलाहाबाद</li><li>• भारतीय चित्रकला और मूर्तिकला का इतिहास, डॉ रीता प्रताप, राजस्थान हिन्दी ग्रन्थ अकादमी</li></ul>		

- भारतीय चित्रकला का इतिहास : अविनाश बहादूर वर्मा, प्रकाश बुक डिपो,
- कला और कलम, डॉ गिराज किशोर अगवाल, अशोक प्रकाशन मंदिर, अलीगढ़
- Studies in Jaina Art and Iconography and Allied Subjects By Umakant Premanand Shah,1995, Abhinav Prakashan , Vadodara
- Jain Manuscript Painting by John Guy ,January 2012, Department of Asian Art, The Metropolitan Museum of Art
- A Brief History of Indian Painting by Lokesh Chandra Sharma,2008, Krishna Prakashan , Meerut
- The Heritage of Indian Art A Pictorial Presentation By Vasudeva S. Agrawala
- Art of TibiA Catalogue of the Los Angeles County Museum of Art Collection By Los Angeles County Museum of Art, Pratapaditya Pal, Hugh Richardson · 1983
- M.N.P.Tiwari& Kamal Giri - MadhyakalinBharatiyaMurtikala (Hindi)
- Krishna Deva – Khajuraho
- C.P. Sinha– Art of Bihar
- A.P. Srivastava & Ellora Ki Brahman Dev Pratimayen (Hindi)
- R.S. Gupta & B.D. Mahajan – Ajanta, Ellora an Aurangabad Caves
- AschwinD.Lippi – Indian Medieval Sculpture
- Bhanu Agrawal - Bharatiya ChitrakalaKe MulaSrota (Hindi)
- A.K. Coomarasawamy – Introduction to Indian Art
- Siva SwarupSahai - Bharatiya Kala (Hindi)
- Stella Kramrisch – Indian Sculpture
- Rai Krishna Das - Bharatiya Chitrakala (Hindi)
- VachaspatiGairola - BharatiyaChitrakala (Hindi)
- Boardman, John, ed., The Oxford History of Classical Art, 1993, OUP, ISBN 0198143869
- Craven, Roy C., Indian Art: A Concise History, 1987, Thames & Hudson (Praeger in USA), ISBN 0500201463
- Harle, J. C., The Art and Architecture of the Indian Subcontinent, 2nd edn. 1994, Yale University Press. (Pelican History of Art), ISBN 0300062176
- Huntington, Susan L. (1984). The "Pāla-Sena" Schools of Sculpture. Brill Archive. ISBN 90-04-06856-2.
- V.S. Agrawal – Indian Art
- V.S. Agrawal – Studies in Indian Art
- V.S. Agrawal & Bhartiya Kala (Hindi)
- N.P. Joshi & PrachinBharatiyaMurtikala (Hindi)

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year -II**

**Paper 2  
Practical**

<b>Program/Class: Degree</b>	<b>Year: Second</b>	<b>Semester: 3</b>
<b>Subject: B.A. Drawing &amp; Painting</b>		
Course Code: A210302P	Course Title : <b>Still Life</b>	
<b>Course Outcome:</b>		
A still life painting is pretty self-explanatory... it's a painting of objects that sit still. These objects can be inanimate things, like fruits or vases; they can also be things that are no longer alive, like animals or flowers.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Still Life : Various Shapes like Cube, Sphere, Cone etc. with Pencil denoting Light & Shade	6
<b>II</b>	Still Life : Various Objects with Pencil denoting Light & Shade	6
<b>III</b>	Still Life : Copy of Old Master Work in Color	6
<b>IV</b>	Still Life : Various Objects in Water Color	6
<b>V</b>	Still Life : Various Objects in Poster Color/Acrylic Color	6
<b>Suggested Readings:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
<ul style="list-style-type: none"><li>• Painting Still Life in Watercolour By Lesley E. Hollands, Published: 2009, Publisher : Crowood Press</li><li>• Watercolors, Still Life By Brian Bagnall, Ursula Bagnall, Astrid Hille, Published : September 1997, Publisher: Walter Foster Publishing, Incorporated</li><li>• Learn to Paint in Watercolour Step by Step by William Newton, Published: 9 March 2017, Publisher: Search Press</li><li>• The Art of Still Life (A Contemporary Guide to Classical Techniques, Composition, and Painting in Oil ) by Todd M. Casey , Published: 18 February 2020, Publisher: Monacelli Press, Incorporated</li></ul>		
This course can be opted as an elective: Open to all		

**Suggested Continuous Evaluation Methods:**

- Assignment/ Seminar : 5 Sessional work , Paper Size –  $\frac{1}{4}$  - (20 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

**Suggested equivalent online courses:**

- Coursera
- Swayam

**Year II****Paper 1  
Theory**

<b>Program/Class:</b> Diploma	<b>Year:</b> Second	<b>Semester:</b> 4
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210401T	Course Title : <b>Aesthetics</b>	
<b>Course Outcome:</b>		
It will develop a careful investigation of the qualities belonging to the objects and events. Students will be able to response the objects and event aesthetically. Thoughts and feeling colored in an aesthetic response will enrich the knowledge of the students to the realm of art.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Aesthetics , Arts and Philosophy, Art and Beauty	8
<b>II</b>	Concept of Aesthetics in Western Art : Plato, Aristotle	8
<b>III</b>	Baumgarten, Hegel,	8
<b>IV</b>	Croce, Tolstoy	8
<b>V</b>	Concept of Aesthetics in Indian Art	8
<b>VI</b>	Theory of Rasa acording to Bharat Muni and Abhinavagupta, Rasa-Dhwani by Anandavardhan	7
<b>VII</b>	Other Notable Aesthetician's view : Bhattalolatta's , Shankuk, Bhattanayaka	7
<b>VIII</b>	Bhamaha, Vamana, Kshemendra and Kuntak	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Dr. Mamta Chaturvedi - Saundryashastra</li> <li>• Neelkant – Saundrya-shastra ki pashchatya parampra</li> <li>• Dr. Rajendra Vajpayee- Saundrya</li> </ul>		
This course can be opted as an elective: Open to all		



Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year 2**

**Paper -2  
Practical**

<b>Program/Class:</b> Diploma	<b>Year:</b> Second	<b>Semester:</b> 4
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210402P	Course Title : <b>Photography / Lettering</b>	
<b>Course Outcome:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
Recognize the concepts of photography & its applications. Practice the handling of the camera and its functions such as aperture, shutter speed and ISO. Explore different camera angles, camera movements and camera shots. Understand the indoor and outdoor lighting by using photographic concepts. Explore the use of photographic concepts in the fields of advertising, animation, art direction. /Students will be able to understand the basics of creating letters. Learning the basics of lettering, they will be able to create new experimental fonts.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Understanding Indoor & outdoor lighting; Camera controls- Aperture, shutter speed, focus. or Latin Alphabates ; Sans and Sarif Font in Black (Water Proof Ink)	6
<b>II</b>	Advertising Photography (Product)- USP of a product should reflect in the composition. Arrangement of the product with props and set Minimum 05 photographs (size 8x12 inch). or Devnagari Alphabets ; Sans and Sarif Font in Black (Water Proof Ink)	6
<b>III</b>	Photo feature with minimum 10 photographs (size 8x12 inch) on subjects like Historical monuments, Fort, Museum, Picnic Spot, Temple and its surroundings etc. or A Sentence Composition in Latin Script ; Sans and Sarif Font in Black (Water Proof Ink)/Poster Color	6
<b>IV</b>	Micro Photography on subjects like Jewellery, Stationary, Micro Objects etc.	6

	<p style="text-align: center;">or</p> <p>A Sentence Composition in Devnagari Script ; Sans and Sarif Font in Black (Water Proof Ink)/ Poster Color</p>	
<b>V</b>	<p>Photo feature with minimum 10 photographs (size 8x12 inch) on Live Models and Human Expression</p> <p style="text-align: center;">or</p> <p>Creative Lettering : In Color</p>	6
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Langford Michael , (1997), Basic Photography 6th revised edition ,US/UK, Focal Press</li> <li>• Prakel David, (2006), Basics Photography : Composition, Worthing UK, AVA Publishing</li> <li>• David Prakel (2008), Basic Photography: working in Black &amp; White : Worthing UK, AVA Publishing</li> <li>• Hansen Michael &amp; Tater Mohit, (2013) Point &amp; Shoot: Digital Photography : Basics for Beginners &amp; Amateurs: Europe, CreateSpace Independent Publishing Platform</li> <li>• Ducker Robert &amp; Key Teresa (2012) Bob’s Basic Photography: Texas, Bob Media.com</li> <li>• Bavister Steven , (2000), Digital Photography- A beginners guide UK, Collin &amp; Brown</li> <li>• Bedford Edward J, (2003), Nature Photography for Beginners , Montana, Kessinger Publishing.</li> <li>• Martina flor, The Golden Secrets of Lettering (2017) , <b>Princeton Architectural Press, ISBN-10161689573X</b></li> </ul>		
<p>This course can be opted as an elective: Open to all</p>		
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• Assignment/ Seminar : 5 Sessional work , Paper Size – ¼ - (20 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>		
<p>Course prerequisites:10+2 in any discipline</p>		
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>		

**Year 3****Paper -1  
Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 5</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210501T	<b>Course Title : History of Indian Art- Rajsthani, Mughal &amp; Pahari Style</b>	
<b>Course Outcome:</b>		
Learning the three painting style of Indian heritage, students will be able to differentiate them easily how they are different due to their cultural and regional changing. It will help the students enhancing their art approach how the cultural and regional set up is important to make a distinctive identification.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I.</b>	Rajsthani Painting- Background of Rajsthani Painting, Mewar School : Mewar Harauti School: Bundi-Kota Kalam	8
<b>II.</b>	Dhundhar School : Amber, Jaipur & Alwar Kalam Marwar School : Jodhpur, Bikaner & kishangarh Kalam	8
<b>III.</b>	Mughal Period : Background of Mughal Art- Irani/Persia School, Baber, Humayun	8
<b>IV.</b>	Akbar period : Painting & Architecture, Jahangir period : Painting & Architecture,	8
<b>V.</b>	Shah Jahan period : Painting & Architecture, Aurangzeb period : Painting & Architecture,	8
<b>VI.</b>	Deccan Kalam: Bijapur,Ahmadnagar And Golkonda	7
<b>VII.</b>	Pahari Painting - Background of Pahari Painting, Guler Kalam, Kangara Kalam, Basohali Kalam	7
<b>VIII.</b>	Chamba Kalam, Kullu Kalam, Garhwal Kalam	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• भारतीय चित्रकला का इतिहास : अविनाश बहादूर वर्मा, प्रकाश बुक डिपो,</li> <li>• भारतीय चित्रकला एवं मूर्तिकला का इतिहास: रीता प्रताप, राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>• कला और कलम, डॉ गिराज किशोर अगवाल, अशोक प्रकाशन मंदिर, अलीगढ</li> <li>• Early Mughal painting by Milo Cleveland Beach , Published: 1987, Publisher:Asia Society</li> <li>• Indian court painting, 16th-19th century by Steven Kossak,1997, Metropolitan Museum of Art</li> </ul>		

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- Four Centuries of Rajput Painting Mewar, Marwar and Dhundhar Indian Miniatures from the Collection of Isabella and Vicky Ducrot By Vicky Ducrot, Dr. Daljeet, Daljeet Kaur, Published:2009
- Evenson, Norma (1989). The Indian Metropolis. New Haven and London: Yale University press
- Vastu-Silpa Kosha, Encyclopedia of Hindu Temple architecture and Vastu/S.K.Ramachandara Rao, Delhi, Devine Books, (Lala Murari Lal Chharia Oriental series)

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written (10marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

Year 3

Paper -2  
Theory

Program/Class: Degree	Year: Third	Semester: 5
Subject: <b>B.A. drawing &amp; Painting</b>		
Course Code: A210502T	Course Title : <b>History of Indian art- Development of Modern Art</b>	
<b>Course Outcome:</b> In this section, students will study development of Indian modern art.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
Unit	Topics	No. of Lectures
I	Company Painting, Raja Ravi Varma	8
II	Renaissance: Bengal School of Art – E.B. Havell, Abanindranath Tagore	8
III	Nadlal Bose, Asit Kumar Haldar	8
IV	Shailendra Nath Dey, Kshitindranath Majumdar	8
V	D.P. Rai Chaudhary, Sudhir Ranjan Khastgir,	8
VI	Artist of Individual Style : Gagnendranath Tagore, Amrita Sher-Gil,	7
VII	Rabindranath Tagore, Ramkinkar Baij,	7
VIII	Folk Artist – Jamini Roy.	6
<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>• A History of Indian Painting : The Modern Period by Krishna Chaitanya pages 36 &amp; 37 ISBN 8170173108</li><li>• भारतीय चित्रकला और मूर्तिकला का इतिहास, डॉ रीता प्रताप, राजस्थान हिन्दी ग्रन्थ अकादमी</li><li>• समकालीन भारतीय कला, डॉ ममता चतुर्वेदी, राजस्थान हिन्दी ग्रन्थ अकादमी</li><li>• भारतीय चित्रकला का इतिहास : अविनाश बहादूर वर्मा, प्रकाश बुक डिपो,</li></ul>		

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (20 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year III**

**Paper 3  
Practical**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 5</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210503P	Course Title : <b>Head (Bust) Study with pencil and color</b>	
<b>Course Outcome:</b>		
Head study is very important in art. In the head study, the student studies the various postures of the human face. Apart from this, after studying closely the eyes, ears, nose, and hair tries to engrave it on paper. Variety of male and female models in different poses. The basic proportions of the head and the proper placement of facial features.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Head Study with pencil drawing and shading	6
<b>II</b>	Head Study with watercolor -I	6
<b>III</b>	Head Study with watercolor -II	6
<b>IV</b>	Head Study with acrylic /oil color - I	6
<b>V</b>	Head Study with acrylic /oil color - II	6
<b>Suggested Readings:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
<ul style="list-style-type: none"><li>• The bust will be provided in the studio by the department.</li></ul>		
This course can be opted as an elective: Open to all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"><li>• Assignment/ Seminar : 5 Sessional work , Paper Size – ¼ - (20 Marks)</li><li>• Attendance (5 Marks)</li></ul>		
Course prerequisites:10+2 in any discipline		
Suggested equivalent online courses:		
<ul style="list-style-type: none"><li>• Coursera</li><li>• Swayam</li></ul>		



**Year III**

**Paper 4  
Project**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 5</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210504R	<b>Course Title : Copy &amp; Study of Notable Artist's Work</b>	
<b>Course Outcome:</b>		
Preparing their copy of notable Master's artworks is a good tool to learn and understand the nuances of art. Students will be able to understand the characteristics of the master's artwork by absorbing the artistic expressions of the artists. By studying the copy of the works of Indian artists as well as European artists, students will develop an understanding of their art.		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Oil Paintings of Raja Ravi Varma, Amrita Sher-Gil,	9
<b>II</b>	Leonardo da Vinci, Caravaggio, Johannes Vermeer or John Constable	9
<b>III</b>	Wash Painting of Abanindranath Tagore, Kshitindrnath Majumdar or B.N. Arya	9
<b>IV</b>	Water Color Painting: Milind Mulick,	9
<b>V</b>	Tempera/ Gouache Painting of Jamini Roy or K.G. Subramanyan / Miniature Painting (Rajsthani, Mughal or Pahari)	9
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>The artefacts of the notable Master will be selected and his imitations will be made in the studio under the direction of the teacher.</li> </ul>		
This course can be opted as an elective: Open to all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> <li>Assignment/ Seminar (20 Marks)</li> <li>Attendance (5 Marks)</li> </ul>		
Course prerequisites:10+2 in any discipline		
Suggested equivalent online courses:		
<ul style="list-style-type: none"> <li>Coursera</li> <li>Swayam</li> </ul>		

**Year 3****Paper -1****Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 6</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210601T	Course Title : <b>History of Indian Art- Modern Art Group &amp; Its Artists</b>	
<b>Course Outcome:</b>		
In this part, students will study the role of Indian modern art group & its artist how they proceed the Indian art forward in the globalization era.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Calcutta Group-43 : Nirode Mazumdar, Rathin Maitra, Prankrishna Pal,	8
<b>II</b>	Gopal Ghosh, Paritosh Sen, Prados Das Gupta	7
<b>III</b>	PAG Group : F.N. Suza, S.H. Raza, M.F. Husain,	8
<b>IV</b>	K.H. Ara, H.A. Gade, S.K. Bakre	7
<b>V</b>	Delhi Shilpi Chakra Group: B.C.Sanyal, K.S.Kulkarni, Dhanraj Bhagat, P.N. Mago	8
<b>VI</b>	K.G.Subramanyan, Ram Kumar, Satish Gujral,	8
<b>VII</b>	Group-1890	8
<b>VIII</b>	Cholmandalam : K.C.S. Paniker	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"><li>• भारतीय चित्रकला और मूर्तिकला का इतिहास, डॉ रीता प्रताप, राजस्थान हिन्दी ग्रन्थ अकादमी</li><li>• भारतीय चित्रकला का इतिहास : अविनाश बहादूर वर्मा, प्रकाश बुक डिपो,</li><li>• समकालीन भारतीय कला, डॉ ममता चतुर्वेदी, राजस्थान हिन्दी ग्रन्थ अकादमी</li><li>• Bhattacharya, Sunil Kumar (1 January 1994). "2. Revivalism and the Impact of the West". Trends in modern Indian art. M.D. Publications Pvt. Ltd. pp. 7–11. ISBN 978-81-85880-21-1. Retrieved 14 December 2011.</li><li>• Contemporary Indian Artists By Geeta Kapur · 1978 Publisher:Vikas Original from:the University of Michigan</li><li>• The Making of Modern Art The Progressives By Well-Known Art Historian and Independent</li></ul>		

<p>Curator Yashodhara Dalmia, Yashodhara Dalmia, Rudolf von Leyden · 2001 Publisher: OUP Oxford Original from: the University of Michigan</p> <ul style="list-style-type: none"><li>• Vrihad Aadhunik Kala Kosh by Vinod Bhardwaj, Published: 2006, Publisher: Vāṇī Prakāśana (Hindi)</li><li>• Aaj ki Kala By Prayag Shukla, Published: 2007, Publisher: Rajkamal Prakashan (Hindi)</li><li>• Kala Ke Praneta by Sachirani Gurtu, Published: 2007, Publisher: India Publikeshan House (Hindi)</li></ul>
<p>This course can be opted as an elective: Open to all</p>
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"><li>• Assignment/ Seminar (20 Marks)</li><li>• Attendance (5 Marks)</li></ul>
<p>Course prerequisites: 10+2 in any discipline</p>
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"><li>• Coursera</li><li>• Swayam</li></ul>

**Year 3****Paper 2  
Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 6</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210602T	Course Title : <b>Indian Folk &amp; Tribal Art</b>	
<b>Course Outcome:</b>		
In this part, students will study the various forms of Indian folk & tribal arts that create a special enthusiasm. It convince how the depiction of a pure & true environment is important to an art work.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Folk Art: Madhubani Painting of Bihar	8
<b>II</b>	Patachitra of Odisha	7
<b>III</b>	Tanjore Painting of Tamil Nadu	8
<b>IV</b>	Kalamkari of Andhra Pradesh	7
<b>V</b>	Tribal Art: Warli Painting of Maharashtra, Saura Painting of Odisha	8
<b>VI</b>	Gond Painting of Madhya Pradesh, Pithora Painting of Madhya Pradesh	9
<b>VII</b>	Various Forms of Traditional Floor Art: Rangoli, - Maharashtra Saathiya- Gujarat Sona Rakhana or Chowk Purana- U.P. Mandana- Rajasthan	6
<b>VIII</b>	Alpana- W.Bengal Muruja/Jhoti/Chita- Odisha Aripan- Bihar Aipan- Uttarakhand	7
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Tanjore Painting, A Chapter in Indian Art History by N. S. 'Kora' Ramaswami</li> <li>• Indian Folk and Tribal Paintings (2008), Charu Smita Gupta, ISBN-13 : 978-8174364654</li> <li>• Indian Folk and Tribal Art (2020), Anup Kumar, B R Publisher, ISBN-13 : 978-9388162135</li> <li>• Indian Folk Art (1985), Mode Heinz , ISBN-13 : 978-0881680102</li> </ul>		

- Madhubani Art : Indian Art Series, Bharti dayal, Publisher- Niyogi Books, ISBN-10 : 9789385285080
- The mystical World of Warlis(2018), Madhukar vadu,, Publisher- notion press, ISBN-13: 978-1644298268

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (20 Marks)
- Attendance (5 Marks)

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

**Year 3**

**Paper 3  
Practical**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 6</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210603P	Course Title : <b>Figurative Composition</b>	
<b>Course Outcome:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
In this section, students will do the work of decorating them with colors by marking the selected subjects on the paper seat. In the form of subjects such as market scenes, festivals, waiting, working women or men, rural life, boys and girls playing, etc. can be given. In composition, two auxiliary elements with at least three figures must be in the picture.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Figurative Composition in pencil or Pen & Ink on Paper	6
<b>II</b>	Figurative Composition in watercolor	6
<b>III</b>	Figurative Composition in watercolor	6
<b>IV</b>	Figurative Composition in Oil Color/acrylic Color	6
<b>V</b>	Figurative Composition in Oil Color/acrylic Color	6
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"><li>• Students will use their own imaginative power to create a compositional work in the medium learnt so far.</li></ul>		
This course can be opted as an elective: Open to all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"><li>• Assignment/ Seminar (20 Marks)</li><li>• Attendance (5 Marks)</li></ul>		
Course prerequisites:10+2 in any discipline		
Suggested equivalent online courses:		
<ul style="list-style-type: none"><li>• Coursera</li><li>• Swayam</li></ul>		

**Year 3**

**Paper 4  
Project**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: 6</b>
<b>Subject: B.A. drawing &amp; Painting</b>		
Course Code: A210604R	Course Title : <b>Land Scape</b>	
<b>Course Outcome:</b>		
<b>The artwork will be produced in the studio of the department under the direction of the teacher.</b>		
Landscape painting, the depiction of natural scenery in art. Landscape paintings may capture mountains, valleys, bodies of water, fields, forests, and coasts and may or may not include man-made structures as well as people.		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-0 (Each Practical will be 2 Hrs.)		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Landscape in pencil or Pen & Ink on Paper	9
<b>II</b>	Landscape in watercolor	9
<b>III</b>	Landscape in watercolor	9
<b>IV</b>	Landscape in Oil Color/acrylic Color	9
<b>V</b>	Landscape in Oil Color/acrylic Color	9
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"><li>• Students will use their own imaginative power to create landscape work in the medium learnt so far.</li></ul>		
This course can be opted as an elective: Open to all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"><li>• Assignment/ Seminar (20 Marks)</li><li>• Attendance (5 Marks)</li></ul>		
Course prerequisites:10+2 in any discipline		
Suggested equivalent online courses:		
<ul style="list-style-type: none"><li>• Coursera</li><li>• Swayam</li></ul>		



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: DEFENCE AND STRATEGIC STUDIES**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Prof. Prashant Agrawal	Professor	Defence and Strategic Studies	University of Allahabad, Prayagraj
2	Prof. Harsh Kumar Shinha	Professor	Defence and Strategic Studies	D.D.U. Gorakhpur University, Gorakhpur
3	Dr. Deepak	Assistant Professor	Defence and Strategic Studies	Hemvati Nandan Bahuguna Government P.G. College, Naini - Prayagraj



**Semester-wise Titles of the Papers in U.G Programme (Defence and Strategic Studies)**

<b>Year</b>	<b>Semester.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
B.A-1	I	A120101T	Conceptual Aspect of war	THEORY	4
	I	A120102P	Basics of Operational Exercises-I	PRACTICAL	2
	II	A120201T	Military History of India	THEORY	4
	II	A120202P	Basics of Operational Exercises-II	PRACTICAL	2
B.A-2	III	A120301T	National Security - Conceptual Aspects	THEORY	4
	III	A120302P	Basics of Operational Exercises-III	PRACTICAL	2
	IV	A120401T	Strategic Thought	THEORY	4
	IV	A120402P	Basics of TEWTs/Sand Model Exercises, Sketching, Discussion	PRACTICAL	2
B.A-3	V	A120501T	Indian Defence Mechanism	THEORY	4
	V	A120502T	National Security of India	THEORY	4
	V	A130503P	Military use of Electromagnetic Spectrum, Press Clipping, Tour	PRACTICAL	2
	V	A130504R	Research Project-1	PROJECT	3
	VI	A130601T	Science and Technology in Relation to Warfare	THEORY	4
	VI	A130602T	Military Psychology	THEORY	4
	VI	A130603P	Spotting Strategic Locations, Military Models, Presentation	PRACTICAL	2
	VI	A130604R	Research Project-2	PROJECT	3

## **Proposed Year wise Structure of UG Program in Defence and Strategic Studies**

### **Program Outcomes (POs)**

1. Upon completion of the programme of Bachelor's in Defence and Strategic Studies, a student should have acquired basic competency in strategic affairs covering a wide spectrum of interstate security to global security issues including non kinetic dimensions.
2. Shall develop capability in understanding the implications of use and threat of use of force in International relations.
3. Shall seek, identify and apply the acquired knowledge in defence and strategic studies on contemporary issues of strategic relevance.
- 4 .Ability to move from LOTS (Lower Order of Thinking Skills) to HOTS (Higher Order of Thinking Skills) in Defence and Strategic Studies.
5. The learning of strategic studies shall arm the candidates to independently choose further course of action in his/her life whether pursuing higher education by taking specialized course in honours or identifying a career for himself or herself.
6. The course curriculum in Defence and Strategic Studies is designed to encourage the acquisition of disciplinary/subject understanding, gain academic knowledge and professional skills required for any career pursuit be it choosing for higher studies or a job. The outcome based approach, particularly in the context of Defence and Strategic Studies for undergraduate programme will incorporate a significant shift from teachers centric to learner centric pedagogies and from specific to active/participatory pedagogies where emphasis will be on field Study, educational tours, writing assignments, seminar presentation and Tutorials etc. Teaching, therefore, becomes more interesting and absorbing aiming at demonstrative learning.

### **B.A. /B.Sc.First Year**

#### **Certificate in Fundamentals of Defence and Strategic Studies**

#### **Program Specific Outcomes (PSOs)-**

After undergoing this course a student will be in a position to –

1. Clearly understand the definition, meaning and distinguish basic concepts of war; Various types of war and its various typologies, techniques and characteristics; and Grasp the concept and theories of nuclear war in detail. (Semester-I)
2. Become familiar in evolution of art of warfare in India; Learn and understand the Strategy, tactics, application of principles of war and causes of defeat and victory of various Indian, Mughal, Maratha and Sikh Generals. Besides, in a position to appreciate and understand evolutionary changes in the art and science of war in India through ages (Semester-II)

Semester I	Name of Paper	Credits	No of Lectures
	Conceptual Aspect of war (Theory)	4	60
	Basics of Operational Exercises-I(Practical)	2	30
	Total	6	90
Semester II	Name of Paper	Credits	Lectures
	Military History of India(Theory)	4	60
	Basics of Operational Exercises-II(Practical)	2	30
	Total	6	90

**B.A. /B.Sc. Second Year**

**Diploma in Defence and Strategic Studies**

**Program Specific Outcomes (PSOs) -**

After undergoing this course a student will be in a position to –

1. Develop core competencies in national security affairs by building his/her capacity on essentials of National Security through theory and practice. Understand the national security challenges both internal and external a country face; and Understand the Contemporary security environment in the world. (Semester-III)
2. Acquaint them with the concepts of strategic thinking as propounded by prominent classical and modern thinkers. Students will also develop analytical thinking regarding relevance of such thought to contemporary period. (Semester iV)

Semester III	Name of Paper	Credits	No of Lectures
	National Security- Conceptual Aspects(Theory)	4	60
	Basics of Operational Exercises-III(Practical)	2	30
	Total	6	90
Semester IV	Name of Paper	Credits	No of Lectures
	Strategic Thought (Theory)	4	60
	Basics of TEWTs/Sand Model Exercises, Sketching, Discussion (Practical)	2	30
	Total	6	90

### B.A. /B.Sc.,Third Year

#### Degree in Bachelor of Arts or Science

#### Program Specific Outcomes (PSOs)

After undergoing this course a student will be in a position to –

1. Equip the students with specific knowledge of India's threat perceptions; An assessment at both internal and external level besides fair idea of problems the country faces as a nation state; and The Structure, objectives, role and problems of Civil Defence Organization in India. (Semester V)
2. Acquire knowledge on how significant the role of science and technology is to Society and to National Security. The paper also provides realization in contemplating on the military-industrial complex (MIC) of a nation; besides Understanding the concepts and applications of Electronics Warfare, Space and Ballistic Missile Defence (BMD) in Warfare. (Semester VI)

Semester V	Name of Paper	Credits	No of Lectures
	Indian Defence Mechanism (Theory)	4	60
	National Security of India(Theory)	4	60
	Military use of Electromagnetic Spectrum,Press Clipping, Tour (Practical)	2	30
	ResearchProject-I	3	45
	Total	13	195
Semester VI	Name of Paper	Credits	No of Lectures
	Science And Technology in Relation to Warfare(Theory)	4	60
	Military Psychology(Theory)	4	60
	Spotting Strategic Locations, Military Models, Presentations (Practical)	2	30
	ResearchProject-II	3	45
	Total	13	195

**B.A. /B.Sc I ,Semester I, Defence and Strategic Studies, Paper 1**

**Conceptual Aspects of war**

**(Theory)**

Programme/Class: Certificate	Year: First	Semester: 1
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A120101T	Course Title: <b>Conceptual Aspects of war</b> ( Theory)	
<b>Course outcomes:</b>		
The student at the completion of the course will be able to: Clearly understand the definition, meaning and distinguish basic concepts of war; Various types of war and its various typologies, techniques and characteristics; and Grasp the concept and theories of nuclear war in detail.		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	1. Conceptual Formulation a. Meaning and definition of Defence and Strategic Studies – Its relevance and significance and relationship with other disciplines of study. b. War - Definition and meaning and basic concepts – Understanding various causes of War. Basic Concepts - War, Campaign, Battle, Strategy, Tactics, Security and Defence. c. Ancient Indian War and Defense Strategies	08
<b>II</b>	3. Principles of War 4. War as an instrument of policy : Past, Present and Future	07

<b>III</b>	5. Modern Warfare a. Concept and definition b. Features of Modern Warfare	07
<b>IV</b>	6. Guerilla Warfare a. Origin and concept. b. Principles, techniques and characteristics of guerrilla warfare. c. Counter guerrilla measures.	08
<b>PART B</b>		
<b>V</b>	7. Psychological Warfare a. Definition and concept. b. Functions and Limitations.	8
<b>VI</b>	8. Economic Warfare a. Concept and definition b. Basic dimensions c. Effects of war on National Economy	6
<b>VII</b>	9. Nuclear warfare a. Beginning of nuclear era and effects of nuclear explosion. b. Nuclear strategies of 'Deterrence' and 'Massive Retaliation'.	8
<b>VIII</b>	10. Chemical and Biological Warfare a. Definition and concept b. Agents, their effect and military use.	8

**Suggested Readings:**

1. Andreski S., (1968) Military Organization and Society, Univ. California Press, Berkeley.
2. Anthony James Joes, (1996) Guerrilla Conflict before the Cold War, (Praeger Publishers,
3. Aron R., (1966) Peace and War: A Theory of International Relations, Praeger, New York.
4. Barringer R., (1972) War: Patterns of Conflict, MIT Press, Cambridge, Mass.
5. Blainey G., (1973) The Causes Of War, Macmillan, London,.
6. Montgomery Viscount, (1983) A History of Warfare, William Morrow & Co, New York City.

<p>7. Mukherji and Shyam Lal, (1952) A Textbook of Military Science, Vol. II., Navayuga, New Delhi.</p> <p>8. Osanka, F.M., (1962) Modern Guerrilla Warfare, Free Press of Glencoe, New York.</p> <p>9. Sidhu, K.S., (1988) War and Its Principles, Atlantic, New Delhi.</p> <p>10. Tripathi, K.S., (1970) Evolution of Nuclear Strategies, Vikas, New Delhi</p> <p>11. Van Evara, Stephen, (1999), Causes of War: Power and the Roots of Conflict, Cornell University Press, Ithaca.</p> <p>12. Wright, Quincy, (1942) Study of War, University of Chicago Press.</p> <p>13. सिंह ,टण्डन, अग्रवाल (2012 )युद्ध और शांति का अध्ययन, शारदा पुस्तक भवन, इलाहाबाद</p> <p>14. पाण्डेय, बाबूराम एवं पाण्डेय, रामसूरत.,(2005) युद्ध और शांति के मूल तत्व, प्रकाश बुक ,डिपो बरेली</p>
<p>This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject</p>
<p>Suggested Continuous Evaluation Methods: Seminar/ Presentation on any topic of the above syllabus Research Orientation Test with multiple choice questions/ short and long answer questions Attendance</p>
<p>Course prerequisites: To study this course, a student must have had the subject ALL .....in class 12<sup>th</sup>. The eligibility for this paper is 10+2 with any subject</p>
<p>Suggested Equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>

### B.A. /B.Sc.I ,Semester I , Defence and Strategic Studies Paper 2

(Practical)

Programme/Class: Certificate	Year: First	Semester: First
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A120102P	Course Title: Basics of Operational Exercises-I	
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:40	

Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures
I	1. Maps: Definition and Features; Classification and its utility for Military; Enlargement and reduction of Maps. 2. Conventional Signs: Military and Geographical	06
II	3 .GRID System: Four Figure and Six figure Map References.	08
III	4. North:Types of North and finding out True North; The Pole Star Method; The equal altitude method; Watch method & Compass method.	06
IV	5. Scale: Definition, Methods of representing Scale: Inter-conversion of scale into Representative Fraction, construction of simple scale line and the comparative scale lines.	10
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b>		
Research Orientation Test with multiple choice questions/short and long answer questions,or Record ,Viva Voce		

**B.A. /B.Sc I ,Semester II, Defence and Strategic Studies, Paper 01**

Military History of India

**(Theory)**

Programme/Class: Certificate	Year: First	Semester: II
<b>Subject: Defence and Strategic Studies</b>		



Course Code: A120201T		Course Title: <b>Military History of India</b> (Theory)
<p><b>Course outcomes:</b></p> <p>After undergoing this course a student will be in a position to –</p> <p>Become familiar in evolution of art of warfare in India;</p> <p>Learn and understand the Strategy, tactics, application of principles of war and causes of defeat and victory of various Indian, Mughal, Maratha and Sikh Generals.</p> <p>Besides, in a position to appreciate and understand evolutionary changes in the art and science of war in India through ages.</p>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:33
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	1.Military System in Vedic and Epic Age. 2. Macedonian and Indian art of war with particular reference to the battle of Hydaspes (326 B.C.)	08
<b>II</b>	3. Kautilya's Philosophy of War : State Craft, Military Organisation, Weapon, Intelligence System and the Art of War	07
<b>III</b>	4. Turk and Rajput Military System with particular reference to the Battle of Tarran(1192 AD) 5. Military Organisation and Pattern of Warfare during the Sultanate period with particular reference to Ala-uddin Khilji	07
<b>IV</b>	6. The Mughal Military System with particular reference to the First Battle of Panipat (1526 AD) 8. The Rajput Military Organisation. Weapon system and art of fighting with particular reference to the battle of Kanwah (1527 AD)	08
<b>PART B</b>		
<b>V</b>	9. The Maratha Military System with special reference to the third battle of Panipat (1761 AD)	8

<b>VI</b>	10. Sikh Military System with special reference to the battle of Sobraon (10 Feb. 1846AD)	6
<b>VII</b>	11. Military System of East India Company , Evolution of Indian Armed forces from 1858 to 1947 A.D. ,Growth of Indian Navy and Air Force	8
<b>VIII</b>	12.India's Wars post independence (In Brief) a. The First India-Pakistan War (1947- 1948) b. India-China War of 1962 c. The India Pakistan War of 1965 d. Liberation of Bangladesh of 1971 e. The Kargil Conflict of 1999	8

**Suggested Readings:**

1. Alfred, David., (1953) Indian Art of War, Atma Ram , Delhi.
2. Bajwa F.S., (1964) Military System of the Sikhs, Moti Lal, Banarsi Dass, Delhi.
3. Bruce, George., (1969) Six Battles of India, Rupa & Company, Calcutta.
4. Das, S.T., (1969) Indian Military - Its History and Development, Sagar, New Delhi.
5. Dikshitar, Ramachandra V. R. (1999) War in Ancient India. Cosmo, New Delhi.
6. Fuller, J.F.C., (1958) Generalship of Alexander The Great, Natraj Publishes, Dehradun.
7. Gustav Oppert, (1967) Weapons, Army Organisation and Political Maxims of Ancient Hindus, R.F Patel Rajratan Press, Ahmedabad.
8. Kangle, R.P., (1963) Kautilya's Arth Shastra, University of Bombay, Mumbai.
9. Majumdar, B.K., (1960) Military System in Ancient India, Firma K.L. Mukhopadhyoy, Calcutta.
10. Majumdar, B.N., (1963) Study of Indian Military History. Army Educational Store, Delhi.
11. Roy, Kaushik, (2004) From Hydaspes to Kargil: A History of Warfare in India from 326 BC to AD 1999. Manohar, New Delhi. 12. Roy, Kaushik (2011, War, Culture and Society in Early Modern South Asia, 1740–1849, Routledge.
13. Roy, Kaushik Ed., (2011), The Indian Army in the Two World Wars Brill.
14. Singh, Sarva Daman. (1997) Ancient Indian Warfare: With Special Reference to the Vedic Period. Motilal Banasidass, New Delhi.
15. डेविड ,मेजर अलफ्रेड ;(1972),भारतीय युद्ध कला, अनुवाद एस.डी. चोपड़ा ,मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल
16. शर्मा, डॉ. योगेंद्र कुमार एवंनिगम, रामलाल;(1998-99), सैन्य विज्ञान भाग 1 एवं 2,अलका प्रकाशन ,कानपुर

17. सिंह ,टण्डन,अग्रवाल ;(2012),भारतीय युद्ध कला ,शारदा पुस्तक भवन ,इलाहाबाद
18.सिंह,टण्डन,अग्रवाल;(2009), स्वतंत्र भारत की युद्ध कला (कश्मीर से कारगिल तक),शारदापुस्तकभवन,इलाहाबाद
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject
Suggested Continuous Evaluation Methods: Seminar/ Research Orientation/Presentation on any topic of the above syllabus Test with multiple choice questions/ short and long answer questions Attendance
Course prerequisites:To study this course,a student must have had the subject ALL..in class 12 <sup>th</sup> . The eligibility for this paper is 10+2 with any subject
Suggested Equivalent online courses: <ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>

**B.A. /B.Sc. I ,Semester II, Defence and Strategic Studies ,Paper 02**

**(Practical)**

Programme/Class: Certificate	Year: First	Semester: II
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A120202P	Course Title: Basics of Operational Exercises-II	
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures

<b>I</b>	1.Bearing: Definition, Inter conversion of Bearing in detail.	06
<b>II</b>	2. Liquid Prismatic Compass (LPC): Features and functions of its various parts: Attempt following exercise on the LPC: To determine magnetic north; Setting of the Map.	08
<b>III</b>	3.To find out the bearing of a point from other point situated on the ground.	06
<b>IV</b>	4.To determine one's and enemy's position on the map by resection and intersection methods with the help of compass.	10
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b>		
Test with multiple choice questions/ Research Orientation/ short and long answer questions,or Record ,Viva Voce		
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. .....		

**B.A. /B.Sc II ,Semester III, Defence and Strategic Studies, Paper 01**

National Security-Conceptual Aspects

**(Theory)**

Programme/Class: Certificate	Year: Second	Semester: III
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A120301T	Course Title: National Security-Conceptual Aspects( Theory)	
<b>Course outcomes:</b>		
<b>This course helps students develop core competencies in national security affairs by building his/her capacity on essentials of National Security through theory and practice.</b>		
Credits: 4	Core Compulsory / Elective	

Max. Marks: 25+75		Min. Passing Marks:33
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<b>1. Introduction</b> (a) Concepts of Nation, State and Nation – State, Security and Defence (b)Origin, Concept, and objectives of National Security.	08
II	<b>2. National Security Analysis Concept, Components and formulation of Security and Defence Policies and their linkages</b>	07
III	<b>3. National and International Security related Concepts</b> a. National Power and its elements , National Interest, Foreign Policy and Diplomacy. b. Balance of Power, Collective Security and Collective Defence,Non-Alignment, Deterrence, Disarmament and arms control	07
IV	<b>4.Challenges and Threats to National Security</b> a. Military Threats/Challenges :Internal and External b.Non-Military Threats/Challenges:Internal and External	08
PART B		
V	<b>5. Concept of Defence: Threat Perception,Defence Planning and Reforms, Military ,Nuclear and Missile Capabilities of India, China and Pakistan</b>	8
VI	<b>6. Proliferation of weapons of Mass Destruction(WMD)and NPT, CTBT, MTCR, NMD and FMCT</b>	6
VII	<b>7. Armaments: Arms Race,Arms Aid,Arms Trade and Small Arms Proliferation</b>	8
VIII	<b>9. Measures to address the challenges of National Security :</b> a.One-sided initiative , and b. Collaborative approach <b>10. Relevance of Science &amp; Technology in National Security</b>	8

**Suggested Readings:**

1. Booth, K., (2007) Theory of World Security: Cambridge University Press, Cambridge,
2. Buzan, Barry., (1987) People Fear and State: New Delhi, Trans Asia Publications.
3. Das, S.T., (1987) National Security in Perspective: Delhi, Gian Publishing House.
4. Frankel, Joseph., (1970) National Interest: London, Macmillan.
5. Military Balance., Latest Edition (IISS)
6. Morgenthau, Hans J., (1969) Politics Among Nations, Calcutta, Scientific Book Agency.
7. Palmer, Norman D. and Perkins, Howard C., (1968) International Relations: Calcutta, Scientific Book Agency
8. Chowdhury, Subrata Roy., (1966) Military Alliances and Neutrality in War and Peace: New Delhi, Orient Longman.
9. Singh, Nagendra., (1974) The Defence Mechanism and the Modern State: New Delhi, Asia Publishing House.
10. SIPRI Year Book Latest Edition.
11. उम्मन, टी.के., (2010) सुरक्षा: एक नया दृष्टिकोण , प्रभात प्रकाशन , नई दिल्ली
12. पाण्डेय, डॉ. रामसूरत ., (2014) राष्ट्रीय सुरक्षा एवं अंतरराष्ट्रीय संबंध , प्रकाश बुक डिपो , बरेली
13. सिंह, लल्लन जी., (2003) राष्ट्रीय रक्षा और सुरक्षा, प्रकाश बुक डिपो , बरेली
14. श्रीवास्तव , जे. एम . एवं सिन्हा , हर्ष कुमार (2017), राष्ट्रीय सुरक्षा , ए .एस .आर .पब्लिकेशन, लखनऊ
15. सिंह, अशोक कुमार ., (2018), राष्ट्रीय सुरक्षा , प्रकाश बुक डिपो, बरेली
16. कुमार , महेंद्र ., (2005) अंतरराष्ट्रीय राजनीति के सैद्धांतिक पक्ष , शिवलाल अग्रवाल एंड कंपनी , आगरा

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

**Suggested Continuous Evaluation Methods:**

Seminar/ Research Orientation/ Presentation on any topic of the above syllabus

Test with multiple choice questions/ short and long answer questions

Attendance

Course prerequisites: To study this course, a student must have had the subject ALL.. in class 12<sup>th</sup>.

The eligibility for this paper is 10+2 with any subject

**Suggested Equivalent online courses:**

- Coursera
- Swayam

**B.A. /B.Sc. II.,Semester III , Defence and Strategic Studies ,Paper 02**

**(Practical)**

Programme/Class: Certificate	Year: Second	Semester: III
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A120302P	Course Title: Basics of Operational Exercises-III	
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures
<b>I</b>	1.Relief Features and their representation on the map.	06
<b>II</b>	2. Types of slopes and their representation on the map	08
<b>III</b>	3.Gradient – Determination of gradients.	06
<b>IV</b>	4.Inter visibility – Determination of inter visibility in case of rise or fall of slope.	10
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b>		
Test with multiple choice questions/ Research Orientation/short and long answer questions,or Record ,Viva Voce		
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. .....		

**B.A. /B.Sc II ,Semester IV, Defence and Strategic Studies, Paper 01**

Strategic Thought

**(Theory)**

Programme/Class: Certificate	Year: Second	Semester: IV
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A120401T	Course Title: <b>Strategic Thought</b> ( Theory)	
<b>Course outcomes:</b> The course will provide students an acquaintance with the concepts of strategic thinking as propounded by prominent classical and modern thinkers. Students will also develop analytical thinking regarding relevance of such thought to contemporary period.		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	1. Kautilaya's Philosophy of war.	10
<b>II</b>	2. Sun Tzu- The Art of war.	05
<b>III</b>	3. Clausewitz's theories on war and politics.	06
<b>IV</b>	4. Mao-Tse-Tung's views on Guerrilla warfare.	08
	<b>PART B</b>	
<b>V</b>	5 .J.F.C. Fuller and Liddell Hart: Their views on Mechanized warfare	8
<b>VI</b>	6. Mahan's Views on Sea Power and Naval Warfare.	5
<b>VII</b>	7. Douhet and Mitchell: Their views on the Role of Air Power in Modern Warfare.	8



<b>VIII</b>	<p>8. Y.Harkabi, John Foster Dulles and Andre Beaufre - Theories of Nuclear War and Deterrence.</p> <p>9.Thoughts of Mahatama Gandhi and Nehru on Peace, Security and Development.</p>	10
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**Suggested Readings:**

- 1.Dass, S.T., (1987) An Introduction to the art of war
- 2.Earl, E.M., (1943) Makers of Modern Strategy, Princeton.
- 3.Fuller, J.F.C., (1998) Armament and History, Da Capo Press.
- 4.Fuller, J.F.C., (1992) The Conduct of war, Da Capo Press.
- 5.Shama Shastri., (2012) Kautilya's Arthshastra, Low price Publications.
- 6.Tzu, Sun., (2015) The Art of War, Grapevine, India.
- 7.Duffy, Christopher., (1987) Siege Warfare, Routededge Kegenpaul.
- 8.Ropp, Theodore., (2000) War in the Modern World, John Hopkins.
- 9.Beaufre Andre., (1965) Deterrence and Strategy, Faber & Faber.
- 10.Mao-Te-Tung., (1967) On the protracted War: Selected works, Foreign Language Press, Peiking.
- 11.Nasultion, Abdul Haris., (1965) Fundamentals of Guerrilla Warfare, Fredrick A Prager.
- 12.Reid, Brain Holden., (1987) J.F.C.Fuller: Military Thinker, Palgrave McMilan.
- 13.Greene, T.N., (1962) The Guerrilla and How to Fight Him, Fredrick A Prager.
14. जौहरी, आर.सी .,(1977),पाश्चात्य सैन्य विचारक , चंद प्रकाश एंड ब्रदर्स ,हापुड
15. पाण्डेय, बाबूराम एवं पाण्डेय,रामसूरत.,(2005),स्त्रातेजिकविचारक, बरेली बुक डिपो ,बरेली
- 16.सिंह, लल्लनजी.,(1997-98), आधुनिक सैन्य चिंतक (विचारक), प्रकाश बुक डिपो ,बरेली
17. अधिकारी, शेखर,(2001). आधुनिक स्त्रातेजिक चिंतन, एस.पी.जे पब्लिकेशंस, इलाहाबाद
18. चेगुएवाराआर्गेस्तो.,(2008) छापामार युद्ध ,अनुवाद नरेश 'नदीम', प्रकाशन संस्थान ,नई दिल्ली
- 19.सुंतजू.,(2010) युद्ध की कला, अनुवाद डॉ.आलोक कुमार ,मांप्ले प्रेस, नोएडा

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

Suggested Continuous Evaluation Methods:  
Seminar/ Research Orientation/Presentation on any topic of the above syllabus  
Test with multiple choice questions/ short and long answer questions  
Attendance

Course prerequisites:To study this course,a student must have had the subject ALL..in class 12<sup>th</sup>.  
The eligibility for this paper is 10+2 with any subject

Suggested Equivalent online courses:

- Coursera
- Swayam

**B.A. /B.Sc. II,Semester IV, Defence and Strategic Studies ,Paper 02**

**(Practical)**

Programme/Class: Certificate	Year: Second	Semester: IV
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A120402P	Course Title: Basics of TEWTs/Sand Model Exercises, Sketching, Discussion	
Credits: 2		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures
<b>I</b>	<b>1.Elementary knowledge of-</b> a.Rank structure of the three services	08

	b.Study and description of ground C.Judging distance d.Section formation e.Patrolling <p style="text-align: center;"><b>Or</b></p> <b>1.Sand Model Exercises</b> Battle of Panipat, 1526 A.D. Battle of Assaye, 1803 A.D.	
<b>II</b>	<b>2. Sketching of the Charts of Indian Battles</b> a.Battle of Thagla Ridge, 1962. b.Kargil Conflict, 1999	05
<b>III</b>	<b>3. Sketching of the Charts of Western Battles</b> a..Battle of Trafalgar, 1805. b.Battle of Somme, 1919.	05
<b>IV</b>	4. Lecture and group discussion on current defence topics.	12
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b> Test with multiple choice questions/ Research Orientation/ short and long answer questions, Record ,Viva Voce		
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. .....		

**B.A. /B.Sc III ,Semester V, Defence and Strategic Studies, Paper 01**

Indian Defence Mechanism

**(Theory)**

Programme/Class: Certificate	Year: Third	Semester: V
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A120501T	Course Title: <b>Indian Defence Mechanism</b> ( Theory)	
<b>Course outcomes: Students will learn about the defence mechanism of India and evaluate its strengths and weaknesses.</b>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	<b>1. Introduction and Differences between Army , Military and Defence Forces</b> <b>2. Second line Defence [introduction to Paramilitary Forces in brief)</b>	08
<b>II</b>	<b>2. The Indian Defence Forces</b> <b>a. Rank Structure of the Three Services.</b> <b>b. Recruitment methods for Defence Services.</b> <b>c .Important training Institution of the Three Services.</b>	07
<b>III</b>	<b>3.Higher Defence Organizations of India</b> <b>a. Power of the President of India in relation of Defence.</b> <b>b. Role and function of Ministry of Defence.</b> <b>c .Composition and function of Defence Committees/NSC.</b> <b>d .Chief of Staff and joint service Organization.</b>	08

<b>IV</b>	<b>4.Army Organization</b> <b>a.Organization of army Headquarters (Role of COAS and PSOs).</b> <b>b.Static and Field formation of Indian Army.</b> <b>c. Arms and Services.</b>	07
PART B		
<b>V</b>	<b>5. Air Force Organization</b> <b>a. Organization of Air Force Headquarters (Role of CAS and PSOs).</b> <b>b. Static and Field formation of Indian Air Force.</b>	7
<b>VI</b>	<b>6.Navy Organization</b> <b>a. Organization of Naval Headquarters (Role of CNS &amp; PSOs).</b> <b>b. Static and Field formation of Indian Navy.</b>	7
<b>VII</b>	<b>7.Cooperation Between Armed Forces and Civil Authorities</b> <b>a .Maintenance of Law and Order</b> <b>b.Flood Relief Operations</b> <b>c .Rescue and Relief Operation</b>	8
<b>VIII</b>	<b>8.Indian's Defence Cooperation with Foreign Countries</b> <b>a. Defence Diplomacy.</b> <b>b. Cooperation on Capacity Building and Training</b> <b>c. Defence Partnerships with Major Powers</b>	8

**Suggested Readings:**

- 1.Venkateswaran, A.L., (1967) Defence Organisation in India, New Delhi: Government of India.**
- 2.Government of India, (1924) The Army of India and its Evolution, Calcutta.**
- 3.Ministry of Defence, Government of India, Indian Armed Forces Year Book, (Annual).**
- 4.Palit, D.K., (1989) Essentials of Military Knowledge, New Delhi.**
- 5.Singh, Nagendra., (1967) Defence Mechanism of Modern State, New Delhi.**

6. शर्मा, डॉ. योगेंद्र कुमार. एवंनिगम, रामलाल; (1998-99), सैन्य विज्ञान भाग 2, अलका प्रकाशन, कानपुर
7. वार्षिक रिपोर्ट: रक्षा एवं विदेश मंत्रालय, भारत सरकार
8. कारडोजो, मेजर जनरल इयान., (2016) भारतीय सेना का गौरवशाली इतिहास, अनुवाद विनोद कुमार मिश्र, प्रभात प्रकाशन दिल्ली
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject
Suggested Continuous Evaluation Methods: Seminar/ Research Orientation/ Presentation on any topic of the above syllabus Test with multiple choice questions/ short and long answer questions Attendance
Course prerequisites: To study this course, a student must have had the subject ALL.. in class 12 <sup>th</sup> . The eligibility for this paper is 10+2 with any subject
Suggested Equivalent online courses: <ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>

**B.A. /B.Sc III ,Semester V, Defence and Strategic Studies, Paper 02**

Nation Security of India

**(Theory)**

Programme/Class: Certificate	Year: Third	Semester: V
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A120502T	Course Title: <b>National Security of India</b> ( Theory)	
<b>Course outcomes:</b> Students will learn about the defence mechanism of India and evaluate its strengths and weaknesses.		

Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:33
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<b>1.India's Geo-Strategic Location and significance.</b> <b>a.India's Borders- Nature and characteristics of land borders.</b> <b>b.Indian ocean territory and its strategic significance</b>	08
II	<b>2.Indian Concept of National Security</b> <b>a.Meaning and Definition</b> <b>b.Threat Perceptions</b> <b>c.Types of threats to India</b>	07
III	<b>3.India's Security Problems since independence.</b> <b>a.Geo-political effects of partition.</b> <b>b.Effects on Armed Forces</b>	08
IV	<b>4. Determinants of Indian Foreign Policy - Basic Determinants: Objectives of Indian foreign policy; global and regional perspective.</b>	07
PART B		
V	<b>4. External Dimensions of India's security</b> <b>a.Security problems related to Pakistan including Indo-Pak wars.</b> <b>b.Security problems related to China including 1962 Sino-Indian war.</b> <b>c. Regional Security challenges.</b> <b>d.India's Maritime Security Challenges</b>	07
VI	<b>5. Internal dimension of India's security</b> <b>a.Terrorism in Jammu &amp; Kashmir</b> <b>b. Insurgency in North eastern states</b> <b>c. Naxalism</b>	07

VII	6. Defence Organization in India: - Structure, Objectives, Role, and Problems.	08
VIII	7.National Security Council: Structure and Role	08
	8.National Security Management and Future Challenges	

**Suggested Readings:**

- 1.Bajpai, U.S., (1986) **India and its Neighbourhood: New Delhi, Lancer International.**
- 2.Baranwal, S.P., (1984) **Measures of Civil Defence in India: New Delhi, Guide Publications.**
- 3.Bobbing, Ross and Gordon, Sandy, (1992) **India's Strategic Future: Delhi, Oxford University Press.**
- 4.Chatterjee, R.K. (1978) **India's Land Borders- Problems and Challenges: New Delhi, Sterling Publishers.**
- 5.Chaudhury, Rahul Roy, (1995) **Sea Power and India's Security, London, Brassey's.**
- 6.Dass, S.T., (1987) **National Security in Perspective: Delhi, Gian Publishers.**
- 7.Kavic, Lorne J., (1967) **India's Quest For Security: Defence Policies 1947-1965, Los Angeles, University of California Press.**
- 8.Menon, V.P., (1961) **The Story of the Integration of Indian States: New Delhi, Orient Longmans.**
- 9.Nayar, V.K., (1992) **Threats From Within: New Delhi, Lancer Publications.**
- 10.Rao, Ramakrishna and Sharma, R.C., (1991) **India's Borders, New Delhi, Scholars' Publishing Forum.**
- 11.Rao, P.V.R., (1970)**Defence Without Drift: Bombay, Popular Prakashan.**
- 12.Singh, Jaswant (1999) **Defending India: Bangalore, Macmillan India Ltd.**
13. दत्त ,बी.पी.,( 2007)**स्वतंत्र भारत की विदेश नीति, अनुवाद नरेंद्र तोमर ,नेशनल बुक ट्रस्ट इंडिया**
14. कुमार, अशोक.,(2015) **भारत की आंतरिक सुरक्षा: मुख्य चुनौतियां ,माइग्राहिल एजुकेशन (भारत) प्राइवेट लिमिटेड ,नई दिल्ली**
- 15.शरण,हरीएवंसिन्हा, हर्षकुमार.,(2012) **हिंद महासागर: चुनौतियां एवं विकल्प, प्रत्यूष पब्लिकेशन दिल्ली**
16. मलिक,जनरल पी.वी.,(2014) **भारतीय सैन्य शक्ति, प्रभात प्रकाशन ,दिल्ली**
- 17.माधव,राम.,(2015) **असहज पड़ोसी( युद्ध के वर्षों बाद भारत और चीन 50),प्रभात पेपरबैक्स ,नई दिल्ली**

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject



<p>Suggested Continuous Evaluation Methods:  Seminar/ Research Orientation/Presentation on any topic of the above syllabus  Test with multiple choice questions/ short and long answer questions  Attendance</p>
<p>Suggested Equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>

**B.A. /B.Sc. III ,Semester V, Defence and Strategic Studies ,Paper 03**

**(Practical)**

Programme/Class: Certificate	Year: Third	Semester: V
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A120503P	Course Title: Military use of Electromagnetic Spectrum, Press Clipping, Tour	
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures
<b>I</b>	<b>1.Thermal Imaging and Sensors. 2.Radars and its significance.</b>	10
<b>II</b>	<b>3.Introduction to Electronic Warfare in terms of Lasers, ECM, ECCM</b>	08
<b>III</b>	<b>4.Press Clippings on allotted current topics with a brief assignment</b>	06

<b>IV</b>	<b>6.Educational Tour and its report.</b>	06
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b>		
Test with multiple choice questions/ Research Orientation/short and long answer questions,or Short Presentation/Lecturer,Record ,Viva Voce		
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. .....		

**B.A. /B.Sc.III, Semester V, Defence and Strategic Studies,Paper 4**

Research Project

Programme/Class: Graduation	Year: 3	Semester: V
Subject:		
Course Code: A130504R	Course Title: Research project- 1	
Credits: 3	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures- 45		
Unit	Topics	No. of Lectures
I	The Candidate has to select and give inputs in any one of the following.  It may include .....  1.Indo-NepalBorderSecurityandManagement 2.Studyandassessmentofpotentialcyberthreatsinyourarea.	10
II	Involving application of knowledge in solving/analyzing/exploring real life situation/difficult issues related to Defence and Strategic Studies	11
III	Develop a tool for conducting a survey of the selected area and collect data from the area/ seek permission to conduct short training in the area.	12

IV	A detailed Report to be prepared and submitted.	12
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Prepare Survey or tool on any one of the above areas Research Orientation-Collection of data related to the area. A letter certifying the authenticity of work done from the mentor Report of the identified problems and survey conducted.		
Course prerequisites: To study this course, a student must have had cleared the 4th semester		

**B.A. /B.Sc III ,Semester VI, Defence and Strategic Studies, Paper 01**

Science and Technology in Relation to Warfare

**(Theory)**

Programme/Class: Certificate	Year: Third	Semester: VI
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A130601T	Course Title: <b>Science and Technology in Relation to Warfare</b> (Theory)	
<b>Course outcomes:</b> <b>At the end of this course, students acquire knowledge on how significant the role of science and technology is to Society and to National Security. The paper also provides realization in contemplating on the military-industrial complex (MIC) of a nation.</b>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures

I	<b>1.Science, Technology and National Security.</b>	07
II	<b>2.Impact of Science and Technology on Society and warfare.</b>	07
III	<b>3.Transfer of Technology:</b> a .International interdependence b.Role of Multinational Corporations.	08
IV	<b>4.Armament technology (in brief):</b> a. Armoured vehicles: Tanks and APC`s b. Aircrafts, UAV's and Missile c. Submarine and Aircraft carrier	08
	PART B	
V	<b>5. Electronics Warfare: Concept and applications</b>	07
VI	<b>6.Ballistic Missile Defence (BMD): Concept and applications.</b>	7
VII	<b>7.Revolution in Military Affairs (RMA)</b>	08
VIII	<b>8.Defence R&amp;D and Defence Production in India</b>	08

**Suggested Readings:**

- 1.Arcangelis, Mariode, (1990) Electronics Warfare, Ratna , New Delhi.**
- 2.Rehman, A. (1972) Science Technology and Society: New Delhi, People's Publishers House.**
- 3.Anand. A. (2003) Information Technology: The future warfare weapons: New Delhi, Ocean books,.**
- 4.Baranson, Jack. (1978) Technology and the Multinationals: Lexington, Lexington Books.**
- 5.Johan Erickson (Ed.) (1966) The Military Technical Revolution: Its Impact on strategic and Foreign Policy: New York, Frederick A Prager.**
- 6.Macksey, Kenneth (1986) Technology in War: The impact of Science on weapon development and**

modern Battle: NY, Prentice Hall.

7.Mann T.S., (1982) Transfer and Technology: Bombay, Himalaya Publications House.

8.Jasbir R.K., (1987) Handbook of military science and Armament Technology: Dehradun, Natraj publications.

9.Singer, H.W., (1988) Technology Transfer by Multinational Vol. I& II: New Delhi, Ashis.

10.Tiwari V.M. and Rajnikant, (1996) The high tech war at twentieth Century: New Delhi, Vikas.

11.Rajan,Y.S. (2001) Empowering India (with Economic Business & Technological strengths for the twenty First Century) : New Delhi, Hari Anand.

12.Robert H . Latiff, ( 2017) Future war, Penguin Random House.

13. कलाम ,डॉ.ए.पी.जे .अब्दुल एवं राजन ,वाई .एस.,( 2015) भारत 2020 और उसके बाद ,प्रभात प्रकाशन ,नई दिल्ली

14. बाला ,मनमोहन .,(2000 )रक्षा विज्ञान आयुध तथा टेक्नोलॉजी, प्रभात प्रकाशन ,नई दिल्ली

15. बाला ,मनमोहन.,(2005) युद्ध और सूचना प्रौद्योगिकी, विकास दीप प्राइवेट लिमिटेड ,नई दिल्ली

16. शंकर ,काली .,उपग्रह संचार प्रणाली के बढ़ते कदम ,बी.पी.बी .पब्लिकेशन, नई दिल्ली

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

Suggested Continuous Evaluation Methods:

Seminar/ Presentation on any topic of the above syllabus/ Research Orientation

Test with multiple choice questions/ short and long answer questions

Attendance

Suggested Equivalent online courses:

- Coursera
- Swayam

**B.A. /B.Sc III ,Semester VI, Defence and Strategic Studies, Paper 02**

Military Psychology

**(Theory)**

Programme/Class: Certificate	Year: Third	Semester: VI
<b>Subject: Defence and Strategic Studies</b>		
Course Code: A130602T	Course Title: <b>Military Psychology</b> (Theory)	
<b>Course outcomes:</b> After having done this course, student would be able to understand and appreciate psychological aspects of war making, military leadership and emotional issues that are faced by soldiers during war and peace.		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	1. Military Psychology: Definition, Scope, Significance and its role during war and peace.	08
<b>II</b>	2. Psychological Weapons of War: Propaganda, rumor and indoctrination.	07
<b>III</b>	3. Fear and Panic in War: Causes, Consequences and Management.	08
<b>IV</b>	4. Military Leadership: Meaning, attributes, importance and role of training.	07
	<b>PART B</b>	
<b>V</b>	5. Discipline: Definition, purpose and tools of maintaining discipline	7
<b>VI</b>	6. Motivation and Morale factors and their utilization in the armed forces.	7
<b>VII</b>	7. Man Management:-Concept, importance and strategy vis-à-vis armed forces.	8
<b>VIII</b>	8. Emotional problems and adjustment during war and peace.	8

**Suggested Readings:**

1. Bartlett, F.C., (1927) Psychology and the Soldier, Cambridge, Cambridge University Press..
2. Baynes, John., (1967) Morale, : A study of Men and courage London, Cassell.
3. Boring, E.G., (ed.), (1945) Psychology for the Armed Services, Dehradun, Natraj Publishers.
4. Chibber, M.L. (1986) Military Leadership to Prevent Military Coup, New Delhi, Lancer International
5. Copeland, Norman., (1967) Psychology and the soldier, Dehradun, English Book Depot..
6. Hasnain Qamar., (1967) Psychology for the fighting man, Dehradun, English Book Depot, Publishing Company.
7. Lienbarger, P.M.A., (1954) Psychological Warfare, Washington, D.C. Combat Press.
8. Raj Narain, (1979) Military Psychology, Agra: National Psychological Co-operation, 1st edition.
9. Nidhi Maheshwar, (2016) Military Psychology: Concepts, Trends & Interventions, Sage Publication India Pvt Ltd.
10. गुप्त , परशुराम., (2015) सैन्यमनोविज्ञान, प्रकाश बुक डिपो, बरेली
11. तिवारी, डॉ. निरंकार प्रसाद ., (2015) सैन्यमनोविज्ञान , ए .एस .आर. पब्लिकेशन , लखनऊ
12. सिन्हा , हर्षकुमार एवं सिंह , विनोद कुमार, सैन्यमनोविज्ञान, प्रत्युष पब्लिकेशन सनयी दिल्ली,

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

**Suggested Continuous Evaluation Methods:**

Seminar/ Presentation on any topic of the above syllabus /Research Orientation

Test with multiple choice questions/ short and long answer questions

Attendance

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

**Suggested Equivalent online courses:**

- Coursera
- Swayam

**B.A. /B.Sc. III ,Semester VI, Defence and Strategic Studies ,Paper 03**

**(Practical)**

Programme/Class: Certificate	Year: First	Semester: First
<b>Subject: Defence and Strategic Studies (Practical)</b>		
Course Code: A130603P	Course Title: Spotting Strategic Locations, Military Models, Presentations	
Credits: 2		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical-30 (60 hours)		
Unit	Topic	No. of Lectures
<b>I</b>	1. Strategic Maps of India: India and her neighbours; Indian States and Union Territories with Capitals; Strategic Raw Materials and Defence Industries and Atomic Reactors.	08
<b>II</b>	2. World: World Map in 1945, Countries of NATO, Non-Aligned Countries, Countries of South Asia, South East Asia, Far East and West Asia; Nuclear Nations, Indian Ocean Littoral States and World Sea Routes.	08
<b>III</b>	3. Making of Models - a. Fighter Plane. b. Battle Ship. c. Radar d. Submarine e. Tank f. Missile g. Helicopter	08
<b>IV</b>	4. Presentations on current defence topic	06
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b>		



Test with multiple choice questions/short and long answer questions,or Short Presentation/Lecturer,Record ,Viva Voce/ Research Orientation
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. .....

B.A. /B.Sc.III,Semester VI, Defense and Strategic Studies, Paper 4

Research Project

Programme/Class:Graduation	Year:3	Semester:VI
Subject:DefenceandStrategicStudies		
CourseCode:A130604R	CourseTitle:ResearchProject-II	
Courseoutcomes: Improveswritingandpresentationabilitiesofthecandidate.		
Credits:3	CoreCompulsory/Elective	
Max.Marks:25+75	Min.PassingMarks:40	
TotalNo.ofLectures-45		
Unit	Topics	No.ofLectures
I	TheCandidatehastoselectandgiveinputsinanyoneofthefollowing.  It mayinclude.....  1..AnyNatural/ManMadedisasterofyourareaanditsmanagement. 2.potentialthreatstothe citysecurityanditsmanagement	10
II	Aninterventionplanwouldbedevelopedbasedonproblemidentifiedint hearea/afieldvisitismandatorytodevelopanunderstandingofthewhol eprocess.	12

III	Theplannedinterventiontobecarrriedintheselectedarea Basedontheintervention,the pre- interventionstateandpostinterventiondatahastobeclectedandcomp ared/basedonvisitandinteractionthedetailedindepthdatahastobecolle cted.	11
VI	AdetailedReportistobesubmittedandevaluated.	12
This course can be opted as an elective by the students of followingsubjects:Openforall .....		
SuggestedContinuousEvaluationMethods: Preparedinterventionplanonanyoneoftheaboveareas Collectionofdatarelatedtothearea-ResearchOrientation  Alettercertifyingtheauthenticityofworkdonefromthementor Reportoftheimplementedplanandimpact/experienceofintervention.		
Courseprerequisites:Tostudythiscourse,astudentmusthavehadclearedthe4 <sup>th</sup> semester		



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: ECONOMICS**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus is developed by:**

S. N.	Name	Designation	Department	College/University
1.	Dr. Vinod Kumar Srivastava	Professor, Convener of the Team	Department of Economics and Rural Development	Dr. Ram Manohar Lohia Avadh University, Ayodhya (U P)
2.	Dr. Dinesh Kumar	Professor, Member	Department of Economics	CCS University Meerut (U P)
3.	Dr. Rashi Krishna Sinha	Associate Professor, Secretary	Department of Economics	Dr. Shakuntala Misra National Rehabilitation University, Lucknow (U P)

# B.A. in Economics

The Course is designed for the students pursuing graduation with Economics in regular mode. The programme aims to inculcate economic thinking among the students in economic decision making by comprehending economic theory. It aims to develop analytical view point in the students about the economic behaviour of people. The objective is to nurture among student a view point of a socially responsible and ethical aware citizen. The under graduate programme will have 10 courses in 6 Semesters in 3 years. In the Fifth and the Sixth Semester 01 paper is given as optional. In the Fifth Semester it is proposed to have Dissertation/Project keeping in the spirit of the New Education Policy 2020 to introduce research at the graduation level. The structure of syllabus is based on the template of UGC proposed for the CBCS for undergraduates in Economic (Regular).

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Programme Specific Outcomes(PSOs)- Student after completing graduation will be able to learn-

PSO 1:	The behavioural patterns of different economic agents, advance theoretical issues and their applications.
PSO 2:	Understand the basic concept of microeconomics.
PSO 3:	Understanding basic concepts of Macroeconomics.
PSO 4:	Acquaint with some basic statistical methods to be applied in economics.
PSO 5:	Acquaint with some basic mathematical methods to be applied in economics.
PSO 6:	Acquaint with some basic theoretical concept of public finance.
PSO 7:	Acquaint with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities with Indian perspectives.
PSO 8:	Delineate the fiscal policies designed for developed and developing economics.
PSO 9:	Facilitate the historical developments in the economic thoughts propounded by different schools. To familiarise students with the contribution of Indian Economic Thinkers and the relevance of their contribution.
PSO 10:	Learn the basic concept of monetary analysis and financial marketing in Indian financial markets.
PSO 11:	Learn the development issues of Indian economy.
PSO 12:	Acquaint with some basic concept of environmental economics along with the solution of the environmental problems.
PSO 13:	Learn the real and monetary sides of International economics.
PSO 14:	Familiarise and acquaint with the characteristics of the economy of Uttar Pradesh.
PSO 15:	To familiarize the students about issues of ethics in economic thinking and practice.

## List of all Papers in all Six semesters.

### Semester-wise Titles of the Papers in BA(Economics)

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits
1	I	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	A080401T	Money, Banking and Public Finance	Theory	6
3	V	A080501T	Economic Growth and Development	Theory	5
3	V	A080502T/ A080503T	<b>Optional Paper(Any 1)</b> Environmental Economics Or International Economics	Theory	5
3	V	A080504R	Elementary Statistics based Project	Practical	3
3	VI	A080601T	Indian Economy & Economy of Uttar Pradesh	Theory	5
3	VI	A080602T/ A080603T	<b>Optional Paper(Any 1)</b> Agriculture Economics Or Elementary Mathematics	Theory	5
3	VI	A080604R	Dissertation/Project On the Local Issues with Economic Focus plus Presentation on Ppt of the Dissertation	Project	3

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

Programme/Class: Degree/ BA	Year: First	Semester: First
Subject: Economics		
Course Code: A080101T	Course Title: Principle of Micro Economics	
<p>Course Outcome:</p> <ul style="list-style-type: none"> <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 of 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 analyzing consumer behavior through demand and supply, elasticity and marginal utility.</li> <li>● To analyze the behavioral patterns of different economic agents regarding profit, price, cost etc.</li> <li>● The decision-making process in different market situations such as perfect competition, monopolistic competition, monopoly and oligopoly markets.</li> <li>● To deal with the advance theoretical issues and their practical applications of distribution theories.</li> <li>● General equilibrium, economic efficiency and market failure.</li> </ul>		

Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
<b>Part I</b>		
I	Introduction: Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. 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.	12
II	Consumer Theory: Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint. Theory of Revealed Preference	12
III	Production and Costs: a. Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition. b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.	11
IV	Market Structures a. Perfect Competition: a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition. b. Imperfect Competition Monopolistic competition: Assumptions, SR& LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government.	11
<b>Part II</b>		
V	Theory of a Monopoly Firm Concept of imperfect 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.	11
VI	Consumer and Producer Theory a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency. b. 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.	11
VII	Income Distribution and Factor pricing Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.	11

<b>VIII</b>	Welfare Economics: Concept & Definition of Welfare Economics. Normative & Positive Economics. Concepts of Social Welfare. Role of Value Judgment in Welfare Economics, Individual & Social Welfare. Pareto Optimality, Conditions of Pareto Optimality. New Welfare Economics: Kaldor-Hicks Welfare Criterion. Scitovsky Paradox & Scitovsky's Double Criterion. Grand Utility Possibility Frontier. Social Welfare Function. Theories of Social Choice.	11
Suggested Readings:		
<ol style="list-style-type: none"> <li>1. Ahuja ,H.L(2013) : Advanced Economic Theory”, S.Chand &amp; Company. Shastri,Rahul.A (1999) : Microeconomics”, Orient Blackswan.</li> <li>2. Ahuja,H.L (2012) :Ucchatar Arthik Siddhant”, S.Chand &amp; Company, New Delhi.</li> <li>3. Dwivedi,D.N (2011) :Microeconomics-Theory &amp; Applications”, Pearson.</li> <li>4. Lal, S.N (2013):Arthshastra Ke Siddhant”, Shiva Publishing House, Allahabad. Seth,M.L (2012) : Arthshastra Ke Siddhant”,Laxmi Narayan Publications,Agra</li> <li>5. Lipsey,Richard&amp;Chrystal,Alec (2011) : Economics”, Oxford University Press Publications, New Delhi.</li> <li>6. Pindyck,Robert.S., Rubinfeld.Daniel.L., Mehta.Prem.L(2009): Microeconomics”, Pear son.</li> <li>7. Salvatore, Dominic(2010) : Principles of Microeconomics”, Oxford University Press Publications, New Delhi.</li> <li>8. Samuelson,Paul.A&amp; Nordhaus, William.D(2010): Economics”, Tata McGraw Hill. Koutsoyiannis, A (2008) (2nded): Modern Microeconomics”, Macmillan.</li> <li>9. Stonier,A.W&amp;Hague.Douglas.C (2003)(5thed) : A Text Book of Economic Theory”, Pearson.</li> </ol>		
Suggested Continuous Evaluation Methods:		
Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students.		
Suggested equivalent online :		
Swayam		
Coursera		

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

Program/Class: Degree/BA	Year: First	Semester: Second
Subject: Economics		
Course Code: A080201T	Course Title: Macro Economics	
Course Learning Outcomes		
<ul style="list-style-type: none"> <li>● Students are able to explain national income, comprehend calculation methods of national income, and concepts related to national income.</li> <li>● Students are able to comprehend classical theory of employment and the Keynesian approach.</li> <li>● Students are able to comprehend the concept of multiplier and it's working.</li> <li>● Students are able to understand the relationship between inflation and employment.</li> <li>● Students are able to relate factors determining national income such as consumption, saving and investment.</li> <li>● Students are able to analyze 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.</li> </ul>		
Credits: 6	Core Compulsory	
Max. Marks: -25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Introduction: What is macroeconomics? Macroeconomic issues in an economy. Macro vs. Micro Economics, Limitations of Macroeconomics; Introduction to National Income. Concepts of GDP,	12

II	National Income Accounting: Concepts of GDP GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable Personal Income. Measurement of National Income- Income, expenditure, product or Value added Methods and related aggregates; nominal and real income; limitations of the GDP concept.	12
III	Circular Flow of Income and expenditure in two, three, and four-sector economy. National Income and Economic Welfare; Green Accounting.	11
IV	Classical Theory of Employment. Say's Law of Markets. Keynes' Objection to the Classical Theory; Aggregate Demand and Aggregate Supply Functions; The Principle of Effective Demand; Consumption Function - Average and Marginal Propensity to Consume; Factors influencing Consumption Spending	11
Part II		
V	The Investment Multiplier and its Effectiveness in LDCs; Theory of Investment - Autonomous and Induced Investment; Marginal Efficiency of Capital; Savings and Investment - Ex Post and Ex Ante, Equality and Equilibrium. Principle of Accelerator.	11
VI	Rate of Interest: Classical, Neo-Classical and Keynesian Theories of Interest. Indeterminateness in Liquidity Preference Theory	11
VII	IS-LM Analysis: Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.	11
VIII	Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.	11
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Ackley,G (1976) : Macroeconomics: Theory And Policy, Macmillan, New York.</li> <li>2. Ahuja,H.L (2012) : Macroeconomics: Theory and Policy , S. Chand &amp;Company, New Delhi.</li> <li>3. Ahuja,H.L (2012) : Samasti Arthshastra , S. Chand &amp;Company, New Delhi. Lal,S.N (2012 ) : SamastibhaviVisleshan , Shiva Publishing House,Allahabad.</li> <li>4. Branson,W.A (1989) : Macroeconomics Theory And Policy, Harper &amp; Row.</li> <li>5. D.L (1969) : Advanced Macroeconomics, McGraw Hill, New York.</li> <li>6. Dornbusch, Rudiger&amp;startz, Richard (2012): Macroeconomics , Tata McGraw Hill Education.</li> <li>7. Dwivedi,D.N (2010) : Macroeconomics: Theory and Policy , Tata McGraw Hill Education.</li> <li>8. Gupta,R.D.&amp;Rana,A.S (2009) : Keynes post-Keynesian Economics , Kalyani Publishers, New Delhi &amp;Ludhiana.</li> <li>9. Hansen,A.H (1953) : A Guide To Keynes, McGraw Hill.</li> <li>10. Jhingan, M.L (2010): Macroeconomics ,Vrinda Publications, New Delhi.</li> <li>11. Jhingan, M.L (2012) :SamastiArthshastra , Vrinda Publications, New Delhi.</li> <li>12. Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.</li> <li>13. Sikdar,Saumyen (2011) : Principles of Macroeconomics , Oxford University Press, New Delhi.</li> <li>14. Surrey,M.J.C (1976) : Macroeconomic Themes, Oxford University Press. Romer,</li> </ol>		
<p>Suggested Continuous Evaluation Methods:</p> <p>Assignment / Test / Quiz( MCQ) / Seminar/ Presentations/ Research orientation of students.</p>		
<p>Suggested equivalent online :</p> <p>Swayam Coursera</p>		

**BA 2<sup>nd</sup>Year, Sem. III**  
**Course I**  
**(Theory)**



Programme/Class: Degree/BA		Year: Second	Semester: Third
Subject: Economics			
Course Code: A080301T		Course Title: History of Economic Thought	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved over time.</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 the 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>			
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
<b>Part I</b>			
<b>I</b>	Kautilya, Dada Bhai Naoroji, RC Dutt, BR Ambedkar, R M Lohia, Gandhian Economics.		12
<b>II</b>	Pt. DeenDayal Upadhyay, JK Mehta, A K Sen, J. Bhagwati,		12
<b>III</b>	Early Period: Economic thought of Plato and Aristotle - Doctrines of Just Cost and Just price.		11
<b>IV</b>	Mercantilism: Main Characteristics; Thomas Munn - Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation, Turgot - Economic ideas of Petty, Locke and Hume.		11
<b>Part II</b>			
<b>V</b>	Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, David Ricardo, Distribution, Ideas on International Trade; Thomas R. Malthus, Theory of Gluts.		11
<b>VI</b>	German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill.		11
<b>VII</b>	Marshall as a Great Synthesizer: Role of Time in Price Determination, Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter.		11
<b>VIII</b>	Marginalists: The Precursors of Marginalism ,Cournot , Gossen — The Marginalist Revolution: Jevons, Walras and Menger - Bohm-Bawark, Wicksell and Fisher; Economic Ideas of Wicksteed and Weiser.		11
Suggested Readings:			
<ol style="list-style-type: none"> <li>Bhatia,H.L : History of Economic Thought ,Vikash Publishing House.</li> <li>Blackhouse,R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.</li> <li>Ganguli, B.N(1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.</li> <li>Hajela,T.N (2011) : AarthikVicharon Ka Itihas , Ane Books.</li> <li>Hajela,T.N (2011) : History Of Economic Thought , Ane Books.</li> <li>Hunt,E.K&amp;Lautzenheiser,Mark (2011) : History of Economic Thought: A Critical Perspective , Phi Learning.</li> <li>Jhingan, M.L (2008): AarthikVicharon Ka Itihas ,Vrinda Publications, New Delhi.</li> <li>Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.</li> <li>Loknathan,V (2009) : History of Economic Thought , S.Chand&amp; Company.</li> <li>Roll,Eric : History of Economic Thaght, Faber.</li> <li>Schumpeter, J.A(1954): Historyof Economic Analysis, Oxford University Press, New York.</li> </ol>			

12. Sinha,V.C (2011) : AarthikVicharon Ka Itihas , Mayur Pu
13. Staley,Charles.E, “A History of Economic Thought: From Aristole To Arrow”, Blackwell Publishing.
Suggested Continuous Evaluation Methods: Assignment / Test / Quiz( MCQ) / Seminar/ Presentations/ Research orientation of students.
Suggested equivalent online : Swayam

**BA 2<sup>nd</sup>Year, Sem. IV**  
**Course I**  
**(Theory)**

Program/Class: Degree /BA	Year: Second	Semester: Fourth
Subject: Economics		
<b>Course Code:A080401T</b>	<b>Course Title: Money, Banking and Public Finance</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● Understand simple concepts related with monetary economics and banking theory.</li> <li>● Correlate and apply to current events &amp; key models and concepts of monetary economics and banking theory.</li> <li>● Appreciate the potential importance of monetary phenomenon in the economy.</li> <li>● Understand the sources of finance both public and private</li> <li>● Demonstrate the role of government to correct market failures and possible advantage of public financing.</li> <li>● Understand the possible burden, benefits and distribution of various types of taxes among various classes of people, know the general trend and impact on general welfare and arouse them to suggest good and bad tax system.</li> </ul>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Money and Value of Money: Money - Meaning, Functions and Classification; Gresham’s Law; Role of Money in Capitalist, Socialist and Mixed Economies; Monetary Standards -Metallic and Paper Systems of Note Issue. Quantity Theory of Money - Cash Transaction and Cash Balance Approaches; The Keynesian Approach.	12
<b>II</b>	Supply of Money: Definitions—Determinants of Money Supply—High Powered Money and Money Multiplier—Indian Currency system.	12
<b>III</b>	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.	11
<b>IV</b>	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.	11

<b>Part II</b>		
<b>V</b>	Nature and Scope of Public Finance: Meaning and scope of Public Finance; Distinction between Private and Public Finance; Public Goods Vs. Private Goods; The Principle of Maximum Social Advantage; Market Failure; Role of the Government.	11
<b>VI</b>	Public Expenditure: Meaning, Classification and Principle of Public Expenditure; Canons and Effects of Public Expenditure; Trends in Public Expenditure and Causes of Growth of Public Expenditure in India.	11
<b>VII</b>	Taxation: Sources of Public Revenue; Taxation — Meaning, Canons and Classification of Taxes; Division of Tax Burden — The Benefit and Ability-To-Pay Approaches; Impact and Incidence of Taxes; Taxable Capacity; Effects of Taxation; Characteristics of A Good Tax System.	11
<b>VIII</b>	Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries, Budget Structure of the Government of India, State Budget- Sources of Revenues and Expenditures. Major Tax Reforms in India. Fiscal Federalism in India: Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of Local Bodies.	11
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ Bagchi, Amaresh (2005) : Readings in Public Finance, Oxford University Press.</li> <li>❖ Cullis, John &amp; Jones Philip (2009) : Public Finance and Public Choice, Oxford University Press.</li> <li>❖ Eyler, Robert (2009) : Money and Banking-An International Text ,Routledge.</li> <li>❖ Gupta, Janak Raj (2011): Public Economics in India Theory and Practice, Atlantic.</li> <li>❖ Gupta, S.B (2009) : Monetary Economics-Institutions, Theory &amp; Policy , S.Chand &amp; Company, New Delhi.</li> <li>❖ Head, J.C (1974): Public Goods and Public Welfare, Durham, NC, Duke University Press.</li> <li>❖ Inge Kaul, Pedro Conceicao (2006): The New Public Finance, Oxford University Press.</li> <li>❖ Jhingan ,M.L (2012) : Monetary Economics , Vrinda Publications, New Delhi.</li> <li>❖ Jhingan, M.L (2012) : Maudrik Arthshastra , Vrinda Publications, New Delhi.</li> <li>❖ Johansen, Life (1965) :Public Economics, Chicago: Rand McNally.</li> <li>❖ Khanna, Perminder (2005): Advanced Study in Money and Banking: Theory and Policy Relevance in The Indian Economy , Atlantic.</li> <li>❖ Lal, S.N (2012): Mudra, Banking, Avam Videshi Vinimay , Shiva Publishing House, Allahabad.</li> <li>❖ Margolis, J &amp; Guitton, H : Public Economics (1974), Mcmillan.</li> <li>❖ Musgrave, R.A (1959) , The Theory Of Public Finance, McGraw Hill.</li> <li>❖ Musgrave, R.A &amp; P.B. Musgrave (1989) : Public Theory: Theory &amp; Practice, McGraw Hill.</li> <li>❖ Nadar, E. Narayanan (2013) : Money and Banking , PHI Learning Press.</li> <li>❖ Paul, R.R (2011): Money, Banking &amp; Exchange , Kalyani Publishers, Delhi.</li> <li>❖ Seth. M.L (2012) : Maudrik Arthshastra , Laxmi Narayan Publications, Agra.</li> <li>❖ Shome Parthasarathi (2002): India's Fiscal Matters, Oxford University Press, New Delhi.</li> <li>❖ Uppal, R.K (2011): Money, Banking and Finance in India- Evolution &amp; Present Structure New Century Publications.</li> </ul>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz (MCQ) / Seminar/Presentations/ Research orientation of students</p>		
<p>Suggested equivalent online : Swayam Coursera</p>		

**BA 3<sup>rd</sup> Year, Sem. V**  
**Course I**  
**(Theory)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080501T	Course Title: Economic Growth and Development	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <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>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Meaning and Measurement of Economic Growth and Development- Measuring Development and Development Gap, GDP, GNP, Per Capita Income, Factors affecting Economic growth and Development.	10
<b>II</b>	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.	10
<b>III</b>	Lewis model of labour surplus economy, Rosentain Rodan's theory of Big Push, Nelson's Level equilibrium trap, balanced vs Un-balanced growth, Rostow's stages of growth, Harrod and Domar Growth models.	10
<b>IV</b>	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.	10
<b>Part II</b>		
<b>V</b>	Development & Underdevelopment: an Overview; The Characteristics and Explanations Of Underdevelopment- Vicious Circle of Poverty, Circular Causation, Dualism-Social, Technological, Financial, Organizational, Model of Dual Economy, Lewis, Ranis-Fei, Jorgenson, Dependency Theories of Underdevelopment.	10
<b>VI</b>	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.	10
<b>VII</b>	Accumulation Endogenous growth, Intellectual capital, Role of Learning, Education and Research, Explanations of Cross country Differentials in Economic Growth, Information Paradigm-Stiglitz	8
<b>VIII</b>	International Trade, Aid and Finance in the Development of Developing Countries-with special reference to India. FDI & FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries-with Special Reference to India.	7
<b>Suggested Readings:</b>		
❖ Barro, Robert J and Xavier Sala-i- Martin, Economic Growth, The MIT Press,		

Cambridge, Latest Edition.

- ❖ Basu, Kaushik (2010): Analytical Development Economics: The Less Developed Economy, Oxford University Press.
- ❖ Dasgupta, Dipankar: Growth Theory, Oxford University Press, 2007
- ❖ Ghatak, S., An Introduction to Development Economics. Allen and Unwin London, latest edition.
- ❖ Hayami, Y., Development Economics, Oxford University Press, New York, 2010 (5th Impression)
- ❖ Hayami, Yujiro&Godo,Yoshihisa (2005) : Development Economics: From the Poverty to the Wealth of Nations, Oxford University Press.
- ❖ Hendrik Van Den Berg, Economic Growth and Development, McGraw-Hill International Edition, 2005
- ❖ Jhingan ,M.L (2013): Economics of Development and Planning, Vrinda Publications, NewDelhi.
- ❖ Jhingan ,M.L (2013): Vikas Ka ArthshastraAwamNiyojan, Vrinda Publications, NewDelhi.
- ❖ Lal ,S.N (2012):Vikas, Niyojan Awam Paryavaran, Shiva Publishing House,Allahabad.
- ❖ Lekhi, R.K (2013): Economics of Development and Planning, Kalyani Publishers, New Delhi.
- ❖ Meier, G.M., Leading Issues in Economics Development, Oxford University Press, New Delhi, Latest edition.
- ❖ Mishra,S.K&Puri,V.K (2012): Economics of Development and Planning, Himalaya Publishers, Mumbai.
- ❖ Ray Debraj, Development Economics, Oxford University Press, Latest Edition.
- ❖ Singh, Kartar&Shishodia (2007): Environmental Economics: Theory andApplications, SageIndia.
- ❖ Singh,S.R(2012):EnvironmentalEconomics,APHPublishingCorporation,Delhi.
- ❖ Somashekar, NT: Developmental Economics, New Age Publication (Latest edition)
- ❖ Taneja,M.L&Myer,R.M (2011): Arthshastra Ki YojnayeAwamVistaar, Visha PublishingCompany,Jalandhar (New Delhi).
- ❖ Thirlwall, A.P., Growth and Development with Special Reference to Developing Economies, Macmillan, UK, 1999.
- ❖ Todaro,Michael.P&Smith,Stephen.C (2011) : Economic Development, Pearson.

**BA 3<sup>rd</sup> Year, Sem. V  
Course II (Optional)  
(Theory)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080502T	Course Title: Environmental Economics	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● Students should be familiar with the basic concepts of ecology environment and economy.</li> <li>● Students to understand the solution to environmental problems- the command and control approach, market based methods, tax tradable pollution permit, etc, carbon trading</li> <li>● Students should be familiar with the concept of Sustainable development, environmental impact assessment CO 5: Global and local environmental concerns.</li> <li>● Students should be comprehend the Local Issues of Economic Bearing related to environment &amp; development.</li> <li>● Students should realize the importance and influence of environment on the economy including the quality of manpower.</li> <li>● Students should realize the importance to make cleaner environment so as to achieve harmonious development.</li> <li>● Students should comprehend that environmental problem is not the problem of a single country or region but</li> </ul>		

<p>a global problem/issue.</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of economic growth problems, issues in globalisation, and provide grounding in major growth strategies and development.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
<b>Part I</b>		
<b>I</b>	Introduction: Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.	10
<b>II</b>	The Design and Implementation of Environmental Policy: Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; trans-boundary environmental problems; economics of climate change	10
<b>III</b>	Environmental Valuation Methods and Applications: Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.	10
<b>IV</b>	Sustainable Development: Concepts; measurement; perspectives from Indian experience.	7
<b>Part II</b>		
<b>V</b>	The Theory of Externality- Positive & Negative Externality; Public Goods; Private Goods; Public Bads; Market Failure and Pigouvian Solution- Pigouvian Tax.; Coase's Theorem And Property Rights; Eco- Labelling; Eco-Efficiency.	8
<b>VI</b>	Social Limits to Growth Model; Green Accounting; Environmental Valuation- Meaning, Need for Environmental Valuation, Methods of Environmental Valuation; Difficulty in Measuring Environmental Values, Environmental Damages and Its Valuation.	10
<b>VII</b>	Indian Constitution and the Environment; Environmental Management- Meaning and Concept, Objectives and Goals, Obstacles; Environmental Impact Assessment; Environmental Education and Awareness-Dilemma of Environmental Ethics and Practical Problems, Environmental Education in India.	10
<b>VIII</b>	Population and Environment; Trade and Environment in the WTO Regime; Climate Change- Meaning and Concept, Ozone Depletion, Acid Rain, Global Warming and Greenhouse Effect; Indian Environmental Issues and Legislations; Role of Judiciary in Environmental Protection and Conservation; International Environmental Issues and Legislations, Carbon Trading.	10
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Bharucha, Erach : Paryavaran Adhyann, Orient Blackswan.</li> <li>• Bhattacharya, Rabindra Nath (2002): Environmental Economics – An Indian Perspective, Oxford University Press.</li> <li>• Eugene, T (2005) : Environmental Economics, Vrinda publications, Delhi.</li> <li>• Jhingan, M.L &amp; Sharma, C.K (2009) : Environmental Economics Theory Mgt &amp; Policy, Vrinda publications, Delhi.</li> <li>• Kolstad, Charles. D (2012): Intermediate Environmental Economics, Oxford University Press.</li> </ul>		

- 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, Daya Shanker : Paryaavaran Addhyayan, Motilal Banarasidass Pvt Ltd.

**B A 3<sup>rd</sup>Year,  
Sem.V Course II (Optional)  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code:A080503T	Course Title: <b>International Economics</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <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>		
Credits: 5	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Need, Significance and Scope of International Economics. Early Trade Theory-Mercantilism; The Classical Theories of Trade -Adam Smith, David Ricardo; Opportunity Cost Approach; Terms of Trade-Meaning and Concepts, Factors affecting Terms of Trade; Mill's Reciprocal Demand Analysis.	8
<b>II</b>	Free Trade and Protection-Meaning of Free Trade, Arguments For and Against Free Trade, Meaning of Protection, Arguments for Protection-Economic and Non-Economic Arguments; Protection and Less Developed Countries.	7
<b>III</b>	Theories and Forms of Economics Integration-Meaning &Benefits; Forms of Economic Integration- Custom Union: Production and Consumption Effects of Customs Union; Problems Involved in the Formation of Customs Union; Political Economy of Protection; SAFTA,BRICS,IBSA.	10
<b>IV</b>	Balance of Payments-Concepts ; Adjustment Mechanisms of Balance of Payments- Adjustment Through Variations in Exchange Rates, Devaluation and Balance of Payments Adjustment, The Elasticity Approach, Marshall-Lerner Condition.	10
<b>Part II</b>		

<b>V</b>	Heckscher-Ohlin Theorem, The Leontief Paradox, Post-Heckscher-Ohlin Theories of Trade- Technological Gap Model; The Krugman Model, Effects of Growth on International Trade- Production & Consumption Effects, Export Pessimism, Immiserising Growth; Gains from Trade-Meaning and Types, Factors Determining Gains from Trade.	10
<b>VI</b>	International Financial Institutions-IMF,WORLD BANK,ADB; GATT, WTO- TRIPS &TRIMS, WTO and India;, UNCTAD, North-South Trade Dialogue, South-South Cooperation; Globalization; FDI.	10
<b>VII</b>	Quantitative Restrictions: Quota-Meaning, objectives, Types and Effects of Import Quotas; Tariffs-Meaning Types and Effects of Tariffs; Non-Tariff Barriers-Meaning, Classification and Types.	10
<b>VIII</b>	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.	10
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>● Agarwal,Babita (2009) : Antarrastriya Arthshastra, Omega Publications.</li> <li>● Bhatia,H.L (2006) :International Economics, Vikash Publishing House.</li> <li>● Cherunilam,Francis (2008) :International Economics” Tata McGraw Hill Education.</li> <li>● Field,Alfred.J &amp; Appleyard, Dennis.R (2013) : International Economics, McGraw Hill Education.</li> <li>● Gerber,James (2012) : International Economics, Pearson.</li> <li>● Jhingan, M.L (2011): Antarrastriya Arthshastra, Vrinda Publications, New Delhi.</li> <li>● Krugnan,Paul.R &amp; obstfeld, Maurice (2008) : International Economics, Pearson.</li> <li>● Lal,S.N (2012) :Antarrastriya Arthshastra, Shiva Publishing House,Allahabad.</li> <li>● Mannur,H.G (2001) :International Economics, Vikash Publishing House Pvt Ltd.</li> <li>● Salvatore,Dominick (2012) : International Economics: Trade &amp; Finance, Wiley Publishers.</li> <li>● Sinha,V.C., Sinha,Pushpa &amp; Sinha,Vivek (2011) : Antarrastriya Vyapar Avam Vitt, Mayur Publications.</li> <li>● Vaishya,M.C. &amp; Singh,Sudama (2006) : International Economics , Oxford &amp;IBH Publishing House, Delhi.</li> </ul>		
Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar/Presenatations/ Research orientation of students		
Suggested equivalent online : Swayam		

**BA 3<sup>rd</sup> Year, Sem. V**

**Course III**

**(Project)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080603R	Course Title: Elementary Statistics based Project	
Course Outcome:		
<ul style="list-style-type: none"> <li>● Students to be familiar with the concepts in Statistics.</li> <li>● The concepts comprehended by the students shall be put to use in practice.</li> </ul>		



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

Credits: 3

Core Compulsory

Max. Marks: 25+75

Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	Introduction to Basic Concepts in Statistics: Population, Sample, Parameter, Data-Meaning & types. Questionnaire, Schedule & Interview Schedule (meaning, concept & types), Frequency Distribution, Cumulative frequency; Graphic and Diagrammatic representation of data.	<b>45 (Class room teaching and practical)</b>
II	Measures of Central Tendency - Mean, Median, Mode, Geometric mean and Harmonic mean. (Meaning, concept, properties & methods of measurement-in brief). Measure of Dispersion: Range, Mean Deviation, Standard deviation, Coefficient of Variation, Quartile deviation, Skewness and Kurtosis (Meaning, concept, properties & methods of measurement-in brief)	
III	Correlation: Meaning, Concept, Types & Properties. Methods of Regression: Meaning and Concept. Least squares method, Interpretation of Regression Coefficients. Meaning, concept & types of Sampling. Meaning & concept of Hypothesis & hypothesis testing.	
IV	Time Series: Concept, Meaning & Components - Determination of Regular, Trend and Seasonal Indices. Index Number: Concept, Classification of Index Numbers-price relative, quantity relative, value relative & special purpose (in brief). Consumer Price Index(CPI), Whole Sale Price Index (WPI), Methods of Construction of Index Numbers- i Unweighted & ii Weighted indices (in brief). Test of Adequacy 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 Economics 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, Wathen & Marchal (2013): Basic Statistics for Business & Economics, 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.

**Note:**

- ❖ Aforestated Four units given are to be taught in the classroom keeping in view that the project is based on the use/application of the Statistical tools taught & as per the focus/objective of the problem.
- ❖ Students are expected to develop an understanding of how to prepare a questionnaire/interview schedule for the usage.
- ❖ The field work will be arranged by the department for which an institutional mechanism will be developed by the respective institution.
- ❖ The students will prepare a thorough report after the completion of the field work and submit it for the evaluation thereafter.
- ❖ The template/format for the submission of the report will be developed by the respective department.

**BA3<sup>rd</sup> Year, Sem. VI  
Course I  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code:A080601T	Course Title: Indian Economy & Economy of Uttar Pradesh	
<b>Course Outcome :</b>		
<ul style="list-style-type: none"> <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> <li>● Students are able to understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.</li> <li>● Students are able to develop an understanding about Uttar Pradesh , its demographic feature, natural resources and factors that cn stimulate its economic growth and development.</li> <li>● Students should be familiar with the rural development of Uttar Pradesh over the period of time.</li> <li>● Students should be familiar with the industrial development in India and in Uttar Pradesh.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		

I	Structure and Features of Indian Economy: Indian economy as a Developing Economy. Comparative Development of Indian States.	8
II	Agricultural Sector: Institutional Reforms, Technological change in Agriculture, Terms of Trade between Agriculture and Industry; Agricultural Policy, Policies for Sustainable Agriculture. Agrarian Crisis and Agricultural Labour.	10
III	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.	10
IV	Planning in India: Objectives and Strategy of Planning; Success story of Indian Plans; Strategy of Inclusive Growth, Resource mobilization for Development.	10
<b>Part II</b>		
V	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.	10
VI	Sectoral growth pattern in Uttar Pradesh; Economic growth in Uttar Pradesh and Indian economy: A comparison; Infrastructural development of Uttar Pradesh.	7
VII	Pattern of land-holding and irrigation; production and productivity in agriculture, Farm mechanization, Crop diversification, agricultural credit, Agricultural policy and strategies in Uttar Pradesh, Rural Development in Uttar Pradesh.	10
VIII	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 and Its linkages of other sectors of UP Economy. Micro, Small, Medium Enterprises (MSMEs) in Uttar Pradesh. One Product One District (OPOD).	10
Suggested Readings:		
<ol style="list-style-type: none"> <li>1. Agarwal, M K (2009): Uttar Pradesh ka Arthik Vikas. New Royal Book Company</li> <li>2. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years &amp; the latest.</li> <li>3. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years &amp; the latest.</li> <li>4. Annual Financial Statement (Budget) various years &amp; Latest published by the Government of India.</li> <li>5. Economic Surveys, Government of India (Hindi/English)</li> <li>6. Indian Economy by Mishra &amp; Puri. Himalaya Publishing House (Hindi /English)</li> <li>7. Indian Economy by Uma Kapila, Academic Foundation</li> <li>8. Indian Economy. Rudra Dutt &amp; Sunderam. S. Chand &amp; Company (Hindi /English)</li> <li>9. Mishra, Arvind Narayan &amp; Atul Chandra (2018): The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224</li> <li>10. Mishra, Arvind Narayan &amp; Atul Chandra (2018): The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224</li> <li>11. Publications of the Government of Uttar Pradesh.</li> <li>12. Publications of the Government of Uttar Pradesh.</li> <li>13. Uttar Pradesh Human Development Report, UNDP, 2008.</li> <li>14. Uttar Pradesh Human Development Report, UNDP, 2008.</li> <li>15. Uttar Pradesh State Development Report, Volume I &amp; II, State Plan Division, Planning Commission,</li> </ol>		

Government of India, 2014.  
16. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission, Government of India, 2014.

Suggested Continuous Evaluation Methods:  
Assignment / test / Quiz( MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online :  
Swayam

**BA 3<sup>rd</sup>Year**  
**Sem. VI**  
**Course II (Optional)**  
**(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080602T	Course Title: Agriculture Economics	
<b>Course Outcome</b>		
<ul style="list-style-type: none"> <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 economic development of an economy and in case of Indian Economy.</li> <li>● Students should be familiar with the institutional initiatives 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 like India and the significance of institutional mechanism in this regard.</li> </ul>		
Credits: 5	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Models of Agricultural Development: Physiocrats approach, W. A. Lewis model, Fei & Ranis Model, Schultz Theory of Agricultural Development, Jorgenson's Dual Economy Model	10
<b>II</b>	Agricultural Production Function, Supply Response, Farm Size, Returns to Scale and Productivity. Cobweb Theorems. Farm Size and Productivity Debate; Theoretical And Empirical Findings. Agricultural Price Policy in India.	10
<b>III</b>	Labour in Agriculture- Interlocking of Factor Markets, Labour and Work Force in Rural Farm and Non-Farm Sectors. Agricultural Labour- Problem and Policy. Concept and Measurement of Rural Poverty & Employment, Poverty Alleviation Programmes (in brief-the Objectives, Achievements & the Shortcomings).	10
<b>IV</b>	Current Issues in Indian Agriculture- Poverty & Food Security in India, Agro- Subsidies in India, Subsidy Vs Public Investment. Export and	10

	Imports of Agricultural Commodities, Terms of Trade in Indian Agriculture, WTO and Indian Agriculture-Bali Negotiations	
<b>Part II</b>		
<b>V</b>	Role Of Agriculture in Economic Growth and Development in India. Backward, Forward Linkage between Agriculture and Industry, Approaches towards Agriculture And Allocation of Resources under Different Plans in India. Employment Elasticity in Indian Agriculture, Challenges & Issues Regarding Agricultural Area Expansion, Production and Productivity in India (With Focus On Post Reform (Post 1991 & 1995) Period.	10
<b>VI</b>	Land Reforms in India & Its Contemporary Relevance, Green Revolution and the Need for Second Generation, Green Revolution, Role of Infrastructural Support-Irrigation, Power, Seeds Fertilizers, Marketing Support System and Roads in Agricultural Development in India..	10
<b>VII</b>	Role of Credit in Agricultural Development, Institutional & Non-Institutional Sources of Credit in India, Cooperative Movement in India (In Brief). Role of Schedule Commercial Banks, Lead Banks, Regional Rural Banks and NARBAD to Promote Agricultural Development.	8
<b>VIII</b>	Agricultural Marketing: Meaning and Concept. Structure of Agricultural Markets in India, Issues and Challenges in the Marketing of Agricultural Products in India (With Focus On The Post Reform Period-Post 1991). Agricultural Diversification: Meaning, Concept & Issues. Crop Diversification: Meaning, Concept and Issues. Farm Incomes and Employment in Indian Agriculture.	7

**Suggested Readings:**

- Bardhan, P. (1984) Land, Labour and Poverty; Essays in Economic Development, OUP, New Delhi.
- Bhaduri, A. (1984), The Economic Structure of Backward Agriculture; Macmillan, Delhi.
- Bhalla, G.S., (2007) Indian Agriculture since Independence, National Book Trust, India
- Bharadwaj, K. (1974), Production Condition in India Agriculture; OUP, Cambridge.
- 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.
- Dash, Mrutyunjay (2013): Agricultural Economics, Anmol Publications.
- Ghatak, Sand K. Ingerscant(1984), Agriculture and Economic Development; Select Books, New Delhi.
- Griffin, K.(1973): Political Economy of Agrarian Change.
- Gupta, P.K (2012) : Agricultural Economics, Vrinda Publications, Delhi.
- Gupta, P.K (2012) : Krishi Arthsastra , Vrinda Publications, Delhi.
- Khusro, A.M.(1973), The Economics of Land Reforms and Farm Size in India, MacMillan.
- Kumar, N.S.Ravi (2010) : Agricultural Economics, Neha Publishers.
- Lekhi, R.K(2013) : Agricultural Economics, Kalyani Publishers.
- Lekhi, R.K(2013) : Krishi Arthsastra, Kalyani Publishers.
- Mahajan, Ashwani (2010): Agricultural Economics, Centrum Press.
- Mellor, J.W., The Economics of Agricultural Development, Vora and Co., Bombay, 1964.
- Raghavan and L. Sarkar (Eds.) (1996): Poverty and Employment: New Delhi.
- Raj, K.N. et.al. (1988): Essays in the Commercialization of Indian Agriculture; OUP, New Delhi.
- Rao, CHH (1993): Agricultural Growth, Rural Poverty and Environmental Degradation in India, OUP, New Delhi.
- Rao, CHH, (1975): Technological Change and Distribution of Gains in Indian Agriculture, MacMillan.
- Rudra, A. (1982): India Agriculture Economics; Myths and Reality: Allied Publishers, New, Delhi.

- Sarap Kailash (1991): Interlinked Agrarian Markets in Rural India, Sage Publication, New Delhi.
- Schultz, T.W.(1964): Transforming Traditional Agriculture, Yale University Press.
- Soni, R.N (2011): Krishi Arthshastra Ke Mukhya Vishay, Vishal Publishing Company,Jalandhar (New Delhi)
- Soni, R.N (2011): Leading Issues In Agricultural Economics, Vishal Publishing Company,Jalandhar (New Delhi)
- Sunder,I (2010): Principles of Agricultural economics, Neha Publishers.
- Talathi, J.M (2008): Introduction To Agricultural Economics And Agribusiness Management, Ane Books.
- Taylor, H.C., (1949), Outlines of Agricultural Economics, MacMillan.
- Verma, N.M.P. (1990), Irrigation Change and Agricultural Development, Uppal, New Delhi.

**BA 3<sup>rd</sup>Year, Sem. VI**  
**Course III(Optional)**  
**(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080603T	Course Title: Elementary Mathematics	
Course Outcome		
<ul style="list-style-type: none"> <li>● Students should be familiar with the basis concepts of mathematics and their application in economics.</li> <li>● Students are able to comprehend &amp; explain the concepts of straight lines slope etc of mathematics and its application in economics.</li> <li>● Students should be able to understand basics of differential &amp; its application in economics.</li> <li>● Students should be able to understand and work with matrices and determine if a given square matrix is invertible.</li> <li>● Learn about and work with vector spaces and subspaces.</li> <li>● Students are able to understand and work with the concepts of linear programming &amp; graphic methods.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Basic Concepts: Variables, Sets, Functions, Equations, Identities, Systems of Equations	9
<b>II</b>	Application of Straight Line System, Slope of the Line, Homogeneous Function.	9
<b>III</b>	Role Of Mathematical Techniques In Economic Analysis, Theory of Numbers, Indices and Factorization.	9
<b>IV</b>	Progression, Growth Rate, Equilibrium.	9
<b>Part II</b>		
<b>V</b>	Basics of Calculus: Rules of Differentiation of a Function; Maxima and Minima,	9
<b>VI</b>	Elasticities; Inter- relationships among Total, Marginal and Average Cost and Revenues; Constrained Optimisation Problem; Integration of a Function, Consumer's and Producer's Surplus	10

<b>VII</b>	Matrix and Determinants: Various types of Matrices, Determinants, Inverse of a Matrix, Cramer's Rule.	10
<b>VIII</b>	Concept of Linear Programming — Graphic Methods.	10
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Agarwal, D.R. (2009): Mathematics for Economics, Vrinda Publications, Delhi. Livernois, John., Rees, Ray., &amp; Hoy, Michael (2012) : Mathematics for Economics , PHI Learning.</li> <li>2. Agarwal, D.R. "Prarambhik Ganitiya Arthshastra (Hindi), Vrinda Publications, Delhi.</li> <li>3. Allen, R.G.D (2008) : Mathematical Analysis for Economics , AITBS.</li> <li>4. Bhardwaj, R.S(2006): Mathematics for Economics and Business, Excel Books.</li> <li>5. Chiang, A.C &amp; Wainwright, Kevin (2013) : Fundamental Methods of Mathematical Economics" McGraw Hill Publication.</li> <li>6. Dowling, Edward.T(2005): Schaum's Easy Outline of Introduction to Mathematical Economics , Tata Mcgraw Hill Education.</li> <li>7. Madhani, G M K : Mathematics for Economics. Sultan Chand &amp; Sons</li> <li>8. Mishra, J.P. "Ganiteeya Arthshastra", Pratiyogita Sahitya.</li> <li>9. Rosser, Mike (2003) : Basic Mathematics for Economists , Routledge.</li> <li>10. Seth, M.L., " Arthshastramei Prarambhik Ganit", Laxmi Narayan Publications, Agra.</li> <li>11. Sharma, J.K(2007): Business Mathematics, Ane Books Pvt.Ltd.</li> <li>12. Yamane, Taro (2007) : Mathematics For Economists : An Elementary Survey , PHI Learning</li> </ol>		
<b>Suggested Continuous Evaluation Methods:</b>		
Assignment / test / Quiz (MCQ) / Seminar/ Presentation/ Research orientation of students		
Suggested equivalent online : Swayam		

**BA3<sup>rd</sup> Year, Sem. VI  
Course IV  
(Project/Dissertation)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080604R	Course Title: <b>Project/Dissertation</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● The objective of introducing Dissertation/Project at the graduation level is to familiarise, acquaint and experience the local issues of economic implication or focused on economic wellbeing and behaviour of consumers/citizens.</li> <li>● It aims at enabling the students to use and apply the learned economic principles vis-a-vis local economic issues.</li> <li>● To enable them to learn preparation of questionnaire/interview schedule.</li> <li>● The Template/Format of the Dissertation/Project shall be developed by the respective Department.</li> <li>● The idea behind this is to develop economic thinking in the students through direct experience to real life.</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	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	45

	annexure.	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>● Choubey, Varanya (2018): Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it. ISBN-13: 978-1974673162 &amp; ISBN-10: 1974673162</li> <li>● Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Harcourt (HMH).</li> <li>● Kothari, C R (2013): Research Methodology. New Age International Publishers.</li> <li>● Paliwal, Neha &amp; Surendra Khatri (2018): Sodh Pravidhi. National Publishing House. ISBN: 9788180181726, 8180181723</li> <li>● Pandey Arun &amp; Ganesh Pandey (2009): Sodh Pravidhi. Radha Publication. ISBN-10 : 8174873805</li> <li>● Sharma, Vinay Mohan(2018): Sodh Pravidhi. Mayur Books.</li> <li>● Thomson, Williams (2011): A Guide for the Young Economists. MIT Press</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Fieldwork, Seminar, Presentations, VIVA, Dissertation.</p>		
<p>Suggested equivalent online : Swayam</p>		





**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: EDUCATION**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

<b>S. N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>College/ University</b>
1	Dr. Aparna Tripathi	Associate Professor	Education	A.K.P.G College, Hapur (C.C.S. University, Meerut)
2	Dr. Mani Bansal	Associate Professor	Education	D.A.K College, Moradabad
3	Dr. Mamta Dixit	Associate Professor	Education	Mahila Mahavidyalaya, Kanpur

**Semester-wise Titles of the Papers in BA (Education)**

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits
1	I	E01010 1T	Conceptual Framework of Education	Theory	4
1	I	E01010 2P	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	E01020 1T	Development and challenges of Indian Education System	Theory	4
1	II	E01020 2P	Prepare a profile of any School (Class 6 <sup>th</sup> - 12 <sup>th</sup> ) - Government / aided / Private.	Practical	2
2	III	E01030 1T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E01030 2P	Practical: Review a book written by prominent educational thinkers included in the course II.	Practical	2
2	IV	E01040 1T	Psychological Perspectives of Education	Theory	4
2	IV	E01040 2P	Course Title: Practical: Case study of a Special Child	Practical	2
3	V	E01050 1T	Course Title: Educational Assessment	Theory	4
3	V	E01050 2T	Course Title: Educational Statistics	Theory	4
3	V	E01050 3P	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	Practical	2
3	V	E010501R	Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.  OR	Project	3

			<p>Visit to any type of University: A.It's profile preparation.</p> <p>B.Report on its administrative structure.</p>		
3	VI	E01060 1T	Educational Administration and Management	Theory	4
3	VI	E01060 2T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E01060 3P	<p>I. Visit to an Anganwadi Centre and report preparation.</p> <p>II. Write and submit an article on any trending Socio-Cultural Environmental Issue.</p>	Practical	2
3	VI	E010601R	<p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>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.</p>	Project	3

# Syllabus for BA (Education)

- Subject prerequisites: To study this subject, a student must have had the subject(s) ... in class/12<sup>th</sup> - Open to all.

## **Program outcomes (POs) (After 3 years)-**

This course is meant for future educators and educational administrators. Education is a process of acquisition of knowledge, values, culture and skills. After completion of the program, Graduates will be able to correlate and apply Education with life situations. They will be able to understand its interdisciplinary nature. Program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation.

## List of all papers in all six semesters.

Year	Sem.	Course I (Theory)	C r e d i t s	Course II (Theory/Practical)	C r e d i t s	Course III (Theory/Practical)	C r e d i t s	Research Project	C r e d i t s	Total Credit
1	I	Conceptual Framework of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
	II	Development and challenges of Indian Education System	4	Practical	2	NIL	N I L	NIL	N I L	6
2	III	Philosophical- Sociological- Political- Economic Perspectives of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
	IV	Psychological Perspectives of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
3	V	Educational Assessment	4	Educational Statistics	4	Practical	2	<b><u>Project</u></b>  <b>Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.</b>  <b>OR</b> <b>Visit to any type of University:</b>  A.It's profile preparation.	3	13

								B.Report on its administrative structure.		
VI	Educational Administration and Management	4	Milestones and New Dimensions of Indian Education	4	Practical	2	<p><b><u>Project</u></b>  <b>Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</b></p> <p>OR</p> <p><b>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/</b></p>	3	13	

								<b>or a person who got married as a child.</b>		
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## **BA 1<sup>st</sup> Year Education- CERTIFICATE COURSE IN BASICS OF EDUCATION**

### **Program specific outcomes-**

This course provides the basic ideas and concepts of education and nature of education. This course intends to clarify the educational aims and functions. This course will help students to understand constitutional values and provisions for Education. This paper will help in developing analytical and critical thinking based on the themes and issues of education.

This course will also attempt to build an understanding about the agencies and structure of Indian Education System, ie. Pre Primary, Primary, Secondary and Higher level. Learners are introduced to various governing/regulatory systems of the Education System.

The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India.

This paper introduces the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.

**BA 1<sup>st</sup> , Sem. I,  
Course I  
(Theory)**

Program/Class: Certificate	Year: First	Semester: First
Subject: Education		
Course Code: E010101T	Course Title: Conceptual Framework of Education	
<b>Course Learning Outcomes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"><li>● To understand the meaning, nature, scope and aims of education.</li><li>● To explain the factors of education and their interrelationship.</li><li>● To become aware of different agencies of education that influence education.</li><li>● To be acquainted with the Constitutional values and Educational provisions.</li></ul>		

- 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.

Credits: 4

Core Compulsory

Max. Marks: -

Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	<u>EDUCATION: CONCEPT AND AIMS</u>	10
	<ul style="list-style-type: none"> <li>● PrachinBhartiyaGyanParampara:The Way of Life,Concept of Guru and Shiksha.</li> <li>● Concepts of Educations- Meaning: Nature.</li> <li>● Vidya - Gyan –Teaching, Training vs. Education.</li> <li>● Factors of Education.</li> <li>● Aims of Education: Individualistic, Social, Democratic and Vocational.</li> </ul>	
II	<u>FUNCTIONS OF EDUCATION</u>	8
	<ul style="list-style-type: none"> <li>● Individual and Social Development.</li> <li>● Transmission of Cultural Heritage.</li> <li>● Acquisition of Skills.</li> <li>● Acquisition and Generation of Human Values.</li> <li>● Social Cohesion.</li> <li>● Education for Leisure.</li> <li>● Education for National Integration.</li> <li>● Education for International Understanding.</li> <li>● Education for HRD.</li> </ul>	
III	<u>AGENCIES OF EDUCATION</u>	7
	<ul style="list-style-type: none"> <li>● Formal.</li> <li>● Informal.</li> <li>● Non – Formal.</li> </ul>	
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u>	7
	<ul style="list-style-type: none"> <li>● Inculcation of Constitutional Values through Education.</li> <li>● Constitutional Provisions for Education.</li> </ul>	



V	<p><u>PREPRIMARY EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Concept, Objective, Importance of Pre-primary Education.</li> <li>• Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten.</li> <li>• Background and Present Scenario of Pre-primary Education in India.</li> <li>• NEP 2020 and Pre-primary Education.</li> </ul>	8
VI	<p><u>PRIMARY AND SECONDARY EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Concept, Aim and Importance of Secondary Education.</li> <li>• Present Scenario of Primary Education in India.</li> </ul>	7
VII	<p><u>HIGHER EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Concept, Objective of Higher Education.</li> <li>• Need for Higher Education.</li> <li>• Types of Universities- Central, State, Private, Open.</li> <li>• Present Scenario of Higher Education in India.</li> </ul>	6
VIII	<p><u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u></p> <ul style="list-style-type: none"> <li>• Education Ministry (MHRD), UNESCO.</li> <li>• NCERT.</li> <li>• SCERT.</li> <li>• DIET.</li> <li>• NIOS.</li> <li>• NUEPA.</li> <li>• NCTE.</li> <li>• UGC.</li> <li>• NAAC.</li> <li>• IQAC.</li> <li>• AICTE.</li> <li>• International Boards, National Boards, CBSE, State Board.</li> </ul>	7

### Suggested Readings:

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

Suggested Continuous Evaluation Methods: Assignment /  
test / Quiz( MCQ) / Seminar

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

Suggested equivalent online courses:

Courses on Swayam / MOOCs

BA 1<sup>st</sup> , Sem. I ,

**Course II  
(Practical)**

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Education		
Course Code: E010102P	Course Title: Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• conceptualize the basic elements of Indian Constitution</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	• Indian Constitution: Introduction and Background.	5
<b>II</b>	• Constituent Assembly and Timeline of Formation of Indian Constitution.	5
<b>III</b>	• Important Articles of Indian Constitution	20
<p><b>Suggested Readings:</b></p> <p><a href="https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text">https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text</a></p> <p>प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स</p>		

Note: In Final Examination report shall be examined by external and internal examiners.  
 Marks Distribution: Report presentation- 15 marks Viva- 10

**BA 1<sup>st</sup> , Sem. II ,  
 Course I  
 (Theory)**

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010201T	Course Title: Development and challenges of Indian Education System	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the development of Indian Education during different ages,</li> <li>● Analyze the trends of Education running in the different educational systems.</li> <li>● Narrate the major contributions of Indian Educational Heritage in the different fields of study.</li> <li>● Discuss the views of foreign travelers about Indian cultural and educational heritage.</li> <li>● Identify the problems of Indian education at different levels of education.</li> <li>● Assess the root cause of challenges faced by Indian education system.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
<b>I</b>	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> <li>● Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education.</li> <li>● Viewpoints of Travelers towards Ancient Indian System.</li> </ul>	8

<p style="text-align: center;"><b>II</b></p>	<p><u>EDUCATION IN MEDIEVAL PERIOD</u></p> <ul style="list-style-type: none"> <li>• Main Characteristics.</li> <li>• Aims of Education.</li> <li>• Merits and Demerits of Education System.</li> <li>• Contribution to Modern Indian Education.</li> </ul>	<p style="text-align: center;">8</p>
<p style="text-align: center;"><b>III</b></p>	<p><u>EDUCATION IN COLONIAL PERIOD</u></p> <p>Some Landmarks of British Period:</p> <ul style="list-style-type: none"> <li>• Charter act of 1813 to 1833 and Oriental Occidental Dispute.</li> <li>• MacAulay Minute Filtration Theory.</li> <li>• Wood Dispatch.</li> <li>• Hunter Commission.</li> <li>• Indian University Commission.</li> <li>• Gokhale Bill.</li> <li>• Sadler Commission.</li> <li>• Wardha Yojna.</li> </ul>	<p style="text-align: center;">7</p>
<p style="text-align: center;"><b>IV</b></p>	<p><u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Radha Krishna Ayog Commission.</li> <li>• Mudaliar Commission.</li> <li>• Kothari Commission.</li> <li>• National Policy of Education 1986 and 1992. •National Education Policy 2020.</li> </ul>	<p style="text-align: center;">7</p>
<p style="text-align: center;"><b>V</b></p>	<p><u>PROBLEMS OF PREPRIMARY EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Unsatisfactory Conditions of Preprimary Schools.</li> <li>• Training of Preprimary Teachers.</li> <li>• Unavailability of Teaching Material.</li> <li>• Loopholes of Supervision and Administration.</li> <li>• Problem of Uniformity.</li> </ul>	<p style="text-align: center;">8</p>
<p style="text-align: center;"><b>VI</b></p>	<p><u>PROBLEMS OF ELEMENTRY AND SECONDRY EDUCATION</u></p>	<p style="text-align: center;">8</p>

	<ul style="list-style-type: none"> <li>• Problems of Access and Equity.</li> <li>• Problems of Multilingualism, Child's Home Language and the Language of School-Classroom, Textbooks etc.</li> <li>• Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus.</li> <li>• Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF.</li> <li>• Problems due to Cyber World and Increasing Stress.</li> </ul>	
VII	<p><b><u>PROBLEMS OF HIGHER EDUCATION</u></b></p> <ul style="list-style-type: none"> <li>• Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region.</li> <li>• Problem of over-emphasis on Examination System in India, Information Explosion and its Validation.</li> <li>• Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition.</li> </ul>	7
VIII	<p><b><u>AFFECTING FACTORS OF INDIAN EDUCATION</u></b></p> <ul style="list-style-type: none"> <li>• Urbanization.</li> <li>• Population Explosion.</li> <li>• Poverty.</li> <li>• Brain Drain</li> </ul>	7

**Suggested Readings:**

- चौबे एस.पी, भारतीयशिक्षाकाइतिहास
- जौहरी एवं पाठक, भारतीयशिक्षाकाइतिहास, विनोदपुस्तकमंदिरआगरा
- अग्निहोत्रीआर.; आधुनिकभारतीयशिक्षा: समस्याएंऔरसमाधान, राजस्थानहिन्दीग्रंथअकादमी
- पांडेयआर.एस, शिक्षाकीसमसामयिकसमस्याएं, विनोदपुस्तकमंदिर, आगरा
- <https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>
- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore & Brothers. 1963
- Bakshi S.R. & Mahajan, L. *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.

- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, Bristish and Post-Independence*, Delhi, Ajanta Publications. 1990

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

Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar

Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 1<sup>st</sup> , Sem. II,  
Course II  
(Practical)**

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010202P	Course Title: Prepare a profile of any School (Class 6 <sup>th</sup> - 12 <sup>th</sup> ) Government / aided / Private.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>● Conceptualize the school profile preparation.</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
<b>I</b>	●School: need and importance.	5
<b>II</b>	● Types of school on account on administration.	5
<b>III</b>	●What is school profile and how to create it?	20
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Profile Report - 15 marks Viva- 10</p>		

### **Program specific outcomes-**

This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learners to Indian and Western philosophical perspectives of Education. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers.

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility. This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

**BA 2<sup>nd</sup> , Sem. III,  
Course I  
(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical- Sociological- Political-Economic Perspectives of Education	
<b>Course Learning Outcomes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"><li>● Define Education and Philosophy.</li><li>● Explain difference between Darshan and Philosophy.</li><li>● Identify significant features of the Indian and Western philosophies.</li><li>● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.</li><li>● Compare the Indian and Western Philosophical thoughts.</li><li>● Define pluralism and diversity in Indian society.</li><li>● Relate Education with Political and Economic issues.</li><li>● Distinguish between Fundamental Rights and duties.</li><li>● Value role of Education for Sustainable Development</li></ul>		

Credits: 4		Core Compulsory	
Max. Marks: NA		Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			



Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> <li>• Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education.</li> <li>• Branches of Philosophy and Education.</li> </ul>	8
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>• Vedant.</li> <li>• Bhagavad Geeta.</li> </ul>	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>• Idealism.</li> <li>• Naturalism.</li> <li>• Pragmatism.</li> </ul>	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> •Mahatma Gandhi. <ul style="list-style-type: none"> <li>• Swami Vivekanand.</li> <li>• BR. Ambedkar.</li> <li>• Rousseau.</li> <li>• Dewey.</li> </ul>	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> <li>• Pluralism and Diversity in Indian Society.</li> <li>• Social Stratification of Indian Society: Caste, Class, Gender.</li> </ul>	8
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> <li>• School as Social Organization.</li> <li>• Social Change and Education.</li> <li>• Social Mobility and Education.</li> </ul>	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> <li>•Fundamental Rights and Duties.</li> <li>•Directive Principles.</li> </ul>	7

<b>VIII</b>	<b><u>ECONOMIC PERSPECTIVES OF EDUCATION</u></b>	7
	<ul style="list-style-type: none"> <li>• Education as Development Indicator.</li> <li>• Education for Sustainable development</li> <li>• UN Millennium development goals VS Sustainable development goals.</li> </ul>	

**Suggested Readings:**

- कमर, के. शिक्षाऔरज्ञान.दिल्ली, ग्रंथशिल्पी. 2002
- सलूजासी.के, शिक्षादर्शन, हिंदीमाध्यमकार्यान्वयननिदेशालयनईदिल्ली
- धकरआर. शिक्षाऔरसमाज.हरियाणा, आधारप्रकाशन. 2006
- ओडएल.के, शिक्षाकीदार्शनिकपृष्ठभूमि, राजस्थानहिन्दीग्रंथअकादमी,1994
- पांडेयके.पी, शिक्षाकेदार्शनिकएवंसामाजिकआधार, वाराणसीविश्वविद्यालयप्रकाशन
- Archer, M.S. *Social Origins of Educational Systems*, New Delhi: Sage. 1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education*, New Jersey: Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962
- 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: Sahitya Chayan.1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist 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

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

Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar

Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 2<sup>nd</sup> , Sem. III,  
Course II  
(Practical)**

Program/Class: Diploma/BA	Year: Second	Semester: Third
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<b>Subject: Education</b>		
Course Code: E010302P	Course Title: Practical: Review a book written by prominent educational thinkers included in the course II.	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>• Understand the concept of Book review.</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2		
Unit	Topics	No. of Lectures
<b>I</b>	● What is Book review?	2
<b>II</b>	● Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.	18
<b>III</b>	● Introduction and the discussion of the books written by Rousseou and Dewey.	10
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Review presentation- 15 marks Viva- 10		

**BA 2<sup>nd</sup> , Sem. IV,  
Course I  
(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		

Course Code: E010401T	Course Title: Psychological Perspectives of Education
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## Course Learning Outcomes

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

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

Credits: 4

Core Compulsory

Max. Marks: NA

Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
<b>I</b>	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> <li>● Psychology: Concepts and Scopes.</li> <li>● Relations of Education and Psychology.</li> <li>● Importance of Educational Psychology.</li> <li>● Methods of Studying Educational Psychology.</li> </ul>	8
<b>II</b>	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> <li>● Development/Meaning and Forms.</li> <li>● Growth and Development.</li> <li>● Stages of Development.</li> <li>● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.</li> </ul>	8
<b>III</b>	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> <li>● Meaning, Nature and Factors Influencing the Education.</li> <li>● Learning Styles: VARK.</li> <li>● Transfer of Learning and its classroom implications.</li> </ul>	7

	<ul style="list-style-type: none"> <li>• Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.</li> </ul>	
<b>IV</b>	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none"> <li>• Instincts.</li> <li>• Sensation, Perception and Concept.</li> <li>• Motivation.</li> <li>• Memory.</li> <li>• Attention and Interest.</li> <li>• Thinking, Reasoning and Imagination.</li> <li>• Habit.</li> <li>• Fatigue</li> </ul>	7
<b>V</b>	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> <li>• Meaning, Types and Causes of Individual Differences.</li> <li>• Individual Differences and Education.</li> </ul>	8
<b>VI</b>	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> <li>• Mentally Retarded.</li> <li>• Gifted Children.</li> <li>• Divyang (Handicapped).</li> </ul>	8
<b>VII</b>	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> <li>• Concept and need of studying mental health.</li> <li>• Affecting Factors of Mental Health.</li> <li>• Mental Health and Education.</li> <li>• Adjustment: Meaning and Process.</li> </ul>	7
<b>VIII</b>	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> <li>• Concept of Teaching.</li> <li>• Relation between Learning and Teaching.</li> <li>• Conditioning vs Teaching.</li> <li>• The Objectives of Education is Learning.</li> <li>• Role of Teacher in Teaching- Learning.</li> </ul>	7
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• भटनागरएस, शिक्षामनोविज्ञान, सूर्यपब्लिकेशन, 1998</li> <li>• जायसवालएस.आर, भारतीय मनोविज्ञान और शिक्षा , आर्य बुक डीपो नई दिल्ली</li> <li>• त्रिपाठीशालिग्राम, शिक्षणव्यवहार, राधापब्लिकेशन, नई दिल्ली</li> <li>• गुप्ताएस.पी, शिक्षामनोविज्ञान, शाखाप्रकाशन, मेरठ</li> <li>• युगकिम्बल, शिक्षामनोविज्ञानकीआधार शिला, विनोद पुस्तक मंदिर, आगरा</li> </ul>		

<ul style="list-style-type: none"> <li>● Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house</li> <li>● Bhatnagar Suresh (n.d.). <i>Advanced Educational Psychology</i>, Lal Book Depot, Meerut.</li> <li>● Bigge, Morris. L (1971). <i>Learning theories for teachers</i>. New York: Harper &amp;Row.</li> </ul>
<ul style="list-style-type: none"> <li>● Chauhan S.S. (1978). <i>Advanced educational psychology</i>. Vikas Publishing House.</li> <li>● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep&amp; Deep Publications.</li> <li>● Dececco John, P. <i>The Psychology of Learning and Instruction</i>. New Delhi, Prentice Hall of India. 1968</li> <li>● Hilgand, E.R. &amp;Bower, S.H., (1975). <i>Theories of Learning</i>. Englewood Cliffs New Jersey: Prentice Hall.</li> <li>● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</li> <li>● Mathur, S.S. <i>Educational Psychology</i>. Agra, Vinod PustakMandir. 1986</li> <li>● Mazur, J.E. (1994). <i>Learning and behaviour</i>. Englewood Cliffs. New Jersey; Prentice Hall.</li> <li>● Rani, A. (2011). <i>Psychology of learning Behavior</i>. New Delhi, Centrum Press.</li> </ul>
Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar
Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 2<sup>nd</sup> , Sem. IV,  
Course II  
(Practical)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Practical: Case study of a Special Child	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>● Identify the different special children.</li> <li>● Prepare a case study.</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		

Unit	Topics	No. of Lectures
I	● What is case study? And its steps.	5
II	● Special children: Types and characteristics.	25
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10		
Suggested Readings:		
<ul style="list-style-type: none"> <li>● मंगलएस.के, शिक्षामनोविज्ञान एवं सांख्यिकी, विनोद पुस्तक मंदिर, आगरा</li> <li>● कपिलएच.के, अनुसंधानविधियां, भार्गवप्रिंटेर्स, आगरा</li> <li>● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep&amp; Deep Publications.</li> <li>● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</li> </ul>		

## BA 3<sup>rd</sup> Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION

### Program specific outcomes-

This course compiles the assessment and evaluation techniques used in Education. It acquaints the student with measurement tools of different psychological traits that are essential for teaching and learning. This course enables the students to understand concepts and needs of statistics in education, it analyses the statistics of Continues and comprehensive evaluation techniques in classroom.

This course consists of the knowledge of Educational Administration and Management in student. It will develop an insight about the organizational and Administrative structure of Education. This course explains major landmarks in the journey of Indian Education. It discuss the evolving modern tendencies that are creating paradigm shift in our Education System.

Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T	Course Title: Educational Assessment	
Course Learning Outcomes		

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

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

Credits: 4

Core Compulsory

Max. Marks: NA

Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> <ul style="list-style-type: none"> <li>• Assessment, Measurement, Evaluation: Concept, Features and Difference.</li> <li>• Physical vs Psychological Measurements.</li> <li>• Continuous and Comprehensive Education: Meaning, Aims and Aspects.</li> </ul>	8
II	<u>NORMS</u> <ul style="list-style-type: none"> <li>• Norms: Meaning and Significance</li> <li>• Marks vs Grades</li> <li>• Credit System</li> </ul>	7
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> <li>• Meaning, Aims and Types.</li> <li>• Subjective VS Objective tests.</li> <li>• Characteristics of a Good test.</li> </ul>	8



IV	<u>INTELLIGENCE</u>	7
	<ul style="list-style-type: none"> <li>• What is Intelligence, Types?</li> <li>• Concept of Emotional Intelligence.</li> </ul>	

V	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> <li>• Verbal, Non-Verbal test</li> <li>• Individual Tests and Group test</li> </ul>	8
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VI	<u>PERSONALITY</u>	7
	<ul style="list-style-type: none"> <li>• What is Personality?</li> <li>• Types of Personality.</li> <li>• Theories of Personality.</li> </ul>	

VII	<u>ASSESSMENT OF PERSONALITY</u> <ul style="list-style-type: none"> <li>• Personality Inventories</li> <li>• Projective Techniques.</li> </ul>	8
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VIII	<u>APTITUDE</u>	7
	<ul style="list-style-type: none"> <li>• What is Aptitude?</li> <li>• Types of Aptitude.</li> <li>• Characteristics of Aptitude.</li> <li>• Measurement of Aptitude.</li> </ul>	

**Suggested Readings:**

- गुप्ताएस.पी, शैक्षिकमापन एवं मूल्यांकन, शारदापुस्तकभवन, आगरा
- नन्द, पत्तौरी एवं शर्मा, शिक्षामनोविज्ञान एवं मापन, संजयपब्लिकेशन्स, आगरा
- भटनागरएस, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन, 1998
- सिंहए.के, शिक्षामनोविज्ञान, भारतीभवन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990
- Norris, N. *Understanding Educational Evaluation*, Kogan Page Ltd. 1990
- Thorndike, E.L., & E.P., Hagen. *Measurement and Evaluation in Psychology and Education*. New York, Johan Wiley and Sons Inc. 1969

- *Secolsky, C. Handbook on Measurement and Evaluation in Higher Education. U.K. Routledge. 2011*
- *Sindhu, K.S. New approaches to measurement and evaluation, New Delhi, Sterling Publication. 2007*
- *Singh, H.S. Modern educational testing. New Delhi: Sterling Publication. 1974*

Suggested Continuous Evaluation Methods: Assignment  
/ test / Quiz( MCQ) / Seminar

Suggested equivalent online courses:  
Courses on Swayam / MOOCs

**BA 3<sup>rd</sup> , Sem. V,  
Course II  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T	Course Title: Educational Statistics	

**Course Learning Outcomes**

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

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

Credits: 4	Core Compulsory	
Max. Marks: NA	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>

<b>I</b>	<p>INTRODUCTION TO STATISTICS</p> <ul style="list-style-type: none"> <li>• History of Statistics</li> <li>• Definition and Need of Statistics.</li> <li>• Types of Statistics</li> <li>• Symbols in Statistics</li> </ul>	7
<b>II</b>	<p>PRESENTATION AND ORGANIZATION OF DATA</p> <ul style="list-style-type: none"> <li>• Organization of data: <ul style="list-style-type: none"> <li>○ Simple array</li> <li>○ Frequency array</li> <li>○ Frequency Distribution</li> </ul> </li> <li>• Class Interval: <ul style="list-style-type: none"> <li>○ Inclusive</li> <li>○ Exclusive</li> </ul> </li> </ul>	7
<b>III</b>	<p>GRAPHICAL REPRESENTATION OF DATA</p> <ul style="list-style-type: none"> <li>• Bar diagram</li> <li>• Histogram</li> <li>• Pie chart</li> </ul>	8
<b>IV</b>	<p><u>MEASURES OF CENTRAL TENDENCY</u></p> <ul style="list-style-type: none"> <li>• Definition, Uses, Computation of: Mean, Median, Mode</li> </ul>	8
<b>V</b>	<p>MEASURES OF RELATIVE POSITION</p> <ul style="list-style-type: none"> <li>• Concept of Relative Position</li> <li>• Percentile Rank</li> <li>• Percentile</li> </ul>	5

VI	<u>MEASURES OF VARIABILITY</u>	
	•Definition, Uses, Computation: Range, Mean Deviation, Standard Deviation.	8
VII	<u>UNIT IV: CORRELATION</u>	
	•Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method.	12
VIII	<u>NORMAL PROBABILITY CURVE</u> •Concept and Characteristics.	5

**Suggested Readings:**

- अस्थानाविपिन, शैक्षिकअनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन्स, 2011.
- कपिल एच.के, अनुसंधान विधियां, भार्गव प्रिंटेर्स, आगरा
- पांडेय के.पी, शैक्षिकअनुसंधान, वाराणसीविश्वविद्यालयप्रकाशन
- Agresti& Finlay, *Statistical Methods for the Social Sciences*. New Jersey, Prentice Hall. 2010
- Garret H.E., *Psychological Tests, Methods, and Results*Nabu Press, 2011.
- Garret H.E., *Statistics in Psychology and Education*, Paragon International Publishers, 2005(Hindi& English)
- Ott and Longnecker. *Statistical methods and data analysis*. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH & Co. 2012
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon. 1988

Suggested Continuous Evaluation Methods: Assignment  
/ test / Quiz( MCQ) / Seminar

Suggested equivalent online courses: Courses  
on Swayam / MOOCs

**BA 3<sup>rd</sup> , Sem. V,  
Course III  
(Practical)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title: Practical: Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research <ul style="list-style-type: none"> <li>● Understand and Administer different Psychological Tests</li> </ul> </li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
<b>I</b>	● Psychological Test: Types and Utility for Guidance and Counselling	5
<b>III</b>	● How to administer and Interpret score of Achievement/Intelligence/Personality/Aptitude/ Text	25
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva- 10</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, आगरा</li> <li>● नन्द, पत्तौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा</li> <li>● भटनागरएस, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन, 1998</li> <li>● सिंहए.के, शिक्षामनोविज्ञान, भारतीभवन, पटना</li> <li>● Anastasi, A. <i>Psychological Testing</i>. New York, Macmillan Publishing Co. Inc. 1976</li> </ul>		

- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

**BA 3<sup>rd</sup> , Sem. V,  
Project**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title: Research Project	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>● Understand basics of research</li> <li>● Develop attitude towards research</li> <li>● Collect and analyse data</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: - 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
<b>I</b>	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.	45
<p>Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, आगरा</li> </ul>		

- नन्द, पत्तौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990

**BA3<sup>rd</sup> , Sem. VI,  
Course I  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Describe different Educational Organizations.</li> <li>● Compare Administration, Management and Supervision.</li> <li>● Differentiate between inspection and supervision.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: NA	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>

<b>I</b>	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> <li>• Meaning and Types.</li> <li>• Characteristics of Educational Organizations.</li> </ul>	8
<b>II</b>	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• Meaning, Concept and Types of Educational Administration.</li> <li>• Administration vs Management.</li> <li>• Principles of Educational Administration.</li> <li>• Administrative Skills.</li> </ul>	8
<b>III</b>	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> <li>• Classical School</li> <li>• New Classical School</li> <li>• New Management</li> </ul>	7

<b>IV</b>	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• POSDCORB</li> </ul>	7
<b>V</b>	<u>LEADERSHIP</u> <ul style="list-style-type: none"> <li>• Meaning, Nature of Leadership.</li> <li>• Styles of Leadership.</li> <li>• Centralization vs Decentralization •Decision Making.</li> </ul>	8
<b>VI</b>	<u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> <li>•Meaning and Nature of Educational Planning.</li> <li>•Approaches of Educational Planning.</li> </ul>	8
<b>VII</b>	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> <li>•Need and Significance.</li> <li>•Sources of Finance.</li> </ul>	6



<b>VIII</b>	<p><b>EDUCATIONAL SUPERVISION</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Educational Supervision.</li> <li>• Inspection vs Supervision.</li> <li>• Types of Educational Supervision.</li> </ul>	8
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• भटनागरआर.पी, शैक्षिकप्रशासन, आरलालबुकडीपोट, 2015</li> <li>• ओडएल.के, शैक्षिक प्रशासन, राजस्थानहिंदी ग्रंथअकादमी, जयपुर</li> <li>• वर्मा, एल.एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर.</li> <li>• Bhatnagar S.S. &amp; Gupta P.K. (Educational Administration and Management (n.p.).</li> <li>• Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006</li> <li>• Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).</li> <li>• Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot.</li> </ul>		
<ul style="list-style-type: none"> <li>• Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.</li> <li>• <a href="http://mlrd.gov.in/school-education">http://mlrd.gov.in/school-education</a></li> <li>• <a href="http://mlid.gov.in/schemes-1">http://mlid.gov.in/schemes-1</a></li> </ul>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

**BA 3<sup>rd</sup> , Sem. VI,  
Course II  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
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Subject: Education	
Course Code: E010602T	Course Title: Milestones and New Dimensions of Indian Education
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● List and differentiate the different education programs and schemes.</li> <li>● Use MOOCs and SWAYAM.</li> <li>● Collect and use material from OERs.</li> <li>● Review e-journals and e-Magazines.</li> </ul>	
Credits: 4	Core Compulsory
Max. Marks: NA	Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w	
<b>Unit</b>	<b>Topics</b>
	<b>No. of</b>

		<b>Lectures</b>
<b>I</b>	<p>MILESTONES: MAIN PROGRAMS AND SCHEMES</p> <ul style="list-style-type: none"> <li>● ICDS</li> <li>● SSA.</li> <li>● Mid-day Meal.</li> <li>● RMSA.</li> <li>● RUSA.</li> <li>● NMEICT.</li> <li>● RTE.</li> <li>● PMMMMNMTT.</li> </ul>	9
<b>II</b>	<p>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA:</p> <ul style="list-style-type: none"> <li>● Shanti Niketan.</li> <li>● VanasthaliVidyapeeth.</li> <li>● ChitrakootGramodayaVishwavidyalaya.</li> <li>● Pondicherry Ashram.</li> <li>● Navodaya Vidyalaya.</li> </ul>	5
<b>III</b>	<p><u>EDUCATIONAL TECHNOLOGY</u></p> <ul style="list-style-type: none"> <li>● ICT: Meaning, Type, Concept and Needs.</li> <li>● ICT and Education.</li> <li>● Approaches of Educational Technology.</li> <li>● Computer and Internet: Application in Education</li> </ul>	8

<b>IV</b>	<u>INITIATIVES AND INNOVATIONS</u>	7
	<ul style="list-style-type: none"> <li>• EDUSAT, EDUCOM. •MOOCS, SWAYAM.</li> <li>• OERs.</li> <li>• e-journals and e-Magazines.</li> <li>• NAD, NIRF, e-Pathshala.</li> </ul>	
<b>V</b>	<u>SOCIETAL TRENDS AND EDUCATION</u>	8
	<ul style="list-style-type: none"> <li>• Inclusion-.</li> <li>• Human Rights.</li> <li>• Value and Moral.</li> <li>• Women Empowerment</li> </ul>	
<b>VI</b>	<u>CULTURAL TRENDS AND EDUCATION</u>	8
	<ul style="list-style-type: none"> <li>• Social Media.</li> <li>• Demographic changes. • Globalization</li> <li>• Peace.</li> </ul>	
<b>VII</b>	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u>	7
	<ul style="list-style-type: none"> <li>• Environment and Ecosystems.</li> <li>•Environmental Pollution.</li> <li>• Ozone layer depletion.</li> <li>• Greenhouse effect.</li> <li>• Global Warming.</li> </ul>	
<b>VIII</b>	<u>ENVIRONMENT AND EDUCATION</u>	8
	<ul style="list-style-type: none"> <li>• Environmental Education: Concept, Aims and importance.</li> <li>• Awareness towards Environmental Issues.</li> <li>• Conservation of Natural Resources and Utilization of Non-Conventional Resources.</li> </ul>	

**Suggested Readings:**

- यादवएस.आरदूरवर्तीशिक्षा, विनोदपुस्तकमंदिर, 2001
- शर्माजी.आरशिक्षणतकनीकी, स्वरूपएंडसन्स, न्यूदिल्ली, 1992
- भादू आर.आर, साक्षरता शिक्षा, एवं नवाचार, हंसा प्रकाशन, जयपुर
- सक्सेनाआर.आर, नवाचारीशिक्षणपद्धतियां, राजस्थानहिन्दी ग्रंथ अकादमी
- *Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996*
- *Aggarwal J.C. Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995*
- *Kumar, K.L. Educational Technology, New Delhi, New Age International (P) Ltd. Publishers. 2000*
- *Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007*
- *Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989*
- *Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001*
- *Sampath, K. et. Al. Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998*
- *Sharma, B. L., &Maheswari, B. K. Education for environmental and human value. Meerut, R.Lall Books Depot. 2008*
- *Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing 2009*
- *Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell. 1990*

Suggested Continuous Evaluation Methods: Assignment

/ test / Quiz( MCQ) / Seminar

Suggested equivalent online courses:

Courses on Swayam / MOOCs

**BA 3rd , Sem. VI,  
Course III  
(Practical)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010603P	Course Title: Practical- I Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending SocioCultural-Environmental Issue.	

<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towardsresearch.</li> <li>● Understand and Conceptualize ICDS and Anganwadi.</li> <li>● Understand current issues and write an article.</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	●ICDS ( Integrated Child Development Services): Introduction	5
II	●Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
III	●How to write an article: steps and ethics.	5
IV	●Sources of literature and their usage.	10
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10</p>		

**BA 3rd , Sem. VI,  
Project**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601R	Course Title: Research Project	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>● Understand Basic methods of research anddifferent research tools</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks: - 100		Min. Passing Marks: 40%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		

Unit	Topics	No. of Lectures
I	<p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>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.</p>	45

Note: In Final Examination report shall be examined by external and internal examiners.  
Assessment: 50% external+50% internal

**Suggested Readings:**

- भटनागर, शैक्षिकअनुसंधानकीकार्यप्रणाली, आर. तालबुकडिपो, मेरठ
- गुप्ताएस.पी, शोधसंदर्शशिका, शारदापुस्तकभवन, आगरा
- नन्द, पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
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- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990

**Department of Higher Education  
U.P. Government, Lucknow**

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State  
Universities and Colleges

**ENGLISH**

As per Syllabus Development Guidelines  
[For first three years of Higher Education (UG)]



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/Colleges**  
**SUBJECT: ENGLISH**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee – Language Group</b>		
Prof. (Dr) Anita Rani Rathore	Principal	Manyawar Kanshiram Govt. Degree College, Gabhana, Aligarh
Prof. Ramesh Prasad	Professor	Sampoornanand Sanskrit University, Varanasi
Dr. Puneet Bisaria	Associate Professor	Bundelkhand University, Jhansi
Dr. Deepti Bajpai	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

**Syllabus Developed by:**

S. N.	Name	Designation	Department	College/ University
1	Prof. (Dr) Anita Rani Rathore	Principal	English	Manyawar Kanshiram Govt. Degree College, Gabhana, Aligarh
2.	Dr Sarita Singh	Assistant Professor	English	Maharaja Bijli Pasi Govt. P.G. College, Aashiyana, Lucknow
3.	Dr Shweta Mishra	Assistant Professor	English	Maharaja Bijli Pasi Govt. P.G. College, Aashiyana, Lucknow
4.	Dr Vijeta Gautam	Assistant Professor	English	Km. Mayawati Govt. Girls' P.G. College, Badalpur





## Department of Higher Education U.P. Government, Lucknow

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State Universities

### Semester-wise Titles of the Papers in BA (English)

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
B.A. 1	I	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
B.A. 3	VI	A040602T	Any one of the following: • Literature in Films & Media Studies • Media and Journalistic Writing	Theory	05
		A040603T		Theory	

### Syllabus Developed by:

S. No.	Name	Designation	Department	College/ University
1	Dr. Anita Rani Rathore	Principal	English	Manyawar Kanshiram Govt. Degree College Gabhana, Aligarh
2	Dr. Sarita Singh	Assistant Professor	English	Maharaja Bijli Pasi Govt. PG College Aashiyana, Lucknow
3	Dr. Shweta Mishra	Assistant Professor	English	Maharaja Bijli Pasi Govt. PG College Aashiyana, Lucknow
4	Dr. Vijeta Gautam	Assistant Professor	English	Km. Mayawati Govt. Girls PG College Badalpur, Gautam Buddha Nagar

## Subject Pre-requisites

- Open to all

## Programme Outcomes (POs)

The programme aims to:

- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling
- Sensitize students to the aesthetic, cultural and social aspects of literature
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
- Make the students aware of literature written/translated in English speaking countries like UK/ USA
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
- Augment the understanding of fundamental tenets of classical literature
- Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
- Provide job opportunities through 'skill-based' courses
- Instil in students a new zeal and a new vision of life to make them a better citizen
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators
- Demonstrate comprehension of and listener response to aural and visual information
- Comprehend and contextualise contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analysing its plot and characters.

- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies
- Help the students to prepare for competitive exams
- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.

**B.A. I [Certificate in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- Develop an understanding of the basic poetic and prose devices to read, identify and analyse various literary forms of poetry and prose.
- Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- Develop their critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- Get enhanced/enriched vocabulary to demonstrate a significant modification in comprehensive skills and writing techniques.
- Be acquainted with the representative poets and writers from 16<sup>th</sup> century to 20<sup>th</sup> century
- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
- Interpret the meaning of ‘Victorian Compromise’ and the ‘Victorian paradox’ and appraise the different aspects of the Age of Reason.
- Be familiar with the rules and procedures of Practical Criticism.
- Analyse in detail how a key individual event or idea is introduced, illustrated and elaborated in a text.
- Develop knowledge of literary, cultural, and historical contexts of 20<sup>th</sup> & 21<sup>st</sup> century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- Investigate and understand the role of computers in developing students’ performance in English Language through computer assisted learning.
- Frame official letters like preparing CVs, filing FIRs, RTI and complaints.
- Create e-mails and navigate web browsers.
- Get acquainted with the art of online writing.

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040101T</b>	Course Title: <b>English Prose and Writing Skills</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <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 authors in 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 and O' 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 vocational purposes</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	

Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
Unit	Topic	No. of Lectures
I	<b>An Introduction to Indian Writing in English:</b> Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	<b>Elements of Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	11
III	<b>Prose Devices:</b> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	<b>Short Stories</b> 1. O' Henry- <i>The Last Leaf</i> 2. Anton Chekhov- <i>The Lament</i> 3. Guy de Maupassant- <i>The Terror</i>	11
V	<b>Short Stories</b> 1. M.R. Anand- <i>The Barber's Trade Union</i> 2. R.K Narayan- <i>Under the Banyan Tree</i> 3. Anita Desai- <i>Games at Twilight</i>	11
VI	<b>Prose</b> 1. Francis Bacon- <i>*Of Studies</i> 2. Charles Lamb- <i>*Dream Children</i> 3. Joseph Addison- <i>*Sir Roger at the Church</i>	11
VII	<b>Prose</b> 1. Virginia Woolf- <i>*Professions for Women</i> 2. A.P.J. Kalam- <i>*Patriotism Beyond Politics &amp; Religion</i> (from <i>Our Ignited Minds</i> ) 3. Amartya Sen- <i>* Tagore &amp; His India</i> (from <i>The Argumentative Indian</i> )	12
VIII	<b>Computer &amp; Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Ahluwalia, J.P., “Modern News Structure in Print Media and Electronic Media”, Adyayan</li> </ul>		

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, New Delhi, 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.
- <https://www.youtube.com/embed/I-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7IbraaIm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
- [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

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:

<b>Practical/Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
Course prerequisites:	<b>Open to all</b>

Suggested equivalent online courses:

.....

Further Suggestions:

.....

(Texts marked with \* are for detailed study)

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>SECOND</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040201T</b>	Course Title: <b>English Poetry</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic terminology and practical elements of poetry</li> <li>• Comprehend the meaning of words, phrases and sentences in a given context</li> <li>• Analyse the underlying meaning of a poem by using the elements of poetry</li> <li>• Identify the representative poets and writers of 16th ,17th, 18th and 19th and 20th century</li> <li>• Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme pattern and metre scheme</li> <li>• Examine the difference between Shakespearean and Miltonic sonnet forms</li> <li>• Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo-classical poetry</li> <li>• Reflect on didactic human values as virtually mirrored in Thomas Gray’s poem</li> <li>• Understand the concept of nature as stated by the romantic poets in literature</li> <li>• Appreciate the simplicity and lucidity of expression of poets in romantic literature</li> <li>• Understand the literary terms used by the Victorian poets</li> <li>• Analyse the existing conflict between faith and doubt in Victorian society</li> <li>• Discuss the significance of the literary period of the text by analysing the effects of the major events of that period</li> <li>• Understand the difference between reason and imagination, literature and revolution</li> <li>• Exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin</li> </ul>		
Credits: <b>06</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<p><b>Forms of Poetry</b></p> <ol style="list-style-type: none"> <li>1. The Sonnet</li> <li>2. The Elegy</li> <li>3. The Ode</li> <li>4. The Epic</li> <li>5. The Ballad</li> <li>6. The Lyric</li> <li>7. The Dramatic Monologue</li> <li>8. Allegory</li> </ol>	<b>11</b>



<b>II</b>	<b>Stanza Forms</b> 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima	<b>11</b>
<b>III</b>	<b>Poetic Device</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition	<b>11</b>
<b>IV</b>	1. William Shakespeare – <i>*Let Me Not to the Marriage of True Minds</i> (Sonnet No. 116) <b>Or</b> John Milton - <i>*On His Blindness</i> 2. John Donne - <i>*Presence in Absence</i> 3. Alexander Pope - <i>*Essay on Man</i>	
<b>V</b>	1. Thomas Gray- <i>*Elegy Written in a Country Churchyard</i> 2. William Wordsworth- <i>*The World is Too Much with Us</i> 3. John Keats- <i>*Ode on a Grecian Urn</i>	<b>12</b>
<b>VI</b>	1. Alfred Lord Tennyson- <i>*Break, Break, Break</i> <b>Or</b> Elizabeth Barret Browning- <i>*How Do I Love Thee?</i> 2. Matthew Arnold- <i>*Dover Beach</i> 3. Robert Browning- <i>*My Last Duchess</i>	<b>11</b>
<b>VII</b>	1. T.S. Eliot- <i>*The Love Song of J. Alfred Prufrock</i> 2. W.B. Yeats- <i>*The Lake Isle of Innisfree</i> 3. Philip Larkin- <i>*Church Going</i>	<b>11</b>
<b>VIII</b>	<b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	<b>11</b>

**Suggested Readings:**

- Abrams, 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”, Penguin, 2000.
- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Bhattacharyya, A., “Studies in English Rhetoric and Prosody”, Books Way, New Delhi, 2014.
- Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979.
- Bowra, C.M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960.

- Murry, J.M., “The Problems of Style”, Oxford University Press, London, 1922.
- Shakespeare, W., “Shakespeare's Sonnets-Arden Shakespeare”, Bloomsbury, UK, 2013.
- Thwaite, A., “Twentieth-century English Poetry: An Introduction” Heinemann Educational, 1978.

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:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
Course prerequisites:	<b>Open to all</b>

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 writing a 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 of that 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 to Indian 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.

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>THIRD</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040301T</b>	Course Title: <b>British and American Drama</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of various types of drama &amp; related literary terms</li> <li>• Learn the core elements of structure such as exposition, complication and resolution or denouement</li> <li>• Trace the origin and growth of drama in England and America</li> <li>• Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America</li> <li>• Analyse and appreciate the representative works of British and American Drama</li> <li>• Comprehend the general features of Shakespearean plays</li> <li>• Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play</li> <li>• Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal</li> <li>• Comprehend the trends in modern drama through the study of poetic drama and problem plays</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Drama Types</b> Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	<b>12</b>
<b>II</b>	<b>Elements of Drama</b> Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	<b>11</b>
<b>III</b>	<b>Literary Terms (Drama)</b> Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	<b>11</b>
<b>IV</b>	<b>Literary Terms (Drama)</b> Unity of Time; Place & Action; Setting; Spoonerism; Stage	<b>11</b>

	Direction; Syntax; Theme; Understatement; Verisimilitude.	
V	<b>British Drama</b> William Shakespeare- * <i>Othello</i>	12
VI	<b>British Drama</b> G.B. Shaw- <i>Arms &amp; the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	11
VII	<b>American Drama</b> T.S. Eliot- * <i>Murder in the Cathedral</i>	11
VIII	<b>American Drama</b> Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>The Price</i>	11

**Suggested Readings:**

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, 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.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnIj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

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:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>

Course prerequisites:	<b>Open to all</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

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

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>FOURTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040401T</b>	Course Title: <b>Indian Literature in Translation</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a comparative perspective to study the texts</li> <li>• Understand the history of translation and various forms of translations</li> <li>• Analyse the translation tools to make use of technology like computer and mobile in the process of translation</li> <li>• Attain accessibility to regional literary forms</li> <li>• Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu</li> <li>• Develop an insight into the philosophy of Kabir through his verses</li> <li>• Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi</li> <li>• Develop an insight about Indian familial conflicts and social evils</li> <li>• Enhance job opportunities by fostering translation skills</li> <li>• Understand Indian consciousness and review the past through translated texts</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India 2. Literal translation Versus Free translation	<b>12</b>
<b>II</b>	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration	<b>11</b>
<b>III</b>	<b>Fiction</b> Rabindranath Tagore, <i>The Home and the World</i> , tr. Surendranath Tagore <b>OR</b> Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr. Khushwant Singh (New Delhi: Tara Press, 2009)	<b>11</b>
<b>IV</b>	<b>Poetry</b>	<b>11</b>

	Jayshankar Prasad, <i>Aansu (The Garden of Loneliness)</i> , tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006) <b>OR</b> Kabir: <i>The English Writings of Rabindra Nath Tagore</i> (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2, 8,12, 53, 69)	
<b>V</b>	<b>Short Fiction</b> 1. Bhasham Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>	<b>11</b>
<b>VI</b>	<b>Drama</b> 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>	<b>12</b>
<b>VII</b>	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)	<b>11</b>
<b>VIII</b>	<b>Translation Practice</b> 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (English to Hindi)	<b>11</b>
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Baker, M., “In Other Words: A Course Book on Translation”, Routledge, New York, 2001.</li> <li>• Chaudhuri, Sukanta, “Translation and Understanding”, OUP, New Delhi.</li> <li>• Gargesh, R. &amp; Goswami, K.K., “Translation and Interpreting: Reader and Workbook”, Orient Longman, New Delhi, 2007.</li> <li>• Lakshmi, H., “Problems of Translation”, Booklings Corporation, Hyderabad, 1993.</li> <li>• Newmark, P., “A Textbook of Translation”, Prentice Hall, London, 1988.</li> <li>• Toury, G., “Translation Across Cultures”, Bahri Publications, New Delhi, 1984.</li> <li>• Sukrita P. Kumar, “Narrating Partition”, Indialog, Delhi, 2004.</li> <li>• Tendulkar, V., “Kanyadan”, OUP, 1996.</li> <li>• <a href="https://www.ijsr.net/archive/v5i9/ART20161838.pdf">https://www.ijsr.net/archive/v5i9/ART20161838.pdf</a></li> <li>• <a href="https://www.youtube.com/embed/DNohmWH21OY">https://www.youtube.com/embed/DNohmWH21OY</a></li> <li>• <a href="https://www.youtube.com/embed/UuDqN7zWPhs">https://www.youtube.com/embed/UuDqN7zWPhs</a></li> </ul>		
This course can be opted as an elective by the students of following subjects: <b>Open to all.</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	



Course prerequisites:	Open to all
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• NPTEL – Translation Studies and Theory –IIT Kanpur  <u>NPTEL:: Humanities and Social Sciences - Translation Studies and Theory</u></li> <li>• SWAYAM- Modern Indian Writing in Translation  <u>Modern Indian Writing in Translation - Course (nptel.ac.in)</u></li> </ul>	
<p>Further Suggestions:            .....</p>	

### **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 chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the 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: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040501T</b>	Course Title: <b>Classical Literature &amp; History of English Literature</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the historical background of Greek and Roman literature and history</li> <li>• Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles</li> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation</li> <li>• Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits</li> <li>• Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature</li> <li>• Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction</li> <li>• Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature</li> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century</li> <li>• Comprehend the role of French Revolution in the evolution of romanticism in English literature</li> <li>• Interpret the characteristics of Victorian age and the growth of literature in the age</li> <li>• Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties</li> <li>• Comprehend the trends in the poetry, drama and fiction of 20th century English literature</li> </ul>		
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Historical Background</b> <ul style="list-style-type: none"> <li>• The Epic</li> </ul>	<b>9</b>

	<ul style="list-style-type: none"> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>	
<b>II</b>	<b>Prose</b> Plato- <i>The Republic</i> (Book VII)	<b>9</b>
<b>III</b>	<b>Poetry</b> Homer- <i>The Iliad</i> (Book I)	<b>9</b>
<b>IV</b>	<b>Drama</b> Sophocles- <i>Oedipus Rex</i>	<b>9</b>
<b>V</b>	<b>English Literature from Chaucer to Renaissance</b> <i>The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	<b>9</b>
<b>VI</b>	<b>Seventeenth Century &amp; Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	<b>10</b>
<b>VII</b>	<b>The Romantic Age &amp; Nineteenth Century</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	<b>10</b>
<b>VIII</b>	<b>The Twentieth Century</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	<b>10</b>

**Suggested Readings:**

- Albert, E., "History of English Literature", Oxford University Press, London, 2015.
- Homer: *The Iliad*, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: *Oedipus, the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* Harmondsworth: Penguin, 1984.
- Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- Plato, *The Republic*, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) *The Blackwell Companion to Greek Tragedy*. Oxford, 2005.
- Cuddon, J.A., "Dictionary of Literary Terms and Literary Theory", Penguin Books, London, 1999.
- Drabble, M., (ed.), "The Oxford Companion to English Literature", Oxford University Press, 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-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New

York, 1990.

- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

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

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.

The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites	To study this course, a student must have passed/opted <b>English in B.A. II</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040502T</b>	Course Title: <b>Fiction</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of the growth of novel form and its various types</li> <li>• Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language</li> <li>• Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India</li> <li>• Learn human values and behavioural pattern from the prescribed novels and develop an understanding of the human race</li> <li>• Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique & Structure, Elements of novel,	<b>9</b>
<b>II</b>	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	<b>10</b>
<b>III</b>	<b>Trends in 20th &amp; 21st Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction	<b>10</b>
<b>IV</b>	<b>British Fiction</b> Charles Dickens- <i>A Tale of Two Cities</i> <b>OR</b> Thomas Hardy- <i>Far from the Madding Crowd</i>	<b>9</b>
<b>V</b>	<b>British Fiction</b> Jane Austen- <i>Pride and Prejudice</i> <b>OR</b> George Eliot- <i>Mill on the Floss</i>	<b>9</b>
<b>VI</b>	<b>American Fiction</b> Toni Morrison- <i>The Bluest Eye</i> <b>OR</b>	<b>9</b>

	Harper Lee- <i>To Kill a Mocking Bird</i>	
<b>VII</b>	<b>American Fiction</b> Ernest Hemingway- <i>The Old Man and the Sea</i> <b>OR</b> John Steinbeck- <i>The Grapes of Wrath</i>	<b>9</b>
<b>VIII</b>	<b>Indian Popular Fiction</b> 1. Arvind Adiga- <i>The White Tiger</i> 2. Sanjay Chitranshi- <i>Dalit, Dynasty and She</i> <b>OR</b> Sudha Murthy- <i>Dollar Bahu</i>	<b>10</b>

**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, New York, 1990.
- [https://www.youtube.com/embed/O7DeTnf0\\_yM](https://www.youtube.com/embed/O7DeTnf0_yM)
- <https://www.youtube.com/embed/4IijTINyHK8>
- <https://www.youtube.com/embed/a4JH8ssrAFY>
- <https://www.youtube.com/embed/HJJXOS3gJ8>
- [https://www.youtube.com/embed/6q9\\_EbDrUgQ](https://www.youtube.com/embed/6q9_EbDrUgQ)
- [https://www.youtube.com/embed/2yN\\_X-zkC-E](https://www.youtube.com/embed/2yN_X-zkC-E)
- 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 Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>

Suggested equivalent online courses:

- [https://onlinecourses.nptel.ac.in/noc21\\_hs28/preview](https://onlinecourses.nptel.ac.in/noc21_hs28/preview)

Further Suggestions:

.....

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040601T</b>		Course Title: <b>Indian &amp; New Literatures in English</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition</li> <li>• Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayant Mahapatra and Keki N. Daruwala</li> <li>• Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy</li> <li>• Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya</li> <li>• Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years</li> <li>• Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature</li> <li>• Appraise the values and issues arising from colonialism</li> <li>• Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies</li> <li>• Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity</li> <li>• Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, Patrick White and Sujata Bhatt and the variations in their themes, styles and responsiveness</li> <li>• Address the identity issues and marginalization through a study of the works of Indira Goswami and Naipaul</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
I	<p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• Mahatma Gandhi- <i>Hind Swaraj</i>: XVII- Passive Resistance, XVIII- Education</li> <li>• Urvashi Butalia: 'Memory' from <i>The Other Side of Silence</i>:</li> </ul>	10	



	<i>Voices from the Partition of India</i>	
<b>II</b>	<b>Poetry</b> Toru Dutt: * <i>Lakshman</i> Nissim Ezekiel: * <i>A Poem of Dedication</i> Jayanta Mahapatra: * <i>Hunger</i> Keki N. Daruwala: * <i>Mother</i>	<b>9</b>
<b>III</b>	<b>Drama</b> Mahesh Dattani- * <i>Seven Steps Around the Fire</i> Asif Currimbhoy- <i>The Doldrums</i>	<b>9</b>
<b>IV</b>	<b>Fiction</b> Kamala Markandaya- <i>Nectar in a Sieve</i> Mulk Raj Anand- <i>Untouchable</i>	<b>10</b>
<b>V</b>	<b>Prose</b> Frantz Fanon- <i>Black Skin, White Masks</i> Chapter 4 Nivedita Menon- <i>Seeing Like a Feminist</i> Chapter 2	<b>10</b>
<b>VI</b>	<b>Poetry</b> Pablo Neruda: * <i>If You Forget Me</i> Margaret Atwood: * <i>Spellings</i> Patrick White: * <i>Voss</i> Judith Wright: * <i>The Company of Lovers</i>	<b>9</b>
<b>VII</b>	<b>Fiction</b> 1. Nadine Gordimer- <i>A Guest of Honour</i> 2. V.S. Naipaul- <i>A House for Mr. Biswas</i> <b>OR</b> Indira Goswami- <i>The Moth-Eaten Howdah of the Tusker</i>	<b>9</b>
<b>VIII</b>	<b>Drama</b> Wole Soyinka- * <i>The Lion and the Jewel</i> <b>OR</b> Trey Anthony- <i>'da Kink in My Hair</i>	<b>9</b>

**Suggested Readings:**

- Butalia, Urvashi., “The Other Side of Silence: Voices from the Partition of India”, Penguin Random House India, 2017.
- Boehmer, E., “Empire Writing: An Anthology of Colonial Literature 1870-1918”, Oxford University Press, Oxford, 1998.
- Chinweizu, I., “Decolonising the African Mind”, Pero, Lagos, 1987.
- Ngugi wa, T., “Homecoming: Essays on African and Caribbean Literature, Culture and Politics”, Heinemann Educational Books, London, 1972.
- Fanon, Frantz, “Black Skin, White Masks”, Perseus Books Group, Revised edition, 2007.
- Menon, Nivedita., “Seeing Like a Feminist”, Penguin India, 2012.
- Anand, Mulk Raj, “Untouchable”, Penguin India, 2001.
- Rowland, S.W., “Postcolonizing the Commonwealth: Studies in Literature and Culture”, Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., ‘Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)’, BR Publishing Corporation, 1997.

- Goswami I. and Satarawala K., ‘Indira Goswami and Her Fictional World: The Moth Eaten Howdah of the Tusker’, BR Publishing Corporation, 2002.
- Soyinka, Wole., “The Lion and the Jewel” 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 Continuous Evaluation Methods:**

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

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.II.</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

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

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040602T</b>		Course Title: <b>Literature in Films &amp; Media Studies</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the technical terminology associated with film and media studies</li> <li>• Interpret films as text and evaluate them critically</li> <li>• Appraise the process of adaption of texts into films</li> <li>• Recognize the nuances of film narration</li> <li>• Assess various film genres and their characteristics</li> <li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations</li> <li>• Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	<b>10</b>	
<b>II</b>	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <b>Angoor</b> (1982 film; Directed by Gulzar)	<b>9</b>	
<b>III</b>	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <b>Train to Pakistan</b> (1998 film; Directed by Pamela Rooks)	<b>9</b>	
<b>IV</b>	R.N.Tagore- <i>Kabuliwala</i> and its adaptation <b>Kabuliwala</b> (1961 film; Directed by Hemen Gupta)	<b>9</b>	
<b>V</b>	William Shakespeare- <i>Macbeth</i> , and its adaptation <b>Maqbool</b> (2003 film, directed by Vishal Bhardwaj)	<b>9</b>	
<b>VI</b>	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation <b>Kai Po Che</b> (2013 film, directed by Abhishek Kapoor)	<b>9</b>	
<b>VII</b>	Script Writing Dialogue Writing	<b>10</b>	

<b>VIII</b>	Movie Review Editing Narration	<b>10</b>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Boyum, J.G., “Double Exposure”, Seagull, Calcutta, 1989.</li> <li>• Cartmell, D. &amp; Whelehan, I., “The Cambridge Companion to Literature on Screen”, Cambridge University Press, Cambridge, 2007.</li> <li>• Corrigan, Timothy, J. “A Short Guide to Writing about Film”, Pearson India, 2009.</li> <li>• Dix, Andrew, “Beginning Film Studies”, Viva Books, New Delhi, 2010.</li> <li>• Hutcheon, L., “A Theory of Adaptation”, Routledge, New York, 2006.</li> <li>• John, M.D. &amp; Hawkes, P., “Adaptation: Studying Film and Literature”, McGraw-Hill, New York, 2005.</li> <li>• Mcfarlane, B., “Novel to Film: An Introduction to the Theory of Adaptation”, Clarendon Press, UK, 1996.</li> <li>• Thomas, L., Adaptation Studies at Crossroads, “Adaptation”, Cambridge University Press, Cambridge, 2007.</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open to all</b></p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	
Course prerequisites:	<b>Open to all</b>	
<p>Suggested equivalent online courses: .....</p>		
<p>Further Suggestions: .....</p>		

(Texts marked with \* are for detailed study)

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040603T</b>		Course Title: <b>Media and Journalistic Writing</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Understand different types of journalism and their importance.</li> <li>• Comprehend various principles of mass communication.</li> <li>• Differentiate between various forms of media &amp; journalistic writing and reporting.</li> <li>• Understand the meaning and nature of public speaking.</li> <li>• Identify social media norms and online journalism.</li> <li>• Write in various journalistic formats effectively.</li> <li>• Understand the meaning and nature of public speaking.</li> <li>• Edit reports and create engaging advertisements.</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	<b>AN INTRODUCTION TO MEDIA &amp; JOURNALISM</b> Media and Society Principles of Mass Communication & Journalism Tools of Gathering Information Misinformation and Disinformation	<b>9</b>	
<b>II</b>	<b>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA</b> Social Media Types of Social Media Online Journalism Basics of Cyber Media	<b>9</b>	
<b>III</b>	<b>CORE SKILLS IN PRINT MEDIA</b> Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.	<b>10</b>	
<b>IV</b>	<b>CORE SKILLS IN ELECTRONIC MEDIA</b> Public Speaking News Production, Reporting and Presentation for Radio News Production/ Reporting for Television News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity.	<b>10</b>	

<b>V</b>	<b>BASICS OF REPORTING</b> News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter Types of reports.	<b>9</b>
<b>VI</b>	<b>BASICS OF FEATURE WRITING</b> Types of features: Obits, Reviews, Columns, Trend stories.	<b>9</b>
<b>VII</b>	<b>BASICS OF EDITING</b> Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors.	<b>10</b>
<b>VIII</b>	<b>ADVERTISEMENT</b> Types of Advertisements Advertising Ethics How to create advertisements/storyboards	<b>9</b>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Kamath. M V. <i>Professional Journalism</i>, New Delhi, Vikas Publishing House, 1980.</li> <li>• Mencher, Melvin. <i>Basic News Writing</i>, New Delhi, Universal Book Stall, 1992.</li> <li>• Menon, P. K. <i>Practical Journalism</i>, Jaipur, Avishkar Publishers, 2005.</li> <li>• Parthasarathy, Rangaswami. <i>Basic Journalism</i>, New Delhi, MacMillan India Ltd. 1989.</li> <li>• Parthasarathy, Rangaswami. <i>Here is the News! Reporting for the Media</i>, New Delhi, Sterling Publishers, 1994.</li> <li>• Prasad, Sharada. Rukun Advani (et al) <i>Editors on Editing</i>, New Delhi, National Book Trust, 2004.</li> <li>• Selvaraj, Madhur. <i>News Editing and Reporting</i>, New Delhi, Dominant Publishers, 2005.</li> <li>• Saxena, Ambrish. <i>Fundamentals of Reporting and Editing</i>, New Delhi, Kanishka Publishers, 2007.</li> <li>• Bayan, R., <i>Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas</i>, McGraw-Hill Education; 2nd edition, 2006.</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open to all</b></p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	
Course prerequisites:	<b>Open to all</b>	
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• <a href="https://onlinecourses.nptel.ac.in/noc21_cs28/preview">https://onlinecourses.nptel.ac.in/noc21_cs28/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec21_ge13/preview">https://onlinecourses.swayam2.ac.in/cec21_ge13/preview</a></li> </ul>		
<p>Further Suggestions: .....</p>		



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: GEOGRAPHY**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

<b>S. N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>College/ University</b>
1	Dr. Muraree Lal Meena	Associate Professor	Geography	Institute of Science, Banaras Hindu University, Varanasi (U.P.)-221005
2	Lt. (Dr.) Meenakshi Lohani	Assistant Professor	Geography	Km. Mayawati Government Girls P.G. College, Badalpur, Gautam Buddha Nagar, U.P.
3	Dr. Kashif Imdad	Assistant Professor	Geography	PPN PG College, Kanpur-208001

# B.A. in Geography

## PROGRAMME SPECIFIC OUTCOMES (PSOs)-

### Program Outcome (After 3 Years of Study)

- a) This course provides the basic ideas and concepts of Physical & Human aspect of Geography.
- b) This course intends to orient the learner with the Approaches to the broader discipline of Geography.
- c) It will help in developing analytical and critical thinking based on the themes and issues of geography.
- d) It eventually prepares the students to understand the development of the subject and delve around issues suited to the needs of the contemporary world.
- e) It will help in exhaustive understanding of the basic concepts of Geography and an awareness of the emerging areas of the field.
- f) Acquisition of in-depth understanding of the applied aspects of Geography as well as interdisciplinary subjects in everyday life.
- g) Improvement of critical thinking and skills facilitating.
- h) The application of knowledge gained in the field of Geography in the classroom to the practical solving of societal problems.
- i) The programme orients students with tradition geographical knowledge along with advance contemporary skills like remote sensing and GIS.



- List of all papers in all six semesters.

**Semester-wise Titles of the Papers in BA (Geography)**

<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
1	I	A110101T	Physical Geography	Theory	4
1	I	A110102P	Elements of Map and Surveying	Practical	2
1	II	A110201T	Human Geography	Theory	4
1	II	A110202P	Thematic Mapping and Surveying	Practical	2
2	III	A110301T	Environment, Disaster Management and Climate Change	Theory	4
2	III	A110302P	Statistical Techniques and Surveying	Practical	2
2	IV	A110401T	Economic Geography	Theory	4
2	IV	A110402P	Weather Maps, Geological Maps and Surveying	Practical	2
3	V	A110501T	Regional Geography	Theory	4
3	V	A110502T	Basics of Remote Sensing and GIS	Theory	4
3	V	A110503R	Tour and Tour report	Practical	2
3	V	A110504R	Project Report-1	Practical	3
3	VI	A110601T	Geography of India	Theory	4
3	VI	A110602T	Evolution of Geographical Thoughts	Theory	4
3	VI	A110603P	Remote Sensing and GIS	Practical	2
3	VI	A110604R	Project Report-2	Practical	3

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

Programme/Class: Certificate/ BA	Year: First	Semester: First
Subject: Geography		
Course Code: A110101T	Course Title: <b>Physical Geography</b>	
<p>Course outcomes: Students will be able to understand</p> <ul style="list-style-type: none"> <li>• The Earth geomorphic transition from beginning to present day.</li> <li>• Plate tectonics and related movements</li> <li>• Landforms carved by various agents of erosion</li> <li>• Earth's climate and that factors that influence it</li> <li>• Oceans system and biogeography of the world.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Nature and Scope of Physical Geography, Origin of Universe, solar system and Earth. Geological Time Scale (with special reference to evidences from India), Interior of the Earth.	8
II	Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes, Geosynclines, Continental Drift theory, Concept of Plate Tectonics.	8
III	Rocks, Folding, Faulting, Weathering, Erosion, Cycle of Erosion by Davis and Penck, Drainage Pattern.	8
IV	Fluvial, Karst, Aeolian, Glacial, and Coastal Landforms	8
V	Composition and Structure of atmosphere: Insolation, Atmospheric pressure and winds.	8
VI	Airmasses and Fronts, cyclones and anti-cyclones, Humidity, precipitation and rainfall types.	7
VII	Ocean Bottoms, composition of marine water-temperature and salinity. Circulation of Ocean water-Waves, Currents and Tides, Ocean deposits, Corals and atolls.	7

<b>VIII</b>	Biosphere, Biotic succession, Biome, Zoo-geographical regions of the world.	6
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Singh, Savindra (2018), Physical Geography (Eng./Hindi) Allahabad, India: Prayag Pustak</li> <li>2. Huggett, R.J. (2007): <i>Fundamentals of Geomorphology</i>. New York, U.S.A.: Routledge.</li> <li>3. Khullar, D.R. (2012). <i>Physical Geography</i>. New Delhi. India: Kalyani Publishers.</li> <li>4. Strahler, A. H. and Strahler, A N. (2001): <i>Modern Physical Geography (4/E)</i>. New York, U.S.A.: John Wiley and Sons, Inc.</li> <li>5. Thornbury, W. D. (2004): <i>Principal of Geomorphology</i>. New York, U.S.A.: Wiley.</li> <li>6. Bloom, A. L. (2003). <i>Geomorphology: A Systematic Analysis of Late Cenozoic Landforms</i>, New Delhi, India: Prentice-Hall of India</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b> Assignment / Test / Quiz (MCQ) / Seminar/ Presentations		
<b>Suggested equivalent online courses:</b> <a href="https://onlinecourses.swayam2.ac.in/cec21_hs03/preview">https://onlinecourses.swayam2.ac.in/cec21_hs03/preview</a> <a href="https://onlinecourses.swayam2.ac.in/nos20_sc25/preview">https://onlinecourses.swayam2.ac.in/nos20_sc25/preview</a>		

**BA 1<sup>st</sup> Year, Sem. I**  
**Course II**  
**(Practical)**

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Geography		
Course Code: A110102P	Course Title: <b>Elements of Map and Surveying</b>	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>● Understand the basic idea of Map, Scale and Topographic sheets</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Cartography: Nature and Scope. Scales–Concept and application; Graphical Construction of Plain, Comparative, Diagonal Scales and Vernier scale.	7
II	Map Projections: Classification, Properties and Uses; Graphical Construction of Polar Zenithal, Stereographic, Bonne’s and Mercator’s Projections, and reference to Universal Transverse Mercator (UTM) Projection.	7
III	Topographical Map: Coverage, Scale and Topo Symbol, Interpretation Survey of India Toposheets. Representation of landforms by Contours. Slope Analysis – Wentworth’s method.	8
IV	Basics of Surveying: Surveying: meaning, classification, merits and demerits. Plane Table Surveying.	8
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London</li> <li>2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.</li> <li>3. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata.</li> <li>4. Sharma, J. P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd. edition.</li> <li>5. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,.</li> <li>6. Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open for all		

Note: In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution: Written Exam, Viva, Practical File, Map Preparation, Topo sheet interpretation.

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

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Geography		
Course Code:A110201T	Course Title: <b>Human Geography</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● To understand the Concept, Nature, Meaning and Scope of Human Geography</li> <li>● To understand the natural and Cultural Changes in and around the Human Environs and their interrelationship.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: -25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Concept and Nature, Meaning and Scope of Human Geography. Development of Geographical understanding in India with special reference to Puranas.	7
II	Man and Environment relationship - Determinism, Possibilism, and Neo-determinism	7
III	Distribution of population and world pattern, global migration - causes and consequences, concept of over population and under population.	7
IV	Human Settlements: Origin, types (Rural-Urban) characteristics, House types and their distribution with special reference to India.	7
V	Primitive Economics-Food gathering, Hunting, Pastoral herding, Fishing, Lumbering and Primitive agriculture.	8
VI	Cultural Regions, Cultural Diffusion, Race, Religion and Language.	8
VII	World Tribes: Eskimos, Kirghiz, Bushman, Masai, Semang, Pygmies.	8
VIII	Indian Tribes: Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas.	8

**Suggested Readings:**

1. Chisholm, M. (1985): Human Geography, 2nd edition, Penguin Books, London.
2. B N Singh (2019) Manav Bhugol ka Swaroop, Pravalika Publication, Allahabad
3. de Blij, H.J.(1996): Human Geography: Culture, Society and Space,. 2nd edition. John Wiley and Sons, New York,
4. Haggett, P. (2004): Geography: A Modern Synthesis. 8th edition, Harper and Row, New York.
5. Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur.
6. B N Singh (2021) Manav evam Arthik Bhugol, Pravalika Publication, Allahabad
7. Kaushik, S.D. and Sharma, A.K. (1996): Principles of Human Geography (in Hindi), Rastogi Publication, Meerut.
8. Norton, W. (2008): Human Geography, Oxford University Press, New York. 5th ed.
9. Singh, K. N. and Singh, J. (2001): Manav Bhugol. Gyanodaya Prakashan, Gorakhpur. 2nd edition.
10. Singh, L.R. (2005): Fundamentals of Human Geography, Sharda Pustak Bhawan, Allahabad
11. Smith, D. M.(1977): Human Geography- A Welfare Approach, Edward Arnold (Publishers) Ltd., London
12. Stoddard, R.H., Wishart, D.J. and Blouet, B.W. (1986): Human Geography. Prentice-Hall, Englewood Cliffs, New Jersey.
13. B N Singh (2020) Samajik aur Sanskritik Bhugol, Pravalika Publication, Allahabad
14. Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. (2009): The Dictionary of Human Geography. 5th edition, Basil Blackwell Publishers, Oxford.
15. Ali, S. Muzafer (1966). Geography of the Puranas. New Delhi, People's Pub. House.

**Suggested Continuous Evaluation Methods:**

Assignment / Test / Quiz( MCQ) / Seminar/ Presentations

Course prerequisites: 12<sup>th</sup> Standard Pass/Open to all

**Suggested equivalent online courses:**

Courses on Swayam / MOOCs

[https://onlinecourses.swayam2.ac.in/nou20\\_hs18/preview](https://onlinecourses.swayam2.ac.in/nou20_hs18/preview)

**BA 1<sup>st</sup> Year, Sem. II**  
**Course II**  
**(Practical)**

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Geography		
Course Code:A110202P	Course Title: <b>Thematic Mapping and Surveying</b>	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>● Understand the basic idea of Map, Scale and Topographic sheets</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Maps – Classification and Types, Principles of Map Design. Diagrammatic Data Presentation – Line, Bar and Circle.	7
II	Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths.	7
III	Cartographic Overlays – Point, Line and Areal Data. Thematic Maps – Preparation and Interpretation.	8
IV	Instrumental Survey: Prismatic Compass	8
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London</li> <li>2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.</li> <li>3. Sharma, J. P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd. edition.</li> <li>4. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,.</li> <li>5. Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.</li> <li>6. Sharma, JP. (2008): Prayogatmak Bhugol Ki Rooprekha, Rastogi Publications-Meerut.</li> </ol>		
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File, Map Preparation.		



**BA 2<sup>nd</sup> Year, Sem. III**  
**Course I**  
**(Theory)**

Programme/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Geography		
Course Code: A110301T	Course Title: <b>Environment, Disaster Management and Climate Change</b>	
Course outcomes: Students will be able to understand		
<ul style="list-style-type: none"> <li>• The course aim is to give basic understanding of concept Environment, Climate Change and Disaster Management.</li> <li>• Understanding of the concept of appraisal and conservation of Environment and Natural Resources.</li> <li>• It will help in developing understanding about various Impacts of Climate Change.</li> <li>• This course shall introduce the basic concepts related to disaster Management.</li> <li>• This paper shall help in understanding Global effort in field of disaster management.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
<b>I</b>	Concepts & components of Environment, Ecology and ecosystem. Indian traditional Knowledge in Environment and disaster Management.	8
<b>II</b>	Bio-diversity and its conservation, sustainable development.	8
<b>III</b>	Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution Disposal of solid waste.	8
<b>IV</b>	Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.	8
<b>V</b>	Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming.	8
<b>VI</b>	Global Climatic Assessment – IPCC, Impacts of Climate Change, National Action Plan on Climate Change.	7
<b>VII</b>	Disasters, Hazards, Risk, Vulnerability, Type of Disasters, Disaster Management, Disaster	7

	Management Cycle.	
<b>VIII</b>	Flood, Drought, Cyclone, Earthquake, Tsunami, Landslide, Chemical and Nuclear Disasters. Do's and Don'ts During Disasters.	6

**Suggested Readings:**

1. Casper J.K. (2010). *Changing Ecosystems: Effects of Global Warming*. New York, USA: Infobase Pub.
2. Hudson, T. (2011). *Living with Earth: An Introduction to Environmental Geology*. Delhi, India: PHI Learning Private Limited.
3. Miller, G.T. (2007). *Living in the Environment: Principal, Connections, and Solutions*. Belmont, Australia: Brooks/ Cole Cengage Learning.
4. Singh, R.B. (1993) *Environmental Geography*. Delhi, India: Heritage Publishers.
5. UNEP. (2007). *Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme*. UK: University Press, Cambridge.
6. Government of India. (2011). *Disaster Management in India*. Delhi, India: Ministry of Home Affairs.
7. Singh, Savendra (2019) *Pryavaran Bhugol*, Pravalika Publication, Allahabad
8. Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.
9. Singh, Savendra (2019) *Apada Prabandhan*, Pravalika Publication, Allahabad.
10. Ramkumar, M. (2009). *Geological Hazards: Causes, Consequences and Methods of Containment*. New Delhi, India: New India Publishing Agency.
11. Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC
12. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability.
13. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health
14. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
15. The Climate Change Policy Framework: Global Initiatives UNFCCC and COPs; National and Local Action Plan on Climate Change.
16. Government of India. (2008). *Vulnerability Atlas of India*. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India
17. Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi, India: Macmillan.
18. Bansal SC,(2020) *Jalvayu vityan evam Samudra Vityan*, Meenakshi Publication, Meerut.
19. Bansal SC,(2019) *Prayavarn ek adhyan*, Meenakshi Publication, Meerut.

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

Suggested Continuous Evaluation Methods:  
Assignment / test / Quiz( MCQ) / Seminar/ Presentations

Suggested equivalent online courses:

[https://onlinecourses.swayam2.ac.in/aic19\\_ge05/preview](https://onlinecourses.swayam2.ac.in/aic19_ge05/preview)

[https://onlinecourses.swayam2.ac.in/nou21\\_bt03/preview](https://onlinecourses.swayam2.ac.in/nou21_bt03/preview)

**BA 2<sup>nd</sup> Year, Sem. III**  
**Course II**  
**(Practical)**

Programme/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Geography		
Course Code: A110302P	Course Title: <b>Statistical Techniques and Surveying</b>	
<p>Course outcomes: Students will be able to understand</p> <ul style="list-style-type: none"> <li>• To differentiate between qualitative and quantitative information.</li> <li>• To understand the nature of various data.</li> <li>• To understand sampling methods for data collection.</li> <li>• To present data through graphical and diagrammatic formats.</li> <li>• To use the concept of probability mainly the normal distribution.</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topics	No. of Lectures
I	Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)	8
II	Tabulation and Descriptive Statistics: Frequency Distribution Table, Cross Tabulation, Graphical Presentation of Data (Bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves), Measurement of Central Tendencies (Mean, Median and Mode), Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).	8
III	Sampling: Probability sampling Non-probability sampling. Correlation: Rank Correlation and Product Moment Correlation.	7
IV	Instrumental Survey: Sextant	7
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Berry B. J. L. and Marble D. F. (eds.): Spatial Analysis – A Reader in Geography.</li> <li>2. Ebdon D., 1977: Statistics in Geography: A Practical Approach.</li> <li>3. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill</li> </ol>		

Publication, New York

4. Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut
5. Hammond P. and McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press.
6. Sharma, PM, (2009) Bhugol Me sankhkiya Vidhyan, Rajasthan Granth Accademy, Jaipur
7. Bansal SC,(2020) Shodh vidhitantra va sankhikiya Vishyan, RK Books Publication, New Delhi.
8. King L. S., 1969: Statistical Analysis in Geography, Prentice-Hall.
9. Mahmood A., 1977: Statistical Methods in Geographical Studies, Concept.
10. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi.
11. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi
12. Silk J., 1979: Statistical Concepts in Geography, Allen and Unwin, London.
13. Spiegel M. R.: Statistics, Schaum's Outline Series.
14. Yeats M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York.

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

.....  
Note: In Final Examination Student shall be examined by external and internal examiners.  
Marks Distribution: Written Exam, Viva, Practical File, Instrumental Surveys.

**BA 2<sup>nd</sup> Year, Sem. IV**  
**Course I**  
**(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Geography		
Course Code: A110401T	Course Title: <b>Economic Geography</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Define Meaning, concepts and approaches of Economic Geography</li> <li>● Understand the nature of Economic activities, Resource Distribution</li> <li>● Understand the Effect of globalization on developing countries.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Meaning, concepts and approaches of Economic Geography; agricultural region of the world (Derwent Whittlesey).	8
II	Resource: meaning, concept and classification. Spatial organization of economic activities.	8
III	Economic organization of space, Forestry, fishing and mining activities.	7
IV	Agricultural typologies, agricultural land use model (J.H. Von Thunen)	7
V	Types of industries; Factors of location of industries; iron and steel industry, cotton textiles and sugar; Theory of industrial location (Alfred Weber).	8
VI	World transportation: Sea routes and major trans-continental railways.	8
VII	WTO and International trade: Patterns and trends	7
VIII	Effect of globalization on developing countries.	7
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. B N Singh (2021) Manav evam Arthik Bhugol, Pravalika Publication, Allahabad</li> <li>2. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.</li> <li>3. Clark,G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.</li> </ol>		

4. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc., Massachusetts.
5. Gautam, A. (2006): Aarthik Bhugol Ke Mool Tattava, Sharda Pustak Bhawan, Allahabad.
6. Guha, J. S. and Chattoraj, P.R. (2002): A New Approach to Economic Geography: A Study of Resources. The World Press Private Limited, Kolkata.
7. Hanink, D. M. (1997): Principles and Applications of Economic Geography: Economy, Policy, Environment. John Wiley and Sons, Inc, New York.
8. Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition) Englewood Cliff , New Jersey, Prentice Hall
9. Hudson, R. (2005): Economic Geographies: Circuits, Flows and Spaces. Sage Publications, London.
10. Knowles, R, Wareing, J. (2000): Economic and Social Geography Made Simple, Rupa and Company, New Delhi.
11. Sokal, Martin 2011. Economic Geographics of Globalisation: A short Introduction. Cheltenham, UK : Edward Elgar.
12. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi,

Suggested Continuous Evaluation Methods:

Assignment / test / Quiz( MCQ) / Seminar/Presentations

Suggested equivalent online courses:

Courses on Swayam / MOOCs

[https://onlinecourses.nptel.ac.in/noc21\\_hs50/preview](https://onlinecourses.nptel.ac.in/noc21_hs50/preview)

**BA 2<sup>nd</sup> Year, Sem. IV**  
**Course II**  
**(Practical)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Geography		
Course Code:A110402P	Course Title: <b>Weather Maps, Geological Maps and Surveying</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the various Survey Operations and Survey Instruments</li> <li>● To understand the idea of Basic and applied Instrumental surveying</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Weather Maps, Study and Interpretation of Weather Map, Weather Forecasting.	7
II	Geological Maps: Types, Signs, Bed and Bedding plane, Rock Outcrop, Dip, Strike etc. Construction of Geological Sections.	7
III	Instrumental Survey: Indian Clinometer.	8
IV	Instrumental Survey: Theodolite	8
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut</li> <li>2. Jones, P.A.(1968): Fieldwork in Geography, Longmans, Green and Company Ltd., First Publication, London</li> <li>3. Kanetker, T.P. and Kulkarni, S.V.(1967): Surveying and Levelling, Vol I and II V.G. Prakashan, Poona.</li> <li>4. Natrajan, V. (1976): Advanced Surveying, B.I. Publications., Mumbai.</li> <li>5. Pugh, J.C. (1975): Surveying for Field Scientists, Methuen and Company Ltd., London, First Publication.</li> <li>6. Punmia, B.C.(1994): Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi.</li> <li>7. Shephard, F.A. (1968): Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd, London</li> <li>8. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi.</li> <li>9. Venkatramaiah, C. (1997): A Text Book of Surveying, Universities Press, Hyderabad.</li> <li>10. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York.</li> </ol>		



Note: In Final Examination Student shall be examined by external and internal examiners.  
Marks Distribution: Written Exam, Viva, Practical File, Instrumental Surveys.

**BA 3<sup>rd</sup> Year, Sem. V**  
**Course I**  
**(Theory)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Geography		
Course Code: A110501T	Course Title: <b>Regional Geography</b>	
<p>Course outcomes: Students will be able to understand</p> <ul style="list-style-type: none"> <li>• To understand the concept of Region and Regional Planning.</li> <li>• To familiarize the students with Theories and Models for Regional Planning.</li> <li>• To develop understanding about concept of Development, Sustainable Development and Multi level planning.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Definition of Region, Evolution and objectives of regional planning. Planning practices in Ancient India.	8
II	Types of Regional planning, Formal, Functional, and Planning Regions.	8
III	Delimitations of Region and Regional Planning.	8
IV	Theories and Models for Regional Planning: Growth Pole Model of Perroux; Myrdal, Hirschman, Rostow and Friedmann.	8
V	Sustainable Development, Concept of Development and Underdevelopment.	8
VI	Efficiency-Equity Debate: Definition, Components and Sustainability for Development.	7
VII	Indicators (Economic, Social and Environmental).	7
VIII	Need for regional planning in India, Five Year Plans and Regional Planning, multi- level planning in India.	6
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Agyeman, Julian, Robert, D. Bullard and Bob, Evans. (Eds.) (2003). <i>Just Sustainabilities: Development in an Unequal World</i>. London: Earthscan. (Introduction and conclusion.).</li> <li>2. Anand, Subhash., (2011). <i>Ecodevelopment : Glocal Perspectives</i>. New Delhi, India: Research India Press.</li> </ol>		

3. Misra, R. P., Sundaram, K.V., and Rao, V.L.S. (1974). *Regional Development planning in India*. Delhi, India: Vikas Publishing House.
4. Singh, M B, () Pradeshik Vikas Niyogan, Tara Book Agency, Varanasi.
5. Peet, R. (1999). *Theories of Development*. New York, USA: The Guilford Press.
6. Berry, B.J.L. and Horton, F.F. (1970): *Geographic Perspectives on Urban Systems*. Prentice Hall, New Jersey.
7. Bhat L.S. (1972): *Regional Planning In India*, Statistical Publishing Society
8. Blij H. J. De, 1971: *Geography: Regions and Concepts*, John Wiley and Sons.
9. Kulshetra ,S.K,( 2012) : *Urban and Regional Planning in India : A hand book for Professional Practioners* , Sage Publication , New Delhi
10. Kundu, A. (1992): *Urban Development Urban Research in India*, Khanna Publ. New Delhi.
11. Misra , R.P, Sundaram K.V, PrakashRao , VLS( 1974): *Regional Development Planning in India* , Vikas Publication , New Delhi.
12. Misra, R.P (1992): *Regional Planning: Concepts , techniques , Policies and Case Studies* , Concept , New Delhi
13. Friedmann, J. and Alonso W. (1975). *Regional Policy - Readings in Theory and Applications*. Massachusetts, USA: MIT Press.

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

Suggested Continuous Evaluation Methods:  
Assignment / test / Quiz( MCQ) / Seminar/ Presentations

Suggested equivalent online courses:  
[https://onlinecourses.swayam2.ac.in/aic19\\_ge05/preview](https://onlinecourses.swayam2.ac.in/aic19_ge05/preview)

**BA 3<sup>rd</sup> Year, Sem. V**  
**Course II**  
**(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Geography		
Course Code:A110502T	Course Title: <b>Basics of Remote Sensing and GIS</b>	
Course Learning Outcomes On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• Understand the Basic idea and application of Remote sensing Techniques and Geographical Information System</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Remote Sensing: Definition, Type, Scope and Historical Development. Types of Satellites.	7
II	Electro-magnetic radiation: Characteristics, spectral regions and bands. Stages or Process of Remote Sensing.	7
III	Remote sensing satellites: Platform and sensors. Resolution: Spatial, Spectral, Temporal, Radiometric Resolution.	8
IV	Remote Sensing data processing and applications: Visual and digital image processing techniques.	8
V	Remote Sensing applications in Urban Planning, Agriculture, Forestry, Land use/Land cover Mapping, Oceanic Studies and Disaster Management.	6
VI	Introduction to GIS: Definition, concept and history of GIS.	8
VII	Computer fundamentals for GIS, GIS Packages like ARC GIS, ERDAS, QGI etc.	8
VIII	Coordinate system, Datum, Raster and vector data.	8
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Choniyal, D D, (2016) Sudur Samvaden evam Bhogolic Suchna Pranali ke sighthant, Sharda Pustak Bhavan, Allahabad.</li> <li>2. Lillesand, T.M. and Kiefer, R.W. (2000): Remote Sensing and Image Interpretation. 4<sup>th</sup> edition. John Wiley and Sons, New York</li> <li>3. Campbell, J.B. (2002): Introduction to Remote Sensing. 5th edition, Taylor and Francis, London</li> <li>4. Bhatta, B. (2010): Remote Sensing and GIS, Oxford University Press, New Delhi.</li> <li>5. Nag Prithvish and Kudrat M. (1998): Digital Remote Sensing, Concept Publishing Company, New Delhi</li> <li>6. Curran, P.J. (1985): Principles of Remote Sensing, Longman, London.</li> </ol>		

Suggested Continuous Evaluation Methods:  
Assignment / test / Quiz( MCQ) / Seminar/Presenatations

Suggested equivalent online courses: Courses on Swayam / MOOCs  
[https://onlinecourses.swayam2.ac.in/aic20\\_ge05/preview](https://onlinecourses.swayam2.ac.in/aic20_ge05/preview)

**BA 3<sup>rd</sup> Year, Sem. V,  
Course III  
(Practical)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Geography		
Course Code: A110503R	Course Title: <b>Tour and Tour report</b>	
<p>Course outcomes: Students will be able to understand</p> <ul style="list-style-type: none"> <li>• The variation among geographical locations.</li> <li>• Interaction with people with different natural and cultural settings.</li> <li>• Study physical and human geography of area being visited.</li> <li>• Learn to prepare tour report.</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: 100	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topics	No. of Lectures
I	How to prepare Field Book, steps and methods for preparing Tour report, Methodology for Research in Field Trip, Various aspects of study in Field Trip, Preparation of Surveying in Field Trip. (30 lectures shall be taken before and during field trip)	30
<b>Suggested Readings:</b>		
This course can be opted as an elective by the students of following subjects: Open for all.....		
<b>Suggested Continuous Evaluation Methods:</b>		
The following shall be the guidelines and structure of Educational tour;		
<b>Geographical Excursion Committee</b>		
<ol style="list-style-type: none"> <li>1. All faculty members shall organize geographical excursion as 'tour in-charge' in rotation according to departmental seniority list.</li> <li>2. There shall be Geographical Excursion Committee headed by HOD in University and Principal in colleges. Tour in-charge shall act as convener of committee and shall convene a meeting at the beginning of session or semester. All other teachers of department shall be member of committee. Four/Five meritorious students based on last available examination result shall be invited by the tour in-charge to participate in meeting as members of committee.</li> <li>3. Committee shall: <ol style="list-style-type: none"> <li>a) Review the tour plan.</li> <li>b) Confirm that all arrangements shall be made in advance before tour departure.</li> </ol> </li> </ol>		

- c) Listen to the opinion of students and give recommendations to tour in-charge accordingly.
- d) Review academic nature of tour and evaluate day wise tour plan and academic activity as submitted by Tour in-charge.

### **Structure of the tour party**

1. For 20 or less than 20 students one faculty member with one non teaching staff shall accompany the Tour party. For 21 to 50 students two faculty members with one non teaching staff shall accompany the Tour party. If two faculty members are required for tour, second faculty member shall be selected on the recommendation of tour in-charge. If students are more than 50 then a separate tour batch shall be constituted in same manner.
2. If female students are also participating in tour and tour in-charge, accompany other faculty member or Non teaching staff none are female then one female attended (Female faculty member from Geography or any other departments/female non teaching staff) shall accompany with tour party.

### **Responsibility of tour in-charge**

1. Tour shall at least of 6 days stay at location with inter region variation.
2. Tour in-charge shall submit tentative day wise activity report in advance to HOD in University and Principal in colleges.
3. Tour in-charge shall coordinate with Institutes/Colleges/ Universities/Research institutes etc in location where tour is being planned for following activities like;
  - a) Interaction of students.
  - b) Lectures on various local physical and cultural attributes of the area by the experts.
  - c) Local visit with faculty members having academic understanding of the area.
4. Lectures by tour in-charge on physical and human characteristics of area being visited for educational tour.
5. Survey with students with at least one instrument like Dumpy Level, Sextant, Theodolite, GPS etc.
6. Questionnaire survey on various socio-cultural or any other aspects. Questionnaire must be prepared in advance and shall be shared during Geographical Excursion Committee meeting.
7. Tour in-charge shall collect undertaking from all students which shall be counter signed by their guardian.
8. Tour in-charge will prepare list of students accompanying the tour with their information like mobile number, address, guardian contact information and one recent color photo. One copy will also be submitted to the head in universities and Principal in colleges.
9. Teacher shall always try to minimize tour expenditure of students by;
  - a) Using concession train reservation and avoiding buses if possible.
  - b) Making stay arrangements of students in advance in youth hostels/lodges/guest

house etc.

- c) Try to visit few important locations only with objective of spot study and avoiding unnecessary travel for sightseeing.

10. After the completion of tour there shall be presentation by students regarding learning outcomes and experiences under the supervision of tour in-charge. Presentation shall be attended by Geographical Excursion Committee members along with other faculty members, staff, students etc.

11. All students shall submit tour report under supervision of Tour in-charge for evaluation. Tour report shall portray all activities conducted and places visited for the purposes of study.

12. In case of any incident/injury where one or more than one student can't join tour party in return journey. One teaching/non teaching staff member shall stay with student until student's guardian arrives or alternative arrangement is not made by the college. In case tour in-charge stays the other teacher/staff member shall act as tour in-charge for remaining tour period according to seniority.

#### **Exemption of Students from Tour**

1. Tour can be exempted in very special circumstances on recommendation of tour in-charge and head (in University) or Principal (in Colleges). Exempted students will prepare local tour report based on his/her own local tour visits. Report shall be prepared under supervision of tour in-charge.

#### **TA, DA and other expenses**

1. The TA, DA and other expenses of teachers and attendants shall be met out by college as admissible to their cadre as per government rules.

Suggested equivalent online courses



**BA 3<sup>rd</sup> Year, Sem. V,  
Course III  
(Practical)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Geography		
Course Code: A110504R	Course Title: <b>Project Report-1</b>	
Course outcomes: Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research methodology.</li> <li>• Learn to prepare Project Report.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topics	No. of Lectures
I	Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc. Note: 1. Each faculty member shall teach these topics of research to his/her Group of students independently. 2. Student shall choose supervisor according to his/her research interest and specialisation of Faculty member.	30
<b>Suggested Readings:</b>		
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b> Seminar, Presentations, VIVA		
Suggested equivalent online courses		

**BA 3<sup>rd</sup> Year, Sem. VI,  
Course I  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Geography		
Course Code:A110601T	Course Title: <b>Geography of India</b>	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>● Understand the importance of “Ek Bharat Shrestha Bharat”</li> <li>● Understand the wider aspects of Geography of India</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Space relationship of India with neighbouring countries; Structure and relief; Drainage system and watersheds; Physiographic regions; Ek Bharat Shrestha Bharat: A Geographical Prospective.	8
II	Mechanism of Indian monsoons and rainfall patterns, Tropical cyclones, and western disturbances; Floods and droughts; Climatic regions; Natural vegetation; Soil types and their distributions.	8
III	Resources: Land, surface and groundwater, energy, minerals, biotic and marine resources; Forest and wildlife resources and their conservation; Energy crisis.	7
IV	Industry: Evolution of industries; Locational factors of industries; Industrial houses and complexes including public sector undertakings; Industrial regionalization; New industrial policies; Special Economic Zones; Tourism including eco-tourism.	7
V	Cultural Setting: Historical Perspective of Indian Society; Racial, linguistic and ethnic diversities; religious minorities; major tribes, tribal areas, and their problems; cultural regions.	8
VI	Population: Growth, distribution, and density of population; Demographic attributes: sex-ratio, age structure, literacy rate, work-force, dependency ratio, longevity; migration (inter-regional, intraregional and international) and associated problems; Population problems and policies; Health indicators.	8

<b>VII</b>	Agriculture: Infrastructure: irrigation, seeds, fertilizers, power; Institutional factors: landholdings, land tenure, and land reforms; Cropping pattern, agricultural productivity, agricultural intensity, crop combination, land capability; Agro and social-forestry; Green revolution and its socio-economic and ecological implications.	6
<b>VIII</b>	Settlements: Types, patterns, and morphology of rural settlements; Urban developments; Morphology of Indian cities; Functional classification of Indian cities; Conurbations and metropolitan regions; urban sprawl; Slums and associated problems; town planning; Problems of urbanization and remedies.	8
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Chauhan, P.R. and Prasad, M. (2003): Bharat Ka Vrihad Bhugol, Vasundhara Prakashan, Gorakhpur.</li> <li>2. Farmer, B.H. (1983): An Introduction to South Asia. Methuen, London</li> <li>3. Gautam, A. (2006): Advanced Geography of India, Sharda Pustak Bhawan, Allahabad</li> <li>4. Johnson, B.L.C. (1963): Development in South Asia. Penguin Books, Harmondsworth</li> <li>5. Krishnan, M.S. (1982): Geology of India and Burma, CAS Publishers and Distributors, Delhi.</li> <li>6. Bansal SC,(2018) Bharat Ka Bhugol, Meenakshi Publication, New Delhi, Meerut.</li> <li>7. Nag, P. and Gupta, S. S. (1992): Geography of India, Concept Publishing Company, New Delhi.</li> <li>8. Rao, B.P. ( 2007): Bharat kee Bhaugolik Sameeksha, Vasundhara Prakashan, Gorakhpur.</li> <li>9. Sharma, T.C. and Coutinho, O. (2003): Economic and Commercial Geography of India, Vikas Publishing House Private Ltd. New Delhi.</li> <li>10. Singh , J. (2003): India: A Comprehensive Systematic Geography. Gyanodaya Prakashan, Gorakhpur</li> <li>11. Singh, J. (2001): Bharat: Bhougolik Aadhar Avam Ayam, Gyanodaya Prakashan, Gorakhpur.(Hindi)</li> <li>12. Singh, R.L. (ed.) (1971): India: A Regional Geography. National Geographical Society of India, Varanasi.</li> <li>13. Spate, O.H. K., Learmonth A. T. A. and Farmer, B. H. (1996): India, Pakistan and Sri Lanka. Methuen, London, 7th edition.</li> <li>14. Sukhwal, B.L. (1987): India: Economic Resource Base and Contemporary Political Patterns. Sterling Publication, New Delhi</li> <li>15. Tiwari, R.C. (2007): Geography of India, Prayag Pustak Bhawan, Allahabad.</li> <li>16. Wadia, D. N. (1959): Geology of India. Mac-Millan and Company, London and student edition, Madras.</li> <li>17. Khullar, D.R. ( 2007): India: A Comprehensive Geography, Kalyani Publishers, New Delhi.</li> </ol>		
<p><b>Suggested Continuous Evaluation Methods:</b> Assignment / test / Quiz( MCQ) / Seminar/ Presentations</p>		

Suggested equivalent online courses: Courses on Swayam / MOOCs  
[https://onlinecourses.swayam2.ac.in/nou20\\_ag10/preview](https://onlinecourses.swayam2.ac.in/nou20_ag10/preview)

**BA 3<sup>rd</sup> Year, Sem. VI,  
Course II  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Geography		
Course Code:A110602T	Course Title: <b>Evolution of Geographical Thought</b>	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>● Understand the contribution of Indian and other renowned Geographers</li> <li>● Understand the concept of evolution of Geographical Thought.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Contribution of Indian Geographers in Ancient India.	7
II	Early Origins of Geographical Thinking, Concepts of distributions; relationships, interactions, area differentiation and spatial organization in Geography	7
III	Dualisms in geography; systematic & Regional geography, physical & human geography, Systematic and with regional geography. The myth and reality about dualisms.	8
IV	Contribution of Greek & Roman geographers in ancient world.	7
V	Contribution of Arab geographers in Middle ages, Renaissance period in Europe. Renowned travelers and their geographical discoveries.	8
VI	German school of thought - Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner French school of thought - Contribution of Blache & Brunhes.	8
VII	Soviet geographers, American school - Contribution of Sample, Hunthington & Carl Sauer. British school - Contribution of Mackinder, Herbertson & L.D. Stamp.	7
VIII	Paradigms in Geography, Thomas Kuhn theory about the growth and development of science. Application of Kuhn Model in Geography.	8
<b>Suggested Readings:</b>		
1. Ali, S.M. (1960): Arab Geography, Institute of Islamic Studies, Aligarh Muslim University, Aligarh, First Edition.		
2. Daniel, P., Bradshaw, M., Shaw, D. and Sidaway, J. (2000): Human Geography. Issues for the 21st Century. Prentice Hall, London.		
3. Diddee, J. (ed.) (1990): Indian Geography, Institute of Indian Geographers, Pune,		

first edition.

4. Dikshit, R. D. (2003): Geographical Thought. A Critical History of Ideas. Prentice-Hall of India, New Delhi. (in English and Hindi).
5. Dube, B. (1967): Geographical Concepts in Ancient India, National Geographical Society of India, Varanasi
6. Getice, A., Getis, J. and Fellman, J. D. (2007): Introduction to Geography. 10th edition. McGraw Hill, New York.
7. Hartshorne, R. (1959): Perspective on the Nature of Geography, John Murray, London
8. Harvey, D. (1969): Explanations in Geography. Arnold, London.
9. Holt-Jensen, A. (1980): Geography: Its History and Concepts. Harper and Row Publishers, London.
10. Husain, Majid. (2002): Evolution of Geographical Thought, Rawat Publications, Jaipur.
11. Johnston, R., Gregory, D., Pratt, G., Watts, M. and Whatmore, S. (2003): The Dictionary of Human Geography. Blackwell Publishers, Oxford. 5th edition.
12. Johnston, R. and Sidaway, J.D. (2004): Geography and Geographers: Anglo-American Human Geography Since 1945, Arnold Publishers, London.
13. Rawling, E. and Daugherty, R. (eds.) (2005): Geography into the Twenty-first Century. 2nd edition. John Wiley and Sons, Chichester.
14. Taylor, G. (ed.) (1953): Geography in the Twentieth Century. Methuen and Company, London.

Suggested Continuous Evaluation Methods:

Assignment / test / Quiz( MCQ) / Seminar/ Presentation

Suggested equivalent online courses:

Courses on Swayam / MOOCs

[https://onlinecourses.swayam2.ac.in/cec21\\_lq06/preview](https://onlinecourses.swayam2.ac.in/cec21_lq06/preview)

**BA 3<sup>rd</sup> Year, Sem. VI,  
Course III  
(Practical)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Geography		
Course Code: A110603P	Course Title: <b>Remote Sensing and GIS</b>	
<p>Course Learning Outcomes On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Understand and Conceptualize Remote Sensing and GIS Technique</li> <li>● Understand the use of various image processing Software</li> <li>● Basic idea of Geographical Information System</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Overview of image processing & GIS Packages (Including open source Software's). – ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI, GRASS, SAGA, QGIS.	5
II	Creation of Shape File in GIS Software's. Coordinate system and projections in GIS Software's. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.	5
III	Geo-Referencing of Maps. Creation of Point, Line and Polygon Files and features. Preparation of Maps with Legend, Scale, North Arrow etc and Export of Map in various Formats.	10
IV	Downloading of Remote sensing Images from various online platforms (like Bhuvan, USGS, ASF, Copernicus etc). Land use Classification (Supervised and Un-supervised) using downloaded images and GIS Packages.	10
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Curran, P.J. (1985): Principles of Remote Sensing, Longman, London</li> <li>2. Chaunial, D. D. (2004): Remote Sensing and Geographical Information System(in Hindi), Sharda Pustak Bhawan, Allahabad</li> <li>3. Cracknell, A. and Ladson, H. (1990): Remote Sensing Year Book. Taylor and Francis, London.</li> <li>4. Curran, P.J. (1985): Principles of Remote Sensing. Longman, London.</li> <li>5. Deekshatulu, B.L. and Rajan, Y.S. (ed.) (1984): Remote Sensing. Indian Academy of Science, Bangalore.</li> <li>6. Floyd, F. and Sabins, Jr. (1986): Remote Sensing: Principles and Interpretation. W.H. Freeman, New York.</li> </ol>		

7. Gautam, N.C. and Raghavswamy, V. (2004). Land Use/ Land Cover and Management Practices in India. B.S. Publication., Hyderabad.
8. Jensen, J.R. (2004): Remote Sensing of the Environment: An Earth Resource Perspective. Prentice Hall, Englewood Cliffs, New Jersey. Indian reprint available.
9. Lillesand, T.M. and Kiefer, R.W. (2000): Remote Sensing and Image Interpretation. John Wiley and Sons, New York.
10. Nag, P. (ed.) (1992): Thematic Cartography and Remote Sensing. Concept Publishing Company, New Delhi.
11. Rampal, K.K. (1999): Handbook of Aerial Photography and Interpretation. Concept Publishing. Company, New Delhi.
12. Campell, J. B. (2003): Introduction to Remote Sensing. 4th edition. Taylor and Francis, London.

**Note:** In Final Examination Student shall be examined by external and internal examiners.

Marks

Distribution: Written Exam, Viva, Practical File, Map Preparation using open source GIS, Image processing Software Use.



**BA 3<sup>rd</sup> Year, Sem. VI,  
Course III  
(Practical)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Geography		
Course Code: A110604R	Course Title: <b>Project Report-2</b>	
Course outcomes: Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge and application of RS and GIS technology in research.</li> <li>• Learn to prepare Project Report.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	<p>Project report shall be on any topic of interest of students. It must include Remote sensing and GIS technology directly or indirectly. Like project can be based on investigation of any issue using above technology or these technology must be used in data analysis or representation.</p> <p>Note:</p> <ol style="list-style-type: none"> <li>1. Each faculty member shall teach and guide to his/her Group of students independently.</li> <li>2. Student shall choose supervisor according his/her research interest and specialisation of Faculty member.</li> </ol>	30
<b>Suggested Readings:</b>		
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b> Seminar, Presentations, VIVA		
Suggested equivalent online courses		



## राष्ट्रीय शिक्षा नीति 2020

उत्तर प्रदेश के समस्त राज्य विश्वविद्यालयों हेतु न्यूनतम एकीकृत पाठ्यक्रम  
स्नातक पाठ्यक्रम के प्रश्नपत्रों के सेमेस्टरवार प्रश्नपत्र विषय : हिन्दी साहित्य

वर्ष	सेमेस्टर	कोर्स कोड	प्रश्नपत्र का शीर्षक	लिखित/प्रयोगात्मक	क्रेडिट्स
बी०ए० प्रथम वर्ष	प्रथम	A010101T	हिन्दी काव्य	लिखित	06
बी०ए० प्रथम वर्ष	द्वितीय	A010201T	कार्यालयी हिन्दी और कम्प्यूटर	लिखित	06
बी०ए० द्वितीय वर्ष	तृतीय	A010301T	हिन्दी गद्य	लिखित	06
बी०ए० द्वितीय वर्ष	चतुर्थ	A010401T	हिन्दी अनुवाद	लिखित	06
बी०ए० तृतीय वर्ष	पंचम	A010501T	साहित्यशास्त्र और हिन्दी आलोचना	लिखित	05
बी०ए० तृतीय वर्ष	पंचम	A010502T	हिन्दी का राष्ट्रीय काव्य	लिखित	05
बी०ए० तृतीय वर्ष	षष्ठ	A010601T	भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि	लिखित	05
बी०ए० तृतीय वर्ष	षष्ठ	A010602T	लोक साहित्य एवं लोक संस्कृति	लिखित	05

## पाठ्यक्रम निर्माण समिति :

क्र.	नाम	पदनाम	विभाग	कॉलेज/विश्वविद्यालय
1	डॉ. पुनीत बिसारिया, संयोजक	अध्यक्ष – हिन्दी विभाग	हिन्दी	बुन्देलखण्ड विश्वविद्यालय, झाँसी
2	प्रो० अनिल राय, सदस्य	अध्यक्ष – हिन्दी विभाग	हिन्दी	डी.द.उ. गोरखपुर विश्वविद्यालय, गोरखपुर
3	डॉ. वीरेंद्र सिंह यादव, सदस्य	सह आचार्य – हिन्दी विभाग	हिन्दी	डॉ. शकुंतला मिश्रा राष्ट्रीय पुनर्वास विश्वविद्यालय, लखनऊ
4	डॉ. यतेंद्र सिंह कुशवाहा, सदस्य	सहायक आचार्य – हिन्दी विभाग	हिन्दी	डी. ए. वी. कॉलेज, कानपुर

## GENERAL PROGRAMME OUTCOMES

- विद्यार्थियों को भारतीय ज्ञान परंपरा के अंतर्गत हिन्दी साहित्य एवं भाषा का आधारभूत ज्ञान प्राप्त होगा।
- साहित्य के मूलभूत स्वरूप, यथा विभिन्न विधाओं, हिन्दी के रोजगारपरक स्वरूप आदि की जानकारी प्राप्त होगी।
- विश्व की सर्वाधिक वैज्ञानिक भाषा अर्थात् हिन्दी में रोजगार कौशल प्राप्त होगा।
- भाषा, साहित्य तथा संस्कृति की अन्तर्सम्बद्धता के प्रति विद्यार्थियों में समझ विकसित होगी।
- विद्यार्थियों में राष्ट्रीयता तथा नैतिक चरित्र की भावना का विकास होगा।
- कंप्यूटर, सिनेमा, अनुवाद आदि के माध्यम से विद्यार्थियों को नए समाज की चुनौतियों का सामना करने में सक्षम बनाने का प्रयास किया जाएगा।

## PROGRAMME SPECIFIC OUTCOMES

- बी. ए. प्रथम वर्ष प्रथम सेमेस्टर के 'हिन्दी काव्य' प्रश्नपत्र के अंतर्गत भारतीय ज्ञान परंपरा में हिन्दी साहित्य के विभिन्न कालों के प्रतिनिधि कवियों की कविताओं के विषय में जानकारी देना तथा हिन्दी काव्य के इतिहास की संक्षिप्त जानकारी देकर विद्यार्थियों को हिन्दी कविता के विकास क्रम से अवगत कराना।
- बी.ए. प्रथम वर्ष द्वितीय सेमेस्टर के 'कार्यालयी हिन्दी और कम्प्यूटर' प्रश्नपत्र के अंतर्गत हिन्दी के विद्यार्थियों को कार्यालय के कार्यों की मूलभूत जानकारी प्रदान करना ताकि वे कार्यालय के समस्त कार्यों को सुगमतापूर्वक कर सकें एवं उन्हें कम्प्यूटर का मूलभूत ज्ञान देकर कम्प्यूटर पर हिन्दी में कार्य करने में सक्षम बनाना ताकि वे समुचित रोज़गार प्राप्त कर सकें।
- बी.ए. द्वितीय वर्ष तृतीय सेमेस्टर के 'हिन्दी गद्य' प्रश्नपत्र के अंतर्गत विद्यार्थियों को हिन्दी गद्य की सभी विधाओं का सम्यक ज्ञान देना तथा उन्हें हिन्दी के प्रतिनिधि उपन्यासकारों, कथाकारों, नाटककारों, एकांकीकारों, निबंधकारों एवं अन्य गद्य विधाओं के लेखकों के महत्वपूर्ण प्रदेय से परिचित कराना, ताकि विद्यार्थी इन सभी विधाओं से परिचित हो सकें और इस क्षेत्र में करियर बनाने के इच्छुक विद्यार्थी को इस हेतु तैयार करना।
- बी.ए. द्वितीय वर्ष चतुर्थ सेमेस्टर के 'हिन्दी अनुवाद' प्रश्नपत्र के अंतर्गत विद्यार्थियों को हिन्दी के साथ-साथ अंग्रेजी की प्रारंभिक जानकारी प्रदान करते हुए उन्हें वैश्विक प्रतिस्पर्धात्मक वातावरण के साथ सामंजस्य स्थापित करने में सक्षम बनाना तथा भारतीय संस्कृति और साहित्य के वैश्विक प्रचार प्रसार में सहायक बनाना और इस क्षेत्र में करियर बनाने के इच्छुक विद्यार्थी को इस हेतु तैयार करना।
- बी.ए. तृतीय वर्ष पंचम सेमेस्टर सेमेस्टर के प्रथम प्रश्नपत्र 'साहित्यशास्त्र और हिन्दी आलोचना' के अंतर्गत विद्यार्थी को साहित्यशास्त्र एवं आलोचना के अर्थ, महत्व और विषय-क्षेत्र से परिचित कराना तथा उन्हें हिन्दी आलोचना के रूप में भारतीय एवं पाश्चात्य काव्यशास्त्र के आधुनिक विकास के विविध रूपों और दिशाओं का साक्षात्कार कराना।
- बी.ए. तृतीय वर्ष पंचम सेमेस्टर सेमेस्टर के द्वितीय प्रश्नपत्र 'हिन्दी का राष्ट्रीय काव्य' के अंतर्गत हिन्दी साहित्य एवं सिनेमा की राष्ट्रीय काव्य चेतना से जुड़े कवियों की रचनाओं के माध्यम से विद्यार्थियों में राष्ट्र के प्रति अनुराग जाग्रत करना और उन्हें भारतीय संस्कृति की विशिष्टता और महानता के विविध पक्षों से अवगत कराना और इस क्षेत्र में करियर बनाने के इच्छुक विद्यार्थी को इस हेतु तैयार करना।

➤ बी.ए. तृतीय वर्ष षष्ठ सेमेस्टर सेमेस्टर के प्रथम प्रश्नपत्र 'भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि' के अंतर्गत विद्यार्थियों को भाषा के अंगों, हिन्दी भाषा के उद्भव तथा विकास और देवनागरी लिपि के स्वरूप की जानकारी कराना एवं उन्हें हिन्दी की वैज्ञानिक एवं संवैधानिक स्थिति से परिचित कराना।

➤ बी.ए. तृतीय वर्ष षष्ठ सेमेस्टर सेमेस्टर के द्वितीय प्रश्नपत्र 'लोक साहित्य एवं लोक संस्कृति' के अंतर्गत विद्यार्थियों को भारतीय संस्कृति में जनश्रुति से निर्मित साहित्य के महत्वपूर्ण योगदान से विद्यार्थियों को परिचित कराना तथा लोक संस्कृति के विकास क्रम से विद्यार्थियों को अवगत कराना।

## PROPOSED STRUCTURE OF BA HINDI SYLLABUS

PROGRAM ME	YEA R	SEMESTER	THE ORY/ PRA CTIC AL	COMPUL SORY/ ELECTIV E	COURSE TITLE	CRE DITS	TEAC HING HOUR S	ELECTIVE (FOR OTHER FACULTY/D EPARTMEN TS
<b>CERTIFICA TE IN HINDI</b>	I	FIRST SEMESTER	THE ORY	COMPUL SORY	हिन्दी काव्य	6	90	ALL FACULTIES
		SECOND SEMESTER	THE ORY	COMPUL SORY	कार्यालयी हिन्दी और कम्प्यूटर	6	90	ALL FACULTIES
<b>DIPLOMA IN HINDI</b>	II	THIRD SEMESTER	THE ORY	COMPUL SORY	हिन्दी गद्य	6	90	ALL FACULTIES
		FOURTH SEMESTER	THE ORY	COMPUL SORY	हिन्दी अनुवाद	6	90	ALL FACULTIES
<b>DEGREE IN HINDI</b>	III	FIFTH SEMESTER FIRST PAPER	THE ORY	COMPUL SORY	साहित्यशास्त्र और हिन्दी आलोचना	5	75	ALL FACULTIES
		FIFTH SEMESTER SECOND PAPER	THE ORY	COMPUL SORY	हिन्दी का राष्ट्रीय काव्य	5	75	ALL FACULTIES
		SIXTH SEMESTER FIRST PAPER	THE ORY	COMPUL SORY	भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि	5	75	ALL FACULTIES
		SIXTH SEMESTER SECOND PAPER	THE ORY	COMPUL SORY	लोक साहित्य एवं लोक संस्कृति	5	75	ALL FACULTIES

<b>PROGRAMME</b> /CLASS: <b>CERIFICATE</b>	<b>BA I YEAR</b>	<b>SEMESTER: I</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE:</b> <b>A010101T</b>	<b>COURSE TITTE:</b> <b>हिन्दी काव्य</b>	
<b>Course outcomes:</b> हिन्दी काव्य के प्रतिनिधि कवियों की कविताओं के विषय में जानकारी देना तथा हिन्दी काव्य के संक्षिप्त इतिहास की जानकारी देकर विद्यार्थियों को हिन्दी कविता के विकास क्रम से अवगत कराना।		
<b>CREDITS: 6</b>	<b>MAX. MARKS:</b> <b>25+75</b>	<b>MIN. PASSING MARKS:</b> <b>10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	<p>भारतीय ज्ञान परंपरा के अंतर्गत आदिकालीन एवं मध्यकालीन हिंदी काव्य का इतिहास : इतिहास लेखन की परंपरा एवं विकास:</p> <p>भारतीय ज्ञान परंपरा और हिन्दी साहित्य, हिंदी साहित्य का काल विभाजन, नामकरण एवं साहित्यिक प्रवृत्तियाँ ।</p> <p>सिद्ध साहित्य, जैन साहित्य, रासो साहित्य,नाथ साहित्य और लौकिक साहित्य। भक्ति आंदोलन के उदय के सामाजिक एवं सांस्कृतिक कारण,भक्तिकाल के प्रमुख संप्रदाय और उनका वैचारिक आधार,निर्गुण और सगुण कवि और उनका काव्य। रीति काल की सामाजिक, सांस्कृतिक पृष्ठभूमि,नामकरण, प्रवृत्तियाँ एवं परिप्रेक्ष्य। रीतिकालीन साहित्य के प्रमुख भेद</p>	12

	(रीतिबद्ध,रीतिसिद्ध, रीति मुक्ति,प्रमुख कवि और उनका काव्य।	
II	<p><b>आधुनिक कालीन काव्य का इतिहास :</b></p> <p>सामाजिक, सांस्कृतिक पृष्ठभूमि,नामकरण एवं प्रवृत्तियाँ, 1857का प्रथम स्वतंत्रता संग्राम और सांस्कृतिक पुनर्जागरण,हिंदी नवजागरण,भारतेन्दु युग, द्विवेदी युग एवं छायावाद की प्रवृत्तियाँ एवं अवदान। उत्तर छायावाद की विविध वैचारिक प्रवृत्तियाँ, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता, प्रमुख साहित्यकार रचनाएँ और साहित्यिक विशेषताएँ।</p>	12
III	<p><b>आदिकालीन कवि :</b></p> <p><b>विद्यापति :</b></p> <p>(विद्यापति पदावली - संपा. :आचार्य रामलोचन शरण)</p> <p>क. राधा की वंदना, ख. श्रीकृष्ण प्रेम (35), ग. राधा प्रेम - (36)</p> <p><b>गोरखनाथ :</b></p> <p>(गोरखबानी : संपादक पीताम्बरदत्त बड़थवाल गोरखबानी सबदी (संख्या 2,4,7,8,16), पद (राग रामश्री 10,11)</p> <p><b>अमीर खुसरो :</b></p> <p>(अमीर खुसरो - व्यक्तित्व एवं कृतित्व :डॉ. परमानन्द पांचाल)</p> <p>कव्वाली - घ (1), गीत-ड(4), (13), दोहे - च (पृष्ठ 86),05 दोहे - गोरी सोवे,खुसरो रैन,देख मैं,चकवा चकवी,सेज सूनी।</p>	10
IV	<p><b>भक्तिकालीन सगुण कवि :</b></p> <p><b>सूरदास :(भ्रमरगीत सार-संपा. आचार्य रामचन्द्र शुक्ल)</b></p> <p>(पद संख्या- 07, 21, 23, 24, 26)</p> <p><b>गोस्वामी तुलसीदास :</b></p> <p>(श्रीरामचरित मानस-गोस्वामी तुलसीदास, गीता प्रेस गोरखपुर)</p> <p>अयोध्या काण्ड-दोहा संख्या 28से 41</p>	11
V	<p><b>भक्तिकालीन निर्गुण कवि :</b></p> <p><b>कबीर :</b></p>	10



	<p>(कबीरदास - संपा. श्यामसुंदर दास)  क. गुरुदेव को अंग -01, 06, 11, 17, 20   ख- बिरह कौ अंग – 04, 10, 12, 20, 33  मलिक मोहम्मद जायसी : (मलिक मोहम्मद जायसी - संपा. - आचार्य रामचन्द्र शुक्ल)  मानसरोदक खंड (01से 06पद तक)</p>	
VI	<p>रीतिकालीन कवि:  केशवदास :  (कविप्रिया (प्रिया प्रकाश) - लाला भगवानदीन)  तृतीय प्रभाव – 1, 2, 4, 5  बिहारीलाल :  (बिहारी रत्नाकर-जगन्नाथ दास रत्नाकर)  प्रारंभ के 10 दोहे  घनानंद :  (घनानंद ग्रन्थावली-संपा., विश्वनाथ प्रसाद मिश्र) सुजानहित – 1, 4, 7</p>	11
VII	<p>आधुनिककालीन कवि :  भारतेंदु हरिश्चंद्र :मातृभाषा प्रेम पर दोहे, रोकहूँ जो तो अमंगल होय, ब्रज के लता पता मोहि कीजे  जयशंकर प्रसाद :कामायनी के श्रद्धा सर्ग के प्रथम दस पद, आंसू के प्रथम पांच पद  सूर्यकांत त्रिपाठी 'निराला' :वर दे वीणा वादिनि वर दे, तुलसीदास (प्रारंभ के दस पद), वह तोड़ती पत्थर  सुमित्रानंदन पन्त :मौन निमंत्रण, प्रथम रश्मि, यह धरती कितना देती है  महादेवी वर्मा :बीन हूँ मैं तुम्हारी रागिनी भी हूँ, फिर विकल हैं प्राण मेरे, यह मन्दिर का दीप इसे नीरव जलने दो</p>	12
VIII	<p>(अ) छायावादोत्तर कवि और हिन्दी साहित्य में शोध :  अज्ञेय :नदी के द्वीप, यह दीप अकेला, कलगी बाजरे की</p>	12

मुक्तिबोध :विचार आते हैं, भूल गलती

नागार्जुन :अकाल और उसके बाद, बादल को घिरते देखा है

धर्मवीर भारती :बोआई का गीत, कविता की मौत(दूसरा सप्तक, सम्पादक अज्ञेय)

धूमिल : मोचीराम, रोटी और संसद

(ब) हिन्दी साहित्य में शोध

शोध का अर्थ और परिभाषा, साहित्य में शोध की प्रविधियां, शोध के अंग और शोध का महत्त्व

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

Suggested Continuous Evaluation Methods:  
लिखित परीक्षा, परियोजना कार्य, 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:

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Further Suggestions:

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

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<b>PROGRAMME</b> <b>/CLASS:</b> <b>CERIFICATE</b>	<b>BA</b> <b>I YEAR</b>	<b>SEMESTER: II</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE</b> <b>A010201T</b>	<b>COURSE TITTE:</b> <b>कार्यालयी हिन्दी और कम्प्यूटर</b>	
<b>Course outcomes:</b> हिन्दी के विद्यार्थियों को कार्यालय के कार्यों की मूलभूत जानकारी प्रदान करना ताकि वह कार्यालय के कार्यों को सुगमतापूर्वक कर सके एवं उन्हें कम्प्यूटर का मूलभूत ज्ञान देना तथा उन्हें कम्प्यूटर पर हिन्दी में कार्य करने में सक्षम बनाना ताकि वे कम्प्यूटर पर कार्य करने में सक्षम होकर रोज़गार प्राप्त कर सकें।		
<b>CREDITS: 6</b>	<b>MAX.</b> <b>MARKS:</b> <b>25+75</b>	<b>MIN. PASSING MARKS:</b> <b>10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	कार्यालयी हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्र : कार्यालयी हिन्दी की संकल्पना उद्देश्य एवं क्षेत्र कार्यालयी हिन्दी तथा सामान्य हिन्दी का सम्बन्ध कार्यालयी हिन्दी की संभावनाएं कार्यालयी कार्यकलाप की सामान्य जानकारी	11
II	कार्यालयी हिन्दी में प्रयुक्त पारिभाषिक शब्दावली : शब्दावली निर्माण के सिद्धांत	11

	कार्यालयी हिन्दी की पारिभाषिक शब्दावली कार्यालयों एवं अधिकारियों के नाम पदनाम, संबोधन आदि, प्रशासनिक एवं विधिक शब्दावली	
III	<b>कार्यालयी हिन्दी पत्राचार :</b> आवेदन पत्र सरकारी पत्र अर्द्ध सरकारी पत्र कार्यालय आदेश परिपत्र अधिसूचना कार्यालय ज्ञाप विज्ञापन निविदा संकल्प प्रेस विज्ञप्ति	12
IV	<b>प्रारूपण, टिप्पण, संक्षेपण, पल्लवन एवं प्रतिवेदन :</b> प्रारूपण का अर्थ, सामान्य परिचय, प्रारूपण लेखन की पद्धति टिप्पण का अर्थ, सामान्य परिचय, टिप्पण लेखन की पद्धति, टिप्पण और टिप्पणी में अंतर संक्षेपण का अर्थ, सामान्य परिचय, संक्षेपण की पद्धति पल्लवन का अर्थ, सामान्य परिचय, पल्लवन के सिद्धांत, पल्लवन और निबंध लेखन में अंतर प्रतिवेदन का अर्थ, सामान्य परिचय एवं प्रयोग	11
V	<b>हिन्दी भाषा और कम्प्यूटर का विकासक्रम :</b> कम्प्यूटर का सामान्य परिचय और इतिहास कम्प्यूटर में हिन्दी भाषा के विकास का इतिहास कम्प्यूटर में हिन्दी का भविष्य	11
VI	<b>हिन्दी भाषा में कम्प्यूटर प्रौद्योगिकी :</b> इन्टरनेट और हिन्दी, ई मेल हिन्दी में उपलब्ध सॉफ्टवेयर एवं वेबसाइट हिन्दी से सम्बन्धित विभिन्न वेबसाइटें सोशल मीडिया पर हिन्दी लेखन कौशल	11

VII	<b>हिन्दी भाषा और ई शिक्षण :</b> इन्टरनेट पर उपलब्ध पत्र-पत्रिकाएँ इन्टरनेट पर उपलब्ध दृश्य-श्रव्य सामग्री ब्लॉग, फेसबुक पेज, ई पुस्तकालय सामग्री सरकारी तथा गैर सरकारी चैनल (ज्ञानदर्शन, ई पाठशाला, स्वयं, मूक्स आदि), पाँडकास्ट, आभासी कक्षाएं	11
VIII	<b>(अ) हिन्दी कम्प्यूटर टंकण एवं शार्टहैण्ड का सैद्धांतिक पक्ष और हिन्दी साहित्य में शोध:</b> हिन्दी भाषा के विभिन्न फॉण्ट यूनिकोड स्पीच टू टेक्स्ट प्रौद्योगिकी हिन्दी पीपीटी स्लाइड एवं पोस्टर निर्माण <b>(ब) हिन्दी साहित्य में शोध</b> शोध के प्रकार (परिकल्पना परीक्षण और परिकल्पना उत्पादन), शोध के चरण, साहित्यिक शोध का उद्देश्य	12

**सन्दर्भ ग्रन्थ:**

1. सागर, रामचंद्र सिंह, कार्यालय कार्य विधि, आत्माराम एंड संस, नयी दिल्ली, 1963
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4. गोदरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली, 2009
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6. सोनटक्के, डॉ. माधव, प्रयोजनमूलक हिन्दी : प्रयुक्ति और अनुवाद, वाणी प्रकाशन, नयी दिल्ली
7. भाटिया, कैलाश चन्द्र, प्रयोजनमूलक हिन्दी : प्रक्रिया और स्वरूप, तक्षशिला प्रकाशन, नयी दिल्ली, 2005
8. जैन, डॉ. संजीव कुमार, प्रयोजनमूलक कामकाजी हिन्दी एवं कम्प्यूटिंग, कैलाश पुस्तक सदन, भोपाल
9. मल्होत्रा, विजयकुमार, कम्प्यूटर के भाषिक अनुप्रयोग, वाणी प्रकाशन, नयी दिल्ली
10. गोयल संतोष, हिन्दी भाषा और कम्प्यूटर, श्री नटराज प्रकाशन, दिल्ली
11. हरिमोहन, आधुनिक जनसंचार और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली
12. हरिमोहन, कम्प्यूटर और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली
13. शर्मा, पी. के., कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा सिद्धांत, डायनामिक पब्लिकेशन्स, नयी दिल्ली

14. संजय द्विवेदी (संपा.), सोशल नेटवर्किंग : नए समय का संवाद, नेहा पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नयी दिल्ली
15. शुक्ल सौरभ, नए जमाने की पत्रकारिता, विजडम विलेज पब्लिकेशन्स, दिल्ली
16. कुमार सुरेश, इन्टरनेट पत्रकारिता, तक्षशिला प्रकाशन, नयी दिल्ली
17. श्रीवास्तव गोपीनाथ, कम्प्यूटर का इतिहास और कार्यविधि, सामयिक प्रकाशन, नयी दिल्ली
18. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007

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

Suggested Continuous Evaluation Methods:

लिखित परीक्षा, प्रायोगिक परीक्षा, परियोजना कार्य, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

कार्यालय की कार्यविधि का कार्यालयों में जाकर प्रायोगिक ज्ञान प्राप्त करना, कम्प्यूटर की मूलभूत जानकारी प्राप्त करना, प्रायोगिक एवं एवं परियोजना कार्य, कम्प्यूटर टाइपिंग, पीपीटी एवं पोस्टर बनाना

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

**सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)**

Suggested equivalent online courses:

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Further Suggestions:

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

.....

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<b>PROGRAMME</b> /CLASS DIPLOMA	<b>BA</b> <b>II YEAR</b>	<b>SEMESTER: III</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE</b> A010301T	<b>COURSE TITTE:</b> हिन्दी गद्य	
<b>Course outcomes:</b>		
हिन्दी के विद्यार्थियों को हिन्दी गद्य की सभी विधाओं का सम्यक ज्ञान देना तथा उन्हें हिन्दी के प्रतिनिधि उपन्यासकारों, कथाकारों, नाटककारों एवं एकांकीकारों, निबंधकारों एवं अन्य गद्य विधाओं के लेखकों के महत्त्वपूर्ण प्रदेय से परिचित कराना, ताकि विद्यार्थी इन सभी विधाओं से परिचित हो सकें और इस क्षेत्र में करियर बनाने के इच्छुक विद्यार्थी इस हेतु तैयार हो सकें।		
<b>CREDITS</b> 6	<b>MAX. MARKS:</b> 25+75	<b>MIN. PASSING MARKS</b> 10+30
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	हिन्दी गद्य साहित्य का संक्षिप्त इतिहास : हिन्दी कहानी का उद्भव और विकास हिन्दी उपन्यास का उद्भव और विकास हिन्दी नाटक का उद्भव और विकास हिन्दी आलोचना का उद्भव और विकास हिन्दी की अन्य गद्य विधाओं का उद्भव और विकास	12
II	हिन्दी गद्य की महत्त्वपूर्ण विधाओं का संक्षिप्त परिचय : कहानी	12

	<p>उपन्यास  नाटक  एकांकी  आलोचना  निबंध  यात्रा वृत्तान्त  संस्मरण  रेखाचित्र  डायरी  रिपोर्ताज  आत्मकथा  जीवनी  व्यंग्य</p>	
III	<p>हिन्दी उपन्यास :  झाँसी की रानी : वृन्दावनलाल वर्मा, विद्यार्थी संस्करण, संपादक डॉ. पुनीत बिसारिया, प्रभात प्रकाशन, नयी दिल्ली</p>	11
IV	<p>हिन्दी कहानी  पंच परमेश्वर - प्रेमचन्द  पाजेब - जैनेन्द्र  गैंग्रीन - अज्ञेय  परदा- यशपाल  तीसरी कसम - रेणु  पिता - ज्ञान रंजन</p>	11
V	<p>हिन्दी नाटक एवं एकांकी :  नाटक :  ध्रुवस्वामिनी - जयशंकर प्रसाद  एकांकी :  दीपदान - डॉ रामकुमार वर्मा  लक्ष्मी का स्वागत - उपेंद्रनाथ अशक</p>	11

VI	<p><b>हिन्दी निबन्ध :</b></p> <p>भारतवर्षोन्नति कैसे हो सकती है - भारतेन्दु हरिश्चन्द्र</p> <p>मित्रता - आचार्य रामचन्द्र शुक्ल</p> <p>अशोक के फूल - हजारीप्रसाद द्विवेदी</p> <p>उत्तरा फाल्गुनी के आसपास - कुबेरनाथ राय</p> <p>तुम चन्दन हम पानी-डॉ. विद्यानिवास मिश्र</p>	11
VII	<p><b>अन्य गद्य विधाएं - प्रथम खण्ड :</b></p> <p>रेखाचित्र (गिल्लू- महादेवी वर्मा)</p> <p>संस्मरण (तीस बरस का साथी - रामविलास शर्मा)</p> <p>जीवनी अंश (कलम का सिपाही - अमृत राय)</p> <p>रिपोर्ताज (ऋण जल धन जल - रेणु)</p> <p>व्यंग्य (भोलाराम का जीव - हरिशंकर परसाई)</p>	11
VIII	<p><b>अन्य गद्य विधाएं - द्वितीय खण्ड :</b></p> <p>यात्रा वृत्तांत (मेरी तिब्बत यात्रा - राहुल सांकृत्यायन)</p> <p>डायरी ( एक लेखक की डायरी - मुक्तिबोध)</p> <p>इन्टरव्यू (मैं इनसे मिला, श्री सूर्यकान्त त्रिपाठी निराला - पद्म सिंह शर्मा कमलेश)</p> <p>आत्मकथा अंश (जूठन - ओमप्रकाश वाल्मीकि)</p>	11

**सन्दर्भ ग्रन्थ:**

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2. सिंह बच्चन, आधुनिक हिन्दी साहित्य का इतिहास, लोक भारती प्रकाशन, प्रयागराज, 2019
3. शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी , 1992
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5. सिंह, नामवर, आधुनिक साहित्य की प्रवृत्तियां, राजकमल प्रकाशन, नयी दिल्ली, 2018
6. चतुर्वेदी, रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज, 2018
7. के. सत्यनारायण (संपा.) दृश्य सप्तक, दक्षिण भारत हिन्दी प्रचार सभा, मद्रास, प्रथम संस्करण, सन 1975
8. दस एकांकी, श्रीराम मेहरा एंड कंपनी, आगरा
9. वर्मा, डॉ. रामकुमार, आठ एकांकी नाटक, स्रोत : ई पुस्तकालय

10. हरिश्चंद्र भारतेंदु, अंधेर नगरी, वाणी प्रकाशन, नयी दिल्ली
11. प्रसाद जयशंकर, ध्रुवस्वामिनी, वाणी प्रकाशन, नयी दिल्ली
12. गुप्ता सोमनाथ, हिन्दी नाटक साहित्य का इतिहास, इंद्रा चन्द्र नारंग, इलाहाबाद, तीसरा संस्करण, 1951
13. ओझा, डॉ. दशरथ, हिन्दी नाटक : उद्भव एवं विकास, राजपाल एंड संस, दिल्ली
14. रस्तोगी गिरीश, हिन्दी नाटक का आत्मसंघर्ष, लोकभारती, इलाहाबाद
15. ओझा, डॉ. दशरथ, हिन्दी नाटक : उद्भव और विकास, राजपाल एंड संस, दिल्ली
16. त्रिपाठी सत्यवती, आधुनिक हिन्दी नाटकों में प्रयोगधर्मिता, राधाकृष्ण प्रकाशन, नयी दिल्ली
17. किशोर ब्रजराज, हिन्दी नाटक और रंगमंच, जनप्रिय प्रकाशन
18. रस्तोगी गिरीश, समकालीन हिन्दी नाटककार, राजकमल प्रकाशन, नयी दिल्ली
19. कुमार, सिद्धनाथ, हिन्दी एकांकी की शिल्प विधि का विकास, साहित्य भवन लिमिटेड, इलाहाबाद
20. महेंद्र, डॉ. रामचरण, एकांकी और एकांकीकार, वाणी प्रकाशन, नयी दिल्ली
21. महेंद्र, डॉ. रामचरण, हिन्दी एकांकी, उद्भव और विकास, साहित्य प्रकाशन, दिल्ली
22. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स 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, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007

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

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

Suggested Continuous Evaluation Methods:

लिखित परीक्षा, परियोजना कार्य, 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:

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Further Suggestions: .....

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

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.....

<b>PROGRAMME</b> /CLASS DIPLOMA	<b>BA</b> <b>II YEAR</b>	<b>SEMESTER: IV</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE</b> A010401T	<b>COURSE TITTE:</b> हिन्दी अनुवाद	
<b>Course outcomes:</b> विद्यार्थियों को हिन्दी के साथ साथ अंग्रेजी की प्रारंभिक जानकारी प्रदान करते हुये वैश्विक प्रतिस्पर्धात्मक वातावरण के साथ सामंजस्य स्थापित करने में सक्षम बनाना तथा भारतीय संस्कृति और साहित्य के प्रचार प्रसार में सहायक बनाना।		
<b>CREDITS</b> 6	<b>MAX. MARKS:</b> 25+75	<b>MIN. PASSING MARKS</b> 10+30
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	अनुवाद की अवधारणा : अनुवाद : परिभाषा , स्वरूप अनुवाद का महत्त्व अनुवाद के अन्य रूप : लिप्यंतरण, मशीनी अनुवाद आदि अनुवादक के गुण, दायित्व और अपेक्षाएं अनुवाद में रोजगार की संभावनाएं	11
II	अनुवाद के क्षेत्र : प्रक्रिया	11

	<p>प्रकार सीमाएँ अंग्रेजी-हिन्दी अनुवाद की समस्याएं और समाधान</p>	
III	<p>अनुवाद का सामाजिक-सांस्कृतिक संदर्भ : संस्कृति, साहित्य और भाषा अनुवाद और संस्कृति अनुवाद और समाज अनुवाद और भाषा बहुभाषिक समाज में अनुवाद</p>	11
IV	<p>अनुवाद के साधन : अनुवाद में कोश का महत्त्व कोशों के प्रकार कोशों के उपयोग संकेत प्रणाली शब्दकोश के उपयोग थिसॉरस के उपयोग पर्यायकोश के उपयोग उच्चारणकोश के उपयोग भाषिककोश के उपयोग विषयकोश के उपयोग परिभाषाकोश के उपयोग विश्वकोश के उपयोग साहित्यकोश के उपयोग मिथककोश के उपयोग पुराणकोश के उपयोग</p>	11
V	<p>पारिभाषिक शब्दावली : पारिभाषिक शब्द : तात्पर्य तथा लक्षण सामान्य शब्दों तथा पारिभाषिक शब्दों की अनुवाद में भूमिका पारिभाषिक शब्दावली निर्माण के सिद्धांत पारिभाषिक शब्दावली निर्माण की प्रक्रिया</p>	11
VI	<p>अनुवाद का पुनरीक्षण, मूल्यांकन तथा समीक्षा :</p>	11

	पुनरीक्षण मूल्यांकन समीक्षा	
VII	अनुवाद सैद्धांतिकी- एक : (हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी) प्रशासनिक अनुवाद बैंकिंग अनुवाद विधि अनुवाद ज्ञान, विज्ञान तथा तकनीकी अनुवाद	12
VIII	अनुवाद सैद्धांतिकी- दो : (हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी) सामाजिक विषयों का अनुवाद सर्जनात्मक अनुवाद	12

### सन्दर्भ ग्रन्थ:

1. तिवारी भोलानाथ, अनुवाद विज्ञान, 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. गार्गी, तिवारी डॉ. भोलानाथ, अनुवाद का व्याकरण, भारतीय अनुवाद परिषद, दिल्ली, 1994
5. कुमार डॉ. सुरेश, अनुवाद सिद्धांत की रूपरेखा, वाणी प्रकाशन, नई दिल्ली, 2016
6. तिवारी भोलानाथ, चतुर्वेदी महेन्द्र, काव्यानुवाद की समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1980
7. कुमार, डॉ. सुरेश, अनुवाद और पारिभाषिक शब्दावली, केन्द्रीय हिन्दी संस्थान, आगरा, 1997
8. तिवारी भोलानाथ, चतुर्वेदी महेन्द्र, पारिभाषिक शब्दावली : कुछ समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1973
9. तिवारी भोलानाथ, कुमार कृष्ण, कार्यालयी अनुवाद की समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1987
10. चौधरी डॉ. प्रवीण, कार्यालयी भाषा और अनुवाद, विनय प्रकाशन, अहमदाबाद, 2012
11. टंडन पूरनचंद, भाषा दक्षता (भाग 01से 04), किताबघर प्रकाशन, दिल्ली, 2018
12. टंडन पूरनचन्द एवं सेठी डॉ. हरीश कुमार, अनुवाद के विविध आयाम, तक्षशिला प्रकाशन, नई दिल्ली, 2005
13. कुंचीपादम सीता, बैंकों में अनुवाद प्रविधि, भारतीय अनुवाद परिषद, दिल्ली, 1991
14. बिसारिया, डॉ. पुनीत, अनुवाद और हिन्दी साहित्य, अनंग प्रकाशन, दिल्ली, 2018
15. अग्रवाल कुसुम, अनुवाद शिल्प : समकालीन सन्दर्भ, साहित्य सहकार प्रकाशन, दिल्ली, 1999
16. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली,



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17. <https://shabdavali.rbi.org.in/> (बैंकिंग शब्दावली)

18. <https://rajbhasha.gov.in/hi/hindi-vocabulary> (विभिन्न पारिभाषिक एवं शब्दकोश)

19. <https://www.collinsdictionary.com/hi/dictionary/english-hindi/> (अंग्रेजी-हिन्दी शब्दकोश)

20. <https://www.oxfordlearnersdictionaries.com/us/> (अंग्रेजी-हिन्दी शब्दकोश)

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, प्रायोगिक परीक्षा, परियोजना कार्य, दक्षता परीक्षण

Suggested Continuous Evaluation Methods:

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

सामान्य हिन्दी भाषा का ज्ञान अपेक्षित

Suggested equivalent online courses:

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Further Suggestions:

सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

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

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<b>PROGRAMME /CLASS DEGREE</b>	<b>BA III YEAR</b>	<b>SEMESTER: V</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE A010501T</b>	<b>COURSE TITTE: साहित्यशास्त्र और हिन्दी आलोचना</b>	
<b>Course outcomes:</b>		
<p>इस पाठ्यक्रम के अध्ययन से विद्यार्थी साहित्यशास्त्र एवं आलोचना के अर्थ, महत्व और उनके विषय - क्षेत्र से परिचित हो सकेंगे तथा वे हिन्दी आलोचना के रूप में भारतीय एवं पाश्चात्य काव्यशास्त्र के आधुनिक विकास के विविध रूपों और दिशाओं का साक्षात्कार कर सकेंगे।</p>		
<b>CREDITS: 5</b>	<b>MAX. MARKS: 25+75</b>	<b>MIN. PASSING MARKS 10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	<b>भारतीय काव्यशास्त्र :</b> काव्य प्रयोजन काव्य लक्षण काव्य हेतु काव्य का स्वरूप काव्य की आत्मा	09
II	<b>भारतीय काव्य सिद्धांत:</b> अलंकार सिद्धांत रीति सिद्धांत रस सिद्धांत	09

	ध्वनि सिद्धांत वक्रोक्ति सिद्धांत औचित्य सिद्धांत	
III	साहित्यशास्त्रीय अवधारणाएँ काव्य रूप काव्य गुण शब्द शक्ति काव्य दोष	09
IV	नाट्यशास्त्र : भारतीय नाट्यशास्त्र का सामान्य परिचय वृत्ति अभिनय रूपक कथा नेता या नायक नायिका रंगमंचीय विशेषताएं	09
V	पाश्चात्य काव्यशास्त्र : अरस्तू : अनुकरण सिद्धांत, विरेचन सिद्धांत कॉलरिज : कल्पना और फैंटेसी वड्सवर्थ का काव्यभाषा सिद्धांत रिचर्ड्स का संप्रेषण सिद्धांत टी.एस.इलियट का निवैयक्तिकता का सिद्धांत	09
VI	हिन्दी आलोचना का इतिहास तथा सैद्धांतिकी : हिन्दी आलोचना का विकास सैद्धांतिक आलोचना स्वच्छन्दतावादी आलोचना मार्क्सवादी आलोचना मनोविश्लेषणवादी आलोचना	10
VII	समीक्षाकी विचारधाराएँ : नयी समीक्षा	10

	<p>नवशास्त्रवाद  यथार्थवाद  आभिजात्यवाद और नव्य आभिजात्यवाद  कलावाद  बिम्बवाद  प्रतीकवाद  संरचनावाद तथा उत्तर संरचनावाद  विखण्डन</p>	
VIII	<p>आलोचक एवं आलोचना दृष्टि :  रामचन्द्र शुक्ल : काव्य में लोकमंगल  प्रेमचंद : साहित्य का उद्देश्य  प्रसाद : छायावाद और यथार्थवाद  हजारीप्रसाद द्विवेदी : आधुनिक साहित्य - नई मान्यताएं  डॉ. नगेन्द्र : मेरी साहित्यिक मान्यताएं  रामविलास शर्मा : तुलसी साहित्य में सामन्त विरोधी मूल्य  नामवर सिंह : कहानी : नई और पुरानी  मुक्तिबोध : नई कविता का आत्मसंघर्ष</p>	10
<p><b>सन्दर्भ ग्रन्थ:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, देवेन्द्र नाथ, पाश्चात्य काव्यशास्त्र, मयूर पेपर बैक्स, नोएडा, 2002</li> <li>2. नवल, नंदकिशोर, हिंदी आलोचना का विकास, राजकमल प्रकाशन, नई दिल्ली, 1981</li> <li>3. सिंह, बच्चन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरियाणा साहित्य अकादमी, चंडीगढ़. 1987</li> <li>4. मिश्र, भगीरथ, पाश्चात्य काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 1988</li> <li>5. मिश्र, भगीरथ, काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी,</li> <li>6. त्रिपाठी, विश्वनाथ, हिंदी आलोचना, राजकमल प्रकाशन, नई दिल्ली, 1992</li> <li>7. तिवारी, डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, लोकभारती प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010</li> <li>8. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली,</li> </ol>		

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9. जैन, निर्मला, पाश्चात्य साहित्य चिन्तन, राधाकृष्ण प्रकाशन, नयी दिल्ली, 1990

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 कार्य, दक्षता परीक्षण।

Suggested Continuous Evaluation Methods:

पुस्तक समीक्षा

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

सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:

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Further Suggestions:

.....

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

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<b>PROGRAMME /CLASS DEGREE</b>	<b>BA III YEAR</b>	<b>SEMESTER: V</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE A010502T</b>	<b>COURSE TITTE: हिन्दी का राष्ट्रीय काव्य</b>	
<b>Course outcomes:</b> हिन्दी की राष्ट्रीय काव्य चेतना से जुड़े कवियों की रचनाओं के माध्यम से विद्यार्थियों में राष्ट्र के प्रति अनुराग जाग्रत करना।		
<b>CREDITS: 05</b>	<b>MAX. MARKS: 25+75</b>	<b>MIN. PASSING MARKS 10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	वीरगाथा काल का राष्ट्रीय काव्य : चंदबरदाई : पृथ्वीराज रासो के रेवा तट समय के अंश (चढ़त राज पृथिराज, जगनिक : आल्ह खण्ड नैनागढ़ की लड़ाई अथवा आल्हा का विवाह खण्ड (प्रथम पांच सुमिरन अंश (गया न कीन्हीं जिन कलजुग मां----- ----भयानक मार) अंतिम पांच अंश (भोर भुरहरे ----- लड़िहैं खूब बीर मलखान)	09
II	भक्ति एवं रीतिकाल का राष्ट्रीय काव्य : गुरु गोविन्द सिंह : देहु शिवा वर मोहि इहे, बाण चले तेई कुंकुम मानो, यों सुनि के बतियान तिह की	09

	भूषण : इन्द्र जिमि जम्भ पर, बाने फहराने, निज म्यान तें मयूखें, दारुन दहत हरनाकुस विदारिबे कों	
III	भारतेंदु एवं द्विवेदीयुगीन राष्ट्रीय काव्य : भारतेंदु हरिश्चंद्र :उन्नतचित्तहवैआर्य परस्पर प्रीत बढ़ावें, बल कलाकौशल अमित विद्या वत्स भरे मिल लहै, भीतर भीतर सब रस चूसै, सब गुरुजन को बुरो बतावै अयोध्या सिंह उपाध्याय 'हरिऔध' : कर्मवीर, जन्मभूमि मैथिलीशरण गुप्त : आर्य, मातृभूमि	09
IV	छायावाद युगीन राष्ट्रीय काव्य : जयशंकर प्रसाद :प्रयाण गीत (हिमाद्रि तुंग श्रृंग), अरुण यह मधुमय देश हमारा सूर्यकांत त्रिपाठी 'निराला' :भारती वंदना (भारतिजय विजय करे), जागो फिर एक बार माखनलाल चतुर्वेदी :पुष्प की अभिलाषा, जवानी सुभद्रा कुमारी चौहान : वीरों का कैसा हो बसंत, झाँसी की रानी	09
V	छायावादोत्तर राष्ट्रीय काव्य : बालकृष्ण शर्मा नवीन :कवि कुछ ऐसी तान सुनाओ, कोटि कोटि कंठों से निकली आज यही स्वर धारा है रामधारी सिंह 'दिनकर': शहीद स्तवन (कलम आज उनकी जय बोल), हिमालय श्यामलाल गुप्त 'पार्षद': झंडा गीत (विजयी विश्व तिरंगा प्यारा)	09
VI	समकालीन राष्ट्रीय काव्य प्रथम चरण : श्यामनारायण पाण्डेय :चेतक की वीरता, राणा प्रताप की तलवार द्वारिकाप्रसाद माहेश्वरी :उठो धरा के अमर सपूतों, वीर तुम बढ़े चलो गोपालप्रसाद व्यास :खूनी हस्ताक्षर, शहीदों में तू नाम लिखा ले रे	10
VII	समकालीन राष्ट्रीय काव्य द्वितीय चरण : सोहनलाल द्विवेदी : मातृभूमि, तुम्हें नमन (चल पड़े जिधर दो डग मग	10

	में) अटलबिहारी वाजपेयी :कदम मिलाकर चलना होगा, उनकी याद करें डॉ. रमेश पोखरियाल 'निशंक' : मातृ वंदना, हम भारतवासी	
VIII	हिन्दी फ़िल्मी गीतों में राष्ट्रीय काव्य: कवि प्रदीप:आज हिमालय की चोटी से फिर हमने ललकारा है (किस्मत-1943) कवि प्रदीप:ऐ मेरे वतन के लोगों ज़रा आँख में भर लो पानी (ग़ैर फ़िल्मी) कवि प्रदीप:हम लाए हैं तूफ़ान से कश्ती निकाल के (जाग्रति-1954) कवि प्रदीप:आओ बच्चों तुम्हें दिखाएँ झांकी हिंदुस्तान की (जाग्रति- 1954) साहिर लुधियानवी: ये देश है वीर जवानों का (नया दौर-1957) प्रेम धवन :छोड़ो कल की बातें कल की बात पुरानी (हम हिन्दुस्तानी- 1961 नीरज :ऐ मेरे प्यारे वतन (काबुलीवाला-1961) कैफ़ी आज़मी:कर चले हम फ़िदा जाने तन साथियों (हकीकत-1964) राजेन्द्र कृष्ण: जहाँ डाल-डाल पर सोने की चिड़िया करती है बसेरा (फ़िल्म- सिकंदर-आज़म-1965) गुलशन बावरा : मेरे देश की धरती सोना उगले (उपकार : 1967) इन्दीवर: है प्रीत जहाँ की रीत सदा (पूरब और पश्चिम-1971) प्रसून जोशी: देस रंगीला रंगीला देस म्हारा रंगीला (फ़ना-2006)	10
<p>सेशनल अथवा सत्रीय परीक्षा (प्रायोगिक कार्य) :</p> <p>सत्रीय परीक्षा में विद्यार्थी को आन्तरिक मूल्यांकन के अंतर्गत 25 अंक की प्रायोगिक परीक्षा देनी होगी, जसके अंतर्गत विद्यार्थियों को निम्नलिखित फिल्मों में से कोई एक फिल्म देखकर उसकी समीक्षा तथा उसमें वर्णित सन्देश परियोजना कार्य के रूप में आन्तरिक मूल्यांकन के अंतर्गत मूल्यांकन हेतु जमा करना होगा-</p> <p>आनंदमठ हकीकत उपकार</p>		



शहीद  
गाँधी

उरी : द सर्जिकल स्ट्राइक  
केसरी

सन्दर्भ ग्रन्थ :

1. तिवारी, उदयनारायण, वीर काव्य, भारती भण्डार, प्रयाग, प्रथम संस्करण, संवत् 2005वि.
2. चंदबरदाई, पृथ्वीराज रासो, मोहनलाल विष्णुलाल पंड्या और श्याम सुन्दर दास, नागरी प्रचारणी सभा, वाराणसी, प्रथम संस्करण, सन1906.
3. सिंह, शांता, चंदबरदाई, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2017
4. कुमुद, अयोध्याप्रसाद गुप्त, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2014
5. आल्हखण्ड, ई पुस्तकालय डॉट कॉम
6. श्यामसुंदरदास (संपा.), परमाल रासो, नागरी प्रचारणी सभा, वाराणसी, प्रथम संस्करण
7. सिंह, डॉ. महीप, गुरु गोविन्द सिंह और उनका काव्य, नेशनल पब्लिशिंग हाउस, नयी दिल्ली, सन 1969, प्रथम संस्करण
8. बोरा, राजमल, भूषण, साहित्य अकादेमी, नयी दिल्ली, पुनर्मुद्रण सन 2017
9. मिश्र, आचार्य विश्वनाथ प्रसाद, वाणी वितान, वाराणसी, संवत् 2010 वि .
10. ब्रजरत्न दास, भारतेंदु ग्रंथावली, वाराणसी
11. गिरीश, गिरिजदत्त शुक्ल, महाकवि हरिऔध, अरुणोदय पब्लिशिंग हाउस, प्रयाग, सन 1932
12. पालीवाल, डॉ. कृष्णदत्त, मैथिलीशरण गुप्त ग्रंथावली, वाणी प्रकाशन, नयी दिल्ली, सन 2008
13. व्यास, विनोद शंकर(संपा.), प्रसाद और उनका साहित्य, विद्या भास्कर बुक डिपो, वाराणसी
14. वाजपेयी, नंददुलारे, जयशंकर प्रसाद, लीडर प्रेस, इलाहाबाद
15. बिसारिया, डॉ. पुनीत, भारतीय सिनेमा का सफरनामा, अटलांटिक पब्लिकेशन्स प्राइवेट लिमिटेड, नयी दिल्ली, 2014
16. अरुण, डॉ. योगेन्द्रनाथ शर्मा एवं कन्डियाल, बेचैन, हिमवंत का राष्ट्रीय कवि 'निशंक', अनंग प्रकाशन, दिल्ली, 2020
17. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक 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

<p>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।</p>
<p>Suggested Continuous Evaluation Methods:  लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।</p>
<p>Suggested Continuous Evaluation Methods:  1. फिल्म विशेष के सन्देश पर परियोजना कार्य  2. वाचन</p>
<p>Course prerequisites: To study this course, a student must have had the subject .....  in class/12th/ certificate/diploma.  <b>सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)</b></p>
<p>Suggested equivalent online courses:  .....</p>
<p>Further Suggestions:</p>

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

.....  
.....

<b>PROGRAMME /CLASS DEGREE</b>	<b>BA III YEAR</b>	<b>SEMESTER :VI</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE A010607T</b>	<b>COURSE TITTE: भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि</b>	
<b>Course outcomes:</b> भाषा के अंगों, हिन्दी भाषा के उद्भव तथा विकास और देवनागरी लिपि के स्वरूप की जानकारी प्राप्त होगी। विद्यार्थियों को हिन्दी की वैज्ञानिक एवं वैधानिक स्थिति से परिचित कराना।		
<b>CREDITS: 5</b>	<b>MAX. MARKS: 25+75</b>	<b>MIN. PASSING MARKS 10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lecture s</b>
I	भाषा एवं भाषाविज्ञान का सामान्य परिचय : भाषा : परिभाषा, स्वरूप, अभिलक्षण भाषाविज्ञान : परिभाषा, प्रकार, क्षेत्र, शाखाएँ	09
II	भाषिक संरचना तथा स्तर : ध्वनि शब्द रूप वाक्य प्रोक्ति	09

	अर्थ	
III	हिन्दी भाषा की उत्पत्ति तथा विकास : पृष्ठभूमि अपभ्रंश अवहट्ट पुरानी हिन्दी मानक हिन्दी	09
IV	हिन्दी शब्द सम्पदा और उसके मूल स्रोत : हिन्दी ध्वनियों का वर्गीकरण आधार - बाह्य प्रयत्न, आभ्यन्तर प्रयत्न, उच्चारण, स्थान, प्राणत्व और अनुनासिकता	09
V	हिन्दी की उपभाषाओं तथा बोलियों का परिचय : पश्चिमी हिन्दी पूर्वी हिन्दी पहाड़ी हिन्दी राजस्थानी हिन्दी बिहारी हिन्दी	09
VI	हिन्दी की वैधानिक तथा संवैधानिक स्थिति : राजभाषा आयोग राजभाषा अधिनियम तथा उनका विश्लेषण संवैधानिक प्रावधान तथा उनका विश्लेषण	10
VII	देवनागरी लिपि : नामकरण उद्भव और विकास विशेषताएं वैज्ञानिकता समस्या सुधार	10
VIII	क्षेत्रीय बोली का विशेष अध्ययन : क्षेत्रीय बोली का विकास क्रम क्षेत्रीय बोली का साहित्यिक विका	10

**Suggested Readings:**

## सन्दर्भ ग्रन्थ :

1. शर्माआचार्यदेवेन्द्रनाथ , भाषाविज्ञानकीभूमिका, राधाकृष्णप्रकाशन, दरियागंजनयीदिल्ली,1972
2. द्विवेदीकपिलदेव , भाषा-विज्ञानएवंभाषा-शास्त्रविश्वविद्यालयप्रकाशन, वाराणसी,1980
3. शर्माडॉ. रामकिशोर , हिन्दीभाषाकाऐतिहासिकपरिप्रेक्ष्य, विद्याप्रकाशन, इलाहाबाद,1994
4. तिवारीभोलानाथ , हिंदीभाषाकाइतिहास, वाणीप्रकाशन, नईदिल्ली,1987
5. त्रिपाठीसत्यनारायण , हिंदीभाषाऔरलिपिकाऐतिहासिकविकास, विश्वविद्यालयप्रकाशन, वाराणसी,1981
6. शर्माराजमणि , हिंदीभाषा: इतिहासएवंस्वरूप , वाणीप्रकाशन, नईदिल्ली,2014
7. तिवारीभोलानाथ , भाषाविज्ञान, किताबमहल, इलाहाबाद,1999
8. वर्माडॉ.क्षीरेन्द्र, हिन्दीभाषाऔरलिपि, हिन्दुस्तानीएकेडमी, प्रयाग, 1951
9. बाहरीहरदेव., हिन्दीभाषा, अभिव्यक्तिप्रकाशन, दिल्ली, 2017

बाहरीहरदेव , हिन्दीउद्भव, विकासऔररूप , किताबमहल , इलाहाबाद, 42वाँसंस्करण, 2018

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

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

Suggested Continuous Evaluation Methods:

लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण|

Suggested Continuous Evaluation Methods:

कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य

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

सभी के लिए (सामान्य हिन्दी भाषा का ज्ञान अपेक्षित)

Suggested equivalent online courses:

.....

Further Suggestions:

.....

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

.....  
.....

<b>PROGRAMME /CLASS DEGREE</b>	<b>BA III YEAR</b>	<b>SEMESTER : VI</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE A010602T</b>	<b>COURSE TITTE: लोक साहित्य एवं लोक संस्कृति</b>	
<b>Course outcomes:</b> भारतीय संस्कृति में जनश्रुति से निर्मित साहित्य के महत्वपूर्ण योगदान से विद्यार्थियों को परिचित कराना तथा लोक संस्कृति के विकास से विद्यार्थियों को अवगत कराना।		
<b>CREDITS: 05</b>	<b>MAX. MARKS: 25+75</b>	<b>MIN. PASSING MARKS 10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	लोक साहित्यका सामान्य परिचय : लोक साहित्य : परिभाषा ,क्षेत्र ,वर्गीकरण,	09
II	लोक साहित्यऔर शिष्ट साहित्य : लोक साहित्य और शिष्ट साहित्य का पारस्परिक संबंध	09
III	लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकता : लोक साहित्य में लोक संस्कृति का चित्रण,लोक संस्कृति और राष्ट्रीय एकता	09
IV	लोक साहित्य का संकलन, संरक्षण एवं संवर्धन : लोक साहित्य संकलन,संरक्षण एवं संवर्द्धन,राष्ट्रीय जीवन में लोक साहित्य का महत्व।	09
V	लोक साहित्य की विविध विधाएँ : लोक गीत ,लोक गाथा ,लोक कथा ,लोक नाट्य, लोक नृत्य एवं लोक संगीत	09

VI	लोक का प्रकीर्ण साहित्य : लोकोक्तियाँ, मुहावरे एवं पहेलियाँ-परंपरा एवं महत्त्व	10
VII	हिन्दी लोक साहित्य का विकास क्रम : हिंदी का लोक साहित्य, इतिहास: अध्ययन की सीमाएँ एवं आवश्यकताएँ, हिंदी का लोक साहित्य और बोलियाँ	10
VIII	हिंदी के विभिन्न क्षेत्रीय (आंचलिक) लोक साहित्य का परिचय। (इस इकाई में सम्बन्धित विश्वविद्यालय /संस्था अपनी सुविधानुसार आंचलिक लोक साहित्य के बारे में अध्ययन कराएंगे )	10

**Suggested Readings:**

**सन्दर्भ ग्रन्थ :**

1. प्रसाद, डॉ. दिनेश्वर, लोक साहित्य और संस्कृति, लोक भारती प्रकाशन, प्रयागराज, 1973
2. शर्मा, डॉ. श्रीराम, लोक साहित्य सिद्धांत और प्रयोग, विनोद पुस्तक मंदिर, आगरा, 1973
3. सक्सेना, डॉ. उषा, लोक साहित्य एवं लोक संस्कृति, राजभाषा प्रकाशन, दिल्ली, 2007
4. उपाध्याय, कृष्णदेव, लोक साहित्य की भूमिका, साहित्य भवन प्राइवेट लिमिटेड, प्रयागराज, 1957
5. सुमन, रामनाथ, संपादक, सम्मेलन पत्रिका, लोक संस्कृति विशेषांक, प्रयागराज, संवत् 2010
6. मिश्र, प्रो. चितरंजन एवं ओझा, दुर्गाप्रसाद, समकालीन हिंदी एवं अवधी कविता, प्रकाशन केंद्र, लखनऊ, 2019
7. मिश्र, डॉ. श्रीधर, भोजपुरी लोक साहित्य : सांस्कृतिक अध्ययन, हिंदुस्तानी एकेडमी, प्रयागराज, 1971
8. यादव, डॉ. वीरेंद्र सिंह, भारत का लोक सांस्कृतिक विमर्श, कौटिल्य बुक्स, नई दिल्ली, 2018
9. बिसारिया, डॉ. पुनीत एवं यादव, डॉ. वीरेंद्र सिंह, भोजपुरी विमर्श, निर्मल पब्लिकेशन्स, दिल्ली, 2009
10. डॉ. सत्येंद्र, लोक साहित्य विज्ञान, शिवलाल अग्रवाल कंपनी, आगरा, 1971
11. बिसारिया, डॉ. पुनीत, बुन्देली महिमा, राजकमल प्रकाशन, नयी दिल्ली, 2017
12. बिसारिया, डॉ. पुनीत, बुन्देली काव्य धारा, राजकमल प्रकाशन, नयी दिल्ली, 2019
13. उपाध्याय, कृष्णदेव, भोजपुरी लोक का अध्ययन, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1949
14. सत्येन्द्र, ब्रज की लोक कहानियां, ब्रज साहित्य मंडल, मथुरा
15. सत्येन्द्र, ब्रज लोक साहित्य का अध्ययन, साहित्य रत्न भंडार, आगरा
16. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली, 2007

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

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

Suggested Continuous Evaluation Methods: लिखित परीक्षा, परियोजना कार्य, 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: .....

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

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**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: HISTORY**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

S. N.	Name	Designation	Department	College/ University
1	Dr. Kishor Kumar	<i>Member Faculty Supervisory Committee – Arts and Humanities , C.M.S.&amp; Associate Professor</i>	History	K.M. Govt Girls PG College, Badalpur , Gautam Buddha Nagar UP
2	Dr. Harish Kumar	Associate Professor	History	Government Mahila Degree College Salempur, DEORIA ,UP
3.	Dr. Rajesh Kumar Sharma	Associate Professor	History	Government Degree College, Rudhali, BASTI, UP
4.	Dr. Kamlesh Kumar Tewari	Assistant Professor	History	Government Girls Degree College DLW VARANASI, UP

# BA (History)

## Semester-wise Titles of the Papers in BA (History)

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	I	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	Theory	6
1	II	A050201T	History of Medieval India (1206 A.D.-1757 A.D.)	Theory	6
2	III	A050301T	History of Modern India (1757 A.D. – 1950 A.D.)	Theory	6
2	IV	A050401T	History of Modern World (1453A.D. – 1950 A.D.)	Theory	6
3	V	A050501T	Nationalism in India.	Theory	5
3	V	A050502T Optional	History of Modern World (1453 A.D. – 1815A.D.)	Theory	5
		A050503T Optional	Socio-Cultural and Economic History of Medieval India (1200A.D.- 1700 A.D.)	Theory	5
		A050504T Optional	Ethics in History	Theory	5
3	V	A050501R	Project 1	Project	3
3	VI	A050601T	Era of Gandhi and Mass Movement.	Theory	5
3	VI	A050602T Optional	History of Modern World (1815A.D.- 1945A.D.)	Theory	5
		A050603T Optional	Socio-Culturaland Economic History of Medieval India (1700A.D.- 1900 A.D.)	Theory	5
		A050604T Optional	History and its Professional Utility	Theory	5
3	VI	A050601R	Project 2	Project	3

**Subject: History**

Year	Semester	Paper: 1 History of India Till 1757A.D.	Credit		Credit			Research Project/ Practical	Total
1st	I	Ancient and Early Medieval India(Till 1206 A.D.)	6						6
	II	History of Medieval India (1206 A.D. – 1757 A.D.)	6						6
2nd		<b>Paper :1 History of Modern India and World Till 1950 A.D.</b>							
	III	History of Modern India (1757 A.D. – 1950 A.D.)	6						6
	IV	History of Modern World (1453A.D. – 1950 A.D.)	6						6
3rd		<b>Paper: 1 Freedom Struggle of India (1857 A.D. – 1947 A.D.)</b>		<b>Paper: 2 History of Modern world (1453A.D. – 1945A.D.) OR Socio-Culturaland Economic History of India (1200A.D. – 1900 A.D.) OR Ethics and Professional Utility of History</b>					
	V		Nationalism in India.	5	History of Modern world (1453 A.D. – 1815A.D.) OR Socio-Cultural and Economic History of Medieval India (1200A.D. – 1700 A.D.) OR Ethics in History	5		Research Methodology, Tour and Study of Maps C3	10+3
						5			
					5				
		VI	Era of Gandhi and Mass Movement.	5	History of Modern world (1815A.D. – 1945A.D.) OR Socio-Cultural and Economic History of Medieval India (1700A.D. – 1900A.D.) OR History and its Professional Utility	5		Study of Languages used in Indian History C3	10+3
						5			
					5				

## **Proposed Year wise Structure of UG Program in History**

**History** is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine—and work towards—different futures. It is often said to be the “queen” or “mother” of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

### **Program Outcomes (POs)**

- ❖ This course provides the basic ideas and concepts of History and Historical development of Humanity.
- ❖ The program has been designed to develop historical outlook to resolve the day to day life struggles in the society and nation.
- ❖ Designed to enhance the capacity of students to understand universal and domain-specific values in History.
- ❖ This course intends to orient the learner with the Approaches to the broader discipline of History.
- ❖ Develop the ability to address the complexities and interface among of self, societal, national and International priorities.
- ❖ Promote research, innovation and design (Map and Atlas) development favoring all the disciplines in History.
- ❖ This programme develops scientific and practical approach among the students which helps in their day to day life.
- ❖ It will help in developing analytical and critical thinking based on the themes and issues of history.
- ❖ It will help in understanding of the basic concepts of History and an awareness of the emerging areas of the field.
- ❖ Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life. .
- ❖ The programme orients students with traditional historical knowledge along with advance contemporary skills like role of remote sensing, Carbon dating and GIS in the field of history and archaeology .
- ❖ Improvement of critical thinking and skills facilitating.
- ❖ Inculcate generic and subject-specific skills to succeed in the employment market and standards of life.

## Certificate in Fundamentals of History

### B.A. First Year

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Learn about the discipline of History as a holistic field of study covering multiple facets and requirements of human beings in day to day living, for example, achievement of appropriate milestones in personal development; awareness, need and use of historical resources; access to adequate knowledge system for wholesome development; historical fundamentals.
- May have capabilities to start earning by enhancing their skills in the field of Historical and Traditional knowledge system, Tourism, Archives and Museums.

Semester I	Name of Paper	Credits	No of Lectures
	Ancient and Early Medieval India(Till 1206 A.D.) (Theory)	6	90
	Total	6	90
Semester II	Name of Paper	Credits	No of Lectures
	History of Medieval India (1206 A.D. – 1757 A.D.)(Theory)	6	90
	Total	6	90

### B.A. Second Year : Diploma in History

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Develop historical outlook to resolve the day to day life struggles in the society and nations.
- Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Social Sciences.
- Explore and decide upon viable avenues of self-employment and entrepreneurship.
- Learn more about human and community & relationship.

Semester III	Name of Paper	Credits	No of Lectures
	History of Modern India(1757 A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90
Semester IV	Name of Paper	Credits	No of Lectures
	History of Modern World(1453A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90

## B.A. Final Year: B.A. in History (Degree)

### Program Specific Outcomes (PSOs)

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History – Social History, Economic History, Political History, Cultural History of India and the World.
- Programme is designed to encourage Ethical and Environmental values for sustainable development in the society.
- Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (map and atlas) development favoring all the disciplines in History.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of History.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as a journalist, Tourism Manager etc. and also they can feel the sense of entrepreneurship as well.

Semester V	Name of Paper	Credits	No of Lectures
	Nationalism in India. (Theory)	5	75
	History of Modern world(1453 A.D. – 1815A.D.) <b>OR</b> Socio-Cultural and Economic History of Medieval India (1200A.D. – 1700 A.D.) <b>OR</b> Ethics in History(Theory)	5	75
	Research Project 1	3	
	Total	10	150
Semester VI	Name of Paper	Credits	No of Lectures
	Era of Gandhi and Mass Movement(Theory)	5	75
	History of Modern world(1815A.D. – 1945A.D.) <b>OR</b> Socio-Cultural and Economic History of Medieval India (1700A.D. – 1900A.D.) <b>OR</b> History and its Professional Utility (Theory)	5	75
	Research Project 1	3	
	Total	10	150

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Certificate	<b>Year</b>	B.A.I	<b>Semester</b>	I
<b>Subject</b>	History				
<b>Course Code</b>	A050101T	<b>Course Title</b>	Ancient and Early Medieval India (Till 1206 A.D.)		
<p><b>Course Outcome</b>-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.</p> <p>This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.</p>					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Introduction to Ancient History, Culture & Tradition, Historians of Ancient India , Indian Knowledge System, Short brief History of Pre Historic age.				14
II	Indus Valley Civilization ,Vedic and later Vedic period.				12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt , Bindusar and Ashok the Great , Kautilya and his Arthshastra.				12
IV	Gupta Dynasty – Chandragupt , Samudragupt , Chandragupt 'Vikramaditya' ,Golden Era of Ancient India				12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihara , Chalukya, Parmar and Chauhan				12
VI	Rise of Feudalism in India.				6
VII	Customs, rituals and beliefs of Hindus.				10
VIII	Advent of Islam: Invasion of Mahmood Ghaznavi and Md. Ghori.				12

**Suggested Readings:**

1. झा, डी०एन० , प्राचीनभारत— एक प्रारम्भिक रूपरेखा  
Jha D.N. , Ancient India an Introductory Outline
2. बाशम, ए०एल० —अद्भुतभारत  
Basham, A.L. , The Wonder that was India
3. थापर, रोमिला—भारतकाइतिहास  
Thapar, Romila , History of India,
4. Majumdar,R.C. – History and Culture of Indian People
5. मिश्र, जयशंकर—प्राचीनभारतकासामाजिकइतिहास
6. Lunia, B.N. – Evolution of Indian Culture
7. झा एवंश्रीमाली—प्राचीनभारतकाइतिहास
8. दास, रायकृष्ण —भारतीय चित्रकला
9. Chopra, P.N. &Puri,V.N.,Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III
10. चोपड़ा, पुरी, दास—भारतकासामाजिक, आर्थिकऔरसांस्कृतिकइतिहासVols I, II & III
11. Majumdar, R.C. –Ancient Indian (Hindi and English)
12. ठाकुर, विजय कुमार— (1989) हिस्ट्रीयोग्राफीऑफइंडियन फ्यूडलिज्म, पटना

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

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**Suggested Continuous Internal Evaluation Methods (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.



### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Certificate	<b>Year</b>	B.A.I	<b>Semester</b>	II
<b>Subject</b>	History				
<b>Course Code</b>	A050201T	<b>Course Title</b>	History of Medieval India (1206 A.D - 1757 A.D)		
<b>Course Outcome</b> —This paper is designed to develop the understanding of India with the advent of Turks , Timurs , Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	The Early Turks and The Khiljis.				12
II	The Tugluqs and Lodies.				12
III	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.				12
IV	Akbar to Shahjahan : Mansabdari, Relation with Rajput and Maharana Pratap, Religious Policy.				12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals				14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.				6
VII	Development of Architecture and Painting in Mughal Period.				10
VIII	Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India.				12
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.</li> <li>➤ Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal</li> <li>➤ Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press</li> <li>➤ Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press</li> <li>➤ Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan</li> <li>➤ Singh, Dilbag: Structure of Rural Society in Medieval India</li> <li>➤ Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications</li> <li>➤ Yadav, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century, India, Raka Prakashan</li> <li>➤ Sarkar, J.N., Shivaji and his Times</li> <li>➤ श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षका इतिहास 1000 से 1907, शिवलाल अग्रवाल एण्ड कम्पनी, दिल्ली</li> <li>➤ पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो</li> <li>➤ पाण्डेय, अवध बिहारी (1988), उत्तर मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो</li> <li>➤ सरदेसाई, जी०एस०,—शिवाजी</li> </ul>					

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

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Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Diploma	<b>Year</b>	B.A.II	<b>Semester</b>	III
<b>Subject</b>	History				
<b>Course Code</b>	A050301T	<b>Course Title</b>	History of Modern India (1757 A.D – 1950 A.D)		
<b>Course Outcome</b> -This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Arrival of European Companies: Rivalry for Control , Ascendancy of British East India Company : Plassey and Buxar and its Impact.				12
II	Territorial Expansion of East India Company: 1770-1856				12
III	Rise of Punjab under Ranjeetsingh: conquests and administration, Rise of Hyderabad and Mysore in 18 <sup>th</sup> century.				12
IV	Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.				12
V	Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal.				16
VI	Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact.				6
VII	Development of Education in Colonial India , Morley-Minto reforms, Govt. of India Act 1919 and 1935.				10
VIII	Rise and Development of Communalism in India, Mergers of Princely states after Independence and Role of SardarVallabh Bhai Patel.				10

### Suggested Readings:

- Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi
- Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990
- Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
- Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- Grover, B.L: A New look on Modern Indian History
- Jain, M.S.: (1993) Aadhunik Bharat VarshKaItihas, New Age International Pvt. Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758–1947)
- Muir, Ramsay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- Sarkar, Sumit:( 1983)Modern India , Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People's Publication House
- Shukla, R.L. (ed.): Adhunik Bharat KaItihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
- Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

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

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### Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

### Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Diploma	<b>Year</b>	B.A.II	<b>Semester</b>	IV
<b>Subject</b>	History				
<b>Course Code</b>	A050401T	<b>Course Title</b>	History of Modern world (1453 A.D – 1950A.D)		
<p><b>Course Outcome-</b> This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with . This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther.				16
II	Glorious Revolution , Industrial Revolution in 18th Century.				12
III	American Revolution , French Revolution: Causes, Significance and Impact on world.				12
IV	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.				12
V	Unification of Germany and Italy.				10
VI	Causes leading to First world war. Paris Peace Convention and treaty of Versailles.				10
VII	The Bolshevik Revolution.				6
VIII	Factor leading for Second World War , U.N.O. : Organisation, Achievements and Failure.				12

### Suggested Readings:

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
- Panikkar. K.M : Asia and Western Dominance
- Bailey. C.A. : The Birth of Modern World
- Bennis, F. Lee: Europe since 1914
- Car, E.H.: (1948), International. Relations between two world war (1919–1939), Delhi, Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920–1939, New York, Oxford University Press
- Langasm, W.C.: World Since 1919, Surjeet Publication
- Lowe, Normon: (1982), Mastering Modern World History, Macmillan and Co.
- Marriot, M,: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919–1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: Aadhunika Vishwa Kaitihas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century – Crofts
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830–1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- भटनागर एवंगुप्ता : आधुनिक यूरोपका इतिहास (भाग एक व दो)
- लाल, के. एस. : आधुनिक यूरोपका इतिहास (भाग एक व दो)
- वर्मा, लालबहादुर : (1998), यूरोपका इतिहास (भाग एक व दो), नई दिल्ली, प्रकाशन संस्थान

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

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### Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

### Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	<b>Year</b>	B.A.III	<b>Semester</b>	V
<b>Subject</b>	History				
<b>Course Code</b>	A050501T	<b>Course Title</b>	Nationalism in India.		
<b>Course Outcome-</b> Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	First war of Independence: Causes, Impact and Nature.				10
II	Factor leading to the growth of Nationalism in India.				10
III	Theories of Nationalism : Views of Gandhi and Tagore				5
IV	Early phase: the Ideology, Programme and Policy of Moderates.				10
V	Extremist phase: Rise and development of Extremist in India.				10
VI	Swadeshi Movement and Congress split at Surat.				10
VII	Rise of Muslim League: Demands and Programme..				10
VIII	National awakening during First World War: Lucknow Pact and Home rule Movement.				10
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House</li> <li>➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press</li> <li>➤ Chandra, Bipan and Others: Freedom Struggle</li> <li>➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.</li> <li>➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan</li> <li>➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication</li> <li>➤ Jeffery, R. and J Masseloss: From Rebellion to the Republic</li> <li>➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint</li> <li>➤ Majumdar, R.C.: Struggle for Freedom</li> <li>➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.</li> <li>➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press</li> <li>➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches.</li> <li>➤ Prasad, Bisheswar,: Bandage and freedom, 2 Vols.</li> </ul>					

- Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)
- Sarkar, Sumit: Adhunik Bharat (Hindi)
- Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983
- Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division
- Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors
- Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication

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

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- Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the above syllabus.
  - Test with multiple choice questions / short and long answer questions.
  - Research Orientation of the student.
  - Quiz

Suggested equivalent online courses:  
 IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.



### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	<b>Year</b>	B.A.III	<b>Semester</b>	V
<b>Subject</b>	History				
<b>Course Code</b>	A050502T (Optional)	<b>Course Title</b>	History of Modern world (1453 A.D – 1815A.D)		
<b>Course Outcome</b> -This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Political and Religious structure of Europe in the early 15 <sup>th</sup> Century.				10
II	Renaissance: Its Causes, Feature and Impact.				10
III	Reformation Movement in Europe and Role of Martin Luther.				5
IV	Religious warfare: The Thirty Years War.				10
V	Glorious Revolution and Development of Cabinet system in England.				10
VI	Industrial Revolution in 18th Century , American Revolution				10
VII	French Revolution: Causes, Significance and Impact on world.				10
VIII	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.</li> <li>➤ Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode</li> <li>➤ Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London, Macmillan</li> <li>➤ Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company</li> <li>➤ Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.</li> <li>➤ Schevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons</li> <li>➤ सिंह, हीरालाल एवंरामवृक्ष सिंह: (2011) आधुनिक यूरोपकाइतिहास (1453–1789), इलाहाबाद, स्टूडेंट्सफ्रेण्ड्स</li> <li>➤ वर्मा, लालबहादुर: (1998) यूरोपकाइतिहास (पुनर्जागरण से क्रान्ति तक), नईदिल्ली, प्रकाशनसंस्थान</li> </ul>					

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

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Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	V
<b>Subject</b>	History				
<b>Course Code</b>	A050503T (Optional)	<b>Course Title</b>	Socio-Cultural and Economic History of Medieval India (1200A.D- 1700 A.D)		
<b>Course Outcome</b> -This paper comprises social, economic and cultural aspect of medieval India. In this paper a student will be introduced to the saints of medieval India who had shown the path of Bhakti movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk ,Timur, Mughal and Afghan attacks Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Social condition during Sultanate Period.				10
II	Market Control Policy and Revenue system of AllaudinKhilji.				10
III	Sufism and Bhakti Movement in India.				5
IV	Women's Condition during Sultanate Period.				10
V	Land Revenue System during Mughal Period.				10
VI	Trade and Commerce during Mughal Period.				10
VII	Development of Banking system during Mughal Period.				10
VIII	Development of Industry during Mughal Period.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.</li> <li>➤ Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal</li> <li>➤ Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press</li> <li>➤ Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press</li> <li>➤ Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan</li> <li>➤ Singh, Dilbag: Structure of Rural Society in Medieval India</li> <li>➤ Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications</li> <li>➤ Yadav, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century, India, RakaPrakashan</li> </ul>					

➤ Sarkar, J.N., Shivaji and his Times

➤ श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षकाइतिहास 1000 से 1907, शिवलालअग्रवाल एण्ड कम्पनी, दिल्ली

➤ पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो

➤ पाण्डेय, अवध बिहारी (1988), उत्तर मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो

➤ सरदेसाई, जी0एस0, -शिवाजी

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

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- Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the above syllabus.
  - Test with multiple choice questions / short and long answer questions.
  - Research Orientation of the student.
  - Quiz

Suggested equivalent online courses:  
IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	V
<b>Subject</b>	History				
<b>Course Code</b>	A050504T (Optional)	<b>Course Title</b>	Ethics in History		
<b>Course Outcome</b> -History is in an excellent position to inculcate moral values in students' mind. Study of Ved and Geeta with Life stories of great saints, heroes and reformers, like Shankracharya, Buddha, Rama, MaharanaPratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi,Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Introduction of Ethics- History.				10
II	Determinants of Ethics, Normative and Applied Ethics.				10
III	Different early Indian approach to understand Ethics.				5
IV	The survey of early Indian Ethics- study of Ved and Geeta.				10
V	Dharma and Rationality.				10
VI	The Bhakti Movement.				10
VII	Ideas and Ethical Philosophy of Aurobindo.				10
VIII	Ideas and Ethical Philosophy of Gandhi and Radhakrishnan.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Sreedharan,E. : A Textbook of Historiography</li> <li>➤ Carr, E.H. : What is History</li> <li>➤ Ali Sheik, : History ,Theory and Method.</li> <li>➤ Chaudhry,K.P., (1975) Effective teaching of History in India, New Delhi; National Council of Education and Research and Training,</li> <li>➤ Collingwood,R.G, (1951),The Idea of History, London; Oxford University Press,</li> <li>➤ Ghate, V.D., (1953) Suggestions for the Teaching of History, Bombay; Oxford University Press,</li> <li>➤ कार, ई.एच. : (1997)इतिहास क्याहैमैकमिलनप्रेस, नईदिल्ली, छठौं</li> <li>➤ कैनाडीन, डेविड :(2002)ह्वाट इजहिस्ट्रीनाऊमैकमिलन, लंदन</li> <li>➤ कौशिक, कुँवरबहादुर :(1984)इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर</li> <li>➤ श्रीधरन, ई. –इतिहासलेख</li> <li>➤ सिंह, बद्रीनाथ ,(1998)नीतिशास्त्र की रुपरेखा ,आशाप्रकाशनवाराणसी</li> <li>➤ पाण्डेय, संगमलाल, (1991)नीतिशास्त्र कासर्वेक्षण, सेण्ट्रलपब्लिसिंगहाउस, प्रयागराज</li> <li>➤ मिश्र, नित्यानंद ,(2005)नीतिशास्त्र , मोतीलालबनारसीदास ,वाराणसी</li> </ul>					

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

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Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

# Project

<b>Programme/Class:</b> Degree/BA	<b>Year:</b> Third	<b>Semester:</b> Fifth
<b>Subject:</b> History		
<b>Course Code:</b> A050501R	<b>Course Title: Research Methodology, Tour and Study of Maps</b>	
<b>Course outcomes:</b> Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research methodology.</li> <li>• The variation among Historical locations.</li> <li>• Interaction with people with different natural and cultural settings.</li> <li>• Study of Historical area being visited.</li> <li>• Learn to prepare tour report.</li> </ul>		
Credits: 3	CoreCompulsory	
Max. Marks: 100 (50 Project Report + 50 Research Analysis)	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
Unit	Topics	No. of Lectures
I	Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report; Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc.  Tour in-charge will also explain all the steps and methods for preparing Tour report.	45
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Chitnis, K.N., (2006)—Research Methodology in History, Atlantic Publication.</li> <li>➤ Sreedharan, E. : A Textbook of Historiography</li> <li>➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>➤ Mishra, P.K. –(2018) Tourism in India , New Century Publications</li> <li>➤ Roday, Sunetra ,Archana Biwal &amp; Vandana Joshi – Tourism ; Operations and Management</li> <li>➤ Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.</li> <li>➤ Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.</li> <li>➤ Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>➤ Raman K.V. : (1976) Principles and Methods in Archaeology, Madras.</li> <li>➤ थपलियाल, हरिप्रसाद –(1997) भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी</li> <li>➤ कार, ई.एच. : (1997) इतिहास क्या है मैकमिलन प्रेस, नई दिल्ली, छठौं</li> <li>➤ कैनाडीन, डेविड : (2002) ह्वाट इज हिस्ट्री नाऊ मैकमिलन, लंदन</li> <li>➤ कौशिक, कुंवर बहादुर : (1984) इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर</li> <li>➤ श्रीधरन, ई. – इतिहास लेख</li> </ul>		

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

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**Suggested Continuous Evaluation Methods:**

- Seminar/Assignment/Report on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz



### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	VI
<b>Subject</b>	History				
<b>Course Code</b>	A050601T	<b>Course Title</b>	Era of Gandhi and Mass Movement.		
<b>Course Outcome</b> -This paper is designed to introduce the student regarding the Gandhian Philosophy ,his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement.					
<b>Credits – 5</b>		<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>	
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Entry of Gandhi and The Non Co-operation Movement.				10
II	Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh.				10
III	Rise of Revolutionary Movement outside India with special reference to Gadar Party.				10
IV	Simon commission, Nehru report, The Civil Disobedience Movement				10
V	The Quit India Movement.				10
VI	Constitutional Crisis : Cripps and Cabinet Mission.				5
VII	Subhas Chandra Bose and Indian National Army.				10
VIII	Mountbatten Plan, Partition and Independence.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House</li> <li>➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press</li> <li>➤ Chandra, Bipan and Others: Freedom Struggle</li> <li>➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.</li> <li>➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan</li> <li>➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication</li> <li>➤ Jeffery, R. and J Masseloss: From Rebellion to the Republic</li> <li>➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint</li> <li>➤ Majumdar, R.C.: Struggle for Freedom</li> <li>➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.</li> <li>➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press</li> <li>➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches.</li> </ul>					

- Prasad, Bisheswar,: Bandage and freedom, 2 Vols.
- Rai, Satya M.(ed.): Bharat Mein UpniveshwadAurRashtrawad (Hindi)
- Sarkar, Sumit: Adhunik Bharat (Hindi)
- Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983
- Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division
- Singh, Ayodhya: (2012), Bharat KaMuktiSangram, Neha Publishers and Distributors
- Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication

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

.....

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	<b>Year</b>	B.A.III	<b>Semester</b>	VI
<b>Subject</b>	History				
<b>Course Code</b>	A050602T (Optional)	<b>Course Title</b>	History of Modern world (1815A.D- 1945A.D)		
<b>Course Outcome</b> -This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with . This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.					
<b>Credits – 5</b>		<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>	
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Unification of Germany and Italy.				10
II	Causes leading to First world war.				10
III	Paris Peace Convention and treaty of Versailles.				10
IV	League of Nations: Organisation, Achievements and Failure.				5
V	Rise of Communism in Russia: The Bolshevik Revolution.				10
VI	Rise of Dictatorship: Mussolini and Hitler.				10
VII	United states in world affairs : Economic Depression and New Deal policy of F.D.Roosevelt.				10
VIII	Factor leading for Second World War and U.N.O.				10

### Suggested Readings:

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
- Panikkar. K.M : Asia and Western Dominance
- Bailey. C.A. : The Birth of Modern World
- Bennis, F. Lee: Europe since 1914
- Car, E.H.: (1948), International. Relations between two world war (1919–1939), Delhi, Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920–1939, New York, Oxford University Press
- Langasm, W.C.: World Since 1919, Surjeet Publication
- Lowe, Normon: (1982), Mastering Modern World History, Macmillan and Co.
- Marriot, M,: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919–1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: Aadhunika Vishwa Kaitihas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century – Crofts
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830–1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- भटनागर एवंगुप्ता : आधुनिक यूरोपकाइतिहास (भाग दो)
- लाल, के. एस. : आधुनिक यूरोपकाइतिहास (भाग दो)
- वर्मा, लालबहादुर : (1998), यूरोपकाइतिहास (भाग दो), नईदिल्ली, प्रकाशनसंस्थान

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

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### Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

### Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	VI
<b>Subject</b>	History				
<b>Course Code</b>	A050603T (Optional)	<b>Course Title</b>	Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D)		
<b>Course Outcome</b> -This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Social and Religious Reformation Movement.				10
II	Reforms in Muslim society.				10
III	Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system.				5
IV	Decline of Indian Handicraft in British period.				10
V	Commercialisation of Agriculture and its Impact on India.				10
VI	Theory of Drain of Wealth.				10
VII	Development of Railway and its Impact.				10
VIII	Development of Banking System in Colonial Period.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi</li> <li>➤ Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990</li> <li>➤ Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication</li> <li>➤ Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)</li> <li>➤ Desai, A.R.: (1984), India’s Path of Development, Mumbai, Popular Publication</li> <li>➤ Dodwell: (1925) A Sketch of the History of India, London, Longman’s Green and Co.</li> <li>➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>➤ Freedenberg, R.E.: (1912) Land Control and Social Structure in India</li> <li>➤ Grover, B.L: A New look on Modern Indian History</li> <li>➤ Jain, M.S.: (1993) Aadhunik Bharat VarshKaItihas, New Age International Pvt. Ltd.</li> <li>➤ Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication</li> <li>➤ Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication</li> <li>➤ Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002</li> </ul>					

- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758–1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- Sarkar, Sumit:( 1983)Modern India , Macmillan
- Shukla, R.L. (ed.): Adhunik Bharat KaItihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

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

.....

- Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the above syllabus.
  - Test with multiple choice questions / short and long answer questions.
  - Research Orientation of the student.
  - Quiz

Suggested equivalent online courses:  
 IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

### Format for developing syllabus for a course/paper

<b>Programme / Class</b>	Degree	<b>Year</b>	B.A.III	<b>Semester</b>	VI
<b>Subject</b>	History				
<b>Course Code</b>	A050604T (Optional)	<b>Course Title</b>	History and its Professional Utility		
<b>Course Outcome</b> -This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Use of Archives and Museums.				10
II	Use of Map in History.				10
III	Importance of Libraries.				5
IV	Local Heritage, Temples and Shrines.				10
V	Tourism for Architectural Monuments.				10
VI	Preservation of Environment in History.				10
VII	A Historical Survey of development of Science and Technology in India.				10
VIII	Use of History in Journalism: Print and Electronic Media.				10
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Sreedharan, E. : A Textbook of Historiography</li> <li>➤ Carr, E.H. : What is History</li> <li>➤ Ali Sheik, : History, Theory and Method.</li> <li>➤ Botticelli, Peter, Martha R. Mahard and Michele V. Cloonan, --(2019) Libraries, Archives and Museums Today, Rowan &amp; Littlefield Publishers</li> <li>➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>➤ Koopman, Harry Lyman – The Mastery of Books; Hints on Reading and The Use of Libraries, American Book Company</li> <li>➤ Mishra, P.K. --(2018) Tourism in India, New Century Publications</li> <li>➤ Roday, Sunetra, Archana Biwal &amp; Vandana Joshi – Tourism ; Operations and Management</li> <li>➤ Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.</li> <li>➤ Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.</li> <li>➤ Chakrabarti D.K. : (1989) Theoretical Perspectives in Indian Archaeology, Munshiram Manoharlal.</li> <li>➤ Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>➤ Raman K.V. : (1976) Principles and Methods in Archaeology, Madras.</li> </ul>					

- Agee, Ault & Emery, Introduction to Mass Communication.
- Asa Briggs, A Social History of Media from Guttenberg to the Internet.
- Gardiner Lambert, A History of Media.
- Kamath, M.V., Professional Journalism.
- Keval J. Kumar, Mass Communication in India.
- तिवारी, अर्जुन , -(1997) हिन्दीपत्रकारिताकावृहदइतिहासवाणीप्रकाशन
- व्होरा, आशारानी-(2001) स्वाधीनतासेनानीलेखक-पत्रकार, प्रतिभाप्रतिष्ठान
- सहाय, शिवस्वरूप , -(1992) संग्रहालय की ओर , मोतीलालबनारसीदास, वाराणसी
- कार, ई.एच. : इतिहासक्याहैमैकमिलनप्रेस, नईदिल्ली, छठौं (1997)
- कैनाडीन, डेविड : ह्वाटइजहिस्ट्रीनाऊमैकमिलन, लंदन (2002)
- कौशिक, कुँवरबहादुर : इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर (1984)

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

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.



# Project

<b>Programme/Class:</b> Degree/BA	<b>Year:</b> Third	<b>Semester:</b> Sixth
<b>Subject:</b> History		
<b>Course Code:</b> A050601R	<b>Course Title:</b> Study of Languages used in Indian History	
<b>Course outcomes:</b> Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of Languages used in Indian History.</li> <li>• The variation among Historical aspect of different languages.</li> <li>• Interaction with people with different languages and cultural settings.</li> <li>• Study of Historical area of different languages being visited.</li> <li>• Learn to prepare language analysis report.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 100 (50 Project Report + 50 Research Analysis)	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	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.	45
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Chitnis, K.N., (2006)—Research Methodology in History, Atlantic Publication.</li> <li>➤ Sreedharan, E. : A Textbook of Historiography</li> <li>➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>➤ कार, ई.एच. : (1997) इतिहास क्या है मैकमिलन प्रेस, नई दिल्ली, छठौं</li> <li>➤ कैनाडीन, डेविड : (2002) हवाट इज हिस्ट्री नाऊ मैकमिलन, लंदन</li> <li>➤ कौशिक, कुँवर बहादुर : (1984) इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर</li> <li>➤ श्रीधरन, ई. – इतिहास लेख</li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for all .....		
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"> <li>• Seminar/Assignment / Report on any topic of the above syllabus.</li> <li>• Test with multiple choice questions / short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz</li> </ul>		



**Dr. Bhimrao Ambedkar University, Agra**  
(Formerly: Agra University, Agra)

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**SYLLABUS IS DEVELOPED BY:**

S.N.	Name	Designation	Department	College/ University
1	Dr. Gunjan Shahi	Assistant Professor	Physical Education	MBP Govt. PG College, Lucknow
2	Dr. Praveen	Assistant Professor	Physical Education	Govt. Degree College, Budaun
3	Dr. Sheel Dhar Dubey	Assistant Professor	Physical Education	DDU Govt. PG College, Lucknow

## Semester wise Tiles of the Papers in Physical Education

Year	Sem	Paper No.	Course Code	Paper Title	Theory/ Pratical	Credits
1	I	1	E020101T	Elements of Physical Education	THEORY	4
1	I	2	E020102P	Fitness and Yoga	PRACTICAL	2
1	II	1	E020201T	Sports Organization AND MANAGEMENT	THEORY	4
1	II	2	E020202P	SPORTS EVENT AND TRACK & FIELD	PRACTIAL	2
2	III	1	E020301T	ANATOMY & EXERCISE PHYSIOLOGY	THEORY	4
2	III	2	E020302P	HEALTH AND PHYSIOLOGY	PRACTIAL	2
2	IV	1	E020401T	SPORTS PSYCHOLOGY AND RECREATIONAL ACTIVITIES	THEORY	4
2	IV	2	E020402P	SPORTS PSYCHOLOGY	PRACTIAL	2
3	V	1	E020501T	ATHLETIC INJURIES AND REHABILITATION	THEORY	4
3	V	2	E020502T	KINESIOLOGY AND BIOMECHANICS IN SPORTS	THEORY	4
3	V	3	E020503P	REHABILITATION & SPORTS	PRACTIAL	2
3	V	4	E020504P	RESEARCH PROJECT	PROJECT	3
3	VI	1	E020601T	RESEARCH METHODS	THEORY	4
3	VI	2	E020602T	PHYSICAL EDUCATION FOR DIVYANG	THEORY	4
3	VI	3	E020603P	RESEARCH AND SPORTS	PRACTIAL	2
3	VI	4	E020604P	RESEARCH PROJECT	PROJECT	3

## **PROGRAMME OUTCOMES**

Physical Education is a very wide subject in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through this subject. Under this subject, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education for DIVYANG.

**SYLLABUS FOR B. A. PHYSICAL EDUCATION/ SEMESTER I/ PAPER I**

<b>Program /Class: Certificate</b>		<b>Year: First</b>	<b>Semester: First</b>
<b>SUBJECT: PHYSICAL EDUCATION- THEORY</b>			
<b>Course code:E020101T</b>		<b>Course Title: Elementals of Physical Education</b>	
<p><b>Course Outcomes:</b> The physical education is very wide concept and this subject teaches about introduction and Sociological concept of Physical Education and this also teaches about historical development of physical education in India and other countries. Its introduce a general concept of good health and wellness. This program will also help a student to promote healthy way of living and they will also be able to make fitness and health plan.</p>			
<b>Credits:4</b>	<b>Max. Marks:25+75</b>	<b>Min. Passing Marks:10+25</b>	
<b>Total no. of lectures-tutorials-practical (in hours per week):4-0-0</b>			
<b>Unit</b>	<b>TOPIC</b>	<b>NO. OF LECTURES</b>	
<b>I</b>	<p><b><u>Ancient Wisdom in Physical Education, Sports and yoga:</u></b></p> <ul style="list-style-type: none"> <li>• Patanjli yoga sutra.</li> <li>• GhrandSanhita</li> </ul> <p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, definition and concept of physical education.</li> <li>• Scope, aim and objective of Physical education.</li> <li>• Importance of Physical education in Modern era.</li> <li>• Relationship of physical education with general education</li> </ul>	07	
<b>II</b>	<p><b><u>Sociological Foundation:</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition and importance of sports Sociology</li> <li>• Culture and sports</li> <li>• Socialization and sports</li> <li>• Gender and sports.</li> </ul>	07	
<b>III</b>	<p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>• History and development of Physical education inIndia: pre- and post independence.</li> <li>• History of physical education in ancient Greece,Rome and Germany.</li> <li>• Eminent person of physical education, awards,schemes</li> </ul>	06	
<b>IV</b>	<p><b><u>Olympic Games , Asian Games and CommonwealthGames:</u></b></p> <ul style="list-style-type: none"> <li>•Olympics Movement: Ancient Olympic, modernOlympic, Revival, aim, objectives, spirit, torch, flag, motto, opening and closing ceremonies.</li> <li>• Asian Games.</li> <li>• Commonwealth Games.</li> </ul>	08	
<b>V</b>	<p><b><u>Health Education:</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition and Dimensions of Health.</li> <li>• Meaning, Definition objectives, Principals andimportance of Health Education.</li> <li>• Role of Different Agencies in Promoting Health(WHO, UNICEF).</li> <li>• Meaning of Balance Diet and Nutrition and itselements.</li> <li>• Health and drugs</li> </ul>	08	
<b>VI</b>	<p><b><u>Wellness's Life Style</u></b></p> <ul style="list-style-type: none"> <li>• Importance of wellness and life style.</li> <li>• Role of Physical Activity Maintaining Healthy LifeStyle.</li> <li>• Stress Management.</li> <li>• Obesity and Weight Management.</li> <li>• Prevention of Disease through BehavioralModifications.</li> </ul>	08	

<b>VII</b>	<p><b><u>Fitness :</u></b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; Definition and types of fitness</li> <li>• Component of physical fitness</li> <li>• Factor affecting physical fitness</li> <li>• Development and maintenances of fitness</li> </ul>	08
<b>VII I</b>	<p><b><u>Posture:</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition of Posture.</li> <li>• Importance of Good Posture.</li> <li>• Causes of Bad Posture.</li> <li>• Postural Deformities (causes and remedial exercise).</li> <li>• Fundamental Movements of Body Parts</li> <li>• Anatomical standing position.</li> </ul>	08
<p><b>Suggested readings:</b></p> <p>Barrow Harold M., "Man and movements principles of Physical Education", 1978.</p> <ul style="list-style-type: none"> <li>• Difiore, J.(1998). Complete guide to postnatal fitness. London: A &amp; CBlack,.</li> <li>• Dynamics of fitness. Madison: W.C.B Brown.</li> <li>• General methods of training. by - Hardayal Singh</li> <li>• Giam, C.K &amp;The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book. Mcglynn, G., (1993)</li> <li>• Kamlesh M.L., "Physical Education, Facts and foundations", Faridabad P.B. Publications. 7. Krishana Murthy V. and Paramesara Ram, N. "Educational Dimensions of Physical. Education", 2nd Revised edition, Print India, New Delhi 1990.</li> <li>• Methodology of training. by – Harre</li> <li>• पांडेय, प्रीति, शारीरिक शिक्षा, संकलन, "खेल संस्कृति प्रकाशन", कानपुर</li> <li>• पटेल, श्री कृष्णा, शारीरिक शिक्षा, "अग्रवाल पब्लिशर", आगरा, 2014-15</li> <li>• Ravanes R.S., "Foundation of Physical Education", HoughtonMillin Co. Boston USA (1978)</li> <li>• Science of sports training. by - Hardayal Singh</li> <li>• Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.</li> <li>• सिंह, अजमेर, शारीरिक शिक्षा और ओलंपिक अभियान, "कल्याणी पब्लिशर", नई दिल्ली, संशोधित 2006.</li> <li>• Track &amp; Field. by – Gerhardt schmolinsky, Leipzig college of physical culture (DHFk)</li> <li>• सिंह, होशियार, शारीरिक शिक्षा का इतिहास, "लक्ष्य पब्लिकेशन", नई दिल्ली, 2013</li> <li>• सिंह, बलजीत, शारीरिक शिक्षा के आधार, " स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2008</li> <li>• कमलेश, एमएल, शारीरिक शिक्षा के मूलाधार, "स्पोर्ट्स पब्लिकेशन" नई दिल्ली, तृतीय संस्करण 2014</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects:</p> <ul style="list-style-type: none"> <li>• <b>Open for all</b></li> </ul>		
<p><b>Continuous Evaluation Methods: (CIE)INTERNAL ASSESSMENT (25 Marks)</b></p> <p>Written Test – 10 marks  Assignment/ Research Based Project - 10 marks  Attendance – 5 marks  Research Orientation of the student.</p>		
<p><b>Suggested equivalent online courses:</b></p> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.</li> <li>• RajarshiTandon open University.</li> </ul>		

**SYLLABUS FOR B. A. PHYSICAL EDUCATION/ SEMESTER I/ PAPER II**

Program/Class: <b>Certificate</b>	Year: <b>First</b>	Semester: <b>First</b>
Subject: <b>Physical Education- Practical</b>		
Course Code: <b>E020102P</b>	Course Title: <b>Fitness and Yoga</b>	
<b>Course Outcomes:</b> Yogais very helpful in prevention of many diseases and studentswill learn about it.This subject deals with basic knowledge about and Aerobics and Gymnasium classes which will help students to excel in the fitness industry.		
Credits: <b>02</b>	Elective	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Hours</b>
	<b>Part-A</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• Learn and demonstrate the techniques ofwarm-up, general exercise and cooling down</li> <li>• Lean and demonstrate physical fitnessthrough aerobic, circuit training and calisthenics.</li> <li>• Diet chart &amp; measurement of BMI</li> </ul>	15
	<b>Part-B</b>	
<b>II</b>	<p><b><u>INTRODUCTION OF YOGA:</u></b></p> <ul style="list-style-type: none"> <li>• Historical aspect of yoga.</li> <li>• Definition, types scopes &amp; importance ofyoga.</li> <li>• Yoga relation with mental health and valueeducation.</li> <li>• Yoga relation with Physical Education andsports.</li> </ul> <p><b><u>ASANAS:</u></b></p> <ul style="list-style-type: none"> <li>• Definition of Asana, differences betweenasana and physical exercise.</li> <li>• Suraya-namaskar, Bhujang asana, Naukasana, Halasana, Vajrasan, Padmasana, Shavasana, Makrasana,Dhanurasana, Tad asana.</li> </ul> <p><b><u>PRANAYAMA:</u></b></p> <ul style="list-style-type: none"> <li>• Difference and classification of pranayama.</li> <li>• Difference between pranayama and deepbreathing.</li> <li>• Anulom, Vieam.</li> </ul>	15
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. ACSM's Guidelines for Exercise Testing and Prescription (2001),American College of Sports Medicine, New York, U.S.A.</li> <li>2. Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) TeachingToday Health, Mosby Publishers, Chicago (USA)</li> <li>3. Donatelle, R.J. and Ketcham P. (2007), Access to Health, BenjaminCummings, Boston, USA.</li> <li>4. Flyod, P.A.,S.E. MimmsandC.Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth,Belmont, California, USA.</li> </ol>		
This course can be opted as an elective by the students offollowing subjects: <b>Open for all</b>		

**Continuous Evaluation Methods(CIE) INTERNAL ASSESMENT (25 Marks)**

Written Test – 10 marks

Assignment/ Research Based Project - 10 marks Attendance – 5 marks

Research Orientation of the student.

**PRACTICAL ASSESSMENT (75 Marks)**

Practical – 50

VIVA – 15

Record book charts etc - 10

Course prerequisites: **There is no any prerequisites only students physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.
- Rajarshi Tandon open University.



**SYLLABUS FOR B. A. PHYSICAL EDUCATION SEMESTER II/PAPER I**

<b>Program/Class:</b> Certificate	<b>Year:</b> First	<b>Semester:</b> Second
<b>Subject: Physical Education- Theory</b>		
<b>Course code:</b> E020201T	<b>Course Title:</b> Sports organization and Management	
<b>Course Outcomes:</b> This course is designed to give real time exposure to students in the area of organising an event/ sports. The students will also learn about store management, purchasing and budget making.		
<b>Credits:</b> 4	<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 10+25
<b>Total no. of lectures-tutorials-practical (in hours per week):</b> 4-0-0		
<b>Unit</b>	<b>TOPIC</b>	<b>NO. OF LECTURES</b>
<b>I</b>	<b><u>Introduction:</u></b> <ul style="list-style-type: none"> <li>• Meaning, concept and definition of sports management.</li> <li>• Nature and scope of sports management.</li> <li>• Aims and objectives of sports management.</li> <li>• Guiding principles of sports management.</li> </ul>	07
<b>II</b>	<b>Event Management</b> <ul style="list-style-type: none"> <li>• Meaning and concept event</li> <li>• Planning and management of sports event.</li> <li>• Role of sports event manager.</li> <li>• Steps in event management: <ul style="list-style-type: none"> <li>• Planning,</li> <li>• Executing</li> <li>• Evaluating</li> </ul> </li> </ul>	08
<b>III</b>	<b>Budget</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, Preparation, Principles of making Budget. • Financial Management Opportunities and Challenges. • Basics of Sports Event Accounting.</li> </ul>	07
<b>IV</b>	<ul style="list-style-type: none"> <li>• The Budget Cycle and Budget Preparation Format.</li> <li>• Preparing the Departmental Financial Plan and estimate.</li> <li>• Expenditure management.</li> <li>• Financial Reporting.</li> </ul>	08
<b>V</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>• Meaning and definition of Organization.</li> <li>• Need and importance of Organization.</li> <li>• Guiding principles of Organization.</li> <li>• Structure and functions of S.A.I., University Sports Council and A.I.U.</li> </ul>	07
<b>VI</b>	<b>Supervision</b> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Principles of Supervision</li> <li>• Techniques of supervision in sports management.</li> <li>• Methods of supervision.</li> <li>• Role of a coach/manager.</li> </ul>	07
<b>VII</b>	<b>Facilities Equipment</b> <ul style="list-style-type: none"> <li>• Purchasing Equipment.</li> <li>• Care and maintenance of Equipment.</li> <li>• Procedure to purchase sports goods and equipment.</li> <li>• Stock entry.</li> <li>• Storing and distribution.</li> <li>• List of Consumable and Non- Consumable sports goods and equipment.</li> </ul>	08

<b>VIII</b>	<p><b>Job Opportunities</b></p> <ul style="list-style-type: none"> <li>• Job specification of sports manager in professional and state regulated sports bodies.</li> <li>• Physical Educational professional, careeravenues and professional preparation.</li> <li>• Clients and Sponsorship.</li> </ul>	08
<p><b>Suggested readings:</b></p> <ol style="list-style-type: none"> <li>1. Bucher, Charles A. and Krotee, March L., “Management of Physical Education and Sport,” MC Grow Hill publication, Now York (US) 2002</li> <li>2. Hert, Renis(1961) New Patterns of Management, McGraw Hill,.</li> <li>3. Horine, Larry,” Administration of Physical Education and Sport programs. WM-C Brown Publishers Dubuque (US) 1991</li> <li>4. Kotler,P and G Allen, L.A. (1988) Management &amp; Organization. Kogakusha Co. Tokyo. 5. Parkhouse, Bonnie L., “The management of Sports – if foundationand application,” Mosby publication, St. Louis (US), 1991</li> <li>6. Sandhu, K. Sports Dynamics: Psychology, Sociology and Management.</li> <li>7. Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. DeenDayalUpadhyaya Marg.2005), Marketing: An Introduction, New York:Prentice Hall</li> <li>8. सिंह कुमार प्रवीण, शारीरिक शिक्षा का संगठन एवं प्रशासन, “स्पोर्ट्स पब्लिकेशन”, नई दिल्ली, 2010</li> <li>9. शिंदे, बी एस, शारीरिक शिक्षा में संगठन, प्रशासन एवं पर्यवेक्षण, “स्पोर्ट्स पब्लिकेशन”, नई दिल्ली, 2012</li> </ol>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open for all</b></p>		
<p>Suggested Continuous Evaluation Methods: <b>INTERNAL ASSESMENT (25 Marks)</b> Written Test – 10 marks Assignment/ Research Based Project - 10 marksAttendance – 5 marks Research Orientation of the student.</p>		
<p><b>Suggested equivalent online courses:</b></p> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities / MOOC platforms such as“SWAYAM” in India and Abroad.</li> <li>• RajarshiTandon open University.</li> </ul>		

**SYLLABUS FOR B. A. PHYSICAL EDUCATION SEMESTER II/PAPER II**

Programme/Class: <b>Certificate</b>	Year: <b>First</b>	Semester: <b>second</b>
Subject: <b>Physical Education- practical</b>		
CourseCode: <b>E020202P</b>	Course Title: <b>Sports Event and Track &amp; Field</b>	
Credits: <b>02</b>	Elective	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Hours</b>
	<b>Part-A</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>● To make a plan for organizing an event.</li> <li>● To organize an Interclass Competition of any games with in the wall.</li> <li>● To prepare a budget plane for interclasscompetition with in the wall</li> <li>● Make a Sample Time Table for college.</li> <li>● Prepare the list of Consumable and Non-Consumable items.</li> <li>● Prepare a Biodata/ Vita/ curriculumvitae.</li> </ul>	15
	<b>Part-B</b>	
<b>II</b>	<p><b>Track &amp; Field :</b></p> <ul style="list-style-type: none"> <li>● History.</li> <li>● Measurements.</li> <li>● Marking.</li> <li>● Rules.</li> <li>● Officials.</li> <li>● Regulatory Governing Bodies.</li> <li>● Tournaments- National andInternational.</li> <li>● World and National Records.</li> </ul> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● Author Sir Name, Lnitials, "Book Title",Publisher Name, City/Country Of Publication, Year Of Publication. Edition No. If Any.</li> <li>● Author Sir Name, Lnitials, "Book Title",Publisher Name, City/Country Of Publication, Year Of Publication. Edition No. If Any.</li> <li>● Author Sir Name, Lnitials, "Book Title",Publisher Name, City/Country Of Publication, Year Of Publication. Edition No. If Any.</li> <li>● Suggestive digital platforms web links-</li> <li>● Parkhouse, Bonnie L., "The management of Sports – if foundation and application," Mosby publication, St. Louis (US), 1991</li> <li>● Bucher, Charles A. and Krotee, March L., "Management of Physical Education and Sport," MC Grow Hill publication, Now York (US) 2002</li> <li>● Horine, Larry," Administration of Physical Education and Sport programs. WM-C Brown Publishers Dubuque (US) 1991</li> <li>● Kotler,P and G Allen, L.A. (1988) Management &amp; Organization. Kogakusha Co. Tokyo.</li> <li>● Hert, Renis(1961) New Patterns of Management, McGraw Hill,.</li> <li>● Sandhu, K. Sports Dynamics: Psychology, Sociology and Management.</li> <li>● Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. DeenDayalUpadhyaya Marg.2005), Marketing: An Introduction, New York: Prentice Hall.</li> </ul>	15
This course can be opted as an elective by the students offollowing subjects: <b>Open for all</b>		

Suggested Continuous Evaluation Methods:

**INTERNAL ASSESSMENT (25 Marks)**

Written Test – 10 marks

Assignment/ Research Based Project - 10 marks Attendance – 5 marks

Research Orientation of the student.

**PRACTICAL ASSESSMENT (75 Marks)**

Practical – 50

VIVA – 15

Record book charts etc - 10

Course prerequisites: **There is no any prerequisites only students physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.
- Rajarshi Tandon open University.



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: POLITICAL SCIENCE**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

<b>S. No.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>College/ University</b>
1	Prof.(Dr.) DivyaNath	<i>Member Faculty Supervisory Committee – Arts and Humanities , Professor&amp; Principal</i>	Political Science	K.M. Govt Girls PG College, Badalpur , Gautam Buddha Nagar UP
2	Dr. Vinay Prakash Singh	Associate Professor & HoD	Political Science	JD college Patla, Ghaziabad.
3	Dr. Beena Rai	Associate Professor & HoD	Political Science	R.G.P.G college Meerut.
4.	Dr. Priyanka Jha	Assistant Professor	Social Sciences	BHU Varanasi

**Semester-wise Titles of the Papers in BA (Political Science)**

<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory / Practical</b>	<b>Credits</b>
1	I	A060101T	Indian National Movement & Constitution of India	Theory	4
1	I	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	A060504R	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

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	Political Science				
Course Code	A060101T	Course Title	<b>Indian National Movement &amp; Constitution of India</b>		
Course Outcome-Acquaintance to Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System. The course is designed to provide a overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.					
Credits – 4	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Birth, Growth And The Political Trends In The Indian National Movement				8
II	Stages Of Constitutional Development, Making Of The Constituent Assembly Philosophy Of Indian Constitution, Citizenship				10
III	Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy				10
IV	History Of Conflict Between Fundamental Rights & Directive Principles, Process Of Amendment, Concept Of Basic Structure Of Constitution				8
V	Union Executive & Union Legislature President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker				6
VI	State Executive& Legislature: Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council				4
VII	Judiciary: Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court				6
VIII	Centre-State Relations:Administrative,Legislative&Financial, Special Provisions For Tribal Areas And N-E,Composition,Function And Power Of Election Commission				8

Suggested Readings:

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' Lexis NexisNewDelhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
4. BiswalTapan (2017) 'BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya' Orient BlackswanNewDelhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, NewDelhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. NewDelhi
7. Singh M.P. &SexenaRekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. NewDelhi

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



Format for developing  
syllabus for a course/paper

Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	A060102P	Course Title	<b>Awareness of Rights &amp; Laws</b>		
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 stand up and help others.					
Credits – 2	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-2)					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Preamble Of The Indian Constitution, Equality Before Law And Equality Of Opportunity, Freedom of belief, Expression And Dissent,CyberCrime,State&Cyber security,				8
II	Rights And Obligations, Right To Education , Correlation Between Rights And Duties, Justiciability Of Fundamental Rights , Digital Empowerment through social networking sites, Citizen’s Charter				8
III	Gender sensitivity , Unity In Diversity, State And Government, Nation Building, Affirmative Action, Universal Human Rights				8
IV	Govt. Policies And Campaigns : Practical Teachings Right To Information ,Lokpal				6
<p>Reading list ;</p> <ol style="list-style-type: none"> <li>1 <a href="https://www.digitalindia.gov.in/services">https://www.digitalindia.gov.in/services</a></li> <li>2 <a href="https://rtionline.gov.in/">https://rtionline.gov.in/</a></li> <li>3 <a href="https://www.india.gov.in/topics/law-justice">https://www.india.gov.in/topics/law-justice</a></li> <li>4 Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP</li> <li>5 Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV</li> </ol>					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					

Format for developing  
syllabus for a course/paper

Programme / Class	Certificate	Year	BA I	Semester	II
Subject	Political Science				
Course Code	A060201T	Course Title	<b>Political Theory &amp; Concepts</b>		
Course Outcome-Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and research.					
Credits – 6	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) :6-0-0					
Unit	Topic			No. of Lectures	
I	Political Science: Definition, Nature, Scope ,Methods And Relations With Other Social Sciences			12	
II	Approaches to the study of Political Science. Traditional approaches: Institutional, Historical, Sociological, Philosophical or Normative. Modern Approaches: Behaviouralism, Post Behaviouralism			11	
III	State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. Functions of state: Idealistic theory ,Liberal theory, Socialist theory and Welfare theory			11	
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment :Theories of punishment			11	
V	Liberty, Equality, Justice, Power, Influence, Authority, Legitimacy, Obligation, Rights, Duties ,Political Culture, Political participation, Political development and Political modernization			12	
VI	Idealism, Individualism, Anarchism, Socialism, Capitalism, Imperialism, De colonization, Nationalism, Ethno nationalism, Globalization, Humanright, Feminism,			11	
VII	Parliamentary System, Presidential System, Federal vs Unitary, Political Parties, Pressure Groups, Organs of Govt: Executive, Legislature, Judiciary.			11	
VIII	Constitution, Constitutionalism Democracy, Totalitarianism, Public Opinion, Social Justice, Secularism, Decentralization, Theories of Representation, Post modernism			11	

Suggested Readings :

1. AC Kapoor, Principals of political science.
2. Eddy Ashirwatham, political theory, S Chand Delhi,2009
3. JC Johari, Modern political theory.
4. CEM Joad, Introduction to modern political theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav& A. Acharya, Political theory: and introduction, pearson 2008
8. Amal Ray & Mohit Bhattacharya, Political Theory : An introduction, Pearson 2008 New Delhi

9. R.G. Aggarwal, Political Theory, S.Chand 2001 New Delhi.
10. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.
11. Eddy Ashirvatham, Political theory, S.Chand 2009 New Delhi.
12. J.C. Johri, AdhunikRajnitiVigyanKeSiddhant, Sterling Publication Pvt. Ltd. 1992, New Delhi.
13. RG Gettel. Political Science
14. David Held, Political Theory and the modern state: Essays on state, power and democracy 1989.
15. Andrew Heywood, Politics, Macmillan 2002

Format for developing  
syllabus for a course/paper

Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	A060301T	Course Title	<b>Political Process in India</b>		
Course Outcome: Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train & acclimatize the student with 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.					
Credits – 4	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Process of Democratization in Post colonial India, Dimensions of Democracy: Social, Economic, Political, Factors Shaping the Indian Political System since Independence				1
II	Quasi- Federalism ,Coalition, Political parties & Party System In India,				
III	Impact of Democratic Decentralization: Urban and Local self government, 73 <sup>rd</sup> & 74 <sup>th</sup> Amendment of Indian Constitution				
IV	Pressure Groups, Determinants of Voting Behavior, Cast & Politics, Need of Electoral Reforms, The Politics Of Secession And Accommodation				1
V	Religion & Politics in India, Debates on Secularism,				
VI	Affirmative Action Policies With Respect To Women, Cast And Class				
VII	Challenges of Nation Building: Ethnicity, Language, Regionalism, Cast, Majority and Minority Communalism, Corruption				
VIII	Politics of Defection, Politics of President rule				
Suggested Readings:					
<ol style="list-style-type: none"> <li>Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)</li> <li>Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.</li> <li>Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999</li> <li>JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012</li> <li>Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014</li> <li>Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014</li> <li>Kothari Rajni, 'Bharat mein Rajneeti: KalaurAaj' Vani Prakashan New Delhi, 2007</li> <li>Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)</li> <li>Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues &amp; Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.</li> </ol>					

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

Format for developing syllabus for a course/paper

Programme / Class	Diploma	Year	BA II	Semester	III
Subject	Political Science				
Course Code	A060302P	Course Title	<b>Field Work Tradition In Social Sciences</b>		
Course Outcome : This paper intends to train students in carrying out empirical studies and field work which would help him in research. This would sensitize him to the precautions that is required to carry a empirical study on socially relevant topics.					
Credits - 2	Max. Marks : 100	Min. Passing Marks :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) :0-0-2					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Uniqueness Of Social Sciences, Fact Value Dichotomy, Ethnocentrism, Participant Observation , Value Neutrality				8
II	Empirical Research: Meaning, Types, Methods, Identification Of Research Problem, Formulation Of Hypothesis, Research Design				8
III	Data Collection: Method, Observation, Interview Schedule, Questionnaire, Case Study, Data Processing, Data Analysis				8
IV	A Case Study On Any Socio-Political Relevant Topic Of The Time And Place eg. Analysis of any Election in India, Functioning of any organ or agency of United Nation				6
Suggested Readings :					
<ol style="list-style-type: none"> <li>1. R. KUMAR, Research Methodology: A Step by step guide for beginners, Pearson</li> <li>2. P.N. Mukherjee, Methodology in social research, Sage publication, New Delhi</li> <li>3. V.K. Srivastav, Methodology and Fieldwork, Oxford University Press New Delhi</li> <li>4. R.N. Trivedi &amp; D.P. Shukla, Research Methodology, college book depot, Jaipur</li> <li>5. J. Galtun, Theories and method of Social research, London</li> <li>6. P.V. Young, Scientific Social survey, New York, Parentice Hall Inc.</li> </ol>					

Format for developing  
syllabus for a course/paper

Programme / Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	A060401T	Course Title	<b>Western Political Thought</b>		
This course introduces the students to the ancient ,medieval and modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.					
Credits – 6	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	Ancient Thought In West: Pre-Socratic Thought: Epicureans, Stoics Plato, Aristotle.				12
II	Medieval Thought in West: Cicero, Thomas Aquinas and St Augustine, Renaissance The Church- State Controversy,				11
III	Modern political thought Machiavelli ,Austin, Jean Bodin				11
IV	Social Contractarians Thomas Hobbes, John Locke,J.J Rousseau				11
V	Enlightenment and Liberalism: Immanuel Kant, Edmund Burke, Jeremy Bentham, J S Mill, Harold Laski				12
VI	T.H Green, G W Hegel, Karl Marx.				11
VII	Mary Wollstonecraft, Simone De Beauvoir, Rosa Luxemburg.				11
VIII	John Rawls, Michael.J.Oakeshott and Hannah Arendt				11



Suggested Readings :

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

Format for developing syllabus for a course/paper					
Programme / Class	Degree	Year	BA III	Semester	V
Subject	Political Science				
Course Code	A060501T	Course Title	<b>Comparative Government And Politics UK, USA, Switzerland &amp; China</b>		
Course Outcome : Politics is the mirror of the society. This paper will help the student in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is widely used method of scientific knowledge .This would help the student to find out why a certain system is appropriate and suitable to a given society.					
Credits - 4	Max. Marks : 100	Min. Passing Marks :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic			No. of Lectures	
I	Nature, Scope And Utility Of Comparative Study Of Politics.			6	
II	Capitalism And The Idea Of Liberal Democracy			6	
III	Socialism And The Working Of Socialist State.			6	
IV	Decolonization And The Role Of State In The Developing World.			6	

V	Salient Features Of The British Constitution And Examination Of The Relationship Between The Executive And Legislature And Role of Judiciary in UK.	10
VI	Essential features of the constitution of USA , Composition Powers and Functions of the Executive , Legislature and Judiciary in USA.	10
VII	Confucianism, Maoism, Salient Features of Chinese Political System, Communist party of China, One Country Two System.	10
VIII	Plural Executive, Direct Democracy, Referendum, Initiative, The Administrative System of Switzerland	6
<p>1. Suggested Readings :</p> <p>2. A.C. Kapoor &amp; K. K. Mishra, Select Constituons, S.Chand 2001 New Delhi</p> <p>3. V.D. Mahajan, Constitution of the world, S.Chand 2001 New Delhi.</p> <p>4. J.C. Johari: New comparative govt. lotus,2008</p> <p>5. S.E. Finer, Compartivegovts.</p> <p>6. Bryce,Modern democracies</p> <p>7. Herman finer,Theory and practice of Modern government</p> <p>8. VidyaBhushan&amp; Vishnu Bhagwan.World constitution, sterling publications 1998.</p> <p>9. J. Kopstein and M. lichbach, comparative politics: interests identities and institutions in a changing global order.</p> <p>10. M. Mohanty, comparative political theory and third world sensitivity</p>		

Programme / Class	Degree	Year	BA III	Semester	V
Subject	Political Science				
Course Code	A060502T	Course Title	<b>Principles of Public Administration</b>		
Course Outcome :Administration being essential to every organization, this course aims to acquaint a student with fundamentals of public administration to . This would provide him an insight regarding the principles of administration in general and help him to bring out the best from existing set up. This would help him to prepare for administrative examinations too.					
Credits - 4	Max. Marks : 100	Min. Passing Marks :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic			No. of Lectures	
I	Meaning, nature, Scope and Significance of Public Administration. Evolution Of Public Administration As A Discipline, Public And Private Administration, Role Of Public Administration In Modern State,			10	
II	Types , Bases and Principles of Organization ,Theories of Organization : Scientific Management, Classical theory , Max Weber's Theory of Bureaucracy, Human Relations Theory, Decision Making Theory, Ecological Theory			10	
III	Chief Executive :Types and Function, Line, Staff, Auxiliary agencies, Departments, Public Corporation, Boards and commissions Independent Regulatory Commissions, Delegated legislation			10	
IV	Concept of Budget,Formation&Execution of Budget,Account and Audit			6	
V	Administrative Law,Delegated Legislation,Administrative Tribunals.			6	
VI	New public administration, New Public Management, New Public Service Approach, Good Governance,			6	
VII	Development administration, Concept of Administrative Development,Relationship Between Political And Permanent Executive,			6	
VIII	Evolution of Indian Administration –Ancient,Medieval,Modern			6	

Suggested Readings :

1. Maheshwari&Awasthi, Public Administration, Agra
2. Mohit Bhattacharya, Public admin, Jawahar , New Delhi
3. C.P. Bhamri, LokPrashasanKeSiddhant.
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.

Format for developing  
syllabus for a course/paper

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	Political Science				
Course Code	A060503P	Course Title	<b>Public Policy Formulation &amp; Administration in India</b>		
Course Outcome: It aims to provide interface between public policy and administration in India. The essence of this paper is to appreciate the translation of governing philosophy into programmes and policies. Students will be able to understand Political Process as well as Policy formulation process and the difficulties in implementing Programmes and Policies promised in Manifestoes					
Credits – 2	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 2-0-0					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as a Emerging field of Study ,Impact of Globalization Policy Making Process in India Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non Governmental Organization, Government Agencies, International Agencies Niti Aayog, Legislature, Executive, Judiciary, Bureaucracy, Techniques of Policy Implementation				
II	Policy Evaluation: Concept of Policy Evaluation Survey & Sampling Agencies, Independent Studies Groups Criteria for Policy Evaluation: Problems, Needs, Accountability, Good Governance Major Constraints in Policy Formulation & Implementation				
III	Policy Intervention- 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', VishwaPrakashan 2008 New Delhi
2. BasuRumki (ed. 2015) 'Democracy and Good Governance: Reinventing the Public Service Delivery System in India' Bloomsbury, NewDelhi
3. BasuRumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, NewDelhi
4. ChakrabartyBidyut& Chand Prakash (2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd.Hyderabad
5. ChakrabartyBidyut& Chand Prakash (2017) 'Public Administration in a Globalizing World: Theories & Practices' SAGE, NewDelhi
6. Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press, New Delhi
7. Sharma M.P., &Sadan B.L. 'LokPrashasan: SiddhantevamVyavhar' 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.

**Format for developing syllabus for a course/paper**

Programme / Class	<b>Certificate</b>	Year	III	Semester	V
Subject	<b>Political Science</b>				
Course Code	A060504R	Course Title	PROJECT WORK I		
Course Outcome- This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest					
Credits – 3	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-3)					
Sugessted Topics			<b>No. of Lectures (1 hr. each)</b>	<b>No. of Practical (2 hrs. each)</b>	
A project on the working of any representative body, starting from parliament down to the panchayat . A project on study of issues involved in national, state or local election and post-facto analysis .			15	15	

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

Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	III	Semester	VI
Subject	Political Science				
Course Code	A060601T	Course Title	<b>Indian Political Thought</b>		
This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shaped the normative thinking on India.					
Credits – 5	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Ancient Thought: Manu, Kautilya, AggannaSutta, Jaina Traditions				15
II	Medieval Thought: Barani, AbulFazl.				10
III	Thinking and Ideas in Modern India: Reform tradition Raja Ram Mohan Roy, M G Ranade, Sir Syed Ahmed Khan, Vivekananda and PanditaRamabai				10
IV	Political Imaginations: M.K. Gandhi, Jawaharlal Nehru, B.G Tilak.				10
V	Social Imaginations: JyotibaPhule, TarabaiShinde, Dr B R Ambedkar and Periyar				10
VI	Economic Imaginations: M N Roy, Jayaprakash Narayan, KamladeviChattopdhyaya and Dr Ram Manohar Lohia				10
VII	Cultural Imaginations: VD Savarakar, M S Golwakar and Mohmmmed Iqbal				5
VIII	Civilizational Imaginations: Bankim Chandra, Rabindranath Tagore, Ananda Coomaraswamy				5

Suggested Readings :

1. K.P. Jaiswal: *Hindu Polity*(English & Hindi), Banglore: Banglore Printing &Publishing Co., 1955
2. N.C. Bandopadhyaya: *Development of Hindu Polity and Political Theory*, New Delhi: Munshiram&Manoharlal, 1980
3. S. Collins, (ed), *AggannaSutta: 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



5. V. Mehta, 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156., 1992
6. Habib,Irfan, 1998) 'ZiyaBarni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.
7. Mehta, V. R. *Foundations of Indian Political Thought*, Manohar, 1992
8. T. Pantham and K Deustch (eds), *Political thought in Modern India*, Sage Publications, Delhi, 1986
9. Guha Ramachandra, *Makers of Modern India*, Penguin Viking, 2010.
10. Thomas pantham,Politicaldiscourse:Expoloration in Indian and western political thought
11. Bidyutchakarabarty and RK Pandey,Modern Indian Political Thought

Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	BA III	Semester	VI
Subject	Political Science				
Course Code	A060602T	Course Title	<b>International Relations &amp; Politics</b>		
Course Outcome- This course seeks to equip students the basic tools for understanding International relations.It also introduces major events and developments that have shaped the contemporary international system.It aims to capture the changing dynamics of the international politics by taking up burning and relevant issues which have potential to alter its contours.					
Credits – 5	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Definition, Nature & Scope of International politics, Approaches & Theories: Idealism, Realism, Neo Realism, Decision-Making, System Theory & Game Theory				11
II	The Nation State System: National Power, National Interest, Collective Security, Balance of Power				10
III	Diplomacy, Disarmament & Arms Control & Nuclear Proliferation , United Nations, New World Order				10
IV	20 <sup>th</sup> Centaury of International relation: World War I & II, Cold War & Post Cold War International Relations.				10
V	A critical Appraisal of India's Foreign Policy Post Independence, Evaluation of Politics in South Asia, South East Asia, West Asia, Indo-Pacific Region				8
VI	Evolution of International Economic System from Bretton Woods to W.T.O The North-South and the South-South Dialogue, Regional Trade Development, Cooperation, Strategic Partnership: EU, QUAD, IORA, ASEAN, BRICS, BIMSTEC, SAARC, SCO, & Mekong-Ganga Cooperation				10
VII	Globalization: concept, feature, effects and its impact on sovereignty of states. Alternative perspective on globalization, Ascendency of China, Multipolar World				8
VIII	Great Debates in International Relations: End of Ideology , Clash of Civilization, Cross border Terrorism & Non State Actors, HumanRights, Politics of Environment ,Traditional & Non Traditional Security Threats				8

**Suggested Readings:**

1. Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', NewDelhi.
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 Peu (2017) 'International Relations' PHI Learning Pvt. Ltd. NewDelhi
4. Heywood, Andrew (2014) 'Global Politics' 2<sup>nd</sup>Edition, Palgrave Macmillan Foundations, NewYork
5. BiswalTapan (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' Vikas Publishing House Noida,U.P.
8. Virmani, R.C. (2007) 'Contemporary International Relations' Geetanjali Publishing House NewDelhi
9. Heywood, Andrew (2014) 'Global Politics' Palgrave Macmillan NewYork

**Format for developing syllabus for a course/paper**

Programme / Class	<b>Certificate</b>	Year	III	Semester	VI
Subject	<b>Political Science</b>				
Course Code	A060603R	Course Title	PROJECT WORK (2)		
Course Outcome- This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest					
Credits – 3	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-3)					
<b>Sugessted Topics</b>				<b>No. of Lectures (1 hr. each)</b>	<b>No. of Practical (2 hrs. each)</b>
A project on the formulation and execution of various governmental programs and schemes ranging from <b>betibachaobetipadhao, swachtabharatabhiyan, ekbharatshreshthbharat, ujala, skill india, jandhanyojna, ayushmanbharat, digitalindia mission, namamigange, etc.</b>				15	15

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

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B.A. Course

**Under New Education Policy 2020**

	Year	Sem	Paper I	Paper II Theory/practical	Paper III Theory/practical	Research project	Total Credits
Certificate in Political Science	I	I	Indian National Movement & Constitution of India <b>Credits-4</b>	Awareness of Rights and Laws <b>Credits-2</b>		Nil	6
		II	Political Theory & Concepts <b>Credits-6</b>			Nil -	6
Diploma in Political Science	II	III	Political processes in India <b>Credits-4</b>	Field Work Tradition in Social Sciences <b>Credits-2</b>		Nil	6
		IV	Western Political Thoughts <b>Credits-6</b>			Nil	6
Bachelor Degree in Political Science	III	V	Principles of Public Administration <b>Credits-4</b>	Comparative government and politics UK, USA, Switzerland & China <b>Credits-4</b>	Public Policy Formulation And Administration In India <b>Credits-2</b>	<b>Credits-3</b>	10+3
		VI	Indian Political Thought <b>Credits-5</b>	International relation and Politics <b>Credits-5</b>		<b>Credits-3</b>	10+3

Dr. Vinay Prakash Singh  
Associate Professor & HoD  
Faculty of Political Science

Dr. Bina Rai  
Associate Professor & HoD  
Faculty of Political Science

Dr. Priyanka Jha  
Assistant Professor  
Faculty of Social Sciences

**J. D. College, PatlaGhazibad (UP)**

**R.G.P.G. College, Meerut (UP)**

**BHU, Varanasi (UP)**



**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: PSYCHOLOGY**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

<b>S. N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>College/ University</b>
1	Dr. N.K. Saksena	Retired Principal & HoD	Department of Psychology	PPN PG College (CSJM University), Kanpur
2	Dr. Anubhuti Dubey	Professor & Head	Department of Psychology	Deen Dayal Upadhyay Gorakhpur University, Gorakhpur
3	Dr. Dhananjay Kumar	Professor	Department of Psychology	Deen Dayal Upadhyay Gorakhpur University, Gorakhpur



**Semester-wise Titles of the Papers in BA (PSYCHOLOGY)**

<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
B.A. 1	I	A090101T	Basic Psychological Processes	Theory	4
	I	A090102P	Lab Work	Practical	2
B.A. 2	II	A090201T	Basic Research Methodology and Statistics	Theory	4
	II	A090202P	Lab Work/ Psychological Testing	Practical	2
	III	A090301T	Psychology of Social Behavior	Theory	4
	III	A090302P	Lab Work and Measurement of Social Behavior	Practical	2
B.A. 3	IV	A090401T	Abnormal Psychology	Theory	4
	IV	A090402P	Assessment/Testing	Practical	2
	V	A090501T	Life Span Human Development	Theory	4
	V	A090502T	Positive Psychology	Theory	4
	V	A090503P	Lab Work/Survey/ Field Visit	Practical	4
	V	A090504R	Research Project	Project	3
	VI	A090601T	Community and Health Psychology	Theory	4
	VI	A090602T	Counseling Psychology	Theory	4
VI	A090603P	Survey/Field Visit/Project Work	Practical	4	
VI	A090604R	Research Project	Project	3	

# **Undergraduate Psychology Program**

## **Semester-wise Course Curricula**

**Subject prerequisites: Open to all.**

### **Program Outcome (After 3 Years)**

The learning outcomes that a student should be able to exhibit on completion of a degree level program in Psychology are as follows:

- (i) Comprehension about the discipline, its research methods, related theories and models.
- (ii) Knack to link up theory with individual experiences and varied applied settings.
- (iii) Capacity to practice professional skills in the area of psychological testing, assessment and counseling.
- (iv) Development of skills in specific areas related to specific specialization (e.g. psychodiagnostics, counseling, learning disability, health, community mental health and organizational behavior).
- (v) A general understanding about how knowledge of psychology can be applied to benefit the management and/or amendment of problems of mankind.
- (vi) Capability to articulate ideas in appropriate manner, with scientific writing and authentic reporting.
- (vii) Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues
- (viii) Development of skills and attributes of empathy, team work, coordination, cooperation, conflict resolution, and congruence.

## **Semester I**

### **Paper 1**

### **Theory**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>Subject: Psychology</b>		
Course Code: A090101T	Course Title: <b>Basic Psychological Processes</b>	
<b>Course Outcome:</b> The students will learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others lives. It will also give the learner a clear understanding of the concepts like intelligence, motivation, emotion and personality. It will develop critical analytical skills regarding these individualistic traits.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Psychology: Nature, Scope and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism).	8
<b>II</b>	Attention Processes: Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Perceptual Organization; Perceptual Illusion.	7
<b>III</b>	Learning: Classical Conditioning, Operant Conditioning and Verbal Learning: Methods and Procedures.	8
<b>IV</b>	Memory and Forgetting: Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting.	8
<b>V</b>	Intelligence: Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner.	8

<b>VI</b>	Personality: Definition and Determinants; Approach of Personality (Basic Concepts): Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow).	8
<b>VII</b>	Motivation: Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives; Pull and Push Mechanism; Intrinsic Motivation.	7
<b>VIII</b>	Emotion: Nature of Emotion; Basic Emotions; Expressions of Emotion: Universal Versus Culture Specific; Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer.	6

**Suggested Readings:**

1. Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education.
3. Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education.
4. De Silva, P. (2005). *An introduction to Buddhist psychology*. Springer.
5. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
6. Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill.
7. Mishra, G. (Edited) (2019). *Personality in Indigenous Tradition*. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press.
8. Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
9. Suhotra (2007). *Vedantic Psychology: India's ancient vision of the Mind*. The Bhaktivedanta Academy.
10. Swami Akhilanand (2001 edition). *Hindu Psychology: It's meaning for the West*. Taylor & Francis.
11. सिंह, अरुण कुमार (2006). *उच्चतर सामान्य मनोविज्ञान* । वाराणसी: मोतीलाल बनारसी दास प्रकाशन ।

12.	त्रिपाठी ,ला०ब०एवं अन्य .(2001). <i>आधुनिक प्रायोगिक मनोविज्ञान</i> । आगरा :हरप्रसाद भार्गवा
13.	Zimbardo, P.C. & Weber, A.L. (1997). <i>Psychology</i> . New York: Harper Collins College Publishers.
14.	Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>
This course can be opted as an elective: Open to all	
Suggested Continuous Evaluation Methods:	
<ul style="list-style-type: none"> <li>• Assignment/ Seminar (10 Marks)</li> <li>• Written Test (10 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>	
Course prerequisites:10+2 in any discipline	
Suggested equivalent online courses:	
<ul style="list-style-type: none"> <li>• Coursera</li> <li>• Swayam</li> </ul>	

## Paper 2

### Practical

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>Subject: Psychology</b>		
Course Code: A090102P	Course Title: <b>Lab Work</b>	
<b>Course Outcome:</b> Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
I	Any one experiment based on Attention/Perceptual Processes	8 (16 hrs)
II	Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning	8 (16 hrs)
III	Any one experiment based on Memory/Forgetting	7 (14 hrs)
IV	Any one experiment based on Motivational/Emotional Processes	7 (14 hrs)
<b>Suggested Readings:</b>		
1. त्रिपाठी ,ला०ब०एवं अन्य .(2001). <i>आधुनिक प्रायोगिक मनोविज्ञान</i> । आगरा :हर प्रसाद भार्गव । 2. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>		
This course can be opted by the students who has opted psychology as a subject.		
<b>Suggested Continuous Evaluation Methods:</b>		
<ul style="list-style-type: none"> <li>• Presentation of practical file (15marks)</li> <li>• Attendance (10 marks)</li> </ul>		
Course prerequisites: Only for those who took psychology as a subject		

## Semester II

### Paper 1

#### Theory

Program/Class: Certificate	Year: First	Semester: Second
Subject: <b>Psychology</b>		
Course Code: A090201T	Course Title: <b>Basic Research Methodology and Statistics</b>	
<b>Course Outcome:</b> The learners will be able to comprehend psychological data and can put them on appropriate scaling method. Moreover, they will be getting hold of essentials of psychological testing along with various kinds of tests implemented.		

Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
I	Measurement: Nature and Scales of Psychological Measurement; Properties and Functions of Measurement.	6
II	Scientific Approach: Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable: Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods.	8
III	Psychological Statistics: Introduction; Descriptive Statistics: Measures of Central Tendency and Measures of Variability; Graphical Representation of Data.	8
IV	The Normal Distribution: Meaning and Uses, Significance of Statistics, t test.	8
V	Correlation: Types and Interpretation; Chi- Square tests	7
VI	Tests: Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types.	7
VII	Intelligence Testing: Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application.	8
VIII	Personality Tests: Self Report Inventories (16 PF, NEO-PIR), Projective Techniques: Nature and Types.	8
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Anastasi, A. (1950). Psychological Testing. Prentice Hall.</li> <li>Cronbach, L.J. (1960) (2nd Edition). <i>Essentials of Psychological Testing</i>. New York: Harper.</li> <li>Freeman, F.S. (1962) (3rd Edition). <i>Theory and practice of psychological testing</i>. New York: Holt, Rinehart &amp; Winston.</li> <li>Garrett, H. E. (1966). <i>Statistics in Psychology and Education</i>. Paragon International</li> </ol>		

Publishers.

5. Gregory, R.J. (2014) (6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education.
6. Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
7. Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
8. लाल . जे . एन . ( 1999 ). मनोविज्ञान एवं शिक्षा में सांख्यिकी , नीलकमल प्रकाशन , गोरखपुर ।
9. मिश्रा, बबबन तथा त्रिपाठी, लाल बचन (1994). मनोवैज्ञानिक सांख्यिकी, हर प्रसाद भार्गव, आगरा ।
10. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
11. श्रीवास्तव, डी .एन.(2011). सांख्यिकी एवं मापन, आगरा :अग्रवाल पब्लिकेशन्स
12. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

## Paper 2

### Practical

Program/Class: Certificate	Year: First	Semester: Second
Subject: <b>Psychology</b>		
Course Code: A090202P	Course Title: <b>Lab Work/ Psychological Testing</b>	
<b>Course Outcome:</b> Students will be conferred an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	



Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
I	Plan, conduct and report an experiment using experimental method	8 (16 hrs)
II	Ascertain the Reliability of any psychological test using any method of Reliability and report	7 (14 hrs)
III	Administer any one Self-Report Inventory on a subject, score and report	7 (14 hrs)
IV	Administer any one Intelligence Test on a subject/subjects, score and report	8 (16 hrs)
<b>Suggested Readings:</b> 1- त्रिपाठी ,ला०ब०एवं अन्य .(2001). <i>आधुनिक प्रायोगिक मनोविज्ञान</i> । आगरा :हरप्रसाद भार्गवा 2- Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> , <a href="http://www.psytoolkit.org">www.psytoolkit.org</a>		
This course can be opted by the students who took psychology as a subject.		
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"> <li>• Presentation of Practical file (15 Marks)</li> <li>• Attendance (10 marks)</li> </ul>		
Course prerequisites: Only for those who took Psychology as a subject		

### Semester III

#### Paper 1

#### Theory

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Three</b>
<b>Subject: Psychology</b>		
Course Code: A090301T	Course Title: <b>Psychology of Social Behavior</b>	

**Course Outcome:** By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives. Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events.

Credits: 4	Core Compulsory
Max. Marks: 25+75	Min. Passing Marks: 10+25

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0

Unit	Topics	No. of Lectures
<b>I</b>	Social Psychology: Nature, and Scope; Methods of Studying Social Behavior.	8
<b>II</b>	Person Perception: Concept, Determinants of Impression Formation.	7
<b>III</b>	Social Cognition: Schema, Schematic Processing. Attribution of Causality: Harold Kelly and Bernard Weiner.	7
<b>IV</b>	Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Concept and Determinants.	8
<b>V</b>	Aggression: Concept, Theories: Biological (Instinctive and Ethological), Frustration-Aggression Hypothesis, Social Learning Theory of Aggression.	8
<b>VI</b>	Pro-social Behavior: Motives to help; Bystander Effect; Determinants: Personal, Situational and Socio-cultural.	7
<b>VII</b>	Social Influence Processes: Conformity and Compliance. Intergroup Relations: Prejudice and Discrimination.	7
<b>VIII</b>	Groups: Norms, Roles, Status & Cohesiveness. Group Influence Processes: Social Facilitation; Social Loafing and	8

	De-individuation.	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Baron, R.A. &amp; Branscombe, N.R. (2012). <i>Social Psychology</i> (13<sup>th</sup> ed.) New Delhi: Pearson.</li> <li>2. Baron, R.A., Byrne, D. &amp; Bhardwaj, G. (2010). <i>Social Psychology</i> (12<sup>th</sup>ed). New Delhi: Pearson.</li> <li>3. Baumeister, R.F. &amp; Bushman, B.J.(2013). <i>Social Psychology and Human Nature</i>. (3<sup>rd</sup> ed.). Wadsworth Pub. Co.</li> <li>4. सिंह, अरुण कुमार (2001). सामाजिक मनोविज्ञान। वाराणसी: मोतीलाल बनारसीदास ।</li> <li>5. Taylor, S.E., Paplau, L.A., &amp; Sears, D.O. (2006). <i>Social Psychology</i> (12<sup>th</sup>ed). New Delhi: Pearson Publications.</li> <li>6. त्रिपाठी, एल०बी० एवं सहयोगी (2001). आधुनिक सामाजिक मनोविज्ञान । आगरा: हरप्रसाद भार्गव।</li> <li>7. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a> <a href="http://www.yale.edu">http://www.yale.edu</a></li> </ol>		
This course can be opted as an elective: Open to all		
<p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment/ Seminar (10 Marks)</li> <li>• Written Test (10 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>		
Course prerequisites: Open to All		
<p><b>Suggested equivalent online courses:</b></p> <ul style="list-style-type: none"> <li>• Coursera,</li> <li>• Swayam</li> </ul>		

**Paper 2**

**Practical**

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	Semester: Third
Subject: <b>Psychology</b>		
Course Code: A090302P	Course Title: <b>Lab Work and Measurement of Social Behavior</b>	
<b>Course Outcome:</b> Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Measurement of Attitude/ Interpersonal Attraction	7 (14 hrs)
<b>II</b>	Measurement of Helping Behavior/ Prejudice	7 (14 hrs)
<b>III</b>	Conduct an experiment on Attribution/Aggression/Impression Formation	8 (16 hrs)
<b>IV</b>	Conduct an experiment on Social Facilitation/ Conformity/ Compliance	8 (16 hrs)
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.psytoolkit.org">www.psytoolkit.org</a>		
This course can be opted by the students who took Psychology as a subject.		
<b>Suggested Continuous Evaluation Methods:</b>		
<ul style="list-style-type: none"> <li>• Presentation of Practical file (15 Marks);</li> <li>• Attendance (10 marks)</li> </ul>		
Course prerequisites: Only to Psychology Students		

## Semester IV

### Paper 1

### Theory

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Four</b>
<b>Subject: Psychology</b>		
Course Code: A090401T	Course Title: <b>Abnormal Psychology</b>	
<b>Course Outcome:</b> The students will be able to understand criteria of abnormality and one's own behavior and behavior of others. By applying the knowledge of assessment, diagnosis, classification system and DSM categories, the learners' will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders. Summarize clinical features of symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM V): An Introduction.	6
<b>II</b>	Anxiety Disorders: Clinical Picture and Etiology:. Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD).	8
<b>III</b>	Somatic and Dissociative Disorders: Somatic Symptom and Related Disorders, Dissociative Disorders- Types, Clinical Picture and Etiology.	8
<b>IV</b>	Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology.	8
<b>V</b>	Schizophrenia: Types, Clinical Picture and Etiology.	7

<b>VI</b>	Learning Disabilities: Reading, Written expression and Mathematics disorders	7
<b>VII</b>	Substance Related Disorder: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology.	8
<b>VIII</b>	Clinical Picture and Etiology of Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorders, Intellectual Disability.	8

**Suggested Readings:**

1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning
6. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>  
[www.nimh.nih.gov](http://www.nimh.nih.gov)

This course can be opted as an elective: Open to all

**Suggested Continuous Evaluation Methods:**

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites: Open to All

**Suggested equivalent online courses:**

- Coursera;

- Swayam

## Paper 2

### Practical

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Four</b>
<b>Subject: Psychology</b>		
Course Code: A090402P	Course Title: <b>Assessment/Testing</b>	
<p><b>Course Outcome:</b> At the end of the course, the students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders. The practicum of case study will let the students learn and execute an in-depth investigation of a single person, group, event or community.</p>		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Administration, Scoring and Interpretation of any anxiety test	7 (14 hrs)
<b>II</b>	Administration, Scoring and Interpretation of any test of Depression	7 (14 hrs)
<b>III</b>	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment	8 (16 hrs)
<b>IV</b>	Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test	8 (16 hrs)
<b>Suggested Readings:</b>		
<p>1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a></p>		

This course can be opted by the students who took psychology as a subject
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• Presentation of Practical file (15 marks)</li> <li>• Attendance (10 marks)</li> </ul>
Course prerequisites: Only for psychology students

## Semester V

### Paper 1

#### Theory

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
Subject: <b>Psychology</b>		
Course Code: A090501T	Course Title: <b>Life Span Human Development</b>	
<p><b>Course Outcome:</b> At the end of the course, the student will able to develop an ability to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages, understand the contributions of socio-cultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues.</p>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	



Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0

Unit	Topics	No. of Lectures
I	Human Development: Introduction; Principles of Development; Methods of Studying Human Development.	8
II	Prenatal Development: Stages and hazards; Neonatal Development: Sensory and Motor Capacity.	8
III	Infancy: Physical, Social and Language Development.	7
IV	Childhood Development: Cognitive, Emotional and Moral Development.	8
V	Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development.	8
VI	Early Adulthood: Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.	7
VII	Middle Adulthood: Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationship at Midlife, Vocational Life.	7
VIII	Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure	7

**Suggested Readings:**

1. Berk, L. E. (2010). *Child Development* (9th ed.). New Delhi: Prentice Hall.
2. Berk, L.E. (2017). *Development through the Life span* (7<sup>th</sup> ed.). Allyn & Bacon: Pearson.
3. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
4. Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.
5. Santrock, J. W. (2011). *Child Development* (13th ed.). New Delhi: McGraw-Hill.
6. Santrock, J.W. (2012). *Life Span Development* (13th ed.). New Delhi: McGraw-Hill.
7. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

<p>8. त्रिपाठी, एल० बी० एवं पाण्डेय, एस० (2009). <i>मानव विकास का मनोविज्ञान</i>। नई दिल्ली: कांसेप्ट पब्लिशिंग कंपनी ।</p> <p>9. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a></p>
This course can be opted as an elective: Open to all
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• Assignment/ Seminar (10 Marks)</li> <li>• Written Test (10 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>
Course prerequisites: Open to All
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera,</li> <li>• Swayam</li> </ul>

## Paper 2

### Theory

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
<b>Subject: Psychology</b>		
Course Code: A090502T	Course Title: <b>Positive Psychology</b>	
<p><b>Course Outcome:</b> By the end of the course, the students will be able to understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology tools and techniques in own and in other's life. It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Indian scriptures like Vedas, Upnishad, Shrimad Bhagwad Gita, Buddhist literature and folk tales.</p>		
Credits: 4	Core Compulsory	

	Max. Marks: 25+75	Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
I	Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology	7
II	Positive Emotional State: The Broaden and Build Theory of Positive Emotions; Concept and Mindfulness in Buddhism.	8
III	Positive Cognitive States: Hope, Optimism, Self efficacy, Resilience: concept and measurement	8
IV	Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology	8
V	Self Awareness: Concept, Techniques to enhance self- awareness.	7
VI	Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness	8
VII	Happiness: Eudemonics and Hedonistic View; Authentic Happiness	7
VIII	Psychological and Subjective Wellbeing: Concept, and Components	7
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1- Baumgardner, S.R. &amp; Crothers, M.K. (2009). <i>Positive Psychology</i>. Pearson.</li> <li>2- Carr, A. (2004). <i>Positive Psychology: The Science of Happiness and Human Strength</i> U.K.: Routledge.</li> <li>3- Gilman, R., Hubner, E. &amp; Furlong, M.J. ( Eds.) (2009). <i>Handbook of Positive Psychology in Schools</i>. New York: Routledge.</li> <li>4- Lyubomirsky, Sonja. (2008). <i>The How of Happiness: A Scientific Approach to Getting the Life You Want</i>. The Penguin Press.</li> <li>5- Noddings, N (2003). <i>Happiness in Education</i>, New York, Cambridge Press.</li> <li>6- Peterson, C. (2006). <i>A Primer in Positive Psychology</i>. New York: Oxford University</li> </ol>		

<p>Press.</p> <p>7- Seligman, M. E. P. (2002). <i>Authentic Happiness</i>. New York: Free Press.</p> <p>8- Synder, C.R. &amp; Lopaz, S.J. (2011). <i>Positive Psychology: The Scientific and practical exploration of Human Strengths</i>. Thousand Oaks, CA: Sage.</p> <p>9- Synder, C. R. &amp; Shane, J.L. (2005). <i>Handbook of Positive Psychology</i>. Oxford University Press.</p> <p>Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></p> <p style="text-align: center;"><a href="http://www.apa.org">http://www.apa.org</a></p>
<p>This course can be opted as an elective: Open to all</p>
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• Assignment/ Seminar (10 Marks),</li> <li>• Written Test (10 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>
<p>Course prerequisites: Open to All</p>
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera,</li> <li>• Swayam</li> </ul>

### Paper 3

#### Practical

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
<b>Subject: Psychology</b>		
Course Code: A090503P	Course Title: <b>Lab Work/Survey/ Field Visit</b>	
<p><b>Course Outcome:</b> After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of</p>		

research, data analysis, interpretation and discussion of the findings.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
I	Write a Reflection. For Example- a Gratitude or Forgiveness reflection or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain from developing this habit of mind, short and long term? Be aware of any shifts from stress/anxiety to enhanced well-being and calm.	10 (20 hrs)
II	Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/well being etc. (10- 12 students group can be formed)	10 (20 hrs)
III	Conduct a field study on anyone topic of human development. Analyze the data and report (10-12 student groups can be formed)	10 (20 hrs)
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>		
This course can be opted by the students who took psychology as a subject		
<b>Suggested Continuous Evaluation Methods:</b>		
<ul style="list-style-type: none"> <li>• Presentation of Practical file (20 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>		
Course prerequisites: Only for psychology students		

## Research Project

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
<b>Subject: Psychology</b>		
Course Code: A090504R	<b>Course Title: Problem Identification &amp; Research Proposal Writing</b>	
<p><b>Course Outcome:</b> After completing this practicum, the student will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research, and intended data analysis.</p>		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:	
<b>Unit</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<p>Visit to any community of the surrounding and identification of problems, issues, good practices, skills, community services etc. For example- Health Services, Women Self Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat etc. (10-12 students group can be formed)</p>	20 (40 hrs.)
<b>II</b>	<p>Based on the field visit observations and experiences, each student will write a research proposal in this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the proposed study, formal research questions and hypotheses, a full methods section, and the data analysis you intend to conduct. The student will work in groups in completing the project, but will write the proposal and final paper individually. Each student will be evaluated on diligence in writing the research</p>	25 (50 hrs.)

proposal as per APA guidelines.
<p><b>Suggested Readings:</b></p> <p>2. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>  <a href="http://www.apa.org">http://www.apa.org</a></p>
This course can be opted by the students who took psychology as a subject
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• PPT Presentation of experiences of observed unit and research proposal (20 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>
Course prerequisites: Only for psychology students

## Semester VI

### Paper 1

#### Theory

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
<b>Subject: Psychology</b>		
Course Code: A090601T	Course Title: <b>Community and Health Psychology</b>	
<p><b>Course Outcome:</b> At the end of the course the student will be able to recognize that individuals relate to their communities and the reciprocal effect of communities on individuals and will be able to understand and resolve community issues, analyze the data, and recommend interventions that promote community wellness. Moreover, they will able to use the psychological theories on health-related practices and will able to examine persons' health history and describe and enact a positive, proactive attitude toward healthy living for oneself and others.</p>		

Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
I	Community Psychology: Nature, Historical Development, Fields of Community Psychology	7
II	Approaches of Community Psychology: Mental Health approach; Social Problems approach	8
III	Community Intervention Issues: Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Superstitions in Indian society.	8
IV	Community Interventions: Community Mental Health; Gender, Discrimination and Power Issues related interventions; School Intervention; Rural development Intervention.	7
V	Health Psychology: Nature, Development and Goals of Health Psychology; Biopsychosocial Model of Health.	6
VI	Health Behavior: Health Compromising and Health Enhancing Behaviors; Theories of Health Behavior: Health Belief Model, Planned Behavior and Reasoned Action Theory .	8
VII	Stress and Health: Nature and Types of Stress, Stress appraisal; Coping with Stress; Psychological Moderators of Stress (Hardiness, Social support and Optimism).	8
VIII	Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, Diagnosis and Psychological correlate.	8
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd.</li> <li>2. Dalal, A.K. (2015). Heath Beliefs and Coping with Chronic Diseases. New Delhi: Sage Publications India Pvt. Ltd.</li> <li>3. Ghosh, Manika (2015). <i>Health Psychology: Concepts in Health and Well-being</i>. New</li> </ol>		



Delhi: Pearson.

4. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Wadsworth, Cengage Learning.
5. Marks, D. F. Murray, M. Evans, B. & Willing, C. (2000). *Health Psychology: Theoretical, Research and Application*. New Delhi: Concept.
6. Misra, G. (1999). *Psychological perspectives on stress and health*, New Delhi: Concept Publishing Company.
7. Schneider, F.W., Gruman, A., Coultts, L .M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing Social and Practical Problems*. New Delhi: Sage publication.
8. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interaction*. (7<sup>th</sup> ed.). U.K.: John Wiley & Sons.
9. Taylor, S.E. (2013). *Health Psychology*. New Delhi: McGraw-Hill Education Pvt. Ltd.
10. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites: Open to All

**Paper 2**

**Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
<b>Subject: Psychology</b>		
Course Code: A090602T	Course Title: <b>Counseling Psychology</b>	
Course Outcome: At the end of the paper, students will able to understand how to establish rapport and use various approaches in counseling.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Counseling: Meaning, Goals; Types of Counseling: An Overview.	7
<b>II</b>	Theoretical Bases of Counseling: Psychoanalytic; Phenomenological, Cognitive-Behavioral; Indian Contribution to Counseling	8
<b>III</b>	Counseling Processes: Counseling Interview; Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing.	7
<b>IV</b>	Counseling Techniques: Person- Centered and Cognitive-Behavioral (Beck and Albert Allis).	8
<b>V</b>	Counseling in Schools and Family Counseling: Assumptions and Procedures.	7
<b>VI</b>	Career, Marriage and Group Counseling: An Introduction	8
<b>VII</b>	Counseling for Substance-abuse, Child Abuse: An Introduction	8
<b>VIII</b>	Counseling Ethics; Referrals and Reporting	7
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Edward, N. (2011). <i>Counseling Theory and Practice</i>. Cengage Learning.</li> <li>2. Gelso, C. J. &amp; Pretz, B.R. (1995). <i>Counseling Psychology</i>. Bangalore: Prism Books Pvt. Ltd.</li> <li>3. Gibson, R. L. &amp; Mitchell, M.H. (2005). <i>Introduction to Counseling and Guidance</i> (6th</li> </ol>		

<p>Ed.) Pearson Education.</p> <p>4. Kapur, Malavika (2011). <i>Counseling Children with Psychological Problems</i>. Pearson Publications.</p> <p>5. Nelson-Jones, R. (2011). <i>Theory and Practice of Counseling &amp; Therapy</i>. New Delhi: sage South Asia Edition.</p> <p>6. Patri, V. R. (2008). <i>Counseling Psychology</i>. New Delhi: Authors Press.</p> <p>7. राय, ए० एवं अस्थाना, एम्० (2003). आधुनिक परामर्शन मनोविज्ञान. नईदिल्ली: मोतीलाल बनारसीदास</p> <p>8. Rao, S. N. (1991). <i>Counseling and Guidance</i>. New Delhi: Tata McGraw-Hill.</p> <p>9. Woolfe, R., Dryden, W. &amp; Strawbridge, S. (2003). <i>Handbook of Counseling Psychology</i> (2<sup>nd</sup>ed.). London: Sage Publication Ltd.</p>
<p>This course can be opted as an elective: Open to all</p>
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>• Assignment/ Seminar (10 Marks)</li> <li>• Written Test (10 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>
<p>Course prerequisites: Open to All</p>
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• Coursera,</li> <li>• Swayam</li> </ul>

### Paper 3

### Practical

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
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<b>Subject: Psychology</b>		
Course Code: A090603R	Course Title: <b>Survey/Field Visit</b>	
<b>Course Outcome:</b> After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Field Visit to any Community Center/Social Service Center/ School and submit a report (10-12 students group can be formed)	15 (30 hrs.)
<b>II</b>	Conduct a survey on any Health Related issues and submit the report (10-12 students group can be formed)	15 (30 hrs.)
This course can be opted by the students who took psychology as a subject		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>• Presentation of Practical file (20 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>		
Course prerequisites: Open to All		

### Paper 4

#### Research Project

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
<b>Subject: Psychology</b>		
Course Code: A090604R	Course Title: <b>Research Project</b>	
<b>Course Outcome:</b> It will help the learner to critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare		

to explore the cultural, social, and ethical impact of psychological application on community and daily life.		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Based on the field visit observations and experiences, the learner get in Semester V, plan to visit to identified unit, organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues.	25(50 hrs.)
	Analyze the data and submit a detailed report and a presentation. The student will work in groups in completing the project, but will write the final paper individually. Each student will be evaluated on diligence in writing the research project as per APA guidelines.	20(40 hrs.)
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>		
This course can be opted by the students who took psychology as a subject		
<b>Suggested Continuous Evaluation Methods:</b>		
<ul style="list-style-type: none"> <li>• Making of short film or presentation of observed unit (20 Marks)</li> <li>• Attendance (5 Marks)</li> </ul>		
Course prerequisites: Only for psychology students		



## National Education Policy-2020

### Common Minimum Syllabus for all U.P. State Universities/ Colleges

#### SUBJECT: SANSKRIT

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor, Dept. of Zoology	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Language Stream</b>		
Prof. Anita Rani Rathore	Principal	Govt. Degree College Gabhana, Alighra, U.P.
Prof. Ramesh Prasad	Associate Professor & HoD Department of Pali	Sampoornanand Sanskrit University, Varanasi
Dr. Puneet Bisaria	Associate Professor,, Department of Hindi	Bundelkhand University , Jhansi
Dr. Deepti Bajpai	Associate Professor,, Department of Sanskrit	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

#### Syllabus Developed by:

S. N.	Name	Designation	Department	College/ University
1	Dr. Deepti Bajpai	<i>Member Faculty</i> <i>Supervisory Committee -</i> <i>Language &amp;</i> Associate Professor	Sanskrit	K.M. Govt Girls PG College, Badalpur, Gautam Buddha Nagar UP
2	Dr. Shardindu Kumar Tripathi	Associate Professor	Sanskrit	Banaras Hindu University, Varanasi
3.	Dr. Prayag Narayan Mishra	Assistant Professor	Sanskrit	Lucknow University, Lucknow
4.	Dr. Neelam Sharma	Assistant Professor	Sanskrit	K.M. Govt Girls PG College, Badalpur, Gautam Buddha Nagar UP

# नई शिक्षा नीति 2020

## उच्च शिक्षा विभाग, उत्तर प्रदेश शासन, लखनऊ

उत्तर प्रदेश के समस्त विश्वविद्यालयों एवं महाविद्यालयों के लिए न्यूनतम एकीकृत

पाठ्यक्रम

विषय- संस्कृत

पाठ्यक्रम निर्माण के दिशा निर्देशों के अनुरूप

( स्नातक के प्रथम तीन वर्षों के लिए )

पाठ्यक्रम निर्माण समिति

डॉ. दीप्ति वाजपेयी (पर्यवेक्षक) एसोसिएट प्रोफेसर, संस्कृत विभाग कु. मायावती राजकीय महिला स्नातकोत्तर महाविद्यालय, बादलपुर, गौतम बुद्ध नगर	डॉ. शरदिन्दु कुमार त्रिपाठी (विषय विशेषज्ञ) एसोसिएट प्रोफेसर, संस्कृत विभाग बनारस हिंदू विश्वविद्यालय, वाराणसी	डॉ. प्रयाग नारायण मिश्र (विषय विशेषज्ञ) असिस्टेंट प्रोफेसर, संस्कृत विभाग लखनऊ विश्वविद्यालय लखनऊ	डॉ. नीलम शर्मा (विषय विशेषज्ञ) असिस्टेंट प्रोफेसर, संस्कृत विभाग कु. मायावती राजकीय महिला स्नातकोत्तर महाविद्यालय, बादलपुर, गौतम बुद्ध नगर
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नई शिक्षा नीति 2020

उत्तर प्रदेश के समस्त विश्वविद्यालयों एवं महाविद्यालयों के लिए न्यूनतम एकीकृत पाठ्यक्रम  
विषय- संस्कृत (स्नातक स्तर- मुख्य पाठ्यक्रम)

बी.ए. प्रथम वर्ष-

प्रथम सेमेस्टर- संस्कृत पद्य साहित्य एवं व्याकरण कोड- A020101T

द्वितीय सेमेस्टर- संस्कृत गद्य साहित्य, अनुवाद एवं संगणक अनुप्रयोग कोड- A020201T

बी.ए. द्वितीय वर्ष-

तृतीय सेमेस्टर - संस्कृत नाटक एवं व्याकरण कोड- A020301T

चतुर्थ सेमेस्टर- काव्यशास्त्र एवं संस्कृत लेखन कौशल कोड- A020401T

बी.ए. तृतीय वर्ष-

पंचम सेमेस्टर - प्रथम प्रश्न पत्र- वैदिक वाङ्मय एवं भारतीय दर्शन कोड- A020501T

द्वितीय प्रश्न पत्र- व्याकरण एवं भाषा विज्ञान कोड- A020502T

षष्ठ सेमेस्टर- प्रथम प्रश्न पत्र- आधुनिक संस्कृत साहित्य कोड- A020601T

द्वितीय प्रश्न पत्र- क (वैकल्पिक)- योग एवं प्राकृतिक चिकित्सा कोड- A020602T  
अथवा

द्वितीय प्रश्न पत्र- ख (वैकल्पिक) -आयुर्वेद एवं स्वास्थ्य विज्ञान कोड- A020603T  
अथवा

द्वितीय प्रश्न पत्र- ग (वैकल्पिक) - भारतीय वास्तुशास्त्र कोड- A020604T  
अथवा

द्वितीय प्रश्न पत्र- घ (वैकल्पिक) -ज्योतिषशास्त्र के मूलभूत सिद्धान्त कोड- A020605T  
अथवा

द्वितीय प्रश्न पत्र- ङ (वैकल्पिक) - नित्यनैमित्तिक अनुष्ठान कोड- A020606T

उपर्युक्त वैकल्पिक प्रश्न पत्रों में से कोई एक



## विषय- संस्कृत( स्नातक स्तर )

### Programme Outcomes ( POs)

- विद्यार्थियों को लेखन, वाचन एवं अध्ययन की दृष्टि से भाषागत दक्षता प्राप्त होगी ।
- सहज एवं स्वाभाविक रूप से भाषागत पारंगता प्राप्त कर उनमें प्रभावशाली अभिव्यक्ति की क्षमता उत्पन्न होगी ।
- आत्मविश्वास से युक्त एवं नेतृत्व क्षमता के धारक होंगे ।
- नैतिक एवं चारित्रिक दृष्टि से मूल्यवान व्यक्तित्वधारी होकर भारतीयता के बोध के साथ वैश्विक नागरिक के रूप में भावी चुनौतियों का सामना करने में सक्षम होंगे ।

### Programme Specific Outcomes ( PSOs)

- सर्वाधिक वैज्ञानिक भाषा के रूप में संस्कृत भाषा के प्राचीन महत्व एवं उसकी वर्तमान प्रासंगिकता को जानने-समझने योग्य होंगे ।
- संस्कृत साहित्य की विभिन्न विधाओं (गद्य, पद्य, नाटक, व्याकरण इत्यादि) से सुपरिचित होकर संस्कृत मर्मज्ञ बन सकेंगे ।
- संस्कृत व्याकरण के विभिन्न अंगों के ज्ञान द्वारा भाषा के शुद्ध अध्ययन, लेखन एवं उच्चारण माध्यम से अभिव्यक्ति कौशल का विकास होगा ।
- आयुर्वेद, वास्तुशास्त्र, ज्योतिष, नित्यनैमित्तिक कर्मकांड इत्यादि के माध्यम से जीविकोपार्जन के योग्य बनेंगे ।
- वैदिक एवं लौकिक संस्कृत साहित्य की समृद्धता एवं तद्रिहित नैतिकता व आध्यात्मिकता को अनुभूत कर भारतीय संस्कृति के महत्व को वैश्विक स्तर तक पहुंचाने में सक्षम होंगे ।
- धर्म-दर्शन, आचार-व्यवहार, नीति शास्त्र एवं भारतीय संस्कृति के मूल तत्वों को जानकर उत्तम चरित्रवान मानव एवं कुशल नागरिक बनेंगे ।
- समसामयिक समस्याओं के समाधान के रूप में संस्कृत साहित्य में निबद्ध सर्वांगीणता के प्रति शोधपरक दृष्टि का विकास होगा ।

Programme/Class: <b>Certificate</b> कार्यक्रम /वर्ग- <b>सर्टिफिकेट</b>	Year: <b>First</b> वर्ष- <b>प्रथम</b>	Semester: I सेमेस्टर – <b>प्रथम</b>
<b>विषय- संस्कृत</b>		
प्रश्न पत्र कोड-A020101T	प्रश्न पत्र शीर्षक- <b>संस्कृत पद्य साहित्य एवं व्याकरण</b>	
<p>Course outcomes: अधिगम उपलब्धि-</p> <ul style="list-style-type: none"> <li>● विद्यार्थी संस्कृत साहित्य का सामान्य परिचय प्राप्त कर काव्य के विभिन्न भेदों से परिचित हो सकेंगे ।</li> <li>● वह संस्कृत पद्य साहित्य की सुगीतात्मकता का सौंदर्यबोध कर सकेंगे ।</li> <li>● उनमें काव्य में प्रयुक्त रस,छंद,अलंकारों को समझने की क्षमता विकसित होगी ।</li> <li>● पद्य में निहित सूक्तियों एवं सुभाषित वाक्यों के माध्यम से उनके नैतिक एवं चारित्रिक उन्नयन होगा ।</li> <li>● विद्यार्थियों के शब्दकोश में वृद्धि होने के साथ-साथ वह संस्कृत श्लोकों के शुद्ध और सस्वर उच्चारण के कौशल में निपुण बनेंगे ।</li> <li>● संस्कृत व्याकरण का सामान्य ज्ञान प्राप्त कर उसकी वैज्ञानिकता से सुपरिचित हो सकेंगे ।</li> <li>● संस्कृत वर्णों के शुद्ध उच्चारण कौशल का विकास होगा ।</li> <li>● स्वर एवं व्यंजन के मूल भेद को समझ कर पृथक अर्थावगमन की क्षमता उत्पन्न होगी ।</li> <li>● स्वर,व्यंजन एवं विसर्ग संधि का विशिष्ट ज्ञान एवं उनके अनुप्रयोग का कौशल विकसित होगा ।</li> </ul>		
Credits: <b>6</b>		<b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>6-0-0.</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
	<b>प्रथम भाग (PART-1)</b>	
<b>I</b>	क- संस्कृत वाङ्मय में पारंपरिक ज्ञान विज्ञान एवं राष्ट्र गौरव - वैदिक और लौकिक संस्कृत साहित्य में भारतीय दर्शन, भूगोल एवं खगोल, गणित, ज्योतिष तथा वास्तु, योग, आयुर्वेद, अर्थशास्त्र, विज्ञान, संगीत इत्यादि का सामान्य परिचय	4

	<p>ख- संस्कृत काव्य एवं व्याकरण का सामान्य परिचय एवं प्रमुख आचार्य</p> <p>प्रमुख आचार्य- महाकवि वाल्मीकि, महाकवि वेदव्यास, महाकवि कालिदास, महाकवि भारवि, महाकवि माघ, श्रीहर्ष , पाणिनि, कात्यायन, पतंजलि</p>	8
II	<p>किरातार्जुनीयम्- प्रथम सर्ग (संपूर्ण)</p> <p>(व्याख्या एवं समीक्षात्मक प्रश्न)</p>	12
III	<p>कुमारसंभवम्- प्रथम सर्ग (श्लोक संख्या 1 से 25)</p> <p>(व्याख्या एवं समीक्षात्मक प्रश्न)</p>	11
IV	<p>नीतिशतकम् (श्लोक संख्या 1 से 25)</p> <p>(अर्थ एवं मूल्यपरक प्रश्न)</p>	10
	द्वितीय भाग (PART-2)	
V	<p>संज्ञा प्रकरण (लघु सिद्धांत कौमुदी)</p>	12
VI	<p>अच् संधि</p> <p>(सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक संधि एवं संधि विग्रह)</p>	12
VII	<p>हल् संधि</p> <p>(सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक संधि एवं संधि विग्रह)</p>	11
VIII	<p>विसर्ग संधि</p> <p>(सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक संधि एवं संधि विग्रह)</p>	10

संस्तुत ग्रंथ-

- किरातार्जुनीयम् (प्रथम सर्ग), डॉ राजेंद्र मिश्र, अक्षयवट प्रकाशन, इलाहाबाद
- किरातार्जुनीयम् (प्रथम सर्ग), डॉ जनार्दन शास्त्री, मोतीलाल बनारसीदास पब्लिकेशन, दिल्ली
- किरातार्जुनीयम् महाकाव्य, अनु. श्री राम प्रताप त्रिपाठी, लोकभारती प्रकाशन इलाहाबाद
- कुमारसंभवम् (प्रथम सर्ग), डॉ उमेश चंद्र पांडे, प्राच्य भारतीय प्रकाशन, गोरखपुर
- कुमारसंभवम् (प्रथम सर्ग), श्री कृष्णमणि त्रिपाठी, चौखंबा प्रकाशन, वाराणसी
- नीतिशतकम्, भर्तृहरि, (व्या०) सावित्री गुप्ता, विद्यानिधि प्रकाशन, दिल्ली, 2008
- नीतिशतकम्, भर्तृहरि, (व्या०) राकेश शास्त्री, परिमल पब्लिकेशन, दिल्ली, 2003
- नीतिशतकम्, समीर आचार्य, प्राच्य भारती प्रकाशन, गोरखपुर
- संस्कृत साहित्य का इतिहास, डॉ बलदेव उपाध्याय, चौखंबा प्रकाशन, वाराणसी
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि', चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा विद्याभवन वाराणसी, पंचम संस्करण, 1997
- लघु सिद्धांत कौमुदी, वरदराज, भैमी व्याख्या, भीमसेन शास्त्री (1-6 भाग), भैमी प्रकाशन, दिल्ली 1993
- लघु सिद्धांत कौमुदी, गोविंद प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंबा सुरभारती प्रकाशन
- लघु सिद्धांत कौमुदी, डॉ उमेश चंद्र पांडे, चौखंबा प्रकाशन
- लघु सिद्धांत कौमुदी (संज्ञा संधि प्रकरण), डॉ वेदपाल, साहित्य भंडार, मेरठ
- लघु सिद्धांत कौमुदी, डॉ रामकृष्ण आचार्य, विनोद पुस्तक मंदिर, आगरा

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

- |                                                                                                                                                                                                                          |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| (क) पाठ्यक्रम में निर्धारित ग्रंथों पर आधारित अधिन्यास( असाइनमेंट)<br>एवं<br>संस्कृत श्लोकों के शुद्ध उच्चारण की प्रायोगिक/मौखिक परीक्षा<br>एवं<br>माहेश्वर सूत्र एवं प्रत्याहार निर्माण विषयक परियोजना कार्य एवं मौखिकी | 15 अंक |
| (ख) लिखित परीक्षा (वस्तुनिष्ठ/ लघु उत्तरीय)                                                                                                                                                                              | 10 अंक |

Course prerequisites:

**सभी के लिए उपलब्ध (OPEN TO ALL)**

Suggested equivalent online courses:

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Further Suggestions:

.....

Programme/Class: <b>Certificate</b> कार्यक्रम /वर्ग- सर्टिफिकेट	Year: <b>First</b> वर्ष- प्रथम	Semester: <b>II</b> सेमेस्टर - द्वितीय
विषय- संस्कृत		
प्रश्न पत्र कोड-A020201T	प्रश्न पत्र शीर्षक- संस्कृत गद्य साहित्य, अनुवाद एवं संगणक अनुप्रयोग	
<p>Course outcomes: अधिगम उपलब्धि-</p> <ul style="list-style-type: none"><li>• विद्यार्थी संस्कृत गद्य साहित्य का सामान्य ज्ञान प्राप्त कर, गद्य काव्य के भेदों सुपरिचित हो सकेंगे।</li><li>• संबंधित साहित्य के माध्यम से उनका नैतिक एवं चारित्रिक उत्कर्ष होगा ।</li><li>• राष्ट्रभक्ति की भावना प्रबल होगी तथा उत्तम नागरिक बनेंगे ।</li><li>• अनुवाद कौशल में वृद्धि होगी ।</li><li>• संस्कृत गद्य के धाराप्रवाह एवं शुद्ध वाचन का कौशल विकसित होगा ।</li><li>• विद्यार्थी संगणक का सामान्य ज्ञान प्राप्त कर, अधिगम क्षमता में वृद्धि हेतु इसका उपयोग कर सकने में सक्षम होंगे।</li><li>• E-content एवं डिजिटल लाइब्रेरी का उपभोग कर पाने में समर्थ होंगे ।</li><li>• संस्कृत भाषा और साहित्य के नित-नूतन अन्वेषण को खोज पाने तथा उससे स्व-ज्ञान कोष में वृद्धि कर पाने योग्य होंगे ।</li><li>• संगणक के प्रयोग के माध्यम से संस्कृत ज्ञान के प्रचार प्रसार एवं आदान-प्रदान करने में कुशल बनेंगे।</li><li>• पारंपरिक एवं वैश्विक ज्ञान में सामंजस्य बनाकर ज्ञान की अभिवृद्धि करने एवं जीविकोपार्जन के नए मार्ग खोजने का कौशल विकसित होगा।</li></ul>		
Credits: <b>6</b>		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>6-0-0.</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
	<b>प्रथम भाग (PART-1)</b>	
<b>I</b>	गद्य साहित्य का उद्भव एवं विकास प्रमुख साहित्यकार - बाणभट्ट, दण्डी ,सुबंधु, शूद्रक,	11

	अंबिकादत्तव्यास, पंडिता क्षमाराव	
II	शुकनासोपदेश (व्याख्या )	12
III	शिवराजविजयम्-प्रथम निश्वास (व्याख्या )	12
IV	उपर्युक्त दोनों ग्रंथों से संबंधित समीक्षात्मक प्रश्न	10
	द्वितीय भाग (PART-2)	
V	अनुवाद- हिंदी से संस्कृत में ( नियम निर्देश पूर्वक ) (कारक एवं विभक्ति का ज्ञान अपेक्षित)	12
VI	अनुवाद- संस्कृत (अपठित) से हिंदी अथवा अंग्रेजी में	11
VII	कंप्यूटर का सामान्य परिचय, संस्कृत की दृष्टि से कंप्यूटर की उपयोगिता, विभिन्न सॉफ्टवेयर कंप्यूटर में संस्कृत-हिंदी लेखन हेतु उपयोगी टूल्स- यूनिकोड, गूगल इनपुट टूल, गूगल असिस्टेंट एवं वॉइस टाइपिंग आदि	12
VIII	इंटरनेट का प्रयोग एवं वेब सर्च- ई टेक्स्ट, ई बुक्स, ई रिसर्च जनरल, ई मैग्जीन, डिजिटल लाइब्रेरी ऑनलाइन टीचिंग लर्निंग प्लेटफॉर्म- जूम, टीम ,मीट, वेबैक्स ऑनलाइन लर्निंग एवं रिसर्च प्लेटफार्म-स्वयं,मूक, ई-पाठशाला, डेलनेट, इनफ्लाइब्रेट, शोधगंगा, गूगल स्कॉलर आदि	10

संस्तुत ग्रंथ-

- शुकनासोपदेश, बाणभट्ट, (संपा.) चंद्रशेखर द्विवेदी, महालक्ष्मी प्रकाशन, आगरा, प्रथम संस्करण 1986-87
- शुकनासोपदेश, रामनाथ शर्मा सुमन, साहित्य भंडार, मेरठ
- शुकनासोपदेश, डॉ महेश कुमार श्रीवास्तव, विश्वविद्यालय प्रकाशन, वाराणसी
- शुकनासोपदेश(कादंबरी), डॉ उमेश चंद्र पांडे, प्राच्य भारतीय संस्थान, गोरखपुर
- शिवराजविजयम्, अंबिकादत्त व्यास संपा. शिव करण शास्त्री महालक्ष्मी प्रकाशन, आगरा
- शिवराजविजयम्, डॉ रमा शंकर मिश्र, चौखंबा प्रकाशन, वाराणसी

- शिवराजविजयम्, डॉ महेश कुमार श्रीवास्तव, विश्वविद्यालय प्रकाशन
- शिवराजविजयम्, डॉ देव नारायण मिश्र, साहित्य भंडार, मेरठ
- संस्कृत साहित्य का इतिहास, बलदेव उपाध्याय, चौखंबा प्रकाशन, वाराणसी
- साहित्य का संक्षिप्त इतिहास, डॉ उमेश चंद्र पांडे, प्राच्य भारतीय संस्थान, गोरखपुर
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि', चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा विद्याभवन वाराणसी, पंचम संस्करण 1997
- संस्कृत व्याकरण एवं अनुवाद कला, ललित कुमार मंडल, प्रतिभा प्रकाशन, दिल्ली 2007
- अनुवाद चंद्रिका, डॉ यदुनंदन मिश्र, अनुवाद चंद्रिका, ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी
- अनुवाद चंद्रिका, चंद्रधर हंस नौटियाल, मोतीलाल बनारसीदास, दिल्ली, 1999
- संस्कृत रचना, वी० एस० आष्टे, (अनु०) उमेश चंद्र पांडेय, चौखंबा विद्याभवन, वाराणसी, 2008
- रचनानुवादकौमुदी, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, 2011
- कंप्यूटर का परिचय, गौरव अग्रवाल, शिवा प्रकाशन, इंदौर
- कंप्यूटर फंडामेंटल, पी.के सिन्हा, बी.पी.बी पब्लिकेशन, नई दिल्ली
- इनफार्मेशन टेक्नोलॉजी, सुमिता अरोरा, धनपत राय पब्लिकेशन, नई दिल्ली

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

(क) पाठ्यक्रम में निर्धारित ग्रंथों पर आधारित अधिन्यास (असाइनमेंट) एवं मौखिकी 15 अंक

अथवा

लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)

अथवा

संस्कृत संभाषण

(ख) संगणक प्रायोगिक परीक्षा 10 अंक

Course prerequisites:

**सभी के लिए उपलब्ध (OPEN TO ALL)**

Suggested equivalent online courses:

Further Suggestions:

Programme/Class: <b>Diploma</b> कार्यक्रम /वर्ग- डिप्लोमा	Year: <b>Second</b> वर्ष- द्वितीय	Semester: <b>III</b> सेमेस्टर – तृतीय
विषय- संस्कृत		
प्रश्न पत्र कोड-A020301T	प्रश्न पत्र शीर्षक- संस्कृत नाटक एवं व्याकरण	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"> <li>● संस्कृत नाट्य साहित्य को सामान्य रूप से समझ सकने में सक्षम होंगे ।</li> <li>● नाटक की पारिभाषिक शब्दावली से सुपरिचित होंगे ।</li> <li>● नाटक में प्रयुक्त रस, छंद एवं अलंकारों का सम्यक बोध कर सकेंगे ।</li> <li>● संवाद एवं अभिनय कौशल में पारंगत होंगे ।</li> <li>● नवीन पदों के ज्ञान द्वारा उनके शब्दकोश में वृद्धि होगी ।</li> <li>● भारतीय सांस्कृतिक तत्वों एवं मूल्यों को आत्मसात कर, भारतीयता के गर्व बोध से युक्त उत्तम नागरिक बनेंगे ।</li> <li>● व्याकरण परक शब्दों की सिद्धि प्रक्रिया से परिचित हो सकेंगे ।</li> <li>● व्याकरण शास्त्र के ज्ञान के माध्यम से शुद्ध वाक्य विन्यास कौशल का विकास हो सकेगा ।</li> </ul>		
Credits: <b>6</b>	<b>Core Compulsory</b>	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>6-0-0</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
	<b>प्रथम भाग (PART-1)</b>	
I	नाट्य साहित्य परंपरा तथा प्रमुख नाटककार- भास, अश्वघोष. भवभूति. भट्टनारायण, विशाखदत्त	12
II	अभिज्ञान शाकुंतलम् (1 से 2 अंक )	11
III	अभिज्ञान शाकुंतलम् (3 से 4 अंक )	11
IV	स्वप्नवासवदत्तम् (प्रथम अंक )	11



	द्वितीय भाग (PART-2)	
V	रूप सिद्धि- सामान्य परिचय अजन्त प्रकरण ( लघु सिद्धांत कौमुदी) पुल्लिंग - राम, सर्व, हरि, सखि सूत्र व्याख्या एवं शब्द रूप सिद्धि	12
VI	अजन्त प्रकरण ( लघु सिद्धांत कौमुदी) स्त्रीलिंग - रमा सर्वा मति नपुंसकलिंग - ज्ञान वारि सूत्र व्याख्या एवं शब्द रूप सिद्धि	11
VII	हलन्त प्रकरण ( लघु सिद्धांत कौमुदी) पुल्लिंग - इदम्, राजन्, तद्, अस्मद्, युष्मद् सूत्र व्याख्या एवं शब्द रूप सिद्धि	11
VIII	हलन्त प्रकरण ( लघु सिद्धांत कौमुदी) स्त्रीलिंग - किम् अप् इदम् नपुंसकलिंग- इदम् अहन् सूत्र व्याख्या एवं शब्द रूप सिद्धि	11

संस्तुत ग्रंथ-

- अभिज्ञानशाकुन्तलम्, डॉ कपिल देव द्विवेदी, रामनारायण लाल विजय कुमार प्रकाशन, इलाहाबाद
- अभिज्ञानशाकुन्तलम्, डॉ उमेश चंद्र पांडे, प्राच्य भारतीय संस्थान गोरखपुर
- अभिज्ञानशाकुन्तलम्, डॉ रमाशंकर त्रिपाठी, विश्वविद्यालय प्रकाशन
- अभिज्ञानशाकुन्तलम्, डॉ निरूपण विद्यालंकार, साहित्य भंडार, मेरठ
- स्वप्नवासवदत्तम्, श्री तरणीश झा, रामनारायण लाल बेनी माधव प्रकाशक, इलाहाबाद
- स्वप्नवासवदत्तम्, जय कृष्ण दास हरिदास गुप्त, चौखंबा संस्कृत सीरीज, वाराणसी
- संस्कृत नाटक उद्भव और विकास, डॉ ए.वी.कीथ, अनुवादक उदयभानु सिंह
- नाट्य साहित्य का इतिहास और नाट्य सिद्धांत, जय कुमार जैन, साहित्य भंडार, मेरठ, 2012
- संस्कृत के प्रमुख नाटककार और उनकी कृतियां, डॉ गंगासागर राय
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि', चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा विद्याभवन वाराणसी, पंचम संस्करण 1997
- लघु सिद्धांत कौमुदी, वरदराज, भैमी व्याख्या, भीमसेन शास्त्री (1-6 भाग), भैमी प्रकाशन, दिल्ली 1993

<ul style="list-style-type: none"> <li>● लघु सिद्धांत कौमुदी, गोविंद प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंबा सुरभारती प्रकाशन</li> <li>● लघु सिद्धांत कौमुदी, डॉ उमेश चंद्र पांडे, चौखंबा प्रकाशन</li> <li>● लघु सिद्धांत कौमुदी डॉ रामकृष्ण आचार्य विनोद पुस्तक मंदिर, आगरा</li> </ul>	
This course can be opted as an elective by the students of following subjects:	
<b>सभी के लिए उपलब्ध (OPEN TO ALL)</b>	
.....	
प्रस्तावित सतत मूल्यांकन-	
(क) पाठ्यक्रम में निर्धारित नाटकों पर आधारित संवाद एवं अभिनय कौशल परीक्षा अथवा पाठ्यक्रम में निर्धारित ग्रंथों पर आधारित अधिन्यास (असाइनमेंट) एवं मौखिकी	15 अंक
(ख) लिखित परीक्षा (वस्तुनिष्ठ / लघु उत्तरीय)	10 अंक
Course prerequisites:	
<b>सभी के लिए उपलब्ध (OPEN TO ALL)</b>	
.....	
Suggested equivalent online courses:	
.....	
Further Suggestions:	
.....	

Programme/Class: <b>Diploma</b> कार्यक्रम /वर्ग- डिप्लोमा	Year: <b>Second</b> वर्ष - द्वितीय	Semester: <b>IV</b> सेमेस्टर - चतुर्थ
विषय- संस्कृत		
प्रश्न पत्र कोड-A020401T	प्रश्न पत्र शीर्षक- काव्यशास्त्र एवं संस्कृत लेखन कौशल	
Course outcomes: <b>अधिगम उपलब्धि-</b>		
<ul style="list-style-type: none"> <li>● विद्यार्थी काव्यशास्त्र के उद्भव और विकास से सुपरिचित होकर काव्य शास्त्रीय तत्वों को समझने में सक्षम होंगे ।</li> <li>● छंद भेद एवं उनके नियमों को समझने में समर्थ होंगे ।</li> <li>● संस्कृत अलंकारों के ज्ञान के माध्यम से काव्य के सौंदर्य का बोध कर सकेंगे ।</li> <li>● कल्पनाशीलता एवं रचनात्मक क्षमता का विकास होगा ।</li> </ul>		

<ul style="list-style-type: none"> <li>● शब्द ज्ञानकोष में वृद्धि होगी ।</li> <li>● व्याकरण शास्त्र के ज्ञान के माध्यम से शुद्ध वाक्य विन्यास कौशल का विकास हो सकेगा ।</li> <li>● विद्यार्थियों में निबंध एवं अनुच्छेद लेखन क्षमता का विकास होगा ।</li> <li>● संस्कृत पत्र लेखन कौशल में वृद्धि होगी ।</li> <li>● अपठित अंश के माध्यम से विषय वस्तु अवबोध एवं अभिव्यक्ति का कौशल विकसित होगा ।</li> </ul>		
Credits: 6		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>6-0-0.</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
<b>प्रथम भाग (PART-1)</b>		
I	संस्कृत काव्यशास्त्र परंपरा तथा प्रमुख काव्य शास्त्रीय ग्रंथ एवं आचार्य- भामह, दण्डी, वामन, आनंदवर्धन, मम्मट, कुंतक, क्षेमेंद्र, विश्वनाथ, जगन्नाथ	12
II	साहित्य दर्पण (प्रथम परिच्छेद )	11
III	छंद (वृत्तरत्नाकर से अधोलिखित छंद) अनुष्टुप ,आर्या, वंशस्थ, द्रुतविलंबित, भुजंगप्रयात, बसंततिलका, इंद्रवज्रा, उपेंद्रवज्रा, उपजाति, मालिनी, मंदाक्रांता, शिखरिणी, शार्दूलविक्रीडित, स्रग्धरा	11
IV	अलंकार ( साहित्य दर्पण से अधोलिखित अलंकार) अनुप्रास, यमक, उपमा, रूपक, उत्प्रेक्षा, संदेह, भ्रांतिमान, दृष्टांत, निदर्शना, विभावना, विशेषोक्ति, अर्थान्तरन्यास, समासोक्ति	11
<b>द्वितीय भाग (PART-2)</b>		

V	निबंध	12
VI	पत्र व्यवहार	11
VII	समसामयिक विषयों पर अनुच्छेद लेखन अथवा विज्ञापन अथवा समाचार लेखन	11
VIII	अपठित गद्यांश अथवा पद्यांश पर आधारित प्रश्नोत्तर	11

संस्तुत ग्रंथ-

- साहित्य दर्पण (विश्वनाथ कविराज), सत्यव्रत सिंह, चौखंबा विद्याभवन, वाराणसी
- साहित्य दर्पण, शालिग्राम शास्त्री मोतीलाल बनारसीदास प्रकाशन, वाराणसी
- साहित्य दर्पण, राज किशोर सिंह प्रकाशक केंद्र, लखनऊ
- वृत्तरत्नाकरः श्री केदारभट्ट, (व्या.) बल्देव उपाध्याय , चौखंबा सुरभारती प्रकाशन, वाराणसी , 2011
- छन्दोऽलंकारसौरभम्, डॉ. सावित्री गुप्ता, विद्यानिधि प्रकाशन, दिल्ली, 2009
- छन्दोऽलंकारसौरभम्, प्रो.राजेंद्र मिश्र, अक्षय वट प्रकाशन
- छंदमंजरी विकास, हरिदत्त उपाध्याय
- काव्यदीपिका, कांति चंद्र भट्टाचार्य, साहित्य भंडार, मेरठ
- काव्यदीपिका, डॉ बाबूराम त्रिपाठी, विनोद पुस्तक मंदिर, आगरा
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि', चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा विद्याभवन वाराणसी, पंचम संस्करण 1997
- हायर संस्कृत ग्रामर, मोरेश्वर रामचंद्र काले, (हिंदी अनुवादक ) कपिल देव द्विवेदी, श्री रामनारायणलाल बेनीप्रसाद, इलाहाबाद 2001
- संस्कृत व्याकरण एवं अनुवाद कला, ललित कुमार मंडल, प्रतिभा प्रकाशन, दिल्ली 2007
- अनुवाद चंद्रिका, डॉ यदुनंदन मिश्र, अनुवाद चंद्रिका, ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी
- अनुवाद चंद्रिका, चंद्रधर हंस नौटियाल, मोतीलाल बनारसीदास, दिल्ली, 1999
- संस्कृत रचना, वी० एस० आरे, (अनु०) उमेश चंद्र पांडेय, चौखंबा विद्याभवन, वाराणसी, 2008
- रचनानुवादकौमुदी, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, 2011
- संस्कृतनिबन्धशतकम्, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन वाराणसी, 2010
- संस्कृतनिबन्धावली, रामजी उपाध्याय, चौखंबा प्रकाशन
- संस्कृत निबन्ध सुधा, राधेश्याम गंगवार, नागराज प्रकाशन, पिथौरागढ़, 2005

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

सभी के लिए उपलब्ध (OPEN TO ALL)

प्रस्तावित सतत मूल्यांकन-

(क) अधिन्यास (असाइनमेंट) एवं मौखिकी 15 अंक  
अथवा  
किसी एक छंद अथवा अलंकार के लक्षण एवं न्यूनतम 10 उदाहरण (संगति सहित)  
के संकलन से संबंधित परियोजना कार्य एवं मौखिकी  
अथवा  
प्रदत्त अपठित श्लोकों में छंद एवं अलंकार निर्धारण विषयक प्रायोगिकी

(ख) लिखित परीक्षा (वस्तुनिष्ठ / लघु उत्तरीय) 10 अंक

Course prerequisites:

सभी के लिए उपलब्ध (OPEN TO ALL)

Suggested equivalent online courses:

Further Suggestions:

Programme/Class: <b>Bachelor</b> कार्यक्रम /वर्ग- स्नातक डिग्री	Year: <b>Third</b> वर्ष- तृतीय	Semester: <b>V</b> सेमेस्टर - पंचम
विषय- संस्कृत		
प्रश्न पत्र कोड-A020501T	प्रश्न पत्र शीर्षक- प्रथम प्रश्न पत्र- वैदिक वाङ्मय एवं भारतीय दर्शन	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"><li>● वैदिक वाङ्मय एवं संस्कृति का ज्ञान प्राप्त कर सकेंगे ।</li><li>● वैदिक एवं औपनिषदिक संस्कृति के प्रति गौरव बोध होगा ।</li><li>● वेदोक्त संदेशों एवं मूल्यों के माध्यम से आचरण का उदात्तीकरण होगा ।</li><li>● उपनिषद् का सामान्य परिचय एवं निहित उपदेशों का अवबोध होगा ।</li><li>● औपनिषदिक कर्म संयम भक्ति एवं त्यागमूलक संस्कृति से परिचित होंगे ।</li><li>● वैदिक एवं औपनिषदिक संस्कृति के प्रति गौरव बोध होगा वैदिक सूक्तों के माध्यम से विद्यार्थियों को तत्कालीन आध्यात्मिक सामाजिक एवं राष्ट्रीय परिदृश्य का निदर्शन होगा ।</li><li>● भारतीय दार्शनिक तत्वों का सामान्य ज्ञान प्राप्त होगा।</li><li>● दार्शनिक तत्वों में अनुस्यूत गूढार्थ बोध होगा।</li><li>● दार्शनिक तत्वों के प्रति विश्लेषणात्मक एवं तार्किक क्षमता का विकास होगा ।</li></ul>		

<ul style="list-style-type: none"> <li>• दर्शन में विद्यमान नैतिक एवं कल्याणपरक तथ्यों से आत्मोत्कर्ष की अभिप्रेरणा प्राप्त होगी।</li> <li>• भारतीय दर्शन में निहित उद्देश्यों एवं ज्ञान को आचरण में समाहित करने हेतु अभिप्रेरित होंगे।</li> <li>• गीता ज्ञान रहस्य द्वारा सृष्टि कल्याणार्थ भाव विकसित होंगे।</li> </ul>		
Credits: 5		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 5-0-0.		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
<b>प्रथम भाग (PART-1)</b>		
I	वैदिक वाङ्मय का सामान्य परिचय ( संहिता, ब्राह्मण ,आरण्यक, उपनिषद् एवं वेदांग )	9
II	ऋग्वेद संहिता- अग्नि सूक्त(1.1), विष्णु सूक्त (1.154), पुरुष सूक्त (10.90), हिरण्यगर्भ सूक्त (10.121), वाक् सूक्त (10.125)	9
III	यजुर्वेद संहिता- शिव संकल्प सूक्त अथर्ववेद संहिता - पृथ्वी सूक्त (12.1) (1 से 12 मन्त्र), सामंन्स्य सूक्त (3.30)	9
IV	ईशावास्योपनिषद् व्याख्या एवं समीक्षात्मक प्रश्न	9
<b>द्वितीय भाग (PART-2)</b>		
V	भारतीय दर्शन का सामान्य परिचय। दर्शन का अर्थ एवं महत्व नास्तिक दर्शन- चार्वाक,जैन और बौद्ध। आस्तिक दर्शन- न्याय,वैशेषिक,सांख्य, योग,मीमांसा एवं वेदांत (परिचयात्मक प्रश्न)	9

VI	श्रीमद्भगवद्गीता- द्वितीय अध्याय व्याख्या एवं समीक्षात्मक प्रश्न	10
VII	तर्कसंग्रह (आरंभ से प्रत्यक्ष खंड पर्यन्त)	10
VIII	तर्कसंग्रह (अनुमान से समाप्ति पर्यन्त)	10

संस्तुत ग्रंथ-

- ईशावास्योपनिषद्, डॉ शिव प्रसाद द्विवेदी चौखंबा, वाराणसी
- ईशावास्योपनिषद्, गीता प्रेस, गोरखपुर , 1994
- ऋग्वेद संहिता राम गोविंद त्रिवेदी चौखंबा विद्याभवन, वाराणसी
- ऋक्सूक्त संग्रह, हरिदत्त शास्त्री, साहित्य भंडार, मेरठ
- ऋक्सूक्त सौरभ, डॉ आर.के.लौ, ज्ञान प्रकाशन, मेरठ
- सूक्त संकलन, प्रोफेसर विश्वंभर नाथ त्रिपाठी, चौखंबा प्रकाशन
- सूक्त संकलन, डॉ उमेश चंद्र पांडे, प्राच्य भारती प्रकाशन, गोरखपुर
- वेदामृतमंजूषिका, डॉ प्रयाग नारायण मिश्र, प्रकाशन केन्द्र ,लखनऊ
- वैदिक साहित्य एवं संस्कृति, वाचस्पति गैरोला, चौखंबा प्रकाशन
- वैदिक साहित्य का इतिहास, डॉ करण सिंह, साहित्य भंडार मेरठ,
- वैदिक साहित्य की रूपरेखा, प्रो.राममूर्ति शर्मा, चौखंबा प्रकाशन, वाराणसी
- वैदिक साहित्य एवं संस्कृति, आचार्य बलदेव उपाध्याय, चौखंबा प्रकाशन
- श्रीमद्भगवद्गीता , (सम्पा०) गजानन शंभू साधले शास्त्री,परिमल पब्लिकेशन, दिल्ली, 1985
- श्रीमद्भगवद्गीता, हरि कृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर , 2009
- तर्कसंग्रह, अन्नम्भट्ट , ( व्या०) चंद्रशेखर द्विवेदी, महालक्ष्मी प्रकाशन, आगरा
- तर्कसंग्रह, अन्नम्भट्ट , ( व्या०) केदारनाथ त्रिपाठी, चौखंबा प्रकाशन , वाराणसी
- भारतीय दर्शन की भूमिका, रामानंद तिवारी, भारती मंदिर, भरतपुर, 1958
- भारतीय दर्शन, जगदीश चंद्र मिश्र, चौखंबा सुरभारती प्रकाशन, वाराणसी, 2010
- भारतीय दर्शन, आलोचन और अनुशीलन, चंद्रधर शर्मा, मोतीलाल बनारसीदास, दिल्ली, 2004
- भारतीय दर्शन का इतिहास, एस.एन. दासगुप्ता (अनु) कला नाथ शास्त्री एवं सुधीर कुमार (पांच भागों में), राजस्थान हिंदी ग्रंथ अकादमी, जयपुर, 1969-1989
- भारतीय दर्शन, एस. राधाकृष्णन, (अनु०) नंदकिशोर गोभिल, राजपाल एंड संस, दिल्ली, 1989
- भारतीय दर्शन की रूपरेखा, एम.हिरियन्ना , (अनु०) गोवर्धन भट्ट मंजू गुप्त एवं सुखबीर चौधरी, राजकमल प्रकाशन , दिल्ली 1965

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

सभी के लिए उपलब्ध (OPEN TO ALL)

प्रस्तावित सतत मूल्यांकन-	
(क) वैदिक मंत्रों का शुद्ध एवं स्वर उच्चारण (भावार्थ सहित ) अथवा अधिन्यास(असाइनमेंट) एवं मौखिकी	15 अंक
(ख) लिखित परीक्षा (वस्तुनिष्ठ /लघु उत्तरीय)	10 अंक
Course prerequisites: .....सभी के लिए उपलब्ध (OPEN TO ALL) .....	
Suggested equivalent online courses: .....	
Further Suggestions: .....	

Programme/Class: <b>Bachelor</b> कार्यक्रम /वर्ग- स्नातक डिग्री	Year: <b>Third</b> वर्ष- तृतीय	Semester: <b>V</b> सेमेस्टर - पंचम
विषय- संस्कृत		
प्रश्न पत्र कोड-A020502T	प्रश्न पत्र शीर्षक- द्वितीय प्रश्न पत्र - व्याकरण एवं भाषा विज्ञान	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"> <li>● भाषा विज्ञान के उद्भव एवं विकास का सामान्य ज्ञान प्राप्त होगा।</li> <li>● संस्कृत भाषा एवं व्याकरण की वैज्ञानिकता का अवबोध होगा।</li> <li>● भाषा एवं भाषा विज्ञान की उपयोगिता एवं महत्व से सुपरिचित होंगे।</li> <li>● ध्वनि के प्रारंभिक एवं वर्तमान स्वरूप एवं ध्वनि परिवर्तन के कारणों के प्रति विश्लेषणात्मक दृष्टि विकसित होगी।</li> <li>● पदों की सिद्धि प्रक्रिया के माध्यम से शब्द निर्माण की वैज्ञानिकता से परिचित होंगे।</li> <li>● संस्कृत भाषा के शुद्ध उच्चारण एवं लेखन का कौशल विकसित होगा।</li> </ul>		
Credits: <b>5</b>	<b>Core Compulsory</b>	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b>		



Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	धातु रूप सिद्धि (लघु सिद्धांत कौमुदी ) भू, पा, गम्, कृ, एध् (सूत्र व्याख्या एवं रूप सिद्धि)	11
II	कृदन्त प्रकरण ( लघु सिद्धांत कौमुदी) कृत्य- तव्यत्, अनीयर्, यत्, प्यत् कृत्- तुमुन्, क्त्वा, ल्यप्, क्त, क्तवतु , शत् , शानच्, ण्वुल, तृच्, णिनि	10
III	तद्धित प्रकरण - अपत्यार्थ ( लघु सिद्धांत कौमुदी)	9
IV	विभक्त्यर्थ प्रकरण ( लघु सिद्धांत कौमुदी)	9
V	समास प्रकरण - केवल समास ( लघु सिद्धांत कौमुदी)	9
VI	स्त्री प्रत्यय ( लघु सिद्धांत कौमुदी)	9
VII	भाषा विज्ञान का स्वरूप, भाषा विज्ञान के मुख्य अंग एवं उपादेयता भाषा की परिभाषा एवं स्वरूप , भाषा की विशेषताएं, भावाभिव्यक्ति के साधन एवं भाषा के अनेक रूप (बोली भाषा विभाषा)	9
VIII	भाषा का उद्भव एवं विकास, भाषा परिवर्तन की दिशाएं एवं कारण , ध्वनि परिवर्तन की दिशाएं एवं कारण	9

संस्तुत ग्रंथ-

- लघु सिद्धांत कौमुदी, वरदराज, भैमी व्याख्या , भीमसेन शास्त्री (1-6 भाग) , भैमी प्रकाशन, दिल्ली 1993
- लघु सिद्धांत कौमुदी, गोविंद प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंबा सुरभारती प्रकाशन
- लघु सिद्धांत कौमुदी, डॉ उमेश चंद्र पांडे, चौखंबा प्रकाशन
- लघु सिद्धांत कौमुदी डॉ रामकृष्ण आचार्य विनोद पुस्तक मंदिर, आगरा
- कृदन्तसूत्रावली, बृजेश कुमार शुक्ल, प्रकाशन केन्द्र , लखनऊ
- भाषा विज्ञान एवं भाषा शास्त्र , कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी , द्वादश संस्करण 2010
- भाषा विज्ञान, भोलानाथ तिवारी, किताब महल प्राइवेट लिमिटेड, इलाहाबाद

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

(क) अधिन्यास ( असाइनमेंट ) एवं मौखिकी  
अथवा  
संस्कृत संभाषण

15 अंक

(ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)

10 अंक

Course prerequisites:

**सभी के लिए उपलब्ध (OPEN TO ALL)**

Suggested equivalent online courses:

Further Suggestions:

Programme/Class: <b>Bachelor</b> कार्यक्रम /वर्ग- <b>स्नातक डिग्री</b>	Year: <b>Third</b> वर्ष- <b>तृतीय</b>	Semester: <b>VI</b> सेमेस्टर - <b>षष्ठ</b>
विषय- <b>संस्कृत</b>		
प्रश्न पत्र कोड-A020601T	प्रश्न पत्र शीर्षक- <b>प्रथम प्रश्न पत्र - आधुनिक संस्कृत साहित्य</b>	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"><li>● आधुनिक संस्कृत-कवियों से सुपरिचित होंगे।</li><li>● नवीन बिम्बविधानों एवं नवीन विषयों का ज्ञान प्राप्त होगा।</li><li>● आधुनिक संस्कृत-साहित्य के बाल-साहित्य से परिचित होते हुए संस्कृत-शिक्षण की सरलतम विधि के प्रति उन्मुख होंगे।</li><li>● आधुनिक संस्कृत-साहित्य में विद्यमान नैतिक एवं कल्याणपरक तथ्यों से आत्मोत्कर्ष की अभिप्रेरणा प्राप्त होगी।</li><li>● आधुनिक संस्कृत-साहित्य में निहित उद्देश्यों एवं ज्ञान को आचरण में समाहित करने हेतु अभिप्रेरित होंगे।</li></ul>		

Credits: 5		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	आधुनिक संस्कृत साहित्य के प्रमुख कवि एवं उनकी कृतियों का सामान्य परिचय	10
II	आधुनिक महाकाव्य उत्तरसीताचरितम् (सप्तम सर्ग- विद्याधिगमः) प्रो. रेवा प्रसाद द्विवेदी	10
III	आधुनिक काव्य श्रम-माहात्म्यम् (षोडशी) -श्रीधर भास्कर वर्णेकर	9
IV	आधुनिक-नाटक क्षत्रपति साम्राज्यम् ( प्रथम अंक ) –श्रीमूलशंकरमाणिकलाल “याज्ञिक”	9
V	संस्कृत उपन्यास पद्मिनी (प्रथम एवं द्वितीय विराम) -मोहन लाल शर्मा पांडे	9
VI	संस्कृत गीतिकाव्य तदेव गगनं सैव धरा (1से 50 पद्य)-आचार्य श्रीनिवास “रथ	10
VII	संस्कृत कथा कथा मुक्तावली (क्षणिक विभ्रमः) पण्डिता क्षमाराव	9
VIII	संस्कृत सुभाषित दीपमालिका, पं. वासुदेव द्विवेदी शास्त्री	9
संस्तुत ग्रंथ-		
<ul style="list-style-type: none"> <li>• कथा मुक्तावली (पण्डिता क्षमाराव ) P. J. Pandya for N.M. Tripathi Ltd, Princess Street, Bombay-2</li> <li>• उत्तरसीताचरितम् - ( प्रो. रेवा प्रसाद द्विवेदी ) कालिदास संस्थानम्, वाराणसी -५</li> </ul>		

<ul style="list-style-type: none"> <li>• षोडशी- श्रीधर भास्कर वर्णेकर ,सम्पादक एवं संकलनकर्ता –प्रो.राधावल्लभ त्रिपाठी,साहित्य अकादमी, नई दिल्ली</li> <li>• क्षत्रपति साम्राज्यम् - श्रीमूलशंकरमाणिकलालयाज्ञिक,व्याख्याकार-डा.नरेश झा,चौखम्भा सुरभारती प्रकाशन,वाराणसी</li> <li>• तदेव गगनं सैव धरा - आचार्य श्रीनिवास “रथ” नाग पब्लिशर्स १९९५</li> <li>• दीपमालिका वासुदेव द्विवेदी शास्त्री, सार्वभौम संस्कृत प्रचार संस्थान, वाराणसी</li> <li>• पद्मिनी, मोहन लाल शर्मा पांडे, पांडे प्रकाशन जयपुर</li> <li>• संस्कृत वाङ्मय का वृहद इतिहास, सप्तम खंड- आधुनिक संस्कृत साहित्य का इतिहास, श्री बलदेव उपाध्याय , उत्तर प्रदेश संस्कृत संस्थान लखनऊ, प्रथम संस्करण 2000</li> <li>• आधुनिक संस्कृत साहित्य संदर्भ सूची, (संपादक) राधावल्लभ त्रिपाठी राष्ट्रीय संस्कृत संस्थान नई दिल्ली</li> <li>• आधुनिक संस्कृत काव्य की परिक्रमा, मंजू लता शर्मा , राष्ट्रीय संस्कृत संस्थान , नई दिल्ली</li> <li>• <a href="http://www.sanskrit.nic.in/ASSP/index.html">http://www.sanskrit.nic.in/ASSP/index.html</a></li> </ul>
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This course can be opted as an elective by the students of following subjects:

सभी के लिए उपलब्ध (OPEN TO ALL).....

प्रस्तावित सतत मूल्यांकन-

(क) आधुनिक संस्कृत पुस्तक समीक्षा एवं मौखिकी अथवा आधुनिक संस्कृत साहित्य का सर्वेक्षण एवं मौखिकी	15 अंक
(ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)	10 अंक

Course prerequisites:

सभी के लिए उपलब्ध (OPEN TO ALL ) .....

Suggested equivalent online courses:

Further Suggestions:

Programme/Class: Bachelor कार्यक्रम /वर्ग- स्नातक डिग्री	Year: Third वर्ष- तृतीय	Semester: <b>six</b> सेमेस्टर - षष्ठ
विषय- संस्कृत		
प्रश्न पत्र कोड-A020602T	प्रश्न पत्र शीर्षक- चिकित्सा	द्वितीय प्रश्न पत्र- क ( वैकल्पिक) - योग एवं प्राकृतिक

Course outcomes: अधिगम उपलब्धि-

- भारतीय योग शास्त्र के प्राचीन एवं वैज्ञानिक ज्ञान से लाभान्वित होंगे।
- योग शास्त्र के मूलभूत सिद्धांतों को जानकर योग की महत्ता से परिचित होंगे।
- योग के वास्तविक स्वरूप के अवबोध द्वारा योग को जीवन में समाहित करने हेतु प्रेरित होंगे।
- योग के आसनों के सैद्धांतिक एवं व्यावहारिक दोनों पक्षों को समान रूप से सीख सकेंगे।
- योग एवं प्राकृतिक चिकित्सा के अनुप्रयोग द्वारा स्वस्थ समाज का निर्माण कर सकने में समर्थ होंगे

Credits: 5		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	योग की भारतीय अवधारणा उपयोगिता एवं महत्व प्रमुख आचार्य एवं ग्रंथ	10
II	योगसूत्र- समाधि पाद ( सूत्र 1 से 29 तक)	10
III	योगसूत्र - साधना पाद (सूत्र 29 से 55 तक)	10
IV	योगसूत्र- विभूति पाद (सूत्र 1 से 15 तक)	9
V	घेरण्ड संहिता- प्रथमोपदेश (श्लोक 1 से 32)	9
VI	घेरण्ड संहिता- प्रथमोपदेश (श्लोक 33 से 60)	9
VII	घेरण्ड संहिता - द्वितीयोपदेश: ( आसनप्रकरणम्) सिद्धासन, पद्मासन, भद्रासन, मुक्तासन, वज्रासन, स्वस्तिकासन, सिंहासन, गोमुखासन	9
VII		9

घेरण्ड संहिता - द्वितीयोपदेशः ( आसनप्रकरणम्) वीरासन, धनुरासन, मृतासन, मत्स्यासन, पश्चिमोत्तानासन, गरुडासन, मकरासन, भुजङ्गासन	
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संस्तुत ग्रंथ-
<ul style="list-style-type: none"> <li>● पातंजलयोगदर्शनम् , पतंजलि कृत योगसूत्र, व्यास भाष्य , वाचस्पति मिश्र कृत तत्त्ववैशारदी एवं विज्ञान भिक्षु कृत योगवार्त्तिक सहित , (संपादक) नारायण मिश्र, भारतीय विद्या प्रकाशन, वाराणसी , 1981</li> <li>● योग दर्शन , हरि कृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर</li> <li>● पातंजलयोगदर्शनम्, सुरेश चंद श्रीवास्तव, चौखंबा सुरभारती प्रकाशन वाराणसी</li> <li>● घेरंड संहिता, घेरण्ड मुनि, भाष्यकार स्वामी जी महाराज, पीतांबरा पीठ , दतिया, मध्य प्रदेश</li> <li>● यज्ञ चिकित्सा, ब्रह्मवर्चस, शांतिकुंज, हरिद्वार</li> <li>● योग तथा मानसिक स्वास्थ्य, पी.डी. मिश्र, रॉयल बुक कंपनी, लखनऊ</li> <li>● योग एवं स्वास्थ्य, पी. डी. मिश्र, रैपिडेक्स बुक्स, पुस्तक महल</li> <li>● सूर्य किरण चिकित्सा विज्ञान, अमर जीत, खंडेलवाल प्रकाशन, जयपुर</li> <li>● नैचर क्योर फिलासफी एंड मेथड्स, पी.डी. मिश्र, उत्तर प्रदेश हिंदी संस्थान, लखनऊ</li> </ul>

This course can be opted as an elective by the students of following subjects:  
**सभी के लिए उपलब्ध (OPEN TO ALL)**

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प्रस्तावित सतत मूल्यांकन-	
(क) योगासनों का प्रदर्शन अथवा अधिन्यास (असाइनमेंट) एवं मौखिकी	15 अंक
(ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)	10 अंक

Course prerequisites:  
**सभी के लिए उपलब्ध (OPEN TO ALL)** .....

Suggested equivalent online courses:  
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Further Suggestions:  
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अथवा

Programme/Class: Bachelor कार्यक्रम /वर्ग- स्नातक डिग्री	Year: Third वर्ष- तृतीय	Semester: <b>Six</b> सेमेस्टर - षष्ठ
विषय- संस्कृत		
प्रश्न पत्र कोड-A0206003T	प्रश्न पत्र शीर्षक- द्वितीय प्रश्न पत्र-ख ( वैकल्पिक) - आयुर्वेद एवं स्वास्थ्य विज्ञान	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"> <li>• भारतीय प्राच्य ज्ञान की अद्भुत देन आयुर्वेद का सामान्य ज्ञान प्राप्त करेंगे।</li> <li>• मानव स्वास्थ्य एवं रोग निवारण हेतु आयुर्वेद के मूलभूत सिद्धांतों से सुपरिचित होंगे।</li> <li>• वर्तमान समय में आयुर्वेद की आवश्यकता एवं महत्व से अवगत होते हुए मानव कल्याणार्थ अनुप्रयोग हेतु प्रेरित होंगे।</li> <li>• अष्टांग आयुर्वेद के ज्ञान द्वारा स्वस्थ जीवनशैली अपनाने हेतु अग्रसर होंगे।</li> </ul>		
Credits: <b>5</b>	<b>Core Compulsory</b>	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b>		
Unit इकाई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	आयुर्वेद का सामान्य परिचय, उद्भव एवं विकास प्रमुख आचार्य - चरक, सुश्रुत, वाग्भट, माधव, शार्ङ्गधर, भावमिश्र	10
II	आयुर्वेद का अर्थ एवं परिभाषा, मूलभूत सिद्धांत, वर्तमान काल में उपयोगिता एवं महत्व, अष्टांग आयुर्वेद	11
III	चरक संहिता - सूत्र स्थान प्रथम अध्याय (श्लोक 41 से 92)	9
IV	चरक संहिता - सूत्र स्थान प्रथम अध्याय (श्लोक 93 से समाप्ति पर्यंत)	9

V	चरक संहिता - सूत्र स्थान नवम अध्याय	9
VI	चरक संहिता - सूत्र स्थान दशम अध्याय	9
VII	अष्टांगहृदयम् - वाग्भट सूत्रस्थानम्- प्रथम अध्याय 1-19	9
VIII	अष्टांगहृदयम् - वाग्भट सूत्रस्थानम्- प्रथम अध्याय 20- 44	9

संस्तुत ग्रंथ-

- चरक संहिता, (सम्पा०) ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी, 2005
- अष्टांगहृदयम्, वाग्भट, (सम्पा०) ब्रह्मानंद त्रिपाठी, चौखंबा संस्कृत प्रतिष्ठान दिल्ली, पुनर्मुद्रित 2014
- आयुर्वेद का बृहद् इतिहास, अत्रिदेव विद्यालंकार, हिंदी समिति, उत्तर प्रदेश शासन लखनऊ, द्वितीय संस्करण 1976
- संस्कृत वाङ्मय का बृहद् इतिहास, बलदेव उपाध्याय, आयुर्वेद का इतिहास (सप्तदश खंड), उत्तर प्रदेश संस्कृत संस्थान, लखनऊ 2006
- आयुर्वेद का वैज्ञानिक इतिहास, आचार्य प्रियव्रत शर्मा, चौखंबा वाराणसी
- आयुर्वेद इतिहास एवं परिचय, विद्याधर शुक्ल एवं रवि दत्त त्रिपाठी, चौखंबा, वाराणसी
- संस्कृत साहित्य में आयुर्वेद, अत्रिदेव विद्यालंकार, भारतीय ज्ञानपीठ, काशी प्रथम संस्करण, 1956

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

- |                                                                                                           |        |
|-----------------------------------------------------------------------------------------------------------|--------|
| (क) अधिनियम (असाइनमेंट) / पत्र प्रस्तुतीकरण एवं मौखिकी<br>अथवा<br>प्रदत्त समस्या का निदान आदि (प्रायोगिक) | 15 अंक |
| (ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)                                                                | 10 अंक |

Course prerequisites:

**सभी के लिए उपलब्ध (OPEN TO ALL)**



Suggested equivalent online courses:

Further Suggestions:

### अथवा

Programme/Class: Bachelor कार्यक्रम/वर्ग- स्नातक डिग्री	Year: Third वर्ष- तृतीय	Semester: <b>Six</b> सेमेस्टर - षष्ठ
विषय- संस्कृत		
प्रश्न पत्र कोड-A020604T	प्रश्न पत्र शीर्षक- द्वितीय प्रश्न पत्र-ग (वैकल्पिक)- भारतीय वास्तुशास्त्र	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"><li>• भारतीय वास्तु शास्त्र का सामान्य परिचय प्राप्त कर सकेंगे।</li><li>• भारतीय प्राचीन ज्ञान धरोहर को जानने समझने की जिज्ञासा उत्पन्न होगी।</li><li>• वास्तु शास्त्र के महत्व एवं वर्तमान उपयोगिता से परिचित होंगे।</li><li>• वास्तुशास्त्र के मूलभूत सिद्धांतों के ज्ञान द्वारा उनके अनुप्रयोग का कौशल विकसित होगा।</li></ul>		
Credits: <b>5</b>		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b>		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	वास्तु शास्त्र का सामान्य परिचय महत्व एवं वर्तमान प्रासंगिकता	10
II	वास्तुसौख्यम् ( टोडरमल्ल विरचित) वास्तुसौख्यम् - प्रथम भाग	10

	<p>वास्तु प्रयोजन, वास्तु स्वरूप (श्लोक 4 से 13)</p> <p>वास्तु सौख्यम्- द्वितीय भाग</p> <p>भूमि परीक्षण, दिक्साधन, निवासहेतुस्थान निर्वाचन ( श्लोक 14 से 22)</p> <p>वास्तु सौख्यम्- तृतीय भाग</p> <p>गृहपर्यावरण, वृक्षारोपण, शल्यशोधन (श्लोक 31-49, 74-82)</p>	
III	<p>वास्तु सौख्यम्- चतुर्थ भाग</p> <p>षड्वर्ग परिशोधन, वास्तुचक्र, ग्रहवास्तु, शिलान्यास (श्लोक 83-102 , 107-112)</p> <p>वास्तु सौख्यम्- षष्ठ भाग</p> <p>पञ्चविधगृह, शालालिन्दप्रमाण, वीथिका प्रमाण ( श्लोक 171-194, 195-196)</p> <p>वास्तु सौख्यम्- सप्तम भाग</p> <p>द्वार प्रमाण, स्तम्भ प्रमाण, पञ्च चतुःशाला गृह-सर्वतोभद्र, नन्द्यावर्त, वर्धमान, स्वस्तिक, रुचक (श्लोक 203-217)</p>	10
IV	<p>वास्तु सौख्यम्- अष्टम भाग</p> <p>एकाशीतिपदवास्तुचक्र, मर्मस्थान (श्लोक 287-302, 305-307)</p> <p>वास्तु सौख्यम्- नवम भाग</p> <p>वासदिशानिरूपण, द्वारफल, द्वारवेधफल (श्लोक 322-335, 359-369)</p>	9
V	<p>मुहूर्तचिन्तामणि ,वास्तु प्रकरण, श्लोक 01 से 14</p>	9
VI	<p>मुहूर्तचिन्तामणि, वास्तु प्रकरण श्लोक 15 से 29</p>	9
VII	<p>मुहूर्तचिन्तामणि, गृहप्रवेशप्रकरण</p>	9

<b>VIII</b>	भारतीय वास्तु शास्त्र तथा आधुनिक वास्तुविज्ञान की तुलनात्मक समीक्षा	9
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संस्तुत ग्रंथ-

- वास्तु सौख्यम्, टोडरमल्ल, (सम्पा०) कमलाकांत शुक्ल , शिक्षण शोध प्रकाशन संस्थान , वाराणसी, 1996
- मुहूर्तचिन्तामणि, श्रीराम, पीयूषधारा टीका सहित, मोतीलाल बनारसी दास, दिल्ली
- मुहूर्तचिन्तामणि, श्रीराम, श्रीदुर्गा पुस्तकभण्डार, प्रयागराज
- भारतीय वास्तु शास्त्र, शुकदेव चतुर्वेदी, श्री लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ, नई दिल्ली
- वास्तुप्रबोधिनी, विनोद शास्त्री और सीताराम शर्मा, मोतीलाल बनारसीदास, दिल्ली
- बृहद् वास्तुमाला, राम मनोहर द्विवेदी और ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन , वाराणसी, 2012
- वास्तुसार, देवीप्रसाद त्रिपाठी, ईस्टर्न बुक लिंकर्स, दिल्ली, 2015

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

- |                                                                                                                       |               |
|-----------------------------------------------------------------------------------------------------------------------|---------------|
| (क) पिण्डशोधन, भवन निर्माण की आंतरिक संरचना (प्रायोगिक )<br>अथवा<br>अधिन्यास (असाइनमेंट)/ पत्रप्रस्तुतीकरण एवं मौखिकी | <b>15 अंक</b> |
| (ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)                                                                            | <b>10 अंक</b> |

Course prerequisites:

**सभी के लिए उपलब्ध (OPEN TO ALL)**

Suggested equivalent online courses:

Further Suggestions:

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## अथवा

Programme/Class: <b>Bachelor</b> कार्यक्रम /वर्ग- स्नातक डिग्री	Year: Third वर्ष- तृतीय	Semester: <b>VI</b> सेमेस्टर - षष्ठ
विषय- संस्कृत		
प्रश्न पत्र कोड-A020605T	प्रश्न पत्र शीर्षक- द्वितीय प्रश्न पत्र-घ (वैकल्पिक)- ज्योतिष शास्त्र के मूलभूत सिद्धांत	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"><li>● भारतीय प्राच्य ज्ञान के प्रति अभिरुचि उत्पन्न होगी।</li><li>● भारतीय ज्योतिष शास्त्र का सामान्य ज्ञान प्राप्त कर सकेंगे।</li><li>● ज्योतिष के विभिन्न सिद्धांतों के ज्ञान के माध्यम से विश्लेषण क्षमता जागृत होगी।</li><li>● पंचांग अवलोकन एवं निर्माण कौशल का विकास होगा</li></ul>		
Credits: <b>5</b>		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b> .		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	ज्योतिष शास्त्र का सामान्य परिचय, उद्भव एवं विकास त्रिस्कंध ज्योतिष-सिद्धांत, संहिता, होरा	9
II	ज्योतिष चंद्रिका- संज्ञा प्रकरण श्लोक 1 से 40	10
III	ज्योतिष चंद्रिका- संज्ञा प्रकरण	10

	श्लोक 41 से 80	
IV	ज्योतिष चंद्रिका- संज्ञा प्रकरण श्लोक 81 से 115	10
V	शीघ्रबोध -प्रथमप्रकरण	9
VI	शीघ्रबोध - द्वितीय प्रकरण	9
VII	शीघ्रबोध -तृतीय प्रकरण	9
VIII	शीघ्रबोध - चतुर्थ प्रकरण	9

संस्तुत ग्रंथ-

- ज्योतिष चंद्रिका, रेवती रमण शर्मा, (संपा) कान्ता भाटिया, भारतीय बुक कॉरपोरेशन, दिल्ली
- शीघ्रबोध, काशीनाथ, सम्पा. खूबचन्दशर्मा गौड़, नवलकिशोर बुक डिपो, लखनऊ
- शीघ्रबोध , काशीनाथ, सम्पा. प्रो. बृजेशकुमार शुक्ल, रायल बुक डिपो, लखनऊ
- ज्योतिर्विज्ञानसन्दर्भसमालोचनिका, प्रो. बृजेशकुमार शुक्ल, प्रतिभा प्रकाशन, दिल्ली
- बृहत् संहिता, अच्युतानंद झा (अनु०), चौखंबा विद्याभवन , वाराणसी
- बृहत् संहिता, राधाकृष्णन भट्ट (अनु०), मोतीलाल बनारसीदास वॉल्यूम 1 और 2, दिल्ली
- भारतीय ज्योतिष, शंकर बालकृष्ण दीक्षित शिवनाथ झारखंडी (अनु०) हिंदी समिति, उत्तर प्रदेश
- भारतीय ज्योतिष, नेमीचंद शास्त्री, भारतीय ज्ञानपीठ, नई दिल्ली
- ब्रह्मांड एवं सौर परिवार , त्रिपाठी देवी प्रसाद , दिल्ली
- भुवन कोश, त्रिपाठी देवी प्रसाद, दिल्ली

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

- |                                                                    |        |
|--------------------------------------------------------------------|--------|
| (क) अधिन्यास (असाइनमेंट) एवं मौखिकी<br>अथवा<br>पंचागावलोकन परीक्षा | 15 अंक |
| (ख) लिखित परीक्षा (वस्तुनिष्ठ लघु उत्तरीय)                         | 10 अंक |

Course prerequisites:

सभी के लिए उपलब्ध (OPEN TO ALL)

Suggested equivalent online courses:

Further Suggestions:

अथवा

Programme/Class: <b>Bachelor</b> कार्यक्रम /वर्ग- <b>स्नातक डिग्री</b>	Year: <b>Third</b> वर्ष- <b>तृतीय</b>	Semester: <b>VI</b> सेमेस्टर - <b>षष्ठ</b>
विषय- <b>संस्कृत</b>		
प्रश्न पत्र कोड-A020606T	प्रश्न पत्र शीर्षक- <b>द्वितीय प्रश्न पत्र-ड (वैकल्पिक) - नित्य नैमित्तिक अनुष्ठान</b>	
Course outcomes: अधिगम उपलब्धि-		
<ul style="list-style-type: none"><li>• विद्यार्थी भारतीय पारंपरिक कर्मकांड एवं सांस्कृतिक मूल्यों से परिचित होंगे ।</li><li>• नित्य नैमित्तिक अनुष्ठान विधि को जानकर जीवन को नियमबद्ध एवं आचरणशील बनाने में समर्थ होंगे।</li><li>• भारतीय कर्मकांड के प्रामाणिक शास्त्रीय रूप से परिचित होकर उसकी व्यवहारिक उपयोगिता जानने योग्य बनेंगे।</li><li>• सामान्य अनुष्ठान संपन्न कराने योग्य कुशल और पौरोहित्य कर्म विशारद बनेंगे ।</li><li>• आत्मनिर्भर भारत की संकल्पना को साकार करने में सक्षम एवं आत्मनिर्भर बनेंगे।</li></ul>		
Credits: <b>5</b>		<b>Core Compulsory</b>
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: <b>5-0-0</b> .		
Unit इ काई	Topics पाठ्य विषय	No. of Lectures व्याख्यान संख्या
I	नित्य विधि( प्रातरुत्थान, स्नान, संध्या, तर्पण तथा पंचयज्ञ)	10
II		10

	स्वस्तिवाचन, संकल्प ,गौरी -गणेश- पूजन तथा वरुणकलश - स्थापन	
III	षोडशोपचार पूजन, कुशकंडिका- विधि ,मंडप- कुंड- निर्माण तथा होम विधि	10
IV	रुद्राभिषेक ,महामृत्युंजय जप तथा नवचंडी विधान	9
V	नवग्रह शांति ,मूलगण्डान्तशान्ति, दुःस्वप्नशान्ति तथा वैधव्योपशांति	9
VI	प्राग्जन्म तथा जातकर्म संस्कार, अन्नप्राशन तथा चौल कर्म	9
VII	यज्ञोपवीत तथा विवाह संस्कार	9
VIII	गृहारंभ तथा गृह प्रवेश	9

संस्तुत ग्रंथ-

- पारस्करगृह्यसूत्र संपा. सुधाकर मालवीय, चौखंबा संस्कृत संस्थान, वाराणसी
- कर्म कौमुदी, डॉ बृजेश कुमार शुक्ल, नाग प्रकाशक, दिल्ली 2001
- कर्मठगुरु, मुकुंद बल्लभ मिश्र, मोतीलाल बनारसीदास, दिल्ली 2001
- आपस्तम्बीयकर्म मीमांसा, प्रयाग नारायण मिश्र, प्रतिभा प्रकाशन, दिल्ली
- हिंदू संस्कार, राजबली पांडे चौखंबा विद्याभवन, वाराणसी 1995
- धर्म शास्त्र का इतिहास, प्रथम भाग ,अर्जुन चौबे ,उत्तर प्रदेश हिंदी संस्थान, लखनऊ
- संस्कार प्रकाश, भवानी शंकर त्रिवेदी, लाल बहादुर शास्त्री केंद्रीय संस्कृत विद्यापीठ, दिल्ली
- पौरोहित्यकर्म प्रशिक्षक, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ
- नित्यकर्म पूजा प्रकाश, गीता प्रेस गोरखपुर
- धर्म शास्त्र का इतिहास, पांडुरंग वामन काणे, (अनु०) अर्जुन चौबे कश्यप, प्रथम भाग,उत्तर प्रदेश हिंदी संस्थान लखनऊ , 1973

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

**सभी के लिए उपलब्ध (OPEN TO ALL)**

प्रस्तावित सतत मूल्यांकन-

(क) अधिन्यास (असाइनमेंट) एवं मौखिकी ( मंत्रोच्चार परीक्षा) 15 अंक

(ख) लिखित परीक्षा (वस्तुनिष्ठ/ लघु उत्तरीय) 10 अंक

Course prerequisites:

सभी के लिए उपलब्ध (OPEN TO ALL)

Suggested equivalent online courses:

Further Suggestions:





**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: SOCIOLOGY**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed By:**

S. N.	Name	Designation	Department	College/ University
1	Dr.Anita Misra	Associate Professor	Sociology	Government Post Graduate College,Noida,U.P.
2	Dr.Neeraj Rai	Assistant Professor	Sociology	K.B.S.G.Government Girls Degree College,Dhindhui,Patti,Pratapgarh,U.P.
3.	Dr.Pankaj Kumar Singh	Assistant Professor	Sociology	Maharana Pratap Government Post Graduate College, Bilsa, Badaun.

# B.A. in Sociology

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)-**

### **Program Outcome (After 3 Years of Study)**

- a. This course will introduce students to new concepts of Sociology discipline.
- b. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.
- c. This course will contribute in enriching the vocabulary and scientific temperament of the students.
- d. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge.
- e. This course provides comprehensive understanding of Indian society.

**Semester-wise Titles of the Papers in BA (Sociology)**

Year	Semester	Course Code	Paper Title	Theory/Practical	Credits
I	I	A070101T	Introduction to Basic Concepts of Sociology	Theory	6
I	II	A070201T	Society in India: Structure, Organization & Change.	Theory	4
I	II	A070202P	Writing skilldevelopment on topics of Contemporary Sociological Importance	Practical	2
II	III	A070301T	Social Change & Social Movements	Theory	6
II	IV	A070401T	Social Problems & Issues of Development in India	Theory	4
II	IV	A070402R	Projects on Sustainable Society	Project	2
III	V	A070501T	Classical Sociological Thought	Theory	5
III	V	A070502T	Research Methodology in Social Sciences	Theory	5
III	V	A070503P	Practical Application of Research Methodology/ Project Work	Practical	3
III	VI	A070601T	Pioneers of Indian Sociology	Theory	5
III	VI	A070602T	Gender and Society	Theory	5
III	VI	A070603R	Field Work/Case Study/Project Work	Project	3

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

Programme/Class	Certificate	Year	B.A.I	Semester	I
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Subject	Sociology		
Course Code	A070101T	Course Title	Introduction to Basic Concepts of Sociology
<p>Course Outcomes:</p> <p>This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology. This paper will contribute in enriching the vocabulary and scientific temperament of the students. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge.</p>			
Credits - 6	Maximum Marks: 100	Minimum Marks: 33	
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0			
Unit	Topic	No. of Lectures	
I	Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India.	12	
II	Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science).	12	
III	Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society.	11	
IV	Social Institutions: Family, Kinship, Marriage, Education, State & Religion.	11	
V	Culture and Civilization, Pluralism, Multiculturalism, Cultural Relativism	11	
VI	Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration.	11	
VII	Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values.	11	
VIII	Social Stratification: Meaning, Forms and Basis, Social Mobility: Meaning and Types.	11	
This is an elective course open for all.			

**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. MacIver,R.M.and Charles H.Page.1949.Society:An Introductory Analysis.(Hindi version available)
- 8.Mills, C.W.1959.The Sociological Imagination.
9. Thakur, Navendu.2016, Samaj Shastra Ek Parichay.
- 10.जे.पी.सिंह, 2011,समाजशास्त्रकेमूलतत्व,PHI

**Suggested Continuous Internal Evaluation Methods (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

**Suggested equivalent online courses:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

**(Theory)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code	A070201T	Course Title	Society in India: Structure, Organization & Change.		
Course Outcomes: This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society. They are made familiar with the Indian Society, its linkages and continuity with past and present. It also gives insights to analyze contemporary Indian society. This paper provides comprehensive understanding of Indian society.					
Credits - 4	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.				07
II	Indological, Historical, Structural and Functional Perspective to study Indian Society.				07
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.				08
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.				08
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family.				06
VI	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women.				08
VII	Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control.				08
VIII	Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism.				08
This is an elective course open for all.					

**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. Srinivas, M.N., 1963: Social Change in Modern India.
5. अहूजा आर, 2000, भारतीय समाज, रावत पब्लिकेशन

**Suggested Continuous Internal Evaluation Methods (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

**Suggested equivalent online courses:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

**BA 1<sup>st</sup> Year, Sem. II**  
**Course II**  
**(Practical)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code	A070202P	Course Title	Writing skill development on topics of Contemporary Sociological Importance		
<p>Course Outcomes: This is the practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology. This would enhance and inculcate the analytical skills among the students. The paper is designed to enrich the conceptual vocabulary of the students, such that they are equipped with the writing style in Sociology. This paper is presumably beneficial for the students who are interested in the field of Media, Journalism, Essay writer, Column writer, Psephology, Journalism.</p>					
Credits - 2	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 2-0-0					
Unit	Topic			No. of Lectures	
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.			08	
II	Indological, Historical, Structural and Functional Perspective to study Indian Society.			08	
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.			07	

IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.	07
This is an elective course open for all.		
Suggested Readings: 1.J, Jennifer. Quinn.S. Brown.R, 2011: Writing for Sociology, University of California, Berkeley. 2. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India. 3. <a href="https://www.citethisforme.com/guides/harvard/how-to-cite-a-book">https://www.citethisforme.com/guides/harvard/how-to-cite-a-book</a> 4. <a href="https://libguides.ru.nl/apaEN/reference-examples-books-and-reports">https://libguides.ru.nl/apaEN/reference-examples-books-and-reports</a> 5. Collected Essays. By M. N. Srinivas with a foreword by, A. M. Shah. Delhi: Oxford University Press, 02. 6. शर्मा,के.एल:भारतीयसामाजिकसंरचनाएवंपरिवर्तन,रावतपब्लिकेशंस		
Suggested Continuous Evaluation Methods: • Practical file evaluation. main focus on presentation, content and proper use of research methodology & Viva.		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

**BA 2<sup>nd</sup>Year, Sem. III ,  
Course I  
(Theory)**

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code	A070301T	Course Title	Social Change and Social Movement in India		
Course Outcomes: This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society.					
Credits - 6	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure				12
II	Types of Social change: Evolution, Development, Progress and Revolution.				12



III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change.	11
IV	Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization	11
V	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements.	11
VI	Social Movement and Social Change: Theories of Social Movement: Structural –functional , Marxist, Resource Mobilization Theory ,	11
VII	New Social Movement Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement	11
VIII	Social Change in India through Social Movements: Peasant movement, Labour movement , Dalit movement , Women’s movement , Environmental movement	11

This is an elective course open for all.

**Suggested**

Social change :W F Ogburn

Theories of social change:A critical appraisal -Raymond Boudon

The theory of social change- John McLeish

Social change in India : Crisis and resilience - Yogendra Singh

Social movement and Social Transformation -MSA Rao

Protest and change : Studies in social movement -T K Oommen

Social movements in india- Ghanshyam Shah

आधुनिक भारत में सामाजिक परिवर्तन: डॉ. जे. पी. सिंह

भारत में सामाजिक आंदोलन : वी. एन. सिंह, जनमेजय सिंह

आधुनिक भारत में सामाजिक परिवर्तन: एम. एन. श्रीनिवास

**Suggested Continuous Internal Evaluation Methods (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

**Suggested equivalent online courses:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

**BA 2<sup>nd</sup> Year, Sem. IV ,  
Course I  
(Theory)**

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code	A070401T	Course Title	Social Problems & Issues of Development in India		
<p><b>Course Outcomes:</b> The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganizational and structural problems of Indian Society. The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society.</p>					
Credits:4	Max. Marks:100			Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	TOPIC			NO. OF LECTURES	
I	Deviance: Concept & Meaning, Definition. Crime and ,Juvenile Delinquency White Collar crime,			07	
II	Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.			07	
III	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.			08	
IV	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter Generational Conflict, Problem of Elderly.			08	
V	Concept of Development, Economic Vs Social Development, Human Development.			06	
VI	Theories of Development: Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society.			08	
VII	Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.			08	
VIII	Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.			08	
This is elective course open for all.					

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 Lemert.
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. Principles 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. Browning Halcli, 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, Debating 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, आधुनिकभारतकासमाज

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

**BA 2<sup>nd</sup> Year, Sem. IV ,  
Course II  
(Project)**

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code	A070401R	Course	Project on Sustainable Society		

Course Outcomes: The syllabus designed to introduce students to the emerging 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.

Credits:2

Max. Marks:100

Min. Passing Marks:33

Total no. of lectures-tutorials-practical (in hours per week):2-0-0

Unit

Topic

No. Of Lectures

I

Research Project: Definition & Concept, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development.

07

II

How to develop Research Proposal and its Implementation.

07

III

Methods & Techniques for conducting scientific study. Writing of Bibliography.

08

IV

Research Project final draft and writing of findings, Presentation of Research Project.

08

This is 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 Practice.

3. Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology.

4. Sachdev Meetal, 1987: Qualitative Research in Social Sciences.

5. <https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal>

Suggested Continuous Evaluation Methods:

- Project file evaluation,main focus on presentation,content and proper use of research methodology,Viva.

**BA 3<sup>rd</sup> Year, Sem. V ,**

**Course I  
(Theory)**

Programme /Class	Degree	Year	B.A III	Semester	V
Subject		Sociology			
Course code	A070501T	Course	Classical Sociological Thought		
<p>Course Outcomes: The course syllabus is designed to help students to know about the classical contributions of Pioneers of Sociology. The paper will focus upon the history of Sociology and the intellectual traditions originated during the crisis in Europe and the impact it had on the structures of society. The learner will gain theoretical as well as methodological knowledge about the subject.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	Topic				No.of Lectures
I	Emergence of Sociology, Intellectual Sources: Enlightenment, Philosophy of History, Political History, Social and Political Reform Movements. Revolution: French Revolution and Industrial Revolution.				10
II	.August Comte: Positivism, The Hierarchy of Sciences, Law of Three Stages. Herbert Spencer: Social Evolution and Social Darwinism				10
III	Emile Durkheim: Social Fact, Mechanical Solidarity and Organic Solidarity, Suicide.				10
IV	Vilfredo Pareto: Action – Logical and Non Logical Action, Residues and Derivatives.				09
V	Karl Marx: Dialectical Historical Materialism, Class Struggle, Theory of Alienation.				09
VI	Max Weber: Social Action, Power and Authority, Protestant Ethics and Spirit of Capitalism.				09
VII	G.H.Mead: Symbolic Interaction, Concept of ‘Self’ and ‘Me.’.				09

VIII	Talcott Parsons: Action and Behaviour; Social System, Pattern Variables. R.K.Merton: Middle Range Theory, Manifest and Latent Function.	09
This is elective course open for all		
<p>Suggested Readings :</p> <ol style="list-style-type: none"> <li>1. Giddens Anthony, 1989 : Sociology, Polity Press, Cambridge</li> <li>2. Kalberg Stephen, 2002: The Protestant Ethic and Spirit of Capitalism, III rd edition.</li> <li>3. Kamernka Eugene, 1983: The Portable Marx, Penguin.</li> <li>4. Kalberg Stephen, 1994: Connecting Issues in Comparative Historical Studies Today</li> <li>5. Lukes Steven, Durkheim: Life and Works: A Critical Study, 1973.</li> <li>6. Morrison Ken, Marx, Durkheim, Weber – formation of Modern Social Thought, Sage Publication, New Delhi, 1995.</li> <li>7. Ritzer George, Sociological Theory, McGraw Hill, New York, 2000.</li> <li>8. Tucker K.N, 2002. Classical Social Theory.</li> <li>9. Wilhelm Outhwaite and Mulkey M, Social Theory &amp; Social Criticism</li> <li>10. एम.एल. दोषी एवं पी.सी. जैन, मुख्यसमाजशास्त्रीयविचारक, रावत पब्लिकेशन</li> </ol>		
<p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions / short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz</li> </ul>		
<p>Suggested equivalent online courses: IGNOU &amp; Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.</p>		

**BA 3<sup>rd</sup> Year, Sem. V ,  
Course II  
(Theory)**

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code	A070502T	Course	Research Methodology in Social Sciences		
<p>Course Outcomes: The course of Research Methodology in Social Sciences/Sociology is structured in a way that it makes student to understand and comprehend the research problems, research techniques and nevertheless course intends to develop objective as well as subjective enquiry into the areas of Sociological studies. The main purpose of the course is to develop scientific and humanistic approach towards the research work in the subject.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	TOPIC			No. of Lectures	
<b>I</b>	Social Research: Concept, Nature & Types of Social Research, Importance of Social Research.Steps of Scientific Research: Formulation of Research Problem.			10	
<b>II</b>	Research Design: Meaning, Types and Importance.Hypothesis: Its Types and Sources.			10	
<b>III</b>	Problems of Objectivity. Objectivity Versus Subjectivity, Value Neutrality. Ethical Issues in Social Research. Plagiarism and Copy Right.			10	
<b>IV</b>	Types of Research: Basic and applied: Historical and Comparative; Descriptive, Exploratory, Explanatory and Diagnostic.			09	
<b>V</b>	Data Collection: Primary and Secondary Source; Census: Observation; Case Study; Content Analysis.			09	
<b>VI</b>	Techniques of Data Collection; Sampling, Questionnaire, Schedule and Interview, Primary and Secondary Data.			09	

<b>VII</b>	Classification and Presentation of Data: Coding; Tables; Graphs; Diagrams; Bar; Chart, Pictorial and Histogram and Report Writing.	09
<b>VIII</b>	Overview of Statistics in Sociology, Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).	09
This is elective course open for all		
<p>Suggested readings:</p> <ol style="list-style-type: none"> <li>1. Babbie Earl, 2004: The Practice of Social Research, (10th ed.)</li> <li>2 Burawoy M and Joseph Blum (ed),2000: Global Ethnography: Forces, Connections and Imaginations</li> <li>3 Bryman Alan, 2001 Social Research Methods.</li> <li>4Carol Grbich, 2000: New Approaches in Social Research, Sage Publication.</li> <li>5Devine and Heath, 1999: Sociological Research Methods in Context, Palgrave.</li> <li>6 Denzin Norman, Lincoln Yvonna (ed), 2006.:Handbook of Qualitative Research,</li> <li>7. Goode and Hatt, Methods in Social Research</li> <li>8. Giddens Anthony, 1976: New Rules of Sociological Research.</li> <li>9. Mulkay Michael, 1979: Science and the Sociology of Knowledge, George Allen and Unwin Ltd.</li> <li>10. Silverman David, 1985: Qualitative Methodology and sociology, Gower, Vermont.</li> <li>11. Sachdev Meetali, 1987: Qualitative Research in Social Sciences, Raj Publishing, Jaipur.</li> <li>12. Williams Malcolm, 2004. Science and Social Science, Routledge, New York,</li> <li>13. Young Pauline, Scientific Social Surveys and Research Practice,</li> <li>14. <b>जे.पी. सिंह: सामाजिक अनुसंधान की विधियाँ</b></li> </ol>		
<p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions / short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz</li> </ul>		
<p>Suggested equivalent online courses: IGNOU &amp; Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.</p>		



**BA 3<sup>rd</sup> Year, Sem. V ,  
Course III  
(Practical)**

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code	A070503P	Course	Practical Application of Research Methodology/Project Work		
Course Outcomes: Research Methodologies comprise important part in the course structure of Sociology, hence the course is designed in such a way that student 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, questionnaire and applicability of other research methods.					
Credits:3		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):2-0-0					
Unit	Topic			No. Of Lectures	
<b>I</b>	Social Research: Meaning and Definition. Basic Steps in Social Research.			12	
<b>II</b>	Formulation of Hypothesis and Selection of Research Problem.			11	
<b>III</b>	Use of techniques of data collection. Construction of Interview Schedule, Questionnaire, Case study method, Observation method.			11	
<b>IV</b>	Classification and Presentation of data: Use of coding method, Classification, Preparation of tables, Graphs, Bar and Pie diagram.			11	
This is elective course 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 विधियाँ					
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>Practical/Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.</li> </ul>					
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.					

**BA 3<sup>rd</sup> Year, Sem. VI ,  
Course I  
(Theory)**

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject			Sociology		
Course code	A070601T	Course	Pioneers of Indian Sociology		
<p>Course Outcomes: The course outline has been delineated in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities. 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.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	Topic			No. of Lectures	
I	G. S. Ghurye: Caste; Indian Sadhus; Rururban Community; D. N. Majumdar: Caste; Tribal Integration			10	
II	Radhakamal Mukherjee: Social Structure of Values; Social Ecology			10	
III	D.P. Mukherjee: Indian Culture and Diversities; Modernity, Indian Youth, Marxology			10	
IV	Irawati Karve: Kinship in India I.P. Desai: Indian Family			09	
V	M.N. Srinivas: Sanskritization; Westernization; Secularization; Dominant Caste.			09	
VI	S. C. Dube: Indian Village; Tradition; Modernization and Development.			09	
VII	A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society. Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure.			09	
VIII	Andre Beteille: Caste, Class and Power: Agrarian Structure			09	

This is elective course open for all.

Suggested readings: D.N. Dhanagare, 1999: Themes and Perspectives in Indian Sociology.  
 Das Veena, 1995: Critical Events, An Anthropological Perspective on Contemporary India.  
 David Ludden, 2000: Critique of Subaltern Studies.  
 Dube, S. C, 1990. Indian Society.  
 Gail Omvedt, 2002 Dalits and Democratic Revolution.  
 Vivek P. S, 2002. Sociological Perspectives and Indian Sociology  
 T.S.Pawale & S.D.Patil, Basic Sociological Concepts  
 Ghurye, G. S. 2000 1932. Caste and Race in India.  
 Pramanik. S. K. 2001. Sociology of G S Ghurye.  
 Majumdar. D. N 1944 The Fortunes of Primitive Tribes.  
 Saksena. H. S. 2017. Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian Anthropology  
 Madan, T.N.2011. Sociological Traditions: Methods and Perspectives in the Sociology of India  
 Madan, T.N.2013. Sociology at the University of Lucknow: The First Half Century (1921-75  
 Oommen, T.K. 2015- Radhakamal Mukherjee on Social Ecology: Filling Up Some Blanks, Sociological Bulletin, Vol. 64, No. 1 (January – April 2015), pp. 15-35.  
 Mukherjee, D.P. 2002. Indian Culture.  
 Mukherjee, D.P. 2002. Diversities: Essays In Economics, Sociology and Other Social Problems.  
 Desai I.P. 1964: Some aspects of family in Mahuva.  
 Karve, Irawati, 1953 Kinship Organisation in India. (Deccan College Monograph Series, 11.)  
 Uberoi, Patricia, Nandini Sundar and S. Deshpande. 2007. Anthropology in the East: Founders of Indian Sociology and Anthropology.

बी.के.,नागला : भारतीयसमाजशास्त्रीयचिंतन

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

**BA 3<sup>rd</sup> Year, Sem. VI ,  
 Course II  
 (Theory)**

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject		Sociology			
Course code	A070602T	Course	Gender and Society		

Course Outcomes: This course is gender sensitive and is directed towards engaging students to learn and rethink about the gender issues. 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.		
Credits:5	Max. Marks:100	Min. Passing Marks:33
Total no. of lectures-tutorials-practical (in hours per week):4-0-0		
Unit	Topic	No. of. Lectures
I	Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.	10
II	Women in Family, Socialization and Gender, Feminist Movement Understanding Gender Inequalities- Caste and Class.	10
III	Gender Perspective: Liberal, Marxian, Socialist, Radical	10
IV	Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity.	09
V	Women and Society in India: Demographic Profile, Population and Gender, Population, Gender and Migration.	09
VI	Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health	09
VII	Crime against Women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place.	09
VIII	Constitutional Safeguards and Provisions regarding Women. Programmes and Policies regarding upliftment of Women. Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights.	09
This is elective course open for all.		
Suggested readings: Bhasin Kamala, 2000 Understanding Gender, Kali for Women. Basu Aparna, 1999 Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom. Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited. Chakravarty Uma, 2003. Gendering caste through a feminist Lense, Stree, Calcutta, Courting Disaster, PUDR Report, 2003. Davis Kathy, Evans Mary, Lorber, J (edt), 2006: Handbook of Gender and Women's Studies. Delmont Sara, 2003: Feminist Sociology. Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai Geetha V,2007 Patriarchy, Stree, Calcutta.		

Geetha V, 2002 Gender, Stree, Calcutta.  
 Kimmel Michael, The Gendered Society, Oxford, NY, 2008.  
 Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992

भारतमेंघरेलूहिंसा ,2017, रिंकीभट्टाचार्य।

घरेलूहिंसासेमहिलाओंकासंरक्षण:अधिनियमएवंसंरक्षण,2020,युनिवर्सललॉपब्लिशर।

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

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

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject		Sociology			
Course code	A070603R	Course	Field Work/Case Study/ Project Work		
Course Outcomes: The syllabus is designed to introduce students to get themselves engaged in the field work and project work so that they are equipped with the practical knowledge about the field work and research project. This will be an empirical learning for those who aspire to become future Social Scientists.					
Credits:3		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):2-0-0					
Unit	Topic			No. Of.Lectures	
I	Knowing about field work, Selection of research problem for Research project and field work. Concept of Universe and Units.			12	
II	Research Design, Use of Census and Sampling method to select units of study.			11	
III	Estimation of resources: Time, money, human resource. Conducting field survey, Necessary gadgets and equipments.			11	
IV	Classification and Tabulation of data, Presentation of data. Report writing.			11	
This is elective course open for all.					

Suggested readings: Czarniawska, Barbara. 2014: Social Science Research: From Field to Desk.  
Perecman, Ellen, Curran, Sara, R., 2006: A Handbook For Social Science Field Research.  
Wadds,P.,Apoifis,N.,Schmeidl,S,Spurway,K.,2020: Navigating Field Work in the Social  
Sciences: Stories of Danger, Risk and Reward.

**त्रिपाठीसतेन्द्रएवंश्रीवास्तवए.के.:सामाजिकअनुसंधानएवंसांख्यिकी, रावतपब्लिकेशंस,जयपुर**

Suggested Continuous Evaluation Methods:

- Project file evaluation,main focus on presentation,content and proper use of research methodology,Viva.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.